

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
FIRST SEMESTER EXAMINATIONS- JUNE 2004**

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

FIRST SEMESTER EXAMINATIONS - JUNE 2004

D211: INTRODUCTION TO DRAMA

Instructions:

Answer one question from each section. Section one carries 40 marks. The rest carry 30 marks each.

Time: 3 hours

SECTION A.

Read this extract and answer all the questions that follow.

I am a Prophet. A prophet by birth and by inclination. You have probably seen many of us on the streets, many with their own churches, many inland, many on the coast, many leading processions, many looking for processions to lead, many curing the deaf, many raising the dead. In fact, there are eggs and there are eggs. Same thing with prophets.

I was born a Prophet. I think my parents found that I was born with rather thick and long hair. It was said to come right down to my eyes and down to my neck. For them, this was a certain sign that I was born a natural prophet.

And I grew to love the trade. It used to be a very respectable one in those days and competition was dignified. But in the last few years, the beach has become fashionable, and the struggle for land has turned the profession into a thing of ridicule. Some prophets I could name gained their present beaches by getting women penitents to shake their bosoms in spiritual ecstasy. This prejudiced the councillors who came to divide the beach among us.

Yes, it did come to the point where it became necessary for the Town council to come to the beach and settle the Prophets' territorial warfare once and for all. My master, the same one who brought me up in prophetic ways staked his claim and won a grant of land.... I helped him, with a campaign led by six dancing girls from the French territory, all dressed as Jehovah's witnesses. What my old master did not realise was that I was really helping myself. Mind you, the beach is hardly worth having these days. The worshippers have dwindled to a mere trickle and we really have to fight for every new convert. They all prefer High Life to the rhythm of celestial hymns. And Television too is keeping our wealthier patrons at home. They used to come in the evening when they would not easily be recognised. Now they stay at home and watch Television.

However, my whole purpose in coming here is to show you one rather eventful day in my life, a day when I thought for a moment that the curse of my old Master was about to be fulfilled. It shook me quite a bit, but... the lord protects his own...

- i) Who is speaking and in what play and scene?
- ii) What is the theme or subject matter of the event about to happen?
- iii) The style used in the above text is akin to the African story-telling tradition or public address. What stylistic features used in the given text could prove this assertion?
- iv) From your reading of the play this passage is taken from, briefly describe the plot and what finally happens.
- v) What does this particular play teach us about false prophets and political demagogues?

SECTION B.

Answer one question from this section based on play texts studied on the course

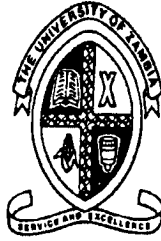
2. Climactic Play Structure is a *cause-to-effect* arrangement of incidents. Select any five events in *Oedipus the King* and identify the causes of those incidents.
3. What do you understand by the term "deflating device?" With reference to the Lion and the Jewel show how Wole Soyinka has used this technique as a dramatic style.
4. What features or characteristics make Lysistrata by Aristophanes appear to be at once the bawdiest and the saddest play to its readers and audiences?

SECTION C.

Answer one question from this section.

5. "The moral atrophy of the intellectual is a theme occurring in most of Soyinka's plays" (Ngugi, 1963). Discuss the truth of this quotation with reference to at least two plays by Wole Soyinka that you have studied.
6. Define comedy and show how it differs from tragedy. Please elucidate your answer with appropriate examples.
7. What additional insights into dramatic character has the development of sociology and psychology, and scientific, political and economic theory given us?

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA
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DEPARTMENT OF LITERATURE AND LANGUAGES

FIRST SEMESTER EXAMINATIONS - JUNE 2004

D355: MODERN AFRICAN DRAMA

Instructions:

Answer question one from Section A and two from Section B.

**NO TEXT BOOKS ARE ALLOWED INTO THE EXAMINATION
EXCEPT A DICTIONARY.**

Time: Three Hours.

Section A: This section carries 40 marks.

1. Read the passage given below and then answer the questions that follow.

My spirit Mother ought to have come for me earlier.
Now what shall I tell them who are gone? The daughter of
Slaves who come from the white man's land.
Someone should advise me on how to tell my story.
My children, I am dreading my arrival there
Where they will ask me news of home.
Shall I tell them or shall I not?
Someone should lend me a tongue
Light enough with which to tell my Royal Dead
That one of their stock
Has gone away and brought to their sacred precincts
The wayfarer!

They will ask me where I was
 When such things were happening.
 O mighty God!
 Even when the unmentionable
 Came and carried off the children of the house
 In shoals like fish,
 Nana Kum kept his feet steadfast on the ground
 And refused to let any of his nephews
 Take a wife from a doubtful stock.

If it is true that the last gets the best of everything
 Then what is this
 Which my soul has drawn out for me?

- a) In which play is this passage taken from and what is the name of the character speaking?
- b) What is the subject matter?
- c) Explain the line:
 “ Even when the Unmentionable
 Came and carried off the children of the house
 In shoals like fish,”
- d) Discuss the language and mood portrayed in the above passage.

SECTION B: Each question in this section carries 30 marks. Choose two questions only.

2. What characteristics (i.e. thematic, dramaturgical, literary or linguistic) do you think qualify the plays you have so far studied in the course as being truly representative of ‘Modern African Drama’?
3. Show how Obotunde Ijimere combines elements of the Yoruba pageantry of the festival rituals with modern theatrical forms to create a new idiom for African drama.
4. With close reference to **The Trial of Dedan Kimathi** and **The Lands of Kazembe** show how the authors have demonstrated the ways in which historical plays can maintain their relevance to modern audiences.
5. What naturalistic and allegorical techniques appear to have been used by the authors in **The Trial of Dedan Kimathi**?
6. How effective is John Pepper Clark’s **Song of A Goat** as a tragedy?
7. Write a review on one of the African plays that you have studied so far that you could present to a literary journal.

END OF EXAMINATION.

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2004 ACADEMIC YEAR FIRST SEMESTER FINALEXAMINATIONS
DE 111: INTRODUCTION TO DEMOGRAPHY

TIME: THREE HOURS

INSTRUCTIONS: Answer all questions in SECTIONS A, B, and C and any two questions from SECTION D

SECTION A: ANSWER ALL THE MULTIPLE QUESTIONS IN THIS SECTION

1. Choose one correct answer from each of the following statements:
 - a. A population with a median age of 27 is of intermediate age.
 - i. True
 - ii. False
 - b. A sex ratio measures the number females per 100 males
 - i. True
 - ii. False
 - c. Marx and Engels believed that each economic system has its own laws of population
 - i. True
 - ii. False
 - d. Thomas Malthus pioneered the construction of the life table
 - i. True
 - ii. False
 - e. The idea of the logistic curve of the population was made popular by Alfred Lotka
 - i. True
 - ii. False
 - f. In which year was the Demography Training and Research programme established at the University of Zambia
 - i. 1978
 - ii. 1980
 - iii. 1986
 - iv. 1990
 - g. The Demography Training and Research programme at University of Zambia funded by:
 - i. The Population Council
 - ii. UNFPA
 - iii. UNDP
 - iv. WHO

h. Formal demography involves:

- i. The interdisciplinary approach to the study of demography involving biology and the social sciences
- ii. The sociological analysis of population trends
- iii. The economic analysis of process of population change
- iv. The collection and statistical analysis of demographic data

i. Population studies involves:

- i. The collection and statistical analysis of demographic data.
- ii. The interdisciplinary approach to the study of demography involving biology and the social sciences
- iii. The sociological analysis of population trends
- iv. The economic analysis of process of population change

j. One of John Graunt's contribution to development of demography was:

- i. Establishing that each economic system has its laws of population.
 - ii. Pioneering the use of statistical methods in evaluating demographic data.
 - iii. Refining the application of the logistic curve to the understanding of population growth
 - iv. Establishing demography as a separate discipline
-

SECTION B (ANSWER ALL QUESTIONS)

2. Respond to all of the following questions:

- (a) What is the difference between the population growth rate and the rate of natural increase
- (b) How long will take a country with a 3.5% annual population growth rate to double its population?
- (c) What is the population (or balancing equation) equation?
- (d) What is the difference between emigration and immigration?

3. Explain what is likely to happen to the population age structure in the following situations (underline what you consider to be the correct answer):

a. High fertility and low mortality:

(The population ages/The population gets younger/Nothing changes)

b. Low fertility and low mortality:

The population ages/The population gets younger/Nothing changes)

4. On the basis of the data below, compute the relevant rates and interpret the results.

(a) Dependency ratio

India (1961)

Age group	Population
0 -14	180,019
65 and above	13,468,000
15 - 64	245,112,000

(b) Crude death rate

Costa Rica (1960)

Deaths	10,063
Population	1,171,000

(c) Sex ratio

Morocco (1960)

Males	5,809,172
Females	5,817,060

SECTION C: ANSWER ALL THE QUESTIONS

5. Briefly explain what these demographic concepts mean:

- (a) Total fertility rate ✓
- (b) Net reproduction rate ✓
- (c) Net migration ✓
- (d) Morbidity ✓
- (e) Carrying capacity ✓
- (f) Optimum population ✓
- (g) Fecundity ✓
- (h) Segmentation ✓
- (i) Targeting ✓
- (j) Cluster marketing ✓

SECTION D: ANSWER ANY TWO QUESTION ONLY

1. Describe the demographic transition and attempt to place Zambia convincingly within it.
 2. Explain how economic development influences of demographic variables.
 3. Explain how demographic variables influence economic factors.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2004 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS
DE 211: MAIN SOURCES OF DEMOGRAPHIC DATA

TIME: THREE HOURS

INSTRUCTIONS: ANSWER QUESTION ONE (COMPULSORY) AND ANY OTHER TWO QUESTIONS.

- 1(a) Discuss the status of vital registration in Zambia, stressing the main problems and some possible solutions.
- (b) Compare and contrast the main sources of demographic data by completing the table below. In this table, you are supposed to indicate the level of strength of each source in providing data needed to estimate net migration according to each criterion. Use the following scale: **strong, moderate, weak.**

Criteria	Data collection method(s)		
	Sample survey	Vital statistics registration system	Census
Topical detail (richness and diversity of subject matter)			
Accuracy			
Precision (absence of sampling errors)			
Timeliness of data			
Geographical detail			
Obtaining information on population at risk			
Ease of organization in a developing country			

- 2(a) Zambia's data collection systems have the main weakness of not capturing migration data adequately. If you were the Director of Central Statistical office (Zambia), what measures can you put in place to improve the status of migration data collection?
- (b) Explain the various aspects that the census budget should reflect.
- (c) Compare and contract the following:
- (i) Modern and classic censuses
 - (ii) Vital statistics registration system and sample survey
 - (iii) Journal and book

- (iv) Conventional and non-conventional sources of data
- 3(a) Discuss in detail, all the necessary steps you would undertake in order to have a successful survey
- (b) Discuss the origins of the population register. How practical is this system in Zambia?
- 4(a) Give four reasons why there is need for an adequate legal framework for census undertaking.
- (b) Assuming you have just been requested by Cabinet Office (Zambia) to offer consultancy services to the Department of National Registration. Part of your terms of reference is to design registration forms to capture vital events information and to make recommendations on how to enhance data collection in this department:
- (i) Identify the variables you would use to capture information on marriage and divorce
 - (ii) Make three main recommendations that you think, once implemented, could improve data collection in this department

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
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2004 ACADEMIC YEAR FIRST SEMESTER FINALEXAMINATIONS
DE 311: POPULATION COMPOSITION

TIME: THREE HOURS

INSTRUCTIONS: SECTION A AND B ARE COMPULSORY. ANSWER ANY TWO (2) QUESTIONS FROM SECTION C

SECTION A (COMPULSORY)

Q1. Define the following concepts

- i) Fertility
- ii) Exogamy
- iii) Housing unit
- iv) Median

Q2. Explain the following-

- i) How nuptiality affects the fertility of any given population
 - ii) How the age composition affects the fertility, mortality and migration levels of any given population
-

SECTION B (COMPULSORY)

Q3. Given the data below calculate the median household size

Household size	Population in households
1-2	867423
3-4	978645
5-6	1034568
7-8	1156342
9-10	1234543
11-12	1398999
13-14	1290878
15+	1500567

Q4 a) A certain population had a sex ratio of 97.04, calculate the following-

- i) The femininity proportion
- ii) The femininity ratio
- iii) The percent excess or deficit females

SECTION C (ANSWER ANY TWO (2) QUESTIONS)

Q5. a) Given the data below calculate-

- i) The crude marriage rate
- ii) Age specific marriage rates

Age	Total Population	Total Marriages	First Marriages
0 – 4	3425111	-	-
5 - 9	2254987	-	-
10 – 14	2003453	-	-
15 – 19	1978650	45661	36722
20 – 24	1187432	73453	63083
25 – 29	1654722	89764	78617
30 – 34	1542264	71342	64539
35 – 39	1435245	38677	23458
40 – 44	1231232	21498	8761
45 – 49	1056788	18231	4053
50+	112287	5672	354
Unstated	8711	-	-

- b) Explain the cause of **one** observation you make
- c) Explain **one** consequence of your observation

Q6. a) Given the data in question five (5) calculate-

- i) General marriage rate
- ii) The total first marriage rate

- b) Explain the cause of **one** observation you make
- c) Explain **one** consequence of your observation

Q7. a) Calculate the age standardized marriage rates given the data below.

Age	Population A	Population B	Standard P
00-04	-	-	1405679
05-09	-	-	1368765
10-14	-	-	1267543
15 – 19	0.231	0.321	1204090
20 – 24	0.245	0.387	1094695
25 – 29	0.194	0.234	946273
30 – 34	0.123	0.187	872157
35 – 39	0.102	0.165	742379
40 – 44	0.094	0.127	600279
45 - 49	0.084	0.105	522211
50 – 54	0.045	0.094	327809
55 – 59	0.023	0.065	247993
60 – 64	0.011	0.022	127973
65+	0.019	0.033	523794

- b) What is the equivalent of standardized rates you have just calculated?
- c) What formula is it represented by and what are the similarities with the standardized rates you calculated in (b)

Q8 a) Given the data below use-

- i) The proportion ^{of} young to determine whether the populations are young or old
- ii) The proportion aged to determine whether the populations are young or old
- iii) The aged-child ratio to determine whether the populations are young or old

AGE	1900 POPULATION	1890 POPULATION
0-4	60,426	59,607
5-9	56,547	54,540
10-14	51,717	51,632
15-19	45,505	48,577
20-24	33,304	38,441
25-29	24,856	28,015
30-34	21,081	21,199
35-39	14,691	15,230
40-44	13,258	12,759
45-49	11,970	10,456
50-54	9,960	9,279
55-59	7,678	6,989
60-64	5,945	6,134
65+	10,876	11,879

- b) Explain the cause of one observation you make after the calculations.
- c) Explain one consequence of the observation you have made

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2004 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

DE 321: METHODS OF DEMOGRAPHIC DATA COLLECTION AND EVALUATION

TIME: THREE HOURS

INSTRUCTIONS: ANSWER QUESTION ONE (COMPULSORY) AND ANY OTHER TWO QUESTIONS.

- 1(a) Prof. Mutibo has been appointed consultant for the Department of National Registration in the Ministry of Home Affairs (Zambia). One of her terms of reference is to design data capturing instruments on marriages, divorces, births and deaths. If you were in her position, show the kind of Form you would design for capturing vital events on **either** fertility **or** mortality. (Credit will be given for creativity).
- (b) Complete the table below by writing the name of any country within the Southern African Development Community (SADC) that undertook a given type of census during the specified period.

Period/Type of census	Sampling census	Classic census	Census by assembly
1941-1950			
1951-1960			
1961-1970			

2. The information in the table below pertains to Country Z in 1990.
- (a) Using information from the table below, show the age distribution of the population aged below 20 years.
- (b) Construct a population pyramid using data in (a). Assume that the sex ratio is 100 throughout.

- (c) Using the appropriate steps, calculate the Myers' Index for this population and comment on your result.

Terminal digit	Population with terminal digit starting at 10 + a	Population with terminal digit starting at 20 + a
0	576,274	386,694
1	359,789	219,808
2	443,671	269,694
3	322,834	195,990
4	332,834	194,596
5	343,835	221,404
6	337,955	199,509
7	245,609	141,955
8	356,216	220,087
9	246,616	149,961

3. In France in 1993, there were 30,341 deaths of single females, 58,802 deaths of married females, 156,633 deaths of widowed females and 10,810 deaths of divorced females. Using this information and the data in the table below:

Age	Single	Married	Widowed	Divorced	ASDRs for all women
0-14	5,597,159	0	0	0	0.44
15-19	1,909,573	15,805	134	136	0.31
20-24	1,663,581	466,140	1,287	13,657	0.45
25-34	1,227,114	2,829,201	22,812	248,505	0.64
35-44	430,137	3,356,394	79,378,	442,741	1.18
45-54	208,130	2,466,172	194,963	261,038	2.52
55-64	220,829	2,134,341	512,193	167,652	5.19
65-74	205,128	1,391,972	948,208	117,344	12.73
75+	212,530	507,171	1,584,062	73,431	78.58
All ages	11,674,181	13,167,196	3,343,037	1,324,504	8.70

- (a) Compute standardized mortality ratios for the four marital status groups.
- (b) Write an interpretation of your results, taking into account that the recorded overall death rates for all French women, single, married, widowed and divorced in 1993 were respectively 8.70, 2.53, 4.56, 46.86 and 8.35 deaths per 1,000 mid-year population at risk.

- 4(a) In assessing the quality of census data for Gambia in 1975, re-interview studies were carried out shortly after the census. Information in the table below was obtained:

Age	Percent of people who stated age younger than real age (in years)			Percent of people who stated age the same as real age	Percent of people who stated age older than real age (in years)		
	3	2	1		1	2	3
0	-	-	-	99	1	-	-
1	-	-	1	76	23	-	-
2	-	-	1	66	27	5	1
3	-	-	9	63	25	3	-
4	-	1	7	61	25	4	2
5	-	3	11	62	25	-	-
6	-	4	11	60	27	-	-
All ages	1	1	7	65	22	3	1

- (i) Study the table above and interpret the results.

(ii) Use two appropriate graphs to illustrate the accuracy of age reporting for the under-fives in Gambia in 1975 (Plot separate graphs, one for those who reported accurately and for those who did not report accurately). Comment on your observed trend.

(iii) Discuss any five (5) factors accounting for the observed age-reporting trend in (ii).

(iv) Describe how this method is employed. What could be its main weakness?
- b(i) According to records at Lusaka City Council, Lusaka City records more deaths than births annually. However, Lusaka has the highest population growth rate in Zambia. What are the possible explanations to this paradox?

(ii) How relevant is the concept of person-year to demographic analysis?

END OF EXAMINATION

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2004 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS
DE 401: RESEARCH METHODS IN DEMOGRAPHY

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY FOUR (4) QUESTIONS FROM THE FOLLOWING:

-
1. As human beings, we have different methods of gathering information in order to understanding the world around us. One of the various methods is called the scientific method which is based on certain assumptions. Identify and discuss some of the major **assumptions** of this method.
 2. In the selection of a research problem, a researcher has to take into account certain considerations so that the chosen topic is feasible and relevant to his/her society. Discuss the major considerations (criteria) that need to be taken into account during the process of choosing a research problem.
 3. Literature review is one of the most important stages in the process of scientific investigation because it serves important objectives. What are the main sources of literature and what objectives is literature review intended to achieve?
 4. In the formulation of a research problem, the researcher has to clearly identify the main variables whose interaction one intends to investigate. Two of these are called independent and dependent variables. With practical examples, illustrate your understanding of these two types of variables and identify and discuss other types of variables which need to be considered in scientific investigations.
 5. There are two major approaches to sampling. These are **Probability** and **Non-Probability** sampling. Critically discuss the major methods used under each of the above approaches paying particular attention to their strengths and weaknesses.
 6. Define and give examples of the following concepts popularly used in scientific literature:
 - (i) Hypothesis
 - (ii) Sample
 - (iii) Sampling frame
 - (iv) Statistical inference
 - (v) Population parameters
 - (vi) Sample statistics
 - (vii) Reliability
 - (viii) Validity
 - (ix) Operational definition
 - (x) Conceptual definition
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2004 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS
DE 411: INDIRECT TECHNIQUES OF DEMOGRAPHIC DATA ANALYSIS

TIME: THREE HOURS

INSTRUCTIONS: ATTEMPT ANY FOUR QUESTIONS

1. Write some notes on the following concepts
 - (a) Interpolation and extrapolation;
 - (b) Adjustment of Demographic data;
 - (c) Moving Average
 - (d) Natural Increase
 - (e) Intrinsic Death Rate

2. Study Table 1:

Age group of Women	Total Number of Births	Total Number of Women	Proportion of Women Surviving
15-19	10,000	111857	0.788
20-24	15,000	90253	0.770
25-29	30,000	187383	0.748
30-34	40,000	318471	0.723
35-39	35,000	370370	0.698
40-44	30,000	675676	0.668
45-49	25,000	1329787	0.635

Using information from Table 1 and Sex Ratio of 103 at birth calculate the following:

- (a) Gross Reproductive Rate;
 - (b) Net Reproduction Rate;
 - (c) Total Fertility Rate;
 - (d) Age-specific birth-rate;
3. Describe how graduation technique is applied in Demographic Analysis
4. Illustrate how the Brass P/F ratios can be used in Demographic estimations. Comment on the procedures and also on the validity of data obtained.
5. Illustrate how Lagrange approach can be used in Zambia.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2004 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

DE 911: DEMOGRAPHIC ASPECTS OF HUMAN RESOURCE PLANNING

TIME: THREE HOURS

INSTRUCTIONS:

- (a) Answer all questions in SECTION A.**
 - (b) Answer any TWO questions in SECTION B**
-

SECTION A: Answer all questions

1. Complete the table of the gross years of working life for Thailand in 1966 and comment on the results.

Age group	Age specific activity rate
15-19	67.00
20-24	85.20
25-29	95.00
30-34	97.50
35-39	97.80
40-49	96.60
50-59	91.50
60-74	65.40

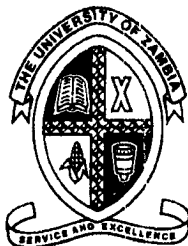
2. Using relevant Zambian examples, briefly discuss the following concepts:

- (a) Visible underemployment
- (b) Invisible underemployment
- (c) Technical underemployment
- (d) Human capital
- (e) Gainful work/occupation
- (f) Labour force
- (g) Labour mobility
- (h) Intragenerational occupational mobility
- (i) Intergenerational occupational mobility
- (j) Industry

SECTION B: Answer any two questions

3. Discuss the specific manner in which the following factors are likely to labour force participation rates:
 - (a) Age
 - (b) Sex
 - (c) Maternal status
 - (d) Marital status
 - (e) Educational attainment
 - (f) Religion
4. Discuss the merits and demerits of the manpower balance sheet and the tables of working life as human resource planning tools with specific reference to Zambia.
5. Discuss, with empirical examples from Zambia or elsewhere, the most common uses of labour statistics.
6. Use Zambian examples to discuss the following:
 - (a) Demographic, economic and other factors that affect the employment rate
 - (b) The different manifestations of unemployment

END OF EXAMINATION



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

DS 101

UNIVERSITY EXAMINATIONS

TIME:

INSTRUCTIONS: CHOOSE THREE (3) QUESTIONS. QUESTION ONE (1) IS COMPULSORY

1. 'Development is a multi-dimensional concept.' What are the implications of this statement for measuring development?
2. 'HDI is more relevant than GNP in measuring development.' How true is this statement?
3. According to Mufana Lipalile, dependency theory is more useful than modernization theory in explaining underdevelopment in poor countries. to what extent do you agree with Lipalile?
- * 4. 'Lack of development in landlocked tropical countries can be attributed to climatic conditions. Critically examine this statement?'
- * 5. 'Most of Zambia's population lacks sufficient access to the basic necessities of life.' How true is this statement?
6. A group of young men in Lusaka's city centre were arguing among themselves about the various forms of unemployment and seriousness of Zambia's unemployment. Which one is more prevalent in Zambia and why? Discuss

..... **End of Examination**



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

**DS 201: THEORIES OF SOCIAL AND POLITICAL CHANGE
IN DEVELOPING COUNTRIES**

UNIVERSITY EXAMINATIONS

TIME: 3 HOURS

**INSTRUCTION: ANSWER QUESTION (ONE) WHICH IS A COMPULSORY
QUESTION AND THEN ANY OTHER 2 (TWO) QUESTIONS.**

1. Write brief notes on the following:
 - a) The Tendency for the rate of profit to fall.
 - b) Imperialism as perceived by Schumpeter.
 - c) Social Economic Formation.
 - d) Feature of extraction during colonialism.
 - e) Pre-capitalist mode of production.
2. The concept of 'class analysis' is an important one in explaining and understanding change in a society. Using Guinea Bissau as a case study show how political transformation was achieved in that country.
3. Discuss the question of imperialism in the context of underdevelopment/dependence theories. What changes have occurred in third world countries due to imperialism?
4. Compare and contrast the liberal and radical theories of imperialism. In your opinion, which one adequately conforms to the Zambian situation. Give reasons for your answer.
5. Critically analyze the factors that led to the development of liberalism. How has liberalism evolved in recent years and how has it impacted on the socio-economic and political developments of Africa?

END OF EXAMINATION



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

DS 301: FOOD SECURITY IN DEVELOPING COUNTRIES

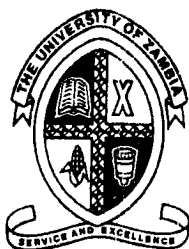
UNIVERSITY EXAMINATIONS

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER QUESTIONS I AND ANY OTHER TWO.
QUESTIONS CARRY EQUAL MARKS

1. Critically analyze why more than two decades of implementing structural adjustment policies in Africa have not helped the continent reclaim its past share of world trade in agricultural products.
2. Describe and discuss the importance of small-scale agricultural production in attaining the twin goals of national food security and poverty reduction.
3. Examine the significance of dual-economy models in explaining problems associated with modernization of African agriculture.
4. Explain the slow response of the private sector to filling the gap left by the abolition of state agricultural marketing boards, propose measures to overcome the problems that this slow response has created for farmers.
5. Discuss the advantages and disadvantages of the Sector Wide Approach (SWAPS) in Rural Development. Also discuss the advantages and disadvantages of the conventional 'Project Approach' in Rural Development. Which of the two above approaches would you recommend for use in Zambia? You may give your reasons with examples.
6. Mention the theoretical and practical prospects that the agricultural Co-operatives can provide to rural farmers. In the case of Zambia, what were some of the weakness observed in the organization of agriculture cooperatives? In view of these weaknesses, comment on the measures that you think should be undertaken in an effort to make agricultural cooperatives viable especially for rural farmers.

END OF EXAM



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

DS 401: TECHNOLOGY AND DEVELOPMENT I

2004 ACADEMIC FINAL EXAMINATIONS

DATE: 22ND JUNE 2004

DURATION: THREE HOURS

INSTRUCTIONS: Answer question **ONE** and **ANY OTHER TWO** questions of your choice

1. Compare and contrast the role science and technology have played in the development processes of Less Developed Countries to that of Developed Countries. What problems are Less Development Countries facing *vis-à-vis* science and technology development? **(40 Marks)**.
2. To what extent has international Technical Cooperation contributed to the development of science and technology in the Less Developed Countries? How can the LDCs maximize the contribution of technical cooperation in their effort to develop local science and technology capacity? **(30 marks)**.
3. Less Developed Countries are failing to implement the policy of appropriate technology even when they know the manifold advantages this would have on their development process. Critically discuss! **(30 marks)**.
4. Building local scientific and technological capabilities is essential if Less Developed Countries are to overcome technology dependency. What challenges are they likely to encounter in the process? **(30 marks)**.
5. Technology choice is a complex process, especially for the Less Developed Countries. What challenges are these countries facing in their quest to select appropriate technologies in the global perspective? **(30 marks)**.

..... **End of Examination**



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

DS 411: RESEARCH METHODS IN SOCIAL SCIENCES

UNIVERSITY EXAMINATIONS

TIME: 3 HOURS

INSTRUCTION: ANSWER ONLY THREE (3) QUESTIONS, ONE (1) FROM EACH SECTION. (QUESTION 1 (ONE) IS COMPULSORY).

SECTION ONE

1. John Zulu is a research student. At the end of his course, he is required to submit a 30,000 word dissertation on a topic of his choice. The dissertation will be based on both secondary and primary data. Zulu has chosen a topic entitled "Voluntary Counselling and Testing for HIV in Zambia: A Country wide Study, 1990 – 2004." Zulu is self-sponsored and has K3,000,000 for the entire study. He is required to submit his dissertation within one year. His sample includes interviewing 1,000 sexually active men and 1,000 sexually active women (18 – 45 years).

Critically examine Zulu's research work. Your answer should make reference to what you have learnt in this class on problem identification (choice of a research topic) and topic manageability.

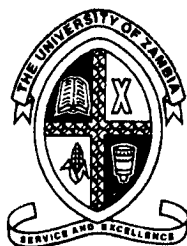
SECTION 2

2. In research work, a researcher usually relies on a questionnaire and an interview guide to collect data. What is a questionnaire and how does it differ from an interview guide? In amplifying your answer, explain the types of interview techniques a researcher may employ during fieldwork.
3. Examine the various sampling methods discussed in this course. In what types of studies could each of these methods be used and why?

SECTION 3

4. With concrete examples where possible, briefly discuss the following:
- a) Errors and biases in sampling
 - b) Statement of the problem
 - c) Two types of omission in a sentence
 - d) Sic
 - e) Research as opposed to a dogma
 - f) Log book
 - g) Quantitative and Qualitative Research
 - h) Ordinary and indented quotations
5. Demonstrate how you could cite the following references in notes (first and second citations) and bibliographic entries:
- i) A book written by John Zulu and published in Lusaka in 1990 by Longmans. (Give the book your own title).
 - j) An article written by Jane Bwalya in 1992 entitled "Cotton Comes to Zambia" and published in a Journal. (Give the Journal your own title, volume and number).
 - k) A Ph.D Thesis submitted to the University of Zambia in 1994 by Bwembya Mweetwa. (Give the thesis your own title).
 - l) An interview in Lusaka on 20 January, 2002, with a farmer called Dan Tsotsi.
 - m) A conference paper presented by Chansa Phiri at Pamodzi Hotel in Lusaka 30 March, 1996. (Give the paper your own title).
 - n) A book edited by Adam Njovu, Ann Lombe and Susan Ngoma and published by Multimedia in 1995. (Give the book your own title).
 - o) A book authored by Chanda Kangwa, Joyce Banda, Ted Chimba and Evelyn Mwila and published in London in 1998 by Macmillan. (Give the book your own title).
 - p) A file on "Tsetse Control," found in the National Archives of Zambia. (Give the file your own serial number and year).
6. What is a research proposal? Explain the major components of a research proposal.

END OF EXAMINATION.



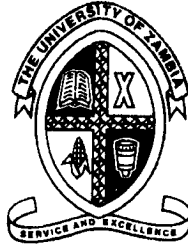
UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF DEVELOPMENT STUDIES
DS 421: DIMENSION OF POVERTY REDUCTION 1
UNIVERSITY EXAMINATIONS

TIME: 3 HOURS

INSTRUCTION: ANSWER QUESTION 1 WHICH IS A COMPULSORY QUESTION AND THEN ANSWER ANY OTHER TWO (2) QUESTIONS. ALL QUESTIONS CARRY EQUAL MARKS.

1. There are various possibilities to define, measure and explain poverty. Describe and explain the main definitions/concepts which are used in the development debate. Discuss advantages and disadvantages of each concept. Give examples where appropriate.
2. Describe the major trends and structures of global poverty and include a specific African perspective.
3. What are the main causes of poverty? Start with the categories (remember the three “pairs” of categories) and explain them. Later in your answer give a list of at least three bundles of factors contributing to poverty which were discussed in the course. Explain and illustrate them with examples.
4. The international development debate speaks about the “New Poverty Agenda.” What is the most important political fundamental principle of this “agenda?” Explain it broadly, including the historical developments which led to the new approach.
5. Explain the principles of the PRS approach and describe the core elements of the strategies which can be found in many PRS countries. Compare the principles and the core elements of the PRS approach with the approach under Structural Adjustment Programmes.
6. In the most important research so far about the PRSP approach, David Booth (2003) draws five major conclusions regarding the question whether the PRSPs have made a difference for the better. What are the five conclusions? Describe each of them in a few sentences.

END OF EXAM



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DEPARTMENT OF DEVELOPMENT STUDIES

UNIVERSITY EXAMINATIONS

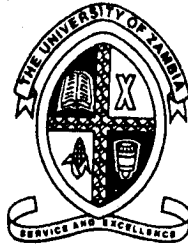
DS 901: THE FAMILY IN HISTORICAL AND THEORETICAL PERSPECTIVE

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS FROM THE FOLLOWING:

1. How far do you agree with Angel's assumption that there is a relationship between the structure of a society and the mode of production that exist in that society?
2. Do societies need families since family functions have been taken over by impersonal institutions these days?
3. How successful was L.H. Morgan in laying down a foundation for the Scientific Study of the Family?
4. Discuss Kroeber's assumption that terms of relationships reflect psychological rather than sociological attitudes.
5. Discuss Claude Levi-Strauss's assumption that the family does not exist in the objective descent of consanguinity between individuals. It exists only in human consciousness. It is an arbitrary system of representation not the spontaneous development of a real situation.
6. Is there anything known as traditional family as Max Weber and Durkheim suggest?
7. What has been the effect of market-led economic system on the Third World economies?

END OF EXAM



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

DS 925: PROJECT APPRAISAL AND IMPLEMENTATION IN DEVELOPING COUNTRIES

UNIVERSITY EXAMINATIONS 29/06/04

TIME: THREE (3) HOURS

INSTRUCTIONS: YOU ARE REQUIRED TO ATTEMPT THREE (3) QUESTIONS BUT ONE (1) IS COMPULSORY AND MUST BE ATTEMPTED PLUS ANY OTHER TWO.

STUDENTS WILL BE PROVIDED WITH MATHEMATICAL TABLES

QUESTIONS

SECTION A

1. Zambian Breweries Ltd. Is planning to introduce a new drink to increase its existing range line. It is estimated that the newly developed product line will cause initial cash investments of B 70,000 and B 1.0 million in year 1. After cash inflows of B 400,000 each year through year 10. While product line might be viable after year 10, the company's corporate policy makes mandatory to ignore any earnings at the end of the investment period.

REQUIREMENTS

- a) If the required rate of return is 15% what is the Net present value (NPV) of the project? Is it acceptable?
- b) What is its internal rate of return?
- c) What would be the case if the required rate of return were 10%
- d) What is the project's payback period?
- e) Contrast the Internal Rate of Return with the Net Present Value. Why might these two-time value approaches to project selection give conflicting decision rules?

- f) The Payback period, although it is conceptually unsound, is very popular in business as a criterion for assigning priorities to investment projects. Why is it unsound, and why is it popular?
2. Discuss the criteria for Project Investment Selection and critically analyse the importance for the country's economic development in strictly observing the above criteria?
3. (a) The Konkola Copper Mines Ltd. is evaluating three investment situations.
- (1) Produce a new line of aluminium skillets, 2) expand its existing smelter line to include several new sizes, and 3) develop a new higher quality line of copper cables. If only the project in question is undertaken, the expected present values and the amounts of investment required after taking all investment tax credits are:

PROJECT	INVESTMENT REQUIRED	PRESENT VALUE OF FUTURE CASH FLOW
1	US\$200,000	US\$290,000
2	US\$115,000	US\$185,000
3	US\$270,000	US\$400,000

If projects 1 and 2 are jointly undertaken there will be no economies; the investment required and present values will simply be the sum of the parts. With projects 1 and 3, economies are possible in investment because one of the machines acquired can be used in both production processes. The total investment required for projects 1 and 3 combined is US\$400,000. If projects 2 and 3 are undertaken, there are economies to be achieved in marketing and producing the products but not in investment. The expected present value of future cash flows for projects 2 and 3 is US\$620,000. If all three projects are undertaken simultaneously, the economies noted above will still hold. However, a US\$125,000 extension on plant will be necessary, as space is not available for all three projects.

Evaluate the projects and advise which one/ones should be selected.

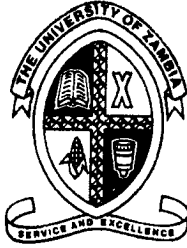
- b) Discuss the use of input-output Table and its importance in national economic growth.
4. a) Discuss the importance of economic project planning for the economic development of the country and critically discuss the key factors in economic appraisal of projects? Give practical examples.
- b) Contrast and compare benefit – cost Ratio with the Net present Value approaches of project appraisal. Why might these two time value approaches to project selection give conflicting decision rules?
5. Discuss factors determining the siting of projects in developing countries and contrast them with certain instances in government policy leading to perverse allocation, project siting and unsuitable use of resources.

MATHEMATICAL TABLES

Present value table

Present value of 1 = $(1+r)^{-n}$ where r = discount rate, n = number of periods until payment
This table shows the present value of £1 per annum, receivable or payable at the end of n years.

Periods (n)	Discount rates (r)									
	1%	2%	3%	4%	5%	6%	7%	8%	9%	10%
1	0.990	0.980	0.971	0.962	0.952	0.943	0.935	0.926	0.917	0.909
2	0.980	0.961	0.943	0.925	0.907	0.890	0.873	0.857	0.842	0.826
3	0.971	0.942	0.915	0.889	0.864	0.840	0.816	0.794	0.772	0.751
4	0.961	0.924	0.888	0.855	0.823	0.792	0.763	0.735	0.708	0.683
5	0.951	0.906	0.863	0.822	0.784	0.747	0.713	0.681	0.650	0.621
6	0.942	0.888	0.837	0.790	0.746	0.705	0.666	0.630	0.596	0.564
7	0.933	0.871	0.813	0.760	0.711	0.665	0.623	0.583	0.547	0.513
8	0.923	0.853	0.789	0.731	0.677	0.627	0.582	0.540	0.502	0.467
9	0.914	0.837	0.766	0.703	0.645	0.592	0.544	0.500	0.460	0.424
10	0.905	0.820	0.744	0.676	0.614	0.558	0.508	0.463	0.422	0.386
11	0.896	0.804	0.722	0.650	0.585	0.527	0.475	0.429	0.388	0.350
12	0.887	0.788	0.701	0.625	0.557	0.497	0.444	0.397	0.356	0.319
13	0.879	0.773	0.681	0.601	0.530	0.469	0.415	0.368	0.326	0.290
14	0.870	0.758	0.661	0.577	0.505	0.442	0.388	0.340	0.299	0.263
15	0.861	0.743	0.642	0.555	0.481	0.417	0.362	0.315	0.275	0.239
	11%	12%	13%	14%	15%	16%	17%	18%	19%	20%
1	0.901	0.893	0.885	0.877	0.870	0.862	0.855	0.847	0.840	0.833
2	0.812	0.797	0.783	0.769	0.756	0.743	0.731	0.718	0.706	0.694
3	0.731	0.712	0.693	0.675	0.658	0.641	0.624	0.609	0.593	0.579
4	0.659	0.636	0.613	0.592	0.572	0.552	0.534	0.516	0.499	0.482
5	0.593	0.567	0.543	0.519	0.497	0.476	0.456	0.437	0.419	0.402
6	0.535	0.507	0.480	0.456	0.432	0.410	0.390	0.370	0.352	0.335
7	0.482	0.452	0.425	0.400	0.376	0.354	0.333	0.314	0.296	0.279
8	0.434	0.404	0.376	0.351	0.327	0.305	0.285	0.266	0.249	0.233
9	0.391	0.361	0.333	0.308	0.284	0.263	0.243	0.225	0.209	0.194
10	0.352	0.322	0.295	0.270	0.247	0.227	0.208	0.191	0.176	0.162
11	0.317	0.287	0.261	0.237	0.215	0.195	0.178	0.162	0.148	0.135
12	0.286	0.257	0.231	0.208	0.187	0.168	0.152	0.137	0.124	0.112
13	0.258	0.229	0.204	0.182	0.163	0.145	0.130	0.116	0.104	0.093
14	0.232	0.205	0.181	0.160	0.141	0.125	0.111	0.099	0.088	0.078
15	0.209	0.183	0.160	0.140	0.123	0.108	0.095	0.084	0.074	0.065



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

DS 955: ENVIRONMENT AND DEVELOPMENT IN DEVELOPING COUNTRIES

2004 ACADEMIC YEAR FINAL EXAMINATIONS

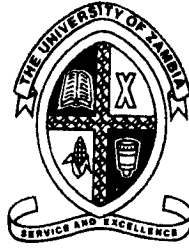
DURATION: THREE HOURS

INSTRUCTIONS:

- 1. ANSWER ANY THREE QUESTIONS**
 - 2. ALL QUESTIONS CARRY EQUAL MARKS**
-

1. To what extent is desertification both man-made and an outcome of natural causes?
2. Compare and contrast between the “traditional view” and “contemporary western view” of *Common Property Resource (CPRs)*. Are CPRs of any relevance to rural communities in developing countries?
3. Critically discuss the strengths and weaknesses of the Zambia Wildlife Authority’s (ZAWA) current CBNRM approach to wildlife management in Zambia.
4. In Zambia, it has become obligatory for many development projects to be subjected to Environmental Impact Assessment (EIA) before they can be approved for implementation. Demonstrate a simple EIA process while identifying the different stages. What is the rationale for EIA requirement and the practical challenges associated with the EIA process?
5. Critically discuss the IPAT ($I = PAT$) approach to the explanation of the environmental impacts of population. How does this differ from other approaches?

END OF EXAM



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

DS 965: ECONOMIC POLICY, GROWTH AND DEVELOPMENT

UNIVERSITY EXAMINATIONS

TIME: THREE (3) HOURS

**INSTRUCTIONS: ANSWER QUESTION ONE (1), WHICH IS
COMPULSORY, AND ANY OTHER TWO.**

ECONOMIC REFORMS IN THE REPUBLIC OF LAMAFRASIA

Lamafrasia is a big country spreading across three big oceans and inhabited by people of all races. It has vast natural resources, although the majority of its people are poor. By its Geographical appearance and the multiplicity of its racial and ethnic groups, Lamafrasia makes but a great divine wonder.

Since the day of independence, from the colonial bondage, imposed on Lamafrasia by Euromeca a century ago, Lamafrasia has been battling for Economic Development of the country with the aim of improving the standards of living for the vast majority of its people. Unlike its northern neighbouring country of Euromeca, Lamafrasia has all the Characteristics of a Less Developed Country. The Newly elected President of Lamafrasia, His Excellency Atlindia Pacific has vowed to reduce the levels of Poverty in his country. Consequently he has embraced Economic Policy Reforms under the guidance of multilateral institutions of the International Monetary Fund (IMF) and the World Bank (WB), which policies are aimed at developing the country through liberalization, capital investments, and trade.

It is hoped that with the Economic Policy Reforms, the vast resources of Lamafrasia will be exploited for the material benefit of the people.

President Pacific has assembled a team of Economic experts under the Leadership of his Minister of Finance and Economic Development, Honorable Land Wartars, who was popularly known as "Mukulumpe wa Nyambaulu" in one of the Lamafrasia dialects Literally translated as "Chief of money."

Hon. Land Waters outlined his mission to his team as instructed by H.E. Pacific. He said the first thing will be to stabilize the Economy, then attract foreign investments by privatizing state owned enterprises by offering tax incentives for new foreign and local investors.

Just after the rainy season in Lamafrasia, Hon Land Waters with his Economic Think Tank, as the team was called, organized a big international conference which included the 'money people' of Euromeca to draw out an investment, and big business programme, which was expected to uplift Lamafrasia from its Economic doldrums into a new phase of development.

The conference was to take place at the famous Port of Adjustment overlooking the deep sea of Poverty.

At the conference "Mukulumpe wa Nyambaulu," stated that Lamafrasia was going to use its comparative Advantage in the production of resources and in attracting investments. It was also going to ask its neighbour Euromeca to cancel three quarters of the International debt, under the Highly Indebted Poor Countries (HIPC) initiative, so that the resources that could have gone for debt repayment, could be utilized for infrastructural and social development in Lamafrasia itself.

Making a brief to the President, before the conference, since President Pacific was going to officially open the conference, Land Waters explained that, once the private sector dominates the economy, under a liberalized system, the Invisible hand will work to bring efficiency in production and wonders to the national Economy. He stated that the Balance of payments deficit will be eliminated, the national budget will get a budget surplus, through the new fiscal measures, the narrow export base which was inherited from the colonial economy will be diversified leading to increased national exports, foreign exchange earning and swelling of foreign reserves. He lamented over to the president on the adverse Terms of Trade, which he said have held down the Economic development of Lamafrasia.

However, he said, given that the multilateral institutions, IMF and the World Bank have agreed to funding Lamafrasia under the indigenously developed Poverty Reduction Strategy Programme (PRSP), the country will overcome the adversities of Economic globalization with the guidance of the multilateral institutions themselves.

A day after briefing the President there was a party caucus meeting, which was called urgently to look at the state of the nation and offer policy guidance to the coming big conference on the economy. At the caucus meeting the party Chairman for Social Development, Reconstruction and Rehabilitation Honorable, Mwami Chiuta Nyambe criticized Lamafrasia's Economic policy under IMF and World Bank, who he called the twin devils of the World Economy. He said under their policies, they have brought serious social consequences, which have left people in deep poverty, unemployment and squalor. The country did not experience any development, except in official Economic indicators - Statistics, but on the ground all the social indicators of developments were negative. He called for the establishment of social safety nets and further called on the



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

DS 965: ECONOMIC POLICY, GROWTH AND DEVELOPMENT

DEFERRED EXAMINATION

TIME: THREE (3) HOURS

**INSTRUCTIONS: ANSWER QUESTION ONE (1), WHICH IS COMPULSORY,
AND ANY OTHER TWO QUESTIONS.**

1. What do you understand by the Term and Programme of Highly Indebted Poor Countries (HIPC). Show why the debt problem is a hindrance to Developing Countries like Zambia.
2. Explain Adam Smith's concept of Invisible hand and show its relevance in the development of a modern capitalist Liberal-market economy.
3. Structural Adjustment Programmes advocated by the IMF and World Bank have both positive and negative consequences on Less Developed Countries development process (like Zambia). Discuss the pros and cons of structural Adjustment Policies. Use examples to illustrate.
4. Distinguish between fiscal and Monetary policy instruments. Fully explain how they are employed in Economic Development Programmes.
5. What is a mono-economy. Show and fully explain the merits and demerits of a mono-economy within the concept of comparative advantage.

END OF EXAMINATION

onto the streets by structural adjustment, from the "social inferno" they have been subjected to. While he acknowledged the existence and work of the Economic Think Tank, he said it was actually a Thick Tank, which has only added on to another layer of bureaucracy. Bureaucracy, he said keeps talking and promising while the people starved and died. He urged the party leadership and the cadres not to be cheated by sweet sounding Economic jargon of the IMF and the World Bank, because they were not a Panacea to Economic Development.

At this point it was clear to President Pacific and Hon Land Waters that the Economic Reform Programme was not going to be easy to implement.

You are the Lamafrasia born and Educated Economic Development Expert tasked to fully explain the meaning of the Economic programme to the Newly instituted House of Chiefs. Kindly explain the first and any two of the following:

1. **(Compulsory)** Outline and fully explain the characteristics of a less Developed country.
2. What are the Economic Reform Policy measures of the IMF and World Bank: Discuss.
3. Explain the principle of comparative Advantage and show how it is relevant to the modern Economy.
4. What is International Public debt, and how does it relate to the Highly Indebted Poor Countries (HIPC) initiative.
5. Explain the Terms Balance of Payments and a Budget deficit.
6. Discuss the Social and Development consequences of the Structural Adjustment programme of the IMF and World Bank on to Countries like Lamafrasia.
7. Distinguish and fully explain the Economic indicators and social indicators of Development.

Transform economic condition into a new phase of development.

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

2004 ACADEMIC YEAR

E121: INTRODUCTION TO WRITING SKILLS AND PROSE FICTION

TIME ALLOWED: THREE (3) HOURS

- INSTRUCTIONS:**
- Answer three questions only.
 - All questions carry equal marks
 - Candidates may bring into the Examination Room a copy of an English Dictionary
 - Because some students do not have prescribed books, in the name of fairness, prescribed books are not allowed into the Examination.
-

1. Discuss at least two themes in the book of 'Genesis'.
2. There are many conflicts in **The Odyssey**. Discuss at least **three** of the conflicts.
3. Recount reasons that made first African writers in all genres to start creative literary work.
4. Explore the theme of the journey including the Cinderella myth in Bessie Head's **Maru**.
5. "The Light from the bus moved uncertainly down the road until finally the two vague circles caught some indistinct object on the side of the road where it curved out in front. The bus had come to a stop. Its confused rattle had given place to an endless spastic shudder, as if its pieces were held together by too much rust to fall completely apart."

Comment on the above given quotation in relation to the thematic nature of **The Beautiful Ones**.

6. Discuss the moral of the symbolism of Harry's failed writing career and the Leopard's failed attempt to climb Mount Kilimanjaro.

END OF EXAM

UNIVERSITY OF ZAMBIA EXAMINATIONS
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
FIRST SEMESTER EXAMINATIONS 2004

E211 THE STRUCTURE OF MODERN ENGLISH I: PHONETICS
AND PHONOLOGY

Time: 3 hours

Instructions

Bomangwa paper 191

- =====
- ☐ Answer all questions in this paper.
 - ☐ Clearly indicate the order in which you have answered the questions on the cover(s) on the answer booklet(s).
- =====

1. Using examples in the English language, compare and contrast the concepts expressed in following pairs of words:
- a. Dialect vs Accent
 - b. Standard English Vs Received Pronunciation
 - c. Phonetics Vs Phonology
 - d. Egressive airstream Vs Ingressive
 - e. Tone Vs Stress
 - f. Resonators and articulators

[12 Marks]

2. State and explain the states in which the glottis can be during speech. [08 Marks]
3. "By moving the tongue and the lips we are able to change the shape of the oral cavity and produce different sounds," (Fromkin and Rodman 1988:39)
Discuss the validity of this statement giving examples from English language. [20 Marks]

4. Using the labels of describing sounds that you have learnt in this course, **transcribe** and **describe** the sounds represented by the underlined bold letters in the words below:

- | | | | |
|------------------------|---------------------|---------------------------|-----------------------|
| a. Mirage | b. Mir <u>a</u> cle | c. Coll <u>a</u> teral | d. <u>C</u> hauffeur |
| e. Sil <u>h</u> ouette | f. A <u>s</u> cend | g. Ref <u>u</u> se (noun) | h. Colleag <u>u</u> e |
| i. Sit <u>u</u> ate | j. R <u>i</u> se | k. N <u>e</u> ither | l. Mill <u>i</u> on |

- | | | | |
|----------------------|--------------------|------------------|------------------|
| m. Than <u>k</u> you | n. <u>H</u> onour | o. <u>H</u> ouse | p. <u>T</u> ext |
| q. <u>S</u> quat | r. Rai <u>s</u> in | s. <u>S</u> eal | t. <u>V</u> alue |
- [10 Marks]

5. Transcribe the following words from their orthographic rendition **to the phonetic** ones.

- | | | | |
|--------------|-----------------|--------------|---------------|
| a. Thumb | b. Manifesto | c. Manoeuvre | d. Mango |
| e. Figure | f. Field | g. Fidget | h. Cumbersome |
| i. Cultivate | j. Psychology | k. Treasury | l. Treason |
| m. Infantry | n. Inflammation | o. Impose | p. Repel |
| q. Rhino | r. Revolt | s. Revenue | t. Leather |
- [10 Marks]

6. Below is a list of English words. Mark RP stress on each of them. Please ensure that you use the right mark for this.

- | | | | |
|--------------|----------------|-------------------|---------------|
| a. About | b. Academician | c. Abstract (adj) | d. Bandit |
| e. Barbarism | f. Bathroom | g. Canternerous | h. Capitalism |
| i. Career | j. Curriculum | | |
- [10 Marks]

7. Stress the sentences below in such a way that each mean what is in the brackets after it. Notice that they are not punctuated because the word you stress in the sentence will determine what punctuation mark should be used.

- Why don't you sit down (Stop pacing.)
 - You're not amusing (You are irritating.)
 - What is it he said that made you laugh (Usually he makes people cry)
 - I heard about your misadventure (I saw it with my eyes)
 - You meant to tell me (Why me?)
- [05 Marks]

8. In the sentences below, mark tone in such a way that each means what is in the brackets after it. Like in the case above, the sentences are not punctuated because that will be determined by which word carries the tone.

- You are coming (Who invited you)
 - I am not sure he knows what he is doing (Declarative statement)
 - Good morning (You are rather bright today.)
 - Yes (What do you mean?)
 - No (I am sure)
- [05 Marks]

9. Divide the tune below into its constituent parts according to what you learnt in this course:

/I intended to shoot the elephant//

[05 Marks]

10. The short passage below is in orthographic rendition. Transcribe it to the phonetic one.

“All this time I thought I was married to a clan of men! All this time! You aren’t men at all. You’re all cowardly women. The whole lot of you are women!”

*Adapted from Grace Ogot’s **Land without Thunder - The Empty basket.***

[15 Marks]

END

Total Marks: 100

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

FIRST SEMESTER FINAL EXAMINATIONS
2004 ACADEMIC YEAR

E221 : 16TH TO 18TH CENTURY ENGLISH LITERATURE

TIME : 3 HOURS

INSTRUCTIONS : YOU MUST ANSWER ONE QUESTION FROM EACH
OF THE SECTIONS. TEXTS AND DICTIONARIES ARE
PERMITTED IN THIS EXAMINATION, NOT NOTES

SECTION A POETRY

1. Identify the rhyme scheme and discuss salient features of theme/s, style, mood and structure in the poem written below. (Remember "style" accommodates syntax, lexis and figurative language).

Not marble, nor the gilded monuments
Of princes, shall outlive this powerful rhyme;
But you shall shine more bright in these contents
Than unswept stone, besmeared with sluttish time.
When wasteful war shall statues overturn,
And broils root out the work of masonry.
Nor Mars his sword nor war's quick fire shall burn
The living record of your memory.
Gainst death and all-oblivious enmity
Shall you pace forth; your praise shall still find room
Even in the eyes of all posterity
That wear this world out to the ending doom.
And yet to times in hope my verse shall stand,
Praising thy worth, despite his cruel hand.
(William Shakespeare)

2. Thomas Gray's 'Elegy written in a Country Churchyard' is replete with the imagery of melancholy which in part is due to the poet's temperament but also due to his rather tormented relationship with close associates". Discuss

OR

3. "Gray's 'Elegy written in a Country Churchyard' derives its popularity from the fact that it is essentially about Humanity". Discuss

SECTION B. DRAMA

EITHER

4. "A Shakespearean tragedy has a special tone or atmosphere of its own, quite perceptible; however difficult to describe". (A.C. Bradley).
Do Bradeley's words apply to **Macbeth**? If so, how would you – characterise its "special tone of temperament"?

OR

5. "A loose affinity may be detected between Marlowe and his creation Dr Faustus". To what depths does this affinity go?

SECTION C. EPIC

EITHER

6. In spite of the trauma implied in the fall from paradise the exit of Adam and Eve seems to suggest a positive future for Humanity".

Discuss this view of Milton's **Paradise Lost**.

OR

7. Milton's stated ambition is to "assert eternal providence, and justify the ways of God to men". (Paradise Lost, 1,25-6)

Does the poet, in your view, succeed in his aim?

END OF EXAM

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

FIRST SEMESTER FINAL EXAMINATIONS
2004 JUNE-JULY ACADEMIC YEAR

E 231: CLASSICAL CRITICISM

DURATION: 3 HOURS

INSTRUCTION: **Books allowed in exam.**
 Do not use one text in more than one answer.
 Section A is compulsory
 Choose one question only, each from Sections B and C

SECTION A:

Read carefully the following passage from **Antigone** by Sophocles and give brief answers that follow:

Love, never conquered in battle
Love the plunderer laying waste the rich!
Love standing the night-watch
 Guarding a girl's soft cheek,
you range the seas, the shepherds' steadings off in the wilds-
not even the deathless gods can flee your onset,
nothing human born for a day-
whoever feels your grip is driven mad.
 Love!
you wrench the minds of the righteous into outrage,
swerve them to their ruin-you have ignited this,
this kindred strife, father and son at war
 and **Love alone the victor-**
warm glance of the bride triumphant, burning with desire!
Throned in power, side-by-side with the might laws!
Irresistible Aphrodite, never conquered-
Love, you mock us for your sport.

ANTIGONE is brought from the palace under guard.

But now, even I would rebel against the king,
I would break all bounds when I see this-
I fill with tears, I cannot hold them back,
not any more ... I see Antigone make her way
to the bridal vault where all are laid to rest

QUESTIONS:

- (i) explain the words 'Love alone the victor' and relate these words to the idea of 'Error of Judgement'
- (ii) Relate this passage to the concept of 'Tragic Hero'
- (iii) Show how the passage highlights the idea of 'Nobility'

SECTION B:

- 1. Analyse 'Oedipus the King' as a Tragedy
- 2. Compare and contrast Tragic Heroes in 'Oedipus the King' and 'Oedipus at Colonus'
- 3. Workout the principles of Sublime by Plotinus in the Odyssey

SECTION C:

- 1. Define the concept of Tragedy as defined by Aristotle. Answer this question by discussing at least two texts you read on the course.
- 2. Apply the five principles of Sublime to at least two texts you have studied on the course.
- 3. Make an exegesis of the concept of Mimesis by analysing at least two texts you read on the course.

END OF EXAM

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2003-2004 ACADEMIC YEAR FIRST SEMESTER FINAL
EXAMINATION

E 311 ENGLISH SEMANTICS: ALTERNATIVE VERSION

Time: Three (3) hours

Instructions: 1. Answer FOUR questions

2. Each answer carries equal weight

3. Appropriate EXAMPLES will receive credit

-
1. What kinds of meaning does *Semantics* deal with, and what kinds of meaning are generally considered to be beyond its scope ?
 2. Why do we '**refer**' in a language, and how do we do this ?
 3. Outline **two** different approaches to the description of the **sense** of a word or expression.
 4. What is **propositional** meaning ?
 5. How are the **paradigmatic** and **syntagmatic** dimensions of meaning interrelated ?
 6. "**Deictic** expressions are expressions which depend on the context of utterance in some systematic way for their interpretation." Explain and illustrate this observation.

END OF EXAMINATION

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

FIRST SEMESTER EXAMINATIONS JUNE, 2004

E315: AMERICAN LITERATURE

TIME: THREE HOURS

INSTRUCTIONS: ANSWER FOUR (4) QUESTIONS IN ALL MAKING SURE THAT YOU ANSWER AT LEAST ONE QUESTION FROM EACH OF THE SECTIONS AND THE FOURTH FROM ANY OTHER. QUESTION ONE IS CUMPUSSORY. CANDIDATES MAY BRING INTO THE EXAMINATION ROOM AN ENGLISH DICTIONARY.

SECTION A

1. FROM THE DARK TOWER by Countee Cullen

We shall not always plant while others reap
The golden increment of bursting fruit,
Not always countenance, abject and mute,
That lesser men should hold their brothers cheap;
Not everlasting while others sleep
Shall we beguile their limbs with mellow flute,
Not always bend to some more subtle brute;
We were not made eternally to weep.

The night whose sable breast relieves the stark
White stars is no less lovely, being dark;
And there are buds that cannot bloom at all
In light, but crumple, piteous and fall;
So in the dark we hide the heart that bleeds,
And wait, and tend our agonizing seeds.

Discuss this poem in terms of subject matter and Treatment.

SECTION B

2. How does the image of blindness and of being blindfolded relate to the theme of invisibility in Ralph Ellison's **Invisible Man**?
3. Discuss the effect of race on the young Richard Wright as depicted in **Black Boy**.

SECTION C

4. Discuss the concept and practice of Christianity as presented in any **two** novels you have read on the course.
5. Discuss the concept of the “American Dream” as presented in two or three texts you have read.
6. Using two texts on the course discuss the effect of the institution of slavery on the lives of later generations of African-Americans.

END OF EXAMINATION

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

**FIRST SEMESTER FINAL EXAMINATIONS
2004 ACADEMIC YEAR**

E 351: ANGLOPHONE AFRICAN FICTION UP TO THE LATE 1960S

TIME: **3 hours**

INSTRUCTIONS: Students are **not** allowed to enter the examination room with copies of the prescribed books for the course. Only a copy of an English dictionary is permitted for each student. Candidates should select **three** questions from those listed below and write coherent essays. Essay plans should not be submitted with the essays: they should merely guide you. Answer only one question on **Quartet** and not both.

QUESTIONS:

1. **Things Fall Apart** is a text that highlights traditionalism. Discuss **three** scenes from the novel which reveal this traditionalism with sufficient clarity.
2. It is said that Ezeulu is a living contradiction. How true is this assertion in the light of your reading of **Arrow of God**?
3. Comment on the subject of guilt in **A grain of Wheat** and how it affects several characters in the novel.
4. Comment on Peter Abraham's handling of setting in **Mine Boy**. What statements is he making about South Africa through setting?
5. Although politics is the leading layer in South African short stories, there are other layers which reveal universal human conditions. Discuss three short stories which have universal human concerns in **Quartet**.
6. Some of the cardinal elements of literature are indirection and multivalence, that is having a larger meaning than what is stated. Using these two elements comment on two short stories in **Quartet**.

END OF EXAMINATION IN E 351

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

**FIRST SEMESTER FINAL EXAMINATIONS
JUNE – JULY, 2004 ACADEMIC YEAR**

E361 EXAMINATION: MODERN AFRICAN ANGLO-PHONE POETRY

DURATION: 3 Hours

**INSTRUCTIONS: Dictionaries allowed but no other books
Do not use any one text in more than one answer
Section A is compulsory
Choose one question only each from Sections B and C.**

SECTION A:

Read the following passage from ‘**Refugee Mother and Child**’ by Chinue Achebe.

No Madonna and Child could touch
that picture of a mother’s tenderness
for a son she soon would have to forget.

The air was heavy with odours
of diarrhoea of unwashed children
with washed-out ribs and dried-up
bottoms struggling in laboured
steps behind blown empty bellies. Most
mothers there had long ceased
to care but not this one; she held
a ghost smile between her teeth
and in her eyes the ghost of a mother’s
pride as she combed the rust-coloured
hair left on his skull and then –
singing in her eyes – began carefully
to part it .. in another life this
would have been a little daily
act of no consequence before his
breakfast and school; now she
did it like putting flowers
on a tiny grave.

Questions:

1. Show how the first line introduces ideas that are developed in the rest of the poem.

2. Explain the words: 'unwashed children', 'washed-out ribs', 'blown empty bellies', and 'In another life this would have been a little daily act of no consequence before his breakfast and school'.
3. What is the vision Achebe is creating?

SECTION B:

1. Compare and contrast J.P. Clark's and Wole Soyinka's 'Abiku'.
2. Discuss the idea of the prodigal in Christopher Okigbo's 'Heavens Gate'.
3. In what ways does Lawino make penetrating observations on various western institutions in the poem **Song of Lawino**?

SECTION C:

1. Discuss the relationship between European modernism and Modern Anglophone African poetry. Answer this question by analysing at least two authors you read on the course.
2. Show how at least two Modern Anglo-phone African poetry handle African culture in their works.
3. Analyse the problem of the crisis of African identity in Modern Anglo-phone African poetry by making an exegesis of two authors you have studied on the course.

END OF EXAM

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

FIRST SEMESTER FINAL EXAMINATIONS
2004 ACADEMIC YEAR

E461 – EARLY MODERNISM

TIME: 3 HOURS

INSTRUCTIONS: choose three questions from those listed below and write coherent and cohesive essays. You are permitted to use an English Dictionary but prescribed books for the course are not allowed. Avoid giving detailed treatment to the same book in more than one answer.

Questions

1. It is said that **Sons and Lovers** is an impressionistic novel. In what way is it impressionistic?
2. James Joyce said his short stories in **Dubliners** are epiphanies. In what way are these stories epiphanies?
3. Write an essay explaining what existentialism is.
4. Write an essay stating the contributions of Schopenhauer and Nietzsche to the emergence of modernism.
5. Discuss **Winesburg Ohio** in the context of literary realism.

END OF EXAMINATION IN E461

1

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2003-2004 ACADEMIC YEAR FIRST SEMESTER FINAL
EXAMINATION**

**E 921 THE ORIGINS AND DEVELOPMENT OF THE ENGLISH
LANGUAGE**

Time: Three (3) hours

Instructions: 1. Answer FOUR questions

2. Each answer carries equal weight

3. Appropriate EXAMPLES will receive credit

1. What were the linguistic characteristics of Old English which make it difficult for us to understand today ?
2. How did Old English expand its vocabulary ?
3. How was English affected by the changing status of French in England in the Middle English period ?
4. What were the reasons for the emergence in England in the fifteenth and sixteenth centuries of the idea of a standard language ?
5. In the sixteenth century what factors contributed to change and development in English, and what were their particular linguistic effects ?
6. Why did commentators on the language in the Early Modern period continually argue about the ways in which English was developing, and what do these controversies tell us about attitudes to the language at that time ?

End of Examination



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

FIRST SEMESTER EXAMINATIONS - JUNE 2004

E991: AFRICAN ORAL PROSE NARRATIVES

Instructions:

Answer one question from each section. All questions carry equal marks.
Permission is given to bring a copy of Poceza M'madzulo text and a dictionary into the exam.

Please note that NO TEXT with hand written notes will be allowed for use in the exam.

Section A

1. Using either the Scheubian or Dundian theory on the study of oral prose narratives analyse one story from **Poceza M'madzulo**?
2. **Either:** (a) discuss how Julius Chongo creates a new aesthetic in his re-presentation of Chewa/Nyanja oral prose narratives to his audience.

Or: (b) Write a review which you could present to a reputable journal on Ernst Wendland's **Poceza M'madzulo** as a new landmark in the study of Zambian oral literature?

Section B

3. Discuss the relationship between theme, content and context in the actualisation of oral prose narratives in one traditional African society that you have studied?
4. With reference to one or more cultural groups you have studied, discuss both the aesthetic and dramatic exploits of one trickster hero frequently presented in that group's oral narrative tradition.

5. Do you agree with the assertion that trickster stories are essentially escapist?
Please support your argument with literary evidence.

Section C

6. Which among the early anthropological theories on the study of folklore and folk literature was most influential and why?
7. In what way could we link the emergence and development of African Oral Literature as an academic discipline to African nationalism and the attainment of political independence?
8. Ruth Finnegan (1970) says that a student of African oral forms should be a literary critic who should use the same principles and standards as are applied to written literature. What are these principles and standards?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF LITERATURE AND LANGUAGES

2004-2005 ACADEMIC YEAR: FIRST SEMESTER FINAL EXAMINATIONS

E/LAL 111: COMMUNICATION AND STUDY SKILLS (Internal Only)

TIME: THREE (3) HOURS

INSTRUCTIONS: *Attempt ALL the questions*
Marks will be awarded for a well-presented and well-written paper

IMPORTANT

Do Section A in one examination booklet, Section B in a second booklet, Section C in a third booklet and Section D in a fourth booklet. At the end of the examination tie all four booklets together.

Section A: Academic Essay (25 marks)

“I enjoyed the E/LAL 111 Course; it was valuable for my future studies,” said a First Year student at the end of the course. Do you agree with this student?

Write a balanced essay of no more than **three** sides agreeing or disagreeing or agreeing and disagreeing with this statement.

Do **NOT** include an abstract, endnotes, appendices or bibliography – all that is wanted is a title, formal introduction, main body and conclusion. Use an academic style and remember that presentation of the essay is important.

Marks will be lost for poor expression, for example, use of wrong tenses and omission of articles, for poor spelling, for poor punctuation and, generally, for a poor presentation.

Section B: Note-taking (15 marks)

Take a formal set of notes on the Swahili language from the passage below entitled **Swahili**. Mention in the set of notes: its history, where it is spoken, who uses it and the attitude of people towards it.

Marks will be awarded for the inclusion of the relevant facts, for the use of the correct abbreviated style and for a well-laid out set of notes

Marks will be lost for the inclusion of irrelevant facts, for the use of a poor style and for notes which are not well laid-out.

Section C: Comprehension (25 marks)

Read the following passage and then answer all the questions which follow it.

Swahili

Some experts believe that in approximately 1800 'the Swahili' were restricted to the coast, but within a very short time the expansion of trade into the East African interior was happening. This expansion was to carry Swahili with it, right across the eastern part of Africa into what was to become the Belgian Congo (now the DRC), so that before the century closed Swahili was being spoken on the coast between Brava in the north and Mozambique in the south: as far west as Elizabethville in the south and Stanleyville in the north.

However, it is certainly true that the early history of Swahili, as we know it, belongs to the coast, the word itself being derived from the Arabic word for 'coasts' or, perhaps, 'port-towns'. Those who spoke it there have probably never been numerous; what has been startling, since the last century, has been the vast expansion in the numbers of those who acquired it as a second or third language. Estimates of the numbers of those who now speak it are legion, varying from five million to fifty million, but such estimates are the result of more or less inspired guesswork.

What does it mean to say someone 'speaks' a language? He may speak it only on rare occasions; have control over a very limited vocabulary or range of structures; be able to speak it but deny that he can; may say he speaks it but does not in fact. Nevertheless, in default of precise figures and bearing the above warning in mind, one more estimate may be useful. We should recognise at least four main groups of speakers: first, those who speak Swahili as a 'mother tongue', who probably do not number more than a million and who live mainly along the East African littoral, on the offshore islands of Zanzibar, Pemba, Mafia, the Comoros, and in a number of inland towns. These Swahili pools were left behind when the tide of Arab trade receded in the nineteenth century from places like Tabora, Ujijii, Bujumbura, as well as isolated trading settlements in Zambia and along the Congo river.

There are other groups of Swahili speakers. Second, there are those who acquire it as a second language and use it for much of their daily life. There are certainly in excess of ten million in this group, living in Tanzania and in Bantu-speaking areas of Kenya. Third, there is a group, probably in excess of a million, who regularly use the language to a

limited extent. This group is located in Uganda, the Nilotic-speaking areas of Kenya, and parts of Congo-Kinshasa. Finally, there are those with a very limited control of the language who use it only sporadically. They are mainly located along the periphery of the main Swahili-speaking areas in southern Somalia, northern Mozambique, parts of Rwanda, Burundi, and the western areas of the Congo around Kinshasa, the capital of the then Congo.

People often ask, when learning of the vast area over which Swahili is spoken, whether the same form of the language is spoken throughout. This is a difficult question in this form, but part of the answer can be provided by saying that a speaker of standard Swahili will probably be understood over the whole of the Swahili-speaking area. But here it must be pointed out that a standard form of the language did not exist until the second quarter of the twentieth century. Previous to that date the term Swahili referred primarily to a geographical area not to a linguistic nor to an ethnic unit.

The picture at the present time is thus one of a 'Standard' form of the language being acquired as a second or third language by a large majority of speakers over a wide area of eastern Africa. Simultaneously there exist pockets of dialects spoken along the littoral and on offshore islands mainly as a first language. Finally, there are a number of up-country dialects acquired as a second, third, or even fourth language and used as a means of communication between African and Asian or European, or between African and African, particularly in the towns where speakers of dozens of Bantu and Nilotic languages all seek a common means of communication. Europeans who have come into contact with the language in one or other of its forms have not been slow to express opinions on it, with an authority often matched by ignorance. It is not difficult to find views put forward that Swahili is somehow a hybrid of Arabic and a Bantu language, that it is somehow not a 'proper' language, that it has 'no grammar' nor literature. In 1952 a reputable novelist declared that Swahili was a "... 'lingual obscenity' to which no Briton 'worth his salt' should be a party" and in 1967, Susan Fuller writes in the Times Educational Supplement of 24 February that: "the long association between the Bantus and Arabs in Zanzibar produced Swahili."

It must be clearly stated that Swahili is a Bantu language, one of several hundreds of such spoken across the southern half of Africa. Over the centuries its coastal habitat has brought it into contact with Arab, Portuguese, Indian, British, and German traders and colonisers, so that its lexicon, like that of English, has been enriched by many hundreds of loan-words. By far the largest contribution comes from Arabic, but English is rapidly catching up: the contribution from Portuguese is, by comparison, meagre, a mere handful of words, for example, *meza*, table; *parafujo*, screw; *karata*, playing card; *gereza*, prison; *manasi*, pineapple. The contribution from Indian languages is less well established, but includes such words as *pesa*, money; *gari*, vehicle; *embe*, mango; *limau*, lemon; *bangi*, Indian hemp.

Just as there have been fashions in English, favouring words of French rather than of Anglo-Saxon origin, so there have been times when words of Arabic origin have been in

favour, especially in Zanzibar and Mombasa. It was not enough, then, merely to use the Arabic word, it was necessary to attempt to pronounce it in an Arabic manner, to distinguish 'emphatic' from 'non-emphatic' consonants. However, here there is something more than fashion at work; as the language of Islam, the religion of the coast, Arabic enjoyed quite a special status. Prior to the introduction of a Western type of secular education, being educated meant learning to recite the Koran and to write in an Arabic script. Small wonder that so much of the vocabulary of coastal culture should be derived from Arabic. In recent times English words have enjoyed a *vogue*, particularly in the field of technology, where there are serious deficiencies in Swahili. More recently still, in the wake of nationalist fervour, words from other Bantu languages, too, have found favour.

During these last hundred years Swahili has meant many things to many people. It has provoked lifelong devotion as well as bitter hostility, from men and women of great sincerity. It has produced its crop of cranks, its irrational antagonists and sentimental devotees, as well as its notable scholars. You may study it at universities in the United States, Russia, India and Japan, as well as in many countries in Western Europe. At a recent reception in Dar es Salaam the author was able, thanks to Swahili, to enjoy a conversation with the Cuban Ambassador, which was then translated into Spanish for the benefit of his wife.

To the early administrators, bewildered by East Africa's diversity and multiplicity of languages – more than two hundred of them – Swahili appeared as a godsend. To those educationists who saw Swahili as a bar to the acquisition of a wider education based on English, Swahili was anathema. Consider, for example, the views of the Study Group who visited East and Central Africa in 1951-52 under the auspices of the Nuffield Foundation:

We suggest, therefore, that because the present teaching of Swahili stands in the way of the strong development of both vernacular and English teaching, a policy should be followed which leads to its eventual elimination from all schools where it is taught as a *lingua franca*.

There has been much controversy over the use of Swahili over the years but by far the greatest part of this controversy was carried on in English by Europeans for other Europeans to support or deny. Whatever views Africans held on this matter, they were, with occasional exceptions were left unpublished. However, during the hundred years prior to Independence, the three most important factors affecting the official use of Swahili – and indirectly also its unofficial use – have been the attitudes of administrators, educators, and missionaries.

But while vagaries of policy have contributed to important shifts in its popularity, its overall importance in many walks of life has been a sufficient and continuing incentive for a small but increasing group of European scholars to provide a documentation which, by now, is unequalled by that for any other African language. There are grammars for students of all levels of sophistication, including some specially written for colonists, missionaries, soldiers, and even postmen. There are grammars in Flemish, French, German, Gujarati, Italian, Russian, Swedish, and English; and dictionaries or word-lists

in French, German, Italian, Gujarati, Russian, and English. The quality of this documentation is very uneven, the body of high scholarship is small, and virtually of it is written for fellow Europeans, so that East Africans may ruefully reflect on the small effect all this material has had on the overall place of Swahili within, say, the educational system of East Africa.

The net result has been the accumulation of a vast body of knowledge about the language which East Africans can now join in augmenting, adapting, and refining. It is worth remembering that the desire to learn another's language springs only very rarely from a disinterested wish to communicate with one's fellow humans, so that while one way may be out of sympathy with the motive, one may be grateful for the product. Let us accept the body of material which is now available and go on from there.

Whitely, Wilfred. 1969. Swahili: The Rise of a National Language. Studies in African History. London: Methuen

Answer the following questions from the passage, Swahili, above.

1. **Skimming (5 marks)**

- (a) From which language is the Swahili word *karata* borrowed?
- (b) Approximately how many people speak Swahili today?
- (c) Is there a Swahili grammar written in Russian?
- (d) According to Whitely where is Swahili spoken in Zambia?
- (e) What type of language is Swahili?

2. **Vocabulary (5 marks)**

What do the following words mean as they are used in the passage:

- (a) littoral (3rd para) (b) pools (3rd para) (c) hybrid (6th para)
- (d) meagre (7th para) vogue (8th para)

3. **Understanding in Depth (15 marks)**

- (a) What is the difference between 'the Swahili' (l. 1) and 'Swahili' (l. 3)?
- (b) Paraphrase the underlined sentence (4th para).
- (c) Summarise in one or two sentences the European attitude to the Swahili language.
- (d) Quote from the passage to support the claim that it is not well known what the influence of Indian languages on Swahili has been. Make sure that your answer has a claim followed by a short acknowledgement and the actual quotation.
- (e) Draw up a Table in which you show the four main groups of Swahili speakers. Your Table should show, **briefly**, where the speakers are to be found, what type of Swahili they have/how do they use it, and how many speak that form of the Swahili language (where possible).

Section D: Miscellaneous

1. Bibliography (5 marks)

Arrange the three titles into acceptable bibliographic entries and then construct a bibliography from the three entries.

Mwaba, Henry – “Animals’ Communication” – In Wildlife – 2001 – Central Press – edited by C. Kayamba – Lusaka

Music Now – 1998 – “The Guitar” - Banda, Henry and Eugenie Mwape – 26(3): 4-21

Central Press – The Happy Country – Lusaka - Phiri, Stanley – 1999

2. Grammar (10 marks)

- (a) Which word class can act as a complement?
- (b) Give an example of a modal verb.
- (c) How many types of verb are there?
- (d) Identify the subjects and the predicates in the following two sentences:
 - (i) The motorist has called the man in front a fool several times.
 - (ii) I think that your children are very intelligent.
- (e) State what sort of **phrases** the underlined parts of the following sentences are:
 - (i) He has been being supplied by those traders for a long time.
 - (ii) Very happily, she danced down the street.
 - (iii) This examination is not very difficult.
 - (iv) The seemingly very easy question which he ignored was, in fact, a trick question.
- (f) In the following sentences identify the **complements**:
 - (i) They became a very famous pair.
 - (ii) They were extremely upset with the jury’s verdict.
- (g) Identify the underlined **clauses** in the following sentences and say what sort of clauses they are:
 - (i) What he did last summer was not important now.
 - (ii) She mentioned that her friend would come soon.
 - (iii) The war was definitely a lost cause.
 - (iv) The girl, who was extremely attractive, sat quietly.
- (h) What sort of sentences are the following:
 - (i) She wrote the letter and then posted it.
 - (ii) When he comes, life will get better.
 - (iii) The quiet little mouse proved to be no handicap.

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF LITERATURE AND LANGUAGES

2004-2005 ACADEMIC YEAR: FIRST SEMESTER FINAL EXAMINATIONS

E/LAL 415: THEORETICAL PHONOLOGY AND MORPHOLOGY

TIME: THREE (3) HOURS

INSTRUCTIONS: *Attempt ALL questions*
Both Sections carry equal marks
Marks will be awarded for a well-presented and well-written Paper
Marks will be deducted for poor expression, for example, poor syntax, poor spelling and poor paragraphing

Theoretical Phonology (Total of 50 Marks)

Answer all questions

1. Speech sounds are made of air waves. Name two physical properties of air waves that are relevant and referred to in phonetics. What physical property of air waves is responsible for phonetic pitch and which one is responsible for phonetic intensity?
2. Define the following:
 - (a) Articulatory phonetics
 - (b) Acoustic phonetics
 - (c) Instrumental phonetics
 - (d) Formant
3. Phonology begins where phonetics leaves off. Discuss.
4. With examples, discuss how the phonemes of a language are identified.
5. Write brief notes on the following:
 - (a) Rule ordering
 - (b) Autosegmental phonology
 - (c) Feature redundancy and feature redundancy extraction
 - (d) Linear and non-linear phonology
6. Name and write brief notes on any two (2) phonological theories.

Morphological Theory (Total of 50 Marks)

Answer all questions

All questions carry equal marks

7. Write possible entries for the mini-encyclopaedia, Dictionary of Linguistics, for the following words and phrases:

- | | |
|--------------------|-------------------|
| (a) free morpheme | (b) allomorphs |
| (c) bound morpheme | (d) affixation |
| (e) zero morph | (f) reduplication |
| (g) root | (h) morph |
| (i) abbreviation | |

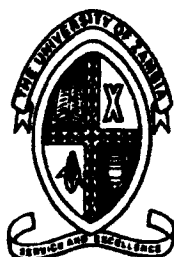
Do not include a pronunciation guide nor an etymology but do give examples to back up facts in your entries.

8. Discuss the problems that the morpheme eventually encountered and what efforts were made to overcome these problems?
9. (a) How did the following words enter the English language?

- | | | | |
|----------------------|---------------|-----------------|-----------------|
| (i) barbecue | (ii) braai | (iii) nauseous | (iv) sinecure |
| (v) undecided | (vi) armchair | (vii) plot | (viii) entente |
| (ix) flip-flops | (x) TGIFG | (xi) antecedent | (xii) tick-tock |
| (xiii) reduplication | (xiv) SADCC | (xv) porn | |

(b) Divide the following words into derivational prefixes, roots, derivational suffixes and inflectional morphemes. Arrange your answers in the following columns:

- | Derivational
Prefixes | Roots | Derivational
Suffixes | Inflectional
Morphemes |
|--------------------------|-------------------|--------------------------|---------------------------|
| (i) extraordinary | (ii) refer | (iii) porcupine | (iv) combined |
| (v) precipice | (vi) distribution | (vii) bigger | (viii) whitens |
| (ix) disassociation | (xi) bedrooms | (xii) juggler | |
| (xiii) absorption | (xiv) presentable | (xv) play | |



THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS – JUNE/JULY 2004

E/LAL421 – RESEARCH METHODS IN LINGUISTICS

TIME ALLOWED : Three (3) hours

INSTRUCTIONS : There are two sections: A and B. Answer five (5) questions in all as follows: the only question in Section A and any four (4) questions from Section B. Please note that the question in Section A is compulsory and must be answered in a separate booklet.

WEIGHTING : The examination counts for 40% of the course's total marks. All questions carry equal marks.

SECTION A

1. Read the abstract given below carefully and answer the questions that follow.

This survey investigates attitudes towards varieties of English held by Korean professionals and Korean university students preparing to join the work force. Previous research suggests that tertiary level English language learners in Korea are highly motivated to learn American English for instrumental reasons.

An earlier study revealed that employment prospects and education play a significant role in determining which language variety is preferable. The implication is that Korean students about to enter the work force believe that AmE is more prestigious than other varieties of English. This investigation extends the initial study by comparing the university students' attitudes with the attitudes of people already in the full-time employment. It is hypothesized that, since the economic status of those in the work force is likely to be different to that of university students, differences in attitude might exist.

The results indicate that there are differences in attitude between the two groups, although only a few of these differences are statistically significant. The data suggest

that: i) professionals are more integratively motivated than tertiary-level learners, and that tertiary level learners are more instrumentally motivated than professionals, ii) differences in attitude are influenced by gender, and iii) differences in language learning preferences exist between the two groups.

- (a) Suggest a title for the study on which the abstract is based.
- (b) Define and identify the following variables:
 - (i) Independent
 - (ii) Dependent
 - (iii) Moderator
 - (iv) Control
 - (v) Intervening

SECTION B

- 2. In their discussion of research methods, some writers have made a distinction between methodology and methods. Explain.
- 3. With examples, name and discuss any five (5) factors that might be taken into account in determining the methodology or/ and the methods for a given research project.
- 4. What is an informant? Discuss what you think are the main issues regarding the choice and use of informants.
- 5. With examples, discuss the concept of hypothesis in research project proposals. Do all linguistic research projects or research project proposals have to comprise a hypothesis or hypotheses? Discuss.
- 6. Assuming you are based in Lusaka and have decided or have to carry out a contrastive study of standard British English and 'Zambian English, give the headings of a research design in the appropriate order. Give only headings.

END

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2004 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS

EC 115: INTRODUCTORY MICROECONOMICS

TIME: THREE (3) HOURS

INSTRUCTIONS: This paper has 2 sections, Section A and Section B. Answer all questions in section A (compulsory) and answer any two (2) questions in section B

SECTION A - MULTIPLE CHOICE

Answer ALL questions in this section

For the following questions choose the ONE correct answer.

1. Judy divides her consumption between orange juice and apple pie. Orange juice costs K1.00 per glass and apple pie costs K3.00 each. Judy consumes positive amounts of both goods, and has chosen consumption quantities where her marginal utility of orange juice is 10 utils per glass, her marginal utility of apple pie is 25 utils per bagel, and she spends all her income.
 - a) Judy cannot increase utility further, given her income. ✗
 - b) Judy can increase utility by consuming more orange juice and fewer apple pies. ✓
 - c) Judy can increase utility by consuming less orange juice and more apple pies. ✓
 - d) Judy should consume only orange juice. ✓
2. After you graduate, you have decided to accept a position working at the Ministry of Labour and Social Security for K33,000,000.00 a year. The other offers you received were for K22,000,000.00, K28,000,000.00 and K19,000,000.00. What is the opportunity cost of accepting the position at the Ministry of Labour and Social Security?
 - a) K19,000,000.00. ✓
 - b) K22,000,000.00. ✓
 - c) K28,000,000.00. ✓
 - d) K69,000,000.00. ✗
3. Which of the following causes the production possibility frontier to be concave?
 - a) The assumption that resources are specialized ✗
 - b) The assumption that resources are not specialized ✓
 - c) Scarcity of resources ✗
 - d) Holding technology constant ✗

4. In a perfectly competitive industry, the market price of the product is K12. Firm A is producing the output at which average total cost equals marginal cost, both of which are K10. To maximize its profits, Firm A should:
 - a) Increase output.
 - b) Reduce output.
 - c) Increase its selling price.
 - d) Decrease its selling price.
5. If a commodity for which a consumer is a net buyer is an inferior good, then
 - a) Increasing price must increase demand.
 - b) Demand rises less than proportionally with income.
 - c) The income effect reinforces the substitution effect.
 - d) Falling income increases demand.
6. Suppose that the income and substitution effects of an increase in the price of good X work in different directions. That is, suppose one effect works toward increasing the quantities demanded of good X, while the other works toward decreasing the quantities demanded of good X. Then we know that:
 - a) Good x is a normal good
 - b) Good x cannot be a Giffen good
 - c) The income effect works toward decreasing the quantities demanded of x.
 - d) None of the above
7. If demand is perfectly elastic:
 - a) Marginal revenue is constant and less than price
 - b) Marginal revenue is declining and equal to price
 - c) Marginal revenue is declining and less than price
 - d) Marginal revenue is constant and equal to price
8. All of the following are features of monopoly EXCEPT that:
 - a) Location may restrict a monopoly's market power.
 - b) A monopoly is the only supplier of the good.
 - c) Monopolies have no close substitutes.
 - d) Monopolies have no barriers to entry or exit.
9. Which of the following describes the phenomenon of diminishing marginal utility?
 - a) The more you consume, the happier you are.
 - b) As you consume more, your level of happiness falls.
 - c) As prices fall, you enjoy consuming more.
 - d) You enjoy the first units you consume more than later units.
10. The supply curve for a monopolist:
 - a) Is the same as the marginal cost curve.
 - b) Is steeper than it would be if the market were competitive.
 - c) Does not exist.

- d) None of the above.
11. The smaller the price elasticity of demand,
- a) The smaller the deadweight loss and the smaller the tax revenue that results from a tax.
 - b) The smaller the deadweight loss and the larger the tax revenue that results from a tax.
 - c) The larger the deadweight loss and the larger the tax revenue that results from a tax.
 - d) The larger the deadweight loss and the smaller the tax revenue that results from a tax.
12. For a competitive market to be in long-run equilibrium, the typical firm must be producing at the level where:
- a) Price is equal to average total cost.
 - b) Total revenue is greater than total cost.
 - c) Marginal cost is less than price.
 - d) It is earning positive economic profits.
 - e) b and d.
13. The total product curve is a graph of the
- a) Minimum cost of producing a given amount of output using different techniques.
 - b) Minimum output attainable for each quantity of variable input employed.
 - c) Maximum output attainable for each quantity of variable input employed.
 - d) Maximum profit attainable for each unit of output sold.
14. Consumer surplus is
- a) The price paid for the good minus the value for the good.
 - b) The opportunity cost of making a good minus the price paid for it.
 - c) The price for a good minus the opportunity cost of making a good.
 - d) The value of a good minus the price paid for it.
15. In perfect competition, the marginal revenue of an individual firm equals
- a) Its price, but not its average revenue.
 - b) Neither its price nor its average revenue.
 - c) Its average revenue, but not its price.
 - d) Both its price and its average revenue.
16. Suppose firms in a perfectly competitive industry are suffering an economic loss. Over time,
- a) Other firms enter the industry, so the price rises and the economic loss decreases.
 - b) Some firms leave the industry, so the price rises and the economic loss decreases.
 - c) Some firms leave the industry, so the price falls and the economic loss decreases.

- d) Other firms enter the industry, so the price falls and the economic loss decreases.
17. A fall in the price of lemons from K10.50 to K9.50 per bushel raises the quantity demanded from 19,200 to 20,800 bushels. The price elasticity of demand in this part of the demand curve is
- 8.00.
 - 1.25.
 - 0.80.
 - 1.20.
18. A constant marginal rate of substitution between two goods implies that they are
- Perfect substitutes.
 - Unattainable.
 - Perfect complements.
 - Independent goods.
19. The owners will shut down a competitive firm if the price of its product falls below its minimum
- Average total cost.
 - Average variable cost.
 - Average marginal cost.
 - Wage rate.
20. The opportunity cost of good A in terms of good B is best represented by:
- The price of good A minus the price of good B.
 - The price of good B minus the price of good A.
 - The ratio of the price of good B to the price of good A.
 - The ratio of the price of good A to the price of good B.

SECTION B: LONGER QUESTIONS

Answer ANY TWO questions from this section

- For each of the following, decide if the statement is True, False or Uncertain, and explain why. Use diagrams if relevant.
 - The supply for Personal Computers must be downward sloping since the number of computers produced keeps increasing as prices keep going down.
 - An increase in income will always shift demand curve outward resulting in a higher equilibrium price for the good and higher quantities bought and sold.
 - If a firm is making zero economic profits it will want to go out of business and pursue other opportunities.
- (a) Consider a competitive industry in long run equilibrium. Now suppose there is an increase in total market demand that alters the market-clearing price. Carefully explain the sequence of events that is likely to take place as the industry regains

equilibrium. Use an appropriate set of diagrams to show these changes for both the firm and the industry.

2. (b) In each of the cells in the table below, indicate whether the statement is **true**, **false** or **uncertain** for a monopolist and perfectly competitive firm. Assume the competitive industry is one in which all firms are identical.

STATEMENT	Monopoly	Perfectly Competition
1. The profit maximising firm will produce where $MR=MC$		
2. The market demand will be elastic at the quantity supplied by the industry		
3. A below-market price ceiling (that exceeds minimum AVC) increases output in the long run		
4. In the long run, the firm always produces at the minimum of the average cost curve.		

3. You are given the following output (Q), price = average revenue ($P=AR$), and total cost (TC) data facing a firm, answer the questions that follow.

Units	Price	TR	TC	Total Economic Profit	MR	MC	ATC
0	34		20				
1	32		36				
2	30		46				
3	28		50				
4	26		54				
5	24		56				
6	22		68				
7	20		80				
8	18		100				

- Complete the table above, i.e. calculate TR, MR, MC and ATC for all levels of output.
- Is the market structure here perfect competition? Explain your answer.
- Is the firm operating in the short run or long run? Give two reasons for your conclusion.
- Graph the equilibrium solution you found in part (b) for marginals and averages (i.e. MC, AVC, ATC, MR, AR, etc.) in the space below. Be sure to completely label all axes and relationships.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2004 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS

EC 125: INTRODUCTORY MACROECONOMICS

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS

SECTION A

1. For the following statements (a), (b), (c), (d) and (e) state 'true' or 'false' and briefly justify your answer. [15 marks]
 - (a) An increase in employment levels of 2 million implies an equal reduction in the number of people previously unemployed.
 - (b) The basic difference between a fixed exchange rate and a flexible exchange rate is that in a flexible exchange rate regime, the actual rate of exchange varies within a narrow range whereas under a fixed exchange rate regime the rate of exchange does not vary at all.
 - (c) Demand pull inflation at international level can lead to cost push inflation at national level.
 - (d) Bonds and Treasury Bills are the same.
 - (e) When the demand for a country's imports is inelastic while the demand for its exports is unitary elastic, depreciation in the country's currency will tend to lead to a favourable balance of trade.
2. Which of the following items are actually included in calculating this year's Gross Domestic product (GDP) use the letter I to indicate 'Included' and the letter N to indicate 'Not included'. [5 marks]
 - (a) Interest on a 3 month Treasury Bill due on 1st June 2004.
 - (b) Meal allowances paid to UNZA students in June 2004.
 - (c) Wages paid to a domestic servant in June 2004.

- (d) Money received by John when he sold his 1 week old car on 2nd April 2004.
- (e) June 2004 income of a part-time University Lecturer.

3. Study the following production possibility schedules for Maize and Tea in Zambia and Zimbabwe and answer the questions that follow:

ZAMBIA

Tea	Maize
180 units	0 units
0 units	120 units

ZIMBABWE

Tea	Maize
60 units	0 units
0 units	120 units

- (a) Draw production possibility curves (frontiers) for Zambia and for Zimbabwe. [4 marks]
- (b) What is the opportunity cost of producing Tea in Zambia? [2 marks]
- (c) What is the opportunity cost of producing Tea in Zimbabwe? [2 marks]
- (d) Using the concept of comparative advantage, in which good should Zambia specialize? [2 marks]

SECTION B

4. A country records its balance of payments as follows (in Kwacha billions):

Exports of goods	+100
Exports of services	+25
Imports of goods	-105
Imports of services	-30
Interests, profits and dividends (net)	+5
Total inward investments	+50
Outflow investments	-48

- (a) Calculate the trade balance. [2 marks]
- (b) What does the positive sign on interests, profits and dividends (IPDs) mean? [2 marks]

- (c) Determine the (i) Current account balance.
(ii) Capital account balance. [2 marks]

- (d) Calculate the change in official reserves. What does this imply? [4 marks]

5. Given the following information prepare a set of National Accounts showing (in Kwacha billion): [10 marks]

- (a) Total domestic expenditure
(b) GDP at market prices
(c) GNP at market prices
(d) GNP at factor cost
(e) Net National product

Exports	56 ✓
Net property income from abroad	1
Indirect taxes	30.
Government expenditure on goods and services	38 ✓
Value of physical increase in stocks and work in progress	3
Consumers' expenditure	116 ✓
Subsidies	4
Imports	54 ✓
Capital consumption	22
Gross Domestic fixed capital formation	34 ✓

END OF EXAMINATION

Exp
X - M

OF

X - M

M - X

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

2004 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

EC 215: INTERMEDIATE MICROECONOMICS

TIME: THREE HOURS

INSTRUCTIONS: ANSWER QUESTION ONE AND QUESTION TWO
AND ANY OTHER THREE QUESTIONS

1. In a small landlocked least-developed country, there are three commodities: potatoes, sugar and wine. The market prices for these commodities have been relatively stable for the past decade or so. Potatoes cost K2 per kilogram, sugar costs K4 per packet and wine costs K6 per bottle.

(a) Write down a budget line for a citizen named Red Linso who has an income of K360 per month.

(b) Define the marginal rate of substitution between potatoes and wine for Red Linso?

(c) Calculate the marginal rate of substitution between potatoes and sugar for Red Linso

(d) Assume now that for some religious reasons, Red Linso stops to drink wine and his total income for the month is now spent on sugar and potatoes only. Carefully draw the equilibrium position for Red Linso.

2. An understanding of consumer theory is important in building up an explanation for the Law of Demand.

(a) In consumer theory, we make assumptions about consumer preferences. Explain the assumptions of Completeness and Transitivity with respect to consumer preferences

(b) Indifference curve maps illustrate alternative degrees of substitutability of one good for another. Draw three indifference curve maps depicting a Cobb-Douglas Indifference curve, where two goods are perfect substitutes and where two goods are perfect complements •

(c) Given a Cobb-Douglas indifference curve of the form:

$$U = U(X, Y) = X^a Y^b$$

Where X is amount of good X consumed and Y is amount of good Y consumed, and a and b are positive constants. What is the marginal utility of an extra unit of X and an extra unit of Y consumed?

3. Chilanga Cement is a monopolist producing cement in Ndola and Lusaka. The cost function for producing cement at the Ndola plant is depicted as:

$$MC = 20 + 2Q$$

And the cost function for the Lusaka plant is depicted as:

$$MC = 10 + 5Q$$

Where MC is marginal cost in the Ndola plant, MC is marginal cost in the Lusaka plant. Q is output in the Ndola plant and Q is output in the Lusaka plant.

(a) If Chilanga Cement is minimizing its costs, and if it is producing 5 million tons of cement in the Ndola plant, how much is it producing in the Lusaka plant?

(b) Depict the situation graphically.

4. The supply curve for peanut butter is depicted in the form:

$$Q_s = 100 + 3P$$

Where Q_s is the quantity supplied of peanut butter in million kilos per year and P is the price of peanut butter in Kwacha per kilo.

(a) If the demand curve for peanut butter is a vertical line at $Q_d = 106$ millions of kilos per year, and if the government imposes a price floor of K1 per kilo on peanut butter, will there be an excess supply or excess demand of peanut butter, and how big will it be? Depict the situation graphically.

(b) If the government's price floor is set at K3 per kilo, will there be an excess supply or excess demand of peanut butter, and how big will it be? Depict the situation graphically.

(c) Under the conditions described in (a), what is the price elasticity of demand for peanut butter? Do you regard this as a realistic value for this price elasticity? Explain

5. A firm has a total cost function of the form:

$$C = 200 + 4Q + 2Q^2$$

Where C is total cost in Kwacha and Q is quantity

- (a) Draw a graph of the total cost function
- (b) Are there any fixed costs? What are they?
- (c) If the firm is perfectly competitive and if the price of its product is K24. What is its optimal output rate/
- (d) At this output rate, what are its profits?
- (e) Derive and graph the firm's short-run supply curve.

6. Define and graph an isoquant for any two inputs

Suppose the production function for widgets is given by

$$Q = KL - 0.8K^2 - 0.2L^2$$

Where Q represents the annual quantity of widgets produced, K represents annual capital input, and L represents annual labor input.

(a) Suppose $K = 10$, calculate the total product, average product and marginal product of labor. At what level of labor input does the average product reach a maximum? How many widgets are produced at that point?

(b) Again assuming that $K = 10$, at what level of labor input does $MP_L = 0$?

(c) Suppose capital inputs were increased to $K = 20$. How would the answers to parts (a) and (b) change?

(d) Does the widget production function exhibit diminishing returns to the labor input?

END OF FINAL EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2004 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS

EC 321: MATHEMATICS FOR ECONOMICS

TIME: THREE HOURS

INSTRUCTIONS: Answer any *four* questions
All questions carry equal marks

Q1 a) Find the differential of the following function:

$$e^{fg\{r, h(r)\}}$$

b) The constant elasticity of substitution production function is given by:

$$F(K, L) = (aK^{-\beta} + bL^{-\beta})^{-1/\beta} \quad (a > 0, b > 0)$$

where a , b and β are constants. Show that it is homogeneous of degree one and verify that it satisfies Euler's Theorem.

Q2 a) The inverse demand function for some good is given by:

$$P = 1250 - Q$$

where P is price and Q is quantity. The marginal cost function is given by:

$$MC = 50 + 4Q$$

- (i) What would be the equilibrium output and price of a competitive industry?
- (ii) Obtain the output that would be produced by a profit-maximising monopolist faced with the same demand and cost conditions. At what price would this output be sold?

b) The demand function for a good is given by:

$$Q^d = 400P^{-3}$$

What would happen to the amount of the consumer's surplus as:

- (i) the price rises from 5 to 10, and
- (ii) the price falls from 5 to 2?

Q3 Maximise $6X_1 + 8X_2 - 8$

Subject to $(X_1 - 2)^2 + (X_2 - 1)^2 = 25$

Q4 Present the framework of a static, open input-output model. Obtain therefrom the solutions for outputs and prices. What theoretical insights do these solutions provide?

Q5 A firm can produce three products, each of which requires the use of two scarce inputs. To produce a unit of the first good, the firm must employ two units of the first input and four units of the second input. To produce unit output of the second good requires one unit of the first input and two units of the second input, and one unit of the third good requires three units of the first input and one unit of the second input. The prices of the three goods are 10, 4 and 5 respectively. The firm has available 48 units of the first input and 56 units of the second input. Its objective is to maximise its sales revenue subject to the two input requirement constraints.

- a) Formulate the above problem as a linear programme; and
- b) Write out the dual of the programme and interpret its economic meaning.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2004 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS

EC 325: MONEY AND BANKING

TIME: 3 HOURS

INSTRUCTIONS: ANSWER ANY FOUR QUESTIONS IN ALL. Each question carries 25 marks.

1. (a) Define money supply.
 (b) Briefly discuss the determinants of money supply.
 (c) Why might a banking crisis lead to a fall in money supply?
 (d) Discuss the impact of the reduction in the reserve requirement ratio on money supply. Clearly state all the assumptions made if any.
 (e) State whether the statement below is TRUE, FALSE or UNCERTAIN and briefly explain your answer.
 “The money multiplier is necessarily greater than 1”.

2. (a) Briefly discuss why banks exist.
 (b) Why are banks regulated?
 (c) Discuss the reasons cited in the literature for bank failures experienced in Zambia in the 1990s.
 (d) Why would banks not extend credit at very high lending rates?
 (e) State whether the statement below is TRUE, FALSE or UNCERTAIN and briefly explain your answer.
 “In the absence of intermediation costs, the market-clearing interest rate will prevail in the credit market”.

3. Describe the various channels through which monetary policy might affect output.

4. Critically evaluate Milton Friedman's proposition that inflation is 'always and everywhere a monetary phenomenon'.
 5. What can be concluded from the empirical studies of the demand for money?
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2004 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS

EC415: ECONOMETRICS

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY FOUR QUESTIONS.

1. In a study of the relationship between hourly wages, marital status and region of residence, data of 258 persons was used and the following results obtained:

$$\hat{Y}_i = 8.8148 + 1.099D_{2i} - 1.6729D_{3i}$$

$$\text{s.e} = (0.40) \quad (0.46) \quad (0.49)$$

$$t = (21.95) \quad (2.37) \quad (-3.45)$$

$$p = (0.00) \quad (0.02) \quad (0.00) \quad R^2 = 0.322$$

Where: Y = hourly wage (\$)

D_2 = marital status; 1 = married, 0 = otherwise

D_3 = region of residence; 1 = South, 0 = otherwise

- a) What is the benchmark category?
 - b) Calculate the mean hourly wage of married persons.
 - c) Calculate the mean hourly wage of persons living in the south.
 - d) What is the mean hourly wage of unmarried persons not living in the south.
 - e) Comment on the statistical significance of the model.
2. Suppose you have the following distributed infinite lag model:

$$Y_t = \alpha + \beta_0 X_t + \beta_1 X_{t-1} + \beta_2 X_{t-2} + \beta_3 X_{t-3} + \dots + U_t \quad (2.0)$$

And that the β 's decline geometrically as: $\beta_k = \beta_0 \lambda^k \quad k = 0, 1, \dots$

- a) Derive the Koyck model.
 - b) In the Koyck model, what is the mean and medium lags?
 - c) What test of serial correlation should be used in the Koyck model? And why?
 - d) Why is the OLS method not appropriate to estimate the Koyck model? And what method should be used instead? Explain.
3. From a household budget survey of 1980 of the Dutch Central Bureau of Statistics, J. S. Cramer obtained the following logit model based on a sample of 2820 households. (The results given here are based on the method of maximum likelihood and are after the third iteration). The purpose of the logit model was to determine car ownership as a function of (logarithm of) income. Car ownership was a binary variable: $Y = 1$ if a household owns a car, zero otherwise.

$$\hat{L}_i = -2.77231 + 0.347582 \ln(\text{Income})$$

$$t = (-3.35) \quad (4.05)$$

$$\chi^2(df) = 16.68 \quad (\text{P-value} = 0.000)$$

Where $\hat{L}_i$ = estimated logit and where $\ln(\text{Income})$ is the logarithm of income. The χ^2 measures the goodness of fit of the model.

- a) Interpret the estimated logit model.
- b) From the estimated logit model, how would you obtain the expression for the probability of car ownership?
- c) What is the probability that a household with an income of 20,000 will own a car? And at an income level of 25,000? What is the rate of change of probability at the income level of 20,000?
- d) Comment on the statistical significance of the estimated logit model.

4. From the quarterly data for the period 1950-1960, F.P.R. Breschling obtained the following demand function for labour for the British economy (figures in parentheses are standard errors):

$$\dot{E}_t = 14.22 + 0.172Q_t - 0.028t - 0.0007t^2 - 0.297E_{t-1}$$

$$\text{s.e.} \quad (2.61) \quad (0.014) \quad (0.015) \quad (0.0002) \quad (0.033)$$

$$\bar{R}^2 = 0.76 \quad d = 1.37$$

Where $\dot{E}_t = (E_t - E_{t-1})$

Q = output

T = time

The preceding equation was based on the assumption that the desired level of employment E_t^* is a function of output, time, and time squared and on the hypothesis that $E_t - E_{t-1} = \delta(E_t^* - E_{t-1})$, where δ , the coefficient of adjustment, lies between 0 and 1.

- a) Interpret the preceding regression.
- b) What is the value of δ ?
- c) Derive the long-run demand function for labour from the estimated short-run demand function.
- d) Calculate the median lag? Calculate the mean lag?

5. Consider the following questions.

a) Suppose you have the following finite distributed lag model:

$$Y_t = \alpha + \beta_0 X_t + \beta_1 X_{t-1} + \beta_2 X_{t-2} + \dots + \beta_k X_{t-k} + u_t : t = 1, 2, 3, \dots, n \quad (5.0)$$

$$\text{Assuming that } \beta_i = a_0 + a_1 i + a_2 i^2 : i = 1, 2, 3, \dots, k \quad (5.1)$$

Show that equation (5.0) can also be written as:

$$Y_t = \alpha + a_0 Z_{0t} + a_1 Z_{1t} + a_2 Z_{2t} + u_t \quad (5.2)$$

$$\text{Where: } Z_{0t} = \sum_{i=0}^k X_{t-i} ; Z_{1t} = \sum_{i=0}^k i X_{t-i} ; Z_{2t} = \sum_{i=0}^k i^2 X_{t-i}$$

b) Suppose

$$Y_t = \alpha + \beta_0 X_t + \beta_1 X_{t-1} + \beta_3 X_{t-3} + u_t : t = 1, 2, 3, \dots, n \quad (5.3)$$

$$\text{And } \beta_i = a_0 + a_1 i + a_2 i^2 : i = 1, 2, 3, \dots, k \quad (5.4)$$

Using (5.4), equation (5.3) can be written as:

$$Y_t = \alpha + a_0 Z_{0t} + a_1 Z_{1t} + a_2 Z_{2t} + u_t \quad (5.2')$$

$$\text{Where: } Z_{0t} = \sum_{i=0}^3 X_{t-i} = (X_t + X_{t-1} + X_{t-2})$$

$$Z_{1t} = \sum_{i=0}^3 i X_{t-i} = (X_t + 2X_{t-1} + 3X_{t-2})$$

$$Z_{2t} = \sum_{i=0}^3 i^2 X_{t-i} = (X_t + 4X_{t-1} + 9X_{t-2})$$

Y = inventories; X = sales

Using U.S. annual data, 1954-1999, the following model was estimated:

$$\hat{Y}_t = 25.845 + 1.115Z_{0t} - 0.371Z_{1t} - 0.06Z_{2t} \quad (5.5)$$

$$t = (3.92) \quad (2.07) \quad (-0.27) \quad (-0.13)$$

$$R^2 = 0.9755 \quad d = 0.164 \quad F = 517.77$$

Calculate $\hat{\beta}_0$, $\hat{\beta}_1$, $\hat{\beta}_2$, and $\hat{\beta}_3$

- c) Comment on serial correlation, multicollinearity and goodness of fit of equation (5.5). ■

6. Suppose $Y_t = \beta_1 + \beta_2 X_t + U_t$ (6.0)

Where $U_t = \rho U_{t-1} + \varepsilon_t$; $\varepsilon_t \sim N(0, \sigma^2)$; $-1 < \rho < 1$

- a) Outline the method of generalised least squares for correcting for such type of pure autocorrelation when ρ is known.
- b) What are the consequences of autocorrelation?
- c) Outline the test procedure for the Breusch Godfrey (BG) test for autocorrelation.
- d) Briefly explain remedial measures for autocorrelation.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2004 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATION

EC 421: ECONOMIC DEVELOPMENT

TIME: THREE HOURS

INSTRUCTIONS: Answer Question 1 and any three questions.

1. Write short notes on the following: (20)
 - a) Kuznets' inverted-U hypothesis
 - b) Backwash versus spread effects
 - c) Rostow's take-off stage
 - d) Theory of neo-liberalism
2. Examine Prof. Ragnar Nurkse's proposition: "A country is poor because it is poor." (10)
3. Make a critical examination of the classical theory of growth. (10)
4. "Deliberate unbalancing of the economy according to a pre-designed strategy is the best method of development". Comment. (10)
5. Are structural adjustment programmes a boon or a bane to underdeveloped countries? What has been the impact of these programmes on the Zambian economy over the last decade? (10)

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2004 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS

EC431: LABOUR ECONOMICS

TIME: THREE HOURS

INSTRUCTIONS: ANSWER QUESTION ONE AND ANY OTHER
THREE QUESTIONS.

1. For each of the following statements, state whether *True*, *False* or *Uncertain* and briefly motivate your answer.
 - (a) The decision not to work is a “corner solution”.
 - (b) A backward-bending labour supply curve for individuals implies that leisure is an inferior good.
 - (c) The earnings of hourly paid workers usually exceed those of piece-rate workers.
 - (d) Immigration is harmful to the domestic labour market.
 - (e) Employer discrimination is most likely to persist when owners or managers do not have to maximise profits to stay in business.
2. State and explain the determinants of own-wage labour demand elasticity and their associated application to labour union activities.
3. Empirical studies have shown that there has been a divergence in the substitution effect attendant to a wage increase for men and women; however, more recent studies show an apparent growing convergence. Explain this phenomenon fully.
4. Women receive lower wages, on average, than men of equal age. Using human capital theory, explain this phenomenon. Explain also why the discrepancy between earnings for women and men grow with age. Other than the concept of

human capital theory, explain another basis that would give rise to differences in wages between men and women.

5. Suppose that University of Zambia Management and UNZALARU are bargaining over the size of wage increase to be granted. However, negotiations have stalled due to problems in reaching an agreement. As a result, UNZALARU has decided to take strike action. Using Hick's simple model of strikes and bargaining, explain how the percentage increase that UNZALARU is demanding and the increase that the UNZA management is willing to grant will vary with the expected duration of the strike. What are the implications of the model?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2004 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATION

EC 445: ENVIRONMENTAL ECONOMICS

TIME: THREE HOURS

INSTRUCTIONS: ANSWER QUESTION ONE (1) AND ANY OTHER THREE (3) QUESTIONS

1. Suppose you are observing an open economic system where pollution is a problem. With the aid of an appropriate diagram, explain how equilibrium in the economy is set in the absence of policy intervention, that is, assuming the market is operating free and fails to protect the environment. Illustrate and explain how a Pigovian Tax can work to reduce pollution thereby protecting the environment. Explain clearly the parts of the tax that are paid by producers and consumers, respectively, in the macro economy.
 2. Assume a simple economy with two consumers, X and Y, and two commodities, sugar (a good) and garbage (a bad):
 - a) Use indifference curve analysis to explain how consumer X's consumption of sugar is affected by the presence of garbage. What are the main features on the consumers indifference map? Explain briefly.
 - b) Use the Pareto Frontier analysis to illustrate a full Pareto improvement from an initial inefficient position. Why is this described as a "full" Pareto improvement? Does a movement from an initial inefficient position to a point on the Pareto Frontier always imply that a Pareto improvement has taken place? Explain briefly.
 3.
 - a) State and explain the axioms of Arrow's Impossibility Theorem. What is the significance of this theorem?
 - b) Explain how simple majority rule voting works in determining social choices. What are the limitations of using this decision rule in making social choices?
 4. Suppose the National Housing Authority (NHA) suspects that Chilanga Cement PLC, through its emission of air particulates, causes respiratory illness in Chilanga residents, which results in lower house prices in the Chilanga area. NHA therefore wishes to establish the extent to which Chilanga PLC's polluting activity affect the marketability of houses in the area.
Briefly describe a method that could be used to determine the impact of pollution emitted by the firm on the market for houses in Chilanga area. What four limitations can you associate with this method?
 5. Define the concept of dynamic externalities. Given your understanding of dynamic externalities explain why it is important to apply precautionary principles in setting a standard of environmental protection. Give two instruments that can be used in practice to prevent dynamic externalities and explain how the instruments work. Also explain two general limitations of using the instruments you have stated.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2004 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATION

EC 915: HISTORY OF ECONOMIC THOUGHT

TIME: THREE HOURS

INSTRUCTIONS: *There are 2 parts to this exam – Part A and Part B. Students must provide responses to short questions in Part A; and write essays in Part B of the exam.*

Part A

Answer any 6 questions in this section. You are advised to spend a maximum of 1 hour on this section.

Identify and explain any 6 of the following concepts:

- a. The distinction between normative and positive economics
- b. Mercantilism
- c. The distinction between use value and exchange value
- d. Greatest Happiness Principle
- e. Historical Materialism
- f. Herd Effect
- g. Double Movement
- h. Protestant Ethic

Part B

Answer any 2 questions in this section. You are advised to spend a maximum of 1 hour on each essay question

1. What contributions do the 'Utilitarians' and 'Marginalists' make to the development of liberal economic thought?
2. Although liberal scholars (from Adam Smith to Milton Friedman) support market-based ideas, there are instances when they accept a role for non-market actors. Identify (i.e. the relevant thinker) and discuss such instances when there are limits to the role of the market.
3. Although both Karl Marx and Joseph Schumpeter predict the demise of capitalism, they arrive at their conclusions for slightly different reasons. Discuss.

4. 'Institutions' are widely believed to play an important role in the functioning of markets. Discuss the historical role played by institutions in the development of efficient markets, and their relevance to developing countries today.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2004 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS

EC 925: INDUSTRIAL ORGANIZATION

TIME: THREE HOURS

INSTRUCTIONS: ANSWER QUESTION ONE AND QUESTION TWO AND
ANY THREE QUESTIONS

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1. (a) Define market concentration ratio
 (b) What do we mean by minimum efficient scale? Depict a plant size showing minimum efficient scale in a graph showing both short-run and long-run cost curves
 (c) Briefly discuss three main reasons why governments grant exclusive patent rights on inventions
 (d) What is the difference between the traditional assumption of profit maximization to Baumol's theory of sales maximization subject to a profit constraint

 2. You are an advisor with the Ministry of Trade and Industry. The minister wants you to advise on the level of competition and efficiency in the manufacturing sector. He has specifically asked you to assess the level of competition in two important manufacturing industries in Zambia. These are the wood and textile industries. The ministry has already carried out market studies on the two industries. One on the wood and the other on the textile industry. These were done in 2001.

The study on the market structure for the wood industry reveals that there are 50 firms in the industry. The firms' sales per year are as follows:

Firm	Annual Total Sales (billion kwacha)
Jacks	150
Springs	240
North	300
Wadey	360
Nobile	200
Lusakasi	350
Dale	400

The wood industry firms are located mostly on the Copperbelt and Lusaka. The major market for their products is Lusaka and the Copper belt.

The textile industry market study reveals that most of the firms are located in Lusaka, the Copperbelt and Livingstone. There are altogether 12 firms with annual sales depicted as follows:

Firm	Total Annual Sales (billion kwacha)
Zamtex	98
Continental	400
Kabwe Industrial Fabrics	44
Ramknit	24
Deetex	16
Kafue Textiles	618
Nkwazi	33
Mukuba Textiles	548
Swarp	600
Ndola Kniting	149
Excel Textiles	166
Sambro	54

- a) Calculate the Herfindahl – Hirschman Indices for the wood and textile industries.
 - b) Based on the indices, what would you advise the minister about the market structure of the two industries.
3. One adverse consequence of a monopolistic structure of the market is the misallocation of resources. Explain, using the concept of the “deadweight loss” triangle, the society’s welfare loss due to resource misallocation under monopoly.
 4. (a) What is the relationship between advertising and concentration? Depict the relationship graphically.
(b) Advertising is a very important aspect of market structure. Give any five arguments for advertising.
 5. Discuss three important reasons why the level of profits in the industry might change from industry to industry
 6. The existence of economies of scale in an industry is a very important phenomenon in determining the market structure of the industry. Discuss the four main types of techniques used to assess the existence of economies of scale.
 7. Ultimately, a good market structure is one which contributes to good economic performance. While comparing a competitive market and a monopolistic market, discuss any three performance indicators.

END OF FINAL EXAMINATION



THE UNIVERSITY OF ZAMBIA

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF LITERATURE AND LANGUAGES**

2004 ACADEMIC YEAR SEMESTER 1 EXAMINATIONS

FR 111 : FRENCH LANGUAGE I

TIME: THREE HOURS

INSTRUCTIONS

Answer all questions on the answer sheet provided.

Section A

Comprehension

Lisez le texte et répondez aux questions:

La Fiancée de l'Atlantique

Marie-Claude Fauroux mesure 1,50m et pèse 48 kg. Elle n'a pas l'air d'une athlète. Pourtant, cette jeune fille au visage heureux, aux longs cheveux noirs, vient de réaliser une performance extraordinaire. C'est la première femme qui a terminé la course transatlantique en solitaire. Cette épreuve sportive^o est considérée comme la plus difficile par les navigateurs expérimentés.^o Sur un des plus petits bateaux de la course Marie-Claude a établi le temps record de 32 jours, 22 heures; c'est-à-dire, une semaine de moins que le temps de Sir Francis Chichester, vainqueur^o en 1960.

Marie-Claude Fauroux est une scientifique: fille de polytechnicien, elle a elle-même été professeur de mathématiques dans un lycée avant de se consacrer à son sport favori, la voile.^o Quand elle était adolescente, elle a entièrement construit elle-même son bateau à voile. En 1968 elle a gagné son premier championnat.

Le départ de la course transatlantique a lieu près des îles Scilly. Dès la première nuit, le temps devient mauvais. Pour ne pas épuiser^o ses forces, elle descend vers le sud où les conditions sont plus favorables. Pour savoir exactement où elle se trouve, elle fait chaque jour trois points astronomiques avec le soleil.

«C'est une navigatrice exceptionnelle» explique son entraîneur.^o «elle a choisi la route la mieux adaptée à sa résistance et à son bateau.» Elle a parcouru^o 3.200 milles et elle n'est jamais descendue en dessous du 40^{me} parallèle. Pendant la traversée son plus grand ennemi a été la densité du brouillard.^o «C'est terrible de ne rien voir» explique-t-elle. «J'ai eu très peur du brouillard et des cargos.» Peur bien justifiée il faut le dire. Un jour elle a vu brusquement surgir^o du brouillard le paquebot^o France, à 15 mètres d'elle.

«Il y a toujours beaucoup à faire sur un voilier»^o explique-t-elle. «Dans l'ensemble, je n'ai pas eu le temps de m'ennuyer.^o C'est seulement en période de calme, quand il n'y a pas de vent,^o que l'on s'ennuie. Quand le vent se lève, l'amour du bateau vous reprend. Négocier avec le vent, c'est merveilleux.»

A : COMPRÉHENSION DU TEXTE

Choisissez le commentaire qui est correct d'après le texte que vous venez de lire.

1. L'auteur de ce passage pense que . . .
 - a. M.C. Fauroux a l'apparence typique d'une athlète.
 - b. M.C. Fauroux ne ressemble pas à une athlète.
 - c. M.C. Fauroux n'aime pas les athlètes.
2. Quelle performance M.C. Fauroux a-t-elle réalisée?
 - a. Elle a fait la traversée de l'Atlantique dans un paquebot.
 - b. Elle a vécu en solitaire pendant toute son adolescence.
 - c. Elle a traversé l'Atlantique dans un bateau à voile.
 - d. Elle a été championne de gymnastique.

3. Pendant son adolescence M.C. Fauroux . . .
 - a. a été professeur de mathématiques à l'École Polytechnique.
 - b. est restée seule pendant 32 jours.
 - c. a gagné la course transatlantique.
 - d. a construit son propre bateau.
4. Avant de devenir championne de voile, M.C. Fauroux a été . . .
 - a. la fiancée de Sir Chichester.
 - b. professeur de mathématiques.
 - c. employée dans une compagnie de bateaux.
 - d. étudiante à l'École Polytechnique.
5. Pendant la traversée M.C. Fauroux sait toujours où elle se trouve . . .
 - a. parce qu'elle est en contact radio avec son entraîneur.
 - b. parce qu'elle fait le point astronomique trois fois par jour.
 - c. parce qu'elle suit le 40^{ème} parallèle.
 - d. parce que son entraîneur lui a indiqué la bonne route.
6. Pendant la traversée . . .
 - a. le temps a toujours été beau.
 - b. Marie-Claude a eu beaucoup de difficultés à cause du brouillard.
 - c. Marie-Claude s'est beaucoup ennuyée.
 - d. Marie-Claude a eu des problèmes à cause du vent.

B. QUESTIONS SUR LE TEXTE

1. Quel est le sport favori de Marie-Claude Fauroux?
2. En quoi consiste la performance extraordinaire réalisée par M.C. Fauroux?
3. Qui est Sir Francis Chichester et quelle est la différence entre sa propre performance et celle réalisée par Marie-Claude Fauroux?
4. Quelle profession a-t-elle exercée dans la vie avant de se consacrer à son sport favori?
5. Même pendant son adolescence Marie-Claude a manifesté un grand intérêt pour la voile. Comment le savez-vous?

SECTION B : LA GRAMMAIRE

1. Mettez l'article défini ou indéfini ou un partitif qui convient

1. J'aidifficultés à vous comprendre.
2. Il a acheté beaucoupmagazines pour lire ce soir.
3. Voulez-vous.....vin ?Non, merci,eau me suffira.
4. Elle avait dû pleurer car elle avaityeux rouges.
5. On voitétoiles danscielsoir.
6.dame qui traversaitrue a été renversée parmoto.
7. Faites-vousprogrès danspratique de cette langue ?
8. Elle n'a pas accepté ses remarques et lui a faittête pendant toutesoirée.
9. Que voulez-vous, Madame,.....pain ougâteaux ?
10. Elle a eucourage pour lui faire cette réponse !

11. Mettez les verbes au présent des verbes entre parenthèses

Les plaisirs de la colocation

- Je.....(1.se lever) à 6 heures tous les matins et c' est moi qui(2.faire) le café. Mais je(3. considérer) que je ne(4.devoir) pas en plus faire la vaisselle de la veille ! Je vous(5.rappeler) que, si on ne.....(6.nettoyer) pas régulièrement, la cuisine (7.devenir) une porcherie !
- Ce n'(8.être) pas parce que j'(9. oublier) de temps en temps de laver mon assiette que tu(10.aller) en faire toute une histoire ! Toi, quand tu(11. se doucher) , tu me(12. réveiller). Tu ne(13. comprendre) pas que je(14. se coucher) très tard et que j'(15. essayer)de récupérer le matin ? Que(16.vouloir) –tu ! On ne(17.vivre) pas au même rythme.
- Vous m'(18. excuser) si j'(19.intervenir) dans votre conversation, mais nous20....(devoir) parler du frigidaire. On(21.jeter) la moitié des aliments à la fin de la semaine. Pourquoi est-ce que nous ne.....(22. mettre) pas tout en commun, même si nous ne(23.manger) pas touojurs ensemble ?
- Parce que nous ne(24.partager) pas les mêmes idées : les carnivores et les végétariens ne(25.voir) pas la vie du même œil..n'est-ce pas, Gilles ?

III. Faites une phrase avec les verbes suivants au passé composé tout en variant les sujets:

1. faire
2. conclure
3. apprendre
4. se téléphoner
5. vivre
6. devoir
7. maigrir
8. acquérir
9. naître
10. coudre
11. plaire
12. souffrir
13. se battre
14. couvrir
15. mourir
16. aller
17. sortir
18. passer
19. monter
20. s'embrasser

IV. Mettez au passé composé ou à l'imparfait

À cinq heures du soir, (1)il quitte son bureau car (2)il se sent un peu fiévreux. (3)Il prend son autobus, (4)rentre chez lui où personne ne (5)l'attend. Dès qu'(6)il arrive, (7) il se laisse tomber sur son canapé qui (8)commence à être défraîchi. (9) Il s'allonge un moment, (10) ferme les yeux et (11) s'assoupit. Les enfants du voisin, qui (12) courent dans l'escalier, (13)le réveillent. Alors, (14)il se lève et (15) s'installe devant son ordinateur qui (16) se trouve dans sa chambre. (17)Il entre son code d'accès, (18) attend : aucune image (19)n'apparaît sur l'écran. (20)Il s'énerve, (21)vérifie si tout (22) est bien branché, (23)fait des commentaires à voix haute. Et (24)il voit soudain sur son écran un insecte qui (25)remue... (26)Est-ce un virus ?

V. Complétez au futur simple avec les verbes entre parenthèses.

Une méthode miracle

Avec notre nouvelle méthode, vous (1. pouvoir) vous exprimer avec aisance : les mots (2. venir) facilement. Vous (3. apprendre) à intervenir en réunion : vous (4. animer) des séminaires. Vous n'(5. avoir) plus peur de vous exprimer en public. Vous (6. être) plus confiant. Vous (7. vaincre) votre timidité : vous (8. découvrir) les raisons de vos blocages et vous (9. acquérir) une certaine

assurance. Vous (10. développer) également votre mémoire. Vous n' (11. oublier)
plus rien. Vous (12. se souvenir) de tout. Vous (13. s'apercevoir) que tout 14.
devenir) aisé. Vous (15. savoir) vous faire apprécier de tous. Vous (16. devenir)
plus sociable. Vous (se faire) plus facilement des amis que vous (18.recevoir)
avec plaisir chez vous. Votre vie (19. se transformer) et vous (20. plaire).

SECTION C

Composition

Instructions : answer both question 1 and question 2

Question 1: Pourquoi étudiez-vous le français?
Justifiez votre choix et décrivez comment vous comptez
l'utiliser dans la vie.

Question 2: La pandémie du VIH/Sida est une grande menace à la survie de la
Population active en Zambie. Etes-vous d'accord? Quelles solutions
Pouvez-vous proposer au Gouvernement Zambien pour résoudre ce
fléau (problème)?



THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES DEPARTMENT OF LITERATURE AND LANGUAGES

2004 ACADEMIC YEAR SEMESTER 1 EXAMINATIONS

FR 211 : FRENCH LANGUAGE II

PAPER 1

TIME : THREE HOURS

INSTRUCTIONS

Answer all questions on the answer sheet provided.

SECTION A : LA COMPREHENSION

DIALOGUE

- Monsieur, s'il vous plaît!
- Oui? Que se passé-t-il?
- Écoutez, ce n'est pas possible de continuer de déjeuner.
- Pourquoi?
- Nous ne supportons pas la fumée. S'il vous plaît, dites à ce monsieur de la table là-bas d'éteindre son cigare.
- Mais il va bientôt partir..... *to go*
- Alors demandez-lui d'aller fumer au salon!

- C'est difficile..je ne peux pas.....
- Bien, si c'est comme ça , nous partons.
- Non....Vous ne pouvez pas.....
- Ah, vous croyez? ✓
- Mais il n'y a pas beaucoup de fumée! ✓
- Pour vous peut-être. Mais s'il reste, je vais avoir une crise d'asthme!
- Bon, je vais essayer..... *parfait! bon*
- Faites-le. De toute façon, c'est interdit de fumer ici. Vous le savez bien! Vous connaissez la loi, non?
- Oui....
Il n'y a pas une salle ici? Pour fumeurs?
- Non.
- Alors il doit s'arrêter. C'est à vous de lui dire.
- Vous savez, c'est un bon client...un habitué.....
- Bon. Si c'est comme ça nous partons.
- Non, non. C'est bon. J'ai compris. Je vais lui servir son dessert au salon. *hand*
- Merci. Je pense que c'est normal! Nous, nous commençons à peine de déjeuner!

Les questions

Répondez en très bon français

1. Où est-ce que le dialogue se déroule-t-il ?
2. Pendant lequel moment de la journée se passe cette conversation ?
3. Qu'est ce qu'un *dessert* ?
4. Qui est chargé de demander à l'homme d'éteindre le cigar ?
5. Quelles sont les raisons données en faveur du monsieur qui fume ?
6. Donnez un titre à ce dialogue.

Indiquez si les affirmations sont **vraies** ou **fausses**.

La cliente:

- 7. appelle le serveur. []
- 8. proteste très fort. []
- 9. explique calmement ce qui ne va pas. []
- 10. propose une solution. []

Pour obtenir ce qu'elle veut, la cliente:

- 11. dit qu'elle va partir. []
- 12. parle de sa santé. []
- 13. dit qu'il est interdit de fumer. []
- 14. propose une autre solution. []
- 15. ne répète pas qu'elle va partir. []
- 16. la cliente vient de se mettre à manger []
- 17. le fumeur est obligé de partir tout de suite []

La cliente:

- 18. n'arrive pas à convaincre le serveur. []
- 19. trouve normal d'obtenir ce qu'elle veut. []
- 20. mange seul. []

SECTION B

TRADUCTION :

Traduisez le texte en Anglais

La Nouvelle Popularité de la bicyclette

Huit heures du matin: les rues sont pleines de monde; les jeunes vont au lycée ou à l'université; les adultes vont à leur travail; tout le monde est pressé. Mais comment tous ces gens vont-ils à leur travail respectif? En autobus? Oui, souvent. À pied? Quelquefois, si la distance n'est pas trop grande. En voiture? Oui, mais de moins en moins. Maintenant, c'est la bicyclette qui est à la mode.

Partout, la popularité de la bicyclette est énorme. Le vélo° n'est pas simplement un amusement pour les enfants ou pour les sportifs, c'est un véritable moyen de transport. En Amérique, les cyclistes sont plus de 100 millions. En France, un Français sur trois possède une bicyclette. L'exportation des bicyclettes est maintenant un des grands succès de l'industrie française. Partout le vélo est devenu un symbole de protection de l'environnement, d'antipollution et de retour à la nature et à la simplicité. Même certains hommes d'affaires° échangent leurs Rolls-Royce contre des bicyclettes grand luxe à quinze vitesses!°



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2004 ACADEMIC YEAR SEMESTER 1 EXAMINATIONS

FR 211 : FRENCH LANGUAGE II

PAPER 1I

TIME : THREE HOURS

INSTRUCTIONS

Answer all questions on the answer sheet provided.

SECTION A : LA GRAMMAIRE

1. Dites ce qui exprime le conditionnel présent dans chaque phrase.

Une proposition/suggestion; Un conseil ; Une demande; Une hypothèse/supposition;
Un souhait/désir; Un ordre; Un refus.

Exemple: *Tu devrais changer de métier (Une suggestion/proposition)*

1. Moi, à ta place, j'achèterais une maison. []
2. Ce serait si agréable de passer une journée ensemble! []
3. Pardon, Madame, pourriez-vous téléphoner de ma part à ma femme que je suis hospitalisé? []
4. J'aimerais bien vous accompagner mais malheureusement j'ai tant de devoirs pour demain. []
5. Vous pourriez répéter, s'il vous plaît? []
6. Si j'étais riche, je ferais le tour du monde en bateau. []
7. Tu voudrais nous accompagner? []
8. Vous pourriez passer une petite annonce. []
9. Il faudrait y aller. []

10. Je te téléphonerais bien mais...je ne serai pas en ville. []

2. Reliez les éléments.

- | | |
|--|---|
| 1. La pièce est enfumée. | A. Tu devrais ajouter un peu de sucre. |
| 2. C'est un peu trop amer. | B. si elle ne m'avait pas dit bonjour. |
| 3. Ils sont vraiment trop nerveux. | C. On devrait les prévenir. |
| 4. Je n'ai plus rien dans le réfrigérateur. | D. Tu ne saurais pas où ils sont? |
| 5. Elle devrait moins se maquiller. | E. Vous ne pourriez pas aérer un peu? |
| 6. J'ai perdu les papiers de la voiture. | F. j'aurais mis toutes les chances de mon côté. |
| 7. On ne s'entend plus ici! | G. Elle aurait l'air moins vulgaire. |
| 8. Cela m'étonnerait qu'on arrive à l'heure! | H. Ils devraient se calmer un peu. |
| 9. Si tu avais bien regardé, | I. tu te serais aperçu qu'il maquait une page. |
| 10. À ta place, | J. Il faudrait faire quelques courses. |
| 11. Je ne l'aurais pas reconnue , | K. Tu pourrais baisser la musique? |

Exemple:

1. La pièce est enfumée. Vous ne pourriez pas aérer un peu?

3. Mettez dans l'ordre tous les mots .

Exemple: *fallu/mettre/Il/ affiche/. /aurait/une*
→ *Il aurait fallu mettre une affiche.*

- dû /pas/quartier/de/changer/aurait/n'/. /On
- n'/. /rien/aurais/elle/je/ jamais/. /su/Sans
- une/aurait/occasion/ été/. /bonne/Cela
- aurait/. /Il/eu/de/foule/curieux/une/y
- pas/sûrement/auriez/ entrer/Vous/. /pu/n'
- temps/venus/. /seraient/en/Ils/ tous/ même
- bien/Nous/rencontrer/aurions/. / la / voulu
- seule/n'/allée/pas/. /serait /y /Elle
- pas/ revenu / Je / une/ avant / . / serai / ne heure
- amuser/ voulait/ On/ s' / simplement
- fait / ils/ le/- /tout/ Avaient / / ?/ nécessaire

4. Mettez les verbes entre parenthèses au conditionnel passé

- Ce stage n'est pas intéressant , il me semble que je perds mon temps, si j'avais su, je.....(pas venir)
- Au début , il était si tendre , maintenant j'ai l'impression qu'il ne m'aime plus; je (devoir faire) plus attention.
- Mon fils est intelligent. Pourtant il a échoué à ses examens. Il.....(réussir)
- Le directeur est très en colère avec la secrétaire. Elle (arriver) en retard.
- On a arrêté deux jeunes gens; ils..... (voler) une voiture.
- La jeune femme est seule depuis six mois: son mari(partir)

7. J'.....(aimer) voir cette exposition, mais je n'ai pas eu le temps.
8. Si elle ne leur avait pas téléphoné, ses parents(s'inquiéter).
9. Il y a eu un accident hier. Cet accident.....(causer) la mort de deux personnes.
10. S'il était arrivé en retard, qu'est-ce que tu lui..... (dire)?

5. Complétez au subjonctif présent avec les verbes entre parenthèses.

1. Acceptez-vous qu'on vous (dire) ce que l'on pense de vous ?
2. Demandez-vous parfois qu'on (ne pas venir) vous déranger ?
3. Désiriez-vous que certaines choses (être) interdites ?
4. Est-il possible d'empêcher que les peuples (se faire) la guerre ?
5. Faites-vous en sorte que vos amis (se sentir) à l'aise chez vous ?
6. Veuillez-vous, dans une réunion, à se que chacun (pouvoir) s'exprimer ?
7. C'est normal que vous (ne pas tout savoir).
8. Il faudrait qu'on (se revoir) bientôt.
9. C'est tout à fait normal qu'elle (dormir) encore.
10. Peu importe qu'il (pleuvoir) ou non !

6. Complétez au plus-que-parfait, au passé composé ou à l'imparfait avec les verbes entre parenthèses.

1. Comme nous.....,(ne pas réserver) nous.....(ne pas avoir)de place.
2. La comtesse(appartenir)à une famille qui..... (fuir)la révolution.
3. La maison dont elle..... (hériter),(valoir)une fortune .
4. Souvent, il.....(se rappeler) que son père lui(dire) de veiller.
5. Tout(être) dévasté comme si une bombe.....(exploser) .
6. Vous(ne pas laisser) votre numéro si bien qu'on...(ne pas vouloir) vous joindre.
7. Les rivières(déborder) car il.....(pleuvoir) tout le mois précédent.
8. Il(falloir) à présent réparer les erreurs qu'on.....(commettre).
9. Depuis qu'ils(aller) sur cette île, ils(ne pas vouloir) y retourner.
10. Deux mois avant l'anniversaire d'Anne, Michael (inviter) des amis musiciens qu'il(connaître) très bien.

7. Mettez au discours indirecte

1. Elle m'a dit : « Il est venu et il est reparti ».
2. Elle se demande : « Qui est-ce qui a bien pu faire ce bruit ? »
3. Pierre demande à son frère : « Est-ce que tes voisins sont rentrés ? »

4. L'enfant a dit à son copain: « Cette photo ne me plaît pas du tout. »
5. Madame Mwansa demande à sa fille : « Pourquoi as-tu cassé la tasse, ce matin ? »
6. La vendeuse me dit : « Soyez tranquille, Madame, cette machine marche bien. »
7. Marie a dit à ses amies : « J'irai au cinéma demain soir. »
8. Le père a dit à son jeune enfant : « Ne me parle pas maintenant ! »
9. Luc a dit à sa mère : « Aide-moi à faire mes devoirs ! »
10. Il m'a expliqué : « Je ne peux pas partir demain parce que ma femme est malade. »

8. Complétez les expressions de la comparaison en utilisant les éléments donnés :

**le jour ; un tigre ; un pou ; une porte de prison ; Job ; un agneau ; une plume ;
Crésus ; le monde ; un Turc**

Exemple : Répéter comme un perroquet.

1. Aimable comme
2. Belle comme
3. Doux comme
4. Fort comme
5. Laid comme
6. Léger comme
7. Jaloux comme
8. Riche comme
9. Vieux comme
10. Pauvre comme

SECTION B : LA COMPOSITION

Choisissez et écrivez une redaction intéressante de 300 mots sur un des sujets suivants :

1. Ecrivez une lettre à votre ami(e) gabonais (e) pour lui dire si vous préférez la vie à la campagne ou la vie en ville. Donnez vos raisons.

Ou

2. Racontez les événements d'une cérémonie traditionnelle qui se passe dans votre région .

Ou

3. Quelles sont les qualités que vous recherchez chez votre homme ou femme idéale pour votre grand amour ?

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
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DEPARTMENT OF LITERATURE AND LANGUAGES**

2004 ACADEMIC YEAR END OF THE FIRST SEMESTER EXAMINATIONS

FR 321

TIME: THREE HOURS

INSTRUCTIONS: Answer one question from each section

SECTION A:

1. Le conflit dans *la voix* et une opposition entre l'individu et la société eu égard à ce qu'il faut faire ou ne pas faire.

Commentez

2. Étudiez les aspects humoristiques dans *la voix*
3. Examinez les techniques du langage employé par l'auteur dans *la voix*

SECTION B: Explication de texte

Commentez le texte suivant:

“Ce n'est pas parce que je reste assis ici, bouche close, que je n'ai pas un for intérieur solide ou que ce qu'a dit notre leader ne pénètre pas en mon for intérieur. Il y a une parabole du Blanc qui dit : “Un esprit averti en vaut deux”, et je regardais dans mon for intérieur pour percevoir l'ensemble du problème. Et ce que j'y ai vu, c'est que nous cherchons tous un moyen pour fermer la bouche d'Okolo. Et tous nous nous sommes mis d'accord sur une solution que notre chef nous demande de mettre à exécution. Or, j'ai découvert qu'il y a d'autres façons de faire la même chose. Vous connaissez nos gens. Quelque chose j'ai entendu il y a quelques jours. Tout le monde, hommes et femmes, ne dansait pas et ne chantait pas avec son for intérieur ici ce soir. Et si maintenant nous faisons ce que nous avons dit que nous allions faire, une grosse chose pourrait nous tomber sur la tête et comme une maison qui s'effondre elle pourrait nous ensevelir. Et en ce cas, qui serait le vainqueur? Okolo, cet Okolo dont nous voulons fermer la bouche. Aussi, afin que cette chose qui est sur le point de s'accomplir ne nous tombe pas sur la tête, je vais aller lui parler tout seul. Si je ne réussis pas à lui faire voir de quoi aujourd'hui est fait si je ne réussis pas à l'arracher à son rêve, alors nous ferons ce que nous avons dit que nous allions faire si jamais en cette ville il montrait encore son visage. Voilà ce que je vois.»

Otutu bondit de son siège et il cria Presque à tue-tête: « Ce que propose notre très estimé second, c'est d'aller nous agenouiller devant Okolo et de le supplier. Je

vous le demande, fit-il en se tournant vers les Anciens, avez vous jamais entendu pareille chose?»

Quelques-uns dirent que non ; d'autres la bouche point n'ouvrirent. Otutu se rassit quelque peu déçu de voir qu'il n'avait pas le plein accord des Anciens, comme il l'avait escompté. Et il s'assit en murmurant quelque chose entre ses dents. Et comme ses yeux allaient d'Abadi à Otutu le for intérieur d'Izongo se mit à s'agiter furieusement comme un tourbillon. Il n'avait jamais encore entendu deux paroles différentes à aucune de ses reunions avec les Aciens. Ils avaient à chaque occasion agi comme si leurs fors intérieurs ne faisaient plus qu'un. Et il regarda de la terre jusqu'au ciel cette chose qui ne s'était jamais encore produite. À en juger par la façon don't Abadi lui parlait on aurait dit qu'il allait lui tourner le dos. Abadi lui avait toujours donné son for intérieur mais maintenant on aurait dit qu'il y avait quelque chose de différent en son for intérieur.

« Quel est le fond de tout ceci? » demanda-t-il. Même certains des Aciens la bouche point n'ouvraient. « Quel est le fond de tout ceci? » se demanda-t-il à nouveau. Le fond de tout ceci, ce doit être Okolo. Depuis le retour d'Okolo, il n'avait eu droit qu'à des ennuis et à des difficultés telles qu'il lui avait fallu mettre ses yeux sur son occiput pour les surmonter. Par conséquent, Ikolo devait s'en aller!

FIN DE LEXAMEN !

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2004 ACADEMIC YEAR END OF THE FIRST SEMESTER EXAMINATIONS

FR 331

TIME: THREE HOURS

INSTRUCTIONS: Answer one question from each section

SECTION A

1. Quels sont les deux types de traduction?
2. trouvez le nom du procédé technique de traduction correspondant à la définition suivante:
 - (a) il consiste à remplacer une partie du discours par une autre.
 - (b) Il consiste à trouver une situation équivalente à celle de la langue du départ.
 - (c) Il aboutit à une variation dans le message.
3.
 - (a) Qu'entendez-vous par le terme "différence d'extension d'une langue à l'autre"?
 - (b) Donnez un exemple pour justifier votre réponse
4. Dites si la traduction suivante montre un passage vers
 - (a) l'abstrait au concret
 - (b) la partie pour le tout
 - (c) une partie pour une autre
 - (d) le renversement du point de vue "Anglais": The keyhole
French: Le trou de la serrure".
5. Étudiez les traductions suivantes et expliquez la technique de traduction.
Employee.

(a) Anglais: With no supporter this cannot succeed

French: Privée de membres ce parti ne peut réussir.

(b) As soon as he arrives I will talk to him

French: Dès son arrivée je lui parlerai.

SECTION B - ANALYSE

Etudiez le texte et sa version, ensuite, répondez aux questions:

1. Quels phrases de cette traduction vous semblent mal traduites et corrigez-les.
2. (a) Etudiez la traduction de la première phrase et faites une évaluation des efforts du traducteur.

(b) S'agit-il, ici, d'une traduction exacte ou, bien, d'une traduction correcte?
3. Identifiez les techniques de traduction employées par le traducteur à l'aide d'exemples tirés du texte.
4. Faites votre traduction de ce texte pour montrer que le traducteur a exagéré ou, bien, n'a pas suffisamment traduit.



Sports Running for Solidarity

21 March



**Frasers
International
REMOVALS**

Sportifs confirmés ou coureurs du dimanche, à vos marques ! Une course à pied de 10 Km s'élancera du Civic Centre, pour rallier les organisations et ambassades francophones de Lusaka. Si " l'élite " sera présente et se battrà pour grimper sur le podium (et être récompensée comme il se doit...), personne ne sera oublié car cet événement est ouvert aux marcheurs. Ravitaillements et balisage du parcours permettront de concourir dans les meilleures conditions. Remise des récompenses aux vainqueurs des différentes catégories (handicapés, femmes, hommes ; juniors, seniors et vétérans) à 11h, toujours au Civic Centre.

Cette course sera placée sous le signe de la solidarité : l'intégralité des profits servira en effet à acheter des équipements sportifs, au profit d'associations zambiennes.

L'occasion de prouver que vous avez du cœur, et du jarret...

Départ à **9h30**. L'inscription peut se faire à l'ambassade de France jusqu'au 19 mars (inclus), ou au Civic Centre de 7h à 9h le jour de la course.

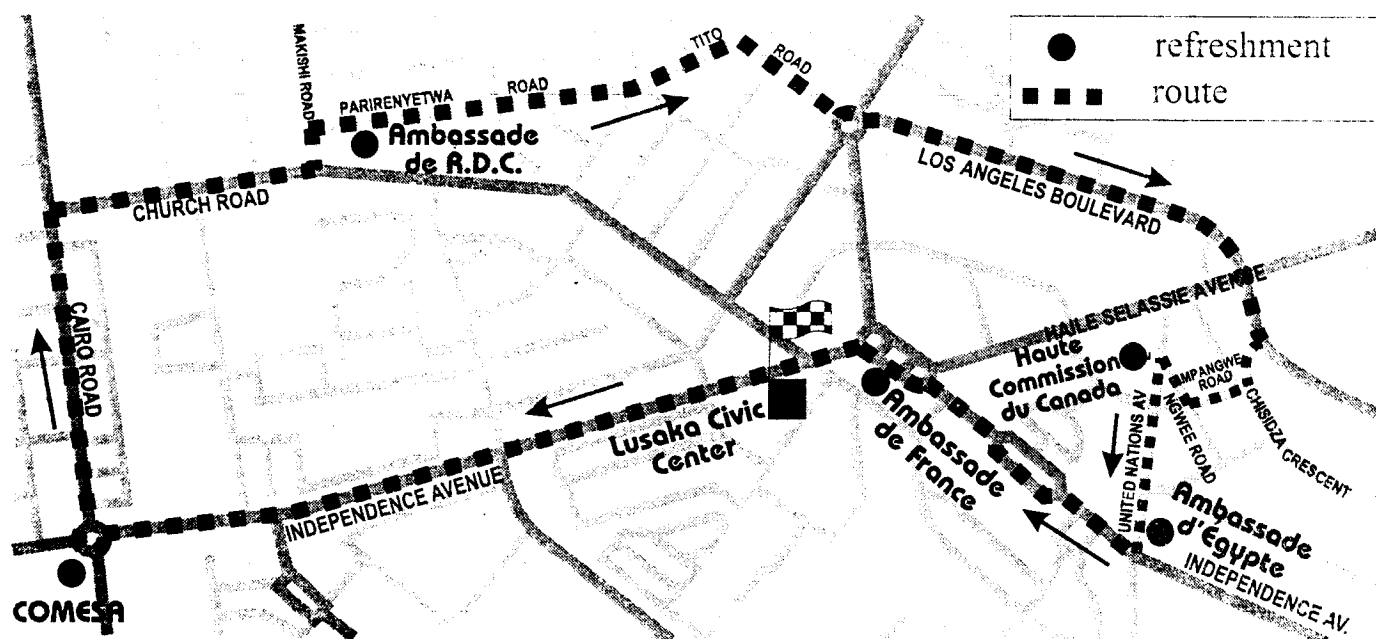
Confirmed sportsmen and women, amateur runners, on your marks! The 10 km-Francophonie race will take off from the Civic Centre grounds, passing by Francophone organisations and embassies in Lusaka. While the top group will compete and contest a place on the podium, nobody will be left out, since walkers are also welcomed to participate. Supplies and signs along the route will assure the smooth running of the race. The prize presentation to the winners in different categories (disabled, men, women; juniors, seniors and veterans) will be held at the Civic Centre at 11:00 hours.

This race is organised under the theme of solidarity. All the proceeds will be used for the purchase of sporting equipment for Zambian Associations.

This is a chance to prove your good heart... to run and to share.

Start: 09:30 hrs. Registration: at the French Embassy until March 19 inclusive, or Civic Centre from **07:00 to 09:00 hrs** the day of the race.

**Registration fee:
K5,000 per runner.**





THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES DEPARTMENT OF LITERATURE AND LANGUAGES

2004 ACADEMIC YEAR SEMESTER 1 EXAMINATIONS

FR 411 : ADVANCED FRENCH LANGUAGE

PAPER 1

TIME : THREE HOURS

INSTRUCTIONS

Answer all questions on the answer sheet provided.

SECTION A : LA GRAMMAIRE

1. Certains verbes changent de sens en devenant pronominaux. Employez les verbes suivants dans des phrases. Dans chaque cas vous mettrez en évidence les sens que prennent ces verbes :

- a. Produire – se produire
- b. Douter- se douter
- c. Servir – se servir
- d. Tromper- se tromper
- e. Rendre quelque chose- se rendre à

2. Remplacez les verbes soulignés par le verbe pronominal de sens passif et réécrivez la phrase :

- 1. On voit les Chutes Victoria de l'hôtel.
- 2. Le bateau a été construit en quelques jours.
- 3. Les camions sont de moins en moins employés dans les grandes villes.
- 4. On mange du poisson avec du vin blanc.
- 5. En France on sert souvent le fromage à la fin du repas.

3. Conjuguez les verbes entre parenthèse aux temps voulus :

1. Elle (se promettre - *plus-que-parfait*)
2. Le professeur et les débutants (se parler - *passé composé*)
3. Elles (se maquiller - *futur*) avec grand soin .
4. Elle (se laver - *passé composé*) les cheveux puis les (se sécher - *plus-que-parfait*) avec une casque.
5. Il (se démener - *présent*) comme un pauvre diable pour se tirer de l'affaire.

4. Remplacez les verbes pronominaux soulignés par des verbes transitifs ou intransitifs.

1. Elle s'est enfin décidée à passer un concours.
2. L'étudiant s'est planté en faisant l'exercice.
3. Elle s'est mise à rire en l'entendant parler.
4. Il s'y connaît en électricité.
5. Nous nous sommes baignés dans la rivière.

5. À partir des homonymies et des homophones suivantes, distinguez clairement leur sens dans une phrase.

1. danse/ dense
2. chair/cher
3. bar/ barre
4. bal/balle
5. précédent /précèdent
6. sale/salle
7. vol/vol
8. président/président
9. ver/ vers
10. poids/ pois

6. Les énoncés suivants sont ambigus :

a. Caractérisez cette ambiguïté

b. Donnez – en une explication en utilisant les tests possibles pour démasquer les énoncés.

- a. « On entend la chanson de la rue »
- b. « Charles dit à Clément qu'il adore sa voiture »
- c. « On a trouvé la solution économique »
- d. « La digestion du poisson est difficile. »
- e. « Le principal doute de chacun. »

7. Donnez au moins quatre tests qui permettent d'identifier la séquence **IL Y A** soulignée (et seulement celle-là) et caractérisez d'un point de vue grammaticalement le rôle qu'elle joue dans la phrase.

- a. « Mon ami est décédé il y a six mois. »
- b. « Il y a deux lits dans la chambre à coucher. »
- c. « Il y a quelqu'un qui a pris mon livre. »
- d. « Il y a placé quelque chose. »
- e. « Il y a réfléchi pendant longtemps. »
- f. « Je l'ai vu il y a peu de temps »
- g. « Il pense qu'il y a un problème qui ne sera pas résolu. »
- h. « “ Je suis persuadé qu'il y a un voleur. »
- i. « Il y a gagné un bon rhume. »
- j. « Vous êtes en Zambie il n'ya pas longtemps. »

8. Dans les énoncés suivants :

- a. Faites l'analyse des rôles informationnels.
- b. Commentez leur ordre .

- a. « A l'hôtel Pamodzi aura lieu une conférence sur le S.I.D.A. »
- b. « Impassable est cette idée! ”
- c. « C'est avec mes voisins que je pars en vacances. »
- d. « Quelle catastrophe cette nouvelle! »
- e. « Incroyable, ce comportement! »

SECTION B : LA COMPOSITION

Choisissez un des sujets suivants et rédigez une composition de 300 mots .

- 1. La vie sans un téléphone portable et un ordinateur n'est plus vivable. Etes-vous pour ou contre cette proposition ?
- 2. Ce que je pense de la Guerre en Irak et la politique Américaine.
- 3. Le gouvernement actuel a beaucoup amélioré l'Etat Zambien ailleurs et à l'intérieur. Argumentez.

Section C

Explication de Texte

Lisez le texte et répondez aux questions

Croissance*

JACQUES BUREAU. Né à Paris en 1912. Est avant tout un homme de laboratoire (physicien). A écrit deux romans, «dans la rue, sur des petits bouts de papier qu'il tire de ses poches.»

Chaque jour, on m'adressait la parole en levant davantage la tête. Dans cette maison vide, mon corps se mettait à grandir pour boucher les trous. La solitude tassait celui de mon père: nos yeux se croisèrent un soir d'avril.

Je vis son ventre, ses jambes, et davantage son front, ses cheveux gris.
5 Je l'obligeai à porter plus haut ses regards, à se ressaisir. Il me donnait des livres, m'emmenait au cinéma: nous avions sur cette humanité plate des vues de même hauteur.

On venait me voir de loin et les voisins, d'un jour à l'autre, se trompaient en jetant les yeux sur moi: en visant la tête, ils atteignaient la poitrine. Mon
10 père me faisait prendre des pilules qui rapetissent, m'offrait des chaussures basses, me coupait les vivres: rien n'y faisait, je poussais à vue d'œil, comme l'herbe après l'orage. Parallèlement, je maigrissais: je reportais dans la longueur tout ce que la largeur abandonnait. Le soir, mon ombre s'allongeait
doublement. Je pouvais sans bouger jouer au piano chaque jour, une note de
15 plus. On m'appelait pour regarder dans les nids, tirer les malles du haut des armoires, épier les bonnes par les impostes: je devenais utile. Bientôt j'allais pouvoir me nourrir seul, dans les foires en me montrant. On parlait de mes
petits camarades, de mon petit lit: j'avais cessé d'être petit et le monde le devenait. Mon père était mon pauvre père; on commençait à plaindre tout
20 ce qui vivait à mes côtés et n'augmentait pas de taille. Je m'enfonçais dans un domaine rétréci, peuplé de nains gémissants. Au moment où je m'habituais à vivre les yeux dirigés vers le bas, je tombai malade.

Jacques Bureau: "Trois pierres chaudes en Espagne"

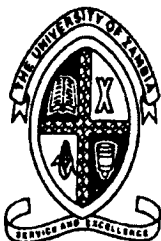
— Paris, Lafont, 1959

La Croissance

Questions:

Répondez à toutes les questions:

1. Expliquez le contraste entre l'imparfait et le passé simple dans le premier paragraphe. Quel effet produit la dernière phrase: "nos yeux...."
2. "Cette humanité plate" (1.6). L'auteur joue sur le mot "plat". Expliquez.
3. L'humour du texte est dû surtout à la manipulation des temps. Relevez les locutions temporelles qui indiquent la rapidité de la croissance.
4. Quelles exagérations amusantes remarquez-vous dans ce texte?
5. "Je tombai malade" (1.22). Quelle est la cause de la maladie?



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

**END OF SEMESTER EXAMINATIONS
FR 411 – PAPER II**

TIME: 3 HOURS
DATE: 1-7-2004 AM

INSTRUCTIONS: Answer both sections

SECTION A – PRÉCIS

Lisez le texte et faites un résumé des arguments que l'auteur nous donne pour démontrer que « l'espace conditionne nos humeurs », c'est-à-dire comment la construction et la position d'une maison peuvent conditionner l'humeur d'un individu ?

L'Espace conditionne nos humeurs*

PAUL SIVADON est directeur de l'Institut psychiatrique Marcel Rivière, clinique psychiatrique modèle à Paris.

TANNEGUY DE QUÉNÉTAÏN, né en 1925, est depuis 1950 un des principaux collaborateurs de la revue *Réalités* où il se consacre généralement aux enquêtes sur la vie des idées.

Pour que le territoire familial, le nid, soit sécurisant,¹ il est bon d'abord qu'il y ait deux issues, ce qui permet de fuir ; sinon que la porte d'entrée soit suffisamment vaste pour que deux personnes puissent y tenir de front : on peut donc sortir quand l'autre entre. Il faut également qu'il y ait un seuil, un vestibule, c'est-à-dire une zone intermédiaire entre le monde extérieur et le territoire familial. Dès que le seuil de la salle de séjour est franchi il est beaucoup plus difficile de mettre à la porte un inconnu sans être grossier que si on le maintient dans le vestibule. Dans la salle de séjour il devient l'hôte. Les représentants de commerce le savent bien, qui estiment avoir partie gagnée quand ils ont réussi à se faire admettre au-delà du vestibule. On peut remarquer que l'appartement prolétaire type, frustrant au maximum, n'a pas d'escalier de service, une seule porte d'entrée petite, pas de vestibule, des plafonds bas qui maintiennent le prolétaire dans sa position subalterne. La dépersonnalisation est encore accentuée lorsque le logement est situé tout près du lieu de travail ; les deux pôles de la vie — la famille et le travail — sont alors confondus au profit d'un seul : l'usine.

Il est malsain, psychologiquement, d'être logé trop près de son lieu de travail ; il faut établir une distinction entre le nid et le terrain de chasse, créer une relation dynamique entre deux espaces différents. Les dentistes et les ménagères qui ne sortent pas font des névroses² du fait d'un manque de diversification de l'espace. C'est pourquoi le fait d'habiter un pavillon ou un appartement dans un HLM est secondaire en lui-même. Ce qui est important, c'est de pouvoir quitter l'univers du pavillon ou du HLM. Le pavillon est

* Interview du Professor Sivadon, par Tanneguy de Quénétain. *Réalités*, Mars, 1968.

¹ *sécurisant* : néologisme technique — qui donne un sentiment de la sécurité, le contraire est « angoissant ».

² *font des névroses* : en termes médicaux on dit « faire une maladie » pour « souffrir d'une maladie ». La névrose est une angoisse anormale guérissable. (Un psychologue est un plus grand)

charmant pour l'homme qui rentre de son travail. Mais l'est-il toujours
25 pour sa femme? On remarque que les femmes qui habitent les pavillons ne
font jamais leur marché pour la semaine, mais préfèrent aller tous les jours
chez les commerçants car c'est la seule façon, pour elles, d'entrer en contact
avec le monde extérieur et de diversifier leur espace.

De même, l'immeuble dans un grand ensemble³ est vivable si on peut en
30 sortir, si l'on part en week-end dans sa petite maison de campagne ou si
l'on est à proximité d'un paysage urbain différent. Le rôle des magasins, des
vitrines, est très important pour donner un sentiment de sécurité, notamment
les vitrines des magasins d'alimentation et des magasins de luxe. Il faut
pouvoir rêver en regardant ces vitrines. Car on peut également s'évader
35 d'un espace par le rêve. D'où l'importance, dans un ensemble d'immeubles
modernes, de ce qui peut favoriser le rêve: non seulement les vitrines des
magasins, mais les jeux d'eau, les jeux de lumière. Et il est regrettable que
dans la plupart des appartements modernes l'on ait supprimé le feu de
l'âtre⁴ qui, à la fois, rassure, réchauffe et alimente les songeries.⁵

40 Les préférences de chacun pour tel ou tel type d'espace sont fonction non
seulement de ses tendances à l'agoraphobie⁶ ou à la claustrophobie,⁷ mais
aussi des empreintes de lieux qui l'ont marqué dans son enfance ou à certains
moments capitaux de sa vie. Du fait de la révolte œdipienne contre les
parents, ce sont plutôt les lieux habités par les grands-parents qui servent de
45 référence, plus ou moins consciemment, dans le choix d'un logement et d'un
jardin. En sens inverse, il y a les mauvais souvenirs liés à tel ou tel type
d'espace, qui alimentent les phobies.

Lorsqu'un client demande à un architecte ou à un décorateur de lui
construire ou de lui aménager son territoire familial, l'architecte doit: (1)
50 être conscient, si possible, de ses propres tendances à l'agoraphobie ou à la
claustrophobie pour ne pas imposer ses goûts abusivement au client; (2)
déceler les tendances du client et deviner qu'en préférant telle forme, tel
assortiment de couleurs, le client cherche à recréer un environnement qui
lui est cher ou à en rejeter un qui lui est odieux; (3) satisfaire le client mais
55 pas totalement, sinon le client d'abord enchanté risque ensuite de s'ennuyer
dans un univers sécurisant à l'excès. Au sein⁸ même de l'appartement il
faut recréer l'opposition entre le coin-refuge qui satisfait notre besoin de
sécurité et l'espace aventureux que réclame notre exigence de liberté.

³ un grand ensemble un groupe d'immeubles complexe.

⁴ l'âtre on y allumait le feu familial, soit dans la cuisine, soit dans le salon.

⁵ les songeries les rêveries que l'on fait éveillé. Songer rêver.

⁶ l'agoraphobie vertige que donne un espace ouvert, une place, une rue.

⁷ la claustrophobie angoisse que donne un lieu clos.

⁸ au sein de l'appartement à l'intérieur. Ce cliché renvoie à l'homme s'abandonnant, pour un moment, à son besoin de sécurité.

SECTION B – TRADUCTION

Traduisez de l'anglais en français et du français en anglais, les textes ci-joints.

(a)

*TELEPHONE CONVERSATION**

"I know Viola," she said. "She's got a flat in Earl's Court Square. She's in the telephone book. If you like, I'll give her a ring tonight and tell her about you, and say you'll be calling her."

"I wish you would," I said. "It's the first time I've been¹ able to find anybody who might² know something about Janet Prentice."

"I'll do that," she said. "I'll tell her who you are."

"What would be a good time to ring her?" I enquired. "Does she work?"

"She works in a film studio," she said. "At Pinewood or some place like that. She does continuity, whatever that may mean. I should think you'd get her any evening at about seven o'clock—unless she's out, of course."

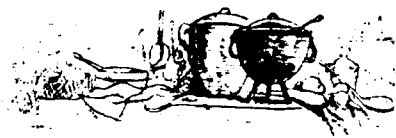
LA FONTAINE / *Le Pot de terre et le Pot de fer*

Le pot de fer proposa
Au pot de terre un voyage.
Celui-ci s'en excusa,
Disant qu'il **ferait que sage**
De garder le coin du feu,
Car il lui fallait si peu,
Si peu, que la moindre chose
De son **débris** serait cause :
Il n'en reviendrait morceau.
« Pour vous, dit-il, dont la peau
Est plus dure que la mienne,
Je ne vois rien **qui vous tienne**.
— Nous vous mettrons à couvert,
Repartit le pot de fer :
Si quelque matière dure
Vous menace d'aventure,
Entre deux je passerai,
Et du coup vous sauverai. »
Cette offre le persuade.
Pot de fer son camarade
Se met droit à ses côtés.
Mes gens s'en vont à trois pieds,
Clopin-clopant comme ils peuvent,
L'un contre l'autre jetés
Au moindre **hoquet** qu'ils **treuvent**.

Le pot de terre en souffre ; il n'eut pas fait cent pas
Que par son compagnon il fut mis en éclats,
Sans qu'il eût lieu de se plaindre.

Ne nous associons qu'avecque nos égaux,
Ou bien il nous faudra craindre
Le destin d'un de ces pots.

Le destin d'un de ces pots.



Il **ferait que sage**, tournure ancienne
rapide et vive pour dire : il ferait ce
que doit faire un sage.

Son **débris** : sa destruction.

Qui vous tienne : qui vous retienne.

Hoquet : choc, cahot. Quel est le
sens ordinaire de : hoquet ?

Treuvent : trouvent (forme ancienne).

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

**DEPARTMENT OF LITERATURE AND LANGUAGES
2004 ACADEMIC YEAR END OF FIRST OF FINAL EXAMINATION**

FR 421

TIME: THREE HOURS

INSTRUCTIONS: ANSWER TWO QUESTIONS FROM SECTION A THEN

SECTION A: Répondez à deux questions dans cette section.

1. Comment Jean-Marie Adiaffi revalorise-t-il la culture africaine 'dans la carte d'identité'?
2. 'L'intellectuel n'est rien s'il ne vit pas entièrement dévoué à la cause de son peuple, s'il n'est pas une part de ce peuple, rien qu'une part, une part embrasée, mais une part tout de même, une part intégrée puisqu'au center, mais une part sans privilège, sans honneur particulier. C'est cela être un intellectuel pour un peuple soumis, humilié, bafoué, exploité asservi: se fondre au sein de son peuple au risqué de s'y perdre.

Commentez et discutez.

3. Dans la carte d'identité, mélédouman lance une attaque virulente contre les Blancs, aussi bien les missionnaires que les administrateurs.
Etudiez les formes que cette attaque prend?
4. Quels préjugés trouve-t-on dans la carte d'identité de la part des Blancs à l'endroit des Noirs? Quels sont les véritables problèmes selon Méléoudouman?
5. Examinez les aspects poétiques du langage employé par l'auteur dans la carte d'identité.

SECTION B:

Examinez le texte suivant sous forme des commentaires:

Rénonce au rêve impossible d'asservir tous les peuples de la terre. Au rêve irréalisable, au chimérique rêve de soumettre, de courber tous les fronts plus bas que terre pour votre seule gloire. Je suis nu, il est vrai, mais qui m'a dépouillé de mon vêtement ? Vous. Je suis malade : qui m'a inoculé ce mortel microbe ? C'est

vous. J'ai soif et faim. Qui m'a arraché la part de nourriture que j'avais dans la bouche? C'est vous. Je suis dehors sous la pluie, frileux et recroquevillé : qui m'a chassé de ma maison, de chez moi? C'est vous. Je suis craintif! Qui est-ce que je crains tellement, quel loup affamé qui rode autour de moi ? C'est vous. Dois-je vous rappeler la Traite, cette incurable gangrène à mes flancs qui me saigne encore le Coeur? Je suis sans défense. Mais qui m'attaque ? Contre qui dois-je assurer ma défense ? Mais quim'attaque? Contre qui dois-je assurer ma défense? C'est encore contre vous. Toujours vous. Alors vous voyez bien que vous ne pouvez pas être tout à la fois l'assaillant, l'agresseur et celui qui fortifie la ville contre l'agression. Vous ne pouvez pas être tout à la fois l'attaquant et celui qui, au mâchicoulis, lance des pierres contre ce dernier. Avec quoi avez-vous édifié votre empire? Que vous le veuillez ou non, c'est avec ma sueur, mon sang. Le butin de ce que vous m'aviez pillé, le butin de vos pirateries « universelles », puisque vous aimez ce mot.

Dans l'histoire de l'humanité, aucun peuple n'a eu autant de moyens entre les mains que vous. Vous aviez entre vos mains les pouvoirs, tous les pouvoirs, les moyens, tous les moyens. Le pouvoir technique, les moyens techniques. Le pouvoir intellectuel, les moyens intellectuels. Le pouvoir moral, le moyen moral. Jamais dans l'histoire un peuple n'a eu un pouvoir aussi proche de celui de Dieu. Malheureusement vous avez été Dieu avant d'être des hommes. Car vous auriez eu tous les pouvoirs, tous les moyens de rendre tous les hommes heureux sur cette terre, si vous aviez appliqué honnêtement les principes qui devaient régir votre société. Vos propres principes. Vous avez eu tous les moyens pour la libération totale, intégrale de l'homme total et intégral. Qu'avez-vous fait de ces moyens et de ces pouvoirs surhumains ? Au lieu de les utiliser pour libérer l'homme, tous les hommes, au lieu de les utiliser pour son salut, vous les avez utilisés pour l'asservir. Au lieu d'enlever la chaîne que l'homme portait aux pieds, vous avez augmenté son poids. Cela a un nom au jeu, cela s'appelle tricher. Oui, vous avez triché avec les règles de votre propre jeu. Oui, je vous accuse de trahison et de tricherie et moi je ne joue pas avec les traîtres et les tricheurs.

- L'accusé pour le moment, ce n'est pas moi, c'est toi.
- Mais puisque vous ne pouvez pas me dire ce dont je suis accusé, moi je vous dis ce dont je vous accuse.
- Si tu pense que pour te défendre il faut attaquer, accuser à outrance les autres, tu te trompes lourdement, tu es un mauvais avocat.
- Peu importe. Ce qui est essentiel, c'est que vous compreniez ce que je vous dis. Et je vous le dis sans colère, sans passion. Mais il faut que vous le sachiez: comme le mien, votre règne est terminé. J'accorde que le roi et les oppresseurs ont la même sanction de l'histoire: condamnés à mort. Alors, entre condamnés à mort, on peut se dire sans crainte toutes les vérités. On peut exprimer librement ses dernières volontés sans crainte. Rédiger librement son testament. Considérez donc ce que je vous dis comme étant le mien.

Vous êtes des tricheurs. Vous trichez avec tout le monde, vous trahissez tout le monde. Chose grave: non seulement au nom de la civilisation occidentale vous pietinez, vous humiliez, vous opprimez, vous réprimez, vous exploitez, vous niez la liberté des autres peuples, mais vos propres peuples, qu'en avez-vous fait ? Des esclaves.

END OF EXAMINATION

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

2004 ACADEMIC YEAR END OF THE FIRST SEMESTER EXAMINATIONS

FR 431 - PAPER I (THEORIE)

Répondez à toutes les questions;

SECTION A

1. (a) Qu'est-ce que traduire?
(b) Sur quels plans la traduction s'exerce-t-elle?
(c) Qu'entendez-vous par les termes: (i) unité simple (2) unité diluée (3) unité fractionnaire?
(d) Trouvez un exemple pour chaque terme ci-dessus (c)
2. Identifiez et expliquez les problèmes qu'on rencontre lorsqu'on traduit d'une langue à l'autre.
3. La traduction est-elle un art ou bien une science? Expliquez.
4. Quelles sont les techniques de traduction qui aboutissent à la traduction oblique?

SECTION B – (Analyse)

1. Etudiez les deux textes et identifiez les phrases traduites en employant la **transposition** comme technique.
2. Les deux langues ne peuvent pas toujours avoir une traduction exacte. Trouvez des exemples de (a) compensation
(b) perte ou gain
(c) économie lexicale
(d) amplification du message
3. Le message de la dernière phrase de poème "il dort du grand sommeil nègre" est mieux compris par un public francophone que par un public anglophone. Quel jeu linguistique Senghor a-t-il réussi à employer pour terminer son poème?
4. Quelles parties de cette traduction ne vous paraissent pas correctes ou fidèles à l'original? Expliquez votre opinion.

FIN

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2004 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATION

H231: HISTORY OF MODERN AFRICA: 1750 TO 1900

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

1. Critically assess the geography and environment as principal resources of prehistoric Africa. How did it affect and influence the development of African history?
2. Comment on the Euro-centric views that painted a static and distorted picture about African societies up to 1950s. How can African history recover from the above criticism?
3. What do you understand by the term 'Stateless Societies'? Discuss the social and economic systems of stateless societies on the eve of the Partition of Africa, and then assess their reaction towards the colonial intruders.
4. Examine the growth and development of towns and cities in pre-colonial Africa.
5. Discuss the different factors that led to the colonization of Africa during the period 1885-1902. State these factors according to their degree of contribution in bringing about the above stated events. List them in descending order, that is, from the most important factor to the least one.
6. The 'Mineral Revolution' led to the development of a powerful white state in South Africa. Comment.
7. How important was the act of 'Primary Resistance' that was put up by African societies? In your view how effective was the struggle of Muslim rulers in resisting the European intruders?
8. Explain the different procedures of colonization of Africa by the French, British and Portuguese. How did King Leopold II of Belgium manage to occupy a territory in Africa?
9. To what extent did natural disasters disrupt African societies in the late nineteenth century? How did the affected societies respond to the natural disasters?

END OF EXAMINATION

**UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2004 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS**

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H335 : HISTORY OF MODERN INDIA: 1857 TO 1947

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

1. Would it be justified to argue that English education and westernization were essential requirements for the Indian culture and political upheavals between 1820-1857?
2. Which major causes fueled the 'Sepoy Mutiny' in India? What were the most important results of the mutiny?
3. What was the significance of the Indian 'Princely States' in India during the British Raj? To what extent did the British practice the policy of non-interference with them?
4. British colonial rule is generally considered to have contributed to the rise of nationalism in India up to 1914. Comment on this.
5. World War One had some of appalling consequences on British colonies such as India? How seriously did the World War One affect India?
6. Who should be held responsible for the partition of India at the time of her independence in 1947? Was it possible to avoid having a divided India?
7. Upon his return to India from South Africa in 1915, how did Mahatma Gandhi organize a mass movement in India against the British rule, which led to independence? Discuss.
8. How did India perceive World War Two? Assess the 'Quit India Movement' historically, which had taken place during the same period.
9. India's independence had a significant impact worldwide. To what extent did it influence Africa's struggle for independence from colonial rule?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
UNIVERSITY FIRST SEMESTER EXAMINATIONS- JUNE 2004

H411: LAND AND LABOUR IN CENTRAL AFRICA, 1750-1900

TIME: THREE HOURS

INSTRUCTION: ANSWER THREE OF THE FOLLOWING QUESTIONS

1. Some scholars have argued that the Atlantic slave trade increased the exploitation of female labour in nineteenth-century Central Africa. Do you agree?
2. What role did territorial cults play with respect to ecological preservation and labour mobilization in Central Africa in the 19th century?
3. In what ways did the integration of Central Africa into the world economy in the nineteenth century transform local understanding of disease and medicine?
4. Account for the major innovations that occurred in agriculture and hunting in nineteenth-century Central Africa.
5. In what ways did early colonial rule affect land acquisition and use in Central Africa?
6. Discuss the impact of colonial policies on ecology in **any** part of Central Africa between ~~and~~ 1890 and 1900.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY FIRST SEMESTER EXAMINATIONS – JUNE 2004

H 435

SURVEY OF THE HISTORY OF THE UNITED STATES OF AMERICA

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

1. In what way could the emergence of the United States of America be considered a product of the modern era in Europe?
2. With specific examples, discuss the view that religion was one of the key factors in peopling of the North American continent in the seventeenth and eighteenth centuries.
3. “Imperial historians concluded that the colonists prospered under a system that was liberal and enlightened, that the benefits of Britain’s Navigation laws outweighed the burdens, and that the mother country was justified in taxing Americans after 1763 because largely British arms and money defended the colonies during the French and Indian War”. Why then did American colonies seek independence from Britain?
4. Why do some historians consider Reconstruction as having been a tragic era?
5. How did the American government react to the effects of the Great Depression? How did the American public receive this reaction?
6. Compare and contrast the United States of America’s stance in the first and second world war.
7. To what extent did the Civil Rights Movement in the United States of America improve the situation of African Americans?
8. Discuss the view that the United States of America has never had an African policy.
9. Analyse the limitations of America’s quest for global dominance.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY FIRST SEMESTER EXAMINATIONS-JUNE 2004

H441: HISTORY OF RUSSIA, 1861-1945

TIME : THREE HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

1. Examine the role revolutionary intellectuals played in the Reform movement in Russia.
2. Was the Duma system of representation a genuine attempt by the Tsar to democratise Russian society?
3. Why is there so much controversy in Russian/Soviet Union historiography?
4. Why were there two Revolutions in Russia in 1917?
5. Was the 1861 Peasant Reform genuine or fraudulent?
6. Critically examine the role Lenin played in the Revolutionary movement in Russia.
7. What was War Communism? What do you think prompted the Bolshevik Party to adopt it?
8. Examine the New Economic Policy (NEP) programme vis-à-vis the implementation of socialism in Russia. Did Lenin depart from classical Marxism when he initiated the NEP programme?
9. Account for the Bolshevik victory in the 1917 Revolution.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
UNIVERSITY FIRST SEMESTER EXAMINATIONS, JUNE-JULY, 2004

H491

HISTORICAL RESEARCH AND METHODOLOGY

TIME: THREE HOURS

ANSWER: THREE QUESTIONS ONLY

1. Critically discuss and evaluate the sources you would use to reconstruct the pre-colonial and colonial history of Zambia.
2. Which centres do you consider to be sources of historical data in Zambia?
3. What is a research proposal? What are the basic elements of an ideal historical research proposal?
4. What do you understand by fieldwork? What measures should one embarking on fieldwork take before going into the field?
5. What institution is the National Archives of Zambia?
6. Examine some trends in African historiography

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY FIRST SEMESTER EXAMINATIONS-JUNE 2004

H931: HISTORY OF SOUTHERN AFRICA TO 1880

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

1. Assess the value of archaeological evidence to historians in their quest to reconstruct the history of African societies prior to European intrusion in Southern Africa.
2. Why is there so much controversy in Southern African historiography?
3. What do you think prompted Moshoeshoe to invite Christian missionaries to his Basuto nation?
4. How significant were ecological factors in the emergence and expansion of the Zulu nation in the 19th century?
5. Critically examine the Euro-centric theories that attempted to explain Shaka's rise to power.
6. Critically evaluate the "pull and push" factors that exacerbated the Afrikaner exodus of the 1830s. How significant was this Afrikaner trek?
7. Critically explore the ramifications of labour migration on rural African families in Southern Africa.
8. Do you agree with the assertion that "the mineral revolution in South Africa benefited the country and all its peoples"?
9. Do you agree with Colin Bundy's application of the rise and fall theory to the African peasantry in South Africa?

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
UNIVERSITY FIRST SEMESTER EXAMINATIONS- JUNE 2004**

H945: THEMES IN WEST AFRICAN HISTORY

TIME: THREE HOURS

INSTRUCTION: ANSWER THREE OF THE FOLLOWING QUESTIONS

1. Discuss the major sources of West African history and show their merits and demerits?
2. Account for the intellectual revolution that swept across West Africa in the 19th century.
3. To what extent would you say that the commerce that replaced the Atlantic slave trade in nineteenth-century West Africa was "legitimate trade"?
4. Critically discuss African reactions to the European partition of West Africa in the 19th century.
5. It has been asserted that Blaise Diagne was no more than an agent of French interests during and after the First World War. Do you agree?
6. What major challenges did independent West African states face in the 1950s and 1960s?

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
UNIVERSITY FIRST SEMESTER EXAMINATIONS—JUNE 2004**

H995: THEMES IN EAST AFRICAN HISTORY •

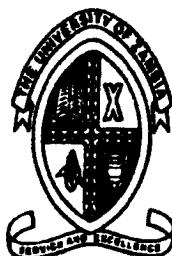
TIME: THREE HOURS

INSTRUCTION: ANSWER THREE OF THE FOLLOWING QUESTIONS

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1. Critically consider the archaeological evidence on which East Africa is regarded as the Garden of Eden.
2. What were the reactions of the Kingdoms of Buganda and Bunyoro to European intrusion in the second half of the nineteenth century?
3. Assess the significance of Zanzibar in Arab activities in East Africa and relations with Britain in the second half of the nineteenth century.
4. To what extent did Christian missionaries serve as vanguards of British occupation of Uganda during the Partition of Africa?
5. What were the main policies of Germany in Tanzania up to 1916? Show the reactions of Africans to these policies.
6. Consider the significance of **either** the Devonshire Declaration in Kenya **or** Sir Donald Cameron's governorship in Tanzania in the interwar period.
7. Discuss the British policies on closer union movement in East Africa during the inter-war era. What were the responses of the main racial groups in the region?
8. Critically compare and contrast the anti-colonial protests in Kenya and Tanzania between 1918 and 1954. *Crooks*
9. Using any one colony in East Africa demonstrate how Britain responded to the rise of African Nationalism after the Second World War.
10. Assess the significance of **either** the Tanganyika African National Union in Tanzania **or** the Kenya African Union in Kenya.

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS – JUNE/JULY 2004
(INTERNAL STUDENTS)

LAL211 – THE STRUCTURE OF BANTU LANGUAGES

TIME ALLOWED: Three (3) hours

INSTRUCTIONS: There are two sections: A and B. Answer six (6) questions in all as follows: three (3) questions from Section A and three (3) questions from Section B. Do not answer questions from the same Section in the same booklet.

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

SECTION A

1.
 - (a) Explain the origin and scope of the term 'Bantu' in such phrases as 'Bantu languages' and 'Bantu culture'.
 - (b) Name any ten (10) Bantu-speaking countries.
 - (c) Explain and evaluate J. H. Greenberg's and M. Guthrie's theories of Bantu origin and spread.
 - (d) J. H. Greenberg's classification of the African languages is a genetic, or genealogical, classification while M. Guthrie's classification of the Bantu languages is, basically, typological. Explain the phrases (i) *genetic classification*, or *genealogical classification*, and (ii) *typological classification*.
 - (e) Name the four language families in J. H. Greenberg's classification of the African languages and say where Bantu languages are in this classification.

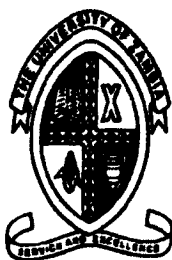
2. (a) Using M. Guthrie's Classification of the Bantu Languages', Nyanja is referred to as N31a. After explaining what this means, give the codes for the following languages: Bemba, Lozi, Lunda, Luvale, Tonga.
- (b) Write brief notes on the following:
 - (i) Proto-Bantu X
 - (ii) Starred form
 - (iii) Segmental and suprasegmental phonemes
 - (iv) Minimal pair
3. (a) With examples from Proto-Bantu and Bantu, explain what is meant by 'etymon' and 'reflex' in historical linguistics..
- (b) With examples from a Bantu, compare and contrast allophonic rules and morphophonological rules.
4. With examples from either Bantu comparative linguistics or Bantu synchronic linguistics, explain the following:
 - (a) Spirantization
 - (b) Lateralization
 - (c) Deletion
 - (d) Gliding.
5. (a) Two vowel systems have been reconstructed for Proto-Bantu. Give in a chart one of these vowel systems'
- (b) Give in a chart all the Proto-Bantu non-vowel segments, i.e. consonants and semivowels, as reconstructed by M. Guthrie.
6. With examples, name, explain and exemplify:
 - (a) Any two (2) diachronic phonological rules in Bantu
 - (b) Any two (2) synchronic phonological rules in Bantu
7. With examples, give an account of Bantu syllable structure in not more than one (1) page

SECTION B

8. Name one linguist who used the term "Proto-Bantu". With examples, show how the nominal prefixes as reconstructed by that linguist differ from the nominal prefixes of a Zambian language of your choice.
9. What is a word class? Using examples from a selected Zambian language, identify any ten (10) word classes in Bantu.
10. With examples from Zambian languages, discuss the semantics of the Bantu class system.
11. Define what is meant by a subclass in Bantu linguistics. Prove that a subclass is an integral part of a nominal class.

12. Draw a line of demarcation between Bantu augment languages and Bantu non-augment languages.
13. With specific examples, write an account of the morphological structure of genitive pronouns in Bantu.
14. Question words in Zambian languages are similar to each other. Discuss with concrete examples

E N D



THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS – JUNE/JULY 2004

LAL311– THE PHONOLOGY AND MORPHOLOGY OF A ZAMBIAN LANGUAGE

TIME ALLOWED : Three (3) hours

INSTRUCTIONS : There are two sections: A and B. Answer six (6) questions in all as follows: three (3) questions from Section A and three (3) questions from Section B. Do not answer questions from the same Section in the same booklet.

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

SECTION A

1. Write brief notes on the following:

- (a) GRZ-approved orthography for the so-called seven Zambian 'regional official languages' (ROLs)
- (b) orthography recommended by The Centre for Advanced Studies of African Society (CASAS) for African languages spoken in Malawi, Mozambique and Zambia;
- (c) International Phonetic Alphabet (IPA) and 'Africa' Alphabet;
- (d) orthography standardization and orthography harmonization;
- (e) phonetic transcription and phonological transcription.

2. Write:

- (a) a phonetic chart and a phonemic chart of vowels in a selected Zambian language;
- (b) a phonetic chart and a phonemic chart of consonants in a selected Zambian language;

3. Phonological rules are of two types, namely: allophonic rules and morphophonological rules. With examples, explain what this statement means.
4. A distinction is made between segmental phonology and suprasegmental phonology. Discuss.
5. Write brief notes on the following:
 - (a) minimal pair
 - (b) complementary distribution
 - (c) Plateau Tonga and Valley Tonga
 - (d) dialect
 - (e) phonotactics
6. With examples from at least one Zambian language, name any two (2) phonological rules

SECTION B

7. What is a zero morpheme? Discuss the concept of zero morpheme in a selected Zambian language.
8. With examples from various Zambian languages, define the following terms discussed in connection with the Bantu class system:
 - (a) pejorative
 - (b) augmentative
 - (c) sub-class
 - (d) loan-word
 - (e) locative
9. What is meant by grammatical agreement? Discuss with examples from Zambian languages.
10. Define the following terms and exemplify in Zambian languages:
 - (a) deletion
 - (b) coalescence
 - (c) vowel harmony
 - (d) nasal harmony
 - (e) CV structure
11. Translate into a selected Zambian language the English "*we shall run for them*" and make of morphological analysis of the form obtained in the Zambian language

E N D

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

**SECOND SEMESTER FINAL EXAMINATIONS
JUNE – JULY, 2004 ACADEMIC YEAR**

**LAL 321: APPROACHES TO AND RESEARCH METHODS IN AFRICAN
ORAL LITERATURE**

TIME: 3 Hours

WEIGHT: Examination counts 50 of the Total course

INSTRUCTIONS TO CANDIDATES:

1. Answer **Three** (3) questions in all: One from each Section A, B and C.
 2. All Texts given in a Zambian language must be translated into English
-

SECTION A: THEORY

1. Mention in detail five (5) disciplines in which oral literature is utilised to get information in order to enhance knowledge.
2. How did two (2) of the four (4) exponents contribute to the analytical study of folklove?

(a) Herald Scheub	(c) Vladimir Propp
(b) Anti Aarna	(d) Denise Paulme
3. Discuss the roles played by story-telling in your society.

SECTION B: PROVERBS, SAYING AND RIDDLES

4. From your study of proverbs, discuss by examples the linguistic structure of proverbs, and five (5) functions or roles played by proverbs.
5. (a) What are riddles?
(b) Explain four (4) types of riddles
(c) Give the formats of riddling in your language
(d) Give four (4) functions of riddles in your society
6. Explain how economics, history and geography affect the imagery of riddles and proverbs.

SECTION C: CULTURAL AND CIVILISATION

7.
 - (a) Explain what culture is.
 - (b) What is civilisation?
 - (c) Give six types of culture and explain how a person gets socialised and psychologically acculturated.
8. Explain what sociofacts and artefacts are and how they are enhanced by oral literature in a society.

END OF EXAM

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2003-2004 ACADEMIC YEAR FIRST SEMESTER FINAL
EXAMINATIONS: M.A. IN LINGUISTIC SCIENCE**

LIN 5101 ADVANCED SOCIOLINGUISTICS

Time: Three (3) hours

Instructions: 1. Answer FOUR questions

2. Each answer carries equal weight

3. Appropriate EXAMPLES will receive credit

**4. Candidates should have with them a copy of
their own 'Sociolinguistic Profile'.**

-
1. What are the chief features of early variationist theory and practice (as developed for example by William Labov) and how has this approach been modified by later researchers ?
 2. How does your own sociolinguistic history (as described in your Sociolinguistic Profile) as a member of a multilingual society illustrate the importance of **attitudes** to languages as determinants of, or influences on, language behaviour ?
 3. Why can there be no *linguistic* distinction between a 'dialect' and a 'language' ?
 4. Is the development of a **standard** variety of a language necessary or even inevitable in a literate society ?
 5. "The individual creates for himself the patterns of his linguistic behaviour so as to resemble those of the group or groups with which from time to time he wishes to be identified, or so as to be unlike those from which he wishes to be distinguished." (Le Page & Tabouret-Keller, 1985) Comment on this view of speakers' language use.
 6. What can happen when two or more languages come into contact ?
-

LT 5121 LITERATURE AND GENDER

Instructions to Candidates

- ## Section A Compulsory

² The souls' guide, usually to the place of the dead.

Denise Levertov in Norton Anthology: Literature by Women pp 1864.

- a. i. Discuss the idea of the wild zone as expounded by Shirley and Edwin Ardener.
- ii. Does the concept apply to the poem above? ■
- b. What title would give this poem? Why?
- c. Broadly work out gender the issues in the poem.
- d. Discuss:
 - i. ... while dubiously
 we mother man in his doubt! (Lines 2 and 3)
 - ii. Stanza 2, 3 and 4
 - iii. Whorishly with the psychopomp
 we play and plead - and say
 nothing of this later. (Lines 16 - 18)
- e. Why do you think the poet left ... *And our dreams*, ...hanging in stanza 6 instead of moving it to stanza 7.

Section B

1. Compare and contrast. Sophocles 'King Oedipus' and Ngugi's **Devil on the Cross**.
2. Account for gender concerns in **The Odyssey** and in 'Antigone'
3. Show developments in gender attitudes from Homer's time to Aristophane's *Lysistrata*.
4. Compare and contrast the gender concerns of the **Iliad**, in celebrating of my uterus' and **Things Fall Apart**.

Section C

1. Relate the concept of the wild zone to any two texts you have read in this course.
2. Show the role of feminism in any two texts you have studied in this course?
3. What do you understand by Gender in literature? Answer this question by making an exegesis of any two works you have read in this or other literature courses.
4. In what ways do modern European Female writers differ from Modern African Female writers?

End

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

FIRST SEMESTER EXAMINATIONS JUNE 2004

LTE: LITERARY THEORY AND CRITICISM

TIME: Three Hours

INSTRUCTIONS: ANSWER FOUR (4) QUESTIONS IN ALL MAKING SURE THAT YOU ANSWERS AT LEAST ONE QUESTION FROM EACH OF THE SECTIONS AND THE FOURTH FROM ANY OTHER. CANDIDATES MAY BRING INTO THE EXAMINATION ROOM A COPY OF AN ENGLISH DICTIONARY AND PRIMARY TEXTS USED IN THE COURSE.

SECTION A

1. **The Tempest** has only limited action. What attraction accounts for its continuing popularity?
2. Apply to the well-ordered society Aunt Lydia's dictum: "There is more than one kind of freedom ... freedom to and freedom from". In Gilead, what dividing lines separate freedom from fascism, patriotism from zealotry, duty from subservience, godliness from fanaticism?
3. Discuss Toni Morrison's insistence that, because of the authoritarian control of the slave master, Sethe's children "weren't **hers** at all".

SECTION B

4. Discuss Conrad's **Heart of Darkness** using either psychoanalytic criticism or Bakhtinian criticism.
5. Discuss Ngugi's **Devil on the Cross** using either reader Reader-Response criticism or Foucauldian criticism.

SECTION C

6. Give a general outline of the key elements or traits of the theory of deconstructive literary criticism.
7. Give a general outline of the key elements or traits of the theory of the New Historicist literary criticism.

END OF THE EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF MASS COMMUNICATION
FIRST SEMESTER EXAMINATION
HISTORY OF MASS COMMUNICATION

MC 101

23 JUNE 2004

TIME: THREE (3) HOURS

INSTRUCTIONS:

SECTION A - COMPULSORY

SECTION B – ANSWER ANY FOUR (4) QUESTIONS

SECTION A: ANSWER ALL QUESTIONS (40 MARKS)

1. Write brief explanatory notes on the following,

- (a) Sauce-Pan Special
- (b) Wireless Telegraphy
- (c) Editorial Policy
- (d) Sheet-fed-Press
- (e) Censorship

(5 Marks)

2. Outline the factors that led to the development of interpretative journalism?

(5 Marks).

3. Describe the main characteristics of Yellow Journalism? (5 Marks).

4. Why did the Colonial and Federal governments establish radio in Northern Rhodesia? (10 Marks)

5. Explain the contents of the first Amendment Act of U.S.A. (5 Marks)
6. Compare and contrast the church press in Zambia before and after independence? (5 Marks).
7. Discuss the role of the “white” press in Zambia in the pre-independence era? (5 Marks).

SECTION B: ANSWER ANY FOUR (4) QUESTIONS

8. Compare and contrast the first American newspapers with the first Zambian newspapers. (15 Marks).
9. Give a detailed account of the Peter Zenger Trail and its importance. (15 Marks).
10. Show how the proposed Press Council Bill could have stifled press freedom in Zambia. (15 Marks).
11. Give a step-by-step account of the government attempts to publish newspapers for the African readers before independence. Which newspapers did the government publish and what were their characteristics? (15 Marks).
12. Compare and contrast the editorial writing of Dunstan Kamana with that of Richard Hall. (15 Marks).
13. Describe radio under Kaunda and Chiluba’s governments. (15 Marks).

END OF EXAM

THE UNIVERSITY OF ZAMBIA

UNIVERSITY FIRST SEMESTER EXAMINATIONS – JUNE/JULY 2004

MC 201

INTRODUCTION TO PRINT MEDIA REPORTING

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THE QUESTION IN SECTION A WITHIN ONE AND A HALF HOURS, AND THEN ANY TEN (10) QUESTIONS FROM SECTION B.

SECTION A

1. Attached to this examination paper is a copy of a synthesis of an evaluation exercise of The 2001 Tripartite Elections published by PANOS Southern Africa. Assuming that the Report has just been released today, write a news story for *The Lusaka Star*. The story should be exactly ten (10) paragraphs long, including the intro. (40)

SECTION B

2. First define news and then describe how it is developed. (6)
3. Two schools of thought exist on how much to pack the intro with facts. State the three axioms that both camps subscribe to. (6)
4. The interview and press conference both provide a journalist with information. What are some of the similarities and differences between the two? (6)
5. In order for an interview to be successful, there are certain things that an interviewer should observe. List at least six interview tips. (6)
6. Whether it is a three-paragraph item or a Sunday feature article, the story is always carefully put together. What are the rudiments of the well-crafted story? (6)
7. A news story isn't worth much if readers can't understand it. How do you make a news story understandable? (6)
8. In news writing, there are three major areas that result into bad intros. List and briefly describe them. (6)
9. It is often argued that news writing is generally a *young person's* profession. Why is this so? (6)
10. Generating news ideas does not come easy to some people. List six suggestions for searching out ideas. (6)
11. Each news beat, requires different rules and methods of preparation. List the five rules for covering speeches. (6)

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2004 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS**

**MC 211
RADIO PRODUCTION I**

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

DURATION: THREE HOURS

SECTION A

1) Write explanatory notes on the following:

- (a) voicers
- (b) sound effects
- (c) spot interview
- (d) non-duplication rule
- (e) dynamic mic

(5 marks)

2) Briefly differentiate between a “news issue” and a “news event”.

(4 marks)

3) Briefly define the different types of news leads.

(3 marks)

3) What are the five points at which mistakes in accuracy commonly occur?

(5 marks)

4) What are the five principles of interviewing?

(5 marks)

5) The increase in competition and the success of FM led to three basic changes.
Mention these changes.

(3 marks)

6) Why is the use of the following when writing for radio not encouraged ?

- (a) long words
- (b) too many adjectives
- (c) long sentences
- (d) difficult words
- (e) passive verbs

(5 marks)

7) Outline the radio production process.

(5 marks)

8) Which two microphones are best suited for television newsgathering and not radio?

(1 marks)

9) Sound can be used for many purposes and effects: Mention four purposes.

(4 marks)

SECTION B (Answer three questions ONLY. Question 1 is compulsory)

1) Write a broadcast story from the following sports story:

The Zambia Tennis Association southern region will this weekend host a two day madalas tournament at the Lusaka golf club.

ZTA south secretary Oliver Mulenga said the tournament was targeting mainly people over 35 years and not involved in active tennis. Mulenga said the tournament was intended to create a rapport with the participants who were mainly executives of companies. "We thought of enhancing our relationship with these people who are usually busy and cannot get actively involved with the running of the game. With their input they can help us run the organization," he said. Mulenga said that participation fee was K50,000 and were expecting 40 participants.

(20 marks)

2) What are the ten issues that affect news judgement ? Explain with examples.

(20 marks)

3) With the use of examples explain the ten journalistic traits.

(20 marks)

4) Define and in detail explain the three major types of interviews.

(20 marks)

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2004 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS

MC 221: Theories of Mass Communication

Time: Three hours

Instructions: There are two sections in this paper. Answer **all** questions in section A and choose **only three** in section B.

SECTION A (Each question in this section carries 2 marks)

1. Why is Human communication more effective than Mass Communication?
2. How does "displacement" work in Mass Communication?
3. Why is communication regarded as a social function?
4. State the difference between Semantic and Mechanical noise.
5. Give two advantages which Cable Television has over the Microwave broadcast system.
6. Give two functions of a downlink.
7. Give an example of the "evidence" of the power of the media manifested during the first and second world wars.
8. What is the importance of a scrambler in Cable Television transmission?
9. State only two reasons why pictographs were important to early human beings.

10. In the two-step flow model, who is a “sponge?”

SECTION B

Choose only **three questions** from this section.

11. State the five main functions of Mass Communication, explaining how each one works. (10 marks)

12. When Ganizani of Lusaka arrived home from UNZA, he found a neighbour's house on fire. Ganizani did not, however, react fast to call the fire brigade until a minute or so later.

What could have contributed to Ganizani's delayed reaction to call the fire brigade? (10 marks).

13. Research has shown that more people obey the source's recommendation in mild fear appeal than in high fear appeal. Discuss. (10 marks).

14. The Paradigm of media effects has two main thrusts, one of which says, "people in audiences construct for themselves their own view of social reality and their place in it." Explain;

(a) How they are able to do this?

(b) How they find their place in it? (10 marks).

15. How can Zambia use the media's multiplier property to enhance development in the nation? (10 marks).

ENDS

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2004 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS**

**MC 311 /125
MEDIA ETHICS**

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

DURATION: THREE HOURS

SECTION A

1) Briefly define the following terms:

- a) ethics
- b) golden mean
- c) public order
- d) egoists
- e) prior restraint

(5 marks)

2) From the perspective of positive theory, the ethical philosophy of African governments can be described as a mix between two philosophies. Name and define the two philosophies.

(5 marks)

3) What is the difference between an “Appollonysian journalist” and a “Jingoistic journalist” ?

(4 marks)

4) What are the four unorthodox ways of newsgathering ?

(4 marks)

- 5) The concern for moral journalism should not be restricted to journalists only but to newsmakers and media consumers. Explain.
(4 marks)
- 6) Why should photojournalists also be subjected to the general journalistic ethics ?
(4 marks)
- 7) Which branch of ethics is based on duties or responsibilities which a journalist believes are owed to: self, media owners, society; human nature; God or Allah ?
(2 marks)
- 8) Briefly explain the ethical issues faced by photojournalists in Africa when covering the following:
(a) human suffering
(b) nakedness
(c) death
(d) accidents
(e) sickness
(10 marks)
- 9) Why is applied ethics considered the problem solving branch of moral philosophy?
(2 marks)

SECTION B (Answer three questions ONLY)

- 1) To what extent does ownership present ethical challenges for journalists? Explain giving examples.
(20 marks)
- 2) What does the protocol of the collective consultation at UNESCO in Paris in a document “Ethical Principles for Journalists and Media” say about the following: Explain with examples.
(a) truthfulness in reporting
(b) fairness of treatment
(c) respect of privacy
(d) balanced reporting
(e) sensationalism
(20 marks)
- 3) After sending one of your reporters on a three day trip with a Mr. Joseph Phiri a highly respected, humble and professional Member of Parliament, he brings back a story of how Mr. Phiri after several beers would end up in a fight. After this same trip Mr. Phiri was however considered a hero because he managed to clinch a deal for Zambia that had been pending for sometime.

- (i) As an editor would you include the information in your story?
 - (ii) Defend your decision using the ethical decision making process. (20 marks)
- 4) As a journalist a Mrs. Mulenga Mulenga the secretary to the Vice President in confidence tells you how her boss distributes half of the relief food meant for the underprivileged to his relatives. Mrs Mulenga however asks you not to disclose her name.
- (a) Would you disclose her Mrs Mulenga's name in your story?
 - (b) Evaluate this case from one of the two moral theories: Virtue OR Teleologist. (20 marks)

END OF EXAM !

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF MASS COMMUNICATION
FIRST SEMESTER FINAL EXAM.
RADIO PRODUCTION I

MC 321

21 JUNE 2004

TIME: THREE (3) HOURS

INSTRUCTIONS:

SECTION A - COMPULSORY

SECTION B - ANSWER ANY FOUR (4) QUESTIONS

SECTION A: ANSWER ALL QUESTIONS (40 MARKS)

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

- (a) Audio
- (b) SOC
- (c) Ionosphere
- (d) Voicer
- (e) Velocity

(5 Marks)

2. Briefly explain what is involved in directing a radio program. (5 Marks).

3. Why is electric current referred to as alternating? (5 Marks)

4. How are the following hand signals given in radio directing?

- (a) Attention
- (b) Stand by
- (c) Speed up
- (d) Thirty seconds to go
- (e) Fifteen seconds to go

(5 Marks)

5. Explain the origination and qualities of sound. (5 Marks).

6. What are the different avenues through which government gets budget money?
(5 Marks)
7. In general what are the responsibilities of the reporter in covering the local Government? (5 Marks)
8. Name and explain the different types of audiences that radio has? (5 Marks).

SECTION B: ANSWER ANY FOUR (4) QUESTIONS (60 MARKS)

9. Outline the procedure for taking a level. (15 Marks).
10. Compare and contrast propagation by ground waves with that of sky waves.
(15 Marks)
11. Describe the activities involved in pre-production. (15 Marks).
12. Between 11 hours and 12 hours the population in Lusaka Metro, which is two million (2,000,000) has access to the following channels

UNZA RADIO	with 250,000 audiences
QFM	With 150,000 audience
PHOENIX	With 300,000 audience
BBC	With 200,000 audience
RADIO 4	With 800,000 audience

Calculate the following figures

- a) PURs
- b) People not tuned in.
- c) SHARE for each channel
- d) RATINGS for each channel
- e) Potential audience for each channel

(15 Marks)

14. (a) what are the guidelines in covering a single element on the budget?

(b) Define the national budget in relation to society

(c) Explain the different levels in which the budget is processed

(15 Marks)

15. Explain in details the strengths and weakness of the following elements of audience research in developing countries

a) Discussion groups

b) Dairy log books

c) Telephone interviews

d) Mailed questionnaires

(15 Marks)

END OF EXAM

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF MASS COMMUNICATION
FIRST SEMESTER EXAMINATIONS
TELEVISION PRODUCTION I
MC 331

INSTRUCTIONS: Answer all questions in section A and three in section B

DURATION: 3 HOURS

SECTION A

Answer all questions

1. Write brief notes on the following
 - a) Show Format
 - b) Gratifications
 - c) Pedigree Information
 - d) Falloff

(5 Marks)
2. What three elements does a storyboard contain?

(5 Marks)
3. Give five characteristics of the audience as a market.

(5 Marks)
4. Compare and contrast the Descriptive and Analytical Survey.

(5 Marks)
5. What major issues does a reporter need to bring out when reporting a Burglary?

(5 Marks)
6. Explain the following and what each can be used for
 - a) Silhouette Lighting
 - b) Cameo Lighting
 - c) Chroma-Key Area Lighting

(5 Marks)
7. What type of information does a schedule contain?

(5 Marks)
8. Explain the technique of cross-keying

(5 Marks)

SECTION B

Answer three questions only

9. Discuss the negative implications of 'new media' to countries like Zambia.
(20 Marks)
10. Discuss the role of the Court Reporter in Zambia
(20 Marks)
11. To adequately perform the task of a television director one needs to play various roles. One of them is that of a psychologist. Discuss the various issues that one needs to take into account to adequately perform this role.
(20 Marks)
12. Discuss the major differences among the three audience research traditions that you know.
(20 Marks)

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2004 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

MC 401: EDITORIAL WRITING

TIME ALLOWED: THREE HOURS

**INSTRUCTIONS: ANSWER ALL QUESTIONS IN SECTION ONE, THE QUESTION
IN SECTION TWO, AND THREE QUESTIONS ONLY FROM SECTION THREE**

SECTION ONE

ANSWER ALL QUESTIONS IN THIS SECTION: TWO (2) MARKS EACH

1. Are newspaper editorials still necessary in this day and age? Explain.
2. It takes a certain amount of courage and conviction to write an editorial. Briefly explain.
3. What influences the **tone** of an editorial?
4. How would you as a writer ensure that the audience has no problem following your line of argument in an editorial?
5. Give four (4) roles of an editorial title.
6. How might the primary role of an editorial in a developed country differ from that in a less-developed country?
7. State the advantages and disadvantages to a newspaper of having signed editorials.
8. For each of the editorial titles below, give the appropriate class or category:
 - (a) "Privatisation or Commercialisation?"
 - (b) "Hang child defilers. Enough is enough."
 - (c) "Graduation Ceremony."
 - (d) "Sata: Stoning glass houses."
9. What do you understand by the stanzas and metres of a poetic editorial?
10. Why do most editorialists prefer to write on current, topical issues?

SECTION TWO

THE QUESTION IN THIS SECTION IS COMPULSORY: 20 MARKS

11. Below is a transcript of a story headlined “HOUSE OF CHIEFS MEMBERS DEMAND K65M AS SALARY”, which appeared as the lead story on page one and ended on page three of *The Post* issue No. 2793, of Thursday, June 10, 2004. Read the story carefully, and then write a 12-paragraph editorial on it. The story reads as follows:

HOUSE OF CHIEFS MEMBERS DEMAND K65M AS SALARY

By Staff Reporters

Members of the House of Chiefs have proposed salaries and allowances of up to K65 million per annum.

But sources at Cabinet Office yesterday said the proposal was in bad faith since members of the House of Chiefs are part-time who should not be entitled to monthly salaries.

According to the proposal, the House of Chiefs chairman is supposed to receive K2.3 million per month as salary, K21.6 million per annum as utility allowance and K16.8 million per annum as special allowance.

The Vice-Chairman is proposed to receive K2.1 million per month as salary, K20.4 million as utility allowance per annum and K15.6 million per annum as special allowance. The members will receive K2 million per month as salary, K19.2 million as utility allowance and K14.4 million as special allowance.

The members will also receive K120,000 sitting allowance per day, with K160,000 per night being subsistence allowance. They have further proposed to get 100 per cent of each member's annual emolument.

The members have also proposed to receive US \$240 per night whenever they are out of the country.

But the source said the traditional leaders are being extravagant because they are part-time members who should not receive a monthly salary.

“What I know is they are only supposed to receive allowances when they sit because they just sit twice a year,” the source said. “But now they are proposing to receive monthly salaries and allowances, for what? This government is reckless when it comes to expenditure and yet they are busy talking about reaching the HIPC completion point. Workers are heavily taxed just to pay chiefs every month even when they are not sitting. Is this fair to the tax payer? Or is this the way the President wants to compromise the chiefs?”

But Clerk of the House of Chiefs Coillard Chibonta expressed ignorance about the proposed figures. Chibonta said he was aware there was a special committee set up to discuss the members' salaries and allowances.

“I am not aware of those figures because the committee has not finalised its proposals,” Chibonta said

He said the special committee would resume sitting after June 18.

Chibonta said all the proposed figures would be subjected to President Mwanawasa's approval because the House had no powers to approve its own salaries and allowances.

SECTION THREE

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

12. Discuss the various techniques of argumentation in editorial writing. Use examples where possible.
13. Discuss in detail the personal and professional characteristics defining the ideal editorial writer.
14. Discuss the various types or forms of editorials and the purposes they serve.
15. Identify the constituent parts of an editorial and discuss their roles in the development and progression of an editorial piece.
16. Imagine that Journalism students at the Evelyn Hone College have invited you to lecture to them on editorial writing skills. Explain in detail the critical points you would advise them to observe both when **writing** and **reviewing** an editorial.

END OF EXAMINATION

UNIVERSITY OF ZAMBIA FINAL EXAMINATIONS

SEMESTER ONE

DEPARTMENT OF MASS COMMUNICATION

Friday June 25, 2004

MC 431 RADIO PRODUCTION 111

TIME 3 HOURS:

ANSWER ALL QUESTIONS IN SECTION ONE

SECTION ONE 40 MARKS.

1. Write briefly on the following elements:
 - a) Motifs
 - b) gratification
 - c) Unities
 - d) Stereotypes
 - e) Irony
 - f) Wit
 - g) Intentional character
 - h) Secondary character
 - i) Selective retention
 - j) Selective perception
 - k) Magic bullet theory
 - l) Point of view

12 marks
 2. Briefly explain the relationship between conscience and structure.

4 marks
 3. How does binary structures and stereotypes work in a drama ?

4 marks
 4. What are the functions of sound effects in a radio drama or story?

4 marks
 5. Name the different types of sound effects that you can use in productions.

4 marks
 6. Explain Banking of knowledge by Ferrir and Augastino

4 marks
 7. Explain the differences between drama **for** the people and drama **with** the people.

4 marks
 8. What elements contribute to making some people more Easily persuadable than others ?

4 marks
-

SECTION 2 60 MARKS

ANSWER ONLY SIX (6) QUESTIONS FROM THIS SECTION

- 9.a)) Name the different structures we learned in class and write a half page paragraph on each.
10 marks.
- 10 . Explain the different types of conflict that you can use in your drama productions.
10 marks
- 11 a) What is the expected scene structure of any drama?
4 marks
- 11 b) State the points on how you can get your audience involved in your drama.
6. marks
- 12 a) What are the functions of drama and story telling in a society?
6 marks
- 12 b) What are the guidelines in the technical preparations for coverage of outside expected events ?
4 marks
13. Your Managing director has challenged you to put back on the market the old sunlight soap. The competition on the market is quite stiff. There are new soaps being introduced every week
- a) Come up with marketing strategy that will effectively address all the 'Ps' of marketing.
- b) Write a radio Commercial that will accompany your marketing strategy.
10 marks
- 14 a) What are the guidelines in writhing a good commercial?
6 marks
- 14 b) Write a PSA based on humanitarian appeal and compliance theory to convince your age mates at campus to go for voluntary counseling and testing (VCT).
4 Marks

15. Stipulate in detail and explain the different types of reference groups and how they affect an individual in the consumption of media products.

10 marks

16. What are the guidelines in writing spot programme?

5 marks

Write a one to two minutes spot programme convincing the public to blood donation.

5 marks

END OF EXAM

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF MASS COMMUNICATION
FIRST SEMESTER EXAMINATIONS
TELEVISION PRODUCTION III
MC 441

INSTRUCTIONS: Answer all questions in section A and three in section B
DURATION: 3 HOURS

SECTION A

1. Write brief notes of the following

- a) Reflector
- b) Hue
- c) Story Board
- d) Defocus
- e) Scanning Area

(5 Marks)

2. Explain the difference between the following and how each of these can be used in television production.

- Mosaic effect and Solarization
- Slide effect and horizontal wipe

8 Marks

3. In the Rotation Effect a picture revolves around either the x-axis, the y-axis or the z-axis. Explain each of these with the aid of simple illustrations.

6 Marks

4. What is a television Gobo? Give an advantage of using a television gobo instead of an electronic key.

5 Marks

5. You are the news producer for the day on Unza Tv and one of the items involves showing an out of- aspect-ratio letter chart. Explain how you will handle this item

5 Marks

6. The Floor plan shows the location of the Scenary and set properties. How helpful is this to a director?

(5 Marks)

7. What major elements does the script show?

(6 Marks)

SECTION B

Answer any three questions

8. Write a critic on two theories that define the Audience as an 'active audience' which you know.

(20 Marks)

9. Discuss how you can positively use television as a socialization tool for teenagers in Zambia?

(20 Marks)

10. The Zambia National Broadcasting Corporation has asked you advise them on how they can produce a television drama programme. What essential advice will you give them?

(20 Marks)

11. An upcoming television station has asked you to give them tips on how they could produce their evening news in relation to set design, presentation of news items, script, lighting etc, What essential advice will you give them.

(20 Marks)

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2004 FIRST SEMESTER FINAL EXAMINATIONS
MC 901: PRINCIPLES OF ADVERTISING

TIME ALLOWED: THREE HOURS

**INSTRUCTIONS: ANSWER ALL QUESTIONS IN SECTION ONE
AND FOUR QUESTIONS ONLY FROM SECTION TWO**

SECTION ONE

ANSWER ALL QUESTIONS IN THIS SECTION: TWO MARKS EACH

1. Distinguish between **readership** and **circulation** in newspaper advertising.
2. Briefly describe the characteristics of a creative advertising idea.
3. Explain the four (4) **primary** functions of advertising.
4. Write a sentence or paragraph each on the following:
(a) advertorial (b) co-operative advertising
(c) testimonial advertising (d) USP
5. Given the following:

COLUMN INCHES

1 – 39,000

40,000 – 59,000

60,000 – 100,000

CONTRACT RATE

K4.00 per col. inch

K3.50 per col. Inch

K3.00 per col. Inch

Calculate the “short” rate where you contract for 70,000 col. inches but use only 50,000 col. inches by the end of your advertising campaign.

6. Give the marketing definition of “product”.
7. Does advertising promote or inhibit media freedom? Explain briefly.

8. Using an illustration, describe the advertising pyramid.
9. State the difference between **demographics** and **psychographics**.
10. Give an advantage and a disadvantage associated with a product being in the pioneering stage.

SECTION TWO

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

11. Describe the various pricing strategies and the role that advertising plays in each.
12. “Effective advertising starts with an understanding of consumer needs and wants.” Discuss, with reference to Maslow’s **Hierarchy of Needs**.
13. Discuss how socialists and capitalists might differ in their perception of the impact of advertising on a nation’s economy.
14. Describe the **product life cycle** and advertising’s role at each stage.
15. “Advertising is nothing but marketing propaganda.” Discuss, with reference to seven propaganda devices, using local examples for illustration.
16. There can be no effective advertising without a thorough analysis of both the market and the product. Discuss.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY FIRST SEMESTER EXAMINATIONS JUNE/JULY 2004

MC 911

PRINCIPLES OF PUBLIC RELATIONS

TIME: THREE (3) hours.

INSTRUCTIONS: ANSWER ALL THE QUESTIONS IN SECTION A,
AND THEN ANY THREE (3) FROM SECTION B.

SECTION A

1. Define ethics and then state why it is important for public relations professionals to be ethical. (8)
2. Discuss the factor or factors that led to the evolvement of the modern management concept referred to as public relations. (8)
3. "Managements of many progressive, modern corporations look upon themselves as institutions with *Social Responsibilities*. What does this mean? (12)
4. Public Relations as practiced today is of comparatively recent origin. Briefly state and discuss the phases that the evolution of the practice has gone through. (12)

SECTION B

5. A large number of public relations professionals work to further the goals and objectives of profit-making organisations. Discuss the primary areas of corporate public relations work. (20)
6. Public relations has no universally accepted definition for various reasons. Why is it difficult to define exactly what the job of public relations is? (20)
7. Discuss the statement "The legal and public relations professions have always had an uneasy alliance." And then state to what extent this position has changed in the recent past. (20)
8. A person entering public relations may develop a career in numerous areas of this increasingly diverse field. Briefly state and discuss the variety of personal traits and skills that bring success. (20)

END OF EXAMINATION

University of Zambia
Department of Mass Communication
2004 First Semester examination
MC 921
Principles of Photography

Time:- Three hours.

SECTION A: Answer all questions in this section. Each question carries five marks

1. Define photography and state what makes it possible.
2. The aperture and the shutter speed control photographic exposure. How is this achieved?
3. What are the functions of the following parts of the camera:-
 - i. The aperture
 - ii. The iris diaphragm
 - iii. The shutter speed
4. There are three priorities that influence the choice of shutter speed and aperture. Explain what these priorities are.
5. Write down the equivalents of the following exposure, using the available shutter speeds and full stops:- f11 @ 125th of a second
6. Why do you need a test strip before printing pictures?
7. Name and explain the two different types of test strips.
8. What are the functions of the following parts of the enlarger:-
 - i) The lens
 - ii) The height control knob
 - iii) The negative carrier
9. What is the difference between a hard negative and a soft negative?
10. What do you understand by tone and contrast in a photograph?

SECTION B: Answer three questions in this section. The first question is compulsory and carries **20 marks**. The rest of the questions carry **15 marks** each

11. Explain the physical and chemical development of photography
12. The photographic process has got several stages. What are these stages and what happens at each stage?
13. Explain the following terms:-
 - i. Focussing
 - ii. Focal length
 - iii. Focal distance

14. What happens when the following actions are taken:-

- i) Stopping down
- ii) Opening up

15. On what occasions would you use the following:-

- i) Wide angle lens
- ii) Normal lens
- iii) Telephoto lens

ENDS.

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2004 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS**

PA 125: INTRODUCTION TO PUBLIC ADMINISTRATION

INSTRUCTIONS:

- 1. ANSWER QUESTION 1 AND ANY OTHER 2 QUESTIONS.**
 - 2. READ THE QUESTIONS CAREFULLY**
 - 3. ALL QUESTIONS CARRY EQUAL MARKS**
 - 4. TIME: 3 HOURS**
-

1. With the help of relevant examples , write short notes on **any three** of the following:
 - (a) Bounded rationality in decision making ✓
 - (b) Generic management orientation
 - (c) Delegated legislation
 - (d) Co-ordination
 - (e) Sphere of competence
2. Drawing examples from Zambia, explain the Politics- Administration dichotomy. In your view, is the dichotomy sustainable? Give reasons to support your view.
3. Explain the budgeting process in Zambia. Using relevant examples explain the factors that can lead to a budget over-run.
4. With the help of relevant examples, discuss Dwight Waldo's Eclectic view of Public Administration.
5. Explain the meaning of citizen participation. Drawing examples from Zambia, what are its benefits and associated constraints?

END OF EXAMINATION

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

**PA 201: NATIONAL GOVERNMENT AND ADMINISTRATION
2004 ACADEMIC YEAR: FIRST SEMESTER EXAMINATION**

DURATION: THREE (3) HOURS

INSTRUCTIONS: ANSWER ONLY THREE QUESTIONS

**OBSERVE CORRECT GRAMMAR AND RELEVANT
ILLUSTRATIONS**

1. Argue for and against SPECIALIST and GENERALIST administrators.
2. Provide an account of what prompted the Kaunda regime to expand the bureaucracy after the attainment of self-rule in 1964.
3. Despite the establishment of the Anti-Corruption Commission, the Leadership Code and the Office of the Ombudsman, including the Task Force, corruption has not been wiped out in the Zambian bureaucracy. Assess why the scourge is proving to be hard to remove and suggest ways and means of resolving the problem.
4. Write notes on:
 - (i) Sovereignty and,
 - (ii) Legitimacy.
5. What message is sent to the scholar of Public Administration and Governance when the existing government becomes dependent on the co-ercive apparatus in governing the country?
6. Assuming you had to submit to the Zambian Constitutional Review Commission the idea that the Cabinet Ministers should be appointed from outside the legislature, what reasons would you give for your idea?
7. Would you agree with the reasoning that Traditional Authority is old-fashioned and should be done away with in Zambia?

The End

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2004 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

PA 321: PRINCIPLES OF LOCAL GOVERNMENT ADMINISTRATION

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER ONLY THREE (3) QUESTIONS

1. The Ministry of Local Government and Housing was allocated 10 billion Kwacha in the 2003 annual budget while 100 billion Kwacha went to expenses that cannot be decentralized such as military spending and debt servicing. Assuming, for argument's sake, that Zambia's annual budget for the year 2003 was 200 billion Kwacha, calculate the Expenditure Decentralization ratio (EDR) and the Modified Expenditure Decentralization ratio (MEDR). Critically assess the extent to which such ratios may be relied upon as measures of decentralization.
2. Write brief notes on the following:
 - The portfolio Committee system
 - The validity of by-laws
 - System strain
 - Modified Expenditure Decentralization ratio (MEDR)
 - Default powers
3. Discuss, in detail, the three forms of **vertical** decentralization. Which of these forms has the potential to promote democratic governance at the local level? Give reasons for your answer.
4. Discuss, in detail, the major characteristic features of a sound financial administrative system of a local authority highlighting especially the importance of the budgetary process and the centrality of the Finance Committee.
5. It is generally argued that decentralizing government administration enhances popular participation. Discuss the three major categories of **benefits** associated with participation and highlight any three potential **obstacles** to participation.

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2004 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS**

PA 341: HUMAN RESOURCE MANAGEMENT

INSTRUCTIONS:

- 1. ANSWER QUESTION 1 AND ANY OTHER 2 QUESTIONS.**
 - 2. READ THE QUESTIONS CAREFULLY**
 - 3. ALL QUESTIONS CARRY EQUAL MARKS**
 - 4. TIME: 3 HOURS**
-

1. Write brief notes on the following methods of employee separation in Zambia:
a) Retirement b) Redundancy c) Resignation
2. Critically discuss the view that "The Human Resource Department is for those employees who cannot make it in other departments."
3. Discuss the concept of Performance Appraisal. How relevant is it to the management of human resource?
4. Explain the concept of job evaluation. Compare and contrast any two methods of job evaluation.
5. Critically discuss the contributions of the Mechanistic, Paternalistic and the Social systems approaches to the understanding of Human Resource Management.
6. Discuss the importance of effective health and safety programmes in a busy manufacturing company.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
PA 411: DEVELOPMENT ADMINISTRATION
2004 ACADEMIC YEAR: FIRST SEMESTER EXAMINATIONS

DURATION: THREE (3) HOURS.

INSTRUCTIONS: ANSWER ONLY THREE QUESTIONS

1. 'Development administration and administration of development can be equated to the chicken and egg type of causation'. Discuss.
2. What characteristics distinguish Organizational Development? In what ways can Organizational Development contribute to the effectiveness of Government Development Agencies?
3. Explain the concept of development planning as a function of public Administration, and point out with examples the salient steps involved in planning.
4. Give a brief account of the role of the state in less developed countries from the de colonization era to the modern times. In your view, is the role of the state in the development process still relevant or not? Why?
5. With the use of examples, explain the process of Decision Making. What factors hinder rationality in Decision Making? How can rationality in Decision Making be improved?
6. Compare and contrast modernization and the contemporary neo liberal theories of development.
7. How relevant is the socialist development strategy to the development prospects of less developed countries?
8. Drawing practical examples from any developing country of your choice explain how the agricultural sector can act as a major source of growth in a developing economy.

----- The End -----

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
PA 411: THEORIES OF DEVELOPMENT
ADMINISTRATION •
2004 ACADEMIC YEAR: FIRST SEMESTER DEFERRED
EXAMINATIONS**

DURATION: THREE (3) HOURS.

INSTRUCTIONS: ANSWER ONLY THREE QUESTIONS

1. What is the relationship between public administration, administration of development and development of administration? Illustrate with examples.
2. The administration of development has always had some serious problems both during colonial and post-colonial rule. Discuss.
3. What is development? Why has the concept of development been re defined from time to time?
4. Explain the role of the bureaucracy (with special reference to senior administrators) in development. What are the challenges facing development administration today?
5. Analyze the assertion that the causes of underdevelopment in a country such as Zambia are externally caused.
6. How relevant are the neo liberal theories to the development prospects of developing countries?

----- The End -----



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

2004 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS

PA955: STRATEGIC MANAGEMENT

TIME: THREE (3) HOURS

**INSTRUCTIONS: SECTION A IS COMPULSORY. ANSWER TWO
QUESTIONS FROM SECTION B. WRITE IN CONCISE
CLEAR GOOD ENGLISH**

SECTION A (20 MARKS)

Read the STEVE KEKANA, AFRICA ONLINE and TIME-WARNER case study very carefully, and then proceed to answer the questions on this section.

Have you heard about AOL in the recent past?

Organizations operate in a turbulent global environment. This situation calls upon strategists to think afresh about their strategic plans and practices. The rapid changes can quickly make yesterday and today's winning strategies redundant. Thus, we see companies wrestling with changing customer values and orientations; increased global competition; environmental decline; economic stagnation and a host of other economic, political and social problems. Key trends/events and forces are also changing the landscape and challenging strategists. These changes include the Information Technology (IT) boom.

To survive in such an environment, companies are entering into collaborative arrangements. These arrangements may range from licensing to alliances. Is Steve Kekana, Africa Online and Time-Warner any different?

In 1992, when Steve Kekana took over as CEO, Africa Online, with only 200,000 subscribers and 250 employees, the company was well behind CompuServe and Prodigy, the two leading on-line services. In early 1993, AOL cut its monthly fee well below what CompuServe and Prodigy were charging and began mailing out massive numbers of diskettes with free trial offers. By early 1995, Africa Online had 1 million subscribers, but still trailed Prodigy (which had 1.5 million subscribers), and industry leader CompuServe (which had over 2 million

subscribers). The company then began offering members Internet and World Wide Web access and kept flooding the market with diskettes, running arresting ads and come-ons, and offering consumers first 10 to 15 free hours to try the service, all the while improving the breadth and quality of the content of its services. By 1997, Africa Online had become the undisputed market leader with 8 million subscribers and offered the online industry's most extensive array of custom features.

In early 2000 Africa Online had solidified its market position the leading online service with 22 million subscribers. The company handled 110 million e-mails, 200 million stock quotes, and 562 million instant messages daily. Other Africa Online brands brought the company millions more sets of eyeballs each day.

Netscape Netcenter had 27.5 million registrants; Digital City, the number one local online network, had more than 6 million visitors each month from 60 countries; and ICQ, the number-one communication community had 53.1 million registrants and averaged 8 million daily users. Over 150 million movie tickets were purchased from AOL's MovieFone website each year.

This combined traffic made AOL the leading interactive Internet medium with more than R4.7 billion in 1999 revenues, nearly R400 million in net earnings, and a market capitalization of nearly R200 billion at year-end 1999. AOL was the world's biggest and most profitable dot-com company.

Much of Africa Online's success was attributable to CEO and Chairman Stephen Kekana's visionary leadership and his efforts to make the AOL online experience and essential and ubiquitous (seeming to be everywhere) component of everyday life. Kekana had long believed that the Internet and interactivity could change the way people communicated, conducted business, stayed abreast of the latest news, and spent leisure hours.

In recent years, Africa Online had created alliances with companies like Sun Microsystems, Motorola, Philips Electronics, Hughes Electronics, 3Com, and Gateway and had acquired such companies as Netscape and ICQ to create an "AOL Anywhere" that could function as a "global medium as central to people's lives as the telephone or television ... and even more valuable."

However on January 10, 2000, Steve Kekana and AOL stunned the business world with an announcement of potentially far-reaching business proportions. That morning, Kekana, Time-Warner Co-Chairmen Gerald Levin and Ted Turner, and other Africa Online and Time-Warner executives held a joint press conference describing plans to merge the two companies. The new company, to be named AOL Time-Warner, would combine one the largest Old Economy media companies with the world's largest New Economy media company to form a company which they said would be positioned to lead the second Internet Revolution and capitalize on the convergence of entertainment, information, communications, and online services. Combined sales of the two companies would approach R33 billion. The company's headquarters would be in Johannesburg.

Some analysts were quick to call the R156 billion agreement to merge AOL's Internet franchises, technology and infrastructure, and e-commerce capabilities with Time-Warner's cable operations, magazine publishing and music business "one of the greatest strategic alliances in the history of the Internet." However, there was considerable concern that AOL Time-Warner would have difficulty integrating AOL's technology-oriented culture with the celebrity-based culture of Time-Warner's motion picture and music production businesses and the non-nonsense culture of its cable business. There was also concern that AOL's buyout price gave Time-Warner shareholders a far-too-rich 71% premium over its market valuation at the time of the merger agreement.

In addition, market analysts disagreed over the proper valuation of the new company – how fast it could grow earnings and what size earnings multiple the new company's stock price reserves. Prior to the merger, Time-Warner's shares traded at a multiple of 14 times EBITDA, which was consistent with multiples of many Old Economy firms, while AOL traded at 55 times EBITDA, which was consistent with the multiples of most growing New Economy firms.

Some analysts were concerned that the new AOL Time-Warner would become an Old Economy company, rather than a more competitively powerful New Economy company since Time-Warner's media properties accounted for about 80% of the combined company's 1999 cash flow. AOL's shares, trading in the R90-R95 per share range in the weeks prior to the merger announcement, subsequently drifted downward to a R55-R65 trading range during March-April, 2000.

QUESTIONS

- (i) What growth strategy is at AOL? On the basis of the case study, comment and characterise AOL's strategic style. In so doing identify and bring out the key elements of AOL's strategy. What was the 1995 repositioning all about?
- (ii) What is Steve's strategic vision for AOL? Clearly state whether you approve of the company's "strategic intent" and justify why a merger with Time – Warner made strategic sense.
- (iii) How well has AOL strategy been implemented? Itemise its successes. What problems or miscalculations do you see?
- (iv) What is a strategic alliance? Briefly discuss at least four (4) reasons why companies enter into strategic alliances.
- (v) Although collaborative agreements are widespread in modern business and have many advantages, still some companies avoid them whenever they can. In your own informed opinion what are some of the problems associated with collaborative arrangements.

SECTION B (30 MARKS)

1. Benchmarking could lead to convergence of strategies of rival companies. What would be the results of this as far as the operational profits of companies is concerned. Using a framework of thinking you are familiar with, discuss.
2. Show why traditional financial measure; such as ROI, EPS, and ROE are appropriate measures for evaluating the corporation's ability to achieve profitability objective. Why do you think analyst now advocate for a broad range of methods to re-evaluate the success or failure of a strategy?
3. Mintzberg (1987) proposes the metaphor of strategy as "craft." He explains that in a world too complex and full of surprises to predict, the strategist need to retain the closeness, the awareness and the adaptability of the crafts-person, rather than indulging in grand long range planning. Discuss the views of Mintzberg on strategic planning.
4. It has clearly been observed and acknowledged that for investments and trade to increase, it is essential that; there is a stable and predictable macro-economic environment, one in which inflation is low, growth domestic product (GDP) is positive, currency is stable and predictable and low manageable interest rates.

In light of the above statement, show how trends in the economic part of societal environment may have an obvious impact on the Agro Food Processing Sector in Zambia.

END OF EXAMINATION

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

**2004 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS**

PH101: INTRODUCTION TO PHILOSOPHY

TIME: THREE HOURS

ANSWER: FOUR QUESTIONS (You must answer at least one question from sections A, B and C and the fourth question from any of these three sections.)

SECTION A: POLITICAL PHILOSOPHY

1. (a) List and explain five key elements of the political philosophy of Plato.
(b) List and explain six criticisms that have been made against Plato's philosophy.
(c) Which of the above criticisms do you find acceptable and which ones do you find unacceptable? Give reasons for your answers.
2. (a) List and explain six similarities between the political philosophies of Karl Marx and John Rawls.
(b) List and explain six differences between the political philosophies Karl Marx and Robert Nozick.
3. (a) Outline the key features of John Locke's political philosophy.
(b) State the criticisms that have been made, or those you can personally have, against Plato's theory.
(c) State any **three** components of Locke's theory which you think can apply to Zambia.

SECTION B: ETHICS

4. According to the widespread traditional practice of “sexual cleansing” or “death cleansing” that is seen to contribute to the spread of HIV/AIDS infections, it is wrong for a widow to enter into a new marriage or sexual relationship with another man before being “sexually cleansed”, that is, before she has had sex with a relative of her late husband to appease the spirit of the deceased. This constitutes a moral judgment.
 - (a) Define what a moral judgment is.
 - (b) Identify and briefly explain a common basis in practical life on which the above moral judgment is made. (Is it intuition or conscience or professional ethics or custom or religion?)
 - (c) State clearly what the interest of **the social scientist** would be in trying to understand the moral behaviour of members of society who engage in the traditional practice of “sexual cleansing” and how this contributes to the spread of HIV/AIDS infections.
 - (d) State clearly what the interest of **the moral philosopher** would be in understanding the moral conduct of members of society who engage in the practice of “sexual cleansing” and how this contributes to the spread of HIV/AIDS infections.

5. Suppose we have two alternatives to choose from in considering the future of education in Zambia. One alternative is to allow education to be free for all people. The second alternative is to charge fees for all forms of education. In deciding which of the two alternatives would be the right one, we are faced with an ethical dilemma.
 - (a) Briefly define what an ethical dilemma is, and show how an ethical dilemma differs from a physical dilemma and a logical dilemma.
 - (b) Clearly demonstrate how a choice between free education and paid education presents an ethical dilemma in considering the future of education in Zambia, taking into account the poor state of the Zambian economy that impacts negatively on government’s revenue base, as well as the high poverty levels in the population that adversely affect people’s incomes.
 - (c) State clearly what, according to utilitarianism, would be the best way out of the ethical dilemma presented by the two alternatives of free education and paid education, given the serious economic problems faced by Zambia and its people.
 - (d) Identify the problems that may be associated with considering the future of education in Zambia from a utilitarian point of view.

SECTION C: PHILOSOPHY OF RELIGION

6. (a) Explain briefly the Ontological, Cosmological and Design arguments for the existence of God.

(b) Do you agree that any of these arguments are adequate? Give reasons for your answer.

(c) State criticisms against each of these arguments.

7. (a) At least **six** explanations have been attempted to explain why there is **evil** despite the fact that God is said to be all-powerful, all-good and all-knowing.
 - (i) List and elaborate each of these **six** explanations and give the criticisms that have been made against each of them.
 - (ii) Which explanation do you find most acceptable? When giving your answer, explain why you reject the criticisms made against it.
- (b) The discussion about **miracles** is one that has fascinated many people.
 - (i) What is the difference between the questions: "Are miracles possible?" and "Do miracles occur?"
 - (ii) Discuss criticisms that have been made against the claim that miracles do actually occur?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND OF SOCIAL SCIENCES

**2004 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS**

PH 221: ANCIENT, HELLENISTIC AND MEDIEVAL PERIODS

TIME: THREE HOURS

ANSWER: FOUR QUESTIONS (Two questions must be chosen from Section A, question 4 from Section B, and one question from Section C.)

SECTION A: ANCIENT PERIOD

1. a) (i) Explain the ideas of each of the three Milesian naturalist philosophers.
(ii) Give a critique of each of their ideas.
b) Heraclitus, Parmenides and Protagoras were three of the pre-Socratic philosophers.
(i) Discuss the main ideas raised by each philosopher individually.
(ii) State what you consider to be their individual influence upon Plato.
2. a) (i) Discuss the three historical portraits of Socrates.
(ii) Which one of them do you consider the most likely? Why?
b) What were the main points of Socrates' defense in the *Apology*?
c) What did Socrates mean when he said "the unexamined life is not worth living"?
3. a) Aristotle held that our world (the sensible world) is the real world, and that change can be explained by act and potency.
(i) Explain the principles of actuality and potentiality.
(ii) Explain how these principles make change possible.
b) What are the 'four causes' identified by Aristotle? Explain with examples.
4. Bertrand Russell writes that the metaphysics of Plotinus begins with a 'holy trinity' which is different from the Christian trinity.
 - a) Describe, in detail, the three members of the Plotinian trinity.
 - b) According to Plato, the soul has three principles of action (or groups of functions).
 - (i) Describe these three dimensions of the soul.
 - (ii) Do you see any connection between the trinity of Plotinus and the three dimensions identified by Plato? Discuss.

SECTION B: HELLENISTIC PERIOD

4. a) Clearly identify the problem of the Hellenistic period that the individual had to contend with following the breakdown of the intimate ties that held citizens together in the Greek city-states after the death of Aristotle in 322 century B.C.
- b) Explain what the philosophic solution to this problem came to be.
- c) Indicate what the major difference is between Cynicism and Stoicism.
- d) State clearly the consequences that the philosophies of moral conduct or consolation had for later social and political philosophy.

SECTION C: MEDIEVAL PERIOD

5. "We are too weak to discover the truth by reason alone", reasoned St. Augustine.
 - a) Explain the sense in which medieval worldview of the church differed from the classical worldview of Plato and Aristotle with respect to the understanding of reality.
 - b) Critically discuss what role, if any, philosophical thinking still had to play in the medieval period.
 - c) Show how St. Augustine employed neo-Platonism to explain his later conception of evil.
 - d) Explain St. Augustine's view of creation as distinct from the classical Greek view.
6. a) State clearly the role played by the Cathedral schools (which later became universities) in the development of Scholasticism.
- b) Outline the six characteristics of Scholasticism.
- c) Briefly explain the problem of universals as expressed in the debate between realists and nominalists.
- d) Show how Thomas Aquinas resolved the problem of universals as expressed by his position of moderate realism.

END OF EXAMINATION

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

**2004 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS**

PH935: PHILOSOPHY OF GOOD GOVERNANCE

TIME: THREE HOURS

ANSWER: FOUR QUESTIONS (At least one question must be chosen from Sections A, B and C and the fourth question from any of the three sections.)

SECTION A

1. (a) Suppose you are a UN observer and tasked to observe the good governance situation of country B. List and explain the specific features you will look at to decide whether there is good governance in country B or not.
- (b) List and explain five features which President Chiluba pointed out in his definition of good governance in the 1999 government good governance document meant for the Paris Club.
- (c) Discuss the origin and misconception of the term 'good governance' and the manner in which it has been applied in Third World countries.
- (d) Explain why it is important to learn not only about good governance but also about the *philosophy* of good governance in Zambia?
2. (a) What is the difference between 'direct/pure' democracy and 'indirect' democracy? Explain your answer.
- (b) List and explain five problems of pure democracy faced by the original Greek understanding.
- (c) What is the difference between the 'rubber stamp' theory and 'trustee' theory of parliamentary representation?
- (d) Which of the theories you pointed out in (c) above do you think better applies to Zambian parliamentarians and why?
- (e) Distinguish between 'democracy as a concept' and 'institutions of democracy', and then explain what some theorists mean when they say that Africa needs its own brand of democracy.

SECTION B

3. "Man when perfected is the best of animals but, when separated from law and justice, is the worst of all". Aristotle accepts that the law must be the ultimate sovereign and not any person whatsoever. Good government must recognize the supremacy of law.
 - (a) Briefly show how Plato's political philosophy is similar to Aristotle's with respect to the view that the state has an ethical purpose or a moral end.
 - (b) Clearly explain Plato's premises for his political conclusion to the *Republic* that philosopher-kings should have absolute authority to rule.
 - (c) Demonstrate, in contrast to Plato's idea of good government, Aristotle's claim that law is what gives the ruler the moral authority to rule. In other words, what moral quality of law gives the ruler the moral authority to rule?
 - (d) Indicate the sense in which Aristotle sees the authority of a constitutional ruler to be different from that of a master over his slave, a man over his family and a physician over his patient as was the case in ancient Greece.
4. "Thomas Hobbes's great error is not his premise that the fear of death or the desire for self-preservation is the first principle of human action but his political conclusion that the only remedy for the state of nature is for men to make themselves subject to the unlimited power of the mighty Leviathan, a conclusion which contradicts his premise. Locke's conclusion – limited government based on the consent of the government – is more true to that premise than Hobbes's conclusion."
 - (a) Critically discuss, according to the above view, the sense in which Thomas Hobbes's political conclusion to his *Leviathan* contradicts his premise. In other words, does the possible threat to one's life presented by other human beings in the state of nature warrant the possible threat to life made possible by the arbitrary authority of one human being?
 - (b) Clearly state Thomas Hobbes's idea of good government.
 - (c) Briefly explain the assumptions underlying John Locke's political conclusion that "government is best that governs least" (that is, limited government).
 - (d) Briefly outline the features of John Locke's idea of good government.

SECTION C

5. (a) Giving **Zambian** examples, define the **three** forms of group differentiated rights as outlined by Will Kymlicka.
- (b) Distinguish between the liberal tradition of individual rights of the 1948 UN Charter and the recent revival of group ethnicity rights. Given this distinction, do you think the Barotse people have any rights to self-government? Explain your answer.
- (c) List and explain **five** arguments put forward in favour of affirmative action for women empowerment.
- (d) List and explain **five** arguments against affirmative action for women empowerment.
6. (a) Outline the key features of the political-religious theory of St Augustine.
- (b) Outline the key features of the political-religious theory of St Thomas Aquinas.
- (c) In your view, do you think that a 'purely secular state' is possible? Give reasons for your answer.
7. (a) With regard to the foundation of rights, define the following:
(i) divine foundation; (ii) natural law foundation; and (iii) legal foundation.
- (b) Outline **four** problems faced by the negative rights view of rights when an attempt is made to put it (the negative rights view) into practice.
- (c) Explain why the **Zambian** government, like many African governments, finds it easy to implement political and civil rights and at the same time has difficulty in satisfying welfare rights for the needy.
- (d) Explain **three** main components of John Rawls political economic theory.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2004 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS
PH 951:ETHICS

TIME: THREE HOURS

INSTRUCTIONS: Answer 7 of the following 10 questions. You must answer questions 1, 2, and 3. From the remaining 7 questions, you can choose any four.

1. There are different kinds of ethical investigations. To which kind of ethical investigation do the following statements belong? (a) to empirical investigations, (b) to normative ethics, (c) to meta-ethics? Explain each answer briefly.
- a. The Bushmen in Southern Africa consider it wrong to marry a person from another tribe.
 - b. Abortion is totally and unconditionally wrong and sinful.
 - c. Many people think that abortion is not wrong if the foetus is not older than three months.
 - d. Many justifications for the judgement "Abortion is totally and unconditionally wrong and sinful" are faulty.
 - e. What John did was morally wrong.
 - f. To say that something is morally wrong *means* disapproving of this action.

2. Consider this case:

John Johnson, as we will call him, was offered a job as a pharmacist in the Westchester County Medical Centre. While taking a pre-employment physical check-up, a nurse recognized him as having taken an HIV test. She told the examining physician who checked Johnson's confidential records and learned that the test was positive. The physician expressed concern that if Johnson worked in the pharmacy, he might accidentally prick himself and contaminate intravenous medications with his blood. The director can decide whether or not he is hiring Johnson.

Suggest possible actions of the director of the medical centre which you consider as: (a) morally right and morally good, (b) morally wrong but morally good, (c) morally right but morally bad, and (d) morally wrong and morally bad. Explain your answer briefly in each case.

3. Consider the following two ethical principles.
- (a) It is morally acceptable for a man to encourage a woman to get drunk in order to have sex with her.
 - (b) It is morally unacceptable for a man to encourage a woman to get drunk in order to have sex with her.

If you were in Rawls's Original Position behind the Veil of Ignorance, which of these rules would you agree to accept as a binding moral rule? Explain your answer.

4. Consider this problem: John can do only one of two possible actions, X or Y. Both affect three persons A, B, and C as indicated in the table (the numbers can be interpreted as measurements of happiness).

	A	B	C	Total
X	+21	+1	-1	+21
Y	+7	+7	+7	+21

As this table shows, both actions have the same overall consequence (+21). According to act utilitarianism, none of the actions X and Y is therefore better. Critics of utilitarianism, however, think that this is not correct because Y leads to an *equal* distribution of the benefits while X does *not*. They think therefore that Y is morally better. Do you agree on this point with the utilitarians or rather with their critics? Explain your answer in *not more* than half a page.

5. Consider these two claims about utilitarianism and ethical hedonism. Explain why both of them are wrong.
- (a) According to utilitarians, an action is right if it maximizes the intrinsic good; if it inhibits the intrinsic good, it is wrong.
 - (b) Ethical hedonism holds the view that pleasure is the goal of life.
6. 'John should not have an extramarital affair with the wife of his friend.'
Give a rule utilitarian justification for this judgement.
7. According to Immanuel Kant, if we want to know whether an action is morally permissible, we must test our maxim by applying the Categorical Imperative. *Explain* the two reasons why we sometimes '*cannot will*' that our maxim becomes a '*universal law*'.

8. Suppose we interpret the "Divine Command Theory" as saying that 'God commands something *because* it is morally right or good'. Explain why this view, even if it is correct, does not show that ethics depends on religion.
9. How can an ethical egoist justify the judgement "I should help my neighbour if he is in need"? Outline a possible argument.
10. Consider this case from a hospital in the USA:

On September 14, 1984, Mr Thomas Engel, a registered nurse, removed the respirator from Joseph Dohr, a seventy-eight-year-old stroke victim at St. Michael Hospital in Milwaukee (USA). Mr Engel said that he himself believed that stopping treatment was the best that he could do for the man and that he felt that it was his moral duty to release Mr Dohr from his disease. Mr Dohr's children, however, disagreed with Mr Engel. They said that he didn't have any right to kill one of his patients.

Let us assume that the description of this case is true. Does this mean that (a) descriptive, (b) normative, or (c) meta-ethical relativism is correct? Explain your answer.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2004 ACADEMIC YEAR FIRST SEMESTER
DEFERRED FINAL EXAMINATIONS

PH951: ETHICS

TIME: THREE HOURS

INSTRUCTIONS: Answer 6 of the following 9 questions. You must answer all three questions from Section A and any other three questions from Section B.

SECTION A

1. Consider these two claims about utilitarianism and ethical hedonism. Explain why both of them are wrong:
 - (a) According to utilitarians, an action is right if it maximizes the intrinsic good; if it inhibits the intrinsic good, it is wrong.
 - (b) Ethical hedonism holds the view that pleasure is the goal of life.

2. Consider this (adapted) Kantian example:

A man needs to borrow money, but he knows that no one will lend it to him unless he promises to repay. But he knows that he will be unable to repay. Therefore he decides to promise that he will repay the money, knowing that he won't be able to do this.

According to Kant, the man's maxim is "Whenever I need a loan, I promise to repay it, even though I know I cannot do so."

- (a) Universalise this maxim;
 - (b) Test whether the man can will that it becomes a universal law;
 - (c) Decide whether it is morally permissible to act like this man.

3. Consider this case:

John Johnson, as we will call him, was offered a job as a pharmacist in the Westchester County Medical Centre. While taking a pre-employment physical check-up, a nurse recognized him as having taken an HIV test. She told the examining physician who checked Johnson's confidential records and learned that the test was positive. The physician expressed concern that if Johnson worked in the pharmacy, he might accidentally prick himself and contaminate intravenous medications with his blood. The director can decide whether or not he is hiring Johnson.

Suggest possible actions of the director of the medical centre which you consider as: (a) morally right and morally good, (b) morally wrong but morally good, (c) morally right but morally bad, and (d) morally wrong and morally bad. Explain your answer briefly in each case.

SECTION B

4. In a philosophical textbook, you can find this explanation of the 'principle of utility:

"The principle states: an action is right in so far as it tends to produce the greatest happiness for the greatest number."

This definition contains some mistakes. Explain them.

5. Suppose we interpret the "Divine Command Theory" as saying that "God commands something *because* it is morally good.' Explain why this view, even if it is correct, does not show that ethics depends on religion.
6. Some critiques of utilitarianism say that the impartiality assumption of utilitarianism demands that parents treat their own children like those of others. But this is, they claim, absurd because all good parents will care especially for their own children; they cannot be neutral between their own children and the children of others. What is your opinion? Must parents be neutral, according to utilitarianism, or is it possible that also act-utilitarianism allows them to care for their own children *more* than for the children of others?
7. Consider the following two ethical principles.
- (a) It is morally acceptable for a man to lie in order to seduce a woman.
 - (b) It is morally not acceptable for a man to lie in order to seduce a woman.
- If you were in Rawls's Original Position behind the Veil of Ignorance, which of these rules would you agree to accept as binding moral rules? Explain your answer.
8. How can an ethical egoist justify the judgement, "I should help my neighbour if he is in need?" Outline a possible argument.
9. According to the meta-ethical theories of (a) naturalism, (b) intuitionism, (c) emotivism, and (c) prescriptivism, what do we do when we make an ethical judgement? Explain by referring to the judgement, "Killing innocent human beings is morally wrong."

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

**2004 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS**

PH985: PHILOSOPHY OF RELIGION

TIME: THREE HOURS

ANSWER: FOUR QUESTIONS (You must answer one question, but not more than two questions from Section A.)

SECTION A

1. (a) Explain the cosmological argument(s) for the existence of God.
(b) Give some of the arguments raised against them.
(c) Give your own opinion about the worth of the arguments.
2. (a) Explain the design/teleological arguments for the existence of God.
(b) Give some of the arguments raised against them.
(c) Give your own opinion about the worth of the arguments.
3. (a) Explain the moral arguments for the existence of God.
(b) Give some of the arguments raised against them.
(c) Give your own opinion about the worth of the arguments.
4. (a) Explain the ontological argument for the existence of God.
(b) Give some of the arguments raised against it.
(c) Give your own opinion about the worth of the argument.

SECTION B

5. For many, religious experience is more convincing than intellectual arguments for a person's commitment to God. On the other hand, claims to religious experience can be notoriously misleading.
 - (a) Explain what is meant by 'religious experience' clarifying between 'special' and 'ordinary' religious experience.
 - (b) Identify criteria that can be used to verify the authenticity of a religious experience.
 - (c) Give your view about the value of religious experience.

6. (a) Explain (not just by giving a formal definition) what is meant by a 'miracle'.
- (b) Explain what is meant by what is being violated in the violation concept of miracle giving an example.
- (c) Give an example (different from that used in 'b' above) of what might qualify as an authentic miracle explaining the criteria that should be involved, and state whether or not it must necessarily involve the concept of violation
7. The free will defense is the strongest argument that has been put forward to try and explain the existence of a good, all-powerful and all-knowing God in the face of natural and moral evil.
- (a) Explain what is meant by the free will defense argument.
- (b) Discuss two arguments that have been put forward against the free will defense argument.
- (c) Explain why you do, or do not find the free will defense argument convincing.
8. It has been said that religious commitment involves far more than intellectual reasoning. Although not being fideists, both Pascal and James held this position.
- (a) Explain what is meant by a "fideist" and his understanding of the role of reason.
- (b) Discuss what Pascal meant by the "sense of the heart" and give your opinion.
- (c) Discuss what James meant by the "will to believe" and give your opinion.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2004 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS

PL115: INTRODUCTION TO POLITICAL SCIENCE

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER THREE (3) QUESTIONS IN ALL: ONE FROM SECTION (A) ANOTHER FROM SECTION (B) AND A THIRD ONE OTHER FROM EITHER SECTION (A) OR (B)

SECTION A

1. Write short notes on **four** of the following:

- a) Political legitimacy
- b) Liberalism
- c) Class struggle
- d) Electoral System
- e) Functionalism
- f) Totalitarianism of the left

SECTION B

1. Using specific examples of your choice critically analyse the advantages and disadvantages of Charismatic leadership.✓
2. Discuss the major obstacles to the enforcement of human rights at the national and international levels.
3. With reference to Zambia analyse the advantages and disadvantages of First-Past-the-Post as an Electoral System.✓
4. Appraise the view that “government of people by the people for the people” is not tenable in modern societies✓
5. Analyse the validity of the statement by David Easton that Politics is about “who gets what, when and how.”

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2004 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS

PL 251: COMPARATIVE POLITICS I
TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS: ONE QUESTION FROM SECTION A, ONE FROM SECTION B AND THE THIRD ONE FROM EITHER SECTION

Section A

1. "The Study of Comparative Government is in a state of flux. Traditionally, it has been preponderantly descriptive rather than problem solving, explanatory, or analytic in its method. It did not lend itself to the development of theories and the testing of hypothesis and the compilation of significant data. It was limited to the description of the forms of Government of foreign political systems."(Macrid and Brown)

Critically analyse the above critique of the traditional approaches to studying comparative politics.
2. Drawing examples from the French and American political systems, critically assess the extent to which the political systems approach is an adequate tool for comparative political analysis.
3. Critically evaluate the strengths and weaknesses of political modernization as a basis for comparing political systems.

Section B

4. Compare and contrast the American Party system with that of France, and in the process also critically analyse the extent to which the political history and political values of each of the two countries have been the most important factors in explaining the differences in the nature and functioning of the respective party systems.
5. Discuss the kind of relationships that interest groups in the United States of America establish with political parties in the performance of their functions, and in the process of doing so also analyse the factors that may account for the differences in the way the interest groups in France relate with political parties in that country.
6. Compare and contrast the executive functions in France and America political systems, and in so doing also analyse the factors that may account for the differences and similarities in the nature and functioning of the executive organs of the two countries respectively.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2004 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS

PL331: INTERNATIONAL TO POLITICS SCIENCE

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER ANY THREE (3) QUESTIONS

1. Discuss the importance of Decision-Making in international Politics.
2. Critically access the role of international organisations in International Politics.
3. Appraise the view that an international order dominated by one superpower is “neither safe, freer nor more just.”
4. Critically analyse the major obstacles to conflict resolution at the international level.
5. Discuss the validity of the statement that American foreign policy is based on on “Realism.”
6. Critically assess the United Nations’ attempts to keep international peace after the end of the Cold-War.
7. Evaluate the importance of “power politics” in understanding International Politics.

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2004 ACADEMIC YEAR
FIRST SEMESTER FINAL EXAMINATIONS**

PL 451: SOCIALIST POLITICAL THEORY I

INSTRUCTIONS

ANSWER THREE QUESTIONS

TIME: THREE HOURS

1. Discuss St. Simon's theory of history, giving special attention to his prediction about what he perceived to be the new emerging political system.
2. Robert Owen is considered to be one of the "utopian" socialists. Analyse the extent to which his theory is utopian.
3. Analyse Fourier's view of the ideal conditions for the worker.
4. With reference to the book, *Utopia* discuss the contribution of Thomas More to socialist thought.
5. It has been argued that normative political theory is to some extent influenced by the prevailing socio-economic order in the political theorist's environment. Discuss this point of view, with reference to one of the utopian socialists whose ideas you have studied.

End of Examination

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2004 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS

PL 931: POLITICS OF SOUTHERN AFRICA I
TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

1. Identify and critically examine the factors that were principally responsible for the eventual collapse of the apartheid regime in South Africa.
2. Critically analyse the factors that led to the MPLA “Second War of Liberation” in Angola that immediately followed the departure of the Portuguese and in the process assess the extent to which this war was a historical necessity in the “struggle against imperialism”.
3. Critically assess the extent to which FRELIMO successfully realised the socialist transformation of postcolonial Mozambique which it had espoused as a liberation movement.
4. Analyse the factors that account for the centrality of the land issue in Zimbabwe’s postcolonial politics.
5. Discuss the extent to which the nature of British colonialism in Northern Rhodesia and that in the Former High Commission Territories was the principal factor that determined the differences in the orientation and ideological outlooks of the governments that replaced the colonial authorities in Zambia and Lesotho respectively.

END OF THE EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2004 ACADEMIC YEAR, FIRST SEMESTER EXAMINATIONS

PS 101– INTRODUCTION TO PSYCHOLOGY I

TIME: THREE HOURS

INSTRUCTIONS: THIS QUESTION PAPER CONSISTS OF THREE SECTIONS. ANSWER **ALL** THE QUESTIONS IN SECTION ONE, **FOUR** IN SECTION TWO AND **ALL** THE QUESTIONS IN SECTION THREE.

COMPUTER NUMBER:

SECTION I: CIRCLE THE ANSWER OF YOUR CHOICE OR FILL IN THE BLANKS ON THE QUESTION PAPER.

1. Which of these professionals is most likely to believe that a person's mental disorder is caused by hidden, unconscious conflict stemming from childhood?
(a) A psychiatrist (c) A clinical psychologist
(b) A psychoanalyst (d) A counselling psychologist
2. A psychologist who examines the relationship between lifestyle and illness is called a(n) ----- psychologist.
(a) industrial (c) clinical
(b) educational (d) health
3. ----- established the first psychology laboratory in 1879.
(a) E.B.Titchner © W. James
(b) B. F. Skinner (d) W. Wundt ✓
4. An early school of psychology asked how and why an organism's behaviour helps it to adapt to its environment. It was called:
(a) structuralism (c) introspection
(b) functionalism (d) behaviourism
5. The proponents of the ----- perspective believe that to understand mind, one must study the nervous system, because all actions, feelings and thoughts are associated with bodily events.
(a) behavioural (c) biological
(b) cognitive (d) psychodynamic

6. Which of the following would be most likely to work with highly mentally disturbed people?
 - (a) Clinical psychologist
 - (b) Counselling psychologist
 - (c) Educational psychologist
 - (d) Health psychologist
7. Which of the following is NOT a characteristic of scientific research?
 - (a) reliance on common sense
 - (b) scepticism
 - (c) precision
 - (d) openness
8. Freud based his theory on studying a small number of particular individuals in great detail. This type of research method is called:
 - (a) survey
 - (b) naturalistic observation
 - (c) experiment
 - (d) case study
9. Naturalistic observation involves:
 - (a) asking people a series of questions
 - (b) conducting an experiment in a natural setting
 - (c) observing subjects in a natural environment
 - (d) giving subjects a series of psychological tests
10. Correlations:
 - (a) determine the causes of behaviour
 - (b) can be expressed on a numerical scale
 - (c) determine if two phenomena are related
 - (d) require research participants to be observed in the laboratory
11. Each of the following is a part of the definition of learning *except*
 - (a) relatively permanent.
 - (b) Change of behaviour.
 - (c) maturation.
 - (d) experience.
12. According to Thorndike's law of effect
 - (a) a conditioned stimulus ultimately produces a conditioned response.
 - (b) behaviours followed by positive outcomes are strengthened.
 - (c) behaviour learned on variable interval schedules is difficult to extinguish.
 - (d) reinforcers should be given immediately after a desired response.
13. A child named Albert learned to fear a rat because the sight of it was paired with a loud frightening sound. Later the child also showed fear of his mother's fur coat. Why?
 - (a) There was no contingency between the noise and the rat.
 - (b) He formed a discrimination for the situations when the UCS would and would not occur.
 - (c) Generalisation occurred from the furry rat to the similar coat.
 - (d) Backward conditioning probably caused him to associate the coat with the noise.
 - (e) Spontaneous recovery occurred following extinction of the fear.

14. B.F. Skinner taught rats to press a bar to obtain a food pellet. To guide the rat's natural behaviour toward the desired behaviour, he used
- (a) shaping.
 - (b) punishment.
 - (c) taste aversion.
 - (d) discrimination.
15. Bwembya had had a rough day, and his son's noisemaking was not helping him relax. Not wanting to resort to scolding, Bwembya lowered his tone of voice and told his son in a serious manner that he was very tired and would like the boy to play quietly for an hour. This approach worked. For Bwembya, the change in his son's behaviour was
- (a) positively reinforcing.
 - (b) secondarily reinforcing.
 - (c) punishing.
 - (d) negatively reinforcing
16. Learned taste aversions, in which humans and nonhuman animals learn to avoid foods that make them sick, are interesting because the time interval between the CS (the taste of the food) and the UCS is much _____ than in most instances of classical conditioning.
- (a) longer
 - (b) shorter
17. Which of the following is an example of operant conditioning?
- (a) A child fears the sight of dogs because she was once bitten by one.
 - (b) A cancer patient feels sick when she sees the hospital where she receives a strong drug treatment.
 - (c) A rabbit blinks its eyelid to a tone that has been paired with shock.
 - (d) A chimpanzee pulls the lever on a slot machine to get banana chips.
 - (e) A boy learns to wake up before wetting the bed, because a full bladder has been paired with a loud noise.
18. I have learned to open my umbrella in order to stop the rain from soaking me. What type of reinforcement led to this learning?
- (a) positive reinforcement
 - (b) negative punishment
 - (c) punishment
 - (d) negative reinforcement
 - (e) extinction learning
19. Chibesa has been afraid of snakes for as long as she can remember, and her mother has the same paralysing fear. Chibesa most likely acquired her fear through
- (a) learning by insight.
 - (b) observational learning.
 - (c) classical conditioning.
 - (d) latent learning.

- (a) learning by insight. (c) classical conditioning.
(b) observational learning. (d) latent learning.
20. At the beginning of the semester many new students spend the first week or so exploring the campus. Later they can often easily locate places they have not been to before. Tolman would suggest that they have formed a(n)
(a) biological predisposition. (c) instinctive drift.
(b) cognitive map. (d) sense of direction.
21. Animals, like people, can learn from experiences, with or without reinforcement. After being carried passively through a maze and being given no reward, rats demonstrated their prior learning of the maze: In later trials involving food rewards, they immediately did as well as rats that had been reinforced for running the maze. The rats that had learned without reinforcement demonstrate
(a) modelling. (c) shaping.
(b) biological predisposition. (d) latent learning.
22. On the first day of class Dr. ~~Mulenga~~ ^{MACHANGWA} tells her psychology students that surprise tests will be given many times throughout the term. Because students can never predict exactly when a test is going to be given, they need to study on a consistently regular basis if they want to do well in the course. Their studying is being reinforced on a
(a) fixed-interval schedule. (c) variable-interval schedule.
(b) fixed-ratio schedule. (d) variable-ratio schedule.
23. Which of the following is an example of observational learning?
(a) A rat presses a bar to obtain a pellet of food.
(b) A dog salivates at the sound of an electric can opener because it has been associated with getting food.
(c) Mwenya does not wear her new hat after seeing people laugh and point at another person wearing a similar hat.
(d) John puts a great deal of money into a gambling machine even though he only wins occasionally.
24. In terms of important contributions to the study of learning, _____ is to observational learning as _____ is to latent learning.
(a) Skinner; Pavlov (c) Rescorla; Tolman
(b) Bandura; Tolman (d) Bandura; Thorndike
25. The type of learning that involves elements suddenly coming together so that the solution to a problem is clear is called _____.
(a) latent learning (c) cognitive mapping
(b) insight (d) vicarious learning
26. In which of these situations is someone most likely to engage in observational learning?
(a) Playing a sport at which one is a champion.
(b) Entering a new situation for the first time.
(c) When surrounded by people one doesn't like.
(d) If the situation is intellectual, not emotional.

Refer to the passage below to answer questions 27 through 30:

The last three times Theresa has visited Dr. Nonde for checkups, he has administered a painful preventive immunisation shot that has left her in tears. When her mother takes her for another check-up, Theresa begins to sob as soon as she comes face to face with Dr. Nonde, even before the doctor has had a chance to say hello.

27. The painful shot that Theresa received during each visit was a(n) _____, which elicited the _____, (her tears).
28. When elicited by Dr. Nonde's presence alone, Theresa's crying is referred to as a(n) _____.
29. Fortunately, Dr. Nonde gave Theresa no more shots for quite some time. Over that time she gradually stopped crying and even came to like him. _____ had occurred.
30. _____ occurs when a stimulus similar to, but not identical to, a conditioned stimulus produces a response. On the other hand, _____ occurs when an organism does not produce a response to a stimulus that is distinct from the CS.
31. A researcher in psychophysics would be most likely to study
(a) perceptual decline in the elderly.
(b) cognitive aspects of perceptions
(c) perceptual variables related to artistic ability.
(d) sensory thresholds in colour-blind subjects.
32. Corey hears the so-called "silent" alarm that is present in many institutional buildings. Most people do not hear this high frequency pitch. It would be most accurate to say that in regard to hearing, Corey's absolute threshold is
(a) lower than that of most people.
(b) higher than that of most people.
(c) about the same except for certain frequencies.
(d) not functioning appropriately.
33. Which of the following stimulus factors would most likely lead to sensory adaptation?
(a) change
(b) intensity
(c) frequency
(d) constancy
34. The characteristic of a stimulus that our sense receptors will most likely respond to is
(a) intensity.
(b) quality.
(c) change.
(d) constancy.
35. In order for a stimulus to be experienced, its intensity must be
(a) above absolute threshold.
(b) below absolute threshold.
(c) adapted by our senses.
(d) Available in the environment.

36. Which of the following is **NOT** a personal factor in perceptual selectivity?
 (a) Motivation (c) personality
 (b) past experience (d) expectation
37. Events that occur close together in space or time are generally perceived as belonging together. Gestalt psychologists refer to this as
 (a) proximity. (c) similarity.
 (b) Closure. (d) continuity.
38. We are able to experience 3-D movies because of the perceptual phenomena of
 (a) convergence. (c) similarity.
 (b) accommodation. (d) retinal disparity.
39. You are standing in the middle of a railroad track. As you look far ahead, the tracks seem to come together in the distance. This illustrates
 (a) linear perspective. (c) similarity.
 (b) interposition. (d) convergence.
40. Which of the following is **NOT** an example of perceptual constancy?
 (a) Size (c) colour
 (b) Shape (d) dimension
41. Both Mabvuto and Dalitso have experienced brain damage. Mabvuto understands what people are saying to him, but cannot speak clearly. Dalitso on the other hand speaks clearly but has difficulty understanding what people say to him. Mabvuto most likely has sustained damage to _____. Dalitso most likely has some damage to _____
 (a) Broca's area; Wernicke's area
 (b) Wernicke's area; Broca's area
 (c) the temporal lobe; the frontal lobe
 (d) the frontal lobe; the temporal lobe
- ✓ 42. Reflexes are examples of _____ behaviour in humans.
 (a) instinctive (c) maturational
 (b) childish (d) learning
- ✓ 43. Some infant reflexes
 (a) are essential to life
 (c) provide the foundation for later actions such as walking
 (c) disappear after some time
 (d) do all of the above
- ✓ 44. When the infant's cheek is stroked, he/she turns in the direction of the stroke and attempts to suck. This is an example of the _____
 (a) stroking reflex (c) Babinski reflex
 (b) rooting reflex (d) grasping reflex

45. Being born with fixed behaviour patterns can be a problem when:
- (a) the environment remains much the same from generation to generation
 - (b) a baby exhibits the Moro reflex
 - (c) there is a major change in the environment
 - (d) a bee fails to perform the complex "waggle" dance.
46. The _____ studied the behaviour of animals in their natural environment.
- (a) behaviourists
 - (b) Nativists
 - (c) ethologists
 - (d) Psychoanalysts
47. ✓ Monica feels thirsty and looks for something to drink. The structure in Monica's brain which triggers these feelings and actions is the _____
- (a) hippocampus
 - (b) cerebellum
 - (c) hypothalamus
 - (d) corpus callosum
48. ✓ Which of the following statements about the nervous system is correct?
- (a) The parasympathetic system is divided into the somatic and sympathetic system
 - (b) The spinal cord is part of the peripheral nervous system
 - (c) The somatic nervous system controls the voluntary movement of our skeletal muscles
 - (d) The central nervous system consists of the brain
49. ✓ Which of the following divisions of the nervous system is responsible for activating processes that conserve energy?
- (a) the parasympathetic system
 - (b) the sympathetic system
 - (c) the autonomic system
 - (d) the somatic system
50. ✓ The cerebral cortex is responsible for:
- (a) higher mental processes
 - (b) breathing and heartbeat
 - (c) aggression
 - (d) controlled movement
51. ✓ The limbic system plays an important role in regulating:
- (a) motivation
 - (b) emotion
 - (b) memory
 - (c) all of the above
52. ✓ _____ is an example of behaviour that is controlled primarily by the autonomic nervous system:
- (a) Typing a sentence accurately on a typewriter.
 - (b) Solving a mathematical problem.
 - (c) Breathing and digestion
 - (d) None of the above

- ✓ 53. The ability to do a series of tasks in the proper sequence and to stop doing them at the proper time is governed by:
- (a) the frontal lobes
 - (b) the temporal lobes
 - (c) the parietal lobes
 - (d) the occipital lobes
- ✓ 54. _____ receives information about pressure, pain, touch and temperature from all over the body.
- (a) The cerebral cortex
 - (b) The thalamus
 - (c) Broca's area
 - (d) The somatosensory cortex
- ✓ 55. Damage to the _____ can lead to a change in an individual's personality.
- (a) the prefrontal cortex
 - (b) the spinal cord
 - (c) the cerebral cortex
 - (d) the temporal lobes
- ✓ 56. All of the following are lobes in the cortex except the
- (a) frontal lobe
 - (b) peripheral lobe
 - (c) parietal lobe
 - (d) temporal lobe
- ✓ 57. What area of the brain is important for planning?
- (a) thalamus
 - (b) cerebellum
 - (c) temporal lobe
 - (d) frontal lobe
- ✓ 58. The autonomic nervous system differs from the somatic nervous system in that it is largely:
- (a) involuntary
 - (b) controlled by the brain
 - (c) voluntary
 - (d) controlled by the spinal cord
- ✓ 59. Beth has been frightened by a strange noise outside her apartment. Her heart is pounding and her breathing is rapid. These changes are in response to the:
- (a) central nervous system
 - (b) sympathetic nervous system
 - (c) parasympathetic nervous system
 - (d) endocrine system
- ✓ 60. Which, in evolutionary terms, is a very old part of the brain?
- (a) the forebrain
 - (b) the midbrain
 - (c) the hindbrain
 - (d) the cerebral cortex

SECTION TWO: SHORT ANSWERS – ANSWER FOUR QUESTIONS ONLY.

1. Write down the four major effects Darwin's theory of evolution has had on psychology.
2. Briefly discuss the psychodynamic perspective and humanistic perspective in psychology.
3. Describe the figure-ground phenomena
4. Describe the Muller-Lyer illusion and the Ponzo illusion. Use diagrams to illustrate your answer
5. Explain Bandura's (1961) study on aggression.
- 6
 - (a) Explain the difference between continuous and partial reinforcement.
 - (b) Describe and give an example of the fixed-ratio schedule of reinforcement.

SECTION THREE: STATISTICS

1. Compute the mean for the following five scores: 10, 20, 30, 40, 50.
 - (a) Now generate a new set of five scores by multiplying each original score by a constant of 3.
 - (b) Compute the mean for the new scores.
 - (c) Compare the two means.
 - (d) Do the same for another set of scores generated by dividing each original set of scores by a constant of 10.
 - (e) What is the effect on the mean of multiplying or dividing each score in a set of scores by a constant?
2. An employer kept records of how many days her 20 employees reported in sick during the previous year. For these employees, the scores on this variable were as follows:

8	7	6✓	4	3
6	3	7	6✓	6✓
4	6	6	6✓	7
6	6	8	7	6✓

- (a)
 - *Compute a frequency distribution for the set of scores.
 - *Compute the relative frequencies, cumulative frequencies, and cumulative relative frequencies.
- (b) What proportion of employees was sick for more than 7 days?
- (c) What proportion of employees was sick for 4 days or more?

- (d) Suppose you were to randomly select a score from the 20 scores.
- What is the probability that the selected score would be an 8?
 - What is the probability that the selected score would be a 6 or an 8?
 - What is the probability that the selected score would be 7 or less?
3. From the following data, calculate the relationship between the two variables (X and Y) using the Pearson Correlation Coefficient.

Individual	X	Y
1	9	10
2	7	6
3	5	3
4	3	6
5	1	3
6	1	3
7	3	5
8	7	6
9	5	1
10	9	7

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

4. From the following scores calculate the variance and standard deviation:

1, 9, 5, 8, 7

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2004 ACADEMIC YEAR, FIRST SEMESTER EXAMINATIONS

PS 221 – PSYCHOLOGY OF MOTIVATION, LEARNING AND MEMORY

TIME: THREE HOURS

INSTRUCTIONS: ANSWER PART I AND PART II ON SEPARATE ANSWER BOOKLETS AND TIE THEM UP SEPARATELY. INDICATE THE PART ON THE FRONT OF THE BOOKLET

PART I

INSTRUCTIONS: ANSWER ALL SECTIONS FROM THIS PART.

SECTION A

Read the following situations below and then give the most appropriate motivation concept.

1. Maria worked hours and hours on her stained glass project. She never intends to sell it. She does this hobby "just for the fun of it."
2. Jason complains that he isn't getting what he needs out of work anymore. He needs a job that will allow him to express his creative energy.
3. Jeanne was a little perplexed and at odds to explain why her two best friends detested each other when they first met.
4. Simon is given money, gold stars and television viewing privileges for doing his Math homework.
5. Julio spends most of his time worried about finding his compound family their next meal to eat, he doesn't have the time for or interest in anything else.
6. Phil doesn't know how to defend his choice of automobiles after reading in a car consumer magazine that his newly purchased automobile was very mechanically unsound; he says you can't believe everything you read.
7. Stimulates organism to seek fulfilment of basic needs.
8. Property that guides behaviour and defines its end states.

9. External motivational stimulus.
10. Internal motivational stimulus.

SECTION B

Instructions: Write either true or false

1. The problem with explaining human behaviour with lists of instincts is that even though the lists grew, nothing was really being explained.
2. All human drives seem to be based on biological needs.
3. Maslow arranged human needs in a hierarchy beginning with physiological needs.
4. Temperature, thirst and hunger are physiologically based drives.
5. The hypothalamus plays a role in our experience of hunger.
6. Anorexia and bulimia are just two names for the same eating disorder.
7. One interesting thing about anorexia nervosa is its predominance among females.
8. With treatment, the prognosis for patients with eating disorders is very good.
9. As the complexity of the organism increases, from rats to dogs to humans, the role of internal cues in the sex drive becomes less important.
10. Emotions are generally unrelated to motivation.

SECTION C

Instructions: Fill in the blanks

1. Gertrude is a manager who believes that employees dislike work, are lazy, avoid responsibility, and must be prodded into being productive. She is obviously a believer in -----
2. A key method of this theory is participative decision making.-----
3. This theory proposes that specific and difficult goals lead to higher performance.--

4. This theory proposes that specific and difficult goals lead to higher performance. _____
5. According to Vroom, individuals chose to work hard (or not work hard) according to their _____ of outcomes.
6. Taylor originated this concept _____
7. Suppose an employee were to ask you, "Does my promotion to assistant manager depend on the quality of work I'm doing now?" According to expectancy theory, what factor is being illustrated? _____
8. MBO is a popular organisational technique used to increase performance in corporations. MBO is based on the _____theory of work motivation.
9. According to Maslow, workers have a need for companionship and self-esteem in their work. This could correspond to the _____level in the hierarchy.
10. Equity theory is associated with _____

SECTION D

Pretend you are a research psychologist at a university and your field of expertise is memory. You are asked to explain the reason forgetting occurs in each of the following situations. Write the concept that best describes the situation.

1. While in New York, Curt saw one of his favourite plays, "The Elephant Man." He had seen the movie version years ago and loved it, but the live stage production had a different ending to it. Several weeks later, he was telling his best friend about the movie version and incorrectly remembered the ending, confusing it with the ending in the stage production.
2. When Ken studies, he usually sips on coffee and smokes cigarettes steadily. The stimulants keep him alert and moving through the material briskly. He feels like he accomplishes a lot of studying and remembers the information well. When he gets into a classroom testing situation, however, no smoking or drinking is allowed. He finds that although he's prepared, his recall is not as quick as it is when he's quizzing himself at home.
3. Gina's grandmother has symptoms of Alzheimer's disease. Although her past memories of childhood and family members are good, she has great difficulty laying down new memories.

4. Years after Sharon's parents were divorced, Sharon was surprised to learn that she remembered almost nothing of the divorce court battle she witnessed and even testified in. It was as if she had blocked the whole event out of her mind.
5. As Andrew was reading a work by Aristotle, he was surprised by an analogy Aristotle made about the process of memory loss. Aristotle likened memory "traces" in the brain to footpaths worn in the woods. If they are well used, the path stays "open" and worn down (like a memory). If unused, the path becomes overgrown with underbrush and eventually "disappears" from lack of use (like an unused memory).

SECTION E

Read the following definitions and provide the appropriate term:

1. A type of memory with limited capacity and limited duration.
2. The process of locating, removing and using information that is stored in memory.
3. The type of memory that hold large amounts of information from the senses for very brief periods of time.
4. A type of memory with virtually unlimited capacity and very long, if not limitless, duration.
5. The process of holding encoded information in memory.
6. The cognitive ability to encode, store and retrieve information.
7. The active process of representing and putting of information into memory.
8. An explicit measure of retrieval in which an individual is given the fewest cues possible to retrieval.
9. An explicit measure of retrieval in which an individual is required to identify as familiar material previously learned.
10. An implicit measure of memory in which one notes an improvement in performance when learning material for a second time.
11. The mnemonic device that mentally places information to be retrieved in a series of familiar locations.
12. The practice or rehearsal of material over and above what is needed to learn it.

13. The inhibition of retrieval of previously learned material caused by material learned later.
14. The inhibition of retrieval of recently learned material caused by material learned earlier.
15. A system of organised general knowledge, stored in long-term memory, that may guide the encoding and retrieval of information.

PART II

INSTRUCTIONS: CHOOSE ONLY THREE (3) TOPICS AND WRITE ESSAYS ON THEM. ALL THREE QUESTIONS CARRY EQUAL MARKS.

1. Anticipatory behaviours are crucial for survival. How do classical and operant conditioning approaches confirm this?
2. Show the relevance and applicability of the Premack Principle to the teaching/learning process in Zambia.
3. The three aspects of reinforcement are homologous but not synonymous. Discuss this statement in agreement or disagreement.
4. What factors would enhance automaticity in learning?
5. There is a lot learning in our homes for the children. Using selected paradigms in learning theory, demonstrate your understanding of this.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2004 ACADEMIC YEAR, FIRST SEMESTER EXAMINATIONS

PS 311 – SOCIAL PSYCHOLOGY

TIME: THREE HOURS

INSTRUCTIONS: THIS QUESTION PAPER CONSISTS OF THREE SECTIONS. ANSWER **ALL** THE QUESTIONS IN SECTION I, **FIVE** IN SECTION II, AND **TWO** IN SECTION III.

COMPUTER NUMBER:

SECTION I: CIRCLE THE ANSWER OF YOUR CHOICE ON THE QUESTION PAPER.

1. Which of the following is *not* one of the three components of an attitude?
 - (a) cognitive component
 - (b) emotional component
 - (c) physiological component
 - (d) behavioural component
2. Lungowe and Towela have been participating in a food drive to help feed the hungry in their community because they believe so strongly that no one should go without food. This illustrates the _____ component of attitudes.
 - (a) intentional
 - (b) cognitive
 - (c) behavioural
 - (d) physiological
3. The weakest link between components of attitudes is usually between our
 - (a) beliefs and our feelings.
 - (b) behaviour and our beliefs.
 - (c) feelings and our beliefs.
 - (d) beliefs and our intentions.
4. Stephen buys a certain brand of shoes because a football star he admires advertises them. His favourable attitude about these shoes has most likely been acquired by
 - (a) operant conditioning.
 - (b) classical conditioning.
 - (c) observational learning.
 - (d) persuasion.

5. Under what circumstances will attitudes be developed through classical conditioning?
- (a) When we are repeatedly rewarded or punished for expressing a certain attitude.
 - (b) When we observe other people repeatedly expressing a certain attitude.
 - (c) When something is paired repeatedly with a pleasant or unpleasant stimulus.
 - (d) When we have an innate, biological readiness to develop that attitude.
6. When Mwansa first started taking guitar lessons, her grandfather would give her biscuits every time she played for him. As an adult, Mwansa still plays the guitar often. Her attitude was probably developed through
- (a) observational learning.
 - (b) interpersonal learning.
 - (c) classical conditioning.
 - (d) operant conditioning.
7. Sometimes we have attitudes about people because they are different from ourselves in race, sex, religion, etc. What kind of attitudes are these?
- (a) tokenised
 - (b) stereotypical
 - (c) prejudicial
 - (d) normalised
8. Which of the following most nearly expresses the relationship between attitudes and behaviours?
- (a) People always behave in ways that are consistent with their attitudes.
 - (b) People always change their attitudes so that they are consistent with their behaviour.
 - (c) There is no relationship between attitudes and behaviours.
 - (d) People are likely to act in accord with strong, specific attitudes.
9. All of the following are ways to reduce cognitive dissonance *except*
- (a) changing an attitude.
 - (b) changing a behaviour.
 - (c) explaining away the inconsistency.
 - (d) strengthening the attitude and behaviour.
10. Credibility relates most directly to the communicator's
- (a) attractiveness
 - (b) expertise and trustworthiness.
 - (c) likability.
 - (d) personality.
11. If a person delivering a persuasive communication has the background, education, and training to qualify her to speak on the topic, we say that the communicator is high in
- (a) expertise.
 - (b) trustworthiness.
 - (c) knowledge
 - (d) effectiveness.

12. With a well-informed audience, two-sided messages are more persuasive than one-sided messages.
(a) true
(b) false
13. High-fear appeals are more effective than low-fear appeals if they provide definite actions that people can take to avoid dreaded outcomes.
(a) true
(b) false
14. Which of the following speakers would be the least persuasive?
(a) a speaker who intends to persuade you, and you know it
(b) a credible speaker
(c) an attractive speaker
(d) all of the above
15. Two-sided arguments are most persuasive when
(a) the audience knows only one side of the argument.
(b) the audience knows both sides of the argument.
(c) the audience is unfavourable to your side of the argument.
(d) both b and c.
16. In stereotyping, individual differences are
(a) heightened.
(b) enhanced.
(c) ignored.
(d) misunderstood.
17. Which of the following is likely to be most effective in reducing the hostility between members of antagonistic groups?
(a) living in close proximity
(b) working together for common interests
(c) competing against each other in sports
(d) attending the same school
18. Which of the following is an example of behaviour arising from us-versus-them social categories?
(a) helping a friend
(b) developing a sense of identity with your college because of its winning football team.
(c) feeling insecure in an advanced psychology class you have chosen to take as a filler course.
(d) getting angry at the driver in the car in front of you.
19. One form of behaviour that results from prejudice is called
(a) authoritarianism.
(b) deindividuation.
(c) attitude-discrepant behaviour.
(d) discrimination.
20. According to cognitive theory, prejudice results from our tendency to
(a) develop inborn aggressive drives against others.
(b) save mental energy by lumping people in categories.
(c) imitate the prejudices we observe in other people.
(d) pay greater attention to similarities between people.

21. According to the realistic conflict theory, prejudice develops because:
- (a) realistic trait differences among ethnic groups are devalued rather than appreciated.
 - (b) human genes are programmed to compete with persons to whom we are not biologically related.
 - (c) of competition over scarce resources.
 - (d) individuals model the prejudice exhibited by family and friends.
22. Match the example on the left with the term on the right.
- | | |
|--|--------------------------|
| _____ (1) Mooya thinks all whites are racists. | (a) stereotypic thinking |
| _____ (2) Betty's salary is K100,000 less than that of her male counterpart. | (b) discrimination |
| _____ (3) Bill can't stand Jews | (c) prejudice |
23. Members of an in-group often like out-group members as individuals.
- (a) true
 - (b) false
24. LaPiere's (1934) classic study of prejudice directed against Chinese citizens indicated that
- (a) behaviour predicts attitudes.
 - (b) attitudes may not predict behaviour.
 - (c) attitudes predict behaviour.
 - (d) self-monitoring affected the consistency between attitudes and behaviour.
25. Which of the following is a central cue for persuading people to drink Coke or Pepsi?
- (a) providing information about the taste of the drink.
 - (b) having a rock star deliver a television commercial.
 - (c) showing attractive, slender people drinking the soda.
 - (d) using a person with a fine voice to sell the product.
26. According to the elaboration likelihood model, attitude change that emphasizes thoughtful consideration of the logical arguments is the _____ route, while change that emphasizes a more superficial reaction to the message is the _____ route.
- | | |
|--------------------------|--------------------------|
| (a) central; peripheral | (c) rational; irrational |
| (b) irrational; rational | (d) peripheral; central |
27. Someone who experiences cognitive dissonance is likely to respond by _____ that caused the dissonance.
- (a) repeating the actions
 - (b) forgetting the situation
 - (c) strengthening the attitudes
 - (d) changing the attitude or the actions

28. What is the term for a strategy used to gain first a favourable response to a small request, with the intent of making a person more likely to agree later to a larger request?
- (a) planting-the-seed technique
 - (b) door-in-the-face technique
 - (c) foot-in-the-door technique
 - (d) that's-not-all-folks technique
29. Match the technique for gaining compliance with the appropriate example.
- _____ (a) Julie agrees to sign a letter supporting increase in taxes for road construction. Later she agrees to make 100 phone calls urging people to vote for the measure.
 - _____ (b) Rick refuses a phone request for a K30,000 donation to buy four needy children school books but does agree to give K6,000.
 - _____ (c) Lubinda agrees to babysit for her next-door neighbours and then is informed that their three nephews will be there, too.
- (a) door-in-the-face technique
 - (b) low-ball technique
 - (c) foot-in-the-door technique
30. Milgram is to obedience, as Asch is to _____.
- (a) conformity
 - (b) perception
 - (c) social influence
 - (d) authority
31. It is very unlikely that Milgram's studies will ever be repeated because
- (a) it is unnecessary when research results are so conclusive.
 - (b) some of the subjects in the learner role were permanently impaired.
 - (c) ethical standards have been raised and would prohibit such a study today.
 - (d) no one would voluntarily participate in such a study.
32. When people first hear about Milgram's obedience research, they are usually surprised by the results because
- (a) the subjects were willing to take part in the experiment for so little money.
 - (b) the learners willingly accepted high levels of shock for their mistakes.
 - (c) the subjects were much more obedient than almost everyone would have predicted.
 - (d) the learners performed significantly better when they were given electric shock.
33. When an authority figure gives you specific instructions and you follow them to the letter, you are displaying
- (a) attribution.
 - (b) obedience.
 - (c) conformity.
 - (d) altruism.

34. Which of the following statements regarding the effects of social facilitation is true?
- (a) Performance improves on all tasks.
 - (b) Performance worsens on all tasks.
 - (c) Performance improves on easy tasks and worsens on difficult tasks.
 - (d) Performance improves on difficult tasks and worsens on easy tasks.
35. Social loafing is most likely to occur when:
- (a) individual output is monitored.
 - (b) individual output is evaluated.
 - (c) a task is challenging.
 - (d) individual output cannot be identified.
36. What occurs when members of a very cohesive group are more concerned with preserving group solidarity than with evaluating all possible alternatives in making a decision?
- (a) group polarisation
 - (b) groupthink
 - (c) social facilitation
 - (d) opinion drift
37. To cut costs a company took five workers who previously worked alone and put them into a work group. Since the company made this change, production has decreased by thirteen percent. What most likely explains the decrease in production?
- (a) the great man theory
 - (b) social comparison
 - (c) social loafing
 - (d) impression formation
38. People who perform better in competitions than when training alone are exhibiting
- (a) social facilitation.
 - (b) deindividuation.
 - (c) collective behaviour.
 - (d) cohesiveness.
39. In her research, Dr. Choongo tries to answer such questions as why we conform to group norms, what compels us to obey authority figures, and when people will help strangers. Dr. Choongo's area of research is
- (a) social influence
 - (b) learning and memory
 - (c) social cognition
 - (d) social categorisation
40. Bob saw a child crying as if she had lost her mother, and he assumed someone else in the crowd at the mall would take care of the situation. This is an example of
- (a) discrimination.
 - (b) generalisation.
 - (c) diffusion of responsibility.
 - (d) counterconditioning.
41. Which of these is the best example of prosocial behaviour?
- (a) Street cleaners who are paid to pick up trash.
 - (b) Giving a large anonymous donation to an orphanage.
 - (c) Studying hard to bring up your grades on a test.
 - (d) Voting for a candidate who will give you a tax break.

42. People with _____ are more easily influenced to change their attitudes.
(a) low self-esteem (c) low achievement need
(b) high self-esteem (d) high achievement need
43. Imagine a TV advert in which a mother explains how much happier her whole family is now that they are using a new brand of detergent. In this advert, the communicator would be
(a) television.
(b) the person watching the advert.
(c) the speech about family happiness.
(d) the mother.
44. According to the mere exposure effect, a persuasive message becomes more effective if it is
(a) repeated over and over again.
(b) created by a trusted friend.
(c) based on clear, logical arguments.
(d) presented visually, not verbally.
45. When social psychologists discuss matters of social influence, their primary focus is on
(a) the behaviour of the individual.
(b) the behaviour of the groups.
(c) the cognitions of the individual.
(d) the cognitions of groups.
46. According to the great person theory of leadership,
(a) a good leader in one circumstance will not necessarily be a good leader in another circumstance.
(b) leaders have certain traits that are best suited for leadership positions.
(c) a combination of personality characteristics and the situation helps determine who will become a leader.
(d) leaders are born, not made.
47. The expectations that govern behaviour for people in a particular position in a group are called
(a) values. (c) roles.
(b) laws. (d) norms.
48. Rebecca consistently expresses her beliefs with little regard for the constraints imposed by the situation. She is probably a _____ self monitor.
(a) reactive (c) low
(b) nonreactive (d) high
49. When we convey information to others through movements of the body, especially of the face, it is called _____ communication.
(a) conditional (c) secondary
(b) elaborative (d) nonverbal

50. The movements we make with our body parts, our posture and gestures, are called
- (a) body language.
 - (b) sign language.
 - (c) interpersonal language.
 - ▲ (d) spatial language.
51. The frustration-aggression hypothesis says that we are more likely to act aggressively when
- (a) other people are witnessing our behaviours.
 - (b) the group we are in is larger (more than 10 people).
 - (c) we are unsure of how we ought to be acting.
 - (d) something is blocking us from reaching a goal.
52. Social Psychologists are the only psychologists interested in reactions or behaviours that are social in nature. **True/false**
53. When a person experiences cognitive dissonance, it is likely that he will change either his behaviour or his attitude in order to reduce the dissonance. **True/false**
54. Attitudes and norms are the same thing. **True/False**
55. Group polarisation refers to the fact that group discussion usually leads to a more conservative conclusion than the opinions of the individuals in the group. **True/False**

SECTION II: SHORT ESSAYS – ANSWER FIVE QUESTIONS ONLY.

1. Discuss the dimensions along which leadership styles differ.
2. What is social loafing? Discuss Karau and Williams (1993) Collective Effort Model of Social Loafing.
3. What is persuasion? Identify and explain factors that enable people resist persuasive messages.
- 4 a. Describe Maio, Esses, & Bell's (1994) study which highlights the role of social comparison in attitude formation.
b. What is the significance of the study's findings?
- 5 a. Clearly and explain factors that play a role in destructive obedience.
b. How can this type of social influence be resisted?
6. What is aggression? With the help of examples, explain two social situations that can cause aggression.
7. What is prejudice? Discuss two sources of prejudice.
8. In a story reported in the San Diego Union Tribune, Jan. 1, 1994, in the USA, a group of teenage skinheads boasted how they hated Jews, blacks, and other ethnic minorities. Because they were allegedly involved in a hate crime – bombing a synagogue-they were given a three-day counselling programme. For three days, they participated in discussions of prejudice, racism, hate crimes, and Nazi Germany. For three days, the skinheads were forced to interact with Jews, blacks, and Hispanics-the very minorities they boasted of hating. After three days of discussion, one skinhead said, "I don't want to be a skinhead anymore. I don't want to be associated with people who kill for no reason." After three days of interactions with Jews, blacks, and Hispanics, **many skinheads changed their attitudes from one of hating to one of accepting.**
QUESTION: What **theory** explains why the skinheads changed their attitudes toward minorities? Explain the theory relating it to the story.

SECTION III: LONG ESSAYS. ANSWER ANY TWO QUESTIONS

- 1 a. What is the difference between prejudice and discrimination? Explain some consequences of prejudice.
b. With the help of examples, clearly explain three effective strategies for combating prejudice.
- 2 a. What is a group and why do people join them?
b. Describe at least four aspects through which groups influence the behaviour of their members and identify characteristics upon which groups may differ.
- 3 a. Explain the social learning theory of aggression. How did Bandura and his associates demonstrate the power of social learning?
b. Discuss at least four ways in which aggression can be reduced.

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2004 ACADEMIC YEAR, FIRST SEMESTER EXAMINATIONS

PS 331 – COGNITIVE DEVELOPMENT AND CULTURE I

TIME: THREE HOURS

COMPUTER NUMBER:

INSTRUCTIONS: THIS QUESTION PAPER CONSISTS OF THREE SECTIONS. ANSWER ALL THE QUESTIONS IN SECTION I, FOUR IN SECTION TWO AND THREE IN SECTION THREE

SECTION A: CIRCLE THE ANSWER OF YOUR CHOICE

1. The realisation that objects continue to exist even when they cannot be seen is known as:
 - a. object permanence
 - b. acquired adaptation
 - c. mental representation
 - d. object continuity
2. Babbling
 - a. is found only in infants from the Western hemisphere
 - b. occurs only if the infant can hear
 - c. precedes cooing
 - d. is universal among children
3. The theorist who believed that children learn language when they accidentally babble a sound like “da-da” and are then reinforced by parental attention was:
 - a. J. Piaget
 - b. B. F. Skinner
 - c. N. Chomsky
 - d. J. Bruner
4. The distinct language form known as “Motherese” is a(n):
 - a. verbal collection of facts and myths about having and caring for babies
 - b. enrichment teaching technique used to accelerate language acquisition
 - c. simplified language that adults use when talking to babies
 - d. preverbal sounds like “ga ga” and “goo goo” that mothers often make when playing with their babies

5. Language development depends on:
 - a. biological predispositions
 - b. innate processes
 - c. verbal interactions
 - d. all of the above
6. According to Chomsky's theory of language acquisition –
 - a. children learn language through a complex process of imitation and reinforcement
 - b. children have an innate ability to learn language
 - c. the inability to learn language is due to specific brain dysfunction
 - d. language learning cannot be explained without reference to specific structures in the brain
7. Evidence that a 6 year-old may have a theory of mind – i.e. the understanding that his own emotions might be different from someone else's, as well as some understanding of the implications of this difference in practical situations contradicts Piaget's concept of:
 - a. animism
 - b. conservation
 - c. egocentrism
 - d. reversibility
8. Inonge understands that $7+8=15$, but doesn't understand that $15-8=7$. She is displaying the inability to use:
 - a. reversibility
 - b. animism
 - c. conservation
 - d. centration
9. The tendency to think about one idea at a time to the exclusion of other ideas is known as:
 - a. centration
 - b. animism
 - c. conservation
 - d. egocentrism
10. A child is shown 2 identical tall containers, half-filled with water. The contents of one container are then poured into a short, wide container. If the child states that the tall container has more water than the short one, the child has not yet developed the concept of :
 - a. centration
 - b. conservation
 - c. tertiary circular reations
 - d. transformation

11. "I hurted myself when I goed to school" is an example of:
- egocentric speech
 - overregularization
 - literal translation
 - the past imperfect
12. The study of pragmatics concerns:
- correct use of vocabulary
 - how language is used in social situations
 - correct use of grammar
 - how slips of the tongue indicate how language is generated
13. Jason is now able to hypothesise and speak in terms of possibilities. Piaget would say he is functioning in the cognitive stage of:
- formal operational thought
 - concrete operational thought
 - concrete conjectural thought
 - post-operational thought
14. Which one of the following is not one of the factors that influence cognitive development according to Piaget's theory?
- maturation
 - equilibration
 - the zone of proximal development
 - social interaction
15. According to Piaget, the stage of cognitive development that generally characterises preschool children (2 to 6 years) is the:
- Ⓐ preoperational stage
 - sensorimotor stage
 - oral stage
 - psychosocial stage
16. People organise their thoughts so that they make sense. When they encounter new ideas and experiences, they adapt their thinking by means of assimilation and:
- equilibrium
 - organisation
 - conservation
 - Ⓓ accommodation
17. Piaget's four major stages of development describe:
- different bodies of knowledge
 - Ⓓ different ways of thinking
 - conservation of intelligence
 - conservation of liquids

18. In Shirley Brice Heath's work on language socialisation which of the following regarded the child as a potential conversationalist?
- a. the people of Roadville
 - b. the people of Maintown
 - c. the people of Trackton
19. Which of the following theorists came up with the idea of the Language Acquisition Support System?
- a. Jerome Bruner
 - b. Albert Bandura
 - c. Lev Vygotsky
 - ☒ d. Noam Chomsky
20. Learning theory suggests that language is acquired through:
- a. imitation and reinforcement
 - b. innate skills
 - c. prewiring in the brain
 - d. all of the above
21. What cognitive limitation characterizes a child's thinking during the preoperational stage?
- ☒ a. egocentrism
 - b. centration
 - c. lack of conservation and reversibility
 - d. all of the above
22. According to Baumrind what are the three parenting styles?
- a. aristocratic, formal, and humanistic
 - ☒ b. authoritarian, permissive and authoritative
 - c. formal, informal and inconsistent
 - d. easy, difficult, and slow to warm up.
23. According to Piaget, an 8 year-old who can understand conservation, classify dogs into breeds, and compare the magnitude of two numbers is exhibiting:
- a. mental representation
 - b. the benefits of experiencing an enriched environment
 - ☒ c. concrete operational thought
 - d. the importance of early specific instruction
24. Which of the following statements would apply to an adult education class?
- a. Since all of the students will have obtained formal operational thought, relevance will be crucial
 - b. It is possible that many of these adults may not have attained the skills of formal operational thought
 - c. Probably fewer than 15 per cent of the class can solve theoretical problems
 - d. None of the above

25. Noam Chomsky argues that _____ plays a major role in children's language learning.
- overregularization
 - object permanence
 - the LAD
 - synchronicity
26. In W.H.R. Rivers' work on visual illusions it was found that:
- The non-Western people were more susceptible to the illusions than the Westerners.
 - The Westerners were more susceptible to the Horizontal-Vertical illusion than the non-Westerners
 - The non-Westerners were more susceptible to the Muller-Lyer illusion than the Westerners
 - The Westerners were more susceptible to the Muller-Lyer illusion than the non-Westerners
27. Which of the following is not one of the tests Witkin used in his work on field dependence/independence?
- Rod and Frame Test
 - Embedded Figures Test
 - Kohs Block Design
 - Body Adjustment Test
28. Which of the following is not one of the monocular depth cues that Hudson used in his work on pictorial depth perception?
- relative size
 - overlap
 - linear perspective
 - disparity
29. Which of the following discusses deferred imitation in his/her theory?
- Diana Baumrind
 - Jean Piaget
 - Jerome Bruner
 - B. F. Skinner
30. The question, "Are there more roses or more flowers?" is typical of one of the tasks Piaget used in his work. What ability does this task measure?
- Conservation
 - Transitive inference
 - Perspective taking
 - Class inclusion

SECTION TWO (SHORT ANSWERS): DISCUSS FOUR OF THE FOLLOWING.

- a) The emergence of symbolic thought in children
- b) Piaget's three-mountain problem
- c) The stages of language development in children
- d) The characteristics of language
- e) Opportunity to communicate as a component of the Language Acquisition Support System (LASS)
- f) Criticisms of the learning theory account of language acquisition

SECTION THREE (LONG ESSAYS): ANSWER THREE QUESTIONS ONLY

- 1. All of over the world parents have the same beliefs about how children acquire language and they all behave in the same way to young children as they acquire language. Discuss.
- 2. The experience of going to school and certain non-school informal experiences can foster the development of concrete operational thought. Discuss.
- 3. Discuss the importance of learning about etics, emics, ethnocentrism and stereotypes in understanding human behaviour.
- 4. Imagine that you are giving parents a talk on the relationship between parenting styles and the individual's cognitive/learning style with reference to field-dependence/independence. Write down what you are going to say. Your discussion should include a description of the study Dawson conducted among the Temne and the Mende.
- 5. Discuss the five arguments presented by Matsumoto (1994) to try and explain why there has been so much ethnocentrism in American psychology.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2004 ACADEMIC YEAR, FIRST SEMESTER EXAMINATIONS

PS 341 – PSYCHOLOGICAL TESTING

TIME: THREE HOURS

INSTRUCTIONS: THIS QUESTION PAPER CONSISTS OF ONE SECTION. ANSWER **ANY THREE** LONG ESSAY QUESTIONS. EACH QUESTION SHOULD BE ANSWERED IN A SEPARATE ANSWER BOOKLET. YOUR EXPLICITNESS COUNTS TO YOUR CLASSIFICATION.

LONG ESSAYS

1. Validity should not be construed from test results. Discuss.
2. What considerations would you take into account before, during, and after test administration?
3. “Competence matters in Psychological testing.” Under what general categorisation does this statement follow. Are there other related issues?
4. Measures of dispersion and their significance in the interpretation of psychological test scores.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2004 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATION

PS 415: CONSUMER BEHAVIOUR

TIME: THREE HOURS

INSTRUCTIONS: THERE ARE 2 SECTIONS IN THIS PAPER. ANSWER ANY 6 SHORT ESSAYS FROM SECTION 1 AND ANY 3 LONG ESSAYS FROM SECTION 2.

SECTION 1

Answer any 6 short essays. Do not spend more than 15 minutes on any one question

1. Briefly discuss the model of consumer behaviour
2. What are the three types of objectives that a researcher in consumer behaviour can arrive at? Give an example for each
3. Discuss focus groups and in depth interviews as methods of collecting data.
4. Discuss any two routes of changing a consumer's attitude
5. Briefly explain with examples how gender can influence consumer behaviour
6. What do you understand by brand loyalty? How can a marketer develop brand loyalty in the consumer?
7. How does consumers' emotion and mood affect their behaviour?
8. Explain how personality influences the roles a consumer plays

SECTION 2

Answer any 3 long essays. Do not spend more than 30 minutes on any one question

1. Why is advertising an important part of marketing? Using an illustration discuss the process of creating an advertising message.
2. Mr Price is a new departmental store in town and they are going to introduce an internet café in their shop and want to find out if this concept is feasible. You are approached to do a research on this. Out the research process in detail. Including some sample questions you will use in the questionnaire.
3. Using examples discuss how the personality characteristics of a consumer can affect the three consumer roles.
4. Mr Jones is new to Zambia and is exploring the possibility of opening a fast food outlet. Advise him on the sub cultural and social class issues in Zambia that he should take into consideration.

END OF EXAMINATION

COMPUTER No:.....

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2004 ACADEMIC YEAR, FIRST SEMESTER EXAMINATIONS

PS 451 – PSYCHOLOGY OF THE WORK ENVIRONMENT

TIME: THREE HOURS

INSTRUCTIONS: There are two parts to this examination and you are required to answer both part I and II. Read the instructions carefully before answering each part.

PART I

This part consists of 60 questions where you are required to choose and circle the correct answer or to fill in the blank space or supply the correct answer where indicated. Each question is worth ½ a percentage point; this part is worth 30 points. There are **no** penalties for guessing so you are encouraged to attempt all questions. You are advised to spend no more than 75 minutes on this section. **Part 1 must be answered on the question paper. So write your computer number in the space on the top right corner of this page.**

1. Which of the following is **not** one of the events that contributed to development of Industrial and Organisational Psychology?

- a) The First World War
- b) The Industrial Revolution
- c) The Second World War
- d) Time and Motion Studies
- e) The Hawthorne Studies

2. Which name does not belong?

- a) Walter Dill Scott
- b) Frederick Taylor
- c) Hugo Munsterberg
- d) Sigmund Freud

3. The Findings of the Hawthorne Studies had much influence on

- a) Motivation research
- b) Bureaucracy
- c) Human Relations
- d) Scientific Management

4. Fredrick Taylor's Scientific Management approach included all except which one of the following

- a) use of the rule of the thumb
- b) discovering the one best way
- c) use of incentives
- d) training workers in the best way
- e) selecting the most suitable workers

5. Impersonality of contacts is a principle of

- a) Scientific Management Theory
- b) Theory X and Theory Y
- c) Contingency Theory
- d) Bureaucratic Theory
- e) Human Relations Theory

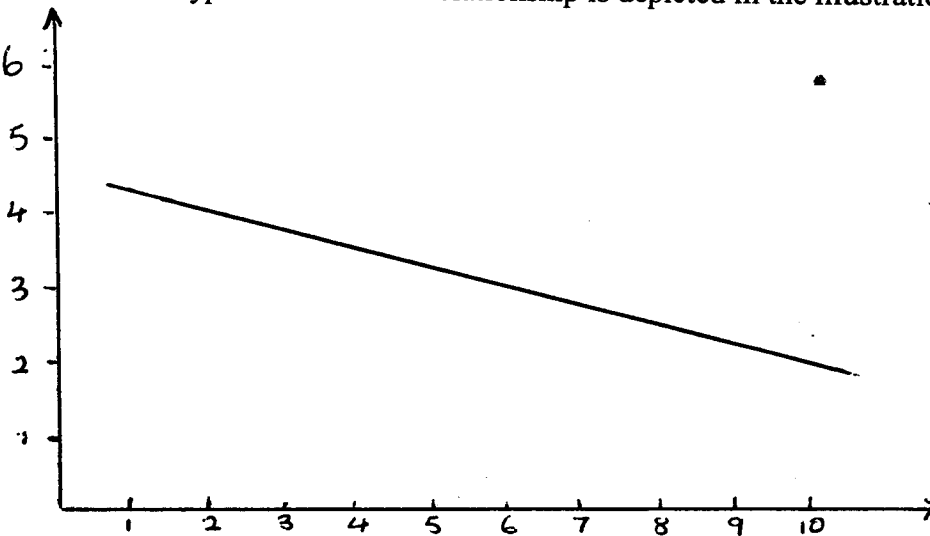
6. Which one of the following methods of research allows the researcher to explain causality the most?

- a) Field experiment
- b) Field study
- c) Lab experiment
- d) Sample survey

7. Hawthorne effect observed in the Hawthorne studies can be explained by the fact that;

- a) Researchers were probably obtrusive during the study
- b) Researchers were probably unobtrusive during the study
- c) The changes in the lighting greatly affected performance
- d) Workers were told to respond to differences in physical conditions such as lighting

8. What type of correlation relationship is depicted in the illustration given?



- a) High positive correlation
- b) Low positive correlation
- c) High negative correlation
- d) Low negative correlation
- e) Zero correlation

9. Which one among the four levels of measurement allows the most amount of mathematical manipulation or analysis?

- a) Interval
- b) Ratio
- c) Nominal
- d) Ordinal

10. Which is the correct order in a scientific study of phenomena of events?

- a) Observation, explanation, description, prediction
- b) Observation, prediction, description, explanation
- c) Observation, description, prediction, explanation
- d) Observation, explanation, prediction, description
- e) Observation, description, explanation, prediction

11. The Father of bureaucracy is

- a) Henri Fayol
- b) Frederick Taylor
- c) Frank Gilbreth
- d) Carl Marx
- e) Max Weber

12. "Human beings generally avoid responsibility" would be a statement associated with

- a) Theory Y
- b) Theory X
- c) Contingency Theory
- d) Scientific Management Theory
- e) Bureaucratic Management Theory

13. A supervisor who states that performance of his subordinates is often affected by employees' fears and issues from their homes is perhaps inclined towards

- a) Bureaucratic Management Approach
- b) Human Relations Approach
- c) Theory Y Approach
- d) Theory X Approach

14. Which pair is **not** correct?

- a) Scientific Management – Frederick Taylor
- b) Theory X - Douglas Mc Gregor
- c) Theory of Communism – Max Weber
- d) Need theory of Motivation – Abraham Maslow

15. According to Bureaucratic Management, appointing relatives and friends into Government and the civil service violates the principle of

.....

16. The systematic investigation of tasks, duties and responsibilities of a job and the necessary knowledge, skills and abilities needed to perform the job is

- a) Job specification
- b) Job analysis
- c) Job description
- d) Job evaluation
- e) Job design

17. Information gathered during job analysis is used during all the following **except**

- a) Review of recruitment
- b) Setting compensation rates
- c) Setting Organisational goals
- d) Development of performance appraisal systems
- e) Development of training courses

18. A good job description contains all of the following **except** which one?

- a) Summary of specific duties
- b) General summary of responsibilities
- c) Summary of skills needed to perform the job
- d) Description of the specific activities to be performed
- e) Summary of supervisory responsibilities

19. When deciding whether an applicant's qualifications and experience are relevant to the job, we would look more closely at

- a) Job evaluation
- b) Job description
- c) Job specification
- d) Job enlargement
- e) Job enrichment

20. The process of estimating the number, type and sources of employees required by the Organisation to meet its human resource needs is

- a) Organisational analysis
- b) Recruitment and Selection
- c) Staffing
- d) Manpower planning
- e) Organisational forecasting

21 & 22. List any four of the five stages of manpower planning.

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

23. Which of the following is **not** part of the manpower planning activities

- a) Analysis of current and expected vacancies
- b) Analysis of expected expansions and curtailments in departments
- c) Analysis of company training needs
- d) Analysis and development of broad organisational goals
- e) Analysis of success and failures of recruitment programmes

24. Conceptual criteria is

- a) Actual criteria
- b) Theoretical construct or abstract idea considered the ideal criteria.
- c) Hard criteria
- d) Soft criteria

25. A good recruitment programme facilitates all **except** which one of the following?

- a) Selection
- b) Training
- c) Separation
- d) Placement
- e) Orientation

26. The recruitment yield pyramid (Hawk, 1967) suggests that the number recruited must be

- a) Equal to the positions available
- b) Far much higher than the positions available
- c) Less than the positions available
- d) Just a little more than the positions available
- e) Dependant on the Company's image and ability to attract

27. List any two methods of recruitment.

- a)
- b)

28. Showing and giving recruits positive as well as negative information about the job and Company defines;

- a) Pragmatic recruitment
- b) Realistic job preview
- c) Recruitment free from criterion contamination
- d) Traditional recruitment
- e) Ethical recruitment

29. Beauty Bwalya took three alternate forms of a job knowledge test and obtained scores of 87, 24 and 58 all out of 100. Which of the following statements is true?

- a) The test is not reliable and therefore not valid
- b) The test is not reliable but can be valid
- c) The test has content validity
- d) The test is quite reliable if split half formula is used
- e) Whether this test has validity or not can only be ascertained after computing correlation coefficient

30. Selection represents.....rather than.....

- a) fitting jobs to people, fitting people to jobs.
- b) fitting people to jobs, fitting jobs to people.
- c) fitting company goals to people, fitting people to company goals.
- d) attracting new employees, picking among applicants.
- e) shaping people to fit jobs, shaping jobs to fit people.

31. A study of selection techniques revealed that the most popularly used selection technique is

- a) Tests
- b) Past work experience
- c) References
- d) Assessment Centres
- e) Interviews

32. All the following can serve as predictors **except** which one?

- a) Tests
- b) Biographical information
- c) Punctuality
- d) Polygraph tests
- e) References

33. Which one of the following statements is **false**? If a selection test has high utility

- a) It increases the number of true positives
- b) It reduces the number of false positives
- c) It increases the number of false negatives
- d) It increases the number of true negatives

34. Only one of the three statements below is true. Which one is it?

- a) The validity of a test is limited by the test's reliability
- b) The reliability of a test is limited by the test's validity
- c) Either statement can be true depending on the nature of the test

35. Which one of the activities below tends to cut across nearly all staffing activities?

- a) Performance appraisal
- b) Training
- c) Job analysis
- d) Job evaluation
- e) Manpower planning

36. A training programme in debating skills most likely aims to change which one of the following?

- a) Interpersonal skills
- b) Motor skills
- c) Cognitive skills
- d) Both a and b

37. Job, person and organisational analyses are all necessary when

- a) Implementing training
- b) Manpower planning
- c) Evaluating training effectiveness
- d) Assessing training needs
- e) Evaluating employee performance

38. Negative reinforcement is:

- a) Receiving undesirable reward, e.g. not being paid for being absent
- b) Avoiding undesirable consequence as a result of giving desired behaviour
- c) Receiving a desirable reward, e.g. pay raise for giving desired behaviour
- d) Missing a desired consequence
- e) Only a and d

39. Which of the following methods of evaluating training effectiveness is weakest?

- a) Learning
- b) Results
- c) Reaction
- d) Behaviour

40. Which type of training is **least** likely to experience problems of lack of transfer of learning?

- a) Classroom training
- b) T- Group training
- c) Internship training
- d) In- basket training
- e) Simulation training

41. Simulation training is most suitable for what type of situation:

- a) Technical jobs
- b) Jobs where mistakes could lead to serious injury, damage to equipment or fatalities
- c) Jobs where transfer of training is essential
- d) Senior management positions where new managers make costly mistakes

42. Attracting people to apply for jobs available at a company defines:

- a) Selection
- b) Orientation
- c) Advertising
- d) Recruitment
- e) Testing company image

43. Which one is not one of the standards that Performance appraisals should meet?

- a) Validity
- b) Reliability
- c) Practicality
- d) Discriminability
- e) Criticality

44. Many managers experience problems and anxiety in doing which one of the following the performance appraisal stages?

- a) Comparing actual performance with the standard
- b) Communicating performance standard to subordinates
- c) Discussing actual evaluation with a subordinate
- d) Establishing a performance standard
- e) Determining and initiating corrective action

45. Which of the following performance appraisal techniques is most susceptible to "halo effect" type error?

- a) Forced distribution
- b) Employee rankings
- c) Behaviourally anchored rating scales (BARS)
- d) Critical incident technique

46. Performance appraisal may be used as a basis for all except which one of the following?

- a) Employee development
- b) Job evaluation
- c) Separation
- d) Wage and salary adjustments
- e) Demotion

47. Wages paid on the basis of knowledge that an individual possesses on the job are more closely linked to:

- a) Job based pay
- b) Relative worth of the job based pay
- c) Skill based pay
- d) Monthly rather than wage based pay
- e) Piece- rate based pay

48. Which method or methods of job evaluation relies on the concept of key jobs:

- a) Ranking method
- b) Job classification method
- c) Point method and factor compensation method
- d) Factor comparison method

49. Which of the following is not a characteristic of a key job?

- a) Must be a highly technical job
- b) Must be considered to be correctly priced
- c) Must be very common in the enterprise
- d) Must be representative of a number of jobs
- e) Must be a well known job in the enterprise

50. Which job evaluation method is susceptible to basing the evaluation on the performance of the job incumbent?

- a) Point method
- b) Ranking method
- c) Factor – Comparison method
- d) Classification method

51. Stakeholders in labour management relations include all except which one of the following:

- a) Trade Unions
- b) Political Parties
- c) Employers
- d) Government
- e) All are important stake holders

52. The roots of industrial relations can be traced to events that took place after the start of

- a) The First World War
- b) The Industrial Revolution
- c) The Second World War
- d) Both the First and Second World War
- e) Political liberation of former Colonies

53. Tri-partisan in Labour-management relations refers to the fact that:

- a) All three players in the work place must be involved for workers to go on strike.
- b) Employers, Workers and Government work together to maintain peaceful industrial relations.
- c) Employers, Employees and Trade Unions cooperate to maintain good industrial relations.
- d) Employers, Government and Trade unions must agree on all major economic issues.

54. Which of the following statements is false?

- a) The first strike by the African workers on the Copperbelt took place in 1935.
- b) Any employee in a company can join the trade union.
- c) The Industrial and Labour Relations ACT CAP 269 provides for collective bargaining
- d) A group of 50 workers can form a trade union

55. Name the two government institutions that deal directly with industrial relations.....and

56. The goal of engineering psychology is to:

- a) Design the most powerful and efficient machines or systems
- b) Design systems that get the best fit between men and machines
- c) Ensure that the most suitable men/women are picked to operate systems efficiently
- d) Eliminate weaknesses in the operation of machines.

57. Man-Machine systems refer to:

- a) Man made machine systems
- b) Systems that require man and machine to work together for a task to be performed
- c) Systems that a man needs to survive in his environment
- d) Totally automated systems capable of independent operation

58. Give an example of a man-machine system.....

59. Population stereotypes in equipment design refers to:

- a) Designing equipment to suit persons considered to possess average characteristics.
- b) Designing equipment to suit very tall people or very short people
- c) Designing equipment to suit every member of the population

60. A speedometer reading on the car dashboard is an example of a:

- a) Qualitative visual display
- b) Check visual display
- c) Quantitative visual display
- d) A and C above
- e) B and C above

PART II

Answer any two questions from this part. Each question carries 10 points. You are required to write well thought out and concise essays citing literature where possible. You are advised to plan your essay before you start. You are further advised to spend no more than 45 minutes on each question.

You may, if you wish, tear off part II questions and take them with you but remember that part I questions must be handed in.

1. According to Max Weber, bureaucracy was the best approach to run large organisations. Evaluate Weber's view by stating what is bureaucracy? What are its tenets? What are its strengths and weaknesses? Explain why the Zambian government bureaucracy does not seem to perform to expectation.

2. On graduation from UNZA, you have been approached by a Personnel Manager of a medium sized and recently formed company. He explains that his/her company has been experiencing low levels of employee performance and high levels of employee turnover (both voluntary and involuntary) since the company was formed 5 years ago.

Write an essay advising the Manager on how he/she can try to tackle the problem by identifying and pointing out which staffing activities and approaches need to be addressed.

3. Define, Compare and contrast selection, training, job design/redesign and human factors engineering approaches to ensuring high performance in organisations.

4. What is Performance Appraisal? What are its main stages? What advantages do Behavioural Observation Scales have over Graphic Rating Scales?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2004 ACADEMIC YEAR, FIRST SEMESTER EXAMINATIONS

PS 461 – RESEARCH METHODS IN PSYCHOLOGY

TIME: THREE HOURS

INSTRUCTIONS: THIS QUESTION PAPER CONSISTS OF TWO PARTS. ANSWER THE TWO PARTS IN DIFFERENT ANSWER BOOKLETS AND TIE THEM UP SEPARATELY. INDICATE THE PART ON THE FRONT PAGE OF THE RESPECTIVE BOOKLETS

PART ONE/SECTION A

Answer each of the following questions:

1. A researcher shows that participants in a conformity experiment quite often give an obviously wrong answer when six other confederates of the experimenter have just given the wrong answer by prearrangement. What else must the researcher do in order to demonstrate that the real participants are conforming to group pressure?
2. The aim of a particular investigation is to compare the attitudes of working-class and middle-class mothers to discipline in child rearing. What factors should be taken into account when selecting two comparable samples (apart from social class)?
3. A psychologist advertises in the university newsletter for students who are willing to participate in an experiment concerning the effects of alcohol consumption on appetite. For what reasons might the sample gathered not be a random selection of students?
4. A psychology lecturer requires two groups to participate in a memory experiment. She divides the students in half by splitting the left side from the right side of the class. The left side get special instructions and do better on the problem-solving task. The lecturer claims that the instructions are, therefore, effective. Her students argue that a confounding variable could be operating. What are they thinking of?
5. Two groups of six-year-old children are assessed for their cognitive skills and sociability. One group has attended some form of pre-school education for at least a year before starting school. The other group has not received any pre-school experience. The findings show that the group that has received pre-school education is superior on both variables.

(a) Identify the independent and dependent variables

- (b) Identify possible confounding variables

PART ONE/SECTION B

Answer the first question (COMPULSORY QUESTION) and one other question:

1. Design a research proposal for a study to investigate the influence of peer education on condom use among university students. Ensure that under data analysis you explain the tools you will use to analyse the data you will collect.
2. What are the main features of ethical research? Why is it important for research to be ethical?
3. Discuss the advantages and disadvantages of the field experiment

PART TWO

Instructions: Answer all questions in this part. Show all relevant calculations.

1. Briefly define, identify, describe and state the significance of the term, concept, event or relationship involved in all of the following:
 - (a) Real limits of a number
 - (b) One and two-tailed hypothesis
 - (c) Level of significance
 - (d) Parametric versus non-parametric tests
2. Compute the variance and standard deviation for the following eight scores: 6, 6, 8, 8, 8, 8, 10, 10. Now generate a new set of eight scores by multiplying each original score by a constant of 3. Compute the variance and standard deviation for the new scores. Compare your results with those obtained for the first set of scores. Do the same for another set of eight scores generated by dividing each original score by a constant of 2. What is the effect on the variance of multiplying or dividing each score in a set of scores by a constant? What is the effect on the standard deviation?
3. For the following data, find the values for the listed expressions:

<u>X</u>	<u>Y</u>
3	1
3	2
1	1
2	3
4	5

- (a) ΣX^2 (b) $(\Sigma X)^2$ (c) ΣY^2 (d) $(\Sigma Y)^2$

(e) $\Sigma X \Sigma Y$

(f) ΣXY

4. For the following set of data calculate the Rank Order Spearman Correlation Coefficient.

<u>X</u>	<u>Y</u>
3	12
4	5
5	6
10	4
<u>13</u>	<u>3</u>

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2004 ACADEMIC YEAR, FIRST SEMESTER EXAMINATIONS

PS 471 – COUNSELLING THEORY

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS

PART I

Write brief notes on all of the following:

1. Counseling versus psychotherapy
2. Fidelity and veracity
3. Principle ethics versus virtue ethics
4. Characteristics of virtuous professionals
5. *Pro bono* services in ethics codes
6. Potential conflicts between legal and ethical standards
7. Problems encountered when striving toward an ethically responsible practice
8. Morality and community standards
9. Confidentiality and privacy
10. Laws and professionalism

PART II

INSTRUCTIONS: (Refer to case)

Read the case below and employ any one counseling approach or a combination of them to deal with it. Clarity of expression is very important.

THE CASE OF STAN

The setting is a community mental-health agency, where both individual and group counselling by qualified staff are available. Stan is coming to counselling because of a court order as a stipulation of his probation. He was charged for driving under the influence of alcohol. Although he does not think he has a serious drinking problem, the judge determined that he needed professional help.

Stan arrives for an intake interview and provides the counsellor with this information:

At 25 years old, I'm working as a construction worker. I like building houses, but I'm pretty sure I don't want to stay in construction for the rest of my life. When it comes to my personal life, I've always had a rough time getting along with people. I suppose you could call me a "loner". I like having people in my life, but I just don't seem to know how to go about making friends or getting close to people. Probably the reason I sometimes drink a bit too much is because I'm so scared when it comes to mixing with people. Even though I hate to admit it, when I've been drinking, things don't seem quite so overwhelming. When I look at others, they seem to know the right things to say. Next to them, I feel so dumb. I'm afraid that people will be bored with me and that if they really knew me, they wouldn't want anything to do with me. Sure, I'd like to turn my life around, and I'm trying, but sometimes I just don't know where to begin. That's why I went back to school. Besides my work in construction, I'm also a part-time college student majoring in psychology. I want to better myself. In one of my classes, Psychology of Personal Adjustment, we talked about ourselves and how we wanted to change, and we also had to write an autobiographical paper. Should I bring it in?

That is the essence of Stan's introduction. The counsellor says that she very much wants to read his autobiography. She hopes it will give her a better understanding of where he has been, where he is now, where he would like to go, and what he wants for himself. It reads as follows:

Where am I *currently* in my life? At 25, I feel that I have wasted most of my life. But now I should be finished with college and into a good job, but instead I'm only a junior. I cannot afford to really commit myself to pursuing college full time, because I need to work to support myself. Even though construction work is hard, I like the satisfaction I get by looking at what I helped build.

Although I would like to build things as a hobby, I want to get into some profession where I could work with people, if I could ever get over my fears of what people thought of me. Some day, I am hoping to get a Masters degree in counselling or in social work and eventually work as a counsellor with the kids who are in trouble. I feel I was helped by someone who cared about me, and I would like to have a similar influence on young people.

At this time I live alone, have very few friends, and feel scared with people my own age or older. I feel good when I am with kids, because they are so honest. But I worry a lot whether I am smart enough to get through all the studies I will need to do before I become a counsellor.

One of my problems is that I drink heavily and frequently get drunk. This happens mostly when I feel alone and scared that I'll always feel as lonely and isolated as I do now. At first drinking makes me feel better, but later on I really feel rotten. I used to do drugs heavily, and once in a while I still get loaded. People really scare me, and I feel overwhelmed when I am around strong and attractive women. Maybe I think they are judging me, and I know they will find out that I am not much of a man. I am afraid I will not measure up to being a man – always having to be strong, tough, and perfect. I am not

any of those, so I often wonder if I am adequate as a man. I really have trouble in seeing myself as sexually adequate. When I do have sex, I get uptight and worry that I will not be able to perform, and then I really feel terrible.

I feel a terrible anxiety much of the time, particularly at night. Sometimes I get so scared that I feel like running, but I just cannot move. It is awful, because I often feel as if I am dying at times like this. And then I fantasize about committing suicide and wonder who would care. Sometimes I see my family coming to my funeral feeling sorry they did not treat me better. I even made a weak attempt to do myself in a couple of years ago. Much of the time I feel guilty that I have not worked to my potential, that I have been a failure, that I have wasted much of my time, and that I have let people down a lot. I can really get down on myself a lot and wallow in my guilt, and I feel very depressed. At times like this I think about how rotten I am, how I will never be able to change, and how I would be better off dead. Then I would not have to hurt anymore, and I would not want anything either. It is very difficult for me to get close to anyone. I cannot say that I have ever loved a person, and I know that I have never felt fully loved or wanted.

Everything is not bleak, because I did have enough guts to leave a lot of my shady past behind me, and I did get into college. I like my determination – I *want to change*. I am tired of feeling like a loser, and I know that nobody is going to change my life for me. It is up to me to get what I want. Even though I feel scared a lot, I like it that I can feel my feelings and that I am willing to take risks. I hate being a quitter.

What was my past like? What are some significant events and turning points in my life? A major turning point was the confidence my supervisor had in me at the youth camp where I worked the past few summers. He helped me to get my job, and he also encouraged me to go to college. He said he saw a lot of potential in me for being able to work well with young people. That was hard for me to *really* believe, but his faith inspired me to begin to believe in myself. Another turning point was my marriage and divorce. This “relationship” did not last long before my wife left me. Wow, that really made me wonder about what kind of man I was! She was a strong and dominant woman who was always telling me how worthless I was and how she could not stand to get near me. We met in a gambling casino in some hotel, and we tied the knot shortly after that. We had sex only a few times, and most of the time I was impotent. That was hard to take – a real downer! I am so afraid to get close to a woman. I am afraid she will swallow me up. My parents never got a divorce, but I wish they had. They fought most of the time. I should say my mother did most of the fighting. She was dominant and continually bitching at my father, whom I always saw as weak, passive and mousy next to her. He would *never* stand up to her. There were four of us kids at home. My folks always compared me unfavorably to my older sister (Judy) and older brother (Frank). They were “perfect” children, successful honor students. My younger brother (Karl) and I fought a lot, and he was the one who was spoiled rotten by them. I really do not know what happened to me and how I turned out to be the failure of the bunch.

In high school I got involved with the wrong crowd and took a lot of drugs. I was thrown into a youth rehabilitation facility for stealing. Later I was expelled from regular school

for fighting, and I landed in a continuation high school where I would go to school in the mornings and have afternoons for on-the-job training. I got into auto mechanics and was fairly successful and even managed to keep myself employed for three years as a mechanic.

Back to my parents. I remember my father telling me: "You're really dumb. Why can't you be like your brother or sister? You'll never amount to a hill of beans! Why can't you ever do anything right?" And my mother treated me much the same way she treated my father. She would say, "Why do you do so many things to hurt me? Why can't you grow up and be a man? You were a mistake – I wish I didn't have you! Things are so much better here when you're gone." I recall crying myself to sleep many nights, feeling so terribly alone and filled with anger and hate. And feeling so disgusted with myself. There was no talk of religion in my house, nor was there any talk about sex. In fact, I always find it hard to imagine my folks ever having sex.

Where would I like to be five years from now? What kind of person do I want to become, and what changes do I most want in my life? Most of all, I would like to start feeling better about myself. I would really like to be able to stop drinking altogether and still feel good. I have an inferiority complex, and I know how to put myself down. I want to like myself much more than I do now. I hope I can learn to love at least a few other people, most of all, women. I want to lose my fear that women can destroy me. I would like to feel equal with others and not always have to feel apologetic for my existence. I do not want to suffer from this anxiety and guilt. And I hope that I can begin to think of myself as an OK person. I really want to get free of my self-destructive tendencies and learn to trust people more. Maybe when I begin to like myself more, I will be able to trust that others might find something about me that is worth liking.

After the intake session, using the DSM-III-R, the counselor gave the following primary diagnosis: Histrionic Personality Disorder. As a secondary diagnosis, Stan fit the criteria for Psychoactive Substance Abuse, with alcohol dependence.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2004 ACADEMIC YEAR FIRST SEMESTER FINALEXAMINATIONS
S 111: INTRODUCTION TO SOCIOLOGY

TIME: THREE HOURS

INSTRUCTIONS: This paper is divided into 3 sections. Answer all questions in SECTION A; 20 questions in SECTION B; and 2 questions in SECTION C

SECTION A: MULTIPLE CHOICE QUESTIONS (15 marks)

1. Sociology is best illustrated by
 - a) Gathering information on the material on the wealth of a nation.
 - b) Taking appropriate action to eliminate a squatter settlement
 - c) Studying changes in the basic goals people have in society.
 - d) Calculating the levels of population in a city at different levels.

2. The scientific method
 - a) Involves defining a problem, constructing hypothesis testing hypotheses, analyzing and conclusions.
 - b) Is a tentative idea about a problem
 - c) Is a technique which arrives at a final truth
 - d) Is a system of tentative ideas about how to solve a problem?

3. Durkheim's study of suicide
 - a) Concluded that social interaction causes suicide.
 - b) Includes the conclusion that the absence of social relationships is associated with a tendency to commit suicide.
 - c) Includes the conclusion that suicides tend to strengthen social relationships.
 - d) Includes the conclusion that social interaction, suicides rates and social relationships are parts of social structure.

4. Cultural relativism is best illustrated by
 - a) Seeing everything in terms of right and wrong
 - b) Practicing what you preach
 - c) Learning foreign language
 - d) Teaching others the nature of our society.

5. Mead's 'I' differs from his 'me' in that

- a) The I but not the me is based on symbolic interaction
- b) The me but not the I refers to unique aspects of the self.
- c) The I gives the sense of freedom, the me is the sense of responsibility
- d) The I is conflict oriented the me is oriented towards cooperation.

6. The generalized other is illustrated by

- a) The perspectives of one's father ✓
- b) The perspective of one's family as a whole ✓
- c) The perspectives of one's teacher ✓
- d) One's own general perspectives on the nature of society. ✓

7. The concept of the looking glass self is illustrated by

- a) Role making. ✓
- b) Role taking. ✓
- c) Teaching to treat others as beautiful when they appear to be beautiful. ✓
- d) Learning to see the self as beautiful when others treat us as beautiful. ✓

8. The individuals view of the self is

- a) His or her self image ✓
- b) The I ✓
- c) The me ✓
- d) Almost invariably in conflict with the individuals view of others. ✓

9. According to Merton, law breaking is encouraged by a society which

- a) Stresses monetary success and blocks legitimate channels to it
- b) Does not stresses monetary success and blocks legitimate channels to it ✓
- c) Stresses monetary success and open legitimate channels to it ✓
- d) Does not stress monetary success and open legitimate channel to it. ✓

10. Crime is best illustrated

- a) The violation of law ✓
- b) Deviance from folkways ✓
- c) Deviance from norms ✓
- d) Deviance amplification ✓

11. August Comte was a contemporary of Emile Durkheim

- a) True ✓

- b) False ✓
12. One of the following scholars provided the initial transition from philosophy and social criticism of Burke and de Bonald into scientific sociology.
- a) George Hegel ✓
 - b) August Comte ✓
 - c) Emile Durkheim ✓
 - d) Henry de Saint Simon ✓
13. Sociology is :
- (a) A branch of sociology that tries to identify the sociological causes of human behaviour ✓
 - (b) A branch of sociology that studies social life as an outcome of interaction between human beings and primates ✓
 - (c) A branch of biology that tries to identify biological and genetic roots of behaviour and the organization of life among various species. ✓
 - (d) A branch of a mixture and collaboration between biologists and sociologist working together to understand human and social behaviour. ✓
14. Dramaturgical approach is the same as impression management
- (a) True ✓
 - (b) False ✓
15. Sutherland is closely associated with cultural transmission approach.
- (a) True ✓
 - (b) False ✓
-

SECTION B (40 marks)

Write a few notes on any 20 of the following

1. Scientific method ✓
2. Hypothesis ✓
3. Adulthood socialization ✓
4. Agencies of socialization ✓
5. Secondary deviance ✓
6. Latent functions ✓
7. Operation definition ✓
8. Robert Merton's Theory of deviance ✓
9. Societal reaction approach ✓
10. Re-socialization ✓
11. Laws ✓
12. Cultural relativism ✓
13. The conflict perspective. ✓
14. Emotional contagion ✓
15. Operating system of a computer ✓
16. Cultural diffusion ✓
17. Myth ✓
18. RAM ✓

19. Positivism
 20. Functionalist sociologists
 21. Class consciousness
 22. Significant test
 23. Karl Marx
 24. Warning signs to suicide
 25. Computer software
-

SECTION C (45 marks)

Answer two questions (**QUESTION 1 IS COMPULSORY**)

1. Identify and discuss at least ten reasons why it is important to study sociology.
 2. What are the major problems faced by social scientists with the application of scientific methods to their subject matter?
 3. What are the major lessons learnt from the stories of isolated children?
 4. Compare and contrast the cultural transmission approach and the labeling theory.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2004 ACADEMIC YEAR FIRST SEMESTER FINALEXAMINATIONS
S 311: URBAN SOCIOLOGY

TIME: THREE HOURS

INSTRUCTIONS: Answer **four** questions only.

1. 'Urban sociology's main concern is about issues of the city regardless of where they are found'. Discuss
 2. Compare and contrast the Chicago school of thought with the Theories of Contrast. In your view, what are the weaknesses of the theories of contrast in explaining urban social life in Zambia?
 3. Critically discuss the functions of urban social movements in Zambia? Give examples for your answer?
 4. Explain the ways in which the colonial legacy has continued to affect urban social life in many Third World Countries?
 5. With tangible examples, discuss the prominent problems of exploding cities in the Third World Countries? Suggest solutions for each problem identified and discussed?
 6. Critically discuss the significance of the study of migration to urban development for any Low Developed Country?
 7. Examine the validity of the culture of poverty thesis in explaining urban poverty in Zambia? Give specific examples for your answer.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2004 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS
S 421: RESEARCH METHODS IN SOCIOLOGY

TIME: THREE HOURS

INSTRUCTIONS: Answer: Section I; One question from Section II; and All questions of Section III

SECTION I

1. (a) *PREDICTION*: Students given programmed math instruction will gain more in math achievement than students not given this instruction but this effect will be more pronounced among high math aptitude students than among low.

Construct an experimental design to test this prediction. (12 marks).

- (b) A researcher has just designed a special programme to increase verbal I.Q. It is a series of classroom lessons. He wants to try it out in some schools by including a Hawthorne control and teacher expectancy controls.

Construct a research design to test this programme. (13 marks).

SECTION II

2. Define the term 'research proposal' [1 mark]. For social research, a research proposal may contain 12 sections. Explain briefly the contents of each of the sections. The sections are [24 marks]: (1) Introduction. (2) The Problem Statement. (3) Background. (4) The Purpose. (5) Significance. (6) Nature of the Study. (7) Literature review. (8) Hypotheses. (9) Definition of Terms. (10) Assumptions. (11) Scope and Limitations. (12) Procedure.
3. A research report has a discussion part. Describe five functions of the discussion part [25 marks].
-

SECTION III

4. You are interested in determining the effect of programmed mathematics material on the level of mathematics achievement. What steps would you undertake to control for [12 marks]: (1) history, (2) maturation, (3) testing, (4). Instrumentation, (5) selection bias, (6) regression.

5. You are planning to draw a stratified random sample of 200 from a high school population that contains 60 % males and 40 % females. Among the males, 40% are college prep majors, 10 % business majors, 20% vocational majors, and 30 % general majors. Among the females, 50% are college prep majors, 25 % are business majors, 5 % are vocational majors, and 20 % are general majors. How many respondents would you need in each of the eight categories? [16 marks].
6. You are going to interview 60 teachers in a school system of 200 teachers. In this system there are 100 elementary school teachers (20 men and 80 women); 50 junior high school teachers (20 men and 30 women); and 50 high school teachers (30 men and 20 women). How many teachers in each of the six categories would you include in your sample of 50? [12 marks].
7. Hypothesis: Inexperienced male teachers are more likely to change their attitudes towards teaching after having a microteaching experience than without having such an experience, while experienced male teachers are equally likely to maintain their attitudes with or without microteaching.

Identify from this hypothesis the following [10 marks]: (1) independent variable, (2) moderator variable, (3) control variable, (4) intervening variable, (5) dependent variable.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2004 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS
S 901: INDUSTRIAL SOCIOLOGY

TIME: THREE HOURS

INSTRUCTIONS:

- 1. There are three sections in this paper. You are required to answer questions from each section as instructed. Question No. 5 is compulsory.**
 - 2. Write your computer number as required**
 - 3. All your answers should be in the prescribed examination answer books.**
-

SECTION A

- 1. Write brief notes on fifteen of the following (30 marks)**
 - (a) Relationship between economic value of a commodity and surplus value
 - (b) Reinforcement theory
 - (c) Bureaucratic leadership
 - (d) Guild system
 - (e) Generalized goals
 - (f) Managerial roles of 'interpersonal' and 'informational'
 - (g) Communication skills
 - (h) Human skills
 - (i) Board of directors
 - (j) Operating management
 - (k) Fordism
 - (l) Attitudes and human relations
 - (m) Departmentalism
 - (n) Elton Mayo
 - (o) Max Weber on authority
 - (p) Contract
 - (q) Expectancy theory
 - (r) Job description
-

SECTION B: Answer any two of the following questions

- 2. Outline scientific management from F.W. Taylor's perspective and argue its usefulness to an industrial undertaking (20 marks)**
- 3. Leadership is a multifaceted concept. A number of myths are associated with it – one of such myths is that "managers can not learn leadership". Proponents of this myth argue that people like Gandhi, Hitler, Christ; Mohammed, Confucius, Napoleon and Lenin to**

mention but a few powerful leaders never needed a seminar in motivation or risk taking. The second myth is that "managers are paid to make decisions and should make them".

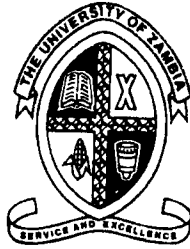
Discuss the authenticity of these myths in regard to the need for a manager or a leader to define correct situations and articulate goals concerning the present and future as well as the necessity to make decisions that will resolve situations and achieve goals. **(20 marks)**

4. (a) Outline motivational theory associated with A. Maslow.
As a Human Resources Manager, what policies would you spearhead and advocate to operationalize the theory and its principles? **(12 marks)**
- (b) Briefly outline the functions of bureaucracy. **(8 marks)**
-

SECTION C: COMPULSORY QUESTION (30 marks)

5. Answer the following:
- (a) Discuss the causes of the death of the guild system and the birth and growth of the factory system. **(20 marks)**
- (b) Outline the functional prerequisites of a social system and describe the causes of the breakdown of a social system. **(10 marks)**
-

END OF EXAMINATION



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

S 911: REFUGEES IN THE CONTEMPORARY WORLD

UNIVERSITY EXAMINATIONS

TIME: 3 HOURS

**INSTRUCTION: ANSWER ANY THREE (3) QUESTIONS, ALL QUESTIONS
CARRY EQUAL MARKS**

1. In order to provide assistance to refugees it is important that the population data of refugees is documented. What are the major problems associated with collecting demographic data on refugees?
2. Some social scientists and scholars maintain that the colonial legacy is held responsible for the African refugee problem. Show how these scholars and social scientists justify their claim and give a critique of this perspective.
3. Existing international instruments have defined the term refugee from various angles. Given the contemporary nature of the refugee problem in Africa would you say that these definitions are adequate? Give reasons for your answer.
4. Critically analyse the role of governments, Non-Governmental Organizations, and Inter-Governmental Organizations in the process of refugee assistance.
5. Southern Africa was once known to be a 'regional complex' in terms of refugee displacement. Give a detailed account that led to this situation.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2004 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS
S 925: INTRODUCTION TO CRIMINOLOGY

TIME: THREE HOURS

INSTRUCTIONS: ANSWER **THREE** QUESTIONS IN THREE HOURS. QUESTION 1 IS COMPULSORY.

1. The problem of child abuse as a criminal offence has reached a critical stage in the world. Certain sections of society are agitating for very stiff punishments like capital punishment and castration. Proponents of capital punishment insist that it is right and useful, while abolitionists argue that capital punishment is unfairly administered and ineffective. Critically discuss capital punishment in general, and also in relation to child abuse in Zambia. Give examples for your position.
 2. To what extent can you attribute crime statistics' unreliability to 'methodological failure', 'implementation failure', and 'measurement failure'? Give examples.
 3. How irrelevant is Edwin Sutherland's explanation of criminal behavior with his 'differential association theory', in relation to Jeremy Bentham's 'utilitarianism theory'? Espouse your arguments with examples.
 4. Write brief notes on seven crime prevention strategies of your choice. Give at least two examples of crime that can be prevented by each of these strategies.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2004 ACADEMIC YEAR FIRST SEMESTER FINALEXAMINATIONS
S 931: SOCIAL CHANGE AND DEVELOPMENT

TIME: THREE HOURS

INSTRUCTIONS: ANSWER FOR QUESTIONS ONLY

1. Emile Durkheim, Max Weber and Karl Marx under the three perspectives of sociology each of these men analyzed religion in very different ways, but each considered it significant part of society. Please give their developed theories of the nature of religion in detail.
 2. Define the theoretical perspectives Durkheim, Weber and Karl Marx and analyze their full contents sociologically. Do they apply to third world countries like Zambia?
 3. It is said that Greek philosophers – Socrates, Plato and Aristotle – paved the way to modern political constitutions in both developed and developing countries. Do our parliamentary practices confirm this? Discuss.
 4. Comte claimed to be the founder of sociology. Give a full account of his philosophy.
 5. What do you understand by the following:
 - (a) Professionals
 - (b) Information technology
 - (c) Surveillance an discipline in organizations
 - (d) Carceral organizations
 6. What changes would you recommend the Zambian should include in the proposed new constitution for which the Constitution Review Commission (CRC) is now sitting. Justify your demand.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2004 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

S 961: RURAL SOCIOLOGY

TIME: THREE HOURS

INSTRUCTIONS: ANSWER FOUR QUESTIONS

1. State the main differences between rural and urban sociology, giving characteristics of urban and rural settings.
 2. Give reasons why rural Zambians are attracted to urban areas.
 3. Outline the dangers and disadvantages posed by urban life.
 4. Zambia's landlockedness is a source of underdevelopment and hardship. Discuss.
 5. What measures were taken by – (a) the colonial government (b) the independence government to narrow the gap of poverty between rural and urban areas? Name prominent projects undertaken.
 6. If you were appointed District Commissioner of a rural district, what would be your priority of projects and activities?
 7. Did the Ujamaa, Harambe and Back to the Land policies in Tanzania, Kenya and Zambia respectively achieve any successes?
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2004 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS
SS 241: RESEARCH METHODS IN THE SOCIAL SCIENCES

TIME: THREE HOURS

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

SECTION A

ANSWER ALL QUESTIONS. THIS SECTION CARRIES 60%

1. Briefly explain the following:
 - (a) Theory
 - (b) Hypothesis
 - (c) Paradigm
 - (d) Model
 - (e) Conceptual definition
2. Briefly describe following question formats:
 - (a) Filter question
 - (b) Rating question
 - (c) Matrix question
 - (d) Closed question
 - (e) Open – ended question
3. Briefly describe the following sampling designs, explaining when one design is preferred over the other.
 - (a) Disproportionate stratified sampling
 - (b) Proportionate stratified sampling
4. Briefly describe the following sampling terms and, in each case, explain when they apply:
 - (a) Sampling interval
 - (b) Sampling fraction
5. Briefly explain the difference between the two types of research below::
 - (a) Pure or basic research
 - (b) Applied research
6. Give one sentence responses to the following questions:

- (a) What are the three major functions of research?
- (b) What are three common abuses of research?
- (c) Briefly indicate how to counter the abuses mentioned in (b)

7. With a diagrammatic representation where appropriate, bring out the major distinguishing characteristics of the following designs:

- (a) Non-experimental design
- (b) Experimental design
- (c) Quasi-experimental design

8. Briefly explain your understand by the following:

- (a) Precision matching
- (b) Convenience sampling
- (c) Parameter
- (d) Statistic
- (e) Intuition -
- (f) Common sense -
- (g) Habit

9. Draw a stratified random sample, $n=100$, from the data below, your criteria of selection being education and sex.

EDUCATION	SEX	
	Male	Female
Primary	500	350
Secondary	400	250
Tertiary	300	200

10. (a) Complete the following statements:

- (i) A general objective is.....
- (ii) A specific objective is.....

(b) Give three reasons why you need to have research objectives.

(c) Give four correct ways of stating research objectives.

11. In framing questions for research, there certain pitfalls to be avoided. Identify the pitfalls implied in the questions below:

- (a) Do you believe in God because you are a Christian?
- (b) You strongly believe in the use of contraceptives, don't you?
- (c) Do you watch videos or play tennis in your spare time?
- (d) Are you of the view that diminishing returns in agriculture account for the increased poverty levels in Zambia?
- (e) Are you in support of the underhand methods used by the ruling party uses during elections?

12. Complete the following statements:

- (a) A cross - sectional study is.....
- (b) A cohort study is
- (c) A panel study is
- (d) Longitudinal study is.....

13. Briefly answer the following questions on the sampling frame:

- (a) What is a sampling frame?
- (b) What is a sampling frame used for?
- (c) What is a blank foreign element in a frame?
- (d) What is an incomplete frame?

14. What are the scales of measurement of the following variables:

- (a) Your ethnic group.
 - (b) Your computer number.
 - (c) The grade you will get in this examination.
 - (d) Your height.
 - (e) Your father's car model.
 - (f) Your mother's favourite colour
 - (g) Your uncle's money in the Stanchart account
 - (h) Your brother's performance in the Grade 12 exams
-

SECTION B

ANSWER ANY TWO QUESTIONS. THIS SECTION CARRIES 40%

1. (a) Discuss the importance of literature review in the research process.

(b) Discuss how to identify a research problem.

(c) Discuss the criteria used in prioritizing a research problem.

2. (a) Explain what a questionnaire is.

(b) Describe, in the correct sequence, the stages you would have to through if you are constructing a questionnaire to test the hypothesis that social class influences religiosity.

(c) Explain the difference between qualitative and quantitative research techniques.

3. (a) Explain the difference between probability and non-probability sampling.

(b) Describe, in the correct sequence, the stages of sampling you would have to go through if you are carrying out your research on youth problems in Lusaka to ensure you have reliable and valid results.

(c) Give the characteristics of what constitutes a good hypothesis

(d) Indicate what is wrong with the hypotheses below:

- (i) There is a relationship between social class and performance in examinations.
 - (ii) The more religious an individual is, the more likely that he/she will go to heaven.
 - (iii) The higher the socioeconomic status an individual has, the greater is the degree of drug abuse.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2004 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

SW 111: INTRODUCTION TO SOCIAL WORK

TIME: THREE HOURS
INSTRUCTIONS: ANSWER ALL QUESTIONS; ALL QUESTIONS CARRY EQUAL MARKS.

1. Define social policy and discuss its functions and how it links basic human needs with limited resources
 2. Discuss the statement that "it is easier for a social ^{case} ~~care~~ worker to become an effective community development worker than the other way around."
 3. Contrast and discuss the five [5] methods of social work.
 4. Discuss the application of the following values in social work:
 - 1) Laissez – faire versus welfare state;
 - 2) Equity versus equality ;
 - 3) Universalism versus selectivism; and
 - 4) Residual versus institutional redistributive.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2004 ACADEMIC YEAR FIRST SEMESTER FINALEXAMINATIONS
SW 211: INTRODUCTION SOCIAL POLICY ANALYSIS

TIME: THREE HOURS

INSTRUCTIONS:

- 1. Question 1 Section A is compulsory.**
 - 2. Attempt three questions from section B**
 - 3. All questions carry equal marks**
-

SECTION A

1. Write short notes with examples on the following:-
 - (a) Freedom
 - (b) Democracy
 - (c) The State
 - (d) Efficiency
 - (e) Effectiveness
-

SECTION B

2. Titmus proposes three models of social policy. Discuss these models and analyse their assumptions.
 3. Compare and Contrast the values of liberalism with those of socialism in policy issues.
 4. Define Social Work and Social Welfare and discuss their distinguishing features from other activities in the community.
 5. Discuss and analyse the differences between the ethical view of human welfare and the religious view and discuss how social work fits in between these various views.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2004 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS

SW 231: INTRODUCTION TO SOCIAL WORK METHODS

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY FOUR QUESTIONS

- 1) Describe the "Transtheoretic Model of Change". Please identify each of the 'Stages of Change'. Explain how this model might be useful to you as a Counselor/Social Worker in your clinical practice.
 - 2) Describe "Harm Reduction" as an approach and /or philosophy to addressing complex human issues. How could you apply Harm Reduction specifically in your clinical work with individuals, families, groups and / or communities in Zambia?
 - 3) During the lecture on Basic Counseling, a number "Active Listening Skills" were identified and then practiced. What were the five skills discussed? What is the clinical importance of each skill (for both the "client" and "counselor")?
 - 4) Currently Zambia has very few "specialist" services to offer its citizens (e.g. Child Protection, Alcohol and Drug treatment, Mental Health, Domestic Violence, etc). Which clinical issue is of most interest to you? Why? What could you do as a Social Worker to improve Zambia's 'System of Care' related to this issue / concern?
 - 5) (A) What was the most significant thing you learned about yourself during this course? Why / How is this important to you as a Social Worker?

(B) We discussed "burnout" close to the end of the course as something every Social Worker must be aware of in their work with: individuals, families, groups, organizations and communities. What do you intend to do specifically to guard against "burning out" as a professional Social Worker? (i.e. Your "Self Care" plan).
 - 6) The concept of "Resiliency" was introduced during this course. What is resiliency? Describe and provide examples of "risks" and "stressors" which may impact on an individual's ability to cope. What were the "protective factors" identified in this model and approach?
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2004 ACADEMIC YEAR FIRST SEMESTER FINALEXAMINATIONS

SW 311: SOCIAL POLICY ANALYSIS

TIME: THREE HOURS

INSTRUCTIONS:

1. Question one (01) section A is compulsory.
 2. Attempt three questions from section B
 3. All questions carry equal marks
-

SECTION A

1. Write short notes with examples on the following:-
 - (a) Adequacy
 - (b) Social effectiveness
 - (c) Freedom of choice
 - (d) Local Autonomy versus centralization
-

SECTION B

2. Discuss the common domains and key processes of all social policies according to David Gils' conceptual model.
 3. What are social values and how does Helbroner approach the concept of social values in their inhibition or promotion of social welfare policies in the American setting.
 4. Zambia has liberalized and privatized its economy. Analyse the implications of this move in the provision of social services.
 5. Bradshaw identifies four main categories of need. Analyse them and identify yourself with one of the categories outlining why you would prefer to use it in your practice.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2004 ACADEMIC YEAR FIRST SEMESTER FINALEXAMINATIONS
SW 321: SOCIAL WORK RESEARCH METHODS

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY FOUR QUESTIONS

1. Identify **three** reasons why the functionalist theory which was influential in explaining phenomena during the early 1960s had, by the 1970s, become largely replaced by conflict theory
 2. Discuss, citing relevant examples, how the "way of seeing" associated with the interpretive perspective would approach official statistics such as those provided by the Central Statistical Office (CSO).
 3. Rationalize the view that the assumptions of quantitative research are consistent with the structural theories in sociology.
 4. Discuss the relevance of Glasser and Strauss' "**grounded theory**" to qualitative research.
 5. Mention **two** advantages of Focus Group Discussions and **two** of their limitations.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2004 ACADEMIC YEAR FIRST SEMESTER FINALEXAMINATIONS
SW 331: ANALYSIS OF SOCIAL WORK INTERVENTION

TIME: THREE HOURS

INSTRUCTIONS: ANSWER QUESTION THREE AND ANY OTHER THREE QUESTIONS

1. Discuss, using clear examples, Perlman's assumption that "not only do external (objective) and internal (subjective) aspects of the problem co-exist, but either one may be the cause of the other".
 2. Rationalize one of the basic tenets of the normative re-educative strategy that "re-education is a normative change as well as a cognitive and perceptual change".
 3. Waligomaika Steel Works is a manufacturing Company owned by a prominent Chingola businessman, Mr. Globalization Banda. In the last four years since its formation, the company has recorded massive profits in the range of \$2 - \$5 million per annum. In the first quarter of this year, however, the company has a recorded an unprecedented loss of 4500,000. Added to this are the now frequent work stoppages by his works. Mr. Banda is very depressed and does not know what to do. You are an organizational change agent, and Mr. Banda comes to you to seek assistance on how he can stabilize his organizational turbulences and return to his profitable days. Using Lippit and Watson's three internal diagnostic orientations, what would you do to assist him to solve his problem?
 4. "Transmitted change occurs without deliberate guidance while transformed change occurs when individuals, groups, or organizations change themselves or others through conscious action". Justify the need for social workers to take a keen interest in transmitted change although their main concern is with transformed change.
 5. Compare Florence Hollis' psychosocial treatment method recognizing both internal psychological and external social causes of dysfunctioning with Helen Perlman's assumption that a person at any stage of life is a product of nature and nurture.
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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2004 ACADEMIC YEAR FIRST SEMESTER FINALEXAMINATIONS
SW 411: SOCIAL PLANNING

TIME: THREE HOURS

INSTRUCTIONS: THE FIRST QUESTION (SECTION I) IS COMPULSORY.
ANSWER ANY TWO QUESTIONS FROM SECTION II.

SECTION I- COMPULSORY (40 MARKS)

1. The Japanese Government has given Zambia a grant of more than K40 billion for sinking boreholes in 2 rural districts and upgrading of 4 squatter compounds in Lusaka including Misisi and Chibolya, which have been at the center of controversy of town planning in the capital city. In joyous response to this, the Minister of Local Government and Housing has said it is not Government policy to demolish illegal settlements but to upgrade them.

Answer the following questions:

- (a) With reference to Edward Banfield's conceptual framework is this in public interest? (30 marks)
 - (b) What obstacles to planning are eminent in the situation outlined above? (10 marks)
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SECTION II: ANSWER TWO QUESTIONS ONLY. (60 MARKS)

- 2. Compare and contrast social planning and community development. (30 marks)
- 3. Give clear answers to the following:
 - (a) State the proponent, give the other name for and outline the features of disjointed incrementalism. (15 marks)
 - (b) List Davidoff and Reiner's three classes of planning objectives and exemplify their existence (or non existence) in Zambia. (15marks)

4. According to Neil Gilbert and Harry Specht:
- (a) What is planning? (5 marks)
 - (b) Explain the key concepts in their definition. (10 marks)
 - (c) Outline the three dimensions of professional planning according to the duo. (15 marks)
5. Both sectoral approach and unified approach to social planning have advantages and disadvantages. A given society's conception of social welfare may influence bias towards one or the other. Discuss. (30 marks)
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END OF EXAMINATION.

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2004 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS

SW 421: EVALUATIVE RESEARCH

TIME: THREE HOURS

**INSTRUCTIONS: THE FIRST QUESTION (SECTION I) IS COMPULSORY.
ANSWER ANY TWO QUESTIONS FROM SECTION II.**

SECTION I- COMPULSORY (40 MARKS)

1. A good development programme must have SMART objectives whose indicators of achievement must be SPICED.
 - (a) Discuss this notion with the aid of your explanation of what the two acronyms (SMART and SPICED) stand for. (30 marks)
 - (b) Identify 5 pitfalls evaluators must guard against in a report. (10 marks)

SECTION II- ANSWER ONLY TWO QUESTION (60 MARKS)

2. Outline the elements of the Triple A planning process (30 marks)
 3. With the aid of a project/programme you are very familiar with, design a project logical framework. (30 marks)
 4. Community development programmes are, by their nature, products of political processes. This reality can create turbulence in the execution of an evaluation study. Discuss this notion and demonstrate how you would minimize disagreements among various stakeholders. (30 marks)
 5. Evaluation research assumes three important elements about a programme that is to be evaluated. Explain using appropriate concepts and vivid examples. (30 marks)
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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2004 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

SW 435: INDIVIDUAL AND GROUP DYNAMICS

TIME: THREE HOURS

INSTRUCTIONS:
MARKS

ANSWER ALL QUESTIONS. ALL QUESTIONS CARRY EQUAL

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1. Individual and group dynamics is about understanding synergism, where the total effect is greater than the sum total of individual effects. In principle, individual and group dynamics refer to the complex forces that act upon every individual and group throughout their existence and cause them to behave the way they do. Discuss the functions of individual and group dynamics in strategic leadership and social work practice.
 2. Define and discuss psychoanalytic theory and social learning theory in relation to understanding individual and group dynamics.
 3. You can be, do and have whatever you choose to be, doing and have. Using this statement make a contrast between choosing and wanting, and give examples.
 4. Group dynamics is a doctrinaire approach to social organization process, which advocates for "group think" over individualism. Using a group example of your choice, discuss the complex forces that are acting upon that group throughout its existence and which cause it to behave the way it does.
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END OF THE EXAMINATION.