

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
SECOND SEMESTER 2003-2004

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

SESSION 2003 – 2004 SECOND SEMESTER FINAL EXAMINATION

D 212: INTRODUCTION TO THEATRE

INSTRUCTIONS: Answer **THREE** questions, one from each section.

TIME: **THREE** Hours.

Section A: Classical Drama

Answer **ONE** question:

1. What were the principal features which distinguished ancient Greek theatrical performance? Is it possible – or desirable – to recreate these features in 21st century productions of classical drama?
2. Comment, with special reference to **ONE** play by Aeschylus, Sophocles, or Euripides, on the use of properties; masks; costume; gesture and movement; stage – space. (you may in the course of your answer **allude** to other Greek plays).

Section B: Shakespeare

3. Friedrich Schiller (1759 – 1805) observed that **Richard III** is marked by “Nobility and Grecian seriousness”. Do you concur?
4. What part is the dramatic design of **Richard III** is played by any **THREE** of the following: Clarence; Buckingham; Hastings; Lady ~~Aure~~ Anne; Queen Elizabeth?

Section C: Class Project

Answer **ONE** question.

5. Compare the original and adapted texts of **Everyman**. What was lost – or gained – through the process of adaptation?
6. Write an assessment of the class project, **Everyman**, in the course of which you should.
 - (a) describe your own contribution;
 - (b) assess the efficacy of the working methods used during adaptation and rehearsal, indicating whether alternative methods or approaches seem in retrospect to be preferable;

- (c) summarise the strengths and weaknesses of the production;
- (d) suggest a practical drama project for next year's D 212 class

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SECOND SEMESTER EXAMINATIONS – JANUARY 2004

D312: AFRICAN POPULAR DRAMA

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Instructions:

Answer Two (2) questions from section A and One (1) question from section B.
All questions carry equal marks.

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SECTION A. Answer two questions from this section.

1. What contribution to the development of African Popular Theatre/Drama is attributed to two of the following personalities:
Duro Ladipo Hubert Ogunde
Wale Ogunyemi Bob Johnson
2. With reference to the Concert Party Theatre tradition of Ghana give a functional analysis of some of the specimen themes of comic plays staged by guitar band musicians and comedians.
3. How far true is it to state that whereas **Moremi** shows a fine insight into the workings of Yoruba religion, on stage it is a moving drama that depends heavily on its rich poetic texture and on the beauty of the music?
4. How effective are music and poetry employed by Duro Ladipo as both literary and dramatic devices in **Oba Koso**?
5. Discuss the content and aesthetics of either the Mganda/Malipenga or the Kalela dance as a dramatic form.

SECTION B. Answer **One** question from this section

6. With close reference to work covered in the D312 course, show how a diachronic rather than a synchronic view of history could serve as a more objective approach to the study of some popular dramatic forms developed between 1900 and 1960 in East and Central Africa
7. **“The characters of a myth, when turned into drama, cannot be only lofty; they must have blood in their veins. The myth must be reinterpreted as human psychological drama otherwise they (the characters) will have only the shallowest motive, they’ll sound petty”**
With reference to the above statement show how the motivation and characterization in some of the Yoruba Opera plays overcomes this pitfall.
8. As a creative writer briefly discuss how you could transpose or adapt some aspects of the Kalela or Mganda into a drama for the contemporary stage.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SECOND SEMESTER EXAMINATIONS – JANUARY 2004

D412: DRAMA PROJECT

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Instructions: Answer three questions from the list provided. All questions carry equal marks.

Time: Three (3) hours.

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1. Define PRA or Participatory Research and Action and discuss some of its elements. How useful is PRA as a TFD: Theatre for Development tool?
2. In what ways could PLA or Participatory Learning and Action, as a TFD tool, be also linked to Paulo Freire's ideas as expressed in **Pedagogy of the Oppressed**?
3. With reference to Augusto Boal's **Games for Actors and Non-Actors** (1992), show how he defines and explains the concepts of *Image Theatre*, *Forum Theatre* and *Invisible Theatre*. What are the main advantages and disadvantages of these concepts when used as TFD theatre techniques?
4. Basing your answer to this question on the Drama Project you carried out during the Course D412, describe the process and product of your work.
5. Briefly, write a critique on the work and practice of TFD by one community based drama group in Zambia.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2003 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

DE 112: INTRODUCTION TO SOCIAL, ECONOMIC AND DEMOGRAPHIC STATISTICS

TIME: THREE HOURS

INSTRUCTIONS: ANSWER QUESTION ONE (COMPULSORY) AND ANY OTHER THREE

1(a) Define the following concepts:

- (i) proportion
- (ii) rate
- (iii) percentage

(b) In the year 2003, a number of pupils wrote their mock examinations. Their Mathematics results are presented in the table below:

Score (%)	Number of pupils
75-100	9,421
65-74	13,190
60-64	35,801
55-59	71,602
50-54	179,005
45-49	89,503
40-44	29,834
35-39	7,459
0-34	3,729
Missing	13,052

- (i) Redistribute the missing cases.
- (ii) What assumption should you make for you to redistribute those that did not sit the Mathematics examination?
- (iii) These results actually fall into five categories: Distinction (65%-100%); Merit (55%-64%); Credit (45%-54%); Pass (35%-44%); and Fail (0%-34%). Using you adjusted frequencies, construct a graph based on these categories and comment on the results.

2(a) What is a socio-economic indicator?

(b) What steps should you follow in constructing socio-economic indicators?

- (c) Explain the three approaches you may use in analysing change in your indicators?
- (d) (i) A rate can be used as an indicator. Mention the two types of rates that you may use to measure any socio-economic phenomenon over time.
(ii) Any true rate should follow the principle of correspondence. What does this mean?

3(a) Discuss the main features of a census

- (b) The information in the table was obtained from some census of population and housing:

Age group	Population		Number of deaths
	Male	Female	
0-4	514,698	518,793	10,412
5-9	498,074	499,191	2,502
10-14	389,247	389,288	1,410
15-19	288,545	312,240	1,560
20-24	216,454	263,573	3,220
25-29	160,543	180,829	4,345
30-34	143,993	161,250	5,340
35-39	109,077	131,496	7,841
40-44	101,217	114,120	10,323
45-49	92,993	86,438	11,424
50-54	76,335	71,099	12,535
55-59	53,678	45,246	13,647
60-64	47,935	45,134	14,758
65-69	35,126	27,713	15,869
70-74	22,461	20,235	16,970
75+	28,619	24,161	18,081

Calculate the following:

- (i) crude death rate
(ii) dependency ratio
(iii) child-woman ratio

4(a) Discuss the following:

- (i) social security statistics
(ii) housing statistics
(iii) educational statistics
(iv) de facto population

- (b) (i) What are the main limitations of census undertaking in Zambia?
(ii) What are the advantages and disadvantages of using the canvasser

- (c) Explain the three approaches you may use in analysing change in your indicators?
- (d) (i) A rate can be used as an indicator. Mention the two types of rates that you may use to measure any socio-economic phenomenon over time.
(ii) Any true rate should follow the principle of correspondence. What does this mean?

3(a) Discuss the main features of a census

- (b) The information in the table was obtained from some census of population and housing:

Age group	Population		Number of deaths
	Male	Female	
0-4	514,698	518,793	10,412
5-9	498,074	499,191	2,502
10-14	389,247	389,288	1,410
15-19	288,545	312,240	1,560
20-24	216,454	263,573	3,220
25-29	160,543	180,829	4,345
30-34	143,993	161,250	5,340
35-39	109,077	131,496	7,841
40-44	101,217	114,120	10,323
45-49	92,993	86,438	11,424
50-54	76,335	71,099	12,535
55-59	53,678	45,246	13,647
60-64	47,935	45,134	14,758
65-69	35,126	27,713	15,869
70-74	22,461	20,235	16,970
75+	28,619	24,161	18,081

Calculate the following:

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4(a) Discuss the following:

- (i) social security statistics
(ii) housing statistics
(iii) educational statistics
(iv) de facto population

- (b) (i) What are the main limitations of census undertaking in Zambia?
(ii) What are the advantages and disadvantages of using the canvasser

method of enumeration?

(iii) What is the difference between an enumeration and a count?

(c) How can you detect coverage errors?

5(a) How do coverage errors differ from content errors?

(b) Explain three methods you would use to detect content errors.

(c) Discuss any three types of content errors.

(d) What are the main sources of content errors?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2003 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

DE 212: INTRODUCTION TO POPULATION THEORIES

TIME: THREE HOURS

INSTRUCTIONS: ANSWER QUESTION ONE (COMPULSORY) AND ANY OTHER THREE

- 1(a) Discuss the following:
- (i) exponential growth rate
 - (ii) arithmetic growth rate
- (b) The table below contains demographic information about Country Zed.

Indicator/Year	1969	1980	1990	2000
Population size	4,052,611	5,661,801	7,383,105	9,337,425
Life expectancy at birth	61.0	6.2	47.8	52.4
Total fertility rate	7.5	6.8	6.2	5.9

- (i) Calculate the geometric growth rate during the three-intercensal periods.
 - (ii) Dr. Miyambo, the presidential advisor on population issues, thinks that Zed's population growth rate should be reduced during the first quarter of the 21st century. What are three policy alternatives available for her? What are the implications for each of them?
2. Discuss the intermediate variable framework of fertility.
- 3(a) Write brief notes on the following:
- (i) John Graunt
 - (ii) Hebrew writers
- (b) Analyse the role of the Christian Church in influencing demographic processes in Zambia.

4. Increasing the level of education of women is an indirect population policy. Explain how this policy would affect the three demographic variables in Zambia.
- 5(a) Analyse the contribution of biologists in explaining demographic change.
- (b) Does population growth affect economic development?
- 6(a) Discuss the effect of traditional beliefs and practices on fertility.
- (b) Write brief notes on the following:
- (i) Romans
 - (ii) Muslim writers

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2003 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

DE 322: INTRODUCTION TO DEMOGRAPHIC ANALYSIS

TIME: THREE HOURS

INSTRUCTIONS: ANSWER QUESTION ONE (COMPULSORY) AND ANY OTHER TWO

1(a) The information in the table was obtained for Finland in 1984.

Age group	Births			Female population	Female 5Lx
	Male	Female	Total		
10-14	0	2	2	148,002	495,940
15-19	1,363	1,326	2,689	177,429	495,323
20-24	7,665	7,529	15,194	185,404	494,485
25-29	12,065	11,349	23,414	189,786	493,478
30-34	8,084	7,703	15,787	201,527	492,280
35-39	3,534	3,373	6,907	207,891	490,713
40-44	498	535	1,033	147,914	488,023
45-49	21	29	50	139,991	483,845

Total mid-year population: 4,881,803.

Calculate the following using information in the table above:

- (i) crude birth rate
- (ii) age-specific fertility rates
- (iii) total fertility rate
- (iv) gross reproduction rate
- (v) net reproduction rate

(b) Compare and contrast an incidence rate from a prevalence rate.

2(a) Give the formulas for the following basic measurements of migration and, for each, explain what it attempts to measure:

- (i) in-migration rate
- (ii) out-migration rate
- (iii) gross migration rate
- (iv) net migration rate

(b) Why is the crude death rate crude?

Use the information in the table below to estimate the age-specific net migration among Chilean women aged 10-49 between 1980 and 1985. What do your results mean?

Age	1980	1985	Female ${}_5L_x$
10-14	571,282	582,708	473,165
15-19	593,262	616,992	471,895
20-24	587,076	622,301	470,038
25-29	505,362	500,000	467,610
30-34	424,186	495,320	464,290
35-39	385,749	350,752	459,623
40-44	325,105	301,243	453,130
45-49	266,575	282,497	443,555
50-54	237,460	240,460	429,723

- (i) What is a life table?
(ii) What are its uses?

Discuss the following:

- (i) stationary population
(ii) stable population

Use a Lexis chart to distinguish a rate from a probability

With AIDS, Zambia's life expectancy at birth is 52 years. If there was no AIDS, it should have been 56 years. What is its crude birth rate?

a) Define the following functions of a life table:

- (i) ${}_1q_0$
(ii) ${}_4q_0$
(iii) ${}_4q_1$
(iv) e_2
(v) ${}_5S_{10}$

Complete the blanks in the following table:

Age	l_x	d_x	q_x	L_x	T_x	e_x
	100,000					
1	86,829			84,666		
	83,163			82,341		
3			0.01303		4,493,842	

Define the following:

- (i) neo-natal mortality
(ii) post neo-natal mortality

Use the information in the table below to estimate the age-specific net migration among Chilean women aged 10-49 between 1980 and 1985. What do your results mean?

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(v) ${}_5S_{10}$

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	100,000					
1	86,829			84,666		
	83,163			82,341		
3			0.01303		4,493,842	

Define the following:

- (i) neo-natal mortality
(ii) post neo-natal mortality

- (iii) peri-natal mortality
- (iv) maternal mortality

(d) Discuss the three types of questions used in the collection of migration

END OF EXAMINATION

UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2003/2004 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATION
DE 412: ADVANCED METHODS OF INDIRECT DATA EVALUATION, ADJUSTMENT AND ESTIMATION

TIME: THREE (3) HOURS

INSTRUCTIONS:

1. Answer all questions in part A
2. Answer only one (1) question in part B, either question one (1) or question two (2).
3. Answer only one (1) question in part C, either question one (1) or question two (2).
4. As a way of saving time [i.] be brief but to the point [ii.] do not spend more than one (1) hour on each part, and [iii.] do not reproduce the given tables in your answer booklets however you must answer the requirement column(s) only

PART A: ANSWER ALL QUESTIONS

- 1.a. Why are complex procedures being developed when almost all countries are now using censuses, (2 marks)?
- 1.b. What enhances the development of estimation procedures and at what stage do these estimation procedures become indirect, (3 marks)?
- 2.a. Mention two categories of models, (2.5 marks)?
- 2.b. Briefly describe normative models and descriptive models, (5 marks)?
- 2.c. Mention five varying mortality components of most model life tables, (2.5 marks)?
- 2.d. Recommend the life table model among the Coale and Demeny family life tables that should be used in a situation where a population has no mortality pattern available and why, (5 marks)?
- 3.a. Briefly define a stable population model, (1.5 marks)?
- 3.b. State the use of the stable population model, (4 marks)?
- 3.c. Refer to the stable population model birth, death, and growth rates, (4.5 marks)?
- 3.d. Why is the Intrinsic Rate of Natural Increase (IRNI) different from Crude Rate of Natural Increase (CRNI) and under what circumstances are these equal, (5 marks)?
- 4.a. Define Net Reproduction Rate, (2 marks)?
- 4.b. State the formula for determining Net Reproduction Rate, (3 marks)?

PART B: ANSWER ONE QUESTION ONLY, EITHER QUESTION ONE (1) OR QUESTION TWO (2)

- 1.a. Discuss the concepts of life table and stationery population models including the applications and limitations, (30 marks)?

Requirements	Marks
Presentable Outline	5
Inspiring Introduction	10
Elaborate Definitions	20
Elaborate Applications	20
Elaborate Limitations	20
Summarising Conclusion	10
Good Grammar and Citations	15

- 2.a. Using information in the table (1) and the North Model of the Coale and Demeny Life Table, estimate mortality using the Arriaga method, (12 marks)?

Table 1: Showing indirect estimation of mortality using the Arriaga method using North Model

Age	Population in percentage	Life table Population			Transformation Factor	
i	$C_{(x, x+4)}$	$L_{(x, x+4)}$	$(2)/(3)*10,000$	$\ln(4)$	x	x^2
(1)	(2)	(3)	(4)	(5)	(6)	(7)
00-04	18.14	405,198	0.4477	-0.8037	-3	9
05-09	16.20	365,955	0.4427	-0.8149	-2	4
10-14	12.42	352,283	0.3526	-1.0425	-1	1
15-19	9.80	342,668	0.2860	-1.2518	0	0
20-24	6.83	330,622	0.2066	-1.5771	1	1
25-29	7.11	316,618	0.2246	-1.4936	2	4
30-34	5.33	302,421	0.1762	-1.7359	3	9
Total	75.83			-8.7195	0	28

- 2.b. The Intrinsic Rate of Natural Increase in Zambia in 1990 was approximately 2.1 per annum. Assuming that fertility and mortality were to remain the same, how many years would it take before the population of Zambia would have increased to 15 million (some 50 per cent above the current, 2000, total), regarded by some as the optimum population, (5 marks).
- 2.c. State the formula used to obtain the Trussell set of multipliers, (1 mark)?

2.d. Complete table two (2), please show computations in full, (12 marks)?

Table 2: Showing the Trussell method for estimating child mortality.

Age i	Number of			(5)	(6)	(7)	(8)	(9)	(10)
	Women	Children Ever Born	Children Dead						
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
15-19	877,939	305,961	54,675						
20-24	742,519	1,228,824	227,332						
25-29	703,549	2,037,830	419,385						
30-34	504,798	1,945,627	446,716						

PART C, ANSWER ONE QUESTION ONLY, EITHER QUESTION ONE (1) OR QUESTION TWO (2)

1.a. Discuss the concepts of stable and quasi stable population models including the applications and limitations, (30 marks)?

Requirements	Marks
Presentable Outline	5
Inspiring Introduction	10
Elaborate Concept Definitions	20
Elaborate Applications	20
Elaborate Limitations	20
Summarising Conclusion	10
Good Grammar and Citations	15

2.a Complete columns (4), (5), (7), and (8) of the table below, **Do not narrate and do not show computations**, (7.5 marks)?

Table 3: Computation of fertility rates using the Brass P/F Ratio Method							
Age of women (x)	Average Parity P_i	Age specific fertility rate (f_x)		Multiplier			
(1)	(2)	(3)	(3)x5 (4)	G_i Cum. Col. (4) (5)	(6)	F_i (3)x(6)+(5) (7)	(8)
15-19	0.424	0.135			2.241		
20-24	2.031	0.309			2.881		
25-29	3.647	0.297			3.030		
30-34	5.003	0.246			3.120		
35-39	5.733	0.180			3.245		
40-44	5.899	0.088			3.510		
45-49	5.779	0.037			4.395		

2.b. Complete table 4 below and describe in detail how each column is obtained, (15 marks)

Table 4: Calculation of vital parameters using the Reverse Survival Ratio Method

Age	Population	Survival		Survival	
	Women	Ratio		Ratio	
	2000	1995-00		1990-95	
(1)	(2)	(3)	(4)	(5)	(6)
Birth					
00-04	18.16	0.849		0.833	
05-09	15.82	0.918		0.908	
10-14	11.59	0.967		0.963	
15-19	9.84	0.976		0.973	
20-24	8.32	0.973		0.970	
25-29	7.88	0.969		0.966	
30-34	5.66	0.964		0.960	
35-39	5.04	0.959		0.954	
40-44	3.91	0.953		0.949	
45-49	3.50	0.948		0.944	
50-54	2.66	0.939		0.934	
55-59	1.98	0.921		0.915	
60-64	1.94	0.890		0.882	
65-69	1.30	0.839		0.678	
70 +	2.40	0.617		0.749	
Total	100.00		0.00	6.716	

2.c. Using information in table 4 above compute the birth, death, and growth rates for period 1995 and 1995-2000, (7.5 marks)?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2003 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS
DE 915: REPRODUCTIVE HEALTH

TIME: THREE HOURS

INSTRUCTIONS: ANSWER FOUR (4) QUESTIONS: ONE QUESTION FROM SECTION (A) AND ANY OTHER THREE QUESTIONS FROM SECTION (B)

SECTION A

- 1a. Briefly define:
- (i) Maternal mortality
 - (ii) Reproductive Health
- 1b. Whilst discussing the concepts of Maternal Mortality and Reproductive Health, relate the two concepts using the life course approach rather than the Life cycle approach.
- 2a. Outline the:
- (i) Direct causes of maternal morbidity and Mortality.
 - (ii) Indirect causes of maternal morbidity and Mortality.
- 2b. Discuss the underlying causes of maternal morbidity and mortality.

SECTION B

3. Zambia's sexual and reproductive health indicators are among the worst in the

world. It has been argued that involving men in reproductive health is a viable solution. Demonstrate how male involvement can change Zambia's sexual and reproductive health situation.

4. Sexually transmitted infections, including HIV/AIDS, are among the major reproductive health problems in Africa generally and in Zambia in particular. In your assessment, what would be the best strategies in combating these problems?
 5. Discuss the concept of **Safe Motherhood** and relate it to that of **the Mother-Baby Package**.
 6. To what extent are Family planning programmes justified in Zambia?
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

**2003/2004 ACADEMIC YEAR DISTANCE EDUCATION FIRST SEMESTER
FINAL EXAMINATIONS**

DS 101: INTRODUCTION TO DEVELOPMENT STUDIES I

TIME: THREE (3) HOURS

INSTRUCTIONS:

1. Question one (1) is compulsory.
 2. Answer any other two (2) questions in addition to question one (1).
 3. Write in concise clear good English.
-

1. Drawing practical examples from the **Zambian situation** define the concept of **Dependency** and analyse its policy relevance to the process of development in **Developing countries**.
2. Outline the major characteristic features of the **Modernisation theory** from **W.W. Rostow's perspective**. What are the major weaknesses of this theory?
3. Compare and contrast **Urban Poverty** with **Rural Poverty**. Which one is more relevant to the prevailing situation in **Zambian today** and why?
4. Define the concept of the **State** and discuss the various ways in which the **State** can foster economic growth and development in **Developing countries**?
5. "High population growth rates constrain socio-economic development in **Developing countries**." Critically analyse the above statement within the context of **Zambia**.
6. Define the concept of **Sustainability in Development**.
7. Define any five of the following concepts giving practical examples from any **Developing Country** of your choice.
 - a) **Economies of Scale**.
 - b) **Law of Diminishing Returns**.
 - c) **Development**.
 - d) **Market**.
 - e) **Poverty**.
 - f) **Backward Linkage**.

-----END OF THE EXAMINATION-----

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2003/2004 ACADEMIC YEAR DISTANCE EDUCATION SECOND SEMESTER
FINAL EXAMINATION

DS 102: INTRODUCTION TO DEVELOPMENT STUDIES 11
TIME: THREE (3) HOURS

INSTRUCTIONS:

- 1. QUESTION ONE (1) IS COMPULSORY.**
- 2. ANSWER ANY OTHER TWO QUESTIONS IN ADDITION TO QUESTION 1.**
- 3. WRITE IN CONCISE CLEAR GOOD ENGLISH.**

-
- 1. Drawing practical examples from any Developing country of your choice define the concept of Structural Adjustment Programme. How effective is it in addressing the development constraints of Developing countries particularly in Africa today?**
 - 2. Define and write short notes on any five (5) the following concepts giving practical examples where practical.**
 - a) Stabilisation Policies.**
 - b) Government Food Aid.**
 - c) Multinational Corporations.**
 - d) Non Governmental Organisations.**
 - e) Rural Development.**
 - f) Technology Transfer.**
 - 3. Define the concept of Foreign Aid and assess its impact on Developing countries drawing practical examples from the Zambian situation.**
 - 4. Compare and contrast the Socialist development strategy with the Capitalist development strategy. Which one is more relevant to the development prospects of developing countries?**
 - 5. "Regional Economic Integration is the only solution to Africa's development crisis". Critically analyse the above statement.**
 - 6. What is Project Food Aid? How effective is it in meeting the development needs of Developing countries?**
 - 7. Outline and discuss the conditions necessary for the effective transfer of Technology to Developing countries.**

.....**END OF THE EXAMINATION**.....



THE UNIVERSITY OF ZAMBIA
DIRECTORATE OF DISTANCE EDUCATION

2003 ACADEMIC YEAR FINAL EXAMINATIONS

**DS201 : THEORIES OF SOCIAL AND
POLITICAL CHANGE IN DEVELOPING
COUNTRIES**

TIME : THREE HOURS

INSTRUCTIONS

- (1) Answer three of the following questions.**
 - (2) Credit will be given for good English and orderly presentation of ideas.**
-

1. What constitutes social and political changes?
2. What is an evolutionary theory? Is it a relevant theory in the Twenty-First Century?
3. Is Functionalist Theory scientific?
4. Emile Durkheim claimed that society moves always from simple to complex. Discuss.
5. Max Weber observed that society always change from being small societies to bigger communities. Discuss.

6. Levi-Strauss's structuralism is regarded as the best perception of studying change in societies. What are the merits and the demerits of this perception?
7. Karl Marx claimed that change always comes about after a conflict. What are the strength and weaknesses of this observation?
8. What is typology as a social and political theory? What are the merits and the demerits of this process?

END OF EXAMINATION!

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2003 ACADEMIC YEAR SECOND SEMESTER EXAMINATIONS

DS 202: POLITICAL ECONOMY OF DEVELOPMENT

TIME: THREE HOURS

INSTRUCTIONS:

1. Answer Three (3) Questions
 2. Section A – Question One (1) is Compulsory
 3. Answer any Two (2) Questions from Section B
 4. All Questions carry equal marks
-

SECTION A

1. In his analysis of the deterioration of the terms of trade Raul Prebisch dealt with both the demand and supply conditions of commodity markets. Clearly identify and discuss these two sets of conditions.

SECTION B

2. Critically analyse the significance and/or impact of foreign aid on developing countries. Give examples to illustrate your answer.
3. The Development Crisis in the developing countries is often attributed to two different sets of factors. Clearly identify and critically discuss these factors.
4. In recent years, development experts have come to consider democracy as an important pre-requisite in the development process of the Third World. Critically discuss while giving concrete examples.
5. Critically analyse the impact of the Neo-Liberal model of development pursued by Zambia since 1991. Has this approach been a success in Zambia's development?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2003 ACADEMIC YEAR SECOND SEMESTER EXAMINATIONS

DS 302: FOOD SECURITY IN DEVELOPING COUNTRIES

INSTRUCTIONS

- (1) Question One is compulsory (30 Marks)
- (2) Answer any other two questions (10 Marks each)
- (3) There are eight (8) questions in total.

TIME: THREE HOURS

Questions:

1. Using the Conceptual Framework diagram discuss Food Security.
2. Compare and contrast government and project Food Aid and evaluate their impact on agricultural production.
3. What are the mass murderers in processed foods? Discuss their effects on the human being.
4. Discuss the essential conditions for modernizing agriculture highlighting the effects of modernization.
5. How can capital be created in developing countries?
6. Discuss the most specific proposals under the New International Economic Order.
7. The Green Revolution was seen as a panacea for food security in Developing Countries. How far has this approach gone in achieving this objective.
8. Define Agricultural Marketing and diagrammatically discuss the marketing channels.

END OF EXAMINATION

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

SECOND SEMESTER EXAMINATIONS, JANUARY 2004

DS402: TECHNOLOGY AND DEVELOPMENT II

DURATION: THREE (3) HOURS

INSTRUCTIONS: This paper has six (6) questions. You are to answer question one and any two other questions of your choice. These are essay type questions. Therefore you are expected to write legibly and in good grammar.

1. Describe and discuss the factors that have led to the controversy between Developing and Developed countries over the workings of the international intellectual property rights regime.
2. Critically analyse the challenges facing Developing countries in the implementation of the Trade Related Aspects of Intellectual Property Rights (TRIPS) Agreement.
3. Discuss the prospects and problems facing Developing countries in their quest to develop technological capabilities under the regime of economic liberalization.
4. Compare and contrast the different challenges posed by alternate modes of technology transfer (contractual and non-contractual) to low-income countries in sub-Saharan Africa.
5. Select either biotechnology or information and communications technology (ICTs) and critically evaluate its potential benefits to poor countries in Africa. Pay attention to the constraints associated with adopting the technology of your choice.
6. Compare and contrast the development of technological capabilities in South Korea and India.

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

SECOND SEMESTER EXAMINATIONS, JANUARY 2004

DS402: TECHNOLOGY AND DEVELOPMENT II

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THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2003 ACADEMIC YEAR SECOND SEMESTER EXAMINATIONS

**DS 902: THE FAMILY AND SOCIO-ECONOMIC DEVELOPMENT
IN DEVELOPING COUNTRIES**

TIME: THREE (3) HOURS

INSTRUCTIONS:

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

1. What have been the effects of the market on the socio-economic development of the family in developing countries?
2. What is marriage? Why are marriages becoming unstable in many societies in developing countries?
3. What should be done to improve the 1989 Succession Act?
4. Does Africa need family planning programmes since Africa is using one fifth of its available land according to Samir Amin?
5. Marxist traditions argue that the economic problems the people in the developing countries are going through are not due to being over-populated, but are due to the way the world resources are being distributed. Discuss.
6. Compare and contrast the Catholic and Protestant attitudes towards family planning. Which of these attitudes meet the needs of the people in the developing countries today?

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2003 ACADEMIC YEAR SECOND SEMESTER EXAMINATIONS

**DS 902: THE FAMILY AND SOCIO-ECONOMIC DEVELOPMENT
IN DEVELOPING COUNTRIES**

TIME: THREE (3) HOURS

INSTRUCTIONS:

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

1. What have been the effects of the market on the socio-economic development of the family in developing countries?
2. What is marriage? Why are marriages becoming unstable in many societies in developing countries?
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A number of children are left orphans because of the HIV/AIDS epidemic. Those who have parents have also had their parents thrown out of work to make room for the companies they are working for to be privatized. How should children in these societies be brought up to bring up development in these societies?

Who are the aged? Should members of their immediate families look after the aged or should they be looked after by the communities they served during their working life?

END OF EXAMINATION

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8. Who are the aged? Should members of their immediate families look after the aged or should they be looked after by the communities they served during their working life?

END OF EXAMINATION

**UNIVERSITY OF ZAMBIA
DEVELOPMENT STUDIES DEPARTMENT**

**DS 912: WOMEN AND DEVELOPMENT, POLICIES AND STRATEGIES
SECOND SEMSTER FINAL EXAM**

TIME: THREE (3) HOURS

INSTRUCTIONS:

- 1) SECTION A QUESTION ONE (1) IS COMPULSORY**
- 2) ANSWER ONE QUESTION FROM SECTION B AND ONE FROM SECTION C**
- 3) YOU ARE EXPECTED TO ANSWER THREE QUESTIONS IN TOTAL.**

SECTION A

QUESTION ONE (COMPULSORY)

You are the Director of Trade at the Ministry of Commerce and Trade and you have been tasked to be part of the negotiation team at the World Trade Organisation meeting in Geneva. The Women's Movement in Zambia has insisted that women's issues be the subject of your paper as part of your presentation on trade policies. Prepare this paper for presentation to the World Trade Organisation (WTO).

SECTION B

QUESTION TWO

Write short notes on the following:

- a) Changing gender relations at family level within the context of globalisation
- b) Approaches used in development assistance
- c) Second generation human rights
- d) Adjustment with a human face
- e) Survival strategies

QUESTION THREE

The concept of empowerment of women as a goal for development projects and programs has been gaining prominence. Discuss in detail the women's empowerment framework and how it aims at addressing women's empowerment.

SECTION C

QUESTION FOUR

Discuss the gender dimensions of current agriculture policy and practice. What are the challenges and opportunities?

QUESTION FIVE

Analyse the response or resistance to Structural Adjustment Programs and Globalisation from the women's movement, women's groups and from individual women. Cite examples from Africa, Asia and Latin America.

END OF EXAM AND GOOD LUCK!!

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SECTION C

QUESTION FOUR

Discuss the gender dimensions of current agriculture policy and practice. What are the challenges and opportunities?

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Analyse the response or resistance to Structural Adjustment Programs and Globalisation from the women's movement, women's groups and from individual women. Cite examples from Africa, Asia and Latin America.

END OF EXAM AND GOOD LUCK!!

THE UNIVERSITY OF ZAMBIA

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

DS945: THE GLOBAL ENVIRONMENT AND SUSTAINABLE DEVELOPMENT

SECOND SEMESTER FINAL EXAMINATIONS

DATE: 6TH JANUARY 2004

DURATION: THREE HOURS

INSTRUCTIONS: Answer question one and any other two questions of your choice

1. The problem with the Ecological critics of Development is that they have concrete theory of how environmental concerns can be transformed into social and economic change at the state or international level. Discuss the above statement with reference to the concept of Sustainable Development **(40 marks)**
2. International Environmental Agreements/Conventions are usually difficult and time consuming to negotiate. Bearing in mind the North-South conflict of interests, to what extent can the global agenda for sustainability address the needs of poor countries of the South? **(30 marks)**.
3. Discuss the schemes for making international debt a tool for environmental conservation. What problems are associated with such schemes? **(30 marks)**.
4. The obligation to service international debt has prompted many Developing Countries to unsustainably exploit their natural resources! Discuss this statement while giving concrete examples **(30 marks)**.
5. Compare and contrast the Neo-classical and Marxist approaches to environmental analysis. How far do these approaches offer a useful framework for environmental analysis? **(30 marks)**.

..... End of Examination

THE UNIVERSITY OF ZAMBIA

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

**DS945: THE GLOBAL ENVIRONMENT AND SUSTAINABLE DEVELOPMENT
SECOND SEMESTER FINAL EXAMINATIONS**

DATE: 6TH JANUARY 2004

DURATION: THREE HOURS

INSTRUCTIONS: Answer question one and any other two questions of your choice

1. The problem with the Ecological critics of Development is that they have no concrete theory of how environmental concerns can be transformed into social and economic change at the state or international level. Discuss the above statement with reference to the concept of Sustainable Development **(40 marks)**.
2. International Environmental Agreements/Conventions are usually difficult and time consuming to negotiate. Bearing in mind the North-South conflict of interests, to what extent can the global agenda for sustainability address the needs of poor countries of the South? **(30 marks)**.
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5. Compare and contrast the Neo-classical and Marxist approaches to environmental analysis. How far do these approaches offer a useful framework for environmental analysis? **(30 marks)**.

..... End of Examination

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2003 ACADEMIC YEAR SECOND SEMESTER EXAMINATIONS

DS 975: ECONOMIC GLOBALIZATION AND DEVELOPING COUNTRIES

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER QUESTSION 1 (ONE) WHICH IS A COMPULSORY QUESTION AND ANY OTHER TWO (2) QUESTIONS.

1. Multinational Corporations (MNCs) and National States are two major actors in the process of economic globalization. Explain.
2. Show how the international debt has arisen; explain what is the debt crisis and offer some possible solutions to the issue of international debt.
3. Economic liberalization policies and International Finance are said to be responsible for the fast spreading system of Economic Globalization in the last two decades. Illustrate this reality and show the forces behind it.
4. Regional integration among national states has been seen as a way of combating some negative aspects of Economic Globalization. What is regional integration and how does it benefit national states?
5. Recently (late 2003) the World Trade Organization (WTO) talks on international trade collapsed, in Cancun, Mexico. Outline then discuss the reasons why the talks failed.
6. Proponents of the African Union (AU) and the New Partnership for African Development (NEPAD) argue that with these two regional programmes Africa will defeat poverty and witness new economic growth. Critically evaluate this statement.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2003 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS

E 112: Introduction to Language and Linguistics

TIME: THREE HOURS

INSTRUCTIONS:

Write your answers to Section A in one booklet or booklets; write your answers to Section B in another – a second booklet or booklets. Do not mix the two Sections - Section A and Section B answer booklets together: they must be separate.

Remember your computer number must appear on both booklets, and on each page of the booklets if possible.

Answer **all** questions in Section A: Language.

Marks will be deducted for poor language, including, poor expression and poor spelling as well as for poor argument.

Section A: Language

Answer all questions in this section.

Language and Society

African sociolinguistics is about the social and cultural dimensions of language in Africa. It studies the patterns of *language use* on the one hand, and the factors involving *language variation* on the other. Being concerned with actual *speech*, sociolinguistics seeks to answer several 'big Whs': *Who* speaks *What* to *Whom*, and *Where*, and *Why* in *Which* particular language variety? The big Whs reflect some of the major social factors involved when two or more individuals are speaking to each other, that is engage in verbal as much as social interaction:

- *participants*: who speaks to whom?
- *topic*: what are they speaking about?
- *setting* and the *sociocultural context*: where and when (at any particular social occasion or cultural event?) do they speak?
- *pragmatic function*: why are they speaking, what is language used for?
- *variety*: which particular 'lect', 'code', or 'register' are they using?

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2003 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS

E 112: Introduction to Language and Linguistics

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Answer all questions in this section.

Language and Society

African sociolinguistics is about the social and cultural dimensions of language in Africa. It studies the patterns of *language use* on the one hand, and the factors involved in *language variation* on the other. Being concerned with actual *speech acts*, sociolinguistics seeks to answer several 'big Whs': *Who* speaks *What* to *Whom*, *When* and *Where*, and *Why* in *Which* particular language variety? The big Whs reflect some of the major social factors involved when two or more individuals are speaking to each other, that is engage in verbal as much as social interaction:

- *participants*: who speaks to whom?
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- *pragmatic function*: why are they speaking, what is language used for?
- *variety*: which particular 'lect', 'code', or 'register' are they using?

ferences in language use and language variation are due to complex patterns of 15
locking factors, mainly historical, geographic, ethnic, cultural and social. The study
language variation can only be conducted against the background of these variables.
The language changes over time and in space alongside cultural and social changes in
society, African sociolinguistics, therefore, also deals with the social and cultural
dimensions of *language change* in Africa. 20

The widespread multilingualism in Africa, that is individuals or groups who use two or
more languages regularly and who often apply the languages they use for different
purposes or switch between them in very systematic ways, the study of language use and
language variation among multilinguals is also an integral part of African
sociolinguistics. Multilingualism is linked to the rise, spread and decline of *linguae* 25
caele(1) and the emergence of *pidgins* and *creole* languages, various types of *code-*
switching, the extinction of languages (*language death*) and the emergence of new
languages in Africa.

In the course of becoming multilingual, individuals or groups of speakers will either
maintain their original first language ('mother tongue') or eventually give it up in 30
favour of exclusively using languages acquired simultaneously or learned in later stages
of life, that is shift to their second or third language ('other language'). African
sociolinguistics thus also deals with instances and strategies of *language maintenance*
and language shift when languages come under 'stress'.

One of the major characteristics of the language situation in Africa is the functional 35
diversity between African languages and the imported languages which are usually those of
former colonial powers and which are still being used for official purposes of
inter-continental communication and in formal communication. African sociolinguistics,
therefore, studies the *status* and *functions* of each and every language in a given African
society or state, and the *politics* and *implementation* strategies of maintaining or 40
changing the status and functions of language. Since the status of a language within a
society can be planned and implemented, APPLIED AFRICAN SOCIOLINGUISTICS
deals with all aspects of *language planning*, *language standardisation* as well as
language and politics, in Africa.

Not only do two speakers of the same language speak alike, nor does the same speaker use his/ 45
the language the same way all the time: variation is part of language and language
behaviour(2). Whereas two speakers are said to differ in terms of their particular
dialectal varieties, the same speaker is said to use different *codes* or *registers* on
different occasions and for different communicative purposes. However, the most
common way of identifying a speaker linguistically is by his or her *dialect*, since 50
most speakers of a language are aware of regional varieties in their language. For an
experienced speaker of Hausa in West Africa, for instance, it may not be difficult to
identify another speaker of Hausa as coming from Tahoua in Niger (speaking a dialect of
Hausa which the speakers in Tahoua call Aderanci) or from Katsina or the Bauchi area in
Nigeria (speaking dialects of Hausa which the speakers call Katsinanci and 55

Differences in language use and language variation are due to complex patterns of 15 interlocking factors, mainly historical, geographic, ethnic, cultural and social. The study of language variation can only be conducted against the background of these variables. Since language changes over time and in space alongside cultural and social changes in society, African sociolinguistics, therefore, also deals with the social and cultural dimensions of *language change* in Africa. 20

Since widespread multilingualism in Africa, that is individuals or groups who use two or more languages regularly and who often apply the languages they use for different purposes or switch between them in very systematic ways, the study of language use and language variation among multilinguals is also an integral part of African sociolinguistics. Multilingualism is linked to the rise, spread and decline of *linguae francae*(1) and the emergence of *pidgins* and *creole* languages, various types of *code-mixing*, the extinction of languages (*language death*) and the emergence of new languages in Africa. 25

In the course of becoming multilingual, individuals or groups of speakers will either maintain their original first language ('mother tongue') or eventually give it up in 30 favour of exclusively using languages acquired simultaneously or learned in later stages in life, that is shift to their second or third language ('other language'). African sociolinguistics thus also deals with instances and strategies of *language maintenance* and *language shift* when languages come under 'stress'.

One of the major characteristics of the language situation in Africa is the functional 35 rivalry between African languages and the imported languages which are usually those of the former colonial powers and which are still being used for official purposes of nationwide communication and in formal communication. African sociolinguistics, therefore, studies the *status* and *functions* of each and every language in a given African society or state, and the *politics* and *implementation* strategies of maintaining or 40 changing the status and functions of language. Since the status of a language within a society can be planned and implemented, APPLIED AFRICAN SOCIOLINGUISTICS deals with all aspects of *language planning*, *language standardisation* as well as *language and politics*, in Africa.

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Guddiranci). Dialects of a language typically have names.

Ideally, the notion of 'dialect' should be clear, and one would assume that linguists know how to tell a dialect from a 'language' and identify any particular dialect as belonging to a particular language. However, this is a problematic theoretical issue in linguistics and leads to the unsatisfactory admission that nobody knows exactly how many 'languages' are spoken around the world in general and in Africa in particular. 60

Language and *dialect* are terms which may be clear in everyday conversation, but prove to be problematic and ambiguous when applied in a technical sense. One could say that the Hausa language has several dialects, among them Aderanci, Katsinanci and Guddiranci. In this sense, language is the sum total of all its varieties (dialects, sociolects, idiolects, including all possible codes and registers). However, when a person from Katsina is referred to as a 'dialect speaker', it is often implied that this person does not speak Hausa in some particular 'good' or accepted way, meaning that there is a 'better' and more acceptable way of speaking Hausa. Compared to the Standard Hausa variety(3) Katsinanci variety is considered to represent non-standard or even sub-standard Hausa. This relates to a notion of dialect as something inferior to or even outside, or even outside of, the language which itself becomes automatically identified with the 'standard'. In this sense, language versus dialect reflects degrees of social acceptance and prestige. Further, we still hear people say that compared to Europe with its sixty or so 'languages', Africa has about 2,000 or more 'dialects'. This implies a linguistic as well as cultural superiority of Europe over Africa, and an (often subconscious) attempt to belittle African languages and cultures. The reasons given are often related to factors such as writing traditions and standardisation: a proper 'language' in this evaluative sense has a standard or high variety and a relatively long history of writing – a 'dialect' has neither of these. 75 80

Also, in particular with reference to Europe, 'languages' tend to be identified with national borders and sovereign states, and 'dialects' with regional varieties largely within national borders, consequently 'languages' are said to be 'dialects with a national anthem, a flag, and a navy'. A similar situation is found in southern Africa: the languages of Sotho, Swati and Tswana are more likely to be considered 'languages' because they can be associated with the politically independent states of Lesotho, Swaziland and Botswana. On purely linguistic grounds, they are more likely dialects of just two languages which have several mutually intelligible dialects: Nguni (with varieties like Ndebele, Swati, Xhosa, Zulu) and Sotho (Northern Sotho, Southern Soto, Tswana). Even within South Africa, Zulu and Xhosa, for instance, are considered to be different languages for several non-linguistic reasons: 85 90

- members of the respective speech communities consider themselves to be 'different' on ethnic, social and historical grounds
- each of them has large numbers of speakers
- they have been aggressively treated as 'different' because the *apartheid* system insisted on the differences rather than the commonness of features among the population groups, their cultures and languages 95

- they are listed as different 'official' languages in the South African constitution of 1996.

Yoruba in West Africa is another language with mutually unintelligible dialects 100 which, however, share a commonly recognised standard (Ayo Bamgbose, p.c.). This situation is characteristic for any so-called *dialect chain* (or *dialect continuum*) when speakers do understand immediately neighbouring dialects but have severe problems communicating with speakers of far-away dialects of the same language.

Language behaviour is social behaviour and reflects social stratification, which is 105 part of every society. It is impossible to conceive of any more or less permanent system of cohabitation of human beings which would not be governed by social rules. Social stratification implies a hierarchical relationship of 'higher' and 'lower' in terms of prestige, power and privileges – in sociological terms: *status* and *roles*. Even within what seem to be rather 'homogeneous' societies, human social behaviour will reflect and 110 thereby reinforce, differences of status and roles. Social, ethnic, cultural and linguistic homogeneity, however, are the exception rather than the rule in most countries and societies. Yet many ideas about a 'nation-state' which are shared by intellectuals and political and educated elites in Africa appear to imply homogeneity as a necessary prerequisite of successful nation-building. 115

Ethnic and linguistic differences often coincide, that is, people with different ethnic background often also speak different languages or different varieties of a language. Language can thus be used as a reliable criterion for *ethnic identity* in both directions – group-internal and group-external: by their language behaviour, speakers identify themselves as members of the same group as much as they are identified by others as 120 belonging to a different group. This makes language not only an ideal target for assimilation policies, as for example in the former French and Portuguese colonies in Africa, but also an effective instrument for apartheid as, until quite recently, in Namibia and South Africa. It is a widespread misconception among policy makers that linguistic homogeneity will imply or foster social homogeneity. This is simply not so. 125 Ethnically different groups may share the same language and patterns of language behaviour, such as the Hutu and Tutsi in Ruanda and Burundi or the various Somali-speaking clans. Their recent history has shown, however, that a shared language does not prevent societies from suffering from severe internal conflicts, civil war and even genocide. 130

End Notes

- 1 The term refers to any language which is used for inter-ethnic communication, that is among people who do not share the same mother tongue. Other terms used are *vehicular language*, *contact language*, *auxiliary language*, *trade language*, *international language*, *language of wider communication*. Also and characteristically, *pidgins* function as *linguae francae*.
- 2 *Variety*, *code*, *register* or *lect* are terms used to refer to variant manifestations of a speaker's linguistic competence and repertoire, be they variants of different languages or variants of the same language.
- 3 Standard Hausa is based on the dialect of Kano (Kananci) but is not identical with it; it is somewhat artificial and actually meant to be used for writing and printing. Accordingly, it is sometimes jokingly

but correctly referred to as 'Gaskiyanci', that is the dialect of the *Gaskiya* newspaper and the products of a related publishing house which began its activities in the earlier colonial days.

Heine, Bernd and Derek Nurse (eds). 2000. African Languages An Introduction. Cambridge: Cambridge University Press

1. Briefly explain, with examples, what one should understand by the question in lines 4 – 5. **(2 marks)**
2. List the areas of linguistics in which (Applied) African sociolinguistics is involved. **(5 marks)**
3. What do the following words mean as they are used in the passage:
 - (a) complex (line 15)
 - (b) dialect (line 50)
 - (c) mutually intelligible (line 88)
 - (d) coincide (line 116)
 - (e) assimilation policies (line 122) **(5 marks)**
4. Write a formal set of notes, from the information given in the passage, with the title Dialects. **(15 marks)**
5. Quote from the passage to support the statement that the usual means by which speakers are identified is by the dialect that they use. **(3 marks)**
6. Referring to line 16, explain why the English Language is so widely used in Zambia today. **(3 marks)**
7. A person opens a conversation as follows:

Good morning Lumela ntate, u pela joang?.... Or as the Lozis say o zohile cwane?

Which of the following words can be used to describe that person linguistically:

bilingual, polyglot, literate, dialectologist, sociolinguist **(3 marks)**
8. Complete the following sentence by filling in the blanks:

(a)nci is a which means in the language in Nigeria. **(3 marks)**
9. Explain what you understand by
 - (a) *linguae francae*
 - (b) idiolect
 - (c) register **(3 marks)**

10. Write briefly on

- (a) the origins of language
- (b) the characteristics of human language

(8 marks)

Section B: Linguistics

Attempt Question 11 and two other questions. You must answer **THREE** questions from this Section – Question 11 and two other questions.

11. Discuss clearly the different stages of child language acquisition.

12. Write briefly on **all three** of the following:

- (a) Language handicaps
- (b) The difference between theoretical and contrastive linguistics
- (c) The branches of phonetics

13. Give a detailed outline of the main levels of linguistic analysis, showing clearly what each level involves.

14. Discuss, with examples where necessary, five notions relevant to the topic “Language and Society”.

15. Discuss with examples from English or an African language:

Either (a) The main features of adjectives

Or (b) The major types or classes of verbs

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2003 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

EC 412: INTERNATIONAL FINANCE THEORY AND PRACTICE

TIME: 3 HOURS

INSTRUCTIONS: Answer Four (4) questions in all. Question One (1) in Section A is compulsory. Attempt at least one question from Sections B and C. Each question carries 25 marks.

SECTION A

Please state whether the following are TRUE, FALSE or UNCERTAIN and briefly, explain your answer. Your mark will depend entirely on the fullness, accuracy and content of your explanation. Equal marks are allocated to each question.

1. (a) Destabilising speculation refers to the purchase of a foreign currency when the domestic currency price of a foreign currency falls or is low in expectation that it will soon rise in order to earn a profit.
- (b) Adjustment in the nation's balance of payment disequilibrium under the gold standard took place through changes in internal prices.
- (c) Agents earn excess profits in an efficient market.
- (d) A nation's balance of payment deficit is eliminated by a full depreciation of the exchange rate under a flexible exchange rate arrangement.
- (e) According to the theory of overshooting exchange rate, unexpected increase in money supply will lead to a permanent depreciation of the exchange rate.

SECTION B

2. (a) Define the real exchange rate.
- (b) Using the monthly data provided below, calculate the bilateral real Kwacha/US dollar exchange rate (K/US\$) for 2003.01 using 2002.01 as the base year. Show all your workings.

Variable	2002.01	2003.01
Nominal exchange rate (K/US\$)	3848.50	4411.00
Zambian consumer price index	657.30	816.90
U.S. consumer price index	135.30	138.00

- (c) Explain what the results obtained in (b) above mean.

3. In 2003, the South African rand appreciated against the US dollar by over 25% in nominal terms, mainly due to strong commodity prices, higher interest rate differentials and weak economic data about the prospects of growth of the US economy. To try and support the export sector, the Reserve Bank of South Africa (RBSA) cut the key repo rate (short-term interest rate) by over 5 percentage points to 8.0% in 2003, while interest rates for South Africa's major trading partners namely United States of America and the Eurozone remained relatively unchanged at around 1% and 2%, respectively. Analyse critically the implications of the interest rate cut by the RBSA on the balance for payments for South Africa.
4. The following information is provided on Zambia:
- The Kwacha/US dollar exchange rate is K4700.00 per US dollar;
 - Money supply is K1000.00 billion;
 - Interest rates are around 20%; and
 - The consumer price index is 800.
- Supposing the central bank unexpectedly increases money supply by 10%, analyse critically in the context of the dynamic exchange rate model the effect of this policy action on the exchange rate, stating all the assumptions made.

SECTION C

5. Discuss the purchasing power parity theory and comment on its empirical validity.
6. Discuss the monetary approach to exchange rate determination and comment on the model's empirical validity.
7. Discuss the Internal Balance-External Balance model. How might policy makers in Zambia use this model to solve the macroeconomic problems the country is currently facing?

END OF EXAMINATION

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2003 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS

EC 422: ISSUES IN DEVELOPMENT

TIME: THREE HOURS

INSTRUCTIONS: Answer FOUR questions, Section A and any two questions from Section B

Section A

1. Over the years, less developed countries have pursued various industrialisation strategies, which include the export-oriented and import substitution industrialisation policies. Using Zambia or any other country as your case study, discuss these policies in detail. What are the main tenets, stages involved, advantages and shortfalls? (14 marks)

2. Write brief notes on the following:
 - a) Various elements of trade policy reforms in Africa and their expected effects on government revenue and development. (4 marks)
 - b) Malthusian trap and factors that influence or affect birth rates. (4 marks)
 - c) Aid dependence (4 marks)

Section B

3. A prominent economist Joseph Stiglitz recently criticised the globalisation process as being detrimental to sustainable development in less developed countries if it goes on unchecked.

- a) What is the linkage between sustainable development in less developed countries and the globalisation process? (6 marks)
- b) Explain the major constraints to sustainable development in Sub – Saharan African countries. In your explanation, indicate how these constraints can be overcome. (6 marks)
4. The flow of financial aid and foreign direct investment to developing countries responds to various pull and push factors. Discuss the pull and push factors that determine their flow. In your opinion, how can foreign aid contribute positively to Zambian development? (12 marks)
5. Regional integration in most developing countries is an out growth of the structuralists' declining terms of trade thesis.
- a) Briefly explain the rationale for regional integration as a development strategy in less developed countries. (6 marks)
- b) What are the major constraints to its success among most less developed regions of the world? (6 marks)

END OF EXAMINATION

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2003 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

EC435: NATURAL RESOURCE ECONOMICS

TIME: THREE HOURS

INSTRUCTIONS: Answer QUESTION ONE and any other THREE QUESTIONS.

1. For each of the following statements, indicate whether *True*, *False* or *Unknown* and briefly *Motivate* your answer.
 - (a) A monopolist would maintain lower stocks of a renewable resource than a competitive industry.
 - (b) An increase in the discount rate will increase the current rate of extraction.
 - (c) If, a resource is being physically depleted, its price does not increase, it is becoming less scarce economically.
 - (d) The fundamental principle of extracting resources will always hold in practice.
 - (e) The economic definition of pollution is dependent upon both some physical effect of waste on the environment and a human reaction to that physical effect.

2. Suppose you have been hired to manage some newly opened copper mine in North-western province. The owners of the mine have entered into a contract to sell all ore to Mopani copper mines at a price given by $p_t = a - bq_t$ for the life of the mine, where q_t is the rate of copper extraction in period t , and $a > b > 0$. The remaining copper reserves change according to $R_{t+1} = R_t - q_t$. The cost of extracting q_t units is given by the cost function $C_t = cq_t/R_t$, $c > 0$. You wish to maximize the value of net revenue (discount rate has been assumed to be zero for simplicity) over the horizon $t = 0, 1, 2, \dots, T$

- (a) Calculate the expression of your net revenue in period t .
 - (b) Write the lagrangian expression for this problem and derive the first order necessary conditions.
 - (c) If the discount rate were to be taken into consideration what would be the effect on rate of extraction of the current falling market interest rates on the *Zambian market*?
3. Briefly explain the main principle(s) behind the following methods of valuation:
- (a) Contingent Valuation Method
 - (b) Hedonic Price Method
 - (c) Travel Cost Method
4. Suppose you have been contracted as a consultant by the Environmental Council of Zambia to advise them on a strategy of controlling the emission of effluent on land and in water systems, arising from the production of opaque beer s such as Chibuku, Chati etc. Two options have been put forward, quotas on breweries on the amount of beer produced and a tax levied per unit of beer produced. Your task is to give advice on the pros and cons of the two methods regarding the problem at hand and on the basis of the criteria for selecting pollution control instruments evaluate the two options and advise on the best one.
5. Briefly write statements on the following concepts in natural resource economics:
- (a) User cost
 - (b) Discounting
 - (c) Hotellings principle
 - (d) Maximum sustainable yield
 - (e) Bargaining solutions

END OF EXAMINATION

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2003 ACADEMIC YEAR SECON SEMESTER
FINAL EXAMINATIONS

EC 955: HEALTH ECONOMICS

DURATION: THREE HOURS

INSTRUCTIONS: Answer **ALL** questions from section A and any **TWO** from section B

SECTION A (Answer all - short Answers) - 20 marks

1. State the meaning and relevance of 'health economics' to health planning in developing country like Zambia. (5 marks)
2. Distinguish between Cost Benefit Analysis (CBA) and Cost Effectiveness Analysis (CEA) as methods of full economic evaluation in health economics. (5 marks)
3. Using an appropriate example, explain the meaning of Earmarked/Dedicated taxes as method of financing the health sector. (5 marks)
4. State the main characteristics of market failure in the market for health care. (5 marks)

SECTION B (Answer any 2) - 30 marks

5. The goal of Zambia's health sector is 'to provide equitable access to cost effective health care as close to the family as possible'. Describe how pre-payment scheme attempt to address 'equity' and 'efficiency' considerations in the health sector. (15 marks)
6. Scholars of health economics have attributed the issue of Supplier Induced Demand (SID) to differences in the utility functions of 'the doctor' and 'the patient'. Do you agree? Explain your answer. (15 marks)
7. Explain the concept of *allocative inefficiency* as it relates to health care. What is the relevance of information on allocative inefficiency to the Zambian health sector planner? Give examples. (15 marks)

8. What is the meaning and relevance of health reforms to a country like Zambia? What are the main objectives for introducing user fees as one way of reforming the health care system. (15 marks)

END OF EXAMINATIONS

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END OF EXAMINATIONS

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF LITERATURE AND LANGUAGES

2003 ACADEMIC YEAR FINAL EXAMINATIONS

FR 212 : FRENCH LANGUAGE AND PHONETICS 11
PAPER 11
TIME : THREE HOURS

INSTRUCTIONS

Answer all questions on the answer sheet provided.

SECTION A: LA COMPRÉHENSION

Lisez le texte suivant et répondez à toutes les questions

La Nouvelle Popularité de la bicyclette

Huit heures du matin: les rues sont pleines de monde; les jeunes vont au lycée ou à l'université; les adultes vont à leur travail; tout le monde est pressé. Mais comment tous ces gens vont-ils à leur travail respectif? En autobus? Oui, souvent. À pied? Quelquefois, si la distance n'est pas trop grande. En voiture? Oui, mais de moins en moins. Maintenant, c'est la bicyclette qui est à la mode.

Partout, la popularité de la bicyclette est énorme. Le vélo n'est pas simplement un amusement pour les enfants ou pour les sportifs, c'est un véritable moyen de transport. En Amérique, les cyclistes sont plus de 100 millions. En France, un Français sur trois possède une bicyclette. L'exportation des bicyclettes est maintenant un des grands succès de l'industrie française. Partout le vélo est devenu un symbole de protection de l'environnement, d'antipollution et de retour à la nature.

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SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF LITERATURE AND LANGUAGES

2003 ACADEMIC YEAR FINAL EXAMINATIONS

FR 212 : FRENCH LANGUAGE AND PHONETICS 11
PAPER 11
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Même certains hommes d'affaires échangent leurs Rolls-Royce contre des bicyclettes grand luxe à quinze vitesses!

En Autriche, et dans d'autres pays, on organise des vacances-vélos: quand le touriste arrive à l'aéroport il reçoit la bicyclette qu'il va utiliser pendant ses vacances. En Hollande le Ministère de la Culture organise des excursions à bicyclette. Aux États-Unis beaucoup de villes consacrent une partie de leur budget à la construction de routes spéciales pour les bicyclettes.

La bicyclette offre toutes sortes d'avantages. Le vélo, c'est la marche à pied plus la vitesse. C'est la promenade dans la nature sans les vapeurs toxiques des autos. C'est la joie de la liberté sans la compétition constante et fatigante avec les autres automobilistes. C'est le weekend sans le risque d'un accident et l'hôpital qui attendent trop souvent les automobilistes. La bicyclette, c'est vraiment l'écologie en mouvement.

QUESTIONS

1. Que voit-on dans les rues à huit heures du matin?
2. Pourquoi est-ce que tout le monde est pressé?
3. Quel moyen de transport est maintenant populaire?
4. La bicyclette est-elle à la mode seulement en France ou partout dans le monde?
5. De quoi le vélo est-il un symbole?
6. Que font certains hommes d'affaires pour contribuer à la protection de l'environnement?
7. Qu'est-ce qu'on organise pour les touristes dans certains pays?
8. Aux États-Unis, qu'est-ce qu'on commence à construire pour protéger les cyclistes?
9. Quels sont les avantages de la bicyclette?
10. Quels sont les désavantages de la promenade en voiture pendant le weekend?

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8. Aux États-Unis, qu'est-ce qu'on commence à construire pour protéger les cyclistes?
9. Quels sont les avantages de la bicyclette?
10. Quels sont les désavantages de la promenade en voiture pendant le weekend?

SECTION B: LA COMPOSITION

Écrivez une redaction d'environ 350 mots sur un des thèmes au choix:

1. **Préférez-vous vivre en ville ou bien au village? Comparez la vie citadine (urbaine) à la vie rurale, et justifiez votre choix.**
2. **Préférez-vous épouser un étranger ou une étrangère ou à quelq'u'un (e) de votre tribu ou votre pays? Expliquez pourquoi.**
3. **Quel est votre plus grand projet d'avenir? Pourquoi?**

END OF EXAMINATION

SECTION B: LA COMPOSITION

Écrivez une redaction d'environ 350 mots sur un des thèmes au choix:

1. Préférez-vous vivre en ville ou bien au village? Comparez la vie citadine (urbaine) à la vie rurale et justifiez votre choix.
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3. Quel est votre plus grand projet d'avenir? Pourquoi?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF LITERATURE AND LANGUAGES

2003 ACADEMIC YEAR FINAL EXAMINATIONS

2 : INTERMEDIATE STUDIES IN FRENCH LITERATURE

E : THREE HOURS

INSTRUCTIONS

Answer all questions on the answer sheet provided.

SECTION A: Boule de Suif

Répondez à deux questions dans cette section.

Faites des commentaires sur les rapports entre Boule de Suif et les autres personnages.

Dans la nouvelle, "le lit", comment l'auteur décrit-il l'amour entre le capitaine Epivent et Irmor?

Examinez les éléments satiriques et comiques dans Boule de Suif.

Faites des commentaires sur la technique que Guy de Maupassant a utilisé pour donner les noms de certains personnages.

Montrez comment se manifeste la vraisemblance dans Boule de Suif.

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF LITERATURE AND LANGUAGES

2003 ACADEMIC YEAR FINAL EXAMINATIONS

FR 322 : INTERMEDIATE STUDIES IN FRENCH LITERATURE

TIME : THREE HOURS

INSTRUCTIONS

Answer all questions on the answer sheet provided.

SECTION A: Boule de Suif

Répondez à deux questions dans cette section.

1. Faites des commentaires sur les rapports entre Boule de Suif et les autres personnages.
2. Dans la nouvelle, "le lit", comment l'auteur décrit-il l'amour entre le capitaine Epivent et Irmor?
3. Examinez les éléments satiriques et comiques dans Boule de Suif.
4. Faites des commentaires sur la technique que Guy de Maupassant a utilisé pour donner les noms de certains personnages.
5. Montrez comment se manifeste la vraisemblance dans Boule de Suif.

Répondez à une question seulement dans cette section.

6. Examinez le projet du Baron de marier Perdicom et Camille. À votre avis, quelles sont les raisons que l'on peut attribuer à l'échec de ce projet et à la fin tragique?
7. Etudiez la citation suivante par Perdican:

Adieu, Camille, retourne à ton couvent, et lorsqu'on te fera de ces récits hideux qui t'ont empoisonnée, réponds à ce que je vais te dire: Tous les hommes sont menteurs, inconstants, faux, bavards, hypocrites, orgueilleux ou lâches, méprisables et sensuels; toutes les femmes sont perfides, artificieuses, vaniteuses, curieuses et dépravées: le monde n'est qu'un égout sans fond où les phoques les plus informes rampent et se tordent sur des montagnes de fange; mais il y a au monde une chose sainte et sublime, c'est l'union de deux de ces être si imparfaits et si affreux. *On est souvent trompé en amour, souvent blessé et souvent malheureux; mais on aime, et quand on est sur le bord de sa tombe, on se retourne pour regarder en arrière, et on se dit: J'ai souffert souvent, je me suis trompé quelquefois, mais j'ai aimé. C'est moi qui ai vécu, et non pas un être factice créé par mon orgueil et mon ennui.*

Commentez et discutez.

END OF EXAMINATION

SECTION B: One badine pas avec l'amour

Répondez à une question seulement dans cette section.

6. Examinez le projet du Baron de marier Perdicom et Camille. À votre avis, quelles sont les raisons que l'on peut attribuer à l'échec de ce projet et à la fin tragique?
7. Etudiez la citation suivante par Perdican:

Adieu, Camille, retourne à ton couvent, et lorsqu'on te fera de ces récits hideux qui t'ont empoisonnée, réponds à ce que je vais te dire: Tous les hommes sont menteurs, inconstants, faux, bavards, hypocrites, orgueilleux ou lâches, méprisables et sensuels; toutes les femmes sont perfides, artificieuses, vaniteuses, curieuses et dépravées: le monde n'est qu'un égout sans fond où les phoques les plus informes rampent et se tordent sur des montagnes de fange; mais il y a au monde une chose sainte et sublime, c'est l'union de deux de ces être si imparfaits et si affreux. *On est souvent trompé en amour, souvent blessé et souvent malheureux; mais on aime, et quand on est sur le bord de sa tombe, on se retourne pour regarder en arrière, et on se dit: J'ai souffert souvent, je me suis trompé quelquefois, mais j'ai aimé. C'est moi qui ai vécu, et non pas un être factice créé par mon orgueil et mon ennui.*

Commentez et discutez.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF LITERATURE AND LANGUAGES

2003 ACADEMIC YEAR FINAL EXAMINATIONS

FR 222 : INTRODUCTION TO FRENCH LITERATURE

TIME : THREE HOURS

INSTRUCTIONS

Answer all questions on the answer sheet provided.

Answer ONE question from each section

SECTION A: Répondez à l'une des questions suivantes:

1. On définit une fable comme un petit récit écrit généralement en vers don't on tire une moralité. En tenant compte de cette définition examinez une fable que vous avez étudiée dans ce cours.

2. Dans la fable " Le Loup et l'Agneau"

Expliquez cette déclaration avec un exemple: *'La raison du plus fort est toujours la meilleure'*.

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF LITERATURE AND LANGUAGES

2003 ACADEMIC YEAR FINAL EXAMINATIONS

FR 222 : INTRODUCTION TO FRENCH LITERATURE

TIME : THREE HOURS

INSTRUCTIONS

Answer all questions on the answer sheet provided.

Answer ONE question from each section

SECTION A: Répondez à l'une des questions suivantes:

1. On définit une fable comme un petit récit écrit généralement en vers don't on tire une moralité. En tenant compte de cette définition examinez une fable que vous avez étudiée dans ce cours.
2. Dans la fable " Le Loup et l'Agneau"

Expliquez cette déclaration avec un exemple: *'La raison du plus fort est toujours la meilleure'*.

3. Faites des commentaires sur la structure et le contenu de la fable " La Cigale et la Fourmi".

La cigale, ayant chanté
Tout l'été,
Se trouvant fort d'épouvée
Quand la bise fut venue:
Pas un seul petit morceau
De mouche ou de vermisseau.
Elle alla crier famine
Chez la Fourmi sa voisine,
La priant de lui prêter
Quelque grain pour subsister
Jusqu'à la saison nouvelle.
"Je vous paierai, lui dit-elle,
avant l'ôû, foi d'animal,
Intérêt et principal
La Fourmi n'est pas prêteuse:
C'est là son moindre défaut.
"Que faisiez-vous au temps chaud?
Dit-elle à cette emprunteuse.
- Nuit et jour à tout venant
Je chantais, ne vous déplaise!
- Vous chantiez! J'en suis fort aise :
Eh bien! dansez maintenant."

SECTION B: *L'Étranger* d'Albert Camus

Répondez à une question.

4. Quel est votre jugement sur le narrateur par rapport à la mort de sa mère. Donnez vos raisons.

5. Faites des commentaires sur le procès au tribunal dans *l'Étranger*.

 6. Examinez les rapports entre les personnages dans *l'Etranger*.
-

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF LITERATURE AND LANGUAGES

2003 ACADEMIC YEAR FINAL EXAMINATIONS

**FR 412 : ADVANCED FRENCH LANGUAGE AND GENERAL LINGUISTICS
PAPER 1**

TIME : THREE HOURS

INSTRUCTIONS

Answer all questions on the answer sheet provided.

SECTION A: LA GRAMMAIRE

1. **Reliez les deux phrases par le pronom relatif qui convient**

- I) Madame Mulenga vient d'acheter une maison. La cuisine doit être refaite.
- II) Je vous présente Monsieur Tango. Je partage un appartement.
- III) Elle veut bien me prêter son vélo. Elle ne s'en sert pas souvent.
- IV) J'ai trouvé une voiture dans le garage. À l'intérieur de cette voiture il y avait une petite fille de 10 ans.

- V) C'était un président extraordinaire. Tous les habitants du pays avaient du respect à son égard.
(10 points)

2. Transformez ces phrases au discours indirect en faisant les changements de pronoms et d'adjectifs qui conviennent.

- I) Où avez-vous caché l'argent, mes enfants ? Monsieur Tapi veut savoir.....
 - II) Pourrais-tu me téléphoner samedi après-midi ? Elle demande.....
 - III) Est-ce que tu m'aimes encore ? Monsieur Stylo a demandé.....
 - IV) Est-ce que vous pourrait payer mon billet ? Il ne sait pas.....
 - V) J'ai trouvé ton pantalon devant la porte de ton jardin. Elle se demande.....
 - VI) Comment est-ce que les voleurs ont pu entrer dans la maison ? Il se demande.....
 - VII) J'ai laissé ma voiture dans votre garage. Elle me dit.....
 - VIII) Quand est-ce que vous ferez votre devoir ? Le professeur veut savoir.
 - IX) Est-ce que tu peux dire la vérité à ta femme ? Le Juge demande.....
 - X) Est-ce que tu peux dire toute la vérité au Pasteur ? Le mari.....
- (10 points)

3. Transformez ces phrases pour faire apparaître un adjectif verbal ou un participe présent.

- i) On a vu le sous-marin qui émergeait de l'eau.
.....
 - ii) C'est une femme qui a de l'influence.....
 - iii) Cet article me fatigue beaucoup.
.....
 - iv) Les arguments de l'orateur nous ont convaincus tous.
.....
 - v) Je l'ai rencontré la semaine qui précédait son départ.
.....
- (10 points)

4. Remplacez le verbe entre parenthèses par soit un participe présent, soit un gérondif ou un adjectif verbal.

- I) Elle l'a fait, (savoir).....très bien qu'elle ne devait pas le faire.
- II) La journée (précéder)le jour de mariage est une journée de grande excitation.
- III) C'est une étudiante (négliger) Elle oublie toujours de faire ses devoirs.
- IV) (Manger) trois fois par semaine tu finiras par tomber malade.
- V) Dans votre pays, les hôtesse de l'air ne sont pas (sourire).

.....
(10 points)

5. Comparez les éléments proposés

- I) Les jeunes filles africaines modernes / Les jeunes filles européennes
- II) La politique américaine / La politique européenne
- III) La langue française / La langue anglaise
- IV) Saddam Hussein / Bin Laden
- V) Les universités en Zambie / Les universités en Afrique du Sud.

SECTION B: LA SEMANTIQUE

Répondez à toutes les questions

1. Quelle est la différence entre: vocabulaires communs et vocabulaires spécifiques?
2. Qu'est-ce que le champ morpho-sémantique d'un mot?
3. Donnez le champ morpho-sémantique de chacun des mots suivants:
 - a. langue
 - b. sentir
 - c. devoir

SECTION C: LA STYLISTIQUE

1. Remplacez les mots ou expressions par leurs antonymies.

1. Il gagne sa vie confortablement.
2. Elle sera de retour le 3 février, au plus tard.
3. Le moniteur permet aux enfants de se baigner dans la mer.
4. Il allume les phares de sa voiture.
5. Il a rejeté mes arguments.
6. Mon vélo est en bon état de marche.
7. Il avance, il a du courage.
8. Ton ami a raison, tu dois accélérer.
9. Quelquefois nous ne comprenons pas tout à fait le malheur.
10. Il est le cadet de la famille.

2. Remplacez le verbe souligné ou expression par un verbe plus précis.

1. Il ne faut pas t'en faire pour Juliette, elle va réussir.
2. C'est un garçon très habile de ses mains: il a fait lui-même sa maison.
3. Il m'a dit de me taire et de circuler.
4. Notre nouvel employé est un élément de valeur.
5. Excusez-moi, monsieur, est-ce que vous faites ce modèle d'aspirateur?
6. Ce cadeau sera un souvenir pour moi.
7. Ce chemin va au village.
8. C'est le concierge qui a les clés
9. La nouvelle usine prendra de nombreux ouvriers.
10. Mon bébé se met à parler.

3. Expliquez le sens de la métaphore dans la phrase. Vous pouvez paraphraser la même phrase.
- a. Josiane , c'est une vraie peste!
 - b. Quel rasoir, ce conférencier!
 - c. Il ne faut pas mettre la charrue avant les bœufs.
 - d. Je ne connaissais rien à Internet, mais je me suis jeté à l'eau.
 - e. Jérémie est passé en coup de vent tout à l'heure.
4. Donnez un exemple de deux types de chaque figures de styles suivant(sauf l'euphémisme) tout en fournissant des exemples:
- a. La métonymie
 - b. La synécdoque
 - c. La comparaison
 - d. La métaphore
 - e. L'euphémisme
5. Donnez cinq expressions métaphoriques avec le mot "tête"

END OF EXAMINATION

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- a. Josiane , c'est une vraie peste!
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 - b. La synécdoque
 - c. La comparaison
 - d. La métaphore
 - e. L'euphémisme
5. Donnez cinq expressions métaphoriques avec le mot "tête"

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS – JANUARY 2004

H:112 AFRICA PRIOR TO COLONIALISM

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

FULL TIME STUDENTS: INDICATE THE NAME OF YOUR TUTOR ON TOP OF YOUR ANSWER BOOK

1. Why did European powers partition Africa at the end of the 19th century? ✓
2. Assess the impact of the European voyages of discovery. ✓
3. Account for the rise and downfall of the kingdom of Songhai. ✓
4. Explain the origin of Islam. How did it spread to other parts of the world? ✓
5. "Slave trade was abolished because of humanitarian reasons only." Do you agree? ✓
6. The theory of evolution is the only theory that explains the origin of human beings on earth. Do you agree with this statement? ✓
7. How did the camel change the trans-Saharan trade? ✓
8. Who built the Great Zimbabwe? ✓
9. What problems did the kingdoms of Kongo and Ndongo face in the 16th and 17th centuries? ✓
10. Was there any difference between European and Arab slave trade? ✓

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS – JANUARY 2004

H:112 AFRICA PRIOR TO COLONIALISM

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

UNIVERSITY SECOND SEMESTER EXAMINATIONS – JANUARY 2004

H232: HISTORY OF MODERN AFRICA: 1900 TO THE PRESENT

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

1. Would it be correct to argue that the World War One was the final event in the 'Scramble for Africa'?
2. How were the African chiefs used by the different colonial authorities?
3. Examine the colonial economic policies in Africa.
4. Critically analyse the effects of colonialism on demography in Africa.
5. Discuss the reasons for the rise of African Nationalism after 1945.
6. Assess the impact of Apartheid on the Africans in South Africa.
7. Discuss the steps leading to the independence of Namibia.
8. What are the causes of the political and economic problems in independent African countries and how can they be solved?
9. How important is the issue of gender in the twenty first century Africa?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS – JANUARY 2004

H322

TWENTIETH CENTURY EUROPE

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS

1. Woodrow Wilson, president of the United States of America, David Lloyd George, prime minister of Britain, Georges Clemenceau, president of France and Vittorio Orlando, prime minister of Italy, were the four leaders dubbed “the Big Four” at the Paris Peace Conference in 1919. What kind of peace treaty did each one of them hope for at the end of the First World War and why?
2. How was it possible for the Bolsheviks to seize power in Russia?
3. Critically analyse the circumstances under which the Weimar Republic was established, and then explain its weaknesses and its possible link to the rise of Nazism in Germany.
4. Critically discuss the nature of the conflict between Stalin and Trotsky in the period 1924 to 1929.
5. Would you agree with the argument that the Second World War was essentially the result of Hitler’s aggressive policies?
6. What factors led to the rise of Italian Fascism?
7. Define and discuss the following terms:
 - (a) Policy of Appeasement
 - (b) Decolonisation
 - (c) *Glasnost*
 - (d) *Perestroika*
8. Between 23rd and 28th October 1962, the world trembled at the prospect of a nuclear *Armageddon*. Do you agree that the Cuban missile crisis could have caused a Third World War?

9. Did the rejection of communist rule in Eastern Europe in the late 1980s signify the superiority of capitalism over communism?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS – JANUARY 2004

H 345

HISTORY OF MODERN INDIA: 1947 TO 1985

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

1. Would it be justified to argue that the partition of India in 1947 was inevitable?
2. How successful was the newly formed Indian government in combating the 'economic drain' by the British government?
3. Critically examine the reasons behind the conflict over Kashmir between India and Pakistan.
4. Assess Mrs. Gandhi's contributions to India's social, economic and political development during the critical period of her regime.
5. What role did Nehru play in the construction of India's democratic policies and their development?
6. Why was it necessary for the Indian government to capture the land of princely states including Hyderabad after the independence of India?
7. Who should be held responsible for the creation of Bangladesh that was initially a part of West Pakistan?
8. What do you understand by the policy of non-alignment? How successful has India maintained this policy?
9. Discuss the main characteristics of India's foreign policy. What measures are required to enhance India's relationship with African countries?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS – 2003/4

H412

LAND AND LABOUR IN CENTRAL AFRICA, 1900 TO THE PRESENT

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS ONLY

1. Critically examine the major factors that constrained white settler agriculture in **any** region of Central Africa before 1930.
2. To what extent did the rise of industrial mining in **either** colonial Zambia **or** Zimbabwe stimulate African agriculture?
3. Assess the impact of copper mining on African miners' health on the Zambian Copperbelt between 1930 and 1964.
4. Why did competition for labor and land between Africans and Europeans intensify after 1930?
5. Examine the significance of women to mining capital in **either** colonial Zambia **or** Zimbabwe from 1929 to 1964.
6. Compare and contrast post-colonial land policies in Zambia and Zimbabwe. Why is there a land crisis in Zimbabwe today?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS – JANUARY 2004

H 912: HISTORY OF ZAMBIA SINCE 1890

TIME: THREE HOURS

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

1. How does the theory of collaboration and resistance apply to the process of establishing British rule in Northern Rhodesia?
2. Before 1924 attempts were made to amalgamate Northern Rhodesia and Southern Rhodesia. What reasons did the amalgamationists advance for this move? What were the arguments of the anti-amalgamationists? How was the debate resolved?
3. Discuss the measures introduced by the settler minority in Northern Rhodesia to enhance their economic power in the period between 1924 and 1953.
4. Between 1924 and 1947 the Northern Rhodesia government introduced some land policies that affected both Africans and settlers in various ways. How would you account for these land policies?
5. How did Northern Rhodesia become part of the Southern African Regional Economy?

SECTION B

6. The Lumpa Church of Alice Lenshina Mulenga was a major challenge to Zambia at independence. Discuss?
7. To Kenneth Kaunda, Ian Smith's Unilateral Declaration of Independence (UDI) in Rhodesia, now Zimbabwe, on 11 November 1965 was simply an act of barbarism and nuisance. Comment
8. Write briefly, but critically, on the following:
 - (a) The Mulungushi Reforms of 1968
 - (b) The Matero Reforms of 1969
9. Tribalism and factional fighting necessitated the introduction of the One-Party system in Zambia. How valid is this statement?

UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS-JANUARY 2003/4

H932

HISTORY OF SOUTHERN AFRICA SINCE 1880

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS ONLY

1. Critically examine the significance of the main Land Acts passed by the South African regime between 1894 and 1936.
2. Critically analyse the factors responsible for the emergence and growth of African separatist churches in South Africa.
3. Explain how the development of secondary industries affected relations between Blacks and Whites in South Africa.
4. Examine the emergence, growth and demise of the Industrial and Commercial Workers' Union (ICU) in South Africa.
5. Critically examine women's resistance movements and student protest movements vis-à-vis the racist policies of the South African regime.
6. Account for Western powers' support for the colonial White regimes of Southern Africa before the 1990s. In your essay explain how this support slowed down the pace of decolonisation in Southern Africa.
7. What were Bantustans? What socio-economic and political functions did they perform in apartheid South Africa?
8. Why was the OAU and UNO "toothless" against the apartheid regime of South Africa?
9. Examine the growth of African nationalism and attainment of Black majority rule in South Africa between 1910 and 1994.
10. What important lessons or lesson have you learnt from the course H932?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

UNIVERSITY SECOND SEMESTER EXAMINATIONS – JANUARY 2004.

ISE 215: INSPECTION AND SUPERVISION

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER FOUR (4) QUESTIONS CHOOSING TWO (2) FROM SECTION A, ONE FROM SECTION B AND ONE FROM SECTION C.

Please clearly indicate the number of the question you are answering in the left hand margin of the answer book.

MARKS: All questions carry equal marks. The total marks for the four questions you will answer are 100.

SECTION A

Answer only **two** questions in this section

1. Robert Goldhammer identifies five phases of clinical supervision while Morris Cogan identifies eight phases. Mention the phases for each scholar and compare and contrast the phases.
2. “Basic teachers colleges in Zambia evaluate the student teachers on basic school field work by an evaluation system which is objective and intended to expose the student teachers’ weaknesses, and recommend ways of improving with a grading system based on Merit”. Citing relevant sources in supervision in teacher education provide a critique of this statement.
3. Explain the process of basic school inspection as covered in this course, outlining the intents, the preparation, the duration, the frequency and what to look for and staff meetings.

SECTION B

Answer only **one** question in this section

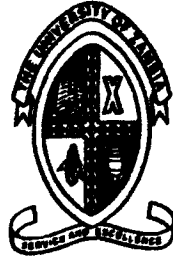
4. Research studies of scholars such as Barak Rosenshine and Ned Flanders (1970) indicate that pupils of teachers who adopt an indirect style of teaching learn more and have better attitudes towards learning than pupils whose teachers use direct style of teaching. In view of this research finding, discuss characteristics of a good teacher which contribute to high pupil academic achievements.
5. Explain the techniques of classroom observation which an effective clinical supervisor utilizes for the purposes of gathering data pertaining to teacher and pupil interactions.

SECTION C

Answer only **one** question in this section.

6. Imagine you are a clinical supervisor at your basic school; a student teacher who has been placed at the school for teaching practice initiates a conversation with you by asking, "Are you at this school to evaluate me?" How might you react in giving professional expertise?
7. Assume that you have just been appointed Principal Standards Officer of basic schools in a school district and you have visited almost all schools and you are back in your office. Write a full inspection report on one of the schools considering all the details to be incorporated in the report.

End of Examinations



**THE UNIVERSITY OF ZAMBIA
UNIVERSITY EXAMINATIONS – JANUARY 2004**

**LAL212 – STUDIES IN NON-BANTU LANGUAGES OF AFRICA
(INTERNAL)**

TIME ALLOWED : Three (3) hours

INSTRUCTIONS : Attempt ant eight (8) questions

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

1. Give any one (1) grammatical feature of each of any five (5) among the following languages or groups of languages:

- (a) West Atlantic languages
- (b) Mande languages
- (c) Songhai
- (d) Kru languages
- (e) Gur languages
- (f) Kwa languages
- (g) Chadic languages
- (h) Chado-Hamitic languages

2. Wolof, a West Atlantic language, has a system of classes expressed, not in the nouns themselves, but in adjectives and determiners (demonstratives, possessives, numerals, etc). In columns I, II and III of the following table, the second words are demonstratives denoting different degrees of distance from the speaker:

		i	ii	iii
1	bai 'father'	bai bi	bai bu	bai ba
2	fas' horse'	fas	fas vu	fas va
3	safara 'fire'	safara si	safara su	safara sa
4	ker 'house'	ker gi	ker gu	ker ga
5	nit 'man'	nit ki	nik ku	nit ka
6	ndei 'mother'	ndei dyi	ndei dyu	Ndei
7	ngelao 'wind'	ngelao li	ngelao lu	ngelao la

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

2003 SECOND SEMESTER ACADEMIC YEAR EXAMINATION
LAL 322 PROJECT IN AFRICAN ORAL LITERATURE

TIME: Three (3) hours

INSTRUCTIONS: Answer three (3) questions in all one from each Section.
Number one (1) in Section A is compulsory.

SECTION A

1. Write an article on your research conducted in your catchment areas about the findings of the genre(s) you dealt with.

SECTION B

2. Naturally speech goes together with mine and gesture i.e. bodily movements. Sometimes speech is replaced by gesture or mine. Give connotations which are semantically expressed by movement of each of the following parts of the body.

(a) hand(s)	(f) tongue
(b) head	(g) nose
(c) eye(s)	(h) finger(s)
(d) lips	(i) mouth
(e) shoulder(s)	(j) facial movements

3. Discuss why **without** orality the following social activities would not function at all.
 - (a) education of all types
 - (b) broadcasting
 - (c) entertainment
 - (d) judiciary and parliament
 - (e) health (western and tradition)

SECTION C

4. Because of its dynamism and melody the song is used in numerous human endeavours and activity. Going by this statement give six (6) examples where and how the song accompanies the human activities.
5. For a writing to be differentiated from prose as poetry it must have five (5) qualities. Mention those qualities and elaborate them.
6. Explain what the following types of poetry are.
 - (a) epic
 - (b) song
 - (c) sonnet
 - (d) ballad
 - (e) ode
 - (f) dirge
 - (g) saga
 - (h) panegyric
 - (i) lyric
 - (j) couplet

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

SEMESTER II EXAMINATIONS- JANUARY 2004

LSE 232: ENGLISH TEACHING METHODS (PRIMARY)

INSTRUCTIONS

ANSWER THREE (3) questions, one (1) from each of Sections A, B and C. All your answers must be clear, thorough and complete. Credit will be given for impeccable English, proper punctuation and legibility.

SECTION A

QUESTION 1

What are the ways in which it can be claimed that reading and writing are related skills (i.e. converses of each other)? Give your answer with examples of actual primary school experience in Zambian primary and basic schools.

QUESTION 2

What kind of a teacher can be the best model in teaching speechwork in Zambian basic schools? Discuss this in view of the problems in English such as:

- (a) Received pronunciation
- (b) Zambian English
- (c) Teacher preparation (training)
- (d) Teaching materials.

SECTION B

QUESTION 3

Give five (5) examples for each of the sentence patterns below:

(a) S+V+DO+IO

(b) S+V+C_I+C_E

For each pattern illustrate in lesson plan format how you can teach a Grade nine (9) English lesson lasting forty minutes.

QUESTION 4

Show with clear examples how you can teach a forty-minute lesson on **reading, comprehension** and **vocabulary** in a Grade Seven (7) class.

[You are free to give a written passage of your own creation as well as at least two (2) questions based on them]

SECTION C

QUESTION 5

Construct three (3) test examination items using: (a) true or false (b) multiple choice and (c) free response questions to test knowledge and use of three (3) of the following at Grade Six level:

(a) the simple past

(b) the past progressive

(c) vocabulary

(d) reading speed

(e) understanding from an oral source.

QUESTION 6

Illustrate (i.e. show in pictorial form) the kinds of aids you would use as alternatives to current ones used in teaching grammar in Grades 4 -7 in Zambia. Limit yourself to ten (10) examples. *Do not write answers.*

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

SEMESTER II EXAMINATIONS- JANUARY 2004

LSE 232: ENGLISH TEACHING METHODS (PRIMARY)

INSTRUCTIONS

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- (b) Zambian English
- (c) Teacher preparation (training)
- (d) Teaching materials.

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION

SECOND SEMESTER FINAL EXAMINATIONS, JANUARY, 2004

LSE 372: African Languages Teaching Methods 1

TIME: THREE (3) HOURS MARKS: 100

INSTRUCTIONS: Answer TWO questions from each section. All the questions carry equal marks.

SECTION A

1. a) Explain and illustrate the difference between **linguistic competence** and **linguistic performance** **[6 marks]**
b) With the help of examples, explain what the following statements mean:
 - i. Communicative Language Teaching (CLT) aims to develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication **[7 marks]**
 - ii. Whereas most of the methods of language teaching are **synthetic**, the communicative approach to language teaching is **analytic**. **[6 marks]**
 - iii. The situational approach to language teaching only promotes **pseudo communication**. **[6 marks]**
2. With the help of at least **five** illustrations, discuss the assertion that language planning consists of organized efforts to find solutions to language problems in a society. **[25 marks]**
3. a) Name the language teaching method which has influenced the teaching of translation in schools and then explain and illustrate the application of at least **three** of its principles regarding this point. **[7 marks]**
b) Explain briefly **three** factors which make some scholars question the results of translation. **[6 marks]**
c) Discuss briefly **three** of the factors which make translation a complicated task. **[12 marks]**
4. a) Explain how different the following types of reading are:
 - (i) efficient
 - (ii) intensive

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION

SECOND SEMESTER FINAL EXAMINATIONS, JANUARY, 2004

LSE 372: African Languages Teaching Methods 1

TIME: THREE (3) HOURS MARKS: 100

INSTRUCTIONS: Answer TWO questions from each section. All the questions carry equal marks.

SECTION A

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b) Explain briefly **three** factors which make some scholars question the results of translation. **[6 marks]**
c) Discuss briefly **three** of the factors which make translation a complicated task. **[12 marks]**
4. a) Explain how different the following types of reading are:
 - (i) efficient
 - (ii) intensive
 - (iii) extensive**[9 marks]**

b) Critically discuss and illustrate the implications of the following statement:

Although the extensive reading programme involves using class readers and library books, the procedures of conducting lessons in these two areas are not exactly the same. [16 marks]

SECTION B

5. Design a lesson plan in which you teach Grade 8 pupils the following items inductively in a Zambian language of your choice.

a) Vowel fusion or coalescence

b) Conjunctive and disjunctive writing [25 marks]

6. Prepare a lesson plan for a Grade 11 class in which you both introduce a novel or a short story book in the Zambian language you will be teaching and teach the following literary elements:

a) Characterization

b) Plot

c) Theme [25 marks]

7. Write a critique of the lesson procedure below.

Mr. Kamata greets his Grade 10 pupils and then tells them that he is going to teach them how to write a speech. He asks Buupe, one of the female pupils in this class, to stand up and explain what a speech is. Buupe says it is any verbal utterance that a person makes. This answer is greeted with laughter from other pupils.

"Nonsense!" shouts Mr. Kamata. "Sit down! And the rest of you, why are you laughing?" he shrieks.

There is total silence in class. After three minutes Mr. Kamata asks Mutinta, another girl, to explain what a speech is. Mutinta says it is something like addressing people in the way the headteacher talks to pupils in the Assembly Hall. The teacher is happy. He praises Mutinta and asks the whole class to clap for her. Then he asks pupils to take out their exercise books and write a speech they can deliver at a gathering where people are discussing the disadvantages of indiscriminate cutting of trees. He reminds pupils to remember what Mutinta said about a speech. He also advises them to write the title and ensure that their work is neat.

After giving pupils these instructions Mr. Kamata tells them that he is going back to the staffroom to finish making the school time-table. He asks the class monitor to collect the exercise books at the end of this eighty-minute lesson and submit them to him. [25 marks]

8. a) Explain briefly and illustrate the interrelationships of the syllabus, scheme of work, lesson plan and a record of work. [12 marks]

b) You have been asked to prepare a six-week scheme of work for the Grade 9 class you will be teaching during the School Teaching Practice period. The head of department has told you that the Zambian language you teach has been given eight periods per week and that your scheme of work should cover the following areas of language study:

- (i) language structure
- (ii) summary
- (iii) translation
- (iv) composition
- (v) reading comprehension
- (vi) oral/aural work

Design this scheme of work. [13 marks]

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2003/4 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATION**

**MC 212
TELEVISION PRODUCTION I**

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

DURATION: THREE HOURS

SECTION A

1) Write explanatory notes on the following:

- a) Direct Broadcast Satellite
- b) Pay Cable
- c) Direct T.V
- d) Satellite Television
- e) Cable

(5 marks)

2) Name and Discuss at least five important aspects of good television writing

(10 marks)

3) Explain the following terms:

- a) leap frogging
- b) siphoning
- c) non-duplication
- d) carriage rule
- e) signal importation

(5 marks)

4) Name and define the five picture compositional factors.

(5 marks)

5) Name and discuss how the 3 television systems work

(5 marks)

6) Explain briefly how the following relate to good TV production:

- a) Voice Over
- b) Stand Up
- c) VOSOT

(5 marks)

7) Explain some of presenters mannerisms that could draw more attention than the stories they read.

(5 marks)

SECTION B (Answer Three Questions only)

1) Discuss in detail the television production process.

(20 marks)

3) Discuss in detail the 3 types of audiences.

(20 marks)

4) Define the term Newscaster and Explain the five ideal qualities of a Newscaster.

(20 marks)

5) What role do the following elements play in television production:

- a) Switcher
- b) Camera
- c) Audio
- d) Lighting
- e) Video Tape Recording

(20 marks)

END

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF MASS COMMUNICATION
2003 ACADEMIC YEAR SECOND SEMESTER

MC 222: MEDIA AND SOCIETY

DATE: 5 JANUARY, 2004

TIME: THREE HOURS

Instructions: There are two sections in this paper. Answer all questions in section A and only three questions in section B

Section A Answer **all** questions in this section. All questions carry two (02) marks

1. How do civil society groups influence media content?
2. Explain how the contagion effect works.
3. What is meant by majoritarian view?
4. How do imported foreign media programmes affect our language as a people?
5. Why is concentration or monopoly of media ownership seen as a danger to democracy?
6. What can be done to avoid media concentration or monopoly?
7. How do the media impose values of dominant groups on subordinate groups?
8. Why is media coverage said to be more useful to terrorists than authorities?
9. Give only two Mass Communication factors which can lead to panic reaction in a community or society.
10. Why do Libertarian theorists find it difficult to advocate for press freedom which may lead to war or revolution?

Section B. Choose only **three** questions in this section. Each carries ten (10) marks.

11. In almost all major human conflicts, the media are accused of fanning the fire, while on the other hand, they are credited for their contributions to conflict resolution. Discuss.
12. Justify the argument that the media are a potential threat to the values set by other socializing agencies.
13. The Culturalist research tradition is said to be considerably different from the Structuralist and Behaviourist traditions. Explain.
14. Some scholars argue that while it can be said that there is press freedom in Western countries, the same cannot be said about African countries. Is this assertion true?
15. Explain how and why most institutions in society have become “media institutions.”

End of examination.

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2003 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS
MC312: MEDIA LAW

TIME: THREE HOURS

INSTRUCTIONS: Answer all questions in section A and any three in section B

.....

Section A (40 marks) Answer all questions

Q1. State and explain briefly any three sources of law. *(3 marks)*

Q2. Write brief notes on the following, indicating under what circumstances each one is pleaded.

- (a) Fair comment,
- (b) Justification, *(8 marks)*
- (c) Privilege and
- (d) Unintentional defamation.

Q3. Identify and write brief notes on what the plaintiff must prove in order for him/her to succeed in an action for defamation. *(3 marks)*

Q4. In cases of defamation, explain what is meant by

- (a) Innuendo,
- (b) Libel and slander, *(6 marks)*
- (c) prima facie case.

Q5. What standard do judges use in determining whether or not a statement is capable of having a defamatory meaning. *(2 marks)*

Q6. Subject to any overriding claim in his contract, what is the journalist's position in the law of copyright for work done in the course of employment? *(4 marks)*

Q7. You are reporting on a rape case in a magistrates court when, inadvertently, the name of the victim, which has not been given before, is mentioned in evidence. What action should you take as far as your report is concerned, and why? *(4 marks)*

Q8. What is the value of an apology if you defamed someone and you are later sued.
(4 marks)

Q9. State any two cases in which slanderous statements maybe actionable per se.
(2 marks)

Q10. In what circumstances can publication of a photograph be cited for contempt of court?
(4 marks)

Section B (60 marks). Answer any three questions. Each question is worth 20 marks.

Q11. Former Post newspapers editor, Mike Hall, once remarked: 'for a journalist operating in Zambia, it is like putting ones hand in the mouth of a lion and hoping it does not bite'. Discuss in detail what Hall was referring to.

Q12. A day after a woman was found dead at her house, a police officer informs you that the woman's man friend has been taken to the police station and has been helping them with their investigations for the past ten hours. What precautions would you take before publishing this information to protect your paper from any possible lawsuit and Why.

Q13. (a) Mrs. Mary Mandahill has given birth to triplets. Said doctor PEP. Mrs. Mandahill had just gotten married four months ago to Mr. John Mandahill. Discuss any possible legal implications of such a statement in a news report.

(b) Truth does not serve so readily as a defence in criminal libel as it does in an action for libel as a tort. Explain this statement.

Q14. (a) Mr. Nsofwa elephant, a miner at Mfuwe minerals limited, died this morning after a surgery conducted by Doctor Njobvu Sakala at UTH. Explain whether or not this statement poses any legal risks.

(b) State the differences between

- (i)** Absolute discharge and suspended sentence,
- (ii)** Consecutive sentence and a concurrent sentence.

(c) Comment on the following statements bearing in mind the law of defamation.

- (i)** A journalist publishes defamatory statements from another publication for which damages have already been paid.
- (ii)** As a reporter from the Unza Star, you write defamatory statements based on rumours, you however, make it very clear that these are only rumours and that you do not even believe in them.

Q15. Discuss in detail the statement 'limits on press freedom constrain people's freedom of expression'.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL STUDIES
2003/4 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS

MC 322
RADIO PRODUCTION II

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

DURATION: THREE HOURS

SECTION A

1) Define the following interviews:

- a) Interpretative
- b) Actuality
- c) Informational
- d) Vox-pop
- e) Rival

(5 marks)

2) Explain the five steps a programmer needs to take into account when evaluating its programming in an unfamiliar market?

(5 marks)

3) Discuss at least five skills that a good sports reporter should possess.

(5 marks)

4) Define a radio announcer and explain their importance to radio.

(5 marks)

5) Define and editorial and mention two functions of an editorial.

(5 marks)

6) Explain development communication in relation to access and exposure.

(5 marks)

7) Name ten general categories in which popular music stations describe their formats.

(10 marks)

SECTION B (Answer Three Questions only)

- 1) Mention the five differences between Ad-libbing and Scripting?
(20 marks)

- 2) Name and Discuss in detail the five basic skills of a programmer.
(20 marks)

- 3) Discuss in detail the four types of discussion programs.
(20 marks)

- 4) Explain in detail the five steps to take for a good editorial.
(20 marks)

END

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2003/2004 SECOND SEMESTER FINAL EXAMINATIONS

MC 402: INVESTIGATIVE REPORTING

TIME: THREE HOURS

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

SECTION A

ANSWER ALL QUESTIONS IN THIS SECTION (2 PTS EACH)

1. Investigative reporting is the means by which the media play their watchdog role. Explain.
2. Give the reasons why sources sometimes deliberately lie to reporters.
3. In what ways might a reporter use another reporter as a source?
4. Briefly account for the types of policy reforms that may flow from the publication of an investigative story.
5. Investigative stories are only those which reveal wrong-doing and systemic malfunctioning. Would you rebut or endorse this statement? Why?
6. Is objectivity tenable in investigative reporting? Explain briefly.
7. Write a paragraph on each of the following:
 - (a) pace; (b) priority; (c) particularity; (d) re-thematisation.
8. As a reporter, you set out to prove the laxity of law enforcement by actually engaging in an illegal act, to show that the law can be broken. What prior step(s) would you take as a precaution against arrest and prosecution?
9. When investigating a conspiracy, how can you ensure that a principal figure interviewed is not given a chance to alert his co-conspirators that a probe is underway?
10. Identify and briefly discuss the factors determining story feasibility.

SECTION B

ANSWER FOUR QUESTIONS ONLY FROM THIS SECTION (20 PTS EACH)

11. Discuss the similarities and differences between **routine** and **investigative** reporting.
12. In Zambia today, elections and bye-elections are invariably characterised by charges of rigging, vote-buying, and electoral fraud, especially since 1996. Imagine that the Electoral Commission has announced a bye-election in the Kwasa-Kwasa constituency to take place in three months' time, and you have been assigned to investigate any possible electoral malpractices in the forthcoming election. Write a detailed account of how you would prepare for, and actually execute, the assignment.
13. Discuss the provisions of the Penal Code, Cap 87 of the Laws of Zambia, which you think place limitations on investigative reporting in this country.
14. It is generally acknowledged that Zambia lacks a culture of investigative reporting. Identify and discuss the social, economic, cultural, and institutional factors accounting for this state of affairs, and recommend ways in which the situation can be changed for the better.
15. Discuss the ethical dilemmas that may confront an investigative reporter during the probe and at the stage of story writing.
16. "It is erroneous to describe the relationship between investigative reporters and public officials as simply adversarial." Analyse this statement.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2003/2004 SECOND SEMESTER FINAL EXAMINATIONS

MC 902: ADVERTISING PRACTICE

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS FROM SECTION A, THE QUESTION IN SECTION B, AND THREE QUESTIONS ONLY FROM SECTION C.

SECTION A

ANSWER ALL QUESTIONS FROM THIS SECTION (2 PTS EACH)

1. Most people use radio mainly as a background medium. Explain the challenge this poses for copywriters, and how they may creatively deal with it.
2. What is the rationale behind market segmentation?
3. Briefly explain the relationship between advertising and marketing.
4. Describe the three basic approaches to ad visualization.
5. Explain the ROI concept in relation to creativity in advertising.
6. In advertising, a selling point and a benefit are one and the same thing. Is this a valid statement? Explain.
7. Explain the similarity between a layout and a storyboard.
8. In print advertising, what is meant by (a) Art, and (b) white space?
9. Name any four functions of a print ad headline.
10. What do we mean when we say advertising should appeal to one person at a time?

SECTION B

THE QUESTION BELOW IS COMPULSORY (20 PTS)

11. Presented below are two copy ideas. Choose **only one** (either **a** or **b**) and develop an ad as instructed at the end of each:

- (a) “Wheaton Plus” is a new energy bar to be marketed to college and university students. It contains the nutrients individuals need when they have no time for a meal. It is ideal for students who may miss breakfast as they rush to classes in the morning, or those who may have classes that run through lunch hour. “Wheaton Plus” gives all the energy one gets from an average balanced meal.

Your assignment: Pick a format of your choice and create a print ad to run in the *Lusaka Star*, addressed to university students. Include all the elements usually found in a print ad (headline, copy, etc.,) and give a description of the visual, if you choose to have one.

- (b) The “Phillips Music Shuttle” is a car stereo that you can remove from the car. Add a battery pack and headphone, and you can use it as a portable cassette player. Its features also include a function control panel which can be detached from the main body and carried ~~to~~ around. That way, you have no stereo left in the car, where it can be stolen. And it converts from one use to another in just five seconds.

Your assignment: Choose an appropriate format and develop a 60-second produced commercial for radio, complete with SFX and/or music.

SECTION C

ANSWER THREE QUESTIONS ONLY (20 PTS EACH)

12. Identify the major elements of a print ad and discuss their importance in the assembling of the ad.
13. Discuss the relationship between Abraham Maslow’s “Hierarchy of Needs” and consumer motivation.
14. A foreign investor wishes to establish a chain of retail shops and supermarkets scattered all over Zambia. His advertising budget is limited and can buy only one major medium. He has a choice between the *Times of Zambia* and Radio Phoenix. He seeks your advice. What would you tell him about the merits and demerits of each and why, in the final analysis, would you recommend one over the other?
15. Describe the various copy styles used in print media advertising.
16. “Advertising copywriters and political propagandists really belong to the same school.” Analyse this statement with reference to the propaganda devices.

END OF EXAMINATION

UNIVERSITY SECOND SEMESTER EXAMINATIONS 2003/4

MC 912: PUBLIC RELATIONS PRACTICE

TIME: THREE HOURS

ANSWER: THE QUESTION IN SECTION A, AND THEN ANY THREE QUESTIONS FROM SECTION B.

SECTION A

NEIGHBOURS

1. You are Public Information Director for a Lusaka city based mental health and mental retardation department. Your department plans to open a group home for eight mentally retarded adults. Group homes, in which a small number of clients live together with counsellors, are designed to serve as an alternative to institutional living for some mentally retarded people. A house located in Ibex Hill was privately donated to the city for use as a group home. This is to be the first group home in your city; other cities and towns have been using the group home system for years; others have not begun community care programs.

The mentally retarded people (four men and four women) will live in the group home with a married couple that are trained counsellors. All eight residents have full-time jobs in the city at places such as Hungry Lion. The money they earn working will go towards food bills, their clothing, and pocket money.

A few months ago some general stories about the concept of group home care for mentally retarded people appeared in some of the local newspapers. One story had a statement by the city's Town Clerk (your boss) that said a group home was planned in the

letters from citizens objecting to the idea of mentally retarded persons living in-group homes. One concern was that property values would be lowered in neighbourhoods where group homes were located.

The director, fearing negative reactions from residents in the neighbourhood where the group home is to be located, tells you he wants to keep a low profile about the opening of the group home. In a memo, he tells you not to generate any publicity about the group home's opening. When the counsellors and residents arrive at the group home a few days later to move in, they find hand-lettered signs posted on the trees in the yard, saying that they are not welcome in the neighbourhood.

The counsellors call the Clerk, who calls you, to say that something has to be done before the situation gets out of hand. He asks for your advice.

Questions

- (a) Do you think the city director made the right decision in deciding not to generate any publicity about the group home? What would you, as Public Information Director, suggest be done now?
- (b) How would the situation have been different had you, the Public Information Director been involved in the original decision rather than being brought in after the fact? (40)

SECTION B

2. First discuss the essence of the *Flesch* method of writing, and then state what the *inverted Pyramid* is, and why it works. (20)

city "at a future date." After this article appeared in the paper, the Clerk received a few letters from citizens objecting to the idea of mentally retarded persons living in-group homes. One concern was that property values would be lowered in neighbourhoods where group homes were located.

The director, fearing negative reactions from residents in the neighbourhood where the group home is to be located, tells you he wants to keep a low profile about the opening of the group home. In a memo, he tells you not to generate any publicity about the group home's opening. When the counsellors and residents arrive at the group home a few days later to move in, they find hand-lettered signs posted on the trees in the yard, saying that they are not welcome in the neighbourhood.

The counsellors call the Clerk, who calls you, to say that something has to be done before the situation gets out of hand. He asks for your advice.

Questions

- (a) Do you think the city director made the right decision in deciding not to generate any publicity about the group home? What would you, as Public Information Director, suggest be done now?
- (b) How would the situation have been different had you, the Public Information Director been involved in the original decision rather than being brought in after the fact? (40)

SECTION B

2. First discuss the essence of the *Flesch* method of writing, and then state what the *inverted Pyramid* is, and why it works. (20)

3. As a Corporate Public Relations Director, what actions might you recommend to top management in order to establish your company's image as a socially responsible organization? (20)

4. State the objectives of government Public Information Officers (PIOs), and then discuss why the public relations function is regarded as something of a *stepchild* in government. (20)

5. A good public relations person knows how to create *news events*. Why is this important? And on what basis do newspaper editors select the news releases they publish? (20)

End of examination.

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2003/2004 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS

PA 125: INTRODUCTION TO PUBLIC ADMINISTRATION

TIME: 3 HOURS

INSTRUCTIONS:

- 1. ANSWER ANY 3 QUESTIONS.**
 - 2. READ THE QUESTIONS CAREFULLY**
 - 3. ALL QUESTIONS CARRY EQUAL MARKS**
-

1. Write short notes on any four of the following:
 - a. Spoils system
 - b. Span of control
 - c. Decentralization
 - d. Authority
2. Outline the main features of Weber's model of bureaucracy and assess its application to modern organizations.
3. What differences and similarities exist between Zambia State Insurance Corporation and Madison Insurance Company Limited?
4. "The success of any modern organization depends on the co-existence of formal and informal groups" discuss.
5. Outline the budgeting process in Zambia and state its main purposes.
6. Discuss the sustainability of Politics Administration Dichotomy.
7. Why do you think some Zambians have submitted to the Mung'omba Constitutional Review Commission the idea that Cabinet Ministers should be appointed from outside Parliament?

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2003 ACADEMIC YEAR: SECOND SEMESTER EXAMINATION

PA 315: ORGANISATIONAL BEHAVIOR AND MANAGEMENT

DURATION: THREE (3) HOURS

INSTRUCTIONS: ANSWER ONLY THREE (3) QUESTIONS.

1. Explain with examples how internal work motivation can be enhanced using the job characteristics model. What lessons do we learn from this model?
2. Identify three (3) activities you really enjoy (e.g. going to the movies). Next identify activities you really dislike (e.g. going to the dentist). Using the expectancy model analyze each of your answers to assess why some activities stimulate your effort while others don't.
3. Provide a comprehensive definition of personality. Further, identify and describe the big five (5) personality dimensions, and specify which one is most correlated strongly with job performance.
4. Explain the findings of the Hawthorne studies. In what way do they contribute to our understanding of group human behavior in work places?
5. What factors promote group cohesion? Should organizations always seek cohesive work groups? Give reasons for your answer.
6. Clearly distinguish between the concepts of authority, power and leadership. Give examples of an influence attempt based on each concept. What do you believe would be the impact of each? Why?
7. Management is leadership. Discuss similarities and differences.
8. What is the managerial grid? Contrast it's approach to leadership with the approaches of the Ohio state and Michigan groups.

END OF EXAMINATION

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

**PA 315: ORGANISATIONAL BEHAVIOR AND MANAGEMENT
2003 ACADEMIC YEAR: SECOND SEMESTER DEFERRED FINAL
EXAMINATIONS**

DURATION: THREE (3) HOURS

INSTRUCTIONS: ANSWER ONLY THREE (3) QUESTIONS.

1. What would you state were the dominant issues of human relations in the decade of the 1960's? Why do you think these were the key issues at that time?
2. What in your opinion, are the four most important reasons for explaining why people at work 'see' the same person, idea or event differently?
3. Explain the difference between an internal and external locus of control. What are the important implications of locus of control differences for managers?
4. Contrast Maslow's and McClelland's needs theories.
5. If Taylor's scientific management approach to job design is so rational, why is it that organizations prefer to adopt other approaches, such as job enrichment and work teams?
6. With the use of specific examples, explain Vroom's expectancy theory of motivation.
7. Discuss the concept of group norms. In considering a group to which you belong (i) does the group have any norms and what are they? (ii) Do you believe you are strongly influenced by these norms? Why?
8. The situational approach to leadership stresses the diagnostic skills of the leader. Why is it important and what exactly does he/she have to diagnose?

----- The End -----

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2003 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS

PA 342: INDUSTRIAL RELATIONS

INSTRUCTIONS:

- 1. ANSWER ANY 3 QUESTIONS**
- 2. READ THE QUESTIONS CAREFULLY**
- 3. ALL QUESTIONS CARRY EQUAL MARKS**

TIME: 3 HOURS

1. Discuss at least three historical antecedents of Zambia's Industrial Relations.
2. Discuss the factors, which shaped Zambia's Industrial Relations in the period 1971-1991. In your view, what explains the present weakness of Zambia's trade unions?
3. Compare and contrast the Industrial Relations Act 1971 and the Industrial and Labour Relations Act 1993. To what extent were workers' rights preserved in the Industrial and Labour Relations Act 1993?
4. Critically discuss the contributions of the Unitary, Systems and Radical approaches to the understanding of Industrial Relations.
5. With the help of relevant examples, compare and contrast the roles of Management and the State in Industrial Relations.
6. What is an impasse in Industrial Relations? Outline the three commonly used techniques of impasse resolution and give examples of their use in the experience of Zambia's Labour-Management relations.
7. "The essence of the employer-employee relationship and management-union relationship is that they are power-based. This means that unless there is a power balance between the two sides, the stronger party might choose to use its power differential or the threat of it, to impose its policies on the other..." (Farnham & Pimlott, p.168). Critically discuss the extent to which this view reflects or differs from the recent relationship between the Civil Servants Union of Zambia and Public Service Workers Union on the one hand and the Zambian Government on the other.

**UNIVERSITY OF ZAMBIA
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2003 ACADEMIC YEAR: SECOND SEMESTER**

FINAL EXAMINATION

PA 952: PUBLIC ENTERPRISE MANAGEMENT

DURATION: THREE (3) HOURS.

INSTRUCTION: ANSWER ONLY THREE (3) QUESTIONS

1. Discuss the main features of different forms of organization of public enterprises in Zambia.
2. Explain the controls exercised by the legislature over the public enterprises. How effective are these controls?
3. Point out the advantages and disadvantages of measuring the performance of public enterprises using the economic as against the social criteria.
4. Is managing a public enterprise any different from managing a private one? With the use of specific examples, give reasons for your answer.
5. "In theory there exists delegated authority in the management of public enterprises but in practice there is oligarchy of the worst type". Discuss.
6. Explain the various problems faced by public sector utilities in Zambia and suggest remedial measures for improvement.
7. Privatization is an ideological tool for globalization. Do you agree or disagree with this assertion? Why?
8. Discuss the merits and demerits of the impending privatization of the Zambia National Commercial Bank (ZANACO).

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2003 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS

PH222: MODERN AND CONTEMPORARY PHILOSOPHY

TIME: THREE HOURS

INSTRUCTIONS: Answer three questions (one question must be chosen from each of the three sections.)

SECTION 1: BRITISH EMPIRICISM

1. Ranked as the originator of modern liberalism, the English philosopher Thomas Hobbes admits in his political philosophy a limited right of rebellion against the authority of the sovereign.
 - (a) Briefly state what Hobbes feared most in a state in allowing for a limited right of rebellion against the authority of the sovereign.
 - (b) Indicate, in short terms, the kind of situation in which Hobbes felt the limited right of rebellion against the authority of the sovereign was justified.
 - (c) Clearly explain the basic right that Hobbes saw the limited right of rebellion against the authority of the sovereign as guaranteeing, and the source of this right in line with British empiricist views.
 - (d) Critically discuss whether or not another English philosopher, John Locke, considered that this basic right was guaranteed in Hobbes' desired absolutist state. If not, what reasons did Locke give for his view.
2.
 - (a) Briefly explain, according to the English empiricist John Locke, our source(s) of knowledge.
 - (b) Clearly indicate how Locke builds his theory of knowledge with the pair of distinctions he makes between *simple* and *complex ideas*, and *primary* and *secondary qualities*.
 - (c) Show how Locke empirically accounts for the existence of material substance.
 - (d) Discuss briefly George Berkeley's objection against Locke's account for the existence of material substance.

3. “No idea without an antecedent impression.”
- (a) Briefly state and explain the three sensory impressions of relations between objects from which, according to the Scottish empiricist David Hume, we derive the idea of causality.
 - (b) Discuss Hume’s argument against the view that we have the sensory impression of necessary connection between cause and effect.
 - (c) Demonstrate precisely how Hume accounts for the source of our idea of necessary connection between cause and effect (clue: not in the objects we observe), and what negative consequence(s) this view has for the possibility of scientific knowledge.
 - (d) Briefly explain what, for the German philosopher Immanuel Kant, in contrast with David Hume, is the source of our idea of causality and what positive consequence(s) he believes his view about the source of our idea of causality has for the possibility of scientific knowledge.

SECTION 2: GERMAN IDEALISM

4. “The history of philosophy should have ended with David Hume if his radical empiricist view had been allowed to prevail unchallenged. To survive Hume’s attack, philosophy needed a powerful, subtle and original mind in Immanuel Kant to synthesize the warring seventeenth and eighteenth century philosophies of rationalism and empiricism”.

Explain the following according to the German philosopher Immanuel Kant:

- (a) the contribution of empiricism to knowledge.
- (b) the contribution of rationalism to knowledge.
- (c) Briefly state the consequences of Kant’s synthesis of empiricism and rationalism for the capacity of the human mind for knowledge, in view of the distinction he makes between the phenomenal world and the noumenal world. In other words, what, according to Kant, is the mind capable of knowing and what is it incapable of knowing?
- (d) Give reasons for why Kant believes that one has a right to believe (but not to know) that God, soul, immortality, justice and freedom exist. In other words, what general role does Kant see such concepts as God, immortality, justice, and freedom as serving?

5. (a) Schopenhauer utilizes the principle of sufficient reason to try and answer questions of a metaphysical and epistemological nature. State the principle of sufficient reason and then explain its four-fold nature according to Schopenhauer.
- (b) Explain what Schopenhauer means when he says: “the whole of human culture is nothing more than a grand deception. Art, religion, morality, science and even philosophy are only sublimations of the will.”
6. (a) Discuss Nietzsche’s reasoning which led to the conclusion that there are two types of morality, namely, master morality and slave morality.
- (b) Explain the concept of the ‘superman’ in Nietzschean ethics.

SECTION 3: ANALYTIC PHILOSOPHY

7. (a) Briefly define each of the following terms:
- i. Conjunction;
 - ii. Disjunction;
 - iii. Truth-value;
 - iv. Proposition;
 - v. Predicate.
- (b) Draw a truth table for each of the following propositions:
- i. Jack and Jill went up a hill.
 - ii. Peter or John is boss.
 - iii. If Jane wins the race, then I’ll retire from sports.
8. (a) Explain the meaning of the following:
- i. Theory of meaning.
 - ii. Syntactic meaning.
 - iii. Semantic meaning.
- (b) What distinction does Russell make between the words ‘a’ and ‘the’ as in the phrases ‘I know a way to Larissa’ and ‘I know the way to Larissa’?
9. (a) Consider the following sentence:
The road to heaven is narrow and windy.”
- i. What conditions must prevail to make this sentence true?
 - ii. Write these conditions in formal logic.
- (b) Explain Russell’s paradox.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2003 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS

PH905: LOGIC

TIME: THREE HOURS

INSTRUCTIONS: Answer 7 of the following 10 questions. You must answer questions 1, 2, and 3. From the remaining 7 questions, you can choose 4.

1. Translate the following argument into symbolic form and determine whether it is valid by using the truth tree method. (Write also a paraphrase and indicate which letters you use for the simple statements.)

If government deficits continue at their present rate and a recession sets in, interest rates on the national debt will become unbearable and the government will default on its loans. If a recession sets in, the government will not default on its loans. From this follows that either government deficits will not continue at their present rate or no recession sets in.

2. Determine, by using the truth tree method, whether the following set of statements is logically consistent. (Write also a paraphrase and indicate which letters you use for the simple statements.)

Had Roman citizenship guaranteed civil liberties, then Roman citizens would have enjoyed religious freedom. Had Roman citizens enjoyed religious freedom, there would have been no persecutions of the early Christians. The early Christians were persecuted but Roman citizenship did guarantee civil liberties.

3. The following definition of 'ship' is taken from the "Oxford Advanced Learner's Dictionary":

A ship is a large boat carrying people or goods by sea.

Criticise this definition by (a) determining its kind, (b) discussing its form, (c) determining its mistakes, and (d) suggesting improvements.

4. If the two statements of SL P and Q are logically equivalent, is then
- only the conditional $P \rightarrow Q$ a tautology, or
 - is only the conditional $Q \rightarrow P$ a tautology, or
 - are both conditionals a tautology, or
 - is neither of them a tautology?

Explain your answers.

5. Consider this *incomplete* truth table for an argument. Add the missing premises and the conclusion and decide whether the argument is valid.

P	Q	R			
T	T	T	T	T	T
T	T	F	T	T	F
T	F	T	T	F	F
T	F	F	T	F	F
F	T	T	F	T	T
F	T	F	F	T	T
F	F	T	F	T	T
F	F	F	F	T	F

6. Use a truth table to determine whether the two statements of SL: $M \rightarrow (K \rightarrow P)$ and $(K \wedge M) \rightarrow P$ are logically equivalent.
7. Construct a truth tree to determine whether the biconditional $P \leftrightarrow (P \vee (P \wedge Q))$ is a tautology.
8. Explain when a definition is (a) too broad, (b) too narrow, (c) too broad and too narrow, and (d) give an example of your own example for each mistake.
9. Assume that the set of the premises of an argument is an inconsistent set of statements. Is this argument then (a) *valid* or *invalid*, and (b) *sound* or *unsound*? Explain your answer.
10. For the following two statements of SL, write English statements whose symbolisation these statements of SL could be:

$$R \rightarrow (S \rightarrow (T \vee \neg U))$$

and

$$A \leftrightarrow ((B \wedge C) \vee D)$$

END OF EXAMINATION

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

**2003/2004 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS**

PL 115 INTRODUCTION TO POLITICAL SCIENCE

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER THREE (3) QUESTIONS IN ALL: ONE FROM SECTION A ANOTHER FROM SECTION B AND THIRD ONE OTHER FROM EITHER SECTION A OR B

SECTION A

1. Write short notes on **four** of the following:
 - a) Civil rights
 - b) Mode of production
 - c) Systems theory
 - d) Electoral College
 - e) Electoral system
 - f) State
2. Assess the major differences between Communism and Fascism.
3. Discuss the major reasons why the military intervene in African Politics and why they have generally failed to rule successfully.

SECTION B

1. Critically analyse Max Weber's **THREE** grounds of political legitimacy.
2. Discuss the view that Democratization is the answer to African's economic and political problems.
3. Analyse the advantages and disadvantages of Proportional Representation (PR) as an Electoral System.

END OF EXAMINATIONS

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

**2003/2004 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS**

PL 252:COMPARATIVE POLITICS II

INSTRCTIONS: ANSWER THREE QUESTIONS: AT LEAST ONE QUESTION FROM EACH SECTION

TIME ALLOWED: THREE HOURS

Section A

1. Critically assess the centrality of the principle of the unity of theory and practice in the successes of the Chinese Communist Party that culminated in its victory over the Kuomintang in 1949.
2. Analyse the extent to which the concept of the democratic centralism has been successfully applied as a key organisational principle of the Chinese Communist Party in the People's Republic of China.
3. Critically assess the extent to which Glasnost and Perestroika more than any other internal or external factors were the immediate principal factors responsible for the collapse of the Soviet Union leading to the emergence of liberal democratic Russia.

Section B

4. Critically analyse the relative importance of the role played by the working class and the peasantry in the successes of the Bolsheviks and the Chinese Communist party in gaining state power in the Soviet Union and the in People's Republic of China respectively.
5. Explain the factors that may account for the different strategies adopted by the Communist Party of the Soviet Union and the Chinese Communist Party in the socialist construction of the Soviet Union and People's Republic of China respectively, and by so doing also critically evaluate the relative successes of these strategies.
6. Compare and contrast the nature of political and economic reforms that have taken place in the People's Republic of China and the Soviet Union/Russia. In the process of doing so also analyse the factors that may account for the differences in the processes of reform in the two countries.

END OF EXAMINATION

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

**2003/2004 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS**

PL332 FOREIGN POLICY ANALYSIS AND EVALUATION

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER THREE (3) QUESTIONS IN ALL: ONE FROM SECTION A ANOTHER FROM SECTION B AND THIRD ONE OTHER FROM EITHER SECTION A OR B

SECTION A

1. Write a few notes on any **four** of the following:

- i) Agenda Setting
- ii) Cold War
- iii) Balance of Power
- iv) Carter Doctrine
- v) Diplomacy
- vi) Containment
- vii) Interventionist Policy

2. Discuss the successes and failures of Nikita Khrushchev's attempt to "export" Communism around the Globe.
3. Critically analyse the importance of attitudes in Foreign Policy formulation.

SECTION B

1. Evaluate the success and failures of the US policy of "containment".
2. Discuss the major factors that constrain foreign policies of Developing Countries.
3. What is the difference between "Isolationists" and "non-Isolationists" and how do these orientations influence foreign policy.

**THE UNIVERSITY OF ZAMBIA
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2003 ACADEMIC YEAR
SECOND SEMESTER EXAMINATIONS**

PS 102: INTRODUCTION TO PSYCHOLOGY II

TIME: THREE HOURS

INSTRUCTIONS: THIS QUESTION PAPER HAS THREE SECTIONS. ANSWER ALL QUESTIONS IN SECTION I, ANY 12 FROM SECTION TWO, AND SECTION III IS COMPULSORY.

COMPUTER NUMBER:

SECTION I: ANSWER ALL QUESTIONS. CIRCLE YOUR ANSWER AND FILL-IN-THE BLANKS ON THE QUESTION PAPER

1. People high in achievement motivation:
 - (a) tend to prefer easy
 - (b) are more attached to less competitive careers
 - (c) prefer tasks that have a clear outcome
 - (d) are less likely to persist at a difficult task

2. The desire to perform an act for its own sake is referred to as:
 - (a) intrinsic motivation
 - (b) extrinsic motivation
 - (c) achievement motivation
 - (d) sensation seeking

3. The ----- component of emotion involves active changes in the body such as pupil dilation or increased heart rate.
 - (a) cognitive
 - (b) psychological
 - (c) physiological
 - (d) behavioural

4. The apparatus commonly used as a 'lie detector' is called a(n):
 - (a) electroencephalogram
 - (b) electrocardiograph
 - (c) polygraph
 - (d) galvanograph

5. The theory that stresses that an individual's interpretation or label for physiological arousal determines the emotion experienced is:
 - (a) Cannon – Bard
 - (b) James – Lange
 - (c) Two factor
 - (d) Arousal

6. In Malsow's theory of motivation, these motives need to be satisfied first:
 - (a) physiological needs
 - (b) safety needs
 - (c) esteem needs
 - (d) self-actualisation

7. This is an example of a physiological response to emotion:
- (a) lapses in memory
 - (b) obedience
 - (c) guilt
 - (d) sweating
8. When you are emotionally aroused, this branch of the autonomous nervous system is operating:
- (a) sympathetic
 - (b) parasympathetic
 - (c) limbic system
 - (d) hypothalamus
9. Daniel Goleman argues that this factor explains why people of modest IQ are often more successful than people with much higher IQ scores:
- (a) emotional intelligence
 - (b) sensation seeking
 - (c) cognitive needs
 - (d) achievement needs
10. Crying at a wedding is interpreted as joy, crying at a funeral is interpreted as sadness. This is supported by ----- theory:
- (a) James – Lange
 - (b) Cannon – Bard
 - (c) Facial Feedback
 - (d) Two-factor
11. The scientific definition of an emotion includes
- (a) our internal, subjective feelings.
 - (b) our physiological responses.
 - (c) our external observable behaviour.
 - (d) all the above.
12. The part of the brain that is most strongly associated with emotion is the:
- (a) cerebellum
 - (b) cerebral cortex
 - (c) corpus collosum
 - (d) hypothalamus
13. According to James-Lange theory of emotions, people experience emotional state when:
- (a) they interpret the meaning of the situation they are in
 - (b) they interpret their body's physiological response
 - (c) they interpret how other people are reacting to them
 - (d) they interpret their own emotional feelings
14. Which theory of emotion says that a situation causes our bodies to respond physiologically, and we interpret that physiological response to experience an emotional state?
- (a) Cannon – Bard
 - (b) Schacter – Singer
 - (c) James - Lange
 - (d) Facial Feedback
15. ----- nervous system is active when the individual is calm and relaxed.
- (a) autonomous nervous system
 - (b) sympathetic nervous system
 - (c) parasympathetic nervous system
 - (d) somatic nervous system

16. Which defense mechanism is part of all other defense mechanisms?
- (a) denial
 - (b) regression
 - (c) projection
 - (d) repression
17. Which of the following phrases best describes the major contribution Freud made to treating emotional problems in therapy?
- (a) He championed the "group approach."
 - (b) He championed the "talking cure."
 - (c) He championed the "medical approach."
 - (d) He championed the "social approach."
 - (e) All of the above.
18. Which of the following is an expression of the unconscious according to Freud?
- (a) dream content
 - (b) slips of the tongue
 - (c) jokes
 - (d) all of the above
 - (e) none of the above
19. Freud encountered many patients who seemed to have a neurological disorder, such as "glove anesthesia," for which he could find no known physical basis. Freud categorised these disorders as:
- (a) nerve damage cases
 - (b) hysterical disorders
 - (c) psychosomatic symptoms
 - (d) anxiety disorders
 - (e) none of the above
20. Diagnostic criteria for abnormal behaviour depends on
- (a) Adaptiveness of behaviour
 - (b) Statistical frequency
 - (c) The practitioner's orientation
 - (d) All of the above
 - (e) Both A and B
21. Psychodynamic perspective assumes that abnormal behaviour issues from
- (a) Malfunction within the body
 - (b) Failure to accept oneself
 - (c) Unconscious psychological conflicts
 - (d) Inappropriate learning
22. The medical model especially considers Abnormal behaviour as
- (a) Thought disorder
 - (b) Hallucinations
 - (c) What is infrequent in a given population
 - (d) Biogenic
23. The model that postulates that abnormal behaviour issues from maladaptation is
- (a) The behavioral perspective
 - (b) The neuroscience perspective
 - (c) The Humanistic perspective
 - (d) The psychoanalytic perspective

24. The treatment of abnormal behaviour
- (a) Depends on the concept held about abnormal behaviour
 - (b) Depends on the patient's motivation
 - (c) Is best achieved through both modern and traditional therapies
 - (d) Can only be effective through prayers at Christian crusades
25. The most prevalent mental disorder in Zambia is
- (a) Child sexual abuse
 - (b) Personality disorders
 - (c) HIV/AIDS related
 - (d) Non of the above
26. In Zambia abnormality may not be understood traditionally
- (a) To be caused by spirits
 - (b) To be a punishment from ancestors
 - (c) To be caused by drugs such as marijuana and alcohol
 - (d) To be caused by ego breakdown -
27. In Zambia if an adult undresses in public
- (a) She/he is probably drunk
 - (b) She/he is most likely to be a mental patient -
 - (c) She/he is probably a drug addict
 - (d) She/he is probably possessed by evil spirits
28. The best way of relating with ex-mental patients is
- (a) By housing them in rehabilitation centers
 - (b) By giving them acceptance and positive regard -
 - (c) By praying for them not to relapse
 - (d) By not provoking them
29. All of the following techniques were therapeutic methods to rid the body of demoniacal possessions related to mental disorders except
- (a) Trephining,
 - (b) Exorcism
 - (c) Purgatives made of sheep dung
 - (d) Blood-letting
30. The Word "Abnormal" literary means behaviour that
- (a) Deviates from society's norms
 - (b) Interferes with the well-being of the individual
 - (c) Is away from the normal -
 - (d) Is undesirable
31. Stereotypes are
- (a) Unfair and reflect false attributes
 - (b) Primary Effect
 - (c) Sometimes negative and sometimes positive -
 - (d) Negative

32. Prejudices seem to be reduced if people
- (a) Cooperate toward a common goal
 - (b) Apply the Recency effect
 - (c) Just get to know one another well
 - (d) Fight a war
33. Which one is not a factor that impinges on mutual attraction
- (a) Similarities
 - (b) Competence
 - (c) Physical appearance
 - (d) Opposites attract
34. Recency effect
- (a) Confirms the earlier information that judgment about other people is based on.
 - (b) Is dangerous
 - (c) Reverses biases and assumptions
 - (d) Helps advertisers
35. According to the Principle of state-dependent learning, if you have to take an exam early in the morning, you should do a lot of your studying for that exam
- (a) the night before, so that the information will be fresh.
 - (b) early in the morning on several days before the test.
 - (c) after lunch, when your energy level is high.
 - (d) in one long session, to minimise interference.
36. The smell of cherry blossoms awakened in Mrs. Yamomoto vivid memories of her childhood in Osaka. The aroma of the blossoms apparently acted as an effective
- (a) schema.
 - (b) echoic cue.
 - (c) flashbulb cue.
 - (d) retrieval cue.
37. When Boris got a new VCR he sold his old one to a friend. One day his friend asked him how to program the old VCR, and Boris found that since he had learned how to program the new one he no longer remembered how to program the old one. This is an example of
- (a) retroactive interference.
 - (b) proactive interference.
 - (c) memory consolidation.
 - (d) memory reconstruction.
38. Which of the following is an important advantage of chunking?
- (a) It is an invaluable aid to increasing long-term memory.
 - (b) It increases duration of the memory.
 - (c) It allows us to increase the storage capacity of short-term memory.
 - (d) It allows us to study transfer of meaning.
39. Mulenga can list all the nine planets in order from the Sun, and give their compositions and major moons. This information is most likely stored in Mulenga's _____ memory.
- (a) episodic
 - (b) procedural
 - (c) sensory
 - (d) semantic

40. The memory system that contains information such as what you ate for dinner yesterday and the procedure for setting your alarm clock is
- (a) sensory memory.
 - (b) long-term memory.
 - (c) conditional memory.
 - (d) metamemory.
41. Which of these is a type of information that would be held in sensory memory?
- (a) The way your old baby blanket used to look and feel.
 - (b) The words we use to describe different sense impressions.
 - (c) A brief copy of the information that comes in from our senses.
 - (d) A smell that reminds you of your childhood experiences.
42. Mrs. Chanda was very busy when she phoned her husband and quickly listed the 12 items she wanted him to pick up at the store. After she hung up, Mr. Chanda attempted to write down the items. It is very likely that he will
- (a) forget the items in the middle.
 - (b) remember only the middle and the last items.
 - (c) remember only the first and middle items.
 - (d) forget the first and last items and remember the items in the middle.
43. To transform sensory input into a form that is more readily processed by one's memory is to _____ the input.
- (a) retrieve
 - (b) chunk
 - (c) rehearse
 - (d) encode
44. When another student tells you he knows the three kinds of memory, he is using
- (a) semantic memory.
 - (b) episodic memory.
 - (c) procedural memory.
 - (d) metamemory.
45. If you visited your old high school building, you might recall events that occurred there much more easily. This type of memory stimulation is known as
- (a) context-dependent memory.
 - (b) state-dependent memory.
 - (c) photographic memory.
 - (d) iconic memory.
46. The practical problem with sensory memory is that
- (a) the capacity is limited.
 - (b) the duration is limited.
 - (c) so much information is not easily categorised.
 - (d) both capacity and duration are limited.
47. Which of the following represents the correct sequence of events for the process of memory?
- (a) encoding – retrieving – storing
 - (b) storing – retrieving – encoding
 - (c) retrieving – storing – encoding
 - (d) encoding – storing – retrieving

48. To get information into long-term memory, one should use
 (a) attention. (c) elaborative rehearsal.
 (b) maintenance rehearsal. (d) repetition.
49. Which of the following study situations will least likely be affected by proactive interference?
 (a) study psychology, then study maths
 (b) study psychology, then study sociology
 (c) study biology, then study microbiology
 (d) study history, then study political science
50. Audrey's office just switched from using one spreadsheet programme to a new one, and Audrey is frustrated because she keeps trying to use the old commands on the new programme. This is an example of
 (a) anterograde amnesia. (c) proactive interference.
 (b) retrograde amnesia. (d) retroactive interference.
51. Hypothalamus is the area of the brain that stimulates eating behaviour, whereas the ventromedial hypothalamus signals the organism to stop eating.
52. The eating disorder in which enormous amount of food is consumed followed by purging or vomiting is referred to as bulimia.
53. The desire to excel, especially in competition with others, is known as achievement motivation.
54. The basic components of emotion are cognition, physiology and expression component.
55. Cognition activates and directs behaviour, while physiology represents the feeling responses to thoughts, situations, or behaviour.
56. An individual who doesn't experience any emotion is said to be in a state of apathy.
57. The same situation can be found interesting by one individual and boring by another individual, this is caused by the cognitive component of emotion.
58. The two sub divisions of the autonomous nervous system related to emotion are sympathetic and parasympathetic.
59. EEG is an instrument that records the activity of the brain cells.
60. Empathy is associated with emotional intelligence.
61. According to the Cannon- Bard theory, when there is an emotion provoking stimuli, the thalamus sends message simultaneously to cortex and visceral organs.
62. Self-actualization is the need to fulfil ones potential.
63. The hormone that regulates the body's uptake of sugar is insulin.
64. Adrenaline is a hormone that causes the heart to beat faster during arousal.
65. Primary effect is physiological.
66. Trephening was practised in ancient times.
67. Negative stereotyping gives rise to prejudice.

68. Behavior, which is observed to be _____ in a given society, may be considered abnormal.
69. Under the Zambian Matrimonial Act a marriage may be declared void on the grounds that at the time the marriage was contracted either party _____.
70. In Zambia, one of the conditions under which a mental patient would be involuntarily admitted to police cells or hospital is _____.
71. During the Middle Ages, suspected mental patients were confined in special places called _____.
72. In the early 1900s the French government commissioned psychologist Alfred Binet to develop procedures to identify students who might require _____.
73. Binet found that brighter children performed like _____ children, whereas less capable children performed like _____ children.
74. Binet's test was translated and adapted by American psychologist Lewis Terman and is called the _____.
75. _____ means that the test is given to a large number of subjects who are representative of the group of people for whom the test is designed, and the scores of this group establish the _____ or standards against which an individual's score is compared and interpreted.
76. Ten-year-old Jean performed at the same level as most 12-year olds on Binet's test. Her _____ age is different from her _____ age.
77. The debate on the origins of intelligence involves two basic questions: Do we essentially _____ our intellectual potential from our parents, grandparents, and great-grandparents? (2) Is our intellectual potential primarily determined by our _____ and upbringing?
78. _____ memory registers a great deal of information from the environment and holds it for a very brief period of time; after a few seconds or less, the information fades.
79. The capacity of short-term memory is limited to about _____ items, or bits of information, at one time, and when filled to capacity, new information will _____, or bump out, currently held information unless it is consciously and constantly repeated.
80. During a maths exam Trevor is desperately trying to think of the correct formula, which he knew when he was studying last week, but despite all his efforts, it just won't come to mind. Trevor is experiencing trouble with one of the three fundamental processes of memory, called _____.
81. Louis Thurstone suggested the presence of nine specific factors, which he labelled _____ mental abilities.
82. Howard Gardner proposes the existence of (How many?) _____ kinds of intelligence.
83. There are three major categories of information stored in long-term memory:
- (a) _____ information refers to the long-term memory of how to perform different skills, operations, and actions.
 - (b) _____ information refers to long-term events that were personally experienced.

84. **Directions:** It is a Freudian reunion. Dr. Freud has invited all his contemporaries back for a dinner and table discussion for a few ideas. Where indicated, identify the idea or term being illustrated.

Sigmund: (entering the dinning room) "Hello fellow analysts! Welcome back to my place. It has been a long time since we last got together. Carl, would you get off my couch?"

Carl: "Sorry Sigmund, it was so comfortable. I was just lying there, thinking and saying to myself whatever came to mind."

Comment 1: Carl is making fun of Freud's technique of: _____

Sigmund: "Glad to hear that Carl. That will be forty dollars please! Erik, how have you been?"

Erik: "Busy thank you. I have been writing biographies. Just finished one on Gandhi. I would love to do one on you, Dr. Freud, and your controversial psychosexual theory."

Comment 2: Erikson is a pioneer in writing _____.

Karen: "Dr. Freud! Erik, why? Why not write about someone interesting, like me for instance? Besides, what's Sigmund got that I haven't?"

(The whole group erupted in laughter over this last statement.)

Karen: "O.k. so I set myself up for that one; but you men and your ideas of 'penis envy!' Inferiority has nothing to do with biology. It does, however, have everything to do with early relationships with our parents, and I am not talking psychosexual."

Comment 3. What is Karen referring to? _____.

Alfred: "I am inclined to agree with Karen. Early experiences can lead children to convey an image of strength and competence to others even if they personally feel small and weak."

Comment 4: Alfred is describing a situation called _____

Alfred: "If you don't believe me, look at Carl, inferiority personified!"

Karen: "His jokes are bottled-up basic hostility if I have ever heard it!"

Carl: "Go ahead, sycophants. You are only projecting anyhow. Now if you want to talk some real psychoanalysis ..."

Sigmund: "You know something about analysis, do you?"

Carl: "That is right, Dr. Freud. You are not the only one with a school of thought named for you, you know."

Comment 5: Carl's school of thought is called _____.

Directions: Read the following statements and decide if these areas of discussion by Freud have generally been supported by later research or generally unsupported and criticised by later work.

85. The “talking cure” can, through the therapeutic relationship, help patients develop self control and self knowledge.
(a) Supported (b) Unsupported
86. The oedipal conflict is an observable, universal phenomenon in males.
(a) Supported (b) Unsupported
87. The id, ego, and superego are material, observable entities of the mind.
(a) Supported (b) Unsupported
88. Many male homosexuals do seem to have disturbed relationships with their fathers.
(a) Supported (b) Unsupported
89. Freud’s description of female development was unusually accurate for his time and culture.
(a) Supported (b) Unsupported
90. People who focus on oral activities do tend to be dependent and passive.
(a) Supported (b) Unsupported
91. There does seem to be a lot of information stored in our minds that we are unaware or unconscious of.
(a) Supported (b) Unsupported
92. Psychoanalytic ideas are best at predicting future behaviour.
(a) Supported (b) Unsupported
93. The concepts of anxiety and defense mechanisms have extended our understanding of personality.
(a) Supported (b) Unsupported
94. Sample sizes used in Freudian studies were adequate for making generalisations about normal personality development.
(a) Supported (b) Unsupported
95. **Directions:** Read the following story involving a counselling session with a student. As you read the story, you will be stopped at critical points and asked to identify the concept from Roger’s Self theory that is being illustrated.

Lance, a college student, has been put on academic warning for two reasons: His grades are very low, and he was recently caught cheating on an exam. The school counsellor asked Lance and his parents to come in and talk about what is going on with him right now. Here are some selected highlights of their conference:

Counsellor: “Lance, let’s get straight to the point. Let’s start with your getting caught for cheating. I get the feeling that that really hasn’t sunk in just yet.”

Lance: “Well, I really don’t know what to say ... I don’t know why I did it.”

Counsellor: “Lance, I think you really do know why. It’s common to deny some aspect of your ‘organism,’ or range of experience, to avoid dealing with a problem.”

Critical point 1. What aspect of Lance’s person is working against the ‘organism’? _____

Lance: “Well, ... I guess I do. There is so much pressure to make good grades and succeed. I really want to make myself, and particularly my folks, proud of me. I am not blaming them, but I am trying too hard and it’s getting to me. I feel like I won’t be a worthwhile person if I fail at school.”

Counsellor: “I know, Lance. Sometimes we try to strive toward some outside, extrinsic standard that has nothing to do with our self-worth as a person.”

Critical point 2: What is the Counsellor referring to? _____

Lance’s father: “It is true, Lance. Your mother and I have so overstressed grades and doing well that we have at times been insensitive and even rejecting of you as a person when you brought home bad grades.

Critical point 3: Lance has been treated by his parents as an object of _____.

Counsellor: “Lance, you may not feel this way now, but you know that you are a valuable, worthwhile person whether or not you make good grades?”

Critical point 4: The Counsellor is giving Lance _____

Counsellor: “Lance, it’s my sincerest wish, and I think your parents’ wish also, that you like yourself for yourself, that you not judge yourself based on just grades, that you not feel defensive about doing poorly in some classes, and that you have a harmonious relationship with your parents.”

Critical point 5: The Counsellor is describing the characteristics of a _____.

SECTION II: WRITE SHORT NOTES ON ANY TWELVE (12) OF THE FOLLOWING. YOUR ANSWERS SHOULD BE WRITTEN IN THE ANSWER BOOKLETS PROVIDED.

1. Involuntary admission of mental patients to hospitals in Zambia
2. Abortion Act in relation to mental health in Zambia
3. Traditional beliefs about causes of mental illnesses in Zambia
4. Factors that affect opposite sex (gender) attractions
5. Prejudice.
6. Morality vs neurotic anxiety
7. Repression vs regression
8. Rational Emotive Therapy's philosophical assumptions about human nature
9. What are the more specific goals of the Rational Emotive Therapy as elaborated by Albert Ellis?
10. Ellis' irrational beliefs (12) commonly held by members of 'our society'
11. Decay Theory of forgetting
12. The Three Key Processes in Memory
13. Characteristics of short-term memory
14. Sternberg's Triarchic Theory of intelligence
15. Factors that underlie intelligence, according to Spearman.

SECTION III: EVERYONE MUST ANSWER THE FOLLOWING LONG ESSAY QUESTION:

1. Critically evaluate Carl Roger's theory of personality.

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2003 ACADEMIC YEAR- SECOND SEMESTER FINAL EXAMINATIONS**

January, 2004

PS 222 : PSYCHOLOGY OF SENSATION AND PERCEPTION

TIME: THREE HOURS.

INSTRUCTIONS: ANSWER ALL QUESTIONS ON THE ANSWER BOOKLETS PROVIDED.

PART A

For each of the following provide an appropriate term:

- (a) The process by which our eyes become more sensitive to light as we spend time in the dark.
- (b) The study of the relationship between physical attributes of stimuli and the psychological experiences they produce.
- (c) The process of receiving information from the environment and changing that input into nervous system activity.
- (d) The minimal difference in some stimulus attribute, such as intensity that one can detect 50 percent of the time.
- (e) A mechanism that converts energy from one form to another as sense receptors do.
- (f) The view that stimulus detection is a matter of decision-making, of separating a signal from background noise.
- (g) The physical intensity of a stimulus that one can detect 50 percent of the time.
- (h) The smallest detectable change in some stimulus attribute, such as intensity.
- (i) The process in which our sensory experience tends (in most cases) to decrease or diminish with continued exposure to a stimulus.

PART B

For each of the following definitions, give an appropriate term.

- (a) A radiant energy that can be represented in wave form with wave lengths between 380 and 760 nanometers.
- (b) A characteristic of waveforms (the height of the wave) that indicates intensity.
- (c) The psychological experience associated with a light's intensity or wave amplitude.
- (d) A characteristic of wave forms that indicates the distance between any point on a wave and the corresponding point on the next cycle of the wave.
- (e) The psychological experience associated with a light's wavelength.
- (f) Literally one colored; a pure light made up of light waves all of the same wavelength.

- (g) The psychological experience associated with the purity of a light wave, where the most saturated lights are monochromatic and the least saturated are white light.
- (h) A light of the lowest possible saturation, containing a mixture of all visible wavelengths.
- (i) The outermost structure of the eye that protects the eye and begins to focus light waves.
- (j) The opening in the iris that changes size in relation to the amount of light available and emotional factors.
- (k) The colored structure of the eye that reflexively opens or constricts the pupils.
- (l) The structure behind the iris that changes shape to focus visual images in the eye.
- (m) Small muscles attached to the lens that control its shape and focusing capability.
- (n) Watery fluid found in the space between the cornea and the lens that nourishes the front of the eye.
- (o) The thick fluid behind the lens of the eye that helps keep the eyeball spherical.
- (p) Layers of cells at the back of the eye that contain the photosensitive rod and cone cells.
- (q) Photosensitive cells of the retina that are most active in low levels of illumination and do not respond differently to different wavelengths of light.
- (r) Photosensitive cells of the retina that operate best at high levels of illumination and are responsible for color vision.
- (s) A fiber composed of many neurons that leaves the eye and carries impulses to the occipital lobe of the brain.
- (t) The region at the center of the retina, comprised solely of cones, with the best acuity in daylight.
- (u) A small region of the retina, containing no photoreceptors, where the optic nerve leaves the eye.

PART C

Answer true or false

1. ___ Sense receptors change physical energy into neural impulses through a process called sensation.
2. ___ A light bulb and the receptors in your eye can both be thought of as transducers.
3. ___ Transduction is the study of the relationships between the physical attributes of stimuli and the psychological experiences that they produce.
4. ___ The techniques of psychophysics have given us the ability to test the sensitivity of our senses.
5. ___ As threshold levels decrease, sensitivity levels increase.
6. ___ The concept of absolute threshold is useful in testing the sensitivity of our senses.
7. ___ Sensory thresholds are stable values that do not change over time.
8. ___ Research subjects are more likely to say that they detect a sensory stimulus than to say that they don't.
9. ___ Sensory adaptation is a slow process that takes place over a long period of time.
10. ___ Sensory adaptation is facilitated by constancy of stimulation.

PART D

Answer true or false.

1. ___ The amplitude of a light wave is related to its intensity or brightness.
2. ___ The wavelength of light is measured in nanometers.
3. ___ The human eye is capable of detecting the full range of light waves
4. ___ The color of the light is determined by its wavelength.
5. ___ A monochromatic light is made up of waves that are all of the same amplitude.
6. ___ Low saturation levels produce light that appears pale or washed out.
7. ___ The colored part of the eye is the iris.
8. ___ Two types of photoreceptors are the rods and the cones.
9. ___ There is no vision in the blindspot because it lacks rods and cones.
10. ___ Nocturnal animals see so well at night because their eyes have an abundance of cones.
11. ___ The trichromatic theory of color vision suggests that there are three pairs of visual mechanisms that respond to different wavelengths of light.
12. ___ Our best explanation of color vision is probably a combination of both the trichromatic theory and the opponent-process theory.

PART E.

Fill in the blanks.

1. The nanometer is the unit of measure for a wavelength of _____
2. The properties of light are brightness, color, and _____.
3. Monochromatic light is highly _____.
4. Light that is the lowest possible saturation, containing a mixture of wavelengths is called _____.
5. The pupil of the eye contracts in response to changes in levels of light or levels of _____.
6. The part of the eye where vision actually begins to take place is the _____.
7. Color vision relies heavily on the sight receptors called _____.
8. The primary colors for light are red, blue, and _____.
9. Negative afterimages provide support for the _____ theory of colour vision.
10. _____ proposed the opponent-process theory of color vision.

PART F.

Fill in the blanks.

1. The loudness of a sound wave depends on the _____ of the wave.
2. The perceived loudness of sound is indicated by its placement on the _____ scale.
3. A random mixture of sound frequencies produces _____.
4. The pinna collects sound waves and sends them on to the _____.
5. The main structure of the inner ear is the _____.

6. Our senses of smell, texture, and temperature contribute heavily to our sense of _____.
7. The sense with the shortest, most direct pathways from receptor site to the brain is the sense of _____.
8. Chemicals that produce distinctive odors are called _____.
9. The cutaneous senses include temperature and _____.
10. The _____ sense tells us about balance, where we are in relation to gravity.
11. A placebo is a substance that a person believes will be effective in treating a symptom such as _____.
12. _____ are the neurotransmitters that help reduce pain.

PART G.

For each of the following give an appropriate term:

- (a) The cognitive process of selecting, organising, and interpreting those stimuli provided to us by our sense.
- (b) The extent to which a stimulus is in some physical way different from other surrounding stimuli.
- (c) A predisposed (set) way to perceive something; an expectation.
- (d) Whole, totality, configuration; where the whole is seen as more than the sum of its parts.
- (e) The Gestalt psychology principle that stimuli are selected and perceived as figures against a ground or background.
- (f) The gestalt principle of organisation that stimuli will be perceived as belonging together if they occur together in space or time.
- (g) The Gestalt principle of organisation claiming that stimuli will be together if they share some common characteristics.
- (h) The Gestalt principle of organisation claiming a stimulus or a movement will be perceived as continuing in the same direction or fashion as it started.
- (i) Stable patterns of perceiving the world that help us organize and interpret stimulus inputs.
- (j) The gestalt principle of organisation claiming that we tend to perceive incomplete figures as whole and complete.
- (k) The perception of a contour (a line or plane) that is not there, but is suggested by other aspects of a scene.
- (l) The phenomenon in which each retina receives a different (disparate) view of the same three-dimensional object.
- (m) The eyes moving toward each other as we focus on objects up close.
- (n) The process in which the shape of the lens is changed by the ciliary muscles.
- (o) A perception that is at odds with (different from) what we know as physical reality.
- (p) The awareness or perception of the environment and of one's own mental processes.
- (q) The gestalt principle of organisation in which we group together all the elements of a scene that move together in the same direction at the same speed.

PART H.

Answer true or false

- _____ 1. Our perception is influenced by motivation, emotion, expectation, and experience.
- _____ 2. We are more likely to attend to a stimulus if its intensity is different from the intensities of other stimuli.
- _____ 3. Repetition is a stimulus factor that will draw attention to the stimulus.
- _____ 4. Motivation, expectation, and intensity are personal factors that influence perceptual selectivity.
- _____ 5. The concept of mental set applies to perceptual selectivity, but not to problem solving
- _____ 6. The behavioural psychologists had a special interest in perceptual organisation.
- _____ 7. Similarity, closure, continuity, and proximity are all examples of gestalt principles.
- _____ 8. Cues for depth and distance involving both eyes are called binocular cues.
- _____ 9. Convergence is a monocular depth cue.
- _____ 10. When a woman looks in a small lipstick mirror, her lips will appear to be their normal size
- _____ 11. There are no cultural differences with respect to depth perception.

PART I

INSTRUCTIONS: Write essays of *not more than two pages each* giving clear, concise, and well thought out answers supported by empirical evidence and examples.

1. “The classical problem of size constancy was misconstrued: what is really problematic is how observers can become aware of the size of retinal projections.” Discuss.

2. Read the following article:

A University of Zambia (UNZA) lecturer yesterday told the Lusaka High Court that noise made by a Music band that plays on the terraces of Fairview Hotel could not be said to be an environmental pollutant to people.

Peter Kalebwe, 41, was testifying before the Judge James Mutale in a case in which a Lusaka man Ebrahim Motala has sued the hotel for damages and loss allegedly caused by noise and vibration from the hotel band.

He claims the noise from the hotel is nuisance to him and his family.

Motala, whose house is less than 30 metres from the hotel, also sought an injunction restraining the hotel from playing loud music.

Kalebwe, a physics lecturer, said a report on sound presented to the court by Motala was not professionally carried out and that the court could not rely on it in a case of this nature and magnitude.

He said it had grammatical errors and spelling mistakes which could not be entertained in a technical report and added that the aim of the survey must be reflected in the conclusion, which was not the case.

Kalebwe said the report did not indicate whether the measuring equipment was accurate or whether the report's results were according to the World Health organisation guidelines.

We have no data from WHO or the laws of Zambia to that effect, Kalebwe said.

In established literature, painful levels (noise that can puncture an eardrum) for band are said to be around 120 decibels one metre.

He explained that the levels complained about at the hotel ranged between 70 and 83 decibels, which were well under limit. Kalebwe added that people might become concerned with a level of 90 decibels but said he would not describe it as nuisance.

Motala's lawyer, Albert Wood, cross-examining Kalebwe said it was unfair for him to discredit the report without offering a counter one.

Kalebwe replied that it took a lot to prepare such a report and said it was no wonder that whoever prepared it did a bad job because he had not spent long enough on it.

Wood tried to persuade Kalebwe to set a nuisance level but he refused arguing that it would be dangerous.

Article from the Post – 5 November, 1999.

Question: From the above article, build an argument for this case and then negate it.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIALSCIENCES
2003 ACADEMIC YEAR,
SECOND SEMESTER EXAMINATIONS.

PS 342 PSYCHOLOGICAL TESTING

TIME: THREE HOURS

INSTRUCTIONS:

There are two parts to this Examination Paper.

Section A consists of 8 short notes type of questions.

You are required to answer 6 of them.

Section B consists of five Essay questions. You are

Required to answer three of them

This examination is worthy 40%.

SECTION A: Write short notes on **any 6** of the following 8 questions.

1. Discuss the purpose of aptitude testing.
2. Bring out the differences between aptitude tests and achievement tests.
3. How are achievement tests useful in an organization?
4. Discuss the use of interest inventories.
5. Discuss any two categories of achievement tests.
6. Strengths of projective techniques in testing.
7. Weaknesses of projective techniques in testing.
8. Briefly trace originals and aims Personality Inventories.

SECTION B: Essays: Answer Three out of five questions.

1. Discuss the implication(s) of educational Assessment of bilingual children.
2. Give a detailed description of any two testing techniques in an organisation. Use examples to illustrate your answer.
3. Discuss the history of occupational testing in Zambia.
4. Discuss qualities of an interviewer, and conditions that are needed to carry out a successful clinical interview.
5. Discuss the applications of structured clinical interviews.

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIALSCIENCES
2003 ACADEMIC YEAR,
SECOND SEMESTER EXAMINATIONS.

PS 452: ORGANISATIONAL BEHAVIOUR

TIME: THREE HOURS

INSTRUCTIONS: THIS EXAMINATION ACCOUNTS FOR 50% OF YOUR GRADE IN THIS COURSE. THE QUESTION PAPER CONSISTS OF TWO SECTIONS. ANSWER ANY EIGHT (8) QUESTIONS FROM SECTION 1 AND ONE (1) QUESTION FROM SECTION 2.

SECTION 1: SHORT ESSAYS. ANSWER ANY EIGHT QUESTIONS.

1. Discuss the behavioural approach to leadership with reference to the Ohio State studies.
2. Briefly explain any two models of Consumer Behaviour with examples.
3. Discuss any two characteristics of a work group. Bring out how these characteristics are essential to achieving organisational goals.
4. What are the barriers to effective communication that exists in an organisation? Explain.
5. How can conflicts be detrimental to an organisation? Discuss the strategies for conflict prevention in an organisation.
6. Discuss at least five ways in which managers can reduce job-related stress.
7. Clearly explain Edgar Schein's basic model of individual change.
8. What factors necessitate organisational change?
9. Discuss the relationship between job satisfaction and task performance.
10. Discuss personal control as a personal influence on stress.

SECTION 2: LONG ESSAY. ANSWER ONE QUESTION.

1. Zanted is a new private bank in Zambia. The Management of this bank seek your advise in motivating their employees. Use the 2 factor theory and Equity theory to advice the Management of this new bank.
2. Discuss why managers should be concerned about work place stress, using empirical evidence where appropriate.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIALSCIENCES
2003 ACADEMIC YEAR,
SECOND SEMESTER EXAMINATIONS.

PS 952: PSYCHOPATHOLOGY

TIME: THREE HOURS

INSTRUCTIONS:

There are three parts to this Examination Paper.

Section A consists of 10 multiple-choice questions.

You are required to answer all.

Section B consists of 8 short notes type of questions.

You are required to answer 6 of them.

Section C consists of five Essay questions. You are

Required to answer three of them

This examination is worth 40%.

SECTION A: Multiple-Choice: Answer all 10 questions.

1. Phiri, a father of two children, has become unable to maintain an erection long enough to complete intravaginal ejaculation. His dysfunction is known as:
 - a. Primary impotence
 - b. Secondary erectile insufficiency
 - c. Tertiary prematurity
 - d. Ejaculatory incompetence

2. An example of victimless sexual variant is
 - a. Voyeurism
 - b. Exhibitionism
 - c. Sodomism
 - d. Transvestism

3. Which of the following persons is most likely to engage in voyeurism?
 - a. A married woman who is unhappy with her sexual relations
 - b. A homosexual man who is has many lovers
 - c. An adolescent male who is shy and feels dominated by women
 - d. An elderly man who loves by himself

4. The most common sexual offence reported to the police in Zambia is
 - a. Child sexual abuse
 - b. Exhibitionism
 - c. Frotteurism
 - d. Rape

5. The most prevalent form of mental retardation is
- Moderate mental retardation
 - Mild mental retardation
 - Severe mental retardation
 - Profound mental retardation
6. Martha is constantly afraid that something bad will happen to her children, and the only way she can control the anxiety is to spend hours arranging and rearranging their pictures into precise patterns. Martha most likely suffers from
- dissociative identity disorder.
 - obsessive-compulsive disorder.
 - generalized anxiety disorder.
 - histrionic personality disorder.
7. Frank bragged to his buddies about the money he swindled from an elderly relative living on a fixed income, who will lose her house as a result. Frank most likely suffers from _____ personality disorder.
- histrionic
 - narcissistic
 - antisocial
 - dependent
8. Most psychologists would agree that an important biological factor in antisocial personality disorder is
- extreme sensitivity to pain.
 - inability to feel pain.
 - increased levels of autonomic arousal.
 - decreased levels of autonomic arousal.
9. A speech pattern often seen in schizophrenics, characterised by jumbled, disordered strings of words that mean nothing, is called
- verbal mosaic.
 - word salad
 - speech stew.
 - language montage.
10. Milo often hears a voice speaking clearly and telling him that he has broken the rules of life and that he must redeem himself by burning himself with cigarettes. This voice represents a
- hallucination.
 - delusion.
 - dissociation.
 - phobic reaction.
-

SECTION B: Short Notes: Write short notes on any 6 of the following 8 questions.

1. Psychosomatic Disorders
 2. Essential Hypertension
 3. Sexual dysfunction
 4. Frotteurism
 5. Mental retardation
 6. Physical/chemical drug dependence
 7. Obsessions and compulsions
 8. Somatic symptoms of anxiety
-

SECTION C: Essays: Answer **three** out of five questions.

1. John has recently lost his father and next week he is sitting for his final examinations. Use the General Adaptation Syndrome Model to discuss stress experienced by this student.
2. Discuss the psychological factors related to the perpetrator of child sexual abuse.
3. HIV/AIDS pre-testing and post-testing both elicit some powerful emotional reactions from the client. Discuss with some examples of such emotional reactions emanating from both the HIV/AIDS pre-test and post-testing.
4. Discuss some known sexual dysfunctions (disorders) and how you would go about helping those with such disorders.
5. Discuss the cognitive symptoms of schizophrenia.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES

S111 : INTRODUCTION TO SOCIOLOGY I

DISTANCE EDUCATION

END OF SEMESTER EXAMINATION – 2003

INSTRUCTIONS: This paper is divided into 3 sections. Answer all questions from Section A, 10 questions from section B and 2 questions from Section C.

TIME: 3 Hours

SECTION A: MULTIPLE CHOICE

1. To sociologists, the human trait of greatest importance is
 - (a) Intelligence
 - (b) Social nature
 - (c) Individuals
 - (d) Aggression

2. Which of the following is more typical of anthropology than of Sociology?
 - (a) Great attention to primitive or preliterate societies
 - (b) Interest in society
 - (c) Concern with all kinds of social groups
 - (d) A conflict model of society

3. Tentative explanations that are put to test by experiments are called
 - (a) Correlations
 - (b) Dependent variables
 - (c) Theories
 - (d) Hypothesis

The main reason for using interviews rather than printed questionnaires is

- (a) To save the cost of printing
- (b) To make the job easy
- (c) To avoid ridiculous answers
- (d) To make sure that both the questions and the responses are fully understood

All but one of the following is included in the concept of culture

- (a) Language
- (b) Beliefs
- (c) Laws, morals and customs
- (d) Biological heredity

A subculture is so called because it is

- (a) A divergent pattern contained within the larger culture
- (b) Inferior to the major culture
- (c) Superior to the major culture
- (d) Substituted for a real culture

A synonym for cultural diffusion is a

- (a) Cultural borrowing
- (b) Invention
- (c) Accumulation
- (d) Loss of distinctive traits

The process by which people from different cultures adopt the cultural traits of another culture is called

- (a) Acculturation
- (b) Socialisation
- (c) Diffusion
- (d) Cultural dynamics

Karl Max expected a revolution in which the bourgeoisie would be overthrown by the

- (a) Aristocracy
- (b) Industrialists
- (c) Proletariat
- (d) Peasants

The process of socialisation can be described in all but one of the following ways

4. The main reason for using interviews rather than printed questionnaires is
- (a) To save the cost of printing
 - (b) To make the job easy
 - (c) To avoid ridiculous answers
 - (d) To make sure that both the questions and the responses are fully understood
5. All but one or the following is included in the concept of culture
- (a) Language
 - (b) Beliefs
 - (c) Laws, morals and customs
 - (d) Biological heredity
6. A subculture is so called because it is
- (a) A divergent pattern contained within the larger culture
 - (b) Inferior to the major culture
 - (c) Superior to the major culture
 - (d) Substituted for a real culture
7. A synonym for cultural diffusion is a
- (a) Cultural borrowing
 - (b) Invention
 - (c) Accumulation
 - (d) Loss of distinctive traits
8. The process by which people from different cultures adopt the cultural traits of another culture is called
- (a) Acculturation
 - (b) Socialisation
 - (c) Diffusion
 - (d) Cultural dynamics
9. Karl Max expected a revolution in which the bourgeoisie would be overthrown by the
- (a) Aristocracy
 - (b) Industrialists
 - (c) Proletariat
 - (d) Peasants
10. The process of socialisation can be described in all but one of the following ways

- (a) A process of internalising social values
- (b) The development of an individual personality
- (c) A perfect adjustment of the individual to societal demands
- (d) A mutual process

SECTION B: (40 Marks)

Write short notes on any 10 of the following:

- 1. Experiments
- 2. Functionalism Theory
- 3. Objectivity
- 4. Victimless crimes
- 5. Rumour
- 6. Conflict model
- 7. Correction
- 8. The me
- 9. Organised crime
- 10. Superego
- 11. Sociological imagination
- 12. Mass hysteria
- 13. Disasters

SECTION C: (40 Marks)

Answer any of two of the following questions

- 1. Identify and discuss the main advantages and disadvantages of interviews.
- 2. Discuss R.K. Merton's theory of deviance. What are some of its weaknesses.
- 3. What do you understand by the term cultural relativism? How useful is it and how do you think it can be harmful?.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2003 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

S111: INTRODUCTION TO SOCIOLOGY II

TIME: THREE HOURS

INSTRUCTIONS: This paper is divided into 3 sections. Answer all questions from Section A, 10 questions from Section B and 3 Questions from Section C.

SECTION A: (10 Marks)

1. Prejudice and discrimination are one and the same thing
 - (a) True
 - (b) False

2. In education tracking is most defensible on the ground that
 - (a) It makes competition fairer
 - (b) Discipline problems are avoided
 - (c) Slow learners are not aware of their academic status
 - (d) Mistakes in assigning students are almost impossible

3. In which of the following would the world's various religions be most alike?
 - (a) Belief in some kind of heaven and hell
 - (b) Belief in return to this earth in some other form
 - (c) Belief in the continuity of their religious tradition
 - (d) Belief in a single God.

4. Psychological functions of religion include
 - (a) Moral guidance
 - (b) Organising life through rituals and ceremonies
 - (c) A kind of road map to one's place and purpose in the universe
 - (d) All these above

5. In Weber's analysis leaders whose power depends upon great loyalty from their followers and they are able to make sweeping changes are called
 - (a) Charismatic
 - (b) Bureaucratic
 - (c) Traditional
 - (d) Despotic

6. Theoretically it is not possible for a society to exhibit inequality without being stratified
 - (a) True
 - (b) False

7. Adam Smith favoured
 - (a) Government hands off policy regarding business
 - (b) Labour Unions
 - (c) Subsidising inefficient industries
 - (d) Granting monopolies in overseas trade

8. A system in which government and the business corporations work closely is known as
 - (a) Communism
 - (b) Democratic Socialism
 - (c) State capitalism
 - (d) Democratic capitalism

9. Which categories of people do you think are usually hardest hit by inflation?
 - (a) Investors in real estate
 - (b) People on fixed pensions
 - (c) Organised labour
 - (d) Investors in oil stocks

10. Following the death of Marx, Engels set to complete one of Marx's major works. Identify the work
 - (a) Das Kapital
 - (b) The communist party manifesto
 - (c) The communist manifesto
 - (d) Marxism
 - (e) Dialectical and Historical materialism

SECTION B: (30 Marks)

Write a few notes on any 10 (Ten) of the following:

1. Population composition
2. Social Mobility
3. Push factors
4. Use value of labour
5. Plural Society
6. Economies of scale
7. Rural Development Strategy
8. Modernisation theory
9. Ecclesiae
10. Malthusian population theory
11. Liberalism
12. Fascism
13. Veto groups

14. Bureaucratic leadership

SECTION C: (60 Marks)

Answer any 3 of the following:

1. What are the main factors that affect population dynamics?
 2. Define the concept of sustainable development and assess its relevance to the process of development in developing countries.
 3. Using the Weberian model, discuss the concept of class. How applicable is this model to the Zambian situation?
 4. Define the concept of dependency and analyse its relevance to the understanding of the underdeveloped state of Africa in general and Zambia in particular today.
 5. Critically discuss the perspectives and manifestations of the two political ideologies of the left and the right.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES

S112

INTRODUCTION TO SOCIOLOGY II

DISTANCE EDUCATION

INSTRUCTIONS: This paper is divided in 3 sections. Answer all questions from Section A, 10 questions from section B and 2 questions from Section C.

TIME: 3 hours

SECTION A: MULTIPLE CHOICE (20 Marks)

1. Caste always has one all but one of the following characteristics.
 - (a) Marriage within the Caste .
 - (b) Support religious attitudes and myths
 - (c) Clear physical differences between the castes
 - (d) Virtually no mobility

2. A mixed economy includes all but one of the following:
 - (a) Government regulations
 - (b) Social security and welfare measures
 - (c) Both giant operations and small business
 - (d) Laissez faire policies

3. Which type of family is more transitory?
 - (a) Polygamous
 - (b) Matrilineal
 - (c) Extended
 - (d) Nuclear

4. The type of marriage where the newly married couple stays with relatives of the wife is
 - (a) Virilocal
 - (b) Ncolocal
 - (c) Uxorilocal
 - (d) Bililocal

5. Religion has role in bringing about social change. This was proclaimed by:
- (a) Mr. Weber
 - (b) K. Marx
 - (c) E. Dukheim
 - (d) Both Weber and Dukheim
6. According to Durkheim which were the most valuable aspects of religion:
- (a) Rituals
 - (b) Rituals and ceremonies
 - (c) Ceremonies
 - (d) The Churingas
7. Which is the most widely practised type of marriage?
- (a) Polygamy
 - (b) Monogamy
 - (c) Polygyny
 - (d) Polyandry
8. The belief in super natural beings which influence what goes on in the world is known as:
- (a) animism
 - (b) Theisis
 - (c) Polytheism
 - (d) Theism
9. The oldest religious organisations are:
- (a) Churches
 - (b) Sects
 - (c) Denominations .
 - (d) Cults
10. A latent function of the economic system is to
- (a) produce goods and services
 - (b) Distribute goods and services
 - (c) Create desire for goods and services
 - (d) Generate the Gross National Product (GNP)

SECTION B: (40 Marks)

Write a few notes on any ten of the following:

1. Infertility ✓
2. Zero population growth
3. Malthusian population theory
4. Power ✓
5. Horizontal social mobility ✓
6. Open class system ✓
7. Demography ✓
8. Fecundity ✓
9. Development ✓
10. Economies of scale ✓
11. Caste ✓
12. Poverty ✓
13. Social mobility ✓

SECTION C: (40 Marks)

Answer any 2 of the following questions.

1. Define the concept of sustainable development and assess its relevance to the process of development in developing countries. ✓
2. There is so much violence with the family. However, it is difficult to know the extent of this because of a number of reasons. Identify and discuss at least six of these reasons.
3. Critically discuss the system of social stratification from the conflict and functionalist perspective.
4. What are the main factors that affect population dynamics. ✓

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2003 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS
S212: CONTEMPORARY SOCIOLOGICAL THEORY

TIME: THREE HOURS

INSTRUCTIONS: ANSWER **THREE** QUESTIONS IN THREE HOURS. QUESTION 1 IS COMPULSORY. EACH QUESTION CARRIES THE SAME NUMBER OF MARKS.

1.
 - (a). Explain what you understand by the term Phenomenological Sociology.
 - (b). Differentiate between Emanuel Kant and Talcott Parsons' perception of idealism.
 - (c). Describe the inter-link among Talcott Parsons' four Sub-Systems of social action.
 - (d). What do you understand by Functional Alternatives?
 2. Discuss Robert Merton's contribution to functionalism with particular reference to the concept of 'dysfunction.' Can this be use to explain Zambia's poverty situation?
 3. In relation to earlier formulations of conflict, show how contemporary conflict theory is an improvement.
 4. Using the ideas of George H. Mead and Erving Goffman, show how meanings come to be shared in society and the importance of these shared meanings to social interaction.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2003 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS

S 312 : URBAN PROBLEMS AND MANAGEMENT IN DEVELOPING COUNTRIES.

TIME : THREE HOURS.

INSTRUCTIONS : ANSWER FOUR QUESTIONS ONLY.

1. Critically discuss ways of making urban management policies effective in developing countries?
 2. You have been selected as a consultant by the Ministry of Youth, Sports and Child Development to advise on ways of effectively combating child abuse in urban areas. Discuss appropriate and relevant guidelines on how the identified problem can be effectively reduced in the urban areas?
 3. "The urban informal sector is here to stay", says Member of Parliament. Discuss?
 4. Compare and Contrast the civil to the customary marriages in urban areas in Zambia? In your view, to what extent has the dual marriage system benefited urban society?
 5. Critically discuss strategies of creating a gender violence free environment in urban areas?
 6. Identify and discuss the development indicators you would use to measure the adequacy of urban health services?
 7. Identify and discuss problems associated with variations in family forms in urban areas?
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

**2003 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS**

S 322: CONTEMPORARY SOCIAL PROBLEMS

TIME: THREE HOURS

INSTRUCTIONS: QUESTION 1 IS COMPULSORY. ANSWER ANY OTHER TWO QUESTIONS.

1. In the general torrent of words about 'child sexual abuse', abusers are often violently condemned as evil freaks of nature. Whilst these emotive responses are easy to relate to, in the public sphere there has been a surprising lack of debate about why child sexual abuse occurs. Discuss the causes of child sexual abuse from the following perspectives:
 - Family dysfunction
 - Masculinity
 - Psychoanalysis
 - Beliefs (mention them if any)How can abusers and victims be helped in society?
 2. A lot of Non governmental Organizations (NGOs) in Zambia are involved in trying to mitigate the problem of disease/AIDS, especially for terminally ill patients who have little or no family support. Mother Theresa is one such organization in Zambia - Lusaka. With the academic knowledge you have acquired as a Social Problem student, coupled with practical experience, how would you assess the effectiveness and or usefulness of such NGOs? In trying to address this, the following questions should also answered:
 - (a) How should such people (terminally ill) get to such organizations like Mother Theresa?
 - (b) Should they go with their children?
 - (c) Who should be the technical employees of such organizations - local people or international volunteers? Give reasons for your position.
 - (d) Are such NGOs necessary when we have government hospitals coupled with the social welfare department?
 - (e) Should there be any assistance from the government? If not, how can such organizations sustain themselves?
 3. Official statistics are sometimes not true reflections of the social problem at hand. To what extent can you attribute this inaccuracy to 'methodological failure', 'implementation failure', and 'measurement failure'? Give examples.
 4. Identify and discuss the three main approaches to the study of Social Problems. Which one can adequately address the problem of crime and delinquency? Give reasons for your position.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2003 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS
S 962: RURAL SOCIOLOGY

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ONLY FOUR QUESTIONS

1. An agricultural scheme to open up rural areas in Zambia is usually referred to as ASIP. Give an outline of all that was planned for under the scheme.
 2. Through what institutions was the programme of rural development in Zambia undertaken from colonial times to the year 2003 A.D.?
 3. What are the basic differences between urban and rural sociology?
 4. Give a full explanation of the causes of rural – urban migration.
 5. How did liberation wars of neighbouring countries affect Zambia's rural development?
 6. Are District Governors and of late District Administrators, effective in rural economic development?
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2003 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS

S 975: MEDICAL SOCIOLOGY

TIME: THREE HOURS

- INSTRUCTIONS:**
- (i) QUESTION ONE IN SECTION I IS COMPULSORY.
 - (ii) ANSWER ANY OTHER THREE QUESTIONS, ATTEMPTING ONE FROM EACH OF THE THREE SECTIONS.
-

SECTION I

1. Write briefly on the following:
 - (a) Sociology of medicine
 - (b) Hippocratic oath
 - (c) Egocentricism
 - (d) Acquiescence
 - (e) Prodromal stage

SECTION II

2. It is generally asserted by medical sociologists that despite the penetration of capitalism and Western medicine in African societies, the traditional healer is still popular with clients in both the rural and urban areas. What are the reasons for the continued relevance of the traditional healer in therapeutic practice?
3. Discuss the assertions that have been advanced by some medical sociologists to make medicine gain professional status.

SECTION III

4. Euthanasia (mercy killing) is fraught with controversy in the study of sociology of medicine. Discuss.
5. Death (the process of dying) is viewed differently by Western and Third World social scientists. Discuss the major areas of contention and how the African social scientist has attempted to counter the arguments.

SECTION IV

6. Discuss the various ways in which conflict pervades the doctor – patient relationship.
 7. Distinguish between curative and preventive medicine and how successive Zambian governments have attempted to provide quality health care programmes. What in your view have been the shortcomings if any?
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2003 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

SW 232: INTRODUCTION TO MACRO SOCIAL WORK METHODS

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY FOUR **QUESTIONS**.

1. Discuss the view that community development can be used to strengthen the institutional structure in such way as to facilitate social change and the process of growth.
 2. "Planning gives "order" to the otherwise purely technical or essentially political process of attempting to influence social change". Discuss the **technical** and **political** aspects of planning, clearly indicating the necessity of taking both aspects into account in the decision making process.
 3. Identify the Jack Rothman's three models of community development. Which of these models in your view is more applicable to the Zambian situation? Rationalize your answer by giving specific examples.
 4. Identify the **three** important actors the social administrator has to develop and maintain collaboration with in the administration of the social welfare agency. Discuss the role of each of the actors in the administration process.
 5. "Social work research adopts its concepts from the related social sciences, particularly sociology and psychology. Some of the important concepts which are considered important to social work research include: human need, social stratification, social class, and social role". Discuss the assertion that although these concepts are valuable for social work research, they all require a careful refinement and operationalisation to improve the reliability and accuracy of the findings and conclusions of social work research.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2003 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS
SW 312: ANALYSIS OF THEORIES OF SOCIAL WELFARE

TIME: THREE HOURS

INSTRUCTIONS: ANSWER FOUR QUESTIONS. **SECTION I IS COMPULSORY.**
ATTEMPT ONE QUESTION FROM EACH OF THE THREE SECTIONS. ALL QUESTIONS ARE OF
EQUAL VALUE (25%)

SECTION I

1. Outline the phases in social policy development according to Troppman's conceptual model. What skills are required at each of the two phases?

SECTION II

2. What are the social implications of the philosophy of liberalization in Zambia?
3. Identify and discuss the common domains and key mechanisms (processes) of all social policies according to David Gil's conceptual model.

SECTION III

4. Outline the criteria for social policy analysis and development according to David Gil's conceptual model.
5. With examples, outline the postulates, theories and application of pluralist and elitist models.

SECTION IV

6. Give three definitions of values according to Martin Rein and the approaches which he proposes to the analysis of policy.
 7. What are the three basic criteria for determining social justice? What is the scope of social justice (Rawls)?
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2003 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

SW 332: CROSS – CULTURAL PERSPECTIVES IN SOCIAL WORK PRACTICE

TIME: THREE HOURS

INSTRUCTIONS: ANSWER QUESTION THREE AND ANY OTHER THREE QUESTIONS

1. Discuss, citing relevant examples, Brook's assertion that the "Social worker in a developing country has an obligation in terms of ensuring flexibility, much heavier than that of his counterpart in the developed world".
 2. Rationalise the view that the social development paradigm adopts a **generalist** orientation in its approach.
 3. "A combination of the social work process and the indigenous model would be particularly effective at the level of prevention of problems and socialization for living". From your own experience, describe a prototype for combining the indigenous and modern processes in problem solving. What advantage has this prototype over the classical social work model?
 4. According to Eugene Litwak, "the most appropriate structures for social service delivery were ones that reflect the already existing organismic structures of the people". Identify three factors that rationalize the use of such structures.
 5. "Although social development values such as participation, global awareness, social justice and equality are difficult to incorporate into the activities of social work and may create numerous value conflicts, social work should strive to use them as a basis for its actions". Discuss.
-

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA
DIRECTORATE OF DISTANCE EDUCATION

**2003 ACADEMIC YEAR SECOND SEMESTER FINAL
EXAMINATIONS**

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

TIME ALLOWED: THREE HOURS

INSTRUCTIONS :

- 1. Choose any three questions and write Coherent Essays. Essay Plans are not necessary.**
- 2. You are allowed to enter the Examination Room with a copy of an English Dictionary.**
- 3. Prescribed textbooks are not allowed into the Examination Room.**

-
1. Obedience is a cardinal element in any person's life. How important is the theme of obedience in the book of Genesis? Show how God rewards those that obey Him.
 2. Homer's characters, legendary though they may be, are individuals with human weaknesses and contradictions. In the first part of Book Nine, Odysseus shows prudence and self-control; then in the episode with Cyclopes he ignores his men's good advice several times. What other traits in him overrule his

judgement? To what extent is he responsible for the loss of his men?

3. "Style in a minimal sense is the way anyone uses language; thus each of us possesses (for better or worse) an individual style." (Abrams, 1993).

From your study of Herring way's "The snows of Kilimanjaro" and "The Short Happy Life", what do you see as the main characteristics of his style?

4. Some literary critics view literature as a criticism of life. In **The Beautiful Ones are Not Yet Born**, what is Armah criticizing?

5. "Isolation may be a source of inspiration not only to discover one's own latent qualities and talents but to foster positive internal spiritual charge in others too."

In your reading of Bessie Head's **Maru**, to what extent do you agree with this statement, bearing in mind the Nocturnal Regime vis a vis the Solar Regime?

END OF EXAMINATION!

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

2003 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

E122: INTRODUCTION TO POETRY AND DRAMA.

INSTRUCTIONS : -Answer One question from each Section.
-Please use different answer booklets for each Section.
-Dictionaries are allowed into the examination room, but no prescribed texts may be taken into the examination room.

SECTION A : POETRY

Either

Q1. Explore convergences and divergences in the poetry of Akashambatwa Mbikusita-Lewanika, Patu Simoko and Parnwell Munatamba. How representative are they of global and regional concerns?

OR

NATIONAL ANTHEM

2. Stand and sing of Zambia proud and free,
Land of work and joy in unity,
Victors in the struggle for the right,
We've won freedom's fight,
All one, strong and free.

Africa is our own motherland,
Fashion'd with and blessed by God's good hands
Let us all her people join as one,
Brothers under the sun,
All one, strong and free.

One land and one nation is our cry,
Dignity and peace 'neath Zambia's sky,
Like our noble eagle in its flight,

Zambia - praise to thee,
All one, strong and free.

Praise be to God,
Praise be, praise be, praise be,
Bless our great nation.
Zambia, Zambia, Zambia
Free men we stand,
Under the flag of our land.
Zambia - praise to thee.
All one, strong and free.

Q. Shelly once said : "A poem is a hymn, and the purpose of any hymn is to surpass reality."

How much truth does this reflection hold when you analyse two or three stanzas from the Zambian national anthem (written above), or your own, if non-Zambian.

3. AN AFRICAN THUNDERSTORM

1. From the west
Clouds come hurrying with the wind
Turning
Sharply
Here and there
Like a plague of locusts
Whirling
Tossing up things on its tail
Like a madman chasing nothing
2. Pregnant clouds
Pride stately on its back
Gathering to perch on hills
Like dark sinister wings :
The wind whistles by
And trees bend to let it pass
3. In the village
Screams of delighted children
Toss and turn
In the din of whirling wind
Women
Babies clinging on their backs
Dart about
In and out

Madly.
The wind whistles by
Whilst trees bend to let it pass

4. Clothes wave like tattered flags
Flying off
To expose dangling breasts
5. As jagged blinding flashes
Rumble, tremble and crack
Amidst the smell of fired smoke.
And the pelting march of the storm.
(David Rubadiri)

Questions

1. What is the situation?
2. What is the subject?
3. What about the theme/s?
4. Comment of the tone.
5. Comment on the mood.
6. What can you say about the speaker in the poem?
7. Comment of the words.
8. Comment on the imagery.
9. Is it a successful poem? Give evidence from the text.

SECTION B: The Three Theban Plays

Either

4. It was observed during the course (E122) that the play **Oedipus the King** is based on "retrospective structure." Discuss what you understand by "retrospective structure" and how Sophocles utilizes this technique in **Oedipus the King**.

OR

- 5 Q. Discuss the changes in Oedipus as a result of the reversal and discovery in **Oedipus the King**.

SECTION C : Death of a Salesman.

EITHER

Q.6. Using Aristotle's elements of tragedy, discuss Death of a Salesman as a tragedy.

OR

Q.7. Compare and contrast the character of Linda and Charley and their roles (if any) in The death of Willy Loman.

**END OF EXAM
GOOD LUCK.**

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

SESSION 2003 – 2004 SECOND SEMESTER FINAL EXAMINATIONS

E 222: 19TH AND 20TH CENTURY ENGLISH LITERATURE

TEXTS AND DICTIONARIES ARE ALLOWED IN THE EXAM HALL
TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS, ONE FROM EACH
SECTION

Section A: Answer ONE question:

1. How useful do you find the designation “Romantic” as applied to one of the following: Wordsworth, Keats, Shelley, Byron?
2. Both the *Ode to a Nightingale* (Norton, pp. 790 – 792) and the *Ode on a Grecian Urn* (Norton, pp. 792 – 794) are concerned with modes of escape. Discuss the various ways in which this theme is developed in the two Odes.
3. Comment on the relationships between poetic prescription and poetic practice in the work of either Wordsworth or Shelley.

(Wordsworth’s theory is outlined in the *Preface to Lyrical Ballads*, Shelley’s in *A Defence of Poetry*)

Section B: Answer ONE question

4. Should we regard *In Memoriam* as a single poem or as a sequence of lyric meditations?
5. Identify the principal concerns of Tennyson’s *Ulysses*. Describe the manner in which Tennyson deploys his poetic resources to convey these concerns
6. In George Eliot’s *Silas Marner*, one perceives that female characters are given to positive, salutary action, unlike the male. Discuss this assertion.
7. “Africa per se is not the theme of *Heart of Darkness*... at the risk of oversimplification, the story may be seen as an allegory, the journey ending with the somber realisation of the darkness of mans heart” (C.P. Sarvan). Comment on Sarvan’s assertion.

Section C: Answer ONE question

8. What interpretation of Etruscan life does D.H. Lawrence offer in **Etruscan Places**? What is the significance of this interpretation for Lawrence's own times? Does he convince you that his understanding of the past is well-grounded?
9. Do Orwell's essays **Shooting an Elephant** and **Politics and the English Language** communicate effectively to to-day's reader? What are the properties of Orwell's writing which enable you to reach your conclusion?
10. (a) **A Sketch of the Past** (Virginia Woolf) is an attempt to recreate the author's earliest impressions. Describe the means – syntactical, lexical, figurative, rhythmical – by which Woolf conveys her sense of the past.
10. (b) To what extent can Virginia Woolf be regarded as an early advocate of feminism? (You can, if you wish, confine yourself to **Professions for Women**).
10. // "No poet; no artist of any art has his complete meaning alone. His significance, his appreciation, is the appreciation of his relation to the dead poets and artists". (T.S. Eliot, **Tradition and the Individual Talent**).

Does Eliot's dictum assist your understanding of any one writer of your choice, whether historical or contemporary?

END OF EXAMINATION

UNIVERSITY EXAMINATION – SECOND SEMESTER 2003/2004
ACADEMIC YEAR

E462: LATER MODERNIST LITERATURE

TIME ALLOWED: THREE HOURS

INSTRUCTIONS:

Read the questions given below and select **three** which you should answer in essay form. Work that is cohesive, coherent with the wide peripheral reading usually gets better marks at this advanced level of study. Detailed treatment should not be given to a text which has already been used to answer a question. While a copy of an English dictionary of reasonable size is allowed in the examination room, prescribed books for the course are not permitted. Questions on Kafka and Dostoevsky should be answered in a separate booklet or booklets.

Questions

1. What did Kafka try to express through the metamorphosis of Gregor Samsa?
2. What is gained dramatically by having the underground man address an imaginary audience in Part 1?
3. Mother Courage is portrayed as somewhat queer but what characteristics does she share with common humanity today?
4. What are the traits in Camus' thinking that one could label 'existentialist' in the story 'Renegade'?
5. How is the modernist idea of the essential absurdity of the world treated in Satre's **No Exit**?

Section C: Answer ONE question

8. What interpretation of Etruscan life does D.H. Lawrence offer in **Etruscan Places**? What is the significance of this interpretation for Lawrence's own times? Does he convince you that his understanding of the past is well-grounded?
9. Do Orwell's essays **Shooting an Elephant** and **Politics and the English Language** communicate effectively to to-day's reader? What are the properties of Orwell's writing which enable you to reach your conclusion?
10. (a) **A Sketch of the Past** (Virginia Woolf) is an attempt to recreate the author's earliest impressions. Describe the means – syntactical, lexical, figurative, rhythmical – by which Woolf conveys her sense of the past.
10. (b) ^{OR} To what extent can Virginia Woolf be regarded as an early advocate of feminism? (You can, if you wish, confine yourself to **Professions for Women**).
10. // "No poet; no artist of any art has his complete meaning alone. His significance, his appreciation, is the appreciation of his relation to the dead poets and artists". (T.S. Eliot, **Tradition and the Individual Talent**).

Does Eliot's dictum assist your understanding of any one writer of your choice, whether historical or contemporary?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2003 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS

E 912: Psycholinguistics

TIME: THREE HOURS

INSTRUCTIONS:

Answer all FIVE questions.

Your answers will be marked not only for correct facts and for a logical argument but also for correct language and academic style.

1. Animal communication and human language are different in kind, not simply in degree, and so one cannot truly refer to “animal language”. Discuss.
2. Describe a model of a possible organisation of the human mental lexicon.
3. What similarities, if any, does Aitchison make between the uttering of a word (encoding) and the understanding of a word (decoding).
4. Discuss the concept of semantic fields.
5. Write an essay with the title The Morpheme and the Mental Lexicon.

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2003 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS**

E922 WORLD ENGLISHES

TIME: THREE (3) HOURS

**INSTRUCTIONS: Answer Question One and THREE other questions.
Relevant illustration and example will receive credit.
Candidates are allowed to bring into the examination
a copy of an English Dictionary, and a copy of the
Guidelines for Stylistic Analysis (five pages).**

Make a stylistic description and analysis of the following text, taking into account all relevant textual and contextual factors. Use the Analysis Guidelines to help you. Remember that the description and analysis are essentially **comparative**. Dots at the end of some paragraphs, thus ... indicate where omissions have been made for the purpose of this analysis.

LASER GLAZING OF SPRAYED METAL COATINGS

I. Introduction

The high power density of lasers permits the surface melting of many materials in a time during which negligible heat conduction occurs to the substrate. The resulting sharp temperature gradients cause rapid quench rates which have been utilized for the production of novel and useful metallurgical microstructures.

We have employed for another purpose the ability of *laser melting* to maintain *low substrate temperatures* while fusing a thin surface layer. It is often desirable to impart certain physical or chemical properties of one relatively expensive material to a less expensive substrate by applying a thin coating of the former to the latter. In particular, we wished to apply a thin layer of titanium to a graphite substrate. . .

Scanning the surface with a laser effectively cauterized the microporosity in the upper half of the titanium coating without causing titanium carbide formation at the titanium/graphite interface. . .

II. Surface

The preglazed surface consisted of a graphite substrate onto which had been plasma sprayed a titanium coating 50 μm thick. . .

III. Laser treatment

The microporosity apparent in Fig.1 renders the titanium coating permeable. If the material is to exhibit the corrosion resistant properties of solid titanium the film must be made impervious by sealing the microporosity endemic to plasma-deposited coatings. . .

Determination of the optimum conditions for sealing the microporosity involved varying the energy per unit area, as well as the power per unit area, delivered by the laser . . .

Question One continued:**IV. Analysis of treated surface**

The effect of laser treating the plasma sprayed surface is graphically depicted in Fig. 2, a cross-sectional photomicrograph of the titanium layer. Figure 3 is an enlargement of a laser treated surface. Comparison with Fig. 1 shows that laser treatment produces a fused skin on the plasma-deposited titanium layer which is smooth and sound. The absence of cracking during the severe thermal cycling caused by the rapid quench rates characteristic of laser melting indicates that the titanium is ductile . . .

V. Conclusions

The rapid quench rates characteristic of laser melting have been successfully exploited to seal the porosity of titanium coatings, plasma sprayed atop graphite substrates, without the formation of titanium carbide . . .

2. In what ways does **Zambian English** (or **any other** regional variety of English known to you) differ from **Standard British English**, and what are the causes of these differences ?
3. What characteristics are shared by **pidgin** and **creole** Englishes around the world?
4. How did **Standard English** evolve, and what have been the consequences of its existence as a dialect of English?
5. What is the relationship between the features of '**legal English**' and the contexts in which this 'variety' is used?
6. What is the best way of describing the '**style**' of a text (written or spoken) ?

END OF EXAMINATION

UNIVERSITY OF ZAMBIA
SECOND SEMESTER EXAMINATIONS 2003/2004-01-05

E925 GENDER ISSUES IN LITERATURE

TIME: 3 HOURS

Instructions to Candidates

Section *A* is *compulsory* to all students

Answer *one question from section B*

Answer *one question from section C*

KINDLY USE A SEPARATE ANSWER BOOK FOR EACH QUESTION

No text should be used to answer more than one question; once a text has been used to answer a question, it cannot be used to answer another.

Section A

1. Read the poem below and answer the questions that follow:

HER KIND

I have gone out, a possessed witch
haunting the black air, braver at night;
dreaming evil, I have done my hitch
over the plain houses, light by light:
lonely thing, twelve fingered, out of mind.
A woman like that is not a woman, quite.
I have been her kind.

I have found the warm caves in the woods,
filled them with skillets, carvings, shelves,
closets, silks, innumerable goods;
fixed the suppers for the worms and the elves:
whining, rearranging the disaligned.
A woman like that is misunderstood.
I have been her kind.

I have ridden in your cart, driver,
waved my nude arms at villages going by,
learning the last bright routes, survivor
where your flames still bite my thigh
and my ribs crack where your wheels wind.
A woman like that is not ashamed to die.
I have been her kind.

1. a. What is the subject of the poem?
- b. What is the theme?
- c. What do we learn in this poem about the narratis personae?
- d. What do the words 'cart' and 'driver' symbolise?
- e. What is the personae's view of the world?
- f. "A woman like that is not ashamed to die." What has led to this statement? Is this death literal or figurative?
- g. What is it that seems to have frustrated the personae?

Section B

1. Work out the gender issues in *Sila Marner* by George Eliot.
2. How is the portrayal of women and men in *Arrow of God*?
3. Compare and contrast Western women poetry of the wild zone with Bessy Head's *Collector of treasures*.
4. Discuss the theme of hospitality in relation to gender in the short stories 'Open House' by Nadine Gordimer, 'The Winner' by Barbara Kimenye and Chinua Achebe's *Arrow of God*.

Section C

1. If patriarchal language is the language and patriarchal culture the culture, can we really discuss women without essentialising them? Discuss this statement with reference to at least two (2) works written by women.
2. "One of the commitments of the female writer should be the correction of false images of the women ...," (Morala Ongadipe-Leslie). What would you regard as 'false images', and how far have these been corrected in writing by women?
3. The problem with reactionary discourses is that, they tend to pull down stereotypes only to erect others in their place. Discuss this statement using the books you have read in this course.

END

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

**2003 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS**

E 935: ENGLISH DISCOURSE ANALYSIS

TIME: THREE HOURS

INSTRUCTIONS: Answer all the four (4) questions

1. Write brief notes on each of the following pairs of linguistic concepts:
 - (i) Logical inferencing and Pragmatic inferencing;
 - (ii) Frame and schemata;
 - (iii) Bottom-up processing and Top-down processing;
 - (iv) Theme and rheme; and
 - (v) Given and new information.

2. It has often been said that knowing how to use language appropriately is a result of our awareness of the habits of the speech community to which we belong. Examine the validity of this statement with particular reference to the following piece of conversation.

CONVERSATION

- SETTING:** Lecturer's office.
- PARTICIPANTS:** Tiza and a lecturer.
Tiza enters the lecturer's office to excuse herself for having missed a lecture.
- TIZA:** (1) Good afternoon sir.
- LECTURER:** (2) Oh, hallow ba Tiza.
- TIZA:** (3) I've come to excuse myself for having missed your lecture this afternoon.
- LECTURER:** (4) Which lecture?
- TIZA:** (5) GX410.
- LECTURER:** (6) Oh I see, you mean the one where I stood in for Dr. Chizaso? (7) Don't worry you haven't missed much. (8) It was on the different types of Relative Clauses. (9) You can copy the notes from your friends but if they are not clear, you can always come back to me for clarification. (10) So muli nomba mu residence? (So you are now in residence?)
- TIZA:** (11) Yes.
- LECTURER:** (12) Muli mwisa, October shani? (Where are you, October what?).
- TIZA:** October 3 room 22 but lecturers are not supposed to come there.

- LECTURER:** (13) Why, you mean a lecturer is not a person?
TIZA: (14) No, that's not what I mean. (15) But those hostels are for female students and naturally it wouldn't be nice for a male lecturer to be seen in such a place.
LECTURER: (16) What if I had a niece there and I had an urgent message for her - wouldn't I go to her room?
TIZA: (17) No, you can just stand outside the hostel or go to the common room and ask any of the girls to go and call her for you.
LECTURER: (18) But no this is a university. (19) It is not a Secondary School where young girls are restricted.

3. The concept of recipient design is based on the principle that the form of a given communicative event is determined by a sensitivity to the frame or schemata of the intended or assumed receiver. Discuss the validity of this statement with specific reference to the text given below.

CAMPUS NEWS

(1) It has come to our attention that three quarters of the inflated momas have come deflated this term. (2) It must have been a busy short holiday for our indulgent friends. (3) Also, reliable sources have it that only half of these gave birth to real offsprings. (4) It is learnt that the other half actually activated the short-offs resulting in 34 premature births. (5) It makes us wonder why they had to destroy the poor bastards before they ever saw our beautiful earth. (6) Why did they have to indulge in the first place?

(7) To you indulging momas, have you ever thought of where you would have been now had your mother decided to drink that pack of washing powder or that overdose of aspirins when you were conceived? (8) If you haven't, may be it's time you took up on the tip-off. (9) We have lots of drivers who had to deal with cases resulting from such actions late last term. (10) It pleases to know that many of you hate to be greeted by your papas, mamas, guardians and the like when you close school with presents of ballooned tummies. (11) This explains why at just about every end of term, we get an influx of momas being rushed to hospital for abortion. (12) Believe it or not, we interviewed one of such ladies/girls (take your pick) and she told our female reporter that it was a very convenient time since they lost nothing apart from the unwanted was-to-be-bastard.

(13) "We don't miss lectures and we tell any of our guardians that we have gone visiting the other relative while in actual fact we were hospitalised".

(14) But think again, is it worth the risk?

(From *Right-On*, UNZA Student Publication)

(22 January, 1982)

4. Read the text given below and subject it to a cohesion analysis by:
- (i) Classifying and sub-classifying each of the **bolded** words.
 - (ii) Indicating the phoric category (internal: anaphoric or cataphoric; or external: exophoric) of the presupposed element (s); and
 - (iii) specifying the presupposed element.

The sentences have been numbered to ease identification

(1) In our streets both in the cities and towns, and market centres, **one** finds an ever growing number of underfed and poorly dressed children. (2) **They** live on what they can find in garbage heaps around **the town**. (3) The influx of **street children** into our towns is growing in leaps and bounds. (4) **They** come from the small village markets to the capital itself. Children grow up, and so in our towns you do not find only children under eighteen years of age but also young people. (5) **They** wander about and beg from their fellow countrymen as well as from foreign tourists. (6) For **this**, they are termed a nuisance to **these people**. (7) These young street dwellers come mostly from very humble backgrounds. (8) Indeed **they** come from families plagued by socio-economic and environmental difficulties. (9) **This** induces them to drift to the towns little knowing that **they** are jumping from the frying pan into the fire.

(10) The first fact, clear as crystal, is that these emaciated children, dressed in tattered clothes, are a symptom of family problems at home. (11) **Many** come from broken families where they live with a single parent, relative or guardian. (12) **Some** live in tiny, dilapidated slum houses in the town or near the town while **others** come from similar countryside houses. (13) In **these homes**, they lived on the bare minimum of food in great poverty and deprivation since their **caretakers** are either unemployed or earn too little to effectively support the home.

(14) The home situation varies considerably, of course from one family to **another**. (15) It is evident, however, that **some** live with single mothers who, due to traumas **they** have experienced in life (like separation from their husbands) turn to alcohol and drink in excess and all the little **they** earn is spent on beer. (16) It is no wonder that **they** cannot clothe, feed and care for their children. (17) **Others**, due to **this** or related problems behave in **the same way** and even batter their children. (18) Some children come from the slums where they live under dehumanising conditions. (19) They drink dirty water and live in small, congested single room apartments. (20) One room serves as the living room, bedroom, as well as the kitchen for the entire family. In such a case, there is no room for privacy.

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF LITERATURE AND LANGUAGES
2003 SECOND SEMESTER FINAL EXAMINATIONS

E 942: SOCIOLINGUISTICS II

Duration: Three Hours:

Rubric: Attempt any FOUR of the following questions. The Questions carry equal marks. Attempt each Question in a SEPARATE answer book.

1. Examine the validity of the major arguments that have informed the formulation of a Language in Education Policy in Zambia since independence.
2. It has been argued that in multilingual environments, Code Switching is the norm, rather than the exception. Do you agree with this view? Give reasons.
3. "It is difficult to distinguish between languages and dialects". Comment on this statement in light of the opinions one can find in the literature.
4. Making specific reference to Zambia, discuss the phenomenon of language shift.
5. Discuss the possible levels of language development at which a language may be showing clearly the essential features of each level.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SECOND SEMESTER EXAMINATIONS – JANUARY 2004

E952: AFRICAN ORAL POETRY

.....

Instructions: Answer three (3) questions; one from section A and two from section B.

Time: 3 hours

.....

Section A: This section carries (40) marks.

1. Choose two of the texts on African oral poetry given below and answer the questions that follow.

(a) **Msinja** (*From The Rainmaker by Steve Chimombo*)

Napolo gnawed the womb of the earth
The earth groaned and aborted, showing its teeth
Its teeth uprooted the trees on the banks
The banks where we danced round the python's flanks

Gubudu gubudu
Gubudu gubudu
Kaphiri-Ntiwa detonated its boulders
Mbiriwiri, the sacred drum, echoed back

In the furious din:
Mpete mpete dii dii
Mpete mpete dii dii
Msinja is no more!

The earth bled
Reeked of mud and mangled flesh
Head, arms, legs, chests
Disembowelled earth
Churned, boiled and bubbled
In the frothing torrent

I saw all this
By the waters of *Maravi* pool
And my heart shed *nkhadzi* tears
The desolation of *Msinja*
Portends retribution
Yet the reflection of *Leza's* bow
Rippled in the depths of the pool
Peace, *Matsano*, what do I hear?

The naked beat of running footsteps
Where *M'bona* treads, the grass
Will never wither
Look how he waters the ground
Wherever he steps.

- (i) Discuss the genre and subject matter of the poem
 - (ii) Identify some linguistic and literary devices used
 - (iii) How evocative are they?
 - (iv) Who is the persona in this poem?
-

(b) **An Ebyevugo** (*From The Heroic Recitations of the Bahima of Ankole by Henry F. Morris*)

I Who Come From The Rear With Violence shouted at *Kacumbiro* and so did *Rwabuziba*;
He Who Is Of Iron, with *Muzoora*, brought back the herds from *Kishuuju*;
He Who Is Fearless brought back the herds from *Nyanga* and with him was He Who Drives Off The Foe;
He Who Is Not Idle surrounded the riverland and so did He Who Gives His Companions Courage;
He Who Is Full Of Fury, with *Bujangara*, dispersed two enemy bands at *Kagongi*.

I Who Heap Up The Dead attacked them at *Magyegye* and *Majungu*;
I The Attacker repulsed them to *Marrebwa* and *Marwiga*;
You Who Call For Your Spear drove them towards *Mazinga* and *Marengye*;
I Who Am Not Rejected wore out the warriors at *Magyenza Magimbi*.

He Who Fails Not To Overthrow The Foe walked proudly among the royal drums and with him was The One Whom All Admire;
You Who Do Not Miss The Mark tightened your belt about you and so did He Who Is Well Girt;
He Who Advances Upon The Foe offered himself and his spear and with him was The Scourge Of The Warriors;
Ruzooto vowed never to flee and so did He Who Causes Blood To Flow;
He Who Does Not Tremble asserted his purpose together with The One Who Excels Among Warriors;
The Aboogyera threw themselves among the spears;
They saved the Persecutor Of The Great from capture when he was surrounded at *Kiguma*.

- (i) What context and occupational activity gives rise to this poetry?

- (ii) What is the meaning of the term *Bahima of Ankole*?
(iii) Identify some of the stylistic and aesthetic features that highlight the elements of praise, heroism, battle and courage in the above poem.
-

(c) **Kwena Royal Family** (*From Praise Poems of Tswana Chiefs by I. Schapera*)

Howling wind of *Tshosa*,
Wind of *Motswasele's* waterbuck,
it kept on blowing hard,
it blew on cattle and people,
it blew on the herd's men of the crocodile totemist;
he who when the army came raging
said to the boy, 'Look at it,
it is said, "Please stand and examine it";
that of the north was ill-omened,
it was a puff of speargrass passing by.'
The boy, *Kediilweeng's* kinsman,
ran away swiftly, like a giraffe.
You people once spoiled the sandalwood,
you once spoiled *Tshosa's* knobthorn,
you spoiled *keimetswe's* tree,
the tree of *Manyana Kgabo*,
of *Manyana Seithamo*.
You *Kgatla* don't know how to fashion a chief;
a chief when fashioned must be fine,
fashioned with proper hands
and fashioned with elbows to his arms,
nor should he be hurt by his sandal-lace.
They are the chief's senior Hurutshe,
the child of a minor house, of Gaojewe'
the tribe that was begotten by Seithamo.

- (i) What is the subject matter in this poem?
(ii) What does the term 'howling wind' refer to?
(iii) Identify the principal antagonists in this poem
(iv) Which lines in the poem are about praise and which ones are about disapproval or denunciation?

Section B. Answer any two questions from this section. Each question carries 30 marks.

2. By analysing any two poems you have studied on the course discuss the salient features of oral poetry, including their social functions.
3. Discuss the concept of Epic Hero by comparing and contrasting the **Sundiata** and **Mwindo** epics.
4. Define a eulogues and by referring to the work of Daniel Kunene on the Basotho examine its emergence as a form of oral poetry.
5. With specific reference to one Zambian/African culture you have studied discuss the cognitive and aesthetic functions of children's verse.
6. Using material from your corpus show how you could devise a syllabus for use as oral literature in secondary school education in Zambia.

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA
DIRECTORATE OF DISTANCE EDUCATION

2003 ACADEMIC YEAR FINAL EXAMINATIONS

**E/LAL111 : COMMUNICATION AND STUDY
SKILLS**

TIME : THREE HOURS

INSTRUCTIONS

- (1) Attempt all questions.**
 - (2) Questions 2 and 3 are based on the same passage.**
-

Question 1: Essay (20 marks)

One student observed: "If I had taken E111, I would have had fewer difficulties in my studies at the University." Based on your knowledge of the course E111, write an essay of about **one and half** pages commenting on the above observation.

NB: Marks will be lost for poor presentation and grammatical, spelling and other errors.

Question 2: Note-taking (20 marks)

Use the passage below to write a set of well-organised notes about the importance of language in medicine as well as the communication problems faced by medical staff.

4. The doctor should avoid telling all the truth, and discourage the elaboration of information from other sources.
5. Patients should be told that they are ultimately responsible for the improvement of their own health, which will occur only if they follow the doctor's advice.

This tradition is still widely encountered, though it has attracted criticism from both within and outside the medical profession in recent years.

Studies of medical communication have brought to light several types of situation in which there has been a breakdown of communication, and where the consultation has had an unsatisfactory outcome. Regional, social, and cultural differences between doctor and patient can all be sources of linguistic difficulty (especially in the case of immigrant patients). Even age can intervene. In one American study, the problem was so serious that it was found helpful to devise a questionnaire phrase in appropriate slang to enable older doctors to communicate with inner city teenage patients.

The careful analysis of medical interviews, using audio- or video-recorded samples, has brought to light many instances of these difficulties. Some people are naturally taciturn in formal situations, because their social or cultural background has developed in them a sense of 'knowing their place'. Some find it necessary to talk at length about unrelated topics as a preliminary to introducing their symptoms. Some play down the importance of these symptoms, because they have been brought up 'not to make a fuss'. Each type of case presents doctors with a problem of communication analysis.

But linguistic problems continue to occur even when doctor and patient share the same social background. Doctors need to be alert to pick up the linguistic cues that may express the patient's real reason for coming to the surgery ('By the way, doctor ...') or the issue that is causing most subconscious worry (such as repeatedly referring to the heart during the conversation). They also need to anticipate

points of potential misunderstanding such as the common patient interpretation of the word *growth* ('You have a small growth here') to mean 'cancer', or *thrombosis* to mean 'heart disease'.

Medical communication researchers have also drawn attention to several areas where medical staff could promote their own communicative skills – for example, by providing explanations of what they are doing to a patient while they are doing it, by welcoming questions from patients (rather than fostering the 'Doctor knows best' attitude), and by avoiding patronising or discourteous language (e.g. 'Drink it down like a good girl', said to an older female hospital patient).

Above all, medical staff need to be aware of the many functions that language can perform and in particular that language may be used to signal the desire for social contract, and need not be taken literally. For example, in one study, 40 hospital patients who asked for relief from pain were given either routine nursing attention or a visit from a nurse specially trained in communication skills: only two of the former group obtained immediate relief from their 'pain', whereas 14 of the latter group did so; and all of the former group required analgesics, compared with only six of the latter (M. B. Tarasuk et al., 1965). Such findings illustrate the need for a perspective on communication to be a routine part of medical training.

Source: Crystal, David 1987. **The Cambridge Encyclopedia of Language**, p. 382.

- (a) State the parts of speech of the underlined words (10 marks)
- (b) Giving examples from the passage discuss some of the features of nouns. (10 marks)
- (c) Explain how cohesion and coherence are achieved in the passage. (10 marks)

- (d) Give an example of a complex sentence in the passage. (2 marks)
- (e) Why, according to the passage, do some patients become 'confused'? (5 marks)
- (f) Give an example of some 'cues' given by some patients. (1 marks)
- (g) How does the tradition of medical interviewing affect doctor- patient interaction? (5 marks)
- (h) Show the evidence given in the passage to support the view that good communication skills can help patients recover. (5 marks)

END OF EXAMINATION!



THE UNIVERSITY OF ZAMBIA
DIRECTORATE OF DISTANCE EDUCATION

2003 ACADEMIC YEAR FINAL EXAMINATIONS

E/LAL112 : INTRODUCTION TO LANGUAGE AND LINGUISTICS

TIME : THREE HOURS

INSTRUCTIONS

Attempt both Section A and Section B.

SECTION A: LANGUAGE: Attempt **all** questions in this Section.

1. Write briefly on the following design features of language.
 - (a) Language is dynamic.
 - (b) Language has duality of pattern
 - (c) Language is arbitrary
 - (d) Language has semanticity
 - (e) Language has broadcast transmission.
2. Discuss clearly the nature-nurture controversy and show its relevance to the distinction between human languages and other forms of communication.
3. Give an outline of some experiments to teach animals human language, showing clearly what the findings were.



THE UNIVERSITY OF ZAMBIA
DIRECTORATE OF DISTANCE EDUCATION

2003 ACADEMIC YEAR FINAL EXAMINATIONS

E/LAL112 : INTRODUCTION TO LANGUAGE AND LINGUISTICS

TIME : THREE HOURS

INSTRUCTIONS

Attempt both Section A and Section B.

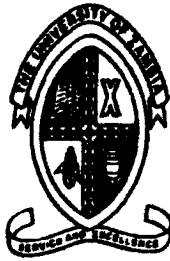
SECTION A: LANGUAGE: Attempt **all** questions in this Section.

1. Write briefly on the following design features of language.
 - (a) Language is dynamic.
 - (b) Language has duality of pattern
 - (c) Language is arbitrary
 - (d) Language has semanticity
 - (e) Language has broadcast transmission.
2. Discuss clearly the nature-nurture controversy and show its relevance to the distinction between human languages and other forms of communication.
3. Give an outline of some experiments to teach animals human language, showing clearly what the findings were.

SECTION B: LINGUISTICS: Attempt **two** questions from this section.

4. Linguistics has often been defined as the scientific study of language. Do you agree with this definition? Give reasons.
5. Write briefly on the following:
 - (a) applied linguistics.
 - (b) Contrastive linguistics
 - (c) the difference between langue and parole.
 - (d) the difference between phonetics and phonology.
 - (e) the open word classes in English.
6. Give an outline of the different stages of child language acquisition.
7. Show how linguistics is related to both 'pure' sciences (eg. Physics and anatomy) and the 'traditional arts' areas such as philosophy.

END OF EXAMINATION!



**THE UNIVERSITY OF ZAMBIA
UNIVERSITY EXAMINATIONS – JANUARY 2004**

E/LAL425 – THEORETICAL SYNTAX

TIME ALLOWED : Three (3) hours

INSTRUCTIONS : There are two sections, Section A and Section B. Answer all questions.

Write your answers to Section A in one booklet or set of booklet; write your answers to Section B in another booklet or set of booklet. This means that you are not allowed to answer any question in Section A and any question in Section B in the same booklet.

Your computer number must appear on all booklets.

Marks will be deducted for poor language, including poor expression and poor spelling as well as for poor argument.

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

SECTION A

1. Explain the following terms as used in Systemic Grammar:

- (a) syntagmatic axis and paradigmatic axis
- (b) substance and form
- (c) suffix, ending and addition. :

2. Give an example of the following structures in Systemic Grammar:

- (a) S P C A (with two occurrences of the A element)
- (b) m h q (with two occurrences of the m and q elements)
- (c) a v e (with two occurrences of the a element)
- (d) bp p c

3. In a short essay explain how Saussure's idea of *langue* and *parole* and Chomsky's conception of *competence* and *performance* fit in with the ideas of the Systemic grammarian.
4. Draw diagrams to illustrate the structure of the following sentences:
 - (a) The cars of the late Banda were stolen by the thieves.
 - (b) When his mother came back from her visit to Lesotho, John greeted her.
 - (c) The objects which are of great value have been damaged by the strangers.
 - (d) When we have our meal, we are going to the town
 - (e) She ate the apple after the clearing of the kitchen.
5. Write briefly on systems in Systemic Grammar saying what they are and what their properties are and giving an example of an important system of English.

SECTION B

6. After briefly describing the situation of linguistics just before the publication of F. de Saussure's *Course in General Linguistics*, briefly F. de Saussure's contribution to linguistics.
7. After briefly describing the situation of linguistics just before the publication of N. Chomsky's *Syntactic Structures*, in 1957, briefly discuss N. Chomsky's contribution to linguistics.
8. Show and discuss the composition of the syntactic component of the Standard Theory of Transformational-Generative Grammar.
9. Formulate and exemplify the Dative Movement rule.
10. Explain what is meant by 'Chomsky-adjunction.. Exemplify
 - (a) There are two different types of coordination in the Standard Theory of Transformational-Generative Grammar dealt with by the following two rules, respectively when accounting for deep structure:
 - (b) $S \rightarrow \{\text{and, or}\} S^n, n > 2$
 - (c) $NP \rightarrow \text{and} + NP$

Discuss and exemplify using, among others, tree-diagrams.

END OF PAPER

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

2003 ACADEMIC YEAR SECOND SEMESTER EXAMINATIONS

EC115: INTRODUCTION TO MICROECONOMICS

TIME: THREE HOURS

INSTRUCTIONS: Answer QUESTION ONE (Compulsory) and any OTHER THREE

1. (a) A consumer's disposable income is K1000 and seeks to maximise his utility subject to his budget constraint. Suppose he wants to spend all his income on chocolates and toffees. Chocolates cost K50 and toffees cost K20 respectively. From the above information:
- i. Draw the consumer's budget line and clearly show the point of optimal consumption, e .
 - ii. Suppose now the price of Chocolates falls to K25. Draw the new budget line and indicate what can be said about the new consumption point if both goods are normal. Label the new consumption point, e^*
 - iii. Suppose the price of Toffees also falls to K10. Draw the new budget line and indicate where the consumer now chooses to optimise his utility. Label this point, e^{**}
 - iv. How does e^{**} differ from e ? Please explain your answer
 - v. Using the concepts of marginal utilities (MUs) and relative prices (P_x, P_y), write the expression that illustrates the consumer utility maximisation principle
- (b) Write brief notes on any five of the following:
- Monopoly
 - Collusion
 - Giffen goods
 - Budget line
 - Value marginal product
 - Economic rent
 - Transfer earnings
 - Derived demand
- 20 Marks**
2. (a) Using well stated key assumptions, explain the concept of a kinked demand curve in the oligopolistic market structure (diagram extremely essential)
- (b) Give two reasons why a monopolist does not have a supply curve
 - (c) State the three conditions that are necessary for Price Discrimination to hold
 - (d) State the Law of Diminishing Returns

10 marks

3. Given the output and the cost structure of a certain firm in the brick making industry as follows:

Output (units)	Total Cost (\$)
0	12
1	27
2	40
3	51
4	60
5	70
6	80
7	91
8	104
9	120

- i. Calculate the Marginal Cost (MC) and Average Total Cost (ATC) for each level of output
- ii. Using a diagram, show how the MC and ATC curves are related
- iii. Are these short-run or long run cost curves? Explain how you can tell
- iv. Why does a firm have fixed costs of production in the short-run?
- v. Why does the Average Fixed Cost (AFC) curve continuously fall in the long run?

10 marks

4. (a) With the aid of a well-labelled diagram, explain the concept of a "cartel" clearly stating the binding assumptions of this economic phenomenon

(b) Though OPEC is usually cited as the best example of a cartel, there are factors that tend to undermine its strength and its very existence. In one or two paragraphs, what is the major threat to a cartel?

(c) How can you resolve those factors that undermine a cartel?

(d) What are the factors that determine the supply of labour in the labour market?

10 Marks

5. (a) Using a diagram characterise the main features of a monopsonist
 (b) What are the advantages and disadvantages of sole trading type of business?
 (c) With the support of a clear diagram, illustrate and explain for a hypothetical economy, combinations of Maize and Rice which would be:

- i. Efficient
- ii. Inefficient
- iii. Unattainable

(d) What are "Veblen effects" in utility consumer theory?

10 marks

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2003 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATION

EC 125: INTRODUCTION TO MACRO ECONOMICS

TIME: THREE HOURS

INSTRUCTIONS: Answer **QUESTION FIVE** (compulsory) and **ANY OTHER THREE QUESTIONS**. Answer in all **FOUR** questions.

1. What do you understand by the circular flow of income? Clearly explain the different components of the circular flow of income and how you would measure them.
2. The bank of Zambia is currently faced with the problem of excess money supply in the economy. Clearly articulate the monetary policy advice you would provide to the bank in order to stem the excess money supply growth.
3. Zambia's external trade position has remained unfavourable for several years now. Do you see opportunities for international trade for Zambia? Discuss.
4. Explain the different components of the balance of payments accounts. What is the advantage of the flexible exchange rate against the fixed exchange rate regime in maintaining external balance equilibrium?
5. What do you understand by the term inflation? With the help of relevant diagrams, explain how the determinants of changes in the price level would lead to inflation.

END OF EXAMINATION

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

**2003 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS**

**EC 125: INTRODUCTION TO MACROECONOMICS
(DISTANCE EDUCATION)**

TIME: THREE HOURS

INSTRUCTIONS: Answer all questions

1. Indicate whether the study of the following is Micro or Macroeconomics:
 - (a) The behaviour of inflation
 - (b) The behaviour of exchange rates
 - (c) The behaviour of a firm
 - (d) The behaviour of price of a commodity in the market

2. Indicate whether 'true' or 'false'
 - (a) The exchange rate is a value at which a currency is exchanged with another.
 - (b) The price at which any two currencies can be exchanged.
 - (c) Currency is money and not a commodity.

3. The terms 'devaluation' and 'depreciation' of a currency mean the same. Is the statement 'true' or 'false'?

4. To calculate unemployment, which of the following would you include?
 - (a) A person temporarily absent from a job.
 - (b) A person available to take a job because he is on forced leave.
 - (c) A person able but unwilling to work.

5. When an economy is operating at its full potential, the natural rate of unemployment is zero.

Indicate whether 'true' or 'false'.

6. Which of the following best describe Underemployment?
- (a) Unemployment, which exists when an economy is functioning at its full potential.
 - (b) Unemployment caused by employing fewer workers than the number required in an economy.
 - (c) Employment, which is inefficient.
7. Unemployment due to changes in the economy that eliminate some jobs while generating job openings for which the unemployed workers are not well qualified is:
- (a) Frictional
 - (b) Seasonal
 - (c) Structural
 - (d) Cyclical
8. Indicate how (increase, decrease or unchanged) the following factors would influence Zambia's current aggregate demand:
- (a) An increase in recession fears.
 - (b) Increased fear of inflation.
 - (c) Rapid growth in real income in Zimbabwe.
 - (d) A reduction in the real interest rate.
 - (e) A higher price level.
9. Indicate how (increase, decrease or unchanged) the following factors would influence Zambia's aggregate supply:
- (a) An increase in real wage rates.
 - (b) Increased fear of inflation.
 - (c) A drought in the Central and Southern provinces.
 - (d) An increase in the world price of oil (a major import).
 - (e) An increase in the world prices of metals (copper or Cobalt), major exports products.
10. Indicate how (increase, decrease, no effect) each of the following factors would influence the consumption schedule:
- (a) Reduction in income taxes.
 - (b) A decline in stock prices.
 - (c) A redistribution of income from older workers (age 45 and over) to younger workers (under 35).
 - (d) A redistribution of income from the wealthy to the poor.

11. Are the following 'true' or 'false'?

- (a) "You can never have too much money"
- (b) "When you deposit currency in a commercial bank, cash goes out of circulation and the money supply declines".
- (c) "If the Bank of Zambia would create more money, Zambians would achieve a higher standard of living".

SECTION B

12. Last year, Zambia recorded GDP of K80 million. During the same year the country received from its nationals working abroad a net total of K13 million in remittances. The remitting banks charged K2 million on the transactions.

Foreign nationals earned K8 million during the same year and remitted the entire amount to their respective home countries. These transactions attracted bank charges as follows:

ZANACO K1.2 Million

STANBIC K0.8 Million

During the current year, household consumption is estimated at K40 million per month with government annual expenditure at K60 million. Local investors have earned K120 million while foreign investors' earnings total K50 million for the year.

Earnings of Zambians leaving abroad have increased this year by 20% while those for foreigners have remained unchanged. Both exports and imports have risen to K80 and K120 million respectively.

Calculate the following (ensure to show your workings).

- (a) Last year's GNP
- (b) Estimate of this year's GDP
- (c) Estimate of this year's GNP
- (d) Estimate of this year's Trade Balance

END

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2003 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

EC 215: INTERMEDIATE MICROECONOMIC THEORY

TIME: THREE HOURS

ANSWER: QUESTION ONE AND QUESTION TWO AND ANY OTHER FIVE QUESTIONS

1. Tom Kelly's dairy farm in Chisamba, Zambia, has 81 cows and 350 acres. Mr Kelly has owned this farm for 20 years and operates it with the help of three hired workers (two part-time) in the summer or two hired workers (one part-time) in the winter. His teenage son sometimes helps with the farm work. In November 1995, he received a price of K13.30 per litter for his milk.
- (a) If his farm can be regarded as perfectly competitive, describe the demand curve for Mr. Kelly's milk in November 1995. Is it downward sloping to the right? Why or why not?
- (b) In November 1995, what was Mr. Kelly's marginal revenue from an extra litre of milk sold? Can you answer this question without knowing how much milk his farm produced then? Why or why not?
- (c) (i) Define price elasticity of demand.
- (ii) According to the Ministry of Agriculture, the price elasticity of demand for fluid milk is about 0.26. Does this mean that Mr. Kelly, if he reduces the price of his milk by 10 per cent, will experience a 2.6 per cent increase in the quantity of his milk that is demanded? Why or why not?
- (d) (i) Define income elasticity of demand.
- (ii) His income elasticity of demand for fluid milk has been estimated to be less than 0.1. Does this mean that future increases in consumer incomes will have little or no effect on the price that Mr. Kelly can get for his milk?

8. (a) Define the marginal rate of technical substitution.
- (b) You are an efficiency expert hired by a manufacturing firm that uses two inputs, labour (L) and capital (K). The firm produces and sells a given output. You have the following information:

$$P_L = K4, \quad P_K = K100, \quad MP_L = 4, \quad MP_K = 40$$

Where P_L is the price of labour, P_K is the price of capital, MP_L is the marginal product of labour and MP_K is the marginal product of capital.

- (i) Is the firm operating efficiently?
- (ii) Should it increase or decrease the quantity of labour relative to capital or the quantity of capital relative to labour to produce the given output? Explain your answer.

END OF EXAMINATION

5. Suppose the Government of Zambia imposes a floor on wheat prices. It then agrees to purchase wheat that consumers will not purchase at that price. Assume that the price floor is above the current equilibrium price. Show how (other things being equal) such a policy of price support will affect quantities supplied and demanded. Show how much wheat the government will have to buy and the area corresponding to cash outlay by the government.
6. Suppose that consumers in Lusaka pay K25 for a telephone call and K25 for the Mirror newspaper. (and that all Lusaka consumers purchase some of both goods).
- If all Lusaka consumers are maximizing utility, is it possible to determine each consumer's marginal rate of substitution of telephone calls for newspapers?
 - Suppose that a local economist applies for a grant to estimate this marginal rate of substitution; his proposed procedure is to ask a sample of consumers. Can you suggest a simpler procedure?
 - On the basis of these facts alone, can you estimate the marginal rate of substitution? If so, what is it?
7. Assume the following demand and supply functions:

$$Q_d = 100 - 2P$$

$$Q_s = 10 + 4P$$

Where Q_d is quantity demanded, Q_s is quantity supplied and P is price per unit.

- What is the equilibrium price and quantity? (show graph)
- Supply shifts to:

$$Q_s = 28 + 4P$$

What is the equilibrium price and quantity? (show graph)

- Suppose you are appointed the chief of the government agency that regulates this industry; you wish to create a shortage of 13 units. What ceiling price would you set? Recall that a shortage is an excess demand equaling $Q_d - Q_s$. Use the first supply equation.

2. (a) When we discuss technology, we assume that technology is convex and exhibits free disposal. What do we mean by free disposal?
- (b) Define the elasticity of input substitution.
- (c) Depict a production function with a zero elasticity of input substitution and an infinite elasticity of input substitution.

3. The production function for a small shop that frames pictures is

$$Q = 5 L^{1/2} K^{1/2}$$

Where Q is the number of pictures framed per day, L is labour hours, and K is machine hours.

- (a) Suppose 9 labour hours and 9 machine hours are used each day. What is the maximum number of pictures that can be framed per day?
 - (b) Calculate the marginal product of a tenth hour of labour that day.
 - (c) Calculate the average product of labour when 9 labour hours are used each day together with 9 machine hours.
 - (d) Suppose the firm doubles both the amount of labour and machine hours used per day. Calculate the increase in output.
 - (e) Comment on returns to scale in the operation.
4. An Economist at the Economic Research Bureau estimated the short-run total cost function of the Tika Steel plant located in Solwezi to be:

$$C = 182.1 + 55.73Q$$

Where C is total annual cost (in millions of Kwacha) and Q is millions of tons of steel produced.

- (a) What are Tika steel fixed costs?
- (b) If Tika Steel produced 10 million tons of steel, what was its average variable cost?
- (c) What was Tika Steel's marginal cost?

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2003 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS

EC225: INTERMEDIATE MACROECONOMIC THEORY (DISTANCE)

TIME: THREE HOURS

INSTRUCTIONS: Answer question one and three other questions (in total answer four questions)

1. Use graphs to answer questions 1a to 1e
 - a. Derive the IS-LM model
 - b. Show the effect of an increase in government taxes on income and interest rates.
 - c. Show the effect of an increase in government expenditures on income
 - d. Show the effect of a expansionary monetary policy on national output and interest rates
 - e. Show the strong and weak points of monetary policy.
 - f. Consider the following economic model:

$$Y = C + I + G \tag{1}$$

$$C = c(Y - T), \quad 0 < c' < 1 \tag{2}$$

$$I = I(r), \quad I' < 0 \tag{3}$$

$$\frac{M}{P} = M(r, Y), \quad M_r < 0, \quad M_Y > 0 \tag{4}$$

Where Y = GNP output

C = Consumption

I = Planned investments

G = Government spending

$I' = \partial I / \partial r$

$$c' = \partial C / \partial Y$$

$$M_r = \partial M / \partial r, \quad M_Y = \partial M / \partial Y$$

$$\text{Calculate: 1) } \frac{\partial Y}{\partial M} ; 2) \frac{\partial Y}{\partial G} ; 3) \frac{\partial Y}{\partial T}$$

(20 Marks)

2. Critically discuss the Keynesian theory of demand for money? (10 Marks)

3. Discuss the main types of unemployment Which of these types of unemployment are categorised under the natural rate of unemployment and why? How can unemployment in Zambia be reduced so as to reduce poverty? (10 Marks)

4. "Inflation is always and everywhere a monetary phenomenon." To what extent is this assertion true to the Zambian economy? In your opinion, how can inflation in Zambia be cured? (10 marks)

5. Using aggregate demand and aggregate supply schedules compare and contrast between demand-pull and cost push inflation? What are some of the costs associated with this type of inflation? (10 Marks)

UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2003 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATION

EC-315: PUBLIC FINANCE

TIME: THREE HOURS

INSTRUCTIONS: Answer QUESTION ONE and any THREE Questions.

1. Write brief notes on the following:
 - (a) External marginal benefits
 - (b) Benefit Principle of Taxation
 - (c) Backward shifting of a tax
 - (d) Zero-Base Budgeting **[20 Marks]**

2.
 - (a) distinguish between social goods and merit goods.
 - (b) Why should public goods be produced under the public sector? **[10 Marks]**

3.
 - (a) Discuss Wagner's Law of Increasing State Activities.
 - (b) Explain the changes that can be noted in the pattern of government spending in Zambia over the last 10 years. **[10 Marks]**

4.
 - (a) What is meant by the burden of external debt? Is it always burdensome?
 - (b) What is the external debt position of Zambia over the last decade? **[10 Marks]**

5.
 - (a) What are the factors affecting 'incidence' of a tax?
 - (b) Discuss Musgrave's concept of incidence of a tax. **[10 Marks]**

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2003 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATION

EC 225: INTERMEDIATE MACROECONOMIC THEORY
TIME: THREE HOURS
INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

1. In the Investment-Savings – Liquidity Money (IS-LM) model framework:

- (a) Briefly explain the reasoning behind the slopes of the money demand and real money supply functions (curves) in the money market (use appropriate graphs).
- (b) Describe a situation in which fiscal policy is most effective.
- (c) Are there any negative side-effects to using fiscal policy under the circumstance described in (b) above? Please explain.
- (d) Derive the IS equation and its slope, and identify the variables in the equation that have policy significance (hint: the equations for doing this derivation are given among those stated in question (2) below).

2. Consider the following classical representation of a closed economy with a government sector:

$Y = F(K, L); F_K, F_L > 0$ Production function

$L = L\left(\frac{W}{P}\right); L' > 0$Labour Supply Function

$\frac{W}{P} = F_L(K, L); F_{LL}, F_{KK} < 0$Labour Demand Function

$Y = C + I + G$ GNP Identity

$C = c(Y - T); 0 < c < 1$ Consumption Function

$I = I(r); I' < 0$Investment Function

$\frac{M}{P} = M(r, Y); M_Y > 0, M_r < 0$Money Market Equilibrium

Where

$Y = \text{GNP (real output), } K = \text{capital input, } L = \text{Labour input, } \frac{W}{P} = \text{real wage,}$

$C = \text{Consumption, } I = \text{Investment, } G = \text{Government spending, } T = \text{Tax revenue, } \frac{M}{P} = \text{Real money demand, } r = \text{nominal interest rate, } c = \text{marginal propensity to consume.}$

- (a) Explain the key difference between the structural model presented above and the Keynesian model. How does Keynes justify his departure from the classical model? Please explain.
- (b) Derive the aggregate supply curve of the economic system given above and determine its slope.

- (c) Use an appropriate graph to explain the policy implication when an economy is represented using the classical model.
3. A budget deficit is often described as a potentially bad thing. Given this assumption:
- (a) Derive a framework for explaining how a budget deficit leads to a crowding out of net foreign investment.
 - (b) Assuming the Government Republic of Zambia (GRZ) used foreign borrowing to finance a budget deficit how might this lead to a crowding out of net foreign investment? Please explain fully.
 - (c) How might such a crowding out of net foreign investment be directly prevented by the government? Explain briefly.
 - (d) In your opinion, what sort of expectations would economic agents in Zambia form about the future of the economy if the government continuously finances its deficit through borrowing? Please explain.
4. Given your understanding of the Philips curve and Stagflation, consider the following:
- (a) Explain the short-run trade-off between inflation and unemployment as depicted by the Philips curve.
 - (b) Use the concept of the inflationary gap to explain how stagflation contradicts the short-run Philips curve.
 - (c) Briefly explain three major factors that have been arguably responsible for the stagnation of the Zambian economy.
 - (d) Describe two closely related options that the government can use to help the Zambian economy to overcome stagflation?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2003 ACADEMIC YEAR SECOND SEMESTER
FINAL EXAMINATIONS

EC322: INTRODUCTION TO ECONOMETRICS

TIME: THREE HOURS

INSTRUCTIONS: Answer four questions

1. Consider the following population regression function

$$Y_i = \alpha + \beta X_i + U_i, \quad i = 1, 2, \dots, N$$

- a) Derive the OLS estimates a and b of α and β respectively? [5 Marks]
- b) State the Gauss Markov Theorem and use the estimate of β to prove this theorem? [10 Marks]
- c) Show that if r is the correlation coefficient between n pairs of variables (X_i, Y_i) , then the squared correlation between the n pairs $(aX_i + b, cY_i + d)$, where $a, b, c,$ and d are constant is also r^2 . [5 Marks]
- d) Show that

$$\sum_{i=1}^n y_i = \beta^2 \sum_{i=1}^n x_i^2 + \sum_{i=1}^n e_i^2 \quad [5 \text{ Marks}]$$

$$\text{Where } y_i = Y_i - \bar{Y}, \quad x_i = X_i - \bar{X} \text{ and } e_i = Y_i - \hat{Y}$$

2. A sample of 20 observations corresponding to the regression model

$$Y_i = \alpha + \beta X_i + \varepsilon_i$$

where ε_i is normal with zero mean and unknown variance σ^2 , gave the following data:

$$\sum_{i=1}^n Y_i = 21.9, \quad \sum_{i=1}^n (Y_i - \bar{Y})^2 = 86.9, \quad \sum_{i=1}^n (X_i - \bar{X})(Y_i - \bar{Y}) = 106.4$$

$$\sum_{i=1}^n X_i = 186.2, \quad \sum_{i=1}^n (X_i - \bar{X})^2 = 215.4$$

- a) Estimate α and β ? [5 Marks]
- b) Calculate the variance of the estimates of α and β ? [5 Marks]
- c) Estimate the conditional mean value of Y corresponding to a value of X fixed at X=10? [5 Marks]
- d) Find the 95 % confidence interval for the conditional mean value of Y corresponding to a value fixed at X=10? [5 Marks]
- e) Using the same data above, estimate the reverse regression
 $\hat{X}_i = \hat{\gamma} + \hat{\delta}Y_i$ [5 Marks]

(Note: $t_{0.025}(18) = 2.101$)

3. To determine what factors determine hourly wage, the following model was considered:

$$Hwage = \beta_1 + \beta_2 Edu + \beta_3 Gender + \beta_4 Hispanic + \beta_5 Lf \text{ exp} + \beta_6 Mstatus + \beta_7 Race + \beta_8 Re gion + \beta_9 Union + U_i$$

Where

Hwage = hourly wage (\$)

Edu = education in years

Gender = 1 if female, 0 otherwise

Hispanic = 1 if Hispanic, 0 otherwise

Race = 1 if non-white and non-Hispanic, 0 otherwise

Lf exp = potential labour market experience in years

Mstatus = marital status, 1 if married, 0 otherwise

Re gion = region of residence, 1 if south, 0 otherwise

Union = Union status, 1 if in union job and 0 otherwise.

A sample of 528 individuals yielded the following regression results:

Dependent Variable: Hwage

Sample: 528

Variable	Coefficient	Standard Error
Constant	-4.183	1.276
Education	0.937	0.083
Gender	-2.141	0.391
Hispanic	-0.512	0.911
Lfexp	0.098	0.019
Mstatus	0.485	0.419
Race	-0.942	0.583
Religion	-0.771	0.430
Union	1.468	0.513

$R^2 = 0.283$, $RSS = 10003.03$, Durbin Watson = 1.86

- a) Test the significance of the regression coefficients? **[4 Marks]**
- b) Test the overall significance of the model? **[4 Marks]**
- c) Calculate the \bar{R}^2 ? **[4 Marks]**
- d) Do the regression results suggest multicollinearity? Give reasons for your answer. **[4 Marks]**
- e) Does the regression result suggest serial correlation? **[4 Marks]**
($D_L = 1.686, D_u = 1.852$)
- f) Suppose the researcher imposed the following restriction **[5 Marks]**
 $\beta_4 = \beta_6 = \beta_7 = 0$
and obtained the following results using the same sample data

Dependent Variable: Hwage		
Sample: 528		
Variable	Coefficient	Standard Error
Constant	-4.290	1.258
Education	0.953	0.082
Gender	-2.134	0.391
Lfexp	0.104	0.017
Religion	-0.840	0.428
Union	1.427	0.510
$R^2 = 0.277$, $RSS = 10086.51$, Durbin Watson = 1.86		

Based on the two results test:

$$H_0: \beta_4 = \beta_6 = \beta_7 = 0$$

(Note: $f_{.05}(1,519) = 3.84$, $f_{.05}(8,519) = 1.94$, $t_{.025}(519) = 1.96$)

4. Consider the following general linear regression model

$$Y = X\beta + U$$

where Y is an $(n \times 1)$ vector of the dependent variable, X is an $(n \times k)$ matrix of explanatory variables, β is a $(k \times 1)$ vector of parameters, and U is an $(n \times 1)$ vector of the disturbances.

- Derive the OLS regression estimates of β ? **[7.5 Marks]**
- Prove that these estimates are linear and unbiased? **[3 Marks]**
- Show that the estimate of the variance of the disturbances given by

$$s^2 = \frac{e'e}{n-k} \text{ is unbiased.} \quad \mathbf{[9.5 Marks]}$$

- Write the following multiple regression equation in matrix form:

$$Y_t = \beta_1 + \beta_2 X_{2t} + \beta_3 X_{3t} + \dots + \beta_k X_{kt} + \varepsilon_t \text{ where } t=1, 2, \dots, n.$$

[5 Marks]

5. Consider the following questions on time series

a) Define the following terms:

[8 Marks]

- i. Stochastic process
- ii. Deterministic Trend and Stochastic trend
- iii. Spurious regression
- iv. Unit root process

b) Calculate the mean and variance of the following time series: [12 Marks]

- i. $Y_t = Y_{t-1} + \varepsilon_t$
- ii. $Y_t = \delta + Y_{t-1} + \varepsilon_t$
- iii. $Y_t = \delta + \beta t + Y_{t-1} + \varepsilon_t$
- iv. $Y_t = \delta + \beta t + \varepsilon_t$

c) The following regressions are based on the consumer price index (CPI) data for the United States for the period 1960-1999, for a total of 40 annual observations: [5 Marks]

$$\Delta CPI_t = 0.037CPI_{t-1} \quad (1)$$

$$t = (9.6427)$$

$$R^2 = 0.0304, d = 0.5259, RSS = 203.622$$

$$\Delta CPI_t = 1.8052 + 0.021CPI_{t-1} \quad (2)$$

$$t = (2.5) \quad (2.758)$$

$$R^2 = 0.1705, d = 0.6030, RSS = 174.622$$

$$\Delta CPI_t = 1.879 + 0.571t - 0.1158CPI_{t-1} \quad (3)$$

$$t = (3.146) \quad (4.26) \quad (-3.544)$$

$$R^2 = 0.4483, d = 0.7969, RSS = 115.8579$$

- i. Examining the preceding regressions, what can you say about stationarity of the CPI time series?
- ii. How would you choose among the three models?
- iii. Is the order of integration for the variable CPI one? Explain.

- i. Examining the preceding regressions, what can you say about stationarity of the CPI time series?
- ii. How would you choose among the three models?
- iii. Is the order of integration for the variable CPI one? Explain.