

**THE UNIVERSITY OF ZAMBIA**  
**UNIVERSITY EXAMINATIONS - 1997/98/99/2000**  
**FIRST SEMESTER AND SECOND SEMESTER**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

- |      |        |   |  |
|------|--------|---|--|
| 1.   | DE 322 | - | Demographic Techniques   |
| 2.   | DE 412 | - | Advanced Methods of Demographic Data Evaluation, Adjustment and Estimation     |
| 3.   | DS 101 | - | Introduction to Development Studies I  |
| 4.   | DS 202 | - | Political Economy of Development   |
| 5.   | DS 945 | - | The Global Environment and Sustainable Development                             |
| * 6. | E 111  | - | Communication and Study Skills (Distance Education)                            |
| 7.   | E 121  | - | Introduction to writing skills and prose fiction                               |
| * 8. | E 122  | - | Introduction to poetry and Drama (Distance Education)                          |
| 9.   | E 211  | - | The Structure of Modern English I: Phonetics and Phonology                     |
| 10.  | E 212  | - | The structure of Modern English II: Morphology and Syntax                      |
| 11.  | E 212  | - | The structure of Modern English II: Morphology and Syntax (Distance Education) |
| 12.  | E 221  | - | English literature up to the 18th century (Distance Education)                 |
| 13.  | EC 125 | - | Introduction to macroeconomics   |
| 14.  | EC215  | - | Intermediate microeconomics  |
| 15   | EC 315 | - | Public Finance   |

16. FR III - Distance Education
17. FR 112 - Comprehension and Linguistics and Phonetics
18. FR 211 - Paper I
19. FR 132 - Grammar, composition, comprehension
20. FR 211 - (Paper II)
21. FR 212 - (Paper I)
22. FR 212 - (Paper II)
23. FR 212 - (Paper I) Grammar and Phonetics
24. FR 212 - (Paper II) Comprehension, summary and composition
25. FR 222 - French literature
26. FR 312 - (Paper I) Grammar
27. FR 312 - French and General Linguistics (Paper I)
28. FR 331 - (Paper II)
29. FR 332 - Translation: French into English (Paper II)
30. FR 411 - (Paper II)
31. FR 412 - Grammar and Stylistics (Paper I)
32. FR 432 - Semantics and Phonetics (Paper II)
33. FR 432 - Advanced studies in Translation (Paper I)
34. FR 432 - Advanced studies in Translation (Paper II)
35. II 131 - Introduction to Historical Research Methodology (Distance Education)

36. H 132- Africa and the World (Distance Education).
37. H 232- History of Modern Africa from 1900 to the Present (Distance Education).
38. H 241- Economic History of Western Europe- 1450 to the present (Distance Education)
39. ISE 182 introduction to social studies II
40. LAL 112- Introduction to linguistics (Distance Education)
41. LAL 211- The Structure of Bantu languages (Distance Education)
42. LAL 212- Studies of the Non-Bantu Languages of Africa (Distance Education)
43. LAL 221- Introduction to literary Studies (Distance Education.)
44. LAL 222 - Writings in Zambian Languages
45. LSE 382 French teaching methods I
46. MC 201- Introduction to Print Media Reporting
47. MC212- Introduction to television production
48. MC 222- Media and Society
49. MC332- Television production II
50. 342/411- Hard Copy Editing and Layout
51. MC 551- Communication and chance
52. MC 902- Advertising Practice
53. MC 912- Public Relations Practice
54. PA 125- Introduction to Public Administration (Distance Education)

55. PA 125-
56. PA 211- National, Government and Administration (Distance Education)
57. PA 212- Comparative Administration (Distance Education)
58. PH 101- Introduction to philosophy I (Distance Education)
59. PH 102- Introduction to philosophy II (Distance Education)
60. PH 221- History of Philosophy (Distance Education)
61. PH 222- History of Philosophy II (Distance Education)
62. PH 905- Logic
63. PL 115- Introduction to political Science (Distance Education)
64. PL 332- Foreign Policy Analysis
65. S 111 - Introduction to sociology I
66. S 111 - Introduction to sociology I (Distance Education)
67. S 112 - Introduction to sociology II (Distance Education)
68. S 211 - Classical Sociological theory
69. S 212 - Contemporary Sociological Theory (Distance Education)
70. S 212 - Contemporary Sociological theory
71. S 912 - Refugee Issues and Sustainable livelihoods
72. S 962 - Rural Sociology
73. SS 242- Statistical Methods in the Social Sciences
74. SW 112- Introduction to Social Development

- 75. SW 212 - Contemporary Issues in Social Policy
- 76. SW 232 - Introduction to Macro Practice Social Work Methods
- 77. SW 331 - Analysis of Social Work Intervention

**University of Zambia**  
**Social Development Studies Department**  
**Demography Division**

**Demographic Techniques (DE322) Final Examination, September 1998**

**Instructions:** Answer a **TOTAL OF FOUR QUESTIONS** two from each section. **Question four is compulsory.**

**Section A (Each question in this section carries a total of 15 points)**

1. Explain what the GRR and NRR are and show their similarities and differences. How are these two measures related to the TFR ?.
2. Identify two sources of data for international migration statistics and discuss the limitations and strengths of these sources.
3. Explain how you would use the life table to find the number of immigrants among a population now aged 20 years currently residing in an area (use life table functions). Assume that the area does not experience out-migration.

**Section B (Question 4 carries a total of 40 marks and each of the others 30 points)**

4. Given the following data, answer the questions that follow

Age	Population 1		Population 2	
	F.Population	Births	F.Population	Births
15-19	6500	600	5000	500
20-24	4800	1500	3000	1400
25-29	4200	1400	3100	1300
30-34	4400	1300	3300	1200
35-39	5000	1100	4000	5000
40-44	4900	310	3400	5800
	Total Popn. 13,000,000		Total Popn. 11,000,000	

**UN Weights**

Age Group and corresponding weights					
15-19	20-24	25-29	30-34	35-39	40-44
1	7	7	6	4	1

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

1999/2000 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATION

**Advanced Methods of Demographic Data Evaluation, Adjustment and Estimation (DE412)**

**Date:** 19<sup>th</sup> May 2000

**Time:** 14:00 hours

**Duration:** Three (3) hours

**Instructions:**

1. Answer all parts of question one i.e. part A, part B, and part C.
2. Answer only one part of question two (2) either part A or part B.
3. Answer only one part of question three (3) either part A or part B.
4. As a way of saving time (i.) do not spend more than one (1) hour on each question and (ii.) alternate between parts A and B with regard to questions two (2) and three (3).

**Question One (1), answer all parts.**

**Part A.**

1. Define the following three (3) concepts in relation to demographic data, (3 marks).
  - (i.) Evaluation
  - (ii.) Adjustment
  - (iii.) Estimation
2. Why is advanced data evaluation, adjustment, and estimation a necessary tool in demography, (6 marks).
3. Mention one weakness of indirect methods of demographic data evaluation, (1 mark)

**Part B.**

1. Define interpolation and extrapolation, (2 marks).
2. Describe two problems associated with interpolation (4 marks)
3. (i.) Given that  $x+6.1y$  is the first interpolation factor, determine the second interpolation factor, (1 mark).
  - (ii.) Using these interpolation factors, interpolate between the values given in the following table (one) and interpret your results, (3 marks).

Table 1: Interpolation values	
0.1375	0.2569
3,841,594	3,917,573
$x+8y$	$2x+10y$

**Part C.**

1. Define data graduation, (1 mark).
2. Describe two **groups** of graduation methods, (4 marks).
3. Complete the table (two) below and interpret your final results. **Do not** show your computational procedure, (5 marks).

Table 2: Smoothing of females in reproductive age groups, Zambia, 1990 using the Carrier Farrag Ratio Method				
Age Group	Five Year age groups			
(1)	(2)			
05-09	584,805			
10-14	540,260			
15-19	511,807			
20-24	403,886			
25-29	301,297			
30-34	230,609			
35-39	158,115			
40-44	144,569			
45-49	113,480			
50-54	101,229			
55-59	67,172			

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**Question Two (2), answer one part only.**


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**Part A.**

Define and explain the concepts of stable and quasi stable population, highlighting major utilities, strengths, and weaknesses, (25 marks).

**Part B.**

Given the attached table (three), answer the following questions:

1. Make a descriptive narration of how each column is obtained or computed, where possible give an example of only one such computation, (5 marks).
2. Adjust the preliminary stable birth rate estimates, given in table three (3) for distorting effects of changing mortality, justify the adjustment and show all steps, (10 marks).

Assumptions;

- the given  $C(x)$  values in the table are for 1990 census and the female growth rate of 0.0264 is for the 1980 to 1990 inter censal period.
- In 1990, mortality had been declining for the past 35 years.
- The ratio of the 1960 female population to the 1930 one is 2.1877.

3. Given that the sex ratio at birth is 1.03, masculinity ratio is 1.05, and the males growth rate is 0.0267, perform the following:
- Obtain the single birth and death rates for both females and males for the preliminary stable population i.e. table three (3), (3 marks).
  - Obtain the single birth and death rates for both females and males for the quasi stable population derived in (2.), (3 marks).
  - Make a comparative interpretation of your results, (4 marks).

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**Question Three (3), answer one part only.**

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**Part A.**

- Define and explain the concepts of estimation and projection, highlighting major utilities, strengths, and weaknesses, (15 marks).
- Describe the different alternatives of period projection of components of population, (10 marks).

**Part B.**

- Given that the probability of dying from birth to the midst of the age group 0-4 is 0.11708 for females and 0.12769 for males, Complete the tables four (4), five (5), and six (6) below. **Do not** show your computational procedure, (12 marks)

**Table 4: Estimation of female survivors, 1990 to 1995, Zambia**

Age Group	Number of females	Probability of dying between x and x+n
	Mid 1990	1990
(1)	(2)	(3)
00-04	610,713	0.10831
05-09	584,805	0.04236
10-14	540,260	0.02301
15-19	511,807	0.02473
20-24	403,886	0.02895
25-29	301,297	0.03349
30-34	230,609	0.03871
35-39	158,115	0.04425
40-44	144,569	0.04934
45-49	113,480	0.05417
50-54	101,229	0.06795
55-59	67,172	0.09086
60-64	56,511	0.13132
65-69	33,274	0.19520
70-74	25,030	0.28897
75-79	11,716	0.40851
80+	23,100	
Total	3,917,573	

**Table 5: Estimation of births between 1990 and 1995: Zambia**

Age Group	Number of females		Age Specific fertility rates		
	Mid 1990		Adjusted		
	1990				
(1)	(2)	(3)	(4)	(5)	(6)
15-19	511,807		0.0940		
20-24	403,886		0.2674		
25-29	301,297		0.2936		
30-34	230,609		0.2719		
35-39	158,115		0.2258		
40-44	144,569		0.1286		
45-49	113,480		0.0587		
Total	1,863,763				

**Table 6: Estimation of male survivors, 1990 to 1995, Zambia**

Age Group	Number of males	Probability surviving of between x and x+n
Mid 1990		1990
(1)	(2)	(3)
00-04	602,920	0.88829
05-09	573,891	0.96016
10-14	538,686	0.97880
15-19	485,711	0.97472
20-24	358,925	0.96404
25-29	271,780	0.96225
30-34	229,332	0.95981
35-39	159,900	0.95465
40-44	137,675	0.94572
45-49	113,480	0.93473
50-54	100,736	0.91629
55-59	80,946	0.89201
60-64	64,536	0.84966
65-69	43,955	0.78617
70-74	33,348	0.68825
75-79	19,231	0.56174
80+	26,542	
Total	3,841,594	

2. (i) Given below in tables seven (7) and (8) are three sets of female and male C.S.O projected distributions, which set of assumptions is similar to the population distribution that you have computed in (1) and suggest why, (5 marks).
- (ii.) Suggest the reasons that may explain the slight differences between your selected C.S.O distribution and the one you have computed in (1), (.8 marks).

**Table 7: Projected number of females, 1990 to 1995, Zambia CSO.**

One	Assumption	
	Two	Three
1,037,138	1,005,852	823,285
562,249	555,908	544,021
649,013	565,889	565,902
553,822	526,583	518,819
587,343	497,319	503,345
382,773	390,602	375,673
260,148	289,834	276,341
201,214	220,523	208,045
139,951	150,335	140,525
126,292	136,724	126,330
103,149	106,284	97,897
81,877	92,929	96,075
53,210	59,516	63,381
41,327	47,127	50,448
13,203	25,179	28,969
7,208	16,192	19,926
8,621	12,934	16,702
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4,808,538	4,699,730	4,455,684
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**Table 8: Projected number of males, 1990 to 1995, Zambia CSO.**

One	Assumption	
	Two	Three
910,854	1,044,382	1071385
572,438	550,804	555491
586,138	556,475	644746
541,704	525,497	523939
502,511	470,245	512905
347,671	345,063	321772
267,534	260,681	267987
222,323	219,062	216948
151,587	151,560	154240
128,276	129,065	134197
102,379	104,692	105991
99,439	90,738	82919
77,850	70,220	63711
59,583	52,613	48780
38,512	32,087	26188
25,958	20,737	14,069
21,604	16,830	11,979
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4,656,361	4,640,751	4,757,247
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end of the examination

All the best of luck and GOD bless you

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**1998/2000 ACADEMIC YEAR DISTANCE EDUCATION RESCHEDULED  
FINAL EXAMINATIONS**

**DS 101: INTRODUCTION TO DEVELOPMENT STUDIES I**

**TIME: THREE HOURS**

**INSTRUCTIONS:** Section A is compulsory. Answer one question each from sections B and C. Write in concise clear good English.

**SECTION A**

1. Critically analyse the concept of Poverty within the context of the existing situation in Zambia today. What measures should be put in place to reduce poverty in Zambia?

**SECTION B**

2. Outline the major characteristics of developing countries and highlight the extent to which they may constrain the development process of a developing economy.
3. What is the Modernisation theory and of what relevance is it to the understanding of the process of development in developing economies?
4. "Development is a Multi-dimensional process". Critically analyse this statement.

**SECTION C**

5. Discuss the role played by the State in the development process of a nation drawing practical examples from any developing country of your choice.
6. "The Gender dimension is very critical to the process of Sustainable development". Critically analyse this statement.
7. Define and outline the major components of sustainable development.

**END OF EXAMINATION**

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**1998/2000 ACADEMIC YEAR DISTANCE EDUCATION RESCHEDULED  
FINAL EXAMINATIONS.**

**DS202: POLITICAL ECONOMY OF DEVELOPMENT**

**TIME: THREE HOURS**

Answer three questions. Credit will be given to good English and orderly presentation of ideas. Those who neglect these essentials will be punished.

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1. What is political economy? How can it help to bring about development?
2. How do you compare the liberal and neo-structuralist approach to development?
3. What has brought a crisis in the present world economic system? What can be done to resolve these crises?
4. Does Africa need Aid in order to develop?
5. What is democracy? Is there any relationship between democracy and development?
6. What is Structural Adjustment Programme? Should Africa follow SAP in order to develop?

**E N D O F E X A M I N A T I O N**

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

**1998/99 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATION**

**DS945: THE GLOBAL ENVIRONMENT AND SUSTAINABLE DEVELOPMENT**

**TIME: THREE HOURS**

**INSTRUCTIONS:**

1. ANSWER THREE QUESTIONS
  2. Section A is Compulsory
  3. Answer any One Question from both Section B and C
  4. All Questions Carry Equal Marks
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**SECTION A**

1. Discuss the meaning, causes and possible effects of the following two major global environmental threats:
  - (a) Stratospheric Ozone Layer depletion
  - (b) Greenhouse effect

**SECTION B**

2. What is military conversion? How far does conversion offer prospects for a sustainable environment?
3. Define and explain the idea of 'Sustainable development.' Is the concept a 'fad' or a useful framework for development planning?
4. What is the rationale behind international agreements/conventions on global environmental management? Drawing examples from one of the agreements/conventions you have read, discuss the significance and problematics of such efforts.

### **SECTION C**

5. 'Define and discuss the mechanism of debt-for-nature swaps'? How far do you agree that these are an innovative financial tool for promoting environmental conservation in heavily indebted third world countries?
6. Discuss the neoclassical economic approach to environmental analysis. What are the points of weakness of this approach?
7. Discuss the environmental impact of Transnational Corporations' (TNCs) activities of Agribusiness.

**END OF EXAMINATION**

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

**E111: Communication and Study Skills**

**TIME: THREE [3] HOURS**

**INSTRUCTIONS: ANSWER ALL THE QUESTIONS.**

**MARKS WILL BE AWARDED FOR A WELL PRESENTED AND WELL WRITTEN ANSWER.**

**A Thumbnail History of Language Study**

The study of language has a long history, although linguistics as it now known has come into being mainly in the past century and a half. Man has probably wondered about language for as long as he has had it. Cultures reflect man's natural concern with language in many ways. In some cultures, knowing the real name of a person or spirit 5  
believed to give the possessor of this knowledge a certain power over that person or spirit. In some Australian tribes, a word similar to the name of a person must be suppressed in favour of a substitute when that person dies. The language of religious rituals is quite commonly considered sacred; any change in the words themselves or 10  
even in their pronunciation is felt to threaten the efficacy of the ceremony.

Western culture is no exception. The Old Testament contains explanations for the origin of language and its diversity: Adam was called upon to name every living creature, and linguistic diversification 15  
related in the story of the Tower of Babel. More recently, many Roman Catholics opposed the decision to allow the Mass to be conducted in the vernacular rather than Latin. Other modern forms of "word magic" are found in the world of marketing, where considerable emphasis is laid on finding a suitable name for a new product. 20

A significant linguistic tradition developed in India long ago, but it was not known in the Western world until the nineteenth century. The religious of the Hindus were composed in Sanskrit around 1200-1000 B.C. Over the centuries, Sanskrit of course changed. Like religious leaders in other cultures, however, the Hindu priests believed that the efficacy of their religious practices could not be 25  
ensured unless their renditions of the ritual hymns were completely faithful to the original with respect to both text and pronunciation. Sanskrit grammar consequently developed as an attempt to preserve the

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

E111: Communication and Study Skills

TIME: THREE [3] HOURS

INSTRUCTIONS: ANSWER ALL THE QUESTIONS.

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SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

E111: Communication and Study Skills

TIME: THREE [3] HOURS

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Western culture is no exception. The Old Testament contains explanations for the origin of language and its diversity: Adam was called upon to name every living creature, and linguistic diversification is related in the story of the Tower of Babel. More recently, many Roman Catholics opposed the decision to allow the Mass to be conducted in the vernacular rather than Latin. Other modern forms of "word magic" are found in the world of marketing, where considerable emphasis is laid on finding a suitable name for a new product. 15 20

A significant linguistic tradition developed in India long ago, but it was not known in the Western world until the nineteenth century. The religious of the Hindus were composed in Sanskrit around 1200-800 B.C. Over the centuries, Sanskrit of course changed. Like religious leaders in other cultures, however, the Hindu priests believed that the efficacy of their religious practices could not be assured unless their renditions of the ritual hymns were completely faithful to the original with respect to both text and pronunciation. Hindu grammar consequently developed as an attempt to preserve the 25

religious language in full detail. The classic work of this tradition, dated approximately, 400 B.C., is attributed to a grammarian named Panini. To this day, Panini's grammar has not been surpassed as a concise and insightful description Sanscrit. It has dominated Indian grammar throughout the centuries. 30

Western grammatical tradition can be traced to the ancient Greeks, who raised the question of whether there is something essential in the relation between a word and the thing to which it refers or whether the relation is an arbitrary one. For example, is there some way in which the word fish is specially [or uniquely] suited to the creatures we angle for with hook, line and sinker, or is the fact that we call these creatures fish just an accident of linguistic history? To the Greeks can be traced the notion that the elements of a language can be classified into "parts of speech", such as nouns, verbs, and conjunctions. In their work one can also find the idea of case. 35 40

The grammatical practice of the Romans was based squarely on that of the Greeks. Throughout the mediaeval period Latin occupied a central position in the world of education and scholarship. When one studied grammar, one usually studied Latin grammar. Even in modern times, Latin grammar has often been used as a model for the description of other languages. As a result, there is an essentially unbroken grammatical tradition stretching from the twentieth century all the way back to ancient Greece. Children are still being taught about parts of speech. 45 50

Modern linguists have often tended to slight what they call traditional grammar and to underestimate the insights of mediaeval and early modern students of language. Traditional grammarians have been charged with confusing speech and writing, with slavishly copying the dogmas that previous grammarians have expounded, with trying to force all languages into the Latin mould, and with trying erroneously to equate language and logic. There is more than just a grain of truth in these accusations. Many can remember learning in school to conjugate English verbs according to a paradigmatic scheme suited to Latin but not to English: 55 60

I praise	we praise
you praise	you praise
he, she, it praises	they praise

There is no point in learning to parrot six present tense forms for English praise, because there are actually only two:

I, we, you, they praise

he, she, it praises

70

To find out why a six-form display was adopted for English, one has only to look at Latin where a six-form display is proper:

laudo 'I praise'

laudas 'you praise'

laudat 'he, she, it praises'

laudamus 'we praise'

laudatis 'you praise'

laudent 'they praise' 75

Nevertheless, the insights of traditional grammar are deeper, and its contribution greater, than its critics tend to realise. As theories of language structure become more sophisticated, it becomes apparent that traditional grammarians were not so far off the track. There is indeed some close, though not fully understood relation between language 80 and logic. Linguistic elements do fall into classes, like nouns and verbs, although there are many more such classes than traditional grammarians realised. Linguists have come to the conclusion that all human languages are similarly designed, but many traditional grammarians anticipated them long ago by engaging in the investigation of 85 universal grammar. Traditional grammar books are really not wrong, but they do share with all other attempts to describe languages, including the most advanced, the inevitable fault of being incomplete.

Our understanding of language took some long strides during the nineteenth century. Most importantly, scholars came to appreciate what 90 it means for one language to be related to another. They established that most of the languages of Europe and northern India are related as members of a single family, which is known as the Indo-European family. It has been claimed, and not without reason, that the discovery of the relationship and historical development of languages is to be 95 classed with the truly great products of human intelligence. These philological advances, it is interesting to note, can be attributed in part to the influence of the linguistic tradition of ancient India. Previously unknown in the West, this tradition came to the attention of philologists when they realised that Sanskrit was related to 100 the major European languages. The analytic techniques that long ago had been applied in the description of Sanskrit have been a significant factor in the evolution of modern linguistics.

In addition to their view of linguistic relationship, the nineteenth \* century philologists contributed other insights. They discovered 105 that changes in the sound system of a language are regular and not idiosyncratic, as one might suspect. They recognised the extent and the importance of the borrowing of linguistic traits from one language into another. The advances they made constituted a beginning, not a routine culmination of any antecedent tradition of historical lin- 110

guistics. Their techniques are now being applied to language families around the world.

A language is a complicated system that changes slowly through the centuries. To understand the changes that occur in such a system, the linguist must first have some knowledge of the structure of the system at one or more points in time. Descriptive linguistics, then, is logically prior to historical linguistics, though it emerged as a distinct and self-conscious discipline only in the twentieth century.

For several decades, descriptive linguists laid the heaviest emphasis on the sound systems of languages, paying relatively little attention to meaning or to syntax - the principles for combining words to form grammatical sentences. There were several reasons for this emphasis. The preceding tradition of historical linguists most relied heavily on the sound systems of languages; descriptive linguists inherited this tendency, along with the inclination to look for regularities in sound systems. At the same time, in the description of the unknown and poorly known languages of the world, particularly the languages of the American Indians. In studying an unknown language, one of the first things a linguist has to do is master its sounds and devise a notation for transcribing utterances. In addition, the strong, but unfortunate influence of behaviourism in psychology, left its mark. The pseudoscientific doctrine that only overt, externally observable behaviour is valid evidence in psychological investigation reinforced the tendency of linguists to concentrate on sound systems and ignore the more abstract domains of meaning and syntax.

In recent years, linguists have recognised that meaning and syntax are crucial to an understanding of language. They have also recognised that language is basically a psychological phenomenon, one that cannot be studied fruitfully just by observing linguistic behaviour. The resulting approach to the investigation of language, is a movement known as generative grammar. Generative grammar is very much in keeping with contemporary views on the philosophy of science and also, as has been seen, with the ideas of traditional grammarians. It represents both a revolution in grammatical thinking and a reaffirmation of the validity of structural insights about language that have been accumulating for many centuries.

Langacker, Ronald W. 1967. Language and its structure: some fundamental linguistic concepts. 2nd ed. New York: Harcourt Brace Jovanovich, inc.

1. Write a formal set of notes on the study of language from those of the Indians in B.C. up to, and including, those of the nineteenth century Europeans who studied language. Make sure that your notes are organised correctly, that they are written in the correct abbreviated style, and that there are no irrelevancies in them. [25 marks]
2. Give an approximate year as the date when linguistics, as it is now known, became an area of study. (1 mark)
3. Why did Roman Catholics oppose changes which led to the Mass no longer being conducted in Latin? (2 marks)
4. The author claims that Sanskrit has changed over the centuries (1.24). Suggest two ways in which Sanskrit might have changed during this period. (2 marks)
5. The author suggests that criticisms of the traditional grammarians
 

A. are without any substance at all	B. do have some justification
C. are certainly very true	D. cannot be taken seriously (1 mark)
6. Give an example of where the author feels traditional grammarians have been wrongly criticised. (1 mark)
7. Give the names of three languages - one Indian and two European - which can be classified as Indo-European. (3 marks)
8. Give one word used between lines 119 and 135 which suggests that the author of the passage is no supporter of "behaviourism". (1 mark)
9. What evidence does the author give to suggest that he does not fully accept that psychology - and therefore linguistics - is a true science. (2 marks)
10. Give one reason for linguists being unwilling to study "syntax" and "semantics" until fairly recently. (2 marks)
11. Answer the following questions as briefly but as fully as possible.
  - (a) What does the Latin laudamus mean in English?
  - (b) Which people first introduced the idea of "parts of speech"?
  - (c) Which languages make up the Indo-European family of languages?
  - (e) What did descriptive linguists lay most emphasis upon?

(d) In what language were the religious hymns of the Hindus originally-written

11. What do the following words and phrases mean as they are used in the passage?

(a) linguistic diversification (l.15)

(b) vernacular (l.18)

(c) parrot (l.67)

(d) proper (l.72)

(e) notation (l.130) (5 marks)

12. To what do the following words and phrases refer?

(a) These philological advances (ll.96-97)

(b) Their techniques (l.111)

(c) it (l.117)

(d) this emphasis (ll.122-123)

(e) this tendency (ll.125) (5 marks)

13. Consider the following five sentences and identify from among them

[a] a proper noun;

[b] an adjective

[c] an auxiliary verb

[d] a main clause

[e] a compound sentence

[1] He first saw Lusaka on a sunny day.

[2] When the sun came out, the weather improved.

[3] The girl was late but her sister was on time.

[4] She had seen the city last year.

[5] She wore what her sister had worn last week. (5 marks)

**Table 3: Gold Production in Selected Countries**  
(1985 - 1988: '000 ounces)

Countries	1985	1986	1987	1988
South Africa	33 521	33 520	34 314	35 289
Ghana	828	837	775	772
Australia	963	879	767	677
Zimbabwe	597	549	527	501
Columbia	350	283	240	221

14. Answer the following questions from the information given in the Table above.

X

- (a) How much gold was produced in Australia in 1987?  
(b) What was the trend in gold production in Columbia and Zimbabwe from 1985 to 1988?  
(c) Describe in a few words South Africa's production of gold compared to that of the other countries in the Table above.  
(3 marks)

15. Write an essay of at least three sides in which you defend the statement that Zambia needs the University of Zambia. Do not forget to give your essay a title, an introduction and a conclusion. (30 marks)

16. Construct a bibliography from the following mixed up titles.

"Philippine Creole Spanish" - 17 - John M. Lipski - 1986b - Philippine Journal of Linguistics

Peter Wood - Knopf - New York - Black Majority - 1974

Aimes, Hubert - Putnam - A History of Slavery in Cuba, 1511-1868 - New York - 1971

Washington DC - "Sociolinguistic Factors" - Center for Applied Linguistics - Journal of Linguistics - 1971 - Jane Smith

Writers' Press - Bell, Ian - 1981 - The Dominican Republic - Boulder: Westview (7 marks)

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - NOVEMBER/DECEMBER 1997

E 111

COMMUNICATION AND STUDY SKILLS

(DISTANCE EDUCATION)

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY FOUR QUESTIONS. THE QUESTIONS  
CARRY EQUAL MARKS.

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1. "Speaking involves a lot more than merely uttering words and sentences." Comment.
  2. Discuss the major types of reading and show how reading for study differs from all other types of reading.
  3. Show clearly the listening skillss required in the following situations:
    - (a) a lecture at the University
    - (b) a political rally
  4. Discuss, with examples, the principles of effective communication.
  5. Discuss the barriers to effective communication, giving specific examples.
- 

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA**

**UNIVERSITY EXAMINATIONS - NOVEMBER/DECEMBER 1997**

**E 121**

**INTRODUCTION TO WRITING SKILLS AND PROSE FICTION**

**DISTANCE EDUCATION**

**TIME:        THREE (3) HOURS**

**INSTRUCTIONS:**

**ANSWER THREE QUESTIONS. YOU SHOULD NOT GIVE DETAILED TREATMENT TO THE SAME TEXT IN MORE THAN ONE ANSWER. CANDIDATES MAY BRING WITH THEM INTO THE EXAMINATION ROOM A COPY OF AN ENGLISH DICTIONARY. WRITE THREE SHORT ESSAYS IN PROPER ACADEMIC FORMAT. DON'T INCLUDE A PLAN.**

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1. In The Odyssey compare and contrast the characters of Zeus and Poseidon. Who is better?
  2. In The Beautiful Ones Are Not Yet Born is the situation portrayed in Ghana realistic or grossly exaggerated?
  3. In Maru, comment on how Maru is portrayed. Is he really a believable character or not?
  4. Is it true that Hemingway clearly shows his bias against women in his portrayal of Margaret in 'The short happy life of Francis Macomber'?"
  5. What great lessons about the nature of story telling do we get from Genesis in the Bible?
- 

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**DIRECTORATE OF DISTANCE EDUCATION**  
**1998/1999 ACADEMIC YEAR EXAMINATION**

**E122 - INTRODUCTION TO POETRY AND DRAMA**

**Instructions :** ANSWER THREE QUESTIONS. DO NOT ANSWER MORE THAN TWO QUESTIONS FROM ANY GIVEN SECTION. CANDIDATES MAY BRING INTO THE EXAMINATION ROOM AN ENGLISH DICTIONARY AND COPIES OF THE PRESCRIBED TEXTS IN THE COURSE

Time: Allowed: Three (3) Hours

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**SECTION A**

1. Analyse the character of Oedipus and show to what extent he was powerless to escape his fate in the play *Oedipus the king*.
2. The play *Antigone* has been described as being as being "political" in context. To what extent is this an accurate interpretation of the play?
3. Discuss the significance of the death of Oedipus at the grove of the furies in the play *Oedipus at Colonus*.

**SECTION B**

4. "Comedy involves a reversal of events from state of disorder and abnormality to a state that is orderly and normal".  
To what extent is this statement applicable to Shakespeare's play *Twelfth Night*.
5. Discuss the role played by the elements of delusion and deception in the Play *Twelfth Night*.
6. Discuss the relationship between Olivia, Viola and the Duke Orsino in *Twelfth Night*. To what extent do the three characters deceive themselves and others?.

### SECTION C

7. Read the poem below and answer the questions which follow.

*"Come Away My Love"*

Come Away, my love, from streets  
Where unkind eyes divide,  
And shop windows reflect our difference.  
In the shelter of my faithful room rest.

There, safe from opinions, being behind  
Myself, I can see only you;  
And in my dark eyes your grey  
will dissolve. The candlelight throws  
two dark shadows on the wall  
Which merge into one as I close beside you.

When at least the lights are out,  
And I feel your hand in mine,  
Two human breaths join in one,  
And the piano in one,  
And the piano weaves  
Its unchallenged harmony.

- (a) What sort of individual is the persona of the poem and what "difference" exists between the persona and the addressee? What clues in the poem lead you to your conclusion?
- (b) Why does the persona feel a need to be "safe from opinions" and what sort of opinions are they?
- (c) Analyse the movement of the poem from "division" and "difference" in the first stanza to "joining together" and "harmony" in the last stanza
- (d) What is peculiar about the piano (keyboard) that makes it such an appropriate image of harmony in the context of this poem?

**END OF EXAMINATION**

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - NOVEMBER/DECEMBER 1997

E122

INTRODUCTION TO POETRY AND DRAMA

DISTANCE EDUCATION

TIME:        THREE HOURS

INSTRUCTIONS:    ANSWER ANY THREE QUESTIONS  
CANDIDATES MAY BRING INTO THE EXAMINATION ROOM AN  
ENGLISH DICTIONARY AND COPIES OF THE PRESCRIBED  
PRIMARY TEXTS IN THE COURSE.

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SECTION A

1.    The tragic hero is described as having a fault or flaw of character. To what extent is Oedipus' inability to escape his fate a result of a fault of character in the play Oedipus the King?
2.    Compare and contrast the characters of Oedipus' sons Eteocles and Polynices, and his daughters Ismene and Antigone respectively in the play Oedipus at Colonus.
3.    Discuss the conflict between divine law and secular law that Sophocles articulates in the play Antigone. Is this contradiction satisfactorily resolved in the play?

SECTION B

4.    Compare and contrast Sir Andrew and Sir Toby as characters in the play Twelfth Night.
5.    Discuss Shakespeare's use of the device of disguise and false appearances in the play Twelfth Night. How successful is this device in creating comic effects in the play?
6.    "Comedy involves a reversal of events from a state of disorder and abnormality to a situation that is orderly and normal."

To what extent is this statement applicable to Shakespeare's comic play Twelfth Night?

### SECTION C

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

#### The Renegade

My brother you flash your teeth in response  
to every hypocrisy

My brother with gold-rimmed glasses  
You give your master a blue-eyed faithful look  
My poor brother in immaculate evening dress  
Screaming and whispering and pleading in the  
Parlours of condescension

We pity you  
Your country's burning sun is nothing but a  
shadow  
on your serene 'civilized' brow  
And the thought of your grandmother's hut  
Brings blushes to your face that is bleached  
By years of humiliation and bad conscience  
And while you trample on the bitter red soil of Africa  
Let these words of anguish keep time with your  
restless step  
Oh I am lonely so lonely here.

(David Diop)

- (i) To what famous school of African poetry does this poem and its author belong?
- (ii) What sort of an individual is the person being addressed in the poem?
- (iii) Who is the "master" referred to in the fourth line of the poem?
- (iv) Discuss the significance of the following phrases in the poem:
  - (a) "immaculate evening dress"
  - (b) "the parlours of condescension"
  - (c) "serene 'civilized' brow"
  - (d) "your restless step"
- (v) Why does the poem end by speaking of loneliness?

8. Read the poem below and answer the questions which follow:

The Scarlet Woman

Once I was good like the Virgin Mary and  
the minister's wife.

My father worked for Mr. Pullman and  
white people's tips; but  
he died two days after his insurance expired.

I had nothing, so I had to go to work.  
All I had was a white girl's education and a  
face that enchanted the men of both races.

Starvation danced with me.  
So when Big Lizzie, who kept a house for white  
men, came to me with tales of fortune that  
I could reap from the sale of my virtue  
I bowed my head to vice.

Now I can drink more gin than any man for  
miles around.

Gin is better than all the water in Lethe.  
(Fenton Johnson)

- (i) What sort of person is the persona in this poem?
- (ii) What is the significance of the father dying two days after his insurance expired?
- (iii) What is the significance of  
"... the sale of my virtue" and  
"I bowed my head to vice"?
- (iv) Comment on the theme of the poem. How the poet present it to the readers?
- (v) Analyse the contrast between the first two lines of the poem and the final one. What is the effect of the contrast?

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - NOVEMBER 1997

E 211

THE STRUCTURE OF MODERN ENGLISH I: PHONETICS AND PHONOLOGY

(DISTANCE EDUCATION)

TIME: THREE HOURS

INSTRUCTIONS TO CANDIDATES:

- ATTEMPT ANY FOUR (4) QUESTIONS.
  - ALL QUESTIONS CARRY EQUAL MARKS.
- 

1. Describe the manner of articulation for each of the following consonant sounds, giving examples from English.
  - (i) Plossives
  - (ii) Fricatures
  - (iii) Laterals
  - (iv) Affricates
  - (v) Nasals
2. Write short notes on each of the following:
  - (i) Airstream mechanism
  - (ii) Place of articulation
  - (iii) Active and passive articulators
  - (iv) Phonetics and phonology
  - (v) Voiced and voiceless sounds
3. Write short notes on each off the following:
  - (i) Syllabic structure in English
  - (ii) Assimilation and Ellision
  - (iii) Allophone
  - (iv) Diphthongs
  - (v) Word-stress in English
4. Discuss the concept of phoneme and the procedure for its identification, giving examples from English.
5. "In an utterance, the choice of an intonation tune gives the hearer definite clues to the decoding of the message conveyed by the speaker."

Explain the above statement and give some general rules for the use of tunes in English.

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END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA**  
**DIRECTORATE OF DISTANCE EDUCATION**  
**1998/1999 ACADEMIC YEAR EXAMINATION**  
**E 212 THE STRUCTURE OF MODERN ENGLISH II: MORPHOLOGY**  
**AND SYNTAX**

**Time: Allowed: Three (3) Hours**

**Instructions:** 1. Answer any Four (4) questions  
2. All questions carry equal marks

**All the constructions used should be GRAMMATICALLY ACCEPTABLE in all respects.**

- 
1. Justify the view that Linguistics is a science.
  2. Briefly write on the following concepts, with, wherever necessary, example from English.
    - a) Idiomatic expressions
    - b) denominal verb suffixes
    - c) morpheme
    - d) conversion and affixation
    - e) segmentation
    - f) Chomsky's concept of sentence
    - g) Word class
    - h) Tense
    - i) Function and word classification
    - h) Noun phrase
  3.
    - a) Distinguish between surface structure and Deep structure.
    - b) For each of the sentences given below, draw a Deep structure Tree Diagram, stating all the Transformational Rules you have applied:
      - (i) The youngman stunned the beautiful landlady.
      - (ii) Jumbe wants to buy my farm.
      - (iii) She hid the mandrax tablets

(iv) The child was reading some letters.

(v) The priest found a nun in the chapel.

4. <sup>Form</sup> "From and function are more reliable in classifying words than meaning is".

Using any **five** of the words underlined in the sentences below, demonstrate the truth of this statement.

a) I was amazed at his love for children.

b) Tamara quickly changed her mind.

c) The farmer usually boasts of his produce.

d) Chuma found it hard to live without Moonga

e) She sold all her cotton dresses yesterday.

f) The boys found the lecture revealing.

g) Jacqueline was in love.

5. The vocabulary of English is enormous and it is still growing. Explain how all these words come into being and what methods were, and still are used to form them. Give at least five (5) processes and methods.

**END OF EXAMINATION**

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - NOVEMBER/DECEMBER 1997

E 212

THE STRUCTURE OF MODERN ENGLISH II: MORPHOLOGY AND SYNTAX

(DISTANCE EDUCATION)

TIME: THREE HOURS

INSTRUCTIONS TO CANDIDATES:

ATTEMPT ALL QUESTIONS. THE QUESTIONS CARRY EQUAL MARKS.

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1. Outline the major tenets of Chomsky's theory of Transformational - Generative Grammar.
  2. Write briefly on the following, giving relevant examples.
    - (a) Morphs and Morphemes
    - (b) Phonological conditioning and Morphological conditioning
    - (c) Inflection and Derivation
    - (d) Conversion and back formation
    - (e) Opaque and transparent compounds
  3. Present a Meaning, form and function analysis of the English adverb.
  4. Discuss the features used in the description of verbs in English and show the relationship between verb types and clauses. Give specific examples.
- 

END OF EXAMINATION

(1)

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - NOVEMBER/DECEMBER 1997

E221

ENGLISH LITERATURE UPTO THE 18TH CENTURY

DISTANCE EDUCATION

**TIME:**        **THREE HOURS**

**INSTRUCTIONS:**    ANSWER FOUR QUESTIONS IN ALL.    SECTION ONE  
IS COMPULSORY AND CHOOSE ANY THREE QUESTIONS FROM  
SECTION TWO MAKING SURE THAT YOU CHOOSE QUESTIONS  
ON THREE DIFFERENT TEXTS.    YOU MAY BRING INTO  
THE EXAMINATION ROOM PRIMARY TEXTS FOR THE COURSE.

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**SECTION ONE**

1.    Mildendo, the metropolis of Lilliput, described, together with the Emperor's palace. A conversation between the author and a principal secretary, concerning the affairs of that empire; the author's offers to serve the Emperor in his wars.

The first request I made after I had obtained my liberty, was, that I might have licence to see Mildendo, the metropolis; which the emperor easily granted me, but with a special charge to do no hurt, either to the inhabitants, or their houses. The people had notice by proclamation of my design to visit the town. The wall which encompassed it is two foot and an half high, and at least eleven inches broad, so that a coach and horses may be driven very safely round it and it is flanked with strong towers at ten foot distance. I stepped over the great western gate, and passed very gently, and sideling through the two principal streets, only in my short waist-coat for fear of damaging the roofs and eaves of the houses with the skirts of my coat. I walked with the utmost circumspection, to avoid treading on any stragglers, who might remain in the streets, although the orders were very strict, that all people should keep in their houses at their own peril. The garret windows and tops of houses were so crowded with spectators, that I thought in all my travels I had not seen a more populous place. The city is an exact square, each side of the wall being five hundred foot long. The two great streets, which run cross and divide it into four quarters, are five foot wide. The lanes and alleys, which I could not enter, but only viewed them as I passed, are from twelve to eighteen inches. The town is capable of holding five hundred thousand souls. The houses are from three to five stories. The shops and markets well provided.

The Emperor's palace is in the center of the city, where the two great streets meet. It is inclosed by a wall of two foot high, and twenty foot distant from the buildings. I had his Majesty's permission to step over this wall; and the space being so wide between that and the palace, I could easily view it on every side. The outward court is a square of forty foot, and includes two other courts: in the inmost are the royal apartments, which I was very desirous to see, but found it extremely difficult; for the great gates, from one square into another, were but eighteen inches high, and seven inches wide. Now the buildings of the outer court were at least five foot high, and it was impossible for me to stride over them, without infinite damage to the pile, although the walls were strongly built of hewn stone, and four inches thick. At the same time the Emperor had a great desire that I should see the magnificence of his palace; but this I was not able to do till three days after, which I spent in cutting down with my knife some of the largest trees in the royal park, about an hundred yards distant from the city. Of these trees I made two stools, each about three foot high, and strong enough to bear my weight. The people having received notice a second time, I went again through the city to the palace, with my two stools in my hands. When I came to the side of the outer court, I stood upon one stool, and took the other in my hand: this I lifted over the roof, and gently set it down on the space between the first and second court, which was eight foot wide. I then stepped over the buildings very conveniently from one stool to the other, and drew up the first after me with a hooked stick. By this contrivance I got into the inmost court; and lying down upon my side, I applied my face to the windows of the middle stories, which were left open on purpose, and discovered the most splended apartments that can be imagined. There I saw the Empress, and the young princes in their several lodgings, with their chief attendants about them. Her Imperial Majesty was pleased to smile very graciously upon me, and gave me out of the window her hand to kiss.

But I shall not anticipate the reader with farther descriptions of this kind, because I reserve them for a greater work, which is now almost ready for the press, containing a general description of this empire, from its first erection, through a long series of princes, with a particular account of their wars and politics, laws, learning, and religion; their plants and animals, their peculiar manners and customs, with other matters very curious and useful; my chief design at present being only to relate such events and transactions as happened to the public, or to myself, during a residence of about nine months in that empire.

One morning, about a fortnight after I had obtained my liberty, Reldresal, Principal Secretary (as they style him) of Private Affairs, came to my house, attended only by one servant. He ordered his coach to wait at a distance, and desired I would give him an hour's audience; which I readily consented to, on account

of his quality, and personal merits, as well as of the many good offices he had done me during my solicitations at court. I offered to lie down, that he might the more conveniently reach my ear; but he chose rather to let me hold him in my hand during our conversation. He began with compliments on my liberty, said he might pretend to some merit in it; but, however, added, that if it had not been for the present situation of things at court, perhaps I might not have obtained it so soon. For, said he, as flourishing a condition as we appear to be in to foreigners, we labour under two mighty evils; a violent faction at home, and the danger of an invasion by a most potent enemy from abroad. As to the first, you are to understand, that for above seventy moons past, there have been two struggling parties in the empire, under the names of Tramecksan and Slamecksan, from the high and low heels on their shoes, by which they distinguish themselves. It is alleged indeed, that the high heels are most agreeable to our ancient constitution: but however this be, his Majesty hath determined to make use of only low heels in the administration of the government and all offices in the gift of the crown, as you cannot but observe and particularly, that his Majesty's imperial heels are lower at least by a drurr than any of his court; (drurr is a measure about the fourteenth part of an inch). The animosities between these two parties run so high, that they will neither eat nor drink, nor talk with each other. We compute the Tramecksan, or High-Heels, to exceed us in number; but the power is wholly on our side. We apprehend his Imperial Highness, the heir to the crown, to have some tendency towards the High-Heels; at least we can plainly discover one of his heels higher than the other, which gives him a hobble in his gait. Now, in the midst of these intestine disquiets, we are threatened with an invasion from the island of Blefuscu, which is the other great empire of the universe, almost as large and powerful as this of his Majesty. For as to what we have heard you affirm, that there are other kingdoms and states in the world, inhabited by human creatures as large as yourself, our philosophers are in much doubt, and would rather conjecture that you dropped from the moon, or one of the stars, because it is certain, that an hundred mortals of your bulk would, in a short time, destroy all the fruits and cattle of his Majesty's dominions. Besides, our histories of six thousand moons make no mention of any other regions, than the two great empires of Lilliput and Blefuscu. Which two mighty powers have, as I was going to tell you, been engaged in a most obstinate war for six and thirty moons past. It began upon the following occasion. It is allowed on all hands, that the primitive way of breaking eggs before we eat them, was upon the larger end: but his present Majesty's grandfather, while he was a boy, going to eat an egg, and breaking it according to the ancient practice, happened to cut one of his fingers. Whereupon the Emperor his father published an edict, commanding all his subjects, upon great penalties, to break the smaller end of their eggs. The people so highly resented this

law, that our histories tell us there have been six rebellions raised on that account; wherein one emperor lost his life, and another his crown. These civil commotions were constantly fomented by the monarchs of Blefuscu; and when they were quelled, the exiles always fled for refuge to that empire. It is computed, that eleven thousand persons have, at several times, suffered death rather than submit to break their eggs at the smaller end. Many hundred large volumes have been published upon this controversy: but the books of the Big-Endians have been long forbidden and the whole party rendered incapable by law of holding employments. During the course of these troubles, the emperors of Blefuscu did frequently expostulate by their ambassadors, accusing us of making a schism in religion, by offending against a fundamental doctrine of our great prophet Lustrog, in the fifty-fourth chapter of the Brundecral (which is their Alcoran). This, however, is thought to be a mere strain upon the text: for the words are these; That all true believers shall break their eggs at the convenient end: and which is the convenient end, seems, in my humble opinion, to be left to every man's conscience, or at least in the power of the chief magistrate to determine. Now the Big-Indian exiles have found so much credit in the Emperor of Blefuscu's court, and so much private assistance and encouragement from their party here at home, that a bloody war hath been carried on between the two empires for six and thirty moons with various success; during which time we have lost forty capital ships, and a much greater number of smaller vessels, together with thirty thousand of our best seamen and soldiers; and the damage received by the enemy is reckoned to be somewhat greater than ours. However, they have now equipped a numerous fleet, and are just preparing to make a descent upon us; and his Imperial Majesty, placing great confidence in your valour and strength, hath commanded me to lay this account of his affairs before you.

I desired the Secretary to present my humble duty to the Emperor, and to let him know, that I thought it would not become me, who was a foreigner, to interfere with parties; but I was ready, with the hazard of my life, to defend his person and state against all invaders.

### Questions

- a) Identify and discuss any three aspects of the Lilliputians that Swift satirises in this passage.
- b) Politically, what do Blefuscu and Lilliput stand for?
- c) What phrase aptly summarises Swift's political position with regard to the cause of the war between the Big Endians and Little Endians. Defend your answer.
- d) Which English King is referred to as the emperor who lost his life?

## SECTION TWO

2. Evaluate Macbeth in terms of its being a morality play.
3. Contrast how Old Siward receives the news of his sons's death (V, iii, 39-53) with that of Macbeth on hearing of the death of his wife (V, v, 16-28).
4. What is the role of the old man in scene 13 of Marlowe's Doctor Faustus
5. What seems to be the position of the woman in Milton's scheme of things? Can his treatment of Eve be justified for the modern woman?
6. Is there a hero of Paradise Lost? Is it Satan, Adam or the Son?
7. Discuss the advantages that Swift derives from making the Honyhnhnms horses.

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END OF EXAMINATION

(4)

UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
1997/98 ACADEMIC YEAR SECOND SEMESTER  
DEFFERED / SUPPLEMENTARY EXAMINATIONS

EC 125 - INTRODUCTION TO MACROECONOMICS

TIME: THREE HOURS

INSTRUCTIONS: ANSWER QUESTION THREE QUESTIONS

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1. (a). What is monetary policy ?  
(b). How can the central bank use it to achieve macroeconomic goals ?
  2. Clearly explain how imports and the marginal propensity to save influence the multiplier.
  3. Using diagrams show the relationship between interest rates, the marginal efficiency of investment, and investment levels. What factors are important in determining levels of investment ?
  4. With the help of diagrams show the circular flow of income in an open economy.  
What are the difficulties that can be faced in the measuring of national income ?
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END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA**

**1998/99 UNIVERSITY DISTANCE EDUCATION FINAL  
EXAMINATIONS**

**EC215: INTERMEDIATE MICROECONOMICS.**

**TIME: THREE HOURS.**

**INSTRUCTION: ANSWER THREE QUESTIONS IN ALL.**

**SECTION A.**

Answer **EITHER Question (1) OR Question (2)**

1. Gasoline is sold through local gasoline station under perfectly competitive conditions. All gasoline station owners face the same long-run average cost curve by

$$LAC = q - 1 - 100/q \dots\dots\dots(i)$$

And the same long-run marginal cost curve given by

$$LMC = 2q - 1 \dots\dots\dots(ii)$$

Where  $q$  is the number of gallons sold per day.

- (a) Assuming the market is in the long-run equilibrium, how much gasoline will each individual owner sell per day? What are the long-run average cost and marginal cost at this output level?

- (b) The market demand for gasoline is given by

$$QD = 25,000 - 500P \dots\dots\dots(iii)$$

Where  $QD$  is the number of gallons demanded per day and  $P$  is the price per gallon. Given your answer in (a), what will be the price of gasoline in long-run equilibrium?

2. There is a relationship between price elasticity of demand and the marginal revenue (MR).

(a) Mathematically derive the relationship between price elasticity of demand ( $e$ ), average revenue (AR), Price ( $P$ ) and MR, given the demand and revenue functions as follows:

Demand Function:  $P = f(Q)$

Revenue Function:  $TR = P \cdot Q = [f(Q)] \cdot Q$

(b) Briefly and exhaustively explain the relationships in (a) if,

(i)  $e > 1$

(ii)  $e < 1$

(c) Graphically show the relationship derived in (a).

## SECTION B.

Answer EITHER Question (3) OR question (4).

3. With the aid of diagrams,

(a) Briefly explain the short-run equilibrium condition of a monopolistic competitive market structure with excess profits.

(b) Briefly explain the long-run equilibrium condition of a monopolistic competitive market structure.

4. A Monopolist faces a market demand curve given by  $Q = 70 - P$ .  
The Monopolist marginal Revenue is given by  $MR = 70 - 2Q$ .

a. If the Monopolist can produce at constant average and marginal costs of  $AC = MC = 6$ , what output level will the monopolist choose in order to maximize profits? What is the price at this level of output? What are the monopolist's profits?

b. Assume instead that the monopolist has a cost structure where total costs are described by  $C = 0.25Q^2 - 5Q + 300$   
And marginal cost is given by  $MC = 0.5Q - 5$ .

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With the monopolist facing the same market demand and marginal revenue, what price-quantity combination will be chosen now to maximize profits? What will profits be?

### SECTION C.

You **MAY** answer **BOTH** Questions.

5. Under General Equilibrium Theory, a fundamental feature of any economic system is the interdependence among its constituent parts. However, Welfare Economics is concerned with the evaluation of alternative economic situations from the well being of the society's point of view.

Briefly explain welfare implications of the Three Static Properties that are observed in a general equilibrium solution under a free competitive market mechanism using the Pareto – Optimality criterion.

6. David makes \$200 per week at Steers and spends his entire weekly income on new running shoes and designer jeans since these are the only two items that provide utility to him. Furthermore, David insists that for every pair of Jeans he buys, he must also buy a pair of shoes (without the shoes, the new Jeans are worthless). Therefore, he buys the same number of pairs of shoes and Jeans in any given week.
- If Jeans cost \$20 and shoes cost \$20, how many will David buy of each?
  - Suppose that the price of Jeans goes up to \$30 a pair. How many shoes and Jeans will he buy?
  - Explain with the aid of a diagram the income and substitution effects of a rise in price of Jeans.

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**END OF EXAMINATION**

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**UNIVERSITY OF ZAMBIA**

**DEFERRED/SUPPLEMENTARY EXAMINATIONS-OCTOBER 1998**

**EC315: PUBLIC FINANCE**

**TIME: TWO HOURS**  
**INSTRUCTIONS: ANSWER ALL QUESTIONS**

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1. Since the 1980s, there has been a world-wide trend towards deregulation, privatization and reliance on the market system. A consequence of this trend is the close scrutiny of the role of the state in a market system.
    - (a) Characterize the functions of the state in a market system. On purely economic grounds, what are the reasons for government intervention in the functioning of the market system? Explain.
    - (b) Distinguish between private finance and public finances. What are the problems of public finance in a developing country like Zambia?
  2. Taxation has been characterized as the art of plucking the feathers of a bird without killing the bird. In other words, taxation is by nature a delicate task.
    - (a) What are the objectives of taxation? Explain.
    - (b) What are the features (i.e., canons) of a good tax system? Explain.
  3. A tax has its initial impact, but it is not necessary that the incidence must rest at the point of impact. Tax incidence theory is therefore concerned with determining the economic agents that finally bears the burden of a tax.
    - (a) Compare and contrast partial equilibrium and general equilibrium analysis of tax incidence.
    - (b) Assuming a two sector model with commodities X and Y, explain the impact of specific tax on X in a general equilibrium context.
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**END OF EXAMINATION**

(2)

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - NOVEMBER/DECEMBER 1997

FR III

(DISTANCE EDUCATION)

TIME: 3 HOURS

INSTRUCTIONS: ANSWER BOTH SECTIONS IN THIS PAPER.

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SECTION A: GRAMMAIRE

(I) Completez les phrases qui suivent avec la préposition qui convient si nécessaire:

1. Muchimba n'obéit jamais ..... ses parents.
2. Mes voisins se plaignent ..... bruit que nous faisons.
3. Pensez ..... moi à cette heure-ci. Je passerai ..... mon examen.
4. On le croyait guéri, mais il recommence ..... tousser depuis la semaine dernière.
5. Ils se sont précipité et l'ont empêché ..... se noyer.
6. Paul m'a prêté ..... son appareil photo et m'a même donné ..... une pellicule.
7. Lizzy m'a promis ..... écrire souvent.
8. Nous nous passionons ..... la géographie.
9. Vous avez réussi ..... convaincre .... Matongo ..... nous rejoindre.
10. je me méfie ..... belles paroles ces derniers temps.

(II) Completez les phrases avec un seul mot:

11. Nous avons pris les papiers ..... le tiroir.
12. La chaise sur .... tu es assise est vieille.
13. "Vous ne venez pas?" "..... nous venons."

14. .... bagages as-tu perdus? .... de mon maître.
15. C'est ma cravate ou .... de Mungule? C'est la .....
16. Je ne suis pas .... intelligent que mes camarades.
17. En ....., la radio, elles ont entendu parler de nous.
18. La dame a oublié .... fermer les fenêtres.
19. Nous avons appris très tôt ..... écrire.
20. Cette calebasse est remplie ..... huile d'olive.

(III) Completez chaque phrase avec ce, cet, cette ou ces.

21. .... dame en blanc, c'est la femme de Sheleni.
22. Vous connaissez .... jeunes gens?
23. Pourquoi regardent-ils .... voiture?
24. .... enfants viennent souvent ici?
25. Vous voyez .... agent en face? Il gagne K2 000 000=00.
26. .... rue est vraiment animée, avec tous ..... touristes!
27. Il me semble que toutes ..... oranges sont pourries.
28. .... histoire n'intéresse personne dans ..... salle.
29. Est-ce que ..... hôpital est très vieux?

#### SECTION B - COMPOSITION

Ecrivez une composition d'au moins deux pages sur le thème suivant:

A votre avis, est-ce que la fermeture de l'université de Zambie est justifiée? Quels conseils donneriez-vous au gouvernement pour éviter ce genre de fermeture?

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FIN DE L'EXAMEN

UNIVERSITY OF ZAMBIA  
UNIVERSITY EXAMINATIONS - AUGUST / SEPTEMBER 1998

FR 112: PAPER II  
COMPREHENSION AND LINGUISTICS AND PHONETICS

TIME : THREE HOURS

ANSWER: ALL THE QUESTIONS IN BOTH SECTIONS A AND B

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SECTION A : COMPREHENSION

- Comment peux-tu lui demander de reprendre sa femme, chef, s'il ne l'a pas renvoyée ? intervint alors l'homme de gauche, lançant le débat. Il faudrait que nous sachions comment elle est partie, et surtout comment elle revient. Car, à ma connaissance, son mari ne l'a renvoyée ni au champ, ni au marigot, ni à aucun de ces endroits où les femmes font habituellement des courses d'intérêt familial. A supposer même qu'elle se fût égarée en forêt, entraînée par des fantômes malfaisants, la coutume exige qu'elle soit soumise à l'exorcisme avant de réintégrer le foyer.

- Voilà bien ce qu'on appelle chercher des poux dans la veste du voisin, s'exclama l'homme de droite. Je pense pour ma part que la femme infidèle est une brebis égarée. A ce titre, il ne faut jamais lui fermer la porte de la bergerie. Au contraire, son retour doit être accueilli avec chaleur.

- Nous connaissons la Bible et ses brebis, coupa l'homme de gauche. Seulement, nos pères considèrent la femme infidèle comme un crachat. Le crachat ne demande pas d'autorisation pour sortir de la tranquillité du ventre. Mais son retour est difficilement envisageable.

- Je m'excuse d'intervenir dans ce débat sans que vous m'ayez donné la parole, déclara Mézénie. Mais je crois que la femme n'est ni une brebis, ni un crachat, mais simplement un être humain.

Nous sommes en ville et non au village, et les temps ont changé. On ne fait plus tout à fait les choses comme autrefois. Le problème qui nous préoccupe ici est simple : un conflit a eu lieu dans un ménage et nous tentons une réconciliation. Or, dans une telle situation, tout dépend de la personne qui fait le premier pas. Si c'est l'homme qui veut sa femme, les négociateurs se chargent de faire revenir celle-ci; mais si c'est la femme qui désire regagner son foyer, les négociateurs se chargent de la faire accepter par le mari.

- C'est exactement de cette manière que les réconciliations se produisent, approuva une voix de

femme dans la salle. Et vous savez que dans ce genre d'histoires le premier pas n'est pas nécessairement fait par le fautif. Un homme peut aller à la recherche d'une femme qui l'a quitté et une femme peut vouloir regagner un foyer d'où elle a été chassée.

- Vous avez tous beaucoup de lumière dans vos paroles, reprit le Chef. Dans le cas qui nous intéresse donc, notre fille Moabandine a été trompé par un homme comme cela arrive souvent et elle a sorti sa main de l'huile pour la plonger dans le cendre. Grâce à Dieu, elle s'en est aperçue et désire reprendre sa place dans son foyer. Je vous ai donc réunis pour qu'ensemble nous demandions à notre fils Wamakoul de reprendre sa femme.

- Est-ce que Wamakoul est informé que sa femme attend un enfant ? demanda l'homme de gauche, incisif.

- Nous n'y sommes pas encore, gronda le Chef. Il faut procéder par étapes. Attendre un enfant, surtout à cet âge (la grossesse a à peine trois mois), est une grâce. C'est un grand acte d'amour qu'une femme accepte de donner son enfant à un homme. Vous le savez comme moi, une grossesse de cet âge, pour arriver à maturité, a encore besoin d'être augmentée et nourrie régulièrement. Le père nourricier de la grossesse n'est pas moins père que celui qui a engendré.

- Je pourrais encore dire, moi, intervint Mézénie, que cet enfant doit être une bénédiction pour Wamakoul qui n'était pas si sûr de procréer quand il arrivait ici. J'ajoute, en guise de conseil, qu'ici en ville, une femme ça se garde comme un objet précieux. Ce n'est pas une vieille cuillère qu'on jette dans un coin et à laquelle on ne songe que lorsqu'on doit manger.

Sur ce, Mézénie se leva et se dirigea vers le milieu de la salle. Elle ouvrit son sac à main et en sortit une liasse de billets qu'elle se mit à compter.

- Voici trente mille francs que je pose à terre. Cet argent remplace la chèvre et le régime de bananes que Moabandine aurait dû apporter pour demander grâce à son mari et implorer la bénédiction des anciens.

Les femmes de la salle poussèrent des youyous stridents.

- Selon la coutume, rappela l'homme de gauche, il appartient à Wamakoul de manifester son pardon en remettant cette somme à qui de droit.

Wamakoul se leva, comme soulevé par la multitude des regards fixés sur lui, ramassa la liasse et la remit au Chef. Ce dernier retint sa main et le raccompagna au milieu de la salle. Il fit signe à Moabandine d'approcher, prit également l'une de ses mains et les réunit en une étreinte.

Wamakoul était marié pour la seconde fois. Le bonheur qui se lisait sur le visage des deux jeunes gens était si intense que j'en avais les larmes aux yeux. Si toutes les scènes de ménage devaient se terminer de cette façon, l'homme pourrait être tenté d'en créer pour escompter ce plaisir final.

### QUESTIONS :

1. En quoi l'intervention de Mézénie est-elle importante dans le débat sur la vie traditionnelle au village et celle, moderne, de la ville ?
2. Commentez les propos du Chef : "Vous le savez comme moi, une grossesse de cet âge, pour arriver à maturité, a encore besoin d'être augmentée et nourrie régulièrement. Le père nourricier de la grossesse n'est pas moins père que celui qui a engendré."
3. "La réconciliation est très facile lorsque le coupable est le mari. Lorsqu'il s'agit de la femme, celle-ci est souvent divorcée." Commentez.
4. Commentez ces propos du Chef :  
"Il était bon que ceux qui vont se marier voient les difficultés du mariage et se préparent en conséquences."

### SECTION B : Linguistique et phonétique

Répondez à toutes les questions :

1. Faites le schéma de la communication établi par le linguiste américain Roman Jakobson.
2. Quelles sont les six fonctions établies par Jakobson ?
3. Etablissez le trapèze vocalique de la langue française en vous servant de l'alphabet international.

UNIVERSITY OF ZAMBIA  
UNIVERSITY EXAMINATIONS - AUGUST / SEPTEMBER 1998

FR 132  
GRAMMAR, COMPOSITION, COMPREHENSION

TIME :           THREE HOURS  
ANSWER :       ALL THE QUESTIONS

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SECTION A :   Grammaire

I.   Mettez les phrases suivantes au discours indirect   (20 points)

- 1) Mademoiselle Banda dit "Le stade est moderne."
- 2) Jean demande "Où se trouve le stade ?"
- 3) Le PDG dit "Ne faites pas de café!"
- 4) Le docteur demande à la femme "Vous êtes malade ?"
- 5) Il me demande "Qui êtes-vous ?"
- 6) Le Ministre dit au garçon "Faites du thé!"
- 7) Il demande "Où est-ce qu'ils vont ?"
- 8) Le Professeur demande "Quand est-ce que les filles partent ?"
- 8) Elle demande "Comment partez-vous ?"
- 9) Elle me dit "Ne partez pas!"

II.   Completez avec : Trop / de, assez / de, pas assez / de   (20 points)

- 1) J'ai mal à la tête. J'ai \_\_\_\_\_ fumé hier soir.
- 2) Elle aime le soleil. Cet appartement n'est \_\_\_\_\_ Clair pour elle.
- 3) Il n'a plus faim. Il a \_\_\_\_\_ mangé.
- 4) Nous allons pouvoir acheter une maison. Nous \_\_\_\_\_ argent.
- 5) Madame Sakala n'a \_\_\_\_\_ terres; elle ne produit \_\_\_\_\_ pour gagner sa vie.
- 6) Je n'ai pas dormi cette nuit. Il avait \_\_\_\_\_ bruit dans la rue.
- 7) Les Brésiliens ont perdu contre la France. Ils n'étaient \_\_\_\_\_ rapides.
- 8) Elle a mal au ventre. Elle a \_\_\_\_\_ mangé.
- 9) Il est fatigué. Il n'a \_\_\_\_\_ dormi.

III. Completez ce dialogue avec “qui” ou “que”

Deux concierges bavardent.

Premier concierge : Vous connaissez la jeune fille \_\_\_\_\_ passe?

Deuxième concierge : Oui, c'est la fille des gens \_\_\_\_\_ habitent la belle maison de la rue \_\_\_\_\_ va à la gare.

Premier concierge : Ah oui, la maison \_\_\_\_\_ est à côté de la poste.

Deuxième concierge : C'est ça. C'est une maison \_\_\_\_\_ j'aime beaucoup.

Premier concierge : Moi aussi. Surtout le jardin \_\_\_\_\_ est devant.

Deuxième concierge : Ce sont des gens \_\_\_\_\_ je ne vois jamais.

Premier concierge : C'est normal. Lui, il travaille la nuit. C'est lui \_\_\_\_\_ on entend à la radio entre minuit et six heures du matin. Alors bien sûr, il dort dans la journée.

**SECTION B**      Composition      (20 points)

Ecrivez une lettre à votre ami(e) français(e) qui habite à Paris. Racontez-lui vos problèmes.

N.B. Imaginez des problèmes de santé, des problèmes sentimentaux, des problèmes académiques, des problèmes d'argent etc.

SECTION C : Compréhension écrite.

(20)

Lisez le passage ci-dessus et répondez à toutes les questions qui suivent.

MONTPELLIER

Montpellier est la capitale du Languedoc. C'est une ville de 250 000 habitants. Le climat y est doux et ensoleillé pendant une grande partie de l'année. La ville a gardé des vestiges d'un riche passé. On y trouve de beaux monuments : un arc de triomphe du 17e siècle, et une cathédrale construite à partir du 14e siècle. Dans le centre de la ville, il y a de magnifiques maisons anciennes. Mais le plus bel endroit de la ville, c'est la promenade du Peyrou, un jardin en terrasses aménagé au 18e siècle, d'où on peut voir la mer.

Mais Montpellier est aussi célèbre pour son Université, la plus ancienne de France après l'Université de Paris. On peut y étudier la médecine, le droit, les sciences, les lettres et l'agronomie.

Montpellier est une ville tournée vers l'avenir. On y développe des industries modernes. On y construit de nouveaux quartiers.

Enfin, Montpellier est à dix kilomètres de la mer Méditerranée, une mer bordée par d'immenses plages de sable fin.

QUESTIONS :

- 1) Dans quel pays se trouve Montpellier ?
- 2) Est-ce qu'il fait beau à Montpellier ?
- 3) Quelle est la plus ancienne Université de France ?
- 4) Qu'est-ce que c'est que le "Languedoc" ?
- 5) Quel héritage culturel peut-on trouver à Montpellier ?
- 6) Citez deux choses qui font de Montpellier une ville célèbre.
- 7) Quelle mer peut-on voir lorsqu'on est assis sur la promenade de Peyrou ?
- 8) Quelle est la population de Montpellier ?
- 9) Montpellier, est-ce une ville ancienne ou modern ?
- 10) Quelles facultés peut-on trouver à Montpellier ?

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - NOVEMBER/DECEMBER 1997

FR 211 - PAPER I

(DISTANCE EDUCATION)

TIME: 3 HOURS

INSTRUCTIONS: TRADUISEZ LE TEXTE SUIVANT EN ANGLAIS

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CE QUE JE CROIS

Un soir, il y a longtemps, quand j'étais très jeune, perdu dans un poste de jungle sur les hauts plateaux indochinois, un simple rond de palissade protégé par des pointes de bambou, dans le cercle noir de la forêt, j'ai entendu ordonner mon enterrement. Blessé, malade, j'étais plongé dans un coma paludéen, ce qui n'exclut pas de brefs moments de totale lucidité. Je me souviens encore du dialogue à côté du lit de camp où je gisais, dans une paillote où la lampe-tempête posée sur le sol faisait danser des ombres immenses. Le sergent-infirmier dit:

"Il ne passera pas la nuit."

Le lieutenant répond:

"Tu écriras à la famille. Les formalités administratives m'ont toujours emmerdé."

Le lendemain, j'avais retrouvé mes esprits et j'étais parti. Pas en bon état, mais parti. Marchant, tombant dans la boue, continuant à quatre pattes, marchant de nouveau. L'espérance commence avec le refus de désespérer. Comme le courage, la vie, l'honneur des hommes, la gloire des nations: avec la capacité de dire non.

Parfois j'ai eu le sentiment de me battre contre l'Histoire, ou plutôt contre ceux qui prétendent connaître le sens de l'Histoire, et donc sa fin.

Alors que le monde communiste s'effondre, qui pense encore aux ouvriers allemands qui se soulevèrent à Berlin-Est en 1953 et furent écrasés par les chars russes? Combat inutile, absurde, condamné, dirent à l'époque les commentateurs autorisés.

Et de combien d'autres combats et de combien d'autres morts ... Mais qui peut oser dire qu'une mort est inutile? Alors il faut se battre. Je pense à tous les inconnus, fusillés, torturés ou seulement tombés d'épuisement. Alignés contre les murs, poussés dans les chambres à gaz, entassés dans les fosses,, abandonnés sur les bas-côtés des chemins. Par milliers, par millions. Ils n'ont pas de nom, ils sont perdus même dans notre mémoire. Mais notre vie est faite de la leur.

Je ne sais pas la fin de l'Histoire. C'est notre honneur à nous humains. Ma seule conviction est que la fin peut dépendre de chacun de nous, et, pour chacun de nous, de chacun de ses gestes. De ce salut échangé et de ce pain rompu. De ce pas après ce pas dans les pas précédents. Tout paraît inutile et rien n'est jamais perdu. Oui, que le Seigneur de l'Aube fasse que demain se montre le soleil. Nous ne pouvons rêver plus loin. Dans ce monde si dur, pour tous à tout moment il est deux heures après minuit. L'heure où les maréchaux de l'Empereur ont peur. Parce que tout le monde a peur, parce qu'il fait nuit, qu'il fait froid, qu'on est seul.

Réveillez-vous, compagnons ou camarades, ou frères que je ne connais pas. Que votre main dans l'ombre en trouve une autre. Soufflez sur les cendres, le feu n'est pas éteint. Nous attendrons le jour ensemble.

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FIN DE L'EXAMEN

BONNE CHANCE, JOYEUX NOEL ET BONNE ANNÉE!

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - NOVEMBER/DECEMBER 1997

FR 211 - PAPER II

(DISTANCE EDUCATION)

TIME: 3 HOURS

INSTRUCTIONS: TRANSLATE THE FOLLOWING TEXT INTO FRENCH

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FLEXIBLE RANGE OF APPLICABILITY

Revised Professional Requirements

The objectives of any modern professional training are determined by the parameters set by industry. In order to both ensure their ability to compete successfully on an international scale and to develop new markets, companies must insist on flexible specialization - a strategic concept enabling them to quickly convert innovations into sophisticated and marketable products, and therefore requiring highly specialized and highly flexible production processes.

Development and exploitation of new technologies is one corner-stone of this strategy; the professional qualification of their people is the other.

Both are inter-dependent and cross-connected.

The impact of new technologies on job content, work structure, process organization and communications are of particular importance in defining the demands to be made on professional training.

The work segmentation of the past is increasingly being replaced by the amalgamation of jobs and processes, resulting in ever higher qualification requirements of the skilled worker. Work enrichment, the integration of formerly isolated job components, the delegation of responsibility - these are today's key developments, and consequently the key factors which will determine professional training in the future.

Greater freedom of action and decision require employees able to think independently, to plan, to solve problems - in other words, to exercise initiative. These changing requirements can only be met through new, advanced concepts for the training of future skilled workers.

### **The New Training Regulations**

The new training regulations governing the industrial metalworking and electrical professions take these requirements into consideration, creating professions in which trainees are trained to a high degree of expertise for a broad range of practical applications.

In breaking with past usage, the training content of the new professions has been redefined in terms of practical, action oriented qualifications. These require the training not only of technical job content but in addition of personal and social skills and lead to an overall professional competence as the desired result.

Furthermore, in order to ensure that different industrial sectors and companies can apply the training content to their situations, the professions themselves were defined solely in terms of the objective to be achieved, namely the qualification as a skilled worker. The ways to reach this objective were left to the individual companies doing the training, to determine according to their own abilities.

The training contents as defined, take technological innovation into consideration, and have been formulated in such a way that they can be readily adapted to any new developments.

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END OF EXAMINATION

BONNE CHANCE, JOYEUX NOEL ET BONNE ANNÉE!!!

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - NOVEMBER 1997

FR 212 - PAPER I

(DISTANCE EDUCATION)

TIME: 3 HOURS

INSTRUCTIONS: ANSWER BOTH SECTIONS IN THIS PAPER.

SECTION A: GRAMMAIRE

SECTION B: COMPOSITION

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SECTION A - GRAMMAIRE

Répondez aux questions selon les instructions données.

(I) Répondez aux questions suivantes en utilisant les pronoms à la place des noms:

1. Est-ce que Pauline a rendu ses livres à Mooye?  
- Oui, .....
2. Est-ce que vous avez montré ces photos aux enfants?  
- Oui, .....
3. As-tu apporté les cigarettes à ta mère?  
- Non, .....
4. Est-ce que vos professeurs vous ont expliqué ces devoirs?  
- Non, .....
5. Les filles, est-ce qu'elles vous ont raconté cette histoire?  
- Oui, .....
6. Vous avez rencontré les policiers, hier?  
- Non, .....

(II) Mettez les verbes entre parenthèses au subjonctif:

7. Nous voulons que vous (arriver) vers 5 heures.
8. Il faut que tu (mettre) un manteau, il fait froid.
9. Il ne faut pas que Florence et moi (rester) ici.

10. J'ai peur que les enfants et toi (tomber) sur ces Pierres.
11. Ces messieurs ne veulent pas que les étudiants (faire) le devoir, aujourd'hui.

(III) Completez les phrases suivantes en utilisant le verbe indiqué à la forme passive:

12. Je ne sais pas par qui cette lettre (écrire).
13. On ne sait pas par qui les voitures (prendre).
14. Mais non, vous (ne pas battre) par mes enfants.
15. On réparera vos valises demain, mais nous ne pouvons pas vous dire par qui elles (réparer).
16. Pouvez-vous nous dire à qui cette maison vient de (vendre)?
17. Les filles veulent savoir pour qui ces travaux (faire) la semaine prochaine.
18. Par qui est-ce que cette symphonie (composer)?
19. Les maisons (peindre) par les vieilles dames, hier?

(IV) Re-écrivez les phrases suivantes selon le début donné:

20. Les garçons disent qu'ils ne savent rien.  
- Les garçons ont dit .....
21. Chuma dit que vous ne parlez pas assez.  
- Chuma a dit .....
22. Les femmes disent que nous arrivons trop tard.  
- Elles ont dit .....
23. Je dis que vous faites mal le ménage.  
- J'ai dit .....
24. Tu dis que nous mangeons trop vite ces derniers jours.  
- Tu as dit .....

(V) Re-écrivez les phrases suivantes selon le début donné:

25. Nous voyons que tu as fini.  
- Nous avons vu .....
26. J'apprends que Patricia est venue la semaine dernière.  
- J'ai appris .....

27. Sulwe me dit que vous avez perdu vos lunettes.  
- Sulwe m'a dit .....
28. Je dis que j'ai lu tous ces journaux.  
- J'ai dit .....
29. Ils demandent aux enfants s'ils ont terminé.  
- Ils ont demandé .....
30. Tu ne vois pas ce que les filles ont fait.  
- Tu n'as .....
31. Je pense à ce que les professeurs ont dit.  
- J'ai pensé .....
32. Les cochons admirent ce que Tombwe a dessiné.  
- Les cochons ont .....
33. Gweba termine le travail que nous avons commencé en février.  
- Gweba a .....
34. Je te répète ce qu'ils t'ont dit déjà mille fois.  
- Je t'ai .....

(VI) Re-écrivez les phrases suivantes en utilisant le conditionnel:

35. Tom vous demande si vous viendrez demain.  
- Il vous a demandé .....
36. Tu pense à ce que tu feras l'année prochaine.  
- Tu as .....
37. Les maris cherchent ce qu'ils diront à leurs femmes.  
- Ils ont cherché .....
38. Nous ne comprenons pas ce que toi et Jean ferez demain.  
- Nous n'avons pas .....
39. Je leur demande s'ils pourront venir la semaine prochaine.  
- Je leurai .....
40. Ils lui disent que tu ne pourras pas étudier.  
- Ils lui-ont .....
41. Kiti demande si nous mangerons toutes les mangues.  
- Kiti a demandé .....
42. Les trois filles cherchent qui elles pourront tuer la semaine prochaine.  
- Les trois filles ont .....

43. Monde ne sait pas quel examen elle passera demain.  
- Monde n'a pas .....

(VII) Accordez le participe passé avec l'auxilliare "avoir" or "être".

44. Vous avez déjà lu ces revues?  
- Oui, .....
45. Les directeurs auront fini leurs tâches avant le mois d'Avril?  
- Oui, .....
46. Les voitures ne s'arrêtent pas au feu rouge?  
- Mais si, regardez, elles .....
47. Le garagiste a vérifié l a batterie de la voiture?  
- Non, .....
48. Les enfants, vous allez sortir?  
- Non, nous ..... il y a une heure.
49. Est-ce que tu as pris les photos qui étaient sur la table?  
- Oui, .....
50. Vous avez bien acheté cette robe hier, n'est-ce pas?  
- Oui, c'est celle que .....

#### SECTION B - COMPOSITION

Ecrivez une composition d'au moins deux pages sur le thème suivant:

A votre avis, quelles sont les causes principales du chômage en Zambie, et quels conseils donneriez-vous au gouvernement pour réduire ce chômage?

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FIN DE L'EXAMEN

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - NOVEMBER/DECEMBER 1997

FR 212 - PAPER II

(DISTANCE EDUCATION)

TIME: 3 HOURS

INSTRUCTIONS: ANSWER BOTH SECTIONS.

SECTION A: COMPREHENSION

SECTION B: RESUME

-----

SECTION A: COMPREHENSION

Lisez le texte ci-dessous et répondez à toutes les questions qui suivent:

TOUT PASSE

Un jour, ma mère et moi, en faisant un petit voyage à travers ces sentiers pierreux des côtes de Bretagne qui laissent à tous ceux qui les ont foulés de si doux souvenirs, nous arrivâmes à une église de hameau entourée, selon l'usage, du cimetière, et nous nous reposâmes. Les murs de l'église en granit à peine équarri et couvert de mousses, les maisons d'alentour construites de blocs primitifs, les tombes serrées, les croix renversées et effacées, les têtes nombreuses rangées sur les étages de la maisonnette qui sert d'ossuaire, attestaient que depuis les plus anciens jours où les saints de Bretagne avaient paru sur ces flots, on avait enterré en ce lieu. Ce jour-là, j'éprouvai le sentiment de l'immensité de l'oubli et du vaste silence où s'engloutit la vie humaine, avec un effroi que je ressens encore... Parmi tous ces simples qui sont là, à l'ombre de ces vieux arbres, pas un, pas un seul ne vivra dans l'avenir. Pas un seul n'a inséré son action dans le grand mouvement des choses; pas un seul ne comptera dans la statistique définitive de ceux qui ont poussé à l'éternelle roue....

Ils ne sont pas morts, ces obscurs enfants du hameau; car la Bretagne vit encore, et ils ont contribué à faire la Bretagne; ils n'ont pas eu de rôle dans le grand drame, mais ils ont fait partie de ce vaste chœur, sans lequel le drame serait froid et dépourvu d'acteurs sympathiques.

Et quand la Bretagne ne sera plus, la France sera; et quand la France ne sera plus, l'humanité sera encore, et éternellement l'on dira: Autrefois, il y eut un noble pays, sympathique à toutes les belles choses, dont la destinée fut de souffrir pour l'humanité et de combattre pour elle. Ce jour-là, le plus humble paysan qui n'a eu que deux pas à faire de sa cabane au tombeau vivra comme nous dans ce grand nom immortel; il aura fourni sa petite part à cette grande résultante...

#### QUESTIONS:

1. Qu'est-ce qui fait penser que l'auteur était Breton lui-même?
2. Où Renan et sa mère se promènent-ils?
3. Pourquoi Renan est-il si triste?
4. L'auteur parle de "ceux qui ont poussé à l'éternelle roue." Que veut-il dire exactement?
5. Quelles idées Renan exprime-t-il dans la première partie du récit? Et dans la seconde partie?
6. Quel est "le grand drame" auquel il fait allusion?

#### SECTION B - RESUME

Lisez le texte suivant et puis résumez-le en 288 mots environ.

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FIN DE L'EXAMEN

BONNE CHANCE, JOYEUX NOEL ET BONNE ANNÉE!!!



L'éditorial de Claude Imbert

## Education : échec national

**L'**éducation dite nationale d'un pays civilisé a trois missions : dispenser un savoir utile, acclimater les enfants aux règles de la vie collective, épanouir leur esprit pour un meilleur accès au bonheur. Hélas ! trois fois hélas, voyez où nous sommes rendus ! C'est qu'en vérité l'éducation est le reflet de la société et que l'Ecole est autant malade de la Société que la Société de son Ecole.

L'enseignement français souffre de deux grands maux. D'abord, la dévaluation du principe d'autorité sans lequel il n'est aucune maîtrise qui vaille dans aucun ordre social, ni passé ni futur. Ensuite, la crise de l'idée de progrès. Une nation qui ne parvient plus à penser son avenir collectif ne peut produire une éducation efficace et heureuse. Il faut savoir ce que l'on croit pour le professer et l'imposer.

L'éducation républicaine et laïque des temps jadis était le fruit d'une société pénétrée de ses espérances, fortifiée même par ses illusions. Autant, vous le savez, en emporta le vent de l'Histoire, des techniques et des mœurs ! Une idole est morte et tout est dépeuplé ! Ce qui nous reste, c'est un dinosaure à tête d'épingle, une masse douloureuse et impotente. Un sable mouvant où s'engloutit l'avenir.

**L'**idéologie du système d'enseignement français est une idéologie défunte. Car son logiciel, c'est encore celui du « tout pour tous ». C'est celui de l'utopie égalitaire – codifiée sur le modèle Langevin-Wallon 1947, épicé en 68 et magnifié par le « collège unique ». Projection d'un vieux rêve : celui de l'ascension uniforme et continue d'une société égalitaire corsetée par l'idée de progrès.

Formidable illusion que le séisme culturel et social va jeter à bas : défaillances parentales, écrasement de l'écrit par la consommation passive de l'image, déperdition du sens de l'effort au profit des comédies bénignes de « l'animation », où l'on rêve d'apprendre sans subir. Enorme désastre qui a ruiné les fortes bases d'un enseignement primaire où l'on apprenait à lire et à compter dans un réseau de contraintes aussi nécessaires que le savoir lui-même à la formation du caractère et à l'apprentissage de la vie. Ajoutez, pour corser le tout, le surgissement d'une marée de jeunes exotiques qu'on voudrait faire entrer sans douleur dans un moule national déjà verrouillé ! Folie !

Le même optimisme délirant a jeté l'ostracisme sur toutes les formes de sélection. Mot tabou ! Alors, bac pour tous, et vogue la galère ! Celle-ci s'emplit de deux millions d'étudiants, encaqués sur les ponts supérieurs

tandis que l'apprentissage est enfoui dans les cales. Et voici qu'au terme de la navigation on trouve, au lieu des fameuses « terres promises », le chômage et l'inégalité accrue.

Car, évidemment, la mythologie égalitariste a dégradé la légitime égalité des chances en débauche d'égalités au rabais : on a fabriqué des culs-de-jatte pour ne pas désespérer les unijambistes. La sélection honnie est sans doute le pire des systèmes... à l'exception de tous les autres. Et « l'orientation » que chacun requiert aujourd'hui ne peut être, quoi qu'on raconte, que sélective. Quant à la sélection rigoureuse à l'ancienne, elle continuera de produire l'excellence dans l'ilot protégé mais minuscule des « grandes écoles ». Ailleurs, les digues des grands barrages se rompent l'une après l'autre.

**E**t l'échec national se répand. En prend-on la mesure ? Non, car l'Education nationale, dans son magistère couard et cafard, refuse la vérité au malade. Tous les bigots du « niveau monte » deviennent autant de tartufes prompts à enterrer comme un secret militaire une enquête humiliante sur l'illettrisme ou à donner une présentation biaisée des comparaisons de niveaux (1). Leur réflexion délirante continue d'inventer des emplâtres précaires comme furent les « maths modernes » pour des enfants qui, en abordant la sixième, peinent encore à maîtriser le calcul décimal ; la « nouvelle Histoire » pour des élèves qui confondent les siècles ; et l'analyse structuraliste qui ôte aux grands textes tout sens sous le prétexte qu'ils en ont plusieurs. Dernière lubie, les recettes insensées des Diafoirus du pédagogisme. Bref, byzantinismes en tout genre propres aux systèmes moribonds !

**D**ans cette nuit, on n'aperçoit que quelques lueurs : la première est que les malheureux enseignants comprennent enfin que leur système est en ruine. Mais la conscience n'est pas encore venue à la Nation de remettre tout à plat. De décentraliser, régionaliser, différencier cette masse d'un million et demi de fonctionnaires avant qu'elle ne se décompose. Et pour commencer par le début, dans le primaire, d'apprendre sous une autorité restaurée, à lire, écrire et compter. ■

1. Voir dans la rubrique Société l'article de François Dufay. Et le livre de François de Closets : « Le bonheur d'apprendre, et comment on l'assassine » (Seuil)

THE UNIVERSITY OF ZAMBIA  
UNIVERSITY EXAMINATIONS - AUGUST / SEPTEMBER, 1998

FR 212 : PAPER 1  
GRAMMAR AND PHONETICS

TIME : THREE HOURS

ANSWER : ALL THE QUESTIONS IN BOTH SECTIONS A AND B

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SECTION A : Grammaire

**Question 1:** Mettez le verbe entre parenthèses au mode et au temps indiqués.

- i) Dans cette université, la bibliothèque et la librairie (se trouver) tout près de l'administration centrale. (indicatif présent)
- ii) Le lion, le léopard et l'éléphant (être) des animaux très courants dans les parcs nationaux de la Zambie. (indicatif présent)
- iii) Mon frère et moi (aimer) faire le tour du monde. (conditionnel présent)
- iv) Son beau frère et lui (avoir) le même prénom. (indicatif présent)
- v) L'inspecteur Banda et vous (pouvoir) peut-être vous charger de cette enquête.

**Question 2 :** Mettez les phrases suivantes à la forme passive si cela est possible.

- i) Cette émission a beaucoup plu aux enfants.
- ii) On lui a dit d'aller voir le président la semaine prochaine.
- iii) On a construit le Château de Versailles il y a plusieurs dizaines d'années.
- iv) Le Président lui a proposé un poste à l'étranger.
- v) FTJ Chiluba a succédé à Kenneth Kaunda
- vi) Cette université a appartenu à l'UNZA.
- vii) Mes parents me téléphoneront ce soir.
- viii) De vieilles chaises remplissaient la salle.
- ix) On les a avertis du danger de fumer la cigarette.
- x) Il a dit beaucoup de choses.

**Question 3 :** Mettez le texte suivant au passé.

Aujourd'hui, alors que Béatrice fait des courses au Super-Marché de Kabulonga, elle rencontre son amie Bernadette qui est de passage à Lusaka. Bernadette ne réussit pas à la joindre au téléphone pour la prévenir de son arrivée. Comme elles ne sont pas pressées, elles vont prendre un café. En quittant Béatrice, Bernadette lui promet qu'elle va faire signe la prochaine fois qu'elle reviendra à Lusaka.

**SECTION B :** La phonétique

**I. Répondez à toutes les questions**

1. Le phonème est un élément \_\_\_\_\_ du langage articulé, considéré comme une unité distinctive.
2. En français il y a \_\_\_\_\_ phonèmes.
3. On appelle \_\_\_\_\_ toute lettre ou tout groupe de lettres qui forme une unité minimal de l'écriture du français.
4. Un \_\_\_\_\_ est un ensemble de phonèmes ayant un sens et qui ne se prête pas à être décomposé en unités de sens plus petites.
5. Les organes \_\_\_\_\_, c'est-à-dire les organes de l'articulation de la parole, sont tous situés dans la \_\_\_\_\_.
6. L'air expulsé par les \_\_\_\_\_ arrive dans le \_\_\_\_\_, ou il fait vibrer ou non les cordes vocales.
7. Les \_\_\_\_\_ servent d'appui à l'articulation.
8. Les fosses nasales servent de caisse de résonance : une caisse ouverte ou fermée par la \_\_\_\_\_
9. Les consonnes \_\_\_\_\_ sont articulées avec un frottement de l'air expulsé.
10. En français, on a d'un côté les voyelles nasales et de l'autre côté les voyelles \_\_\_\_\_.

11. Les la transcription phonétique des sons suivants :

12. Les enfants

## SECTION B

Select any one social work practitioner/theorist you know. Describe his/her model of social work, identifying its major underlying assumptions and theory of change (i.e. how does he/she look at the concept of change). Rationalise its application or non-application in the Zambian context. The rationale should include both philosophical (theoretical) and practical aspects.

## SECTION C

1. Identify and discuss three similarities and two differences between the psychosocial approach to casework and the problem. Solving model of casework.
  2. Compare Rothman's community work models and Benne, Benis and Chin's planned change strategies.
  3. Theories such as systems, psychoanalytic, social learning etc. underlie the knowledge base of social casework. Can you identify at least two areas in which the psychoanalytic theory clashes with the Zambian culture.
  4. Which of Rothman's models of community work do you regard as most suitable to Zambia? Justify your choice.
- 

END OF EXAMINATION

II. Faites la transcription phonétique des expressions suivantes.

1. Les enfants
2. Des corps humains
3. Une longue histoire
4. Les femmes vont rester à la maison.
5. Il faut fermer la porte.

III. Ecrivez en alphabet normal

1. âsepmâ ynîversité:r
2. ekute avek boku datâsjî
3. Ørø sî leze tydjî ki Reysirî
4. Keik(ə) fwa î pø vwar dezânimô
5. Êdepâdâs dœ lafrîk

IV. Mettez dans chaque case une consonne qui convient.

	bilabiales	Labio-dentales	dentales		palatales		
			apicales	sifflantes	chuintantes		vélares
Sourdes							
Sonores							
Nasales							
Semi-consonnes							
liquides							

UNIVERSITY OF ZAMBIA  
UNIVERSITY EXAMINATIONS -SEPTEMBER 1998

FR 222 : FRENCH LITERATURE

TIME : TWO HOURS  
ANSWER : ALL QUESTIONS IN BOTH SECTIONS

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SECTION A : Questions de culture générale:  
XVI ème siècle et XVII ème siècle .

- 1) En quelle année Christophe Colomb a-t-il découvert l'Amérique ?
- 2) De quelle ville Montaigne a-t-il été maire ?
- 3) Donnez le titre d'un des livres de Joachim Du Bellay.
- 4) Quel était le surnom de Ronsard ?
- 5) Comment s'appellent les 2 personnages principaux des oeuvres de Rabelais ?
- 6) Comment s'appelait le groupe de poètes formé par Ronsard et Du Bellay ?
- 7) Quel est le premier livre imprimé par Gutenberg ?
- 8) Qui est Martin Luther ?
- 9) Qu'est-ce que l'ordonnance de Villers-Cotterêts ?
- 10) Quels sont les principaux événements de l'année 1453 ?
- 11) Qui a écrit *Le Prince* ?
- 12) Qu'est-ce que l'édit de Nantes ?
- 13) En quelle année a-t-il été révoqué et par qui ?
- 14) Qui était Descartes ? Citez 2 livres écrits par lui.
- 15) Que se passe-t-il en France entre 1648 et 1653 ?
- 16) En quelle année est créée l'Académie Française ?
- 17) Quel est son rôle ?
- 18) Citez 5 titres de pièces de théâtre de Molière.
- 19) Qui a écrit *Les pensées*, et quel était son projet en les écrivant ?
- 20) Qu'est-ce que le jansénisme ?

SECTION B :            A propos de *L'Avare* :

- 1) Pourquoi Valère doit-il se déguiser en laquais ?
- 2) Elise : qui veut-elle épouser ? qui doit-elle épouser, selon Harpagon ? Pourquoi ?
- 3) Qui est le père de Mariane ?
- 4) Qui a volé la cassette ?
- 5) Comment Valère justifie-t-il son hypocrisie .

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

1998/99 ACADEMIC YEAR SECOND SEMESTER SUPPLEMENTARY EXAMINATIONS

FR 312 : FRENCH AND GENERAL LINGUISTICS

PAPER I

TIME

3 HOURS

INSTRUCTIONS: ANSWER QUESTIONS AS PER INSTRUCTION IN EACH SECTION

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SECTION A: GRAMMAR

I. Complétez les phrases suivantes par une préposition convenable parmi les suivantes:

en, à, de, sur, pendant, avec, pour, au, du

1. Les cahiers qui sont \_\_\_\_\_ la table sont \_\_\_\_\_ Paul.
2. Nous avons décidé \_\_\_\_\_ rentrer tôt ce soir.
3. Le chauffeur a roulé \_\_\_\_\_ six heures avant d'arriver \_\_\_\_\_ Mpika.
4. J'ai vu Pierre sortir \_\_\_\_\_ restaurant \_\_\_\_\_ une jeune fille.
5. Venez vite! Cet appel c'est \_\_\_\_\_ vous!
6. Il pleut beaucoup \_\_\_\_\_ janvier.
7. Les singes sautent de branche en branche \_\_\_\_\_ agilité.
8. Les enfants jouent \_\_\_\_\_ premier étage.
9. Je te félicite \_\_\_\_\_ ton courage pendant le vol.
10. \_\_\_\_\_ quoi parlez-vous ?

II. Adjectifs selon le cas:

1. Des droits de douane (excessif)
2. Une forêt de chênes (ravagé) par le feu.
3. Je vais mettre des rideaux (orange) à cette fenêtre
4. De ce sommet, on découvre de (nouvel) horizons
5. Madame Tembo porte une robe (bleu).

## SECTION B: SEMANTICS

I. Expliquez très brièvement chacun des termes suivants et donnez deux exemples pour chaque terme.

1. Paronymes
2. Homonymes
3. Antonymes
4. Synonymes

II. Donnez le contraire de chacun des mots suivants:

1. Victoire 2. Vente 3. Petit 4. Urbain
5. Sédentaire 6. Optimiste 7. Gentil 8. Pauvre
9. Exorde 10. Partir

III. Quelles distinctions faites-vous entre sens propre, sens dérivé et sens figuré ? Expliquez en donnant des exemples bien précis.

## SECTION C: PHONETICS

Répondre à toutes les questions:

1 (a) Quels sont les 36 phonèmes du français ? Divisez les en phonèmes consonantiques et vocaliques.

(b) Quelles sont les voyelles antérieures arrondies du français ? Trouvez un mot qui contient la voyelle tout en soulignant la syllabe en question.

2. Les voyelles ont une disposition triangulaire. Justifiez ce triangle.
3. Identifiez les phrases dont voici la transcription phonétique ci-jointe:

## 2.2

1. ildi / kilar / vsamdi / amidi
2. ildi / kilad / midiminyt
3. ilapri / yn / fəmi:z / dālavali:z
4. ilami / yn / fəmi:z / dānilō
5. \*i: / y / i / vasamdi / a / vek \*mari

## 2.6

1. tylavy ? / iltaply ?
2. iltadi / killavy ?
3. \*arty:r / tyedālalyn ?
4. etysy:r / kilayyn / pynisjō
5. etysy:r / ka \*zylavylyzin

## 2.9

1. ilhuzavy / tūny
2. sətyn / tūt / pət / itrys / rus
3. vulizesy / tū / dy \*prust ?
4. vudit / kəsakut / dū / zsu ?

# UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF LITERATURE AND LANGUAGES

1999/2000 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

FR331 : PAPER II

TIME : THREE HOURS

INSTRUCTIONS : TRANSLATE THE TEXT BELOW INTO FRENCH

---

## THE EVENT

It was a wrong number that started it, the telephone ringing three times in the dead of night, and the voice on the other end asking for someone he was not. Much later, when he was able to think about the things that happened to him, he would conclude that nothing was real except chance. But that was much later. In the beginning, there was simply the event and its consequences. Whether it might have turned out differently, or whether it was predetermined with the first word that came from the stranger's mouth, is not the question. The question is the story itself, and whether or not it means something is not for the story to tell.

As for Quinn, there is little that need detain us. Who he was, where he came from, and what he did are of no great importance. We know, for example, he was thirty-five years old. We know that he had once been married, and once been a father, and that both his wife and son were both now dead. We also know that he wrote books. To be precise, we know that he wrote mystery novels. These works were written under the name of William Wilson, and he produced them at the rate of about one a year, which brought in enough money for him to live modestly in a small New York apartment. Because he spent no more than five or six months on a novel, for the rest of the year he was free to do as he wished. He read many books, he looked at paintings, he went to the movies. In the summer he watched baseball on television; in the winter he went to the opera. More than anything else, however, what he liked to do was walk. Nearly everyday, rain or sunshine, hot or cold, he would leave his apartment to walk through the city - never really going anywhere, but simply going wherever his legs happened to take him.

Paul Auster, *A City of Glass*, 1985.

**END OF EXAMINATION**

UNIVERSITY OF ZAMBIA  
UNIVERSITY EXAMINATIONS - AUGUST / SEPTEMBER 1998

FR 332 : PAPER II  
TRANSLATION : FRENCH INTO ENGLISH

TIME : THREE HOURS  
TRANSLATE : TRANSLATE THE FOLLOWING TEXT INTO ENGLISH

---

Le temps de l'économie

Bourse de Tunis. Les investisseurs internationaux lui font confiance, mais les nationaux la boudent. Paradoxe...

## Les étrangers achètent.

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RIDHA KEFI

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Le code d'incitation aux investissements, publié à la fin de 1993, a libéralisé totalement l'investissement étranger dans les secteurs de la manufacture et des services exportateurs et à hauteur de 50% dans celui des services non financiers. Mais, jusqu'à la fin de 1996, l'acquisition de titres de participation dans les sociétés tunisiennes par des étrangers était soumise à une autorisation préalable du Conseil supérieur de l'investissement (CSI). Un décret publié le 14 février 1997 a enfin autorisé les participations inférieures à 50% du capital des sociétés. Cette nouvelle réglementation n'a pas tardé à accroître les transactions au profit d'étrangers à la Bourse de Tunis.

Ainsi, en 1997, les trente plus importantes acquisitions d'actions par des investisseurs étrangers ont totalisé environ 40 millions de dinars (200 millions de FF ), dont 36 millions hors cote. Durant les trois premiers mois de cette année, les six plus importants investisseurs étrangers à la Bourse de Tunis ont acquis des actions pour la somme totale de 2,8 millions de dinars, dont 1,6 million hors cote. On notera parmi eux l'allemand Henkel KgaA (10 millions), Régie nouvelle des usines Renault (6,2 millions), Club Aquarius-Paris et Feronia International Shipping, les Américains Emerging Markets Management, Auerbach Crayson and Company Co. et Genesis Investment Funds, les britanniques Portman Arabian Maghreb Fund, Framington Maghreb Fund et Blakeney-DPL, le suisse Clariant Inter Limited, le belge Actions Flowers Benelux, le canadien SR Telecom Inc., les saoudiens Saoudi Brothers Com. Co. Et NBC Arab Equity Funds, un fonds

d'investissement opérant exclusivement dans les Bourses arabes et qui a réalisé 16% de ses opérations à la Bourse de Tunis. Les titres qui ont drainé le plus de capitaux étrangers sont ceux de la Société tunisienne d'industrie alimentaire (STIAL, 13 millions de dinars), d'Alki S.A. (10 millions), de Tunisair (1,6 million) et la Banque de l'habitat (BH, 1,6 million).

Cet afflux récent de capitaux étrangers vers la Bourse de Tunis s'explique-t-il par la crise des Bourses asiatiques ? Réponse d'un responsable du ministère des finances : "Ce sont plutôt les performances macroéconomiques du pays et les réformes de son marché financier, introduisant une meilleure transparence des transactions, qui lui valent aujourd'hui la confiance des investisseurs étrangers."

**Capitaux  
américains  
et européens,  
mais aussi  
arabes.**

# **UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**DEPARTMENT OF LITERATURE AND LANGUAGES**

**1999/2000 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS**

**FR411 : PAPER II**

**TIME :** THREE HOURS

**INSTRUCTIONS :** ANSWER ALL THE QUESTIONS

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**SECTION A: TRANSLATION**

**Traduisez le texte suivant en anglais.**

## **DECLARATION DE LUSAKA**

**22 MARS 2000**

**NOUS PARLEMENTAIRES DE DIX-SEPT PAYS**, de travers le monde, représentant treize pays africains, sommes venus à Lusaka (Zambie) pour participer à l'atelier : "Diplomatie par la voie parlementaire. Instauration d'un climat de paix en Afrique centrale" du 20 au 22 Mars 2000.

**NOUS CROYONS FERMEMENT** que notre présence à Lusaka n'est pas seulement un choix symbolique pour établir un lien entre nos débats et l'Accord de Lusaka, mais bien plus, servira à renforcer un appui à long terme pour les efforts de paix entrepris à Lusaka.

**NOUS APPUYONS PLEINEMENT** L'accord de paix de Lusaka étant donné qu'il constitue une tentative importante de résoudre le conflit armé en RDC et une base sur laquelle peut reposer une solution durable des conflits tant régionaux que nationaux.

Nous invitons toutes les parties à se conformer à l'accord de paix de Lusaka et à éviter à l'avenir les retards dans sa mise en oeuvre selon le calendrier convenu.

**NOUS CONDAMNONS AVEC ENERGIE** les violations massives des droits humains y compris le génocide et les crimes contre l'humanité qui sont perpétrés partout dans la région et appuyons les efforts déployés pour traduire les coupables en justice.

**NOUS DEPLORONS SINCEREMENT** les actes commis par toutes les parties qui ont donné lieu à l'augmentation de la souffrance des populations civiles, des réfugiés et des personnes déplacées à l'intérieur de leurs pays.

**NOUS RESTONS ENGAGÉS** à participer aux efforts à long terme nécessaires à la poursuite du processus de paix de Lusaka étant donné qu'il constitue l'unique solution politique d'un conflit auquel une solution militaire n'est pas viable.

UNIVERSITY OF ZAMBIA  
UNIVERSITY EXAMINATIONS - AUGUST / SEPTEMBER 1998

FR 412 : PAPER I  
GRAMMAR AND STYLISTICS

TIME : THREE HOURS  
ANSWER : ALL QUESTIONS IN SECTION A AND B

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SECTION A : Grammaire

- I. Remplacez les mots soulignés par un pronom. (20 points)
- 1) Réfléchissez à ce problème.
  - 2) Béatrice a parlé de son travail à son frère.
  - 3) On se plaint beaucoup de ces employées.
  - 4) Je me souviens de l'ancien Président.
  - 5) Je connais le début de cette histoire, mais je ne connais pas la fin de cette histoire.
  - 6) Je veux qu'il parte.
  - 7) On s'étonne de son absence.
  - 8) Vous aimez les films de Rambo ?  
Oui, j'ai vu quelques films.
  - 9) Vous avez une montre ?  
Oui, j'ai une montre.
  - 10) Le professeur recevra tous les élèves.
- II. Mettez les phrases suivantes à la forme négative. (10 points)
- 1) Quelqu'un est venu.
  - 2) Il dort déjà.
  - 3) Je l'ai rencontré une fois.
  - 4) Il a un appartement et une voiture.
  - 5) Il fume et il boit.

III. Mettez les phrases suivantes à la forme passive. (20 points)

- 1) Les soucis m'accablent.
- 2) Une vieille jument tirait la roulotte.
- 3) L'invention du laser a bouleversé les techniques chirurgicales.
- 4) Des peintures naïves décoraient la façade de l'auberge.
- 5) Des dizaines de véhicules encombraient l'esplanade du château.
- 6) Les étudiants adorent leur établissement.
- 7) La pluie a détruit toute la récolte.
- 8) Un vin d'honneur suivra la remise de décorations.
- 9) Bien des gens aiment ce ministre.
- 10) C'est toujours le plus faible qu'on attaque.

IV. Remplacez le verbe à la forme négative par un verbe à la forme affirmative en gardant le même sens. (10 points)

- 1) Il n'a pas dit la vérité.
- 2) Je voudrais vous convaincre de rester.
- 3) Elle ne soigne guère son apparence.
- 4) Je préfère ne pas faire de commentaires.
- 5) L'auteur de cette lettre a choisi de ne pas se nommer.

**SECTION B :** La stylistique

Répondez à toutes les questions.

I. Donnez les définitions des mots suivants:

- 1) La métaphore
- 2) L'hyperbole
- 3) La litote
- 4) La métonymie
- 5) L'euphémisme

- 6) La gradation
- 7) L'ironie
- 8) L'oxymore
- 9) La périphrase
- 10) L'allégorie

II. Relevez les procédés d'expression dans les phrases suivantes et faites-en quelques commentaires:

- 1) Bientôt ces coeurs de fer se verront adoucis.
- 2) Sous les plis de ce voile de fumée, et grâce à sa petitesse, il put s'avancer assez loin dans la rue sans être vu.
- 3) J'ai embrassé l'aube d'été.
- 4) Les branches d'arbres me caressaient le visage.
- 5) Et toi que les fenêtres observent la honte te retient.  
D'entrer dans une église et de t'y confesser ce matin.

II. Dans ces textes, quelles sont les différentes formes de style employées par les auteurs ? Commentez l'effet obtenu dans chaque texte.

1) Le lendemain, après le dîner, comme on sortait de table, Cunégonde et Cndide se trouvèrent derrière un paravent; Cunégonde laissa tomber son mouchoir, Candide le ramassa, elle lui prit innocemment la main; le jeune homme baisa innocemment la main de la jeune demoiselle avec une vivacité, une sensibilité, une grâce toute particulière; leurs bouches se rencontrèrent, leurs yeux s'enflammèrent, leurs genoux tremblèrent, leurs mains s'égalèrent.

(Voltaire)

2) Une vingtaine de morts gisaient ça et là dans toute la longueur de la rue sur le pavé. Une vingtaine de gibernes pour Gavroche. Une provision de cartouches pour la barricade.

(Hugo)

3) Tout sent le poisson cru : le cigare du Silencieux, le maillot de Maggie, la chevelure humide de Marthe... le vent d'ouest, mou et brûlant, sent le poisson... la fumée de l'auto, et la dune glacée d'ombre bleue, et toute cette journée, sentent le poisson.

(Colette)

UNIVERSITY OF ZAMBIA  
UNIVERSITY EXAMINATIONS - SEPTEMBER 1998

FR 412 :      PAPER II  
SEMANTICS AND PHONETICS

TIME :              THREE HOURS  
ANSWER :        ALL QUESTIONS IN BOTH SECTIONS

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SECTION A :        Sémantique

Jean-Paul Sartre  
*Les Mots* (1964), Gallimard "Folio", 1977, p.19

Il n'y a pas de bon père, c'est la règle; qu'on n'en tienne pas grief  
aux hommes mais au lien de paternité qui est pourri. Faire des enfants,  
rien de mieux ; en *avoir*, quelle iniquité! Eût-il vécu, mon père se fût  
couché sur moi de tout son long et m'eût écrasé. Par chance, il est mort  
5 en bas âge; au milieu des Enées qui portent sur le dos leurs Anchises, je  
passe d'une rive à l'autre, seul et déstancé ces géants invisibles à che-  
val sur leur fils pour toute la vie; j'ai laissé derrière moi un jeune mort  
qui n'eut pas le temps d'être mon père et qui pourrait être, aujourd'hui,  
mon fils. Fut-ce un mal ou un bien ? Je ne sais; je souscris volontiers  
10 au verdict d'un éminent psychanalyste: je n'ai pas de Sur-moi.

C'en'est pas tout de mourir : il faut mourir à temps. Plus tard, je me  
fusse senti coupable; un orphelin conscient se donne tort: offusqués par  
sa vue, ses parents se sont retirés dans leurs appartements du ciel. Moi,  
j'étais ravi: ma triste condition imposait le respect, fondait mon impor-  
11 tance; je comptais mon deuil au nombre de mes vertus. Mon père avait  
eu la galanterie de mourir à ses torts: ma grand-mère répétait qu'il  
s'était dérobé à ses devoirs; mon grand-père, justement fier de la longé-  
vité Schweitzer, n'admettait pas qu'on disparût à trente ans; à la lumière  
de ce décès suspect, il en vint à douter que son gendre eût jamais existé  
20 et, pour finir, il l'oublia. Je n'eus même pas à l'oublier : en filant à  
l'anglaise, Jean-Baptiste m'avait refusé le plaisir de faire sa connaissance  
Aujourd'hui encore, je m'étonne du peu que je sais sur lui.

## QUESTIONS:

- 1) Quels sont les champs lexicaux et sémantiques qui structurent ce texte extrait de *Les mots*, oeuvre de Jean-Paul Sartre ? Classez et justifiez. (8points)
- 2) Donnez plusieurs synonymes de Dércher (ligne 17) (2 points)
- 3) Donnez un antonyme de Coupable ( ligne 12) (1 point)
- 4) Donnez les homonymes de Compte (ligne 15) (1 point)
- 5) Donnez plusieurs paronymes de Coucher (ligne 4) (2 points)
- 6) Expliquez l'expression Filer à l'anglaise (lignes 20-21) (1 point)
- 7) Décrivez le mot Invisible (ligne 6) verbe d'origine, nature du mot, dérivationn, nature des préfixe et suffixe, etc... (3 points)
- 8) Quelle est la connotation de l'emploi des temps subjonctifs, Imparfait et plus que parfait ? (1 point)
- 9) En quoi ce texte peut-il être considéré comme ironique ? (1 point)

## SECTION B : Phonétique

1. Donnez trois exemples sur chacun des termes suivants: (15 points)
  - a) Occlusives bi-labiales
  - b) Occlusives apico-dentales
  - c) Consonnes sourdes
  - d) Voyelles fermées
  - e) Voyelles antérieures
2. Donnez et expliquez brièvement cinq branches de la phonétique que vous connaissez (15 points)
3. Quels sont les organes de la parole ? Montrez-les à travers une coupe médiane schématique. (20 points)

(1)

UNIVERSITY OF ZAMBIA  
UNIVERSITY EXAMINATIONS - SEPTEMBER 1998

FR 432 : PAPER II  
ADVANCED STUDIES IN TRANSLATION

TIME : THREE HOURS  
N.B. : TRANSLATE THE FOLLOWING TEXT INTO ENGLISH

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**Hydraulique.** Dans le monde, seule l'Amazone a un débit plus important. Mais, pour l'électricité comme pour l'eau portable, le fabuleux potentiel que représente le Congo reste largement sous-utilisé.

## Au commencement était le fleuve...

Le fleuve Congo est sans doute la plus belle richesse de la RDC. Des sources de Musofi au large du port de Matadi, son cours s'étire sur près de 4, 300 km, à peu près la distance qui sépare Paris de Moscou. Aux "Portes de l'Enfer", le Congo cascade entre gorges, déversant 75 000 m<sup>3</sup>/seconde d'eau boueuse. En aval de Kinshasa, il s'élargit pour former de larges *pools*, ponctués de bancs de sable sur lesquels s'amoncellent des débris végétaux arrachés lors de ses fréquentes crues, qu'alimentent les fortes précipitations caractéristiques du climat équatorial humide de cette région.

Le Congo représente aussi une source d'eau potable et d'électricité considérable. Le fleuve, ses affluents (l'Oubangui et le Kasai), le chapelet de lacs Tanganyika, Kivu, Moero... qui bordent la frontière orientale du pays et les nappes phréatiques dont son sous-sol sédimentaire détritique regorge dotent la RDC d'un potentiel hydraulique considérable. Avec 42 000 m<sup>3</sup>/seconde en moyenne, le Congo charrie le plus grand volume d'eau après l'Amazone. "Pour l'économie

ationale, cela constitue une véritable manne, s'exclame Tshimanga Mkumba, président délégué général de la Régie des eaux (Régideso) congolaise depuis juin 1997. Agriculteurs et citoyens en tirent profit. Les premiers pour leurs cultures. Les seconds pour leur approvisionnement en eau rendue potable par nos soins."

Mais ce réseau hydraulique exceptionnel est assez mal exploité. Si, aujourd'hui, 70% de la population des villes de plus de 500 000 habitants a accès à l'eau potable, ce taux ne dépasse pas 10% dans les campagnes. Les nombreuses fuites décelées le long des 15 000 km de canalisations qui parcourent le pays et le mauvais entretien des équipements de la Régie provoquent d'importants gaspillages... "Nos magasins sont vides. Nous n'avons plus de pièces de rechange, ajoute Tshimanga Makumba. Cette année, nous n'avons pu exploiter que 65% des capacités hydrauliques. Au début des années quatre-vingt-dix, nous en exploitions plus de 75%!"

En septembre dernier, l'Etat congolais, premier client de la Régie des eaux, a reconnu une créance de 235 millions de dollars. "L'Etat représente 42% de notre chiffre d'affaires" précise Tshimanga Makumba.

(1)

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - NOVEMBER 1997

H 131

INTRODUCTION TO HISTORICAL RESEARCH METHODOLOGY

DISTANCE EDUCATION

TIME:      THREE HOURS

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SECTION A:    ANSWER TWO OF THE FOLLOWING QUESTIONS.

1.    What are the merits and demerits of written sources and oral tradition?
  2.    How can Archaeology and Linguistics help you to write a historical paper.
  3.    What are the different techniques used in historical criticism?
  4.    What do you know about the following?
    - glottochronology
    - Radio - carbon dating
    - Palynology
    - 2900 BP
    - Annotated bibliography
    - Primary Sources
- (20 Points)

SECTION B:    ANSWER TO THE FOLLOWING QUESTIONS

1.    What are the different documents that you will probably find in a general reference section of the Library?
2.    a)    Write correctly the following foot-note entries:
  - James Phiri, The End of the Cold War: London, MacMillan Press 1965 pp20.

- Musonda J, Joseph Ki-Zerbo and Bernard R. Berelson, The History of the Luba Kingdom, The University of Zambia Press, Lusaka, 1964, p44-65. (4 marks)

b)

Write correctly the following bibliographical entries:

- Ogot, B.A. (ed) War and Society in Africa (London: Frank Cass and Company) 1972.
- Wilson, M. and Thompson, L. (ed.) The Oxford History of South-Africa Volume 2: South Africa C. 1870 - C. 1966 (London: Oxford University Press. 1972) (4 marks)

3. When and how do you use the following:

- ellipsis points —
- Quotation marks ✓
- sic
- Italics ✓
- end-notes ✓
- acknowledgement ✓ (12 marks)

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END OF EXAMINATION

1

THE UNIVERSITY OF ZAMBIA  
UNIVERSITY EXAMINATIONS - NOVEMBER 1997

II 132

AFRICA AND THE WORLD

DISTANCE EDUCATION

TIME: THREE HOURS

ANSWER: THREE QUESTIONS. QUESTION NO. 1 IS COMPULSORY  
AND IS WORTH 20 MARKS. QUESTIONS 2-6 ARE WORTH  
15 MARKS EACH.

- 
1. "Africa is the homeland of mankind." Discuss.
  2. What factors contributed to the rise and fall of the Kingdom of Ancient Ghana.
  3. What do you know about the following:
    - Pebble Culture
    - Osteodontokeratic industry
    - homo erectus
    - Acheulian culture
  4. a) What factors contributed to the rise of the Ancient Egyptian Culture.  
  
b) What are the main characteristics of that culture?
  5. Discuss the following statements: "Sahara is the Cradle of Agriculture".
  6. The Sahara was a crossroad, not a barrier to the influx of men and goods before the 15th century B.C. Discuss.
- 

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - NOVEMBER/DECEMBER 1997

H 232

HISTORY OF MODERN AFRICA FROM 1900 TO THE PRESENT

(DISTANCE EDUCATION)

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS. EACH QUESTION  
CARRIES EQUAL MARKS.

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1. Assess the First World War and its consequences for Africa.
  2. Discuss the similarities and differences in British and French colonial policies and methods of administration between 1919 and 1945.
  3. What do you understand by the term "class"? Choosing two examples to illustrate your answer, discuss the ways in which colonial rule promoted class formation in Africa.
  4. Discuss the growth of apartheid in South Africa from 1948 to about 1990. How did independent African states react to this problem?
  5. Explain the impact and significance of colonialism in Africa.
  6. Discuss the concept of "ethnicity", and account for its growth in independent African states.
  7. Contrast the importance in secondary resistance to colonial rule between 1918 and 1939, of two of the following:
    - (a) Workers' organizations;
    - (b) Peasant resistance;
    - (c) Independent religious movements;
    - (d) Movements of the educated elite.
  8. Why did post-colonial African leaders opt for single-party systems?
- 

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - NOVEMBER/DECEMBER 1997

H 241

ECONOMIC HISTORY OF WESTERN EUROPE - 1450 TO THE PRESENT

(DISTANCE EDUCATION)

TIME: THREE HOURS

INSTRUCTION: ANSWER THREE QUESTIONS

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1. Critically examine the main characteristics of the feudal mode of production in Western Europe and show why it declined.
  2. What impact did European expansion after the 16th century have on European economies?
  3. Examine the position of the Atlantic Slave Trade in the development of European economies between the 16th and 18th centuries.
  4. What is meant by "mercantilism" and what were its major characteristics.
  5. Discuss the role of agriculture in the industrialization of Britain.
  6. What were the causes of imperialism in the 19th century?
- 

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA  
UNIVERSITY EXAMINATIONS - NOVEMBER/DECEMBER 1997

LAL 112

INTRODUCTION TO LINGUISTICS

(DISTANCE EDUCATION)

TIME: THREE (3) HOURS

INSTRUCTIONS: (A) ATTEMPT ALL SECTIONS A AND B AS FOLLOWS:  
ONLY FIVE (5) QUESTIONS FROM EACH SECTION.

(B) ALL EXAMPLES FROM A LANGUAGE OTHER THAN  
ENGLISH MUST BE FOLLOWED BY TRANSLATIONS  
IN ENGLISH.

e.g. TONGA mwana 'child'

WEIGHTING: (A) THE EXAMINATION COUNTS FOR 50% OF THE  
TOTAL MARKS OF THE COURSE.

(B) ALL QUESTIONS CARRY EQUAL MARKS.

## SECTION A

1. What is linguistics?
2. Explain the following:
  - (a) levels of linguistic analysis
  - (b) phonology and phonemics
  - (c) morphology and morphemics
3. Comment on the following statement:

"Linguistics is a science"
4. Explain the following:
  - (a) the nature convention controversy
  - (b) the analogy - analogy controversy
  - (c) the realism - nominalism controversy
  - (d) speculative philosophers
5. Discuss and illustrate the concepts of speech act and presupposition.
6. How do you view the relationship between
  - (a) psychology and linguistics
  - (b) sociology and linguistics
  - (c) literature and linguistics
7. Name and define the three main branches of phonetics.
8. Explain the following:
  - (a) active articulators
  - (b) passive articulators
  - (c) initiator
  - (d) speech pathologist
  - (e) vocal tract or vocal apparatus
9. Define the term phonetics.
10. What is the difference between consonant and vowels.
11. Explain the following:
  - (a) place of articulation
  - (b) mode, or manner of articulation
  - (c) egressive sound
  - (d) ingressive sound

12. Write in IPA symbols the sounds described below:
- (a) voiceless bilabial stop
  - (b) voiced bilabial stop
  - (c) voiced postalveolar affricate
  - (d) voiceless postalveolar affricate
13. Explain the following statement:
- "Phonology, in a sense, begins where phonetics leaves off."
14. With examples, explain the following:
- (a) phoneme
  - (b) allophone
  - (c) allomorph
  - (d) morpheme
  - (e) phone
  - (f) morph
15. Define and exemplify
- (a) bound morpheme
  - (b) free morpheme
  - (c) lexical morpheme
  - (d) grammatical morpheme

#### SECTION B

16. A sentence may be defined as a group of words containing a subject and a predicate. Explain and illustrate what is meant by 'subject' and 'predicated'.
17. What are the 'major' word-level categories and why are they so called?
18. Is a phrase always a group of words? Discuss and exemplify.
19. Give an example of each of the following:
- (a) PP
  - (b) AdvP
  - (c) AdjP
  - (d) VP
  - (e) VP
  - (f) SP

20. Identify objects and complements in the following sentences:

- (a) The President appointed him minister of tourism.
- (b) Many left after waiting for a long time.
- (c) He is now a politician.
- (d) He told the teacher what had happened in the classroom.
- (e) Where did you go today?

21. With examples, explain the following:

- (a) synonymy
- (b) autonymy
- (c) hyponymy
- (d) paraphrase

22. With examples explain the following:

- (a) dialect
- (b) socialect
- (c) speech community
- (d) lingua franca
- (e) bilingualism
- (f) multilingualism
- (g) diglossia
- (h) code-switching

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - NOVEMBER/DECEMBER 1997

LAI. 211

THE STRUCTURE OF BANTU LANGUAGES

(DISTANCE EDUCATION)

TIME: THREE (3) HOURS

INSTRUCTIONS:

- (a) There are four Sections: A, B, C and D. ATTEMPT three (3) questions from A, two (2) questions from B, two (2) questions from C and three (3) questions from D, the total number of questions to be attempted being ten (10).
- (b) Each example in Bantu must be followed by an English translation. Name the language from which each example is drawn.

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

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SECTION A

- 1. In the light of a definition of the term 'African language', discuss the scope of African linguistics.
- 2. Write brief notes on
  - (a) Carl Meinhof
  - (b) Malcolm Guthrie
  - (c) Joseph H. Greenberg
  - (d) the Bantu origin and spread
- 3. Many Bantu languages display a 'balanced system of vowels'. Explain and exemplify.
- 4. In Guthrie's classification of the Bantu languages, languages are classified into zones. Which zones are found in Zambia? For each zone found in Zambia, name one Zambian language.

## SECTION B

5. Write brief notes on the following concepts used in Guthrie's Comparative Bantu:
  - (a) Comparative series
  - (b) Common Bantu
6. With one example in each case, define the following:
  - (a) sonorant
  - (b) syllabic
  - (c) anterior
  - (d) coronal
7. Two types of prosodic unit have been reconstructed for Proto-Bantu. Name them and exemplify.
8. Generally speaking, how is a Bantu 'five-vowel system' related to the PB vowel system?
9. Explain in words the following:
  - (a) l-stopping
  - (b) Rolling in Nyanja
10. With examples, explain the following rule  
syllable -----> (On) Nu

## SECTION C

11. With examples, explain the following:
  - (a) subclass (in the Bantu class system)
  - (b) primary and secondary prefixes
12. Give one example of deverbal noun and provide a comprehensive morphological analysis thereof.
13. With examples, write a one-page essay on the numeral system in Bantu.
14. Write brief notes on the exemplify the following terms as can be used in morphological analyses of Bantu verb forms:
  - (a) preprefix
  - (b) prefix
  - (c) postprefix
  - (d) tense sign
  - (e) post-tense sign

- (f) infix
- (g) radical
- (h) extension
- (i) pre-ending
- (j) ending and

15. With examples, explain what is meant by 'polarity'.

#### SECTION D

1. At least on the surface, Bantu languages are essentially SVO. Explain and exemplify.
2. Using a tree-diagram, analyse the syntactic structure of a Bantu version of the English sentence "THE CHILDREN WILL REMAIN IN THE VILLAGE".
3. Translate "THEY WILL REMAIN" in a Bantu language and provide a comprehensive morphological analysis of the Bantu version.
4. Explain and exemplify the rules of
  - (a) Consonant in Harmony involving /*ɛ*/ in Bantu
  - (b) Spirantization induced by some high vowel in Bantu

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - NOVEMBER/DECEMBER 1997

LAL 212

STUDIES OF THE NON-BANTU LANGUAGES OF AFRICA

(DISTANCE EDUCATION)

TIME: THREE (3) HOURS

INSTRUCTIONS: ATTEMPT ANY TEN (10) QUESTIONS.

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

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SECTION A

1. What is the main morphological feature of the Congo-Kordofanian languages?
2. Name any two grammatical features of the Khoi-San languages.
3. How is grammatical number expressed in
  - (a) the Congo-Kordofanian languages?
  - (b) the Nilo-Saharan languages?

SECTION B

4. Give a morphological and semantic account of the following BULOM paradigm.

na 'cow'  
sina 'cows'  
nalɛ 'the cow'  
nasilɛ 'the cows'

5. WOLOF has a system of noun classes expressed in adjectives and determiners as well as in relative pronouns. In the light of this, comment on the following examples:

	I	II	III
a. (bai = 'father')	bai bi	bai bu	bai ba
b. (fas = 'horse')	fas vi	fas vu	fas va

6. Discuss any two features of FULANI grammar.

7. MANDE languages:

- (a) Where are they spoken?
- (b) Name the two dialect clusters and say where they are spoken.

SECTION C

8. Name any two features common to both CHADIC and CHADU-HAMITIC language groups.
9. What do 'nomen regens' and 'nomen rectum' mean? Exemplify and explain how D. Westermann and M.S. Bryan use these terms.
10. Write brief notes on
- (a) Case in NUER
  - (b) Word order in NUER
11. How is word order in a sentence in NILOTIC in terms of S (= subject), V (= verb), O (= object or adverbial) and A (= auxiliary verb)? Exemplify.
12. Comment on the following paradigm from AWIYA, a CUSHITIC language:
- agal 'master'  
agala 'mistress'  
agalka 'masters/mistresses'
13. LOKO, a MANDE language, displays consonant mutation (CM). Identify the working of CM in the following examples:
- pérɛ 'house'  
ni bérɛ 'my house'  
pe 'do it'  
na be 'do that'  
kbaki 'shoulder'  
nya gbaki 'my shoulder'

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA  
UNIVERSITY EXAMINATIONS - NOVEMBER/DECEMBER 1997

LAL 221

INTRODUCTION TO LITERARY STUDIES

(DISTANCE EDUCATION)

**TIME:** THREE HOURS

**MARKS:** 100

**INSTRUCTIONS:** ANSWER ALL THE QUESTIONS IN THIS PAPER.

ALL EXAMPLES GIVEN IN ZAMBIAN LANGUAGES MUST BE  
 TRANSLATED INTO ENGLISH.

---

1. Define the word literature and discuss the issues raised by the definition(s). (10 marks)
2. (a) Define criticism and discuss its value. (5 marks)
- (b) "The author of this book intended to show the folly inherent in blind westernisation. This intention can be proven by the author's handling of characters..."  
  
 This is part of a student's critique of a novel. Comment on it in relation to literary criticism. (5 marks)
3. Discuss the challenge of discussing the course of the conflict. (10 marks)
4. Explain how setting affects plot, atmosphere and ideas. (5 marks)
5. Contrast a short story and a long prose (novel). (20 marks)
6. Comment on the pairs below:
  - (a) Tragedy and melodrama
  - (b) Comedy and farce
 (10 marks)
7. Exemplify the following in your language.
  - (a) Personification
  - (b) Synecdoche
  - (c) Metaphor
  - (d) Simile
  - (e) Rhyme
 (10 marks)

8. Using two stories (written fiction or tales), illustrate the difference between the mirror image and the hour glass as structural types of plot. (20 marks)

9. What is the difference between:

- (a) Panegyric poem and a saga
- (b) Elegies and lyrics

Please illustrate with examples drawn from your language. (10 marks)

10. Name and exemplify the major structural types of proverbs in Bantu language. The examples should be in Zambian languages. (10 marks)

11. (a) Define a riddle  
(b) Give its major characteristics  
(c) Name the occasion for its performance  
(d) Name the common types

(10 marks)

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END OF EXAMINATION

2

THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
1998/99 ACADEMIC YEAR SECOND SEMESTER EXAMINATION  
LAL 222 WRITINGS IN ZAMBIAN LANGUAGES

Time: Three (3) hours

Instructions to the candidate

Answer three (3) questions from this paper:

- a. For Bemba and Chewa/Nyanja speakers: One question on prose, One on drama and One on poetry.
  - b. For speakers of other Languages: One question on Prose and Two on Poetry.
- 

Section A: Prose (Compulsory to all students of this course)

Choose only one question from this section.

1. Discuss the image of women in *Ungambare Otere* or *Ako Usuulile*.
2. Compare and contrast the books in question 1 in terms of theme and subject.
3. *Musalu wali Pesamba* raises many questions pertaining to the struggle for independence. Discuss the question of war as presented in this book.
4. Using a book in your first language, discuss the interaction between literature and history.
5. Using a book in any Zambian Language, discuss the interaction between orality and writing.
6. Using a book in any Zambian Language, demonstrate how setting can affect characterisation and theme.
7. Using at least three (3) books in any Zambian Language(s), discuss the value of the journey motif in written literature.
8. Using at least two (2) books in any Zambian Language(s), comment on the interaction between society and literature.

9. Using one (1) book in any Zambian Language(s), Demonstrate how characterisation can sometimes help in bringing out the theme of a book.

### **Section B: Drama (For speakers of Ibibemba and Ci Chewa only)**

*Choose only one question from this section.*

1. *Sewero La Ula* and *Pali imfa Pali Mabvuto* have one thing in common but are miles apart. Discuss.
2. In a way one could say that *Kancule na Lona* is similar to the two plays mentioned in Question 1. What is it that is shared by the three plays? What is that distinguishes each book from the others? How is the common element (to all the three plays) handled in *Kancule na Lona*?
3. Compare and contrast *Pali Imfa Pali Mabvuto* and *Kancule na Lona* in terms of how subject and theme handled.
4. Compare *Kancule na Lona* with *Pali imfa Pali Mabvuto* in terms of style.

### **Section C: Poetry (Compulsory for all)**

*Speakers of Cibemba and Ci Chewa/Nyanja should only answer one (1) question from this section. Speakers of other languages should answer two (2).*

1. Using a poem of no less than ten (10) average verses in your language, illustrate how figures of speech can amplify the meaning of a poem.

2. Explain how rhythm is achieved in a poem of your choice in any **Zambian Language**.
3. Using a poem in any **Zambian Language**, illustrate how the concept of foot is achieved in poetry in our languages as well the effect of a variant **foot**.
4. Using a poem from an oral source, explain how performance affects the mode, subject and theme of a poem.

**THE UNIVERSITY OF ZAMBIA**  
**UNIVERSITY SECOND SEMESTER EXAMINATIONS, - MAY, 2000**

**LSE 372**

**AFRICAN LANGUAGES TEACHING METHODS I**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS:**

**ANSWER TWO QUESTIONS FROM EACH SECTION. ALL THE QUESTIONS CARRY EQUAL MARKS**

**SECTION A**

1.
  - (a) With the help of examples discuss, briefly, the difference between the skill getting and the skill using stages in teaching written expression.
  - (b) Explain and illustrate how listening, speaking and reading can help to improve pupils' written expression
2. Although it has been government policy, through the Ministry of Education, to standardize the orthography of Zambian languages since 1977 very little has been done to achieve the intended objectives. Explain:
  - (a) the main objectives of standardizing the orthography of Zambian languages.
  - (b) why standardization has not been achieved.
  - (c) at least two aspects of the new orthography in any Zambian language that you would highlight to try to convince those who oppose such innovations that the orthographic reform was necessary.
3.
  - (a) Define each of the following terms and highlight their significance
    - (i) a scheme of work
    - (ii) a lesson plan
    - (iii) a record of work.
  - (b) Explain:
    - (i) the role of the introduction in a lesson plan
    - (ii) a lopsided lesson

4. (a) Discuss the significance of teaching oracy and literacy in African languages.
- (b) Explain and justify the appropriate reading techniques pupils should use when they are reading **prescribed literature books** and **Imbila, Intanda, Liseli, Ngoma or Tsopano**.

## SECTION B

5. Given the objectives that at the end of the lesson PSBAT identify:
- (i) the dependent and independent personal pronouns
  - (ii) the relationship between noun prefixes and some dependent personal pronouns in verbals within and between sentences, construct a lesson plan for a Grade 9 class. Use the inductive approach to teach this lesson.
6. Design a lesson plan in which you teach a Grade 10 class written expression based on the following topic: **The Day the Minister of Education Visited Our School**.
7. Prepare a lesson plan in which you teach Grade 11 pupils **setting** and **characterization** based on one of the prescribed literature books they are supposed to study for their school certificate examinations in Bemba, Kaonde, Lozi, Lunda, Luvale, Nyanja or Tonga.
8. Your Head of department has asked you to contribute question items for a Grade 12 Bemba, Kaonde, Lozi, Lunda, Luvale, Nyanja or Tonga mock examination as follows:
- (a) One situational composition question
  - (b) One descriptive free composition question
  - (c) Three note-making summary questions based on a passage whose theme is the positive and negative effect of colonialism in Africa.
  - (d) One thematic and one major incident literature essay questions
  - (e) Two language questions on each of the following:
    - (i) reciprocal verbal extension
    - (ii) compound nouns

- (iii) deverbatives
- (iv) possessive pronouns

**NB.** Make sure that the rubric or instructions for each set of questions and the questions themselves are clearly written in the local language you teach with a gloss added to them in English.

**End of Examination**

# **THE UNIVERSITY OF ZAMBIA**

**UNIVERSITY FIRST SEMESTER EXAMINATIONS - 1999**

**MC 201**

## **INTRODUCTION TO PRINT MEDIA REPORTING**

**TIME:        THREE (3) HOURS**

**INSTRUCTIONS: ANSWER THE QUESTION IN SECTION A WITHIN ONE HOUR AND THIRTY MINUTES, AND THEN THREE 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 is a copy of a Speech the acting Vice-Chancellor of the University of Zambia, Prof. Mutale Chanda delivered to the 29<sup>th</sup> Graduation Ceremony held at the Great East road campus, Lusaka on 24<sup>th</sup> April, 1999.

Assuming the speech was delivered today, write a news story for the Lusaka Star. The Story should be exactly ten (10) paragraphs long including the introduction. (40).

### **SECTION B**

2. List and discuss the important principles that writers should bear in mind in making a story understandable. (20).
3. Outline the debate among journalist over how much to pack the first paragraph or introduction with facts. (20)
4. Explain how you put a news story together, and also state the important elements, which each story should have. (20)

5. It is often stated that "Editors want staffers to be able to report and write. Good reporters who are good writers are hard to find." What goes into good writing?  
(20)

Library 6pm

(1)

**UNIVERSITY OF ZAMBIA EXAMINATIONS**  
**MAY 2000**

**MC 212: INTRODUCTION TO TELEVISION PRODUCTION**

**TIME: 3 HOURS**

**INSTRUCTIONS:**

**ANSWER ALL QUESTIONS FROM SECTION A BUT ONLY ONE FROM SECTION B**

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

1. WRITE EXPLANATORY NOTES ON THE FOLLOWING TERMS IN TELEVISION BROADCASTING:
  - A. CO-AXIAL CABLE
  - B. ADDITIVE PRIMARY COLOURS
  - C. OUT CUE
  - D. TEASER
  - E. BUMPER
  - F. CHARGE COUPLED DEVICE
  - G. VO
  - H. READER OR VOICER
  - I. CONTROL TRACK
  - J. PRESCRIPTIVE QUESTIONS

20 MARKS
2. HOW DOES ONE DEAL WITH UN-COOPERATIVE SUBJECTS IN TELEVISION INTERVIEWS?

20 MARKS
3. WHAT ARE THE DIFFERENT TYPES OF AUDIENCE FOR TELEVISION?

10 MARKS
4. DESCRIBE THE PROCESS OF DEVELOPING IDEAS IN TELEVISION PRODUCTION. IN YOUR ANSWER, ALSO EXPLAIN HOW YOU CHOSE SCRIPT FORMATS FOR PROGRAMMES.

10 MARKS
5. HOW DOES ONE HANDLE NUMBERS IN TELEVISION PRODUCTION WORK?

10 MARKS

**SECTION B: ANSWER ONLY ONE QUESTION FROM THIS SECTION**

6. DEFINE & EXPLAIN HOW A KNOWLEDGE OF THE FOLLOWING HELPS IN TELEVISION BROADCASTING:

- A. DEPTH OF FIELD
- B. FOCAL LENGTH
- C. LENS SPEED

30 MARKS

7. WHAT ARE THE VARIOUS DIMENSIONS TO THE CONCEPT OF TELEVISION AUDIENCE.

30 MARKS

**END OF  
EXAMINATION**

①

**HUMANITIES AND SOCIAL SCIENCES**  
**DEPARTMENT OF MASS COMMUNICATION**

**MC 222: MEDIA AND SOCIETY**

**SECOND SEMESTER FINAL      DATE: 17 MAY, 2000**

**TIME: 3HRS**

**SECTION A**

**ANSWER ALL QUESTIONS IN SECTIONS 'A' AND 'B'.**

**CHOOSE ONLY ONE IN SECTION 'C'**

1. Research has implicated the media in fanning civic disorder behaviour. Why is this so? (10 Marks)
2. It is argued that Western Countries War correspondents do not always report the truth when reporting on wars involving their countries. Discuss. (10 Marks)
3. What criterion is used to judge the credibility of a source in Mass Communication?  
(b) Why is credibility important for the source? (10 Marks)
4. The media are sometimes viewed as a potential threat to the values set by parents, the church, school etc.; why? (10 Marks)
5. Is there press freedom in Zambia? Give reasons for your answer (10 Marks)

**SECTION B: ANSWER ALL.**

1. In Cable Television transmission, what is the function of -:  
(a) Headend  
(b) Hub  
(c) Converter (6 Marks)

2. In relation to both Cable and Satellite broadcasting explain, briefly each of the following:

- (a) Trap
- (b) Scrambler
- (c) Footprint

(6 Marks)

3. What advantage has a Satellite signal over:

- (i)
  - (a) co-axial cable signal
  - (b) microwave signal
- (ii) What advantage has a co-axial cable signal over a microwave signal?

(6 Marks)

4. Name

- (a) Two international satellites which beam pictures to Zambia?
- (b) State their positions in orbit

(6 Marks)

5. Give

- (a) Three facilities one requires to be connected to the Internet?
- (b) Explain the function of each.

(6 Marks)

**SECTION C: CHOOSE ONE ONLY**

1. Discuss the role of a Journalist as a developmental agent in society.  
(20 Marks)

2. The Libertarian theory talks of social responsibility. What does social responsibility entail?  
(20 Marks)

3. Explain what Media Normative Expectation is and how it applies to media practitioners  
(20 Marks)

**GOOD LUCK**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**DEPARTMENT OF MASS COMMUNICATION**  
**SECOND SEMESTER EXAMINATION**  
**HARD COPY EDITING AND LAYOUT**  
**MC 342/411**

**TIME 3 HRS**

**INSTRUCTIONS:**

**SECTION A - COMPULSORY**

**SECTION B - ANSWER ANY 4 QUESTIONS**

**SECTION A - COMPULSORY**

1. Edit the stories given to you using proper editing symbols and write a headline on top of each story.
2. Design and layout an inside page of a tabloid newspaper using the stories on the slug sheet, photographs and dummy sheet provided.

**NOTE:** Stories on the slug sheet already have lengths provided.

As you design and layout your page, take into consideration copy fitting, headlines for each story used, art, page balancing and good presentation.

Crop and scale your photographs.

Remember to write headlines and point sizes on your layout as well as write captions for the photographs used.

### SLUG SHEET

STORY	LENGTH	PICTURE
1. Drug shortage	30cm	NO
2. Corridor disease	80cm	YES
3. Corruption	25cm	YES
4. Smuggling	12cm	NO
5. UNIP Congress	40cm	YES

## **SECTION B**

### **ANSWER 4 QUESTIONS**

1.     (a)     What is a headline? (2 marks)  
       (b)     Discuss functions of a headline. (7 marks)  
       (c)     Name the first newspaper in the United States that had no headlines.  
               (1 mark)
2.     (a)     Discuss what is involved in good headline writing. (4 marks)  
       (b)     Discuss the role of an editor. (6 marks)
3.     (a)     Give three qualities of an editor. (3 marks)  
       (b)     What is the copy desk's chief function? (6 marks)  
       (c)     What is the first commandment in the newsroom? (1 mark)
4.     Discuss what editing does for copy. (10 marks)
5.     Discuss intellectual tools used by editors. (10 marks)

**END OF EXAMINATION**

## COUPLE

By JULIAN REDEMEYER AND REUTERS

Malaysia and the Philippines have mounted a naval search for 20 people, including two Johannesburg tourists, kidnapped by heavily-armed gunmen thought to be Filipinos on a tropical resort island at the weekend.

Malaysian police said the Craighall couple, Caryl and Monique Strydom (both 36), were among 20 people, including at least 10 foreign tourists, still missing after they were taken hostage by the gunmen on the remote Malaysian resort island of Sipadan on Sunday.

The tiny coral island, which is situated off the north-eastern coast of Borneo and is about 30km from Malaysia's Sabah state, is a popular destination for scuba-divers.

Malaysian officials say they know where the hostages are being held and believe they are safe. "We have found out the exact location," Malaysian defence minister Najib Razak told the official Bernama news agency. He did not disclose their whereabouts.

"We have been advised that they are still alive," Malaysian foreign minister Hamid albar said. "The priority is to get the safe release of everybody."

Foreign affairs spokesperson Ronnie Mamoepa said the High Commission in Malaysia was monitoring the situation.

The Philippines said a Muslim rebel group in the southern Philippines might be responsible for the kidnapping. It has also been speculated that the kidnappers could be pirates. Last year, some of the 18 pirate attacks on ships in Malaysia were in the water of Sabah, the International Maritime Bureau (IMB) said.

Southeast Asia accounts for about half the 285 pirate attacks traced by the IMB last year, but so far, no incidents involving merchant ships have been reported in Sabah this year.

The six gunmen, who were apparently armed with a rocket launcher and assault rifles, arrived in two boats on Sunday evening and took 22 hostages.

An American couple captured managed to escape into dense vegetation before the captors ordered the hostages into the boats, Malaysian police chief Norian Mai said.

The hostages are nine Malaysians, three Germans, two French citizens, two South Africans, two Finns, one Lebanese and one Filipino working at the Sipadan Island resort, Norian Mai said.

Philippine defence secretary Orlando Mercado said the captors appeared to be Filipino and had sped towards Philippine waters with the hostages.

Norian Mai said the armed men stormed the police station on the island and the local wildlife and forestry office before heading for the resort.

"At the moment we still don't know what their motive is, but we are considering ransom, revenge and international politics as the possible motive," the police chief said.

A marine photographer, who asked not to be identified, said the captors took his wallet, watch and mobile phone before ordering others to swim to the boats.

Mercado said he had received information from Malaysia that the kidnappers might belong to the Abu Sayaf group, one of two rebel militias fighting for an Islamic state in the southern Philippines.

"If they are Abu Sayaf, that would obviously be an attempt to distract us.... that could be a diversionary tactic so that pressure can be relieved from the efforts of the armed forces and police at Basilan," the Philippine foreign secretary said.

Twenty rebels were believed killed on Sunday in a massive military assault to try to free dozens of hostages held by Abu Sayaf guerrillas in their mountain lair in the southern Philippines. Philippine warplanes pounded the stronghold with rockets again yesterday.

The rebels have demanded the release of three Islamic militants held in US jails, including one believed to have been involved in the 1993 bomb attack on New York's World Trade Centre.

## **..CYBERSPACE FRAUD**

**BY JUNE BEARZI**

Global cybercops are surfing the Web like digital squad cars on the prowl for the schemes which have proliferated in cyberspace.

So far the Web-surfing project, dubbed GetRichQuick.Con, has rounded up 150 organisations in 28 countries, including seven US federal agencies, 49 state agencies and government organisations and consumer protection agencies and government organisations and consumer associations in Australia, Austria, Belgium, Canada, Chile and Norway.

A total of 1,600 suspect websites have been pinpointed and they will be warned to stop or change their claims.

The long arm of the law is just a mouse click away," nervous consumers have been reassured by the US Federal Trade Commission (FTC).

This is the largest international law enforcement project ever assembled to fight fraud on the Internet.

"Internet con artists are bad actors without borders," said Jodie Bernstein, director of consumer protection at the FTC.

"We want them to know that the borderless Internet marketplace is not a free zone. Together with our partners, we are putting get-rich-quick schemes on notice that we're monitoring the Web and that we intend to take law-enforcement action against those who continue to make fraudulent or deceptive claims.

"It's an amazing and diverse team," said Bernstein. "Fraudfighters from the UK to Uruguay, from Korea to Kansas, have collected and forwarded information to the FTC on more than 1,600 suspect sites.

Investigators, recruited by email, spent a week during February surfing the Net in search of business opportunity rip-offs, illegal lotteries, bogus work at home offers, pyramid schemes and other sites offering easy money for an up-front "joining fee."

E-mail warnings have since been sent to the suspect sites, and checks will be run to ensure that they change their content.

Those who ignore the warning could find their sites shut down by the authorities.

The Securities and Exchange Commission's CyberForce staff, charged with monitoring the Internet for violation of US securities laws, ran across 100 suspect Internet get-rich-quick schemes in the sweep, 90 of which were referred to the FTC for further monitoring.

"The types of schemes we uncovered varied, ranging from multilevel marketing schemes to chain letters to offshore investment clubs," said Richard Walker, director of the Securities and Exchange Commission's enforcement division.

"Their common thread, though, was inflated promises of unrealistic gains," he added.

Officials said they would continue to monitor the sites to see if they had changed their claims in response to the warnings. They vowed to mount a co-ordinated effort to shut down sites that refused to comply with the law.

"This operation shows that state, federal and international law enforcement can and will fight fraud as the new frontier of the Internet opens up," washington state attorney general Christine Gregoire said.

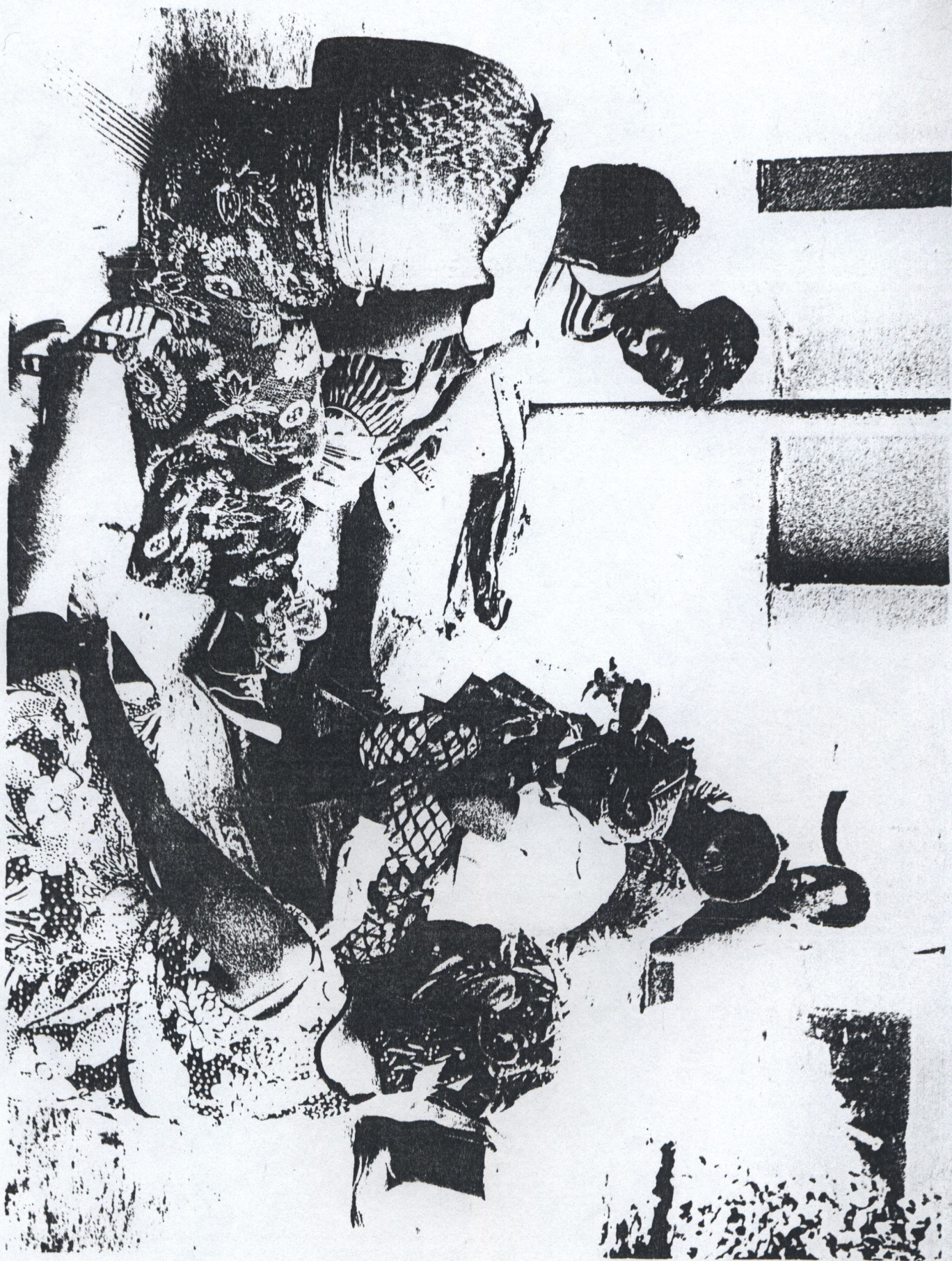
"We intend to develop the tools and the co-operative agreements needed to help protect consumers."

Bernstein said the aim was to prove that the Internet's promise of offering markets without borders did not mean it could be abused by fraudsters.

she said the sites could face investigation if they were suspected of continuing fraud.







3

**THE UNIVERSITY OF ZAMBIA**  
**DEPARTMENT OF MASS COMMUNICATION**  
**FINAL DEFERRED EXAMINATIONS FOR FIRST SEMESTER**  
**14 JANUARY 2000**  
**MC 551 - COMMUNICATION AND CHANGE**

**TIME: THREE HOURS**

**ANSWER: ALL QUESTIONS IN SECTION A AND TWO QUESTIONS IN SECTION B**

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**SECTION A: (ANSWER ALL QUESTIONS)**

1. The first step in social marketing is to analyse the environment. Briefly explain what this means. (5)
2. Explain what is meant by failure to use appropriate media in social marketing. (5)
3. Explain what is meant by cognitive ineptness as an audience factor in social marketing. (5)
4. What is meant by high consensus campaigns in social marketing? (5)
5. Give and explain two conditions necessary for successful social marketing campaigns. (5).
6. In social marketing, we need to design specific and measurable objectives. (5)
7. Define a social change campaign. (5)
8. What is meant by "Information campaigns sometimes fail because of a hard core of chronic know-nothings". (5)
9. Explain what is meant by: "Social marketing requires knowledge of the target adopter group". (5)
10. Give and explain two factors that may influence the adoption of change in a family. (5).

**SECTION B (ANSWER TWO QUESTIONS)**

11. Write an essay describing how to conduct a successful social marketing campaign. (25)
12. Write an essay describing the probability of adopting change in an extended family. (25)
13. Write an essay explaining why information campaigns sometimes fail. (25)
14. Write an essay describing what needs to be done before a social marketing campaign is conducted. (25)

**END OF EXAMINATION**

(2)

**THE UNIVERSITY OF ZAMBIA**  
**SECOND SEMESTER EXAMINATIONS: MAY, 2000**

**MC 902: ADVERTISING PRACTICE**

**TIME: THREE HOURS**

**SECTION A**

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

1. Write a paragraph each on: (a) Kicker; (b) Slogan; (c) Subhead; (d) Signature.
2. Distinguish between factual (rational) appeals and emotional appeals; state under what circumstances each would be most appropriate.
3. Which of the following would make for more effective copy, and why?  
(a) Golden Day Rice Krispies is the best-selling cereal in Zambia  
(b) Golden Day Rice Krispies gives you all the nutrients you need to start your day.
4. Explain the AIDCA formula in terms of the advertising copywriter's job.
5. In broadcast advertising, how does a problem-solution commercial differ from a slice-of-life commercial?
6. Outline the strengths and weaknesses of photographs and drawings as ad illustrations.
7. Define boxes and panels, and briefly explain their use in print advertising.
8. What is a USP? Give the qualities of a good USP.
9. A major advantage with using radio is that it is participatory. Briefly explain.
10. "TV is powerful because it has the strengths of all the major media." Elaborate on this statement.

**SECTION B**

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

11. Choose an appropriate format and visual, and write **professional** print ad copy for the product below, to appear in *The Zambian Farmer* Magazine:  
The product is a vitamin D derivative for prevention of milk fever in dairy cows. A campaign in farm journals is about to be launched to show how this product can combat the disease.  
Milk fever is caused by a calcium deficiency and often occurs after the second calving. Cows become weak, lose control of muscles, develop low body temperature, and may become unconscious. With proper treatment, a cow may recover from milk fever, but productive capacity remains lower and productive life is shorter than normal.  
The product, PMF-125, prevents milk fever if injected into the muscles seventy-two hours before calving. One injection protects for a week.

Since about 8 percent of all dairy cows get milk fever, the market is large enough to warrant the introduction of a new product, one which faces no direct competition.

The advertising goals are to impress upon dairy farmers the following information:

- (1) There is a preventative for milk fever: PMF-125.
- (2) PMF-125 is economical and easy to use.
- (3) PMF-125 is low-cost insurance against normal treatment costs for milk fever and the risk of losing the cow.
- (4) Use of PMF-125 reduces worry and work.

**Remember:** You are to prepare a professional copy sheet, complete with a headline (and subhead/s, if necessary), description of visual/s, etc.

### SECTION C

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

12. Describe the characteristics of a good print advertisement headline.
  13. Discuss human needs and wants in relation to effective advertising construction.
  14. Identify the major elements of a print ad and explain how each contributes to the total effectiveness of the ad.
  15. Discuss the three basic approaches to print ad visualisation.
  16. Discuss the characteristics of a "good" broadcast commercial.
-

**THE UNIVERSITY OF ZAMBIA**

**UNIVERSITY SECOND SEMESTER EXAMINATIONS - MAY 2000**

**MC 212**

**PUBLIC RELATIONS PRACTICE**

**TIME: THREE HOURS**

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

---

**SECTION A**

**TOURISM IN ZIMBABWE**

1. Zimbabwe, wants to attract more overseas visitors. Its tourism industry is well developed and the country has a number of attractions. Some of these include the Victoria Falls, Hwange National Park, the ruins of Great Zimbabwe, the Eastern Highlands, and outstanding arts and crafts.

Your public relations firm is hired to create awareness of Zimbabwe as a desirable tourist destination in the Zambian market. What key publics will you try to reach and how will you segment them? What communication strategies and messages will you use? What media will be most appropriate for your purposes? (40)

**SECTION B**

2. State the significant differences between magazines and newspapers that a public relations practitioner must keep in mind when submitting materials to them, and then discuss why special-audience magazines and trade journals are such important targets for many public relations people. (20)

3. What are some of the difficulties that a corporation is likely to encounter when it conducts business in another country? Enumerate some of the pitfalls that may await its public relations, advertising, and marketing personnel in such enterprises. How may these be partially or fully overcome? (20)

4. As a corporate public relations director, what actions might you recommend to top management in order to establish your company's image as a socially responsible organisation? (20)

5. First state the levels of Maslow's hierarchy of needs, and then discuss why it is important for public relations people to understand the basic needs of people. (20)

**END OF EXAM**

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - NOVEMBER/DECEMBER 1997

PA 125

INTRODUCTION TO PUBLIC ADMINISTRATION

(DISTANCE EDUCATION)

TIME: THREE HOURS

INSTRUCTIONS: ATTEMPT THREE QUESTIONS ONLY

-----

1. Identify the main features of Marx Weber's Bureaucracy. Do you view these features with favour or disfavour?
  2. Examine Herbert Simon's decision making model and assess its adequacy in explaining the decision making process in Zambia.
  3. Waldo describes the classical science of public administration as, 'little more than common sense.' Discuss with specific examples.
  4. There is no difference between public and business administration. Discuss in relation to Zambia.
  5. Define public finance and assess its usefulness to Zambia's economy.
  6. Zambia demonstrates dual systems of recruitment. Discuss.
- 

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - NOVEMBER/DECEMBER 1997

PA 211

NATIONAL GOVERNMENT AND ADMINISTRATION

(DISTANCE EDUCATION)

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY THREE OF THE FOLLOWING QUESTIONS.

-----

1. What is Public Administration? To what extent does Public Administration contribute to the development process in Zambia? Use tangible examples to illustrate your case.
  2. Discuss the Politics - Administration dichotomy in the light of the current environment in Zambia. In your opinion, is such a setup necessary to produce good Quality Public Policy?
  3. Discuss the concept of separation of powers in Zambia. Is the present state of separation of powers conducive to the general control and direction of the country?
  4. What Role does local Government play in an underdeveloped country such as Zambia? Illustrate your answer in view of the decentralization process of health services by the Ministry of Health.
  5. If you were in government, how would you improve the reform process in the Ministry of Education and Agriculture. Provide examples for your answer.
- 

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - NOVEMBER/DECEMBER 1997

PH 101

INTRODUCTION TO PHILOSOPHY I

(DISTANCE EDUCATION)

TIME: THREE HOURS

ANSWER: THREE QUESTIONS (You must answer one question from each of the three sections).

-----

SECTION A: ETHICS

1. (a) Explain what Kant meant by the 'categorical imperative'.  
(b) What criticisms could be made of the 'categorical imperative'?
2. (a) Discuss the main arguments 'for' and 'against' abortion.  
(b) ~~Up to~~ what stage in a pregnancy ~~also~~ an abortion ~~became~~ morally acceptable?
3. (a) Explain what is meant by 'Christian Ethics'.  
(b) What criticisms could be made of 'Christian Ethics'?

SECTION B: SOCIO-POLITICAL PHILOSOPHY

4. "President Chiluba of Zambia very often in his speeches stresses the significance of the 'rule of law' as a pre-condition for a democracy to thrive."

In the light of John Locke's discussion of the 'rule of law', evaluate the above statement drawing examples from Zambia's political development since 1991.

5. Make a critical analysis of Karl Marx's political theory paying particular attention to the following:
  - (a) History as the unfolding of the dialectical process;
  - (b) Capitalism cannot last because it has seeds of self-destruction;
  - (c) The state will wither away under Communism.

6. "Thomas Hobbes' political philosophy is the exact opposite of that of John Stuart Mill."

Evaluate the above statement by looking at the following:

- (a) Thomas Hobbes' focus on avoiding chaos through the Leviathan;
- (b) John Stuart Mill's stress on civil liberty.

SECTION C: AFRICAN PHILOSOPHY

7. With reference to the debate on the nature of African philosophy, discuss whether you think African philosophy is the product of individual thinking or whether it is merely the amalgamation of the ideas and beliefs of Africans generally.
8. (a) Explain the meaning of ethnophilosophy as an approach to African philosophy.  
(b) Discuss whether or not you think ethnophilosophy is the best approach to the study of African philosophy.
9. (a) Explain briefly Hountodji's conception of African philosophy.  
(b) Discuss and evaluate Odera-Oruka's objections to Hountondji's conception of African philosophy.

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - NOVEMBER/DECEMBER 1997

PH 102

INTRODUCTION TO PHILOSOPHY II

(DISTANCE EDUCATION)

TIME: THREE HOURS

ANSWER: You must answer one question from Section A,  
one from Section B and all questions from Section C.

-----

SECTION A: METAPHYSICS

1. (a) State the problem of permanence and change as presented by the two opposed views of Parmenides and Heraclitus.  
(b) Explain Plato's metaphysics as a reconciliation of the two opposed views.

2. (You may answer only one of the following two questions)

Critically discuss Cartesian dualistic interactionism as a solution to the mind-body problem.

OR

Briefly explain the materialist theory of a person as a solution to the mind-body problem and discuss three objections that can be raised against this theory.

3. (a) Explain what 'strict' determinism is and clearly indicate how it differs from 'soft' determinism.  
(b) Explain two objections to strict determinism.

SECTION B: EPISTEMOLOGY

4. Plato's theory of ideas was intended to balance the notion of the world being in constant motion and that knowledge of the world was possible. Discuss how successful Plato was in his explanation.
5. Discuss the similarities and differences between empiricism and rationalism by referring to the theories of knowledge presented by John Locke and Descartes.

6. "The empiricist and the rationalist theories of knowledge are complementary views on how human beings acquire knowledge." Critically evaluate this statement.

### SECTION C: LOGIC

#### 7. Instructions

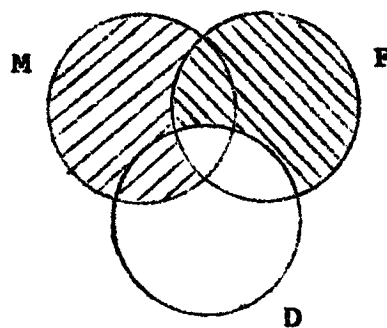
For all of the six syllogistic arguments which are given below, you must do the following:

- (A) Draw a venn diagramme of the two premises.
- (B) State whether the venn diagramme 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) Specify whether the subjects and predicates of each proposition are distributed or undistributed.
- (G) Identify the major, middle and minor terms of the argument.
- (H) State whether the argument passes all five rules of validity or not.

**NB:** You must present your answers to the logic questions below in the following format:

**FOR EXAMPLE:** All mangos are fruit  
All fruit is delicious  
Therefore all mangos are delicious

(A)



(B) Valid

		(D)	(E)	(F)
(C)	All(Q)mangos(S)are(C)fruit(P)	(Univ/Aff)	(Type A)	(dis/un)
	All(Q)fruit(S)is(C)delicious(P)	(Univ/Aff)	(Type A)	(dis/un)
	All(Q)mangos(S)are(C)delicious(P)	(Univ/Aff)	(Type A)	(dis/un)

(G) Major: delicious  
 Minor: mangos  
 Middle: fruit

(H) [Write 'yes' or 'no']  
 1: \_\_\_\_\_; 2: \_\_\_\_\_; 3: \_\_\_\_\_; 4: \_\_\_\_\_ 5: \_\_\_\_\_ 6: \_\_\_\_\_

**Syllogisms**

- (1) Some fruits are not bananas  
 All bananas are yellow  
 Therefore some fruits are not yellow
- (2) No dogs are cats  
 No cats can bark  
 Therefore all dogs can bark
- (3) All men are male  
 All boys are male  
 Therefore all boys are men
- (4) No birds are fish  
 Some fish can fly  
 Therefore all birds can fly
- (5) No humans are martians  
 All martians are green  
 Therefore no humans are green
- (6) All Africans are humans  
 All Zambians are Africans  
 Therefore some humans are not Zambians

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 END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - NOVEMBER/DECEMBER 1997

PH 221

HISTORY OF PHILOSOPHY

(DISTANCE EDUCATION)

TIME: THREE HOURS

ANSWER: THREE QUESTIONS (ONE QUESTION MUST BE ANSWERED  
FROM EACH OF THE THREE SECTIONS).

-----

SECTION 1: GREEK PHILOSOPHY

1. "If Plato was to remove from his theory of ideas the aspect that creates a duplicate world, his theory would be a satisfactory explanation of why change and permanence exist at the same time in an object."

Critically discuss the above statement.

2. (a) Briefly outline the ideas of the following pre-Socratic thinkers:

- i. Pythagorus
- ii. Heraclitus
- iii. Parmenides

- (b) Critically discuss how the thinkers in (a) above were different from Socrates.

3. (a) Present and evaluate the reasons that are given by various writers to explain the use of philosophical thinking in the Greek city states.

- (b) Critically discuss the similarities and differences between Sceptics and Epicureans.

SECTION 2: MEDIEVAL PHILOSOPHY

4. (a) Clearly state the medieval distinction between reason and faith.

- (b) Discuss the attempts by Augustine, Aquinas and Ockham to reconcile the demands of reason and the demands of faith.

5. (a) Briefly discuss Augustine's conception of eternal truths and our knowledge of eternal truths.  
(b) Explain how Augustine's conception has its philosophical roots in Plato's theory of Forms.
6. Discuss the difference between Realism and Nominalism with reference to the positions of Aquinas and Ockham on the problem of universals.

### SECTION 3: EARLY MODERN PHILOSOPHY

7. (a) Compare and contrast the views of Descartes and Spinoza on the nature of 'substance'.  
(b) Briefly discuss the problems encountered by Locke, Berkeley and Hume in talking about 'substance'.
8. With reference to the views of Descartes and Locke, discuss the difference between rationalist and empiricist conceptions of how we acquire knowledge and the nature and extent of knowledge.
9. "Hume's contribution to philosophy lay in pushing empiricist principles to their conclusion which produced some very startling consequences, consequences which show that empiricism by itself tends to lead to skepticism."

In the light of this statement, discuss Hume's views on the ideas of physical and mental substances, God's mind, human minds, scientific laws and the cause-effect relationship.

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - NOVEMBER/DECEMBER 1997

PH 222

HISTORY OF PHILOSOPHY II

(DISTANCE EDUCATION)

TIME: 3 HOURS

INSTRUCTIONS: ANSWER ANY THREE OF THE FOLLOWING ESSAY  
QUESTIONS.

-----

1. (a) Explain what Kant meant by 'The Categorical Imperative'?
- (b) Would obeying the 'Categorical Imperative' guarantee that what you did was always right?
2. (a) Explain why Kant thought that we could never have knowledge of God's existence.
- (b) How did Kant justify his own belief in God?
3. (a) Explain Nietzsche's epistemological perspectivism.
- (b) Is epistemological perspectivism self contradictory?
4. (a) Explain why Schopenhauer thought art was the cure for man's unhappiness?
- (b) Why did Schopenhauer claim that music was the highest of all the arts?
5. (a) Why did Kierkegaard recommend that we make a 'blind leap of faith'?
- (b) What risks are involved in making such a 'blind leap'?
6. (a) Explain how Russell thought he could solve all the problems of philosophy?
- (b) How did Russell attempt to solve the liar's paradox?
7. (a) According to Ayer, is philosophy meaningful?
- (b) According to Popper, is philosophy scientific?

8. (a) Why did Wittgenstein eventually reject his own 'picture theory of meaning'?
- (b) What are the implications of his later theory of meaning for philosophy?
- 

END OF EXAMINATION

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

**1999/2001 ACADEMIC YEAR FIRST SEMESTER  
FINAL EXAMINATIONS**

**PH905: LOGIC**

**TIME: THREE HOURS**

**ANSWER: ALL THE QUESTIONS FROM ALL FOUR SECTIONS**

**Instructions:**

1. Write your student computer number below.
2. Write your answers in the spaces provided.
3. At the end of the examination you must hand in the whole of this booklet.

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

## Section 1: Informal Logic.

Instructions: Carefully read the following dialogue and identify the occurrence of any fallacious arguments by indicating the line number at which they occur, naming the specific fallacy employed and stating its general type. Write your answers in the spaces provided on the next page.

- (1) Banda: Why don't you go to church on Sundays ?
- (2) Phiri: Because I do not believe in God.
- (3) Banda: But why don't you believe in God ?
- (4) Phiri: Because there is no conclusive proof that God exists.
- (5) Banda: But how do you explain the existence of the universe and the development of human life ?
- (6) Phiri: Using the Big Bang theory and the Theory of Evolution.
- (7) Banda: But there must be a God, even Einstein himself believed in God.
- (8) Phiri: True, but that doesn't mean he was correct.
- (9) Banda: But do you have any conclusive proof that there is no God ?
- (10) Phiri: No !
- (11) Banda: Well in that case my belief in God is as justified as your refusal to believe in God, because neither of us have any conclusive proof.
- (12) Phiri: That is not true, because I am not asserting that there is no God, I am just saying that there is not enough evidence to justify a belief in God, therefore the onus is on you to prove that there is a God.
- (13) Banda: But there must be a God, after all the vast majority of people believe in God and surely they cannot all be mistaken.
- (14) Phiri: But the vast majority of people once believed the earth was flat !
- (15) Banda: But if we stopped believing in God, people would do wicked things without fear of eternal punishment, and our society would eventually collapse into an orgy of violence and destruction.
- (16) Phiri: But many of the most violent conflicts in our history have been fought between different groups of religious believers.
- (17) Banda: Ah ! But those people were not genuine believers, someone who really believes in God would never commit such atrocities.
- (18) Phiri: But what evidence do you have that God exists ?
- (19) Banda: The Bible, which tells us that Jesus Christ, the son of God came to earth and was resurrected from the dead.
- (20) Phiri: But all that proves is that the people who wrote the Bible also believed in God !

## Section 1: Informal Logic Answer Sheet.

[illegible]

## Section 2: Syllogistic Logic.

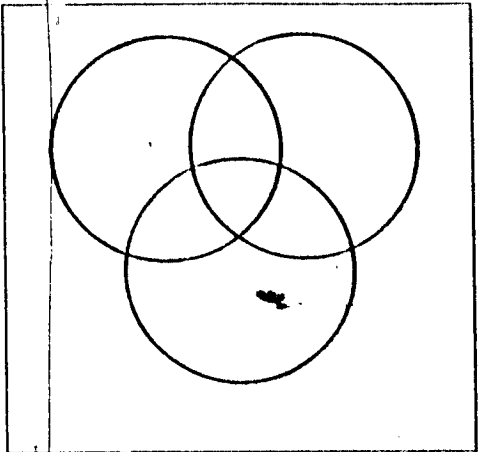
**Instructions:** Formalise the following syllogistic arguments and test their validity, using the venn diagram method and the six rules of syllogistic logic.

Question

Premise 1	God is a perfect being
Premise 2	Perfect beings necessarily exist
Conclusion	God necessarily exists

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Diagram



	Quantifier	Subject	Copula	Predicate	Quantity	Quality	Subject	Predicate
Premise 1								
Premise 2								
Conclusion								

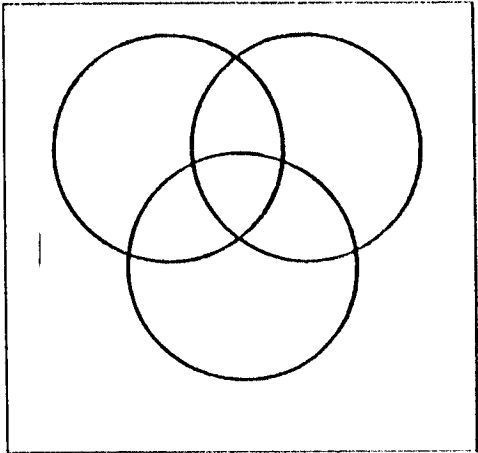
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Minor	<input type="text"/>								
Middle	<input type="text"/>	Rules	<table><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr></table>	1	2	3	4	5	6
1	2	3	4	5	6				

Question

Premise 1	Some inexplicable events are miracles
Premise 2	Disasters are not miracles
Conclusion	Disasters are not inexplicable events

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Diagram



	Quantifier	Subject	Copula	Predicate	Quantity	Quality	Subject	Predicate
Premise 1								
Premise 2								
Conclusion								

Major	<input type="text"/>	Type	<input type="text"/>						
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Question

3

Premise 1 All human beings have souls

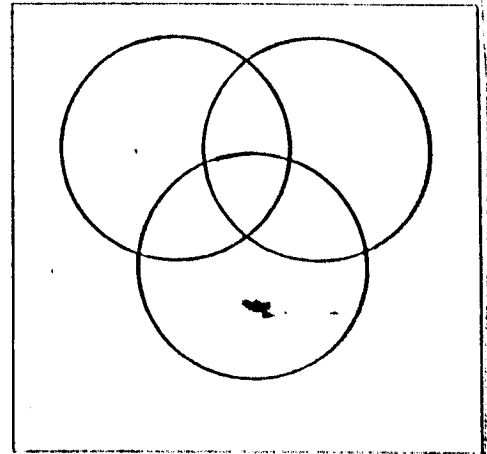
Premise 2 No animals have souls

Conclusion Some human beings are animals

Valid

Invalid

Diagram



Quantifier

Subject

Copula

Predicate

Quantity

Quality

Subject

Predicate

Premise 1

Premise 2

Conclusion

Major

Minor

Middle

Type

Rules

1

2

3

4

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6

Question

4

Premise 1 All sinners go to hell

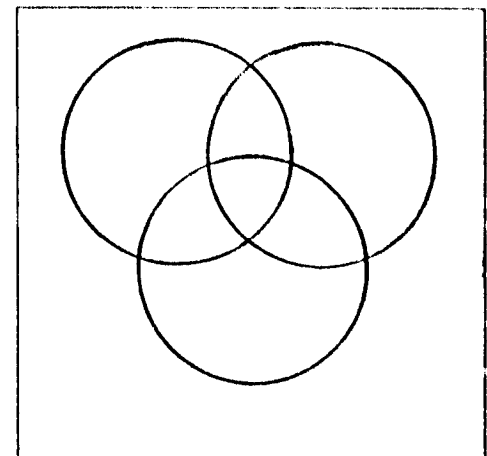
Premise 2 All men are sinners

Conclusion All men go to hell

Valid

Invalid

Diagram



Quantifier

Subject

Copula

Predicate

Quantity

Quality

Subject

Predicate

Premise 1

Premise 2

Conclusion

Major

Minor

Middle

Type

Rules

1

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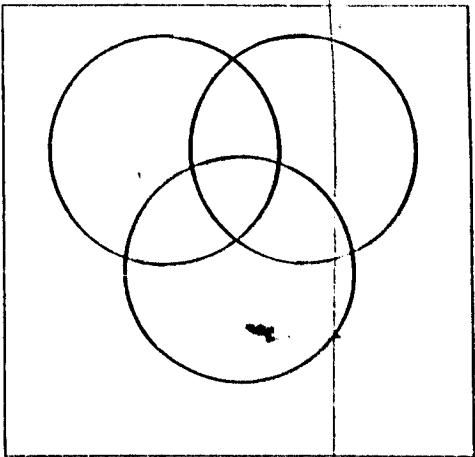
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Question

Premise 1	Angels are invisible
Premise 2	Demons are invisible
Conclusion	No angels are demons

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Diagram



	Quantifier	Subject	Copula	Predicate	Quantity	Quality	Subject	Predicate
Premise 1								
Premise 2								
Conclusion								

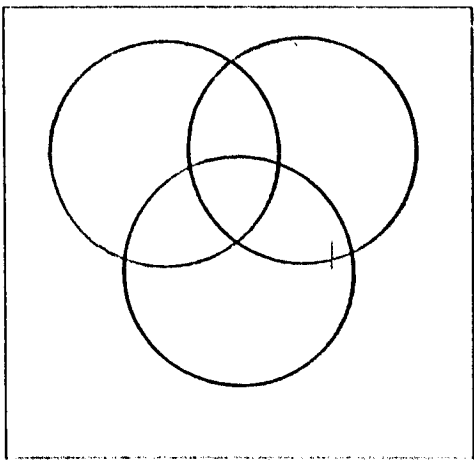
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1	2	3	4	5	6				

Question

Premise 1	The concept of 'God' is a self-contradictory idea
Premise 2	Not all self-contradictory ideas are nonsensical
Conclusion	The concept of 'God' is not nonsensical

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Diagram



	Quantifier	Subject	Copula	Predicate	Quantity	Quality	Subject	Predicate
Premise 1								
Premise 2								
Conclusion								

Major	<input type="text"/>	Type	<input type="text"/>						
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Middle	<input type="text"/>	Rules	<table><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr></table>	1	2	3	4	5	6
1	2	3	4	5	6				

### Section 3: Propositional Calculus - Formalising Arguments.

**Instructions:** Formalise the following arguments. Write your answers in the spaces provided, placing only one symbol or letter in each space.

- [1] God is by definition a perfect being. If God is a perfect being then he must exist. Therefore God exists.

[illegible]

- [2] Every event has a cause. If every event has a cause then the universe itself must have a cause. Therefore God created the Universe.

[illegible]

- [3] Human life cannot have arisen by chance. If human life did not arise by chance then something must have designed it. Therefore the designer was God.

[illegible]

- [4] Either there is or isn't a God. If there isn't a God then there is no such thing as an afterlife. Therefore if there is a God there is an afterlife.

[illegible]

- [5] There would be no evil in the world if God was all-powerful, all-knowing and absolutely good. There is evil in the world so God cannot be all-powerful, all knowing and absolutely good.

[illegible]

- [6] If there is a God and you are not a believer you will go to hell when you die. On the other hand if there is no God and you are a believer you will not go to hell when you die. Therefore if you are a believer you will not go to hell when you die.

[illegible]

#### Section 4: Propositional Calculus - Testing Validity.

**Instructions:** Test the validity of the following formalised arguments using the 'truth table method'. If the argument is valid you should then derive the conclusion from the given premises using the natural deduction method.



**[3]  $P \rightarrow (\neg Q \ \& \ \neg R) \vdash (Q \vee R) \rightarrow \neg P$**

[illegible][illegible]

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - NOVEMBER/DECEMBER 1997

PL 115

INTRODUCTION TO POLITICAL SCIENCE

(DISTANCE EDUCATION)

TIME: THREE HOURS

INSTRUCTIONS: ANSWER FOUR (4) QUESTIONS ONLY

-----

1. Discuss at least three ways in which you can answer the question: What is Politics?
2. How do you account for the scientific nature of Politics?
3. Briefly comment on five of the following:
  - (a) Power
  - (b) Authority
  - (c) Influence
  - (d) Legal/rational Authority
  - (e) Charismatic Authority
  - (f) Traditional Authority
  - (g) Legitimacy
  - (h) Ideology
  - (i) Legality
  - (j) The role of Ideas in Political Science
4.
  - (a) Which of the many causes of conflict could, if incompetently handled, create chaos for a country like Zambia?
  - (b) Which one of the many methods of Conflict Resolution would you recommend and why?
5. Discuss what five of the following Political Philosophers and Scientists preached and stood for:
  - (a) Plato
  - (b) Aristotle
  - (c) St. Thomas Aquinas
  - (d) Niccolo Machiavelli
  - (e) Thomas Hobbes
  - (f) John Locke
  - (g) Montesquieu
  - (h) J. Rousseau

6. Define Nkrumah's Neo-colonialism and assess its relevance to Africa's current economic policies under the auspices of the Structural Adjustment Programmes instigated by the World Bank and the IMF.
7. Compare and contrast the Pluralist and Elitist Theories of the State.
8. Critically analyze Zambia's present Voting System known as the "First-Past-The-Post" (FPTP) or as Plurality Voting System, and suggest an Electoral System (voting system) that you believe would effectively take care of the Pluralist nature of the country ethnically and politically.
9. What Political System does a country has in reality and practice when it is constitutionally a hybrid (mixture) of Presidential and Parliamentary Political Systems?
10. Briefly define five of the following:
  - (a) Constitutionalism
  - (b) Checks and Balances
  - (c) Kleptocracy
  - (d) Lord Acton's Dictum
  - (e) Three Pillars of Democracy
  - (f) Gerrymandering
  - (g) Political Culture
  - (h) Liberal Democracy
  - (i) Radical Nationalism
  - (j) Class Struggle

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END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**1998/99 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS**

**PL 332: FOREIGN POLICY ANALYSIS**

**TIME: THREE (3) HOURS**

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

---

1. Compare and contrast the Monroe and the Truman Doctrines in terms of successes and failures
2. Assess and evaluate Nikita Krushchchev's attempts to "export" Communism all over the world.
3. Discuss the implications of the end of the Cold War for underdeveloped countries and critically evaluate what has happened so far.
4. Critically assess the foreign policy of the United States of America in the Gulf.
5. Is the current unipolar World Order more stable than the previous multipolar one. Give reasons for your answer.

**END OF EXAMINATION**

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

**S111 : INTRODUCTION TO SOCIOLOGY I**

**TIME: Three Hours**

**INSTRUCTIONS:** This paper is divided into three sections. Answer all questions from section one, 15 questions from section two and 2 questions from section 3.

**SECTION 1: Multiple Choice: Answer All Questions (30 marks)**

1. The process by which different traits are transmitted among different cultures is known as:
  - (a) Internalisation
  - (b) Cultural diversity
  - (c) Acculturation
  - (d) Cultural transfer
  - (e) Cultural diffusion
2. Making societal norms and values as part of us is called
  - (a) Socialisation
  - (b) Identification
  - (c) Internalisation
  - (d) Generalisation
  - (e) Role taking
3. Which of the following is a latent function for mass media
  - (a) Entertainment
  - (b) Identification
  - (c) Socialisation
  - (d) Internalisation
  - (e) Indentification

4. Which of the following theories of socialisation is also known as dramaturgical approach
- (a) Emerging self
  - (b) Impression management
  - (c) Looking glass self
  - (d) Functionalist theory
  - (e) Interactionist
5. Which of the following represents the socialised self
- (a) The me and Id
  - (b) The ID and I
  - (c) The me and the Ego
  - (d) The I and Super Ego
  - (e) The super Ego and the me
6. E. Sutherlands was popular for
- (a) Labelling theory
  - (b) Differential association theory
  - (c) Conflict theory
  - (d) Interactionist perspective
  - (e) Biological theory
7. Which theories are similar in their assumptions?
- (a) Conflict and Interactionist approach
  - (b) Labelling and looking glass self theory
  - (c) Dramaturgical approach and differential association
  - (d) Labelling and dramaturgical approach
  - (e) Functionalist and interaction theory
8. Which of theories has been the dominating force in criminology
- (a) Labelling theory
  - (b) Interactionist perspective
  - (c) Functionalist theory
  - (d) Environmental theories
  - (e) Conflict theory

9. Which of these theories begins with the assumption that no act is intrinsically criminal/deviant

- (a) Different association
- (b) Labelling theory
- (c) Cultural transmission approach
- (d) Biological approaches
- (e) Heredity approach

10. According to the sociological perspective, the individual's identity and personality are

- (a) biologically inherited (e.g. as father, son)
- (b) Created as acts of individual well being
- (c) Socially bestowed within a social environment
- (d) Determined by the inclination already implanted in
- (e) None of the above

11. The sociological perspective can be uncomfortable because.

- (a) it requires acceptance of "official" explanation of the way society is organised
- (b) it liberates one from social constraints and thus undermines the comfort that tradition provides
- (c) it makes possible the accurate prediction of human behaviour which could be used in undesirable ways
- (d) all of the above
- (e) none of the above

12. Sociological understanding has the potential both to free individuals from social constraints and to increase alienation from an unmasked society

- (a) true
- (b) false

13. The scientific value of objectivity in sociological research.

- (a) is no longer appropriate because sociological methods are more sophisticated than they once were
- (b) is relatively easy to realize because sociologists are trained in sure methods of setting aside biases and peoples and issues as things
- (c) is difficult to realize because sociologists are also members of society
- (d) none of the above

14. A Sociologist who sits outside a classroom and records pattern of students visiting is using the method of
- (a) Survey research
  - (b) Experiments
  - (c) Observation
  - (d) Multiple regression
  - (e) Content analysis of existing sources
15. The degree to which a study actually measures what it purports to measure is known as
- (a) randomization
  - (b) generalizability
  - (c) causality
  - (d) validity
  - (e) reliability
16. Sociologists take random samples of certain populations for study because
- (a) it is often impossible to study the entire population
  - (b) it is the only way to be sure the results will come out the way they want them
  - (c) it is desirable to be able to generalize the findings to the population from which the sample was drawn
  - (d) a and c above
  - (e) b and c above
17. If two students, using the same method, yield different findings, one should question
- (a) the reliability of the studies
  - (b) the location of the studies
  - (c) the entire application of sciences in the study of people
  - (d) only qualitative methods
  - (e) inductive logic
18. Some scientists argue that value neutrality is not possible because
- (a) values determine, in part, the choice of question to be asked
  - (b) Values lead one to use one source of information on a given problem rather than another
  - (c) All research tends to either support the social status quo or call it into question
  - (d) a and b only
  - (e) All of the above

19. In selecting samples for a research on street vending, which software would you use?

- (a) Word-perfect
- (b) VM/CMS
- (c) MS-Excel ✓
- (d) Harvard Graphics

20. The new middle class is

- (a) The manager and professional employees
- (b) The small scale owners of capital
- (c) The middle class line functional manager
- (d) b and c
- (e) the petty bourgeoisie and middle line capitalists

21. The tended mode of production was characterised by

- (a) The lords, peasants and artisans
- (b) The lords, peasant and worker
- (c) a and b
- (d) The capitalist the lord and the worker
- (e) The worker

22. What are the two basic properties of labour power under capitalism

- (a) Value and use value
- (b) Surplus and value
- (c) Exploitation and conflict
- (d) Exploitation and surplus value
- (e) Wealth and power

23. The term anomie translated from the French means normlessness. In America sociology the concept is particularly associated with

- (a) Robert Merton ✓
- (b) Emile Durkheim
- (c) Albert Cohen and Marshall Clinard
- (d) Charles H. Cooley
- (e) Max Weber

24. The term superego is associated with
- (a) Sigmund Freud ✓
  - (b) Charles H. Cooley
  - (c) Robert Merton
  - (d) Piaget
25. The symbolic interactionism, significant others often refers to
- (a) The peers
  - (b) The parents
  - (c) The community as a whole
  - (d) a and c
  - (e) The mass media
26. Howard S. Baker is associated with the concept of
- (a) Outsiders
  - (b) Me
  - (c) Id
  - (d) Social Self
  - (e) Superego
27. Which of the following lived during the period 1820-1903
- (a) Emile Durkheim
  - (b) August Comte
  - (c) Herbert Spence
  - (d) Henri de Saint-Simon
  - (e) Karl Marx
28. In Sociological Research the following types of software would be appropriate for literature review
- (a) MS-DOS
  - (b) UNIX
  - (c) Netscape
  - (e) MS-FOXPRO
29. What distinguishes the sociologist from the following social scientists is
- (a) The approach
  - (b) The subject matter
  - (c) The rigorous empiricism
  - (d) The manner of statistical analysis
  - (e) c and d

30. During data analysis, the following software would be used

- (a) HTML
- (b) MS-Power point
- (c) SPSS
- (d) Pegasus

**SECTION 2: Write a few notes on any 15 of the following sociological concepts.**

- 1. Cultural transmission approach
- 2. White collar crime ✓
- 3. Relative deprivation
- 4. The super Ego ✓
- 5. Cultural change ✓
- 6. Midlife crisis ✓
- 7. Significant others ✓
- 8. Sanctions ✓
- 9. RAM and ROM ✓
- 10. Counter (contra) culture ✓
- 11. Class consciousness ✓
- 12. Cultures alternatives
- 13. Empirical generalization ✓
- 14. Value of labour power
- 15. Mechanical solidarity
- 16. Secret Deviant
- 17. Generalized other ✓
- 18. System of social conflict
- 19. Hypothesis
- 20. Concrete operational stage
- 21. Formal operation stage
- 22. Dramaturgical analysis
- 23. Ethnomethodology
- 24. Deterrence
- 25. Retribution
- 26. Arithmetic unit ✓
- 27. Panic ✓

5. An orientation to deliberate community change which emphasizes a rational technical process of problem solving in substantive social problem areas is known as.....
  - (a) Community development
  - (b) Social policy planning
  - (c) Locality development
  - (d) Social action
  - (e) Social planning
  
6. A commonality of Benne, Benis and Chin's change strategies is.....
  - (a) universalisation of educational activities
  - (b) the emphasis on an individual's rationality and self-interest
  - (c) the conscious utilisation of knowledge as a tool to modify patterns and institutions of practice
  - (d) (a) and (b)
  - (e) none of these
  
7. .... talked about the dizzying disorientation brought by the premature arrival of the future:
  - (a) Hamilton
  - (b) Benne
  - (c) Toffler
  - (d) Lippit and Watson
  - (e) Alinsky
  
8. Hollis' direct treatment techniques which emphasize reflection on personality dynamics involve
  - (a) helping the client to think about the dynamics of his response patterns
  - (b) promoting thought about and understanding of the client's person-situation gestalt in the present and past
  - (c) reflecting on early life events which maybe, connected with the clients present behaviour
  - (d) advice and encouragement directed to promoting some form of behaviour
  - (e) none of these
  
9. Rothman says that fact gathering about problems and decisions on the most rational course of action is a change strategy associated with .....
  - (a) Social action
  - (b) Locality development
  - (c) Social planning
  - (d) (b) and (c)
  - (e) (a) and (c)

UNIVERSITY SECOND SEMESTER EXAMINATIONS - AUGUST 1998

## ANALYSIS OF SOCIAL WORK INTERVENTION

**INSTRUCTIONS:** ANSWER ALL QUESTIONS IN SECTIONS A AND B  
AND ANY TWO IN SECTION C.

1. One of the commonalities of groupwork and community work is .....
  - (a) Both emphasize delegated authority
  - (b) Both extol democratic ideals
  - (c) They have the same knowledge base
  - (d) (a) and (b)
  - (e) None of the above
2. In various cases, social workers can make use of theory for a plurality of reasons including.....
  - (a) for explanation of phenomena
  - (b) as a guide for intervention
  - (c) for achieving accountability
  - (d) for planning
  - (e) (a) and (b)
3. According to Ruth Smalley, general principles of social work include.....
  - (a) use of the agency function in the professional role
  - (b) the application of theory from the behavioural sciences
  - (c) professional use of the interviewing process
  - (d) skill and knowledge in the use of social resources
  - (e) all the above
4. The basic philosophy of group work holds that .....
  - (a) Groups can be used for changing perceptions and self-perceptions
  - (b) People develop in and through the group
  - (c) There should be a maximum amount of flexibility in the group to meet individual needs
  - (d) Specific objectives consistent with agency functions and group goals should be set in the group
  - (e) (a) and (c)

THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
1997/98 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

SW 232:

INTRODUCTION TO MACRO PRACTICE SOCIAL WORK METHODS

TIME: THREE HOURS

**INSTRUCTIONS:**

ANSWER ANY FIVE QUESTIONS IN PART I AND ANY TWO  
IN PART II. PART I CARRIES 12 POINTS PER EACH  
QUESTION AND PART II CARRIES 20 POINTS PER EACH  
QUESTION ANSWERED.

**PART I: SHORT ANSWER TYPE QUESTIONS.**

1. Friedlander says, mobilisation of financial resources is one of the functions of an administrator. Show how this function is performed in the public and private sectors.
2. Outline the three main components of social planning process.
3. Provide the definitions of social policy and social planning. Indicate the relationship between the two.
4. Differentiate the **Encourager Model** from the **Confrontational Model** of Community Development. Briefly comment on the appropriateness of the two models in Community Development.
5. Outline and briefly comment on the five major roles a social planner plays in National development planning.
6. Name and briefly explain the three levels of research designs.
7. Name and comment on any two partisan roles a community worker can play.
8. Differentiate a loan from a grant.

**PART II:**

1. How different is social welfare administration from general administration? Discuss the importance of social welfare administration in the provision of social services. As administrator, what qualities need you has to administer social welfare efficiently?
2. What is the main function or functions of the National Planning Agency? Explain instances when the National Planning agency tends to dominate the planning process.
3. Any researcher who engages in hypothesis testing goes through necessary research steps. Identify a research topic and discuss the necessary steps you will go through when conducting your research.
4. Identify and discuss the **FOUR** main categories of problems faced by social planners when planning for social services. Discuss by giving examples based on the Zambian context.
5. When and why does a community worker take on existing power structure in the community?

3

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**1997/98 ACADEMIC YEAR SECOND SEMESTER FINAL**  
**EXAMINATIONS**

**SW 212: CONTEMPORARY ISSUES IN SOCIAL POLICY**

**TIME: THREE HOURS.**

**INSTRUCTIONS:**

**ANSWER ALL QUESTIONS IN PART I AND THREE  
QUESTIONS IN PART II. USE A SEPARATE ANSWER  
BOOK FOR EACH QUESTION.**

**PART I. 40 MARKS.**

1. Discuss the basic tenets and criticisms of the following popular myths and perspectives of social problems:
  - i. Natural Theory
  - ii. Evil equals evil
  - iii. Social disorganisation
  - iv. Blaming the victim
  - v.

**PART II. 20 MARKS PER QUESTION**

**ANSWER ONLY THREE QUESTIONS FROM THE FOLLOWING:**

1. Discuss the impact of the introduction of user fees in the health sector. Identify the areas that have been most affected by these fees.
2. Discuss the various layers of analysis of the health sector. Critically analyse the roles of these different areas and the way in which they reinforce each other.
3. Pinpoint the differences between WID, WAD and GAD and show how these distinctions inform implementation of programmes for empowering women.
4. Critically discuss the housing situation in Zambia. Outline the basic things that are important to housing and the constraints to housing development in Zambia.
5. In what aspects is an understanding of population policy and issues of use to Social Work Practice. What demographic and classificatory variables have significance for Social Policy.
6. Outline the basic tenets of Order and pluralistic theories. Show how each theory can be usefully employed to shed light on the happenings in Zambian society today.

3

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**1997/98 ACADEMIC YEAR SECOND SEMESTER FINAL**  
**EXAMINATIONS**

**SW 212: CONTEMPORARY ISSUES IN SOCIAL POLICY**

**TIME: THREE HOURS.**

**INSTRUCTIONS:**

**ANSWER ALL QUESTIONS IN PART I AND THREE  
QUESTIONS IN PART II. USE A SEPARATE ANSWER  
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**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**1997/98 ACADEMIC YEAR SECOND SEMESTER FINAL**  
**EXAMINATIONS**

**SW 212: CONTEMPORARY ISSUES IN SOCIAL POLICY**

**TIME: THREE HOURS.**

**INSTRUCTIONS:**

**ANSWER ALL QUESTIONS IN PART I AND THREE QUESTIONS IN PART II. USE A SEPARATE ANSWER BOOK FOR EACH QUESTION.**

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**PART II. 20 MARKS PER QUESTION**

**ANSWER ONLY THREE QUESTIONS FROM THE FOLLOWING:**

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**SECTION A :****INSTRUCTION:      ANSWER ALL QUESTIONS**

1. What is a Social work group?

Clearly show the distinguishing factors between a social work group and a mere collection of individuals such as a gang or clique.

2. Define, differentiate and discuss community development and social planning.

**INSTRUCTION:      Read carefully the following case study**

The Matongo Resettlement scheme was launched in 1953 by the Northern Rhodesia Government prior to independence. The scheme aimed at resettling a section of the people that lived on a piece of land that had been over-used and was almost non-productive. The scheme was primarily under the auspices of the Department of Agriculture with administrative support from provincial and District Government officials. A Social worker from the Department of Community Development was brought in to assist the new communities settle in a new area, where there were many problems that required co-operative effort in order to solve them. The social worker was involved in helping the community to mobilize both human and material resources and build social bonds between people and the new environment as well as mental and physical adaptation to the new environment.

The main goal of the Department of Community Development was to work towards the development of self-reliant communities in as far as this was possible.

3. Answer the following questions based on the above case study:
- Define and discuss the appropriate method of social work in which the social worker was involved.
  - What are the aims and objectives of that social work method(s)
  - Define and discuss the roles in which the social worker was involved.

**SECTION B****INSTRUCTION:      ANSWER ONE QUESTION ONLY**

4. Discuss three examples of your choice to illustrate when equality and equity are desirable. Contrast residualism and universalism to equality and equity, in the provision of social welfare in Zambia.
5. What is a theory? Using two theories of social change of your choice, discuss their relation to society, social work and social development, in Zambia.

**END OF EXAMINATION**

# **THE UNIVERSITY OF ZAMBIA**

**UNIVERSITY SECOND SEMESTER EXAMINATIONS -**  
**SEPTEMBER 1998**

**SW 112**

## **INTRODUCTION TO SOCIAL DEVELOPMENT**

**TIME : THREE (3) HOURS**

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

**ALL QUESTIONS CARRY EQUAL WEIGHT**

- (c) List the characteristics of a good estimate in statistical inference.
6. (a) Give three examples of probability distributions.
- (c) State the three axioms of probability.
7. In a population of 500 middle level employees in the ZIMCO group, it is found that the average age is 36 years with a standard deviation of 10 years. Given this scenario, answer the following questions:-
- (a) If one of the employees, Patson Siwale, is aged 43 and another, Bernard Sakala, is 22 years old, what is the total number of employees falling between these two?
- (b) If John Mwansa is 39 years old, what is the probability of any one in the Company being older than him?
- (c) What is the total number of employees falling between John Mwansa and Patson Siwale's age?
- (d) If Joseph Himoonga with a z-score of 2.50 claims to be the oldest employee in the Company would you agree with him?
- (e) What percentile corresponds to Joseph Himoonga's age?

## SECTION B

### ANSWER ALL QUESTIONS

(This section carries 40% of the total marks)

1. Given below are data on sex and the type of taste they prefer.

	Type of Taste		
Sex	Cigar	Beer	Total
Male	43	10	53
Female	71	93	164
Total	114	103	217

- (a) What is the probability of preferring beer?
- (b) What is the probability of preferring cigars given that one is female?
2. Indicate which test - parametric or non-parametric - applies to the following statistical techniques.
- (a) Chi-square.....
- (b) Difference of means test.....
3. Which level of measurement do you associate with the following:
- (a) Analysis of variance.....
- (b) Difference of means test.....
4. Give a brief distinction between descriptive statistics and Inferential statistics.
5. (a) What is type I error?
- (b) What is type II error?

Days of study	5	7	15	12	8	7	10
Performance	60	76	96	100	81	75	85

- (a) Calculate the correlation coefficient
- (b) Calculate the regression of Y on X
  - i. Explain the coefficients A and B within the context of the question.
- (c) Calculate the performance of a student with study days of
  - (i) 3 days (ii) 18 days (iii) 11 days
- (d) On the basis of your computations can you agree with some one's assertion that students with few days of study have better performance scores?

3. 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.

4. The aptitude scores of 10 students each from two schools are given below:

KABULONGA (LUSAKA)

-----  
Mean Score      76.80

Standard deviation 11.67

HELEN KAUNDA (KITWE)

-----  
Mean Score      76.70

Standard deviation 11.67

Use a t-test to test the hypothesis that students from Kabulonga are smarter than those from Helen Kaunda. Use 5% level of significance.

4

**THE UNIVERSITY OF ZAMBIA**

**SUPPLEMENTARY/DEFFERED EXAMINATIONS - OCTOBER 1998**

**SS242**

**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. The General Manager of a private company wants to know whether there is a significant relationship between a person's performance in the company's training programme and job success. A random sample of 200 cases taken from the company's files yielded the results shown in the following tables.

<b>Job Success</b>	<b>Performance in training programme</b>			<b>Total</b>
	<b>Below Average</b>	<b>Average</b>	<b>Above Average</b>	
Poor	12	30	18	60
Average	14	40	26	80
Very Good	4	20	36	60
<b>Total</b>	<b>30</b>	<b>90</b>	<b>80</b>	<b>200</b>

Test the null hypothesis at 0.05 level of significance.

2. A random sample of 10 students in the School of Education were thoroughly tested to determine their number of days spent studying and their performance in a test. The data are given below:

4

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

**DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES**

**SECOND SEMESTER EXAMINATIONS, MAY, 2000**

**RURAL SOCIOLOGY (S 962)**

**Answer FOUR questions only. Time allowed three hours.**

1. People of Gwembe Valley have remained to regret the Construction of the Great Kariba Dam. Give your own reasons on the advantages of the Scheme to the Nation and on the movement of the rural people.
2. The Japanese rice scheme in Western Province is a great development project. Can you elaborate on its administration.
3. Give a brief history of the Co-operative Movement in Zambia.
4. Describe the rise and fall of the following Rural projects:
  - a) Mwinilunga Canning Factory
  - b) Mansa Battery Factory
  - c) Chipata Bicycle Factory
5. What is the cause of rural to urban population drift in Zambia?
6. The Agricultural Sector Investment Programme (ASIP) was introduced in January, 1996. What was it to achieve?

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**DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES**

**SECOND SEMESTER DEFERRED EXAMINATION - 1998/99**

**S 912: REFUGEE ISSUES AND SUSTAINABLE LIVELIHOODS**

**TIME: 3 hours**

**INSTRUCTIONS: Question One is compulsory  
Answer two (2) questions in Section II  
Answer two questions in Sections III**

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**SECTION I: COMPULSORY (25 MARKS)**

Outline and discuss the efficacy of the conceptual frame of thinking for Sustainable Livelihood for refugees. What phase is amenable to implementation of the Sustainable Livelihood approach and why?

**SECTION II: DISCUSS ANY TWO BRIEFLY AND CONCISELY. (12.5 marks each)**

- a) Urban Refugees
- b) Poverty and Vulnerability among refugees
- c) Refugee Aid and Development
- d) Reformulated environmental policy (UNHCR)

**SECTION III: ANSWER TWO QUESTIONS ONLY (25 MARKS)**

1. Discuss the nature of insufficient protection afforded to refugee women.
2. Discuss the problems of health care for refugee women.
3. Outline and critically evaluate four types of income generating projects for refugees.
4. Account for refugee women and cultural adjustment.

**END OF EXAMINATION**

2. With reference to Emile Durkeim's proposition that social facts can be explained by other social facts, write a short but realistic essay to explain the increasing number of religious organizations in Zambia since the advent of the Third Republic.  
(25 marks)
3. The Government of Zambia is deeply concerned about poverty in the country and wants to devise an effective strategy to reduce it. Reflect on Georg Simmel's theory of social types and recommend the strategy to follow.  
(25 marks)
4. Take Vilfredo Pareto's theory of elites and come up with an explanation of the political situation in Zambia as you see it develop since the 1991 general elections. In doing so, use the following concepts:  
(i) lions and foxes;  
(ii) circulation of the elites;  
(iii) maximum utility for and of a collectivity.  
(25 marks)
5. Compare and contrast the views of Karl Marx and Max Weber on the concept of class and argue whether the struggle for political independence in Zambia was a struggle between classes or status groups.  
(25 marks)
- 

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - NOVEMBER/DECEMBER 1997

S 211

CLASSICAL SOCIOLOGICAL THEORY

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THE QUESTION IN SECTION 1 AND  
THREE QUESTIONS FROM SECTION 2

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SECTION 1

Explain the following:

- (a) The law of three stages. (5 marks)
- (b) Organic and critical periods of social change. (5 marks)
- (c) The doctrine of evolution. (5 marks)
- (d) Karl Marx's notions of:
  - (i) substructure;
  - (ii) superstructure;
  - (iii) forces of production; and
  - (iv) relations of production. (10 marks)

SECTION 2

Answer any THREE QUESTIONS from this section

1. Deduce six hypotheses from the following propositions found in Emile Durkheim's theory of division of labour:
  - (i) The greater the division of labour, the greater the solidarity.
  - (ii) The greater the solidarity, the greater the consensus.
  - (iii) The greater the number of associates per member, the greater the division of labour.
  - (iv) The greater the solidarity, the smaller the number of rejections of deviants. (25 marks)

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**SCHOOL OF HUMANITIES & SOCIAL SCIENCES**  
**DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES**  
**DISTANCE EDUCATION EXAMINATION - 1999/2000**

**S 211: CLASSICAL SOCIOLOGICAL THEORY**

**INSTRUCTIONS:** Answer any four questions only (25 marks each)

**TIME:** 3 hours

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1. What factors led to the transformation and eventual disintegration of positivistic organicism?
2. Explain the two ideal types of causality according to Max Weber.
3. Critically evaluate the fundamental views of any three known Social Darwinists in sociology.
4. How and to what extent can the concept of circulation of elites be used to explain contemporary Zambian society.
5. Explain how Auguste Comte's law of three stages works.
6. Distinguish between static and dynamic sociology.
7. Critically evaluate Durkheim's proposition that social facts must be regarded as things.
8. Outline the three types of authority, and four types of social action according to Max Weber.

**END OF EXAMINATION**

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - NOVEMBER/DECEMBER 1997

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.

- =====
1. The process of fertility involves
    - (a) Live births
    - (b) Men and women
    - (c) Women in reproductive age
    - (d) All the above
  2. Which of the following is true?
    - (a) All social 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 never become associations
    - (d) All the above
  3. The most common type of marriage is
    - (a) Polyandry
    - (b) Polygamy
    - (c) Polygin
    - (d) Group marriages
  4. Mobility refers to:
    - (a) The incidence of disease in a population
    - (b) The occurrence of deaths in a population
    - (c) The movement of people
    - (d) The permanent or semi-permanent change of usual residence

5. Dependency Theory argues that
- (a) The centre is important to the periphery in that it shows the latter its future
  - (b) The centre is important to the periphery in that it diffuses technology to the latter
  - (c) The important unit in studying development is the nation
  - (d) None of the above
6. Urbanisation refers to
- (a) The growth of cities
  - (b) The movement of people from rural to urban areas
  - (c) The bright lights which come with cities
  - (d) All the above
7. Deviant label is
- (a) The ability to obtain good jobs
  - (b) Behaviour which condemned, punishable or ignored
  - (c) Regarded as deviant and expected to engage in further deviant activity
  - (d) Any behaviour that fails to conform to the expectations of society
8. Which of the following is a manifest function of Education
- (a) To keep children off the street
  - (b) To provide education
  - (c) Promoting sociability
  - (d) Increasing the gap between social classes
9. Most sociologists agree that with respect to values
- (a) They should repress them
  - (b) They can do research showing the relationship between values
  - (c) They have a right to express their values as citizens
  - (d) Both (b) and (c) above
10. 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

SECTION B 60 marks

Write brief notes on the following

1. Religion
2. Fecundity
3. Polygamy
4. Emmigration
5. Mobidity
6. Urbanism
7. Geographic mobility
8. Ethnicity
9. Kinship
10. Representative Democracy
11. Primary Deviance
12. Association
13. Upward social mobility
14. Concept of Self

SECTION C 20 marks

Identify and discuss the weaknesses of Modernisation Theory.

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END OF EXAMINATION