

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**1998/99 FIRST SEMESTER EXAMINATIONS**

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- D 355 - Modern African drama
- D 411 - Theatre for development
- DE 101 - Demographic methods for middle level support staff and Def.
- DE 211 - Main sources of demographic data
- DE 311 - Population composition and Def
- DE 321 - Methods of demographic data collection and evaluation and Def.
- DE 401 - Research methods in demography
- DE 411 - Advanced Technical demography
- DE 901 - Population change and development
- DS 101 - Introduction to development studies
- DS 201 - Theories of social and political development in less developed countries ✓
- DS 301 - Agricultural and rural development in developing countries
- DS 401 - Technology and development 1
- DS 411 - Research methods in social sciences
- DS 901 - The family in historical and theoretical perspective and sup
- DS 911 - Women and development theories and practices.
- DS 925 - Project appraisal and implementation and sup
- DS 955 - Environment and development in developing countries and sup
- E 111 - Communication and study skills
- E 121 - Introduction to writing skills and prose fiction and sup
- E 211 - The structure of modern English 1 and Def.
- E 221 - English literature from the Elizabethan period to the 18th century.
- E 311 - Semantics
- E 351 - African literature up to the late 1960's and sup.
- E 361 - Anglophobe African poetry
- E 921 - Origins and development of the English language
- E 941 - Sociolinguistics 1
- E 951/LAL 321 Oral literature
- E 981 - Romanticism
- EC 115 - Introduction to microeconomics
- EC 215 - Intermediate microeconomics
- EC 325 - Money and banking
- EC 411 - International trade
- EC 415 - Econometrics
- EC 421 - Economic development
- EC 441 - Research methodology and procedure
- EC 445 - Environmental economics
- E/LAL 111 - Communication and study skills

39.	E/LAL	415	-	Theoretical phonology and morphology.
40.	EPS	311	-	Learning processes: A psychological perspectives.
41.	EPS	461	-	Administration and management in special education
42.	E/PS	911	-	Psycholinguistics 1
43.	FR	111	-	French
44.	FR	131	-	French
45.	FR	211	-	Paper 1
46.	FR	211	-	Paper 2
47.	FR	222	-	Paper 2
48.	FR	311	-	Paper 1 and 2
49.	FR	321	-	Intermediate African Literature in French
50.	FR	331	-	Translation
51.	FR	411	-	Paper 1 and paper 2
52.	FR	421	-	African Literature
53.	FR	431	-	Paper 1 and paper 2
54.	H	131	-	African and the World and def
55.	H	231	-	History of modern Africa 1750 to 1900
56.	H	241	-	The capitalist economic system. 145-1900
57.	H	411	-	Land and labour studies in central Africa up to 1900
58.	H	441	-	History of the soviet union from 1861-1945.
59.	H	491	-	Historical research and methodology
60.	H	<u>911</u>	-	Early history of Zambia to 1890
61.	H	931	-	History of Southern Africa to the 1880s
62.	H	971	-	History of Latin America: Early times to 1825.
63.	H	995	-	Themes in East African history
64.	ISE		-	The nature of the children's learning
65.	LAL	211	-	The structure of Bantu language
66.	LAL	221	-	Introduction to literacy studies
67.	LAL	311	-	The phonology and morphology of a Bantu
68.	LAL	431	-	Creative writing
69.	LAL	915	-	Terminology and translation
70.	LAL	995	-	Selected topics in Literature post modern criticism
71.	MC	101	-	History of Mass Communications
72.	MC	201	-	Introduction to print media reporting
73.	MC	221	-	Theories of Mass Communication
74.	MC	311	-	Media Ethics and Def.
75.	MC	331	-	Television production
76.	MC	431	-	Radio production 3
77.	MC	441	-	Television production 3
78.	MC	511	-	Communication research methodology and techniques and Def.
79.	MC	521	-	Specialised reporting
80.	MC	541	-	Human development and participatory communication.
81.	MC	551	-	Communication and change and Def.
82.	MC	901	-	Principles of advertising
83.	MC	911	-	Principles of public relations and Def.
84.	MC	921	-	Principles of photojournalism
85.	PA	211	-	National government and administration and Def

86.	PA	212	-	Comparative administration ✓
87.	PA	315	-	Organisation design and management
88.	PA	321	-	Principles of local government administration
89.	PA	335	-	Human resource management and def.
90.	PA	411	-	Development theories
91.	PA	421	-	Public policy analysis and suf
92.	PA	441	-	Project management
93.	PA	915	-	Public financial administration and def
94.	PH	101	-	Introduction to philosophy
95.	PH	221	-	Ancient medieval and enlightenment philosophy
96.	PH	985	-	Philosophy of religion
97.	PH/EC	965	-	Business Ethics and sup
98.	PL	115	-	Introduction to political science
99.	PL	321	-	Regional integration and international cooperation.
100.	PL	331	-	International politics
101.	PL	451	-	Socialist political theory 1
102.	PL	941	-	The politics of development
103.	PS	101	-	Introduction to psychology 1
104.	PS	221	-	Psychology of motivation. learning and memory
105.	PS	241/EPS 225-	-	Child development
106.	PS	311	-	Social psychology
107.	PS	951	-	Psychology of the work environment
108.	PS	461	-	Research methods in Psychology
109.	PS	471	-	Theories of counselling
110.	S	111	-	Internal
111.	S	112	-	Introduction to sociology 1 ✓
112.	S	211	-	Classical sociological theory ✓
113.	S	311	-	Urban sociology
114.	S	321	-	Introduction to social problems
115.	S	421	-	Research methods in sociology and Def.
116.	S	901	-	Industrial sociology
117.	S	915	-	Diaster preparedness and management
118.	S	925	-	Criminology
119.	S	931	-	Theories of age and development
120.	S	961	-	Rural sociology
121.	SE	431	-	Photogrammetry 2
122.	SS	241	-	Research methods in the social sciences
123.	SW	111	-	Introduction to social welfare
124.	SW	<u>231</u>	-	Introduction to interpersonal social work practice methods
125.	SW	<u>311</u>	-	Social policy analysis
126.	SW	<u>321</u>	-	Social research methods
127.	SW	<u>331</u>	-	Analysis of social work intervention
128.	SW	<u>421</u>	-	Evaluative research
129.	SW	435	-	Individual and group dynamics.

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

**1998/99 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS**

**D355: MODERN AFRICAN DRAMA**

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER THREE QUESTIONS. ALL QUESTIONS CARRY EQUAL MARKS. CANDIDATES MAY BRING INTO THE EXAMINATION ROOM AN ENGLISH DICTIONARY AND COPIES OF THE PRESCRIBED TEXTS IN THE COURSE**

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1. Discuss the extent to which African tradition and culture have influenced modern African dramatists in the writing of their plays.
2. On the basis of the plays you have studied in this course, assess the extent to which African playwrights have been able to adapt European modes to suit the African experience.
3. What are the major reasons for and aspects of Ato Yawson's dilemma in the play **Dilemma of a Ghost**? Does the play in your view successfully resolve the dilemma?
4. What do you consider to be the major technical weaknesses of Ama Ata Aidoo's play **The Dilemma of a Ghost**?
5. Discuss the use that J.P. Clark makes of Greek tragedy as a paradigm for his Play **Song of A Goat**.
6. What is the significance of the title of the play **Song of a Goat**? Discuss the symbolic uses made of the goat in the play.
7. Analyse the character of Murano in Wole Soyinka's play **The Road** and explicate the concept of "Agemo" portrayed by Soyinka in the play.

8. Discuss the significance of "death" as a motif in Wole Soyinka's play **The Road**.
9. Discuss Obutunde Ijimere's use of Yoruba mythology and religion in his play **The Imprisonment of Obatala**.
10. What is the role played by Obatala on one hand and Ogum on the other in the Yomba religious pantheon as portrayed by Obutunde Ijemere in **The Imprisonment of Obatala**.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**DEPARTMENT OF LITERATURE AND LANGUAGES**  
**1998-99 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS**

**D411: THEATRE FOR DEVELOPMENT**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS:** Answer two questions from section A and two from section B.

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**SECTION A.**

1. Discuss with examples the concepts of organic and traditional intellectuals
2. Show how the process of conscientization can be attained through the use of theatre of development
3. How does popular theatre as an art differ from popular theatre as an educational process?

**SECTION B**

4. Participatory learning approach is a combination of various techniques. Using your knowledge of PLA discuss any four PLA and show their strengths and weaknesses in promoting change.
5. Critique any one theatre for Development Organization that you know in terms of (a) processes employed (b) relationship with clientele and sponsors (c) achievements.
6. What pitfalls should Theatre for Development practitioners watch over to ensure that theory and practise benefit the marginalised.

**END OF EXAMINATIONS**

**THE UNIVERSITY OF ZAMBIA**

**UNIVERSITY FIRST SEMESTER EXAMINATIONS - <sup>OCTOBER</sup>~~MAY~~ 1999**

**DE 101**

**DEMOGRAPHIC METHODS FOR MIDDLE LEVEL SUPPORT STAFF**

**TIME : THREE(3) HOURS**

**INSTRUCTIONS: ANSWER ANY TWO QUESTIONS FROM SECTION A AND BOTH QUESTIONS IN SECTION B. IN TOTAL YOU SHOULD ANSWER FOUR QUESTIONS.**

**SECTION A**

- Q1(a). Discuss the Vital Registration System(VRS) in Zambia.
- (b) What are the differences between the Vital Registration System and the Population Register?
- (c) What are the uses of the Vital Registration System?
- Q2(a). Define a census, give its advantages and disadvantages and explain the United Nations (UN) recommendations for census taking
- (b) Contrast the Census and Demographic Sample Survey.
- (c) What are the uses of a Census?
- Q3(a). What are the primary and secondary sources of data? Give the advantages and disadvantages of both.
- (b) Compare and contrast the whipple's index and Myers' index. And what are the underlying assumptions of each one.
- (c) What are content and coverage errors? Explain how they are introduced in demographic data.

## SECTION B

Q4(a) The population of Zambia grew from 5,661,801 in 1980 to 7,383,097 in 1990.

- (i) What was the average annual rate of growth?
- (ii) How long will it take the population to double itself? (Assuming census dates were exactly the same during the census years).
- (iii) Differentiate between geometric growth rate method and the Exponential growth rate method.

- (b) Given the following data, (i) calculate whipple's index by sex  
(ii) How would you interpret the results?

Sex	Population (23-62 years)	Population in range 23-62 years on digit	
		0	5
Males	23,166	3,417	3,140
Females	29,996	3,580	3,302

Q5(a). What are the three major reasons for evaluating demographic data?

- (b) Given below are data on age and sex ratios for Zamunda Kingdom based on a census. Analyse the data and evaluate the accuracy of the population data. Compute the United Nations age-sex accuracy index (UN Joint Score). 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

**THE UNIVERSITY OF ZAMBIA**

**UNIVERSITY FIRST SEMESTER DEFERRED EXAMINATIONS**

**DECEMBER 1999**

**DE 101**

**DEMOGRAPHIC METHODS FOR MIDDLE LEVEL SUPPORT STAFF**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER ALL QUESTIONS FROM SECTION A AND SECTION B. IN TOTAL YOU SHOULD ANSWER FOUR QUESTIONS.**

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**SECTION A**

- Q1 (a). What are the primary and secondary sources of data? Give examples from the Zambian situation.
- (b) Give the advantages and disadvantages of primary and secondary sources of data?
- (c) What are content and coverage errors in demographic data? Explain how they are introduced in demographic data.
- Q2 (a). As a Population Consultant you have been contracted by Society for Family Health to give expert advice on whether to carry out a census or survey in order to determine the level of contraceptive use in Zambia. What appropriate method of demographic data collection would you use? Give reasons for choosing a particular method and not the other.
- (b) Give the advantages and disadvantages of a census and explain the United Nations (UN) recommendations for census taking.
- (c) What are the differences between the vital registration system and the Population register?

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

**DEMOGRAPHY DIVISION**

**DE 211 ( MAIN SOURCES OF DEMOGRAPHIC DATA)**

**INSTRUCTIONS :      ANSWER 3 QUESTIONS ONLY**

- Q1. (a) What is a population census?  
(b) Discuss the methods of census counts and  
(c) Give a brief history of census undertaking in Zambia
- Q2. (a) Explain the situation of vital registration in Zambia.  
(b) What are the main problems?
- Q3. (a) Discuss the merits and demerits of  
(i) Census  
(ii) Sample Survey  
(b) Briefly discuss the non-conventional methods of data collection.
- Q4. (a) Discuss the main features of a Census operation.  
(b) What is the difference between Population Registers and vital registration systems.

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**SOCIAL DEVELOPMENT STUDIES DEPARTMENT**  
**DEMOGRAPHY DIVISION**  
**DE 311 (POPULATION COMPOSITION) EXAM**  
**TIME : 3 HOURS**

INSTRUCTIONS: SECTION 'A' IS COMPULSORY. ANSWER ANY 2 (TWO) QUESTIONS FROM SECTION B

SECTION A (COMPULSORY)

Q1(a) The sex rate of a certain population was 102.1.  
Calculate

- (i) Masculinity proportion
- (ii) Per cent Excess/Deficit males

(b) The same population is also represented by the following age distribution.

AGE	POPULATION
0 – 14	11,629
15 – 64	27,277
65+	3,465

- (i) Is the population young or old? Explain.
- (ii) What are the factors behind such an Age Distribution.

(c) The same population is further represented by the following data.

Total population = 12,780

Total marriages = 4,250  
 Population 0 – 14 = 3,557

Calculate

- (i) The Crude Marriage rate
- (ii) General Marriage rate.
- (iii) What are the advantage, and disadvantages of the above rates.

(b) Briefly define the following concepts

- (i) Threshold age
- (ii) Household
- (iii) Singulate mean age at marriage
- (iv) Marriage prevalence

**SECTION B (ANSWER ANY 2 QUESTIONS)**

Q2. Given the following data calculate the median age at marriage of the male and female populations.

AGE	NUMBER OF MARRIAGES	
	BRIDES	GROOMS
15 – 19	121,659	18,200
20 – 24	187,269	106,776
25 – 29	155,200	206,453
30 – 34	112,300	195,470
35 – 39	86,000	147,188
40 – 44	33,170	80,662
45 – 49	7,200	20,236
50+	900	10,111

- i) What are your observations?
- ii) What factors are behind such a Marriage pattern?

Q3. a) Given the following data, calculate the following rates

- i) Age Specific Marriage rates
- ii) Total Marriage Rate.

AGE	POPULATION ('000)	MARRIAGES
15 – 19	6,227	2,126
20 – 24	11,627	4,767
25 – 29	10,264	5,269
30 – 34	9,222	4,227
35 – 39	8,627	3,126
40 – 44	4,464	1,769
45 – 49	3,212	1,221
50 – 54	1,657	500

- b) How does Marriage affect family size and composition?

Q4. a) A certain population is represented by the following age distribution:

AGE	POPULATION ('000)
0 - 4	62,049
5 - 9	60,646
10 - 14	46,200
15 - 19	32,720
20 - 24	28,500
25 - 29	26,200
30 - 34	30,830
35 - 39	28,700
40 - 44	22,650
45 - 49	20,150
50 - 54	17,103
55 - 59	16,200
60 - 64	10,640
65 - 69	10,590
Unknown age	2,768
<b>TOTAL</b>	<b>415,946</b>

Calculate the following:

- i) Proportion of aged persons
- ii) Proportion of children
- iii) Median age

- b)
  - i. Is the population young or old? Explain.
  - ii. Give five uses of age data.

**THE UNIVERSITY OF ZAMBIA**  
**HUMANITIES & SOCIAL SCIENCES - SDS**

**DEMOGRAPHY DIVISION**

**DE311 POPULATION COMPOSITION**

**(DEFERRED EXAM)**

**TIME: 3 HOURS**

**INSTRUCTIONS: Section A is compulsory. Answer any Two (2) Questions from Section B.**

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**SECTION A (COMPULSORY)**

Q1. a) The Masculinity proportion of a certain population was 52.08.  
Calculate:

- i) The Sex ratio
- ii) The percent excess or deficit males

b) Two populations are represented by the following data:

<u>AGE</u>	<u>POP A</u>	<u>POP B</u>
0 - 4	6,227	63,049
5 - 9	5,033	62,039
10-14	10,156	50,729
15-14	13,126	49,337
20-24	17,155	46,129
25-29	23,244	35,629
30-34	27,169	24,679
35-39	12,198	20,009
40-44	10,113	15,659
45-49	9,378	13,111
50-54	6,277	6,849
55-59	3,169	5,224
60-64	2,126	3,644
65+	9,127	10,115
Unknown Age	<u>2,769</u>	<u>1,198</u>
<b>Total</b>	<b>157,267</b>	<b>407,400</b>

- i) Calculate the Median ages for both populations
- ii) What are your observations
- iii) What are the causes of such an age distribution in
  - 1) Population A
  - 2) Population B

## SECTION B

Answer Any Two (2) Questions

Q.2 a) Given the following data

<u>AGE</u>	<u>POP</u>	<u>FIRST MARRIAGES</u>	<u>TOTAL MARRIAGES</u>
15-19	25,166	2,169	2,416
20-24	26,199	6,268	6,664
25-29	24,269	7,126	7,626
30-34	23,118	4,109	5,026
35-39	19,101	3,162	4,291
40-44	16,167	2,171	4,679
45-49	14,179	902	2,196
50-54	9,127	500	1,156

Calculate

- i) Age Specific First Marriage Rates
  - ii) Age Specific Remarriage Rates
  - iii) Total Marriage Rate
  - iv) Total Remarriage Rates
- b) Define the following concepts:
- i) Divorce
  - ii) Nuptiality
  - iii) Polygamy
  - iv) Marriage prevalence

Q.3 a) Given the following data, calculate the age standardized first Marriage rates for the following male and female population.

AGE	ASFMR		STANDARD POP (M+F)
	Males	Females	
15-19	0.020	0.256	1,708,183
20-24	0.217	0.324	976,991
25-29	0.256	0.465	862,915
30-34	0.364	0.427	722,216
35-39	0.563	0.329	609,256
40-44	0.426	0.269	407,767
45-49	0.346	0.106	207,269
50-54	0.201	0.060	202,321
55+	0.090	0.010	346,567
<b>TOTAL</b>	-	-	<b>6,043,485</b>

- b) What are your observations  
 c) What factors affect divorce in any given population

Q.4 a) Given the following data, calculate the Mean household sizes for the given Years.

YEAR	TOTAL POP ('000)	NUMBER OF HOUSEHOLDS ('000)
1955	6,001	1,364
1960	8,276	2,644
1965	9,727	3,121
1970	11,649	5,647
1975	10,126	6,249
1980	9,464	7,627
1985	12,767	7,729
1990	13,269	8,722
1995	14,763	8,844

- b) What are your observations?  
 c) What could be the cause of the changes in the mean household sizes?  
 d) Define the following concepts:
- i) Household
  - ii) Family
  - iii) Housing Unit
  - iv) Family of Procreation.

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THE UNIVERSITY OF ZAMBIA

UNIVERSITY FIRST SEMESTER EXAMINATIONS - ~~MAY~~ 1999

OCTOBER

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). Explain clearly 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) What is the relevance of the concept of person - years in demographic analysis, and how does it differ from the concept of the mid-year population?
- (c) The population of Zambia grew from 5,661,801 in 1980 to 7,383,097 in 1990.
- what was the average annual rate of growth?
  - How long will it take the population to double itself? (Assuming Census dates were exactly the same during the census years).
  - Differentiate between geometric growth rate method and the exponential growth rate method.
- Q2(a). Discuss the Vital Registration System(VRS) in Zambia.
- (b) What are the uses of the Vital Registration System?
- (c) How is the Vital Registration System different from the Population Register?
- Q3(a). Define a census, give its advantages and disadvantages and explain the United Nations (UN) recommendations for census taking.
- (b) Contrast the Census and Demographic Sample Survey.
- (c) What are the uses of a Census?

## 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.
- (c) Given below are data on age and sex ratios for Zamunda Kingdom based on a census. Analyse the data and evaluate the accuracy of the population data. Compute the United Nations age-sex accuracy index (UN Joint Score). 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) Given the data below adjust age group 20-24 using the UN five point formula.
- (d) Use the same data to adjust for the age group 20-24 using the Carrier-Farrag Ratio method and comment on the results in (c) and (d).

<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). What is standardization? Why do Demographers use the technique of standardization?
- (b) Show 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, choose an appropriate standardization technique and calculate the standardized crude death rate (CDR) of Country A using Country B as a standard. Comment on the results.

<u>Age Group</u>	<u>Country A ASDRs</u>	<u>Country A Popn</u>	<u>Country B ASDRs</u>	<u>Country B Popn</u>
0-4	38.2	450	29.4	230
5-24	1.0	1,400	0.9	1,200
25-44	3.2	1,620	2.1	1,400
45-64	12.1	1,320	10.9	1,190
65+	99.8	500	87.2	390
CDR	33.1		25.6	

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**END OF EXAMINATION**

**\*GOOD LUCK\***

**THE UNIVERSITY OF ZAMBIA**

**UNIVERSITY FIRST SEMESTER DEFERRED EXAMINATIONS**

**DECEMBER - 1999**

**DE 321**

**METHODS OF DEMOGRAPHIC DATA COLLECTION AND EVALUATION**

**TIME : THREE(3) HOURS**

**INSTRUCTIONS: ANSWER ONE QUESTION FROM SECTIONS A AND B, AND ALL THE QUESTIONS IN SECTION C. IN TOTAL YOU SHOULD ANSWER FOUR QUESTIONS.**

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**SECTION A**

- Q1(a). Discuss the Vital Registration System(VRS) in Zambia. And suggest how its performance can be improved.
- (b) Discuss the non – sampling errors found in censuses and surveys, and how they are introduced?
- (c) What are the main differences between a vital registration system and a population register?
- Q2(a) “The Population register as a method of demographic data collection has no future in Zambia.” Discuss.
- (b) Explain the United Nations (UN) recommendations for census taking. And give the uses of a census.
- (c) Compare and contrast a Population census and Demographic survey.

## **SECTION B**

- Q3(a). Compare and contrast the Whipple's index and Myers' index. And what are the underlying assumptions of each one.
- (b) What are the three major reasons for evaluating demographic data?
- (c) Given below are data on age and sex ratios for Country A based on a census. Analyse the data and evaluate the accuracy of the population data. Compute the United Nations age-sex accuracy index (UN Joint Score). Comment on your results.

<b><u>Age Group</u></b>	<b><u>Age Ratios</u> <u>Males</u></b>	<b><u>Age Ratios</u> <u>Females</u></b>	<b><u>Sex Ratio</u></b>
0-4	—	—	98.6
5-9	99.9	100.8	98.0
10-14	101.6	98.4	99.1
15-19	107.9	108.1	93.7
20-24	93.9	99.0	86.6
25-29	91.9	94.9	87.2
30-34	106.6	100.7	96.2
35-39	87.0	83.8	97.8
40-44	100.8	107.0	91.0
45-49	95.4	92.0	94.9
50-54	103.2	113.2	92.3

- Q4(a). Discuss the consequences of not evaluating and adjusting demographic data in the context of National Development planning.
- (b) Clearly outline the differences between demographic data evaluation and Adjustment, and what is involved in each one of them?
- (c) Given the data below adjust age group 20-24 using the Carrier-Farrag Ratio method and comment on the results.

<u>AGE</u>	<u>POPN</u>	<u>AGE</u>	<u>AGE</u>	<u>AGE</u>	<u>POPN</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

## SECTION C

Q5(a) Consider the following information for Soul City and calculate the total number of person-years of exposure to the risk of dying.

Population at 01/01/1998 = 20,000.

<u>Quarter</u>	<u>Births</u>	<u>Deaths</u>
1	3,000	1,500
2	3,100	1,200
3	2,800	1,000
4	2,400	800

Assume that the population is closed to migration, no person experiences more than one event, and events occur in the middle of each quarter. Also assume that each month has 30 days.

(b) Explain clearly 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'.

- (c) Calculate the number of person-years of exposure to risk of dying for 50 persons that were born in the middle of the first quarter and died at the end of the last quarter.

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

- (b) By using examples, show how crude rates prove to be less useful when attempting to make comparisons of demographic processes between different populations.
- (c) Compare and contrast direct and indirect methods standardization.
- (d) Using the given data for Salt Lake country, choose an appropriate standardization technique and calculate the standardized crude death rates (CDR) for Soul City and Lost City. Comment on the results.

<u>Age Group</u>	<u>SaltLake ASDRs</u>	<u>Soul City Popn</u>	<u>Lost City Popn</u>
0-19	2.08	341	396
20-39	1.61	340	346
40-59	7.98	435	303
60+	46.20	331	101
Total	CDR (12.5)	1,447	1,146
Actual deaths		2,295	841

**END OF EXAMINATION**

**\*GOOD LUCK\***

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

**FIRST SEMESTER DEFERRED EXAMINATIONS 1998/99  
ACADEMIC YEAR**

**DE 401: RESEARCH METHODS IN DEMOGRAPHY**

**TIME: THREE HOURS**

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

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1. Identify and discuss the main steps in the scientific methodology of acquiring knowledge about the world around us.
2. What do you understand by the concept "variable"? With your own examples, identify and define the important variables that need to be considered when undertaking research.
3. Sampling is an important component in research. What do you understand by sampling? Identify the main types of sampling paying particular attention to the strengths and weaknesses of each type.
4. Identify the major types of Research Design and discuss their strengths and weaknesses.

**END OF EXAM  
GOOD LUCK!**

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

**DE 411**  
**ADVANCED TECHNICAL DEMOGRAPHY**

**TIME: THREE HOURS**  
**ANSWER: FOUR QUESTIONS**

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1. a) What are the main types, major uses and shortcomings of models in demographic analysis? Give examples from the African and especially the Zambia situation.  
b) Compare and contrast direct and indirect techniques of demographic analysis.
2. Outline the procedure for estimating age-specific fertility rates and total fertility rate. Discuss the merits and demerits of the procedure.
3. USAID through ZIHP has hired you as a consultant demographer to plan for the analysis of the year 2000 census. The organization is worried that existing methodologies on child survival estimations may not work in situations of deteriorating under-five mortality levels.
  - a) In this circumstances, explain why you would rather estimate under-five mortality than Infant Mortality.
  - b) Why would you discourage the use of child survival figures to estimate adult mortality in Zambia?
  - c) Outline the procedure for estimating childhood mortality for Zambia using Brass, Sullivan and Trussell methods.
  - d) Critically examine the basic assumptions underlying these methods and compare and contrast them.
  - e) What types of errors are likely to distort the basic data and how would you eliminate them?
4. a) Compare and contrast reverse survival method and backward projections.  
b) Explain the basis of these methodologies giving main procedures in their computations.  
c) Explain the basic assumptions underlying these procedures and estimations.
5. a) Compare and contrast "Mathematical" and "Component" methods of projecting a population.  
b) Describe in detail how you would estimate future births in a population projection exercise based on the "Component" method.

**END OF EXAM**

# THE UNIVERSITY OF ZAMBIA

## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

### DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES

#### DE 901: POPULATION CHANGE AND DEVELOPMENT

TIME: 3 HOURS

INSTRUCTIONS: ANSWER ANY THREE OF THE FOLLOWING QUESTIONS.

1. Show how demographic overheads may negatively and positively affect economic growth.  
Conclude by showing which side of the argument is most persuasive.
2. Comment on the effect of the following factors on the provision of housing in Zambia.
  - (a) Rapid Urbanisation
  - (b) High levels of population growth rates
  - (c) Widespread poverty in urban areas
  - (d) Scarcity of resources
3. How far is it the case that rapid population growth in developing countries is responsible for global environmental degradation.
4. In developing countries, the large part of the population is under 20 years due to high fertility. This has posed a problem to development variables.  
Discuss.
5. Critically discuss the consequences of a 'gender blind' population policy. Give specific examples.
6. Reproductive health has over the years emerged as an issue of concern in the world. Discuss some of the major reasons for this.
7. Examine the relationship between food security and population growth.
8. To what extent is the Demographic transition theory applicable in Developing Countries.

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

OCTOBER 1999 FIRST SEMESTER EXAMINATIONS

DS 101: INTRODUCTION TO DEVELOPMENT STUDIES I

INSTRUCTIONS:

- I. TIME : 3 HOURS
- II. QUESTION 1 IS COMPULSORY
- III. ANSWER ANY OTHER TWO QUESTIONS
- IV. ANSWER IN CLEAR GOOD ENGLISH

1. Using Zambia as Case Study critically analyze the major factors behind the economic underdevelopment in many Developing Countries today.
2. Discuss the major ways in which rapid population may constrain economic development in Developing Countries.
3. Define Sustainable development and highlight the extent to which it can be used as a useful tool for Development Planing.
4. Examine the concept of Poverty in the Context of a Developing economy and highlight what measures can be put in place to moderate or eliminate Poverty in this group of Countries.
5. Discuss the Main tenets of the Dependency theory and highlight its analytical relevance to development process in Developing Countries.
6. Globalisation has a positive developmental effect on Developing Countries. Critically analyze the above Statement.

END OF EXAMINATION

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

DS 201: THEORIES OF SOCIAL AND POLITICAL DEVELOPMENT IN LESS  
DEVELOPED COUNTRIES

UNIVERSITY FIRST SEMESTER EXAMINATION - OCTOBER, 1999

TIME : THREE (3) HOURS

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

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1. What do you understand by Social and political changes in less developed countries?
2. What are the Strength and the weaknesses of the evolutionary theories?
3. How scientific is the functionalist theories of change?
4. How far do you agree with Karl Marx that to claim an existence of democracy in the midst of inequality is a misrepresentation of reality?.
5. How far do you agree with Levi-Strauss that no culture is better than the other?.  
The safest statement that can be made is that cultures are different.
6. Compare the liberal theories of imperialism with the radical ones. Which of these theories reflect the Third World realities?
7. Discuss Durkheim's assumption that all societies move from simple societies to complex ones.

**END OF EXAMINATION**

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
DEPARTMENT OF DEVELOPMENT STUDIES

DS 301: AGRICULTURAL AND RURAL DEVELOPMENT IN DEVELOPING COUNTRIES

FIRST SEMESTER EXAMINATIONS OCTOBER, 1999.

**INSTRUCTIONS:**

1. Answer any three Questions
2. The Examination consists of Six(6) Questions
3. Time Allocated in Three (3) hours.

- Q1. Critically discuss the effect of Structural Adjustment Programme (SAP) on Agricultural Production.
- Q2. Outline and Explain the Project Cycle Stages.
- Q3. Discuss the effects of Government Agricultural Policy on Agricultural Production under a Liberalized Market Environment.
- Q4. Discuss the Objective of Agricultural Projects.
- Q5. Compare and contrast the Economic nature of Traditional Agricultural Sector and that of Modern Agricultural Sector.
- Q6. In What ways can Farmer's out put prices be altered by Government intervention?

END OF EXAMINATION AND GOOD LUCK

**THE UNIVERSITY OF ZAMBIA**

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

**UNIVERSITY FIRST SEMESTER EXAMINATIONS - OCTOBER, 1999**

**DS 401: TECHNOLOGY AND DEVELOPMENT I**

**TIME : THREE (3) HOURS**

**INSTRUCTIONS:** The exam consists of seven (7) Questions. Answer three (3) questions. Question one(1) is Compulsory, but you are free to choose the other two questions from two (2) to seven (7). Question One (1) is worth forty (40) marks, the rest carry thirty (30) marks each. Credit will be given for good grammar and legible handwriting.

1. Critically analyze the view that the privatisation of the Zambia Consolidated Copper Mines (ZCCM) is bound to result in an injection of capital and technology into the mining Sector which will stimulate economic growth and development in the rest of the economy.
2. Describe and discuss the consequences of technological dependence and suggest two options for reducing it.
3. Compare and contrast Raphael Kaplinsky's concepts of machinofacture and systemofacture.
4. Why is the concept of appropriate technology difficult to operationalize into a development Strategy?
5. Explain why technology transferred from developed countries to developing countries fails to achieve the same high levels of productivity
6. Explain the role of Science and technology indicators in the development process and comment on how well developing countries have done in this realm.
7. Critically analyze the factors affecting the new protectionism in the global economy.

**END OF EXAMINATION**

THE UNIVERSITY OF ZAMBIA  
UNIVERSITY FIRST SEMESTER EXAMINATIONS - OCTOBER 1999

DS 411: RESEARCH METHODS IN SOCIAL SCIENCES

TIME: 3 HOURS

**INSTRUCTION:** ANSWER ONLY THREE (3) QUESTIONS. TWO OTHER QUESTIONS SHOULD BE CHOSEN FROM SECTION TWO (2)

**SECTION ONE**

1. Discuss briefly each of the following concepts; giving concrete example where possible:
  - a) Front matter
  - b) Main text
  - c) Back matter
  - d) Appendices
  - e) Ordinary and indented quotations
  - f) Empathy
  - g) Sic
  - h) Two types of Omission in a sentence
  - i) Triangulation
  - j) Research as opposed to a dogma

**SECTION TWO**

2. Examine the significance of pre-testing in research. In amplifying your answer, tabulate the reasons which demonstrate the relevance of pre-testing in the process research.
3. What is a questionnaire? What types of questions should a researcher include in a questionnaire (and why?) and how does a questionnaire differ from an interview guide?
4. Discuss the various sampling techniques as discussed in this course. In what types of studies could any of these techniques be used? In view of your answer; explain the four biases which a researcher could introduce in sampling.

5. What is literature review and why is it an important step in research work?  
How is literature review affected by a new or old topic?
  
6. In choosing a study topic, there are a number of issues or factors which a researcher should consider. What are these issues or factors?  
How can a researcher deal with these issues or factors in order for him/her to undertake research successfully?

END OF EXAMINATION

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

UNIVERSITY FIRST SEMESTER EXAMINATION - OCTOBER, 1999

DS 901: THE FAMILY IN HISTORICAL AND THEORETICAL PERSPECTIVE

TIME: THREE (3) HOURS

INSTRUCTION: Answer three questions. Credit will be given for good English and orderly presentation of ideas. Those who do not keep these essentials will be punished.

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1. What is a family? Is it a social phenomenon or a biological one?
2. How scientific is Morgan's description of societies into two types using the terminologies used in that society to determine whether that society is classificatory or descriptive?
3. How far will you agree with Kroeber's assumption that terms of relationship reflect psychological attitudes rather than Sociological ones?
4. Radcliffe - Brown claims that marriage is a rearrangement of social structure. Do you agree with him? What are your reasons?
5. How far will you agree with Levi-Strauss that terms of relationships are arbitrary systems of representation and not the spontaneous development of a real situation?
6. What is a female-headed household? Is it a healthy environment for children-upbringing?
7. How ideal is Plato's ideal family?

END OF EXAMINATION

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

NOVEMBER, 1999 FIRST SEMESTER DEFERRED/SUPPLEMENTARY  
EXAMINATIONS

DS 901: THE FAMILY IN HISTORICAL AND THEORETICAL PERSPECTIVE

**INSTRUCTIONS:**

TIME : THREE (3) 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 a family? Is it a Social or a Biological phenomenon?
  2. How far do you agree with Kroeber's assumption that terms of relationship reflect psychological attitudes rather than Sociological ones.?
  3. What is the nature of a pre-capitalist family? Can the modern family learn any thing from that form of a family?
  4. How far will you agree that there is a relationship between the way people produce their daily necessities of life and their family patterns?

**END OF EXAMINATION**

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIS AND SOCIAL SCIENCES  
DEPARTMENT OF DEVELOPMENT STUDIES

DS 911: WOMEN AND DEVELOPMENT THEORIES AND PRACTICES

UNIVERSITY FIRST SEMESTER EXAMINATION OCTOBER, 1999

INSTRUCTIONS

- 1). QUESTION 1 in SECTION A is COMPULSORY. All Candidates are Expected to Answer this Question.
- 2). Answer One Question from Section B and One from Section C.

1. SECTION A: COMPULSORY QUESTION

Feminist theory is not one, but many theories or perspectives and these attempt to describe Women's Oppression, to explain its causes and consequences and they prescribe strategies for women's liberation. Select any 2 of the following feminist theories and describe their explanation for women's oppression as well as their strategies for women's Liberation.

- 1) Radical Feminism
- 2) Liberal Feminism
- 3) Socialist Feminism

SECTION B

2. The Women in Development (WID) and Gender and Development (GAD) are approaches that deal with the situation of women and men in the development process. These approaches have points of convergence and points of divergence in their origins, strategies and issues concerning men and women. Discuss the differences and similarities of the WID and GAD approaches. What are their implications for men and women in Zambia today.

University of Zambia  
School of Humanities and Social Sciences  
First Semester Examinations Oct 1999

MC 921  
Principles of Photojournalism

**Time:- Three hours.**

**Answer all questions.**

1. What do you understand by the term photography.
2. What are the main stages of the photographic process and what happens at each stage?
3. The darkroom has got two sides. What are these sides and what happens on each of these sides?
4. What do you understand by local control of exposure?
5. Photographic exposure is a product of illumination and time. When taking a picture what factors influence your choice of shutter speed / aperture combinations in a particular exposure?
6. List the numbers from f1 to f32 and the shutter speeds from 1 sec to 1000th of a sec.
7. What are the functions:-
  - (a) The lens
  - (b) The aperture
  - (c) The iris diaphragm
  - (d) the shutter
  - (e) The focusing device
8. What is the difference between the Single Lens Reflex SLR and the Twin Lens Reflex TLR camera?

9. Photography went through many stages of development before becoming functional as we know it today. State the different discoveries both physical and chemical that took place during this early period.

10. What do you understand by the grey scale and how does it work in photography?

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

NOVEMBER, 1999 FIRST SEMESTER DEFERRED/SUPPLEMENTARY  
EXAMINATIONS

DS 925: PROJECT APPRAISAL

**INSTRUCTIONS:**

1. TIME: THREE (3) HOURS
  2. QUESTION 1 IS COMPULSORY
  3. ANSWER ANY OTHER TWO QUESTIONS IN ADDITION TO QUESTION 1
  4. ALL QUESTIONS CARRY EQUAL MARKS
- 

1. Briefly explain the following:
  - a) Factors influencing the Time Value of Money
  - b) The Net Present Value (NPV) of a Project.
  - c) Internal Rate of Return
  - d) Financial and Economic Analysis in a Project.
  - e) Differences in Differences Approach.
2. What is a Project and what are the three major ways by which a Project can be identified.
3. Describe the main features of interactive Project Planning.
4. Describe the Project Cycle Phases explaining what is Involved in every Stage.

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

UNIVERSITY FIRST SEMESTER EXAMINATIONS - OCTOBER, 1999

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. What do you understand by the Concept 'Environmental degradation'? To what extent is the process of environmental degradation man made or a natural outcome?

**SECTION B**

2. To what extent is population growth part of the problem or the Solution to the problem of environmental degradation in developing Countries? Discuss using relevant theories on population.
3. Conservation is no longer best achieved by the establishment of protected areas that exclude human use. Discuss.

### **SECTION C**

4. 'Far from being a major source of environmental degradation in developing Countries, adjustment policies appear, on balance, to, have a bias in favour of the environment'. Critically discuss.
5. How does EIA differ from other tools of economic measurement? Discuss its significance and some of the problems associated with it.

**END OF EXAMINATION GOOD LUCK**

DEPARTMENT OF DEVELOPMENT STUDIES

UNIVERSITY FIRST SEMESTER DEFERRED EXAMINATIONS -  
NOVEMBER, 1999

DS 955: ENVIRONMENT AND DEVELOPMENT IN DEVELOPING COUNTRIES

TIME: THREE (3) HOURS

**INSTRUCTIONS:**

1. ANSWER ANY THREE (3) QUESTIONS
  2. ALL QUESTIONS CARRY EQUAL MARKS
- 

1. The world is divided into the temperate and tropical climates. Discuss the main features that distinguish the two. Is the tropical environment inherently fragile? Elaborate your answer.
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. "Community-based natural resource management" concept evolved in response to the failure of the "protected area" approach that excluded human use in the conservation areas. While drawing examples from Zambia discuss the pitfalls of the latter and the significance of the former.
4. Define and discuss the significance of EIA in development planning. What are some of the challenges facing this development planning tool?

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**1998/99 FIRST SEMESTER SUPPLEMENTARY EXAMINATION**

**E111: COMMUNICATION AND STUDY SKILLS (DISTANCE EDUCATION)**

ANSWER ALL FOUR QUESTIONS

TIME: THREE HOURS

1. The following passage contains too many short sentences. Rewrite the passage in such a way that it flows more easily.

We started at 22:15. It was quite dark. We had one and three-quarter hours in which to cross the boundary. The moon would rise shortly after midnight. First of all we had to cross a road. We reached it after a quarter of an hour's walk. We crossed it with the greatest care. We then came to a water-meadow. We went on our hands and knees. It was hard work pushing our way through the water-meadow on our hands and knees. We made a swishing noise in doing so. We were afraid that we might be heard. (25)

2. Compose sentences to show that you understand the use of these words as verbs: sense, stem, seal, harm, rain, land, approach. (28)

2. Write down the adjectival form of each of the following nouns: storm, folly, fury, strength, chaos, tact, circle, merit, custom (9)

4. Read the following passage and answer the questions printed below

The prospect before the educated girl today is very different from the one which faced her mother. Opportunities for employment are no longer limited and there are very few fields of work which are closed to girls. The demand for trained recruits to many professions far exceeds the supply, and in the fields of scientific and technological work this country is attempting to double the annual output of trained men and women within the next few years.

Since the ratio between the sexes is now roughly equal, the modern girl naturally expects to marry and it is part of the pattern of our society that she marries young. This leads many girls to feel that it is a waste of time and effort to embark on lengthy and difficult training, but this is a short-sighted point of view. The country needs skilled and qualified workers to fill the increasing number of posts which arise. The contribution of women is a vital factor in our national economy. With the earlier age of marriage it is hoped and expected that many women who have left professional or skilled employment to undertake family responsibilities will return to work, perhaps on a part-time basis, later on when their children are beginning to grow up. Though much technical knowledge becomes out-of-date very quickly, basic skills and attitudes of mind do so much less readily. A trained worker may not be able to return to work and pick up her old work where she left off, but she can usually do a very valuable and interesting job.

- (a) What reasons are given in the passage for the statement in

- the first sentence? *Answer in your own words* (5)
- (b) Why do many girls 'feel that it is a waste of time and effort to embark on a lengthy and difficult training'? (lines 12-13). *Answer in your own words.* (4)
- (c) Distinguish in meaning between '*skilled* and *qualified* workers' (line 14). (3)
- (d) Express in your own words:
- (i) The contribution of women is a vital factor in our national economy (line 16) (3)
- (ii) Though much technical knowledge becomes out-of-date very quickly, basic skills and attitudes of mind do so much less readily (lines 21-3). (3)
- (e) Explain what is meant by:
- (i) a short-sighted point of view (3)
- (ii) on a part-time basis (2)
- (f) Comment on the style and grammar employed in the passage (15)

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**DEPARTMENT OF LITERATURE AND LANGUAGES**  
**1998-99 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATION**

**EL21: INTRODUCTION TO WRITING SKILLS AND PROSE FICTION**

**TIME: THREE HOURS**

**INSTRUCTIONS:** Answer THREE questions in short essay form. Marks will be awarded for clarity and coherence. Candidates may bring with them into the examination room a copy of an English Dictionary.

---

In the book of **Genesis** is the character of Joseph realistic or unrealistic. Is he portrayed as too good to be true?

In **The Odyssey**, describe the culture of the Phaccians bringing out clearly its salient features that even impressed Odysseus.

In **The Beautiful Ones Are Not Yet Born** how true is the claim that the poor are trapped by their conditions of existence? Are they powerless to do anything about their situations?

Comment on the narrative order in **Maru**. Show how it either strengthens or weakens the book.

In **'The Short happy life of Francis Macomber'** how does Hemingway achieve multivalence?

In **'The Snows of Kilimanjaro'** how does modernism affect the composition of the story?

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**DEPARTMENT OF LITERATURE AND LANGUAGES**  
**1998-99 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATION**

**E121: INTRODUCTION TO WRITING SKILLS AND PROSE FICTION**

**TIME: THREE HOURS**

**INSTRUCTIONS:** Answer THREE questions in short essay form. Marks will be awarded for clarity and coherence. Candidates may bring with them into the examination room a copy of an English Dictionary.

---

1. In the book of **Genesis** is the character of Joseph realistic or unrealistic. Is he portrayed as too good to be true?
2. In **The Odyssey**, describe the culture of the Phaccians bringing out clearly its salient features that even impressed Odysseus.
3. In **The Beautiful Ones Are Not Yet Born** how true is the claim that the poor are trapped by their conditions of existence? Are they powerless to do anything about their situations?
4. Comment on the narrative order in **Maru**. Show how it either strengthens or weakens the book.
5. In **'The Short happy life of Francis Macomber'** how does Hemingway achieve multivalence?
6. In **'The Snows of Kilimanjaro'** how does modernism affect the composition of the story?

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCE**  
**DEPARTMENT OF LITERATURE AND LANGUAGES**  
**1998/99 ACADEMIC YEAR FIRST SEMESTER SUPPLEMENTARY AND**  
**DEFERRED EXAMINATIONS - DISTANCE**

**E121 INTRODUCTION TO WRITING SKILLS AND PROSE FICTION**  
**(FOR DISTANCE STUDENTS ONLY)**

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER *THREE* QUESTIONS. MARKS WILL BE AWARDED FOR CLARITY AND DETAIL. CANDIDATES MAY BRING WITH THEM INTO THE EXAMINATION ROO A COPY OF AN ENGLISH DICTIONARY**

*next page to*

1. Comment on the following characters in *The Odyssey*:  
Menelaus, Agammemnon and Helen.
2. In the book of *Genesis* what do we learn about the nature of goodness? Discuss this by referring to some of the personalities found in the book
3. Is it true that the *Beautiful Ones Are Not Yet Born* is merely a text which calls for legalisation of the taking of Marijuana?
4. In *Maru* evaluate the values that the writer is putting across.
5. Account for the drabness that is found in the story 'The snows of Kilimanjaro'?
6. Comment on the role of literary journals in the emergence of African fiction

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**DEPARTMENT OF LITERATURE AND LANGUAGES**  
**1998-99 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS**

**E211: THE STRUCTURE OF MODERN ENGLISH I**  
**(PHONETICS AND PHONOLOGY)**

**TIME: THREE HOURS**

**INSTRUCTIONS: ATTEMPT ALL FOUR (4) QUESTIONS**

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1. (a) Draw a vowel chart and indicate on it the positions of the English monophthongs as precisely as possible.
- (b) Describe the English diphthongs and give the phonemic symbol for each of them

(Total: 25 marks)

2. Describe the manner of articulation for each of the following consonant sounds, giving examples from English.
  - (i) Plosives
  - (ii) Fricatives
  - (iii) Laterals
  - (iv) Affricates
  - (v) Nasals
3. Discuss the concept of allophone and the procedure for its identification, giving examples from English.
4. Write short notes on each of the following:
  - (i) syllabic structure in English
  - (ii) assimilation
  - (iii) contrastive stress in English
  - (iv) minimal pairs
  - (v) consonant cluster

**End of Examination**

**THE UNIVERSITY OF ZAMBIA  
UNIVERSITY DEFERRED/SUPPLEMENTARY  
EXAMINATIONS, NOVEMBER, 1999**

**E 211: THE STRUCTURE OF MODERN ENGLISH I -  
PHONETICS AND PHONOLOGY  
(DISTANCE EDUCATION ONLY)**

**TIME: THREE HOURS**

**INSTRUCTIONS TO CANDIDATES:**

**ANSWER ALL THE FOUR (4) QUESTIONS**

1. Describe the manner of articulation for each of the following consonant sounds, giving examples from English.
  - (i) Plosives
  - (ii) Fricatives
  - (iii) Laterals
  - (iv) Affricates
  - (v) Nasals
  
2. Discuss the relationship between phones and phonemes in English Phonology and explain how each is identified.
  
3. Write short notes on each of the linguistic concepts given below.
  - (i) Contrastive stress in English
  - (ii) Syllabic structure in English
  - (iii) Assimilation
  - (iv) Allophone
  - (v) Plosive cluster in English
  
4. Discuss the procedure for describing English consonant sounds.

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**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**DEPARTMENT OF LITERATURE AND LANGUAGES**

**1998-99 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATION**

**E221: ENGLISH LITERATURE FROM THE ELIZABETHAN PERIOD TO THE  
18<sup>TH</sup> CENTURY**

**TIME: THREE HOURS**

**INSTRUCTIONS:** Answer THREE questions one from each section. (section A carries  
40 marks; sections B and C carry 30 marks each).

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**SECTION A: POETIC ANALYSIS**

1. Write a critical analysis of the poem printed below, giving attention to:- metre: rhyme-scheme; development of theme; figurative language (including imagery); syntactic features; level(s) of style.

William Shakespeare: Sonnet 116

Let me not to the marriage of true minds  
Admit impediments; love is not love  
Which alters when it alteration finds,  
Or bends with the remover to remove: 5  
O, no, it is an ever-fixed mark,  
That looks on tempests and is never shaken;  
It is the star to every wand'ring bark,  
Whose worth's unknown, although his highth be taken.  
Love's not Time's fool, though rosy lips and cheeks 10  
Within his bending sickle's compass come;  
Love alters not with his brief hours and weeks,  
But bears it out even to the edge of doom.  
If this be error and upon me proved,  
I never writ, nor no man ever loved.

Glossary

Mark (line 5): seamount (cf. Landmark)

Fool (line 9): slave or victim

His (line 10) refers to "Time".

## SECTION B: SHAKESPEARE AND MARLOWE

Answer one of the following questions

1. "The true hero of **I Henry IV** is not a single individual but a whole nation – England itself". What is your view?
2. "**King Lear** demonstrates not the invincibility of evil but its sterility". Discuss this assertion.
3. Some critics detect disturbing inconsistencies in Marlowe's depiction of Dr Faustus. Was Marlowe himself uncertain of the nature of Faustus's character and quest?

## SECTION C: MILTON AND GRAY

Answer ONE of the following questions

"Eve fell through Pride" (C.S.Lewis). Is this an over simplified view of the situation depicted in **Paradise Lost** Book IX?

Commenting on the neo-classical drama of the 17<sup>th</sup> century, Dr Johnson wrote that the observance of the three ~~writes~~ of ( ~~theme~~, place, action) gave "more trouble to the author *time* than pleasure to the auditor". Bearing this comment in mind, assess what (if anything) is gained by Milton's strict maintaining of the ~~writes~~ in **Samson Agonistes**. *unities*

Read the stanzas from Gray's **Elegy** which are printed below and answer the questions which follow. Stanzas are numbered for convenience.

12

Perhaps in this neglected spot is laid  
Some heart once pregnant with celestial fire;  
Hands, that the rod of empire might have sway'd,  
Or wak'd to extasy the living lyre.

13

But Knowledge to their eyes her ample page  
Rich with the spoils of time did ne'er unroll:  
Chill Penury repress'd their noble rage,  
And froze the genial current of the soul.

14

Full many a gem of purest ray serene,  
The dark unfathom'd caves of ocean bear:  
Full many a flower is born to blush unseen,  
And waste its sweetness on the desert air.

Some village-Hampden, that with dauntless breast  
The little Tyrant of his fields withstood;  
Some mute inglorious Milton here may rest,  
Some Cromwell guiltless of his country's blood.

16

Th' applause of list'ning senates to command,  
The threats of pain and ruin to despise,  
To scatter plenty o'er a smiling land,  
And read their hist'ry in a nation's eyes

17

Their lot forbade; nor circumscribed alone  
Their growing virtues, but their crimes confined  
Forbade to wade through slaughter to a throne  
And that the gates of mercy on mankind

- (a) Express **in your own words** the prose sense of the passage. (8)
- (b) What effect is produced by stanza 17? (2)
- (c) What contribution do syntactic features make to the communication of the poet's meaning (8)
- (d) What appears to you of particular interest in Gray's use of figurative language? (8)
- (e) Describe the diction employed in the passages (2)
- (f) What is the mood of the passage? (2)

**END OF EXAMINATIONS**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**DEPARTMENT OF LITERATURE AND LANGUAGES**  
**1998-99 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS**

**E311: SEMANTICS**

**TIME; THREE (3) HOURS**

**INSTRUCTIONS;** Answer four (4) questions. Credit will be given to examples from both English and Zambian Languages.

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1. What is a semantic theory, and what types of meaning should it deal with?
2. "Fuzziness is a fact of life in the realm of semantics". Discuss prototype theory in the light of this assertion.
3. Compare semantic feature (atomic globule) or componential) theory and network theory as approaches to the description of meaning.
4. "The sense of an expression can be thought of as the sum total of its sense properties and sense relations with other expressions". Show how these properties and relations – at both word and sentence level – operate and intersect on both paradigmatic and syntagmatic dimensions.
5. "Reference is accomplished by making a description of what is to be referred to, that is complete enough to allow the addressee to find the referent". Discuss the various types of reference in the context of this observation.
6. Discuss and illustrate the differences between propositional meaning and sentence meaning.

**END OF THE EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**DEPARTMENT OF LITERATURE AND LANGUAGES**  
**1998-99 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATION**

**E351: AFRICAN LITERATURE UP TO THE LATE 1960s**

**TIME: THREE HOURS**

**INSTRUCTIONS:** Answer **THREE** Questions in short essay form. Marks will be awarded for clarity and coherence. Candidates should also show sufficient rigour in analysis. A copy of an English Dictionary is allowed for each candidate.

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1. Discuss Achebe's novel **Things Fall Apart**, as a tragedy.
2. Write briefly on the following: Waiyaki, Muthoni, Joshua, Kabonyi and Kinuthia.
3. Given the perspective of the Eurocentric critics what criticisms would be levelled at **Arrow of God**.
4. What is revealed about the man Peter Abrahams in the novel **Mine Boy**?
5. The short stories in **Quartet** are urban based . How do you explain the obsession with the urban setting in the South African prose fiction?

**END OF EXAMINATION**

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

**1998/99 ACADEMIC YEAR FIRST SEMESTER DEFERRED AND  
SUPPLEMENTARY EXAMINATIONS**

E351: AFRICAN LITERATURE UP TO THE LATE 1960s

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER THREE QUESTIONS. MARKS WILL BE AWARDED FOR CLARITY AND COHERENCE. A COPY OF AN ENGLISH DICTIONARY IS ALLOWED FOR EACH CANDIDATE**

1. Comment on the following characters: Unoka, Obierika and Mr. Brown.
2. Comment on the role of the gods in Arrow of God.
3. What western influence can you see in The River Between?
4. What values is Peter Abrahams trying to teach his readers in Mine Boy?
5. In Quartet which story deals with the theme of defiance in the most successful manner?
6. Is it true that authentic and significant African literature can only be written in the indigenous languages ?

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**1998/99 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS**

**E361 - ANGLOPHONE AFRICAN POETRY**

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER ANY QUESTIONS. ALL QUESTIONS CARRY EQUAL MARKS. CANDIDATES MAY BRING INTO THE EXAMINATION ROOM AN ENGLISH DICTIONARY AND COPIES OF THE PRESCRIBED TEXTS IN THE COURSE.**

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1. African poetry has been described as "autobiographical in the sense that it relates the experiences of the Poets and their peers. With reference to the poetry you have read in this course, assess the extent to which the above assertion is true or untrue.
2. With illustrations from any South African poets of your choice, show how the themes of racial discrimination and Apartheid have influenced South African poetry.
3. Outline the major features of Negritude poetry and assess the validity of the arguments made against negritude by the Anglophone African Poets.
4. "In African poetry... the expression is always in the service of the content; it is never a question of expressing oneself, but of expressing something... Nor is the African poet ever concerned with his inner nature, with his individuality".  
- Janheinz Jann

Critically evaluate the validity of the above statement in the light of the poetry you have read in this course.

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

"The Year's First Rain"

J.P. Clark

Rain comes...  
After long surcease in desert  
Rain Comes,  
Hot - breathing, alert  
And swift to thunder - rolls and claps  
With kestrel - together - leaf flaps.  
And earth all the while waiting, waiting inert,  
Fallow and burdened with stone,  
Shudders to her rump,  
Tingles to the trump  
Of the long- missed one.  
Now with more than tongue can tell  
Thrusts he strokes her, swamps her  
Till in the calm and cool after  
All alone, earth yawns, limbers her stay,  
Swollen already with the life to break at day.

- (i) Discuss in detail the use of imagery and figurative language in this poem. How suitable is it to the theme?
- (ii) Comment on the use of poetic form and sound in the poem.
6. Read the following poem and answer the questions which follow:

"Piano and Drums" by Gabriel Okara

When at break of day at a riverside  
I hear jungle drums telegraphing  
the mystic rhythm, urgent, raw  
like bleeding flesh, speaking of  
primal youth and the beginning,  
I see the panther ready to pounce,  
the leopard snarling about to leap  
and the hunters crouch with spears poised;

And my blood ripples, turns torrent,  
topples the years and at once I'm  
in my mother's lap a suckling;  
at once I'm walking simple  
paths with no innovations,  
rugged, fashioned with the naked  
warmth of hurrying feet and groping hearts  
in green leaves and wild flowers pulsing.

Then I hear a wailing piano  
solo speaking of complex ways  
in tear-furrowed concerto;  
of far-away lands  
and new horizons with  
coaxing diminuendo, counterpoint,  
crescendo. But lost in the labyrinth  
of its complexities, it ends in the middle  
of a phrase at a daggerpoint.

And I lost in the morning mist  
of an age at a riverside keep  
wandering in the mystic rhythm  
of jungle drums and the concerto.

From Gerald Moore and Ulli Beier (eds.), Modern Poetry from Africa. (London: Penguin Books, 1963), pp. 121-2

- (i) What kind of individual is the persona and what is the situation he is presenting in the poem?
  - (ii) Analyse the use of imagery in the poem and assess its effectiveness in projecting the theme of the poem.
- (7) "Kofi Awoonor, Mazisi Kimene and Okot P'Bitek... have fashioned out a style and idiom that is very largely indebted to the oral traditions of their people..." (Lewis Nkosi)

With reference to Song of Lawino, show how Nkosi's statement is true in the case of Okot P'Bitek

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
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**DEPARTMENT OF LITERATURE AND LANGUAGES**  
**1998-99 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS**

**E921: ORIGINS AND DEVELOPMENT OF THE ENGLISH LANGUAGE**

**INSTRUCTIONS: ANSWER ALL FOUR QUESTIONS**

**TIME: Three Hours**

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1. What are the characteristics of the spelling and pronunciation of Old English compared to Middle English?
2. The vocabulary of the English language today is most probably the richest in the world. Why?
3. Compared to British English, American English is described as containing some conservatism and innovation. How do you explain this phenomenon?
4. 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.

**END OF EXAMINATION**

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**DEPARTMENT OF LITERATURE AND LANGUAGES**  
**1998-99 ACADEMIC YEAR FIRST SEMESTER FINAL**  
**EXAMINATIONS**

**E941: SOCIOLINGUISTICS I**

**INSTRUCTIONS:** Answer all the four (4) questions

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1. Is there any justification for the use of the terms “men’s language” and “women’s language”?
2. With clear examples, discuss the process of creolisation.
3. It has often been suggested that there is a relationship between linguistic choice and various social characteristics of a speaker.

Discuss and illustrate this relationship.

4. “You are a member of one speech community by virtue of the fact that on a particular occasion you identify with X rather than Y when apparently X and Y contrast in a single dimension”.

Evaluate the above statement in light of how some linguists have defined the concept of speech community.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**DEPARTMENT OF LITERATURE AND LANGUAGES**  
**1998-99 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATION**

**E981: ROMANTICISM**

**DURATION: THREE (3) HOURS**

**INSTRUCTIONS:** (1) ANSWER ONE QUESTION FROM EACH SECTION  
(2) ONLY TEXTS AND DICTIONARIES ARE ALLOWED IN THE  
E EXAMINATION ROOM

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**SECTION A**  
**EITHER**

1. Discuss the proposition that the "(so-called) tenets of Romanticism" do not relate exclusively to the early 19th century but may be discerned in societies before and after that period.

**OR**

2. Can we really maintain that the all-embracing description "Romantic" serves a useful purpose when applied to poets as diverse as Wordsworth, Keats, Shelley, Byron and Blake? (In your answer you can elect to concentrate on any TWO poets from this list).

**SECTION B**  
**EITHER**

3. How does Flaubert's **Madame Bovary** illuminate your understanding of Romanticism.

**OR**

4. Discuss what you perceive as the major and sub themes of Melville's novel **Moby Dick**.

**OR**

5. In what sense would you say the rousseauist view of the "natural goodness of man" is exemplified in **Moby Dick**?

**SECTION C**  
**EITHER**

6. What message is encapsulated in either Wordsworth's 'Introduction to the Ballads' or Blake's 'Songs of Innocence'.

**OR**

7. What has Blake achieved in the poetical collection 'Marriage of Heaven and Hell'?

**OR**

8. Choose one of the following two poems.

**A. 'Birdsong' by Blake**

Thou hearest the Nightingale begin the Song of Spring.  
The Lark sitting upon his earthy bed, just as the morn  
Appears, listens silent; then springing from the waving Corn-field, loud  
He leads the Choir of Day: trill, trill, trill, trill  
Mounting upon the wings of light into the Great Expanse,  
Reechoing against the lovely blue & shining heavenly Shell,  
His little throat labours with inspiration; every feather  
On throat & breast & wings vibrates with the effluence Divine  
All Nature listens silent to him, & the awful Sun  
Stands still upon the Mountain looking on this little Bird  
With eyes of soft humility & wonder, love & awe,  
Then loud from their green covert all the Birds begin their Song:  
The Thrush, the Linnet & the Goldfinch, Robin & the Wren  
Awake the Sun from his sweet reverie upon the Mountain.  
The Nightingale again assays his song, & thro' the day  
And thro' the night warbles luxuriant, every Bird of Song  
Attending his loud harmony with admiration & love.

Crabbe

**B. 'MUTABILITY' by Shelley**

The flower that smiles to-day  
    To-morrow dies;  
All that we wish to stay  
    Tempt and then flies.  
What is this world's delight?  
Lightning that mocks the night,  
    Brief even as bright.

Virtue, how frail it is!  
    Friendship how rare!  
Love, how it sells poor bliss  
    For proud despair!  
But we, though soon they fall,  
Survive their joy, and all  
    Which ours we call.

Whilst skies are blue and bright,  
    Whilst flowers are gay,  
Whilst eyes that change ere night  
    Make glad the day;  
Whilst yet the calm hours creep,  
Dream thou - and from thy sleep  
    Then wake to weep.

Discuss

- (a) Theme of the poem
- (b) Sound effects
- (c) The mood of the poet
- (d) What echoes of Romanticism does it awaken in you?

**END OF EXAMINATION**

**UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**1998/99 ACADEMIC YEAR FIRST SEMESTER**  
**DEFERRED / SUPPLEMENTARY EXAMINATIONS**

**EC 115 - INTRODUCTION TO MICROECONOMICS**

**TIME:** THREE HOURS

**INSTRUCTIONS:** ANSWER ALL QUESTIONS

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1. Distinguish between micro and macroeconomics
2. Give three clear explanations as to why the demand curve generally slopes from the left to the right.
3. Using diagrams show the short run situation of a perfectly competitive firm making supernormal profits. Assuming that the firm is making losses what advice would you give the management ?
4. Distinguish between technical and economic efficiency
5. Clearly explain what indifference curves are
6. 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). If the market price is 13 Kwacha, what output would the firm choose to produce to maximize profits
  - b). What is the maximum profit ?
  - c). If the price fell to 6 Kwacha, how much would the firm choose to produce
  - d). Explain your answer in (c) above
- 

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**1998/99 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS**  
**EC215:INTERMEDIATE MICROECONOMICS.**

**TIME : THREE HOURS.**

**INSTRUCTIONS: ANSWER THREE QUESTIONS.**

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**QUESTION ONE**

- (a) With the aid of diagrams, EXPLAIN the Law of Demand USING income, substitution and total effects of a price change in the cases of normal and giffen goods.
- (b) Consider the existence of an illegal market (i.e. black market) for foreign exchange in Zambia. With the aid of a diagram, show the dynamic changes in the illegal market ( i.e. black market) equilibrium condition for foreign exchange (FX) if life imprisonment jail term is imposed on both FX buyers and sellers.

**QUESTION TWO**

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

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

Demand Function :  $P = f(Q)$

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

- (b) Briefly and exhaustively explain the relationships in (a) if.
  - (i)  $e > 1$
  - (ii)  $e < 1$
- (c) Graphically show the relationship derived in (a).

### QUESTION THREE.

Using a homogeneous Cobb-Douglas production function

$$Q = A L^{b_1} K^{b_2}$$

Where.

Q = an economy's production level

L = Labour input

K = Capital input

A = Constant term

$b_1$  and  $b_2$  are the parameters.

- (a) Show that the marginal product of labour ( $MP_L$ ) =  $b_1 (AP_L)$
- (b) Show that the marginal product of capital ( $MP_K$ ) =  $b_2 (AP_K)$
- (c) Show that the marginal rate of technical substitution ( $MRTS$ ) =  $(b_1/b_2) \cdot (K/L)$
- (d) Determine the elasticity of substitution.
- (e) How would you determine the more factor intensive production technique?
- (f) How would you tell the most efficient production method?
- (g) What is the expression for returns to scale?
- (h) Graphically show the Cobb-Douglas production function with decreasing returns to scale.

### QUESTION FOUR.

Given that production is a function of capital (K) and Labour (L). Briefly show the substitution and scale effects for an inferior labour input using a graph, in the case of the fall in wage rate.

### QUESTION FIVE.

With the aid of diagrams.

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

**QUESTION SIX.**

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

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

---

**END OF EXAMINATION.**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**1998/99 ACADEMIC YEAR FIRST SEMESTER FINA EXAMINATION**

**EC 325: MONEY AND BANKING**

**TIME**: TWO HOURS.

**INSTRUCTIONS**: ANSWER **ONE QUESTION FROM EACH SECTION**

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**SECTION ONE**

1. Discuss the concept of money clearly distinguishing how it differs in form and use from other forms of payment.
2. (a) What is money and why is it said to be a fluid concept?  
(b) Briefly outline how society can exist without money as we know it today.

**SECTION TWO**

3. Using the IS LM analysis, show how the monetary authorities can use different monetary instruments to influence the direction of the economy.
4. Discuss the goals of monetary policy and how monetary authorities can use various instruments to achieve these goals.

**SECTION THREE**

5. Compare and contrast the Keynesian and Monetarist theories of money demand.
6. Discuss the Fisherian equation of exchange and evaluate the validity of the assumption that velocity is constant.

## **SECTION FOUR**

7. Why is inflation considered to be an enemy of economic development?
8. Discuss in detail the main tenets of the Keynesian theories of money demand.

**END OF EXAMINATION**

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THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

1998/99 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

EC 411: INTERNATIONAL TRADE

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY FOUR QUESTIONS

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QUESTION ONE

Suppose that in Russia 5 man-hours of labour are required to produce each cask of wine and 5 man-hours are required to produce each bolt of cloth. In China 1 man-hour of labour is required for a cask of wine and 4 man-hours for a bolt of cloth.

- (a) Who has a comparative advantage in what and why? Make two equivalent statements.
- (b) Prove that your answer in (a) is correct by showing that when both countries are producing both goods, the world can be made better off by allowing Russia and China to re-allocate labour and trade in accordance with the pattern of comparative advantage.

QUESTION TWO

Suppose Russia has 100 man-hours of labour and requires 5 to produce each unit of wine and of cloth. China has 100 man-hours of labour and requires 1 to produce each unit of wine and 4 to produce each unit of cloth. The world relative price of wine in terms of cloth is 1.

- (a) What are the domestic relative prices before trade in each country?
- (b) What is the pattern of trade and production after trade?
- (c) Who will gain from trade?

QUESTION THREE

Using partial equilibrium analysis, illustrate the welfare gains and losses from the imposition of a tariff.

#### QUESTION FOUR

There is an active tomato trade between country A and B. Suppose a subsidy equal to  $S$  per unit is paid to producers of tomatoes in country A. demonstrate its effect on production, trade, consumption and consumer surplus.

#### QUESTION FIVE

Answer the following questions:-

- (a) State explicitly the factor proportions theory.
- (b) State the Leontief paradox.
- (c) Give five explanations that have been put forward to resolve the Leontief paradox.

END OF EXAMINATION

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UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
1998/99 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

EC 415: ECONOMETRICS

TIME: THREE HOURS

INSTRUCTIONS: ANSWER QUESTION ONE FROM SECTION A AND ANY TWO QUESTIONS FROM SECTION B.

**SECTION A**

1. Consider a double log model:  $\ln Y_t = B_1 + B_2 \ln X_{t2} + B_3 \ln X_{t3} + U_t$ , where Y is maize yield.  $X_{t2}$  and  $X_{t3}$  denote acreage under maize production and amount of fertilizer used respectively. When a researcher estimated the above relationship using data for 20 peasant farmers, the following results were obtained.:

$$B = \begin{vmatrix} 0.966 \\ 0.699 \\ 1.776 \end{vmatrix}$$

$$\text{Cov}(B) = \begin{vmatrix} 0.218 & 0.019 & 0.050 \\ 0.019 & 0.048 & 0.031 \\ 0.050 & 0.031 & 0.037 \end{vmatrix}$$

estimated  $\sigma^2 = 2.5193$

$R^2 = 0.90$

- a) Calculate (i) Residual Sum of Squares (RSS); (ii) Explained sum of squares (ESS).

- b) test for the statistical significance of  $B_2$  and  $B_3$  using the conventional 5% level of significance and interpret the results.
- c) Using the t-test, test the hypothesis that  $H_0: B_2 = B_3$  against the alternative  $H_a: B_2 \neq B_3$ .
- d) Test the hypothesis that  $B_1 = B_2 = B_3 = 0$ .
- e) Predict a value of  $Y_0$  (the dependant variable) given the explanatory variable value  $X_0 = 2.5$ .

## SECTION B

2. Assume a model with auto-correlated errors of order one AR(1) specified below:

$$Y_t = B_1 + B_2 X_t + U_t$$

- a) Show how you would use the generalized least square method to estimate the above model.
- b) Explain why the GLS estimators are biased in this case and how you can solve this problem.
- c) Suppose the auto-correlation in the model is caused by omitting a particular variable. clearly show how you would use Ramsey Reset test to test for mis-specifications bias caused by omitting an important variable?
3. a) Explain what is meant by heteroskedasticity? What are the implications for least square results if there is heteroskedasticity present in your estimated model?

- b) Explain how you would use Whites general heteroskedasticity test to test for the presence of heteroskedasticity in the regressors.
- c) If you detect heteroskedasticity, what remedial measure would you adopt to minimize this problem in your model (data set)? Explain.
4. a) Show how you would estimate a Koyck distributed lag model in autoregressive form?
- b) Discuss (using examples) the purpose of estimating a distributed lag model (i.e., why do we add lags)?
- c) If in a Koyck distributed lag model the rate of decline  $\lambda=0.8$ , calculate and interpret (i) the median lag, (ii) the mean lag, (iii) Briefly explain the importance of determining the median and mean lag to a policy maker?

END OF EXAMINATION.

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**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**1998/99 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS**

**EC 421: ECONOMIC DEVELOPMENT**

**TIME: THREE HOURS.**

**INSTRUCTIONS: ANSWER ANY FOUR QUESTIONS.**

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1. Structural adjustment programs have been implemented in several countries around the world. One of these countries is Zambia.
  - a) Explain what Structural Adjustment Programs are.
  - b) Explain at least 5 objectives of the Structural Adjustment Program in Zambia.
  - c) Discuss if these objectives have been achieved or not and what are the main reasons.
2. Explain Andre Gunder Frank's Metropolis-Satellite model. Discuss the validity of this model using the Zambian example.
3. Explain Galtung's views on Structural Imperialism. Discuss if the approach provides a relevant explanation of the present world.
4. Explain the contribution of ECLA to the theory of economic development. Discuss at least 3 reasons that have led to the failure of their recommendations.
5. Briefly describe the changes in the socioeconomic situation in Zambia from independence up to 1998. Provide quantitative support (statistics) for your statements. Discuss the main reasons that have caused the described changes.

**END OF EXAMINATIONS**

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**THE UNIVERSITY OF ZAMBIA**

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

**EC441: RESEARCH METHODOLOGY AND PROCEDURE**

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER ANY FOUR QUESTIONS**

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1. Literature review is an important component of both research proposal and final report in an academic research. Discuss six reasons for conducting literature review in economic research.
2. Explain why methodology is key to any serious economic research. Discuss the content of the methodology section of a research proposal and explain the model you will use in a study which tries to identify the impact of the economic reforms introduced in Zambia in 1992 on investment/GDP ratio in Zambia.
3. What is a study design? A family planning programme was introduced among one-quarter of the secondary schools in Livingstone area. These schools which benefited from the training programme were randomly selected from a larger sample of schools from which base line data on the knowledge, attitude and practice of family planning techniques were collected before the training programme began. Describe the study design which you will use in a study which plans to evaluate the family planning training programme. If there were no baseline data, how would you modify the study design? Comment on the extent to which the two designs you have described respond to any two validity threats.
4. Give two reasons why sampling is important in economic research? What is a sampling frame? Using examples, explain (a) the difference between "stratified random sampling" and "cluster random sampling" designs, and (b) the difference between "probability sampling and "non-probability sampling". Describe a multi-stage random sampling.
5. Drawing upon the study which you undertook as part of the assignment for EC441, give a brief summary of a) the objectives of your study, b) the hypothesis which you tested, c) the type of data collected and data collection instrument(s) used, d) the data analysis method used, and d) main results.

6. What are the essentials of a scientific methodology? It is claimed that the methodology used in Economics is as scientific as that used in physical sciences. Advance arguments to support this claim. Give a critique of this claim, using your knowledge of what a scientific methodology is supposed to be.

**END OF EXAMINATION**

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**DEPARTMENT OF ECONOMICS**

**1998/99: ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATION**

**EC445: ENVIRONMENTAL ECONOMICS**

**TIME : THREE HOURS**

**INSTRUCTIONS: ANSWER QUESTION ONE AND ANY OTHER TWO QUESTIONS.**

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**QUESTION ONE**

Lusaka City Council plans to provide public metred parking lots in the City in order to stop haphazard parking along Cairo Road and ease congestion in the business area. The Council considers that conventional Cost-Benefit Analysis is not an appropriate enough method of appraisal to capture some of the environmental benefits of the project. It plans to adopt an environmentally adjusted Cost – Benefit Analysis but requires knowledge of people’s Willingness To Pay (WTP) for the project. A Contingent Valuation Method is to be used.

5000 individuals are randomly sampled from an identified target population, consisting of business persons, executives, professionals, automobile owners and non-owners, males and females within the age group of 20 years and above. Sample size is 10 % of the target population.

The table below provides a CVM frequency distribution of the survey which used a bidding game technique of elicitation. Monetary unit is Zambian Kwacha (ZK).

Interval for WTP bid in ZK/hr.	Frequency	Percent Relative Frequency (%)
ZK 0 – Under 5,000	600	12
ZK 5,000 – Under 10,000	1,000	20
ZK 10,000 –Under 15,000	1,500	30
ZK 15,000 – Under 20,000	1,400	28
ZK 20,000 and above *	500	10
<b>TOTAL</b>	<b>5,000</b>	<b>100</b>

\* The upper boundary is ZK30,000

## **NOW ANSWER THE FOLLOWING QUESTIONS**

- a) (i) What is Contingent Valuation Method?
- (ii) Explain the bidding game elicitation technique
- b) Find the total Willingness to Pay for metered parking lots, following the necessary CVM steps. (All assumptions must be clearly specified)
- c) (i) Determine the expected revenue at each metre rate and hence find the optimal rate per hour per metre.
- (ii) How many of the target population would be using metred lots at the optimum rate and how much revenue would Lusaka City Council be collecting?
- (iii) Estimate the total consumer surplus at zero rate, and at the optimal rate.
- d) Why is it necessary to include non-automobile owners in the sample?
- e) Identify other factors that can influence people's WTP for metred lots; justify your identification.
- f) Critique the CVM on the grounds of theoretical, empirical, and methodological issues. What alternative method (s) would you suggest and why?

## **QUESTION TWO**

Based on modern welfare economics, as one of the pillars of environmental economics, undertake the following:

- (a) Distinguish between the following private and social values:
- (i) Private costs  
(ii) Social costs  
(iii) Private benefits  
(iv) Social benefits
- (b) Compare and Contrast the private and social optimal when there are external benefits and external costs. Illustrate graphically.
- (c) Distinguish between the following types of externalities:
- (i) pecuniary externalities,  
(ii) technological externalities,  
(iii) unidirectional externalities,  
(iv) reciprocal externalities.

- (d) Which of these externalities is a cause of market failure? Explain.
- (e) How can externalities be corrected?

### QUESTION THREE

- (a) Characterise the nature of international environmental externalities, giving examples.
- (b) The Brundtland Commission on Environment and Development is of the view that free World Commodity Trade (e.g. timber trade), frequently encourages resource depletion in Less Developed Countries (LDCs). Using your knowledge about economic and environmental issues in LDCs, critically examine the Commission's view.
- (c) What do you understand by the concept 'Polluter Pays Principle'? How can it be used to formulate an effective environmental policy?

### QUESTION FOUR

Suppose an economy can be characterised by a two-sector model with the following basic assumptions:

- (1) There are two consumers, 1 and 2 and two producer firms, 1 and 2.
- (2) There are two factors of production, labour (L) and capital (K). The factors are assumed to be fixed in supply and are used in the production of two commodities, X and Y, such that:

$$L_X + L_Y \leq L$$

$$K_X + K_Y \leq K$$

$$X_1 + X_2 \leq X$$

$$Y_1 + Y_2 \leq Y$$

- (3) The services of the factors L and K may be purchased at prices  $w$  (wage rate) and  $r$  (rental rate), while those of X and Y are  $P_X$  and  $P_Y$ , respectively.
- (4) The utility and production functions are as follows:

Utility Functions

$$U^1 = U^1(X_1, Y_1)$$

$$U^2 = U^2(X_2, Y_2)$$

Production Functions

$$X = X(L_x, K_x)$$

$$Y = Y(L_y, K_y)$$

**NOW ANSWER THE FOLLOWING QUESTIONS**

- (a) State the two fundamental theorems of Welfare Economics
- (b) Derive the Pareto Efficiency in exchange, production, and in both production and exchange using the two sector model above. Illustrate graphically.
- (c) Prove that in the absence of externalities, a competitive equilibrium is Pareto efficient.

**QUESTION FIVE**

- (a) Distinguish between market based and non-market based command and control environmental policies, giving examples.
- (b) Discuss the advantages and disadvantages non-market based command and control instruments. Why do Politicians prefer command and control policies?
- (c) How can an environmental policy be made effective?
- (d) How can environmental regulatory policy affect labour and employment?

**QUESTION SIX**

- (a) With the aid of a diagram, explain the Marshallian and the Hicksian measures of welfare change, and state their limitations.
- (b) Distinguish between Compensating Variation (CV) and Equivalent Variation (EV) measures of welfare change. Explain why Compensating Variation and Equivalent Variation measures yield different results?

**END OF EXAMINATION**

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**1998-99 ACADEMIC YEAR FIRST SEMESTER**

**FINAL EXAMINATION**

**FR 411 PAPER I**  
**SECTION A**

Début du roman de Guy de Maupassant intitulé Une vie (1881).

Sujet: Faites une analyse littéraire de ce texte: essayer d'organiser vos remarques; aidez-vous de vos connaissances grammaticales (valeur des temps, conjonctions, organisation des paragraphes, niveau de langue...), champs lexicaux, métaphores...

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Le baron Simon-Jacques Le Perthuis des Vauds était un gentilhomme de l'autre siècle, maniaque et bon. Disciple enthousiaste de J.-J. Rousseau, il avait des tendresses d'amant pour la nature, les champs, les bois, les bêtes.

Aristocrate de naissance, il haïssait par instinct quatre-vingt-treize; mais philosophe par tempérament et libéral par éducation, il exécrait la tyrannie d'une haine inoffensive et déclamatoire.

Sa grande force et sa grande faiblesse, c'est la bonté, une bonté qui n'avait pas assez de bras pour caresser, pour donner, pour éteindre, une bonté de créateur, éparsée, sans résistance, comme l'engourdissement d'un nerf de la volonté, une lacune dans l'énergie, presque un vice.

Homme de théorie, il méditait tout un plan d'éducation pour sa fille, voulant la faire heureuse, bonne, droite et tendre.

Elle était demeurée jusqu'à douze ans dans la maison, puis, malgré les pleurs de la mère, elle fut mise au Sacré Cœur.

Il l'avait tenue là, sévèrement enfermée cloîtrée, ignorée et ignorante des choses humaines. Il voulait qu'on la lui rendît chaste à dix-sept ans pour la tremper lui-même dans une sorte de bain de poésie raisonnable; et, par les champs, au milieu de la terre fécondée, ouvrir son âme, dégoûter son ignorance à l'aspect de l'amour naïf, des tendresses simples des animaux, des lois sereines de la vie.

Elle sortait maintenant du couvent, radieuse, pleine de sèves et d'appétits de bonheur, prête à toutes les joies, à tous les hasards charmants que dans le désœuvrement des jours, la longueur des nuits, la solitude desespérances, son esprit avait déjà parcourus.

Elle semblait un portrait de Véronèse avec ses cheveux d'un blond luisant qu'on aurait dit avoir déteint sur sa chair, une chair d'aristocrate à peine nuancée de rose, ombrée d'un léger duvet, d'une sorte de velours pâle qu'on apercevait un peu quand le soleil la caressait.

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**DEPARTMENT OF LITERATURE & LANGUAGES**  
**1998-99 ACADEMIC YEAR FIRST SEMESTER**

Examen de FR 411  
Université de Zambie

**FINAL EXAMINATION**

A partir de cet extrait tiré du roman de Guy de Maupassant intitulé Une Vie (1881), vous essaieriez de construire une explication littéraire.

En vous aidant de vos connaissances grammaticales et en organisant vos remarques, vous essaieriez de découvrir une problématique possible à l'intérieur de ce texte.

Il s'agit ici d'un début de roman, ce qui devrait vous aider.

Je vous rappelle l'ordre de marche :

- a) Auteur ? Epoque ? Genre littéraire ?
- b) Place de l'extrait dans le texte d'origine ?
- c) Contrat de lecture ? Horizon d'attente ?
- d) Conformités ou non ?
- e) Dans le cas présent, de quoi s'agit-il ? Récit ? Description ? Dialogue ? Poésie ?
- f) Y a-t-il progression entre le début du passage et sa fin ?
- g) Quelles sont les informations fournies, celles qui apparaissent et modifient un état ?
- h) Où est le narrateur ? Est-il visible ? Est-il absent ?
- i) A qui parle la narration ? Le texte a-t-il un interlocuteur désigné ?
- j) De qui, de quoi parle la narration ?
- k) Où, comment, quand, qui, pourquoi ?
- l) QUE SE PASS-T-IL DANS CET EXTRAIT DE ROMAN ?
- m) Ce qui vous aide, si vous n'oubliez pas de vous intéresser à l'horizon d'attente, à trouver une problématique.

N'oubliez pas :

- a) La valeur des temps utilisés
- b) Présence de conjonctions ? Si oui, lesquelles ? Leurs valeurs ?
- c) Organisation des paragraphes : longs, courts, enchaînement entre eux, valeur
- d) Niveau de langue : soutenue, courante, familière, vulgaire.
- e) Jeu d'opposition entre les adjectifs ? Complémentarité ? Progression ? Contradiction ?
- f) Effets créés par l'association des adjectifs.
- g) Meme travail à faire sur les adverbes que sur les conjonctions.
- h) Y a-t-il des répétitions dans le passage ? Ont-elles dans ce cas une quelconque valeur ?

N'oubliez surtout pas les champs lexicaux sémantiques : valeur, signification, opposition, contradiction, complémentarité ?

Inutile de vous préciser que cette liste d'outils, d'instruments n'est pas complète et qu'elle ne vous fournit surtout pas un plan de travail, un plan d'analyse littéraire.

Il s'agit uniquement d'une grille de lecture. Ce sont des instruments. Vous ne répondez pas point par point à la liste, vous organisez vos réflexions, vos remarques. Ceux d'entre vous qui l'oublieraient s'en souviendront au moment de consulter la correction... et la note !

Enfin, dernière précision, lorsque vous n'avez aucune réflexion pertinente, ne dites rien, cela vaut mieux.

Merci et bonne chance !

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1998-99 ACADEMIC YEAR FIRST SEMESTER

FINAL EXAMINATION

FR 411 (EXPLICATION DE TEXTE)  
PAPER I (SECTION B)

LISEZ LE TEXTE ET REPONDEZ AUX QUESTIONS.

PARIS FUT

Paris les tours, la tour Eiffel, la tour Saint-Jacques, les huîtres à Noël et les fraises pour Pâques, je t'aime. Mais dit-on elle ou dit-on il, dès lors qu'on parle de Paris ? Distinguo subtil ! Paris, moi je lui dis tu : ça suffit pour être compris.

C'est toi les Invalides. C'est toi le Panthéon. Toi Victor Hugo. Toi Napoléon. Toi l'Arc de l'Etoile et le chou des Halles. Montmartre. Montrouge. Louvre. Châtelet. Mon pavé. Mon palais. Je rêve. Je vais. Je m'emballe.

D'autres mieux que moi t'ont chanté. Qu'importe ! Comme je peux, je dis que je t'aime, Paris. Mais ma joie est morte.

Les autos sont trop. De toutes parts je reçois leurs coups de corne, leurs longue trompe. De la chapelle à l'octroi d'Arcueil, entre Autreuil et Vincennes, par la place Balard, je cherche. Je cherche, je cherche, je cherche Paris. Paris pour moi comme autrefois. Paris pour l'esprit, pour les pieds, pour l'oeil. Mais les autos courent sur moi.

Je cueille entre les roues des morceaux de pavés. Je prends des rendez-vous furtifs avec les marbres de Saint-Sulpice, pauvre noix !

Je me glisse de flanc. Je saute d'arbre en arbre. Les autos, vaches, vaches noires, courent sur moi. Que fais-tu, que fais-tu, mon amour. Elles sont six cents de plus chaque jour, je tremble, je me cache derrière Saint-Eustache... Dit-on elle ? Dit-on il ? ça m'est égal ! Pas le moment. Cadillac à bâbord ! quatre chevaux, Lincoln, C.D. moteurs, klaxons, le coeur...

Il ne me reste plus qu'à tirer les rideaux, me mettre la ceinture, fréquenter les talus des gares de ceinture, le canal de Pantin, Clignancourt, le matin quand les puces ne marchent plus. Mais les quais, les quais de la Seine, pourquoi pas ? Non ! Elles y sont les vaches noires... Partout Renault. Partout Salmson. Fin de l'amour. Traqué, je cours.

Jardin des Plantes. Le cabanon du Sanglier. Je force le trou. Je m'affale. Il me dit : "Frère, qu'avez-vous ?"  
-Les autos, les autos partout.

Là-dessus, freins, avertisseurs. Il se trouvait que l'ambulance venait prendre le sanglier qu'attendait le vétérinaire.

Désormais, c'est moi qui suis là. Je suis un homme, certes, mais celui qui ne supporte pas le bruit d'un million d'autos qui rentrent sous les portes, qui font la mer et la montagne sur les tympans et sur les bras des anciens hommes.

Les enfants m'apportent des pommes. Dit-on il ou dit-on elle, quand on parle de Paris ?

Questions

1. Quel est le ton de ce texte : (comique, lyrique, polémique, dramatique...)? Justifiez votre réponse.
  2. Étudiez le titre. Pourquoi l'auteur a-t-il employé le passé simple et pourquoi le titre est-il répété à la fin ?
  3. Étudiez le style du texte : quelles observations faites-vous sur :
    - (a) les phrases
    - (b) la ponctuation
  4. L'auteur vous donne un tableau multicolore de la ville de Paris. Quels éléments dans le texte représentent les couleurs agréables et lesquels représentent les couleurs désagréables ou maussades ?
  5. "Mais dit-on elle ou dit-on il, dès lors qu'on parle de Paris..." Sur quel aspect de la ville de Paris l'auteur veut-il attirer votre attention ?
  6. Quelles sont les vaches noires et pourquoi a-t-on choisi de les appeler ainsi.
-

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DEPARTMENT OF LITERATURE & LANGUAGES  
1998-99 ACADEMIC YEAR FIRST SEMESTER

FINAL EXAMINATION

FR: 4JI PAPER II

TIME: THREE HOURS

SECTION A: TRANSLATION

SECTION B: COMPOSITION

SECTION C: PRECIS

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SECTION A : TRANSLATE THE FOLLOWING TEXT

### 6.3 IN THE FADING LIGHT

Mrs Reegan darned an old woollen sock as the February night came on, her head bent, catching the threads on the needle by the light of the fire, the daylight gone without her noticing. A boy of twelve and two dark-haired girls were close about her at the fire. They'd grown uneasy, in the way children can indoors in the failing light. The bright golds and scarlets of the religious pictures on the walls had faded, their glass glittered now in the sudden flashes of firelight, and as it deepened the dusk turned reddish from the Sacred Heart lamp that burned before the small wickerwork crib of Bethlehem on the mantelpiece. Only the cups and saucers laid ready on the table for their father's tea were white and brilliant. The wind and rain rattling at the window-panes seemed to grow part of the spell of silence and increasing darkness, the spell of the long darning-needle flashing in the woman's hand, and it was with a visible strain that the boy managed at last to break their fear of the coming night.

"Is it time to light the lamp yet, Elizabeth?" he asked.

He was overgrown for his age, with a pale face that had bright blue eyes and a fall of chestnut hair on the forehead. His tensed voice startled her.

"O Willie! You gave me a fright," she cried.

John McGahern, *The Barracks*, 1963

**FR: 4JI**

**SECTION B: COMPOSITION**

**CONSIGNE: Écrivez une composition de deux ou trois pages sur le thème ci-dessous:**

**Thème: "La guerre contre le SIDA est une guerre de à perdue."**

**N.B :** Vous pouvez vous servir des questions suivantes pour vous guider.

- 1.** Êtes-vous d'accord avec l'auteur ?
- 2.** Pouvez-vous justifier votre point de vue en donnant des arguments bien raisonnés?

## 24. LE CHOIX D'UNE HABITATION

A Versailles, il y a nombre d'appartements modernes, conçus et exécutés à l'instar de la grande voisine. Mais il y a aussi nombre de vieux hôtels, à cour pavée devant, à jardinnet derrière, celui-ci orné de quelques beaux arbres contemporains de la Révolution.

L'hôtel ne vous coûtera guère plus que l'appartement, justement parce que l'appartement est plus à la mode. Il est moins confortable, vous dira-t-on. Cela dépend de ce qu'on appelle confortable. L'idéal de nos architectes est de réaliser dans l'appartement le confort d'une luxueuse auberge moderne. Moi, je confesse mon dégoût pour le confort à la grosse, pour le confort des grands magasins. Il y a des façades qui m'empêcheront toujours de passer la porte. Certains escaliers me font horreur: je les ai trop vus, partout; derrière le faux luxe de leurs enduits, je devine la misère des garnissages en fragments de brique, en tessons de bouteilles et en moellons de rebut. La mesquine galerie, les portes à petits carreaux, les murs stuqués, les marbres des cheminées: tout cela, sous des apparences d'élégance, sue l'économie des entrepreneurs, obligés d'amortir en vingt-cinq ans le capital engagé. Vingt-cinq ans! Telle est la durée prévue pour la maison moderne! Tous les vingt-cinq ans, on la jettera par terre pour en reconstruire une à la mode nouvelle. Ce n'est plus une maison, c'est une tente. Si vous voulez camper à Versailles, selon le vœu de Maxime, louez bien vite un appartement moderne. Il sera très ingénieusement paré pour le décor des réceptions. La galerie, les deux salons, la salle à manger pourront suggérer aux visiteurs simples d'esprit que tout le reste du logis est somptueux à l'avenant; mais avouez qu'il les faudra vraiment simples, car le truc est connu et, parmi vos hôtes, beaucoup habiteront, eux aussi, le logis *up to date* agencé pour la commodité des visiteurs, au détriment des locataires.

MARCEL PRÉVOST, *Lettres à Françoise*  
(Lemerre)

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DEPARTMENT OF LITERATURE AND LANGUAGES  
1998-99 ACADEMIC YEAR FIRST SEMESTER  
FINAL EXAMINATION

FR 421 : AFRICAN LITERATURE

TIME : THREE HOURS

INSTRUCTION : ANSWER ONE QUESTION FROM EACH SECTION

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SECTION A : PROSE

Amadou Kourouma : Les soleils des indépendances

Jean-Marie Adiaffi : La carte d'identité

Répondez à l'une des questions suivantes :

1. Etudiez le sort de Fama dans les soleils des indépendances.
2. Un critique a déclaré que dans les "Soleils des Indépendances" on trouve une double critique : c'est-à-dire politique et sociale. Commentez et discutez.
3. Etudiez le conflit dans la carte d'identité.
4. Dans la carte d'identité, les événements ont lieu à l'époque coloniale. Dans quelle mesure peut-on dire que ce roman reste d'actualité?

FR421

## SECTION B

Faites une explication littéraire de  
l'un de textes suivants

~~Un sacrifice, qu'il sera oui ou non~~

Maintenant, dites-le-moi ! Le voyage de Fama dans la capitale (d'une lune, disait-il), son retour près de Salimata, près de ses amis et connaissances pour leur apprendre son désir de vivre définitivement à Togobala, pour arranger ses affaires, vraiment dites-le-moi, cela était-il vraiment, vraiment nécessaire ? Non et non ! Or le voyage de Fama portait un sort très maléfique. Seuls de très bons sacrifices pouvaient l'adoucir, et pour le détourner, de très durs sacrifices. Balla l'a dit et redit. Fama a durci les oreilles, il lui fallait partir. Une certaine crânerie nous conduit à notre perte.

Qu'allait-il chercher ailleurs ? Il avait sous ses mains, à ses pieds, à Togobala, l'honneur (membre du comité et chef coutumier), l'argent (Balla et Diamourou payaient) et le mariage (une jeune femme féconde en Mariam). Pourquoi tourner le dos à tout cela pour marcher un mauvais voyage ?

Personne ne peut aller en dehors de la voie de son destin. Balla était ahuri. Après tout, Fama, tu as beau être le dernier des Doumbouya, le maître de tout le Horodougou, tu ne valais que le petit-fils de Balla. Ignorant comme tu étais des vieilles choses et aussi aveugle et sourd dans le monde invisible des mânes et des génies que Balla l'était dans notre monde, tu te devais d'écouter le vieux féticheur. Un voyage au mauvais sort, c'est un accident grave et stupide, ou une terrible maladie, ou la mort, ou une intrigue...

Fama voulait partir, il partirait. Et bien qu'il fût assuré de l'accueil de chien que Salimata servirait à Mariam, il accepta que celle-ci fût du voyage. Une vraie entreprise de possédé !

Ils quittèrent Togobala à pied pour la ville frontière où c'était jour de marché et où s'arrêtaient les camions du Sud. Deux porteurs et Mariam en tête, Fama au milieu des accompagnateurs. Tous les vieux s'étaient déplacés : Baffi, Diamourou, Balla. Celui-ci s'arrêta après la dernière case du village.

— Maître et fils, je t'abandonne là. Euh ! Euh ! Non, je ne connaît tous les dessous de ce monde des soleils des Indépendances. Un jour c'est déjà long, ça contient beaucoup de choses ; que dire d'une lune ? Et je suis trop vieux. La vie des hommes sous les soleils des Indépendances ne réside plus que dans le bout de l'aurore lairé prête à prendre l'envol. Si je mourais... Euh ! Euh !

— Mais, Balla, tu es encore très loin de la mort, rétorqua Fama.

— Laissez-moi parler ; le soleil commence à monter. Euh ! Euh ! Qui une fois t'a dit s'être entendu avec la mort sur un terme ? Donc si je mourais avant ton retour, je dirais beaucoup de bien de toi à tes aïeux sous terre ; je serais pour toi un mâne très favorable, et à ton tour tu n'oublieras jamais de me jeter de temps en temps une tranche de cola blanc. Euh ! Euh !... Dans tous les cas, ne reste jamais loin des tombes des aïeux ; un Doumbouya descendant de Souleymane ne pousse, ne prospère, ne fleurit et ne fructifie qu'à Togobala.

Ajoutons qu'après le départ des voyageurs le soleil monta rapidement. Mais, et cela ne s'était jamais vu en plein harmattan dans le Horodougou, des nuages assombrirent le ciel vers le milieu du jour, des tonnerres grondèrent et moururent du côté où était parti Fama.

En vérité, un maléfique déplacement !

— Mais enfin, mon commandant ! Pouvez-vous me dire ce dont je suis accusé ?

— Hé ! toi là, attention à toi ! Tu veux encore la chicotte aux fesses, digène, cabri, où on a vu ça <sup>(9)</sup> ?

— Je voudrais qu'on m'explique les chets d'accusation...

— Chef quoi ! Chef, chef, toi chef, où est ton galon ?

— Au premier chef tu es coupable, répond alors le commandant. Cela suffit, non ? Alors, trêve de questions, suis-moi.

— Non, je suis innocemment au cercle, saint Innocent.

— Suis-moi donc innocemment au cercle, saint Innocent.

— Innocent ! Innocent ! Où on a vu ça ? Je t'en foudraï des innocents. Eh, toi là, tu te prends vraiment pour un saint nègre, cochon malade.

— Mais enfin, mon commandant, ai-je le droit de savoir ce dont je suis accusé, oui ou non, insista Métédouman, sans plus s'occuper du pauvre arlequin <sup>(9)</sup> du pauvre pantin qui essayait tant bien que mal de jouer un rôle injouable. Et qui le jouait avec un talent tragico-comique, un talent furieux, comme les fréquentes bastonnades en témoignaient. Pauvre Métédouman, c'était lui qui payait les notes par trop élevées de l'addition, les coups de cet appétit frustré, payait les notes par trop élevées de l'addition, les coups de cet appétit frustré, payait les notes par trop élevées de l'addition, les coups de cet appétit frustré.

— C'est moi qui pose les questions, répliqua le commandant, sans prêter la moindre attention à la masse bastonnante de plus en plus entragéc de son fébrile compagnon, toujours écartelé entre la tragédie et la comédie.

— Contente-toi d'obéir. C'est tout ce que l'on te demande pour le moment. Tu vois bien que ce n'est pas grand-chose...

— Obéir, obéir, toujours obéir. Enfin, vous défoncez ma porte. Vous vous introduisez chez moi sans crier gare. Vous me mettez les fers aux pieds, les menottes aux poignets. Vous me battez comme un sac de riz. Après cela, il faut que j'obéisse. Que je me taise. Que je ne cherche pas à comprendre... Tout de même !

— Exactement. Pour une fois tu as bien compris. Il faut que tu obéisses et que tu te taises devant moi, sinon...

— Sinon quoi ? Celui qui est tombé dans l'eau n'a plus peur de la pluie. **Regardez-moi... regardez ma porte défoncee, alors... Cette vieille planche vermoulu... N'argétons rien. La porte défoncee, tu appelles ça une porte ? Et qui ne tient que par le miracle des toiles d'araignée, tu appelles ça une porte ?** Et ça une maison ! dit-il en montrant du doigt la maison de Métédouman avec un index impérial et une moue méprisante, ça cette espèce de porcherie médiévale tu appelles ça une maison ! *En matière d'architecture on voit bien que vous n'êtes vraiment pas difficiles. Le moins que l'on puisse dire, c'est que vous avez des goûts très approximatifs, pour ne pas dire primitifs. Quant aux notions de meuble et de confort, il vaut mieux dormir debout, surtout avec les histoires que vous me racontez <sup>(9)</sup>.*

Toujours calme, serain et digne, malgré la pluie diluvienne qui tombait sur lui, Métédouman répondit par un autre proverbe agni :

— Le poullaller est un palais doré pour le coq malgré la pluie sur lui.

lieux. D'ailleurs la question n'est pas là.

— Je suis le premier à en convenir.

— Bien ! Alors la question, c'est de quoi je suis accusé.

— Personne ne vous accuse de quoi que ce soit, mon principier ami <sup>(9)</sup>.

FR 42J : AFRICAN LITERATURE

SECTION C : THEATRE

7. Etudiez le conflit dans la pièce "une saison au congo". Dans quelle mesure peut-on dire que cette pièce est d'actualité
8. En l'opposant aux autres personnages, faites des commentaires sur le personnage de Lumumba.

THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES & SOCIAL SCIENCES  
DEPARTMENT OF LITERATURE & LANGUAGES  
1998-99 ACADEMIC YEAR FIRST SEMESTER

FINAL EXAMINATION

FR = 471 PAPER I

TIME = THREE HOURS

TRANSLATE THE FOLLOWING TEXT

FRENCH PROSE PASSAGES

81

80. UNE MAISON DE PARIS \*

La porte de la rue est ouverte tout le jour. Le soir, elle se referme avec un bruit caverneux et les gens disent le mot de passe avant de trébucher sur les degrés. Dans sa partie inférieure, l'escalier est obscur, même au fort de la belle saison. Un papillon de gaz y languit. L'escalier est de bois. On a dû le cirer au début des temps et, par la suite, se contenter de le brosser à l'eau de Javel: il passe quand même trop de monde. Quand, avec le poing bien serré, on donne un coup sur la rampe, une longue vibration la saisit et s'envole jusqu'au ciel. Un enfant est mort, tout le monde sait cela, pour avoir voulu, l'imprudent, glisser le long de cette rampe, à cheval. L'escalier monte, monte, à travers des familles et des familles superposées comme des couches géologiques. On entend ici une mandoline, là un petit chien qui jappe, à droite le poitrinaire qui respire avec tant de peine. Et, déjà, c'est la grosse dame à l'éternelle chanson: «Je t'aime, comprends-tu ce mot?» Et le tap... tap... du monsieur qui travaille chez lui à des choses incompréhensibles. Et, partout, les machines à coudre et des piétinements d'enfants dans les couloirs, et des voix d'hommes et de femmes qui parlent et se querellent à propos des affaires de leur clan. Tout cela si clair à l'oreille fine et distraite du petit garçon. Tout cela très étouffé, très amorti par des murailles, des portes, des vêtements humides pendus à des clous, des épaisseurs d'air domestique dix et dix fois respiré. Et l'on sait ce que l'on mange à toutes les altitudes. L'odeur de l'oignon grimpe comme une bête le long des marches. Elle furette, rôde, s'accroche à toutes les aspérités. Elle va réveiller le vieux garçon qui travaille la nuit durant et qui se lève à trois heures. L'odeur de l'oignon! Un trou de serrure lui suffit, une fente, un nœud du bois. On dirait qu'elle fait son chemin à travers la brique et le plâtre. Mais l'odeur du hareng frit est farouche et plus puissante encore. Elle arrive, par paquets, comme une troupe d'assaut: l'odeur de l'oignon prend peur et lâche pied. L'odeur du hareng frit campera là jusqu'à demain. On ne la respire pas, on la touche. Elle est gluante et colle aux doigts.

GEORGES DUHAMEL, *Le Notaire du Havre*  
(Mercure de France)

Mots à expliquer: *piétinement, clan, furette, aspérité.*  
Qu'est-ce qu'un mot de passe?

THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES & SOCIAL SCIENCES  
DEPARTMENT OF LITERATURE & LANGUAGES  
1998-99 ACADEMIC YEAR FIRST SEMESTER

FINAL EXAMINATION

FR 431 PAPER II

TIME : THREE HOURS

INSTRUCTION : TRANSLATE THE FOLLOWING TEXT

45. A DIPLOMAT

Presently I finished my dinner and went into<sup>1</sup> the lounge. He was sitting in a large armchair and when he saw me he called a waiter. I sat down. The waiter came up and he ordered coffee and liqueurs. He spoke Italian very well.<sup>2</sup> I was wondering by what means I could find out who he was without offending him. People are always a little disconcerted when you do not recognize them, they are so important to themselves,<sup>3</sup> it is a shock<sup>4</sup> to discover of what small importance they are to others. The excellence of his Italian recalled him to me. I remembered who he was and remembered at the same time that I did not like him. His name was Humphrey Carruthers. He was in the Foreign Office and he had<sup>5</sup> a position of some importance. He was in charge of I know not what department. He had been attached to various embassies and I supposed that a sojourn in Rome accounted for his idiomatic<sup>6</sup> Italian. It was stupid of me<sup>7</sup> not to have seen at once that he was connected with<sup>8</sup> the diplomatic service. I had known<sup>9</sup> Carruthers for a good many years, but had met him infrequently, at luncheon parties where I said no more<sup>10</sup> than how do you do to him and at the opera where he gave me a cool<sup>11</sup> nod. He was generally thought intelligent; he was certainly cultured. He could talk of all the right things.<sup>12</sup> It was inexcusable of me<sup>13</sup> not to have remembered him, for he had lately acquired a very considerable reputation as<sup>14</sup> a writer of short stories.

W. SOMERSET MAUGHAM, *First Person Singular*  
(Heinemann)

1. Use *passer à*. 2. §6 (d). 3. *imbus de leur propre importance*. 4. 'It is a shock to me' = *cela me porte un véritable coup*. 5. Use *occuper*. 6. Say 'his excellent knowledge'. 7. *de ma part*. §131. 8. Say simply 'was in'. 9. Care! §69 (c). 10. *pas autre chose que*. 11. Use an adverb. 12. *les sujets admis*. 13. Say: 'I was truly inexcusable . . .'. 14. *en tant que*.

# THE UNIVERSITY OF ZAMBIA

UNIVERSITY FIRST SEMESTER EXAMINATIONS - OCTOBER 1999

H131

## AFRICA AND THE WORLD

**TIME:**                   **THREE HOURS**

**ANSWER:** *Three questions.*

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1. Explain the role played by geopolitics in the conquest of North Africa between 814 BC. and 1212 AD.
2. Illustrate how Egypt provided to the World the greatest and the most advanced form of civilisation in ancient time.
3. Explain the origin and spread of iron technology in Africa from the 7th century BC. to the 7th century AD.
4. What was the impact of the triangular trade on Africa, Europe and America?
5. Assess the factors that led to the rise, growth and eventual decline of the Ghana and Mwenemutapa kingdoms.
6. North Africa was at the epicentre of the world between c.2,000 BC and c.1AD. Discuss.

**END OF EXAMINATION**

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SUPPLEMENTARY AND DEFERRED EXAMINATIONS -  
NOVEMBER 1999

H 131

INTRODUCTION TO HISTORICAL RESEARCH METHODOLOGY  
(DISTANCE EDUCATION)

TIME: THREE HOURS

INSTRUCTIONS: Answer **three** questions. Question 1 is compulsory and is worth  
20 marks

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1. Critically assess this definition of history. "History explains the character and development of the contemporary world; it is the fragmentary record of human past experience and wisdom, above all it is a series of methods for distilling truth in the complicated web of human affairs."
2. What do you know about the following items? Illustrate your answer.  
a) interpolations                      b) ellipsis points                      c) index                      d) appendix  
e) italics                      f) subject catalogue index                      g) tables and graphs  
h) a biographical reference book                      i) encyclopaedia                      j) glottochronology
3. Oral Tradition plays an important role in the study of history.  
a) Critically assess its merits and demerits.  
b) What skills are needed when preparing and conducting an oral interview?
4. What skills do you need when establishing the credibility, the truthfulness and the authenticity of any document? Illustrate your answer.
5. Discuss five rules of good historical writing.
6. Spot the mistakes in the following entries:  
Bibliographical entries.  
❖ William Katongo, Africa and the World. In the story of Humanity, published by Joseph Ki-Zerbo and E. Walter, vol.5, p. 120-3  
❖ Art for its own sake (Chicago: Nonpareil Press, 1910), p.8-10.

Endnote entries.

- ❖ Emmanuel Bwalya. The School of Education 1966-1999. MA dissertation, University of Zambia: Lusaka, 1994. P.10. (Unpublished document)
- ❖ Kaunda Kenneth: Journal of Zambian History “Fighting the Imperialists” Vol.1. no 22 June 1999. Pp. 110-226
- ❖ Chanda Michael, Presidential Housing Initiative for Retired Persons, Report to the Mayor of Lusaka April 20, 1999. (Lusaka: Unza Press, 1999) p.20 (Published document)

**END OF EXAMINATION**

# THE UNIVERSITY OF ZAMBIA

## UNIVERSITY FIRST SEMESTER DEFERRED EXAMINATIONS – NOVEMBER, 1999

H 411

### LAND AND LABOUR STUDIES IN CENTRAL AFRICA UP TO 1900

**TIME: THREE HOURS**

**INSTRUCTIONS:** Answer **three** questions

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1. Discuss the importance of hunting and gathering to the pre-colonial Central African societies.
  2. What are the specific differences in the debate on Long Distance Trade by Jan Vansina and David Birmingham?
  3. Comment on the assertion that, “They came to Africa as missionaries but ended up as traders and explorers”.
  4. Discuss labour mobilisation and organisation in pre-colonial Central Africa.
  5. How significant was community labour in pre-colonial Central Africa?
  6. Show how pre-colonial societies in Central Africa responded to calamities such as droughts and epidemics.
- 

**END OF EXAMINATION**

# THE UNIVERSITY OF ZAMBIA

UNIVERSITY FIRST SEMESTER EXAMINATIONS - OCTOBER 1999

H441

## HISTORY OF THE SOVIET UNION FROM 1861 TO 1945

**TIME:** THREE HOURS

**ANSWER:** *Three questions.*

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1. Explain the role played by Russia in the First and Second World Wars. What was the impact of these wars on the Russian political economy?
2. Compare and contrast "Marxism" and "Leninism"; "Trotskyism" and "Stalinism", and "World Revolution" and "Socialism in one country".
3. Discuss the following statement bearing in mind the Russian Revolutions from 1905 to 1945: "A revolution is always characterised by the rapid rise and fall of parties, individuals and programmes, in which the more radical wing tends to gain."
4. "The History of Russia is the history of defeats due to backwardness.... Either death, or we must overtake and surpass the advanced capitalist countries. We are fifty to a hundred years behind the advanced countries. We must cover this distance in ten years. Either we do this or they will crush us," said Stalin in 1931 to Russian industrial managers. How right was he? How did he correct the mistakes? Did he succeed?
5. "Ideology (propaganda) is generally far stronger than swords and guns, tanks and bombers." Illustrate your answer using the Russian Revolution as an example.
6. Stalin was a grave digger for the Russian Revolution to some people, heir of Karl Marx to others. Discuss this statement.

**END OF EXAMINATIONS**

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

**UNIVERSITY FIRST SEMESTER EXAMINATIONS – OCTOBER 1999.**

**H491**

**HISTORICAL RESEARCH AND METHODOLOGY**

**TIME: THREE HOURS**

**ANSWER: Three questions**

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1. What are some of the centres/institutions that a researcher interested in historical data should visit in Zambia? What problems are they likely to encounter?
  2. What is a research problem and how would you go about formulating one?
  3. What are some of the common elements of a historical research proposal and what are their significance?
  4. Discuss some of the practical issues a historian needs to consider when planning field work and when collecting oral data in the field.
  5. Discuss Colonial, Africanist and Radical/Marxist historiography.
  6. Why do you think pre-colonial historical research is unpopular among graduate students at the University of Zambia?
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**END OF EXAMINATIONS**

# THE UNIVERSITY OF ZAMBIA

UNIVERSITY FIRST SEMESTER EXAMINATIONS – OCTOBER 1999

H911

EARLY HISTORY OF ZAMBIA TO 1890

TIME: THREE HOURS

ANSWER: THREE QUESTIONS

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1. What problems confront historians seeking to reconstruct the pre-colonial history of Zambia?
  2. Examine the differences in the ways of life of the Stone Age and Iron Age peoples.
  3. Account for the Luba-Lunda migrations from the Congo. What was their impact on Zambia?
  4. What factors contributed to the formation of states in the Zambian region in the 18th and early 19th centuries?
  5. "No commoner could produce much more than his neighbour; neither was there any incentive to engage in more intensive methods of cultivating the soil. The supply of land was unlimited, so there was not much point in thinking of new ways of working it; even if a surplus had been produced, there were neither markets nor means of transporting it". L. H. Gann, *A History of Northern Rhodesia*, 4-5.  
Does your knowledge of pre-colonial Zambia support this argument?
  6. Account for the development and decline of the Chewa kingdom of Undi between 1500 and 1890.
  7. Critically examine the impact of the overseas trade on Zambia.
  8. Discuss some of the aspects of pre-colonial history of Zambia that you learn from **either** Francois Coillard's on the *Threshold of Central Africa* or A.G.P. Gamitto's *King Kazembe*, 2 vols.
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END OF EXAMINATIONS

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

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

**H931: HISTORY SOUTHERN AFRICA TO THE 1880s.**

**TIME: THREE HOURS**

**ANSWER:** *Three* questions only, at least one question from each section. Each question carries equal weight.

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**SECTION A**

1. How valid is C.W. de Kiewiet's argument that the Hottentots broke down undramatically and simply in the face of colonial expansion?
2. Discuss the view that the key to understanding the rise of the Zulu kingdom and the events associated with it lie the study of the productive potentialities of the physical environment and the way in which it was exploited.
3. In what ways was Orinance 50 of 1828 a landmark in South African social history?
4. Assess the argument that the slave period, 1652 to 1838, was the true gestation period of South African culture.
5. How significant was land speculation in the economic development of nineteenth century South Africa?

**SECTION B**

6. Account for the fragmentally nature of the Afrikaner society in the nineteenth century South Africa.
7. Examine the impact of the mineral revolution on South Africa from the 1860s to the 1890s and explain why Africans were unable to benefit as much from the same revolution.
8. To what extent can it be argued that the Jameson Raid at the end of 1895 was inspired by ambitious politicians who hoped to create an economic and/or political union of Southern Africa under Britain's shield?
9. Is it tenable to suggest that the 1899-1902 South African war was "a white man's war"?

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**END OF EXAMINATION**

# THE UNIVERSITY OF ZAMBIA

UNIVERSITY FIRST SEMESTER EXAMINATIONS – OCTOBER 1999

H971

## HISTORY OF LATIN AMERICA: EARLY TIMES TO 1825

TIME: THREE HOURS

ANSWER: THREE QUESTIONS

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1. Would you agree with the statement that “One cannot understand the Spanish or Portuguese conquest of the New World without an understanding of the centuries of conflict between Christians and Moslems which preceded the discovery of America”?
2. Discuss at least four *paradoxes* and show the important clues they reveal in our attempt to understand Latin American history.

3. EITHER

“There were many differences in the three Indian civilizations of the *Mayas*, *Aztecs* and *Incas*, but at the same time some impressive similarities existed.” Discuss the similarities in the three civilizations.

OR

Was the conquest of the Aztec and Inca people *inevitable*?

4. What was the role of the Church in the conquest and colonization of Latin America by the Spanish and the Portuguese?

5. EITHER

Picking **either** the mining economy **or** agriculture, discuss how this sector contributed to the colonial economy of Spanish and Portuguese Latin America.

OR

What do you see as the positive or negative contribution to the colonial economies of Latin America of **either** the mining of precious metals **or** the development of agriculture?

6. What influenced the movements for independence in Latin America?
7. Discuss the fundamental differences in the colonial histories of colonial Portuguese America and colonial Spanish America.

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**END OF EXAMINATIONS**

# THE UNIVERSITY OF ZAMBIA

UNIVERSITY FIRST SEMESTER EXAMINATIONS – OCTOBER 1999

H995

## THEMES IN EAST AFRICAN HISTORY

TIME: THREE HOURS

ANSWER: *Three* questions, at least *one* from each section.

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### SECTION A

1. Demonstrate how historians have reconstructed the Arab migration and settlement of the East African coast from written sources up to the 1840's.
2. Critically discuss the impact of Zanzibar on the history of East Africa from 1840 to about 1890.
3. Account for the rivalry between Moslems and Christian missionaries in Buganda from 1877 to 1900.
4. How did European and Asian settlers try to carve up dominions for themselves *either* in Tanganyika under Germany; *or* in Kenya under Britain up to 1923?
5. What form and character did African protests to colonial rule take during the inter-war period in *either* Kenya; *or* Tanganyika *or* Uganda?

### SECTION B

6. What were the aims of the closer union movement in British colonial policy in East Africa during the inter-war period and to what extent were they achieved?
7. Discuss *either* the contribution of Governor Sir Donald Cameron to colonial policy in Tanganyika; *or* the significance of both the Devonshire White Paper and the Morris Carter Land Commission in British colonial policy in Kenya.
8. Analyse the significance of the *Mau Mau* Revolt to Kenyan nationalism.

9. Discuss the main features of Zanzibar nationalism and the role of Britain in it from 1944 to 1964.
10. What were the differences between the Commission of the League of Nations and the Trusteeship Council of the United Nations in Tanganyika's constitutional development?

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**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**1998-99 ACADEMIC YEAR FIRST SEMESTER FINAL**  
**EXAMINATIONS**

**LAL 211: THE STRUCTURE OF BANTU LANGUAGES**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS:** (A) Attempt Ten (10) questions in all as follows:  
Two (2) Questions from section A,  
Four (4) Questions from section B,  
Two (2) Questions from section C.  
And Two (2) Questions from section D.

(B) All examples in Bantu Languages should be accompanied by an indication as to what language the examples are drawn from and translations as follows:

Nyanja Munthu (Person).

**WEIGHTING:** (A) The examination counts for 50% of the total marks of the course.

(B) All questions carry equal marks.

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**SECTION A**

Answer any one of the following:

- (a) Exemplify and explain each of the following verbal morphemes in Bantu.
- a. Preprefix
  - b. Prefix
  - c. Post prefix
  - d. Tense sign
  - e. Post-tense sign
  - f. Infix
  - g. Radical
  - h. Extension
  - i. Pre-ending
  - j. Ending
  - k. Post-ending



5. Does the subject always precede the verb in Bantu? Substantiate your answer

### SECTION B.

1. Do African languages and African Linguistics mean the same thing? Explain
2. Briefly explain Guthrie's and Greenberg's classification of Bantu Languages
3. Can the following be regarded as African Languages? Explain
  - (a) Malagasy
  - (b) Arabic
  - (c) Afrikaans
  - (d) Swahili
  - (e) English
4. Who coined the term Bantu? Explain its origin.
5. Write brief notes on any two of the following
  - (a) C. Meinhof
  - (b) M. Guthrie
  - (c) J.H. Greenberg
  - (d) A.E. Meeussen
6. How is the term "Pre - History" used in Guthrie (1967-70)?
7. Name any two uses of the asterisk (\*) in Linguistics and exemplify
8. Explain what is meant by Proto-English and Proto-Bantu.
9. What is meant by the African Alphabet?
10. Briefly discuss the source of spirants (fricatives) in Bantu.

### SECTION C

1. Briefly discuss the two types of nominal structure in Bantu languages with examples.
2. Briefly discuss the three major uses of the term 'derivation' in grammar
3. Do the terms 'derivation' and 'inflection' as processes of word formation mean the same? Illustrate.
4. With illustrations discuss any two ~~of the following~~ types of derived nouns. Give five examples of each type.
5. With examples, discuss the following:

- (a) Vowel Harmony in Manner –of- doing-nouns
- (b) Nasal assimilation in Manner-of-Doing-Nouns

## SECTION D

1. Primitive adjectives fall into two structural types. Explain and exemplify.
2. With examples show the difference between third person pronouns in English and third person pronouns in Bantu.
3. In the examples below, the constructions in bold are either genitives or possessives. Analyse them into morphemes and identify each morpheme in any one of the Bantu languages represented below.

### NYANJA

- a. mwana wace 'his/her' child'
- b. dzino langa limodzi 'one tooth of mine'

### BEMBA

- a. umuti na amabuula yabo  
'the tree and its leaves'
- b. akatabo kaa mwana  
'the child's book'

### TONGA

- a. mwana wakwe 'his/her child.
  - b. Lino lyangu lyomwer 'one tooth of mine'
4. With examples, show what is meant by anaphoric and cataphoric demonstratives.
  5. Show how the mathematical concepts of addition and multiplication are used in Bantu to form certain numbers.
  6. With examples from Bantu, explain the difference between
    - (a) determiner and pronoun
    - (b) indefinite determiner and indefinite pronoun.
  7. What is the use of what is called a question operator? Illustrate
  8. Describe and exemplify the structure of the word for 'HOW MUCH'.

**END OF EXAMINATION**

# UNIVERSITY OF ZAMBIA EXAMINATIONS

School Of Humanities And Social Sciences

End Of First Semester Examinations 1999.

**LAL 221 Introduction To Literary Studies**

Time: 3 Hours

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## Instructions to the Candidates

1. All the questions in this paper carry equal marks.
  2. Answer **any five** questions.
  3. Clearly number your questions.
  4. *Clearly indicate the questions you have attempted on the front cover of your answer book(s).*
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1. Define and discuss the word literature.
2. How does the theoretical audience of a literary artist affect word-projection?
3. Although poetry achieves meaning by connotation rather than denotation, that meaning still comes out strongly. Give and explain how meaning is be amplified in poems.
4. A short story has affinities with long prose on one hand and poetry on the other. Discuss.
5. Using synopses of translated folktales from your language, illustrate five of the plot types you have learnt in this course.
6. Discuss the role of orature in your culture.
7. What is the use of learning literary theories like Marxism and the others you have learnt in this course?

*End Of Examination*

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**DEPARTMENT OF LITERATURE AND LANGUAGES**  
**1998-99 ACADEMIC YEAR FIRST SEMESTER FINAL**  
**EXAMINATION**

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

**TIME: THREE (3) HOURS**

**INSTRUCTIONS:** (a) Attempt ten (10) questions in all as follows:  
Any five (5) questions from section A and any  
Five (5) questions from section B  
(b) Each example in a Bantu language must be followed by an  
English gloss.

**WEIGHTING:** All questions carry equal marks

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**SECTION A**

1. Provide a phonemic chart of one of the following languages:  
Bemba, Kaonde, Lozi, Nyanja, Tonga.
2. With two examples from any one of the languages above, explain the difference between allophonic rules and morphophonological rules.
3. Write and illustrate an account of spirantization in one of the above languages.
4. What is the phonemic status of the following sounds in Bemba, Kaonde, Lozi, Nyanja and Tonga.  
(a) [b]; (b) [d]
5. Provide a phonemic chart of Swahili
6. With examples from loanwords, explain the following:  
(a) epenthesis  
(b) syncope
7. Using the terms Onset and nucleus, write an account of syllable structure in one of the following languages: Bemba, Kaonde, Lozi, Nyanja, Tonga, Swahili.

## SECTION B

8. With examples, provide the full list of noun prefixis in one of the following languages: Bemba, Kaonde, Lozi, Nyanja, Tonga.
9. With examples provide the full list of noun prefixes in Swahili.
10. With examples from one of the following languages, give an account of deverbal nouns: Bemba, Kaonde, Lozi, Nyanja, Tonga, Swahili.
11. Give ten (10) compound nouns in any of the above languages and explain how the actual meaning is derived from the literal meaning.
12. The stem of a noun may be simplex, complex, compound, reduplicated or a combination of two or more of these. Explain and exemplify in one of the following languages: Bemba, Kaonde, Lozi, Nyanja, Tonga, Swahili.
13. With examples, write an account of the morphological structure of any one out of the following:  
  
(a) Nouns (b) Adjectives (c) Possessives (d) Numerals (e) Demonstratives  
  
You must choose one of the following languages. Bemba, Kaonde, Lozi, Nyanja, Tonga, Swahili.
14. In describing the morphology of verb forms in Bantu, attention should be paid to at least the following grammatical categories: Mood, Aspect, Tense, Polarity, "Relativity". Exemplify in one of the following languages: Bemba, Kaonde, Lozi, Nyanja, Tonga, Swahili.
15. Provide an account of verbal extensions in one of the following languages: Bemba, Kaonde, Lozi, Nyanja, Tonga, Swahili.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**DEPARTMENT OF LITERATURE AND LANGUAGES**  
**1998-99 ACADEMIC YEAR FIRST SEMESTER FINAL**  
**EXAMINATIONS**

**LAL 431: CREATIVE WRITING**

**DURATION: THREE (3) HOURS**

**INSTRUCTIONS:** Answer three (3) questions in all, one from each section.  
Question one (1) in section A is compulsory and carries 40 marks.  
Other 2 questions carry 30 marks each.

**WEIGHT:** Examination counts 50% of the total course work.

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**SECTION A**

1. (a) Many exponents and dictionaries have variously defined creativity. Opt for one definition or make your own definition of creativity.
- (b) In creative process discuss how originality, inventiveness and problem solving are considered important.
- (c) Elaborate the following statement:  
'Everything we see as manmade are a result of his creativity due to necessity.'
- (d) Discuss briefly how creative process is considered from extrinsic and intrinsic influences i.e.  
outside and inner influences,
  - (i) mental process
  - (ii) environmental and cultural influences
  - (iii) accidental innovation and novelty.

**SECTION B**

2. Write a research proposal on this topic.  
'THE EXTENT OF H.I.V. INFECTION ON CAMPUS'
3. Give short explanations of the following:
  - (a) What Research is,
  - (b) Functions of Research,
  - (c) Statement of Hypothesis,
  - (d) Research instruments
  - (e) Research variables.

## SECTION C

4. (a) What is language
  - (b) Explain what a dialect is and mention the dialects of a Zambian lingua franca you are familiar with.
  - (c) Individual and societal factors influence language use. Explain how each factor influences the use of any language in a society.
  - (d) What language considerations do you make when you set to write a novel.
  - (e) Explain the following linguistic terms
    - (i) monolect
    - (ii) idelect,
    - (iii) monolingualism
    - (iv) onomatopoeia
    - (v) code switching
4. There is an adage that goes 'one finger cannot kill a louse', in all Zambian Languages'. This saying emphasizes on unity. Write an article or story of one page or so in your own language, showing the rationality of this adage.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**DEPARTMENT OF LITERATURE AND LANGUAGES**  
**1998-99 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS**

**LAL 915: TERMINOLOGY AND TRANSLATION**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: (1) Attempt three questions from section A and two questions from section B. Question 1 in both sections is compulsory.**

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

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**SECTION A: TERMINOLOGY**

Write a brief comparative analysis of the two extracts

- (a) the Nyanga Language Dictionary and (b) from Bemba-English Dictionary.  
Herewith attached.

**EXTRACT A : Scoh & Hetherwick, Dictionary of the Nyanja Language.**

R is for the most part interchangeable with l. But r l is preferred before the vowel i.  
It rarely begins a word except in some of the dialects in which the burr sound of r is prominent.

Hence for words beginning in R, see L; and for syllabuses in R, see L likewise.

Some of the more frequently heard words beginning in R are entered here.

Ra-, see La. Also -ra-, a particle of past time. See -na-.

Rake, his, her, its—see Lache; rake, more Chipeta in form.

Rambarara, ku, to skirt round. See Lambalala.

Re-, see Le-.

Rero, to-day. See Lero and Lelo.

Ri-, see Li-.

Rimba, ku---see Limba—to be strong

Rinda, ku, to wait. See Linda.

Rindima and rindimula, ku, to thunder. See Lindima.

Ripa, ku, to pay. See Lipa.

Rira, ku, to cry. See Lira.

Ririme, the tongue. See Lilime.

Ro-, see Lo-.

Ronda, ku, to follow. See Londa.

Ronga, ku, to pursue. See Longa.

Rrrr, of the sinking of the sun, dzuwa rrrr do! Also of its travelling and rising.

Ru-, see Lu-.

Rur-, see Lul-.

Rura, ku, to desire. See Lula.

Rurimi, tongue. See Lilimi.

## S

S in Nyanja is a clear hard sibilant; in Yao it has a tendency to the flatter sibilant, with a gentle sh sound.

It is hardened by the dental t into ts.

It is closely connected with z; hence ts and dz.

Nasalised with n or m, the words must be sought under these letters; ns is akin to nts, and ms to mps.

Note.—S and ts are so closely related that it is often impossible to tell which letter really begins the word: further, one dialect prefers the hard ts, dz, bz, r, &c., to the softer s, z, l; hence a word heard with initial s may have to be sought under ts, and vice versa; still, on the words, there remain some in ts which no linguistic consciousness can reduce to s, and some in s which refuse to become ts; hence it was found impossible to put both the letters together as at first intended; they are therefore separated, but directions are interspersed for finding a word its other possible initial letters; and experience and the linguistic consciousness therefrom arising have made the basis of the division into s or ts; the same method has been followed in the other letters.

Sa-, I., master of, related to—see Tsa-; e.g., sachipala, the smith, i.e., the one of the forge, forgemaster—see also Cha- and Tsacha-; the prefix also reappears in ka-naka, nanka, in names of animals. It means of.

The prefix of the ordinal numerals. See also Tsa. As above, I.

Not; the negative of the wa person class singular, and plural ma and a classes. Its simple form is si. Sadza, he comes not; sanadza, he came not; sangadze, he cannot come; madzi saphwa, the water does not dry up.

In the imperative of the verb, in all prohibitions, the sa comes not before but after the pronoun, and is sa for all the classes, just as in the perfect tense of the verb wachita the verb has power to turn all into a, as si into sa. Usachite choinchi, don't do so; lisakule, it must not grow, or that it may not grow; isanadze, if it did not come, it should not have come.

## SABAO

Sabao or sabuni, soap, English and Portuguese.

Sabola, I., an onion, a chili; plu. Asabola; wa-a class. Wosinjira kumodzi ndi mchere, sabola phi! Pounded together with salt, and thrown in.

Kacholo, small and very hot.

II. Chicken-pox; adwala sabola, matusa, ngofewa thupi, pachita nenje nenje.

Sabuleta, a short gun.

Sache, a broom. See Tsache.

Sachira, ku, to bind feathers on an arrow-see Sakira; to hunt-see Saka.

Sachizira, ku, or ku sachiriza, to hide a portion of food in one's hand so turned as to conceal it; kusachizira mtima ku chikhatho.

Sadama, ku, to be flat, shallow; of a basket, mbizi, chipande, nsengwa, mbale, &c.; also open mouthed, wide, as gadama: to lie on one's back with bulging chest would, however, be gadama, while sitting with chest drawn in shallow-chested, would be sadama.

Nsengwa za malonda sizabwino nzosadama, nzosaya, the baskets for sala are not good, they are shallow. Chitsime chisadama, the basket is shallow, hence open-mouthed. Seta wina wosadama, a shallow tin basin. Chindwi lisadama, the roof is too flat. Zosadama ziti nkholo mzu, ku kamwa sasu, vessels described as zosadama have narrow waist and open-mouthed.

Sanamula, ku, to be open-mouthed or shallow; to make a thing so intentionally.

Sadza, ku, to lop off, the branch of a tree; kusadza nthambi, kusadza nthambi mtengo or mtengo nthambi; sadza nsungwi ndi mpeni; to lop off all the little branches.

Ang'amba nsungwi mphindi imodzi yetari mphindi ina njogwirira, ndiyo asdza nayo tsekera, they split two joints in length of a bamboo, one for holding, the other for beating the hulmes off the grass. Mbvi wanga ndausadza nkha zache, I cut off the barbs of my arrow.

Sadzikana, ku, to greet one another—see Tsazikana; see also Longezana.

Sadzula, ku, to take the husk off; skin, flay; take bark off a tree.

Sadzula luzi, or sadzula mtengo, bark the bark off, or bark the tree, of bark for string. Sadzula mbuzi, or sadzula chikopa, or sadzula ndi chilopa, take the skin off the goat. Sadzula ntedza, msinde, chimanga, also sadzula makwata, masamba, to husk, also to take off what is as husk. Sadzula ntedza ku nk'honyo kwache, take ground-nuts from their stem end.

(Sagana, ku), to accompany. See Tsagana.

Saira, ku, to cut up felled trees for removal.

Saka, ku, to hunt; to drive before one; kusaka nyama; to hunt with dogs (garu

ngosaka, the dog is one you can hunt with); to beat the bush (kasakeni thengolo, also saka pa chipfutu pakhala patabisala kanthu, beat the clump, it may be there is something hiding there); to hunt for mice (ku saka mbewa—not dig); ukalindire ine

ndikasache, you wait, I will drive by shouting.

Sakira, ku, to drive into, pit, net, &c.; sakira ng'ombe m'khola, drive the cattle into the cattle-pen; kusakira nsomba mu ukonde, to drive the fish into the net; kusakira ndi garu, to go to hunt with a dog.

Sakiza, ku, to set the dog on, with a whistle; sakizira garu agwire nyama, whistle the dog to catch the game.

sakira=to feather an arrow, q.v.

Sakadza, ku, to spoil, destroy. See Sakaza.

Sakaika, ku, to tie loosely up, put loosely in; not pressed close; sakaika mtolo mwa nkhuni, tie up a loose bundle of firewood; ufa, mchere, &c.

Sakalali, scattered in confusion, as

### **EXTRACT B : Bemba English Dictionary**

growth). FIG. To be entangled, of case. SYN. -fulungana. APPL. -pyokanina.

-pyokanya (pyokenye) V.T. (1) to mix up:

inama shapyokenye amakasa mu yo ndashile, the animals have mixed up their footprints with those of the one I wounded. FIG. Apyokanyo mulandu, he muddled up the case.

SYN. -fulunganya. (2) to be always on the go: apyokanya mu fyalo, he

has been in all countries-- Apyokanya mu mushi, he has been in every nook and corner of the village. PASS. -pyokanishiwa. APPL. -pyokanisha.

-pyolokwela V.T. to talk in favour of or against a person. SYN. -pylolwela, -sensengwila. PASS. -pyolokwelwa.

--pylolwela V.T. AND I. (1) to chirp, chirrup (of birds). (2) to evade a question, give an evasive answer: afusha fya kypyololwela, he gave a lot of evasive answers. SYN. -telebwila, -bilingwila. (3) to give a full account of: apyololwela fye tonse, tasha nangu kamo, he gave a full account of everything, without omitting one detail. (4) to talk in

favour of or against a person. INT. pyololwasha: apyololwasha tonse, he narrated everything, even to the smallest detail.

Pyu COLL. IN: ku mutima pyu, cleanness itself (innocence itself): ine ku mutima pyu nga ku musuka wa lukombo, my heart is as clean (innocent) as the inside of a lukombo (small gourd) handle. MEAN. I hold no grudge against any one.

-pyuluka (pyulwike) V.I. to be smooth: uyu, umubili walipyuluka, the body of this person is smooth. SYN. -telela. To be sharpened. SYN. -songoka. Also heard: apyuluko mutima, he is angry. APPL. -apyulukila.

-pyulula (pyulwile) V.T. CAUS. of -pyuluka, to smoothen, render smooth; to sharpen: -pyulula maswau, to sharpen stakes for a game pit. PASS. -pyululwa (pyulwilwe). APPL. -pyulwila.

Pyupyu COLL. To be overdone (of food). Cfr. Malungu pyupyu.

## S

s pronounced as in English, never as z between two vowels.

-saba (sabile) V.T. SND I. (1) to pick, pluck gather, as fruits, vegetables: -sabe ntongwe, to pick peas. -saba lubali, to pick on one side. FIG. To keep the right medium, not to overdo. They say of a chief: saba lubali, bukula bukalamba, reap on one side, the garden is large. MEAN. Don't overdo your punishment, spare some of your people. (2) to be juicy (of fruit). (3) to be fat, savoury (of meat). PASS. -sabwa (sabilwe), to be picked, plucked. APPL. -sabila, Cfr.

-sabaila (sabaile) V.I. to be delirious, to rave. SYN. -sabaila. Cfr. Nsainsai. FIG. Ulesosa fye fyakusabaila, you talk nonsense. SYN. -abaila.

-sabanta (sabantile) V.I. to travel or wander about in the bush; to travel afar: uyu muntu alasabanta, that man does travel in the bush! APPL. -sabantila. INT. -sabantisha.

-sabasaba V.I. to desire, want everything one sees: banange cintu icawama no mutima walasabasaba, they showed me a beautiful thing and my heart greatly desired it. APPL. -sabasabila.

-sabauka (sabawike) V.I. INT. of -sabuka, to splash, fly about, as water; to crackle and sparkle, as wood in fire. SYN. -polopoka. FIG. To talk in a nonsensical, incoherent way. SYN.

-sakauka. APPL. -sabaukila: amenshi yalensabaukila ku cakufwala, the water splashes on my clothes (PASS. -sabaukilwa: asabaukilwa maloba, he was bespattered with mud). INT. -sabaukisha.

-sabaula (sabawile) V.T. CAUS. of -sabauka AND INT. of -sabula, to splash water, mud, etc. FIG. -sabaule fyakulanda, to talk nonsense, incoherently. SYN.

-sampaula fya kulanda. PASS. -sabaulwa (sabawilwe). APPL. -sabawila (PASS. -sabawilwa: nasabawilwa na matipa, mud was splashed on me ). INT. -sabawisha.

-sabila (sabilile) V. APPL. Of -saba: asabila kampana ifilyo, she gathered foodstuff for so and so. SPECIAL MEAN>: to make a choice of; to bespeak in marriage: bane, natusabile ncende ya kukulako amayanda, friends, let's make a choice of a place to build out huts—Mwanakashi nasabila ukupa ulya, the woman I bespoken in marriage is that one—Nasabile fumo kuli bamuka yama (or kuli bamayo senge); umwana ukafyalwamo nga mwanakashi, mukashi wandi, nga mwaume, camata wandi, I have chosen the child that my paternal aunt (or the wife of my maternal uncle) is bearing; if she gives birth to a girl, she will be my wife; if a boy, he will be my bosom friend (native custom). PASS. -sabilwa: asabilwa kuli mwane, her food was gathered by her child. Cfr. Prov. At kolwe. Asabilwa, she was bespoken in marriage. APPL. -sabilila.

-sabinkana (sabinkene) V.I. (1) to spread all over: amenshi nayasabinka na munika a yonse, the water spread all over the meadow. (2) to be divulged, published; umulandu nausabinkana, the affair was made known everywhere. SYN. -kumana, -salangana. APPL. -sabinkanina.

-sabinkanya (sabinkenye) V.T. CAUS. of -sabinkana, to spread all over; to divulge, make known an affair. PASS. -sabinkanishiwa. APPL. -sabinkanisha.

-sabuka (sabwike) V.I. (1) to splash, as water. (2) to crackle and sparkle, as wood in fire. (3) to jump (on, in, out): isabi lyasabuka mu bwato, lyaponena mu menshi, the fish jumped out of the boat and fell into the water. SYN. -toboka. FIG. To be very sensitive, quick-tempered. Cfr. -sakuka. APPL. -sabukila (PASS. -sabukilwa: nasabukilwa ne loba, the mud bespattered me).

-sabukisha (sabukishe) V.T. INT. of -sabuka. Also: V.T. CAUS. of -sabuka. Same as -sabuka. PASS. -sabukishiwa: asbukishiwa na menshi, water was splashed on him.

-sabula (sabwile) V.T. CAUS. of -sabuka, to splash, besplatter; to cause to jump: asabule sabi mu bwato, he caused the fish to jump out of the canoe. FIG. -sabulo muntu, to bewitch, cast a spell upon a person by using something belonging to him: kambike mushishi bwino, beya nsabula, let me me hide my hair-cuttings so that they may not use them to bewitch me. Cfr. -lowa. -sabule filyo, to bewitch the crops of a neighbour, and make them come into one's own garden. -sabule mfumu, to use a tooth, fingernail, etc. of deceased chief as charm or amulet. PASS. -sabulwa (sabwilwe). APPL. -sabwila (PASS. -sabwilwa: nasabwilwa menshi, water was splashed on me)—nasabwilwe filyo, my crops were bewitched. INT. -sabwisha.

-sabula (sabwile) V.T. to comb, card, stretch out disentangle: -sabulo bukonge, to card sisal fibre. SYN. -fibulo bukonge. -sabule sumbu, to disentangle, stretch out a hunting net. APPL. -sabwila (PASS. -sabwilwa: nasabwilwe sumbu, my hunting net was disentangled for me). INT. -sabwisha.

-sabulana (sabulene) V. REC. of -sabula, to splash water on one another. APPL. -sabulanina.

-sabusha (sabushe or sabushishe) V.T. to splash (water). SYN. -sabual. PASS. -sabushiwa. APPL. AND INT. -sabushisha.

-sabushanya (sabushenye) V. REC. of -sabusha, same as -sabulana.

-safishiwa (safishiwe) V. PASS. Of -safya: nasafishiwe ng'nda, my house was soiled.

-safuka (safwike) V.I. (1) to rise to the surface of water: muntu uwafwila mumumana, umubili wakwe wasafuka bwangu, a man who drowns in a river, his body soon rises to the surface. SYN. -tumpuka. (2) to bleach, become white. SYN. -butuluka. APPL. -safukila.

-safula (safwile) V.T. to decay, bleach, as dead body remaining a certain time in water: umuntu uunqwenenemu menshi, amenshi yamusafula, LIT. a drowned man who remains in the water, the water decays him. SYN. -butulula. PASS. -safulwa (safwilwe). APPL. -safwila. INT. -safwisha.

-safwali N. copper wire: safwali wa kupombe nsambo, copper wire for bracelets.

2. Define and exemplify the concept of Neologism.
3. What is a 'semantic' or 'lexical field'. Exemplify using the Nyanga word 'Chiwanda' (Ghost).
4. Compare and contrast the following linguistic components:
  - (a) terminology
  - (b) lexicology
  - (c) lexicography
  - (e) terminography
5. Write a proposal of the format of a terminological index card.

## **SECTION B: TRANSLATION**

1. Comment on texts C and D attached herewith concerning translation techniques.

## TEXT C: THE SERMON ON THE MOUNT

### The Beatitudes

- 1 5 Seeing the crowds, he went up the hill. There he sat down and was joined by  
2 his disciples. Then he began to speak. This is what he taught them:  
3 'How happy are the poor in spirit;  
theirs is the kingdom of heaven.  
4 Happy are the gentle:  
they shall have the earth for their heritage  
5 Happy are those who mourn:  
they shall be comforted.  
6 Happy are those who hunger and thirst for what is right:  
they shall be satisfied.  
7 Happy are the merciful:  
they shall have mercy shown them.  
Happy are the pure in heart:  
They shall see God.  
9 Happy are the peacemakers:  
they shall be called sons of God.  
10 Happy are those who are persecuted in the cause of right:  
theirs is the kingdom of heaven.

## TEXT D

### MATEO 5

Zimene Yesu anaphunzitsa paphiri

Yesu ataona chikhamu cha anthu chija, anakwera paphiri nakakhala pansu.  
Ophunzira ake anadza kwa Iye, 2 ndipo anayamba kuwaphunzitsa. Anati,

Za amene ali odala  
(Lk. 6. 20-23)

- 3 “Ngodala anthu amene mumtima mwawo azindikira kuti mwa iwo okha alibe  
kanthu,  
pakuti Ufumu wa kumwamba ndi wawo.  
4 “Ngodala anthu amene alikumva chisoni,  
pakuti Mulungu adzawasangalatsa.  
5 “Ngodala anthu ofatsa,  
pakuti Mulungu adzawapatsa dziko lonse lapansi kuti likhale lawo.  
6 “Ngodala anthu amene ali ndi njala ndi ludzu kukhumba kuti zichitike zimene  
Mulungu afuna,  
pakuti Mulungu adzawakhutitsa.

- 7 “Ngodala anthu amene achitira enachifundo,  
pakuti Mulungu adzawachitira chifundo
- 8 “Ngodala anthu amene ali oyera mtima,  
pakuti adzaona Mulungu.
- 9 “Ngodala anthu amene adzetsa mtendere,  
pakuti Mulungu adzawatcha ana ake.
- 10 “Ngodala anthu amene azunzidwa chifukwa cha kuchita zimene Mulungu afuna,  
pakuti Ufumu wa Kumwamba ndi wawo.

“Ndinu odala pamene anthu akunyozi, kukuzunzani ndi kukunamizirani zilizonse  
chifukwa cha Ine.

- 12 Sangalalani, kondwerani, pakuti mphotho yanu njaikulu Kumwamba.  
M'menemu ndimo m'mene anthu ankazunziranso aneneri amene analipo inu  
musanabadwe.
2. Explain how Translation and Terminology are interrelated domains.
3. What are the main problems facing the Bible translator from English to Nyanga as  
listed out by D. Wenland, 1998, Buku loyera: An Introduction to the New  
Chichewa Bible Translation.
4. Explain and exemplify the technique of 'Transposition' in Translation.
5. Discuss the efficiency of machine translation system as a complete replacement of  
human translation.

**END OF EXAMINATION.**

UNIVERSITY OF ZAMBIA EXAMINATIONS

**End Of First Semester Examinations 1999**

School Of Humanities And Social Sciences

**LAL 955 Selected Topics In Literature**

**Postmodern Criticism**

Time: **3 Hours**

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**Instructions To The Candidates**

1. Answer **any three** questions from this paper.
  2. All questions in this paper carry equal marks.
- 

1. In the postmodern moment we cannot 'know' anything; not even that we are postmodern. Discuss.
2. Discuss the place of history in the postmodern moment.
3. Make brief notes on the following:
  - a. Pastiche and parody
  - b. Centre and margin
  - c. Space
  - d. Nostalgia mode
4. Discuss the place of 'I' in the postmodern moment.
5. Briefly discuss the following:
  - a. Meaning
  - b. Singularity
  - c. Historiographic metafiction
  - d. High culture

*End of Examination*

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**DEPARTMENT OF LITERATURE AND LANGUAGES**  
**1998-99 YEAR ACADEMIC FIRST SEMESTER FINAL**  
**EXAMINATION**

**E951 / LAL 321: ORAL LITERATURE**

**DURATION: THREE HOURS**

**INSTRUCTIONS:** Answer three (3) questions in all.  
Question one (1) is compulsory in SECTION A.  
It carries 40 marks.  
Answer any one (1) question from Section B and any one (1)  
question from Section C.  
They carry 30 marks each.

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**SECTION A.**

1. (a) By applying both of Denise Paulme's theory of narrative telling patterns and Herald Scheub's expansible image theory, analyse the attached story.
- (b) It is said that literature is not only the reflection of reality but is also a projection of desired reality. Comment on the narrative in light of this statement.

**SECTION B.**

2. In a people's **Culture** there are sociofacts and artifacts. Mention five of each socio and artifacts. Discuss how oral genres are didactically instrumental in their execution in society.
3. Literary scholars treat folklore as literature or source material. Mention five (5) categories of scholars who use folklore for analysis and how they use it.

**SECTION C**

4. (a) List five characteristics of poetry which make it differ from prose.
- (b) Discuss the hedonist and didactic nature of poetry.
- (c) Write short accounts on the following terms in poetry:
  - (i) Anaphora
  - (ii) Panegyry
  - (iii) Alliteration

- (iv) Dirge
- (v) Epic hero

5. By employing the analytical techniques discussed in this course analyse the attached poem.  
*OR: Write a poem in your own language and analyse it in English.*
6. Give five (5) types of songs and discuss the roles they play in each category of the life of the society.

### STORY

In the long time ago, there was a young man who wanted to marry a wife. He was told by his elders to marry among his people and not over the forest and across the valley. 'why should I not marry from across there? He enquired. He was told that it was taboo. 'what will happen if I marry from there? He asked. 'There are many things that can happen against you and this society,' they answered.

Musundundu went and found a very pretty girl over the forest and across the plain. He married her and brought her home. The elders did not know. Musundundu wanted to see the things that <sup>u</sup>could happen against him and society. Elders told him to take back the girl. But he said, 'I am already married why should I take back my beautiful wife.' Njonjo, his uncle, pleaded but Musundundu remained adamant.

They lived and lived and lived. One day his wife, Nalwindi, asked if she could be taken to see her parents. Musundundu agreed. Nalwindi said to her husband, 'you make water or food now, because it is taboo to make water and food in our forest and valley'. Musundundu said. 'I shall never make water or food in my in-laws' forest and valley. Nalwindi insisted but Musundundu refused.

They went and went into the forest. In the middle of the forest Musundundu wanted to make food and water. His wife said, 'no., I told you it is taboo.' But Musundundu was pressed and went to make water, and food.' Nalwindi said, 'mawe! It is problem today.

They went and after a while they heard a song behind them\;

### ENGLISH

Luwe luwetanga, luwe	It is scandalous, serious
Luwetanga	Scandalous
Ananyene musikandakanda	He has defected in a sacred place
Luwetanga	Scandalous
Musikanda sa munya katongo	In sacred place of the owners of the place
Luwetanga	Scandalous
Luwe	Serious
Luwetanga, Luwe	Scandalous, serious
Luwetanga	Scandalous.

The wife said, 'I told you it was taboo to make food or water in the forest or valley.' Musundundu got the faeces and scattered it far, far away and they got on to their journey. After a while a song was heard behind them:

Luwe luwetanga luwe  
Luwetanga  
Ananyene musikandakanda  
Luwetanga  
Musikanda sa munya katongo  
Luwetanga  
Luwe  
Luwetanga Luwe  
Luwetanga

Musundundu thought of another method to deal with the faeces. This time he dug a deep-deep hole and put the faeces in, and he cursed 'go for ever, never you come out again.' Nalwindi said, "it is scandalous, I told you it was taboo. Keep quiet you bitch, sanamabinci' bulalifulu;" Musundundu retorted. Nalwindi kept quiet.

They continued their journey and no sooner did they hear the song again.

Luwe luwetanga luwe  
Luwetanga  
Ananyene musikandakanda  
Musikanda samunya katongo  
Luwetanga  
Luwe  
Luwetanga luwe  
Luwetanga

This time even people at the in-laws' village and area heard the song. Musundundu made a very big fire and through the food in. It burnt out all. Then they left.

The song was heard behind them and Musundundu took the food to the fast flowing river. He threw it there and cursed, 'never you appear again'.

They continued their journey. Nalwindi was sobbing. Musundundu was very unhappy when he heard the song. The food and water were near. People in the village heard the song. They were disappointed. The man was given a mat to sit on. The food and water dropped and sat there as well and began to sing.

Luwe luwetanga luwe  
Luwetanga  
Ananyene musikandakanda  
Musikanda samunya katongo  
Luwetanga  
Luwe  
Luwetanga.

'He is not fit', one of villagers said. 'why not chase him now or end his breath.'  
There was pandemonium in the village. They chased him and unleashed their dogs to  
purs<sup>u</sup>e him. He ran back home faster than ever before. People at his village heard his  
cry. When he arrived Njonjo only told him, 'the sixth finger will never grow between  
the thumb and forefinger. You will never marry again.

## POEM

### PLIGHT OF THE SCHOLAR

- 1 Are the stars fallen aground  
Puzzled was the fresher  
I have never slept above ground  
Stars continue to twinkle
- 5 Some red, some blue, some green  
I'll study hard to accomplish  
This glory education brings to me
- Oh dear! It is now five and  
The cruel don orders me to hand in
- 10 Pretend very sick and go to clinic  
Another wants his at eight  
Pretend to be mad' am hopeless  
'am at crossroads
- Better abandon academics
- 15 No degrees but tycoons  
Why not join them  
When studies are cruel  
Pretend maladjumentally obstructed  
'am at crossroads.
- 20 Third don demands his today  
To haul with him  
Every don is on me  
Worse I have sugar and water  
For three a today
- 25 'am at crossroads.

NB - Numbers are placed for analytical convenience.

**END OF EXAMINATION**

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

1998-99 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

E/LAL 415: THEORETICAL PHONOLOGY AND MORPHOLOGY

TIME: THREE (3) HOURS

INSTRUCTIONS: Attempt ALL the questions: the TWO in the Phonology Section and the THREE in the Morphology Section  
Marks will be awarded for a well presented and well written answer paper

IMPORTANT:

- Do Section A in one examination booklet and Section B in another one.

Section A: Phonology

1. Considering Structural Phonology and Generative Phonology, what are the merits and shortcomings of each trend? (25 marks)
2. How does marking as a language universal apply in Phonology? (25 marks)

Section B: Morphology

(NOTE: Examples are most important in Questions 3 and 4)

3. In grammatical analysis the “word” was succeeded by the morpheme when it was found difficult to support the “word” as the basic unit in grammar. What criticisms had been made of the “word”? Why did the morpheme seem better than the “word” as the basic unit in grammar? What criticisms have now been made of the morpheme? (20 marks)
4. Morphemes can be divided under several different headings which at times overlap. Explain the different headings under which morphemes can be placed, where the overlapping takes place and also where the major differences are to be found. (15 marks)
- 5 (a) In the following Persian forms, identify the individual morphemes and their meanings:

1. xaham xarid	I will buy	2. xahi xarid	you will buy
3. xahad xarid	he will buy	4. xahim xarid	we will buy
5. xahid xarid	you (pl.) will buy	6. xahand xarid	they will buy
7. xaridan	to buy	8. naxaham xarid	I will not buy
9. naxahi xarid	you will not buy	10. naxahad xarid	he will not buy

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

1998-99 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

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- |                 |                    |                   |                 |
|-----------------|--------------------|-------------------|-----------------|
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| 3. xahad xarid  | he will buy        | 4. xahim xarid    | we will buy     |
| 5. xahid xarid  | you (pl.) will buy | 6. xahand xarid   | they will buy   |
| 7. xaridan      | to buy             | 8. naxaham xarid  | I will not buy  |
| 9. naxahi xarid | you will not buy   | 10. naxahad xarid | he will not buy |

11. naxahim xarid    we will not buy    12. naxahid xarid    you (pl.) will not buy  
13. naxahand xarid    they will not buy

Given that *xahad ran* means "he will paint", translate the following into Persian:

- (a) I will paint    (b) They will paint    (c) We will not paint

5(b) Study the following words and state what type of process was used in their formation.

- (a) kingdom    (b) love seat    (c) Chinese    (d) sari  
(e) USSR    (f) non-smoker    (g) baby-sit    (h) gladhand  
(i) dorm    (j) tip-top

5(c) In the following words, find the suffixes and determine whether they are deverbatives (that is, a suffix which is attached to a verb) or a denominative (that is, a suffix which is attached to a noun or adjective).

- (a) violinist    (b) happiness    (c) organization    (d) amazement  
(e) daily    (f) readable    (g) idealism    (h) building  
(i) Darwinian    (j) popularise    (15 marks)

11. naxahim xarid we will not buy  
13. naxahand xarid they will not buy

12. naxahid xarid you (pl.) will not buy

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(a) violinist      (b) happiness      (c) organization      (d) amazement  
(e) daily      (f) readable      (g) idealism      (h) building  
(i) Darwinian      (j) popularise      **(15 marks)**

**THE UNIVERSITY OF ZAMBIA  
DEPARTMENT OF MASS COMMUNICATION**

**MC 101 - END OF SEMESTER FINAL  
EXAMINATION**

**INSTRUCTIONS**

**ANSWER FIVE (5) QUESTIONS**

1. When and where is the history of radio in Zambia traced and what set of problems did the development of radio broadcasting encounter during the initial stages . (20 marks)
2. Identify and discuss the basis for the divisions in American Politics soon after the American Independence in 1776. In what ways did these divisions affect the media and what newspaper(s) and editors went into which camp? (20 marks)
3. Discuss the fourth estate theory with specific cases and/or instances to illustrate how both the American and Zambian Press have translated this theory (20marks)
4. Compile a profile of the New York Sun highlighting also the major attributes which fundamentally differentiates it from the earlier newspapers (20 marks)
5. What is Interpretative Journalism? Which newspaper is identified with the history of this brand of Journalism and what were its major characteristics?(20 marks)
6. Compare and contrast the Northern News with the Central African Post(20 marks)
7. Identify and discuss the major factors which influenced the operations of the Zambian media after independence (20 marks)
8. How would you compare the behaviour of the American media before the American Independence in 1776 with that of the Zambian media during the build-up to the Third Republic? (20 marks)

**END OF EXAM**

# THE UNIVERSITY OF ZAMBIA

UNIVERSITY FIRST SEMESTER EXAMINATIONS - 1999

MC 201

INTRODUCTION TO PRINT MEDIA REPORTING

TIME:        **THREE (3) HOURS**

INSTRUCTIONS: ANSWER THE QUESTION IN SECTION A WITHIN ONE HOUR AND THIRTY MINUTES, AND THEN THREE QUESTIONS FROM SECTION B

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## SECTION A

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

1. Attached to this examination is a copy of a Speech the acting Vice-Chancellor of the University of Zambia, Prof. Mutale Chanda delivered to the 29<sup>th</sup> Graduation Ceremony held at the Great East road campus. Lusaka on 24<sup>th</sup> April, 1999.

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

## SECTION B

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

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

# THE UNIVERSITY OF ZAMBIA

UNIVERSITY FIRST SEMESTER EXAMINATIONS - 1999

MC 221

## THEORIES OF MASS COMMUNICATION

TIME:        **THREE (3) HOURS**

INSTRUCTIONS: **ANSWER ALL QUESTIONS IN SECTION A, THREE FROM SECTION B, AND ONE FROM SECTION C.**

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### SECTION A

1.     Distinguish between **Human Communication** and **Mass Communication**. (10)
2.     Define **noise** in the communication process and distinguish **channel noise** from **semantic noise**. (10)
3.     Discuss some of the difficulties associated with an acceptable definition of Press Freedom. (10),
4.     Draw and explain the **Transactional communication Model**. (10)

### SECTION B

Define and explain the following:

5.     (a)     Honesty  
       (b)     Fairness  
       (c)     Accuracy (10)
6.     (a)     Group  
       (b)     Crowd  
       (c)     Public (10)

7. (a) Right to Report  
(b) Right to criticize  
(c) Qualified Privilege (10)
8. (a) Control  
(b) Inclusion  
(c) Affection (10)

### SECTION C

9. Colder W. once wrote "Between Consciousness and existence stand communications, which influences such consciousness as men have of their existence?  
  
Discuss this statement. (30)
10. Discuss the claim that the media plays a key role in building the political, social, cultural and economics fabric of society. (30)

**END**

**THE UNIVERSITY OF ZAMBIA**

**UNIVERSITY EXAMINATIONS – OCTOBER 27, 1999**

**MC 221**

**THEORIES OF MASS COMMUNICATION**

**TIME:                      THREE HOURS**

**INSTRUCTIONS: Answer all questions from Section A, Three from Section B, and one from Section C.**

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**SECTION A**

1. Briefly discuss the statement, “Meanings rest in people and not words.” (3)
2. Name and briefly define the three basic forms of communication. (6)
3. What do you understand by **normative theories of the press?** (3)
4. What are some of the difficulties associated with an acceptable definition of Press Freedom? (4)
5. What does the Bullet theory say and what is its status in the modern study of communication? (4)

**SECTION B**

Define and explain the following:

6. a. Group  
b. Crowd  
c. Public  
d. Mass (20)
7. a. Compact disk  
b. Fiber Optics  
c. Digital Sound  
d. Internet (20)
8. a. Right to Criticize  
b. Right to Report

- c. Qualified Privilege
- d. Prior Restraint (20)

- 9. a. Selective Exposure
- b. Selective Perception
- c. Selective Retention
- d. Semantic Noise (20)

### SECTION C

- 10. It is often argued that “the media play a key role in building the political, social, cultural and economic fabric of society.” Explain how. (20)
- 11. What is the relationship between **social structure**, **societal values** as mediated by the media, and **opinions** among the public? (20)

End of Exam

**THE UNIVERSITY OF ZAMBIA**  
**DEPARTMENT OF MASS COMMUNICATION**  
**SUPPLEMENTAR/DEFERED EXAMINATION FOR FIRST**  
**SEMESTER**

**DECEMBER 10, 1999**

**MC 311 MEDIA ETHICS**

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TIME: THREE HOURS

**SECTION A (ANSWER ALL QUESTIONS)**

1. Define media ethics. (4)
2. Explain the relationship between freedom of the press and media ethics. (6)
3. What is the difference between the ethical approach of Kant and Aristotle? (4)
4. Briefly explain:
  - a). Teleological ethics.
  - b). Machiavellian ethics.
  - c). Deontological ethics.
  - d). Appollonysian ethics.
  - e). Nicomachian ethics.
  - f). Antinonian ethics.
  - g). Hedonistic ethics.
  - h). Egoistic ethics. (16)
5. What is metaethics? (5)
6. What are the difference between virtues and principles in ethics?. (5)

**SECTION B (ANSWER THREE QUESTIONS)**

7. Write an essay comparing European and African ethical approaches. (20)
8. Write an essay on keeping the identity of a source confidential. (20)
9. Write an essay on decency as an ethical requirement in reporting. (20)
10. Write an essay on fairness as an ethical requirement in reporting. (20)

**ENDS EXAMINATION**

UNIVERSITY OF ZAMBIA FINAL EXAMINATION  
TELEVISION PRODUCTION MC 331

1999

TIME: 3 HOURS

ANSWER ALL THE QUESTIONS IN SECTION ONE

1. What are the ground rules for ~~covering~~ <sup>writing</sup> comedy?
2. What is involved in audience assessment research?
3. Describe the basic lighting rules and component?
4. Briefly describe the different sources of news in broadcasting?
5. What is the role of a television director?

ANSWER FIVE QUESTION IN SECTION TWO

6. Discuss the basic announcing skills?
7. What is a national budget? Define it?
8. What is involved in covering the budget at the City Hall?
9. What is involved in the coverage of panel discussions and symposium?
10. What is involved in covering speeches?  
What techniques do you use to get the main points?  
What are some of the problems you are likely to encounter when covering speeches?
11. What is fiction writing? What are the elements involved in it?
12. Name four different courts that an individual can stand for trial  
What is required in covering stories in these courts?
13. What is non-fiction writing? What are the elements involved in it?

- END -

## **SECTION B**

**ANSWER TWO QUESTIONS. EACH QUESTION IS WORTH 20 MARKS.**

1. Critically analyse Abraham Maslow's theory of the hierarchy of needs and relate it to the appeals used in commercials.
2. Describe the pillars of a good structure for the drama format, taking care to do so within the context of formulating, planning and producing a dramatic programme.
3. Discuss the role of advertising in society.

**END OF EXAMINATION**

**UNIVERSITY OF ZAMBIA EXAMINATIONS**  
**DEPARTMENT OF**  
**MASS COMMUNICATION**  
**1999**

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**MC 441: TELEVISION PRODUCTION III**

**TIME: 3 HOURS**

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

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

1. Write brief explanatory notes on the following:
  - a. Peak Programme Meter (PPM)
  - b. Condenser microphone
  - c. Macro-focus
  - d. Primary Colours used in television photography
  - e. Video switcher
  - f. Automatic Black balance
  - g. Narrow-casting
  - h. Treatment
  - i. Insert Editing
  - j. Comet tailing

10 Marks
  
2. Briefly discuss the principles and process of producing a Spot programme in television.

10 Marks
  
3. With reference to seven important cues used by the Director, discuss the role of directing in television broadcasting.

10 Marks
  
4. How, when and why did the concept of the Public Interest gain importance in
  - a) Britain
  - b) The U.S.A.
  - c) Zambia

10 Marks
  
5. Briefly discuss the principles of television lighting.

10 Marks

**SECTION B: ANSWER ONLY TWO QUESTIONS FROM THIS SECTION**

6. Discuss the idea of the Public Interest in relation to the rise of new television technologies.

25 Marks

7. Outline four major psychological bases of communication. How do they impact upon the communication process? 25 Marks
8. With reference to four appeals used in advertising, writes a one-page television script for a commercial to sell your university's services. 25 Marks

END OF EXAMINATION

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**THE UNIVERSITY OF ZAMBIA  
DEPARTMENT OF MASS COMMUNICATION  
FINAL EXAMINATION FOR FIRST SEMESTER  
DECEMBER 17, 1999**

**MC 511 COMMUNICATION RESEARCH METHODOLOGY AND  
TECHNIQUES**

**TIME: THREE HOURS**

**SECTION A (ANSWER ALL QUESTIONS)**

1. Briefly, describe the subject area of media or communication research. (5)
2. All research begins with some basic question or proposition about some phenomena. How do you work out a basic research question or a proposition for a research project? (5)
3. What are the five basic characteristics which distinguish the scientific method of research from other forms? (5)
4. Name the first five research procedures in order of being tackled. (5)
5. What is the purpose of literature review in research? (5)
6. Why is an hypothesis sometimes important in research? (5)
7. Describe any five types of sampling. (5)
8. What factors should be considered in determining a sample size? (5)
9. What are the four advantages of survey research? (5)
10. What is the basic difference between quantitative and qualitative research? (5)

**SECTION B (ANSWER TWO QUESTIONS)**

11. Write an essay discussing the importance of communication research to Zambian society. (25)
12. Write an essay appraising the different approaches in quantitative and qualitative communication research. (25)
13. Write an essay explaining how a research proposal should be written. (25)

**ENDS EXAMINATION**

THE UNIVERSITY OF ZAMBIA  
DEPARTMENT OF MASS COMMUNICATION  
FINAL DEFERRED EXAMINATION FOR FIRST SEMESTER

18 JANUARY 2000

MC 511 COMMUNICATION RESEARCH METHODOLOGY AND  
TECHNIQUES

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TIME: THREE HOURS

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

**SECTION A (ANSWER ALL QUESTIONS)**

1. Why is a research question or hypothesis important in communication research? (5)
2. What are the five basic characteristics, which distinguish the scientific method of Research. (5)
3. Name the first five research procedures in order of being tackled. (5)
4. Briefly describe the role that sampling plays in communication research. (5)
5. Name and briefly explain the five types of sampling. (5)
6. Explain the role that literature review plays in communication research. (5)
7. What factors should you pay attention to in preparing the budget for a research Proposal? (5)
8. What issues are most likely to be treated in a research methodology in a research Proposal? (5)
9. Explain what is meant by laboratory communication research. (5).
10. What constitute a good research topic? (5).

**SECTION B (ANSWEWR TWO QUESTIONS)**

11. Describe how to prepare a research proposal. (25)
12. Discuss the difference between quantitative and qualitative research. (25)
13. Write a research proposal on the discrimination of women politicians in Zambia in News coverage by Zambia National Broadcasting Corporation. (25)
14. You have been asked by Zambia National Broadcasting Corporation to carry out an Audience survey of teenage listeners to Radio 4.

**ENDS EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**DEPARTMENT OF MASS COMMUNICATION**  
**FINAL EXAMINATIONS FOR FIRST SEMESTER**  
**DECEMBER 8, 1999**  
**MC 521 SPECIALISED REPORTING**

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TIME: THREE HOURS

ANSWER: FIVE QUESTIONS

1. Write an essay describing the importance of specialised reporting in Zambian journalism. (20)
2. You have been asked to give a lecture to journalism students at Evelyn Hone College on specialising in Parliament reporting. What would you tell them? (20)
3. The *Economist* magazine has commissioned you to file an indepth story to them on Zambia's liberalisation of the economy. What would be the angle of your story what kind of details will it contain? (20)
4. Describe the environmental issues which Zambia today needs to pay particular attention to which a specialist in environmental reporting should cover. (20)
5. If you were the editor of a daily newspaper in Zambia, what specialised reporting desks would you set up and why? (20)
6. What factors should a specialised reporter pay attention to and why in writing an indepth news story? (20)

ENDS EXAMINATION

**THE UNIVERSITY OF ZAMBIA**  
**DEPARTMENT OF MASS COMMUNICATION**  
**FINAL DEFERRED EXAMINATIONS FOR FIRST SEMESTER**  
**11 JANUARY 2000**  
**MC 541 HUMAN DEVELOPMENT AND PARTICIPATORY**  
**COMMUNICATION**

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**TIME: THREE HOURS**

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

**SECTION A (ANSWER ALL QUESTIONS)**

1. Explain why the phenomenon of human development is difficult to define. (5)
2. Explain what is meant by participatory communication for development. (5)
3. Explain why the Dominant Paradigm of development failed. (5)
4. Explain what is meant by Another Development. (5)
5. Why is it important for people to participate in their own development? (5)
6. Explain why media ownership affects participatory development communication (5)
7. Explain what participatory project appraisal means. (5)
8. What is participatory project evaluation? (5)
9. What is summative participatory project evaluation? (5)
10. Give and explain five requirements of participation. (5).

**SECTION B (ANSWER TWO QUESTIONS).**

11. Write an essay describing participatory communication for development. (25).
12. Write an essay explaining the differences in approach to development which have been attempted in the last 50 years. (25)
13. Write an essay explaining what is meant by pseudo or fake participation.
14. Write an essay describing the value of both evaluative and formative project appraisals.

**ENDS EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**DEPARTMENT OF MASS COMMUNICATION**  
**FINAL EXAMINATION FOR FIRST SEMESTER**  
**DECEMBER 14, 1999**  
**MC 551 - COMMUNICATION AND CHANGE**

TIME: THREE HOURS

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

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

1. What are the four audience factors which are concerned with the change of public behaviour? (5)
2. What is a social change campaign? (5)
3. Name and explain three conditions which are associated with successful social change campaigns. (5)
4. Explain the statement: "Mass communication messages are insufficient to bring about social change. They have to be supplemented by interpersonal interventions and personal communications". (5)
5. Define social marketing. (5)
6. Explain what is meant by social marketing objectives and strategies should be specific and measurable. (5)
7. Give and explain the four 'Ps' of social marketing. (5)
8. There are eight steps in social marketing. Give five of them. (5)
9. What is meant by impact evaluation in social marketing? (5)
10. Explain the question: Who is responsible for adoption of change in a family? (5)

**MC 551:     SECTION B: (ANSWER TWO QUESTIONS)**

11. Write an essay appraising Mlama's argument that the view of women as inactive, passive and non-participating in communication for development stems from both a misconception of communication for development and the misguided use of foreign and indigenous media. (25)
12. Write an essay appraising the tools of communication for empowerment that Taylor discusses in her chapter "Communication for empowerment: women's initiatives to overcome poverty in rural Thailand and Newfoundland" in the book *Women in Grassroots Communication*, edited by Pilar Riano. (25)
13. Write an essay appraising the contributions and setbacks of Feminism that Alfaro discusses in her chapter "Women as social agents of communication: social maternity and leadership" in the book *Women in Grassroots Communication*, edited by Pillar Rian.

**ENDS EXAMINATION**

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

**TIME: THREE HOURS**

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

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

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

**SECTION B (ANSWER TWO QUESTIONS)**

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

**END OF EXAMINATION**

# THE UNIVERSITY OF ZAMBIA

1999 FIRST SEMESTER EXAMINATIONS: MAY 1999

## MC 901: PRINCIPLES OF ADVERTISING

TIME ALLOWED: THREE HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS IN SECTION "A" AND FOUR QUESTIONS ONLY FROM SECTION "B".

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### SECTION A

ANSWER ALL QUESTIONS IN THIS SECTION: TWO POINTS EACH

1. Distinguish between "run-of-paper" advertising and "classified" advertising.
2. State the goals of advertisers in relation to consumer habit.
3. Distinguish between product differentiation and product positioning.
4. What factors help create an atmosphere conducive to an advertising effort?
5. Define and explain the value of the DAGMAR principle in advertising.
6. Explain when and how an advertiser can use cognitive dissonance in his/her advertising strategy.
7. A newspaper charges K200 per column inch of advertising space. Compute the (agate) line cost for an ad measuring 4 columns wide by 6 inches deep.
8. Suppose that you contract for 50,000 column inches of advertising space at K300 per column inch, but you end up using 70,000 column inches by the close of your campaign. Calculate your rebate if the contract rate is K2.50 per column inch for 60,000 column inches and above.
9. What is the difference between "direct action" advertising and "delayed action" advertising?
10. Why does the retentive stage represent both the peak of a product's popularity and its most vulnerable period?

## SECTION B

ANSWER FOUR QUESTIONS ONLY FROM THIS SECTION: 20 POINTS EACH

11. There can be no effective advertising without a thorough market and product analysis. Discuss.
12. "Most Western-style adverts represent an affront to Zambian socio-cultural norms." Discuss, citing at least four "offensive" adverts you have recently seen on ZNBC-TV to support your case.
13. Describe the various pricing strategies and state the objective(s) of advertising in each.
14. "Effective advertising formulation starts with an understanding of consumer needs and wants." Discuss, in the context of Maslow's Hierarchy of Needs.
15. Because consumer buying behaviour is different from business buying behaviour, it follows that consumer advertising and business advertising will be different. Explain in detail.
16. Discuss the role of advertising in the product life cycle.

END OF EXAMINATION

Mass Communication 911: PRINCIPLES OF PUBLIC RELATIONS

Part I of End-of-Semester Examination

17 May 1999

1

Please write your name in CAPITAL letters.

SURNAME: \_\_\_\_\_ FIRST NAME: \_\_\_\_\_

Part I is a 12-page, 60-item examination. One point per item. Time allowed: 60 minutes. Your invigilator will collect your work at the end of the hour.

For each multiple-choice item, identify the BEST answer; for each T-F item, the correct answer. Then indicate your choice by circling the letter that corresponds with your answer. If you erase, please ensure that you do so completely. **NOTE:** Take the time to check, check—and recheck—each answer before you submit your work to your invigilator.

1. Most people, particularly management types, have a well-rounded understanding of the role of public relations in the modern organization. T or F
2. Asymmetrical public relations, NOT symmetrical public relations, is the ideal of the public relations practice. T or F
3. An advertisement that advocates a position from a sponsor's viewpoint is SPECIFICALLY described as
  - (a) issues advertising.
  - (b) institutional advertising.
  - (c) image advertising.
  - (d) public service advertising.
  - (e) public relations advertising.
4. Whenever each member of a population has a known chance of being selected into a sample, we say that sample is a \_\_\_\_\_ sample.
  - (a) convenience.
  - (b) purposive.
  - (c) probability.
  - (d) quota.
  - (e) snowball.

5. In public relations, the acronym RACE stands for
- (a) Results, Analysis, Communication, Explanation.
  - (b) Research, Attitude, Communication, Explanation.
  - (c) Research, Action, Communication, Evaluation.
  - (d) Research, Analysis, Communication, Evaluation.
  - (e) Research, Analysis, Content, Explication.
6. Institutional advertising is another name (or term) for image advertising. T or F
7. In sampling, "every nth person" traditionally pops up in
- (a) qualitative research.
  - (b) research based on a simple random sample (WITH replacement).
  - (c) research based on a systematic random sample.
  - (d) research based on a purposive sample.
  - (e) research based on a convenience sample.
8. Publicity, in reality, is a synonym for public relations.  
T or F
9. Your professor used the RACE formula in class twice: at the beginning of the semester, and toward its end. The latter use was strictly in relation to
- (a) quantitative research methods.
  - (b) historiography.
  - (c) snowball sampling.
  - (d) qualitative research.
  - (e) tortious defamation.
10. In our analysis of a definition of public relations, your professor emphasized that the article MOST appropriate for the analysis of the function of public relations in organizations is the "indefinite article." T or F
11. The key difference between experimental and quasi-experimental designs is randomization. T or F
12. When the intent of the practitioner is to promote an understanding of her or his product, idea, or client, it is advisable to use press-agentry because of its inherent credibility. T or F

13. Which of the following is TYPICALLY not part of the public relations function?
- (a) keeping management informed on public opinion about organization
  - (b) counseling management on organizational policies.
  - (c) improving product design and packaging so that they are consistent with consumer requirements.
  - (d) planning and arranging newsworthy events for possible media coverage.
  - (e) building, nurturing, and improving media relations.
14. \_\_\_\_\_ is a characteristic of informal tools in public relations research:
- (a) "Scientific"
  - (b) "Exploratory"
  - (c) "Substantive"
  - (d) "Generally reliable"
  - (e) "Objective"
15. The activity by which one generally aims to sell products or services through paid means is best described as
- (a) GOOD public relations.
  - (b) advertising.
  - (c) personal selling.
  - (d) publicity.
  - (e) promotion.
16. When the goal of a public relations practitioner is "to get ink at all costs," one can unequivocally say that \_\_\_\_\_ is at full throttle here.
- (a) press agency
  - (b) publicity
  - (c) issue advertising
  - (d) public affairs
  - (e) development
17. When public relations is described—or defined—as one of a number of management functions in an organization, it simply means that
- (a) top management has in-house practitioners who can create the corporate image that management desires.
  - (b) the counseling and expertise of public relations practitioners are crucial to fulfilling, within ethical contexts, the short- and long-range goals of management.
  - (c) practitioners are always available to top management at the

touch of the button.

(d) public relations practitioners are indeed professional image-makers.

(e) practitioners of public relations COLLABORATE with other management functions to achieve an organization's sales objectives.

18. Public relations can be PROPERLY defined as

(a) marketing a firm's products.

(b) managing communications between a firm and its publics.

(c) publicizing the products/services of a firm.

(d) advertising to sell products through paid means.

(e) promoting a product, a service, an idea, or a client.

19. Practitioners working for nonprofit organizations to increase contributions and memberships are specialists in that specialty of public relations known as

(a) press agency.

(b) promotion.

(c) issue management.

(d) development.

(e) marketing support.

20. The word "sensationalism" traditionally pops up in

(a) marketing.

(b) issue advertising.

(c) press agency.

(d) issue management.

(e) development.

21. In class, we classified organizations into four basic types. Those whose operations are small (in scope!) and which apply a minimalist approach to public relations are commonly described as

(a) mechanical.

(b) organic.

(c) SBUs.

(d) traditional.

(e) mixed organic/mechanical.

22. Your professor noted in class that the skill that distinguishes a public relations practitioner from that of others in an organization is the practitioner's ability to

(a) give top-notch presentations before groups.

(b) write easily—and well.

(c) reason quickly.

(d) speak fluently and persuasively.

(e) think on her or his feet.

23. In class, we adopted a shortcut to organizing an issues management program. That five-element shortcut is based on the following sequence:

- (a) scan, monitor, track, analyze, report.
- (b) monitor, track, scan, analyze, report.
- (c) monitor, scan, track, analyze, report.
- (d) analyze, scan, monitor, track, report.
- (e) scan, analyze, monitor, track, report.

24. Pies for Africa, we learned in class, is a solid example of

- (a) a mechanical organization.
- (b) an organic organization.
- (c) SBUs.
- (d) a traditional organization.
- (e) a mixed organic/mechanical organization.

25. An advertisement that advocates a position from a sponsor's viewpoint is SPECIFICALLY described as

- (a) issues advertising.
- (b) institutional advertising.
- (c) image advertising.
- (d) public service advertising.
- (e) public relations advertising.

26. Which of the following is NOT an appropriate activity for public relations advertising?

- (a) corporate emergencies.
- (b) organization name change.
- (c) growth history.
- (d) personnel changes.
- (e) NONE of the above. All are appropriate activities.

27. It makes a lot of sense to conclude from classroom discussions that an OVERRIDING BENEFIT of publicity compared to advertising is that:

- (a) publicity gives the practitioner full rein to the published message.
- (b) the practitioner can control the frequency of publicity.
- (c) the practitioner can limit the content of publicity message.
- (d) publicity appears as objective news rather than as self-serving promotion.
- (e) publicity's potential returns can be guaranteed by the practitioner.

28. Examine each itemized item that follows. Obviously, \_\_\_ is (or are) an outlier, that is, it does not belong to the

"group as a whole."

- (a) "in-house production costs"
- (b) "overhead charge"
- (c) "travel costs"
- (d) "media costs"
- (e) "contracts to vendors"

29. \_\_\_\_\_ is not one of the FOUR MODELS of public relations discussed in class.

- (a) "Press agency/publicity"
- (b) "Communication technician"
- (c) "Public information"
- (d) "Two-way asymmetric"
- (e) "Two-way symmetric"

30. The person concerned with achievement of an organization's objectives, such as the manufacture and sale of personal computers is specifically a (or an)

- (a) line manager.
- (b) staff person.
- (c) director of operations.
- (d) issues manager.
- (e) adviser.

31. Those who plan careers in public relations should develop four basic talents no matter what area of work they enter. \_\_\_\_\_ is NOT one of them.

- (a) Research ability
- (b) Problem-solving ability
- (c) Writing skill
- (d) Planning expertise
- (e) Ability to explain technological change

32. Talking about costs for using research tools, those for \_\_\_\_\_ are "very [IN]expensive."

- (a) focus groups/blue ribbon panel of experts
- (b) intercept technique/on-site computerized survey at meetings
- (c) national poll/national survey study (e.g., panel of experts pretest)
- (d) omnibus survey
- (e) case study/thematic case study

33. It makes a lot of horse sense to conclude from classroom discussions that an OVERRIDING BENEFIT of publicity compared to advertising is that

- (a) publicity gives the practitioner full rein to the published message.
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  - (c) the practitioner can limit the content of publicity message.
  - (d) publicity appears as objective news rather than as self-serving promotion.
  - (e) publicity's potential returns can be guaranteed by the practitioner.
34. \_\_\_\_\_ is NOT one of the 4 P's of marketing.
- (a) Publicity.
  - (b) Promotion.
  - (c) Price.
  - (d) Place.
  - (e) Product.
35. A specialized subset of public affairs that is devoted to direct attempts to influence legislative and regulatory decisions in government is best described as
- (a) public affairs, per se.
  - (b) press agency.
  - (c) development.
  - (d) issues management.
  - (e) lobbying.
36. Whenever public relations practitioners talk about P. T. BARNUM, \_\_\_\_\_ comes readily to mind, and for good reason.
- (a) public affairs
  - (b) press agency
  - (c) marketing techniques
  - (d) issues management
  - (e) none of the above
37. In class, your professor compared press agency with promotion. \_\_\_\_\_ is not a characteristic of the former.
- (a) Helps audience understand product or service
  - (b) Sensationalism
  - (c) The more of the message, the higher the impact
  - (d) An attention-getting strategy or tool
  - (e) "Breaking into print," that is "getting ink,"
38. To demonstrate the emerging organizational emphasis on integrated marketing communications, we identified basic elements of marketing plans. \_\_\_\_\_ is not one of the four promotional elements that we discussed in that regard.
- (a) Personal selling
  - (b) Pricing

- (c) Sales promotion
  - (d) Advertising
  - (e) Public relations and publicity
39. The R-A-C-E formula, as we know it, was first articulated by
- (a) John Marston.
  - (b) Rex Harlow.
  - (c) Edward L. Bernays.
  - (d) Robert L. Kendall.
  - (e) James E. Grunig.
40. Among other names for "public relations," \_\_\_\_\_ is hardly among those used.
- (a) corporate communications
  - (b) public affairs
  - (c) corporate communications
  - (d) marketing communications
  - (e) press agency
41. \_\_\_\_\_ is paid space and time in print, including billboards, and in electronic media.
- (a) Publicity
  - (b) Marketing
  - (c) Issues advocacy
  - (d) Advertising
  - (e) Branding
42. In class we learned about a dozen types of public relations activities. The parallel corporate function that provides extensive information to the financial community is labelled
- (a) employee relations.
  - (b) financial relations.
  - (c) special events management.
  - (d) issues management.
  - (e) communication liaison.
43. A public relations firm charges for its services in several ways, one of which is the basic retainer fee plus fixed project cost. T or F
44. Members of the Public Relations Society of America are required to abide by a code of standards (or ethics) for the practice of their function. We are told that the article MOST frequently cited in complaints (that is, MOST frequently violated) is:
- (a) "A member shall not knowingly disseminate false or misleading information and shall act promptly to correct erroneous

communications for which he or she is responsible."

- (b) "A member shall deal fairly with the public, with past or present clients or employers, and with fellow practitioners, giving due respect to the ideal of free inquiry and to the opinions of others."
- (c) "A member shall adhere to the highest standards of accuracy and truth, avoiding extravagant claims or unfair comparisons and giving credit for ideas and words borrowed from others."
- (d) "A member shall not engage in any practice which has the purpose of corrupting the integrity of channels of communications or the process of government."
- (e) None of the above.

45. Talking about turnaround for research tools, that for \_\_\_\_\_ is "instant."

- (a) focus groups/blue ribbon panel of experts.
- (b) intercept technique/on-site computerized survey at meetings
- (c) national poll/national survey study (e.g., panel of experts pretest)
- (d) omnibus survey
- (e) case study/thematic case study

46. Whenever we use a list of seven-point bipolar adjectives (e.g., unbiased/biased, pleasant/unpleasant, good/bad) on our questionnaires, the SPECIFIC label for that scaling procedure is

- (a) a scalogram analysis.
- (b) a semantic differential technique.
- (c) a scale analysis.
- (d) a Likert scale (also known as summated ratings).
- (e) none of the above.

47. "Research is serious business--and it comprises scientific surveys and statistical tabulations. It cannot be as casual as telephoning a colleague to ask for some information he or she has."

If both sentences are correct, circle T. If at least one of them is wrong, circle F.

48. Many organizations periodically check what employees are reading in the company newsletter or magazine. Specifically--and precisely--that is an illustration of \_\_\_\_\_

- (a) communication audit.
- (b) focus groups.
- (c) idea juries.
- (d) advisory panels.
- (e) formal research.

49. In a relative sense, the scientific validity of \_\_\_\_\_ is impeccable.
- (a) omnibus survey
  - (b) magazine insert poll
  - (c) intercept technique/thematic case study
  - (d) national poll/national survey study
  - (e) content analysis
50. "Advocacy advertising" is another term for "issue advertising."  
T or F

#### TEN WRITE-IN ITEMS

In public relations, we are reminded about the importance of shooting for near-perfection in grammar, in spelling, and in typing. Misspellings, grammatical errors, or typos are, obviously, the quickest route to the editorial wastebasket. Based on those points, correct or identify (as appropriate) the OBVIOUS grammatical errors in Nos. 51 through 60.

Please assume that **ALL** proper nouns have been spelled correctly.

51. To correct the sentence, simply transpose material; however, your edited version **MUST** be close to the original sentence.

"The movie 'Waiting to Exhale' is based on the best-selling novel by Irene Lungu, which was something of a publishing phenomenon."

**Your rewrite:**

52. Correct by simply transposing words. Do NOT delete or add any word.

A few months ago Kennedy Kangwa began compiling writing exercises from public relations professionals, which could be used in college level public relations classes.

53. What is obviously out of line here, grammatically? Please hold your answer to **FIVE** words.

"Neither the prime minister's visit to Pakistan nor the budget seem to have achieved much."

— Business India, March 8-21, 1999, p. 37

Your answer: \_\_\_\_\_

To save time (and space), please correct only the incorrect area(s) of each sentence.

54. The marketing slogan for Smart Center is gradually becoming a national mantra primarily because of it's brevity and catchiness.

\_\_\_\_\_

55. There is an inbalance when this occurs

\_\_\_\_\_

56. Public relations must be based on truth, honest and trust.

\_\_\_\_\_

57. In public relations, public relations practitioners have consciously or unconsciously practiced things that are bad for society such as propaganda.

\_\_\_\_\_

58. The practitioner has to communicate to the public on various issues but sometimes it does not give time to the client to express themselves.

\_\_\_\_\_

59. Publicity is the sole aim of press agency, the information is sensational and deception can be used to get the firm into limelight.

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60. Ivon Mwangala likes working late and to take charge of everything.

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###

**THE UNIVERSITY OF ZAMBIA**

**UNIVERSITY FIRST SEMESTER DEFERRED AND SUPPLEMENTARY  
EXAMINATIONS - NOVEMBER/DECEMBER 1999**

**MC 911**

**PRINCIPLES OF PUBLIC RELATIONS**

**TIME:** THREE (3) HOURS

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

**SECTION A**

1. Define Public Relations and briefly explain the ten words that characterize its essential elements. (12)
2. Briefly discuss the statement "Good management maintains a balance of benefits." (8)
3. In the Public Relations profession, what does **cybernetics (kybernetics)** mean or refer to? (12)
4. Distinguish between Public Relations as *a philosophy of management*, and Public Relations as *a management function*. (8)

**SECTION B**

5. P. T. Barnum is one of the biggest names in the evolution of Public Relations. Discuss practices of his which modern practitioners of Public Relations should use, and which ones they should not. (20)
6. There are still a lot of arguments as to whether public Relations is a profession or not. In your own words (understanding), what is meant by the word *professionalism*? And does Public Relations in your opinion qualify as a profession? (20)
7. Analyze the statement: "Good Public Relations is impossible without communication." (20)
8. The evolution of Public relations, according to Wilcox and others, is from press agency to publicity, and then to counseling. In reality, however, some people say all these activities are still found in the practice today. What is your position and why? (20)

**End of Exam**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

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

**PA 211: NATIONAL GOVERNMENT AND ADMINISTRATION**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: Read the instructions carefully.**

**Answer THREE (3) questions only.**

**Answer question 1 in Section A and ANY Two questions from Section B.**

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**SECTION A**

1. Write brief notes on the following:
  - a. Public Administration
  - b. Government
  - c. Nation
  - d. Separation of powers
  - e. Ombudsman

**SECTION B**

2. What is meant by 'ecology' of administration? Outline at least three factors which affect the ecology of administration in Zambia.
3. Describe two approaches to the study of government and administration and discuss their limitations in the analysis of governmental processes.
4. Compare and contrast traditional and modern forms of authority. In your view what traditional forms have persisted in modern Zambian bureaucracy?
5. Describe the functions of the Commission for Investigations in Zambia. In your view does this Commission help improve governmental performance?

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**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**DIRECTORATE OF DISTANCE EDUCATION**  
**DEFERRED EXAMINATIONS, NOVEMBER 1999**

**PA 211: GOVERNMENT AND ADMINISTRATION**

**INSTRUCTIONS:** Answer any THREE (3) questions only.

**TIME:** Three (3) Hours

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1. Write brief notes on three of the following:
    - a. Administration
    - b. Public Policy
    - c. Public Service
    - d. State
    - e. Separation of powers
  2. The Zambian President has unlimited powers and is superior to the other two arms of government. Discuss the validity of this assertion and illustrate your answer with examples.
  3. Describe the Zambian public service. In your view what differentiates civil servants from other public servants?
  4. Outline at least three qualifications for one to qualify to contest the position of Member of Parliament. In your view do you think that those who have contested and even won parliamentary elections meet all the minimum qualifications?
  5. Discuss the constitutional debate regarding three terms for President Chiluba.
- 

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**DIRECTORATE OF DISTANCE EDUCATION**  
**DEFERRED EXAMINATIONS, NOVEMBER 1999**

**PA 212: COMPARATIVE ADMINISTRATION**

**INSTRUCTIONS:** Answer THREE (3) questions only.

**TIME:** Three (3) Hours

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1. "Parliament is a rubber stamp." By referring to the concept of separation of powers, discuss this assertion in relation to the relationship between the National Assembly and the President in Zambia.
  2. Compare and contrast a presidential and parliamentary system of government. In your view which system would be most suitable for Zambia?
  3. Describe at least two factors, which influence public policy in Zambia. In your view, which factor is most important in determining government performance?
  4. In 1998 the Supreme Court of Zambia made judgement in a case in which five opposition political parties had applied for the nullification of the election of President Fredrick Chiluba on the grounds that he did not meet all the qualifications to be elected to that office. Discuss the judgement vis-à-vis the independence of the judiciary in Zambia.
  5. In January 1999 a back-bench M.P. criticised President Chiluba's opening speech to Parliament describing it as 'hollow'. Discuss the aftermath of the MP's outbursts in the context of the relationship between the National Assembly and the President.
- 

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

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

**PA 315: ORGANISATION DESIGN AND MANAGEMENT**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: THESE ARE ESSAY TYPE OF QUESTIONS, PLEASE CHOOSE ONE FROM SECTION A AND TWO FROM SECTION B.**

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**Section A**

You are employed as a manager in a Multinational corporation. On the first day of your new job the Managing Director briefs you on the history of the firm. The following are the important observations put forward, they include:

- i. Abrupt decision taking on the part of management
  - ii. Quick problem solving decision
  - iii. Employees left out of the decision making process
  - iv. Centralised policy and decision making
  - v. Worker morale is low and production has been going down.
- a. Your task is to diagnose the problem and recommend a management/organisation change approach to be applied on this organisation to improve worker productivity and organisational survival.
  - b. State the weaknesses of the management/organisation change approach you have taken.
2. One of the most important aspects of organisation design and management is Managing the Environment. Many authors, who have attempted to analyse the environment of an organisation, have looked at it, as either internal or external. The <sup>External</sup> ~~internal~~ environment includes social, economic, cultural, political and any other stakeholders that have an interest in the organisation.
- a. Write an essay on the internal and external environment of an organisation. Give real life examples of internal and external environmental aspects of an organisation.

## **Section B**

3. Fred Riggs introduced a model that helps students of organisation design and management to understand the subject or the course better.
  - a. Write an essay that shows the importance of this model to organisation design and management.
4. Discuss Contingency Theories.
5. Write an essay on Integration in organisations and give examples of integration in organisation.

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**END OF EXAM.**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

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

**PA 321: PRINCIPLES OF LOCAL GOVERNMENT ADMINISTRATION**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER ONLY THREE QUESTIONS**

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1. The basic idea of decentralizing government administration is to enhance local participation in the decision-making process. Briefly discuss some constraints to popular participation in the administration of local government. With the help of a simple diagram for illustration, explain why some individuals prefer to free-ride i.e. refuse to participate but desire to benefit from the results of participation.
  2. Discuss in detail the strengths and weaknesses of the Committee System, and highlight the characteristics of the three basic types of committee systems which can be used with any model of local authority governance.
  3. Write brief notes on the following:
    - i) Devolution
    - ii) Special purpose bodies
    - iii) Comprehensive local government system
    - iv) Developmental effects of participation
    - v) Judicial control of local authorities.
  4. (a) Compare and contrast the *Utilitarian* and the *Localist* theories of local government.  
  
(b) Write brief notes on the three general categories of Personnel systems which may be used by a local authority.
  5. (a) Briefly discuss the various sources and problems of local government finance and suggest what can be done to help resolve these problems.  
  
(b) Briefly explain the characteristics of Councillor-Committee management model of local authorities highlighting its advantages and disadvantages.

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**END OF EXAM**

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

1998/99 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

PA 335: HUMAN RESOURCE MANAGEMENT

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER ONLY THREE QUESTIONS.

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1. It is widely acknowledged that the management style of human resources in organizations has, over the years moved from the *mechanical* through the *Paternalistic*, to the *Social Systems* approach. Discuss in detail the arguments advanced for this 'progressive' movement.
2. Discuss in detail the importance of Performance Evaluation to an organisation and clearly describe at least three evaluation methods which fall within the category of Behaviour-Oriented Rating Methods.
3. Compensation is said to be a critical component of employment relations. Explain in detail what an effective compensation system is expected to achieve in an organization and using Flippo's 9-Box Scenario discuss the practical problems involved in designing an equitable compensation system.
4. (a) Organisations need to put measures in place to reduce the effects of stress among the workforce. Discuss at least three levels at which stressors may be analysed and briefly explain what an organization's management should monitor in its efforts to ascertain whether or not the workforce is under stress.  
(b) Briefly explain the importance of an organization structure and discuss the three dimensions often used in research and practice to describe a structure.
5. (a) The concept of *redundancy* is often viewed in a negative light denoting excess of something or representing features of a situation which are wasteful etc. It is, however, argued that reliability in an organization's administrative decision-making system can be enhanced by building either a **serial** or *parallel* redundancy into the system. Discuss.  
(b) To keep abreast with changing technologies and as a strategy to ensure good workmanship organizations need to put in place training programs for their workforce. Briefly explain the three levels of analysis at which training needs may be assessed by an organization.

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END OF EXAM

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

**1998/99 ACADEMIC YEAR FIRST SEMESTER FINAL DEFERRED  
EXAMINATION, NOVEMBER, 1999**

**PA 335: HUMAN RESOURCES MANAGEMENT**

**INSTRUCTIONS: ANSWER ONLY THREE QUESTIONS**

**TIME ALLOWED: 3 HOURS**

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1. Using the Johari's Window for illustration discuss, in detail, the difficulties involved in interpersonal communication and how such difficulties can be resolved.
2. Write brief notes on the following:
  - i. Behaviour Modeling
  - ii. Occupational Stress
  - iii. Equity Theory
  - iv. Social systems approach of HRM
3. With the help of appropriate diagrams for illustration compare and contrast the Line Organisation Structure and the Line and Staff Organisation Structure. Highlight the advantages and disadvantages of the two structures.
4.
  - a. Discuss in detail the importance of human resource training and development in organisations. Briefly highlight two training methods which an organisation can adopt.
  - b. Generally, the purpose of Performance evaluations may be grouped into two broad categories i.e. those with a judgemental orientation and those with a developmental orientation. Discuss
5.
  - a. Determining and developing a pay structure is a very complicated process. Briefly discuss at least four factors which influence the level of wages and the five rules of thumb which can be followed when developing a pay structure.
  - b. Write brief notes on at least four major requirements of any appraisal system.

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**END OF EXAMINATION**

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

**1998/99 ACADEMIC YEAR FIRST SEMESTER FINAL DEFERRED AND  
SUPPLEMENTARY EXAMINATIONS, NOVEMBER, 1999**

**PA 411: DEVELOPMENT THEORIES**

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

**TIME ALLOWED: THREE (3) HOURS**

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1. Structural Adjustment Programmes have been said to be the prime movers of globalisation. Discuss this assertion in relation to Zambia.
2. Neo – Liberalism has often been cited as a solution to the problems of development. What is neo-liberalism and state its fundamental principles. What do you think would be the impact of this theory if applied to Zambia?
3. As a solution to the problem of poverty in developing countries, the World Bank has proposed a double pronged strategy. Discuss this strategy in relation to Zambia.
4. Have problems of development in Zambia been feminised? Discuss this in view of the new dispensation of gender and development.

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**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

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

**PA 421: PUBLIC POLICY ANALYSIS**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER THREE QUESTION: ONE FROM SECTION A, AND TWO FROM SECTION B**

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**SECTION A**

1. Critically analyse the main thrusts that have taken place in public policy analysis since its formative years to date.
2. To what extent can public policy be referred to as an applied social science discipline?
3. The process of policy analysis could be referred to as an integrated framework: Discuss with illustrations from the American Criminal Justice Policy and the Zambian Health system policy.

**SECTION B**

4. Compare and contrast the structure of the intuitive and authority argument perspectives as modes of policy argument.
5. "Motivation, parallel case and analog constitute the main thrusts in the pragmatic mode of policy argument". Discuss with illustrations to support your answer.
6. Critically analyse the aims, procedures, focus and performance criteria of assumptional analysis and hierarchy analysis as techniques for problem structuring. Use Zambia's poverty problem to illustrate your answer.
7. "Objects, bases and techniques constitute the foundations upon which forecasting policy alternatives is built". Discuss with special reference to the logic of subjective judgement and theoretical prediction.

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**END OF EXAMINATION**

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

**1998/99 ACADEMIC YEAR FIRST SEMESTER FINAL SUPPLEMENTARY  
EXAMINATIONS, DECEMBER, 1999**

**PA 421: PUBLIC POLICY ANALYSIS**

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

**TIME ALLOWED: THREE (3) HOURS**

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1. "Policy analysis is much more than the use of multiple methods of inquiry to produce policy relevant information. Analysis seeks, not only to produce different kinds of information, but also to transform this information as part of reasoned arguments about public policy". Discuss with practical illustrations from Zambia's experience with poverty issues.
2. Critically analyse the various modes of policy argument and their relevance to transforming policy – relevant information into policy claims.
3. Compare and contrast the requirements for solving ill-structured problems to those for solving well structured ones. Use illustrations to support your arguments.
4. Compare and contrast the logic of theoretical prediction and that of subjective judgement and the merits and demerits of each type of logic as instruments of forecasting.
5. Critically analyse policy forecasts and their various types of futures, paying special attention to goals, objectives and alternatives.

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**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**1999 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS**

**PA 441: PROJECT MANAGEMENT**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER QUESTION 1 AND ANY OTHER TWO QUESTIONS FROM SECTION B.**

**ALL ANSWERS CARRY EQUAL MARKS.**

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**SECTION 1**

Read the problem identified below and answer the following questions:

**The Informal Sector**

Since 1973, the informal sector has become an increasingly important factor in the employment equation in Zambia. Today, over 70% of the active labour force is employed in this sector, and its importance has been recognised at the government level, hence the location of STEP IN in DTEVT, and attempts by the government to look at some form of enabling environment for the informal sector. The majority of those employed in the sector are in one person businesses engaged in vending activities, which require relatively few skills, rather than manufacturing activities, which require some form of technical skill. A study done in 1996 showed that these businesses, on average, make a profit of just over US\$170 per year. Only 14% of the owners of such businesses had ever utilised credit facilities (although most provided some form of credit system to their customers), and the average life span of such a business was around four years. According to the survey done for the study, only 12% of those in the sector had ever belonged to business associations.

Despite this dominance of the informal sector as an employer in Zambia, the emphasis in education and training has continued to be on preparation for employment in the formal sector. While there is now a recognition that this has to change, there is a lack of agreement or clear policy on the form that vocational training in the informal sector should take. The DTEVT supervises a number of Trades Training Institutes, but these institutions, on the whole, continue to be directed by their existing infrastructure and skills they have to offer, rather than by market-related needs.

What is generally recognised is that the great majority of people within the informal sector who have skills have learned these through a process of informal apprenticeship, which involves observation and practice under the guidance of a more skilled “master”. Kanene, for example, uses the term “Master Trainer Informal Sector Carpenter” to refer to Carpenters within the informal sector who impart knowledge or skills while doing actual small-scale business. In the Zambian context, the term “helper” is used more often than “apprentice” and is used to refer to those people at informal sector enterprises who are still learning the skills of the trade. Traditionally, a helper would not be paid for the first few months of his/her employment, but, once s/he had learned some skills, s/he would get a small remuneration. Many people are uncomfortable with the term “master”, which is seen as having negative colonial connotations, although, in this instance, the term has its roots in the historic practice of craft guilds in the middle ages in Europe. In this report, we are going to use the term Enterprise Owner (EO). This traditional apprenticeship form of training, while playing a crucial role in the transference of skills in the informal sector, is limited by the knowledge and skill of the EO; there is no additional input.

Thus, the informal sector in Zambia, a crucial component of the Zambian economy, is characterised by:

- a legislative framework which remains cumbersome and generally inhospitable to the informal sector, despite a desire by government to make it more enabling;
- enterprise owners who, although they may support one another informally, have no organised voice which can put forward their needs in negotiating forums;
- a dominance of vending which is unlikely to add value to the economy;
- a survivalist mode which can easily deteriorate into destitution;
- a dominant form of training which is constrained by the expertise of the EOs, and is likely, therefore, to be at best repetitive, and at worst of poor quality, without input which can add value in the form of improved techniques and product design.

The consequences of these characterising features include:

- the continued marginalisation of the informal sector as a contributor to economic growth;
- the absence of any informal sector political or economic clout;
- a lack of linkages between those active in the informal sector and other stakeholders who could provide support and assistance to them;
- effort and input by those working in the informal sector which often yields disproportionately small outputs as measured in terms of personal income and life-situation.

## **QUESTIONS:**

1. Identify the key parameters of the target group’s environment and their implications for the project at the design level.
2. Identify the opportunities and challenges.

3. As a consultant, prepare a proposal based on the issues raised with the following outline:

- a) Statement of the problem.
- b) Objectives
- c) Outputs
- d) Indicators

### **SECTION B**

2. Critically analyse the role of environmental analysis in designing projects. Illustrate your answer with empirical examples.

3. “Demand-Supply-Resource (DSR) strategy constitutes a major component in project design and strategic management” Discuss and illustrate your answer with empirical examples from the Zambian experience.

4. Critically analyse the role and utility of the project framework as a tool of project management. Prepare a project framework for a rural health polio eradication project with 50 villages to cover; 50,000 children under 5 years; semi-illiterate parents; 10 schools in the area; 5 vehicles to be provided by stakeholders; \$50,000 to be released by the Ministry of Health; 20 medical staff to be assigned but have to come from outside the province and a time frame of 5 weeks to complete the recruitment of medical staff and complete the immunisation.

5. Critically examine the various criteria for, and the nature and types of project selection models.

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**END OF EXAM.**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

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

**PA 915 PUBLIC FINANCIAL ADMINISTRATION**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER ANY THREE QUESTIONS**

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1. Discuss the obligations which constitute public debt and compare debt financing to tax financing.
  2. Explain Wagner's Law of increasing public expenditure and describe the modern factors which contribute to the tendency of increasing public expenditure.
  3. Critically discuss the canons of expenditure.
  4. Identify and explain the effects of taxation.
  5. Discuss Value Added Tax and explain both its merits and demerits.
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**END OF EXAM.**

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

**1998/99 ACADEMIC YEAR FIRST SEMESTER FINAL DEFERRED AND  
SUPPLEMENTARY EXAMINATIONS, NOVEMBER, 1999**

**PA 915: FINANCIAL ADMINISTRATION**

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

**TIME ALLOWED: THREE (3) HOURS**

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1. Discuss both the arguments for and against Balanced Budgets.
2. Identify and discuss the merits and demerits of direct taxation.
3. Public expenditure affects the pace of economic growth. Critically discuss the assertion.
4. Discuss the stages and methods of control over public expenditure.
5. Discuss the approaches to the division of the tax burden.

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**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

**UNIVERSITY FIRST SEMESTER EXAMINATIONS – 1999**

**PH101**

**INTRODUCTION TO PHILOSOPHY**

**TIME: THREE HOURS**

**ANSWER: ONE ESSAY QUESTION FROM EACH SECTION.**

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**SECTION 1: ETHICS**

1. (a) Compare and contrast the classical ethical theories of Aristotle, Epicurus and Diogenes.  
(b) Who's advice, if followed, is most likely to make people happy ? Explain your answer.
2. (a) Explain the main arguments for and against capital punishment.  
(b) Do you think that Mill and Kant would have approved of capital punishment? Explain your answer.
3. (a) What are the main principles of 'Christian Ethics'.  
(b) What criticisms can be made of 'Christian Ethics'?

**SECTION 2: SOCIO-POLITICAL PHILOSOPHY**

4. (a) How did Karl Marx connect the 'Labour Theory of Value' with the 'Evils of Capitalism' ?  
(b) Karl Marx predicted the fall of capitalism. Why do you think this has not yet happened ?
5. "J.S. Mill's strong emphasis on individual human rights contradicts Plato's belief that human beings should be treated according to their abilities."  
Critically evaluate this statement.
6. (a) Explain how Thomas Hobbes justified his political theory.  
(b) Thomas Hobbes' alternative to the 'State of Nature' was 'Peace at any cost'.  
Critically examine Hobbes' solution.

### **SECTION 3: AFRICAN PHILOSOPHY**

7. "Kaunda's Humanism would be more be appropriately named 'Kaundaism'".  
Critically discuss this statement.
8. (a) Briefly discuss the four main trends in contemporary African Philosophy.  
(b) Which of these trends do you think paints the most accurate picture of African Philosophy ? Explain your answer.
9. "Nyerere's African Socialism is a mere glorification of Africa's past."  
Critically evaluate this statement.

**END OF EXAM**

**THE UNIVERSITY OF ZAMBIA**

**UNIVERSITY FIRST SEMESTER EXAMINATIONS – 1999**

**PH221**

**ANCIENT, MEDIEVAL AND ENLIGHTENMENT PHILOSOPHY**

**TIME: THREE HOURS**

**ANSWER: ONE QUESTION FROM EACH SECTION**

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**SECTION 1: ANCIENT PHILOSOPHY**

1. (a) "Members of the Milesian School were more like scientists than philosophers". Critically discuss this statement.  
(b) What conditions allowed philosophy to develop and flourish in the Greek City States. Explain your answer.
2. "The philosophical theories of Heraclitus and Plato have more similarities than differences." Critically analyse this view.
3. (a) Who were the Sophists and what were their main ideas ?  
(b) Explain the main differences between the Sophists' and Socrates' approach to philosophy.

**SECTION 2: MEDIEVAL PHILOSOPHY.**

4. (a) Discuss critically Augustine's understanding of eternal essences;  
(b) Discuss and evaluate Augustine's understanding of the manner in which the human mind acquires knowledge.
5. (a) Explain Aquinas' understanding of the relationship between faith and reason and give your own critique.  
(b) Discuss critically Aquinas' understanding of angels in terms of essence and existence and his understanding of individual material things in terms of matter, form and existence.
6. (a) Explain and discuss why Ockham is referred to as both a 'nominalist' and an 'empiricist' with regard to his understanding of universal concepts and give your own critique.  
(b) Explain and discuss Ockham's distinction between a 'natural' sign and a 'conventional' sign.

### **SECTION 3: ENLIGHTENMENT PHILOSOPHY**

7. (a) What were the metaphysical foundations of Hobbes' philosophy of government ?  
(b) Explain and critique the political theory that Hobbes presented in the 'Leviathan'.
8. (a) Compare and contrast the solutions of Spinoza and Leibniz to the 'Mind-Body' problem.  
(b) Explain and critique the distinction Locke made between 'Primary' and 'Secondary' qualities.
9. (a) What is 'Hume's Fork' ?  
(b) What are the implications of 'Hume's Fork' for science and theology?

**END OF EXAM**

**THE UNIVERSITY OF ZAMBIA**

**UNIVERSITY FIRST SEMESTER EXAMINATIONS – 1999**

**PH985**

**PHILOSOPHY OF RELIGION**

**TIME: THREE HOURS**

**ANSWER: ANY FOUR QUESTIONS**

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1. Choose either the COSMOLOGICAL argument or the ONTOLOGICAL argument for the existence of God and explain the following:
  - (a) the reasons given for the argument you choose;
  - (b) the objections put forward against the argument;
  - (c) your personal evaluation of the argument in view of the objections.
  
2. Religious experience can be claimed by anyone.
  - (a) Explain what is meant by 'religious' experience;
  - (b) Discuss critically the criteria which can be used to determine whether or not a claimed religious experience can be considered to be authentic.
  
3. "Either God cannot abolish evil or he will not; if he cannot, he is not all-powerful; if he will not, he is not all-good" (St. Augustine).  
With reference to this quotation, and giving your own evaluation, discuss critically the following two arguments:
  - (a) the free-will defense argument;
  - (b) the argument that evil is a necessary means to good.
  
4.
  - (a) Explain the different understandings of the concept of miracle.
  - (b) Explain the basis on which a claim for a miracle might be authenticated.
  - (c) Do you think that miracles can be accepted as an argument for the existence of God? Explain your answer.
  
5.
  - (a) Religious language has been considered to be meaningless by logical positivists. Explain why and give your critique.
  - (b) Without giving a detailed description of Wisdom's parable of the gardener, explain the point of the parable and give your critique.
  - (c) Explain Mitchell's reference to 'trust' concerning religious communication.

P. T. O. →

6.
  - (a) Explain what is meant by 'fideism' and 'rationality' as religious attitudes and give your critique of the relationship, if any, between them.
  - (b) Neither Pascal nor James were fideists and yet both focused on dimensions other than that of the workings of the mind. Discuss critically.
  
7.
  - (a) Explain the difference between the concepts of 'immortality' and 'resurrection'.
  - (b) Discuss the difference between the concepts of 'subjective immortality' and 'objective immortality'.
  - (c) Discuss and evaluate some of the reasons given for life after death.
  
8.
  - (a) Explain the difference between scientific proof and religious faith.
  - (b) Discuss critically whether a belief in God as the Creator can be compatible with the evolution of the universe.
  - (c) Give reasons as to whether, in your view, the theistic approach is more convincing than the naturalistic approach in explaining everything that exists.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

**UNIVERSITY FIRST SEMESTER EXAMINATIONS – 1999**

**PH/EC965**

**BUSINESS ETHICS**

**TIME: THREE HOURS**

**ANSWER: THREE QUESTIONS (Choose one question from Section A and two questions from Section B)**

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**SECTION A**

1. (a) Explain and critically examine Milton Friedman's interpretation of corporate social responsibility.  
(b) Critically evaluate the following equation;  
Shareholder Value-added multiplied by Societal Value-added=  $SVA^2$ .
2. Explain and critically discuss what Ferrel refers to as the four dimensions of corporate social responsibility.

**SECTION B**

3. (a) Is moral vision or technical skill the key to successful business leadership ?  
Explain your answer.  
(b) Is good business ethics good for business ? Illustrate your answer with examples of where good business ethics can lead to profitability or unprofitability.
4. A person drives an eight year old car which has had serious damage to the chassis in previous accidents which was neither reported to the insurance company nor was a claim made at the time. After a second accident, a claim is now made to cover all damage to the car, including the damage to the chassis. A member of the insurance company is aware of the facts. Critically discuss the ethical issues involved in the above case ?

*P.T.O. →*

**THE UNIVERSITY OF ZAMBIA**

**UNIVERSITY FIRST SEMESTER EXAMINATIONS – 1999**

**DEFERRED/SUPPLEMENTARY EXAMINATION**

**PH/EC965**

**BUSINESS ETHICS**

**TIME: THREE HOURS**

**ANSWER: ANY THREE QUESTIONS**

- 
1. (a) Outline the main trends in the development of Business Ethics as an academic discipline.  
(b) Critically discuss why the discipline of Business Ethics is important to study.
  2. (a) Briefly present the moral philosophy perspectives of the following:
    - i) Teleology
    - ii) Deontology
    - iii) Relativism  
(b) Explain, through examples, the relevance of the perspectives mentioned in (a) above to Business Ethics.
  3. (a) “Corporate social responsibility is not about charity. It is about mutual dependence in the quest for qualitative human life.” Critically discuss this quotation.  
(b) What is meant by “professionalisation of philanthropy”? Explain your answer.
  4. (a) What is meant by “corporate culture”? Explain your answer.  
(b) Present and examine Ferrel’s steps for changing corporate culture.
  5. (a) What is meant by “whistleblowing” in Business Ethics? Explain your answer.  
(b) Discuss the advantages and disadvantages of whistleblowing.
  6. Present and discuss the main features of SVA<sup>2</sup> as an analytical tool for managing an ethical business.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

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

**PL115: INTRODUCTION TO POLITICAL SCIENCE**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS:**

- 1. ANSWER THREE (3) QUESTIONS IN ALL - ONE FROM EACH OF SECTIONS A AND B AND A THIRD FROM EITHER SECTION.**
  - 2. READ THE QUESTIONS CAREFULLY BEFORE DECIDING WHICH ONES TO ANSWER.**
  - 3. PAY ATTENTION TO GRAMMAR AND SPELLINGS.**
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1. "Politics is what politicians do." Comment.
2. Define Facts and values and analyse their relationship
3. "The great question political theorists seek to answer may be put in either of two ways: What sort of state ought men to obey? Or What sort of state is most congruous with the nature of man, most in conformity with man's needs and capacities?" C.B. MacPherson: Democratic Theory, p. 198. Discuss.
4. Analyse the relationship between LIBERRAL DEMOCRACY and ECONOMIC DEVELOPMENT, illustrating your answer with examples drawn from either sub-Saharan Africa or Zambia.

**SECTION B**

5. Critically analyse the arguments advanced to justify and explain the one-party state in Africa.

6. "Political power comes from the barrel of the gun rather than the polling booth." Appraise, in the context of the African armed forces propensity to intervene in civilian politics.
7. Briefly but critically analyse the fundamental freedoms and individual rights spelt out in Chapter III of the 1996 amended Zambian Republican constitution.

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**END OF EXAM.**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

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

**PL 321: REGIONAL INTEGRATION AND INTERNATIONAL  
COOPERATION**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER THREE QUESTION**

- 
1. Outline the evolution of the growth of the European Union. Do you think that the major objectives of European Integration have been fulfilled?
  2. Assess the impact of the various United Nations Regional Commission in terms of promoting sustainable Human Development on the Planet.
  3. The United Nations Economic Commission for Africa (UNECA) been accused of evolving into an 'academic' Ivory Tower specializing in producing technical reports with little practical relevance for Africa Development; Discuss.
  4. The Southern Africa Development Community has been described as an 'institutional begging bowl' largely intended to attract development resources to Southern Africa; Discuss
  5. Discuss the impact of the Economic Community of West African States (ECOWAS) in terms of promoting sustainable Regional Economic Cooperation West Africa. What obstacles stand in the way of the ECOWAS mandate?
  6. Egypt, in 1998, was granted membership in the COMESA arrangement. Assess the diplomatic and economic consequences arising out of Egypt's membership of COMESA.

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**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**1998/99 ACADEMIC YEAR FIRST SEMISTER FINAL EXAMINATIONS**

**PL 331: INTERNATIONAL POLITICS**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER THREE QUESTIONS**

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1. Examine the major features of the debate relating to UN Security Council Reform. Why has the Working Group on the Reform Exercise made such little progress?
  2. Assess the NATO bombing campaign in ex-Yugoslavia in the light of the Balance of Power theory.
  3. Outline the two dominant theoretical perspective in the study of international relations. Which perspective in your view offers a more accurate interpretation of international events.
  4. Examine the factors which led to the collapse of the league of Nations. Do you believe that the Charter of the United Nations addresses these factors?
  5. To what extent do you think International Law can determine the manner in which states conduct their international relations.
  6. The end of the Cold War has been characterized by a proliferation of internal conflicts which have compelled UN Peace-Keeper, to move beyond classical peace-keeping into Peace-Enforcement. Discuss.
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**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

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

**PL 451: SOCIALIST POLITICAL THEORY I**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER THREE QUESTIONS.**

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1. Highlight the similarities between St. Simon's political theory and Karl Marx's and Frederick Engels's scientific socialism.
  2. Analyse Proudhon's critique of communism and capitalism.
  3. What theoretical problems did the Russian Marxists face in planning and executing the revolution and how did they resolve them?
  4. Assess the pros and cons of democratic centralism and vanguardism as principles of communist party organization.
  5. Analyse Mao Zedong's contributions to Marxist theory and practice.
- 

**END OF EXAM.**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

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

**PL 941 THE POLITICS OF DEVELOPMENT**

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER ANY THREE QUESTIONS**

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1. "The prerequisite for escape from underdevelopment is the transformation of the countryside, the question of industrialization is secondary."

Discuss the validity of the above statement.

2. Examine the extent to which Rostow's "stages of economic growth" constitutes a viable alternative to the Marxian conception of history.
3. Critically assess the extent to which the transformation of Western European societies from pre-modern to liberal democratic societies provides useful lessons for understanding the process of political development in Africa today.
4. Evaluate the usefulness of class analysis in explaining political and social conflict in the "Third World" Countries.
5. "Direct participation of the members of the capitalist class in the state apparatus and in the government, even when it exists, is not the important side of the matter. The relationship between the bourgeois class and the state is an objective one. This means that if the function of the state in a determinate social formation and the interests of the dominant class in this formation coincide, it is by reason of the system itself".

Critically assess the validity of the above statement as a Marxist explanation of the nature and role of the capitalist state.

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**END OF EXAM.**

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

UNIVERSITY FIRST SEMESTER EXAMINATION – 1999

PS 101 – INTRODUCTION TO PSYCHOLOGY I

TIME: 3 HOURS

INSTRUCTIONS

THIS QUESTION PAPER HAS 4 PARTS. ANSWER ALL QUESTIONS FROM PART I, ANY 5 FROM PART 2, ANY 2 FROM PART 3, AND ALL QUESTIONS FROM PART 4.

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**PART I : ANSWER ALL THE QUESTIONS**

1. Which of the following brain structures regulates hunger, thirst and sexual behaviour?
  - a. thalamus
  - b. amygdala
  - c. hypothalamus
  - d. hippocampus
  
2. The part of the brain that differentiates us most from other animals and is responsible for “higher” cognitive functions is the:
  - a. cortex
  - b. thalamus
  - c. limbic system
  - d. cerebellum
  
3. Which lobes of the brain are primarily responsible for processing visual information?
  - a. frontal
  - b. parietal
  - c. temporal
  - d. occipital

4. The autonomic nervous system differs from the somatic nervous system in that its operation is largely:
  - a. involuntary
  - b. voluntary
  - c. controlled by the brain
  - d. controlled by the spinal cord
  
5. The “all or nothing” concept refers to
  - a. that you must have both a genetic predisposition and a conducive environment for a characteristic to be expressed in the phenotype
  - b. that neurons must receive a certain amount of stimulation before they will fire
  - c. all the neurons in a nerve firing at the same time
  - d. that you must have two genes for the same characteristic for that characteristic to be expressed in the phenotype
  
6. The neurotransmitter involved in muscle contraction is called:
  - a. dopamine
  - b. neuromepinephrine
  - c. lactic acid
  - d. acetylcholine
  
7. As a science, psychology is committed to three basic principles:
  - a. objectivity, honesty, and kindness
  - b. accuracy, healthy skepticism, and hypothesizing
  - c. objectivity, accuracy, and healthy skepticism
  - d. subjectivity, objectivity, and truth
  
8. Deception in experiments has to do with
  - a. faking experimental findings in order to be published
  - b. participants providing false information about themselves
  - c. misleading participants in order to conduct a research study
  - d. statistically significant results that are invalid

9. Which of the following would a behaviourist NOT consider a subject for psychological study?
- Interpersonal interactions
  - Problem solving
  - Thinking -
  - Public speaking
10. The major emphasis of the psychoanalytic approach is
- the uniqueness of human beings and their capacity for conscious choice and growth
  - the perception of whole units of patterns
  - the scientific study of behaviour
  - the unconscious -
11. \_\_\_\_\_ in research comprise (s) the rules concerning proper and acceptable conduct that investigators use to guide their research; these rules govern the treatment of animals, the rights of human beings, and the responsibilities of investigators.
- Statutes
  - Ethics
  - The scientific method
  - The correlation law
12. Giving a participant full information about all aspects of an experiment after fulfilling his or her role in the experiment is referred to as
- informed consent
  - debriefing,
  - deception
  - briefing
13. Functionalism was primarily concerned with
- basic mental elements
  - unconscious motives
  - overt behaviour
  - adaptation -

14. Learning is any relatively permanent change in behaviour, capability, or attitude that is acquired through \_\_\_\_\_
15. Ivan Pavlov, a Nobel prize-winning physiologist studied which of the following phenomena?
- a. maturation
  - b. animal cognition
  - c. operant conditioning
  - d. classical conditioning
16. Which of the following is an example of an unconditioned response?
- a. Brenda calling her mother every Sunday afternoon
  - b. Jenny's startled reaction when a car backfires
  - c. Valentina planting a vegetable garden every May
  - d. Gertrude turning up the radio whenever a Bob Marley song is being played
17. In Pavlov's original research, dogs heard a tone and then had meat powder (food) placed in their mouths, which caused them to salivate. After many pairings of the tone and the food, they would salivate when the tone was presented alone. In this case, the salivating to the tone is an example of
- a. conditioned stimulus
  - b. an unconditioned stimulus
  - c. conditioned response
  - d. unconditioned response
18. Which of the following elements in classical conditioning are learned?
- a. US and UR
  - b. US and CR
  - c. CS and UR
  - d. CS and CR
19. Little Gertrude is frightened by thunder and cries when she hears it. During a season of frequent electrical storms, thunder is always preceded by lightning. Now Gertrude cries as soon as she sees lightning. In this example, the conditioned response is
- a. thunder
  - b. lightning

- c. crying at the sound of thunder
  - d. crying at the sight of lightning
20. Learning by insight occurs when there is a sudden realisation of the relationship between the elements in a problem situation so that a solution becomes apparent.
- a. True
  - b. False
21. A puff of air on the surface of Valentina's eye will make her blink reflexively. If Valentina hears a buzzer repeatedly just before air is puffed into her eyes, eventually Valentina will blink as soon as she hears the buzzer. In this example, the unconditioned stimulus is the
- a. eye blink response to the buzzer.
  - b. buzzer.
  - c. puff of air
  - d. eye blink response to the puff of air.
22. When a conditioned stimulus is repeatedly presented without the unconditioned stimulus
- a. extinction occurs
  - b. stimulus generalisation occurs
  - c. higher – order conditioning occurs
  - d. remission occurs
23. Advertisers place beautiful people or likable places and objects with the products they are trying to sell because these items
- a. distract from the disadvantages of the product
  - b. cause pleasant feelings to be evoked
  - c. are part of the product's basic qualities.
  - d. are just elements of scenery
24. The detection and transmission back to the brain of sensory stimuli is called
- a. sensation
  - b. reception
  - c. consciousness
  - d. perception
25. Absolute threshold is the minimum amount of sensory stimulation that
- a. no person can ever detect

- b. all people can always detect
  - c. 10 percent of people can detect at least once in ten tries.
  - d. is the statistical average of the range of normal responses
26. The ancient Chinese technique of acupuncture may work because it may close pain “gates”, blocking perception of pain.
- a. True
  - b. False
27. The \_\_\_\_\_ process involves sensory receptors converting sensory stimulation into neural impulses.
- a. sublimation
  - b. transduction
  - c. convergence
  - d. refraction
28. The largest sense organ is sensitive to
- a. chemical concentration
  - b. touch
  - c. sound
  - d. light
29. Information about the position of body parts and about body movement, detected by receptors in the muscles, ligaments, and joints, is referred to as
- a. the vestibular sense
  - b. the gustatory sense
  - c. the tactile sense
  - d. the kinesthetic sense
30. The law of Pragnanz, based on the principle of perceptual organisation, is called the
- a. figure – ground relationship
  - b. Volley principle
  - c. dark adaptation phenomenon
  - d. law of closure.

## PART 2: ANSWER ANY 5 QUESTIONS

Write short notes on any 5 of the following:

1. Experimental method
2. Structuralism
3. Is psychology really scientific? Explain
4. Difference between classical and operant conditioning.
5. Insight learning.
6. Weber's law

## PART 3: ANSWER BOTH QUESTIONS

1. How do genetic factors influence behaviour?
2. What is social learning? Discuss the application of social learning theory in advertising.

## PART 4: ANSWER ALL QUESTIONS

1. The following scores were obtained by students on a Maths test.  
46 59 56 49 38 73 56 82 64 56. Compute the following:

- a. Mean
- b. Median
- c. Mode

2. A researcher administered an IQ test to a group of 20 students and obtained the following scores:

32 25 65 36 56 43 74 58 48 63  
45 58 32 63 54 56 71 49 53 81

- a. Summarize the data in form of a frequency distribution with a class interval of 10.
- b. Compute the mean, variance and standard deviation for the data.

Where:

$$\sigma^2 = \frac{\sum f(x - \bar{x})^2}{N-1} \quad \text{or} \quad \sigma^2 = \frac{N\sum fx^2 - (\sum fx)^2}{N(N-1)}$$
$$\sigma = \sqrt{\sigma^2}$$

3. A researcher was interested in finding out the relationship between hours of sleep and performance on a test. He obtained the following test scores on 8 students who had different hours of sleep; before taking the test:

Student	Hours of Sleep	Test Performance (x10)
1	7	5
2	6	8
3	9	7
4	5	6
5	3	4
6	8	6
7	2	5
8	4	3

- a. Draw a scatterplot (scattergram) for the data, and state the nature of correlation between sleep and performance.
- b. Compute the rank order correlation coefficient of the scores.

Where:

$$r_{ho} = 1 - \frac{6 \sum d^2}{N(N^2 - 1)} \quad 15$$

**END OF EXAMINATION**

19. The type(s) of memory capable of virtually permanent storage is/are the
- long-term memory
  - short-term memory
  - sensory memory
  - iconic and echoic memories.
20. If you learned a list of words while intoxicated, you might recall the list much more easily when intoxicated than when sober. This type of memory stimulation is known as
- environmental context
  - state-dependent memory
  - photographic memory
  - iconic memory
- 

## **SECTION 2 (20 MARKS)**

**WRITE SHORT NOTES ON ANY FOUR OF THE FOLLOWING:**

1. Explain how observational learning has been used in alleviating the effects of cultural shock and how effective these programmes have been supporting your answer with Harrison's (1992) study.
  2. Describe the intermittent/partial schedules of reinforcement using examples and state the effect each has on behaviour.
  3. What is the difference between extrinsic and intrinsic motivation? explain the important considerations that extrinsic motivation raises at school level.
  4. Discuss the role of the hypothalamus and blood chemistry in hunger and eating behaviour.
  5. Encoding, storage, retrieval and forgetting in short-term memory.
- 

## **SECTION 3: LONG ESSAYS**

**CHOOSE ANY TWO OF THE THREE QUESTIONS**

1. Clearly explain why we forget in long-term memory and suggest ways in which students could improve their memory of course materials.
2. Describe and discuss the major differences between the nature of sexual motivation in humans and in other species.
3. Describe the equity theory of work motivation and explain in detail how perceptions of inequity can have a detrimental effect on both the work motivation and performance of employees, using documented evidence where appropriate.

12. What three codes represent information that is transferred into short-term memory?
  - a. images, sounds, visions
  - b. visual, acoustic, tactile
  - c. visual, acoustic, semantic
  - d. images, sounds, tastes
  
13. "Working memory" is
  - a. sensory memory
  - b. short-term memory
  - c. long-term memory
  - d. stored memory
  
14. What is the correct sequence by which information is handled at each memory stage?
  - a. storage, retrieval, encoding
  - b. encoding, storage, retrieval
  - c. retrieval, encoding, storage
  - d. encoding, retrieval, storage
  
15. The Shiffrin and Atkinson model of memory involves the processing of information in three successive stages. These are
  - a. short-term memory, long-term memory and sensory memory
  - b. sensori-motor memory, short-term memory and long-term memory
  - c. long-term memory, sensory memory and flashbulb memory
  - d. sensory memory, short-term memory and long-term memory
  
16. The theory that suggests that humans and other mammals are genetically programmed to maintain a certain amount of body weight is known as the
  - a. metabolic set theory
  - b. set point theory
  - c. fat cell theory
  - d. insulin utilisation curve
  
17. Increased exercise during dieting is important to counteract the body's tendency to
  - a. increase the fat in the fat cells
  - b. increase the number of fat cells
  - c. lower its metabolic rate
  - d. raise its metabolic rate
  
18. An usher points out a seat to Paul in a darkened theatre by moving a flashlight in a rectangular motion. Paul sees the form of the rectangle because images from the flashlight are being briefly stored in his
  - a. semantic memory
  - b. short-term memory
  - c. photographic memory
  - d. sensory memory

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**1999 ACADEMIC YEAR FIRST SEMESTER 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 1, 4 QUESTIONS IN SECTION 2 AND 2 QUESTIONS IN SECTION 3.**

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**SECTION 1: ANSWER ALL THE QUESTIONS (10 MARKS)**

1. Little Mary is frightened by thunder and cries when she hears it. During a season of frequent electrical storms, thunder is always preceded by lightning. Now Mary cries as soon as she sees lightning. In this example the conditioned response is
  - a. thunder
  - b. lightning
  - c. crying at the sound of thunder
  - d. crying at the sight of lightning
  
2. Which of the following is an example of an unconditioned response?
  - a. Mary's calling her mother every Sunday afternoon
  - b. John's startled reaction when a car backfires
  - c. Carole's planting a vegetable garden every May
  - d. Mary's turning up the radio whenever a Bruce Springsteen song is being played
  
3. Negative reinforcement occurs when the individual is reinforced
  - a. for approaching something
  - b. for successfully avoiding something
  - c. with a painful stimulus
  - d. for doing something undesirable
  
4. If a parent's attention has been reinforcing his child's undesirable behaviour, ignoring that undesirable behaviour may lead to
  - a. an increase in the undesirable behaviour
  - b. a decrease in the undesirable behaviour
  - c. frustration
  - d. anger

5. Rats given an opportunity to observe a water maze before swimming through it for a food reward performed better than rats not given such an opportunity. This provided evidence for what Tolman called
- observational learning
  - operant conditioning
  - “cognitive maps”
  - reinforcement
6. The process of reinforcing successive approximations toward a particular final response is known as
- classical conditioning
  - associative learning
  - shaping
  - imitative behaviour
7. Characteristic of people with a high need for achievement is that they
- have difficulty delaying gratification in the pursuit of long-term goals
  - prefer extremely difficult challenges
  - are motivated to seek competition that provides a fair test of their abilities
  - will perform best with a low level of arousal
8. A child is more likely to watch television than do homework. The parent decides not to let the child watch television until the homework is completed. This is an example of
- punishment
  - negative reinforcement
  - shaping
  - the premark principle
9. The intrinsic joy of being a poet is achieved by
- the enjoyment of your poetry by others
  - selling your poetry
  - the writing of the poetry itself
  - attending poetry seminars
10. Rehearsal that includes thinking about the meaning of new information and attempting to relate it to information already in memory is called
- maintenance rehearsal
  - elaborative rehearsal
  - cognitive rehearsal
  - processing rehearsal
11. The inability to recall information one knows has been stored in long-term memory is called
- retroactive interference
  - repression
  - tip-of-the-tongue phenomenon
  - decay

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**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**1999 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS**

**PS 241/EPS 225 CHILD DEVELOPMENT**

**TIME: THREE HOURS**

**INSTRUCTIONS: THIS EXAMINATION PAPER CONSISTS OF THREE (3) PARTS. ANSWER ALL THE QUESTIONS IN PART ONE; FOUR IN PART TWO AND THREE IN PART THREE**

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**PART ONE: ANSWER ALL THE QUESTIONS.**

1. Which of the following is not a stage of prenatal development?
  - a. period of the foetus
  - b. period of the zygote
  - c. period of the ovum
  - d. period of the embryo
  
2. Unlike Freud's psychosexual theory, Erikson's theory emphasises:-
  - a. a person's relationship to the social and cultural environment
  - b. the type of logic that underlies thought processes
  - c. life and its inherent rewards and punishments
  - d. active mental processes
  
3. The . . . . . method of research involves comparing individuals of different ages at the same time to determine how they differ on some important dimension.
  - a. longitudinal
  - b. random
  - c. representative
  - d. cross-sectional
  
4. When the infant's cheek is stroked, he she turns in the direction of the stroke and attempts to suck. This is an example of the
  - a. rooting reflex
  - b. moro reflex
  - c. Babinski reflex
  - d. grasping reflex
  
5. The psychologist associated with the behaviourist approach to psychology was:-
  - a. Watson
  - b. Gesell
  - c. Piaget
  - d. Baldwin

6. That we cannot observe the behaviours or behaviour changes as research participants grow older is a criticism of:-
  - a. longitudinal studies
  - b. correlational studies
  - c. cross-sectional studies
  - d. surveys
  
7. Psychologists study childhood because it is the most . . . . . of a person's life.
  - a. relaxing
  - b. innocent
  - c. formative
  - d. exciting
  
8. A psychologist must be sure that none of the conditions of an experiment will be harmful to a child. This relates to the question of:-
  - a. ethics
  - b. control
  - c. limits
  - d. consent
  
9. The latency stage, according to Freud, occurred:-
  - a. in early childhood
  - b. just before puberty
  - c. in late adulthood
  - d. at adolescence
  
10. Which psychosocial stage of Erikson's corresponds to Freud's oral stage?
  - a. autonomy
  - b. initiative
  - c. industry
  - d. basic trust
  
11. In a human body cell there are normally . . . . . chromosomes
  - a. 22
  - b. 23
  - c. 42
  - d. 46
  
12. Amniocentesis is best used :-
  - a. to discover the sex of the child
  - b. when the woman is 24 to 28 weeks pregnant
  - c. when a chromosomal disorder is suspected
  - d. all of the above
  
13. The probable reason that children from different countries tend to walk at different ages is:-
  - a. genetic differences
  - b. developmental inflation
  - c. different experiences
  - d. there are no differences

14. In Harlow's studies of rhesus monkeys placed with surrogate mothers, the monkeys spent more time with the:-  
a. cloth mothers  
b. wire mothers  
c. real mothers  
d. mothers with food
15. Infancy extends from birth to:-  
a. 2 years  
b. 3 years  
c. 10 months  
d. 16 months
16. Focusing on one dimension of the object when several aspects must be considered is referred to as:-  
a. seriation  
b. centration  
c. classification  
d. none of the above
17. In the pre-operational child thinking is:-  
a. realistic  
b. abstract  
c. egocentric and animistic  
d. logical and realistic
18. Every time the child sees an object, it learns more about the object. This is known as:-  
a. differentiation theory  
b. cognitive theory  
c. enrichment theory  
d. both differentiation and enrichment theory
19. Echolalia is a frequent problem found among autistic children who are not mute. This problem is related to:-  
a. behaviour  
b. learning  
c. language  
d. learning and language
20. Which among the four falls under attention deficit disorder?  
a. depression  
b. stuttering  
c. autism  
d. hyper-activity
21. Leo Kanner was the first to identify the childhood disorder called  
a. depression  
b. Pica  
c. infantile autism  
d. steep-terror disorder

22. Which of the following is true in relation to this statement on moral reasoning, (Kohlberg's theory) "The child looks at gaining goodwill in conforming to standards".
- Level 2 and stage 3
  - Level 2 and stage 4
  - Level 1 and stage 2
  - Level 4 and stage 5
23. A number of objects in a tray remains the same, no matter how they are arranged. This is an example of:-
- classification
  - seriation
  - number concept
  - all of the above
24. An understanding that rules are arbitrary agreements that can be challenged, questioned or even changed is referred to as:-
- autonomous morality
  - moral absolutism
  - moral realism
  - immanent justice
25. The proposition that the quality of a child's attachment will affect his/her reactions to other other people is explained by:-
- Mary Ainsworth - Security of Attachment Hypothesis
  - Mary Ainsworth - Ordinal Position Hypothesis
  - Sandra Scarr - Genetic Hypothesis
  - None of the above

**FILL IN THE BLANKS**

- Conservation is -----
- are cognitive structures underlying organised patterns of behaviour.
- and ----- are two important determinants of altruistic behaviour.
- The notion that opportunities for acting aggressively will reduce hostile tendencies is referred to as -----.
- Susan Harter's self-concept scale requires the subjects to evaluate their competencies in four areas. These are cognitive competence, social competence, physical competence and -----

**PART TWO: ANSWER FOUR OUT OF FIVE SHORT ANSWER QUESTIONS**

- Describe the perceptual abilities of the new-born human child. Leave out visual perception.
- What are the characteristics of a correlational study? Provide a brief illustration of such a study.
- Describe Jean Jaques Rousseau's theory of childhood.

4. Explain sex-role stereotyping
5. Explain the factors contributing to pro-social behaviour in children.

**PART THREE: ANSWER THREE OUT OF FOUR ESSAY QUESTIONS**

1. Describe the experiment John B. Watson conducted on Little Albert. What idea was the experiment based on. Discuss the experiment in terms of children's research rights
2. According to John Bolby, infants deprived of normal attachment to a caregiver in the first year or so of life will be deficient in forming affectionate bonds with others throughout life. Discuss, citing relevant research literature.
- 3a. Discuss how attentional and memory processes are developed in children as explained by Information Processing theorists.  
b. Briefly explain how Information Processing theorists' view on cognitive development differs from the Piagetian view.
- 4a. Illustrate with examples how family and peers facilitate the socialisation process in children.  
b. Give a brief account on the normative function of the peer group.

-----**END OF EXAMINATION**-----

**THE UNIVERSITY OF ZAMBIA**  
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**UNIVERSITY FIRST SEMESTER EXAMINATION - 1999**  
**PS 311: SOCIAL PSYCHOLOGY**

**TIME: THREE HOURS**

**INSTRUCTIONS: THIS QUESTION PAPER HAS 2 SECTIONS. ANSWER 4 QUESTIONS FROM EACH SECTION.**

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**SECTION A**

**Write short notes on any four questions.**

1. Explain why destructive obedience occurs and how it can be counteracted.
2. Describe the “foot-in-the-door” and the “door in-the-face” strategies and explain why these techniques are effective.
3. Describe the Distraction - conflict theory and the support it enjoys from recent findings.
4. Discuss the Gender - Schema theory of gender role development.
5. The Contact hypothesis for challenging prejudice.

**SECTION B**

**Long essays. Answer any four questions.**

1. What is prejudice? Identify and discuss in detail 4 sources of prejudice and suggest 2 ways in which it could be reduced.
- 2.(a) Define the concept “group” and explain why individuals join groups.  
(b) Describe several aspects through which groups influence the behaviour of their members.

- 3.** What is prosocial behaviour? Identify and explain the factors that enhance helping behaviour.
- 4.** Early research evidence indicates that there is often a sizeable gap between attitudes and behaviour. Explain the numerous factors that influence the strength of the attitude - to-behaviour relationship using examples to illustrate your explanations.
- 5.** Identify and explain social determinants of aggression and discuss at least 4 techniques for controlling aggression.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**1999 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS**

**PS 451: PSYCHOLOGY OF THE WORK ENVIRONMENT**

**TIME: THREE HOURS**

**INSTRUCTIONS: THIS QUESTION PAPER CONSISTS OF TWO SECTIONS (SECTION I AND SECTION II). ANSWER QUESTIONS IN BOTH SECTIONS.**

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**SECTION I: WRITE FOUR LONG ESSAYS ON ANY FOUR TOPICS**

- 1 (a) Clearly explain the sources of performance appraisal information.  
(b) Critically discuss the problems faced by organisations in evaluating and communicating appraisal results to employees.
2. (a) "Compensation plans are designed to determine a fair price for an employee's personal contribution to the firm" - Explain how organisations achieve this objective.  
(b) Explain the various types of monetary compensation.
3. "Many of the decisions in organisations are made on the basis of criteria, hence one cannot underestimate the relevance of criteria in decision making".
  - (a) Explain why the discussion of criteria is important for personnel selection.
  - (b) Clearly explain the criterion related problems in organisations
  - (c) List the criteria of performance for the job of a salesman
- 4 (a) Describe the job characteristics model of job redesign. Provide an example of a job that could be redesigned using this model.  
(b) Is this model of job design appropriate for Zambian conditions? Give an explanation for your answer.
5. Discuss how heat, noise and fatigue affect employee attitude and behaviour supporting your answer with research evidence where appropriate, and explain what steps managers can take to reduce their effects.

**SECTION II: WRITE SHORT ESSAYS ON ANY FOUR OF THE FOLLOWING:**

1. Explain Max Weber's theory and contingency approach to management.
2. Discuss the evaluation of training programmes.
3. Describe the anthropometric and biomechanical approaches of engineering psychology.
4. Explain why workers join trade unions and give the objectives of the Industrial and Labour Relations Act of 1993.
5. Describe one technical approach and one work-scheduling approach to job design.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**UNIVERSITY FIRST SEMESTER EXAMINATION - OCTOBER 1999**

**PS 461**

**RESEARCH METHODS IN PSYCHOLOGY**

**TIME: THREE HOURS**

**INSTRUCTIONS: THIS QUESTION PAPER CONSISTS OF TWO PARTS. WRITE EACH PART IN A SEPARATE BOOKLET.**

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**PART ONE**

**SECTION A: Write short notes on all of the following:**

1. field experiment
2. independent versus dependent variables
3. naturalistic observation
4. structured interviews

**SECTION B: Write an essay on each of the following:**

1. The British Psychological Society (BPS) has stipulated ethical guidelines for conducting psychological research. Discuss the ethical principles in psychological research and using Studies by Milgram (1974) and Humphrey (1975), state how ethical guidelines would be violated.
2. Experimental method is often regarded as a powerful research method in psychology. Discuss.

## PART TWO

**INSTRUCTIONS: Answer all questions in this part. Show all relevant calculations.**

1. Briefly define, identify, describe and state the significance of the term, concept, event or relationship involved in all of the following:
  - (a) qualitative versus quantitative variables
  - (b) one- and two-tailed hypotheses
  - (c) levels of significance
  - (d) the null versus alternative hypotheses
  - (e) parametric versus non-parametric tests

2. How accurate are eyewitness reports of accidents?  
Behavioural Scientists have studied this question in some detail. In one experiment, subjects viewed a film of an accident in which a car ran a stop sign and hit a parked car. The speed of the car was 30 miles per hour. After viewing the film, subjects were asked to estimate the speed of the car. Fifteen subjects gave the following estimates:

15    18    37    40    25

40    35    35    20    30

30    20    28    32    25

Calculate the mean and the standard deviation for these data. How accurate were the estimates considering the mean score across all subjects? How does the Standard deviation help to interpret the mean?

3. Compute the variance and standard deviation for the following five scores: 1, 2, 3, 4, 5. Now generate a new set of five scores by adding a constant of 3 to each original score. Compute the variance and standard deviation for the new set of scores. Compare your results with those obtained for the first set of scores. Do the same for another set of five scores generated by subtracting a constant of 2 from each original score. What is the effect on the variance of adding a constant to or subtracting a constant from each score in a set of scores? What is the effect on the standard deviation?
4. State the real limits of the following numbers, assuming they are measured in the units reported:
  - (a) 21,384.11
  - (b) .689
  - (c) 13
  - (d) 13.0
  - (e) 13.00

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**1999 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS**

**PS 471: THEORIES OF COUNSELLING**

**TIME: THREE HOURS**

**INSTRUCTIONS: THIS QUESTION PAPER CONSISTS OF TWO PARTS (PART I AND PART II). USE SEPARATE ANSWER BOOKLETS FOR EACH PART.**

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**PART I: THIS PART CONSISTS OF TWO SECTIONS.**

**SECTION I: ANSWER 4 QUESTIONS OUT OF 5**

1. Define the concept of "*informed consent*". Discuss its relevance to a counselling relationship.
  2. Define the concept of "*empathy*". Discuss the role it plays in counselling.
  3. Define the concept of "*insight*". Give an example .
  4. What does the term "*counselling contract*" refer to? State briefly what it contains.
  5. Define the concept of "*resistance*" in counselling. Give an example.
- 

**SECTION II: ANSWER 2 OUT OF 4 QUESTIONS**

1. What are the stages of the *counselling process*? Briefly describe what each stage refers to.
2. Define the concept of "*dual relationship*" and explain why such relationships are generally unethical.
3. Your client is a married woman who has been confiding in you about her difficulties in her marriage. She denies that her husband is physically abusing her, but she reports that he has been verbally mean to her. One day, you receive a visit from the husband who says he would

like to discuss his wife's problems with you and he says that he would like to participate in the counselling sessions if you think this would help his wife get better. What do you do and why? How do you interpret the husband's request?

4. Discuss the relevance of *values* in helping relationships and how value conflicts can be resolved.
- 

**PART II: ANSWER BOTH QUESTIONS GIVING CLEAR, CONCISE AND WELL THOUGHT OUT ANSWERS SUPPORTED BY EMPIRICAL EVIDENCE AND EXAMPLES.**

1. Distinguish between counselling and psychotherapy. What are the limitations of counselling theory?
2. Subject the following case to counselling using two counselling approaches bearing in mind the underlying assumptions of such approaches. N.B. Albert Ellis' Rational Emotive Behaviour Counselling approach **must** be one of them.

**CASE**

Jaheer lives in India. Two years ago, when he was 14, he was found to have leprosy. In one way, 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. His lesions are relatively minor and the progress of the disease has been halted, at least for the time-being. He is, however, restricted to a centre specialising in the treatment of leprosy. Jaheer understands the nature of the place where he lives and acknowledges his treatment, but he refuses to accept that he suffers from leprosy. He persistently denies it. He refuses to assimilate that self-definition into his identity.

Jaheer has been told about the bacteria which cause leprosy. He will not understand this. Instead, he explains: "Leprosy 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 leprosy flows from this belief: "I am not sinful. I am no leper." In this case, the social belief system shapes explanations of the facts which lead to conclusions about self-descriptions.

The diagnosis of leprosy threatens the continuity of identity and its distinctiveness; it also attacks self-esteem. The sufferer is removed from his community, his 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. Jaheer responds by refusing to accept that the diagnosis is correct. The denial changes nothing objectively but, at least, builds a subjective barrier to the attribution of sinfulness. Jaheer is apparently seeking to salvage some part of self-esteem.

**GOOD LUCK!**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES**  
**FIRST SEMESTER EXAMINATION - 1998/99**

S111 - INTERNAL

-

TIME : 3 HOURS

**INSTRUCTIONS: THIS EXAMINATION IS DIVIDED INTO 4 SECTIONS.  
PLEASE ENSURE THAT YOU ANSWER ALL QUESTIONS.**

**SECTION I - MULTIPLE CHOICE (25 MARKS)**

1. Sociologists are like the square flatland in that:
  - (a) They question basic assumptions people take for granted
  - (b) They see people relating to one another primarily as equals
  - (c) They believe that groups are more powerful than individuals
  - (d) They are searching for the fourth dimension of space-time.
  
2. Which of the following scientist is closely associated with the term "Sociological Imagination?"
  - (a) G.H. Cooley
  - (b) Lester F. Ward
  - (c) C. W. Mills
  - (d) Howard Berker
  
3. One difference between a Sociologist and a Detective is that:
  - (a) The Sociologist emphasises the accumulation of a body of knowledge.
  - (b) The detective does not examine the relationships among facts
  - (c) The Sociologist does not attempt to solve problems.
  - (d) The detective does not attempt to unearth knowledge.
  
4. Social structure, social relationships and social interactions are related in that :
  - (a) Social structure includes social relationships
  - (b) Social relationships includes social structure
  - (c) Social interaction includes social relationships

- (d) Social interaction includes social structure.
5. A difficulty in obtaining social information is that:
- (a) It is impossible to experiment with human groups
  - (b) Those being studied may unconsciously respond differently in an experiment than in real life.
  - (c) The expense may be too great.
  - (d) All the above.
6. Major theoretical orientations are related to theories in that:
- (a) Each theory generally includes a large number of major theoretical orientations.
  - (b) Each major theoretical orientation generally includes a large number of theories
  - (c) Major theoretical orientations are more tentative than theories.
  - (d) Theories are more practical than major theoretical orientations.
7. Which theoretical orientation centers on change and on the individual within the small group?
- (a) Conflict theory
  - (b) Structural Functionalism
  - (c) Symbolic interactionism
  - (d) Ethnomethodology
8. Observational procedures
- (a) Are based on interviews in general
  - (b) Are almost always highly systematic
  - (c) Frequently involve the informal recording of observed behaviour
  - (d) Almost never involve descriptions designed to test particular hypotheses.
9. Experiments
- (a) Involve actively changing a situation
  - (b) Are illustrated by the study on age
  - (c) Focus on a situation at one point in time.
  - (d) Rarely involve control procedures
10. Goals and expectations are related in that

- (a) They are both elements of social organisations
  - (b) They are both elements of culture
  - (c) They are elements of subculture but not culture
  - (d) They are elements of culture but not subculture.
11. Cultural Relativism is best illustrated by
- (a) Seeing everything in terms of right and wrong.
  - (b) Practicing what you preach
  - (c) Learning foreign languages
  - (d) Teaching others the nature of our society
12. Freud was largely concerned with
- (a) The individuals' consciousness
  - (b) The unconscious mind
  - (c) Conflicts between cultural values
  - (d) Teaching the individuals to repress conflicts.
13. According to Merton's analysis of deviance, a person who rejects the means but accepts the goals is the
- (a) Innovator
  - (b) Retreatist
  - (c) Rebel
  - (d) Ritualist
14. Which of the following statements is most likely to be accepted by a Sociologist?
- (a) Perfect Societies do not have deviants
  - (b) Subcultural norms are likely to be norms of evasion
  - (c) Social change would be unlikely without some degree of non-conformity to traditional norms.
  - (d) All the above
15. Most types of collective behaviour are
- (a) Unpredictable
  - (b) Irrational
  - (c) Unstructured
  - (d) All the above
16. Which of the following is not a characteristic of crowd behaviour:

- (a) Anonymity
  - (b) Suggestibility
  - (c) Social contagion
  - (d) Enduring personal relationships
17. Rumours are most likely to be believed if
- (a) They increase ones emotional tensions
  - (b) They justify ones dislikes
  - (c) They answer questions on which many factors are available
  - (d) Both a and b above
18. a community's labelling of an individual as delinquent
- (a) Can easily lead to secondary deviance
  - (b) Is related to the process of deviance amplification
  - (c) Is not a good illustration of deviance
  - (d) All the above
19. Mead's 'I' differs from his 'Me' in that
- (a) The 'I' but the 'Me' is based on symbolic interaction
  - (b) The 'Me' not the 'I' refers to unique aspects of the self.
  - (c) The 'I' gives the sense of freedom the 'Me' the sense of responsibility
  - (d) The 'I' is conflict oriented the 'Me' is oriented towards cooperation.
20. Durkheims Theory of Suicide
- (a) Concluded that social interaction causes suicide
  - (b) Includes the conclusion that the absence of social relationships is associated with a tendency to commit suicide.
  - (c) Includes the conclusion that suicides tend to strengthen social relationships
  - (d) Includes the conclusion that social interactions, suicide rates and social relationships are parts of social structure.

## **SECTION B - 45 MARKS**

### **WRITE A FEW NOTES ON THE FOLLOWING**

1. Operational definition
2. Sampling procedure
3. Convergence Theory
4. Proletariat

5. Sapir Whorf Thesis
6. Merton's theory of Deviance
7. Cultural Change
8. RAM
9. Symbolic Interactionist Approach
10. Agents of Socialisation
11. Postivism
12. Anthropology
13. Software
14. Social Pressure
15. Societal Reaction Approach

### **SECTION C: RESEARCH METHODOLOGY (15 MARKS)**

1. Name 4 difficulties in Social Research
2. Comment on the following questions:-
  - (a) "You do not like people who drink beer, do you?"
  - (b) "Do you think that the issue of Street Kids in Zambia is as a result of breakdown of extended family values or harsh economic environment?"
  - (c) "Do you work?"
3. Why are both Qualitative and Quantitative Research Approaches important in Social Research?

### **SECTION D - 20 MARKS**

What is a Subculture? Cite some examples of subcultures that are found in the Zambian Society/

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL  
EXAMINATIONS**

**S 112: INTRODUCTION TO SOCIOLOGY 1 (INTERNAL)**

**TIME ALLOWED: THREE HOURS**

**INSTRUCTIONS: THIS PAPER IS DIVIDED INTO THREE SECTIONS. PLEASE ENSURE THAT YOU ATTEMPT ALL SECTIONS.**

**SECTION 1 (10 MARKS)**

1. Internal migration refer to

- (a) Rural – rural migration
- (b) Rural-urban migration
- (c) Urban-rural migration
- (d) Urban-urban migration
- (e) All the above

2. Net migration refers to

- (a) The sum of in-migration and out-migration with respect to a given area
- (b) The ratio of migrants to the population exposed to the likelihood of migrating
- (c) The difference between in-migration and out-migration with respect to a given area
- (d) The movement of people across international boundaries.

3. Which one of the following Sociologists is associated with Social Conflict analysis of stratification?

- (a) Max Weber
- (b) A. Comte
- (c) D. Moore
- (d) E. Durkheim
- (e) None of the above

4. All societies have
- (a) Ascribed sex roles
  - (b) Ascribed professional role
  - (c) Achieved professional roles
  - (d) All the above
5. Functions of the family include:
- (a) Reproduction
  - (b) Socialisation
  - (c) Endogamy
  - (d) Both A and B
  - (e) All the above
6. Most families prepare their children for a status in life which is:
- (a) Similar to their own
  - (b) Higher than their own
  - (c) Lower at first and then equal to their own
  - (d) Lower than their own
7. The most infrequently practised form of marriage is:
- (a) Polygamy
  - (b) Monogamy
  - (c) Polyandry
  - (d) Polygyny
8. Institutionalised behaviour is not characterised by:
- (a) Expected reactions
  - (b) Spontaneous reactions
  - (c) Predictable reactions
  - (d) Patterned reactions.
9. Crude birth rate is the number of:
- (a) Children born per 1,000 population
  - (b) Children born per 1,000 women
  - (c) Children born per 1,000 women in their child bearing years
  - (d) None of the above.

10. When institutional means become ends:

- (a) The institution is likely to die
- (b) Proposed changes are likely to be denounced as attacks upon the institution itself
- (c) Usually most the institutional personnel will initiate reorganisation from within.
- (d) None of the above will be likely to occur.

## SECTION 2

ANSWER ALL QUESTIONS (60 MARKS)

WRITE SOME NOTES ON THE FOLLOWING:

1. Sex roles and gender roles
2. Conjugal family
3. Matriarchal society
4. Monarchy
5. Oligarchy
6. Dependency
7. Underdevelopment
8. Vertical Social mobility
9. Internal migration
10. In-migration
11. Fertility
12. Population composition
13. Uxorilocal
14. Seviracy
15. Closed stratification system

## **SECTION THREE (3)**

### **ANSWER BOTH QUESTIONS (30 MARKS)**

1. What demographic, economic and social factors influence levels of fertility and morbidity?
2. According to K. Marx, Social Stratification grows out of unequal wealth and he defines social class as purely “ a system of exploitation”. Discuss this statement taking into account some of the criticism levelled against Marx’s perspective of Social Stratification.

# THE UNIVERSITY OF ZAMBIA

FIRST SEMESTER EXAMINATIONS - MAY, 1999

S211: Classical Sociological Theory

TIME: *Three* hours

ANSWER: Any *four* questions

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1. Karl Marx explained how societies change from one type to another. Using the concepts substructure, superstructure, forces of production, and relations of production. Present this explanation. (25 marks).
2. Describe Auguste Comte's theory of social change. (25 marks).
3. Describe Vilfredo Pareto's theory of social change. (25 marks).
4. Describe Emile Durkheim's theory of suicide. (25 marks).
5. Thorstein Veblen explained the concept of pecuniary emulation. He also explained the relationship between leisure class and conspicuous consumption. Present the two explanations. (25 marks).

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END OF EXAMINATION

# THE UNIVERSITY OF ZAMBIA

FIRST SEMESTER DEFERRED/SUPPLEMENTARY EXAMINATIONS - DECEMBER, 1999

S211: Classical Sociological Theory

TIME: *Three* hours

ANSWER: *Four* questions

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1. Apply Vilfredo Pareto's theory of circulation of the elites to a society of your choice to analyse political change in that society (25 marks).
2. Max Weber distinguished the terms class and status.
  - a. What is the distinction? (5 marks)
  - b. With reference to colonial Zambia, explained and illustrate the main characteristics of status groups as described by Weber (20 marks).
3.
  - i. Emile Durkheim said social facts can be explained by other social facts. What did he mean? (5 marks).
  - ii. It is a social fact that more and more religious organizations have been emerging since the coming of the Third Republic in Zambia. Attempt a sociological explanation of this social fact. (20 marks).
4. Walter Bagehot formulated a sociological theory of evolution, based on Charles <sup>Spencer's</sup> Darwin's principle of natural selection. What is the theory? (25 marks).
5. Explain, with examples, the following terms (25 marks):
  - a. Rational authority
  - b. Charismatic authority
  - c. Traditional authority
  - d. Goal-oriented rational action
  - e. Value-oriented rational action

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END OF EXAMINATION

# **THE UNIVERSITY OF ZAMBIA**

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

### **S311 - URBAN SOCIOLOGY**

**TIME: THREE HOURS**

**ANSWER: THREE QUESTIONS ONLY**

1. Identify and discuss the classification of cities according to the EMPIRICISTS. In your view, does this classification help in understanding urban social life?
2. Critically discuss the problems related to urbanisation in Zambia and suggest solutions to these problems.
3. "Towns in Africa are a foreign innovation, a product of European Imperialism". To what extent would you agree with this statement. Illustrate your answer with historical examples.
4. Analyse the Causes of rural-urban inequality in Zambia. On the basis of your analysis, suggest solutions to this problem?
5. What are the Causes and Consequences of rural-urban migration in Zambia today? Suggest ways of promoting urban rural migration.
6. Discuss the problems that women faced during the colonial period in urban areas in Zambia. In your view did political independence change the situation of women in Urban areas in Zambia?

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

**S 321 - INTRODUCTION TO SOCIAL PROBLEMS**

**TIME: 3 HOURS**

**INSTRUCTIONS: ANSWER QUESTION NO. 1 AND ANY OTHER THREE.**

1. There are “Three essential elements” to define a condition for a social problem. Discuss these “essential” elements” in relation to the Zambian situation.
2. Apply the concepts of Social System, social interaction and social value to explain how they produce certain conditions which cause social problem.
3. How do the heterogeneity of population and impersonality of social relations affect the mutual relations of the communities in a city? Discuss.
4. Explain, with illustrations the following concepts’
  - (a) Social pathology (5 marks)
  - (b) Social legislation (5 marks)
  - (c) Social welfare (5 marks)
  - (d) Social Disorganisation as a process (5 marks)
  - (e) Social tensions (5 marks)
5. Emile Durkheim argued that society itself is responsible for Anomie. Support your answer with references to Zambia.
6. Discuss the different aspects of social disorganisation in Zambia and point out their causes.
7. “War is social disorganisation in its most violent form.” Comment.

# THE UNIVERSITY OF ZAMBIA

FIRST SEMESTER EXAMINATIONS - MAY, 1999

S421: Research Methods in Sociology

TIME: *Three* hours

ANSWER: Any *four* questions

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1.
  - a. 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*).
  - b. You are interested in finding out whether a film about careers increases the tendency of students to make career decisions. What steps would you undertake to control for history, maturation, and selection biases? (*3 marks*).
  - c. You are trying to determine the effect of a mathematics teaching method on the level of mathematics achievement by students. What steps would you undertake to control for history, maturation, testing, instrumentation, regression, and mortality? (*6 marks*).
2.
  - a. Explain the following types of research (*12 marks*):
    - i. Historical research.
    - ii. Developmental research.
    - iii. Descriptive research.
    - iv. Experimental research.
    - v. Evaluation research.
    - vi. Action research.
  - b. Explain the tasks of the following elements in a research proposal:
    - i. Introduction. (*1 mark*)
    - ii. The Problem. (*1 mark*)
    - iii. Background (*1 mark*)
    - iv. The Purpose. (*1 mark*)
    - v. Significance. (*1 mark*)
    - vi. Procedure. (*8 mark*)
3.
  - a. You are planning to do a *study* of the relationship between a teacher's amount of teaching experience and his/her attitude towards discipline of students. You are sending out a questionnaire that contains an attitude scale and a biographical

information sheet. Construct a sample covering letter to accompany this mailing. (15 marks).

- b. In Keembe, a rural area outside Lusaka, the level of alcoholism was found to be high. Nearly 50% of the population was addicted to Kachasu and other potent brews. As a result, the Ministry of Community Development and Social Services became deeply concerned and initiated an anti-alcohol campaign costing millions of Kwacha. You are hired as a consultant to evaluate the campaign.
- i. What would be your dependent and independent variables? (2 marks).
  - ii. What would be your research design and what is the justification for choosing it? (4 marks).
  - iii. How would you collect your data. (2 marks).
  - iv. How would you analyse your data? (2 marks).

4. a. Rewrite the following hypotheses in null form:
- i. Youngsters who perform below the average standard in a class will find school less pleasant than those who perform at or above the average standard. (2 marks).
  - ii. Intelligence and ordinal position of birth are positively related (i.e. first borns are more intelligent than latter borns). (2 marks).
  - iii. A combination of financial and material incentives will be more effective in changing people's attitudes about smoking than the normal practice of informing them about the dangers of smoking. (2 marks).
- b. Rewrite the following hypotheses as predictions:
- i. Socioeconomic status and academic ability are positively related. (2 marks).
  - ii. The more unstructured a workshop climate, the more creative the participants will be. (2 marks).
- c. Construct three hypotheses from the following research problem: To find out whether blind children or partially-sighted children will be better liked by their sighted peers. (6 marks).
5. a. Derive four hypotheses from the following statements (8 marks):
- i. The greater the number of associates per person, the greater the division of labour.
  - ii. The greater the solidarity, the smaller the number of rejections of deviants.
  - iii. The greater the division of labour, the greater the solidarity.
  - iv. The greater the solidarity, the greater the consensus.
- b. Drive two hypotheses from the following, by using the definitions provided below (8 marks):
- i. Groups have more turnover than publics.
  - ii. Publics show more emotion than crowds.
  - iii. Groups show more emotion than masses.

- Groups: These are social aggregates interacting in terms of *specified roles* and *have* a common leader.
- Masses: These are social aggregates interacting in terms of *unspecified roles* and *have* a common leader.
- Publics: These are social aggregates interacting in terms of *specified roles*, *without* a common leader.
- Crowds: These are social aggregates interacting in terms of *unspecified roles*, *without* a common leader.

c. (i) Match up each source of external *invalidity* with its proper label (4 marks).

- |  |  |
|--|--|
| A. reactive effect of testing                    | 1. People behave differently in experiments  |
| B. interaction effects of selection bias         | 2. Pretest sensitizing to treatment          |
| C. reactive effects of experimental Arrangements | 3. Combined effect of two or more treatments |
| D. multiple treatment interference               | 4. Posttest sensitizing to treatment         |
|  | 5. Treatment interferes with outcome         |
|  | 6. Non-representativeness of sample          |

(ii) Match up the following (5 marks):

- |   |  |
|---|--|
| A. intact-group comparison                  | 1. True design with no testing effect        |
| B. pretest-posttest control group design    | 2. One group design repeated twice           |
| C. posttest-only control group design       | 3. Does not control for history or selection |
| D. one-shot case study                      | 4. True design with possible testing effect  |
| E. separate sample pre-test-posttest design | 5. Does not control for selection            |

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END OF EXAMINATION

# THE UNIVERSITY OF ZAMBIA

FIRST SEMESTER DEFERRED/SUPPLEMENTARY EXAMINATIONS - DECEMBER, 1999

S421: Research Methods in Sociology

TIME: *Three* hours

ANSWER: *Both* questions of Section 1  
*Two* questions from Section 2

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## SECTION 1

1. i. Connect the terms in column A with those in column B (5 marks).

	A	B
a.	Independent variable	1. Avoided
b.	Dependent variable	2. Inferred
c.	Moderator variable	3. Cause
d.	Control variable	4. Modifier
e.	Intervening variable	5. Effect

ii. From the following hypothesis, state the (5 marks):

1. Independent variable
2. Moderator variable
3. Control variable
4. Intervening variable
5. Dependent variable

*Hypothesis:* With I.Q held constant, boys with perceptual-motor training will perform better on eye-hand coordination tasks than boys without this training while such differences will not appear among girls.

iii. From the following hypothesis, state the (5 marks):

1. Independent variable
2. Moderator variable
3. Control variable
4. Intervening variable
5. Dependent variable

*Hypothesis:* Inexperienced male teachers are more likely to change their attitude toward teaching after having a micro-teaching experience than without having such an experience while experienced male teachers are equally likely to maintain their attitudes either with or without micro-teaching.

iv. Which of the following statements, respectively, support use of an interview or questionnaire (10 marks)

- a. I want to collect data from at least 90 per cent of my sample.
  - b. I want to keep my problem of data reduction to a minimum.
  - c. I do not have much money to conduct this project.
  - d. I want good reliability of my data in this study.
  - e. I am not sure what questions are likely to get answered.
2. i. Some of the statements given below represent steps in an evaluation study. Write a number next to those that are steps, indicating their order in the sequence (10 marks).
- a. Selecting a comparison group.
  - b. Developing feedback forms.
  - c. Stating programme objectives in behavioural terms.
  - d. Collecting and analysing data.
  - e. Constructing a test to measure programme objectives.
  - f. Identifying the intervening variables.
  - g. Identifying programme objectives.
- ii. Technical models for research problem selection may be identified as one-dimensional, two-dimensional, and three-dimensional models. With illustrations, describe these models. (15 marks).

## SECTION 2

3. i. Explain with illustrations the following terms (10 marks):
- a. Likert scale
  - b. Nominal scale
  - c. Ordinal scale
  - d. Interval scale
  - e. Parametric tests
- ii. Explain the following sampling methods (15 marks):
- a. Simple random sampling
  - b. Systematic sampling
  - c. Stratified random sampling
  - d. Cluster sampling
  - e. Quota sampling
4. What are the generally accepted guidelines on how to prepare the following:
- a. Title of a research report (2 marks).
  - b. An abstract of a research report (3 marks).
  - c. The introductory part (as sections written before the methods part is written) of a research report (5 marks).
  - d. The methods part of a research report (5 marks)
  - e. The results part of a research report (5 marks)
  - f. The discussion part of a research report (5 marks)

5. i. What are the differences between the following documents (15 marks):
- a. Research paper
  - b. Review paper
  - c. Thesis
- ii. Explain the following methods used in *qualitative* research (10 marks):
- a. Resource mapping
  - b. Social mapping
  - c. Wealth ranking
  - d. Venn diagramming
  - e. Seasonal calendars

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END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA**

**1<sup>ST</sup> SEMESTER EXAMINATIONS MAY, 1999**

**S901 INDUSTRIAL SOCIOLOGY**

Answer Four questions only. Time allowed is three hours.

1. Bureaucracy in Organisations is inevitable. Please, give Max Weber's complete Views on the matter including the vesting of authority and opposing views.
2. Work in Organisations requires decision making. Describe this responsibility in relation to the following:-
  - (a) Choice and Behaviour
  - (b) Value and fact in decision
  - (c) Hierarchy of decision ~
  - (d) Relative element in decision
  - (e) Decision making in the Administrative process.
3. There are four main categories of motivational patterns for producing Types of required behaviours, namely:-
  - (a) Legal compliance
  - (b) The use of rewards or instrumental satisfactions ✓
  - (c) Internalised pattern of self-determination
  - (d) Internalised values.

Expand on all these four types.

4. Outline Management Structure in any industrial Organisations and state the functions of all layers of responsibility.
5. Under Trade Union Structure and Participation state functions of Industrial unions and give seven characteristics of the unionist.
6. What is involved in Industrial conflict and Industrial democracy according to Kornhauser and Scott respectively.

# **THE UNIVERSITY OF ZAMBIA**

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

### **DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES**

#### **FIRST SEMESTER EXAMINATION - 1998/99**

##### **S. 915 - DISASTER PREPAREDNESS AND MANAGEMENT**

**3 HOURS**

**INSTRUCTIONS: SECTION I IS COMPULSORY**

**SECTION TWO – ANSWER ONLY THREE**

**SECTION THREE - CHOOSE TWO QUESTIONS**

##### **SECTION I - COMPULSORY**

1. Using local disaster occurrences, discuss what a disaster is and what we can learn from disasters. Pin point the causes, consequences and implications of disasters especially for a developing country like Zambia (30 MARKS).

##### **SECTION II: WRITE CONCISE NOTES ON THREE OF THE FOLLOWING TYPES OF DISASTERS (10 MARKS EACH)**

- (i) Famine
- (ii) Drought
- (iii) War
- (iv) Floods
- (v) Epidemics
- (vi) Accidents

##### **SECTION III: ANSWER TWO QUESTIONS ONLY (20 MARKS EACH)**

1. Outline the basic dimensions of disasters which can be used in classifying an event as a disaster.
2. When a disaster is sudden and large scale, an 'emergency social system' has to be created to provide quick, large volume disaster service. What is an 'emergency social system'? On what factors does it depend? What specific problems influence output in the Emergency Social System?

3. With clarity, show how collective behaviour of the public during a disaster affects the effectiveness of the emergency system of organisation?
4. Discuss the notion of 'myths' and collective behaviour within the context of disasters.
5. With clarity show to what extent the societal context of a disaster determines its meaning and consequences.
6. Discuss the major areas of concern in disaster preparedness.

# THE UNIVERSITY OF ZAMBIA

## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

### DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES

#### S 925 - CRIMINOLOGY

TIME: 3 HOURS

INSTRUCTIONS: ANSWER QUESTION 1 AND ANY OTHER THREE

1. What do you understand by the expression "Criminology" and "Criminal Law"? Explain the importance of the study of criminology.
2. How does organised crime affect you? Discuss.
3. Discuss modernisation approach with the emphasis on the influence of Social Structural Change on Criminal Behaviour. Explain in Zambian context.
4. Explain, with illustration, the following concepts:
  - (a) Correctional institutions (5 marks)
  - (b) Nullum Crime Sine lege, Nulla Poena Sine Lege (5 marks)
  - (c) Actus, Mens-rea (5 marks)
  - (d) Mc Naughten rule (5 marks)
  - (e) Probation (5 marks)
5. Are women subjected to sexual assaults? Evaluate the efforts being made in Zambia to protect women abuses.
6. What is the object of punishment? Should it be retributive or reformative? Give reasons.
7. Crime is taking new shape in dynamic society such as Terrorism and Mass killing. Do you agree with the view that economic and political condition are involved in the causation of crime? Give any example of any country other than Zambia.

**THE UNIVERSITY OF ZAMBIA**

**1<sup>st</sup> SEMESTER EXAMINATIONS MAY, 1999**

**S931 THEORIES OF ANGE AND DEVELOPMENT**

**ANSWER FOUR QUESTIONS ONLY. TIME ALLOWED IS THREE HOURS.**

1. Socrates, Plato and Aristotle contributed generously to modern Western political thought. **Discuss**
2. Comte and Durkheim shared many sociological beliefs. **Elaborate.**
3. Prove that RELIGION stood out prominently in the Sociological analysis of Comte, Durkheim, Weber and Marx.
4. Many theories have been advanced on EVOLUTION what is your recollection of some of them and who are the Authors?
5. Outline the successes and problems experienced by the UNITED NATIONS as a World Organization.
6. What are the Causes of child Labour in Zambia and what do you think is the cure?

**THE UNIVERSITY OF ZAMBIA**  
**1<sup>ST</sup> SEMESTER, EXAMINATIONS MAY 1999**  
**S961 RURAL SOCIOLOGY**

Answer Four Questions only. Time allowed is three hours.

1. Describe at least ten sociological characteristics that are common to rural communities throughout the world.
2. What are the causes of rural to urban movements in Independent African countries?
3. What is the state of rural areas in India today?
4. What measures did the American people take to attract attention to rural communities?
5. Excessive dependence on imported inputs coupled with low productivity of rural labour is responsible for lack of effective development in rural Zambia. **Discuss.**
6. Were the First and Second National Development Plans fully implemented in Rural Zambia? **Discuss.**

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - MAY 1999

SE 431 - PHOTOGRAMMETRY II

TIME: THREE HOURS  
ANSWER FOUR QUESTIONS: PART A - ALL QUESTIONS  
PART B - ONE QUESTION

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PART A

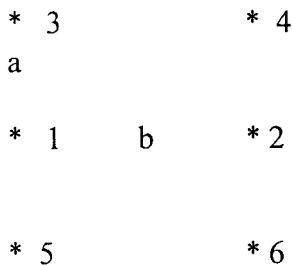
1.

(a) Derive the photo y-parallax equation for angular orientation of the independent photo pair.

(10 points)

(b) Calculate and show with figures the effect of the given angular orientation parameters on photo y-parallaxes in six characteristic points. Assume the following data for calculations:

- focal length  $f$ : 150 mm
- format of photographs: 230 mm x 230 mm
- end overlap : 60 %
- $\kappa' = 3^\circ$ ,  $\kappa'' = -3^\circ$ ,  $\phi' = 2^\circ 30'$ ,  $\phi'' = 1^\circ$ ,  $\omega' = 0$ ,  $\omega'' = -1^\circ 30'$
- points 1 and 2 are principal points of left and right photos and points 3, 4, 5, 6, are located at 90 mm distance from the photo base, as shown below;



(15 points)

2.

(a) Describe the main differences between optical projection and mechanical projection stereoplotters.

Why mechanical projection stereoplotters have been more commonly used than optical projection type ?

(10 points)

(b) What is the difference between relative orientation by angular and single projector method executed with stereoplotters.

What type of stereoplotter can accommodate both methods of relative orientation and why ?

(8 points)

(c) Photographs were taken with a 150.00 mm focal length camera and photo format 230 x 230 mm, at scale 1:10 000, with endlap of 60% .

Assuming a model scale for compilation with A8 stereoplotter as 1:5000, estimate the stereoplotter base and average projection distance.

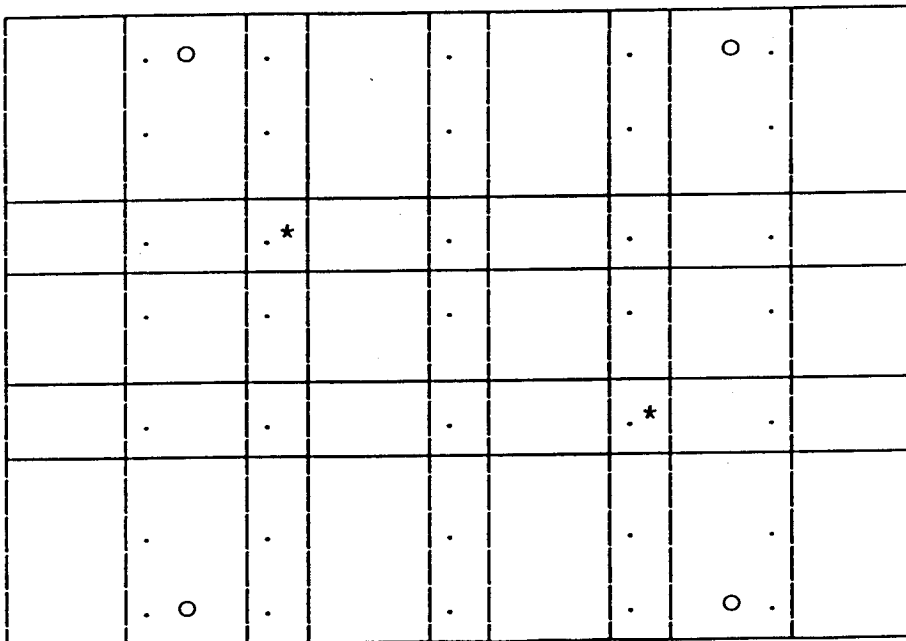
(7 points)

3.

(a) Describe the steps to be followed to densify the ground control with the use of independent models method of aerial triangulation.

(10 points)

(b) Assuming a block of 15 photographs in three runs, with 35 tie points and 6 ground points ( 4 - XYZ, and 2 - Z), shown in the figure, evaluate the number of observation equations, the number of unknowns and the number of redundant observations, using aerial triangulation by independent models method and bundles method.



- . tie point
- XYZ control point
- \* Z control point

(15 points)

## PART B

4.

a) Explain the principles of differential rectification executed with orthophoto systems.

(10points)

(b) Describe the differences between 'on' and 'off' line orthophoto systems on base of the Wild PPO8 Orthophoto and Wild OR1.

(15 points)

5.

(a) Explain the meaning of coplanarity and collinearity conditions.

How the above conditions are used in the basic photogrammetric procedures ?

(13points)

(b) Explain and show with figures the following;

- relative orientation of photographs,

- absolute orientation of a photogrammetric model,

Which parameters are unknown in each of the above photogrammetric procedures ?

What data should be known and measured to determine these unknown parameters ?

(12 points)

**GOOD LUCK !**

**THE UNIVERSITY OF ZAMBIA**

**UNIVERSITY FIRST SEMESTER EXAMINATIONS - OCTOBER 1999**

**SW 111**

**INTRODUCTION TO SOCIAL WELFARE**

**TIME:** THREE (3) HOURS

**INSTRUCTIONS:** ANSWER ANY FOUR QUESTIONS.

**ALL QUESTIONS CARRY EQUAL WEIGHT.**

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1. What is the relationship between social welfare and social work?  
Are there any differences between the two?
  
  2. Identify and discuss the five methods of social work and how they assist individuals and groups to attain satisfying standards of life.
  
  3. “Social Welfare as a social institution has a purpose and a normative value base”.  
  
Identify and explain both manifest and latent purpose and the value base of social welfare institutions.
  
  4. Describe and discuss the main distinguishing characteristics between community development and community organization.
  
  5. Define social policy and discuss its assumptions, purpose and functions.
- 

**END OF EXAMINATION..... GOOD LUCK!!!**

The University of Zambia  
SW 231 Exam - May 1999

Introduction To Interpersonal Social Work Practice Methods  
Time: Two (3) Hours

**Instructions:** Choose One question from Part 1, Five from Part 11 and Two questions from Part 111. Part 1 carries 30 points, Part 11, 6 points for each question and part 111, 20 points for each question.

**Part One - Choose One**

1. What is Counseling? Express your understanding of “Progressive Self Talk in counseling”
2. Self determination is one of the value assumptions of Social work Define self determination and state how you would go about operationalizing it.

**Part two - short answer questions - Choose Five**

1. entropy
2. progressive segregation
3. strengths and weaknesses of the general systems theory as it applies to social work practice
4. Express your understanding of absolute confidentiality in social work practice and discuss its application.
5. When is it opportune for a worker to violate the principle of Confidentiality.
6. Comment on the critics of social casework. Are these criticisms justifiable.

**Part three - Essay type questions - Choose 2.**

1. Show your understanding of optimal, interim and facilitative goals in social casework . Give examples.
2. Discuss the views advanced by the Residual and Institutional approaches to Social Service delivery. Which of the two approaches is most applicable to the Zambian situation and why?
3. Discuss the application of the Crisis theory to the practice of social work.. Give a hypothetical example based on the Zambian situation.

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

**FIRS SEMESTER EXAMINATION - 1998/99**

SW 311: SOCIAL POLICY ANALYSIS

TIME: 3 HOURS

INSTRUCTIONS: QUESTION NUMBER ONE IS COMPULSORY, THEN ANSWER ANY OF THE THREE (3) QUESTIONS FROM QUESTION 2 - 5

1.
  - (a) what do we mean by social policy analysis and what are its purposes?
  - (b) Using a problem of your own choice show how you would apply policy analysis in search of possible solutions.
  - (c) What role does a policy analyst play in social policy formulation and implementation. (25 Marks)
2. Critically analyse the relationship between social policy and economic policy. (Give illustrations where necessary) (25 marks)
3.
  - (a) Why are the following concepts important in determining the success or failure of social policies:
    - (a) Policy input
    - (b) Policy output
    - (c) Policy outcome
    - (d) Policy impact
    - (e) Policy environment. (10 marks)
  - (b) Why are social indicators important in policy analysis. (15 marks).
4. How do the following ideological orientations and factors influence determination and selection of policy options in order to deal with the social problem.
  - (a) Laissez-faire-ideology
  - (b) Liberal - ideology
  - (c) Socialist ideology
  - (d) Economic factors

- (e) Political factors
  - (f) Cultural factors
  
  - (b) What are the differences separating the three ideologies in their shaping of social policy?
- 5
- (a) Social Welfare policies are often perceived as necessary for certain categories of vulnerable groups in society. In the light of the social sector reforms for example in health and education , discuss how these have impacted on the vulnerable groups in the Zambian society. (13 Marks)
  
  - (b) Has decentralisation and participation of NGOs and the private sector in the delivery of social services improved access by vulnerable groups to social services. (12 Marks)

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

**FIRST SEMESTER EXAMINATION - 1998/99**

**SW 321 - SOCIAL RESEARCH METHODS**

**INSTRUCTIONS: SECTION ONE IS COMPULSORY.**  
**CHOOSE THREE QUESTIONS IN SECTION II**

**SECTION 1: COMPULSORY**

Using an appropriate theme, outline, rationalise and discuss the major components of a research proposal in a logical sequence. (40 marks)

**SECTION II:**

**ANSWER THREE OF THE FOLLOWING QUESTIONS (20 MARKS EACH).**

1. Critically discuss the nature of science.
2. What kind of decisions must be made when planning an interview in social research?
3. Research participants in these methods are removed from data-collection situations. What data collection methods are we talking about? Explain how and why these are used if at all?
4. Discuss the research method which involves asking people who have experienced a particular phenomenon.
5. Compare and contrast mailed questionnaire to/and personal interview.
6. Discuss the major types of Quasi-Experimental designs?

**END OF EXAMINATION**

# **THE UNIVERSITY OF ZAMBIA**

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

### **DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES**

#### **FIRST SEMESTER EXAMINATION 1998/99**

#### **SW 331: ANALYSIS OF SOCIAL WORK INTERVENTION**

##### **SECTION 1: COMPULSORY (60 MARKS)**

There has always been a raging debate over whether the end justify the means. Proponents of each side remain adamant. One social activist has infact concluded that, "Where you stand depends on where you sit." Clearly, this debate extends to the realm of strategies of social work intervention. It brings to the fore the divide between the Consensus and Conflict models and their implications for strategies of change.

Based on the foregoing brief, answer the following:

- (i) Discuss two models of grassroots action
- (ii) Discuss two models of community planning
- (iii) Discuss two models of managing change

##### **SECTION II: ANSWER TWO QUESTIONS ONLY (20 MARKS EACH)**

1. Elucidate how social development involves a process of change.
2. Compare and contrast two strategies for change.
3. In light of the theory you presented identify areas in which the theory clash with or support the social values of the Zambian people.
4. Theories such as Systems, Psychoanalytic, Social learning, and Existential/Humanistic underlie the knowledge base of social work. Discuss the implications of this knowledge base for planned change in Zambia.

**END OF EXAMINATION**

THE UNIVERSITY OF ZAMBIA

UNIVERSITY FIRST SEMESTER EXAMINATIONS- MAY, 1999

SW 421: EVALUATIVE RESEARCH

TIME: THREE (3) HOURS

INSTRUCTIONS:

THE FIRST QUESTION (SECTION I) IS COMPULSORY AND CANDIDATES MUST RESPOND TO ALL PARTS OF THE QUESTION. ANSWER ONLY TWO (2) QUESTIONS FROM SECTION II AND ONE QUESTION FROM SECTION III. INDICATE, CLEARLY, THE SECTION AND NUMBER OF THE QUESTION YOU ARE ATTEMPTING.

GOOD LUCK!

SECTION I- COMPULSORY (40 MARKS)

1. Programme/project evaluations are worthless unless they provide good information. In an effort to provide good, user-relevant information the researchers must adhere to certain ethical principles.
  - (a) Define information (3 marks)
  - (b) Define data (3 marks)
  - (c) Outline 4 of the characteristics of good information (8 marks)
  - (d) Briefly discuss 5 of the ethics of evaluation (20 marks)
  - (e) Outline 3 of the problems associated with numeric data (6 marks)

SECTION II- ANSWER ONLY TWO QUESTIONS (30 MARKS)

2. Outline the process of fine-tuning and show factors that necessitate its execution (15 marks)
3. Demonstrate the merits and demerits of external evaluations and suggest ways to minimise the disadvantages (15 marks)
4. Explain the significance of an evaluation proposal (15 marks)
5. Compare and contrast summative evaluation with formative evaluation (15 marks)

SECTION III- ANSWER ONLY ONE QUESTION (30 MARKS)

6. Illustrate the factors that hinder effective utilisation of the results of an evaluation study and explain what the evaluator can do to mitigate their possible effect (30 marks)
7. Discuss the relationship between three assumptions of evaluation research and evaluability assessment. (30 marks)

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA**

**UNIVERSITY EXAMINATIONS - OCTOBER 1999**

**SW 435**

**INDIVIDUAL AND GROUP DYNAMICS**

**TIME:** THREE HOURS

**ANSWER:** ANY FOUR QUESTIONS.

**ALL QUESTIONS CARRY EQUAL WEIGHT**

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1. “Group dynamics is a doctrinaire approach to social organizations which advocates “group think” over “individualism”.

Using a group example of your choice, discuss the complex forces that are acting upon that group throughout its existence which cause it to behave the way it does.

2. “A group is more than the sum total of its individual members”.

Using sociometric orientation and interaction constructs and psychoanalytic theory discuss analytically the above statement.

3. A group is a set of mutually interdependent behavioral system that not only affect each other, but respond to exterior influences as well. Answer the following three questions:
  - (a) How does the mere presence of others, such as a passive audience of one sort, affect the task performance of a single subject?
  - (b) How does the presence of coactors, such as other persons engaged simultaneously in the same task but working independently affect the performance of a single subject?
4. Discuss in detail the roles of the three primary groups (i.e., family, peer group, and neighbourhood) in forming and influencing one’s personality and his/her relationship with other people later in life.

5. Analytically discuss the statement that group behavior is a function of three classes of variables:
- (a) personal variables;
  - (b) environmental variables; and
  - (c) variables associated with the immediate task or goal that the group is pursuing.

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**END OF EXAMINATION**