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**SCHOOL OF HUMANITIES & SOCIAL SCIENCES**  
**FIRST SEMESTER APRIL 2002**

1. CS 2011 - Computer Programming Using Java
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50. FR 311	-	Intermediate French Language
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53. FR 411	-	Advanced French Languages
54. H111 ✓	-	Introduction to the Study of History
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57. H 321 ✓	-	Nineteenth Century Europe
58. H 335 ↘	-	History of Modern India: 1857 to 1947
59. H 411 ↘	-	Land & Labour in Central Africa, 1759 – 1900
60. H 435 ↘	-	Survey of the History of the United States of America
61. H 441 ↘	-	History of Russia 1861 – 1945
62. H 491 ↘	-	Historical Research and Methodology
63. LAL 211	-	The Structure of Bantu Languages
64. LAL 221	-	Introduction to Literary Studies
65. LAL 311	-	The Phonology and morphology of a Bantu Language
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69. MC 221	-	Theories of Mass Communication
70. MC 211	-	Theories of Mass Communication
71. MC 301	-	Feature Writing
72. MC 311	-	Media Ethics
73. MC 321	-	Radio Production II
74. MC 331	-	Television Production 1
75. MC 341	-	Electronic Editing and Layout

- 76. MC 401 - Editorial Writing
- 77. MC 431 - Advanced Radio Production
- 78. MC 441 - TV Production III
- 79. MC 901 - Principles of Adverting
- 80. MC 911 - Principles of Public Relations
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- 82. MC 921 - Principles of Photography
- 83. MC 931 - Print Media Management
- 84. PA 125 - Introduction to public Administration
- 85. PA 201 - Intermediate Public Administration
- 86. PA 315 - Organisation Design and Management
- 87. PA 321 - Principles of Local Government Administration
- 88. PA 341 - Human Resource Management
- 89. PA 411 - Development Administration
- 90. PA 421 - Public Policy Analysis
- 91. PA 951 - Public financial Administration
- 92. PA 955 - Strategic Management
- 93. PH 101 - Introduction to Philosophy
- 94. PH 915 - Epistemology (Theory of Knowledge)
- 95. PH 945 - Medical Ethics
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- 97. PL 961 - NGO'S Democracy and Development
- 98. PS101 - Introduction to Psychology 1
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- 100. PS 311 - Social Psychology
- 101. PS 331 - Cognitive Development and Culture 1

102.	PS 341	-	Psychological Testing
103.	PS 451	-	Psychology of the Work Environment
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105.	PS 471	-	Counselling Theory
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107.	S III	-	Introduction to Sociology 1
108.	S 211	-	Classical Sociological Theory
109.	S 311	-	Urban Sociology
110.	S 421	-	Research Methods in Sociology
111.	S 901	-	Industrial Sociology
112.	S 911	-	Refugees in the Contemporary World
113.	S 925	-	Criminology
114.	S 931	-	Theories of Social Change and Development
115.	S 995	-	Impact Assessment
116.	SS 241	-	Research Methods in the Social Sciences
117.	SW 111	-	Introduction to Social Welfare
118.	SW 211	-	Introduction to Social Policy
119.	SW 231	-	Introduction to Interpersonal social Work Methods
120.	SW 311	-	Social Policy Analysis
121.	SW 321	-	Social Research Methods
122.	SW 331	-	Analysis of Social Work Intervention
123.	SW 411	-	Social Planning
124.	SW 421	-	Evaluative Research
125.	SW 435	-	Individual and Group Dynamics

# **THE UNIVERSITY OF ZAMBIA**

**COMPUTER STUDIES DEPARTMENT  
Computer Programming Using Java  
CS 2011**

**TIME ALLOWED: 3 Hours**

**Write the All Your Answers in the Provided  
Answer Booklets**

## Section A

**Answer all Questions**

**Each Question carry 1 Mark**

**Write the Answers in the provided answer booklets**

### Question 1

The following is an outline of code for a top-level class. Assume that both classes have correct constructors taking no parameters.

```
Class NormalClass {  
    Static class NestedClass {  
        // methods and variables of NestedClass  
    }  
    // methods and variables of NormalClass  
}
```

Which of the following code fragments shows the correct way to declare and initialize a reference to a **NestedClass** object?

a.

```
NormalClass.NestedClass myNC = new  
    NormalClass.NestedClass( );
```

b.

```
NestedClass myNC = new NormalClass( ).new  
    NestedClass( );
```

c.

```
NestedClass myNC = NEW nORMALcLASS.nESTEDcLASS( );
```

### Question 2

You have been given the following programming problem with respect to Java application. An existing class called **AB** now needs some additional functionality, which it is proposed to add with a nested or inner class, **ABC**. You have been able to establish the following requirements:

1. There will probably be more than one **AB** instance active in the application, so the solution has to work no matter how many **AB** instances there are.
2. **ABC** will need to have access to instance methods and variables as well as static variables.
3. More than one method in **AB** will have to have access to a method of **ABC**.

Which configuration of a nested class is the best bet for this problem?

- a. A static class
- b. A member inner class
- c. An inner class defined in an AB method
- d. An anonymous inner class.

### Question 3

The following is an outline of code for a top-level class. Assume that both classes have correct constructors taking no parameters.

```

Class BaseClass {
    Public class NestedClass {
        // methods and variables of NestedClass
    }
    // methods and variables of BaseClass
}

```

Which of the following code fragments shows the correct way to declare and initialize a reference to a **NestedClass** object?

a.

```

BaseClass.NestedClass myNC = new
    BaseClass.NestedClass( );

```

b.

```

NestedClass myNC = new BaseClass( ).new
    NestedClass( );

```

c.

```

NestedClass myNC = new BaseClass.NestedClass( );

```

d.

```

BaseClass.NestedClass myNC = new
    BaseClass( ).NestedClass( );

```

### Question 4

In the following code for a class in which **MethodA** has an inner class, which variables would the statement in line 8 be able to use in place of **XX**?

```

1. public class Base {
2.     Private static final int ID = 3 ;
3.     private string name.
4.     public void methodA( final int nn ) {
5.         int serialN = 11 ;
6.         class inner {
7.             void showResult( )}

```

```

8.         System.out.println("Rslt= " + XX );
9.         }
10.        } // end class inner
11.        new inner( ).showResult( );
12.        } // end methodA
13.        )

```

- The **int ID** in line 2
- The **String** in line 3
- The **int nn** in line 4
- The **int serialIN** in line 5

### Question 5

Which of the following statements is true?

- An inner class can have the same name as its enclosing class.
- An instance of a non-static inner class always has an associated instance of the enclosing class.
- An anonymous inner class is always assumed to extend **object**.

### Question 6

A method to compute the sum of all elements in an array of **int** is needed. The following proposed method is incomplete; select the correct statement for line 3 from the options provided.

```

1.  public int total ( int[] x ){
2.      int i, t = 0 ;
3.      //select statement to go here
4.      { t += x[ i++ ] ;
5.      }
6.      return t ;
7.  }

```

- for(int i=0;i<x.length; )
- for(i=0;i<x.length; )
- for (i=0;i<x.length;i++ )
- for (i=1;i<x.length;i++ )

### Question 7

The following method takes a **char** input and returns an **int** value.

```

1.  public int maze( char d ){
2.      if( d<= 'N' ){
3.          if( d == 'E' ) return 2 ;
4.          return 1 ;
5.      }

```

```

6.     else if( d == 'S' ) return 3;
7.     else if( d == 'W' ) return 4 ;
8.     return 0 ;
9.     }

```

Check all of the following statements about this method that are true:

- a. Input of 'A' produces output of 1.
- b. Input of 'X' produces output of 0.
- c. Input of 'D' produces output of 0.
- d. The method fails to compile due to syntax errors.

### Question 8

You want the following method to print a message when the input value is in the range equal to or greater than xMin and less than or equal to xMax. The options show alternate expressions that could be substituted for XXXX in line 2 of the code.

```

1.     public void chkRange( int x ){
2.         if( XXXX ) System.out.println( "In Range" );
3.     }

```

- a.  $(x \leq xMax) \ \&\& \ (x \geq xMin)$
- b.  $xMin \leq x \leq xMax$
- c.  $!(x < xMin || x > xMax)$

### Question 9

Given the following method that will be called with various input values:

```

1.     public void soundOff( int x ){
2.         switch(x){
3.             case 1: System.out.print("One ");
4.             case 2: System.out.print("Two "); break ;
5.             case 3: System.out.print("Three ");
6.             default: System.out.print("Do what? ");
7.         }
8.     }

```

Which of these input and output pairs will be observed?

- a. Input = 1, Output = "One"
- b. Input = 0, Output = "One Two"
- c. Input = 3, Output = "Three Do What?"
- d. Input = 4, Output = "Do What?"

### Question 10

Given the following code fragment, choose all of the declarations of x that will not cause a compiler error.

1. `switch( x ) {`
  2. `case 100 : System.out.println(`  
`"One hundred");break ;`
  3. `case 200 : System.out.println(`  
`"Two hundred"); break ;`
  4. `case 300 : System.out.println(`  
`"Three hundred");break ;`
  5. `}`
- a. `byte x = 100;`
  - b. `short x = 200;`
  - c. `int x = 300;`
  - d. `long x = 400;`

### Question 11

Given the following code fragment with a break to a labeled statement, predict the printed output.

1. `int i, j;`
  2. `lab: for( i = 0 ; i < 6 ; i++ ){`
  3. `for( j = 5 ; j > 2 ; j-- ){`
  4. `if( i == j ) {`
  5. `System.out.print( " " + j ); break`  
`lab ;`
  6. `}`
  7. `}`
  8. `}`
- a. Output will be 3 4 5
  - b. Output will be 3 4
  - c. Output will be 3

### Question 12

The following method is designed to convert an input string to a floating-point number while detecting a bad format.

1. `public Boolean strCvt( String s ){`
2. `try {`
3. `factor =Float.valueOf(s).floatValue();`
4. `return true ;`
5. `}catch(NumberFormatException e){`

```

6.      System.out.println("Bad number " + s );
7.      factor = Float.NaN ;
8.      }finally { System.out.println("Finally");
9.      }
10.     return false ;
11.    }

```

Which of the following descriptions of the results of various inputs to the method are correct?

- Input = "0.234" – Result: factor = 0.234, "Finally" is printed, true is returned.
- Input = "0.234"- Result: factor = 0.234, "Finally" is printed, false is returned
- Input = null – Result: factor = Nana, "Finally" is printed, false is returned.
- Input = null – Result: factor unchanged, "Finally" is printed, NullPointerException in thrown.

### Question 13

Here is the hierarchy of exception related to array index and string index errors:

*Exception*

  +-- *RuntimeException*

    +-- *IndexOutOfBoundsException*

      +-- *ArrayIndexOutOfBoundsException*

      +-- *StringIndexOutOfBoundsException*

Suppose you had a method X that could throw both array index and string index Exceptions. Assuming that X does not have any **try-catch** statements, which of the following statements are correct?

- The declaration for X must include "throws *ArrayIndexOutOfBoundsException*, *StringIndexOutOfBoundsException*".
- If a method calling X catches ***IndexOutOfBoundsException***, both array and string index exceptions will be Caught.
- If the declaration for X includes "throws *IndexOutOfBoundsException*", any calling method must use a **try-catch** block.
- The declaration for X does not have to mention exceptions.

### Question 14

You are writing a set of classes related to cooking and have created your own exception Hierarchy derived from **java.lang.Exception** as follows (note that both **BitterException** and **SourException** descend from **BadTasteException**):

*Exception*

  +-- *BadTasteException*

*+++ BitterException*  
*+++ SourException*

Your base class, **BaseCook**, has a method declared as follows:

*int rateFlavor(Ingredient{ } list) throws BadTasteException*

A class, **TexMexCook**, derived from **BaseCook** has a method that overrides **BaseCook.rateFlavor()**. Which of the following are legal declaration of the overriding Method?

- a. *int rateFlavor(Ingredient[ ] list) throws BadTasteException*
- b. *int rateFlavor(Ingredient[ ] list) throws Exception*
- c. *int rateFlavor(Ingredient[ ] list) throws BitterException*
- d. *Int rateFlavor(Ingredient[ ] list)*

### Question 15

You are writing a set of classes related to cooking and have created your own exception Hierarchy derived from **java.lang.Exception** as follows:

*Exception*

*+++ BadTastException*  
*+++ BitterException*  
*+++ SourException*

Your custom exceptions have constructors taking a **String** parameter. You have a method

Declared as follows:

*int rateFlavor(Ingredient{ } list) throws BadTasteException*

Which of the following shows a correct complete statement to throw one of your custom Exceptions?

- a. *new SourException("Ewww!");*
- b. *throws new SourException("Ewww!");*
- c. *throw new SourException("Ewww!");*
- d. *throw SourException("Ewww!");*

### Question 16

Given the following code for the test method:

```
1. public int test(String x, int n ){
2.     if( n == 0 ) return n ;
3.     else if( n == 1 ){
4.         if( x != null ) return 5 ;
5.     }
6.     else if( N== 2 && x != null ){
7.         if( x.equals( "YES" ) ) RETURN 4 ;
```

```
8.     else if( x.equals("NO") return 4 ;
9.     }
10.    return -1 ;
11.    }
```

Which of the following statements are true?

- a. If the input  $n + 1$ , line 6 will always be executed.
- b. If the input string  $x$  is "NO" and  $n$  is 2, the method returns 4.
- c. If the input  $n$  is 1 and the input string is "YES", the method returns 3.
- d. The **else** on line 6 goes with the **if** on line 3.

### Question 17

You want to use a particular color for text in an **Applet**, but you have forgotten the Syntax for the method that sets the color for drawing. Which class do you look in first?

- a. java.applet.Applet
- b. java.awt.Panel
- c. java.awt.Container
- d. java.awt.Component
- a. java.lang.Object

### Question 18

Which of the following AWT components can have a menu, either as a menu bar or pop-up menu, attached to it?

- a. java.awt.Frame
- b. java.awt.Window
- c. java.awt.Applet
- d. java.awt.Panel

### Question 19

The **Component** methods for setting the position and size of a screen object Use which Java primitive?

- a. byte
- b. short
- c. char
- d. int
- e. long
- f. float

## Question 20

Which of the following describes how the angle parameters in the **Graphics** class **DrawArc** method are used?

- a. Angles are interpreted as radians, with zero at the 12 o'clock position and positive angles in a clockwise direction.
- b. Angles are interpreted as degrees, with zero at the 3 o'clock position and positive angles in a counterclock-wise direction.
- c. Angles are interpreted as radians, with zero at the 3 o'clock position and positive angles in a counterclock-wise direction.
- d. Angles are interpreted as degrees, with zero at the 12 o'clock position and positive angles in a clockwise direction.

## Question 21

A Java application based on the **Frame** class contains a **Panel**, which in turn contains a **Label**. The only statements in the entire application that have to do with color or font settings are:

```
// in the Frame  
setFont( new Font( "Serif ", Font.ITALIC, 18 ) );  
setBackground( Color.cyan );
```

```
// in the Panel  
setBackground( Color.white );  
SetForeground( Color.magenta );
```

What colors and font will the Label display?

- a. background = white, foreground = magenta, Font = Serif Italic style, 18 point
- b. background = cyan, foreground = black, Font = Serif Italic style, 18 point.
- c. background = cyan, foreground = black, Font = System default style for labels
- d. background = white, foreground = magenta, Font = System default style for labels.

## Question 22

Which of the following statement about the ancestry of the class **java.awt.Applet** is incorrect?

- a. An **Applet** is a kind of **Container**.
- b. An **Applet** is a kind of **Window**.
- c. An **Applet** is a kind of **Component**.

d. An **Applet** is a kind of **Panel**.

### Question 23

In which category does **java.awt.Container** belong?

- a. interface
- b. **abstract** class
- c. normal class
- d. none of the above

### Question 24

Which of the following does not inherit from **Java.awt.Menuitem**?

- a. **java.awt.MenuComponent**
- b. **java.awt.Menu**
- c. **java.awt.CheckboxMenuItem**
- d. **java.awt.MenuSeparator**

### Question 25

Of the three classes **TextField**, **TextArea**, and **TextComponent**, which is the parent of the other two?

- a. **TextField**
- b. **TextArea**
- c. **TextComponent**

### Question 26

You want to show a single line of text in a component that the user can select but not edit.

Which of the following would be the way to create this component?

a.

```
msgTx = new TextField( 60 );  
msgTx.setEnabled( false );
```

b.

```
msgTx = new TextArea( 60 );  
msgTx.setEnabled( false );  
msgTx.setEditable( false );
```

c.

```
msgTx = new TextField( 60 );
```

`msgTx.setEnabled( true )`

### Question 27

Which of the following layout managers can be used to display nine **button** objects at one Time?

- a. BorderLayout
- b. GridLayout
- c. CardLayout
- d. GridBagLayout

### Question 28

Which of the following is the correct way to create a **Panel** with a **BorderLayout**?

Note:

The Panel is to be used for a central **Canvas** and two **Scrollbar** objects.

a.

```
Panel p = new Panel ();  
    p.setLayout( new BorderLayout () );
```

b.

```
Panel p = new Panel ();  
    p.addLayoutManager( New BorderLayout()  
);
```

c.

```
Panel p = new Panel();  
    p.setLayout( new BorderLayout( 3 ) );
```

d.

```
Panel p = new Panel ();  
    p.addLayoutManager( new Border Layout( 3 ) );
```

### Question 29

You need a container to hold six equal-sized buttons in three columns of two. This Arrangement must persist when the container is resized. Which of the following will create that container?

- a. `a canvas c = new Canvas( new GridLayout(2,3 ));`
- b. `Panel p = new Panel( new GridLayout(2,3 ));`
- c. `Window w = new Window( new GridLayout(2,3 ));`

d. `Panel p = new Panel( new GridLayout(3,2 ));`

### Question 30

You construct a **Panel** with a **GridLayout** and add **Button** objects to it as follows:

```
Panel p = new Panel ();  
p.setLayout( new GridLayout() );  
for( int i = 1 ; i <= 6 ; i++ ){  
p.add( new Button( Integer.toString( i ) )  
);  
}
```

What is the result when the **Panel** is resized to 200x200 and is shown?

- a. Only the **Button** "6" would be showing, filling the **Panel**.
- b. Six narrow buttons in a row.
- c. Six thin buttons in a column.
- d. The number showing would depend on the font size.

## **Section B**

**Answer all Questions**

**Each Question Carry 2 Marks**

### **Question 1**

Which class is the intermediate superclass of the Container class?

### **Question 2**

Which method of the Component class is used to set the position and size of a component?

### **Question 3**

Name three classes of the component class?

### **Question 4**

What methods are used to get and set the text label displayed by a Button object?

### **Question 5**

Name two subclasses of the TextComponent class and state which method is used set TextComponent to the read-only-state.

### **Question 6**

Name four container classes.

### **Question 7**

What is the difference between a Frame and a Window

### **Question 8**

What is the difference between a Choice and a List

### **Question 9**

What is a layout manager and what advantage do Java's layout managers provide over tradition windowing system?

### **Question 10**

What are the problems faced by Java programmers who don't use layout managers and what method is used to specify a container's layout?

**Question 11**

How are the layout elements of CardLayout, FlowLayout, GridLayout and GridBagLayout organised?

**Question 12**

What is the relationship between the Canvas class and the Graphics class?

**Question 13**

Name three Component subclasses that support painting?

**Question 14**

Can a **for statement** loop indefinitely? If yes provide the code that will loop indefinitely?

**Question 15**

What is the purpose of the finally clause of a try-catch-finally statement?

## Section C

Answer any TWO Questions  
Each Question carries 20 Marks

### Question 1

Write a program that calculates these three things. sum of even integers from 0 to N, for the sum of odd integers from 0 to N, and for the sum of all integers from 0 to N. The user enters the limit, N, and the program counts up from zero to N, adding each count to the appropriate sums.

### Question 2

Below is the definition of N Factorial:

$$N \text{ Factorial} = N! = N \times (N-1) \times (N-2) \times (N-3) \times \dots \times 4 \times 3 \times 2 \times 1$$

For example,

$$3! = 3 \times 2 \times 1 = 6$$

Note: N must be a positive integer, and  $0!$  is defined to be 1.

write a program that computes  $N!$  for a value of N. The program should check that N is positive (including zero), then computes the factorial.

### Question 3

Create a program for a take-away shop. The shop sells:

- *Foods*, each of which has the attributes:
  - description
  - price
- The foods are either:
  - Burgers -- with an attribute "calories"
  - Drinks-- with an attribute "nameOfDrink", or
  - Pizza -- with an attribute "topping."

Of these foods, drinks and pizza are taxable, but Burgers are not. There are many other things that are taxable so make sure you have the concept "taxable" as a separate concept, not part of the concept of *Foods*.

Here is what the concept *Taxable* will look like:

- A *Taxable* item,
  - has a *taxRate* of 17.5 percent,
  - has a *calculateTax()* method.

Make use of interfaces to create abstraction

**THE UNIVERSITY OF ZAMBIA**  
**DEPARTMENT OF COMPUTER STUDIES**  
**CST2021 – INTRODUCTION TO COMPUTER SYSTEMS**  
**SEMESTER ONE (1) EXAMINATION 2002**

**INSTRUCTIONS** : Answer Any Five (5) Questions.  
**TIME ALLOWED** : Three (3) Hours.

---

- Q1. (a) Give one difference between  
(i) Translation and Interpretation.  
(ii) An Assembler and a Compiler.
- (b) List down the six (6) main levels of a modern computer.
- (c) Consider a multilevel computer in which levels 4 and 5 have interpreters which are 10 times as powerful as those of level 3, and levels 1 and 2 have interpreters which are 20 times as powerful as those of level 3. Assume that 5 level 1 instructions are required to interpret a single level 2 instruction, 5 level 2 instructions are required to interpret a single level 3 instruction, 5 level 3 instructions are required to interpret a single level 4 instruction, and 5 level 4 instructions are required to interpret a single level 5 instruction. If a program takes 100 microseconds to run at level 3, how long does it take the program (or an equivalent program) to run at level
- (i) 1?            (ii) 2?            (iii) 3?            (iv) 4?            (v) 5?
- Q2. a) Conventional Files and Databases are two techniques used for Data storage in a computer-based system.
- i) List down four (4) advantages of Databases.
- ii) List down three (3) disadvantages of Databases.
- b) Sequential Organisation and Linked Lists are two types of File Organisation.
- i) List down two (2) advantages of Linked Lists.
- ii) List down one (1) disadvantage of Linked Lists.
- (c) Draw an Entity-Relationship (E-R) Diagram for the following situation:

A commercial bakery makes many different products. These include bread, desserts, and cakes. Ingredients such as flour, spices, and milk are purchased from vendors. Sometimes an ingredient is purchased from a single vendor, and other times from many vendors. The bakery has commercial customers such as schools and restaurants that regularly place orders for baked goods. Each baked good has a specialist who oversees the setup of the baking operation and inspects the finished product.

3. a) Hierarchical, Network, and Relational Data Structures are three Database Models used nowadays. Give one (1) advantage of a
- (i) Hierarchical Structure over a Network Structure
  - (ii) Network Structure over a Hierarchical Structure
  - (iii) Relational Structure over the other two structures
- b) The following is an example of grade reports for two students in the Department of Computer Studies of the University of Zambia:

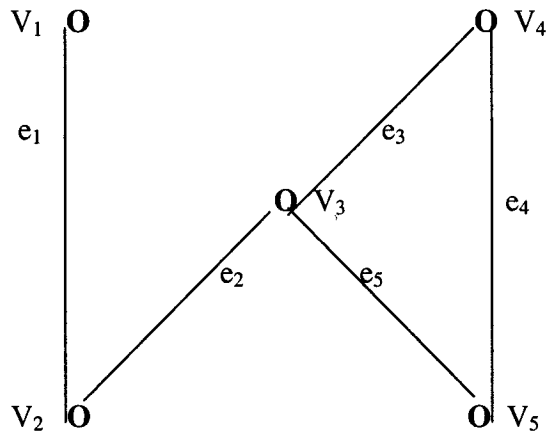
NAME: Mwape Gladys. Compno: 87049244		
Course Number	Course Title	Grade
CST403	Systems analysis	A
CST411	Foundations	A
CST420	Database Design	B
CST412	DBMS	A
CST353	IS	A

NAME: Serah. Compno: 96423118		
Course Number	Course Title	Grade
CST403	Systems Analysis	B
CST411	Foundations	A

Draw a Network Data Structure for the above user view.

- c) Draw a Relational Data Structure for the user view in part (b) above.

Q4. (a) Consider the following graph  $G$  of a Network Structure:



Determine

- (i) the Node Connectivity  $C_N(G)$ , and
  - (ii) the Edge Connectivity  $C_E(G)$
- of the above graph.
- (b) Which node/s, if any, is/are Cutpoint/s for the graph  $G$  in part (a) above?
  - (c)
    - (i) Determine the Cutsets  $C(i)$ ,  $0 \leq i \leq 5$ , for the graph  $G$  in (a) above.
    - (ii) Hence, calculate the Network Reliability  $R(p)$  for the graph  $G$  in part (a) above, given that the probability of each link  $e_i$  failing is  $p_i = 0.1$ .

- Q5. (a) Briefly explain (one sentence) each of the following terms
- (i) RAM
  - (ii) ROM
- (b) List down four (4) examples of Secondary Memory.
- (c) How long does it take to read a disk with 800 cylinders, each containing five (5) tracks of 32 sectors per track? First, all the sectors of track 0 are to be read starting at sector 0, then all the sectors of track 1 starting at sector 0, and so on. The rotation time is 20 microseconds, and a seek takes 10 microseconds between adjacent cylinders and 50 microseconds for the worst case. Switching between tracks of a cylinder can be done instantaneously.

- Q6. (a) Devise the Huffman Codes for the letters A-I based upon the following frequencies (use the conversion: 1 for the middle branch taken, and 0 for either the left or the right branch taken):

<u>LETTER</u>	<u>FREQUENCY</u>	<u>LETTER</u>	<u>FREQUENCY</u>
A	0.345	F	0.08
B	0.145	G	0.02
C	0.03	H	0.06
D	0.178	I	0.067
E	0.075		

- (b) Using the codes devised in part (a) above, decode the following message, if possible, in as many ways as possible:

**0 0 1 1 1 0 0 0 0**

- (c) When even-parity ASCII text (7 Bits per character) is transmitted asynchronously at a rate of 80 characters/sec, what percentage of the received bits actually contain data when each of the following lines is used?
- (i) a 110-bps line
  - (ii) a 1000-bps line

**END(MDM)**

- Q2. (a) List down the four (4) main features of a Stack.
- (b) (i) State the algorithm for evaluating a postfix expression.
- (ii) Write the infix expression  $2 - 12 / 3 + 21 \% 6$  in postfix notation, if possible, where  $\%$  is the modulus operator.
- (c) Suppose that pointers `Head` and `Tail` point to the first element and the last element, respectively, of a Queue (circular Array) with `QSIZE` elements numbered from 0 to `QSIZE - 1`. Further, suppose that the elements of the Queue are arranged in such a way that there should be one (1) empty space between any two consecutive elements. Assume an even number of elements.
- (i) How would do you create an empty Queue?
- (ii) How would do you test if the Queue is empty?
- (iii) How would do you test if the Queue is full?
- (iv) How would do you add an item to the Queue?
- (v) How would do you remove an item from the Queue?
- Q3. (a) Write an algorithm to construct the union of two sets A and B of integers in descending order.
- (b) Write an algorithm to construct the intersection of two sets A and B of integers in ascending order.
- (c) State the *Insertion Sort* algorithm for a sorted (increasing order) array `Element` of integers containing `NumItems` elements to which we wish to add one more item `NewItem`.
- Q4. (a) Write a Java method for the *Sequential Search* algorithm for a sorted (increasing order) array `Element` of integers, with `ArraySize` elements.
- (b) Write a Java method for the *Forgetful Binary Search* algorithm for a sorted (increasing order) array `Element` of integers, with `ArraySize` elements.
- (c) Write a Java method for the *Targetted Binary Search* algorithm for a sorted (increasing order) array `Element` of integers, with `ArraySize` elements.

Q5. (a) (i) Sort the numbers

4	10	2	8	3
---	----	---	---	---

in increasing order by hand using the *Selection Sort* algorithm, showing, on a diagram, the sequence of the numbers at each stage of the algorithm.

(ii) Count the number of comparisons and assignments that are done in part (i), above.

(b) (i) Sort the numbers

3	6	2	10	4	9	8
---	---	---	----	---	---	---

in increasing order by hand using the *Mergesort* algorithm, showing, on a diagram, the sequence of the numbers at each stage of the algorithm.

(ii) Count the number of comparisons and assignments that are done in part (i), above.

(c) (i) Sort the numbers

1	4	0	8	2	7	6
---	---	---	---	---	---	---

in increasing order by hand using the *Quicksort* algorithm, showing, on a diagram, the sequence of the numbers at each stage of the algorithm.

(ii) Count the number of comparisons and assignments that are done in part (i), above.

- Q6. (a) Store the numbers below in a Hash Table with 10 locations (numbered 0-9 inclusive) using Open Addressing. As a Hash function, use

$$\text{location} = \text{number} \% \text{tablesize}$$

where % is the modulus operator. Use quadratic probing to resolve collisions. The numbers to be stored are:

**150 90 480 990 800 880 560 550 970 50**

- (b) For the Hash Table constructed in part (a), above, calculate the average number of comparisons necessary for
- (i) a successful search of the Table, and
  - (ii) an unsuccessful search of the Table.
- (c) Insert the same integers in part (a), above, into a Hash Table with 10 locations using the same Hash function, but use chaining to resolve collisions. Calculate the average number of comparisons necessary for
- (i) a successful search of the Table, and
  - (ii) an unsuccessful search of the Table in this case.
- Q7. (a) State the algorithm for inserting a new Node in an AVL Tree.
- (b) Insert the following numbers into an empty AVL Tree, in the order in which they appear, showing the Tree at each stage:
- 11 21 31 26 28 8 5 24 27 22**
- (c) For the Tree constructed in part (b), above, calculate the average number of Nodes visited for
- (i) a successful search, and
  - (ii) an unsuccessful search.

**END(MDM)**

**THE UNIVERSITY OF ZAMBIA**  
**UNIVERSITY EXAMINATIONS – SEMESTER I 2001/2002**

25<sup>th</sup> April 2002

**CST3141 – OBJECT-ORIENTED ANALYSIS AND DESIGN**

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**INSTRUCTIONS:** Attempt ANY Five (5) Questions.  
Read the question carefully, and make sure you understand the requirements before attempting it.  
Questions requiring some explanation should be kept as precise and concise as possible.  
All questions have an equal weight. Good luck!

**TIME ALLOWED:** Three (3) Hours.

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1.
  - (a) What is a software development process?
  - (b) Mention three macro-level steps that any development process has to go through and the artifacts that have to be dealt with in each level
  - (c) Define what an iterative development process is and give two of its advantages
  - (d) Develop the state diagram for a simple digital watch. The watch has one display and two buttons. It has two modes of operation: display time and set time. The set time has two sub modes: set hour and set minutes. Button A is used to select modes. Button B is used to increment the hours or minutes while in set time mode
  
2.
  - (a) Explain what the terms *object-oriented analysis* and *object-oriented design* mean as applied to object oriented software development and mention the importance of each of these steps in the object oriented software development process
  - (b) What UML diagrams are associated with each of the stages mentioned in (a)
  - (c) You are required to model a simple game called Lucky seven in which a player tosses two die. If the total face up is seven, the player wins. Otherwise they lose. Identify the concepts, their attributes and operations. Draw a sequence diagram for playing a game and a class diagram of the game.
  
3.
  - (a) Give a brief explanation, in not more than four sentences, of what you understand by the following object Oriented concepts
    - i. Class
    - ii. Object
    - iii. Method

- iv. Polymorphism
- v. Inheritance
- vi. Composition
- vii. Object reuse
- viii. Message passing

- (b) Given that a class called List is already defined with the following attributes and operations

List
size: int;
insert(int i, Element e); delete(int i);

The *size* attribute holds an integer representing the number of elements in the List.

The *insert* operation has two parameters, an integer, representing the position in the list where the element e will be inserted.

The *delete* operation deletes the element located at the parameter position i in the list

Using inheritance and composition show how you can reuse the List class to implement a queue class in Java

A Queue has the following operations:

- i. *join*, which adds an element at the back of the queue and
- ii. *remove*, which removes the element in front of the queue.

4. Consider the following requirement specification of a Library system.

*“The system is intended to simplify the lending of books to the borrowers. Both the borrower and the librarian should be able to check the inventory of books. Only the Librarian and his clerk, however, should be able to update the inventory, i.e. deleting lost books and adding newly acquired ones to the inventory. To allow a borrowing, the system should ensure that the intended borrower is a member and has no borrowed book. A borrower is allowed to borrow up to 3 books. Every book is uniquely identified by its ISBN number”*

- (a) Carry out a requirements analysis, by identifying the use cases and the actors in the system. Draw a use case diagram
- (b) Outline the typical course of events in a successful borrowing process, which begins when the borrower gets to the librarian’s desk to present the books he/she intends to borrow.

5. A Pay&Drive company manages a network of roads. Draw a UML class diagram for the situation described below. Take care of the attribute types, method return types associations and aggregation multiplicities. Inspect the

sequence diagram in the question below (6) and use it to find additional operations in the classes

- The road network consists of a number of road segments. Each road segment is delimited by two nodes (begin node and end node) that are typically described by their geographical location i.e. string). The distance between delimiting nodes of a road segment is known.
- Some nodes are equipped with access control stations and can be used to enter and leave the road network. Some of the nodes are equipped as service points (gas station, restrooms e.t.c.)
- A trajectory is a consecutive sequence of road segments. It starts and ends at nodes with access control.
- Customers can register with a Pay&Drive company and obtain up to three cards. Customers can use these cards to travel trajectories on the road network. Additionally the name, the address, and the account balance of each customer is stored.
- Regular cards are valid for a given period (From and Thru date) and invoices will be sent for each use that is made of the card. The amount to be invoiced is computed from the length of the trajectory traveled and the unit price associated with the card

6. Below is the sequence diagram for a customer that (attempt to) travel a road trajectory on a given date with a regular card:

- The customer enters the road network using some node with access control
- The system checks the validity of the card and the customer's account; When ok, the system registers the node of entry and date of entry for the card and permits access; When not ok, access is denied
- The customer leaves the road network at some other node with access control
- The system computes the total price, prints an invoice, updates the customer's account and permits exit

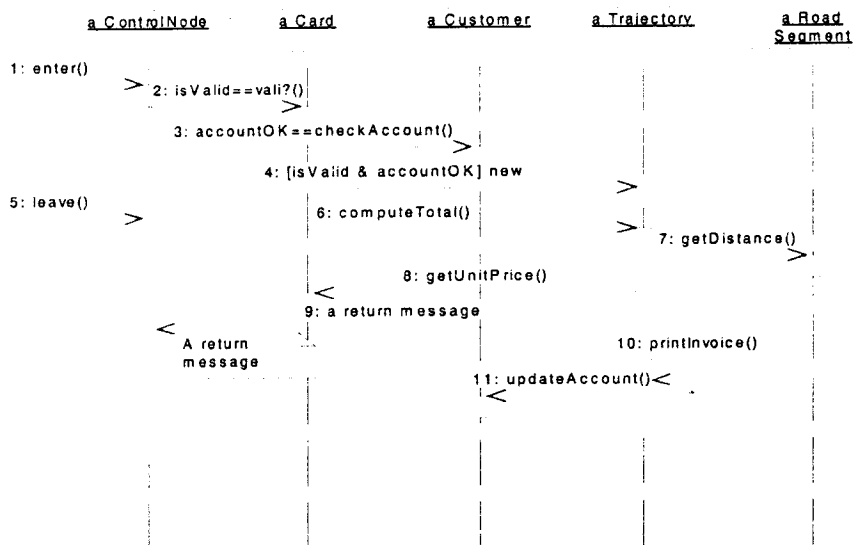
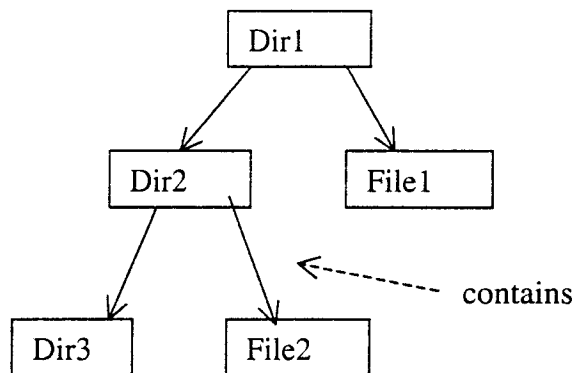


Figure for question 6

Your task is to convert this sequence diagram into a collaboration diagram with the same instances and messages. Make sure that the messages are sent in the same order as in the sequence diagram. Use simple numbering and then decimal numbering

7. (a). Consider a clock system and its different views (analog and digital). Suppose you have a clock application data, and you want it to be viewed in two views. Using the observer pattern,
- i. Draw a class diagram of the participating classes in the pattern listing the important methods that the classes implement
  - ii. Show the interaction of the participants in a sequence diagram when the state of the subject (clock) changes.
- (b) Consider a File system in which we have directories and actual files. Directories contain both subdirectories and files. A directory has a name and size, just like a file. These two objects have the same operations like delete. How can you design this as a part-whole tree-like hierarchy to allow clients treat a file and a directory (a container of files and other sub-directories) uniformly?



END

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

2001/2002 ACADEMIC SESSION

FIRST SEMESTER FINAL EXAMINATION

D211: INTRODUCTION TO DRAMA

ANSWER ONE QUESTION FROM EACH SECTION.

TIME: THREE HOURS

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**SECTION A: Greek Drama**

1. "Tragedy is the imitation of an action that is serious, complete, and of a certain magnitude, in language made pleasing with each kind of artistic adornment". Does Aristotle's formula assist your understanding of King Oedipus or Oedipus at Colonus?
2. "The Athenian dramatist was a complete man of the theatre: playwright, composer, director ... fully aware that the drama appeals as much to the eye as to the ear" (Bernard Knox). Bearing this comment in mind, discuss the integration of word and spectacle in Sophocles or Aeschylus (you can, if you wish, limit yourself to one play).

**SECTION B: 1 Henry IV**

3. Comment on John Danby's assertion that in 1 Henry IV Shakespeare depicts "an England seen in her most unflattering aspects - an England pervaded by pitiless fraud".
4. Does Shakespeare integrate his materials in such a way that 1 Henry IV forms a dramatic unity?

**SECTION C: Richard III**

5. In what ways does Shakespeare deploy the resources of the Elizabethan theatre in the following scenes: I.ii; III.vii; IV.ii?
6. What part in the dramatic design is played by any THREE of the following characters?

Clarence; Buckingham; Lady Anne; Hastings; Queen Margaret.

**END OF EXAMINATION**

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

UNIVERSITY EXAMINATION, APRIL, 2002

**D 311: AFRICAN TRADITIONAL DRAMA**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER THREE QUESTIONS. ALL QUESTIONS  
CARRY EQUAL MARKS**

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1. Creation myths about the origin of the universe and human kind constitute the roots of African drama and theatre. With close reference to one or two Zambian/African myths, discuss some of the historical and aesthetic development of one such drama.
  2. Initiation/puberty ceremonies offer the best examples of symbolic literature and performance art. Discuss the use of drama, art, ritual and symbolism as media of communication in one such ceremony found among any cultural group in Zambia/Africa that you have studied.
  3. Discuss the similarities and dissimilarities between masks and puppets in terms of form and function in traditional African drama/theatre.
  4. Either
    - (a) Discuss the content and aesthetics of story telling as drama
- OR**
- (b) How have African playwrights adapted story theatre for the contemporary stage and audiences?
  5. What is dance and how is it associated with drama and theatre in both the traditional and contemporary African society?

**END OF EXAMINATION**

2-3 # 100  
80

THE UNIVERSITY OF ZAMBIA

2001/2002 ACADEMIC YEAR: FIRST SEMESTER EXAMINATIONS

DE 111: INTRODUCTION TO DEMOGRAPHY

TIME: THREE HOURS

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

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1. Explain, very briefly in a few paragraphs only, the relationship between demography and the following disciplines
  - (a) Sociology ✓
  - (b) Economics ✓
  - (c) Mathematics ✓
  - (d) Medicine ✓
  - (e) Psychology ✓
  
2. Give three major contributions of the following to the development of demography:
  - (a) John Graunt ✓
  - (b) Thomas Malthus ✓
  
3. Explain the following:
  - (a) The difference between population growth and the rate of natural increase
  - (b) If population growth rate of a country is 2.5%, how long will it take for it to double?
  
4. Briefly explain the following applications of demography:
  - (a) Investment demographics
  - (b) Marketing demographics
  - (c) Human resource planning
  
5. Briefly <sup>explain</sup> answer the following questions:
  - (a) Population dynamics
  - (b) The demographic transition theory
  - (c) The population equation

6. On the basis of the scenarios below, briefly explain what would happen to:

- (a) If a country has high fertility and low mortality, the age structure will get older/younger resulting in a population that is adaptable/not adaptable to change and thus less innovative and receptive to technological change.
- (b) If a country has low fertility and low mortality, there will be rapid/slow population growth that will exhaust/match with the available resources thus exceeding/not exceeding its carrying capacity

7. Briefly explain the following:

- (a) Life expectancy
- (b) Total fertility rate
- (c) In – migration
- (d) Immigration
- (e) Out – migration
- (f) Emigration
- (g) Parity
- (h) Completed family size

8. On the basis of the data given below, compute the following:

- (a) The crude birth rate

**Chile (1962)**

Births	288,884
Population	8,029,000

Briefly interpret the result.

- (b) The crude death rate

**Costa Rica (1960)**

Deaths	10,063
Population	1,171,000

Briefly interpret the result.

- (c) The sex ratio

**Morocco (1960)**

Males	5,809,172
Females	5,817,060

0-6

$$\frac{0-14}{15-64} = .11$$

Briefly interpret the result.

(d) The dependency ratio

**India (1961)**

Age group	Population
0-14	180,019,000
65 and above	13,468,000
15-64	245,112,000

$$\frac{180,019,000}{245,112,000} \times 100$$

245,112,000

734436865

Briefly interpret the result.

**END OF EXAMINATION**

$$\frac{0-14}{65}$$
~~$$\frac{0-14}{65}$$~~

$$\frac{(0-14)}{65-64} - \frac{(65-64)}{45-64}$$

$$\frac{0-14}{15-64} \times 100$$

7.3 44 36 865

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**2001/2002 ACADEMIC YEAR: FIRST SEMESTER FINAL EXAMINATIONS**

**DE 211 : MAIN SOURCES OF DEMOGRAPHIC DATA**

**TIME : THREE (3) HOURS**

**INSTRUCTIONS:**

**SECTION A IS COMPULSORY, ANSWER ANY TWO QUESTIONS FROM SECTION B**

**SECTION A (COMPULSORY, 40 PERCENT)**

Q1 a) Define the following concepts-

- i) Annulment
- ii) Death
- iii) Marriage
- iv) Divorce
- v) Sample survey

1

b) In comparison with other sources, give five (5) advantages of the following sources of data collection -

- i) Population Register
- ii) Population Census
- iii) Vital Registration System

**SECTION B (ANSWER ANY 2 (TWO) QUESTIONS, 60 PERCENT)**

Q2. Vital Registration Systems in Africa are of poor quality. What are the factors behind this and what suggestions do you have to improve them?

Q3. Discuss in detail the features of a good Vital Registration System.

Q4. Give two examples of non conventional sources of demographic data and explain the importance of any 5(five) items collected in each.

Q5. Discuss in detail 10 (ten) items in a sample survey plan.

Q6. Discuss in detail 10 (ten) uses of a census.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2001/2002 ACADEMIC YEAR: FIRST SEMESTER EXAMINATION**  
**DE 311: POPULATION COMPOSITION**

**TIME : THREE HOURS**

**INSTRUCTIONS: SECTION A IS COMPULSORY, ANSWER ANY 2 (TWO) QUESTIONS FROM SECTION B**

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**SECTION A (COMPULSORY, 40 PERCENT)**

Q1.a) Explain the following-

- i) Influence of migration on sex composition
- ii) Influence of mortality on age composition
- iii) Direct standardization
- iv) The relationship between the age at marriage and fertility

b) Define the following concepts

- a) Median
  - b) Mean
  - c) Singulate Mean Age at Marriage
  - d) Nuptiality
- 

**SECTION B (ANSWER ANY TWO QUESTIONS, 60 PERCENT)**

Q1. a) Given the data below calculate

- i) Mean household size
- ii) Median household size

<u>Size of household</u>	<u>Population in households</u>
1-2	6,456
3-4	8,785
5-6	7,234
7-8	6,245
9-10	2,379

11-12	1,345
13+	1, 953
Unstated	587

Total number of households → 6,393

b) Define the two concepts in part (a)

Q2 a) Determine whether the populations below are young or old

<u>Age group</u>	<u>Population A</u>	<u>Population B</u>
00-04	6,337	64,049
05-09	4,997	61,241
10-14	8,156	55,729
15-19	13,345	48,221
20-24	17,467	46,567
25-29	25,987	41,083
30-34	27,409	34,582
35-39	22,324	30,143
40-44	18,224	28,123
45-49	14,006	25,967
50-54	8,001	22,645
55-59	4,111	14,552
60-64	3,445	10,033
65+	5,126	9,224
Not stated	2,675	1,667

b) Give 2 (two) causes to your answers in part (a) for both populations

Q3 a) Given the data below calculate the age standardized marriage rate.

<u>Age group</u>	<u>ASFMR (POP.A)*</u>	<u>ASFMR(POP. B)*</u>	<u>Single Population</u>
15-19	0.005	0.345	1,116,910
20-24	0.067	0.456	900,811
25-29	0.118	0.521	899,657
30-34	0.264	0.298	845,633
35-39	0.345	0.114	763,777
40-44	0.278	0.093	638,808
45-49	0.116	0.076	509,567
50-54	0.082	0.043	423,779
55-59	0.043	0.029	337,997
60+	0.032	0.015	256,789

\*Where ASFMR is the Age Specific First Marriage Rate  
POP. A is Population A and POP B. is Population B

b) discuss the differences between direct and indirect standardization

Q4 a) The femininity ratio of a certain population was 1.04.  
Calculate the following

- i) the femininity proportion
  - ii) Percent excess or deficit females
- b) The Masculinity proportion of another population was 45.99  
Calculate
- i) the Masculinity ratio
  - ii) the percent excess or deficit males
- c) Give 3 (three) causes of such a sex compositions

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**END OF EXAMINATION**

# THE UNIVERSITY OF ZAMBIA

## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

### 2001/2002 ACADEMIC YEAR FIRST SEMESTER EXAMINATION

#### DE401: RESEARCH METHODS IN DEMOGRAPHY

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER FOUR (4) QUESTIONS FROM THE FOLLOWING:**

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1. Social research has been defined as the knowledge-gathering **process** as it relates to social phenomena. Identify and briefly discuss the various stages of this process.
2. Unlike the common sense method of gathering knowledge about the world around us, the scientific method has certain **properties** and is based on certain **assumptions**. Identify and discuss these **properties** and **assumptions**.
3. What do you understand by the concept “**variable**”? What are the two most important variables that need to be identified and defined in research? What other important variables should a researcher take into account when planning and conducting research?
4. In scientific research two main types of sampling are used. These are **probability** and **non-probability** sampling. What do you understand by these two types of sampling? Identify and discuss the various **techniques/approaches** used in each of the two types of sampling.
5. In scientific research, the following are used quite often: (a) Pre (non) Experimental (b) Quasi Experimental and (c) Experimental research designs. Identify the various approaches under each of these designs paying particular attention to their major strengths and weaknesses.
6. What do you understand by the following concepts:
  - (a) Conceptual definition
  - (b) Operational definition
  - (c) Hypothesis
  - (d) Research Design
  - (e) Sample

- (f) Sampling Frame
- (g) Population parameters
- (h) Sample statistics
- (i) Statistical inference
- (j) Element/Unit

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**END OF EXAMINATION**

# UNIVERSITY OF ZAMBIA

## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

### 2001/2002 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATION DE 411: INDIRECT TECHNIQUES OF DEMOGRAPHIC DATA ANALYSIS

**DURATION:** THREE (3) HOURS

**INSTRUCTIONS:**

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

**PART A: ANSWER ALL QUESTIONS**

- 1.a State one major short coming in the measurement of reproductivity using period rates? (2 marks).
- 1.b Briefly define a stable population model? (4 marks).
- 1.c State the use of the stable population mode? (4 marks).
- 1.d Refer to stable population model birth, death, and growth rate? (3 marks).
  
- 2.a Given the data in table 1 below and a sex ratio of 1.03 for Zambia compute the intrinsic rate of natural increase. **Please label the columns,** (20 marks)

Table 1: Calculation of intrinsic rate of increase (r), Zambia: 19

Age of Mother	Total Births	Total Women	$nL_x$							
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
15-19	42637	48503				36779				
20-24	95233	38084				35792				
25-29	78151	28459				34676				
30-34	55645	21884				33426				
35-39	31675	14999				32041				
40-44	16732	13905				30544				
45-49	6028	10986				28965				
<b>Total</b>	<b>32610</b>	<b>176824</b>								

- 2.b Given table 2 below summarise the main steps involved in computing a stable population? (7 marks)

**Table 2: Calculation of birth and death rates and stable age distribution: Zambia, 1990**

Exact Age x (1)	Interval n (2)	Average		Stationery Population		Factor $e^{-ry}$ (8)	Stable Population		Stable Population		
		Age y (3)	Female $l_x$ (4)	Male $l_x$ (5)	Female $nL_x$ (6)		Male $nL_x$ (7)	Derivative Female (9)	Derivative Male (10)	Female (11)	Male (12)
							(6)x(8)	(7)x(8)			
0	1	0.3	100,000	103,000	91,804	92,760	0.993	91,125	92,073	197	199
1	4	2.6	88,292	88,371	329,713	327,910	0.938	309,148	307,457	668	664
5	5	7.5	79,605	78,899	389,595	385,578	0.830	323,543	320,207	699	692
10	5	12.5	76,233	75,332	376,780	372,193	0.734	276,452	273,086	597	590
15	5	17.5	74,479	73,545	367,790	362,666	0.648	238,421	235,099	515	508
20	5	22.5	72,637	71,521	357,928	350,630	0.573	204,999	200,820	443	434
25	5	27.5	70,534	68,731	346,765	336,612	0.506	175,471	170,333	379	368
30	5	32.5	68,172	65,914	334,263	322,372	0.447	149,441	144,125	323	311
35	5	37.5	65,533	63,035	320,415	307,383	0.395	126,563	121,416	273	262
40	5	42.5	62,633	59,918	305,440	290,707	0.349	106,594	101,453	230	219
45	5	47.5	59,543	56,365	289,650	271,758	0.308	89,309	83,792	193	181
50	5	52.5	56,317	52,338	272,018	249,852	0.272	74,102	68,064	160	147
55	5	57.5	52,490	47,602	250,528	224,118	0.241	60,298	53,941	130	117
60	5	62.5	47,721	42,045	222,940	193,334	0.213	47,407	41,112	102	89
65	5	67.5	41,455	35,289	187,043	156,460	0.188	35,141	29,395	76	63
70	5	72.5	33,362	27,295	142,710	114,052	0.166	23,688	18,932	51	41
75	5	77.5	23,722	18,326	94,383	70,676	0.147	13,842	10,365	30	22
80	5	82.5	14,031	9,945	58,188	39,755	0.130	7,539	5,151	16	11
								2,353,083	2,276,819	5,082	4,918

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

- 1.a. Identify the five factors found to be important variables in explaining mortality variation among the 154 observed life tables by Ledermann's factor analysis? (4 marks).
- 1.b. Explain why Infant mortality rate is different from an ordinary rate and may not be regarded as a true probability as well? (4 marks).
- 1.c. Define a demographic life table, and how is it different from other summary measures of mortality? (4 marks).
- 1.d. Briefly explain and state the formulas of a complete life table? (18 marks)
- 2.a. Discuss the limitations of the Arriage method? (6 marks).
- 2.b. State the formula used to obtain the Trussell set of multipliers? (3 marks).
- 2.c. Complete table 3 below? **Please label the columns and show the computation of column 8,** (15 marks).
- 2.d. State the limitations of the Brass, Sullivan, and Trussell methods? (6 marks).

**Table 3: Showing the Trussell method for estimating child mortality.**

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

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

- 1.a Briefly discuss the kind of distortion that occurs in information on children ever born? (6 marks).
- 1.b Briefly discuss the Brass fertility estimation procedure? (4 marks).
- 1.c State the data required for estimating fertility rates using the Brass P/F ratio method? (4 marks).
- 1.d Complete columns (4), (5), (7), and (8) of the table below, **Please label the columns, do not narrate nor show computations?** (10 marks).

**Table 4: Computation of fertility rates using the Brass P/F Ratio Method**

Age of women (x)	Average Parity P <sub>i</sub>	Age specific fertility rate (f <sub>x</sub> )	Multiplier				
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
15-19	0.424	0.135			2.241		
20-24	2.031	0.309			2.881		
25-29	3.647	0.297			3.030		
30-34	5.003	0.246			3.120		
35-39	5.733	0.180			3.245		
40-44	5.899	0.088			3.510		
45-49	5.779	0.037			4.395		

- 1.e Briefly describe how multipliers in column 6 are obtained? (3 marks).
- 1.f How is fertility adjusted using the obtained P/F ratios? (3 marks).
- 2.a Briefly describe the principle behind estimating fertility and other parameters using the reverse survival method? (5 marks).

- 2.b Complete table 5 below and describe in detail how each column is obtained? Please label the columns (15 marks).

**Table 5: Calculation of vital parameters using the Reverse Survival Ratio Method**

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

- 2.c Using information in table 2 above compute the birth, death, and growth rates for periods 1990-1995 and 1995-2000? (10 marks).

**END OF EXAMINATION**

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**2001/2002 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS, APRIL**

**DE 901: POPULATION CHANGE AND DEVELOPMENT**

**TIME:            THREE (3) HOURS**

**INSTRUCTIONS:    Answer any **FOUR** Questions. All Questions carry **EQUAL** weight.  
*Answer each Question in a separate booklet.*  
*Credit will be given for good English.***

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- Q1.    The Lagos plan of action promulgated by African Heads of state and governments in 1980 had a prime objective of "acceleration of food programmes and actions aimed at greater collective food self-sufficiency by the turn of the 20<sup>th</sup> century" Here we are in the 21<sup>st</sup> century this objective is far from being achieved. What are the factors hindering the attainment of food self-sufficiency in Zambia?
- Q2.    Discuss five major environmental challenges of the world in recent times. How have they been caused and how can they be solved?
- Q3.    Discuss the various ways in which population change (i.e. change among the three demographic variables) affect social change.
- Q4.    "Population growth is said to be one of the factors that have brought development or underdevelopment in Zambia." Discuss this critically with examples.
- Q5.    What are the major factors that have inhibited the growth of the housing stocks in Zambia? What are some of the strategies that can improve the situation?
- 

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA  
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DEPARTMENT OF DEVELOPMENT STUDIES**

**UNIVERSITY FIRST SEMESTER EXAMINATION-APRIL 2002**

**DS 101: INTRODUCTION TO DEVELOPMENT STUDIES I**

**TIME: 3 HOURS**

**INSTRUCTIONS**

- (i) QUESTION ONE IS COMPULSORY.
  - (ii) ANSWER ANY OTHER TWO QUESTIONS IN ADDITION TO QUESTION I.
  - (iii) CREDIT WILL BE GIVEN FOR CONCISE CLEAR GOOD ENGLISH AND ORDERLY PRESENTATION OF IDEAS.
- 

1. Critically examine the concept of poverty within the context of the existing situation in Zambia. What measures should be taken to reduce poverty in Zambia today?
2. Define the concept of sustainable Development and analyse its analytical relevance to the Development process of Third World Countries.
3. Identify the major common features of the Developing economies and highlight the extent to which they constrain development in these countries.
4. Rapid population growth negates the benefits of economic development. Critically discuss the above statement.
5. Compare and contrast the role of the state and the market in the process of Development. Which one has better chances of facilitating economic development in Third World Countries.
6. Outline and critically analyse the main tenets of WW Rostow's stages of Economic growth.

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**DEPARTMENT OF DEVELOPMENT STUDIES**

**2001/2002 FIRST SEMESTER DEFERRED EXAMINATIONS 2001**

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

**TIME: 3 HOURS**

**INSTRUCTIONS: ANSWER THREE QUESTIONS ONLY**

1. Using the concept of a social economic formation show how change takes place in a given society.
2. What do you understand by the term imperialism? What factors necessitated the imperialising of third world countries by the big capitalist countries?
3. How do the Marxists differ from the liberals in their explanation of imperialism? Who of the two have been able to offer a plausible explanation? Give reasons for your answer.
4. Do you agree with some of the liberal scholars who argue that colonialism led to the developing of third world countries? Why?
5. Explain the term 'the tendency for the rate of profit to fall'. How did this lead to the advent of imperialism?
6. Some radical scholars such as Samir Amin and Bernard Magubane have pointed out that the economic pattern of both imperialism and colonialism differed from one region to another, depending on the resources that were available in each particular territory. But despite the geographical variations they agree that colonialism as an economic system exhibited several basic features wherever it operated. What are these features?
7. Why did Cabral find it necessary to carry out a class analysis in Guinea Bissau? Is class analysis a useful tool in understanding change? Why do you say so?

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA  
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DEPARTMENT OF DEVELOPMENT STUDIES**

**2001/2002 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS**

**DS 301 AGRICULTURAL AND RURAL DEVELOPMENT IN DEVELOPING COUNTRIES**

**INSTRUCTIONS**

1. Question one (1) compulsory carrying thirty points (30, the other two are ten (10) points each.
  2. You should answer question one (1) plus any other two (2).
  3. Time allocated is three (3) hours.
- 

**QUESTION (1)**

- a) Discuss the role of the agricultural Sector in the development process-discussing what the sector has to provide as the base for the take off of the economic process. Equally discuss the essential conditions and accelerators which may be necessary for a sound development of the agricultural sector.

**QUESTION (2)**

What is an agricultural policy? Discuss the major policy objectives also outlying the price policy instruments.

**QUESTION (3)**

Discuss the effect of Government Agricultural Policy on Agricultural Production and Food Security under a liberalised market environment.

**QUESTION 4**

Discuss both short term and long term objectives of Agricultural Projects.

**QUESTION (5)**

Outline and Discuss a Project Cycle.

**UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**FIRST SEMESTER EXAMINATIONS - APRIL, 2002**

**COURSE: DS 401 (TECHNOLOGY AND DEVELOPMENT I)**

**DURATION: THREE (3) HOURS**

**INSTRUCTIONS: Answer any three (3) out of the following seven (7) questions.**  
**These are essay type questions.**

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1. Describe and discuss problems associated with technological dependence.
2. Critically analyse the role of technical assistance in developing countries.
3. Using Frances Stewart's model of choice of technology, explain the reasons why technology developed in industrialized countries often fails to perform to its optimal levels in the developing countries.
4. Describe and discuss the concept of appropriate technology and explain why it is difficult to operationalize it in a national setting.
5. Using the evolutionary approach, explain the process of development of technology capabilities.
6. Looking at the incentive structure facing the Zambian industry, discuss the problems and prospects of developing local technological capabilities.
7. Critically analyse the state of infrastructure for science and technology in Zambia and how it impacts on the development of an indigenous technological capability.

**E N D**

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**DEPARTMENT OF DEVELOPMENT STUDIES**

**2001/2002 ACADEMIC YEAR FIRST SEMESTER EXAMINATION**

**DS 901: THE FAMILY IN THE HISTORICAL AND THEORETICAL PERSPECTIVE**

**TIME: THREE HOURS**

**INSTRUCTIONS:** Answer three questions from the following. Credit will be given to good English and orderly presentation of ideas.

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1. Why is family so important in planning socio-economic development of any society?
2. L.H. Mengan in 1870 introduced a scientific study of the family? Did he succeed in his pursuit? What are the reasons for your answer?
3. How far do you agree with A.L. Kroeber that terms of relationships reflect psychological rather than sociological one?
4. Radcliffe-Brown saw the family as an arrangement which enables persons co-operate with one another in an orderly social life. Do you agree with this assumption?
5. Claude Levi - Strauss claimed that the family exist only in the human consciousness. It is an arbitrary system of consciousness and not a spontaneous development of a real situation. Discuss.
6. Many people in developing countries are finding it difficult to put the individual families in order to develop together. What should families in these countries do in order to achieve their intentions.
7. Is the adoption the capitalist modes of family organisation the only way of bringing development into societies?

- END -

## **SECTION D**

6. Identify the sex-role stereotypes associated with the Competency Cluster and the Warmth and Expressiveness cluster. Discuss these in detail.
  
7. Discuss the origins and transmittal of sex-role stereotypes and how these impact on individuals and on society as a whole.

**GOOD LUCK**

**END OF EXAMINATION**

# UNIVERSITY OF ZAMBIA

*SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
DEPARTMENT OF DEVELOPMENT STUDIES  
DS 925 EXAMINATION*

*APRIL, 23 2002*

**TIME: THREE HOURS**

## **INSTRUCTIONS:**

There are three sections in this paper, Section A, B and C. Section A is compulsory and you are to answer at least one question from the three (1-3) questions provided in B and C. All sections carry the same weight and time.

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**SECTION A: COMPULSORY, Every student is to attempt answering this question.**

(1) The Government has come under severe attack by the members of the opposition that the policies of maximising domestic consumption so as to enhance food security, is a trade off to the objective of maximising exports, which would only worsen the BOP position of the country.

You have been therefore hired as a consultant to clarify that actually the value of consumption is the same as that of expected exports and there is no net loss as the perceived difference actually lies in the way NPV was calculated. Prove this to convince these opposing parties by calculating the value of consumption and that of exports and then give reasons appropriately.

To prove this you have the following information at your disposal:

- (i) The world prices are measured in dollars (US\$) and the domestic prices in Zambian Kwacha (ZMK)
- (ii) The Official Exchange Rate is US\$1: ZMK800 and the Shadow Exchange Rate is US\$1: ZMK1000, and the Shadow price of foreign exchange ( $P_f$ ) is ZMK 1.25 per US\$1
- (iii) The social discount rate is 10 percent
- (iv) The Shadow exchange rate is ZMK1.25 per US\$1 and is equal to the exchange rate of dollars
- (v) All output is exported with an annual output of US\$4 million
- (vi) Land clearing and demarcation is to attract a cost in foreign component of US\$3 million and the local non traded component of ZMK1 million
- (vii) The annual traded input cost is US\$1 million and non traded input cost is ZMK 0.5 million
- (viii) The accounting rate of interest is equal to the consumption rate of interest
- (ix) The proceeds of the project will be achieved in two-year period.

## SECTION B

You are to answer only one questions from the three (1-3) questions provided in this section

1. Concisely differentiate between general, aggregate, sectoral and inter-industry models by giving examples and constructing each of the above. How do models assist project managers in enhancing viability of the projects?
2. Why does the shadow pricing of labour take on such importance in the Little-Mirlees Methodology? Show that the shadow price of labour generally lie between the opportunity cost of labour and industrial wage depending on the relative valuation of future to present consumption. Demonstrate how the shadow wage may be adjusted to take account of the distributional consequences of the project choice.
3. It doesn't seem to make sense for labour abundant economies to use capital-intensive techniques for production.
  - (a) What arguments might there be for the use of relatively capital-intensive techniques?
  - (b) What accounts for the use of relatively capital-intensive techniques in practice?
  - (c) What consequences might ensue if developing countries made a deliberate attempt to use more labour intensive techniques, particularly in urban areas?
  - (d) Is there convincing empirical evidence to suggest that substitution possibilities exist, and that multinational corporation are relatively capital intensive?

## SECTION C

You are to answer only one questions from the three (1-3) questions provided in this section

- (1) Input-Output is powerful planning technique. Write short essays on the following:
  - (a) Draw an Input-Output table; describe in details what it shows.
  - (b) Define an Input-Output co-efficients and the conditions that must be fulfilled for the co-efficients to remain stable.
  - (c) What does the Leontief inverse show, and how would you use it for forecasting and simulation purposes?
  - (d) What information would be required for input-output analysis to be used for forecasting balance of payments over planning periods?
  - (e) How would you measure the backward and forward linkages of sectors, and to what use might these measures be put?
- (2) What significant factor that really separate the Financial, Economic and Social Appraisals and let them stand out alone and how does this factor builds on each appraisal's weakness? Further to this why is time value for money plays a vital role in Project Appraisal?
- (3) What are specific models of resource allocation and what role do they play in selection of viable projects?

**END OF EXAMINATION**

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

**FIRST SEMESTER EXAMINATIONS - APRIL, 2002**

**DS955- ENVIRONMENT AND DEVELOPMENT**

**TIME ALLOWED: 3 HOURS**

**INSTRUCTIONS:**

- This paper has six questions. All questions in the same section carry equal marks.
  - You are required to attempt three questions only, the compulsory question and two more, one in each of the remaining sections.
  - Read carefully each question before you make any attempts
  - Indicate the number of each question clearly
- 
- 

**Section A: Compulsory**

1. The need for sustainable environmental management is even greater in Highly Indebted and Poorest Countries (HIPC) than in the developed countries.
  - i) Using the Malthusian and Neo-Malthusian perspectives, critically discuss the above view. (15 Marks)
  - ii) What role can indigenous knowledge play in the sustainable management of the environment in HIPC? (15 marks)

**Section B**

2. Write brief notes on the following:
  - i) Urban growth and the environment (10 marks)
  - ii) Direct effects of militarisation on the environment (10 marks)
  - iii) Gender and environmental degradation (10 marks)
3. The liberal economic policies introduced in 1991 have had far reaching environmental consequences on the urban environment in Zambia.

- i) Critically discuss this statement by drawing on practical environmental issues and problems (15 marks)
  - ii) What intervention measures can you undertake to mitigate the problems? (15 marks)
4. There is no empirically verifiable evidence that urbanisation in developing countries exerts serious strain on the capacity of the environment to support and sustain human well-being. The major problem is poverty.
- i) To what extent do you agree with or refute this view? (15 marks)
  - ii) In what ways is poverty a critical issue in environmental conservation strategies?(15 marks)

### **Section C**

5. The Market- based approach is an inadequate tool for environmental analysis.
- i) In what ways is this approach inadequate? (20 marks)
  - ii) How can you make the approach a much more adequate and acceptable tool, for environmental analysis? (20 marks)
6. As an environmental expert, you have been contracted to carry out a study on the main environmental problems afflicting the City of Lusaka with a view to coming up with viable interventions in this area.
- i) Recommend a viable and most appropriate methodology for carrying out this baseline study? (10 marks)
  - ii) What critical issues would you take into account? (10 marks)
  - iii) What strategies would you recommend in line with the identified problems? (20 marks)

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DEPARTMENT OF LITERATURE AND LANGUAGES

2001-2002 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

E/LAL 111: COMMUNICATION AND STUDY SKILLS (Internal Only)

TIME: THREE (3) HOURS

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

**IMPORTANT**

**Do Section A in one examination booklet, Section B in a second booklet, and Section C in a third booklet.**

**Section A: The Essay** (30 marks)

In an essay of no more than three sides write an academic essay which discusses the following statement.

There is no real difference between an academic essay and a novel written for entertainment.

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.**

**Section B: Note-Taking** (15 marks) -- **do in a 2<sup>nd</sup> booklet**

Using information from the passage below, take a formal set of notes with the title: Pidgins

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

Marks will be lost for the inclusion of irrelevant facts, for the use of a poor style and for notes which are not well laid-out.

## Pidgins and Creoles

Pidgins and Creoles are today to be found in every continent. References to their existence go back to the Middle Ages and it is likely that they have always arisen when people speaking mutually unintelligible languages have come into contact. Yet what are they? It is convenient to begin with the useful myth that one can give short neat definitions of the terms 'pidgin' and 'creole', though it is worth stressing from the outset that the many-faceted nature of human languages is unlikely to be encapsulated in a few sentences.

Pidgins and creoles have been given both popular and scholarly attention. Popularly they are thought to be inferior, haphazard, broken, bastardised versions of older, long established languages. In academic circles, especially in recent years, attempts have been made to remove the stigma so frequently attached to them by pointing out that there is no such thing as a primitive or inferior language. Some languages, it is true, may be more fully adapted to a technologically advanced society, but all languages are capable of being modified to suit changing conditions. Yet, while scholars have increasingly come to recognise the importance of pidgins and creole languages, there has been considerable debate, and disagreement, among them as to the precise meaning to be attached to the terms. The following definitions, however, would be widely accepted as a reasonable compromise.

A *pidgin* is a marginal language which arises to fulfil certain restricted communication needs among people who have no common language. In the initial stages of contact the communication is often limited to transactions where a detailed exchange of ideas is not required and where a small vocabulary, drawn almost exclusively from one language, suffices. The syntactic structure of the pidgin is less complex and less flexible than the structures of the languages which were in contact, and though many pidgin features clearly reflect usages in the contact languages others are unique to pidgin.

All natural languages have some degree of redundancy. In many European languages, for example, plurality is marked in the article, the adjective and the noun, as well as, occasionally, by a numeral. In '*les deux grands journaux*' there are, in the written form, four overt markers of plurality, three in the spoken form. English is, in this respect, less redundant than French, but in the comparable phrase 'the *two* big newspapers' plurality is marked by both the numeral and the noun ending. Neo-Melanesian (the pidgin English of Papua New Guinea [PNG]) and Cameroon pidgin are less redundant still, marking plurality by the number only, *tupela bikpela pepa* and *di tu big pepa*.

A *creole* arises when a pidgin becomes the mother tongue of a speech community. The simple structure that characterised the pidgin is carried over into the creole but since a creole, as a mother tongue, must be capable of expressing the whole range of human experience the lexicon is expanded and frequently a more elaborate syntactic system evolves.

A creole can develop from a pidgin in two ways. Speakers of a pidgin may be put in a position where they can no longer communicate by using their mother tongues. This happened on a large scale in the Caribbean during the course of the slave trade. Slaves from

the same areas were deliberately separated to reduce the risk of plotting and so, often, the only language common to them was the variety of the European tongue they had acquired 40 on the African coast, or on board ship or while working on plantations. Children born into this situation necessarily acquired the pidgin as a first language and thus a creole came into being.

But a creole is not always the result of people being deprived of the opportunity to utilise their mother tongue. A pidgin can become so useful as a community lingua franca that it 45 may be expanded and used even by people who share a mother tongue. Parents, for example, may use a pidgin so extensively throughout the day, in the market, at church, in offices and on public transport, that it becomes normal for them to use it also in the home. In this way children can acquire it as one of their first languages. This second type of creolisation can probably occur only in multilingual areas where an auxiliary language is essential to pro- 50 gress.

There is evidence that such creolisation is taking place in and around Port Moresby and in other mixed communities in PNG, where neo-Melanesian has for many a prestige status. Wolfers (1971:415) points out that

many New Guineans regard the learning of the pidgin as the most important 55 turning point in their lives, when, for the first time, they are able to look for work outside their home areas. A knowledge of the language is still one sure way of gaining prestige as an educated man, and one capable of dealing with Europeans in some areas of the territory.

A similar phenomenon is observable in Cameroon where, in the multilingual south- 60 western area, pidgin has been the most useful lingua franca from at least as far back as 1884 when the German administration of the country began. So entrenched was pidgin English even then that the Germans had to issue a pidgin English phrase book to facilitate communication between their soldiers and the Cameroonians. In this area, as Rudin (1938:358) indicates, "there were so many dialects that the various tribes spoke and still 65 do speak Pidgin English, to make themselves understood in their periodic market days". Today, pidgin English is even more widespread in the area and its usefulness often makes it the language of choice even among speakers of the same mother tongue, and some children now use it as a first language.

In theory, the distinction between a pidgin and a creole is clear: a pidgin is no one's first 70 language whereas a creole is. But this distinction is sociological rather than linguistic, as reference to specific cases shows. The so-called Cameroon pidgin, even where it is not a mother tongue, is not restricted to any region, class, occupation or semantic field. It is the vehicle for songs, witticisms, oral literature, liturgical writings and sermons, as well as being the most frequently heard language in the area. In all these functions it parallels Krio, the 75 English creole of Sierra Leone, which is the mother tongue of about two hundred thousand speakers in and around Freetown. Since both languages are equally capable of serving all the linguistic requirements of their speakers it is hard to draw a linguistic line between them.

though it can be pointed out that many Krio speakers use no other language whereas most Cameroon speakers speak at least one Cameroonian vernacular as well. 80

The distinction between a pidgin and a creole will continue to be made according to whether or not the language is the mother tongue of a speech community, but in this case, a further subdivision of pidgins is required. Pidgins are auxiliary languages which can be characterised as either "restricted" or "extended". A restricted pidgin is one which arises as a result of marginal contact such as for minimal trading, which serves only this limited purpose and 85 which tends to die out as soon as the contact which gave rise to it is withdrawn. A good example of this type of pidgin is what has been called Korean Bamboo English. This was a very restricted form of English which gained a limited currency between Koreans and Americans during the Korean war. It has now almost disappeared, though a similar variety is reported to have developed in Vietnam. 90

An extended pidgin is one which, although it may not become a mother tongue, proves vitally important in a multilingual area, and which, because of its usefulness, is extended and used beyond the original limited function which caused it to come into being. There is reason to believe that the many West African pidgins and creoles attained their present extended range of use because, having come into being as a result of contact between white and 95 black, they were soon used and further developed in multilingual areas between black and black.

People in the western world tend to think in terms of standard, written languages and spoken forms closely related to these and strongly influenced by them. But in many parts of the world, even today, literacy is often rare and language standardisation unknown. 100 Such conditions were more common in the past, and in many regions travellers had to grope their way, linguistically speaking, and quickly establish some means of communicating. The communication exchanges often resulted in the simplifying of the language(s) concerned. When the contact was between closely related languages processes of simplification and accommodation were at work but a wholesale discarding of inflection was neither 105 necessary nor helpful.

An example may clarify this point. When the Vikings and Anglo-Saxons came into linguistic contact they shared a similar grammar and a considerable lexical stock. Communication common denominators were close at hand and many features common to Germanic languages could be maintained. Yet Old English (the language of the Anglo-Saxons) did 110 undergo a process of simplification as a result of this contact, a process which differed in degree rather than essence from the process of extreme simplification which English has undergone in certain contact situations where pidgins have arisen.

Far from being mere jargons or bastardised versions of standard languages, today's pidgins and creoles may be attestations of what happens when, in societies not enslaved by the 115 notion of literate standards, languages come into contact. They have resulted from the fusion of almost every possible combination of languages and occur in all inhabited areas of the world. In Europe Russenorsk, a pidgin now almost extinct, arose from the contact of two

Indo-European languages, Russian and Norwegian, as a means of facilitating communication between Russian and Norwegian fishermen. In South America one finds many creoles, 120 among them Surinam's Sranan, a creole which resulted from the contact of English and a variety of West African languages. In the Pacific, in PNG, Police Motu arose from the contact between speakers of Motu and other Papua vernaculars. It has recently expanded its vocabulary by adopting words from Neo-Melanesian. Chinook Jargon is now almost entirely restricted to Canada but in the nineteenth century it was spoken from Oregon to Alaska. 125 In Africa, in the Central African Republic, the pidgin Sango developed due to the contact of Ngbandi with other African languages. Along the coast of China, in Shanghai and to a lesser extent Hong Kong, one finds relics of the once widespread China Coast Pidgin English which arose as a result of the contact between English and coastal Chinese. These cases are only a sample of the variety of possible combinations but they give some 130 indication of how widespread the pidgin/creole phenomenon is.

### Section C: Comprehension (55 marks)

Answer the following questions from the information given in the passage above, entitled Pidgins and Creoles.

1. What do the following words and phrases mean **as they are used in the passage**? (5 marks)

- |                           |   |
|---------------------------|---|
| (a) encapsulated (line 6) | (b) entrenched (line 62)                |
| (c) parallels (line 75)   | (d) gained a limited currency (line 88) |
| (e) essence (line 112)    |   |

2. To what do the following refer **as they are used in the passage**? (5 marks)

- |                                |                                    |
|--------------------------------|------------------------------------|
| (a) them (line 10)             | (b) A similar phenomenon (line 60) |
| (c) both languages (line 77)   | (d) which (line 92)                |
| (e) These cases (lines 129-30) |                                    |

3. (a) What do Rudin and Wolfers have in common?  
(b) What type of languages did the Vikings and Anglo-Saxons have in common?  
(c) Give an example of a restricted pidgin.  
(d) Name one of the functions of Krio.  
(e) Where is Neo-Melanesian spoken? (5 marks)

4. This passage comes from an article with the title "A History of Pidgins and Creoles" published in the Journal of Caribbean Studies. This is the twenty-fifth volume of the journal and the third issue of it in 2001. It was written by Loretta Todd, and ran from page 145 to page 165. Write a bibliographic reference for this book. (2 marks)

5. Summarise the second paragraph of the passage (Pidgins and creoles ... a reasonable compromise (lines 7 to 17)). (2 marks)

6. Paraphrase the first three lines of the passage ("Pidgins and creoles ... come into contact") (lines 1-3). (2 marks)
7. Summarise what the author has to say about redundancy and language. (2 marks)
8. How do people in the western world consider languages compared to many in other parts of the world? (2 marks)
9. In your own words and in a sentence or two explain what difference the author makes between a pidgin and a creole. (2 marks)
10. Keeping in mind your answer to question 4, quote from the passage to support the idea that the difference between pidgins and creoles is much more of a sociological one and not really a linguistic one. (2 marks)
11. Using information from Table 1 (below), compare the role played by Pidgin English with that played by other languages in Nigeria. (5 marks)

Table 1: Roles and Functions of Languages in Nigeria

<u>Language</u>	<u>Interethnic Communi- Cation</u>	<u>Science and Technology</u>	<u>Education, Literature and Art</u>	<u>Official Transaction, Mass Media</u>	<u>International Communication</u>	
English	**	**	***	***	***	
Indigenous Language	**		**	**	*	
Pidgin English	***		*	*	*	
French			*	*	**	
Arabic	*		*	*	*	
	***	Very high-frequency use				
	**	High-frequency use				
	*	Not-so-frequent use				

12. Put the verbs in brackets into the correct tenses. Some of the verbs will need auxiliaries. (5 marks)
  - (a) The policeman said he would not do that unless I .... (apologise).
  - (b) The ball broke the window when she .... (kick) it.
  - (c) Before he came, I .... (be) very content.
  - (d) He believes that she .... (return) to him.
  - (e) He .... (sulk) until he is given a piece of cake.
  - (f) She hopes to do what she .... (do) last month.
  - (g) By four o'clock she .... (finish).

- (h) As I stepped on to the bus, I .... (hear) his voice.
- (i) The lecturer .... (speak) as the student left.
- (j) She would have married him if he .... (ask) her.

13. (a) Identify the phrases in the following sentences:

- (i) It is possible that she has met her friend.
- (ii) The dog which had a bright collar was eventually caught.
- (iii) The lady who had long hair and was wearing white gloves left the meeting early.

(b) Divide the following sentences into subjects and predicates:

- (i) The man refused.
- (ii) He had planted the maize and the beans quickly before the rain came.
- (iii) Suggesting that there was a huge reward for the capture of the criminal was thought to be controversial.

(c) Identify the main clauses and the subordinate clauses in the following sentences:

- (i) She had seen all she wanted to before the rain came down in torrents.
- (ii) He claimed that that man was the criminal.
- (iii) Having said that she would not see him even if he did come she left.

(d) Identify the complements in the following sentences:

- (i) The cold was extreme.
- (ii) Her? She will not be satisfied.
- (iii) Life became much harder later.

(e) Identify the simple, the compound and the complex sentences below:

- (i) After eating her lunch and before leaving for the hospital she phoned her boyfriend.
- (ii) He could not hear what was being said but he did see the man.
- (iii) She was different from other women in that she drank beer – copiously.
- (iv) There must be a simple, straightforward and not dangerous way of solving the crisis.
- (v) She left the room in tears when her friend refused to support her accusation.

(16 marks)

- (h) As I stepped on to the bus, I .... (hear) his voice.
- (i) The lecturer .... (speak) as the student left.
- (j) She would have married him if he .... (ask) her.

13. (a) Identify the phrases in the following sentences:

- (i) It is possible that she has met her friend.
- (ii) The dog which had a bright collar was eventually caught.
- (iii) The lady who had long hair and was wearing white gloves left the meeting early.

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(16 marks)

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

**2001-2002 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS**

**E/LAL 111: COMMUNICATION AND STUDY SKILLS (Internal Only)**

**TIME: THREE (3) HOURS**

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

**IMPORTANT**

**Do Section A in one examination booklet, Section B in in a second booklet, and Section C in a third booklet.**

**Section A: The Essay (30 marks)**

In an essay of no more than three sides write an academic essay with the title:

The Academic Essay: Its Style and Format

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

**Section B: Note-Taking (15 marks) – do in a 2<sup>nd</sup> booklet**

Using information from the passage below, take a formal set of notes with the title The Advantages and Disadvantages of the Spoken and Written Chinese.

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

Marks will be lost for the inclusion of irrelevant facts, for the use of a poor style and for notes which are not well laid-out.

**SPELLING**

The mainland of Europe never produced an alphabet of its own. The English Language alphabet has its roots in pictographs. The letter A comes from the Semitic *aleph*, meaning “ox”, and originally was a rough depiction of an ox’s head. B comes from the Semitic *beth*,

meaning "house". But the people of the Near East, unlike those of the Far East, made an important leap in thought of almost incalculable benefit to most of the world. They began to use their pictographs to represent sounds rather than things. The Egyptian symbol for the word *re* began to stand not just for "sun" but for any syllable pronounced "ray".

To appreciate the wonderfully simplifying beauty of this system one has only to look at the problems that bedevil the Chinese and Japanese languages. There are two ways of rendering speech into writing. One is with an alphabet, such as English has, and the other is with a pictographic-ideographic system, such as the Chinese use. The basic unit of the Chinese written word is the radical. The radical for earth is and for small is All words in Chinese are from these and the 212 other radicals. Radicals can stand alone or be combined to form other words. Eye and water make "teardrop". Mouth and bird make "song". Two women means "quarrel" and three women means "gossip".

Since every word requires its own symbol, Chinese script is immensely complicated. It possesses some 50,000 characters, of which about 4,000 are in common use. Chinese typewriters are enormous and most trained typists cannot manage more than about ten words a minute. But even the most complex Chinese typewriters can manage only a fraction of the characters available. If a standard Western typewriter keyboard were expanded to take in every Chinese ideograph it would have to be about fifteen feet long and five feet wide about the size of two table-tennis tables pushed together.

Dictionaries, too, are something of a nightmare. Without an alphabet, how do you sensibly arrange the words? The answer is that in most dictionaries the Chinese language is divided into 214 arbitrary clusters based on their radicals, but even then you must hunt randomly through each section until you stumble across the spelling you seek.

However, Chinese writing possesses one great advantage over other languages. It can be read everywhere. Chinese is not really a language at all, but more a family of loosely related dialects. A person from Fukien can no more understand the speech of the people of Shanghai than a Londoner can understand what people are saying in Warsaw or Stockholm. In some places one dialect is spoken over a very wide area, but in other parts of the country, particularly in the deep south, the dialects change every two or three miles. Yet although the person from Fukien could not talk to anyone from Canton, he could read their newspapers because the written language is the same everywhere. The ideographs are pronounced differently in different areas but read the same – rather in the way that 1,2, 3 means the same to the Englishman as it does to a Frenchman even though the English see it as 'one, two, three' while the French see it as 'un, deux, trois'.

An equally useful advantage of written Chinese is that people can read the literature of 2,500 years ago as easily as yesterday's newspapers, even though the spoken language has changed beyond recognition. If Confucius were to come back to life today, no one apart from scholars would understand what he was saying, but if he scribbled a message people could read it as easily as they could a shopping list.

In comparison the Western way of writing begins to look admirably simple and well-ordered. And yet in its way it is in itself a pretty imperfect system for converting sounds into thoughts. English is particularly hit and miss. There are some forty sounds in English but more than 200 ways of spelling them. The sound 'sh' can be rendered in up to fourteen ways (for example: *shoe, sugar, passion, ambitious, ocean, champagne*) 'o' can be spelled in more than

a dozen ways (for example: *go, beau, stow, sew, doe, though, escargot*) and 'a' in a dozen more (for example: *hey, stay, make, maid, freight, great*).

Spellings in English are so treacherous and opportunities for flummoxing so abundant, 50 that the authorities themselves sometimes stumble. The first printing of the second edition of Webster's New World Dictionary had *millennium* spelled *millenium* in its definition of that word, while in the first edition of the American Heritage Dictionary you can find *vichysoisse* instead of *vichyssoise*. In The English Language, Robert Burchfield, called by William Safire the "world's most influential lexicographer", talks about grammatical prescriptivists who 55 regard "innovation as dangerous or at any rate resistable." It should be *resistible*. In The Story of Language, Mario Pei writes *flectional* on page 114 and *flexional* just four pages later.

A mere three per cent of English Language words may be orthographically troublesome, but they include some doozies, as one might say. Almost any argument in defence of English spelling begins to look a trifle flimsy when such anomalies as *colonel* are considered, a 60 word which contains no *r* and yet proceeds as if it did, or *ache, bury, and pretty*, all of which are pronounced in ways that pay the scantest regard to their spellings, or *four* and *forty*, one of which clearly has a *u* and the other which just as clearly does not. In fact, all the 'four' words – *four, fourth, fourteen, twenty-four*, and so on – are spelled with a *u* until *forty* is reached when suddenly the *u* disappears. Why? 65

As with most things in life, there are any number of reasons for all of these. Sometimes the curious spellings are simply a matter of carelessness. That is why, for instance, *abdomen* has an *e* but *abdominal* does not, why *hearken* has an *e* but *hark* does not. *Colonel* is perhaps the classic example of this orthographic waywardness. The word comes from the Old French *coronelle*, which the French adapted from the Italian *colonello* (from the English 70 Language *colonnade* comes). When the word first came into English in the mid-sixteenth century, it was spelled with an *r*, but gradually the Italian spelling and pronunciation began to challenge it. For a century or more both spellings and pronunciations were commonly used, until finally with inimitable illogic the English Language settled on the French pronunciation and Italian spelling. 75

The matter of the vanishing *u* from *forty* is more problematic. Chaucer spelled it with a *u*, as indeed did most people until the end of the seventeenth century, and some for half century or so after that. But then, as if by universal decree, it just quietly vanished. No one seems to have remarked on it at the time. Bernstein (1977:87) suggests that it may have reflected a slight change in pronunciation – to this day many people aspirate *four* and *forty* in slightly dif- 80 ferent ways – but this begs the question of why the pronunciation changed for the first word but not for the second.

The absence of a central authority for the English Language for three centuries, that is until fourteenth century approximately, meant that dialects prospered and multiplied. When at last Anglo-Norman died out and English words rushed in to take their place in official and 85 literary use, it sometimes happened that people adopted the spelling used in one part of the country and the pronunciation used in another. That is why the Western English spellings for *busy* and *bury* are used, but give the first the London pronunciation 'bizzy' and the second the Kentish pronunciation 'berry'.

Even without the intervention of the Normans, there is every reason to believe that

English spelling would have been a trifle erratic. Largely this is because for a very long time people seemed emphatically indifferent to matters of consistency in spelling. There were exceptions. As long ago as the early thirteenth century a monk named Orm was calling for a more logical and phonetic system for English spelling. (His proposals, predictably, were entirely disregarded, but they tell scholars more about the pronunciation of the period 95 than any other surviving document.) Even so, it is true to say that most people throughout much of the history of the English Language have seemed remarkably unconcerned about the niceties of spelling – even to the point of spelling one word two ways in the same sentence, as in this description of James I by one of his courtiers, in which just eight words come between the two spellings of *clothes*: “He was of middle stature, more corpulent though 100 in his clothes than in his body, yet fat enough, his cloathes being ever made large and easie ....” Even more remarkably perhaps, A Table Alphabeticall of Hard Words by Robert Cawdrey, published in 1604 and often called the first English dictionary, spelled *words* in two ways on the title page.

An odd fact of spelling from earlier times is that although writing must have been a 105 laborious affair there was little inclination to compress words or simplify spellings – indeed by all the evidence, the opposite was the case. Cromwell habitually spelled *it* as *itt*, *not* as *nott*, *be* as *bee*, and *at* as *atte*, and such cumbersome spellings can be found in manuscripts right up until the modern period. It seems curious indeed that people were not driven to more compact spellings by writer’s cramp if not urgency. 110

Before 1400, it was possible to tell with some precision where in Britain a letter or manuscript was written just from the spellings. By 1500, this had become all but impossible. The development that changed everything was the invention of the printing press. This brought a much-needed measure of uniformity to English spelling – but at the same time guaranteed that one of the most bewilderingly inconsistent spelling systems in the world would continue. 115

The printing press, as every schoolchild knows, was invented by Johann Gutenberg. In fact, history may have given Gutenberg more credit than he deserves. There is reason to believe that movable type was actually invented by a Dutchman named Laurens Janszoon Koster (or Coster) and that Gutenberg – about whom we know precious little – learned of the process only when one of Koster’s apprentices ran off to Mainz in Germany with some of 120 Koster’s blocks and the two struck up a friendship. Certainly it seems odd that a man who had for the first forty years of his life been an obscure stonemason and mirror polisher should suddenly have taken some blocks of wood and a wine press and made them into an invention that would transform the world. What is certain is that the process took off with astonishing speed. Between 1455, when Gutenberg’s first Bible was published, and 1500, more 125 than 35,000 books were published in Europe. None of this benefited Gutenberg a great deal – he had to sell his presses to one Johann Fust to pay his debts and died in straitened circumstances in 1468 – but it did attract the attention of an expatriate Englishman living in northern Belgium.

William Caxton (1422-91) was a rich and erudite English businessman based in Bruges, 130 then one of the great trading cities of Europe. In the late fifteenth century, intrigued by the recent development of printing in Germany and sensing that there might be money in it, Caxton set up his own publishing house in his adopted city and there in 1475 he published Recuyell of the Historyes of Troye. So, a little ironically, the oldest publication in English was not printed in England, but in Flanders. 135

**Section C: Comprehension (60 marks)**

Answer the following questions from the information given in the passage above, entitled Spelling.

1. What do the following words and phrases mean **as they are used in the passage**? (5 marks)
  - (a) bedevil (line 9)
  - (b) something of a nightmare (line 23)
  - (c) flummoxing (line 50)
  - (d) trifle (line 91)
  - (e) straitened (line 127)
  
2. To what do the following refer **as they are used in the passage**? (5 marks)
  - (a) their (line 6)
  - (b) It (line 56)
  - (c) these (line 66)
  - (d) He (line 100)
  - (d) the process (line 124)
  
3. (a) How many radicals does the Chinese language have?  
(b) Which word came first: the Old French *coronelle* or the Italian *colonello*?  
(c) Who has been called the “world’s most influential lexicographer”?  
(d) What was the first book that Gutenberg published?  
(e) In how many ways can ‘sh’ be pronounced in English? (5 marks)
  
4. This chapter comes from a book with the title Mother Tongue published by Penguin Books in London in 1990 and written by Bill Bryson. Write a bibliographic reference for this book. (2 marks)
  
5. Summarise why the author of the passage considers English Language spelling to be “treacherous” (line 50). (2 marks)
  
6. Paraphrase the remarks of the courtier about James I (lines 100-102). (2 marks)
  
7. What do you understand by the sentence “It seems curious ... if not urgency.” (lines 109-110) (2 marks)
  
8. Why does the author believe that Caxton set up a publishing house in Bruges? (2 marks)
  
9. Which system of putting speech into writing does the author consider the more efficient? (2marks)
  
10. Keeping in mind your answer to question 4, quote from the chapter to support the idea that the spelling of only a very few words cause problems. (2 marks)

11. Summarise in a paragraph the following Table. (5 marks)

Table 1: Results of Counts of Birds in Randomly Selected Areas in Maseru  
1996-1997

<u>Species</u>	<u>1996</u>	<u>1997</u>
Rock Pigeon	55	130
Cape Turtle Dove	53	114
Fiscal Shrike	46	112
Laughing Dove	37	100
Masked Weaver	19	71
Red-eyed Dove	44	39

12. Put the verbs in brackets into the correct tenses. Some of the verbs will need auxiliaries. (5 marks)

- (a) I would have scored, if he ... (pass) the ball to me.
- (b) He ... (meet) her before.
- (c) The record ... (play) when I entered the room.
- (d) They ... (meet) by the time he arrives.
- (e) He wishes that he ... (do) that last week.
- (f) Until that woman looks at him, he ... (ignore) her.
- (g) She ... (think) that she will be able to go.
- (h) The radio had been playing loudly before the woman .... (protest)
- (i) His glass was broken when he .... (trip)
- (j) My girlfriend says she will not come unless I ... (do) this.

13 (a) Identify the main clauses and the subordinate clauses in the following sentences:

- (i) When the rain stopped, the children went out to play.
- (ii) She declared she would not see him even if he did come.
- (iii) He said that that the match would be a draw.

(b) Divide the following sentences into subjects and predicates:

- (i) The cat was sitting on the mat.
- (ii) The woman with the very large hat stood there.
- (iii) Eating the chocolate was found to be most enjoyable.

(c) Identify the phrases in the following sentences:

- (i) He may have gone to Ndola.
- (ii) The lecturer with the blue tie came late.
- (iii) The cat with the long tail and white paws caught a mouse.

(d) Identify the complements in the following sentences:

- (i) That is what she shouted.
- (ii) That made me very happy

(iii) The cat became very annoyed.

(e) Identify the simple, the compound and the complex sentences below:

- (i) When he entered the room, he saw her standing there.
- (ii) He spoke to the crowd and then he addressed the journalists.
- (iii) She was different from other women in that she drank beer.
- (iv) The car has broken down.
- (v) Life, at the moment, is not a bed of roses and it is going to get worse.

(16 marks)

**THE UNIVERSITY OF ZAMBIA**  
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**DEPARTMENT OF LITERATURE & LANGUAGES**

2001/2002 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

**E 121: INTRODUCTION TO PROSE, FICTION AND WRITING SKILLS IN  
LITERATURE**

**TIME: THREE (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.

---

1. Outline the similarities between Greek mythology and Christian myths and legends.
2. Consider the subject of punishment in The Odyssey. Would you say the punishment of the wrongdoers is too severe?
3. Most readers conclude that Margot deliberately kills her husband. That conclusion comes primarily from the facts that:
  - a) Wilson, with whom the reader is sympathetic, clearly believes that she committed murder.
  - b) Margot is portrayed unsympathetically and her actions seem to fit well with the judgement that she is "enamelled in that American female cruelty".

But the omniscient narrator of the story states:  
Mrs. Macomber ... had shot at the buffalo ... and had hit her husband.

Which should the reader trust? Wilson or the narrator? Why?

4. By analysing any one poem by Leopold Sedar Senghor you have read on the course, work out the major tenets of Negritude.

5. "It should be easy now to see there have never been people to save anybody but themselves, never in the past, never now, and there will never be saviour if each will not save himself," (p.90 - 1989 reprint).  
How true is this of the situation in The Beautiful Ones Are Not Yet Born?
6. "To a certain extent the novel Maru is an echo of Bessie Head's life." Discuss.

**END OF EXAMINATION**

THE UNIVERSITY OF ZAMBIA EXAMINATIONS  
2001/2002 ACADEMIC YEAR  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

E 211 The Structure Of Modern English: Phonetics And Phonology  
24 April 2002 A.M.

=====  
Time: 3 Hours

**Instructions**

Answer all Questions. If a question has subsections, kindly answer all subsections.

NO Dictionaries are allowed in this examination.  
=====

A. Describe the following phonemes:

- |          |          |          |
|----------|----------|----------|
| 1. /p/   | 16. /w/  | 29. /a:/ |
| 2. /ʃ/   | 17. /æ/  | 30. /i:/ |
| 3. /ə/   | 18. /ɜ:/ | 30 MARKS |
| 4. /g/   | 19. /ŋ/  |          |
| 5. /r/   | 20. /ð/  |          |
| 6. /t/   | 21. /s/  |          |
| 7. /u/   | 22. /k/  |          |
| 8. /ɪ/   | 23. /m/  |          |
| 9. /t/   | 24. /n/  |          |
| 10. /θ/  | 25. /f/  |          |
| 11. /ʊ/  | 26. /b/  |          |
| 12. /ɜ/  | 27. /P/  |          |
| 13. /tʃ/ | 28. /V/  |          |
| 14. /dʒ/ |          |          |
| 15. /j/  |          |          |

B. Transcribe and describe the phonemes represented by the **bold letter(s)** in the words below:

- |                         |                          |          |
|-------------------------|--------------------------|----------|
| 1. fertile              | 3. oxygen                | 5. issue |
| 2. <b>c</b> ongregation | 4. <b>ng</b> accordingly |          |

10 Marks

C. Transcribe the following words from orthography to phonetics:

- |             |            |            |
|-------------|------------|------------|
| 1. iron     | 3. liberal | 5. English |
| 2. adultery | 4. library |            |

10 marks

D. Transcribe the grammatical words below into strong and weak forms according to how the utterances in which they are would be said in normal speech speed. The

**grammatical words are in bold letters** to help you identify them quickly. Please ensure that you read the whole text before you transcribe.

"What did you say?" asked John. "Well," started Jane on a rather slow note, "I was saying **that** Bupe might want to come too." "Of course **that's** obvious. Did you, for once, imagine that Bupe would miss such an interesting occasion? Please ... you credit her with sobriety that she has never even dreamed of," responded John with a tinge of sarcasm. "I know, **but** I thought with **the** husband around she might want to play the pope and just stay home **and** drink Maheu. You know the gentle man is a Fanta - a Foolish African who does not Take Alcohol," said Jane before she burst out laughing.

**10 Marks**

- E. Transcribe the text below from phonetics to orthography. Please ensure that you read the whole text before you attempt to transcribe. Remember, this is spoken English.

kudʒju rɪŋ ð pəʊst mə:stə əbaʊt ðæt pa:sl wɪv bɪn weɪtɪŋ fə sɪnsɪ  
mʌndɪ

jes: ɾaɪtəweɪ

pu:z ɪnfɔ:m ə ɪəθ əbaʊt ðɪs a:ftənʊ:nz mi:tɪŋ wɪθ ð ɔʒlɔʒ

awɪl sɜ:

jo dɪsmɪst

θæŋkju bɒss ... sɜ: kænəɪ tek məɪ deɪ ɒf tʰdeɪ aɪ ʃudəv teken məɪ mʌðəz  
jestʰdeɪ

ɔ:lst enʃə ðæt ju ɛkskjʊt ɔ:ləɪv seɪd bɪfɔ: ju ɡəʊ ʌndəstænd

**20 marks**

- F. Mark the tone of each utterance *in such a way that it means what is in the brackets* after each utterance.

1. The woman is your mother. (Don't tell me!)
2. Why have you asked? (I want to know why you have asked)
3. You accepted the proposal, didn't you? (I know you did, just tell the truth)
4. You are a beautiful woman. (Is that how you cheat yourself?)
5. I didn't know. (Had I known I would have done something about it.)

**10 Marks**

- G. Mark the stress of the following words according to R.P.

1. ɪnterrogate
2. ɪnvestigate
3. ˈcontribute
4. reˈcognise
5. ˌcharəktəɪs

**10 Marks**

**Total marks: 100**

**THE UNIVERSITY OF ZAMBIA  
DEPARTMENT OF LITERATURE AND LANGUAGES**

**FIRST SEMESTER EXAMINATIONS - APRIL, 2002**

**E 315:           AFRICAN AMERICAN LITERATURE**

**TIME:           THREE HOURS**

**INSTRUCTIONS: ANSWER FOUR QUESTIONS IN ALL, MAKING SURE  
THAT YOU ANSWER TWO QUESTIONS FROM  
SECTION ONE AND TWO QUESTIONS FROM  
SECTION TWO**

**CANDIDATES MAY BRING INTO THE  
EXAMINATION ROOM THE PRESCRIBED TEXT  
BOOK AND AN ENGLISH DICTIONARY**

---

1. Write briefly on any four(4) out of the following periods of African-American literature.
  - (a) Literature since 1970
  - (b) Realism Naturalism, and Modernism
  - (c) Literature of the Reconstruction to the New Negro Renaissance
  - (d) Literature of Slavery and Freedom
  - (e) The vernacular tradition.
  
2. Compare and contrast the Literature of the Harlem Renaissance with that of the Black Arts Movement. Illustrate your answer by analysing two different poems one from the Harlem Renaissance and the other from the Black Arts Movement period.
  
3. Discuss Alain Locke's concept of the "New Negro" and show its significance to the growth and development of African-American literature.
  
4. In the debate which arose among African-American over the merits of Washington's privileging industrial education and economic advancement against W.E.B. Dubois's advocacy of political agitation and leadership from the "talented tenth". Washington stated time and again that he would "set no limits to the attainments of the Negro in arts, in letters or statesmanship", but he argued that "knowledge must be harnessed to the things of real life" and he pleaded for industrial education and development "because that was the foundation on which the race could prosper. Dubois asserted that "the Negro race, like all races, is going to be saved by its exceptional men."

With which of these views are you sympathetic and why

## SECTION TWO

### 5. Nikki-Rosa

childhood remembrances are always a drag  
if you're Black  
you always remember things like living in Woodlawn  
with no inside toilet  
and if you become famous or something  
they never talk about how happy you were to have your mother  
all to yourself and  
how good the water felt when you got your bath from one of those  
big tubs that folk in Chicago barbecue in  
and somehow when you talk about home  
it never gets across how much you  
understood their feelings  
as the whole family attended meetings about Hollydale  
and even though you remember  
your biographers never understand  
your father's pain as he sells his stock  
and another dream goes  
and though you're poor it isn't poverty that  
concerns you  
and though they fought a lot  
it isn't your father's drinking that makes any difference  
but only that everybody is together and you  
and your sister have happy birthdays and very good Christmases  
and I really hope no white person ever has cause to write about me  
because they never understand Black love is Black wealth and  
they'll  
probably talk about my hard childhood and never understand that  
all the while I was quite happy

Discuss "Nikki-Rosa" in terms of subject matter and treatment.

### 6. Father Son and Holy Ghost

I have not ever seen my father's grave.  
Not that his judgement eyes have been forgotten  
Nor his great hands print  
On our evening doorknobs  
One half turn each night and he would come

Misty from the world's business  
Massive and silent as the whole day's wish, ready  
To re-define each of our shapes  
But that now the evening doorknobs  
Wait, and do not recognize us as we pass.

Each week a different woman  
Regular as his one quick glass each evening -  
Pulls up the grass his stillness grows  
Calling it weed. Each week  
A different woman has my mother's face  
And he, who time has  
Changeless  
Must be amazed, who knew and loved but one.

My father died in silence, loving creation  
And well-defined response.  
He lived still judgments on familiar things  
And died, knowing a January fifteenth that year me.

Lest I go into dust  
I have not ever seen my father's grave.

Discuss the poem "Father Son and Holy Ghost" in terms of subject matter and treatment.

7. The African Affair

Black is what the prisons are,  
The stagnant vortex of the hours  
Swept into totality,  
Creeping in the perjured heart,  
Bitter in the vulgar rhyme,  
Bitter on the walls;

Black is where the devils dance  
With time within  
The creviced wall. Time pirouettes  
A crippled orbit in a trance,  
And crawls below, beneath the flesh  
Where darkness flows;

Black is where the deserts burn,  
The Niger and Sasandra flow,  
From where the Middle Passage went  
Within the Continent of Night  
From Cameroons to Carisbrooke  
And places conscience cannot go;

Black is where thatched temples burn  
Incense to carved ebon-wood;  
Where traders shaped my father's pain,  
His person and his place,  
Among dead statues in a frieze,  
In the spectrum of his race.

1. Each stanza begins with the word Black. What are the various meanings of the word in this poem?
2. How is the first part of the poem comprising of the first two stanzas related to the second part of the poem comprising the last two stanzas?
3. What is the mood of the poem?
4. What is the tone of the poem.

**END OF EXAMINATION**

THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
2001/2002 ACADEMIC YEAR FIRST SEMESTER FINAL  
EXAMINATIONS

EC321: MATHEMATICS FOR ECONOMICS.

TIME: THREE HOURS

INSTRUCTIONS: answer ALL questions.

---

1. Given the following model:

$$Y = C + I_0 + G_0 \quad \text{Aggregate Demand.}$$
$$C = a + b(Y - T) \quad a > 0; 0 < b < 1 \quad T: \text{taxes} \quad \text{Consumption function.}$$
$$T = d + tY \quad d > 0; 0 < t < 1 \quad t: \text{income tax rate.} \quad \text{Tax function.}$$

- (a) How many endogenous variables are there in the model?  
(b) Find the equilibrium income,  $Y$ .

2. A simple national income model in endogenous variables  $Y$  and  $C$  is specified as follows;

$$Y = C + I_0 + G_0$$
$$C = a + bY$$

- (i) Determine the coefficient matrix,  $A$ ; vector of endogenous variables,  $x$ ; and vector of constants,  $d$ .  
(ii) Use the inverse matrix rule to solve for  $Y$  and  $C$ .

3. A two- commodity model is given as a system of two linear equations;

$$C_1P_1 + C_2P_2 = -C_0$$
$$r_1P_1 + r_2P_2 = -r_0$$

Use Cramer's rule to determine the model's equilibrium prices.

4. A macroeconomic model for a hypothetical economy is given by;

i.  $Y = f(N)$

**Production function**

Where,  $Y$  = output that can be obtained per unit of time as a function of Labour employed ( $N$ ), holding other things constant.

ii.  $G + I(Y, r) = S(Y, r)$

**Goods market equilibrium**

Where,  $I$  = investment as a function of output ( $Y$ ) and interest rates ( $r$ );  $S$  = saving as a function of  $Y$  and  $r$ .

iii.  $M/P = L(Y, r)$  :

**Money market equilibrium**

Where,  $G$  = Government spending;  $M$  = Money stock;  $P$  = Price level.

iv.  $N = g(W)$ :

**Amount of Labour employed = Labour supply**

v.  $g(W) = h(W/P)$  :

**Labour Market equilibrium**

Where,  $N$  = Amount of Labour supplied is a function of nominal wages.

$W/P$  = real wages.

- (a) Determine the endogenous and policy variables from the model.
- (b) From the above five-equation model, eliminate one endogenous variable and specify a four-system equation model.
- (c) Totally differentiate each equation in (ii).
- (d) Transform the totally differentiated system of equations in solution (iii) into matrix form, using standard abbreviations for derivatives.

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**END OF EXAMINATION.**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2001/2002 ACADEMIC YEAR FIRST SEMESTER**  
**FINAL EXAMINATIONS.**

**EC 325: MONEY AND BANKING**

**TIME: THREE HOURS**

**INSTRUCTIONS: attempt All questions in section A and Any Two in section B**

---

**SECTION A**

1. Rank the following assets from most liquid to least liquid: K10,000 note, your cheque leaf No. 3456, your house, your passbook savings account containing K500,000, your K1.5 million certificate of deposit maturing in two years, and a K10 million Treasury bond maturing in twenty years. What is your basis of the ranking?
2. One of the functions of money is a store of value, or temporary abode of purchasing power. Suppose your savings account pays 5% annual interest and that inflation is running at 8% annually. Is money truly a temporary abode of purchasing power in such a situation? Explain briefly.
3. Suppose that the Central Bank sells K10 million in Treasury bills to Matongo Kabanana through some financial intermediary. Matongo pays for the Treasury bills with a cheque drawn on his account at ZANACO Bank Plc. If the reserve requirement is 20%, by how much could the monetary base and money supply change? What if the reserve requirement were to decrease to 10%?
4. What happens to nominal GDP if velocity remains constant at 5 and the money supply increases from K200 billion to K300 billion?
5. If velocity and aggregate output are reasonably constant (as the classical economists believed), what happens to the price level when the money supply increases from K1 trillion to K4 trillion?
6. "Forecasters' predictions of inflation are notoriously inaccurate, so their expectations of inflation cannot be rational." Is this statement true, false, or uncertain? Briefly explain your answer.
7. How might a sudden increase in people's expectations of future real estate prices affect interest rates?

8. Why are financial markets important to the health of the economy?
9. What effect might a fall in stock prices have on business investment?
10. Why is a share of Chilanga Cement Plc common stock an asset for its owner and a liability for Chilanga Cement Plc?

### **SECTION B**

11. Explain why Friedman's view of the demand for money suggests that velocity is predictable, whereas Keynes's view suggests the opposite?
12. Compare the use of open market operations, discounting, and changes in reserve requirements to control the money supply on the following criteria: flexibility, reversibility, effectiveness and speed of implementation.
13. Distinguish the Structuralists' view of inflation from that of the Monetarists. Ensure to explain how inflation is controlled under both approaches.

**END OF EXAMINATION**

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

2001/2002 FIRST SEMESTER FINAL EXAMINATIONS

E 361: ANGLO-PHONE POETRY

TIME: THREE HOURS

**INSTRUCTIONS:**

1. Answer all questions in Section A
  2. Choose a question each from sections B and C
  3. Do not use any one literary text in more than one answer
- 

**SECTION A**

Read the following Poem and Answer all Questions that follow:

REFUGEE MOTHER AND CHILD

No Madonna and Child could touch  
that picture of a mother's tenderness  
for a son she soon would have to forget.

The air was heavy with odours  
of diarrhoea of unwashed children  
with washed-out ribs and dried-up  
bottoms struggling in laboured  
steps behind blown empty bellies. Most  
mothers there had long ceased  
to care but not this one; she held  
a ghost smile between her teeth  
and in her eyes the ghost of a mother's  
pride as she combed the rust-coloured  
hair left on his skull and then -  
singing in her eyes - began carefully  
to part it ... In another life this  
would have been a little daily  
act of no consequence before his  
breakfast and school; now she  
did it like putting flowers  
on a tiny grave.

- a) What is the function of the words 'No Madonna and Child could touch that picture'?
- b) What is the situation Chinua Achebe is portraying?
- c) According to this poem, who is to blame for problems in Africa?

## **SECTION B**

1. With special reference to Keoreptse Kgositsile's and Denis Brutus' poetry, discuss how the themes of isolation, violence, forgiveness and readjustment are explored in South African literature.
2. "P Bitek's Song of Lawino has been a truly seminal development and its success stems in part from its relationship to oral tradition". With close reference to the text, discuss the traditional icon of symbolism in Song of Lawino.
3. Analyse the portrait of the Woman persona in Song of Lawino.
4. In what ways are the poems of Taban Lo Liyong preoccupied with political protest?

## **SECTION C**

5. Compare and contrast West African and East African Poetry by discussing at least two poems you have read on the course.
6. Discuss the theme of the dignity of the African Past by examining at least one poem you have read on the course.
7. Analyse the portrait of failures by Post-Independence Africa by African poets; answer this question by discussing at least two poems you read on the course.

**END OF EXAMINATION**

10. Write brief notes on the following:
    - (a) X'-theory;
    - (b) Bounding theory.
  11. With examples, discuss Control Theory.
  12. Write brief notes on the following:
    - (a) Categories of NPs in GB;
    - (b) Empty Categories
  13. With examples, discuss Theta-Criterion.
  14. Discuss Binding Theory.
  15. What does the Projection Principle say?
  16. Explain the distinction between:
    - (a) PRO and pro;
    - (b) case and Case.
  17. Write brief notes on the following:
    - (a) Move-alpha;
    - (b) Generalized Phrase Structure Grammar (GPSG);
    - (c) Lexical-Functional Grammar (LFG);
    - (d) Theta-roles.
- 

**END**

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

2001 - 2002 FIRST SEMESTER EXAMINATIONS

E 461: EARLY MODERNIST LITERATURE

TIME: 3 HOURS

**INSTRUCTIONS:** Read the questions given below and choose three which you should answer in essay form. You may use a copy of an English dictionary but other prescribed books are not allowed in the examination room. Detailed treatment of the same book in more than one answer is also not permitted.

---

1. Comment on the theme of entrapment in Sons and Lovers.
2. In Godliness in Winesburg Ohio, what is Anderson saying about the nature of man?
3. The American short story is said to provide us with detailed characters within limited space. Choose two stories from Winesburg Ohio which illustrate this.
4. "Light in August deals with abnormal people". Comment on this assertion.
5. Using one prescribed book and another from your peripheral reading, comment on how Freudianism applies to modernist literary criticism.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2001-2002 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATION**

**E/LAL 941 SOCIOLINGUISTICS I**

**TIME: THREE(3)HOURS**

**INSTRUCTIONS: 1.Answer FOUR questions.**

**2.Each answer carries equal weight.**

**3.Appropriate EXAMPLES will receive credit.**

---

- 1 You are a member of a multilingual society: in this context, what does your **sociolinguistic competence** enable you to do ?
  
- 2 .Discuss the adequacy of **power** and **solidarity** as analytical criteria for **address forms**.
  
- 3 "... the speech varieties employed within a speech community form a system because they are related to a shared set of social norms." (Gumperz)  
Discuss and illustrate this observation.
  
- 4 What types of sociolinguistic data are there , and what are their respective advantages and disadvantages ?
  
- 5.What is the evidence for the **sociolinguistic gender pattern** ?
  
- 6 What criticisms can be made of the concepts of **linguistic determinism** and **linguistic relativity** ?



- (b) Ill-weav'd ambition, how much art thou shrunk!  
 When that this body did contain a spirit,  
 A kingdom for it was too small a bound; 90  
 But now, two paces of the vilest earth  
 Is room enough: this earth, that bears thee dead,  
 Bears not alive so stout a gentleman.  
 If thou wert sensible of courtesy,  
 I should not make so dear a show of zeal:  
 But let my favours hide they mangled face,  
 And, even in they behalf, I'll thank myself  
 For doing these fair rites of tenderness.  
 Adieu, and take thy praise with thee to heaven!  
 Thy ignominy sleep with thee in the grave, 100  
 But not remember'd in thy epitaph!
- [He spies FALSTAFF on the ground.]*
- What! Old acquaintance! Could not all this flesh  
 Keep in a little life? Poor Jack, farewell!  
 I could have better spar'd a better man.  
 O! I should have a heavy miss of thee  
 If I were much in love with vanity.  
 Death hath not struck so fat a deer to-day,  
 Though many dearer, in this bloody fray.  
 Embowelled will I see thee by and by,  
 Till then in blood by noble Percy lie. 110

Answer the following questions **in respect of your chosen passage**:

- (i) Place the extract in context. (5 marks)  
 (ii) What do the lines convey of the nature of the speaker? (12 marks)  
 (iii) Identify the principal rhetorical figures. (12 marks)  
 (iv) Comment on metrical features. (5 marks)

**SECTION B: RICHARD III (33 marks)**

2. Is Richard III aptly described as a tragedy?
3. What distinguishing features do you detect in the oratorical styles of any TWO of the following:

Buckingham; Lady Anne; Queen Margaret; Clarence.

**SECTION C: 1 HENRY IV (33 marks)**

4. "At first sight, one takes the two plots to be antithetical ... yet closer study shows that they are branches belonging to a single trunk" (Arthur Humphreys). What is your view?
5. What contribution to the dramatic design is made by any THREE of the following characters?

Hotspur; Worcester; Glendower; Lady Percy; Blunt.

**END OF EXAMINATION**

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

**2001-2002 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS**

**E/PS 911 PSYCHOLINGUISTICS**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: All four questions must be answered.**  
**All questions carry equal marks.**

**Marks will be awarded for a well written essay with regard to syntax, lexis and punctuation.**

- 1 Describe briefly the mental lexicon.
- 2 Defend the idea that language acquisition is biologically controlled behaviour.
- 3 The efforts made to teach animals a human-type language tells us nothing about animals and nothing about communication. Do you agree?
- 4 Which characteristics of the human language make it most different from animal communication?

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

**2001-2002 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS**

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

**Instructions: Answer All Four Questions**

**Time: Three Hours**

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1. Generally speaking, English vocabulary is among the most resourceful in the world. How do you account for that richness in the English language vocabulary?
2. What are the main factors which contributed to the rehabilitation of English in the Middle English period some centuries after the Norman Conquest?
3. In which respects did the Germanic group of languages become differentiated from the Indo-European family?
4. Give a brief description of the old English language.

**END OF EXAMINATION**

**UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2001/2002 ACADEMIC YEAR FIRST SEMESTER**  
**FINAL EXAMINATIONS**

**EC 125: INTRODUCTION TO MACROECONOMICS**

**TIME: THREE HOURS**

**INSTRUCTIONS:** Answer all questions in both sections.

---

**SECTION – A**

1. Write brief notes on the following: (4 x 4=16)
- a. Personal Disposable Income
  - b. Natural Rate of Unemployment
  - c. Comparative Cost Advantage
  - d. Money illusion
2. In a hypothetical country , suppose capital depreciation is currently \$ 350; households receive the following compensation from the business sector: wages \$5000, interest \$500, rent \$50, and profit \$450, gross investment is \$750, consumption spending is \$5600.

Calculate the Gross National Product (GNP) and Net National Product (NNP). (4)

**SECTION- B** (7.5 X 4 =30)

1. 'Loans create deposits'. Elucidate. What factors limit credit creation?
2. Explain the causes of price inflation. Outline a programme of action to control and check an inflationary situation in an economy.
3. Distinguish between balance of payments and balance of trade. What are the various components of balance of payments of a country.
4. Discuss the trade-off between inflation and unemployment. What are the criticisms levelled against the Phillips curve.

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UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
2001/2002 ACADEMIC YEAR FIRST SEMESTER - DEFERED EXAMINATION

**EC 125 - INTRODUCTION TO MACRO ECONOMICS**

TIME:               **THREE HOURS**

INSTRUCTIONS: ANSWER ALL QUESTIONS IN BOTH SECTIONS

---

**SECTION - A**

1. Write brief notes on the following: (5 x 4 = 20)

- (a) The value-added method of computing National Income
- (b) Reciprocal Absolute Advantage
- (c) Natural Rate of Unemployment
- (d) Galloping Inflation
- (e) Money Illusion.

**SECTION - B**

(7.5 X 4 =30)

- 1. Explain the Liquidity Preference Theory of Interest.
- 2. Is the Central Bank necessary for the banking system of the country?
- 3. What are the causes of inflation? What measures are needed to control inflation?
- 4. Discuss the trade-off between inflation and unemployment. What are the criticisms levelled against the Phillips curve.

---

E N D

**UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2001/2002 ACADEMIC YEAR FIRST SEMESTER**  
**FINAL EXAMINATIONS**

**EC 215: INTERMEDIATE MICRO ECONOMIC THEORY**

**TIME: THREE HOURS**

**INSTRUCTIONS:** Answer all questions in both sections.  
 All answers should be accompanied by relevant diagrams and formulae where needed.

**SECTION- A**

1. Write brief notes on the following: (18)
- i) Equilibrium of the consumer
  - ii) The Giffen's Paradox
  - iii) Diminishing Marginal Rate of Technical Substitution
  - iv) Second degree price discrimination
  - v) The centralised cartel model

**SECTION- B**

(4X8=32)

2. a) Explain the law of diminishing marginal utility.
- b) An individual's marginal utility schedule for good X and good Y are given in the table below. Suppose the price of X and the price of Y are one kwacha, and the individual's income is K8 in the time period, and all is spent.
- (1) Indicate how the individual should spend his income in order to maximise his total utility.
  - (2) What is the total amount of utility received by the individual when in equilibrium?
  - (3) State mathematically the equilibrium condition for the consumer.

Q	1	2	3	4	5	6	7	8	Total
Mux	11	10	9	8	7	6	5	4	60
Muy	19	17	15	13	12	10	8	6	100

THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
2001/2002 ACADEMIC YEAR FIRST SEMESTER FINAL  
EXAMINATIONS

EC321: MATHEMATICS FOR ECONOMICS.

TIME: THREE HOURS

INSTRUCTIONS: answer ALL questions.

---

1. Given the following model:

$$Y = C + I_0 + G_0$$

Aggregate Demand.

$$C = a + b(Y - T) \quad a > 0; 0 < b < 1 \quad T: \text{taxes}$$

Consumption function.

$$T = d + tY \quad d > 0; 0 < t < 1$$

t: income tax rate. Tax function.

(a) How many endogenous variables are there in the model?

(b) Find the equilibrium income, Y.

2. A simple national income model in endogenous variables Y and C is specified as follows;

$$Y = C + I_0 + G_0$$

$$C = a + bY$$

(i) Determine the coefficient matrix, A; vector of endogenous variables, x ; and vector of constants, d.

(ii) Use the inverse matrix rule to solve for Y and C.

3. A two- commodity model is given as a system of two linear equations;

$$C_1P_1 + C_2P_2 = - C_0$$

$$r_1P_1 + r_2P_2 = - r_0$$

Use Cramer's rule to determine the model's equilibrium prices.

4. A macroeconomic model for a hypothetical economy is given by;

i.  $Y = f(N)$  **Production function**

Where,  $Y$  = output that can be obtained per unit of time as a function of Labour employed ( $N$ ), holding other things constant.

ii.  $G + I(Y, r) = S(Y, r)$  **Goods market equilibrium**

Where,  $I$  = investment as a function of output ( $Y$ ) and interest rates ( $r$ );  $S$  = saving as a function of  $Y$  and  $r$ .

iii.  $M/P = L(Y, r)$  : **Money market equilibrium**

Where,  $G$  = Government spending;  $M$  = Money stock;  $P$  = Price level.

iv.  $N = g(W)$ : **Amount of Labour employed = Labour supply**

v.  $g(W) = h(W/P)$  : **Labour Market equilibrium**

Where,  $N$  = Amount of; Labour supplied is a function of nominal wages.

$W/P$  = real wages.

- (a) Determine the endogenous and policy variables from the model.
- (b) From the above five-equation model, eliminate one endogenous variable and specify a four-system equation model.
- (c) Totally differentiate each equation in <sup>b</sup>(ii).
- (d) Transform the totally differentiated system of equations in solution <sup>c</sup>(iii) into matrix form, using standard abbreviations for derivatives.

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**END OF EXAMINATION.**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2001/2002 ACADEMIC YEAR FIRST SEMESTER**  
**FINAL EXAMINATIONS**

**EC 411: INTERNATIONAL TRADE THEORY AND PRACTICE**

**TIME : 3 HOURS**

**Instructions: Answer all questions in Part I, Two (2) questions from Part II and One (1) question from Part III.**

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**Part 1 (40 Marks).**

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

1. Pro-trade production and anti-trade consumption increase the volume of trade proportionately more than output.
2. A small country specialises completely in production under increasing and constant cost conditions.
3. An import quota increases the amount consumed of the domestically produced product.
4. Pre-trade production points have a bearing on comparative advantage under increasing and constant cost conditions.
5. Dumping of goods in the domestic market reduces domestic consumer surplus.
6. The difference in pre-trade relative commodity prices is caused by the difference in factor abundance in the Heckscher-Ohlin model.
7. A prohibitive tariff is one which has only revenue effects.
8. International trade enables countries to benefit from specialisation.
9. The relative price of traded goods rises when a reduction in the tariff rate is accompanied by an equivalent increase in the export tax.
10. Gains from trade between two countries result in both countries enjoying lower product prices.

**Part II (40 Marks).**

*Explain your answer in detail.*

1. (a) The labour costs of producing 1 unit of cloth in Zambia and DR Congo are 12 and 6, respectively.

The labour costs of producing 1 unit of wheat in Zambia and DR Congo are 15 and 10, respectively.

Determine the commodities of comparative advantage for both Zambia and DR Congo.

- (b) Consider the following situation

Country	output:	<u>Production Possibilities</u>	
		wheat	cloth
Zambia		200	350
DR Congo		300	250

- (i) What is the opportunity cost of producing 1 unit of wheat in DR Congo?
- (ii) If both Zambia and DR Congo were to gain from trade, how would the relative price of wheat be and why?
2. Assume two nations Zambia and Zimbabwe, each producing two commodities copper and tea.
- (a) Draw two diagrams one for each nation, on one set of axes a community indifference curve tangent to a fairly flat section of a concave production frontier and on the other set of axes a community indifference curve tangent to a fairly steep portion of a concave production frontier.
- (b) How does each nation gain in consumption compared with its autarky point?
- (c) Which of the two nations gains more from trade and why?
3. Zambia, a small nation, produces labour-intensive coffee and capital-intensive fabricated metals. However, Zambia has a comparative advantage in the production of fabricated metals. Supposing the endowment of capital doubles in Zambia, analyse in detail the implications of this factor growth.
4. Zambia's major trade partners are Zimbabwe and Kenya. Zambia, Zimbabwe and Kenya produce coffee at different relative commodity prices. Supposing Kenya, being a small nation decides to form a customs union with Zimbabwe, analyse in detail the implications of this policy move.

**Part III (20 Marks).**

1. What were the mercantilists' views on trade? How were their views different from those of Adam Smith and David Ricardo?
2. How does the Heckscher-Ohlin model differ from the Ricardian model in explaining international trade patterns?
3. What is a customs union? Under what conditions is a customs union likely to lead to trade creation and increased welfare?

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**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2001/2002 ACADEMIC YEAR FIRST SEMESTER**  
**FINAL EXAMINATIONS**

EC415: ECONOMETRICS

TIME: THREE HOURS

INSTRUCTION: ANSWER **QUESTION ONE** (COMPULSORY) AND **ANY THREE QUESTIONS**

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1. Briefly define and explain the significance of the following econometrics concepts:

- (a) BLUE estimator
- (b) Central Limit Theorem
- (c) Generalised Least Squares
- (d) Specification error
- (e) Measurement error

2. Suppose you were given the following data on GDP at current prices and stock of monetary aggregate (M0), expressed as indices.

(1985 = 100)

Year	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989
<b>GDP</b>	65.1	71.6	78.3	85.5	91.3	100.0	107.5	118.1	131.4	143.1
<b>M0</b>	81.1	84.8	85.6	90.5	95.6	100.0	104.0	108.8	116.4	113.0

- (a) Specify and estimate a model of the relationship between GDP and M0 using OLS
- (b) Estimate the standard errors of the estimators obtained in (a) above.
- (c) Test the null hypotheses

$$(i) \quad \beta = 0 \quad (ii) \quad \beta = 1$$

3. From a sample of 200 observations the following quantities were calculated:

$$\Sigma x_1 = 51.13 \quad \Sigma x_2 = 40.0 \quad \Sigma Y = 117.25 \quad \Sigma x_1^2 = 1.27$$

$$\Sigma x_2^2 = 3.2 \quad \Sigma y^2 = 4.78 \quad \Sigma x_1 y = 12.84 \quad \Sigma x_2 y = 5.0$$

$$\Sigma x_1 x_2 = 10.2$$

(a) Use the data to estimate the parameters, variance, covariance and  $R^2$  for the following model:

$$Y_i = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + U_i$$

(b) Interpret your results and test the hypothesis that  $\beta_1 = 1$  and  $\beta_2 = 0$

4. (a) What is autocorrelation? Briefly explain the genesis of autocorrelation.

(b) The following are residuals from a linear relationship:

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-statistic and test the hypothesis  $H_0$  of no autocorrelation, given that  $n = 20$ ,  $du = 1.41$  and  $dl = 1.20$ .

5. (a) Explain the underlying principles of the distributed lag models developed by (i) Koyck (ii) Almon

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

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

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

6. (a) Define dummy variables and dummy variable trap.
- (b) The wages of a moonlighter is influenced by his earnings in his primary occupation, his educational qualification, his experience in terms of years and the region in which he is occupied. The following equation is considered to estimate his wages:

$$W_{mi} = \alpha_0 + \alpha_1 D_{1i} + \alpha_2 D_{2i} + \alpha_3 D_{3i} + \beta_1 X_{1i} + \beta_2 X_{2i} + U_i$$

Where  $W_{mi}$  = wages in secondary occupation

$X_{1i}$  = experience

$X_{2i}$  = wages in primary occupation

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

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

$D_{3i}$  = 0 if rural and 1 if urban

- (i) Is there any difficulty in estimating  $W_{mi}$  ? How would you sort it out?
- (ii) Give an equation to estimate the wages of an educated moonlighter in an urban area.

***End of Examination***

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2001/2002 ACADEMIC YEAR FIRST SEMESTER**  
**FINAL EXAMINATIONS**

**EC445: ENVIRONMENTAL ECONOMICS**

**TIME: THREE HOURS**

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

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1. For each of the following statements, answer whether they are TRUE, FALSE or UNKNOWN. Please MOTIVATE your answer.
  - (a) An efficient allocation of resources is not unique.
  - (b) An efficiency gain always results in a higher value of social welfare.
  - (c) Some environmental problems have arisen due to failure of political institutions as much as due to failure of market institutions.
  - (d) There is a relationship between Marshallian consumer surplus (MCS) and the two environmental quality monetary measures, Equivalent surplus (ES) and Compensating surplus (CS).
  - (e) The conventional System of National Accounts (SNA) is not an adequate means of measuring and monitoring the impact of environmental changes on income or welfare.
  
2. Describe the institutional requirements that are necessary in order to attain an efficient market allocation of resources. What are the three conditions of an efficient market allocation of resources?

3. Using an appropriate valuation method describe how you can estimate the value that a community places on clean surroundings in their city by:
  - (a) Stating the method and the stages that will be involved.
  - (b) Commenting on the limitations of your method.
4. On the basis of the Coase Theorem, discuss how an efficient level of pollution can be achieved. What are the limitations to this approach?
5. Discuss the merits and demerits of Command and control (CAC) instruments versus market- based instruments to environmental protection and pollution control.
6. Discuss the problem of transboundary pollution, outlining examples and the critical issues involved.

**END OF EXAMINATION**

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

22001/2002 FIRST SEMESTER EXAMINATIONS

**FI 111: FRENCH LANGUAGE 1**

**TIME: 3 HOURS**

**INSTRUCTIONS: Answer all questions**

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**SECTION A: Grammar**

**Question 1.** Complétez le texte ci-dessous avec les verbes manquants: prendre, mettre, sortir, aller, faire, jouer, boire, lire, être, avoir, partir, couper etc...

(46 pts)

Le matin, pour le petit déjeuner, Monsieur Sakala \_\_\_\_\_ seulement un café, mais ses enfants \_\_\_\_\_ un grand bol de café avec des tartines. Ils \_\_\_\_\_ souvent du beurre ou de la confiture sur leurs tartines.

M. Banda \_\_\_\_\_ de la maison à huit heures, mais les enfant \_\_\_\_\_ seulement à 8 heures. En général, ils \_\_\_\_\_ à l'école à pied: l'école se trouve seulement à huit cents mètres de la maison. M. Banda, lui, \_\_\_\_\_ au bureau en car. Il \_\_\_\_\_ le car à la station Étoile. En général, il \_\_\_\_\_ environ dix minutes pour arriver au Bureau où il travaille.

À quatre heures, les enfant \_\_\_\_\_ souvent du sport avec leurs copains: il \_\_\_\_\_ au foot ou au basket sur le parking derrière la maison. Puis ils rentrent à la maison, ils \_\_\_\_\_ deux grands verres de jus d'orange et ils \_\_\_\_\_ tranquillement des magazines ou des bandes dessinées, ensuite \_\_\_\_\_ leurs devoirs. Ils \_\_\_\_\_ plus d'une heure pour faire leurs exercices.

Quand ils \_\_\_\_\_ malades, ils ne \_\_\_\_\_ pas à l'école, mais ils \_\_\_\_\_ des devoirs chez eux (s'ils n' \_\_\_\_\_ pas trop de fièvre). Le mercredi, ils \_\_\_\_\_ au gymnase (ils \_\_\_\_\_ du squash au de la natation); de temps en temps, ils \_\_\_\_\_ chez le coiffeur pour se \_\_\_\_\_ les cheveux.

**Question 2:** Ecrivez les chiffres en lettres

(26 pts)

La tour Eiffel date de la fin du (XIXe) \_\_\_\_\_ siècle. Elle se compose de (2,5 millions) \_\_\_\_\_ de rivets, assemblés par (300) \_\_\_\_\_ monteurs acrobates, de (1887) \_\_\_\_\_ à (1889)

\_\_\_\_\_ La tour Eiffel mesure (300) \_\_\_\_\_ mètres de hauteur. Avec l'antenne de Télévision installée en (1959) \_\_\_\_\_, elle mesure (320,75) \_\_\_\_\_ mètres. La tour pèse plus (7000) \_\_\_\_\_ tonnes.

Le Pont-Neuf est le plus vieux pont de Paris: commencé au (XVIe) \_\_\_\_\_ siècle, il a été achevé en (1604) \_\_\_\_\_.

Au (XVIe) \_\_\_\_\_ siècle, les champs - Elysées sont encore des champs et des marais. La reine Marie de Médicis y fait planter des arbres en (1616) \_\_\_\_\_ pour ses promenades royales. En (1709) \_\_\_\_\_, on baptise cette allée les Champs - Elysées.

**Question 3:** Complétez le texte avec les éléments manquants (avec élision si nécessaire). (28 pts)

Cette année, je fête mon anniversaire à Chipata, dans la Province de l'est. \_\_\_\_\_ souvent très beau au mois d'Avril: \_\_\_\_\_ est le début de la saison froide.

Dans les champs d'arachides, \_\_\_\_\_ beaucoup de monde: \_\_\_\_\_ l'époque des récoltes. Mon oncle \_\_\_\_\_ agriculteur, \_\_\_\_\_ aussi apiculteur (\_\_\_\_\_ un très bon apiculteur: \_\_\_\_\_ miel est connu dans toute la région). Oh! Comme je \_\_\_\_\_ envie de partir. Je \_\_\_\_\_ besoin de retrouver tout cela. Mais je n'ai pas \_\_\_\_\_ vacances ce mois-ci.

L'anniversaire de Marie est le seize Avril et \_\_\_\_\_. Paul? Ah! Elle est taureau comme \_\_\_\_\_ tante: Elle est née \_\_\_\_\_ dix-huit mai. Elle a trente ans comme Joseph.

## SECTION B: La composition

Écrivez **une** composition de 200 mots parmi les sujets ci-dessous.

1. L'éducation universitaire a beaucoup d'avantages. Discutez.
2. Imaginez que vous étiez témoin à un accident de la route lors des vacances des Pâques. Racontez ce qui s'est passé.
3. Votre ami vous invite pour passer les vacances chez lui en Suisse. Vous aimeriez bien mais vous n'avez pas de moyens pour acheter un billet de voyage. Répondez-lui et essayez de trouver d'autres propositions intéressantes.

**SECTION C: Compréhension: Lisez le texte et répondez aux questions.**

**FRIPOUNET**

**LA VIE DU CHÔMEUR**

Le travail, pouvoir travailler, c'est une des plus belles choses qui existent. Même si trop de métiers ne sont pas intéressants, et quelques-uns trop pénibles, chaque homme est fier de pouvoir dire: "Je travaille".

Le fait d'être chômeur, de ne plus avoir de travail, de ne pouvoir gagner sa vie est ressenti comme une insulte, une honte. En tout cas, c'est une chose qu'on n'ose pas avouer.

La vie du chômeur n'est pas drôle. Marcel P... le sait déjà. Dans quelques jours, après son inscription au "Bureau de la main d'oeuvre", il ira d'usines en ateliers. Longtemps les portes se fermeront devant lui; on lui donnera de faux espoirs. C'est chaque soir un peu plus triste qu'il rentrera à la maison.

Bien que chômeur, Marcel P... ne sera pas sans argent. Parce que nous vivons dans un pays riche, et parce que les travailleurs se sont organisés dans les syndicats, il touchera des indemnités de licenciement et de chômage. Mais, même si ses indemnités sont justes et nécessaires, celui qui les touche n'a pas l'impression d'avoir gagné cet argent, car il se considère comme tenu à l'écart des autres travailleurs.

**"IL FAUT MANGER POUR VIVRE..."**

Le lendemain, en classe, Jean-Paul et Maryline ont constaté que les pères de plusieurs de leurs camarades allaient eux aussi se retrouver chômeurs. Le maître en a profité pour leur expliquer le chômage:

- Dans un pays de 1000 habitants, s'installe une usine de 10 ouvriers fabriquant 100 machines à laver par an. Ces machines sont usées après avoir servi 10 ans. Au bout de 10 ans les 1000 habitants auront tous leur machine. La 11ème année, l'usine fabriquera encore 100 machines pour remplacer celles de la première années. Et ainsi de suite... Dans ce cas on dit que le plein emploi est assuré.

Mais il se trouve que les 1000 habitants sont pressés d'avoir leur machine à laver. L'usine embauche donc 10 ouvriers de plus et parvient ainsi à fabriquer 200 machines par an. En 5 ans tout le monde aura sa machine, mais aucune ne sera usée. L'usine n'aura plus rien à faire et devra fermer.

- Mais elle pourrait fabriquer autre chose: des réfrigérateurs par exemple? demande Jean-Paul.
- Certainement, mais lorsque tout le monde aura son réfrigérateur, sa cuisinière électrique, son automobile, le problème sera le même à moins qu'on ne se mette à fabriquer et à vendre des objets qui ne servent à rien.

- Dans ce cas, dit Maryline, ce serait le contraire du proverbe: "Il faut manger pour vivre et non vivre pour manger".

Oui! Si tu es d'accord pour dire que le verbe "manger" ne se rapporte pas seulement à la nourriture mais à tout ce qui peut se consommer.

### ET SI L'ON TRAVAILLAIT MOINS?

Le soir, Jean-Paul a posé une autre question à son père: "Tu vas travailler tôt le matin et parfois le samedi... Si l'on travaillait moins longtemps, est-ce qu'il n'y aurait pas des places pour tous"?

- Certainement, mais c'est très difficile. Car il coûte moins cher à une entreprise de travailler et de payer 5 minutes de plus à 12 ouvriers que de procurer une heure de travail à un ouvrier supplémentaire.

Done, si l'on en vient au système que tu proposes, il faudra accepter de tout payer plus cher. Mais nous travaillerions tous, en ayant plus de temps à consacrer à nos loisirs et à notre famille.

- C'est très compliqué tout cela, ajoute Maryline: Mais pour mieux montrer à papa que nous sommes avec lui, nous allons tout faire pour qu'il ait un bon Noël.

Jacques FERLUS.

#### **Questions:**

1. Quels sont les avantages du travail?
2. Qu'est-ce qu'un chômeur?
3. Pourquoi est-il plus pénible d'être chômeur dans un pays pauvre que dans un pays riche?
4. Quelles sont les causes du chômage?
5. "Il faut manger pour vivre et non vivre pour manger" Qu'est-ce que cela veut dire?

**FIN**

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

END OF FIRST SEMESTER EXAMINATIONS 2001/ 2002 ACADEMIC YEAR

**FR 131: INTRODUCTION TO FRENCH**

One Paper : ( 100%)

Time: 3 HOURS

**ANSWER ALL QUESTIONS IN ALL THE THREE SECTIONS OF THE PAPER .**

**SECTION A: LA GRAMMAIRE**

**1. Mettez les verbes entre parenthèses au Présent:**

Exemple: Nous ( écrire ) une lettre à notre ami.  
Nous **écrivons** une lettre à notre ami.

1. Tous les jours , nous ( prendre ) un repas à 13 heures.
2. Monsieur Mumba ( avoir ) 36 ans cette année.
3. Vous ( vouloir ) tous réussir à vos examens.
4. Ils ( avoir ) peur du chien méchant.
5. Est-ce que tu ( faire ) le devoir, maintenant?
6. Elle ( travailler ) au lycée secondaire de Kamwala.
7. Nous ( être ) des étudiants à l'Université de Zambie en première année.
8. Pierre et Paul ( habiter ) à Woodlands.
9. Il ( partir ) pour le Botswana dans un jour.
10. Je ( aller ) au marché souvent.

**11. Mettez les verbes entre parenthèses au Passé Composé**

**( Remember to use the correct auxiliary verb and any other changes that may be necessary.)**

Exemple: Tu ( descendre ) du taxi.  
Tu **es descendu** du taxi.

1. Anne-Marie ( tomber ) de la chaise.
2. Le concierge ( monter ) la valise au deuxième étage.
3. Est-ce que tu ( voir ) le médecin hier?
4. Hier soir, je ( manger ) un bon repas au restaurant.
5. Madame Phiri et son mari ( arriver ) en retard pour la messe.
6. L'enfant de mon ami ( avoir ) de très bons résultats de Grade 12.
7. Il ya deux jours, nous ( aller ) au jardin de Munda wanga avec des amis.
8. Qui ( rester ) à la maison?
9. Mon Papa ( venir ) me voir l'année dernière.

10. Je ( finir ) mes devoirs à temps.

**111. Mettez les verbes entre parenthèses à l'imparfait**

Exemple: Nous ( partir ) en vacances chaque mois.  
Nous **partions** en vacances chaque année.

1. Quand elle( être) jeune, elle ( habiter ) à Chingola.
2. Nous ( vouloir ) voir le Directeur mais il n'( être) pas là.
3. Les enfants (jouer) pendant que je ( travailler).
4. Ils ( faire ) beaucoup de bruit parceq'ils ( venir ) de voir un serpent.
5. Tu ( prendre) le mini-bus avant d'acheter une voiture, n'est-ce pas?

**IV. Donnez des réponses correctes aux questions suivantes:  
( Answer the following questions about yourself and about life around you in full french sentences).**

1. Quelle est votre nationalité?
2. Comment s'appelle le Chef d'Etat de Zambie?
3. De quelle ville venez-vous?
4. Combien d'étudiants suivent les cours de FR131, cette année?
5. Vous avez quel âge?
6. Pourquoi est-ce que vous allez au Manda Hill?
7. Quelle est la profession de votre père ou mère
8. Est-ce que vous avez une femme ou un mari?
9. Qui donne les cours de français dans votre classe?
10. Quand est-ce que vous partez en vacances?

**V. Mettez au négatif les verbes soulignés.  
( Rewrite the sentence by putting the negative form of the underlined verbs).**

Exemple: Jean-Luc habite en Zambie.  
Jean-Luc **n'habite pas** en Zambie.

1. Je veux boire un café.
2. Il est malade.
3. Nous sommes passés chez toi.
4. Elle travaille bien en classe.
5. Vous faites du sport.
6. Elles préparent une fête.
6. Tu t'appelles Mwansa.
7. Je suis très fatiguée.
8. Il est venu en retard.
9. Nous marchions dans la rue.
10. Tu as bu de la bière.

**VI. Remplacez les mots soulignés par un pronom.**

1. Elle regarde les livres.
2. Avant d'aller au marché, passez donc chez le professeur.
3. Allez dire bonjour à ces dames.
4. Vous ne téléphonerez pas à vos parents, ce soir.
5. Je dis bonjour à Anne dans sa chambre.
6. Je vends trois gros poissons à Madame Ola.
7. Il raconte l'histoire intéressante aux étudiants dans la salle de classe.
8. Tu diras bonjour à Isabelle quand tu seras chez elle.
9. J'ai vu Bernadette ce matin.
10. Nous disons aurevoir à nos amis.

**VII. Mettez: Du, de la, de l', des**

1. Nous fermons la porte \_\_\_\_\_ maison.
2. Les fleurs \_\_\_\_\_ jardin.
3. Les étudiants parlent \_\_\_\_\_ vacances.
4. Vous sortez \_\_\_\_\_ maison.
5. Pierre a envie \_\_\_\_\_ gâteau.
6. Marie ouvre la porte \_\_\_\_\_ école.
7. Il vent \_\_\_\_\_ café.
8. Elle prend \_\_\_\_\_ pain.
9. Est-ce-qu'il y a encore \_\_\_\_\_ viande?
10. Tu demandes \_\_\_\_\_ eau.

**VIII. Mettez au future proche.**

1. Je parle ce soir.
2. Nous prenons notre petit déjeuner.
3. Elle descend du bus.
4. Vous regardez la tété.
5. Nous passons devant.

## SECTION B: LA COMPOSITION

**Instructions:** Répondez à toutes les deux questions

**Question 1:** Complétez avec les mots qui manquent.

### Paris

Paris est situé \_\_\_\_\_ France. C'est \_\_\_\_\_ grande ville. Le site \_\_\_\_\_ très favorable. Une grande rivière traverse Paris. \_\_\_\_\_ s'appelle la "seine". Paris est la capitale politique et intellectuelle \_\_\_\_\_ la France. Paris est aussi le siège \_\_\_\_\_ gouvernement et des grandes administrations. Il y a beaucoup \_\_\_\_\_ établissements universitaires et culturels. Paris est \_\_\_\_\_ beau \_\_\_\_\_ Lusaka.  
Le château de Versailles se trouve \_\_\_\_\_ Paris.

**Question 2:**

Les phrases suivantes ne sont pas en ordre. Mettez-les dans l'ordre chronologique et logique. (Re-arrange these sentences into chronological order)

### LE SECRET DE FRANÇOISE

- A. - Très. Ça se passe comme ça dans les romans.
- B. - Mon Dieu! A-t-il dit. Tu as trahi le secret de ton amie. Mais n'oublie pas que tu as juré sur la tête de Casimire de ne pas trahir notre association.
- C. - Et tu comprends pourquoi personne ne doit le savoir. Françoise était sûre que le mariage allait être arrangé. Bien sûr, ce soir-là, Pim a révélé le secret à Marcel.
- D. - Je vais t'expliquer. Ce n'est pas encore sûr. Tante Héléne a trouvé à Paris un beau parti. Alors le jeune homme va venir incognito, à Paris pour voir. Et si Josephine lui plaît, s'il est d'accord, ça va! C'est romantique, n'est-ce pas?
- E. - Et ta soeur ne l'a pas dit à Suzanne, son amie?
- F. - Mais oui, parce que tu seras "demoiselle d'honneur".
- G. - Ecoute, Josephine va sans doute se marier.
- H. - Et ça m'intéresse?
- I. - Qu'est-ce que c'est? Ça m'intéresse?
- J. - J'ai un secret.

## Réponse

1. J'ai un secret (J)
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

## SECTION C: LA COMPREHENSION [TEXTE]

### Linda, Claire et Steve

Linda: C'est une jolie blonde de 38 ans. 1m 62. 67kg, rondelette mais bien proportionnée! Elle est professionnelle dans le domaine des communications. Elle aime les plaisirs de la table et le bon vin. Elle adore les arts visuels, la musique, la danse et les spectacles, en général. Elle cherche un homme équilibré, sensuel et sincère pour relation sérieuse.

Claire: Elle a 45 ans et elle mesure 1m 52. Elle pèse 50kg. Elle a les yeux bleus, les cheveux noirs. Elle est professeure d'art moderne. Elle est belle et séduisante. Elle a un esprit libre et romantique. Elle est gentille, douce, sincère et autonome. Elle cherche un homme libre, sincère et cultivé avec intérêts communs pour relation sérieuse.

Steve: Il a 44 ans, il mesure 1m 70 et, il pèse 85kg. Il a les cheveux foncés et une belle apparence. Il est mécanicien passionné de moto. Il est honnête et instruit. Il aime l'aventure. Il cherche une femme sympathique, simple et libre pour partager les plaisirs de la vie.

### Questions: Répondez à toutes les questions

1. Où travaille Linda?
2. Que fait Claire dans la vie?

3. Quel est le métier de Steve?
4. Qu'est-ce que Linda et Claire ont en Commun?
5. Qui est plus jeune entre Claire et Steve.
6. Qu'est-ce que Linda adore?
7. Quel type d'hommes cherche Claire?
8. Décrivez Steve.
9. Pourquoi Steve cherche-t-il une femme?

**FIN**

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

**END OF FIRST SEMESTER EXAMINATIONS 2001/2002 ACADEMIC YEAR**

FR 211: FRENCH LANGUAGE

PAPER 1

TIME: 3 HOURS

ANSWER BOTH SECTIONS OF THE EXAMINATION PAPER

**SECTION A: LA GRAMMAIRE**

**1. Mettez les temps des verbes**

**A. Au passé composé ou à l'imparfait.**

1. Quand je ( entrer ) dans la classe , les étudiants ( faire) du bruit.
2. Le voleur que la police ( arrêter), ( porter ) un pantalon noir.
3. Il ya deux semaines Marie ( prendre ) mes sacs.
4. Pendant mon stage au Burundi l'an dernier, je ( avior) beaucoup de difficultés.
5. Il ne ( pouvoir ) pas sortir car il ( pleuvoir) fort.

**B. Au conditionnel présent ou conditionnel passé**

1. Excusez-moi, Madame. ( pouvoir)- vous m'aider, s'il vous plaît?
2. Je ( vouloir ) voir le Directeur. Est-ce qu'il est là?
3. Si tu étais venu hier soir, nous ( aller ) au cinéma.
4. Je vous ( être ) très reconnaissante si vous veniez à ma fête le mois prochain.
5. Pardon.. Monsieur. qu'est-ce que vous ( aimer ) boire?

**C. Au plus-que -parfait ou au futur simple.**

1. Quand l'ambulance est arrivé, il ( déjà partir).
2. Demain, nous ( avoir ) les examens de Mathématiques.
3. Si tu le ( savoir) tu ne serais pas allé avec lui au bar.
4. En quequels jours , il ( commencer ) à faire froid.
5. Je (venir ) prendre un pot de vin ce soir chez toi.

**D. Au présent ou à l'infinitif**

1. Les enfants veulent ( manger ) maintenant.
2. Il est entré sans ( frapper ) à la porte.
3. Nous ( avoir ) peur du chien qui sont devant les grandes maisons de Lusaka.

- 4 Il faut toujours ( travailler ) dans la vie.
- 5 Il est venu pour ( demander ) la permission .

**1. Les Pronoms : Répondez en utilisant les pronoms des mots soulignés. Faites attention aux verbes!**

1. Quelqu'un a dormi dans mon lit?  
Non, personne.....
2. Ce sont tes lunettes?  
Non, elles ne sont.....
3. Demanderont- ils de l'argent à leur père?  
Oui, ils.....
4. Est-ce que tu as pris ta cravate?  
Oui, je.....
5. Avez-vous un billet pour le spectacle du ce soir?  
Non, nous.....
6. Ils viennent du marché?  
Oui, ils.....
7. Ces jouets sont-ils pour votre fils?  
Non, ils ne.....
8. Pourriez -vous me passer vos clés?  
Oui, je.....
9. Est-ce que tu m'entends bien au téléphone?  
Oui, je ..... bien au téléphone.
10. Allons au restaurant maintenant!  
Allons.....maintenant!

**111. La comparaison**

**Complétez par une expression de comparaison** ( *autant que, plus, aussi, comme, mieux, moins, pire, meilleur, autant de .* )

1. Mon mari est mauvais. Son père est très très mauvais.  
Son père est.....que mon mari.
2. Tu es heureux. Le roi est heureux aussi.  
Tu es heureux .....un roi.
3. Les Zulu ont 6 enfants . Les Lungu en ont 8.  
Les Lungu ont.....enfants que les Zulus.
4. J'ai quinze livres et Janet en a quinze .  
J'ai ..... livres que Janet.
5. Thomas n'allait pas bien hier. Aujourd'hui il va bien.  
Aujourd'hui, Thomas va beaucoup.....qu'hier.
6. Ce bijou coûte K 350 000.00 et l'autre coûte K250 000.00.  
Ce bijou coûte .....cher que l'autre.
7. Julie est très bonne en Sciences. Adonis est bon en Sciences.

- Julie est.....en Sciences qu'Adonis.
8. Elle a une paire des chaussures. Ella a aussi une paire des chaussettes.  
Elle a..... chaussures que des chaussettes.
  9. Il aime lire . Il aime aussi jouer.  
Il aime jouer .....il aime lire.
  10. Paul est petit. Kelvin n'est pas petit.  
Kelvin n'est pas.....petit que Paul.

## SECTION B: LA COMPREHENSION

Lisez le texte suivant et répondez à toutes les questions.

### Le Texte

- Sept heures:** le président , tasse de thé à portée de la main, ouvre les journaux du matin dans la chambre de son appartement, rue de Bièvre. Au même instant, de l'autre côté de la Seine trois soldats pénètrent dans le bureau présidentiel, pour y faire le ménage. Ils ouvrent en grand les fenêtres, branchent leurs aspirateurs et se mettent à travailler.
- **Huit heures trente:** départ pour le « bureau » . Sous le portail de l'Elysée la garde présente les armes. Sur son bureau qui fut celui du général de Gaulle, le président trouve un dossier de 20 à 30 cm d'épaisseur: les notes de ses collaborateurs.
- Treize heures quinze:** déjeuner de travail, dans la salle à manger du rez-de-chaussée qui ouvre sur le parc. Jamais en solitaire. Autour de la table on trouve des amis, des écrivains. Le président voit dans ces déjeuners une source précieuse d'information.
- Quinze heures:** remontée au bureau. Parfois une échappée dans le parc qui borde l'avenue Gabriel. « On en fait trop vite le tour » soupire le président.

Une journée normale se termine vers vingt et une heures. S'il ne rentre pas chez lui, le président aime inviter quelques amis à son cinéma privé, installé sous la salle du conseil des ministres.

Pourtant le nouveau président ne songe pas à s'enfermer dans la prison dorée des appartements présidentiels même s'il les trouve agréables. Il insiste pour sortir du palais le plus souvent possible. Pourquoi? Pour rester en contact avec la vie de Paris.

### Les questions:

1. Que fait le président le matin de bonne heure?
  - A. Il porte du thé dans sa chambre.
  - B. Il lit les nouvelles du jour.

- C. Il prend son petit déjeuner.  
D. Il fait sa chambre.
2. À la même heure que se passe-t-il à l'Élysée?  
A. Trois soldats nettoient le bureau du président.  
B. Trois soldats préparent les papiers du président.  
C. Trois soldats entrent en contact par radio avec le président.  
D. Trois soldats montent la garde devant le bureau du président.
3. Qu'est-ce que le président trouve en arrivant à son bureau à l'Élysée?  
A. Le général de Gaulle qui l'attend.  
B. Ses collaborateurs qui l'attendent.  
C. Énormément de travail placé sur sa table.  
D. Des armes sur son bureau.
4. Le repas de midi est pour le président l'occasion de  
A. retrouver sa famille.  
B. Se trouver enfin seul.  
C. Se documenter sur ce qui se passe.  
D. Faire une petite promenade dans le parc.
5. Pourquoi le président soupire-t-il?  
A. Il n'aime pas marcher trop vite.  
B. Il voudrait pouvoir quitter le palais.  
C. Il attend vingt et une heures avec impatience.  
D. Il n'aime pas rentrer si tôt dans son bureau.
6. Que fait quelque fois le président le soir?  
A. Il sort pour aller au cinéma.  
B. Il préside un conseil de ministres.  
C. Il prend le métro pour rentrer chez lui.  
E. Il reste au palais et regarde un film.
7. Pourquoi le président aime-t-il sortir du palais?  
A. Il veut lui-même visiter les prisons.  
B. Il ne veut pas oublier la réalité quotidienne.  
C. Il n'aime pas son appartement.  
D. Il veut faire de l'exercice.
8. Comment sont les appartements du président?  
A. Formidables!  
B. Très laids!  
C. Pas mal.  
D. Insupportables!
9. Pendant combien d'heure dure le déjeuner de travail?
10. Donnez un titre à ce texte.

**THE UNIVERSITY OF ZAMBIA**  
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**DEPARTMENT OF LITERATURE & LANGUAGES**

**END OF FIRST SEMESTER EXAMINATIONS: 2001 - 2002**

**FR 211: FRENCH LANGUAGE II**

**INSTRUCTIONS: ANSWER ALL QUESTIONS**

**TIME: THREE HOURS**

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**PAPER II**

**SECTION A: TRANSLATION**

**PARIS**

1. Je suis à Paris, je foule le sol de Paris. Je regarde, partout des Blancs; des employés blancs. Nulle part une tête de Nègre. C'est bien un pays de Blancs.
2. Des autos passent qui semblent glisser, tant elles vont vite, et pas un seul coup de klaxon. C'est défendu. Chacun obéit à la règle...  
L'animation augmente à mesure qu'on approche de la ville. Du monde dans les rues, les cafés, les restaurants. On se croirait un jour de fête chez nous. Une circulation intense, disciplinée, les autos s'arrêtent au feu rouge, attendent patiemment le vert pour repartir. Un incessant tourbillon. Les piétons sont les plus pressés. Il faut les voir se faufiler à travers les voitures et s'arrêter tout d'un coup. N'auraient-ils pas des ressorts dans les jambes, ressorts remontés chaque matin?
3. Le Parisien trotte dans un bruit continu de houle. Il croirait que le monde a cessé de tourner si une nuit, ou un matin il n'entendait plus ces bruits familiers.

Bernard B. Dadié. Un nègre à Paris.  
Présence Africaine, éditeur.

**SECTION B:           Composition**

**Instructions:           Répondez à une seule question.**

**Question 1:** Ecrivez une lettre à votre ami(e) parisien(ne) pour lui expliquer la situation actuelle en Zambie. (70 à 100 mots)

**Question 2:** Décrivez vos projets de vacances. Où allez-vous aller et qu'est-ce que vous allez faire là-bas? (70 à 100 mots)

**FIN**

UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
DEPARTMENT OF LITERATURE AND LANGUAGES  
2002 ACADEMIC YEAR FIRST SEMESTER DEFERRED EXAMINATIONS

FR211 : PAPER II

TIME : THREE HOURS

INSTRUCTIONS : ANSWER QUESTIONS FROM EACH SECTION

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**SECTION B: TRANSLATION**

**Translate the following text into English**

**Apprenez l'anglais**

Si vous voulez vraiment bien apprendre l'anglais, venez l'apprendre en Grande-Bretagne. L'anglais est la langue des affaires et des relations internationales si bien que le prix d'un cours d'anglais est un excellent placement pour l'avenir.

Les écoles d'anglais en Grande-Bretagne comptent parmi les meilleures écoles de langues du monde. C'est donc en toute confiance que vous pouvez vous inscrire à l'une d'elles.

Bien sûr leur tâche est rendue bien plus facile par le fait que vous vivrez et que vous étudierez dans un milieu où il vous faudra parler constamment anglais. Ce genre de "bain linguistique" s'est toujours montré très efficace.

Il existe un grand choix de cours. Pour les jeunes, pour les adultes, pour les hommes et les femmes d'affaires. Il y a des études à temps complet ou à temps partiel. Vous pourrez enfin choisir une école dans une ville pleine d'activité ou dans la paix de la campagne anglaise.

**SECTION B: COMPOSITION**

Answer only one question from this section.

1. Ecrivez une lettre à votre ami(e) Sénégalais(e) qui habite à Dakar pour lui expliquer la situation actuelle à l'université de Zambie.
2. Imaginez que vous allez passer une semaine dans un pays francophone de votre choix. Quel pays choisissez-vous. Dites ce que vous allez faire là-bas.
3. Décrivez votre emploi de temps. Quelles sont les choses que vous faites régulièrement.

END OF EXAMINATION

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

**FR 221: INTRODUCTION TO AFRICAN LITERATURE IN FRENCH**

**TIME: THREE HOURS**

**INSTRUCTIONS ANSWER ONE QUESTION FROM EACH SECTION**

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**SECTION A: LES CONTES**

1. Dans le conte 'Un jugement' quels sont les problèmes qui ont causé le divorce?
2. Dans le conte 'Un jugement' à qui donnez-vous raison entre le mari et la femme?  
Pourquoi. Donnez vos raisons.
3. Racontez un conte traditionnel de chez-vous. Quelle est la morale de ce conte?

**SECTION B: L'enfant noir**

4. Quels sont les aspects de la tradition africaine présentés par l'auteur dans *l'enfant noir*?
5. Faîtes un résumé de la moisson du riz dans *l'enfant noir*.
6. Décrivez l'histoire dans l'une des chapitres de *l'enfant noir*. Quelle leçon tirez-vous de cette histoire.

**FIN DE L'EXAMEN**

**THE UNIVERSITY OF ZAMBIA**  
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**DEPARTMENT OF LITERATURE & LANGUAGES**

**2001/2002 FIRST SEMESTER EXAMINATIONS**

**FR 311: INTERMEDIATE FRENCH LANGUAGE**

**TIME: THREE HOURS**

**INSTRUCTIONS: Answer all questions**

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**PAPER I**

**SECTION A: GRAMMAR**

**Question I: Complétez les phrases ci-dessous en mettant le verbe entre parenthèses à l'indicatif ou au subjonctif.**

1. J'espère que Françoise (m'écrire) \_\_\_\_\_ souvent.
2. Tamara et Chanda ont jugé bon que nous (se réunir) \_\_\_\_\_ dès demain.
3. Pensez-vous qu'il ( falloir s'inquiéter ) \_\_\_\_\_ ?
4. Béatrice a dit qu'elle (revenir) \_\_\_\_\_ la semaine prochaine.
5. Les autorités de l'Ambassade de France demandent que nous (avoir) \_\_\_\_\_ un visa pour trois mois.
6. J'ai l'impression qu'il (pleuvoir) \_\_\_\_\_.
7. Je ne pense pas qu'il (pleuvoir) \_\_\_\_\_ ce soir.
8. Il est grand temps que nous (sortir) \_\_\_\_\_ ; il est tard.
9. Le mieux est que tu lui (dire) \_\_\_\_\_ ce qui s'est passé.
10. Il suffit que vous lui (téléphoner) \_\_\_\_\_ rapidement.
11. J'imagine que vous (ne pas aller) \_\_\_\_\_ le voir.
12. Imaginons que vous (sortir) \_\_\_\_\_ avec lui.

13. Elle prétend qu'il (être) \_\_\_\_\_ l'ami du Président.
14. Il n'est pas impossible qu'il (être) \_\_\_\_\_ l'ami du Président.
15. Il me semble qu'il (être venu) \_\_\_\_\_ en notre absence.

**Question II: Complétez ces phrases à votre choix.**

1. Il est impensable que \_\_\_\_\_
2. Il est clair que \_\_\_\_\_
3. Il est important que \_\_\_\_\_
4. Il est normal que \_\_\_\_\_
5. Il est juste que \_\_\_\_\_
6. Il a été décidé que \_\_\_\_\_
7. Il a été convenu que \_\_\_\_\_
8. Je pense que \_\_\_\_\_
9. Je ne crois pas que \_\_\_\_\_
10. Croyez-vous que \_\_\_\_\_

**Question III: Complétez avec le verbe au passé composé du verbe entre parenthèses.**

1. Elle (se laver) les cheveux.
2. Ils (se dit) qu'ils avaient raison.
3. Elle (se demander) si elle partirait.
4. Elles (se rencontrer)
5. Elles (se parler)
6. Elle (se méfier) de nous
- 7/8. Elle (s'endormir) après (être allongée) sur le canapé.
9. Ils (s'en aller) \_\_\_\_\_ avant le dernier train.

10. Elle (se souvenir) \_\_\_\_\_ qu'elle avait oublié son parapluie au cinéma.
11. Elles (se moquer) \_\_\_\_\_ de leurs voisines.
12. Elles (s'enfuir) \_\_\_\_\_ en laissant tout derrière elle.
13. Elle (se demander) \_\_\_\_\_ si elle partirait.
14. Elle (se laver) \_\_\_\_\_ le visage.
15. Elle (se mettre) \_\_\_\_\_ à penser.

**Question IV: Complétez le texte à l'aide des expressions de temps suivantes:  
 nuit-là-journée-soir-lendemain-matin- journée là-veille-durant-  
 pendant.**

### L'EXAMEN D'UN ETUDIANT AU MOYEN AGE

La \_\_\_\_\_ de la soutenance \_\_\_\_\_ la journée l'étudiant devait rassembler ses notes, préparer tout ce don't il aurait besoin le \_\_\_\_\_. Le \_\_\_\_\_ même il devait retrouver ses camarades qui l'accompagneraient jusqu'au tombeau du Saint Patron. Là, il commencerait sa veillée jusqu'au \_\_\_\_\_ matin. \_\_\_\_\_ toute cette \_\_\_\_\_ il ne devait absolument pas dormir. Le \_\_\_\_\_ il se préparerait pour se présenter devant le jury qui le questionnerait la \_\_\_\_\_ entière. Le \_\_\_\_\_ venu, après délibération, le jury le déclarerait admis ou « rejeté ».

### **SECTION B: La Compréhension Écrite**

**Dites ce que signifie chacune des phrases suivantes ( plus vite ou moins vite)**

1. A ce rythme, on est encore là demain. ( ..... )
2. Tu dors ou quoi? ( .....)
3. Tu en as encore pour longtemps? ( .....)
4. On ne fait pas la course. ( .....)
5. On a le temps. ( ..... )
6. Oh! Il est déjà sept heures! ( .....)
7. Il n'y a pas le feu! ( .....)
8. Je n'en peux plus.( .....)

9. Tu ne crois pas qu'on va arriver en retard? (.....)
10. C'est pour aujourd'hui ou demain? (.....)

## II. Lisez le texte et répondez aux questions:

### LA MACHINE À CAFÉ, SEUL TÉMOIN DU MEURTRE

Le receveur d'Escota a été tué mardi soir au péage de Nice- Saint- Isidore alors qu'il venait d'introduire des pièces dans le distributeur à café. Le gobelet a été retrouvé plein.

Près de deux jours après la découverte à Nice du corps de Thierry Garelli, le responsable du péage de Saint-Isidore, tué d'une balle en pleine tête, le dossier conserve toutes ses zones d'ombre.

Le dernier élément, révélé hier, n'a pas contribué à la compréhension du drame. Le receveur a été tué, au sous-sol de la « gare » de péage, devant la machine à café alors qu'il venait d'introduire 2.50F et de commander un « petit noir ». Le gobelet a été retrouvé plein. Il ne portait aucune empreinte.

Thierry Garelli a-t-il été surpris par les malfaiteurs qui l'ont abattu de sang froid? Les voyous, entrés sans bruit dans le bâtiment grâce à un jeu de fausses clés, auraient tué au sous-sol le seul employé présent avant de remonter au rez-de – chaussée, où ils auraient pillé l'armoire forte, emportant environ 60 kg de pièces d'une valeur ne dépassant pas 50 000F. Ce scénario paraît le plus probable.

Bien noté et estimé de sa hiérarchie qui lui confiait, comme ce soir-là et en l'absence du titulaire, la responsabilité du péage, Thierry Garelli, 32 ans, marié et père de deux enfants, menait une vie professionnelle rangée et sans histoire, avenue Émile-Ripert dans le quartier de l'Ariane, à Nice.

L'employé modèle a-t-il imprudemment ouvert la porte du bâtiment à des connaissances, à de faux amis qui en voulaient à la caisse? Cette hypothèse n'est pas exclue.

Faute de certitudes, les gendarmes recherchaient toujours hier des témoignages. Ils tentaient d'identifier les automobilistes ayant emprunté le péage de Saint- Isidore mardi, entre 20 heures et 24 heures, grâce aux cartes d'abonnement ou aux cartes de crédit utilisées en paiement.

La société Escota, gestionnaire de l'autoroute A8, préférait ne pas commenter le drame, mais indiquait ne pas songer dans l'immédiat à renforcer la sécurité de ses installations, « *les dispositifs existants n'étant pas en cause à Saint – Isidore* ».....

**Répondez aux questions**

- 1. Le malheureux Thierry Garelli a été tué:
  - A. d'un coup de couteau
  - B. d'une balle dans le dos
  - C. d'une balle dans la tête.
  
- 1. Thierry Garelli a été tué :
  - A. au sous-sol du péage
  - B. devant le photocopieur
  - C. pendant qu'il buvait un chocolat.
  
- 2. La somme d'argent volé s'élève à:
  - A. 60 000 F
  - B. 50 000F
  - C. 2,50F
  
- 3. Les gendarmes
  - A. commencent à avoir des certitudes
  - B. recherchent des témoignages
  - C. connaissent les voleurs.
  
- 4. Les gendarmes essaient de trouver des témoins grâce
  - A. aux cartes postales
  - B. aux cartes d'abonnement
  - C. aux cartes téléphoniques
  
- 6. Thierry Garelli était
  - A. un employé médiocre
  - B. un employé titulaire
  - C. un employé modèle.

7. Complétez la fiche d'état civil de la personne assassinée

Nom:.....Prénom:.....
Année de naissance: .....
Situation de famille: .....
Nombre d'enfants: .....
Profession: .....
Adresse: .....
Ville:.....

**FIN**

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

**2001/2002 FIRST SEMESTER FINAL EXAMINATIONS**

FR 321:

TIME: 3 HOURS

INSTRUCTIONS: ONE QUESTION FROM EACH SECTION. TEXT BOOKS AND DICTIONARIES ARE ALLOWED

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SECTION A: L'Odyssée de Mongou

Either

1. A votre avis quels sont les éléments principaux dans le contact de la civilisation occidentale d'une part et la civilisation africaine d'autre part? ( L'Odyssée de Mongou de Pierre Sammy)

OR

2. Quels rapports entre les deux cultures, l'auteur de L'Odyssée de Mongou s'ingénierait-il à explorer à travers la visite de Mongou chez le Major Crespin (pp 142 - 150) à Paris.

OR

3. Dans la description du paysage dans le roman L'Odyssée de Mongou, l'on peut cerner des tonalités du mouvement littéraire de la Négritude. Quel est votre avis?

SECTION B: NEGRITUDE

Either

4. Etudiez les parallélismes (resemblances) dans l'imagination poétique entre les poèmes 'Femme noire' de Senghor et 'A ma mère' de Camara Laye (ci-dessous).

OR

5. Qu'est-ce que vous entendez par les termes suivants:

- a) La Négritude
- b) Le métissage culturel.

- c) Les images isomorphes.
- d) L'imagination intimiste et l'imagination de l'hostilité.

**OR**

6. Quel rôle les poètes et musiciens Negro-Américains ont-ils joué dans l'élaboration de la philosophie de la Négritude?

**SECTION C:**

**Either Le Docker Noir**

7. Mettez la citation suivante dans le contexte de l'enjeu du roman le Docker Noir de Sembene Ousmane:

«LE NEGRE DIAW FALLA, ASSASSIN DE LA CELEBRE ROMANCIERE SERA JUGE DANS TROIS JOURS PAR LA COUR D'ASSISES DE LA SEINE»

**OR**

8. Dans Le Docker Noir étudiez l'attitude:
- a) de la mère de Diaw envers son fils
  - b) des blancs envers les noirs.

**FIN DE L'EXAMEN**

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

2001/2002 FIRST SEMESTER EXAMINATIONS

FR 411:        **ADVANCED FRENCH LANGUAGES**

TIME:         **THREE HOURS**

INSTRUCTIONS:

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**PAPER I**

**SECTION A:        Grammar**

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

1.     C'était un professeur extraordinaire. Tous les élèves avaient du respect à son égard.
2.     J'ai trouvé un coffret au grenier. A l'intérieur de ce coffret il y avait de vieilles photo de famille.
3.     Monsieur Sakala nous a donné des sujets de dissertation. Parmi ces sujets trois sont sur la liberté et un sur le bonheur.
4.     Il a reçu une bourse d'études. Grâce à cette bourse il pourra continuer ses études.
5.     Dans le salon il y a une cheminée. Au-dessus de cette cheminée est accroché un miroir vénitien.
6.     C'est un ordinateur très pratique. Avec cet ordinateur on peut faire beaucoup de choses.
7.     Je viens de recevoir une lettre. Il faut que j'y réponde des maintenant.
8.     Nous aimons bien monter sur la falaise. De là, nous voyons tout le village serré autour du fleuve.
9.     Je vous présente Mademoiselle Mutale. Je partage un appartement.
10.    Elle veut bien me prêter son ordinateur. Elle ne s'en sert pas souvent.
11.    Il vient d'acheter une voiture d'occasion. La carrosserie doit être repeinte.

12. Elle vit dans un petit village. Elle s'ennuie.
13. Ils ont loué un bel appartement. Il se trouve près de la maison de leurs parents.
14. J'ai lu un livre extraordinaire: tous les jeunes devraient l'avoir lu.
15. J'ai acheté des pulls. Deux sont en laine.

**Question 2: Formez les adverbes correspondant aux adjectifs suivants et utilisez-les dans une phrase de votre choix.**

16. Incroyable: \_\_\_\_\_
17. Exagéré: \_\_\_\_\_
18. Assidu: \_\_\_\_\_
19. Agréable: \_\_\_\_\_
20. Prudent: \_\_\_\_\_
21. Élégant: \_\_\_\_\_
22. Gentil: \_\_\_\_\_
23. Éternel: \_\_\_\_\_
24. Naïf: \_\_\_\_\_
25. Amoureux: \_\_\_\_\_

**SECTION B: Explication de texte**

**Lire le texte et répondre aux questions.**

**Un Nègre à Paris**

### Un Nègre à Paris\*

**BERNARD DADIÉ.** Né en 1916 à Assinie (République de la Côte d'Ivoire). Actuellement directeur de la Recherche et des Beaux-Arts du gouvernement ivoirien à Abidjan. Poète, romancier, essayiste, Dadié a abordé avec succès tous les genres littéraires. Ses recueils de poèmes: *Afrique debout* (1950), *Legendes Africaines* (1953) et *La Ronde des Jours* (1956) lui ont valu d'être reconnu comme un des plus authentiques écrivains africains de langue française. Ses romans: *Climbiré* (1956), *Un Nègre à Paris* (1959), ses contes: *Pagne Noir* (1955) et son récit: *Paron de New York* (1964) lui ont conquis en Afrique une grande popularité.

Je suis à Paris, je foule le sol de Paris. Je regarde, partout des Blancs, des employés blancs. Nulle part, une tête de Nègre. C'est bien un pays de Blancs. Il fait frais; le soleil se cache de honte. Il a conscience d'avoir commis à mon endroit<sup>1</sup> une injustice en me grillant de la tête aux pieds, alors qu'il arrive à peine à bronzer les hommes d'ici. Des autos passent qui semblent glisser, tant elles vont vite, et pas un seul coup de klaxon. C'est défendu. Chacun obéit à la règle. C'est défendu chez nous aussi mais c'est un plaisir pour chacun de violer la règle, de klaxonner. Ça met en vedette, fait de vous «quelqu'un». Les chauffeurs signalent les arrêts, les départs. Depuis le temps qu'ils font ces gestes! Tout le contraire de ce qui se passe chez nous, où les chauffeurs conduisent un doigt constamment en l'air, interrogant tout passant, éventuel client. Un signe de tête sur le trottoir. Un arrêté brusque faisant gémir, hurler les pneus. Tant pis pour celui qui suit. C'est le code de la «route-jungle». Des fleurs partout, plusieurs voitures parquées. Et des affiches sur les murs, des panneaux publicitaires. Je paie ma place dans le car me conduisant aux Invalides.<sup>2</sup> L'argent reprend sa valeur. Les mots «cadeaux, gratuit» ne doivent certainement pas exister dans le langage d'ici. Il faut constamment mettre la main dans la poche, faire mentalement son compte. Quel pays!

La première personne que je vois est un vieux en bretelles, discutant avec un ami, puis un ouvrier en veste, ensuaité deux enfants. L'animation augmente à mesure qu'on approche de la ville. Du monde dans les rues, les cafés, les

\* Bernard Dadié, *Un Nègre à Paris*. Présence Africaine. Paris, 1959.  
 1 on ne fait pas de siège contre moi.  
 2 invalides à la gare aérienne (Aérogare) des Invalides.

restaurants. On se croirait un jour de fête chez nous. Une circulation intense, disciplinée, les autos s'arrêtent au feu rouge, attendent patiemment le vert pour repartir. Un incessant tourbillon. Les piétons sont les plus pressés. 25 Après tout ne sont-ils pas en nombre? Il faut les voir se faufiler à travers les voitures et s'arrêter tout d'un coup. N'auraient-ils pas des ressorts dans les jambes, ressorts remonés chaque matin?

La grisaille des murs aurait dû influencer sur le caractère des habitants. Erreur! Ils ont du soleil en réserve, aussi trottent-ils dans un bruit continu de houle. Le Parisien croirait que le monde a cessé de tourner si une nuit ou un matin, il n'entendait plus ces bruits familiers. Un peuple consultant la montre tout instant. Une ville prodigieuse qui vous prend, vous capte, vous met au pas,<sup>3</sup> vous emporte malgré vous dans un courant impétueux. Ici on ne fait pas de stage.<sup>4</sup> Il faut marcher, suivre. Et de la lumière électrique en plein jour dans les restaurants et les magasins. Certainement pour voir clair dans les compies. Je n'aurai pas peur des redites<sup>5</sup> car avec cette ville, on semble tourner en rond, être toujours dans le même quartier, voir les mêmes personnes, les mêmes têtes blanches. L'imperméable, que nous portons seulement les jours de pluie, fait ici partie intégrante de la tenue.<sup>6</sup> Paris, par la construction de ses maisons collées les unes aux autres, par ses nombreuses rues ne se coupant jamais à angles droits, est une ville qu'on ne peut enchaîner. Cela se sent de prime abord.<sup>7</sup> C'est son premier air. Et même mettrait-on<sup>8</sup> les fers à la ville les hommes passeraient au travers, comme les poissons qui «mangent» les filets, c'est-à-dire les déchirent pour échapper. 45

Cela est imprimé dans l'allure, l'attitude du Parisien. Il respire la liberté. Il est chez lui, dans son Paris. Et c'est une force prodigieuse que d'être chez soi, dans une telle ville.

On trouve ici des maisons si sérieuses d'aspect qu'on dirait qu'elles ont conscience de ce qu'elles sont ou représenteraient. Elles sont de Paris. Elles sont 50 Paris.

### QUESTIONS

1. Expliquez l'humour de Bernard Dadié au sujet du soleil, des chauffeurs africains, de l'argent, des piétons, du bruit, des magasins.
2. Quelles différences le frappent? (Premier paragraphe)
3. Est-ce que cette description de la circulation parisienne, silencieuse et disciplinée, correspond à l'idée que vous vous en faîtes?
4. Expliquez «éventuel client» (l. 12).
5. Expliquez «tant pis pour celui qui suit» (l. 13).

<sup>1</sup> vous met au pas  
<sup>2</sup> dans ne fait pas de siège  
<sup>3</sup> redites répétitions  
<sup>4</sup> tenue habillement, vêtement  
<sup>5</sup> de prime abord dès le premier contact  
<sup>6</sup> mettrait-on si on mettrait.

**SECTION C:**

Réécrivez une composition de votre choix parmi les sujets proposés ci-dessous.  
( 300-400 mots)

1. La pollution est à la source du chauffage du globe et d'autres problèmes.
2. De plus en plus , des Zambiens se réveillent dans le domaine du commerce; comment et pourquoi?
3. Faut-il garder l'uniforme à l'école ? Pourquoi ou pourquoi pas?

**FIN**

**THE UNIVERSITY OF ZAMBIA**  
**UNIVERSITY FIRST SEMESTER EXAMINATIONS – DEFERRED**  
**EXAMINATIONS, JUNE 2002**

**H111**

**INTRODUCTION TO THE STUDY OF HISTORY**

**TIME: THREE HOURS**

**INSTRUCTION: ANSWER ALL QUESTIONS IN SECTION A AND  
ANSWER ANY THREE QUESTIONS FROM SECTION B.  
HAND IN SECTION A TOGETHER WITH YOUR ANSWER  
SCRIPTS FOR SECTION B.**

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**SECTION A**

**(20 Marks)**

**INSTRUCTIONS: ANSWER ALL THE QUESTIONS IN THIS SECTION.  
WRITE THE ANSWERS IN THE SPACES ON THE  
QUESTION PAPER. HAND IN SECTION A TOGETHER  
WITH YOUR ANSWER SCRIPTS FOR SECTION B.**

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**THE DEPARTMENT OF HISTORY PRESENTS THE FILM: H111  
INTRODUCTION OF THE STUDY OF HISTORY, FEATURING ACTORS F.E.  
MULENGA, W.S. KALIKITI, B.J. PHIRI AND DIRECTED BY Y.A. CHONDOKA.  
SPECIAL EFFECTS BY B. KAKOMA. SOUND BY E. CHIPUTA AND B.  
SIAMWIZA. CAMERA PERSON, K. KRISHNA.**

**IF YOU DO NOT WANT TO FAIL, HAND IN YOUR SECTION A TOGETHER  
WITH YOUR ANSWER SCRIPTS FOR SECTION B AFTER THE THREE-HOUR  
SHOW. GOOD LUCK AND SEE YOU NEXT SEMESTER.**

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1. What is a Vertical index in the University of Zambia library?

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2. Which of the two is more useful to a student and why? Vertical file and Strip index.

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3. What is an Author Index in a library?

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4. When do we use the following?

(a) (Sic)

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(b) Ellipsis points

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5. (a) What is a bibliography?

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(b) What is an annotated bibliography? **Give one example.**

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6. (a) What is a subject index in the library? ,

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(b) What are journals?

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(c) What are interpolations?

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(d) What are ENDNOTES?

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7. Why do we use QUOTATIONS in essay writing?

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8. Where in the library are you likely to locate the following items?

(a) Journal of African History

---

(b) Year Books

---

(c) Encyclopedia

---

(d) Books with Class Mark ZAMB

---

(e) Sudan: A Country Study

---

9. (a) Identify two mistakes from the reference below.

Maina, Mwape. Going to Kitwe. London: Zed Press, 1941.

Mistakes

(i) -----  
-----

(ii) -----  
-----

(b) The above reference is for (tick only)

(i) Footnote/Endnote -----

(ii) bibliography -----

10. (a) Identify five errors in the following reference.

Agnes Mulenga. Coming from Kenya (USA: Academic Press 1945) p. 10-12.

Errors

- (i) -----  
-----
- (ii) -----  
-----
- (iii) -----  
-----
- (iv) -----  
-----
- (v) -----  
-----

- (b) John Musonda. 'Writing essays'. Journal of African History 2, 3(1946). 340.

Name the only error in the above reference.

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- (c) John Musonda. 'Growing Rice in Chama North'. Chama Katongo. Agriculture in Zambia (Great Britain, Academic Press) p. 340-2.

- (i) Write down the title of the chapter.

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- (ii) Write down the name of the author of the chapter.

-----  
(iii) Write down the name of the author of the book.

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(iv) Write down the title of the book.

-----  
(v) Write down six errors in the reference in (c) above

1. -----

2. -----

3. -----

4. -----

5. -----

6. -----

(vi) What is the difference between an **article** and a **chapter**?

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(vii) What do you do **before** you read a book that is found on Deck 14?  
Explain the **procedures** to follow as you enter the library.

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## **SECTION B**

**(30 Marks, 10 marks each essay)**

**INSTRUCTIONS: CHOOSE ANY THREE QUESTIONS FROM THIS SECTION**

1. Who are the Bantu-speaking people in Africa?
2. What led to the development and decline of the Egyptian civilization?
3. How did agriculture develop? How did the knowledge of farming spread from where it was developed to many parts of Africa?
4. What was the impact of the spread of the knowledge of iron-working in Africa?
5. What led to the development and decline of the kingdom of Kush?
6. Historians explain the origin of life differently from Christians. What are the differences and similarities in their explanations?

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

**UNIVERSITY FIRST SEMESTER EXAMINATIONS – APRIL 2002**

**H231**

**HISTORY OF MODERN AFRICA: 1750 TO 1900**

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER THREE QUESTIONS**

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1. In what ways did the geography and environment of Africa affect and influence the development of African history?
2. What do you understand by the term "historiography"? Why do you think it is important for Africans to rewrite their history?
3. Describe the main types of societies that existed in Africa prior to colonisation with reference to economy, social and political organisation.
4. Discuss the growth and development of towns and cities in pre-colonial Africa.
5. Of the several theories of the "Scramble for Africa", which one is most convincing? Where does Lenin's theory apply in this context?
6. Giving at least three examples to illustrate your answer, show the importance of "primary resistance" in Africa.
7. Would we be justified to argue that Menelik II of Ethiopia and Samori Toure of West Africa were the greatest resistance leaders of Africa?
8. What was the "Mineral Revolution" in South Africa? What was the impact of the "revolution" on South Africa?
9. Examine the ways in which "natural disasters" disrupted the general life style of Africans during the late nineteenth century.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

**THE UNIVERSITY OF ZAMBIA**

**UNIVERSITY FIRST SEMESTER EXAMINATIONS – APRIL 2002**

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**END OF EXAMINATION**

THE UNIVERSITY OF ZAMBIA

UNIVERSITY FIRST SEMESTER EXAMINATIONS – APRIL 2002

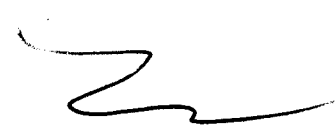
H241

ECONOMIC HISTORY OF WESTERN EUROPE, 1450 – 19<sup>TH</sup> CENTURY

TIME: THREE HOURS

INSTRUCTION: ANSWER THREE QUESTIONS

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1. To what extent does the definition of *feudalism* render it a pre-capitalist mode of production? What were the main attributes of *feudalism*? ✓
  2. Discuss the main differences between the liberal and the Marxist interpretations of capitalism. Which of the two schools of thought describes capitalism more precisely and why?
  3. What does the term *Long Distance Trade* mean to you? How far did *Long Distance Trade* contribute to the acceleration of Europe's economic advancement? ✓
  4. What is *Calvinism*? Give a critical analysis of the Calvinists' contribution to legitimising commerce and the capitalist accumulation process in Europe.
  5. Describe the *British Enclosure System* of agriculture. Discuss its impact on the British economic and social sectors from the seventeenth to early nineteenth centuries. ✓
  6. To what extent were *Mercantilist policies* positive **and** negative with regard to capitalist development in Europe? ✓
  7. Do you agree with the view that Industrialisation in France and Germany took place later than in Britain? What factors were responsible for this situation and to what extent? ✓
- 

8. How true is the assertion that Adam Smith's economic ideas made him a greater champion of *laissez-faire* economics than even the Physiocrats?
9. Did the industrialised nations of Europe take on a very heavy economic burden by engaging in colonisation in the late nineteenth century?

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**UNIVERSITY FIRST SEMESTER EXAMINATIONS – APRIL 2002**

**H321**

**NINETEENTH CENTURY EUROPE**

**TIME:                    THREE HOURS**

**INSTRUCTIONS:    ANSWER THREE QUESTIONS**

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1. To what extent was France ripe for a revolution towards the end of the eighteenth century?
2. What kind of a man was Napoleon? What were the main features of his domestic and foreign policies?
3. What role does agriculture play in the process of industrialisation?
4. Discuss the difference between Liberalism and Nationalism in nineteenth century Europe.
5. What was Romanticism? How was it related to liberal and even revolutionary ideas?
6. What were some of the main characteristics of conservatism? What did it stand against?
7. Discuss the factors that made Italy take longer to unify than other European nations.
8. Analyse the influence of Bismarck's Triple Alliance on the balance of European power until World War I.
9. Account for European imperialist expansion in the late nineteenth century.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**UNIVERSITY FIRST SEMESTER EXAMINATIONS – APRIL 2002**

**H335**

**HISTORY OF MODERN INDIA: 1857 TO 1947**

**TIME:                    THREE HOURS**

**INSTRUCTIONS:    ANSWER THREE QUESTIONS**

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1. Examine the extent to which Western education influenced Indian society during the 1820 – 1887 era.
2. Discuss the causes and consequences of the "Sepoy Mutiny".
3. Comment on the perception that the rise of nationalism up to the nineteenth century in India was as a result of the imposition of British rule on the sub-continent.
4. How did the British government relate to the Indian princely states?
5. What was the impact of World War One on India?
6. Discuss the rise of the Muslim League in India before the partition in 1947.
7. What objectives did Congress leaders have for participating in World War Two?
8. Would it be justified to argue that the "Quit India Movement" was ultimately futile in practice? How can we assess this movement historically?
9. What role did Mahatma Gandhi play in the struggle for the independence of India? What was the impact of Indian independence on Africa?

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2001/2002 ACADEMIC YEAR FIRST SEMESTER FINAL**  
**EXAMINATION**

H411: LAND AND LABOUR IN CENTRAL AFRICA, 1759 TO 1900

**TIME:** THREE HOURS

**INSTRUCTIONS:** Answer only three questions. Each question carries equal weight.

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1. According to David Birmingham, Central Africa shows a remarkable unity within the history of Africa. Do you agree?
2. How did political leadership and political organisation shape the use of land and labour in pre-colonial Central Africa?
3. Taking any one African ethnic group as example, show how the hallmark of Central African societies reflected adaptability and innovation.
4. How valid is the argument that the people, the objectives, and forces behind long distance trade were greatly different from those of local and interregional trade?
5. According to some scholars like Harry W. Langworthy, there was a close relationship between trade and religion in pre-colonial Malawi. Do you agree?
6. Fishing was the mainstay of the pre-colonial people of Luapula. Describe how nature and the environment influenced the activities associated with fishing.
7. What was the main objective of land alienation in British Central Africa during the last decade of the nineteenth century?

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**UNIVERSITY FIRST SEMESTER EXAMINATIONS – APRIL 2002**

**H435**

**SURVEY OF THE HISTORY OF THE UNITED STATES OF AMERICA**

**TIME:                    THREE HOURS**

**INSTRUCTIONS:    ANSWER THREE QUESTIONS**

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1.     In what ways can the United States of America be said to be a product of the modern era?
  
2.     What were the causes of the American Civil War?
  
3.     Discuss the view that Reconstruction was both a success and a failure.
  
4.     Account for the rapid industrialization of the United States of America.
  
5.     How successful was Franklin D. Roosevelt's New Deal in solving the social and economic problems brought about by the Great Depression?
  
6.     Critically discuss the reasons for America's involvement in **either** the First **or** Second World War.
  
7.     Examine the nature of the relationship between Africa and America since the 1960s.
  
8.     Why did America experience a crisis of confidence in the 1970s?
  
9.     In what ways has the collapse of the former Soviet block affected the United States foreign policy?
  
10.    Critically examine the extent and limitations of America's global influence.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

**UNIVERSITY FIRST SEMESTER EXAMINATIONS – JANUARY 2001**

**H 441**

**HISTORY OF RUSSIA, 1861 – 1945**

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER ANY THREE QUESTIONS**

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

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

**UNIVERSITY FIRST SEMEMSTER EXAMINATIONS – APRIL 2002**

**H491**

**HISTORICAL RESEARCH AND METHODOLOGY**

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER THREE QUESTIONS ONLY**

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1. What is a research problem and how would you go about formulating one?
2. What are some of the centres/institutions that a research<sup>er</sup> interested in the colonial and post-colonial history of Zambia should visit?
3. An ideal historical research proposal constitutes some fundamental elements. What are these elements and what are their significance?
4. Among the important colonial documents in the National Archives of Zambia are District Notebooks and Tour Reports. What are these documents and what type of information are they likely to contain?
5. What is fieldwork and oral data? Discuss some issues a historian must consider when planning field work and when collecting oral data in the field.
6. Why do you think pre-colonial historical research is unpopular among history research students at the University of Zambia?

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
DEPARTMENT OF LITERATURE AND LANGUAGES  
2001/2002 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. Answer EITHER (a) or (b)
  - (a) Explain what is meant by African Languages and African Linguistics.
  - (b) With examples, show that:
    - (i) not all languages spoken in Africa are African languages
    - (ii) not all African languages belong to the field of African linguistics.
  
2. Answer EITHER (a) or (b)
  - (a) Explain to what extent the following languages are African Languages:
    - (i) Arabic
    - (ii) Africaans
    - (iii) Malagasy.
  - (b) What is the relationship between:
    - (i) Swahili and Arabic?
    - (iii) Dutch and Africaans?
  
3. Answer BOTH (a) and (b)
  - (a) Where are Bantu languages spoken?
  - (b) Who coined the word 'Bantu'. Explain the origin and meaning of the term 'Bantu'.
  
4. Briefly compare Greenberg's and Guthrie's theories of Bantu origin and spread.
  
5. Answer BOTH (a) and (b)
  - (a) What criteria or principles, has Greenberg used in his classification of the African languages? Explain.
  - (b) What is the meaning of the word 'prehistory' in the title of Guthrie's

(1967-70) **Comparative Bantu?**

6. Answer BOTH (a) and (b)  
(a) Name any two uses of the asterisk (\*) in linguistics and exemplify.  
(b) Explain the term Proto-Bantu.
7. What is meant by the following;  
a. 'African Alphabet'?  
b. International Phonetic Alphabet (IPA)
8. Answer BOTH (a) and (b)  
(a) Comment on the following statement:  
"In terms of the number and nature of vowels, most Bantu languages fall into two groups."  
(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:  
a. Two different adjectives  
b. Two different adverbs  
c. Two different onomatopoeias  
d. Two different ideophones  
e. Two different prepositions.
10. Answer BOTH (a) and (b)  
(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. Answer BOTH (a) and (b)  
(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. Answer EITHER (a), (b) or (c)  
(a) In a Bantu language of your choice give two examples of:  
(i) denominal nouns  
(ii) deadjectival nouns  
(iii) deverbal nouns  
(iv) compound nouns  
(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. Answer EITHER (a) or (b)

- (a) With examples, show that Bantu adjectives fall into three categories, that is:
- (i) primitive adjectives
  - (ii) derived adjectives
  - (iii) compound adjectives.
- (b) Primitive adjectives fall into two structural types. Explain and exemplify.
14. Answer EITHER (a) or (b)
- (a) With examples. Show why it is important in Bantu to know the class of the possessee noun and the class of the possessor noun, when dealing with possessive constructions.
- (b) With examples, explain why one can say that possessives in Bantu are structurally made of genitive pronouns plus non-possessive personal pronouns.
15. Answer EITHER (a) or (b)
- (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.
16. Answer EITHER (a), (b) or (c). In a Bantu language of your choice:
- (a) Show how the mathematical concepts of addition and multiplication are used in Bantu to form certain numbers.
- (b) How abstract counting is performed in Bantu.
- (c) Describe the structure of ordinals and cardinals.
17. What is the use of what is called a 'question operator' ? Exemplify.
18. Exemplify and explain any five of the following verbal morphemes in Bantu:
- a. preprefix
  - b. prefix
  - c. post prefix
  - d. tense sign
  - e. post tense sign
  - f. infix
  - g. radical
  - h. extension
  - i. pre-ending
  - j. ending
  - k. post-ending
19. Translate into a Bantu language of your choice the sentence
- "we did not work for him"
- Thereafter provide a morphological analysis of the Bantu form , that is, show the morphemes it is made of.
20. Given the following Phrase Structure (PS) rules:
- S → NP + Predicate Phrase

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

In which

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

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

- (a) The children will remain in the house
  - (b) Two thieves put the money in the house
  - (c) Kaunda does not eat meat.
  - (d) He kicked the ball.
21. Answer EITHER (a), (b) or (c)
- (a) In Bantu word order plays an indispensable role for the correct interpretation of sentences. Briefly discuss and give examples.
  - (b) Bantu languages are basically SVO languages. What is an SVO language?
  - (c) Briefly discuss word order in verb phrases in Bantu.
22. Explain the difference between 'deep structure' and 'surface structure'.

**END OF THE EXAMINATION**

UNIVERSITY OF ZAMBIA EXAMINATIONS  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
FIRST SEMESTER EXAMINATIONS 2002

LAL 221 INTRODUCTION TO LITERARY STUDIES

Time: 3 hours

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**Instructions to Candidates**

1. Answer all Questions in this paper.
  2. All questions carry equal marks.
  3. If a question is broken into parts, ensure that you answer all parts.
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1. Supply the word that would fit each of the definitions below:

- a. The central character is superior in kind to both men and his/her environment. *myth*
- b. The central character is inferior to us in power or intelligence. *irony*
- c. The central character is superior in degree to other men but not to his environment. *Epic and Tragedy*
- d. The central character is superior in degree to both men and his/her environment. *heroism and nobility*
- e. The central character is one of us. *comedy and realistic fiction*
- f. S/he is guilty because s/he lives in a world where injustice is inescapable. S/he is innocent because what happens to him/her is far greater than anything s/he has done. (2mks)
- g. The purgation of pity and fear. *tragedy*
- h. Closely related to the sensational reflex of tears.
- i. It is a way reality is exaggerated in writings.

2. Although poetry achieves meaning by connotation rather than denotation, that meaning still comes out strongly. Give and explain how meaning is amplified in poems.

3. Compare and contrast proverbs and riddles in terms of audience, performance, major characteristics and their place in the Zambian society.

4. Discuss:

- a. Narration in drama
- b. Dramatic contrast
- c. Meditation in drama
- d. Persuasion in drama
- e. Evaluating a play in print other than on stage.

5. A short story has affinities with long prose on one hand and poetry on the other.

Discuss.

END

# THE UNIVERSITY OF ZAMBIA

## SCHOOL OF HUMANITIES & SOCIAL SCIENCES

### FIRST SEMSTER EXAMINATIONS – APRIL 2002

#### LAL311 – 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. All questions carry equal marks.

**INSTRUCTIONS:**

- (a) Only the following three languages are being examined: Bemba, Lozi and Tonga.
  - (b) There are two Sections, A and B. Attempt ten (10) questions in all as follows: (a) all three questions in Section A and (b) any seven (7) questions in Section B.
- 

#### SECTION A

1. With examples, discuss the morphological structure of nouns in one of the three languages being examined.
2. With examples, discuss the morphological structure of verb forms in one of the three languages being examined.
3. With examples from at least one of the three languages being examined, write brief notes on the following:
  - (a) deletion;
  - (b) spirantization;
  - (c) vowel harmony;
  - (d) nasal assimilation;
  - (e) semivocalization

#### SECTION B

4. With reference to the languages being examined, discuss the concepts of:
  - (a) orthography standardization;
  - (b) orthography harmonization.

5. With examples from one of the languages being examined, write brief notes on the following:
  - (a) standard orthography;
  - (b) phonetic orthography;
  - (c) phonemic orthography;
  - (d) the project of Centre for Advanced Studies of African Society (CASAS) on orthography.
6. Choose one of the three languages being examined and for the language chosen give the consonant phonetic chart.
7. Name and exemplify from at least one of the languages being examined any two (2) phonological rules.
8. With examples, write in not more than one (10 page an essay on the syllable structure of any one of the three languages being examined.
9. With examples, list down all the nominal classes and prefixes of one of the three languages being examined.
10. With reference to at least one of the three languages being examined, discuss the semantics of the Bantu class system.
11. With reference to at least one of the three languages being examined, discuss in not more than one page nominal derivation in Bantu.
12. In what kind of word must one distinguish between literal meaning and actual meaning? Exemplify from at least one of the three languages being examined.
13. Give the full list of and discuss the morphological structure of personal pronouns in one of the three languages being examined.
14. Discuss and exemplify the semantics and morphological structure demonstratives in one of the three languages being examined.
15. Discuss and exemplify the morphological structure of possessives in one of the three languages being examined.
16. Discuss and exemplify the morphological structure of numerals in one of the three languages being examined.
17. Write an essay of not more than two (2) pages on question words in one of the three languages being examined.

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**END**

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

**FIRST SEMESTER FINAL EXAMINATIONS**  
**2001/2002 ACADEMIC YEAR**

**LAL 431: CREATIVE WRITING IN AFRICAN LANGUAGES**

**TIME: THREE HOURS**

**WEIGHT: EXAMINATION COUNTS 50% OF TOTAL EXAM**

**INSTRUCTIONS: (i) Answer three questions in all**  
**(ii) Question number one is compulsory**

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1. Write a story of not more than three pages in the language of your choice other than English.
2. Follow the steps or procedure taken when a research project takes place. Begin with the Problem up to analysis and report.
3.
  - (a) What is creativity?
  - (b) What is novelty and why is it so important in invention or production?
  - (c) What are factors that influence language use by individuals and by society?
4. Give brief explanations of the following:

(a) Language	(c) Multilingualism	(e) Choice language
(b) Dialect	(d) Lingua franca	(f) Code switching
5. Elaborate the following statement:

The writer or author contributes to our thinking, direction and positive guidance or to our ruin.

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**THREE (3) HOURS**

**ANSWER ALL QUESTIONS IN SECTION ONE AND THREE  
QUESTIONS IN SECTION TWO**

Section One: Answer all questions in this section.

1. Rewrite the following into broadcast format.
  - a) There is a total of 9 billion Kwacha in the contingency fund
  - b) Smoke rising high over the building s billowed over a large traffic jam below
  - c) a huge throng of people gathered at twelve noon on Easter Sunday to debate the controversial issue.
  - d) She went on to say.
  - e) A compromise solution was accepted.
  - f) The legal contract was badly written.
  - g) There was a deficit to be picked up by the committee of 3 billion kwacha.
  - h) After a long deliberations Peter and Mary were not found guilty.
  - i) He was fined K3,000,025.26 by the Judge.
  - j) During that time span, a passing motorist saw a flaming inferno he knew had been started by young juvenile.

10 points.

2. Describe the responsibilities of the following people?

1. The Director
2. The executive Producer
3. The technical Director

3 points

3. Describe the different types of origination in broadcasting

4 points

4. Describe the feedback process in Radio broadcasting.

3 points

5.
  - a) What is a news snapper?
  - b) Describe the five different news snappers.  
5 points
6.
  - a) What are the guidelines used in evaluating newsworthiness?  
5 points
  - b) Which criteria become prominent in broadcasting?  
And why?  
5 points
7.
  - a) Name the three types of audiences?
  - b) How does the broadcast audience differ from the print or newspaper readership?  
5 points

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SECTION TWO: ANSWER ONLY THREE (3) QUESTION.

8.
  - a) Define feature writing?
  - b) Mention five rules for feature writing?
  - c) What are the differences between writing a feature and straight news?  
20 points
9.
  - a) Define an investigative reporter?
  - b) Why is it important for a broadcaster not to aim at the General public?
  - c) What are the guidelines in investigative reporting?  
20 points.
10.
  - a) What are the guidelines in writing a broadcast copy?
  - b) What makes it different from a print copy?  
20 points
11. Discuss in detail the different sources of broadcast news?  
20 points

**UNIVERSITY OF ZAMBIA  
FIRST SEMESTER EXAMINATION**

**APRIL 2002**

**MC 101  
HISTORY OF MASS COMMUNICATION**

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**INSTRUCTIONS:**

**SECTION A: ANSWER ALL QUESTIONS**

**SECTION B: ANSWER THREE QUESTIONS**

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**SECTION A ( Answer all questions)**

1. Write brief notes on the following:

- a) Mass media
- b) Equal Time Regulation
- c) Calvinism
- d) Intrapersonal Communication
- e) Massachusetts Act
- f) Crusade Journalism
- g) Saucepan Special
- h) Vacuum Tube
- i) Raw Journalism
- j) Yellow Kid

(10 Marks)

2. What were the Intolerable Acts?

(2 Marks)

3. What was the role played by the FCC in American Broadcasting?

(2 Marks)

4. What was the difference between Yellow and Jazz journalism?

(2 Marks)

5. What were the characteristics of the first documented newspaper in Zambia?  
(6 Marks)
6. Individual newspapers owners used their papers as a stepping stones to political positions. Discuss this statement in relation to two of the following:
- a) Leopold Moore
  - b) Sikota Wina
  - c) Roy Welensky
- (6 Marks)
7. Compare and contrast the *Northern Star* and the *National Mirror*.  
(6 Marks)
8. What was the role played by the *Times of Zambia* in the fight for press freedom during the post independence era?  
(6 Marks)

**SECTION B (Answer three questions only)**

9. Discuss the role played by the Zambian press in the struggle for independence.  
(20 Marks)
10. Discuss the features found in the *Central African Mail* which distinguished it from other newspapers before it.  
(20 Marks)
11. Outline the resolutions that were made by journalists at the first Mass Media seminar in Zambia.  
(20 Marks)
12. Discuss the factors that led to the development of newspapers in America.  
(20 Marks)

**END OF EXAMINATION**

# THE UNIVERSITY OF ZAMBIA

## UNIVERSITY FIRST SEMESTER EXAMINATIONS

### MC 201: INTRODUCTION TO PRINT MEDIA REPORTING

TIME: THREE HOURS

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

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#### SECTION A

1. Attached to this examination is a copy of a speech the Vice Chancellor of the University of Zambia, Prof. Mutale Chanda delivered on the launch of the International Women's Week celebrations on 1<sup>st</sup> March 2002, at the University of Zambia Sports Hall. Assuming the speech was delivered today, write a news story for *The Lusaka Star*. The story should be exactly ten (10) paragraphs long, including the intro. (40)

#### SECTION B

2. Structuring stories properly requires the right arrangement of some elements. List these elements. (6)
3. What rules should you follow when covering speeches? (6)
4. What options are available to a reporter when a source decides to go "Off the record?" (6)
5. In the news writing business, what does the term *verification* mean and where does it come from? (6)
6. What important points should you remember when writing an introduction to a news story? (6)
7. Polishing and refining means making the story easy to read and answering any questions the reader is likely to have. How can you as a writer ensure readability of your article? (6)
8. What is referred to as "The basic formula for news writing?" (6)
9. It is often stated that there are three sources of bad intros. List and briefly explain them. (6)

10. List and briefly explain six ways in which you can search for news ideas. (6)
11. List at least six factors that might tarnish the value of a source-reporter relationship. (6)
12. Distinguish among the following: a contact, a tipster and an informant. (6)

**END OF EXAM**

17  
SPEECH BY PROFESSOR MUTALE W CHANDA, VICE-CHANCELLOR,  
UNIVERSITY OF ZAMBIA ON THE LAUNCH OF THE INTERNATIONAL  
WOMEN'S WEEK CELEBRATIONS ON FRIDAY 1ST MARCH, 2002 AT  
UNIVERSITY OF ZAMBIA SPORTS HALL.

~~THE CHAIRPERSON, INTERNATIONAL WOMEN'S WEEK CELEBRATIONS~~  
ORGANISING COMMITTEE  
THE REGISTRAR  
THE ACTING BURSAR  
DEANS AND DIRECTORS  
LADIES AND GENTLEMEN  
DISTINGUISHED INVITED GUESTS  
COLLEAGUES  
STUDENTS  
LADIES AND GENTLEMEN.

IT IS MY PLEASURE TO BE HERE WITH YOU ALL THIS MORNING TO KICK OFF A WEEK OF CELEBRATIONS COMMEMORATING THE INTERNATIONAL WOMEN'S WEEK AT UNZA. THIS IS AN INTERNATIONAL EVENT, AND ELSEWHERE IN ZAMBIA AND THE WORLD OVER, PEOPLE ARE ENGAGED IN VARIOUS FORMS OF ACTIVITIES TO MARK THIS IMPORTANT WEEK IN THE GLOBAL CALENDAR.

I AM PARTICULARLY PLEASED THAT WE AT THE UNIVERSITY OF ZAMBIA ARE CONTRIBUTING IN OUR OWN DISTINCTIVE WAY BECAUSE THIS SHOWS HOW MUCH IMPORTANCE WE ATTACH TO THIS EVENT. WE ARE, AFTER ALL, THE HIGHEST INSTITUTION OF LEARNING IN THE COUNTRY, THE ULTIMATE SEAT OF ALL LEARNING AND OF INTELLECTUAL ILLUMINATION. MOREOVER, THE WORD 'UNIVERSITY' ITSELF DERIVES FROM THE TERM 'UNIVERSAL', DENOTING OUR RELEVANCE AT THE HIGHEST VANTAGE LEVEL. WE CLAIM THE ABILITY TO PERCEIVE MATTERS FROM ALL ANGLES POSSIBLE.

THAT SAID, WHY DOES THE WORLD OBSERVE AN INTERNATIONAL WOMEN'S WEEK AT ALL? INTERNATIONAL WOMEN'S WEEK IS OBSERVED IN ORDER TO REFLECT ON THE PROGRESS MADE TOWARDS THE ADVANCEMENT OF WOMEN IN VARIOUS SPHERES OF LIFE, THE CHALLENGES THAT CONTINUE TO FACE THEM AND THE WAY FORWARD TO THOSE CHALLENGES.

MADAM CHAIRPERSON, CONSIDERABLE ADVANCES HAVE BEEN MADE OVER THE PAST TWO DECADES TOWARDS GENDER EQUALITY. THE LAST HALF OF THE 20<sup>TH</sup> CENTURY SAW A LOT OF IMPROVEMENTS IN THE ABSOLUTE STATUS OF WOMEN AND IN GENDER EQUALITY IN MOST DEVELOPING COUNTRIES. FEMALE EDUCATION IMPROVED CONSIDERABLY IN SOME PARTS OF THE WORLD. FOR EXAMPLE, THE PRIMARY ENROLLMENT RATES OF GIRLS ALMOST DOUBLED IN SUB-SAHARA AFRICA, SOUTH ASIA, THE MIDDLE EAST AND NORTH AFRICA, WHILE THE LIFE EXPECTANCY OF WOMEN INCREASED 15 TO 20 YEARS IN SOME REGIONS IN THE DEVELOPING COUNTRIES. IN A BID TO BE IN LINE WITH THE REST OF THE WORLD IN IMPROVING THE STATUS OF WOMEN, THE UNIVERSITY OF ZAMBIA, AND INDEED THE GOVERNMENT OF ZAMBIA, ALLOCATED 30% ADMISSIONS QUOTA TO FEMALE APPLICANTS.

HOWEVER, DESPITE THE IMPORTANT ADVANCES THAT HAVE OCCURRED SINCE 1975, GENDER DISPARITIES CONTINUE TO EXIST THROUGHOUT THE WORLD. A CRITICAL ANALYSIS OF THE SITUATION SHOWS THAT GENDER GAPS EXIST IN TERMS OF POVERTY, GOVERNANCE, EDUCATION, HUMAN RIGHTS, EMPLOYMENT AND MANY OTHER AREAS.

AVAILABLE DATA, FOR INSTANCE, INDICATE THAT WOMEN CONSTITUTE ABOUT 50% OF THE POPULATION IN MOST PARTS OF THE WORLD. IN SOME CASES, INCLUDING ZAMBIA, THERE ARE MORE WOMEN THAN MEN IN THE POPULATION. DESPITE WOMEN'S NUMERICAL SUPERIORITY, HOWEVER, THEY TEND TO HOLD A LOW STATUS IN NEARLY ALL THE COUNTRIES IN THE WORLD. GENDER DISPARITIES PERSIST IN FAVOUR OF MEN IN MANY AREAS SUCH AS EDUCATION, EMPLOYMENT, POWER AND INFLUENCE TO NAME A FEW.

IN EDUCATION, GENDER DISPARITIES EXIST AT ALL LEVELS IN MOST COUNTRIES IN AFRICA AND THE GAP WIDENS AT THE HIGHER LEVELS. THERE ARE MORE BOYS THAN GIRLS ENROLLED AT PRIMARY, SECONDARY AND TERTIARY LEVELS. GENDER DISPARITIES ALSO PERSIST IN THE AREA OF POWER AND INFLUENCE. AT THE GLOBAL LEVEL, FOR EXAMPLE, ONLY 5% OF THE WORLDS' CABINET MINISTERS WERE WOMEN IN 1994, WHILE ONLY 11% OF PARLIAMENTARY SEATS WERE HELD BY WOMEN IN 1999 IN THE WORLD. IN THE SADC REGION WOMEN IN PARLIAMENT CONSTITUTED ONLY 15% IN THE SAME YEAR.

HERE AT HOME, MADAM CHAIRPERSON DIFFERENCES BETWEEN WOMEN AND MEN EXIST IN MANY SPHERES OF LIFE. ILLITERACY IS MUCH HIGHER AMONG WOMEN THAN MEN, AND THE EDUCATIONAL ATTAINMENT IS GENERALLY VERY LOW FOR WOMEN. WOMEN ALSO CONSTITUTE A SMALL MINORITY AMONG HOLDERS OF POLITICAL OFFICE WHILE POVERTY LEVELS ARE MUCH HIGHER AMONG WOMEN THAN MEN.

IT IS THIS KIND OF SITUATION THAT LED THE UNITED NATIONS TO DECLARE MARCH 8<sup>TH</sup> AS INTERNATIONAL WOMEN'S DAY, WHILE THE WEEK PRECEDING THAT DATE WAS DECLARED INTERNATIONAL WOMEN'S WEEK.

SINCE 1975, THE UNITED NATIONS HAS INCREASINGLY SHOWN CONCERN OVER THE PLIGHT OF WOMEN. SEVERAL U.N. WORLD CONFERENCES HAVE BEEN DEDICATED TO THE PLIGHT OF WOMEN SINCE THAT DATE, CULMINATING IN THE PRODUCTION OF IMPORTANT BLUE PRINTS ON THE STATUS OF WOMEN SUCH AS THE FORWARD LOOKING STRATEGIES IN 1985, THE PLATFORM FOR ACTION AND THE BEIJING DECLARATION OF 1995.

IN ADDITION, THE 1995 WORLD SUMMIT FOR SOCIAL DEVELOPMENT ENDORSED TEN GLOBAL COMMITMENTS TO SOCIAL DEVELOPMENT, AMONG THEM THE FOLLOWING:

- (1) PROMOTION OF SOCIAL INTEGRATION BY FOSTERING SOCIETIES THAT ARE STABLE, SAFE AND JUST AND BASED ON THE PROMOTION AND PROTECTION OF ALL HUMAN RIGHTS, AND ON NON-

DISCRIMINATION, TOLERANCE, RESPECT FOR DIVERSITY, EQUALITY OF OPPORTUNITY, SOLIDARITY, SECURITY AND PARTICIPATION OF ALL PEOPLE, INCLUDING DISADVANTAGED AND VULNERABLE GROUPS AND PERSONS;

(II) PROMOTION OF FULL RESPECT AND EQUALITY BETWEEN WOMEN AND MEN, AND ENHANCING WOMEN'S PARTICIPATION AND LEADERSHIP ROLES IN ALL ASPECTS OF LIFE.

A LOT HAS BEEN DONE TO WORK TOWARDS PLANNING FOR THIS ASPIRED STATE OF EQUALITY BETWEEN WOMEN AND MEN, PERHAPS THE MOST TOPICAL BEING THE 1995 FOURTH WORLD CONFERENCE ON WOMEN IN BEIJING, WHICH PRODUCED THE BEIJING PLATFORM OF ACTION. HOWEVER, THE REAL SUCCESS OF BEIJING LIES IN HOW FAR GOVERNMENTS ARE WILLING TO ACT TOWARDS DOMESTICATION OF THESE INTERNATIONAL AGREEMENTS AND STATEMENTS OF INTENT. THERE HAVE BEEN SEVERAL FOLLOW-UPS AFTER BEIJING TO MONITOR HOW MUCH PROGRESS HAS BEEN MADE AT COUNTRY LEVEL. FROM JUNE 5 - JUNE 9, 2000, GOVERNMENT DELEGATES AND NGO REPRESENTATIVES FROM MORE THAN 180 COUNTRIES GATHERED IN NEW YORK FOR A SPECIAL SESSION OF THE UNITED NATIONS GENERAL ASSEMBLY TO REVIEW IMPLEMENTATION OF THE BEIJING PLATFORM FOR ACTION. THERE HAVE BEEN INTERNATIONAL CAMPAIGNS CALLING ON GOVERNMENTS TO HONOR THE COMMITMENTS MADE DURING THE 1995 FOURTH WORLD CONFERENCE ON WOMEN. PROMINENT AMONG THE ISSUES WAS GETTING GOVERNMENTS TO HONOUR THE COMMITMENT TO "REVOKE ANY REMAINING LAWS THAT DISCRIMINATE ON THE BASIS OF SEX AND REMOVE GENDER BIAS IN THE ADMINISTRATION OF JUSTICE."

THE FINDINGS HAVE BEEN RATHER DISMAL. EQUALITY NOW, A GENDER ACTIVIST ORGANISATION, IN THEIR CAMPAIGN REPORT, ISSUED IN JULY 1999, HIGHLIGHTED DISCRIMINATORY LAWS IN 45 COUNTRIES AND CALLED FOR THE REPEAL OF THESE AND OTHER DISCRIMINATORY LAWS AS A SHOW OF COMMITMENT TO THE WORDS AND SPIRIT OF THE PLATFORM FOR ACTION. AT THE SPECIAL SESSION OF THE GENERAL ASSEMBLY, STATES ADOPTED AN OUTCOME DOCUMENT ON JUNE 10, 2000 THAT OUTLINES ACHIEVEMENTS, OBSTACLES, AND FURTHER ACTIONS TO BE UNDERTAKEN BY GOVERNMENTS AND THE UN TO IMPLEMENT THE PLATFORM FOR ACTION. PARAGRAPH 21 OF THE OUTCOME DOCUMENT CITES GENDER DISCRIMINATION AS AN OBSTACLE TO THE IMPLEMENTATION OF THE PLATFORM FOR ACTION, NOTING THAT DISCRIMINATORY LEGISLATION PERSISTS AND THAT IN A FEW CASES NEW LAWS DISCRIMINATING AGAINST WOMEN HAVE BEEN INTRODUCED.

AMONG THE MANY OUTSTANDING GLOBAL GENDER CONCERNS ARE ALL FORMS OF DOMESTIC VIOLENCE, INCLUDING MARITAL RAPE AND SEXUAL ABUSE OF WOMEN AND GIRLS, HARMFUL CUSTOMARY OR TRADITIONAL PRACTICES INCLUDING FEMALE GENITAL MUTILATION, EARLY AND FORCED MARRIAGE, AND SO-CALLED HONOUR CRIMES THAT ARE VIOLATIONS OF THE HUMAN RIGHTS OF WOMEN AND GIRLS. WOMEN CONTINUE TO SUFFER HUMILIATIONS BASED SOLELY ON THE FACT OF THEIR BEING WOMEN.

IN CONCLUSION MADAM CHAIRPERSON, I WOULD LIKE TO STATE THAT THE PURPOSE OF COMMEMORATING INTERNATIONAL WOMEN'S WEEK, HERE AT THE UNIVERSITY OF ZAMBIA, IS TO LOOK AT THE PROGRESS THAT HAS BEEN MADE SO FAR AND TO EXAMINE THE CHALLENGES AND THE WAY FORWARD. AS YOU HAVE SEEN ON THE PROGRAMME OF ACTIVITIES FOR INTERNATIONAL WOMEN'S WEEK, THERE ARE A SERIES OF SEMINARS THAT WILL TAKE PLACE IN THE COURSE OF THE WEEK. THE SEMINARS WILL TRY TO COVER THE ISSUES THAT I HAVE JUST MENTIONED AND TO RECOMMEND THE WAY FORWARD. IT IS, THEREFORE, MY HOPE THAT THESE SEMINARS WILL BE FULLY UTILIZED AND ATTENDED BY ALL THE STAKEHOLDERS.

MADAM CHAIRPERSON, IT IS NOW MY HONOUR AND PLEASURE, TO DECLARE INTERNATIONAL WOMEN'S WEEK AT THE UNIVERSITY OF ZAMBIA, OFFICIALLY LAUNCHED.

I THANK YOU ALL.

# UNIVERSITY OF ZAMBIA

School of Humanities and Social Sciences

## DEPARTMENT OF MASS COMMUNICATION

MC 221: THEORIES OF MASS COMMUNICATION

FIRST SEMESTER DEFERRED EXAMINATION

TIME: 3 Hours

10 JUNE, 2002

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There are two sections in this paper. Answer all questions in Section A, and answer only five in Section B.

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## Section A

1. In accordance with the Mass Communication history, in which country did the first newspaper appear first?  
b. Give the year (3 marks)
2. Why was the above publication banned by King James in the United Kingdom?  
b. In which year was it banned? (3 marks)
3. In what year were the first TV colour pictures broadcast in the world? (3marks)
4. When did the Zambia Broadcasting Services (ZBS) TV fore runner of the ZNBC, shift from Kitwe to Lusaka? (3 marks)
5. When was the first musical show to be broadcast live on radio, go on air? (3 marks)  
b. Give the name of the musician whose musical show was the first to be broadcast live on air. (3 marks)
6. Cinema in Zambia has its beginnings in the 1920s. Name the company which is credited with the distribution of films in the country at the time. (3 marks)  
b. In the same 1920s, which town had the provision for cinema entertainment for blacks in Zambia? (3 marks)
7. The media have been known to be influential on matters outside immediate personal experience. Why? (3 marks)
8. What is meant by co-orientation in Mass Communication? (3 marks)
9. Mention the five (05) main skills required in Communication. (3 marks)
10. Why is human communication more effective than Mass Communication? (3 marks)

## Section B

11. Give the three ways in which to reduce dissidence in the Cognitive System. (6 marks)
12. One difficulty scholars of Mass Communication face is that of separating communication and cognition. Discuss. (6 marks)
13. State the five (05) main functions of Mass Communication. Give a brief explanation on each. (6 marks)
14. How does displacement work in Communication? (6 marks)
15. Explain what high fear appeal is and how it affects people in Mass Communication. (6 marks)
16. Communication is contextual. Explain. (6 marks)

ENDS

UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF MASS COMMUNICATION

MC 221: THEORIES OF MASS COMMUNICATION

FIRST SEMESTER FINAL EXAMINATION

23 APRIL, 2002

TIME: 3 HOURS

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There are two sections in this Paper. Answer all questions in Section A, and answer **only three** in Section B.

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1. The magic bullet theory was derived from the stimulus response view taken by early Mass Communication theorists and researchers.

What does it entail and what made them arrive at this view? (2marks).

2. In which Communication model are informal personal contacts more pronounced? Why? (2marks).

3. Explain the effect of Semantic noise on Communication. Can Semantic noise be found in a student's work. How can it affect the student's work? (2marks)

4. Explain the importance of "Communication Displacement" in our daily lives. (2marks)

5. Give three ways to reduce dissidence in a dissidence-consonance relationship in the cognitive system.

(2marks)

6. Explain the difference between "Media Power" and "Media Effectiveness". (2marks)

7. What is "forced compliance" and how does it work in the dissidence-consonance relationship? (2marks)

8. During the First World War, there was "Evidence" of the power of the Media. How did this "Evidence" manifest itself? (2marks)

9. In the opinion leader-follower relationship, who is referred to as "Sponge"? Why? (2marks)

10. Why do heavy Television Viewers over estimate the number of law reinforcement officials in society? (2marks)

Answer three (03) Questions only

1. When a big fire started suddenly at the October residence, Jacqueline was there. She, however did not react immediately to stop the fire. She only thought of calling the Fire Brigade a minute later. Why did Jacqueline not react immediately she saw the fire start? (10marks)
  
2. The paradigm of media effects has two main thrusts one of which says that "People in audiences construct for themselves their own view of social reality and their place in it". Explain how they are able to do this and how they find "their place in it" (10marks)
  
3. Give the effects of stating a conclusion in a message. Explain the factors to consider when stating a conclusion. (10marks)
  
4. Why do more people obey the source's recommendation in mild fear appeal than in high fear appeal?
  - b. Under what conditions can the high fear appeal be used and why? (10 marks)
  
5. The study of Mass communication is based on the Premise that the Media have significant effects, yet there is little agreement on the nature and extent of these assumed effects. Discuss. (10marks)

ENDS

**THE UNIVERSITY OF ZAMBIA  
HUMANITIES AND SOCIAL SCIENCES  
APRIL 2002 EXAMINATIONS**

**MC 301  
FEATURE WRITING**

**TIME: THREE HOURS**

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**INSTRUCTIONS:**

**Section A – COMPULSORY**

**Section B – ANSWER ANY FOUR QUESTIONS**

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**SECTION A – Compulsory (60 marks)**

1. You are a reporter working on the features desk and your editor has assigned you the Women's page.

File in a feature for the women's page on a topic of interest for your readers. Your feature must not be less than four pages of A4 size.

**\* Remember to type your COMPUTER NUMBER on top of your feature.**

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**SECTION B – Answer any four questions (40 marks)**

2. Write short notes on the following terms in feature writing:

- i) Backbone of a feature
  - ii) Holding power
  - iii) Transition
  - iv) Thread
  - v) Voice
- (10 marks)**

3. Discuss the following features:

- i) Reviews
  - ii) Obituaries
  - iii) Backgrounders
  - iv) In-depth stories
  - v) Trend stories
- (10 marks)**

4. Discuss the functions of features. **(10 marks)**

5. What are the steps for good feature writing? **(10 marks)**

6. Write short notes on theatre reviewing. **(10 marks)**

**END OF EXAMINATION**

THE UNIVERSITY OF ZAMBIA  
DEPARTMENT OF MASS COMMUNICATION  
FINAL EXAMINATIONS FOR THE FIRST SEMESTER  
APRIL 2002

MC 311 MEDIA ETHICS

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TIME: THREE HOURS

INSTRUCTIONS: ANSWER ALL THE QUESTIONS IN SECTION A AND IN SECTION B, ANSWER QUESTION 11 AND ONE OTHER QUESTION

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

1. 'Unethical behaviour by one journalist means the whole profession becomes discredited.' Clearly explain the meaning of this statement. (5)
2. 'Ethics begins when elements within a moral system conflict and a person is called upon to choose between various alternatives.' Clearly explain this statement. (5)
3. Explain the meaning of the following terms:
  - a. Teleological ethics
  - b. Deontological ethics
  - c. Antinomian ethics
  - d. Appollonysian ethics
  - e. Hedonistic ethics. (5)
4. 'The essence of African morality is that it is ore societal than spiritual; it is of conduct rather than a morality of being.' Clearly explain this statement. (5)

5. Explain, according to Pratt in the book *Journalism Ethics in Africa*, to what extent the dominant ownership of Africa's media by governments present ethical challenges to the media? (5)
6. Give and explain the four theories of indecency in reporting that Okigbo gives in his chapter 'Towards a theory of indecency in news reporting' in the book *Journalism Ethics in Africa*. (5)
7. Give and explain the three cardinal ethical requirements in news writing. (5)
8. If a source tells you that what he or she has told you is 'off the record'. What does that mean? (5)
9. Why are 'corrections' and 'apologies', when a news medium has published wrong information, important? (5)
10. Give any five things, which a reporter must do to cultivate news sources. (5)

#### **SECTION B (ANSWER QUESTION 11 AND ONE OTHER QUESTION)**

11. Read the following news story that appeared today in a Zambian newspaper called *Postbag*, very carefully and then answer the question that follows:

Zambia's world light-heavyweight boxing champion Nevets Mwale, is suffering from AIDS, a drinking partner has revealed.

The source, Mwale's, drinking mate at Mama Theresa night club in Chilenje, Lusaka, who did not want to be named, said Mwale, who has been in and out of hospital, confided in him after some heavy drinking that lasted into the small hours last Thursday, that he (Mwale) had a chain of girlfriends because he did not want to die alone from AIDS.

The source, who said he was telling this reporter the information in confidence, has told his sister, Tivalenji Lungu, who is one of Mwale's girlfriends, about Mwale's condition. Lungu immediately committed suicide by drinking an overdose of some pills. Her body is in the mortuary of the University Teaching Hospital. (UTH). She left a note, which read: "Mwale, you are a brute. You do not deserve to live. Bye bye. See you in hell soon!"

When contacted for a comment, Mwale threatened to shoot this reporter and drove off warning him that if he ever saw any story about him in *Postbag* he would 'eliminate' the reporter, since he now knew him.

Mwale is well-known for womanising. Last year, this newspaper carried a story of him frequenting the UTH School of Nursing where, according to roadside onlookers, he picked a different girl every night in his BMW car registration number NM 0001.

Some of the girls he used to pick are understood to have died after long illnesses. (25)

ENDS STORY

**Question:**

Write an essay analysing the ethical issues raised in this story.

12. You have been asked by beginning journalism students at Evelyn Hone College to give them a lecture on 'Journalism ethics and news sources'. What would you tell them? (25)

13. Write an essay discussing the importance of journalism ethics in the promotion of democratic governance. (25)

EXAMINATION ENDS

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

**APRIL 2002**  
**FIRST SEMESTER EXAMINATION**

**MC331**  
**TELEVISION PRODUCTION 1**

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**INSTRUCTIONS:**

**SECTION A Answer all questions**

**SECTION B Answer three questions**

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**SECTION A (Answer all questions)**

1. Write brief notes on the following:

- a) Storyboard
- b) Fricatives
- c) Waiver
- d) Available Audience
- e) Gratifications
- f) Charge-coupled Device
- g) Barn Doors
- h) Scheduling
- i) Process Message
- j) Jury

(10 Marks)

2. What is plea bargaining?

(2 marks)

3. What is the difference between Civil law and Criminal Law?

(2 Marks)

4. What is spot news ?

( 2 marks)

5. Give three positive and three negative connotations of the concept of mass audience.

(6 Marks)

6. How does a reporter handle off the record material when covering a public meeting?

(6 Marks)

7. Compare and contrast a rundown sheet and the show format.

(6 Marks)

8. What are the implications of the new communication technologies on the audience?  
(6 Marks)

**SECTION B ( Answer Three questions only)**

9. The audience can be characterised on the basis of a media system or society.  
What are the four audience categories and characteristics that arising from these.  
(20 Marks)
10. Discuss the three major audience research traditions used in communication  
research. (20 Marks)
11. Discuss the role of the director in the production process.  
( 20 Marks)
12. Discuss the major problems in vocal delivery.  
(20 Marks)

**UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**APRIL 2002 FINAL EXAMINATIONS**  
**MC341**  
**ELECTRONIC EDITING AND LAYOUT**

**TIME: THREE HOURS AND THIRTY MINUTES**

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**INSTRUCTIONS:**

**Section A – Compulsory**

**Section B – Answer any four questions**

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**SECTION A - COMPULSORY**

1. You are the editor of the Lusaka Star newspaper working on the news page.  
Design and layout a **News Page 5** for the **April 2002** issue of the **Lusaka Star**.

Use any of the stories in the **April 2002 x** folder on the desktop and any photographs from the **April Pix** folder.

Create your template using the following dimensions:

Folio: 10mm

Height: 420mm

Width: 297 mm

Gutters: 5mm

Columns: 6mm

Ensure that your finished page is well designed, edited and balanced .

The final layout must be complete with a folio line, picture or pictures, caption, headlines, edited stories and must be camera ready for the printers.

Save your work on the desktop and print on A4 size paper.

(60 marks)

**SECTION B - Answer four questions**

2. a) **Explain** the functions of headlines. (8 marks)
- b) How can an editor improve a headline? (2 marks)
3. a) **Discuss** how headlines were written a century ago. (8 marks)
- b) What is the sub editor's role? (2 marks)
4. **Define** the following:
- a) Sidesaddle heads
  - b) Tripods
  - c) Hammers
  - d) Raw wraps
  - e) Slammers
- (10 marks)
5. **Discuss** what an editor can do if a story is too short? (10 marks)
6. a) **Discuss** the importance of the four elements on a page. (8 marks)
- b) What is leading and set width? (2 marks)

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2001/2002 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS**

**MC 401: EDITORIAL WRITING**

**TIME ALLOWED: THREE HOURS**

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

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**SECTION ONE**

**ANSWER ALL QUESTIONS IN THIS SECTION (TWO MARKS EACH)**

1. In a passage in his book **Interpretative Reporting**, Curtis MacDougall makes observations on some forms of editorial writing. Paraphrase and reproduce his thoughts on (a) Critics with a formula; (b) The Stage.
2. What is an editorial?
3. A good editorial should always make a case. Explain.
4. What do you understand by “editorialese”?
5. Explain the role of the editorial title.
6. Distinguish between “commentary” and “news analysis”.
7. Briefly outline the steps in editorial writing.
8. Give four ways of developing an editorial argument.
9. Briefly describe the characteristics of a good editorial conclusion.
10. What do we call an editorial written in the:
  - (a) first person singular?
  - (b) first person plural?

**SECTION TWO**  
**THE QUESTION IN THIS SECTION IS COMPULSORY (20 MARKS)**

11. **Imagine yourself as Editor. The story below has landed on your desk today, and is to appear in tomorrow's edition of your newspaper. Use the facts and write an editorial, exactly twelve (12) paragraphs long, to accompany the story.**

**PLACID OIL SCANDAL:**

Placid Oil Company has withdrawn from Chama District, claiming that there is no oil in the area after all.

This revelation has raised a lot of eyebrows in the country, with some Members of Parliament demanding a ministerial statement from the Minister of Mines, Migoti Mafuta.

Investigations launched into this oil saga have, however, revealed that Placid Oil were not in actual fact prospecting for oil in the area. The company had gone to Chama to mine precious stones.

A high-ranking official in the Mines Ministry revealed in an interview that the oil company was working hand in hand with a very big shot in the government hierarchy.

This same big shot literally refused to issue any press statements on what was going on at Chama.

A geologist in the Ministry, Mr. Kachepa Phiri, said the "discovery" of oil in the district had aroused suspicions because no government geologist was allowed or seconded to Chama to work with the Oil Company.

"Placid Oil was supposed to work hand in hand with the government, but they didn't allow any Zambian mining experts to go to the 'oil belt'", he said.

A worker at the company, Mr. Xerox Zulu, who was a Physics teacher at Chama Secondary School before quitting, said all Zambian workers were not allowed to go near the drilling rig.

"We are only told what to do all the time. The closest one will get to the rig is 100 metres", he said.

Mr Zulu said when the company started, they were all very sure that they were prospecting for oil. But when months went by without seeing a drop of oil, many educated workers began murmuring.

He told of rampant sackings from among the literate employees.

Most workers in government ministries in Chama District had quit their positions to join the Oil Company. But most of them were fired because they became inquisitive. The company preferred to keep an illiterate work force.

Member of Parliament for Lundazi, Mr. Chaka Nyirenda, revealed that when the President went on a tour of Chama early this year, it was only he and his body guard who went up to the "drilling rig". The rest of the members of the Presidential entourage stood some 100 metres away from the rig.

The MP also said when he asked some workers whether they had seen any oil drilled, he was told they had not.

On my trip to Chipata for Christmas holidays last year, I hiked a Sisu truck belonging to the Company.

The driver, a young man beaming with pride at the chance of working for the company, who only identified himself as Mwanza, told me that he usually made monthly trips to Lusaka to deliver 'oil samples' in sealed boxes.

The boxes were later flown to the United States for analysis. The funny thing was that nobody was allowed to open the boxes at the airport.

Kafue member of Parliament Moody Chizyuka told parliament during debate when the company announced its pull-out that the boxes contained precious stones and not oil samples.

A high-ranking source at the Mines Ministry confirmed Mr. Chizyuka's suspicions by affirming that nobody at the ministry knew what the samples were.

He said for all he knew, those could have been precious stones: "If those were oil samples, why was the Ministry of Mines kept in the dark while the samples were being analysed outside the country?"

The results of the analysis were not even communicated to the ministry of Mines, he said.

A top official in the customs department at the airport said instructions had been given to officials there not to tamper with the 'sample boxes' from Chama.

According to the high-ranking official at the Ministry of Mines, placid Oil Company initially came to Zambia to prospect for oil. But in the course of their oil hunt, they came across a big concentration of precious stones.

They quietly informed one or two people at the top in the government machinery who gave them the go-ahead to mine the stones. It was the same people who gave instructions to the Mines Minister not to issue any press statements on the operations of Placid Oil.

The place where the oil rig was sunk in Chama is still powerfully guarded by paramilitary police, but Placid Oil have since moved all their equipment to Lusaka.

Ends.

### **SECTION THREE**

#### **ANSWER THREE QUESTIONS ONLY FROM THIS SECTION (20 MARKS EACH)**

12. Discuss the various types or categories of editorials and their functions.
13. Although institutional editorials are presumed to reflect the collective view of a newspaper's management and staff, in Zambia they are written exclusively by only the Editor or his deputy. Argue the case either **for** or **against** this practice, with reference to "democracy within the media".
14. Write a characteristic profile of John Hulteng's ideal editorial writer, and discuss whether it is a realistic model for Zambia.
15. You have been assigned to formulate an editorial policy for your newspaper. Discuss at least six (6) areas of concern you may wish to address in your policy, and show why you think they are important.
16. Using either a real case or a hypothetical example for illustration, describe how you might go about choosing a subject for and planning an editorial before actually writing it.

**END OF EXAMINATION**

**UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**FIRST SEMESTER EXAMINATIONS - APRIL 2002**

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**MC 431 ADVANCED RADIO PRODUCTION**  
**THREE (3) HOURS ANSWER ALL QUESTIONS IN SECTION ONE**  
**AND THREE QUESTIONS IN SECTION TWO**

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Section One: Answer all questions in this section.

1. Briefly write on the following elements of broadcasting?

1. Emotional appeals
2. Hook
3. Demographics
4. Geographical concentration
5. peer pressure
6. Counter Advertising
7. Corrective Advertising
8. Advocacy Ads
9. Differential learning
10. Predisposition

10 pints

2. Radio broadcasting, is said to be more than just a show or entertainment business. It is a profession that can shape society, change people's lives, create democracy and destroy everything as they wish. Yet research has found it difficult to establish a direct cause – effect relationship between mass media messages and human behaviour?

Discuss the truthfulness or falseness of this issue in one and half pages .

10 points.

3. Explain the difference between a plot and a simple narrative story line.?

2points

4. Explain the relationship between dialogue and character?  
2 points
  5. What is the role of narration in a radio play?  
2 points
  6. Name the different types of sound effects and how they are used  
2 points
  7. Why is it important to have few characters in a radio play?  
2 points
  8. Explain the role of conflict in a radio play.  
2 points
  9. Name the different types of conflicts that can be explored in writing a radio play?  
2 points.
  10. Explain the difference between selective **exposure** and selective **retention**.  
2 points
- 

SECTION TWO : ANSWER ONLY THREE (3) QUESTIONS IN THIS SECTION.

4. The Marketing Director calls you in his office and tells you that your product 'PERFECTION' soap is not ticking. The sales have drastically gone down. If nothing is done the plant will have to close. That will mean three hundred workers laid off and three hundred families in the cold. One of the reasons is stiff competition with too many new soaps on the market
  - a) Design a market strategy with all the five Ps that can Save the situation.
  - b) Design a commercial for your product.
  - c) What are your strengths and weakness?

- d) Draw a broadcast clock and place your adds strategically targeting your audience?  
20 points
- 5 a) What are the guide lines for writing a one minute spot?  
b) Write a one-minute spot on poverty alleviation  
20 points
6. a) What are the guidelines in the techniques of commercial production ?  
b) Design a one minute self correction image commercial for UNZA RADIO  
20 points
7. Outline and discuss the elements of socialization and how they affect our consumption of media products.  
20 points.

##### END OF EXAM #####

**UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
FIRST SEMESTER EXAMINATIONS  
April, 2002**

**MC 441 TV PRODUCTION III**

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER ALL QUESTIONS IN SECTION A, BUT ONLY THREE QUESTIONS IN SECTION B**

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

1. Write brief explanatory notes on the following in television communication:
  - a) Public interest
  - b) Sililoquy
  - c) Television spot programme
  - d) Cognitive Congruity
  - e) Uses and Gratifications theory
  - f) Maslow's Hierarchy of needs
  - g) Silhouette
  - h) Character (in drama)
  - i) Optical effects in television
  - j) Types of TV drama

10 Marks
  
2. Analyse the do's and don'ts in television work of handling:
  - a) animal talent
  - b) children

8 Marks
  
3. Explain the problems which could result from poor lighting. 

8 Marks
  
4. What do you understand by Light Intensity and the Inverse Square Law?

8 Marks
  
5. The use of background keying is indispensable to modern television Production, but also fraught with difficulties. Explain.

6 Marks

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**SECTION B: ANSWER ONLY THREE QUESTIONS IN THIS SECTION**

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6. Discuss the theory of the use of psychological appeals in the production of television commercials. In your answer, refer to at least nine such appeals.  
20 Marks
7. Discuss the global history of the Public Interest in television broadcasting.
8. With reference to the Zambia National Broadcasting Corporation (ZNBC)'s programming, define and explain the main issues associated with the concept of the Public Interest. How do you see the future of the Public Interest in Zambia ?  
20 marks
9. With reference to the authors and main theses, compare and contrast two theories of persuasion based around the concept of balance or equivalent.  
20 Marks
10. a. Discuss the work of the Television Director  
b. Explain five major cues used in directing persons operating the Video Switcher in newsproduction.  
20 Marks

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2001/2002 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS**

**MC 901: PRINCIPLES OF ADVERTISING**

**TIME ALLOWED: THREE HOURS**

**INSTRUCTIONS: ANSWER ALL QUESTIONS IN SECTION ONE AND FOUR QUESTIONS ONLY FROM SECTION TWO**

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**SECTION ONE**

**ANSWER ALL QUESTIONS IN THIS SECTION (TWO MARKS EACH)**

1. What is a product in the eyes of a consumer?
2. Define the term "market".
3. Distinguish between a copy platform and a copy pyramid.
4. How would a trade ad differ from a consumer ad for the same product?
5. Given the following:

**COLUMN INCHES**

1 \_ 40,000

41,000 – 60,000

61,000 \_ 100,000

**CONTRACT RATE**

K4.00 per col. inch

K3.50 per col. inch

K3.00 per col. inch

Calculate the "short rate" where you contract for 70,000 column inches but use only 50,000 column inches by the end of your advertising campaign.

6. What is the difference between product positioning and product differentiation?
7. Why does the retentive stage represent both the peak of a product's popularity and its most vulnerable period?
8. What is the significance of the 80/20 rule to target marketing?

9. List four factors that make for an atmosphere conducive to an advertising effort.
10. Briefly discuss three characteristics of a creative advertising idea.

## **SECTION TWO**

**ANSWER FOUR QUESTIONS ONLY FROM THIS SECTION (20 MARKS EACH)**

11. Discuss the value of psychological research to advertising strategy.
12. Explain the logical, step-by-step process of constructing an advertising plan, with all its essential elements.
13. Discuss the impact of advertising on a nation's economy.
14. Evaluate the effectiveness of consumer magazines and radio as avenues for advertising.
15. Describe the steps you would follow in devising and implementing an advertising campaign.
16. Choose any commercial currently running on ZNBC-TV. Describe its content. Then, discuss whether and/or how it effectively uses aspects of behavioural science in its appeal(s).

**END OF EXAMINATION**

# THE UNIVERSITY OF ZAMBIA

## UNIVERSITY FIRST SEMESTER EXAMINATIONS

### MC 911: PRINCIPLES OF PUBLIC RELATIONS

APRIL 2002

TIME: THREE (3) HOURS

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

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#### SECTION A

1. The **RACE** acronym is one way of describing the public relations process. What does each letter stand for? (8)
2. Name three ways in which public relations people protect and enhance a corporation's reputation. (6)
3. What practices of P. T. Barnum should modern public relations practitioners use? Which ones should be rejected? (14)
4. Why do companies often hesitate to hire a public relations firm and what are some of the advantages of hiring public relations firms as opposed to using internal departments? (12)

#### SECTION B

5. Should public relations practitioners be licensed? What are some of the reasons pros and cons? (20)
6. In what ways do the structure and culture of an organisation affect the role and influence of the public relations department? (20)
7. What basic guidelines of copyright law should public relations professionals know about? (20)
8. Discuss the statement "Good public relations is no substitute for poor performance." (20)

**END OF EXAM.**

The University of Zambia  
University first Semester Examinations April 2002

MC 921

Principles of Photography

**TIME: Three Hours**

**SECTION A:** Answer all the questions in this section. Each question carries five marks.

1. What do you understand by the term photography and what makes it possible?
2. Explain how photographic exposure is constituted.
3. State the functions of the following parts of the camera:-
  - a. The body
  - b. The lens
  - c. The iris diaphragm
  - d. The focal plane
  - e. The shutter speed
  - f. The focusing ring
4. What do you understand by the terms HIGHLIGHTS and SHADOWS in photography?
5. What are the main stages of the photographic process and what happens at each stage?
6. Under what conditions would you use the following lenses and what sort of effects do they have on the resultant picture:-
  - a. Wide angle
  - b. Telephoto
  - c. Standard
7. Name five parts of the enlarger and state their functions
8. What do you understand by sensitometry and who popularised the study?
9. You have been assigned to cover a press briefing in a tight space where you are not able to move back in order to get desired effects with a standard lens fixed to your camera. What would you do?
10. Which exposure is greater, f11 @ 250<sup>th</sup> of a second and f8 @ 125<sup>th</sup> of a second?

## **SECTION B:**

Answer 5 (five) questions in this section. Each question carries 10 (Ten) marks. Question 1 is compulsory

1. Briefly describe the experiments and discoveries that gave rise to modern day photography.
2. What is the difference between a zoom lens and a telephoto lens?
3. What do you understand by the following:-
  - a. The grey scale
  - b. The Characteristic curve
4. What is the difference between tonal control and contrast control. How is each of these achieved?
5. What do you understand by a test strip and why is it necessary in the printing process?
6. What process do you go through before starting to print photographs
7. The darkroom has two sides, the dry side and the wet side. What happens at each of these sides?
8. What would you regard as a good photograph?

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2001/2002 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS**

**MC 931: PRINT MEDIA MANAGEMENT**

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

**INSTRUCTIONS: ANSWER ALL QUESTIONS IN SECTION ONE, AND FOUR QUESTIONS ONLY IN SECTION TWO**

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**SECTION ONE**

**ANSWER ALL QUESTIONS IN THIS SECTION (2 MARKS EACH)**

1. Explain how public “goodwill” can be a useful resource to a newspaper.
2. Name and define the three (3) types or models of leadership/authority identified by Max Weber’s Bureaucratic Management theory.
3. Managers exercise responsibility in two major areas, namely, “operations” and “strategy”. Elaborate on both concepts.
4. Newspaper workers are generally categorised as “creative” people. What challenge does this pose for a manager, and how can the manager handle it?
5. As a manager, how would you ensure effective cost control with regard to newsprint resources?
6. What two strategies are open to a manager who wants to minimise the need for co-ordination between two or more departments?
7. As a Human Resources Manager, you are about to fill a vacancy at your newspaper. The Chief Executive gives you the go-ahead but also cautions: “remember, you hire today for tomorrow.” What would you take this statement to mean?
8. As a manager contemplating dismissal of an erring employee, how would you go about clearing your conscience before firing the worker?
9. Pick any four (4) factors you may use to measure your success or failure in human resource management and write a paragraph on each.
10. Distinguish between Herzberg’s “job enrichment” concept and Skinner’s “operant conditioning” or “reinforcement” theory.

**SECTION TWO**

**ANSWER FOUR (4) QUESTIONS ONLY FROM THIS SECTION (20 MARKS EACH)**

11. Discuss worker motivation within the framework of Abraham Maslow's Hierarchy of Needs.
12. Analyse Likert's "Four Systems" theory of management. State which is the most appropriate for a newspaper, and why.
13. They say, "time is money", and like money, you never have enough. Discuss how you can as a manager ensure efficient time management at your newspaper.
14. Imagine your newspaper operating as usual for, say, 10 years. One day, the Board of Directors decides: "We've got to change. We want this newspaper to be read not only here in Zambia, but in at least five other countries in SADC. In other words, we must now become a **regional** newspaper. That's our new thrust."

Discuss the implications of this decision for the News/Editorial, Advertising, Production, and Circulation departments.

15. The oscar-winning movie star, Denzel Washington, is coming to Zambia on holiday. He plans to see the Victoria Falls and go game-viewing in South Luangwa. Describe how you would exploit his visit to the advantage of your newspaper.
16. You are the Managing Editor of an independent weekly newspaper serving a city of 500,000 people. A national lobby group, Women Against Drunken Driving (WADD), wants you to run a series of adverts aimed at mobilising public opinion to exert pressure on government to enact stiffer laws and penalties against people who drive drunk. Your biggest advertiser is the local brewery, and they are threatening to cancel their advertising contract with your paper if you go ahead with the WADD adverts.

How would you handle this dilemma? How would you arrive at your decision(s), and what would be your rationale for so-deciding?

17. Discuss the implications and consequences for a newspaper openly endorsing or supporting a political party or candidate in an election campaign.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
2001/2002 ACADEMIC YEAR FIRST SEMESTER  
FINAL UNIVERSITY EXAMINATIONS**

**PA 125: INTRODUCTION TO PUBLIC ADMINISTRATION**

**INSTRUCTIONS:** Answer question 1 in Section A and any two from section B.

**TIME:** 3 HOURS

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**SECTION A**

1. Write brief notes on each of the following:

- a) Politics-Administration dichotomy
- b) Spoils system of personnel recruitment.
- c) 'Satisficing' decision making model
- d) Sphere of Competence
- e) Rationalisation

**SECTION B**

- 2. Herbert Simon has postulated that individuals in organizations try to be 'rational' or 'act rationally'? What does this mean?
- 3. It has been suggested that a job quota in public service should be created for women in order to increase their numbers in the job market. Do you agree or disagree with this proposition. Give reasons for your answer.
- 4. Administration is a phenomenon found in government agencies and private organizations. Provide a reasoned separation of administration in government institutions from that of private organizations.
- 5. Discuss the main features of Marx Weber's bureaucracy and assess its application to modern day organizations?

**END OF EXAMINATION**

GOOD LUCK!

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2001/2002 ACADEMIC YEAR FIRST SEMESTER**  
**FINAL EXAMINATIONS**

**PA 201: INTERMEDIATE PUBLIC ADMINISTRATION**

- INSTRUCTIONS:**
- 1. ANSWER THREE (3) QUESTIONS IN ALL.**
  - 2. QUESTION 1 IN SECTION "A" IS COMPULSORY**
  - 3. THE OTHER TWO (2) QUESTION SHOULD BE FROM SECTION B**
  - 4. READ THE QUESTIUONS CAREFULLY**

**TIME: 3 HOURS**

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**SECTION (20 Marks)**

1. Write short notes on FOUR of the following:
  - a) financial management
  - b) policy claim
  - c) policy formulation
  - d) capital project
  - e) human resource management
  - f) formal organization

**SECTION B (15 Marks for each question)**

2. Discuss the pros and cons of informal organizations.
3. "Policy analysis is essentially a cognitive process, while policy making is a political one." Discuss.
4. Define development administration and discuss FIVE of its principal features.
5. Spell out and analyse the principal features of strategic planning.

**END OF EXAMINATION**

**GOOD LUCK**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2001/2002 ACADEMIC YEAR FIRST SEMESTER**  
**FINAL EXAMINATIONS**

**PA 311: ORGANIZATION DESIGN AND MANAGEMENT**

**INSTRUCTIONS: ANSWER ANY THREE QUESTIONS FROM THE LIST BELOW**

**TIME: 3 HOURS**

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1. What is meant by the term organization? Explain briefly each part of the definition?
2. Describe Joan Woodward's classification of technologies with specific reference to mass production and continuous process. Explain why each of these two technology groups is related differently organization structures and management processes.
3. The simple-complex and stable-unstable dimensions provide a framework for assessing environment uncertainty, Elaborate with examples.
4. Why do organizations experience resistant to change? What measures should managers take to overcome this resistance?
5. What is a divisional structure? What are its advantages and disadvantages?
6. Classical theorists postulated a set of principals for managers in making structural decisions. Discuss these principals and heir usefulness.
7. Explain the relationship between an organization and its environment.
8. Contrast organization theory, organization design and organizational behaviour in terms of their areas of emphasis.

**END OF EXAMINATION**

**GOOD LUCK**

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2001/2002 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

PA 321: PRINCIPLES OF LOCAL GOVERNMENT ADMINISTRATION

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS. QUESTION 1 IS COMPULSORY

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1. The arguments in support of Decentralizing governance are well documented. The reality of the situation, however, is that in most developing countries “real” decentralization has not taken place. Discuss.
2. Local authorities, as organs of the state, are subject to central control. Discuss the various forms of Judicial as well as Administrative controls the state can institute over local authorities.
3. (a) What would you consider to be the major roles of an elected councillor and what do these roles entail? Discuss, in detail, what you would perceive to be the conflicting elements between these roles.  
  
(b) Briefly discuss any three sources of local government finance and the problems associated with such sources.
4. Although cross-national comparisons of decentralization levels may be difficult to make it is possible to provide informative insights by looking at the expenditure as well as revenue patterns of central and local governments. Discuss.
5. Write short notes on the following:
  - (i) The Modified Expenditure Decentralization Ratio as an indicator/measure of decentralization
  - (ii) The Localist theory of local government
  - (iii) “Residual” power and its applicability within the context of developing countries like Zambia
  - (iv) The “free-rider” problem and its impact on local governance and development
  - (v) Devolution

END OF EXAMINATION

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

**DEFERRED/SUPPLEMENTARY EXAMINATIONS, JUNE 2002.**

**PA 341: HUMAN RESOURCES MANAGEMENT**

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

**TIME: THREE HOURS**

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**SECTION A.**

1. Write brief notes on any five of the following:

- (i) Job description
- (ii) Job specification
- (iii) Internal consistency
- (iv) Maintenance
- (v) HIV/AIDS
- (vi) Personality Test

**SECTION B**

- 2. Why would an organisation spend time and money to use manpower planning?
- 3. Should interviews as a selection device be relied upon heavily in the selection process?
- 4. How does the separation function of Human Resources Managers affect the staffing process in an organisation?
- 5. (a) Why is training important to organizations?  
(b) What is training for impact?
- 6. What factors determine a Company's external competitiveness pay policy? *e.g. v. b*

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**END OF EXAMINATION**

GOOD LUCK!

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2001/2002 ACADEMIC YEAR FIRST SEMESTER**  
**FINAL EXAMINATIONS**

**PA 411: DEVELOPMENT ADMINISTRATION**

**INSTRUCTIONS: ANSWER ANY THREE QUESTIONS FROM THE LIST  
BELOW:**

**TIME: 3 HOURS**

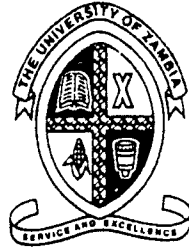
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**SECTION A**

1. How does public policy link with national development. Give concrete illustrations in your answer.
2. The Zambian Legislature is a powerful institution for identifying errors in existing and impending state policies. But since 1964 it has been plagued with problems. Identify these problems and show how they have impeded the policy-making process.
3. Rationality, Disjointed Incrementalism and Sunk Costs are principal approaches in decision-making. Write a concise account of each of the approaches, providing detail of merits and demerits.
4. If you were a consultant in policy issues and you had to provide advise on what should be done to improve capacity for policy-making in the Zambian Cabinet what recommendation you suggest?
5. The policy environment is a difficult arena for making decisions for Zambia's development. Clarify this assertion.
6. Define the terms values, ethics, and morality. How are state policies linked to these terms?

**END OF EXAMINATION**

**GOOD LUCK**



# THE UNIVERSITY OF ZAMBIA

DEPARTMENT OF POLITICAL AND ADMINISTRATIVE STUDIES

## PUBLIC POLICY ANALYSIS (PA 421)

INSTRUCTION: ANSWER ANY THREE QUESTIONS. TWO FROM PART 1 AND ONE FROM PART II. ALL QUESTIONS CARRY EQUAL MARKS

TIME: 3 hours

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### PART 1

A policy issue concerning the RIGHTS OF CHILDREN has arisen and several stakeholders are engulfed in it. The issue has been contested from different perspective, with the modes of policy argument ranging from mainly three: the authoritative, pragmatic, and value-critical. The information/data related to the issue is as follows:

In the last five (5) years, fifty (50) children, more than half of them attending school, had been found dead in ritual murders. Characteristically, their hearts and heads had been removed, leading to various conclusions about possible causes. Some community members blame "witch doctors" for the macabre deaths. Others accuse an international syndicate of money launders who are using the organs as baits for sharks. (The sharks are sought after for precious stones in their stomachs). The syndicate is based in some Asian country with tentacles throughout Southern and Eastern Africa.

Parents with school-going children have reacted sharply by forming a vigilante group ready to pounce on any suspect and have already killed ten suspects. They have threatened to withdraw their children from schools unless school owners and the police do something drastic to correct the situation.

Teachers are also upset over the issue and have threatened to boycott classes if remedial measures are not immediately instituted.

N.G.Os concerned with child welfare have petitioned parliament to take legal action to stop the scourge. The community members at large have started lynching witch-doctors in their communities and several of them have been driven out of their communities, maimed or killed.

The police service feels that parents, communities and the school PTAs are not doing enough to help the police fight the crime. The cooperation is seen as insufficient and very little information about possible leads to sources of the crime are forthcoming.

The international community is equally concerned. UNICEF is pressing for tougher laws to stem off the ritual murders. The UN agency is further committed towards rendering logistical support to the law enforcing units, relevant NGOs and the PTAs to enable them find a lasting solution. Experts from WHO and UNICEF strongly feel that from their experiences elsewhere in Africa, Asia and Latin America, the solution lies in the need to introduce stiff penalties against offenders but that these should be coupled with an effective system of policing and cooperation among stakeholders.

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#### QUESTION 1.

As a policy analyst with the Ministry of Home Affairs, you are asked to come up with a policy recommendation based upon the VALUE-CRITICAL MODE of argument (based on motivation in this case). Show how you would move from the policy relevant information presented above to the policy argument. Ensure that your WARRANT; BACKING AND REBUTTAL are presented in your argument.

#### QUESTION 2.

As a policy analyst, you do not have enough time to examine all the facts and information pertaining to the stakeholders. You are compelled to depend upon expert knowledge from the two UN agencies mentioned above. Prepare a policy argument using the AUTHORITATIVE MODE with warrant (s); backing (s) and rebuttal to arrive at your policy recommendation.

#### QUESTION 3.

In the course of searching for information, you step across a detailed report about the experience of the Kenyan police service with child ritual murders and how they went about resolving the issue. The report points towards the need for extensive cooperation among the concerned stakeholders, commitment from the police service, adequate funding from the Ministry of Home Affairs and technical and logistical support from the international community. The problem was resolved within six months of embarking upon the strategy. As a policy analyst, show how you could employ the Kenyan case to advance a strong policy argument in order to support your policy claim.

### Section 11

#### Question 4

Critically analyse the role of policy relevant information, warrant, back up, rebuttal and policy claim in a policy argument and show how the first four are linked to the policy recommendation or claim.

### Question 5

Policy Analysis is often referred to as “an integrated framework”. Show how the use of policy-analytic methods (problem structuring, forecasting, monitoring, evaluation and recommendation) permits the analyst to transform one type of information into another.

### QUESTION 6.

There are two contending perspectives on the role of policy analysts as a result of the professionalization of policy analysis. Some contend that the analyst plays a “technocratic guidance” role while another school contends that the role is that of a “technocratic counsel”. Discuss what has led to such claims and present supportive evidence presented by both schools. Which school do you think approximates the Zambian situation and why?

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2001/2002 ACADEMIC YEAR FIRST SEMESTER**  
**FINAL EXAMINATIONS**

**PA 951: PUBLIC FINANCIAL ADMINISTRATION**

**INSTRUCTIONS: ANSWER ONLY THREE QUESTIONS FROM THE LIST  
BELOW**

**TIME: 3 HOURS**

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1. Discuss the budget as an instrument of social and economic policy.
2. Explain the principles of (canons) of taxation as presented by Adam Smith.
3. Identify and describe the alternative concepts of tax incidence. In your own view, which tax incidence approach is more realistic?
4. What are the advantages and disadvantages of direct and indirect taxes? Is the distinction between these two taxes valid or not?
5. Analyse the effects of taxation on a country.
6. What constitutes public debt and what factors prompt governments to incur debt?
7. Describe the budgetary process in Zambia.
8. Define public expenditure and explain at least **three** theories of public expenditure.

**END OF EXAMINATION**

**GOOD LUCK**



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

**2001/2002 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS**

**PA955: STRATEGIC MANAGEMENT**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: SECTION A IS COMPULSORY. ANSWER TWO  
QUESTIONS FROM SECTION B. WRITE IN CONSCISE  
CLEAR GOOD ENGLISH.**

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**SECTION A (20 MARKS)**

**ENTERPRISE RENT-A-CAR (CASE STUDY)**

Have you heard of Enterprise Rent – A – Car? You won't find it at the airport with Hertz, Avis, or National car rental operations. Yet Enterprise owns more cars and operates in more locations than Hertz. The company accounts for over 20% of the \$15 billion per year U.S. car rental market compared to 17% for Hertz and 12% for Avis. In ignoring the highly competitive airport market, Enterprise has chosen a differentiation competitive strategy by marketing to people in need of a spare car. Instead of locating many cars at a few high-priced locations at airports, Enterprise sets up inexpensive offices throughout metropolitan areas. As a result, cars are rented for 30% less than they cost at airports. As soon as one branch office grows to about 150 cars, the company opens another rental office a few miles away. People are increasingly renting from Enterprise even when their current car works fine. According to CEO Andy Taylor, "We call it a 'virtual car.' Small-business people who have to pick up clients call us when they want something better than their own car." Why is Enterprise able to follow this competitive strategy so successfully without attracting Hertz and Avis into its market?

The secret to Enterprise's success is its well-executed strategy implementation. Clearly laid out programs, budgets, and procedures support the company's competitive strategy by making Enterprise stand out in the mind of the consumer. When a new rental office opens, employees spend time developing relationships with the service managers of every auto dealership and body shop in the area. Enterprise employees bring pizza and doughnuts to workers at the auto garages across the country. Enterprise forms agreements with dealers to provide replacements for cars brought in for service. At major accounts, the company actually staffs an office at the dealership and has cars parked outside so customers don't have to go to an Enterprise office to complete paperwork.

One key to implementation at Enterprise is staffing – through hiring and promoting a certain kind of person. Virtually every Enterprise employee is a college graduate. Usually from the bottom half of the class. According to COO Donald Ross, *"We hire from the half of the college class that makes the upper half possible. We want athletes, fraternity types – especially fraternity presidents and social directors. People people"*. These new employees begin as management trainees in the \$20,000 - \$25,000 salary range. Instead of regular raises, their pay is tied to branch office profits.

Another key to implementation at Enterprise is leading – through specifying clear performance objectives and promoting a team – oriented corporate culture. The company stresses promotion from within. Every Enterprise employee, including top executives, starts at the bottom. As a result, a bond of shared experience connects all employees and managers. To reinforce a cohesive culture of camaraderie, senior executives routinely do "grunt work" at branch offices. Even Andy Taylor, the CEO, joins the work. *"We were visiting an office in Berkeley and it was mobbed, so I started cleaning cars,"* says Taylor. *"As it was happening, I wondered if it was a good use of my time, but the effect on morale was tremendous"*. Because the financial results of every branch office and every region are available to all, the collegial culture stimulates food-natured competition. *"We're this close to beating out Middlesex,"* grins Woody Erhardt, an area manager in New Jersey. *"I want to pound them into the ground. If they lose, they have to throw a party for us, and we get to decide what they wear."*

- (i) What competitive strategy is at Enterprise Rent-A-Car?
- (ii) The secret to a company's success is well-executed strategy implementation. Show how programmes, budgets and procedures can support the corporation's competitive strategy?
- (iii) Explain how quality management is assured at Enterprise Rent-A-Car.
- (iv) Why is staffing and leading key to strategy implementation?

- (v) What skills should a person have for managing a business unit following a competitive strategy you have identified at Enterprise Rent-A-Car? Why?

## **SECTION B (30 MARKS)**

1. What is benchmarking? Why is the programme becoming increasingly popular as a tool to evaluate performance?
2. Critically discuss the integration of growth strategy with its Human Resource strategy and practices. Provide recommendations as to how HRM could provide better support for any organization's growth strategy.
3. A core competence can be easily be imitated to the extent that it is transparent, transferable, and replicable. Drawing practical examples, from the Zambian experience, explain how sustainable the cost leadership strategy may be.
4. What are the pros and cons of management's using the experience curve to determine strategy? And how might a firm's management decide whether they should continue to invest in current known technology or in new, but untested technology? What factors might encourage or discourage such shift?
5. Is it possible for a company to have a sustainable competitive advantage when its industry becomes hypercompetitive? Referencing to any industry that you are familiar with account for your answer.

**END OF EXAMINATION**

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**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2001/2002 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS**

**PH 101: INTRODUCTION TO PHILOSOPHY**

**TIME: THREE HOURS**

**ANSWER: THREE QUESTIONS (Answer only one question from each of the three sections).**

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**SECTION I: POLITICAL PHILOSOPHY**

1. (a) Compare and contrast the political philosophies of Thomas Hobbes and John Locke.  
(b) Which theory would you accept? Give reasons for your answer.
2. (a) Compare and contrast the political philosophies of John Locke and John Stuart Mill.  
(b) Which theory would you accept? Give reasons for your answer.
3. (a) Outline the key features of Plato's political philosophy.  
(b) State the criticisms that are tabled against Plato's theory and discuss whether you think these criticisms against Plato's theory are justified.

**SECTION 2: ETHICS**

4. (a) Define hedonism and give the arguments for and against it.  
(b) Define cynicism and give the arguments for and against it.  
(c) Discuss whether you think Stoicists are right that our actions are predetermined. Does this mean that we are not free and that we should not be punished or rewarded for our actions?
5. (a) Compare and contrast the ethical views of Plato and of Aristotle.  
(b) Discuss critically which of these ethical views you find acceptable giving reasons why.
6. (a) Outline the key features of the ethical theory of Immanuel Kant.  
(b) State the criticisms that are directed against Kant's ethical views.  
(c) Discuss critically whether you think these criticisms against Kant are justified.

**SECTION 3: PHILOSOPHY OF RELIGION**

7. (a) Outline the arguments presented by philosophers to prove that God exists?  
(b) Do you agree that these reasons are adequate? Give reasons for your answer.
8. If God is really all-powerful, all-good and all-knowing, why is there suffering on earth? Discuss this problem critically.
9. Discuss critically the problem of the reality of miracles indicating (a) whether you think they are possible and (b) whether you think they really occur.

**END OF EXAMINATION**

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

**2001/2002 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS**

**PH 915: EPISTEMOLOGY (THEORY OF KNOWLEDGE)**

**TIME: THREE HOURS**

**ANSWER: THREE QUESTIONS (One question from Section 1, One question from Section 2 and the mandatory question from Section 3).**

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**SECTION 1**

1. (a) Explain the meaning of *a priori* knowledge giving at least three reasons in support of such knowledge.  
(b) Explain the meaning of 'synthetic truths' and discuss Jonathan Dancy's response to the question of whether or not synthetic truths can be known *a priori*.  
(c) In your own view, do you think synthetic truths can be known *a priori*? Explain your answer without just repeating Dancy's position.
2. (a) Jonathan Dancy questioned Kant's belief that *a priori* knowledge must be of universal truth?
  - (i) State the arguments that Dancy gives for his position.
  - (ii) State the conclusions that he draws from his position.(b) Explain your own understanding of *a priori* knowledge without just repeating Dancy's position.

**SECTION TWO**

3. (a) Compare and contrast the sense in which John Locke is a direct scientific realist and the sense in which Bishop George Berkeley is a reductive idealist.  
(b) State your criticisms of each of these two philosophers.  
(c) Indicate which approach you find most acceptable giving reasons why.
4. (a) Explain what is meant by 'phenomenalism'?  
(b) Discuss arguments for and against phenomenalism.  
(c) "Phenomenalism is more flexible and (therefore) more plausible than idealism, for it seems to give a more natural sense to the idea that physical objects can continue to exist unperceived..."

With reference to the distinction between eliminative and reductive phenomenalism, discuss critically the above quotation from Dancy.

### **SECTION 3**

5. (a) Explain each of the following three theories:
- (i) Correspondence theory of truth;
  - (ii) Coherence theory of truth; and
  - (iii) Pragmatist theory of truth.
- (b) Discuss the arguments for and against each of these theories.
- (c) Give reasons for the theory which you find most acceptable.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2001/2002 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS**

**PH 945: MEDICAL ETHICS**

**TIME: THREE HOURS**

**ANSWER: ANY FOUR QUESTIONS**

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1. Disagreements on how to resolve medical ethical problems are frequently rooted in the fact that people hold different ethical theories.
  - (a) Explain the basic ingredients of utilitarian, deontological and natural law theories.
  - (b) Discuss critically the advantages and disadvantages of each of these three theories.
  - (c) Do you think that these three theories are wholly incompatible? Explain.
  
2. Ethical principles are necessary guidelines in trying to resolve medical ethical problems.
  - (a) Identify and explain as many of these ethical principles as you can.
  - (b) Give three examples of situations in which unavoidable conflict can arise between different ethical principles.
  - (c) In the examples which you have given, discuss critically what should be done when a decision has to be made.
  
3. Much of the debate surrounding the issue of abortion and embryonic research centers on the status of the fertilized ovum. Discuss critically the following:
  - (a) the value of human life, whether potential or actual.
  - (b) the significance of the distinction between 'human being' and 'person'.
  - (c) the relevance, in your opinion, of the distinction between *in utero* fertilization and *in vitro* fertilization for ethical discussions.
  
4. There is a finality about death that makes it unique. For this reason, it is critically important that someone is not mistakenly declared to be dead.
  - (a) Discuss critically the problem of determining precisely the moment of death?
  - (b) Explain what is meant by 'QALYS' and discuss critically its relevance when determining the value of life in the case of the incapacitated and the terminally ill.
  - (c) Discuss critically the distinction between 'killing' and 'letting die'.
  
5.
  - (a) Discuss critically some of the ethical problems that arise from the practice of surrogate parenting.
  - (b) Discuss critically the kinds of ethical issues that arise from the following four kinds of research: therapeutic, non-therapeutic, negative eugenics and positive eugenics.
  - (c) Discuss some of the ethical issues related to the production of spare embryos.
  
6.
  - (a) Outline the theories of justice that are invoked with regard to the allocation of scarce medical resources and give reasons for the one which you would favour.
  - (b) Mention three of the methods used for deciding upon the distribution of scarce medical resources and give reasons for the one which is most favoured.
  - (c) Discuss the relevance of the principle of autonomy in the case of a mentally ill patient.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

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

**PL 451: SOCIALIST POLITICAL THEORY I**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER THREE QUESTIONS.**

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

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2001/2002 ACADEMIC YEAR FIRST SEMESTER**  
**FINAL EXAMINATIONS**

**PL 961: NGO'S DEMOCRACY AND DEVELOPMENT**

**INSTRUCTIONS: ANSWER ONE (1) QUESTION IN SECTION A AND ANY  
OTHER TWO IN SECTION (B)**

**TIME: 3 HOURS**

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**SECTION A**

1. Clearly explain the term democratization and show, with examples, the role that NGOs have played in the democratization of Zambia  
(20 Marks)

**SECTION B**

2. Explain the statement that "Human Development if not engendered, can be endangered" and show, with examples, how NGOs can engender or promote human development.  
(15 Marks)
3. What is meant by sustainable development? Show, with examples, how NGOs can promote sustainable development.  
(15 Marks)
4. Identify and discuss the qualities or attributes of a conflict mediator. Furthermore, identify and discuss the electoral disputes that have occurred in Zambia since 1991 and show how these disputes have been resolved or maybe resolved if they are still outstanding.  
(15 Marks)
5. Discuss, with examples, the expected role of the state in independent African nations as portrayed in the economic development model founded on Keynesianism. Furthermore, critically analyse the position of the state in contemporary African countries according to the failure of the state theory. What is your conclusion?

**END OF EXAMINATION**

**GOOD LUCK**

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

**2001/2002 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS**

**PS 101: INTRODUCTION TO PSYCHOLOGY I**

**TIME: THREE HOURS**

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**INSTRUCTIONS**

**THIS EXAMINATION PAPER CONSISTS OF THREE (3) PARTS. ATTEMPT ALL QUESTIONS IN PART I, ANY TWELVE IN PART II AND ALL QUESTIONS IN PART III.**

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**PART I: ANSWER ALL THE QUESTIONS AND CIRCLE YOUR ANSWER ON THE QUESTION PAPER**

1. The region at which the axon terminal of a neuron closely approaches other cells is known as:
  - a. Nodes of Ranvier
  - b. dendrites
  - c. cell body
  - d. synapse
  
2. The rapid shift in the electrical charge across the cell membrane of neurons is known as:
  - a. resting potential
  - b. potential energy
  - c. synthesis
  - d. action potential
  
3. Which of these systems best readies the body for activity and use of energy?
  - a. parasympathetic system
  - b. somatic system
  - c. sympathetic system
  - d. central nervous system
  
4. Regulation of the autonomic nervous system and of several forms of motivated behaviour such as eating and aggression is governed by the:
  - a. cerebrum
  - b. medulla
  - c. hypothalamus
  - d. cerebellum

5. The lobe of the cerebral cortex that is most involved in hearing is the:
- a. frontal lobe
  - b. temporal lobe
  - c. parietal lobe
  - d. occipital lobe
6. Thread-like structures containing genetic material, found in nearly every cell of the body are called:
- a. chromosomes
  - b. genes
  - c. DNA
  - d. alleles
7. The branch of biology that studies the role of genetic factors in social behaviour is known as:
- a. psychobiology
  - b. sociobiology
  - c. social psychology
  - d. sociology
8. In scientific research, the best way to separate the effects of genes and the environment is to study:
- a. dizygotic twins
  - b. adopted children and their biological parents
  - c. adopted children and their adoptive parents
  - d. monozygotic twins raised in different environments
9. Segments of DNA that serve as the basic units of heredity are called:
- a. genes
  - b. peptides
  - c. chromosomes
  - d. gametes
10. The basic building blocks of the nervous system are the:
- a. neurotransmitters
  - b. neurons
  - d. axons
  - d. dendrites
11. Behaviourism is primarily concerned with:
- a. the unconscious influence of early childhood experiences
  - b. describing and measuring only that which is observable
  - c. inherited characteristics
  - d. fulfillment of the human potential
12. All of the following comparisons between psychologists and psychiatrists are true except:
- a. Psychiatrists can prescribe medication while clinical psychologists cannot.

- b. both see a similar mix of clients
  - c. clinical psychologists generally have more extensive training in assessment than do psychiatrists
  - d. both see abnormal behaviour as a disease
13. In 1879 Wundt
- a. established a psychological laboratory
  - b. published a book 'Principles of Psychology'
  - c. studied the unconscious
  - d. defined psychology
14. Structuralism
- a. used introspection as a method
  - b. uses observation as a method
  - c. studies structure of mind and behaviour
  - d. both (a) and (c) above
  - e. both (a) and (b)
15. The approach in psychology that views the main task of human beings as that of striving for growth and development of their potential is the
- a. eclectic approach
  - b. psychoanalytic approach
  - c. humanistic approach
  - d. cognitive approach
16. Two psychologists associated with the psychoanalytic approach are
- a. Skinner and Pavlov
  - b. Wundt and James
  - c. Freud and Jung
  - d. Rogers and Maslow
17. Which of the following is not an important subject of research in psychophysics?
- a. The just noticeable difference
  - b. Signal detection theory
  - c. Absolute thresholds
  - d. The AI approach
18. After your roommate agrees to turn the television down, you notice the volume has not been turned down "enough". You and your roommate disagree about a sensory judgment abbreviated as
- a. AI
  - b. I.g.n.
  - c. LSD
  - d. j.n.d.

19. On the part of a highway where a motorist is allowed to overtake, the white centre line is dotted rather than solid, but it is still seen as a line rather than as a series of dots. This illustrates the organizational principle of
- region segregation
  - figure-ground distinction
  - subjective contours
  - closure
20. Two horizontal lines of same length surrounded by slanted lines is a
- Ponzo illusion
  - Moon illusion
  - Muller-Lyer Illusion
  - None of the above
21. Which of the following statements concerning Gestalt principles is false?
- People will group together the elements of a visual stimulus that they see as being alike.
  - At each level of organization people try to interpret the perceptual field as being made up of "wholes" rather than "parts".
  - People try to impose organization on any units that are perceived as complete or "good".
  - Gestalt principles clearly explain why we experience perceptual constancies and illusions.
22. Classical conditioning is strengthened or reinforced when the ----- follows the -----
- CS, US
  - US, CS
  - UR, CR
  - CS, CR
23. When a conditioned stimulus is used to reinforce the learning of a second conditioned stimulus, higher order conditioning has occurred.
- True
  - False
24. Psychologists theorize that many phobias begin when a CER generalizes to other similar situations.
- True
  - False
25. Instinctive drift can be said to have occurred any time an unlearned stimulus triggers a reflex.
- True
  - False
26. Biological constraints on learning reflect underlying potentials and limitations imposed by prior conditioning.



on the basis of how closely they fit the definition.

- b. Make sure that the smartest people are assigned to the experimental conditions.
  - c. Make sure that there is an equal number of males and females, young and old, smart and stupid, short and tall, etc. in each group.
  - d. Randomly assign the subjects to each condition in the experiment.
35. In an experiment designed to test the effects of alcohol on motor coordination, group 1 participants are given a precise amount of alcohol in a mixed drink and group 2 participants are given a drink that smells and tastes exactly like alcohol drink but contains no alcohol.
- a. Group 1 is the control group
  - b. Group 2 is the experimental group
  - c. Group 2 is the placebo control group
  - d. Group 1 will have much more fun than Group 2.
36. A researcher investigates the effectiveness of a new anti depressant drug. She randomly assigns depressed patients in two groups.
- Group 1 is given the drug, and group 2 is given a placebo. At the end of the experiment, the level of depression of all participants is measured as a score on a test called depression inventory. Match the elements of this experiment with the appropriate term.
- |  |                         |
|--|-------------------------|
| 1. score on depression inventory                               | a. experimental group   |
| <input checked="" type="checkbox"/> 2. the antidepressant drug | b. control group        |
| 3. Group 1   | c. independent variable |
| 4. Group 2   | d. dependent variable   |
37. Researchers and participants in a study examining the effects of cannabis on memory are both unaware of which subjects actually received the active ingredients and which were given a placebo. This study involves the use of
- a. replication
  - b. the single-blind procedure
  - c. the double-blind procedure
  - d. correlational techniques
38. Naturalistic observation, the case study method, and the survey method share which of the following features?
- a. They are all descriptive research methods.
  - b. None is used in physics.
  - c. They each apply to limited situations.

- d. They all utilize correlational methods.
39. In an experiment children were randomly assigned to either a group that watched a violent video or a group that watched a nonviolent video, and later the level of aggression in both groups was measured under controlled laboratory conditions. In this example, the measure of the children's aggression was the
- dependent variable
  - independent variable
  - control variable
  - naturalistic variable
40. A confounding (extraneous) variable in an experiment is a factor that
- affects the results but is not of interest to the experimenter.
  - has no effect on the results of the experiment.
  - the experimenter is interested in studying.
  - helps make the results easier to understand.
41. The effects of an experiment can be influenced by the expectations of either the participants or the researcher.
- True
  - False
42. When conducting a survey, a researcher can compensate for a sample that is not representative by using a sample that is very large.
- True
  - False
43. An experimenter found that variable A and variable B had a correlation coefficient of  $+0.55$  and variable C and variable D had a correlation coefficient of  $-0.75$ . She can conclude that
- variables A and B have a stronger correlation than variables C and D.
  - variable A causes variable B, but C and D are unrelated.
  - variables A and B have a weaker correlation than variables C and D.
  - variables A and B are strongly correlated but C and D have no relationship.
44. Generally the weight of clothing that people wear goes down as the outdoor temperature goes up. This relationship would produce a
- negative correlation.
  - zero correlation
  - very high positive correlation
  - very low positive correlation



9. Training that inhibits (or weakens) a conditioned response is called -----
10. Three factors that greatly influence the effects of punishment are timing, consistency and -----
11. Responses in operant conditioning are ----- whereas those in classical conditioning are passive ----- responses.
12. Knowledge of results is also known as ----- in learning.
13. You are in a crowded and noisy room. You cannot discern the content of the discussion, the content of conversations across the room under such conditions but you do hear your own name. Psychologists refer to this phenomenon as the -----phenomenon.

**PART TWO: WRITE SHORT ESSAYS ON TWELVE OF THE FOLLOWING TOPICS**

1. What is retinal disparity and how does it occur?
2. Explain the mechanism by which neural impulses pass from one neuron to another.
3. The cognitive approach -
4. The goals of psychology
5. Research ethics in psychology
6. Describe the moon illusion and explain why it occurs.
7. Explain signal detection theory and what gave rise to it.
8. Write brief notes on each of the following:
  - (a) Discrete and continuous variables
  - (b) Real limits of a number
9. Nominal measurement and ratio measurement
10. Distinguish between classical and operant conditioning.
11. Describe at least two potential problems in experimental research and explain how each can be controlled for.

12. Describe the naturalistic method and state its advantages and limitations.
13. State what is meant by expectancy effects and explain the purpose of the placebo control procedure.
14. Define perceptual constancy and explain its importance. What is size constancy? What does the example of Kenge of the Equatorial Rain Forest illustrate about size-constancy? (Narrate the story about Kenge).

**PART THREE: ANSWER ALL THE QUESTIONS. USE AN EXAMINATION BOOKLET FOR THIS PART.**

1. A consultant you hired to assess the public's attitude toward your company told you that the mean evaluation on a 7 – point scale (where 1 = “extremely negative” and 7 = “extremely positive”) was 5.16 and standard deviation was 1.43. What would you conclude?
2. Why is the standard deviation more “interpretable” than the variance? That is, what is the advantage of reporting statistics in terms of the standard deviation as opposed to the variance?
3. From the following set of data calculate the Pearson Product Moment Correlation Coefficient.

X	Y
1	2
9	8
3	2
4	3
2	3
6	5
5	6
8	7
7	8

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**2001/2002 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS**

**PS 221: PSYCHOLOGY OF MOTIVATION, LEARNING AND MEMORY**

**TIME: THREE HOURS**

**INSTRUCTIONS: THIS EXAMINATION ACCOUNTS FOR 40% OF YOUR GRADE IN THIS COURSE. THE QUESTION PAPER CONSISTS OF TWO SECTIONS. YOU ARE REQUIRED TO ANSWER ALL QUESTIONS IN SECTION 1, AND 12 QUESTIONS IN SECTION II.**

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**SECTION I: ANSWER ALL THE QUESTIONS**

1. Anita's mother wants her to be afraid of strange dogs. According to classical conditioning theory, what should she do?
  - (a) Keep her completely from any contact with strange dogs.
  - (b) Explain to her why strange dogs might be dangerous.
  - (c) Grab Anita and run away when they see a strange dog.
  - (d) Let her play by herself with a strange dog a few times.
  
2. All else being equal, a neutral stimulus will become a conditioned stimulus and acquire a conditioned response most quickly if it is paired with
  - (a) a weak unconditioned stimulus.
  - (b) a strong unconditioned stimulus.
  - (c) a cognitive unconditioned stimulus.
  - (d) no unconditioned stimulus at all.
  
3. In classical conditioning, a neutral stimulus begins to trigger a conditioned response as a result of
  - (a) receiving a pleasant consequence as a result of the response.
  - (b) repeatedly pairing the conditioned and unconditioned responses.
  - (c) identifying the appropriate discriminative stimulus in the situation.
  - (d) repeatedly pairing the conditioned and unconditioned stimuli.
  
4. According to modern research, what is really learned in classical conditioning is
  - (a) an understanding that a response will be rewarded.
  - (b) a simple link between a stimulus and a response.
  - (c) a way to take control over involuntary behaviours.
  - (d) the ability to predict the unconditioned stimulus.

5. The Garcia taste-aversion effect is a type of classical conditioning that **CONTRADICTS** the traditional principle that
- understanding the situation is important for conditioning.
  - conditioning only works with very short time intervals.
  - stimuli must be paired over and over for conditioning .
  - conditioning has no real effect on important behaviours.
6. As a result of Garcia's work on conditioned taste aversions, psychologists now realise that classical conditioning is affected in an important way by
- the timing of the conditioned and unconditioned stimuli.
  - the gradual acquisition of conditioned responses.
  - the physical health of the organism being conditioned.
  - our biological tendency to learn certain associations.
7. According to Garcia's work on taste aversion, people who must undergo cancer chemotherapy should do what right before the therapy that makes them ill?
- Eat all their favourite foods.
  - Eat a 'scapegoat,' unimportant food.
  - Eat a food that will make them strong.
  - Eat a large variety of foods.
8. Naomi's first car was so old and unsafe she always felt afraid of driving it and even looking at it. When her husband got a new car, she was at first afraid of it, too. This is \_\_\_\_\_. After several months of safely driving her husband's car, she was no longer afraid of it, but was still frightened by her own car. This is \_\_\_\_\_.
- stimulus generalisation; stimulus discrimination
  - stimulus discrimination; stimulus generalisation
  - spontaneous recovery; operationalisation
  - operationalisation; spontaneous recovery
9. A day care provider gives special stickers to the children who behave as they should, perhaps being quiet at nap time or eating neatly, and this encourages the children to behave in future. This person is using \_\_\_\_\_ to control the children's behaviour.
- observational learning
  - circadian learning
  - classical conditioning
  - operant conditioning
10. In operant conditioning, behaviours change in accordance with events that occur
- before the behaviours.
  - at the same time as the behaviours.
  - after the behaviours.
  - in place of the behaviours.
11. Any event that follows a behaviour and that makes the behaviour happen more often in the future is called a
- conditioned stimulus.
  - conditioned response.
  - reinforcer.
  - predictor.

12. In general, reinforcers and punishers are more effective if they are delivered
- (a) after some delay.
  - (b) immediately after the behaviour.
  - (c) before the desired behaviour.
  - (d) no matter what the organism does.
13. To teach a new behaviour most efficiently, it might be best to begin with a \_\_\_\_\_ schedule of reinforcement, then switch to a \_\_\_\_\_ schedule, then a \_\_\_\_\_ schedule.
- (a) continuous; fixed ratio; variable ratio
  - (b) variable ratio; variable interval; continuous
  - (c) variable interval; fixed interval; continuous
  - (d) fixed ratio; continuous; fixed interval
14. Punishment can be administered in two ways:
- (a) delivering a pleasant stimulus or removing an unpleasant stimulus.
  - (b) delivering an unpleasant stimulus or removing a pleasant stimulus.
  - (c) through classical conditioning or operant conditioning principles.
  - (d) either before or after the behaviour that is being conditioned.
15. The best way to control someone's behaviour is probably to use
- (a) classical conditioning principles only.
  - (b) a combination of reinforcement and punishment.
  - (c) the strongest punisher and weakest reinforcer possible.
  - (d) stimuli that can be easily generalised to other situations.
16. One common unintended result of using punishment to control behaviour is that it may
- (a) make people more aggressive in many situations.
  - (b) eliminate the behaviour completely, even when appropriate.
  - (c) form a bond between the punisher and the punished person.
  - (d) make positive reinforcers into negative reinforcers.
17. Which of the following is true of Rescorla's cognitive interpretation of classical conditioning?
- (a) For learning to occur, the CS must be a reliable predictor of the UCS.
  - (b) Biological preparedness is a major constraint in this type of learning.
  - (c) The formation of cognitive maps is essential in learning.
  - (d) Instinctive drift will always interfere with this type of learning.
18. Alcoholics who are given drinks containing a drug that makes them sick do not always come to associate alcohol with illness. The most likely explanation is that classical conditioning in humans is more complex than classical conditioning in rats and may involve more higher-level \_\_\_\_\_ processes.
- (a) cognitive
  - (b) biochemical
  - (c) environmental
  - (d) ecological

19. Which of the following terms is LEAST common to both classical and operant conditioning?
- extinction
  - stimulus generalisation
  - spontaneous recovery
  - reinforcement
20. In everyday life, which of the following are *not* acquired through classical conditioning?
- positive feelings
  - negative feelings
  - skills
  - fears and phobias
21. A retarded girl is taught to comb her hair, to brush her teeth, and to be generally neat and clean everyday. She receives tokens which can be traded for goods and privileges. At first, almost any attempt at neatness earns a token, but later she must do more to earn a token. The girl is:
- being reinforced by the Premack principle
  - receiving negative punishment
  - receiving primary reinforcement
  - in a behaviour modification program
22. A major implication of Albert Bandura's classic study with the Bobo doll is that
- children can and do learn all sorts of behaviours from watching television.
  - children will do behaviours that they see others doing even when the others are punished.
  - children will only do behaviours that are modelled by live models.
  - children are most influenced by adult models viewed on television.
23. Behaviours that are only occasionally reinforced are more resistant to extinction than behaviours conditioned using continuous reinforcement. This phenomenon is called
- the Law of Effect.
  - punishment
  - the partial reinforcement effect.
  - the continuous reinforcement effect.
24. An animal trainer wants to train a pigeon to turn in circles. Initially, she gives the pigeon a food pellet for a quarter-turn, then only for making a half-turn, and finally only after the pigeon has completed a full turn. She has used
- discrimination training.
  - negative reinforcement.
  - punishment.
  - shaping.
25. In terms of important contributions to the study of learning, \_\_\_\_\_ is to observational learning as \_\_\_\_\_ is to the ecological perspective.
- Skinner; Pavlov
  - Bandura; Garcia
  - Rescorla; Tolman
  - Watson; Thorndike

26. In a classical conditioning experiment, the experimenter repeatedly pairs a bell with an electric shock for one group of subjects, and for a second group the bell is only occasionally paired with the shock. Based on Rescorla's cognitive analysis of classical conditioning, you would be most justified in predicting that
- conditioning will be greater in the first group compared to the second.
  - conditioning will be greater in the second group compared to the first.
  - there will be no difference between the groups in strength of conditioning.
  - the second group will exhibit the partial reinforcement effect.
27. Operant conditioning can be used effectively for all of the following except:
- learning new responses.
  - learning to make an existing response to a new stimulus.
  - increasing the frequency of an existing response to a new stimulus.
  - decreasing the frequency of an existing response.
28. Who researched trial-and error learning using cats in puzzle boxes and formulated the law of effect?
- |               |             |
|---------------|-------------|
| (a) Watson    | (c) Skinner |
| (b) Thorndike | (d) Pavlov  |
29. Harriet has been afraid of snakes for as long as she can remember, and her mother has the same paralysing fear. Harriet most likely acquired her fear through
- learning by insight.
  - observational learning.
  - classical conditioning.
  - latent learning.
30. Many people take aspirin to relieve painful headaches. Taking aspirin is a behaviour that is likely to continue because of the effect of \_\_\_\_\_ reinforcement.
31. Motivation is a condition that is internal and inferred. Both of these characteristics result from the fact that motivation
- is genetically inherited.
  - cannot be directly observed.
  - is displayed by all normal members of a species.
  - will be developed through classical conditioning.
32. An internal condition that includes feelings of arousal and that directs the organism toward behaviours that will maintain its biological processes so that it will survive is called a(n)
- emotion.
  - attribution.
  - need.
  - drive.
33. A state of physiological imbalance that results when an organism's basic biological processes are disturbed is called a(n)
- |            |              |
|------------|--------------|
| (a) drive. | (c) impulse. |
| (b) need.  | (d) trigger. |

34. A state of physiological balance, when all biological systems are functioning optimally, is called
- (a) arousal.
  - (b) motivation.
  - (c) achievement.
  - (d) homeostasis.
35. Arousal theories of motivation focus on an organism's efforts to
- (a) maintain their basic biological systems so they can survive.
  - (b) reach a goal it believes to be reasonable and important.
  - (c) achieve an optimum level of nervous system activation.
  - (d) establish a sense of self-worth and personal growth.
36. According to Maslow's humanistic theory of motivation, people's behaviour will largely be focussed on
- (a) their highest level of achievement.
  - (b) basic biological needs most of the time.
  - (c) spiritual improvement and growth.
  - (d) the lowest level need that is unmet.
37. One physiological explanation for obesity emphasises the role of fat cells, which are cells that
- (a) process food into fat in the digestive system.
  - (b) store fat for later use throughout the body.
  - (c) monitor blood fat levels in the brain.
  - (d) monitor extra fat and remove it from the body.
38. According to the fat-cell explanation for obesity, what is the main reason why people who lose weight by dieting have so much trouble keeping the weight off?
- (a) Dieting reduces the number of fat cells, so the body is unable to handle fat intake as well.
  - (b) Dieting reduces the size of the fat cells, and the body tries to keep them at a constant size.
  - (c) Dieting increases the number of fat cells, so the body will hold more fat than it would before.
  - (d) Dieting destroys the fat cells, which produces a chemical that makes people overeat.
39. The set-point theory for hunger and obesity says that some people have difficulty losing weight because
- (a) their bodies contain too many full fat cells.
  - (b) they lack a hormone that will control their weight.
  - (c) their bodies try to maintain a homeostatic weight.
  - (d) they don't have enough willpower to control their eating.
40. If a person has a metabolism that is substantially higher than someone else's, then this person will tend to
- (a) weigh less.
  - (b) weigh more.
  - (c) think more about food.
  - (d) burn food more efficiently.

41. Which factor is *most* responsible for how fast your body burns calories to produce energy?
- (a) calories consumed
  - (b) fat cells
  - (c) eating habits
  - (d) metabolic rate
42. Damage to which structure will result in a rat that loses a lot of weight and then maintains a very low body weight?
- (a) ventromedial hypothalamus
  - (b) lateral hippocampus
  - (c) lateral hypothalamus
  - (d) ventromedial hippocampus
43. Which of the following is probably not a reason why people are overweight?
- (a) they have high levels of insulin
  - (b) they have more severe emotional problems than normal-weight people and they eat when anxious
  - (c) they are somewhat more motivated by external cues than normal-weight people
  - (d) they store food in the form of fats more rapidly than normal-weight people
  - (e) they expend less energy than normal-weight people
44. Eleanor feels that she has all the material possessions she needs in life and is now determined to devote all her energy to her art. According to Maslow's hierarchy of needs, Eleanor is probably striving
- (a) to fulfil her fundamental biological need to paint.
  - (b) to fulfil her basic safety needs.
  - (c) toward the realisation of her personal potential.
  - (d) toward the realisation of her social needs.
45. Mary's weight increased four kilograms above her normal set-point body weight. According to set-point theory, Mary is likely to experience a(n) \_\_\_\_\_ in hunger and a(n) \_\_\_\_\_ in her metabolic rate.
- (a) increase; increase
  - (b) decrease; decrease
  - (c) increase; decrease
  - (d) decrease; increase
46. Research on the need for achievement indicates that children who are praised for their successes will tend to
- (a) become overconfident and undermotivated.
  - (b) give up easily when they don't succeed.
  - (c) have a higher need for achievement.
  - (d) seek a higher level of arousal.
47. The desire to drink when thirsty is to \_\_\_\_\_ theory as the desire to avoid boredom is to \_\_\_\_\_ theory.
- (a) humanistic; drive
  - (b) arousal; incentive
  - (c) self-actualisation
  - (d) drive; arousal

48. The teacher of Joel's public speaking course advised her students to plan speeches that put the strongest argument at the end. Which memory phenomenon supports this advice?
- The recency effect
  - The primacy effect
  - The flashbulb effect
  - The von Restorff effect
49. If you frequently switch in your studying from one subject to another, it will increase the effects of
- consolidation
  - interference
  - chunking
  - mnemonics
50. One factor that makes several short study sessions more effective than one long one is that they increase the action of
- the von Restorff effect.
  - anterograde interference.
  - the primacy and recency effects.
  - sensory procedural memory.
51. Transforming information into a form that can be stored in memory is called \_\_\_\_\_; bringing to mind the material that has been stored is called \_\_\_\_\_.
- encoding; decoding
  - consolidation; retrieval
  - consolidation; decoding
  - encoding; retrieval
52. When children learn the alphabet, they often learn "A,B,C,D ..." and "...W,X,Y,Z" before learning the letters in between. This is due to the
- primacy effect.
  - recency effect.
  - Serial position effect.
  - State-dependent memory effect.
53. In older people, decay is the main cause of forgetting. (True/False)
54. Match the memory system with the best description of its capacity and the duration of time it holds information:
- |                             |   |
|-----------------------------|---|
| _____ (1) sensory memory    | (a) virtually unlimited capacity; long duration |
| _____ (2) short-term memory | (b) large capacity; short duration              |
| _____ (3) long-term memory  | (c) very limited capacity; short duration       |

55. In the late 1800s the newly founded science of psychology initially embraced \_\_\_\_\_ theories to explain motivation; this position suggests that people are motivated to engage in certain behaviours because of genetic programming.
56. Scores on recognition tests (either multiple-choice or true/false) will be higher if testing and learning take place in the same physical environment. (True/False)
57. Right now, as you read this test question, information about the meanings of the words is being held in  
 (a) sensory memory.  
 (b) echoic memory.  
 (c) procedural memory.  
 (d) short-term memory.
58. A process that holds information in short-term memory so that you can continue to think about it for longer than a few seconds is  
 (a) attention  
 (b) chunking  
 (c) collection  
 (d) rehearsal
59. \_\_\_\_\_ theories assert that behaviour is motivated by the desire to reduce internal tension caused by unmet biological needs such as hunger and thirst.
60. Tolman stressed the importance of cognitive factors in learning and motivation, especially the \_\_\_\_\_ that a particular behaviour will lead to a particular goal.

## SECTION II: WRITE SHORT NOTES ON ANY TWELVE QUESTIONS

1. Explain why, according to Locke and his associates, people perform better on a wide variety of tasks when they are given specific goals than when they are simply told to "do your best."
2. Explain the essential steps in designing a goal setting programme.
3. Describe Garcia and Koelling's classic study and explain the exceptions to traditional ideas of classical conditioning that the study established.
4. Describe Rescorla's or Kamin's study and clearly explain what their research demonstrates.
5. An important factor that influences operant conditioning is reinforcement. Adults often use reinforcement to influence children's behaviour. What advice would you give either a parent or a teacher with respect to use of schedules of reinforcement and their effects on behaviour.
6. a) How could a social learning theorist explain a child's learning to smoke?  
 b) What factors, according to Albert Bandura (1986), determine whether and to what extent observational learning will take place?

7. With the help of examples, explain Hull's antecedent conditions that induce drive and motivate behaviour.
8. The key regulatory mechanism of thirst and how cell fluid levels or total blood volume serves as a cue for thirst.
9. The role of blood chemistry in hunger motivation. What is the importance of insulin in this process.
10. Using an example of any phobia, clearly explain how a behaviour therapist would use systematic desensitisation to help a patient with such a phobia.
11.
  - a) Briefly explain three factors that affect response rate, resistance to extinction, and how quickly a response is acquired in operant conditioning.
  - b) What is the difference between classical and operant conditioning?
12. How does punishment differ from reinforcement? Explain at least four undesirable and unintended side effects of punishment.
13. Explain interference as a cause of forgetting, and describe at least four study habits that can improve memory.
14. What do we learn from Bandura's classic experiments? Explain these with the help of one of these experiments.
15. Suppose you were giving a talk on punishment to a group of parents;
  - (a) What alternative ways of handling misbehaviour would you suggest to them?
  - (b) What suggestions would you make to these parents to make punishment more effective?

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**2001/2002 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS**

**PS 311: SOCIAL PSYCHOLOGY**

**TIME: THREE HOURS**

**INSTRUCTIONS: THIS EXAMINATION ACCOUNTS FOR 50% OF YOUR GRADE IN THIS COURSE. THE QUESTION PAPER CONSISTS OF TWO SECTIONS. YOU ARE REQUIRED TO ANSWER FOUR QUESTIONS IN SECTION I, AND THREE QUESTIONS IN SECTION II.**

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**SECTION I: WRITE SHORT NOTES ON ANY FOUR QUESTIONS**

1. Briefly explain bystander apathy with an example.
2. Discuss ways of preventing and controlling aggression.
3. Briefly explain the findings of the experiment conducted by Milgram on obedience
4. Briefly explain the process of deindividuation
5. With the help of examples, clearly explain at least 5 factors that affect social behaviour and thought.
6. Explain Festinger's (1957) cognitive dissonance theory and bring out the basic mechanisms through which dissonance is reduced.

**SECTION II: LONG ESSAYS. ANSWER ANY THREE QUESTIONS**

1. Discuss and describe any 3 means of obtaining compliance with examples. Bring out the reasons for the success of these techniques.
2. a) Clearly explain ways through which parents influence their children's socialisation and the characteristics which determine parents' effectiveness as socialisation agents.  
b) Discuss at least 5 major outcomes of the socialisation process.
3. Discuss at least 3 sources of prejudice and suggest ways in which it could be reduced citing relevant literature and examples.
4. Clearly discuss the major ways in which attitudes are acquired and cite relevant studies and examples to support your answers.

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**2001/2002 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS**

**PS 331: COGNITIVE DEVELOPMENT AND CULTURE I**

**TIME: THREE HOURS**

**INSTRUCTIONS**

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**THIS QUESTION PAPER CONSISTS OF TWO PARTS. ANSWER FOUR QUESTIONS IN PART ONE AND FOUR IN PART TWO.**

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**PART ONE: WRITE LONG ESSAYS ON THREE OF THE FOLLOWING TOPICS:**

1. Explain what is meant by the Carpentered World Hypothesis and design an experiment to test it among Zambian adults. The following sections of your experiment should stand out clearly:
  - (a) Aim
  - (b) Hypothesis
  - (c) Sample (Give a rationale for choice of participants).
  - (d) Procedure
  - (e) Materials to be used.

How will you analyse your data and interpret the findings?

2. How valid is the assertion that psychology is the study of human behaviour? Explain how the facts or truths found in psychology were produced as presented by Matsumoto. Also discuss the factors that influenced the gathering of these facts.
3. According to Super and Harkness (1995), parents' cultural belief systems and related emotions underlie the customs of child rearing and validate the organisation of physical and social settings of life for children.
  - (a) Explain how this happens.
  - (b) Explain how cultural beliefs influence adults' behaviour towards children who are acquiring language. Refer to the behaviour of at least 2 groups of people you have come across in the course.
4. Define the term 'learning style'. Your young sister who is due to start her first year studies at the university does a learning style test and discovers that she is an intuitive and verbal learner. She expresses worry that her learning style will not match the lecturers' teaching styles. What would you tell her? Your

answer should include a description of intuitive and verbal learners. Advise her on how she can benefit from her learning styles.

5. Discuss Dawson's work on the Temne and Mende of Sierra Leone. Leave out the sections dealing with the results, discussion and conclusions. Ensure that you include Dawson's rationale for selecting the samples he used in his investigation.

**PART TWO: WRITE SHORT ESSAYS ON FOUR OF THE FOLLOWING:**

1. The functions of language.
2. What does Shirley Brice-Heath's article "The children of Trackton's children" show us about language socialization?
3. Referring to Hudson's work in the area of pictorial depth perception among Bantu "tribesmen", Matsumoto cites the following:

*In another picture, an orator who we (i.e. Americans) would see as waving his hands dramatically with a factory in the background was seen as warming his hands over the tiny chimneys of the factory.*

Explain why the Bantu described the picture as they did and why Westerners would describe it as Matsumoto says. What implications does this have for the use of pictorial materials in conveying messages/teaching. Why?

4. Discuss three academic behaviours and two social behaviours of children having discipline and academic problems and relate these problems to the children's home backgrounds. You can choose to write either about children from Trackton or those from Roadville.
5. What implications for theories of development can be derived from what you have learned about language socialization in Shirley Brice-Heath's Maintown, Trackton and Roadville communities?
6. The stages of language development in children.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2001/2002 ACADEMIC YEAR FIRST SEMESTER FINAL**  
**EXAMINATIONS**

**PS 341: PSYCHOLOGICAL TESTING**

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER ANY FIVE QUESTIONS.**

1. Discuss the different ethical issues in Psychological Testing. Do you think a country like Zambia can rightfully afford to take to Psychological Testing?
2. What are individual and group tests? Which one has more advantages over the other?  
Describe one individual test of intelligence.
3. Give the different steps of Test construction. Why is it important to have normative data of Tests?
4. Write an essay on "Reliability of Tests." Comment on reliability of speed Tests?
5. What is the meaning of Item analysis in testing? Do you think teachers should analyse the items of achievement tests? What could be the possible gains of such an exercise?
6. Write short notes on any two
  - (a) Panga Munthu Test.
  - (b) Educational Testing in Zambia.
  - (c) Validity of psychological tests.

**END OF EXAMINATION**

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

**ACADEMIC YEAR 2001/2002 FIRST SEMESTER EXAMINATIONS**  
**PS451- PSYCHOLOGY OF THE WORK ENVIRONMENT**

**TIME: 3 HOURS**

**INSTRUCTIONS: THIS QUESTION PAPER HAS TWO SECTIONS. ANSWER ANY 6 SHORT ESSAY FROM SECTION 1, AND ANY 3 LONG ESSAY FROM SECTION 2. CREDIT WILL BE GIVEN FOR CLEARLY WRITTEN AND WELL ORGANISED ANSWERS SUPPORTED WITH ORIGINAL EXAMPLES.**

**SECTION 1: ANSWER ANY 6 SHORT ESSAY**

1. Define Industrial Psychology and bring out the scope of this field in Zambia.
2. Discuss the ethical issues of conducting a research at workplace.
3. Discuss the contributions of Gilbreths' to Scientific Management.
4. Define Bureaucracy and bring out its features.
5. Explain any two methods of Performance Appraisal.
6. How does noise affect performance at work? Explain.
7. Discuss any two early approaches to job design.

**SECTION 2: ANSWER ANY 3 LONG ESSAY**

1. You are the Personnel Officer of a Hotel Industry. You want to hire a receptionist.  
Outline and discuss the recruitment and selection process you will use.
2. What do you understand by employee counselling? Discuss the importance and functions of employee counselling.
3. Describe the process of Job Analysis.
4. Discuss the Job Characteristics Model of Job Design. Use this model to redesign the job of a UTH doctor.

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**UNIVERSITY FIRST SEMESTER EXAMINATION-APRIL 2002**

**PS 461**

**RESEARCH METHODS IN PSYCHOLOGY**

**TIME: THREE HOURS**

**INSTRUCTIONS: THIS QUESTION PAPER CONSISTS OF TWO PARTS.  
ANSWER ALL PARTS.**

**PART ONE**

**SECTION A:** Write short notes on ALL of the following:

1. Independent Vs dependent variables
2. Types of correlation
3. Real limits of a number
4. Null hypothesis Vs alternative hypothesis

**SECTION B:** Write an essay on each of the following giving well thoughts out answers with empirical evidence

1. What are ethical guidelines for conducting Psychological research? Discuss how these ethical guidelines can be violated.
2. The Experimental method is a powerful method in conducting Psychological research. Discuss.

## **PART TWO**

**INSTRUCTIONS:** Answer all questions. Show relevant calculations.

1. Briefly define, identify and state the significance of the term, concept, or relationship involved in all of the following:
  - (a) Qualitative versus quantitative variables
  - (b) Nominal versus Ordinal measurements
  - (c) Interval versus Ratio measurements
  - (d) Parametric versus non-parametric tests

2. Compute the frequencies, relative frequencies, cumulative frequencies, and cumulative relative frequencies for the following set of scores:

87	75	87	83	93
72	77	70	91	90
91	83	74	75	74
75	87	91	75	83

3. Compute the variance and standard deviation for the following eight scores: 6, 6, 8, 8, 8, 8, 10, 10.

Now generate a new set of eight scores by multiplying each original score by a constant of 3. Compute the variance and standard deviation for the new scores. Compare your results with those obtained for the first set of scores. Do the same for another set of eight scores generated by dividing each original score by a constant of 2. What is the effect on the variance of multiplying or dividing each score in a set of scores by a constant? What is the effect on the standard deviation?

4. State the real limits of the following numbers, assuming they are measured in the units reported:
  - (a) 20
  - (b) 8.4
  - (c) 12.23
  - (d) 16.0478
  - (e) .689

**END OF THE EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIALSCIENCES**  
**2001/2002 ACADEMIC YEAR FIRST SEMESTER DEFFERED**  
**EXAMINATIONS.**

**PS 471 - COUNSELLING THEORY**

**TIME:** THREE HOURS

**INSTRUCTIONS:**

There are two parts to this Examination paper. Section A consists of 4 Essay questions and you are required to answer 3 of them. Section B consists of 7 essay questions and you are required to answer 5 of them.

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**SECTION A:** Answer **3** out of 4 questions.

**(Write answers of section A on separate answer sheets, not with section B).**

1. Discuss the following general ethical principles:
  - (a) Autonomy
  - (b) Fidelity
  - (c) Beneficence
2. Discuss 3 problematic aspects of helping.
3. Using examples, discuss the following two ethical guidelines for beginning helpers:
  - (a) Recognizing one's own limits as a helper
  - (b) Being aware of one's own values as a helper
4. A student who has studied helping skills says his main mission will be to counsel his family members and friends. Remind him of the meaning of dual relationships and what you have learned about providing helping sessions to family members and friends.

**SECTION B:** Answer any 5 out of the following 7 questions. (Write answers of section B on separate answer sheets, not together with section A).

1. Humanistic Counselling does not consist of a single systematic theory or body of techniques. In the light of the above statement, discuss two major humanistic approaches to Counselling indicating the key concepts and positive contributions of each approach.
2. How would the key concepts of the Existential Approach to Counselling be applicable to Zambia? Indicate, with some examples; as to what kind of clientele, and situations this approach would particularly be suitable to.
3. Compare and contrast the Person-Centered approach with the Cognitive-Behavioral approach to Counselling.
4. Having reviewed in class, the different theories/approaches to Counselling now indicate the theory or approach you are comfortable with. Having made your choice, now clearly outline and discuss the following: Basic philosophies/concepts, techniques, goals, and the positive contributions of the chosen approach.
5. Discuss how having a framework in terms of theoretical approaches is useful when counselling clients.
6. Among other things, the techniques of the psychoanalytic therapy are aimed at increasing awareness, fostering insight into the client's behavior and understanding the meaning of symptoms. Outline and succinctly discuss some Counselling techniques based on the Freudian psychoanalytic theory/therapy.
7. Discuss how the Eclectic Counselling (Integrative Counselling) would be applicable to HIV/AIDS clientele. Likewise, indicate some strengths and weaknesses of this approach especially in multi-cultural settings like Zambia.

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**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**2001/2002 ACADEMIC YEAR: FIRST SEMESTER EXAMINATIONS**

**S211: CLASSICAL SOCIOLOGICAL THEORY**

**TIME: THREE HOURS**

**ANSWER: ALL QUESTIONS OF SECTION A AND THREE QUESTIONS FROM SECTION B**

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**SECTION A**

1. Explain three factors raised by Emile Durkheim that are responsible for change from mechanical to organic solidarity (6 marks).
  2. State your views for or against three criticisms raised against Emile Durkheim's theoretical contributions to sociology (15 marks).
  3. Explain one similarity and one difference between Georg Simmel's definition of sociology and the definition by some sociologists that sociology is a scientific study of how different classes of social phenomena relate to each other and of characteristics common to all the classes (4 marks).
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**SECTION B**

4. Outline Vilfredo Pareto's theory of circulation of the elites and, using your own country, advance empirical evidence supporting or disputing the validity of this theory (25 marks).
5. Vilfredo Pareto argued that the state of a society, as a social system, at any given time is determined by three conditions: (i) the extra-human environment, (ii) other elements exterior to the society, including other societies and the given society's previous states, and (iii) inner elements of the society (interests, knowledge, residues, and derivatives). With reference to these categories, explain the increase of poverty in Zambia during the 1990's (25 marks).
6. Max Weber argued that the Calvinist Protestant ethic gave rise to modern capitalism. Explain the triangulation of qualitative and quantitative research methods that he employed for this argument (25 marks).
7. (i) Distinguish between value reference and value neutrality as used by Max Weber (4 marks).

(ii) Referring to Max Weber's sociological works, explain with examples, four types of social action and three types of authority (21 marks).

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**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**2001/2002 ACADEMIC YEAR: FIRST SEMESTER EXAMINATIONS**

**S311: URBAN SOCIOLOGY**

**TIME ALLOWED: 3 HOURS**

**INSTRUCTIONS: ANSWER ONLY 4 (FOUR QUESTIONS)**

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1. Define urbanism and discuss the consequences of urbanisation on the extended family.
  2. Compare and contrast the culturalist approach from the structuralist approach in urban sociology. In your view which approach explains better the goals of urban sociology?
  3. Discuss in detail the sociological impact of the city on the following institutions:
    - (a) Government
    - (b) Higher institutions of learning
    - (c) Labour markets
    - (d) Religious institutions
  4. How has international migration affected social life in urban areas in Zambia?
  5. Compare and contrast the situation of women in the colonial towns to the current situation in towns in Zambia.
  6. Explain the concept gender. How important is this concept in understanding social life in urban areas?
  7. What are urban social movements? With examples, discuss the impact of urban social movements in Zambia?
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**END OF EXAMINATION.**

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2001/2002 ACADEMIC YEAR: FIRST SEMESTER EXAMINATIONS

S421: RESEARCH METHODS IN SOCIOLOGY

TIME: THREE HOURS

ANSWER: ALL QUESTIONS OF SECTION A AND TWO QUESTIONS FROM SECTION B

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SECTION A

1. You are interested in determining the effect of programmed mathematics material on the level of mathematics achievement. What steps would you undertake to control for [12 marks]: (1) history, (2) maturation, (3) testing, (4). Instrumentation, (5) selection bias, (6) regression.
2. You are planning to draw a stratified random sample of 200 from a high school population that contains 60 % males and 40 % females. Among the males, 40% are college prep majors, 10 % business majors, 20% vocational majors, and 30 % general majors. Among the females, 50% are college prep majors, 25 % are business majors, 5 % are vocational majors, and 20 % are general majors. How many respondents would you need in each of the eight categories? [16 marks].
3. You are going to interview <sup>50</sup>~~60~~ teachers in a school system of 200 teachers. In this system there are 100 elementary school teachers (20 men and 80 women); 50 junior high school teachers (20 men and 30 women); and 50 high school teachers (30 men and 20 women). How many teachers in each of the six categories would you include in your sample of 50? [12 marks].
4. Hypothesis: Inexperienced male teachers are more likely to change their attitudes towards teaching after having a microteaching experience than without having such an experience, while experienced male teachers are equally likely to maintain their attitudes with or without microteaching.

Identify from this hypothesis the following [10 marks]: (1) independent variable, (2) moderator variable, (3) control variable, (4) intervening variable, (5) dependent variable.

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SECTION B

5. The purpose of a literature review in the process of social research is to expand upon the context and background of the study, to help further define the problem, and to provide an empirical basis for the subsequent development of hypotheses. With this in mind, explain and illustrate with three examples the general strategy of literature searching. [15 marks]. Also define the concept 'literature' and explain five sources of literature [10 marks].
6. Define the term 'research proposal' [1 mark]. For social research, a research proposal may contain 12 sections. Explain briefly the contents of each of the sections. The sections are [24

marks]: (1) Introduction. (2) The Problem Statement. (3) Background. (4) The Purpose. (5) Significance. (6) Nature of the Study. (7) Literature review. (8) Hypotheses. (9) Definition of Terms. (10) Assumptions. (11) Scope and Limitations. (12) Procedure.

7. A research report has a discussion part. Describe five functions of the discussion part [25 marks].
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**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**2001/2002 ACADEMIC YEAR: FIRST SEMESTER EXAMINATIONS**

**S901: INDUSTRIAL SOCIOLOGY**

**TIME : THREE HOURS**

**INSTRUCTIONS:** 1. There are three sections in this paper. You are requested to answer questions from each section as instructed.  
2. Write your computer number and other required details clearly.

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**SECTION A**

1. Write brief notes on fifteen of the following (30 marks)
  - (a) Social System
  - (b) Class consciousness
  - (c) Guild
  - (d) Job specification
  - (e) Management
  - (f) Annual Report
  - (g) Delegation
  - (h) Value of labour power
  - (i) Reinforcement Theory
  - (j) Theory Z
  - (k) Labour force
  - (l) Span of control
  - (m) Communication
  - (n) Division of labour
  - (o) Mission
  - (p) Putting out system
  - (q) D. McGregor
  - (r) A. Maslow

**SECTION B:**

**Answer any two of the following questions:**

1. Critically discuss the relative value of management in an industrial work organization (20 marks)
  2. In an orderly manner give an account of the emergence and growth of the factory system of production (20 marks)
  3. Describe the functional pre-requisites of a social system and show how such prerequisites are useful in the maintenance of a system with particular reference to industry (20 marks).
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**SECTION C: (Compulsory question)**

**Answer the following question (a + b)**

1. (a) Critically explain how bureaucracy contributes to the legitimization of power in an undertaking and show the extent to which such power is useful in the carriage of organizational functions (20 marks)
  - (b) Outline the principles of organizational planning (10 marks)
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**END OF EXAMINATION**

# THE UNIVERSITY OF ZAMBIA

## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2001/2002 ACADEMIC YEAR: FIRST SEMESTER EXAMINATIONS

S911: REFUGEES IN THE CONTEMPORARY WORLD

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS ONLY (ALL QUESTIONS CARRY EQUAL MARKS)

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1. A refugee is defined as:

‘Any person who, owing to a well founded fear of being prosecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable to return to it owing to such fear.’

Evaluate the above definition in light of the contemporary refugee situation in Africa.

2. Critically analyze the major causes of refugee movements in Africa. What steps should be taken to put an end to such refugee movements?
  3. Critically analyze the role of United Nations High Commissioner for Refugees in refugee assistance and protection.
  4. Recently, Non-Governmental Organizations (NGOs) have taken centre stage in the delivery of humanitarian assistance to refugees. Do you think that NGOs are a suitable vehicle for this purpose? Give reasons for your answer.
  5. What are the major problems faced by asylum seekers in both developed and developing countries? How can these problems be resolved?
  6. Human Rights have emerged as a major field of study in many contemporary societies. What factors gave rise to this development?
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END OF EXAMINATION

# THE UNIVERSITY OF ZAMBIA

## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2001/2002 ACADEMIC YEAR: FIRST SEMESTER EXAMINATION

### S925: CRIMINOLOGY

TIME: 3 HOURS

INSTRUCTIONS: ANSWER QUESTION 1 AND ANY OTHER 2 QUESTIONS.

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1. An increasingly important, but not indispensable, foundation for control theories is Rational Choice Theory, a resuscitation of Utilitarian Theories, linked with Jeremy Bentham and Cesare Beccaria. Use the above theory (rational choice/utilitarian) to explain the current crime rate in Zambia. Which theory or theories of punishment is or are applicable for such offenders?
  2. Discuss the psychological analysis of criminal behaviour and its appropriate or possible theory of punishment.
  3. Write brief notes on the following:
    - (a) Inter-relation between Criminology, Penology and Criminal Law.
    - (b) Classical Criminology
    - (c) Positive Criminology
    - (d) Importance of Measuring crime
    - (e) Felonies and Misdemeanors
  4. Discuss "Capital Punishment" with reference to the Just-Desert theory of punishment. ~~Is it~~ necessary?
  5. Discuss Zambia's crime prevention strategies as perceived by the public. Are they effective?
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END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**2001/2002 ACADEMIC YEAR: FIRST SEMESTER EXAMINATIONS**

**S931-THEORIES OF SOCIAL CHANGE AND DEVELOPMENT**

**TIME: 3 HOURS**

**INSTRUCTIONS: ANSWER ONLY FOUR QUESTIONS**

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1. To what extent is Aristotle's doctrine of Separation of Powers in government adhered to in the Zambian Administration?
  2. Name Plato's division of responsibilities in society and compare them to those obtaining in an African Democracy headed by a President e.g. Zambia.
  3. The subject of Religion is at the root of all the three cultural perspectives. Discuss.
  4. Max Weber's theory of Bureaucracy in organisations is well demonstrated in modern governments and organisations. Discuss and give criticisms raised by his opponents.
  5. Charles Darwin and Herbert Spencer have looked at evolution from different points of view, but they both hold the view that it is all a matter of survival of the fittest. Does this theory apply to modern states e.g. United States of America, Zambia and the Democratic Republic of the Congo?
  6. Do you agree with Durkheim's classification of suicide given the circumstances of a developing society like Zambia?
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**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**2001/2002 ACADEMIC YEAR: FIRST SEMESTER EXAMINATIONS**

**S995: IMPACT ASSESSMENT**

**TIME: THREE HOURS**

**ANSWER: THE *TWO* QUESTIONS OF SECTION A AND *THREE* QUESTIONS FROM SECTION B**

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**SECTION A**

1. Define the following terms [12 marks]: (1) baseline analysis, (2) conceptual map, (3) delphi, (4) scenario-to-strategy workshop, (5) SWOT analysis, (6) cost-benefit analysis, (7) formative evaluation, (8) micro-simulation, (9) postdiction, (10) social auditing, (11) strategy, and (12) technology assessment.
  2. According to Henk Becker, a profile of social impact assessment has five steps for the initial phase and eight steps for the main phase. List these steps [13 marks].
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**SECTION B**

3. On social impact assessment, explain what is meant by 'the problem of an actor' [2 marks]. In accordance with this explanation, the assessor has to gather information on five topics, what are these topics? [5 marks]. In addition, illustrate the term 'actors-to-objectives analysis' [10 marks] and state four major pitfalls in problem analysis [8 marks].
4. In Section I you have defined the term conceptual map, also called conceptual model. Explain how to go about getting a valid conceptual map as a guide for further analysis in impact assessment [5marks]. Also illustrate the nature of a conceptual map by designing one on poverty in Zambia [20 marks].
5. In Section I you have defined the term 'baseline analysis'. Keeping that definition in view, what is the purpose of designing a theoretical model for baseline analysis and how is this model different from the 'conceptual map' of an impact assessment? [5 marks]. The theoretical model can take the form of a scheme comprising related hypotheses expressed in everyday language. Construct one such model [20 marks].
6. (i) In social impact assessment, five types of monitoring have been identified. What are these? [5 marks].

(ii) There are two primary trend extrapolation techniques applied in baseline analyses in the process of social impact assessment. Explain and illustrate what these are [20 marks].

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**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**2001/2002 ACADEMIC YEAR: FIRST SEMESTER UNIVERSITY EXAMINATIONS**

**SS241: RESEARCH METHODS IN THE SOCIAL SCIENCES**

**TIME: THREE HOURS**

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

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**SECTION A**

**ANSWER ALL QUESTIONS. THIS SECTION CARRIES 60%**

1. With some diagrammatic representation where appropriate, bring out the major distinguishing characteristics of the following research designs:
  - (a) Non – experimental design
  - (b) Experimental design
  - (c) ~~Non~~ –experimental design  
*Quasi*
2. Do you agree with the view that probability sampling is superior to non-probability sampling? Give one good reason why you think so.
3. (a) Give four reasons why you need to have objectives.  
  
(b) Give three correct ways of stating research objectives.
4. Given below are some of the things one should not do in questionnaire construction. Indicate the flaws in the questions below.
  - (a) Do you believe in God because you are a Christian?
  - (b) You strongly believe in the use of contraceptives, don't you?
  - (c) Do you watch videos and play tennis in your spare time?
  - (d) Are you of the view that diminishing returns in agriculture account for the increased poverty levels in Zambia?
  - (e) Are you in support of the underhand methods used by the ruling party uses during elections?
  - (f) Are you HIV positive?
5. (a) What properties of scales of measurement do you associate with the scales below?

- (i) nominal scale
- (ii) ordinal scale
- (iii) interval scale
- (iv) ratio scale

(b) What are the scales of measurement of the following variables:

- (i) The racial classification of students at CBU.
- (ii) Computer numbers of students at UNZA.
- (iii) The grading systems currently used by both CBU and UNZA.
- (iv) The number of students in the different schools at UNZA and CBU.
- (v) The heights of students at Evelyn Hone College.

6. Indicate which of the statements below correspond to the following sources of knowledge – rational, scientific, intuition, common sense or habit.

- (a) Using supernatural forces like witchcraft to predict the possibility of rain.
- (b) Using the Koran or Bible to prove the existence of God.
- (c) The belief that knowledge derives from inspiration and premonitions
- (d) Using observations, experiences, and perceptions to arrive at the truth
- (e) Somebody argues that , " as long as an argument is logically compelling then it must be true."
- (f) Subscribing to the belief that women are the weaker sex.
- (g) A student makes the observation that most criminals come from poor families.

7. Which of the following situations are indicative of disproportionate or proportionate stratified sampling, systematic sampling, simple, random sampling, cluster sampling, convenience sampling, purposive sampling:

- (a) A researcher selects students in his class for a study on gossiping after which he generalizes the findings.
- (b) A researcher selects every tenth student after having selected the first student randomly from the first interval.
- (c) A researcher selects ten hostels randomly and then interviews all the students from these hostels.
- (d) A researcher selects 100 students using a table of random numbers and then gives self – administered questionnaires.
- (e) A researcher subdivides the student population into female and male categories and then selects equal numbers of males and female students randomly in a population where the ratio of males to females is four to one.

8. Using the data below, draw a 50/50 disproportionate stratified random sample of  $n= 200$  students from a population of  $N=1,500$  students, the criteria of selection being sex. In each case indicate the implicit sampling fractions for the male and female strata.

Marital Status	Sex		Total
	Male	Female	
Single	400	200	600
Married	600	300	900
Total	1000	500	1500

9. Match the statements below with the major threats to validity.

- (a) A social scientist selects his friends in studying the phenomenon of drug abuse among students. — *Dosky*
- (b) A researcher studying students' attitudes towards Zambia's declaration as a Christian nation finds a highly positive attitude among them coinciding with Papal visit to Zambia.
- (c) A researcher investigating workers' attitudes towards politics finds that most of them have become more conservative after a panel study which he started five years ago.
- (d) A researcher investigating attitudes towards the equality of men and women concludes, even after most of the men in his sample have dropped out from the sample, that men have a less favourable attitude towards women.

10. For the statements below, indicate whether they represent qualitative or quantitative research techniques:

- (a) A researcher uses focus group discussion in attempting to understand the patterns of social relationships among kaponyas at KMB Bus Stop. He then writes a report in which he quotes them extensively in their own words.
- (b) Another researcher studies the ngw'ang'wazi using a questionnaire to collect his data. After this, he feeds the data into a computer and prints out a frequency distribution of their socio-economic and demographic characteristics.
- (c) Of the methods above, which one are you expected to use in your SS241 and SS242 projects?

**SECTION B**

**ANSWER TWO QUESTIONS IN THIS SECTION: ANSWER QUESTION 1 (COMPULSORY) AND EITHER 2 OR 3. THIS SECTION CARRIES 40%**

- 1 (a) Complete the matrix below to demonstrate your understanding of the stages in the research process ( Fill in the missing information in the empty boxes or the underlined areas regarding the important elements at each step)

QUESTIONS ASKED	STEPS TAKEN AT EACH STAGE	IMPORTANT ELEMENTS AT EACH STEP
		<ul style="list-style-type: none"> <li>• Problem identification</li> <li>• _____</li> <li>• Analysis of the problem</li> <li>• _____</li> </ul>
What information is already available?		
	Formulation of objectives	

		<ul style="list-style-type: none"> <li>• _____</li> <li>• Selection of study design</li> <li>• _____</li> <li>• Sampling</li> <li>• Plan for data collection</li> </ul>
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- (b) With the help of a simple and basic table, briefly explain what a work plan is
- (c) Briefly explain how you would use information from a work plan in budgeting for your research.
2. (a) Briefly explain what sampling is.
- (b) Describe, in the correct sequence, the stages you would have to go through if you are carrying out your research on youth problems in Lusaka to ensure you have reliable and valid results.
3. (a) Explain what a questionnaire is and what purpose it serves in the research process.
- (b) Explain in the correct sequence the stages in questionnaire construction. For each stage explain in a few sentences only the major highlights involved.

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**END OF EXAMINATION**

# THE UNIVERSITY OF ZAMBIA

## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2001/2002 ACADEMIC YEAR: FIRST SEMESTER EXAMINATION

### SW111: INTRODUCTION TO SOCIAL WELFARE

**TIME: 3 HOURS**

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

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1. What do you understand by the terms social welfare and social work? Give the similarities and differences between the two.
  2. Write brief notes on the following:-
    - (a) Objectivity in social research and confidentiality
    - (b) Community development and community organization
    - (c) Code of ethics and self determination
    - (d) Laissez-faire and welfare state
    - (e) Social group work and social problem
  3. Compare and contrast the Residual and institutional models of social welfare. Which in your view is more appropriate to the Zambian context and give reasons and examples to support your answer.
  4. "The casework relationship is the medium or means used to offer help to individuals faced with interpersonal related problems"
    - (a) Do you agree or disagree and why?
    - (b) What is social casework?
    - (c) Outline the six principles of social case work
    - (d) Discuss the intervention procedure of SDT (Study, Diagnosis, Treatment) in relation to case work
    - (e) Discuss the 4 "Ps" in social case work
  5.
    - (a) Define and discuss the concept of social group work
    - (b) Outline at least six of the principles of social group work according to Gisela Konopka
    - (c) Discuss the Role of the worker in social Group work practice
    - (d) Discuss the process of intervention helping used in social Group work
    - (e) Relate the use of professional self to social Group work.
-

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**2001/2002 ACADEMIC YEAR: FIRST SEMESTER EXAMINATION, APRIL 2002**

**SW 211: INTRODUCTION TO SOCIAL POLICY**

**TIME: 3 HOURS**

**INSTRUCTIONS: ANSWER QUESTIONS FROM SECTIONS A, B, AND C**

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**SECTION A**

**INSTRUCTIONS: Answer THREE questions only (30 marks)**

**All Questions Carry the Same Marks**

1. State any **THREE** things that policy analysts are concerned with
2. What do you understand by the term Altruism?
3. Briefly discuss **THREE** distinctions of the term social
4. What are the **TWO** material principles to which positive discrimination relates?
5. What do you understand by the term fair opportunity test?

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**SECTION B**

**All Questions Carry the Same Marks**

**Answer TWO questions only (30 marks)**

6. Outline and show the limitations of the three tests of human rights in relation to social welfare.
7. Compare and contrast **TWO** decision making approaches
8. Define the terms stigma and status and explain how they are used as instruments of social control in social welfare.

# **THE UNIVERSITY OF ZAMBIA**

## **SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**2001/2002 ACADEMIC YEAR: FIRST SEMESTER EXAMINATIONS**

**SW231 : INTRODUCTION TO INTERPERSONAL SOCIAL WORK  
METHODS**

**TIME: 3 HOURS**

**INSTRUCTIONS: ANSWER QUESTION ONE AND ANY OTHER THREE  
QUESTIONS**

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1. Social systems theory is one of the theories that underlie the knowledge base of social work. Areas in which the theory is consistent with (i.e. agrees with) with social values of the Zambian people.
  2. Identify the five categories of methods of working with groups. In your view which of these methods is more relevant to the social work profession? Rationale your answer.
  3. Discuss the “assumption of meaning” concept in relation to communication theory.
  4. How is the concept of “self” formed? How does it help us to understand the issue of professional self-awareness?
  5. Discuss the assertion that social casework through heavily criticized is still the ideal method of dealing with problems at individual level.
  6. What is the difference between Assessment skills and intervention skills. How useful are both types of skills in dealing with the problem of street children in Lusaka?
  7. In social casework, there are generally agreed upon laws or regulations to guide the practice of social caseworkers. Identify three purposes of these regulations.
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**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2001/2002 ACADEMIC YEAR: FIRST SEMESTER EXAMINATIONS**  
**SW 311: SOCIAL POLICY ANALYSIS**

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER QUESTIONS OF YOUR CHOICE IN SECTIONS A AND B. SECTION C IS COMPULSORY.**

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**SECTION A (30 MARKS)**

**ANSWER THREE QUESTIONS**

**ALL QUESTIONS CARRY THE SAME MARKS**

1. What is a social indicator? Give at least **THREE** examples of social indicators.
  2. Classify social policy indicators
  3. Name three factors that influence social policy formulation
  4. What do you understand by the terms inputs and throughput
  5. State at least **THREE** approaches under the political context of policy making.
- 

**SECTION B (30 MARKS)**

**ANSWER TWO QUESTIONS ONLY**

**ALL QUESTIONS CARRY THE SAME MARKS**

6. In a market led economy, show how state intervention is justified with regard to two functions under the welfare economics framework.
7. Differentiate with examples between policy outputs and policy outcomes

8. Explain **THREE** approaches under the comparative policy framework
- 

**SECTION C (40 MARKS)**

**(COMPULSORY QUESTION)**

9. Using a policy (ies) you are familiar with show how the policy environment is an important concept to policy formulation.
- 

**END OF EXAMINATION**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**2001/2002 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS, APRIL  
2002**

**SW321 : SOCIAL RESEARCH METHODS**

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER THE RELEVANT QUESTIONS FROM  
SECTIONS A AND B; SECTION C IS COMPULSORY**

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**SECTION A (30 MARKS)**

**Answer THREE questions. All Questions carry equal marks**

1. Briefly explain at least THREE assumptions of science
  2. Outline the five principles of PRAs
  3. What are the three diagrammatic techniques used in PRAs?
  4. Explain two realities in relation to social research
  5. What distinguishes the scientific mode of knowledge from others?
- 

**SECTION B (30 marks)**

**Answer TWO questions only**

**All Questions Carry the same Marks**

6. With examples, show the link between research title, hypothesis and data
  7. What is grey material in research and what are its advantages?
  8. Discuss four types of mapping techniques.
-

**SECTION C (40 MARKS)**

**This question is compulsory**

You are contracted as a researcher by a renowned international NGO to conduct research into the problem of street children and how to solve it. Develop a research title, research question, hypotheses and identify type and sources of data.

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**END OF EXAMINATION**

# THE UNIVERSITY OF ZAMBIA

## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2001/2002 ACADEMIC YEAR: FIRST SEMESTER EXAMINATIONS

### SW331: ANALYSIS OF SOCIAL WORK INTERVENTION

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER ALL QUESTIONS IN SECTION ONE AND ANY IN SECTION TWO.**

#### **SECTION ONE**

Briefly define the following concepts:

- (i) Transmitted social change
- (ii) Carthasis
- (iii) Superego
- (iv) Sustaining procedures
- (v) "Talk" therapy
- (vi) Progressive Programme Experience
- (vii) Internal mobilisation of energy
- (viii) Future shock
- (ix) Continuous Individualisation
- (x) Psychosocial approach

#### **SECTION TWO**

1. Identify Hollis' six major groups of techniques used in direct treatment. How useful are these techniques in dealing with a client who is facing a traumatic situation (e.g. tested HIV positive)?
2. According to Benne, Benis and Chin, human being are guided by reason and hence will use their rationality and self-interest in bringing about change. Identify two factors which are considered to be inimical to rationality, and explain how change agents can deal with them.
3. Contrast Hollis' psycho social approach with that of Hamilton.
4. Identify four advantages of groups. Provide some example from your own experience which underscore the importance of the group in the development process.

5. What is the knowledge base of social work? Choose any theory that underlies the knowledge base of social work, and identify areas in which the theory clashes with the social value of the Zambian people.
6. Discuss, giving specific examples, the assertion that a healthy client is one whose internal and external relationships are both good.

**END OF EXAMINATION**

THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
2001-2002 ACADEMIC YEAR, FIRST SEMESTER EXAMINATIONS-APRIL 2002

SW411: SOCIAL PLANNING

**TIME ALLOWED:** THREE HOURS

**INSTRUCTIONS:** THE FIRST QUESTION (SECTION I) IS COMPULSORY.  
ANSWER ANY TWO QUESTIONS FROM SECTION II.

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**SECTION I- COMPULSORY (40 MARKS)**

1. In recent years, the political and economic ideologies of many developing nations have been influenced by, among other things, three major factors, namely: the collapse of the eastern block and the subsequent end of cold war; dictations by the IMF and World Bank to indebted, poor countries to adopt Structural Adjustment Programmes (SAP); and globalisation and change towards a liberalized economic set up.
- (a) Discuss the effect of **any two** of the above factors on planning in Zambia. (20 marks)
  - (b) Using Paul Davidoff and Thomas Reiner's three classes of planning objectives as your analytical framework, exemplify the relevance of planning to Zambia. (20 marks)

**SECTION II: ANSWER TWO QUESTIONS ONLY. (60 MARKS)**

INDICATE CLEARLY THE NUMBER AND SUB-PART OF THE QUESTION YOU ARE ANSWERING.

2.
  - (a) Explain the significance of planning values (3 marks).
  - (a) Explain the three-way relationship between values and facts (12 marks)
  - (b) Outline Diana Conyers' five steps of the planning process and explain three implications of this conception of planning. (15 marks)
3. Techno-methodological and the socio-political processes are planning paradigms to whose extremities a social planner should guard against gravitating.
- (a) Outline the features of each paradigm. (15 marks)
  - (b) Define the strengths and weaknesses of each paradigm. (15 marks)

4. Provide succinct responses to the following:
- (a) What distinguishes planning from other management functions? (15 marks)
  - (b) Define social planning and explain its relationship with economic planning (15marks)
5. Copy the table below and
- (a) Fill in the blanks. (10 marks)
  - (b) Write brief notes explaining what the table is meant to summarise. (20 marks)

**TABLE: Conceptions of the Public Interest, Sources of Authority, and Planner's Roles**

<b>Public Interest</b>	<b>Sources of Authority</b>	<b>Planner's Roles</b>
	Professional Values and expertise.	
Unitary-Communal		
		Advocate:

***END OF EXAMINATION.***

THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
2002-2002 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS, APRIL 2002

SW421: EVALUATIVE RESEARCH

TIME ALLOWED: THREE HOURS

INSTRUCTIONS: THE FIRST QUESTION (SECTION I) IS COMPULSORY.  
ANSWER ANY TWO QUESTIONS FROM SECTION II.

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**SECTION I- COMPULSORY (40 MARKS)**

1. For the evaluation process to be successful, monitoring and evaluation aspects should be incorporated during the planning stage of a project. It is, therefore, incumbent upon the evaluator to make sure that all is clear and agreed before setting out to evaluate any project. Less than this may result in a futile exercise and wasted effort.
  - a) Define and illustrate, *chronologically*, Rutman's five steps that constitute the process of taking care of the concerns raised in the above paragraph. (20 marks)
  - b) Identify types of users of evaluation study reports. (6 marks)
  - c) Discuss four strategies an evaluator could use to maximize the utilisation of an evaluation study report. (14 marks)

**SECTION II- ANSWER ONLY TWO QUESTION (60 MARKS)**

INDICATE CLEARLY THE NUMBER AND SUB-PART OF THE QUESTION YOU ANSWERING.

2. (a) Illustrate the process of fine-tuning and show factors that necessitate it. (15 marks)  
(b) Outline the merits and demerits of internal evaluations and suggest ways to minimise the shortcomings. (15 marks)
3. (a) Explain, in a logical order, the three assumptions of evaluation research. (15 marks)  
(b) Illustrate the relationship between evaluability assessment and the three assumptions of evaluation research. (15 marks)

4. (a) Demonstrate the positive uses of evaluation research. (15 marks)  
(b) Demonstrate the negative uses of evaluation research. (15 marks)
5. The manner in which the concept of evaluation research is defined determines how evaluation is conducted and may influence its utilization. Discuss this notion with the help of Osei-Hwedie, et al's three classes of definitions of the term evaluation research. (30 marks)

***END OF EXAMINATION***