

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

1.	DE 112	-	Elements of statistical Democracy in Social Economic Planning
2.	DE 312	-	Components of population change
3.	DE 322	-	Introduction to demographic analysis
4.	DE 412	-	Advanced methods of evaluation, adjustment and estimation
5.	DE 902	-	Population policies and programmes
6.	DS 102	-	Introduction to development studies II
7.	DS 202	-	Political economy of development
8.	DS 302	-	Food security in developing countries
9.	DS 402	-	Technology and development II
10.	DS 902	-	The family in Social Economic development in developing countries
11.	DS 912	-	Women and development policies and strategies
12.	DS 945	-	The global environment and sustainable development
13.	E 110	-	Communication and study skills (Distance)
14.	E 122	-	Introduction to poetry and drama
15.	E 150	-	Introduction to Literature
16.	E 212	-	The structure of modern English II Morphology and syntase.
17.	E 222	-	English literature of the 19th and 20th centuries.
18.	E 232	-	Modern literary criticism
19.	E 352	-	Contemporary African fiction
20.	E 362	-	Lusophone and francophone literature.
21.	E 462	-	Later modernist literature
22.	E 905	-	Shakespear
23.	E 912/PS 912	-	Psycholinguistics
24.	E 922	-	World Englishes
25.	E 935	-	English discourse analysis
26.	E 942	-	Sociolinguistics II
27.	E 945	-	Pragmatics
28.	E 952	-	Analysis of a project in African Oral literature
29.	E 982	-	Victorian literature
30.	EC 110	-	Introductory Economics (Distance Education)
31.	EC 125	-	-----
32.	EC 215	-	Intermediate microeconomics (Distance Education)
33.	EC 315	-	Public finance

34.	EC 322	-	Introduction to Econometrics and applied statistics
35.	EC 412	-	International finance theory and practice
36.	EC 422	-	Issues in development
37.	EC 925	-	Industrial organisation
38.	EC 945	-	Transport Economics
39.	FR 110	-	(Distance education)
40.	FR 112	-	-----
41.	FR 121	-	Introduction to French for specific purposes. Paper I
42.	FR 121	-	Introduction to French for specific purposes. Paper II
43.	FR 132	-	-----
44.	FR 210	-	Distance Education
45.	FR 212	-	Paper I
46.	FR 212	-	Paper II
47.	FR 222	-	Introduction to French literature
48.	FR 312	-	Paper I
49.	FR 312	-	Paper II
50.	FR 322	-	Intermediate studies in French literature
51.	FR 332	-	-----
52.	FR 412	-	Paper II
53.	FR 422	-	Advanced French literature
54.	H 231	-	History of modern Africa from 1750 to 1900
			(Distance Education)
55.	H 322	-	Twentieth Century Europe
56.	H 232	-	History of modern Africa from 1900 to the present (Distance Education)
57.	H 232	-	History of modern Africa from 1900
58.	H 242	-	The capitalist Economic system : 1914 to to the present
59.	H 242	-	The growth of Capitalism from 1900 (Distant education)
60.	H 912	-	History of Zambia since 1890
61.	H 912	-	Def/supp
62.	H 932	-	Social and Economic History of Southern Africa since the 1880s
63.	H 972	-	Economic and Social history of Latin America 1825 to the present
64.	LAL 110	-	Introduction to language and linguistic sciences (Distance Education)
65.	LAL 112	-	Introduction to linguistics ✓
66.	LAL 220	-	Writings in Zambian languages (Distance Education)
67.	LAL 222	-	Writings in Zambian languages
68.	LAL 312	-	The syntax and semantics of a Bantu language
69.	LAL 322	-	Research methods and project in African Oral literature

70.	LAL/E 425	-	Theories syntax
71.	LAL 432	-	Creative . writing project in Zambian languages
72.	LAL 432	-	Creative writing project in Zambian languages
73.	LAL 955	-	Selected topics in literature: Literary schools of thought.
74.	MC 102	-	International Communication
75.	MC 202	-	Basic reporting
76.	MC 212	-	Introduction to television
77.	MC 222	-	Media and society
78.	MC 302	-	News Agency Reporting
79.	MC 312	-	Media Law
80.	MC 312	-	Def. Media Law
81.	MC 322	-	Radio production II
82.	MC 332	-	Television production II
83.	MC 402	-	Investigative Reporting
84.	MC 412	-	Electronic Newspaper editing and make-up
85.	MC 432	-	Radio production IV
86.	MC 442	-	Television production IV
87.	MC 902	-	Advertising practice
88.	MC 902	-	Def
89.	MC 902	-	Advertising practice Oct/Nov 1997
90.	MC 912	-	Public Relations Practice
91.	MC 922	-	Photojournalism
92.	MC 932	-	Broadcast media management
93.	PA 125	-	Introduction to public administration
94.	PA 210	-	National government and administration C.D.E)
95.	PA 210	-	Def.
96.	PA 212	-	Comparative administration
97.	PA 322	-	Comparative Local government administration.
98.	PA 322	-	Def
99.	PA 325	-	Organisational behaviour and management.
100.	PA 325	-	Def.
101.	PA 345	-	Industrial relations
102.	PA 435	-	Def
103.	PA 411	-	Theories of development administration
104.	PA 412	-	Development administration
105.	PA 422	-	Public policy monitoring and evaluation
106.	PA 442	-	Project management and evaluation
107.	PA 925	-	Public enterprise management
108.	PA 925	-	Def
109.	PH 101	-	Introduction to philosophy I
110.	PH 101	-	Def
111.	PH 102	-	Introduction to philosophy II
112.	PH 221	-	History of philosophy I
113.	PH 222	-	History of philosophy II
114.	PH 932	-	Major themes in socio-political philosophy

115. PH	982	-	Social problems in the philosophy of religion
116. PL	252	-	Comparative politics
117. PL	312	-	Utilitarian theory and contemporary liberalism.
118. PL	322	-	The foreign policies of African states
119. PL	332	-	Foreign policy analysis and evaluation
120. PL	452	-	Socialist political theory II
121. PL	932	-	Politics of southern Africa II
122. PS	102	-	Introduction to psychology II
123. PS	222	-	The psychology of sensation and perception
124. PS	312	-	Theories of personality
125. PS	332	-	Cognitive development and culture II
126. PS	452	-	Industrial and organisational psychology
127. PS	45	-	Def.
128. PS	952	-	Psychopathology
129. S	111	-	Introduction to sociology II
130. S	112	-	Introduction to sociology II
131. S	112	-	Introduction to sociology II (Dis Ed.)
132. S	211	-	Classical sociological theory (Dis Ed)
133. S	212	-	Contemporary sociological theory (Dis Ed)
134. S	312	-	Urban sociology
135. S	912	-	Refugees in the contemporary world II
136. S	932	-	Factors of Social Change
137. S	962	-	Sociology of rural development
138. S	975	-	Medical sociology
139. S	975	-	Sup.
140. SS	242	-	Statistical methods in the social sciences.
141. SW	112	-	Introduction to social development
142. SW	212	-	Contemporary issues in social policy
143. SW	232	-	Introduction to macro practice social work methods
144. SW	332	-	Cultural perspectives in social work practice.
145. SW	412	-	Social administration
146. SW	475	-	Community change and development.



THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC, 1996

DE 112

ELEMENTS OF STATISTICAL DEMOGRAPHY

IN SOCIO-ECONOMIC PLANNING

TIME: THREE HOURS

INSTRUCTIONS: ATTEMPT ANY FOUR QUESTIONS. ALL QUESTIONS  
CARRY EQUAL MARKS.

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1. The formulation, adoption and implementation of a housing policy in Zambia is topical. Discuss.
2. (a) Out of 5,000 university students enrolled in one academic year only 3,500 were enrolled the following academic year.
  - (i) Calculate the drop-out rate
  - (ii) Calculate the progression rate(b) 1,000 Doctors attended to 15,000 women, 3,000 children and 2,000 men.
  - (i) Calculate the Doctor/patient ratio.
  - (ii) How relevant is this ratio in planning?
3. (a) What comprises the social security package? and  
(b) how can social security be measured?
4. (a) What type of financial statistics are available and how can they be used in Zambia.
5. Categorise the socio-economic indicators that are usable in Zambia.

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END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA**

**UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996**

**DE 312**

**COMPONENTS OF POPULATION CHANGE**

**TIME:        THREE HOURS**

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

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- Q1.   a)    Zambia is one of the countries with high fertility.  
              What factors have led to such patterns of fertility?
- b)    What type of policies or programmes would you adopt to  
                  curb the increase in fertility.
- Q2.   a)    Briefly discuss the determinants of the following in  
              Zambia:
1.    Fertility increase  
              2.    Mortality increase
- b)    What are the likely consequences of the 2 components  
                  in section a.
- Q3.   Describe the likely consequences of rural to urban  
          migration in a developing country like Zambia.
- Q4.   a)    Discuss the present differentials in mortality and  
              fertility between less developed and more developed  
              regions in the world today.
- b)    What are some of the causes of such differences in  
                  mortality and fertility.
- Q5.   a)    Discuss the patterns of international migration in  
              Africa today.
- b)    Describe what type of policies programmes that can be  
                  adopted to curb or encourage or control international  
                  migration in any country
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**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**UNIVERSITY EXAMINATIONS - NOVEMBER/DECEMBER 1996**  
**DE 322**  
**INTRODUCTION TO DEMOGRAPHIC ANALYSIS**

**TIME: THREE HOURS**

**INSTRUCTIONS:** ALL CANDIDATES MUST ANSWER QUESTION 1 AND ANY OTHER TWO QUESTIONS FROM QUESTIONS 2, 3, AND 4 FOR A TOTAL OF THREE QUESTIONS.

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**ANSWER QUESTION 1**

1. Briefly discuss the concepts and measurements below, paying particular attention to their merits and demerits as well as the assumptions underlying each:
- (a) Crude birth/death rate
  - (b) Child-woman ratio
  - (c) General fertility rate
  - (d) Age specific death/birth rate
  - (e) Standardized death/birth rate
  - (f) Life expectancy
  - (g) The concept of person years

**ANSWER ANY TWO QUESTIONS FROM QUESTIONS 2, 3, AND 4.**

2. (a) Discuss the differences between specific indirect and direct methods of measuring migration. What are their underlying assumptions? Under what circumstances is one preferred over the other? Any strengths and/or weaknesses of the methods?
- (b) Give the formulas for the following basic measurements of migration and, for each, explain what it attempts to measure:
- (i) The in-migration rate
  - (ii) The out-migration rate
  - (iii) The gross-migration rate
  - (iii) The net-migration rate
- (c) Given below are data from Zambia. Use the national growth rate method to estimate migration and comment on

the results. Do you see any interesting results?

	1980	1990
KABWE	136033	161455
LUANSHYA	129589	141927
CHIPATA	204738	291372
MANSA	111437	142497
LUSAKA	535830	769353
CHINSALI	93999	83659
KASAMA	113935	189360
SOLWEZI	92773	124624
LIVINGSTONE	71521	82952
MONGU	114402	142795
ZAMBIA	5661801	7383097

3. (a) Briefly explain what a life table is.
- (b) Give some important uses of a life table.
- (c) In life table construction, it is always important to convert the central death rate,  $M_x$ , into a probability of dying,  $q_x$ . What logic underlies this? (Credit will be given for giving the conversion formula)
- (d) A generation of 10,000 ants was born on the 1/1/1985. 7,000 were alive on 1/1/1986, 5000 on 1/1/1987, 2,000 on 1/1/1988, 500 on 1/1/1989 and the whole generation was dead on 1/1/1990. Construct a life table from the above information with the following functions:
- $l_x$     $dx$     $px$     $L_x$     $M_x$     $T_x$  and  $e_x$
- (Hint:  $M_x = dx/L_x$ )
- (e) What is the birth rate in the population represented by this life table of ants? What is the death rate?
- (f) What is the probability of an ant aged 2 celebrating its 4th birthday
4. (a) What is the difference between an age specific rate and parity by age.
- (b) What is the difference between completed family size and total fertility rate. In what way are they similar?
- (c) Use the data below to compute the following:
- (i) The total fertility rate
- (ii) The gross reproduction rate
- (iii) The net reproduction rate
- (e) For all the three measurements of fertility above, give their advantages and disadvantages as well as their underlying assumptions
- (d) On the basis of your computations, would you say this population is replacing itself or not. Briefly explain.

AGE	NUMBER OF WOMEN	NUMBER OF BIRTHS	FEMALE SURVIVAL RATES
15-19	480162	38537	.97417
20-24	428007	100210	.97131
25-29	381755	94573	.96827
30-34	308741	62822	.96438
35-39	279640	43192	.95866
40-44	211469	14745	.95000
45-49	187480	4240	.93642

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC, 1996

DE 412

ADVANCED METHODS OF EVALUATION, ADJUSTMENT AND ESTIMATION

TIME: THREE HOURS

INSTRUCTIONS: ATTEMPT ANY FOUR QUESTIONS. ALL QUESTIONS  
CARRY EQUAL MARKS.

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1. What is the relevancy of evaluation in censuses, surveys and Vital Registration systems in Zambia?

2. Study the table below.

<u>Age</u>	<u>Males</u>	<u>Age</u>	<u>Males</u>
23	38,687	25	77,141
24	51,289	30	110,379
25-29	278,591	35	64,091
30-34	242,515	40	81,515
35-39	198,231	45	44,654
40-44	165,937	50	52,024
45-49	121,756	55	14,540
50-54	96,775	60	38,377
55-59	59,307		
60	38,377		
61	4,779		
62	7,866		

(a) Calculate the whipple's Index for checking the consistence of terminal digits 5 and 0.

(b) Observe the accuracy of data in 2 (a).

(c) What are the assumptions of Whipple's Index.

3. How can the following concepts be applied in Zambian data?

(a) Adjustment

(b) Graduation

(c) Smoothing

(d) Evaluation

(e) Interpolation

4. Study the population data below:

<u>Age</u>	<u>Population</u>
0-4	900,000
5-9	600,000
10-14	500,000
15-19	450,000
20-24	350,000
25-29	300,000
30-34	200,000

- (a) Use the moving average method to graduate population aged 10-14, 15-19 and 20-24.
  - (b) What are the assumptions of the moving average method?
  - (c) Make comments on the observations.
  - (d) How applicable is this method in Zambia?
5. Exponential, Gompertz and logistic are some of the methods used in population projections.
- (a) Compare the assumptions behind the methods?
  - (b) What are the limitations of the methods?

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END OF EXAMINATIONS



THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC, 1996

DE 902

POPULATION POLICIES AND PROGRAMMES

TIME: THREE HOURS

INSTRUCTIONS: ANSWER FOUR QUESTIONS IN TOTAL, THREE FROM  
SECTION A AND ONE FROM EITHER SECTION B OR C.

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SECTION A

- Q1. Outline the common elements and their limitations in any African population policy, especially before the advent of the 1994 International Conference on Population and Development (ICPD) in Cairo.
- Q2. Reverend Thomas Malthus said that population always increases at a geometrical rate while food production increases at an arithmetic rate, to him this would lead to poverty. Critically examine his statements.
- Q3. The adoption of population policies in Africa has been done more recently and their scope is limited than in the developed world. Give reasons.
- Q4. African countries and Zambia in particular has been experiencing high fertility levels in the recent past. Point out the underlying factors that contributed to this and suggest measures that can contribute to its reduction.

SECTION B

- Q5. (a) What are the major facets of the demographic transition theory.  
(b) Critically analyse its relevance and applicability to Zambia.

- Q6. Differentiate between an explicit and implicit policy with examples.

SECTION C

- Q7. Discuss the assertion that reproductive health and family planning programmes can best achieve their goals when you target women.
- Q8. Compare and contrast population influencing and population responsive policies with examples.

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

DS 102

INTRODUCTION TO DEVELOPMENT STUDIES II

TIME: 3 HOURS

INSTRUCTIONS:

1. THE EXAMINATION COMPRISES 7 QUESTIONS.
  2. QUESTION 1 IS COMPULSORY.
  3. ANSWER ANY OTHER TWO QUESTIONS IN ADDITION TO QUESTION 1.
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1. The existence of strong linkages between the Agricultural and Industrial sectors is vital for sustainable development. Analyse the above statement drawing practical examples from the Zambian case.
  2. Identify and outline the major factors that determine the flow of foreign investment into an economy.
  3. Analyse the effects of foreign trade on the development prospects of Less Developed Countries.
  4. What is food Aid and what are its advantages and disadvantages in Less Developed countries?
  5. Are Non Governmental Organisations (NGOs) particularly good in poverty alleviation? Give reasons for your answer.
  6. Is socialism the answer to the inherent exploitation within the capitalist system?
  7. Economic liberalism is a prerequisite for economic development. Critically discuss the above assertion vis-a-vis Less Developed Countries (LDCs)
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END OF EXAMINATION

C x D x B

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

DS 202

POLITICAL ECONOMY OF DEVELOPMENT

TIME: THREE HOURS

INSTRUCTIONS:

1. ANSWER THREE QUESTIONS ONLY.
  2. ANSWERS SHOULD BE WRITTEN IN ESSAY FORM.
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Answer any three of the following questions:

1. Compare and contrast essential elements of Structuralist Approach to development and the liberal Theory of development. Which of the two theories offer the best alternative to development in Third World Nations?
  2. Present a detailed description of the nature and magnitude of the development crisis in Latin America and Sub-Sahara Africa. Account for this crisis in terms of either internal or external factors.
  3. Present and analyse the effects of Foreign Aid in the development of Third World Countries.
  4. Taking a case study of any country of your choice in Sub-Sahara Africa, critically evaluate the impact of IMF conditionality loans in the development of Third World Countries.
  5. Taking a case study of any country of your choice evaluate the effect of the democratisation process on the development of Third World Countries.
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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

DS 302

FOOD SECURITY IN DEVELOPING COUNTRIES

TIME: 3 HOURS

INSTRUCTIONS: THREE QUESTIONS TO BE ANSWERED. EACH  
QUESTION CARRIES THE SAME MARKS.

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1. Analyse the effects of colonial agricultural policy on current food production and consumption in Zambia.
  2. Identify and analyse the social groups both in urban and rural areas in Zambia, that are mostly exposed to the risks and dangers of malnutrition. What are the causes of this situation.
  3. Critically examine the potential and problems of multi-national corporations in the production, marketing and consumption of food in Africa.
  4. To what extent is "Food Aid" an obstacle or an incentive to food production in Africa.
  5. Outline the relationships between populations changes and land utilisation in the context of African Rural Development.
  6. What role can appropriate agricultural technology play in the process of increasing food production in Africa.
  7. What are the advantages and disadvantages of the "Green Revolution" in Developing countries.
  8. What are the mass murderers in processed foods? Critically discuss their effects on human beings.
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END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA**

**UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996**

**DS 402**

**TECHNOLOGY AND DEVELOPMENT II**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: THE PAPER HAS EIGHT (8) QUESTIONS.  
YOU ARE REQUIRED TO ANSWER THREE QUESTIONS.  
QUESTION 1 IS COMPULSORY.**

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- Q1. Describe and discuss how the shift in the technological paradigm of the 1980s and 1990s has affected the international debate on the protection of intellectual property rights.
- Q2. Critically analyze the impact of the international patent system on the developing countries. What has been the reaction of developing countries to the nature of the international patent system.
- Q3. Briefly explain the meaning of each of the following terms in technology language:
- a) The technological gap
  - b) Technological leapfrogging
  - c) Transfer pricing
  - d) Reverse engineering
  - e) Contractual arrangements
- Q4. Compare and contrast India and South Korea's approaches to acquisition of foreign technology and development of indigenous technological capabilities.
- Q5. EITHER
- (a) Compare and contrast Foreign Direct Investment (FDI) and Contractual Arrangements as mechanisms for technology transfer to developing countries. Which of the two mechanisms is more suitable for transferring technology to developing countries?
- OR
- (b) Critically analyse the role of Multinational Corporations (MNCs) in the transfer of technology to developing countries. What has been the impact of MNCs on the development of indigenous technological capabilities in host countries?

- Q6. 'Biotechnology will have a negative impact on agriculture in developing countries.' Critically examine this statement.
- Q7. The state in developing countries still has a big role to play in facilitating foreign investments and technology transfer. How far do you agree?
- Q8. 'Technology has the potential to permit development and at the same time help preserve the global environment.'  
Discuss.
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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC, 1996

DS902

THE FAMILY IN SOCIO-ECONOMIC DEVELOPMENT IN  
DEVELOPING COUNTRIES

TIME: THREE HOURS

ANSWER: THREE OF THE FOLLOWING QUESTIONS. CREDIT WILL  
BE GIVEN FOR GOOD ENGLISH AND ORDERLY PRESENTATION  
OF IDEAS.

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1. Why is it that there is so much insecurity in families these days? What should be done to rectify this anomaly?
2. Should the 1989 Succession Act be further reformed? What are the reasons for your answer?
3. Why are people in pre-capitalist societies so worried about fertility?
4. What are the merits and demerits of the Malthusian argument about population and development?
5. Karl Marx claim that the problem of development is not population, but the way the world's resources are being distributed?
6. What is family planning? Is it the same as population control?
7. Does differences in access to education create classes in societies? If it does, what are the advantages and disadvantages to those societies?
8. Should the Aged be looked after by the members of their immediate families or should they be looked after by the State?

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END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

DS 912

WOMEN AND DEVELOPMENT POLICIES AND STRATEGIES

TIME: 3 HOURS

INSTRUCTIONS: ANSWER ONE QUESTION FROM EACH SECTION.  
QUESTION 1 SECTION A IS COMPULSORY.

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SECTION A

- Q1. As a graduate of Women and Development discuss how the course has impacted on your life and how you intend to apply it in your future undertakings.

SECTION B

- Q2. Discuss reasons why some projects that are targeted for women have not met their intended goals.
- Q3. It has been argued that Structural Adjustment has had an impact on the lives of women.

Taking the case of Zambia and selecting three (3) aspects of Structural Adjustment discuss the impact it has had on women.

- Q4. Critically analyse the role of the state in meeting women's practical and strategic gender needs.

SECTION C

- Q5. What role can the Women's Movement and Non Governmental Organisations (NGO's) play in addressing women's issues in Zambia.
- Q6. If planning and policy making are to be successful, serious considerations must be made of gender issues. Analyse this statement.
- Q7. Discuss in detail the consequences on women of male bias in Political, Economic and Social Development.
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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC, 1996

DS945

THE GLOBAL ENVIRONMENT AND SUSTAINABLE DEVELOPMENT

TIME:      THREE HOURS

INSTRUCTIONS:

1. ANSWER ANY THREE QUESTIONS
  2. ALL QUESTIONS CARRY EQUAL MARKS
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1. 'The problem with the ecological critics of development is that they have no theory of how environmental concerns can be transformed into social change at the state or international level.' Discuss.
2. To what extent can the global agenda for 'sustainability' address the needs of poor countries of the South?
3. Discuss the schemes for making international debt a tool for environmental conservation. What problems are associated with such schemes?
4. International agreements/conventions are pertinent in the resolution of global environmental problems. Drawing examples from one particular international agreement/convention discuss the significance and problematics of such efforts.
5. Discuss how military 'conversion' can offer prospects for a sustainable environment. What are the problems with 'conversion'?
6. Discuss the major global environmental threats. What measures can be adopted to resolve these concerns?
7. 'The obligation to service international debt has prompted many developing countries to unsustainably exploit their natural resources'. Discuss.

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END OF EXAMINATION

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

E 110

COMMUNICATION AND STUDY SKILLS

(DISTANCE)

TIME: 3 HOURS

INSTRUCTIONS: ATTEMPT ALL QUESTIONS

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1. "People read differently for different purposes." Discuss.
2. Comment on the statement that "there is no significant difference between human language and animal language."
3. Making specific reference to language use in Zambia, discuss the concept of diglossia.
4. (a) Read the following passage and answer the questions that follow.

A more serious objection to this proposal is also an objection to all models which propose to derive instances of word-formation from the strings underlying sentences, namely that most of the string is irrelevant. The question must be whether the relationship between any pair of sentences is a syntactic one, or just a semantic one.

- (i) Identify five nouns from the passage.
  - (ii) Describe the nouns you have chosen in terms of form (NB: Do not discuss nouns in general, but only those you have chosen).
- (b) Give an example of each of the following, used in a grammatically correct sentence.
- (i) an adjective used <sup>predicatively</sup> ~~predicatively~~
  - (ii) a non-finite verb form
  - (iii) a compound sentence
  - (iv) an adverb of frequency
  - (v) a prepositional phrase functioning as adverbial.
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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

E 122

INTRODUCTION TO POETRY AND DRAMA

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS ONE FROM EACH SECTION.  
CANDIDATES MAY BRING INTO THE EXAMINATION ROOM A  
COPY OF AN ENGLISH DICTIONARY.

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SECTION I - EUROPEAN POETRY

Choose one out of the two poems below and answer the question accompanying the chosen poem.

1. AT THE MID HOUR OF NIGHT

At the mid hour of night, when stars are weeping, I fly  
To the lone vale we loved, when life shone warm in thine eyes  
And I think that if spirits can steal from the regions of air  
To revisit past scenes of delight, thou wilt come to me there  
And tell me our love is remembered, even in the sky!

Then I sing the wild song it once was rapture to hear  
When our voices, commingling, breathed, like one, on the ear  
And, as Echo far off through the vale my sad orison rolls  
I think, O my love! 'Tis thy voice, from the kingdom of souls  
Faintly answering still the notes that once were so dear.

QUESTIONS

1. What is the situation? What prompts the poet to write the poem?
2. What is the subject of the poem? Explain how you arrive at it.
3. What is the theme(s)? Explain how you discover it or them.
4. What type of poem is it?
5. Comment on the mood of the poem.
6. What can you say about the speaker in the poem?

7. Comment on the use of end rhyme
8. How has the poet used words?
9. Is there use of symbolism in the poem?
10. What other devices have been used in the poem to make the experience vivid and concrete?

2.

**SONG: TO MY INCONSTANT MISTRESS**

When thou, poor excommunicate  
 From all the joys of love, shalt see  
 The full reward and glorious fate,  
 Which my strong faith shall purchase me  
 Then curse thine own inconstancy.

A fairer hand than thine shall cure  
 That heart which thy false oaths did wound  
 And to my soul, a soul more pure  
 Than thine shall by Love's hand be bound  
 And both with equal glory crowned.

Then shalt thou weep, entreat, complain  
 To Love, as did once to thee  
 When all thy fears shall be as vain  
 As mine were then, for thou shalt be  
 Damned for thy false apostasy

1. What is the situation in the poem, what prompts the speaker in the poem?
2. What is the subject?
3. What is the theme(s)?
4. What type of person is speaking in the poem? Explain.
5. Comment on how the poet has used sound in the poem.
6. How has he used words?
7. What other significant devices have been used in the poem?
8. Is it a successful poem or not?

## SECTION 2 - AFRICAN POETRY

Choose one out of the two poems and answer the questions following the selected poem.

1. For Don M-Banned by Mongane Wally Serote.

It is a dry white season  
dark leaves dont last, their brief lives dry out  
and with a broken heart they dive down gently headed for  
earth not even bleeding.  
It is a dry white season brother  
Only the trees know the pain as they still stand erect  
dry like steel, their branches dry like wire  
indeed, it is a dry white season  
but seasons come to pass

1. Paraphrase the poem.
2. What is the situation?
3. What is the subject?
4. What theme or themes are found in it.
5. What type of poem is it?
6. Comment on the character of the speaker in the poem.
7. How has the poet used symbolism?
8. Comment on the choice of words.
9. Is it a successful poem or not.

2. NIGHT by Agostinho Neto

I live  
in the dark townships of the world  
without light or life.

I go down the streets  
feeling my way  
propped on my shapeless dreams  
stumbling in slavery  
in my longing to be.  
Townships for slaves  
worlds of misery  
dark townships

Where their wills are diluted  
and men take one another  
for things

I go tumbling  
down the unlit  
unfamiliar streets  
blocked with mystery and dread  
on the arm of ghosts.

And the night is dark

1. What is the situation?
2. What is the subject?
3. What is the theme/themes?.
4. What type of poem is it?
5. What do we know about the persona?
6. What is the mood at the beginning and in the end?
7. What significant devices have been used in the poem?
8. Is it a successful poem or not.

### SECTION 3 - DRAMA

Choose one question out of three and write a short and coherent essay.

1. Analyse the character of Antigone using a rudimentary psychological approach.
2. State the salient features of the structure of a Greek Tragedy especially as revealed in The three Theban Plays
3. What do we learn about the salient features of Shakespeare's ideas of comedy from the play Twelfth Night?

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV./DEC. 1996

E 150 (DISTANCE EDUCATION)

INTRODUCTION TO LITERATURE

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS, AT LEAST ONE QUESTION FROM EACH SECTION  
YOU MAY BRING INTO THE EXAMINATION ROOM AN ENGLISH DICTIONARY  
AND COPIES OF THE PRESCRIBED BOOKS IN THE COURSE.

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SECTION A

1. Discuss the role of myth and fantasy in Homer's epic poem The Odyssey.
2. Compare and contrast Odysseus in The Odyssey and Moses in "Exodus" as epic heroes.
3. What are the major devices used by Hemingway to sustain the readers' interest in his short story "The Short, Happy Life of Francis Macomber"?
4. "Armah has taken the predicament of Africa in general, Ghana in particular, and distilled its despair and its hopelessness in a very powerful, harsh, deliberately unbeautiful novel" (Edward Jones).

Discuss the range of this observation regarding Armah's novel  
The Beautiful ones are not yet born.

5. "The simple joys of being a human being are denied non-whites." How true or untrue is this statement when applied to Bessie Head's novel Maru?

SECTION B

6. Read the following poem and answer the questions which follow:

MONANGAMBA

On that big estate there is no rain  
it's the sweat of my brow that whats the crops:

On that big estate there is coffee ripe  
and that cherry-redness  
is drops of my blood turned sap.



The coffee will be roasted,  
ground, and crushed,  
will turn black, black with the colour of the  
contratado.

Black with the colour of the contratado!

Ask the birds that sing,  
the streams in carefree wandering  
and the high wind from inland:

Who gets up early? Who goes to toil?  
Who is it carries on the long road  
the hammock or bunch of kernels?  
Who reaps and for pay gets scorn  
rotten maize, rotten fish,  
ragged clothes, fifty angolares  
beating for biting back?

Who?

Who make the millet grow  
and the orange groves to flower?  
- Who?

Who gives the money for the boss to buy  
cars, machinery, women  
and Negro heads for the motors?

Who makes the white man prosper,  
grow big-bellied - get much money?  
- Who?

And the birds that sing,  
the streams in carefree wandering  
and the high wind from inland  
will answer:

- Monanganbeee....

Ah! Let me at least climb the palm trees  
Let me drink wine, palm wine "  
and fuddled by my drunkenness forget

-- Monangambese....

- (a) What is the subject matter of the poem?
  - (b) How does it relate to the major themes of African poetry that you have encountered elsewhere?
  - (c) What rhetorical devices are employed by the poet and how effective or ineffective are they in transmitting the poet's message?
7. What do you understand by "Negritude"? Show how the following poem by L.S. Senghor brings out the elements of the Negritude Philosophy:

PRAYER TO MASKS

Black mask, red mask, you black and white masks,  
Rectangular masks through whom the spirit breathes,  
I greet you in silence!  
And you too, my pantherheaded ancestor.  
You guard this place, that is closed to any feminine laughter,  
to any mortal smile.  
You purify the air of eternity, here where I breathe the air  
of my fathers.  
Masks of maskless faces, free from dimples and wrinkles,  
you have composed this image, this my face that bends  
over the altar of white paper.  
In the name of your image, listen to me!  
Now while the Africa of despotism is dying - it is the agony  
of a pitiable princess  
Just like Europe to whom she is connected through the naval,  
Now turn your immobile eyes towards your children who  
have been called  
And who sacrifice their lives like the poor man his last  
garment  
So that hereafter we may cry 'here' at the rebirth of the  
world being the heaven that the white flour needs.

For who else would teach rhythm to the world that has  
died of machines and cannons?

For who else should ejaculate the cry of joy, that arouses  
the dead and the wise in a new dawn?

Say, who else could return the memory of life to men with  
a torn hope?

They call us cotton heads, and coffee men, and oily men,  
They call us men of death.

But we are the men of the dance whose feet only gain  
power when they beat the hard soil.

### SECTION C

8. Giving examples from any Greek tragic play or plays you have studied, Outline the major features of Greek tragedy.
9. Make a critical analysis of Sophocles' play Antigone and show to what extent it conforms to the "typical" structure of a Greek tragic play.
10. "In Oedipus at Colonus, Oedipus is portrayed in his full magnificence as a tragic hero, despite the wretched circumstances in which he is found." Discuss the validity of this statement in view of your reading of the play.

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END OF EXAMINATIONS

100

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

E 112

INTRODUCTION TO ENGLISH LANGUAGE AND LINGUISTICS

TIME: THREE HOURS

INSTRUCTIONS TO CANDIDATES:

ANSWER QUESTION ONE AND THREE OTHER QUESTIONS. ALL QUESTIONS  
CARRY EQUAL MARKS.

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1. In 1965, the Zambian Government introduced English as the official medium of instruction in the educational system. Discuss the strengths and weaknesses of this decision.
  2. Write brief notes on the following. Give examples.
    - (a) code-switching and code-mixing
    - (b) ☒ the nature-nurture controversy
    - (c) ☒ competence and performance
    - (d) ☒ diachronic linguistics
    - (e) ☒ comparative linguistics
  3. Human <sup>language</sup>~~dialogue~~ is clearly unique and peculiar to the human species. Comment.
  4. Giving specific examples, discuss the notion of language planning.
  5. Making reference to at least three of the following, discuss the concept of register
    - (a) Language of religion
    - (b) Language of science
    - (c) Language of journalism
    - (d) Language of Law
- 

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC, 1996

E 222

ENGLISH LITERATURE OF THE 19TH AND 20TH CENTURIES

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ONE QUESTION FROM SECTION 1 AND TWO FROM SECTION 2. DICTIONARIES ARE ALLOWED IN THE EXAMINATION ROOM.

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SECTION 1

Choose one out of the two poems below and answer the questions that follow your chosen poem.

I. On Visiting The Tomb of Burns by J. Keats.

The town, the churchyard, and the setting sun  
The clouds, the trees, the rounded hills all seem  
Though beautiful, cold - strange - as in a dream  
I dreamed long ago, now new begun  
The short-lived, paly summer is but won  
From winter's ague, for one hour's gleam  
Though sapphire-warm, their stars do never beam:  
All is cold Beauty; pain is never done:  
For who has mind to relish Minos-wise,  
The Real of Beauty, free from that dead hue  
Sickly imagination and sick pride  
Cast upon it? Burns! with honour due  
I oft have honoured thee. Great Shadow, hide  
Thy face; I sin against thy native skies

Questions

1. Paraphrase the poem
2. What is the situation
3. What is the subject
4. What is the theme or themes
5. What is the type of poem?
6. What is the personality of the speaker in the poem
7. What is the mood?
8. Name 6 rhetorical devices the poet has used and account for their role and function in the poem.
9. Is it a successful poem or not
10. How has romanticism affected this poem?

## II. London by William Blake

I wander through each chartered street,  
Near where the chartered Thames does flow,  
And mark in every face I meet  
Marks of weakness, marks of woe.

In every cry of every man,  
In every infan't's cry of fear,  
In every voice, in every ban,  
The mind-forged manacles I hear.

How the chim-ey-sweeper's cry  
Every black'ning church appals  
And the hapless soldier's sigh  
Runs in blood down palace walls.

But most through midnight streets I hear  
How the youthful harlot's curse  
Blasts the new-born infant's tear,  
And blights with plagues the marriage hearse.

### Questions

1. What is the situation?
2. What is the subject?
3. What is the theme or themes?
4. What is the type of poem?
5. What is the personality of the speaker in the poem?
6. What is the mood of the poem?
7. State the obvious devices the poet has used?
8. State the subtle devices the poet has used?
9. What is the influence of romanticism in the poem?
10. Is it a successful poem or not?

### SECTION 2

Choose two questions from below and write short and coherent essays for the selected topics. Avoid detailed treatment of one book in different answers.

1. How is the Victorian sense of duty manifested in some selected characters in Silas Marner?
2. Hard Times has been called a moral fable. How has this affected its characterisation?

3. In To The Lighthouse is it true that Virginia Woolf is dealing with separate consciousnesses rather than full blooded and fully realized individuals?
4. The Victorian period is said to be the great age of the English novel. What factors can you cite to account for this fact?
5. What does Eliot's use of dialect contribute to the overall effect of Silas Marner?

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

E 232

MODERN LITERARY CRITICISM

ME: THREE HOURS

INSTRUCTIONS:

NO BOOKS ALLOWED IN THE EXAMINATION ROOM.

SECTION A IS COMPULSORY.

ANSWER ONE QUESTION EACH FROM SECTIONS B AND C.

NO TEXT SHOULD BE USED IN MORE THAN ONE ANSWER.

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SECTION A

Read the following poem and answer all the questions that follow in about five hundred words:

THE SOLITARY REAPER

by 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 Cuckoo-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 or 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.

Oracle or the prophesy  
fine and delicate  
are, clear and far  
requiring a clear

### QUESTIONS

- (i) Relate the line 'Ye Solitary Highland Lass!' to the society of Romantic times.
- (ii) Work out the 'Collective unconscious' in the poem.
- ~~(iii) Analyse the meaning of the poem according to the concept of L.A. Richards. Sublime~~

### SECTION B

Discuss the role of taboos in The Odyssey.

Why do gods recede in the background in Theban Plays by Sophocles.

Give a psychological analysis of Moby Dick

Give an exegesis of sociological and psychological layers in Animal Farm and show their interrelationships.

Define Negritude by discussing at least two poems by L.S. Senghor.

### SECTION C

In what ways does a sociological study of literature enrich our understanding of literary works? Answer this question by analysing at least one poem and one novel you have read on the course.

Make a discussion of psychology of literature by analysing at least one poem and one play.

What is meaning? Answer this question by discussing at least one play and one novel.

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC, 1996

E 352

CONTEMPORARY AFRICAN FICTION

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS. NO SINGLE TEXT MAY BE DEALT WITH IN DETAIL IN MORE THAN ONE ANSWER. ALL QUESTIONS CARRY EQUAL MARKS. CANDIDATES MAY BRING INTO THE EXAMINATION ROOM AN ENGLISH DICTIONARY AND COPIES OF THE PRESCRIBED BOOKS IN THE COURSE

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1. "The concerns of the latter generation of African writers are perceptibly different from those of the African writers of the first generation."

Assess the validity of this statement with reference to any African novel or novels you have studied in this course.

2. Analyse the concept of "cargo mentality" and elucidate how Ayi Kwei Armah uses it in his novel Fragments.
3. "And the child that came so briefly has gone back where he came from: driven away, but who will hear me tell this truth? The child was thrown out into the world in haste, like forced seed. He was not pulled back underground by jealous mother spirits; that is only what Efua and her daughter Araba have been saying to hide their crime, after they have smothered another human soul in all their heavy dreams of things." (Naana)

What is the significance of this passage from Fragments in the context of the novel as a whole?

4. Discuss Ngugi's use of fantasy, allegory and traditional story-telling techniques in his novel Devil on the Cross.

5. "Devil on the Cross is a portrayal of the class struggle in Kenya."

Discuss the validity of this statement in the light of your reading of the novel.

6. Does Chinua Achebe's Anthills of the Savannah differ significantly from the author's earlier novels in terms of subject matter and thematic concerns? If so, to what extent does the author's style of writing reflect these differences?
7. Show how Achebe uses the relationship between Chris, Ikem and Sam as the central pivot of the plot of Anthills of the Savannah, and assess how successful this device is.
8. Analyse Bessie Head's use of dreams and fantasy as a narrative device in her novel A Question of Power.
9. Discuss Bessie Head's conception of "power" with regard to relationships between men and women in her novel A Question of Power.
10. Analyse the contrast between Wiza and his elder brother Kocha in Quills of Desire: how do their characters conform or fail to conform to Zambian concepts of "success"?
11. It has been said by some critics that Zambian novelists exhibit clumsy handling of language and "poor style". To what extent if at all are these criticisms applicable to Sinyangwe's Quills of Desire?
12. Lewis Nkosi divides African writers into those concerned with "masks" and those pursuing "tasks". Explicate this division and exemplify it on the basis of any of the novels you have read so far in your study of African Literature.

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

E 362

LUSOPHONE AND FRANCOPHONE LITERATURE

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ONE QUESTION FROM EACH SECTION.

TEXTS MAY BE PERUSED IN THE EXAMINATION HALL.

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SECTION A

1. What extent can one say that the range of themes explored in Kourouma's novel, Suns of Independence has necessarily compelled him to adopt a detached point of view?
2. Personal problems aside, Fama's demise is a result of his inability to come to terms with the new political dispensation under The Suns of Independence. Discuss.

SECTION B

3. "In any upheaval of epic proportion, betrayal, commitment and sheer greed cannot be ruled out." Do you agree/disagree with this statement applied to Ousmane's God's Bits of Wood and Pepetela's Mayambe?
4. "Both Kourouma and Ousmane draw largely on their 'Griot Culture' in terms of narrative technique." Discuss in relation to Suns of Independence and God's Bits of Wood.
5. How are Sembene Ousmane's concerns as a Trade Unionist brought out in both God's Bits of Wood and The Money Order?

SECTION C

6. A critic has observed that 'Senghor has divided loyalty between France on the one hand and Senegal, on the other!

Do you agree or disagree with this statement when you study the poem 'Paris in the Snow' (below) in the light of what you understand by Negritude which the poet is closely associated with?

Lord, you visited Paris on the day of your birth  
Because it had become paltry and bad.  
You purified it with incorruptible cold,  
The white death.  
This morning even the factory funnels hoisted in harmony  
The white flags.  
"Peace to all men of good will."  
Lord, you have offered the divided world,  
divided Europe,  
The snow of peace.  
And the rebels fired their fourteen hundred cannons  
Against the mountains of your peace.  
Lord, I have accepted your white cold  
that burns worse than salt.  
And now my heat melts like snow in the sun.  
And I forget  
The white hands that loaded the guns that destroyed  
the kingdoms,  
The hands that whipped the slaves and that  
whipped you  
The dusty hands that slapped you, the white  
powdered hands that slapped me  
The sure hands that pushed me into solitude  
and hatred  
The white hands that felled the high forest  
that dominated Africa,  
That felled the Sara, erect and firm in the  
heart of Africa, beautiful like the first men  
that were created by your brown hands  
They felled the virgin forest to turn into railway  
[Sleepers.

They felled Africa's forest in order to save  
civilisation that was lacking in men.  
Lord, I can still not abandon this last hate,  
I know it, the hatred of diplomats  
who show their teeth  
And who will barter with black flesh to-morrow.  
My heart, oh Lord, has melted like the snow  
on the roofs of Paris  
In the sun of your goodness,  
It is kind to my enemies, my brothers with  
the snowless white hands,  
Also because of the hands of dew that lie  
on my burning cheeks at night.

(L.S. Senghor)

7. "Neto was witness to his people's anguish under Portuguese rule who survived the twin companions of imprisonment and exile to expose a poetry bolder and defiant, ringing of hope, the desire for transformation through struggle, and the certainty of a new beginning." L. Nkosi - Taska and Masks.  
Study the poem below and expatiate in what way the foregoing statement can be justified. How do you compare this poem with Senghor's HOPE?

Bamako!  
there are our arms  
there sound on voices .....  
dry the tears shed over centuries  
in the slave of Africa of other days  
Vivified the nourishing juice of fruit  
the aroma of the earth  
on which the sun discovers gigantic  
  [Kilimanjaros  
Under the blue sky of peace.  
  (Agostinho Neto, Angola)

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

E 462

LATER MODERNIST LITERATURE

TIME: THREE HOURS

INSTRUCTIONS: ANSWER 3 QUESTIONS. ONE COMPULSORY QUESTION FROM SECTION ONE (A) AND TWO OTHERS.

TEXTS ALLOWED IN EXAMINATION HALL.

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SECTION A

1. "Capitalising on the universal theme of 'The journey of life', Steinbeck examines to their limits all the major facets of human experience through the Okies." What experiences have you deciphered in your reading of Grapes of Wrath and what techniques has the author employed?
2. In Hemingway's novel The Old Man and the Sea, "The old man and his marlin are never much other than man and nature in their final and unresolved conflict. Both are triumphant, for the old man 'gets' his fish even though he is not allowed to have it." Discuss and interpret the deeper meaning of this statement.
3. One critic had this to say about Golding's novel Lord of the Flies:  
  
"It is, in fact, a cannily constructed - perhaps contrived - allegory for a twentieth century doctrine of original sin and its social and political dynamics and it conforms essentially to a quite orthodox tradition not really more pessimistic than the Christian view of man."

SECTION B

Winesburg Ohio

4. "The 'grotesques' of his Winesburg, Ohio, were merely partiarits of the usual people of a small town, freed of their inhibitions by the artist and allowed to reveal their frustrated selves in spontaneous words." [Spiller. The Cylec of American Literature].  
Using two stories of your choice from the text, analyse the foregoing statement.

5. Hemingway Sons of Kilimanjaro.

From your knowledge of Ernest Hemingway's life, would it be true to say that, in the story, 'The Short Happy Life of Francis Macomber' the author 'alienates himself from his times and his country'?

SECTION C

6. "Ionesco's theatre explores the theme of 'The Impossibility of Communication,' robbing language of its logic." Do you agree or disagree with this statement after reading the play The Lesson?
7. What effects has Beckett employed to convey his message of 'Despair of the Human Condition' in his play Waiting for Godst

SECTION D

8. The Pasture (Robert Frost)

I'm going out to clean the pasture  
[Spring:  
I'll only stop to rake the leaves away  
(And wait to watch the water clear,  
[I may):  
I shain't be gone long. --- You come too.

I'm going out to fetch the calf  
That's standing by the mother. It's so young  
It totters when she licks it with her tongue.  
I shain't be gone long. --- You come too.

\*\*\*\*\*

In the poem above analyse:

- (i) The location of the poem and influences from the poet's life.
- (ii) The mood, tone, tempo, Register of Imagery
- (iii) Versification
- (iv) Overall impression



9. "Isolation is the disease, and Love, however much he [Auden] cheapens the word, can still remain the word that suggests a remedy."

- (i) How effectively does the poem below illustrate the sentiments above?
- (ii) From your knowledge of the poet, Auden's upbringing what would you detect as influences of that aspect?
- (iii) Detect the mood of the poem and say if the versification is appropriate for the subject matter.
- (iv) What Christ message do you decipher?

Released by Love from isolating wrong  
Let us for Love unite our various song,  
Each with his gift according to his kind  
Bringing this child his body and his  
mind.

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC, 1996

E 905

SHAKESPEARE

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS. ALL QUESTIONS CARRY  
EQUAL MARKS. CANDIDATES MAY BRING INTO THE  
EXAMINATION ROOM AN ENGLISH DICTIONARY AND  
COPIES OF THE PRESCRIBED BOOKS IN THE COURSE

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1. What do you consider to be Shakespeare's greatest contribution to English literature from the Elizabethan age to the present?
2. "Shakespeare, said Ben Jonson, is for all time. No, said Shaw, he is for an afternoon."  
  
Comment on the contrasting attitudes to the work of Shakespeare revealed in these statements.
3. "Macbeth is a statement of evil." (L.C. Knights) Assess the validity of this statement in view of your reading of the play.
4. To what extent does Shakespeare's portrayal of Lady Macbeth conform to Freudian interpretations of female psychology?
5. Compare and contrast the funeral speeches of Brutus and Marc Antony and their respective effect upon the mob in Julius Caesar.
6. How justifiable is the cause of the conspirators in Julius Caesar and how does it "form the key to the movement of the drama"?

7. In what sense can the term "sacrifice of innocents" be applied to the play Romeo and Juliet and what is its significance?
8. "The secret of the play is that the deaths of the lovers are not the result of the hatred between the houses, nor of any other cause except love itself, which seeks in death its own restoring cordial." (Donald A. Stauffer)  
How accurate is this analysis of the events in the play Romeo and Juliet?
9. Analyse the role and significance of the ghost in Shakespeare's play Hamlet.
10. Assess the applicability of Archetypal approaches to literary analysis to the play Hamlet.

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS: SECOND SEMESTER: NOVEMBER/DECEMBER 1996

E 912/PS 912

PSYCHOLINGUISTICS

TIME: THREE HOURS

INSTRUCTIONS: 1. Answer FOUR questions.  
2. Each question carries equal weight.  
3. Appropriate EXAMPLES will receive credit.

- .....
1. What does Chomsky consider might be the shape of a Universal Grammar(as part of our innate knowledge)?
  2. In what different ways can language acquisition be explained?
  3. Is the structure of Transformational Generative grammar in any sense a model of what a child knows?
  4. Are there any convincing models of how we understand language?
  5. What different stages does a child's language development undergo, as evidenced by his or her speech?(Use English as the language of exemplification.)
  6. What is the relationship between what we know of our language, and what we do with that knowledge?
- .....

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS: SECOND SEMESTER: NOVEMBER/DECEMBER 1996

E 922

WORLD ENGLISHES

TIME: THREE HOURS

- INSTRUCTIONS:
1. Answer question ONE and THREE other questions.
  2. Each question carries equal weight.
  3. Relevant illustration and reference to the texts will receive credit.
  4. You should have with you the SOURCE BOOKLET OF TEXTS, previously distributed.
  5. You may also use a copy of an English Dictionary.

1. Make a stylistic description and analysis of the following text, taking into account all relevant textual and contextual factors.

## Monday's election herald of problems

### OUR VIEW

Elections are vital  
component of demo-  
cratic governance

**T**HERE does not seem to be much benefit to Zambia in next Monday's presidential and general elections. The problems in the electoral process negate any good fortune that would normally come from a free and fair election.

Elections are a vital component of democratic governance. They form the basis upon which citizens participate in their own affairs, endorse those they are happy with and purge the rejects.

But there are pre-conditions which must be met before ordinary citizens can effectively participate in self governance and enjoyment of their rights in the form of a ballot vote.

We do not think these pre-conditions have been met in the present case.

Monday's election has been called in total disregard of numerous complaints about the Nkwu electoral register: the whole process from award of contract to registration and issuing of cards has been done in the most repugnant manner. There are many of the 2.3 million voters who will be disenfranchised by displacement, and many more by errors and omissions.

The government is not ignoring this for lack of time because it had five years to work out a decent and acceptable electoral process. It could only be due to other ulterior motives such as the desire to restore the current bunch of selfish men and women in the Zambian people's public offices.

The constitution upon which democratic governance including the electoral commission and the whole electoral process is founded, is still largely disreputable and an epitome of very bad law.

TURN OVER  
2/...

E 922

question 1 continued:

The Zambians who have refused to be party to this law and electoral process and who include Chiefs Chitimukulu and Mposeni have a worthy point. It is immoral to endorse a shoddy and despicable position merely because it is disguised under one's eroded right to vote.

It is hard to believe that any government would take its country to the polls under such conditions and still claim to be doing it out of the love for that country.

President Chiluba and the stubborn MMD may go to the polls and even get 're-elected' by a handful of MMD zealots. That however, would still not mean all is well for Zambia.

It would not even mean Zambians have endorsed the current mockery of democracy, nor accepted the electoral process, the constitution and a government fraudulently constituted under it. Monday's election may herald the country into worse problems politically.

The right thing to do would be to follow the position of last Saturday's interparty meeting organised by the University of Zambia student's union and postpone the elections until all contentious issues have been resolved.

Zambians can do with a little delay to earn a government elected under a more dignified electoral process.

2. Why has the international spread of English since the sixteenth century not resulted in the development of mutually unintelligible varieties of the language?
3. Describe ONE regional variety of English. In what ways does it deviate from Standard English?
4. How do pidgin and creole Englishes reflect their close dependence on context?
5. The view that STYLE is a matter of 'deviation from the norm' has generated much controversy. Why is this?
6. How is an author's ideology represented in a text?
7. Discuss the view that the meaning of any text is jointly constructed by sender and receiver.

.....

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

E 935

ENGLISH DISCOURSE ANALYSIS

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ALL THE FOUR QUESTIONS.

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1. Read the following text and subject it to a cohesion analysis as follows.
  - (A) Identify the cohesive ties in each sentence.
  - (B) Classify and sub-classify them.
  - (C) Indicate the phoric category (internal: anaphoric or cataphoric; or external: exophoric) of the presupposed element(s).
  - (D) Specify the presupposed element.
1. First there was a general dance in which all the warriors took part. (2) Then came the highlights - the moment when those who had notches on their bows were to drink the wine with the eagle fathers. (3) Olumba came up first. (4) He capered round the arena once and cut a heavy branch from a bush hard by. (5) He dug a hole in the centre of the arena and planted the branch. (6) Then he ran to a point near the drummers and from there stalked towards the branch he had planted. (7) When he got to it, he crouched by it as if trying to hide. (8) There was an immense concentration on his face, his eyes flashed fire. (9) His famous flashing knife was held in readiness. (10) The drummers were now beating softly, their eyes fixed on the lone dancer. (11) Spectators held their breath. (12) Suddenly Olumba sprang up and his knife flashed in a swift cutting movement. (13) The crowd roared in admiration. (14) The drums rent the air as Olumba strode to the elders. (15) Eze Diali was waiting for him. (16) The chief had in his hand a large drinking horn with two large eagle feathers tied to it. (17) He offered the horn to Olumba and he drained it off in one quick gulp.

2. Show the interrelationship of thematic structure and topic in the following text.

The concept of sorcery is used to express disapproval of antisocial sentiments. Yet the magical beliefs which lie behind the idea of sorcery only serves to foster the sentiments that are condemned in it: envy, hatred, revenge. Clearly, the sentiments of anger, jealousy and hatred are familiar to every human being. If people believe that they can give effective expression to such feelings by, it may be burying chickens' heads, or pointing bones or blowing powder, they will be seriously tempted to do so. And, in so doing, they will only be confirmed in their evil sentiments which grow as they are indulged. Further, in a magical society, not only are people tempted to practice sorcery themselves, but they will also believe that others are doing the like and that their enemies, and possibly their friends too, are engaged in continual plots to bring about their downfall and death. Beattie's judgement is surely valid for other societies than that of the Bunyoro: "It is no exaggeration to say that the world of the Nyoro peasant by actual or potential murderers" (65) Magic breeds sorcery, and sorcery makes it impossible for people to trust each other. Thus societies with magical beliefs are even tormented with hatred and suspicion than societies which have abandoned such beliefs although there too there is hatred and suspicion enough.

3. Read the following text and discuss and illustrate how the content is staged.

(1) Thus when it comes to the term 'integration,' the fundamental question to pose is: (2) What exactly is meant by 'nation building?' in the context of a colonially derived nation? In other words, what precisely does one mean by 'One Zambia' in the first part of the Zambian national motto? (4) What are the implications in terms of integration?

(5) From what we have seen, it seems to me that what is involved is essentially the transformation of traditional ethnic loyalties, real or imagined, into new, and perhaps ultimately homogenous, national loyalties. (6) This process presupposes the acquisition of common values, aspirations and sentiments by the members of the nation so that after a period, which may be short or protracted, the nation comes not only to strengthen what has frequently been termed 'a national consciousness' to acquire a reasonable degree of social cultural integration. (7) Social cultural integration, however, should be distinguished from its sister term 'national unity' which almost always has political overtones.



(8) It is important to make this distinction. (9) The presence of a 'national consciousness' and social cultural integration in a nation may not necessarily result into political unity, and yet one often gets the impression that almost without exception, national leaders and party functionaries in developing nations view integration primarily in political terms. (10) It is perhaps this preoccupation with political viewpoints that many of these leaders tend to assume that one party system, seen essentially as a tool in that direction, is an important condition for the unification of their peoples.

(4) 'Discourse analysis is concerned with the study of language and the contexts in which it is used' (McCarthy, 1991). Discuss the truth of this statement using evidence from the piece of conversation given below.

#### CONVERSATION.

SETTING: Bertha's room.

PARTICIPANTS: Bertha and Sonile.

Sonile enters Bertha's room and opens the conversation by saying that she is tired because she has been trying to solve a chemistry problem but she has failed.

SONILE: Bertha weo (you) I'm tired. Since that time I left you I have done only one problem. I couldn't even study. At first we were four in Zambezi, then two guys from the ruins joined us. But we all failed.

BERTHA: Which course is that?

SONILE: C350

BERTHA: Neo napanga na tea namwa (I have already made and had my tea).

SONILE: Uli na lemon? (Do you have a lemon?)

BERTHA: Yasila (It is finished).

SONILE: But solution yakanga (But we've failed to get the solution). I think he gave us the wrong formula). How can the six of us all fail? ... Is Memory asleep? I think she has the book I'm looking for. Leka nimucheking'e (Let me check on her). (She checks and comes back).

BERTHA: Achita? (Has she done it?).

SONILE: No she doesn't even know where to start from. I think he gave us the wrong compound. And the problem is when one composition is wrong then the whole thing will be wrong. Bertha, vibanthu vapano nizalowapo chimozi (I will bewitch one of these people around this place).

BERTHA: Balabila chani? (What have they said?).

SONILE: Balabila ati mwaleka nolyela ku dining ya uku muyenda che ku new dining hall (They are saying that we've even stopped going to the other dining hall, we only go to the new one).

BERTHA: Bwanji kuchita monitor ma movements yathu? (Why should they monitor our movements?).

SONILE: Nizao izo (That is their own business). Why can't they mind their own business? They think we go to the new dining hall because the school of mines is that side. Since they suspect that we have affairs with those guys in that school, they will find anything to say about us. They should know that I have a marriage proposal from that side.

BERTHA: Boziba zao. Nomsa niwa mkamwa atiseting'a. Abwela kuno ati nili na data concerning you. (They should mind their business. Nomsa is double-tongued. She is trying to trap us. When she comes here she says she has data about us). But when she is with other people she talks about us. She's the one spreading stories about us.

SONILE: Well they have very strong conceptions. If I want to see my guy I can just go to his office. I don't have to use the dining hall and they should know that a man and a woman can just be mere friends. It doesn't have to be an affair.

BERTHA: Nizabashauta! (I will shout at them).

SONILE: Baulapo chusi, basiya mlilo. Manje nikakashe doctor ku School of Mines kwamene (They always miss the right information and take the wrong one. Now I will get myself a doctor from the School of Mines itself). Then they will say "Ya this girl rotates like the earth round the sun, doesn't she feel dizzy?" Okay, goodnight.

BERTHA: Goodnight. Mailo tikalyele kwamene ku new dining.  
(Tomorrow we should go and eat from that same  
new dining).

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

E 942

SOCIOLINGUISTICS II

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ALL THE FOUR (4) QUESTIONS.

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1. What differences, if any, would you draw between bilingualism and diglossia.
  2. Explain and exemplify why bilinguals switch from one code to another.
  3. If someone told you that pidginised varieties of a language are 'corrupt' and 'ungrammatical', and indicated that their speakers are either 'lazy' or 'inferior' how might you try to show that person how wrong he or she is? What kinds of evidence would you use?
  4. "People generally do not hold opinions about languages in a vacuum. They develop attitudes towards languages which reflect their views about those who speak the languages and the contexts and functions with which they are associated." Examine the truth of this view with particular reference to the language situation in Zambia.
- 

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA  
UNIVERSITY EXAMINATIONS: SECOND SEMESTER: NOVEMBER/DECEMBER 1996

E 945

PRAGMATICS

TIME: THREE HOURS

INSTRUCTIONS: 1. Answer FOUR questions.  
2. Each question carries equal weight.  
3. Appropriate EXAMPLES will receive credit.

.....

1. What are the chief properties of the deictic use of language?
  2. By what pragmatic processes do we understand meanings that are nowhere explicitly stated but which are clearly conveyed?
  3. Is presupposition a 'conventional' or a 'non-conventional' pragmatic phenomenon?
  4. How does the theory of speech acts illustrate the claim that there is frequently a highly indirect relationship between sentence meaning and utterance meaning?
  5. Discuss the view that 'politeness' (to the pragmaticist) is the term we use to describe the relationship between how something is said and the addressee's judgement as to how it should be said.
  6. Does conversation or extended talk have pragmatic meanings which are additional to those of its component utterances?
- .....

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

E 952

ANALYSIS OF AND PROJECT IN AFRICAN ORAL LITERATURE

TIME: THREE HOURS

INSTRUCTIONS: ANSWER QUESTION ONE AND TWO OTHER QUESTIONS.  
QUESTION ONE CARRIES 40 MARKS WHILE ANY OTHER TWO  
QUESTIONS ANSWERED SHALL CARRY 30 MARKS EACH.

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1. Explicate THREE of the following texts derived from African oral poetry:

- (a) Too much prostitution!  
Everlasting adultery  
a family disease, one never stops it.  
But you will catch a very serious disease  
From these erect axes.
- (b) You've taken away the hen  
Will the eggs also go?  
Everything is so expensive these days  
They even count cassava leaves  
Take some to save the children from starvation  
The famine will have an end.
- (c) May the Road  
Rise to meet you  
May the wind be  
always at your back  
May the sun shine  
Warm upon your face  
May the Rains fall  
Soft upon your fields  
And, until we meet again  
May God hold you  
In the palm of this hand.
- (d) That snake,  
O that snake!  
That snake must be a cobra  
It can't be any other.  
It is only the cobra which moves with  
such deliberate pomp.

- (e) Gubudu gubudu  
Gubudu gubudu  
Kaphiri-Ntiwa detonated its boulders  
Mbiriwiri, the Sacred Drum, echoed back

In the furious din:  
Mpete mpete dii dii  
Mpete mpete dii dii  
Msinja is no more!

The earth bled  
Reeked of mud and mangled flesh  
Heads, arms, legs, chests  
Disembowelled earth  
Churned, boiled and bubbled  
In the frothing torrent

2. Say precisely what is comprised in or meant by two of the following:
- a) panegyric ✓
  - b) dirge ✓
  - c) lyric
  - d) epic
  - e) special purpose poetry
3. Compare and contrast heroic and epic poetry in terms of content, form and style.
4. Discuss, with appropriate examples, the social and educational value of children's poetry in your society or any other which you have studied.
5. With close reference to either topical or political song as a genre, show the 'democratic' purpose of African oral poetry and how 'poetic justice' is achieved through singing.
- 

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

E 982

VICTORIAN LITERATURE

TIME: 3 HOURS

INSTRUCTIONS:

1. NO TEXTBOOKS IN THE EXAMINATION ROOM.
  2. SECTION A IS COMPULSORY.
  3. ANSWER ONE QUESTION EACH FROM SECTION B AND C.
  4. NO TEXTBOOK SHOULD BE USED IN MORE THAN ONE ANSWER.
- 

SECTION A

DOVER BEACH

by Mathew Arnold

The sea is calm to-night.  
The tide is full, the moon lies fair  
Upon the Straits; -on the French coast, the light  
Gleams, and is gone; the cliffs of England stand,  
Glimmering and vast, out in the tranquil bay.  
Come to the window, sweet is the night air!  
Only, from the long line of spray  
Where the ebb meets the moon-blach'd sand,  
Listen! you hear the grating roar  
Of pebbles which the waves such back, and fling,  
At their return, up the high strand,  
Begin, and cease, and then again begin,  
With tremulous cadence slow, and bring  
The eternal note of sadness in.

Sophocles long ago  
Heard it on the AEgaean, and it brought  
Into his mind the turbid ebb and flow  
Of human misery; we  
Find also in the sound a thought,  
Hearing it by this distant northern sea.



The sea of faith  
 Was once, too, at the full, and round earth's shore  
 Lay like the folds of a bright girdle furl'd;  
 But now I only hear  
 Its melancholy, long, withdrawing roar,  
 Retreating to the breath  
 Of the night-wind down the vast edges drear  
 And naked shingles of the world.

Ah, love, let us be true  
 To one another! for the world, which seems  
 To lie before us like a land of dreams,  
 So various, so beautiful, so new  
 Hath really neither joy, nor love, nor light,  
 Nor certitude, nor peace, nor help for pain;  
 And we are here as on a darkling plain  
 Swept with confused alarms of struggle and flight,  
 Where ignorance armies clash by night.

Answer all the following questions in about five hundred words.

- (a) Discuss the lines  
 'The sea of faith  
 Was once, too, at the full, and round earth's shore  
 Lay like the folds of a bright girdle furl'd'
- (b) Work out the links between the poem and Victorian times.
- (c) What was the function of nature in the poetry of Arnold?

#### SECTION B

- 1. Work out the Victorian ethic in at least one poem each by Tennyson, Mathew Arnold and Browning.
- 2. Analyse the criticism of the Victorian period by George Elliot in her novel Silas Marner.
- 3. Relate the title 'Great Expectations' to the novel bearing this title by Charles Dickens.
- 4. Work out religious problems of Victorian literature in Silas Marner.

SECTION C

1. Show the influence of Carlyle and Ruskin in at least one poet and one novelist of Victorian times.
  2. Analyse the response of literary artists to the problems of science, faith and progress. Answer this question by discussing at least one poem and one novel.
  3. In what ways does Victorian literature caution the pomposity of England in relation to other races and nations? Answer this question by discussing at least one poem and one novel.
- 

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA**  
**UNIVERSITY SECOND SEMESTER EXAMINATION NOV/DEC 1996**

**EC 110**  
**INTRODUCTORY ECONOMICS**

(DISTANCE EDUCATION)

**TIME:**            3 HOURS

**INSTRUCTIONS:**    ANSWER SECTIONS ONE AND TWO IN SEPERATE BOOKLETS.

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**SECTION ONE - MICROECONOMICS**

**ANSWER QUESTION ONE AND THREE OTHER QUESTIONS**

1. Using the marginal utility theory explain why the demand curve generally falls from left to right, i.e. why consumers tend to buy a lower number of units at higher prices and higher number at lower prices.
2. Write short notes on the following:
  - (a) Microeconomics
  - (b) Normative economics
  - (c) Opportunity cost
  - (d) Ceteris Paribus
  - (e) Market equilibrium
3. Using diagrams show the conditions that must be satisfied for a firm under perfect competition to maximise profits.
4. Suppose you spend all your monthly income on two goods, X and Y. Draw your budget line if your income is K150 and X and Y cost K10 and K15 per unit respectively. Draw the new budget lines if
  - (a) the price of X doubles
  - (b) the price of Y halves
  - (c) your income rises to K250
5. 'The model of perfect competition is based on such unreal assumptions that it has little relevance to modern market structures.' Discuss.

SECTION TWO - MACROECONOMICS

ANSWER QUESTION ONE AND TWO OTHER QUESTIONS

1. Describe the different ways of measuring national income. List the problems encountered in measuring national income and explain how these may be resolved.
2. (a) Define the credit multiplier.  
(b) Explain how banks create money.
3. (a) What are the functions of the Central Bank?  
(b) How might the Central Bank regulate money supply. Explain why it may desire to undertake such actions.
4. (a) Explain the meaning of comparative advantage in international trade.  
(b) Clearly distinguish between comparative advantage and absolute advantage.

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

EC 125

**TIME:** 3 HOURS

**TOTAL MARKS:** 100

**INSTRUCTIONS:** THERE ARE ALTOGETHER A TOTAL OF SEVEN QUESTIONS.  
BUT ANSWER ONLY FIVE (ANY FIVE OF THE) QUESTIONS.

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ANSWER ONLY FIVE OF THE FOLLOWING SEVEN QUESTIONS

Q1. Using the output approach, calculate the Gross National Product from the following: (20 marks)

- Gross trading profits of private companies = K28 bn
- Agriculture, Forestry and Fishing = K33 bn
- Manufacturing = K60 bn
- Exports of goods and services = K46 bn
- Mining and quarrying = K45 bn
- Building and construction = K22 bn
- Gas, electricity and water = K11 bn
- Transport and communication = K8 bn
- Distributive trades = K7 bn
- Insurance, banking and finance = K17 bn
- Net property income from abroad = minus K12 bn
- Public administration and defence = K16 bn
- Rent, interest and other property income = K44 bn
- Ownership of dwellings = K2 bn
- Public health and education = K4 bn
- Other services = K5 bn

Q2. "There are a number of basic differences as well as common areas of interest between fiscal and monetary policy." Explain. (20 marks)

Q3. 3.1 Which factors affect the demand for money? (10 marks)

3.2 The quantity theory of money emphasizes the existence of a link between the quantity of money and the price level. But we can in reality distinguish several possible effects. Explain. (10 marks)

- Q4. 4.1 What is the theory of comparative advantage? (4 marks)
- 4.1 What are the underlying assumptions of the theory of comparative advantage? (12 marks)
- 4.3 Which arguments support the case for protection against foreign competition? (4 marks)
- Q5. 5.1 What are balance of payments?
- 5.2 What is the composition of the balance of payments accounts?
- 5.3 What problems is Zambia facing with regard to balance of payments?
- Q6. A "Managed Flexibility" of the exchange rate would be highly impracticable in Zambia! Explain. (20 marks)
- Q7. 7.1 What is the meaning of the following terms: (8 marks)
- Inflation
  - Consumer Price Index
  - Stagflation
  - Hyper Inflation
- 7.2 Give an outline on the causes of inflation. (12 marks)
- 

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA**

**UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996**

**EC 215**

**INTERMEDIATE MICROECONOMICS**

**(DISTANCE EDUCATION)**

**TIME: TWO HOURS**

**INSTRUCTIONS: ANSWER ALL QUESTIONS**

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**PART I: CONSUMER THEORY**

- Q1. (a) Define and explain the following concepts:
- (i) indifference curve
  - (ii) the budget constraint
- (b) Explain and illustrate graphically how a consumer optimum is attained.
- Q2. (a) State the law of demand. What factors shift the demand curve? What factor results in a movement along a stationary demand curve? Explain.
- (b) Define the concept price elasticity of demand. Compare and contrast the following concepts:
- (i) own-price elasticity of demand
  - (ii) cross-price elasticity of demand and
  - (iii) income elasticity of demand

**PART II: THEORY OF THE FIRM**

- Q1. (a) State the law of diminishing marginal returns. Under what conditions does the law apply? Can a production function exhibit both diminishing marginal returns and returns to scale? Explain.
- (b) Define the following concepts:
- (i) isoquant and
  - (ii) isocost curve.

Explain and illustrate graphically how a producer optimum is obtained in the context of the isoquant and isocost curve.

Q2. (a) Characterize the following market structures:

- (i) perfect competition
- (ii) monopoly
- (iii) oligopoly

Why is perfect competition socially desirable compared to monopoly? Justify your answer.

(b) What is meant by:

- (i) the short-run, and
- (ii) the long-run?

Which of the following market structures will be characterized by economic profits in the long-run:

- (i) perfect competition
- (ii) monopoly and
- (iii) oligopoly?

Justify your answer.

-----  
END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC, 1996

EC 315

PUBLIC FINANCE

TIME: TWO HOURS

ANSWER: BOTH QUESTIONS. USE DIAGRAMS WHERE NECESSARY.

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- Q1. (a) Define a public good and explain the analytical distinction between a public good and private good.
- (b) Discuss the alternative policy interventions a government can adopt in order to curb the consumption of a public "bad".

OR

- Q1. Explain how the following factors influence the distribution of the incidence of a tax between buyers and sellers:

- (i) Elasticities of demand and supply;
- (ii) Cost conditions;
- (iii) Market conditions.

OR

- Q1. (a) "The Balanced Budget Multiplier is always one." Explain.

- (b) Write an elaborate note on built-in flexibility and automatic stabilisers.

- Q2. Critically evaluate any one of the following:

- (a) Tax reforms in Zambia;
- (b) The effects of the cash-based budgeting system;
- (c) Zambia's expenditure patterns in the context of growth and poverty alleviation;
- (d) Prospects for reducing Zambia's external debt.

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC, 1996

EC 322

INTRODUCTION TO ECONOMETRICS AND APPLIED STATISTICS

TIME: 2 HOURS 15 MINUTES

INSTRUCTIONS: ANSWER 3 QUESTIONS, TAKING 2 QUESTIONS FROM  
QUESTIONS 1 TO 3 AND ONE QUESTION FROM  
QUESTIONS 4 TO 5.

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- Q1. Prove that the sample estimator of the stochastic disturbance terms as derived by the method of ordinary least squares is unbiased using a simple linear regression model.
- Q2. For a general linear regression model, obtain the parameter estimates using the technique of maximum likelihood and show that the estimate of the betas are unbiased.
- Q3. Given the following estimated linear regression model using ordinary least squares

$$Y = 15.7 + 0.5X$$

$$Se \quad (8.12) \quad (0.22)$$

$$n = 9, \quad \alpha = 0.05 \quad \text{and} \quad R^2 = 0.46$$

$$\sum_{i=1}^n \hat{u}_i^2 = 332.1 \quad \sum_{i=1}^n (x_i - \bar{x}) = 128.2$$

- (a) State and explain the assumptions underlying the method of least squares
- (b) test the individual and overall significance of the parameter estimates.
- (c) What is your interpretation of  $R^2$
- Q4. What do you understand by the term forecasting. Give a detailed explanation of any three of the four techniques of forecasting.

**Q5. Given the following price indices**

- (i) Laspeyre's**
  - (ii) Paasche's**
  - (iii) Fisher's ideal**
- 
- (a) What are the advantages and disadvantages of each of the above indices compared to the other.**
  - (b) Explain and prove why the Fisher's index is referred to as ideal.**
  - (c) to what purpose would you use index numbers**
  - (d) State and explain three problems associated with the construction of index numbers.**

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**END OF EXAMINATION**

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

EC 412

INTERNATIONAL FINANCE THEORY AND PRACTICE

TIME: 2 HOURS

INSTRUCTION: ANSWER QUESTION 1 AND ANY OTHER TWO.

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1. (a) Define "Foreign Exchange" and compare the problems of making payments between Banda Corporation of Lusaka and Mutale Corporation of Ndola with that of making payments for Trading relations between Banda Corporation of Lusaka - Zambia and IBM Corporation of New York - United States.
- (b) Distinguish between bilateral exchange rate, cross exchange rate, effective exchange rate and the real exchange rate. Which one of them for instance would reveal inflationary tendencies in Zambia and how?
- (c) Use the following data to compute the change in the real exchange rate for Zambia from 1990 to 1995 against the U.S. dollar. What policies in your opinion could the government adopt that would influence the real exchange rate in the desired direction?

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YEAR	ZAMBIAN CPI	KWACHA/U.S. DOLLAR	U.S. CPI
1990	1677.2	28.98	100
1991	3243.0	64.63	104.2
1992	9448.5	172.21	107.4
1993	27132.2	600.47	110.6
1994	41603.88	687.32	113.7
1995	55969.45	878.88	117.1

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- (d) Assuming that on the 9th of November 1996, the Exchange rate between the United States dollar and eight other different currencies of the world in the foreign Exchange market is given as follows:

\$1	=	ZmK 1315
\$1	=	£ 0.638
\$1	=	DM 1.4849
\$1	=	CAD 1.3736
\$1	=	RAND 1.5011
\$1	=	ZWD 10.300
\$1	=	N 82.000
\$1	=	DG 1.665

Compute and obtain the table for the Exchange Cross Rates between the nine stated currencies (i.e. the ZmK and the other eight currencies) on that particular date.

2. (a) Why is adjustment necessary in balance of payments phenomenon and what adjustment mechanisms are available. Under what conditions would exchange rate changes be useful as a bop adjustment mechanism.
- (b) Enumerate the control measures which Zambia has used in the most recent past and even now to correct balance of payments deficit situation.
3. (a) What is An Optimum Currency Area? What are the necessary criteria and the requirements for having one?
- (b) Is it possible for COMESA to form a currency area?
4. Write short notes on any THREE of the following:
- (i) IMF Conditionality
  - (ii) Special Drawing Rights
  - (iii) International Reserves
  - (iv) The collapse of the Bretton Wood System
  - (v) Internal and External balance and corrective measures.

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

EC 422

ISSUES IN DEVELOPMENT

TIME: 3 HOURS

INSTRUCTIONS: ANSWER ANY FOUR (4) QUESTIONS, TWO FROM EACH SECTION.

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SECTION A

1. Discuss the following:
  - a) demographic transition and demographic anomentum.
  - b) nominal and effective protection
2. Discuss, using evidence from Zambia, the argument that IMF/World Bank supported structural adjustment programmes are not suitable for developing countries. What has been Zambia's experience since 1992?
3. Write short notes on the following:
  - a) the malthusian population trap theory
  - b) the theory of comparative costs
  - c) the poverty situation in Zambia

SECTION B

4. Write short notes on the following:
    - a) the two gap approach to aid and development
    - b) the impact of aid on investment and consumption
    - c) Net resource transfer, net resource flow and gross resource transfer
  5. Discuss, in detail, the main issues in and concerns of, sustainable development? Are there limits to growth? What is the way forward?
  6. Briefly discuss the following:
    - a) the input-output and the social accounting matrix
    - b) multilateral and bilateral assistance in Zambia
    - c) inflation in Zambia
- 

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

EC 925

INDUSTRIAL ORGANIZATION

TIME: TWO HOURS

INSTRUCTIONS: ANSWER ANY FIVE QUESTIONS

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- Q1. How important is Advertising as a determinant of the structure of the industry? What are the arguments for and against Advertising?
- Q2. One adverse consequence of monopoly is the misallocation of resources. Explain, using the concept of the dead weight loss triangle, the society's welfare loss due to monopoly resource misallocation.
- Q3. Define the four firm concentration ratio. The Zambia textile industry is represented by twelve firms. Below are the annual sales figures for 1994.

<u>Firm</u>	<u>Annual Sales (billion kwacha)</u>
1. Zamtex Spinners	78
2. Continental Textiles	400
3. Kabwe Industrial Fabrics	44
4. Ramknit	23
5. Deetex	8
6. Kafue Textiles	618
7. Nkwazi	33
8. Mukuba Textiles	548
9. Swarp Spinning Mills	600
10. Ndola Knitting	149
11. Excel Textiles	166
12. Sambro Ltd	54

Present a concentration table for the largest 4, 8 and 12 firms.

- Q4. An Oligopolistic market structure is said to exhibit relatively stable equilibrium prices over time. Show how a "kink" in the firm's demand curve will lead to a relatively stable equilibrium price.
- Q5. Is there a link between the size of the firm and technological progressiveness? Discuss.

Q6. How do economies of scale affect the structure of industry?  
Discuss the major sources of economies of scale.

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END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

EC 945

TRANSPORT ECONOMICS

TIME: 3 HOURS

INSTRUCTIONS: ANSWER 4 QUESTIONS. QUESTION 1 AND 2 ARE  
COMPULSORY. ALL QUESTIONS CARRY EQUAL MARKS.

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- Q1. Discuss the different ways in which operators and governments can tackle the 'Peak Problem' in passenger transport.
- Q2. What are the conditions necessary for price discrimination? How is price discrimination related to consumer surplus? Discuss also the advantages and disadvantages of Price discrimination in transport.
- Q3. Every project evaluation/selection methodology has advantages and disadvantages. Discuss with reference to the use of Cost Benefit analysis and Multi criteria analysis in Developing countries.
- Q4. What role does transport play in tourism? Discuss other aspects necessary for a successful tourist industry.
- Q5. Discuss the notions of price and cross price elasticity. Of what use are they to a transport operator?
- Q6. Discuss the relationship between demand for transport and land use patterns. What is the importance of transport demand studies?
- 

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATION - NOV/DEC 1996

FR 110

(DISTANCE EDUCATION)

TIME: 3 HOURS

INSTRUCTIONS: ANSWER ALL THE QUESTIONS IN THIS PAPER.

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SECTION A - GRAMMAIRE

Put the verbs in brackets in their correct form of the present tense.

1. Ces filles et garçons (acheter) du pain et du lait chaque soir.
2. Pourquoi est-ce tu (vendre) ta belle voiture à un prix très bas?
3. Inutu et moi (louer) deux chambres à l'hôtel.
4. Est-ce que ces messieurs (se lever) avant dix heures?
5. Moi, je (se coucher) très tôt chaque vendredi parce que je suis fatigué après le travail.
6. Toi et Mademoiselle Kapembwa (se promener) le matin et le soir.
7. Nous (se coucher) à 21 h 00 chaque jour parce que nous sommes souvent fatigués.

Rewrite the following sentences in the negative:

8. Sheila et Smart Cachent quelque chose dans la maison.
9. Les étudiants de FR 132 ont tué quelqu'un ce matin.
10. Nous cherchons quelque chose dans votre voiture.

Rewrite the verbs in brackets in their correct form:

11. Nous (relire) l'histoire pour bien comprendre.
12. Pourquoi est-ce ces filles (refaire) le travail?
13. Tous les étudiants (penser) que le professeur a raison de punir les étudiants qui s'absentent de cours.

14. Gilbert (croire) que Monique peut aller en ville maintenant.

\*Rewrite the verbs in brackets in their correct form of passé composé using the auxiliary verbs "avoir" and "être" depending on the verb.

15. Towela tousse parce qu'elle (avaler) une mouche.

16. Pourquoi est-ce les professeurs (aller) au Kenya, hier soir?

17. Nous (monter) voir les chauffeurs malades.

18. Les filles me (parler) comme si j'étais leur petit frère.

19. Vous n'(avoir) pas fait votre devoir, la semaine dernière.

20. Ces étudiants (arriver) en retard, cet après-midi.

### SECTION B - COMPREHENSION

Read the following passage and answer all the ten questions giving full sentences.

#### LE PORTE-MONNAIE RETROUVÉ

Très lentement, donnant du poids à chaque mot, je lui ai conseillé de retourner sur ses pas, de bien chercher et s'il le fallait d'aller jusqu'au bourg, chez l'épicier, à la gendarmerie.

- Tu le retrouveras certainement, je t'attends là. Ah, vérifie bien. Il doit y avoir onze mille kwacha en billets de mille. Dépêche-toi.

Wazani est parti en courant, je me suis hâté de monter un peu plus haut en escaladant les rochers. Je voyais le chemin au de là du tournant qui bornait ma vue lorsque j'étais assis sur la petite terrasse. J'ai vu Wazani courir, s'arrêter net au tournant et s'élancer sur la muraille rocheuse. Il s'élevait avec une facilité extraordinaire, n'hésitant jamais, plaçant son pied sur la seule aspérité possible, s'accrochant aux plus minces arbustes. En quelques instants, il était disposé à donner une appellation scientifique à tous ses vices.

J'ai cessé de réfléchir pour mieux écouter, je l'ai entendu revenir: des pierres roulaient sous ses pieds. Très vite, il était devant moi et m'a tendu le porte-monnaie.

- C'est merveilleux. Où l'as-tu trouvé?

- A l'entrée de la vallée.

J'ai ouvert le porte-monnaie. j'ai compté les billets il y en avait onze.

- Je pense que cela vaut mieux, lui ai-je dit. Il n'a pas répondu. Nous sommes remontés lentement. A la maison, j'ai rendu l'objet à Lute qui a douté tout à fait de ses sens. C'était le seul moment amusant de cette journée et je l'ai fait durer. Mon envie de rire était extrême.

1. Qu'est-ce que le père a conseillé à Wazani de faire?
2. Quelle somme d'argent se trouvait dans le porte-monnaie.
3. Pourquoi est-ce que le père admirait Wazani?
4. Comment est-ce que le père a su que Wazani revenait?
5. Où Wazani dit-il avoir retrouvé le porte-monnaie?
6. Où est-ce que Wazani plaçait son pied?
7. A qui appartenait le porte-monnaie?
8. Qu'est-ce qui bornait la vue du père de Wazani?
9. Comment s'appelle la fille dans cette histoire?
10. Comment est-ce que Wazani est parti?

#### SECTION C - COMPOSITION

Ecrivez une composition d'au moins une page sur le sujet:  
"CE QUE J'AIME FAIRE PENDANT LE WEEKEND".

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

FR 112

TIME: 3 HOURS

ANSWER: ALL SECTIONS

SECTION A - COMPRÉHENSION  
SECTION B - GRAMMAIRE  
SECTION C - PHONÉTIQUE

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SECTION A - COMPRÉHENSION

Knock. - C'est vous la première, Madame? Vous êtes bien de la commune?

La dame en noir. - Je suis de la commune, j'habite la grande ferme qui est sur la route de Luchère.

Knock. - Elle vous appartient?

La dame. - Oui, à mon mari et à moi.

Knock. - Vous devez avoir beaucoup de travail?

La dame. - Vous pensez, Monsieur: dix-huit vaches, deux boeufs, deux taureaux, le cheval et la jument, six chèvres, une bonne douzaine de cochons, sans compter la basse-cour.

Knock. - Je vous plains; il ne doit pas vous rester de temps pour vous soigner.

La dame. - Oh! non!

Knock. - Et pourtant vous souffrez.

La dame. - Ce n'est pas le mal, c'est plutôt de la fatigue.

Knock. - Oui, vous appelez ça de la fatigue (il s'approche d'elle): tirez la langue; vous ne devez pas avoir beaucoup d'appétit.

La dame. - Non.

Knock. - Baissez la tête, respirez, tousssez... vous n'êtes jamais tombée d'une échelle, étant petite?

La dame. - Je ne me souviens pas...

Knock. - Essayez de vous rappeler: ça devait être une grande échelle.

La dame. - Ça se peut bien.

Knock. - Vous vous rendez compte de votre état?

La dame. - Non.

Knock. - Tant mieux; vous avez envie de guérir ou vous n'avez pas envie?

La dame. - J'ai envie.

Knock. - J'aime mieux vous prévenir tout de suite que ce sera très long et très coûteux.

La dame. - Ah! mon Dieu! et pourquoi ça?

Knock. - Parce qu'on ne guérit pas en cinq minutes un mal qu'on traîne depuis quarante ans.

La dame. - Depuis quarante ans?

Knock. - Oui, depuis que vous êtes tombée de votre échelle.

La dame. - Et combien est-ce que ça me coûtera?

Knock. - Eh bien, cela vous coûtera à peu près deux cochons et deux veaux.

(D'après Jules ROMAINS, Knock ou le Triomphe de la médecine).  
Acte II, scène IV.

### QUESTIONS

1. Est-ce que la ferme appartient à la dame?
2. Quels sont les animaux de la ferme dans ce texte?
3. Quelle partie de la ferme s'appelle "la basse-cour"?
4. Quand la dame dit qu'elle a "une bonne douzaine de cochons" a-t-elle moins ou plus que douze cochons?
5. Qu'est-ce qui est à l'origine de son malaise?
6. A votre avis Le Docteur Knock va-t-il guérir la dame?  
Justifiez votre réponse.

### SECTION C - GRAMMAIRE

1. a) Reliez un élément de la colonne A à élément de la colonne B de façon à former sept proverbes courants.

1 Premier arrivé,	a moins on arrive.
2 Plus on est de fous,	b plus on veut gagner.
3 Plus ça change,	c plus la chute est dure.
4 Plus on se presse,	d plus on rit.
5 Qui peut le plus,	e premier servi
6 Plus on gagne,	f peut le moins.
7 Plus on tombe de haut,	g plus c'est la même chose

1 ..... 2 ..... 3 ..... 4 ..... 5 ..... 6 ..... 7 .....

- b) Lequel de ces proverbes utiliseriez-vous pour illustrer les phrases suivantes:

A La faillite de son entreprise l'a d'autant plus marqué que ses affaires étaient très prospères il y a encore peu de temps. ....

B Invitons Frédérique et Nathalie; on ne s'en amusera que mieux. ....

- C C'est toi qui a refait toute l'électricité dans la maison; ne me dis pas que tu ne sais pas me changer une ampoule! .....
- D Arrivons de bonne heure, on ne nous fera pas attendre! .....
- E Tiens! Les robes longues sont revenues à la mode! .....
- F Non content de posséder 4 restaurants et 2 hôtels, il vient d'acheter un casino! .....
- G Elle s'est tellement énervée pour arriver à la gare à l'heure qu'elle a tout fait de travers et a fini par rater son train. ....

2. Complétez les phrases suivantes avec un pronom démonstratif suivi de «de» ou d'un relatif

1. Ce thé n'est pas aussi bon que ... tu as rapporté d'Angleterre.
2. Ce livre est différent de ..... je t'avais parlé.
3. Nous aurons besoin d'autres chaises. Prends ..... la cuisine.
4. Connaissiez-vous cet hôtel? Non, ..... je vais d'habitude est dans le centre de la ville.
5. Le pain est bon ici ..... boulanger de notre rue n'est jamais assez cuit.
6. Beaucoup de nos arbres sont malades à cause de la sécheresse et ... notre voisin sont morts.
7. Non, ce n'est pas Yves .... je pense est grand et blond.
8. Si nous allons à Lyon, il faudra chercher un service à fondue ... j'ai vus ici n'étaient pas très jolis.

3. Complétez les phrases suivantes avec l'article défini, si nécessaire:

1. .... professeur qui donne des leçons de mathématiques à mon fils est ..... enseignant à Polytechnique.
2. .... tremblement de ..... terre du mois dernier a fait 18 morts dans cette région.
3. .... Durand nous ont invités à dîner ... dimanche après Pâques. Seras-tu libre?

4. Il pense, avec ..... raison, qu'il vaut mieux laisser ..... voiture ..... garage\*et aller à ..... pied.
5. Je n'aime pas ..... enfants qui font ..... bruit.
6. Il n'est pas étonnant que ..... travail soit bâclé: il l'a fait sans ..... intérêt ni ... compétence.
7. "..... Antimémoires" de Malraux ont paru en 1968.
8. Dans ..... Alpes, ..... temps est très changeant.
9. .... vendredi soir, nous allons toujours au cinéma, mais, ..... vendredi dernier, ..... Jean nous a invités chez lui.
10. Prends ..... aspirine pour ..... maux ..... tête.

#### SECTION C - PHONÉTIQUE

1. (a) Dessinez l'appareil phonatoire.  
(b) Nommez les organes de la parole.
2. (a) Dessinez le triangle vocalique.  
(b) Mettez-y les voyelles orales du français.
3. Quelles sont les voyelles du français?
4. Quel est le rôle des cordes vocales?
5. A l'aide de dessins montrez les différentes positions des cordes vocales pendant:  
  
(a) la respiration normale  
(b) la respiration forte  
(c) la voix chuchotée  
(d) la phonation

---

END OF EXAMINATION



**THE UNIVERSITY OF ZAMBIA**

**UNIVERSITY FIRST SEMESTER EXAMINATIONS - JUNE 1997**

**FR 121**

**INTRODUCTION TO FRENCH FOR SPECIFIC PURPOSES**

**PAPER I**

**TIME:**

-----

**ORAL EXAMINATION**

**TEXT 1**

Elle s'appelle Marie Camarat. Elle est infirmière. Elle habite à Paris, en France. Elle a vingt deux ans et elle habite seule dans un petit appartement à Côté d'un hôtel. L'hôtel est devant la place de la Concorde. A Gauche, il y a l'avenue des Champs-Élysées. A droite, il y a un petit marché, il est très beau. J'aime beaucoup le petit marché.

**TEXT 2**

Pierre Banda est Zambien. Il habite à Lusaka, rue Buntungwa et il est journaliste. Il aime beaucoup la Campagne. Il a une femme et deux enfants: Sipiwe et Dalitso. Monsieur Banda parle bien Français. Sa femme s'appelle Daliwe Banda, elle est Zambienne et elle est secrétaire. Elle travaille à l'Université de Zambie dans un restaurant. Elle aime beaucoup la musique Chinoise. Elle est très sympa.

**TEXT 3**

Chère François,

Je suis dans un hôtel à Nairobi, au Kenya. C'est un très grand hôtel. Il est très beau et il y a beaucoup de personnes. Ma chambre est devant le bureau de Monsieur Richeau. Monsieur Richeau a quarante cinq ans et il est le directeur de l'hôtel. Il aime beaucoup la musique classique. Il habite un grand appartement au Centre de Nairobi. Il va beaucoup au cinéma et il aime bien les films de Rambo. Mais c'est aussi un sportif.

A bientôt,

Brenda

-----

**FIN DE L'EXAMEN**



Question 3: Complétez avec A, AU, CHEZ, A LA

- i) J'achète le pain \_\_\_\_\_ le boulanger.
- ii) A midi je mange \_\_\_\_\_ restaurant.
- iii) Il va \_\_\_\_\_ le médecin.
- iv) Samedi, il va \_\_\_\_\_ campagne.
- v) Dimanche, il va \_\_\_\_\_ village.

### SECTION B

#### METTRE LES VERBES A LA FORME QUI CONVIENT

Question 1: Mettez le verbe à la forme qui convient

- i) Je \_\_\_\_\_ (connaître) monsieur Musonda.
- ii) Il \_\_\_\_\_ (être) professeur de français.
- iii) Vous \_\_\_\_\_ (commencer) le travail à 7 heures?
- iv) Qu'est-ce que vous \_\_\_\_\_ (faire) le week-end?
- v) Vous \_\_\_\_\_ (pouvoir) venir. Nous \_\_\_\_\_ (aller) au restaurant.
- vi) Est-ce que Paul et Pierre \_\_\_\_\_ (être) à l'hôtel?
- vii) J'aime beaucoup \_\_\_\_\_ (Lire).
- viii) Je \_\_\_\_\_ (vouloir) aller au Canada.
- ix) On \_\_\_\_\_ (parler) français à Paris.

Question 2: Choisissez l'un des verbes et mettez le à la forme qui convient.

(Choose the right verb and then fill in the blank space with the correct form)

- i) (Savoir/Connaître) Nous \_\_\_\_\_ Nelson Mandela.
- ii) (Avoir/Etre) Il \_\_\_\_\_ vingt ans aujourd'hui.
- iii) (Entrer/Sortir) Nous \_\_\_\_\_ de la classe.
- iv) (Commencer/finir) Ils \_\_\_\_\_ le travail à 18 heures.
- v) (pouvoir/vouloir) Elle \_\_\_\_\_ aller au cinéma avec Charlotte.

SECTION C

Question 1: Trouvez la bonne réponse

- i) Vous êtes Zambien?
  - a) volontiers
  - b) d'accord
  - c) non
- ii) Vous voulez venir au restaurant avec moi?
  - a) oui ça va
  - b) oui, volontiers
  - c) oui, je comprends
- iii) Au revoir, je vais travailler chez moi.
  - a) bonjour
  - b) salut
  - c) merci
- iv) Je peux danser?
  - a) s'il vous plaît
  - b) merci beaucoup
  - c) oui, bien sûr
- v) Vous aimez le poulet?
  - a) Pas du tout
  - b) Volontiers
  - c) D'accord

Question 2: Posez les questions qui donnent les réponses suivantes.

- i) Réponse: Je m'appelle Allan Banda.

Question: \_\_\_\_\_

- ii) Réponse: Je prends un steak-frites.

Question: \_\_\_\_\_

- iii) Réponse: J'achète un kilo de Viande.

Question: \_\_\_\_\_

- iv) Réponse: Elle a 18 ans.

Question: \_\_\_\_\_

v) Réponse: Lundi, elle travaille.

Question: \_\_\_\_\_

vi) Réponse: Elle est secrétaire.

Question: \_\_\_\_\_

vii) Réponse: Le weekend ils font leurs devoirs.

Question: \_\_\_\_\_

viii) Réponse: Non, elles ne prennent pas le dessert.

Question: \_\_\_\_\_

ix) Réponse: C'est un stylo.

Question: \_\_\_\_\_

x) Réponse: C'est Monsieur Richeau.

Question: \_\_\_\_\_

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FIN DE L'EXAMEN

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

FR 132

TIME: THREE HOURS

INSTRUCTIONS: ANSWR ALL THE QUESTIONS IN THIS PAPER.

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SECTION A - GRAMMAIRE

Put the verbs in brackets in their correct form of the present tense.

1. Ces filles et garçons (acheter) du pain et du lait chaque soir.
2. Pourquoi est-ce que tu (vendre) ta belle voiture à un prix très bas?
3. Inutu et moi (louer) deux chambres à l'hôtel.
4. Est-ce que ces messieurs (se lever) avant dix heures?
5. Moi, je (se coucher) très tôt chaque vendredi parce que je suis fatigué après le travail.
6. Toi et Mademoiselle Kapembwa (se promener) le matin et le soir.
7. Nous (se coucher) à 21 h 00 chaque jour parce que nous sommes souvent fatigués.

Rewrite the following sentences in the negative:

8. Shella et Smart Cachent quelque chose dans la maison.
9. Les étudiants de FR 132 ont tué quelqu'un ce matin.
10. Nous cherchons quelque chose dans votre voiture.

Rewrite the verbs in brackets in their correct form:

11. Nous (relire) l'histoire pour bien comprendre.
12. Pourquoi est-ce que ces filles (refaire) le travail?
13. Tous les étudiants (penser) que le professeur a raison de punir tous les étudiants qui s'absentent de cours.

14. Gilbert (croire) que Monique peut aller en ville maintenant.

\*Rewrite the verbs in brackets in their correct form of passé composé using the auxiliary verbs "avoir" and "être" depending on the verb.

15. Towela tousse parce qu'elle (avaler) une mouche.

16. Pourquoi est-ce que les professeurs (aller) au Kenya, hier soir?

17. Nous (monter) voir les chauffeurs malades.

18. Les filles me (parier) comme si j'étais leur petit frère.

19. Vous n'(avoir) pas fait votre devoir, la semaine dernière.

20. Ces étudiants (arriver) en retard, cet après-midi.

#### SECTION B - COMPREHENSION

Read the following passage and answer all the ten questions giving full sentences.

#### LE PORTE-MONNAIE RETROUVÉ

Très lentement, donnant du poids à chaque mot, je lui ai conseillé de retourner sur ses pas, de bien chercher et s'il le fallait d'aller jusqu'au bourg, chez l'épicier, à la gendarmerie.

- Tu le retrouveras certainement, je t'attends là. Ah, vérifie bien. Il doit y avoir onze mille kwacha en billets de mille. Dépêche-toi.

Wazani est parti en courant, je me suis hâté de monter un peu plus haut en escaladant les rochers. Je voyais le chemin au de là du tournant qui bornait ma vue lorsque j'étais assis sur la petite terrasse. J'ai vu Wazani courir, s'arrêter net au tournant et s'élancer sur la muraille rocheuse. Il s'élevait avec une facilité extraordinaire, n'hésitant jamais, plaçant son pied sur la seule aspérité possible, s'accrochant aux plus minces arbustes. En quelques instants, il était en haut. Je suis revenu m'asseoir et je l'ai attendu. J'étais disposé à donner une appellation scientifique à tous ses vices.

J'ai cessé de réfléchir pour mieux écouter, je l'ai entendu revenir; des pierres roulaient sous ses pieds. Très vite, il était devant moi et m'a tendu le porte-monnaie.

- C'est merveilleux. Où l'as-tu trouvé?

- A l'entrée de la vallée.

J'ai ouvert le porte-monnaie, j'ai compté les billets. Il y en avait onze.

- Je pense que cela vaut mieux, lui ai-je dit. Il n'a pas répondu. Nous sommes remontés lentement. A la maison, j'ai rendu l'objet à Lute qui a douté tout à fait de ses sens. C'était le seul moment amusant de cette journée et je l'ai fait durer. Mon envie de rire était extrême.

1. Qu'est-ce que le père a conseillé à Wazani de faire?
2. Quelle somme d'argent se trouvait dans le porte-monnaie?
3. Pourquoi est-ce que le père admirait Wazani?
4. Comment est-ce que le père a su que Wazani revenait?
5. Où Wazani dit-il avoir retrouvé le porte-monnaie?
6. Où est-ce que Wazani plaçait son pied?
7. A qui appartenait le porte-monnaie?
8. Qu'est-ce qui bornait la vue du père de Wazani?
9. Comment s'appelle la fille dans cette histoire?
10. Comment est-ce que Wazani est parti?

#### SECTION C - COMPOSITION

Ecrivez une composition d'au moins une page sur le sujet:  
"CE QUE J'AIME FAIRE PENDANT LE WEEKEND"

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END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

FR 210

(DISTANCE EDUCATION)

TIME: 3 HOURS

INSTRUCTIONS: ANSWER ALL THE QUESTIONS IN ALL THE THREE SECTIONS.  
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SECTION A: GRAMMAR

I. Complétez le texte suivant par un article si nécessaire:

Trois oeufs et ..... même poids de ... sucre, de ... farine et ....., zeste de ... citron râpé, ... pincée de ... sel.

Travailler dans ... bol ... Jaunes avec ... sucre pour obtenir ... mélange blanc et mousseux.

Ajouter alternativement un peu de ... farine, un peu de ... beurre. Bien mélanger ... pâte. Ajouter ... zeste. Versez ... préparation dans ... moule bien beurré. Faire cuire à four moyen, puis chaud.

II. Conjuguez les verbes entreparanthèses au temps convenable.

Quelques jours après, au dîner et toujours au sujet de ces insupportables devoirs de vacances, une discussion (s'élever). Je (être) un peu trop désinvolte, mon père lui-même (s'en être offusqué) et finalement Anne me (s'enfermer) à clef dans ma chambre. Je (ne pas savoir) ce qu'elle (faire) et comme je (avoir soif), je (se diriger) vers la porte et (essayer) de l'ouvrir; elle (résister) et je (comprendre) qu'elle (être fermé). Je (ne pas être) jamais enfermé de ma vie.

SECTION B - COMPREHENSION

Instructions: Lisez le texte et répondez aux questions qui suivent:

Rose nettoyait la cuisine lorsque l'enfant revint. Deux chaises de paille étaient juchées sur la table, et la vieille femme, en camisole de flanelle grise, chassait une lavette sur les carreaux rouges à l'aide d'un balai. Les pieds dans des sabots, elle allait de côté et d'autre, d'un air de zèle, le sourcil bas et l'oeil hostile.

L'eau qui tombait à grand bruit du robinet dans une bassine empêcha qu'elle n'entendît sa nièce et elle poussa un cri en la voyant :

- Attention donc ! Tu marches dans le mouillé. Ne recule pas ! Va de côté, à droite ! A ma droite, voyons ! Ah, regarde ce que tu as fait !

D'un bond par-dessus le <<mouille>>, Élisabeth regagna la porte et se tint dans l'embrasure pendant que sa tante, avec un grand geste en arc de cercle, lui lançait son balai presque dans les pieds, sous prétexte d'effacer la trace de ses pas sur la brique humide.

La nuit entraît par la fenêtre ouverte qui laissait voir le mur d'un petit jardin. Depuis quelques minutes le vent soufflait moins fort et les rideaux de fil gris, alourdis par un noeud, flottaient doucement contre les vitres. Lâchant son balai, Rose saisit à deux poings la bassine qui débordait et d'un coup en projeta le contenu sur le sol comme une gerbe. Puis elle la remplaça sous le robinet.

- On n'a pas idée du mal que me donne cette cuisine, criait-elle dans la pénombre pour dominer le bruit de cataracte qui venait de l'évier. Et tu te promènes là-dedans comme sur du gazon, avec tes pieds sales. Avec Charles, c'était la même histoire. Il suffisait qu'il me voie en train de laver mon carreau pour qu'il ait besoin de quelque chose par ici, du gros sel, des allumettes pour sa pipe, ou du fourneau à gaz pour se cuire un oeuf. Voilà douze ans et un mois qu'il est mort, ajouta-elle, reprise par son obsession. A cause du carreau de ma cuisine, nous nous sommes disputés régulièrement trois fois par semaine jusqu'au jour de son accident. Je l'ai porté en terre un jeudi, sur les neuf heures, avec plus de vinght-cinq personnes derrière moi et deux belles couronnes de perles sur le cercueil. Et si tu veux savoir quel temps il faisait ce jour-là, tu n'as qu'à demander à Clémentine qui a failli avoir une congestion au cimetière.

JULIEN GREEN, Minuit  
(Librairie Plon)

1. Pourquoi les deux chaises se trouvaient-elles sur la table ?
2. De quoi la vieille femme se servait-elle pour laver les carreaux ?
3. Pourquoi n'entendit-elle pas l'arrivée de sa nièce ?
4. Pourquoi a-t-elle grondé Élisabeth ?
5. Que voyait-on en regardant par la fenêtre ?

6. Pourquoi Rose fut-elle obligée de crier pour se faire entendre?
7. Son mari, Charles, qu'est-ce qu'il avait l'habitude de faire quand Rose était en train de laver son carreau?
8. Comment est-il mort?

**SECTION C - COMPOSITION**

Ecrivez une composition d'au moins deux pages décrivant le moment que vous avez regretté le plus:

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

FR 212

PAPER I

TIME: 3 HOURS

INSTRUCTIONS: ANSWER BOTH SECTIONS AND ALL QUESTIONS.

SECTION A - COMPRÉHENSION

SECTION B - GRAMMAIRE

-----

SECTION A - COMPRÉHENSION

Avouons-le, nous avons, au début, pris une fausse voie. Mais était-ce bien notre faute? Avec la présence de l'Européen sont nées les fonctions de commis, plus méritoires aux yeux des gens qui ne concevaient point qu'on puisse sortir de l'école sans être commis soit dans l'administration, soit dans le commerce, en tout cas toujours à côté de l'Européen. Nous avons tous pensé de cette façon.

On mettait l'Européen sur le même pied que certains méchants génies des brousses. Le servir, être constamment avec lui, était le seul moyen de se le concilier. Et chacun tenait à ce que son enfant soit commis. De là, la désaffection pour les travaux de la terre.

Planter, s'agripper au sol, refuser de se laisser déraciner et emporter par la vague torrentielle des modes, refuser de se laisser balloter par les tourbillons de conceptions plus ou moins contradictoires, c'était, hélas, vouloir rester "sauvage", tant les villes attiraient, fascinaient.

Il faut dire aussi que les gens accouraient vers les villes afin de se soustraire à tous les tributs qui pesaient lourdement sur les villages. Au retour des dix mois qu'avaient duré les funérailles, la brousse avait repris ses droits. Il a fallu à nouveau tout recommencer. Tu verras! Ah! mon enfant, il y a du travail. Chaque jour je lutte contre les lianes, les herbes, les ronces, contre la pluie, le vent, le soleil, les insectes, les singes maraudeurs, les animaux nuisibles, et Dieu sait s'ils sont nombreux! Nuit et jour, il me faut être sur le qui-vive.

Le vent souffle-t-il trop fort? Je me dis: "Ce vent-là fera tomber les fleurs des caféiers, et la récolte sera mauvaise. "La pluie est-elle précoce? Il est difficile de brûler les champs, difficile donc d'avoir des vivrières, et alors, c'est la famine. La pluie tarde-t-elle, au contraire?

On risque alors d'avoir la famine, parce que l'époque de planter aura passé. Un arbre tombe-t-il? Ne m'a-t-il pas brisé des caféiers? Des cacaoyers? La tête tout le temps travaille aussi bien que le bras. Il me faut tout voir, pour être sûr que tout marche. Créer une plantation n'est pas un jeu, mon enfant. Et aucun parent pour vous aider parce que vous n'avez pas d'argent. Ceux qui viennent repartent. Ils ne peuvent pas attendre. Ils n'en ont pas le temps. La vie passe, il faut vivre, récolter rapidement le fruit de ses efforts. Moi, je ne me presse pas, parce que je veux que tu continues ce travail qui me tue chaque jour. Tous mes efforts, toutes mes privations doivent porter leurs fruits. Vous devez tous me continuer, chacun doit apporter sa pierre à l'édifice.

Tu es encore jeune.... Je te parlerai souvent de tout cela, afin que tu t'en souviennes.

Le travail et après le travail, l'indépendance, mon enfant. N'être à la charge de personne, telle doit être la devise de votre génération. Et il te faut toujours fuir l'homme qui n'aime pas le travail.

BERNARD B. DADIE - "Climbié"

#### Questions sur le texte:

1. Pourquoi l'auteur pense-t-il que l'on a pris une fausse voie? Partagez-vous son opinion?
2. Pourquoi sont les fonctions de commis plus méritoires aux yeux des gens?
3. "Rester sauvage" - qu'est-ce que cela veut dire selon l'auteur?
4. Est-ce que les gens ont une autre raison pour quitter les villages?
5. Qu'exprime le paysan dans cette phrase "N'être à la charge de personne"? Que pensez-vous de cette devise?

#### SECTION B - GRAMMAIRE

1. Compléter les phrases suivantes à l'aide du mot TOUT accordé à la forme qui convient:
  - A. 1. Je n'ai pas lu .... les romans de Balzac.
  2. J'ai écrit à .... mes amies.
  3. Je doute que vous puissiez faire ... ce que vous aviez prévu.

4. Nous n'avons pu joindre .... ceux que nous souhaitions inviter.
5. .... enfant, j'étais fasciné par les clowns.
6. On respira, ... danger était écarté.
7. Dans les circonstances présentes, .... manifestation de joie serait déplacée.
8. L'Italie, la Grèce, l'Espagne, j'ai ... visité.
9. J'ai trois neveux, ils sont ... étudiants.
10. Les touristes ont traversé ... Paris à pied.

- B.
1. .... ce qui brille n'est pas or.
  2. Elle était ... rouge de confusion.
  3. La jeune femme était .... émue de se trouver en si brillante compagnie.
  4. Ils entonnèrent la Marseillaise ... en chœur.
  5. J'ai lu ... Stendhal.
  6. Parents, amis, voisins, voisines, ....m'ont félicité.
  7. Vous me raconterez votre mésaventure ... en marchant.
  8. ... réservation non confirmée dans les 72 heures sera annulée.
  9. En l'espace de quelques mois, ses cheveux sont devenus ... blancs.
  10. Je vous recevrai en ... simplicité.

2. Mettre le verbe entre parenthèses à la forme qui convient en le faisant précéder du pronom ON ou NOUS selon le cas (attention au niveau de langue):
  1. Longtemps, mes petits frères et moi, (croire) au Père Noël.
  2. Je me suis écroulé sur la banquette du café tandis qu'autour de moi (crier), (s'interpeller) de table en table.
  3. La soirée étant donnée en notre honneur, (se faire) un devoir d'arriver les premiers.

4. (N'aimer guère) avouer ses faiblesses.
  5. Tout petit déjà je m'étais rendu compte de la mésentente de mes parents; (remarquer) tout à cet âge.
  6. Nous discussions tranquillement de choses et d'autres; tout à coup ( entendre) frapper violemment à la porte.
  7. (Frapper) à la porte et nous n'avons pas ouvert.
  8. Chaque samedi, mes amis et moi (prendre) nos maillots et (se précipiter) vers la piscine.
  9. (Etre prêt) à reconnaître nos torts.
  10. (Se tromper) souvent dans ses jugements quand (se laisser) conduire par ses sentiments.
3. Supprimer le pronom ON, soit en le remplaçant par un nom ou un pronom équivalent, soit en modifiant la tournure donnée:
1. On n'a jamais vu refuser une offre aussi alléchante.
  2. Les vacances terminées, on a décidé de se revoir au plus tôt.
  3. On doit encourager la recherche médicale.
  4. Écoutez! On appelle.
  5. On a inauguré la tour Eiffel en 1889.
  6. On aime être apprécié selon ses mérites.
  7. Alors les enfants, on se promène?
  8. On souhaiterait parfois rencontrer plus de compréhension auprès de ses proches.
  9. On découvrit l'Amérique en 1492.
  10. On a pénétré chez moi en mon absence.
- 

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

FR 212

PAPER II

TIME: 3 HOURS

INSTRUCTIONS: ANSWER BOTH SECTIONS

SECTION A - PHONÉTIQUE  
SECTION B - TRADUCTION

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SECTION A - PHONÉTIQUE

1. (a) Dessinez les organes de la parole.  
(b) Nommez ces organes.
2. (a) Combien de voyelles y-a-t-il en français?  
Lesquelles?  
(b) Combien de consonnes y a-t-il?  
Lesquelles?
3. Qu'entendez-vous par      a) lieu d'articulation?  
   b) consonne sourde?
4. a) Quelles sont les voyelles nasales du français?  
b) Trouvez un mot pour chaque voyelle nasal comme  
exemple.

SECTION B - TRANSLATION

Instructions: Traduisez le texte suivant en anglais:

DÉFINIR LES OBJECTIFS DU PLAN

La définition des objectifs représente une des tâches les plus délicates du planificateur. En effet, les systèmes de planification les plus connus actuellement dans le tiers Monde, distinguent, dans la zone des objectifs, trois niveaux principaux: les finalités, les options fondamentales ou grands objectifs, et les objectifs principaux et secondaires.



Les finalités ne sont jamais exprimées en termes sectoriels. Du type indépendance socio-économique, ou ouverture sur l'extérieur, elles expriment en général l'axe fondamental de la stratégie de développement.

Les options fondamentales représentent déjà des domaines beaucoup plus précis. Les choix concernant l'industrie lourde ou le développement des cultures d'exportation sont de l'ordre des options fondamentales, comme l'amélioration de l'état de santé, ou l'élévation du niveau culturel.

C'est avec les objectifs que nous rentrons finalement dans le quantifiable et le sectoriel. Chaque secteur, chaque branche, se verra assigner des niveaux de production et d'investissement, accompagnés d'une série de mesures concernant la transformation des structures, et comportant un calendrier précis d'exécution.

Cet enchaînement montre bien que les objectifs de chacun des secteurs ne sont que la traduction concrète des options fondamentales, qui elles-mêmes précisent et expriment ces finalités.

Pourtant, chaque secteur va rechercher, d'une part à décider du contenu des options fondamentales se rattachant à son domaine. C'est ainsi que l'agronome voudra à la fois déterminer les objectifs de production agricole, et définir le contenu de l'option fondamentale d'indépendance alimentaire. L'hydraulicien cherchera à être maître de la répartition des investissements hydrauliques, comme de la politique globale d'utilisation des ressources en eau. Le médecin bâtira la carte des services de santé, et voudra seul définir les objectifs de santé du plan.

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

FR 222

INTRODUCTION TO FRENCH LITERATURE

TIME: THREE HOURS

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1. Pourquoi le 17<sup>e</sup> siècle est-il appelé «Siècle de Louis XIV»?
2. La littérature du classicisme est une littérature sociale. Etes-vous du même avis?
3. Quelle est la différence entre «Courtier» et «Usurier»?
4. L'un des acteurs de L'avare a dit: «Quand on a besoin des hommes, il faut bien s'ajuster à eux ..., il n'est point) yeux de leurs inclinations ...» Quel est cet acteur? Montrez qu'il a effectivement fait recours à cette technique à travers ses interventions scéniques.
5. Différenciez l'acte de la scène dans le théâtre.
6. Parlez de la conception du mariage au 17<sup>e</sup> siècle à travers L'avare et L'école des femmes.
7. Quelle est l'opinion de Molière au sujet du mariage dans L'avare et dans L'école des femmes?
8. Pourquoi Maître Jacques a accusé faussement Valère d'avoir volé la Cassette de dix mille écus?
9. Quelles sont les ressemblances et les différences entre les personnages d'Harpagon dans L'avare et d'Arnolphe dans L'école des femmes?
10. Quelles sont les qualités humaines que la Fontaine attribue au Lion et au Renard dans ses fables?
11. Lisez le texte qui suit et répondez aux questions y relatives:
  - a) A travers ce texte, montrez que «la raison du plus fort est toujours la meilleure».
  - b) Un jour, La Fontaine a dit: «Ce n'est pas aux héros que je parle». A qui parle-t-il dans ce texte?
  - c) Montrez que ce texte est une Comédie de justice.

- d) Que traduit la mise en évidence de «le berger»?
- e) Pourquoi les mots «Ciel» et «Peste» sont-ils commencés <sup>par</sup> des lettres majuscules?
- f) Expliquez l'idée exprimée par les derniers vers:
- «Selon que vous serez puissant ou misérable, les jugements de cour vous rendront blanc ou noir».

### LES ANIMAUX MALADES DE LA PESTE

Un mal qui répand la terreur,  
Mal que le Ciel sa fureur  
Inventa pour punir les crimes de la terre,

La Peste (puisque'il faut l'appeler par son nom),  
Capable d'enrichir en un jour l'Achéron,  
Faisait aux Animaux la guerre.  
Ils ne mouraient pas tous, mais tous étaient frappés  
On n'en voyait point d'occupés  
A chercher le soutien d'une mourante vie;  
Nul mets n'excitait leur envie;  
Ni loups ni renards n'épiaient  
La douce et l'innocente proie;  
Les tourterelles se fuyaient:  
Plus d'amour, partant plus de joie.  
Le Lion tint conseil, et dit: «Mes chers amis,  
Je crois que le Ciel a permis  
Pour nos péchés cette infortune.  
Que le plus coupable de nous  
Se sacrifie aux traits du céleste courroux;  
Peut-être il obtiendra la guérison commune.  
L'histoire nous apprend qu'en de tels accidents,  
On fait de pareils dévouements.  
Ne nous flattons donc point; voyons sans indulgence  
L'état de notre conscience.  
Pour moi, satisfaisant mes appétits gloutons,  
J'ai dévoré force moutons.  
Que m'avaient-ils fait? Nulle offense;  
Même il m'est arrivé quelquefois de manger  
Le berger  
Je me dévouerai donc, s'il le faut: mais je pense  
Qu'il est bon que chacun s'accuse ainsi que moi:  
Car on doit souhaiter, selon toute justice,  
Que le plus coupable périsse.  
- Sire, dit le Renard, vous êtes trop bon roi;  
Vos scrupules font voir trop de délicatesse.  
Eh bien! manger moutons, canaille, sottise espèce,  
Est-ce un péché? Non, non. Vous leur fîtes,  
Seigneur,  
En les croquant, beaucoup d'honneur

- d) Que traduit la mise en évidence de «le berger»?
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Et quant au berger, l'on peut dire  
 Qu'il était digne de tous maux,  
 Étant de ces gens-là qui sur les animaux  
 Se font un chimérique empire.»  
 Ainsi dit le Renard; et flatteurs d'applaudir.  
 On n'osa trop approfondir.  
 Du Tigre, ni de l'Ours, ni des autres puissances,  
 Les moins pardonnables offenses.  
 Tous les gens querelleurs, jusqu'aux simples mâtons,  
 Au dire de chacun, étaient de petits saints.  
 L'Ane vint à son tour, et dit: «J'ai souvenance  
 Qu'en un pré de moines passant,  
 La faim, l'occasion, l'herbe tendre, et, je pense,  
 Quelque diable aussi me poussant,  
 Je tondis de ce pré la largeur de ma langue.  
 Je n'en avais nul droit puisqu'il faut parler net.»  
 A ces mots, on cria haro sur le Baudet.  
 Un Loup, quelque peu clerc, prouva par sa harangue  
 Qu'il fallait dévouer ce maudit animal,  
 Ce pelé, ce galeux, d'où venait tout leur mal.  
 Sa peccadille fut jugée un cas pendable.  
 Manger l'herbe d'autrui! quel crime abominable!  
 Rien que la mort n'était capable  
 D'expier son forfait: on le lui fit bien voir.

Selon que vous serez puissant ou misérable,  
 Les jugements de cour vous rendront blanc ou noir.

in La FONTAINE, Les Fables.

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

FR 312

PAPER I

TIME: 3 HOURS

ANSWER: ALL SECTIONS

SECTION A - PHONÉTIQUE  
SECTION B - ANALYSE DU DISCOURS  
SECTION C - SEMANTIQUE

-----

SECTION A - PHONÉTIQUE

1. Faites une description détaillée de ce que vous entendez par "mode d'articulation".
2. Quelles sont les semi-consonnes du français? Trouvez un mot qui les contient pour chacune.
3. Nommez l'articulation pour les sons suivants:
  - (a) j
  - (b) R
  - (c) Ç
  - (d) S
4. Faites la transcription phonétique des mots suivants:
  - (a) oiseau
  - (b) oignon
  - (c) métallurgie
  - (d) gagner
5. Voici en annexe le tableau des principales articulations consonnantiques: Mettez-y les consonnes du français dans leurs position respective.

SECTION B - ANALYSE DU DISCOURS

1. Mettre les phrases suivantes au discours indirect:
  1. «J'ai traversé la Manche à la nage», prétendait-il.
  2. «D'où vous vient cette certitude?» demanda-t-on au journaliste.

3. Un écriteau annonçait: «La séance ne commencera qu'à 21 heures.»
4. «Voulez-vous patienter quelques minutes?» nous demanda l'huissier.
5. «Ne te laisse pas aller à tes penchants», lui conseilla-t-elle.
6. «Autrefois, dit en grommelant le vieillard, les automobiles s'arrêtaient pour laisser passer les piétons».
7. On lit sur les billets de banque: «Tout contrevenant sera poursuivi.»
8. «Ne te mêle pas de mes affaires», me cria-t-il.
9. «Votre candidature, a-t-il précisé, sera examinée ultérieurement.»
10. «Je suis bien où je suis et j'y reste», affirma le voyageur.

2 Relier les deux propositions de manière à obtenir une phrase complexe

Quelle est l'étymologie de votre nom? Apprenez-le-nous.  
 ----> Apprenez-nous quelle est l'étymologie de votre nom.

1. M'aimes-tu? Jure-le-moi.
2. Qui est-ce qui t'a offert ce bijou? Avoue-le-moi.
3. Qu'est-ce qui vous intéresse? Indiquez-moi.
4. Pourquoi n'accepterait-il pas ma proposition? Expliquez-le-moi.
5. Que signifiait cette attitude hostile? Elle se le demandait.
6. Que s'était-il-passé? Je l'ignorais.
7. Qui est-ce que tu comptes inviter? Précise-le-nous.
8. Qu'est-ce que tu pense de ce cognac? Dis-le-moi.
9. Est-ce que nous nous reverrions jamais? Nous nous le demandions.
10. Se souviennent-ils de leur promesse? Tâchez de le savoir.

A quoi nous servira donc la "petite souris quand nous l'aurons mise en captivité?

Suivons par exemple les modalités de sa croissance. Elle vient au monde nue et frileuse comme le nourrisson humain; l'un et l'autre sont des homéothermes imparfaits à ce stade de leur vie; leur chaleur corporelle doit être conservée dans la douillette enveloppe du nid ou du berceau. On a établi pour la souris des courbes de poids particulièrement précises; on a exploré les facteurs, externes et internes, qui modifient son développement, avec l'espoir d'en tirer des conclusions pour favoriser la croissance des jeunes enfants. Dans ce domaine, on a suivi avec attention une race de souris naines qui pèsent six grammes seulement lorsqu'elles sont arrivées à leur complet développement. L'observation de tels animaux a montré un développement insuffisant des glandes thyroïdes et surrénales; l'examen de l'hypophyse a décelé des lésions importantes (pas de cellules éosinophiles) et l'absence des hormones de croissance qu'on trouve normalement dans la glande. N'est-il donc pas possible d'appliquer un traitement? En injectant à ces souris naines un extrait de lobe antérieur d'hypophyse, on rend la croissance régulière et le système glandulaire normal. Belle invitation au médecin dans les cas de retards de développement!

(Léon Binet, Cent pas autour de ma maison.  
Mercure de France)

1. A quel genre du discours ce texte appartient-il? Narratif, didactique, oratoire? etc. Justifiez votre choix.
2. A quel type de lecteurs s'adresse l'auteur, membre de l'Institut? Relevez les tours destinés à piquer la curiosité, et les mots à connotation affective en expliquant leur emploi.
3. Relevez dans ce texte les traits de la langue scientifique (pourcentage de noms, style substantif, vocabulaire technique, vocabulaire abstrait, organisation de la phrase).



### SECTION C - SEMANTICS

Answer ALL questions, ALL questions carry equal marks.

1. Quel rapport y a-t-il entre sémantique et sémiotique?
2. Expliquez ce qu'on entend par (a) Triangle sémantique et (b) Théories référentielles du sens et faites-en une critique.
3. Expliquez:
  - (a) onomasiologie
  - (b) sémasiologie
  - (c) sème
  - (d) sémème
4. Expliquez et illustrez par un exemple dans chaque cas:
  - (a) proposition synthétique
  - (b) proposition analytique
  - (c) verbe factif
  - (d) verbe factitif
5. Ecrivez un bref commentaire sur l'énoncé suivant:

"La compositionnalité est le principe selon lequel le sens d'un message se déduit uniquement du sens de ses composants."
6. Soient les mots suivants:

détoner	acquis
amener	buter
censé	sensé
le fond	emmener
acquies	butter
détonner	le fonds

Classer ces mots en deux catégories sémantiques et dans chaque catégorie classez les mots en paires suivant le seul critère approprié. Ensuite choisissez une paire dans chaque catégorie et par des exemples sous forme de phrases complètes montrez que vous comprenez le sens de chaque mot dans les deux paires de mots choisies.
7. Trouvez un synonyme du mot souligné:
  - (a) Ce procédé offre des inconvénients.
  - (b) On attribue une grande importance à ce projet de développement.

(c) Nous possédons des preuves incontestables de sa culpabilité.

(d) L'affaire nous a causé bien des ennuis.

(e) Il affectait l'indifférence.

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

FR 312

PAPER II

TIME: 3 HOURS

INSTRUCTIONS: ANSWER BOTH SECTIONS

SECTION A - GRAMMAIRE  
SECTION B - TRADUCTION

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SECTION A - GRAMMAIRE

1. Mettre le verbe entre parenthèses au mode et au temps qui conviennet:
1. Je vous expliquerai la situation quand vous (être) à même de la comprendre.
2. Dans l'ancienne Égypte, quand un chat (mourir), on l'embaumait.
3. L'assemblée délibérerait quand une explosion (ébranler) la salle.
4. La mère poussa un cri quand elle (voir) son fils enjamber la balustrade.
5. Ce soir-là, lorsque la nuit (tomber), il sentit la tristesse l'envahir.
6. Tous les soirs, lorsque la nuit (tomber), il sentait la tristesse l'envahir.
7. Au pintemps, lorsqu'ils (commencer) à voleter, les jeunes oiseaux deviennent la proie d'autres espèces.
8. Comme elle (s'apprêter) à sortir de chez elle, elle sentit une odeur de brûlé qui la fit revenir sur ses pas.
9. Au moment où le cortège (franchir) le seuil de l'église, les cloches se mirent à carillonner.
10. Les pompiers sont arrivés sur les lieux du sinistre comme les flammes (atteindre) déjà le troisième étage.

**2 Récrire les phrases suivantes en mettant le verbe à la forme impersonnelle:**

Une explosion s'est produite dans l'usine.

Il s'est produit une explosion dans l'usine.

1. Un grand silence se fit soudain.
2. Plusieurs élèves manquaient hier matin.
3. Quelques petits fours étaient restés sur un plateau.
4. Un parfum subtil émanait de ce flacon.
5. Une odeur âcre se dégageait du brasier.
6. Une mince couche de verglas s'est formée au petit matin.
7. 30 centimètres de neige étaient tombés depuis la veille.
8. Un malentendu regrettable est survenu entre nous.
9. Une association s'est créée pour la sauvegarde de la chapelle.
10. Certaines traditions étranges existent encore dans cette région reculée.

**3 Mettre (selon le cas) les verbes entre parenthèses à l'une des formes verbales suivantes: présent, futur proche, futur simple, futur antérieur, futur du passé, devoir + infinitif:**

1. Attention, tu (tomber)!
2. Attendez-nous ici, nous (revenir) tout de suite.
3. Pourquoi n'ai-je pas reçu la lettre de Frédéric? Il (se tromper) encore d'adresse!
4. Les enfants, vous (ne pas oublier) de fermer la fenêtre avant de sortir!
5. Patientons un peu, Guy (venir) nous rejoindre.
6. Il a juré que cette fois il (ne pas reculer) devant l'obstacle.
7. On pourra passer la deuxième couche de vernis quand la première (sécher) complètement.
8. Jeanne d'Arc fut brûlée vive en 1431; elle (réhabiliter) quelques années plus tard.
9. Dans trente ans, la population du pays (doubler).
10. Nous (connaître) dans notre vie bien des bouleversements!

**4 Mettez les verbes entre parenthèses à la forme de participe présent ou d'adjectif verbal selon le sens (observez l'orthographe et l'accord convenables):**

1. Énoncez le principe des vases (communiquer).
2. (Différer) sur les principes mêmes, nous ne saurions nous accorder.
3. Vos motifs ne me paraissent pas (convaincre).
4. L'objectif réunit les rayons (diverger).

5. Georges et André, (fatiguer) leur mère par leurs caprices continuels, ont fini par la rendre malade.
  6. Ils veulent quatre mois de congé? Je les trouve (exiger).
  7. Les classes (vaquer) deux jours, ne revenez pas avant mercredi.
  8. (Intriguer) sans cesse auprès des puissants du jour, il croit arriver rapidement.
  9. Au bout de trois heures, l'atmosphère de la salle devint (suffoquer).
  10. Votre silence (équivaloir) pour moi à un refus, permettez-moi de me retirer.
- 5 Généralement de sens actif, l'adjectif verbal a parfois le sens passif, parfois un sens qui n'est ni actif ni passif. Copiez les adjectifs verbaux soulignés en les faisant suivre de l'indication A (=actif), P (=passif) ou N (=ni actif ni passif):
1. Cette couleur est trop vivante.
  2. C'était un étudiant brillant.
  3. Paul a été invité à un thé dansant.
  4. Adresse mon courrier au bureau de Longueville, poste restante.
  5. La peur la rendait toute tremblante.
  6. Me Laloy était l'avocat consultant de cette société.
  7. Un chemin glissant conduisait à la cabane.
  8. Il y a sur le fleuve des établissements de bains flottants.

#### SECTION B - TRADUCTION

Nous avons un monde qui est en train de changer énormément. D'année en année, il n'est plus le même. Il apparaît des forces nouvelles: je parle, par exemple, de la Chine; il y en a d'autres comme la Russie Soviétique, qui évolue à l'intérieur d'elle-même et face audehors; il y en a d'autres comme les États-Unis, qui évoluent aussi et qui, de puissance essentiellement isolationniste qu'ils étaient autrefois, deviennent puissance interventionniste, c'est le moins qu'on puisse dire. Tout ça, c'est un changement capital. Il y a l'Allemagne qui se transforme et dont nous ne savons pas, absolument pas, où iront ses ambitions.

Naturellement, nous espérons qu'elles iront dans le bon sens et nous avons des raisons de l'espérer. Mais on ne peut pas dire qu'on en soit certain. Par conséquent, nous sommes obligés de prendre le monde comme il est, et d'agir, et de vivre avec ce monde-là. Alors, qu'est-ce que ça signifie? Ça signifie que la France n'a à s'interdire à elle-même aucune possibilité. La France est pour la paix, il lui faut la paix. La France, pour renaître vraiment, pour se refaire et pour s'étendre, au sens le plus noble du terme, il lui faut la paix. Par conséquent, la France cherche la paix, cultive la paix, aide la paix, partout. Comment? En étant en rapports avec tout le monde. Il n'y a aucune espèce de raison pour que nous excluions d'avoir de bons rapports avec ceux-ci ou avec ceux-là. Nous sommes les amis des Américains et leurs alliés, tant qu'il semble subsister quelque menace venant

de l'Est sur l'Europe occidentale. Nous sommes également en termes de plus en plus étroits avec l'Europe de l'Est parce qu'elle existe et parce qu'il n'y a aucune espèce de raison pour que nous ne prenions pas tous ces contacts pacifiques avec elle. Nous avons pris des contacts, également pacifiques et étroits, déjà assez, avec la Chine.

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

FR 322

INTERMEDIATE STUDIES IN FRENCH LITERATURE

TIME: THREE HOURS

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1. Comment Germinal prêche-t-il l'évangile du travail.
2. En quoi la fonction de journaliste a-t-elle influencé Emile ZOLA dans son oeuvre?
3. Déterminez les ressemblances et les divergences entre le personnage d'Etienne LANTIER, héros de Germinal et Emile ZOLA lui-même?
4. Comment interprétez-vous l'échec de la grève, dans Germinal, imposé par Emile ZOLA?
5. Quelles sont les raisons avancées par les symbolistes pour justifier la création du symbolisme au 19<sup>e</sup> siècle?
6. Quels sont les titres qu'avait choisis provisoirement Emile ZOLA à la place de «Germinal»?
7. Quelles sont les raisons profondes de la rêverie l'émueuse et sentimentale d'Emma Rouvault dans Madame Bovary.
8. Quelles sont les sources d'inspiration de Gustave Flaubert dans sa rédaction de Madame Bovary?
9. Qu'est-ce que le bovarysme?
10. Avec exemples à l'appui, montrez que Charles Baudelaire a voulu retracer la tragédie de l'être humain à travers sa propre expérience.
11. Lisez le poème suivant et répondez aux questions ci-après:
  - a) Précisez la nature de ce poème
  - b) Quel est le caractère de la Douleur personnifiée?
  - c) Par quels arguments Charles Baudelaire répond-il la tentation des plaisirs?

- d) Quel est le thème central de ce poème?
- e) Montrez que le poète s'adresse à sa douleur sur ~~un~~ *un* ton familial.
- f) Expliquez le sens de ce rejet «Loin d'eux».
- d) L'évocation du mot «linceul» donne-t-il quelle image?

### RECUEILLEMENT

Sois sage, ô ma Douleur, et tiens-toi-plus tranquille.  
 Tu réclamais le Soir; il descend; le voici:  
 Une atmosphère obscure enveloppe la ville,  
 Aux uns portant la paix, aux autres le souci.

Pendant que des mortels la multitude vile,  
 Sous le fouet du Plaisir, ce bourreau sans merci,  
 Va cueillir des remords dans la fête servile,  
 Ma Douleur, donne-moi la main, viens par ici,

Loin d'eux. Vois se pencher les défunes Années  
 Sur les balcons du ciel, en robes surannées;  
 Surgir du fond des eaux le Regret souriant;

Le soleil moribond s'endormir sous une arche,  
 Et, comme un long linceul traînant à l'Orient,  
 Entends, ma chère, entends la douce Nuit qui marche.

BAUDELAIRE, Les Fleurs du Mal (éd. posth.).

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 END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

FR 332

TIME: THREE HOURS

INSTRUCTIONS: TRANSLATE THE FOLLOWING TEXT FROM ENGLISH  
INTO FRENCH.

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PROSPECTIVES OF PUBLIC MANAGERS

The uneasiness frequently expressed by public service managers is evidently shown by a real determination of their material situation but equally expresses a crisis of adaptation whose reasons are not only economic. It is these reasons that are important to note, by putting them in a medium and long term perspective.

The first tasks carried out in this direction by the Directorate for General Administration and Civil Service have brought to light numerous problems that explain a widespread wish to great reforms on recruitment, training, career and remuneration of state managers. It equally clears itself of the evolutions and tendencies which allow specifying the public sector domain in the years to come.

SENIOR PUBLIC SERVICE MANAGERS

A certain number of factors like the European Construction, decentralization or worsening social deficits have questioned an administrative model that is becoming outdated, causing among other things a general disruption of the top civil servant's role. The latter's place is nevertheless essential and therefore indispensable to suggest solutions that integrate the socio-economic evolution of the last forty years: increasing of remuneration prevention of "the transfer to the private sector", development of managerial competences rather than strictly administrative, breaking the monopoly of "Grandes Ecoles," encouraging mobility, as much at national level as at international. But are these economic measures favouring top civil servants not concealing a deeper uneasiness within an administration that certain people would not hesitate to call "Ossified"?

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA  
UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996  
FR 412  
PAPER II  
ADVANCED FRENCH LANGUAGE AND GENERAL LINGUISTICS

TIME: THREE HOURS

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SECTION A - GRAMMAR COMPONENT

- I) Justifiez l'emploi de la négation du prédicat
1. Il n'empêche que vous auriez pu me contacter avant de quitter la maison.
  2. Je ne sais que faire de tous ces problèmes économiques.
  3. La crise économique secoue notre région.  
N'importe nous avons des provisions suffisantes pour le mois prochain.
- II) Déterminez les qualités de ces phrases négatives.
1. N'était la grève qui se prolonge nous aurons cours.
  2. Il ne sait à quel saint se vouer.
  3. Je n'ai d'autre désir que de vous satisfaire.
  4. Il n'est travail qui ne demande un temps d'apprentissage.
- III) Appliquez la corrélation négative en termes oppositifs aux mots suivants:
1. Coeur dur
  2. Semelle souple
  3. Figure molle
  4. Couteau épais
- IV) Quelle est la valeur de cette négation?
1. Je n'ai pas qu'une voiture.
  2. Il n'est d'homme qui ne le connaisse pas.
  3. Aucun d'entre nous ne permettra ce scandale.

4. Comme si de rien n'était.

### SECTION B - TRANSLATION

Traduisez le texte suivant du français en anglais:

#### Planification Sanitaire et Maîtrise de l'environnement

La santé d'une population dépend largement de la qualité de son environnement. Faut-il que le planificateur responsable du futur, s'attache à organiser en priorité les réseaux de services médicaux, ou bien doit-il plutôt porter son regard sur tout ce qui peut améliorer la qualité de vie?

Quels sont les choix prioritaires dans une situation de pénurie et comment parvenir à définir des objectifs de planification qui puissent être atteints? Le débat reste ouvert.

Regardons les faits: dans les pays du tiers monde que nous connaissons, la planification sanitaire n'est pas intégrée à la planification globale. Se ramenant surtout à une planification des services de santé, elle ne prend que rarement en compte les problèmes de l'environnement.

Il est important, voire indispensable, d'aller chercher ailleurs que dans la mauvaise volonté ou l'excessive bureaucratie, les raisons d'un échec aussi fondamental. En effet, point n'est besoin d'être initié aux faux secrets de la planification pour savoir qu'un plan n'est pas seulement mieux fait, mieux fini, plus cohérent, s'il réussit cet emboîtement réciproque des différents secteurs: il n'existe en tant que plan que si cette cohérence est réalisée. Elle seule permet en effet de révéler que le plan est bien ce qu'il doit être, à savoir un instrument de mise en oeuvre d'une stratégie de développement, et non un simple programme d'investissements. Or, qui dit stratégie, dit finalisation cohérente des différents objectifs de développement.

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

FR 422

ADVANCED FRENCH LITERATURE

FRENCH AUTHORS

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS. ONE FROM EACH SECTION.  
CANDIDATES ARE ALLOWED PERUSAL OF TEXTS IN THE  
EXAMINATION HALL.

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SECTION A

François Mauriac: Thérèse Derquevroux.

1. En quoi, les confessions des personnages principaux dans les romans mauriaciens, Le Noeud de Vipère et Thérèse Desquevroux, révèlent-elles les tiraillements personnels subis par le romancier?
2. Qu'est-ce que c'est que 'la processus jungien de' l'individuation' et comment pouvez vous l'appliquez à la vie de Thérèse?
3. Etudiez d'une façon approfondie les thèmes suivants dans le roman Thérèse Desquevroux.
  - (i) La Bougeoisie provinciale
  - (ii) Le Dedans et le Dehors
  - (iii) L'incommunication
  - (iv) Le propriété
  - (v) L'Honneur du nom de la famille

SECTION B

Albert Camus  
Jean Paul Sartre

L'Etranger  
Les Mains Sales

4. "Mersault déconcerte le lecteur habitué à la cohérence et à la clarté des personnages... s'il a, ou s'il a eu, une mère, il n'entretient pas avec elle des rapports que puissent facilement codifier la psychologie ou la morale; et s'il est vrai qu'il est un criminel, il ne se laisse pas pour autant classer avec facilité dans la galerie des criminels de notre littérature romanesque".

Etudiez cette analyse à l'append d'une lecture de L'Etranger.

5. "Jusqu'au moment où il est jugé... Meursault ne se sent étranger en aucune manière. Il ne se sent étranger ni par rapport à la réalité ni par rapport à la société". Dépistez les épisodes qui se rattachent à cette constatation dans L'Etranger.
6. "Si la société reproche à Meursault son étrangeté, c'est en grande partie parce que celle-ci débouche sur un compartiment d'étranger. Meursault est étranger aux conventions sociales, aux règles de la justice". En quoi peut-on rapprocher cet avis au complément de Thérèse dans le roman de Mauriac?
7. A propos du thème de 'l'homme et sa liberté,' étudiez dans Les Mains Sales l'attitude d'Hoederer envis Hugo.
8. Qu'est-ce que c'est que l'Existentialisme selon Jean-Paul Sartre, et comment celui-ci, est-il illustré dans Les Mains Sales.

#### SECTION C

Ionesco  
Beckett

La Leçon  
En Attendant Godot

9. "Ionesco, en fin de compte, nous révèle à travers La Leçon l'impossibilité d'une communication logiques." Discutez cette réflexion par rapport au personnage du professeur et celui de l'élève.
10. En quoi ces propos de Pozzo dans En Attendant Godot de Beckett témoignent-ils du désespoir et de l'absurdité de la condition humaine:

"Vous n'avez pas fini de m'empoisonner avec vos histoires de temps? C'est insensé! Quand! Quand! Un jour, ça ne vous suffit pas, un jour je suis devenu aveugle, un jour nous deviendrons sourds, un jour nous sommes nés, un jour nous mourons, la même jour, le même instant, ça ne vous suffit pas? (Plus posément). Elles accouchent à cheval sur une tombe, le jour brille un instant, puis c'est la nuit à nouveau."

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

H 231

HISTORY OF MODERN AFRICA FROM 1750 TO 1900

(DISTANCE EDUCATION)

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS; ANSWER ONE QUESTION  
FROM EACH SECTION; EACH QUESTION CARRIES EQUAL MARKS

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SECTION A

1. How did the presence of the tsetse fly (the main vector of trypanosomiasis) and the mosquito (anopheles gambiae, the vector of malaria) on the African continent, affect the development of pastoralism and the colonization process?
2. One of the criticisms against anthropology is that it presented a static picture of African societies just before colonialism. What evidence do you have to support this criticism?
3. Comment on the view that "the Scramble for Africa followed a common pattern: secure treaties from African chiefs and establish a new government upon them".
4. Explain the importance of tribute in pre-colonial Africa.

SECTION B

5. Discuss the view that "all non-centralized societies in Africa could have become centralized had the pre-colonial era continued into the Twentieth century.
6. It is common today to hear the argument that agriculture is the basis for Africa's industrialization. Would you argue that agriculture played a similar role in the late nineteenth century?
7. What have been the principal resources of the peoples of Africa since prehistoric times? How have these resources been the driving force behind African history?
8. Discuss the technological, political and intellectual (ideological) factors in the European background that were conducive to the annexation of colonies in Africa.

### SECTION C

9. Discuss the growth of Africa's economy in the period 1800 and 1885 and assess its major impact.
10. Many scholars refer to the second half of the nineteenth century as "the era of Legitimate commerce" in Africa. What do they mean? How important is this era in African history?
11. In which ways did the work of the missionary societies influence the course of African resistance to colonial rule? Choose at least three examples to illustrate your argument/s.
12. Assess whether Denoon and Nyeko are justified to use the phrase "Mineral Revolution" in reference to the exploitation of minerals in South Africa.

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SUPPLEMENTARY/DEFERRED EXAMINATIONS - JANUARY 1997

H 231

HISTORY OF MODERN AFRICA FROM 1750 TO 1900

(DISTANCE EDUCATION)

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS; ANSWER ONE QUESTION FROM EACH SECTION; EACH QUESTION CARRIES EQUAL MARKS.

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1. Describe the main types of societies that existed in Africa prior to colonization with reference to economy, social and political organization. In your view, how did this influence the pattern of colonization?
2. Compare and contrast the effect of nineteenth century traders, explorers and missionaries on African societies.
3. What was the significance of long-distance trade in the nineteenth century in Africa?

SECTION B

4. Explain the rise and fall of the pre-colonial states in Africa between 1850 and 1900.
5. Outline briefly at least four factors behind the "Scramble for Africa" and assess their importance with examples from different parts of Africa.
6. Were African societies in the nineteenth century egalitarian?



SECTION C

7. Do you agree with the argument that stateless societies had no central authority and as such they tended to be lawless?
8. Discuss at least five factors that explain why European powers were able to conquer Africa in the period 1885 - 1902. Assess the importance of the one factor you consider to have been the most decisive.
9. Since resistance was ultimately futile in practice, except for Ethiopia, how do we assess it historically? Were there long-term results?

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

H 322

TWENTIETH CENTURY EUROPE

TIME: THREE HOURS

ANSWER: THREE QUESTIONS, AT LEAST ONE FROM EACH SECTION.

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SECTION A

1. "Hitler started the 1939-45 war in Europe." Do you agree with this assertion?
2. Why was Africa decolonised after 1945?
3. Did the Suez Canal crisis unite the Arabs?
4. Detente was just the cold war under a new heading. Do you agree?

SECTION B

5. What is the E.E.C.? Has it succeeded in bringing about economic and political unity among the member states?
  6. Glasnost killed communism in the USSR. Do you agree?
  7. Explain why there are tribal wars in the former Yugoslavia.
  8. Does the rejection of communist rule in Eastern Europe signify the superiority of capitalism over communism?
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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

H 232

HISTORY OF MODERN AFRICA FROM 1900 TO THE PRESENT

(DISTANCE EDUCATION)

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS; ANSWER ONE  
QUESTION FROM EACH SECTION; EACH QUESTION CARRIES  
EQUAL MARKS.

-----

SECTION A

1. Why and how did imperial powers rush to grab Germany's colonies in Africa in 1914?
2. Using many examples to illustrate your answer, explain the terms "primary" resistance, "secondary" resistance and "modern nationalism".
3. Would you agree that the British policy of Indirect Rule was meant to preserve the African political, social and cultural institutions in the wake of modernization?

SECTION B

4. Discuss the importance of education and literacy in colonial Africa.
5. Assess the political importance of Independent Churches in colonial Africa.
6. X Explain how "tribalism" in eastern Uganda developed as a result of the British use of the Ganda in colonial administration.

SECTION C

7. X What is "tribalism"? Discuss the reasons for its growth in independent Africa.
8. How did the Bantustan policy fit in the wider policy of "apartheid" in South Africa?

9. Discuss the major determinants (or factors) that stimulated the rise and development of African nationalist movements with radical programmes after World War II.
- 

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

H 232

HISTORY OF MODERN AFRICA FROM 1900

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS;  
ANSWER ONE QUESTION FROM EACH SECTION;  
EACH QUESTION CARRIES EQUAL MARKS.

-----

SECTION A

1. Assess the First World War and its consequences for Africa.
2. Discuss the social repercussions of colonial rule in Africa to 1935.
3. What were the successes and failures of the methods and institutions of European domination in Africa to about 1960?
4. Evaluate the nature of the colonial economy.

SECTION B

5. Explain the importance of education and literacy in colonial Africa.
6. Outline some of the problems of urbanization that Africans faced, and explain how they coped with them.
7. Discuss the roots of African nationalism.
8. Why did Africans have to resort to armed struggle in Rhodesia (now Zimbabwe) in order to secure their independence?

SECTION C

9. Define the term "apartheid", then show how it was practised in South Africa to 1960.
  10. What was the impact and significance of colonialism in Africa?
  11. What is "ethnicity"? Account for its growth in Africa after the attainment of independence.
  12. Account for the decline of African economies after independence in the 1960s to the present.
- 

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

H 242

THE CAPITALIST ECONOMIC SYSTEM: 1914 TO THE PRESENT

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS.

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1. Account for the boom in the European economies between 1900 and 1914.
  2. What were the causes of the World Economic Depression in the capitalist economies between 1929 and 1938?
  3. Examine the ideas and influence of John Maynard Keynes.
  4. Were welfare economies a total failure as an economic system?
  5. Discuss the role of multi-national corporations in the development of the Third World.
  6. Do the theories of Development provide a useful framework for analyzing the economic problems in the Third World?
  7. Why was the post 1945 boom followed by the depression of the 1970s.
  8. Is the Structural Adjustment Programme the best way of solving our current economic problems?
- 

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA**

**UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996**

**H 242**

**THE GROWTH OF CAPITALISM FROM 1900**

**(DISTANCE EDUCATION)**

**TIME:        THREE HOURS**

**INSTRUCTION:    ANSWER THREE QUESTIONS.**

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1.    Why did the European economies expand so fast between the years 1900 and 1914?
  2.    What was the impact of the First World War on the world economies?
  3.    How did the success of the Bolshevik revolution in Russia affect the world economy?
  4.    Discuss the causes and impact of the Great Depression of 1929 to 1933 on the World Economy.
  5.    How important is the understanding of the theories of Lord John Maynard Keynes in explaining the performance of the world economy after 1935?
  6.    Account for the post 1945 economic boom in Western Europe.
  7.    Critically examine the role of multinational corporations in the underdevelopment of the Third World.
  8.    How helpful are the theories of development and underdevelopment in understanding the Third World problems?
  9.    The Structural Adjustment Programme has been described as "Satanic" by many commentators. Do you see any hope in adopting it as an economic strategy for Zambia?
- 

**END OF EXAMINATION**



THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

H 912

HISTORY OF ZAMBIA SINCE 1890

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS, AT LEAST ONE  
FROM EACH SECTION. ALL QUESTIONS CARRY  
EQUAL MARKS.

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SECTION A

1. Critically examine the role of traditional rulers in colonial Zambia before 1964.
2. How do you account for the slow development of European agriculture in colonial Zambia before 1939?
3. Analyse the impact of the Second World War on African miners' health in pre-independent Zambia.
4. What arguments were advanced for and against the creation of the Federation of Rhodesia and Nyasaland?

SECTION B

5. Outline Zambia's major challenges at independence and show how Zambia attempted to meet such challenges.
  6. Assess the impact of the Unilateral Declaration of Independence (UDI) on Zambia. Would you agree that "UDI was a blessing in disguise for Zambia"? (Former President Kaunda).
  7. To what extent did SADCC member states extricate themselves from the South African economy before the end of Apartheid?
  8. What has been the impact of the Structural Adjustment Programme on the Zambian society?
- 

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SUPPLEMENTARY/DEFERRED EXAMINATIONS - JANUARY 1997

H 912

HISTORY OF ZAMBIA SINCE 1890

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS; AT LEAST ONE FROM EACH SECTION. ALL QUESTIONS CARRY EQUAL MARKS.

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SECTION A

1. Taxation and forced labour migration are seen as major instruments of major subjugation. Show how they were applied in colonial Zambia between 1890 and 1924.
2. How different was the land policy of the colonial state in Zambia from that of the British South Africa Company?
3. What effects did the imposition of the policy of Indirect Rule have on Northern Rhodesia in the colonial period?
4. Why was the growth of a militant nationalist movement in Northern Rhodesia so long delayed?

SECTION B

5. How successful was Zambia's efforts to disengage from the south after November 1965?
  6. Why is Zambia in the late twentieth century one of the most urbanized countries in Africa?
  7. What evidence is there of worker consciousness among African miners in Northern Rhodesia between 1926 and 1940?
  8. In your view, what benefits is Zambia getting by belonging to either SADC or COMESA?
- 

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA**

**UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996**

**H 932**

**SOCIAL AND ECONOMIC HISTORY OF  
SOUTHERN AFRICA SINCE THE 1880s**

**TIME:** THREE HOURS

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

-----

**SECTION A**

1. "The purpose of the revolt was not necessarily to raise the flag of England over Pretoria, but rather to re-establish the republic along more liberal lines better suited to big business." Would you say this is a correct assessment of the intentions of the Reform Committee?
2. "With thousands of their comrades dead or wounded, their farms devastated by the 'scorched earth' tactics of the British and their families languishing in concentration camps, the Afrikaners' cause in May 1902 seemed lost forever." Assess the validity or otherwise of this statement.

OR

3. "The South African War [1899-1902] was fought by whites in a region where four-fifths of the population were black." How tenable is it to suggest that this was a whiteman's war?
4. "The Act of Union that followed brought the four colonies under one flag, but failed to unite the country." Comment.
5. Why did the South African Native National Congress (SANNC) react to the passage of the Natives' Land Act of 1913 with shock?
6. How did the rebellion of 1914, the problem of the poor whites and the dispute over participation in the First World War foster Afrikaner nationalism?

**SECTION B**

7. What would you say was at the root of the eventual decline of the Industrial and Commercial Workers' Union (ICU) in the countryside by 1930?
8. To what extent is it tenable to argue that the poor white problem was more a political problem than an economic problem?

OR

9. Assess the view that the poor white problem was as much a political problem as it was an economic problem.
10. What factors contributed to the African National Congress' growing militancy after 1952?
11. What role did South Africa play in the liberation of the former Portuguese colonies of Angola and Mozambique? Why do you think South Africa played that role?
12. Account for the transformation of the Southern African Development Coordination Conference (SADCC) to Southern African Development Community (SADC) vis-a-vis the political and economic changes in South Africa.

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATION - NOV/DEC 1996

LAL 110 .

INTRODUCTION TO LANGUAGE AND LINGUISTIC SCIENCES

(DISTANCE EDUCATION)

TIME: THREE (3) HOURS

INSTRUCTIONS: (a) ANSWER TEN (10) QUESTIONS IN ALL AS FOLLOWS:  
TWO (2) FROM SECTION A, FOUR (4) FROM SECTION B AND  
FOUR (4) FROM SECTION C.  
(b) ANY EXAMPLE IN A LANGUAGE OTHER THAN ENGLISH MUST BE  
FOLLOWED BY AN ENGLISH TRANSLATION.

WEIGHTING: ALL QUESTIONS CARRY EQUAL MARKS.

---

SECTION A

1. Explain the following statements; giving for each case one example to support your explanation:
  - (a) Human language is discrete;
  - (b) Human language is dynamic;
  - (c) Human language is creative;
  - (d) Human language is innate and learnt;
  - (e) In language it is important to distinguish between competence and performance.
2. Critically discuss the following:
  - (a) the Divine Gift theory of language origin
  - (b) the Monogenesis theory and polygenesis theory of language origin.
3. With examples, explain why it is true to assert that human language is an open-ended system.
4. Briefly describe how honeybees' language work and give two reasons to support the view that human language is superior to honeybees' language.
5. With examples, discuss any two functions of human language.

SECTION B

voice  
speech  
pathology  
speech  
speech dev.

6. Briefly explain the primary of oral communication.
7. Name and exemplify any two applications of phonetics and phonology.
8. Enter the IPA vowel symbols i, E, u, e, o, a in the following charts:

	FRONT	BACK
(a) HIGH		
HIGH-MID		
LOW-MID		
LOW		

	FRONT	BACK
(b) CLOSE		
CLOSE-MID		
OPEN-MID		
OPEN		

\* Copy the matrices.

9. Fill in the following matrix:

	i	w	p	m	v	B	j	dz	t	g
VOCALIC										
CONSONANTAL										
NASAL										
CONTINUANT										
ANTERIOR										
BACK										
CORONAL										
DELAYED RELEASE										
STRIDENT										
VOICE										

\*Copy the matrix

10. With examples explain the following

- (a) phoneme;
- (b) allophone;
- (c) morph, morpheme, allomorph;
- (d) root, stem, base, affix
- (e) morphological rule.

11. With examples, explain the following:

- (a) derivation, inflection, compounding
- (b) any two morphological processes

SECTION C

12. With examples, briefly compare the structure of the noun in English and Bantu.

13. Explain and illustrate the following:

- (a) subject, predicate
- (b) complement
- (c) object
- (d) adverbial
- (e) synonyms, ~~paronyms~~

14. With examples, name any two types of units that can realize adverbial functions. Give your own examples.

15. Name, define and illustrate any two theta-roles.

16. Write brief notes on the following:

- (a) generative grammar
- (b) transformation
- (c) tree-diagram
- (d) code-switching
- (e) diglossia

---

END OF THE EXAMINATION

bad  
she is a very good  
person and teacher.  
precede  
can't  
the cat was lastly

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC, 1996

LAL 112

INTRODUCTION TO LINGUISTICS

TIME: THREE HOURS

INSTRUCTIONS: (a) ANSWER ANY EIGHT (8) QUESTIONS.  
(b) ANY EXAMPLE FROM A LANGUAGE OTHER THAN ENGLISH MUST BE ACCOMPANIED BY AN ENGLISH GLOSS (i.e. TRANSLATION) AS WELL AS THE NAME OF THE LANGUAGE.

WEIGHTING: THE EXAMINATION COUNTS FOR 50% OF THE COURSE'S TOTAL MARKS. ALL QUESTIONS CARRY EQUAL MARKS.

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SECTION A

1. Read carefully the sentences below and answer all the questions that follow.

The sentence

The Chairman proposed a programme of resettlement.

The questions

- (a) Using a tree-diagram and terms such as onset (On), Rhyme (Rh) etc, show the syllable structure of 'resettlement'.
- (b) Provide a comprehensive morphological analysis of
- (i) 'Chairman'
  - (ii) 'proposed'
  - (iii) 'resettlement'



- (c) Using a tree diagram, show the syntactic structure of the whole sentence.
- (d) Identify any TWO (2) theta-roles.

SECTION B

2. Name any TWO (2) cavities in the vocal tract and explain the role(s) played by cavities in the vocal tract in general.
3. Define and illustrate:
- (a) nasals
  - (b) fricatives
  - (c) affricates
  - (d) laterals
  - (e) nasal compounds
4. Give the IPA symbols for the following sounds:
- (a) velar stop-nasal voiced
  - (b) alveolar fricative voiceless
  - (c) postalveolar affricate voiced
  - (d) high front unrounded oral vowel
  - (e) low-mid rounded nasalized vowel
5. Describe in words the sounds represented by the following IPA symbols:
- (a) [v]
  - (b) [p]
  - (c) [z]
  - (d) [k]
  - (e) [t]
6. Transcribe in IPA symbols each of the following words:
- (a) share
  - (b) reduction
  - (c) hierarchy
  - (d) neutralized
  - (e) everything

7. Classify the following sounds using a two-dimensional chart on the basis of the point and mode of articulation:

k v p d g t s b m n z f r l r ts dz

8. Write brief notes on the following:
- (a) productive components of speech
  - (b) types of initiation
  - (c) phonation types
  - (d) co-articulation
  - (e) sequential sound types

### SECTION C

9. Copy the matrix below and fill it in:

i e a o u p b t d l s z k g m n ŋ j w

---

VOC  
CONS  
CONT  
BACK  
HIGH  
LOW  
NT  
COR  
NAS  
VOICE

---

10. Write in words the following two rules:

(a) /l/ -----> [d] / [+NAS] -----

(b) +VOC -----> Ø / -CONS +VOC  
-CONS -CONS

11. With examples, explain the difference(s) between Linear Phonology and Auto segmental Phonology.

12. Write brief notes on each of the following:

- (a) phoneme ✓
- (b) allophone ✓
- (c) morph ✓
- (d) allomorph ✓
- (e) morpheme ✓
- (f) cumulative morpheme
- (g) portmanteau morph
- (h) root ✓
- (i) stem ✓
- (j) base (in morphology) ✓

DIGS THE MAN

13. Name and exemplify

- (a) any TWO (2) types of phonological rules;
- (b) any TWO (2) morphological processes.

SECTION D

14. Compare and contrast pluralization in Bantu and in English.

15. Explain and exemplify each of the following:

- (a) paraphrase.
- (b) synonymy
- (c) paronymy
- (d) antonymy
- (e) homonymy

16. Write brief notes on the following items in connection with Sign Language:

- (a) fingerspelling ✓
- (b) handshape
- (c) cherology
- (d) chereme
- (e) signing space

---

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

LAL 220

WRITINGS IN ZAMBIAN LANGUAGES

(DISTANCE EDUCATION)

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ALL THE 5 QUESTIONS.

WEIGHT: THE EXAMINATION COUNTS FOR 50% OF THE TOTAL COURSE MARKS AND ALL QUESTIONS CARRY EQUAL MARKS.

-----

1. (a) What is writing and how has it developed into the present modern writing?  
(b) By whom and how was writing introduced to Zambian Languages?
2. Write 5 sentences in your language each containing one of the following figurative expressions:
  - (a) meiosis ✓
  - (b) metaphor ✓
  - (c) simile ✓
  - (d) metonymy ✓
  - (e) paradox ✓

Underline the figures of speech you have realised.

3. (a) What is a novel?  
(b) Write and explain 4 types of novels.
4. Briefly write explanations of the 5 literary terms below:
  - (a) trickster narrative
  - (b) legend
  - (c) myth
  - (d) monster story
  - (e) literary language

5. Explain the nature or function of the following in drama

- (a) producer
- (b) actor
- (c) playwright
- (d) usher
- (e) lowly character

---

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

LAL 222

WRITINGS IN ZAMBIAN LANGUAGES

TIME: THREE HOURS TOTAL MARKS: 100

ANSWER: ALL QUESTIONS IN SECTION A  
THREE QUESTIONS FROM SECTIONS B, C AND D.

N.B.: ONE QUESTION SHOULD BE ANSWERED FROM SECTION B,  
ANOTHER FROM D. THE THIRD MAY BE CHOSEN FROM  
SECTION C OR D. ALL QUESTIONS FROM SECTIONS  
B, C AND D ARE WORTH 20 MARKS EACH.

-----

SECTION A

ALL QUESTIONS IN THIS SECTION ARE COMPULSORY

1. Write brief notes on the following structural pattern of narrative plots:
  - (a) Ascendancy
  - (b) Descendancy
  - (c) Cyclical
  - (d) Spiral
  - (e) Mirror image
  - (f) Hour glass
  - (h) Complex
2. What is the difference between an Epic and a Saga? (2 marks)
3. What type of poem is the Zambia National Anthem? (2 marks)
4. Write brief notes on the structure of proverbs. Give examples in your language. (10 marks)
5. Explain and exemplify:
  - (a) Conudrum
  - (b) Enigma
  - (c) Simple riddle
6. What is the literary situation in Zambia and why?

## SECTION B - PROSE

### ANSWER ONLY ONE QUESTION FROM THIS SECTION

1. Compare any two authors whose works you have read. The works must be on the same subject.
  - (a) How do they handle their plot
  - (b) Explain and illustrate whether or not they utilise atmosphere, setting and characterisation in developing their theme(s).
  - (c) Comment on their style(s).
2. Most African writers, whether they write in English or their local languages, exploit the tools of orature. Discuss this statement with the help of a book you have read. The book should be in your language.
3. When a writer uses the journey motif in his work, the journey can be physical or psychological. Using a novel written in your language, demonstrate how the motif has influenced the plot, the setting, atmosphere and characterisation.
4. It can be safely argued that most prose works in Zambian languages could have been longer had their authors known how to handle time and motivation. Using a novel in your language, comment on the above statement.

## SECTION C - DRAMA

YOU MAY ANSWER ONLY ONE QUESTION FROM THIS SECTION. IF YOU DO, ANSWER ONLY ONE QUESTION FROM SECTION D. IF YOU DO NOT, ANSWER TWO QUESTIONS FROM SECTION D.

1. Discuss the theme of a play you have read in your language.
2. To reveal his thought, a character in a play speaks them out to other characters. However, with many of them, he is in conflict. Thus, he does not say what he truly thinks. Using a play in your language, show how play-wrights have gone round this problem.
3. Discuss the problem you would encounter in producing a play written in your language.

SECTION D - POETRY

IT IS COMPULSORY FOR ALL CANDIDATES TO ANSWER AT LEAST ONE QUESTION FROM THIS SECTION. IF YOU DID NOT ANSWER ANY QUESTION FROM SECTION C, ANSWER TWO FROM THIS SECTION.

1. Using a poem written in your language:
  - (a) Show how you can determine meter.
  - (b) Show whether or not there has been a metrical pattern variation. What are the effects?
  - (c) Show how sound has contributed to the meaning of the poem.
2. Demonstrate how the following have been used to re-inforce meaning:
  - (a) figures of speech
    - how many types have been used?
    - how exactly have they been used?
  - (b) rhyming
    - which type(s) has/have been used?
    - how appropriate are they?
  - (c) suggestive sounds
    - what type(s) has/have been used?
    - how appropriate are they?
3. Using a poem in your language, comment on its:
  - (a) subject
  - (b) theme
  - (c) composition
  - (d) personae
  - (e) mode
  - (f) meaning
  - (g) symbolism

N.B: Your discussion of the poem need not necessarily follow the above order.

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END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC, 1996

LAL 312

THE SYNTAX AND SEMANTICS OF A BANTU LANGUAGE

TIME: THREE HOURS

INSTRUCTIONS: (a) ANSWER SEVEN (7) QUESTIONS IN ALL AS  
FOLLOWS: THE QUESTION IN SECTION A,  
THREE (3) QUESTIONS FROM SECTION B AND  
THREE (3) QUESTIONS FROM SECTION C.

(b) YOU MAY GIVE EXAMPLES FROM ANY ONE FROM  
THE FOLLOWING LANGUAGES: BEMBA, NYANJA,  
TONGA.

WEIGHTING: THE EXAMINATION COUNTS FOR 50% OF THE COURSE'S  
TOTAL MARKS. THE QUESTION IN SECTION A, WHICH  
IS COMPULSORY, COUNTS FOR 14% AND EACH OF THE  
REMAINING SIX QUESTIONS COUNTS FOR 6%.

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SECTION A

1. Translate the sentence below into one of the three target  
languages and answer all the questions that follow.

The sentence

THE TWO DOGS WHICH YOU SEE BIT A THIEF YESTERDAY

The questions

- (a) Using a tree-diagram/tree-diagrams, give an account  
of the derivational history of the sentence in Bantu.
- (b) Identify each clause.
- (c) Identify all theta-roles.
- (d) Name all the transformations involved.

### SECTION B

2. Coordinate structures in Bantu are different, at least on the surface, from coordinate structures in English. Discuss with reference to one of the target languages.
3. Which rule from the set of rules provided can be used to account, at least partly, for the morphological structure of nouns without locative 'prefixes'? How can this be done?
4. Write an account of NPs and other phrases with the so-called 'locative prefix'.
5. With one example, show that in Bantu an adverbial clause may occur without a 'subordinating conjunction'.
6. Certain types of sentences in Bantu are verbless. Discuss and exemplify.

### SECTION C

7. With examples, explain any version of the X-bar Scheme.
8. With examples, explain the difference between pro and PRO.
9. Write brief notes on each of the following:
  - (a) government
  - (b) binding
  - (c) bounding
  - (d) control
  - (e) factitive verb
10. Name and exemplify any two (2) possible targets for WH movement.
11. How are passive sentences handled in GB? Explain and exemplify.
12. With examples, explain what is meant by parametric variation.

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END OF EXAMINATION

SOME PS-RULES AND ONE BANTU MORPHOSYNTACTIC RULES

1. S  $\longrightarrow$   $\left\{ \begin{array}{l} \text{and} \\ \text{or} \end{array} \right\} S^n, n \geq 2$
2. S  $\longrightarrow$  (Presentence) Nucleus
3. Presentence  $\longrightarrow$   $\left\{ \begin{array}{l} Q \\ \text{Imp} \end{array} \right\} (Meg) (Emp)$
4. Nucleus  $\longrightarrow$  (Sentence Adv) NP Predicate Phrase
5. Predicate Phrase  $\longrightarrow$  Aux VP ( $Adv^n$ ),  $n \geq 1$
6. VP  $\longrightarrow$   $\left\{ \begin{array}{l} \text{COP} \\ V \end{array} \right\} \left\{ \begin{array}{l} NP \\ AP \\ Adv^n, n \geq 1 \end{array} \right\} (NP) (NP) (PP) (Adv^n), n \geq 1$
7. Adv  $\longrightarrow$   $\left\{ \begin{array}{l} LOP \\ PP \\ NP \\ (CONN) S \end{array} \right\}$  (LOP = locative phrase)  
CONN = connector)
8. AP  $\longrightarrow$  Adj ( $Adv_{degree}$ ) LOP
9. PP  $\longrightarrow$  P + NP
10. NP  $\longrightarrow$   $\left\{ \begin{array}{l} \text{and} \\ \text{NP} \end{array} \right\} NP^n, n \geq 2$   
 $\left\{ \begin{array}{l} S \\ (Det) N (Det) \end{array} \right\}$
11. Aux  $\longrightarrow$  T (A) (M) (A = aspect, M = modal)
12. Det  $\longrightarrow$  Dem, Poss, Num....
13. N  $\longrightarrow$   $\left\{ \begin{array}{l} \text{pro} \\ N \end{array} \right\}$   
 $\left\{ \begin{array}{l} +Cl \\ 1, 1, 3, 5, 7, 9, 11, 12, 14, 15 \end{array} \right\}$

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

LAL 322

RESEARCH METHODS AND PROJECT IN AFRICAN ORAL LITERATURE

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ONE QUESTION FROM EACH SECTION. ALL  
QUESTIONS CARRY EQUAL MARKS.

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SECTION A

1. What precisely is comprised or meant by four of the following:
  - (a) Panegyric poetry
  - (b) Dirges and Elegiac poetry
  - (c) Epic poetry
  - (d) Lyric poetry
  - (e) Religious poetry
  - (f) Special purpose poetry
2. Hingeing your argument on your own research and on what you have discussed in this course, show the democratic purpose, poetic justice and value of songs as being achieved through singing.
3. Analyse the following poem in terms of diction, qualities of poetry, theme(s), etc.
  1. The orphan is like dropty disease  
An incurable disease  
Why should his parents escape his childhood  
Why should relatives hate him
  5. A woman who cares for the orphan  
Is a full woman  
A man who cares for the orphan  
Is a full man  
Nobody can advise the orphan
  10. Nobody stops thoughts of the orphan  
He has a million complaints daily  
But he is mute, his sorrows are incurable  
Beating the orphan is exacerbating his cries  
He sobs, he mourns, he throbs in his heart

15. Beating the orphan is like hitting a bleeding nose  
The orphan is causer of evil  
His solicitors are nowhere  
They are gone, gone, gone, gone  
The orphan is like dropty disease.

## SECTION B

4. Analyse the following story using the theories of both Denis Palme and Harold Scheub wherever appropriate. Also show how the narrative is intended for desired reality and social comment.

### STORY

Yambelwa was told by his grandmother not to marry the girl from far across the plain and the forest. "It is taboo" she responded to the young grandson's question. 'No, I shall marry the woman I love.' Yambelwa went and married the girl from far across the plain and beyond the forest. He brought her home. Many people were astonished because it was taboo.

One day the wife said to Yambelwa, 'I want to go home and see my parents? Yambelwa agreed and they went. The wife said, 'make water and food here for it is not allowed in our valley and forest'. Yambelwa said, 'no, I cannot and will never make water and food at my in-laws'. The wife insisted but Yambelwa refused. They went and went and went.

In the plain it was alright but in the forest Yambelwa wanted to make water. The wife warned, 'no, it is taboo' but Yambelwa was pressed hard and he made much, much water and very big food.

Immediately he left, the food followed with numerous flies and stink. It began to sing  
'Luwe Luwetanga luwee ..... It is disgrace  
Luwe tanga ..... Great disgrace  
Ananyene mu sikandakanda ..... He has defected in holy place  
Luwe tanga ..... Great disgrace  
Musikanda sa munyakatongo ..... The holy place of in-laws  
Luwe tanga ..... Great disgrace  
Luwe, Luwetanga luwe ..... It is disgrace  
Luwetanga ..... Great disgrace.'

Yambelwa scattered the food far away. They continued their journey. Soon the song started again. The wife said, 'See now, it is disgrace, I told you not to make water or food in the plain and forest. It is taboo.'

Yambelwa dug a deep, deep deep hole and put water and food there. They continued their journey. The song started with food and water following. Yambelwa made big fire and burnt the food and water there.

They were near home. The song was heard by people. 'Ah, mmm, our in-law has erred, the taboo is violated,' they all shouted. Yambelwa and wife entered the village. Ha! there was a big food and stinking all over. It was disgrace, bad and shameful. Yambelwa was chased away and the food followed him stinking all over with the song repeated and repeated and repeated.

There ends the story.

5. From your childhood experience or your research, narrate a story of about  $1\frac{1}{2}$  pages to 2 pages. Analyse the story in terms of theories of exponents you have learned and theories of characterisation, plot, symbolism, etc.

### SECTION C

6. By examples from your own language explain the form, format and function of riddles.
7. From your research in this course explain what you have discovered on:
  - (a) the form of proverbs in the catchment area of your research
  - (b) the function of proverbs generally.
8. Oral literature goes deeper into the cultural aspects of the people and is usually regarded as a performing art. Going by this statement and through your findings and experience give examples of how oral literature concerns way of life of the people and is a performing art.

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

LAL/E 425

THEORETICAL SYNTAX

TIME: THREE (3) HOURS

INSTRUCTIONS:

1. ANSWER QUESTION 1 IN SECTION A AND ANY THREE (3) FROM SECTION B.
  2. EXAMPLES MAY BE GIVEN IN ANY LANGUAGE. HOWEVER, IF THE EXAMPLE IS NOT FROM ENGLISH, PLEASE NAME THE LANGUAGE AND GIVE AN ENGLISH GLOSS.
- 

SECTION A: COMPULSORY QUESTION.

1. Using Government-Binding (BG) framework, describe the derivational history of the following sentence in English or its equivalent in any other language:

THE DOOR WAS BROKEN BY A THIEF

(If you work on the version of the above sentence in another languages, name the language)

SECTION B: ANSWER ANY THREE (3) QUESTIONS

2. Show diagrammatically and explain briefly, but clearly, the organisation of the grammar of a natural language according to any one from the following theories:
  - (a) Government-Binding (GB)
  - (b) Generalised Phrase Structure Grammar (GPSG)
  - (c) Lexical-Functional Grammar (LFG)
3. "Knowledge of grammar, hence of language, develops in the child through the interplay of genetically determined principles and a course of experience." Evaluate the statement taking into consideration recent trends in language acquisition research.
4. Name and explain all the type of NPs and all the types of Empty Category and for each type, indicate, after formulating three (3) principles of the Binding Theory, which binding principle applies and give one example.

5. Explain the following:

- (a) move-alpha
- (b) metarule
- (c) extraction site
- (d) landing site

6. Using X-bar syntax phrasal organisation of languages, wh-movement, Topicalisation and subject-auxiliary inversion on rules to illustrate your answer, briefly demonstrate how those working within the Chomskyan tradition account for the fact that children are not overwhelmed with choices in the process of acquiring language.

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END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

LAL 432

CREATIVE WRITING PROJECT IN ZAMBIAN LANGUAGES

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS, 2 FROM SECTION A  
AND 1 FROM SECTION B.

WEIGHT: THE EXAMINATION CARRIES 40% OF THE TOTAL COURSE MARKS.  
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SECTION A

1. Suggest ways of improving the orthography of your own language as compared to the 1977 Ministry of Education  
Zambian Languages orthography.
2. There are 4 main links in the production of books viz:
  - (a) the author
  - (b) the evaluator
  - (c) the editor
  - (d) the printer/publisher

Write the functions of each of these links in the book industry.

3. Explain what language is and its functions in your own society.

SECTION B

4. (a) Translate the beginning of the following passage from English into your own language and after translation -
  - (b) Complete the story in any logical and sequential manner to the denouement.

NB: The translation and completion script should not be more than two pages.

Mwenda had grown into an admirable young man. He became a skilled hunter. He killed a lot of animals, birds and even fish. He was loved by his parents and all the dwellers of the village and in the neighbourhood. Young girls waited for words of love from him but no one pleased his heart.

One day, Nambewa, Mwenda's grandmother asked for a piece of fresh meat from him. She was given. The old woman placed the meat on the apex of the roof of Mwenda's hut. It dried there. As usual, one day, Mwenda went hunting. Nambewa cast a charm on to the piece of meat. It became human, a very beautiful woman. She began doing all the home chores of the household. She cooked good food. Evening came. She climbed on the roof and became a piece of dry meat. Mwenda arrived and found the house very clean and food well cooked. It happened several times.

He asked grandmother Nambewa about it. 'It is your wife, don't worry. Tomorrow, you pretend to go hunting and you will see her,' said Nambewa. Mwenda hid himself and while .... hiding he .....

5. Write a one-page passage in your mother tongue and translate it into English.
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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

LAL 955

SELECTED TOPICS IN LITERATURE: LITERARY SCHOOLS OF THOUGHT

TIME: THREE HOURS

ANSWER: ANY FOUR QUESTIONS

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1. "... structuralism is a way of looking for reality not individual things but in relationships among them," (R. Scholes 1974:4). Discuss.
2. Discuss the 'Jakobson/Levi-Strauss versus Riffatarré' debate on the poetic.
3. What is R. Scholes' view on the application of structuralism on the criticism of poetry?
4. "It provides us with no vision of a whole, of which the nine forms compose the parts," (R. Scholes 1974:48).
  - (a) What is the 'it' being referred to here?
  - (b) What are the 'nine forms'? Explain and illustrate.
  - (c) How relevant are they to literature?
5.
  - (a) What is Propp's greatest contribution to literature?
  - (b) How does Propp distinguish 'function' and 'spheres of action'?
  - (c) Both Propp and Levi-Strauss are concerned with the fairy tale though each in his own way. How do they differ?
6. Comment on Tzvetan Todorov's theory of reading.
7. What weaknesses does Georg Lukacs notice in modernist literature in his "The Ideology of Modernism"?
8. Using a novel written in a Zambian language, discuss Bakhtin's 'self' and 'other'.
9. A word in print is not innocent. Nor is the act of writing. Discuss.

10. A number of feminist critics have accused male writers of inventing, othering and marginalising women in their writings. Using a minimum of two books written in a Zambian language, comment on the above statement.

11. Write brief notes on:

- (a) Muted discourse
- (b) The centre and margin
- (c) 'Self' and 'Other'
- (d) Naming

Illustrate where possible using literary works written in a Zambian language.

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

MC 102

INTERNATIONAL COMMUNICATION

TIME: THREE HOURS

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

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SECTION A: Answer all questions.

1. Define the following terms:
  - a) Commercial broadcasting
  - b) Public broadcasting
  - c) Community antenna television (CATV) (15 marks)
2. Explain what each of the following categories of broadcasting systems means:
  - a) The Permissive/Libertarian System.
  - b) The Authoritarian System.
  - c) The Third World Communication System (15 marks)
3. What is meant by the manifest functions of communication? (5 marks)
4. Explain how cable television works? You may use diagrams to illustrate your explanation. (10 marks)
5. State and define three types of censorship? (10 marks)
6. How does political ideology and political systems affect press freedom? (5 marks)

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

1. Explain the factors that led to the growth of cable television.
2. International information flow takes place in a variety of ways. Explain what they are.
3. Explain the main issues in the NWICO debate and why the debate failed.
4. Explain how the following factors will affect the media system that a country will have:
  - (a) National Posts and Telecommunications companies
  - (b) Citizens
  - (c) Economics
  - (d) Geography

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

MC 202

BASIC REPORTING

TIME: THREE HOURS

ANSWER: THE QUESTION IN SECTION A WITHIN ONE HOUR AND THIRTY MINUTES, AND THEN TEN QUESTIONS FROM SECTION B.

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SECTION A

THE TIME ALLOWED FOR THIS SECTION IS ONE AND A HALF HOURS ONLY.

1. Attached to this examination paper is a copy of a speech delivered by Dr. Shamitiba B. Kanyanga: National Jets Co-ordinator, at the Junior Engineers, Technicians and Scientists Organization National Fair prize giving ceremony on 25th July, 1996.

Assuming the speech was delivered today, write a news story for the Zambia Daily Mail. The story should be exactly ten (10) paragraphs long, including the intro.

(40)

SECTION B

ANSWER ONLY TEN (10) QUESTIONS FROM THIS SECTION IN THE REMAINING ONE AND HALF HOURS.

2. How is sports reporting different from other kinds of reporting? (6)
3. List at least 12 game story essentials that you know. (6)
4. List and briefly describe at least three things that a local government reporter should do immediately he or she is assigned the beat. (6)
5. Briefly explain what you understand by the following:
  - (a) development support communication
  - (b) communication for development
  - (c) development journalism (6)

6. How is being a district reporter different from other kinds of beats such as political or sports beats? (6)
7. What is meant by a good news idea? (6)
8. Briefly describe what you think "makes a good Parliamentary reporter. (6)
9. What do you understand by the following:
  - (a) Defamation
  - (b) Contempt
  - (c) Court reports (6)
10. List and explain at least two things that a business reporter should look out for. (6)
11. Briefly describe some of the things that a person who wants to work on the business desk should do. (6)
12. How can a journalist achieve style in sports reporting? (6)

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END OF EXAMINATION



**JUNIOR ENGINEERS, TECHNICIANS AND SCIENTISTS ORGANISATION  
NATIONAL JETS FAIR**

**PRIZE GIVING CEREMONY OFFICIATED BY PRESIDENT FJT CHILUBA**

*SPEECH BY DR SHAMITIBA B KANYANGA: NATIONAL JETS CO-ORDINATOR*

25th JULY 1996

**THE PRESIDENT OF THE REPUBLIC OF ZAMBIA**

**THE MINISTER FOR EDUCATION**

**THE VICE CHANCELLOR**

**MEMBERS OF JETS**

**DISTINGUISHED GUESTS**

**LADIES AND GENTLEMEN**

Mr President, we are all greatly honoured to have you, among us during this momentous occasion. Your presence here as the JETS patron and the Head of State has uplifted this Fair to where it rightly belongs, A NATIONAL Fair of Science and Technology presented by future engineers, technicians and scientists.

Sir, the fact that you could spare time from your tight schedule to come and grace this gathering is a great boost to all of us involved in JETS as it demonstrates your commitment to the organisation.

Mr. President, JETS is an organisation whose objectives are centred around promoting Science and Technology. Our efforts are directed at the following activities:

- Popularising science and technology among pupils and the youth in general
- Helping pupils to get a better understanding of the demands of higher education in Science and Technology
- Helping pupils to learn how to conduct research and prepare scientific reports, and
- Assisting the pupils to discover and appraise their own abilities, aptitude and interest.

Sir , we achieve our objects by organising Fairs at which young engineers, technicians and scientists get an opportunity to display their talents. Regional Fairs are organised in all the nine provinces and those who excel are selected to exhibit at the National Fair. We have Science clubs whose current membership is over 20,000 pupils through out the country. We also organise Workshops, offer career guidance in Science and Technology and publish a journal called **JETS OF ZAMBIA** in which we disseminate scientific and technological information.

Mr. President, we in JETS are aware of the economic difficulties our country is going through. However, it is our strong belief that survival lies in Science and Technology. It is with this view in mind that we chose *Science and Technology; our Future* as the theme for this Fair. As JETS we carry a heavy responsibility of equipping our pupils and the youth in general with knowledge that will transform this nation. That we can only do with adequate resources and qualified personnel. Though we have nothing to boast of in terms of resources we have an abundant pool of qualified and willing manpower in the form of teachers who only need to be motivated.

Mr President, there are certain issues of great concern to us in JETS. I am referring to the various private colleges that are mushrooming all over the country. Some indeed are doing a commendable job in assisting Government train the youth, regrettably, the majority are just in the business for the sake of money. They do not have the facilities and capacity to conduct training and in most cases the teachers have questionable qualifications. The Government needs to tighten its regulations on the formation of such colleges. And, I am afraid the same applies to some private schools who believe in charging exorbitant fees to mislead the public that they offer good education. The liberalisation in these areas has to be monitored properly.

Mr President, organisations like JETS are difficult to run. Members of the public do not realise the importance of such activities dealing with the young. People in developing countries like ours tend to take the achievements in Science and technology for granted. It is only when problems arise that we try to remember the great scientific achievements. For example not so long ago we had our under five children vaccinated for polio, I am sure only a few people gave a single thought to the Scientists who developed the vaccine. When the Zambia national team is playing out side Zambia , every body is crying for the Zambia National Broadcasting Corporation to screen the match live, but the development of brains behind such realities.

Mr. President it is imperative for us today to remember that as we worry about the poor state of our roads, and the various problems arising from illnesses such as Aids we will do well to also worry about the training of engineers, scientists and doctors to solve these problems.

Mr President, we are now bringing in investors to help revamp our economy. These people will come with machines and sophisticated equipment. If we do not prepare the human resource in technology then we should not be surprised if the same investors turn round and start hiring expatriates even at the level of craftsmen. Mr President I could go on but I think I have made my self clear on the need to support Organisations like JETS.

Sir, what you have seen is a culmination of a year's hard work performed by selfless people in this Organisation who work under very difficult circumstances. This year we had 320 pupils and 100 teachers. The exhibits covered all the main fields of science and technology. There were exhibits in agricultural science, biology, chemistry, physics, mathematics and special projects. In addition we had Olympiads and quizzes. We had participants from both primary and secondary schools, tertiary institutions and from youths who are out of School.

Sir, I will be failing in my duties if I fail to thank these young engineers, technicians and scientists who have made this gathering possible. They have sacrificed a lot in making their presentation. We might not like to know about their sad stories of how they came to getting their materials for the projects but JETS is proud of them. It is gratifying, Sir to know that there are such young ones in the country who are working hard.

Mr President, JETS is a charitable organisation relying heavily on a Government grant. In order for us to meet our objectives on the development of the scientific and technical thought in our youth a number of companies and organisations have come to our aid. This is not enough as we have a lot of projects we would like to carry out but are limited by lack of funds.

Nevertheless, I would like to thank the Government for its continued support, the University of Zambia for hosting the Fair for the 26<sup>th</sup> time and many other companies and organisations for their financial and material support. Lastly, but by no means least in importance I would like to thank Organisers and Teachers, for a job well done. To you Sir, we thank and wish you continued good health

Thank you and God bless you all.

**DR. Shamitiba B. KANYANGA**

**DEAN - SCHOOL OF ENGINEERING, UNZA**

**NATIONAL JETS CO-ORDINATOR**

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

MC 212

# INTRODUCTION TO TELEVISION

**TIME:** THREE HOURS

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

**SECTION A:** Answer all questions.

1. Define audience segmentation and state why it's an important consideration in programming. (10 marks)
2. Define the following terms:
  - (a) field
  - (b) frame
  - (c) Video Switcher
  - (d) Character Generator (20 marks)
3. Define HDTV and state some of its advantages. (5 marks)
4. What is the difference between an analog and a digital signal? (5 marks)
5. What are the advantages and disadvantages of cable? (10 marks)
6. Explain, with the help of diagrams, how satellite communication works. (10 marks)

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

1. Television production involves three phases. What are they and why is each one important.
2. Define the functions of the following production personnel: producer, director, writer, floor manager and VTR technician.
3. Explain the stages you would follow in writing a long form script for a television documentary. What principles are important in writing television scripts?



4. Explain how you would proceed to edit a tape using insert editing. In your explanation, you should define and explain the functions of the time code, blanking, edit points, audio and video tracks, the control track, and character generator.

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

MC 222

MEDIA AND SOCIETY

TIME: THREE HOURS

ANSWER: ALL QUESTIONS IN SECTION A, THREE FROM SECTION B,  
AND ONE FROM SECTION C.

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SECTION A

1. Why is press freedom merely referred to as a concept? (10)
2. One of the objectives of communication is to persuade. List and explain the two basic elements of persuasion. (10)
3. It is argued that persuasion is only one of the many goals of communication. What are some of the other goals according to Chaffee and McLeods? (10)
4. What is mass communication research? (10)
5. Briefly explain the early fears about the social consequences of mass communication. (10)

SECTION B

Define and explain the following:

6. (a) Fibre optics  
(b) Digital sound  
(c) Teletext (10)
7. (a) Democratic socialist theory  
(b) Revolutionary press theory  
(c) Social responsibility theory (10)
8. (a) Behavioural Research  
(b) Interdisciplinary Research  
(c) Scientific Research (10)
9. (a) Videotext  
(b) Public television  
(c) Cable television (10)

SECTION C

10. Looking at the theories of the press, which theory do you think is in use in Zambia? (20)
11. In your opinion, do politics influence the operations of the media? If so, should they? And if not, shouldn't they? (20)

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END OF EXAMINATION

**UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996**

**NEWS AGENCY REPORTING**

**ANSWER:** QUESTION 1 IN SECTION A AND FOUR QUESTIONS IN SECTION B

1. Write a news agency feature about Zambia's 1996 general elections. The feature should be three A-4 pages long, typed in 12 point Times upper and lower case. (60)

2. Describe how news agency reporting differs from newspaper reporting. (10)
3. Describe how a major and urgent news story is treated by a news agency. (10)
4. What is a lead in news agency reporting? Describe how a news agency treats separate but related stories. (10)
5. Why is word economy an important aspect of news agency reporting? (10)
6. Why is credibility a serious issue in African news agency reporting? (10)

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

MC 312

MEDIA LAW

TIME: THREE HOURS

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

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SECTION A

ANSWER ALL QUESTIONS IN THIS SECTION - (2 POINTS EACH)

1. What does the Defamation Act of 1952 say about the defence of Justification where the publication for which it is pleaded contains some factual errors?
2. Define malicious Falsehood and state what is required of the plaintiff to sustain an action for it.
3. Mr. and Mrs. Bonzo are happily married with one son, Kamuzu. A newspaper publishes a false allegation that Mr. Bonzo is not, infact, the father of Kamuzu. The whole family is outraged. Who among them is best placed to sue for defamation? Explain.
4. At what stage does liability (risk) for contempt of court begin when a Civil case is to be tried? How long does the liability last?
5. What is the "rolled-up" plea? State it in its most common form.
6. Explain the logic behind the different treatments of publication between civil and criminal libel.
7. When does published criticism run the risk of "scandalising the court"?
8. What relief (redress) is available to the plaintiff in a case of copyright infringement where the defendant successfully pleads ignorance of the existence of copyright in the work?
9. What conditions attach to the Presidential powers to ban publications under Section 53 of the Penal Code?
10. What is stipulated under Section 4(1) of Cap 265 of the Laws of Zambia?

SECTION B.

ANSWER ANY FOUR (4) QUESTIONS FROM THIS SECTION (20 POINTS EACH)

11. Discuss the value of a retraction, correction, and an apology to a defendant in a libel suit.
12. Give detailed accounts of the facts, claim, judgement, and the legal lesson in three of the following cases:
  - a) Cassidy V Daily Mirror
  - b) Narendra Sethia V. The Mail on Sunday
  - c) Kakungu V. The Zambia Publishing Co.
  - d) Beckh V. The Times Newspapers (Z) Ltd
  - e) Mumba V. The Zambia Publishing Co.
  - f) Nalumino Mundia V. The Times Newspapers (Z) Ltd
13. Explain the copyright positions of:
  - a) Someone who writes a letter to a newspaper editor with a view to publication;
  - b) A newspaper quoting from a book in a review;
  - c) A freelance photographer contracted by, say, a bridegroom to take pictures of a wedding.
14. Discuss the definitional elements of sedition, using hypothetical and actual cases where possible to illustrate your answer.
15. Using both actual and hypothetical examples, describe the legal risks involved in crime reporting.
16. Identify and discuss the differences between civil libel and criminal libel.
17. Do the laws of Zambia give adequate protection for the individual's reputation? Discuss, with reference to relevant legislation.

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SPECIAL DEFERRED EXAMINATIONS - OCT/NOV 1997

MC 312

MEDIA LAW

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS IN SECTION "A" AND  
ANY FOUR QUESTIONS FROM SECTION "B".

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SECTION A

ANSWER ALL QUESTIONS IN THIS SECTION (2 POINTS EACH)

1. Name and briefly explain the various damages awarded in an action for defamation.
2. Is it criminal to libel a group of people? Explain.
3. In what circumstances is slander "actionable per se"?
4. Section 3(1) of the law on contempt of court says that publication of information relating to court proceedings held in private is not in itself contempt, except in six specified cases. What are these exceptional cases?
5. Section 3(4) of the law on contempt of court restricts publication of information relating to matrimonial proceedings. What details or particulars does the law allow publication of?
6. (a) How can publication of a photograph be in contempt of court?  
  
(b) What kind of publication could amount to "scandalising the court"?
7. State the legal requirements stipulated under Section 5(1) of Cap 265 of the Laws of Zambia.
8. "In effect, all films publicly shown in Zambia are censored." Justify this statement, with reference to a relevant piece of legislation.

9. Section 4(2) of Cap 701 (The Copyright Act) tabulates the duration of copyright for various works. List the various categories of works and give the terms of their copyright.
10. What does the law (Cap 701 Section 12) say regarding the transfer of copyright?

#### SECTION B

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

11. Distinguish between civil and criminal libel.
12. "The law on seditiønn does not place any severe restrictions on journalistic practice." Either refute or justify this statement.
13. In the law of defamation, an editor who retracts, corrects, and/or apologises for a libelous statement is still held liable. Identify and legally justify the underlying principle involved.
14. Plagiarism is both unethical and illegal. Discuss.
15. Explain in detail the legal pitfalls in crime reporting.
16. According to Cap 701 (Copyright Act) of the Laws of Zambia, what are the thirteen (13) grounds on which possible infringement of copyright may be legally excused or defended?

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END OF EXAMINATION



**THE UNIVERSITY OF ZAMBIA**

**UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC, 1996**

**MC322**

**RADIO PRODUCTION II**

**TIME:      THREE HOURS**

**INSTRUCTIONS:    ANSWER ALL QUESTIONS FROM SECTION A BUT  
ONLY TWO QUESTIONS FROM SECTION B.**

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**SECTION A:    ANSWER ALL QUESTIONS**

**1. Briefly explain the following terms in radio broadcasting:**

- (a) Riding gain
- (b) Input overload distortion
- (c) Midwife interview
- (d) Communication for development (CD)
- (e) Phantom power
- (f) Spot
- (g) Music copyright
- (h) Log sheet
- (i) Primacy effects in radio
- (j) Recency effects

**[20 marks]**

**2. What are the basic programming techniques?      [10 marks]**

**3. Discuss, briefly, the theory and practice of good audio editing.      [10 marks]**

**4. Briefly outline the essentials of good musical productions with reference to the roles of the DJs.      [10 marks]**

**SECTION B:    ANSWER ONLY TWO QUESTIONS**

**5. Discuss the assertion of the 1966 UNESCO meeting on broadcasting that the industry should be considered part of a country's' basic infrastructure?      [25 marks]**

6. With reference to the art of questioning, and interview strategy, discuss how a broadcaster could effectively tackle an elusive subject. [25 marks]
7. (a) Outline the theory of good editorial writing
- (b) Write a short radio editorial on a topic of your choice. [25 marks]

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END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA**

**UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996**

**MC 332**

**TELEVISION PRODUCTION II**

**TIME:        THREE HOURS**

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

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**SECTION A:    Answer all questions in this section.**

1.    What is music copyright? (5 marks)
2.    How does television access differ from television exposure. (5 marks)
3.    Define the following terms:  
      (a) Selective exposure  
      (b) Selective perception  
      (c) Selective retention (15 marks)
4.    What is meant by video jockeying? (5 marks)
5.    Why is pre-production planning so important in remote television transmissions? (5 marks)
6.    What are "time gates" and why are they useful in discussion programs? (5 marks)
7.    Define the terms "open ended" and "closed ended" questions. Give examples of open ended and closed ended questions. (10 marks)
8.    Define the following types of discussion programs:  
      (a) Panel  
      (b) Debate (10 marks)

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

1. Explain the Two-Step flow Theory of Communication and the role of opinion leaders.
2. What factors should you consider in transmitting a remote sports production.
3. State and explain the five interview approaches and give examples when you might consider using each.
4. State and explain in a clear manner the stages you would go through in producing a short video documentary. Your explanation should touch on the following: field production and camera settings, audio and video tracks, narration, soundbites, tape blanking, insert editing, graphics, etc.
5. Interviews involve a number of techniques/principles that may determine the success/failure of the show. In your opinion, what techniques/principles are necessary for the success of an interview?

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**END OF EXAMINATION**

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

MC 402

INVESTIGATIVE REPORTING

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS IN SECTION A AND  
ANSWER ONLY FOUR (4) QUESTIONS FROM SECTION B

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SECTION A

ANSWER ALL QUESTIONS IN THIS SECTION - (2 POINTS EACH)

1. What do you understand by information a source gives you "Not for attribution" and "Off the record"?
2. What determines the nature and scope of "Proprietary" story follow-up?
3. Outline the factors that may limit the potential impact of an exposé.
4. Distinguish between "Media agenda setting" and "Policy agenda setting".
5. According to I.R.E. (Investigative Reporters and Editors) what are the defining characteristics of an investigative story?
6. Would you send questions in advance to someone you want to interview for an investigative story? Why, or why not?
7. What are the three (3) categories of public policy reforms that may result from publication of an investigative story?
8. What do you understand by the terms "Priority", "Pace", and "Particularity" in relation to an exposé's impact on policy makers?
9. What guidelines or yardsticks does one use in conceptualising an investigative story?
10. Explain the concept of "rethematization".

SECTION B

ANSWER ONLY FOUR (4) QUESTIONS FROM THIS SECTION (20 POINTS EACH)

11. "There is really no such thing as 'investigative' reporting because all reporting involves the search for information." How would Albert Hester (author of chapter 8, Handbook for Third World Journalists) rebut this statement?
12. Discuss the professional and personal qualities that define the ideal investigative reporter.
13. Karl Marx once referred to the "struggle and unity of opposites." Could you use this analogy to describe the nature of relations between investigative reporters and public policy makers? Explain fully.
14. Is the Mobilisation Model a viable concept in Zambian investigative journalism? Cite at least two real cases in detail to support your thesis.
15. "Once a person assumes public office, reporters are justified to investigate and disclose everything about him or her." Either refute or justify this statement.
16. Under what circumstances might you decide to stop a probe during the investigative stage?

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC, 1996

MC432

RADIO PRODUCTION IV

TIME:        THREE HOURS

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

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SECTION A:    ANSWER ALL QUESTIONS

1. Write brief explanatory notes on the following in radio broadcasting:

- (a) Functions of radio broadcasting
- (b) Dysfunctions of radio
- (c) The "War of the Worlds" broadcast
- (d) Audio console
- (e) Objectivity in reporting
- (f) Truthfulness in Reporting
- (g) Radio Magazine Show
- (h) Press Freedom for radio
- (i) Formal Educational Radio
- (j) Docurama

[20 marks]

2. Briefly explain the theory and process of good radio documentary production.

[10 marks]

3. What is the place of Bloom's taxonomy of educational objectives in schools radio broadcasting? In your answer also define the taxonomy.

[10 marks]

4. Radio broadcasting has a role in socio-cultural integration. Discuss, briefly with reference to one country.

[10 marks]

**SECTION B: ANSWER ONLY TWO QUESTIONS**

5. Critically appraise the Zambian situation with reference to press freedom and content on radio. [25 marks]
6. Discuss the theory and practice of educational radio broadcasting. [25 marks]
7. (a) What is a radio spot?  
(b) Write a script for a one minute spot for broadcasting on UNZA radio. [25 marks]

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END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC, 1996

MC442

TELEVISION PRODUCTION IV

TIME: THREE HOURS

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

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SECTION A: ANSWER ALL QUESTIONS

1. Write explanatory notes of the following in TV broadcasting:
  - (a) Narcotisation
  - (b) Privatization (from exposure to TV)
  - (c) Apathy
  - (d) Correlation
  - (e) The equal time regulation
  - (f) Hays office
  - (g) Video mixer or switcher
  - (h) TV directing
  - (i) Insert editing
  - (j) Talking heads [20 marks]
2. Briefly outline the principles of editing for television.  
What are the main stages in the editing process? [10 marks]
3. How is television broadcasting
  - (a) Dysfunctional and, or
  - (b) Functional in Zambia? [10 marks]
4. Distinguish between Latent and Manifest functions of television broadcasting. [10 marks]

**SECTION B: ANSWER ONLY TWO QUESTIONS.**

5. With reference to the nature of television, discuss the agenda-setting hypothesis. [25 marks]
6. Write a brief history of educational TV broadcasting. Why was it necessary for this activity to adopt some unique approaches? [25 marks]
7. With reference to two programmes on Zambian TV, discuss the triple issues of fairness, objectivity and truthfulness in reporting. [25 marks]

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

MC 902

ADVERTISING PRACTICE

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS IN SECTION A.  
THE QUESTION IN SECTION B IS COMPULSORY.  
ANSWER THREE QUESTIONS ONLY FROM SECTION C.

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SECTION A

ANSWER ALL QUESTIONS IN THIS SECTION - (2 POINTS EACH)

1. Why is the headline considered the most important element in a print ad?
2. What is meant by the "Copy style" of an ad?
3. What is the primary purpose of an advertising slogan?
4. Distinguish between emotional and factual appeals. Under what circumstances would each be most appropriate?
5. What role does the Storyboard play in the creation of TV commercials?
6. For what type of products is the demonstration commercial most appropriate?
7. Why do some copywriters avoid using humour in radio and television commercials?
8. Distinguish between a selling point and a benefit in advertising copy. Give examples.
9. Name three (3) basic settings in which an advertised product may appear.
10. What advantages do photographs offer as ad illustrations? When would you prefer to use drawings?

## SECTION B

THE QUESTION IN THIS SECTION IS COMPULSORY - (20 POINTS)

11. Presented below are two copy ideas. Choose one and develop an ad using a format of your choice.

- (a) "Student Plus" is a new energy bar to be marketed to college and University students. It contains the nutrients individuals need when they have no time for a meal. Students rushing to classes in the morning may miss breakfast; others may have a class that runs through lunch.

Create an ad to address the students to run in the Lusaka Star. Write the headline and copy, and describe what the visual should be. ~~Justify your choice of headline and visual.~~

- (b) The "Sony Music Shuttle" is a car stereo that you can remove from the car; add a battery pack and headphone, and use it as a portable stereo cassette player. No car stereo is left in the car, where it can be stolen, and it converts in less than five seconds from one use to another.

Develop a 60-second produced commercial for radio, complete with SFX and/or music.

## SECTION C

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

12. Name and explain five (5) copy formats that the advertiser might wish to use when working on the advertising copy.
13. Describe the process of message development. Be specific in terms of the steps that should be followed.
14. Discuss the major elements of an ad layout and the importance of each in assembling the ad.
15. "Advertising is nothing but business propaganda." Critically analyse this statement, using examples to illustrate.
16. Describe the adoption process, presenting the stages in the right order, and using hypothetical and actual examples (where possible) to illustrate your answer.

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SUPPLEMENTARY/DEFERRED EXAMINATIONS - JANUARY 1997

MC 902

ADVERTISING PRACTICE

TIME: 3 HOURS

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SECTION A

ANSWER ALL QUESTIONS IN THIS SECTION (2 POINTS EACH)

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

SECTION B

THE QUESTION IN THIS SECTION IS COMPULSORY (20 POINTS)

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

CLIENT: PORTA-COPTER LTD, of Ndola, Zambia.

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

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

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

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

SECTION C

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

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

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SPECIAL DEFERRED EXAMINATIONS - OCT/NOV 1997

MC 902

ADVERTISING PRACTICE

TIME: THREE HOURS

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SECTION A

ANSWER ALL QUESTIONS IN THIS SECTION (2 POINTS EACH)

1. Explain the value of a signature in an ad.
2. "In advertising copy, a selling point and a benefit are one and the same thing." Do you endorse this statement? Explain.
3. What do you understand by the "creative mix"?
4. Explain the role of the storyboard in the creation of a TV commercial.
5. Briefly describe the elements of a message strategy.
6. Distinguish between an advertising slogan and a mnemonic.
7. Give six (6) functions of an ad headline.
8. In this age of hi-tech photography and computer graphics would you still use drawings as ad illustrations? Explain.
9. Sequentially describe the adoption process.
10. In television ad production, what is meant by:
  - (a) dissolve
  - (b) super



## SECTION B

### ANSWER THE QUESTION BELOW (20 POINTS)

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

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

#### Your Assignment:

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

## SECTION C

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

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

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

MC 912

PUBLIC RELATIONS PRACTICE

TIME: THREE HOURS

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

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SECTION A

1. THE LOQUACIOUS BANK ECONOMIST (FICTITIOUS)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#### QUESTIONS

- (a) What recommendation would you make to the president about ZNCB's public response to the initial statement? Would you issue another statement? Why or why not? If you issued another statement, what would it say? From whom would it come? Why this person? When would it be issued? To whom would it be issued? And why?
- (b) What recommendation would you make to the president about ZNCB's contacting South African clients? Would you attempt to contact them? Why or why not? If you would contact them, how should it be done? When should it be done? What should be said? and, who should say it?

(40)

SECTION B

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

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

MC 922

PHOTOJOURNALISM

TIME: THREE HOURS

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

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

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

MC 932

BROADCAST MEDIA MANAGEMENT

TIME: THREE HOURS

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

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SECTION A: Answer all questions.

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

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

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

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

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

PA 125

INTRODUCTION TO PUBLIC ADMINISTRATION

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

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

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

PA 210

NATIONAL GOVERNMENT AND ADMINISTRATION

(DISTANCE EDUCATION)

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY THREE OF THE FOLLOWING QUESTIONS

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

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SUPPLEMENTARY/DEFERRED EXAMINATIONS - JANUARY 1997

PA 210

NATIONAL GOVERNMENT AND ADMINISTRATION

(DISTANCE EDUCATION)

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY THREE OF THE FOLLOWING QUESTIONS

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

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SPECIAL DEFERRED EXAMINATIONS - OCTOBER 1997

PA 212

COMPARATIVE ADMINISTRATION

TIME:        THREE HOURS

INSTRUCTIONS:    ANSWER ANY THREE OF THE FOLLOWING QUESTIONS.

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

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

PA 322

COMPARATIVE LOCAL GOVERNMENT ADMINISTRATION

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY THREE OF THE FOLLOWING QUESTIONS.

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

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SUPPLEMENTARY/DEFERRED EXAMINATIONS - JANUARY 1997

PA 322

COMPARATIVE LOCAL GOVERNMENT

TIME: THREE HOURS

INSTRUCTION: ANSWER ANY THREE OF THE FOLLOWING QUESTIONS:

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

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

PA 325

ORGANISATIONAL BEHAVIOUR AND MANAGEMENT

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

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

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

PA 345

INDUSTRIAL RELATIONS

TIME: THREE HOURS

ANSWER: THREE QUESTIONS

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



THE UNIVERSITY OF ZAMBIA

UNIVERSITY SUPPLEMENTARY/DEFERRED EXAMINATIONS - JANUARY 1997

PA 345 .

INDUSTRIAL RELATIONS

TIME: THREE HOURS

ANSWER: THREE QUESTIONS

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

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SUPPLEMENTARY EXAMINATIONS - NOV/DEC 1996

PA 411

THEORIES OF DEVELOPMENT ADMINISTRATION

TIME: THREE HOURS

INSTRUCTIONS: ANSWER 3 QUESTIONS

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

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

PA 422

PUBLIC POLICY MONITORING AND EVALUATION

TIME: THREE (3) HOURS

ANSWER: ANY THREE (3) QUESTIONS

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1. Prof. Yehezkel Dror once said,

"one of the amazing weaknesses of much contemporary public policy making is that there is no systematic learning from experience."

Discuss the importance of policy monitoring in the light of this observation.

2. One the major functions of the recently set up Policy Analysis Coordination Division (PAC) at Cabinet Office is to monitor the performance of Government Ministries and Departments in implementing national policies. Assess the prospects and constraints which will emerge for PAC.
3. Select a Government Policy or Program with which you are familiar. Outline the specific steps you would take to conduct an evaluability assessment.
4. Examine the major features of Strategic Management. What circumstances justify the introduction of strategic management? By referring to an organization (and/or organizations) with which you are familiar, illustrate the advantages of this management technique.
5. Outline the major theoretical approaches to Public Policy Evaluation: By giving credible and realistic examples, demonstrate which among these approaches is best suited to evaluate Public Policy Management.
6. Illustrate the dynamic interlinkage between Public Policy Monitoring and Evaluation. In your opinion, to what extent is it possible to carry out effective monitoring and evaluation, in view of the many ill structured problems public policy managers faces on a daily basic.
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END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA**

**UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996**

**PH 101**

**INTRODUCTION TO PHILOSOPHY I**

**(DISTANCE EDUCATION)**

**TIME:        THREE HOURS**

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

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**SECTION 1: ETHICS (Answer one question only)**

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

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

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

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

**SECTION 3: AFRICAN PHILOSOPHY (Answer one question only)**

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

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

PH 102

INTRODUCTION TO PHILOSOPHY II

(INTERNAL & DISTANCE EDUCATION)

TIME: THREE HOURS

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

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SECTION 1: METAPHYSICS (Answer one question only)

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

SECTION 2: EPISTEMOLOGY (Answer one question only)

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

**SECTION 3: LOGIC (Answer all questions)**

For all of the following six syllogistic arguments:

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

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

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

PH 221

HISTORY OF PHILOSOPHY I

(DISTANCE EDUCATION)

TIME: THREE HOURS

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

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SECTION 1: GREEK PHILOSOPHY (Answer one question only)

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

SECTION 2: MEDIEVAL PHILOSOPHY (Answer one question only)

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



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

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

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

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

PH 222

HISTORY OF PHILOSOPHY II

(DISTANCE EDUCATION)

TIME: THREE HOURS

ANSWER: ANSWER ANY THREE OF THE FOLLOWING ESSAY QUESTIONS:

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

8. (A) According to Sartre, why does modern man suffer from 'nausea of existence'?

(B) Does Sartre think there is any cure for this illness? Explain your answer.

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC, 1996

PH 932

MAJOR THEMES IN SOCIO-POLITICAL PHILOSOPHY

TIME: THREE HOURS

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

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SECTION A

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

SECTION B

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

SECTION C

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

SECTION D

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

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

PH 982

SPECIAL PROBLEMS IN THE PHILOSOPHY OF RELIGION

TIME: THREE HOURS

ANSWER: ANY THREE QUESTIONS

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

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

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC, 1996

PL 252

COMPARATIVE POLITICS

INTERNAL STUDENTS

TIME:        THREE HOURS

INSTRUCTIONS:

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

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

SECTION B

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

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END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC, 1996

PL 312

UTILITARIAN THEORY AND CONTEMPORARY LIBERALISM

TIME:        **THREE HOURS**

ANSWER:    **ANY THREE QUESTIONS**

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

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**END OF EXAMINATION**

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

PL 322

THE FOREIGN POLICIES OF AFRICAN STATES

TIME: THREE (3) HOURS

ANSWER: ANY THREE (3) QUESTIONS

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

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

PL 332

FOREIGN POLICY ANALYSIS AND EVALUATION

TIME: THREE (3) HOURS

ANSWER: ANY THREE (3) QUESTIONS

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

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC, 1996

PL 452

SOCIALIST POLITICAL THEORY II

TIME: THREE HOURS

ANSWER: ANY THREE QUESTIONS

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

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

PL 932

POLITICS OF SOUTHERN AFRICA II

TIME: THREE HOURS

ANSWER: ANY THREE QUESTIONS

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

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

PS 222

THE PSYCHOLOGY OF SENSATION AND PERCEPTION

TIME: THREE HOURS

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PART I

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

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

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

PART II

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

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

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

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

PS 312

THEORIES OF PERSONALITY

TIME:        THREE HOURS

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**SECTION I**            (Choose 2 out of 4 questions)

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

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

**SECTION II**            (Choose 2 out of 4 questions)

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



**SECTION III** (Choose 2 out of 4 questions)

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

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

PS 332

COGNITIVE DEVELOPMENT AND CULTURE II

TIME: THREE HOURS

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

Answer any two questions.

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

SECTION B

Answer any three questions.

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

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

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

PS 452

INDUSTRIAL AND ORGANISATIONAL PSYCHOLOGY II

TIME: THREE HOURS

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

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PART I (Brief Notes)

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

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

## PART II

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

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

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

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

PS 952

PSYCHOPATHOLOGY

TIME: THREE HOURS

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SECTION I (Choose 3 out of 5 questions)

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

SECTION II (Choose 3 out of 5 questions)

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

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

S III

INTRODUCTION TO SOCIOLOGY I

(DISTANCE EDUCATION)

TIME: THREE HOURS

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

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SECTION A

MULTIPLE CHOICE (20 MARKS)

1. The difference between sociology as a Social Science and Bio-chemistry as a Natural Science is
  - (a) ✓ Sociology faces greater problems of generalisation, explanation and prediction
  - (b) Sociology is less developed as a discipline and has employed the scientific method only in recent years
  - (c) a and b
  - (d) None of the above
  
2. Herbert Spencer's major contribution to the field of sociology was
  - (a) The sociological imagination
  - (b) ✓ The idea that society is an organic whole which should be studied like the human body
  - (c) The concept of value-free sociology
  - (d) ✓ The idea of conflict being the basis of human relationship
  
3. When Researchers want to establish a possible cause and effect relationship, they may conduct:
  - (a) Surveys
  - (b) Interview
  - (c) Questionnaire
  - (d) Experiments ✓

4. Culture includes
  - (a) The nature of individual divinity
  - (b) The solution of moral dilemmas
  - (c) Beauty
  - (d) All the above
5. Which of the following sources of social information is probably the least reliable?
  - (a) Participant observation
  - (b) Eye witness accounts
  - (c) Interview
  - (d) Publications carrying official government statistics
6. Ethnocentrism is
  - (a) Practised by illiterate people
  - (b) Both beneficial and harmful ✓
  - (c) Absolutely necessary for survival
  - (d) Necessary evil
7. Which of the following is true about Social Research
  - (a) The problem of changing conditions is experienced by social scientists only
  - (b) The problem of changing conditions is experienced by both social scientists and physical scientists
  - (c) Although the changes in conditions occur in physical sciences, the degree of change within relatively short periods of time may be much dramatic within the social sciences
  - (d) Both b and c above
8. Which of the following is not true about socialisation
  - (a) Life long process
  - (b) It is carried out by various social agents
  - (c) It happens only in families
  - (d) it helps to maintain order in society.
9. Which of the following Sociologists is well known for his theory of Looking Glass Self?
  - (a) M. Weber
  - (b) M. Mead
  - (c) C. Cooley
  - (d) E. Goffman
10. Language
  - (a) Contains a number of symbols
  - (b) Helps or hinders the spread of culture
  - (c) Is produced by the culture
  - (d) All the above



SECTION B (60 MARKS)

Write a few notes on the following concepts

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

SECTION C (20 MARKS)

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

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

S 112

INTRODUCTION TO SOCIOLOGY II

(DISTANCE EDUCATION)

TIME: THREE HOURS

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

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SECTION A (20 MARKS)

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

A stratification system that consists of an array of closed social groups that exhibit a fixed order of superiority and inferiority is known as

- (a) Ascription
- (b) Class
- (c) Social mobility
- (d) Caste

..... has largely led to an increase in the number of people living in urban areas

- (a) Urbanisation
- (b) Internal migration
- (c) International migration
- (d) All the above

Which of the following is a latent function of education?

- (a) Increasing the gap between social classes
- (b) Acting as a marriage market
- (c) Creation of student activism
- (d) All the above

Which of the following is not a manifest function of educational institution?

- (a) Delaying the entrance of young people into labour market ✓
- (b) Preserving the culture
- (c) Developing the democratic process
- (d) Providing a curriculum in sex education

Zambia is one of the most highly urbanised countries in sub-Saharan Africa. This implies that

- (a) Many people in Zambia have adopted the Western type of culture or urban styles of living
- (b) The majority of the people in Zambia reside in urban areas
- (c) Compared to other countries in sub-Saharan Africa, Zambia has more urban areas or towns
- (d) Compared to other countries in the sub-Saharan Africa, Zambia has more people living in urban areas

Which of the following is true about sociology?

- (a) It only studies social behaviour
- (b) It is based on general expression on points of view derived from overall experience in working with people
- (c) It is a generalising science
- (d) a and c above

SECTION B (60 MARKS)

Write a few notes on the following concepts

- . Urbanisation.
- . Migration
- . Social stratification
- . Fertility
- . Dependency Theory
- . Family
- . Mortality rate
- . Modernisation Theory
- . Sociology of knowledge
- 0. Race
- 1. Ethnicity
- 2. Values
- 3. Social mobility
- 4. Religion
- 5. Social structure

SECTION C (20 MARKS)

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

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

S 112

INTRODUCTION TO SOCIOLOGY II

TIME: THREE HOURS

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

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SECTION A

MULTIPLE CHOICE (20 MARKS)

1. According to Oscar Lewis, the culture of poverty consists of a distinctive and persistent way of life and has one of these characteristics.
  - (a) Precarious family relationships
  - (b) Early initiation into sex
  - (c) Effective participation in institutions of society
  - (d) a and b above
2. W.W. Rostows five stages of economic growth are listed in the following correct order ☒ ☒ ☒
  - (a) Traditional society, precondition for Take off, Take off, Drive to maturity, Age of high mass consumption
  - (b) ☒ Primitive society, precondition for Take off, Drive to maturity, Age of high mass consumption, Drive to maturity
  - (c) ☒ Developed society, Take off stage, Drive to maturity, Age of high mass consumption, Developed stage
  - (d) Traditional society, Drive to maturity, Take off stage, Age of high mass consumption, Primitive stage
3. Dependencia Theories argue that developed and underdevelopment must be understood within the context of ☒
  - (a) Yesterday, today's, structures in the third world countries
  - (b) Past and present institutional and structural relationships between less developed countries (LDCs) and industrialised nations
  - (c) Past histories of industrialised west have direct causal effect on the Third World metropolises
  - (d) A situation where Great Britain, USA and France depend highly on the Metropolises as well as satellites

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

10. Sociologists study deviance because they

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

SECTION B (60 MARKS)

Write short notes on the following concepts

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

SECTION C (20 MARKS)

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

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS -- NOV/DEC, 1996

S 211

CLASSICAL SOCIOLOGICAL THEORY

(PAPER FOR DISTANCE EDUCATION STUDENTS)

TIME:      THREE HOURS

ANSWER:   ANY FOUR QUESTIONS

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

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END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC, 1996

S 212

CONTEMPORARY SOCIOLOGICAL THEORY

(PAPER FOR DISTANCE EDUCATION STUDENTS)

TIME: THREE HOURS

ANSWER: THE FIRST QUESTION AND THREE OTHERS

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

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

S 312

URBAN SOCIOLOGY

TIME: THREE HOURS

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

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

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC, 1996

S 912

REFUGEES IN THE CONTEMPORARY WORLD (II)

TIME: THREE HOURS

TOTAL MARKS: 100

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

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

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

S 932

FACTORS OF SOCIAL CHANGE

TIME: THREE HOURS

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

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1. What do you understand by surveillance and discipline in organizations? (10 marks)
  2. Describe Social Changes due to these five variables:-
    - (i) Biological factors
    - (ii) Physical factors
    - (iii) Technological factors
    - (iv) Demographical factors
    - (v) Cultural factors(20 marks)
  3. What are the functions of formal and informal organizations? Give examples of these in Zambia. (20 marks)
  4. Describe Weber's view of Bureaucracy in Organizations. Compare and contrast the application of bureaucracy in American and Japanese corporations. (20 marks)
  5. What are the influences of the following in Organizations:-
    - (a) Professionals
    - (b) Informal technology
    - (c) Physical settings(20 marks)
- 

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

S 962

SOCIOLOGY OF RURAL DEVELOPMENT

TIME: THREE HOURS

INSTRUCTION: ANSWER 3 QUESTIONS ONLY.

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

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

S 975

MEDICAL SOCIOLOGY

TIME: 3 HOURS

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

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

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

END OF EXAMINATION

GOOD LUCK!

UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - NOVEMBER/DECEMBER 1996

SS 242

STATISTICAL METHODS IN THE SOCIAL SCIENCES

TIME: THREE HOURS

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

SECTION A:

ANSWER ANY THREE QUESTIONS. EACH QUESTION CARRIES 20%.

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

		ENGLISH PROFICIENCY			Total
SES		D Excellent	E Reasonable	F Poor	
High	C	42	30	28	100
Middle	B	(20)	41	19	80
Low	A	17	31	12	60
Total		79	102	59	240

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

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

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



from each of the two social class.

UPPER CLASS

LOWER CLASS

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

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

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

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

- (a) Identify the variables:

Independent variable (X)

Dependent variable (Y)

*by gamma*

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

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

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

### SECTION B:

#### **ANSWER ALL QUESTIONS (40%).**

1. (a) What is Type I error?  
(b) What is Type II error?  
(c) List the characteristics of a good estimate in statistical inference.
2. Assuming that the ages of 235 SS241 students are normally distributed with a mean age of 22 years and standard deviation of 5 years, answer the following questions.  
(a) If Joseph Zulu, a student in the course, is 27 years old how many students are older than him?  
(b) How many students are younger than Joseph Zulu?  
(c) What percentile corresponds to Joseph Zulu's age?  
(d) If Janet Ngoma is 20 years old and Albert Mulenga, a mature age student, is 50 years old what is the number of students between them?  
(e) Janice Moomba is the youngest student at 19 years of age. What is the number of students between her and another student, Luke Mubita, aged 21?  
(f) What percentile corresponds to Janice Mubita's age?
3. Given below are data on the examination performance of EC 110 students at the end of the academic year:

#### MARKS AWARDED

#### NUMBER OF STUDENTS

10-19	3
20-29	7
30-39	10
40-49	16
50-59	34
60-69	13
70-79	7
80-89	6
90-99	4

Handwritten calculations:  
 $\frac{90}{235} \times 100$   
 $\frac{27}{235} \times 100$   
 25

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

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

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

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END OF EXAMINATION

# STATISTICAL FORMULAS FOR SS242

1)

$$t_{obs} = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left[ \frac{(N_1 - 1)S_1^2 + (N_2 - 1)S_2^2}{N_1 + N_2 - 2} \right] \left[ \frac{1}{N_1} + \frac{1}{N_2} \right]}}$$

2)

$$z_{obs} = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

3)

$$\chi^2 = \sum \sum \frac{(O_{ij} - E_{ij})^2}{E_{ij}}$$

4)

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

$$a = \bar{Y} - B\bar{X}$$

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

$$5) \quad \bar{X} = \frac{\sum f_i x_i}{\sum f_i}$$

$$\text{Median} = L + \frac{\left(\frac{n}{2} - F\right) i}{f}$$

$$PS = L + \frac{(P(n) - F) i}{f}$$



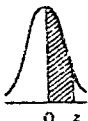



$$PR = \frac{f(x - L) + Fi}{Ni}$$

$$6) \quad P(A \cup B) = P(A) + P(B) - P(A \cap B)$$

$$7) \quad P(A/B) = \frac{P(A \cap B)}{P(B)}$$

$$8) \quad P(A \cap B) = P(A) \cdot P(B/A)$$

Table A. Proportions of Area under the Standard Normal Curve

z			z			z		
0.00	.0000	.5000	0.55	.2088	.2912	1.10	.3643	.1357
0.01	.0040	.4960	0.56	.2123	.2877	1.11	.3665	.1335
0.02	.0080	.4920	0.57	.2157	.2843	1.12	.3686	.1314
0.03	.0120	.4880	0.58	.2190	.2810	1.13	.3708	.1292
0.04	.0160	.4840	0.59	.2224	.2776	1.14	.3729	.1271
0.05	.0199	.4801	0.60	.2257	.2743	1.15	.3749	.1251
0.06	.0239	.4761	0.61	.2291	.2709	1.16	.3770	.1230
0.07	.0279	.4721	0.62	.2324	.2676	1.17	.3790	.1210
0.08	.0319	.4681	0.63	.2357	.2643	1.18	.3810	.1190
0.09	.0359	.4641	0.64	.2389	.2611	1.19	.3830	.1170
0.10	.0398	.4602	0.65	.2422	.2578	1.20	.3849	.1151
0.11	.0438	.4562	0.66	.2454	.2546	1.21	.3869	.1131
0.12	.0478	.4522	0.67	.2486	.2514	1.22	.3888	.1112
0.13	.0517	.4483	0.68	.2517	.2483	1.23	.3907	.1093
0.14	.0557	.4443	0.69	.2549	.2451	1.24	.3925	.1075
0.15	.0596	.4404	0.70	.2580	.2420	1.25	.3944	.1056
0.16	.0636	.4364	0.71	.2611	.2389	1.26	.3962	.1038
0.17	.0675	.4325	0.72	.2642	.2358	1.27	.3980	.1020
0.18	.0714	.4286	0.73	.2673	.2327	1.28	.3997	.1003
0.19	.0753	.4247	0.74	.2704	.2296	1.29	.4015	.0985
0.20	.0793	.4207	0.75	.2734	.2266	1.30	.4032	.0968
0.21	.0832	.4168	0.76	.2764	.2236	1.31	.4049	.0951
0.22	.0871	.4129	0.77	.2794	.2206	1.32	.4066	.0934
0.23	.0910	.4090	0.78	.2823	.2177	1.33	.4082	.0918
0.24	.0948	.4052	0.79	.2852	.2148	1.34	.4099	.0901
0.25	.0987	.4013	0.80	.2881	.2119	1.35	.4115	.0885
0.26	.1026	.3974	0.81	.2910	.2090	1.36	.4131	.0869
0.27	.1064	.3936	0.82	.2939	.2061	1.37	.4147	.0853
0.28	.1103	.3897	0.83	.2967	.2033	1.38	.4162	.0838
0.29	.1141	.3859	0.84	.2995	.2005	1.39	.4177	.0823
0.30	.1179	.3821	0.85	.3023	.1977	1.40	.4192	.0808
0.31	.1217	.3783	0.86	.3051	.1949	1.41	.4207	.0793
0.32	.1255	.3745	0.87	.3078	.1922	1.42	.4222	.0778
0.33	.1293	.3707	0.88	.3106	.1894	1.43	.4236	.0764
0.34	.1331	.3669	0.89	.3133	.1867	1.44	.4251	.0749
0.35	.1368	.3632	0.90	.3159	.1841	1.45	.4265	.0735
0.36	.1406	.3594	0.91	.3186	.1814	1.46	.4279	.0721
0.37	.1443	.3557	0.92	.3212	.1788	1.47	.4292	.0708
0.38	.1480	.3520	0.93	.3238	.1762	1.48	.4306	.0694
0.39	.1517	.3483	0.94	.3264	.1736	1.49	.4319	.0681
0.40	.1554	.3446	0.95	.3289	.1711	1.50	.4332	.0668
0.41	.1591	.3409	0.96	.3315	.1685	1.51	.4345	.0655
0.42	.1628	.3372	0.97	.3340	.1660	1.52	.4357	.0643
0.43	.1664	.3336	0.98	.3365	.1635	1.53	.4370	.0630
0.44	.1700	.3300	0.99	.3389	.1611	1.54	.4382	.0618
0.45	.1736	.3264	1.00	.3413	.1587	1.55	.4394	.0606
0.46	.1772	.3228	1.01	.3438	.1562	1.56	.4406	.0594
0.47	.1808	.3192	1.02	.3461	.1539	1.57	.4418	.0582
0.48	.1844	.3156	1.03	.3485	.1515	1.58	.4429	.0571
0.49	.1879	.3121	1.04	.3508	.1492	1.59	.4441	.0559
0.50	.1915	.3085	1.05	.3531	.1469	1.60	.4452	.0548
0.51	.1950	.3050	1.06	.3554	.1445	1.61	.4463	.0537
0.52	.1985	.3015	1.07	.3577	.1423	1.62	.4474	.0526
0.53	.2019	.2981	1.08	.3599	.1401	1.63	.4484	.0516
0.54	.2054	.2946	1.09	.3621	.1379	1.64	.4495	.0505

Source: P. Runyon and Audrey Haber, *Fundamentals of Behavioral Statistics*, 3rd ed., © 1976. Addison-Wesley, Reading, Massachusetts. Table A. Reprinted with permission.

Table A (continued)









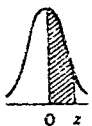



$z$			$z$			$z$		
1.65	.4505	.0495	2.22	.4868	.0132	2.79	.4974	.0026
1.66	.4515	.0485	2.23	.4871	.0129	2.80	.4974	.0026
1.67	.4525	.0475	2.24	.4875	.0125	2.81	.4975	.0025
1.68	.4535	.0465	2.25	.4878	.0122	2.82	.4976	.0024
1.69	.4545	.0455	2.26	.4881	.0119	2.83	.4977	.0023
1.70	.4554	.0446	2.27	.4884	.0116	2.84	.4977	.0023
1.71	.4564	.0436	2.28	.4887	.0113	2.85	.4978	.0022
1.72	.4573	.0427	2.29	.4890	.0110	2.86	.4979	.0021
1.73	.4582	.0418	2.30	.4893	.0107	2.87	.4979	.0021
1.74	.4591	.0409	2.31	.4896	.0104	2.88	.4980	.0020
1.75	.4599	.0401	2.32	.4898	.0102	2.89	.4981	.0019
1.76	.4608	.0392	2.33	.4901	.0099	2.90	.4981	.0019
1.77	.4616	.0384	2.34	.4904	.0096	2.91	.4982	.0018
1.78	.4625	.0375	2.35	.4906	.0094	2.92	.4982	.0018
1.79	.4633	.0367	2.36	.4909	.0091	2.93	.4983	.0017
1.80	.4641	.0359	2.37	.4911	.0089	2.94	.4984	.0016
1.81	.4649	.0351	2.38	.4913	.0087	2.95	.4984	.0016
1.82	.4656	.0344	2.39	.4916	.0084	2.96	.4985	.0015
1.83	.4664	.0336	2.40	.4918	.0082	2.97	.4985	.0015
1.84	.4671	.0329	2.41	.4920	.0080	2.98	.4986	.0014
1.85	.4678	.0322	2.42	.4922	.0078	2.99	.4986	.0014
1.86	.4686	.0314	2.43	.4925	.0075	3.00	.4987	.0013
1.87	.4693	.0307	2.44	.4927	.0073	3.01	.4987	.0013
1.88	.4699	.0301	2.45	.4929	.0071	3.02	.4987	.0013
1.89	.4706	.0294	2.46	.4931	.0069	3.03	.4988	.0012
1.90	.4713	.0287	2.47	.4932	.0068	3.04	.4988	.0012
1.91	.4719	.0281	2.48	.4934	.0066	3.05	.4989	.0011
1.92	.4726	.0274	2.49	.4936	.0064	3.06	.4989	.0011
1.93	.4732	.0268	2.50	.4938	.0062	3.07	.4989	.0011
1.94	.4738	.0262	2.51	.4940	.0060	3.08	.4990	.0010
1.95	.4744	.0256	2.52	.4941	.0059	3.09	.4990	.0010
1.96	.4750	.0250	2.53	.4943	.0057	3.10	.4990	.0010
1.97	.4756	.0244	2.54	.4945	.0055	3.11	.4991	.0009
1.98	.4761	.0239	2.55	.4946	.0054	3.12	.4991	.0009
1.99	.4767	.0233	2.56	.4948	.0052	3.13	.4991	.0009
2.00	.4772	.0226	2.57	.4949	.0051	3.14	.4992	.0008
2.01	.4778	.0222	2.58	.4951	.0049	3.15	.4992	.0008
2.02	.4783	.0217	2.59	.4952	.0048	3.16	.4992	.0008
2.03	.4788	.0212	2.60	.4953	.0047	3.17	.4992	.0008
2.04	.4793	.0207	2.61	.4955	.0045	3.18	.4993	.0007
2.05	.4798	.0202	2.62	.4956	.0044	3.19	.4993	.0007
2.06	.4803	.0197	2.63	.4957	.0043	3.20	.4993	.0007
2.07	.4808	.0192	2.64	.4959	.0041	3.21	.4993	.0007
2.08	.4812	.0188	2.65	.4960	.0040	3.22	.4994	.0006
2.09	.4817	.0183	2.66	.4961	.0039	3.23	.4994	.0006
2.10	.4821	.0179	2.67	.4962	.0038	3.24	.4994	.0006
2.11	.4826	.0174	2.68	.4963	.0037	3.25	.4994	.0006
2.12	.4830	.0170	2.69	.4964	.0036	3.30	.4995	.0005
2.13	.4834	.0166	2.70	.4965	.0035	3.35	.4996	.0004
2.14	.4838	.0162	2.71	.4966	.0034	3.40	.4997	.0003
2.15	.4842	.0158	2.72	.4967	.0033	3.45	.4997	.0003
2.16	.4846	.0154	2.73	.4968	.0032	3.50	.4998	.0002
2.17	.4850	.0150	2.74	.4969	.0031	3.60	.4998	.0002
2.18	.4854	.0146	2.75	.4970	.0030	3.70	.4999	.0001
2.19	.4857	.0143	2.76	.4971	.0029	3.80	.4999	.0001
2.20	.4861	.0139	2.77	.4972	.0028	3.90	.49995	.00005
2.21	.4864	.0136	2.78	.4973	.0027	4.00	.49997	.00003

Table A. Proportions of Area under the Standard Normal Curve

$z$			$z$			$z$		
0.00	.0000	.5000	0.55	.2088	.2912	1.10	.3643	.1357
0.01	.0040	.4960	0.56	.2123	.2877	1.11	.3665	.1335
0.02	.0080	.4920	0.57	.2157	.2843	1.12	.3686	.1314
0.03	.0120	.4880	0.58	.2190	.2810	1.13	.3708	.1292
0.04	.0160	.4840	0.59	.2224	.2776	1.14	.3729	.1271
0.05	.0199	.4801	0.60	.2257	.2743	1.15	.3749	.1251
0.06	.0239	.4761	0.61	.2291	.2709	1.16	.3770	.1230
0.07	.0279	.4721	0.62	.2324	.2676	1.17	.3790	.1210
0.08	.0319	.4681	0.63	.2357	.2643	1.18	.3810	.1190
0.09	.0359	.4641	0.64	.2389	.2611	1.19	.3830	.1170
0.10	.0398	.4602	0.65	.2422	.2578	1.20	.3849	.1151
0.11	.0438	.4562	0.66	.2454	.2546	1.21	.3869	.1131
0.12	.0478	.4522	0.67	.2486	.2514	1.22	.3888	.1112
0.13	.0517	.4483	0.68	.2517	.2483	1.23	.3907	.1093
0.14	.0557	.4443	0.69	.2549	.2451	1.24	.3925	.1075
0.15	.0596	.4404	0.70	.2580	.2420	1.25	.3944	.1056
0.16	.0636	.4364	0.71	.2611	.2389	1.26	.3962	.1038
0.17	.0675	.4325	0.72	.2642	.2358	1.27	.3980	.1020
0.18	.0714	.4286	0.73	.2673	.2327	1.28	.3997	.1003
0.19	.0753	.4247	0.74	.2704	.2296	1.29	.4015	.0985
0.20	.0793	.4207	0.75	.2734	.2266	1.30	.4032	.0968
0.21	.0832	.4168	0.76	.2764	.2236	1.31	.4049	.0951
0.22	.0871	.4129	0.77	.2794	.2206	1.32	.4066	.0934
0.23	.0910	.4090	0.78	.2823	.2177	1.33	.4082	.0916
0.24	.0948	.4052	0.79	.2852	.2148	1.34	.4099	.0901
0.25	.0987	.4013	0.80	.2881	.2119	1.35	.4115	.0885
0.26	.1026	.3974	0.81	.2910	.2093	1.36	.4131	.0869
0.27	.1064	.3936	0.82	.2939	.2061	1.37	.4147	.0853
0.28	.1103	.3897	0.83	.2967	.2033	1.38	.4162	.0838
0.29	.1141	.3859	0.84	.2995	.2005	1.39	.4177	.0823
0.30	.1179	.3821	0.85	.3023	.1977	1.40	.4192	.0808
0.31	.1217	.3783	0.86	.3051	.1949	1.41	.4207	.0793
0.32	.1255	.3745	0.87	.3078	.1922	1.42	.4222	.0778
0.33	.1293	.3707	0.88	.3106	.1894	1.43	.4236	.0764
0.34	.1331	.3669	0.89	.3133	.1867	1.44	.4251	.0749
0.35	.1368	.3632	0.90	.3159	.1841	1.45	.4265	.0735
0.36	.1406	.3594	0.91	.3186	.1814	1.46	.4279	.0721
0.37	.1443	.3557	0.92	.3212	.1788	1.47	.4292	.0708
0.38	.1480	.3520	0.93	.3238	.1762	1.48	.4306	.0694
0.39	.1517	.3483	0.94	.3264	.1736	1.49	.4319	.0681
0.40	.1554	.3446	0.95	.3289	.1711	1.50	.4332	.0668
0.41	.1591	.3409	0.96	.3315	.1685	1.51	.4345	.0655
0.42	.1628	.3372	0.97	.3340	.1660	1.52	.4357	.0643
0.43	.1664	.3336	0.98	.3365	.1635	1.53	.4370	.0630
0.44	.1700	.3300	0.99	.3389	.1611	1.54	.4382	.0618
0.45	.1736	.3264	1.00	.3413	.1587	1.55	.4394	.0606
0.46	.1772	.3228	1.01	.3438	.1562	1.56	.4406	.0594
0.47	.1808	.3192	1.02	.3461	.1539	1.57	.4418	.0582
0.48	.1844	.3156	1.03	.3485	.1515	1.58	.4429	.0571
0.49	.1879	.3121	1.04	.3508	.1492	1.59	.4441	.0559
0.50	.1915	.3085	1.05	.3531	.1469	1.60	.4452	.0548
0.51	.1950	.3050	1.06	.3554	.1446	1.61	.4463	.0537
0.52	.1985	.3015	1.07	.3577	.1423	1.62	.4474	.0526
0.53	.2019	.2981	1.08	.3599	.1401	1.63	.4484	.0516
0.54	.2054	.2946	1.09	.3621	.1379	1.64	.4495	.0505

Source: P. Kunyón and Audrey Haber, *Fundamentals of Behavioral Statistics*, 3rd ed.,  
© 1976, Addison-Wesley, Reading, Massachusetts. Table A. Reprinted with permission.



Table B. Critical Values of  $t$ 

df	Level of significance for a directional (one-tailed) test					
	.10	.05	.025	.01	.005	.0005
	Level of significance for a non-directional (two-tailed) test					
	.20	.10	.05	.02	.01	.001
1	3.078	6.314	12.706	31.821	63.657	636.619
2	1.886	2.920	4.303	6.965	9.925	31.598
3	1.638	2.353	3.182	4.541	5.841	12.941
4	1.533	2.132	2.776	3.747	4.604	8.610
5	1.476	2.015	2.571	3.365	4.032	6.359
6	1.440	1.943	2.447	3.143	3.707	5.959
7	1.415	1.895	2.365	2.998	3.499	5.405
8	1.397	1.850	2.306	2.896	3.355	5.041
9	1.383	1.833	2.262	2.821	3.250	4.781
10	1.372	1.812	2.228	2.764	3.169	4.587
11	1.363	1.796	2.201	2.718	3.106	4.437
12	1.356	1.782	2.179	2.681	3.055	4.318
13	1.350	1.771	2.160	2.650	3.012	4.221
14	1.345	1.761	2.145	2.624	2.977	4.140
15	1.341	1.753	2.131	2.602	2.947	4.073
16	1.337	1.746	2.120	2.583	2.921	4.015
17	1.333	1.740	2.110	2.567	2.898	3.965
18	1.330	1.734	2.101	2.552	2.878	3.922
19	1.328	1.729	2.093	2.539	2.861	3.883
20	1.325	1.725	2.086	2.528	2.845	3.850
21	1.323	1.721	2.080	2.518	2.831	3.819
22	1.321	1.717	2.074	2.508	2.819	3.792
23	1.319	1.714	2.069	2.500	2.807	3.767
24	1.318	1.711	2.064	2.492	2.797	3.745
25	1.316	1.708	2.060	2.485	2.787	3.725
26	1.315	1.706	2.056	2.479	2.779	3.707
27	1.314	1.703	2.052	2.473	2.771	3.690
28	1.313	1.701	2.048	2.467	2.763	3.674
29	1.311	1.699	2.045	2.462	2.756	3.658
30	1.310	1.697	2.042	2.457	2.750	3.646
40	1.303	1.684	2.021	2.423	2.704	3.551
60	1.295	1.671	2.000	2.390	2.660	3.460
120	1.289	1.658	1.980	2.358	2.617	3.372
$\infty$	1.282	1.645	1.960	2.326	2.576	3.291

The value listed in the table is the critical value of  $t$  for the number of degrees of freedom listed in the left column for a directional (one-tailed) or nondirectional (two-tailed) test at the significance level indicated at the top of each column. If the observed  $t$  is greater than or equal to the tabled value, reject  $H_0$ . Since the  $t$  distribution is symmetrical about  $t = 0$ , these critical values represent both  $+$  and  $-$  values for nondirectional tests.

Source: Table B is taken from Table III of Fisher and Yates, *Statistical Tables for Biological, Agricultural and Medical Research*, published by Longman Group Ltd., London (previously published by Oliver and Boyd, Ltd., Edinburgh), and by permission of the authors and publishers.

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC, 1996

SW 112

INTRODUCTION TO SOCIAL DEVELOPMENT

TIME: THREE HOURS

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

---

SECTION A

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

SECTION B

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

---

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

SW 212

CONTEMPORARY ISSUES IN SOCIAL POLICY

TIME: THREE HOURS

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

USE SEPARATE ANSWER BOOK FOR EACH QUESTION.

-----

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

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

SECTION B: ONE QUESTION ONLY.

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

SECTION C: ONE QUESTION ONLY

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

-----  
END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA**

**UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC, 1996**

**SN 232**

**INTRODUCTION TO MACRO PRACTICE SOCIAL WORK METHODS**

**TIME:      THREE HOURS**

**ANSWER:    ALL QUESTIONS IN SECTION A AND TWO QUESTIONS IN SECTION B. EACH QUESTION IN SECTION A CARRIES 12 MARKS AND EACH QUESTION IN SECTION B IS WORTH 20 MARKS.**

---

**SECTION A    (60 MARKS)**

**Briefly discuss the following (12 marks each)**

- 1. The two methods of community work:**
  - (a) Community action**
  - (b) Social action**
- 2. The functions of social work research.**
- 3. The main components of a proposal**
- 4. The difference between social welfare administration, social planning and social research.**
- 5. The scientific methodology and social work.**

**SECTION B    (40 MARKS)**

**Essay type: Answer only two questions (20 marks each)**

- 1. Social planning can be regarded as an activity that is essentially based on a set of guidelines and principles which together operate and guide the process of social development. (Discuss)**
- 2. Compare and contrast the two methods of community work and social welfare administration and show how these two contribute towards the overall process of social development.**

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

Answer the question with specific reference to the  
Zambian context.

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC, 1996

SW332

CROSS - CULTURAL PERSPECTIVES IN SOCIAL WORK PRACTICE

TIME:      THREE HOURS

INSTRUCTIONS:    ANSWER ANY FOUR QUESTIONS

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

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC, 1996

SW 412

SOCIAL ADMINISTRATION

TIME

THREE HOURS

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

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

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SECTION A: COMPULSORY (40 MARKS)

1. Discuss the notion that

- (a) the organisation structure and
- (b) the administration

of a non-profit, social welfare organisation should be different from that of a profit-making, multinational corporation. Illustrate your argument with vivid examples.

SECTION B: ANSWER ANY TWO QUESTIONS (60 MARKS)

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



- (b) What steps, strategy(ies) and conditions would you prescribe for the Zambian Government? (21 marks)
4. A manager's perceptions about human behaviour in the workplace will influence his/her management style. Discuss this notion with the aid of relevant theories of management. (30 marks)
5. "The merit principle, if applied to the letter, can enhance the operations of a bureaucracy." Demonstrate the validity of this notion and highlight some of the obstacles to effective application of the merit principle in the Zambian Civil Service. (30 marks)
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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

SW 475

COMMUNITY CHANGE AND DEVELOPMENT

TIME: THREE HOURS

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

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SECTION A

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

SECTION B

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

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

6. Give operational definitions of the following concepts:-

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

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END OF EXAMINATION