

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES & SOCIAL SCIENCES
2005 FIRST SEMESTER EXAMINATIONS

COURSE CODE	COURSE TITLE
D 211	Introduction to Drama
D 311	Traditional African Drama
D 355	Modern African Drama
D 415	Theatre for Development
D 101 ✓	Introduction to Development studies
DE 911	Demographic Aspects of Human resource planning
DS 201	Theories of Social and Political change in Developing countries
DS 401	Technology and Development I
DS 411	Research methods in Social Sciences
DS 911	Women and Development, Theories and Practice
DS 925	Project appraisal and implementation in Developing countries
DS 935	Industrial policy and Developing in Developing countries
DS 975	Economic Globalisation and Developing countries
E 121 ✓	Introduction to prose fiction and writing skills
E 211	The Structure of Modern English I ✓
E 221	16 th – 18 th Century English Literature
E 231	Classical and Romantic Criticism
E 311	English Semantics ✓
E 311	English semantics (Deferred) ✓
E 351	Anglophone African Fiction up to the late 1960's
E 361	Modern Anglophone African Poetry
E 461	Early Modernist literature
E 921	The origins and Development of English language
E 941	Sociolinguistics I
E 991	African Prose narratives

H	995	Themes in East African history
LAL	211	The structure of Bantu languages
LAL	221	Introduction to literary studies
LAL	311	The phonology and morphology of a Bantu Language
LAL	321	Approaches to and Research methods in African oral literature
LAL	431	Creative writing project in Zambian languages
LAL	915	Terminology and translation
LSE	481	French methods II
MC	101	History of mass communication
MC	201	Introduction to media Reporting
MC	215	Radio production I
MC	221	Theories of mass communication
MC	311/125	Media Ethics
MC	331	Television Production I
MC	401	Editorial writing
MC	421	Feature writing
MC	431	Radio Production I
MC	441	Advanced television production
MC	911	Principles of Public Relations
PA	201	National Government and Administration
PA	321	Principles of local government Administration
PA	421	Public analysis and monitoring
PA	441	Project management
PA	955	Strategic management
PH	101	Introduction to philosophy
PH	221	History of Philosophy
PH	305	Ethics
PH	935	Philosophy of good governance
PH	985	Philosophy of Religion
PL	421	Politics of international peace and security
PL	451	Socialist political theory I
PL	931	Politics of Southern Africa I
PS	331	Cognitive Development and culture I
PS	311	Social Psychology

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

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

D211: INTRODUCTION TO DRAMA

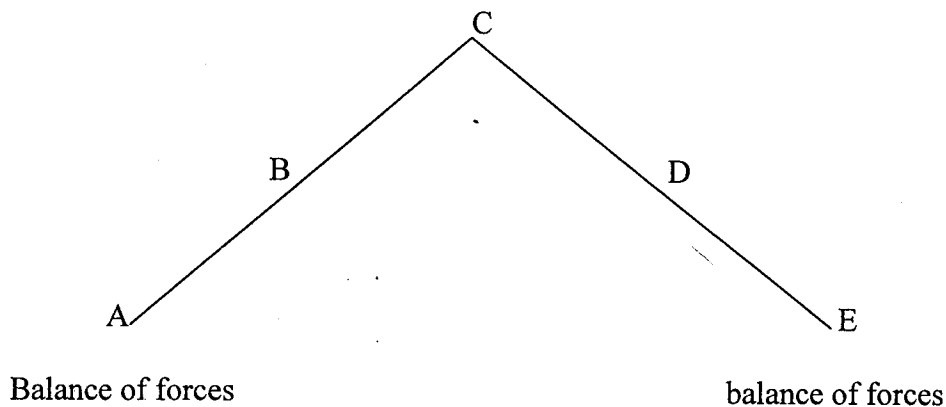
INSTRUCTIONS: Answer Four questions, two from each section.

TIME: 3 hours

SECTION A:

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

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



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

SECTION B.

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

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

END OF EXAMINATION

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

FIRST SEMESTER DEFERRED EXAMINATIONS

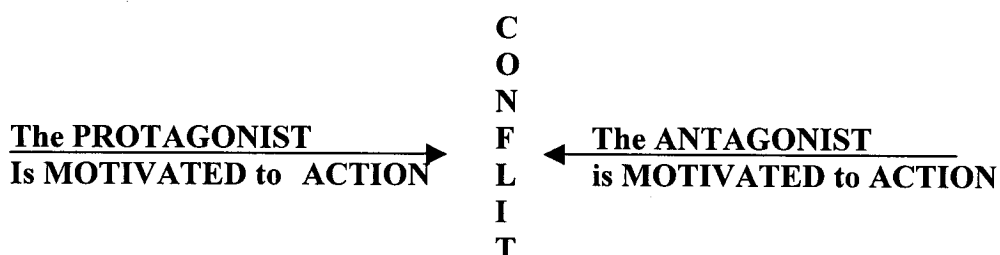
2005 ACADEMIC YEAR

D211 INTRODUCTION TO DRAMA

DURATION: 3 HOURS

INSTRUCTIONS: Answer question ONE and TWO others

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



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

END OF EXAMINATION

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

D311: TRADITIONAL AFRICAN DRAMA

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

TIME: 3 hours

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

1. Some scholars, both African and non-African, still have lingering doubts as to whether what they perceive as drama and theatre in the Western sense do occur or exist in African societies. From your study and understanding of traditional African drama examine the falsity or validity of such a stance. Please give case studies to illustrate your answer.
 2. In an essay on comparative symbology (refer to From Ritual to Theatre, 1982), Victor Turner has offered an exegesis of his theory 'liminal to liminoid in play, flow, and ritual'. With reference to Turner's theory discuss how this is applicable to at least one form of traditional African drama you have studied in the course.
 3. "The characters of the myth, when turned into drama, cannot be only lofty; they must have blood in their veins. They must be reinterpreted as human psychological drama otherwise they {the characters} will have only the shallowest motive, they'll sound petty"
- Is the above statement a fair criticism or warning to those writing or attempting to write on myth? Cite any play you have read by a modern African playwright, which is based on a myth. How far successful is it?
4. The play Oedipus Rex was adapted from Greek mythology by Sophocles more than two thousand years ago. Show how you could adapt a similar myth for the contemporary Zambian audience.

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

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

END OF EXAMINATION

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

FIRST SEMESTER FINAL EXAMINATION

2005 ACADEMIC YEAR

D 355: MODERN AFRICAN DRAMA

TIME: THREE HOURS

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

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

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF LITERATURE AND LANGUAGES
FIRST SEMESTER EXAMINATIONS – JUNE/JULY 2005

D415: THEATRE FOR DEVELOPMENT

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

TIME: 3 hours

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

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

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

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

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

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2005 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS

DE 911: DEMOGRAPHIC ASPECTS OF HUMAN RESOURCE PLANNING

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS.

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

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

FIRST SEMESTER EXAMINATIONS

DS 101: INTRODUCTION TO DEVELOPMENT STUDIES

TIME: THREE HOURS

ANSWER ANY THREE QUESTIONS

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

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

5. Vigorously wiping sweat off his dark brow, Pastor Katwishi Kumulu of *Shakapanda Universal Heavenly Ministries*, shouted at the top of his voice, "In the last days, there will be hunger and diseases, there will be floods and earthquakes...". Citing the recent Asia Tsunami, the Pastor stressed that God was punishing the sinful world and repentance was the only solution to these problems. As a DS 101 student, what would be your comment on the problems the Pastor was preaching about?
6. Balancing a pail of water on her head, with a baby strapped to her back, Maria Choonya struggled to carry a bundle of fire wood as she hurried home to cook food for the family. She was returning from the maize field. Following behind her was her husband, Saulo, carrying only a spear and one hoe. Asked to explain and assist, what can you, as a DS 101 student, advise a women's organisation that seeks to improve the situation of women like Maria?

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

UNIVERSITY EXAMINATIONS

END OF SEMESTER 2005 DEFERRED EXAMINATIONS

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

TIME: THREE HOURS.

INSTRUCTIONS:

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

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

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

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

SECTION TWO

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

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

SECTION THREE

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

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

END OF THE EXAMINATIONS

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

FIRST SEMESTER EXAMINATIONS

DS 401: TECHNOLOGY AND DEVELOPMENT I

DATE: 21ST JUNE 2005

TIME: THREE HOURS

Instructions

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

End of Examination



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

FIRST SEMESTER DEFERRED EXAMINATION, 21ST JULY 2005

DS 411: RESEARCH METHODS IN SOCIAL SCIENCES

DURATION: THREE (3) HOURS

INSTRUCTIONS

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

Question One:

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

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

Question Two:

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

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

Question Three:

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

Question Four:

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

Question Five:

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

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
DEVELOPMENT STUDIES DEPARTMENT**

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

INSTRUCTIONS:

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

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

SECTION B

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

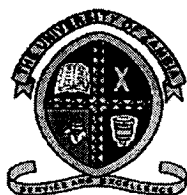
SECTION C

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

SECTION D

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

END OF EXAM



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

DEPARTMENT OF DEVELOPMENT STUDIES

END OF SEMESTER 1 2004/2005 EXAMINATION

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

DATE : 28TH JUNE, 2005

TIME : 09:00 HOURS – 12:00 HOURS

DURATION : THREE HOURS

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

SECTION A

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

The following additional information is provided:

- (i) The incremental depreciation is as follows:

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

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

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

You are required to:

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

SECTION B

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

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

**THE UNIVERSITY OF ZAMBIA
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DEPARTMENT OF DEVELOPMENT STUDIES

END OF SEMESTER 1 2004/2005 DEFERRED EXAMINATION

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

DATE : 22ND JULY, 2005

TIME : 12:00.HOURS

DURATION : THREE (3) HOURS

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

SECTION A (Compulsory)

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

Alternative 1

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

Alternative 2

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

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

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

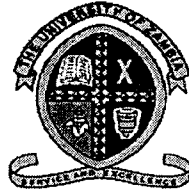
You are required to:

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

SECTION B (Attempt any two Questions)

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

END OF EXAM



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

DEPARTMENT OF DEVELOPMENT STUDIES

END OF SEMESTER 1 2004/2005 EXAMINATION

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

DATE : 28TH JUNE, 2005

TIME : 09:00 HOURS – 12:00 HOURS

DURATION : THREE HOURS

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

SECTION A

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

The following additional information is provided:

- (i) The incremental depreciation is as follows:

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

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

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

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

SECTION B

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

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

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

END OF SEMESTER 2004/2005 EXAMINATIONS

DS 935: INDUSTRIAL POLICY AND DEVELOPMENT IN DEVELOPING COUNTRIES

TIME: 3 HOURS DURATION

INSTRUCTIONS,

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

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

SECTION ONE

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

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

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

SECTION TWO

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

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

SECTION THREE

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

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

END OF EXAMINATION

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

FIRST SEMESTER EXAMINATIONS

DS 975: ECONOMIC GLOBALIZATION AND DEVELOPING COUNTRIES

TIME: THREE HOURS

INSTRUCTIONS

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

SECTION ONE (1)

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

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

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

SECTION TWO (2)

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

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

END OF EXAMINATION

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

**FIRST SEMESTER FINAL EXAMINATIONS
2005 ACADEMIC YEAR**

E121 – INTRODUCTION TO PROSE FICTION AND WRITING SKILLS

TIME : 3 HOURS

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

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

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

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

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

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

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

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

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

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

END OF EXAMINATION

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

**FIRST SEMESTER FINAL EXAMINATION
2005 ACADEMIC YEAR**

E211 – THE STRUCTURE OF MODERN ENGLISH I

TIME: THREE (3) HOURS

- INSTRUCTIONS:**
- (A) ANSWER TEN (10) QUESTIONS IN ALL.
 - (B) ALL QUESTIONS CARRY EQUAL MARKS.
 - (C) MARKS WILL BE GAINED BY PROVIDING APPROPRIATE EXAMPLES.
 - (D) MARKS WILL BE LOST FOR PROVIDING AND RELYING HEAVILY ON ILLUSTRATIONS GIVEN IN THE LECTURE NOTES.
-

SECTION A

- (1) (a) Describe and classify all the consonant phonemes of RP English on the basis of:
- (i) The state of the vocal cords during articulation,
 - (ii) The place of articulation, and
 - (iii) The manner of articulation?
- Provide illustrations for your answers.
- (b) With examples list all the RP vowel phonemes according to the following classification:
- (i) front vowels (iv) closing diphthongs
 - (ii) central vowels (v) centring diphthongs
 - (iii) back vowels
- (2) (a)
- (i) With example words, give three different spellings for RP sound /f/.
 - (ii) With example words, give three different spellings for RP sound /eð/
 - (iii) With example words, give three different spellings for RP sound /ɜ:/
 - (iv) With example words, give three different spellings for RP sound /z/
 - (v) With example words, give three different spellings for RP sound /u:/
- (b) Provide an explanation and one (1) illustration for each of the following:
- (i) When the letter /r/ is silent in RP
 - (ii) When the letter /b/ is silent in RP
 - (iii) When the letter /t/ is silent in RP
 - (iv) When the letter /g/ is silent in RP
 - (v) When the letter /w/ is silent in RP

- (3) (a) Give the RP pronunciation of these words in IPA phonemic symbols.
- | | |
|---------------|--------------|
| (i) err | (vi) timber |
| (ii) error | (vii) liquid |
| (iii) erring | (viii) zeal |
| (iv) prestige | (ix) zealous |
| (v) limb | (x) ache |
- (b) Provide minimal pairs which show that the following sounds are different phonemes in RP.
- | | | | |
|--------------|-------------|---------------|------------|
| (i) /p, b/ | (iv) /z, s/ | (vii) /tʃ, θ/ | (x) /l, d/ |
| (ii) /b, m/ | (v) /l, r/ | (viii) /s, ʃ/ | |
| (iii) /t, s/ | (vi) /d, n/ | (ix) /z, ð/ | |
- (4) (a) Which of the following consonant clusters are possible in syllable-initial position in RP? Provide two (2) example word to illustrate each possible cluster.
/kn/ /spl/ /pr/ /pk/ /dl/ /wt/ /skw/ /wr/ /tʃ/ /ʃr/
- (b) Which of the following consonant clusters are possible in syllable-final position in RP? Provide an example word to illustrate each possible cluster.
/sts/ /mpst/ /mpz/ /ŋkθs/ /ŋkt/ /mn/ /tʃt/ /nds/ /dzd/ /ksts/
- (5) Name and explain the assimilation processes taking place in the following:
- I told you
 - We just have to.
 - Width
 - Infant
 - Ten girls
- (6) (a) Using IPA phonetic symbols, explain and give the RP pronunciation of the plurals of these words.
- | | | | |
|------------|------------|-----------------|----------|
| (i) dock | (iv) path | (vii) diagnosis | (x) myth |
| (ii) core | (v) base | (viii) bomb | |
| (iii) life | (vi) house | (ix) corpse | |
- (b) Using IPA phonemic symbols, give the RP pronunciation of the past tense forms of these words:
- | | | | |
|--------------|-------------|-------------|---------------|
| (i) handle | (iv) please | (vii) walk | (x) interpret |
| (ii) profit | (v) stage | (viii) push | |
| (iii) murder | (vi) score | (ix) sign | |
- (7) (a) Mention five (5) suffixes which demand word stress on themselves, and give an example word to illustrate each case.
- (b) Mention five (5) suffixes which demand word stress on the syllable immediately preceding, and give an example word to illustrate each case.
- (8) (a) What is the basic rule governing English sentence stress?

- (b) By means of accents, indicate the stress pattern in the following sentences.
- (i) They killed themselves.
 - (ii) John is old but Jack is young.
 - (iii) What shall we do with it?
 - (iv) Let me explain matters.
 - (v) The boys shouted to the other boys.
- (c) By means of accents, indicate the RP lexical stress of these words:
- (i) dry-clean (vi) Kaunda Square
 - (ii) paralyse (vii) contributor
 - (iii) apple pie (viii) air-conditioned
 - (iv) mistake (ix) colleague
 - (v) human (x) humane
- (9) (a) Explain what is meant by weak and strong forms (WF and SF).
- (b) Which word classes are involved in this WF/SF contrast? Provide ten (10) illustrations.
- (10) (a) With examples explain the difference between reverse-polarity and constant-polarity tag questions.
- (b) Explain the intonational patterns of these types of tag questions. Provide illustrations.
- (11) (a) What tends to be characteristic of the pronunciation of vowel sounds (monophthongs, diphthongs and triphthongs) in the Zambian variety of English? Illustrate your answer with at least three examples drawn from each of the three areas.
- (b) What do the following loan-words from some Zambian languages suggest about the tendencies to adjust the English sound system to a Zambian language sound-systems?

batili (battery), jeneleta (generator), injinia (engineer), waya (wire), kampuni (company), ofisa (officer), pasipoti (passport), meneja (manager), lelwi (railway), bisiketi (biscuit), kilabu (club).

(13) Transcribe the following text back into ordinary spelling:

Text

Chambers

'hm... `jes//its ðis in'kri:siŋlɪ 'ləʊ vaɪ'tæliɪ əv ʤɜ:z/ðæt `wʌrɪz
mɪ//nəʊ 'laɪf in ʤu/'nʌn...//

Elizabeth

`wel ,dɒktə/ɪf ʤʊ 'ʃʌt ə pɜ:sn 'ʌp in 'wʌn ,ru:m/fə 'jɜ:z ɒn ,end/ʤʊ
'kɑ:nt 'veri 'wel iks,pekt/tə 'faɪnd ə `bɜ:stɪŋ wɪð ,laɪf ən
,vɪgə//wəɪ 'nɒt prɪs'kraɪb sʌmθɪŋ 'rɪəli ik'saɪtɪŋ/fər ə ,tʃeɪndʒ//
ik,sɪtɪŋ/,eɪ//

Chambers

Elizabeth

ə 'gæləp 'θri: 'taɪmz raʊnd ðə 'pɑ:k 'evri ,mɔ:nɪŋ/ə 'kɔ:s əv
kæli:s,θenɪks/ə'lɒŋ si: ,vɔ:ndʒ...//

Chambers

Elizabeth

'hʌʊ əɪ 'wɪʃ əɪ 'kʊd məɪ ,diə// ^{26.10.01}
its `fʌni tə ,θɪŋk əv ɪt ,nəʊ/bət ʤʊ ,nəʊ ,dɒktə/'æz ə ,tʃaɪld/əɪ wəz
ə 'regjʊlə `tɒmbɔɪ//

Chambers

`jes/aɪv 'hɜ:d 'ɔ:l əbaʊt `ðæt/ən `mentəli/ʤʊər ə 'tɒmbɔɪ `stɪl//tə
'tel ʤʊ ðə ,tru:θ mɪs ɪ,lɪzəbəθ/faɪm 'ɔ:lwɪz 'hɪəriŋ ɪt frəm ʤɔ:
'brʌðəz ən `sɪstəz//

Elizabeth

'əʊ ,plɪ:z...//

26.10.01

END OF EXAMINATION

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

**FIRST SEMESTER FINAL EXAMINATIONS
2005 ACADEMIC YEAR**

E 221: 16TH – 18TH CENTURY ENGLISH LITERATURE

TIME: THREE HOURS

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

SECTION A: DRAMA

Answer ONE question:

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

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

Or

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

Answer the following questions in relation to your chosen extract.

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

2. Describe the character of Lady Macbeth.

3. **KING LEAR**

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

4. Lear. "Nothing will come of nothing".

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

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

Discuss the close parallels between the two plots.

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

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

SECTION B: LYRIC POETRY

8. Answer **ONE** question.

Either:

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

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

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

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

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

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

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

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

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

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

SECTION C:

10. Answer **ONE** question:

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

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

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

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

END OF EXAMINATION

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

**FIRST SEMESTER FINAL EXAMINATIONS
2005 ACADEMIC YEAR**

E231 – CLASSICAL AND ROMANTIC CRITICISM

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

SECTION

1. **Oedipus**

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

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

Questions

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

SECTION B

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

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

E 311 ENGLISH SEMANTICS

Time: Three (3) hours

Instructions: 1. Answer FOUR questions

2. Each answer carries equal weight

3. Appropriate EXAMPLES will receive credit

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

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

E 311 ENGLISH SEMANTICS:DEFERRED EXAMINATION

Time: Three (3) hours

Instructions: 1. Answer FOUR questions

2. Each answer carries equal weight

3. Appropriate EXAMPLES will receive credit

-
1. What kinds of meaning does semantics deal with, and what kinds of meaning are generally considered to be beyond its scope?
 2. Why do we 'refer' in a language, and how do we do this in English?
 3. What is meant by the sense of a word or expression, and how can it be described?
 4. What is propositional meaning, and how is it reflected in the structure of English sentences?
 5. How do words derive meaning from their positions on the paradigmatic and syntagmatic dimensions?
 6. "Deictic systems are organized around the deictic centre." Comment on and exemplify this assertion.

END OF EXAMINATION

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

**FIRST SEMESTER FINAL EXAMINATIONS
2005 ACADEMIC YEAR**

E351 – ANGLOPHONE AFRICAN FICTION up to the late 1960s

TIME: 3 HOURS

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

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

END OF EXAMINATION

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

**FIRST SEMESTER FINAL EXAMINATIONS
2005 ACADEMIC YEAR**

E361 – MODERN ANGLO-PHONE AFRICAN POETRY

DURATION: 3 HOURS

INSTRUCTIONS:

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

SECTION A

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

To the Proud by Mazisi Kunene

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

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

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

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

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

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

SECTION B

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

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

SECTION C

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

END OF EXAMINATION

For the Library 2 copies

THE UNIVERSITY OF ZAMBIA
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DEPARTMENT OF LITERATURE AND LANGUAGES

FIRST SEMESTER FINAL EXAMINATIONS
2005 ACADEMIC YEAR

E461 – EARLY MODERNIST LITERATURE

TIME: 3 HOURS

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

SECTION A – Answer **all** the questions.

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

SECTION B

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

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

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

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

*without pity or compassion. His griefs grieve on no universal bones
leaving no scars. He writes not of the heart but of glands.*

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

END OF EXAMINATION

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

**E 921 THE ORIGINS AND DEVELOPMENT OF THE ENGLISH
LANGUAGE**

Time: Three (3) hours

Instructions: 1. Answer FOUR questions

2. Each answer carries equal weight

3. Appropriate EXAMPLES will receive credit

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

UNIVERSITY OF ZAMBIA
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2005 FIRST SEMESTER FINAL EXAMINATIONS

E941 SOCIOLINGUISTICS I

TIME: THREE (3) HOURS

Instructions

Attempt any **four (4)** questions

Each question should be answered in a separate booklet.

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

End of Examination

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

FIRST SEMESTER EXAMINATIONS – JUNE/JULY 2005

E991: AFRICAN PROSE NARRATIVES

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

TIME: 3 hours

SECTION A: This section carries 40 marks.

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

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

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

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

“Once upon a time,

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

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

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

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

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

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

The story has ended.”

SECTION B: Each question carries 30 marks

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

Denise Paulme
Alan Dundes
Lord Raglan
Scholes
Harlod Scheub
Vladimir Propp

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

END OF EXAMINATION

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

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

TIME: THREE (3) HOURS

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

IMPORTANT

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

Section A: The Essay (25 marks)

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

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

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

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

Section B: Note-Taking (15 marks)

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

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

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

African English

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

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

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

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

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

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

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

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

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

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

In Zambia, English is the official language, and its seven recognized vernaculars include Bemba, Nyanja and Tonga. It is one of the most urbanized Southern African countries, and the mix of languages in its towns emphasizes the need for a link language. English is used exclusively in education from the first year and is important in the media. Zambian English is hybridized, even to the extent of adding Bantu affixes to English roots, as in 90 *maolanges* (“oranges”, where *ma-* is a Bantu plural prefix and *l* replaces *r*), the word having in effect two markers of plurality; *cipoto* (“pot”), where *ci* is a Bemba prefix marking nouns; *awashes* (“he/she washes”) and *adrives* (“he/she drives”) where *a-* is a subject prefix. Examples of innovations in using adverbial particles are the omission of *up* in *I’ll pick you at half eight*, its addition in *cope up with*, and a reassignment of use in 95 *I’m fed up* (“I’m full” meaning “I have eaten enough”). An innovation is *movious* (“always on the move”). Cultural influences are evidenced in the questions: *How have you stayed the day?* (“How have things gone this morning?”); *How are you suffering?* As a greeting to someone who has suffered a misfortune (“How are you managing?” or “Are you doing all right?”), and a young man addressing an older man as *uncle* or *father* and 100 being addressed in turn as *son* or *nephew*.

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

Section C: Comprehension (60 marks)

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

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

Answer the following questions from the instructions that are given.

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

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

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

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

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

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

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

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

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

12. Summarise in a paragraph the following Table.

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

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

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF LITERATURE AND LANGUAGES
2005 Academic Year: First Semester Final Examinations

E/LAL 415: Theoretical Phonology and Morphology

Time: Three (3) Hours

Instructions: *Attempt all questions*
Both Sections carry equal marks
Marks will be awarded for a well-presented and well-written Paper
Marks will be deducted for poor expression, for example, poor syntax, poor spelling and poor paragraphing

Theoretical Phonology (Total: 50 Marks)

Answer all questions
All questions carry equal marks

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

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

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

Morphological Theory

(Total: 50 Marks)

Answer all questions

All questions carry equal marks

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

Suffix

Deverbative/Denominative

- | | | | |
|-------------|----------------|---------------|---------------|
| (a) knowing | (b) trainer | (c) dogmatic | (d) clueless |
| (e) briefed | (f) allowance | (g) eastwards | (h) rightness |
| (i) factual | (j) ridiculous | | |

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

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

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

8. Discuss the morphological types of language.

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

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

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

Derivational
Prefixes

Roots

Derivational
Suffixes

Inflectional
Morphemes

- | | | | |
|--------------------|-------------------|-------------------------------|-------------------|
| (a) injustice | (b) manifestation | (c) pepper | (d) disengagement |
| (e) circumferences | (f) obstinately | (g) discriminated (as a verb) | |
| (h) kicker | (i) fancier | (j) unbeknown | |



THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS – JUNE/JULY 2005

E/LAL421 – RESEARCH METHODS IN LINGUISTICS

TIME ALLOWED : Three (3) hours

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

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

SECTION A

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

Discuss these four techniques, or methods, pointing out, among others, their advantages and disadvantages so as to justify the usefulness of triangulation.

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

SECTION B

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

END

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF LITERATURE AND LANGUAGES

2005 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

E/LAL 911: Psycholinguistics I

TIME: THREE (3) HOURS

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

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

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2005 ACADEMIC YEAR FIRST SEMESTER
DEFERRED FINAL EXAMINATIONS

EC215: INTERMEDIATE MACROECONOMICS

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY FOUR QUESTIONS

QUESTION ONE

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

- a) Suppose both firms have entered the industry.
 - i. What is the joint profit-maximising level of output?
 - ii. How much will each firm produce?
 - iii. How much would your answer change if the firms have not yet entered the industry?

- b) Suppose the firms set their output simultaneously and in a non-cooperative way.
 - i. In this Cournot set-up, what is each firm's equilibrium output and profit?
 - ii. What is each firm's reaction curve?
 - iii. What is each firm's equilibrium?

- c) Contrast second-price and third-price discrimination under monopoly market structure.

QUESTION TWO

- a) Suppose a firm seeks to minimise cost subject to an output constraint as follows:
Minimise $C = f(X) = wL + rK$ subject to $\bar{X} = f(L, K)$.
 - i. Derive the equilibrium condition for this firm?
 - ii. What are the second order conditions?

- b) Show that for any two factors of production, the marginal rate of technical substitution (MRTS) is equal to the ratio of the marginal products.

- c) Using a graph, illustrate the concepts of homogenous and non-homogenous production functions

QUESTION THREE

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

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

QUESTION FOUR

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

QUESTION FIVE

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

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

THE END

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

EC 311: ESSENTIALS OF FINANCIAL ACCOUNTING

TIME: THREE HOURS

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

1. What word/s are missing from the following sentences:

- a. Assets are normally shown at cost price according to the _____ concept
- b. According to the _____ concept, there are two aspects of accounting, one represented by the assets of a business and the other by the claims against them.

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

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

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

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

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

4. Complete the following equations

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

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

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

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

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

Table 1

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

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

Table 2

Depreciation is charged for each month of ownership!

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

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

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

Table 3

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

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

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

15. Are the following statements true or false?

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

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

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

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

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

17. Why do we need ratios?

18. Is the following true or false?

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

END OF FINAL EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2005 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

EC 411: INTERNATIONAL TRADE THEORY AND PRACTICE

TIME ALLOWED: THREE HOURS

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

SECTION A

QUESTION ONE

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

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

From the information above, calculate:

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

QUESTION TWO

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

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

SECTION B

QUESTION THREE

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

QUESTION FOUR

Attempt both parts

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

QUESTION FIVE

Attempt both parts

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

END OF THE EXAMINATION

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

EC 411: INTERNATIONAL TRADE THEORY AND PRACTICE

TIME ALLOWED: THREE HOURS

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

SECTION A

QUESTION 1

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

QUESTION 2

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

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

SECTION 2

QUESTION 3

Write some notes on the following

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

QUESTION 4

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

QUESTION 5

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

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

EC 415: ECONOMETRICS

TIME: THREE HOURS

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

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

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

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

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

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

(c) Briefly explain how you can remedy autocorrelation.

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

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

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

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

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

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

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

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

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

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

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2005 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS

EC 421: ECONOMIC DEVELOPMENT

TIME: THREE HOURS

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

Section A

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

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

Assume that your report is restricted to answering the following:

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

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

Section B

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

END OF FINAL EXAMINATION

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

EC 421: ECONOMIC DEVELOPMENT

TIME: THREE HOURS

INSTRUCTIONS: Answer all questions.

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

- End of Examination -

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2005 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATION

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

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

END OF EXAMINATION

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

EC 445: ENVIRONMENTAL ECONOMICS

TIME: THREE HOURS

**INSTRUCTIONS: ANSWER QUESTION ONE (1) AND ANY OTHER THREE (3)
QUESTIONS**

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

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

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

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

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

END OF EXAMINATION

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

EC 915: HISTORY OF ECONOMIC THOUGHT

TIME: THREE HOURS

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

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

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

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

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

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
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DEPARTMENT OF LITERATURE AND LANGUAGES
2005 END OF FIRST SEMESTER FINAL EXAMINATIONS

FR 111: FRENCH LANGUAGE I

TIME: THREE HOURS
INSTRUCTIONS: ANSWER ALL QUESTIONS

SECTION A: GRAMMAR

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

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

(20 points)

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

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

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

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

(10 points)

3. Récrivez comme dans le modèle.

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

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

(6points)

4. Utilisez le subjonctif comme dans le modèle.

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

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

(4 points)

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

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

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

(10 points)

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

- a) Quatre grands fleuves arrosent la France

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

- c) L'opinion publique croit à ces mesures.

- d) Tout le monde aimait ce garçon.

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

(10 points)

SECTION B: COMPOSITION

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

- a) La vie estudiantine à l'université de Zambie
- b) Ecrivez un ^e lettre à votre ami(e) pour lui dire comment vous allez passer les vacances prochaines.
- c) Ecrivez une lettre à votre meilleur(e) ami(e) pour sa fête.
- d) Ecrivez une lettre de remerciements pour un cadeau. Choisissez quel ^{ami} ~~un~~ parmi vos amis ou vos parents.

Ecrivez entre 80 et 120 mots.

(20 points)

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

Lettre d'Afrique

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

Mon cher Papa,

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

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

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

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

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

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

Ton fils dévoué,

Issaka.

QUESTIONS:

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

(20 points)

FIN DE L'EXAMEN

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

FR 131: INTRODUCTION TO FRENCH LANGUAGE

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

SECTION A:

1. Bonjour !

2. Comment allez-vous ?

3. Comment vous appelez-vous ?

4. Où est-ce que vous habitez ?

5. Combien de frères et de soeurs avez vous ?

6. De quelle nationalité êtes-vous ?

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

8. Quel pays avez-vous visité ?

9. Que faites-vous quand vous êtes libre ?

10. Est-ce que vous aimez danser ?

(15 points)

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

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

(30 points)

III. Fill in the blanks with suitable pronouns

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

(15 points)

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

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

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

(15 points)

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

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

(20 points)

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

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

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

Questions:

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

(20 points)



THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES DEPARTMENT OF LITERATURE AND LANGUAGES

2005 ACADEMIC YEAR SEMESTER 1 EXAMINATIONS

FR 211 PAPER 1I: FRENCH LANGUAGE 11

TIME : THREE HOURS

INSTRUCTIONS

Dictionaries are not allowed.

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

SECTION A : LA GRAMMAIRE

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

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

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

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

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

2. Mettez au conditionnel présent le verbe entre parenthèses.

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

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

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

4. Complétez avec une expression de comparaison.

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

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

SECTION B : LA COMPOSITION

Écrivez sur un des sujets suivants :

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

Ou

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

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

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

.....

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES DEPARTMENT OF LITERATURE AND LANGUAGES

2005 ACADEMIC YEAR SEMESTER 1 EXAMINATIONS

FR 211 PAPER II: FRENCH LANGUAGE 11
DEFERRED PAPER

TIME : **THREE HOURS**

INSTRUCTIONS

Dictionaries are not allowed.

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

SECTION A : LA GRAMMAIRE

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

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

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

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

3. Mettez le verbe entre parenthèse au subjonctif.

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

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

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

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

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

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

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

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

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

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

SECTION B : LA COMPOSITION

Ecrivez sur un des sujets suivants :

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

Ou

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

.....

END OF EXAMINATION

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

FR 221: INTRODUCTION TO AFRICAN LITERATURE IN FRENCH

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

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

Soit:

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

À MA MÈRE

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

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

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

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

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

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

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

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

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

SECTION C:

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

SECTION D:

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

On les reconnaît

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

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

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

Dans tous les lieux du monde
Nègres de triste saison.

FIN DE L'EXAMEN



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

FIRST SEMESTER 2005 EXAMINATIONS

FR 311 : INTERMEDIATE FRENCH LANGUAGE
PAPER 1

TIME : 3 HOURS

ANSWER ALL QUESTIONS

SECTION A: LE PRECIS

Les risques liés au sport

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

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

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

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

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

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

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

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

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

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

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

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

(561 mots).

La question:

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

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

SECTION B : LA COMPRÉHENSION

Lisez les trois documents suivants et répondez aux questions.

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

Document n° 1

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

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

[Rfi, Fréquence Terre, 21/09/03]

1. Ce document est :

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

2. En quelle matière sont faites les Tanagra ?

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

3. Elles représentent :

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

4. De quel pays les Tanagra viennent-elles ? La Grèce

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

Musée	Unité	jusqu'au :
Louvre	Tanagra	5 janvier

6. Cette exposition est :

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

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

Document n° 2

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

1. Ce document est :
- une conversation téléphonique. ✓
 - une annonce dans un lieu public.
 - un message laissé sur un répondeur.

2. M. Nestor est :
- un ami de Mme Paquin.
 - un membre de la société d'entretien. ✓
 - le gardien de l'immeuble.

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

jour de la semaine :	vendredi	date :	30 juin	heures :	de 10h00 à 13h00
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4. Le problème rencontré concerne :
- l'électricité.
 - l'eau. ✓
 - le gaz.

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

Oui Non Peut-être ✓

6. Quel numéro Mme Paquin doit-elle rappeler ? 01 47 63 24 39.

Telephoner moi au 096-843842
Mlle BANDA

Document n° 3

brought in
being

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

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

[Rfi magazines, 2002, semaine 40]

1. Quel est le sujet de ce document ?

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

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

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

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

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

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

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

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

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

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

END OF EXAMINATION



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

FIRST SEMESTER 2005 EXAMINATIONS

FR 311 : INTERMEDIATE FRENCH LANGUAGE
PAPER II

TIME : 3 HOURS

ANSWER ALL QUESTIONS

INSTRUCTIONS

No dictionaries or any document allowed.

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

SECTION A : LA GRAMMAIRE

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

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

2. Complétez les proverbes suivants:

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

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

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

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

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

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

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

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

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

Exemple:

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

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

Exemple: Une **belle** fille.

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

Exemple: Une robe **rouge**.

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

Exemple: grand (m.s)

1. facile 2. fatiguée 3.leger 4.glacials 5.généraux 6.formidables
7. résidentielle 8.folles 9. gris 10 brunes 11. blanc 12.grosses
13. tropicale 14. vieil 15. pareille

SECTION B: LA COMPOSITION

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

.....
END OF EXAMINATION

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

FR 321: INTERMEDIATE AFRICAN LITERATURE IN FRENCH

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

SECTION A: Les personnages

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

SECTION B: QUESTIONS SUR LA PIÈCE

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

SECTION C: Expliquez le texte suivant sous forme de commentaires

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

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

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

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

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

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

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

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

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

Il rit.

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

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

Le JOUEUR DE SANZA

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

FIN DE L'EXAMEN

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

FR331: TRANSLATION

TIME: THREE HOURS

INSTRUCTIONS: ANSWER BOTH QUESTIONS IN SECTION A AND B.

SECTION A: TRANSLATE THE FOLLOWING TEXT INTO ENGLISH

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

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

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

SECTION B: TRANSLATE THE FOLLOWING PASSAGE INTO FRENCH

Girobank to be sold off

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

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

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

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF LITERATURE AND LANGUAGES**

2005 ACADEMIC YEAR SEMESTER 1 EXAMINATIONS

FR 411 PAPER 1 : ADVANCED FRENCH LANGUAGE

TIME : THREE HOURS

INSTRUCTIONS

No dictionaries or any document allowed.

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

SECTION A : LA GRAMMAIRE (60%)

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

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

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

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

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

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

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

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

SECTION B: LA COMPREHENSION (20%)

Lisez le document ci-dessous, puis répondez aux questions

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

Dépêche AFP – Yahoo Actualités 30/05/03

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

* *happy end* : fin heureuse

* *caucasien* : blanc

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

* *Afrikaans* : langue officielle d'Afrique

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

* *faciès* : visage

* *test ADN* : test génétique

* *township* : secteur, région

QUESTIONS

1. Happy Sindane est : (1 point)

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

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

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

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

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

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

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

SECTION C : LA COMPOSITION (20%)

Annonce

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

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

LA QUESTION

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

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

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

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES DEPARTMENT OF LITERATURE AND LANGUAGES

2005 ACADEMIC YEAR SEMESTER 1 EXAMINATIONS

FR 411 PAPER 11 : ADVANCED FRENCH LANGUAGE

TIME : THREE HOURS

INSTRUCTIONS

Dictionaries are allowed.

Answer all questions both sections on the answer sheet provided.

SECTION A: LA TRADUCTION

Traduisez le texte suivant en français

CAUGHT AT THE CUSTOMS

“Please open the blue bag.”

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

I started to open the brown one.

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

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

“Are you supposed to declare new clothes?”

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

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

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

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

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

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

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

SECTION B : LE PRECIS

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

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

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

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

Jacob Zuma.

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

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

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

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

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

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

Commission pour l'égalité des sexes.

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

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

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

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

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

RFI

LA QUESTION

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

.....
END OF EXAMINATION

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

FR 421: ADVANCED STUDIES IN AFRICAN LITERATURE IN FRENCH

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ONE QUESTION FROM EACH SECTION

SECTION A: QUESTIONS SUR LES PERSONNAGES.

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

SECTION B: Les idées du roman

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

SECTION C:

6. Étudiez le texte suivant sous forme de commentaires:

“Vous êtes des tricheurs. Vous trichez avec tout le monde, vous trahissez tout le monde. Chose grave: non seulement au nom de la civilisation occidentale vous piétinez, vous humiliez, vous opprimez, vous réprimez, vous exploitez, vous niez la liberté des autres peuples, mais vos propres peuples, qu'en avez-vous fait ? Des esclaves. Les têtes de vos rois en tombant des guillotines n'ont pas entraîné, avec elles, le paradis pour le peuple français, la libération réelle du peuple français. Et la Déclaration universelle des Droits de l'Homme est marquée d'un sceau, le sceau bourgeois. N'est qu'une nouvelle Bastille, la Bastille bourgeoise. Au nom de quoi

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

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

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

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

- Tais-toi. Tais-toi.

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

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

FIN DE L'EXAMEN.

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

III

Tue-le Seigneur, car il me faut poursuivre mon chemin,
et je veux prier singulièrement pour la France.
Seigneur, parmi les nations blanches, place la France à la
droite du Père.

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

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

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

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

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

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

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

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

IV

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

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

Car j'ai une grande faiblesse pour la France.

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

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

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

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

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

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

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

UNIVERSITY OF ZAMBIA

FIRST SEMESTER DEFERRED EXAMINATION-JULY 2005

H 231: HISTORY OF MODERN AFRICA: 1750-1900

TIME: THREE HOURS

INSTRUCTION: ANSWER ANY THREE QUESTIONS

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

END OF EXAMINATION

UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF HISTORY

UNIVERSITY FIRST SEMESTER EXAMINATIONS, JUNE 2005

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

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

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

End of Examination

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

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

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

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

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY FIRST SEMESTER DEFERRED EXAMINATIONS – JULY 2005

H321

NINETEENTH CENTURY EUROPE

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS

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

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

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
UNIVERSITY EXAMINATIONS - JULY 2005

H335

HISTORY OF MODERN INDIA, 1857-1947

TIME: **THREE HOURS**

INSTRUCTIONS **ANSWER ANY THREE QUESTIONS**

1. Critically evaluate the English and political changes in India and westernization that encouraged social change in 1850 and 1857.
2. The 'Sepoy' rebellion of 1857 gave birth to a nationalist movement and a peasant uprising. Comment.
3. What were the contributions of Indian leaders during the First World War? How significant were they?
4. British policy towards Princely states around 1900 was to allow them to rule themselves till independence. Discuss the relationship between the Princely states and the British.
5. What were the British policies towards India's neighbouring countries? Justify your answer.
6. Assess the impact of the movements and protests that were organized by Indians in the period 1943-45.
7. Why did the Congress participate in the Second World War? How did this affect the independence of India?
8. Examine the role of Mahatma Gandhi in the freedom struggle of India. How did his leadership influence African countries in achieving their independence?

END OF PAPER

THE UNIVERSITY OF ZAMBIA

UNIVERSITY FIRST SEMESTER EXAMINATIONS-JUNE 2005

H441

HISTORY OF RUSSIA, 1861-1945

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS ONLY

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

END OF EXAMINATION

UNIVERSITY OF ZAMBIA

UNIVERSITY FIRST SEMESTER DEFFERED EXAMINATIONS JULY 2005

H911 PRE-COLONIAL HISTORY OF ZAMBIA

INSTRUCTION: ANSWER THREE QUESTIONS

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

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY FIRST SEMESTER EXAMINATIONS-JUNE 2005

H925

THE HISTORY OF PORTUGUESE SPEAKING AFRICA

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

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

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY FIRST SEMESTER EXAMS--- JUNE-JULY 2005

H945

THEMES IN WEST AFRICAN HISTORY

TIME: THREE HOURS

INSTRUCTION: ANSWER THREE QUESTIONS ONLY

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

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY FIRST SEMESTER EXAMS--- JUNE-JULY 20005

H995

THEMES IN EAST AFRICAN HISTORY

TIME: THREE HOURS

INTSTRUCTION: ANSWER THREE QUESTIONS ONLY

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

END OF EXAMINATION

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

LAL 211: THE STRUCTURE OF BANTU LANGUAGES

TIME: THREE (3) HOURS

INSTRUCTIONS:

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

=====

SECTION A

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

SECTION B

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

END OF THE EXAMINATION

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

FIRST SEMESTER FINAL EXAMINATIONS
JUNE-JULY 2005 ACADEMIC YEAR

LAL 221: INTRODUCTION TO LITERARY STUDIES

DURATION: THREE HOURS

WEIGHT: EXAMINATION COUNTS 50% OF THE TOTAL COURSE

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

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

END OF EXAMINATION

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

FIRST SEMESTER EXAMINATIONS – JUNE 2005

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

TIME ALLOWED: Three (3) hours

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

INSTRUCTIONS:

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

SECTION A: ORTHOGRAPHY (10 MARKS)

EITHER:

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

OR:

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

Some linguistic notes on Nyanja

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

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

SECTION B: PHONOLOGY (20 MARKS)

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

The Feature Matrix

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

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

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

Stop
Stop

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

- i. /p/ and /β/

β

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

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

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

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

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

SECTION C: MORPHOLOGY (20 MARKS)

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

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

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

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

END OF EXAM

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

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

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

TIME: THREE HOURS

INSTRUCTIONS: 1. Answer three (3) questions in all, one from each section A, B and C.

NB. No. 5 is compulsory.

2. All texts given in Zambian Languages must be translated into English.

SECTION A

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

SECTION B

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

SECTION C

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

THE HUNTER WITH THREE WIVES

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

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

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

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

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

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

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

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

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

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

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

The end of the story.

END OF EXAMINATION

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

**FIRST SEMESTER FINAL EXAMINATIONS
2005 ACADEMIC YEAR**

LAL 431 – CREATIVE WRITING PROJECT IN ZAMBIAN LANGUAGES

DURATION: 3 HOURS

INSTRUCTIONS:

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

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

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

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

Formula for calculating standard Deviation. (SD).

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

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

SECTION B

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

END OF EXAMINATION

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

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

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

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

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

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

$$= \sqrt{1.25} = 1.12$$

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

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

Symbolism

Illustrative Example

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

UNIVERSITY OF ZAMBIA
School of Humanities and Social Sciences
DEPARTMENT OF LITERATURE AND LANGUAGES
2005 ACADEMIC YEAR FIRST SEMESTER EXAMINATION

LAL 915 – TERMINOLOGY AND TRANSLATION

INSTRUCTIONS:

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

SECTION A – TERMINOLGY

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

SECTION B - TRANSLATION

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

(d) Modulation

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

A

- ability*, en-kídmátá (Ia).
able, be, a-ídm (§ 117).
above, képér (IIa), shúmátá (Ia).
abroad, (in-)kuapí (IIc).
absent, be, a-tio(o)yo.
abstain (from water), a-rón. (P. p. 5, note 3.)
abuse, a-mór.
accustomed, become, a-mokú.
ache, a-mé, a-yá.
acquire, a-túm (§ 107).
act, *action*, e-ásátá (Ia), pl. i-asát (IIc).
add, a-pón.
adorn, a-ikód.
adornment, en-kikodó (IIIc); e-sikàr (IIIa).
advise, a-igúen, a-ikók.
aeroplane, en-tékè (IIIa), pl. in-tékeí (IVd).
affair, em-báè (IIIa), pl. im-báà (IIIa).
afraid, be, a-ureishó. See also *fear*.
after, te kúrúm (IIIa), some time after, akenyá (IIc); afterbirth, e-mudón (IIc), pl. i-mudónò (IIb).
again, do, a-itokí, a-igíl (§ 114).
age set, ol-pórorí (Ib), pl. il-pórorí (IVe) (= ages).
agree, a-nyorraá.
ahead, te dukúyá.
aim at, a-ipír; aim with, a-ipiríé.
alive, be, a-ishú.
all, pookí, pookín, (§ 22, 277).
allow, a-ishó (§ 125).
alone, ópèny, pl. óopény (§ 19, 274); aké.
already, a-íclp (§ 117-118).
also, sù.
alter, a-ibelekény, a-ibelekényá.
although, hóó (§ 127).
always, ánaa aké.
and, ó, oó (§ 36, 286); náà (§ 129). See also N-tense and Infinitive (§§ 65, 71).
angel, ol-malalká (IIIe), pl. il-malalká (IIIe).
anger, en-goró (IIIa).
angry, be, a-goró.
animal, wíld, ol-cájpito (Id), pl. il-cájpít (IIIa); (game) e-nyúcs (IVa), pl. i-nyúcsi (IIIa); (carniver) ol-owuarú (IIc), pl. il-ówúárák (Ib).
annoy, a-inyál.
appoint, a-él.

- another*, líkál, ál, díkál (§§ 22, 277).
answer, a-irúk, a-wál.
ant, enk-alaóní (IIIe), pl. ink-alaó (IIc).
any, hóó (§ 21, 278).
appear, a-ipaqú, to someone, a-ipanpakí.
argue, a-ishankár.
arm, enk-áná (Ia), pl. ink-áák (IIa); forearm en-tákrùlé (IIIa) pl. in-takúlen (IIIa).
arrive, here, a-báú; there, a-bayá.
arrow, em-báè (IIIa), pl. im-báà (IIIa); blocked, for bleeding cattle, ol-nyorét (IIc), il-nyorétá (IIb).
artery, e-nyóny (IIa), pl. i-nyónyó (IIc).
as, ánáà.
ashamed, be, a-kurrú.
aside, ti ábò.
ask, a-ikilikúán.
at, te, ti, to (§§ 37, 288).
attack oneself to, a-ibuyaré.
attack, a-rasáá, a-rasít.
away, be, a-tio(o)yo; get away from, a-iquaa; move away, a-iwúán; spend the night away, a-joytó.
avoid, a-paásh, a-lám.
axe, en-tólú (Ia), pl. in-tólúó (IIc).

B

- baboon*, o-ékényí (IVa), o-ékény (IIIa), pl. i-ékényi (IIId); ól-ótúm (IVe), pl. il-ótúmi (IIId).
back, enk-oríón (IIc), pl. ink-oríónyí (IIIa); backward, síadí, kúrúm.
bad, torrónò (IIIc), pl. torrók (IIb).
bag, ol-béné (Ia), pl. il-beníá (IIc).
band, of warriors, e-sírít (Ia), pl. i-sírító (IIc); of initiates, etc., o-lámál (Ia), pl. i-lamáá (IIc or IIIe).
bank of river, ol-kékún (Ia), pl. il-kékúnò (Ic); em-bátá (Ia), pl. im-bát (IIa).
baptize, a-ibatísá, a-ipatísá.
bark, a-búák.
bark of tree, enk-abobóki (IIIe), pl. ink-abobók (IIc); used for soup, em-bò (IVa).
barrel, ol-tóó (IIIa), pl. il-tóói (IVd); ól-nóós (IVe), pl. il-nóósi (IVe).
barren, olupéno (IIIe), pl. olupéno (IIIe).
bask, a-ij (§ 56).
be, áá, a-rí; a-bá; a-tíí (§§ 107-109).
bead, o-saéí (IIb), pl. i-saén (IIb).
bear children, a-lú, a-ishó.
beard, ol-múnyéí (Ia), pl. il-múnyò (IIIa).

beast, wild, ol-owuarú (*IIIc*), pl. il-ówuárák (*Ib*).
beat, a-idón, a-ósh, a-ár (§ 56).
beat about the bush, a-ibakibák, a-isabisáb.
beautifull, sídáí (*Ia*), pl. sídáán (*Ib*); túán (*IVe*), pl. túáni (*IIIa*).
because, amú (§ 129), tí arakí, enk-arakí (*IIIe*) (§ 127).
become, a-akú (§§ 108, 123), táá, a-bayú, a-túú (§ 191).
bee, ol-otórokí (*IIIe*), ol-otóróí (*IIIg*), pl. il-otórók (*IIB*).
beer, en-áshó (*Ia*), pl. in-áshí (*Ia*); ol-marúá (*IVc*); en-coí (*IIIId*), pl. in-coín (*IIIe*).
before, dukuyá, e-lukunuyá; of time, eton eítú . . . (§ 123).
beg, a-sái, a-omón.
begin, a-ítú.
begin, a-itér, a-itérú (§ 55), a-tyás (§ 114); *beginning, en-ktérúnotó* (*If*), e-nyásúnotó (*If*).
belhínd, kúrúm, oríon, síadí; te kúrúm, tí oríon, te síadí (§ 38); *sllig.*
believe, a-irúk.
bell, ol-túálá (*Ia*), pl. il-túálán (*Ib*), *bell.*
bellow, a-ipúr(r).
belly, enk-óshóké (*IIIa*), pl. ink-óshúàà (*IIIa*).
below, abóri (*IIIId*).
belt, en-keené (*IIC*), pl. in-keéntá (*IIB*).
bench, a-irrugó, a-irrugó; a-olól, a-ololó.
beside, te nkaló, tí àlò (§ 38).
better, be, a-ikásh.
bewitch, a-sakút.
bicycle, em-básikí (*IIIa*), pl. im-basikilíní (*IIIc*).
big, sáptk (*Ic*), pl. sapúkí (*IIIId*); *kitók* (*IIIC*), pl. kitúàák (*IIB*).
binoculars, tarubíní (*IIIe*).
bird, e-mótónyí (*IVa*), pl. i-mótónyí (*IIIId*); *small bird, en-táritíkí* (*IVb*), pl. in-táritúk (*IVd*).
bite, a-óny.
bitter, be, a-dúá; bitterness, en-duarán (*IIC*).
black, be, a-rók, pl. rók (§ 97); a-nyíjá.
blackness, e-rokán (*IIC*).
blacksmith, ol-kunóní (*Ic*), pl. il-kunónó (*Ic*).
blade, e-sipf (*IIC*), pl. i-sipfí (*IIIe*).
bleed, a-wó (§ 102).
blood, a-mayíán, a-mayianakí.
blind, módóóní (*Ic*), pl. módóók (*Ia*).
blindness, e-módóó (*Ia*).
blood, o-sárgé (*Ia*), pl. i-sárgétá (*Ic*).
blow, a-ktút, blow a bugle, etc., a-ósh.
blue, pús (*IVe*), pl. púsí (*IIIa*).
bluff, a-gír(r) enkáwù.
blunt, mýjáni (*Ic*), pl. mýjántá (*Ic*); *become blunt, a-mýjanú.*
blunten, a-itímýján.

boast, a-imanyá, a-wuasá, a-nydá.
boast of, a-imány, a-wuasaré.
body, o-sésèn (*IIIa*), pl. i-sésèní (*IIIa*).
bone, ol-óto (*IId* irreg.), pl. il-ólk (*IIIa*).
book, em-búkú (*IIIa*), pl. im-búkú (*IVd*).
booty, e-nyámù (*IIIa*), pl. i-nyámin (*Ia*).
bore, a-úd, a-irón.
borrow from, a-isilén.
both, pokíra aaré, pokíra aré (§ 23, 279).
bow, enk-áwù (*IIIa*), pl. ink-áí (*IIIa*).
bowl, en-gírrá (*Ia*), pl. in-gírrán (*Ib*), *of wood, é-nóds* (*IVe*), pl. i-nódsí (*IVe*).
boy, ol-ayíoní (*IIIb*), il-ayíók (*IIB*).
boyhood, áyíókishò (*Ie*).
brain, o-lélukunuyá (*Ia*), pl. i-lélukunuyaní (*IIIe*).
branch, ol-nyósílá (*Ia*), pl. il-nyósíl (*IIIa*).
brand, a-mishír (§ 100).
brand, branding iron, ol-mishíré (*Ia*), pl. il-mishíren (*IIIId*).
brave, be, a-pí (§ 57).
bravery, em-piján (*IIC*).
break, a-gl, a-gilá; a-dány, a-danyá; break off, a-bél; break through, a-onór.
breast, ol-goó (*IIC*), pl. il-goón (*IIB*); *of woman, ol-ktná* (*IIIa*), pl. il-kt (*IIIa*).
breath, en-kyájet (*IIIa*), pl. in-kyájetá (*Ie*).
breathé, a-yáñ.
brew, a-múk.
bride, a-róp.
bride, e-siankikí (*IIB*), pl. i-siankikín (*IIIe*).
brideg, o-lajét (*IIC*), pl. i-lajétá (*IIB*); *o-sagám* (*IIIId*), pl. i-sagamí (*IIIe*).
bright, be, a-wáñ.
bring, a-yad.
broad, dápásh (*Ia*), pl. dápáshí (*Ia*).
broken, be, a-gilá, a-danyá.
broom, e-onét (*IIC*), pl. i-onétá (*IIB*); *ol-áraò* (*IIIa*), pl. il-áraón (*IIIId*).
brother, ol-aláshè (*IIB*), pl. il-aláshèrà (*IIB*).
brown, barrikól (*IIIe*), pl. barrikón (*IIIe*); *nyò* (*IIB*), pl. nyòin (*IIIe*).
brushwood, en-ktkúéí (*IIB*), pl. in-ktkú (*IIC*); *ol-ktkárret* (*Ia*), pl. il-ktkárretá (*Ie*).
buffalo, ol-ósowuán (*IIIa*), pl. il-ósowuani (*IIIId*).
bull, ol-oiyóní (*IIIb*), pl. il-oiyók (*IIIc* or *IVc*); *castrated bull, o-súnàsh* (*IIIa*), pl. i-sunáshí (*IIIId*).
burn, a-péj, a-isúí, a-ík.
bury, a-nukaá.
bush, o-séro (*IIIa*), pl. i-serói (*IIIa*).
business, ol-óifólé (*Ia*).

THE UNIVERSITY OF ZAMBIA
UNIVERSITY EXAMINATIONS
JUNE-JULY 2005

LSE 481: FRENCH TEACHING METHODS II

DUREE: TROIS HEURES

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

PREMIERE SECTION

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

Ou

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

DEUXIEME SECTION

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

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

MC 101

JUNE 2005

TIME: THREE (3) HOURS

INSTRUCTIONS:

SECTION A – COMPULSORY

SECTION B – ANSWER ANY FOUR (4) QUESTIONS

SECTION A: ANSWER ALL QUESTIONS (40 MARKS)

1. Write explanatory notes on the following

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

(5 Marks)

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

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

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

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

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

7. Analyse three major events that changed the role of the press in Zambia around 1970's? (5 marks)

8. Explain the contents of the first Amendment Act of U.S.A. (5 Marks)

(40 MARKS)

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

9. Explain radio broadcasting in Zambia from its inception to date? (15 marks)

10. Discuss the assertion that *Mutende* died from multiple wounds? (15 marks)

11. Explain with examples the three elements that could be identified in the concept of press freedom? (15 marks)

12. Narrate the John Peter Zenger trial and explain its relevance? (15 marks)

13. Explain the management, political neutrality and funding of the BBC? (15 marks)

14. Compare and contrast the church press in Zambia before and after independence? (15 Marks)

(60 MARKS)

END OF EXAM

THE UNIVERSITY OF ZAMBIA

UNIVERSITY FIRST SEMESTER EXAMINATIONS JUNE/JULY 2005

MC 201: INTRODUCTION TO MEDIA REPORTING

TIME: THREE HOURS

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

SECTION A

1. Attached to this examination paper is a copy of a speech delivered by UNZA Vice Chancellor, Prof. Robert Serpell on 18 February 2005 when he welcomed 1st year students. Assuming that the speech was delivered today, write a news story for *The Lusaka Star*. The story should be exactly ten (10) paragraphs long, including the intro. (40)

SECTION B

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

End of Exam

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

**MC 215
RADIO PRODUCTION I**

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

DURATION: THREE HOURS

SECTION A

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

(5 marks)

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

(5 marks)

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

(3 marks)

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

(3marks)

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

(5 marks)

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

(4 marks)

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

(3 marks)

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

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

- 1) Write a broadcast story.

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

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

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

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

(20 marks)

- 2) What is an interview? In detail using real life examples explain the three major interview types and their goals.
(20 marks)
- 3) What is the definition of news according to a political scientist called Leon Sigal? Name and briefly explain (with examples) the five different types of news.
(20 marks)
- 4) Music is an important part of all radio programming. As a writer one needs to understand its several uses. With examples, Briefly explain these uses.
(20 marks)

END....

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

FINAL EXAMINATIONS

MC 221: THEORIES OF MASS COMMUNICATION

TIME: THREE HOURS

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

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

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

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

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

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

END OF EXAM

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

**MC 311/125
MEDIA ETHICS**

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

DURATION: THREE HOURS

SECTION A

1) Write explanatory notes on the following:

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

(6 marks)

2) What is the essence of African morality ?

(4 marks)

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

(4 marks)

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

(2 marks)

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

(4 marks)

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

(3 marks)

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

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

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

END.....

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

mc 331

TELEVISION PRODUCTION # I

DURATION: THREE HOURS

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

SECTION A

Answer all questions

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

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

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

(8 Marks)
5. What are the characteristics of a market audience?

(5 Marks)
- 6 Compare and contrast a social group and a fan group

(6 Marks)
7. What elements do you need to take into account to achieve effective cross keying?

(6 Marks)
8. Give tactics you can use when handling an out of ratio chart or map.

(5 Marks)

SECTION B

Answer ^{five} all questions

9. Discuss the various elements that a television producer needs to take into account to achieve optimum lighting levels for a quality production.

(20 Marks)

10. Discuss how 'fricatives' 'plosives' and 'frictionless consonants' may affect your announcing when they are omissions, distortions, substitutions or additions. Give specific examples.

(20 Marks)

11. Discuss the various research traditions and their strengths and weaknesses

(20 Marks)

12. Discuss the various stages you need to be conversant with as court reporter

(20 Marks)

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

MC 401: EDITORIAL WRITING

TIME ALLOWED: THREE (3) HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS IN SECTION ONE, THE QUESTION IN SECTION TWO, AND THREE QUESTIONS ONLY FROM SECTION THREE

SECTION ONE

ANSWER ALL QUESTIONS IN THIS SECTION: TWO (2) MARKS EACH

1. State the criteria for selecting an editorial topic.
2. If news is the “body and flesh” of a newspaper, the editorial is its “heart and soul.” Analyse this statement.
3. Describe the various roles of the conclusion in an editorial.
4. Briefly outline the steps in editorial writing, from idea conception to presentation.
5. A good editorial should always make a case. Explain.
6. What do we call an editorial written in the:
 - (a) First person singular?
 - (b) First person plural?
7. How would you classify, or categorise, each of the following editorial titles:
 - (a) The Road to Damascus
 - (b) Recent tragedies: Who is to blame?
 - (c) The Kashiwa Bulaya saga
 - (d) The Constitution: The people’s voice must prevail
8. What is a syllogism? Write an example of a good syllogism.
9. In one editorial would you present both sides of a controversy with equal force? Why, or why not?
10. What is the basic rule, or principle, to be observed when writing an editorial which is highly critical of a public official?

SECTION TWO

THE QUESTION IN THIS SECTION IS COMPULSORY: 20 MARKS

11. The following is a short poem by Lenrie Peters of the Gambia. Read it carefully and answer the question at the end. Here is the poem:

After they put down their overalls
and turn off the lathes
they do not return to the women
after they have bathed.
Instead, with hyena's thirst
They turn to the open-air bar
to swallow the hook of imported
as they sit reckless across the log
hypnotised by the beer

They belch the arrogance of doubt
as they lie in refined stupor
waiting for the sharp sun
to show them the way out.
They lumber back to the clever tools
they do not love and do not understand
hoping the sun's anger would cool
so they can carry dark glasses in their hand.

QUESTION

The poem above is a commentary on the habit and behaviour of some blue collar workers. Your task is to interpret and present the thrust of the poem's message in the form of a conventional editorial, 10 to 14 paragraphs long, maintaining the original tone and gist of the message, as well as the author's sense of indignation.

PROCEED TO SECTION THREE OVERLEAF

SECTION THREE

ANSWER THREE QUESTIONS ONLY FROM THIS SECTION: 20 MARKS EACH

12. Discuss the challenges and rewards of satirical and poetic editorial writing.
13. Write an essay either supporting or refuting the notion that, in Zambia, institutional editorials truly reflect the collective view(s) of newspaper management and staff. Write with reference to “democracy within the media.”
14. “Possession of good essay-writing skills is all you need to be a good editorial writer.” Critically evaluate this statement.
15. Identify and describe the characteristics of the various types of editorial titles, using your own examples and not those discussed in class.
16. Discuss the various types or categories of editorials and their functions.

END OF EXAMINATION

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF MASS COMMUNICATION
FIRST SEMESTER EXAMINATION
FEATURE WRITING

MC421

JUNE 2005

TIME 3 HRS

INSTRUCTIONS:

SECTION A – COMPULSORY

SECTION C – ANSWER ANY FOUR QUESTIONS

SECTION A – COMPULSORY (60 MARKS)

You are a reporter working on the features desk and have just returned from a trip from one of the towns in Zambia. Whilst on your trip you undertook an interesting adventure (something you have never done before). File in either a human interest feature or a narrative (of between 600 to 800 words) based on what you observed and experienced during your travel.

Observe all rules about writing features and make sure you edit your story and watch out for spelling and grammatical errors.

Ensure your computer number is above the slug of your article and periodically save your work as you type.

SECTION B – ANSWER FOUR QUESTIONS ONLY (40 MARKS)

1. a) What is a feature story? **(2 marks)**
b) Briefly explain the criteria you would follow when choosing a feature topic. **(4 marks)**
c) There are some differences between a hard news story and a feature. Discuss **(4 marks)**

2. a) What are some of the positive aspects of a feature as compared to other forms of writing? **(4 marks)**
b) Describe the relationship between the intro and body of a feature article. **(4marks)**
c) Why is research important before writing a feature article? **(2 marks)**

3. Discuss the following features:

- (i) Obituaries
- (ii) Trend stories
- (iii) The anthology
- (iv) The expose
- (v) The review
- (vi) The column
- (vii) The essay
- (viii) The profile
- (ix) The narrative
- (x) The news feature

(10 marks)

4. Describe the following terms in feature writing:

- (i) Theme
- (ii) Transitional devices
- (iii) Cohesion and Coherency
- (iv) Description and narration
- (v) Primary and secondary sources

(10 marks)

5. Discuss the functions of features. **(10 marks)**

END OF EXAMINATION

**UNIVERSITY OF ZAMBIA EXAMINATIONS
SCHOOL OF HUMANITIES AND SOCIAL
SCIENCES
DEPARTMENT OF MASS COMMUNICATION**

FIRST SEMESTER 2005

~~LSE 481~~ MC 431

DURATION: 3 HOURS

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

SECTION A

1. Write brief notes on the following

- a) Horse Race Effect
- b) Sedimentary circle
- c) Ecosystems
- d) Interactive Advertising
- e) Biosphere

(5 Marks)

2. Give three advantages and three disadvantages of the hierarchical arrangement of news.

(6 marks)

3. What are the functions of advertising?

(3 Marks)

4. Give three elements that will ensure good voice delivery in commercial production

(5 Marks)

5. Compare and contrast Retail advertising and Brand advertising.

(5 Marks)

6. Give two advantages and two disadvantages of 'character analysis' in Political reporting

(6 Marks)

7. To what extent has the media played its social responsibility role in Zambia. Give specific examples

(10 Marks)

SECTION B

8. Discuss the concept of partisan reporting and how it can affect the development of a country like Zambia.

(20 Marks)

9. Discuss the positive and negative role that advertising can play in a country like Zambia.

(20 Marks)

10. Discuss the challenges that one is likely to face when producing a radio drama.

(20 Marks)

11. You have been asked to present a convincing paper to a group of second year Mass Communication students, who think environmental reporting is boring. What important points can you bring out to educate them on the socio and economic impact of the environment in a country like Zambia and the need to enlighten the citizenry?

(20 Marks)

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
FIRST SEMESTER FINAL EXAMINATIONS
TUESDAY, JUNE 28th 2005
MC 441 ADVANCED TELEVISION PRODUCTION

TIME THREE HOURS

ANSWER ALL QUESTIONS IN SECTION ONE 40 marks

1. Briefly discuss the following elements of broadcasting:

- a) Talent
- b) Plot
- c) Readability
- d) Attitudes and opinions
- e) Camera LENS
- f) Ratio
- g) Character
- h) Dialogue
- i) Silhouette
- j) Key light

20 MARKS

2. Explain the following elements of perception:

- a) selective retention
- b) selective exposure

4 MARKS

3. a)What is a spot ?

b)Name the different types of spots?

3 MARKS

4. Explain four ways in which a spot or an availability can be filled in.

3 MARKS

5. Briefly explain Blumer and Katzi theory of "Uses and Gratifications

4 MARKS

4 Outline the different types of spots

3.MARKS

5. discuss the elements that contribute to your mental make-up

3 MARKS

SECTION TWO 60 MARKS. USE DIFFERENT ANSWER BOOK FROM SECTION ONE.

ANSWER SIX (6) QUESTIONS ONLY IN SECTION TWO

- 6.a) Discuss the general arguments that are presented in the social psychological approach to the mass media?
5 MARKS
- b) Discuss the advantages and disadvantages of theatre **for** the people
5 MARKS
7. There is a severe break out of a contagious disease in the male hostels and victims of the disease are going for local Heber lists in Kalingalinga compound instead of the UNZA Clinic. More and more students are getting sick as time is drawing near the exams.
- a) Come up with a media plan that has a drama . Suggest the type of drama and explain The process of how you would do it?
5 MARKS
- b) Discuss the advantages and disadvantages of such a drama?
5 MARKS
- 8.. a)What are the characteristics of a spot?
4 MARKS
- b)Write in a broadcast format a one minute spot convincing your classmates to go for VCT at UNZA. In your script included description of camera shots?
6 MARKS
9. a) what are the functions of drama and story telling in society?
6 MARKS
- b)How do we get the "meaning" of the story?
2 MARKS
- c) Explain the following:
i. Parabolic stories
ii. Treasure stories
2 MARKS
- 10 . a) outline the five principles of the social judgement theory?
4 MARKS
- b) discuss in detail elements found in the first social judgement theory?
4. MARKS
- c) What are the limitations of the ^{social} judgment theory.?
2 MARKS

11. a) What are the guidelines in getting your audience involved into your drama?

4 MARKS

b) Discuss the different types of conflict used in storytelling and drama?

4. MARKS

c). Explain the relationship of tension and humour in a drama

2 MARKS

12. a) Outline the different general gratification that the audience get when they watch television?

4 MARKS

b) What gratifications does the audience get when watching soaps?

3 MARKS

b) what gratifications does the audience get when watching television quizzes?

3 MARKS

13. a) What are the characteristics of a good Television Director ?

6.MARKS

13. b) discuss the following elements of TV directing

i. single camera drama

ii. Live videotaping and control booth operation

4 MARKS

END OF EXAM

THE UNIVERSITY OF ZAMBIA

UNIVERSITY FIRST SEMESTER EXAMINATIONS JUNE/JULY 2005

MC 911: PRINCIPLES OF PUBLIC RELATIONS

TIME: THREE (3) HOURS

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

SECTION A

1. It is often stated, "Good Public Relations is impossible without communication." Define Public Relations communication. (8)
2. Many current Public Relations practices originated after World War II although its history is much longer. Briefly discuss the evolution of the profession since the end of the war. (12)
3. It is said that today's Public Relations practitioners require very high ethical and professional standards. What is meant by *ethics* and *professionalism*? (8)
4. Many scholars have argued that Public relations are a process. Describe this process and state whether you agree with it or not and why. (12)

SECTION B

5. Discuss the contributions of Professors James Grunig and Todd Hunt to the development of the theoretical framework for Public Relations as a management system. (20)
6. A large number of Public Relations professionals work to further the goals and objectives of profit-making organisations. Outline the primary areas of corporate Public Relations work? (20)
7. Public Relations professionals are required to be knowledgeable on a number of things. Briefly discuss the legal considerations involved in public relations work. (20)
8. Traditionally, it was widely held that Public Relations practitioners should if possible have experience as reporters. Discuss what has happened to change this view? (20)

END OF EXAM