

PS	341	Physiological testing
PS	341	Psychological testing (Deferred)
PS	451	Psychology of the work environment
PS	461	Research methods in Psychology
PS	471	Theories of Counselling
<u>S</u>	111	Introduction to Sociology
S	211	Classical Sociological theory
S	311	Urban Sociology
S	915	Disaster Management
S	925	Introduction to criminology
S	961	Rural Sociology
<u>S</u>	995	Social impact Assessment
SS	241	Research methods in the Social Sciences
SW	211	Introduction to social policy analysis
SW	231	Introduction to social work methods
SW	321	Social research methods
SW	331	Analysis of social work intervention
SW	411	Social planning
SW	421	Evaluation Research
SW	475	Community change and development

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF LITERATURE AND LANGUAGES
FIRST SEMESTER EXAMINATIONS – JUNE/JULY

D211: INTRODUCTION TO DRAMA

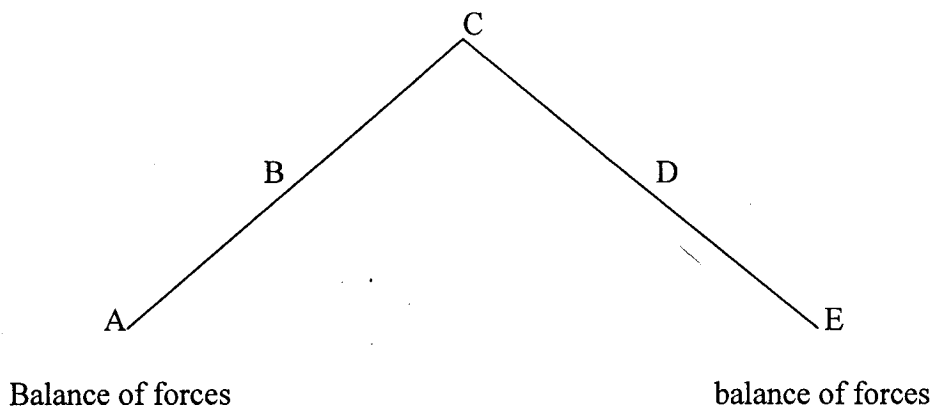
INSTRUCTIONS: Answer Four questions, two from each section.

TIME: 3 hours

SECTION A:

Answer question number one (30 marks) and one other from this section (20 marks).

1. According to Gustav Freytag's theory of analysis, a play is composed of five parts: Catastrophe, Climax, Rise, Introduction and Fall. Using the figure below rearrange and discuss the five parts in the order they occur in a play. Please give one example of a play that you have studied in which Gustav's theory could be illustrated.



2. What do we learn from Aristotle's *Poetics* about the importance of both plot and structure of a play? Refer to one play that you have read in which Aristotle's views are finely demonstrated.
3. Sophocles was a master of dramatic irony. Find some examples of his use of irony in the lines of *Oedipus the King*.
4. Define stichomythia and identify some stichomythic passages in *Oedipus the King*.
5. What is episodic structure? Show how Soyinka's play *The Trials of Brother Jero* is based on episodic structure
6. What is the difference between flashback and retrospective structure? Refer your discussion to at least two plays you have studied.

SECTION B.

Answer any two questions from this section. Each question carries 25 marks.

7. In *The Lion and the Jewel* there is use of what is called "deflating device" in the portrayal of the character of Lakunle by Wole Soyinka. Explain what this means and with reference to some of the lines of the play discuss how the "deflating device" works.
8. How effective is the use of pidgin in the plays of Wole Soyinka that you have read? Please refer your answer to the texts.
9. What features and characteristics make *Lysistrata* a masterpiece of Greek classical comedy? Of what relevance is this play to modern audiences and situations?
10. *Lysistrata* is often seen as vulgar and therefore most likely shunned by some religious puritans. What episodes and lines in the play demonstrate the vulgarity of the play?

END OF EXAMINATION

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

FIRST SEMESTER DEFERRED EXAMINATIONS

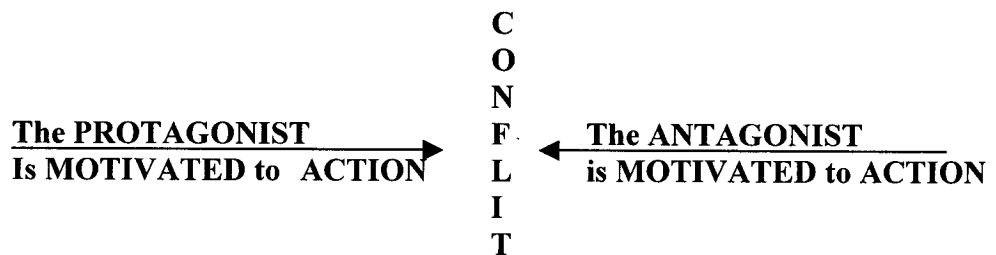
2005 ACADEMIC YEAR

D211 INTRODUCTION TO DRAMA

DURATION: 3 HOURS

INSTRUCTIONS: Answer question ONE and TWO others

1. Dramatic actions are a protagonist's desire and an antagonist's opposition to the fulfilment of that desire. With reference to the diagram given below, and at least one play that you have studied, show how dramatists have qualified the above statement.



2. Using **Oedipus the King**, identify the progression of confrontation, crisis, climax and resolution.
3. Of what significance is dance drama as a dramaturgical device in the **Lion and the Jewel**?
4. Show how Wole Soyinka uses the elements of comedy in **The Trials of Brother Jero** to dramatise both social and political issues in society.
5. In what ways does the play **Lysistrata** fulfil the characteristics of 'Old Comedy' in Greek classical literature?

END OF EXAMINATION

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

FIRST SEMESTER EXAMINATIONS – JUNE/JULY

D311: TRADITIONAL AFRICAN DRAMA

INSTRUCTIONS: Answer three questions. One from Section A and two from Section B

TIME: 3 hours

SECTION A: Answer one question from this section (40 marks)

1. Some scholars, both African and non-African, still have lingering doubts as to whether what they perceive as drama and theatre in the Western sense do occur or exist in African societies. From your study and understanding of traditional African drama examine the falsity or validity of such a stance. Please give case studies to illustrate your answer.
2. In an essay on comparative symbology (refer to From Ritual to Theatre, 1982), Victor Turner has offered an exegesis of his theory 'liminal to liminoid in play, flow, and ritual'. With reference to Turner's theory discuss how this is applicable to at least one form of traditional African drama you have studied in the course.
3. "The characters of the myth, when turned into drama, cannot be only lofty; they must have blood in their veins. They must be reinterpreted as human psychological drama otherwise they {the characters} will have only the shallowest motive, they'll sound petty"

Is the above statement a fair criticism or warning to those writing or attempting to write on myth? Cite any play you have read by a modern African playwright, which is based on a myth. How far successful is it?

4. The play Oedipus Rex was adapted from Greek mythology by Sophocles more than two thousand years ago. Show how you could adapt a similar myth for the contemporary Zambian audience.

SECTION B: Answer two questions from this section. Each question carries thirty (30 marks)

5. What is a mask? Show how masks have been part of the roots of theatre in both African and non-African societies.
6. With close reference to at least one extant form show how dance can be defined as drama and as an element of communication in most other forms of traditional African drama.
7. Story telling drama appears to be a moribund genre in most rural communities in Zambia today. In the light of this statement give reasons if you think this is true and, secondly, discuss ways in which such a dramatic form could be revived and adapted for contemporary audiences.
8. What are some modern “rituals” we see performed by children in their plays and games in both rural and urban communities in Zambia or Africa? Discuss one example from a community that you know.

END OF EXAMINATION

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

FIRST SEMESTER FINAL EXAMINATION

2005 ACADEMIC YEAR

D 355: MODERN AFRICAN DRAMA

TIME: THREE HOURS

INSTRUCTIONS: Select **Three** questions from those listed below and answer them in essay form. Marks will be awarded for coherence and cohesion as well as rigour in analysis. Do not give detailed treatment to the same book in more than one answer. Prescribed books for the course are not allowed in the examination room but each candidate is permitted the use of a copy of an English Dictionary

1. Comment on the role of Duro Ladipo, Wale Ogunyemi and Obotunde Ijimere in the emergence of popular Nigerian drama
2. In the play 'Song of a Goat' how does Clark treat the subject of tragedy?
3. Comment on the use of language in Clark's 'The Raft'?
4. In the **Dilemma of a Ghost** how authentic is the portrayal of the tensions and stresses of being a been to?
5. In the **Road** who is Soyinka satirising?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF LITERATURE AND LANGUAGES

FIRST SEMESTER EXAMINATIONS – JUNE/JULY 2005

D415: THEATRE FOR DEVELOPMENT

INSTRUCTIONS: Answer any three (3) questions from the list provided

TIME: 3 hours

1. What is the difference as well as similarity between any two of the forms of theatre listed below.
 - (a) Theatre for Development (TFD)
 - (b) Community Theatre
 - (c) Popular Theatre
 - (d) Experimental Theatre
 - (e) Polyvalent Theatre
 - (f) Mainstream

2. What role did Chikwakwa Theatre in Zambia play in the origin and diffusion of popular theatre and theatre for development (TFD) between 1970 and 1980?

3. What contribution to the promotion of Theatre For Development (TFD) as a tool for social transformation/development has been made by either CHANGES or CRECCOM in Zambia and Malawi respectively?

4. Select and write briefly on any two of the following personalities often associated with Popular theatre and TFD work in Zambia and Africa as a whole:
 - (a) David Kerr (Freelance)

- (b) Ngugi Wa Miri (Kenya)
- (c) Chris Kamlongera (Malawi)
- (d) Stephen Chifunyise (Zimbabwe)
- (e) Steve Abah (Nigeria)
- (f) Dickson Mwansa (Zambia)
- (g) Mapopa Mtonga (Zambia)
- (h) Eyo Ndumbe (Cameroon)

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2005 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS

DE 911: DEMOGRAPHIC ASPECTS OF HUMAN RESOURCE PLANNING

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS.

1. Discuss, with Zambian examples where applicable, the uses of labour statistics.
 2. Discuss briefly how (a) internal and (b) external demographics influence human resource planning.
 3. Critically review the most important sources of labour statistics by highlighting their strengths and weaknesses and indicating which of these provides the most reliable source of high quality data is.
 4. Discuss the most common manifestations of employment and underemployment as forms of labour wastage with particular reference to Zambia.
 5. Discuss how the manpower balance sheet and tables of working life can serve as tools of human resource planning in Zambia.
-

END OF EXAMINATION

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

FIRST SEMESTER EXAMINATIONS

DS 101: INTRODUCTION TO DEVELOPMENT STUDIES

TIME: THREE HOURS

ANSWER ANY THREE QUESTIONS

1. Complaining bitterly about the failure of people in Lusaka to properly inform her about this thing of improving her living standards and what they always said was growth in the economy, old Malitha Banda, popularly known as 'Nzeru za Kaunda' because of her fierce loyalty to former President Kenneth Kaunda, asked a first year student in Development Studies at UNZA to enlighten her on this subject. If you were that student, what would you tell 'Nzeru za Kaunda'?
2. In a fit of excitement, Hakainde Mpuumbu Cimbwali, a flashy 'New Res' *mojo* at UNZA who had just returned from a British Council-sponsored trip to the UK, proclaimed his admiration for that country's achievements. He expressed the wish that by changing people's values, norms and behaviour, Zambia would one day become like the UK. But unconvinced, Shoprite Gearbox Tembo, a scruffy 'ruiner' *monk*, dismissed his wish as that of a misguided social misfit. Proudly pointing to his car tyre sandals, the monk stressed the need for Zambia to cut off all her ties with developed countries if the country was to develop. In your view, which one of these students was right?
3. Mbuyu Litiya Nyambe was shivering violently. It was the malaria parasite. Her friend, Maria Mulenga, could hardly see what was happening because of cataracts in her eyes. Sending her daughter, Maimbolwa, to bring her some chloroquine tablets, Mbuyu lamented that it was diseases like malaria that were holding up development in Africa. To what extent was Mbuyu right?
4. Saimbwende looked blunk on the face. His tummy was protesting violently. Saimbwende had not had a meal in days. Across the dusty floor lay his sick wife, Chilombo, on a torn reed mat. She had been sick for days but could not afford to go to clinic. Their two children, Kapalu and Musole, had since been chased from school for failure to pay school fees. Cursing the day he was born, Saimbwende

wished he could come out of this humiliating condition of severe deprivation which had now afflicted most Zambians. What condition was Saimbwende referring to and how could it be addressed?

5. Vigorously wiping sweat off his dark brow, Pastor Katwishi Kumulu of *Shakapanda* Universal Heavenly Ministries, shouted at the top of his voice, "In the last days, there will be hunger and diseases, there will be floods and earthquakes...". Citing the recent Asia Tsunami, the Pastor stressed that God was punishing the sinful world and repentance was the only solution to these problems. As a DS 101 student, what would be your comment on the problems the Pastor was preaching about?

6. Balancing a pail of water on her head, with a baby strapped to her back, Maria Choonya struggled to carry a bundle of fire wood as she hurried home to cook food for the family. She was returning from the maize field. Following behind her was her husband, Saulo, carrying only a spear and one hoe. Asked to explain and assist, what can you, as a DS 101 student, advise a women's organisation that seeks to improve the situation of women like Maria?

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

UNIVERSITY EXAMINATIONS

END OF SEMESTER 2005 DEFERRED EXAMINATIONS

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

TIME: THREE HOURS.

INSTRUCTIONS:

1. This paper is divided into three sections. Section ONE is compulsory.
 2. Answer THREE questions in all That is, the compulsory section ONE question and ONE question from section TWO and another from section THREE.
-

SECTION ONE.

There are TEN questions in this section. Answer ALL of them.

1. Write brief answers to each of the following questions;
 - (i) Briefly explain the position of the Subjective Idealists with regard to the question of objective existence.
 - (ii) What group of theories does the Big Brain Theory belong and how does it explain how Human Society is able to develop from lower stages to higher stages?
 - (iii) What does Dialectical Materialism say is the relationship between Social Being and Social consciousness?
 - (iv) State briefly what the differences between Classical Marxists and Neo Marxists is over the role of Imperialism on the role of colonialism in the development of colonized territories.
 - (v) Define the concept of a Social formation and mention the constituent parts of its economic base.
 - (vi) What is the Law of an even development and how did it apply to the development of Africa before European economic influence?
 - (vii) Mention at least four differences between Radical and Liberal theories of imperialism.
 - (viii) Define the concept of Articulation of modes of Production and explain how it applied to African Social Formations under colonialism.
 - (ix) What are Social Classes and how according to Karl Marx, are they important to the process of development of human society?



- (x) Mention at least one positive and one negative aspects of Nationalism.

SECTION TWO

There are three questions in this section, PICK ONE ONLY and write an essay on it.

2. Use either W.W. Rostow's theory of development or Andre Gunder Frank's theory of Underdevelopment to explain the problems of development in the Third World today.
3. Trace the roots of Underdevelopment in Africa by looking at how contact with Europe affected the development of Africa's pre capitalist economic formations.
4. Use either the liberal theories or the radical theories to discuss the motives behind the colonial occupation of Africa by European powers.

SECTION THREE

There are three questions in this section. PICK ONLY ONE and write an essay on it.

5. Trace the origins African Nationalism by looking at the various ways in which Africans felt disadvantage by Colonialism.
6. Analyze the character and role of the Post Colonial State in Africa today, paying particular attention to the classes that influence it and how the politicians that staff it best serve the interests of those classes.
7. Discuss the concept of Neo Colonialism and how third world today can be said to be Neo Colonies.

END OF THE EXAMINATIONS

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

FIRST SEMESTER EXAMINATIONS

DS 401: TECHNOLOGY AND DEVELOPMENT I

DATE: 21ST JUNE 2005

TIME: THREE HOURS

Instructions

- 1. Answer three questions.**
 - 2. Question one is compulsory.**
 - 3. All questions carry equal marks.**
-

1. Describe and discuss how technology can play a role in reducing poverty in Zambia.
2. Compare and contrast the neo-classical and capabilities approaches in the development of technological capabilities.
3. Critically analyse the contribution of multinational corporations (MNCs) in the development of technological capabilities in Sub-Saharan Africa.
4. Describe and discuss measures that developing countries like Zambia can take to reduce technological dependence.
5. Assess the state of factors that determine the development of technological capabilities in Zambia using Sanjaya Lall's analytical framework.
6. What are the main characteristics of appropriate technology and why is it difficult to ensure that an economy develops on the basis of such a technology?

End of Examination



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

FIRST SEMESTER DEFERRED EXAMINATION, 21ST JULY 2005

DS 411: RESEARCH METHODS IN SOCIAL SCIENCES

DURATION: THREE (3) HOURS

INSTRUCTIONS

Answer questions **ONE** and **ANY OTHER TWO** of your choice. All questions carry equal marks. Marks will be given for thorough coverage of subject matter and use of acceptable standard of English.

Question One:

As a Tutor in the Department of Development Studies, briefly define and explain the following research concepts to distance education students attending the residential school in the university:

- (a) Research
- (b) Triangulation
- (c) Dogma
- (d) The work plan
- (e) Data analysis
- (f) Literature review
- (g) Plagiarism
- (h) Research objectives

Question Two:

A methodology is said to be one of the most important parts of any research process.

- (a) Discuss the significance of a flawless methodology in the research process.
- (b) What are the major sections that the researcher must include in the methodology and what is their importance?

Question Three:

- (a) What do you understand by sampling and why is it important in social science research?
- (b) What biases must a researcher avoid in sampling?

Question Four:

- (a) Highlight the main significance of a rationale in the research process.
- (b) Briefly discuss five major reasons why pre-testing of data collection tools is important in social science research.

Question Five:

- (a) What is the significance of secondary data in the research process and how do they differ from primary data?
- (b) Briefly highlight the major characteristics of a good research topic in social science research.

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
DEVELOPMENT STUDIES DEPARTMENT**

**DS 911: WOMEN AND DEVELOPMENT, THEORIES AND PRACTICE
FIRST SEMSTER DEFFERRED EXAMINATION**

INSTRUCTIONS:

- 1) QUESTION ONE IN SECTION A IS COMPULSORY, YOU ARE THEREFORE EXPECTED TO ANSWER THIS QUESTION**
 - 2) YOU MAY ANSWER ONE QUESTION FROM SECTION B, C AND D**
 - 3) YOU ARE EXPECTED TO ANSWER A TOTAL OF FOUR QUESTIONS**
-

SECTION A

1. Give a critical analysis of the feminist development approaches.

SECTION B

2. Sex-role stereotypes shape the way men and women relate in society. Discuss the assertion
3. Give an account of the gender analytical tools that are used to analyse development work and community relations.

SECTION C

4. Although women play a critical role in agriculture, government does not realise this. In order to sensitise other Cabinet Ministers about the situation of women in the sector, The Minister of Agriculture has asked you to prepare a technical inception report on the issues. Prepare this report for circulation to cabinet.
5. The International Labour Organisation's Regional Director is on a fact finding mission in Zambia. She wants to find out the link between education and employment in Zambia. Present a paper critically analysing the issues.

SECTION D

6. Politics provide an opportunity for women and men to participate in decision - making. Critically analyse this assertion.
7. Conduct a cost-benefit analysis of educating women.

END OF EXAM

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

END OF SEMESTER 2004/2005 EXAMINATIONS

DS 935: INDUSTRIAL POLICY AND DEVELOPMENT IN DEVELOPING COUNTRIES

TIME: 3 HOURS DURATION

INSTRUCTIONS,

This paper is divided into THREE sections. Section ONE is COMPULSORY.

Answer THREE questions in all. That is, the compulsory section ONE question, and ONE question from Section TWO and ANOTHER from section THREE.

SECTION ONE

There are TEN questions in this section. Answer ALL of them.

1. Give brief answers to each of the following questions. As much as possible write in outline form only.
 - (i) List and briefly describe at least three Industrial Groupings to be found in the world today.
 - (ii) Give at least two reasons to justify the assertion that there is a significant association between the level of National Income per head and the degree of industrialization.
 - (iii) Briefly state at least three ways in which industrialization can contribute to alleviating problems of hunger, malnutrition and chronic deficits in food supply.
 - (iv) In one or two sentences only, explain why, according to the sociological rationale for industrialization, it is sometimes suggested that the Agricultural Sector should be by passed in the process of achieving industrialization.
 - (v) Without having to elaborate, mention at least four problems associated with foreign capital as a source of industrial funding in the Third World.
 - (vi) State how commercial banks can be used as a local source of industrial funding and the major problems associated with such sources.
 - (vii) State at least two problems Third World nations face in trying to sell their industrial products on the world market.
 - (viii) State at least four ways in which industry and agriculture complement each other.

- (ix) Give at least four benefits the Third World nations can derive from foreign direct investments in their countries.
- (x) Give at least four high lights to confirm the statement that Sub Saharan Africa is one of the most poverty stricken regions of the world.

SECTION TWO

There are three questions in this section. Pick ONE ONLY and write an ESSAY on it.

- 2. Explain the concept of Import Substitution Industrialization and account for the evident collapse of this policy in most Third World countries today.
- 3. Giving examples from Zambia, discuss how foreign trade policy and other economic policies adopted in the wake of economic liberalization have affected industrialization in Zambia.
- 4. Give a detailed explanation of the level and structure of industrialization in Zambia at independence and the various measures the new UNIP government took in order to develop the industrial sector further.

SECTION THREE

There are three questions in this section. Pick ONE only and write an essay on it.

- 5. Give a detailed description of industrial development in post Colonial Zambia in the context of structural Adjustment Policies.
- 6. Taking any case study of your choice, critically evaluate the role of the state in ensuring the achievement of rapid industrialization.
- 7. If you were asked to redesign Zambia's Industrial Development strategy with the aim of achieving rapid industrialization in the shortest possible time, what measures can you propose?

END OF EXAMINATION

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

FIRST SEMESTER EXAMINATIONS

DS 975: ECONOMIC GLOBALIZATION AND DEVELOPING COUNTRIES

TIME: THREE HOURS

INSTRUCTIONS

1. All candidates must answer questions one (1) and two (2) in section one and any one question from section two (2).
 2. Question one (1) and two (2) carry 20 marks each while question three (3) and four (4) carry 10 marks each.
 3. The duration of the examination is three (3) hours.
-

SECTION ONE (1)

1. According to Professor Rugumam of the Institute for Development Studies at the University of Dar-es-Salaam:

There is greater recognition that most of the poorest countries are trapped in a vicious cycle of stagnation and poverty, and are unable to benefit from globalization. Macroeconomic stabilization, together with opening those economies to the rest of the world and freeing markets from government interference, has not resulted in sustainable development” (Rugumam; 2005: 218). **Analyse and discuss this statement using examples and experiences from Zambia. To what extent, in your opinion, is the above statement valid?**
2. The Minister of Finance and National Planning of the Republic of Kavalamanja, a Highly Indebted Poor Country (HIPC) in Southern Africa, Honourable Lisholi Kawalala has been invited by the Economic Association of Kavalamanja (EAK) to address its general meeting on the National Budget’s Theme “Reducing Government Budget Deficit for Economic Prosperity.” Although honourable Lisholi Kawalala is an eloquent orator he has a below

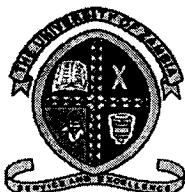
average knowledge about economic principles. As a **Principal Economist in the Ministry of Finance and National Planning, Honourable Lisholi Kawalala has delegated you to write a three (3)-page paper for him to deliver at the Economic Association of Kavalamanja. Be sure to clearly explain the economic relationships between reduction in government deficits and economic prosperity in a manner that the minister can understand.**

SECTION TWO (2)

3. Recently, Honourable Bob Sichinga, the Vice President of the United Party for National Development (UPND) was reported in the national media as calling for the renegotiation of contracts held by Mining Multinational Corporations (MNCs) on the Copperbelt to ensure that more benefits accrue to the country. **Identify and discuss the disadvantages that have accompanied the privatization of the Zambia Consolidated Copper Mines (ZCCM) to the country. If the mining contracts were renegotiated, what issues would you insist on to ensure that the country adequately benefits from the mining industry?**

4. Some scholars have predicted a “nightmare scenario” for Africa’s future under the current globalization process. Further, it has been recognized that resistance to globalization is constrained by many factors. **Discuss some of the assumptions and consequences for the future of Africa under the globalization “nightmare scenario.” Outline the factors that hinder sustained resistance to globalization and discuss how these may be resolved?**

END OF EXAMINATION



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

DEPARTMENT OF DEVELOPMENT STUDIES

END OF SEMESTER 1 2004/2005 EXAMINATION

**DS 925 : PROJECT APPRASAL AND IMPLEMENTATION IN
DEVELOPING COUNTRIES**

DATE : 28TH JUNE, 2005

TIME : 09:00 HOURS – 12:00 HOURS

DURATION : THREE HOURS

**INSTRUCTIONS : YOU ARE REQUIRED TO ATTEMPT THREE (3)
QUESTIONS BUT SECTION A IS COMPULSORY**

SECTION A

1. Nitrogen Chemicals Company Limited a state owned agrochemicals corporation is considering the replacement of two old machines with a new, more efficient. The raw new machine can be purchased and installed for US\$342,000. It has a useful life of 8 years, at the end of which a salvage value of US\$40,000 is expected. The machine falls into the 5 year property class for accelerated cost recovery (depreciation) purposes. Due to its greater efficiency, the new machine is expected to result in incremental annual savings of US\$120,000. An investment tax credit will be available at time 0, and the company's tax rate is 40 percent on income generated.

The following additional information is provided:

- (i) The incremental depreciation is as follows:

-	Year 1	US\$53,400
-	Year 2	US\$85,320
-	Year 3 to 5	US\$80760
-	Year 6 to 7	(US\$15,000)
-	Year 8	(US\$15,000)

The salvage value for year 8 is US\$24,000.

- (ii) A tax rate of 40% applies to net cash flow but not on salvage value.

You are required to:

- (a) Compute the incremental cash inflows over the 8 years
- (b) The project's net present value (NPV) if the required rate of return is 14 percent.
- (c) The time adjusted internal rate of return (IRR).
- (d) The payback period
- (e) Explain what is meant by time value of money **(35 points)**

SECTION B

2. (a) Discuss the concept that the market wage is an inappropriate price for Social evaluation of employment in the presence of widespread under-employment and an employment.
- (b) Discuss the rationale in the use of Input –Output Table and its importance in national economic planning. Support your answer with illustrations.

3. “Since different projects have different employment implications, it is particularly important to have clear idea about the relevance of employment creation as a goal to be pursued by planners yet employment is completely subservient to output creation”. Discuss the above statement with regard to project formulation and selection. Support your answer with practical examples. **(30 points)**
4. How we define the term “national economic profitability” is ultimately, not very important. What is very important, however is the recognition that project selection cannot be fruitfully done by concentrating only on the so-called “economic benefits and costs”. Discuss the above statement with regard to some of the more important objectives and the corresponding measures of benefits. Support your answer with conceptual analysis and practical examples **(35 points)**
5. (a) Discuss the importance of investment criteria in national development and to what extent these are effected in Zambia. Support your answer with practical examples.
- (b) Contrast and compare the Little and Mirrlees (LM) method of project evaluation in LDCs and the UNIDO guidelines and clearly state their basic differences and explain why the use of LM and UNIDO methods is likely to achieve the same result. **(35 points)**

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

DEPARTMENT OF DEVELOPMENT STUDIES

END OF SEMESTER 1 2004/2005 DEFERRED EXAMINATION

**DS: PROJECT APPRAISAL AND IMPLEMENTATION IN
DEVELOPING COUNTRIES**

DATE : 22ND JULY, 2005

TIME : 12:00 HOURS

DURATION : THREE (3) HOURS

INSTRUCTIONS: You are required to attempt three (3) Questions but section A (Question 1 a and 1 b) is Compulsory

SECTION A (Compulsory)

1. (a) Maamba Collieries Ltd a State owned company intends to re-organize its mining operations as part of the Zambian government privatization programme by replacing its aging mining equipment. By replacing its old mining equipment it wishes to upgrade its output of coal by 50% to meet the ever increasing national demand. The company has been offered two alternatives by Chilanga Cements Holding Company and Railway System of Zambia Ltd Holding Company two of its prospective buyers.

Alternative 1

The equipment will result into capital outlay of US\$5,000 with a projected life span of five years at the end of this period it will have a zero scrap value. The introduction of the new equipment offered by Chilanga Cement Holding Company will reduce production costs by US\$1,800 during the investment period. Maamba Collieries Ltd prospective buyer projects a return on investment of 20 percent before tax computations on all investments.

Alternative 2

Railway System of Zambia Holding Company another prospective buyer offers a different type of mining equipment whose capital outlay will be US\$2,200 during the investment period of 5 years and the incremental cashflows (after tax and including scrap value at the end of the investment period of 5 years are respectively US\$770, US\$968, US\$1,331, US\$1,400 and US\$1,650. The company intends to use the privatization Trust Fund to buy the machine and will not require a loan from the banking sector and the best alternative is investment in Ndola Lime Ltd at an annually compounded interest rate of 20%. You are required to:

- (a) Calculate the net present value of each of the machines.
- (b) Advise Maamba Collieries Ltd on the best alternative and justify your decision.
- (c) Why is it important in project appraisal to consider the issue of Interest rate and time value for money.
- (b) You have been given information below for the purpose of appraisal

YEAR	PROJECT I		PROJECT II		PROJECT III	
	Cash flow	Cummulative Cash flow	Cash flow	Cummulative Cash flow	Cash flow	Cummulative Cash flow
0	- 1500	- 1500	-1500	-1500	-1500	-1500
1	+ 600	- 900	+400	-1100	+300	-1200
2	+ 500	- 400	-500	-600	+500	-700
3	+ 400	nil	+600	nil	+400	-300
4	-				+300	nil
5	-				+300	+300
6	-				+300	+600

You are required to:

- (a) Calculate the payback period.
- (b) What are the advantages and disadvantages of payback period?
- (c) Discuss the Benefit-Cost Ratio and clearly state its suitability as a method of project appraisal in developing countries.

SECTION B (Attempt any two Questions)

2. Discuss the criteria for investment and state clearly which one(s) would apply to Zambia and why?
3. Projects are the cutting edge of Development. Discuss the validity of the above statement and explain reasons for failure of project implementation in some projects in Zambia.
4. Project Planning is critical to the success of project implementation discuss the project planning process and state to what extent this process is followed in Zambia.
5.
 - (a) Discuss the meaning of "Social Value" of investment and why it is critical in evaluation of public projects in developing countries?
 - (b) Economic analysis of a project moves beyond financial accounting, the technique economic investment appraisals are predicted upon the three basic postulates of applied welfare economics. Discuss.

END OF EXAM

Handwritten notes:
 $\frac{20}{41} \times 1100$
 $\frac{50}{200} \times 4$

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

**FIRST SEMESTER FINAL EXAMINATIONS
2005 ACADEMIC YEAR**

E121 – INTRODUCTION TO PROSE FICTION AND WRITING SKILLS

TIME : 3 HOURS

INSTRUCTIONS: Answer any three of the following questions. All questions carry equal marks. Candidates may bring into the examination room a copy of an English Dictionary. Prescribed books are NOT allowed into the Examination room. Essay plans are not necessary.

1. **Either** (a) “The road/s play a very significant role in facilitating the encounter of characters.”

Discuss the statement with regard to the novel **Maru** by Bessie Head.

Or (b) Would it be fair to perceive **Maru** as an autobiographical novel?

2. **Either** (a) Discuss Armah’s use of the nocturnal regime in **Beautiful Ones**.

Or (b) Discuss the theme of alienation in Ayi Kwei Armah’s **Beautiful Ones**.

3. By citing incidences in the text, **The Odyssey**, discuss Odysseus’ character flaws and moral lesson/s learnt from them.

4. “By my troth, I care not; a man can die but once; we owe God a death and let it go which way it will, he that dies this year is quit for the next.”

Discuss and show how the above quotation from “The Short Happy Life of Francis Macomber” is a good summary of BOTH “The Snows of Kilimanjaro” and “The Short Happy Life of Francis Macomber.”

5. Analyse one of the dramatic conflicts in the book of “Genesis”.

END OF EXAMINATION

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**FIRST SEMESTER FINAL EXAMINATIONS
2005 ACADEMIC YEAR**

E 221: 16TH – 18TH CENTURY ENGLISH LITERATURE

TIME: THREE HOURS

**INSTRUCTIIONS: Answer THREE QUESTIONS, one from each section.
Texts are allowed.**

SECTION A: DRAMA

Answer ONE question:

1. Select **ONE** of the following passages.

(a) Macbeth. [Aside] This supernatural soliciting
Cannot be ill, can not be good; if ill
Why hath it given me earnest of Success,
Commencing in a truth? I am Thane of Cawdor:
If good, why do I yield to that suggestion
Whose horrid image doth unfix my hair
And make my seated heart knock at my ribs,
Against the use of nature? Present fears
Are less than horrible imaginings;
My thought whose murder yet is but fantastical,
Shakes so my single state of man that function
Is somother'd in surmise, and nothing is
But what is not.....

Or

(b) Macbeth.
If it were done, when'tis done, then't were well
It were done quickly; if th' assassination
Could trammel up the consequence, and catch,
With his surcease, success; that but this blow
Might be the be-all and the end-all-here,
But here, upon this bank and shoal of time,
We'd jump the life to come.....
.....

Answer the following questions in relation to your chosen extract.

- (i) Place the passage in context.
- (ii) What does the passage indicate about the character of the speaker?
- (iii) Identify the theme or themes.

2. Describe the character of Lady Macbeth.

3. **KING LEAR**

What do you understand by the concept of “Appearance and Reality”? How can you apply this concept to the play KING LEAR?

4. Lear. “Nothing will come of nothing”.

- (i) Place the line in context.
- (ii) What does the passage indicate about the character of the speaker?
- (iii) Define King Lear’s journey from “nothing” to “reason”.

5. “The double action of the play is.... One of the measures which Shakespeare adopted to establish the huge range of King Lear.”

Discuss the close parallels between the two plots.

6. Is Fautus misled by the devil or is he willfully blind to the reality of his situation?

7. Identify and explain the themes in the play Dr. Faustus.

SECTION B: LYRIC POETRY

8. Answer **ONE** question.

Either:

- (i) How would you state the theme of Gray’s Elegy, “Elegy written in a Country Churchyard”?

Work out your account of the theme by indicating how it combines or builds upon secondary concerns in the text.

9. **Alexander Pope: Ode on Solitude**

Happy the man whose wish and care
A few paternal acres bound,
Content to breathe his native air,
In his own ground.

Whose herds with milk, whose fields with bread,
Whose flocks supply him with attire,
Whose trees in summer yield him shade,
In winter fire.

Blest, who can unconcernedly find
Hours, days, and years slide soft away,
In health of body, peace of mind.
Quiet by day.

Sound sleep by night; study and ease,
Together mixed; sweet recreation:
And innocence, which most does please
With meditation.

Thus let me live, unseen, unknown;
Thus unlamented let me die;

- (a) Identify the poetic form and supply the rhyme scheme.
- (b) In Pope's time, the simplicity and innocence of country life was a favorite literary theme. Give evidence from the above text.
- (c) What do you learn of the nature of the speaker?
- (d) What features of style seem to you of interest?

NB: 'Style' accommodates lexis, syntax and figures of speech.

SECTION C:

10. Answer **ONE** question:

Discuss Milton's style and the manner in which he presents Adam and Eve in the following passage:

Two of far nobler shape erect and tall,
Godlike erect, with native honour clad
In naked majesty seemed lords of all,
And worthy seemed, for in their looks divine
The image of their glorious maker shone,
Truth, wisdom, sanctitude severe and pure,
Severe but in true filial freedom placed;
Whence true authority in men; though both
Not equal, as their sex not equal seemed;
For contemplation he valour formed,
For softness she and sweet attractive grace;
He for God only, she for God in him;
His fair large front and eye sublime declared
Absolute rule; the loveliest pair
That ever since in love's embraces met
Adam the goodliest man of men since born
His sons, the fairest of her daughters
Eve.

11. What parallels do you decipher between Greek tragedy and Milton's Samson Agonistes?

12. What major themes have you identified in your reading of both Samson Agonistes and Paradise Lost?

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
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**FIRST SEMESTER FINAL EXAMINATIONS
2005 ACADEMIC YEAR**

E231 – CLASSICAL AND ROMANTIC CRITICISM

INSTRUCTIONS: Answer section A and one question from section B and the third question from section C. Books are allowed in the exam.

SECTION

1. **Oedipus**

I'll start again – I'll bring it all to light myself! No
Apollo is right and so are you, Creon,
To turn our attention back to the murdered man.
Now you have me to fight for you, you'll see:
I am the land's avenger by all rights,
And Apollo's champion too.

But not to assist some distant kinsman, no,
For my own sake I'll rid us of this corruption.
Whoever killed the king may decide to kill me too,
With the same violent hand-by avenging Lains
I defend myself
One of you summon the city here before us,
Tell them I'll do everything. God help us,
We will see our triumph – or our fall

Questions

Bearing in mind Oedipus' promise that he would start again, that he would bring it all to light himself, would you argue that his exile from Thebes and subsequent disappearance in the grove of the furies at Colonus bring peace to the troubled City of Thebes?

SECTION B

1. Analyse 'Oedipus the King' as a Tragedy.
2. Analyse the concept of "Tragic Flaw" by making an exegesis of "Antigone".
3. Who is the epic Hero in "Oedipus at Colonus"?

SECTION C

4. Give an account of the elements of tragedy by discussing any of Sophocles plays in **The Three Theban Plays**.
5. Give a definition and interrelationships between the concepts of mimesis, catharsis and Tragedy as defined by Aristotle. Answer this question by examining any of Sophocles' plays.
6. Discuss the concepts of Beauty and Sublime by examining any text you have read on the course.

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
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2005 ACADEMIC YEAR FIRST SEMESTER FINAL
EXAMINATION**

E 311 ENGLISH SEMANTICS

Time: Three (3) hours

Instructions: 1. Answer FOUR questions

2. Each answer carries equal weight

3. Appropriate EXAMPLES will receive credit

-
1. How are the syntagmatic and paradigmatic dimensions of meaning related?
 2. Compare the componential ('atomic globule') approach and the network ('cobweb') approach to the description of word relations.
 3. What is the function of referring expressions in English and what types are there?
 4. "Natural vocabularies are not random (i.e. accidental, arbitrary) assemblages of points in semantic space: there are quite strong regularizing and structuring tendencies..." (Cruse) What are some of these tendencies at word level ?
 5. How is the structure of propositions reflected in the structure of sentences?
 6. "Deictic expressions are expressions which depend on the context of utterance in some systematic way for their interpretation." Explain and illustrate this observation.

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2005 ACADEMIC YEAR FIRST SEMESTER FINAL
EXAMINATION**

E 311 ENGLISH SEMANTICS:DEFERRED EXAMINATION

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 in English?
 3. What is meant by the sense of a word or expression, and how can it be described?
 4. What is propositional meaning, and how is it reflected in the structure of English sentences?
 5. How do words derive meaning from their positions on the paradigmatic and syntagmatic dimensions?
 6. "Deictic systems are organized around the deictic centre." Comment on and exemplify this assertion.

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
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**FIRST SEMESTER FINAL EXAMINATIONS
2005 ACADEMIC YEAR**

E351 – ANGLOPHONE AFRICAN FICTION up to the late 1960s

TIME: 3 HOURS

INSTRUCTIONS: From the question given below select **THREE** which you should answer in essay form. Marks will be awarded for coherence as well as rigour in analysis. Prescribed books for the course are not allowed in the examination room but each candidate is allowed to use a copy of an English Dictionary. Detailed treatment of the same book in more than one answer is also not allowed.

1. Identify the major landmarks in the history of Marxist criticism in Africa.
2. In **Things Fall Apart** there are instances where a character's perspective differs from that of the author. Cite at least three instances where this occurs.
3. Ezeulu is blamed by several people for the ruin and collapse of Umuaro. From your close reading of the text how justified is this? Is Ezeulu really to blame for the collapse of Umuaro?
4. In **Mine Boy** comment on the characters of
 - (a) J.P. Williamson
 - (b) Daddy
 - (c) Dladla
5. "We learn through fleashes, innuendo that colout consciousness reigns in this society." Discuss this statement in relation to the stories Strike Azikwela and Out of Darkness in the collection **Quartet**.
6. 'In **A Grain of Wheat**, interpersonal relations seem to be dictated by idealism on one hand and practical realities in the other'. Comment on this statement in the light of your reading of the novel.

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
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**FIRST SEMESTER FINAL EXAMINATIONS
2005 ACADEMIC YEAR**

E361 – MODERN ANGLO-PHONE AFRICAN POETRY

DURATION: 3 HOURS

INSTRUCTIONS:

- (a) No books allowed in exam room
 - (b) Do not use any one text in more than one answer
 - (c) Answer only one question each from Section B and C
 - (d) Merit will be given to answers written in proper English
-

SECTION A

1. Read the following poems carefully and answer all questions that follow

To the Proud by Mazisi Kunene

In the twirling mountains overhung with mist
Foretell Nodongo the proud name of the subsequent hours
Since, when you bear the loud music of your wings,
The secret night creeps underneath the measured time.

When you behold the fixed bulk of the sun
Jubilant in its uncertain festivals
Know that the symbol on which you stand shall vanish
Now that the dawning awaits us with her illusions.

Assemble the little hum of your pealing boast
For the sake of the reward meted to Somndeni
Who sat abundantly pride-flowing
Till the passer-by vultures of heaven overtook him.

We who stood by you poverty-stricken
Shall abandon you the insanity of licence
And follow the winding path
Where the wisdom grandaries hold increase,

The shall your nakedness show
Teasing you before the unashamed sun.
Itching you shall unfurl the night
But we the sons of Time shall be our parents' race.

- (a) Highlight the issues raised in the first line.
- (b) What is the role of Nodongo in the poem?
- (c) Comment on the words 'the sons of the time shall be our parents' race.'

SECTION B

- 2. Discuss the relationship between traditional African culture and modernity as portrayed in Gabriel Okara's works.
- 3. Show how Christopher Okigbo and Wole Soyinka enrich their idiom and imagery by drawing from their traditional sources.
- 5. Analyse David Rubadiri's 'An African Thunderstorm.'
- 6. "Lawino addresses herself to someone, for example: 'Husband' (p34), 'my clansmen' (p 35), 'Brother' (37). This form of address is a rhetorical device taken straight from Acoli oral literature".

What other features or oral literature odes Okot P. Bitch use in the writing of **Song of Lawino**?

SECTION C

- 7. In what ways have Modern African Poets sought indigenous roots? Answer this question by discussing atleast two poets you have read on the course.
 - 8. Discuss the problem of the crisis of Identity in Modern Africa by analysing atleast two poets you have read on the course.
 - 9. Analyse the issue of the dignity of the African past in atleast two poets you have read on the course.
 - 10. Compare and contrast South African poetry and poetry from the rest of Anglo-phone African
-

END OF EXAMINATION

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DEPARTMENT OF LITERATURE AND LANGUAGES

FIRST SEMESTER FINAL EXAMINATIONS
2005 ACADEMIC YEAR

E461 – EARLY MODERNIST LITERATURE

TIME: 3 HOURS

INSTRUCTIONS: Answer all the questions in section A and any two essay questions from section B. prescribed books for the course are not allowed in examination room but each candidate is allowed to use a copy of an English Dictionary.

SECTION A – Answer all the questions.

1. State briefly what Schopenhauer's philosophy of the Will essentially says about the world. 4 marks
2. Summarise Nietzsche's philosophy. 4 marks
3. What is Freudianism? 4 marks
4. What is impressionism? 4 marks

SECTION B

Select **two** questions from the list below and write coherent and cohesive essays, which have sufficient rigour in analysis.

1. In **Sons and Lovers** what is Lawrence trying to say about love?
2. In **Dubliners** there is a deep sense of pessimism from the short stories. How has Joyce managed to achieve this effect?
3. How does George Willard develop in **Winesburg Ohio**? Refer to specific stories to show what causes this development and how it is evidenced?
4. Faulkner, in his acceptance speech for the Nobel Prize in literature made in Stockholm, on 10th December 1950 said:

Our tragedy today is a general and universal physical fear so long sustained by now that we can even bear it. There is no longer problems of the spirit. There is only the question: When will I be blown up? Because of this, the young man or woman writing today has forgotten the problems of the human heart in conflict with itself which alone can make good writing because only that is worth the agony and the sweat.

He must learn them again....the old universal truths lacking which any story is ephemeral and doomed – love and honour and pity and pride and compassion and sacrifice. Until he does so, he labours under a curse. He writes not of love but of lust, of defeats in which nobody loses anything of value, of victories without hope and worst of all,

*...not pity or compassion. His griefs grieve on no universal bones
...g no scars. He writes not of the heart but of glands.*

To what extent and in what **specific** ways are some of the duties of a
... which are mentioned here carried out in **Light in August**? Does
... novel give any indication that man 'will prevail' that he has 'a
... a spirit capable of compassion and sacrifice and endurance'?"

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2005 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 external (i.e. extralinguistic) circumstances affected the development of the English language in the Old English period (450 A.D. to 1050 A.D., approximately), and in what ways was it affected?
 2. The Norman French defeated the English in 1066 A.D.; how successful was the French *language* in subduing the English language thereafter?
 3. "In the conglomeration of different dialects that we call 'Middle English' (up to 1450 A.D. approximately) there was no one recognised standard form." (Freeborn) Why was this ?
 4. What effect did the introduction of printing in the late fifteenth century have on the English language, and on people's attitudes to their language?
 5. What was the 'Inkhorn' controversy in the sixteenth century, and what were the conflicting opinions about current changes in the English language that this controversy illustrated?
 6. What influence did religion have on the language in the Middle English and Early Modern period (up to 1600 A.D.) ?

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2005 FIRST SEMESTER FINAL EXAMINATIONS**

E941 SOCIOLINGUISTICS I

TIME: THREE (3) HOURS

Instructions

Attempt any **four (4)** questions

Each question should be answered in a separate booklet.

1. Giving concrete examples from English or any Zambian language, give a clear outline of the main parameters of language variation.
2. Writing on the Sociology of Language (macro-sociolinguistics) and sociolinguistics proper (micro-sociolinguistics) Coulmas (1997:3) observes:
"There is no sharp dividing line between the two, but a large area of common concern.... Contributions to a better understanding of language as a necessary condition and product of social life will continue to come from both quarters" (Coulmas, F (ed) 1997. Handbook of Sociolinguistics. Oxford: Blackwell).
Comment on this view.
3. Ronald Wardhaugh (2002) defines a 'linguistic variable' as "a linguistic item with identifiable variants". (Wardhaugh, R. 2002. An Introduction to Sociolinguistics. Oxford: Blackwell Publishing House).
Show how William Labov used the 'linguistic variable' in his research.
4. Either
 - (i) Give a concise discussion of Grice's maxims of conversation, showing clearly the fundamental tenets of each. Give clear examples.Or
 - (ii) Discuss clearly the major tenets of the Speech Act Theory and show why it is relevant to Sociolinguistics.
5. Giving specific relevant examples, **explain how** what you have learned about the relationship between language and gender has either **enhanced** or **changed** your perception of women and men in a speech community of your choice.
6. **Illustrate**, with clear and relevant examples from a speech community of your choice, the relationship between forms of address and social structure.
7. As a member of the University of Zambia speech community, you have observed differences in language use between direct entry and in-service students. You are not sure as to whether these differences are accidental or systematic. You decide to investigate the phenomenon.
 - (i) Suggest a title for the study
 - (ii) Define and identify the following variables:
 - (a) Dependent Variable
 - (b) Independent Variable
 - (c) Moderator Variable
 - (d) Control Variable
 - (e) Intervening Variable

End of Examination

THE UNIVERSITY OF ZAMBIA
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FIRST SEMESTER EXAMINATIONS – JUNE/JULY 2005

E991: AFRICAN PROSE NARRATIVES

INSTRUCTIONS: Answer question one (1) in section A and two (2) questions in section B.

TIME: 3 hours

SECTION A: This section carries 40 marks.

1. Read the following story and give an analysis according to

Either: a) the Harlod Scheub's theory about the expansible image. Pay attention to elements such as the opening image, core image, core cliché, interlocking image, and parallel image, including other factors such as audience response, focus, interdiction and function/s.

Or: b) the Alan Dundes' theory on motifemic structure of oral prose narratives

Please use diagrams or visual illustrations as employed by the two scholars mentioned.

“Once upon a time,

There were three girls who used to come from a village called Nzala. One day, they decided to go and fetch some wild fruits called *mang'omba*. While in the bush, they found a tree with some fruits and started plucking them. The fruits were finished and so they asked each other, whether to go back home or to go and fetch some more. They agreed to go and fetch some more. So they walked and walked and walked until they found a river. They decided to cross the river, at the middle of the river, one of the girls discovered or found three beautiful babies. So she told her friends that they should pick the babies and go with them, especially that the girls had no children. The friends told their friend that its not normal to find babies in a river and so they should not pick the babies, but the girl insisted and picked one baby. The friends told her to leave the baby, but she could not listen, so she put the baby on her back. They crossed the river and went on. They found another tree with fruits, so the friends climbed it

and plucked the fruits but she couldn't climb because the baby refused to come down. She did not get any more fruits because the friends could not pluck for her. They walked on and found another tree and still the baby refused. The friends' baskets were full and so they all decided to go home. The girl with the baby just followed behind in isolation. When they reached home, the girl with the baby was the one to do the cooking, so she asked the baby to come down so that she could cook properly. The baby still refused and it started to sing a song:

I don't want coobela to come down
Coobela ye coobela
Can't come down, can't come down me coobela
Coobela ye coobela
I entirely refuse, me coobela!

So the girl could not do anything but just cook with the baby on her back. When she finished, they ate, after eating they went to sleep properly, but the baby refused again and started singing the same song:

I don't want coobela to come down
Coobela ye coobela
Can't come down, can't come down me coobela
Coobela ye coobela
I entirely refuse, me coobela!

The girl just slept with the baby on her back. In the middle of the night, the baby sunk into the girl's body and so the girl died.

The story has ended.”

SECTION B: Each question carries 30 marks

2. How far successful is Ernst Wendland in his lingo-aesthetic study of Julius Chongo's Poceza Madzulo as an appropriate model for the analysis and appreciation of Zambian oral prose narratives?
3. Compare and contrast the methodologies used by any two of the following scholars in their study and analysis of oral prose narratives,

Denise Paulme
Alan Dundes
Lord Raglan
Scholes
Harlod Scheub
Vladimir Propp

4. Write a critical review of Ruth Finnegan's book Oral Literature in Africa, Oxford University Press, 1970, highlighting its strengths and weaknesses.
5. Discuss some the literary conventions and aesthetics often attributed to the exploits of one of the two trickster heroes: Kalulu the hare or Sulwe the tortoise in the oral narrative traditions of the central African Bantu.
6. Do you agree with the assertion that the once active and vibrant art of story-telling has now been superseded by electronic media and therefore has become a moribund genre in most traditional African societies? How would it be revived and promoted?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
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DEPARTMENT OF LITERATURE AND LANGUAGES
2005 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATION

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

TIME: THREE (3) HOURS

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

IMPORTANT

Do Section A in one examination booklet and the other Sections in other booklets. Do not tie the booklets together but make sure that your computer number is written on each booklet.

Section A: The Essay (25 marks)

In an academic essay of no more than three sides write on the topic with the following rubric:

Using your own experience and on what you know, write an essay in which you say what is good about the Zambian education system and what is bad.

There should be **NO** abstract to the essay and there should be **NO** endnotes **NOR** appendices **NOR** bibliography.

Marks will be lost for poor expression, for example, use of the wrong tense and omission of articles, for poor spelling, poor punctuation and, generally, for a poor presentation. Remember that the style of an academic essay is formal and impersonal.

Section B: Note-Taking (15 marks)

Using information from the passage below, take a formal set of notes on the difficulty of using the term *African English*.

Marks will be awarded for the inclusion of relevant facts, for the use of the correct abbreviated style, and for a well laid-out set of notes as shown in your E111 lectures.

Marks will be lost for the inclusion of irrelevant facts, for the use of a poor abbreviated style and for notes which are not laid out as has been shown during the E111 Course.

African English

The use of the phrase *African English* is now common. In principle, it should mean "the English Language as used in Africa" but as with other such labels, matters are not straightforward. If, logically, the term covers all English from Cairo to the Cape, then it would include English in the Arabic-speakers of the North (such as Morocco and Egypt), the English of speakers of, for example, Yoruba, Igbo and Hausa in Nigeria in West Africa, Swahili and Kikuyu and Luo in East Africa, and of Xhosa, Afrikaans and Sesotho in South Africa - alongside the post-settlement English of the British colonists.

In practice, however, the term is not so widely applied. Thus, Egyptians in Cairo and South Africans of European or Asian backgrounds in Cape Town are seldom if ever said to speak *African English*. A minority of Egyptians is commonly regarded as speaking *1c* (in addition to their everyday Arabic and Coptic) an Egyptian English comparable to the Englishes of other Arabic-speaking countries in North Africa and West Asia (such as Libya and Lebanon). Such usage is not, however, normally linked or compared with, say, Nigerian or Zimbabwean English - both of which are incontrovertibly regarded as kinds of *African English*. Secondly, in the case of South Africans of Euro-*15* pean background, those of British origin have English as part of a pre-African ethno-cultural inheritance. Their usage has also been traditionally called *South African English* when discussed both in its own right and alongside *American, British, Canadian* and *Australian English* and so on.

In addition, many Afrikaners (alongside Afrikaans and any other language) speak an *2c* "Afrikaans English" that is both influenced by their mother tongue and intimately linked with (British settler) South African English, and both varieties are distinct from the usage of Black South Africans. Indeed, in South Africa, the more or less synonymous terms *African English* and *Black English* contrast implicitly and explicitly with *White English*. Like so many other things in South Africa, the kind of English one speaks tends to be *25* tied to race, and to have political echoes. Indeed, the case is often made in South Africa that the country has two kinds of English: *White English* (British-derived and Afrikaans influenced) and *Black English* (the Africanised usage of the majority, with British and Afrikaans associations) - with some uncertainty about where to locate Coloureds and Asians. White usage is generally regarded as prestigious and linked with education, and *3c* Black with brokenness and the impoverished African townships

For the continent as a whole, *African English* is a Black language, sometimes labelled for clarity's sake a "Black African language", although the term *African* is often taken to

imply "black", and to exclude, say, Arabs and others in the North (although there is no absolute reason for this to be so). As such, "Black African English" is partnered by the 35 "Black English" of the Caribbean, of most African Americans and of young Afro-British people (especially in London). Many speakers of Black English in South Africa do not identify with the English of White South Africans or the rest of the world and their usage is linguistically, socially, and often politically associated with "Black consciousness", "Black culture", and "Black pride", in contrast to "White" domination, exploitation, and 40 racism in South Africa, the US, the UK, and elsewhere.

Traditionally, there has been some sociopolitical solidarity with Black "brothers and sisters" elsewhere, but in the years since apartheid this has by no means been consistent. In the severe competition for jobs in the RSA, Black South Africans have at times proved highly unsympathetic towards migrants from north of their border when they have come 45 south looking for work, nor have matters always been positive between them and the small numbers of Black Americans who, after apartheid, went to South Africa to work and/or show solidarity with the recently liberated - nor indeed are relations always good among the different Black communities in "the rainbow nation" itself. 50

Contentiousness does not end there. For some commentators, the term *African English* includes all the indigenised sub-Saharan English since trading posts were set up in the 17th century, notably including the trade jargons and pidgins. For others, it refers only to standard or near-standard forms spoken and written by educated Africans after territories began to be administered as colonies by the British, some of these territories being settled by them (as with Kenya, Zambia, Zimbabwe, and South Africa), others not (as with 55 Ghana and Nigeria). If all forms are included (notably Pidgin in West Africa), then the English Language has been used in Africa for almost 400 years: that is, much the same length of time as in North America, the Caribbean, and Asia. If, however, the second narrower, and "higher" sense is adopted then English in Africa dates only from the earlier 60 19th century - just under 200 years.

Whatever the interpretation, the reality and integrity of a comprehensive African English (with such subvarieties as Kenyan English, Nigerian English and South African Black English) remain controversial matters. Kinds of English are in daily use for many purposes throughout the continent, including as an inter-state high level political and economic lingua franca, reflecting all manner of local, regional, and international 65 distinctions. It is taught as a second language in the Arabphone North African countries and such Francophone countries as Cote d'Ivoire (Ivory Coast) and Senegal, as well as Lusophone countries such as Angola and Mozambique (the latter recently accepted into the Commonwealth). As a result, it is *the* universal African lingua franca. That lingua franca is not, however, simply (Black) *African* English as just discussed, but part of the 70 general international continuum, from ancient and thriving Pidgins within which (Black) African English has a place alongside all other Englishes. Four levels are in fact involved - local, national, intra-continental and global.

The situation is not simple, but it would seem from all of this that English in Africa is a continuum, from ancient and thriving Pidgin varieties and a range of hybrids through 75 local and national varieties to service as an international (indeed cosmopolitan) medium for all the peoples of Africa from Cairo to the Cape. Within this array, such a pan-African English is neither homogenous nor can it be tidily marked off from either indigenous “White” South African usage (which has aspects that other “white” Englishes do not possess) or from English as used in the Arabic and Arabic-and-Berber regions. 80

That said, however, the focus of “African English” has for many reasons been sub-Saharan and indigenous, and many issues remain to be within that frame of reference alone (regardless of “other Africas”). Despite the difficulties, some broad general statements can be made – with care and provisos – about the vast variety south of the Sahara. 85

In Zambia, English is the official language, and its seven recognized vernaculars include Bemba, Nyanja and Tonga. It is one of the most urbanized Southern African countries, and the mix of languages in its towns emphasizes the need for a link language. English is used exclusively in education from the first year and is important in the media. Zambian English is hybridized, even to the extent of adding Bantu affixes to English roots, as in *maolanges* (“oranges”, where *ma-* is a Bantu plural prefix and *l* replaces *r*), the word having in effect two markers of plurality; *cipoto* (“pot”), where *ci* is a Bemba prefix marking nouns; *awashes* (“he/she washes”) and *adrives* (“he/she drives”) where *a-* is a subject prefix. Examples of innovations in using adverbial particles are the omission of *up* in *I’ll pick you at half eight*, its addition in *cope up with*, and a reassignment of use in *I’m fed up* (“I’m full” meaning “I have eaten enough”). An innovation is *movious* (“always on the move”). Cultural influences are evidenced in the questions: *How have you stayed the day?* (“How have things gone this morning?”); *How are you suffering?* As a greeting to someone who has suffered a misfortune (“How are you managing?” or “Are you doing all right?”), and a young man addressing an older man as *uncle* or *father* and *tax* being addressed in turn as *son* or *nephew*.

The term *Southern African* as has been used here covers Zambia, Zimbabwe, Botswana, Lesotho, Malawi, Namibia, Swaziland, and the RSA. It enables the further term *Southern African English* (for a division of Black African usage) to contrast with *South African English* (a label traditionally centred on White usage, but of necessity also including 105 Black, White, Coloured, and Asian usage in the RSA). The technically precise term for Black English in the RSA should logically – if clumsily – be “South African African English”, which can be compared to “English English” as a label for the English of England. For most people in the RSA and elsewhere, “South African English” is not a subcategory of “African English”, although “African English” in the RSA can be a 110 subcategory of “South African English”. For White South Africans, any “African English” has traditionally been secondary to their usage .

Section C: Comprehension (60 marks)

Answer the following questions (Questions 1-9) from the information given in the passage above (*African English*)

1. What do the following words mean **as they are used in the passage**? (5 marks)
(a) applied (line 8) (b) intimately (line 21) (c) Lusophone (line 68)
(d) intra-continental (line 73) (e) hybridized (line 90)
2. To what do the following refer **as they are used in the passage**? (5 marks)
(a) Their (line 17) (b) them (line 46) (c) it (line 52)
(d) It (line 66) (e) That lingua franca (lines 69-70)
3. Answer the following questions as briefly but as fully as possible. (5 marks)
 - (a) Give the name of one Francophone country.
 - (b) What should the “technically precise term for Black English in the RSA” be according to the author?
 - (c) Which language is the first language of the Afrikaner?
 - (d) Where in Africa is Pidgin used today?
 - (e) In Zambian English what does “movious” mean?
4. Paraphrase the three reasons given by the author (lines 42-49) as evidence for there not always being “sociopolitical solidarity” between Black South Africans and other Black “brothers and sisters”. (2 marks)
5. Quote from the passage to show that one mark of Zambian English is that it is a mixture of Bantu and English elements. (2 marks)
6. In your own words explain why the author claims, on the one hand, that the English Language has been used in Africa for almost 400 years but, on the other, states that it has been used in Africa for just under 200 years. (2 marks)
7. Summarise why the author thinks that South Africa has two kinds of English. (2 marks)
8. What are some of the ways in which the English language is used in the RSA according to the author? (2 marks)
9. What is the difference, according to the author, between Southern African English and South African English? (2 marks)

Answer the following questions from the instructions that are given.

10. Arrange the following five titles into a short bibliography.

Repairing a Clock – James Tembo – Paris – 1995 – Hachette
Kitwe – Celinah Leboela and Tanki Molapo – A Copper Mine – Smelter – 1896
4th ed. – Cape Town – 2000 – Cape Flowers – Andrew Wilson – Phillips
“San Languages” – Paul Click – 14(4) – African Linguistics – 215-55 – 2002
Felix Banda – Johannesburg – comp. – Academia Press – Dictionary of
Psychology – 1944

11. (a) Identify the simple, the compound, the complex and the compound-complex sentences below. (5 marks)

- (i) He spoke to him as he was leaving.
- (ii) She sat down but he remained standing.
- (iii) While she was waiting for the water to boil, she began to peel the potatoes.
- (iv) When it was midnight and while the clock was striking twelve, he left by the side door.
- (v) He put the glasses on the small table ready to collect later.

(b) Identify the underlined phrases in the following sentences. (5 marks)

- (i) The girl with the dark hair and the mischievous smile was talking animatedly.
- (ii) He slipped on the icy surface.
- (iii) She was not growing the vegetables for fun but for profit.
- (iv) The extremely large and vicious dog attacked him.
- (v) He spoke to her in a very reserved manner.

(c) Identify the main clauses and the subordinate clauses and say what type of subordinate clause it is. Arrange your answer as is shown in the following example:

<u>Main Clause</u>	<u>Subordinate Clause (Type)</u>
He lived there	after his wife died (adverbial clause)

- (i) Her voice which was quivering with anger began to rise.
- (ii) This cat is the one which will win the prize.
- (iii) What he said did not satisfy the judge.
- (iv) She has not left the house since her husband died.
- (v) The man shouted that his enemy would die. (5 marks)

12. Summarise in a paragraph the following Table.

Table 1: Convictions for Speeding on Selected Lusaka Roads (in '00s)

<u>Road</u>	1998	1999	2000
Cairo Road	59	63	65
Independence Avenue	55	65	75
Cha-Cha-Cha Road	24	20	16
Suez Road	1	2	4
Great East Road (as far as Marshlands)	86	97	99

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF LITERATURE AND LANGUAGES
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: 50 Marks)

Answer all questions
All questions carry equal marks

1. A phonological rule can be (a) a deletion rule or (b) an insertion rule. Answer all the following questions:
 - (a) Exemplify
 - (i) a deletion rule; and
 - (ii) an insertion rule
 - (b) Name and exemplify the other two major types of phonological rules.
2. Phonological rules may be divided into (a) allophonic rules and (b) morphophonological rules.
 - (a) Explain; and
 - (b) Using the English set of related words *electrical*, *electricity*, *electrify* and *electrician*, explain what morphophonology is all about.
3. Write brief notes on the following:

(a) Meinhof's Law	(b) Dahl's Law	(c) Feature phonology
(d) Linear phonology and nonlinear phonology		(e) Aphaeresis
(f) Phonological redundancy rule		(g) Paragoge
(h) Apocope	(i) Epenthesis	(j) Syncope

4. With examples, give in not more than one page an account of Autosegmental Phonology.

Morphological Theory

(Total: 50 Marks)

Answer all questions

All questions carry equal marks

5. Suffixes which are attached to verbal stems are called **deverbatives** while suffixes which are attached to nominals (nouns or adjectives) are called **denominatives**. In the following words, identify the suffixes and indicate whether they are deverbatives or denominatives. Lay your answers out in two columns as follows:

<u>Suffix</u>	<u>Deverbative/Denominative</u>	
(a) knowing	(b) trainer	(c) dogmatic (d) clueless
(e) briefed	(f) allowance	(g) eastwards (h) rightness
(i) factual	(j) ridiculous	

6. By using a tree diagram show the structure of each of the following words:

(a) discontentedly	(b) prohibitionism	(c) inadvisably
(d) inexpediently	(e) undesirability	

7. Discuss the differences and similarities between inflection and derivation.

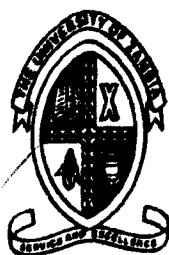
8. Discuss the morphological types of language.

9. How did the following words enter the English Language?

(a) release	(b) non-smoker	(c) barbecue
(d) ejector	(e) preacher	(f) tip-top
(g) bus	(h) extinguish	(i) seesaw
(j) whitewash		

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

Derivational Prefixes	Roots	Derivational Suffixes	Inflectional Morphemes
(a) injustice	(b) manifestation	(c) pepper	(d) disengagement
(e) circumferences	(f) obstinately	(g) discriminated (as a verb)	
(h) kicker	(i) fancier	(j) unbeknown	



THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS – JUNE/JULY 2005

E/LAL421 – RESEARCH METHODS IN LINGUISTICS

TIME ALLOWED : Three (3) hours

INSTRUCTIONS : There are two sections: A and B. Answer all five (5) questions in Section A and any one (1) question from Section B.

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

SECTION A

1. With concrete examples, discuss what is meant by triangulation in research methods.
2. Techniques, or methods, of data collection include, among others, observation, interviews, questionnaires and, introspection

Discuss these four techniques, or methods, pointing out, among others, their advantages and disadvantages so as to justify the usefulness of triangulation.
3. In some research design, use is made of variables. In 1-2 pages, write an essay on variables with special reference to sociolinguistics or/and pragmatics or/and discourse analysis.
4. Write brief notes on each of the following:
 - (a) layout of a research proposal
 - (b) informant
 - (c) ethics in research
 - (d) quis, quid, cur, quomodo, ubi
 - (e) methodology and methods
5. Write a 1-2 page essay on comprehensive phonological research on a particular language.

SECTION B

6. Write a 1-2 page essay on comprehensive morphological research on a particular language..
 7. Write a 1-2 page essay on research in sociolinguistics.
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END

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF LITERATURE AND LANGUAGES

2005 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

E/LAL 911: Psycholinguistics I

TIME: THREE (3) HOURS

INSTRUCTIONS: Attempt all questions
All questions carry equal marks
Marks will be awarded for a well-presented and well-written
paper

1. Described the model proposed by some psycholinguists to show how the memory of man functions.
2. What do the recovery processes of polyglot aphasics tell us, if anything, about the organization of language in the memory of the bilingual.
3. Discuss in some detail the arguments put forward to support each of the three models of how language is organized in the bilingual's memory.
4. "There are several different types of bilinguals." Detail what types of bilinguals exist and say which type(s), if any, is/are most likely to handicap the child at school.
5. In a situation where there is a second language learning group and a particular target language group there is a definite chance of there being social distance between the two groups. How does this social distance grow and how can it be reduced?

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2005 ACADEMIC YEAR FIRST SEMESTER
DEFERRED FINAL EXAMINATIONS

EC215: INTERMEDIATE MACROECONOMICS

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY FOUR QUESTIONS

QUESTION ONE

Consider two firms facing the demand curve $P = 10 - Q$, where $Q =$ total output such that $Q = Q_1 + Q_2$. The firm's cost functions are $C_1 = 4 + 2Q_1$ and $C_2 = 3 + 3Q_2$.

- a) Suppose both firms have entered the industry.
 - i. What is the joint profit-maximising level of output?
 - ii. How much will each firm produce?
 - iii. How much would your answer change if the firms have not yet entered the industry?
- b) Suppose the firms set their output simultaneously and in a non-cooperative way.
 - i. In this Cournot set-up, what is each firm's equilibrium output and profit?
 - ii. What is each firm's reaction curve?
 - iii. What is each firm's equilibrium?
- c) Contrast second-price and third-price discrimination under monopoly market structure.

QUESTION TWO

- a) Suppose a firm seeks to minimise cost subject to an output constraint as follows:
Minimise $C = f(X) = wL + rK$ subject to $\bar{X} = f(L, K)$.
 - i. Derive the equilibrium condition for this firm?
 - ii. What are the second order conditions?
- b) Show that for any two factors of production, the marginal rate of technical substitution (MRTS) is equal to the ratio of the marginal products.
- c) Using a graph, illustrate the concepts of homogenous and non-homogenous production functions

QUESTION THREE

Consider the following Cobb-Douglas production function: $Q = b_0 L^{b_1} K^{b_2}$, where L is the quantity of labour, K is the quantity of capital and Q is output.

- a) How can you tell whether this production function exhibits increasing returns to scale?
- b) Calculate the marginal product of labour and capital?
- c) Find the marginal rate of technical substitution of labour for capital?
- d) Calculate the elasticity of substitution between capital and labour?
- e) How can you tell whether the production technique is labour or capital intensive?
- f) How can efficiency of production in the above function be measured?*

QUESTION FOUR

- a) Compare and contrast the traditional theory of costs of the firm to the modern theory? Use both the short- and long-run periods to explain your answer.
- b) Sunk costs are the same as fixed costs. True or false? Explain your answer.
- c) Using appropriate graphs, explain the difference between a constant cost industry and an increasing cost industry under perfect competition*

QUESTION FIVE

Connie allocates \$200 of her monthly food budget between two goods: meat and potatoes.

- a) Suppose meat costs \$4 per pound and potatoes \$2 per pound. Draw Connie's budget constraint.
- b) Suppose also that her utility function is given by the equation $U = 2M + P$. What combination of meat and potatoes should she buy to maximise her utility? (Hint: Meat and potatoes are perfect substitutes)
- c) Connie's supermarket is running a special promotion: If she gets the next 10 pounds of potatoes (at \$2 per pound), she gets the next 10 pounds for free. This offer applies only to the first 20 pounds she buys. All potatoes in excess of the first 20 pounds (excluding bonus potatoes) are still \$2 per pound. Draw her budget constraint.
- d) When an outbreak of potato rot raises the price of potatoes to \$4 per pound, the supermarket ends its promotion.
 - i. What does Connie's budget constraint look like now?
 - ii. What combination of meat and potatoes will maximise her utility?

THE END

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF ECONOMICS
2005 FIRST SEMESTER FINAL EXAMINATION

EC 311: ESSENTIALS OF FINANCIAL ACCOUNTING

TIME: THREE HOURS

INSTRUCTIONS: Answer ALL Questions. Only the answer is needed, you do not have to account for any of your calculations

1. What word/s are missing from the following sentences:
 - a. Assets are normally shown at cost price according to the _____ concept
 - b. According to the _____ concept, there are two aspects of accounting, one represented by the assets of a business and the other by the claims against them.

2. Which number should go in the boxes marked a, b, c and d?

Capital 1 Jan	Net profit	Drawings	Added Capital	Capital 31 Dec
2000	135	207	85	a)
1521	361	b)	188	1973
c)	111	190	234	2100
960	d)	45	80	1089

3. Makeni trade school buys 500 kilos of Mukwa to make furniture on credit from Wood International Ltd. In the books of Makeni trade this would show as a:

[replace letters (a) to (d) with the correct word/s]

_____ a) _____ entry in the _____ b) _____ account and a _____ c) _____ entry in the _____ d) _____ account.

4. Complete the following equations

- a. Assets =
- b. Capital = Assets
- c. Old Capital + Profit =
- d. Liabilities =

5. Current assets are assets that are likely to change in the short term and certainly within _____ of the balance sheet date (which word/s are missing)

6. Consider the following information: Stock at 1 January, 4,320, Stock at 31 December 3,940, Sales 69,425, Sales returns, 4,650, Purchases, 39,660, Purchases returns, 3,310. Given this information, what was the:

- a. Total Sales?
- b. Cost of goods sold?
- c. Gross profit?

Trial Balance as at 31 March 2005		
	<u>Debit</u>	<u>Credit</u>
Stock 1 April 2004	18,160	
Sales		92,340
Sales returns	150	
Purchases	71,025	
Purchases returns		640
Wages and salaries	10,240	
Rent and rates	3,015	
Communication expenses	624	
Commissions payable	216	
Insurance	405	
Sundry expenses	318	
Buildings	20,000	
Debtors	14,320	
Creditors		8,160
Fixtures	2,850	
Cash at bank	2,970	
Cash in hand	115	
Drawings	7,620	
Capital		50,888
Stock at 31 March 2005 was 22,390		

Table 1

7. Considering the information in the trial balance above, what would be the:
- Cost of goods sold?
 - Net profit?
 - Capital at 1st April 2005?

Vehicle number	Purchased	Estimated life	Price
1	1 July 1999	6 Years	300,000
2	31 Oct 1999	6 Years	240,000
3	1 Oct 2001	5 Years	200,000
4	1 Jan 2003	4 years	100,000
5	1 July 2005	3 years	90,000

Table 2

Depreciation is charged for each month of ownership!

8. Considering the information in table 2 and assuming that there is no residual value, what would be the **annual** depreciation charged for 2005 using the straight-line method?
9. Considering the information in table 2 and assuming that there is no residual value, what would be the **annual** depreciation for 2005 for vehicle number 4 assuming that it is depreciated using the reducing balance method at a rate of 40 % per annum?
10. Considering the information in table 2, what would be the profit or loss on vehicle number 1 if it was sold on January 1 2005 for 21,600? (assume that vehicle 1 has been depreciated using the straight-line method)

11. Mr. Mulenga has a problem and needs your help. He cannot seem to make sense of the adjustments at the end of 2005. The following things are unaccounted for:
- 1) Rent of 450 for the period 1 Dec 2005 – 28 Feb 2006 was paid November 28 2005.
 - 2) An insurance policy was purchased for 1800 June 20 for the period 1 July 2005 - 31 March 2006.
 - 3) An electricity bill of 1500 was expected in February 2006 covering the period 1 November 2005 – 31 January 2006.
- Please help Mr. Mulenga to calculate the following:
- a. Prepayments as at 31 Dec 2005?
 - b. Accrued expenses as at 31 Dec 2005?

<i>BOUGHT</i>		<i>SOLD</i>	
January 2005	20 at 150 each	May 2005	30 at 200 each
March 2005	16 at 140 each	August 2005	34 at 180 each
July 2005	30 at 135 each	October 2005	20 at 190 each
September 2005	25 at 140 each		

Table 3

12. Considering the information in table 3, calculate the value of the stock at December 31 2005 according to the following methods:
- a. First-in First-out?
 - b. Last-in First-out?
 - c. Average-Cost?
13. According to your accountant, the products you have in stock cannot be sold for more than 143 each in 2006. Based on this information, what would be the value of the stock on 31 December 2005 given that it is value according to the following methods:
- a. First-in First-out?
 - b. Last-in First-out?
 - c. Average-Cost?

14. Replace letters a-c with the correct missing word/s:

A limited liability company is run by a board of directors. This board is elected by the ___ a) ___ at the ___ b) ___. It is the board that suggests how the owners get a part of the profit. Usually, they propose a ___ c) ___ per share for this purpose

15. Are the following statements true or false?

- a. A shareholder can sue a limited liability company
- b. The business of a sole proprietor is a separate legal entity
- c. The nominal value of shares is the same in every company
- d. A company can raise capital by going public
- e. The financial statements of a limited liability company are free from biases
- f. The auditor's role is to make sure that the financial statements of a limited liability company are correct

B Jackson		
Trading and Profit and Loss A/C for year ended 31 December 2005		
Sales	18,600	
<i>Less Returns inwards</i>	440	18,160
<i>Less Cost of goods sold</i>		
Opening stock	3,776	
<i>Add Purchases</i>	11,556	
<i>Less Returns outwards</i>	355	
<i>Add Carriage Inwards</i>	234	
	15,211	
<i>Less Closing Stock</i>	4,998	10,213
Gross profit		7,947
<i>Less expenses</i>		
Wages	2,447	
Motor expenses	664	
Rent	576	
Carriage outwards	326	
Sundry	1,202	
		5,215
Net Profit		<u>2,732</u>

B Jackson		
Balance sheet as at 31 December 2005		
<i>Fixed assets</i>		
Fixtures	600	
Motors	2,400	3,000
<i>Current assets</i>		
Stock	4,998	
Debtors	4,577	
Bank	3,876	
Cash	120	
	13,571	
<i>Less current liabilities</i>		
Creditors	3,045	10,526
		13,526
<i>Financed by</i>		
Capital: Balance at 1 st January 2005	12,844	
Add Net profit for the year	2,732	
	15,576	
<i>Less Drawings</i>	2,050	13,526

16. Based on the information in the Trading and Profit and Loss account and Balance sheet of B Jackson, calculate the following:

- a. Return on Capital Employed?
- b. Acid Test Ratio?
- c. Stock turnover?
- d. Debtor/Sales ratio (in days)?

17. Why do we need ratios?

18. Is the following true or false?

- a. Purchasing a machine will reduce net profit
- b. Paying rent in advance will increase net profit
- c. Increased general expenses will reduce net profit
- d. Amortizations will reduce net profit
- e. Paying creditors will not affect profit
- f. Throwing a Christmas party will not affect net profit

END OF FINAL EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2005 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

EC 411: INTERNATIONAL TRADE THEORY AND PRACTICE

TIME ALLOWED: THREE HOURS

INSTRUCTIONS: Answer all questions in Section A and any other Two in Section B. Explore diagrams, calculations and assumptions as appropriate to support your answers.

SECTION A

QUESTION ONE

- a) Tariffs cannot improve the welfare of a small price-taking country. True/false? Explain.
- b) The Ministry of Trade has asked you to quantify the welfare effects of removing an import tariff the Zambian imports of wheat. The tonnes of wheat that would be consumed, produced and imported have already been estimated for you. The estimations are as follows:

	Current situation (With 5% Tariff)	Situation (Without tariff)
The border price of wheat	K2, 000/Ton	2,050 Ton
Tariff at 5 percent	K 100	0
Zambian Home price	K2, 100/ton	2,050/ton
Tonnes bought in Zambia/year	100,000	105,000
Tonnes of wheat imported by Zambia/year	60,000	70,000

From the information above, calculate:

- The amount of wheat in tonnes that is domestically produced in each situation.
- The Zambian consumer gain from removing the tariff
- The Zambian producer loss from removing the tariff
- The Zambian government tariff revenue loss
- The net welfare effect on Zambia as a whole.

QUESTION TWO

You are given two countries Wadonda and Kumbwa republics operating under an assumption of the labour theory of value with constant opportunity cost. You are informed that the two countries produce two commodities, maize and nuts. Suppose one week of labour produces 50 tons of maize and 200 tons of nuts in Wadonda while one week of labour produces 10 tons of maize and 100 tons of nuts in Kumbwa. The Wadonda republic has a total endowment of 120,000 weeks of labour. Answer the following questions:

- i. Indicate whether Wadonda has an absolute advantage or a disadvantage in maize and nuts
- ii. If trade opened up identify the direction of trade (justify your answer)
- iii. Determine the autarky terms of trade in Kumbwa republic
- iv. Based on ii. above, how much of maize and nuts would the Wadonda republic produce in the post trade situation?
- v. If the people in Wadonda allocated one-half of the labour supply to each commodity how much of maize and nuts would they produce?
- vi. Is complete specialisation possible in this case? Explain.

SECTION B

QUESTION THREE

Discuss the view of the 2 goods, 2 factors and 2 countries model that international trade increases returns to the abundant factor and general social welfare in all time dimensions.

QUESTION FOUR

Attempt both parts

- a) How well does the empirical evidence support the Heckscher–Ohlin model of international trade?
- b) Can a trade diverting customs union be trade creating at the same time? Explain.
- c) What are the advantages of forming a customs union?

QUESTION FIVE

Attempt both parts

- a) Demonstrate that with factor intensity reversal the Factor Price Equalisation theorem must be rejected.
- b) Explain the phenomenon of Rybczynski theorem.

END OF THE EXAMINATION

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2005 ACADEMIC YEAR FIRST SEMESTER
DIFFERED FINAL EXAMINATIONS

EC 411: INTERNATIONAL TRADE THEORY AND PRACTICE

TIME ALLOWED: THREE HOURS

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

SECTION A

QUESTION 1

You are given a simple H-O model in which country A produces two goods wine and cotton using land and capital. Cotton is produced in a land-intensive manner and wine is produced in a capital-intensive manner. Explain the effects of the increase in the price of wine on the rewards to land and capital, and the output of wine and cotton beginning from the short-run effects to the long-run effects. Explain any variances in rewards to the factors. Is there any solution to the of the long-run effects of the increase in wine prices on welfare? Explain.

QUESTION 2

i). China and India are assumed to be large countries operating under the labour theory of value. India can produce six barrels of oil and one yard of cloth using one day of labour while china produces one barrel of oil and three yards of cloth in one day of labour. India has 40 labour hours. Answer the following questions fully:

- a) determine the direction of trade (explicitly indicate how you determination)
- b) if India and China decided to exchange six barrel of oil for three yards of cloth, how much would each country (China and India) gain?
- c) How much would India and China gain if the terms of trade were set at six barrels to six yards of cloth?
- d) Derive the production possibility boundary for India and plot any three potential production points.

ii. How does the concave production possibility curve affect the extent of specialisation? Explain clearly.

SECTION 2

QUESTION 3

Write some notes on the following

- a) Posinor's theory of international trade
- b) Trade under between countries with similar production structures but different tastes

QUESTION 4

- a) Discuss the phases of the product cycle theory of international trade. Explain why each phase gives way to the next
- b) Trade in goods is a substitute for international mobility of factors of production. True or false? Explain

QUESTION 5

- a) There is an active milk trade between Zambia and Zimbabwe. Suppose Zimbabwe pays its producers an export subsidy equal to S per litre of milk. Explain its effect on the economy.
- b) Who is likely to oppose the subsidy in the economy and why?

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2005 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS

EC 415: ECONOMETRICS

TIME: THREE HOURS

INSTRUCTIONS: Answer Question One (Compulsory) and any other three questions.

1. Write brief notes on the following concepts:
 - (a) Consistency
 - (b) Mean Squared Error
 - (c) Goodness of fit
 - (d) Level of significance and power of the test
 - (e) Dummy variable trap

2. The Maximum Likelihood Estimation (MLE) method is one of the methods used to obtain estimates of unknown parameters from a sample of observations.
 - (a) Describe the principle behind the Maximum Likelihood Estimation (MLE) method.
 - (b) Derive the maximum likelihood estimator.
 - (c) State the properties of the estimator derived in (b).

3.
 - (a) What is autocorrelation and what is its genesis.
 - (b) The following are residuals from a linear relationship between two variables:

1.0, -1.5, 0.7, -1.3, -4.6, -0.3, -5.5, -4.7, -1.3, -4.6, -4.3, 1.9, 1.9, 2.9, -2.6, 0.9, 1.0, 1.4, 1.9, 3.7.

Calculate the D-W statistic and test the null hypothesis of no autocorrelation.

(c) Briefly explain how you can remedy autocorrelation.

4. An aggregate consumption function was modeled assuming that consumption in the present period C_t is a direct function of personal disposable income Y_t in the present and past periods and the interest rate r_t . The model was estimated from 1st quarter of 1960 through the 1st quarter of 1995 using a five- period third-degree polynomial distributed lag formulation and yielded the following results (figures in billions of Kwacha and t statistics in parentheses):

$$\hat{C}_t = 3.106 + 0.329Y_t + 0.24Y_{t-1} + 0.181Y_{t-2} + 0.121Y_{t-3} + 0.55Y_{t-4} - 0.54r_t$$

(11.86) (8.17) (6.74) (6.72) (3.18) (1.32) (-1.48)

$R^2 = 0.78$ $F = 124.8$ $DW = 1.95$

- (a) Calculate the impact, intermediate and long-run multipliers.
- (b) Interpret the results of the model fully.
- (c) State the underlying assumption of Almon's polynomial distributed lag formulation as used in estimating the model above.
5. (a) What are qualitative choice models?
- (b) A linear probability model (LPM) of residential choice of male unza students was specified where the dependant variable = {1 if resides in the *Ruins* and 0 if resides in *New Rez* based on a sample of 800 students. The following are the estimation results (standard errors in parentheses):

$$\hat{P} = 1.96 - 16.50Y - 0.0068X + 0.0192Z - 0.0478S$$

(0.29) (1.73) (0.9) (0.40) (0.11)

Y is family income, **X** is distance from school of student, **Z** is percentage of classmates who live in the Ruins, and $S = \{1 \text{ if not married and } 0 \text{ otherwise.}$

Interpret and analyse the results fully. What additional variables do you think should be included to fully explain the Unza male students' residency choice?

- (d) What problems plague estimation of Linear Probability Models like the one estimated in (b)?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2005 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS

EC 421: ECONOMIC DEVELOPMENT

TIME: THREE HOURS

INSTRUCTIONS: Answer all questions. Ensure to provide concise explanations for Section A and essay answers for Section B

Section A

1. Imagine you are a consultant in development economics hired to analyse the data presented below and write a report:

Country	Life expectancy at birth	Adult literacy rate	Combined primary, secondary and tertiary enrolment	GDP per capita(PPP US \$)	GDP index
Congo DR	51.0	60.3	32	801	0.35
Senegal	52.9	36.4	36	1,419	0.44
Tanzania	51.1	74.7	32	501	0.27
Zambia	41.0	77.2	49	756	0.34

Assume that your report is restricted to answering the following:

- a) Explain the United Nations Development Programme's Human Development Index (HDI).
- b) Calculate the HDI for each country in the above table. (Hint: the GDP indices are given in the table. The ranges for life expectancy and adult literacy & schooling are 25 to 85yrs and 0 to 100%, respectively),
- c) Rank the countries in order of higher to lower development using the GDP per capita (PPP US\$) and the HDI respectively.
- d) Draw conclusions from the differences in GDP and HDI rankings?

2. What is the significance of GDP in economic development?
3. What debate does Simon Kuznets' inverted-U hypothesis generate in the study of economic development? List and explain the main arguments for each side.
4. What is meant by the 'international division of labour'? What function does the periphery play vis-à-vis the centre countries in this division of labour? Who benefits from it?
5. Why might unbalanced growth be easier for a poor country to follow than a balanced growth strategy? Which of the two strategies is more advantageous and why?
6. What did Lewis mean when he wrote that there was a surplus of labour in agriculture? How does one measure that surplus?

Section B

7. Discuss the significance of "capitalism" in Marx's and "take off" in Rostow's stages growth theories. What lessons can developing countries draw from these two stages as they seek paths to economic development?
8. Evaluate the extent to which unemployment and poverty which are offshoots of the IMF/World Bank's stabilisation measures can best be overcome by free market forces or government intervention in Zambia. Ensure to state the assumptions and operation of the growth models which provide the basis of the two approaches.

END OF FINAL EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

**2005 ACADEMIC YEAR FIRST SEMESTER
DEFERRED FINAL EXAMINATIONS**

EC 421: ECONOMIC DEVELOPMENT

TIME: THREE HOURS

INSTRUCTIONS: Answer all questions.

1. Explain why using the purchasing power parity measure of GNP per capita might be considered a better measure for comparing development levels between nations than is the exchange rate-converted GNP level.
2. Discuss the extent to which it is appropriate for developing economies to adopt the market-based economic systems of the developed countries.
3. Discuss the significance of Marx's surplus value and Classical theory's division of labour in the process of economic development. Are there any similarities?
4. Identify the common ground between dependency theory and modern structuralism in explaining the process of economic development. To what extent is the common ground relevant to Zambia?

- End of Examination -

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2005 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATION

EC 441: RESEARCH PROJECT 1
TIME: THREE HOURS
INSTRUCTIONS: ANSWER ALL QUESTIONS

1. Give an outline of all the key sections that should be presented in a formal research proposal for EC 441, explaining the main purpose of each section. What is the reasoning behind presenting the sections in the order you have indicated?
 2. Consider the following economics research topic: "An Econometric Assessment of the Links Between Members of Parliament, Sex Workers and HIV/AIDS in North-Western Province"
 - a) Does this topic have the key characteristics of a good research topic? Please explain.
 - b) Would this be an appropriate topic for a student in EC 441 at the University of Zambia? Please explain.
 - c) How would you anticipate obtaining the data appropriate for this study? Give details.
 3. What are the main differences between a review of theoretical literature and a review of empirical literature? If you were to write a proposal on the determinants of inflation in Zambia and found that you do not have sufficient time to do both types of literature review, which type would you consider to be more important to include in your proposal and why?
 4. Suppose you have been assigned to do a study on the determinants of household demand for beef in Lusaka, which bears the following specific objectives:
 - To estimate the price elasticity of demand for beef
 - To estimate the income elasticity of demand for beef
 - a) What proxy variables would you use to estimate each type of elasticity? Please explain.
 - b) What sort of analytical method would you use to fulfil specifically these objectives? Please explain
 5. The privatisation process in Zambia has been on-going for over a decade now. This process was mainly implemented through Zambia Privatisation Agency (ZPA) programme. Therefore, ZPA would like to find out what the outcome of their programme has been and asks you to formulate a research undertaking:
 - a) Suggest an appropriate title for the assignment
 - b) Formulate a Problem Statement for the study
 - c) Would ZPA be justified in trying to establish the outcome of their programme? Give reasons for your answer.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2005 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. Assume you are observing two profit maximizing firms that are operating at output level that are above the assimilative capacity of the environment. Further assume that one firm is operating in a perfectly competitive market while the other is operating as a monopolist.
 - (a) Compare and contrast the equilibrium operations of the firms if the firms were operating in the absence of any government intervention. Why might the government wish to intervene?
 - (b) If the government intervened and regulated the levels of output of the two firms to within the assimilative capacity of the environment, what would the new equilibrium conditions for the two be? Fully explain the economic interpretation of the observed equilibrium in each case. From your analysis, which market system is socially more desirable and why?

2. Suppose you are observing an open economic system where solid waste disposal has become an economic problem. With the aid of an appropriate diagram, explain how equilibrium in the economy is set in the absence of policy intervention (i.e., assuming the market is operating free and failing to protect the environment). Define the term "Green tax". Illustrate and explain how a Green Tax can be applied to minimize the waste-disposal problem. Explain clearly the parts of the tax that producers and consumers bear. What do these payments mean? Are there any gains in applying the Green tax? Explain fully

3.
 - a) Explain three types of social decision making used in practice and for each type explain four of the main limitations of using these decision rules in making social choices? In your opinion, which social decision rule is most practical and why?
 - b) State and explain the axioms of Arrow's Impossibility Theorem. Using two axioms as examples show how the axioms always ~~contrast~~^{Contradict} each other and therefore pose the theorem as an impossibility theorem. In that regard, what is the significance of this theorem?

4. Why is monetary environmental valuation important to environmental economists? In environmental valuation, compare and ~~contrast~~^{Contrast} the contingent valuation method (CVM) with the hedonic pricing method (HPM). For each method, explain four important limitations that make it difficult to implement in practice.

5. Making all the necessary assumptions, derive the necessary conditions for obtaining efficiency in consumption (i.e., exchange) and production in a competitive market economy. Fully defining all the relevant concepts, use appropriate graphs to show that these conditions imply pareto optimality. What is a pareto improvement? Show that not meeting the above efficiency conditions meant that there is room for pareto improvement.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2005 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS

EC 915: HISTORY OF ECONOMIC THOUGHT

TIME: THREE HOURS

INSTRUCTIONS: Answer Question One (Compulsory) and Any Other Three Questions.

1. Identify each of the following points in history with an economic school of thought and briefly discuss how it nurtured that school:
 - (a) The Great Depression
 - (b) Great Geographical discoveries
 - (c) The Scientific Revolution
 - (d) French Feudal Regime

2. What were the major tenets of the Mercantilist school? It can be argued that some of the doctrines of mercantilism have not completely disappeared; a few ideas and policies present in the twentieth and twenty-first centuries resemble the ideas of 200-300 years ago. Thus, it can be stated that Mercantilism still lingers. Discuss.

3. Through out the evolution of economic thought, various economic thinkers have grappled with the theory of value. Trace how this theory of value has been explained through the following thinkers:
 - (a) William Petty
 - (b) Richard Cantillon
 - (c) David Ricardo
 - (d) Karl Marx
 - (e) William Stanely Jevons

4. Identify each of the following concepts with a school(s) or thinker(s) and briefly explain it:
- (a) Price-specie-flow
 - (b) Ricardian Equivalence
 - (c) Iron law of wages
 - (d) Market gluts
 - (e) Vicious circle of poverty
5. Discuss Malthus Theory of population and how it influenced policy formulation and the flaws of the theory. Despite the flaws, it can be argued that the 'ghost of Malthus' still haunts part of Africa. Elaborate.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF LITERATURE AND LANGUAGES
2005 END OF FIRST SEMESTER FINAL EXAMINATIONS

FR 111: FRENCH LANGUAGE I

TIME: THREE HOURS
INSTRUCTIONS: ANSWER ALL QUESTIONS

SECTION A: GRAMMAR

I: Complétez avec "le", "l'", "la", ou "les".

1. _____ curiosité est un vilain défaut, _____ jalousie l'est encore plus, quant à _____ avarice, c'est bien pire.
_____ économie aujourd'hui dicte sa loi à _____ politique et _____ progrès social n'est pas au rendez-vous. _____ ^{hommes} ~~hommes~~ politiques sont à court d'imagination. _____ écologistes sont les seuls à croire qu'il faut revenir en arrière pour retrouver _____ bonheur.
_____ Français se désespèrent. Toutes _____ ^{sociales} catégories ~~socials~~ sont mécontentes. _____ fonctionnaires, _____ employés des banques, _____ ^{militaires} militaires, etc. _____ agriculture est en crise, l'élevage aussi. _____ classe politique se plaint, _____ syndicalistes et _____ parties de _____ opposition prédisent un automne chaud.

(20 points)

2. Faites pour chacune des phrases une paraphrase explicative comme dans l'exemple.

- Tu as les mains sales. Tes mains ne sont pas propres.

- a) Il fait un sale temps. _____
b) C'est un homme pauvre. _____
c) C'est un grand homme. _____
d) C'est un pauvre homme. _____
e) C'est un homme grand. _____
f) C'est une voiture ancienne. _____
g) C'est son ancienne voiture. _____

- h) C'est un curieux garçon. _____
- i) C'est un garçon curieux. _____
- j) C'est une femme jeune. _____

(10 points)

3. Récrivez comme dans le modèle.

- Fais ça maintenant! - C'est vrai, il faut que je fasse ça.

- a) - Apprends à conduire ! Tu as raison, il faut que _____
- b) - Ne sortez pas, il pleut ! - Mais si, il faut que _____
- c) - Ne pars pas, attends-moi ! - Si, il faut que _____
- d) - N'allez pas la voir aujourd'hui ! - On a promis, il faut que _____
- e) - Faites des réservations dès demain ! - C'est vrai, il faut que _____
- f) - Écris-lui tout de suite ! - Tu as raison, il faut que _____

(6points)

4. Utilisez le subjonctif comme dans le modèle.

Je pense qu'il viendra. - Moi, je ne pense pas qu'il vienne.

- a) Je crois qu'il le dira. - Moi, _____
- b) Je crois qu'elle ira en Europe. - Moi, _____
- c) Je crois qu'il guérira vite. - Moi, _____
- d) Je pense qu'il la suivra. - Moi, _____

(4 points)

5. Complétez les phrases par un verbe convenant au contexte.

- a) Il faut _____ le temps comme il vient.
- b) J'ai dû _____ l'ouverture du magasin.
- c) Elle a pu _____ ce voyage grâce à vous.
- d) Je n'ai pas su _____ la réalité en face

e) Ils n'ont pas osé _____ de risques.

(10 points)

6. **Transformez à la forme passive quand c'est possible.**

a) Quatre grands fleuves arrosent la France

b) Le nouveau locataire a constaté une fuite d'eau.

c) L'opinion publique croit à ces mesures.

d) Tout le monde aimait ce garçon.

e) La presse locale a exagéré les détails de l'incident.

(10 points)

SECTION B: COMPOSITION

Choisissez l'un des sujets suivants et écrivez une composition.

a) La vie estudiantine à l'université de Zambie

b) Ecrivez une lettre à votre ami(e) pour lui dire comment vous allez passer les vacances prochaines.

c) Ecrivez une lettre à votre meilleur(e) ami(e) pour sa fête.

d) Ecrivez une lettre de remerciements pour un cadeau. Choisissez quel ^{ami} ~~un~~ parmi vos amis ou vos parents.

Ecrivez entre 80 et 120 mots

(20 points)

SECTION C: Compréhension: Lisez le texte suivant, puis, répondez aux questions qui suivent:

Lettre d'Afrique

- Il y a une lettre pour toi, Ahiamana. Je l'ai mise sur ta table de nuit.
- Ah ! je connais l'écriture, ça vient de mon fils Issaka... Personne ne t'a écrit, Kwelo ?
- Non, jusqu'à présent je n'ai rien eu.
- Écoute donc. Je vais te lire la mienne, si ça t'intéresse.

Mon cher Papa,

Maman m'a chargé de t'écrire de sa part et de la part de nous tous. Elle prétend que je fais moins de fautes d'orthographe qu'elle ! Nous nous portons tous très bien, sauf le petit Ngoulou. Il est tombé d'une échelle il y a deux jours. Il a perdu connaissance un moment mais il ne s'est pas fait trop mal: rien qu'une petite blessure au coude; on le lui a pansé, et cela lui a fait plaisir, car le sang a fait une jolie tache rouge sur le pansement. Kemba, comme toujours, ne cesse pas de faire des bêtises. Maman l'avait puni l'autre soir et l'avait enfermé dans sa chambre parce qu'il s'était mal conduit. Maman savait que Kemba passerait son temps à lire, si elle lui laissait la lumière; aussi avait-elle enlevé l'ampoule électrique.

Plus tard, je ne sais trop pourquoi, Maman est allée écouter à la porte. Par le trou de la serrure s'échappait une faible lueur. En se penchant pour mieux voir Maman a dû remuer le bouton de la porte, ce qui a fait du bruit. Tout de suite la lumière s'est éteinte. Maman est entrée dans la chambre et l'a trouvée toute noire. Dans le lit elle n'a vu qu'une petite tête immobile. C'était Kemba qui faisait semblant de dormir paisiblement.

Mais tout à coup, le dormeur à bas de son en poussant des cris parce qu'il s'était brûlé. Comme tu l'as déjà deviné, Kemba avait caché sous sa couverture la bougie qui lui permettait de lire son illustré. Maman l'a giflé et il a été doublement puni. Mariétou aimerait savoir si tu as vu de jolies poupées en Suisse. La sienne n'est plus très jolie depuis que son jeune frère a écrit à l'encre sur son visage.

Nous espérons que tout va bien en Suisse. Les voisins me prient de te saluer très cordialement de leur part. Maman promet de t'écrire dès qu'elle aura reçu ta lettre. Nous avons guetté le facteur ce midi, mais il est passé sans rien apporter.

Ton absence nous paraît très longue. On n'est plus gai à la maison depuis que tu es parti. Écris-nous, je t'en prie, quand tu seras un peu plus libre. Je suis sûr que Maman est peu inquiète pour toi.

Eh bien, je te quitte. Nous t'embrassons tous très tendrement.

Ton fils dévoué,

Issaka.

QUESTIONS:

1. Comment sait-il que la lettre est d'Issaka ?
2. Pourquoi Issaka l'a-t-il écrit ?
3. Qu'est-ce qui est arrivé à Kemba ?
4. Comment sa mère l'a-t-elle puni ?
5. Qu'est-ce qui s'est passé ensuite ?
6. Pourquoi Mariétou veut-elle savoir s'il ^αvu des poupées ?
7. Pourquoi ont-ils guetté le facteur ?
8. Qu'est-ce qu'Issaka demande à son père ?
9. Pourquoi n'est-on plus gai à la maison ?
10. Comment peut-on qualifier la conduite de Kemba ?

(20 points)

FIN DE L'EXAMEN

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF LITERATURE AND LANGUAGES
2005 END OF FIRST SEMESTER FINAL EXAMINATIONS

FR 131: INTRODUCTION TO FRENCH LANGUAGE

TIME: THREE HOURS
INSTRUCTIONS: ANSWER ALL QUESTIONS IN ALL SECTIONS

SECTION A:

1. Bonjour !

2. Comment allez-vous ?

3. Comment vous appelez-vous ?

4. Où est-ce que vous habitez ?

5. Combien de frères et de soeurs avez vous ?

6. De quelle nationalité êtes-vous ?

7. Est-ce que vous avez déjà quitté la Zambie pour visiter un autre pays ?

8. Quel pays avez-vous visité ?

9. Que faites-vous quand vous êtes libre ?

10. Est-ce que vous aimez danser ?

(15 points)

II. LES TEMPS: Fill in the blanks with suitable words for each tense.

Présent	passé composé	imparfait	futur
Je parle
.....	J'ai vu des animaux.
.....	Nous finissions.
.....	Tu verras
Nous travaillons

(30 points)

III. Fill in the blanks with suitable pronouns

1. J'ai ouvert mes livres, ils n'ont pas ouvert
2. Il arrête sa voiture, tu n'arrêtes pas
3. Il a pris ses lettres et de son voisin
4. Voici mes clés, où sont ?
5. Ma maison est grande, est petite.
6. Ta mère est blonde, est brune.
7. Votre père est fermier, est pilote.
8. Ce livre est à Paul ? Non,
9. Cette maison est à vous ? Oui,
10. Ces stylos sont aux étudiants ? Non,

(15 points)

SECTION B: I. Rewrite the following sentences in the negative

1. Il a des crayons.
2. Ce sont des chaises.
3. Elle parle toujours.
4. Il sait tout.
5. Lève-toi.

6. Ils m'ont prêté de l'argent.
7. Dites-le-nous.
8. Il a parlé à quelqu'un.
9. Achetons-en.
10. Avez-vous des cahiers pour faire votre devoir ?
.....

(15 points)

II. Donnez le contraire de (Give the opposite of)

1. Ouvrez la porte.
2. Le professeur entre dans son bureau.
3. Ton frère a raison.
4. L'examen est trop facile.
5. Vous dites la vérité.
6. Il part.
7. Elle descend.
8. Il fait froid.
9. Entrez par ici.
10. Asseyez-vous.

(20 points)

SECTION C: Lisez l'extrait suivant , puis répondez aux questions qui suivent.

Guy et Mario sont deux amis. Ils doivent traverser un petit bois pour aller à l'école. Un jour, Guy voit un nid d'oiseau au sommet d'un arbre. Son ami lui donne de bons conseils. Mais il n'écoute pas et il monte dans l'arbre pour prendre le nid. Dans sa hâte il met le pied sur une branche sèche qui se casse et Guy tombe de l'arbre. Heureusement l'arbre n'est pas très haut. Guy a seulement de petites blessures au front, aux mains et aux

genoux, mais sa chemise neuve est déchirée et sale. Il est donc obligé de retourner chez lui. Alors Mario va à l'école tout seul.

Questions:

1. Par où passent les enfants pour aller à l'école ?
2. Que voient-ils ?
3. Pourquoi Guy monte-il sur l'arbre ?
4. Où se trouve le nid ?
5. Lequel des deux garçons est plus sage ?
6. Pourquoi Guy tombe-t-il de l'arbre ?
7. Comment est sa chemise ?
8. Guy, a-t-il pu prendre le nid ?
9. Pourquoi Guy n'est-il pas allé à l'école ce jour-là ?
10. Ce jour-là, après l'incident que font Guy et Mario ?

(20 points)



THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES DEPARTMENT OF LITERATURE AND LANGUAGES

2005 ACADEMIC YEAR SEMESTER 1 EXAMINATIONS

FR 211 PAPER II: FRENCH LANGUAGE 11

TIME : **THREE HOURS**

INSTRUCTIONS

Dictionaries are not allowed.

Answer all questions of the two sections on the answer sheet provided.

SECTION A : LA GRAMMAIRE

1. **Donnez la forme du verbe entre parenthèse au subjonctif et sa fonction (*désir, doute, opinion, souhait, sentiment, nécessité, jugement, émotion, volonté, regret, interdiction, l'ordre, conseil*)**

Exemple: Je veux que Charles (aller) au marché.

Réponse: Je veux que Charles aille au marché (souhait).

1. Elle ne croit pas que l'homme (être) intelligent.
2. Ma mère défend que je (partir).
3. Il est désolé que le temps (faire) mauvais.
4. Il faut que vous (étudier).
5. Il vaut mieux que tous les enfants (écrire) à leurs parents.
6. Je suis content que mon père (se porter) mieux.

7. Il est regrettable que les voleurs (devenir) nombreux.
8. Il est urgent que vous (appeler) votre famille.
9. Nous sommes tristes que les vacances (terminer).
10. Il est bizarre que cela ne (marcher) pas.
11. Parle plus lentement de façon que je (pouvoir) te comprendre.
12. Quelle dernière question voudriez-vous que nous vous (poser) ?
13. Il me semble important que vous le (savoir).
14. C'est tout à fait normal qu'elle (dormir) encore.
15. Qu'il (venir) !

2. Mettez au conditionnel présent le verbe entre parenthèses.

1. Tu (vouloir) nous accompagner?
2. Vous (pouvoir) passer une petite annonce.
3. Ils (aller) fin juin.
4. Ce (être) bien de les inviter.
5. On (devoir) recevoir le document aujourd'hui.
6. On (faire) mieux de tout annuler.
7. Il (venir) le mois prochain.
8. Vous (voir) un bon film ce soir.
9. Nous (savoir) la vérité demain.
10. Tu (se lever) à 6 heures.

3. Complétez avec la correcte forme du verbe pour exprimer l'hypothèse.

1. Si elle ne m'avait pas dit bonjour, je ne (pas la reconnaître)
2. S'il (avoir) un accident, on irait vite à l'hôpital.
3. Si tu regardes bien, tu (voir) qu'il manquait une page.
4. Si vous êtes là, nous vous (trouver).
5. Il (partir) plus tôt s'il s'était levé tôt.

4. Complétez avec une expression de comparaison.

1. Les Chinois sont nombreux que les Zambiens.
2. En général, les adultes ne dorment pas que les bébés.
3. En moyenne les chiens vivent longtemps que les hommes.
4. Il y a de gens intelligents que d'imbeciles.
5. Un kilo de sucre pèse lourd qu'un kilo de sel.
6. On mange plus de riz en Asie en Europe.
7. Les riches sont heureux que les pauvres.
8. Les garçons parlent moins les filles.
9. Les femmes cuisinent que les hommes.
10. C'est le étudiant de la classe.

11. C'est lui qui parle le anglais.
12. Il est que moi en anglais mais il est moins bon que moi en espagnol.
13. Mon accent en français est pire celui de David.
14. L'homme est le ennemi de l'homme.
15. Il est pauvre Job.
16. Plus je regarde ce tableau, il me plaît.
17. Il a d'enfants que son ami.
18. Le film n'a pas duré aussi longtemps on l'avait prévu.
19. Je travaille de plus en
20. Ce sont les mauvais résultats de toute la classe.

SECTION B : LA COMPOSITION

Ecrivez sur **un** des sujets suivants :

1. Présentez-vous ou présentez un personnage que vous connaissez en précisant :
 - l'identité (nom, âge, nationalité, etc.)
 - la profession,
 - les goûts.

Ou

2. Imaginez que vous êtes journaliste. Après avoir interviewé Mademoiselle Sophie Saule, vous obtenez une fiche d'état civil suivante :

Nom : Saule
 Prénom : Sophie
 Date de naissance : le 8 juillet, 1986
 Lieu de naissance : Lille
 Nationalité : Française
 Profession : étudiante
 Adresse : 13, Avenue Pascal, Toulouse, France.
 Goûts : sport, musique, lecture et voyager.

Rédigez un rapport de votre interview entre 80 et 120 mots seulement.

.....

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES DEPARTMENT OF LITERATURE AND LANGUAGES

2005 ACADEMIC YEAR SEMESTER 1 EXAMINATIONS

FR 211 PAPER 1I: FRENCH LANGUAGE 11
DEFERRED PAPER

TIME : **THREE HOURS**

INSTRUCTIONS

Dictionaries are not allowed.

Answer all questions of the two sections on the answer sheet provided.

SECTION A : LA GRAMMAIRE

1. Complétez avec "meilleur ou mieux". Accordez-les si nécessaire.

1. Elle travaille cette année que l'année dernière.
2. J'ai eu une note en français qu'en anglais.
3. Avec ces lunettes, je vois
4. Il vaut réfléchir avant de répondre.
5. Cette robe de soie est de qualité.

2. Complétez ces phrases en utilisant *plus, moins ou aussi*

1. Ce livre est intéressant qu'un précis de grammaire !
2. Je comprends..... que toi.
3. Je comprends..... bien que toi.
4. Elle parle..... bien le français que le portugais.
5. Ils ont..... de garçons que de filles.
6. Cet auteur a écrit..... de romans que de recueils de poésie.
7. Il a d'..... bons résultats en physique qu'en chimie.
8. Elle dort..... que son frère.
9. Je dors..... peu que toi.
10. Nous mangeons..... que vous.

3. Mettez le verbe entre parenthèse au subjonctif.

1. Il voulait que je (choisir)___ entre l'islam et le christianisme.
2. Je préfère que vous me (laisser).....choisir.
3. Bien que nous (parler) bien le français, ils nous écrivent toujours en anglais.
4. Sans que je les (attendre)....ils arrivent chaque matin.
5. Je ne peux pas dire que je (croire) ...à tout ce que dissent les journaux.\
6. Il faut qu'une chanson (dire).... quelque chose.
7. Je fume sans que mes parents le(savoir)
8. -9Je veux que tu t'en (aller)...pour que je (pouvoir).....me concentrer.
10. Afin que tu (venir) nous voir cet été, je te payerai ton billet de train.

**4. Dites ce qu'exprime le conditionnel présent dans chaque phrase.
(une suggestion, un ordre, une supposition, un conseil, une demande, un souhait)**

Exemple: *Tu devrais changer de métier (un conseil).*

1. Tu voudrais nous accompagner?
2. Vous pourriez passer une petite annonce.

3. Ce serait bien de les inviter.
4. Pardon, Madame, pourriez-vous m'indiquer la station de bus la plus proche?
5. Ça me plâirait d'apprendre l'espagnol.
6. Il faudrait y aller.
7. Cela vous ferait plaisir de venir avec nous?
8. Vous seriez bien aimable de faire un peu moins de bruit.
9. Tu ferais mieux de changer de travail!
10. Si tu venais , je t'aiderais.

5. Complétez ces hypothèses avec le conditionnel présent et l'imparfait.

Exemple: Vousriez-vous partir vivre à l'étranger si on vous le demandait?(vouloir/ demander)

1. Si on te(de jouer dans un film, ...-tu ?(proposer/ accepter)
2. Si la caissière.....de compter un article, lui....-vous?(oublier/ dire)
3. Qu'.....-il si on ..le centre de Paris aux voitures? (arriver/interdire)
4. Si quelqu'un ...dans la zone non fumeur, lui....-vous d'éteindre sa cigarette? (fumer/ demander)
5. Si on ...plus de policiers dans les rues, est-ce que la violence ...? (mettre/diminuer)

6. Complétez avec la correcte forme du verbe pour exprimer l'hypothèse.

1. Si elle ne m'avait pas dit bonjour, je ne (pas la reconnaître)
6. S'il (avoir)un accident, on irait vite à l'hôpital.
7. Si tu regardes bien , tu (voir) qu'il manquait une page.
8. Si vous êtes là, nous vous (trouver).
5. Il (partir) plus tôt s'il s'était levé tôt.

SECTION B : LA COMPOSITION

Ecrivez sur un des sujets suivants :

1. Ecrivez une lettre à votre ami (e) Congolais (e) pour lui dire quels problèmes vous avez rencontré pendant les examens et leurs conséquences. (150 mots).

Ou

2. Racontez – moi comment votre vie à l'Université. (150 mots)

.....

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF LITERATURE AND LANGUAGES
2005 END OF THE FIRST SEMESTER FINAL EXAMINATIONS

FR 221: INTRODUCTION TO AFRICAN LITERATURE IN FRENCH

TIME: THREE HOURS
INSTRUCTION: ANSWER ONE QUESTION FROM EACH SECTION.

SECTION A: *L'Enfant Noir* de Camara Laye

Soit:

1. Dans le roman de Camara Laye *L'Enfant Noir*, on trouve deux serpents. Décrivez l'attitude(reaction) des personnages (mère de Camara, père de Camara, l'apprenti, etc.) face aux deux serpents.
- Ou
2. Étudiez l'importance de la fête de Konden Diara et celle de la circoncision dans *l'enfant noir*.
 3. Etudiez l'attitude de la mère et du père de Camara au moment de son départ pour la France.
 4. Etudiez l'intimité enfant-mère dans le poème "A ma mère" de Camara Laye ci-dessous:

À MA MÈRE

Femme noire, femme africaine, ô toi ma mère je pense à toi...

O Dâman, ô ma mère, toi qui me portas sur le dos, toi qui m'allaitas, toi qui gouvernas mes premiers pas, toi qui la première m'ouvris les yeux aux prodiges de la terre, je pense à toi...

Femme des champs, femme des rivières, femme du grand fleuve, ô toi, ma mère, je pense à toi...

O toi Dâman, ô ma mère, toi qui essayais mes larmes, toi qui me réjouissais le Coeur. Toi qui, patiemment supportais mes caprices, comme j'aimerais encore être près de toi, être enfant près de toi !

Femme simple, femme de la resignation, ô toi, ma mère, je pense à toi...

O Dâman, Dâman de la grande famille des forgrons, ma pensée toujours se tourne vers toi, la tienne à chaque pas m'accompagne, ô Dâman, ma mère, comme j'aimerais encore être dans ta chaleur, être enfant près de toi...

Femme noire, femme africaine, ô toi, ma mère, merci; merci pour tout ce que tu fis pour moi, ton fils, si loin, si près de toi !

SECTION B: Vocabulaire dans *l'enfant noir*.

5. a) Calebasse (la)
 b) Hutte (la)
 c) Bobon (le)
 d) Grigris (les)
 e) Cauris (les)
 f) Les vacances (les)
 g) L'atelier
 h) Le Griot
 i) Le serpent
 j) Les amis de Camara face à sa mère

SECTION C:

5. Donnez les buts d'un conte
6. Faites un résumé du conte "Un jugement" que vous avez étudié dans ce cours.

SECTION D:

7. Selon la poésie que vous avez étudié dans FR221, quelles sont les préoccupations des poètes ?
8. Étudiez le poème suivant:

On les reconnaît

Dans tous les lieux du monde
On les reconnaît
Au lait qui coule de leurs rires

On les reconnaît
A leur Coeur rompu
A leurs muscles sans repos

On les reconnaît
A leurs jambs déliées
A leurs poigs de dur metal
Aux rossignols qui nichent dans leur gosier

Dans tous les lieux du monde
Nègres de triste saison.

FIN DE L'EXAMEN



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

FIRST SEMESTER 2005 EXAMINATIONS

FR 311 : INTERMEDIATE FRENCH LANGUAGE
PAPER 1

TIME : 3 HOURS

ANSWER ALL QUESTIONS

SECTION A: LE PRECIS

Les risques liés au sport

Les professionnels de la santé le recommandent, l'exercice physique contribue à entretenir une bonne santé. Seulement, la pratique sportive, surtout chez les seniors, requiert certaines précautions afin d'éviter tout accident.

Au moins 30 minutes par jour d'exercice physique aide à entretenir notre capital santé. Mais si le sport est bon pour notre équilibre, il peut présenter des risques notamment quand on prend de l'âge.

Dr Guy Bellier, chirurgien orthopédiste spécialisé en traumatologie du sport.

" Quand on est jeune, adolescent, on peut se lancer dans un match de football sans aucun problème. Quand on a quarante ans, il faut se préparer en faisant des étirements, de la musculation, sinon, on risque d'avoir des problèmes du genre tendinite qui peuvent aller jusqu'à la rupture du tendon d'achille. Il y a aussi les pathologies par hyper-utilisation dont l'exemple typique est la tendinite. Elles arrivent en général à des gens qui sollicitent trop leur appareil tendineux, trop en quantité et surtout parce qu'ils n'ont pas eu de préparation. Et puis, il y a les accidents aigus, traumatiques, les entorses graves, les ruptures de ligaments, les fractures. "

Alors, il ne faut pas se lancer dans une pratique sportive comme ça, du jour au lendemain sans préparation, est-ce qu'il faut une consultation auparavant ?

" Une consultation, elle est nécessaire quand on fait du sport régulièrement dans un club. Il est indispensable de consulter, au moins une fois par an, pour détecter une contre indication, une anomalie, pas tellement au niveau ostéo-articulaire, mais surtout au niveau cardiaque. Cela permet d'éviter des accidents dramatiques telle qu'une mort subite.

Par ailleurs, il y a des sports qui sont mauvais pour certaines constitutions. Par exemple si vous êtes très courbé du dos, il ne faut pas faire des sport qui vont l'aggraver tel que le cyclisme, il vaut mieux faire du sport d'extension comme le basket-ball. "

Est-ce que tous ces conseils sont valables aussi bien pour les hommes que pour les femmes ?

" Ils sont valables pour les deux en général, et pour les femmes, il y a des conseils un peu plus spécifiques. Les femmes sont par exemple un peu plus exposées aux risques d'entorses graves du genou que les hommes, pour des raisons à la fois anatomiques, de constitution de leur genou et d'imprégnation hormonale au cours du cycle menstruel. Donc, c'est vrai que les femmes doivent faire plus attention, consulter au moindre signe anormal en ce qui concerne leurs ligaments de genou par exemple. "

Et bien sûr, juste avant de commencer l'activité sportive, il y a l'échauffement, c'est aussi très important.

" C'est d'autant plus important qu'on prend de l'âge. Quand on commence à devenir un senior et à fortiori un vétéran, il faut pratiquement passer plus de temps à s'échauffer qu'à réaliser l'acte sportif lui-même. Parce que les tendons sont de moins en moins élastiques, les articulations de moins en moins souples et il faut faire un très bon échauffement. Là aussi, au fur et à mesure qu'on vieillit, une surveillance médicale au moins une fois par an est une précaution sage."

Si pendant l'exercice physique, vous ressentez une douleur au même endroit, il ne faut pas hésiter à consulter un médecin ou un traumatologue du sport. Mais n'oublions pas que s'il est fait dans de bonnes conditions, le sport procure équilibre et bien-être.

(561 mots).

La question:

Redigez un précis qui montre les risques que courent les personnes âgées en pratiquant du sport. Quels sont des conseils donnés pour éviter ou aggraver ces problèmes? (Votre réponse doit comprendre 240 mots).

Attention! N'utilisez pas "vous" dans votre recit. Utilisez le discours rapporté et les sujets "ils/elles" ou l'impersonnel.

SECTION B : LA COMPRÉHENSION

Lisez les trois documents suivants et répondez aux questions.

Ecrivez des phrases de vos reponses sur les feuilles d'examen données. (No answer should contain more than 18 words)

Document n° 1

Venez au Musée du Louvre découvrir les Tanagra. Ces figurines en terre cuite, symbole de la beauté féminine et source d'inspiration de nombreux artistes au 19^{ème}, nous révèlent les croyances de la Grèce antique - et la mode de l'époque.

Tanagra – unité archéologie au Musée du Louvre, la première grande exposition en Europe consacrée à ce petit peuple d'argile. Jusqu'au 5 janvier avec Rfi. Plus d'info sur les sites Louvre.fr et Rfi.fr.

[Rfi, Fréquence Terre, 21/01/07]

1. Ce document est :

- un flash d'information.
- le début d'un reportage.
- l'annonce d'un événement culturel.

2. En quelle matière sont faites les Tanagra ?

- En pierre.
- En verre.
- En terre.

3. Elles représentent :

- des hommes.
- des femmes.
- on ne sait pas.

4. De quel pays les Tanagra viennent-elles ?

5. Où peut-on les voir actuellement, et jusqu'à quand ? (Copiez le tableau)

Musée	Unité	jusqu'au :

6. Cette exposition est :

- la première jamais réalisée dans le monde.
- la première jamais réalisée en Europe.
- la plus importante jamais réalisée en Europe.

7. Citez un des sites où l'on peut trouver d'autres informations :

Document n° 2

Bonjour Madame Paquin, ici Monsieur Nestor de la SOREXCO, la société d'entretien de votre immeuble. Je voulais vous demander si vous serez chez vous vendredi prochain 30 juin, entre 10h et 13h00, ou si vous pouvez laisser vos clefs au gardien. Vous savez que nous avons constaté une importante fuite d'eau dans le plafond du hall d'entrée de l'immeuble, et comme ce hall se trouve au dessous de votre appartement, nous devons vérifier si cette fuite ne provient pas de votre salle de bain. Pouvez-vous nous contacter dès votre retour au 01 47 63 24 39 ? Merci d'avance et bonne nuit.

1. Ce document est :

- une conversation téléphonique.
- une annonce dans un lieu public.
- un message laissé sur un répondeur.

2. M. Nestor est :

- un ami de Mme Paquin.
- un membre de la société d'entretien.
- le gardien de l'immeuble.

3. Quels sont les jours et les heures fixés pour la visite ? (Copiez le tableau)

jour de la semaine :		date :		heures :	de ____ à ____
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4. Le problème rencontré concerne :

- l'électricité.
- l'eau.
- le gaz.

5. L'origine du problème est dans l'appartement de Mme Paquin :

- Oui
- Non
- Peut-être

6. Quel numéro Mme Paquin doit-elle rappeler ?

Document n° 3

- [Rfi :] Alors selon les chiffres du ministère de l'Education nationale que j'évoquais en ce d d'émission, sur plus de 150000 étudiants étrangers en France pour l'année qui vient de s'écouler inscriptions d'étudiantes étrangères dépassent celles de leurs homologues masculins. Alors comment s'explique cette féminisation de la population universitaire étrangère ?

- [Goucem Redjimi :] *La féminisation s'explique d'abord heu par plusieurs aspects. D'une part je cr que aujourd'hui les pays, heu les gouvernants dans la majorité des pays, se donnent une étiquette de en plus démocratique, au moins dans leurs intentions, hein, au moins dans les discours, et la l'ouverture de l'éducation, y compris vers les populations féminines, sont quand même une réalité - même si dans faits elles peuvent être contestées, au moins dans certains pays. Je m'explique, cela veut dire que l'é est de plus en plus ouverte, à un plus grand public et aussi à un public féminin. Le deuxième aspect c que les les sociétés ont changé, et au moins dans beaucoup de pays, dans beaucoup de sociétés, dans beaucoup de cultures, les enfants représentent un capital. Beaucoup de parents disent 'on fait des enfants et on veut les voir devenir ce que nous-mêmes n'avons pu être'.*

[Rfi magazines, 2002, semaine

1. Quel est le sujet de ce document ?

- L'accueil des étrangers en France.
- La place des femmes dans la population étudiante étrangère.
- La lutte des femmes pour leurs droits dans le monde.

2. Combien y a-t-il d'étudiants étrangers en France ?

3. Parmi ces étudiants, quelle est la proportion de femmes ?

- Moins de la moitié.
- Plus de la moitié.
- On ne sait pas.

4. Quelle est la première raison qui explique cette situation ?

5. Selon la personne interrogée, l'évolution démocratique des gouvernements est :

- une réalité importante dans tous les pays.
- une tendance générale, mais avec des inégalités d'un pays à l'autre.
- une illusion entretenue par les dirigeants.

6. La deuxième raison invoquée, ce sont des changements dans :

- les régimes politiques.
- les conditions économiques.
- les mentalités familiales.

7. Comment beaucoup de parents voient-ils les études de leurs enfants ?

END OF EXAMINATION



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

FIRST SEMESTER 2005 EXAMINATIONS

FR 311 : INTERMEDIATE FRENCH LANGUAGE
PAPER II

TIME : 3 HOURS

ANSWER ALL QUESTIONS

INSTRUCTIONS

No dictionaries or any document allowed.

Answer all questions of the three sections on the answer sheet provided.

SECTION A : LA GRAMMAIRE

1. Caractérissez la nature de phrases suivantes : transitive directe, transitive indirecte ou intransitive:

1. Ils leur téléphonent.
2. On a cambriolé la bijouterie cette nuit.
3. Cette règle présente une série d'exceptions.
4. Nous sommes passés hier soir.
5. Vous avez passé de bonnes vacances.
6. La rivière coule lentement.
7. Ils ne tiendront pas dans cet espace.
8. Elles ont manqué le train de dix heures.
9. Je les ai passés sur la route.
10. Ils nous ont donné un beau cadeau.

2. Complétez les proverbes suivants:

1. Tout objet de beauté.....
2.n'est pas or.
3. Tout est bien.....
4.miséricorde.
5. Tout n'est pas.....
6.de personne.
7. Il faut faire
8. L'excès en tout est.....
9.mérite salaire.
10. Il faut de tout pour.....

3. Remplacez "tout" souligné dans les phrases suivantes par un des éléments entre parenthèses pour donner sa signification.

(très, sans exception, absolument, complètement, chaque, n'importe lequel/ laquelle, unique, au plus haut point, entière, l'ensemble, la totalité, la généralité)

1. Toute personne désirant me voir, doit prendre rendez-vous avant.
2. La chaise est toute propre.
3. Tous les hommes aiment les voitures.
4. Pour tout repas, du pain sec.
5. J'ai acheté des livres tout neufs.
6. Tout va bien.
7. Toute autre idée sera évaluée.
8. Nous aimons tout.
9. C'est tout à fait cela.
10. Tout livre est intéressant.
11. Il boit du café tous les matins.
12. Les joueurs sont tout en noir.
13. C'est un homme de tout honneur.
14. Tout ivre qu'il était, il a paru très intéressé.
15. On apprend à tout âge.

3. Complétez les phrases suivantes avec la correcte forme de "TOUT"

1. Nous avons envoyé lespremiers étudiants en France.
2. Cette fillette est.....intimidée parce qu'elle doit réciter un poème.
3. La police arrêtait les voitures.et il les fouillaient.....
4. Les ingénieurs, les techniciens, ils sont.....fiers d'avoir obtenu de bons résultats.
5. Quand on voyage on rencontre.....espèce de gens.
6. Nous sommesdans la pièce.
7. La fille de mme nawa estheureuse aujourd'hui.
8. À.....heure du jour et de la nuit.
9. Cela faitune histoire.

10. Je t'assure de.....mon aide.
11.Lusaka est au courant de cet incident.
12. Si je voyage tant, ce n'est pas par plaisir, mais pour une.....autre raison.
13. Les enfants entendent.....
14. On gagne la vieen travaillant.
15. Les chemins sontdroits.

4. Donnez les 4 règles utilisées pour former un adverbe en français. Donnez deux exemples pour chaque catégorie.

5. Le sens d'un adjectif peut changer selon sa place dans la phrase . Donnez cinq (5) exemples quand le même adjectif est placé avant et après le nom de ce phénomène.

Exemple:

Une **sage** femme. (= infirmière qui aide une mere à mettre un bébé au monde .)
 Une femme **sage** (= intelligente)

6. Donnez cinq (5) adjectifs placés avant le nom.

Exemple: Une belle fille.

7. Donnez cinq (5) adjectives places après le nom.

Exemple: Une robe rouge.

8. Caractérissez les adjectifs suivants (m.s ; m.p; f.s, f.p ; invariable)

Exemple: grand (m.s)

1. facile 2. fatiguée 3. léger 4. glacials 5. généraux 6. formidables

7. résidentielle 8. folles 9. gris 10. brunes 11. blanc 12. grosses

13. tropicale 14. vieil 15. pareille

SECTION B: LA COMPOSITION

Ecrivez une lettre à votre oncle ou tante pour lui demander si vous pouvez aller passer les vacances chez lui ou chez elle. Justifiez votre demande et indiquez la durée de votre visite. (200 mots)

.....
END OF EXAMINATION

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF LITERATURE AND LANGUAGES
2005 END OF FIRST SEMESTER FINAL EXAMINATIONS

FR 321: INTERMEDIATE AFRICAN LITERATURE IN FRENCH

TIME: THREE HOURS
INSTRUCTIONS: ANSWER ONE QUESTION FROM EACH SECTION

SECTION A: Les personnages

1. Étudiez le personnage de Lumumba dans *Une saison au Congo*
2. Examinez le conflit entre les personnages dans *Une saison au Congo*
3. Les figures féminines dans *Une saison au Congo*

SECTION B: QUESTIONS SUR LA PIÈCE

4. Que représente la pièce *Une saison au Congo* au niveau historique, politique et social ?
5. Commentez sur les gestes théâtraux dans *Une saison au Congo*
6. Étudiez l'intrigue dans *Une saison au Congo*

SECTION C: Expliquez le texte suivant sous forme de commentaires

Nos ancêtres avaient raison, le vrai chef ne s'agite pas. Il est. Il demeure. Il se concentre. C'est un concentré d'être. Le concentré du pays. Et se concentrant, doucement il rayonne...

Celui-ci est un emporté. Il ne rayonne pas. Il allume, il met le feu ! Kintu-Kintu !

Ah ! c'est qu'il me mettrait tout ici sens dessus dessous si je le faisais faire ! Et le feu au Congo, le feu au monde ! Mais je suis là et je ne le laisserai pas faire. Je suis là pour sauver le Congo et lui-même de lui-même ! Doucement, M. Patrice! Doucement ! Le vieux Kala est là ! Il est là, que diable ! Oui, je suis là, et pour longtemps ! Ils m'appellent le vieux ! Je ne suis pas vieux ! Je suis lent ! On dit la tortue pleine de

malice! On devrait dire plutôt pleine de bon sens ! Je vais lentement; lentement...

Koukoutou Bouem ! Koukoutou Bouem ! Lui c'est impétueux, un emporté !

Je n'aime pas les impétueux, même quand ils ont raison ! Ils vous donnent le vertige ! Et puis, tôt ou tard, ils s'essoufflent. Mais assez rêvé ! Il faut que je rédige ce discours ! En vérité, je ne vois pas pourquoi ils s'acharnent tous sur lui ! Mais sur qui ne s'acharnent-ils pas ! Ah ! le monde est mauvais maintenant ! Ne font-ils pas courir le bruit que Patrice me mène par le bout du nez ! Que j'ai trahi les Bakongo en acceptant la présidence. Ils osent écrire "Kala est femme devant Lumumba !" ... "Kala est la femme de Lumumba !"...

C'est stupide ! Un président est le chef ! C'est le roi ! D'ailleurs je peux le révoquer quand je veux, comme je veux ! La loi fondamentale me donne le pouvoir ! C'est le président qui décide, et les ministres qui exécutent. Bien entendu, je n'entends pas user de ce pouvoir. Patrice est intelligent, actif, populaire. Oui ça ! Il est populaire ! On a beau le calomnier, il est populaire ! Et c'est une force ça, la popularité ! Et il faut que j'en tienne compte... Mais pourquoi diable s'acharnent-ils contre lui ! Tenez, leur dernière trouvaille : Patrice est communiste, et moi en le protégeant, je fais le jeu du communisme international !

Moi, ça me fait rire ! Patrice communiste ! Je me souviens de sa tête, quand au plus fort de nos ennuis avec les Belges et dans un moment d'affolement, je lui ai proposé d'envoyer un télégramme à Khrouchtchev ! Savez-vous ce qu'il m'a répondu ? "Ce n'est pas possible, Monsieur le Président. On me dit déjà vendu aux communistes. Si je fais cela, on y verra une preuve de plus que je suis à la solde du Kremlin. Vous qui êtes chrétien, faites-le si vous voulez. Et encore on dira que je vous ai manoeuvré !"

Hein ! Vous croyez qu'il m'a manoeuvré ? Il serait rudement fort ! rudement fort ! Il est vrai qu'il est fort. La semaine dernière, l'ambassadeur américain me disait: "Si Lumumba entrait dans une réunion d'hommes politiques congolais, un plateau à la main, comme garçon de café, il en sortirait président du conseil !"

Mais croient-ils qu'il est si facile que ça de rouler le vieux Kala !... Enfin !... J'en parlerai à Malula ! Monseigneur est de bon conseil... Et je demanderai à Mokutu de m'accompagner...

Il rit.

Moi aussi, j'aurais pu être évêque... Pensez... nous avons été condisciples au séminaire... Évêque, c'est certain, j'aurais eu moins d'ennuis... Mais on ne choisit pas son sort... Mon Dieu ! Mon Dieu ! Oh ! cette présidence !... Enfin, vais-je rédiger ce discours ! Allons Kala ! un petit effort ! Un petit effort.

Il se remet au travail. Ici, le joueur de sanza chante.

Le JOUEUR DE SANZA

Des pensées, des éclairs
Je vois le crapeau qui coasse
Caméléon sur sa branche
Il attend et tend la langue.

FIN DE L'EXAMEN

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF LITERATURE AND LANGUAGES
2005 END OF FIRST SEMESTER FINAL EXAMINATIONS

FR331: TRANSLATION

TIME: THREE HOURS

INSTRUCTIONS: ANSWER BOTH QUESTIONS IN SECTION A AND B.

SECTION A: TRANSLATE THE FOLLOWING TEXT INTO ENGLISH

Le prix de l'or noir et la baisse du dollar

On observe depuis quelques mois une légère reprise de l'inflation dans la plupart des pays. Jusqu'à présent, une des causes de la réduction de l'inflation résidait dans la baisse continue du prix du pétrole. Pourtant, depuis février 1987 celui-ci remonte. Début juillet, la recrudescence des hostilités dans le golfe Persique a fait craindre une réduction des approvisionnements: le baril de pétrole de la mer du Nord remontait le 22 juillet à \$22,10. L'OPEP ayant augmenté en août sa production, le prix du baril descendait ensuite à \$17,70, ce qui conduisait l'organisation à réduire sa production en septembre.

La baisse du dollar, qui se poursuit depuis 1985, devrait permettre la réduction du déficit de la balance commerciale des États-Unis. Cela a été le cas en 1987 jusqu'en avril (13,3 milliards de dollars); mais à la suite de l'accroissement des importations, ce déficit a atteint 16,5 milliards de dollars fin juillet...

SECTION B: TRANSLATE THE FOLLOWING PASSAGE INTO FRENCH

Girobank to be sold off

The banking division of the Post Office is to be privatised in the autumn, Trade and Industry Secretary Kenneth Clarke announced on Tuesday.

This news comes as no surprise. During the general election campaign last year, Mrs Thatcher stated that although postal services would not lose their monopoly or be privatized, other Post Office services would. Girobank, which has been in operation since 1968, has grown substantially – with 2 million customers, 6,500 employees, and pre-tax profits of £23 million in 1987, the company has reportedly become the sixth biggest UK bank.

Unlike previous privatizations, which were carried out by attracting 'small investors', Girobank will be auctioned to a limited group of buyers, or possibly even a single buyer. Mr. Clarke specified that the main clearing banks were entitled to bid, but had little chance of being successful. However, applications from from overseas banks would be welcome(d), the minister emphasized. According to financial analysts, the price should be in the the order of \$20 million.

END OF EXAMINATION

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF LITERATURE AND LANGUAGES
2005 END OF FIRST SEMESTER FINAL EXAMINATIONS

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THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES DEPARTMENT OF LITERATURE AND LANGUAGES

2005 ACADEMIC YEAR SEMESTER 1 EXAMINATIONS

FR 411 PAPER 1 : ADVANCED FRENCH LANGUAGE

TIME : THREE HOURS

INSTRUCTIONS

No dictionaries or any document allowed.

Answer all questions of the three sections on the answer sheet provided.

SECTION A : LA GRAMMAIRE (60%)

- 1. a) Caractériser la nature de l'ambiguïté de chaque phrase.
b) Démasquez l'ambiguïté des phrases à travers les tests et les interprétations possibles.**

1. Je vois le magasin du coin.
2. La belle brise la glace.
3. La vision du président est claire.
4. Ils ont trouvé les résultats satisfaisants.
5. Les chaises sont toutes cassées.
6. La police a arrêté les voleurs sans armes.
7. La crainte que certains exagèrent s'est manifestée.
8. Le principal doute de chacun.
9. Il vole pendant la nuit.
10. Nous avons chassé nos rêves.

2. Donnez une définition claire et précise des éléments suivants et donnez -en vos propres exemples (un exemple pour chaque) , pour illustrer votre réponse.

1. Homographie
2. Homophonie
3. Homophone grammaticale
4. Transitif indirect.
5. Le C.O.D.
6. Verbe essentiellement pronominal
7. Verbe impersonnel
8. Verbe pronominal réciproque
9. Verbe intransitif
10. Un accord (en grammaire)

3. Analysez la partie soulignée de "il y a" avec trois tests (sauf l'oralité) et dites sa fonction dans les phrases suivantes:

1. Il y a cru comme une bête.
2. Il y a gagné une bonne rhume.
3. Je crois qu'il y a quelqu'un qui frappe à la porte.
4. Il y a peu de temps que vous étiez au lycée.
5. Il pense qu'il y a un problème .

4. Mettez les verbes entre parenthèses au passé composé.
(Des réponses seulement)

1. Ci- (joindre) la liste des conseillers municipaux.
2. Les fleurs que je (acquérir), la semaine passée, ont garni les plate bandes de mon jardin.
3. Ils (s'adapter) à leur condition de réfugiés.
4. Chaque maison (être construire) à partir des plans bien précis.
5. Les deux amis (se serrer) la main.
6. Les lettres qu'ils (s'écrire) les rapprochaient l'un de l'autre.
7. Elles (se méfier) de ce vendeur.
8. Nous (se désister) au dernier moment.
9. Combien de concurrents (franchir) la ligne d'arrivée?
10. L'armée de moustiques et de brûlots (s'abattre) sur le campement.

SECTION B: LA COMPREHENSION (20%)

Lisez le document ci-dessous, puis répondez aux questions

La mystérieuse histoire d'Happy Sindane finira-t-elle par un "happy end"??

Dépêche AFP – Yahoo Actualités 30/05/03

JOHANNESBURG - Le nom d'Happy Sindane était totalement inconnu au début du mois: depuis qu'il s'est présenté à la police de Pretoria en affirmant être l'enfant d'une famille blanche enlevé par des noirs, puis traité comme esclave, son histoire, dont tout le pays espère qu'elle aura une fin heureuse, fait tous les jours la "Une" de la presse sud-africaine.

Happy Sindane, forte carrure, yeux bruns et cheveux blonds, a expliqué avoir été enlevé à l'âge de 6 ans par la domestique noire de ses parents, puis avoir passé 12 ans comme "esclave" à la merci* de son "grand-père adoptif".

Dès la parution de sa photo dans la presse nationale le 22 mai, une première famille d'Afrikaners* de Pretoria, Jan-Hendrik et Sarie Botha, s'est présentée pour revendiquer la paternité du jeune homme, test ADN* à l'appui dont les résultats seront connus à la mi-juin.

Sa comparution en justice une semaine après comme témoin, cheveux teints en noir et gominés bien plat, créa la sensation dans le pays, faisant ressortir un jeune homme à l'allure toute différente et à certaines caractéristiques physiques fort peu caucasiennes*.

Selon les termes mêmes du juge Marthinus Kruger qui présidait l'audience, "en tenant compte des probabilités, il (Happy) ne semble pas provenir d'une famille blanche (...) et nous attendons les résultats des tests ADN qui nous seront présentés ultérieurement".

"C'est bien mon Jannie" déclarait Sarie Botha, citée par le quotidien en afrikaans* Beeld.

Quelques jours plus tard le même quotidien titrait, photos à l'appui, "Le nez d'Happy n'est pas le nez de Jannie", publiant l'opinion d'un expert en physiologie du faciès* qu'il y avait "70% de chances" que Sindane et Jannie soient deux personnes distinctes.

Entre-temps, les revendications ne cessaient de pleuvoir dans les commissariats et, jeudi, un porte-parole de la police de Pretoria déclarait qu'il "ne parvenait plus à les décompter".

Parmi les nouvelles revendications, l'une des plus sérieuses, rapportée jeudi par le Daily Dispatch de la province du Cap Est, est celle d'une femme, Patricia Mzayiya, qui affirme être la tante d'Happy Sindane et avoir "vécu avec lui dans leur village de Cenyu" dans le Cap Est.

Sa soeur Rina Mzayiya, a-t-elle expliqué au quotidien, aurait eu une affaire avec un Allemand surnommé "Moses" qui vivait à Johannesburg et aurait donné naissance à un "enfant blanc" dans "les années 1980". "Un parent m'a montré la photo dans le journal et j'ai tout de suite été très heureuse car je ne savais plus où mon neveu

était", a expliqué Patricia. Cette revendication fait également l'objet d'un test ADN. Une autre piste considérée comme sérieuse par la police, et rapportée par le quotidien Sowetan, concerne Tozi Ben, une femme de l'ethnie Xhosa qui affirme que le jeune homme est le fils de sa cousine qui aurait également eu une affaire avec un autre blanc, de nationalité non précisée.

Un autre mystère concerne l'âge du jeune homme qui affirme être né le 4 mai 1985, mais dont un médecin qui l'a examiné a conclu qu'il pouvait n'avoir "que 16 ans".

Ne parlant que la langue de l'ethnie Ndebele, Happy Sindane ne sait pas qui sont ses parents, affirme qu'ils parlaient afrikaans et dit avoir eu un petit chien quand il était petit.

Happy dit avoir été "donné" à un couple noir travaillant sur un chantier après avoir été kidnappé. Commence alors pour Happy, selon sa narration, une vie de misère et de vagabondage: une année d'abord dans le township* de Verena avec le couple noir, puis dans un autre township, Tweefontein, avec sa "mère adoptive", ses trois enfants, puis "un grand père" qui le battait.

Happy Sindane dit aussi avoir vu un jour sa photo dans un avis de recherche à la télévision entre 1994 et 1999. Sa "mère" selon lui l'a alors "jeté contre un mur" et il ne fut plus jamais autorisé à regarder la télévision.

Le jeune homme a été placé dans un lieu tenu secret, isolé sous la protection de la police, espérant des résultats d'analyses qui lui diront son identité.

* *happy end* : fin heureuse

* *caucasien* : blanc

* *à la merci* : au service, aux ordres de
du sud

* *Afrikaan* : langue officielle d'Afrique

* *Afrikaner* : habitant blanc d'Afrique du sud

* *faciès* : visage

* *test ADN* : test génétique

* *township* : secteur, région

QUESTIONS

1. Happy Sindane est : (1 point)

- un héros célèbre de l'histoire de l'Afrique du sud.
- un homme poursuivi par la police sud-africaine.
- un jeune homme récemment sorti de l'ombre en Afrique du sud.

2. Complétez le tableau suivant à l'aide du texte. (8 points)

	Happy est peut-être :	Nationalité (ou origine) possible du père	Nationalité (ou origine) possible de la mère
Sarie Botha			

4. Dites si les affirmations suivantes sont vraies ou fausses en cochant la case correspondante. Si le texte ne donne pas d'information précise, cochez la case « ? ». (5 points)

	Vrai	Faux	?
Happy affirme qu'il a été kidnappé dans son enfance.			
Happy a 12 ans.			
Sindane et Jannie ne sont pas la même personne.			
Happy parle couramment Afrikaan.			
Happy a été arrêté par la police.			

5. L'apparence de Happy a changé. Complétez le tableau avec les informations manquantes. (4 points)

Source d'information	Date	Caractéristiques	Origine probable Happy
	22.05		
Audience devant la Justice		cheveux teints en noir et gominés	non caucasien

SECTION C : LA COMPOSITION (20%)

Annnonce

Petite résidence située à la sortie de la Trinité sur Mer en direction de Carnac. A 300m du port de plaisance, du club de voile et des commerces. 1^{ere} plage à 500m. Parking privé. Local fermé pour vélos et planches à voile. Chauffage électrique. Appartement 2 pièces au 1^{er} étage. Hall. Kitchenette (pièce fermée) : 2 plaques électriques, four, réfrigérateur. Séjour avec banquette –lit gigogne 2 Pers. Salle de bain avec baignoire, bidet. W.C. séparé. Étage : chambre en mezzanine avec lit 140. Lit d'appoint pliant.

Contact : **Trinité immo**, 10 rue Chaptal, 56470 La Trinité sur Mer.

LA QUESTION

Vous avez décidé de partir avec 4 amis en Bretagne pour faire du bateau à voile et cette annonce vous a plu.. Vous avez pris contact avec l'agence pour louer l'appartement 15 jours au mois de juin. Mais lorsque vous arrivez,, vous réalisez que la location ne correspond pas du tout au descriptif de l'agence.

Vous décidez de leur envoyer une lettre de réclamation (160 mots environ) :

- *vous expliquez ce qui ne va pas (décrivez la différences) ;*
- *vous demandez à être dédommagé d'une manière ou d'une autre.*

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES DEPARTMENT OF LITERATURE AND LANGUAGES

2005 ACADEMIC YEAR SEMESTER 1 EXAMINATIONS

FR 411 PAPER 11 : ADVANCED FRENCH LANGUAGE

TIME : THREE HOURS

INSTRUCTIONS

Dictionaries are allowed.

Answer all questions both sections on the answer sheet provided.

SECTION A: LA TRADUCTION

Traduisez le texte suivant en français

CAUGHT AT THE CUSTOMS

“Please open the blue bag.”

I had two bags. A blue one and a brown one. The blue one contained all the things I had bought in London, the brown one contained dirty laundry and old suits.

I started to open the brown one.

The customs officer shook his head. “The blue one.”

I slowly opened the blue one. His eyes popped open and a gleeful expression appeared on his face. “New clothes. You didn’t declare them.”

“Are you supposed to declare new clothes?”

“Take his passport away,” the customs officer said to another one who apparently was under his command, “and bring the bags to the customs office.”

The second man saluted me, smiled in an embarrassed way, called a porter to take the bags and I was escorted by two uniformed men to the customs office. It was apparent to everyone in the station that I had been caught, and there were smiles on every face as I walked what could very well have been my last time.

At the office my guards saluted me again. The man who had caught me was waiting for me and said to his assistants: "Take out everything."

By the time they had finished, the entire office was covered with contraband. Several other officers came in to stare at the haul. They shook hands with the officer who had caught me, and congratulated him. I was caught up in the excitement, and I congratulated him also. I even offered him a cigar.

He said he didn't smoke; he had given it up about a year ago. I congratulated him on this also.

Then he started listing all the items and their value. I had cleverly left on the price tags. On the few things that had no price tags, we argued back and forth and occasionally called in a neutral customs officer to arbitrate.

Finally, when everything was listed, I helped add up the figures for him, and in two hours we had arrived at a sum. With the fine which he said I'd have to pay, it came to 50 000 francs (about \$ 140). I had to call my wife to bring the money.
ART BUCHWALD: *More Caviar (Gollancz, 1959)*

SECTION B : LE PRECIS

Mbeki nomme une femme vice-présidente pour remplacer Zuma
AFRIQUE DU SUD - 22 juin 2005 - AFP

Le président sud-africain Thabo Mbeki a choisi mercredi une femme, Phumzile Mlambo-Ngcuka, comme vice-présidente de l'Afrique du Sud en remplacement de Jacob Zuma, limogé la semaine dernière en raison des soupçons de corruption pesant sur lui.

"J'ai nommé la ministre des Mines et de l'énergie Phumzile Mlambo-Ngcuka comme notre nouvelle vice-présidente", a déclaré à la presse Thabo Mbeki, à l'issue de la réunion hebdomadaire de son cabinet au Cap (sud-ouest).

Ancienne institutrice, Mme Mlambo-Ngcuka, 49 ans, est mariée à Bulelani

Jacob Zuma.

Comme le veut la politique d'équilibre entre les différentes composantes ethniques du pays à la direction de l'Etat, la nouvelle vice-présidente est Zulu, comme Zuma.

Elle était devenue ministre des Mines et de l'énergie dans le premier gouvernement Mbeki en 1999, poste clé en raison de la puissance de ce secteur dans l'économie sud-africaine, qu'elle avait conservé après la victoire triomphale du Congrès national africain (ANC) lors des élections générales d'avril 2004.

Une semaine après le limogeage de Zuma soupçonné de corruption, la désignation d'une femme à ce poste très en vue est un autre signe fort, puisque le vice-président a des chances réelles de devenir le prochain président de l'Afrique du Sud à l'expiration du deuxième et dernier mandat de Thabo Mbeki en 2009.

Le chef de l'Etat sud-africain a fait de la promotion de la femme une de ses priorités, et au lendemain des élections d'avril, il avait constitué un gouvernement comprenant 22 femmes sur un total de 50 ministres, dont certaines à des postes essentiels comme les Affaires étrangères, la Justice, les Mines ou l'Education.

Mme Mlambo-Ngcuka est remplacée aux Mines et à l'énergie par une autre femme, Lindiwe Hendricks.

"Nous devons nous engager à accélérer le processus mis en place visant à transformer l'Afrique du Sud d'une société dominée par les hommes en une véritable société non-sexiste, non-raciste et démocratique", aime à répéter le

Commission pour l'égalité des sexes.

"Nous félicitons le président pour tenir sa parole et mettre en pratique ce qu'il prêche", a déclaré Themba Kgasi, responsable de cette commission.

L'ANC, au sein duquel l'ancien vice-président Jacob Zuma reste très populaire, a également promis "son total soutien" à sa remplaçante.

Mbeki avait annoncé il y a une semaine devant le Parlement qu'il avait démis Zuma de ses fonctions dans l'intérêt "du gouvernement" et du "jeune système démocratique" sud-africain.

Une semaine plus tôt, le 8 juin, l'homme d'affaires Shabir Shaik, ancien conseiller financier de Zuma, avait été condamné à 15 ans de prison pour corruption à l'issue d'un procès fleuve qui a mis en lumière une relation "globalement corrompue" avec l'ancien vice-président.

Depuis sa mise à l'écart, Zuma, longtemps considéré comme le mieux placé pour accéder à la présidence en 2009, n'a eu de cesse de se poser en victime d'un complot politique, tout en restant très évasif sur ses éventuels instigateurs.

RFI

LA QUESTION

Pourquoi le président Thabo Mbeki a-t-il choisi Mlambo-Ngcuka comme vice-présidente?(180 mots)

.....
END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF LITERATURE AND LANGUAGES
2005 END OF FIRST SEMESTER FINAL EXAMINATIONS

FR 421: ADVANCED STUDIES IN AFRICAN LITERATURE IN FRENCH

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ONE QUESTION FROM EACH SECTION

SECTION A: QUESTIONS SUR LES PERSONNAGES.

1. Étudiez le personnage de Méléoudouman du point de vue de:
 - a) personnage montré ou raconté
 - b) personnage et rôle
 - c) personnage actif ou passif
 - d) personnage fixe ou changeant
 - e) porte-parole
2. Analysez le conflit dans *la carte d'identité*.
3. Examinez le rôle de l'intellectuel africain selon *la carte d'identité*.

SECTION B: Les idées du roman

4. Étudiez *la carte d'identité* selon les aspects suivants:
 - a) l'espace et le temps
 - b) fonctions des moments et des événements
5. Examinez le style employé par Jea-Marie Adaffi dans *la carte d'identité*.

SECTION C:

6. Étudiez le texte suivant sous forme de commentaires:

“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 piétinez, 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. Les têtes de vos rois en tombant des guillotines n'ont pas entraîné, avec elles, le paradis pour le peuple français, la libération réelle du peuple français. Et la Déclaration universelle des Droits de l'Homme est marquée d'un sceau, le sceau bourgeois. N'est qu'une nouvelle Bastille, la Bastille bourgeoise. Au nom de quoi

offrez-vous aux nègres ce que vous refusez à vos propres peuples laborieux, producteurs de richesses, vrais créateurs de cette civilisation dont vous êtes fiers ? Oui, je le demande, au nom de quoi offrez-vous aux nègres, pour qui vous n'avez que mépris souverain, ce que par esprit de conservation des privilèges acquis, par égoïsme, vous refusez à votre propre frère de race ? Vos propres frères de race qu'une minorité exproprie, affame, spolie, massacre, réprime, opprime, exploite comme nous. Non ! Non ! Je ne fais aucune confiance aux traîtres et aux tricheurs. Je ne vous fais confiance pour m'habiller, pour me nourrir, me loger, me soigner, me protéger. Non, je vous remercie de l'offre. Je vous demande une seule chose: vous avez assez dansé. Vous êtes de mauvais danseurs. Laissez la place à d'autres danseurs, pour d'autres mouvements. La place à d'autres musiciens pour une nouvelle musique. Vous chantez faux, vous jouez mal. Quelle cacophonie...

- Tais-toi. Tais-toi. Suffit. J'en ai assez entendu pour aujourd'hui.

- Non ! Non ! Je ne me tairai pas. Vous avez trop parlé. Pendant des siècles vous vous êtes arrogé le droit universel de parler au nom de toute l'humanité réduite au silence par vos bâillons de fer. Votre voix, votre parole étaient la voix, la parole de l'humanité. Votre verbe était le verbe créateur, le verbe divin qui tirait toute chose des ténèbres. Vous étiez l'essence de la vérité, de la révélation divine. La blancheur de votre peau était la vérité du monde, l'immaculée conception. L'éclat de votre peau faisait saillir toute chose hors de la nuit noire natale où elle gisait comme dans un sommeil de larve.

Votre ventre était le sein du monde d'où naissait, jaillissait toute vie. Mais aujourd'hui vous êtes pâles, malades. Vous êtes *vieux*. Vous radotez.

- Tais-toi. Tais-toi.

- Non, je ne suis pas près à me taire. Laissez la parole à d'autres peuples. Il est temps que vous appreniez à écouter au lieu de toujours usurper la parole. Ayez désormais l'humilité d'écouter la voix des autres. Et au lieu de juger de la justesse de son timbre et de sa mélodie, par la similitude, la ressemblance qu'elle a avec la vôtre, essayez, si vous pouvez, d'écouter, d'entendre chaque voix par ce qu'elle dit si elle s'adresse à vous. Car chose plus grave encore: alors que de nos jours il apparaît de plus en plus clairement qu'une frénésie suicidaire s'est emparée de vous, une espèce de fascination masochiste de la mort s'est emparée de votre immense corps senile, vous vous obstinez dans cette volonté néfaste de domination du monde, malgré l'échec qui frise la catastrophe. Au nom de quoi entraînez-vous le monde entier dans votre tombe ? Au nom de quoi imposerez-vous au monde votre entreprise suicidaire ? Non, vous n'avez pas le droit.

SECTION D: Commentez et discutez la thématique de la réconciliation dans l'extrait de Léopold Sédar Senghor, ci-joint.

FIN DE L'EXAMEN.

Seigneur la glace de mes yeux s'embue
Et voilà que le serpent de la haine lève la tête dans mon
cœur, ce serpent que j'avais cru mort...

III

Tu-le Seigneur, car il me faut poursuivre mon chemin,
et je veux prier singulièrement pour la France.

Seigneur, parmi les nations blanches, place la France à la
droite du Père.

Oh ! je sais bien qu'elle aussi est l'Europe, qu'elle m'a ravi
mes enfants comme un brigand du Nord des bœufs, pour
engraisser ses terres à cannes et coton, car la sueur nègre
est fumier.

Qu'elle aussi a porté la mort et le canon dans mes villages
bleus, qu'elle a dressé les miens les uns contre les autres
comme des chiens se disputant un os
Qu'elle a traité les résistants de bandits, et craché sur les
têtes-aux-vastes-desseins.

Oui Seigneur, pardonne à la France qui dit bien la voie droite
et chemine par les sentiers obliques

Qui m'invite à sa table et me dit d'apporter mon pain, qui
me donne de la main droite et de la main gauche enlève
la moitié.

Oui Seigneur, pardonne à la France qui hait les occupants
et m'impose l'occupation si gravement

Qui ouvre des voies triomphales aux héros et traite ses
Sénégalais en mercenaires, faisant d'eux les dogues noirs
de l'Empire

Qui est la République et livre les pays aux Grands-Conces-
sionnaires

Et de ma Mésopotamie, de mon Congo, ils ont fait un grand
cimetière sous le soleil blanc.

IV

Ah ! Seigneur, éloigne de ma mémoire la France qui n'est
pas la France, ce masque de petiteesse et de haine sur le
visage de la France

Ce masque de petiteesse et de haine pour qui je n'ai que haine
— mais je peux bien haïr le Mal

Car j'ai une grande faiblesse pour la France.

Béni ce peuple garrotté qui par deux fois sut libérer ses
mains et osa proclamer l'avènement des pauvres à la
royauté

Qui fit des esclaves du jour des hommes libres égaux fra-
ternels

Béni ce peuple qui m'a apporté Ta Bonne Nouvelle, Sei-
gneur, et ouvert mes paupières lourdes à la lumière de la
foi.

Il a ouvert mon cœur à la connaissance du monde, me mon-
trant l'arc-en-ciel des visages neufs de mes frères.

Je vous salue mes frères : toi Mohamed Ben Abdallah, toi
Razafimanahatratra, et puis toi La-bas Pham-Manh-Tuong,
vous des mers pacifiques et vous des forêts enchantées
Je vous salue tous d'un cœur catholique.

Ah ! je sais bien que plus d'un de Tes messagers a traqué
mes prêtres comme gibier et fait un grand carnage d'images
pieuses.

Et pourtant on aurait pu s'arranger, car elles furent, ces
images, de la terre à Ton ciel l'échelle de Jacob

UNIVERSITY OF ZAMBIA

FIRST SEMESTER DEFERRED EXAMINATION-JULY 2005

H 231: HISTORY OF MODERN AFRICA: 1750-1900

TIME: THREE HOURS

INSTRUCTION: ANSWER ANY THREE QUESTIONS

1. Discuss the growth and development of towns and cities in pre-colonial Africa.
2. What evidences would you use to prove that Europeans painted a wrong picture about the pre-colonial African societies?
3. Would it be justified to claim that due to the weak African economic system it was easy for the Europeans to colonize them?
4. What were the main reasons behind the 'Scramble For Africa'?
5. Discuss the importance of the 'Era of Legitimate Commerce' in African history.
6. What do you understand by the term 'Primary Resistance'? How effective did the struggle put up by the Muslim rulers in resisting the European intruders prove to be?
7. Define the term imperialism and critically analyze its theories.
8. What changes occurred in South Africa after the 'Mineral Revolution'?
9. Critically examine the consequences of natural disasters in the late nineteenth century in Africa.

END OF EXAMINATION

UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF HISTORY

UNIVERSITY FIRST SEMESTER EXAMINATIONS, JUNE 2005

**H241: ECONOMIC HISTORY OF WESTERN EUROPE 1450 TO 19TH
CENTURY**

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

1. Describe the origins of the Feudal Mode of Production in Europe. Critically analyse the view that it was the Capitalist Mode of Production that superseded and at the same time led to the collapse of Feudalism in Europe.
2. Describe the conduct of trade in the Northern and Southern Trade areas of the Long Distance Trade. Is it tenable to argue that the Hanses contributed to the success of the Long Distance Traders?
3. Account for the growth of rivalries between Spain and Holland in the 15th Century. Is it tenable to argue that the Dutch Commercial Revolution was a success?
4. Was Adam Smith justified when he stated that Mercantilist policies lacked in economic common sense? Out-line the impact of his teachings on World Economics both during and after his time.
5. "The Atlantic Slave Trade positively impacted on Europe, Africa and the New World". Is this statement valid?
6. "The Enclosure System of Agriculture had a detrimental impact on Britain". Discuss.
7. Why was Britain called the "Workshop of the World" in the 18th Century? Account for the slow rate of industrialisation in Continental Europe?
8. Account for the slow industrialisation of both France and Germany in the 1800s. How valid is the argument that America took only 50 years to become the world's leading industrial nation?
9. Were economic forces primary in Imperialist expansionism? Critically analyse the argument that imperialism was to the benefit of both the metropole and the satellite.

End of Examination

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF HISTORY
UNIVERSITY FIRST SEMESTER DEFERRED EXAMINATIONS, JULY 2005

H241: ECONOMIC HISTORY OF WESTERN EUROPE, 1450 TO 19TH CENTURY

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

1. Outline the main features of the Feudal Mode of Production in Europe. Is it tenable to argue that the birth of capitalism was primarily in the collapse of Feudalism?
2. How valid is the assertion that Portugal led the way in the European expansionist policy? Outline the results of the Long Distance Trade.
3. Account for the rapid growth of the Dutch Commercial empire in the 1700s.
4. What is meant by "Primitive Accumulation"? Did Mercantilism contribute to the birth of capitalism in Europe?
5. Critically analyse the view that the agricultural revolution in Britain contributed to her industrialisation process.
6. Compare and contrast the Commercial and the Industrial Revolutions in Europe. Account for the slow industrialisation of Germany.
7. Is it tenable to argue that the industrialisation of Japan was an economic miracle?
8. What led to colonial expansionist rivalries in Europe in the 19th century? Did the Imperial Powers benefit from the areas under their Spheres of Influence?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY FIRST SEMESTER DEFERRED EXAMINATIONS – JULY 2005

H321

NINETEENTH CENTURY EUROPE

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS

1. What was the Enlightenment? How did Enlightenment thought affect eighteenth century politics before the French revolution?
2. Critically discuss the long term causes of the French revolution of 1789.
3. Explain Napoleon's rise to power. How effectively did he exercise his power?
4. What role did agriculture play in the process of industrialization in Britain?
5. What were some of the main characteristics of conservatism? What did it stand against?
6. Why did it take the Italians longer than other European peoples to achieve their unification?
7. Discuss the role Bismarck played in the unification of Germany.
8. From the following items, pick **four** and write brief notes on each one of them:
 - (a) Romanticism; ✓
 - (b) Reign of Terror;
 - (c) The Nobility of the Sword; ✓
 - (d) Enlightened despot; ✓
 - (e) The Declaration of the Rights of Man and of the Citizen;
 - (f) Anarchism;
 - (g) Nationalism; ✓
 - (h) Liberalism;
 - (i) Congress of Vienna, 1814-1815.

9. Discuss the reasons for the rise of imperialism in the late nineteenth century.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY OF ZAMBIA FIRST SEMESTER EXAMINATIONS-JULY 2005

H335

STORY OF MODERN INDIA, 1857-1947

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

1. Critically evaluate the English education and westernization that encouraged social changes in India between 1850 and 1857.
2. The 'Sepoy' rebellion in India gave birth to a nationalist movement and not merely a mass important uprising. Comment.
3. What were the contributions of Indian leaders during the First World War? How did India affect the global war?
4. British rule forced around 50 Indian Princely states to rule themselves till how was the relationship between the Princely states and the British government from 1857 to 1947?
5. What motivated British rule to capture India's neighbouring countries? Justify your answer using examples.
6. Assess the impact of the non-violent movements and protests that were organized by Indians between 1930 and 1945.
7. Why did Indian Congress leaders not participate in the Second World War? How did this affect the struggle for the independence of India?
8. Examine the role Mahatma Gandhi played in the freedom struggle of India. How did Gandhi's leadership influence African countries in achieving their independence?

EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY FIRST SEMESTER EXAMINATIONS-JUNE 2005

H441

HISTORY OF RUSSIA, 1861-1945

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS ONLY

1. Examine the significance of Russian/Soviet Union historiography in the study of Russian and Soviet Union history.
2. Assess the significance of the 1861 Peasant Reform in Russia.
3. Examine the development of capitalism in Russia between 1861 and 1900.
4. Critically examine the institution of serfdom in Russia before 1861. Why was serfdom so much resented in Russia?
5. What was War Communism? What was the response of the peasantry to the measures of War Communism?
6. The Crimean War played a critical role in accelerating peasant reforms in Russia. Discuss.
7. Examine the impact of the Russo-Japanese War and the First World War on the Revolutionary movement in Russia.
8. Explain how the Bolshevik Party won and consolidated the October 1917 Revolution.
9. Why was the Red Army able to defeat local counter-Revolutionaries and their foreign collaborators in the Russian Civil War (1918-1921), in spite of numerical, financial and military inadequacies?

END OF EXAMINATION

UNIVERSITY OF ZAMBIA

**UNIVERSITY FIRST SEMESTER DEFFERED EXAMINATIONS
JULY 2005**

**H911
PRE-COLONIAL HISTORY OF ZAMBIA**

INSTRUCTION: ANSWER THREE QUESTIONS

1. Critically examine how pre-colonial Zambia became part of the world economic system.
2. How did the late 19th century ecological disasters affect Zambia?
3. Discuss the significance of studying pre-colonial Zambian pottery traditions.
4. Why are Kalambo and Ingombe Ilede important archaeological sites?
5. There are many kinds of sources of pre-colonial history of Zambia, but none has authority. Discuss
6. Write brief but detailed notes on any three of the following:
 1. The Luangwa Tradition
 2. The Shongwe Tradition
 3. The Kalundu Group
 4. The Kalomo Tradition
 5. The "Tonga Diaspora" Tradition
7. Critically examine the role played by George Copp Westbeech in the history of the Lozi Kingdom.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY FIRST SEMESTER EXAMINATIONS-JUNE 2005

H925

THE HISTORY OF PORTUGUESE SPEAKING AFRICA

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

1. Examine the means by which the Portuguese expanded into the Kingdoms of Kongo and Ndongo between the 16th and 18th centuries.
2. How did the Africans react to the arrival of the Portuguese and their attempts to colonize of the kingdoms of Kongo and Ndongo?
3. Discuss the nature of the Portuguese presence in East Africa and their relationship with the Arabs?
4. How did Portugal consolidate its colonial empire towards the end of the 19th century? What other European powers challenged its dominance of south-central Africa?
5. Critically discuss the activities of the Catholic and Protestant missions in **either** Angola **or** Mozambique.
6. How valid is the argument that the sixteenth and seventeenth centuries were centuries of the Portuguese in Africa?
7. Compare and contrast the rise of African nationalism and African resistance to Portuguese colonial rule in Angola and Guinea-Bissau.
8. Why did post-colonial Angola **or** Mozambique experience armed struggles?
9. What was the nature of the relationship between the Catholics, Protestants and colonial authorities in **either** Angola **or** Mozambique?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY FIRST SEMESTER EXAMS--- JUNE-JULY 2005

H945

THEMES IN WEST AFRICAN HISTORY

TIME: THREE HOURS

INSTRUCTION: ANSWER THREE QUESTIONS ONLY

1. Critically explore how the leaders of Dahomey consolidated their political power in the 19th century.
2. Would you agree that West Africa was poised for major economic and political achievements in the second half of the 19th century?
3. Why is Samori Toure regarded as France's most difficult enemy in 19th century West Africa?
4. Critically explain why West African societies failed to contain European intrusion in the 19th century.
5. Compare and contrast British and French administrative systems in West Africa up to 1914.
6. What role did the USA and the USSR play in the decolonisation of West Africa in particular and Africa in general?
7. What are the major social and economic problems in West Africa today?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY FIRST SEMESTER EXAMS--- JUNE-JULY 2005

H995

THEMES IN EAST AFRICAN HISTORY

TIME: THREE HOURS

INSTRUCTION: ANSWER THREE QUESTIONS ONLY

1. Critically examine the rivalry between Catholic and Protestant missionaries in Uganda in the 19th century.
2. What is the significance of the Maji Maji uprising of 1905-7 in the history of Tanzania?
3. Discuss the nature of Indian and European politics in Kenya before 1914.
4. In what ways did the struggle for independence in Uganda and Kenya differ?
5. Why did the East African Economic Union collapse after independence?
6. Explain why the Mau Mau rebellion broke out and assess its importance to the nationalist struggle in Kenya.
7. What are the major economic challenges in East Africa today?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF LITERATURE AND LANGUAGES
2005 ACADEMIC YEAR END OF FIRST SEMESTER
EXAMINATION

LAL 211: THE STRUCTURE OF BANTU LANGUAGES

TIME: THREE (3) HOURS

INSTRUCTIONS:

- (1) Answer ten (10) questions in all as follows:**
 - a) Four (4) questions from Section A**
 - b) Six (6) questions from Section B**
- (2) All examples that are in Bantu languages must be followed by a gloss as follows: Nyanja munthu 'person'**

=====

SECTION A

1. With examples show that:
 - (a) not all languages spoken in Africa are African languages
 - (b) not all African languages belong to the field of African linguistics.
2.
 - (a) Where are Bantu languages spoken?
 - (b) Who coined the word 'Bantu'. Explain the origin and meaning of the term 'Bantu'.
3. With examples briefly compare Greenberg's and Guthrie's theories of Bantu origin and spread.
4.
 - (a) What criteria or principles, has Greenberg used in his classification of the African languages? Explain.
 - (a) What is the meaning of the word 'prehistory' in the title of Guthrie's (1967-70) **Comparative Bantu**?
5.
 - (a) Name any two uses of the asterisk (*) in linguistics and exemplify.
 - (b) Explain the term Proto-Bantu.
6. What is meant by the following;
 - a. 'African Alphabet'?
 - b. International Phonetic Alphabet (IPA)
7.
 - (a) Comment on the following statement:
" In terms of the number and nature of vowels, most Bantu languages fall into two groups." Illustrate your answer.
 - (b) Proto-Bantu, as reconstructed by Guthrie had no fricatives. Assuming that this is the case, what are the possible sources of fricatives encountered in the present-day Bantu languages.

SECTION B

9. Give in a Bantu language of your choice:
- Two different adjectives
 - Two different adverbs
 - Two different onomatopoeias
 - Two different ideophones
 - Two different prepositions.
10. (a) With examples give either five nouns with the structure 'augment + prefix + stem' or give five nouns with the structure 'prefix + stem'.
(b) With examples name any four noun classes in Bantu, provide the semantics of those classes.
11. (a) Explain any three meanings of the term derivation.
(b) With examples explain the differences between inflection and derivation as processes of word-formation.
12. (b) With examples, discuss any four different types of deverbal nouns in a Bantu language of your choice.
(c) What are compound nouns? Explain with examples from any Bantu language of your choice.
13. With examples, show that Bantu adjectives fall into three categories, that is:
- primitive adjectives
 - derived adjectives
 - compound adjectives.
14. (a) With examples show what is meant by anaphoric and cataphoric demonstratives in Bantu.
(b) Explain the meaning of demonstratives in locative classes in Bantu.
15. (a) Show how the mathematical concepts of addition and multiplication are used in Bantu to form certain numbers.
(b) Describe the structure of ordinals and cardinals.
16. Translate into a Bantu language of your choice the sentence
"we did not cook for him"
Thereafter provide a morphological analysis of the Bantu form, that is, show the morphemes it is made of.
17. (a) Bantu languages are basically SVO languages. What is an SVO language?
(b) With examples briefly discuss word order in verb phrases and noun phrases in Bantu.

END OF THE EXAMINATION

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

**FIRST SEMESTER FINAL EXAMINATIONS
JUNE-JULY 2005 ACADEMIC YEAR**

LAL 221: INTRODUCTION TO LITERARY STUDIES

DURATION: THREE HOURS

WEIGHT: EXAMINATION COUNTS 50% OF THE TOTAL COURSE

**INSTRUCTIONS: (i) Answer three (3) questions in all.
(ii) Be precise and brief when answering objective questions**

-
1. (a) Define the word 'Literature'.
(b) Show the differences between Oral literature and Written literature.
 2. Scholars study literature and comment on the writings
(a) What is literary criticism?
(b) What are the two major types of literary criticism?
 3. Explain the following terms in narratives:
(a) Conflict
(b) Theme
(c) Character
(d) Setting
(e) Plot
 4. (a) What is fiction?
(b) What is Comic Rise in fiction?
(c) Explain what is meant by Ironic rise in fiction.
(d) What is Tragic-Ironic Mode.
 5. Explain and give two examples of the following types of stories.
(a) Myth
(b) Legend
(c) Trickster
(d) Monster.

END OF EXAMINATION

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

FIRST SEMESTER EXAMINATIONS – JUNE 2005

**LAL 311: THE PHONOLOGY AND MORPHOLOGY OF A BANTU
LANGUAGE**

TIME ALLOWED: Three (3) hours

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

INSTRUCTIONS:

Answer **five (5)** out of the nine (9) questions as follows: one (1) from section A, two (2) from section B, and two (2) from section C.

SECTION A: ORTHOGRAPHY (10 MARKS)

EITHER:

1. In not more than four (4) pages, compare the development of the orthography of Zambian languages during the pre-independence period and the post-independence period. In your essay, identify key orthography developments in both periods.

OR:

2. As a follow up to a regional Head's of State Summit for Central Africa, the University of Zambia has been asked to make recommendations on the possible orthography harmonization of Nyanja spoken in at least three countries. These include Malawi, Mozambique and Zambia. Based on some linguistic notes on Nyanja below, identify with justification the type of orthography harmonization that needs to be carried out and clearly outline the steps in the planning or development of the identified type of orthography harmonization. Your essay should not be more than four (4) pages.

Some linguistic notes on Nyanja

- Spoken in Malawi, Mozambique and Zambia
- Significant mutual intelligibility exists between the speakers of the three countries
- More than half of the vocabulary of Nyanja is common to all the three countries

- All the three varieties (Malawi, Mozambique and Zambia) have identical segmental and suprasegmental phonemes
- The three countries have different orthographies.

SECTION B: PHONOLOGY (20 MARKS)

3. Use five (5) examples, with the help of the feature matrix below, to explain the importance of the principle of economy in feature phonology.

The Feature Matrix

	i	e	a	o	u	p	b	β	t	l	f	s	ʃ	c	j	k	g	m	n	ny	ŋ	y	w
Voc	+	+	+	+	+	-	-	-	-	+	-	-	-	-	-	-	-	+	+	+	+	-	-
Cons	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-
Cont	+	+	+	+	+	-	-	+	-	+	+	+	+	-	-	-	-	-	-	-	-	+	+
Ant	-	-	-	-	-	+	+	+	+	+	+	+	-	-	-	-	-	+	+	-	-	-	-
Bk	-	-	+	+	+	-	-	-	-	-	-	-	-	-	-	+	+	-	-	-	+	-	+
Cor	+	+	-	-	-	-	-	-	+	+	-	+	+	+	+	-	-	-	+	+	-	+	-
Del	-	-	-	-	-	-	-	-	-	-	-	-	-	+	+	-	-	-	-	-	-	-	-
Nas	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	+	+	+	+	-	-
Vce	+	+	+	+	+	-	+	+	-	+	-	-	-	-	+	-	+	+	+	+	+	+	+
High	+	-	-	-	+	-	-	-	-	-	-	-	-	+	+	+	+	-	-	+	+	+	+
low	-	-	+	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

4. (a) Use the International Phonetic Alphabet symbols to rewrite the following phonetic chart. The columns and rows of your chart should have headings.

Bilabial nasal		Alveolar nasal		Palatal nasal	Velar nasal
Voiceless bilabial stop & voiced bilabial stop		Voiceless alveolar stop			Voiceless velar nasal & voiced velar nasal
	Voiceless labiodental fricative & voiced labiodental fricative	Voiceless alveolar fricative & voiced alveolar fricative	Voiceless postalveolar fricative & voiced postalveolar fricative		
		Alveolar flap			

- (b) In Bemba, Kaonde and Tonga, the following pairs of phonemes are allophones:

i. γ_p and β

β

ii. /s/ and /sh/ (sh = voiceless post alveolar fricative)

For each of the two pairs, write the phonological (allophonic) rules that account for their occurrence.

5. (a) Workout phonological correspondences of the nominal class system between Proto Bantu and Tonga using the chart below.

CLASS	POTO BANTU PREFIX	TONGA PREFIX
1	*mo	mu
1a	*∅	∅
2	*ba	βa
3	*mo	∅
4	*mi	mu
5	*i	mi
6	*ma	li
7	*ke	ci
8	*bi	zyi
9	*n	n
10	*n	n
11	*do	lu
12	*ka	ka
13	*to	tu
14	*bo	βu
15	*ko	ku
16	*pa	a
17	*ko	ku
18	*mo	mu
19	*pi	

- (b) In order to avoid confusion in the classification of identical class prefixes, criteria is used in the classification. With examples, explain the criteria.

SECTION C: MORPHOLOGY (20 MARKS)

6. Carry out a complete morphological and morphophonological analysis of the following pronouns in Bemba and Lozi. If there is anything peculiar with either Lozi or Bemba do mention it. Where you are not sure of the prefix vowel, simply use the present prefix vowel.

	BEMBA	LOZI
1sg	Ine	Na
1pl	Ifwe	Luna
2sg	Iwe	Wena
2pl	Imwe	Mina
1	Eena	Yena
2	Beena	Bona
3	Wena	Ona
4	Yena	Yona
5	Lyena	Lona

6	Yena	Ona
7	Ceena	Sona
8	Fyena	Zona
9	Yena	Yona
10	Sheena	Zona

7. (a) Write and analyse any five (5) possessives in a Bantu language of your choice.
 (b) Stabilise and analyse any five (5) nouns in a Bantu language of your choice.
8. Identify and exemplify any four (4) types of radical extensions in a Bantu language of your choice.
9. Write brief notes on any five (5) of the following
- i. Preprefix
 - ii. Subject marker
 - iii. Post subject marker
 - iv. Tense marker
 - v. Post tense marker
 - vi. Radical
 - vii. Radical extension
 - viii. Pre-ending
 - ix. Ending
 - x. Post ending

END OF EXAM

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

**FIRST SEMESTER FINAL EXAMINATION
JUNE-JULY 2005 ACADEMIC YEAR**

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

TIME: THREE HOURS

- INSTRUCTIONS:** 1. Answer three (3) questions in all, one from each section A, B and C.
NB. No. 5 is compulsory.
2. All texts given in Zambian Languages must be translated into English.
-

SECTION A

- 1 (a) Discuss in detail the functions of the four oral literature genres as media of spoken words.
- (b) Oral literature fosters a sense of belonging. Discuss this statement in detail.
- 2.(a) Give and explain any four (4) of the eight (8) types of culture and how they condition human behaviour and attitude.

SECTION B

3. (a) Give the grammatical structure of proverbs with examples from your own language or of those dealt with in your discussions.
- (b) Give two proverbs used in each of the situations below.
- | | | |
|-------------|--------------------|--------------------|
| (i) advise | (iii) co-operation | (v) reconciliation |
| (ii) rebuke | (iv) judiciary | |
4. (a) Give in detail three functions of riddles you have studied or in your society.
- (b) Explain the format of riddling in your own community.
- (c) Explain the forms of the following types of riddles.
- | | |
|--------------|---------------|
| (i) Conudrum | (iii) puzzle |
| (ii) Enigma | (iv) punning. |

SECTION C

5. Analyse the following story by using two methodologies of your choice.-

THE HUNTER WITH THREE WIVES

In those days far back in history there lived a man with three wives. He loved them all and they loved him. This man was a great hunter, he brought a lot of met any day he went hunting. All was well and all the people loved him in the society. The names of the three wives were Mona, Nunga and Moyo.

This day he decided to hunt from a thicket where many people do not go. As he was going an old man emerged from the other side of a river. He told the hunter not to hunt beyond a lake because the animals there were sacred. He agreed but to his surprise he found that all the big animals he wanted were beyond the lake. He meditated over and over and finally he decided to go beyond the lake.

He discovered that all the big animals he wanted were there. He aimed at a buffalo and stabbed it on the haunch. I turned and saw him. It tossed him and tramped, tossed and tramped, until all his body was in pieces thrown far away and scattered.

It was 'getting late for him to arrive home,' so the wives and village peopled murmured. 'He is never so late'. Mona the first wife said, 'our husband is dead, he is in pieces, the buffalo tossed and trampled, tossed and trampled over him.' She began to sing;

'Mona, Mona	'See See
Mona Kalume Ketu	See our husband
Mona' Kalume ketu mona	See our husband see
iii iii	iii iii
Mona kalume ketu mona.'	See our husband see'

When she finished singing she led the other two wives to far beyond the lake and found only the spear which the hunter used to stab the buffalo then Nunga began to sing:

'Nunga, Nunga	'Assemble Assemble'
Nunga Kalume ketu	Assemble our husband
Nunga Kalume ketu muriga	Assemble our Husband Assemble
iii iii	iii iii
Nunga Kalume ketu nunga'	Assemble our Husband assemble.

All the parts of their husband began to arrive beginning with hair, nails and so on as she was singing again and again. There was the hunter in full but it was dead body. And then Moyo began to sing:

'Moyo, Moyo
Moyo Kalume ketu
Moyo Kalume ketu moyo
iii iii
Moyo Kalume ketu Moyo

Live Live
Live our Husband
Live our Husband live
iii iii
Live our Husband Live

Then the husband woke up alive and they went home. 'Who do you think has done the greatest job among the three wives?' This was the question which the villagers pondered upon. They could not find the answer. And what do you think you as a listener?

The end of the story.

END OF EXAMINATION

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

FIRST SEMESTER FINAL EXAMINATIONS
2005 ACADEMIC YEAR

LAL 431 – CREATIVE WRITING PROJECT IN ZAMBIAN LANGUAGES

DURATION: 3 HOURS

INSTRUCTIONS:

- (a) Answer number one (1) and two (2) which are compulsory in Section A.
 - (b) Answer any one (1) from Section B.
 - (c) In all you should answer three (3) questions.
-

1. As a language expert you are asked to solve a problem of a lingua franca among the Tonga speaking peoples. Manipulate the following statistics according to dialects and answer the questions below.

Dialect	Score	Dialect	Score
We	82	Sala	83
Toka	81	Kaonde-Ila	86
Leya	87	Lenje	89
Gova	80	Soli	84
Plateau Tonga	85	Lamba-Lenje	88
Ila	90		

- (a) Which dialect will be successful?
- (b) Arrange the scores into a frequency distribution and rank order.
- (c) Find the mean of the dialectal scores
- (d) Calculate the standard deviation.
- (e) Which dialect (name) scored points equal to the actual mean?
- (f) Give names of dialects below the standard deviation.
- (g) Is Kaonde-Ila below or above average?

Formula for calculating standard Deviation. (SD).

- (i) Find mean of scores
 - (ii) Subtract each score from mean and add result
 - (iii) Find squares of each result and add them
 - (iv) Find square root and divide by number
 - (v) or see attached formula
2. (a) Human life and development depend on creativity. Discuss this statement in detail.
- (b) Write up to six (6) or eight (8) lines on the following points which complement creativity

- (i) Creativity and curiosity
- (ii) Creativity and problem solving
- (c) Creativity and Intelligence
- (d) Creativity, hostility and scepticism by society

SECTION B

3. Writing as we know it is a representation of sounds of words, by graphics. This system was started by Egyptians.
- (a) Trace the development of writing from the Heiroglyphics to the present day alphabet.
 - (b) Show the development of writing instruments by Egyptians also.
4. With examples and reference to your own language where appropriate, explain the following terms in writing
- (a) Orthography
 - (b) Phonetic spelling
 - (c) Phonemic spelling
 - (d) Semantic spelling
 - (e) International Phonetic Alphabet (IPA)
-

END OF EXAMINATION

The semi-interquartile range belongs to the same family of statistics as the median. Its computation is based upon percentiles. There are also measures of variability that belong to the family of the arithmetic mean and are based upon score deviations. Suppose we had four scores of 4, 5, 6, and 7 respectively. Adding these together and dividing by the number of scores, we get

$$\frac{4 + 5 + 6 + 7}{4} = \frac{22}{4} = 5.5$$

This gives us the arithmetic mean. But now we ask how widely these scores spread out around that mean value. Suppose we find the difference between each score and the mean; that is, we subtract 5.5 from each score. We then have -1.5, -0.5, 0.5, and 1.5. These represent *deviations* of the scores from the mean. The bigger the deviations, the more variable the set of scores. What we require is some type of average of these deviations to give us an overall measure of variability.

If we simply sum the above four deviation values, we find that they add up to zero. This is necessarily so. We defined the arithmetic mean as the point around which the plus and minus deviations exactly balance. We shall have to do something else. The procedure that statisticians have devised for handling the plus and the minus signs is to square all the deviations, thus getting only plus values. (A minus times a minus is a plus.) An average of these squared deviations is obtained by summing them and dividing by the number of cases. To compensate for squaring the individual deviations, the square root of this average value is computed. The resulting statistic is called the *standard deviation* (*SD* or *s*). It is the square root* of the average of the squared deviations from the mean. For our little example of 4 cases, the calculations are as follows:

$$SD = \sqrt{\frac{(-1.5)^2 + (-0.5)^2 + (0.5)^2 + (1.5)^2}{4}}$$

$$= \sqrt{\frac{2.25 + 0.25 + 0.25 + 2.25}{4}} = \sqrt{\frac{5.00}{4}}$$

The standard deviation also may be computed from the grouped frequency distribution. The necessary steps have been carried out in Table 2.5. Take special note of the column headed $f(x')^2$. Each entry in this column represents the number of cases (f) multiplied by the square of the deviation (x') of that score interval from the arbitrary origin. The sum of the values in this column gives a sum of squared deviations, but these deviations are around the arbitrary origin and are expressed in interval units. Several adjustments are necessary to express the deviations in *score* units and in terms of the *true* arithmetic mean. The steps are outlined below.

1. Carry out the operations for computing the arithmetic mean, as described on pp. 36-38.
2. In addition, prepare the column headed $f(x')^2$. Each entry in this column is the frequency (f) times the square of the deviation value (x'). However, this last column can be computed most simply by multiplying together the entries in the two preceding columns, i.e., x' times fx' . Note that all the signs in this column are positive, since a minus times a minus gives a plus.

Symbolism

Illustrative Example

3. Get the sum $\Sigma f(x')^2$ of the $f(x')^2$ column. 535
4. Divide this $\Sigma f(x')^2$ sum by the number of cases. $\frac{535}{52} = 10.288$
5. Divide the sum of the fx' column by the number of cases. $\frac{-7}{52} = -0.135$
6. Square the value obtained in 5. $\left(\frac{-7}{52}\right)^2 = (-0.135)^2 = 0.018$
7. Subtract the $\frac{\Sigma f(x')^2}{N} - \left(\frac{\Sigma fx'}{N}\right)^2$ value in 6 from that in 4. $\frac{535}{52} - \left(\frac{-7}{52}\right)^2 = 10.288 - 0.018 = 10.270$
8. Take the square root of the value in 7. $\sqrt{10.270} = 3.20$
9. Multiply by $\sqrt{\frac{\Sigma f(x')^2}{N} - \left(\frac{\Sigma fx'}{N}\right)^2}$ $3(3.20) = 9.60$

UNIVERSITY OF ZAMBIA
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2005 ACADEMIC YEAR FIRST SEMESTER EXAMINATION

LAL 915 – TERMINOLOGY AND TRANSLATION

INSTRUCTIONS:

- (a) Answer three (3) questions from Section A and three (3) questions from Section (B)
 - (b) All examples in languages other than English must be accompanied by glosses e.g. Nyanja munthu ‘person’
-

SECTION A – TERMINOLGY

- 1. Write a proposal on the format of a terminological index card.
- 2. Compare and contrast the following linguistic concepts:
 - (a) terminology
 - (b) lexicology
 - (c) lexicography
 - (d) terminography
- 3.
 - (a) What are neologisms?
 - (b) Explain the following as types of neologisms:
 - (i) Abbreviation
 - (ii) Derivation
 - (iii) Calque
 - (iv) Compounding
- 4. Name and explain any three (3) processes engaged in, in terminology development.
- 5. “Terminology is a neologism process to which lexicologists appeal to, to respond to three linguistic situations” Explain these three linguistic situations.

SECTION B - TRANSLATION

- 6. Explain the following translation theories:
 - (a) Linguistic Theory
 - (b) Cultural Theory
 - (c) Interpretive Theory
- 7. With examples explain the following translation techniques:
 - (a) Transposition
 - (b) Adaptation
 - (c) Borrowing

(d) Modulation

8. According to Savory (1957) “a good translation should fulfill a number of requirements”. Give and explain any four of these requirements.
9. Bearing in mind some of the translated texts you have looked at and analysed in the course explain some of the problems faced in the field of translation in Zambia.
10. Write a brief analysis of the extract from a Masai Dictionary below:

- abiding*, en-kiidmátá (Ia).
able, be, a-idim (§ 117).
above, képer (IIa), shúmátá (Ia).
abroad, (in-)kuapí (Ic).
absent, be, a-tio(o)yo.
abstain (from water), a-rón. (P. p. 5, note 3.)
abuse, a-mór.
accustomed, become, a-mokru.
ache, a-mé, a-yá.
acquire, a-túm (§ 107).
act, *action*, e-sásátá (Ia), pl. i-sásá (Ic).
add, a-pón.
adorn, a-ikód.
adornment, en-kiikodó (IIIc); e-sikar (IIIIa).
advise, a-igúén, a-ikórk.
aeroplane, en-téké (IIId), pl. in-tékeí (IVd).
affair, en-báé (IIId), pl. in-báé (IIIIa).
afraid, be, a-ureishó. See also *fear*.
after, te kúrúm (IIId), some time after, akenyá (IIc); *afterbirth*, e-mudog (IIc), pl. i-mudogyo (IIb).
again, do, a-itokí, a-igíí (§ 114).
age set, ol-pórrór (Ib), pl. il-pórróri (IVe) (= ages).
agree, a-nyorraá.
ahead, te dikúyá.
aim at, a-iptí; *aim with*, a-iptiré.
alive, be, a-ishú.
all, pookí, pookín, (§ 22, 277).
allow, a-ishó (§ 125).
alone, ópény, pl. óopény (§ 19, 274); aké.
already, a-idíp (§ 117-118).
also, síi.
alter, a-ibelekeny, a-ibelekenyá.
although, hód (§ 127).
always, anaá aké.
and, ó, óó (§ 36, 286); náá (§ 129). See also N-tense and Infinitive (§§ 65, 71).
angel, ol-malalká (IIIE), pl. il-malalká (IIIEe).
anger, en-goró (IIIda).
angry, be, a-goró.
animal, *wild*, ol-cágitó (Id), pl. il-cágité (IIIIa); (*game*) e-ñúés (IVa), pl. i-ñúésí (IIId); (*carrier*) ol-owuarú (IIc), pl. il-ówúarák (Ib).
among, a-inyáí.
anoint, a-él.

another, ikáí, áí, dikáí (§§ 22, 277).

answer, a-irúk, a-wál.

ant, enk-alaóní (IIIE), pl. ink-alaó (IIc).

any, hód (§ 21, 278).

appear, a-ipañú, to someone, a-ipañakí.

argue, a-ishankár.

arm, enk-áiná (Ia), pl. inkr-áílk (IIa); *forearm* en-tákkulé (IIIIa) pl. in-tákkülen (IIId).

arrive, here, a-báú; there, a-bayá.

arrow, en-báé (IIId), pl. in-báá (IIIIa); *blocked*, for *bleeding cattle*, ol-gorét (IIc), il-gorétá (IIb).

artery, e-ñóny (IIa), pl. i-ñonyó (IIc).

as, ánáá.

ashamed, be, a-kurru.

aside, hí áló.

ask, a-ikikikrián.

at, te, tí, to (§§ 37, 288).

attack oneself, to, a-ibungaré.

attack, a-rasaa, a-rasú.

away, be, a-tio(o)yo; *get away from*, a-ñuasaí, *move away*, a-iwúáí; *spend the night away*, a-joyó.

avoid, a-paásh, a-lám.

axe, en-tóhí (Ia), pl. in-tóluó (IIc).

B

baboon, o-ékényí (IVa), o-ékény (IIIIa), pl. i-ékényí (IIIIa); ól-ótím (IVe), pl. il-ótími (IIId).

back, enk-orióng (IIc), pl. ink-óriónjí (IIIIa); *backward*, síadí, kúrúm.

bad, torronó (IIIf), pl. torrók (IIb).

bag, ol-benáé (Ia), pl. il-benáá (IIc).

band, of *warriors*, e-sírít (Ia), pl. i-sírító (IIc); of *initiates*, etc., o-lámál (Ia), pl. i-lámálá (IIc or IIIe).

bank of river, ol-kékún (Ia), pl. il-kékúnó (Ic); en-bátá (Ia), pl. in-bát (IIa).

baptize, a-ibatísá, a-ipatísá.

bark, a-buáík.

bark of tree, enk-abobókí (IIIE), pl. ink-abobók (IIc); *used for soup*, en-bó (IVa).

barrel, ol-tóó (IIIIa), pl. il-tóói (IVd); ól-nóós (IVe), pl. il-nóosí (IVe).

barren, olupí (IIIE), pl. olupéno (IIIEe).

basin, a-íj (§ 56).

be, áí, a-rí; a-bá; a-tí (§§ 107-109).

bead, o-saéí (IIb), pl. i-saén (IIb).

bear children, a-íú, a-ishó.

beard, ol-múnyéí (Ia), pl. il-múnyó (IIIIa).

become, wu, *ol-owuanu* (IIIc), pl. *il-owuanàk* (Ib).
beat, a-idòg, *a-òsh*, *a-ár* (§ 56).
beat about the bush, *a-ibakibák*, *a-isabisá*.
beautiful, *sidái* (Ia), pl. *sidân* (Ib); *túan* (IVe), pl. *túani* (IIIa).
because, *amú* (§ 129), *ti arakí*, *enk-arakí* (IIIe) (§ 127).
become, a-akú (§§ 108, 123), *táa*, *a-bayú*, *a-tú* (§ 191).
bee, ol-otóroki (IIIe), *ol-otóroì* (IIIg), pl. *il-otóroók* (IIb).
beer, en-áishó (Ia), pl. *in-áishí* (Ia); *ol-marriá* (IVc); *en-coi* (IIIId), pl. *in-coin* (IIIe).
before, duktyá, *e-luknyá*; *of time, eton eitu* . . . (§ 123).
beg, a-sái, *a-omón*.
begin, a-ité, *a-iterú* (§ 55), *a-ŋás* (§ 114); *beginning, en-kiterúnokó* (If), *e-ŋásúnokó* (Ij).
behind, kúrúm, *órión*, *stádi*; *te kúrúm*, *ti órión*, *te siadi* (§ 38); *silig*.
behove, a-irúk.
bell, ol-túálá (Ia), pl. *il-túálân* (Ib), *beli*.
below, a-ipúr(r).
below, enk-òshókè (IIIa), pl. *ink-òshunàá* (IIIa).
below, abóri (IIIId).
belk, en-keené (IIc), pl. *in-keenà* (IIb).
benú, a-irrug, *a-irngó*; *a-olól*, *a-ololó*.
beside, te nkalo, *ti álo* (§ 38).
better, be, *a-ikásh*.
beutich, a-sakút.
bigyele, en-básikli (IIIa), pl. *in-basikliní* (IIIc).
big, sáplk (Ic), pl. *sapúki* (IIIId); *kiók* (IIc), pl. *kitúuák* (IIb).
binoculars, tarubhi (IIIe).
bird, e-mótónyí (IVa), pl. *i-motónyí* (IIIId); *small bird, en-táritíki* (IVb), pl. *in-táritík* (IVd).
bite, a-ony.
bitter, be, a-dúá; *bitterness, en-duarân* (IIc).
black, be, a-rók, pl. *-róok* (§ 97); *a-ŋijá*.
blackness, e-rokân (IIc).
blacksmith, ol-kúnóní (Ic), pl. *il-kúnónó* (Ic).
blade, e-sipli (IIc), pl. *i-sipih* (IIIe).
bleed, a-wó (§ 102).
bless, a-mayán, *a-mayanakt*.
blind, módoónl (Ic), pl. *módoók* (Ia).
blindness, e-módóó (Ia).
blood, o-sárgé (Ia), pl. *i-sárgétá* (Ic).
blow, a-kti, *blow a bugle, etc.*, *a-ósh*.
blue, phs (IVe), pl. *púsi* (IIIa).
bluff, a-gír(r) *enkáwó*.
blunt, miháni (Ic), pl. *mihántá* (Ic); *become blunt, a-mihánu*.
blumen, a-itimján.

boast, a-imanyá, *a-wuasá*, *a-jidá*.
boast of, a-imány, *a-wuasaré*.
body, o-sésèn (IIIa), pl. *i-sésèni* (IIIa).
bone, ol-óito (Id irreg.), pl. *il-óik* (IIIe).
book, em-búku (IIIa), pl. *im-búku* (IVd).
booby, e-nyánu (IIIa), pl. *i-nyámm* (Id).
bore, a-úd, *a-irón*.
borrow from, a-sislen.
both, pokira aaré, *pokira aré* (§ 23, 279).
bow, enk-áwúò (IIIa), pl. *ink-ál* (IIIa).
bow, en-gírriá (Ia), pl. *in-gírriân* (Ib), *of wood, é-nóós* (IVe), pl. *i-nóosi* (IVe).
boy, ol-ayíoni (IIIb), *il-ayíok* (IIb).
boyhood, áyíóikshó (Ie).
bozin, ol-éluuknyá (Ia), pl. *il-éluuknyani* (IIIe).
branch, ol-ŋóslá (Ia), pl. *il-ŋósil* (IIIa).
brand, a-mishir (§ 100).
brand, branding iron, ol-mishiré (Ia), pl. *il-mishiren* (IIIId).
brave, be, a-pl (§ 57).
bravery, em-pijân (IIc).
break, a-gli, *a-gilá*; *a-dány*, *a-danyá*; *break off, a-béi*; *break through, a-onór*.
break, ol-goó (IIc), pl. *il-goón* (IIb); *of woman, ol-kiná* (IIIa), pl. *il-ki* (IIa).
breath, en-kyáŋét (IIIa), pl. *in-kyáŋétá* (Ie).
breathle, a-yaŋ.
brew, a-múk.
bride, a-róp.
bride, e-siankí (IIb), pl. *i-siankín* (IIIe).
brideg, ol-ŋaŋét (IIc), pl. *il-ŋaŋétá* (IIb); *o-sagám* (IIIId), pl. *i-sagamí* (IIIe).
bringht, be, a-wáŋ.
bring, a-yaí.
broad, dápásh (Ia), pl. *dápáshí* (Ia).
broken, be, a-gilá, a-danyá.
broom, e-oret (IIc), pl. *i-oretá* (IIb); *ol-aráò* (IIIa), pl. *il-aráon* (IIIId).
brother, ol-aláshé (IIb), pl. *il-alásherá* (IIb).
brown, barrikón (IIIe), pl. *barrikón* (IIIe); *ŋiró* (IIb), pl. *ŋiroin* (IIIe).
brushwood, en-kiákúéi (IIb), pl. *in-kiákú* (IIc); *ol-kiákárrét* (Ia), pl. *il-kiákárrétá* (Ie).
buffalo, ol-ósówúan (IIIa), pl. *il-ósówuaní* (IIIId).
bull, ol-oiŋónl (IIIb), pl. *il-oiŋóik* (IIIc or IVc); *castrated bull, o-súnásh* (IIIa), pl. *i-sunáshí* (IIIa).
burn, a-péj, *a-isií*, *a-ik*.
bury, a-núkaá.
busli, o-séro (IIIa), pl. *i-séroì* (IIIa).
buslie, business, ol-óilóle (Ia).

THE UNIVERSITY OF ZAMBIA
UNIVERSITY EXAMINATIONS
JUNE-JULY 2005

LSE 481: FRENCH TEACHING METHODS II

DUREE: TROIS HEURES

CONSIGNES: TRAITÉZ TROIS QUESTIONS: UNE QUESTION
DANS LA PREMIERE SECTION ET DEUX DANS LA DEUXIEME
SECTION

PREMIERE SECTION

1. i) Définir la notion d'Evaluation.
ii) Quel est le rôle de l'évaluation formative dans la classe de langue?

Ou

2. i) Définir l'Evaluation Communicative.
ii) Donnez quelques exemples des tests communicatifs pour l'expression orale (EO)?

DEUXIEME SECTION

3. "La motivation est une notion complexe, non observable et est inférrée à partir des manifestations." Comment motiveriez-vous les élèves de français en grade 8 et 9?
4. i) Définir la sociolinguistique.
ii) Allez-vous enseigner à vos élèves des mots familiers comme; chouette, nana, flic, bagnole, mec, sympa? Justifiez votre réponse.
5. Faites une préparation ("Lesson Plan") que vous allez utiliser pour enseigner: La notion de "se présenter".
6. Quel est le rôle du chef de département de langues à l'école secondaire (High School)?

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

MC 101

JUNE 2005

TIME: THREE (3) HOURS

INSTRUCTIONS:

SECTION A – COMPULSORY

SECTION B – ANSWER ANY FOUR (4) QUESTIONS

SECTION A: ANSWER ALL QUESTIONS (40 MARKS)

1. Write explanatory notes on the following

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

(5 Marks)

2. Compare the quality press and the tabloid press? (5 marks)

3. Describe the common characteristics of the “white press” in Northern Rhodesia? (5 marks)

4. Mention four issues, which President Kaunda raised during that first national mass media seminar in Lusaka? (5 marks)

5. Cite four examples to suggest that Kamana was a fearless and Ruthless editor? (5 marks)

6. Write brief notes on the invention of radio? (5 marks)

7. Analyse three major events that changed the role of the press in Zambia around 1970's? (5 marks)
8. Explain the contents of the first Amendment Act of U.S.A. (5 Marks)

(40 MARKS)

SECTION B: ANSWER ANY FOUR (4) QUESTIONS IN THIS SECTION

9. Explain radio broadcasting in Zambia from its inception to date? (15 marks)
10. Discuss the assertion that *Mutende* died from multiple wounds? (15 marks)
11. Explain with examples the three elements that could be identified in the concept of press freedom? (15 marks)
12. Narrate the John Peter Zenger trial and explain its relevance? (15 marks)
13. Explain the management, political neutrality and funding of the BBC? (15 marks)
14. Compare and contrast the church press in Zambia before and after independence? (15 Marks)

(60 MARKS)

END OF EXAM

THE UNIVERSITY OF ZAMBIA

UNIVERSITY FIRST SEMESTER EXAMINATIONS JUNE/JULY 2005

MC 201: INTRODUCTION TO 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 speech delivered by UNZA Vice Chancellor, Prof. Robert Serpell on 18 February 2005 when he welcomed 1st year students. Assuming that the speech was delivered 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. What would you say is one of the principle differences between *print* news media and *broadcast* news media? (6)
3. Although the principle goal of both print and broadcast journalism is the same – to report the news, how are their means of reporting different? (6)
4. Explain why television cannot easily report many important news stories adequately. (6)
5. Among the regular beats assigned to reporters is *covering meetings*. What should reporters do at a *hostile* meeting? (6)
6. “*Style*” in the media usually means two things. There is “*a style*” and “*style*.” Make a distinction between the two. (6)
7. Writing with style often demands some reordering of words and sentences. Briefly state the importance of *transitions* in the news writing business. (6)
8. There are three basic sources of information for news stories. What are they (6)
9. What is the basic formula for news writing and for packing the opening paragraph with information? (6)
10. Name and briefly describe what is normally referred to as the basic news writing story format. (6)
11. A news story, whether it is for print or broadcasting, must always be put together carefully. What are the rudiments of the well-crafted story? (6)
12. Generating ideas does not come easy to many people. How can you as a beginning journalist generate ideas? (6)

End of Exam

**WELCOMING ADDRESS TO FIRST YEAR STUDENTS BY THE VICE-
CHANCELLOR, PROFESSOR ROBERT SERPELL
18 FEBRUARY 2005**

This event is one of my favourite ceremonies at UNZA. It marks the renewal of our community through the addition of a new cohort of adventurous minds – young people who, through their performance at high school or in their private studies have demonstrated exceptional ability and a keen appetite for learning.

Although a certain number of you are already mature persons with a significant background of participation in the world of work, the majority of you are school-leavers: young people in your early twenties or your late teens whose previous experience of academic study has mainly been confined within a strict regime of full-time, closely supervised classes at school.

UNZA is sometimes called the nation's "highest institution of learning." But a university is much more than a bigger, higher status school. It is a different kind of institution from a high school. This is an adult community of learning. Take a look at your neighbours as you sit in this gathering and acknowledge that you are not boys and girls any more: you are young men and women. You are entitled to be treated as adults, and you will be expected to behave as adults.

Because you are all high-flyers with excellent grades in your Grade 12 exam results I am sure you understand the importance of personal effort in meeting the expectations of your teachers. Here at University you will find that personal effort is rewarded with success. But you will also find that the guidance offered by your teachers on how to focus those efforts is less strict.

"Ah, freedom at last!" you may exclaim. But beware of confusing freedom to study with freedom to play! The freedom offered to you by your Lecturers and Professors is designed to promote creativity, not laziness. Along with freedom comes responsibility. Along with the freedom to choose your own interpretation of a topic, the freedom to explore various sources of information, and the freedom work on your assignments come the responsibilities to ensure that you really understand the topic, responsibility to select information judiciously and responsibility to allocate enough time and effort within your personal life to complete your course assignments by the due date. In short, as undergraduate students of the University of Zambia, you are assigned responsibilities for academic self-discipline.

Of course, life at University is not only about studies. It also has a social side. Indeed, since classes have not yet started, life at UNZA may seem to be more about making friends and settling in to the residences than about going to class, writing assignments and sitting for exams. If you are feeling disappointed by that, don't worry! There is plenty of academic work coming – just around the corner! But the social life of campus

is also important, and I hope that, as adult members of this adult community of learning, you will reflect on what kind of social behaviour is appropriate.

I know from the Dean of Students and his colleagues that part of your orientation programme this week includes discussions of the health hazard of HIV/AIDS. Along with academic freedom and responsibility, University life affords for many of you a new degree of social freedom. You will be less closely supervised at UNZA than at high school with respect to when and where you go to bed. This exciting freedom carries with it a very daunting responsibility – that of establishing a safe and healthy life-style.

Social responsibility is a big topic that extends beyond personal relationships and sexual practices. It is a central issue in the public affairs of our nation, and indeed in international affairs. In a world troubled with widespread injustice and war, the search for justice and peace calls for social responsibility at the level of respect for international conventions on human rights.

In Zambia the challenges of our time include promoting economic growth and equitable distribution; political balance among competing interests; informed decision-making; transparency and public accountability (as opposed to selfish pursuit of private interests at the expense of others); orderly coordination of multiple agendas; protecting the rights of individuals and minority groups and cultivating awareness of duties (or social responsibilities).

Here at the University of Zambia we believe that our institution has a unique responsibility to demonstrate to the wider Zambian society the benefits of a knowledge-based community where problems are addressed through systematic inquiry, disagreements are explored through egalitarian discourse, and conflicts are resolved peacefully,

- building on the accumulated wisdom and experience of our predecessors and elders, while actively encouraging innovation and creativity, especially among the younger generation
- establishing priorities through consensus building
- articulating plans that are ambitious but also realistic
- setting clear intermediate goals and road-maps for attaining them, and monitoring progress
- acknowledging mistakes and correcting them.

Let me illustrate some of these general principles in relation to some topical issues that are currently in the limelight at UNZA.

The dilapidation of our infrastructure has been a subject of great public concern in recent years, and I am sure that many of you have been disappointed by the condition of the physical facilities you have found in the hostels. We are fortunate this year to be able to point to some significant progress in rehabilitation

In the last quarter of 2004 under the provisions of the Poverty Reduction Strategy Programme (PRSP) the Government released a substantial sum for the rehabilitation of infrastructure at UNZA.

The UNZA Rehabilitation Committee, chaired by Dr Henry Mwenda, Senior Lecturer in the School of Engineering, has developed a detailed operational plan for the expenditure of these funds and quite a lot of work has been undertaken in the hostels during the months of January and February while most of the students were away. Fifteen hostel roofs that were leaking badly last year have been completely resurfaced, and three of the Big Flats have been completely overhauled, equipped with extra showers and toilets and improved kitchens.

Many more improvements are in the pipeline. It is unfortunate that the timing of the release of funds last year (just before the beginning of the rains) has made it difficult to progress faster on all those fronts, so that a certain amount of inconvenience will be experienced by those of you in hostels that are still undergoing repairs. But, as the street bill boards often read in New York, London and other cities of the industrialized world, "please excuse our progress!"

Another source of concern expressed by students last year and echoed by the academic staff was security. The campus is a large and complex environment, accommodating on an average day more than 7,000 people, all milling around pursuing their various agendas. In amongst all those legitimate participants in the life of the University, a small number of intruders have managed to cause a lot of irritation and distress by vandalizing the newly repaired facilities, stealing personal property, and sometimes even threatening the lives of students or staff.

Compared to some other neighbourhoods in Lusaka, I believe the Great East Road campus is a relatively safe environment. But it has not been safe enough. In response to appeals from the community, the University Council agreed last year to a proposal by the Central Administration to beef up campus security by contracting a professional security firm to revamp the whole security system. The company started work on 15 February and we can already see some improvements. We hope this will result in a real impact on the quality of life in our community. Much will depend on the cooperation between students in the hostels and the security personnel. Each hostel has a student representative on the Council of Hall Representatives which has been working over the past year with the Dean of Student Affairs to establish a self-help programme of vigilance to prevent vandalism and petty theft. I hope all of you will give these two organizations the Security and the Council of Hall Representatives your full cooperation. This is a major area for the exercise of social responsibility.

Health is a priority topic for everyone. The very modest fee paid by all registered students entitles you to access the UNZA clinic. And I was delighted to announce last month that with the support of one of our international cooperating partners (CIDRZ, which is channeling to Zambia a flow of dedicated funds from the US government for mitigation of the impact of HIV/AIDS) the clinic is now fully equipped to test all comers

for HIV infection, after voluntary counseling, and is committed, whenever the diagnosis warrants it, to providing ARV treatment free of charge.

All UNZA students and staff are entitled to this service, and I want to add my voice to those of many public figures in appealing to the youth (which includes all of you assembled here today) to take full advantage of the opportunity to find out your status. Knowledge is power: knowing your status is the first step to protecting yourself against infection or to accessing treatment if you are infected. As a knowledge-based community, UNZA should be in the forefront of national efforts to raise consciousness about the HIV/AIDS pandemic, to reduce its prevalence and to provide care and support to those infected and to their many dependents who are indirectly affected by the impact of the disease.

Another key resource for our community is the University Library. The severe underfunding of the University during decade of the 1990s, which was preceded by another decade of financial constraints in the 1980s, left UNZA's Library, once the pride and joy of this institution, in a sorry state with only a small trickle of recent publications adding to its stock since 1980. Several Departments have done their best to complement the limited holdings of the central library by setting up small Departmental Libraries with assistance from international partners (mainly other Universities abroad). But academic staff and students alike have complained frequently about the inadequacy of the University's stock of up-to-date technical literature over the past decade. It was with delight therefore that, late last year, the Central Administration received news from the Ministry of Education that funds were being released that we had requested earlier in the year for restocking the central Library. These funds came to the University under the provisions of a Sector Wide Support program of assistance for education from a consortium of bilateral aid agencies. The strategic application of these funds has involved academic staff in all the Schools of the University selecting the most up-to-date text books available on the international market for each of about 800 courses that are scheduled to be offered at UNZA in 2005. These recommended texts have now been ordered and are expected to arrive in time for you, the primary consumers, to find most of them, at least, on the Library shelves by the time you need them in your course next month.

One of the dramatic historical changes in human civilization in the second half of the 20th century was the exponential growth of information and communication technology (ICT). Many University Libraries around the world have started shifting their priority expenditures in response to this development. Instead of ordering bound volumes of periodical journals, many libraries are now concentrating on providing access for their readers (students and academic staff) to the text of those journals on the internet.

UNZA's infrastructure for ICT was quite advanced in the early 1990s relative to other Universities in the region. Zamnet, for instance, which was born at UNZA and remains an UNZA-owned company, was one of the first internet-service providers in Sub-Saharan Africa north of the Limpopo. Moreover the campus was equipped by the mid – 1990s

with a state-of-the-art optic fibre network linking work-stations all over the campus to the Computer Centre.

However ICT is a very rapidly evolving field of technology and financial constraints have made it impossible for UNZA to maintain those early achievements in the last several years. We are fortunate to have a generous partner consortium of Universities in Belgium (VLIR), which has supported UNZA's, attempts to consolidate and expand our institution's ICT capacity since the mid 1990s, and with their assistance the Computer Centre has managed in recent months to significantly increase the internet bandwidth accessible on campus. We hope to see further progress in making this resource accessible to more students over the coming year. Please be patient and share with the Computer Centre your creative ideas for cost-effective strategies to make these plans a reality sooner rather than later. It is well known that some of the biggest advances in ICT internationally have been pioneered by young intellectuals in their 20s. If there are some computer buffs among you, please feel free to step up to the table and take a lead in putting UNZA more firmly on the ICT map!

My welcoming address would not be complete without mention of the University's most powerful resource for your intellectual enrichment: the academic staff. UNZA is fortunate to have an outstanding complement of internationally qualified scholars on our teaching and research staff. They include Professor with significant international reputations and many other highly productive researchers and authors of publications that you will come across in your course work or while browsing in the Library or on the internet. I want to urge you to make the most of this resource, not only by attending their lectures and learning from their feedback on your assignments and exams, but also by engaging them in conversation and learning from their collective wisdom and experience. Nowhere else in Zambia will you find such a concentration of technical expertise. As I said earlier, academic success at University depends on judicious selection by the student of his or her sources of information. So it is largely up to you how much you learn from this special intellectual resource that the University places at your disposal.

This is not the time or the place for me to go into detail about the University's strategic plans for recruiting and retaining the nation's top intellectuals on our academic staff. Suffice it to say that, the University has continued, with a wide range of international partners to operate a strong Staff Development Programme, under which staff receive sponsorship for post-graduate studies both at UNZA and abroad. We have also managed to make significant improvements to the salaries for our staff since 2002. There is still a long way to go in that regard. But I am confident from the many conversations that I hold with individual academic staff that most of them take pride in the excellence of their students' performance. Many of them also take pride and delight in their membership of a community of learning uniquely positioned to contribute to the promotion of a knowledge based society, a community where disagreements are openly discussed and productive strategies are designed through consensus on the best way forward in a spirit of mutual respect and commitment to peaceful coordination of diverse interests.

It is therefore my very great pleasure and honour to welcome you all into that community – the community of UNZA whose motto is “service and excellence.” I hope you will all enjoy your time at UNZA, appreciating that you are members of a privileged group who have been selected from among many more who applied but were not successful. And I hope you will derive from that knowledge an awareness of your individual responsibilities, each and every one of you, to strive to excel in your studies, to respect the rights of others in the community, and to seek ways of serving the interests of the whole of society.

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2005 ACADEMIC YEAR FIRST SEMEMSTER
FINAL EXAMINATIONS**

**MC 215
RADIO PRODUCTION I**

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

DURATION: THREE HOURS

SECTION A

- 1) Briefly define the following:
 - (a) Non – duplication rule
 - (b) Condenser Mic
 - (c) Spot News
 - (d) News Beat
 - (e) A Lead

(5 marks)

- 2) Name and briefly explain five important elements of a Hard Lead.

(5 marks)

- 3) What is meant by the statement, “firsts, largests and leasts make news”?

(3 marks)

- 4) Why is it necessary for a spot to be repeated over a long time?

(3marks)

- 5) Sound can be used for many purposes and effects in radio programmes. Name and briefly explain 5 uses.

(5 marks)

- 6) Name four principles that will help a journalist find an “unofficial Source”?

(4 marks)

- 7) The increase in competition and success of FM led to three basic changes. Explain the three changes.

(3 marks)

- 8) Name five important things to remember during an interview.
(5 marks)
- 9) Briefly explain the statement that, “radio is the art of imagination”.
(5 marks)
- 10) What famous dictum is John Bogart a city editor of the New York Sun famous for uttering?
(2 marks)

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

- 1) Write a broadcast story.

Football Association of Zambia – FAZ – division one north league leaders Afrisports are courting four players during the July transfer period that opened today. Afrisports are recruiting some young talent and experienced players in their push for Super league promotion next season.

Afrisports Chief Executive Gabriel Kaunda said the potential candidates are former Nkana striker Douglas Chiwaya, Nkana’s Masausto Phiri who terminated his loan deal to Konkola Blades last month and two others from Chiparamba academy.

Kaunda said Phiri is expected to join Afrisports on loan together with defender Josephimba and striker Gerald Simfukwe from Chiparamba Academy in Lusaka.

Simfukwe if signed on will join clubmate and former under 17 winger Mwila Kabwe who was recruited at the start of this season from Chiparamba.

(20 marks)

- 2) What is an interview? In detail using real life examples explain the three major interview types and their goals.

(20 marks)

- 3) What is the definition of news according to a political scientist called Leon Sigal? Name and briefly explain (with examples) the five different types of news.

(20 marks)

- 4) Music is an important part of all radio programming. As a writer one needs to understand its several uses. With examples, Briefly explain these uses.

(20 marks)

END....

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2005 ACADEMIC YEAR FIRST SEMESTER

FINAL EXAMINATIONS

MC 221: THEORIES OF MASS COMMUNICATION

TIME: THREE HOURS

INSTRUCTIONS: There are two sections in this paper. Answer only **Ten** questions in section A and choose only **Six** in section B.

Section A (Each question in this section carries Two marks)

1. Why are media effects said to have shifted from 'all powerful' to 'limited' effects on society?
2. State the difference between 'media power' and 'media effectiveness'.
3. Give two instances when a conclusion should be given in a campaign.
4. Why are the media said to be more influential on individuals, on matters outside immediate personal experience?
5. Give two advantages which satellite TV transmission has over microwave broadcasting.
6. How do cable TV amplifiers work?
7. Give two functions of a down-link.
8. Give an example of the 'evidence' of power of the media manifested during the first and second world wars.
9. What is a footprint?
10. Why is perception of an idea not regarded as communication?

11. How does semantic noise affect students' class work?
12. State the period and the reason why journalism flourished in Europe.

Section B (Answer Six questions only. Questions in this section carry five marks each)

13. Media scholars have said for a nation to develop, it needs to put in place a media economic theory, to enable it achieve its goals. Explain how this theory works.
14. State the reasons why media's role in cultural transmission is important to society, looking at the Zambian experience.
15. In media effects, explain:
 - a) how people in audiences are able to construct for themselves, their view of social reality and;
 - b) how they find their place in it.
16. Explain the importance of the Correlation function of the media to society.
17. Why is there little agreement among scholars on the nature and extent of media effects, even though the study of Mass Communication is based on the fact that the media do have effects on society?
18. Explain:
 - c) the characteristics of yellow journalism
 - d) state the reason why you think yellow journalism is good or not good.
19. Explain:
 - e) What dissonance is;
 - f) How dissonance arises in human beings; and
 - g) How it can be controlled.
20. Explain how credibility of a media source is judged.

END OF EXAM

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2005 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) Write explanatory notes on the following:

- (a) Virtue Theories
- (b) Unorthodox Newsgathering
- (c) Ethical Behaviour
- (d) Biased Photojournalism
- (e) Safe Harbor
- (f) freebies

(6 marks)

2) What is the essence of African morality ?

(4 marks)

3) What are the four ethical principles that guide journalists in newsgathering ?

(4 marks)

4) Deontologists have two advantages compared to Teleologists. Name the two ?

(2 marks)

5) Why has lack of courtesy to the Press become part of a normal practice ?

(4 marks)

6) Why is ethical behaviour paramount in news agency reporting ?

(3 marks)

- 7) Briefly explain how deceitful identification has affected the morality of photojournalists in Africa ?
(5 marks)
- 8) Name and Briefly explain five types of unorthodox newsgathering ?
(5 marks)
- 9) It is said a good journalist is both loved and hated. Briefly explain this statement.
(5 marks)
- 10) Who is a “Jingoistic Journalist” ?
(2 marks)

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

- 1) Explain what is meant by the statement, “Journalism Ethics in the African context, is synonymous with governmental ethics.”
(20 marks)
- 2) Why does photojournalism also require people who are ethically and morally fit to carry out this task. Explain why using the following: Nakedness, Human Suffering, Accidents and Death.
(20 marks)
- 3) Which of the three ethical theories of moral reasoning relates to Zambia? Explain why using examples.
(20 marks)
- 4) You are an editor for a newspaper and you receive a picture of a man in your community who’s circumcision went wrong. You send a reporter to the mans house and you get the full details of what happened. Would you use this picture when publishing the story ? Using the Model of Empirical Decision Making defend your decision either from the TELEOLOGICAL or DEONTOLOGICAL moral reasoning.
(20 marks)

END.....

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL
SCIENCES
DEPARTMENT OF MASS COMMUNICATION
FIRST SEMESTER 2005

NC 331
TELEVISION PRODUCTION

DURATION: THREE HOURS

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

SECTION A

Answer all questions

1. Write brief notes on the following
 - a) Fact Sheet
 - b) Reflector
 - c) Scheduling
 - d) Contrast
 - e) Falloff

(5 Marks)
2. What is the distinction between color temperature and light intensity?

(5 Marks)
3. Explain four script formats and in what type of production each can be used?

(8 Marks)
5. What are the characteristics of a market audience?

(5 Marks)
- 6 Compare and contrast a social group and a fan group

(6 Marks)
7. What elements do you need to take into account to achieve effective cross keying?

(6 Marks)
8. Give tactics you can use when handling an out of ratio chart or map.

(5 Marks)

SECTION B

Thall
Answer all questions

9. Discuss the various elements that a television producer needs to take into account to achieve optimum lighting levels for a quality production.

(20 Marks)

10. Discuss how 'fricatives' 'plosives' and 'frictionless consonants' may affect your announcing when they are omissions, distortions, substitutions or additions. Give specific examples.

(20 Marks)

11. Discuss the various research traditions and their strengths and weaknesses

(20 Marks)

12. Discuss the various stages you need to be conversant with as court reporter

(20 Marks)

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2005 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS

MC 401: EDITORIAL WRITING

TIME ALLOWED: THREE (3) 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. State the criteria for selecting an editorial topic.
2. If news is the “body and flesh” of a newspaper, the editorial is its “heart and soul.” Analyse this statement.
3. Describe the various roles of the conclusion in an editorial.
4. Briefly outline the steps in editorial writing, from idea conception to presentation.
5. A good editorial should always make a case. Explain.
6. What do we call an editorial written in the:
 - (a) First person singular?
 - (b) First person plural?
7. How would you classify, or categorise, each of the following editorial titles:
 - (a) The Road to Damascus
 - (b) Recent tragedies: Who is to blame?
 - (c) The Kashiwa Bulaya saga
 - (d) The Constitution: The people’s voice must prevail
8. What is a syllogism? Write an example of a good syllogism.
9. In one editorial would you present both sides of a controversy with equal force? Why, or why not?
10. What is the basic rule, or principle, to be observed when writing an editorial which is highly critical of a public official?

SECTION TWO

THE QUESTION IN THIS SECTION IS COMPULSORY: 20 MARKS

11. The following is a short poem by Lenrie Peters of the Gambia. Read it carefully and answer the question at the end. Here is the poem:

After they put down their overalls
and turn off the lathes
they do not return to the women
after they have bathed.

Instead, with hyena's thirst
They turn to the open-air bar
to swallow the hook of imported
as they sit reckless across the log
hypnotised by the beer

They belch the arrogance of doubt
as they lie in refined stupor
waiting for the sharp sun
to show them the way out.

They lumber back to the clever tools
they do not love and do not understand
hoping the sun's anger would cool
so they can carry dark glasses in their hand.

QUESTION

The poem above is a commentary on the habit and behaviour of some blue collar workers. Your task is to interpret and present the thrust of the poem's message in the form of a conventional editorial, 10 to 14 paragraphs long, maintaining the original tone and gist of the message, as well as the author's sense of indignation.

PROCEED TO SECTION THREE OVERLEAF

SECTION THREE

ANSWER THREE QUESTIONS ONLY FROM THIS SECTION: 20 MARKS EACH

12. Discuss the challenges and rewards of satirical and poetic editorial writing.
13. Write an essay either supporting or refuting the notion that, in Zambia, institutional editorials truly reflect the collective view(s) of newspaper management and staff. Write with reference to “democracy within the media.”
14. “Possession of good essay-writing skills is all you need to be a good editorial writer.” Critically evaluate this statement.
15. Identify and describe the characteristics of the various types of editorial titles, using your own examples and not those discussed in class.
16. Discuss the various types or categories of editorials and their functions.

END OF EXAMINATION

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF MASS COMMUNICATION
FIRST SEMESTER EXAMINATION
FEATURE WRITING

MC421

JUNE 2005

TIME 3 HRS

INSTRUCTIONS:

SECTION A – COMPULSORY

SECTION C – ANSWER ANY FOUR QUESTIONS

SECTION A – COMPULSORY (60 MARKS)

You are a reporter working on the features desk and have just returned from a trip from one of the towns in Zambia. Whilst on your trip you undertook an interesting adventure (something you have never done before). File in either a human interest feature or a narrative (of between 600 to 800 words) based on what you observed and experienced during your travel.

Observe all rules about writing features and make sure you edit your story and watch out for spelling and grammatical errors.

Ensure your computer number is above the slug of your article and periodically save your work as you type.

SECTION B – ANSWER FOUR QUESTIONS ONLY (40 MARKS)

1. a) What is a feature story? (2 marks)
b) Briefly explain the criteria you would follow when choosing a feature topic. (4 marks)
c) There are some differences between a hard news story and a feature. Discuss (4 marks)

2. a) What are some of the positive aspects of a feature as compared to other forms of writing? (4 marks)
b) Describe the relationship between the intro and body of a feature article. (4marks)
c) Why is research important before writing a feature article? (2 marks)

3. Discuss the following features:

- (i) Obituaries
- (ii) Trend stories
- (iii) The anthology
- (iv) The expose
- (v) The review
- (vi) The column
- (vii) The essay
- (viii) The profile
- (ix) The narrative
- (x) The news feature

(10 marks)

4. Describe the following terms in feature writing:

- (i) Theme
- (ii) Transitional devices
- (iii) Cohesion and Coherency
- (iv) Description and narration
- (v) Primary and secondary sources

(10 marks)

5. Discuss the functions of features. **(10 marks)**

END OF EXAMINATION

UNIVERSITY OF ZAMBIA EXAMINATIONS
SCHOOL OF HUMANITIES AND SOCIAL
SCIENCES
DEPARTMENT OF MASS COMMUNICATION

FIRST SEMESTER 2005

MC 431

DURATION: 3 HOURS

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

SECTION A

1. Write brief notes on the following

- a) Horse Race Effect
- b) Sedimentary circle
- c) Ecosystems
- d) Interactive Advertising
- e) Biosphere

(5 Marks)

2. Give three advantages and three disadvantages of the hierarchical arrangement of news.

(6 marks)

3. What are the functions of advertising?

(3 Marks)

4. Give three elements that will ensure good voice delivery in commercial production

(5 Marks)

5. Compare and contrast Retail advertising and Brand advertising.

(5 Marks)

6. Give two advantages and two disadvantages of 'character analysis' in Political reporting

(6 Marks)

7. To what extent has the media played its social responsibility role in Zambia. Give specific examples

(10 Marks)

SECTION B

8. Discuss the concept of partisan reporting and how it can affect the development of a country like Zambia.

(20 Marks)

9. Discuss the positive and negative role that advertising can play in a country like Zambia.

(20 Marks)

10. Discuss the challenges that one is likely to face when producing a radio drama.

(20 Marks)

11. You have been asked to present a convincing paper to a group of second year Mass Communication students, who think environmental reporting is boring. What important points can you bring out to educate them on the socio and economic impact of the environment in a country like Zambia and the need to enlighten the citizenry?

(20 Marks)

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
FIRST SEMESTER FINAL EXAMINATIONS
TUESDAY, JUNE 28th 2005
MC 441 ADVANCED TELEVISION PRODUCTION

TIME THREE HOURS

ANSWER ALL QUESTIONS IN SECTION ONE **40 marks**

1. Briefly discuss the following elements of broadcasting:

- j.) a) Talent
- b) Plot
- c) Readability
- d) Attitudes and opinions
- e) Camera LENS
- f) Ratio
- g) Character
- h) Dialogue
- i) Silhouette
- j) Key light

20 MARKS

2. Explain the following elements of perception:

- a) selective retention
- b) selective exposure

4 MARKS

3. a) What is a spot ?

b) Name the different types of spots?

3 MARKS

4. Explain four ways in which a spot or an availability can be filled in.

3 MARKS

5. Briefly explain Blumer and Katzi theory of "Uses and Gratifications"

4 MARKS

4 Outline the different types of spots

3.MARKS

5. discuss the elements that contribute to your mental make-up

3 MARKS

SECTION TWO 60 MARKS. USE DIFFERENT ANSWER BOOK FROM SECTION ONE.

ANSWER SIX (6) QUESTIONS ONLY IN SECTION TWO

- 6.a) Discuss the general arguments that are presented in the social psychological approach to the mass media?
5 MARKS
- b) Discuss the advantages and disadvantages of theatre for the people
5 MARKS
7. There is a severe break out of a contagious disease in the male hostels and victims of the disease are going for local Heber lists in Kalingalinga compound instead of the UNZA Clinic. More and more students are getting sick as time is drawing near the exams.
- a) Come up with a media plan that has a drama . Suggest the type of drama and explain The process of how you would do it?
5 MARKS
- b) Discuss the advantages and disadvantages of such a drama?
5 MARKS
- 8.. a)What are the characteristics of a spot?
4 MARKS
- b)Write in a broadcast format a one minute spot convincing your classmates to go for VCT at UNZA ^{clinic} In your script included description of camera shots?
6 MARKS
9. a) what are the functions of drama and story telling in society?
6 MARKS
- b)How do we get the "meaning" of the story?
2 MARKS
- c) Explain the following:
i. Parabolic stories
ii. Treasure stories
2 MARKS
- 10 . a) outline the five principles of the social judgement theory?
4 MARKS
- b) discuss in detail elements found in the first social judgement theory.?
4. MARKS
- c) What are the limitations of the ^{social} judgment theory.?
2 MARKS

11. a) What are the guidelines in getting your audience involved into your drama?

4 MARKS

b) Discuss the different types of conflict used in storytelling and drama?

4. MARKS

c). Explain the relationship of tension and humour in a drama

2 MARKS

12. a) Outline the different general gratification that the audience get when they watch television?

4 MARKS

b) What gratifications does the audience get when watching soaps?

3 MARKS

b) what gratifications does the audience get when watching television quizzes?

3 MARKS

13. a) What are the characteristics of a good Television Director ?

6.MARKS

13. b) discuss the following elements of TV directing

i. single camera drama

ii. Live videotaping and control booth operation

4 MARKS

END OF EXAM

THE UNIVERSITY OF ZAMBIA

UNIVERSITY FIRST SEMESTER EXAMINATIONS JUNE/JULY 2005

MC 911: PRINCIPLES OF PUBLIC RELATIONS

TIME: THREE (3) HOURS

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

SECTION A

1. It is often stated, "Good Public Relations is impossible without communication." Define Public Relations communication. (8)
2. Many current Public Relations practices originated after World War II although its history is much longer. Briefly discuss the evolution of the profession since the end of the war. (12)
3. It is said that today's Public Relations practitioners require very high ethical and professional standards. What is meant by *ethics* and *professionalism*? (8)
4. Many scholars have argued that Public relations are a process. Describe this process and state whether you agree with it or not and why. (12)

SECTION B

5. Discuss the contributions of Professors James Grunig and Todd Hunt to the development of the theoretical framework for Public Relations as a management system. (20)
6. A large number of Public Relations professionals work to further the goals and objectives of profit-making organisations. Outline the primary areas of corporate Public Relations work? (20)
7. Public Relations professionals are required to be knowledgeable on a number of things. Briefly discuss the legal considerations involved in public relations work. (20)
8. Traditionally, it was widely held that Public Relations practitioners should if possible have experience as reporters. Discuss what has happened to change this view? (20)

END OF EXAM

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2005 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS

PA201: NATIONAL GOVERNMENT AND ADMINISTRATION

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

1. Explain the concept of Indirect Administration and justify its application by the colonialist in Zambia.
2. Provide the factors behind the expansion of the civil service shortly after the dawn of self-rule in Zambia and give an account of the reform measures put in place by the UNIP Government.
3. If you were to submit a proposal to the Constitutional Review Commission in support of the idea of separation of powers, what would you say?
4. Defend the assertion that bureaucracy during the 2nd Republic in Zambia was inefficient and ineffective.
5. Write readable notes on: sovereignty, legitimacy, power and authority as used in modern governance.
6. Provide a comprehensive account of bureaucracy and argue out its merits and weaknesses in today's administration.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2005 ACADEMIC YEAR FIRST SEMESTER**

FINAL EXAMINATIONS

PA321: PRINCIPLES OF LOCAL GOVERNMENT ADMINISTRATION

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER ONLY THREE QUESTIONS

1. The extent of decentralization may be measured by the use of various ratios. First discuss the reliability of such ratios as a means of measuring decentralization. Second, use figures to illustrate the argument that the *Modified Expenditure Decentralization Ratio* (MEDR) is a more reliable measure compared to the *Expenditure Decentralization Ratio*.
2. Critically assess the argument that the *Prefectorial* model for managing local authorities is the most effective strategy for ensuring an overall local government system that is capable of delivering services efficiently and effectively.
3. *Devolution*, as opposed to *deconcentration*, is widely believed to be the form of decentralization that has the potential to promote good governance. Critically assess this perception.
4. Write brief notes on the following:
 - The *issue* committee system
 - The *integrated* personnel system
 - The *free-rider* problem
 - *Intrinsic value* as a benefit associated with participation
 - The *Modified Expenditure Decentralization Ratio*
5. Local authorities, especially in most developing countries, fail to attract qualified and experienced manpower hence compromising their ability to efficiently and effectively deliver services. Using Flippo's 9-box scenario, for illustration, discuss in detail the importance of designing a suitable reward system in Local authorities.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2005 ACADEMIC YEAR FIRST SEMESTER**

FINAL EXAMINATIONS

PA421: PUBLIC POLICY ANALYSIS AND MONITORING

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER QUESTION ONE AND ANY OTHER TWO.

1. The Zambian Government intends to introduce a policy on compulsory school uniform for pupils from grade one to grade twelve. Write a detailed account of the process such a formulation would have to go through. Indicate at the end of your exposition which type of analysis-integrated, prospective or retrospective-you will have used.
2. Explain the concept of Relevant information in Public Policy and conceive the type of such information required for a policy on prevention of examination leakages in secondary schools.
3. Several years ago, the Zambian Government launched a policy on the prevention of illegal cross-border trade in essential food supplies such as mealie-meal and cooking oil. The policy failed to achieve the intended results. Using the cost-benefit analysis, visualize what could have gone wrong with the policy ending in failure.
4. The government intends to establish a new Ministry of Students' Affairs in order to improve dialogue between the government and students in higher institutions of learning. As an expert in public policy analysis, what criteria would you recommend to ensure rational decision making processes in the new ministry?
5. Relevant information search in public policy can be conducted by using certain approaches. Identify these approaches and discuss their stronger and weak points.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2005 ACADEMIC YEAR FIRST SEMESTER
DEFERRED FINAL EXAMINATION

PA 441: PROJECT MANAGEMENT

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS

Question 1:

Within the context of organizational structures, discuss the four reasons which have led to increased demand for project management.

Question 2:

With illustrations, briefly discuss **three** of the following:

- a. The matrix structure
- b. The balanced matrix structure
- c. The functional matrix structure
- d. The project matrix structure

Question 3:

The Project Support Office (PSO) is very critical in project management.

- a. Briefly discuss the six purposes of the PSO
- b. Give four reasons why an organization involved in projects should implement a PSO

Question 4:

At the commencement of project implementation, five project parameters form a system that must remain in equilibrium for the project to be in balance. Discuss, with illustrations, the relationships between these project parameters and how they provide constraints to project management.

Question 5:

The Joint Project Planning session (JPP) facilitates the development of the project plan.

- a. Outline the complete project planning agenda of the JPP session
- b. Briefly outline and discuss the seven deliverables from the JPP
- c. Discuss the relationship between the POS and the Conditions of Satisfaction

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

2005 ACADEMIC YEAR FIRST SEMESTER DEFERRED EXAMINATIONS

PA955: STRATEGIC MANAGEMENT

TIME: THREE (3) HOURS

**INSTRUCTIONS: ANSWER SECTION A AND TWO (2)
QUESTIONS FROM SECTION B.**

SECTION A (30 MARKS)

Read the **BLOCKBUSTER VIDEO case study** very carefully, and then proceed to answer the questions on this section.

Have you heard about Blockbuster Video, a Multinational Enterprise (MNE) that has taken a global approach to markets?

Organisations operate in a turbulent global environment. This situation calls upon managers 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; 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. This change has made Blockbuster Video take up expansion strategies at local and international level.

Blockbuster Video, by far the biggest video rental chain in the United States with about 4000 U.S. stores, announced in 1995 that it would open 1000 stores in the Asia-Pacific region by the year 2000. Most of Blockbuster's domestic growth occurred between 1987 and 1992; during that time the number of its stores increased from 238 to 2989. This increase was partially the result of growth in the video rental market as more people rented tapes for home entertainment on their newly acquired VCRs. Much of it came at the expense of thousands of mom-and-pop-type stores that stocked a small supply of tapes along with their other merchandise.

Blockbuster's primary growth strategy has been to attract customers by offering a large selection of tapes. It rents these videos in very large stores that can accommodate 7000-13,000 tapes representing 5000-8500 different titles. By expanding rapidly, Blockbuster has been able to gain economies of scale to

offset the more than \$100 million it spends per year on advertising. It buys vast numbers of tapes, which gives it buying clout with the film studios that sell tapes.

To finance its growth in the United States, Blockbuster has relied on acquisitions in exchange for Blockbuster stock, has franchised about half of its stores rather than obtaining ownership, and has raised equity capital for company-owned stores. Philips Electronics of the Netherlands became one of Blockbuster's largest equity sources when it invested \$149 million in two stages for a 7.9 percent ownership in the company. Although this amount falls far short of giving Philips a controlling interest, Philips still owns enough shares to have a say in some of Blockbuster's practices; for example, the stores have been used to test-market Philips's compact disc interactive (CDI) technology.

Despite its impressive growth, by 1992 Blockbuster had acquired only a 13-percent share of the \$11 billion U.S. home video market. Although there was room to grow in the United States, the company announced plans to focus on expanding abroad during the 1990s.

The shift in market emphasis from domestic to foreign resulted for three reasons: the maturing of the U.S. market for sales of VCRs, the threat of competition from pay-per-view movies, and the growth in retail sales of videotapes for home use – the sell-through market – as opposed to rentals. Blockbuster was slow to enter the sell-through market; hence retailers such as Kmart got a head start on gaining market share. Further, because film distributors typically sell rental tapes for about \$65 and sell-through tapes for about \$14, many more retailers can afford to compete against Blockbuster for tape sales than for tape rentals.

Initially, Blockbuster's major foreign expansion was to the world's higher-income, industrial areas – Canada, Europe, and Japan. This was a logical move, since the number of VCRs owned by consumers, a number that varies widely among countries, limits the market for video rentals. Among countries with high incomes, the percentage of TV-owning households having VCRs varies substantially (for example, 47.5 percent for Italy versus 74.5 percent for the United Kingdom). The new emphasis on the Asia-Pacific area is the result of rapid economic growth in the area, which has led to more VCR ownership. For example, the number of VCRs in China grew from 1.2 million in 1990 to 14.8 million in 1994. Within lower-income countries, most households with VCRs use them to record television shows rather than to view rented videotapes. Two other factors limit the market in lower-income countries: the low cost of movie tickets, which makes videotapes a higher-cost rather than a lower-cost alternative, and competition from stores that rent cheap and unauthorized videotapes, which are sometimes copied directly from television-movie channels in the United States.

In 1991, Blockbuster bought a chain of twenty-five Major Video stores in Canada for conversion into Blockbuster stores. This move brought the company additional economies of scale because much of the Canadian population lives within reception range of TV broadcasts from the United States and hence within range of Blockbuster's advertising. Blockbuster also set up franchise operations in Chile, Mexico, Australia, Spain, Venezuela, and Ireland. The move into Ireland was largely in response to a move into the U.S. market by Xtra-vision, Ireland's

largest video chain. By 1990, Xtra-vision had fifty U.S. stores under the Videosmith and Video Library names.

In 1991, Blockbuster decided to enter Japan. It decided on a 50/50 joint venture in order to gain know-how about the market from a knowledgeable Japanese partner, Fujita Shoten. (Fujita Shoten's chairman had established an earlier 50/50 joint venture with McDonald's, which now has about 800 restaurants in Japan. Fujita Shoten also has a stake in Toys 'R Us Japan). Blockbuster planned to expand through franchising its outlets and expected to have a thousand Japanese stores by the year 2000. In deciding to move into Japan, company executives saw the following conditions that afforded opportunities for Blockbuster:

- There were no major video rental chains in Japan. The largest rental chain, the Culture Convenience Club, had only small-scale outlets.
- There were only 1800 movie theaters in Japan, fewer than one tenth the number in the United States. Japanese film studios that limited distribution of foreign films to about 100 theaters controlled them. Despite distribution problems, however, U.S. films had 60 percent of the Japanese film market.
- Existing video stores catered mainly Japanese males under 25 years of age by renting tapes of pornographic and violent films. Blockbuster would target an older and more family-oriented market and would rent no adult videos.

Blockbuster's management reasoned that there was a big, unfulfilled demand for U.S. videos and that it could introduce these more rapidly into the Japanese market than Japanese competitors could (at the time, the wait for U.S. releases was about a year).

When Blockbuster entered Japan, it planned to earn 12-15 percent of its income from game rentals, as it does in the United States. However, it was unable to meet this goal. Japanese law requires permission from the author of copyrighted material before anyone can sell or rent the material. Of the two giants in the video game industry, Sega Enterprises gave its permission but Nintendo refused.

Because space is so limited and expensive in Japan, Blockbuster had to reduce the size of its stores. However, redesigning the stores' interiors allowed them to carry about 8000 titles and 10,000 tapes. Aside from its ban on adult videos, Blockbuster allows each country's managers to decide which tapes to buy for their stores. All tape purchases are made locally through distributors representing film studios. This arrangement is necessary because the local distributors can perform certain tasks more easily, such as arranging for subtitles or dubbing, dealing with local censorship issues, converting films to the tape format (for example, VHS, Beta, or Secam) preferred in that country, and acquiring local films to meet local demand. On this last point, Hollywood productions dominate markets worldwide; however, where there is a strong local film industry, such as in the United Kingdom and France, there is market demand for more tapes made from local films.

Blockbuster also used its foreign experience to help it grow in the United States. For example, in 1992, the company acquired a 50-percent interest in the Virgin

Retail Group, whose stores sell recorded music. This U.K. company owns mega stores in the United Kingdom, France, Germany, Italy, Australia, the Netherlands, and Australia. The operations continued to be managed by Virgin, and there were plans for major expansion into the U.S. market. The first store, in Los Angeles, was modeled after Virgin's mega stores, which offer 200 listening booths, a stage for live performances, and specialty rooms so classical music lovers needn't mix with heavy metal fans.

QUESTIONS

- (1) In which industry is Blockbuster Video? On the basis of the case study, specify the company's strategic style and bring out the key elements of Blockbuster strategy.
- (2) Why do you think Blockbuster has used various operating forms i.e. company-owned operations, joint ventures, and franchises for different foreign markets it has entered?
- (3) Using a theoretical framework that you are familiar with clearly identify the opportunities and threats that are there in the environment in which Blockbuster operate.
- (4) It is said that growth has international implications. With reference to the case study, discuss the circumstances under which a corporation may select licensing as a strategic option for it to use in entering a foreign market. What are the major drawbacks of licensing?
- (5) Countervailing forces influence the conditions in which companies operate in their options for operating internationally. A company's quest for maximum profits is inhibited by different conditions in foreign countries. What factors other than those presented in the case might inhibit Blockbuster's expansion into the global market?
- (6) Give a definition of the following concepts and show how they relate to each other:
 - Franchising
 - Merger
 - Acquisition
 - Licensing
 - Joint venture

SECTION B (20 MARKS)

- (1) Write a readable essay on Charles Lindblom's incrementalism as an alternative to the strategic planning model. In so doing, show why it is suitable for public organizations.

- (2) Discuss the concept of corporate parenting. In your opinion, is it a useful tool as an appropriate corporate strategy?

- (3) All restructured ministries in Zambia have strategic plans in place. Politicians and other stakeholders, however, allege that these ministries are not delivering despite having the strategic plans in place. Bring out the perceived reasons why these government institutions are not delivering.

END OF EXAMINATION

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

2005: ACADEMIC YEAR FIRST SEMESTER

DEFERRED FINAL EXAMINATIONS

PH101: INTRODUCTION TO PHILOSOPHY

TIME: THREE HOURS

ANSWER: THREE QUESTIONS (Answer only one question from each of the three Sections).

SECTION 1: POLITICAL PHILOSOPHY

1. (a) Describe the key elements of the political philosophy of Thomas Hobbes.

(b) List and explain the criticisms that have been made against Hobbes' philosophy.
2. Critically discuss the key components of the political philosophy of Karl Marx , including the criticisms against him (your essay should clearly outline Marx's dialectic, the economic theory and the prediction for the coming of communism).
3. (a) Outline the key features of John Stuart Mill's political philosophy.

(b) State the criticisms that are tabled against Mill's theory.

(c) Do you think these criticisms against Mill's theory are justified? Explain your answer.

SECTION 2: ETHICS

4. (a) Define hedonism and give the arguments for and against it.

(b) Define cynicism and give the arguments for and against it.

(c) Discuss whether you think Stoicists are right that our actions are predetermined. Does this mean that we are not free and that we should not be punished or rewarded for our actions? Explain your answer.
5. (a) Explain the key components of John Stuart Mill's utilitarian ethics.

(b) Explain the utilitarian hedonism of Jeremy Bentham.

(c) List and explain the general criticisms against utilitarianism.

SECTION 3: PHILOSOPHY OF RELIGION

6. At least six arguments have been proposed in an attempt to explain why there is evil despite the fact that God is said to be all-powerful, all-good and all-knowing:
- (a) List and elaborate each of these six arguments.
 - (b) Give the criticisms that have been made against each of these arguments.
7. (a) What is the difference between the following two questions:
(i) Are miracles possible? (ii) Do miracles occur?
- (b) What criticisms have been made against the claim that miracles do actually occur? Explain your answer.
 - (c) In your view, do miracles occur? Whatever position you take, defend your answer by counteracting the arguments that can be given against your position.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

2005 ACADEMIC YEAR FIRST SEMESTER

FINAL EXAMINATIONS

PH221: HISTORY OF PHILOSOPHY

TIME: THREE HOURS

ANSWER: Answer 9 of the following 12 questions. You must answer the questions 1, 2, 3, 4, 5, and 6. From the remaining 6 questions, you can choose 3.

Question 1:

- a. Pre-Socratic Philosophy is _____.
- b. The term 'Natural Philosophy' means _____.
- c. Protagoras' ethical theory was relativistic because _____.
- d. Plato's most important teacher was _____, and his most important pupil was _____.
- e. The literal meaning of the word 'metaphysics' is _____.
- f. Three philosophical schools of Hellenism were _____, _____, and _____.
- g. Four of the most important philosophers of the Middle Ages were _____, _____, _____, and _____.
- h. A *Universal* is _____.
- i. Francis Bacon was important for _____.
- j. Niccoló Machiavelli was influential for _____.
- k. The Greek philosopher Antisthenes once said, "I see a horse, but I do not see horseness." This statement refers to the philosophy of _____.

Question 2: According to Machiavelli, why

- a. should the ruler deceive others? _____.
- b. should there be a "double standard" for rulers and people? _____.
- c. is religion only valued if it is politically useful? _____.
- d. does the ruler not need to *be* virtuous but only *seem* to be virtuous? _____.

Question 3: State three *categories* that are involved in each of the following statements.

- a. A giant star in the Tarantula Galaxy emits x-rays _____.
- b. In 1936 the Olympic games were held in Berlin _____.
- c. Young penguins love ice _____.
- d. Harvard is the oldest university in the USA _____.

Question 4: The four causes of a *bridge* may be: State them and explain your answer briefly.

- a. _____.
- b. _____.
- c. _____.
- d. _____.

Question 5: Consider the following statements from philosophers and decide in each case whether they express extreme realism, moderate realism, conceptualism, or nominalism.

- a. "Species and genera are prior to their individual members: the individuals are derived from them 'like a river from the source or a tree from its roots' (Ratramnus)" _____.
- b. "Genera and species are formed in thoughts through the understanding of the mind. They do not exist independent" _____.
- c. "The word 'man' refers to each individual who is a man and it signifies the fact that he has in him a certain universal nature - that he is a rational, mortal animal. Properly the word 'man' means "man", this universal essence" _____.
- d. "Universals are neither things nor concepts, but merely words we speak or write".
_____.

Question 6: Explain (a) the idols of the tribe, (b) the idols of the cave, (c) the idols of the market place, and (d) the idols of the theatre, and give one own example for each (in not more than half a page using an extra sheet of paper).

Question 7: Compare Augustine's and Plato's views about the origin of the universe (in not more than half a page using an extra sheet of paper).

Question 8: What is (theological) voluntarism? Explain by referring to W. Ockham's version of it (in not more than half a page using an extra sheet of paper).

Question 9: Describe Socrates' dialectical method (in not more than half a page using an extra sheet of paper).

Question 10: The Pythagoreans found out that musical intervals between the notes can be expressed in numerical terms. Given a string of a certain length:

- a. the sound we get if we shorten the string by half is _____.
- b. the sound we get if we double the length is _____.
- c. the sound we get if we add half of its original length is _____.
- d. the sound we get if we add one third of its original length is _____.

Question 11: Consider the following description of the virtue "Friendliness" by Aristotle:

Friendliness (Greek: philia) is a virtue that refers to social intercourse. The virtue of friendliness means that someone is good company. If there is a social gathering (e.g. a party) the friendly man will keep people in a good mood by telling jokes at the right moment and he will tell a few amusing stories, but without annoying or hurting anyone. He will never belittle absentees. But he won't be friendly and accommodating to everyone and always. In case of vulgar matters, he will not take part, and he will not be prepared to do or say something that might be to someone's disadvantage.

Since this is a virtue, according to Aristotle, it is a *mean* between extremes. Find suitable terms for the *two extremes* and describe the extremes in not more than half a page using an extra sheet of paper.

Question 12: How did Augustine try to overcome the scepticism of the "New Academy"? (Explain in not more than half a page using an extra sheet of paper).

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

2005 ACADEMIC YEAR FIRST SEMESTER

FINAL EXAMINATIONS

PH305: ETHICS

TIME: THREE HOURS

ANSWER: Answer 7 of the following 10 questions. You must answer the questions 1, 2, and 3.
From the remaining 7 questions, you can choose 4.

1. Short answers (answer *correct* or *incorrect* to the questions a – d)

a. According to consequentialist ethical theories, the rightness or wrongness of an action depends partly upon the consequences _____.
If not correct, the correct statement is _____

b. All utilitarians declare that the intrinsic good is pleasure or happiness _____.
If not correct, the correct statement is _____

c. According to utilitarians, an action is right if it maximizes the good and if it inhibits the good, it is wrong _____.
If not correct, the correct statement is _____

d. Ethical hedonism holds the view that pleasure is the goal of life _____.
If not correct, the correct statement is _____

e. An ethical principle in ancient Greece was “*Do good to your friends and evil to your enemies*”. Is this principle acceptable for utilitarians? _____
Why? _____

f. According to the philosopher E. Westermarck, in ancient Greece, homosexual intercourse was very common and not considered as morally wrong. In Africa, however, most people regard homosexuality as wrong. Thus, homosexuality was not wrong in ancient Greece but is wrong in Africa.
Is this good reasoning? Yes/No: Why? _____

g. ‘In Dahomey the body of a person who had committed suicide is not allowed to be buried, but thrown out into the fields to be devoured by wild beasts.’ Is this statement descriptive or evaluative? Give also a brief reason. _____

2. Complete the following sentences

- a. The philosopher J. Griffin holds that accomplishment, autonomy, freedom, understanding, enjoyment, and deep personal relationships are intrinsically valuable. His value theory is therefore a _____ theory.
- b. Kant meant by 'maxim' _____.
- c. The difference between a *maxim* and a *universal law* is _____.
- e. If we apply the Formula of the Universal Law, the three steps of testing whether an action is morally permissible, according to the Categorical Imperative are:
 First step: _____
 Second step: _____
 Third step: _____

3. Consider his report about an anthropologist and some Bushmen villagers: *A Tswana villager, A, was contracted to drive B's two cows to the market, a week's walk distant. Many misadventures befell A and one cow died the night before getting to market. He butchered the carcass and sold the meat for a higher price than the remaining cow fetched. All the money was paid to B, who, however, felt aggrieved by the death of his cow and took A before the village headman's court. He was fined an amount equal to half the proceeds of the butchered meat. In discussing the case with the headman an anthropologist from the USA said that A should not have been fined because B had benefited from A's initiative in turning a carcass into marketable cuts. The headman challenged him, 'If I tear your old shirt while beating your back in an assault would you be content if I gave you a new shirt?' To these villagers cattle were not simply commodities to be converted into money. The cows were B's darlings, of his prideful breeding, and one of them had been belittled in the market.*

What kind of ethical relativism is expressed in this short episode? Explain your answer briefly.

4. Consider this problem: John tries to solve this problem from the viewpoint of utilitarianism: He can do only action *X* or action *Y* which will affect persons *A*, *B*, *C*, *D*, and *D* as shown in the table (numbers symbolize the intrinsic good).

	A	B	C	D	Total
X	+5	+1	-1	+3	8
Y	+7	+2	-5	-2	2

John does action *X*. Why was his action

(a) impartial? _____

and why was his decision

(b) universalistic? _____

5. Consider this Case:

Max Jones has been sentenced to prison for armed robbery, and admits guilt for the deed. 'But,' he reasons, 'I'll never rob anyone again. I have learned my lesson on that score. I have a job waiting for me. I'm not insane, or a danger to society. I would be happier out of jail than in. My wife depends on me for support, and she and the children would be far happier if I were able to be the family breadwinner again. As to the influence on others, almost no one would ever know about it; you can keep the matter out of the newspapers, and no one except you will even know that the crime was committed. Therefore, you should release me.'

Jones' reasoning was utilitarian. Decide

- What *value theory* Jones was holding _____
- Was Jones' reasoning *act- or rule-utilitarian*, and why? _____

- Critiques of utilitarianism will say that Jones' reasoning was faulty because he did not mention other important factors that are relevant for the rightness and wrongness of actions besides happiness. State and briefly explain *one* of them. _____

6. Consider this Case:

'I don't think that's fair,' John Owens said angrily. 'I recently had an AIDS test which, unfortunately, was positive. But I'm still quite healthy and I even play regularly football. But they told me if any applicant tests positive for the AIDS virus, then they won't give him or her a job as teacher. But I need this job badly.' *'Our policy is very just,' Anne Stipps said. 'No school can be expected to accept people who have an existing disease. Otherwise this would interfere with the teaching process at school because of too many sick leaves of the teachers and it is absolutely essential for the children get regular classes.'*

- To what principle of justice does John Owens refer when he claims that he is being treated unjustly (explain your answer briefly)? _____

- To what principle of justice does Anne Stipps refer when she claims that he is *not* being treated unjustly (explain your answer briefly)? _____

7. Consider this Case:

There was a woman who had very bad cancer, and there was no cure known to medicine that would save her. Her doctor, Dr. Jefferson, treated her as well as he could, but he knew that she had only about six months to live. She was in terrible pain, but she was so weak that a good dose of a painkiller like ether morphine would have hastened her death. For this reason, Dr. Jefferson was reluctant to give her ether morphine. She was often delirious but in her calm periods she would ask Dr. Jefferson to give her a substance that would kill her. She said she couldn't stand the pain and she was going to die in a few months anyway. Feeling pity for her, the doctor decided to grant her request and injected her a lethal substance.

In order to decide whether the physician's action was right, according to utilitarianism, we must find out whether he did what *maximized the intrinsic good*. As a step into this direction, find the following: (Answer on an extra sheet of paper.)

- a. Two alternatives open to the agent.
- b. Two affected parties.
- c. Two positive consequences on the intrinsic good (happiness) of an affected party.
- d. Two negative consequences on the intrinsic good (happiness) of an affected party.

8. Consider this (adapted) Kantian example: (Answer on an extra sheet of paper.)

"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 you need a loan, promise to repay it, even though you know you cannot do so." (a) Universalise this maxim and (b) test whether the man can will that it becomes a universal law and (c) decide whether it is morally permissible to act like this man, if he had the maxim suggested by Kant.

9. Consider this problem of Kantian ethics: Suppose that a man, after reflection, decides that the right action for him is to join the Army. Assume that he has two motive-components for his decision (*in spite of* fear, love of comfort, etc., that repel him from joining the Army and are therefore motives *against* it): These two motives are his belief that joining the Army is the morally right action and his dislike of being regarded as a coward by his friends. Assume further that although the man has *two* motive-components for joining the Army, he would have decided to join the Army even if he had *not* disliked being considered a cowardly by his friends. Has the man's action moral worth, according to Kant's view? Explain your answer. (Answer on an extra sheet of paper.)

10. Consider this problem: 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. Draw also a table to justify your answer. (Answer on an extra sheet of paper using not more than half a page.)

- a. One must never discriminate against applicants for a job because of their gender.
- b. One should discriminate against applicants for a job because of their gender.

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2005 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS
PH935: PHILOSOPHY OF GOOD GOVERNANCE

TIME: THREE HOURS

ANSWER: THREE QUESTIONS (The question in section one is compulsory. Answer one question from section two and one section from section three).

SECTION ONE

1. (a) Suppose you are a UN observer tasked to observe the good governance situation of a certain country, availing of the various theories, philosophers and practical examples discussed in this course, list and explain **five** specific features you will look at to decide whether there is good governance in that country or not.
- (b) List and explain **five** problems faced by the original Greek understanding of pure democracy.

SECTION TWO

2. (a) Outline **five** features of the political philosophy of **Plato** which in your view apply to the Zambian situation. (State each feature and explain by giving specific Zambian examples as to how it applies to the Zambian situation).
- (b) Outline **five** features of the political philosophy of **John Locke** which in your view apply to the Zambian situation.
3. (a) Outline **five** weaknesses of **Karl Marx's** economic theory, giving reasons how each of these weaknesses can be of negative value to the Zambia economic scenario.
- (b) Outline **five** strengths of the economic theory of **Robert Nozick**, giving reasons of how each strength can be of use to the Zambian scenario.

SECTION THREE

4. (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.
-
5. (a) List and explain **five** arguments put forward in favour of affirmative action for women empowerment.
 - (b) List and explain **five** arguments put forward against affirmative action for women empowerment.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2005 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS

PH985: PHILOSOPHY OF RELIGION

TIME: THREE HOURS

ANSWER: THREE QUESTIONS (You must answer the question in Section A and any other two questions from Section B.)

SECTION A

1) Various arguments have been put forward to try and establish the existence of God by the use of human reason. Among these are the following:

(i) Cosmological, (ii) Design/Teleological, and (iii) Moral arguments.

Choose any one of these arguments and answer the following questions:

- a) Explain and discuss the argument you have chosen identifying its strengths.
- b) Explain and discuss counter arguments to the argument you have mentioned in (a) above.
- c) Give your own personal critique of the argument you have chosen as to whether you find it convincing or not.
- d) Discuss critically whether the three arguments mentioned above taken collectively can conclusively prove the existence of God.
- e) Discuss whether or not scientific evolutionary theory has in fact destroyed the value of these arguments.

SECTION B

2) In view of the Christian belief in a good and all-powerful God, it is very difficult to give a rational explanation for the existence of moral evil. However, numerous attempts have been made to try and show how moral evil and a good all-powerful God can be compatible.

- a) Explain and discuss the argument known as the free will defense argument identifying its strengths.
- b) Explain and discuss three counter-arguments to the free will defense argument.
- c) Explain the different ways in which Augustine and Irenaeus understood the misuse of free will by Adam and Eve in the creation myth in the Book of Genesis.
- d) Explain and discuss two attempts other than the free will defense argument to explain the problem of moral evil.
- e) Discuss some positive and negative aspects of the two attempts you have mentioned in (d) above.

- 3) Although personally more convincing than rational philosophical arguments, religious experiences can be very misleading in view of their more subjective nature.
- What characteristic features would you look for in an experience which claims to be a special or mystical religious experience?
 - Explain what is meant by common/ordinary religious experience and give an example.
 - State and discuss three of the experiences that can be falsely claimed to be religious.
 - Discuss the more objective criteria that can be used to evaluate the authenticity of a claimed religious experience.
 - Discuss what is meant by saying that a genuine religious experience will never be free from psychological and cultural conditioning factors in the problem of interpretation.
- 4) Miracle crusades are common and popular in Zambia and they make claims to bring about healing miracles.
- Give and explain the philosophical definition of a miracle.
 - Discuss the arguments put forward to reject the occurrence of any real miracles.
 - In the 'violation concept' of a miracle, discuss what is meant by 'the natural law' and in what sense or senses this is somehow believed to be interfered with.
 - Discuss the objective criteria that should be used to assess the authenticity of what is claimed to be a miracle.
 - Can miracles be used as an argument for the existence of God? Explain your answer.
- 5) Extreme fideists and extreme rationalists are radically opposed to one another.
- Explain what is meant by a strong/extreme 'fideist' and a strong/extreme 'rationalist'.
 - Explain Pascal's understanding of 'the sense of the heart' and why he is considered to be a 'weak' fideist rather than a 'strong' one.
 - Human will power is essentially related to the rational intellect. Explain the sense, then, in which William James is not considered to be a rationalist although he focuses on 'the will to believe'.
 - Explain the relationship that you think exists between faith and reason with reference to belief.
 - Hartshorne uses the concept of 'dipolarity' to try and show how God can be both unchanging and changing at the same time. Explain what he means by this concept.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2005 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS

PL 421: POLITICS OF INTERNATIONAL PEACE AND SECURITY

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

1. Critically assess the extent to which the United Nations continue to carry the mandate of serving in maintaining peace for which it was formed rather than serving the agenda of the most powerful nations of the world.
2. Assume that you are the Special Advisor to the African Union (AU) on intra-state conflicts on the continent. Outline the nature and character of intra-state conflict and discuss possible areas of intervention that you would advise the AU to pay attention to.
3. "The principle of cooperation between the United Nations (UN), regional and sub-regional organisations is a positive development in terms of peacekeeping and peace building in Africa." Discuss
4. The successful Disarmament, Demobilization and Reintegration (DDR) of ex-combatants are crucial to achieving lasting peace in the aftermath of a civil war. Identify the key issues and challenges of DDR paying particular attention to the reasons why reintegration has received comparatively less attention from the international community in terms of analysis and the necessary resources.
5. One of the post cold war challenges to international peace and security is terrorism. Analyse the likely impact of the war on terrorism in the context of the United States of America-Africa relations after the 9/11 terrorist attacks in the United States.
6. The HIV/AIDS pandemic has emerged as one of the deadliest sources of global insecurity. Examine the applicability of the concept of national security in addressing the HIV/AIDS pandemic in Zambia.

End of Examination

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2005 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS
PL 451: SOCIALIST POLITICAL THEORY I

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER ANY THREE (3) QUESTIONS

1. Discuss the ideological foundations of the notion of “Socialism with Chinese Characteristics”.
2. Analyse the factors that may account for the former Soviet Union’s decision to undertake political and economic reforms.
3. Critically analyse St. Simon’s views on the nature and role of religion in society.
4. Karl Marx and Frederick Engels were critical of so-called utopian socialism. Analyse the extent to which their theory of social, economic, and political change is scientific.
5. Analyse the contributions of Lenin to socialist political theory.
6. Discuss Mao Zedong’s ideas on social classes and class struggle and how they relate to orthodox Marxism.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

**2005 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS**

PL 931: POLITICS OF SOUTHERN AFRICA I

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

1. Discuss the evolution of capitalism in South Africa and in so doing also critically examine the corresponding developments in the relationship between the various fractions of capital on one hand and the various categories of the working class on the other.
2. "In order for reconciliation to be achieved it also has to take on other more practical dimensions through real improvement in the people's lives...the disappearance of an historical era like apartheid does not mean the disappearance of the problems that came with it. This reflected a feeling in black political circles that the white community had not reciprocated the gesture of good will extended to them by former president Mandela"

Discuss the extent to which the above statement reflects an accurate summation of the immediate post-apartheid South Africa.

3. Outline and critically analyse the factors that played a decisive role in the post-colonial Mozambican Government's transformation from Marxism to liberal democracy and market economy.
4. Critically analyse the historical roots of the current land crises in Zimbabwe.
5. Assess the extent to which it can be argued that the socio-economic and political developments that occurred in post colonial Zambia and Angola respectively reflected the way these two countries were colonised and the manner in which colonialism in each of these countries was challenged and overcome.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

**2005 ACADEMIC YEAR, FIRST SEMESTER DEFERRED
EXAMINATIONS**

PS 311 – SOCIAL PSYCHOLOGY

TIME: THREE HOURS

**INSTRUCTIONS: THIS EXAMINATION PAPER CONSISTS OF TWO
SECTIONS. ANSWER SIX QUESTIONS IN
SECTION ONE, AND ONE IN SECTION TWO**

SECTION I: SHORT ESSAYS. ANSWER SIX QUESTIONS

1. Explain Zajonc's Drive Theory of social facilitation and its implications.
2. With the help of clear examples, explain how attitudes are formed through operant conditioning and social comparison.
3. Describe Milgram's experiment on obedience, clearly explain what his interest was, and the results of this experiment.
4. Describe the process of cognitive dissonance and explain how it affects attitudes.
5. What is compliance? Explain the basic principles on which techniques for gaining compliance rest, according to Robert Cialdini.
6. Identify and clearly explain two factors that provide people with the ability to resist persuasive messages.
7. Briefly discuss three ethical issues in psychological research.
8. What is prejudice? Clearly explain how prejudice originates according to the Social Categorisation perspective.
9. Do minorities ever succeed in changing the position of the majority? Discuss citing research findings.

SECTION II: LONG ESSAYS. ANSWER ONE QUESTION

1. (a) What are attitudes and what function(s) do they serve?
(b) Identify and discuss the factors that moderate the link between attitudes and behaviour.
2. (a) What are the implications of defining prejudice as a special attitude?
(b) Apart from Social Categorisation, what are the causes of prejudice according to social psychologists? Cite examples from your own experience and literature to support your answers.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2005 FIRST SEMESTER EXAMINATIONS

PS 331: COGNITIVE DEVELOPMENT AND CULTURE I

TIME: THREE HOURS

INSTRUCTIONS: THIS EXAMINATION PAPER CONSISTS OF TWO SECTIONS. ANSWER TWO QUESTION IN SECTION ONE AND TWO IN SECTION TWO

SECTION ONE (LONG ESSAYS): ANSWER TWO QUESTIONS

1. Edet A. Efiang carried out a study on the learning styles of pupils and teachers in Nigerian private and public schools. In both cases, he used the Embedded Figures Test (EFT). It was found out that children in private schools were more field independent than their peers in public schools.
 - (a) Distinguish between field dependence and field independence.
 - (b) With an example, describe the Embedded Figures Test (EFT)
 - (c) Point out the characteristics of learners with the two learning styles
 - (d) What could have led to private school children being more field independent than their peers in public schools?
 - (e) What could teachers in public schools do to help children in their schools become more field independent?

2. Discuss the role of the social context in language development. Your discussion should include:
 - (a) motherese
 - (b) the development of turn-taking and
 - (c) sharing the same focus of attention

Using examples of 3 communities you have learned about, show that the use of motherese is not a universal phenomenon. What implication does this observation have for theories of language development?

3. With the use of relevant examples, explain how ^{etics}~~eth~~ics, emics, ethnocentrism and stereotypes are related.

4. Explain what is meant by the Carpentered World Hypothesis and design an experiment to test it among Zambian adults. The following sections of your proposal should stand out clearly:
- (a) Aim/Purpose
 - (b) W. H. R. River's work in the area of visual/optical illusions
 - (c) Hypothesis
 - (d) Sample (Provide a rationale for choice of participants)
 - (e) Materials to be used (Where necessary, drawings should be provided)
 - (f) Procedure

SECTION TWO (SHORT ANSWERS): ANSWER TWO QUESTIONS

1. Write down:
- (a) Five ways in which teachers can accommodate students whose dominant learning style is visual
 - (b) Five ways in which teachers can accommodate students whose dominant learning style is kinaesthetic.
2. Explain how the child comes to acquire the phonology of his/her language.
3. How does Noam Chomsky account for language acquisition? Write down 3 challenges to Chomsky's account of language acquisition.
4. Referring to Hudson's work in the area of pictorial depth perception among Bantu "tribesmen", Matsumoto cites the following example:
- In another picture, an orator who we (i.e. Americans) would see as waving his hands dramatically with a factory in the background was seen as warming his hands over the tiny chimneys of the factory.*
- (i) Describe 4 conventions artists use to show depth in pictures. (Use an illustration in each case). Explain why the Bantu in Hudson's work described the picture as they did and why the Americans would describe it as Matsumoto says.
 - (ii) Cite one example from existing literature which suggests that Africans are unable to perceive depth in pictures and two others that suggest otherwise.

END OF EXAMINATION

BEST WISHES

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2005 ACADEMIC YEAR, FIRST SEMESTER EXAMINATIONS

PS341: PSYCHOLOGICAL TESTING

TIME: THREE HOURS

INSTRUCTIONS: THIS PAPER CONSISTS OF THREE SECTIONS. CHOOSE 5 QUESTIONS IN SECTION A, 2 QUESTIONS IN SECTION B, AND ANSWER ALL QUESTIONS IN SECTION C

SECTION A: Choose 5 questions out of 8. Each question carries 2 marks

1. Describe the Bloom's taxonomy and state its importance in constructing achievement tests
2. List the 6 ethical principles of psychologists involved in testing
3. Briefly describe the procedures involved in test evaluation
4. Briefly describe the characteristics of the four major levels of measurement
5. Distinguish between criterion referenced test and norm referenced test
6. List the advantages of objective test items over subjective test items
7. What properties are desirable for item difficulty indices and item discrimination indices
8. Illustrate what is meant by floor effect and ceiling effect

SECTION B: Long Essays. Choose 2 questions out of 4. Each question carries 10 marks

1. What is a valid test? Define the four major types of validity and give your own examples of situations in which each type is crucial?
2. More sophisticated purposes for testing became more evident during 19th century. Give account of the development of testing during this era and mention at least four influential persons.
3. Psychologists are guided by ethical principles and standards. Psychologists also need to be aware of ISSUES surrounding their particular practice. Mention at least four major issues in the area of testing and elaborate on each.
4. In the 21st century the use of computers in testing is becoming more prevalent. Explain some of the disadvantages and advantages of using computer assisted test interpretation or diagnosis.

SECTION C. Answer all questions. This section has 10 marks.

1. Use the following distribution of scores to answer the questions that follow:

Examinee (i)	Scores Xi
1	5
2	3
3	1
4	2
5	5
6	7
7	3
8	6
9	5
10	4
11	0
12	1
13	2
14	5
15	6
16	3
17	1
18	4
19	2
20	6

- (i) Calculate the frequency distribution and the relative frequency distribution of the data in the above table.
 - (ii) What are the mean, median, and mode of the distribution?
 - (iii) Draw a frequency polygon for the above distribution AND
 - a. Indicate whether the distribution is symmetrical, negatively or positively skewed.
 - b. What interpretation would you give about the nature of the test?
- 2 For data in table a) and b) which items would make the best general purpose test and explain why?

a)	Item	pi	di
	1	30%	0.4
	2	23%	-0.2
	3	47%	0.8
	4	40%	0

B)	Item	pi	di
	1	10%	0.45
	2	40%	0.91
	3	50%	0.63
	4	70%	0.68
	5	80%	-0.22

END OF THE EXAM

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2005 ACADEMIC YEAR, FIRST SEMESTER DEFFERED EXAMINATIONS
PS 341: PSYCHOLOGICAL TESTS

TIME: THREE HOURS

INSTRUCTIONS: This examination consists of three Sections. Choose 5 questions in Section A, 2 questions in Section B and all questions in Section C

SECTION A: Choose 5 questions out of 8. Each question carries 2 marks.

1. What is a psychological test?
2. Outline the basic steps in developing Norms.
3. Explain when content validation is appropriate.
4. Describe the process of assessing item discrimination.
5. Distinguish between achievement tests and aptitude tests.
6. List the carry over effects of the test-retest reliability estimate.
7. Define discrete variable and continuous variable. Give an example of each.
8. What properties should be considered when evaluating a test?

SECTION B: Long Essays. Choose 2 questions out of 4. Each question carries 10 marks

1. Discuss classical test theory (true score theory) and its significance to psychological testing.
2. In test administration advance preparation of examiners is the most important single requirement for good testing. Explain what this involves and provide two other crucial factors that can help reduce error during testing.
3. Discuss the uses of psychological tests. Are psychological tests relevant in the Zambian context? Provide examples.
4. Discuss the social and ethical considerations in testing.

SECTION C. Answer all questions. This section has 10 marks.

1. The following data shows the percentage score of the examinees in Mathematics and English.

	Examinees							
	1	2	3	4	5	6	7	8
Maths score (%)	0	0	10	10	20	20	40	50
English language score (%)	40	50	40	20	10	30	20	10

- (i) Draw a scatter plot to show the relationship between performance in Mathematics and English.
 (ii) What interpretation would you give about the relationship?
- 2 For each of the items in the following tables,
 (i) calculate pi and di (an asterisk marks the correct answer)
 (Assume that equal numbers of examinees are in the upper and lower group)

where $P_{i=\frac{N_C}{N_t}}$ and $di = \frac{N_U - N_L}{N}$

- (ii) Discuss the value of each item for a general purpose test.

	Item 1	
	Lower Group	Upper Group
a	40	35
*b	35	55
c	37	28
d	38	32

	Item 2	
	Lower Group	Upper Group
a	0	0
b	8	8
c	99	114
*d	43	28

	Item 3	
	Lower Group	Upper Group
*a	55	85
b	47	31
c	42	30
d	6	4

	Item 4	
	Lower Group	Upper Group
a	30	30
b	30	30
*c	60	60
d	30	30

END OF THE EXAM

COMPUTER NO. _____

UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

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 PART II. READ THE INSTRUCTIONS CAREFULLY BEFORE ATTEMPTING EACH PART.

PART ONE – MULTIPLE CHOICE

There are fifty questions in this part and you are to answer all questions by circling the correct answer or by filling in the blank or by providing the required word, phrase or name as the case may be. Each question carries ½ % point for a total of 25%. You are advised to spend no more than 65 minutes on this part. This part must be answered on the question paper hence write your computer number in the space provided on the top right corner of this page.

1. Early contributors to the development of Industrial and Organizational Psychology include all except which one of the following:

- a. Hugo Munsterberg
- b. Walter Dill Scott
- c. Hawk
- d. Frederick Taylor

2 & 3 The two researchers most associated with time and motion studies are

----- while those

associated with the Hawthorne studies are -----

4. A manager who argues that “workers have potential for development, have capacity for responsibility and will contribute to organizational goals if management makes it possible” . . . is more inclined towards.

- a. Contingency theory management
- b. Theory X management
- c. Bureaucratic management theory
- d. Theory Y management
- e. Human Relations Management theory

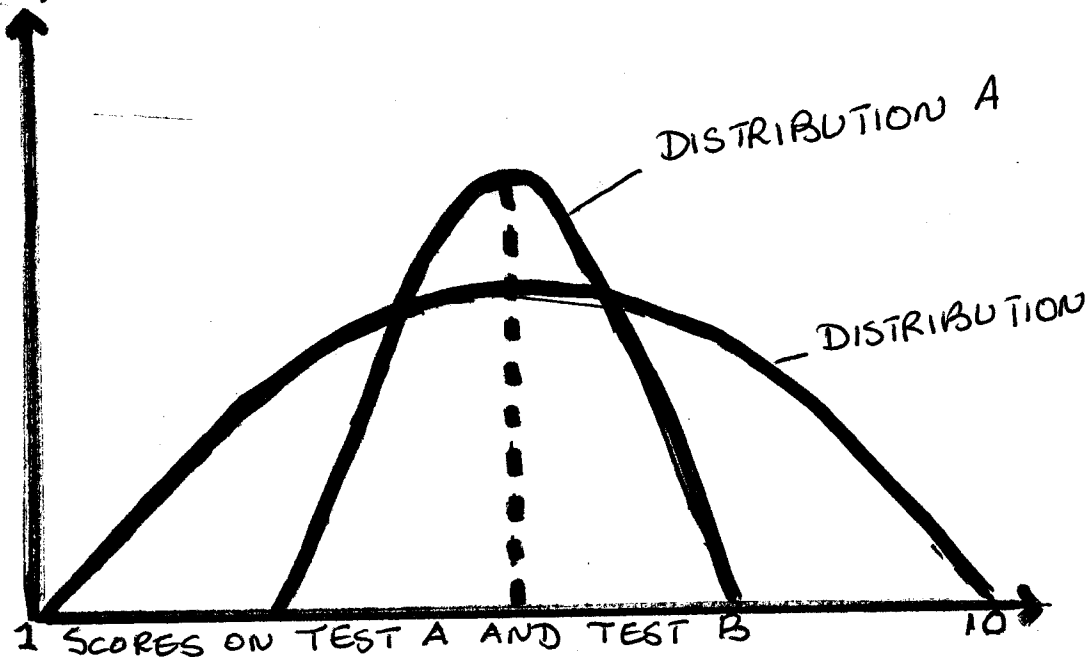
5 & 6 List any four principles of bureaucratic management

7 & 8 Select two from the phrases given so as to best complete the statement below:

field studies; laboratory experiments; sample surveys; field experiments

----- are very high on realism but very low on explaining causation while ----- are very low on realism but very high on explaining causation.

9 & 10



In the graph shown, the two distributions A and B have the same

----- But have different -----

11. Which is the correct order in a scientific study of a phenomenon or event?

- a. observation, explanation, description, prediction
- b. observation, prediction, description, explanation
- c. observation, description, explanation, prediction
- d. observation, description, prediction, explanation
- e. observation, explanation, prediction, description

12. Which one does not belong?

- a. Hawthorne studies
- b. World War I
- c. Time and motion studies
- d. Voyages of discovery

13. Select from the following words or phrases

mean, skew, correlation, standard deviation, median, regression

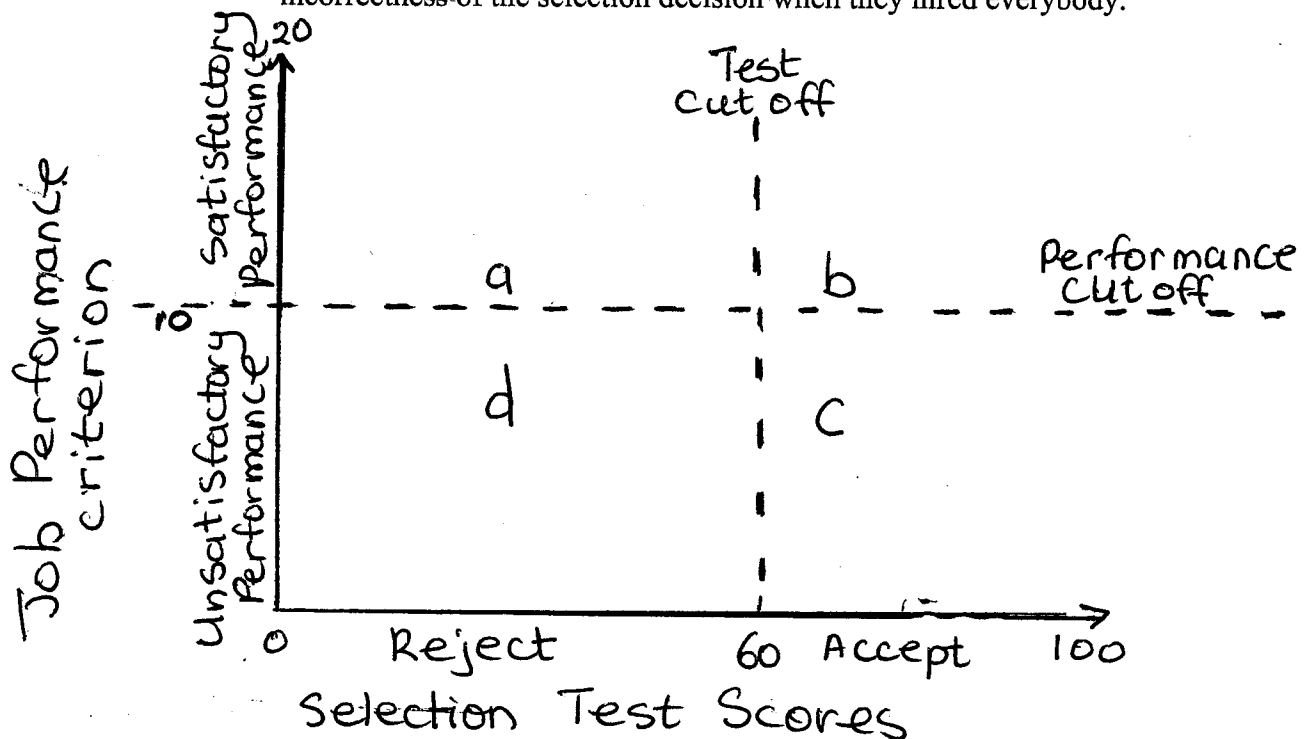
----- measures association

----- measures central tendency while

----- measures variability

14 & 15

After administering a selection test, the Company hired everybody who took the test and observed their job performance. The results of the selection test and job performance are given in the chart below. Name the four quadrants a, b, c, d by indicating the correctness or incorrectness of the selection decision when they hired everybody.



16 & 17

In any given work situation the approach is to ensure that the human being is suited to the task and that the task is suited to the human being. Write the “fitting people to jobs” or “fitting jobs to people” on the line next to the approach.

Selection approach -----

Engineering Psychology approach -----

Job design/redesign approach -----

18 – 20

List any four instruments or devices that are used as predictors in selection for employment

i. -----

ii. -----

iii. -----

iv. -----

21 –23

Select and write phrases from the list provided so as to correctly complete the statements below:

Job analysis; Training evaluation; Job description; Performance evaluation; Job evaluation; Time and motion study; Organizational analysis, Manpower inventory; Job specification

----- is important in understanding mission of a company.

----- is important in knowing what qualifications are needed on the job.

----- is important in knowing personal emoluments on a job.

----- is important in knowing the job output of the employee.

----- is important in understanding if a course is worthwhile.

24.

The Position Analysis Questionnaire is an instrument used to collect what type of information?

25. The part of conceptual criteria which overlaps with actual criteria reflects
- a. criterion deficiency
 - b. criterion contamination
 - c. validity of the actual criterion
 - d. unreliability of the criterion
 - e. both a and b above

26. A poorly designed recruitment programme is likely to result in all except which one of the following?
- a. Recruit people many of who reject job offers
 - b. Reduce company costs
 - c. Slow the process of selection
 - d. Increase the turnover
 - e. Raise training costs

27. A manpower inventory is a
- a. questionnaire administered by the human resources department to all newly hired people
 - b. record of employees in an organization showing their skills, experience, performance and demographic data
 - c. list of workers who need training
 - d. number of employees considered non promotable
 - e. list of employees below the rank of manager

28 & 29 The five stages of manpower planning are:

- i. -----
- ii. -----
- iii. -----
- iv. -----
- v. -----

30. A good recruitment programme facilitates all of the following staffing activities except which one?
- a. placement
 - b. separation
 - c. training
 - d. orientation
 - e. selection

31. Bamba Mugwile took three alternate forms of a job knowledge test and obtained scores of 86, 83 and 84 all out of 100. Which of the following statements may not be correct?
- a. The test is definitely reliable
 - b. The test is definitely valid
 - c. The upper limit of the test's validity will not exceed the square root of the test's reliability
 - d. Both b and c
32. According to Hawk (1967), companies can ensure that high quality workers are hired by recruiting
- a. The same number of people as the positions available
 - b. A little more people than the positions available
 - c. Much more people than the positions available
 - d. A relatively small number of applicants to speed up the hiring process
33. For which of the following positions would the use of hard criteria be likely to be inappropriate?
- a. Sales personnel
 - b. Public relations officers
 - c. Bricklayers
 - d. Production personnel
 - e. Mini bus crews
- 34 & 35 The tripartite partners to industrial relations are:
- i. -----
 - ii. -----
 - iii. -----
36. Which statement is not true according to the Industrial and Labour Relations Act (CAP 269)?
- a. A minimum group of 25 workers can form a trade union
 - b. A minimum group of 50 workers can form a trade union
 - c. A Collective Agreement must be registered with the Labour Commissioner

37. Information collected during job analysis is used for all except which one of the following?

- a. Preparation of recruitment adverts
- b. Setting organizational goals
- c. Development of training programmes
- d. Setting compensation rates
- e. Setting performance standards

38. Negative reinforcement is:

- a. being punished, e.g. not being paid for being absent
- b. being rewarded, e.g. pay bonus for working hard
- c. being allowed to avoid undesirable consequences
- d. missing a desired consequence
- e. receiving a negative pay – where deductions are greater than actual pay

39. A Recognition Agreement includes all except which one of the following?

- a. Declaration stating that the employer shall deal with the particular trade union as the representative of the workers
- b. Statement on how to amend or terminate the agreement
- c. Statement giving details of conditions of service for workers
- d. Statement and rules relating to grievance handling

40. The Labour Commissioner can refuse to register a Collective Agreement if

41 & 42. Arrange the following stages in chronological order they should occur when there are labour management problems at a company

hold strike ballot; go on strike; declare collective dispute; cooling off period

- i. -----
- ii. -----
- iii. -----
- iv. -----

PART II – ESSAYS

Answer any two questions from this part. You are to write well thought out and concise essays, citing literature and examples where possible to support your answers. Each question carries 12.5%. You are advised to spend no more than 45 minutes on each question.

1. A senior manager at a manufacturing company made the following statement

As a result of adverse economic conditions in our country, there are so many unemployed school leavers, college and university graduates such that it is unimportant to engage in costly and time consuming human resource planning since the company can easily hire and replace employees when necessary.

Critically analyse this statement.

2. What issues and techniques would you consider in setting up a compensation system and how would you monitor the system once set up? Ensure you quote an example or examples from the Zambia Revenue Authority to support your discussion.
3. A manufacturing company formed six years ago has approached you, through the Human Resources Manager, to advise on some problems. The company has 120 employees, most of whom are in the production department. In the last 3 years the company has experienced low levels of employee performance, high levels of voluntary and involuntary turnover and several accidents.

Your task is to write an essay advising the manager on how he can tackle the problems being faced by the company. You are to point out which staffing activities and what approaches he should use to address the problem.

END OF EXAMINATION

43. Once a Collective Agreement has been signed by the parties and registered by the Labour Commissioner, then
- a. it is legally binding on the employer only
 - b. it is legally binding on the trade union only
 - c. it is legally binding on both the employer and the trade union
 - d. either party can change it as long as that party informs the Labour Commissioner

44. Human anthropometry is an important consideration in the design of:

- a. work spaces
- b. auditory warning systems
- c. tactual displays
- d. both c and d

45. Control – task compatibility refers to the view that

- a. hands are more suitable where precision is required
- b. control action should imitate the movement it produces
- c. human operator receives input from displays and control knobs
- d. control information must be presented loudly in a noisy environment

46. Give any three examples of man-machine stems:

- i. -----
- ii. -----
- iii. -----

47. Which job evaluation method uses the concept of key job?

- a. Ranking method
- b. Job classification method
- c. Factor comparison method
- d. Point method
- e. Both b and c

48. Name any one Zambian labour law, which is important when setting up a compensation system.

49 & 50. The words wages and salary refer to compensation. The difference is that a wage is -----

while a salary is -----

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2005 ACADEMIC YEAR, FIRST SEMESTER EXAMINATIONS

PS 461- RESEARCH METHODS IN PSYCHOLOGY

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY 5 QUESTIONS FROM SECTION 1, AND ALL QUESTIONS FROM SECTION 2 AND 3. CREDIT WILL BE GIVEN FOR CLEAR, ~~WELL~~ ORGANISED ANSWERS SUPPORTED WITH EXAMPLES.

SECTION 1

ANSWER ANY 5 SHORT ANSWERS (10 MARKS EACH)

- 1. What do you understand by a hypothesis? Describe the different types of hypothesis in a scientific research.**
- 2. Discuss the various sources of research ideas using appropriate example.**
- 3. Discuss survey as a measure for collecting data**
- 4. What are the characteristics of a good research problem?**
- 5. Explain nominal and ratio scales of measurement bringing out the difference between the two.**
- 6. What do you understand by normal distribution? What are the characteristics of a normal curve?**
- 7. What is a within- subjects design? Bring out the disadvantages of this design.**

SECTION 2

LONG ESSAY (20 MARKS)

1. An NGO is interested in finding out the effect of nutritional supplement on the cognitive ability of 3-5 year old children. They need your help to design their research. Suggest 2 experimental and 2 non-experimental designs to them, bringing out the advantages and disadvantages of each. Which will your choice of design? Why?

SECTION 3- ANSWER BOTH QUESTIONS (15 MARKS EACH)

- 1. UNZA students were given a mathematical aptitude test at the beginning of the semester and the end of the semester. They want to determine if there is a significant difference in the scores obtained on the two tests. Use Spearman's rho to determine the correlation (one-tailed). The maximum score for the test is 20. Interpret your correlation coefficient.**

Participant	Score beginning of semester	Score end of semester
1	13	16
2	17	15
3	11	17
4	13	14
5	18	17
6	11	14
7	14	12
8	12	8
9	16	9
10	17	6
11	19	10
12	14	17
13	12	19
14	17	15
15	16	12

2. The following are the test scores obtained by grade 9 students in an English test. The teacher wants to find out if there is a sex difference between the scores. Use the appropriate t test to determine this. Maximum score in this test was 30.

Participant	Sex	Score
1	M	17
2	M	20
3	M	22
4	F	14
5	F	12
6	M	6
7	F	7
8	M	14
9	F	29
10	F	14
11	M	12
12	M	21
13	F	20
14	F	10
15	M	15

END OF EXAMINATION

FORMULA

Related t test

$$t = \frac{\bar{d}}{\sqrt{\frac{\sum d^2 - (Zd)^2/n}{N(n-1)}}}$$

Spearman's rho test

$$r_s = 1 - \frac{6(\sum d^2)}{N(N^2 - 1)}$$

Starting Statistics

Table 20

FOR USE AFTER RELATED OR UNRELATED t TEST

df	p = 10%	p = 5%	p = 1%	df	p = 10%	p = 5%	p = 1%
1	6.314	12.706	63.657	16	1.746	2.120	2.922
2	2.920	4.303	9.925	17	1.740	2.110	2.899
3	2.353	3.182	5.841	18	1.734	2.101	2.877
4	2.132	2.776	4.604	19	1.729	2.093	2.866
5	2.015	2.571	4.032	20	1.725	2.086	2.844
6	1.943	2.447	3.707	21	1.721	2.080	2.833
7	1.895	2.365	3.499	22	1.717	2.074	2.811
8	1.860	2.306	3.355	23	1.714	2.069	2.800
9	1.833	2.262	3.250	24	1.711	2.064	2.792
10	1.812	2.228	3.169	25	1.708	2.060	2.785
11	1.796	2.201	3.106	26	1.706	2.056	2.779
12	1.782	2.179	3.055	27	1.703	2.052	2.774
13	1.771	2.160	3.012	28	1.701	2.048	2.769
14	1.761	2.145	2.977	29	1.699	2.045	2.756
15	1.753	2.131	2.947	30	1.697	2.042	2.750

Source: Adapted from R. A. Fisher, *Statistical Methods for Research Workers* (Oliver and Boyd, 1938).

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2005 ACADEMIC YEAR, FIRST SEMESTER EXAMINATIONS.

PS 471: THEORIES OF COUNSELLING

TIME: THREE HOURS

This paper has three sections. Please answer section A in a Separate Answer Booklet, then answer sections B and C together.

SECTION A (For this section, use a separate answer booklet)

INSTRUCTIONS: Write brief notes on all of the following:

1. Values and experience in influencing counselling
 2. Probono services in ethical code
 3. Fidelity Vs veracity
 4. Characteristics of virtuous professionals
 5. Confidentiality
 6. Privacy
 7. Privileged communication
 8. Mandatory ethics Vs Aspirational ethics
 9. Nonmaleficence
 10. Beneficence Vs Justice.
-

SECTION B

INSTRUCTIONS:

Answer ALL questions in this section by filling in the blanks (-----). Use the official answer booklets supplied. Do not repeat whole sentences, but write the number and the corresponding answer only (e.g. 1. Freud)

1. Maintaining the analytic framework is -----

2. The counselling approach that uses systematic desensitization is more successful in treating -----
3. To what kind of clientele would cognitive-behavioral approach particularly be suitable? -----
4. The id cannot tolerate tension or pain, and it functions to discharge tension (Obtain pleasure) immediately and return to a -----
5. When the ego fails to effectively control the id impulses, the superego demands or environmental pressures, an individual then -----

6. According to Erikson, a *crisis* is equivalent to a turning point in life, when we have the potential to ----- or -----
7. The Freudian ages 6-12 (latency stage) corresponds to the Eriksonian psychosocial task known as -----Vs -----
8. When the therapist helps the client work through resistance, this process -----
9. During counselling, when the counsellor's own issues come out and interfere with the counselling process this is known as -----
10. From the existential perspective, there are some life conditions such as physical stature, terminal illness and death over which an individual has no control but to accept. This is known as -----

INSTRUCTIONS: Answer and write **any Three Essays** out of the following Five questions.

1. Compare and contrast the Existential approaches to counselling with the psychoanalytic Approach on the other hand.
2. Discuss the Eclectic Counselling (integrative counselling), also indicate strengths and weaknesses of this approach especially in multi-cultural settings like Zambia.
3. Compare and contrast the Person-Centered approach with the Cognitive-Behavioral approach to Counselling.
4. How does the Ericksonian (1963) psychosocial stages of personality development differ from Sigmund Freud's psychosexual explanations?
5. Among other things, the techniques of the psychoanalytic therapy are aimed at increasing awareness, fostering insight into the client's behavior and understanding the meaning of symptoms. Outline and succinctly discuss some Counselling techniques based on the Freudian psychoanalytic theory/therapy.

END OF EXAMINATIONS

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES

FIRST SEMESTER EXAMINATION 2005

S111: INTRODUCTION TO SOCIOLOGY

SECTION A: MULTIPLE CHOICE (20 MARKS)

1. Sociology attempts to analyse the nature of social transformation in order to:-
 - (a) Understand the modern world
 - (b) Predict what the future will hold
 - (c) Comprehend the process that created our society
 - (d) Understand our behaviour as human beings
 - (e) All the above

2. Sociology today can be regarded as a science mainly because it:
 - (a) Uses common sense knowledge
 - (b) Has adopted exactly the same methods as the natural sciences
 - (c) Makes use of a systematic approach in studying social phenomena
 - (d) Rejects logic in favour of meanings
 - (e) Uses questionnaires in all its research

3. Which of the following statements regarding the concept 'Norm' is true?
correct option.
 - (i) (a) Norms are based on the prejudice of individuals
 - (ii) (b) Norms is another term for culture
 - (iii) (c) Norms are rules that, among other things, indicate moral or appropriate behaviour in a particular situation.
 - (iv) (d) Norms are rules that, among other things, indicate immoral or appropriate behaviour in a particular situation.
 - (a) iii
 - (b) i
 - (c) iii and iv
 - (d) ii and iv

4. Three of the most important recent theoretical perspectives, 'functionalism,' the conflict approach and interactionism have direct connections with:-
- (a) Herbert Spencer, Emile Dukheim and Karl Marx respectively
 - (b) Emile Dukheim, Karl Marx, and Max Weber respectively
 - (c) Auguste Comte, Karl Marx, and Emile Durkheim respectively
 - (d) Auguste Comte, Karl Marx, and Max Weber respectively
 - (e) Emile Dukheim, Karl Marx, and Herbert Spencer respectively
5. The development of Sociological thinking was influenced by:
- (a) Lack of proper explanation between natural science and social sciences
 - (b) The fighting between King Louis and Napoleon in France
 - (c) Napoleon's fighting associated with rural urban migration
 - (d) The French and Industrial Revolutions of the 18th and 19th Centuries
 - (e) A critical analysis of the 2nd World War and the possibility of a 3rd World War and its repercussions.
6. Which social scientist is associated with social ^{Statistics} ~~statistics~~ as a way of understanding order and stability in society?
- (a) Sigmund Freud
 - (b) Emile Durkheim
 - (c) Auguste Comte
 - (d) Herbert Spencer
7. Which of the following concept means that sociology should employ the methods of physical sciences to study social phenomena?
- (a) Rationality
 - (b) Subjectivism
 - (c) Postivism
 - (d) Experimentation
8. One of the following statements is correct about the scientific method
- (a) Procedures are systematic
 - (b) You do not accept findings if they conflict with previous findings
 - (c) Once you reach a conclusion, you cannot revise it.
 - (d) Short cut to knowledge is accepted

.....believed that sociologists should be value free in their work and the personal convictions should never creep into their sociological work

- (a) Karl Marx
- (b) Max Weber
- (c) Emile Durkheim
- (d) Auguste Comte

10. Ethnocentrism:

- (a) is practised by illiterate people
- (b) can be both beneficial and harmful:
- (c) Necessarily evil
- (d) Absolutely necessary for survival

11. Goals and expectations are related in that:

- (a) They are both elements of social Organisation
- (b) They are both elements of culture
- (c) They are elements of sub-culture but not culture
- (d) They are elements of culture but not subculture

12. Human beings differ from all other animals in that humans alone

- (a) possess biological drives
- (b) Can communicate through symbols
- (c) Migrate from place to place
- (d) Organise societies

13. The smallest unit of a culture is called:

- (a) Artifacts
- (b) Cultural complex
- (c) Cultural trait
- (d) Cultural unit

14.is a concept that holds that the meaning and value of any cultural trait must be judged in relation to it's cultural context if it is to be truly understood

15.refers to the actual practices of the members of society

16. The ability to respect oneself depends on:
- (a) The way we behave
 - (b) How others rate us
 - (c) How we interpret the way others rate us
 - (d) The degree to which we can forget how others downgrade us
17. Name the three principles on which Cooley's looking self theory is based:
- (a)
 - (b)
 - (c)
18. Having a sense of identity and self esteem are ingredients of the:
- (a) Generalised other
 - (b) Self concept
 - (c) Significant others
 - (d) Id
19. Anticipatory and continuing socialisation are related in that:
- (a) Both are agencies of socialisation functioning primary in childhood
 - (b) Both function primarily in later life
 - (c) Both lead to changes in the personality
 - (d) Both are mechanisms of resocialisation
20.is the process by which the individual develops a personality structure and culture ~~is~~ transmitted from one ~~generalized~~ *generation* to the next.
21. are norms generally regarded as useful but not essential for society.
22. The Robert Merton's adaptation that rejects both the goal and the means in the study of deviance is
- (a)~ Retreatism
 - (b) Innovation
 - (c) Rebellion
 - (d) Ritualism

23. The following is false about the similarities between the emotional contagion and convergence theories of collective behaviour

- (a) Actors in both theories are driven by emotions
- (b) In both theories actor's status does not count
- (c) In both theories actor's behaviour portrays an effort aimed at solving a pending problem
- (d) In both cases, there are no proper guidelines on the course of action
- (e) All the above

24. The following is not a characteristic of collective behaviour

- (a) Spontaneous action
- (b) Unpredictable action
- (c) Disorderly action
- (e) Disciplined actions

25. The core determining factor of deviance in the labelling theory is

- (a) The label itself
- (b) The act itself
- (c) Both a and b
- (e) None of the above

In each of the following research situations indicate the software to use:

26. Literature review

- (a) MS - Word
- (b) SPSS
- (c) Internet Explorer
- (d) MS - Excel

27. Sampling

- (a) MS - Powerpoint
- (b) MS - Excel
- (c) OMS - Word
- (c) Google

28. Data processing and analysis

- (a) MS - Word
- (b) SPSS
- (C) Yahoo
- (D) Google

29. Presentation of findings
- MS – Power point
 - Strata
 - SPSS
 - Yahoo
30. _____ is when the non material elements of culture attempt to keep pace with the changes in the material culture
31. A idea type is a tentative idea or statement about how to solve a problem or about the nature of reality.
32. A counter culture
- Slightly modifies the dominant culture
 - Challenges and rejects the dominant culture
 - Is another word for a sub-culture
 - Encourages the adoption of a dominant culture
33. The following sociologist is associated with the cultural transmission theory
- S. Freud
 - G.H. Mead
 - C.H. Cooley
 - John Locke
 - None of the above
34. The biological interpretation of deviance is best described and understood by
- Societal reaction theory
 - Cultural transmission approach
 - Circular reaction theory
 - Socialisation theories
 - None of the above
35. Accepting parental values and authority is characteristic of the
- id
 - I
 - Ego
 - Super ego
36. The Tongas of Zambia are known to be polygamous and practice widow inheritance. Is it therefore legal under customary law for a Tonga man in Mazabuka to marry his widow sister
- Yes
 - No

37. Suicide has long been studied as a problem of concern to sociologists. One of the following sociologists was the first to go out looking for scientific evidence to support his theories:
- (a) Emile Durkheim
 - (b) Henri de saint-Simon
 - (c) Edmund Burke
 - (d) August Comte
38. Mechanical solidarity is a sociological concept historically closely associated with one of the following:
- (a) Emile Durkheim
 - (b) August Comte
 - (c) Max Weber
 - (d) Karl Marx
 - (e) Hebert Spencer
39. August Comte and Emile Durkheim were contemporary sociologists who are still important in sociology and to sociologists:
- (a) True
 - (b) False
40. Correlations are stated in terms of coefficients. How would you best describe a coefficient of +1 or -1
- (a) Perfect correlation
 - (b) Strong correlation and relationship between variables
 - (c) Totally imperfect correlation and relationship
 - (d) Relationship not strong enough to consider

SECTION B: WRITE SHORT NOTES ON any 10(ten) OF THE FOLLOWING (30 MARKS)

1. Sociological imagination
2. Social structure
3. Mechanic solidarity
4. Ideal type
5. Cultural change
6. Total institution
7. Mead's I
8. Resocialisation

Microprocessor
Logic unit
Hard disk
Light scanner
Control unit
Myth
Significant Test
Dialectical process
Functionalism and functionalist sociologist

SECTION C: ANSWER TWO (2) QUESTIONS, QUESTION ONE (1) IS COMPULSORY (50 MARKS).

Identify and discuss at least five major lessons that we learn from the stories of isolated children.

To what extent can the conflict and functionalist perspective be applied to try and understand the current social problems Zambia is facing.

Give a critical assessment of the assertion that "deviant behaviour is behaviour that people so label." Give practical examples to support your position world wide.

4. Discuss the essential aim of scientific inquiry in relation to the norms of science.

END OF EXAM AND GOOD LUCK

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2005 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS**

S311: URBAN SOCIOLOGY

TIME: THREE HOURS

**INSTRUCTIONS: THIS PAPER IS DIVIDED IN THREE (3) SECTIONS. PLEASE
ENSURE THAT YOU ANSWER ALL SECTIONS**

SECTION A: MULTIPLE CHOICE (20 marks)

1. The following is FALSE about the origin of the concept of Urbanism
 - (a) It is associated with the works of Leonard Reissman
 - (b) It is associated with the classical works of Louis Wirth
 - (c) It is associated with the early works of Georg Simmel
 - (d) b and c above
 - (e) All the above

2. The following is FALSE about Georg Simmel
 - (a) He is the pioneer of the Metropolitan Personality of the City
 - (b) He is the pioneer of the belief that urban dwellers are characterized by coldness, unfriendliness, aversion, strangeness and repulsion
 - (c) He is the firm believer that the growth of cities has direct impact both on social interactions and personal attitudes of the urbanites
 - (d) All the above
 - (e) None of the above

3. The following is FALSE about the sociological perspective of Urbanism
 - (a) It is characterized by high level competition for land
 - (b) It is characterized by new opportunities for social mobility
 - (c) It is characterized by closer physical contacts with superficial social contacts
 - (d) All the above
 - (e) None of the above

4. The following is FALSE about the desirability for land for residential purposes in the City
 - (a) It is determined by the social factors
 - (b) It is determined by the economic factors
 - (c) It is determined by political factors
 - (d) a and b above
 - (e) All the above

5. The following is **TRUE** about the desirability for land for residential purposes in the City
- (a) It is not based on accessibility to work places
 - (b) It is not determined by environmental issues
 - (c) It is determined by common social-economic-political background and interests
 - (d) b and c above
 - (e) All the above
6. The following is **FALSE** about the Central Place Theory
- (a) It influenced the emergence of the Industrial Location Theory
 - (b) It determined the notion that the market range is applicable to both the rich and the poor in society
 - (c) It established the conception that every commodity has the same market range at each Central Place
 - (d) a and b above
 - (e) None of the above
7. The following is **TRUE** about August Losch's Model of Central Places
- (a) He believed that settlements of the same size should have the same functions
 - (b) He believed that larger places should have all functions of the Smaller Central Places
 - (c) He believed that the prestige of the City or Settlement is independent of the number of functions
 - (d) a and c above
 - (e) None of the above
8. The following contemporary Urban Sociologist or Human Geographer pioneered the works on the economic space of the City
- (a) Walter Christaller
 - (b) Robert Riddell
 - (c) August Losch
 - (d) All the above
 - (e) None of the above
9. The following settlements are associated with the Central Place Theory
- (a) The City Poor
 - (b) The City Rich
 - (c) The Market Range
 - (d) a and b above
 - (e) None of the above

10. The following is **TRUE** about the relationship between the Industrial Location Theory and Central Place Theory:

- (a). Both theories do not take into account the same strategic factors for industrial location
- (b) Both theories do not take into consideration strategic factors for industrial relocation
- (c) A and B above
- (d) Both theories emphasize only the inter- and Intra- industrial conglomeration
- (e). None of the above

11. The following is **TRUE** about the Information City

- (a) There has not been the rationalization of labour and production
- (b) Information is not seen as the most important factor in production
- (c) There has been a marked shift from broadcasting at a mass audience to narrow casting aimed at specific audiences
- (d) There has not been a development of world information technology
- (e) None of the above

12. The following is **TRUE** about the Temple City

- (a) The city was not associated with the early civilizations
- (b) The city was not characterized by theocratic institutions
- (c) The city was established on the primitive stone age
- (d) a and c above
- (e) None of the above

13. The following is **TRUE** about the Ancient City

- (a) Political and religious governance issues were not exercised by the Clergy and Kings
- (b) The Political and Religious Institutions were not based on family and kinship groups
- (c) The city was not characterized by Urban Religion Conglomeration
- (d) A and c above
- (e) None of the above

14. The following is **FALSE** about the Ancient City

- (a) The city was a theocracy
- (b) Religion became a dominant force carrying a lot of awesome and supernatural sanctions
- (c) The Clergy became a rich and powerful class
- (d) b and c above
- (e) All the above

15. The following is **TRUE** about both the Temple and Medieval Cities

- (a) The cities were not manifested with increased population growth
- (b) The cities were not manifested with increased mortality rate
- (c) The cities were not manifested with congestion and regular outbreaks of plaques
- (d) The cities were not manifested with poor health and sanitation
- (e) None of the above

16. The following is **TRUE** about the Baroque City

- (a) It was characterized by establishment of Merchants Communes and Guilds
- (b) It was characterized by Aristocracy
- (c) It was characterized by the founding of many cities by the Kings and Feudal Lords
- (d) b and c above
- (e) All the above

17. The following is **TRUE** about the Medieval City

- (a) The serfs won their freedoms, liberties and rights
- (b) The serfs won their recognition and status of being citizens of cities
- (c) The city was characterized by emergence of large cities involved in foreign trade
- (d) The city was characterized by monopolies in retail trade and craft industry
- (e) All the above

18. The following is **FALSE** about the Baroque City

- (a) It was characterized by Mercantilist Institutions
- (b) It laid the necessary conditions for the emergence of the Ancient City
- (c) It laid the foundation for the emergency of Mercantilist Capitalism
- (d) It paved the way for the emergence of the Industrial City
- (e) c and d above

19. The following is **FALSE** about the Pre-Industrial City

- (a) It was characterized by limited division of labour
- (b) It was characterized by codes of ethics for occupation and specialization by product
- (c) It was characterized by less geographical and social mobility including class conflicts
- (d) It was characterized by organizational membership based on Ascription
- (e) None of the above

20. The following Scholar has made extensive field comparative studies of the Pre-Industrial Cities

- (a) R.N. Morris
- (b) John Sirjamaki
- (c) Fustel de Coulanges
- (d) G. Sjoberg
- (e) All the above

SECTION B: (20 marks)

Write concise and elaborate notes on any ten (10) of the following:

1. Bandawe Banda
2. Biological Ecology
3. Urbanism
4. Functions of Culture of Poverty
5. August Loschian Landscape
6. Ideal Market Range and Real Market Ranges
7. Temple Cities
8. Baroque Cities
9. The four settlements of the Central Place Theory
10. The Index Classifiers
11. Urban sociology and Physical Sciences
12. Strategic Location Factors

SECTION C: (60 marks)

Answer three (3) questions: Question 1 is Compulsory

1. Establish the relevance and applicability of the Walter Christaller's Model of hierarchy of settlements to the Zambian situation. Give practical illustrations in the urban setting to support your arguments **(30 marks)**.
2. Compare and contrast the Ecologists' and Theorists' approaches to the study of the City. Give practical examples to support your arguments worldwide **(15 marks)**.
3. Determine the relevance and applicability of T.G. McGee's Theory of Urban Studies to the Zambian experience. Give concrete examples to support your position **(15 marks)**.
4. Give a critical evaluation of the argument by Karl Marx (1818-1883) that both Western Capitalism and Colonial Capitalism gave birth to greater Cities. Give practical examples worldwide to back up your position **(15 marks)**.

5. Taking either **Kitwe** or **Ndola** or **Lusaka** as a case study, determine the relevance and applicability of Ernest W. Burgess's Ideal Model of the City to the Zambian situation (**15 marks**).
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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2005 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS

S925: INTRODUCTION TO CRIMINOLOGY

TIME: THREE HOURS

INSTRUCTIONS: Answer questions **ONE** and any other **two** questions. All questions carry the same marks.

1. The crime rate in Zambia is very high, especially in urban areas. To what extent are the current crime prevention strategies effective in reducing crime? Make sure you mention the different types of crime that each strategy can prevent or help to reduce. Make recommendations.
2. Statistics on crime are said to ^{be} inaccurate. To what extent can you attribute this to methodological failure and measurement failure? Give examples.
3. Criminal behavior can be understood from three perspectives. One can use the classical perspective which emphasizes on utilitarianism, the Lombrosian approach which looks at physical characteristics, and also the Sociological approach which looks at the social environment. Critically discuss the three perspectives/approaches.
4. Theories of punishment are based on the principle that human beings are fundamentally moral. Discuss the different theories of punishment and show the extent to which morality is upheld. Which one is more appropriate in the Zambian society? Justify your stand.
5. Write the salient features on the following:
 - (a) Capital punishment
 - (b) Differential Association theory
 - (c) Prison decongestion strategies
 - (d) Crimes in urban and Rural areas
 - (e) Nature of Criminology

END OF EXAM

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UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2005 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS

S995: SOCIAL IMPACT ASSESSMENT

TIME: THREE HOURS

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

QUESTIONS:

1. A multi-national company intends to set up a project in one of the communities in Zambia and has already submitted its application to the Zambian Government for approval. However, before the government can make a decision, you have been approached for your advice on this issue. The company, in its proposal, has not included social impact assessment since it is not a legal requirement in Zambia. What grounds can you use to convince the government and the proponent of the project that social impact assessment is required before the project can be approved and implemented?
2. Social impact assessment is not as straightforward as it appears because there are a number of problems associated with the social setting under which it is usually carried out. Identify and discuss some of the problems one should be aware of in implementing social impact assessment.
3. Currently, there are approximately twenty-six (26) variables for social impact assessment grouped under five categories.
 - (a) Identify the five major categories.
 - (b) Discuss the major variables (indicators) of one of the groups you have identified above.
4. Below are some of the principles which should guide any social impact assessment:
 - (a) Uncertainty principle
 - (b) Intragenerational Equity principle
 - (c) Intergenerational Equity principle
 - (d) The Pollutant Pays principle
 - (e) The Subsidiarity principle

What is your understanding of each of the above principles?

5. Identify and briefly discuss the main steps involved in Social impact assessment.
6. For any social impact assessment to be successful, there are certain ingredients that have to be put in place. Identify and discuss the major ingredients for a successful social impact assessment.

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2005 ACADEMIC YEAR FIRST SEMESTER 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% OF THE TOTAL MARKS.

(All answers in this section must be very brief. Only a few sentences or one-paragraph answers will be accepted in this section)

1. Briefly respond to the following questions:
 - a) What is a work schedule in a research project?
 - b) Give two important uses of the work plan
2. Indicate what the flaws are with the following questions in a questionnaire:
 - a) Do you accept the unimaginative way the university administration is handling student affairs
 - b) Are you cognisant of the dysfunctional aspects of the registration exercise at the beginning of each semester?
 - c) Do you favour the abolition of free education and the reduction student allowances at CBU?
 - d) Do you oppose the administration's handling of student affairs because they are unfair?
 - e) Are you not of the view that the administration should change its attitude towards the workers welfare?
 - f) Are you HIV positive?
 - g) Do you participate in sports because you are a fit?
 - h) You don't think the government is fighting inflation strongly, don't you?
 - i) Do you watch cinemas and play video games in your spare time?
 - j) Do you think diminishing returns in agriculture account for the exponential decline in Zambia's gross national product?
 - k) Are you in support of the gross abuse of human rights by the current regime?
3. Discuss the terms below making sure you also give the formulas where required in each case:
 - a) Sampling fraction
 - b) Sampling interval
 - c) Blank foreign element

- d) Incomplete frame
- e) Internal validity
- f) External validity
- g) The Hawthorne effect

4. Given below are data on UNZA students, you are required to do the following:

- a) Select a sample of a sample of 100, the criteria for stratification being sex and social class.
- b) Indicate the type stratification method you have used.

Social class	Sex	
	Male	Female
Low	400	200
Middle	300	500
Upper	500	100

5. Indicate what sort of questions are being referred to here:

- a) A question used when respondents are asked to make a judgement in terms of sets of ordered categories, reflecting the intensity of judgement involved.
- b) A question with predetermined options to choose from.
- c) A question asked depending on the response to the preceding question
- d) A method of organizing a large of questions that have the same response categories.
- e) A question that applies only to a segment of the respondents.
- f) A question without predetermined categories to choose from.

6. With some diagrammatic representation where appropriate, bring out the major distinguishing characteristics of the following research designs:

- a) Experimental design
- b) Quasi - experimental design

7. Indicate the type of sampling designs represented by the situations below:

- a) A researcher selects students in his class for a study on gossiping after which he writes a report.
- b) A researcher selects every tenth household after having selected the first household randomly from the first interval of serially numbered households.
- c) A researcher selects ten hostels randomly and then interviews all the students from these hostels.
- d) A researcher selects 100 students using a table of random numbers and then gives self - administered questionnaires to the students.
- e) A researcher subdivides the student population into female and male categories and then selects equal numbers of males and female students randomly in a population where the ratio of males to females is four to one.
- f) A researcher selects every tenth household after having selected the first household randomly from serially numbered households.

8. In a research on drug abuse among students at NORTEC, a researcher selects 100 students randomly from a population of 1,500. After collecting and analyzing the data, he concludes, without controlling for all other potential rival explanations, that the socioeconomic status of a student is the main factor responsible for the increase in drug abuse.

Answer the following questions:

- a) Does the study have external validity or not? Why?
- b) Does it have internal validity or not? Why?
- c) Match the statements below with the major threats to validity.
 - i. A social scientist selects his friends in studying the phenomenon of drug abuse among students.
 - ii. A researcher studying students' attitudes towards Zambia's declaration as a Christian nation finds a highly positive attitude among them coinciding with Papal visit to Zambia.
 - iii. A researcher investigating workers' attitudes towards politics finds that most of them have become more conservative after a panel study, which he started five years ago.
 - iv. A researcher investigating attitudes towards the equality of men and women concludes, even after most of the men in his sample have dropped out from the sample, that men have a less favourable attitude towards women.

9. For the statements below, indicate whether they represent qualitative or quantitative research techniques:

- a) A researcher uses focus group discussion in attempting to understand the patterns of social relationships among kaponyas at KMB Bus Stop. He then writes a report in which he quotes them extensively in their own words.
- b) Another researcher studies the ngw'ang'wazi using a questionnaire to collect his data. After this, he feeds the data into a computer and prints out a frequency distribution of their socio-economic and demographic characteristics.
- c) Of the methods above, which one are you expected to use in your SS241 and SS242 projects?

10. Give the advantages and disadvantages of:

- a) Self – administered questionnaires
- b) Interviews
- c) Secondary data

11. Demonstrate your understanding of research design by answering the questions below:

- a) Describe three components of research design.
- b) Explain the distinction between cross sectional and longitudinal studies.
- c) Explain the distinction between complete participant and participant – as – observer
- d) Briefly do the following:
 - i. Explain what a case study is.
 - ii. Give one strength and one weakness of the case study approach.

SECTION B

ANSWER ANY TWO QUESTIONS. THIS SECTION CARRIES 40% OF THE TOTAL MARKS.

1. Use pertinent examples to discuss the following:
 - (a) The major functions of research.
 - (b) The common abuses of research.
 - (c) Some of the ways to deal with the abuses of research.

2. Answer the questions below, with examples where possible.
 - a) Explain what a questionnaire is and what purpose it serves in the research process.
 - b) Explain in the correct sequence the stages in questionnaire construction. For each stage explain in a few sentences only the major highlights involved.

3. Describe the sampling designs below and, for each, explain the circumstances under which you would use it:
 - a) Purposive sampling
 - b) Simple random sampling
 - c) Stratified disproportionate sampling
 - d) Systematic sampling
 - e) Cluster multistage sampling

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2005 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS**

SW 211: INTRODUCTION TO SOCIAL POLICY ANALYSIS

TIME: THREE HOURS

INSTRUCTIONS:

Answer only **Two** questions from section I *(15 marks)*

Answer all questions from Section II *(10 marks)*

Answer all questions from Section III *(15 marks)*

Answer all questions from Section IV *(10 marks)*

SECTION I

Answer only Two questions only. (15 marks)

1. Compare the social welfare institution with other institutions which you know in Zambia.
2. Analyse the two views of human welfare in comparison with Social Work.
3. Discuss the arguments for provision of social welfare by state.
4. Gilbert and Specht argue that all human societies organise themselves into enduring patterns or institutions. Discuss the functions of such institutions using practical examples.

SECTION II

Answer all questions from Section II (10 marks)

1. Discuss Gilbert and Spechts analytical perspectives on social policy using examples from Zambia's social welfare programmes.

SECTION III

Answer all questions from Section III (15 marks)

Provide short notes on the following using examples:-

- (a) Social welfare
- (b) Social administration
- (c) Public policy
- (d) Norms

SECTION IV

Answer all questions from Section IV (10 marks)

Write **true** or **false** to each of the following statements:-

1. It is generally believed that recreational activities enable people to socialise and thus encourage social harmony.
2. The National Pension Scheme in Zambia is one in which focus is on those individuals who are unable to earn an adequate living due to physical and natural disabilities such as old age, orphanage, invalid, etc.
3. The primary value which influences health service in Zambia is humanitarianism.
4. The police are instrument of social control representing established values.
5. The social policy in the penal system of the police is reformatory (or rehabilitative).
6. In order to improve housing in the urban areas, one of the urban housing policies is to encourage people to make permanent houses out of burnt bricks or cement blocks.
7. Diagnostic differentiation involves individuals professional judgement and individual allocations are based on technical diagnostic criteria of need.
8. Mutual aid is always represented as public and sometimes as involuntary.
9. Those who are against welfare argue that it violates people's freedom.
10. Titmuss referred to a social division of welfare including three main types of welfare, namely: social welfare, fiscal welfare, and occupational welfare.

- **END OF EXAMINATION** -

SECTION D

Either

6 5. Draughts continue to be a source of concern in the Southern African region. Discuss what lessons have been learnt and what ought to be done to avert its impact.

or

7 6. Unraveling epidemics is a very cumbersome exercise. Discuss the implication of this statement and show how man has attempted to mitigate the dilemma.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2005 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?
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END OF EXAMINATION

SECTION C 30 MARKS

6. Would you kindly give a rationale for the use of maps, diagrammes and transects in participatory action research. (15 marks)
7. Give reasons for including any of the three aspects mentioned below in a proposal.
 - Introduction
 - Background
 - Purpose and Objectives
 - Significance
 - Schedule of activities (15 marks)
8. What factors necessitate the use of a sample in place of the whole population when carrying out a study? (15 marks)

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2005 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS

SW 331: ANALYSIS OF SOCIAL WORK INTERVENTION

TIME: THREE HOURS.

INSTRUCTIONS: Answer Question ONE and any other THREE Questions.

1. "One of the criticisms leveled against social casework is that it employs "talk" Therapy as the main therapeutic mechanism regardless of the nature of the problem." RATIONALISE this view by citing relevant examples. In your view, what should be done to deal with this shortcoming?
2. DISCUSS the role of defensive mechanisms in assisting the client to gain satisfaction and avoid frustrations.
3. Select any Social policy in Zambia. Using this policy as an example, discuss the role of political institutions in achieving social change.
4. RATIONALISE the view that for power-coercive strategies to work effectively they must be combined with normative re-educative approaches. Give examples to support your justification.
5. The psychoanalytic theory underlies the knowledge base of social casework. Can you identify areas in which the theory clashes with social values of the Zambian people?

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2005 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS

SW411: SOCIAL PLANNING

TIME: THREE HOURS

INSTRUCTIONS: Read the instructions carefully before attempting to answer any Question.

- All candidates should answer section A (40 marks)
- Answer one question only in section B (30 marks)
- Answer two questions only in section C (30 marks)

SECTION A

1. Service planning is a process of making implementation explicit. Discuss (12.5 marks)
2. The development of a global economy has implications for national welfare policies and plans. Discuss this statement using Zambia as a country of reference. (15 marks)
3. Define social planning. How does social planning complement economic and physical planning? Explain. (12.5 marks)

SECTION B

4. One rationale for any form of social planning is that decisions arrived at and the choices made will serve the common good or the ends of the whole public. It is argued that girls in Zambia have been generally been marginalized. Policies have been proposed and put in place to address the problem. Furthermore programmes such as PAGE (Programme for the Advancement of Girls Education) have been instituted as a direct translation of policies and plans. Using Edward Banfields' conception of public interest, identify the approach which would suit what has been highlighted above. What role could the planners play? (30 marks)
5. Davidoff and Reiner give three reasons for planning. What are they? Using one of the three, justify the importance of social planning to Zambia. (30 marks)