

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - 1998/99/2000/2001 FIRST SEMESTER & SECOND SEMESTER SCHOOL OF HUMANITIES & SOCIAL SCIENCES

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|-----|--------|---|--|
| 1. | D 211 | - | Introduction to Drama |
| 2. | D 355 | - | Introduction to African Drama Examinations |
| 3. | D 411 | - | Research Method in Drama |
| 4. | DE 111 | - | Introduction to Demography |
| 5. | DE 111 | - | Introduction to Demography |
| 6. | DE 311 | - | Population Composition |
| 7. | DE 321 | - | Methods of Demographic Data Collection And Evaluation |
| 8. | DE 322 | - | Introduction to Demographic Analysis |
| 9. | DE 401 | - | Research Methods in Demography |
| 10. | DE 901 | - | |
| 11. | DE 915 | - | Reproductive Health |
| 12. | DS 101 | - | Introduction to Development Studies I-Sup |
| 13. | DS 102 | - | Introduction to Development Studies II |
| 14. | DS 201 | - | Theories of Social And Political Change in Developing Countries -Sup |
| 15. | DS 202 | - | Political Economy of Development |
| 16. | DS 301 | - | Agricultural And Rural Development in Developing Countries |
| 17. | DS 401 | - | Technology And Development |
| 18. | DS 901 | - | The Family in A Historical And Theoretical Perspectives |

19. DS 911 - Women And Development Theories And Practice
20. DS 925 - Project Appraisal And Implementation in Developing Countries
21. DS 955 - Environment And Development in Developing Countries
22. E 121 ✓ - Introduction to Writing Skills And Prose Fiction- Sup
23. E 122 - Introduction to Poetry And Drama
- ✓24. E 211 - Introduction to Modern English: Phonetics And Phonology
25. E 212 ✓ - The Structure of Modern English II: Morphology And Syntax
26. E 221 - 16th to 18th Century English Literature
27. E 311 - English Semantics
28. E 357 - African Literature Up to The Late 1960s
29. E 921 - Origin And Development of The English Language
30. E 922 - World Englishes
31. E 971 - American Literature From 1620 to 1900
32. E 981 - Romanticism
33. E/LAL 111 ✓ - Communication And Study Skills
34. E/LAL 112 - Introduction to Language And Linguistics
35. E/LAL 415 - Theoretical Phonology And Morphology
36. EC 115 - Introduction to Microeconomics
37. EC 125 - Introduction to Microeconomics
38. EC 125 - Introduction to Microeconomics
39. EC 215 ✓ - Intermediate Microeconomics Theory
40. EC 325 - Money And Banking
41. EC 411 - International Trade And Policy
42. EC 412 - International Finance: Theory & Practice

43.	EC 415	-	Econometrics	
44.	EC 441	-	Research Project: Methodology And Procedures	
45.	FR 111	-	French Language I	
46.	FR 112	-	Distance Education	
47.	FR 211	-	Paper II	
48.	FR 221	-	Intermediate African Literature in French	
49.	FR 311	-	Paper I	
50.	FR 312	-	French and General Linguistics Paper II	
51.	FR 321	-	Intermediate African Literature in French	
52.	FR 331	-	Paper I	
53.	FR 411	-	Paper I	
54.	FR 421	-	Advanced African Literature	24
55.	FR 431	-	Paper I	59
56.	FR 431	-	Paper II	61
57.	<u>H 131</u>	-	Africa And The World	
58.	H 132	-	Themes in Modern World History	
✓ 59.	H 231	-	History of Modern Africa	
60.	H 232	-	History of Modern Africa 1900 to The Present	
✓ 61.	H 241	-	Economic History of Western Europe 1450-19th Century	
62.	H 321	-	Nineteenth Century Europe	
63.	H 322	-	Twentieth Century Europe	
64.	H 411	-	Land Labour in Central Africa 1750 to 1900	✓
65.	H 441	-	History of Russia 1861 - 1915	
66.	H 442	-	History of The Soviet Union 1915 to 1991	

67.	H 931	-	History of The Southern Africa to 1880
68.	H 932	-	History of Southern Africa Since The 1800s
69.	H 971	-	History of Latin America: Early Times to 1825
70.	ISE 272	-	Health Education
71.	LAL 211	-	The Structure of Bantu Language
72.	LAL 311	-	Phonology And Morphology of A Bantu Language
73.	LAL322/E 952-		Project in African Oral Literature
74.	LAL 431	-	Creative Writing Project in Zambian Languages
75.	LAL 432	-	Creative Writing Project in Zambian Languages
76.	MC 101	-	History of Mass Communication
77.	MC 102	-	International Journalism
78.	MC 201	-	Introduction to Print Media Reporting
79.	MC 202	-	Basic Reporting
80.	MC 211	-	Introduction to Radio Production
81.	MC 221	-	Theories of Mass Communication
82.	MC 222	-	Media And Society
83.	MC 311	-	Media Ethics
84.	MC 321	-	Radio Production I
85.	MC 341	-	Electronic Editing And Layout
86.	MC 342/411	-	Hard Copy Editing And Layout
87.	MC 401	-	Editorial Writing
88.	MC 412	-	Def
89.	MC 431	-	Radio Production Iii
90.	MC 441	-	Tv Production Iii

91. MC 442 - Television Production
92. MC 541 - Human Development And Participatory Communication
93. MC 582 - Communications of Innovation
94. MC 901 - Principles of Advertising
95. MC 911 - Principles of Public Relations
96. MC 912 - Public Relations Practice
97. MC 922 - Photojournalism
98. 961 - Rural Sociology
99. PA 125 - Introduction to Public Administration
100. PA 341 - Human Resources Management
101. PA 442 - Project Evaluation
102. PA 951 - Public Financial Administration
103. PA 955 - Strategic Management
104. PH 101 - Introduction to Philosophy
105. PH 221 - Ancient, Medieval And Enlightenment Philosophy
106. PH 905 - Logic
107. PH 915 - Epistemology
108. PH 935 - Philosophy of Good Governance
109. PH 945 - Medical Ethics
110. PH 951 - Ethics
111. PH/EC 965 - Business Ethics
112. PL 115 - Introduction to Political Science
113. PL 251 - Comparative Politics I

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VERY

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COURSES

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- | | | | |
|------|--------|---|---|
| 114. | PL 252 | - | Comparative Politics |
| 115. | PL 332 | - | Foreign Policy Analysis |
| 116. | PL 451 | - | Socialist Political Theory I |
| 117. | PL 452 | - | Socialist Political Theory II |
| 118. | PL 931 | - | Politics of Southern Africa I |
| 119. | PL 941 | - | Politics of Development |
| 120. | PS 101 | - | Introduction to Psychology |
| 121. | PS 221 | - | Psychology of Motivation, Learning And Memory |
| 122. | PS 311 | - | Social Psychology |
| 123. | PS 341 | - | Psychological Testing |
| 124. | PS 415 | - | Consumer Behaviour |
| 125. | PS 451 | - | Psychology of The Work Environment |
| 126. | PS 461 | - | Research Methods in Psychology |
| 127. | PS 471 | - | Counseling Theory |
| 128. | S 111 | - | Introduction to Sociology |
| 129. | S 211 | - | Classical Sociological Theory |
| 130. | S 212 | - | Contemporary Sociological Theory |
| 131. | S 311 | - | Urban Sociology |
| 132. | S 321 | - | Social Problems |
| 133. | S 421 | - | Research Method in Sociology |
| 134. | S 901 | - | Industrial Sociology |
| 135. | S 902 | - | Industrial Sociology |
| 136. | S 911 | - | Refugees in The Contemporary |
| 137. | S 915 | - | Disaster Preparedness And Management |

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|------|-----------------------------------|---|---|
| 138. | S 941 | - | Sociology of Religion |
| 139. | ^{S 961}
SS 241 | - | Research Methods |
| 140. | SW 111 | - | Introduction to Social Welfare |
| 141. | SW 211 | - | Introduction to Social Policy |
| 142. | SW 232 | - | Introduction to Micro Practice Social Work Methods. |
| 143. | SW 311 | - | Social Policy Analysis |
| 144. | SW 312 | - | Theories And Discussions of Social Welfare |
| 145. | SW 321 | - | Social Research Methods |
| 146. | SW 331 | - | Analysis of Social Work Intervention |
| 147. | SW 332 | - | Cross Cultural Perspectives in Social Work Practice |
| 148. | SW 412 | - | Social Administration |
| 149. | SW 421 | - | Evaluative Research |
| 150. | SW 435 | - | Individual and Group Dynamics. |

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES & SOCIAL SCIENCES

DEPARTMENT OF LITERATURE & LANGUAGES

FIRST SEMESTER FINAL EXAMINATIONS
1999 - 2001 ACADEMIC YEAR

D 211 INTRODUCTION TO DRAMA

DURATION: 3 HOURS

INSTRUCTIONS:

1. No Books Allowed in the Examination Room
 2. Section One is compulsory
 3. Do not use one literary work in more than one answer
 4. Answer **One** question only in Section B and C.
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SECTION A

Read the following passage carefully from Macbeth by William Shakespeare and answer **All** the questions that follow in about five hundred words:

Scene 4 Outside Macbeth's castle

Enter Ross and an Old Man

Old Man

Threescore and ten I can remember well;
Within the volume of which time I have seen
Hours dreadful and things strange, but this sore night
Hath trifled former knowings.

Ross

Ah good father,
Thou seest the heavens, as troubled with man's act,
Threaten his bloody stage: by the clock 'tis day,
And yet dark night strangles the travelling lamp.
Is 't night's predominance, or the day's shame,
That darkness does the face of earth entomb,
When living light should kiss it?

Old Man

'Tis unnatural,
Even like the deed that's done. On Tuesday last,
A falcon, towering in her pride of place,
Was by a mousing owl hawk'd at and kill'd.

Ross

And Duncan's horses - a thing most strange and
Certain -
Beauteous and swift, the minions of their race,
Turn'd wild in nature, broke their stalls, flung out,
Contending 'gainst obedience, as they would
Make war with mankind.

Old Man 'Tis said they ate each other.

Ross

They did so, to the amazement of mine eyes,
That look'd upon 't. Here comes the good Macduff.

Enter Macduff

How goes the world, sir, now?

Macduff Why, see you not?

Ross

Is 't known who did this more than bloody deed?

Macduff

Those that Macbeth hath slain.

Ross

Alas, the day!

What good could they pretend?

Macduff

They were suborn'd.

Malcom and Donalbain, the king's two sons,
Are stol'n away and fled, which puts upon them
Suspicion of the deed.

Ross

'Gainst nature still!

Thriftless ambition, that wilt ravin up
Thine own life's means! Then 'tis most like
The sovereignty will fall upon Macbeth.

Macduff

He is already nam'd, and gone to Scone
To be invested.

Ross

Where is Duncan's body?

Macduff

Carried to Colmekill,
The sacred storehouse of his predecessors
And guardian of their bones.

Ross

Will you to Scone?

Macduff

No, cousin, I'll to Fife.

Ross

Well, I will thither.

Macduff

Well, may you see things well done there: adieu!
Lest our old robes sit easier than our new!

Ross

Farewell, father.

Old Man

God's benison go with you; and with those
That would make good of bad, and friends of foes!
[Exeunt

QUESTIONS

- a) Define the concept of Nature according to Shakespeare in this passage.
- b) Work out salient features of Elizabethan Drama and of Shakespeare from this passage.
- c) In what ways is the idea of 'Tragic Hero' in Macbeth different from Sophocles world.

SECTION B

2. Define the idea of 'Tragedy' by making an exegesis of Sophocles Oedipus Rex.
3. Work out at least two themes in the play The Imprisonment of Obatala by Ijimere.
4. Compare and contrast the thematic pre-occupations of Oedipus Rex by Sophocles and The Imprisonment of Obatala by Ijimere.

SECTION C

5. Analyse the concept of 'Error of Judgement' by making at least one literary work you have read on the course.
6. Make a study of the concepts of 'Pity and Fear' by discussing at least one work of drama you have read on the course.
7. Work out ^{themes} ~~myths~~ by analysing at least one work of drama studied on the course.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
DEPARTMENT OF LITERATURE & LANGUAGES

FIRST SEMESTER EXAMINATIONS
1999 - 2001 ACADEMIC YEAR

D 355: INTRODUCTION TO AFRICAN DRAMA EXAMINATION

DURATION: 3 HOURS

INSTRUCTIONS:

1. No Textbook allowed in examination Room.
2. Do not use one literary work in more than one answer.
3. Section A is Compulsory.
4. Answer only one question each from Sections B & C.

SECTION A

Read the following passage from John Pepper Clarke's 'Song of a Goat', and then answer all questions that follow.

ZIFA: Do not run, oh do not run away you
People. You see the wretch has gone and
Hanged himself on the loft. But it is I
Indeed have killed the boy - my brother,
Poor, poor brother, do you hang aloft
There smiling in my face? I sought to kill
You but in that office you have again
Performed my part.
You veer away from me, why should you
Not avoid me as one with small-pox when
I have taken my brother's life? For though
You see me bloodless it is this arm
Did this deed and this cutlass you see dry
Is flowing even now with the red blood
Oh my brother, the brother, the boy born after me
To look after but who now has twice taught me
My duty. Here I break my matchet upon
My head and may everything fly apart
Even as I throw these iron bits asunder.
The poor, brave boy has truly done for me.
Good people, I hope you understand. It
Is not that I desired to drink out
Of his scalp which is unnatural, but that boy,
He went in to my wife, my wife who

Although under my roof for five years
 I could not possess, for you see
 I am powerless between my thighs, Was
 That not a brotherly act? He sought to keep
 What his brother was powerless to keep
 In the house. My house, it has collapsed
 In season that is calm to others. My fathers
 Built it before my time that my children
 And theirs to come may find a root above
 Their heads. And now what have I done
 With it? In my hands it falls into a state
 Of disrepair and now is fallen,
 Fallen. Nothing stands; I will go
 And find a new place to rest.

Questions: Write five hundred words on the following:

- a) Discuss the manner of resolving the crises of impotence in this play. X
- b) Analyse Zifa as a Tragic Hero.

SECTION B

2. Work out at least two themes in Kongi's Harvest.
3. In what ways does the idea of 'Dilemma of A Ghost' apply to certain characters in the play Dilemma of a Ghost by Ama Ata Aidoo. X
4. Show how Wole Soyinka attempts to get to African Literary roots in his play Kongi's Harvest.

SECTION C

5. Discuss Political concerns in at least one play by one artist you read on the course
6. Analyse the problem of cultural conflicts in at least one play by one author you read on the course.
7. How is Africa portrayed in Modern African Drama? Answer this question by discussing at least one work by two different writers. you read on the course

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES & SOCIAL SCIENCES

DEPARTMENT OF LITERATURE & LANGUAGES

1ST SEMESTER SUPPLEMENTARY/DEFERRED EXAMINATIONS
1999 - 2001

COURSE: D 411

TIME ALLOWED: TWO AND HALF (2½) HOURS

INSTRUCTIONS:

Please answer question One and three other questions.

1. With examples, discuss the main characteristic features that distinguish theatre for development from mainstream theatre.
2. How does the process of theatre for development differ from and complement PLA techniques?
3. From your knowledge of an NGO involved in theatre for development, make a critical observation on the process used, the clientele chosen and the linkages between the organization and other co-operating partners.
4. In what ways is Freirian theory of conscientization central to the theory and practice of theatres for development?
5. Discuss three different ways in which theatre for Development has evolved in Africa.
6. With examples, discuss the merits and demerits of state reactions to the impact of theatre for development.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS – JANUARY 2001

DE 111: INTRODUCTION TO DEMOGRAPHY

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS. ANSWERS MUST BE BRIEF AND TO THE POINT.

1. Explain, very briefly in a few paragraphs only, how demography can contribute to our understanding of the following problems:
 - (a) Inflation
 - (b) Food security
 - (c) Energy shortages
 - (d) Crime
2. Explain what Thomas Malthus meant by:
 - (a) Positive checks
 - (b) Negative checks
3. Explain what Karl Marx meant by:
 - (a) Floating population
 - (b) Latent population
4. Briefly explain the following concepts:
 - (a) Demographics
 - (b) Segmentation
 - (c) Targetting
 - (d) Cluster marketing
5. Explain what is likely to happen to the population age structure in the following situations (Select the correct answer out of those indicated within the brackets):
 - (a) High fertility and low mortality:
(The population ages/The population gets younger/Nothing changes)
 - (b) Low fertility and low mortality:
(The population ages/The population gets younger/Nothing changes)

(c) In the case of the situation in (a), give one example only of what is likely to happen to:

- (i) The economy
- (ii) The social structure

(d) In the case of the situation in (b), give one example only of what is likely to happen to:

- (i) The economy
- (ii) The social structure

6. Given the population below, compute the following:

- (a) The overall sex ratio
- (b) The dependency ratio
- (c) The proportion of the population above age 14

Age Group	Male	Female
0-1	198,388	201,122
1-4	396,775	402,243
5-9	553,193	564,638
10-14	511,845	516,401
15-19	454,345	485,050
20-24	329,925	380,836
25-29	248,186	284,597
30-34	210,486	218,863
35-39	146,636	150,014
40-44	126,510	139,051
45-49	104,291	109,868
50-54	92,170	99,813
55-59	74,276	66,513
60-64	59,054	56,498
65-69	40,674	33,224
70+	31,313	25,196
Total	3,578,067	3,733,927

7. Briefly explain the following demographic concepts:

- (a) The crude death rate
- (b) The age specific death rate
- (c) The life expectancy
- (d) The total fertility rate
- (e) The gross reproduction rate
- (f) The net reproduction rate

END OF EXAMINATION

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THE UNIVERSITY OF ZAMBIA
DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES
DEMOGRAPHY DIVISION
UNIVERSITY EXAMINATIONS – OCTOBER/NOVEMBER, 1999

DE 111
INTRODUCTION TO DEMOGRAPHY

TIME: THREE HOURS
ANSWER: ALL QUESTIONS

1. What is demography and how relevant is it to Zambia's development?
2. During the 1980-1990 intercensal period, Zambia's population has grown at an annual rate of 2.7 percent.
 - a) What are the major factors influencing population growth in Zambia?
 - b) Compare and contrast population growth rate and natural increase of population.
3. Given the Zambian population of 1990 as follows:

Age Group	Male	Female
0	198,388	201,122
1-4	396,775	402,243
5-9	553,193	564,638
10-14	511,845	516,401
15-19	454,345	485,050
20-24	329,925	380,836
25-29	248,186	284,597
30-34	210,486	218,863
35-39	146,636	150,014
40-44	126,510	139,051
45-49	104,291	109,868
50-54	92,170	99,813
55-59	74,276	66,513
60-64	59,054	56,498
65-69	40,674	33,224
70+	31,313	25,196
Total	3,578,067	3,733,928

Compute the following:

- i) Crude Birth Rate
- ii) Overall Sex Ratio
- iii) Dependency Ratio
- iv) Proportion of population below age 15.

4. Compare and contrast the following demographic concepts:

- i) Crude Birth Rate
- ii) General Fertility rate
- iii) Age Specific Fertility Rate
- iv) Total Fertility Rate
- v) Net Reproductive Rate (NRR)

END OF EXAM

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEMOGRAPHY DIVISION

**DE 311(POPULATION COMPOSITION) EXAM (16th
JANUARY, 2001)**

TIME: 3 HOURS¹ (THREE HOURS)

INSTRUCTIONS

**SECTION A IS COMPULSORY. ANSWER ANY TWO (2)
QUESTIONS FROM SECTION B**

SECTION A (COMPULSORY)

Q1 a) Define the following concepts-

- i) population composition
- ii) marriage prevalence
- iii) femininity proportion

b) A certain population is characterized by the following data

NUMBER OF FIRST MARRIAGES BY SEX AND AGE

	Males	Females
AGE		
15-19	12,200	480,090
20-24	30,445	182,337
25-29	155,209	107,004
30-39	203,116	74,338
40-44	174,170	45,226
45-49	102,234	35,234
50+	77,199	34,776

- i) calculate the median age at Marriage for its male and female populations.
- ii) what are your observations?
- iii) what are the causes of your observations?

SECTION B (ANSWER ANY TWO QUESTIONS)

Q2. a) Given the following data below calculate the percent change by age

Age	1970	1960
00-04	20,313	16,243
05-09	18,667	13,446
10-14	16,007	11,559
15-19	14,876	10,228
20-24	12,786	8,997
25-29	11,943	8,874
30-34	11,998	7,333
35-39	10,667	6,332
40-44	9,875	5,452
45-49	7,451	4,777
55+	10,117	11,247

b) Any comments?

c) Discuss the type of errors that may affect this age data.

Q3. a) The masculinity ratio of a certain population is 0.9824. Given this information do the following:

- calculate the masculinity proportion
- calculate the percent excess or deficit

b) The masculinity proportion of another population was 47.99. Do the following:

- calculate the masculinity ratio
- the percent excess or deficit males

c) Why are the above pieces of information important?

Q4. a) Explain the following -

- The relationship between type of marriage and fertility
- Marriage norms

iii) Marital instability and fertility

b) Given the data below calculate the following

i) age specific remarriage rate

ii) total remarriage rate

AGE	POP	FIRST MARRIAGES	TOTAL MARRIAGES
15-19	274,451	2,389	2,557
20-24	283,556	7,006	7,889
25-29	261,565	8,567	8,677
30-34	258,654	4,890	5,543
35-39	221,101	3,145	4,987
40-44	197,779	2,998	3,667
45-49	179,005	999	1,027
50+	161,065	678	1,982

END!!!!!!

THE UNIVERSITY OF ZAMBIA

UNIVERSITY FIRST SEMESTER EXAMINATIONS – JAN 2001

DE 321

METHODS OF DEMOGRAPHIC DATA COLLECTION AND EVALUATION

TIME : THREE(3) HOURS

INSTRUCTIONS: ANSWER ANY TWO QUESTIONS FROM
EACH SECTION. IN TOTAL YOU SHOULD
ANSWER FOUR QUESTIONS.

SECTION A

- Q1(a). Discuss the 2000 Zambian Census undertaking with regard to the United Nations (UN) recommendations for census taking.
- (b) Contrast the Census and Demographic Sample Survey.
- (c) What is the importance of the 2000 Zambian Census to the Government, Academic institutions and the Private sector?
- Q2(a). What is meant by 'person-years of exposure to risk'. Use an example of a non-renewable event to explain. And what is meant by the term 'non – renewable event'?
- (b) Why do we use mid-year population as the denominator of rates such as Crude Death Rate instead of the total number of person - years of exposure to the risk, and how does it differ from the concept of the mid-year population?
- (c) (i) Compare and contrast ratios and rates. Give examples.
(ii) What do you understand by rate of change? Compare the geometric growth rate method and the exponential growth rate method.
(i) Demonstrate your understanding of the concept of doubling time using equations. How long will it take Soul city's population of 4,516,760 with a growth rate of 1.3% to double itself.
- Q3(a). Discuss the Vital Registration System (VRS) in Zambia.
- (b) What are the uses of the Vital Registration System in Zambia?
- (c) How is the Vital Registration System different from the Population Register?

SECTION B

- Q4(a). What are the three major reasons for evaluating demographic data?
- (b) Compare and contrast the whipple's index and Myers' index. And what are the shortcomings of each method?
- (c) Given below are data on age and sex ratios for Kalongola Town based on a Census.
- (i) Analyse the data and evaluate the accuracy of the population data.
 - (ii) Compute the United Nations age-sex accuracy index (UN Joint Score).
 - (iii) Comment on your results.

<u>Age Group</u>	<u>Age Ratios</u> <u>Males</u>	<u>Age Ratios</u> <u>Females</u>	<u>Sex Ratio</u>
0-4	—	—	97.1
5-9	119.2	122.3	100.8
10-14	84.6	69.4	115.8
15-19	96.4	112.7	85.5
20-24	85.1	87.9	83.4
25-29	120.5	119.1	86.9
30-34	91.0	94.0	88.6
35-39	102.2	103.5	99.3
40-44	93.1	94.5	104.8
45-49	104.0	96.5	118.2
50-54	103.8	106.6	117.4

- Q5(a). Discuss the importance of demographic data adjustment in the context of National Development Planning.
- (b) What are the differences between demographic data evaluation and adjustment?
- (c) Discuss the impact of HIV/AIDS on Zambia's population in terms of demographic data adjustment.
- (d) Given the data below adjust age group 20-24 using the UN five point formula and comment on the results.

<u>AGE</u>	<u>POP</u>	<u>AGE</u>	<u>AGE</u>	<u>AGE</u>	<u>POP</u>
10	15,714	20	11,650	30	9,929
11	13,011	21	10,410	31	9,800
12	12,907	22	11,340	32	9,650
13	12,901	23	10,110	33	8,889
14	12,881	24	10,210	34	8,101
15	12,900	25	12,010	35	8,605
16	11,988	26	10,011	36	8,001
17	11,560	27	9,327	37	7,540
18	11,110	28	9,878	38	7,000
19	11,500	29	9,810	39	6,501

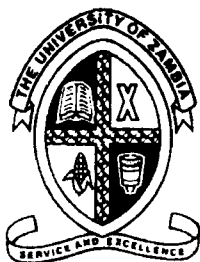
Q6(a). Why do Demographers use the technique of standardization?
What is meant by standardization?

- (b) Illustrate how crude rates prove to be less useful when attempting to make comparisons of levels of mortality between populations.
- (c) Clearly outline the main differences between direct and indirect standardization.
- (d) Given the following information below, calculate the indirectly standardized crude death rate (CDR) of Country B using Country A as a standard.
Comment on the results.

Age Group	Country A			Country B		
	Popn	Deaths	Death Rate	Popn	Deaths	Death Rate
0-4	100,000	1,000	0.01	100,000	2,000	0.02
5-24	80,000	1,600	0.02	90,000	900	0.01
25-44	60,000	1,800	0.03	70,000	2,800	0.04
45-64	40,000	2,000	0.05	30,000	1,500	0.05
65+	20,000	2,000	0.10	10,000	1,500	0.15

END OF EXAMINATION

GOOD LUCK



**THE UNIVERSITY OF ZAMBIA
DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES
DEMOGRAPHY DIVISION**

UNIVERSITY SECOND SEMESTER EXAMINATIONS

MAY-2000

DE 322: INTRODUCTION TO DEMOGRAPHIC ANALYSIS

TIME: THREE (3) HOURS

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

SECTION A

- Q1. (i) Describe the characteristics and differences of the two approaches of studying fertility.
(ii) What measures can be derived from each of the approaches?
(iii) What is meant by reproductivity and why is it necessary to study it?
(iv) What is the difference between a directly standardized crude birth rate and an indirectly standardized one?
(v) Give three reasons why migration is one of the most complex demographic variables and what questions are usually asked to get information on migration?
- Q2. (i) Describe in general terms, the distinctive characteristics of death rates and mortality rates.
(ii) What are the shortcomings of using the conventionally calculated infant mortality rates and why is it necessary to adjust it?
(iii) Illustrate the adjustment of conventional infant mortality rate using separation factors.
(iv) Give the sources of migration data, and what are the basic measures of internal migration?
(v) Why is it necessary to standardize the crude death rate and when do you use the direct method of standardization?

SECTION B

Q3. Given nqx values below for Edge City in 1994. Construct a life-table with the initial cohort of 10,000 ($I_0 = 10,000$), separation factor (f) = 0.3.
 $L_{35+} = l_{35} \times \log_{10} l_{35}$. Show calculations and formulae.

<u>Age</u>	<u>nqx</u>
0	0.0453
1-4	0.0076
5-9	0.0035
10-14	0.0030
15-19	0.0464
20-24	0.0100
25-29	0.0134
30-34	0.0178
35+	1.0000

- (i) What are the uses of a life table in demographic analysis?
- (ii) What is the probability of surviving from birth to age 15?
- (iii) Calculate the life-table birth rate and death rate.

Q4. Given below are data for Central Province, Zambia in 1990.

<u>Age Group</u>	<u>Mid-year Women Population</u>	<u>Total births in the last year</u>	<u>Sex Ratio</u>	<u>Survival ratios from birth to age group of Mother</u>
12-14	30,361	53	71	-
15-19	47,422	4,407	97	0.97862
20-24	36,981	9,238	99	0.97487
25-29	27,406	7,364	104	0.97106
30-34	20,925	5,420	99	0.96683
35-39	13,855	3,002	101	0.96195
40-44	12,862	1,680	100	0.95695
45-49	10,547	656	95	0.94816

Calculate the following measures and comment on your results.

- (i) General fertility rate (GFR)
- (ii) Age Specific Fertility Rates (ASFRs)
- (iii) Total Fertility Rate (TFR)
- (iv) Gross Reproduction Rate (GRR)
- (v) Net Reproduction Rate (NRR)
- (vi) Median and mode age of child bearing.

Q5. Given the information below for Western Province, Zambia in 1969.

Place of Enumeration (i)	Place of Birth (j)				
	Kalabo	Kaoma	Mongu	Senanga	Sesheke
Kalabo	43,118	108	900	319	93
Kaoma	991	16,353	2,157	514	105
Mongu	3,225	618	40,258	1,515	294
Senanga	1,075	103	403	35,942	256
Sesheke	574	282	621	1,366	18,201

Estimate the following and comment on your results.

- (a) inter-district migration rate
- (b) For Mongu district only, estimate
 - (i) in-migration rate
 - (ii) out-migration rate
 - (iii) net-migration rate
 - (iv) gross migration rate
 - (v) effectiveness ratio

-END OF EXAMINATION-
GOOD LUCK!

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

1998/99 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS

DE 401: RESEARCH METHODS IN DEMOGRAPHY

=====

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER FOUR QUESTIONS FROM THE FOLLOWING.

1. Research in the social sciences is defined as scientific knowledge-gathering process as it relates to social phenomena. **Discuss:**
 - (a) The **value** of understanding the research process
 - (b) **Properties** of the scientific research method
 - (c) **Assumptions** of the research method
2. The following represent different categories of research design:
 - Non-experimental designs
 - Quasi experimental design
 - Experimental designsUnder each of the above and with the help of diagrams:
 - (a) **Identify** the most common designs
 - (b) **Discuss** their strengths and weaknesses.
3. The process of drawing subsets of a population for the purpose of determining its unknown parameters from the known sample statistics is defined as **sampling**.
 - (a) **Discuss** the advantages of sampling in the research process
 - (b) **Identify** different types of sampling under non probability sampling and discuss their strengths and weaknesses.
4. A variable is usually defined as an empirical property that is capable of taking two or more values or labels.
 - (a) **Distinguish** between conceptual and operational definitions of variables and briefly discuss their importance in research
 - (b) What **major** variables should one consider when conducting social research ?
5. **Discuss** the merits and demerits of each of the following tools for data collection:
 - Use of available information
 - Observation
 - Face-to-face interviewing
 - Questionnaire
 - Focus Group Discussions(FGDs)

6. **Discuss** the importance of pre-testing or piloting the questionnaire before actual data collection.

END OF EXAM AND ALL THE BEST



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

**FIRST SEMISTER, DE 901 EXAMINATION
18TH JANUARY, 2001**

Instructions: Attempt any three questions

1. Feminists have argued that the "Population Policy has for a long time been biased against Women". What strategies do you think should be devised to make the Population Policy gender sensitive?
2. Prescribe strategies and programmes that would help avert catastrophic effects of HIV/AIDS on socio-economic development.
3. What should be done to achieve sustainable food security in Zambia?
4. Using specific illustrations, elucidate the effects of socio-cultural changes in Africa.

End of examination

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES
UNIVERSITY SECOND SEMESTER EXAMINATIONS-MAY 2000

DE 915: REPRODUCTIVE HEALTH

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ONLY THREE (3) QUESTIONS FROM THE FOLLOWING.

1. Define and distinguish between **Reproductive Health** and **Family Planning**.
2. **HIV/AIDS** is largely a social problem and not merely a medical one. Discuss this statement within the context of the socio-economic dimensions of HIV/AIDS especially in the Developing countries like Zambia.
3. Approximately 600,000 **Maternal** deaths are estimated to occur annually world wide and most of these occur in Africa. What are the direct and underlying causes of this phenomenon?
4. What do you understand by the concept of **Mother-Baby Package**? Identify the interventions necessary for the successful implementation of the package.
5. **Safe Motherhood** is an international initiative aimed at ensuring that women have safe pregnancies and deliveries and healthy infants. Identify and discuss the main messages that are pertinent to this initiative.

END OF EXAM AND ALL THE BEST

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES DEPARTMENT OF DEVELOPMENT STUDIES

FIRST SEMESTER SUPPLEMENTARY/DEFERRED EXAMINATIONS MARCH: 2001

DS201: THEORIES OF SOCIAL AND POLITICAL CHANGE IN DEVELOPING COUNTRIES

TIME: THREE HOURS

INSTRUCTIONS

This paper is divided into THREE Sections.

Section ONE is Compulsory.

Answer THREE Questions in all

SECTION ONE

There are ten questions in this section answer ALL of them.

1. Write brief answers to each of the following questions;

- (i) 19th Century Imperialism according to V. I. Lenin and how it differs from pre 19th century imperialism
- (ii) The liberal view of imperialism and how it differs from the radical perspective.
- (iii) Neo-colonialism and why Kwame Nkrumah called it the last stage of imperialism.
- (iv) The post colonial state in African and how it differs from the classical capitalist state in Europe.
- (v) Mention the three main "Rules of the Game" in the decolonization of Africa according to Bob Fitch and Mary Oppenheimer.
- (vi) Past and present disadvantages of International Trade to Africa.
- (viii) The concept of Liberal Democracy and the function it plays in a capitalist socio-economic formation.

- (viii) Explain what Walter Rodney meant by “technological arrest” with regard to pre colonial Africa.
- (ix) Aspects of traditional society which according to W. W. Rostow constrains development in Third World nations.
- (x) Explain the Marxian concept of “class in itself.”

SECTION TWO

Answer only ONE question from this section:

- 2. Discuss the underdevelopment of Africa by using the concept of articulation of modes of production.
- 3. Appraise economic conditions in modern sub Sahara Africa by using Rostow’s theory of modernization.
- 4. Compare and contrast Karl Marx’s view of the effects of colonialism to that of W. W. Rostow. How have these views contributed to our understanding of the colonial situation in Africa?

SECTION THREE

Answer any ONE question from this section.

- 5. Taking a case study of any country of your choice in Sub Sahara Africa show either the validity or invalidity of constitutionalism as an approach to decolonisation in Africa.
- 6. Chose any country in Sub Sahara Africa to build a strong case for either the presence or absence of Neo-colonialism in Africa.
- 7. Analyse the post colonial state in Africa with regard to the following:
 - (a) Class nature and character;
 - (b) Democracy;
 - (c) Relative autonomy

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

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

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

DS202: POLITICAL ECONOMY OF DEVELOPMENT

TIME: THREE HOURS

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

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

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

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES DEPARTMENT OF DEVELOPMENT STUDIES

UNIVERSITY EXAMINATION JANUARY 2001

DS301: AGRICULTURAL AND RURAL DEVELOPMENT IN DEVELOPING COUNTRIES.

INSTRUCTIONS:

- (1) Question One is compulsory carrying Thirty (30) Marks
 - (2) Answer any other Two (2) Questions carrying (10) Marks each
 - (3) Time Allocated is Three (3) Hours.
-

1. You have just been employed as an Agricultural Development Project Specialist and your employers want your advise on a Dam construction project in an Arid Area. What approach would you use to advise the viability of the proposed project? ✓
2. Discuss the effects of the Zambian Government's Agricultural Policy on Agricultural production and Food Security under a liberalised market economy. ✓
3. Discuss the effects of Agricultural and Rural Development projects on Rural Development.
4. Discuss the objectives of Structural Adjustment Programme stating their standard components.
5. What do Developing countries need to do in order to finance debt servicing?
6. Agricultural specialists say marketing Policies are concerned with changes in the distributive chain between farmers and consumers. Critically discuss their statement.
7. The problem of low and fluctuating incomes in the Agricultural sector can be attributed to certain characteristics of the demand and supply of agricultural commodities. Discuss their peculiarities.

END OF EXAMINATION.

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES DEPARTMENT OF DEVELOPMENT STUDIES

DS401: TECHNOLOGY AND DEVELOPMENT

INSTRUCTIONS: Answer any Three questions only

1. What do you understand by the term 'Technological Dependence'? In your answer illustrate how this situation comes about and suggest any approaches that can lead to reducing technological dependence.
2. Critically discuss the concept of technological capability and analyse the various ways through which technological capability can be generated?
3. How has the Industrial Revolution contributed to the development of science and technology? Paying particular attention to the era of the growth and inner transformation of the economic system of capitalism, show how present-day societies have been affected by the process of industrial revolution.
4. Critically examine the proposition that 'if there is increasing globalisation of technology, it would mean that the markets for technology are becoming very competitive which in turn increases the accessibility of countries and firms within it to state-of-the-art technologies through essentially arms-length transactions' (Sunil Mani 2000).
5. How useful is technical co-operation as a tool of technology transfer from the rich countries of the north to the poor countries of the South?
6. What are the science and technological indicators? How useful are these at the national level?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES DEPARTMENT OF DEVELOPMENT STUDIES

DS411: RESEARCH METHODS IN SOCIAL SCIENCES

TIME: (3) THREE HOURS

INSTRUCTIONS:

- (a) Answer Only three (3) Questions. Answer Question One and Two others from Section Two.
 - (b) Read questions very carefully before answering.
-

SECTION ONE

Discuss the major characteristics of social research. In view of your answer, explain the major differences between qualitative and quantitative research.

SECTION TWO

2. With examples from your topic of research, discuss the major issues which influence the choice of a research topic. How can a researcher deal with these issues in order for him/her to undertake research successfully?
3. What do you understand by:
 - a) Secondary sources?
 - b) Primary sources?

Demonstrate the importance of both secondary and primary sources in research work.

4. Examine the major techniques of conducting interviews during fieldwork and explain how each technique enriches or influences the quality of data.

5. Examine the various sampling methods discussed in this course. In what types of studies could any of these methods be used? In amplifying your answer, explain the four biases which a researcher could introduce in sampling.
6. What role does literature review play in research work? With reference to your topic of research, demonstrate how literature review is conducted.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES DEPARTMENT OF DEVELOPMENT STUDIES

DS901: THE FAMILY IN A HISTORICAL AND THEORETICAL PERSPECTIVES

THE FINAL EXAMINATION 2000 AND 2001 ACADEMIC YEAR. FIRST SEMESTER

Answer; Three questions from the following seven question. Credit will be given to good English and orderly presentation of ideas.

1. What is meant by the family? Is it a social or a biological phenomenon?
2. Is there any relationship between a mode of production and a structure of a family? What are the reasons for your answer?
3. L.H. Morgan in his Systems of Consanguinity and Affinity of the Human Family published in 1971 thought that terms of relationships are sociological and thus divided all families in the world as belonging to two types of families: descriptive and classificatory. What are the merits and demerits of this observations?
4. Kroeber claimed that terms of relationships reflect psychological attitudes rather than sociological ones and are determined primarily by language hence they could be utilized for sociological inferences only with great caution "Discuss."
5. Levi-Strauss claims that terms of relationships exist only in human consciousness. It is an arbitrary system of representation not the spontaneous development of a real situation (Social Structure 1958:50) Discuss this observation of Levi-Strauss in relation to the search for a method to study of the family.
6. What can the modern person learn from the traditional family patterns to strengthen such institutions?
7. What are the forces at work preventing modern families to be stable? What can be done to correct the situation?

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

**2000/2001: ACADEMIC YEAR FIRST SEMESTER FINAL
EXAMINATIONS**

DS 911: WOMEN AND DEVELOPMENT THEORIES AND PRACTICE

INSTRUCTIONS:

1. Question One in Section A is Compulsory
 2. Choose one question from Section B and one question from Section C
-

SECTION A (Compulsory)

1. Compare and contrast Marxist feminism and Liberal feminism. What are their points of convergence and points of departure.

SECTION B

2. Discuss in detail the differences and similarities between the Women in Development (WID) approach and the Gender and Development (GAD) approach. Consider their main arguments, strategies for women's empowerment as well as their weaknesses.
3. How does socialisation of domestic work lead to women's liberation? Discuss this in light of socialisation of domestic labour versus wages for work campaign.

SECTION C

4. Some feminists have advocated for a biological revolution as a means towards women's liberation. Discuss in detail the arguments advanced for this case. Offer a critique of this advocacy for a biological revolution.
5. Write brief notes on the following:
 - (a) Marxists Theory of the State
 - (b) Marxists Theory of Politics
 - (c) Marxists Concept of Alienation
 - (d) Liberal Feminism in the 20th Century

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

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES DEPARTMENT OF DEVELOPMENT STUDIES

1999/2000 END OF SEMISTER I EXAMINATION
JANUARY 16TH 2000.

**COURSE: DS 925 - PROJECT APPRAISAL AND IMPLEMENTATIONS IN
DEVELOPING COUNTRIES.**

TIME: 3 HOURS

INSTRUCTIONS: There are three sections in this Examination. Section A is compulsory questions. You are to attempt answering three questions, at least one from each section. Section A carries 40 Marks the rest 30 marks each.

SECTION A (40 Marks) COMPULSORY

Every student should attempt answering this Section.

- (1) The World Bank has granted the Zambian Government a loan to embark on Power Rehabilitation Project (PRP) for ZESCO.

It is estimated that PRP will attract input costs of US\$25 billion. In addition to this bill, there is an enormous bill going to wages for Local Labour amounting to ZM K300 Million. The initial Fixed cost is estimated at US\$20 billion including different species of fish in Kariba valued at K150 Million which will be affected when PRP is in force.

The shadow Exchange Rate (SER) is K2000 and the Official Exchange Rate is pegged at US\$1:1000, and the discounting rate is the prevailing interest rates of 10 percent.

PRP has spillover effects, and is to displace the local peasants in the Gwembe valley, once displaced there will have to stop production. Peasants cultivate two crops; Maize and wheat. The wheat was purely for exports, while as maize was for local consumption only.

It is further estimated that the exported ^{wheat} ~~maize~~ is/was valued at US\$50 billion and maize is/was valued at K200 Million per annum.

The project (PRP) is further forecasted that once implemented will give the stream of benefits amounting to US\$300 billion in exports and ZM K200 billion for domestic consumption for (2) Two years.

Additionally PRP once embarked on will cause an environmental degradation, resulting in the loss of various biodiversity of species valued at US\$20 billion.

The Zambian Government has also got a choice to invest this loan, by putting it in the commercial Bank and interest equivalent to US\$15 billion for two years.

The objective of the government is to maximise foreign exchange as opposed to consumption.

With your knowledge in Project Appraisal and Implementation, you have been hired as a consultant and tasked to calculate the viability of PRP with its life span 2 years using:

- (a) Financial Appraisal
- (b) Economic Appraisal
- (c) Social Appraisal
- (d) What is your view if the Accountant appraised this project and advised the government that the Project was very viable and there was no need to subject it to further appraisals?

SECTION B (You are to attempt answering only one question from this Section)

1. Show how Little - Mirrlees techniques of Public Project Appraisal gives the same result as the UNIDO approach if the standard Conversion Factor (SCF) is the reciprocal of the shadow price of foreign exchange.
2. Consider the theoretical arguments that developing countries could use more Labour intensive technique in public projects without sacrificing savings and growth. Further more by using the argument of efficiency wage show how Real Wages in Less Development Countries (LDCs) may turn out to be more expensive than the developed countries' Real Wages.

3. What is Project Appraisal, Is this synonymous to Project Cycle? Carefully show the linkages between project appraisal and project cycle, by concisely detailing all the stages involved in project cycle to correctly show the relationship. Lastly outline the flaws of the project cycle which disqualify this concept.

SECTION C (You are to attempt answering only one question from this Section).

1. How can financial Analysts (Accountants) allow for the importance of environmental effects in project appraisal. Contrast this approach with the sustainability of the project view of the importance of incorporating the environment, gender, legal frame work, political etc. in appraising public investment projects.
2. Construct a hypothetical 3 x 3 input - output table for a typical developing country, and show how it may be used for:
 - (a) Forecasting the output of each industry for a given change in final demand for anyone industry.
 - (b) Forecasting important requirements and Balance of payments.
 - (c) Forecasting investment requirements
 - (d) Estimating backward and forward linkages
 - (e) What is the theory behind Hirshman's view that countries should encourage activities (projects) with high backward linkages?
3. Outline in detail at least 7 aspects that are involved in the preparation of the project before an actual project appraisal is considered. Furthermore at which stage do you think the aspects come in? You should show how applicable and relevant these aspects are to Project Appraisal in much detail for you to adequately answer this question.

END OF EXAMINATION

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

UNIVERSITY FIRST SEMESTER EXAMINATIONS-JANUARY 2001

DS 955: ENVIRONMENT AND DEVELOPMENT IN DEVELOPING COUNTRIES

TIME: THREE (3) HOURS

INSTRUCTIONS:

1. SECTION A IS COMPULSORY
 2. ANSWER ONE QUESTION FROM SECTION B AND ONE QUESTION FROM SECTION C
 3. ALL QUESTIONS CARRY EQUAL MARKS
-

SECTION A

1. The environment performs certain functions or services to mankind on earth. Identify and clearly discuss these functions/services.

SECTION B

2. Compare and contrast the Malthusian theory of population with the Boserupian model. What is the explanatory value of the two theories as regards environmental degradation?
3. Clearly identify and discuss the primary and underlying causes of land degradation in developing countries. ✓

SECTION C

4. Discuss the significance of EIA in the development planning. What are some of the problems associated with this development planning tool?
5. To what extent is the World Bank a major threat to the environment or part of the solution? Discuss giving examples.

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES & SOCIAL SCIENCES

DEPARTMENT OF LITERATURE & LANGUAGES

1ST SEMESTER SUPPLEMENTARY/DEFERRED EXAMINATIONS
1999 - 2001

COURSE: E 121 INTRODUCTION TO WRITING SKILLS AND PROSE FICTION

TIME ALLOWED: THREE (3) HOURS

INSTRUCTIONS: CHOOSE THREE QUESTIONS AND WRITE COHERENT ESSAYS. ESSAY PLANS ARE NOT REQUIRED. YOU ARE ALLOWED TO ENTER THE EXAMINATION ROOM WITH A COPY OF AN ENGLISH DICTIONARY. DO NOT GIVE DETAILED TREATMENT TO THE SAME BOOK IN MORE THAN ONE ANSWER

1. List the places which Odysseus visited from the time he left Troy up to his arrival in Ithaca. This should be done in essay form.
2. Comment on the theme of friendship in Maru.
3. 'Corruption continues to thrive in Africa because the masses are too docile'. Comment on this assertion based on your reading of The Beautiful Ones Are Not Yet Born.
4. How true is the claim that the language of the 'Book of Genesis' is not rhetorical? Reference is made to the King James version only.
5. Is it true that modernist short stories are steeped in sadness?
6. Describe the various stages of essay writing stressing at each point the importance of each stage in the process.

END OF EXAMINATION

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

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

E 122: INTRODUCTION TO POETRY AND DRAMA.

TIME ALLOWED: THREE (3) HOURS

- (a) **INSTRUCTIONS:** Answer three questions, one from each section. Each section counts as one-third of the examination mark. Candidates may bring with them into the examination room a copy of an English Dictionary.

SECTION A: EUROPEAN POETRY

Choose one out of the two poems given below and answer the questions that are under your selected poem.

WRITTEN IN MARCH by William Wordsworth

The Cock is crowing
The stream is flowing
The small birds twitter,
The lake doth glitter,
The green field sleeps in the sun,
The oldest and youngest
The cattle are grazing,
Their heads are raising:
There are forty feeding like one!

Like an army defeated
The snow hath retreated
And now doth fare ill
On the top of the bare hill;
The ploughboy is whooping - anon - anon:
There is joy in the mountains;
There is life in the fountains;
Small clouds are sailing,
Blue sky prevailing;
The rain is over and gone!

Questions

1. What is the situation?
2. What is the subject?
3. What about the theme/themes?

4. Comment on tone?
5. Comment on the mood?
6. What can you say about the speaker in the poem?
7. Comment on the words.
8. Comment on the imagery
9. Comment on the handling of sound?
10. Comment on the rhyme?

OUTCAST BY Claude McKay

For the dim regions whence my fathers came
 My spirit, bonded by the body, longs.
 Words felt, but never heard, my lips would frame;
 My soul would sing forgotten jungle songs.
 I would go back to darkness and to peace,
 But the great western world holds me in fee,
 And I may never hope for full release
 While to its alien gods I bend my knee
 Something in me is lost, forever lost,
 Some vital thing has gone out of my heart
 And I must walk the way of life a ghost
 Among the sons of earth, a thing apart
 For I was born, far from native clime
 Under the white man's menace, out of time.

Questions

1. What is the situation?
2. What is the subject?
3. What is the theme/themes?
4. Comment on tone.
5. Comment on the mood
6. What type is it?
7. Comment on the speaker in the poem?
8. Work out the rhyme scheme for the poem?
9. Comment on the metre used in the poem?
10. Is it a successful poem or not?

SECTION 2 AFRICAN POETRY

Choose **one** out of the two poems given below and answer all the questions.
 Based on your selected poem.

Milky way Over Kanyama by Stewart Crehan

The floods have long receded
 Three circles enclose three fires
 Old men
 Young men

Women and children
Mourning my friend's father
It is dark
We stare at the flames
The women sing
The women have cooked
The men bring chibuku

Hospital was a place he dreaded
After much pain
Whatever it was
In his bowels burst
And he died
His spirit
Has joined the ancestors
Of this convocation
Now one in the blurring darkness

Log smoke with atoms of ash
Swirling in the September wind
Attacks us
Like an avenging demented ghost
Bringing tears to my eyes
The son holds his own son
Between tired legs
Both stare at the flames
I look up

In a moonless sky
Far above the corrugated roofs
Of the compound
God has scattered
A billion glittering specks of dust
the milky way is mocking us
for milk too has turned to powder
in this place of dust and rock
of kin bound love and tears
where the nourishing rains
bring only floods

Questions

1. What is the situation?
2. What is the subject?
3. Identify the theme/themes of the poem
4. What is the mood?
5. Comment on the speaker in the poem

6. Comment on the handling of words
7. Comment on the use of imagery
8. Comment on the use of figurative language
9. List four rhetorical devices that are used in the poem?
10. Is it a successful poem or not?

2. **The city** by Steven P. Moyo

Oh Lusaka

You 're a paradise in the day time,
 For tho' naked you stand, nobody robs you
 And in your nude you watch your citizens go
 Wrapped in their nationals
 For respect of their morals, but you
 O city you have no morals!
 For three hours after dusk, dear city,
 You're a hell in the dark of the night
 You're a hell in the dark of the night
 Albeit clad you are
 You delight in the deed of your citizens
 Who breathe in nudity within you
 Indeed city, beautiful city you 're a disgrace to
 Us
 And there
 Your madara haltlessly rut the hussy, nulling
 their bridal pacts
 While the jobless lads prostrate crazy for the
 Working women
 And your bowels tame profaned spouseless
 Mothers, secs 'n nurses

City

Accident here, accident there, you are their capital
 Indeed city, beautiful city you're a disagree to us
 Where the tops send their morals to gods
 The lows carve their ways out of graves and thence.

Fatality results out of loaned machines
 As abomination erupts out of love rivalry:
 O city spacious city, where are your morals?
 You house the poor in railway stations, while
 You jibe at them and give jobs to the undeserving
 Oh city, honour yourself, find your morals,
 Lest
 Your commons rise against you when their
 wounds
 Grow tongues and pangas

Questions

1. What is the situation?
2. What is the subject?
3. What about the theme or themes?
4. What is the mood?
5. What can you say about the speaker in the poem?
6. Comment on the words.
7. Comment on the imagery.
8. List four rhetorical devices used in the poem
9. Is it a successful poem or not?

SECTION 3 DRAMA

Choose **one** question out of three and write a coherent essay. Marks will be awarded for good organisation and rigour in analysis.

1. Compare and contrast Creon and King Oedipus as tragic heroes.
2. Mental or physical isolation can lead to despair. Show how this has developed in King Oedipus in the two plays he is in.
3. In what ways and to what effect have conflicts between humans and gods helped in the arrival at the denouement in the play "**Antigone**".

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES & SOCIAL SCIENCES

DEPARTMENT OF LITERATURE & LANGUAGES

FIRST SEMESTER FINAL EXAMINATIONS
1999 - 2001 ACADEMIC YEAR

**E 211: INTRODUCTION TO MODERN ENGLISH: PHONETICS AND
PHONOLOGY**

TIME: 3 HOURS

INSTRUCTIONS: ATTEMPT ALL THE QUESTIONS

Q.1 i) Give brief descriptions of the following phonetic concepts:

- a) Pulmonic air stream mechanism
- b) Egressive air stream mechanism
- c) Glottalic air stream mechanism

ii) What type of airstream mechanism is used in the production of:

- a) [p], [m] in English
- b) Click sounds.

Q.2 Give the phonetic description and transcription of the underlined items.

- | | | |
|---------------------|-------------------|-----------------|
| a) Measure | b) <u>through</u> | c) <u>Laugh</u> |
| d) <u>Chameleon</u> | f) <u>onion</u> | g) <u>dogs</u> |
| h) <u>Sheep</u> | i) <u>Seat</u> | j) <u>mat</u> |

Q.3 Complete the table below by supplying the necessary binary feature value against each sound. You are only awarded 1 mark for each column correctly filled in.

	u	o	f	m	i
Son					
Cons					
Nas					
Back					
Ant					
Cor					

Q.4 Look at the feature matrices below representing English Sounds. List the redundant feature for each Sound. (a) has been done for you.

(f)
$$\left[\begin{array}{l} + \text{back} \\ + \text{high} \\ + \text{round} \end{array} \right]$$

a)
$$\left[\begin{array}{l} + \text{nas} \\ + \text{cons} \\ + \text{ant} \\ - \text{cor} \\ + \text{voice} \end{array} \right]$$
 b)
$$\left[\begin{array}{l} + \text{cons} \\ - \text{nas} \\ - \text{voice} \\ - \text{cor} \\ - \text{cont} \\ + \text{labial} \end{array} \right]$$
 c)
$$\left[\begin{array}{l} + \text{lateral} \\ + \text{voice} \\ + \text{ant} \\ + \text{cor} \end{array} \right]$$
 d)
$$\left[\begin{array}{l} + \text{cont} \\ - \text{vocalic} \\ - \text{son} \\ - \text{cons} \end{array} \right]$$
 e)
$$\left[\begin{array}{l} + \text{vocalic} \\ + \text{voice} \\ + \text{cont} \\ - \text{cons} \end{array} \right]$$

Redunt feature: [+ voice]

Q.5 Look at the list of sounds below. Subclassify them into sets according to the feature values indicated in (b).

a) [k, s, i, u, t, f, e]

b) i [+syll] = []

ii) [+ high] = []

iii) [-voice] = []

iv) [+ sonorant] = []

v) [+continuant] = []

END OF EXAMINATION

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

Time: Allowed: Three (3) Hours

Instructions: 1. Answer any Four (4) questions

2. All questions carry equal marks

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

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

(iv) The child was reading some letters.

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

4. "Form and function are more reliable in classifying words than meaning is".

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

a) I was amazed at his love for children.

b) Tamara quickly changed her mind.

c) The farmer usually boasts of his produce.

d) Chuma found it hard to live without Moonga

e) She sold all her cotton dresses yesterday.

f) The boys found the lecture revealing.

g) Jacqueline was in love.

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

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES & SOCIAL SCIENCES

DEPARTMENT OF LITERATURE & LANGUAGES

FIRST SEMESTER FINAL EXAMINATIONS
1999 - 2001 ACADEMIC YEAR

E221: 16TH TO 18TH CENTURY ENGLISH LITERATURE

TIME: 3 HOURS

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

SECTION A

ANSWER ONE OF THE FOLLOWING QUESTIONS

1. **DR. FAUSTUS (Christopher Marlowe)**

Is it fair or unfair to "lump together" the principal characters of Marlowe's Dr. Faustus, and those of Milton's Paradise Lost in terms of their resistance/resilience/good and evil?

2. **1 Henry IV (William Shakespeare)**

Write briefly on any four (4) of the following characters, pointing out their essential roles in the play.

- a) Henry Percay (known as Hotspur) *Henry Percy*
- b) Owen Glyndusr *Owen Glendower*
- c) Sir John Falstaff
- d) King Henry IV
- e) Harry Prince of Wales *Prince Hal*
- f) Lord John Lancaster

3. **1 Henry IV (William Shakespeare)**

Discuss Henry IV Part 1 as a play about how to acquire and keep political power.

SECTION B

ANSWER ONE OF THE FOLLOWING QUESTIONS:

4. **PARADISE LOST (John Milton)**

Critics of the 19th Century later saw the image of Satan as a promethean one. What is your personal reaction to such polemics?

5. **PARADISE LOST (John Milton)**

It is often heard among women and men in humanity that:

"It is Eve who has brought us down to this hell of toil"

Discuss your comfort or discomfort with this statement and show how it has influenced male and female relations in the world at large.

SECTION C

COMMENT ON ONE OF THE FOLLOWING PASSAGES, AND FOR YOUR CHOSEN ITEM:

Identify rhyme scheme and metre and discuss salient features of theme, style, mood and structure. Indicate the extent to which your chosen item is typical of its period and 'genre'.

5. No longer mourn for me when I am dead
Than you shall hear the surly sullen bell
Give warning to the world that I am fled
From this vile world, with vilest worms to dwell:
Nay, if you read this line, remember not⁵
The Land that writ it; for I love you so,
That I in your sweet thoughts would be forgot,
If thinking on me than should make you woe.
Oh, if, (I say) you look upon this verse
When I (perhaps) compounded am with clay;
Do not so much as my poor name rehearse,
But let your love even with my life decay;
Lest the wise should look into your moan,
And mock you with me after I am gone.¹⁰
(William Shakespeare).
6. Death, be not proud, though some have called thee.
Mighty and dreadful, for thou art not so;
For those whom thou think'st thou dost overthrow
Die not, poor Death, not yet canst thou kill me.
From rest and sleep, which but thy pictures be,⁵

Much pleasure; then from thee much more must flow,
And soonest our best men with thee do go,
Rest of their bones, and souls delivery.
Thou art slave to fate, chance, kings, and desperate men,
And dost with poison, war, and sickness dwell,¹⁰
And poppy or charms can make us sleep as well
And better than they stroke; why swell'st thou then?
One short sleep past, we wake eternally
And death shall be no more; Death, thou shalt die
(John Donne)

7. **On Shakespeare**

What needs my Shakespeare for his honoured bones
The labor of an age in piled stones,
Or that his hallowed relics should be hid
Under a star-ypointing pyramid?
Dear son of memory, great heir of fame,⁵
What needs't thou such weak witness of thy name?
Though in our wonder and astonishment
Hast built thyself a lifelong monument.
For whilst to th' shame of slow-endeavoring art
Thy easy numbers flow, and that each heart¹⁰
Hath from the leaves of thy unvalued book
Those Delphic lines with deep impression took,
Then thou, our fancy of itself bereaving,
Dost make us marble with too much conceiving,
And so sepulchered in such pomp dost lie,
That kings for such a tomb would wish to die.¹⁵
(John Milton).

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES & SOCIAL SCIENCES

DEPARTMENT OF LITERATURE & LANGUAGES

FIRST SEMESTER EXAMINATIONS
1999 - 2001 ACADEMIC YEAR

E 311: ENGLISH SEMANTICS

TIME: 3 HOURS

INSTRUCTIONS: ANSWER ALL THE QUESTIONS BELOW.
PLEASE PAY ATTENTION TO THE LENGTH OF
YOUR ANSWER INDICATED AFTER EACH QUESTION.
EACH QUESTION CARRIED 25 MARKS.

1. Semantic theory makes clear distinctions and draws relationships between utterances and sentences.

LENGTH: ONE PAGE

2. Although the concepts reference and sense are different from one another, one can establish a relationship between. Discuss whether this statement is valid or not valid. Give illustrations.

LENGTH: ONE PAGE

3. i) With examples, show your understanding of the following concepts.
Your answer must be brief and concise:

- a) Proposition
- b) Argument
- c) Referring expression
- d) Equative sentence

- ii) Show diagrammatically how the word spinister may be entered in a formalized dictionary. You should only draw the diagrams - without describing it.

3. 4. What relationship can you draw between lexical fields and componential analysis.

LENGTH: ONE PAGE

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF LITERATURE AND LANGUAGES
1999-2001 ACADEMIC YEAR FIRST SEMESTER DEFERRED EXAM**

E921: ORIGINS AND DEVELOPMENT OF THE ENGLISH LANGUAGE

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ALL FOUR QUESTIONS

QUESTIONS:

1. The Vocabulary of the English language today is most probably the richest in the World.
How do you account for that richness in the English language vocabulary?
2. What are the main factors which accounted for the re-establishment (rehabilitation) of English in the Middle English period some centuries after the Norman Conquest?
3. American English, compared to British English is described as containing some conservatism and innovation. How do you explain this phenomenon?
4. Give a brief description of the Old English Language.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES
AND SOCIAL SCIENCES
1998-1999 ACADEMIC YEAR
SECOND SEMESTER
FINAL EXAMINATION

E922: WORLD ENGLISHES

TIME: 3 HOURS

- INSTRUCTIONS: 1. Answer question ONE and THREE other questions.
2. Each question carries equal weight.
3. Relevant illustration and example will receive credit.
4. Candidates may bring into the examination room 'Guidelines for Stylistic Analysis' and an English Dictionary.
-

1. Make a stylistic description and analysis of the following text. Identify the text type. Take into account all relevant textual and contextual factors.

COMMON INTENTION BY JOINT OFFENDERS

MWAPE v THE PEOPLE

(Supreme Court of Zambia, 1976)

(SILUNGWE, C.J., GARDNER AND HUGHES, JJ.S.)

The appellant, together with other persons, broke into the ZCBC shop in Mporokoso, blew up the safe, and obtained a large amount of money contained therein together with other goods. It was alleged that they attacked the security guard, stabbing him in the leg and generally using violence on him in order to execute their objective. The appellant was convicted of aggravated robbery from the confession he gave which was accepted by the court. The question before the court was whether or not the appellant was guilty of the crime or some other offence since he claimed to have acted as a driver and did not assault the night watchman but remained in the car.

SILUNGWE, C.J., delivered the judgment of the court.

That the offence of aggravated robbery was committed in this case is incontrovertible. There can be no doubt whatever that the appellant together with other persons unknown plotted to raid and did in fact raid the ZCBC shop at Mporokoso and stole from it a large quantity of property. The question that must now be answered is whether the appellant is guilty of the offence as charged or of some other offence.

TURN
OVER

E 922 World Englishes

TEXT CONTINUED:

The matter that must be considered is whether the appellant and his associates had formed a common intention to commit the offence of aggravated robbery. In law a participation which is the result of a concerted design to commit a specific offence is sufficient to render the participant a principal. Section 22 of the Penal Code, Cap. 146, provides:

"22. When two or more persons form a common intention to prosecute an unlawful purpose in conjunction with one another, and in the prosecution of such purpose an offence is committed of such a nature that its commission was a probable consequence of the prosecution of such purpose, each of them is deemed to have committed the offence."

This is one of the matters that fell to be decided by the then Court of Appeal for Zambia in *Mutambo & 5 Others v The People* (1). That was a murder case in which Charles, J., said at pages 25 and 26 that to bring an appellant within the section (which was exactly the same as the section quoted above) as being guilty of an offence the following facts must have been proved against him beyond reasonable doubt:

"(i) That two or more persons, of whom the appellant was one, each formed an intention to prosecute a common purpose in conjunction with the other or others.

(ii) That the common purpose was unlawful.

(iii) That the parties, or some of them, including the appellant, commenced or joined in the prosecution of the common purpose.

...

2. Give a diachronic and synchronic account of any particular regional variety of English (other than British and American English) known to you.
3. Discuss the view that pidgin and creole Englishes are not English at all.
4. "If there were no such variety as Standard English, we should have to invent it." Discuss the premisses of this opinion, with reference to the development of 'Standard English' since the sixteenth century.
5. How has written English changed in character in the last four hundred years ?
6. "Style is all a matter of context." How true is this ?
7. What are the factors that influence the nature and construction of a genre ? Illustrate your answer with reference to at least one genre that you are familiar with.

THE UNIVERSITY OF ZAMBIA
DEPARTMENT OF LITERATURE & LANGUAGES

FIRST SEMESTER EXAMINATIONS - JANUARY, 2001

E 971: AMERICAN LITERATURE FROM 1620 TO 1900

TIME: THREE HOURS

INSTRUCTIONS: ANSWER FOUR QUESTIONS IN ALL, MAKING SURE THAT YOU ANSWER AT LEAST ONE QUESTION FROM EACH OF THE THREE SECTIONS. CANDIDATES MAY BRING INTO THE EXAMINATION ROOM PRIMARY TEXTS USED IN THE COURSE AND AN ENGLISH DICTIONARY.

SECTION ONE

1. Write briefly on any four (4) out of the following characters:
 - a) Hester Prynne in The Scarlet Letter.
 - b) Jim in Adventures of Huckleberry Finn.
 - c) Ahab in Moby Dick.
 - d) Arthur Dimmesdale in The Scarlet Letter.
 - e) George Harris in Uncle Tom's Cabin.
 - f) Ishmael in Moby Dick.
2. With particular reference to various situations and incidents analyse, or show how Huckleberry Finn develops as a character during the course of the novel.

SECTION TWO

3. Compare and contrast the suggested solutions to the question of slavery presented in Harriet Beecher Stowe's Uncle Tom's Cabin and Mark Twain's Adventures of Huckleberry Finn. Which of the two presents a more effective solution. Defend your answer.
4. One writer has said, "a novelist must be a depicter of society's moral problems or issues." Through a detailed analysis of EITHER Moby Dick or The Scarlet Letter, show what the moral problem is and how it is presented.

SECTION THREE

5. "Call this a govment! Why, just look at it and see what it's like. Here's the law a-standing ready to take a man's son away from him - a man's own son, which he has had all the trouble and all the anxiety and all the expense of raising. Yes, just as that man has got that son raised at last, and ready to go to work and begin to do suthin' for him and give him a rest, the law up and goes for him. And they call that govment! That ain't all, nuther. The law backs that old Judge Thatcher up and helps him to keep me out o' my property. Here's what the law does. The law takes a man worth six thousand dollars and upards, and jams him into an old trap of a cabin like this, and lets him go round in clothes that ain't fitten for a hog. They call that govment! A man can't get his rights in a govment like this. Sometimes I've a mighty notion to just leave the country for good and all. Yes, and I told 'em so; I told old Thatcher so to his face. Lots of 'em heard me, and can tell what I said. Says I, for two cents I'd leave the blamed country and never come anear it agin. Them's the very words. I says, look at my hat - if you call it a hat - but the lid raises up and the rest of it goes down till it's below my chin, and then it ain't rightly a hat at all, but more like my head was shoved up through a jint o' stove-pipe. Look at it, says I - such a hat for me to wear - one of the wealthiest men in this town, if I could git my rights.

"Oh, yes, this is a wonderful govment, wonderful. Why, looky here. There was a free nigger there, from Ohio; a mulatter, most as white as a white man. He had the whitest shirt on you ever see, too, and the shiniest hat; and there ain't a man in that town that's got as fine clothes as what he had; and he had a gold watch and chain and a silver-headed cane - the awfulest old gray-headed nabob in the State. And what do you think? They said he was a p'fessor in a college, and could talk all kinds of languages, and knowed everything. And that ain't the wust. They said he could vote, when he was at home. Well, that let me out. Thinks I, what is the country a-coming to? It was 'lection day, and I was just about to go and vote, myself, if I warn't too drunk to get there; but when they told me there was a State in this country where they'd let that nigger vote, I drawed out. I says I'll never vote agin. Them's the very words I said; they all heard me; and the country may rot for all me - I'll never vote agin as long as I live. And to see the cool way of that nigger - why, he wouldn't a give me the road if I hadn't shoved him out o' the way. I says to the people, why ain't this nigger put up at auction and sold? - that's what I want to know. And what do you reckon they said? Why, they said he couldn't be sold till he'd been in the State six months, and he hadn't been there that long yet. There, now - that's a specimen. They call that a govment that can't sell a free nigger till he's been in the State six months. Here's a govment that calls itself a govment, and lets on to be a govment, and thinks it is a govment, and yet's got to set stock-still for six whole months before it can take ahold of a prowling, thieving, infernal, white-shirted free nigger, and -"

Comment on this passage in terms of subject matter and treatment.

6. "Captain Ahab," said Starbuck, who, with Stubb and Flask, had thus far been eyeing his superior with increasing surprise, but at last seemed struck with a thought which somewhat explained all the wonder. "Captain Ahab, I have heard of Moby Dick - but it was not Moby Dick that took off thy leg?"

"Who told thee that?" cried Ahab; then pausing, "Aye, Starbuck; aye, my hearties all round; it was Moby Dick that dismasted me; Moby Dick that brought me to this dead stump I stand on now. Aye, aye," he shouted with a terrific, loud, animal sob, like that of a heart-stricken moose; "Aye, aye! It was that accursed white whale that razeed me; made a poor pegging lubber of me for ever and a day!" Then tossing both arms, with measureless imprecations he shouted out: "Aye, aye! And I'll chase him round Good Hope, and round the Horn, and round the Norway Maelstrom, and round perdition's flames before I give him up. And this is what ye have shipped for, men! To chase that white whale on both sides of land, and over all sides of earth, till he spouts black blood and rolls fin out. What say ye, men, will ye splice hands on it, now? I think ye do look brave."

"Aye, aye!" shouted the harpooners and seamen, running closer to the excited old man: "A sharp eye for the White Whale; a sharp lance for Moby Dick!"

"God bless ye," he seemed to half sob and half shout. "God bless ye, men. Steward! Go draw the great measure of grog. But what's this long face about, Mr. Starbuck; wilt thou not chase the white whale? art not game for Moby Dick?"

"I am game for his crooked jaw, and for the jaws of Death too, captain Ahab, if it fairly comes in the way of the business we follow; but I came here to hunt whales, not my commander's vengeance. How many barrels will thy vengeance yield thee even if thou gettest it, captain Ahab? It will not fetch thee much in our Nantucket market."

"Nantucket market! Hoot! But come closer, Starbuck; though requirest a little lower layer. If money's to be the measure, man, and the accountants have computed their great counting-house the globe, by girdling it with guineas, one to every three parts of an inch: then, let me tell thee, that my vengeance will fetch a great premium here!"

"He smites his chest," whispered Stubb, "what's that for? Me-thinks it rings most vast, but hollow."

"Vengeance on a dumb brute!" cried Starbuck, "that simply smote thee from blindest instinct! Madness! To be enraged with a dumb thing, Captain Ahab, seems blasphemous."

"Hark ye yet again, - the little lower layer. All visible objects, man, are but as pasteboard masks. But in each event - in the living act, the undoubted deed - there, some unknown but still reasoning thing puts forth the mouldings of its features from behind the unreasoning mask. If man will strike, strike through the mask! How can the prisoner reach outside except by thrusting through the wall?"

To me, the white whale is that wall, shoved near to me. Sometimes I think there's naught beyond. But 'tis enough. He tasks me; he heaps me; I see in him outrageous strength, with an inscrutable malice sinewing it. That inscrutable thing is chiefly what I hate; and be the white whale agent, or be the white whale principal, I will wreak that hate upon him. Talk not to me of blasphemy, man; I'd strike the sun if it insulted me. For could the sun do that, then could I do the other; since there is ever a sort of fair play herein, jealousy presiding over all creations. But not my master, man, is even that fair play. Who's over me? Truth hath no confines. Take off thine eye! More intolerable than fiends' glarings is a doltish stare! So, so; thou reddenest and palest; my heat has melted thee to anger-glow. But look ye, Starbuck, what is said in heat, that thing unsays itself. There are men from whom warm words are small indignity. I meant not to incense thee. Let it go. Look! See yonder Turkish cheeks of spotted tawn - living, breathing pictures painted by the sun. The Pagan leopards - the unrecking and unworshipping things, that live; and seek, and give no reasons for the torrid life they feel! The crew, man, the crew! Are they not one and all with Ahab, in this matter of the whale? See Stubb! He laughs! See yonder Chilean! He snorts to think of it. Stand up amid the general hurricane, thy one tost sapling cannot, Starbuck! And what is it? Reckon it. 'Tis but to help strike a fin; no wondrous feat for Starbuck. What is it more? From this one poor hunt, then, the best lance out of all Nantucket, surely he will not hang back, when every foremast-hand has clutched a whetstone? Ah! Constraining seize thee; I see! The billow lifts thee! Speak, but speak! - Aye, aye! Thy silence, then, that voices thee. (Aside) Something shot from my dilated nostrils, he has inhaled it in his lungs. Starbuck now is mine; cannot oppose me now, without rebellion."

"God keep me! - keep us all!" murmured Starbuck, lowly.

- a) Why is Captain Ahab willing to pay for the death of the white whale and what does the whale represent for him?
- b) Why is Starbuck described as having a "long face"?
- c) Explain Starbuck's statement, "I am game for his crooked jaw, and for the jaws of Death too, Captain Ahab, if it fairly comes in the way of business we follow; but I came here to hunt whales, not my commander's vengeance."
- d) What do you understand by Starbuck's comment:
"God keep me! - keep us all!"

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES & SOCIAL SCIENCES

DEPARTMENT OF LITERATURE & LANGUAGES

FIRST SEMESTER EXAMINATIONS
1999 - 2001 ACADEMIC YEAR

E 981: ROMANTICISM

TIME: 3 HOURS

INSTRUCTIONS: ANSWER TWO QUESTIONS; ONE FROM EACH SECTION.

SECTION A (COMPULSORY)

1. State what you understand by the movement known as Romanticism, mentioning what you see as its peculiarities, vis-à-vis precursory movements and contemporary intercultural experience universally.

SECTION B

EITHER

2. Explore the importance of the following themes in the romanticist perspective; giving examples from your readings:
 - a) Emotion
 - b) Imagination
 - c) Escape
 - d) The natural goodness of man
 - e) The notion of primitive man vis-à-vis the industrial era.

OR

3. What major elements of romanticist thought have you identified in your reading of Herman Melville's novel Moby Dick? Discuss one or two of these elements stating whether or not they recur in your culture.

OR

4. In Gustave Flaubert's novel Madame Bovary, discuss the themes of
 - a) freedom
 - b) passion,
 - c) societal discomprehension
 - d) 'ennui' (boredom)
 - e) despair and rebellion.

Show how these essentially disparate existentialist issues may make sense after reading Madame Bovary.

SECTION C

5. a) When one refer to Wordsworth, Shelley and Coleridge as "The Lake Poets" what do you see encapsulated in this 'blanket statement'?
- b) With the aid of a poem of your choice written during the period in question by one of them, illustrate how best that poem exemplifies the romanticist learnings.

OR

6. What is the general view with regard to the definition of the 'poet and the milieu in which he 'performs', according to Wordsworth?

OR

7. "The so-called 'return to nature', so much touted by the European era of Romanticism continues to-day, because Humanity is constantly on a Quest - the Quest for the arcadian - the paradisal." Discuss.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES & SOCIAL SCIENCES

DEPARTMENT OF LITERATURE & LANGUAGES

1999/2001 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS

E/LAL 111: COMMUNICATION AND STUDY SKILLS

TIME: 3 HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS

Question One

Read the following passage and answer the questions that follow:

Order out of Chaos

The English-speaking world has the finest dictionaries, a somewhat curious fact when you consider that we have never formalised the business of compiling them. From the seventeenth century when Cardinal Richelieu founded the Academie Française, dictionary making has been earnest work indeed. In the English-speaking world, the early dictionaries were almost always the work of one man rather than a 5
ponderous committee of academics, as was the pattern on the Continent. In a kind of instinctive recognition of the mongrel, independent, idiosyncratic genius of the English tongue, these dictionaries were often entrusted to people bearing those very characteristics themselves. Nowhere was this more gloriously true than in the person of the greatest lexicographer of them all Samuel Johnson. 10

Johnson who lived from 1709 to 1784, was an odd candidate for genius. Blind in one eye, corpulent, incompletely educated, by all accounts coarse in manner, he was an obscure scribbler from an impoverished provincial background when he was given a contract by the London publisher Robert Dodsley to compile a dictionary of English.

However, the first dictionary to aim for anything like comprehensiveness was 15
the Universal Etymological Dictionary by Nathaniel Bailey, published in 1721, which anticipated Johnson's classic volume by thirty-four years and actually defined more words. So why is it that Johnson's dictionary is the one we remember? That's harder to answer than you might think.

His dictionary was full of shortcomings. He allowed many spelling 20
inconsistencies to be perpetuated - *deceit* but *receipt*, *deign* but *disdain*, *hark* but *hearken*, *convey* but *inveigh*, *moveable* but *immovable*. He wrote *downhil* with one *l*, but *uphill* with two; but *reinstal* with one; *fancy* with an *f*, but *phantom* with a *ph*. Generally, he was aware of these inconsistencies, but felt that in many cases the irregular spellings were already too well established to tamper with. He did try to 25

make spelling somewhat more sensible, institutionalising the differences between *flower* and *flour* and between *metal* and *mettle*, but essentially he saw his job as recording English spelling as it stood in his day, not changing it. This was in sharp contrast to the attitude taken by the revisers of the Academie Française dictionary a decade or so later, who would revise almost a quarter of French spellings. 30

There were holes in Johnson's erudition. He professed a preference for what he conceived to be Saxon spellings for words like *music*, *critic*, and *prosaic*, and so spelled them with a final *k*, when in fact they were all borrowed from Latin. He was given to flights of editorialising, as when he defined a *patron* as "one who supports with insolence, and is paid with flattery" or oats as a grain that sustained horses in 35 England and people in Scotland. His etymologies, according to Baugh and Cable, were "often ludicrous" and his proofreading sometimes strikingly careless. He defined *garret* as a "room on the highest floor in the house" and a *cockloft* as "the room over the garret". Elsewhere, he gave identical definitions to *leeward* and *windward*, even though they are quite obviously opposites. 40

Yet for all that, his Dictionary of the English Language, published in two volumes in June 1755, is a masterpiece, one of the landmarks of English literature. Its definitions are extremely concise, its erudition magnificent, if not entirely flawless. Without a nearby library to draw on, and with appallingly little financial backing (his publisher paid him a grand total of just £1,575, less than £200 a year, from which he had to 45 pay his assistants), Johnson worked from a garret room off Fleet Street, where he defined some 43,000 words, illustrated with more than 114,000 supporting quotations drawn from every area of literature. It is little wonder that he made some errors and occasionally indulged himself with barbed definitions.

In early February 1884, a slim paperback book bearing the title The New English 50 Dictionary on Historical Principles, containing all the words in the language (obscenities apart) between *A* and *ant* was published in Britain at the steepish price of twelve shillings and sixpence. This was the first of twelve volumes of the most masterly and ambitious philological exercise ever undertaken, eventually redubbed the Oxford English Dictionary. The intention was to record every word used in 55 English since 1150 and to trace it back through all its shifting meanings and spelling, and uses to its earliest recorded appearance. There was to be at least one citation for each century of its existence and at least one for each slight change of meaning. To achieve this, almost every significant piece of English literature from the last seven and a half centuries would have to be not so much read as scoured. 60

The man chosen to guide this enterprise was James Augustus Henry Murray (1837-1915), a Scottish-born bank clerk, schoolteacher, and self-taught philologist. He was an unlikely, and apparently somewhat reluctant, choice to take on such a daunting task. Murray, in the best tradition of British eccentrics, had a flowing white beard and liked to be photographed in a long black housecoat with a mortarboard on his head. 65 He had eleven children, all of whom were, almost from the moment they learned the alphabet, roped into the endless business of helping to sift through and alphabetise the several million slips of paper on which were recorded every twitch and burble of the language over seven centuries.

The ambition of the project was so staggering that one can't help wondering 70 if Murray really knew what he was taking on. In point of fact, it appears he didn't. He thought the whole business would take a dozen years at most and that it would fill half a dozen volumes covering some 6,400 pages. In the event, the project took more than four decades and sprawled across 15,000 densely printed pages.

Hundreds of volunteers helped with the research, sending in citations from all 75 over the world. Many of them were, like Murray, amateur philologists and often they were as eccentric as he. One of the most prolific contributors was James Platt, who specialised in obscure words. He was said to speak a hundred languages and certainly knew as much about comparative linguistics as any man of his age, and yet he owned no books of his own. He worked for his father in the City of London and each 80 lunchtime collected one book - never more - from the Reading Room of the British Museum, which he would take home, devour, and replace with another volume the next day. At weekends he haunted the opium dens and dockyards of Wapping and White chapel looking for native speakers of obscure tongues whom he would query on small points of semantics. He provided the histories of many thousands of 85 words. But an even more prolific contributor was an American expatriate named Dr. W.C. Minor, a man of immense erudition who provided from his private library the etymologies of tens of thousands of words. When Murray invited him to a gathering of the dictionary's contributors, he learned to his considerable surprise that he was an inmate at Broadmoor, a hospital for the criminally insane, and not sufficiently in 90 possession of his faculties to be allowed out. It appears that during the U.S. Civil War, having suffered an attack of sunstroke, Dr. Minor developed a persecution mania, believing he was being pursued by Irishmen. After a stay in an asylum he was considered cured and undertook, in 1871, a visit to England. But one night while walking in London his mania returned and he shot dead an innocent stranger 95 whose misfortune it was to have been walking behind the crazed American. Clearly Dr. Minor's madness was not incompatible with scholarship. In one year alone, he made 12,000 contributions to the OED from the private library he built up at Broadmoor.

Murray worked ceaselessly on his dictionary for thirty-six years, from his 100 appointment to the editorship in 1879 to his death at the age of seventy-eight in 1915. (He was knighted in 1908). He was working on the letter U when he died, but his assistants carried on for another thirteen years until in 1928 the final volume, Wise to Wyzen, was issued. (For some reason, volume 12, XYZ, had appeared earlier). Five years later, a corrected and slightly updated version of the entire set was reissued, 105 under the name by which it has since been known: the Oxford English Dictionary. The completed dictionary contained 414,825 entries supported by 1,827,306 citations (out of 6 million collected) described in 44 million words of text spread over 15,487 pages. It is perhaps the greatest work of scholarship ever produced. 110

The OED confirmed a paradox that had been brought to light decades earlier - namely, that although readers will appear to treat a dictionary with the utmost respect, they will generally ignore anything in it that doesn't suit their tastes. The OED, for instance, has always insisted on *-ize* spellings for words such as *characterize*, *itemize* and the like, and yet in few places in England, apart from the pages of 115 The Times (and not always there), are they observed. The British on the whole still spell almost all such word with *-ise* endings and thus enjoy a consistency with words

such as *advertise*, *merchandise*, and *surprise* that Americans fail to achieve. But perhaps the most notable of all the OED's quirks is its insistence that Shakespeare should be spelled Shakspeare. After explaining at some length why this is the only 120 correct spelling, it grudgingly acknowledges that the commonest spelling "is perh. Shakespeare". (To which we might add, it cert. is.)

In the spring of 1989, a second edition of the dictionary was issued, containing certain modifications, such as the use of the International Phonetic Alphabet instead of Murray's own quirky system. It comprised the original twelve volumes, plus four 125 vast supplements issued between 1972 and 1989. Now sprawling over twenty volumes, the updated dictionary is a third bigger than its predecessor, with 615,000 entries, 2,412,000 supporting quotations, almost 60 million words of exposition, and about 350 million keystrokes of text (or one for each native speaker of English in the world). No other language has anything even remotely approaching it in scope. 130 Because of its existence, more is known about the history of English than any other language in the world.

Bryson, Bill. 1990. Mother Tongue, London: Penguin

1. Write a formal set of notes on English Language dictionaries before the OED. **(20 marks)**
2. Answer the following questions as briefly as possible **(5 marks)**:
 - a) What nationality was Dr. W.C. Minor?
 - b) How old was Johnson when he died?
 - c) When did Murray die?
 - d) How did Johnson spell *critic*?
 - e) When did the final volume of Murray's OED appear?
3. What do the following words mean as they are used in the passage? **(5 marks)**
 - a) inconsistencies (1.24)
 - b) erudition (1.31)
 - c) steepish (1.52)
 - d) redubbed (1.54)
 - e) devour (1.82).
4. To what, in the passage, do the following refer? **(5 marks)**
 - a) 'these dictionaries (1.8)
 - b) it (1.28)
 - c) that (1.41)
 - d) his (1.87)
 - e) it (1.121)
5. Summarise briefly
 - a) what criticisms Bryson makes of Johnson's dictionary **(5 marks)**.
 - b) What we learn about the 2nd ed of the OED from the passage **(5 marks)**.
6. In your own words explain briefly
 - a) how the compilation of dictionaries differed in the English-speaking world and on the Continent **(5 marks)**.

- b) How the attitude of Johnson to the spelling of words differed from that taken by the revisers of the Academie Française dictionary (5 marks).
7. Bryson implies that Samuel Johnson was what sort of character (2 marks).
8. Quote from the passage to support the claim that Murray, the original editor of the OED, died before the dictionary was completed. Your quote should be on the lines of your claim; short acknowledgement; supporting quotation. (3 marks).

Question Two (40 marks)

Write an essay on the following question:

The note-taking lectures are the most important part of the E/LAL111 Course. How far do you agree with this statement? If you do agree with it, why is that so and how is this skill more useful than the others you have practiced this Semester?

If you do not agree with it, why not and which skill do you consider the most important you have practiced and why?

Do not write an abstract. Also since no independent research has been done no bibliography, endnotes nor appendices are required. This means that most of the marks for this question will be awarded for expression, including spelling and general presentation of your essay.

Question Three (10 marks)

Write the following titles as a bibliography:

1978 – Harare – Society before Now – Unwin – In “The Professional” – Kelly, K. – edited by B. Case

“The Legal System” – C. Tembo – Zambian Law Journal – 8(3): - 1986 – 125-51

Chalk, C. – New York – 1998 – Bacon Press – Life Under Communism

1987 – P. Banda – State Press – Lusaka – Sociology ✓✓

Chali, Trevor and Anne South – 1978 – “The History of Lusaka” – edited by South, Ann and Brian Phiri – In Central Africa – London – 555-579 – The Press

Phiri, Hector and Susan Bwalya – Sociology and Manners – 614-59 – 1994 – “Standing for Ladies” – 9(2)

Question Four **(10 marks)**

Answer the questions below the table from information given in the table

Table 1: University Undergraduates in ASPIC Countries
(in '000s as at 1 Jan. of each year)

<u>No. of University Undergraduates in Aspic Countries</u>					
	1990	1991	1992	1993	1994
Aspin	40	42	46	50	52
Suede	80	85	90	170	310
Pasir	90	110	130	80	50
Idian	220	270	320	470	770
Cabu	9	14	15	17	29

- (a) How many undergraduates did Suede have in 1993?
- (b) What was the percentage increase in the number of undergraduates in Cabu from 1990 to 1992?
- (c) Which country had the smallest tertiary education system?
- (d) Write a short paragraph summarising the information that the Table above conveys.

END OF EXAMINATION

20
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THE UNIVERSITY OF ZAMBIA
DIRECTORATE OF DISTANCE EDUCATION
1998/1999 ACADEMIC YEAR EXAMINATION

E/LAL 112 :INTRODUCTION TO LANGUAGE AND LINGUISTICS

Instruction: ANSWER ALL QUESTIONS FROM EACH SECTION

Section A: Introduction to language

1. Explain and comment on what is meant by LADDER
2. In Language handicap, explain the following:
 - (a) organic handicap
 - (b) functional handicap
3. Explain the notion of communicative competence.

Section B: Introduction to Linguistics

- 1) Explain the following:
 - (a) Synchronic linguistics
 - (b) Diachronic linguistics
2. Exemplify
 - (a) deletion rule
 - (b) insertion rule
 - (c) metathesis rule
 - (d) assimilation rule
3. With examples explain the following
 - (a) Phoneme
 - (b) Allophone
 - (c) Minimal pair
 - (d) Complementary distribution.
4. Consider the following data from Luvale:
Natumona 'we'll see' (today)
navamona, 'they'll see' (today)

tunamone 'we saw' (today)

tunatete, 'we cut' (today)

kuteta 'to cut'

kumona 'to see'

- (a) Identify the roots.
- (b) What is the difference between the future tense and the past tense?
- (c) What is the morphological structure of the infinitives **kuteta** and **kumona**?
- (d) What is the morpheme for **they** and what is the morpheme for **we**?

Section C: Syntax, Semantics and Pragmatics.

- 1. Two types of ambiguity have been recognized. Name them, explain and exemplify them.
 - 2. What do the maxims of conversation consist of?
 - 3. In each sentence identify:
 - (a) monotransitive verbs and complex transitive verbs
 - (b) objects
 - (c) complements
 - (d) adverbials
- The assembly appointed him chairman of the Party.
 - The man is now a tycoon.
 - She passed away last night after a long illness.
 - He told the Chairman what had happened in the office.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES & SOCIAL SCIENCES

DEPARTMENT OF LITERATURE & LANGUAGES

FIRST SEMESTER FINAL EXAMINATIONS
1999 - 2001 ACADEMIC YEAR

E/LAL 415: THEORETICAL PHONOLOGY AND MORPHOLOGY

TIME: 3 HOURS

INSTRUCTIONS: ATTEMPT ALL THE QUESTIONS: THE TWO IN THE PHONOLOGY SECTION AND THE FOUR IN THE MORPHOLOGY SECTION

IMPORTANT: DO SECTION A IN ONE EXAMINATION BOOKLET AND SECTION B IN ANOTHER

SECTION A: PHONOLOGY

1. How would you render the following assertions (sentences) in formal notation? (25 marks)
 - a) A vowel is deleted if word-final after a vowel.
 - b) A consonant is voiced between two vowels
 - c) A vowel is nasalized before a word-final nasal segment.
 - d) A schwa vowel is inserted between two consonants at the end of a word, where the second segment is a sonorant.
2. Considering Structural phonology and Generative phonology, what are the merits and shortcomings of each trend? (25 marks).

SECTION B: MORPHOLOGY

1. How valuable is the concept of the allomorph? Explain why it was introduced and what are the problems with the concept.
2. Explain why the word was discarded in favour of the morpheme as the basic linguistic unit most favoured by linguists.

3. How have linguists tried to group languages over the past two centuries?

4. Indicate from the following words one example of each of the following:

- | | | |
|-----------------------------|-----------------------|------------------------------|
| a) a root; | b) a prefix; | c) an inflectional morpheme; |
| d) a derivational morpheme; | e) a suffix; | |
| f) a case ending; | g) a compound word | |
| h) a bound morpheme; | i) a lexical morpheme | |
| j) a grammatical morpheme; | k) a free morpheme | |

The washing-machine was switched on when the dirty clothes had been put in it by unpleasant maid who was standing by the, as the Romans would say, *mensam*.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1999/2001 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS

EC115: INTRODUCTION TO MICROECONOMICS
TIME: THREE HOURS

**INSTRUCTIONS: ANSWER ALL QUESTIONS. ALL ANSWERS ARE TO BE
PROVIDED ON THIS QUESTION PAPER**

COMPUTER NUMBER:

SECTION ONE (20 points)

1. An economy is operating in an economically efficient manner when
 - I. Goods and services are being produced using least amount of resources.
 - II. No individual's could be increased.
 - III. Society's wants are being satisfied as fully as possible.Which of the following is correct?
 - A. I and II only
 - B. I and III only
 - C. II and III only
 - D. I, II and III.
2. In the present programme of a National Health Service (medical services provided at zero cost to patients by the government) the total benefits exceed total cost. The government's goal is efficient allocation of resources. Which of the following is correct?
It should undertake an increase in expenditure on medical services only if:
 - A. The total benefit derived from all medical services would still exceed the total costs.
 - B. The total benefit derived from all medical services would exceed that of any other good.
 - C. The benefit from the extra medical services would outweigh the cost of doing with less of other goods.
 - D. Such expenditures increase people's health independent of the costs.
3. I. The opportunity cost of a unit of land is the value it would create when put to its best alternative use.
II. The opportunity cost of a good is the value of all other goods that must be forgone in order to produce it.
Which of the following is correct?

- A. I only.
- B. II only.
- C. Both I and II
- D. Neither I nor II.

4. The following table shows the extra daily benefit and costs that would be derived from adding successive terminals at a particular airport in order to increase passenger handling capacity.

	Additional Capacity (Passengers)	Additional Benefits (\$)	Additional Costs (\$)
First Terminal	1000	45000	40000
Second Terminal	1000	35000	25000
Third Terminal	1000	25000	20000
Fourth Terminal	1000	15000	18000

How large an expansion programme should the airport undertake to maximise the net benefit (total benefit minus total cost) and why?

- A. Build one terminal that provides the greatest marginal benefit.
 - B. Build two terminals since that is the level of expansion where the difference between marginal benefit and marginal cost is greatest.
 - C. Build three terminals since that is the largest number of new terminals for which marginal benefit exceeds marginal cost.
 - D. Build four terminals since the programme would involve the largest total benefit and the lowest marginal cost.
5. On a desert island only two foods are available-fish and coconuts. Some days the castaway eats well; other days he goes hungry. On any given day:
- I. The higher the marginal utilities of fish and coconuts the hungrier he is.
 - II. The lower the marginal utilities of fish and coconuts the hungrier he is.
 - III. When the marginal utilities are zero, his total utility is zero.
- Which of the following is correct?
- A. I only.
 - B. II only.
 - C. I and III only.
 - D. II and III only.
6. In certain countries, the sale of alcohol is prohibited. Therefore it can be concluded that:
- A. In those countries no individual has any demand for alcohol.
 - B. Lawmakers in those countries believe that the consumption of alcohol is harmful to society.
 - C. There are no benefits from drinking alcohol
 - D. Individuals collectively in those countries have no demand for alcohol.
7. In a household with a given food budget, factors which will affect how fully the family's wants for food are satisfied are:

- I. The prices of foodstuffs
- II. The prices of non foodstuffs
- III. Total household income

Which of the following is correct?

- A. I only
- B. I and II only
- C. I, II and III
- D. Not I, not II, not III.

8. If you were to observe a firm supplying none of a particular good at its existing price, it could justifiably be concluded that

- I. The good is incapable of making a profit for the firm at any price.
- II. The firm expects the price to fall in the future

Which of the following is correct?

- A. I only
- B. II only
- C. Both I and II
- D. Neither I nor II

9. A firm which produces a range of cosmetic products moves from Britain to Germany. In comparing monthly sales, it discovers that in Germany it supplies a greater proportion of high cost items than it did in Britain. The factors which could not have caused this change in the firm's sales are

- I. Higher income levels in Germany compared to Britain
- II. Length of period being compared
- III. Different relative prices of cosmetic products in the two countries.

Which of the following is correct?

- A. I only
- B. II only
- C. II and III only
- D. I, II and III

10. A rice grower in Kent noted that within limits the larger the number of workers he hired the greater was the output of rice from his fields. This means that for the number of workers being employed by the grower the marginal product of labour is necessarily

- A. Higher than the average product of farm labour.
- B. Lower than the average product of farm labour.
- C. Greater than zero.
- D. Less than zero.

11. The long run supply curve of a competitive industry is found by adding

- I. The long run marginal cost curves of all firms in the industry.
- II. The long run marginal cost curves above the average cost curves of all firms in the industry.
- III. The long run average cost curves of all firms in the industry.

Which of the following is correct?

- A. I only
- B. II only
- C. III only
- D. None of the above

12. If a firm is producing output at a point where diminishing returns have set in
- Each additional unit of output will be more expensive to produce
 - Each additional unit of output will require increasing amounts of the variable factor of production
 - The marginal product of the variable factor of production decreases as the quantity used increases.
- Which of the following is correct?
- I only
 - I and II only
 - I and III only
 - I, II and III
13. The term 'increasing-cost' industry refers to an industry
- Whose fixed costs exceed its variable costs.
 - Whose long run supply curve slopes up to the right
 - Whose short run marginal costs are rising
 - That is subject to economies of scale
14. For a firm with given plant and equipment, which of the following will always decrease as output increases?
- Total variable cost
 - Total fixed cost
 - Variable cost per unit.
 - Fixed cost per unit.
15. When influenza vaccine first became available in Zambia, the government set the price equal to the cost of production. At that price, output was insufficient to fill orders, and the government regulated the distribution of the vaccine. Which of the following is correct if the vaccine had been sold privately without government intervention?
- The price would have been higher.
 - The Price would have been lower
 - The price would have been the same
 - Whether the price would have been higher or lower cannot be determined from the information given.
16. If the equilibrium price prevails in the market for a good
- No consumers would buy units of the good if the price were higher.
 - Excess demand and excess supply are both zero
 - No producers would sell units of the good if the price is lower
- Which of the following is correct?
- I only
 - II only
 - I and III only
 - I, II and III
17. Assume the market for golf clubs to be initially in equilibrium. If there were a considerable increase in the number of people wishing to play golf and, simultaneously, a decrease in every golf club manufacturer's production costs due to the use of a new metal compound, which of the following would be correct?

- A. The equilibrium price of golf clubs might rise, fall or remain at the same level, but the equilibrium quantity would increase.
 - B. The equilibrium price of golf clubs would rise, but the equilibrium quantity might increase, decrease or remain at the same level.
 - C. The equilibrium price of golf clubs would fall, and the equilibrium quantity would increase.
 - D. The equilibrium price of golf clubs would fall, but the equilibrium quantity might increase, decrease or remain at the same level.
18. The main reason that a particularly efficient firm in a purely competitive industry cannot continue indefinitely to make more than normal profits is that
- A. Other firms will adjust their behaviour.
 - B. Resources will leave the industry.
 - C. The extra profits will make the firm lazy and complacent, that it will lose its efficiency.
 - D. The government will tax away the extra profits.
19. Suppose the furniture industry is perfectly competitive, and has been in long run equilibrium. Then a rise in consumer demand for furniture takes place. Which of the following is the most likely sequence of events?
- A. A quick rise in price which will reduce demand, thereby returning the price to its original level.
 - B. A quick expansion of output as new firms enter, then a slow rise of price to a higher equilibrium level.
 - C. A quick rise of price increased profits, then a slow fall of price as new firms enter.
 - D. Decreased profits, as firms are forced to produce beyond capacity; then the exit of unprofitable firms.
20. Suppose a certain industry is monopolistic in nature but not subject to government regulation. Also suppose that the firm or firms in that industry is/are maximising profit. From the viewpoint of the most efficient allocation of resources in the nation as a whole, which of the following will be correct regarding the monopolistic industry?
- There will be
- A. No research.
 - B. Too much advertising
 - C. Too many resources devoted to current production
 - D. Too few resources devoted to current production.

SECTION B (20 points)

1. Clearly state the conditions for:
- (a) Consumer equilibrium _____
 - (b) Profit maximisation under perfect competition _____
 - (c) Profit maximisation under duopoly _____
2. A tax increase on cigarettes has reduced the quantity demanded for cigarettes by 10%. The current price is \$2.50. Assuming the price of cigarettes before the increase was \$2.00, state the:
- (a). the price elasticity of demand for cigarettes _____
 - (b). is it elastic or inelastic _____
3. Give three characteristics of indifference curves:
- (a). _____
 - (b). _____
 - (c). _____
4. Njicate is a first year student studying for his final examinations in economics, mathematics and sociology. He has only six hours study time remaining. His goal is to get as high an average grade as possible in the three subjects. His grade in each subject will depend upon the time allocated to it according to the following schedule:

Economics		Mathematics		Sociology	
Hours of Study	Grade	Hours of Study	Grade	Hours of Study	Grade
0	20	0	40	0	80
1	45	1	52	1	90
2	65	2	62	2	95
3	75	3	71	3	97
4	83	4	78	4	98
5	90	5	83	5	99
6	92	6	86	6	99

(a). How should Njicate allocate his time

Economics _____

Mathematics

Sociology

5. State the classification of a good when income elasticity is:
- (a). Greater than 1 _____
- (b). Between 0 and 1 _____
- (c). Less than 0 _____
6. There is a specific relationship between marginal revenue and price elasticity of demand. If the elasticity of demand is unitary, what is the effect on marginal revenue ? _____
7. Assume that you have just opened a Pizza shop. To do so you quit your job where you were earning \$8000.00 per year. You also bought a special oven for \$1000.00 by cashing in your savings account, which would have earned 5% interest otherwise. Finally you took over a store building owned by your wife which had previously been rented out for \$500.00 per month. Furthermore you expect to incur these additional expenses for the year: \$50,000.00 for food; \$15,000.00 for extra help; \$2000.00 for electricity. If you were to sell 85 000 Pizzas during the year for \$1 each, what would be your expected:
- (a). Explicit costs _____
- (b). Implicit costs _____
- (c). Economic profit _____
8. A perfectly competitive firm is faced with the following total cost schedule:

Q	0	1	2	3	4	5	6	7	8	9	10
TC	9	20	30	39	47	54	60	67	77	90	109

(a). What output will the firm produce if the price is \$13

(b). What is the maximum profit

SECTION C (10 points)

1. With the help of a diagram, show an oligopolist making normal profits.
2. Explain why a monopolist may be preferred to a perfect competitor.

END OF EXAMINATION

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

**INTRODUCTION TO MACROECONOMICS – EC 125
DEFERRED EXAMINATION
9TH MARCH 2001**

INSTRUCTIONS: Answer all questions from Section 'A' and one each from Section 'B' and Section 'C'

TIME: 2 Hours

TOTAL MARKS: 50 marks

SECTION A

- Q1. Define carefully what is meant by the **Central Economic Problem** and outline the major **Macroeconomic** objectives.
- Q2. Explain the two major *causes of inflation* and prescribe a *possible cure* for each of these.
- Q3. In your opinion, which is the *most prominent exchange rate regime* in most third world countries. Give reasons for your answer.

SECTION B

- Q4. Explain using a diagram the **effect of a tariff** on the demand and price of an imported good.
- Q5. Give the contrast between 'Required Reserve Ratio' and 'Bank Reserves'. Explain how the Required Reserve Ratio can be used to constrict the amount of money in circulation.

SECTION C

- Q6. *Define* the **Balance of Payments** and explain its *importance* to a country like Zambia.
- Q7. Explain using a carefully labeled diagram the *trade off* between inflation and unemployment.

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1999/2001 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS

EC 125: INTRODUCTION TO MACROECONOMICS

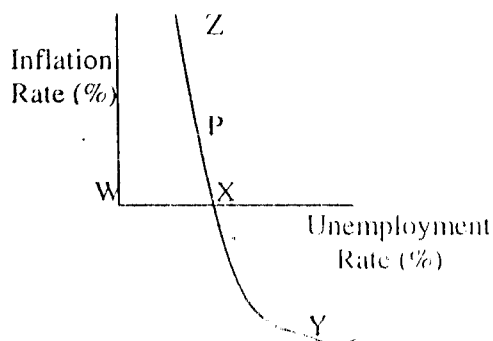
TIME: THREE HOURS

INSTRUCTIONS: ANSWER A TOTAL OF EIGHT (8) QUESTIONS [Answer all questions from section "A" and one question each from section "B" and "C"]

SECTION A

1. BRIEFLY describe the main distinguishing feature between micro economic and macro economic theory.
2. A) Give the THREE major uses of National Income accounts to Economists and Policy-makers.

B) What is the DIFFERENCE between Gross National Product (GNP) and Gross Domestic Product (GDP)?
3. In order for a business man to invest in a particular business venture, the _____ should be _____ than the _____
4. What are the advantages of tariffs OVER quota's to the country in which they are applied?
5. Given the following Phillips curve diagram:



- i) Identify the Natural Rate of Unemployment
- ii) What is the Natural Rate of Unemployment?

(Handwritten signature)

6. If $MPC = \frac{3}{4}$, initial investment = 350, final investment = 150, what will be the change in GNP given the following formulae:

$$\text{Change in GNP} = \frac{1}{MPS} \Delta$$

SECTION B

Answer any one question from this section;

7. EXPLAIN the theory of *Demand Pull inflation* giving a hypothetical example from the Zambian economy.

OR

8. What are the reasons behind countries *participating in international trade*?

SECTION C

Answer any one question from this section;

9. A) What is the *Balance of Payments*? B) Briefly identify the *main components* of the Balance of Payments

OR

10. Given the following Aggregate Expenditure function;

$$AE = C + \bar{I} + G + (X - M)$$

- i) Give the consumption function and investment function equations
- ii) Draw the consumption function and investment function, clearly labelling the slope and the intercept in each case.

END OF EXAMINATION

UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

1999/2001 ACADEMIC YEAR FIRST SEMESTER

FINAL EXAMINATIONS

EC 215: INTERMEDIATE MICRO ECONOMIC THEORY

TIME: THREE HOURS

INSTRUCTIONS: Answer all questions in both sections.

All answers should be accompanied by relevant diagrams and formulae where needed.

SECTION -A

1. Answer any four. (4X7=28)

Distinguish between:

- i. Price discrimination and product differentiation
 - ii. Diminishing marginal utility and diminishing marginal returns.
 - iii. Marginal rate of substitution and marginal rate of technical substitution
 - iv. Cardinal utility and ordinal utility
 - v. Shutdown price and break-even price.
2. Given the following income consumption schedule, calculate the income elasticity between points A and B; B and C; and C and D. Give a graphical presentation of the data and interpret the results. (10)

Point	Income (K)	Quantity (UNITS)
A	2000	100
B	3000	200
C	4000	200
D	5000	150

3. Write short notes on any four: (4X6=24)
- i. Collusive Oligopoly
 - ii. Slope of the budget line
 - iii. Optimal scale of plant
 - iv. Cross price elasticity of demand
 - v. Third-degree price discrimination

SECTION-B

4. Answer the following questions:

i. (a) Consider the following data on a firm's total costs of production:

Qty produced	:	1	2	3	4	5	6
Total costs (£)	:	10	16	18	28	45	66

Given that total fixed cost is £8, calculate average total costs (ATC), average variable costs (AVC), average fixed costs (AFC) and marginal costs (MC). (8)

(b) What is the inflection point? (6)

ii. (a) Discuss the profit making and loss making situations of a firm under perfect competition. (8)

(b) Compare and contrast the short-run pricing and output conditions of a perfectly competitive firm and of a firm under monopoly. (8)

(c) What are the conditions for profit maximisation under perfect competition and monopoly? (8)

END OF EXAMINATION.

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1999/2001 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS

EC325: MONEY AND BANKING

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY FOUR QUESTIONS

1. The definition of money is referred to as a 'fluid' concept. Discuss.
2. Discuss restrictions that financial regulation imposes on financial intermediaries in order to maintain prudential banking practices. Give examples from the Zambian case where necessary.
3. Describe the methods available to a central bank to control the supply of money in an economy. What are the limitations on these methods of controlling the supply of money?
4. Discuss the effect on the demand for money of the following changes:
 - (a) a decrease in the expected return on durable goods vis-à-vis the return on money;
 - (b) an increase in the rate of return from holding bonds;
 - (c) a fall in the general price level;
 - (d) an increase in the use of credit cards.
5. Critically discuss the Classical's Quantity theory of Money.

6. Compare Keynesian and Monetarists views of inflation including the available methods of controlling it.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1999/2001 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS

EC 411: INTERNATIONAL TRADE AND POLICY

TIME: TWO HOURS

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

1. Briefly answer the following questions:

- (a) State the law of comparative advantage for the case of two nations and two commodities.
- (b) State the Heckscher-Ohlin theory. What is its relationship to the law of comparative advantage?
- (c) What is the effect of trade on factor prices in each nation?
- (d) How does this affect on factor prices result?

2. The table below gives the maximum amount of wheat or cloth that Zambia and Ghana could produce if they fully utilized all of the factors of production at their disposal with the best technology available to them.

Country	Zambia	Ghana
Wheat (millions tons per year)	50	120
Cloth (millions metre of cloth)	150	80

If, in addition, we are told that the (opportunity) cost of producing wheat and cloth is always constant in each nation,

- (a) Draw the production possibility frontier of Zambia and Ghana
 - (b) Indicate some of the combinations of wheat and cloth that each nation can produce and
 - (c) Specify the consumption choices open to each nation in the absence of trade.
3. Define ad valorem import tariff, specific import tariff and import quota.
The Government decides to impose an import quota on the importation of sugar in the country. Demonstrate the effect of this policy on production, trade, consumption and consumer surplus in the sugar market.

THE UNIVERSITY OF ZAMBIA

1998/1999 UNIVERSITY SECOND SEMESTER FINAL EXAMINATIONS

EC412:INTERNATIONAL FINANCE: THEORY & PRACTICE.

TIME : THREE HOURS.

INSTRUCTIONS. ANSWER FOUR QUESTIONS.

1. (a) Explain the major characteristics of Eurocurrency markets.
(b) What are the advantages of Eurobanks over local banks.
2. (a) Using the Absorption Approach to the Balance Of Payments determination and given that a country's Balance Of Payments position is in deficit. Explain what could have caused this deficit? What are the traditional policy interventions that can be used to correct this disequilibrium and how can you go about correcting it?
(b) State and Explain the proximate causes of a current account deficit.
3. The Purchasing Power Parity (PPP) doctrine suggests that we should be able to buy the same bundle of goods in any country for the same amount of currency.
(a) State the fundamental notion of the PPP theory.
(b) How can the doctrine of PPP be illustrated?
(c) State the assumptions on which the PPP theorem is based?
(d) The law of one price is an important arbitrage condition and it states that the price of good i in the home country must be equal to its price in the foreign country multiplied by the exchange rate at a particular point in time (i.e. $P_t^i = r_t P_t^{i*}$). How would arbitrageurs respond if the law of one price does not hold?
4. "An international payments mechanism must address itself to the three problems of liquidity, adjustment and confidence, for it will cease to be a viable system immediately it fails to solve these problems".
(a) Explain what is meant by the liquidity, adjustment and confidence problems.
(b) Comment on the above quotation, using the Bretton Woods system (1944-1971), as an example.
5. Compare and contrast the Monetary models and Portfolio Balance model of exchange rate determination.

6. Draw excess demand curves for arbitrageurs, speculators and commercial hedgers in one diagram and determine the solution for the equilibrium forward exchange rate.

[Clue: Given the following assumptions; (i) $R^s > R^a^f$; (ii) $R^a^f = R^c^f$:

where R^s = equilibrium expected spot rate, i.e. the rate at which excess demand for Foreign Exchange by speculators is equal to zero;

R^a^f = equilibrium forward exchange rate for Arbitrageurs;

R^c^f = equilibrium forward exchange rate for commercial hedgers.]

END OF EXAMINATIONS.

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1999/2001 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS

EC415: ECONOMETRICS

TIME: THREE HOURS

INSTRUCTIONS: ANSWER QUESTION ONE (COMPULSORY) AND ANY OTHER THREE QUESTIONS. YOU ARE REQUIRED TO USE STATISTICAL TABLES IN ANSWERING SOME OF THE QUESTIONS

1. Briefly explain what is meant by the following concepts:

- (a) Maximum likelihood estimators
- (b) Multicollinearity
- (c) Autoregressive lag models
- (d) Measurement errors
- (e) Specification errors

2. The following data refer to the demand for money M (\$ billions) and the rate of interest R (%) in eight different economies:

M	36	50	46	30	20	35	37	61
R	6.3	4.6	5.1	7.3	8.9	5.3	6.7	3.5

$$\Sigma m^2 = 1124, \quad \Sigma r^2 = 20.3, \quad \Sigma mr = -142$$

(lower-case letters denote deviations of variables from their means)

- (a) Assuming a relationship $M = \alpha + \beta R + u$, obtain the OLS estimators of α and β .
- (b) If in a 9th economy the rate of interest is $R = 8.1$, predict the demand for money in this economy.

(c) Estimate the standard errors of the OLS estimators in (a) above (clue: $\Sigma u^2 = \Sigma y^2 - \beta \Sigma xy$).

(d) It is claimed that a rise of one percentage point in the rate of interest leads to a fall of \$10 billion in the demand for money. Test this claim.

3. The following data refer to weekly sales Y , weekly advertising expenditure X_2 and mean weekly income of customers X_3 :

Y	302	338	362	361	422	380	408	447	495	480
X_2	14	15	26	23	30	33	33	38	42	46
X_3	32	33	35	36	40	41	44	44	47	48

When variables are in deviation form,

$$E y^2 = 34990, \quad E x_2^2 = 1028, \quad E x_3^2 = 300, \quad E x_2 y = 5683, \quad E x_3 y = 3069$$

- Find $E x_2 x_3$
- Estimate the regression equation $E(Y) = \beta_1 + \beta_2 X_2 + \beta_3 X_3$
- Calculate the coefficient of determination for this regression.
- Calculate the adjusted coefficient of determination.

4. Suppose you have been hired as a consultant for ZESCO to estimate domestic level demand for electricity. You specify your model for demand for electricity (ELEC) as a function of the electricity tariffs (ELECT), price of gas (PGAS), price of charcoal/wood (PCW), and volumes of imports of electrical goods (EGM). You estimate this model using monthly data over the period January 1986 to December 1992 and obtain the following results (standard errors in parenthesis):

$$\begin{aligned} \text{ELEC}_t = & 12,262 + 92.34\text{EGM} + 118.57\text{PCW} - 48.90\text{ELECT} + 118.91\text{PGAS} \\ & (3493.4) \quad (14.29) \quad (16.61) \quad (12.80) \quad (37.39) \\ & R^2 = 0.692, \quad F(4/91) = 51.0, \quad \text{SSR} = 23150 \end{aligned}$$

- (a) Interpret and analyse the above results fully.
- (b) Suppose after finishing (a) above you notice that $DW = 0.95$. How would the validity of your results be affected?
- (c) Given what you conclude on the validity of your results in (b) above, how do you propose to remedy the situation?
- (d) What problem(s) would arise in implementing your proposed remedy and how would you try to overcome this (these)?

- 5 (a) What are dummy variables? How do they differ from quantitative variables?
- (b) The level of expenditure on clothing of an individual are influenced by his income, educational qualification, and sex. The following equation is considered to estimate individual expenditure on clothing:

$$E_i = \alpha_0 + \alpha_1 D_{1i} + \alpha_2 D_{2i} + \alpha_3 D_{3i} + \beta_1 X_{1i} + u_i$$

Where E_i = annual expenditure on clothes

X_{1i} = annual disposable income

$D_{1i} = 0$ if uneducated and 1 if educated

$D_{2i} = 0$ if educated and 1 if uneducated

$D_{3i} = 0$ if male and 1 if female

- (i) Is there any difficulty in estimating E_i ? How would you sort it out?
- (ii) Give an equation to estimate expenditure on clothing of an educated female.

- 6.(a) According to economic theory, the level of current consumption (C_t) is affected by current and past levels of income ($Y_t, Y_{t-1}, \dots, Y_{t-s}$). That is,

$$C_t = f(Y_t, Y_{t-1}, \dots, Y_{t-s})$$

Use the Koyck's geometric lag structure to derive an approximate estimable model of the above consumption function.

- (b) What problem, if any, would arise in estimating the model derived in (a) above and how would you employ an alternative lag transformation in order to avoid this problem.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1999/2001 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS

EC 441: RESEARCH PROJECT: METHODOLOGY AND PROCEDURES

TIME: TWO HOURS

INSTRUCTIONS: ANSWER ALL THE QUESTIONS

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Assume that you are working for a research-consulting firm and you are required to prepare a research proposal to a funding agency on a topic of your choice in the field of economics. The guidelines for the proposal do not require literature review and justification/or significance for the study. However, a clear statement of the research problem, objectives, testable hypotheses and methodology should clearly be written.

- 1 Choose a topic and prepare a five paged proposal according to the above specification of the funding agency.
- 2 Explain how you would determine the sample size and collect the relevant data for this study.
- 3 Justify the importance of both theoretical and empirical literature for your proposed study.

END OF EXAMINATION

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF LITERATURE AND LANGUAGES
1999/2000 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

FR111 FRENCH LANGUAGE I

TIME : **THREE HOURS**

INSTRUCTIONS : **ANSWER QUESTIONS ACCORDING TO INSTRUCTIONS**

SECTION A: GRAMMAR

I. Complétez les phrases suivantes par le pronom *ce* ou le pronom *ceux*.

1. Il n'écoute jamais _____ que je lui dis.
2. _____ qui ont fini leur examen peuvent sortir.
3. Ma grand-mère m'a demandé _____ dont j'avais envie pour Noël.
4. Les biscuits aux amandes sont _____ que je préfère.

II. Complétez les phrases suivantes en employant le verbe à la forme qui convient.

1. Je te garantis que tu (avoir) _____ raison.
2. Je veux que tu (venir) _____ ce soir.
3. (être) _____ sage !
4. Je sais qu'il (être) _____ à Paris.
5. Le mois prochain, elle (aller) _____ à Paris.

III. Donnez le contraire de (*Give the opposite of*):

1. Vous entrez dans la maison. _____
 2. Il ment. _____
 3. Tu es parti. _____
 4. Il y a de l'eau dans le seau. Il est plein. _____
-

5. Cet homme vend des voitures. _____
6. Montez, s'il vous plaît, mesdames, _____

IV. Mettez à la forme interrogative(sans : est-ce que).

Exemple : Est-ce que tu manges ? Manges-tu ?

1. Pourquoi est-ce qu'ils vont dans la cuisine ?

2. Est-ce que tu aimes le pain ?

3. Est-ce que nous ne pouvons pas avoir un peu d'argent ?

4. Pourquoi est-ce qu'il ne rit pas ?

V. Donnez le féminin de ces adjectifs :

1. tranquille _____
2. dur _____
3. plein _____
4. fier _____
5. seul _____
6. blanc _____

SECTION B: COMPREHENSION

Lisez le texte suivant et répondez à toutes les questions qui suivent.

Comment être soigné en France

Comment être soigné en France si vous tombez malade au cours d'un séjour !

Vous pourrez, bien sûr, s'il s'agit d'un peu de fatigue ou d'un accident de santé qui vous est habituel, vous adresser à un pharmacien. Les pharmaciens vous vendront facilement des cachets d'aspirine, ou de quoi faire un pansement.

Mais si vous tombez malade à l'hôtel, ou dans une pension de famille, l'hôtelier ou le propriétaire vous indiquera le nom et l'adresse de son médecin.

Le plus souvent, un médecin reçoit l'après-midi : il réserve le matin et le soir à ses visites en ville.

Si vous ne pouvez pas vous lever, on fera venir le médecin. Le médecin comprendra les difficultés particulières à un étranger en voyage. Il vous soignera comme un de ses clients habituels. De toute façon, il vous fera une ordonnance; il indiquera les médicaments qu'il vous faut prendre, avec des précisions sur leur emploi, sur l'heure à laquelle il faut les prendre, etc. Avec votre ordonnance, vous irez chez le pharmacien.

Si votre cas rend nécessaire votre entrée à l'hôpital, le médecin signera une feuille de demande d'admission à l'hôpital. En cas d'urgence, par exemple vous êtes victime d'un accident, vous pourrez être admis très rapidement à l'hôpital. L'administration prendra note de votre nom, de votre nationalité : vous aurez votre passeport. Et vous serez soigné comme un malade français: on fera, si c'est nécessaire, une opération.

Si vous devez être soigné pour une longue maladie, vous choisirez peut-être de rentrer dans votre pays. Vous serez rapatrié.

Faites confiance: en France, en cas de besoin, on ne vous abandonnera pas, et vous serez soigné comme les Français.

Le Français dans le Monde, 61.

Répondez à ces questions:

I.

1. Vous pourrez vous adresser à un pharmacien Si vous - - -
2. Qu'est-ce qu'on peut acheter facilement chez le pharmacien ?
3. Pourquoi est-ce que le médecin reçoit les malades l'après-midi le plus souvent ?

4. Avant d'aller chez le pharmacien, qu'est-ce que vous devez faire ?
5. En cas d'urgence, comment est-ce que l'administration prendra note de votre nom et de votre nationalité ?

II. Faites correspondre les éléments qui vont ensemble :

- | | |
|---|--|
| 1. Je me sens fatigué | a) Je serai envoyé dans mon pays natal. |
| 2. Je tombe malade à la maison où j'habite..... | b) Un médecin viendra me soigner à domicile . |
| 3. Je n'arrive pas à me lever
..... | c) Mon hôte me donnera le nom et l'adresse de son médecin. |
| 4. Je ne guéris pas vite
..... | d) Je serai admis sans délai à l'hôpital. |
| 5. Je suis victime d'un accident
..... | e) J'irai voir le pharmacien. |

SECTION C: COMPOSITION

INSTRUCTIONS: Answer only one question out of the three questions

1. Le Président de la République vous écrit une lettre pour vous demander de lui proposer des solutions pour éliminer le banditisme à Lusaka. Proposez-lui des solutions.
2. Vous êtes Président du Club "Lutte Contre le SIDA à l'UNZA". Ecrivez un discours que vous allez présenter à tous vos membres pour leur proposer un plan d'action
3. La Compagnie aérienne "AIR AFRIQUE" cherche des étudiants de première année à l'Université de Zambie pour y travailler comme hôtesse de l'air et stewards pendant les vacances. Vous écrivez une lettre au directeur de la compagnie pour demander un emploi.

END OF EXAMINATION

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

1999/2000 : ACADEMIC YEAR FINAL EXAMINATIONS

FR 112 : (DISTANCE EDUCATION)

TIME : THREE HOURS

INSTRUCTIONS : ANSWER QUESTIONS FROM BOTH SECTIONS

SECTION A : COMPREHENSION

Lisez le texte suivant et répondez aux questions qui suivent.

Grigri africain

A l'époque où j'habitais Katiola, le chef de la police était un noir comme nous tous mais il venait de l'île de la Jamaïque. Le soir, il avait l'habitude de s'habiller à l'africaine et comme il parlait couramment le dialecte local, il pouvait bavarder librement avec les gens dans la rue, ceux-ci ne le reconnaissant pas sans son uniforme. Il se mettait bientôt à dire beaucoup de mal du chef de la police.

- Cet homme-là, disait-il, est un vrai sauvage. Il nous fait trop souffrir, etc....

Et les gens qui croyaient parler à quelqu'un du village, critiquaient aussi le chef de la police que personne n'aimait.

Le lendemain, le chef de la police envoyait un de ses agents chercher ces personnes trop bavardes qui étaient alors battues et jetées en prison.

Un soir, toujours vêtu à l'africaine, le chef de la police vint rendre visite à un des vieux du village qu'il savait très riche et dont il voulait voler la fortune.

Selon son habitude, il commence à critiquer le chef de la police mais le vieux qui n'ignore pas l'identité de son visiteur nocturne, l'arrête immédiatement.

- Je n'ai rien à lui reprocher, dit-il, et d'ailleurs, je ne le connais pas.

- Pourtant, lui répond le chef de la police très étonné, je sais qu'il a fait arrêter et battre ton frère.

- C'est vrai, dit le vieil homme, mais c'est sans doute parce que mon frère le méritait.

Le lendemain, le chef de la police fait venir le vieil homme au poste de police. Comme il est très en colère, il lui donne un violent coup de poing. Miracle! Son poing reste collé à la joue du vieil homme. Il appelle les agents qui se mettent, eux aussi, à frapper le vieil homme. La même chose leur arrive.

Alors, le chef de la police et ses hommes commencent à avoir très peur. Ils implorent le vieux du village. Celui-ci fait un mouvement de la bouche et tous les poings tombent.

Depuis ce jour-là, le chef de la police n'est plus jamais sorti le soir!

QUESTIONS:

1. Le chef de la police était-il africain ?

- (A) Oui, puisqu'il était noir.
- (B) Non, parce qu'il n'était pas originaire de Katiola.
- (C) Non, car bien que noir, il venait de la Jamaïque.
- (D) Oui, puisqu'il avait l'habitude de s'habiller à l'africaine.

2. Pourquoi s'habillait-il à l'africaine lorsqu'il allait se promener le soir ?
- (A) Pour empêcher les habitants du village de le reconnaître.
 - (B) Pour qu'on sache qu'il habite Katiola.
 - (C) Parce qu'un boubou est moins chaud qu'un uniforme.
 - (D) Parce qu'étant africain, il était toujours habillé à l'africaine.
3. De quoi disait-il du mal ?
- (A) De la police de Katiola que personne n'aimait.
 - (B) Du village de Katiola où il ne se plaisait.
 - (C) De lui-même puisque c'était lui le chef de la police.
 - (D) Des habitants de Katiola qui ne l'aimaient pas.
4. Les gens critiquaient librement le chef de la police:
- (A) parce qu'il ne le reconnaissaient pas.
 - (B) parce qu'ils n'aimaient pas l'endroit venait le chef de la police.
 - (C) parce qu'ils n'avaient pas peur du chef de la police.
 - (D) parce qu'ils pouvaient parler leur dialecte avec le chef de la police qui le connaissait couramment.
5. Comment le chef de la police se vengeait-il des gens qui avaient dit du mal de lui ?
- (A) En leur disant de faire plus attention à l'avenir.
 - (B) En leur prenant tout leur argent.
 - (C) En les obligeant de dire du bien du chef de la police.
 - (D) En les battant et en les jetant en prison.
6. Dans quel but le chef de la police veut-il rendre visite à un des vieux du village ?
- (A) Pour le mettre en garde contre le chef de la police.
 - (B) Pour lui faire dire du mal du chef de la police.
 - (C) Pour parler à ce vieil homme de son frère qui est en prison.
 - (D) Pour critiquer le chef de la police que le vieil homme n'aime pas.
7. Le vieil homme refuse de dire du mal du chef de la police:
- (A) car il en a très peur.
 - (B) parce qu'il est très bon et ne dit jamais de mal de personne.
 - (C) parce qu'il ne le connaît pas et pense que c'est un homme juste.
 - (D) parce qu'il a reconnu le chef de la police.
8. Que se passe-t-il quand le chef de la police frappe le vieil homme ?
- (A) Le vieil homme se met à pleurer car il a très mal.
 - (B) Les autres agents se mettent aussi à frapper le vieil homme.
 - (C) Le coup étant très violent, le sang coule de la bouche du vieil homme.
 - (D) Le chef de la police n'arrive plus à retirer son poing.
9. Quarre-t-il aux agents lorsqu'ils frappent le vieil homme ?
- (A) Ils se mettent à avoir peur.
 - (B) Leurs poings restent collés à la joue du vieil homme.
 - (C) Celui-ci leur demande d'arrêter de le frapper.
 - (D) Leur chef leur donne l'ordre de frapper le plus fort possible.

10. Le poing du chef de la police est resté collé à la joue du vieil homme.
- (A) parce que celui-ci s'était couvert la joue de colle-forte.
 - (B) à cause du pouvoir magique que possède le vieil homme.
 - (C) parce que le vieil homme a fait un certain mouvement de la bouche.
 - (D) Ce n'est pas le poing mais la trace du poing qui est restée sur la joue du vieil homme.

SECTION B: COMPOSITION

Répondez à l'une des questions suivantes:

1. - Ecrivez une lettre à votre frère aîné (sœur aînée) qui habite une grande ville.
- Vous lui annoncez que vous devez payer vos études par correspondance. Vous lui demandez de vous aider à cette fin. Expliquez lui pourquoi c'est urgent.
2. Ecrivez une composition sur un voyage que vous n'oublierez jamais.
3. Ecrivez une composition sur une cérémonie traditionnelle de votre tribu.

Bonne Chance !

END OF EXAM

UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF LITERATURE AND LANGUAGES

1999/2000 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

FR211: PAPER I

TIME : THREE HOURS

INSTRUCTIONS: ANSWER ALL THE QUESTIONS IN BOTH SECTIONS

SECTION A: GRAMMAR

I. Mettez au pluriel.

Exemple: J'ai un stylo

Nous avons des stylos.

1. Il est malheureux

2. La chambre est grande.

3. C'est une dame bonne mais pauvre.

4. Tu es en retard.

5. Prends du café.

II. Mettez à la forme négative

Exemple: Il est à la maison.

Il n'est pas à la maison.

1. Tu fais ton travail.

2. Vous écoutez le professeur

3. Le pauvre garçon est triste.

4. Il se promène.

5. L'autobus s'arrête devant notre jardin.

6. Nous nous lavons le matin.

III. Complétez avec du, de, d', de la, de l' ou des

- 1. Pierre mange _____ fruits.
- 2. Il demande _____ eau.
- 3. Est-ce qu'il y a encore _____ viande ?
- 4. Les étudiants parlent _____ vacances.
- 5. Je n'ai pas _____ argent.

IV. Mettez au passé composé

Exemple: Il mange. Il a mangé.

- 1. Tu chantes. _____
- 2. Il tombe. _____
- 3. Venez-vous avec Pierre ? _____
- 4. Maman y va. _____
- 5. Elle n'apporte rien. _____
- 6. Elles partent avec leurs amies. _____

V. Mettez qui ou quoi

Exemple: Avec _____ écrit-il ? Avec quoi écrit-il ?

- 1. _____ Appelez-vous ?
- 2. Avec _____ joue-t-elle ?
- 3. Chez _____ va-t-elle ? Elle va chez une amie.
- 4. Sur _____ est-il monté ?

VI. Mettez au féminin

Exemple: Je suis parti. Je suis partie.

- 1. Quand sont-ils sortis ? _____
- 2. A quelle heure êtes-vous rentrés ? _____
- 3. Quand es-tu arrivé à Lusaka ? _____
- 4. Il est descendu du bus. _____

VII. Donnez le contraire de (give the opposite of):

- 1. Je vais rester chez moi. _____
- 2. Il fait froid. _____
- 3. Tu es parti. _____
- 4. Mon père est rentré sans ma mère. _____
- 5. Il est absolument à sec, le puits. _____
- 6. Sa chambre est toujours propre. _____
- 7. Elle travaille bien. _____
- 8. Je suis en train de jouer. _____

VIII. Exprimez autrement (Express the same idea in a different way).

Exemple: Le tableau n'est pas blanc. Le tableau est noir.

- 1. Ne reste pas assis, mon ami. _____
- 2. Il n'y a rien dans le sac. _____
- 3. Mon oncle a beaucoup d'argent. _____
- 4. Cet exercice n'est pas difficile à faire. _____

IX. Compléter les phrases suivantes par la préposition à ou de

- 1. Quel mois de janvier ! Il ne cesse _____ pleuvoir.
- 2. Mon frère hésite _____ accepter ce poste à l'étranger.
- 3. L'enfant s'amusait _____ déchirer le journal.
- 4. Tout le monde commence _____ travailler.

X. Posez des questions

Exemple: Est-ce qu'il a une maison ?

- | | |
|------------|---------------------------------------|
| 1. _____ ? | Oui, il a une maison. |
| 2. _____ ? | Oui, elle va à l'école. |
| 3. _____ ? | Non, il n'y a personne là. |
| 4. _____ ? | Si, je te crois |
| | Oui, on vous attend depuis longtemps. |

XI. Remplacez les mots en italique par un pronom direct ou indirect.

Exemple: Alors, vous avez choisi *votre carrière* ? Oui, je l'ai choisie / Non, je ne l'ai pas choisie.

1. Vous avez parlé de ce choix à *vos parents* ?

2. Avez-vous demandé conseil à *votre soeur aînée* ?

3. Est-ce que vous avez examiné *toutes les possibilités* ?

4. Est-ce que vos professeurs ont donné *leur opinion* ?

5. Est-ce que vous avez reçu *un cadeau à la maison* ?

XII. Répondez comme dans l'exemple:

Exemple: (pouvoir se promener) S'il fait beau, je pourrai me promener.

1. (aller en Suisse) Si tu gagnes beaucoup d'argent, _____

2. (se mettre en colère) Si tu continues à m'embêter, je _____

3. (Être content) Si mon ami(e) venait me voir, je _____

4. (pouvoir acheter une maison) S'il avait gagné beaucoup d'argent, il _____

5. (recevoir un cadeau) Si elle réussit à son examen, elle _____

SECTION B

COMPREHENSION

Répondez à toutes les deux questions (Answer both questions).

I. Un poète sénégalais.

Read the following paragraph about the Senegalese poet Senghor. Then answer the questions below.

Léopold Senghor est né au Sénégal en 1906. Il fait ses études secondaires dans son pays et des études universitaires de français en France. En 1960, il devient le premier président de la république du Sénégal. Philosophe et homme d'état, Senghor est en même temps un écrivain distingué. L'un des fondateurs du mouvement littéraire de la négritude, il est l'auteur d'une oeuvre poétique abondante et d'un livre d'essais en prose intitulé *Liberté I, Négritude et Humanisme*.

QUESTIONS.

1. Quelles études Léopold Senghor a-t-il faites ? Et où ?

2. Que devient-il en 1960 ?

3. Quelle a été sa contribution littéraire ?

4. Est-ce que Senghor est toujours président de la république du Sénégal ?

II. Une pièce de Molière.

Read the following passage about one of Molière's famous comedies, *Le Bourgeois gentilhomme*. Then answer the questions based on it.

Monsieur Jourdain est un bourgeois riche et ignorant qui voudrait devenir un gentilhomme. Pour cela, il prend des leçons de danse, de musique, d'escrime et de philosophie. Quand le maître de philosophie se présente, M. Jourdain déclare qu'il veut tout apprendre sur le monde. Mais il renonce vite à la logique, à la morale et à la physique, et se décide pour l'ortographe, en commençant par l'alphabet. Pour montrer son savoir vivre et ses manières de gentilhomme, M. Jourdain donne un grand dîner. L'amoureux de sa fille, Cléonte, que M. Jourdain désapprouve, vient au dîner habillé en Turc. M. Jourdain qui croit que Cléonte est le fils du Grand Turc, est si

impressionné par les honneurs que celui-ci lui fait, qu'il insiste pour que Cléonte épouse sa fille, à la grande joie de deux jeunes amoureux.

QUESTIONS

1.

Que fait Monsieur Jourdain pour devenir un gentilhomme ?
2.

Que dit M. Jourdain au maître de philosophie ?
3.

Pourquoi M. Jourdain organise-t-il un grand dîner ?
4.

Que fait Cléonte à cette occasion ? Pourquoi ?
5.

Que pensez-vous de M. Jourdain ? Le trouvez-vous ridicule ou raisonnable dans ses actions ?
6.

Avotre avis, quelles qualités un gentilhomme doit-il posséder ?

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES & SOCIAL SCIENCES

DEPARTMENT OF LITERATURE & LANGUAGES

FIRST SEMESTER EXAMINATIONS
1999 - 2001 ACADEMIC YEAR

FR 221: INTERMEDIATE AFRICAN LITERATURE IN FRENCH

TIME: 3 HOURS

INSTRUCTIONS: ANSWER ONE QUESTION FROM EACH SECTION.
TEXTS AND DICTIONARIES ARE ALLOWED IN THE
EXAMINATION HALL

SECTION A

EITHER

1. "Si, dans la littérature portant sur la Négritude, le monde extérieur constate que l'écrivain Africain, en donnant trop de valeur à sa race, se retrouve à son tour, raciste Eh bien, c'est un racisme anti-raciste. Il s'agit bien d'une réaction - la psychologie de compensation". Commentez ce propos de Jean-Paul Sartre préfaçant L'Anthologie de la Poésie nègre et malgache de senghor.

OR

2. Dans le roman de Pabé Mongo, L'Homme de la Rue, identifiez les raisons pour lesquelles le jeune couple, à savoir Wamakoul et Moambandine quitte le village natal pour se rendre en ville. Cette situation, existe-t-elle dans votre culture?

SECTION B

EITHER

3. "L'Assemblée de la réconciliation entre Wamakoul et Moambandine devant "les gardiens de la coutume", est également un appel à la symbiose entre le modernisme et le traditionalisme". Commentez cette constatation.

OR

4. Après les pérégrinations unitiatiques de Wamakoul dans L'Homme de la Rue de Pabé Mongo quelle impression avez-vous sur l'attitude de l'auteur vis-à-vis la ville d'un côté et le village de l'autre côté?

SECTION C

EITHER

5. Au choix, étudiez, et tracer les divers portraits de la femme dans les deux romans, à savoir La Ville Cruelle de Botto, d'une part et L'Homme de la Rue, d'autre part.

OR

6. Le poème <<Femme noire>> de Léopold Sédar Senghor, en quoi exprime-t-il les points essentiels de la Négritude?

LE POEME

Femme noire

Femme nue, femme noire
Vêtue de ta couleur qui est vie, de ta forme qui est beauté !
J'ai grandi à ton ombre, la douceur de tes mains bandait mes yeux.
Et voilà qu'au coeur de l'été et de midi, je te découvre, terre promise,
Du haut d'un haut col calciné
Et ta beauté me foudroie en plein coeur comme l'éclair d'un aigle.

Femme nue, femme obscure !
Fruit mûr de la chair ferme, sombres extases du vin noir, bouche qui fais
Lyrique ma bouche
Savane aux horizons purs, savane qui frémis aux caresses ferventes
Du vent d'Est
Tam-tam sculpté, tam-tam tendu qui gronde sous les doigts du Vainqueur
Ta voix grave de *contralto* est le *chant spirituel* de l'Aimée.

Femme nue, femme obscure !
Huile que ne ride nul souffle, huile calme aux flancs de l'athlète, aux
Flancs des princes du Mali
Gazelle aux attaches célestes, les perles sont étoiles sur la nuit de ta peau
Délices des jeux de l'esprit, les reflets de l'or rouge sur ta peau qui se moire.
A l'ombre de ta chevelure, s'éclaire mon angoisse aux soleils prochains
De tes yeux.

Femme nue, femme noire !
Je chante ta beauté qui passe, forme que je fixe dans l'éternel
Avant que le destin jaloux ne te réduise en cendres pour nourrir les
Racines de la vie.

END OF EXAMINATION

UNIVERSITY OF ZAMBIA

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DEPARTMENT OF LITERATURE AND LANGUAGES

1999/2000 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

ER311 : PAPER I

TIME : THREE HOURS

INSTRUCTIONS ANSWER ALL QUESTIONS FROM BOTH SECTIONS

SECTION A : GRAMMAR

I. Mettez à la forme négative

1. Il vient de l'école.
2. Tu te prépares.
3. Nous allons nous promener.
4. Le bus s'arrête devant l'école.
5. Nous avons bien travailler.

II. Mettez au futur proche

Exemple : Je parle. Je vais parler.

1. Il ouvre la porte de la classe.
2. Elle ne sait pas faire ses devoirs.
3. Pierre, tu es en retard.
4. Combien est-ce que ça coute ?
5. Vous avez faim.

III. Employez des propositions incises.

Exemple: La vendeuse dit : bonjour, monsieur.
- Bonour, monsieur, dit la vendeuse.

1. La jeune fille dit : c'est quinze francs.

2. Il répond : je vais le prendre

3. Il se dit : j'ai bien envie de l'acheter.

4. La vendeuse répond : non, monsieur, ce livre n'est pas cher.

V. Mettez les mots suivants au féminin

1. Un serveur
2. Un mineur
3. Un auditeur
4. Un conducteur
5. Un auditeur
6. Un héros
7. Un prince
8. Un serviteur
9. des jumeaux
10. Un lion

VI. Donnez la différence de sens entre les phrases dans chaque numéro en précisant le sens de chaque phrase

1. (a) J'admets qu'il a raison
(b) J'admets qu'il ait raison
2. (a) Un grand homme est arrivé
(b) Un homme grand est arrivé.

VII Les verbes sont à la voix passive. Ecrivez les à la voix active.

Exemple: Ce travail a été fait par un étudiant.
- Un étudiant a fait ce travail

1. Le match a été gagné par l'équipe locale.
2. La course sera parrainée par un grand journal de province.
3. C'est le genre de roman qui se lit en deux heures.
4. Les devoirs ont été corrigés par le professeur.
5. La grille fut poussée par l'enfant.

SECTION B:

Lisez le text suivant et répondez aux questions qui suivent.

10. L'ultime révélation

Les trois héros reviennent du pays de Kaïdara où ils ont reçu de l'or. L'aperçoit dans un arbre un vieillard couvert de haillons ; il nettoie et massé l'homme qui refuse tout d'abord son argent ; mais, peu après, Hammadi paie le privilège de recevoir des conseils...

HAMMADI déclara :

« O Kaïdara, je t'en supplie, accepte de m'expliquer chacun des signes que nous vîmes sur la route qui mène jusqu'à toi.

Kaïdara répondit :

« L'or que je viens de vous donner, employez-le bien.

Vous y trouverez tout, si vos actes sont droits ;

même l'échelle qui conduit jusqu'aux cieux

et les escaliers qui mènent au sein de la terre. »

Un esprit souterrain fut chargé de les conduire.

Ils reprirent donc la route pour rentrer chez eux.

(Les trois amis campent à l'ombre de trois fromagers géants.)

Hammadi, quant à lui, se mit à observer les trois arbres en écoutant le pépiement des oiseaux comme s'il entendait et comprenait leur langage.

Après un examen attentif, il aperçut

une forme humaine, haut perchée sur l'arbre

et immobile comme une statuette en bois,

placée là pour qu'on vînt y formuler ses vœux.

Hammadi se rapprocha jusqu'à ce qu'il eût perçu

un petit vieil homme couvert de haillons sales,

assis, la face tournée vers l'est, le visage relevé,

et sans le moindre frisson, observant le ciel.

Il semblait attendre ainsi l'apparition

d'une étoile ou de toute autre chose céleste.

Si englouti en ses pensées qu'il fût,

il maîtrisait ses membres qui ne remuaient point.

Hors de ce qu'il voulait faire, rien ne bougeait en lui.

Tous les gestes de son corps étaient délibérés ¹.

Hammadi scruta longuement et comprit

que le vieil homme était si noyé de songes

que jamais, à quelqu'un, il ne parlerait le premier.

Hammadi s'approcha poliment de lui et lui adressa

la parole en souhaitant une réponse.

Il salua avec déférence ² :

« Bonjour père ! »

1. *Intentionnels*

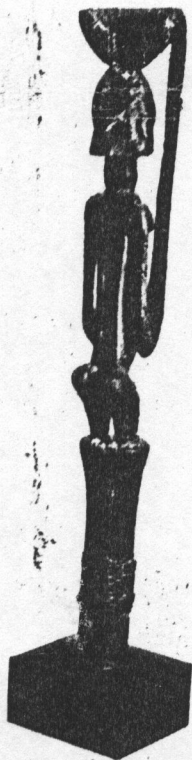
2. *Respect et politesse*

Le vieil homme semblait sourd ; il ne répondit point.
 Hammadi cependant, renouvela son salut.
 Ce fut en pure perte, l'aïeul ne répondit rien.
 Hammadi sans se lasser, persévéra...
 Hammadi se mit à épouiller et à essuyer
 les haillons du vieillard et les nettoya
 de toiles d'araignées, de cafards
 et de poux, essuya ainsi jusqu'à la tête
 et se mit à masser le vieil homme.
 Il le massa avec douceur en disant : « Paix sur toi, père ! »
 Sans boudier la moindre partie du corps
 et sans regarder Hammadi, le vieil homme déclara :
 « Quand des mains polies et expertes lissent
 avec délicatesse les parties d'un vieux corps engourdi
 le vieux sang coagulé alors s'active en hâte
 et délie la langue de son entrave passée.
 Bonjour mon fils de bonne éducation comblé ! »

(Le vieillard refuse l'argent qu'Hammadi veut lui donner.)

Hammadi avança :
 Mien père, je voudrais te demander quelque chose.
 — Vas-y, demande !
 répondit le vieil homme ;
 le temps devient pressant, tu ne dois point tarder ;
 l'étoile va pointer d'un moment à l'autre ;
 la suivre est mon devoir dès qu'elle aura brillé ;
 elle guidera mes pas auprès du lointain Kaïdara ;
 le lointain, le bien proche auprès duquel je vais. »
 Hammadi demanda :
 « Alors tu vas aussi vers les contrées de Kaïdara !
 S'il en est ainsi, je t'en prie, conseille-moi ;
 je garderai comme trésor le conseil venu de toi.
 — Sans peine, je te donnerai un conseil à condition
 que tu puisses me payer pour cela.
 — Qu'à cela ne tienne, père !
 — Qu'as-tu donc à m'offrir ?
 — Je te donnerai un bœuf chargé.
 — De quoi donc est-il chargé ?
 — D'or pur et de qualité il est chargé.
 — Et comment as-tu fait pour avoir tout cet or ?
 — Kaïdara le merveilleux m'a offert cet or.
 — Ne voyage jamais par un soir d'hivernage.
 — J'entends et j'accepte,
 père ! et je veux que tu me conseilles encore.
 — Et toi-même, voudras-tu payer encore ce conseil ?





— Oui, père, je te donnerai un autre bœuf-porteur
chargé d'or lui aussi comme l'était le premier.
Leurs charges sont jumelles, elles ont même valeur. »
Calmement, le vieil homme leur sourit et dit :
« Mon fils et élève attentif,
Jamais ne contredis et ne viole
quelque coutume que ce soit
ou interdit très vieux
qui date de nombreux siècles ».
Hammadi poursuivit :
— C'est entendu, père.
Ma faim n'est pas partie,
je sollicite encore,
donne-moi science nouvelle. »
— Voudras-tu me payer celle-ci
comme tu payas celle-là ?
— Comme celles-là je paierai
le prix de cette nouvelle.
Je te donnerai mon bœuf chargé d'or,
le seul qui me reste.
Prends-le avec sa charge, prends tout ! »
Le petit vieux éclata de rire.
Il toussa calmement
et par trois fois fortement éternua
comme s'il avait respiré du tabac à priser.
Deux larmes géantes
coulèrent dans sa barbe
épaisse comme une touffe
et raide comme une touffe.
Il inclina la tête,
contempla le sol,
fixa Hammadi,
l'observa de ses yeux qui louchent
et dit :
« Hammadi mon fils
en quête de science,
n'agis jamais par soupçon
en quoi que ce soit.
Si de colère le fils aîné
se nomme Hâte,
son puîné s'appelle Soupçon. »
Hammadi déclara :
« O mon père je n'avais plus rien à te donner ;
mais je voudrais que tu m'instruises encore.
— Je regrette mon fils, mais des mains vides
ne peuvent tirer et sortir l'eau du puits.

Hammadi rentre chez lui, les mains vides. Pourtant, son honnêteté et son amour
seront récompensés. Plusieurs années après, un vieux mendiant lui révélera
le profond de la vie.

Un chanceux, Hammadi, de n'avoir guère oublié
les conseils que t'avait donnés ton maître.
Rien point par soupçon et tu reçus
un bon fils et une femme pure.
Qu'es-tu, maître pour connaître cela
si tu nous accompagnais sur la route
suivant tout ce qui nous intriguait?..
O Hammadi! Le petit vieux du fromager, c'est moi!
La ville inaccessible à l'hôte.
La tornade et les éclairs du ciel...
Le petit vieux se transforma
en un être lumineux, dissemblable
aux points à l'homme, aux animaux des villes
aux bêtes de la brousse; différent de tout.
Il étendit deux ailes rayées d'or..
Kaidara, certes, c'est moi! me voici!
Si loin le lointain parce que je suis sans forme
et que le monde n'a pas le don de me deviner,
de recevoir mon enseignement et d'en profiter.
Si près Kaidara le bien proche parce qu'il n'existe
aucun obstacle ni distance entre les autres et moi.
Je prends la forme voulue et fais tomber les voiles;
comme je veux je supprime les distances.
Apprends bien ce que tu viens d'apprendre et transmets-le
de bouche à oreille jusqu'à tes petits-enfants.

AMADOU HAMPATÉ BA
Kaidara
Classiques africains, Julliard.

THÈMES DE RÉFLEXION

1. Quel conseil Kaidara donne-t-il aux trois héros qui quittent son royaume?
2. Comment Hammadi aperçoit-il le vieillard?
3. A quoi Hammadi voit-il que le vieil homme était « noyé de songes »?
4. Quelle marque de respect lui donne-t-il?
5. Pourquoi le vieillard refuse-t-il l'or que lui offre Hammadi?
6. Pourquoi lui en réclame-t-il quelques instants après?
7. Quels sont les trois conseils du vieillard?
8. Que devient le vieillard au terme de sa transformation?
9. Expliquez l'expression : « Je suis Kaidara le bien proche... »
10. Quel est le dernier conseil du vieillard transformé en ange?

EXERCICE ÉCRIT

Commentez ce proverbe peul : « Sois le cavalier de ta fortune, non son cheval. »

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1998/99 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS
FR 312 : FRENCH AND GENERAL LINGUISTICS

PAPER II

TIME : 3 HOURS

INSTRUCTIONS **ANSWER BOTH SECTIONS**

SECTION A : TRANSLATION

Traduisez le texte suivant en anglais:

L'analyse des documents n'a pas la même efficacité pour le politiste que pour l'historien. Il s'agit évidemment de la méthode par excellence de l'historien. L'historien se trouve dans une situation privilégiée car il a accès à une masse de documents qui, à l'époque, n'était pas accessible au public, à condition qu'il attende trente ou cinquante ans, le moment où les archives sont ouvertes à la consultation. Même dans ce cas, les archives ayant parfois été détruites l'historien ne peut prétendre d'avoir à sa disposition toute l'information utile mais, il n'en reste pas moins que le politiste, lui, serait heureux d'avoir accès immédiatement à cette information. En règle générale, le politiste n'a pas accès aux documents confidentiels. Il doit donc se contenter des documents publics et publiés : presse, documents judiciaires, rapports de commissions d'enquête... Aussi, la presse reste-t-elle sa principale source d'information. Dans un régime autoritaire où n'existe qu'un seul journal gouvernemental ou du parti, l'analyse de la presse, n'est à vrai dire pas inutile, car tout document a une signification que le chercheur doit s'efforcer d'extraire, mais c'est complètement insuffisant: il serait ridicule de chercher à étudier la corruption au Cameroun à partir de Cameroun Tribune. Bien que le Kenya ne puisse être considérée comme une démocratie au sens classique du terme; la presse y est relativement ouverte. Aussi y trouve-t-on une quantité importante d'information sur la corruption, qui, à un premier stade, peut s'avérer utile. Mais le problème, c'est, qu'à travers la presse, on ne saisit que le sommet de l'ice-berg, et, contrairement à l'ice-berg, on ne peut en calculer la dimension réelle. La presse joue simplement un rôle d'indicateur. Le phénomène de la corruption ne peut jamais être appréhendé dans sa totalité.

SECTION B :**DISCOURSE ANALYSIS****I. Lire le texte suivant et répondre aux questions:****Un pouacre**

Avec les yeux d'une tête de mort
Que la lune encore déclame,
Tout mon passé, disons tout mon remord,
Ricane à travers ma lucarne.

Avec la voix d'un vieillard très cassé,
Comme l'on n'en voit qu'au théâtre,
Tout mon remords, disons tout mon passé,
Fredonne un tralala flâtre.

Avec les doigts d'un pendu déjà vert
Le drôle agace une guitare
Et danse sur l'avenir grand ouvert,
D'un air d'élasticité rare.

"Vieux turlupin, je n'aime pas cela;
Tais ces chants et cesse ces danses."

Il me répond avec la voix qu'il a :

"C'est moins farce que tu ne penses,

Et quant au soin frivole, ô doux morveux,

De te plaire ou de te déplaire,

Je m'en soucie au point que, si tu veux,

Tu peux t'aller te faire lanlaire!"

(Verlaine, *Jadis et Naguère*)

QUESTIONS :

1. Ce texte, est-il un discours (a) oratoire ? (b) polémique ? (c) critique ? (d) comique ?
(e) Lyrique ? Justifiez votre choix.

2. A quelle fonction du langage les phrases suivantes appartiennent-elles ?

- (a) Tout mon passé, disons tout mon remord, ricane à travers ma lucarne.
- (b) Vieux turlupin, je n'aime pas cela...
- (c) Le drôle agace une guitare et danse sur l'avenir grand ouvert...
- (d) Je m'en soucie au point que, si tu veux, tu peux t'y aller faire lanlaire !

Justifiez votre choix.

II. 1. Transposer le passage suivant au discours indirect:

Le metteur en scène donna ses indications à l'actrice qui jouait le rôle de Phèdre:

- Phèdre doit entrer en scène avec la lenteur d'une somnambule. As-tu compris ? Ralentis! Ne te précipites pas comme si tu avais le diable aux trousses ! Traverse la scène en diagonale, arrête-toi et là, sans regarder personne, tu commences ta tirade : "Quelle importune main..."

- C'est bien, oui, mais ta voix est trop plaintive ! Recommence. Non, non, ce n'est pas cela! Phèdre ne cherche pas à attirer notre pitié ! Pourquoi t'interromps-tu ? Tu ne connais pas ton texte ? Je t'ai répété cent fois qu'il fallait que tu viennes en sachant ton texte ! Tu nous fais perdre notre temps !

2. Transposer le texte suivant en discours direct :

Mon oncle m'a demandé ce que je faisais, où je courais et si j'avais pensé à l'inquiétude de mes parents quand ils me voyaient m'agiter de la sorte. Il m'a supplié de reprendre mes esprits et de songer que le lendemain j'aurais besoin de toutes mes forces et de tout mon calme.

END OF EXAMINATION

UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF LITERATURE AND LANGUAGES

1999/2000 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

FR321: INTERMEDIATE AFRICAN LITERATURE IN FRENCH

TIME : THREE HOURS

INSTRUCTIONS : ANSWER ONE QUESTION FROM EACH SECTION

SECTION A : *Xala* de Sembène Ousmane

1. Examinez le conflit des cultures dans *Xala*
2. Etudiez l'opposition entre les nouveaux riches et les masses dans *Xala*.

SECTION B : *L'Odyssée de Mongou* de Pirre Sammy

3. Mettez en relief en les examinant les aspects de transformation de la société africaine suite à l'introduction dans cette société de valeurs culturelles de la société occidentale selon *l'Odyssée de Mongou*.
4. Commentez le rôle joué par le personnage de Mongou dans *L'Odyssée de Mongou*.

SECTION C : Faîtes une explication du texte suivant sous forme de commentaires.

5. Adja Awa Astou poursuivit, un moment après:

- C'est avec Yay Bineta que tu es en compétition. Moi ? Je n'ai jamais été en lice. Je suis incapable de lutter, de rivaliser. Tu le sais toi-même. Quand tu étais jeune épouse, tu avais oublié mon existence. Voilà près de vingt ans que je suis l'awa. Toi, combien y-a-t-il d'années que tu es sa femme et ma deuxième ?
 - Moi ? Dix-sept ans, je crois.
 - Sais-tu combien de fois nous nous sommes vues ?
 - Vrai de vrai, je ne sais pas, avoua Oumi N'doye.
 - Sept fois ! Or depuis plus de quinze ans que tu es la deuxième épouse, tous les trois jours, cet homme, le même homme, me quitte, vient passer trois nuits avec toi, voyage de ta chambre à coucher à la mienne. Est-ce que tu as pensé à tout cela ?
 - Non, l'interrompit Oumi N'doye.
 - Et tu n'es jamais venu me voir !!
 - Pourtant, toi, tu es venue plusieurs fois me voir. Je le confesse, j'ignore pourquoi je ne suis pas venue chez toi.
 - Parce que tu étais en compétition...
 - Vous n'avez rien pris ! Servez-vous ! Vous êtes chez-vous, vint les interrompre la Badiène qui déposa un plateau chargé de boissons à leurs pieds.
- Adja Awa Astou but. Quant à Oumi N'doye, avant de porter le verre à sa bouche, elle y trempa son petit doigt gauche, versa des gouttes. Yay Bineta, choquée, se retira précipitamment.

- La mariée ! La mariée...

Le reste de la phrase fut noyée dans le tumulte général. Le concert de klaxons vibrait dans l'air. Une femme épaisse, une chaussure à la main, se rua vers la porte. Heurtée, elle s'écroula, sa robe étroite aux hanches se déchira. Une bonne déchirure horizontale, mettant à nu son postérieur. Relevée par deux autres femmes, elle vilipenda ces hommes sans éducation ni égards pour les femmes.

Yay Bineta, la Badiène, écartait énergiquement les gens. Le Président du groupe des "Hommes d'Affaires", selon la coutume exhibitionniste, conduisait El Hadji, qui vint se croiser avec la mariée.

El Hadji Abdou Kader Beye s'était enveloppé la tête d'un pagne.

Les deux coépouses gagnèrent le perron. De cette hauteur, elles suivaient les phases de l'intronisation. De leur temps et à l'aurore de la vie conjugale, elles avaient vécu cet instant, le coeur comblé de promesses et de bonheur. Témoins, en ce jour, du bonheur d'une autre, d'une rivale, l'évocation de leur lune de miel donnait à toutes chose un goût de fiel. Elles ressentaient de cruelles morsures d'amertume. Drapées dans leur commun abandon, esseulées, elles ne disaient rien.

Extrait de *Xala* Sembène Ousmane

End of Examination

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF LITERATURE AND LANGUAGES
1999/2000 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

FR331 - PAPER I

TIME : THREE HOURS

INSTRUCTIONS : TRANSLATE THE FOLLOWING TEXT INTO ENGLISH

L'EPAGNE

La première idée qui vient aux esprits simples, et même aux esprits moins simples que cela, pour garder l'argent qu'ils ont, c'est de le mettre de côté. Pourtant le premier conseil qu'ils reçoivent des experts, c'est de ne pas le garder. Comment concilier ces tendances ?

Ayant été élevé dans le culte de Benjamin Franklin, de Jacques Laffitte et de ces monstres sacrés dont les Leçons de Choses révèlent qu'ils débutèrent en économisant sou par sou. J'ai connu moi-même des crises d'épargne au cours desquelles je mettais de côté tout ce qui tombait sous la main - vieille ficelle ou ampoule brûlée. L'exemple de Jacques Laffitte, commençant sa prodigieuse carrière de financier en rapportant à une banque l'épingle qu'il avait trouvée par terre, m'a toujours hanté. Une expérience déjà lointaine m'avait pourtant révélé que l'honnêteté ne paie pas toujours aussi bien : j'étais dans ma treizième année lorsque je rapportai au commissariat de police le premier porte-monnaie que j'eusse ramassé par terre : ce fut pour me faire traiter de vaurien ! petit voleur ! Chanapan ! Parce qu'il était vide, on m'accusait d'avoir subtilisé l'argent qui s'y trouvait. Le voleur se fit pincer trois jours plus tard - mais jamais plus je n'ai ramassé quoi que ce soit dans la rue.

Du reste, les choses ont bien changé depuis Jacques Laffitte. Les choses ou l'argent. Je voudrais bien savoir l'accueil que recevrait aujourd'hui, à la Société Générale ou au Crédit Lyonnais, le piéton qui s'aviserait de rapporter un trombone ou une épingle ramassée devant la succursale. Et puis si l'on pouvait, jadis, mettre vingt mille francs de côté sans encourir la réprobation générale, aujourd'hui allez donc en faire autant avec un million sans vous sentir diminué ! Je me rappellerai longtemps le regard de commisération que me lança un expert financier lorsque pour répondre à sa demande : "alors ... qu'est-ce que vous allez faire avec tout cet argent ?" je lui eus confié : "Je vais le mettre de côté..." il était clair qu'à ses yeux j'étais innocent - ou fou. Sur le champ, il me démontra que rien n'était plus dangereux. Autant conserver chez soi une tonne de nitroglycérine ou un élément radioactif. Ainsi, cet argent que la Providence avait si longtemps tardé à mettre entre mes mains, ce trésor tombé du ciel, il fallait à tout prix m'en débarrasser au plus vite sous peine de le voir fondre comme un bloc de glace. En le gardant chez

moi je le vouais à subir, sous le coup des dévaluations, le sort d'une peau de chagrin. J
sans tarder l'employer, le transformer, acheter n'importe quoi, mais acheter quelque ch
valeurs par exemple.

"De bonnes valeurs, naturellement, me dit l'expert. Des choses solides. Il y en a
d'être bien conseillé..."

d'après Pierre Dominos

"Un certain Monsieur Blot".

END OF EXAMINATION

UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF LITERATURE AND LANGUAGES

1999/2000 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

FR411: PAPER I

TIME : THREE HOURS

INSTRUCTIONS : ANSWER QUESTIONS FROM ALL THE SECTIONS

SECTION A: GRAMMAR

I. Répondez à toutes les questions

a) Transformez les phrases suivantes en utilisant les prépositions entre parenthèses. (8 points)

1. Le garçon parle et il ne réfléchit pas. (sans)
2. Catherine invente une histoire et elle ne dit pas la vérité. (au lieu de)
3. Jacqueline attend ses amis et elle ne s'impatiente pas. (sans)
4. Nous aidons nos amis et nous ne nous reposons pas. (au lieu de)
5. Tu quittes le restaurant et tu ne paies pas. (sans)
6. Cette ville construit un hôpital et elle ne construit pas la Centrale nucléaire. (au lieu de)
7. Tu critiques tout et tu ne t'informes pas. (sans)
8. Ces sénateurs votent des crédits pour les chômeurs et ils ne votent pas les crédits militaires. (au lieu de)

b) Dites si oui ou non vous devez faire les choses suivantes. Commencez vos phrases par: Il faut que ou Il n'est pas nécessaire que (12 points)

1. réussir à l'examen de français ?
2. faire le devoir ce week-end ?
3. aller à Paris au mois de juin ?
4. rendre des livres à la bibliothèque ?
5. sortir ce soir ?
6. offrir un cadeau au professeur ?
7. relire mes notes avant l'examen ?
8. suivre un régime ?
9. boire un peu de lait ?
10. se servir du téléphone pour vos conversations privées ?
11. connaître bien la liste des produits ?
12. dire nos secrets de fabrication à nos concurrents ?

c) Faîtes 10 phrases logiques en utilisant les éléments des colonnes A, B, C et D (20 points)

A	B	C	D
le public	souhaiter	les enfants	être consciencieux
le professeur	exiger	le président	dire la vérité
les parents	désirer	les commerçants	avoir de l'ambition
les gens	vouloir	les étudiants	faire des réformes
	préférer	les journalistes	faire attention
			désobéir
			faire des erreurs

d) Lisez les phrases suivantes et complétez les avec l'adjectif qui convient. (10 points)

1. Jean François habite à Paris. Il est
2. Meryl Streep est l'actrice que je préfère. C'est mon actrice
3. Hélène est née en Grèce. Elle est donc
4. Cette fille aide ses amis. Elle est..... avec eux.
5. La margarine et le beurre sont des produits riches en lipides. Ce sont des matières.....

e) Dites comment et quand vous faîtes les choses suivantes. Pour cela, utilisez l'adverbe entre parenthèses. (10 points)

1. jouer au tennis (bien)
2. aller au cinéma. (souvent)
3. comprendre les questions du professeur (rarement)
4. réagir au danger (calmement)
5. analyser mes problèmes (objectivement)

SECTION B COMPOSITION

Répondez à toutes les deux questions.

1. "La Zambie est une nation chrétienne." Qu'en pensez vous ? (20 points)
2. Le Club de français de l'UNZA a invité les étudiants de l'université Clermont-Ferrand en France. Ecrivez une lettre pour leur proposer des activités pendant leur séjour en Zambie. (20 points)

END OF EXAMINATION

UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF LITERATURE AND LANGUAGES

1999/2000 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

ER421 ADVANCED AFRICAN LITERATURE

TIME : THREE HOURS

INSTRUCTIONS : ANSWER ONE QUESTION FROM EACH SECTION

SECTION A : Answer one of the following questions

1. La structure narrative de "*Soleils des Indépendances*" participent des éléments traditionnels et modernes. Relevez et analysez les éléments en question.
2. Etudiez le thème de la mort dans les *Soleils des Indépendances*. Quel sens peut-on donner à la mort dans le roman ?
3. On a dit que *les Soleils des Indépendances* est une oeuvre satirique. Relevez et étudiez les cibles majeures visées par la satire dans le roman.

SECTION B : Faites une explication de texte suivant sous forme de commentaires

Les indépendances ont cassé le négoce

Maintenant naissaient dans les rues et les feuillages les vents appelant la pluie. Le coin du ciel où tantôt couraient et s'assemblaient les nuages était gonflé à crever. De bref miroitement embrassaient et secouaient. Fama déboucha sur la place du marché derrière la mosquée des Sénégalais.

Le marché était levé mais persistaient des ordeurs malgré le vent. Odeurs d'Afrique : Dakar, Bamako, Bobo, Bouaké ; tous les grands marchés que Fama avaient foulés en grand commerçant. Cette vie de grand commerçant n'était plus qu'un souvenir parce que tout le négoce avait fini avec l'embarquement des colonisateurs. Et des remords ! Fama bouillait de remords pour avoir tant combattu et détesté les Français un peu comme la petite herbe qui a grogné parce que le fromager absorbait tout le soleil ; le fromager abattu, elle a reçu tout son soleil mais aussi le grand vent qui l'a cassée. Surtout qu'on aille pas toiser Fama comme un colonialiste ! Car il avait vu la colonisation, connu les commandants français qui étaient beaucoup de choses, beaucoup de peines : travaux forcés, chantiers de coupe de bois, routes, ponts, l'impôt et les impôts, et quatre-vingts autres réquisitions que tout conquérant peut mener, sans oublier la cravache du garde-

cercle et du représentant et d'autres tortures.

Mais l'important pour le Malinké est la liberté du négoce. Et les Français étaient aussi et surtout la liberté du négoce qui fait le grand Dioula, le Malinkée prospère. Le négoce et la guerre, c'est avec ou sur les deux que la race malinkée comme un homme entendait, marchait, voyait, respirait, les deux étaient à la fois ses deux pieds, ses deux yeux, ses oreilles et ses reins. La colonisation a banni la guerre mais favorisé le négoce, les indépendances ont cassé le négoce et la guerre ne venait pas. Et l'espèce malinké, les tribus, la terre, la civilisation se meurent, percluses, sourdes et aveugles ... et stériles.

END OF EXAMINATION

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF LITERATURE AND LANGUAGES
199/2000 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

FR431 : PAPER 1

TIME : THREE HOURS

INSTRUCTIONS : TRANSLATE THE FOLLOWING TEXT INTO FRENCH

WHO WAS LORIN JONES ?

On a cloudy snow-soiled after noon a week before Thanksgiving, Polly Alter strode into her sitting-room with wet feet, damp windblown hair and a heavy flat brown -paper package which she placed carefully on the sofa. She peeled off her sodden coat and boots and flung them into the hall closet. Then she cut open the parcel and drew out Lorin Jones' gouache of the pond in Truro, now professionally matted and framed. She cleared the sitting-room mantel, removing some battered brass candle -sticks and Jeanne's pots of trailing begonia and set the painting in their place. Finally she stepped back and stood square before it, hoping for a kind of miracle.

Since she came back from the Cape, Polly had been having serious trouble with her project. What she couldn't get over, or round, or out from under, was that Lorin Jones had been immature and self destructive and mean enough to leave her relatively decent husband without warning for a low-grade opportunist, stopping only to clean out their joint bank account. The more Polly thought about this the worse she liked it. Before she and Jim separated they had discussed the move for months and they had split their assets fairly and equally. According to Garret, the theft - you couldn't call it anything else - had been Hugh Cameron's idea; but that only meant that Lorin was weak and suggestible as well as sneaky.

The immediate problem was, how was Polly going to handle this episode in the biography ? Was she going to be equally sneaky and leave it out ? Or was she going to expose her subject as a deeply flawed personality ?

Alison Lurie, *The Truth about Lorin Jones*, 1988

END OF EXAMINATION

UNIVERSITY OF ZAMBIA

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1999/2000 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

FR431 : PAPER II

TIME : THREE HOURS

INSTRUCTION : TRANSLATE THE TEXT BELOW INTO ENGLISH

Tante Frances

Les fenêtres du train étaient toujours peintes en bleu-nuit à cause du blackout. Ici et là, on avait gratté la peinture en faisant apparaître des rainures et des cercles pour mettre à nu la vitre derrière laquelle défilait le paysage qui allait s'assombrissant. Elles avaient quitté King's Cross à la tombée de la nuit, à quatre heures et seraient rentrées, selon Tante Frances, à sept heures au plus tard. Je t'en prie, avait-elle déclaré au guichet, tout en rassemblant ses nombreux achats de Noël, des paquets et des boîtes de chez Harolds, Fortnum's, Marshall & Snelgrove, appelle-moi Frances tout court, pas Tante Frances, je n'aime pas vraiment ça et je suis sûre que Clive aussi aimerait que tu l'appelles Clive, tout simplement. Et Carol, esquissant un sourire au coin, sans la regarder, avait compris qu'elle n'y arriverait pas, qu'elle se sentirait désormais et pour toujours obligée de lui dire "vous" et qu'il lui faudrait éternellement trouver le moyen d'esquiver le problème. Elle se pelotonna dans son manteau d'écolière, raidie par le froid, les genoux, à nu entre le haut de ses chaussettes et l'ourlet de sa jupe, d'un rouge presque violacé, et une fois encore, elle vérifia du bout des doigts que le billet de train était bien dans sa poche, s'assura de la présence dans le filet à bagages de sa valise marron qui contenait ses vêtements personnels : sa jupe de tweed du dimanche et ses deux chandails ainsi que la robe de laine écossaise achetée le jour même par Tantes Frances - ah non, Frances ! - avec l'argent que son père avait envoyé des Indes. Cet argent avait entraîné des opérations bancaires compliquées à propos de chèques et de comtes de dépôt et l'irritation de Frances, qui, faisant la queue à la banque ne cessait de jeter des coups d'oeil à sa montre : de l'argent en provenance de la banque de Calcutta, cette ville torride et grouillante, des roupies, pas des livres ni des shillings. N'y pense pas, se dit-elle, en essayant une fois encore de refouler ses larmes derrière ses paupières, ne pense pas aux Indes. Mais les images des Indes surgissaient comme toujours, avec leur cortège de clameurs, d'odeurs, de sons, d'échos d'un passé révolu : elle était là assise, rongée par la nostalgie, contempler les lumières des village du Suffolk qui scintillaient à travers les éclats de peinture.

A leur arrivée, la maison sembla exploser, se répandant dans la nuit comme un fruit mûr : de la lumière, des voix, les petites silhouettes des enfants qui couraient et sautaient autour de la voiture. Des aboiements de chien. De la musique diffusée par la TSE. Le silence de cette nuit de campagne noire et glaciale les entourait, et voilà cette maison pleine de certitudes, imprenable, qui les attendait. Les enfants faisaient des bonds et poussaient des cris aigus. Tu as trouvé le ballon ? criaient-ils, tu as mon ruban, tu as des bonbons ? Maman, hurlaient-ils, Maman ! Et Frances de les serrer, de raconter, et de dire, oh, voici Carol, dites bonjour à Carol.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY FIRST SEMESTER EXAMNATIONS – JANUARY 2001

H 131

AFRICA AND THE WORLD

TIME: THREE HOURS

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

SECTION A: PREHISTORY

1. Compare and contrast with examples how archaeology, oral traditions and linguistics have been used by historians since 1948 in the reconstruction of African history.
2. Explain both the hominid and cultural evidence which supports the theory that Africa is the cradle of mankind in the Stone Age prehistory.
3. Critically consider with examples the theory that both the domestication of crops and animals originated independently in Africa during the Neolithic Agricultural Revolution.
4. Assess the major elements in Cheik Anta Diop's interpretation of the reconstruction of the ancient Egyptian civilisation at the UNESCO conference in Cairo in 1974.

SECTION B: ANCIENT CIVILISATIONS

5. "Empires rise and fall." Consider this statement in relation to **EITHER** the ancient Greek civilisation: **OR** the ancient Roman civilisation. In your answer indicate the impact on Africa, if any, of the civilisation.
6. Compare and contrast the historical features in the rise of Christianity up to about 100 A.D. with those of the rise of Islam up to about 661 A.D. and indicate whether Africa was affected by either religion.
7. Critically analyse the significance of the Great Zimbabwe civilisation in the Sub-Saharan region.
8. What was the impact of the triangular slave trade on Africa?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

**1999/2000 FIRST AND SECOND SEMESTER EXAMINATIONS FOR
DISTANCE STUDENTS**

H 131

AFRICA AND THE WORLD

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

1. How far true is the view that "Africa is the cradle of mankind"?
2. Describe the way of life of the Stone Age hunters-gatherers before the arrival of the Bantu-speaking peoples in Central and Southern Africa.
3. Trace the spread of iron technology from the Middle Africa before 1000 A.D.
4. Discuss the origin, development and spread of agriculture in Africa up to 2000 years ago.
5. What role did Mohammed play in the origin and spread of the Islamic faith in the Middle East?
6. Discuss the factors that led to the rise, development and eventual decline of the empire of Mwenemutapa.
7. Account for the role played by the Portuguese in the European voyages of discovery between the fifteenth and sixteenth centuries.
8. Give a detailed discussion of how the institution of slavery functioned in Africa before the Transatlantic Slave Trade.
9. What factors help explain the origin and development of the Atlantic Slave Trade?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

1998/99 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

H132

THEMES IN MODERN WORLD HISTORY

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS ONLY; ONE FROM EACH SECTION

SECTION A: AFRICA

1. Discuss historically the impact of racism on the South African society **either** before **or** since 1948.
2. Compare and contrast the colonial policies of Britain, France, Belgium and Portugal in native administration in their respective territories in Africa during the inter-war era. To what extent did these policies equip Africans for self-government afterwards?
3. Evaluate the contribution of the Ghanaian independence movement to African nationalism in other colonies on the continent of Africa.
4. "Democracy is the rule of the people by the people and for the people." Consider historically Zambia's constitutional reforms from 1964 to 1996 in the light of this statement.

SECTION B: EUROPE

5. "The structure of a society and the organisation of its economy emerge as a response to the needs of the time." Discuss this statement on feudalism with reference to **either** any *one* European country **or** to Europe generally.

6.

EITHER

Demonstrate and account for the emergence of workers' movements and trade unionism in England after the advent of the industrial revolution.

OR

With historical evidence consider whether the woman worker was a product of the industrial revolution.

7. How did the French Revolution change the feudal concept of the State to Liberal democracy in the nineteenth century?
8. Critically analyse the main features of **either** Fascism in Italy **or** Nazism in Germany during the inter-war period.

SECTION C: LATIN AMERICA

EITHER

9. In what ways was Spain's colonisation of South America different from that of Portugal?

OR

Consider the differences between the Spanish and the Portuguese colonial societies in Latin America.

10.

EITHER

Assess the impact of the African slaves on the Spanish and Portuguese colonial economies up to the middle of the nineteenth century.

OR

Analyse the significance of plantation agriculture in Brazil's colonial economy up to the middle of the nineteenth century.

11. What forms did the independence movements take in Spanish Latin America and Portuguese Latin America, respectively, during the nineteenth century?
12. What were the main factors behind Fidel Castro's Cuban Revolution in 1959?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY FIRST SEMESTER EXAMINATIONS – JANUARY 2001

H 231

HISTORY OF MODERN AFRICA: 1750 - 1900

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS

-
1. Examine the ways in which the geography and environment of Africa affected and influenced the development of modern African history. ✓
 2. What criticisms can African historians make of the Eurocentric views which had painted a static picture about the ~~African~~ societies? ✓✓
 3. Would it be correct to claim that due to the weak African economic systems, it was easy for the Europeans to colonise them? ,
 4. Discuss the importance of the "Mineral Revolution" that led to the development of the powerful "white states" in South Africa. •
 5. Discuss the view that the "Scramble for Africa" was a part of European history rather than African history. ✓
 6. What was the attitude of the ~~Africans themselves~~ to the establishment of colonialism? How effective was the struggle put up by the Muslim rulers in resisting the European intruders? ✓
 7. Discuss the ~~methods~~ that the different colonial powers used to occupy Africa physically in the late nineteenth century. ✓
 8. What do you understand by the term "Imperialism"? To what extent is Lenin's theory of imperialism justified? ✓
 9. "Natural disasters had social, economic and political implications in the late nineteenth and early twentieth centuries in Africa." Why did they happen and how might they have been prevented? ✓✓

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

1998/99 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

H232

HISTORY OF MODERN AFRICA 1900 TO THE PRESENT

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

1. What were the consequences of World War One on the African continent?
2. Do you think that colonial rule affected demographic aspects of Africa?
3. What role did missionaries play in the education of Africans during the colonial period?
4. Discuss the European economic policies in colonial Africa.
5. In what ways were indigenous Africans segregated from white South Africans in South Africa?
6. Why is secondary resistance considered as a catalyst to the growth of African nationalism?
7. Namibia's struggle for freedom took longer than that of other African nations. What were the reasons behind this?
8. What are the reasons for military coups in post-colonial Africa?
9. The African continent is endowed with several resources, yet it is facing a lot of problems. How can the continent be developed?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY FIRST SEMESTER EXAMINATIONS – JANUARY 2001

H241

ECONOMIC HISTORY OF WESTERN EUROPE: 1450 – 19TH CENTURY

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

1. Critically analyse the factors responsible for the origins, success and decline of the feudal economy.
2. Discuss the interpretation of "capitalism" as understood by Karl Marx and Maurice Dobb. Why is this interpretation preferable to other scholars' interpretations?
3. What role did technology play in the growth of the European economy before A.D. 1500?
4. What was the impact of long-distance trade on the economy of medieval Europe? ✓
5. Compare and contrast the role of agriculture in the industrialisation of Britain and France. ✓ 5.3
6. Is the view that the triangular trade contributed to the industrialisation of Europe tenable? ✓
7. Explain how and why the Portuguese and the Spanish-led other European powers in the exploration and overseas expansion. Why were both overtaken in the colonisation process? ✓
8. What do you understand by the term "Primitive Accumulation"? To what extent did it affect the economic development of Europe between the 16th and 18th centuries?
9. Discuss Adam Smith's economic ideas and examine the extent of his contribution to *laissez-faire* capitalism. ✓
10. What attributes did Britain have that other countries did not have to make the Industrial Revolution begin there?

11. To what extent was the Industrial Revolution responsible for the emergence of new ideologies and worker protest movements in 19th century Europe?
12. How far were capital and markets responsible for the expansionist rivalries that emerged among European powers during the late 19th century?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
UNIVERSITY FIRST SEMESTER DEFERRED/SUPPLEMENTARY
EXAMINATIONS – MARCH 2001

H 321

NINETEENTH CENTURY EUROPE

TIME: THREE HOURS

ANSWER: THREE QUESTIONS

-
1. What were the long-term causes of the French Revolution? What was the immediate cause?
 2. Explain how Napoleon rose to power. Did he implement the ideals of the French Revolution?
 3. Critically analyse the role played by Metternich in the affairs of post-1800 Europe.
 4. Critically analyse Bismarck's foreign policy up to the unification of Germany.
 5. What was "Romanticism"? What was its importance in the European society?
 6. What role did the cotton industry play in bringing about the industrial revolution in Britain between 1760 and 1850?
 7. Is it valid to describe the revolutions of 1848 as "revolutions of the intellectuals"?
 8. How far did the growth of nationalism in Europe depend on industrialisation?
 9. Discuss the differences between Liberalism and Nationalism in nineteenth century Europe.
 10. Was imperialism the major cause of the European war of 1914-18?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

1998/99 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

II322

TWENTIETH CENTURY EUROPE

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

1. How far did the personalities of Wilson, Lloyd George and Clemenceau play a 'dominant role in Paris in 1919?
2. Examine the development of the League of Nations in the inter-war period. Could it have prevented war in 1939? Why did it fail to do so?
3. What were Germany's problems before 1918? Examine each with reference to the problems of the Weimar Republic.
4. What role did World War I play in explaining the Russian Revolution and the Bolsheviks' rise to power?
5. Explain why it was Stalin and not Trotsky who won the succession after Lenin's death.
6. Critically analyse Mussolini's attempt to build a corporate state in Italy. What factors aided or limited his ambitions in achieving his idea?
7. How far did Hitler go in pursuing his personal doctrine of *lebensraum* and what were the consequences of his action on Europe and the world?
8. During the Second World War the United States of America and the Soviet Union entered into a marriage of convenience in order to defeat their common enemy, Germany, but immediately the war ended their differences quickly came to the fore. Discuss this statement in the light of the Cold War differences between the USA and the Soviet Union.

9. Discuss the major causes of the Second World War and show how each contributed to the outbreak of the war in 1939.
10. Would you agree or disagree with the view that Mikhail Gorbachev's reform policies of *perestroika* and *glasnost* were catalysts in the disintegration of a political and socio-economic system that had long become moribund in the Soviet Union?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
UNIVERSITY FIRST SEMESTER DEFERRED/SUPPLEMENTARY
EXAMINATIONS – MARCH 2001

H 411

LAND AND LABOUR IN CENTRAL AFRICA: 1750 TO 1900

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS ONLY.

1. Examine the impact of colonialism on Central African Territorial cults.
2. How did the Central African societies deal with the problem of aridity?
3. Examine the assertion that in pre-colonial Central Africa work was always gender-specific.
4. Discuss some of the aspects of land tenure systems in Central Africa.
5. Using examples from one Central African kingdom, discuss how labour was mobilised.
6. Discuss the impact of long distance trade on Central African societies.
7. How did the Central African societies respond to drought and famine?
8. Why did drought and famine sometimes lead to instability in Central Africa?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY FIRST SEMESTER EXAMINATIONS – JANUARY 2001

H 441

HISTORY OF RUSSIA, 1861 – 1945

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

1. What were the implications of the political reforms introduced in Russia between 1864 and 1874?
2. Lenin characterised the 1905 Revolution as a “dress rehearsal”. Discuss.
3. How significant was the role played by revolutionary intellectuals in the reform movement?
4. Was the existence of serfdom inimical or beneficial to the development of capitalism in Russia, and why?
5. Why were there two revolutions in Russia in 1917?
6. What were the causes and results of the Russian civil war of 1918-1922? What factors facilitated a Bolshevik victory?
7. Is it true that the Russian autocracy was overthrown by its disastrous conduct of war, and not by professional revolutionaries?
8. Evaluate the New Economic Policy (NEP) programme vis-à-vis the implementation of socialism in Russia.
9. Examine the impact of the 1861 Peasant Reform on Russian society.
10. Was the Duma system of representation a genuine attempt by the Tsarist regime to democratise Russian society?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1998/99 ACADEMIC YEAR SECOND SEMSTER FINAL EXAMINATIONS

H442

HISTORY OF THE SOVIET UNION 1945 TO 1991

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

1. Compare and contrast the foreign and domestic policies of Stalin and Khrushchev.
2. Who was to blame for the Cold War?
3. Show how the Berlin Blockade was an example of the Cold War conflict.
4. Show the origin, development and outcome of the 1956 uprising in Hungary.
5. Why was Gorbachev a *new* leader in the history of the Soviet Union?
6. Critically assess the implications of *glasnost* in the former Soviet Union.
7. Discuss the events leading to the break-up of the Federal Republic of Yugoslavia.
8. Critically analyse the reasons for Boris Yeltsin's resignation at the end of December 1999.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY FIRST SEMESTER EXAMINATIONS – JANUARY 2001

H 931

HISTORY OF SOUTHERN AFRICA TO 1880

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

1. Assess the value of archaeological discoveries to historians in their quest to reconstruct South African pre-colonial history.
2. How significant were ecological factors in the emergence and expansion of the Zulu nation during the first three decades of the nineteenth century?
3. Examine the significance of historiographical traditions of Southern Africa in the study of South African history.
4. Examine the ramifications of the mineral revolution of South Africa on local African communities.
5. Critically assess African response to European colonial expansion in South Africa before 1885.
6. Account for the origins and factors that precipitated the growth of pre-colonial Bantu states in South Africa.
7. Account for the prosperity and eventual decline of the African peasantry in South Africa.
8. Critically examine Khoikhoi and San reaction to Boer encroachment on their "ancestral lands" in South Africa between the seventeenth and nineteenth centuries.
9. Evaluate the "pull and push" factors that exacerbated the Afrikaner exodus of the 1830s. How significant was this trek?
10. Compare and contrast the careers of Shaka and Moshoeshoe as nation builders.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
UNIVERSITY SECOND SEMESTER EXAMINATIONS: MAY 2000

H932: HISTORY OF SOUTHERN AFRICA SINCE THE 1800S
TIME: THREE HOURS
ANSWER: ANY THREE QUESTIONS, EACH CARRYING EQUAL WEIGHT. ANSWER
AT LEAST ONE QUESTION FROM EACH SECTION.

SECTION A

1. Using specific examples, discuss the view that the true gestation period of the apartheid doctrine in South Africa could be found in the era of Milnerism.

OR

2. "The doctrine of segregation, which wove together strands of white colonist racism with the interests of administrators and employers, was critical to the achievement of Union". Discuss.
3. How valid is the argument that John Tengo Jabavu's failures were more striking than his successes?
4. To what extent did poverty, and not wealth, lead the mainly Afrikaans-speaking poor whites to nurture a nationalism which sought to unite wealthy and impoverished Afrikaners?

SECTION B

5. What was the impact of Marcello Caetano's fall from power in Portugal in April 1974 on the course of southern African history?
 6. Compare and contrast African nationalism and Black Consciousness Movement in South Africa in the 1960s and 1970s. Which one, in your view, was most significant?
 7. Is it tenable to suggest that South African menace was the driving force behind the formation of regional bodies in southern Africa before South Africa attained majority rule?
 8. Review any textbook you have used in this course (H932), explaining its strengths and weaknesses.
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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY FIRST SEMESTER EXAMINATIONS – JANUARY 2001

H 971

HISTORY OF LATIN AMERICA: EARLY TIMES TO 1825

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS

1. What is the *dependency theory* and why is it important to the study of Latin America?
2. Historians have usually explained Iberian conquest of Latin America in terms of three motivations: economic necessity, the spirit of adventure, and *Reconquista*. Do you agree with this explanation, or do you think there could be alternative explanations?
3. Analyse the internal and external factors that led to the conquest of Latin American indigenous people by the Spaniards.
4. "It is paradoxical that Spain, the nation that performed the conquest and established the *encomienda*, was the same Spain that occupied itself determinedly with the Christian conversion of native peoples." Discuss this paradox.
5. In your view, why were Spanish and Portuguese America referred to as "sexual melting pots" of Indians, Europeans and Africans? How did this influence social stratification?
6. Picking **EITHER** the mining economy **OR** agriculture, discuss how this sector contributed to the colonial economy of Spanish and Portuguese Latin America.
7. One of the intentions of the Iberian monarchs was to Christianise the "heathen" in the newly discovered lands of Latin America. Discuss how Christianisation was done.
8. Compare and contrast Aztec civilisation with Inca civilisation in terms of social organisation, architecture, agriculture, trade, religion and arts.

9.

EITHER:

Assess the conditions that set the stage for anti-colonial struggle in Latin America.

OR:

Why have historians characterised the struggle for independence in Spanish America as "wars of independence" and not "liberation wars"?

10.

Explain the differences in the manner Brazil achieved independence with Spanish America.

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1999/2001 ACADEMIC YEAR FIRST SEMESTER
EXAMINATIONS**

LAL 211: THE STRUCTURE OF BANTU LANGUAGES

TIME: THREE (3) HOURS

INSTRUCTIONS:

(a) Attempt twenty (20) questions as follows:

- (i) Ten (10) questions from Section A
- (ii) Ten (10) questions from Section B.

(b) All examples in Bantu languages should be accompanied by an indication as to what language the examples are drawn from.

(c) All examples in Bantu languages should be accompanied by Translations in English as follows:

Nyanja menthu 'person'

WEIGHTING:

- (a) The examination counts for 50% of the total marks of the course.
- (b) All questions carry equal marks.

SECTION A

1. EITHER

(a) Explain what is meant by African Languages and African Linguistics.

OR

(b) With examples, show that:

- (i) not all languages spoken in Africa are African languages
- (ii) not all African languages belong to the field of African linguistics.

2. EITHER

(a) Explain to what extent the following languages are African Languages:

- (i) Arabic
- (ii) Africaans
- (iii) Malagasy.

OR

(b) Show the relationship between:

- (i) Swahili and Arabic?
- (ii) Dutch and Afrikaans?

3. EITHER
(a) Indicate where Bantu languages are spoken?

OR

(b) Indicate who coined the term 'Bantu' and explain the origin and meaning of the term 'Bantu'.

4. Answer only one (1) of the following questions:

- (a) Compare Greenberg's and Guthrie's theories of Bantu origin and spread.
- (b) Explain the type of classification of African Languages employed by Greenberg. Are all the languages included in the classification? Explain.
- (c) What criteria or principles, has Greenberg used in his classification of the African languages? Explain.
- (d) What kind of classification is Guthrie's classification of the Bantu languages? Is it wholly typological?

5. Answer one (1) of the following questions:

- (a) What is the meaning of the word 'prehistory' in the title of Guthrie's **Comparative Bantu**?
- (b) Name any two uses of the asterisk in linguistics and exemplify.
- (c) What does Guthrie mean by **starred form**?

6. EITHER

- (a) Explain the term Proto-Bantu.

OR

- (b) Give the full list of Proto-Bantu (PB) vowels in a chart.

7. EITHER

- (a) Explain what is meant by the following;
 - (i) 'African Alphabet'?
 - (ii) International Phonetic Alphabet (IPA)

OR

- (b) Comment on the following statement:
"In terms of the number and nature of vowels, most Bantu languages fall into two groups."

8. Answer only one (1) of the following questions:

- (a) Briefly discuss the source of spirants (fricatives) in Bantu.
- (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.
- (c) With examples, explain what is meant by vowel lowering.

9. Write a brief but comprehensive account of syllable structure in Bantu.
10. Give in a Bantu language of your choice:
 - a. three different adjectives
 - b. three different adverbs
 - c. three different onomatopoeias
 - d. three different ideophones
 - e. three different prepositions.

SECTION B

11. Briefly discuss any two of the following types of nouns in Bantu languages with examples:

a. denominal nouns	b. deverbal nouns
c. deadjectival nouns	d. compound nouns
12. EITHER
 - (a) Give five nouns with the structure 'augment + prefix + stem' give five nouns with the structure 'prefix + stem'.

OR

 - (b) With examples name any four noun classes in Bantu, provide the semantics of those classes.
13. EITHER
 - (a) Explain any three meanings of the term derivation.

OR

 - (b) With examples explain the differences between inflection and derivation as processes of word-formation.
14. Write brief notes on the Bantu noun class system.
15. Answer either (a) or (b)
 - (a) In a Bantu language of your choice give two examples of:
 - (i) denominal nouns
 - (ii) deadjectival nouns
 - (iii) deverbal nouns
 - (b) Write brief notes on the following in Bantu:

(i) denominal nouns	(ii) deadjectival nouns
(iii) deverbal nouns	(iv) compound nouns
16. Answer either (a) or (b)
 - (a) With examples, discuss any four different types of deverbal nouns

in a Bantu language of your choice.

- (b) What are compound nouns? Explain with examples from any Bantu language of your choice.

17. Explain the following morphophonological processes in nouns in Bantu:

a. gliding b. deletion c. coalescence

18. Answer either (a) or (b)

- (a) With examples, show that Bantu adjectives fall into three categories, that is:

(i) primitive adjectives
(ii) derived adjectives
(iii) compound adjectives.

- (b) Primitive adjectives fall into two structural types. Explain and exemplify.

19. Answer either (a) or (b)

- (a) With examples. Show why it is important in Bantu to know the class of the possessee noun and the class of the possessor noun, when dealing with possessive constructions.

- (b) With examples, explain why one can say that possessives in Bantu are structurally made of genitive pronouns plus non-possessive personal pronouns.

20. EITHER

- (a) With examples show what is meant by anaphoric and cataphoric demonstratives in Bantu.

OR

- (b) Explain the meaning of demonstratives in locative classes in Bantu.

21. EITHER

- (a) Show how the mathematical concepts of addition and multiplication are used in Bantu to form certain numbers.

OR

- (b) Explain how the words for 'first' and 'last' are special in Bantu. Exemplify.

22. What is, in general terms, the difference between the morphological structure of cardinals and that of ordinals in Bantu? Exemplify.

23. How is abstract counting performed in Bantu?

24. Answer either (a) or (b)

- (a) Describe the structure of ordinals in a Bantu language of your choice.
- (b) Describe the structure of cardinals in a Bantu language of your choice.

25. Give any two words derived from numerals in any Bantu language of your choice.

26. What is the use of what is called a 'question operator' ? Exemplify.

27. Answer either (a) or (b)

(a) With examples in Bantu, explain the following:

- (i) nominative relative pronoun
- (ii) subjective relative pronoun
- (iii) objective relative pronoun
- (iv) oblique relative pronoun
- (vi) subjective relative clause
- (vii) oblique relative clause.

(b) With examples from any Bantu language of your choice, explain the differences between:

- (i) determiner and pronoun
- (ii) indefinite determiner and indefinite pronoun

28. Answer either (a) or (b)

(a) With examples, explain the morphological structure of the words for 'much/many', 'how much/how many', 'few' and 'all'.

(b) What is the morphological structure of 'each/every' in any Bantu language you are most familiar with?

29. Answer only one question, that is, either (a), (b), (c) or (d)

(a) Exemplify and explain each of the following verbal morphemes in Bantu:

- | | | |
|-----------------|---------------------|-------------------|
| (i) Preprefix | (ii) prefix | (iii) post prefix |
| (iv) tense sign | (v) post tense sign | (vi) infix |
| (vii) radical | (viii) extension | (ix) pre-ending |
| (x) ending | (xi) post-ending | |

(b) Translate the sentence:

"we did not work for him"

into a Bantu language of your choice and provide a morphological analysis of the Bantu form.

(c) Translate the following sentences into a Bantu language of your choice and provide a morphological analysis of the Bantu form:

- (i) they were not cultivating the field

(ii) he is still eating.

(d) Translate the following sentences into a Bantu language of your choice and provide their morphological analysis. Name the morphemes they are made of:

- (i) they are cultivating
- (ii) they are not cultivating
- (iii) they are the ones who cultivate
- (iv) they will be cultivating

30. Given the following Phrase Structure (PS) rules:

S → NP_i + Predicate Phrase
Predicate Phrase → AUX + VP
VP → V (NP) (LOC P) ...

In which

S = Sentence
NP = Noun Phrase
AUX = Auxilliary
VP = Verb Phrase
LOC P = Locative Phrase

Translate into a Bantu language of your choice the English sentences below and, using appropriate PS-rules and tree-diagrams show the structure of the sentences in the Bantu language:

- a. the children will remain in the house
- b. two thieves put the money in the house
- c. Kaunda does not eat meat.

31. Answer either (a) or (b)

(a) In Bantu word order plays an indispensable role for the correct interpretation of sentences. Briefly discuss and give examples.

(b) Bantu languages are basically SVO languages. What is an SVO language?

32. Answer either (a) or (b)

(a) Does the subject always precede the verb in Bantu? Substantiate your answer.

(b) Briefly discuss word order in verb phrases in Bantu.

33. Explain the difference between 'deep structure' and 'surface structure'.

34. What is the peculiarity of demonstratives in Bantu regarding word order?

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES & SOCIAL SCIENCES

DEPARTMENT OF LITERATURE & LANGUAGES

FIRST SEMESTER FINAL EXAMINATIONS
1999 - 2001 ACADEMIC YEAR

LAL 311: PHONOLOGY AND MORPHOLOGY OF A BANTU LANGUAGE

TIME: 3 HOURS

INSTRUCTIONS: ANSWER ALL THE QUESTIONS

- Q1. If you are confronted with a language that has not been studied before, how would you go about describing its phonological system.
- Q2. Examine the data below from Zambian Plateau Tonga. Name and describe the phonological processes that you observe.

Applied form

- A. Kuleta "to bring"
Kubweza "to take"
Kusala "to choose"
Kulela "to look after"

Kuletela
Kubwezela
Kusalila
Kulelela

- B. Kuluma "to bite"
Kunana "to smear"
Kulima "to cultivate"
Kubona "to see"

Kulumina
Kunanina
Kulimina
Kubonena

- C. Languages may be grouped into different classes from a suprasegmental point of view depending on which suprasegmental features are dominant in each group. Name 3 such groups. Into which group do most Zambian languages fall.

3. a) What are the main goals of a syllable theory?
- b) Explain why the words in A below would pass as Nyanja Nouns and those B as non-Nyanja. (The items in A may only be hypothetical but possible).

A

tsumo
phulo
mkari
bvumbi
cidze
lupfu

B

stiru
nbulo
bftali
pem
wmero
plen

4. a) What is meant by productivity in morphology?
- b) Name two factors that may constrain productivity in word formation
- c) Name 5 morphological types of languages.
5. Write a short description of how generative linguists e.g. Noam Chomsky characterize linguistic knowledge, and how does knowledge apply to the study of morphology.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

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

LAL 322/E952:PROJECT IN AFRICAN ORAL LITERATURE

TIME ALLOWED: THREE (3) HOURS

INSTRUCTIONS: Answer three (3) questions in all One (1) from each section.

SECTION A

1. Show the dynamism of the song in social transactions in a society of your choice.
2. From the class discussions and your own research, write the significance of any one of the following genres in your catchment area:
Song/poetry, narrative, riddle, and proverb.
3. (a) Give the linguistic structure of proverbs by examples in your own language.
(b) Give two proverbs that are employed in each of the following situations:
Judging, Reconciliating, Moralising, Admonishing, Unity/Cooperation.

SECTION B

- 4 (a) Mention the roles played by riddles in any society.
(b) Give an example of each of the following types of riddles in your own language:
 - (i) Connundrum
 - (ii) Enigma
 - (iii) Puzzle
 - (iv) Punning
5. Give one riddle in your language which deals with each of five (5) of the following situations.
 - (a) Marriage, betrothal or wedding

(b) Starvation/hunger

(c) Love

(d) Death

(e) Affluence

(f) Old age

(g) Association

(h) Secret Affair.

SECTION C

6. Analyse the following prose poem.

My house is a mighty forest
Of love, disappointment and feign stories.
Both of us are not untrustworthy
But we trust our lies, so we live
Love you so much
Each one of us believes
On the morrow my partner
Is involved in an extra-marital affair
But we live

Our ancestors teach us
Matako aliobilwe, tabuli kucumbana
So we get consoled and reconciled
Life goes on
My house is full of love
My house if full of disappointment
But we live.

There are lost of visitors
There are lots of relatives
I cheat them with teeth
Meeno ki masapo feela

Smiling teeth
But underneath I am cross
Underneath I abhor their sight
Life goes on

They go away to my relief
Others at the door, go go go
I am weary
I cheat them with teeth
I am fed up
But we live.

7. Analyse the following short story employing methods of story analysis discussed in class or by using your own approach.

STORY

Chibwe's old hut was nearly falling down. One day he picked up his axe and emerged into the forest to cut poles for his new house. He moved far much into the forest. Before he had left for the thicket his uncle Mulemwa had warned him about half creatures and men and women that lived in the thick forests. He should not penetrate much into the lands of these creatures.

Chibwe was contemplating to cut the most straight poles in order to build a beautiful house. The far he went the more the straight trees appeared. He went on cutting. He looked at the sun. It still allowed him to cut before darkness. Suddenly as he was cutting, a tall huge half human stood in front of him. Chibwe got dumbfolded, nomplus! Mwendanjangula said in a very deep voice, "What are you doing in my village?", Chibwe fainted with fear.

He had heard about that man. He remembered the words of his uncle Mulemwa. Chibwe woke up highly perturbed. He also had been told that the half man with one eye, half head, half chin, one ear, one hand, one foot, had fear of dogs. The

man had various names. Such as Mwendanjangula, Muuba, Mwendalutaka, Mwendamukakume, Mwendampanga, Mwendayeka.

After gaining consciousness Chibwe nearly ran away but Mwendanjangula said 'Where do you think you can go. You have disturbed me too much and today you are my slave. But before I enslave you we must wrestle to prove who is stronger,' So they wrestled and wrestled and wrestled and at last Mwendanjangula was down and asked for mercy. Chibwe said 'I am calling my dogs.' 'No, no, no,' pleaded Mwendanjangula. 'Instead let's make friends. I shall show you all types of medicines to make you cure every disease on earth.'

Chibwe collected all the medicines and headed for home. As he was going home the half man confronted him. 'I have seen that you have no dogs. So you can't go.' Chibwe was benumbed and maladjustmentally obstructed. He fell down and it was night. His dogs at home had missed him. His wife was worried. Everybody else was disturbed. His two dogs followed his smell and went barking until they heard Chibwe's voice. Mwendanjangula took to his heels when he sensed the dogs. Chibwe was rescued and went home unable to talk, eat or drink. After a month he got fairly normal and very miraculous. He would divine, for see and cure all sorts of diseases and spiritual belligerent confusion. Here ends the story.

END OF EXAMINATION

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THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES & SOCIAL SCIENCES

DEPARTMENT OF LITERATURE & LANGUAGES

FIRST SEMESTER FINAL EXAMINATIONS
1999 - 2001 ACADEMIC YEAR

LAL 431: CREATIVE WRITING IN AFRICAN LANGUAGES

TIME: 3 HOURS **WEIGHT:** EXAMINATION COUNTS 50% OF TOTAL EXAM.

INSTRUCTIONS:

- i) Answer three questions in all.
 - ii) Question number one is compulsory.
-

1. Translate the beginning of this story in a Zambian language of your choice, and complete the story in any way you think appropriate, suitable and verisimilitude. Fill only 3 pages of the story.

STORY

The witchdoctor said, 'you cannot be cured unless I divine first to investigate what haunts you'. Musulo agreed. The doctor looked into his basket and collected all sorts of charms and began to cast them out while speaking in a very strange language. He told Musulo that he was attacked by small ghosts which come at night and choke him up. Musulo agreed that he be treated.
.....

2. For a newspaper or magazine to be salable and attractive a journalist should follow guiding principles, styles, illustrations, language, audience, etc. Elaborate this statement.
3.
 - a) Define creativity.
 - b) What is novelty and why is it so important in creativity?
 - c) Mention four categories into which creativity can be considered.
4. Human development is a result of creativity. Discuss this statement fully.

5. Comment on the following issues of consideration when one endeavours to write a book:

- a) Determination and guiding purpose.
- b) Beginning and point of view.
- c) Unity, coherence and relevance.
- d) Paragraphing.

END OF EXAMINATION

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

DEPARTMENT OF LITERATURE AND LANGUAGES

1198/99 ACADEMIC YEAR SECOND SEMESTER EXAMINATIONS

LAL 432: CREATIVE WRITING PROJECT IN ZAMBIAN LANGUAGES

TIME ALLOWED: THREE (3) HOURS

- INSTRUCTIONS:**
- (i) Answer ONE question from Section A.
 - (ii) Select any TWO (2) questions from section B and any TWO (2) from section C.
 - (iii) Answer FIVE (5) questions in all.
-

SECTION A

1. You are asked to write a reader or text book for grade 8 in the mother tongue of the pupils. Show how you would proceed with the task. Considering academic, ideational, linguistic aesthetic, and other aspects.
2. Oral artists and novel authors speak and react through their characters. Going by this statement show the importance of appropriate characterisation for the purpose of verisimilitude and function of both positive and supportive characters to the theme.

SECTION B

- 3(a) Trace briefly the history of writing from early Egyptians to the present day alphabet.
- (b) Show the development of language writing from its introduction by missionaries and colonists in Zambia to the present day in the language of your choice.
4. In book industry there is dependency and interrelationship between the author, evaluator/editor, printer/publisher. Elaborate this statement.
5. Explain these terms in book industry
 - (a) The mechanical format of any book
 - (b) Legal implications about any book

- (c) Copyright
- (d) Royalties
- (e) Plagiarism
- (f) Author
- (g) Copywriter
- (h) Playwright
- (i) Editor
- (j) Evaluator

SECTION C

6. (a) Translate the beginning of the following passage from English into your mother tongue and after translation:
- (b) Complete the story in any logical, aesthetic and sequential manner to the conclusion.

N.B. Both translation and completion of passage should not be more than two pages of your handwriting. Give the title of the passage.

The halfman story is found in many Zambian legends or even sociological stories. This man lives in thick forests and is not seen. He has half, head, one ear, one nostril, half mouth, half body, one eye, one leg, one hand. It is said that he is the owner of the forest. Once you meet him you will be in terrible horror.....

7. Using the editorial symbols provided edit one of the texts attached.

PASSAGES

ICIBEMBA

Umusha umoati apitane aumfwafye munana kapi! Enda saana. Asunsuntako nomba mumutima: Nafwa taata ee! Ala nobe wine ukacimona! Akasuba ka senduluka bendafye. Cilya kaba pamiti awe bafika pando. Abaswaieli batebe batapa na menshi. Ifya kulya fyenab aipika a mashiko yabili. Abalabu na Baswaieli bakwete shiko limoelyo abasha nabo ishiko lya cibili. Kumfwa ifya kulya fyena nifilya Fintu balesuula efyo baleipikila basha. Nagufye bapaye

nama balebuulako iyamuno ayanona eyo balya elyo inashala iyamafupa
basunkilisha kubasha. Kabili utufilyo twine twapalupi nomba bena kuti nga
balya ngabalya balabyola no tufitu.

CINYANJA

Ndiponso Mtitima anali munthu amene akonda

Kumwako tomowa ngati wacoka ku ncito yolembetsa

Yofukula mwala wa kopa pamugodi wa Mufulira. Ncito yaneneyi anali ana
igwira kwa zaka Zisanu zisanu tsophano ndipo anali ndi antu ake oyanganira pa
mgodipo motero kuti ndalama zake zapamwezi zinali zokondweretsa nditu.

Ndico cifukwa baja lake Mtitima linali kukhala bwino cifukwa panalibe zosowa
panyumbapao. Ndico cifukwa cakenso nyamizyu analibenso ganizo lofuna
amuna ena mwamseri kuit ampatseko ndalama payadera ai. Amuna ake anali
kumupatsa ndalama zambiri zapanyumba. Mtitima analibe tsanko pofuna
kutumiza ndalama kumudzi. Anali kutumiza molingana kwa makolo ake ndi
makolo a mkazi wake. Anali kuti ose ndi makolo ao.

SILOZI

Mwendanjangula ki muna wa sibupeho sesi makaza. Toho ni mubili ki siemba.

Ki was zebe ilnwi, lito li li li nwi , lizo li li li nwi, liutu li li li nwi. Ki muuna ya
komokisa hape uswanela kusabisa luli babanata babulela za mwendanjangula
mane ni manyanja, mabemba, matonga, makaonde malubale kaufela ba bulela
samutuyo wa singilinginja. Babulela litata litaba zeswana ka bunde ni bumaswe
babahae. Kiti unani mulyani wa lithonolo, wa pata, wa kufuma.

Mwendanjangula ubizwa hape mwendaluka, mwendamukakume, muuba,
njangwa muloti. Muna yo kuti upila mwa mushitu mi habonwi. Kumubona ata
kueza mtanga ka lilimo limo hata kululula utoba mulauli mwalifi was matuku mi
uta fuma hahulu hulu.

END OF EXAMINATION

ase check the proof at least **twice**; the first time to check layout, cover sheet, page and question numbers; subsequent times to check the accuracy of the text (meaning, punctuation, spelling, etc.).

Use a ruler to isolate one line at a time. Read each word, number and letter individually; do **not** let the eye run ahead, filling in the gaps of meaning.

Write corrections in **pencil** both in the margin and in the body of the text using the symbols below. Make notes from left to right; use both margins if necessary.

Summarise the changes required on the form overleaf and return this sheet with the marked proof.

Common Proof-reading Symbols

instruction	textual mark	marginal mark	example
align		<u>align</u>	<u>align</u>
apostrophe	L or /	Y or Y	Y
bold		<u>bold</u>	<u>bold</u>
capital	≡	<u>CAP</u>	<u>CAP</u>
centre	[]	<u>centre</u>	<u>centre</u>
close space	T	T	T
comma	L or /	h or s/	h
dash: en	L or /	<u>en</u>	<u>en</u> h
delete	I or H	o	o
delete & close up	I or H	o	o o/
full stop	L or /	o L or o/	o
hyphen	L or /	H L or H/	H h
italics		<u>ital</u>	<u>ital</u>
indent		<u>indent</u>	<u>indent</u>
insert (caret)	h	'x' h	you h
justify	← [] →	<u>justify</u>	<u>justify</u>
lower case	circle material	<u>l.c.</u>	<u>l.c.</u>
new paragraph	//	<u>NP</u>	<u>NP</u>
quotation mark: double	h or /	Y or Y	Y
single	h or /	Y or Y	Y
run on		<u>run on</u>	<u>run on</u>
roman/normal	circle material	<u>Rom</u>	<u>Rom</u>
space	h	# h	# h
stet (no change)	----	<u>stet</u> or ✓	<u>stet</u>
subscript	L or /	h	h
substitute	I or H	'x' /	in the same way /
superscript	L or /	'x' or Y	Y
transpose		<u>trs</u>	<u>trs</u>
face (fount)	circle material	<u>w.f.</u>	<u>w.f.</u>
underline	circle material	<u>underline</u>	<u>underline</u>

Typesetters Advice To Checkers:

When typesetters make proof corrections, they do NOT read the text!

[...] They simply look T down both margins, read your marginal corrections and whatever they may be, make the requested changes L so every correction you make must have a marginal mark/

All material to be rewritten must be written in the marginus, not in the text:-

Corrections to typescript are different!

Make it clear whether L are inserting material; (by putting a caret after it) or replacing material (by putting a slash, /, after it). To quote One expert: // "If corrections are slightly confusing or "obfusatory", write the correct version of material in the margin.

as well as marking the text! If there are several corrections to a single line, marginal marks must go in the same order as the marks within the text.

Subscripts can be tricky! CO₂ should be CO₂.

Superscripts are treated similarly; thus Cl₂ becomes Cl².

Finally, remember to put instructions all and marginal marks which are words into a circle.

If you cannot find the mark you need, describe the change in words (in the margin) within a circle.

**UNIVERSITY OF ZAMBIA
FIRST SEMESTER EXAMINATION**

JANUARY 2001

**MC 101
HISTORY OF MASS COMMUNICATION**

DURATION: 3 HOURS

**INSTRUCTIONS: SECTION A, ANSWER ALL QUESTIONS
SECTION B, ANSWER ONLY FIVE**

SECTION A (Answer all questions)

1. Write explanatory notes on the following

- (a) Half – tone method in newspaper printing
- (b) Sauce - Pan Special
- (c) Townsend Duty Regulations
- (d) Encode and Decode
- (e) Intrapersonal Communication
- (f) Equal Time Regulation (6 Marks)

2. What were the factors which contributed to the beginning of the press in America?
(6 marks)

3. Outline the factors which led to the development of interpretative journalism. (6 marks)

4. Outline the characteristics of the two papers that can be considered as the first penny newspapers in Zambia. (6 Marks)
5. What was the relationship between government and the press in Zambia concerning Parliamentary reporting? Cite specific examples. (6 Marks)

SECTION B (Answer five questions)

6. Compare and contrast the church press in Zambia before and after independence. (10 Marks)
7. Discuss the work of two journalists who practised crusade journalism in the history of the American press. (10 Marks)
8. Compare and contrast the editorial writing of Dunstan Kamana with that of Richard Hali
(10 marks each)
9. Discuss the events that took place in 1972 and 1973 which affected the operations of the Times of Zambia and the press in the country as a whole. (10 Marks)
10. Discuss the similarities and differences of the role played by the Zambian press and the American press in the struggle for independence. (10 Marks)
11. Discuss the state - owned press in Zambia before and after independence in terms of its content and editorial policy. (10 Marks)
12. Discuss the role of the 'white' press in Zambia in the pre - independence era. (10 Marks)

END OF EXAM

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCE
DEPARTMENT OF MASS COMMUNICATION
SECOND SEMESTER EXAMINATIONS - MAY 2000

MC 102

INTERNATIONAL JOURNALISM

TIME 3 HOURS

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

SECTION A

1. (a) When was the first active communication satellite put into space? (1 mark)
(b) What are scrambled signals? (2 marks)
(c) Name seven major international radio broadcasters. (7 marks)
2. (a) What is Amplitude Modulation? (2 marks)
(b) What are the components of good ethics in international reporting? (3 mark)
(c) What reasons are given for countries seeking spheres of influence? (5 marks)
3. (a) Name Brazil's top quality newspaper and give its circulation. (2 marks)
(b) Why is it ranked first in quality? (8 marks)
4. (a) Which organisations were born from the International Program for the Development of Communications (IPDC) held in Mexico in 1982? (2 marks)
(b) What was the MacBride Commission? (2 marks)
(c) What led to the New World International Order? (2 marks)
(d) What was the West's stand on the New World Information Order? (4 marks)

5. (a) Why is Hong Kong an important publishing centre? (6 marks)
(b) Name Asia's major publishing centres. (6 marks)
(c) Which two newspapers have the highest circulation in the world? (4 marks)
(d) Name the two German newspapers published by Axel Springer. (4 marks)

SECTION B

ANSWER TWO QUESTIONS

1. Discuss the positive values that international media promote. (20 marks)
2. How do media multinationals achieve dominance? (20 marks)
3. Discuss the advantages and disadvantages of the world information flood. (20 marks)

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

1999/2000/2001 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

MC 201: INTRODUCTION TO PRINT MEDIA REPORTING

TIME: THREE HOURS

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

SECTION A

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

1. Attached to this examination paper is a copy of a speech by University of Zambia Vice-Chancellor, Prof. Mutale Chanda, delivered at an Orientation Workshop for Education Administration and Policy Studies (EAP) Tutors at the PRE-CEM Motel on 27th September 2000.

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

SECTION B

ANSWER ONLY TEN (10) QUESTIONS FROM THIS SECTION

2. What important points should be remembered when writing a lead or introduction to a news story? (6)

3. In the news writing business, what does the term ***verification*** mean, and what is its origin? (6)
4. What is the difference in content, between a newspaper and a magazine? (6)
5. List and briefly discuss the three elements that can result into bad intros or leads. (6)
6. To maintain accuracy, what should you as a reporter do when you really do not know something or are not sure about something? (6)
7. All tools used by journalists have advantages and disadvantages. What are the disadvantages of using tape recorders during interviews? (6)
8. Structuring stories properly requires the right arrangement of some elements. List the three elements. (6)
9. Polishing and refining means making the story easy to read and answering any questions the reader is likely to have. How can you as a writer ensure readability of your article? (6)
10. What should you do when an interviewee decides to go “off the record?” (6)
11. How does an interview differ from a press conference? (6)
12. In the news writing business, distinguish between “*a style*” and “*style.*” (6)

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - MAY 2000

MC 202

BASIC REPORTING

TIME: THREE HOURS

INSTRUCTIONS: DO THE ASSIGNMENT IN SECTION **A** AND THEN ANSWER TEN (10) QUESTIONS OF YOUR CHOICE FROM SECTION **B**.

SECTION A

THE TIME ALLOWED FOR THIS SECTION IS ONE AND A HALF HOURS ONLY. YOU CANNOT START SECTION B UNTIL ONE AND A HALF HOURS HAVE PASSED, AND YOU CANNOT CONTINUE WORKING ON THIS SECTION AFTER THAT.

1. Attached to this examination paper is a speech delivered by the Acting Vice-Chancellor of the University of Zambia, Prof. Mutale Chanda, at a function marking the beginning of Residential School for Distance Education Students on 1st December, 1999, in the New Education Lecture Theatre at UNZA.

Assuming the speech has just been delivered today, write a news story for ***The Lusaka Star***. Your story should be exactly ten (10) paragraphs long, including your introduction. (40)

SECTION B

EACH QUESTION IN THIS SECTION CARRIES SIX (6) MARKS. ANSWER ONLY TEN QUESTION IN THE NEXT ONE AND A HALF HOURS.

2. Why is a general knowledge of the law so important for every reporter?
3. What two specific points should be noted about court reporting?
4. How is working as a rural district reporter different from working as a town or a city reporter?
5. List at least six (6) things that a rural district reporter needs to find out before setting out to work in the district.
6. What is the best starting point for efficient town reporting? Why is this so?

7. It is often argued that “news in towns is more organisational-based than individual-based.” Why?
8. Define a beat and then briefly describe how a reporter should cover one such beat.
9. Briefly discuss the statement: “Covering Parliament is an exacting task that demands much concentration and good reporting.”
10. List and briefly explain some of the pitfalls that should be avoided by business writers, especially those just beginning.
11. Why is sports reporting so different from other types of reporting such as politics or business reporting?
12. How does a reporter achieve style in sports reporting?
13. Briefly state what a local government reporter needs to do upon being assigned the beat.

END OF EXAM

UNIVERSITY OF ZAMBIA
FIRST SEMESTER EXAMINATIONS
1999/ 2001

MC 211: INTRODUCTION TO RADIO PRODUCTION

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS IN SECTION A AND ONLY THREE QUESTIONS IN SECTION B

SECTION A: ANSWER ALL QUESTIONS IN THIS SECTION

1. Write explanatory notes on the following in radio broadcasting:
 - a) Input Overload Distortion
 - b) Control Console
 - c) Potentiometer
 - d) Riding Gain
 - e) Mic impedance
 - f) Sound-bite
 - g) Five "Ws and H" of journalism writing
 - h) "Hi-You-See-So" Model
 - i) The Actant Model of writing
 - j) Ambience

10 Marks
2. Compare and contrast the Inverted Pyramid style of writing with the Drama Triangle.

8 Marks
3. Why is the Intro or Lead one of the most important parts of a news story?

6 Marks
4. What are the main characteristics of radio?

8 Marks
5. Examine the main steps in the radio production process.

8 Marks

Section B: Answer only three questions in this section

6. Discuss the guidelines you would give a junior reporter covering a political meeting at Lusaka's Independence Stadium. 20 Marks
7. Analyse the pitfalls of, and correct procedures for dealing with:
- a. Press releases
 - b. Exit Polls
- 20 Marks
8. Examine the different kinds of microphones available for the radio producer? 20 Marks
9. How are numbers written on broadcast copy? 20 Marks
10. Analyse, with reference to examples, Nine (9) determinants of news. 20 Marks

END OF EXAMINATION

UNIVERSITY OF ZAMBIA

FIRST SEMESTER EXAMINATION

JANUARY, 2001

MC 221 THEORIES OF MASS COMMUNICATION

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS IN SECTION A, ONLY THREE IN SECTION B, AND TWO QUESTIONS IN SECTION C.

SECTION A: ANSWER ALL QUESTIONS IN THIS SECTION

1. One of the effects of "Media Logic" is that general news values have influenced the attention gaining activities of political parties as they seek to gain media access. Give five more such effects. (6 marks)
2. What is Semantic Noise in communication? How can it be controlled or avoided? (8 marks)
3. What inherent problems are in uncontrolled commercialism in the media? (6 marks)
4. Mention at least three civil pressure groups in Zambia which seek to influence media content and how they influence the media. (6 marks)
5. Give five instances in persuasion, when a communicator should avoid stating a conclusion. (6 marks)

Section B : ANSWER THREE QUESTIONS ONLY

6. What are the limitations of the two – step flow model of Mass Communication? (10 marks)
7. Explain what post-decision dissonance is and how it can be controlled or reduced once it occurs. (10 marks)

8. Outline the reasons why personal communication is more effective than the mass media. (10 marks)

9. One of the major functions of Mass Media is correlation of society. Explain. (10 amarks)

10. State the difference between opinion and attitude and how both apply in our daily lives. (10 marks)

SECTION C: ANSWER TWO QUESTIONS ONLY.

11. Explain what Normative media expectation is and how it applies to media practitioners. (20 marks)

12. What type of media control/ownership exist in totalitarian states?
(b) How do the media operate? (20 marks)

13. Communication is without doubt important to human beings. Discuss the importance in relation to: (a) The mentation function . (b) The regulatory function. (20 marks)

HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF MASS COMMUNICATION

MC 222: MEDIA AND SOCIETY

SECOND SEMESTER FINAL DATE: 17 MAY, 2000

TIME: 3HRS

SECTION A

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

CHOOSE ONLY ONE IN SECTION 'C'

1. Research has implicated the media in fanning civic disorder behaviour. Why is this so? (10 Marks)
2. It is argued that Western Countries War correspondents do not always report the truth when reporting on wars involving their countries. Discuss. (10 Marks)
3. What criterion is used to judge the credibility of a source in Mass Communication?

(b) Why is credibility important for the source? (10 Marks)
4. The media are sometimes viewed as a potential threat to the values set by parents, the church, school etc.; why? (10 Marks)
5. Is there press freedom in Zambia? Give reasons for your answer (10 Marks)

SECTION B: ANSWER ALL.

1. In Cable Television transmission, what is the function of -;

(a) Headend
(b) Hub
(c) Converter (6 Marks)

2. In relation to both Cable and Satellite broadcasting explain, briefly each of the following:
 - (a) Trap
 - (b) Scrambler
 - (c) Footprint

(6 Marks)
3. What advantage has a Satellite signal over:
 - (i)
 - (a) co-axial cable signal
 - (b) microwave signal
 - (ii) What advantage has a co-axial cable signal over a microwave signal?

(6 Marks)
4. Name
 - (a) Two international satellites which beam pictures to Zambia?
 - (b) State their positions in orbit

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

(6 Marks)

SECTION C: CHOOSE ONE ONLY

1. Discuss the role of a Journalist as a developmental agent in society.

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

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

(20 Marks)

GOOD LUCK

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1999/2001 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS
MC 311 : MEDIA ETHICS

TIME: THREE HOURS

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

SECTION A (ANSWER ALL QUESTIONS)

1. Explain how press freedom affects journalism ethics and vice versa. (5)
2. Explain the following terms:
 - a) Teleological ethics
 - b) Machiavellian ethics
 - c) Appollonysian ethics
 - d) Deontelic ethics
 - e) Herdonistic ethics (5)
3. Explain the symbiotic relationship between journalism ethics and democracy. (5)
4. Distinguish between Kant's 'categorical imperative' and Aristotle's Nicomachean ethics. (2)
5. A bad person is one whose ethical actions are motivated by personal gain to the exclusion of or, worse still, elimination of the family or ethnic group. Explain the basis of this ethical approach. (5)
6. Briefly explain the difference between journalism ethics and journalism law. (5)
7. What does Pratt mean in his chapter in your textbook by stating that African media are interested in utilitarian ethics? (5)
8. How does Okigbo in your textbook define 'indecent in news reporting'? (5)
9. Give and explain five ways which Mwaura in his chapter in your text says politicians use to 'fearlessly interfere directly in the publication of news.' (5)
10. Briefly but clearly explain the ethical requirement of keeping sources confidential. (5)
11. Briefly but clearly explain the ethical requirement in plagiarism. (5)
12. Give and explain the three cardinal ethical requirements in newswriting or broadcast news production. (3)
13. Give any five reasons why journalism ethics should not be enforced by law. (5)

SECTION B (ANSWER TWO QUESTIONS)

14. In his chapter JOURNALISM ETHICS AND THE NEW COMMUNICATION TECHNOLOGIES IN AFRICA in your textbook, Pratt states:

If the use of media technologies is consistent with deontological ethics, and the latter is incompatible with the African value system, then it stands to reason that the use of media technologies may present major problems to Africans.

Write an essay of not less than eight (8) pages appraising this statement. (20)

15. Mwaura in his chapter ETHICS AND PROTECTION OF JOURNALISTS in your textbook, quotes Kasoma as having argued:

There is probably no public activity whose work governments monitor and control as much as they do the press. There are no professionals whose work governments are determined to control as that of journalists. Journalists are regarded by governments in almost every country as dangerous people whose activity, if not kept in check, could ruin an administration and bring confusion and untold misery to society.

Write an essay of not less than eight (8) pages which clearly shows why Kasoma made the above statement. (20)

16. John Banda. Secretary General of the Umodzi Fools Party, went to the home of Pencil Phiri, a reporter for the Times of Noise and gave him a story to the effect that his party President Tilitonse Mvula should be impeached by the party membership because he had sex at the back seat of his car with a girl whose name is Tivalenji Tembo an inmate of Chainama Hills Hospital. To make sure the story was published, ^{Banda}Phiri gave ^{Phiri}Banda K500,000 and promised to give him another K500,000 if the story appeared exactly as he had told him. Back in the newsroom, ^{Phiri}Banda wrote the story and tipped the chief sub-editor K20,000 to make it a page one story. The story appeared on page one of the Times of Noise without ^{Phiri's}Banda's byline. Mvula was furious and stormed into the Times of Noise Editor-in-Chief's office demanding to know who wrote the story so that he could deal with him. The Editor-in-Chief, ^{Banda}Kalikeka Musonda, told Mvula that it was Banda who had written the story. ^{Banda}Banda had been tipped off and went in hiding after taking a copy of the newspaper to ^{Banda}Phiri and collected the other K500,000.

Write an essay of not more than eight (8) pages ethically appraising this situation. (20)

END OF EXAMINATION

1

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1999/2001 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS

MC 321: RADIO PRODUCTION I

TIME: THREE HOURS

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

SECTION A

ANSWER ALL QUESTIONS

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

- (a) Audio
- (b) Sound
- (c) Compression and rarefaction
- (d) Frequency
- (e) Amplitude
- (f) Fundamentals
- (g) Overtones
- (h) Resonance
- (i) Wavelength

[15 marks]

2. Briefly explain the key principles involved in producing a good news copy for radio.

[5 marks]

3. Write clear and concise notes on the following audience-related terms:

- (a) Demographics
- (b) Psychographics
- (c) Sociographics
- (d) Ratings
- (e) Shares

[10 marks]

4. Briefly explain what is involved in directing a radio programme.

[10 marks]

SECTION B

ANSWER ONLY THREE QUESTIONS. EACH QUESTION IS WORTH 20 MARKS.

5. Define the concept of "issue-based or specialised reporting" and discuss the mechanics involved in covering specialised issues.
6. Critique the traditional definition of "news" and discuss some of the key factors that have impinged on the evolution of radio news.
7. Evaluate Stuart Hall's "preferred reading" model, taking special care to relate it to other theories or explanations about audience dynamics.
8. Explain the process involved in conducting an audience survey and discuss how the concepts of 'ratings' and 'shares' relate to audience dynamics.
9. (a) Explain the origination and qualities of audio.

(b) Explain the characteristics of stereophonic and monaural sound systems.

END OF EXAMINATION

**UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1999/2001 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS**

**MC341
ELECTRONIC EDITING AND LAYOUT**

TIME: THREE HOURS AND THIRTY MINUTES

INSTRUCTIONS:

Section A – Compulsory

Section B – Answer any four questions

**SECTION A
COMPULSORY
(60 marks)**

You are the editor of the *Lusaka Star* working on the news section.

Layout News Page 3 for the January 2001 issue.

Use any of the stories in the **Stories 2001 Folder** on your desktop and photographs from the **Pix 2001 Folder** on the desktop.

To create your template use the following dimensions:

Folio – 10 mm

Height – 420mm

Width – 297mm

Gutters – 5mm

Columns - 6

Note:

1. Ensure that your page is well designed, edited and balanced with a photograph or photographs.
2. Your final layout must be complete with a picture or pictures, caption, headlines, edited stories and must be camera ready for the printers.
3. Save your work using your computer number for your file name on:
 - i. The desktop
 - ii. The diskette provided

SECTION B

**Answer any four questions
(40 marks)**

1. In page layout, discuss the techniques that can be applied when a story being used is too short and the editor has a lot of space on the page that has to be filled.

(10 marks)

2. Define the following :

- i. Kickers
- ii. Slammers
- iii. Raw Wraps
- iv. Hammers
- v. Tripods

(10 marks)

3. Explain the following terms:

- i. Sidebar
- ii. Text
- iii. Photo credit
- iv. Jump headline
- v. Standing head
- vi. Sig
- vii. Bastard measure
- viii. Gutter
- ix. Subhead
- x. Breakout

(10 marks)

4. a. Discuss four elements on a newspaper page.

(4 marks)

- b. Define the following:

- i. Point size
- ii. Leading
- iii. Tracking

(6 marks)

5. a. What can an editor do to a story if it is too short?

(5 marks)

- b. What are the four functions of a headline?

(4 marks)

- c. What is scaling?

(1 mark)

END OF EXAMINATION

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

TIME 3 HRS

INSTRUCTIONS:

SECTION A - COMPULSORY

SECTION B - ANSWER ANY 4 QUESTIONS

SECTION A - COMPULSORY

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

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

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

Crop and scale your photographs.

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

SLUG SHEET

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

SECTION B

ANSWER 4 QUESTIONS

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

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

1999/2001 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

MC 401: EDITORIAL WRITING

TIME ALLOWED: 3 HOURS

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 (ONE MARK EACH)

1. Would you write an editorial using the inverted pyramid style? Why, or why not?
2. If news is the "body and flesh" of a newspaper, the editorial is its "heart and soul." Explain.
3. Outline the various roles of the conclusion in an editorial.
4. Briefly state the criteria for selecting an editorial topic.
5. Explain the two types of editorial in letter form.
6. State the advantages and disadvantages to a newspaper of having signed editorials.
7. What are the characteristics of a good syllogism?
8. Name four functions or purposes of editorials.
9. List the various ways of developing an editorial argument.
10. Distinguish between a "label head" and a "summary statement head" in editorial writing.

SECTION TWO

THE QUESTION IN THIS SECTION IS COMPULSORY (30 MARKS)

11. BELOW IS A TRANSCRIPT OF A BBC STORY HEADLINED "ILLEGAL ANGOLAN DIAMONDS SALE EXPOSED", WHICH APPEARED ON PAGE TWO OF THE *TIMES OF ZAMBIA* OF SATURDAY, 23 DECEMBER, 2000. READ THE STORY CAREFULLY, AND ANSWER THE QUESTION AT THE END. THE REPORT READS:

A UNITED Nations report has exposed a vast and complex international network of illegal diamond sales and arms trafficking behind the violation of arms sanctions on the rebel Unita movement in Angola.

The UN says that at the centre of this gems-for-guns trade is a man named Victor Bout, who is believed to be of Tajik origin but carries several passports.

Mr. Bout is alleged to be running shipments of arms to Angola and other African war zones from his base in the Arabian Gulf. He is also implicated in another UN report issued this week which detailed Liberia's alleged role in diamond smuggling and armed conflicts in West Africa.

The UN says although Unita has suffered military losses over the past year, the rebels continued to make money from illegal diamond exports.

Back in March, the United Nations released a controversial report in which it accused the presidents of Burkina Faso and Togo of supplying Jonas Savimbi's Unita with arms and fuel in exchange for diamonds. This follow-up study is likely to arouse less controversy, partly because it does not mention any African presidents by name.

Unita has dismissed the report as "twisted", saying it was based on testimony by prisoners of war and Unita defectors.

The report details for the first time the critical role played by air transport companies in busting sanctions, allegedly bringing the rebels weapons via third countries. It also goes out of its way to name a cast of shady characters from around the world who are making money by stoking flames of war in Africa, following the lead of a report on Sierra Leone published by the UN earlier this week.

Victor Bout, who is heavily implicated in the UN report, is believed to have at least five passports and allegedly spends his time organising clandestine air shipments of arms to Angola and other African war zones.

"The same people are operating in Sierra Leone and in Angola and you can be sure that they are also operating in the Congo."

Paul Heinbecker the Tajik (from Tajikistan), known in law enforcement circles as Victor B, has a company registered in Equatorial Guinea and operates mainly out of the United Arab Emirates. The report even goes so far as to publish his address and telephone number in the state of Sharjah.

When asked about this, the chairman of the panel of experts, Chile's UN ambassador, Juan Larrain, said he had tried the number but had failed to get through.

The UN report further says that De Beers, the world's biggest diamonds firm had to accept some responsibility for the trade in illicit diamonds.

The South African company, which says it buys only legal diamonds, says it will help the authorities ensure that diamonds from African war zones do not find their way into shop windows in cities like Paris, London, or New York.

QUESTION:

ASSUME THAT THE REPORT IS FRESH AND WRITE A HARD-HITTING 12 - 14 PARAGRAPH EDITORIAL TO BE CARRIED SIMULTANEOUSLY WITH THE STORY IN TOMORROW'S ISSUE OF YOUR NEWSPAPER.

SECTION THREE

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

12. Write an essay arguing either for, or against, the notion that, in Zambia, institutional editorials truly reflect the collective view(s) of newspaper management and staff.
13. You are assigned to recruit a full-time editorial writer for your newspaper. There is only one vacancy available. You shortlist and scrutinise the Cvs of ten applicants whom you later interview. Describe the qualities you would be looking for in your ideal candidate.
14. Journalism students at Norma Jean College have invited you to lecture to them on the subject of editorial writing. What critical points would you tell them to observe both when writing and reviewing an editorial?
15. In his book *Interpretative Reporting*, Professor Curtis MacDougall points out common pitfalls, and makes informed observations with regard to other forms of editorialising. Specifically, he addresses Editorial Essays; Critics with Formulas; Reviewing; The Stage; Entertainment Places; Radio and Television; and Book Reviews.
Pick any five (5) of the above-listed sub-topics and, in your own words, reproduce the gist of his observations.

END OF EXAMINATION

**UNIVERSITY OF ZAMBIA
HUMANITIES AND SOCIAL SCIENCES
MC 412 DEFERRED EXAM**

TIME : 3 HOURS AND 30 MINUTES

**SECTION A
COMPULSORY**

Imagine you are the *Lusaka Star* editor.

Edit, layout, design and pasteup news Extra page 6.

Create your own grid page on the basis of A3 measurements traditional for the *Lusaka Star*.

Using the stories on the desktop folder *Lusaka Star* and pictures in the Exam Pics folder, layout the page.

Ensure that your stories are well edited, pasted up with headlines, including pictures and captions as well.

Your News extra page should be camera ready. (60 marks)

**SECTION B
ANSWER FOUR QUESTIONS ONLY**

1. (a) Differentiate between hammers and tripods. (5 marks)
(b) Differentiate between slammers and raw wraps. (5 marks)
2. (a) Describe headline characteristics used a century ago. (5 marks)
(b) How do old headline characteristics differ from today's headlines? (5 marks)
3. (a) What is meant by the term "tailoring type?" (5 marks)
(b) Explain the five basic elements of laying out and their importance. (5 marks)
4. Describe the techniques of good photography in electronic paste up and editing. (10 marks)
5. Explain in detail what is involved in laying out a page. (10 marks)

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
FIRST SEMESTER EXAMINATION
1999/2001
MC 431 RADIO PRODUCTION III

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS IN SECTION A AND ONLY THREE QUESTIONS IN SECTION B

SECTION A: ANSWER ALL QUESTIONS IN THIS SECTION

1. Write brief explanatory notes on the following in communication:
 - a. Socio-Cultural model
 - b. Conditioning theory
 - c. Judgement theory
 - d. Magic Bullet theory
 - e. Albert Bandura's phases of persuasion
 - f. Marslow's Hierarchy of needs
 - g. Covering

8 Marks
2. Compare and contrast the preparations required for covering Expected Events with Unexpected Events

8 Marks
3. Outline the history of the Public Interest in radio broadcasting.

8 Marks
4. Compare and contrast the Psychodynamic Model with the Value Theory Model.

8 Marks
5. What is the contribution of the Elaboration Likelihood model to understanding persuasion?

8 Marks

SECTION B: ANSWER ONLY THREE QUESTIONS IN THIS SECTION

6. a. Examine the nature of nine (9) appeals used in radio commercials.
b. Outline the efficacy of and controversies involved in the use of commercials.
20 Marks
7. Analyse the main concerns of theory in approaches to writing radio drama.
20 Marks
8. Write a one-page script for a radio spot on a big local concern to be aired on UNZA Radio.
20 Marks
9. Discuss the planning and production of effective Spot programmes. 20 Marks
10. With reference to drama structure, discuss the development of realistic characters and other main reference points for the script writer.
20 Marks

END OF EXAMINATION

UNIVERSITY OF ZAMBIA
FIRST SEMESTER EXAMINATIONS

1999/ 2001

MC 441 TV PRODUCTION III

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS IN SECTION A AND ONLY THREE QUESTIONS IN SECTION B

SECTION A: ANSWER ALL QUESTIONS IN THIS SECTION

1. Write brief explanatory notes on the following in communication:
 - a. Television Gobo
 - b. Back Light
 - c. Lighting Ratio
 - d. Antagonist
 - e. Docurama
 - D. Chroma Key
 - f. Fade
 - g. Soap Opera
 - h. Use of Cue Cards
 - i. Aspect Ratio

10 Marks
2. Analyse the merits and demerits of Conditioning theory as a source of knowledge about persuasion.

8 Marks
3. Briefly discuss *one approach* to staging.

8 Marks
4. Compare and contrast the Psychodynamic Model with the Value Theory model.

8 Marks
5. What are the factors affecting Depth of Field in a television camera?

6 Marks

SECTION B: ANSWER ONLY THREE QUESTIONS IN THIS SECTION

5. With reference to programmes aired on television in Zambia, apply the arguments for and against safeguarding the *Public Interest* on the airwaves. 20 Marks
7. Discuss, with reference to the main formats and structure, the corner-stones of producing television drama programmes. 20 Marks
8. Explain, with relevance to theory and illustrations, why expertise in lighting is *a must* for quality television production. 20 Marks
9. Discuss:
a. the main theses of Cognitive Congruity and Dissonance theories.
b. the value of the theories for a television communicator 20 Marks
10. a. Discuss the work of the Television Director
b. Outline Five major cues used in directing persons operating the Video Switcher 20 Marks

**UNIVERSITY OF ZAMBIA EXAMINATIONS
YEAR 1999/2000 SECOND SEMESTER
DEPARTMENT OF MASS COMMUNICATION**

**TIME: THREE (3) HOURS
MC 442 - TELEVISION PRODUCTION**

=====

ANSWER ALL QUESTIONS IN SECTION ONE

15 POINTS EACH

1.
 - a) Define Agenda setting.
 - b) Clarify and explain the following elements of agenda setting:
 - (i) Media Agenda
 - (ii) Policy Agenda
 - (iii) Public Agenda
 - c) How are the three related to one another?
2. In the production of Educational and Information programmes, explain the nine learning objectives that the producer has to take into consideration.
3.
 - a) Define conflict.
 - b) What is the role of a journalist in covering conflict?
 - c) In the coverage of conflict, what type of problems and accusations do journalists go through?
 - d) In the Middle East and Rwanda conflict, what are media critics of conflict coverage saying?
4. The discussion about the economics of television are based on the arguments that the media are American. What are the issues that Sichiller and others are raising? What do the other critics say?

SECTION TWO: ANSWER FOUR (4) QUESTIONS ONLY

10 POINTS EACH.

5. Explain the following concepts on television broadcast:
 - a) Press Freedom
 - b) Television and development
 - c) Functions and dysfunction's of Television broadcast.
6.
 - a) What problems comes with adult educational broadcasting?
 - b) Give examples of countries which have been more successful in adult educational broadcasting and why?

7. a) Explain the following broadcasting programmes:
- (i) The expected special events.
 - (ii) The unexpected special events.
 - (iii) Magazine programmes.
 - (iv) Television documentary
8. Explain the realistic and aesthetics approach to television production. What ethical problems do they bring to society?
9. a) Explain the two different approaches in the production of mini-documentaries used in the magazine programmes.
- b) In the production of magazine and documentaries, what are the guidelines in the choice of:
- (i) topic
 - (ii) guests
10. a) Name the different types of commentary and how they are used.
- b) What are the ground rules in writing narration?
- c) What are some of the problems you are likely to meet in outside broadcasting of expected or unexpected events?

END EXAMINATION
GOOD LUCK!

THE UNIVERSITY OF ZAMBIA
DEPARTMENT OF MASS COMMUNICATION
FINAL EXAMINATIONS FOR FIRST SEMESTER

8 JANUARY 2001

MC 541 HUMAN DEVELOPMENT AND PARTICIPATORY COMMUNICATION

TIME: THREE HOURS

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

SECTION A (ANSWER ALL QUESTIONS)

1. What was McNamara's New Directions Policy which the World Bank adopted in the 1970s? (5)
2. Name and explain any five factors that are common in most definitions of development. (5)
3. There are five prerequisites and corequisites which participation requires. Name and explain them. (5)
4. Three caveats concerning 'participation euphoria' were agreed upon by the participants in the University of Poona Seminar on 'participation: a key concept in communication for change in development.' name and explain them. (5)
5. Another Development and Modernisation have different approaches to participation. Explain the basic differences. (5)
6. Explain the difference between the Dialogic model and the Information Model of participatory communication. (5)
7. Explain what Nair and White mean by 'participatory development communication as a cultural renewal.' (5)
8. Explain the transition 'from Economic Growth to People Development' according to Ascroft and Masilela. (5)
9. Explain any one example of participatory message making among those given in the textbook Participatory Communication by White et al. (5)
10. Development can either be externally or internally driven. Explain how the two approaches affect participatory communication. (5)

SECTION B (ANSWER TWO QUESTIONS)

11. The problem in communication for development is that the dominant paradigm has not really passed away: it has merely gone underground where it is alive and kicking. Write an essay of not less than ten pages appraising this statement with regard to the developmental situation in Zambia. (25)
12. Write an essay of not less than ten pages showing how the different approaches to development have influenced communication for development. (25)
13. Write an essay of not less than ten pages explaining how you would go about implementing a developmental initiative in your home village, or in the village where your grandparents live or once lived. (25)
14. You have been asked to give a lecture to peasant farmers in Munkulungwe Cooperative Society in Ndola Rural on 'participatory communication for agricultural innovation.' What would you say? Your written lecture should not be less than ten pages. (25)

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

FINAL EXAMINATIONS

SECOND SEMESTER 19 MAY 2000

MC 582: COMMUNICATION OF INNOVATIONS

TIME: THREE HOURS

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

SECTION A

ANSWER ALL QUESTIONS

1. State what the theories of cognitive dissonance and symbolic convergence say as approaches to persuasion. (4)
2. What is a communication trait? (3)
3. Distinguish dogmatism and Machiavellianism as personality traits in communication. (4)
4. Name and explain two presentation traits in communication. (3)
5. Name and explain two adaptation traits in communication. (3)
6. Name and explain the six dimensions of persuasion situations. (6)
7. Name and explain the three approaches to understanding persuasion. (4)
8. Explain the Rules Theory of persuasion. (3)
9. Explain the roles of signs, symbols and signals in communication. (4)
10. There are six functions of non-verbal communication. Name and explain five of them. (6)

SECTION B**ANSWER THREE QUESTIONS**

1. Write an essay explaining the role of communication in innovations. (20)
2. You have been asked by an anti HIV/AIDS Club to give a talk to them on the role of cognitive dissonance in the anti HIV/AIDS campaign. What would you tell them? (20)
3. The people of Imwiko village drink water from shallow wells which has been infected with bilharzia worms. You have been sent to them to persuade them to boil their drinking water. But they insist that boiled water does not taste. How would you go about trying to convince them to boil their drinking water? (20)
4. The idea that communicatees are not very attentive, that their minds wander away from the message, is a very big problem in communication for persuasion. Add to it the notion of the communicator similarly preoccupied, and we have a model of persuasion where the source and the receiver of the message are physically present in a communication situation but mentally 'in-and-out'. Write an essay appraising this phenomenon. (20)
5. The public image of Zambia Electricity Corporation (ZESCO) is at its lowest ebb because of the recent massive increase of electricity rates coupled with numerous power disconnections. ZESCO has hired you to work in their public relations department which theories and/or approaches of organisational communication would you use in trying to improve the corporation's public image and how would you use these theories. (20)

ENDS EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

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

MC 901: PRINCIPLES OF ADVERTISING

TIME: THREE HOURS

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

SECTION ONE

ANSWER ALL QUESTIONS IN THIS SECTION: ^{TWO}~~ONE~~ MARK EACH

1. Define advertising.
2. In what ways does advertising increase and decrease a product's value?
3. Calculate the Line Rate for an ad measuring 5 columns wide by 8 inches deep where a newspaper charges K1,000 per column inch.
4. Write a sentence or paragraph each on the following:
(a) Gatefold; (b) advertising premium; (c) co-operative advertising; (d) mnemonic
5. Does advertising constrain or promote media freedom? Briefly explain.
6. Describe the characteristics that distinguish Television as the most effective medium of advertising.
7. Use an appropriate formula to determine which of the two is the more cost-effective, given that magazine "X" has a circulation of 300,000 and a page rate of K10,000 while magazine "Y" has a 250,000 circulation and charges K9,500 for a full page.
8. Explain the concept of radio as the "theatre of the mind", and what this means to advertisers.
9. "Customs are something to talk about, but they have little, if any, significance when it comes to developing an advertising campaign." Comment on this statement.
10. Discuss the "opinion leader" concept as a theme in advertising.

SECTION TWO

ANSWER ANY FOUR QUESTIONS FROM THIS SECTION:
20 MARKS EACH

11. "Effective advertising begins with an understanding of consumer needs and wants." Discuss, with reference to Maslow's "Hierarchy of Needs."
12. Discuss the functions and impact of advertising in a free market economy.
13. Citing local examples to illustrate your case, discuss the perceived negative social aspects of advertising that have prompted calls for advertising to be controlled.
14. Describe the various pricing strategies and the role that advertising plays in each.
15. Discuss the merits and demerits of using an in-house advertising department and a professional advertising agency.
16. Explain the strategic value of the advertising spiral to a product at the various stages of the product life cycle.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

1999/2000/2001 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

MC 911: PRINCIPLES OF PUBLIC RELATIONS

TIME: THREE HOURS

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

SECTION A

1. Identify and describe the dual roles that public relations practitioners play in any given organisation. (8)
2. Why do labour unions need public relations programmes? (8)
3. The Ivy Lee made four important contributions to public relations. What are they? (12)
4. Are the mergers of advertising and public relations firms a healthy or unhealthy trend? Explain. (12)

SECTION B

5. Explain the difference between line and staff functions in an organisation, and indicate which one is applicable to the public relations department. (20)
6. State why planning is so important in the public relations process, and then describe the eight (8) elements of a programme plan. (20)

7. Why do public relations staff and firms need to know the legal aspects of creating and distributing messages. (20)
8. Sound ethical practice is essential in public relations work. What is meant by ethics, and how is it that two individuals can disagree about what constitutes an ethical dilemma? (20)

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - MAY 2000

MC 912

PUBLIC RELATIONS PRACTICE

TIME: THREE HOURS

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

SECTION A

TOURISM IN ZIMBABWE

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

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

SECTION B

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

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

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

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

END OF EXAM

UNIVERSITY OF ZAMBIA
SECOND SEMESTER EXAMINATIONS – JUNE 2000

MC922 – PHOTOJOURNALISM

Time Three Hours.

Section A.

Answer all ten questions. Each question carries five (5) marks.

1. What do you understand by Photojournalism , and what makes it different from ordinary picture taking.
2. What does picture editing in newspapers involve?
3. What do you understand by picture cropping and how does it differ from scaling?
4. How do you write a caption for a news photograph and what are its functions?
5. What criteria do you use in selecting pictures for publication in a newspaper?
6. What are the major differences between a spot news photograph and a feature photo?
7. How do you achieve local control of exposure when printing a photograph from a negative of uneven tonal balance?
8. What would you regard as a good news photograph?
9. What effects can be achieved when you use
 - a. A telephoto lens?
 - b. A wide angle lens?
10. What is the difference between a telephoto lens and a wide angle lens?

Section B.

Answer five questions in this section. Each question carries ten (10) marks
Question 11 is compulsory.

11. When covering a news event three factors come into play; these are:-
Presence, Instinct and anticipation. Discuss the meaning of these terms.
12. You have been assigned to cover a peaceful demonstration. But suddenly that demonstration turns riotous and Police start shooting; a colleague you are covering the event with is caught in the back by a stray bullet and is lying down in agony. What would you do?
13. What constitutes bad taste in Photojournalism
14. Give three (3) examples of how somebody's privacy can be invaded in photojournalism.
15. Since a camera is assumed to record the truth, how can a published picture become libellous?

16. What two major inventions led to the development of modern day photojournalism, and what did these inventions do to advance photojournalism practice?
17. What were Rodger Fenton and Mathew Brady famous for?
18. You have a picture 50mm wide and 80mm deep. If you scale the picture to 3 column width of Lusaka Star . What would be the new depth? Note; the column width of Lusaka Star is 40mm.
19. What are the legal and ethical restrictions in photojournalism?
20. How did photo transmission systems like Wire photo help in the promotion of photojournalism?

ENDS.

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

**1999/2001 ACADEMIC YEAR FIRST SEMESTER DEFERRED AND
SUPPLEMENTARY EXAMINATIONS**

PA 125: INTRODUCTION TO PUBLIC ADMINISTRATION

INSTRUCTIONS: ANSWER QUESTION ONE FROM SECTION A AND ANY
OTHER TWO QUESTIONS FROM SECTION B

TIME: THREE HOURS

SECTION A

1. Write short notes on any five of the following:

- (a) Specialization ✓
- (b) Hierarchy ✓
- (c) Legal rational authority ✓
- (d) Public corporation ✓
- (e) patronage system ✓
- (f) budget ✓

SECTION B

- 2. Discuss the merits and demerits of Herbert Simon's decision making perspective in the analysis of public administration.
 - 3. Explain the meaning of 'administrative structure' and describe the four major aspects for classifying the work of public administrators according to Gulick. ✓
 - 4. Define and outline the role and function of personnel management in government and administration.
 - 5. Discuss the validity of the assertion that public administration is both an art and a science. ✓
-

End of Examination

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

1999/2001 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

PA 341: HUMAN RESOURCE MANAGEMENT

TIME: THREE (3) HOURS

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

1. The labour relations in Second Chance Investments Ltd. have consistently been characterized by tension and conflict due to what most employees perceive to be a poor performance appraisal system being used by management. First, discuss the importance of performance appraisal in an organization. Second, identify and briefly discuss the requirements of an effective performance appraisal system.
 2. (a) With the help of basic diagrams to illustrate your answer, compare and contrast the line organization structure with the functionalized organization structure. ✓
(b) Compare and contrast the two approaches used in job analysis, i.e., functional job analysis with position analysis questionnaire.
 3. Explain in detail the importance of designing an effective compensation system in an organization and highlight what such a system should aim to achieve. Use Flippo's 9-box scenario for illustration.
 4. Write short notes on the following:
 - (a) Equity theory
 - (b) Operational analysis as one level of assessing training needs
 - (c) Personnel management versus human resource management
 - (d) Complexity as a dimension for describing an organization structure.
 5. Explain in detail the importance of communication in an organization. Using Johari's Window for illustration, discuss how interpersonal communication in an organization may be enhanced.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

**1999/2001 ACADEMIC YEAR FIRST SEMESTER DEFERRED AND
SUPPLEMENTARY EXAMINATIONS**

PA 411: THEORIES OF DEVELOPMENT ADMINISTRATION

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER THREE (3) QUESTIONS ONLY.

1. The structural adjustment programme is a two-pronged strategy aimed at denationalizing states of the Third World. Discuss this process, using Zambia as an example.
2. Dualism identifies industry and agriculture as important components of development. How can this strategy bring about rural development in Zambia?
3. The creation of the COMESA FTA is seen by some as a natural extension of the globalisation process. Discuss
4. Compare and contrast orthodox and heterodox development theories. Which theory, in your view, best explains development in Zambia and why?
5. Feminism is now encompassed in most development strategies. Why do you think this is so, and can this awareness stimulate any meaningful development?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

1998/99 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

PA 442: PROJECT EVALUATION

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER THREE (3) QUESTIONS:- TWO FROM SECTION A (COMPULSORY) AND ONE FROM SECTION B.

SECTION A: (COMPULSORY)

A construction company is offered a tender after waiting for one month to build a shopping complex at Manda Hill within nine months. The company has to import building materials for the foundation and for roofing. The waiting period is 20 days before the material arrives. The area requires clearing before construction could begin. Local building materials to be purchased include cement from Chilanga. 10 (ten) days have to expire before the cement is ready for collection. Nails have to be bought and a delay of 5 days is experienced due to breakdown of the machine at the factory. River sand is obtainable from Kafue and 150 tons are needed to complete the construction. The capacity of the only available truck is 10 tons and only three trips could be undertaken per day.

The water supply to the site is erratic and pipes have to be repaired. This requires 15 days of work.

The company has to recruit 100 labourers. Four days are needed for advertisement and six days for interviews and one day for selection.

Twenty-one days are needed to recruit four managers from Zimbabwe, another 15 days for recruiting supervisors from Kenya.

The working gangs are split into four. Each gang is expected to construct four houses and each house takes 20 days to construct from the time the foundation is dug up to roofing stage. Another one day is spent on inspecting each house.

While constructing the houses, an accident occurs and Mr. Tembo dies. As a result, Gang No. 1 has to stop construction for four days to arrange for the funeral. Gangs No. 2, 3 and 4 take 4 days holiday in the course of waiting for their counterpart to take care of the funeral.

●

1. a) List the jobs (activities) according to their logical sequence (5 marks)
b) Draw a network for the project (20 marks)
c) Identify dummies and explain why they constitute dummies (5 marks).
d) Calculate the critical path (15 marks)
e) Calculate the LST and LFT for event arising from activity “recruit managers from Kenya.” (20 marks)
2. In the course of project implementation, major delays were experienced. At the input side, only 2 managers were recruited on time and 20 days had to pass before the other managers could be recruited.

The labourers came from diverse language and cultural backgrounds. Some could not work on Saturdays; others could not work on Fridays; others took a rest on Sundays. These were “holy days” according to their religious practices.

Relations within the project got sour between S. African personnel and those from Kenya. This caused delays and inefficiencies.

Funds were delayed for one month before they finally arrived. By that time, cement costs had risen from K10,000 a pocket to K15,000. Sand had also increased by 20 percent from its K2000,000 per 10 ton truck. Nails which had been costed at K50,000 per 50 ton weight went up by 25 percent. Wages had soared from K50,000 per worker per month to K100,000 per month. Managers’ salaries increased from K400,000 per manager per month to K500,000.

As project manager, you are asked to write a project evaluation report in which you are also required to prepare an addendum. The stakeholders are UNDP, GRZ, Belgian Government and workers. The contributions were K100mn; K50mn, K40mn and labour input worth K25mn respectively.

Prepare an addendum for completing the project in 6 months. The total budget is K500mn. (20 marks)

SECTION B

3. Critically analyse the underlying lacunae in project implementation (15 marks)
4. Critically analyse the main thrusts behind project evaluation and show how the various stages in project design could affect project outputs. (15 marks)

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

1999/2001 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

PA 951: PUBLIC FINANCIAL ADMINISTRATION

TIME: THREE (3) HOURS

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

-
1. Discuss the four phases of budgetary process in Zambia.
 2. How can public expenditure help a country's economy in attaining high levels of production and growth?
 3. Discuss the effects of taxation on income distribution and on economic stabilisation.
 4. In spite of the *Laissez-faire* philosophy, the public sector in Zambia ^{grew} ~~has grown~~ to assume a significant role in the economy. Discuss.
 5. Discuss the canons of public expenditure and emphasize their effect.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

1999/2001 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

PA 955: STRATEGIC MANAGEMENT

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER QUESTION ONE (1) IN SECTION A AND ANY OTHER TWO QUESTIONS FROM SECTION B

SECTION A (COMPULSORY)

1. Write a concise essay on “Quality management”, taking into account the following:
 - (a) Meaning of Quality Management
 - (b) Traditional Approaches to Quality Management
 - (c) Contemporary or Modern approaches to Quality Management (20 marks).

SECTION B

- 2 (a) What are competitive strategies? Identify and discuss the three types of competitive strategy. (10 marks)
 - (b) Michael Porter has suggested that companies in any industry (manufacturing, trading or services) may be vulnerable to the following *competitive* forces:
 - (i) The threat of new entrants to the industry.
 - (ii) The threat of substitute products or services.
 - (iii) The bargaining power of customers.
 - (iv) The bargaining power of suppliers.
 - (v) The rivalry amongst current competitors in the industry.Explain, with one example in each case, how companies can be vulnerable to each one of the foregoing competitive forces. (5 marks).
3. After working for six months as Marketing Manager of Dedd Boring (Z) Limited, you decide to use the corporate appraisal technique of assessing organizations to analyse your current management and marketing competencies. Explain how you would proceed in identifying your strengths, weaknesses, opportunities and threats and present your findings in a cruciform chart. Suggest ways in which you can overcome or at least minimize the personal weaknesses identified. (15 marks).

- 4 (a) Give two reasons why control systems are necessary in the operations of any organization. Identify and discuss the stages in a cybernetic control system. (7 marks).
- (b) The implementation of any given strategy needs to be planned. Discuss. (8 marks).
- 5 (a) What is meant by “withdrawal” or “abandonment” in the context of business strategies and in what circumstances can a company pursue such a strategy? What factors may prevent an organization from pursuing such a strategy? (5 marks).
- (b) Illustrate with examples how technology can be used to give an organization competitive advantage. (5 marks).
- (c) Identify and discuss some of the major environmental or ecological issues that must be taken into account when formulating strategic plans. (5 marks).

END OF EXAMINATION

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

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

PH101:INTRODUCTION TO PHILOSOPHY

TIME: THREE HOURS

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

SECTION 1: ETHICS

1. (a) Compare and contrast the ethical theories of Aristotle and Epicurus.
(b) Which is more important, 'happiness' or 'goodness' ? Provide reasons for your answer.
2. (a) Explain what is meant by 'Christian Ethics' and discuss the criticisms that have been made of it.
(b) What are the implications of 'Christian Ethics' for the 'abortion' issue ?
3. (a) Explain and critically analyse the main arguments for and against 'Capital Punishment'.
(b) Discuss the implications of 'Utilitarianism' for the 'Capital Punishment' debate.

SECTION 2: POLITICAL PHILOSOPHY

4. (a) Explain Plato's understanding of 'philosopher-kings' indicating why he considered them to be most ideally suited to rule.
(b) Explain why the economic structure of society is so central in Marx's thinking and how it is reflected in different stages of history.
5. (a) Both Hobbes and Locke sought to explain the emergence of political society in terms of a 'social contract'. Explain how and why their theories differed.
(b) Explain how J.S. Mill went far beyond Locke in his emphasis on civil liberty.
6. (a) Explain the following in Rawls' theory of justice:
 - i) 'the veil of ignorance';
 - ii) the two principles for establishing a just society;
 - iii) the difference principle.
(b) There is a tension between authority and freedom in political philosophy. Do you think it is possible to combine the insights of both Plato and Mill? Discuss briefly.

SECTION 3: PHILOSOPHY OF RELIGION

7. (a) Explain what is meant by the following terms:
 - (i) Anthropomorphism;
 - (ii) Analogy;
 - (iii) Panentheism;
 - (iv) Fideism;
 - (v) Theism.
- (b) Explain the difference between a 'philosophy of religion' and a 'philosophy of God'.
8. (a) Explain the 'design/teleological argument' of Aquinas indicating the difference between the design dimension and the teleological dimension.
- (b) Explain Hume's objections to this argument and offer your own assessment of them.
9. (a) Explain Aquinas' three versions of the 'cosmological argument' indicating how the third version is different from the other two.
- (b) Identify the two models of the 'Big Bang' theory of the origin of the universe and discuss whether, in your opinion, any one of them destroys the cosmological argument for the existence of God.
10. (a) Explain the 'ontological argument' for the existence of God by St. Anselm.
- (b) Explain the criticisms made by Gaunilo and Kant and give your own opinion.

END OF EXAMINATION

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

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

**PH221: ANCIENT, MEDIEVAL AND ENLIGHTENMENT
PHILOSOPHY**

TIME: THREE HOURS

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

SECTION 1: ANCIENT PHILOSOPHY

1. (a) It has been said that the pre-Socratic philosophers were 'physicists' rather than 'philosophers'. Explain in what sense they were physicists and discuss the manner in which they also raised philosophical issues.
(b) Socrates made a critical shift of philosophical attention away from physics to human and ethical matters. Discuss.
2. (a) In order to explain the problem of permanence and change, Plato made a clear distinction between 'the world of belief' and 'the world of true realities'. Discuss critically with reference to Plato's allegory of 'The Cave'.
(b) Plato believed in the pre-existence and immortality of 'the soul'. Explain critically Plato's understanding of the relationship of the soul to the body and how this was somehow reflected in his theory of the ideal state.
3. (a) Explain, giving examples, what Aristotle meant by the following distinctions in his analysis of the study of being (metaphysics):
 - i) essence and existence;
 - ii) matter and form;
 - iii) potency and act.
(b) Explain, with an example, Aristotle's four types of cause and give your critique of the meaningfulness of these causes.

SECTION 2: MEDIEVAL PHILOSOPHY

4. (a) Discussion about the relationship between faith and reason was a characteristic feature of Medieval Philosophy. Explain how this relationship was understood differently by (i) Augustine, (ii) Aquinas and (iii) Ockham.
(b) Give your own critique of the relationship between faith and reason.
5. (a) The reality of 'universals' was understood differently by (i) Augustine, (ii) Aquinas and (iii) Ockham. Explain the different ways in which they expressed their understanding of 'universals'.
(b) Give your own critique of the problem of universals.

6. Explain the following in the thought of Thomas Aquinas:
- (i) The primary emphasis which he places on "being" or "existence".
 - (ii) His saying that 'there is nothing in the intellect that was not first in the senses.'
 - (iii) The two levels on which reason operates in terms of concepts and judgments.
 - (iv) His understanding of the role of 'active intellect'.
 - (v) The correlation between the structure of our knowing and the structure of reality.

SECTION 3: ENLIGHTENMENT PHILOSOPHY

7. (a) Why are the 17th and 18th centuries referred to as 'The Enlightenment' ?
(b) Why is Francis Bacon considered to be 'The Father of the Enlightenment' ?
8. (a) Explain Descartes' theory of knowledge.
(b) Critically discuss Descartes' formulation of the 'Mind-Body' problem and his proposed solution.
9. (a) Explain John Locke's theory of knowledge.
(b) Explain George Berkeley's criticisms of Locke's epistemology.
(c) Critically discuss Berkeley's own theory of knowledge.

END OF EXAMINATION

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

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

PH905: LOGIC

TIME: THREE HOURS

ANSWER: ALL THE QUESTIONS FROM ALL FOUR SECTIONS

Instructions:

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

COMPUTER NUMBER:

Section 1: Informal Logic.

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

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

Section 1: Informal Logic Answer Sheet.

[illegible]

Section 2: Syllogistic Logic.

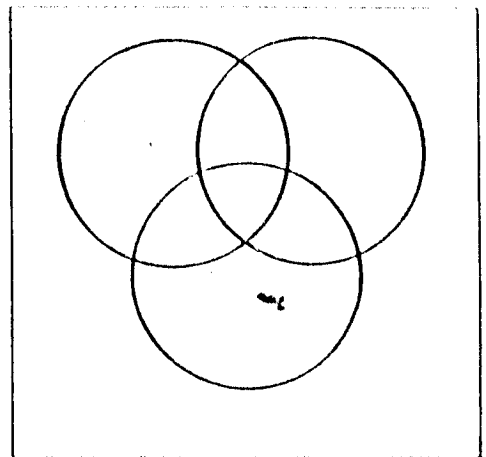
Instructions: Formalise the following syllogistic arguments and test their validity, using the venn diagram method and the six rules of syllogistic logic.

Question

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

Valid
Invalid

Diagram



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

Major
Minor
Middle

Type

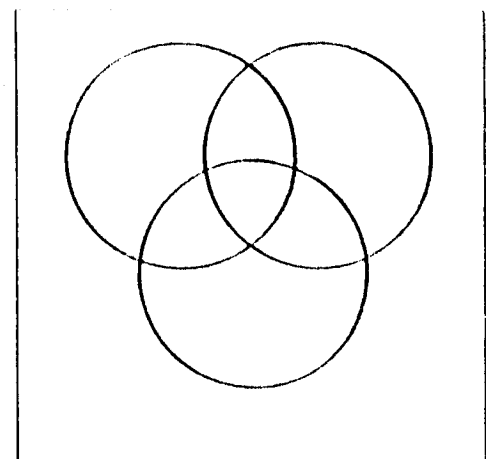
Rules	1	2	3	4	5	6
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Question

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

Valid
Invalid

Diagram



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

Major
Minor
Middle

Type

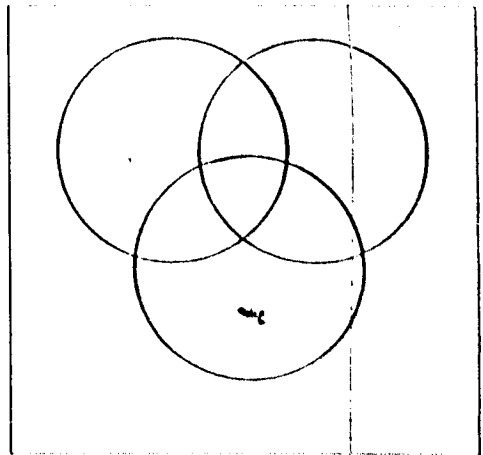
Rules	1	2	3	4	5	6
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Question **3**

premise 1	All human beings have souls
premise 2	No animals have souls
conclusion	Some human beings are animals

Valid	
Invalid	

Diagram



	Quantifier	Subject	Copula	Predicate	Quantity	Quality	Subject	Predicate
premise 1								
premise 2								
conclusion								

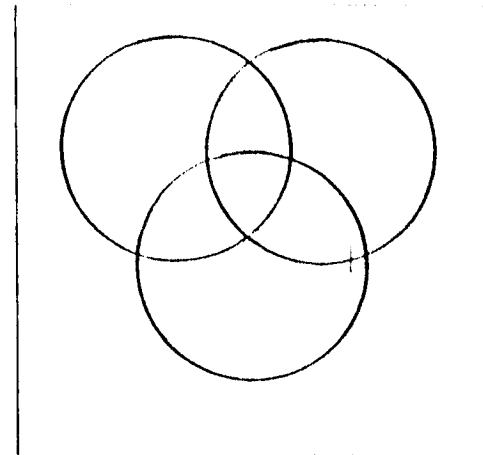
Major		Type							
Minor									
Middle		Rules	<table><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr></table>	1	2	3	4	5	6
1	2	3	4	5	6				

Question **4**

premise 1	All sinners go to hell
premise 2	All men are sinners
conclusion	All men go to hell

Valid	
Invalid	

Diagram



	Quantifier	Subject	Copula	Predicate	Quantity	Quality	Subject	Predicate
premise 1								
premise 2								
conclusion								

Major		Type							
Minor									
Middle		Rules	<table><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr></table>	1	2	3	4	5	6
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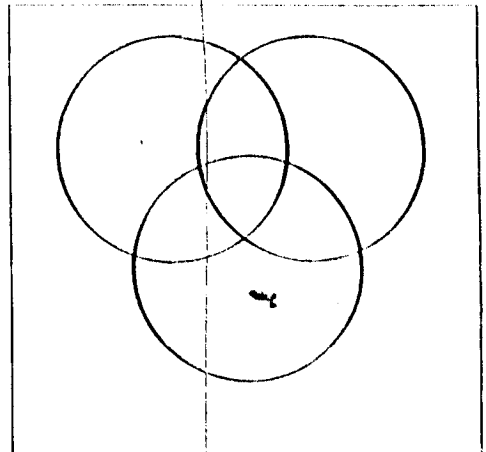
Question

5

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

Valid
Invalid

Diagram



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

Major
Minor
Middle

Type

Rules

1

2

3

4

5

6

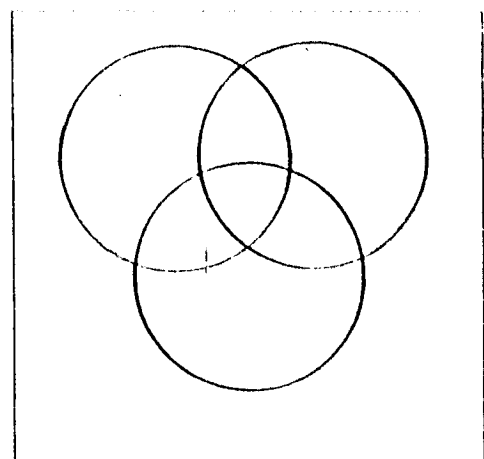
Question

6

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

Valid
Invalid

Diagram



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

Major
Minor
Middle

Type

Rules

1

2

3

4

5

6

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

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

- [illegible]

- [illegible]

- [illegible]

- [illegible]

- [illegible]

- [illegible]

Section 4: Propositional Calculus - Testing Validity.

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

[illegible]

[illegible]

[illegible]

[illegible]

[illegible][illegible]

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

1999/2001 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS

PH915: EPISTEMOLOGY

TIME: THREE HOURS

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

SECTION 1: KNOWLEDGE AND BELIEF

1. (a) Critically discuss the traditional tripartite definition of knowledge with reference to the Gettier counter-examples.
(b) Are there any credible alternatives to the traditional tripartite definition of knowledge ?
2. (a) Identify the different sources of knowledge and discuss the reliability of each of these sources.
(b) Does this analysis justify an acceptance of 'global scepticism' ?

SECTION 2: THEORIES OF KNOWLEDGE

3. (a) Explain John Locke's theory of knowledge.
(b) Explain George Berkeley's criticisms of Locke's epistemology, and critically discuss Berkeley's own theory of knowledge.
4. (a) Discuss the contemporary 'Foundationalism vs. Coherentism' debate.
(b) Explain which of these positions you find most convincing with reference to one or more of the theories of knowledge you have studied.

SECTION 3: APPLIED EPISTEMOLOGY

5. (a) Outline the definition and theory of knowledge which you find most plausible.
(b) Use this definition and theory of knowledge to compare and contrast the epistemological status of scientific and religious knowledge.
6. (a) Outline the definition and theory of knowledge which you find most plausible.
(b) With reference to this definition and theory of knowledge, discuss the question of whether it is possible to possess ethical knowledge or not.

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SECOND SEMESTER EXAMINATIONS (MAY 2000)**

PH935

PHILOSOPHY OF GOOD GOVERNANCE

**TIME: THREE HOURS
ANSWER: THREE QUESTIONS**

Instructions:

You must answer question 1 in Section A, one question from Section B and one question from Section C

SECTION A

1. (a) Explain what you understand by the concept of 'good governance'. Give examples to illustrate your answer.
- (b) Do you think there is a relationship between the concepts of 'good governance' and 'development'? Explain your answer.

SECTION B

2. (a) Explain how you understand the term 'corruption'.
 - (b) Discuss critically the reasons advanced for society to engage in the fight against corruption.
-
3. 'Managing society is a co-operative enterprise.'
Evaluate this statement making reference to Thomas Hobbes and John Locke.
-
4. (a) Explain your understanding of the term 'civil society'.
 - (b) Do you think civil society can be an alternative to government? Explain your answer.

SECTION C

5. (a) Present and critically evaluate Rousseau's notion of 'the general will'.
(b) 'The concept of the general will is an unreasonably complicated way of explaining the method of decision-making that could be reached by elections.'
Critically analyse this statement.
6. Outline the following elements of the Social Contract theory:
 - (a) Voluntaristic obligation.
 - (b) Tacit consent.
 - (c) Hypothetical consent.
7. 'Anarchy has been unfairly presented as being synonymous with civil strife.'
Critically evaluate this statement.

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SECOND SEMESTER EXAMINATIONS (MAY 2000)**

PH945

MEDICAL ETHICS

TIME: THREE HOURS

ANSWER: ANY FOUR QUESTIONS

1. (a) With reference to the Zambia "Termination of Pregnancy Act", explain the conditions under which a pregnant woman is legally entitled to request an abortion.
(b) Discuss critically some of the ethical issues related to the Act.
(c) Give your own opinion.
2. (a) Discuss the different criteria which are used to determine the beginning of human life and give your critique.
(b) Explain what is meant by the following:
(i) the principle of double effect;
(ii) 'ordinary' and 'extraordinary' means.
(c) Explain the criteria used to determine the moment of death and give your opinion.
3. (a) Explain what is meant by a 'persistent vegetative state' (PVS).
(b) Explain the difference between the Karen Quinlan case and the Tony Bland case with regard to the removal of a life-support system.
(c) Give your own view with regard to the ethical implications of both cases.
4. (a) Explain the different types of euthanasia.
(b) Explain the difference between 'killing' and 'letting die' indicating whether you think there is any real difference between the two.
(c) Discuss critically some of the ethical issues involved in 'assisted suicide' giving your own opinion.
5. (a) Explain the ethical difference between artificial insemination by a husband (AIH) and artificial insemination by a donor (AID).
(b) Explain the meaning of 'surrogate motherhood'.
(c) Discuss critically some of the ethical issues that arise in the context of surrogacy.

6. (a) In the case of psychiatric patients, discuss some of the problems involved in the patient-therapist relationship with reference to the following ethical principles:
- (i) autonomy;
 - (ii) confidentiality;
 - (iii) maleficence (do no harm);
 - (iv) beneficence (act for the good of the patient);
 - (v) informed consent.
- (b) Discuss the difference between medical ethics, medical codes and law.
7. (a) Discuss briefly some of the theories of justice with respect to medical ethics indicating the one you find most satisfactory.
- (b) Discuss critically possible methods which might be used for distributing scarce resources and give reasons for the method which you would choose.
- (c) Indicate the position of 'utilitarianism' and 'deontology' on the method you would choose.
8. (a) Explain the following in reproductive technology:
- (i) 'Therapeutic' and 'non-therapeutic' research.
 - (ii) 'Negative' and 'positive' eugenics.
 - (iii) 'Somatic cell' gene therapy and 'germ line' gene therapy.
- (b) Discuss critically some of the ethical issues involved in embryonic research giving your own opinion.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

1999/2001 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS

PH951: ETHICS

TIME: THREE HOURS

ANSWER: ANY THREE QUESTIONS

1. (a) Explain Plato's moral theory of the Form of "Good".
(b) Discuss the relevance of Plato's moral theory to the capacity of reason to have knowledge of objective moral principles.
(c) Discuss the manner in which St. Augustine availed of Plato's philosophy to explain the nature of Christian morality.
(d) Mention some ways in which it can be meaningful to speak of objective morality.
2. (a) Explain what Aristotle meant by 'eudaemonia' with reference to teleology.
(b) Explain Aristotle's doctrine of 'the Mean' with reference to virtue.
(c) Explain the relationship between theoretical reason, practical reason and virtue in Aristotle's ethical theory.
(d) Give a critique of Aristotle's ethical theory.
3. (a) Explain and discuss critically the natural law theory of Aquinas with reference to Christian morality.
(b) Explain and discuss critically Kant's deontological moral theory.
(c) Explain what Ross meant by 'prima facie' duty and 'actual' duty and why he introduced these terms.
(d) Give a critique of natural law theory and deontological theory.
4. (a) State the 'principle of utilitarianism' and indicate some of the problems involved in such a principle.
(b) Explain how 'rule-utilitarianism' differs from 'act-utilitarianism'.
(c) Discuss some of the ways in which utilitarian theory is applied in the criminal justice system.
(d) Give a critique of utilitarian theory.
5. (a) Explain why Hume is identified as an 'ethical naturalist' and a 'social subjectivist'.
(b) Explain what Hume meant by 'sympathy' and discuss whether, in your opinion, he was justified in considering reason to be a 'slave of the passions'.
(c) Explain the two terms by which Hume identified what makes an action moral.
(d) Give a critique of Hume's theory of morality.

6. (a) Explain and discuss critically the following metaethical theories:
- (i) Intuitionism.
 - (ii) Emotivism.
 - (iii) Prescriptivism.
- (b) Discuss briefly the problem of 'fact' and 'value' in moral theory.

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SECOND SEMESTER EXAMINATIONS (MAY 2000)**

PH965/EC965

BUSINESS ETHICS

**TIME: THREE HOURS
ANSWER: THREE QUESTIONS**

Instructions:

You must answer question 1 in Section A, one question from Section B and one question from Section C

SECTION A

1. Read the case below carefully and then answer the five questions at the end.

Case

Carla knew something was wrong when Bob got back to his desk. Bob had been with Aker & Aker Accounting for 17 years. He had started there right after graduation and had progressed through the ranks. He was a strong supporter of the company which was why Carla had been assigned to him.

Carla had been with Aker & Aker for two years. She graduated in the top 10% of her class and passed the CPA exam on the first try. She has chosen A & A over one of the Big Six firms because A & A was the biggest and best firm in Smallville, Ohio, where her husband Frank had just purchased a new home when things started to turn strange with Bob, her boss.

'What's the matter, Bob?' Carla asked.

'Well, you'll hear about it sooner or later. I've been denied a partner's position. Can you imagine that? Working sixty and seventy hours a week for the last ten years, and all they can say is not at this time.' Bob complained.

Carla asked, 'So what else did they say?'

Bob turned red and blurted out, 'They said maybe in a few more years. I've done all that they've asked me to do. I've sacrificed a lot, and now they say a few more years. It's not fair.'

'What are you going to do?' Carla asked.

'I don't know,' Bob said. 'I just don't know.'

'Six months later, Carla noticed Bob behaving in an odd manner. He left early and came in late.

One Sunday Carla went into the office for some files and found Bob copying some of the software A & A used in auditing and consulting. A couple of weeks later at a dinner party, Carla overheard a conversation about Bob doing consulting work for some small firms. At work Monday morning, she asked him if what she had heard was true. Bob responded, 'Yes, Carla, it's true. I have a few clients that I do work for on occasion.' 'Don't you think there's a conflict of interest between you and A & A?' asked Carla. 'No,' said Bob. 'You see, these clients are not technically within the market area of A & A. Besides, I was counting on that promotion to help pay some extra bills. My eldest son decided to go to a private university which is an extra \$20,000. Furthermore our medical place at A & A doesn't cover some problems my wife has. And you don't want to know the cost. The only way I can afford to pay for these things is to do some extra work on the side.'

'But what if A & A finds out?' Carla asked. 'Won't they terminate you?'

'I don't want to think about that. Besides, if they don't find out for another six months, I may be able to start my own company.'

'How?' asked Carla.

'Don't be naïve, Carla. You came in on that Sunday. You know.'

Carla realised that Bob had been using A & A software for his own gain. 'But that's stealing!' she said.

'Stealing!' Bob's voice grew calm. 'Like when you used the office phone for personal long-distance calls! Like when you decided to volunteer to help out your church and copied all those things for them on the company machine! If I'm stealing, you're a thief as well. But let's not get into this discussion. I'm not hurting A & A and, who knows, maybe within the next year, I'll become a partner and can quit my night job.'

Carla backed off from the discussion and said nothing more. She couldn't afford to antagonise her boss and risk a bad performance rating. She and Frank had bills, too. She also knew that she wouldn't be able to get another job at the same pay if she quit. Moving to another town was not an option because of Frank's business. She had no physical evidence to take to the partners which meant that it would be her word against Bob's and he had 17 years of experience with the company.

Questions:

1. What are the ethical issues involved in the case above?
2. Assume you are Carla and discuss your options.
3. Assume you are Bob and discuss your options.
4. Discuss the ramifications of each option for Carla and Bob.
5. Discuss any extra information you feel you need before making your decision.

SECTION B

2. (a) Outline the main elements of any two ethical theories.
(b) Of the two theories you have discussed in (a) above, which one do you think better explains the Zambian business environment? Give reasons for your answer.
3. 'When you are in Rome, do as the Romans do.' Critically discuss the implications of such counsel in business.
4. (a) Discuss the meaning of 'whistle blowing'.
(b) Critically analyse the implications of whistle blowing for business and society.

SECTION C

5. (a) Present the main elements of Social Darwinism.
(b) Does Social Darwinism fairly depict how human beings behave in business? Explain your answer.
6. (a) Explain what is 'corporate culture'.
(b) Explain in detail the relationships between corporate culture, profit maximisation and efficiency.
7. (a) Critically evaluate Milton Friedman's ideas on corporate responsibility.
(b) How does the concept of 'SVA²' relate to corporate social responsibility? Explain your answer.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

1999/2001 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

PL 115: INTRODUCTION TO POLITICAL SCIENCE

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER FOUR (4) QUESTIONS – TWO FROM EACH SECTION

SECTION A (ANSWER TWO QUESTIONS FROM THIS SECTION)

1. Either spell out and appraise the powers and functions of the National Assembly under the current (as amended in 1996) Zambian Republican Constitution **or** critically examine the political context of the freedoms of thought, association, assembly and press.
2. Critically analyse the pluralist conception of a political system.
3. Appraise the role the concept of social class plays in Marxian and Weberian political and social theories.
4. Define politics and explain why, though one may not care about politics, one cannot, nonetheless, be unaffected by it.

SECTION B (ANSWER TWO QUESTIONS FROM THIS SECTION)

5. Discuss the significance of the right to vote in underpinning a pluralistic democratic state and society.
6. "Political power comes out of the barrel of the gun rather than the polling booth." In the context of the foregoing statement, discuss the pros and cons of military as compared to civilian rule in Africa.
7. Analyse the pros and cons of the thesis that Zambian women have been discriminated against **politically** since independence in 1964.
8. Modern states, whether of the liberal-democratic or socialist/communist stamp, are founded on violence. Discuss.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

1999/2001 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

PL 251: COMPARATIVE POLITICS I

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER **FOUR (4)** QUESTIONS - **TWO (2)** FROM SECTION A AND **TWO (2)** FROM SECTION B.

SECTION A

1. "Any society in which the natural and indivisible rights of man are not guaranteed nor the separation of powers determined, has no constitution ". Discuss, critically.
2. "The value of a society is the value it places upon man's relation to man." In the light of this statement, compare and contrast the value placed upon man's relationship to man in Marxian and structural-functionalist theories of state and society.
3. Compare and contrast analyses of political systems proceeding from the respective functionalist and Marxian premises of structure and function, on the one hand, and social class, on the other hand.
4. Argue the case **for or against** the thesis that "the state that governs **least** governs **best**" in the context of the development of viable political institutions.

SECTION B

5. Comment on the French Republican Constitutional Motto: "Liberty, Equality, Fraternity".
6. Compare and contrast the American and French electoral systems and account for the indecisive result of the November 2000 American presidential election.
7. Compare and contrast the **separation of powers** in the French and American political systems.

END OF EXAMINATION

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

1998/99 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

PL 252: COMPARATIVE POLITICS

TIME: THREE (3) HOURS

INSTRUCTIONS:

1. **ANSWER FOUR (4) QUESTIONS IN ALL. QUESTION ONE (1) IN SECTION A IS COMPULSORY. ANSWER QUESTION ONE (1) IN SECTION A; ONE (1) QUESTION FROM SECTION B; AND TWO (2) QUESTIONS FROM SECTION C.**
 2. **ALL QUESTIONS CARRY 25 MARKS EACH**
 3. **READ THE QUESTIONS CAREFULLY BEFORE DECIDING WHICH ONES TO ANSWER**
-

SECTION A (COMPULSORY)

1. Write brief notes on the following:
 - a) Democratic centralism
 - b) Glassroot
 - c) Marxism – Leninism – Mao Tse-Tung thought
 - d) Perestroika

SECTION B

2. Discuss the problematics of transition from a communist to a liberal – democratic market – oriented system in Russia.
3. Analyse the interaction between domestic and international politics in the Russian Federation.

SECTION C

4. “With the establishment of the socialist system, China entered a new period of historical development. The basic characteristic of this new period is that exploiting classes have been eliminated as such and that class struggle is no longer the principal contradiction in Chinese society”. 1982 Chinese constitution. Appraise.
5. Analyse the powers and functions of the standing committee of the National Peoples Congress and explain its existence in relation to the latter.
6. Critically discuss the principal themes of the Great Proletarian Cultural Revolution in China (1966 – 1976).

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

1998/99 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

PL 332: FOREIGN POLICY ANALYSIS

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER ANY THREE (3) QUESTIONS.

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

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

1999/2001 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

PL 451: SOCIALIST POLITICAL THEORY I

TIME: THREE (3) HOURS

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

1. Compare and contrast Karl Marx's and Henri St. Simon's conceptions of history. Include a discussion of the evolution of the state.
 2. Assess the view that Pierre Joseph Proudhon was an anarchist political theorist.
 3. Compare and contrast Mao Zedong's and the Russian Marxist's contribution to the Marxian theory on transition to communism.
 4. Critically analyse Lenin's notion of the vanguard party and its implications for the democratic dictatorship of the proletariat.
 5. Marx and Engels severely criticised idealism and metaphysics. Assess the extent to which their theory was free from idealism.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

1998/99 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

PL 452 - SOCIALIST POLITICAL THEORY II

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER TWO (2) QUESTIONS FROM SECTION A AND ONE (1) QUESTION FROM SECTION B

SECTION A

1. Evaluate Amilcar Cabral's class analysis in the context of his theory of revolution.
2. Discuss Senghor's predictions in his political theory and the way he arrived at them.
3. Compare and contrast Leopold Senghor's and Kenneth Kaunda's views on *humanism* and *homo Sapiens*.
4. According to Fanon, the "Native becomes a man" in the process of executing the national revolution. Discuss the meaning and significance of this statement in his theory of revolution.

SECTION B

1. Discuss the view that China is in transition to capitalism.
2. Analyse Eduard Bernstein's arguments for Social Democracy as against Scientific Socialism.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

1999/2001 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

PL 931: POLITICS OF SOUTHERN AFRICA I

TIME: THREE (3) HOURS

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

-
1. Trace the development of white oppression in South Africa up to the 1994 Elections and in so doing also assess the extent to which it can be argued that the ideology of apartheid reinforced this oppression. Alternatively, could it be argued that it was white oppression that reinforced the ideology of apartheid?
 2. Trace the development of capital in South Africa and in so doing critically assess the role of the state in reconciling the interests of the various fractions of capital, particularly agriculture, mining and industrial capital.
 3. Compare and contrast the process of the liberation struggle in Angola with that in Namibia. In making this comparison also assess the factors that may account for the similarities and differences in the way white domination in each of these two countries was challenged and defeated.
 4. Analyse the factors that may account for the failure of FRELIMO to realise the goals that it espoused as a liberation movement after Mozambique became independent.
 5. Compare and contrast the colonial experiences of Zimbabwe with that of Zambia. In the process also assess the extent to which these differences and similarities affected the way the two countries were decolonised.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

1999/2001 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

PL 941: POLITICS OF DEVELOPMENT

TIME: THREE (3) HOURS

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

1. The Emphasis within the dependency theory on the structural hierarchy of the world economy failed to take account of the role of the state within developing countries, or to account for the success of the Newly Industrialising Asian countries in altering their ranking within the world economy. Critically assess the validity of the above statement.
 2. Critically evaluate the usefulness of W. Arthur Lewis' *Economic Development with Limited Supplies of Labour* thesis in explaining the process of development and the problems of economic backwardness in Africa and Asia.
 3. Discuss Samuel Huntington's theory of institution building. Critically assess the extent to which this theory reinforces rather than deviates from the mainstream modernisation view of political development.
 4. Critically assess the usefulness of Barrington Moore's thesis on the origins of democracy and dictatorship in understanding the process of political development in Africa.
 5. Its relative autonomy vis-a'- vis the dominant classes is the feature that most distinguishes the post-colonial state from that in advanced capitalist societies. Discuss the validity of the above statement.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1999/2001 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS

PS101 – INTRODUCTION TO PSYCHOLOGY I

TIME: THREE HOURS

INSTRUCTIONS: THIS EXAMINATION CONSISTS OF THREE (3) PARTS. ATTEMPT ALL QUESTIONS IN PART I, ANY TEN (10) QUESTIONS IN PART II AND ALL QUESTIONS IN PART III.

PART I: ATTEMPT ALL QUESTIONS.

1. The chief goal of 18th century biological psychology was to

- a) Establish the relationship between neurons in the brain and spinal cord ✓
- b) Understand synaptic transmission and its relationship to behaviour ✓
- c) Establish the relationship between mental events and the physiological functions of the nervous system ✓
- d) Study human and animal overt and covert behaviour from a biological perspective ✓

2. Neural impulses travel faster along myelinated axons because of the

- a) Nodes of Ranvier
- b) All-or-none law
- c) The fact that myelinated axons are shorter than non-myelinated ones
- d) Less resistance in myelinated axons ✓

3. The auditory cortex is the primary cortical area of the

- ✓ a) Occipital lobe ✓ visual
- b) Temporal lobe ✓ hearing
- c) Frontal lobe ✓ thinking
- d) Parietal lobe ✓ touch

4. Which of the following best describes the limbic system?

- a) It is located in the anterior region of the brain
- ✓ b) It comprises the hypothalamus, septum, amygdala and hippocampus
- ✓ c) It plays an important role in motivation, emotions but not memory
- d) It is the pain centre

*plays a very
important role
in
MEMORY!*

5. In the nucleolus RNA may sometimes combine with proteins to form

- a) Mitochondria
- b) Adenosine triphosphate
- c) Ribosomes
- d) DNA

6. During anabolism, ATP is produced in the mitochondria from glucose and oxygen. The main function of ATP or Adenosine Triphosphate is to

- a) Store energy that is needed during catabolism
- b) Help build chemicals that are needed for bodily functions
- c) Give support to the nervous system
- d) Help produce amino acids

7. John is attending an interesting Christmas party. There is a lot of heavy rave music playing such that it is impossible to even hear or follow any conversation. Yet when Maria calls John's name he is able to pick this up quite well.

Which part of the brain may have been responsible for this?

- ☒ a) Basal ganglia
- ☒ b) Amygdala
- ☒ c) Reticular formation
- ☒ d) Tectum

8. Damage to the frontal association areas of the brain may result in

- ☒ a) Loss of language skills
- b) Intellectual decline
- c) Visuospatial disorders ✓
- d) Difficulty in shifting the response set

9. The nerve bundles that join the two hemispheres, the corpus callosum, may sometimes be cut in patients suffering from severe seizures in order to localise the seizures to one hemisphere. This operation is termed

- a) Commissurotomy
- b) Neurosurgery
- c) Agenesis
- d) Corpus callosum agenesis

10. Which of the following drug can be classified as a stimulant?

- a) Cocaine
- b) Heroin

Don't write Tick
Answers
5 HITS
Sheets

- c) Reserpine
- d) Alcohol ✓

11. Which of the following is an example of anatomical asymmetries of the two hemispheres in the brain?

- a) The plenum temporal is larger in the left than the right ✓
- b) The central fissure is longer in the left than the right ✓
- c) The right has more shorter projections than the left ✓
- d) The right is better at spatial activities than the left ✓

12. The visual cortex is located in

- a) The temporal lobe ✓
- ☒ b) Occipital lobe ✓
- c) Association areas ✓
- d) Frontal lobe ✓

13. This part of the hindbrain regulates your breathing, heart rate and blood pressure and may sometimes induce coughing, vomiting, or swallowing.

- ☒ a) Medulla ✓
- b) Pons ✓
- c) Thalamus ✓
- d) Septum ✓

14. It appears that the best method for determining the relative influence of nurture and nature is to study the similarities between

- a) Fraternal and identical twins reared in the same environment ✓
- b) Identical twins reared in different families
- c) Family members who live together
- d) Adopted children and their biological parents ✓

15. Which of the following chromosomal abnormalities is also called trisomy 21?

- a) Fragile X
- b) Turner's syndrome
- c) XYY
- d) Down's syndrome

16. Two problems in naturalistic observation are

- a) getting subjects to cooperate and identify correlation
- b) defining a problem and proposing a hypothesis
- c) effects of the observer and observer bias
- d) running the experiment and making careful records ✓

17. A procedure used to control both the placebo effect and the experimenter effect in drug experiments is the

- a) correlation method ✓

You ought not to
tick on exam
papers.

- b) exaneous prophecy
- c) double-blind technique ✓
- d) random assignment of subjects

1. There are three types of variables to consider in an experiment
independent variables (which are manipulated by the experimenter)
dependent variables (which measure the outcome of the experiment)
extraneous variables (factors not of interest in a particular experiment)

2. A researcher performs an experiment to learn if room temperature affects the amount of aggression displayed by college students under crowded conditions in a simulated prison environment. In this experiment, the independent variable is
- a) room temperature ✓
 - b) the amount of aggression
 - c) crowding ✓
 - d) the simulated prison environment

3. Case-studies are frequently used by clinical psychologists (True/False) ✓

4. A problem with the survey method is that answers to questions may not always be accurate or truthful

5. Psychology is the science of
- a) emotion and behaviour
 - b) behaviour and mental processes ✓
 - c) affect and cognitions
 - d) human behaviour

6. A couple having problems with their marriage would most likely seek help from a/an

- a) health psychologist
- b) clinical psychologist
- c) counseling psychologist ✓
- d) industrial psychologist

7. Psychologists may be usefully categorized by

- a) the type of problems they are interested in ✓
- b) their approach to problems that interest them
- c) the type of organization that employs them
- d) all of the above

8. Ivan Pavlov was an Austrian physician whose work focused on the theory of Motivation that emphasized psychological growth

- a) True
- b) False ✓

9. The psychological approach that suggests behaviour is influenced by the unconscious is

- a) humanism
- b) psychoanalysis ✓

- c) cognitive psychology
- d) behaviourism

26 10. An experimenter studying how quickly a person can press a lever in response to an electrical shock would probably be a ex behaviorist psychologist

26 11. Perception is a _____ process, and so is remembering

29. The school of psychology that emphasizes conscious experience, including each Person's unique potential for psychological growth and self-direction is evolutionary

30. For Gestalt psychologists, an important principle of how we organise our perceptions is the distinction between:

- a. day and night vision
- b. figure and ground ✓
- c. sensation and perception
- d. attention and transduction

31. Cross-cultural research on the perception of illusions indicates that people whose culture does not include many straight lines or right angles will

- a. have more trouble seeing the Muller-Lyer illusion
- b. be fooled more easily by the Muller-Lyer illusion ✓
- c. be unable to interpret the pictures at all
- d. see the illusions exactly as Americans do

32. Little Peter was able to tell what his dot-to-dot picture was going to be before he connected the dots, just by looking at it. Which Gestalt principle explains how he was able to do this?

- a. the law of closure ✓
- b. the law of similarity
- c. the law of proximity ✓
- d. the law of parallax

33. Which of the following depth cues is most related to the discomfort you feel in your eyes when trying to look at an object that is too close to your nose?

- a. accommodation
- b. parallax
- c. disparity ✓
- d. convergence

34. Perceptual processes that allow us to recognize that some things about an object, such as its size or shape, have not changed even though its visual appearance has changed are called

- a. constancies ✓
- b. illusions
- c. lateralizations
- d. receptors

35. For Gestalt psychologists, the law of Pragnanz was the principle that

- a. objects keep their shape even if they move around
- b. the simplest organization requiring the least cognitive effort – will always emerge
- c. depth could be perceived even when using only one eye
- d. our experiences with many different illusions affect our perception

36. When a pen is placed in glass of water it appears to bend at the point where it meets the water. This is known as

- a. a trick
- b. an illusion ✓
- c. disparity
- d. transduction

37. If you look down a long, straight road you will see that the sides of the road seem to come together at a point in the far distance. This effect is referred to as

- a. linear perspective ✓
- b. binocular disparity ✓
- c. shape constancy ✓
- d. kinetic depth ✓

38. The _____ is the point at which the optic nerve exits the eye

- a. cornea
- b. retina
- c. blind spot
- c. lens

39. The dark opening in the centre of the eye is the _____; the coloured circle that surround it is the

- a. lens; cornea
- b. pupil; iris
- c. cornea; retina
- d. rod; core

40. Conditioning is a systematic procedure in which

- a. someone is forced by others to act against his or her will.
- b. an animal is trained to perform a certain sequence of actions.
- c. Associations and responses to specific stimuli are learned ✓
- d. Belief about the way people will act are developed

41. After a neutral stimulus is paired over and over with an unconditioned stimulus, it begins to trigger a response of its own, which is called a _____ response. The neutral stimulus has now become a _____ stimulus.

- a. unconditioned; unconditioned
- b. unconditioned; conditioned
- c. conditioned; unconditioned
- d. conditioned; conditioned ✓

42. Classical conditioning principles indicate that if Susan wants to get her boyfriend to like her favourite TV show, she should

- a. explain to him why it is such a good show.
- b. force him to watch it even when he doesn't want to
- c. give him articles and reviews that are positive to the show
- d. feed him his favourite food while he watches the show ✓

43. After a conditioned stimulus has acquired a strong enough conditioned

response, it can then be paired over and over with a neutral stimulus. If the neutral stimulus begins to acquire its own conditioned response in turn, the process is called

- ☒ a. higher-order conditioning
- ☒ b. operationalisation
- ☒ c. stimulus discrimination
- ☒ d. spontaneous recovery

44. Stephen's college dining hall has "Italian nights" occasionally, with checkered tablecloths, at which they serve a food that does not agree with Stephen's digestion at all. After this happened several times, just the sight of the checkered tablecloths makes his stomach upset. In this example, getting an upset stomach from the sight of the tablecloths alone would be

- a. unconditioned response ✓
- ☒ b. conditioned response ✓
- c. unconditioned stimulus ✓
- d. conditioned stimulus ✓

45. In operant conditioning, behaviours change in accordance with events that occur

- a. before the behaviours ✓
- ☒ b. at the same time as the behaviours ✓
- c. often the behaviours ✓

46. Which of these is the best example of a primary reinforcer?

- ☒ a. Gold jewelry ✓
- b. Traveller's cheques (checks?)
- c. Sports trophies
- d. Ham sandwiches

47. Barbara really enjoys finding mail in her mailbox. She checks it several times a day, but is only rewarded after the letter carrier delivers the mail, some time between noon and 2:00. This is an example of a _____ schedule of reinforcement.

- ☒ a. fixed ratio ✓
- ☒ b. variable ratio ✓
- ☒ c. fixed interval ✓
- d. variable interval

48. The highest rates of responses are produced by organisms who are reinforced On a _____ schedule of reinforcement.

- ☒ a. fixed ratio ✓
- ☒ b. variable ratio ✓
- ☒ c. fixed interval ✓

d. variable interval

49. Magritte's old boss liked her lively, challenging comments at staff meetings and often reinforced them. When she got a new boss who liked meetings quiet, orderly, and predictable, she gradually stopped jumping with her comments. This is _____. After a two-week vacation, she began commenting again; this is _____.

- ☒ a. operant conditioning; classical conditioning
- ☒ b. positive reinforcement; negative reinforcement
- ☒ c. stimulus generalisation; stimulus discrimination
- ☒ d. extinction; spontaneous recovery ✓

50. Insight is what happens to us when we learn something by

- a. applying positive reinforcers to ourselves
- b. a combination of classical and operant conditioning
- ☒ c. discovering a relationship we have never seen before ✓
- d. gradually strengthening a conditioned response

51. Maria watched her mother pack her lunch every morning so many times she knew exactly how to do it herself, but she never did until the day her mother was too ^{busy} sick to do it for her. Until her mother got ^{busy} sick, Maria's learning of how to fix lunch was

- ☒ a. latent
- ☒ b. unconditioned
- ☒ c. conditioned
- ☒ d. extinct

52. A school psychologist works with a group of teenagers who are in trouble for reacting violently to normal things, like being teased. This psychologist shows them videos of other teens reacting to similar situations with words, humor, or avoidance, and then has them practice these responses until they are comfortable. The psychologist is using

- ☒ a. classical conditioning
- ☒ b. observational learning ✓
- ☒ c. insight therapy
- ☒ d. cognitive maps

53. We are more likely to imitate the actions of others that we observe if the people we observe are

- ☒ a. attractive and respected
- ☒ b. very similar to ourselves
- ☒ c. people we laugh at
- ☒ d. acting antisocially

54. After living in an old house for several months, Sam finally stopped jumping in fear at every loud creaking noise. Then he went away for a week of vacation. According to the idea of spontaneous recovery, what should happen when he gets back from vacation?

- a. He should jump even more than before ✓
- b. He should jump, but not as much as before ✗
- c. He should be jumping more and more each day
- d. He should not jump ever again ✓

55. Visual cues to depth or distance that can be used by one eye only are known as monoculars.

56. Rods are made up of a single chemical known as _____

57. The Gestalt principle that would explain why you see QQQAAAYYY as three groups of figures instead of nine separate figures is proximity.

58. Rods and cones are also known as _____.

light receptors

59. In general, when we see an object that is moving away we realize it is getting farther, not smaller. This is called _____ constancy.

60. Mulenga didn't buy a fishing license very often, but he got caught fishing without a license a few times and had to pay heavy fines. Now he buys a license every year. This an example of
- a. negative reinforcement.
 - b. positive reinforcement.
 - c. spontaneous recovery.
 - d. continuous reinforcement.

PART II: WRITE BRIEF NOTES ON TEN (10) OF THE FOLLOWING.

1. Behavioral genetics
2. Depolarisation
3. The reflex arc
4. The split-brain
5. The convoluted nature of the cortex
6. Humanistic approach in Psychology ✓
7. Research ethics in psychology. ✗ ✓
8. Write down 5 different mental processes involved in perception.
9. Define adaptation and illustrate it with an example.
 - What happens when there are intense forms of stimulation and why?
 - What is the role of pain in intense stimulation?
10. Explain how retinal disparity leads to the perception of depth. ✓

11. Differentiate fixed interval and fixed ratio schedules of reinforcement using an example.
12. Describe stimulus generalisation and stimulus discrimination in classical conditioning using an example.

PART III - ANSWER ALL QUESTIONS.

1. Below is a set of raw data. Define the following and calculate the

- e. mean
- f. mode
- g. range
- h. median
- i. standard deviation

1. 14
2. 17
3. 27
4. 13 ✓
5. 18
6. 22 ✓
7. 30 ✓
8. 29 ✓
9. 26 ✓
10. 25 ✓
11. 23 ✓
12. 38 ✓

2. Define and give examples of the following types of data

- a. Ordinal
- b. Nominal
- c. ratio
- d. interval

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

1999/2001 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

PS 221: PSYCHOLOGY OF MOTIVATION, LEARNING AND MEMORY

TIME: THREE HOURS

INSTRUCTIONS: THIS EXAMINATION ACCOUNTS FOR 40% OF YOUR GRADE IN THIS COURSE. THE QUESTION PAPER CONSISTS OF THREE SECTIONS. YOU ARE REQUIRED TO ANSWER ALL QUESTIONS IN SECTION I, 4 QUESTIONS IN SECTION II AND 2 QUESTIONS IN SECTION III

SECTION I: ANSWER ALL THE QUESTIONS (10 MARKS)

1. The CS is presented first and remains at least until the onset of the UCS. This procedure is known as
 - a. trace conditioning
 - b. simultaneous conditioning
 - c. backward conditioning
 - d. delayed conditioning
2. Watson and Rayon's study of little Albert demonstrated how learning principles can be applied in
 - a. conditioning emotional reactions
 - b. operantly conditioning responses
 - c. negatively reinforcing responses
 - d. extinguishing conditioned responses
3. Which of the following best illustrates classical conditioning?
 - a. Henry feels ill at the sight of or smell of peanut butter because it once made him sick
 - b. Anna studies hard because she wants to get good grades
 - c. Virginia goes shopping for new clothes fairly frequently because it makes her feel good
 - d. Lydia drives at the posted speed limit often getting a number of speeding tickets
4. Which of the following is an example of negative reinforcement?
 - a. Mary closes the bedroom window because the street traffic is too loud
 - b. Joanna eats all her vegetables because if she does, her mother won't nag her

- c. In order to avoid getting another speeding ticket, Mary always drives at the posted speed limit
 - d. All of the above
5. According to Seligman, people are more likely to develop phobias of spiders, snakes, heights, etc., compared to doorknobs, washing machines, ladders, etc., because
- a. we are biologically prepared to do so
 - b. doorknobs, washing machines, and ladders are inherently safer than spiders, snakes, and heights
 - c. of instinctive drift
 - d. of latent learning
6. After her fourth piece of pizza, Mary feels quite full. Her satiation is due, at least in part, to increased levels of the hormone
- a. insulin
 - b. testosterone
 - c. cholecystokinin (CCK)
 - d. estrogen
7. After working in the garden all afternoon on a hot day, Mrs. Mwenda is very thirsty drinks a big glass of iced tea. Her motivation to drink to reduce her feeling of thirst can best be explained by
- a. instinct theory
 - b. drive theory
 - c. incentive theory
 - d. humanistic theory
8. Raymond has just eaten a very big meal, but when he smells his neighbour's barbeque, he gets the urge to eat again. Psychologists would most likely consider Raymond to be
- a. an external
 - b. an internal
 - c. a nonexternal
 - d. suffering from bulimia nervosa
9. Dr. Banda destroyed the ventromedial hypothalamus of a laboratory rat. This Procedure is most likely to
- a. cause the animal to eat until it is obese
 - b. cause the animal to stop eating
 - c. lower the animal's set point for body weight
 - d. raise the animal's set point for body weight
10. Mulenga's weight increased seven kilograms above his normal set-point body Weight. According to set point theory, Mulenga is likely to experience a(an) _____ in hunger and a(an) _____ in his metabolic rate.
- a. increase; increase

- b. decrease; decrease
- c. increase, decrease
- d. decrease; increase

11. Transforming information into a form that can be stored in memory is called _____; bringing to mind the material that has been stored is called _____.

- a. encoding; decoding
- b. consolidation; retrieval
- c. consolidation; decoding
- d. encoding; retrieval

12. Match the memory system with the best description of its capacity and the duration of time it holds information:

- | | |
|--------------------------------|---|
| _____ (1) sensory
memory | a. virtually unlimited capacity;
long duration |
| _____ (2) short-term
memory | b. large capacity; short
duration |
| _____ (3) long-term
memory | c. very limited capacity; short
duration |

13. To minimise interference, it is best to follow learning with

- a. rest
- b. recreation
- c. sleep
- d. unrelated study

14. Working memory is another term for

- a. iconic memory
- b. semantic memory
- c. elaborative memory
- d. short-term memory

15. The easiest type of memory is

- a. recall
- b. recognition
- c. relearning
- d. savings

16. Because of illness, thirty- year- old Jane had her ovaries surgically removed. As a Result of this operation, Jane is likely to experience

- a. an increase in her production of estrogen
- b. a steep drop in sexual activity and interest
- c. little or no change in sexual motivation
- d. none of the above

17. Which of the following best illustrates operant conditioning?
- Jane always salivates at the sight or smell of pizza
 - After two years at college, Michael feels fear and anxiety whenever he hears the word "examination"
 - John makes as many subscription phone calls as he can because he gets paid K1000= for each call
 - Mary hates fried chicken after suffering food poisoning the last time she ate it
18. A negative reinforcer tends to _____ the behaviour it follows.
- strengthen
 - eliminate
 - decrease or weaken
 - have an unpredictable effect on

SECTION II (20 MARKS)

WRITE SHORT NOTES ON ANY FOUR OF THE FOLLOWING:

- Describe Garcia and Koelling's (1966) study that demonstrates biological constraints on classical conditioning and explain the two exceptions to traditional classical conditioning ideas that this research established.
- Describe Maslow's hierarchy of needs and compare and contrast it with homeostasis.
- Explain why the Instinct theory of motivation fell out of favour and why most psychologists today reject it as an explanation of human behaviour.
- Describe systematic desensitisation using an example.
- Describe the three main methods psychologists use to measure memory using examples. Which of these is the most sensitive way of measuring retention.

SECTION III: LONG ESSAYS

CHOOSE ANY TWO OF THE THREE QUESTIONS (20 MARKS)

1. What causes forgetting in long term memory? Suggest techniques that students can use to improve memory of course materials.
- 2) a. Distinguish between positive reinforcement, negative reinforcement, and Punishment. Why do psychologists frequently advise against using punishment?
b. Clearly explain the factors that influence the effectiveness of punishment.
3. Explain why employees accomplish more on a variety of tasks when they are given specific goals than when they are simply told to “do your best”.
Clearly explain how you would go about designing a Goal-Setting program in an organisation

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1999/2001 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS
PS341 - PSYCHOLOGICAL TESTING

TIME: THREE HOURS

INSTRUCTION : THIS EXAMINATION CONSTITUTES 40% OF YOUR FINAL GRADE OF THE COURSE. ALL QUESTIONS CARRY EQUAL MARKS.

Write notes on 10 of the following

- 1. Description of WAIS**
- 2. Basal age and ceiling age on Standard Binet Test**
- 3. Norms of tests**
- 4. Ethical issues in Psychological testing**
- 5. Individual and group tests**
- 6. Test construction**
- 7. History of Psychological Testing**
- 8. Different methods of finding out Reliability of a Test**
- 9. Validity of a test**
- 10. Uses of Psychological tests**
- 11. Psychological tests in the field of Education in Zambia**
- 12. Culture free tests**
- 13. Status of Psychological Testing in Zambia**

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1999/2001 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS
PS415-CONSUMER BEHAVIOUR

TIME: 3 HOURS

INSTRUCTIONS: ANSWER ANY 4 QUESTIONS FROM SECTION 1, AND ANY 2 FROM SECTION 2. ALL ANSWERS MUST BE WRITTEN CLEARLY SUPPORTED WITH SUITABLE AND ORIGINAL EXAMPLES.

SECTION 1

1. List the gender differences in the behaviour as consumers – as users and buyers.
2. Select any 2-personality traits and explain how each might affect a *Zambian* consumer's behaviour.
3. Discuss a 'focus group' and bring out its advantage over a 'depth interview'.
4. How can the marketer of a new product use the principles of classical conditioning and operant conditioning?
5. How can marketers do a better job of satisfying consumers by understanding consumer attitudes?
6. Identify and clearly explain five functions of advertising.

SECTION 2

1. How can a marketer of a social cause, say an anti drug program, use the concept of reference groups? Which are the possible reference group appeals would he use? And why?
2. Mr. Zulu has purchased an expensive CD player from Manda Hill. Explain the Cognitive dissonance he would experience, how would he resolve it? Assuming he is not satisfied with the product, discuss his post-purchase behaviour.
3. As a Marketing Manager of a company that manufactures beauty products, you have just been given the job to develop an advertising programme for the NEW wrinkle free face cream for women. Explain how you would go about developing an effective advertising programme, clearly explaining important decisions that you would have to make.

END OF EXAM

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1999/2001 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS
PS 451: PSYCHOLOGY OF THE WORK ENVIRONMENT

TIME: THREE HOURS

INSTRUCTIONS: THIS EXAMINATION ACCOUNTS FOR 50% OF YOUR GRADE IN THIS COURSE. THE QUESTION PAPER CONSISTS OF TWO SECTIONS. YOU ARE REQUIRED TO ANSWER FOUR QUESTIONS IN SECTION I, AND TWO QUESTIONS IN SECTION II.

SECTION I

CHOOSE ANY FOUR OF THE FOLLOWING AND WRITE SHORT ANSWERS ON THEM

1. Discuss any 3 types of on-the-job training bringing out their advantages and disadvantages.
2. Advantages and disadvantages of Observation and Interviews as methods of doing job analysis.
3. Advantages and disadvantages of Taylor's approach to job design. ✓
4. Essential conditions for successful collective bargaining.
5. Discuss any 2 of the main counselling functions. ✓
6. Major propositions of the Human Relations School. ✓

SECTION II: LONG ESSAYS

CHOOSE ANY TWO OF THE THREE QUESTIONS

1. The Psychology Department at the University of Zambia has 2 vacant positions for lecturers. Discuss how you would go about the process of recruitment and selection. Include an advertisement for the position.
- 2.a) What causes workplace accidents?
b) Suppose you were a safety manager in a manufacturing company, how would you go about providing a safer environment for your employees to work in?
- 3.a) Describe the study undertaken by researchers Tom Burns and G.M. Stalker in the 1950s. Clearly explain the major conclusions of this study.
b) What would you say are the advantages and disadvantages of the contingency approach to management?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

1999/2001 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

PS 461 - RESEARCH METHODS IN PSYCHOLOGY

TIME: THREE HOURS

INSTRUCTIONS: THIS EXAMINATION ACCOUNTS FOR 50% OF YOUR GRADE IN THIS COURSE. THE QUESTION PAPER CONSISTS OF THREE SECTIONS. YOU ARE REQUIRED TO ANSWER TWO QUESTIONS IN SECTION I, ALL QUESTIONS IN SECTION II AND III.

SECTION I: LONG ESSAYS

CHOOSE ANY TWO OF THE THREE QUESTIONS

1. What is the purpose of Review of the Related Literature in research?
How would you begin a search for it, and how would you write the section on the Related Literature?
 2. What do you understand by "Samples"? Why is sampling important? Explain the different types of sampling procedures.
 3. Describe and discuss two major sets of responsibilities carried by professional Psychologists, whether their work is applied or research oriented.
Do you think it is right for Psychologists working in Zambia to follow codes of conduct devised by the British Psychological Society and the American Psychological Association?
-

SECTION II: ANSWER ALL THE QUESTIONS

PART I

True or False

1. The standard error will always be less than or equal to the standard deviation.
T F
2. On average the difference between a sample mean and the population mean, increases as the sample size increases.
T F

3. The mean of the distribution sample means is always equal to the population mean. T F
4. For a repeated-measures design, a separate sample is used for each treatment Condition. T F
5. For a repeated-measures design, $df = n_1 + n_2 - 2$ for the t statistic. T F
6. The purpose for finding the central tendency is to find the single score that best represents the entire distribution. T F
7. On a 50 point exam, Tom has a score of $x = 23$. This means that Tom scored below the median. T F
8. The mode is the best way to measure central tendency for data from a nominal scale. T F
9. The median is equivalent to the 50th percentile. T F
10. In a published report of research results, a sample mean is typically, identified by the letter M. T F

Part II

1. A population of scores has $m = 42$. Within this population, an X value of 40 corresponds to $z = -0.50$. What is the population standard deviation?
 - a. 4
 - b. 2
 - c. -4
 - d. -2
2. A very bright student is described as having an IQ that is three standard deviations above the mean. If this student's IQ is reported as a z-score, the z-score would be
 - a. $\mu + 3$
 - b. $\mu + 3\sigma$
 - c. 3
 - d. cannot be determined from the information given
3. For the population of scores, 5 2 5 4 the variance equals
 - a. 6
 - b. 2
 - c. 1.5
 - d. 1.22

4. The standard deviation of the distribution of sample means is called
 - a. the expected value of $\bar{x}$
 - b. the standard error of $\bar{x}$
 - c. the sample mean
 - d. the central limit mean
5. If two samples of exactly the same size are selected from the same population, then the two sample means will have
 - a. exactly the same expected value
 - b. exactly the same standard error
 - c. all of the above
 - d. none of the above
6. One clue to identifying a situation calling for an independent measures t is
 - a. The value for SS should be known
 - b. The mean for a treated group of subjects is compared to a known population mean
 - c. One sample is used to test a hypothesis about one population
 - d. There are two samples containing different subjects
7. What is the estimated standard error for the mean differences for the following two samples?
 Sample 1: $n = 6$ and $SS = 56$
 Sample 2: $n = 4$ and $SS = 40$
 - a. 5
 - b. $\sqrt{5}$
 - c. 12
 - d. 9.6
8. A two factor experimental analysis means that the experimental design includes
 - a. two independent variables
 - b. two dependent variables
 - c. an interaction between the independent and the dependent variable
 - d. exactly two separate groups of subjects
9. If the results of a two factor experiment are presented in a line graph, then an interaction can be seen whenever
 - a. the lines in the graph are not straight (bent)
 - b. there is space separating the lines
 - c. the lines are parallel
 - d. the lines are not parallel
10. A research reports an F ratio with $df = 4,35$ for a repeated-measures design. How many treatment conditions were used?
 - a. 36
 - b. 5

- c. 4
- d. none of the above

SECTION III: ANSWER ALL QUESTIONS

1. Rank the following scores, using tied ranks where necessary: 14, 3, 4, 0, 3, 5, 14, 3. Also, find the mean, mode, median and the standard deviation.
2. A developmental psychologist is examining social assertiveness for pre-school children. Three- and four-year old children are observed for 10 hours in a day-care centre. The psychologist records the number of times each child initiates a social interaction with another child. The scores for the sample for four boys and nine girls are as follows:

Boys' scores: 8 17 14 21

Girls' scores: 18 25 23 21 34 28 32 30 13

Find the correlation using the Mann Whitney test

3. The local Red Cross has conducted an intensive campaign to increase blood donations. This campaign has concentrated in 10 local businesses. In each company, the goal was to increase the percentage of employees who participate in the blood donation program. Figures showing the participation from last year (before the campaign) and from this year are as follows.

Company	Before	After
1.	18	18
2.	24	24
3.	31	30
4.	28	24
5.	17	24
6.	16	24
7.	15	26
8.	18	29
9.	20	36
10.	9	28

We will use the Wilcoxon test to decide whether these data provide evidence that the campaign had a significant impact on blood donations.

4. Compute the Spearman Rank correlation coefficient for the following set of scores:

X	Y
2	7
12	38
9	6
10	19
14	16
3	6
6	8

5. A science teacher conducted a test in the grade 7 class of his 15 pupils. The results were as follows:

20 30 45 65 75 80 50 28 40 50 67 39 59 63 57

The teacher needs to know the z score. Could you help him calculate this?

END OF EXAMINATION

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

**1999/2001 ACADEMIC YEAR FIRST SEMISTER
SUPPLEMENTARY/DEFERRED EXAMINATIONS**

PS 471 – COUNSELLING THEORY

TIME: THREE HOURS

**INSTRUCTIONS: PART 1: Section 1: Answer any 4 questions,
Section 2 : Answer any 3 questions. PART 2: This section is compulsory.**

PART 1

Section 1: Answer 4 out of the 5 Questions

1. Define the concept of "empathy". Discuss the role it plays in counselling.
2. What do you understand by the term "counselling contract"? State briefly what it contains.
3. Define the term "resistance" in counselling. Give an example.
4. Define the concept of "informed consent". Discuss its relevance to a counselling relationship.

Section 2: Instructions: Answer three questions out of the four below. Each question carries 10 marks.

1. Defence mechanisms protect a person from being overwhelmed by anxiety through adaptation to situations or through distortion or denial of events. Anna Freud (1936) and other ego psychologists formulated strong ideas about defence mechanisms by elaborating on Freud's original ideas. Mention five defence mechanisms and discuss.
2. In evaluating Reality therapy it is concluded that it has a number of emphasis. List and discuss five of these.
3. Specific behavioural techniques are refined behavioural methods that combine general techniques in precise ways. They are found most often in respondent or operant approaches to working with clients. Name and discuss five of these.
4. Rose (1983) has identified a number of cognitive restructuring procedures. Name five and discuss them.

PART 2

Instructions: This section is compulsory

1. Subject the case below to counselling using the reality therapy and behavioural approaches bearing in mind the underlying assumptions of such approaches.

Mutale lives in Mangonye. Two years ago, when he was 14, he was found to have HIV/AIDS. In one way or another, he was lucky: he was discovered accidentally when a health education team visited his village to promote basic health care, otherwise he might not have been diagnosed for years. The progress of the infection has been halted, at least for the time being. He is, however, restricted to a centre specialising in the treatment of HIV/AIDS infections. Mangonye understands the nature of the place where he lives and acknowledges his treatment, but he refuses to accept that he is affected by HIV/AIDS. He persistently denies it. He refuses to assimilate that self-definition into his identity.

Mangonye has been told about the virus that causes HIV/AIDS. He will not understand this. Instead he explains: "HIV/AIDS is visited upon the wicked, evil and sinful as punishment for their sins". This is the common belief in his home village, as it is in many parts of the world. His proof that he does not have HIV/AIDS flows from this belief: "I am not sinful. I am a Christian". In this case, the social belief system shapes explanations of the facts that lead to conclusions about self-descriptions.

The diagnosis of HIV/AIDS threatens the continuity of identity and its distinctiveness; it also attacks self-esteem. The sufferer is stigmatised in his/her community, his/her goodness impugned (by the dominant social belief about the causes of the disease), and is lodged in a setting where others similarly stigmatised reside. The threat to identity is multi-faceted. Mangonye responds by refusing to accept that diagnosis is correct. The denial changes nothing objectively but, at least, builds a subjective barrier to the attribution of sinfulness. Mangonye is apparently seeking to salvage some part of self-esteem.

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES

S111 : INTRODUCTION TO SOCIOLOGY I

TIME: Three Hours

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

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

1. The process by which different traits are transmitted among different cultures is known as:
 - (a) Internalisation
 - (b) Cultural diversity
 - (c) Acculturation
 - (d) Cultural transfer
 - (e) Cultural diffusion

2. Making societal norms and values as part of us is called
 - (a) Socialisation
 - (b) Identification
 - (c) Internalisation
 - (d) Generalisation
 - (e) Role taking

manifest

3. Which of the following is a latent function for mass media
 - (a) Entertainment
 - (b) Identification
 - (c) Socialisation
 - (d) Internalisation
 - (e) Identification

information

4. Which of the following theories of socialisation is also known as dramaturgical approach

- (a) Emerging self
- (b) Impression management ✓
- (c) Looking glass self
- (d) Functionalist theory
- (e) Interactionist

5. Which of the following represents the socialised self

- (a) The me and Id
- (b) The ID and I -
- (c) The me and the Ego
- (d) The I and Super Ego
- (e) The super Ego and the me

6. E. Sutherlands was popular for

- (a) Labelling theory
- (b) Differential association theory ✓
- (c) Conflict theory
- (d) Interactionist perspective
- (e) Biological theory

7. Which theories are similar in their assumptions?

- (a) Conflict and Interactionist approach
- (b) Labelling and looking glass self theory ✓
- (c) Dramaturgical approach and differential association.
- (d) Labelling and dramaturgical approach
- (e) Functionalist and interaction theory

8. Which of theories has been the dominating force in criminology

- (a) Labelling theory
- (b) Interactionist perspective ✓
- (c) Functionalist theory
- (d) Environmental theories
- (e) Conflict theory

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

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

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

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

11. The sociological perspective can be uncomfortable because.

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

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

- (a) true
- (b) false

13. The scientific value of objectivity in sociological research.

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

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

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

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

20. The new middle class is

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

21. The tended mode of production was characterised by

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

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

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

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

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

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

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

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

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

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

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

FIRST SEMESTER EXAMINATIONS – JANUARY, 2001

S211: CLASSICAL SOCIOLOGICAL THEORY

TIME: **Three Hours**

INSTRUCTIONS: **Answer both questions of Part I and three (3) questions from Part II**

PART 1

1. Give brief definitions for the following concepts:
 - i. Egoistic suicide, altruistic suicide, and anomic suicide (4 marks).
 - ii. Inventory of determinants, inventory of results, and axiomatic theory (3marks).
 - iii. Positivistic organicism, functionalism, and symbolic interactionism (3 marks).
2. Describe:
 - i. Four forms of alienation explained by Karl Marx in the sphere of production and alienation in religious life (5 marks).
 - ii. Five features of relationships among people in large groups as put forward by Georg Simmel (5 marks).
 - iii. The term logical action and four forms of non-logical action mentioned by Vilfredo Pareto (5 marks).

PART II:

3. Explain how you would use Weber's methods of historical and sociological causality to explain poverty in Zambia (25 marks).
4. Use Vilfredo Pareto's concept of circulation of the elite to explain how to achieve sustained economic development in a poor country like Zambia (25 marks).

THE UNIVERSITY OF ZAMBIA

SECOND SEMESTER EXAMINATIONS - MAY, 2000

S212: Contemporary Sociological Theory

TIME: *Three hours*

ANSWER: *All* questions in Section I, and *two* questions in Section II

SECTION I

1. Explain five pattern variables proposed by Talcott Parsons (25 marks).
2. State four weaknesses that Talcott Parsons found in the philosophy of utilitarianism (20 marks).
3. With reference to Florian Znaniecki's sociology of knowledge, explain the following: (i) social circle, (ii) social values, (iii) technical advisor, (iv) sage, and (v) scholar (25 marks).

SECTION II

4. State three similarities by comparing labelling theory with the dramaturgical approach (15 marks).
5. Explain three conditions under which Ralf Dahrendorf said quasi groups turn into conflict groups (15 marks).
6. Looking at symbolic interactionism, explain three stages through which a child passes to become a fully-fledged social person (15 marks).
7. Use the phenomenological perspective of Edmund Husserl to state any three principles that explain how the mind relates to phenomena (15 marks).

END OF EXAMINATION

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

1999/2000 FIRST SEMESTER EXAMINATION

S311: URBAN SOCIOLOGY

INSTRUCTIONS: Answer only three questions.

1. Discuss the factors that account for changes in values in cities.
2. Critically discuss the problems of rural-urban migration in Zambia. Suggest strategies to reduce the rural-urban migration.
3. It is currently argued that the increase in urban population of late has little to do with rural-urban migration but with NATURAL POPULATION INCREASE. Discuss.
4. What are the weaknesses of the urban ecology of the Chicago school of thought in understanding urban social life in Urban Zambia?
5. Discuss the impact of the city on the urban family in Zambia.
6. It is assumed in the literature that cities are places of innovation which also set the pace for national development and social change. To what extent do you consider cities in Zambia to comply with this assumption?
7. On the basis of evidence from studies on social relations in urban areas, discuss and criticise Louis Wirth's argument that urban social relations are superficial, impersonal, transitory and segemental.

END OF EXAM.

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

1ST SEMESTER EXAMINATION

S321: SOCIAL PROBLEMS

INSTRUCTIONS: Answer Any Three Questions.

1. Discuss the five facts and beliefs used to justify the definition of a social problem.
2. Discuss how the conflict theory can be used to explain the causes of social problems in Zambia.
3. Discuss social disorganisation with respect to the Zambian society.
4. Aids has emerged as one of Zambia's main social problem. What are its main effects and possible social actions. Also show how it leads to other social problems.
5. What do you understand by 'family disorganisation'? Discuss at least two types of family disorganisation. Give examples.

THE UNIVERSITY OF ZAMBIA

DEFERRED AND SUPPLEMENTALLY EXAMINATIONS FIRST SEMESTER, March 2001.

S421: Research Methods in Sociology

TIME: *Three* hours

ANSWER: Both questions of Part I and three (3) questions from Part II

PART I

1. a. Indicate which of the following six statements is a specific hypothesis, which is a general hypothesis, and which is an observation (6 marks):
 - A. Siulapwa has never been tested but is expected that he has a high I.Q.
 - B. Boys of Siulapwa's age have higher I.Q.'s than girls of the same age.
 - C. Siulapwa was just given an I.Q. test and obtained a high score.
 - D. The social impact assessment approach to research is better than any other currently in existence.
 - E. The social impact assessment approach to research worked better on development programming than on any others tried.
 - F. The social impact assessment approach should work better on donor-funded projects than any other research approach.
- b. Rewrite the following hypotheses in null form (3 marks):
 - A. Youngsters who read below grade level will find school less pleasant than those who read at or above grade level.
 - B. Intelligence and ordinal position of birth are positively related, i.e., first-borns are more intelligent than latter borns.
 - C. A combination of baseline analysis and trend analysis will be more effective in a study of spread of AIDS than scenario design in such a study.
2. You are planning to draw a *stratified* random sample of 200 from a University of Zambia student population that contains 60% males and 40% females. Among the males 40% are sociology majors, 10% are economics majors, 20% are psychology majors, and 30% are public administration majors. Among the females 50% are sociology majors, 25% are economics majors, 5% are psychology majors, and 20% are public administration majors. How many respondents would you need in each of the eight categories. (16 marks).

PART II

3. What is evaluation research? Take a development project of choice (real or imaginary) and write a summary research proposal that would enable you undertake evaluation research (25 marks).
4. a. In preparing the *introductory* section of a research report, some of the sections listed below are usually included. Place a number before each section usually included to indicate its order in the sequence. (8 marks)
 - A. Operational restatement of hypothesis

- B. Tasks
- C. Review of literature
- D. Problem context
- E. Conclusion
- F. Significance of the study
- G. Problem statement
- H. Rationale for hypothesis
- I. Operational definitions of variables
- J. Statement of policy
- K. Statement of hypothesis.

- c. In preparing the *methods* section of a report, some of the sections listed below are usually included. Place a number before each section usually included to indicate its order in the sequence. (6 marks)
- A. Independent variables
 - B. Procedures
 - C. Data analysis (design)
 - D. Outcomes
 - E. Dependent variables
 - F. Statement of hypothesis
 - G. Tasks
 - H. Subjects.
- d. The *discussion* section of the report usually serves some of the functions listed below. From the list, select those that are served by the discussion section. (6 marks).
- A. To abridge
 - B. To integrate
 - C. To suggest extensions
 - D. To revise
 - E. To conclude
 - F. To theorise
 - G. To predict
 - H. To interpret
 - I. To recommend
 - J. To investigate
- e. Given a study to relate teaching style to the degree to which children learn self-control and internal motivation, write a brief paragraph illustrating the significance of the study (5 marks).
5. Take any research problem of your choice, formulate a hypothesis and develop a quasi-experimental design to test the validity of the hypothesis. Indicate two weaknesses peculiar to your design (25 marks).
6. It is now widely recognised that value-free social research is not possible. Describe values that affect problem selection (15 marks), how values affect the actual conduct of the research (5 marks), and how values affect use of research findings (5 marks).

END OF EXAMINATION

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

S901: INDUSTRIAL SOCIOLOGY

**FIRST SEMESTER SUPPLEMENTARY/DEFFERED EXAMINATION -
MARCH, 2001**

TIME ALLOWED: Three Hours

Total Marks: 50

**INSTRUCTIONS: (1) There are three sections in this paper. You are required to
Answer questions from each section as instructed.**

**(2) Write your computer number on each answer sheet as
required**

SECTION A:

1. Write brief notes on fifteen of the following concepts (15 marks)

- (a) Social Relations at work
- (b) Budget
- (c) Hierarchy of Needs
- (d) Strategic Management
- (e) Reinforcement Theory
- (f) Theory Y
- (g) Line Management
- (h) Unity of Objectives
- (i) Labour force
- (j) Risk
- (k) Guild
- (l) Span of Control
- (m) Journeyman
- (n) Trade Association
- (o) Labour

- (p) System approach
- (q) Organisation
- (r) Decoding

SECTION B:

Answer any two of the following questions:

1. Describe and explain how industrialization relatively contributes to the emergence of sociology (10 marks).
2. Discuss and show the extent to which the New Middle Class have become paramount in the successful carriage of entrepreneurship in an undertaking (10 marks)
3. Give a detailed account of the death of the Guild system and the birth of the factory system (10 marks)

SECTION C (Compulsory Question)

Answer the following question:

Explain in detail how certain factors in bureaucracy engender the legitimation of power and how such power is a factor in the management of enterprise (15 marks).

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES & SOCIAL SCIENCES

DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES

SECOND SEMESTER EXAMINATIONS, MAY, 2000

INDUSTRIAL SOCIOLOGY (S 902)

Answer FOUR questions only. Time allowed three hours.

1. According to Hart, what are the legal and illegal types of the Informal Sector 'occupations'?
2. In 1966 the Government of Zambia abolished recruitment of W.N.L.A. to Kimberly Mines, but still had 4,572 in active employment. What sociological changes were introduced by W.N.L.A. to Barotseland?
3. What changes were introduced to the Zambia Trade Unions by the 1971 Act of Parliament called The Industrial Relations Act?
4. Describe the functions, achievements and failures of Works Councils that the Industrial Relations Act 1971 introduced.
5. What are known as Stand Points for Bargaining between employers and employees in trade unionism?
6. Arbitration is a process that is open to any manager in an attempt to solve management problems. Discuss.

20 cm

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

FIRST SEMESTER EXAMINATION

S911: REFUGEES IN THE CONTEMPORARY WORLD

TIME : 3 HOURS

- INSTRUCTIONS:**
- 1. Question 1 is compulsory.**
 - 2. Answer three (3) questions in section II and**
 - 3. Answer two (2) questions in section three.**

SECTION I:

Compulsory Question (40 Marks)

“The refugee situation in Africa has become an issue of great concern. Particularly disturbing is the rate at which the refugee problem is growing in Africa. The current situation on the continent is gloomy and predictions are that it will actually get worse.”

Based on the foregoing quotation, answer the following questions:

- (a) Who is a refugee according to
 - (i) 1951 UN CONVENTION
 - (ii) 1969 OAU CONVENTION
 - (iii) 1984 CARTAGENA DECLARATION ON REFUGEEES
 - (iv) Other categories of uprooted people.
- (b) How is it that becoming a refugee involves Uprooting and loss?
- (c) Describe the anguish suffered by
 - (i) Refugee man
 - (ii) Refugee woman
 - (iii) Refugee child

SECTION II:

Write brief notes on three of the following:-

- (i) The Juridical perspective
- (ii) The social perspective
- (iii) The individualist perspective
- (iv) The Eurocentric focus
- (v) The strategic conception

SECTION III

Answer 2 Questions only – (20 Marks each.)

- (i) How can churches practice the faith they confess with regard to refugees?
- (ii) Identify and discuss factors behind state failure in Africa.
- (iii) Identify the major actors and their roles in the international refugee system.
- (iv) Why is 'tribal' or 'ethnic' factor a fallacy of refugeeism in Africa?
- (v) Discuss the role of social, economic factors and natural disasters in forced migration in Africa.

END OF EXAMINATION.

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

FIRST SEMESTER EXAMINATION 199/2000/2001

S915 : DISASTER PREPAREDNESS AND MANAGEMENT

TIME: 3 Hours

INSTRUCTIONS:

1. Section I is compulsory
2. Answer one question from section II
3. Answer two questions from section III

SECTION ONE: COMPULSORY

“A disaster is an event associated with the impact of a human induced or natural hazard, which leads to human mortality, illness and/or injury, and destroyed or disrupted livelihoods of affected people of an area such that they may require external assistance to recover.”

Based on the above definition of a national disaster discuss the following briefly but correctly:

- (i) The concept of Disaster (10 marks)
- (ii) Two types of disasters and reasons why distinctions are hard to make at times (8 marks)
- (iii) Hazard, risk and disaster (8 marks)
- (iv) Awareness of hazard in the modern world (14 marks)

SECTION TWO: Discuss any one of the following prevalent disaster threats in Zambia (20 marks)

- (i) Epidemics
- (ii) Famine
- (iii) Drought
- (iv) Fires
- (v) Accidents
- (vi) Floods

SECTION THREE: Answer two questions only (20 marks each)

1. With regard to hazard, nature is neither benign nor hostile but neutral-Discuss.
2. What event or occurrence should we consider as disaster? Should we consider contemporary mass poverty as a disaster?
3. With reference to famine in much of Africa, outline some of the human causes of famine.
4. What are some of the myths about how people will behave in a disaster and what are their policy implications?
5. Contrast the myths and the reality about typical human behaviour in disasters.
6. Suggest realistic areas of concern for disaster preparedness and management.

END OF EXAMINATION.

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

UNIVERSITY FIRST SEMESTER EXAMINATIONS - JANUARY 2001

S 941

SOCIOLOGY OF RELIGION

TIME: THREE (3) HOURS

INSTRUCTIONS:

ANSWER ANY FOUR QUESTIONS.

1. a) Explain the concept of secularization in terms of its history.
 b) In what way(s) has secularization been evident in Zambia.
2. a) Identify and explain three social functions of religion.
 b) What possible functions can independent Churches have in Africa?
3. a) Christianity started as a sect of Judaism. Explain what sect means in this context.
 b) “Missionary Christianity in Africa destroyed traditional culture”. Discuss.
4. a) Explain “routinization of Chrisma” as understood by Max Weber.
 b) Evaluate the significance of routinization of chrisma in Charismatic authority.
5. Write brief notes on the following topics:
 - Divine kingship
 - Traditional authority
 - Rational - legal authority
 - Charismatic authority
6. a) “Civil religion can also be manifested in “Nationalism.” With examples discuss civil religion in the United States of America and the State of Israel.
 b) Briefly discuss what Rousseau (French Philosopher) wrote on civil religion.

7.
 - a) Explain the main features of regional and territorial cults.
 - b) Using at least three detailed examples from Zambia and other parts of Africa, show how territorial cults are related to economy and ecology.
8. Compare and contrast Basangu and Kapembwa territorial cults among the Tonga and Lungu respectively.

End of Examination

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

1ST SEMESTER EXAMINATION

S961: RURAL SOCIOLOGY

TIME 3 HRS

INSTRUCTION: Answer Any Three Questions.

1. Does Zambia's rural areas have a peasantry class? Examine and discuss whether we have a peasantry class in Rural Zambia.
2. Discuss the two approaches to planned social change and the necessary factors for a successful planned social change.
3. What is rural-urban migration? Discuss the ways in which it has affected rural and national development in Zambia and efforts the government has put in place to correct the situation.
4. What is modernization? Does it impede or foster rural and national development? Discuss.
5. Zambia is becoming westernized, modernized and is going through a lot of political changes. What is the role of Rural Sociology in this situation?

END OF EXAM.

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS – DECEMBER 2000

SS241

RESEARCH METHODS IN THE SOCIAL SCIENCES

TIME: THREE HOURS

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

SECTION A

ANSWER ALL QUESTIONS. THIS SECTION CARRIES 60%

1. (a) Indicate which of the following statements best defines a paradigm, theory, model:
 - (i) The rules and procedures for conducting research
 - (ii) A representation of patterns of social interaction
 - (iii) A relationship between the subject of inquiry and a set of interrelated factors
 - (iv) A school of thought or research perspective
 - (v) A purported attempt to explain an existing relationship between X and Y.
 - (vi) A computer simulation of the behaviour of two antagonistic neighbours in a neighbourhood of Lusaka
2. Briefly, in a sentence or two, answer the questions below:
 - (a) Define a hypothesis.
 - (b) Give the characteristics of what constitutes a good hypothesis
 - (b) Indicate what is wrong with the hypotheses below:
 - (i) There is a relationship between social class and performance in examinations.
 - (ii) The more religious an individual is, the more likely that he/she will go to heaven.
3. Outline the factors to consider in prioritizing a problem for investigation.
4. Give two advantages and two disadvantages of:
 - (a) Primary data
 - (b) Secondary data
5. Give one important reason for each of the following:
 - (a) Why you should know the scale (or level) of measurement of variables.
 - (b) Why measurement is important in research

6. In a sentence or two only, explain what do you understand by the following:

- (a) A sampling interval
- (b) A sampling fraction
- (c) A parameter
- (d) A statistic, then;
- (e) Draw a stratified random sample, $n=100$, from the data below, your criteria of selection being social class and sex.

SOCIAL CLASS	SEX	
	Male	Female
Low	500	350
Middle	400	250
Upper	300	200

7. Complete the following statements:

- (i) Pure research is.....(Give an example)
- (ii) Applied research(Give an example)

8. In framing questions for research, certain pitfalls that have to be avoided. Identify the pitfalls in the questions below:

- (a) Do you participate in sports because you are a fit?
- (b) You don't think the government is fighting inflation strongly, don't you?
- (c) Do you watch cinemas and play video games in your spare time?
- (d) Are you of the view that diminishing returns in agriculture account for the exponential decline in Zambia's gross national product?
- (e) Are you in support of the gross abuse of human rights by the current regime?

9. 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?

10. What are the scales of measurement for the following:

- (a) Your father's car model.
- (b) Your mother's favourite colour
- (c) Your uncle's money in the account
- (d) Your brother's performance in the Grade 12 exams

SECTION B

ANSWER ANY TWO QUESTIONS. THIS SECTION CARRIES 40%

1. "True knowledge emanates from intuition, mystical, and authoritarian sources and only rarely has rational or scientific origins". Evaluate this statement critically and give your own position, including the attributes of the approach to knowledge that you agree with.
 2. As a principal researcher investigating the escalating drug abuse at CBU, you are asked to construct a data collection instrument. Give the correct sequence of steps you would have to go through to come up with a good instrument.
 3. Describe the sampling designs below in some detail below, and in each case, 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
UNIVERSITY FIRST SEMESTER EXAMINATIONS
JANUARY 2001

SW 111

INTRODUCTION TO SOCIAL WELFARE

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS

1. Describe and discuss the main distinguishing characteristics between community development and community organization.
 2. Identify and discuss all the methods of social work and how they assist individuals and groups to attain satisfying standards of life.
 3. The Industrial Revolution in England, starting from the 1600s, resulted in great social changes. Discuss any three of the changes and their implications for social welfare services.
 4. Define social policy and discuss its assumptions, purposes and functions.
-

END OF EXAMINATION..... GOOD LUCK

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

FIRST SEMESTER EXAMINATION 1999/2001

SW211: INTRODUCTION TO SOCIAL POLICY

TIME: **Three Hours**

INSTRUCTIONS: Answer Three Questions. (All questions carry equal marks)

1. What is Social Policy? Justify whether or not it is necessary for any state to have a Social Policy.
2. The incrementalist/peace meal framework of analysis offers the best approach than the rational comprehensive analysis in policy-making. Discuss.
3. Outline and briefly discuss the stages that need to be followed in the preparation of policy issue paper/memo.
4. Briefly explain the following:
 - (a) the Rational Comprehensive Model of Policy Making;
 - (b) the Incrementalist/Peace meal Model of analysis; and
 - (c) the hypothetic – Evolutionary frame work of analysis.
5. (a) What is Policy Analysis?
 - (b) Outline the five stages of policy analysis and write brief notes on each of the stages.

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THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES & SOCIAL SCIENCES

DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES

SECOND SEMESTER EXAMINATION - 1998/2000

**SW 232 - INTRODUCTION TO MACRO PRACTICE SOCIAL WORK
METHODS**

Time: Three Hours

Instructions: Section One: Compulsory
Section Two: Answer Two questions only

SECTION ONE: Compulsory

A large number of people are employed in jobs whose main focus is on the community. These are people paid to worry about other people. So as people who have the community as the primary focus of our work we need to examine its basis more closely.

Based on the above premise, answer the following:

- i) What is 'community'? - 8 marks
- ii) Account for ethic's of intervention - 8 marks
- iii) Compare and contrast the three approaches to community work - 24 marks

SECTION TWO: Answer only two Questions - 30 marks

1. Outline the purpose, activities and characteristics of social welfare administration.
2. Discuss why Social Work Research is done and who does it.
3. Discuss the concept of Planning.
4. Account for:
 - i) Why planning is undertaken?
 - ii) Roles of the Planner.

END OF EXAMINATION

The University of Zambia
SW 311 Examination -January 2001
Social Policy Analysis
Time: (3) Hours

Instructions: Choose one from Part 1 and five from Part 11. Choose any two from Part 111. Part 1 carries 30 points, part 11, 6 points for each question and part 111, 20 points for each question.

1. Part one – Choose One (30 Points)

- 1.1. Discuss necessary steps towards utilization of a social policy analysis framework.
- 1.2. Describe the key roles of the State, NGOs, Private Sector, Social work Profession and Voluntary Organizations in determining, formulation and development of social policy.
- 1.3. Explain the association between social policy, social welfare and social development.

2. Part two - short answer questions – Choose any five (30 Points)

- 2.1. Describe the relationship between social policy and social planning
- 2.2. Operational Code Assumptions is one of the important concepts of policy analysis. Explain your understanding of it.
- 2.3. Choose any social sector in Zambia and identify key players in the formulation, development and delivery of social policy.
- 2.4. Comment on the coverage, quality, quantity, financing, management and delivery of any social sector policy in Zambia.
- 2.5. Describe the importance of value exploration in social policy analysis.
- 2.6. Policy analysis aims at providing a method for identification of preferable policy alternatives. What does identification of preferable policy alternatives involve?
- 2.7. Mention four major policy analysis concepts.

3. Part three - essay type questions: Choose any two (40 Points)

- 3.1. Discuss Political Feasibility in relation to policy analysis.
- 3.2. What do you understand by Policy Analysis Network? Discuss its main features.
- 3.3. Identify and discuss key policy issues likely to arise when planning social services.
- 3.4. Comment on the trend/s of social policy using any social sector of your choice and suggest orientation of future policy if need be.

THE UNIVERSITY OF ZAMBIA
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DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES

SECOND SEMESTER EXAMINATION - 1998/2000

SW 312 - THEORIES AND DISCUSSIONS OF SOCIAL WELFARE

Time: Three Hours

Instructions: **Section One: Compulsory - (60 marks)**
 Section Two: Answer two Questions only - (20 marks each)

SECTION ONE: Compulsory Question - (60 marks)

No matter what the basic structure of the Social Welfare program may be, the program may choose among alternative program characteristics.

Discuss by isolating the main features of the following characteristics, distinguishing or contrasting where there is need.

- a) ~~Residential~~
Residential, Institutional and Developmental
- b) Selective Vs Universal
- c) Public Vs Private
- d) Lay Vs Professional
- e) Resource Vs Engineering
- f) Financing.

SECTION TWO: Answer two (2) questions only - 20 marks each.

- i) Discuss the relationship between social values and social welfare.
- ii) What is social welfare and who are clients of social welfare?
- iii) Discuss the different explanations of what constitutes poverty.
- iv) Identify and discuss different strategies for fighting poverty as classified by Rein and Miller.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES
FIRST SEMESTER EXAMINATION 1999/2000/2001
SW321: SOCIAL RESEARCH METHODS

TIME: 3 hours

INSTRUCTIONS: Answer four (4) questions only.

1. What is the nature of sciences?
2. Discuss the three approaches to knowledge.
3. What is the meaning of the assertion that 'Social science knowledge should enable us to EXPLAIN, PREDICT AND UNDERSTAND empirical phenomena that interest us.'
4. Discuss one major method used in survey research.
5. Discuss the three types of personal interviews.
6. Compare and contrast between physical traces and Accretion measures.
7. Analyse what is involved in the use of archival records and content analysis.

END OF EXAMINATION.

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES
FIRST SEMESTER EXAMINATION 1999/2000/2001
SW331: ANALYSIS OF SOCIAL WORK INTERVENTION

TIME: 3 Hours

INSTRUCTIONS: Answer four questions only.

1. Comment on the three general strategies for change.
 - Identify and discuss three specific strategies of each of the following: 2, 3, 4 below:
 - ~~2~~ (a) Empirical Rational Strategies.
 - ~~3~~ (b) Normative Re-educative strategies.
 - ~~4~~ (c) Power-Coercive Approaches.
- ~~2~~ 2. Analyse the four basic systems in social work practice.
- ~~3~~ 3. How is a relationship supposed to operate within an atmosphere of collaboration, bargaining and conflict.
- ~~4~~ 4. Identify the origin, objectives, and focus of social group work.
- ~~5~~ 5. Distinguish between the three approaches in social casework.
- ~~6~~ 6. What are the three approaches in social group work.

END OF EXAMINATION.

UNIVERSITY OF ZAMBIA
SECOND SEMESTER EXAMINATIONS-MAY 2000.

**SW 332: CROSS-CULTURAL PERSPECTIVES IN SOCIAL
WORK PRACTICE**

TIME: THREE HOURS

INSTRUCTIONS: Answer all questions in Sections A and B and any three in Section C.

SECTION A : (10 MARKS)

1. Briefly define the following concepts:

- (i) De-tribalisation
- (ii) Humanocracy
- (iii) Uniform task
- (iv) Future shock
- (v) Maximum conflict

SECTION B : (10 MARKS)

2. Discuss Elizabeth Brook's assertion that "relevance of problem solving Methodology in Social Work requires client self-determination; however, this does not mean training them into social workers but rather helping them apply their own indigenous problem-solving pattern of the new situation". Support your discussion with relevant examples.

SECTION C : (30 MARKS)

- 3. Elucidate the assumption that the dominant paradigm of remedial human services emphasises the clinical approach to social problems while the systems approach underlies the social development paradigm.
- 4. Rationalise the view that in attaining "content and "process" goals, Social Workers emphasise different social approaches.
- 5. Identify three reasons why there is no standard or universal conceptualisation of Social Development.
- 6. Discuss the notion that the absence of a well-articulated conceptual framework militates against the integration of methods within the Social Work profession. How can the profession deal with this problem?

7. Psychoanalytic or Freudian theory is one of the theories that underlie the knowledge base of Social Work. Can you identify two areas in which this theory clashes with the social values of the Zambian people?
8. "Personal Social Knowledge of the Problem-Solver in the Classical Social Work problem solving model is often considered a hindrance". Discuss.

END OF EXAMINATION

GOOD LUCK

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

SW412: SOCIAL ADMINISTRATION

TIME: THREE HOURS

INSTRUCTIONS: SECTION I IS COMPULSORY. YOU ARE ADVISED TO ANSWER BOTH PARTS OF THE QUESTION. ANSWER ANY TWO QUESTIONS FROM SECTION II. REMEMBER TO INDICATE CLEARLY THE SECTION AND NUMBER OF THE QUESTION YOU ARE ATTEMPTING.

SECTION I- COMPULSORY (40 MARKS)

1. (a) Demonstrate the significance of social administration to human service organizations. (10 marks)
- (b) You have been appointed as one of the Human Resource Specialist in the Public Service Reform Programme (PSRP) based at the Establishment Division HQ, Cabinet Office, in Lusaka. Your immediate task is to conduct workshops in all provinces explaining to senior personnel officers the need to reduce staff numbers in various Government Departments. Write a handout that you will give to the participants attending your workshops, which should include two appropriate strategies at the end. Make sure that each important concept you use is clearly defined. (30 marks)

SECTION II- ANSWER ONLY TWO QUESTIONS (60 MARKS)

2. Outline the characteristics (of the merit principle and bureaucracy) and compare and contrast the merit principle with Marx Weber's bureaucracy. (30 marks)
3. Compare and contrast the environmental factors of personnel management in the public sector and the private sector. (30 marks)

4. (a) Define the following terms and concepts (4 marks each = 20 marks):
- i. MBO
 - ii. Span of control
 - iii. Theory X
 - iv. MBWA
 - v. Diffuse nature of personnel management
- (b) Who is a good manager? (10 marks)
5. (a) Define Scientific Management. (4 marks)
- (b) Illustrate Frederick Winslow Taylor's principles of scientific management. (16 marks)
- (c) Define departmentalisation and illustrate any two types of departmentalisation. (10 marks)

End of examination. Good luck!!

THE UNIVERSITY OF ZAMBIA
UNIVERSITY EXAMINATIONS- FIRST SEMESTER, JANUARY 2001
SW421
EVALUATIVE RESEARCH

TIME ALLOWED: **THREE HOURS**

INSTRUCTIONS: **THE FIRST QUESTION (SECTION I) IS COMPULSORY.**
ANSWER ONLY ONE QUESTION FROM SECTION II AND
ONE QUESTION FROM SECTION III.
PLEASE INDICATE CLEARLY THE SECTION AND
NUMBER OF THE QUESTION YOU ARE ATTEMPTING.

SECTION I- COMPULSORY (50 MARKS)

1. A good evaluation report is a useful management tool. However, for the evaluation process to be successful, monitoring and evaluation aspects should be incorporated during the planning stage of the project. It is incumbent, therefore, upon the evaluator to make sure that all is clear and agreed before he/she sets to evaluate a project. Less than this may result in a futile exercise and wasted effort.
 - a) Explain the relationship between planning (not management) and evaluation research. (15 marks)
 - b) Illustrate the process of making sure that “all is clear and agreed”. (20 marks)
 - c) Discuss the strategies an evaluator would use to maximize the utilisation of a report of an evaluation study. (15 marks)

SECTION II- ANSWER ONLY ONE QUESTION (30 MARKS)

2. Contrast external evaluations with internal evaluations, outlining also their strengths and weaknesses and suggest ways to militate against the shortcomings of each approach. (30 marks)
3. Using as an example any disadvantaged group or community that you are familiar with, clearly state the problem/problems, objectives, strategies and resources of an evaluable project aimed at promoting sustainable livelihoods or self-reliance that you would propose. (30 marks)

SECTION III- ANSWER ONLY ONE QUESTION (20 MARKS)

4. Discuss the factors that affect the execution of programme evaluation studies. (20 marks)
5. Outline the process of fine-tuning and show factors that necessitate its execution. (20 marks)

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY FIRST SEMESTER EXAMINATIONS

JANUARY 2001

SW 435

INDIVIDUAL AND GROUP DYNAMICS

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS

1. Define individual and group dynamics and discuss their role in the five methods of social work.
 2. Define the three primary groups. Analyze and discuss each one's role in individual and group dynamics.
 3. Discuss the implications of social learning and psychoanalytic theories in individual and group dynamics.
 4. The group is more than the sum total of its individual component parts. Discuss the advantages and disadvantages of this statement in relation to group work and participation in community development work.
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END OF EXAMINATION