

THE UNIVERSITY OF ZAMBIAN
UNIVERSITY EXAMINATIONS - OCT/NOV 1995
SCHOOL OF HUMANITIES AND
SOCIAL SCIENCES

1.	Techniques of population analysis -----	DE 110
2.	Introduction to population studies -----	DE 210/100
3.	Elements of population studies - -----	DE 310
4.	Technical demography - -----	DE 320
5.	Introduction to demographic techniques --- Supplementary/Deferred Exams.	DE 320
6.	Advanced Demographic techniques -----	DE 410
7.	Population and development -----	DE 900
8.	Introduction to development studies -----	DS 110
9.	Social and political changes in ----- developing countries	DS 210
10.	Ideologies and development -----	DS 310
11.	Ideologies and development deferred ----- Examinations	DS 310
12.	The food problems and Agrarian Crisis on less developed countries. -----	DS 330
13.	Deferred Examinations -----	DS 330
14.	Technology and development -----	DS 410
15.	Technology and development Jan/Feb	DS 410
16.	Theory and practice in African development	DS 910
17.	Deferred examinations -	DS 910
18.	Women and development	DS 940
19.	Industrialization and development	DS 950
20.	Communication and study skills -	E 149
21.	Introduction to literature -	E 150
22.	The structure of modern english -	E 210
23.	A survey of British literature -	E 260
24.	Introduction to literary criticism -	E 269
25.	Advanced English grammar -	E 310
26.	General linguistics -	410/LA 410
27.	Modern literature -	E 460
28.	The origins, distribution and variability of English -	E 929 x
29.	Oral literature E 959/LAL	320
30.	American literature -	E 970
31.	Micro and Macro -	EC 110
32.	Intermediate microeconomics -	EC 215
33.	Intermediate microeconomic theory Deferred Examinations	EC 215
34.	Intermediate macroeconomics -	EC 225
35.	Deferred Examinations -	EC 225
36.	Economic Statistics and quantitative methods	EC 360
37.	Economic statistics and quantitative methods	EC 410
38.	Econometrics -	EC 411
39.	International finance theory and practice	EC 422
40.	Labour Economics -	EC 431
41.	Deferred examinations -	EC 431
42.	Mid year examinations -	EC 935
43.	Transport economics -	EC 955
44.	Transport economics -	FR 110
45.	Beginners' audio-visual french paper II	FR 130
46.	Beginners' audio-visual french paper	FR 210

47.	Introduction to French literature	-	FR	220
48.	French literature paper II	-	FR	220
49.	Intermediate french paper I	-	FR	310
50.	Intermediate french paper II	-	FR	310
51.	French literature paper II	-	FR	320
52.	Advanced french paper II	-	FR	410
53.	Advanced African and Caribbean literature on french paper	-	FR	420
54.	Africa and the world	-	H	130
55.	History of modern Africa since 1850	-	H	230
56.	Studies in the growth of capitalism	-	H	230
57.	The history of modern Europe from 1789	-	H	320
58.	Land and labour in Central Africa since 1895	H	H	410
59.	American History	-	H	430
60.	History of Zambia	-	H	910
61.	Social and economic history of Southern Africa	-	H	930
62.	Introduction to language and linguistic sciences	-	LAL	110✓
63.	Application of linguistic sciences languages	-	LAL	210.
64.	Deferred	-	LAL	210.
65.	The pragmatic, semantic and textual structures of Zambian languages	-	LAL	310
66.	Introduction to the electronic media	-	MC	220
67.	Theories of mass communication	-	MC	230
68.	Media ethics	-	MC	325
69.	Photojournalism	-	MC	330
70.	Radio production II	-	MC	360
71.	Television production II	-	MC	370
72.	Radio production III	-	MC	450
73.	Television production III	-	MC	460
74.	Advertising	-	MC	910
75.	Principles of public relations	-	MC	920.
76.	National government and administration	-	PA	210 ✓
77.	Organisation theory	-	PA	310✓
78.	Local government administration	-	PA	320✓
79.	Personnel management and administration	-	PA	340✓
80.	Development Administration	-	PA	410✓
81.	Public policy analysis	-	PA	420✓
82.	Public policy analysis Oct/Nov	-	PA	420
83.	Project management and administration	-	PA	420✓
84.	Introduction to philosophy	-	PH	100
85.	Deferred Examinations	-	PH	100
86.	History of philosophy	-	PH	220
87.	Logic	-	PH	901
88.	Philosophical logic	-	PH	902
89.	Moral philosophy	-	PH	950
90.	Philosophy of the social sciences	-	PH	979
J91.	Introduction to government and politics	-	PL	110✓
92.	Deferred	-	PL	110✓
93.	Comparative politics	-	PL	250
94.	International politics	-	PL	360
95.	Liberal political theory	-	PL	910
96.	Politics of Southern African	-	PL	930
97.	Introduction to psychology	-	PS	220✓
98.	Perception, learning and motivation	-	PS	220
99.	Personality and social psychology	-	PS	310.

100.	Cognitive and perceptual development	-	PS	330
101.	Industrial and organizational psychology	-	PS	450
102.	Psychological testing	-	PS	930
103.	Introduction to sociology Oct/Nov	-	S	1107
104.	Introduction to sociology Jan/Feb	-	S	1107
105.	Sociological theory	-	S	210
106.	Urban Sociology	-	S	310
107.	Sociology of religion	-	S	970
108.	Medical Sociology	-	S	992
109.	Statistical methods in the social sciences	SS		242
110.	Introduction to social welfare		SW	110
111.	Social policy and society	-	SW	210
112.	Introduction to social works methods	-	SW	230/259
113.	Social policy and society	-	SW	210
114.	Social policy analysis	-	SW	310
115.	Social research methods	-	SW	321
116.	Analysis of social work intervention	-	SW	330
117.	Social planning and administration	-	SW	410
118.	Community change and development	-	SW	475

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

DE110

TECHNIQUES OF POPULATION ANALYSIS

TIME: THREE HOURS

INSTRUCTIONS: ATTEMPT ANY FOUR QUESTIONS. ALL QUESTIONS
CARRY EQUAL MARKS.

1. What are the main problems in agricultural system in Zambia that affect the population? Analyse.
2. Critically analyse the nature and scope of financial statistics in Zambia that have a bearing on the population. In the discussion, bring out the strengths and weaknesses of these data.
3. Single out any three social-economic indicators and explain in details how they can be used to show the level of development in a nation.
4. The data below show some population estimates for an African country. Use them to answer the questions that follow.

1980 population	=	5,600,000
1990 population	=	7,800,000
Interceusal births	=	3,000,000
Interceusal deaths	=	1,500,000
In-migrants	=	250,000
Out-migrants	=	150,000

- (a) What was the rate of growth in the interceusal period?
- (b) What is the net-migration?

- (c) Balance the interceusal population changes.
- (d) Make a comment on the balancing equation in (C).
- (e) At the observed rate of growth, what would be the population in the year 2,000.

5. Write False or True for each of the following statements:

- (a) Algebraic expressions are used in Demography
- (b) There are no negative numbers in population changes
- (c) Zambia has no vital statistics
- (d) Nuptiality and marriages are synonymous .
- (e) Infant mortality rate can help assess the level of development of a nation.
- (f) Unemployment and underemployment are exactly the same thing.
- (g) Housing problems in Zambia are there only because of high population growth.
- (h) The educational structure in Zambia is pyramidical
- (i) Fixing of a parabola is used in population ϕ projection
- (j) Interpolation and extrapolation are similar concepts.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

DE210/DE100

INTRODUCTION TO POPULATION STUDIES

TIME: 3 HOURS

INTRODUCTION: ANSWER QUESTION ONE WHICH IS IN SECTION A.
ANSWER TWO OTHER QUESTIONS, ONE FROM SECTION B
AND ONE FROM SECTION C. YOU MUST ANSWER A TOTAL
OF THREE QUESTIONS.

SECTION A

1. Briefly discuss the theories/ideas on population proposed by the following scholars:
 - (i) Merchantilists
 - (ii) John Graunt
 - (iii) Greek Philosophers
 - (iv) Thomas Malthus

SECTION B

2. Describe how education of the mother can affect fertility through intervening variables.
3. To what extent is the Demographic transition theory applicable in Africa?

6. Discuss the various theories regarding male-female relationships with particular reference to conservative, Liberal, Marxist and radical Feminist theories.
 7. Critically discuss the impact of the following cultural practices on the status of women and men in Africa:
 - (a) Bride wealth
 - (b) Polygamy
 - (c) Property rights (traditional)
 8. How are sex-role stereotypes transmitted from one generation to another and what is their impact on society? Discuss ways of minimizing the impact of sex-role stereotypes on individuals in society.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

DS 940

WOMEN AND DEVELOPMENT

TIME: THREE (3) HOURS

ANSWER THREE (3) QUESTIONS

1. Discuss the contribution of the Women In Development (WID) school of thought as a critique on earlier post-independence development strategies in the Third World. What is the major critique on WID by later Feminist schools of thought, particularly the Gender and Development (GAD) school of thought.
2. Discuss the major contributions of the Gender and Development (GAD) approach to development theory. In your view do the Gender and Development (GAD) tools of analysis serve adequately as instruments for analysing development work in Zambia?
3. Compare and contrast the situation of women and men in the formal sector. What should be done to improve the situation of the disadvantaged group?
4. Discuss the situation of women and men in the Moslem and Hindu world with special reference to cultural practices which affect the status of women negatively.
5. Compare and contrast the situation of women and men in ONE of the following sectors:
 - (a) Education
 - (b) Health
 - (c) Politics
 - (d) Informal employment
 - (e) Science and Technology

/2.....

SECTION C

Answer only ONE question from this Section

4. Taking a country case study of your choice critically assess the effectiveness of either the Capitalist Development Strategy or the Transformation Development Strategy in the Development of Third World Nations.

5. Discuss and present reasons behind the assumption that rural development projects are not meant to serve the interests of poor people in rural areas. How best can rural development be meant to serve the interests of the rural poor?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY DEFERRED EXAMINATIONS - JANUARY/FEBRUARY 1995

DS 910

THEORIES AND PRACTICE IN DEVELOPMENT

TIME: THREE HOURS

INSTRUCTIONS:

- (a) Answer three questions only.
 - (b) Question ONE is compulsory.
 - (c) Answer TWO other questions; one from Section (B) and one from Section (C).
- =====

SECTION A

This question is compulsory

- 1. Write brief notes on the following:
 - (a) Differences and similarities between Dependency Theory and Radical Theory.
 - (b) The concept of National Liberation and why it is preferred to the concept of Development.
 - (c) Dichotomous Theories and major criticisms against them.
 - (d) Public Policy, the problems it undertook to resolve and its successes and failures.

SECTION B

Answer only ONE question from this Section

- 2. Use either the Theory of Modernisation or Underdevelopment to examine events that led to the collapse of the Zambian Economy from the early 1970s onwards.
- 3. Justify the Third World's demand for a New International Economic order by analysing their specific grievances.

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

DS 950

INDUSTRIALIZATION AND DEVELOPMENT

TIME: THREE HOURS

INSTRUCTIONS:

- A. All candidates should answer question one in Section A.
 - B. All candidates should answer two more questions. one from Section B and one from Section C.
 - C. All questions carry equal weight.
-

SECTION A

1. Industrial project planning techniques in Developing countries have been dominated by social cost-benefit analysis. Outline and discuss the major elements of social cost-benefit analysis. Using a simple numerical example show how you would calculate the shadow wage rate for labour hired on a hypothetical industrial project in a developing country.

SECTION B

Answer one question only from this Section

2. In the traditional literature on trade only two trade strategies are recognised these being the import substitution and export promotion trade strategies. Yet in practice five trade strategies are feasible. Discuss the five trade strategies giving examples where necessary. Which ones of these strategies would you recommend for adoption by the Zambian government. Give reasons for your choice.
3. "The Keynesian economics offer practical solutions to the industrialization problems of developing countries both under conditions of full employment of economic resources and unemployment". Evaluate this statement showing the Keynesian models of industrialization.

THE UNIVERSITY OF ZAMBIA

UNIVERSITY DEFERRED EXAMINATIONS - JANUARY/FEBRUARY 1995

DS 410

TECHNOLOGY AND DEVELOPMENT

TIME: THREE HOURS

INSTRUCTIONS:

THREE QUESTIONS IN ALL SHOULD BE ANSWERED. QUESTION 1 IS
COMPULSORY. WRITE IN CLEAR GOOD ENGLISH.

- =====
1. Critically analyze the role of the international patent system in the development of local technological capability in Less Developed Countries (LDCs).
 2. Describe and discuss the main phases in the development of modern science.
 3. What do you understand by the concept of appropriate technology? Why has this concept been so controversial in discussions of local technological capability in Less Developed Countries (LDCs).
 4. Examine the role of Foreign Direct Investments (FDIs) in the transfer of technology to Less Developed Countries (LDCs).
 5. Describe and discuss the main phases in the development of a local technological capability.
 6. Critically examine the replicability of the South East Asian model (Hong Kong, Taiwan, South Korea and Singapore) of industrialization across the Developing World.
 7. Describe and discuss the main features of technology policy in developing countries.
 8. What are the main obstacles in the path of South-South cooperation? Use one regional body to illustrate your answer.

END OF EXAMINATION

SECTION C

- Q7. Commercial transfer of technology to developing countries usually assumes two forms, the internalized mode and the externalized mode. Describe each one of the two modes and explain the one that offers better prospects for developing countries.
- Q8. Why have Third World countries insisted that poverty eradication is critical to the preservation of the global environment?
- Q9. What were the main features of the soviet model of industrialization and how relevant is this model to Sub-Saharan Africa today?
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

DS 410

TECHNOLOGY AND DEVELOPMENT

TIME: THREE HOURS

INSTRUCTIONS:

THIS PAPER HAS THREE SECTIONS. EACH SECTION HAS THREE QUESTIONS. YOU ARE TO ANSWER ONE QUESTION IN EACH SECTION. ALTOGETHER THREE (3) ANSWERS MUST BE ATTEMPTED. ALL QUESTIONS CARRY EQUAL MARKS.

SECTION A

- Q1. Discuss the main determinants of technological capability development and critically evaluate the relevance of each one of them in the Zambian context.
- Q2. What do you understand by the concept of appropriate technology and why is it so elusive to translate into reality?
- Q3. Compare and contrast the neo-classical liberal and structuralist theoretical perspectives on the role of technology in the development of developing countries.

SECTION B

- Q4. Give a historical account of the main socio-economic and political factors that contributed to European Industrialization.
- Q5. Describe and discuss the influence of the international patent system on the development of technological capabilities in the developing world.
- Q6. Compare and contrast South Korea's and India's models of industrialization and the role played by foreign technology in both countries.

THE UNIVERSITY OF ZAMBIA

UNIVERSITY DEFERRED EXAMINATIONS - JANUARY/FEBRUARY 1995

DS 330

THE FOOD PROBLEM AND AGRARIAN CRISIS IN
LESS DEVELOPED COUNTRIES

TIME: THREE HOURS

INSTRUCTIONS:

ANSWER QUESTION 1 PLUS ANY OTHER TWO QUESTIONS. THREE
QUESTIONS IN ALL SHOULD BE ANSWERED. WRITE IN CLEAR
GOOD ENGLISH.

- =====
1. Compare and contrast the structural approach and Neo-classical approach to the problem of food insecurity in Less Developed Countries (LDCs).
 2. Critically examine the role of Food Aid in international relations and its impact on the development of food production self-sufficiency in the recipient countries.
 3. Describe and discuss the attendant contradictions of the "Green revolution" agricultural development strategy.
 4. Outline the Neo-Malthusian theory of population and its explanation of the current food problems in many parts of the Developing World.
 5. In what ways does the land tenure system affect agricultural productivity? Give examples of some of the land tenure systems you are familiar with.
 6. Explain the controversy that surrounds the role of Agribusiness in Third World agricultural development.
 7. Outline the theoretical rationale behind the World Bank's strategy of liberalization of agricultural marketing in Africa. What are some of the shortcomings of this strategy. Use Zambia's strategy of maize marketing to illustrate your case.

END OF EXAMINATION

6. A cost-benefit analysis of the operations of Agribusiness shows that costs outweigh benefits by far in Developing countries. Critically analyse the above statement and show how Agribusiness may have a negative impact on the agricultural development of Developing countries such as Zambia.
7. Food Aid has been received by most host governments in Developing countries with mixed feelings. What motivates Donor countries to give out food aid and recipient countries to receive it and in what ways does food aid constrain Agricultural development in Developing countries?
8. Both International Institutions such as the World Bank and International Monetary Fund and host governments are advocating for "a structural adjustment programme with a human face". Outline ways in which the Structural Adjustment Programme hurts the Agricultural sector in general and the smallholder farmers in particular in Developing countries.
9. Land redistribution and land consolidation are the two basic components of land reforms. Show how land reforms may foster agricultural development and highlight some of the main constraints to a land reform programme.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

DS 330

THE FOOD PROBLEM AND AGRARIAN CRISIS IN LESS DEVELOPED COUNTRIES

TIME: 3 HOURS

INSTRUCTIONS:

ANSWER QUESTION NO.1 PLUS ANY OTHER TWO QUESTIONS MAKING IT THREE QUESTIONS TO BE ANSWERED IN ALL. WRITE IN CONCISE AND CLEAR GOOD ENGLISH.

1. International institutions such as the International Monetary Fund and the World Bank have identified the smallholder sector as a focus for a growth oriented rural development strategy. Give a detailed account why international institutions are increasingly targeting small holder farmers as a source of growth in the Agricultural sector of Developing countries drawing practical examples from Zambia.
2. There is a widespread consensus to the main factors responsible for the present rural crisis in Developing countries. Outline the main factors behind the present rural crisis and explain how they contributed to the slow growth of the Agricultural sector in may Developing countries giving practical examples from the Zambian case where applicable.
3. What are the conditions that must be fulfilled in Developing countries in order to ensure the successful adoption of the Green Revolution-style innovations such as the High Yielding Varieties of cereals?
4. Food insecurity in Developing countries has been attributed to poor government policies. Critically analyse the above statement with respect to Agricultural Pricing and marketing drawing examples from the Zambian experience.
5. Give a detailed account of the Malthusian theory of population and outline its basic weaknesses in explaining the food crisis in Developing countries.

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

DS 330

THE FOOD PROBLEM AND AGRARIAN CRISIS IN LESS DEVELOPED COUNTRIES

TIME: 3 HOURS

INSTRUCTIONS:

ANSWER QUESTION NO.1 PLUS ANY OTHER TWO QUESTIONS MAKING IT THREE QUESTIONS TO BE ANSWERED IN ALL. WRITE IN CONCISE AND CLEAR GOOD ENGLISH.

1. International institutions such as the International Monetary Fund and the World Bank have identified the smallholder sector as a focus for a growth oriented rural development strategy. Give a detailed account why international institutions are increasingly targeting small holder farmers as a source of growth in the Agricultural sector of Developing countries drawing practical examples from Zambia.
2. There is a widespread consensus to the main factors responsible for the present rural crisis in Developing countries. Outline the main factors behind the present rural crisis and explain how they contributed to the slow growth of the Agricultural sector in may Developing countries giving practical examples from the Zambian case where applicable.
3. What are the conditions that must be fulfilled in Developing countries in order to ensure the successful adoption of the Green Revolution-style innovations such as the High Yielding Varieties of cereals?
4. Food insecurity in Developing countries has been attributed to poor government policies. Critically analyse the above statement with respect to Agricultural Pricing and marketing drawing examples from the Zambian experience.
5. Give a detailed account of the Malthusian theory of population and outline its basic weaknesses in explaining the food crisis in Developing countries.

6. Adam Smith and David Ricardo, known to the world as Classical Economists argued that the Government has a small role to play in the Economy. Outline the main reasons for their view and indicating which areas they viewed government should get involved.
7. Compare and contrast utopian Socialism and the Scientific Socialism of Marx. Which of the two do you feel is more useful for solving the problems of underdevelopment.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY DEFERRED EXAMINATIONS - JANUARY/FEBRUARY 1995

DS 310

IDEOLOGIES AND DEVELOPMENT

TIME: THREE HOURS

ANSWER:

THREE QUESTIONS

WRITE YOUR ANSWER IN A DETAILED BUT PRECISE MANNER MAKING A CLEAR ARGUMENT SUPPORTED WITH FACTS AND FIGURES WHERE APPROPRIATE. DO NOT USE ONE EXAMPLE IN MORE THAN ONE ANSWER.

-
1. The Utopian Socialism of Saint Simon, C Fourier and Rehurt Owen is said to have been too idealist to reflect the problems of the real world. Discuss the validity of this statement in consideration of the time these three writers lived.
 2. Critically discuss the impact of the International Monetary Fund (IMF) conditionalities and stabilisation policies on developing countries; citing at least two country case studies.
 3. Nationalization of colonial capital and the introduction of the one-party state by the post-colonial state is said to have been a logically derived at conclusion as a result of the ideology of African Socialism. Evaluate and critically discuss the above proposition.
 4. The political economy of Nigeria is commercial capitalism. What is commercial capitalism and do you think that the political economy of Nigeria can serve as a model for national development in developing countries? What are the reasons for your answer.
 5. Using Zambia as a case study explain how ideology becomes a necessary tool towards the process of economic and political developmental strategies. How has the particular ideology of the Kaunda era been useful.

7. Is it possible to build socialism without a violent revolution? Discuss, making sure you compare and contrast the views of marxists and those of evolutionary socialists.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

DS 310

IDEOLOGIES AND DEVELOPMENT

TIME: THREE HOURS

ANSWER: THREE QUESTIONS.

WRITE YOUR ANSWER IN A DETAILED BUT PRECISE MANNER, MAKING A CLEAR ARGUMENT SUPPORTED WITH FACTS AND FIGURES WHERE APPROPRIATE. DO NOT USE ONE EXAMPLE IN MORE THAN ONE ANSWER.

1. "Ideologies are invented by fanatical political leaders for purposes of mobilising the masses to their own agenda."

Discuss this statement with regard to the progenitors of African Socialism and the post colonial state.
2. According to ADAM SMITH, the Government has only a few responsibilities as regards to matters of state: outline this limited role using the six basic laws of human conduct to support his view of 'Laisser-faire' or the invisible hand attitudes toward Economic policy.
3. What is the nature of the political economy of Nigeria? What are the advantages and disadvantages in using commercial capitalism as a policy for national development in Developing Countries like Nigeria?
4. The theory of "Imperialism of Capital Investment" is still among the most credible in explaining why colonization took place. Give an account of the various propositions of the liberal (Hobson etc) and the Neo-marxist views of finance capital and assess the validity of the theory using Historical evidence of some imperial powers.
5. The Economic Theory of Marx suggests that the Capitalist mode of production perpetrates injustice. How is this injustice perpetrated and what remedies can be used to resolve it.
6. Keynesian Economics observed that the principle of Laisser-faire as proposed by classical economist such as Adam Smith and David Ricardo was faulty. Outline the main Keynesian propositions that led to the rejection of the invisible hand principle. What were the policy implications of these propositions.

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

DS 210

SOCIAL AND POLITICAL CHANGES IN DEVELOPING COUNTRIES

TIME: THREE HOURS

ANSWER ANY THREE OF THE FOLLOWING QUESTIONS. CREDIT WILL BE GIVEN FOR GOOD ENGLISH AND ORDERLY PRESENTATION OF MATERIALS.

1. What constitutes social and political changes in communities? What are the factors in life that bring about such change?
 2. Capitalism has had great influence on social and political structures of traditional societies. Have these changes been positive or negative?
 3. What is evolutionary theory? What are the merits and demerits in using evolutionary theory to explain change or changes in societies?
 4. Levi-Strauss' Structuralism is regarded as the best theory to explain change in Developing Countries. Do you agree with this observation?
 5. How democratic is it to use piecemeal social engineering in bringing about change in Society?
 6. What is the nature of post colonial state? Why are such states finding it difficult to achieve the objective of development?
 7. What is nationalism? Do societies need nation-states? What do you have as reasons for your answer?
 8. Should societies in the Developing Countries use evolutionary measures to bring about development in their countries or should they use revolutionary methods?
 9. How useful is the Marxist class analysis in explaining the development of Developing Countries?
 10. Is the Ideology of tribalism a useful tool in explaining African reality? Drawing examples from any country of your choice, what would you say is the impact of tribalism on nation building?
-

END OF EXAMINATION

3. Make use of two or more institutions of international development which you have studied to critically evaluate the statement that advanced capitalist societies are not responsible for the economic problems of Third World Nations.

SECTION THREE

Answer ONE question from this Section

4. Taking a case study of Zambia between 1974 and 1975, critically evaluate the role of the IMF and the World Bank in the development of Third World Nations.
5. Present and account for the performance of Zambia's Economic Reforms from 1964 to 1995. What lessons can Third World Nations draw from this Zambian experience?

SECTION FOUR

6. Take any case study of your choice to show how some development strategies of the early 1960s in Africa, were chosen, how they were implemented and how they finally failed to develop the New African Economies. What lessons can Modern Africa learn from such past experiences?
7. Taking a case study of Zambia, show how Rural Development Strategies in some Third World countries, appear to have failed in their intended role of improving the standard of living of poor people in rural areas.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1998

DS 110

INTRODUCTION TO DEVELOPMENT STUDIES

TIME: THREE HOURS

INSTRUCTIONS:

- (a) Answer FOUR questions only.
 - (b) Question ONE must be answered by ALL candidates.
 - (c) The remaining THREE questions must be selected on the basis of one question from each Section.
 - (d) Each Section has 25 marks.
-

SECTION ONE

ALL candidates must answer this question.

1. Write brief notes on the following:
 - (a) The concept of development according to various scholars and features of Third World Nations.
 - (b) Multi National Cooperations and their positive and negative role in the development of Third World Nations.
 - (c) Some international development efforts in Third World Countries and their effects on Third World Development.
 - (d) Sectoral Reforms and their effects on the development process in Third World Nations.

SECTION TWO

Answer only ONE question from this Section

2. Choose any theory you have studied to account for the general economic backwardness in Third World Nations. How, according to that theory, can the Third World overcome backwardness and how valid are such solutions?

SECTION C

5. Consider the micro-economics of fertility and family size. What is the link between poverty and fertility and why is it rational for the poor to have large families? Why is the "condom drill" relatively ineffective in reducing fertility? Explain.
6. Illustrate the impact of population change on the equilibrium of the ecosystem in a nation.

SECTION D

7. "The empowerment of women is crucial as they are key agents in the development of society." Discuss.
8. The size, rate of growth and composition of population have no adverse effects on socio-economic development. Discuss this critically with examples from Zambia and other African countries.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

DE900

POPULATION AND DEVELOPMENT

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER FOUR QUESTIONS ONE FROM EACH SECTION

SECTION A

1. "Men's knowledge, attitudes and practice in relation to male and female reproductive health including sexuality, sexually transmitted diseases and HIV/AIDS can enhance women's reproductive health." To what extent is this assertion correct?
2. Show how the "new household economic approach" is an improvement over the "traditional economic approach" to consumer choice (Answer this question in respect of two aspects of fertility decision-making).

SECTION B

3. In 1969, Zambia's population was estimated at 4 million. Presently, the population is estimated at more than 8 million people. Critically discuss the causes and socio-economic and demographic consequences of this rapid growth in population.
4. Define the concept of food security and contrast it with the concept of national food production self-sufficiency.

limitation(s), making sure you explain in reference to the particular fertility measure that you reckon is a better measure for fertility. (Show all your working).

- (c) Describe three ways of adjusting Infant Mortality Rate for a country X, whose data is as follows:

	YEAR (Y)			
	1980	1981	1982	1983
Births	443,560	462,096	531,067	518,097
Infant Deaths	X	15,342	17,231	16,872
Deaths	X	4,946	4,291	3,991

Give formulae, where necessary, and show all working.

- 6 (a) Fill in the gaps in the following section of a complete life table. Show all working in your answer book, including the equation you used to calculate each missing value.

x	l_x	q_x	d_x	p_x
0	100,000			
1			94	0.99905
2	98,649	0.00056		
3				0.9994
4			51	

- (b) Explain clearly what your understanding of the concept of 'person-years exposure to the risk' is. Give appropriate example(s) where necessary.
- (c) Crude rates are said to be less useful in making comparisons of fertility as well as mortality levels, why? As a demographer, what recommendations would you make to facilitate comparisons?

.....

(b) Calculate the following:

- i) Age Specific Fertility Rate for total births;
- ii) Age Specific Fertility Rates for daughters only;
- iii) Total Fertility Rate;
- iv) Gross Reproduction Rate;
- v) Net Reproduction Rate

(c) Describe the limitations of Standardisation.

4(a) List down the most common questions that are used to capture fertility data in most Censuses. Besides these, mention exactly what kind of fertility data is captured.

(b) Supposing you get given data for a hypothetical population as follows:

- initially you start off with 100 people at 1st January in year Y. With 12 deaths and 36 births through the year in the population, Calculate:
 - i) the end of year population;
 - ii) how long this population spent being exposed to death and say what this value equates to and how;
 - iii) mention the assumptions that the concept, you have been assessing is based on.

SECTION C

5 (a) Clearly show how you can derive mean (mid-year) population, given that the population at the time of census (30th September, 1990) is 7,342,568. Show all working in answer book, including the equation you use to derive the mean population.

(b) Using the method in (a) to derive the mean population, calculate the Gross Fertility Rate (GFR) for the same year given that there were 1,986,342 women in the age group 15-44. Clearly note down its major

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SUPPLEMENTARY/DEFERRED EXAMINATIONS - JANUARY 1996

DE 320

INTRODUCTION TO DEMOGRAPHIC TECHNIQUES

TIME: 3 HOURS

INSTRUCTIONS: Answer one question from each section.

SECTION A

1. Define a Census. State and explain the United Nations recommendations for census taking.
2. Compare and contrast the vital Registration System and the Sample Survey.

SECTION B

- 3(a) i) Discuss the merits and demerits of the Whipple's and the Myers' indices.
- ii) The following are demographic data for Zambia 1980

AGE GROUP	FEMALE BIRTHS BY AGE OF MOTHERS	TOTAL BIRTHS BY AGE OF MOTHERS	FEMALE POP'N IN EACH AGE GROUP	*PROB. OF DAUGHTERS SURVIVING TO AGE GROUP OF MOTHERS
1	2	3	4	5
15-19	29,252	59,381	301,732	0.90148
20-24	41,580	84,407	244,810	0.88220
25-29	32,254	65,476	199,257	0.86003
30-34	22,170	45,005	162,252	0.83515
35-39	13,074	26,541	128,094	0.80745
40-44	5,759	11,691	105,321	0.77673
45-49	781	1,585	82,549	0.74329
TOTAL	144,870	294,086	1,224,006	-

*prob denotes probability

d) Complete the following life table

AGE	l_x	d_x	$2x$	P_x	L_x	T_x	e_x
0	100000			.96003	90373		
1				.99759	95872		
2				.99888	93712		
3				.99916	95623	6701333	70.00

d) What is the probability of a child aged exactly one year reaching her third birthday.

e) What is the proportion of children aged between one and two years? Between two and three years.

2. Given below are data from a country called Zambia.

AGE GROUP	NUMBER OF BIRTHS	FEMALE POPULATION	AGE SPECIFIC BIRTH RATE	FEMALE SURVIVAL RATE FROM BIRTHS TO MIDDLE OF AGE GROUP	EXPECTED NUMBER OF BIRTHS SURVIVING FOR WOMAN
10-14	40	48,600		0.84000	
15-19	4,480	43,800		0.83250	
20-24	12,060	39,400		0.82100	
25-29	10,310	30,500		0.80570	
30-34	6,430	23,700		0.78600	
35-39	4,630	22,900		0.76500	
40-44	1,560	18,100		0.74000	
45-49	220	14,000		0.70990	

a) Calculate the general fertility rate.

b) Age specific fertility rate

c) Gross reproduction rate (using 1.05 as the sex ratio at birth)

d) Net reproduction rate (using 1.05 as the sex ratio at birth).

e) Explain the two important assumptions underlying the gross reproduction rate and the net reproduction rate.

2. The age distribution of female population for a certain country in 1950 and the estimate for 1964 are given below:

AGE GROUP	1950	1964
All ages	2,482,247	4,146,069
0-4	415,067	750,517
5-9	334,560	606,509
10-14	276,204	511,574
15-19	252,375	408,505
20-24	237,615	335,297
25-29	198,196	287,564
30-34	157,437	256,755
35-39	145,213	224,228
40-44	114,644	176,949
45-49	86,936	147,018
50-54	62,117	127,962
55-59	49,520	94,708
60-64	50,948	74,417
65-69	25,894	57,839
70+	52,220	85,427
Unknown	3,401	

- a) Distribute the "unknown" ages proportionally for 1950 and briefly explain the rationale for this method.
- b) Calculate the age ratios for the age groups between 10 and 40 and comment on the results based on 1964 population estimate. Give the rationale for this method and comment on the results.

Hint: Age Ratio (20-24) = $\frac{P_{20-24}}{1/2 (P_{10-19} + P_{25-29})}$

SECTION C

INSTRUCTIONS: ANSWER BOTH QUESTIONS

- 1 a) What, briefly, is your understanding of what a life table is.
- b) What is a stationary ~~and~~ population?
- c) Give three uses of a life table in every day life.

4. "The rate of foreign investment in Zambia would depend on a conducive macro-economic policy that should include the general determinants of foreign investment in Developing countries". Discuss the determinants of foreign investment in Developing countries with reference to the Zambian context.

SECTION C

Answer one question from this Section

5. Mr. Imboela L.B. (the new minister of finance) proposes that he is going to pursue the 'cash budget' unwaveringly in order to curb inflation which he holds to be 'public enemy number one' and that it hinders industrialization. As Mr. Imboela's advisor discuss, showing him how infact inflation could be conducive to industrialization.
6. Recently a government official remarked that, "...the Zambian economy would for a long time depend on foreign aid". Discuss the types, role and constraints of foreign aid viz-a-viz domestic industrialization showing examples where necessary.
7. In many Developing countries, short term macro-economic management has replaced formal industrial development plans as a strategy for industrialization. Discuss the reasons for this substitution of macro-economic management for formal development plans. Which strategy in your view would be best suited for Zambia. Give reasons for your answer.
-

END OF EXAMINATION

Merry X-mas and Happy New Year!

THE UNIVERSITY OF ZAMBIA
UNIVERSITY EXAMINATIONS
OCTOBER 1995
DE 320
TECHNICAL DEMOGRAPHY

TIME: 3 HOURS

SECTION A

INSTRUCTIONS: ANSWER ONE QUESTION FROM THIS SECTION

1. Discuss five major uses of demographic data with examples drawn from Zambia.
2. Enumerate and discuss the major steps involved in conducting a population census.

SECTION B

INSTRUCTIONS: ANSWER ONE QUESTION FROM THIS SECTION

1. Suppose you have a country with a population as at January 1, 1970 of 24,529,310 and the following vital statistics on births, deaths and migration.

	1970	1971	1972	1973
Births	1,031,720	1,102,003	1,162,428	1,200,555
Deaths	426,304	431,219	448,362	452,102
Immigrants	104,111	94,270	110,994	103,726
Emigrants	65,320	72,317	73,865	70,325

- a) What was the population of the country on:
 - i) 1st January 1971
 - ii) 1st January 1972
 - iii) 1st January 1974
 - iv) 1st July 1970
- b) Comment on the impact of components of population change in this example.

3. Zambia did not have a population policy until early 1989. Critically examine the socio-cultural, political and economic factors that delayed the formulation of a population policy. What are the current and future factors that might hinder its successful implementation.
4. Zambia is characterized by an extended family system. Discuss how this family system can affect the level of fertility in this country.
5. The following figures represent proportions of the Zambian population that was defined as urban.

Year	Percentage urban
1969	29.4
1980	39.9
1990	42.0
1995	49.8

- (i) Identify and discuss the factors that have contributed to such a rapid increase in the urban population.
- (ii) What are the implications of such rapid urbanization to the social and economic development of the country.

END OF EXAMINATION

(v) Calculate Total Fertility Rate for Lusupa

2. In 1970 in country X there were 77, 135 people aged 0-4 years; 85,434 aged 5-9; 79,185 aged 10-14; 82,603 aged 15-19; 126,247 aged 20-24 and 155,344 aged 25-29 years. In 1980 the enumerated or actual population in the age groups 10-14, 15-19, 20-24, 25-29, 30-34 and 35-39 was 132,870; 170,227; 263,971; 253,964; 195,373 and 151,259 respectively.

Using the Forward Survival Method complete the following table in your answer book.

Age Group	Expected Survivors	Net migration
	1980	1970-1980
10-14	_____	_____
15-19	_____	_____
20-24	_____	_____
25-29	_____	_____
30-34	_____	_____
35-39	_____	_____

SECTION B

Answer TWO questions from this section

1. The study of population has been described as irrelevant to a developing country like Zambia. Counter this argument by examining the elements of population studies and their relevance to a country like Zambia.
2. Zambia's total fertility rate has been estimated at close to 7 children per woman while the proportion of the population aged below 15 years is close to fifty percent. What are the implications of this demographic profile to Zambia's socio-economic development?

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

DE310

ELEMENTS OF POPULATION STUDIES

TIME: **THREE HOURS**

INSTRUCTIONS:

ANSWER ONE QUESTION FROM SECTION A AND TWO QUESTIONS FROM SECTION B.

SECTION A

1. The following table shows fertility performance for women in Luapula Province according to the 1990 census.

Age	Mothers	Male Births	Female Births	Total Births
15-19	33,955	4,278	4,191	8,469
20-24	26,718	20,079	20,100	40,179
25-29	19,381	30,835	30,900	61,735
30-34	15,318	38,202	37,931	76,133
35-39	11,557	37,468	36,898	74,366
40-44	11,383	42,445	42,379	84,824
45-49	8,838	34,162	34,195	68,357

- (i) Calculate the masculinity and femininity ratios for the age group 20-24
- (ii) Calculate Gross Reproduction Rate (GRR).
- (iii) What is the difference between Gross Reproduction Rate (GRR) and Net Reproduction Rate (NRR)
- (iv) Calculate Age Specific Fertility Rates for the following age groups:
- (a) 25-29
 - (b) 35-39
 - (c) 45-49

SECTION C

4. Select one of the two sources of data:

(a) Survey

(b) Census

Describe the data source and the advantages of employing this source as a means of collecting demographic data.

5. Discuss some factors, posed by rapid population expansion, that have affected economic development in Sub-Saharan Africa. What measures would you put in place to correct the situation. (You may use an example of a specific country if you wish).

6. Examine the influence of age - structure on population processes.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

E 110

COMMUNICATION AND STUDY SKILLS

(INTERNAL AND DISTANCE)

TIME: THREE HOURS

INSTRUCTIONS TO CANDIDATES

ANSWER QUESTION 1 AND THREE OTHER QUESTIONS.

QUESTION 1 IS COMPULSORY.

ALL QUESTIONS CARRY EQUAL MARKS.

1. For each of the following comment words:
- (i) Define
 - (ii) State
 - (iii) Describe
 - (iv) Discuss
 - (v) Outline
 - (vi) Compare
 - (vii) Distinguish
 - (viii) Assess
 - (ix) Contrast
 - (x) Justify
- (a) Formulate a question in your area of specialization (eg. Education, Linguistics, Sociology)
- (b) Explain exactly how you would answer the question you have formulated to show that you understand the comment word. DO NOT write out the answer, simply interpret the question.
2. "Language varieties may be distinguished according to the user and according to use" (Halliday et. al. 1964). Give examples to support your response to this statement.

3. Giving illustrations where necessary, show to what extent you would agree or disagree with the definition of linguistics as "the scientific study of language."
4. "....There is little in common between human and animal forms of communication. And if one insists on talking about the 'language' of birds and bees then one must remember that this is a different, and strictly analogical sense of the word language" (Crystal, 1969).
Comment.
5. (a) Write briefly on the following, giving at least one example of each.
- (i) non-finite verb forms
 - (ii) types of adverbs
 - (iii) relative pronouns
 - (iv) main and subordinate clauses
 - (v) sentence types
- (b) Describe the English adjective in terms of meaning and form. Give examples to support your answer.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

E 150

INTRODUCTION TO LITERATURE

(INTERNAL AND DISTANCE STUDENTS)

TIME: THREE HOURS

INSTRUCTIONS: ANSWER FOUR QUESTIONS, TWO FROM SECTION I, THE POETRY QUESTION IN SECTION II AND ONE FROM SECTION III. EACH SECTION COUNTS AS ONE-THIRD OF THE EXAMINATION MARK. YOU SHOULD NOT GIVE DETAILED TREATMENT TO THE SAME TEXT IN MORE THAN ONE ANSWER. CANDIDATES MAY BRING WITH THEM INTO THE EXAMINATION ROOM A COPY OF AN ENGLISH DICTIONARY AND THE PRESCRIBED BOOKS IN THE COURSE

SECTION 1

CHOOSE ANY TWO OF THE FOLLOWING QUESTIONS AND ANSWER THEM IN A SHORT ESSAY FOR EACH QUESTION.

1. Discuss the role of divine intervention in the epic with special reference to The Odyssey.
2. Assess the appropriateness of the title of Armah's novel with regard to the theme(s) he presents in The Beautiful Ones Are Not Yet Born.
3. Explore how the theme of friendship is handled by Bessie Head in Maru.
4. From your reading of Hemingway's short stories what do you see as the main characteristics of his style.
5. Various definitions have been offered on what is literature. Select one which appears to be the most valid from your point of view. Give enough reasons to support your argument.
6. Comment on the role of Mbari Writers Club in the emergence of African fiction in English.

SECTION II

READ THE POEM BELOW AND ANSWER THE QUESTIONS WHICH FOLLOW

If We Must Die by Claude McKay

If we must die, let it not be like hogs
Hunted and penned in an inglorious spot,
While round us bark the mad and hungry dogs,
Making their mock at our accursed lot.
If we must die, O let us nobly die,
So that our precious blood may not be shed
In vain; then even the monsters we defy
Shall be constrained to honour us though dead
O Kinsmen! we must meet the common foe
Though far outnumbered let us show us brave,
And for their thousand blows deal one deathblow!
What though before us lies the open grave?
Like men we'll face the murderous, cowardly pack,
Pressed to the wall, dying, but fighting back!

Questions on the poem

1. What is the subject?
2. What is the situation?
3. What theme or themes are found in the poem?
4. What is the tone of the poem at (i) the beginning (ii) in the end. Is there any change?
5. What type of person is speaking in the poem?
6. State the rhetorical devices that have been used.
7. Have the devices been used appropriately?
8. Is it a successfully poem or not. Give enough reasons to support your argument.

SECTION III

CHOOSE ONE OF THE FOLLOWING QUESTIONS AND WRITE A COHERENT AND ORGANISED ESSAY.

1. Account for Oedipus' failure to escape his preordained fate in the play Oedipus The King.
 2. Elucidate the Aristotlean notion of catharsis and show to what extent Sophocles' play Antigone can be considered successful in actualising it for the audience.
 3. Comment on the handling of plot in Oedipus the King.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS-OCTOBER/NOVEMBER 1995

E 210

THE STRUCTURE OF MODERN ENGLISH

(INTERNAL AND DISTANCE)

TIME: THREE (3) HOURS

INSTRUCTIONS TO CANDIDATES

- * ANSWER ALL THE FOUR (4) QUESTIONS.
 - * ALL THE CONSTRUCTIONS USED SHOULD BE GRAMMATICALLY ACCEPTABLE IN ALL RESPECTS.
-

1. Discuss the concept of the phoneme and the procedure for its identification, giving examples from English.
 2. The vocabulary of English is very large and it is still growing. How did all these words come into being and what methods were, and are, used to form them? Give at least four (4) processes and methods.
 3. "Form and function are more reliable in classifying words than meaning is."
Using any three word classes of your choice, demonstrate the truth of this statement.
 4. (a) Distinguish between Deep and Surface Structure of sentences.
(b) Draw Deep Structure Tree Diagrams for each of the sentences given below stating all the Transformational Rules you have applied.
 - (i) The man John spoke to at the lakes is a monk.
 - (ii) The biscuits were eaten by the Chongololos.
 - (iii) Could the poachers have been hiding in the forest?
 - (iv) The present which the moma bought fascinated the mojo.
 - (v) The movie wasn't interesting.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY DEFERRED EXAMINATIONS - JANUARY/FEBRUARY 1995

E 210

THE STRUCTURE OF MODERN ENGLISH

TIME: THREE HOURS

INSTRUCTIONS TO CANDIDATES:

ANSWER FOUR (4) QUESTIONS IN ALL AS FOLLOWS:

- * QUESTION 1 WHICH IS COMPULSORY
- * ONE (1) QUESTION FROM SECTION B
- * ONE (1) QUESTION FROM SECTION C
- * ONE (1) QUESTION FROM ANY OF THE THREE SECTIONS -
A, B, OR C.

=====

SECTION A

PHONETICS AND PHONOLOGY

1. Discuss the concept of the phoneme and the procedure for its identification, giving examples from English.
2. Show, with clear examples, how the three-term-label is used to describe English consonants.

SECTION B

MORPHOLOGY AND WORD FORMATION

3. State five types of word formation in English, illustrating each with clear examples.
4. (a) Account for the classification of morphemes as between
 - (i) Free and Bound
 - and (ii) Full and Empty

Indicate the areas of overlap between them.

(b) Explain each of the concepts given below, giving examples from English.

- (i) Inflection
- (ii) Phonological Conditioning
- (iii) Stem
- (iv) Derivation
- (v) Allomorph

SECTION C

SYNTAX

5. (a) Comment briefly on the concept 'Deep' and 'Surface' structure of sentences.

(b) Construct Deep Structure Transformational Grammar tree diagrams for each of the following sentences:

- (i) The thief might have stolen the fridge in the morning.
- (ii) The dress which he bought has fascinated his wife.
- (iii) The dog was killed by the cat.
- (iv) The old man ate the meat that was in the fridge.

6. (a) State four (4) grammatical functions of the Noun Phrase, illustrating each with a sentence and underlining the Noun Phrase.

(b) Illustrate each of the clause patterns given below, with a clause.

- (i) S.V.O.O.
- (ii) S.V.O.A.
- (iii) S.V.A.
- (iv) S.V.O.C.
- (v) S.V.C.

(c) In each of the sentences given below, classify the underlined word as a part of speech.

- (i) Madilu came with his dancing queens.
- (ii) The Zambian team performed exceptionally well.
- (iii) Every Zambian is proud of the Zambian team.

- (iv) The saving of souls is what Christ came for.
 - (v) He is still saving them today.
 - (vi) His saving power never wears out.
 - (vii) The family sat round the table.
 - (viii) The table was round.
 - (ix) Another round had to be made to complete the task.
 - (x) The policeman turned round and opened fire.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

E260

A SURVEY OF BRITISH LITERATURE

TIME: THREE (3) HOURS

INSTRUCTIONS:

ANSWER FOUR QUESTIONS, TWO FROM SECTION I, ONE FROM SECTION II AND ONE FROM SECTION III. EACH SECTION COUNTS AS ONE-THIRD OF THE EXAMINATION MARK. YOU SHOULD NOT GIVE DETAILED TREATMENT TO THE SAME TEXT IN MORE THAN ONE ANSWER. CANDIDATES MAY BRING WITH THEM INTO THE EXAMINATION ROOM A COPY OF AN ENGLISH DICTIONARY.

SECTION I

Choose any two of the following questions and answer them in a short essay for each question.

1. Comment on how Dickens handles the theme of society versus the individual in Hard Times?
2. It has been said that modern fiction's principal tone is ironic. With reference to Dickens' Great Expectations, assess the validity of the statement.
3. Is it true that in Silas Marner we know more about the author than the characters?
4. How appropriate is the title Lord of the Flies to the subjects the novel deals with?
5. Write a survey of the salient features of romanticism as you see them.

SECTION II

Read the two poems below and choose one. Answer the questions for only one poem not both.

1. A poem by Samuel Coleridge whose title is 'To Nature'.

It may indeed be fantasy, when I
Essay to draw from all created things
Deep, heart felt, inward joy that closely clings;
And trace in leaves and flowers that round me lie
Lessons of love and earnest piety.

So let it be; and if the wide world rings
In mock of this belief, it brings
Nor fear, no grief, no vain perplexity.
So will I build my altar in the fields,
And the blue sky my fretted dome shall be,
And the sweet fragrance that the wild flower yields
Shall be the incense I will yield to Thee
Thee only God! and thou shalt not despise
Even me, the priest of this poor sacrifice.

Analyse the poem in terms of

- (a) subject
- (b) theme(s)
- (c) mood
- (d) rhetorical devices
- (e) the influence of romanticism
- (f) its success.

OR

2. Read the poem below and answer the questions which follow

'Death Snips Proud men' by Carl Sandburg

Death is stronger than all the governments because the
governments are men and men die and then death laughs:
Now you see 'em, now you don't.

Death is stronger than all proud men and so death snips
proud men on the nose, throws a pair of dice and says:
Read 'em and weep.

Death sends a radiogram every day: When I want you I'll
drop in - and then one day he comes with a master key
and lets himself in and says: We'll go now.

Death is a nurse mother with big arms: Twon't hurt you at al
it's your time now; just need a long sleep,
child; what have you had anyhow better than sleep?

1. What is the subject of the poem?
2. What theme(s) is it dealing with?
3. Discuss the mood of the poem.
4. How is death characterised?
5. What is the poet saying by the way he characterises death?
6. Comment on how the poet has handled the rhetorical devices
7. How does the poem express the modernist spirit?

SECTION III - Drama

Out of the three questions in this section choose one and write an organised and coherent essay showing your wide reading, in the course and your ability to apply knowledge gained in the course to other literary works you have read before.

1. Of the characters in Macbeth who is portrayed with the most authentic realism?
2. Does the play Dr Faustus conform to the canons of Aristotle's three unities?
3. Comment on how Marlowe treats the subject of free will versus predetermination in Dr Faustus.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY DEFERRED EXAMINATIONS - JANUARY/FEBRUARY 1995

E 269

INTRODUCTION TO LITERARY CRITICISM

TIME: THREE HOURS

INSTRUCTIONS:

- (a) Dictionaries are permitted in the examination room.
 - (b) Answer one question only from the Sections.
 - (c) Do not use the same literary text for more than one answer.
 - (d) Section A is compulsory.
-

SECTION A

MY HEART LEAPS UP

My heart leaps up when I behold
A rainbow in the sky:
So was it when my life began;
So is it now I am a man;
So be it when I shall grow old,
Or let me die!
The Child is father of the Man;
And I could wish my days to be
Bound each to each by natural piety.

Write brief essays on the following:

- (a) Discuss the concepts of Poetic Diction and Imagination as defined by Wordsworth and Coleridge with reference to this poem.
- (b) In what ways does the idea of the child in the poem relate to the way Romantic Criticism viewed Industrial Society.

SECTION B

2. Give an expose of Aristotle's Poetics.
3. Discuss the concept of Collective Unconscious in literary criticism.
4. Show how literary scholars have attempted to portray the relationship between literature and society.
5. Discuss the differences and similarities between 'Oral Literature' and 'Written Literature'.

SECTION C

6. Analyse the concept of Tragedy by discussing Sophocles' 'oedipus Rex'.
7. To what extent is Moby Dick amenable to both Romantic and Psychoanalytical criticism.
8. Analyse Animal Farm by George Orwell by applying any school of literary criticism.
9. Compare and contrast at least three Schools of literary criticism by studying literary work(s) of your choice.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
UNIVERSITY EXAMINATIONS OCTOBER/NOVEMBER 1995

E 310

ADVANCED ENGLISH GRAMMAR

TIME: THREE HOURS

- INSTRUCTIONS:
1. Answer ALL the questions.
 2. You have 30 minutes for each answer: therefore write BRIEFLY, but with a good range of EXAMPLES.
 3. Indicate example sentences by indentation.
 4. Each section must be answered in a SEPARATE answer book.
 5. Write the TITLE of the section (e.g. Semantics) on the FRONT COVER of each Answer Book.

SECTION A: SEMANTICS

1. "The sense of an expression can be thought of as the sum of its sense properties and sense relations with other expressions."
Show how these properties and relations - at both word and sentence level - operate on both paradigmatic and syntagmatic dimensions.
2. "In perhaps every language, deictic words form systems or patterns that are semantic in nature, and based on fundamental units of meaning."
Illustrate this observation from the deictic system in English.

SECTION B: PRAGMATICS

3. Comment on the thesis that Speech Acts are irreducible to matters of truth and falsity.
4. Show how the Co-operative Principle and Conversational Implicature are interdependent.

TURN OVER

E 310

continued:

SECTION C: DISCOURSE ANALYSIS

For questions FIVE and SIX refer to the text opposite on page 3.

5. Identify, classify and sub-classify the COHESIVE TIES in the first FIVE PARAGRAPHS (up to line 27) of the text opposite.

OMIT ties identified as CONJUNCTION or LEXICAL COHESION.

Indicate ELLIPSIS by a triangle between the adjoining words.
Thus: The red Δ is better...

EXAMPLE:

SENTENCE NUMBER	TIE	CLASS	SUB-CLASS
3	he	reference	nominal

6. Considering the principles and patterns of STAGING in narratives and/or descriptions, to what extent does staging in the text 'The Environment' conform to these principles and patterns?

E 310
Section C
continued:

TEXT

The Environment

The conservation movement – the protection of natural resources and wildlife – was first formulated and implemented as a political program in the United States. That this happened relatively early, during Theodore Roosevelt's administration (1901-1909), meant that later generations of Americans could still enjoy their country's natural wonders.

It was very difficult for many Americans to believe that their continent-sized nation with its enormous forests, thousands of lakes, rivers, and streams, and vast wilderness areas could have the problems which many smaller and more crowded nations faced. True, Los Angeles obviously had a problem with air pollution, but there was still nothing anywhere like the "killer smog" which caused some 3,500-4,000 deaths in London in December 1952. Similarly, the U.S. had such enormous resources, that it was hard to imagine they could ever be exhausted.

Starting in the early 1960s, however, Americans finally realized that this was not true, that the U.S. was in danger of destroying many of her national treasures. What was happening to Lake Erie, the shallowest of the Great Lakes, is a good example. City and industrial wastes, chemicals, and fertilizers were endangering the once enormous stocks of fish. Suddenly, it seemed, the lake was almost "dead," and the millions who used its sandy beaches and fished its waters were shocked that this could have happened.

At much the same time, other problems began to receive great publicity. For example, the best-selling book by Rachel Carson, *Silent Spring*, brought home the dangers of DDT and other insecticides. Environmental activists like Ralph Nader and his corps of volunteers and lawyers stressed the problems caused by industrial pollution and the automobile. Long-established environmental groups such as the Sierra Club warned that acid rain (first described by a European scientist in the mid-19th century) threatened many American forests. The media started to campaign against the ugliness of billboards, tin cans, and trash in "America the Beautiful."

This surge of attention led to a substantial number of laws in the 1960s and 70s, and to the establishment of several federal agencies. Because the environmental movement in the United States has never been associated with one political party or group, it has been able to gain widespread trust and support.

Federal laws such as the Clean Air Act (1970), the Water Pollution Control Act (1972), and the Endangered Species Act (1973) – to name only a few – led to many specific improvements in the environment. For example, DDT was banned in 1972, catalytic converters and unleaded gas were introduced nationwide in 1975, and chlorofluorocarbon, the gas used in many spray cans, was forbidden in 1978. The Federal Drug and Food Administration's (FDA) standards for food and medicines are among the strictest in the world. The positive image that most Americans have of the FDA was strengthened when it banned the drug thalidomide in 1961, and thus saved many American children from the tragedy of severe birth defects.

All of the states, of course, have implemented their own laws, some, for instance, having banned throw-away bottles and cans, forbidden the use of phosphates in soaps, and passed strong laws against the industrial dumping of wastes. By 1986, forty states and more than 80 cities and communities had passed some type of law to restrict smoking in public or at work. Likewise, all federal government departments and agencies must restrict smoking in most office areas. Beginning in 1965, a law passed by Congress required warnings on cigarette packages, a measure that was adopted in other countries only years later.

Public attention to the problems of pollution has now become part of American life. Even the familiar Coca Cola can has been affected. Today, by law, these cans must be made so that the rings on top can't be thrown away.

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS OCTOBER/NOVEMBER 1995

E410/LAL410

GENERAL LINGUISTICS

TIME: THREE HOURS

INSTRUCTIONS: Answer all the questions.

1. Restate the following rules in formal notation:

- a) Velar stops are palatalized when they precede a high front vowel.
- b) The glide [j] is inserted between a high front vowel and any following vowel.

2. What do the following mean in semantics:

- a) lexical gap;
- b) marking or markedness?

3. Give the representation of the following sentence in a tree diagram:

The rumour that Peter married Rose is untrue.

4. The following sentence is ambiguous (i.e. has at least two interpretations); using tree diagrams, show where this ambiguity lies:

The dog bit the man in the garden.

5. In one variety of Ganda, [r] and [l] are in complementary distribution.

From the following data:

- a) state the conditions under which each sound appears.
- b) Which sound should be taken as representing the basic (underlying) phoneme? State your reasons for your choice.

- | | |
|------------------------------|--------------------------|
| 1. kola'to do' | 11. wulira'hear' |
| 2. lwana'fight' | 12. beera'help' |
| 3. buulira'tell' | 13. jjukira'remember' |
| 4. lya'eat' | 14. eryato'canoe' |
| 5. omugole'bride' | 15. omuliro'fire' |
| 6. lumonde'sweet potato' | 16. effirimbil'whilstie' |
| 7. luula'sit' | 17. eraddu'lightning' |
| 8. eddwaliro'hospital' | 18. emmeerl'slip' |
| 9. olulimi'tongue' | 19. lagira'command' |
| 10. oluganda'Ganda language' | 20. wawaabira'accuse' |

END OF EXAMINATION

GOOD LUCK

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

E460

MODERN LITERATURE

TIME: THREE HOURS

INSTRUCTIONS: ANSWER FOUR (4) QUESTIONS. AT LEAST ONE FROM EACH SECTION.

SECTION A

Q1. "Ironically, though he exposes man's degradation and depravity.... Faulkner's works make a firm affirmation of his faith in the fundamental nobility of man and the purposelessness of the Universe".

Discuss this statement in the light of your reading of the novel Light in August.

OR

"In his acceptance speech (Nobel Prize, December 10, 1950) Faulkner affirmed 'the old verities and truths of the heart, the old Universal truths some of which are courage, honour, hope, pride, compassion, pity and sacrifice'."

In your opinion how effectively or ineffectively have these themes been discussed in the novel Light in August.

EITHER

Q2. "The novel Grapes of Wrath by Steinbeck, is emblematic in that it goes beyond the quest for social justice in political terms to an examination of the conflicts and ambiguities which that quest generates." Discuss.

OR

"Steinbeck was more interested in community than Communism....to try to understand the behaviour of men acting in concert and losing their individuality in 'group man', the mob as an organism with compulsions of its own, moving as one, like a herd of animals or a school of fish." Discuss the depth or weakness of this statement with regard to Grapes of Wrath.

EITHER

- Q3. How does Bellow's narrative method in Herzog differ from the traditional linear technique and what effect does this difference, if any, have on our understanding of modernist trends in literature?

OR

"At the thematic centre of Bellow's writing is the quality of suffering. Suffering leads his figures to a comic affirmation which is a form of dignity that triumphs over their torment." Discuss this statement in the light of your understanding of Herzog.

- Q4. "If in my passion, wrote Lawrence in a preface to Sons and Lovers, I slay my neighbour, it is no sin of mine, but it is his sin, for he should not have permitted me". Discuss this statement focussing your attention on the conflictual inner turmoil of the characters.

SECTION B

Q5. "Things almost happen. The characters are arrested in mid-air; the author deliberately avoids anything like an event."

Discuss not more than three stories from James Joyce's Dubliners which demonstrate the veracity of this statement.

Q6. Characters in Winesburg Ohio by Sherwood Anderson are said to be grotesques. What are their inner turmoils? Illustrate your answer using at least three stories from the text.

Q7. "Kafka's 'Metamorphosis' encompasses the torments of family life as well as the torments of modern man". Discuss.

SECTION C

Q8. Discuss the following sartrian existentialist themes in Sartre's play The Flies:

- (i) Divine intervention
- (ii) Choice
- (iii) Action and commitment
- (iv) Bad Faith
- (v) Freedom.

Q9. What artifices has Beckett employed to highlight the despair of the Human Condition in his play Waiting for Godot?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
UNIVERSITY EXAMINATIONS NOVEMBER 1995

E 929

THE ORIGINS, DISTRIBUTION AND VARIABILITY OF ENGLISH

TIME: THREE HOURS

- INSTRUCTIONS:
1. Answer Section B, question 6, and THREE other questions, at least ONE from each section.
 2. Each question carries equal weight.
 3. Relevant illustration and examples will receive credit.
 4. Candidates should have with them the SOURCE BOOKLET OF TEXTS, previously distributed.
 5. Candidates may also use an English Dictionary.

SECTION A

1. "The history of Old English (circa 500 A.D. to 1100 A.D.) is a good illustration of the view that there is no such thing as a 'pure' language." Evaluate this comment.
2. How did developments in the English language in the Middle English period (circa 1100 A.D. to 1500 A.D.) prepare the ground for what is commonly regarded as the great flowering of the language at the end of the sixteenth century?
3. How did the 'Standard' dialect of English come into being, and what functions does it fulfil today?
4. What characteristics are shared by Second Language varieties of English (e.g. Indian English, Nigerian English, Zambian English)? In what ways do they differ from the 'Standard' dialect?
5. What social and linguistic contexts have been most favourable to the development of pidgin and creole Englishes, and how does their actual structure reflect these contexts?

USE THE TEXTS IN THE SOURCE BOOKLET, WHERE APPROPRIATE,
TO ILLUSTRATE YOUR ANSWERS

TURN OVER
2/...

SECTION B

6. Make a comparative stylistic description and analysis of the two texts on PAGE THREE opposite. Both texts were published on the same day in the 'Straits Times' newspaper, Singapore on 23 September 1985. Text A is a front page report; Text B appears on the sports page.
-

SECTION C

For each of the questions in this section, make special reference to at least TWO of the texts in the SOURCE BOOKLET which you have brought with you. Do not refer in detail to the same texts in more than one answer.

7. How would you distinguish between 'acceptable Zambian English' and 'learners' errors'?
8. Is there sufficient evidence for the view that textual function determines linguistic form?
9. Examine the claim that the style of a text is a matter of 'deviation' from a 'norm'.
10. "Each genre is an instance of a successful achievement of a specific communicative purpose using conventionalized knowledge of linguistic and discursal resources."
Comment on the adequacy of this definition of 'genre'.
11. Does it make sense simply to divide texts into 'literary' and 'non-literary'?
-

END OF EXAMINATION

TEXTS FOR SECTION B, QUESTION 6:

TEXT A:

Holmes loses his title and calls it quits

ONE piece of history was made, and another denied, when 29-year-old Michael Spinks became the new world heavyweight boxing champion in Las Vegas yesterday.

Spinks is the first light-heavyweight champion to win the heavyweight title. He ended the seven-year-reign of Larry Holmes on a unanimous 15 rounds points decision.

In his 49th fight, the 35-year-old Holmes had been attempting to equal the unbeaten record of Rocky Marciano, but he has now decided to retire.

"I am going to quit. I don't need no more boxing," he said. "It would probably have been my last fight even if I had won because the symptoms were starting to show."

Spinks, who was a 5-1 underdog according to the Las Vegas bookmakers,

succeeded where nine other light-heavyweight challengers had failed. Despite conceding 9.7 kg he carried the fight to the tiring champion and won a close but narrow decision.

He now joins his elder brother Leon as the only two brothers to hold the world heavyweight title. Leon, like Michael, a former Olympic champion, defeated Muhammad Ali in a similar upset in 1978, also in Las Vegas.

"I knew I could do it," said an exuberant Spinks. "If you don't try you don't succeed in life."

Holmes earned US\$3 million (US\$6.6 million) for the fight and Spinks US\$1.5 million. It was telecast live around the world, and Singapore viewers saw it on RTM 1.

• Full report and Alan Hubbard's view: Page 25

Spinks sinks the Holmes dream

MICHAEL SPINKS denied Larry Holmes a share of boxing immortality when he scored a stunning, unanimous 15-round decision to become the first light-heavyweight to win a heavyweight world title.

In his 28th consecutive victory, Spinks thwarted the 35-year-old Inter-national Boxing Federation titleholder's bid on the late Rocky Marciano's record of 49 fights straight without loss.

A 5-1 underdog, the unorthodox Spinks achieved his unprecedented feat by landing the more effective blows and waging a more aggressive fight before a capacity crowd of more than 11,000 at the Riviera Hotel.

LAS VEGAS, Sun.

Spinks, 29, succeeded where nine other light-heavyweights have failed over the past 78 years, surpassing the feat of his heavyweight brother Leon in upsetting Muhammad Ali seven years ago.

Holmes, who outweighed his opponent by 10 kilograms, stalked Spinks throughout the bout, vainly seeking an opening for a knockout.

Asked if he would continue to fight, Holmes said: "No. I've got nothing to prove. I'll go home and take care of business."

But he wasn't hiding his disappointment. "You

think about it and it takes something out of you. You fought hard for 18 years and still you don't get the respect, the reputation you deserve."

The last round proved decisive, Spinks winning it on the cards of two of the three judges even though he spent most of the round retreating.

Two judges gave Spinks a 143-142 scoring edge in the bout, and the third judge had Spinks ahead 145-142.

Holmes earned US\$3.5 million (\$7.7 million) and Spinks, who will have to relinquish his undisputed light heavyweight crown, received US\$1.1 million.

In another fight here, Bernard Benton, of the United States, became the World Boxing Council cruiserweight champion by beating fellow-American Alfonso Rattliff over 12 rounds.

In the curtain raiser to the main event, Julio Cesar Chavez, of Mexico, retained his WBC junior-lightweight title when he outpointed Dwight Pratchett, of the United States, over 12 rounds. — Reuter, AFP.

TEXT B:

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

E970

AMERICAN LITERATURE

TIME: THREE HOURS

INSTRUCTIONS: ANSWER FOUR QUESTIONS IN ALL MAKING SURE THAT YOU ANSWER AT LEAST ONE QUESTION FROM EACH OF THE TWO SECTIONS. CANDIDATES MAY BRING INTO THE EXAMINATION ROOM A COPY OF AN ENGLISH DICTIONARY.

SECTION ONE

1. Booker T. and W.E.B.
by
Dudley Randall

"It seems to me," said Booker T.,
"It shows a might lot of cheek
To study chemistry and Greek
When Mister Charlie needs a hand,
And when Miss Ann looks for a cook,
Why stick your nose inside a book?"

"I don't agree," said W.E.B.,
"If I should have the drive to seek
Knowledge of chemistry or Greek
I'll do it. Charles and Miss Can look
Another place for hand or cook.
Some men rejoice in skill of hand,
And some in cultivating land,
But there are others who maintain
The right to cultivate the brain."

"It seems to me," said Booker T.,
"That all you folks have missed the boat
Who shout about the right to vote,
And spend vain days and sleepless nights
In uproar over civil rights.
Just keep your mouths shut, do not grouse,
But work, and save, and buy a house."

"I don't agree," said W.E.B.,
"For what can property avail
If dignity and justice fail.
Unless you help to make the laws,
They'll steal your house with trumped-up clause.
A rope's as tight, a fire as hot,
No matter how much cash you've got.
Speak soft, and try your little plan,
But as for me, I'll be a man."

"It seems to me," said Booker T.

"I don't agree."

Said W.E.B.

Contrast Booker T. Washington and W.E.B. Dubois as they are presented in this poem. How are their language, personalities, and beliefs different?

2. About half way between West Egg and New York the motor road hastily joins the railroad and runs beside it for a quarter of a mile, so as to shrink away from a certain desolate area of land. This is a valley of ashes - a fantastic farm where ashes grow like wheat into ridges and hills and grotesque gardens; where ashes take the forms of houses and chimneys and rising smoke and, finally, with a transcendent effort, of men who move dimly and already crumbling through the powdery air. Occasionally a line of gray cars crawls along an invisible track, gives out a ghastly creak, and comes to rest, and

immediately the ash-gray men swarm up with leaden spades and stir up an impenetrable cloud, which screens their obscure operations from your sight.

But above the gray land and the spasms of bleak dust which drift endlessly over it, you perceive, after a moment, the eyes of Doctor T.J. Eckleburg. The eyes of Doctor T.J. Eckleburg are blue and gigantic - their retinas are one yard high. They look out of no face, but instead, from a pair of enormous yellow spectacles which pass over a non-existent nose. Evidently some wild wag of an oculist set them there to fatten his practice in the borough of Queens, and then sank down himself into eternal blindness, or forgot them and moved away. But his eyes, dimmed a little by many paintless days under sun and rain, brood on over the solemn dumping ground.

The valley of ashes is bounded on one side by a small foul river, and, when the drawbridge is up to let barges through, the passengers on waiting trains can stare at the dismal scene for as long as half an hour. There is always a halt there of at least a minute, and it was because of this that I first met Tom Buchanan's mistress.

Relate this passage to the subject matter of the novel, The Great Gatsby.

SECTION TWO

3. "The Great Gatsby comes closer to approximating the great American novel than any other work of fiction yet produced in America. It retains its relevance to the American scene, even today, seventy years after it was first published." With detailed attention to the character of Gatsby and at least one other character in the novel, account for the fact that Fitzgerald's novel has remained fresh, both as entertainment and as a portrait of the American scene.

4. Argue the idea that Death of a Salesman is a tragedy that Aristotle would have recognised for its adherence to classical form, while a more modern reader responds to its power as a tale of a common man betrayed by a false yet tantalizing dream.

5. "And Sarah saw the son of Hagar the Egyptian, which she had born unto Abraham, mocking. Wherefore she said unto Abraham, cast out this bondwoman and her son; for the son of the bondwoman shall not be heir with my son, even with Isaac."

GENESIS 21:9-10

Taking the above quotation as a point of departure, show how James Baldwin uses the image of the archetypal outcast to metaphorically portray his vision of race relations in America in Go Tell It on the Mountain.

6. Discuss the significance of Caddy Compson's seduction by Dalton Ames for the plot of The Sound and the Fury.
7. Discuss The Color Purple as a manifesto for the liberation of women.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

EC 110

MICRO AND MACRO

TIME: 3 HOURS

INSTRUCTIONS: ANSWER QUESTION ONE AND TWO OTHER QUESTIONS

SECTION A

1. A certain company manufactures cloths, incurring fixed costs of K300m and total costs as shown below:-

Output	Total Costs			Average Costs			Marginal Cost
	Total	Fixed	Variable	Total	Fixed	Variable	
0	300	300					
1	540						
2	680						
3	750						
4	952						
5	1200						
6	1602						

- Complete the table
- Plot the fixed, marginal and average cost curves.
- Explain the concepts of "Break-even price" and "shut-down price" and show them on your diagram.
- Calculate the output and the profit when the ruling price of cloths is K202.
- Explain the behaviour of the total fixed cost curve.

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

EC 110

MICRO AND MACRO

TIME: 3 HOURS

INSTRUCTIONS: ANSWER QUESTION ONE AND TWO OTHER QUESTIONS

SECTION A

1. A certain company manufactures cloths, incurring fixed costs of K300m and total costs as shown below:-

Output	Total Costs			Average Costs			Marginal Cost
	Total	Fixed	Variable	Total	Fixed	Variable	
0	300	300					
1	540						
2	680						
3	750						
4	952						
5	1200						
6	1602						

- Complete the table
- Plot the fixed, marginal and average cost curves.
- Explain the concepts of "Break-even price" and "shut-down price" and show them on your diagram.
- Calculate the output and the profit when the ruling price of cloths is K202.
- Explain the behaviour of the total fixed cost curve.

2. (a) Define
- (i) cross - elasticity of demand
 - (ii) arc elasticity
 - (iii) point - elasticity
- (b) Given the demand schedule for a product

Price (Kwacha per unit)	Demand (units per week)
10	400
9	500
8	600
7	700
6	800
5	900
4	1000
3	1100

- (i) calculate the price elasticity of demand and comment on your result when:
- (a) The price is reduced from kwacha 9 to 8 per unit
 - (b) The price is reduced from kwacha 5 to 4 per unit
3. (a) Explain economies and diseconomies of scale and what factors determine them.
- (b) What are the advantages and disadvantages of sole proprietorship.
4. (a) With the help of diagrams, how does monopolistic competition differ from perfect competition?
- (b) Is monopoly always inefficient?
5. (a) What is oligopoly?
- (b) Show how the firms involved in these conditions may behave in order to obtain maximum benefit.

SECTION B

3 QUESTIONS

ANSWER QUESTION ONE AND TWO OTHER QUESTIONS

1. (a) How essential is money in a modern economy?
(b) It is said that Banks can create money. How is this possible? What is credit multiplier?
(c) What are the limitations to money creation?
 2. (a) In what ways may the National Income be calculated?
(b) What practical difficulties arise in making these calculations?
 3. (a) Explain what is meant by (investment) multiplier?
(b) How is the size of the multiplier determined.
 4. Describe the principles on which an efficient modern system of taxation should be based.
 5. (a) What is meant by inflation?
(b) State briefly some of the major causes of inflation.
(c) Why must governments give priority to the control of inflation?
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

EC 215

INTERMEDIATE MICROECONOMICS

TIME: TWO HOURS

INSTRUCTIONS: ANSWER ALL THE QUESTIONS

PART I

THEORY OF THE CONSUMER

- (a) What is an indifference curve and what is the basic constraint to consumer utility maximization? Explain and graphically illustrate how consumer optimum is attained. (15 minutes)
- (b) Define the concepts normal good, inferior good and Giffen good. Explain how the notions of substitution effect, income effect, and net effect differ for the case of a normal good, inferior good, and Giffen good. (15 minutes)
- (c) Define price and income elasticities of demand. Explain and formally derive the relationship between price elasticity of demand and marginal revenue. (15 minutes)
- (d) What factors determine demand? Explain. Distinguish between a movement along a given demand curve and a shift in demand. (15 minutes)

PART II

THEORY OF THE FIRM

- (a) Explain the concepts of diminishing returns and returns to Scale. Why is it that a production function can exhibit diminishing returns and increasing returns to scale? Explain. (15 minutes)
- (b) What are the conditions for profit-maximization? Explain and graphically illustrate the conditions under which economic profits will exist in the long-run? (15 minutes)
- (c) Compare and contrast a perfectly competitive firm to a monopoly. Why is a competitive firm considered to be better than a monopoly? Explain. (15 minutes)
- (d) Distinguish between variable costs and fixed costs. Graphically illustrate your answer. Why is it that in the long-run there are no fixed costs? (15 minutes)

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY DEFERRED EXAMINATIONS - JANUARY/FEBRUARY 1995

EC 215

INTERMEDIATE MICROECONOMIC THEORY

TIME: 2 HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS

1. Given the total utility of commodity x (TU_x) and the quantity of commodity x below:

Q_x	0	1	2	3	4	5	6	7	8	9
TU_x	0	7	13	18	22	25	27	28	28	27

- (a) derive the marginal utility schedule, and label it table I
- (b) plot the TU_x and the MU_x schedules and indicate the saturation point.
- (c) explain table I if Q_x refers to the number of oranges consumed per day by an adult.
- (d) What does a utility function reflect.
2. (i) Suppose that the price of a commodity Y is K1 per unit while the price of commodity X is K2 per unit and suppose that an individual's money income is K16 per month and is all spent on X and Y.
- (a) Draw the budget constraint line for this consumer
- (b) explain the reason for the shape and the properties of the budget constraint line in (a).

- (ii) if another consumer's tastes are given by the indifference curves and the total income and price constraints by the budget line of 2 (i) (a),
- (a) find geometrically the point at which this consumer is in equilibrium, and
 - (b) explain why this is an equilibrium point; what is true of the slope of the indifference curve and the budget line at equilibrium?
3. (i) Assuming for simplicity that labour is the only variable input at a manufacturing company A in the short run and that the price of labour is constant, explain the U-shape of
- (a) the Average Variable Cost (AVC) curve
 - (b) the Marginal Cost (MC) curve in terms of the shape of Average Product of labour (APL) and Marginal Product of Labour (MPL) curve, respectively
- (ii) (a) What is the relationship between the long run and the short run?
- (b) How can the Long run Average Cost (LAC) curve be derived? What does it show?
4. Assume that the market demand in a perfectly competitive industry is given by $QD = 70,000 - 5,000p$ and the market supply function is $QS = 40,000 + 2,500p$, with P given in Kwacha:
- (a) find the market equilibrium price,
 - (b) find the market demand schedule and the market supply schedule at prices of K9, K8, K7, K6, K5, K4, K3, K2, and K1,

- (c) draw the market demand curve, the market supply curve and the demand curve of the one of 100 identical, perfectly competitive firms in this industry.
- (d) What is the equation of the demand curve of the firm?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

EC 225

INTERMEDIATE MACROECONOMICS

TIME: TWO HOURS

INSTRUCTIONS: ANSWER ALL THE QUESTIONS

PART I

1. Consider the following structural representation of an economy:

$Y = C + I + G$	GNP Identity
$C = C(Y-T), 0 < C' < 1$	Consumption Function
$I = I(r - \pi), I' < 0$	Investment Function
$\frac{M}{P} = m(r, Y), m_r < 0, m_y > 0$	Money Market Equilibrium

Where, Y = real GNP, C = real consumption purchases,
 G = real government purchases, I = real investment,
 T = real tax collections, r = nominal interest rate,
 P = price level, π = inflation rate, m = nominal money supply.

Assume that Y, C, I and r are endogenous; $G, T, \left(\frac{m}{P}\right)$ and π are exogenous.

- (a) Obtain the IS and LM curves. What factors shift the IS and LM curves?
- (b) Determine the effect of an increase in real government spending, G , on real GNP, Y ; and on nominal interest rate r . Besides increasing government spending, what other instrument of fiscal policy can be employed to accomplish the same impact on Y and r ? Explain and illustrate graphically.



- (c) Determine the effect of an increase in real money supply $\left(\frac{M}{P}\right)$ on real GNP, Y ; and on nominal interest rate r . Why is monetary policy, in this case, better than fiscal policy? Explain and illustrate graphically.

(60 minutes)

PART II

- (a) What is inflation and what are the causes of inflation? In strictly economic sense, why is inflation a bad thing? Explain. (15 minutes)
- (b) What is the Phillips curve? What is the relationship between the Phillips curve and Okun's law? Explain. (15 minutes)

END OF EXAMINATION
STAY WELL Collen!

UNIVERSITY OF ZAMBIA

UNIVERSITY DEFERRED EXAMINATIONS - JANUARY/FEBRUARY 1995

EC225

TIME: TWO HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS

PART I

QUESTION ONE

The following is a hypothetical representation of the macroeconomic phenomenon of national income determination in Zambia.

$$\begin{array}{ll} Y_d + T = Y & \longrightarrow \text{Disposable Income} \\ C - cY_d = a & \longrightarrow \text{Consumption Function} \\ S - sY_d = -a & \longrightarrow \text{Savings Function} \\ Y - E_p = 0 & \longrightarrow \text{Equilibrium Income} \end{array}$$

Where $Y_d = C + S$ disposable income, $Y =$ real GNP, $T =$ taxes, $C =$ consumption, $S =$ Saving, $a =$ autonomous consumption, $c =$ marginal propensity to consume, $s =$ marginal propensity to save, $E_p =$ planned expenditure.

Supposing that Saving, S , is equivalent to Investment, derive the equation for the equilibrium level of income under the following conditions:

- (a) a closed economy without the government sector,
- (b) a closed economy with the government sector,
- (c) an open economy with the government sector.

PART II

QUESTION TWO

On the basis of the model in Question one above, answer the following questions given:

$$C = 500 + 0.95 Y_d \qquad I_p = 600$$

$$G = 800 \qquad X = 800$$

$$T = 600 \qquad M = 700$$

Where, C = Consumption, Y_d = disposable income,

G = Government spending, T = taxes,

I_p = planned investment, X = exports, and

M = imports

- (a) Calculate the equilibrium level of income for a closed economy without the government sector. What are the Saving function, the marginal propensities to save and consume implied by this model?
- (b) Calculate the equilibrium level of income for a closed economy with the government sector. What are the Saving function, the marginal propensities to save and consume implied by this model?
- (c) Calculate the equilibrium level of income for an open economy with the government sector. What is the multiplier, K?

PART III

QUESTION THREE

- (i) Define the terms inflation, disinflation and deflation. How is the rate of inflation measured?
- (ii) What is a Philips Curve? Explain what expansionary Economic policies some economists used the relationship depicted by the Philips Curve. In your own view, do you think the Economist A.W. Philips' notion behind the Philips Curve could be applicable to Zambia? Explain.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

EC 360

ECONOMIC STATISTICS AND QUANTITATIVE METHODS

TIME: THREE HOURS

INSTRUCTIONS: 1. ANSWER ANY FOUR QUESTIONS.
2. STATISTICAL TABLES WILL BE PROVIDED ON REQUEST.

- Q1. (a) Explain some of the important properties of statistical estimators. Use of diagrams will enhance the quality of your answer. (10 marks)
- (b) Show that under the assumptions of the Classical Linear Regression model, Maximum Likelihood Estimators are the same as Least Squares Estimators. (15 marks)
- Q2. (a) In a simple linear regression model, how would you test the hypothesis that the regression line passes through the origin? (5 marks)
- (b) Analyse and comment on the following regression results: (15 marks)
- (i) A consumption function:
- $$C_t = b_0 + b_1 P_t + b_2 W_t + U_t$$
- where C_t = aggregate consumption,
 P_t = Profits, and
 W_t = Wage income
- was fitted to 9 years' data with Ordinary Least Squares, giving the following results:
- $$b_t = -0.17; \quad b_2 = 1.12$$
- $$s.e(b_1) = 0.0382; \quad s.e(b_2) = 0.1993;$$
- $$R^2 = 0.943$$

- (ii) A model to explain the movement of interest rates in the United States from February 1960 to December 1980 yielded the following estimation results.

$$\begin{aligned} \hat{R}_t &= -2.475 + .09791P_t - .0759 (M_t - M_{t-3}) \\ t &= (-5.303) \quad (14.16) \quad (-2.73) \\ &\quad +29.286 (\Delta P_t / P_t + \Delta P_{t-1} / P_{t-1} + \Delta P_{t-2} / P_{t-2}) \\ t &= (4.14) \\ R^2 &= .69 \end{aligned}$$

Where R = 3-month Treasury Bill Rate;
IP = Index of Industrial Production;
M = nominal money supply;
P = Producer Price Index.

- (c) For a sample of 18 students in a Grade 3 class, the correlation coefficient between the age of the students and the marks obtained in mathematics was found to be 0.6. Is this evidence of a significant relationship between the students' age and their mathematics scores? (5 marks)
- Q3. (a) What criteria should be used in choosing the functional form of a regression relation? (6 marks)
- (b) The following schedule gives Zambia's real public expenditure (in K million) for the years 1981 to 1993:

1981	861	1988	475
1982	713	1989	609
1983	605	1990	594
1984	631	1991	449
1985	857	1992	446
1986	625	1993	367
1987	623		

Using the method of semi-averages, estimate the trend values for 1985, 1989 and 1993. (10 marks)

- (c) Discuss the Indicator approach to forecasting and its limitations. (9marks)

Q4. (a) From a series of price-quantity data, the following index numbers have been computed:

Laspeyre's Price Index Number:	111.2
Laspeyre's Quantity Index Number:	113.1
Paasche's Price Index Number:	103.9
Paasche's Quantity Index Number:	107.7
Value Index Number:	118.63

Using the above data, show that Laspeyre's and Paasche's Index Numbers do not satisfy the Factor Reversal test but that Fisher's Index Number satisfies this test. (9 marks)

(b) Discuss the use of weights in index number construction. (3 marks)

(c) Given an input coefficient matrix and the final demand vector of a 3 sector (X_1 , X_2 and X_3) model,

$$A = \begin{bmatrix} 0.05 & 0.25 & 0.34 \\ 0.33 & 0.10 & 0.12 \\ 0.19 & 0.38 & 0 \end{bmatrix} \quad d = \begin{bmatrix} 1800 \\ 200 \\ 900 \end{bmatrix}$$

(i) Explain the economic meaning of the elements: 0.33, 0 and 200 (3 marks)

(ii) Determine the values added. (2 marks)

(iii) Find the solution output levels of each sector. (8 marks)

Q5. (a) Discuss briefly a closed input-output model. (5 marks)

(b) Suppose you run a carpentry shop which produces chairs and stools. Production of each chair requires 5 hours of Labour and 2 hours of machine time. Each stool requires 4 hours of Labour and 3 hours of machine time. You work 40 hours per week in your

shop. Your son who operates the machine works 20 hours per week. You never make more than 6 stools nor more than 7 chairs per week. Net returns for each chair is K10,000 and for each stool is K5,000.

- (i) Use the simplex method to determine the number of chairs and stools you must produce to maximize your weekly profits. (15 marks)
- (ii) Formulate the dual of the problem. (5 marks)

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

EC 410

TIME: THREE HOURS

ANSWER: ATTEMPT FOUR QUESTIONS, TWO FROM EACH SECTION

SECTION A

1. Write short notes on the following:
 - (a) Demographic momentum and demographic transition.
 - (b) the impact of foreign aid on production and consumption.

2. Indicate whether True or False, then discuss:
 - (a) In the Harris-Todaro model, real wages are determined by negotiation between workers and employers.
 - (b) in the Lewis-Fei-Ranis model, unlimitedness of labour supply ends with the onset of the turning point.
 - (c) In the Harrod-Domar model, the "knife-edge problem" indicates the crucial role of investment in development.

3. Discuss the effect of export instability on the development of primary exporters. In so doing, use Zambia or any country of your choice, as an example.

SECTION B

1. Discuss any two (2) of the following:
 - (a) the theories structuralism and structural adjustment.
 - (b) the neoclassical theory of (financial) stages.
 - (c) income distribution in Zambia.
 - (d) the role of the capitalist in Schumpeter's theory.

2. It is argued that the IMF/World Bank supported structural adjustment programmes are not suitable for developing countries. Do you agree/disagree with this viewpoint? Discuss, using evidence from Zambia or any country of your choice.

3. Write short notes on the following:
 - (a) The role of the IMF, World Bank, Paris Club and bilateral donors in adjustment.
 - (b) The poverty situation in Zambia.
 - (c) Economic policy in the newly industrialised countries (NICs).

END OF EXAMINATION

GOOD LUCK!!!

THE UNIVERSITY OF ZAMBIA

UNIVERSITY DEFERRED EXAMINATIONS - JANUARY 1995

EC 422

TIME: 3 HOURS

ISSUES IN DEVELOPMENT

INSTRUCTIONS:

ATTEMPT FOUR (4) QUESTIONS, TWO FROM EACH SECTION.

SECTION A

1. Briefly discuss the following:
 - a) Structuralism and Structural Adjustment
 - b) GINI Coefficient and Lorenz Curve.

2. Write short notes on:
 - a) the theory of exploitation in Marxist analysis
 - b) whether economic growth can be enhanced with unlimited supplies of labour.

3. Discuss in detail the Harris-Todaro model of inflation. In so doing attach additional importance to:
 - a) main assumptions of the model
 - b) main conclusions of the model
 - c) main policy implications

SECTION B

1. Discuss the role of the following in Structural Adjustment:
 - a) IMF/World Bank
 - b) Paris Club
 - c) Bilateral donors
 - d) UNICEF or OXFAM

2. Write brief notes in:

- a) nominal and effective protection
- b) inflation and growth in Zambia since 1991

3. Indicate whether True or False, then discuss:

- a) Demographic transition theory is about population growth
- b) Foreign aid distorts development
- c) Women constitute the most vulnerable group in Zambia

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

EC 414

ECONOMETRICS

TIME: 90 MINUTES

INSTRUCTIONS: ANSWER TWO QUESTIONS

1. Drive the parameter estimates for a general linear regression model using the method of maximum likelihood.
 2. Clearly show the difference between the Koyck and Almon approach in estimating distributed-lag models. Use the infinite distributed-lag model to illustrate your answer.
 3. Which estimation technique would you use in a case where the spherical disturbances assumption is violated? Prove that the parameter estimates so derived would be unbiased and efficient.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

EC 422

INTERNATIONAL FINANCE THEORY AND PRACTICE

TIME: TWO (2) HOURS

INSTRUCTIONS: ANSWER ANY THREE (3) QUESTIONS

1. Analysis of a country's balance of payments statement is an important issue in international finance and economic development.
 - a) Explain the significance of a persistent current account deficit.
 - b) Examine, critically, some of the important policies for reducing a balance of payments deficit.
 2.
 - a) Give a brief, but concise, outline of the determination of national income in a small open economy.
 - b) Explain the meaning and implications of the national income multiplier.
 - c)
 - i) With the help of a diagram, explain the transmission mechanism of economic disturbances in a floating exchange rate regime.
 - ii) What determines the capacity of a country to respond to international disturbances/shocks?
 3. What are the salient features of the flow and stock theories of capital movements.
 4. Discuss the implications of monetary and fiscal expansion in a Mundell-Fleming model.
 5. Using the Salter-Swan diagram, discuss how internal and external balances may be achieved.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY MID-YEAR EXAMINATIONS - JUNE 1995

EC 431

LABOUR ECONOMICS

TIME: THREE HOURS

INSTRUCTIONS:

ANSWER TWO OF THE FOLLOWING QUESTIONS, WRITING TWO WELL-FORMULATED ESSAYS OF AT LEAST 1,000 WORDS IN LENGTH.

AS YOU ANSWER THESE QUESTIONS OR ADDRESS THESE STATEMENTS, BE SURE TO ROOT YOUR WORK IN THE KAUFMAN TEXT.

EACH 1,000 PLUS WORD ESSAY COUNTS 25 PERCENT OF YOUR COURSE GRADE.

Q1. Part A. Kaufman (1994, pp.16-35) narrows down to and elaborates three forces responsible for labour market outcomes. Please define and explain in some detail these three forces, and how it is that they are responsible for labour market outcomes.

Part B. In the second part of your answer, which of the forces do you think is most important, market forces, sociological forces, or institutional forces? Justify your answer as best you can.

Q2. Part A. Kaufman (1994, pp. 160-175) elaborates in some detail the marginal product theory of labour demand in the short run. How does Kaufman approach and explain this theory? Points which you might address: Be sure to explain how the level of employment is determined. What effect does a higher wage have on the level of employment? What affect does a lower wage have on the level of employment? What effect does an increase in product demand have on employment?

Part B. What are some of the critiques leveled against marginal product theory of labour demand?

Part C. Of these critiques, which do you think is the most effective critique?

Part D. In your informed opinion, do you think that the marginal product theory of labour demand is a useful paradigm, with real explanatory power? Elaborate.

Q3. Part A. Define and explain in detail the important variables that contribute to the construction of Human Capital Theory.

Part B. What are the strengths and weaknesses of Human Capital Theory? Elaborate in essay form.

Be sure to construct and to impose a coherent structure as you address this topic. Please do not just rehash what Kaufman has written in his text, rather develop an original discussion, but well rooted in Kaufman's contribution.

END OF EXAMINATION

GOOD LUCK!

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SUPPLEMENTARY/DEFERRED EXAMINATIONS - JANUARY 1996

EC 431

LABOUR ECONOMICS

TIME: THREE HOURS

ANSWER: QUESTION 1 AND ANY OTHER TWO QUESTIONS

1. With the use of graphic analysis describe the determination of equilibrium in the labour market. In presenting your analysis give all the relevant assumptions and forces at work.
 - (a) Analytically present how the labour market adjusts to an increase in demand for labour.
 - (b) As in (a) above show how the market adjusts to an increase in labour supply.
2. Given a production function as follows:
 $Q = f(K,L)$
where Q = Output
K = Capital inputs
L = Labour input
 - (a) Show how the marginal product of labour (MPL) can be derived.
 - (b) Give a graphic presentation of the total product schedule assuming capital is fixed in the short run.
 - (c) From the slope of the total product schedule describe and analyse the areas of increasing returns and diminishing returns.
3. Review the neoclassical Marginal Productivity Theory of Demand for Labour. Critically evaluate the main critiques to the above theory relating your arguments to local (Zambian) context as much as possible.

4. Briefly outline the labour/leisure model. Show how this explains the observed long term decline in hours of work per week in the twentieth century. To what extent did institutional forces impact on this process?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY MID-YEAR EXAMINATIONS - JUNE 1995

EC 935

TIME: **THREE HOURS**

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

1. The development of the agricultural sector hinges on a conducive land tenure system. Identify the strengths and weaknesses of the existing land legal framework in Zambia.

 2. The Zambian government has embarked on an ambitious economic restructuring programme. Discuss the extent and impact that this programme is going to have on the agricultural sector.

 3. The past three years agricultural productivity has been affected by persistent drought. Discuss the extent and impact that donor assistance has affected the domestic agricultural industry.

 4. Most projects supported by donor agencies have not been sustainable. Propose options for sustainable rural development programmes in Zambia.

 5. The Zambian extension service has not been effective in delivering appropriate agro-technological messages to the farmers. What could be the reasons for this dismal performance.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

EC 955

TRANSPORT ECONOMICS

TIME: 3 HOURS

INSTRUCTIONS: ANSWER QUESTION ONE AND ANY TWO OTHER QUESTIONS

1. Write brief notes on the following:
 - (a) Trip Generation models.
 - (b) Assumptions/conditions necessary for multicriteria analysis.
 - (c) Limitations of tonnage as a measure of demand for freight transport.
 - (d) Five "freedoms of the air".
 2. Discuss the difficulties of measuring benefits in cost benefit analysis.
 3. What are the four main possible spheres of influence of government transport policy?
 4. Discuss the primary contributory causes of the size, character and development of demand for passenger transport.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1998

FR 110

(INTERNAL AND DISTANCE)

TIME: 3 HOURS

SECTION A - COMPOSITION
SECTION B - COMPRÉHENSION
SECTION C - GRAMMAIRE

INSTRUCTIONS: Répondre à toutes les sections

SECTION A - COMPOSITION

Ecrivez une composition d'au moins 300 mots sur le sujet suivant:

"Ma première année à l'université".

- Quelles différences avez-vous constaté entre l'université et l'école secondaire?
- Avez-vous plus de liberté ici qu'à l'école secondaire?
- Quels conseils donneriez-vous à l'administration de l'université et à tous ceux qui veulent venir étudier à l'université de Zambie?

SECTION B - COMPRÉHENSION

Lisez le texte et repondez aux questions.

Ferdinand OYONO: Une Vie Boy, Paris,
Julliard 1956, pp. 19-21

Je le connaissais, lui, mon père! Il avait la magie du fouet. Quand il s'en prenait à ma mère ou à moi, nous en avions au moins pour une semaine à nous remettre. J'étais à une bonne distance de sa chicotte. Il la fit siffler dans l'air et s'avança sur moi. Je marchais à reculons.

- Tu veux t'arrêter, oui? Je n'ai pas de bonnes jambes pour te poursuivre. Tu sais bien que je t'attendrai cent ans pour te donner ta correction. Viens ici pour qu'on en finisse vite!

SECTION C - GRAMMAIRE

Mettez les verbes entre parenthèses au mode et au temps convenables:

1. Je suis sûre qu'il y (avoir) un train pour Kitwe ce soir.
2. Le cultivateur est certain que la récolte (être) bonne cette année.
3. Tope est sûre que cette bibliothèque ne (ouvrir) qu'à neuf heures.
4. Les juges étaient convaincus que l'accusé (comettre) le crime tout seul.
5. Nous sommes persuadés que cet homme (être) innocent.
6. Jean semblait très déçu que Juliette ne (vouloir) pas sortir avec lui.
7. Vous êtes bien contents que votre ami (obtenir) une bourse d'études.
8. Je suis désolé que vous ne (venir) pas ce soir à la tête des anciens étudiants de l'université.
9. Les parents sont mécontents que les enfants (faire) du bruit à minuit.
10. Je veux bien que vous (pouvoir) parler à tous vos amis, ce soir.
11. Kapale était ravi que son ami lui (dessiner) un petit mouton.
12. Caroline est furieuse que sa soeur (se servir) tout le temps de sa radio-cassette et qu'elle ne (ranger) jamais les cassettes.
13. Il faut que ces messieurs (être) nommés Ministres.
14. Il paraît que ces filles (avoir) beaucoup d'argent.
15. Il faut absolument que tu (vendre) tous tes habits aujourd'hui.
16. C'est dommage que vous (oublier) vos livres, hier.
17. Je crois que nous (aller) voir nos amis, demain matin.

18. Ta mère peut (écrire) autant des lettres qu'elle veut.
19. L'heure de ton avion approche, il exige que tu te (dépêcher).
20. Cela m'étonne que les étudiants ne (venir) pas à la réunion hier soir.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

FR 130

BEGINNERS' AUDIO-VISUAL FRENCH

PAPER II

TIME: 3 HOURS

SECTION A - COMPRÉHENSION
SECTION B - GRAMMAIRE
SECTION C - COMPOSITION

INSTRUCTIONS: Répondez à toutes les sections.

SECTION A - COMPREHENSION

Exercice 1: Lisez cette page, puis indiquez si les phrases qui suivent sont vraies ou fausses.

Vous êtes malade? N'attendez pas!

- a. Si ce n'est pas trop important, allez dans une pharmacie: vous achèterez les médicaments nécessaires.
- b. Si c'est plus important, allez à l'hôpital ou appelez un médecin.
- c. Si c'est urgent et si vous ne savez pas à qui vous pouvez téléphoner, appelez la police ou les pompiers.

Attention, n'oubliez pas de prendre de l'argent si vous allez chez un médecin, dans un hôpital ou à la pharmacie: en France, ce n'est pas gratuit.

Les journaux:

En France il y a beaucoup de journaux pour les jeunes, mais il y a aussi les grands quotidiens. Tous les matins on peut acheter L'HUMANITE, L'AURORE, LE MATIN, LE FIGARO, LE PARISIEN... et tous les soirs, LE MONDE, FRANCE-SOIR..... il y a aussi L'EQUIPE pour les gens qui aiment le sport.



Les banques:

Les banques ouvrent de 9 heures à 16 heures 30 tous les jours sauf les samedis, dimanches et jours fériés. Si vous avez oublié vous pouvez aller dans un aéroport ou une grande gare. Là, vous pouvez changer de l'argent jusqu'à 23 heures. N'oubliez pas vos papiers (passeport ou carte d'identité). En France vous devez toujours avoir des papiers d'identité sur vous.

Les restaurants:

Ils ne sont pas toujours très chers, mais il faut savoir choisir. Regardez les clients: s'ils sont du quartier, c'est un bon signe. Pensez aussi aux restaurants chinois, tunisiens ou algériens qui sont souvent moins chers que les français. Vous voulez manger pour moins de 10 F? Vous pouvez prendre un sandwich, un croque-monsieur, une pizza, une crêpe, des oeufs, une saucisse et des frites ou un gâteau. Avec ça vous pouvez prendre un café au comptoir: vous serez debout mais vous paierez moins cher.

Les marchés:

En France, il y en a dans toutes les villes, mais ils ouvrent seulement le matin.

Attention! Beaucoup de magasins ferment entre 13 heures 30 et 16 heures 30 et ne sont pas ouverts le lundi.

	C'est	
	vrai	faux
1. Il faut toujours avoir ses papiers dans son sac.		
2. Après 16 heures 30 il est impossible de changer de l'argent en France.		
3. En France on ne paie pas chez le médecin, c'est gratuit.		
4. Si la maladie est très grave, il faut à l'hôpital.		
5. On peut changer de l'argent dans un aéroport en France.		
6. Il ne faut jamais appeler la police quand on est malade en France.		
7. En France il n'y a que des quotidiens.		
8. Les amateurs du sport lisent "L'EQUIPE".		
9. Les restaurants étrangers sont plus chers que les restaurants français.		
10. En France tous les magasins ouvrent le lundi.		

Exercice 2. Au téléphone.
Retrouvez les conversations

- | | |
|---|--|
| 1. Allô! A quelle heure commence le film s'il vous plaît? | A. Oui, Monsieur, de 10 heures à 17 heures. |
| 2. Allô! Je voudrais deux chambres pour mardi, s'il vous plaît. | B. Allô! J'écoute. Qu'est-ce que vous voulez? |
| 3. Allô! Police secours. | C. Non, c'est un faux numéro. |
| 4. Allô! Est-ce que le musée est ouvert aujourd'hui, s'il vous plaît? | D. Il a déjà commencé depuis 20 minutes; le prochain film est à 18 heures. |
| 5. Allô! C'est le 15 63 34 10. s'il vous plaît? | E. Simples ou doubles? |

Exercice 3. Choisissez la bonne réponse

1. Vous voulez acheter un paquet d'envelopes. Dans quel magasin entrez-vous?

--	--

Libraire - papeterie

--	--

Alimentation générale

--	--

Bureau de tabac

--	--

Epicerie

2. Vous désirez acheter un livre. Vous allez chez

--	--

le libraire

--	--

le bibliothécaire

--	--

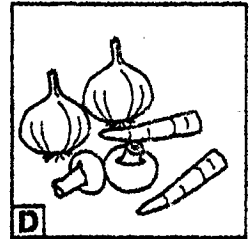
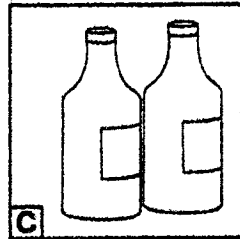
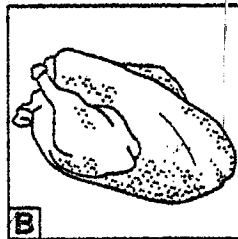
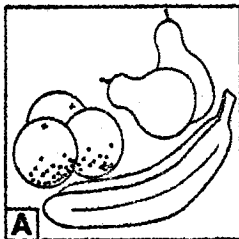
le charcutier

--	--

le bureauliste

3. Votre maman vous dit qu'elle a acheté du poulet et des boissons. Elle vous demande d'acheter des légumes. Indiquez la lettre de ce que vous allez acheter.

A	
B	
C	
D	



Exercice 4: Lisez ce texte et répondez aux questions.

Hier mercredi Monsieur le Maire a invité plus d'une centaine d'enfants à l'occasion de la fête de Noël. Les jeunes enfants ont eu la joie de regarder un spectacle de clowns; puis ils ont eu un magnifique goûter avec du gâteau au chocolat et en fin d'après-midi il y a eu une distribution de cadeaux. Ils ont pu faire des photos avec le Père Noël sous un grand arbre. Quel bel après-midi! Merci Monsieur le Maire.

1. Le Maire a invité.....
 - A. 100 enfants
 - B. plus de 100 enfants
 - C. moins de 100 enfants
 - D. 100 enfants seulement

2. Les enfants ont mangé.....
 - A. des chocolats
 - B. des gouters
 - C. un gâteau au chocolat
 - D. des gâteaux

3. Les enfants ont mangé.....
 - A. ont regardé un spectacle
 - B. ont fait un spectacle
 - C. ont distribué des cadeaux
 - D. ont planté un arbre

4. Le Père Noël.....
 - A. était chez Monsieur le Maire
 - B. était sous un arbre
 - C. parlait aux enfants
 - D. prenait des photos

SECTION B - GRAMMAIRE

Exercice 1: Remplacez les mots soulignes par des pronoms.

1. Sans les enfants, la maison est vide.
Sans, la maison est vide.
2. Pardon Monsieur, ou est-ce que je peux mettre les cahiers?
Mets sur la table.
3. Est-ce que Catherine écrit à ses parents?
Oui, elle écrit.
4. Tu vas au cinema avec tes amis ce soir?
Non, je ne veux pas aller.
5. Voici des belles robes. Tu veux acheter?
6. Il est resté à Paris?
Non, il pas reste.
7. Où est Gerard. A la maison d'Irene?
Oui, il est

Exercice 2: Utilisez le début donne pour transformer chaque phrase.

1. Pierre arrive à l'école à 7 heures.
Dimanche dernier, il à 9 heures.
2. Monsieur Kandolo peut jouer de la guitare.
Nous aussi, nous de la guitare.
3. Il ne faut pas manger en classe.
C'est
4. Vous pouvez camper ici.
Je vous

5. Est-ce que nous pouvons aller au musée?
On
6. Le matin je prends le petit déjeuner à la maison
Mais à midi, dans un restaurant.
7. Jeanine va à Lagos.
Elle vient Paris.

Exercice 3: Passez du discours direct au discours indirect.

1. Pierre dit à Catherine: "Tu es très jolie"
Qu'est-ce qu'il lui dit?
Il lui dit tres jolie.
2. "Travaillez," dit le directeur aux enfants.
Qu'est-ce que le directeur dit aux enfants?
Il leur dit
3. Paul demande: "Maman prépare le gâteau?"
Qu'est-ce qu'il demande?
Il demande

Exercice 4: Complétez avec être, avoir, aller ou faire

Isabelle vingt ans. Elle étudiante à la Faculté de Lettres de Lusaka. Elle grande, elle les cheveux blonds. Elle sympa mais elle un défaut: elle toujours raison! Elle une passion pour le théâtre et elle y une fois par mois. Elle aussi du piano et du chant. Elle déteste le sport, elle n'en pas du tout.

SECTION C - COMPOSITION

Ecrivez une composition sur l'un des sujets suivants:

- A. Nous avons des voisins très sympathiques.
- B. J'ai passé des bonnes vacances chez ma tante.
- C. Ce que je ferai après mes études.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

FR 210

(INTERNAL AND DISTANCE)

TIME: 3 HOURS

SECTION A - COMPOSITION
SECTION B - COMPRÉHENSION
SECTION C - GRAMMAIRE

INSTRUCTIONS: Répondre à toutes les sections.

SECTION A - COMPOSITION

Ecrivez une composition d'à peu près 400 mots sur le sujet suivant:

"Quel est votre métier (profession) préféré? Pourquoi aimez-vous ce métier? Expliquez l'importance de ce métier pour vous et pour votre pays."

SECTION B - COMPREHENSION

LA MATURITE POLITIQUE DE L'ETUDIANT

L'ETUDIANT subit en général une répulsion instinctive envers la politique. Il se défend avec âpreté d'en faire, sans que l'on sache exactement si c'est le mot ou le contenu qui lui fait peur. Il faut bien dire que ses aînés ne l'ont pas aidé à se débarrasser de ce dégoût de la chose publique. La politique a quelque chose de mystérieux, de dangereux, elle le décourage, elle le remplit d'angoisse à l'idée de se voir engagé. Ceci ne serait pas dramatique si l'étudiant d'aujourd'hui n'était pas appelé à devenir demain un adulte, un cadre de cette société tant critiquée, enfin à prendre en main ses propres destinées.

Qu'est-ce la politique sinon la participation à la conduite de la nation, à la vie du pays? Il en résulte donc que tous les citoyens sont amenés à "faire de la politique". Certes le cadre s'est bien élargi depuis la Polis de Platon et engagement, la prise de responsabilités de tous n'en est que plus indispensable.

La démission collective de la jeunesse devant ces responsabilités à endosser finira par en faire des étrangers sans participation à la gestion de la cité, sans droits et sans devoirs, se complaisant en un sort dépourvu d'aventures. L'étudiant semble n'être "qu'une créature armée de certificats, indigente par l'âme, nulle par le caractère, sans ambition plus haute que de trouver au plus tôt son alvéole dans la ruche de la médiocrité". Triste perspective! et pourtant nous sommes en face d'une réalité. L'étudiant fait montre dans bien des domaines d'une maturité qu'on ose à peine qualifier d'infantile. S'il est aussi mou, aussi vide, c'est bien parce qu'il n'a jamais essayé de sortir de son monde quotidien, parce qu'il n'a jamais essayé de dépasser le cadre de ses petits problèmes scolaires, amoureux ou autres, de parler entre amis du problème du présalaire, parce qu'il est plus facile de ne rien faire, parce qu'il y a toujours quelque chose de plus facile.

Les Syndicats étudiants, les Corporations manquent de cadres, et bien souvent ceux qui sont "en place", ne portent de cadres que le nom. Ils sont présents, c'est tout. L'esprit petit bourgeois est beaucoup plus répandu parmi les étudiants que l'on ne le croit. Le titre flatte, il occupe et puis il apporte quelques petits avantages. Pour certains même, c'est une vocation: on se sent indispensable. Triste jeunesse, ils n'auront jamais su ce que signifie être jeune, être disponible, s'enflammer pour une idée. Ils sont déjà vieux à vingt ans.

Que voilà un triste tableau et pourtant l'étudiant est un être en devenir, un être plein de promesses, un être dont le travail est en investissement qui profitera à toute la nation. Ne nous leurrions pas: l'étudiant n'est pas seulement un être qui étudie, c'est un citoyen, dans toute l'acception du terme, il est partie intégrante de la société, il a le droit et le devoir de s'intéresser aux problèmes de cette société, et de s'attacher à essayer de les résoudre.

Tous les problèmes qui concernent directement les étudiants sont d'ordre politique et leur solution ne peut être que politique. Mais nous touchons là à une autre difficulté, à une confusion des termes largement répandue: faire de la politique ne veut pas dire s'inspirer pour autant de programme de tel ou tel parti politique.

Il est déjà difficile de comprendre pourquoi les étudiants ne participent pas à la vie de la nation, mais on ne sait plus que penser lorsque l'on se rend compte que même leurs problèmes ne semblent pas les concerner. Certes ils ont conscience de la vétusté de leur logement et de l'encombrement de leurs cours, mais ils ne pensent que par rapport à eux-mêmes, à leurs cas particulier, et rares sont ceux qui penseront à se réunir pour une action généralisée. Le syndicalisme étudiant se meurt faute de combattants. Les cadres étudiants restent seuls en face des problèmes; ceux qui les ont élus s'en désintéressent. Cela ne les concerne plus.

QUESTIONS

1. Pourquoi l'étudiant subit-il en général une répulsion instinctive envers la politique?
2. Pourquoi vous intéressez-vous/ne vous intéressez-vous pas à la politique?
3. Pourquoi est-ce que l'étudiant est aussi mou et vide?
4. Comment est-ce que votre syndicat (UNZASU) aide à améliorer votre vie ici à l'université?
5. Qu'est-ce que faire de la politique?

SECTION C - GRAMMAIRE

Mettez les verbes soulignés au temps du passé qui convient:

Il est neuf heures du matin; C'est l'hiver. Une fois de plus Irène va arriver en retard à l'université parce qu'elle s'est couchée tard et que son réveil n'a pas sonné. Elle s'habille vite, avale une tasse de café et prend sa veste car elle sait qu'il fera froid dehors. Au moment où elle entre dans un minibus, elle s'aperçoit qu'elle a oublié ses livres de français. Elle vient de sortir du minibus quand elle tombe sur une camarade de classe qui remonte dans le minibus. Celle-ci lui annonce que le cours n'aura pas lieu parce que le professeur est malade.

Aujourd'hui, alors que Susanne fait des courses aux magasins de Cairo Road, elle rencontre son amie Mwansa qui est de passage à Lusaka. Hier, Mwansa n'a pas réussi à la rejoindre au téléphone pour la prévenir de son arrivée. Comme elles ne sont pas pressées, elles vont prendre un café. En quittant Susanne, Mwansa lui promet qu'elle lui fera signe la prochaine fois qu'elle reviendra à Lusaka.

(ii) Remplacez chaque tiret par la préposition qui convient:

1. _____ nos jours, les jeunes gens se marient de bonne heure.
2. Ces événements se passaient _____ le règne de Charles.
3. Le traité de paix enlève _____ ce pays une partie de son territoire.
4. Regardez: C'est _____ cette manière qu'il faut procéder.

5. Il se mit _____ genoux et lui dit qu'il l'aimait _____
tout son coeur.
 6. Marie remercia Jean _____ un sourire.
 7. Quand partent-ils? Ils partent _____ huit jours.
 8. Où préférez-vous vous asseoir: _____ soleil ou _____
l'ombre?
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

FR 220

INTRODUCTION TO FRENCH LITERATURE

PAPER I

TIME: THREE HOURS

ANSWER ALL THE QUESTIONS

SECTION A: Pabé MONGO, L'homme de la rue.

1. Voici ce que dit l'auteur (p.87)

Ainsi donc, la ville dans laquelle il avait crû trouver refuge n'était qu'un miroir aux allouettes, une ogresse qui le dépouillait de son unique bien au monde.

- a) A qui se réfère l'auteur?
- b) Expliquez pourquoi le personnage dont parle l'auteur pensait trouver refuge en ville.
- c) Que veut dire l'expression "miroir aux allouettes"?
- d) A quoi se réfère l'expression "son unique bien au monde"?

2. Lisez soigneusement le texte suivant et répondez aux questions.

Ainsi donc les bandits dont on parle tant et que tout le monde craint ne sont pas des êtres particuliers, foncièrement méchants, entraînés dans la tuerie, le vol et le viol, ne trouvant leur plaisir que dans la violence et la souffrance des victimes? Un simple acte, parfois naïf comme un reflexe de défense, fait de vous un gangster, un fou ou un sadique.

Qu'est-ce que l'auteur pense des criminels? Et vous qu'est-ce que vous en pensez?

b) Que veut justifier le personnage de cette histoire par ces mots?

SECTION B. : Athol FUGARD, Maître Harold.

3. Lisez très soigneusement ce texte, puis répondez aux questions.

- HALLY** Pour répondre à cette question, on a besoin de définir la grandeur... Il faudrait que ce soit quelqu'un... quelqu'un qui aurait fait le bien de l'humanité toute entière.
- SAM** Juste. Mais qui par exemple ?
- HALLY** *(Il parle avec une totale conviction.)* Charles Darwin. Tu t'en souviens ? Ce gros livre de la bibliothèque « L'origine des espèces ».
- SAM** Lui ?
- HALLY** Oui. Pour sa théorie de l'évolution.
- SAM** Mais tu l'as même pas fini ce bouquin !
- HALLY** J'ai pas eu le temps. Je l'ai pas fini parce que j'avais dépassé les deux semaines. Mais je vais le reprendre une fois que j'aurais digéré ce que j'ai lu. Il est en sûreté. Je l'ai planqué avec les bouquins de théologie. Personne n'y va jamais. Et de toute façon, tu peux parler toi, tu l'as à peine feuilleté.
- SAM** J'ai essayé. J'ai regardé les premiers chapitres et j'ai vu que l'un d'eux s'intitulait « La lutte pour la vie ». Ha, ha, je me suis dit. Enfin ! Mais quelle déception. Qu'est-ce que c'était ? Ah oui, le gui ! Ça s'accroche au pommier et puis comme il y a trop de graines elles meurent toutes, sauf une... Non, Hally, j'en veux pas.
- HALLY** *(Indigné.)* Comment t'en veux pas ? Le pauvre homme, il fallait bien qu'il commence quelque part ! Il a révolutionné la science, Sam. Maintenant on sait.
- SAM** On sait quoi ? *(Il ramasse le bol vide.)*
- HALLY** D'où on vient et ce que ça veut dire, tout ça.
- SAM** Et ça c'est un bienfait pour l'humanité ? De toute façon, moi j'y crois pas. *(Il passe derrière le comptoir.)*
- HALLY** T'es vraiment pas possible. Je t'ai montré tout ça noir sur blanc.
- SAM** *(Qui lui aussi s'est pris au jeu.)* Monsieur William Shakespeare.
- HALLY** *(Pas très enthousiaste.)* Ouais, alors toi aussi, tu es du genre à baser ton opinion sur une seule pièce. T'as seulement lu mon « Jules César » et cette pièce-là, même moi, j'y ai pigé que dalle. Ils devraient faire pour Shakespeare ce qu'ils ont fait pour la Sainte Bible : tout réécrire en anglais moderne.
- SAM** De toute façon, c'est la seule pièce que t'aies, et toi non plus, t'en as jamais lu d'autres.
- HALLY** Je sais. Je l'admets. Mais si c'est Shakespeare que tu veux, il est à toi.
- SAM** Alors, le tien c'est qui ?
- HALLY** Le mien... Il l'emporte à double titre : en tant que réformateur social et en tant que génie de la littérature... C'est Léon Nikolaevitch Tolstoï *(Il écorche le nom.)*
- SAM** Ce Russe.
- HALLY** Exact. Tu te souviens du portrait que je t'ai montré ?
- SAM** Avec une longue barbe ?
- HALLY** *(Essayant d'imiter Tolstoï.)* Ce regard brûlant, de visionnaire. Bon Dieu, si ça c'est pas un visage de prophète de la révolution sociale, alors qu'est-ce que c'est ? Tu te souviens de ce que je t'ai dit quand j'te l'ai montré ? Ça c'est un homme, Sam !
- SAM** Ça c'est parler, Hally.
- HALLY** Il n'y en a pas des masses, des intellectuels prêts à secouer le fumier avec les paysans, et qui, une fois rentrés chez eux, vous écrivent un « petit livre » dont le titre est « Guerre et Paix ». Soit dit en passant, Sam, en voilà encore un, je cite : « Qui n'était guère brillant sur le plan scolaire », fin de citation.

SAM C'est pas pour autant que j'avais y croire.

HALLY C'est des individus comme toi qui ont permis à l'inquisition de prospérer. Des fanatiques. De toute façon, le voilà mon homme de magnitude: c'est Charles Darwin! Et le tien? Qui c'est?

SAM (Sans hésiter.) Abraham Lincoln.

HALLY Je l'aurais parié! Tu fais du sentimentalisme, Sam. Tu le sais bien que t'as jamais été esclave. En plus, ici, en Afrique du Sud, nous avons affranchi tes ancêtres bien avant les Américains. Mais si tu tiens à prouver ta reconnaissance en leur nom, prend Monsieur William Wilberforce. Allons, un p'tit effort. Je veux un vrai génie. (Maintenant, Hally s'est vraiment pris au jeu. Il passe prendre du chocolat derrière le comptoir.)

SAM C'est-à-dire?

HALLY Il était nul en classe.

SAM Comme toi et Winston Churchill, ha, ha, ha.

HALLY (Qui ne trouve pas ça spécialement drôle.) Ha, ha, ha.

HALLY Fais pas le malin, Sam. Cet homme a affranchi les serfs de son domaine de sa propre initiative.

SAM Je n'ai rien à redire là-dessus. C'était quelqu'un, d'accord, je le prends.

HALLY Je suis sûr que le comte Tolstoï sera ravi de l'entendre. A toi. Feu, partez. (Il passe prendre du chocolat derrière le comptoir.) J'attends, Sam.

SAM je l'ai.

HALLY C'est bien. Soumets ton candidat au jury.

SAM Jésus.

HALLY (Figé de stupeur.) Qui?

SAM Jésus-Christ.

HALLY Je t'en prie, Sam.

SAM Le Messie!

HALLY D'accord, mais tout de même... Non, Sam. Ne nous laissons pas embarquer dans des histoires de religion. On passerait encore l'après-midi à se disputer. Imagine que je te sorte Mahomet?

SAM Pas de problème.

HALLY Tu ne peux pas les mettre tous les deux dans le même panier.

SAM Pourquoi pas? Tu aimes Mahomet, j'aime Jésus.

HALLY C'est pas que j'aime Mahomet. Je l'ai jamais spécialement aimé. Je disais ça en théorie. En ce qui me concerne, j'ai aussi peu d'estime pour le Coran que pour la Bible. Non, la religion, pas question. Je ne vais pas perdre mon temps à débattre avec toi de l'existence de Dieu. D'ailleurs tu le sais très bien, je suis athée... et j'ai mes devoirs à faire.

SAM D'accord, je retire Jésus.

HALLY T'as plus droit qu'à un seul nom.

SAM (Après réflexion.) J'en ai un sur lequel je sais qu'on sera d'accord. Un grand homme de magnitude, bien carré... Y a pas de doute à son sujet. En plus, il a vraiment fait le bien de l'humanité toute entière.

HALLY Je suis un peu sceptique. Depuis ta dernière contribution, je commence à douter de la possibilité d'un quelconque accord intellectuel entre nous. Qui c'est?

SAM Devine.

HALLY Socrate?

SAM Non. (Secoue la tête.)

HALLY Alexandre Dumas?

SAM Non. (Secoue la tête.)

HALLY Karl Marx?

SAM Non. (Secoue la tête.)

HALLY Dostoïevski?

SAM Non. (Secoue la tête.)

HALLY Nietzsche?

SAM Non. (Secoue la tête.)

HALLY Mets-moi sur la piste.

SAM Pense à la lettre P.

HALLY Platon?

SAM ... Et son nom commence par un F.

HALLY J'ai trouvé: Freud et Psychanalyse.

SAM Non. D'ailleurs, j'y ai rien compris.

HALLY T'es pas le seul.

SAM Pense à de la confiture d'abricot moisie.

HALLY (Ravi, il éclate de rire.) La pénicilline et Sir Alexander Fleming. Et le titre du livre: Les Chasseurs de Microbes (Ravi.) Splendide, Sam! Splendide. Pour une fois, nous sommes tout à fait d'accord. La plus grande découverte du XX siècle en médecine. Sans lui, nous aurions perdu la Deuxième Guerre mondiale. C'est profondément gratifiant, Sam, de savior que je n'ai pas perdu mon temps en parlant avec toi.

QUESTIONS:

1. Comment est-ce que l'auteur définit "UN HOMME DE MAGNITUDE"?
Et vous, comment le définiriez-vous?
2. Etudiez bien les exemples donnés par l'auteur pour décrire
l'homme de magnitude; quel est celui qui vous convient?
Expliquez votre réponse.
3. Comparez les croyances religieuses de Sam à celles de Hally.
4. Qui a découvert la pénicilline?
Quel est le titre de son livre le plus important?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

FR 220

FRENCH LITERATURE

PAPER II

TIME: 3 HOURS

ANSWER: ALL QUESTIONS

1. Quelles sont les circonstances de la mort de Molière Jean Baptiste POQUELIN?
2. Avec exemples à l'appui, montrez que Molière est considéré comme l'un des meilleurs moralistes que la société française a connus.

(Moraliste: Auteur de réflexions sur les mœurs, sur la nature et la condition humaine. C'est un écrivain qui donne des leçons de morale à travers ses oeuvres).
3. Au sujet du conflit de génération (generation gap), comparez le personnage d'Harpagon à celui du Seigneur Anselme.
4. Déterminez la différence et la ressemblance qui existent entre les trois grands genres littéraires français.
5. Dans la domaine de la littérature, qu'est-ce qu'on appelle <<conte>>?
6. Dans le poème suivant, étudiez la rime (ses qualités) et dégagez l'idée principale que l'auteur a voulue nous communiquer.

CHANT D'AUTOMNE

I

Bientôt nous plongerons dans les froides ténèbres;
Adieu, vive clarté de nos étés trop courts!
J'entends déjà tomber avec des chocs funèbres
Le bois retentissant sur le pavé des cours.

Tout l'hiver va rentrer dans mon être: colère,
Haine, frissons, horreur, labeur dur et forcé,
Et, comme le soleil dans son enfer polaire,
Mon coeur ne sera plus qu'un bloc rouge et glacé.

J'écoute en frémissant chaque bûche qui tombe;
L'échafaud qu'on bâtit n'a pas d'écho plus sourd.
Mon esprit est pareil à la tour qui succombe
Sous les coups du bélier infatigable et lourd.

Il me semble, bercé par ce choc monotone,
Qu'on cloue en grande hâte un cercueil quelque part.
Pour qui? - C'était hier l'été; voici l'automne!

in BAUDELAIRE, C. Les fleurs du mal, page 62.

END OF EXAMINATION

BONNE CHANCE!

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

FR 310

INTERMEDIATE FRENCH

PAPER I

TIME: 3 HOURS

SECTION A - GRAMMAIRE
SECTION B - COMPOSITION
SECTION C - SÉMANTIQUE

INSTRUCTIONS: Répondre à toutes les sections.

SECTION A

GRAMMAIRE

Répondez à toutes les questions.

- (i) Ce n'est pas juste de se faire des illusions que ce problème (disparaître) très prochainement. Pour améliorer la situation, il faut que les pays développés (être) prêts à aider ces pays qui sont dans une situation désespérée.

Si on les (aider), ces pays en voie de développement (être) déjà développés. Notre seule espérance c'est que les pays développés (réfléchir) sérieusement sur ce problème afin que tout (être) en ordre le plus tôt possible.

En outre, la problématique (engendrer) par ce face à face du pouvoir et des besoins, (être englué) dans une urgence qui (se renouveler) sans cesse et qui précipite la réflexion, aussi charitable (être) - elle, dans la quête impatiente de solutions immédiates. L'aide internationale (s'organiser) dans cette atmosphère d'urgence de plus en plus pressante.

- (ii) Remplacez chaque tiret par la préposition qui convient:

1. Irène ne ressemblait pas - valerie.
2. Il faut apprendre à ne dépendre que - soi.
3. Chacun de nous doit remplir ses devoirs - la société.

4. Je reproche - toutes ces femmes d'être paresseuses.
5. Regardez - cette fenêtre: - ce côté-ci, on aperçoit l'aéroport.
6. Où préférez-vous vous asseoir: - soleil ou - l'ombre?
7. Il ne faut pas toujours demander de l'argent - ses parents.
8. Nous prenons deux cuillerées de cette potion trois fois - jour.
9. Quand partent-ils? - Ils partent - huit jour.
10. En revoyant leur pays, les garçons ont pleuré - joie.

(iii) Remplacez, quand il faut, le tiret par la forme qui convient de l'article partitif ou de l'article défini:

1. Voulez-vous, s'il vous plaît, me donner encore un peu ____ pain?
2. Bien ____ Jardins ne possèdent pas ____ aussi Jolies fleurs.
3. Nous avons connu des personnes qui n'avaient ni ____ amis ni ____ connaissances.
4. Un de mes frères est _____ professeur.
5. On ne peut pas se passer _____ soeurs qu'on a.
6. Vos poches sont pleines _____ serpents morts.
7. J'adore _____ fleurs bleues.
8. _____ poisson est très bon pour la santé.
9. L'animal le plus gentil c'est _____ éléphant.
10. C'est _____ excellent étudiant sans doute.

SECTION B

COMPOSITION

Ecrivez une composition sur un des sujets suivants:

1. Préférez vous vivre en ville ou à la campagne?
2. Les méfaits de l'argent.
3. L'égalité entre les hommes et les femmes.

SECTION C - SEMANTIQUE

Answer all the questions

1. Avec des exemples à l'appui, expliquez de quoi dépend le sens d'un énoncé.
2. Quel rapport y a-t-il entre le sens et la notion de "mondes possibles"?
3. Expliquez les expressions imagées qui suivent et proposez une phrase pour chacune:
 - (a) Se piquer le nez.
 - (b) Ne pas y aller de main morte.
 - (c) Faire le joli coeur.
 - (d) Laver la tête.
4. Appariez chaque chiffre à une lettre et formez des expressions imagées:

(i)	Chanter comme	A.	image
(ii)	Pâle comme	B.	de l'eau de roche
(iii)	Rusé comme	C.	un mort
(iv)	Sage comme	D.	un rossignol
(v)	Clair comme	E.	Rénard

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

FR 310

INTERMEDIATE FRENCH

PAPER II

TIME: 3 HOURS

SECTION A - TRADUCTION
SECTION B - PHONÉTIQUE
SECTION C - PRÉCIS

INSTRUCTIONS: Répondre à toutes les sections.

SECTION A

TRADUCTION

Traduisez le texte suivant en anglais:

Ce moyen consiste à raccorder les extrémités A et B du conducteur aux bornes d'un appareil particulier appelé générateur électrique, une pile électrique, qui précisément possède la propriété d'exercer un pouvoir attractif ou répulsif, suivant le sens considéré, sur tous ces électrons libres qui jusqu'alors se déplaçaient sans la moindre contrainte au gré de leur fantaisie.

On constate que ce pouvoir attractif ne s'exerce dans le sens désiré \overrightarrow{AC} qu'à la condition que l'extrémité A du conducteur soit réunie à une borne particulière du générateur, c'est la raison pour laquelle ces bornes sont différenciées \oplus et \ominus dans les générateurs tels que les piles ou les dynamos. Si cette règle est respectée, en l'occurrence l'extrémité A du conducteur réunie à la borne \ominus du générateur et l'extrémité B à la borne \oplus , les électrons libres qui se déplaçaient quelques instants auparavant dans toutes les directions vont se diriger vers le récepteur dans le sens \overrightarrow{AC} .

SECTION B

PHONÉTIQUE

Répondez à toutes les questions:

1. (a) Qu'appelle-t-on "timbre" en phonétique?
(b) Quelles sont les voyelles à un seul timbre en Français?
2. Quel effet la nasalisation a-t-elle sur
(a) une voyelle fermée?
(b) une voyelle ouverte?
3. Les sémi-voyelles sont ni consonantiques ni vocaliques: expliquez.
4. Quelles sont les catégories de constrictives en français?
5. Trouvez deux mots qui contiennent
(a) le son [u]
(b) le son [w]

SECTION C

PRÉCIS

Faites un précis du texte suivant en soixante mots.

ARTICULATIONS ENTRE L'ECOLE ELEMENTAIRE ET L'ENSEIGNEMENT SECONDAIRE

Le rapport actuel de l'école élémentaire et de l'enseignement secondaire risque fort de refléter et de perpétuer à la fois un tel clivage. Dans les pays développés, l'école élémentaire est considérée comme une simple préparation au second degré, au point que certains pays ont supprimé tout examen de sélection et prolongé la durée de la scolarité obligatoire jusqu'à 16 ans. C'est, en apparence tout au moins, affirmer la continuité de l'un et l'autre degré d'enseignement. Mais pour nous Africains, le problème ne se pose pas dans ces termes. Nous ne pouvons pas assurer à tous les enfants une scolarité longue. C'est pourquoi le premier degré devrait n'être qu'accidentellement une préparation au second: il devrait être avant tout préparation à la vie active. Nous pourrions alors être tentés de privilégier l'enseignement élémentaire au détriment du secondaire. Et cependant, il n'est pas de pays qui puisse se passer de cadres, sous peine de perpétuer une dépendance néo-coloniale. Mais encore faut-il que ces cadres soient d'authentiques facteurs de développement.

Sommes-nous certains que les jeunes gens issus de nos lycées sont prêts à jouer ce rôle? On pourrait craindre qu'il n'en soit pas ainsi, à voir combien nombre d'entre eux s'attachent davantage aux signes extérieurs et prestigieux de leur autorité qu'aux moyens de faire face à leurs responsabilités. Notre tentation pourrait être de faire le procès de la jeunesse actuelle et de rejeter sur elle une culpabilité qui est peut-être d'abord la nôtre, à nous formateurs. Notre enseignement privilégie la facilité par rapport au travail, le brillant par rapport à la compétence et finalement l'apparence par rapport à la réalité. Nous proposons aux jeunes un modèle et nous conditionnons chez eux des réflexes où l'exhibitionnisme et le spectaculaire l'emportent sur l'efficacité. La solution, s'il y en a une, ne dépend sans doute pas de seuls enseignants; mais, du moins pour ce qui nous concerne, ce n'est pas un discours sur l'efficacité qui pourra venir à bout de ces réflexes; il faut changer les situations éducatives, et peut-être les structures.

Dans cette perspective, notre fonction à nous, établissement de formation de formateurs, serait alors de mettre au point ce type de situations et d'entraîner à les réaliser.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

FR 320

FRENCH LITERATURE

PAPER II

TIME: 3 HOURS

ANSWER: ALL QUESTIONS

1. Le symbolisme littéraire a été, au XIX esiècle, une réaction contre l'école d'Emile ZOLA. Justifiez cette affirmation.
2. En mettant en scène les personnages d'Etienne LANTIER et de souvarine étiquetés étrangers et en excellant dans l'enquête sociologique sous forme de présentation de faits réels, Emile ZOLA ne serait-il pas influencé par l'expérience qu'il aurait vécue antérieurement?
3. Qu'est-ce que le romantisme?
4. Comment Germinal est-il un roman où l'optimisme l'emporte sur le pessimisme?
(L'emporter sur ... = avoir le dessus, gagner, triompher, vaincre).
5. Quel est le thème principal dans Le Père Goriot?
6. Dans l'introduction des Fleurs du mal, Antoine ADAM écrit que la voix de Baudelaire est "celle d'un homme qui, plus que tout autre, était né pour aimer et pour souffrir, et qui, mieux qu'aucun autre, a su dire ce, chaos d'aspirations et de nostalgies, ces intensités de joie et d'angoisse qui occupent les régions les plus profondes de notre coeur".

Avec exemples à l'appui, montrez que cette idée d'Antoine ADAM Colle à la pensée de Baudelaire, celle de présenter le Bien et le Mal en duel.

(duel = combat entre deux éléments).

7. Lisez le poème suivant, Chant d'Automne II de Charles BAUDELAIRE et répondez aux questions posées.

CHANT D'AUTOMNE

J'aime de vos longs yeux la lumière verdâtre,
Douce beauté, mais tout aujourd'hui m'est amer,
Et rien, ni votre amour, ni le boudoir, ni l'âtre,
Ne me vaut le soleil rayonnant sur la mer.

Et pourtant aimez-moi, tendre coeur! soyez mère,
Même pour un ingrat, même pour un méchant;
Amante ou soeur, soyez la douceur éphémère
D'un glorieux ou d'un soleil couchant.

Courte tâche! La tombe attend; elle est avide!
Ah! laissez-moi, mon front posé sur vos genoux,
Goûter, en regrettant l'été blanc et torride,
De l'arrière-saison le rayon jaune et doux!

- a) Etudiez la rime
- b) Etudiez le rythme
- c) Dégagez l'idée essentielle.

Cet extrait est tiré
de BAUDELAIRE, C., Les Fleurs du Mal, Paris,
Garnier Frères, 1961, Pages 62 - 63.

END OF EXAMINATION

BONNE CHANCE!

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

FR 410

ADVANCED FRENCH

PAPER II

TIME: 3 HOURS

SECTION A - TRADUCTION
SECTION B - EXPLICATION DE TEXTE
SECTION C - STYLISTIQUE

INSTRUCTIONS: Répondre à toutes les sections.

SECTION A

TRADUCTION

- (i) Français/Anglais
- (ii) Anglais/Français

(i) Consigne: Traduisez le texte suivant en anglais:

INJECTION D'ESSENCE

Dans le système d'injection (mécanique) d'essence, les fonctions du carburateur sont assurées par la pompe d'injection, le porte-papillon et le dispositif de dosage du carburant.

Comparé au carburateur, le système d'injection possède des avantages suivants:

- puissance plus élevée grâce à une forme plus judicieuse des canaux d'admission;
- meilleur fonctionnement au départ, au ralenti, aux accélérations et décélérations, de même qu'une plus faible concentration des émissions nocives dans le gaz d'échappement.

Ces sont les raisons pour lesquelles beaucoup de firmes automobiles préfèrent adopter l'injection plutôt que le carburateur pourtant nettement meilleur marché.

(ii) Instructions: Translate the following text into French:

You have to live differently. There was, there still is, this diffuse and permanent fear, like a chill in the spinal column, which is the fear of the announcement of deadly diseases, you feel in secret, strangely enough, and ask yourself, "Why am I here? Who has betrayed me?"

The omnipresent doubt about yourself and about others, about life and death. The doubt which, in hospital, is prolonged for years with the fear of recurrence, the repeated and periodic check ups. You move from the scanner to the scanning by Magnetic Resonance, to the scintigraphy. Each time you have an extra session, an additional negative in order to be sure. But you are never sure.

SECTION B

Lisez le texte et repondez aux questions.

PARIS FUT

Paris les tours, la tour Eiffel, la tour Saint-Jacques, les huîtres à Iloïl 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. Ca 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'emballé.

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 longues trompes. De la Chapelle à l'octroi d'Arcueil, entre Auteuil 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 cuille 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., noteurs, 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 pas. 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 montagnes 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?

Paris fut.

Questions:

1. Quel est le ton de ce texte: (comique, lyrique, polémique, dramatique)? Justifiez votre réponse.
2. Studiez le titre. Pourquoi l'auteur a-t-il employé le passé simple et pourquoi le titre est-il répété à la fin?
3. Studiez 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 vent-il attirer votre attention?
6. Quelles sont les vaches noires et pourquoi a-t-on choisi de les appeller ainsi.

SECTION C

STYLISTICS

Répondez à toutes les questions

1. Paraphrasez chacun des énoncés ci-après de manière à ne pas employer les mots soulignés, la reformulation pouvant entraîner d'autres changements:

- a) Le procéolé offrait des avantages importants.
- b) J'étais convainc qu'il pouvait le faire.
- c) Finalement, ils ont réussi à surmonter les obstacles.
- d) Il y avait des livres sur le sol.
- e) En face de la fenêtre il y avait un peuplier.
- f) On donne une grande importance à ce projet.
- g) Dans cette affaire se combattent deux grands hommes.
- h) Parce que tu es ruiné, je le suis aussi.
- i) Parce qu'il complaisait au patron, il obtenait des gratifications.
- j) Pensez bien que, en cas d'échec, vous n'avriez pas de crédit.

(20 pts)

2. En quoi consiste ce que Jean-Maurice Gartier (Le style des Mémoires d'Outre-Tombe de chateaubriand) appelle. Construction nominale.

Donnez un exemple.

(10 pts)

3. Expliquez et illustrez les types de métaphore suivants:

- a) métaphore préparée
- b) métaphore expliquée

(10 pts)

4. Ou point de vue stylistique, comment voyez-vous la différence entre poésie et prose? (10 pts)
5. Faites un commentaire stylistique du texte ciaprès:

LE TILLEUL

Le chêne est la force de la forêt, le bouleau en est la grâce; le sapin, la musique berceuse; le tilleul, lui, en est la poésie intime.

L'arbre tout entier a je ne sais quoi de tendre et d'attirant; sa souple écorce grise et embaumée saigne à la moindre blessure: en hiver, ses pousses sveltes s'empourprent comme le frais visage d'un enfant à qui le froid fait monter ont un susurrement doux comme une caresse.

Va te reposer sous son ombre par une belle après-midi de juin, et tu seras pris comme par un charme. Tout le reste de la forêt est assoupi et silencieux, à peine entend-on au loin un roucoulement de ramiers; la cime arrondie du tilleul, seule, bourdonne dans la lumière. Au long des branches, les fleurs d'un blond pâle s'ouvrent par milliers, et dans chaque fleur chante une abeille. C'est une musique aérienne, joyeuse, née en plein soleil, et qui filtre peu à peu dans les dessous assombris où tout est paix et fraîcheur. en même-temps, chaque feuille distille une rosée mielleuse qui tombe sur le sol en pluie impalpable, et, attiré par la saveur sucrée de la cette manne, tous nos grands papillons des bois, les morios bruns, lisérés de jaune, les vulcains diaprés d'un rouge-feu, les mars à la robe couleur d'iris, tournent lentement dans cette demi-obscurité comme de magnifiques fleurs aillées.

(A. THEURIET)
(10 pts)

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1985

FR 420

ADVANCED AFRICAN AND CARIBBEAN LITERATURE IN FRENCH

PAPER I

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER **TWO** (2) QUESTIONS AS FOLLOWS:

ONE (1) QUESTION FROM SECTION A AND THE ONLY QUESTION IN SECTION B.

SECTION A

- Ahmadou Kourouma, Les Soleils des indépendances
 - Cheikh Hamidou Kane, L'Aventure ambiguë
1. Pourquoi Fama est-il déçu par les 'soleils des indépendances' dans le roman de Kourouma?
 2. Le roman de Kourouma Les Soleils des indépendances contient en quelque sorte un message prophétique. Commentez.
 3. "Fama se conduit volontiers à sa mort". Discutez.
 4. "Si je leur dis d'aller à l'école nouvelle, ils iront en masse. Mais, apprenant, ils oublieront aussi. Ce qu'ils apprendront vaut-il ce qu'ils oublieront?" Qui se pose cette question et de quoi s'agit-il dans le contexte du roman L'Aventure ambiguë de Cheikh Hamidou Kane?
 5. Dans le roman L'Aventure ambiguë de Kane c'est l'Afrique toute entière qui se trouve au carrefour. Commentez cette réflexion.

SECTION B

6. Lisez attentivement les extraits ci-joints A, tiré de L'Aventure ambiguë de Cheikh Hamidou Kane, B, tiré de Les Bouts de bois de Dieu de Sembene Ousmane, et C, tiré de Les Soleils des Indépendances et faites un commentaire d'un seul extrait.
-

FIN DE L'EXAMEN

Les Bouts de Bois de Dieu, Sembene Ousmane.

Les femmes de Thiès avaient peu à peu vendu tous les objets de valeur qu'elles possédaient. Elles commençaient à s'inquiéter car les mouchoirs de tête ne trouvaient plus d'acheteurs, ni les pagnes intimes - ces bandes de cotonnades commandées autrefois aux tisserands les plus réputés et qui, maculées du sang d'une virginité, avaient fait l'orgueil des familles. Les marchands refusaient même les gris-gris les plus rares, ceux qui protègent du mauvais oeil, ceux qui écartent les Djinns et les autres mauvais esprits. Mais les femmes étaient arrivées à un tel degré d'apathie qu'elles ne sentaient même plus les blessures ainsi infligées à leur fierté. L'objet méprisé à la main, elles rentraient chez elles en faisant un détour par les terrains vagues avec l'espoir de quelques détritrus, espoir qu'elles savaient vain d'ailleurs car les enfants aux membres desséchés étaient déjà passés par là.

Plusieurs épouses de grévistes avaient pris l'habitude de se retrouver chez Dieynaba, la marchande. Dieynaba n'avait plus rien, ni malo, ni bassi, et elle passait des journées entières à sucer le tuyau de sa pipe éteinte faite de tabac. Elle écoutait les plaintes des femmes, les injures à l'adresse des propriétaires des machines". On venait près d'elle pour être encouragé. Elle poussait à la résistance.

Ce jour-là, comme Mariame Sonko, épouse de Balla le soudeur, revenait du marché avec une petite provision de racines de manioc vieilles d'au moins deux saisons. Elle vit Dieynaba entourée de femmes et d'une ribambelle de mioches qui venait de trancher la tête d'un vautour pris au piège. Dieynaba entourée leva le bras en tenant l'oiseau par les pattes, le sang qui dégoulinait le long du cou blanc tacha ses pieds de rouge.

- Voilà ce que nous avons à manger aujourd'hui, un tâne (1). Personne de vous n'a jamais goûté un tâne ? Il ne vit que de charognes et de résidus, mais nous ferons comme lui, nous le mangerons et nous n'en crèverons pas !

A l'heure du repas, le vautour bien qu'assaisonné de beurre de karité et accompagné de manioc, sembla très fade; à chaque bouchée, il fallait ajouter du sel. Lorsqu'elle avalait un morceau, Mariame hésitait un instant, attendant dans son ventre d'une mort foudroyante, mais rien ne se produisit. Maimouna l'aveugle ne toucha pas à la viande fétide, son dernier bébé avait la colique et elle avait peur pour son lait.

-J'avais prévenu ton grand fou de père que ta place n'est pas au foyer du maître, dit-elle. Quand tu ne te bats pas comme un manant, tu terrorises tout le pays par tes imprécations contre la vie. Le maître cherche à tuer la vie en toi. Mais je vais mettre un terme à tout cela. Va m'attendre à la maison...

Ayant dit, elle reprit sa marche. Les disciples se dispersèrent.

Lorsqu'au soir le maître vit Samba Diallo revenir, couvert d'ecchymoses et habillé de neuf, il eut une colère terrible.

- Viens ici, l'interpella-t-il du plus loin qu'il le vit. Approche, fils de prince, je jure que je réduirai en toi la morgue des Diallobé.

Il le dévêtit jusqu'à la ceinture et le battit longuement, furieusement. Samba Diallo, inerte, subit l'orage. Le maître appela ensuite le disciple le plus pauvre, le plus mal habillé du foyer et lui ordonna d'échanger ses hardes contre les habits neufs de Samba Diallo, ce qui fut fait à la grande joie du disciple. Samba Diallo revêtit avec indifférence les haillons de son camarade.

Tous les disciples étaient revenus. Chacun d'eux avait repris sa tablette et rejoint sa place en un grand cercle. La Parole, scandée par toutes ces voix juvéniles, montait, sonore et bienfaisante au coeur du maître, assis au centre. Il considéra Samba Diallo.

Le garçon lui donnait entière satisfaction, sauf sur un point. Le regard perçant du vieil homme avait décelé chez l'adolescent ce qui, à son sens, à moins d'être combattu de bonne heure, faisait le malheur de la noblesse du pays des Diallobé, et à travers elle du pays tout entier. Le maître croyait profondément que l'adoration de Dieu n'était compatible avec aucune exaltation de l'homme, la foi est avant tout humilité, sinon humiliation. Le maître pensait que l'homme n'a aucune raison de s'exalter, sauf précisément dans l'adoration de Dieu. Encore qu'il s'en défendît, il aimait Samba Diallo comme jamais il n'avait aimé un disciple. Sa dureté pour le garçon était à la mesure de l'impatience où il était de le débarrasser enfin de toutes ses infirmités morales, et de faire de lui le chef-d'oeuvre de sa longue carrière. Il avait formé de nombreuses générations d'adolescents et se savait maintenant près de la mort. Mais, en même temps que lui, il sentait que le pays des Diallobé se mourait sous l'assaut des étrangers venus d'au-delà des mers. Avant de partir, le maître essaierait de laisser aux Diallobé un homme comme le grand passé en avait produit.

Le maître se souvenait. Du temps de son adolescence les enfants des grandes familles - dont il était - vivaient encore tout leur jeune âge loin des milieux aristocratiques dont ils étaient issus, anonymes et pauvres parmi le peuple, et de l'aumône de ce peuple.

Au bout de ce compagnonnage, ils revenaient de leur longue pérégrination parmi les livres et les hommes, doctes et démocrates, aguerris et lucides.

Le maître médita longuement, réveillé au souvenir des temps évanouis où le pays vivait de Dieu et de la forte liquer de ses traditions.

Les Soleils des Indépendances, Ahmadou Kourouma

Allah, lui, les voit bien, les entend bien, les connaît bien et s'arrange pour qu'ils aient une assiettée un matin, un fruit le soir. Mais c'est tout, hors ce qui existe en quantité dans cette ville: l'eau de la lagune miroitante et infinie, mais pourrie et salée, le ciel plein de soleil ou chargé de pluies pour chômeurs qui n'ont ni abri ni lougan. Alors que leur reste-t-il à faire ? Rôder, puer, prier et écouter le grondement de leur ventre parcouru par la faim.

Besaciers en loques, truands en guenilles, chômeurs, tous accouraient, tous tendaient les mains. Rien ! Il ne restait plus un seul grain de riz. Salimata le leur avait crié, le leur avait montré. Ne voyaient-ils pas les plats vides ? Elle leva les plats un à un, présenta les fonds un à un présenta les fonds un à un et les entassa à nouveau. Ils accouraient quand même, venaient de tous les coins du marché, s'amassaient, se pressaient, murmuraient des prières. Ils dressèrent autour de Salimata une haie qui masqua le soleil. La vendeuse comme du profond d'un puits leva la tête et les regarda ; ils turent leurs chuchotements et silencieux comme des pierres présentèrent leurs mains, leurs infirmités. Leurs visages vidés devinrent froids, même durs, leurs yeux plus profonds, leurs narines battirent plus rapides, les lèvres commencèrent à baver. D'autres arrivaient toujours et s'ajoutaient. Ils commencèrent à se pousser pour tendre les mains et reprirent le chuchotement des prières et des nom d'Allah. Alors Salimata entendit la menace, comprit les intentions des solliciteurs. Elle s'effara. Se jugeant perdue, elle ferma dur la main sur son argent, tenta de se lever et de rompre l'encerclement. Les murmures s'amplifièrent, s'élevèrent en en clameurs et brusquement comme à un signal tous s'abattirent sur Salimata, l'attaquèrent en meute de mangoustes, la dépouillèrent, la maltraitèrent et avant qu'elle n'eût poussé trois cris, se dispersèrent, se débandèrent et disparurent dans le marché comme une volée de manges-mil dans les fourrés. Ils abandonnèrent Salimata seule au soleil, seule dans la poussière, les bras croisés sur la tête, le pagne tiré, les fesses nues, les cuisses serrées, les seins à découvert. Elle s'empressa de renouer le pagne, de rentrer les seins, de s'arranger. Elle avait les colliers et boucles d'oreilles arrachés, les plats ébréchés. Tout son argent, tout son gain emporté ! Des mains s'étaient promenées dans ses entre-fesses et entre-jambes, sous les seins et le bas-ventre.

Après le pillage de Salimata, ils s'étaient dispersés, mais rapidement s'étaient regroupés et en hurlant et en ricanant comme des hyènes, entreprirent une mise à sac de tout le marché. Les vendeuses les prévenaient en fermant

Les Soleils des Indépendances,
Ahmadou Kourouma.

les cuvettes et en s'asseyant sur les couvercles. Ils arrivaient, renversaient vendeuses et cuvettes, se remplissaient les mains et la saignée de riz ou même s'agenouillaient et dévoraient à même le sol, avec le nez, la bouche et le menton, comme des bêtes.

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

H 130

AFRICA AND THE WORLD

TIME 3 HOURS

ANSWER FOUR QUESTIONS, AT LEAST ONE FROM EACH SECTION

SECTION A

1. Is there sufficient evidence to confirm the theory that man evolved in Africa?
2. What were the advantages and disadvantages of the hunting and gathering way of life?
3. Would you agree that Ancient Egypt was the first example in world history of a large-scale state system?
4. What was the contribution of Egypt and north Africa to the development of Christianity as a world religion?
5. Why and when did Islam replace Christianity as the religion of the majority in Egypt and north Africa?
6. Explain the development of the kingdoms of the Western Sudan.

SECTION B

7. What links were there between east Africa and Asia before 1500 AD?
 8. What damage, if any, did the Atlantic slave trade do to the economy of west Africa?
 9. Did the development of the Atlantic economy contribute to the process of industrialisation in Western Europe?
 10. Were the reasons for the British campaign against the Atlantic slave trade primarily economic or humanitarian?
 11. What was the impact on the indigenous population of European settlement in South Africa in the 17th and 18th centuries?
 12. Why did the partition of Africa by Europe powers take place at the end of the 19th century?
-

END OF EXAMINATION

beginning

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

H 230

HISTORY OF MODERN AFRICA SINCE 1850

TIME: THREE HOURS

INSTRUCTIONS:

ANSWER THREE QUESTIONS; ANSWER AT LEAST ONE QUESTION FROM EACH SECTION, NOT THREE QUESTIONS FROM ONE SECTION; EACH QUESTION CARRIES EQUAL MARKS.

SECTION A

1. Explain the rise and fall of the pre-colonial states in Africa between 1850 and 1900.
2. Discuss the causes of the Ndebele and Shona risings of 1896-97. Would you characterize the risings as traditional resistance movements?
3. Assess the reasons that led to the establishment of colonial rule in Africa by the close of the nineteenth century.
4. What factors led to the formation of a working class in colonial Africa and what hindered it?
5. Why and how did imperial powers rush to grab Germany's colonies in 1914?

SECTION B

6. Discuss the methods and institutions of European domination in Africa up to 1935.
7. Analyze the nature and characteristics of the colonial economies established in the British zones.
8. Provide a historical explanation of the occurrence and distribution of ONE of the following in post-independent Africa:
 - (a) border conflicts
 - (b) secession movements
 - (c) military coups

9. Discuss how and why the nationalist struggle in South Africa differed from that in the other parts of Africa.
10. How did Namibia's struggle for political independence become an international issue?
11. Why did some African regimes opt for socialism after independence?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

H 240

STUDIES IN THE GROWTH OF CAPITALISM

TIME: THREE HOURS

ANSWER:

THREE QUESTIONS: AT LEAST ONE QUESTION MUST BE ANSWERED FROM EACH SECTION.

SECTION A

1. Critically discuss the reasons for the decline of feudalism in Europe.
2. Why do Marxist scholars refer to the 17th Century as a time of economic crisis?
3. "Whoever says Industrial Revolution says Cotton" (Hobsbawm). Do you agree with this statement?
4. Imperialism was a phase of an expanding capitalist economy. Discuss.

SECTION B

5. Account for the economic depression in the Capitalist economies in the years 1929 - 1935.
 6. "Multinational Corporations are partners in the development of the third world". Critically discuss this view.
 7. Do the theories of underdevelopment provide a useful framework for analysing the economic problems of the third world?
 8. Does historical evidence support the assumption that governments should not actively intervene in promoting economic growth? Discuss in relation to Capitalist economies in the period 1919 - 1970.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

H 320

THE HISTORY OF MODERN EUROPE FROM 1789

TIME: THREE HOURS

ANSWER: THREE QUESTIONS: ONE FROM EACH SECTION

SECTION A

1. Critically examine the role played by the sans-culottes in the French Revolution.
2. What were the social consequences of industrialisation in Europe between 1760 and 1850?
3. Was Napoleon an enlightened despot or merely a megalomaniac?
4. Was there a linkage between the Enlightenment and the outbreak of the French Revolution?

SECTION B

5. Do historians have an answer to the question: Who is to blame for the 1914-18 war in Europe?
6. Why did the 1848 revolutions in Europe fail?
7. Italian unification was due to the diplomatic success of one man, Cavour and the military achievement of the State of Piedmont. Discuss.
8. How did Adolf Hitler become the leader of Germany?

SECTION C

9. Has the official ending of the cold war brought peace in the world?
 10. The policies of Perestroika and Glasnost led to the death of Communism in U.S.S.R. Discuss.
 11. Account for the breakup of the Federal Republic of Yugoslavia in 1991.
 12. Stalin of U.S.S.R: What were his domestic policies?
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

H 410

LAND AND LABOUR IN CENTRAL AFRICA SINCE 1885

TIME: THREE HOURS

ANSWER: THREE QUESTIONS

1. Discuss the significance of tribute in pre-colonial economies of Central Africa.
 2. How did the British South Africa Company alter the pre-capitalist land ownership patterns in Central Africa?
 3. How would you define "labour migration"? And what impact did it have in Central Africa between 1900 and 1930?
 4. What is Tangata? And how did it work in Nyasaland?
 5. How did the colonial state support white settler agriculture in Southern Rhodesia between 1900 and 1930?
 6. "The Great Depression drastically altered the colonial economic management system in Central Africa". Discuss.
 7. How did the development of the Copperbelt impact on the labour patterns in Northern Rhodesia?
 8. Why did the peasantry succeed in Northern Rhodesia and collapse in Southern Rhodesia after 1930?
 9. How did the British Indirect Rule system serve colonial labour interests in Central Africa?
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

H 430

AMERICAN HISTORY

TIME: THREE HOURS

ANSWER:

THREE QUESTIONS: AT LEAST ONE QUESTION MUST BE ANSWERED FROM EACH SECTION.

SECTION A

1. In what sense could the United States of America be said to be a product of the modern era?
2. Discuss the view that reconstruction was in fact a "tragic era".
3. Was the American Revolution essentially a class struggle linked to internal social and economic differences?
4. Critically assess the role of entrepreneurs in the rapid industrialisation of the USA at the end of the 19th century.

SECTION B

5. Discuss the origins and achievements of progressivism.
 6. Why did the Grand Alliance of the Big Three during World War II turn into the cold war in the postwar era?
 7. Critically discuss the successes and failures of the Civil Rights movement in America.
 8. Assess America's role in the post cold war political and economic international order.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

H 910

HISTORY OF ZAMBIA

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS, ONE FROM EACH SECTION.

SECTION 1: PRE-COLONIAL PERIOD TO 1980

1. Discuss the significance of archaeology in the study of the pre-colonial History of Zambia.
2. How would you account for the slow development of the Bemba Kingdom in the period before 1830 and for its rapid development thereafter?
3. What was the impact of pre-colonial trade in Zambia?
4. From about 1840 to 1864 the present day western Zambia was under the Kalolo rule. What was the impact of this rule on the region?

SECTION 2: COLONIAL PERIOD. 1890-1964

5. How did the mining companies attempt to solve the labour problem on the Northern Rhodesian Copperbelt in the period between 1926 and 1931?
6. How did the Depression of the 1930s affect the political economy of Northern Rhodesia?
7. Examine the impact of the Second World War on Northern Rhodesia.
8. What were the reasons advanced for the creation of the Federation of Rhodesia and Nyasaland and why did it fail?

SECTION 3: POST-COLONIAL PERIOD, 1964 TO THE PRESENT

9. What do you see as Zambia's problems at independence in 1964?
 10. Discuss Zambia's short and long term responses to UDI.
 11. What reasons were advanced for the nationalisation of privately owned industries in Zambia?
 12. What do you understand by the Structural Adjustment Programme (SAP)? How has it affected the Zambian society?
-

END OF EXAMINATION

SECTION B

6. Why was African jubilation in May 1902 suddenly replaced by anxiety and disappointment in the period up to 1915?
7. "When account is taken of the opportunities Jabavu had for organizing the Africans, it appears that his failures were more striking than his successes. Many people remember him not for what he did for the Africans, but for what he could not do for them." Discuss.
8. Does the history of the Industrial and Commercial Workers Union (I.C.U.) suggest that it missed the opportunity of becoming an effective protest organization in Southern Africa, or that it was doomed from the outset?
9. How do you explain the creation of a "dominance-dependence" type of relationship between South Africa and her neighbours from the Union in 1910 to the 1980s?
10. Does the economic history of South Africa since the 1940s support the view that apartheid was economically nonsensical?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

LAL110

INTRODUCTION TO LANGUAGE AND LINGUISTIC SCIENCES

INTERNAL AND DISTANCE EDUCATION

TIME: THREE (3) HOURS

INSTRUCTIONS: ATTEMPT ALL SECTIONS, A, B, C, D AND E AS
FOLLOWS: ONLY TWO (2) QUESTIONS FROM EACH
SECTION.

WEIGHTING: (a) THE EXAMINATION COUNTS FOR 50% OF THE TOTAL
MARKS OF THE COURSE;

(b) ALL QUESTIONS CARRY EQUAL MARKS

SECTION A

1. (a) With two (2) concrete examples, show that the term 'language' is ambiguous.
(b) What does 'language' mean when linguistics is defined as 'the scientific study of human language in general and of particular human languages'?
2. Explain any five (5) design features of human language.
3. Name, explain and make a critique of any five (5) theories of the origin of human language.
4. Name and discuss any two (2) functions of human language.
5. Name and define any five (5) branches of linguistics.
6. Explain each of the following:
 - (a) dialect
 - (b) sociolect
 - (c) idiolect

- (d) standard language
- (e) code-switching
- (f) lingua franca
- (g) diglossia
- (h) endoglossia
- (i) exoglossia
- (j) language planning
- (k) language shift

7. Discuss in detail the concept of register

SECTION B

8. Define and exemplify:

- (a) any five (5) points of articulation
- (b) any five (5) modes of articulation

9. Describe the sounds symbolized in IPA by

- (a) [e]
- (b) [j]
- (c) [k]
- (d) [ŋ]
- (e) [β]

Example: [v] = consonant, fricative, labio-dental, voiced

10 Below are a number of IPA symbols and a chart. Copy the chart and put in it all the IPA symbols as appropriate.

k m p g b d n tʃ m t f z v ʃ
 ʒ l dz ʃ s r β

	BILABIAL	LABIO-DENTAL	AVEOLAR	POSTALVEOLAR	PALATAL	VELAR
NASAL						
STOP						
FRICATIVE						
AFFRICATE						
LATERAL						
ROLLED						

11. Complete the following matrix:

	a	j	p	tʃ	ʃ
voc					
coms					
comt					
amt					
back					
nas					
Delayed					
Strident					
High					
Voice					

12. Formulate any two (2) phonological rules of English or a Bantu Language.

SECTION C

13. Explain and exemplify each of the following
- (a) morpheme
 - (b) allomorph
14. Explain and exemplify each of the following
- (a) stem
 - (b) root
15. Illustrate with two (2) examples in each case:
- (a) derivation
 - (b) compounding
 - (c) suffixation
 - (d) prefixation
 - (e) zero modification

SECTION D

16. Using a tree-diagram, show the structure of the sentence.
The two professors bought their books from different shops
17. Name and exemplify any two (2) constituents that can realize adverbial functions
18. Define and exemplify each of the following:
- (a) synonyms
 - (b) antonyms

SECTION E

19. Briefly explain and exemplify the structure of nouns in Bantu.
20. Briefly explain and exemplify the concept of 'class' in Bantu.

21. With examples show that the verb is more complex in Bantu than in English.
22. Explain and give your views on the language policy in Zambia.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SUPPLEMENTARY/DEFERRED EXAMINATIONS - JANUARY 1996

LAL 210

APPLICATIONS OF LINGUISTIC SCIENCES TO AFRICAN LANGUAGES

(DISTANCE EDUCATION)

TIME ALLOWED: Three (3) hours

INSTRUCTIONS:

- (a) Attempt in all ten (10) questions as follows:
three questions from Section A, three questions from Section B, three questions from Section C and one question from Section D.
- (b) Always name the language from which an example is taken.

WEIGHTING:

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

SECTION A

1. Who are the following people:
- (a) H. Lichtenstein?
 - (b) W. Bleek?
 - (c) S. Koelle?
 - (d) K. Meinhof?
 - (e) M. Guthrie?
2. What are the three criteria used by J.H. Greenberg in his classification of the African Languages?
3. Provide any five (5) Proto-Bantu stems or radicals with translations and give their reflexes (if any) in a Bantu Language of your choice.
4. One of the types of sound-shift from Proto-Bantu to Bantu is fricativization, or spirantization. Explain and illustrate.

SECTION B

5. Using either a chart or a matrix, write all the consonant phonemes of one Bantu language of your choice.
6. With examples from Bantu, explain the following:
 - (a) segmental phoneme
 - (b) suprasegmental phoneme
 - (c) allomorph
 - (d) glide (or semi-vowel)
7. How has, in general, the Proto-Bantu seven-vowel system reflected a five-vowel system in many Bantu languages?
8. Explain Greenberg's and Guthrie's theories of Bantu origin.

SECTION C

9. Name and exemplify any ten (10) different parts of speech (i.e. word classes) in Bantu.
10. With examples, explain, in general terms, the morphological structure of nouns in Bantu.
11. With examples, explain the organization of the numeral system in one Bantu language of your choice, paying attention to, among others:
 - (a) one-word numerals and compound numerals;
 - (b) cardinals/ordinals;
 - (c) agreement (where appropriate) with the noun denoting the items counted or described; and
 - (d) uses
12. With at least two (2) examples in Bantu in each case, explain what is meant by:
 - (a) onomatopolia
 - (b) ideophone
 - (c) verb prefix
 - (d) verb preprefix
 - (e) polarity

SECTION D

13. What are the four grammatical categories that must be taken into account in describing the structure and functions of verb forms in Bantu. Explain and illustrate.
14. Name and illustrate any five (5) verb extensions in Bantu.

15. With reference to verb forms in Bantu, explain the following, formulating rules:
- (a) Vowel Harmony
 - (b) Consonant Harmony
16. Give one sentence in Bantu, translate it and, using a three-diagram, show how it is structured.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

MC 110

HISTORY OF MASS COMMUNICATION

TIME: THREE HOURS

ANSWER ONE QUESTION EACH FROM SECTION A, B AND C AND TWO
QUESTIONS FROM SECTION D.

SECTION A

ANSWER ONE QUESTION

1. Describe the press in England with reference to Oliver Cromwell's rule during the interregnum period.
2. Discuss how the press in England has coped with the professional uncertainties brought about by the Official Secrets Act.

SECTION B

ANSWER ONE QUESTION

3. Describe the role that the press in the United States played in the struggle for political independence from colonial rule.
4. Why is the John Peter Zenger trial important in United States press history?

SECTION C

ANSWER ONE QUESTION

5. Describe the Golden Period of Chinese journalism.
6. Writing about censorship in China, Lin Yutang has commented: "If censorship were confined to passing or rejecting of an article it would not be so bad." Discuss.

SECTION D

ANSWER TWO QUESTIONS

7. Discuss the merits and de-merits of the colonial government's efforts to provide newspapers for blacks in Northern Rhodesia from 1936 to 1962.
8. Describe the role of the Church press in Zambia.
9. Discuss the main problems that the state-owned media in Zambia have faced and how they have tried to solve them.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

LAL310

THE PRAGMATIC, SEMANTIC AND TRETUAL STRUCTURES
OF ZAMBIAN LANGUAGES

TIME: THREE (3) HOURS

INSTRUCTIONS: ATTEMPT IN ALL SIX (6) QUESTIONS ONLY AS FOLLOWS: BOTH QUESTIONS IN SECTION A, TWO QUESTIONS FROM SECTION B AND TWO QUESTIONS FROM SECTION C.

WEIGHTING (a) THE EXAMINATION COUNTS FOR 50% OF THE TOTAL MARKS OF THE COURSE

(b) ALL QUESTIONS CARRY EQUAL MARKS

SECTION A

1. Translate the sentence His two children were devoured by a lion in your first language and do the following:
 - (a) Using a tree-diagram, show the syntactic structure of the Bantu sentence.
 - (b) Provide a comprehensive morphological analysis of the sentence in the Bantu ~~sentence~~ *language*
2. Discuss the various ~~thete~~-roles signalled by the applied extension and discuss and exemplify any one rule (of any) applying to the applied verb.

SECTION B

3. With reference to your first language, briefly explain the following:
 - (a) deixis
 - (b) person deixis
 - (c) adverb deixis
 - (d) discourse deixis
 - (e) social deixis

4. Demonstratives

- (a) How is the set of demonstratives in your first language organized as a deictic system?
- (b) Write a morphological analysis of all the types of demonstratives in your first language.

5. With examples from a Zambian language, explain what is meant by deictic centre.

6. With examples from a Zambian language, show that the same word may be used deictically and non-deictically.

SECTION C

7. With examples from a Zambian language, explain the following:

- (a) performative verb
- (b) factive verb
- (c) analytic proposition
- (d) synthetic proposition

8. What does the meaning of an utterance depend on? Exemplify in a Zambian language.

9. With examples, write a brief, but comprehensive, account of the morphological structure of the verb in your language.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS OCTOBER/NOVEMBER 1995

MC 220

INTRODUCTION TO THE ELECTRONIC MEDIA

INSTRUCTIONS: ANSWER ALL QUESTIONS IN SECTION A.
 ANSWER THREE QUESTIONS IN SECTION B.

SECTION A

ANSWER ALL QUESTIONS

1. Define the following terms:-
 - A. HUE (2 marks)
 - B. Chrominance Channel (2 marks)
 - C. Additive Primary Colours (2 marks)
 - D. Zoom Lens (2 marks)
 - E. Pedestal UP (2 marks)

(Total for Question = 10 marks)
2. Write a one to two page essay on the concept news. (12 marks)

SECTION B

ANSWER THREE QUESTIONS ONLY

3. Describe the psychological bases of persuasion. How do they affect the work of a Broadcaster? (26 marks)
4. How are numbers written on Broadcast copy? (26 marks)
5. Discuss the various types of microphone and their use. (26 marks)
6. With reference to a topic of your choice, explain the stages in the production of a radio program. (26 marks)
7. (a) Write a one page television script for a current news item of your choice.
(b) What else would you have to do before using the same script on the air? (26 marks)

Total = 100 marks

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS OCTOBER/NOVEMBER 1995

MC 230

THEORIES OF MASS COMMUNICATION

TIME: THREE HOURS

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

SECTION A

1. What do you understand by Normative Theories of the press? (3)
2. What is the Cultivation Theory of the media. (3)
3. Draw and explain the Transactional Communication Model. (6)
4. Name and briefly describe the four theories of the press. (4)
5. What are some of the difficulties associated with an acceptable definition of Press Freedom? (4)

SECTION B

Define and explain the following:

6. (a) Human communication
(b) Intrapersonal Communication
(c) Interpersonal Communication
(d) Mass Communication (20)
7. (a) Group
(b) Crowd
(c) Public
(d) Mass (20)
8. (a) Right to Criticize
(b) Right to Report
(c) Qualified Privilege
(d) Prior Restraint (20)
9. (a) Cable Television
(b) Public Television
(c) Digital Sound
(d) Fibre Optics (20)

SECTION C

10. Explain the use of Cable Television, Public Broadcasting and Satellite Communication as alternatives to the 'Traditional' media of communication. (20)
 11. Define Press Freedom and discuss, in general terms, some of the factors that limit it in a given society. (20)
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

MC 325

MEDIA ETHICS

TIME: THREE HOURS

ANSWER: FIVE QUESTIONS

1. Discuss the main differences in approach to ethics between Aristotle and Kant.
 2. Describe what is meant by the statement: 'Africans have a dynamic approach to ethics'.
 3. Describe how an ethical decision is arrived at by the use of the Potter Box.
 4. What is Pack Journalism and why is it unethical?
 5. Give some five guidelines which journalists should consider when faced with ethical decisions involving privacy.
 6. Describe the best way of enforcing journalism ethics.
 7. Discuss the question of nakedness in photojournalism in Africa.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

MC 330

PHOTOJOURNALISM

TIME: **THREE HOURS**

ANSWER ALL THE QUESTIONS IN SECTION A AND FIVE QUESTIONS IN SECTION B.

SECTION A

Answer all the questions in this Section. Each question carries five marks.

1. What do you understand by the term photography, and what device makes it possible?
2. The photographic process has got several stages. What are these stages and what happens at each stage?
3. What do you understand by the wet side and the dry side of the darkroom.
4. What are the functions of:-
 - (a) The lens
 - (b) The shutter speed
 - (c) The iris diaphragm
 - (d) The focusing device
5. The focal length of a lens is the distance between the centre of the lens and the focal plane when the lens is set at infinity. What is focal distance?
6. What do you take into account when selecting what shutter speed or aperture to use in a particular situation?
7. A positive lens converges light while a negative lens scatters it. Why do you think this is so?
8. What are the characteristic differences between a single lens camera (SLR) and a twin lens camera (TLR).

9. When would you use the following:-
- (a) Wide angle lens
 - (b) Standard lens
 - (c) Telephone lens
10. What is the difference between a telephoto lens and a zoom lens?

SECTION B

Answer five out of the following questions. Each question carries 10 marks.

1. What criteria would you use in selecting pictures for publication in a newspaper?
2. What would you consider a good news picture?
3. (a) What do you understand by cropping and why do you think it is important in newspaper work?
(b) How does cropping differ from scaling?
4. You have an urgent assignment. You pick up your camera, load it and go out to cover the event. But before you start processing the film you realise that you used a wrong setting for your film speed. Instead of 125 ASA your setting was at 400 ASA.
(a) What sort of results would you expect from your film after processing? (5)
(b) What remedy would you apply to save your negatives?
5. (a) What does sensitometry involve and who originated it?
(b) What do you understand by the characteristic curve?
6. What constitutes bad taste in photo reporting.
7. The camera obscura was in use long before it became a functional tool. What inventions facilitated the photographic process to become functional?
8. What information do you look for in order to write suitable captions for your pictures?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

MC 360

RADIO PRODUCTION II

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS IN SECTION A. ANSWER
THREE QUESTIONS IN SECTION B.

SECTION A: ANSWER ALL QUESTIONS

1. Define the following terms:

- | | |
|------------------------------------|-----------|
| A. Frequency (of sound) | (2 marks) |
| B. Pitch | (2 marks) |
| C. Fundamentals (of notes) | (2 marks) |
| D. Stereo broadcasting | (2 marks) |
| E. Frequency modulation (FM) radio | (2 marks) |

SUBTOTAL = (10 MARKS)

2. Describe the 'Rules of Rhetoric' and their use in development communication efforts by radio. (12 marks)

SECTION B: ANSWER THREE QUESTIONS ONLY

3. Compare and contrast a panel discussion with a symposium. (26 marks)
4. Discuss the psychological bases of communication and how knowledge of these assists the development radio broadcaster. (26 marks)
5. With reference to two Zambian productions, describe the cornerstones of a good structure for a radio play. (26 marks)
6. Compare and contrast the use of splicing with the use of dubbing in editing radio programs. (26 marks)

7. (a) Write a one page script for a radio editorial on a subject of your choice.
- (b) State what else would have to be done before you use the material on the air? (26 marks)

TOTAL = 100

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

MC 370

TELEVISION PRODUCTION III

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS IN SECTION A. ANSWER
THREE QUESTIONS IN SECTION B.

SECTION A: ANSWER ALL QUESTIONS.

1. Briefly define the following:
 - A. Complexity in television editing (2 marks)
 - B. The "sempty" code (2 marks)
 - C. Cut-ins (2 marks)
 - D. Depth cues (2 marks)
 - E. Camera lens (2 marks)
2. Briefly describe what is meant by the public interest in broadcasting. (12 marks)

SECTION B: ANSWER THREE QUESTIONS.

3. With reference to four examples from current Zambian practice, discuss how a code of broadcast ethics could assist television Zambia's crews do their work better. (26 marks)
4. What are the factors important for a good documentary structure? (26 marks)
5. Why is there a debate on the issue of the depiction of excessive violence in TV broadcasting? In your answer state your views on the subject. (26 marks)
6. Explain the selection of lenses for different situations in television camera work. (26 marks)

7. (a) Write a one-page script for a television program on a topic of your choice.
- (b) What would you have to do before writing the actual script? (26 marks)

TOTAL = 100 MARKS

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

MC 450

RADIO PRODUCTION III

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS IN SECTION A. ANSWER
THREE QUESTIONS IN SECTION B.

SECTION A: ANSWER ALL QUESTIONS

1. Briefly define the following:
 - A. Symposium (2 marks)
 - B. Spot program (2 marks)
 - C. Sound effects (2 marks)
 - D. Amplitude modulation (AM) Radio (2 marks)
 - E. Access to radio (2 marks)
2. Describe the process of writing educational objectives for lessons by radio. (12 marks)

SECTION B: ANSWER THREE QUESTIONS

3. How would you respond to the arguments of people who feel that radio should only be used for development communication? (26 marks)
4. Write a critique of radio broadcasting in Zambia during the period 1990 - 1995. (26 marks)
5. Why is audience segmentation important for radio broadcasting? In your answer give a definition for the concept. (26 marks)
6. Compare and contrast the programs you would schedule for the early morning block with those you would have for the lunch hour period on a general-interest radio station. (26 marks)

7. Writing questions for broadcast interviews is an art.
Discuss with 10 examples. (26 marks)

TOTAL - 100 MARKS

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

MC 460

TELEVISION PRODUCTION III

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS IN SECTION A. ANSWER
THREE QUESTIONS IN SECTION B.

SECTION A: ANSWER ALL QUESTIONS

1. Briefly define the following:
 - A. Insert Editing (2 marks)
 - B. Assemble Editing (2 marks)
 - C. Time Code (in Editing) (2 marks)
 - D. Trim the Edit Point (2 marks)
 - E. Pencil-and-Paper Editing (2 marks)
2. Describe the history of the public interest in Britain. (12 marks)

SECTION B: ANSWER THREE QUESTIONS

3. Is there a place for a code of ethics in Zambian Television Broadcasting? Explain your answer with four specific examples. (26 marks)
4. The year 1995 has seen Republican presidential hopeful in the U.S.A. Bob Dole and other Americans express their displeasure over the levels of violence and sexually explicit material on television. Discuss the issue with reference to communication theory and electronic media products available in the U.S.A. or Britain. (26 marks)
5. How could television systematically be used to educate people? Answer with reference to the three types of education. (26 marks)
6. What strategies for effective communication are used by the TV Commercial Producer? (26 marks)

7. Write a treatment for a TV commercial. What else has to be made before the recording of commercial? (26 marks)

TOTAL - 100 MARKS

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATION - OCTOBER/NOVEMBER 1995

MC 910

ADVERTISING

TIME: THREE HOURS

ANSWER ALL QUESTIONS IN SECTION A

THE QUESTION IN SECTION B IS COMPULSORY

ANSWER THREE (3) QUESTIONS ONLY FROM SECTION C

SECTION A: ANSWER ALL QUESTIONS IN THIS SECTION

1. Briefly explain the relationship between advertising and marketing.
2. What are the four (4) primary ways of classifying advertising?
3. What factors help create an environment that is conducive to an advertising effort?
4. Describe three (3) kinds of research you might conduct during the time an ad is running.
5. Distinguish between "Demographic" and "Psychographic" characteristics of consumers.
6. Name any six (6) functions of a print ad illustration.
7. A newspaper charges K100 per column inch of ad space. Calculate the agate Line Rate for an ad measuring 4 col. inches wide X 7 col. inches deep.
8. Differentiate between "Co-operative" and "Specialty" (or "Premium") advertising.
9. Find the more cost-efficient given: Magazine "A": Circulation, 120,000; page rate, K12,000; Magazine "B": Circulation, 160,000; Page rate, K15,000.
10. What is the rationale behind market segmentation?

SECTION B: THIS QUESTION IS COMPULSORY

READ THE FOLLOWING AND ANSWER THE QUESTION BELOW:

Metro Motels: Metro Motels is a chain of low-priced motels offering comfortable accommodations at low prices. The chain has 10 units and is growing. The creative strategy for advertising will be to point out why Metro Motel can offer "nice" accommodations for less and convey an image of friendliness and uncomplicated service. Copy will be direct and to the point, yet it should be written with a light touch (to make light of the features the motel does not offer and to point out why they are not really necessary).

To save money, each room has a black and white TV set. To operate the TV, you must insert K50 for two hours. This helps defray the room rental. Since showers are cheaper to install and use less hot water than tubs, there are no tubs in Metro Motel (but there are very nice showers). To make a reservation, you phone the Metro Motel where you want to stay. This will hold your room until 18.00 hours. To guarantee a reservation, you must pay in advance by mail with a cheque or money order.

There is no free transport to the airport and no room service.

But the Motel does have excellent beds, a swimming pool, thick carpeting, air conditioning, and spotlessly clean rooms. Prices run about K15,000 a night less than similar so-called "economy" motels.

Q11. EITHER:

- (a) Prepare a 150-200 word newspaper ad, with all the usual print ad elements, including description of the visual.

OR

- (b) Write copy for a 60 second production radio commercial.

SECTION C: ANSWER ANY THREE (3) QUESTIONS FROM THIS SECTION

12. Does advertising have any real effect on a nation's economy? Discuss with reference to Zambia's liberalised economy.
13. A South African investor wants to establish a chain of retail shops and supermarkets in Zambia. His advertising budget is limited and can buy only one major medium. He has a choice between the "Times of Zambia" and ZNBC Radio Four (Radio Mulungushi). He seeks your advice. Tell him the relative merits and demerits of each and say why, in the final analysis, you recommend one over the other.
14. Describe the various types of research you might carry out before starting ~~of~~ an advertising campaign and after the ad campaign. Explain the importance of such tests in each case.
15. Identify the different elements of the "Creative Mix" and explain how they influence the advertising "Strategy".
16. "Most ads on ZNBC-TV today go to undermine Zambian culture." Marshall all the arguments and reasons you can think of and write an essay either for or against this statement.
17. Discuss psychologist Abraham Maslow's "Hierarchy of Needs" and their relationship to consumer motivation.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

MC 920

PRINCIPLES OF PUBLIC RELATIONS

TIME: THREE HOURS

ANSWER: DO THE PROJECT IN SECTION A, AND THEN ANSWER
THREE QUESTIONS FROM SECTION B.

SECTION A

1. Rabies has just broken out in Lusaka, and an area covering a radius of 25Km from the City Centre has been declared a Rabies infested area.

You are a public relations officer working for the Ministry of Health. Your Minister has just asked you to outline the main components of a public health campaign to inform people about the 'dangerous' outbreak, and to educate them on this dangerous disease, including what needs to be done in order for the citizens to protect themselves from infected animals, and what should be done to animals suspected of carrying the disease.

Draw up a detailed briefing paper for the Minister, which describes the steps you think are important in framing such a campaign. (40)

SECTION B

2. Is it possible to draw a distinction between "public information" and "public relations"? Justify the position you have taken. (20)
3. Identify the four important contributions made by Ivy Lee to the profession of public relations and discuss them. (20)
4. List and discuss some of the advantages of Videotape over motion picture film. (20)
5. Why are Government Public Relations practitioners often called Public Information Officers (PIOs), and what is the implication of this "new" name? (20)

6. Discuss the six factors that should be considered when budgeting for Public Relations. (20)
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

PA210

NATIONAL GOVERNMENT AND ADMINISTRATION

TIME: THREE HOURS

INSTRUCTIONS: You must answer question one and any other two questions.

1. Why is the Zambian civil service referred to as a "unified service" and which categories of civil servants are in the country?
2. Distinguish between the unitary and federal systems of government and justify the adoption of one system by Zambia and the ^{other} one by Nigeria respectively.
3. Explain the structure of the bicameral legislature in the United States and say why many Americans would like to be members of one chamber and not the other.
4. With illustrations explain the liberal theory of decision-making in modern government systems. Show the areas of strength and weakness of the theory.
5. How does the Central Government control the activities of Local Authorities? Provide concrete examples of what has happened in Zambia.
6. If public administration applies to government institutions and business administration is found in private enterprises, distinguish the two types of administration, in some cases giving living examples.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

PA 310

ORGANISATION THEORY

TIME: THREE (3) HOURS

ANSWER: ONE QUESTION FROM EACH SECTION

SECTION A

1. Analyse the validity of the criticisms levelled at Weber's ideal-type Bureaucracy.

SECTION B

2. It has been said that the difference between extrinsic and intrinsic motivation is similar to the difference between things of the pocket and things of the spirit. Do you agree? Justify your answer.
3. Discuss how the effectiveness of leadership is determined by the interdependence of leader, followers and the situation.
4. Discuss how change affects an organisation.

SECTION C

5. Describe the process of designing an organisation by discussing how the administrators of a University would analyse the four subproblems of the design decision.
 6. Discuss some of the benefits and problems that informal organisations may bring to a work group. Prepare a similar discussion of benefits and problems for an employer.
 7. What kind of communication tends to dominate in mechanistic and Theory X Organisations. Explain your answer.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

PA320

LOCAL GOVERNMENT ADMINISTRATION

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS, TAKING ACCOUNT OF
CLEAR EXPRESSION AND CONCRETE ILLUSTRATIONS

1. What do you consider to be the deficiencies in the
Zambian Local Government system and what lessons to
redress them can we learn from the Swiss Local
Government system?
2. Central to the explanation of the concept of "government"
is the principle of "sovereignty". Taking account of
this principle argue out the case that "Local Government"
is a mirage in Zambia.
3. Provide the rationale that the committee system is the
best approach for running the functions of local councils
and with situational examples show how some types of
committee have conducted their activities in Zambia.
4. Show the distinction between the operations of local
government in rural areas during the colonial period
and after the attainment of political independence.
5. Examine the integrated and unintegrated systems in local
governance. Examine the merits and demerits of each
system. To what extent have we used one or a combination
of the two in this country?
6. Local government finance has been identified to be the
major problem-area in developing countries. Analyse
this citation by looking at different sources of funds
for local councils and suggest how you can improve their
financial base.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

PA 340

PERSONNEL MANAGEMENT AND ADMINISTRATION

TIME: THREE HOURS

ANSWER: ONE QUESTION FROM EACH SECTION

SECTION A

1. Define and distinguish between
 - (a) Layoff and Discharge
 - (b) Mediation and Arbitration
 - (c) Projective Listening and Evaluative Listening
 - (d) Job Design and Job Analysis

SECTION B

2. Explain the process of translating points into kwachas under a point system.
3. Discuss Berne's approach to transactional analysis. Would it be useful for training employees in the service department of an electric utility to deal more effectively by telephone with customers who make service requests and complaints? Discuss.
4. If a subordinate who is a fan of Herzberg, recommends inauguration of a programme of job enrichment for production employees, how would you go about reviewing the recommendation?

SECTION C

5. Why should a Personnel Executive be interested in the birthrate? What problems do you foresee in this area? Explain.
 6. What are the advantages of Organisational Development compared with more conventional training methods? Explain.
 7. Identify three (3) approaches to personnel and explain how they have influenced the function(s) of Personnel Management.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

PA 410

DEVELOPMENT ADMINISTRATION

TIME: THREE HOURS

ANSWER THREE QUESTIONS

-
1. Discuss the costs and benefits of foreign aid as a source of capital formation. Support your answer with empirical illustrations.
 2. Critically analyse the role of supply leading and demand-following finance in development. Illustrate your answer with practical examples.
 3. What is the role of budget in development planning. Show some of the major inadequancies of conventional budgets as instruments of planning.
 4. Critically analyse some of the major obstacles to be encountered in mobilising capital from rural areas. Show how these obstacles could be mitigated.
 5. "Both supply leading and demand-following finance have played a key role in development." In the final analysis, much depends of prevailing circumstances in which they are applied." Discuss.
 6. To what extent can we argue that "the peasant is a necessary victim of development?" Support your answer with illustrations from two Eastern European, two Western and two African country experiences.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

PA 420

PUBLIC POLICY ANALYSIS

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER ONE (1) QUESTION FROM EACH SECTION

Section (A) 40 points

1. Write concise notes on the following:
 - (i) Long Term Perspective Study.
 - (ii) Management Development Division.
 - (iii) Cross-Impact Analysis.
 - (iv) Policy Analysis and Coordination Division.
 - (v) Policy Informational Component.
 - (vi) Strategic Planning Workshops.
 - (vii) Feasibility Assessment Technique.
 - (viii) Policy Delphi.

Section (B) 30 points

2. How does the way Policy makers perceive and structure a policy problem affect the selection of an approach to forecasting? Support your arguments by referring to Government's responses to policy issues with which you are familiar.
3. Critically assess the three major approaches to policy performance evaluation. Which of these approaches provides performance information that is likely to be of most use to policy makers in government?
4. Policy formulation in both Anglo and Franco-phone African Governments has been carried out with the advice of externally seconded policy experts. Assess the impact of such international assistance vis-a-vis the efficacy of governmental policy formulation and implementation in Zambia.

Section (C) 30 points

5. Zambia like other countries the world over is privatizing State Owned Enterprises (SOEs) in order to attract both foreign and domestic investment. Assess the efficacy of Government's policy machinery in terms of addressing the major social and political issues generated by privatization.
6. Outline the major objectives of the Public Service Reform Programme (P.S.R.P.). In your view do the institutional innovations contained in P.S.R.P. provide sufficient guarantee for improved Governmental policy making and implementation; and the overall implementation of civil service reforms?
7. A commonly accepted view point among many senior public servants in Government is that policy analysis, formulation and implementation can be objective, neutral and impartial. Given the major characteristics of ill structured problems which Government must confront, consider the extent to which this viewpoint is plausible.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY DEFERRED EXAMINATIONS - JANUARY/FEBRUARY 1995

PA 420

PUBLIC POLICY ANALYSIS

TIME: THREE HOURS

INSTRUCTIONS: ANSWER FOUR (4) QUESTIONS

- =====
1. What is forecasting and what are its main steps?
 2. Compare and contrast evaluation and monitoring.
 3. Prepare a research design on the problem of poverty alleviation and human development. In doing so, pay particular attention to what various policy stakeholders "really" want to achieve.
 4. What is recommendation? Give examples of how it is used in policy analysis.
 5. Is there a controversy between technocratic guidance and technocratic counsel?
 6. Discuss the concept of brainstorming.
 7. What is monitoring and under what conditions is it used in policy analysis
 8. Discuss the relevance of organisation theory to public policy analysis.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

PA440

PROJECT MANAGEMENT AND ADMINISTRATION

TIME: 3 HOURS

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

A consultancy firm has bid to undertake a project for a government ministry. The overall project life is four months (120 days). The firm has a team leader and his deputy in addition to four other researchers. The team can be reconstituted into three groups for data collection purposes. The project activities are listed below but are not arranged in order of appearance.

<u>ACTIVITY</u>	<u>DURATION</u>
(a) Gather data in Northern Province	14 days
(b) Sign contract to undertake the consultancy	1 day
(c) Gather data in Southern Province	14 days
(d) Prepare research questionnaire	1 day
(e) Gather data in Eastern Province	14 days
(f) Brief Research team members and reorganise them in two research teams to cut on time on research	2 days
(g) Await for licensing of the consultancy work by the Ministry	10 days
(h) Pre-test questionnaire	3 days
(i) Converge in Lusaka after gathering data in Northern, Eastern and Southern Province and prepare the whole team to undertake data collection in North-Western Province	3 days
(j) Code Data and make tables	7 days

<u>ACTIVITY</u>	<u>DURATION</u>
(k) Prepare first draft	21 days
(l) Gather data in North-Western Province by the entire research team after collecting data in other provinces	10 days
(m) Prepare research budget for presentation to the Ministry by the consultancy firm before signing contract	1 day
(n) Recruit research assists	3 days
(o) Prepare project proposal outline	4 days
(p) Prepare final report	14 days
(q) Bind draft report	1 day
(r) Present final report	1 day
(s) Receive payment after presenting final report	7 days
1. Arrange the activities according to their <u>numerical</u> logical sequence and Draw the Network for the project.	
2. Calculate the earliest finish time for event 10.	
3. Calculate the latest finish time for event 12.	
4. Calculate the float for event 9.	
5. Explain why activities (a) (c) (e) share the same tail and end events.	

QUESTION 2

A contractor has won a construction project tender. The project requires six months to complete beyond which the contractor would be liable to breach of contract. The following activities have been listed for the project to be undertaken.

1. Delivery of piping materials from South Africa	2 <u>weeks</u>
2. Signing of construction contract	1 day

3. Roofing of main structure	7 days
4. Construct shelter for storage of materials on the site	7 days
5. Dig foundation for main building	5 days
6. Procure roofing materials from TAP in Chilanga	3 days
7. Clear site for main building	3 days
8. Recruit labour force	3 days
9. Dig foundation for storage shelter	3 days
10. Buy cement and sand	4 days
11. Clear site for storage shelter	1 day
12. Procure electrical fittings	2 days
13. Construct Eastern wall of main building	7 days
14. Construct walls for storage	5 days
15. Construct slab for storage	3 days
16. Construct Western wall of main building	7 days
17. Plaster main building	14 days
18. Roof-storage	2 days
19. Procure water to the site	3 days
20. Inspect main building	1 day
21. Fit plumbings and electrical fittings	14 days
22. Construct Southern wall of main building	7 days
23. Construct Northern wall of main building	7 days

- * Arrange the activities in a numerical logical sequence.
- * Draw the project network
- * Identify activities that could be done simultaneously to save time.
- * Calculate the critical path.
- * Calculate the latest start time for event 10 and 8.
- * Calculate the latest finish time for activity 12.

SECTION B

4. "Once costs and benefits of a project have been identified, if they are to be compared they must be valued. Since the only means to compare differing goods and services directly is by giving them a money price, this comes down to saying that we must find the proper prices at which to enter costs and benefits into our analysis of a project" D Discuss.
5. With the help of a diagram discuss the role of environmental analysis as a component of project management.
6. Critically analyse the Service-Beneficiary Sequence (SBS) as a strategy in project formulation. Use a diagram to illustrate your answer.
7. Critically analyse the place of economic and financial analysis in project evaluation.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

PH 100

INTRODUCTION TO PHILOSOPHY

TIME: THREE HOURS

ANSWER: SIX QUESTIONS

(One question must be chosen from each of the six sections).

SECTION 1: Socio-Political Philosophy

1. (a) Explain the central features of Plato's political philosophy. ✓
(b) Discuss critically some of the strengths and weaknesses of Plato's approach.
2. Although both Hobbes and Locke wrote about the social contract, their understanding of human nature was very different. Explain and contrast their diverse approaches. ✓
3. "I personally think that Marx's economism - his emphasis on the economic background as the ultimate basis of any sort of development - is mistaken and, in fact, untenable." Discuss critically this statement of Karl Popper.

SECTION 2: Ethics

4. Write a note on any three of the following statements:
 - (a) Virtue is knowledge. *Plato*
 - (b) Virtue is 'the mean'. *Aristotle*
 - (c) 'The greatest happiness of the greatest number'.
 - (d) 'Act only on that maxim whereby thou canst at the same time will that it should become a universal law'. *Kant*
 - (e) 'Pleasure ought to be the sole goal of life'. *Hedonism?*

5. Write a short essay on any two of the following topics:

- (a) Aristotle's theory of ethics
- (b) Stoicism
- (c) Utilitarianism — *consequentialist*
- (d) Hedonism — *pleasure is not the end*

6. (a) Explain briefly Kant's ethical theory.

- (b) Reflecting on the following hypothetical example, evaluate the objection that Kant's view is cold, unemotional and unsympathetic and reflects the behaviour of highly moral machines:

utilitarian

Example

If I came across an injured person lying by the roadside, it would be wrong to help him because I feel sorry for him. That would be to act out of inclination or desire. Rather, I should act out of respect for the moral law on the basis of reason.

SECTION 3: Philosophy and Africa

7. (a) Briefly explain the ethnophilosophical approach to the study of African philosophy.

(b) Outline the implications of the ethnophilosophical approach for the meaning of African philosophy.

(c) Do you think it is possible to avoid the implications you have mentioned in (b) above while remaining faithful to the quest for a truly authentic African philosophy? Give reasons for your answer.

8. (a) Write a short essay on Négritude making explicit reference to Leopold Senghor.

(b) In your own view, why are most English-speaking African philosophers against Négritude unlike their French-speaking counterparts?

9. "Africans want to show first of all, beyond all shadow of doubt, that they are the equals of any other race."
Discuss this statement with explicit reference to:

- (a) the question of an African philosophy;
- (b) post-colonial political and economic ideologies in Africa.

SECTION 6: Logic

16. Answer any six (6) of the following ten questions. For each question that you choose:

- (a) explain why the argument is invalid;
- (b) mention the fallacy committed.

- (i) No shy people are successful politicians.
Some intellectuals are shy people.
So, no intellectuals are successful politicians.
- (ii) If determinism is true, then human beings do not have a free will.
But human beings are not free.
So determinism is true
- (iii) Parliament should not consult the service chiefs about military spending. As members of the defense forces, they will naturally want as much money for military purposes as they think they can get.
- (iv) All matters of taste are subjective and no moral judgements are matters of taste.
Therefore, no moral judgements are subjective.
- (v) All textbooks are books intended for careful study. Some reference books are books intended for careful study.
Therefore some reference books are textbooks.
- (vi) Deliberately ending the life of a foetus is murder. So, it should be clear, abortion is nothing but the illegal killing of the foetus.
- (vii) You cannot turn on the television set or hear a women's lobby activist say something without hearing that discrimination against women in employment is unfair and must end. Yet we must discriminate. We discriminate when we say that a woman cannot be an underground miner. We discriminate when we say that a woman cannot work as an infantryman, not to mention that we discriminate when we bar women from playing for our national football team.
- (viii) Well, I know a man who had a million kwacha under his mattress and drove a BMW to collect mealie meal using coupons. I tell you we must stop dishing out mealie meal. We must do away with mealie meal coupons.

- (ix) Since each atom is completely determined as to its position or motion by the unchanging laws of nature, and since man's body consists entirely of atoms, human actions are completely determined and man does not have a free will.
- (x) If each person had a definite set of rules of conduct by which he regulated his life, he would be no better than a machine. But there are no such rules, so persons cannot be machines.
-

END OF EXAMINATION

SECTION 3: Philosophy and Africa

7. (a) Explain Leopold Senghor's search for the foundations of Negro epistemology in African cultural philosophy.
(b) Do you agree that Senghor's characterisation of the way in which Africans come to know reality is something that can be applied to all Africans? Give reasons for your answer.
8. Discuss critically the ethnophilosophical approach to the study of African philosophy.
9. (a) With reference to Kwasi Wiredu, explain the universalistic approach to the study of African philosophy.
(b) Discuss the implications that Wiredu's conception of African philosophy has for the philosophical status of African oral traditions.

SECTION 4: Metaphysics

10. (a) Explain briefly Cartesian dualistic interactionism.
(b) Do you agree that Descartes' attempt to show that interaction between the mind and the body is possible served to destroy his dualism? Discuss.
11. (a) Explain the philosophical meaning of 'determinism'.
(b) Explain why determinism is considered as an enemy of morality and religion.
12. (a) State clearly the problem of permanence and change.
(b) Discuss the solutions of both Democritus and Aristotle to this problem.

SECTION 5: Epistemology

13. Write a short note on any three of the following:
 - (a) 'I think, therefore I am'.
 - (b) Primary and secondary qualities.
 - (c) 'To be is to be perceived'.
 - (d) Hume's explanation of causality.
 - (e) Descartes' universal doubt.
14. (a) Give an explanation of the rationalist theory of knowledge.
(b) State the criticisms which empiricists make of the rationalist position.

15. Write a short essay on one of the following empiricists:

- (a) John Locke
- (b) David Hume

SECTION 6: Logic

16. Answer any six (6) of the following ten questions. For each question that you choose:

- (a) explain why the argument is invalid;
- (b) mention the fallacy committed.

- (i) But you can't doubt that air has weight when you have the clear testimony of Aristotle affirming that all the elements have weight including air, and excepting only fire.
- (ii) No shy people are successful politicians. Some intellectuals are shy people.
- (iii) Deliberately ending the life of a foetus is murder. So it should be clear, abortion is nothing but the illegal killing of the foetus. ✓
- (iv) Seeing that eye and hand and foot and every one of our members has some obvious function, must we not believe that in like manner, a human being has a function over and above these particular functions?
- (v) If each person had a definite set of rules of conduct by which he regulated his life, he would be no better than a machine. But there are no such rules. Therefore, persons cannot be machines.
- (vi) Well, I know a man who had a million kwacha under his mattress and drove a BMW to collect mealie meal using coupons. I tell you we must stop dishing out mealie meal. We must do away with mealie meal coupons.
- (vii) All matters of taste are subjective and no moral judgements are matters of taste. Therefore, no moral judgements are subjective.
- (viii) If determinism is true, then human beings do not have free will. But human beings are not free. So determinism is true.

(ix) My parents wouldn't let me go to the disco last night and they wouldn't let me stay up to watch T.V. either. They never want me to have any fun.

(x) Surely Mercutio and a handful of dedicated atheists cannot be right with 2000 million Jews, Christians and Muslims all being wrong.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

PH 220

HISTORY OF PHILOSOPHY

TIME: THREE HOURS

ANSWER: ANY FOUR QUESTIONS

(You must choose one question from each of the four Sections).

SECTION 1: GREEK PHILOSOPHY

1. Choose any three philosophers from the group of pre-Socratic philosophers and do the following for each of them:
 - (a) State clearly what was their theory.
 - (b) Explain how they may have arrived at this theory.
 - (c) Mention some of the limitations of the theory.
 - (d) State why the philosophers you chose were known precisely as 'philosophers'.
2.
 - (a) Mention some of the special elements that Socrates and Plato contributed to philosophical understanding.
 - (b) Explain how some of these elements were a distinct advance on pre-Socratic philosophy.
3.
 - (a) "Aristotle would not have been the philosopher he was without predecessors." Explain this statement.
 - (b) Mention some of the particular contributions of Aristotle to philosophy and explain them.
 - (c) Which of the following do you think it would be more correct to say giving specific examples for your answer:
 - (i) 'Aristotle corrected Plato in places'.
 - (ii) 'Aristotle complemented Plato'.
 - (iii) 'Aristotle both corrected and complemented Plato'.

SECTION 2: MEDIEVAL PHILOSOPHY

4. (a) The medieval problem of universals is said to originate from the Platonic theory of 'forms'. Give reasons for this.
(b) Discuss three different solutions to the problem of universals.
5. (a) Explain briefly what you understand by 'medieval philosophy'.
(b) State clearly the main characteristics of medieval philosophy.
(c) Discuss any two problems debated by the medieval philosophers.
6. With reference to the philosophy of either Descartes or Spinoza, discuss critically the rationalist dream of building a philosophical system as certain and imperishable as geometry.

SECTION 3: MODERN PHILOSOPHY

7. (a) Explain the meaning of 'Empiricism' as an approach to the theory of knowledge.
(b) Explain how empiricism is demonstrated in Hume's attack on the Cartesian terms of 'substance', 'self', 'causality' and 'God'.
8. (a) Explain what is meant by the 'Kantian turn' in philosophy?
(b) Explain how Hegel used the 'Kantian turn' to develop his own philosophy.
9. "For Marx, the concept of alienation has not only an economic dimension but anthropological and social dimensions as well." Discuss.

SECTION 4: CONTEMPORARY PHILOSOPHY

10. It has been said that the first truly American contribution to the history of philosophy is 'pragmatism'. Explain the meaning of pragmatism as an approach to philosophy with special reference to the philosophy of William James.
11. (a) Explain the 'calculus of felicity' of Bentham and the problem it posed for J.S. Mill.
- (b) Discuss Mill's contention that 'it is better to be a human being dissatisfied than a pig satisfied.'
12. Explain the meaning of 'phenomenology' as an approach to philosophy with special reference to the philosophy of Edmund Husserl.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY MID-YEAR EXAMINATIONS - JUNE 1995

PH 901

LOGIC

TIME: THREE HOURS

INSTRUCTIONS:

Answer all questions from Section A and one question from each of the three remaining sections.

SECTION A

Answer all questions

1. Write 'yes' if you agree and 'no' if you don't agree with each of the following statements:
 - a) Logic has to do only with correct reasoning.
 - b) Only philosophers can reason correctly.
 - c) We must know how to analyse a language before we can use it.
 - d) The logician has to know which arguments are valid and which are invalid before he can lay down the rules for validity and invalidity.
 - e) The logician considers valid and invalid arguments relating to everyday life and ordinary situations to establish the rules for correct and incorrect reasoning.

2. Indicate whether each of the following is or is not an argument:
 - a) John and Mary are getting married next week. It will be the happiest day in their lives. They will be going to Swaziland for their honeymoon.

 - b) "What can we learn from this example? That a fairly obvious explanation of the conditions under which we perceive gives rise to a comprehensive view of man, in terms of which he consists of two entities: body and soul."

 - c) If the theory is accepted by scientists or by the church then it is true, and it is accepted only by scientists. Hence it is true.

- d) The buds are just beginning to open on the trees. It was unusually warm this time last year. The heater must be seen to.
- e) People who kill others do not deserve to live themselves. Such people should be treated as they treat others. Capital punishment is fully justified for murders. Moreover, the practice of capital punishment will make villains think twice before they act.

3. Indicate whether each of the following is deductive or inductive:

- a) All humans are mortal. Socrates is a human. Hence, socrates is mortal.
- b) My car doesn't start. When Peter's car didn't start, the trouble was a wet distributor. Cars like mine have this as a common problem. It is very damp today. Therefore, the fault in my car is a wet distributor.
- c) I can go on holiday by car or aeroplane. If I go by aeroplane, then I shall get there faster, but cannot take much luggage. If I go by car, I can take more luggage. A successful holiday requires that I take the right clothing. I can't take the right clothing on the aeroplane. Therefore if my holiday is to be a success, I must go by car.
- d) There is no such thing as free will. Our consciousness is induced to desire some object. The latter, in turn, is determined by some other cause, and so forth ad infinitum.
- e) When we try to explain which elements make up the phenomena of our consciousness, it is extremely important to remember that the structure and behaviour of humans never deviates very much from that of protozoans. Hence, the conscious functions of humans will not differ very much from those of protozoans.

4. With the help of an appropriate example in each case, explain the following distinctions:

- a) The distinction between an argument and a mere proposition.
- b) The distinction between truth and validity.
- c) The distinction between deductive and inductive arguments.

SECTION B

Answer one question

5. Write an essay on the theory of the syllogism. Make sure that the following are clearly explained.
- a) The meaning of a categorical syllogism;
 - b) The two important classifications of categorical propositions;
 - c) The reasons for classifying singular propositions as universal;
 - d) The meaning of "distribution" and how the four types of categorical propositions distribute their terms.
6. Explain each of the following and illustrate your answer with an appropriate example:
- a) Fallacy of undistributed middle;
 - b) Fallacy of illicit distribution;
 - c) Fallacy of affirming the consequent;
 - d) Fallacy of denying the antecedent.

SECTION C

Answer one question

7. a) Use propositional calculus rules to prove the validity of the following:
- $$P \therefore ((Q \rightarrow R) \rightarrow \neg P) \rightarrow (\neg R \rightarrow \neg Q)$$
- b) Use the truth-table method to prove the validity or invalidity of the following:
- $$(P \vee Q) \rightarrow R, \neg P \therefore R \rightarrow Q$$
8. Translate the following propositions into the symbolism of the predicate calculus:
- a) The man on the right is the man who snatched my purse;
 - b) No car is safe unless it has good brakes;
 - c) Something is a fish and it can swim;
 - d) There is someone who both loves and is loved by John.

SECTION D

Answer one question

9. Use quantifier and propositional calculus rules to show the validity of the following:

$$(\exists x) Fx \quad \therefore \quad \neg(x) \neg Fx$$

10. Explain the following with the help of appropriate examples in each case:

- a) Argument by analogy;
- b) Refutation by logical analogy.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

PH 902

PHILOSOPHICAL LOGIC

TIME: THREE HOURS

ANSWER: ANY FOUR QUESTIONS

1. Discuss the debate between Prior and Belnap concerning the meaning of the logical connectives.
 2. Discuss thoroughly the strengths and weaknesses of any one of the interpretations of the quantifiers.
 3. (a) Outline the philosophical tradition of distinguishing between necessary and contingent truth.
(b) Discuss why some thinkers hold that modal logic intended to represent arguments involving the concepts of necessity and possibility is required.
 4. Briefly explain and discuss four arguments that have been advanced in support of many-valued (deviant) logic.
 5. Discuss the metaphysical and epistemological questions that can be raised against standard two-valued logic as a result of a plurality of logical systems.
 6. Discuss critically the meanings of deductive and inductive validity.
 7. Discuss whether you think there could be grounds for preferring the 'Theory of Presupposition' to the 'Theory of Description', or vice versa.
 8. Discuss whether or not you think it is philosophically important whether 'true' is treated as a property of sentences, or propositions, or statements.
 9. What do 'natural kind' terms have in common with proper names? Discuss.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

PH 950

MORAL PHILOSOPHY

TIME: THREE HOURS

ANSWER: FOUR QUESTIONS

(Note: Q1 is compulsory for all. The other three questions are optional. You may not answer both Q7 and Q8).

1. "It is of the first importance for ethics to see that the question of the connection between morality and happiness is a crucial one." DISCUSS. (Compulsory question)
2. (a) Write an essay on the ethical theory of either Plato or Aristotle.
(b) Estimate the significance of his influence on ethical theory in general.
3. Four of the main religious systems of ethics are: Indian, Buddhist, Islamic and Christian.
(a) Discuss one of these systems in detail.
(b) Make reference to at least one other of these systems by way of comparison and contrast.
4. Write an essay on the approach to ethics of one of the following: Spinoza, Hume, Kant.
The answer should contain some cross-reference to one of the other philosophers.
5. Write an essay on the approach to ethics of one of the following: Hegel, Marx, Sartre.
The answer should contain some cross-reference to one of the other philosophers.
6. (a) Explain in detail what is meant by virtue ethics.
(b) Is the emergence of fresh emphasis on virtue ethics a development? Give reasons for your answer.

7. Write an essay on one of the following ethical theories: Utilitarianism; Stoicism; Hedonism; African Ethics; Gender Ethics. The answer should contain some cross-reference to at least one of the other theories.

OR

8. With reference to applied ethics, contrast the diverse manner in which a utilitarian and a deontologist would approach the issue of suicide.
9. (a) Explain the meaning of 'metaethics' with reference to logical positivism.
- (b) Explain and evaluate either 'emotivism' or 'universal prescriptivism' as metaethical theories.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

PH 979

PHILOSOPHY OF THE SOCIAL SCIENCES

TIME: THREE HOURS

ANSWER: FOUR QUESTIONS (At least one, and not more than two questions may be chosen from Section A).

SECTION A

1. (a) Explain the meaning of 'crude' or 'naive' empiricism in scientific method and offer a critique.
- (b) Explain and evaluate the meaning of 'hypothetico-deductive' method in scientific explanation.
- (c) Give your critique of the validity of scientific method.
2. (a) Explain what Karl Popper meant by 'conjectures' and 'refutations' in scientific method.
- (b) Why did Popper place such importance on 'bold' conjectures?
- (c) Discuss the critique made by sophisticated falsificationists of Popper's approach.
3. (a) Explain Thomas Kuhn's understanding of 'paradigm' and 'paradigm shift' with reference to scientific revolutions.
- (b) In what way did Kuhn consider scientific progress to take place within periods of normal science? Explain.
- (c) Evaluate Kuhn's statement that paradigms are 'incommensurable' and examine whether Kuhn is justified in insisting on total 'relativism' in science.

4. (a) Discuss and evaluate the manner in which Lakatos's focus on research programmes allowed for both development and change in scientific progress.
- (b) Unlike Kuhn, Lakatos believed in progress towards truth in science. Discuss.
- (c) Examine briefly whether or not the history of science supports the approach of Lakatos.

SECTION B

5. (a) Discuss and evaluate some of the crucial differences between the subject matter of the natural sciences and that of the social sciences.
- (b) Explain what is meant by 'reification' and 'superstition'.
- (c) Do you think the social sciences are adequately described as 'sciences'? Explain your answer.
6. (a) Discuss the problem of cultural relativism and universalism in the social sciences.
- (b) Explain the difference between 'ideology' and the 'sociology of knowledge'.
- (c) Discuss the problem of the quest for truth in the social sciences.
7. (a) The sociologist Max Weber spoke of 'value-freedom' in the social sciences. Discuss the extent to which there can be such a thing as a value-free social science.
- (b) Explain what is meant by 'economic rationality' and discuss whether or not this can be considered as an adequate expression of human rationality.
- (c) Discuss briefly the problem of 'fact' and 'value' in the social sciences.
8. (a) Explain the 'leash principle' in sociobiology.
- (b) Give a critique of sociobiology focusing on the extent to which you think it offers an adequate explanation of social behaviour making special reference to the phenomenon of 'altruism'.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

PL 110

INTRODUCTION TO GOVERNMENT AND POLITICS

(INTERNAL AND CORRESPONDENCE)

TIME: 3 HOURS

ANSWER: ONE QUESTION OF EACH SECTION

SECTION A

1. Account for the various theories of "Social Contract" in Western Political thought. What are the differences between them? What are the similarities?
2. Both Consensus and Coercition are said to be instrumental to integration of political communities. Critically assess the advantages and disadvantages of each approach.
3. African political thought is said to be based on particular historical experiences. Can you elucidate.

SECTION B

4. Democracy has been defined as both a "culture" and a "decision-making process". Can you elucidate these points?
5. What was Max Weber referring to, when exposing his views on "the protestant ethic and the spirit of capitalism"? Can you elaborate the points?
6. It has been argued that "democracy" withers away in a "soft state". Do you share that view? Give detailed reasons for your position.

SECTION C

7. Identify and analyse the factors that may account for the collapse of Nkrumah's regime in Ghana.

8. "It is possible that a single-party system with scope for open-debate and representation of minority interests may actually be more democratic than a multi-party system where there is minimal public consultation and accountability." Critically evaluate the above state in reference to Tanzania.
9. Examine the factors that may be advanced to explain why political instability and frequent military interventions in politics has become a regular feature of the Nigerian political system.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SUPPLEMENTARY/DEFERRED EXAMINATIONS - JANUARY 1996

PL 110

INTRODUCTION TO GOVERNMENT AND POLITICS

TIME: THREE HOURS

ANSWER: THREE QUESTIONS - ONE FROM EACH SECTION

SECTION A

1. Critically analyse the relative usefulness of the Marxian and Weberian conceptions of 'Social Class' in understanding Modern African Political systems.
2. Evaluate what you consider as the major contributions of Plato and Aristotle towards the understanding of Politics and development of Political Thought.
3. Draw largely but not exclusively from African experiences, critically assess what factors enhance and what factors undermine the legitimacy of a Political system.

SECTION B

4. Critically analyse the extent to which elections involve free choice among candidates by the electorate.
5. Discuss the significance of the constitution to democratic governance.
6. Weber claimed that bureaucracy was a very efficient system. Do you agree? Give detailed reasons for your answer.

SECTION C

7. Critically analyse the factors that may account for the similarities and differences in the performance of the military and Civilian Regimes in the economic management of Ghana.

8. Assess the extent to which the ideology of Ujamaa more than any other factor principally determined Tanzania's development strategies during the country's One Party era.
 9. Critically analyse the relative role and performance of the Nigerian bureaucracy under military governments compared to its role and performance under the civilian governments.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

PL 250

COMPARATIVE POLITICS

INTERNAL AND DISTANCE EDUCATION

INSTRUCTIONS

1. ANSWER THREE QUESTIONS, ONE FROM EACH OF SECTIONS A, B AND C.
 2. TIME: 3 HOURS
-

SECTION A

1. "The primary problem of politics (in Third World countries) is the lag in the development of political institutions behind social and economic change." Samuel Huntington: Political Order in Changing Societies. Discuss, with specific reference to the developmental approach to comparative politics.
2. Write short notes on the following political concepts:
 - (a) Pressure group
 - (b) Democratic centralism
 - (c) Political elite
 - (d) Dictatorship of the proletariat
3. Structural - functionalism developed to answer the need for a non - marxian general theoretical approach to comparative politics. Discuss.

SECTION B

4. Compare and contrast the American dual and the French multi-party systems. To what extent are the political party systems of the two countries influenced by their respective electoral processes?
5. Accountability and consultation are the basic principles of pluralistic democracy. Discuss, illustrating your answer with examples from America and France.

6. " The mythical idea of the nature of the state consists in imagining that political power can be established and exercised outside and above social classes".

Louis Althusser: Moutesquieu: Politics and History. Discuss, with reference to the liberal democratic conception of the state.

SECTION C

7. Discuss the significance of GLASNOST (openness) and PERESTROIKA (restructuring) as two fundamental principles underpinning new political thinking in the Soviet Union since 1989.
8. Analyse the role of ideology in the explanation and justification of the monopoly of political power by the Communist Parties of the Soviet Union and China.
9. How would you account for the Chinese Communist Party's continued adherence to the vision of a classless society despite the theoretical and practical collapse of communism in the Soviet Union?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1998

PL 360

INTERNATIONAL POLITICS

TIME: 3 HOURS

ANSWER: ONE QUESTION OF EACH SECTION

SECTION A

1. Can you account for the realist approach in international politics and assess the extent to which it is useful in explaining international politics in the African context?
2. Can you expose the following approaches/theories and give examples illustrating cases in which they can be useful in explaining foreign policy decisions or international political events?
 - a) system-theory
 - b) decision-making theory
 - c) functionalism
 - d) dependency
 - e) game-theory
3. What is meant by "level of analysis problem"? Elucidate.

SECTION B

4. Expose and discuss the important variables taken into consideration in the process of foreign policy formulation and implementation.
5. Critically assess the view of that "Nations do not have permanent friends, but only interests".
6. What is the role of ideology in explaining foreign policy decisions?

SECTION C

7. What are, according to you, causes of war and conditions for peace?
 8. Can you expose and discuss the Third World's demands for a "New International Economic Order" and the First World's responses to the same?
 9. Both Consensus and Coercition are said to be instrumental to integration of political communities. Critically assess the advantages and disadvantages of each approach.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATION - OCTOBER/NOVEMBER 1995

PL 910

LIBERAL POLITICAL THEORY

TIME: 3 HOURS

INSTRUCTIONS:

ANSWER ONE QUESTION FROM SECTION ONE AND TWO QUESTIONS FROM SECTION TWO.

SECTION ONE

1. Make a critical analysis of the basis of John Stuart Mill's view that representative government is the best form of government.
2. Compare and contrast the ideas of Thomas Hobbes and John Stuart Mill on the liberty of individuals in "civil society".
3. Discuss the differences and similarities between the notion of "convention", as conceived by Hume, and the concept of "social contract", as conceived by theorists like John Locke and Thomas Hobbes.

SECTION TWO

4. Assess the validity of the principle of utility as conceived by utilitarians. Make references to specific theorists.
 5. Assess John Locke's major contributions to Liberal-democratic theory.
 6. It has been claimed that Machiavelli's theory implies that there is no morality in politics. Discuss the validity of this assertion.
 7. Analyse the extent to which Edmund Burke's theory accommodates political change.
 8. Assess the consistency of Rousseau's statement: "The sovereign, merely by virtue of what it is, is always what it ought to be," with his ideas on the General Will.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

PL 930

POLITICS OF SOUTHERN AFRICA

TIME: THREE HOURS

ANSWER: THREE QUESTIONS, TWO FROM SECTION I AND ONE
FROM SECTION II.

SECTION I

1. Identify and discuss the contradictions between the principles of apartheid and the needs of capital that existed in apartheid South Africa. To what extent can it be argued that these contradictions rather than the Wars of Liberation were principally responsible for the collapse of apartheid in South Africa.
2. Critically analyse the factors that may account for the differences and similarities in the responses of the African petty-bourgeoisie to nationalist and revolutionary politics in South Africa and Angola respectively.
3. Compare and contrast the nature of British Colonialism in the Federation of Rhodesia and Nyasaland and in the former High Commission Territories. In what ways did the different colonial experiences of the two areas determine the similarities and differences in the process of decolonization in Northern Rhodesia and Lesotho.
4. Critically assess the relative roles of SWAPO and that of the United Nations in Namibia's struggle for and the subsequent achievement of self-determination.

SECTION II

5. Critically evaluate the relative significance of the roles played by regional and international pressures for change in the subsequent collapse of white dominated regimes of Southern Africa.
6. Critically evaluate the prospects of SADC's success as a regional economic body in post-apartheid Southern Africa.

7. Analyse Britain's role in and policies towards Southern Africa. What factors may be advanced to explain the differences and similarities in the policies of Britain towards the region with those of the United States.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

PS 100

INTRODUCTION TO PSYCHOLOGY

TIME: 3 HOURS

MAX. MARKS: 100

NAME:

COMPUTER NO.

INSTRUCTIONS: This examination constitutes 50% of the final course grade. It has 4 parts; Part I carries 35 marks, Part II - 20 marks, Part III - 20 marks and Part IV - 25 marks. Answer Part II, III and Part IV in separate booklets.

PART I

There are 35 multiple choice questions. Please tick/mark on the question paper the best or correct alternative.

1. Intensive examination of a single individual is the objective of:
 - a. Survey
 - b. Naturalistic observation
 - c. Case study
 - d. Interview

2. The concept that complex substances can be described in terms of their component element is characteristic of:
 - a. Gestalt psychology
 - b. Functionism
 - c. Behaviorism
 - d. Structuralism

3. Co-efficient of correlation range, from
 - a. +1 to 0
 - b. -1 to +1
 - c. -1 to C
 - d. None of the above

4. The mean for the following set of scores will be -
6, 8, 10, 4, 5.
- a. 3
 - b. 5.3
 - c. 7.6
 - d. 6.6
5. In higher-order conditioning, a former -
- a. UCS serves as a C.S.
 - b. UCR serves as a C.R.
 - c. CS serves as a U.C.S.
 - d. CR serves as a U.C.S.
6. If the experimenter wants to train a dog to press a buzzer with its foot, he can reward the dog each time the animal approaches the area of the buzzer. The experimenter is trying to establish the process of:
- a. Resistance to extinction
 - b. Conditioning
 - c. Shaping
 - d. Stimulus generalization
7. Man-Machine Systems is the concern of:
- a. Industrial Psychologist
 - b. Experimental Psychologist
 - c. Engineering Psychologist
 - d. Educational Psychologist
8. The use of controlled experiment is most characteristic of:
- a. Naturalistic observation
 - b. Testing
 - c. Experimentation
 - d. Case study
9. The diagnostic criteria for Abnormal Behavior depends on
- a. Adaptiveness of behavior
 - b. Statistical frequency
 - c. The practitioner's orientation
 - d. All of the above
10. The medical model especially considers abnormal behavior as
- a. Thought disorders
 - b. Hallucinations
 - c. What is infrequent in a given population
 - d. Brogenic

11. The treatment of abnormal behavior
 - a. Depends on the concept held about abnormality
 - b. Depends on the patient's motivation
 - c. Is best achieved through both traditional and modern therapy
 - d. Can only be effective through prayers such as at a christian crusade

12. The Psychodynamic perspective assumes that abnormal behavior issues from
 - a. Malfunction within the body
 - b. Failure to accept oneself
 - c. Unconscious psychological conflicts
 - d. Inappropriate learning

13. The human brain is composed of
 - a. 10 to 12 billion specialized cells
 - b. 10 to 12 million specialized cells
 - c. 10 to 14 billion specialized cells
 - d. 10 to 14 million specialized cells

14. The axon may synapses with the
 - a. Dendrites and axon of a single neuron
 - b. Dendrites and cell bodies of several neurons
 - c. Dendrites and terminal buttons of a single neuron
 - d. Dendrites and the myelin sheath of a single neuron

15. The endocrine glands work in conjunction with the area of the brain called the
 - a. Thalamus
 - b. Hypothalamus
 - c. Medulla
 - d. Cerebrum

16. A baby has just been born. Who or what will exert the greatest influence on her socialization as a member of her society?
 - a. The school
 - b. Her siblings
 - c. Her family
 - d. The church

17. When a father tells a child that he should give someone else a turn to talk and not intertupt, he is teaching the child
 - a. Phonemes
 - b. Semantics
 - c. Pragmatics
 - d. Syntax

24. Contemporary psychologists believe that perception is
- a. Inborn
 - b. Learnt
 - c. Both (a) and (b)
 - d. None of the above
25. Procedures used to study thresholds are called
- a. Psychophysical methods
 - b. Discrimination experiments
 - c. Difference threshold method
 - d. None of the above
26. Spatial Resolution is measured by
- a. Contrast thresholds
 - b. Visual acuity
 - c. Vestibular apparatus
 - d. Skimming
27. Which senses are more important to human species:
- a. Smell and vision
 - b. Sight and hearing
 - c. Smell and taste
 - d. Smell and hearing
28. Perception is the process by which we organize, interpret and recognize
- a. (Patterns of stimuli)
 - b. Information
 - c. Data
 - d. None of the above
29. Most IQs fall between
- a. 70 and 90
 - b. 90 and 110
 - c. 120 and 150
 - d. 100 and 120
30. Extreme underactivity of the thyroid gland leads to
- a. A hydrocephalic condition
 - b. PKU
 - c. A microcephalic condition
 - d. Cretinism

31. The evaluation of the less conscious aspects of personality is an important feature of
- Prospective techniques
 - Structured interviews
 - Inventories
 - Situational tests
32. Which of the following is not an important or essential characteristic of an effective psychological test?
- Validity
 - Appropriate norms
 - Reliability
 - Determination of the most basic elements or factors in the skill being tested
33. Mary's morning schedule is as follows:
- | | |
|----------------------|--------------------------|
| 8 to 9 study History | 10 to 11 study Sociology |
| 9 to 10 History exam | 11 to 12 Sociology exam |
- If one were to offer an interference explanation Mary's poor performance on the exam could be attributed in part to inhibition.
- History; proactive
 - Sociology; proactive
 - History; retroactive
 - Sociology; retroactive
34. A general term which includes the other three is
- Recognition
 - Relearning
 - Remembering
 - Recall
35. Although his mother reminded him of his 3 o'clock dentist appointment as he left for school, Phiri forgot the appointment. Assuming that no unusual events occurred at school that day, which of the following is the least likely explanation for Phiri's forgetting his appointment.
- Obliteration
 - Repression
 - Interference
 - Decay

PART II

Answer any 5 of the following:

1. Temporal relations in classical conditioning.
2. Criteria for defining abnormal behavior.
3. Nervous system.
4. Components of an attitude.
5. Social loafing.
6. Race and Intelligence.
7. Spaced Vs Unspaced learning.
8. Explain what geometric illusions are.

PART III

1. Given the following, calculate the standard deviation.

<u>Scores</u>	<u>f</u>
195-199	1
190-194	2
185-189	4
180-184	5
175-179	8
170-174	10
165-169	6
160-164	4
155-159	4
150-154	2
145-149	3
140-144	1

N = 50

2. Given the following set of scores, calculate the rank-order correlation co-efficient.

<u>Physics Rank</u>	<u>French Rank</u>
3	1
2	4
1	2
4	3
6	5
5	7
7	6

PART IV

Any any 2 of the following:

1. Using the criteria given in class, discuss what you would consider as abnormal behavior - citing real life examples.
2. Discuss Freud's theory of personality and point out its relevance in the Zambian context.
3. Examine the different ways by which memory can be improved.
4. A lady has just been elected as a member of parliament. She looks eagerly to representing her constituency but she feels that she may lack in the necessary skills to communicate effectively with her constituents. What advice would you give her?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

PS 220

PERCEPTION, LEARNING AND MOTIVATION

TIME: THREE HOURS

INSTRUCTIONS:

THERE ARE THREE PARTS TO THIS PAPER. ANSWER ALL PARTS USING SEPARATE BOOKLETS FOR PART I, PART II AND PART III.

PART I: Answer 5 questions from Section A. and 1 question from Section B.

SECTION A

Choose any 5 from the following, and briefly define or describe the term, concept or theory.

1. Instinctive motive
2. Hormic theory
3. Homeostasis
4. Locus of control
5. Self-actualization
6. Associationism
7. Drive

SECTION B

Choose and write one Essay from this Section

1. Critically analyze different theories of motivation discussed in class and propose what you would consider a more workable theory of motivation.
2. Compare and contrast the "Drive" and "incentive" theories of motivation, and give some applicable examples in real life situation.
3. Discuss how some theories of motivation discussed in class can be applied to Zambia's national development.

PART II

SECTION A

Choose any three from the following, and briefly define or describe the term, concept or theory:

1. Learning
2. Extinction in operant conditioning
3. Negative reinforcement
4. Modelling
5. Shaping

SECTION B

Choose and write one Essay from this Section

1. Compare and contrast the Behavioristic theories of learning and the cognitive organizational theories of learning. Give real-life examples.
2. Discuss cognitive behavior modification approaches, citing real-life examples.
3. Discuss how some theories of learning, discussed in class, can be applied to school environments in Zambia.

PART III

SECTION A

Write short notes on three of the following:

- a. perceptual constancy
- b. the sense of kinesthesia
- c. the absolute threshold and the differential threshold
- d. binocular disparity
- e. sensation and its importance

SECTION B

Choose one topic and write an essay on it:

1. How is the figure distinguished from the ground? Describe how a figure can be lost in the ground by the use of camouflage.
2. Describe the "visual cliff" experiment conducted by Gibson and Walk. Do the findings of this experiment show whether depth perception is innate or not in human beings? Explain.

3. What is the Gestalt concept of perception? Discuss the following laws of grouping and illustrate them with diagrams:-

- (i) Similarity
- (ii) Proximity
- (iii) Closure
- (iv) Continuity

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

PS 310

PERSONALITY AND SOCIAL PSYCHOLOGY

TIME: THREE HOURS

INSTRUCTIONS:

THERE ARE TWO PARTS TO THIS PAPER. ANSWER PART I USING A SEPARATE BOOKLET. FOR PART II, USE SEPARATE BOOKLETS FOR SECTION A AND SECTION B.

PART I: Choose three (3) topics out of six (6) and write three (3) essays.

1. Read the following excerpt from a newspaper article entitled "Bridge Attack Stuns a Nation". Discuss the following contents of the article with reference to what you know about altruism or "helping behaviour".

Dozens of people cheered three men who forced attractive Doletha Word out of her car, ripped off her clothes and forced her to plunge to her death from a bridge.

None of the 50 spectators at Belle Island in Detroit lifted a finger to help the terrified victim in an act of barbarity which has caused revulsion across the U.S.

One witness was said to have watched the attack with a mobile phone in his hand, refusing to call the police. He and the rest of the crowd saw the attackers use a crow bar to smash 33 year-old non-swimmer Doletha's fingers while she screamed and clung to the bridge as she dangled above the river. Her body was found later several miles downstream.

...Police say Belle Isle, an island park in the Detroit River between Michigan and Canada was packed with people who saw the 3 am incident.

They said Doletha, the mother of a 13 year-old daughter, was involved in two minor traffic accidents. Then a car with three men inside chased her onto the bridge and rammed her vehicle. One of them smashed it open with a crowbar and pulled her out of the driver's seat, ripping off her clothes. He then pushed her against the car, and beat her.

One of the attackers weighed over 21 stone, and Doletha, eight stone and only 4 ft 11 inches tall was no match for the attackers. When she tried to run away, the man with the crowbar chased her.

"Cars were passing, there were people standing around, and no one tried to help," said shocked Police Sergeant, John Morel.

2. All theories on gender identity development are based on the assumption that all children belong to families in which both mother and father are present. Discuss with reference to any two theories on how children develop a gender identity.
3. What are attitudes? Describe the three most important processes in the acquisition of attitudes, especially in the case of children.
4. Describe the research conducted by Asch on conformity and discuss four factors that are particularly significant in influencing people to conform to group norms.
5. Explain how credibility, trustworthiness and attractiveness affect a communicator's effectiveness.
6. What is the great person or trait theory of leadership? How was it formulated and what is its current status?

PART II

Section A: Choose and write one Essay from the following:

1. Discuss some pathogenic factors in personality development according to Alfred Adler.
2. Henry Murray postulated the theory of "Press" as applies to personality development. Discuss some examples of "Press" in the Zambian context and how these can influence personality development.
3. Discuss some pathogenic factors, according to Karen Horney's theory, which can facilitate the development of a neurotic personality.

Section B: Choose and write two Essays from this Section.
Use a separate Answer Booklet.

1. Discuss the ideal personality according to Abraham Maslow with reference to its development and specific characteristics.
2. Compare the views of Sullivan and Erikson regarding the development of the self-concept. Which view do you adhere to and why?
3. Discuss the characteristics by which 'Humanism' differs from the other psychological approaches to personality.
4. You are a psychotherapist following the Rogerian approach to therapeutic treatment. What techniques would you use to help your client in therapy? Discuss them by relating to Roger's view of personality.
5. Define the following of Allport's concepts and relate them to his view of personality:
 - (a) Trait
 - (b) Cardinal, Central and Secondary Dispositions
 - (c) Habit, attitude and type
 - (d) Intentionality
 - (e) Functional autonomy

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

PS 330

COGNITIVE AND PERCEPTUAL DEVELOPMENT

TIME: THREE HOURS

INSTRUCTIONS:

THERE ARE TWO (2) SECTIONS IN THIS PAPER. YOU ARE REQUIRED TO ANSWER THREE (3) QUESTIONS FROM SECTION A AND ANOTHER THREE (3) QUESTIONS FROM SECTION B.

Section A: Answer three (3) questions.

1. Compare Piaget's stage of concrete operations to the one of formal operations.
2. How should we interpret the research finding that the children of certain cultural groups only give the responses defined by Piaget as evidence of concrete operational thought at much later ages than children in western societies? What are the implications of your preferred interpretation for Piaget's overall theory of Cognitive Development?
3. Fred Zindi conducted a study on intelligence testing involving black Zimbabwean students and white students in the U.K. One major finding was that the Zimbabwean students had lower scores on two verbal scale sub-tests (vocabulary and comprehension) of the WISC - R (The Weschler Intelligence Scale for Children - Revised) than their British counterparts. In addition, the Zimbabwean students did not perform as well as their British counterparts on Raven's Progressive Matrices Test which is said to be culture-fair.

How would you interpret these results and would you recommend the use of such tests among Zambian school children? Give reasons for your answer.

4. Contrast Skinner's theory of language acquisition with that of Chomsky's. What is your opinion?

5. "From time to time one reads the reports of travellers indicating that native informants fail to recognize the contents of photographs, even when the pictures are taken in the informant's locale and even if the pictures are of the informant or members of his family." Why does this happen and is it a universal phenomenon among people in non-literate societies?

Section B: Answer three (3) questions.

6. Discuss the concept of field-dependence and field independence with reference to various child-rearing practices. (In your discussion, include the use of the Rod and Frame Test as well as the Embedded Figures Test).
7. What is the carpentered world hypothesis? How does it account for the Muller-Lyer illusion? Refer to research evidence.
8. Give a brief description of Luria's study on cognition among people of the Asiatic republics of the former USSR. How did Luria account for the differences in performance in his sample? Do you agree with his conclusions? Give reasons for your answer.
9. What is the zone of proximal development? Do you think it can be used with success in Zambian government primary schools? Explain.
10. How do Piaget and Vygotsky regard the role of social interaction in relation to the cognitive development of the child? What is your opinion?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

PS 450

INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY

TIME: 3 HOURS

INSTRUCTIONS: This examination counts for 50% of the final grade. There are 3 Sections in this paper. You are required to answer all 3 sections.

PART I

Answer any 7 questions and briefly define, identify, describe and state the significance of the concepts, relationship or phenomenon involved. Each question is worth 4 marks.

1. Critical incident technique.
2. Man-Machine Systems.
3. Span of control.
4. Predictor Reliability and Validity.
5. Job description, job specification and selection ratio.
6. Variables in consumer behavior.
7. On the job training and vestibule training.
8. Steps in the organizational change process.
9. Objectives of intervention.
10. Safety prevention measures.

PART II

Choose any 2 questions from this part and write concise, clear and well thought out essays supported by empirical evidence and examples.

1. What is a criteria?
Explain the different types of criteria employed in Industrial and Organizational Psychology.

2. Describe the process and the steps involved in the assessment of training needs in an organization. Why should an organization undertake this activity?
3. What is performance appraisal? How would you design and implement a performance appraisal system in an organization?
4. Compare and contrast 2 theories of job satisfaction. Discuss their views on the causes of job satisfaction. Finally indicate which theory you believe has the strongest impact on improving job satisfaction in the workplace.

PART III

Answer any one of the following:

1. Explain the path goal theory and Fiedler's theory of leadership. How do these theories help to improve leadership behavior.
2. What is organizational design? Describe how environment and technology influence in designing organizations.
3. What is organization development and what are the goals of organization development?

If you are employed as a consultant for a Mining Company which has problems of low morale and absenteeism, how would you bring the necessary changes in the organization to alleviate this problem?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

PS 930

PSYCHOLOGICAL TESTING

TIME: 3 HOURS

INSTRUCTIONS:

There 3 Sections in this paper. Answer them in separate booklets. The final examination constitutes 40% of the final grade. Section A carries 20%, Section B carries 15% and Section C 5%.

Please try to spend approximately 1½ hours for Section A, 1 hour for Section B and 30 minutes on Section C.

Section A

Answer any 2 of the following:

1. (a) Define psychological testing.
(b) Explain the various test related influences that are likely to impair the generalizability of test results.
2. (a) Discuss some of the social and ethical considerations in psychological testing.
(b) Bring out their implications.
3. (a) Distinguish between group tests and individual tests.
(b) Outline the characteristics of achievement tests.

Write short notes on any 2 of the following:

1. Aptitude tests.
2. Mental age scores and percentiles.
3. Contributions of Francis Galton to psychological testing.
4. Basal age and ceiling age.

Section B

This part constitutes 15% towards your final grade.

1. Write short notes on any two of the following:
 - (a) Reference Population
 - (b) Measurement Error
 - (c) Z scores
 - (d) Item Difficulty

2. What does reliability refer to? Why is this concept useful in the field of testing? Discuss some of the different ways of measuring reliability of a test.

OR

Imagine you have been asked to construct an achievement test of Science for Grade 7 pupils of Zambia. Give the steps broadly which you would follow in constructing such a test.

3. Following is the data on a few items of a test.
 - (a) Calculate the item difficulty and item discrimination and point out the questionable items.

[Data indicating number of persons giving correct response in Upper (U), Middle (M) and Lower (L) criteria group for 90 students].

<u>Item</u>	<u>U</u> (30)	<u>M</u> (30)	<u>L</u> (30)
1	25	19	17
2	30	30	26
3	29	28	19
4	20	21	26
5	21	23	21
6	26	24	19
7	15	0	0

- (b) What can be the minimum and maximum value of D (Index of Discrimination)

Section C

Choose and write ONE essay from any of the following questions:

1. Give a detailed account of the Minnesota Multiphasic Personality Inventory.

What is this inventory designed to measure? How valid is this instrument for its purpose?

2. It is said that individuals in the 3rd world countries do not usually follow their interests.

What are interest inventories?

Give a critique of interest inventories.

How applicable are these inventories to 3rd world countries?

3. What techniques/methods can be used to assess whether an applicant is suitable for a particular job?

Discuss how reliable these techniques are.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY DEFERRED EXAMINATIONS - JANUARY/FEBRUARY 1995

S 110

INTRODUCTION TO SOCIOLOGY

TIME: THREE HOURS

INSTRUCTIONS:

THIS PAPER IS IN THREE SECTIONS. PLEASE ENSURE THAT YOU
ANSWER ALL THE QUESTIONS.

SECTION A (20 MARKS)

1. Social Stratification refers to
 - (a) Natural arrangements of people according to their sex
 - (b) The fairly ranking of positions in a society in terms of unequal power, prestige or privilege
 - (c) Equality in society
 - (d) None of the above
2. Socialisation is the
 - (a) The movement of people from one social situation to another
 - (b) The process by which individuals attend schools
 - (c) The process of preparing new comers to become members of an existing group by helping them to imbibe attitudes and behaviours considered proper
 - (d) The main job of sociologists
3. Alienation is important to Marx as Anomie is to
 - (a) Weber
 - (b) Durkheim
 - (c) Ivan Illich
 - (d) Ivan Berg

4. The ability to respect one self depends on
- (a) The way we behave
 - (b) How others rate us
 - (c) How we interpret the way others rate us
 - (d) The degree to which we can forget how others degrade us
5. Which of the following sociologists strongly influenced the thinking of Karl Marx?
- (a) Comte
 - (b) C.H. Cooley
 - (c) Hegel
 - (d) Weber
6. Emnigration is
- (a) The movement of people which involves a permanent or semi-permanent change of usual residence
 - (b) Movement into an area from a different part of the same country
 - (c) The process of international migration viewed from the stand point of the nation from which the movement occurs
 - (d) a and c
7. Which of the following sociologists is well known for his theory of Looking Glass self
- (a) M. Weber
 - (b) M. Mead
 - (c) C.H. Cooley
 - (d) E. Goffman

8. When Researchers want to establish a possible cause and effect relationship, they may conduct
- (a) Survey
 - (b) Interviews
 - (c) Questionnaires
 - (d) None of the above
9. That people are expected to comb their hair is an example of
- (a) Sanction
 - (b) Value
 - (c) More
 - (d) Folk way
10. According to Durkheim, the suicide likely to occur when an individual places the group above his or her own survival is
- (a) Fatalistic
 - (b) Egoistic
 - (c) Anomic
 - (d) Altruistic

SECTION B (20 MARKS)

Write a few notes on the following:-

1. Looking glass self*
2. Role strain
3. Research design
4. A variable
5. Anomic and Alienation

6. Social category
7. Closed Stratification system
8. Ethnocentrism
9. Culture lag
10. Social institution

SECTION C (60 MARKS)

Answer two questions

1. What do you understand by the term Ethnocentrism? How does it help to bring about National Survival and how does it jeopardise National Survival in modern world? (Take the case of Zambia as a Nation)
2. Identify and discuss the weaknesses of Modernisation approach.
3. Identify and discuss 5 problems faced by Social Researchers in their effort to pursue the scientific method.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

S210

SOCIOLOGICAL THEORY

TIME: THREE HOURS

ANSWER: QUESTION 1 IN SECTION A AND THREE QUESTIONS FROM SECTION B.

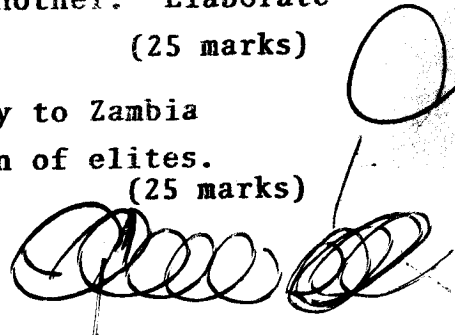
SECTION A

1. Distinguish between:

- (a) value reference and value neutrality in the conduct of research in sociology; (5 marks)
- (b) class and status; (5 marks)
- (c) function and dysfunction, as discussed by Robert K. Merton; (5 marks)
- (d) significant symbols and non-significant symbols, as discussed by George Herbert Mead; and (5 marks)
- (e) traditional authority and charismatic authority. (5 marks)

SECTION B

- 2. Auguste Comte spoke of the law of human progress or the law of three stages and that the law was related to social organization. Describe the law and show how it was related to social organization. (25 marks)
- 3. Karl Marx's contribution to sociology may be summarized in one proposition, namely that the economy is the determinant of the structure of society as well as of the development of society from one stage to another. Elaborate this proposition. (25 marks)
- 4. Give examples of elites in Zambia and apply to Zambia Vilfredo Pareto's theory of the circulation of elites. (25 marks)



5. With reference to Talcott Parson's work, what are pattern variables and which of these characterise appointments to top posts in the Zambia Civil Service? Give examples to support your views. (25 marks)

6. Discuss, with reference to division of labour and elementary forms of religious life, Emile Durkheim's use of the functional approach in sociology. (25 marks)

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

S 310

URBAN SOCIOLOGY

TIME: THREE HOURS

ANSWER: FOUR (4) QUESTIONS ONLY

1. Discuss some of the salient features and shortcomings of the Rural-urban continuum as an approach to the study of urban sociology.
 2. Give an outline of any of the following theories of city growth. How applicable is it to the pattern of city growth in Zambia.
 - a) Demographic transition theory
 - b) Concentric zone theory
 - c) Sector theory of city growth
 3.
 - a) What is a city?
 - b) Discuss the assertion that a city is an agent of economic development.
 4. One of the urban development trends in the developing countries today is the high incidence of urban primacy. Discuss some of the factors which have contributed to this trend.
 5. Housing is one of the major urban development problems in Zambia, particularly as it relates to the low income households. Discuss the major factors undermining the provision of adequate and affordable housing services in Zambia.
 6. Define the following concepts:-
 - a) Megalopolitan city
 - b) Satellite city
 - c) Urban dispersion
 - d) Primate city
 - e) Urbanisation
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1985

S 940

SOCIOLOGY OF RELIGION

TIME: THREE HOURS

ANSWER: FOUR QUESTIONS, TAKING TWO FROM EACH SECTION

SECTION A

1. Durkheim, Yinger, Radcliffe-Brown and O'Dea are some of the sociologists that have analysed the functions of religion in society. Select any two of the above and critically analyse their theories.
2. (a) Briefly discuss traditional, charismatic and rational-legal authority.
(b) Explain "routinization of charisma" as understood by Max Weber and evaluate its significance in charismatic authority.
3. Explain Max Weber's Protestant Ethics thesis and evaluate to what extent it is applicable to Jehovah's Witness in Zambia and their economic activities.
4. (a) Define Secularization.
(b) Identify factors that have led to the development of secularization and assess its impact on modern society.

SECTION B

5. (a) Briefly discuss confirmatory and transformatory rituals.
(b) Explain what is meant by liminal experience (paase) in one of the rites of passage using an example from one of the following social anthropologists: Van Gennep or Victory Turner.
6. (a) Identify four main differences between traditional and modern ways of thinking.
(b) Discuss "Religion gives people a positive means to express their distress".

7. Discuss either one Spirit Church or Ethiopian Church.

Evaluate the relevancy of this religious movement to its adherents.

8. Discuss theories relating the significance of witchcraft beliefs to the social structure of particular ethnic groups taking illustrations from the following:

Nupe

Gwari

Fondo

Nyakyusa

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

S 970

CHANGE AND DEVELOPMENT

TIME: THREE HOURS

TOTAL MARKS: 100

ANSWER FOUR QUESTIONS ONLY. EACH QUESTION CARRIES 25 MARKS.

1. The role played by Socrates, Plato and Aristotle provided a strong foundation to the study of man in society. Discuss.
 2. Karl Marx, Max Weber and Emite Durkhein had different theories of religion, what were these?
 3. Social stratification can be defined as structural inequalities between different groups of people. Discuss this statement with reference to slavery, cask, estates and class.
 4. The advent of colonialism had a great impact on African marriages. Discuss.
 5. Discuss the way Japanese Corporations are run as opposed to Corporations in the United States of America with particular reference to bureaucracy and oligarchy.
 6. Rural Zambia has been deprived of its effective manpower due to the continuing rural-urban immigration. What are the gonological reasons for this movement.
 7. Explain causes of the backwardness being experienced in the third world during the last and present centuries.
 8. What is the role of women in development in Africa today?
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995
S 992
MEDICAL SOCIOLOGY

TIME: 3 HOURS

ANSWER ANY FOUR OF THE FOLLOWING QUESTIONS

1. Give a brief resume of the History of Medical Sociology.
2. What is the role of Sociology in the field of Medicine
3. Discuss the medical model and the social model of health. Are they complementary or alternative explanations?
4. Discuss the social influences on health and the role of prevention.
5. The social, economic and political structure of society can be identified as a major contributor to illness. Discuss with special reference to Zambia.
6. Discuss the systems of medical beliefs and practices.
7. Briefly describe Zambia's Health Reform Programme, pointing out its strength and weaknesses.
3. Assess the contribution of traditional healing towards health in Zambia.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

SW110

INTRODUCTION TO SOCIAL WELFARE

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY FOUR QUESTIONS. ALL QUESTIONS
CARRY EQUAL WEIGHT.

1. Describe and discuss the main distinguishing characteristics between community development and community organisation.
 2. Contrast the role that industrialization played in the development of social policy both in an industrialized country of your choice and Zambia.
 3. Define and discuss social development. Analyze its importance in the context of Zambian national development.
 4. What is the relationship between social welfare and social work? Are there any differences between the two?
 5. Discuss the role and importance of culture in development and the role and importance of development in culture. Define "culture lag".
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

SW 210

SOCIAL POLICY AND SOCIETY

TIME: THREE HOURS

ANSWER:

TWO (2) QUESTIONS FROM SECTION A AND TWO (2) QUESTIONS FROM SECTION B. ENSURE THAT THE ANSWER SCRIPTS FOR EACH SECTION ARE TIED SEPERATELY.

SECTION A

1. What is a Welfare State? Discuss four (4) mechanisms through which a Welfare State operates in the Zambian context.
2. Discuss the following basis for the provision of Social Welfare Services.
 - a) Attributed needs
 - b) Diagnostic differentiation
 - c) Universality
 - d) Selectivity
3. What is a social service delivery system? Discuss the following strategies for altering the composition of a delivery system:
 - a) Specialized Access Structure
 - b) Purposive duplication

SECTION B

1. The way policy objectives are operationalized influences the criteria used to measure performance. Briefly describe the policy performance criteria, effectiveness, efficiency and effort, and explain the purpose to which they are employed.
2. Policy needs to be developed strategically, that is, with an eye towards implementation. Identify and describe three (3) factors that influence the implementation process.

3. The development and structuring a policy follows a natural sequence that begins with initiation of a new idea and culminates with the adoption of a new programme or set of programmes by a decision-making body. Discuss the process of turning ideas into programmes.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

SW230/239

INTRODUCTION TO SOCIAL WORK METHODS

TIME: THREE HOURS

ANSWER: ALL QUESTIONS IN PART I, FIVE IN PART II AND TWO IN PART III.

PART I CARRIES ONE POINT, PART II TWO POINTS AND PART III 20 POINTS PER QUESTION.

PART 1: MULTIPLE CHOICE

1. Which of the following is not one of the main ways used to grasp social work activity.
 - (a) Brief definitions and descriptions
 - (b) Theoretical approach
 - (c) Historical approach
 - (d) Just do it approach

2. Which of the following is a force that affect individual behaviour.
 - (a) Self-analysis
 - (b) Self preservation
 - (c) Immediate gratification
 - (d) Psychological needs.

3.is known as the central organising agency of the personality system.
 - (a) preconscious
 - (b) repressed barrier
 - (c) Super ego
 - (d) Ego

4.argued that human nature is essentially historically conditioned.
 - (a) Gordon Allport
 - (b) Abraham Maslow
 - (c) Erich Fromm
 - (d) Carl Rogers

5. Which of the following is NOT included in the ACTION system
 - (a) Client system
 - (b) Target system
 - (c) Process system
 - (d) Intervention system

6. Which of the following is a reason for violating the principle of confidentiality.
 - (a) When testifying in a civil case
 - (b) Where a client commits a crime
 - (c) When there is evidence of child abuse
 - (d) When a client becomes unfriendly

7.interviews are the most common in Social Work
 - (a) Intake
 - (b) Therapeutic
 - (c) Diagnostic
 - (d) Informational

8. 'Yes' and 'No' questions must be avoided in phrasing questions because:
 - (a) They suggest a desired answer
 - (b) They are unclear as to what you want to ask
 - (c) They lack elaboration
 - (d) They assume an action is occurring that is not known.

9. The keys to being a successful counselor are
- (a) degrees and certificates
 - (b) experience and wisdom
 - (c) Competence and concern
 - (d) Listening and talking
10.contains a person's conscience and self ideal.
- (a) Super ego
 - (b) conscious
 - (c) repressed barrier
 - (d) Ego
11. People fixated at this stage have characteristics as stubbornness, rebelliousness:
- (a) Phallic stage
 - (b) Anal stage
 - (c) Oral stage
 - (d) Gevital stage
12. Conditions of worth occur when an individual
- (a) needs to value oneself
 - (b) worth is judged conditionally
 - (c) denies or distorts to awareness, significant experiences
 - (d) concept of self is consistent with experiences.
13. Which of the following is NOT an exercise involved in consciousness raising in Gestalt therapy:
- (a) Rituals
 - (b) Reversals
 - (c) Rehearsals
 - (d) Games of Dialogue

14. Which of the following is NOT a psychosocial drive according to transactional analysis
- (a) Stimulus hunger
 - (b) Recognition hunger
 - (c) Awareness hunger
 - (d) Excitement hunger
15. Stereotyped transactions programmed by external social forces are known as
- (a) Pastimes
 - (b) Games
 - (c) Rituals
 - (d) Stimuli
16. A transaction with a hidden scheme for attaining an end is
- (a) A gimmick
 - (b) Intimacy
 - (c) a switch
 - (d) a game
17. People in this general life script withdraw from others or write a counterscript
- (a) I'm not ok - you are not ok
 - (b) I'm not ok - you're ~~not~~ ok
 - (c) I'm ok - you are not ok
 - (d) I'm ok - you are ok
18. The self-actualization motive is a basic assumption for:
- (a) Gestalt therapy
 - (b) Client centred therapy
 - (c) Transactional analysis
 - (d) Reality therapy

19. Alcoholics Anonymous is a good example of:
- (a) Re-Socialization group
 - (b) Educational group
 - (c) Problem solving group
 - (d) Self-help group
 - (e) Therapeutic group
20. The disadvantage of Authoritarian Leadership is that it is generally:
- (a) Inefficient and indecisive
 - (b) Seeks maximum involvement
 - (c) Spreads responsibility
 - (d) leads to bickering among group members.

PART II

Write short notes on five of the following:

- (i) Phenomenology
- (ii) Fulfillment models
- (iii) Humanistic psychology
- (iv) The knowledge base of Social Work
- (v) Intervention skills
- (vi) Clients right to self-determination
- (vii) Informational interviews
- (viii) Leadership roles
- (ix) Open-ended versus closed-ended groups
- (x) Self-help groups

PART III

1. Why is interviewing an important tool in Social Work practice.
2. Using practical examples, outline the different intervention groups common in Zambia.
3. Describe the basic tenets, theory of Pschopathology, and theory of therapy of Transactional Analysis.

4. Outline and describe desirable neutral ways of asking questions and common errors to avoid.
5. Discuss the assertion that the central justification for the existence of Social Work is the problem of human life.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

SW 210

SOCIAL POLICY AND SOCIETY

TIME: THREE HOURS

ANSWER:

TWO (2) QUESTIONS FROM SECTION A AND TWO (2) QUESTIONS FROM SECTION B. ENSURE THAT THE ANSWER SCRIPTS FOR EACH SECTION ARE TIED SEPERATELY.

SECTION A

1. What is a Welfare State? Discuss four (4) mechanisms through which a Welfare State operates in the Zambian context.
2. Discuss the following basis for the provision of Social Welfare Services.
 - a) Attributed needs
 - b) Diagnostic differentiation
 - c) Universality
 - d) Selectivity
3. What is a social service delivery system? Discuss the following strategies for altering the composition of a delivery system:
 - a) Specialized Access Structure
 - b) Purposive duplication

SECTION B

1. The way policy objectives are operationalized influences the criteria used to measure performance. Briefly describe the policy performance criteria, effectiveness, efficiency and effort, and explain the purpose to which they are employed.
2. Policy needs to be developed strategically, that is, with an eye towards implementation. Identify and describe three (3) factors that influence the implementation process.

3. The development and structuring a policy follows a natural sequence that begins with initiation of a new idea and culminates with the adoption of a new programme or set of programmes by a decision-making body. Discuss the process of turning ideas into programmes.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

SW310

SOCIAL POLICY ANALYSIS

TIME: THREE HOURS

ANSWER: ALL QUESTIONS.

1. (a) What is policy analysis?
(b) Using a problem of your own choice, show how you would apply policy analysis in search of possible solutions. (25 marks)
 2. Privatisation is said to have led to recent increases in unemployment. Do you agree? What implications does your answer have on the problem of youth unemployment. (25 marks)
 3. Discuss the following concepts of social welfare
(a) Organismic
(b) Communitistics
(c) Utilitarianism
(d) Quasi-Utilitarian
(e) Qualified individualistic (25 marks)
 4. (a) Elucidate the major functions of human service organisations, both at individual and societal levels.
(b) Discuss the crucial elements in administration as they affect the realisation of organisational goals. (25 marks)
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY MID-YEAR EXAMINATIONS - JUNE 1995

SW 321

SOCIAL RESEARCH METHODS

TIME: THREE HOURS

INSTRUCTIONS:

ANSWER ANY TWO QUESTIONS FROM SECTION A AND ANY TWO QUESTIONS FROM SECTION B. ENSURE THAT THE ANSWER SCRIPTS FOR EACH SECTION ARE TIED SEPARATELY.

SECTION A

1. A careful formulation of the problem including relevant measurements and criteria of success or failure, is essential in evaluation research. Discuss.
2. Defend or refute the parsimony assumption for scientific approach in social research.
3. Demonstrate how the Zambian government could benefit from social research in its drive to foster national development.

SECTION B

1. Discuss some of the advantages and disadvantages of a mailed questionnaire as a social research instrument in Zambia.
 2. What is scaling? Discuss two methods of testing for the reliability and validity of scales.
 3. Discuss the relationship between theory and fact in scientific social investigation.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY OF ZAMBIA EXAMINATIONS - OCTOBER/NOVEMBER 1995

SW 330

(ANALYSIS OF SOCIAL WORK INTERVENTION)

TIME: 3 HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS IN SECTION A AND B AND
ANY THREE IN SECTION C.

SECTION A

1. One of the goals of the normative re-educative strategy is to

 - (a) Improve the problem solving capabilities of clients
 - (b) Change political institutions
 - (c) Alter ways of mobilising energy
 - (d) None of the above

2. Planned change

 - (a) Is an evolving complex of events
 - (b) Utilises knowledge and technology to improve human welfare
 - (c) Is conscious and deliberate
 - (d) b AND C.
 - (e) All the above

3. A Group Work principle which asserts that the group is its own primary source of control and the worker should work with the group in order to help it make its own decisions is

 - (a) Flexible functional organisation
 - (b) Purposeful worker - group relationship
 - (c) Guided group interaction
 - (d) a and b
 - (e) None of the above

4. There have been problems in Social Work to bring the methods together because:
- (a) Some Social Workers feel inferior to others
 - (b) Of the absence of a well-articulated conceptual framework in the profession
 - (c) Of role differentiation
 - (d) b and c
 - (e) All the above
5. One of these urged for the development of "people's organisations" or grass-roots groups which should not be representative either of the various classes in the community or of the established interest groups.
- (a) Saul Alinsky
 - (b) Jack Rothman
 - (c) Murray Ross
 - (d) Karl Marx
 - (e) Lippit
6. The 'felt' aspect of personality according to Eric Berne is.....
- (a) Ego state
 - (b) Id
 - (c) Parent
 - (d) a and b
 - (e) None of these
7. Florence Hollis' psycho-social model sees the problems of clients as being rooted in
- (a) Environmental pressures
 - (b) Faulty ego and superego functioning
 - (c) Infantile needs and forces left over from childhood
 - (d) All the above
 - (e) b and c.

8. When society changes too fast, people experience adjustment problems. Alvin Toffler calls this situation.....
- (a) Cultural dualism
 - (b) Maximum Functionality
 - (c) Minimum Conflict
 - (d) Future Shock
 - (e) None of these
9. A stage in a group's development which is characterised by ambivalence leading sometimes to resistance in participating in the group is called
- (a) Group
 - (b) Disintegration
 - (c) Reintegration
 - (d) Pre-termination
 - (e) Goal-achievement activity
10. Benne, Bennis and Chin's normative re-educative strategy would be more consistent with Lippitt and Watson's
- (a) Correcting patterns of communication
 - (b) Correcting perception of reality
 - (c) Changing values and goals
 - (d) Improving problem solving skills
 - (e) All the above
11. Social Workers can make use of theories from social and behavioural sciences for a variety of reasons such as
- (a) Explanation of social phenomena
 - (b) For critical comparison of phenomena
 - (c) As guide for intervention
 - (d) To avoid subjectivity
 - (e) a, c and d

12. One of the "practice wisdom" theories in Social Work is
- (a) Systems theory
 - (b) Eclectic theory
 - (c) Family therapy
 - (d) Cognitive theory
 - (e) Humanistic theory
13. Role theory in Social Work can be used to:
- (a) Assist Social Workers to take different roles depending on the client situation
 - (b) Analyse people's behaviour and help people to understand what they are expected to do
 - (c) Explain client behaviour which could result from role abandonment
 - (d) a and b
 - (e) All the above
14. Lippit and Watson's "diagnostic orientations" are applicable to.....
- (a) Groups and communities only
 - (b) Individuals only
 - (c) Individuals, groups, organisations and communities
 - (d) Individuals, groups and communities
 - (e) None of these
15. According to Murray Ross, a goal of Community work associated with capacity building is called.....
- (a) Process goal
 - (b) Content goal
 - (c) Method goal
 - (d) Locality development
 - (e) None of these

SECTION B

THE MUTENDE CASE

Mutende who is thirteen years old is a Modu by tribe from Guni District, Roman Catholic by religious faith. He came to town with his parents in 1950, since then he has never been back to his rural home. His father is an underground worker.

Mutende was born with a "hunched back" which makes him look younger than his age.

Very early in his life, he used to stand in township streets amusing people and begging money from them. Later, when bottle stores and wet and dry canteens came into operation, he established himself in helping to unload foodstuffs such as bread, sweets, sugar, beers and packets of cigarettes. In return, the people responsible for this work gave him some of these foodstuffs as a reward for his service to them.

About April, 1960, Mutende became very popular among people working on the canteens who were not only drunkards, but dagga smokers as well. These people allowed the boy to remain in their company and it was not long before the boy got involved in beer drinking and dagga smoking in spite of his age.

Mutende became more familiar with these bad habits so much that it was practically impossible to control some of his deeds. He even absented himself from his parents and began sleeping with these people of bad reputation whose homes were in single quarters.

On the 10th February, this year, his father who had noticed bad behaviour in his son, brought him to the township Manager and pleaded to him for any help which can be applied to reform his child. The case was handed to me.

I took the boy to the Youth Club where he was registered as a probationary member and later on as a full club member in the junior section after paying the registration fee and the required subscription.

On Monday, 12th February, I took Mutende to the Headmaster of a nearby school with a view in mind of getting him a place in Sub A. The Headmaster who knew the boy's character before refused to accept him giving his reasons that, "it would be useless and sheer waste of books and other school materials to admit a boy who cannot do anything other than fight others and insult me and my staff".

I tried to put my case clear to him, but there was little to bring him in my line. I left and took the boy with me to the club and began teaching him how to play draughts. That day he looked very co-operative to me and to other club members as well.

Five days later, I made an appointment to visit the Headmaster again to discuss the same subject of admitting the boy to school at least to keep him occupied. This time the Headmaster agreed to take the boy on probation pending full enrolment next school term.

I went to the parents of Mutende and asked them to buy uniforms. The father who had no money borrowed from his neighbours.

The following morning was Sunday, the 18th February. I met Mutende at the Club and advised him to go to school the following morning, so Mutende, looking very smart in his new pair of shorts and a new blue shirt left for school.

At school, Mutende found things very strange. Parading, physical training and school games made him dislike school. He deserted school after two lessons and eventually rejoined his former company.

In the evening, I went to the home of Mutende's class teacher and asked him whether the boy had attended all the lessons that day. The teacher told me that the boy had deserted after only two lessons. I received his words without surprise because I could claim to know Mutende better than others in this place. I thanked the teacher and went to Mutende's parents. Mutende was there with his parents at home. I asked him whether he had attended all the lessons at school. At first he said he did but later on he admitted " I cannot go to school where no free foods and no beer are supplied". His parents and I were all surprised. The father got a stick ready to beat him but we stopped him from doing it.

I spoke to Mutende nicely in the presence of his parents until he promised me to go to school the following morning. At ten o'clock that morning I went to school to check whether he had gone to school - it was the 20th February. I found Mutende in the class, and he greeted me. After talking to him, I advised him to come to the Youth Club after school hours. Surprisingly, he came on his own without being forced by anyone - this was the beginning of his reformation.

By April, he got so used to both coming to the Club and going to school on his own that it has now become his daily programme, more especially going to school. It was a remarkable experience to find that the boy's character was gradually changing from bad to good.

By now the boy has quite reformed and he has never missed a day at school. He is doing very well at school and I am very happy about it.

1. Answer the following questions from the case above:-
 - (a) Nature of problem identified
 - (b) Type of Social work method used
 - (c) Specific techniques of intervention used by the worker
 - (d) Results of this intervention
 - (e) Underlying philosophy demonstrated
 - (f) Identify evidences of Benne, Benis and Chin's strategies of planned change in the case

SECTION C

ANSWER QUESTION ONE AND ANY OTHER QUESTION

1. Identify any two theories which constitute the knowledge base of Social work. Discuss how each of these theories can be used to:-
 - (a) Explain phenomena
 - (b) Guide intervention
 - (c) Predict outcome of intervention

 2. "A common element to all strategies of planned change is the conscious utilisation and application of knowledge as an instrument or tool for modifying patterns and institutions of practice"

Discuss this statement and identify two factors which mar the application and dissemination of knowledge according to Benne, Bennis and Chin (Give examples which reflect the Zambian situation).

 3. "Community work is not simply directed at realising content goals but more importantly to attain process goals". Discuss.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - OCTOBER/NOVEMBER 1995

SW 475

COMMUNITY CHANGE AND DEVELOPMENT

TIME: THREE HOURS

INSTRUCTIONS:

1. ANSWER ANY 3 QUESTIONS IN SECTION A
 2. ANSWER ALL QUESTIONS IN SECTION B
-

SECTION A

1. Why is the analysis of community decision-making behaviour important to community development processes?
2. Briefly describe three methods for achieving purposive change. Provide examples which illustrate the conditions in which each method is operationalized.
3. Describe two methodologies for conducting a needs assessment. What are the advantages and disadvantages associated with each method?
4. The concept of community has many meanings: What types of knowledge about community is critical before embarking on a program of community development?
5. A pre-condition for community organization is a social problem. Describe two perspectives for defining social problems.

SECTION B

6. Briefly describe the goals and objectives associated with the community change models in Zambia, Tanzania, China, Israel, India and Britain.
 7. How are the models similar and how are they dissimilar?
 8. Discuss the successes and failures of each model.
-

