

# **THE UNIVERSITY OF ZAMBIA**

## **SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

### **2019/2020 /2021 EXAMINATIONS**

HIS	2310	HISTORY OF MODERN AFRICA 1750 TO THE PRESENT
HIS	2410	STUDIES IN THE GROWTH OF CAPITALISM
HIS	3210	HISTORY OF EUROPE FROM 1789
HIS	3350	HISTORY OF MODERN INDIA FROM 1820 TO 1984
HIS	4410	HISTORY OF RUSSIA 1861 – 1991
HIS	9110	HISTORY OF ZAMBIA
HIS	9310	HISTORY OF SOUTHERN AFRICA SINCE 1800
HIS	9950	THEMES IN EAST AFRICAN HISTORY
ICH	2100	SAFEGUARDING INTANGIBLE CULTURAL HISTORY
ICH	2200	INTANGIBLE CULTURAL HERITAGE AND ENVIRONMENT
ICH	2210	INTANGIBLE CULTURAL HERITAGE AND DEVELOPMENT
ICH	3010	DATABASE AND WEB TECHNOLOGIES
LAN	1220	LANGUAGE FOR SPECIFIC AND OTHER PURPOSES
LAN	4210	THEORETICAL LINGUISTICS
LAN	9330	PSYCH – SOCIOLINGUISTICS
LIT	2710	CLASSICAL ROMANTIC AND MODERN CRITICISM
LIT	4710	MODERNIST AND POSTMODERNIST LITERATURE
LIT	9215/9215	SHAKESPEARE / SELECTED AUTHOR
LIT	9310	AFRICAN AMERICAN LITERATURE
LTC	1100	ACADEMIC WRITING AND STUDY SKILLS
MAT SCIENCES	1110	FOUNDATION MATHEMATICS AND STATISTICS FOR SOCIAL SCIENCES

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

**Final Examination**

**HIS 2310 HISTORY OF MODERN AFRICA 1750 TO THE PRESENT**

**Time: Three hours**

**Date: 17-12-2020**

**INSTRUCTIONS: ANSWER any three questions- All question carry equal marks**

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1. What were the main characteristics of hunting and gathering societies in Africa? Highlight the role played by the women in this society.
2. Critically examine the main reasons which led to famine in pre-colonial Africa. How did the local people in different parts of Africa cope with it?
3. Assess the role of European missionaries and explorers as agents of imperialism in Africa.
4. What do you understand by the term 'Mineral Revolution' in South Africa? Would it be correct to argue that the mineral revolution was a turning point in South African history?
5. Why and how did Africans participate in the First World War? What were its impact on African societies?
6. How did Africans react to colonial state policies on taxation, labour migration, and land alienation in sub-Saharan Africa?
7. Is it tenable to argue that primary resistance worked as catalyst for modern nationalist movement in Africa which ultimately brought independence?

8. What do you understand by the term "pan-Africanism"? What were its aims and who revived it in 1940?
  
9. Define the term *apartheid*. Examine the growth of *apartheid* in South Africa after 1948. How did the South African *Bantustan* policy fit in the wider policy of *apartheid*?
  
10. Critically examine the post-colonial African leaders who opted for single-party government including Zambia after independence?

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**DEPARTMENT OF HISTORICAL AND ARCHAEOLOGICAL STUDIES**  
**HIS 2410: STUDIES IN THE GROWTH OF CAPITALISM**  
**UNIVERSITY EXAMS – 2020**

**INSTRUCTIONS: ANSWER THREE QUESTIONS – AT LEAST *ONE* QUESTION SHOULD BE ANSWERED FROM EACH SECTION**

**TIME: THREE HOURS**

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**SECTION A**

1. How valid is the assertion that the collapse of the Roman Empire was primary in the birth of the Feudal Mode of Production? Account for the collapse of Feudalism.
2. Was it only the desire by Prince Henry the Navigator to establish contacts with the outside world that made Portugal to pioneer the Voyages of Discovery?
3. Explain why Africans were seen as the most suitable labourers for mine and plantation owners in the Indies during the era of the Atlantic Slave Trade. To what extent did European nations and individuals benefit from this trade?
4. Why did Adam Smith resent Mercantilism? Describe his economic arguments.
5. Is it tenable to argue that the introduction of the British Enclosure System of Agriculture was inevitable? Describe the extent to which the Britain benefitted from this agricultural practice.
6. Why did Britain play a pioneering role in the industrial revolution? Account for the slow industrialisation of continental Europe.

**SECTION B**

7. How did World War One impact on belligerent nations? Describe the measures taken to recover from the effects of the war.
8. Why was the world involved in a major war in the period stretching from 1939-1945? Is it true to argue that the war negatively affected the economies of the belligerent nations?
9. Why was New Capitalism adopted in the post-World War Two period? Is it true to argue that New Capitalists recorded more successes than failures?
10. Should the spread of Global Corporations be halted?
11. How valid is the argument that industrialism is wholly destructive?
12. Define, 'Globalisation.' Does globalisation have a punishing impact on the globalised countries.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**UNIVERSITY EXAMINATIONS – DECEMBER 2020**

**HIS 3210**

**HISTORY OF EUROPE FROM 1789**

**TIME: THREE HOURS**

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

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**SECTION A**

1. What was the Enlightenment and what were its main achievements?
2. Discuss the factors that explain why the French revolution occurred in 1789, when France was one of the most prosperous nations in Europe.
3. Explain Napoleon's rise to power. How did he use the power once he obtained it?
4. Why was England the first country in the world to experience an industrial revolution?
5. Analyse the principles and aims of the Congress of Vienna of 1815.
6. Explain why the revolutions of 1848 in Europe did not succeed.

**SECTION B**

7. What was the Weimar Republic? Explain the reasons why it did not succeed.
8. Why did the Germans hate the Treaty of Versailles?
9. Why was it possible for the Bolsheviks to seize power in Russia?
10. What factors led to the rise of Mussolini and Fascism in Italy?
11. Discuss the connection between the defeat of Germany in the First World War and the rise of Hitler to power in the 1930s.
12. Explain the nature and objectives of the major reform policies initiated by Mikhail Gorbachev in the Soviet Union.

**END OF EXAMINATION**

**The University of Zambia**  
**Department of Historical and Archaeological Studies**  
**Final Examination - 2018-2019 Academic Year**

**HIS 3350: History of Modern India from 1820 to 1984**

**Time: Three Hours**

**04-11-2019**

**Instructions:**

**Answer question number ONE which is a compulsory one, plus any two other questions**

1. If the greased cartridges for Enfield rifles were not introduced, the Sepoy Mutiny of 1857 would not have occurred. Discuss.
2. Was there any need for the British colonisers to capture India's neighbouring countries like Afghanistan, Nepal and Burma? Examine the methods that the British used to capture the above neighbours of India.
3. Why was India involved in the First World War? In what ways did the war impact Indian societies? How valid is the assertion that both the Indians and the British benefitted from the First World War?
4. The non-cooperation movement was a reaction towards the oppressive policies of the British Indian Government such as the Rowlatt Act and Jallianwala massacre in Amritsar which ended after the Chauri Chaura incident. Discuss.
5. Critically examine the genesis and the need for having two nationalist parties like the Indian National Congress and the Muslim League in India.
6. Why was India divided into two different countries when it won independence from the British? Was it possible to have a united India?
7. What differences can one draw between East and West Pakistan? Why and how did East Pakistan separate from West Pakistan?

8. The ingenious political leaders have assumed power with determination to accelerate the pace of economic progress and achieve a high level of development in the shortest period of time, through Five Years Plan. Assess the outcome of the Five Year Plans between 1951 and 1971.
9. Pandit Jawaharlal Nehru and Lal Bahadur Shastri were the first two Prime Ministers of India. Compare their achievements historically.
10. What were the main objectives of the 'Quit India Movement'? Would it be correct to comment that it was a failure?
11. What was the role of Sardar Vallabh Bhai Patel in the integration of Princely States after India was granted independence? Highlight the truth behind the annexation of Hyderabad and Junagarh.
12. Mahatma Gandhi was born in India but was made in South Africa. Comment.

END OF EXAMINATION

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**UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
DEPARTMENT OF HISTORICAL AND ARCHAEOLOGICAL STUDIES**

**END OF 2019/2020 ACADEMIC YEAR EXAMINATION-NOVEMBER 2020**

**HIS4410: HISTORY OF RUSSIA, 1861-1991**

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**DURATION: THREE (3) HOURS**

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

**(ii) DO NOT ANSWER MORE THAN TWO (2)**

**QUESTIONS FROM EACH SECTION**

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**SECTION A**

1. In the *Making of Modern Russia*, L. Kochan and R. Abraham contended that the peasant reform of 1861 was a fraud. Do you agree with this assertion?
2. Examine the rise and development of revolutionary intellectual movements in Russia in the 1860s and 1870s. Why did they fail to reform or overthrow the Tsarist system?
3. Critically analyse Sergei Witte's contribution towards the modernisation of Russia's economy towards the end of the 19<sup>th</sup> century.
4. Examine the nature of Stolypin's reforms between 1906 and 1911. How successful were his policies in restoring stability in Russia prior to 1914?

**SECTION B**

5. "The causes of the 1917 Bolshevik revolution were almost entirely economic." Discuss.
6. What factors led to Stalin rather than Trotsky becoming leader of the Soviet Union by 1929? Critically analyse the impact of Stalin's domestic policies on USSR from 1929 to 1953.
7. Discuss the structure of the United Nations. Why are there increasing calls to reform the UN?
8. What were the origins of the Cold War between the USA and USSR? With specific examples, explain how the Cold War contributed in fomenting tension around the world.

**End of Examination**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**DEPARTMENT OF HISTORICAL AND ARCHAEOLOGICAL STUDIES**  
**UNIVERSITY FINAL EXAMINATIONS – 2019/20 ACADEMIC YEAR**

**HIS9110: HISTORY OF ZAMBIA**

**DURATION: THREE (3) hours**

**INSTRUCTIONS:**

1. This question paper has **THREE (3)** sections.
  2. Answer **ONE (1)** question from each of the three sections.
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**SECTION A**

1. Critically analyse the view that archaeology is the most important source used in the reconstruction of Zambia's history.
2. Trace the development of the politico-economy of the Early Stone Age people through to the Late Stone Age.
3. In what ways has the study of the Ing'ombe Ilede archaeological site contributed to our understanding of some aspects of Zambia's pre-colonial history?
4. Is it true that all kingdoms in pre-colonial Zambia were run by despots?

**SECTION B**

5. Although the beginning of capitalist agriculture in colonial Zambia was slow and painful, settler farmers eventually established a successful farming enterprise. Why were they able to do so?
6. Account for the presence of African women on the Zambian Copperbelt from the 1930s.
7. What were the causes and effects of labour migration in colonial Zambia?
8. Explain how Zambia was incorporated into the world capitalist system. What were the consequences of this incorporation on the country by the 1930s?

## SECTION C

9. "The Barotseland Agreement of May 1964 was Zambia's major nightmare at independence." Do you agree with this assertion?
10. From your readings on this course, would you say the 1965 Unilateral Declaration of Independence in Southern Rhodesia was a blessing in disguise to Zambia?
11. Why was there a re-introduction of multi-party-politics in Zambia in 1990?
12. "The total de-nationalisation of state-owned enterprises in Zambia's Third Republic was necessary." Discuss.

END

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**DEPARTMENT OF HISTORICAL AND ARCHAEOLOGICAL STUDIES**  
**UNIVERSITY FINAL EXAMINATIONS – 2019/20 ACADEMIC YEAR**

**HIS9110: HISTORY OF ZAMBIA**

**DURATION: THREE (3) hours**

**INSTRUCTIONS:**

1. This question paper has **THREE (3)** sections.
  2. Answer **ONE (1)** question from each of the three sections.
  3. All questions carry equal marks.
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**SECTION A**

1. Critically analyse how you would go about reconstructing major aspects of the pre-colonial history of Zambia.
2. The Chewa kingdom of the Undis rose and later declined primarily because of the abundance of natural resources. From your readings on this course, how valid is this assertion?
3. Discuss George Copp Westbeeck in the context of the political economy of Buluzi.
4. "Early nineteenth century Bantu upheavals in South Africa impacted Zambia in several ways." With concrete examples, examine this point of view.

**SECTION B**

5. North-Western Rhodesia unknowingly came under British colonial rule through a series of dubious concessions signed by the Litunga Lubosi Lewanika, ruler of the Lozi people. Discuss.
6. To what extent would you agree with the notion that the presence of African women on colonial Zambian Copperbelt was a reflection of the "principle of cost minimisation and profit maximisation"?
7. Give a critical examination to the academic debate on the impact of labour migration in colonial Zambia.
8. Account for the slow development of European commercial agriculture in colonial Zambia.

## SECTION C

9. Alice Regina Mulenga (aka Lenshina) proved to be Zambia's main challenge in the immediate post-independence period. Discuss.
10. Critically examine reasons advanced for the nationalisation of industries in Zambia after independence. What impact did this process have on the country's economy?
11. Why was the Rupiah Banda-led MMD government voted out of office in the September 2011 general elections?
12. "Political struggles in Zambia's First Republic often took a regional or ethnic dimension, something which has continued to be a prominent feature of the political discourse even today". To what extent would you agree with this statement?

END

**UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
DEPARTMENT OF HISTORICAL AND ARCHAEOLOGICAL STUDIES**

**END OF 2019/2020 ACADEMIC YEAR EXAMINATION-  
NOVEMBER/DECEMBER 2020**

**HIS 9310: HISTORY OF SOUTHERN AFRICA SINCE 1800**

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**DURATION: THREE (3) HOURS**

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

**(ii) DO NOT ANSWER MORE THAN TWO (2) FROM EACH**

**SECTION**

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**SECTION A**

1. Compare and contrast the socio-economic and political systems of the Saan and Khoi Khoi people of southern Africa.
2. In your readings about Mfecane, what scholarly debates have informed your understanding of this phenomenon in southern African history?
3. Critically analyse the theories which attempted to explain Shaka's rise to power. In your view, which theory is more plausible and why?
4. "The mineral revolution in South Africa benefitted the country and its entire people." What is your view on this assertion?

**SECTION B**

5. "The Jameson Raid was chiefly responsible for the outbreak of the Second Anglo-Boer War of 1899-1902." Discuss.
6. "The British government betrayed the interests of the African majority when it ratified the constitution of South Africa in 1910." To what extent is this statement valid?
7. With specific examples, explain the emergence and decline of Independent African Churches in southern Africa. Assess their significance.
8. Critically analyse the nature of Zambia's role in the struggle for black majority rule in southern Africa.

**End of Examination**



**THE UNIVERSITY OF ZAMBIA**  
**DEPARTMENT OF HISTORICAL AND ARCHAEOLOGICAL STUDIES**  
**2019/20 NOVEMBER FINAL EXAMINATION**  
**HIS 9950 THEMES IN EAST AFRICAN HISTORY**

**DURATION: THREE (3) HOURS**

**INSTRUCTIONS: (1) Answer three questions**

**(2) Do not answer more than two questions from each section**

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**SECTION A**

1. Examine the methods available for reconstructing East African history. What challenges would one face with these methods with regards to East Africa?
2. How far back can you stretch the participation of the East African communities in the pre-colonial coastal trade? Analyse the major effects of this participation on the region.
3. Do you agree that the “Mohammedan Problem” was the most important challenge that confronted Christian missionaries in East Africa around the turn of the 20<sup>th</sup> century?
4. Critically analyse the causes and effects of the Maji-Maji Rebellion in Tanzania.

**SECTION B**

5. Explain what the Highlands Policy was in Kenya. Were the protests from the Asian community justified?
6. How was Indirect Rule implemented in East Africa? Examine the effects of Indirect Rule on different societies in East Africa?
7. Give a detailed account for the ‘Gold mining boom’ of the 1930s in East Africa. Why was there little benefit to the colonial governments?
8. “The Mau Mau was ‘perverted tribalism’ that sought to take the Kikuyu back to ‘the bad old days’ before British rule.” Discuss.
9. Account for the background and resolution of the Kabaka Crisis of 1953 – 55.

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End

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**DEPARTMENT OF HISTORICAL AND ARCHAEOLOGICAL STUDIES**  
**2019/2020 END OF ACADEMIC YEAR EXAMINATION**

**ICH 2100: SAFEGUARDING INTANGIBLE CULTURAL HERITAGE**

**DURATION: THREE (3) HOURS**

**INSTRUCTIONS: (1) ANSWER *THREE* (3) QUESTIONS ONLY**

**(2) ANSWER NOT MORE THAN TWO (2) QUESTIONS FROM EACH SECTION**

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**SECTION A**

1. According to the 2003 UNESCO Convention, what are the twelve (12) measures for safeguarding intangible cultural heritage? List them.
2. What is the relationship between intangible cultural heritage and sustainable development? Discuss.
3. There are some forms of intangible cultural heritage that will not be considered for safeguarding under the 2003 UNESCO Convention. Name them and explain why they do not qualify for consideration.
4. Intangible cultural heritage safeguarding is an important aspect to the promotion of social development. Explain how this is so and provide examples.

**SECTION B**

1. Dating back to around 15th Century BC, Hinduism is believed to be the world's oldest religion. As an ICH expert, how do you think this religion can be a threat to as well as a facilitator of the safeguarding of intangible cultural heritage? Discuss.
2. Identification and inventorying are the first two measures in safeguarding intangible cultural heritage. What does inventorying mean and what is its purpose in the process of safeguarding intangible cultural heritage? Explain.
3. What is research and what role does it play in intangible cultural heritage safeguarding? Explain.
4. What are the requirements for an intangible cultural heritage element to be inscribed onto the 2003 UNESCO Convention Urgent Safeguarding List?

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**DEPARTMENT OF HISTORICAL AND ARCHAEOLOGICAL STUDIES**  
**2020 EXAMINATION, NOVEMBER 2020**

**INTANGIBLE CULTURAL HERITAGE AND ENVIRONMENT - ICH 2200**

**DURATION: THREE (3) HOURS**

**INSTRUCTIONS: (1) ANSWER *THREE* (3) QUESTIONS ONLY**

**(2) ANSWER NOT MORE THAN TWO (2) QUESTIONS FROM EACH SECTION**

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**SECTION A**

1. From the definition of Ecological Civilisation – “Ecological Civilizations is the final goal of Social and environmental reform within Society” Can you explain how an ecological civilization can be created.
2. In your own words and based on the United Nations Educational Scientific and Cultural Organisation (UNESCO) 2003 Convention on Intangible Cultural Heritage, describe the consequences of degradation / rift in metabolic relationship and mention some interventions to overcome the consequences? Choose only one of the four (4)
  - Nutrient cycle;
  - Carbon cycle;
  - Organic Matter Cycle;
  - Hydrological (Water) cycle.
3. In your own words explain the relationship between Intangible Cultural Heritage and the environment.
4. The 2003 Convention for the Safeguarding of the Intangible Cultural Heritage recognizes the “importance of Intangible Cultural Heritage as the mainspring of cultural diversity and a guarantee for sustainable development..” Based on the 2030 Agenda and its plan of and through the 17 SDGs.  
Briefly explain how intangible cultural heritage contributes to Sustainable development (inclusive of Social, Economic and environmental development)
5. Biodiversity is critical for sustainable environmental sustainability and human well-being.  
Explain how ICH can help protect the natural biodiversity especially the traditional knowledge and systems.

SECTION B

6. What are some of the traditional knowledge systems or practices that help or assist in mitigating Climate Change or Help communities adapt to Climate change.

OR

How does Intangible Cultural Heritage contribute to Climate Change Mitigation and Adaptation efforts?

7. What are Cultural Landscapes and why do we value them, in addition mention some of the threats to Cultural Landscapes.
8. Discuss the role of Cultural Landscapes in protecting the natural biodiversity.
9. How do you record and protect Cultural Landscapes and give an example of a Cultural Landscape and how you would record and protect the particular landscape.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**DEPARTMENT OF HISTORICAL AND ARCHAEOLOGICAL STUDIES**  
**2020 EXAMINATION, NOVEMBER 2020**

**ICH 2210: INTANGIBLE CULTURAL HERITAGE AND DEVELOPMENT**

**DURATION: THREE (3) HOURS**

**INSTRUCTIONS: (1) ANSWER *THREE* (3) QUESTIONS ONLY**

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**SECTION A**

1. Define National Development and outline some of the Problems associated with National Development activities.
2. Describe the four main theories of Development:

Theory of Modernization;  
Theory of Dependency;  
Theory of World systems;  
Theory of Globalization:

Give examples to elaborate your answers

3. What are the Income generation possibilities of ICH, that can contribute to the National GDP, briefly also outline some of the risks ICH income generation activities
4. Outline the Economic Dimensions of ICH's contribution to Sustainable Development. Give examples from each of the five elements of ICH namely: Traditions and Oral Expressions; Performing Arts;
5. What are the Major (key) issues in the ICH Related Policy making process.
6. Briefly describe the steps in a needs assessment for the ICH Policy Making making process. Use Examples from the Zambian Context.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**END OF YEAR EXAMINATIONS: DECEMBER, 2020**  
**ICT 3010: DATABASE AND WEB TECHNOLOGIES**

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

**TIME:** THREE (3) HOURS

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**SECTION A: COMPULSORY [40 MARKS]**

1. (a) Carefully study the web page printout below and write:
- i. The HTML 5 tags behind its creation. [9 marks]
  - ii. Write a CSS3 statement that could create a background with 6 colors bubbling from the centre. [6 marks]



## Welcome to Organic Zambia Company Limited

Organic Zambia Company Ltd runs *organic* supermarkets and shops selling fresh organic and biodynamic food, supplements, skincare, cosmetics, baby items and household cleaning products.

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Leave your contacts by filling the below form

First Name:

Last Name:

Email Address:

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- (b) i. Carefully study the MySQL table printout below and write the SQL statements used for creating, inserting and displaying data from it. [10 marks]

Id	Surname	Given_name	Year_of_study	Email
11249067	Mwiinga	Thebiso	4	mwiinga@unza.zm
12000401	Mundia	Nasilele	3	NULL
12008812	Bwalya	Bwalya	3	tuesday@unza.zm
12111000	Njobvu	Ketty		
12890012	Mwalimu	Edward	3	mwalimu@unza.zm
13459087	Mulauzi	Felesia	2	mulauzi@gmail.com

- ii. Explain the concept of database normalization up to form 3.  
[5 marks]

**SECTION B: CHOOSE TWO QUESTIONS FROM THIS SECTION [30 MARKS]**

2. (a) With relevant examples, explain **five** (5) post-table creation SQL statements [10 marks]

(b) Explain the points of departure of HTML 5 from earlier HTML versions. [5 marks]

3. (a) Write short notes on **five** (5) of the following concepts/terms:  
[10 marks]

- a) Tuple
- b) Chen notation
- c) Data redundancy
- d) Padding
- e) Selectors
- f) Cathedral

(b) Write the SQL statements that could be used to add a new column called **surname**; and change the data type on a column **student\_id** from integer to fixed character on a table called **students**. [5 marks]

4. (a) Explain the uses of PHP in web development. [7.5 marks]  
(b) Explain why PHP is a widely used server based web programming language. [7.5 marks]

**END OF EXAMINATION**



THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
DEPARTMENT OF LITERATURE AND LANGUAGES  
FINAL EXAMINATION  
2019/2020 ACADEMIC YEAR

LAN 1220- LANGUAGE FOR SPECIFIC AND OTHER PURPOSES

DURATION: THREE (3) HOURS

MARKS: 100

INSTRUCTIONS: There are three (3) sections in this paper. Answer ALL

**SECTION A: APA REFERENCING STYLE [10 marks]**

1. Rearrange the following into the correct order according to the APA referencing style
  - a) **Journal article:** 38(2). Public Attitudes towards Government Spending. Jacoby, W.G. 336-361. American Journal of Political Science. (1994). [2 marks]
  - b) **Book with one author:** Bailey, S. Academic Writing: A Practical Guide for Students. Routledge Falmer. (2003). New York, NY [2 marks]
  - c) **Newspaper article:** Times of Zambia. (2019, December 5). Kunda, S. Miner Dies at Masaiti Mine. p2 [2 marks]
  - d) **Chapter from an edited book entitled** The theory and Practice of Teaching: Nicholls, G & Jarvis, P. In P. Jarvis (Ed). London: Kogan Page. Teaching, Learning- the changing landscape. [2 marks]
  - e) **Dissertation:** University of Zambia. (Unpublished dissertation). Chikuta, P. An Investigation into the Phonological Variations in the English spoken in the Zambian Media. (2017) [2 marks]

**SECTION B – READING****[50 Marks]**

**INSTRUCTION:** read the passage below and answer the questions that follow

I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation. [para. 1]

Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of captivity. [para. 2]

But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languished in the corners of American society and finds himself in exile in his own land. So we have come here today to dramatize a shameful condition. [para.3]

In a sense we've come to our nation's Capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to be a full heir. [para. 4]

This note was a promise that all men, yes, black men as well as white men, would be guaranteed the unalienable rights of life, liberty, and the pursuit of happiness. [para. 5]

It is obvious today that America has defaulted on this promissory note insofar as her citizens of colour are concerned. Instead of honouring this sacred obligation, America has given the Negro people a bad check; a check which has come back marked "insufficient funds." [para. 6]

But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. So we have come to cash this check- a check that will give us upon demand the riches of freedom and the security of justice. [para. 7]

We have also come to this hallowed spot to remind America of the fierce urgency of now. This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism. [para. 8]

Now is the time to make real the promises of democracy. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to lift our nation from the quicksands of racial injustice to the solid rock of brotherhood. Now is the time to make justice a reality for all of God's children. [para. 9]

It would be fatal for the nation to overlook the urgency of the moment. This sweltering summer of the Negro's legitimate discontent will not pass until there is an invigorating autumn of freedom and equality. Nineteen sixty-three is not an end, but a beginning. Those who hope that the Negro needed to blow off steam and will now be content will have a rude

awakening if the nation returns to business as usual. There will be neither rest nor tranquility in America until the Negro is granted his citizenship rights. The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges. [para. 10]

But there is something that I must say to my people who stand on the warm threshold which leads into the palace of justice. In the process of gaining our rightful place we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred. We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again we must rise to the majestic heights of meeting physical force with soul force. [para. 11]

The marvellous new militancy which has engulfed the Negro community must not lead us to a distrust of all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny. And they have come to realize that their freedom is inextricably bound to our freedom. We cannot walk alone. [para. 12]

And as we walk, we must make the pledge that we shall march ahead. We cannot turn back. There are those who are asking the devotees of civil rights, "When will you be satisfied?" [para. 13]

We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality. [para. 14]

We can never be satisfied as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities. [para. 15]

We cannot be satisfied as long as the Negro's basic mobility is from a smaller ghetto to a larger one. [para. 16]

We can never be satisfied as long as our children are stripped of their selfhood and robbed of their dignity by signs stating "for whites only." [para. 17]

We cannot be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote. [para. 18]

No, no, we are not satisfied, and we will not be satisfied until justice rolls down like waters and righteousness like a mighty stream. [para. 19]

I am not unmindful that some of you have come here out of great trials and tribulations. Some of you have come fresh from narrow jail cells. Some of you have come from areas where your quest for freedom left you battered by the storms of persecution and staggered by the winds of police brutality. You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive. [para. 20]

Go back to Mississippi, go back to Alabama, go back to South Carolina, go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our northern cities, knowing that

somehow this situation can and will be changed. Let us not wallow in the valley of despair. [para. 21]

I say to you today, my friends, so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream. [para. 22]

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident; that all men are created equal." [para. 23]

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood. [para. 24]

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice. [para. 25]

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. [para. 26]

I have a dream today. [para. 27]

I have a dream that one day down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of interposition and nullification, that one day right down in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers. [para. 28]

I have a dream today. [para. 29]

I have a dream that one day every valley shall be exalted, every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight, and the glory of the Lord shall be revealed, and all flesh shall see it together. [para. 30]

This is our hope. This is the faith that I will go back to the South with. With this faith we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. [para. 31]

With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day. [para. 32]

This will be the day when all of God's children will be able to sing with new meaning, "My country 'tis of thee, sweet land of liberty, of thee I sing. Land where my fathers died, land of the Pilgrims' pride, from every mountainside, let freedom ring." [para. 33]

And if America is to be a great nation, this must become true. So let freedom ring from the prodigious hilltops of New Hampshire. Let freedom ring from the mighty mountains of New York. Let freedom ring from the heightening Alleghenies of Pennsylvania. [para. 34]

Let freedom ring from the snow-capped Rockies of Colorado. Let freedom ring from the curvaceous slopes of California. But not only that; let freedom ring from the Stone Mountain of Georgia. Let freedom ring from Lookout Mountain of Tennessee. [para. 35]

Let freedom ring from every hill and molehill of Mississippi. From every mountainside, let freedom ring. [para. 36]

And when this happens, and when we allow freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual, "Free at last! Free at last! Thank God Almighty, we are free at last!" [para. 37]

### Questions

2. With appropriate title, headings and subheadings, **make notes** from the passage above. [20 marks]
3. Write down the lexical familiarisation strategies used in the following paragraphs:
  - a) Para. 4
  - b) Para. 5
  - c) Para. 7 (line 1 and 2) and (line 3)
  - d) Para. 20 (lines 1 and 2)
  - e) Para. 22[5 marks]
4. In framing his speech, the writer has effectively exploited the technique of pairing ideas/words. Give any five collocations used in the passage. [5 marks]
5. Apart from the effective use of synonyms in creating parallelism, the writer has also used productively antonyms/opposites. Give any two antonyms from para. 1-4. [2 marks]
6. What would be the equivalents of the following statements from the passage:
  - a) Meet with love [para. 10-12]
  - b) Blacks [para. 1-4]
  - c) Cut out [para. 29-33]
  - d) Elevated [para. 29-31]
  - e) Broke [para. 4-9]
  - f) Harmony [para. 30-32]
  - g) belief [para. 21-24]
  - h) uncoordinated sounds [para. 29-32][8 marks]
7. To what are the following words or phrases referring?
  - a) 'This momentous degree' (para. 2) [1 mark]
  - b) 'it' (para. 2, last line) [1 mark]
  - c) 'this sacred obligation' (para. 6) [1 mark][2 marks]
8. Write down all the 'to-infinitive' verbs in para. 9.
9. For each of these, give an example from the passage.
  - i. Dependent clause (para. 22)
  - ii. Noun phrase (para. 36)
  - iii. Prepositional phrase (para. 13)
  - iv. Simple sentence (para. 22)
  - v. Complex sentence ( para. 4)[5 Marks]

## SECTION C: ACADEMIC WRITING [40 Marks]

10. Analyse the following questions into; a) Instruction word(s); b) Topic; c) Aspect d)

Restriction (s)

[10 marks]

- i. Discuss the impact of Bill 10 on the constitution of Zambia
- ii. Investigate factors affecting the inclusion of the disabled at the University of Zambia
- iii. Evaluate the strengths and weaknesses of a coalition government
- iv. Comment on the assertion that men use offense language than women
- v. Argue for youth leadership in Zambia

11. Identify the topic sentence in each of the following paragraphs [15 marks]

### PARAGRAPH 1

A government functionary in Brussels arrives home after stopping off at his club for a drink. He *generally* speaks standard French in his office, standard Dutch at his club, and a distinctly local variant of Flemish at home. In each instance he identifies himself with a different speech network to which he belongs, wants to belong, and from which he seeks acceptance. All of these networks – and more – are included in his overarching speech community, even though each is more commonly associated with one variety than with another. Nevertheless, it is not difficult to find occasions at the office in which he speaks or is spoken to in one or another variety of Flemish. There are also occasions at the club when he speaks or is addressed in French; finally, there are occasions at home when he communicates in standard Dutch or even French.

### PARAGRAPH 2

The right to education is now accepted as a fundamental human right for everyone and important developments have taken place which aim at addressing the educational needs of persons with disabilities. Higher education opens opportunities for career development, meaningful occupation and a chance for a dignified life for persons with disability. Access to higher levels of education for students with special needs means better chances for them to integrate into society in general and to employment in particular so that they might sustain themselves financially and with dignity. Zambia has endeavoured to provide ideal learning environments for all students by setting standards for higher learning institutions that promote equality and education freedom for the disabled. However, these students with special needs face challenges in accessing education equally and being included in education opportunities.

### PARAGRAPH 3

The constitution of any state is a body of fundamental principles that constitute the legal basis on which a state is governed. It determines the powers and duties of the government Ndulo, 'Bill 10 and Constitutional Dictatorship in Zambia' 33 and guarantees certain rights to the people. It is the highest organising document of the state. It provides the cornerstone and framework upon which the edifice of the state is created. It is the basic law – the grundnorm – and as such the source of legitimate conferral of state powers and their exercise. As the Constitutional Court observed in its recent decision involving the Speaker of the National Assembly, all institutions and the high offices created by the constitution are themselves subservient to the constitution. All institutions and governance systems owe their being to the constitution and the powers conferred on them can only be exercised in line with the constitution

### PARAGRAPH 4

The field of a text is its topic or subject matter. This will clearly influence the choice of lexis. For example, a leaflet about training dogs will contain many words relating to dog breeds, equipment, etc. The term for such a group of words is subject-specific lexis. Such an obvious point might not be worth making, but you might notice an underlying semantic field – other groups of words related by meaning – that is not so directly linked to the main topic.

### PARAGRAPH 5

This is the best vanilla cake I've ever tasted! To make a vanilla cake, I start by making sure I've prepared my cake pan for baking. I recommend coating the pan with butter. Afterwards, in a separate bowl you add your dry ingredients-flour, baking powder and a pinch of salt. Then get another bowl and mix butter and castor sugar together until fluffy white. Add eggs - one at a time to the cream and finally add the dry ingredients. Last but not the least, pour your mixture in a baking pan and bake at 180°C for 40 minutes. This is how you make a delicious vanilla cake.

12. Identify the thematic progression patterns used in paragraphs 1 to 5 above.

[15 marks]



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

**2019/2020 END OF YEAR EXAMINATION  
LAN 4210-THEORETICAL LINGUISTICS**

**DURATION: 3 HOURS**

**MARKS: 100**

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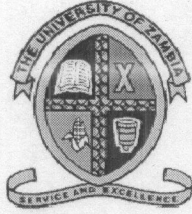
**INSTRUCTION: ANSWER ANY FIVE (5) QUESTIONS.  
ALL QUESTIONS CARRY EQUAL MARKS**

1. With at least two (2) examples in each case, discuss the following phonological processes:
  - a) Nasalization [5]
  - b) Palatalization [5]
  - c) Labialization [5]
  - d) Voice assimilation [5]
2. Explain and exemplify how allophonic rules account for the classification of allophones in a given phonological system of a language.
3. With examples in each case, discuss any four (4) types of nominal derivation processes in English and any Zambian Bantu language.
4. Argue for affixal productivity, sensitivity and selectivity in any language of your choice.

5. With examples from English and any Zambian Bantu language, briefly discuss the following syntactic concepts:
  - a) Projection principle
  - b) Dependency principle
  - c) The serial verb parameter
  - d) Wh-parameter
6. Distinguish Lexical Functional Grammar from any other traditional models of grammar.
7. Discuss syndetic and asyndetic coordination in any Zambian Bantu language of your choice. Provide English glosses for the examples you given.

\*\*\*\*\*

**END**



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

**END OF YEAR EXAMINATIONS 2019/2020 ACADEMIC YEAR**

**LAN 9330-PSYCHO-SOCLINGUISTICS**

**100 MARKS**

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**DURATION: THREE HOURS**

**INSTRUCTIONS**

There are two sections in this paper: **Section A** and **Section B**.

Answer **FOUR (4)** questions in total: **TWO (2)** from **Section A** and **TWO (2)** from **Section B**.

Use separate answer booklets for each section.

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## SECTION A: PSYCHOLINGUISTICS

Attempt any **two** questions.

1. Explain how biological and social factors influence the acquisition of the second language.  
[25 marks]
2. Critically analyse the view that language and language processing are not only localised in the Wernicke's and Broca's areas of the brain.  
[25 marks]
3. 'The mental lexicon can be equated to a printed dictionary.' Relate this statement to what information is stored in the mental lexicon.  
[25 marks]
4. Do you think thought is independent of language? Give reasons for your answer.  
[25 marks]

## SECTION B: SOCIOLINGUISTICS

Attempt any **two** questions.

5. It has been argued that since independence there has been a shift in the philosophical orientation of language-in-education policy formulation and implementation in Zambia from the principle of *languages in competition* to that of *languages in complementation*. Discuss the validity of this statement with specific reference to some of the major developments which have necessitated this shift. [25 marks]
6. "Attitudes to languages are multifaceted and ever changing." Comment on this statement, showing clearly the social functions of language attitudes.  
[25 marks]
7. Discuss clearly the major factors that may lead to language shift in a community.  
[25 marks]
8. Discuss the relevance of the concept of language rights in view of the growing movement towards globalisation.  
[25 marks]

**End of Examination**



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**DEPARTMENT OF LITERATURE AND LANGUAGES**  
**END OF YEAR EXAMINATIONS 2019/2020 ACADEMIC YEAR-PHASE II**

**LAN 9330-PSYCHO-SOCLINGUISTICS**

**100 MARKS**

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**DURATION: THREE HOURS**

**INSTRUCTIONS**

There are two sections in this paper: **Section A** and **Section B**.

Answer **FOUR (4)** questions in total: **TWO (2)** from **Section A** and **TWO (2)** from **Section B**.

Use separate answer booklets for each section.

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**SECTION A: PSYCHOLINGUISTICS**

Attempt any **two** questions.

1. Explain how biological and social factors influence the acquisition of the first language. [25 marks]
2. Critically analyse the view that a bilingual need not be proficient in the all the languages they use. [25 marks]
3. 'The mental lexicon can be equated to a printed dictionary.' Relate this statement to what information is stored in the mental lexicon. [25 marks]
4. Do you think thought is dependent on language? Give reasons for your answer. [25 marks]

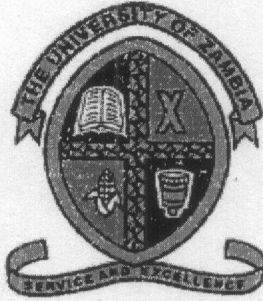
**SECTION B: SOCIOLINGUISTICS**

Attempt any **two** questions.

5. Taking into account the concept of language shift, comment on the likely future of any of the non-official (minority) local languages in Zambia. Indicate, giving full reasons, whether in your view the language you have selected will maintain the present status, or will expand its spheres of influence or will lose ground to other languages. [25 marks]

6. With reference to a speech community of your choice, illustrate how forms of address reflect social structure. [25 marks]
7. "Use of proverbs has gender implications". Explain the validity of this statement with examples from a speech community of your choice. [25 marks]
8. Bokamba (1983:77) has observed that Zambia "lacks both an indigenous nationwide language and a language policy that proposes the development of that language." Examine the validity of this view with particular reference to the language situation in Zambia. [25 marks]

***End of Examination***



# THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

## DEPARTMENT OF LITERATURE AND LANGUAGES

FULL TIME EXAMINATION

END OF YEAR FINAL EXAMINATIONS (2019/2020)

LIT 2710 – CLASSICAL, ROMANTIC AND MODERN CRITICISM

DURATION: THREE (3) HOURS

### INSTRUCTIONS

1. This paper has two Sections – **Section A and Section B.**
2. Answer one question from Section A and Two Questions from Section B.
3. **Use separate answer booklets for each Section.**
4. Please read and understand instructions accompanying questions before attempting to answer.
5. Dictionaries and texts are **NOT** allowed in the examination room

Answer only One Question from this Section

Each Question [Question 1(a) or Question 1(b)] Carries 20 mark

Answer Either Question 1(a) or Question 1(b)

Question 1(a) Romantic Poetry

**THE LAMB** (William Blake 1789)

Little Lamb who made thee

Dost thou know who made thee

Gave thee life & bid thee feed.

By the stream & o'er the mead;

Gave thee clothing of delight,

Softest clothing wooly bright;

Gave thee such a tender voice,

Making all the vales rejoice!

Little Lamb who made thee

Dost thou know who made thee

Little Lamb I'll tell thee,

Little Lamb I'll tell thee!

He is called by thy name,

For he calls himself a Lamb:

He is meek & he is mild,

He became a little child:

I a child & thou a lamb,

We are called by his name.

Little Lamb God bless thee.

Little Lamb God bless thee.

Read the poem carefully and answer the following questions.

- a) Analyse the poem; while analysing the poem include the deeper meaning.
- b) Which elements of romanticism does it portray?  
Explain in detail, cite examples from the poem.
- c) What type of language does the poet use? Does he include figures of speech, imagery and rhetorical devices? If yes, explain those.

Or

**Question 1 (b)      Romantic Poetry**

**Ah! Sun-flower      (William Blake)**

Ah Sun-flower! weary of time,  
Who countest the steps of the Sun:  
Seeking after that sweet golden clime  
Where the travellers journey is done.

Where the Youth pined away with desire,  
And the pale Virgin shrouded in snow:  
Arise from their graves and aspire,  
Where my Sun-flower wishes to go.

Read the poem carefully and answer the following questions.

- a) Analyse the poem; while analysing the poem include the deeper meaning.
- b) Which elements of romanticism does it portray?  
Explain in detail, cite examples from the poem.
- c) What type of language does the poet use? Does he include figures of speech, imagery and rhetorical devices? If yes, explain those.
- d) Explain the image of the Sunflower as used in the poem.

**SECTION B (60 marks)**

**Answer ANY TWO questions from this section.**

**Each Question carries 30 marks**

**Question 3                  Shakespeare's *Merchant of Venice***

Answer only ONE of the three questions below.

**Either**

**Question 3(a)**

To what extent does Shakespeare's *Merchant of Venice* go in applying John Dryden's 'Three unities'?

**or**

**Question 3(b)**

Using Shakespeare's *Merchant of Venice* discuss the idea of justice.

**or**

**Question 3(c)**

Explain the relationship among these concepts as presented in Shakespeare's *Merchant of Venice*:

- i. Law,
- ii. Mercy and
- iii. revenge.

**Question 4 Franz Kafka's *Metamorphosis***

With reference to Franz Kafka's *Metamorphosis*, discuss isolation and abandonment in modernism.

**Question 5 Bessie Head's *Maru***

Answer any **one** of the following questions

**Either**

**Question 5(a)**

'Freedom and responsibility' are popular concepts in existentialism. Compare the choices made by Margaret the Masarwa in Bessie Head's *Maru*, and Gregor in Franz Kafka's *Metamorphosis* in terms of their freedom to make choices and being able to face the repercussions of those choices.

**Or**

**Question 5(b)**

When people of the Masarwa tribe heard about Maru's marriage to one of their own, a door silently opened on the small, dark airless room in which their souls had been shut for a long time.... Because it would be no longer possible to treat Masarwa people in an inhuman way without getting killed yourself. (closing paragraph – Bessie Head's *Maru*)

How far can you argue that Bessie Head in *Maru* successfully creates a female character that embodies everything that feminism has fought for since its inception?

**Question 6 Adichie's 'The Headstrong Historian'**

Analyse and discuss Adichie's *'The Headstrong Historian'* as the following:

- i) A feminist revision of Achebe's *Things Fall Apart*;
- ii) A saga or story of three generations;
- iii) A compressed narrative with a lot of summary and little or no dialogue;
- iv) A radical rewriting of Igbo history.

**Question 7 Ngugi's *Devil on the Cross***

Answer any **one** of the following questions

**Either**

**Question 7(a)**

Discuss the use of religion in Ngugi's *Devil on the Cross*.

**Or**

**Question 7(b).**

Justify the view that Ngugi's *Devil on the Cross* is a Marxist text.

**Question 8**

Answer one of the following questions

**Either**

**Question 8(a)**

Apply the Freud's Oedipal drama to any text you have studied in this course.

**Or**

**Question 8(b)**

What is the Psychoanalytic literary criticism?

**Question 9**

Answer any **one** of the following questions

**Either**

**Question 9(a)**

Discuss Henry Musenge's text *Changing Shadows* from a sociological perspective.

**Or**

**Question 9(b)**

Make a critical analysis of any text you have studied in this course from a sociological perspective.

**Question 10**

Answer any **one** of the following questions

**Either**

**Question 10(a)**

Taking into consideration the conditions at the Institute in Elise Blackwell's *Hunger*, discuss the notion that morality is a social construct.

**Or**

**Question 10(b)**

Discuss the character of Alena in Elise Blackwell's *Hunger* and show how she may be seen as a misfit in the conditions that exist at the Institute.

**Question 11                      Formalism**

Answer any **one** of the following questions

**Either**

**Question 11(a)**

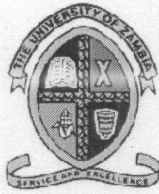
Outline some of the main tenets of a Formalist approach to literature. In your answer show how the approach can be applied to any TWO literary texts you have read or studied.

**Or**

**Question 11(b)**

Discuss the view that it is much easier to talk of 'pure form' in visual art, sculpture and music than it is in literary art, and that language-based forms can never be regarded as 'pure form'. Illustrate your answer with reference to any art works or literary texts you know

**End of Examination Questions**



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

LIT 4710: MODERNIST AND POSTMODERNIST LITERATURE  
2019/2020 END OF YEAR FINAL EXAMINATIONS FOR FULL TIME STUDENTS

DURATION: THREE (3) HOURS

INSTRUCTIONS

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1. Please **write your computer number on every answer booklet** used.
  2. Answer **ONLY THREE** questions; **THE COMPULSORY QUESTION** and **ANY TWO OTHERS**.
  3. **Dictionaries** and set texts are **NOT allowed** in the examination room.
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## SECTION A - COMPULSORY QUESTION [40 Marks]

1. Answer only One question from the two below:

a. Using the modernist and postmodernist books you have read in this course, compare the conception of 'the self' in modernism to its conception in postmodernism.

Or

b. With reference to the poems *Blah Blah*, *Dream cycles* and *Kamasutra Sutra* among others in Harryette Mullen's *Sleeping with the Dictionary*, and, Brian Chikwava's *Harare North*, examine the portrayal of reality as subjective and constantly being created and recreated.

## SECTION B - CHOOSE ANY TWO QUESTIONS FROM BELOW [60 Marks – 30 Marks each]

2. Answer only One question from the three below:

a. Garcin's "Hell is other people" can be said to be the summary of Jean Paul Sartre's Play *No Exit*. Discuss.

Or

b. Explain Jean Paul Sartre's conception of time in *No Exit*.

Or

c. Using Jean Paul Sartre's *No Exit* illustrate the relationship among the terms below:

- i. Facticity,
- ii. Transcendence,
- iii. Freedom,
- iv. Choice and
- v. Authenticity.

3. Answer only One question from the three below:

a. Using Ralph Ellison's *Invisible Man*, describe the main changes that the man goes through from naivety to experience, and how in this process he grows in moral, social, intellectual and political awareness. Focus on two or three major episodes in the man's life.

Or

b. What would you say is particularly 'modernist' about Ralph Ellison's *Invisible Man*?

Or

c. In view of the current racial situation in the United States, and in spite of the many changes that have occurred in the US since the novel was written, does Ralph Ellison's *Invisible Man* have a continued and direct relevance, and if so, how?

4. Answer only one question from the two below:

a. In Samuel Beckett's *Endgame*, what factors hold Hamm and Clov together in their master-slave, master-servant relationship, and how far does this relationship become symbolic of the 20<sup>th</sup> century human condition?

Or

b. Samuel Beckett's *Endgame*, despite its modernist despair and bleak sense of life's futility, is a very funny play. Do you agree, and if so, where does the humour lie? Be specific in your references to the play.

5. Answer only one question from the four below:

a. In what ways does Pynchon Thomas' *The Crying of Lot 49* connect the psychopathology of its key characters with myths and illusions propagated in mass media such as movies, radio, television, popular magazines and pulp fiction?

Or

b. Thomas Pynchon's *The Crying of Lot 49* is often called the first 'postmodern novel'. What is 'postmodern' – rather than simply 'modernist' – about it?

Or

c. Discuss Thomas Pynchon's *The Crying of Lot 49* as a parody of the detective genre.

Or

d. Much of the action of Pynchon Thomas' *The Crying of Lot 49* takes place in a fictitious town in California called San Narciso, Spanish for 'Saint

Narcissus'. What role does narcissism play in the novel, and how far is Oedipa's growing paranoia a product of this same narcissism?

6. **Answer only one** question from the three below:

a. "Isolation is at the centre of William Faulkner's *Light in August*". Discuss.

Or

b. How important is Gail Hightower for the growth of William Faulkner's *Light in August*?

Or

c. How does William Faulkner's *Light in August* present the human predicament?

7. **Answer only one** question from the three below.

a. Using Susan Lori Park's *Venus*, with specific reference to the Venus character, demonstrate how an individual is a product of his/her environment.

Or

b. Using Susan Lori Park's *Venus*, explain whether Venus was as much a victim as she was a benefactor of her condition.

Or

c. "A common trend in some literature is to portray the indigenous people from Africa as grotesque and a symbol of primitivity by either the author or the characters in the works," Lecture Notes.

Using evidence from the book, would you argue that this is the case with Susan Lori Park's *Venus*?

8. **Answer only One** question from the three below:

a. Using Elise Blackwell's *Hunger*, prove that morality and values are affected by prevailing economic, political and social conditions.

Or

b. Using Elise Blackwell's *Hunger*, give a postmodernist perspective on possible human reactions in the face of calamity.

Or

- c. Using Elise Blackwell's *Hunger*, use the character of the narrator to demonstrate that man is just a selfish being.

9. Answer **only One** from the two below:

- a. "But they that wait upon the Lord shall renew their strength; they shall mount up with wings as eagles; they shall run and not be weary; they shall walk and not faint," Isaiah 40:31.

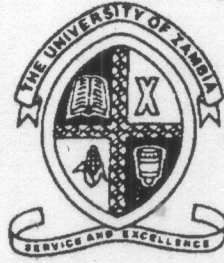
With reference to the epigraph above that opens James Baldwin's *Go Tell It On the Mountain*, examine the text as a commentary on religious conversion.

Or

- b. "In this world, John, who was, his father said, ugly, who was always the smallest boy in his class, and who had no friends, became immediately beautiful, tall and popular ... That moment gave him, from that time on, if not a weapon at least a shield; he apprehended totally, without belief or understanding, that he had in himself a power that other people lacked; that he could use this to save himself, to raise himself; and that, perhaps, with this power he might one day win that love which he so longed for. This was not, in John, a faith subject to death or alteration, nor yet a hope subject to destruction; it was his identity ...."

Analyse the theme of 'identity crisis' in James Baldwin's *Go Tell It On The Mountain* by making reference to the excerpt above.

**END OF EXAMINATION**



**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**DEPARTMENT OF LITERATURE AND LANGUAGES**

**FULL TIME**

**END OF YEAR FINAL EXAMINATIONS 2019/2020**

**LIT 9215 SHAKESPEARE/ LIT 9225 SELECTED AUTHOR**

**DURATION: THREE (3) HOURS**

**INSTRUCTIONS**

1. Please write your **computer number** on every booklet used.
2. Answer one question from **Section A** and answer any **two** in **Section B**.
3. Primary texts and dictionaries are allowed in the examination room.

## SECTION A

### Compulsory Question

Answer **one** question from this section.

1 A.

#### Sonnet 73:

That time of year thou mayst in me behold     1  
When yellow leaves, or none, or few, do hang  
Upon those boughs which shake against the  
cold,  
Bare ruin'd choirs, where late the sweet birds  
sang.     4  
In me thou see'st the twilight of such day  
As after sunset fadeth in the west,  
Which by and by black night doth take away,  
Death's second self, that seals up all in rest.     8  
In me thou see'st the glowing of such fire  
That on the ashes of his youth doth lie,  
As the death-bed whereon it must expire,  
Consum'd with that which it was nourish'd by.     12

This thou perceivest, which makes thy love  
more strong,  
To love that well which thou must leave ere  
long.     14

- (a) Analyse this sonnet and discuss the major themes.
- (b) What message is Shakespeare trying to convey in this sonnet.
- (c) Describe in detail the imagery of this sonnet. [40 Marks]

**OR**

1B. Discuss the symbolism of the narrative poem *The Phoenix and the Turtle*. Define the term *threnos*. How has Shakespeare used *threnos* in this poem. [40 Marks]

## SECTION B

Answer only **two** questions from this section

2 A. Using Freytag's Pyramid as a reference point, discuss the plot of *Hamlet*. [30 Marks]

**OR**

2 B. How successful are Fortinbras and Laertes as Hamlet's foil in *Hamlet*. [30 Marks]

3 A. How successfully does Shakespeare use *Julius Caesar* to reflect the England of that time? [30 Marks]

OR

3 B. If *Julius Caesar* is a tragic play, show with textual support who the tragic hero is in the play. [30 Marks]

4 A. Discuss the different circumstances in *Othello* that allude to race challenges and the effects that this insinuation has on Othello, Brabantio and Iago. [30 Marks]

OR

4 B. *Othello* presents the notion that the relationship between Othello and Desdemona was doomed to fail as a result of the differences in race, social positions and age. Discuss. [30 Marks]

5A. Discuss the role of women characters in in the play *Richard III*, how they relate to Richard and to each other, and how he relates to them. [30 Marks]

OR

5 B. How much of Shakespeare's *Richard III* is Tudor propaganda and how much is valid history? Refer to at least three parts of the plot. [30 Marks]

6 A. Examine to what extent Lady Macbeth is to blame for her husband's downfall in the play *Macbeth*. Discuss the relationship between the couple as the play develops. [30 Marks]

OR

6 B. Discuss whether Macbeth is truly a tragic figure in the play *Macbeth*. Cite from the play to validate your points. [30 Marks]

7 A. Antonio. *In sooth, I Know not why I am so sad:*

*It wearies me; you say it wearies you;*

*But how I caught it, found it, or came by it,*

*What stuff 'tis made of, whereof it is born,*

*I am to learn;*

*And such a want-wit sadness makes of me,*

*That I have much ado to know myself.*

(Act I, scene i , *The Merchant of Venice*)

Relate Antonio's naturally melancholy disposition, which is emphasized in the opening scene of the play *The Merchant of Venice*, to his stoic acceptance of misfortune when he has to forfeit the bond. [30 Marks]

**OR**

7 B. Many critics think that *The Merchant of Venice* is more tragic than comic. Discuss. [30 Marks]

**End of Exam**



**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**DEPARTMENT OF LITERATURE AND LANGUAGES**  
**FULL TIME**  
**END OF YEAR EXAMINATIONS (2019/2020)**  
**LIT 9310: AFRICAN AMERICAN LITERATURE**

**DURATION: THREE (3) HOURS**

**INSTRUCTIONS**

1. Please write your **computer number** on every answer booklet used.
2. Answer the **Compulsory question** in Section A and answer any **two** in section B.
3. Primary texts are allowed in the examination room.

**Section A**

This section is compulsory.

1.

(A)

Analyse the poem *Phenomenal Woman* by Maya Angelou, while analysing apply different approaches to the poem; such as womanism, post modernism and African American approach. Find the deeper meaning of the poem.

*Phenomenal Woman*

(Maya Angelou)

Pretty women wonder where my secret lies.  
I'm not cute or built to suit a fashion model's size  
But when I start to tell them,  
They think I'm telling lies.  
I say,  
It's in the reach of my arms,  
The span of my hips,  
The stride of my step,  
The curl of my lips.  
I'm a woman  
Phenomenally.  
Phenomenal woman,  
That's me.

I walk into a room  
Just as cool as you please,  
And to a man,  
The fellows stand or  
Fall down on their knees.  
Then they swarm around me,  
A hive of honey bees.

I say,  
It's the fire in my eyes,  
And the flash of my teeth,  
The swing in my waist,  
And the joy in my feet.  
I'm a woman  
Phenomenally.

Phenomenal woman,  
That's me.

Men themselves have wondered  
What they see in me.  
They try so much

But they can't touch  
My inner mystery.  
When I try to show them,  
They say they still can't see.  
I say,  
It's in the arch of my back,  
The sun of my smile,  
The ride of my breasts,  
The grace of my style.  
I'm a woman  
Phenomenally.  
Phenomenal woman,  
That's me.

Now you understand  
Just why my head's not bowed.  
I don't shout or jump about  
Or have to talk real loud.  
When you see me passing,  
It ought to make you proud.  
I say,  
It's in the click of my heels,  
The bend of my hair,  
the palm of my hand,  
The need for my care.  
'Cause I'm a woman  
Phenomenally.  
Phenomenal woman,  
That's me.  
[40 Marks]

Or

(B)

Analyse the poem *I Know Why the Caged Bird Sings* by Maya Angelou; while analysing explain the disparity between the two worlds and what she is alluding to. Is it an autobiographical poem? Justify your response.

***I Know Why the Caged Bird Sings***

(Maya Angelou)

The free bird leaps on the back of the wind and floats downstream till the current ends and dips his wings in the orange sun rays and dares to claim the sky.

But a bird that stalks down his narrow cage can seldom see through his bars of rage his wings are clipped and his feet are tied so he opens his throat to sing.

The caged bird sings with fearful trill of the things unknown but longed for still and his tune is heard on the distant hill for the caged bird sings of freedom

The free bird thinks of another breeze and the trade winds soft through the sighing trees and the fat worms waiting on a dawn-bright lawn and he names the sky his own.

But a caged bird stands on the grave of dreams his shadow shouts on a nightmare scream his wings are clipped and his feet are tied so he opens his throat to sing.

[40 Marks]

### Section B

Answer any **two** questions from this section.

2.

(A) Using Alice Walker's *Color Purple*, describe the "mirror scene" and discuss its importance to the development of the self in the character of Celie. [30Marks]

Or

(B) Names and naming in *Color Purple* has an impact on the characters so named. Using Alice Walker's *Color Purple* discuss three characters from the text to illustrate this point. [30 Marks]

3.

(A) DuBois in *The Souls of Black Folk* discusses the challenge of "Double Consciousness" among the African Americans. How is this challenge of "Double Consciousness" presented among male characters in Alice Walker's *Color Purple*? [30 Marks]

Or

(B) W. E. B Dubois, in *The Souls of the Black Folk*, identifies a lot of challenges for the black race. Explain in detail the solutions that W. E. B Dubois proposes to the identified challenges. [30 Marks]

4

(A) The year 2020 has seen the rise of activism against the unnecessary loss of Black lives in America through movements such as Black Lives Matter. The killing of George Floyd paints a vivid picture that the America of today is no way different from the America that James Baldwin portrays in his 1953 *Go Tell It On The Mountain*. Discuss racisms, violence based on race and police brutality as portrayed in the text. [30 Marks]

Or

(B) *This was not, in John, a faith subject to death or alteration, nor yet a hope subject to destruction; it was his identity, and part, therefore, of that wickedness for which his father beat him and to which he clung in order to withstand his father. His father's arm, rising and falling, might make him cry, and that voice might cause him to tremble; yet his father could never be entirely the victor, for John cherished something that his father could not reach. It was his hatred and his intelligence that he cherished, the one feeding the other. He lived for the day when his father would be dying and he, John would curse him on his death-bed.*

Above is an excerpt from James Baldwin's ***Go Tell It On The Mountain***. Comment on the text as a father-son conflict. What would you say is the source of this conflict? [30 Marks]

5

(A) To what extent is the past seen to influence the present in the novel ***Beloved***? [30 Marks]

Or

(B) Consider the extent to which slavery dehumanizes individuals by stripping them of their identity and destroying their ability to conceive of the self. Discuss, especially Paul D and how he cannot determine whether the screams he hears are his or someone else's. How do the other characters reflect self-alienation? [30 Marks]

6

(A) Eva Peace and Hannah Peace have as much influence on the life of Sula as Helen Sabat Wright has on Nel. Carefully analyse this influence and discuss its impact on the personal development of both Sula and Nel in Toni Morrison's ***Sula***. [30 Marks]

Or

(B) How does Toni Morrison portray the fragmented self of Nel and Sula in her novel ***Sula***? Through the two protagonists Morrison tackles the central myth of modern American culture- the myth of individual freedom and equality. Discuss. [30 Marks]

**END OF EXAMINATION**



THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION  
END OF YEAR FINAL EXAMINATIONS FOR DECEMBER 2020

LTC 1100: ACADEMIC WRITING AND STUDY SKILLS

MARKS: 50

TIME: THREE HOURS

**INSTRUCTIONS**

1. There are **TWO SECTIONS** in this Paper, **A** and **B**.
2. **Answer all questions from SECTIONS A (COMPULSORY).**
3. Answer **TWO (2)** questions of your choice from **SECTION B**.
4. Marks are awarded at the end of each question.

**SECTION A: COMPULSORY (20 Marks)**

Answer all questions in this section.

1. Write brief notes on each of the following;
  - (1a) Chunking (5 Marks)
  - (1b) Ways of making in-text citations in APA referencing style (5 Marks)
  - (1c) Coherence and Reference in academic writing (5 Marks)
  - (1d) Logical fallacies in academic writing (5 Marks)

**SECTION B: ESSAY (30 Marks)**

Answer **two** questions from this section.

2. Compare and contrast traditional and modern methods of communication that people in various parts of the world use in the 21<sup>st</sup> Century. (15 Marks)
3. Explain any five study skills that a student in a college or university can use to study or prepare for examinations (excluding 1a). (15 Marks)
4. Mr. Mutale was reading a course book in education administration. He wanted to know whether or not that text book was academic or scholarly in nature or not. What was he supposed to look for in that book? (15 Marks)
5. Explain the concept of paragraphing in academic writing. (15 Marks)

**END OF EXAMINATION**

THE UNIVERSITY OF ZAMBIA  
Department of Mathematics and Statistics  
MAT1110: Foundation Mathematics and Statistics for Social Sciences  
Final Examination 2020  
Date: December, 2020

**Time Allowed: 3 HOURS**

Instructions:

- (i) There are **Seven** (7) questions in this paper. All questions carry equal marks.
- (ii) Attempt any **Five** (5) questions.
- (iii) Credit shall be given to the working shown.
- (iv) Write your **Computer Number** on each answer booklet you have used.

1. (a) (i) Express  $0.\overline{38}$  in the form  $\frac{a}{b}$  where  $a$  and  $b$  are integers and  $b \neq 0$ .

(ii) Express  $\frac{2+3i}{1+2i}$  in the form  $a+ib$  where  $a, b \in \mathbb{R}$ .

(b) Let  $f(x) = \frac{2x-1}{x+1}$  and  $g(x) = \frac{x+1}{2}$  be functions.

(i) Find  $g(-6)$ .

(ii) Find  $f^{-1}(x)$ , the inverse of  $f(x)$

(iii) Find  $(f \circ g)(x)$ .

(c) The polynomial  $p(x) = ax^3 + 5x^2 - bx - 6$  leaves a remainder of 10 when divided by  $x+1$ . If further,  $2x-3$  is a factor of the polynomial  $p(x)$ ,

(i) find the values of  $a$  and  $b$ .

(ii) hence factorize the polynomial  $p(x)$  completely.

2. (a) Given that  $\mathbf{R}$ , the set of real numbers is the universal set,  $A = [-12, 13)$  and  $B = [-4, \infty)$ , find the following sets:
- $A' \cap (B - A)$ .
  - $(A - B) \cup (B - A)$ .
- (b) (i) Simplify  $\sqrt{32} + \sqrt{18}$  giving your answer in the form  $a\sqrt{2}$  where  $a$  is an integer. (ii) Simplify  $\sqrt{32} + \sqrt{18}$  giving your answer in the form  $a\sqrt{2}$  where  $a$  is an integer.
- Simplify  $\frac{\sqrt{32} + \sqrt{18}}{3 + \sqrt{2}}$  giving your answer in the form  $x + y\sqrt{2}$ , where  $x$  and  $y$  are rational numbers.
  - Solve the equation  $2^{2x} - 9(2^x) + 8 = 0$ .
- (c) Let  $f(x) = 3x^2 + x - 5$  be a function
- By completing the square, express the function  $f(x)$  in the form  $3(x+p)^2 + q$  where  $p$  and  $q$  are real numbers.
  - Hence sketch the graph of the function  $f(x) = 3x^2 + x - 5$ .
3. (a) Differentiate  $f(x) = \sqrt{x}$  from the first principle.
- (b) Let the function  $f(x)$  be given by

$$f(x) = \begin{cases} 2x + 1 & \text{if } x \leq -1 \\ x^2 - 2 & \text{if } x > -1 \end{cases}$$

- Find  $f(-4)$ .
  - Show that the function is continuous at  $x = -1$ .
  - Sketch the graph of  $f(x)$ .
- (c) Find of the following integrals

(i)  $\int \frac{x^2 - 1}{\sqrt{x+1}} dx$

(ii)  $\int_{-2}^{\frac{3}{2}} \frac{1}{2}(6 - x - 2x^2) dx$

4. (a) (i) Given that  $\tan \theta = \frac{12}{5}$ , and that  $\theta$  is an acute angle, find the value of  $\cos \theta$ .  
(ii) Given that  $0 < x \leq 2\pi$ , find all values of  $x$  such that

$$2 \sin x \tan x = -\sqrt{3} \tan x.$$

(b) Prove the following identities

(i) 
$$\frac{\sin x}{1 + \cos x} + \frac{1 + \cos x}{\sin x} = \frac{2}{\sin x}$$

(ii) 
$$\frac{\tan x + \tan y}{\cot x + \cot y} = \tan y \tan x.$$

(c) Let  $g(x) = 2 + 3 \cos(2x - \frac{\pi}{2})$  be a function.

(i) Find the period, amplitude and phase shift of the function  $g(x)$ .

(ii) Sketch the graph of the function  $g(x)$  in the domain  $0 \leq x \leq \frac{5\pi}{4}$ .

5. (a) Evaluate the following limits

(i) 
$$\lim_{x \rightarrow \infty} \frac{2x}{1 + 3x}.$$

(ii) 
$$\lim_{x \rightarrow 2} \frac{4 - x^2}{3 - \sqrt{x^2 + 5}}.$$

(b) Let  $f(x) = \frac{1}{3}x^3 - \frac{1}{2}x^2 - 2x + 2$  be a function.

(i) Find all the critical points of the function.

(ii) Use second derivative test to classify the nature of the critical points of the function.

(iii) Sketch the graph of  $f(x)$ .

(c) Find  $\frac{dy}{dx}$  for each of the following functions.

(i)  $y = (3x^2 - 5)^4$

(ii)  $y = \frac{1}{x} \cos x.$

6. (a) A traffic inspector counted the number of automobiles passing a certain point in 50 successive 20-minute time periods. The observations are listed below.

23 20 16 27 30 22 22 15 5 14  
 14 17 11 37 21 6 10 33 20 25  
 19 26 19 14 12 15 24 17 18 23  
 27 11 28 26 15 29 19 35 16 13  
 12 30 21 17 22 24 18 28 23 8

- (i) Copy and complete the frequency table below:

Classes	Tally Marks	Frequency
$5 \leq x \leq 9$		
$10 \leq x \leq 14$		
$15 \leq x \leq 19$		
$20 \leq x \leq 24$		
$25 \leq x \leq 29$		
$30 \leq x \leq 39$		

- (ii) Construct a Histogram for the distribution above.

- (b) The merchandising manager for a retail clothing chain has recorded 30 observations on the number of days between re-orders for a particular range of women's clothing. The distribution below shows the number of days and their frequency.

Re-order period (days)	Number of orders
$5 \leq x < 10$	4
$10 \leq x < 15$	8
$15 \leq x < 20$	5
$20 \leq x < 25$	7
$25 \leq x < 30$	6

- (i) Calculate the mean re-order period for the range of the women's clothing.  
 (ii) Calculate the modal value of the distribution.  
 (iii) Calculate the mean deviation of the distribution.
- (c) Calculate the standard deviation for the numbers 8, 5, 4, 10, 9.

7. (a) An experiment consists of tossing an unbiased coin three times. The coin can either show a head (H) or a tail (T).
- (i) Use a tree diagram to determine the sample space of the experiment.
  - (ii) Find the probability that the coin will show a tail (T) at least once.
- (b) Let  $A$  and  $B$  be two events in an experiment.
- (i) Define conditional probability of  $B$  given  $A$ .
  - (ii) Given that the two events  $A$  and  $B$  are independent, show that

$$P(A \cap B) = P(A)P(B).$$

- (c) (i) The Lusaka City Council has one fire engine and one ambulance available for emergencies. The availability of one is independent of the availability of the other one. The probability that the fire engine is available when required is 0.87, and the probability that the ambulance is available when needed is 0.83. In the event of an injury resulting from a burning building, find the probability that both the ambulance and the fire engine are available.
- (ii) State Baye's Rule.