

SCHOOL OF HUMANITIES & SOCIAL SCIENCES

FIRST SEMESTER APRIL

1. CS 2011 - Computer Programming Using Java
2. CST 2031 - Computer Applications Theory
3. CST 3011 - Algorithms & Data Structures Semester one (1)
4. CST 3141 - Object Oriented Analysis and Design
5. D211 - Introduction to Drama
6. D 311 - African Traditional Drama
7. DE 111 - Introduction to Demography
8. DE 211 - Main Sources of Demographic Data
9. DE 311 - Population Composition
10. DE 401 - Research Methods in Demography
11. DE 411 - Indirect Techniques of Demographic Data Analysis
12. DE 901 - Population Change and Development
13. DS 101 - Introduction to development Studies I
14. DS 201 - Theories of Social and Political Change in Developing Countries
15. DS 301 - Agricultural and Rural Development in Developing Countries
16. DS 401 - Technology and Development 1
17. DS 901 - The Family in the Historical & Theoretical Perspective
18. DS 911 - Women & Development Theories & Practice
19. DS 925 -
20. DS 955 - Environment and Development
21. E/LAL 111 - Communication and Study Skills ✓
22. E 121 - Introduction to Prose Fiction and Writing Skills in Literature
23. E 211 - The Structure of Modern English Phonetics and Phonology

- 24. E 221 - 16th – 18th Century English Literature
- 25. E 315 - African American Literature
- 26. E 351 - Anglophone African Literature up to the late 60s
- 27. E 361 - Anglo – Phone Poetry
- 28. E/LALA 425 - Theoretical Syntax *
- 29. E 461 - Early Modernist Literature
- 30. E/LA1 941 - Sociolinguistics 1
- 31. E 905 - Shakespeare
- 32. E/PS 911 - Psycholinguistics
- 33. E 921 - Origins and development of the English Language
- 34. EC 115 - Introduction to Microeconomics
- 35. EC 125 - Introduction to Macroeconomics
- 36. EC 425 / - Introduction to Macro Economics
- 37. EC 215 - Intermediate Micro Economic Theory
- 38. EC 321 - Mathematics for Economics
- 39. EC 325 - Money and Banking
- 40. EC 411 - International Trade Theory & Practice
- 41. EC 415 - Econometrics
- 42. EC 421 - Economic Development
- 43. -
- 44. EC 445 - Environmental Economics
- 45. FR 111 - French Language 1
- 46. FR 131 - Introduction to French
- 47. FR 211 - French Language 11
- 48. FR 211 - French Language
- 49. FR 221 - Introduction to African Literature in French

- 51. FR 321 -
- 52. FR 331 -
- 53. FR 411 - Advanced French Languages
- 54. H111 - Introduction to the Study of History
- 55. H 231 - History of Modern Africa 1750 to 1900
- 56. H 241 - Economic History of Western Europe, 1450 – 19th Century ✓
- 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
- 66. LAL 431 - Creative Writing in African Languages
- 67. MC 101 - History of Mass Communication
- 68. MC 201 - Introduction to print medial reporting
- 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
- 81.
- 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 311 - 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
- 96. PL 451 - Socialist Political Theory 1
- 97. PL 961 - NGO'S Democracy and Development
- 98. PS 101 - Introduction to Psychology 1
- 99. PS 221 - Psychology of Motivation, Learning & Memory
- 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
104.	PS 461	-	Research Methods in Psychology
105.	PS 471	-	Counselling Theory
106.	S III	-	Introduction to Sociology
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
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF LITERATURE AND LANGUAGES
FIRST SEMESTER EXAMINATIONS – JUNE 2006

D211: INTRODUCTION TO DRAMA

Instructions:

Answer question (1) and ANY OTHER TWO.

Texts are allowed.

Time: 3 hours

1. Using concrete examples from 'Oedipus the King', explain the following concepts:
 - (a) Conflict (5)
 - (b) Climax (5)
 - (c) Peripeteia (5)
 - (d) Anagnorisis (5)
 - (e) Catharsis (5)
 - (f) Resolution (5)
 - (g) Balance of Forces (5)
 - (h) Fate (5)

2. As a tragedy, *Macbeth* gives an account of the corruption and self-destruction of a man of exceptional qualities who could otherwise have dedicated his qualities and power to virtue. Show how the quest for power corrupts Macbeth and leads him into self-destruction. (30)

3. With reference to 'The Lion and the Jewel', show the extent to which Soyinka is able to adapt Yoruba speech and traditional ways of life to appeal to a modern audience. (30)

4. 'Power corrupts, absolute power corrupts absolutely'. Show how this statement is demonstrated by events in *Macbeth*. (30)

5. Compare and contrast the ways in which the Delphi prophecy in 'Oedipus the King' and the prophecies of the three witches in 'Macbeth' affect the course of events in the two plays. (30)
6. Show how encounters between Oedipus and Teiresias reflect the irony of sight and blindness. (30)

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2006 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS
DE 111: INTRODUCTION TO DEMOGRAPHY

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS IN SECTION A AND ^{TWO} ~~ONE~~ QUESTIONS FROM SECTION B.

SECTION A

ANSWER ALL QUESTIONS

1. Briefly explain the following:
 - a) Formal demography
 - b) Population studies
2. Given the scenarios below, indicate which represents (i) formal demography or (ii) population studies.
 - a) Analysis of the influence of the size women in reproductive years and change in the fertility rate
 - b) The impact of socioeconomic status on the levels of mortality
 - c) The influence of the changes in mortality and fertility levels on the age structure of the population of Zambia
 - d) The impact of age structure on changing voting patterns in South Africa.
3. Explain the following and, in each case, give an example from demography:
 - a) Count
 - b) Rates
 - c) Ratios
 - d) Proportion
 - e) Constant
4. Give some reasons why it is important to study population.
5. Answer the following questions:
 - a) Who pioneered the numerical analysis of births and deaths using data from the Bills of Mortality?

- b) Who constructed the first life table and in which year?
 - c) Who wrote the book "An Essay on Population"? In which year was this?
 - d) Who argued that each economic system has its own laws of population?
 - e) Who are the two scholars who refined the application of the logistic curve to population growth?
 - f) When was the first World Population Conference held? Where was it held?
 - g) When was the Office of Population Research established? Where was this? Under whose direction was it?
 - h) In which part of the world was the pioneering work that culminated in the institutionalization of demography as a separate discipline?
 - i) When was the demography Training and Research Programme established at the University of Zambia? Who funded it?
 - j) Mention three other countries, regions or cities where there are regional demographic training centres. Who initiated the funding of these centres?
6. Within the context of human resource management, explain what you understand by:
- a) Internal demographics
 - b) External demographics
7. Answer briefly these questions on the aging of populations:
- a) What is the most commonly used measure of aging?
 - b) Where would you place Zambia in terms of aging of the population using this measure?
 - c) Give the main transitional stages in the aging of individuals.
8. Write some brief notes on the following:
- a) Social status
 - b) Social role
 - c) The optimum population
 - d) Segmentation
 - e) Targetting
9. Briefly explain the following:
- a) Crude death rate
 - b) Life expectancy
 - c) Total fertility rate
 - d) Gross reproduction rate
 - e) Net migration rate

10. Given the population below, compute the following and briefly interpret the results:

- a) The overall sex ratio
- b) The dependency ratio
- c) The proportion of the population above age 14

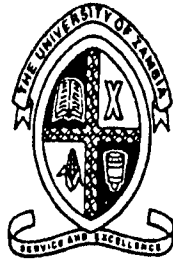
Age Group	Male	Female
0-1	198,388	201,122
1-4	396,775	402,243
5-9	553,193	564,638
10-14	511,845	516,401
15-19	454,345	485,050
20-24	329,925	380,836
25-29	248,186	284,597
30-34	210,486	218,863
35-39	146,636	150,014
40-44	126,510	139,051
45-49	104,291	109,868
50-54	92,170	99,813
55-59	74,276	66,513
60-64	59,054	56,498
65-69	40,674	33,224
70+	31,313	25,196
Total	3,578,067	3,733,927

SECTION B

ANSWER ANY TWO QUESTIONS

1. Discuss the important role of demographic information and methods in:
 - a) International investments
 - b) Domestic investments.
2. Discuss the role of demographic information and methods in:
 - a) Political planning
 - b) Planning for education
3. Discuss how the following demographic factors can influence economic development:
 - a) Population growth;
 - b) Population size, and;
 - c) Age structure

END OF EXAMINATION



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

**FIRST SEMESTER UNIVERSITY EXAMINATIONS
SEPTEMBER 2006
D311: TRADITIONAL AFRICAN DRAMA**

TIME ALLOWED: THREE (3) HOURS

INSTRUCTIONS:

- a) Answer THREE questions from the list given below
 - b) All questions carry equal marks
 - c) No books are allowed in this exam
-

1. Discuss theme, stagecraft, performance and characterization in any two forms of traditional African drama.
2. With reference to either the Makishi or Gule Wamkulu discuss the significance of masks in traditional African drama.
3. Define dance and show its relationship with drama and theatre.
4. Discuss the influence of western choreographic art on the design and presentation of African dance.
5. Establish a typology of traditional African drama and with one example from your culture discuss the major dramatic elements.
6. Why is ethnography important in the study of traditional African drama forms?
7. What do you understand by the concept 'intangible culture'?
8. Name two traditional drama forms, which were recently proclaimed by UNESCO as Masterpieces of the Oral and Intangible Cultural Heritage of Humanity. What safeguarding measures are currently being put in place?

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2006 ACADEMIC YEAR
FIRST SEMESTER FINAL EXAMINATIONS**

DE 211: MAIN SOURCES OF DEMOGRAPHIC DATA

DATE: WEDNESDAY, 13TH SEPTEMBER, 2006. MORNING SESSION

TIME: **THREE (3) HOURS**

INSTRUCTIONS: ANSWER **ALL** QUESTIONS FROM SECTION [A] (COMPULSORY) AND ANSWER ANY **TWO (2)** QUESTIONS FROM SECTION [B]

SECTION A

1. a) What key legal elements in Census establishments are necessary to conduct a census?
b) Define the terms De-jure and De-facto. Explain how one would go about selecting a suitable procedure for Zambia.
2. Account for issues of great concern in **The Processing** of census data. In the same line, list and explain the types of questionnaires used in census operations.
3. What does evaluation of censuses aim to accomplish? Give a general classification of errors as they occur in censuses.
4. Describe The Geographic Information System (GIS) and how it operates in tandem with Demography. What pros and cons come about in this system?

SECTION B

5. What are Single Round Surveys (SRS)? Explain alternate procedures employed by SRS and the challenges thereof. Why is it that most African countries have continued using SRS's even when they are defective?

6. a). What advantages can one draw from The Old Age, Survivors, Disability and Health Insurance (OASDHI)? Give examples of cases where The OASDHI has been used.
b). Outline obstacles to the improvement of a Civil Registration System (CRS) in Zambia. In the same way, explain the use of a CRS and list its advantages.

7. Give a detailed account of the sort of Technical Issues influencing the **Design** of the Survey.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2006 ACADEMIC YEAR FIRST SEMESTER

DE 311: POPULATION COMPOSITION

TIME: THREE HOURS

INSTRUCTIONS: SECTION A AND B ARE COMPULSORY. ANSWER ANY TWO (2) QUESTIONS FROM SECTION C

SECTION A (COMPULSORY, 25 MARKS)

Q1. Define the following concepts (3 marks each):

- i) Urban area
- ii) Separate living quarters
- iii) Femininity ratio
- iv) Divorce
- v) Nuptiality

Q2. Explain the following (10 marks each):

- i) How matching norms will affect the marriage market
- ii) The importance of standardization

SECTION B (COMPULSORY, 25 marks)

Q3. a) Given the data below:

- i) Calculate the median age at first marriage for males
- ii) Explain 1 (one) factor behind your observation in part (i)
- iii) Using the proportion young, determine whether the population is young or old
- iv) Explain 1 (one) factor behind your observation in part (iii)

AGE	Total population	Male First marriages
0-4	2,463,272	-
5-9	1,977,272	-
10-14	999,279	-
15-19	973,424	12,629
20-24	846,478	21,479
25-29	772,457	18,273
30-34	646,992	18,273
35-39	566,777	13,272
40-44	499,972	11,436
45-49	337,283	7,289
50-54	327,394	6,111
55+	547,834	3,729
Not stated	3,409	709

SECTION C (ANSWER ANY 2 (TWO) QUESTIONS, 50 MARKS)

Q5. Given the data in the table below calculate:

- i) The total marriage rate
- ii) The total first marriage rate
- iii) The age specific remarriage rate
- iv) Explain 3 (three) uses of remarriage data

AGE	Total population	First marriages	Total marriages
0-4	2,463,272	-	-
5-9	1,977,272	-	-
10-14	999,279	-	-
15-19	873,424	13,629	15,679
20-24	746,478	24,479	32,678
25-29	672,457	19,273	26,479
30-34	546,992	18,273	23,569
35-39	466,777	12,272	18,209
40-44	399,972	11,436	15,349
45-49	237,283	8,289	10,926
50-54	227,394	6,111	9,826
55+	647,834	1,729	4,047

Q6. Given the table in Q5, calculate:

- i) The crude marriage rate
- ii) The general Marriage rate
- iii) The Order specific Marriage rate
- iv) Explain 3 (three) limitations of marriage data

Q7. The femininity ratio of a certain population was 118.46. Calculate the following:

- i) Masculinity ratio
- ii) Masculinity proportion
- iii) Femininity proportion
- iv) The percent excess or deficit females
- v) Explain three (3) likely causes of such a sex composition

Q8. Given the data below:

- i) Use the proportion of the aged to determine whether the populations are young or old

AGE	POPULATION A	POPULATION B
00-04	15,662	25,621
05-09	14,227	24,332
10-14	13,432	23,443
15-19	12,117	22,664
20-24	11,009	20,126
25-29	10,039	18,996
30-34	9,462	17,113
35-39	8,273	15,621
40-44	9,262	14,111
45-49	10,531	12,661
50-54	11,262	10,331
55-59	12,332	9,661
60-64	13,263	8,778
65-69	12,662	7,226
70-74	11,262,	6,126
75-79	10,462	5,441
80-84	9,331	4,221
85+	16,624	10,223
NOT STATED	3,793	2,043

- ii) Use the median age to confirm your observation in part (i)
- iii) Given such findings discuss ^{here} four (3) ways you can use the findings for socio-economic planning

- Q9. i) Given the table in question 8 (eight), calculate the proportional distribution of each age group
- ii) Calculate the index of dissimilarity
 - iii) Discuss 3 (three) likely causes of the differences in the age composition

END OF EXAMINATION



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

2006 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS

DE 321: METHODS OF DEMOGRAPHIC DATA COLLECTION & EVALUATION

INSTRUCTIONS: ANSWER ONE QUESTION FROM SECTION A AND ALL THE QUESTIONS IN SECTION B

TIME: THREE (3) HOURS

SECTION A (Answer ONE Question)

- Q1 (a). Discuss the importance of demographic data collection and evaluation methods to the forth-coming 2006 Zambia Presidential and Parliamentary elections.
- (b) What factors affect the completeness of a census count? How can they be overcome?
- (c) What do you understand by the concept of person-years? Why do we use mid-year population as the denominator of rates such as Crude Death Rate instead of the total number of person - years of exposure to the risk, and how does it differ from the concept of the mid-year population.
- Q2 (a). 'Demographic data collection and evaluation methods have no role in the 2006 Zambia Presidential and Parliamentary elections.' Discuss.
- (b) Zambia is this year conducting the 2006/2007 Demographic and Health Survey, What is the importance of this survey to Zambia?
- (c) (i) Compare and contrast ratios and rates. Give examples.
(ii) What do you understand by rate of change? Compare the geometric growth rate method and the exponential growth rate method.
(iii) Demonstrate your understanding of the concept of doubling time using equations. How long will it take Lunga city's population of 4,516,760 with a growth rate of 1.3% to double itself?

SECTION B (Answer ALL the Questions)

- Q3 (a) Discuss the importance of demographic data evaluation and adjustment in the context of National Development Planning in Zambia.
- (b) What are the differences between demographic data evaluation and adjustment?
- (c) What implications does HIV/AIDS in Zambia pose in terms of demographic data evaluation and adjustment?
- (d) Given the data below for Kuvukiland adjust age group 20-24 using the UN five point formula and comment on the results.

<u>AGE</u>	<u>POPN</u>	<u>AGE</u>	<u>AGE</u>	<u>AGE</u>	<u>POPN</u>
10	15,714	20	11,650	30	9,929
11	13,011	21	10,410	31	9,800
12	12,907	22	11,340	32	9,650
13	12,901	23	10,110	33	8,889
14	12,881	24	10,210	34	8,101
15	12,900	25	12,010	35	8,605
16	11,988	26	10,011	36	8,001
17	11,560	27	9,327	37	7,540
18	11,110	28	9,878	38	7,000
19	11,500	29	9,810	39	6,501

Q4(a). What is meant by standardization? Why do Demographers use the technique of standardization?

- (b) Illustrate how crude rates prove to be less useful when attempting to make comparisons of levels of mortality between populations.
- (c) Clearly outline the main differences between direct and indirect standardization.
- (d) Given the following information below, calculate the indirectly standardized crude death rate (CDR) of Country B using Country A as a standard. Comment on the results.

Age Group	Country A			Country B		
	Popn	Deaths	Death Rate	Popn	Deaths	Death Rate
0-4	100,000	1,000	0.01	100,000	2,000	0.02
5-24	80,000	1,600	0.02	90,000	900	0.01
25-44	60,000	1,800	0.03	70,000	2,800	0.04
45-64	40,000	2,000	0.05	30,000	1,500	0.05
65+	20,000	2,000	0.10	10,000	1,500	0.15

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2006 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS**

DE 401: RESEARCH METHODS IN DEMOGRAPHY

**INSTRUCTION: ANSWER QUESTION ONE AND ANY OTHER THREE
TIME: THREE HOURS**

Q1 (a) Discuss the major components you will include in your research project report. [**Credit will be given for appropriate examples**]

- (b) Define the following terms:
- (i) Triangulation
 - (ii) Internal validity
 - (iii) Reliability
 - (iv) Questionnaire
 - (v) Constant

Q2 (a) Discuss any five characteristics of the common sense method that distinguish it from the scientific method.

- (b) State any five major reasons why it is important to pre-test the questionnaire before data collection begins.

Q3 (a) Discuss the advantages and disadvantages of the following:

- (i) Triangulation
- (ii) Focus group discussion
- (iii) Common sense method
- (iv) Quantitative techniques
- (v) Observation method

- (b) Define the following terms:

- (i) Independent variable
- (ii) Moderator variable
- (iii) Research objective
- (iv) Research design
- (v) Statistical inference

Q4 (a) Explain the three important aspects you should consider when constructing a questionnaire.

- (b) Discuss the five properties of the scientific method.

Q5 (a) State any five general questions that should be addressed through the literature review process.

- (b) Discuss any five sources of information that could guide the selection and formulation of a research problem.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

^{FIRST}
2006 ACADEMIC YEAR ~~SECOND~~ SEMESTER
FINAL EXAMINATION

DE 413: ADVANCED METHODS OF INDIRECT DATA EVALUATION,
ADJUSTMENT AND ESTIMATION

TIME: THREE (3) HOURS

INSTRUCTIONS:

1. Answer all questions in part A.
 2. Answer only two (2) questions in part B.
 3. As a way of saving time [i.] be brief but to the point [ii.] do not spend more than one (1) hour on each part, and [iii.] do not reproduce the given tables in your answer booklets however address or answer the required column(s) only.
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PART A: ANSWER ALL QUESTIONS

1. Briefly, with examples where necessary, explain what you understand by:
 - (a) Content errors.
 - (b) Coverage errors
2.
 - (a) Briefly, describe two problems associated with interpolation.
 - (b) Explain the difference between linear and osculatory interpolation.
 - (c) In what way can you say polynomial and osculatory interpolation to be a better method than linear interpolation? Give reasons for your answer.
3.
 - (a) What is a model life table?
 - (b) Discuss the main characteristics of the model life tables.
 - (c) Briefly explain how these tables are used in indirect estimation of mortality.

4. Perform the following computations using interpolation:

- (a) Given the l_x values of a life table; $l_{40} = 93,064$; $l_{45} = 91,378$; $l_{50} = 88,756$; $l_{55} = 84,711$; determine l_{48} .
- (b) The birth rate of 0.0264 corresponds to a growth rate of 0.0150 if the mortality level in model life table is 19. For the same mortality level, a birth rate of 0.0304 corresponds to a growth rate of 0.020. Given the same mortality level and a growth rate of 0.0169, what would be the corresponding birth rate?
- (c) According to the West model life table the $q(2)$ value of 0.0858 is associated with the mortality level of 17 for females while the mortality level of 15 is associated with a $q(2)$ value of 0.1164. What $q(2)$ value will be associated with a mortality level of 15.36?

SECTION B: ANSWER ANY TWO OF THE QUESTIONS BELOW:

- 1.
- (a) Briefly discuss the Brass fertility estimation procedure.
- (b) State the data required for estimating fertility rates using the Brass P/F ratio method.
- (c) Briefly discuss the kind of distortion that occurs in information on children ever born.
- (d) Complete columns (4), (5), (7), and (8) and (9) of the table below. (Do not narrate and do not show computations).
- (e) Briefly describe how multipliers in column 6 are obtained..

1	2	3	4	5	6	7	8	9
Age of women	Average Parity	Age Specific Rate			Multiplier			
15-19	0.516	0.260			2.307			
20-24	1.850	0.360			2.890			
25-29	3.026	0.310			3.035			
30-34	3.862	0.250			3.120			
35-39	4.320	0.150			3.245			
40-44	4.621	0.060			3.510			
45-49	4.502	0.030			4.395			

- (f) Compute the total fertility rate using the average of parities between 15 -39 age groups as an adjustment factor.
- (g) Compare the results with those obtained in (e) and comment on your findings.

2.

- (a) Discuss the rationale underlying the estimation of mortality based on information of children ever born and children surviving.
- (b) What is the difference between the Brass and the Trussel approaches to indirect estimation of mortality?
- (c) Discuss the assumptions underlying the Brass approach to the indirect estimation of mortality.
- (d) What are the limitations of this approach?
- (e) Given below are data on average parities and average surviving children in Popland. Use these data to derive estimates of q_x and l_x values and the number of years these estimates refer. (Do not show computations; just complete the table below)
- (f) Comment on the results in (e).

1	2	3					
	Average parity	Average Surviving Children					
15-19	0.84	0.64					
20-24	2.44	1.94					
25-29	4.23	3.26					
30-34	5.69	4.33					
35-39	6.70	5.02					

3. Briefly explain what you understand by:

- (a) Demographic data evaluation

- (b) Data adjustment
- (c) Estimation (indirect)
- (d) Why is advanced data evaluation, adjustment, and estimation a necessary tool in demography?
- (e) Mention two weaknesses of advanced methods of demographic data evaluation, adjustment, and estimation.
- (f) Complete the table (1) below and interpret the final results? (Do not show your computations)

.Some helpful formulas:

$$v_i' = V_{i-1}/V_{i+1}$$

$$v_i'' = V_i/(1+K)$$

$$v_i''' = V_i - v_i'$$

Age Group	Five Year age groups					
-1-	-2-					
05-09	584,805					
10-14	540,260					
15-19	511,807					
20-24	403,886					
25-29	301,297					
30-34	230,609					
35-39	158,115					
40-44	144,569					
45-49	113,480					
50-54	101,229					

- (g) Mention the similarity between Newton's halving formula and the of the Arriaga method of smoothing. What is one limitation common to both methods?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2006 ACADEMIC YEAR
FIRST SEMESTER FINAL EXAMINATIONS
DE 901: POPULATION CHANGE AND DEVELOPMENT

Time: Three hours

Instructions: Attempt Question One and Any Other Two Questions

1. After the forthcoming National Elections Scheduled for 28th September, 2006, the New Government appoints you as a Senior Planner in the Ministry of Finance and National Planning (MFNP) in charge of Population and Social Unit (SPU). Prepare a document to the Minister that outlines population factors that have thwarted development. In so doing prescribe strategies that should be religiously followed to address the challenges.
2. Zambia has just been elected vice-chair to Southern Africa Development Committee (SADC). The president has requested you to prepare notes on how the region should tackle reproductive health issues if sustainable development is to be achieved. Present the paper you have prepared.
3. The new miners in Zambia have been accused of promoting environmental degradation. Explain how environmental factors are germane in national development.
4. Identify the stage of the Demographic Transition Theory (DTT) and then prescribe measures to facilitate its reaching the last stage in Africa.

END OF EXAMINATIONS

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2006 ACADEMIC YEAR FIRST SEMESTER

915
DE 002: REPRODUCTIVE HEALTH

TIME: THREE HOURS

INSTRUCTIONS: SECTION A, B AND C ARE COMPULSORY. ANSWER ANY TWO (2) QUESTIONS FROM SECTION D

SECTION A (COMPULSORY, 20 MARKS)

Q1. Define the following concepts:

- i) Opportunistic infection
- ii) Family planning
- iii) Sexually transmitted infection
- iv) Non-Governmental Organization
- v) Safe Motherhood

SECTION B (COMPULSORY, 5 MARKS)

Q2. Identify the following acronyms:

- i) SMI
- ii) ICPD
- iii) RTI
- iv) AIDS
- v) HIV

SECTION C (COMPULSORY, 25 MARKS)

Q3. Explain the following:

- i) Obstetric fistulae
- ii) Effects of untreated gonorrhoea in women
- iii) Likely serious effects of obstructed labor on the health of the mother, fetus and newly born baby
- iv) How STD/STI infection makes it easy for one to be infected with HIV

SECTION D (ANSWER ANY TWO QUESTIONS, 50 MARKS)

- Q4. As a policy maker in Zambia, what programs would you put in place to improve Adolescent Reproductive and Sexual Health (ARSH)?
- Q5. Discuss the major causes of maternal deaths in the world. What should be done to reduce the levels of Maternal Mortality in developing countries?
- Q6. Discuss how you can use Information Education and Communication (IEC) to improve Reproductive and Sexual Health (RSH) in Zambia.
- Q7. As a policy maker in your country, explain the importance of male involvement in Reproductive and Sexual health (RSH) to your citizens.
- Q8. Discuss the benefits of using a Skilled Attendant compared to a Traditional Birth Attendant (TBA) for the achievement of safe motherhood in Zambia.
- Q9. Discuss the importance of Reproductive health in achieving the Millennium Development Goals.
- Q10. Discuss the indicators you would use in Zambia to measure progress in family planning and maternal health programs.
- Q11. Discuss the factors behind low contraceptive use in Zambia. As a policy Maker what programs would you put in place to increase prevalence levels.
-

END OF EXAMINATION



UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF DEVELOPMENT STUDIES
FIRST SEMESTER 2006 FINAL EXAMINATIONS

SUBJECT: DS 101 - INTRODUCTION TO DEVELOPMENT STUDIES I

DURATION: THREE HOURS

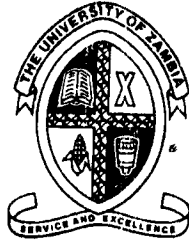
Instructions:

- Please any ANY three questions
-

1. A news item on the radio released by Finance Minister, Ng'andu Magande, had revealed that the production of goods and services in Zambia had increased by 5.1 percent in the year 2005. A young Magoye resident, Maliko, was convinced that every Zambia would now be prosperous. But his father, Kaliyangile, was not convinced. As a DS 101 student, what would say about the increase in GDP/GNP as a measure of prosperity? In your view, was Maliko correct in thinking that every Zambian would prosper?
2. Sokesi Mailosi, a long-term Chawama resident in Lusaka, sat helplessly as he looked at his emaciated family. No food. Dirty water. Poor sanitation. No medicine at the clinic. This poverty! Cursed Sokesi. But he had heard that people in Canada where his youngest son had gone to 'read' faced a different condition – at least they could eat! As a DS 101 student, what would you say about the poverty that Sokesi was referring to in his area?
3. Mulenga Mpumpumpu, a retired miner, could not understand why Zambia was poor despite all the copper and other resources the country had. People were getting poorer and poorer. How could this be with all the copper and other resources in the country? Based on what you have learnt in DS 101, what would you tell Mulenga?
4. Old Makalichi, a retired former teacher, was trembling with anger. There was no medicine at the local clinic. No chalk at the school. The only employer in the area – a state owned company- had just been liquidated. Even the value of the Kwacha had gone down! What was happening, Makalichi asked himself. As a DS 101 student, what would you tell Makalichi about the reform programme the Government had introduced to resuscitate the economy?

5. Eliza Nyambe was reflecting on the situation of people in poor countries. She was convinced that the poor were poor because they were poor. They had bad behaviours, bad values and attitudes. But her friend, Maimbolwa, was not convinced. Maimbolwa blamed external forces, especially foreign investors. To what extent were Eliza and Maimbolwa correct in attempting to explain the situation of people in poor countries?
6. Fred was locally known as the 'smart one' - always coming up with new ideas in business and growing richer than others in the process. Based on what you learnt in DS 101, how can you describe Fred? What attributes does he possess which distinguish him from the others and what challenges do people like him face?

=====END=====



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

END OF SEMESTER 2006 EXAMINATIONS
DS 201: THEORIES OF SOCIAL AND POLITICAL CHANGE IN DEVELOPING
COUNTRIES

INSTRUCTIONS

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

TIME: THREE HOURS

SECTION ONE

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

1. Write brief answers to each of the following questions. As much as possible, avoid giving details.
 - (i) In one sentence only, define a Social Formation. Mention also its two main constituent parts
 - (ii) What are Relations of Production? Give at least two examples of these in a Slave Mode of Production.
 - (iii) Who are Neo Marxists' ? State briefly how they differ from the Classical Marxists on the question of the role of imperialism in the development of the Third World Countries.
 - (iv) Mention at least three different Social Formations that existed in Africa before the advent of colonialism.
 - (v) Mention either four costs or four benefits of colonialism to the development of Third World Countries.

- (vi) Define the concept of *Articulation of Modes of Production* and show its relevance to our understanding of the annihilation of Pre-Colonial Modes of Production in Africa during colonialism.
- (vii) Define Neo Colonialism according to Archie Mafeje and mention at least three conditions under which imperialist forces were willing to grant independence to national liberation movements in colonial societies.
- (viii) Define the concept of *State* according to Classical Marxian Perspective. Briefly state also why it is said that the existence of the state is necessitated by the split of society into antagonistic classes
- (ix) Define *Democracy* and use either the liberal or Marxist perspective to explain its significance in a modern capitalist society.
- (x) In few words only, define the concept of *Nationalism* and state whether or not it is a factor under the present conditions of Globalization.

SECTION TWO

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

2. Discuss the major issues that led to the rise of African Nationalism in colonial Africa. Base your essay on some of the articles/readings suggested for you in this course.
3. Give an outline of Rumussen Thomas' *The Popular Basis of Anti Colonial Protest* and comment on its effectiveness in explaining the real cause of nationalism in Africa.
4. Give as many reasons as possible to justify colonialism in relation to the development and stability of Capitalism in world capitalist centers.

SECTION THREE

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

5. Explain the concept of *Relative Autonomy* of the Capitalist State. Show the significance of this autonomy to the maintenance of the capitalist relations of production. Comment also on the degree of this autonomy in postcolonial societies in Africa in view of the present IMF and World Bank conditionalities.
6. Describe the class nature of postcolonial societies and state clearly what classes control the postcolonial states. Give examples from any case study of your choice to back up your arguments.
7. "I believe in Multi-Party Democracy, but I can assure you that if you vote for another political party in this by election, my government will not bring development to this constituency!" Make sense of this statement by exposing the true nature, character and motive of Liberal Democracy in a capitalist society.

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

**UNIVERSITY FIRST SEMESTER FINAL EXAMINATIONS – SEPTEMBER
2006**

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

TIME: THREE (3) HOURS

INSTRUCTIONS:

- I) ANSWER THREE (3) QUESTIONS IN ALL**
- II) ANSWER ONE (1) QUESTION FROM SECTION A AND ANY TWO (2) QUESTIONS FROM SECTION B**
- III) WRITE IN DETAILED BUT CLEAR GOOD ENGLISH**

.....

SECTION A

- 1. To design and analyse effective projects, those responsible must consider many aspects that together determine how remunerative a proposed investment will be. Discuss the above statement illustrating your answer with practical examples.
- 2. Critically discuss the failure of agricultural project analysis to predict the actual outcome of a project.

SECTION B

- 3. What is rural development and why are small scale farmers the central focus of any rural development strategy?
- 4. Define the concept of agricultural marketing policy and analyse how a poor agricultural marketing policy may constrain agricultural development drawing practical examples from the Zambian experience.
- 5. Critically analyse the main ways in which the concentration on cash crop production has undermined agricultural development in developing countries.
- 6. Outline and discuss the negative demand and supply factors that constrain the production and expansion of primary commodity exports from developing countries.

END



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

UNIVERSITY EXAMINATIONS (2006 END OF FIRST SEMESTER)

DS 401: TECHNOLOGY AND DEVELOPMENT I

TIME: 3 HOURS

Instructions: Answer question **ONE** and **ANY OTHER TWO** questions of your choice.

1. Given the many issues you have covered in Technology and Development I (DS401), critically discuss the major lessons you have learned regarding the role of science and technology in the development process of a country like Zambia. **(40 Marks)**
2. Critically discuss the concept of technological obsolescence. What do you understand by the phenomenon of technological package and how does it relate to obsolescence? **(30 Marks)**
3. Critically discuss the concept of appropriate technology. Why do LDCs continue to adopt inappropriate technologies in spite of their many disadvantages? **(30 Marks)**
4. Critically discuss the phenomenon of technological dependency, while highlighting its main consequences for the LDCs. What opportunities are available for these countries to overcome their dependent relationship in science and technology? **(30 Marks)**
5. Critically discuss the potential role of technical cooperation in science and technology in the global context. Why are LDCs struggling to achieve indigenous technological capacity in spite of the continued flow of technical assistance from the developed countries? **(30 Marks)**

END OF EXAMINATION

GOOD LUCK



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

**THE UNIVERSITY OF ZAMBIA FIRST SEMESTER FINAL EXAMINATIONS –
2006**

DS 421: DIMENSIONS OF POVERTY REDUCTION I

TIME: THREE HOURS

Instructions:

- Answer three questions
 - Question one (1) is compulsory
-

1. The Millenium Development Goals (MDGs) are a universal compact among Nations for combating poverty. Outline and explain how each goal is an instrument for combating poverty. On each one of them state, in your view, whether Zambia is performing well or not, and make your own suggestion on what should be done towards achieving the goal.
2. “If development is not engendered, it is endangered”. Discuss the gender related causes of poverty. Use examples to illustrate your case.
3. What are the International and National causes of poverty in Africa? Discuss and illustrate.
4. The Structural Adjustment Programmes (SAPs) implemented in many Third World Countries in the 1980s and 1990s, including Zambia, are said to have caused and left more poverty than intended. Critically analyse the Structural Adjustment Programme and show how it relates to poverty reduction or creation in our communities.
5. From the economic development point of view, economic growth and good governance are cardinal in the reduction of poverty at a national level. Using examples you know, show how economic growth and good governance can be used, or have been used to reduce poverty in any one country of your choice.

6. Explain the concepts of 'extreme poverty' and 'relative poverty'. Using examples show how the two concepts relate to inequality among States and people in the world.

END OF EXAMINATION



**UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF DEVELOPMENT STUDIES
FIRST SEMESTER 2006 FINAL EXAMINATIONS**

COURSE: DS 911 WOMEN AND DEVELOPMENT

DATE: THURSDAY, 7TH SEPTEMBER 2006

DURATION: (03) THREE HOURS

INSTRUCTIONS:

ANSWER ANY THREE QUESTIONS. YOUR ANSWERS MUST BE WRITTEN IN CLEAR AND CONCISE ENGLISH. THE HANDWRITING MUST BE LEGIBLE. DO NOT USE ONE EXAMPLE IN MORE THAN ONE ANSWER.

QUESTIONS:

1. Outline the 1st and 2nd generation rights in the Universal Declaration of human rights. Why did Women activists press on for the “Convention on the Elimination of all forms of Discrimination Against Women(CEDAW)?
2. Discuss the gender division of labour within African agriculture. How and why did Women lose their autonomy in the colonial era?
3. What has been the impact of the structural adjustment programmes on women in third world countries?
4. Discuss some of the forms of gender discrimination suffered by the girl child.
5. What has been the impact of globalisation on women in the third world?
6. Why is it so difficult to attain gender equality in politics?
7. Violence against women takes many forms. Discuss some of the violence suffered by women at the hands of men. What is the root of this violence?
8. Compare and contrast the portrayal and treatment of Women in Christianity and Islam.



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

FIRST SEMESTER FINAL EXAMINATIONS 2006 ACADEMIC YEAR

**COURSE: DS 925 – PROJECT APPRAISAL AND
IMPLMENTATION IN DEVELOPING COUNTRIES**

TIME: 3 HOURS

INSTRUCTIONS:

- ANSWER THREE QUESTIONS
- STUDENTS WILL BE PROVIDED WITH MATHEMATICAL TABLES

-
1. (a) Maamba Collieries Ltd a leading coal mining company is considering a major capital expenditure proposal which had been submitted to the Zambia Privatisation Agency. The proposal is a response to its market expansion to meet increasing demands for coal by Lumwana Mines Ltd and Kasanshi Mines Ltd in the North Western Province of Zambia. The capital expenditure involves the acquisition of a new concentrator at a cost of 5,000 Pounds Sterling from Scotland in the UK. The estimated annual benefits, for 4 years will be in the range of 2,500 Pounds Sterling, plus other savings of 500 Pounds Sterling a year in the first year, rising by 5% each year because of inflation and tax, operational costs including rural development support costs by Government are estimated to be 1000 Pounds Sterling in year 1, but would rise at 10% each year due to rising and fluctuating labour costs and other overhead costs incidental to rural improvements initiative.

The Central Statistics Office has released the annual rate of inflation which stands at a single digit of 8%. Assuming that the current monetary policy aimed at sustaining a strong Kwacha remains

consistent, Maamba Collieries Ltd plans to trade its investment in Treasury Bills and shares in Chilanga Cement currently earning it 16% yields.

The Secretary to the Treasury has detailed you to prepare a comprehensive and analytical project appraisal and analysis report taking into account risk factor and possible currency fluctuations during project implementation.

In preparing this report consider:

- (i) the net present value;
 - (ii) the internal rate of return; and
 - (iii) the payback period.
 - (b) Discuss the assertion that in labour-surplus economies as well as in LDCs, maximisation of employment may well be a social and political objective.
2.
 - (a) Project selection has to be done in terms of benefits and costs reflecting several alternative objectives of economic decisions. Critically discuss the above statement in relation to the more important project objectives and the corresponding measures of benefits.
 - (b) ZAMTEL Ltd is currently evaluating a project to introduce cheap community cordless community phones in shanty compounds in Zambia. The project will require investments of £5,000 now and £2,000 at the end of year 1. The cash inflow from the project will be £7,000 at the end of year 2 and £6.000 at the end of year 3. The discount rate is 16%. Advise ZAMTEL on the way forward.
3. The debate among the different schools advocating different investment criteria has generally centred among the question of allocating scarce inputs in the Least Developed Countries (LDCs) in the most efficient way to attain the

best combination between present and future consumption, subject to the economic and social constraints.

Critically analyse the above statement specifically considering the need for investment criteria in LDCs and contrasting and comparing key investment criteria and their applicability in LDCs. Your answer should be strong in terms of conceptual analysis and practical consideration.

4. (a) What is your understanding of project planning models for developing countries and state clearly which one (ones) will practically apply to Zambia and justify your answer with practical illustration.
- (b) Why is it that despite successes of capitalism in the western world privatization is still being considered a failure in developing countries? Discuss.
5. (a) Explain the rationale for economic project appraisal and your understanding of social rate of discount and social prices within the context of project choice and implementation.
- (b) The ZCCM Holding Ltd is evaluating three investment opportunities in its new investment programme aimed at increasing its output by 50% with expected turnover of US\$400 million at the end of year 2006. These are:
 - (i) Establish a production line of finished enriched uranium for export to Iran.
 - (ii) Open a new cobalt mine in Miwinilinga District in the North Western Province
 - (iii) Develop a new line of production of iron steel for export to Asian Tiger countries

If only the project in question is undertaken, the expected present values and the amounts of investment required after taking all investment tax credits are:

PROJECT	INVESTMENT REQUIRED	PRESENT VALUE OF FUTURE CASH FLOWS
1	US\$200,000	US\$290,000
2	US\$115,000	US\$185,000
3	US\$270,000	US\$400,000

If projects 1 and 2 are jointly undertaken, there will be no economies, the investment required and present values will simply be the sum of the parts.

With projects 1 and 3 economies are possible in investment because one of the machines acquired can be used in both production processes. The total investment required for projects 1 and 3 combined is US\$440,000.

If projects 2 and 3 are undertaken, there are economies to be achieved in marketing and producing the products but not in investment. The expected present value of future cash flows for projects 2 and 3 is US\$620,000.

If all three projects are undertaken simultaneously, the economies noted above will still hold. However, a US\$125,000 extension on the plant will be necessary as space is not available for all three projects.

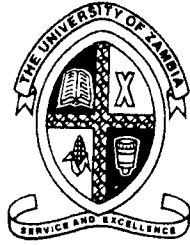
As a Project Analyst, analyse the proposed investment opportunities and advise ZCCM Holding Ltd accordingly.

Present value of 1 at compound interest: $(1 + r)^{-n}$

Years (n)	Interest rates (r)														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	0.9901	0.9804	0.9709	0.9615	0.9524	0.9434	0.9346	0.9259	0.9174	0.9091	0.9009	0.8929	0.8850	0.8772	0.869
2	0.9803	0.9612	0.9426	0.9246	0.9070	0.8900	0.8734	0.8573	0.8417	0.8264	0.8116	0.7972	0.7831	0.7695	0.756
3	0.9706	0.9423	0.9151	0.8890	0.8638	0.8396	0.8163	0.7938	0.7722	0.7513	0.7312	0.7118	0.6931	0.6750	0.657
4	0.9610	0.9238	0.8885	0.8548	0.8227	0.7921	0.7629	0.7350	0.7084	0.6830	0.6587	0.6355	0.6133	0.5921	0.571
5	0.9515	0.9057	0.8626	0.8219	0.7835	0.7473	0.7130	0.6806	0.6499	0.6209	0.5935	0.5674	0.5428	0.5194	0.497
6	0.9420	0.8880	0.8375	0.7903	0.7462	0.7050	0.6663	0.6302	0.5963	0.5645	0.5346	0.5066	0.4803	0.4556	0.432
7	0.9327	0.8706	0.8131	0.7599	0.7107	0.6651	0.6227	0.5835	0.5470	0.5132	0.4817	0.4523	0.4251	0.3996	0.375
8	0.9235	0.8535	0.7894	0.7307	0.6768	0.6274	0.5820	0.5403	0.5019	0.4665	0.4339	0.4039	0.3762	0.3506	0.326
9	0.9143	0.8368	0.7664	0.7026	0.6446	0.5919	0.5439	0.5002	0.4604	0.4241	0.3909	0.3606	0.3329	0.3075	0.284
10	0.9053	0.8203	0.7441	0.6756	0.6139	0.5584	0.5083	0.4632	0.4224	0.3855	0.3522	0.3220	0.2946	0.2697	0.247
11	0.8963	0.8043	0.7224	0.6496	0.5847	0.5268	0.4751	0.4289	0.3875	0.3505	0.3173	0.2875	0.2607	0.2366	0.214
12	0.8874	0.7885	0.7014	0.6246	0.5568	0.4970	0.4440	0.3971	0.3555	0.3186	0.2858	0.2567	0.2307	0.2076	0.186
13	0.8787	0.7730	0.6810	0.6006	0.5303	0.4688	0.4150	0.3677	0.3262	0.2897	0.2575	0.2292	0.2042	0.1821	0.162
14	0.8700	0.7579	0.6611	0.5775	0.5051	0.4423	0.3878	0.3405	0.2992	0.2633	0.2320	0.2046	0.1807	0.1597	0.141
15	0.8613	0.7430	0.6419	0.5553	0.4810	0.4173	0.3624	0.3152	0.2745	0.2394	0.2090	0.1827	0.1599	0.1401	0.122
16	0.8528	0.7284	0.6232	0.5339	0.4581	0.3936	0.3387	0.2919	0.2519	0.2176	0.1883	0.1631	0.1415	0.1229	0.106
17	0.8444	0.7142	0.6050	0.5134	0.4363	0.3714	0.3166	0.2703	0.2311	0.1978	0.1696	0.1456	0.1252	0.1078	0.092
18	0.8360	0.7002	0.5874	0.4936	0.4155	0.3503	0.2959	0.2502	0.2120	0.1799	0.1528	0.1300	0.1108	0.0946	0.080
19	0.8277	0.6864	0.5703	0.4746	0.3957	0.3305	0.2765	0.2317	0.1945	0.1635	0.1377	0.1161	0.0981	0.0829	0.070
20	0.8195	0.6730	0.5537	0.4564	0.3769	0.3118	0.2584	0.2145	0.1784	0.1486	0.1240	0.1037	0.0868	0.0728	0.061
25	0.7795	0.6095	0.4776	0.3751	0.2953	0.2330	0.1842	0.1460	0.1160	0.0923	0.0736	0.0588	0.0471	0.0378	0.030
30	0.7419	0.5521	0.4120	0.3083	0.2314	0.1741	0.1314	0.0994	0.0754	0.0573	0.0437	0.0334	0.0256	0.0196	0.015
35	0.7059	0.5000	0.3554	0.2534	0.1813	0.1301	0.0937	0.0676	0.0490	0.0356	0.0259	0.0189	0.0139	0.0102	0.007
40	0.6717	0.4529	0.3066	0.2083	0.1420	0.0972	0.0668	0.0460	0.0318	0.0221	0.0154	0.0107	0.0075	0.0053	0.003
45	0.6391	0.4102	0.2644	0.1712	0.1113	0.0727	0.0476	0.0313	0.0207	0.0137	0.0091	0.0061	0.0041	0.0027	0.001
50	0.6080	0.3715	0.2281	0.1407	0.0872	0.0543	0.0339	0.0213	0.0134	0.0085	0.0054	0.0035	0.0022	0.0014	0.000

	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
1	0.8621	0.8547	0.8475	0.8403	0.8333	0.8264	0.8197	0.8130	0.8065	0.8000	0.7937	0.7874	0.7812	0.7752	0.7692
2	0.7432	0.7305	0.7182	0.7062	0.6944	0.6830	0.6719	0.6610	0.6504	0.6400	0.6299	0.6200	0.6104	0.6009	0.5917
3	0.6407	0.6244	0.6086	0.5934	0.5787	0.5645	0.5507	0.5374	0.5245	0.5120	0.4999	0.4882	0.4768	0.4658	0.4552
4	0.5523	0.5337	0.5158	0.4987	0.4823	0.4665	0.4514	0.4369	0.4230	0.4096	0.3968	0.3844	0.3725	0.3611	0.3501
5	0.4761	0.4561	0.4371	0.4190	0.4019	0.3855	0.3700	0.3552	0.3411	0.3277	0.3149	0.3027	0.2910	0.2799	0.2693
6	0.4104	0.3898	0.3704	0.3521	0.3349	0.3186	0.3033	0.2888	0.2751	0.2621	0.2499	0.2383	0.2274	0.2170	0.2072
7	0.3538	0.3332	0.3139	0.2959	0.2791	0.2633	0.2486	0.2348	0.2218	0.2097	0.1983	0.1877	0.1776	0.1682	0.1594
8	0.3050	0.2848	0.2660	0.2487	0.2326	0.2176	0.2038	0.1909	0.1789	0.1678	0.1574	0.1478	0.1388	0.1304	0.1226
9	0.2630	0.2434	0.2255	0.2090	0.1938	0.1799	0.1670	0.1552	0.1443	0.1342	0.1249	0.1164	0.1084	0.1011	0.0943
10	0.2267	0.2080	0.1911	0.1756	0.1615	0.1486	0.1369	0.1262	0.1164	0.1074	0.0992	0.0916	0.0847	0.0784	0.0725
11	0.1954	0.1778	0.1619	0.1476	0.1346	0.1228	0.1122	0.1026	0.0938	0.0859	0.0787	0.0721	0.0662	0.0607	0.0558
12	0.1685	0.1520	0.1372	0.1240	0.1122	0.1015	0.0920	0.0834	0.0757	0.0687	0.0625	0.0568	0.0517	0.0471	0.0429
13	0.1452	0.1299	0.1163	0.1042	0.0935	0.0839	0.0754	0.0678	0.0610	0.0550	0.0496	0.0447	0.0404	0.0365	0.0330
14	0.1252	0.1110	0.0985	0.0876	0.0779	0.0693	0.0618	0.0551	0.0492	0.0440	0.0393	0.0352	0.0316	0.0283	0.0254
15	0.1079	0.0949	0.0835	0.0736	0.0649	0.0573	0.0507	0.0448	0.0397	0.0352	0.0312	0.0277	0.0247	0.0219	0.0195
16	0.0930	0.0811	0.0708	0.0618	0.0541	0.0474	0.0415	0.0364	0.0320	0.0281	0.0248	0.0218	0.0193	0.0170	0.0150
17	0.0802	0.0693	0.0600	0.0520	0.0451	0.0391	0.0340	0.0296	0.0258	0.0225	0.0197	0.0172	0.0150	0.0132	0.0116
18	0.0691	0.0592	0.0508	0.0437	0.0376	0.0323	0.0279	0.0241	0.0208	0.0180	0.0156	0.0135	0.0118	0.0102	0.0089
19	0.0596	0.0506	0.0431	0.0367	0.0313	0.0267	0.0229	0.0196	0.0168	0.0144	0.0124	0.0107	0.0092	0.0079	0.0068
20	0.0514	0.0433	0.0365	0.0308	0.0261	0.0221	0.0187	0.0159	0.0135	0.0115	0.0098	0.0084	0.0072	0.0061	0.0053
25	0.0245	0.0197	0.0160	0.0129	0.0105	0.0085	0.0069	0.0057	0.0046	0.0038	0.0031	0.0025	0.0021	0.0017	0.0014
30	0.0116	0.0090	0.0070	0.0054	0.0042	0.0033	0.0026	0.0020	0.0016	0.0012	0.0010	0.0008	0.0006	0.0005	0.0004
35	0.0055	0.0041	0.0030	0.0023	0.0017	0.0013	0.0009	0.0007	0.0005	0.0004	0.0003	0.0002	0.0002	0.0001	0.0001
40	0.0026	0.0019	0.0013	0.0010	0.0007	0.0005	0.0004	0.0003	0.0002	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001
45	0.0013	0.0009	0.0006	0.0004	0.0003	0.0002	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001
50	0.0006	0.0004	0.0003	0.0002	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001

Source: Samuels and Wilkes, *Management of Company Finance*, 3rd edn, Van Nostrand Reinhold (1980). By permission of the publishers.



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

END OF SEMESTER 2006 EXAMINATIONS

DS 935: INDUSTRIAL POLICY AND DEVELOPMENT IN DEVELOPING COUNTRIES

TIME: THREE HOURS

INSTRUCTIONS

This paper is divided into THREE sections. Section ONE is COMPULSORY. Answer THREE questions in all. That is, the Compulsory section ONE question, one question from SECTION TWO and another question from SECTION THREE.

SECTION ONE

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

1. Write brief answers to each of the following questions. As much as possible keep your answers in outline form only.
 - (i) Give at least four features of the industrial sector of developing countries
 - (ii) Explain briefly what is meant by *Department One* of the Means of Production, and list at least three effects of the absence of this department on the industrial sector of a country
 - (iii) Give at least four positive OR negative effects of foreign AID as a source of funding industrialization in Developing Countries.
 - (iv) Describe the importance of Taxation to Industrial development and give at least four reasons why taxation does not seem to be an effective source of funding for industrialization in Developing Countries.
 - (v) Mention at least four points of differences between the *Socialist Model* and the *Capitalist Model* of Industrialization.

- (vi) What are Sectoral Policies of Industrialization and why are they important to the process of industrialization?
- (vii) Give four reasons to justify the need for complementarity of policies between the Industrial Sector and the Agricultural Sector.
- (viii) Give at least two examples of investment incentives Developing Countries offer to foreign investors and how such incentives affect local industries in those regions of the world.
- (ix) Briefly describe the role of tariffs in industrial development and state at least two effects of liberalized international trade on the development of local industries.
- (x) Briefly describe the theoretical rationale for Structural Adjustment Policies (SAP), in the development of industries in developing countries. Describe also the actual consequences of the implementation of SAP in those countries.

SECTION TWO

There are three questions in this section. Chose one and write an Essay on it.

- 2. Taking Zambia as your case Study, discuss the effect of central planning in the industrial growth of developing nations.
- 3. Giving concrete examples from Zambia from the First, Second and Third Republic, argue very strongly for OR against the socialist inclined model of industrialization.
- 4. If you were asked to redesign Zambia's Industrial development strategy for the purpose of ensuring rapid industrialization in the shortest possible time, what plans would you suggest? Give reasons for every suggestion you would make.

SECTION THREE

There are three questions in this section. Chose one and write an Essay on it.

- 5 "We lack no local resources to achieve rapid industrialization. But we have been held back because we lack confidence in ourselves as leaders and are very much afraid to stand on our own feet." Drawing lessons from the former Soviet Union, show why this quotation is valid.
- 6 Give an outline of various sources of local funding for industrialization and comment on the effectiveness of each one of them with relation to examples from Zambia.
- 7 Cite specific cases from Zambia to show how, over the years foreign funding has **either** rolled back **OR** accelerated industrialization in Zambia.

END OF EXAMINATION



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

**THE UNIVERSITY OF ZAMBIA FIRST SEMESTER FINAL EXAMINATIONS –
2006**

**DS 945: THE GLOBAL ENVIRONMENT AND SUSTAINABLE
DEVELOPMENT**

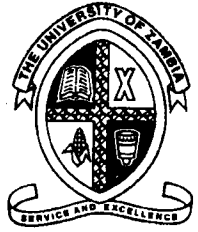
TIME: THREE HOURS

Instructions:

- Answer any three questions
 - Write in a clearly and acceptable academic manner
 - All questions carry equal marks
-

1. Critically discuss neoclassical economic approach to environmental management. How far do you agree or disagree with the principal assumptions of this approach and why?
2. International investment through MNCs/TNCs has been criticized on many fronts. Critically discuss some of these major concerns vis-à-vis the environment in developing countries.
3. Define and discuss the idea of 'sustainable development'. To what extent does the concept provide a useful framework for development planning?
4. Critically discuss how militarization is a threat to the environment. How does 'military conversion' offer prospects for a sustainable environment?
5. Choose any one global environmental threat and critically discuss its causes and impacts. What international instrument/s and measures have been undertaken to address the threat?

END OF EXAMINATION



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

UNIVERSITY EXAMINATIONS

2006 FIRST SEMESTER EXAMINATIONS

DS 955: ENVIRONMENT AND DEVELOPMENT IN DEVELOPING COUNTRIES

DURATION: THREE HOURS

INSTRUCTIONS:

- a) **ANSWER ANY THREE (3) QUESTIONS**
- b) **ALL QUESTIONS CARRY EQUAL MARKS**

-
1. Environmental degradation has become a major development concern in developing countries. Discuss how environmental degradation affects these countries.
 2. Environmental protection is a compelling case for public policy. Discuss the principles upon which environmental policy ought to be built.
 3. Previous strategies on natural resources management and conservation considered communities as an “obstacle to efficient and rational use” and conservation of natural resources. Discuss challenges that led to re-orientation of this view, thus embracing communities in natural resources management. What are some of the weaknesses in the current implementation of community-based natural resources management systems?
 4. What is an EIA? Discuss its significance as a development planning tool. What are some of the major challenges associated with the process?
 5. Compare and contrast the Malthusian theory with Boserup’s perspective on the role of population growth on the environment. Of what significance are the two positions in understanding environmental degradation?

END OF EXAMINATION

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

DS 965: ECONOMIC POLICY, GROWTH AND DEVELOPMENT

TIME: 3 HOURS

FIRST SEMESTER EXAMINATIONS SEPTEMBER 2006

INSTRUCTIONS: Answer Three (3) Questions Only. Write in appropriate English.

NB: Short, Precise and astutely articulated essays are encouraged and ought to reflect a scholarly approach.

SECTION A

Answer one (1) Question from this Section.

- 1)** Neo-liberalism is widely used as a description of the revived form of economic liberalism and part of the economic policy reforms that have become increasingly important in international economic policy discussions from the 1970s on-wards. Critically discuss this economic policy assertion as espoused by both the bilateral and multilateral institutions? Further, argue for or against the principle of "rolling back of the state" in managing the national economies of Low Income Countries whilst considering the impact of privatization. What kind of an economy would you run as an economic development expert? Give reasons.
- 2)** A National Civil Society Forum for Poverty Reduction appoints you as a Critical Observer Analyst of the World Bank (WB) and the International Monetary Fund (IMF) which are viewed as global vehicle and policy catalysts for economic policy reform and formulation for all low-income countries (LICs). Critically discuss and explain fully the roles and functions of the two multilateral institutions. Further, critically analyze the two institutions in relation to Poverty Reduction and Strategy Paper (PRSP) programmes in most LDCs. What kind of economic policies would you pursue that are different from the Bretton Woods institutions?

SECTION B

Answer two (2) Questions Only in this Section.

- 1) You have been appointed as an Economic Model Analyst and requested to analyze the four East Asian Tigers which share a range of economic characteristics with other Asian economies, such as Japan and China and have since pioneered what has become to be envisaged as the "East Asian Miracle model" of economic development. Critically discuss and assess how Least Developed Countries (LDCs) can learn from this East Asian economic model. Further give a critique of this model.

- 2) There is a paradigm shift in the debate on the effectiveness of development Aid. Critically evaluate the effectiveness of development Aid in Low income countries. Is fungibility of aid a disadvantage to Low income countries, and further analyze whether development aid is imperative and a virtue for Low income countries (LICs)?

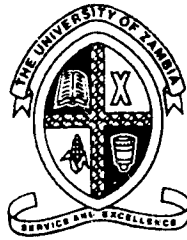
- 3) The United Nations Industrial Development Organization (UNIDO) appoints you as an industrial policy analyst. An industrial policy is any government regulation or law that encourages the on going operation of, or investment in a particular industrial Sector. It is often related to or wholly determinant of, investment policy for that industry. Taking this into consideration, critically analyze the industrial approach of low income countries? Is the industrial base of low income countries advancing, further the debate by critically discussing the impact of globalization on industrialization in LDCs.

- 4) The United Nations Conference on Trade and Development (UNCTAD) nominates you as an International Trade Analyst and you have been informed that Free Trade is espoused as a way of poverty reduction in developing countries. Critically discuss the controversy that surrounds free trade. Further, provide economic, socio-political and moral arguments for and against free trade. Can globalization facilitate free trade, and taking into account the importance of international trade?

- 5) Economic policy and management are viewed to be major constraints in Low Income Countries. Arguments exist that economic development is seen as a function of economic growth. Several quantitative instruments are used as measures of economic development. Critically analyze and discuss these instruments. Further, discuss their advantages and disadvantages. Is economic growth a guarantee for poverty reduction?

- 6) Elucidate in detail Adams Smith's principle of the Invisible hand, and show how it relates to a national economy. Further, why is David Ricardo's principle of comparative advantage still relevant to economic policy formulation in the present day?

THE END
Best wishes and Good luck



University of Zambia
School of Humanities and Social Sciences
Department of Development Studies

First Semester Examinations 2006

Course: DS 975-Economic Globalization and Developing Countries

Duration: Three (3) hours

Venue: Sports Hall, 14-17 hours

Instructions: This paper has seven (7) questions. You are required to answer question 1 and any other two questions. Altogether, you are to answer three (3) questions. Question 1 carries 40 marks while the rest of the questions carry 30 marks each. These are essay type questions and you are expected to write legibly.

1. Define the meaning of economic globalization and explain why the incorporation of developing countries into this process has generated great controversy.
2. What do you understand by the term “Washington Consensus” and critically analyze the efficacy of the policies represented by this “consensus” in promoting development in African countries.
3. Describe and discuss the role of international trade as an engine of economic growth in developing countries.
4. Critically analyze the impediments to regional economic integration in Africa.
5. Assess the viability of the Millennium Development Goals-based Poverty Reduction Strategy for developing countries proposed by Professor Jeffrey Sachs.
6. What are the key stages in the process of regional integration espoused by the neo-classical school?
7. Describe and discuss the respective roles of the International Monetary Fund (IMF) and the World Bank in developing countries. Take care to outline also their points of policy convergence.

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES DEPARTMENT OF LITERATURE AND LANGUAGES

2006 ACADEMIC YEAR

E121: INTRODUCTION TO PROSE FICTION AND WRITING SKILLS IN
LITERATURE

TIME: 3 HOURS

INSTRUCTIONS:

- (1) Answer question 1 and any other two questions
- (2) Dictionaries are allowed into the examination hall BUT prescribed books are NOT.

(1) Discuss the following literary terms:

- (a) Plot
- (b) Point of view
- (c) Setting
- (d) Theme
- (e) Character
 - (i) Major
 - (ii) Minor
 - (iii) Static
 - (iv) Developmental
 - (v) Protagonist
 - (vi) Hero
 - (vii) Antagonist

(2) Did Homer portray Odysseus as a modern man? Discuss Odysseus' character in detail.

Either (3) Behind the characterisation of Margaret Cadmore the Masarwa, the reader is likely to identify Bessie Head, the author. Discuss

OR (4) "Up to a certain extent the journey is not a sub-theme but a major one in Maru."
Examine the inter-personal relationships in this text and how the road and the journey are crucial. What journeys are involved?

(5) "There are the idealists who hoped for much from political freedom but who have since reaped disillusionment."
Do you agree with this statement or not? If so, who are the idealists in this novel The Beautiful Ones, and who are the beneficiaries. Discuss with close reference to the text.

- (6) "She shot very well this good, this rich bitch, this kindly caretaker and destroyer of his talent. Nonsense. He had destroyed his talent himself." (The snows of Kilimanjaro – Hemingway). Referring closely to this quote, discuss the various ways in which Harry destroyed his talent. What talent was it?
- (7) "From the Corner of the seat Margaret Macomber looked at the two of them. There was no change in Wilson. She saw Wilson or she had seen him the day before when she had first realised what his great talent was. But she saw the change in Francis Macomber now."

Regard the above quote and discuss Francis Macomber's character vis-à-vis Wilson's character. What consequences does Francis bring forth.

END OF EXAM

SHALOM

UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF LITERATURE AND LANGUAGES

**E221 –English Literature from the Elizabethan period to the
18th century.**

2006 FIRST SEMESTER

**INSTRUCTIONS: ANSWER ONE QUESTION FROM EACH
SECTION. DICTIONARY AND TEXTS ALLOWED IN THE
EXAMINATION HALL.**

**SECTION -A
DRAMA**

1. Either

“That tears shall drown the wind. I have no spur
To prick the sides of my intent, but only
Vaulting ambition, which o’er-leaps itself
And falls on the other.

- (a) Place the passage in context.
- (b) What does the passage indicate about the speaker’s intent?
- (c) Identify the theme.

Or

2. What is “Electra complex”? How does this complex affect Lady Macbeth?

3. “The renouncement of one’s ordained place in the universe may lead to unforeseen circumstances, often tragic, not only to the individual concerned but to those around him? Could this be true assessment of events in Christopher Marlowe’s Doctor Faustus?”

SECTION- B
LYRIC POETRY

4. Comment on One of the following passages, and for your chosen item:

❶

Identify rhyme scheme and discuss salient features of theme, style, and mood and structure, indicate the extent to which your chosen item is typical of its period. Also discuss whether the text you have chosen is successful or not by referring to rhetorical devices used.

Either

SONNET (SHAKESPEARE)

No more be grieved at that which thou hast done:
Roses have thorns, and silver fountains mud.
Clouds and eclipse stain both moon and sun,
And loathsome canker lives in sweetest bud.
All men make faults, and even in this,
Authorizing thy trespass with compare,
Myself corrupting, salving thy amiss,
Excusing thy sins more than thy sins are;
For to thy sensual fault I bring in sense—
Thy adverse party is thy advocate—
And'gainst myself a lawful plea commence.
Such civil war is in my love hate,
That I an accessory needs must be
To that sweet thief which sourly robs from me.

OR

5.

Ode to Solitude (Alexander Pope)

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

Whose herds with milk, whose fields with bread, 5
Whose flocks supply him with attire,

Whose trees in summer yield him shade,
In winter fire.

Blest, who can unconcernedly find
Hours, days and years slide soft away, 10
In health of body, peace of mind,

Quiet by day,
Sound sleep by night; study and ease,
Together mixed; sweet recreation;
And innocence, which most does please 15
With meditation.

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

SECTION-C

6. God says in Book III that Man will find grace because he falls seduced by Satan, and that the fallen angels will not find grace because they fall self tempted. Discuss the reasons for Adam's being granted grace although Satan does not directly seduce him.
7. What weaknesses and strength do Eve(Milton's Paradise Lost) ,Lady Macbeth (Shakespeare's Macbeth), Dalila (Milton's Samson Agonistes) share? How have their male partners reacted to their whims if any?

END OF EXAM

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

FIRST SEMESTER FINAL EXAMINATIONS: 2006

E231:CLASSICAL AND ROMANTIC CRITICISM

TIME: THREE HOURS

INSTRUCTIONS: Answer Four questions out of the six. Candidates may bring into the examination room an English Dictionary.

1. What was Brown's initial motive for going into the forest? Is this motive consistent with his reluctance to go along with the devil after they have met? Discuss
2. What does Dee's attitude toward the quilts say about her sense of her family and her roots? Discuss.
3. Discuss the difference between the freedom of the raft and the restrictions of Society on the shore in Adventures of Huckleberry Finn .
4. Why does Hamlet first believe in the "honesty" of the Ghost and then manifest profound doubts ^{about} its "honesty"? What is the significance here as regards (a) his character and (b) the major conflict in the play?
5. In what ways does the novel Frankenstein present knowledge as dangerous and destructive? Is the relentless quest for knowledge really the cause of Victor's sufferings?

6.

Andrew Marvell
TO HIS COY MISTRESS

Had we but world enough, and time,
This coyness, Lady, were no crime.
We would sit down and think which way
To walk and pass our long love's day.
Thou by the Indian Ganges' side
Shouldst rubies find; I by the tide
Of Humber would complain. I would
Love you ten years before the Flood,
And you should, if you please, refuse

Till the conversion of the Jews.
My vegetable love should grow
Vaster than empires, and more slow;
An hundred years should go to praise
Thine eyes and on thy forehead gaze;
Two hundred to adore each breast,
But thirty thousand to the rest;
An age at least to every part,
And the last age should show your heart.
For, Lady, you deserve this state,
Nor would I love at a lower rate.

But at my back I always hear
Time's winged chariot hurrying near;
And yonder all before us lie
Deserts of vast eternity.
Thy beauty shall no more be found,
Nor, in thy marble vault, shall sound
My echoing song; then worms shall try
That long preserved virginity,
And your quaint honor turn to dust,
And into ashes all my lust:
The grave's a fine and private place,
But none, I think, do there embrace.

Now therefore, while the youthful hue
Sits on thy skin like morning dew,
And while thy willing soul transpires
At every pore with instant fires,
Now let us sport us while we may,
And now, like amorous birds of prey,
Rather at once our time devour
Than languish in his slow-chapped power.
Let us roll our strength and all
Our sweetness up into one ball,
And tear our pleasures with rough strife
Thorough* the iron gates of life:
Thus, though we cannot make our sun
Stand still, yet we will make him run.

Discuss this poem in terms of subject matter and treatment.

END OF EXAMINATION-

THE UNIVERSITY OF ZAMBIA

HUMANITIES AND SOCIAL SCIENCES

FIRST SEMESTER EXAMINATIONS, – 2006 ACADEMIC YEAR.

E351: ANGLOPHONE AFRICAN PROSE FICTION UP TO THE LATE 1960s

TIME: 3 hours

INSTRUCTIONS: Read the questions given below and answer three questions in essay form. Do not give detailed treatment to the same book in more than one answer. Marks will be awarded for coherence and cohesion in the essay. Prescribed books for the course are not allowed in the examination room. Only copies of an English Dictionary are permitted.

1. In *Things Fall Apart* what do we learn about the Ibo attitude to failure?
2. Many critics see Arrow of God as a well written book. Do you agree with them or not? Provide sufficient evidence from the text to support your assertions.
3. Is it true that Ngugi is sympathetic to traitors in A Grain of Wheat?
4. In any novel there are major and minor issues. Discuss at least three major issues that are at the centre of Mine Boy.
5. Looking at the critical approaches of Eurocentric, Marxist and Africanist, which, to you, is the best for literary studies.

END OF E351 EXAMINATION

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

FIRST SEMESTER FINAL EXAMINATIONS
2006 ACADEMIC YEAR

E 361 MODERN ANGLOPHONE AFRICAN POETRY

DURATION: 3 HOURS

INSTRUCTIONS:

- a) Dictionaries may be used but no other books are allowed in the exam room;
- b) Do not use any one text in more than one answer;
- c) Answer Section A and one each from sections A and B.

SECTION A

Read the following poem carefully *and* answer the questions which follow:

Piano and Drums by Gabriel Okara

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

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

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

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

QUESTIONS:

1. a) What is the significance of the line */When at break of day at a riverside/*?
- b) What crisis is Gabriel Okara presenting in this poem?
- c) According to the poem, how will the crisis be resolved?

SECTION B

2. Discuss the climax in Okigbo's sequence, *Distances*.
3. In Song of Lawino, Lawino makes direct appeals to the readership to join her in her complaint about her husband. Discuss the major weaknesses Lawino sees in Okol, her husband.
4. Show how Wole Soyinka and Christopher Okigbo draw from their traditional sources to enrich their idiom and imagery in their poetry.

SECTION C

5. In what ways has the image of Africa emerged as triumphant in modern Anglophone African poetry? Discuss with reference to the works by two poets studied on the course
6. Society in transition is the central theme in modern Anglophone African poetry. Show how at least two poets you have read on the course handle the theme of transition.
7. Discuss the relationships between European modernism and Modern Anglophone African poetry by analysing two poets studied on the course – one from West Africa and another from elsewhere in Africa.

END OF EXAM

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2006 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS

E 935: ENGLISH DISCOURSE ANALYSIS

TIME: THREE HOURS

INSTRUCTIONS: Answer any three (3) questions

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

CAMPUS NEWS

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

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

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

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

(From *Right-On*, UNZA Student Publication)
(22 January, 1982)

2. It has been stated that the title (or headline) of a text creates expectations in the receiver which he or she uses the text to satisfy. Analyse each of the three front page headlines (and the lead sentences) given below from three dailies for the same day by:
- (i) identifying the expectations it creates in the receiver;
 - (ii) identifying the specific words or expressions which convey the expectations identified in (i);
 - (iii) analysing the discorsal relationship between the title and the lead sentence;
 - (iv) analysing how language (grammar, lexis and other aspects) is used to communicate particular assumptions or attitudes; and
 - (v) stating any general conclusions you can make from the analysis about the ideological position (or set of beliefs) of each of the three papers.

HEADLINE A

Mchenga issues consent to prosecute Sata

Lusaka magistrate Astridah Chulu yesterday committed Patriotic Front leader Michael Sata to the High Court for espionage trial after the Director of Public Prosecutions (DPP) issued the consent.

HEADLINE B

High Court to hear Sata case

A Lusaka magistrate court yesterday committed Patriotic Front (PF) leader Michael Sata to the High Court for trial on charges of espionage after the office of the Director of Public Prosecutions (DPP) issued a certificate of committal.

HEADLINE C

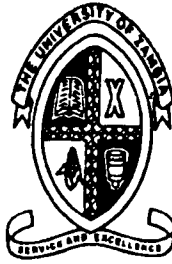
DPP commits Sata to High Court for trial.

The Lusaka magistrate court yesterday committed Patriotic Front president Michael Sata to the High Court for summary trial after the Director of Public Prosecutions (DPP) issued instructions.

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

4. Read the following text and subject it to a cohesion analysis as follows:
- (i) Identify the cohesive ties in each sentence;
 - (ii) Classify and sub-classify them;
 - (iii) Indicate the phoric category (internal: anaphoric or cataphoric; or external: exophoric) of the presupposed element(s); and
 - (iv) specify the presupposed element.
- The sentences have been numbered to ease identification

(1) Every Traditional Establishment constitutes an interest group. (2) Like any other group of people, it has values and interests it cherishes and would like to perpetuate. (3) Every Traditional Establishment also has particular relations with the state. (4) These may be positive, if it views the state as being accommodative of its interests or negative if it considers the state as being inimical to them. (5) The type of relations normally determines whether the Traditional Establishment will be supportive of the party in power during an election or not. (6) And whatever the case, the Establishment most invariably urges/directs its subjects to vote in a manner it considers most likely to advance its cause. (7) Such directives are not always adhered to, however, unless they are in harmony, rather than at variance, with those of the subjects themselves. (8) For although Traditional Establishments are linked to their peoples, the interests of the groups are not always identical. (9) There sometimes exist differences of opinion or choice between the two; when faced with opposing parties seeking election to political office(s). (10) This actually happened in the Barotse land protectorate in the early 1960s, when the traditional Establishment's favoured party, the Barotse National Party (BNP) was twice defeated by the United National Independence Party (UNIP).



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

2006 FIRST SEMESTER FINAL EXAMINATIONS

E 941: SOCIOLINGUISTICS I

TIME: THREE HOURS

INSTRUCTIONS:

1. Attempt **THREE** of the following questions.
 2. All answers should be in well-presented essays.
 3. Your essays should be at least three sides
-

1. **Language and Gender** as a field of study involves:
 - (i) the different ways in which men and women use language; and
 - (ii) how the structure of language reflects and/or promotes gender division within a society.

With relevant examples from a speech community of your choice, illustrate each of the two dimensions of the relationship between language and gender as stated above.

2. Justify the classification of **Forms of Address** as a legitimate topic in Sociolinguistics.
3. Present a detailed discussion of the major tenets of the **Ethnography of Speaking** and show why this topic should be studied in sociolinguistics. You **MUST** give concrete examples.
4. Scholars argue that it is impossible to distinguish between the Sociology of Language (**macro-sociolinguistics**) and Sociolinguistics proper (**Micro-sociolinguistics**). Make a detailed comment on this.
5. Making reference to specific studies discussed in the course, show why **Language Variation** is such an important topic in sociolinguistics today.

END OF EXAMINATION

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

FIRST SEMESTER FINAL EXAMINATIONS:2006

E971: AMERICAN LITERATURE FROM 1620 to 1900

TIME: THREE HOURS

INSTRUCTIONS: Answer FOUR questions in all making sure that you answer at least ONE question from section one. Candidates may bring into the examination room an English Dictionary and the primary texts used in the course.

SECTION ONE

1. Discuss transcendentalism and exemplify its use in some of the literature of the United States of America.
2. Discuss Puritanism and show how it has been used in some of the literature you have read in this course.
3. Discuss the trans – Atlantic slave trade and show how it has been used to depict life in America.

SECTION TWO

“ Richard Cory” by Edwin Arlington Robinson (1869 – 1935)

Whenever Richard Cory went down town,
We people on the pavement looked at him:
He was a gentleman from sole to crown,
Clean favored , and imperially slim.

And he was always quietly arrayed,
And he was always human when he talked;
But still he fluttered pulses when he said,
“ Goodmorning,” and he glittered when he walked.

And he was rich - - yes, richer than a king –
And admirably schooled in every grace:
In fine, we thought that he was everything
To make us wish that we were in his place.

So on we worked, and waited for the light,
And went without the meat, and cursed the bread;
And Richard Cory, one calm summer night,
Went home and put a bullet through his head.

Discuss this poem in terms of subject matter and treatment.

5. Give a detailed analysis of “The Atlanta Exposition Address” by Booker T. Washington at pages 411 – 413 of A Nineteenth Century American Reader and highlight his basic arguments. Do you agree or disagree with Washington’s stance? Give reasons for your position.

6. **“On Being Brought From Africa to America”** by Phillis Wheatley

‘Twas mercy brought me from my *pagan* land,
Taught my benighted souls to understand
That there’s a God, that there’s a *Saviour* too:
Once I redemption neither sought nor knew.
Some view our sable race with scornful eye,
“Their colour is a diabolic die.”
Remember *Christians, Negroes*, black as *Cain*,
May be refin’d and join th’ angelic train.

Discuss this poem in terms of subject matter and treatment.

END OF EXAMINATION

UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF LITERATURE AND LANGUAGES

E981 ROMANTIC LITERATURE

2006 FIRST SEMESTER FINAL EXAMINATION

DURATION- THREE HOURS (3 HOURS)

ANSWER THREE QUESTIONS ONLY. QUESTION ONE IS COMPULSORY.

1. Briefly discuss the themes of pantheism and immortality in Romanticism.
2. Do you feel that Wordsworth's poetry depicts growth of a poet's mind? Support your answers with textual evidences from any of his two poems.
3. Comparative Coleridge and Wordsworth.
What similarities and differences do you decipher in their imagery and symbolism? Give your answer by giving a poem from each one of the two poets.
4. For this poetic extract comment on salient features of theme; imagery and allusion; meter; rhyme.

Shelley Adonais

But now, thy youngest, dearest one perished.
The nursling of thy widowhood, who grew,
Like a pale flower by some sad maiden cherished,
And fed with true love tears, instead of dew,
Most musical of mourners, weep a new!
Thy extreme hope, the loveliest and last,
The bloom, whose petals nipt before thy blew
Died on the promise of fruit, is waste;
The broken lily lies- the storm is overpast.

5. Keats's Odes deal with predicaments of life and death. Give your answer by analyzing two of his Odes.

END OF EXAM



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

**FIRST SEMESTER UNIVERSITY EXAMINATIONS
SEPTEMBER, 2006
E991 AFRICAN ORAL PROSE NARRATIVES**

TIME ALLOWED: THREE (3) HOURS

INSTRUCTIONS:

- a) Answer Question 1 in Section A
 - b) Answer any two Questions in Section B
 - c) Section B to be in a separate answer book
 - d) Only a Dictionary may be allowed into the Exam
-

SECTION A

1. Read the story given below and answer the questions that follow:

KILL THE AGED

“Once upon a time, living in a certain thick forest were all kinds of animals. One day a young Warthog went whispering to the other young animals of all species that there was to be a meeting, the delegates of which were to be only the young. The young felt they had been oppressed and downtrodden by their elders and hence wanted freedom. The venue was to be under a big baobab tree in the center of the thick forest.

On material day, they all gathered there and were all eagerly waiting for Chairman Warthog’s opening speech. “My brethren”, began Mr. Warthog, “You all know that we, the young animals have been oppressed by our own parents and in general, the elders. The purpose of this meeting is to seek a solution to end these injustices especially the

strict rules imposed on us. We have for example, been denied rights of eating whenever we like and whatever we like. Freedom of movement in daylight, which goes with day time games; singing at day time and grazing in other people's fields, is also prohibited. Worst of all the non-meat eating animals are prohibited from befriending the meat-eaters. For freedom's sake, let us think of possible solutions".

Several animals stood up to give suggestions. Among these suggestions was that they should declare war on their elders. This was discouraged because they realized that some adult animals like Elephant and Lion were too strong for them to fight. Another was to run away to distant habitats deep in the forest to fight. This too was not seen as reasonable enough since they felt they could easily be followed and found out.

After a lot of debating, the secretary, Mr. Bird, stood and announced that the best and most practical solution was to poison all their parents when in deep sleep, an idea that was unanimously accepted and was to be effected that same night.

The following morning, they all gathered again to announce the results, namely, the death of their parents. Hare was also present and gave his announcement though he had not poisoned his parents. Instead, he had cunningly dug a hole and hidden them in it.

All the Young animals were now free to do whatever pleased them. They started roaming aimlessly in broad daylight. This only brought them big problems since man the hunter and his dogs would hunt them for food or even kill those of them who were his enemies like Lion and Leopard. They could not even get water or graze in peace. This insecurity had them preying on one another which meant a decrease in their number. Starvation wiped many.

They summoned each other for an urgent meeting since things were already out of hand but none could see a solution for this, especially now that they were all too young and had not seen calamities like starvation before.

All the animals were sorry to have killed their parents who had more wisdom and hence could solve problems more easily than them. Hare, who had not killed his parents stole out of the crowd and ran home where he dug out his father and brought him to the meeting place. On seeing old Hare, the young animals were happy since now they could get advice from him on how to change the chaotic situation. Old Hare did not waste time but blamed the young animals for their folly and evil deed, which they all apologetically accepted. Old hare advised them not to eat greedily and added that they should store food in case of famine. He also told them that they should migrate to greener pastures and fresh water wells where man did not settle.

All the young animals congratulated wise old hare and asked him to accompany them forthwith as their chief adviser."

- a) Using a unit of analysis of your choice discuss the structural typology of 'Kill the Aged' story (25 marks)
- b) Compare the rule of the young and that of the old as presented in this story (10 Marks).
- c) Discuss the relevance of this story to an audience living in Africa today (15 Marks).

SECTION B

Each question carries 25 marks in this section. (Answer any two questions)

2. Why was the Diffusionist or Historical-Geographical theory one of the most influential in the study of folklore during the Nineteenth Century?
3. Ruth Finnegan and Richard Bauman contend that stories are formulated not only for the reflection of reality but also for desired reality in the life and culture of a people. With reference to one such story from any Zambian/African society you have studied discuss how far true this statement is to that society's way of life.
4. The trickster or 'the outrageous hero' is the most paradoxical of all characters in traditional narratives. With reference to one such trickster figure from your society show the traits associated with this character and how they reflect human nature.
5. From your study of the anthology of stories in Poceza m'Madzulo show how Julius Chongo exemplifies to us the transposition of oral prose narratives into a new aesthetic.
6. Explain briefly what you understand by any two of the following:
 - a) Ogre stories, b) Aetiological stories, c) Myths and Legends, d) Folklore and Folktale, e) Oral Tradition and Verbal art, f) Orature and Oral Literature

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2006 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATION

EC 115: INTRODUCTION TO MICROECONOMICS

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ALL FOUR QUESTIONS

QUESTION 1.

Consider the following introductory concepts in microeconomics:

- (i). Distinguish between each of the following:
 - a. sunk costs and marginal costs
 - b. a change in demand and a change in quantity demanded
 - c. monopoly and monopolistic market structures
 - d. profit maximization and utility maximization

- (ii). Briefly explain each of the following:
 - a. marginal rate of transformation
 - b. diseconomies of scale
 - c. ceteris paribus
 - d. rational self interests

- (iii). Briefly illustrate each of the following with a graph:
 - a. the Engel (inverse demand) curve.
 - b. the supply curve for an inferior good.
 - c. the rationale (or reasoning) for profit maximization.
 - d. a reduction in total economic output, which happens simultaneously with a movement from inefficient and towards efficient production.

QUESTION 2.

Consider the following issues on demand, supply and prices:

- (i) For two individuals, how can differences in the responsiveness of quantity demand for good X to changes in the price of X (during a given time period) be shown through the shapes of the respective demand curves? Illustrate graphically.

- (ii) Suppose poultry in Zambia gets exposed to the avian influenza (bird flu) and in the interest of the public, the government launches an advertisement campaign to sensitize the public that Zambian poultry products are not safe for consumption. Other things being equal, explain what effect this would have on the demand for poultry products.

- (iii) Illustrated a disequilibrium case where an industry is experiencing excess supply and explain one likely cause for this temporary situation.

QUESTION 3.

Consider the following aspects on production and cost structures:

- (i). Assume you are observing a profit maximizing, perfectly competitive firm operating in the short-run, which uses two (2) factors of production, capital (K) and labour (L) in the production of good m.
- Carefully state and explain the firm's short-run production function.
 - Graphically illustrate and explain the relationships between the firm's total product (TP), average productivity of labour (AP_L) and marginal productivity of labour (MP_L) structures.
 - What does the point of inflection signify? Please explain.
- (ii). Why does the marginal cost (MC) curve always cut the average cost (AC) curve at the minimum of AC, both in the short run and the long run?
- (iii). Briefly describe two specific factors that can cause long run average costs to decline.
- (iv). Graphically illustrate the three properties of isoquants.

QUESTION 4.

Consider the following aspects about market structures, assuming profit maximization in all cases:

- (i) What is a market structure? Explain briefly.
- (ii) Graphically showing a loss making, perfectly competitive firm.
- Explain all the important economic observations about this firm
 - In what time period is the firm operating? Please explain your reasoning.
 - At what point would the firm shut down and why?
- (iii) Using graphs, distinguish between a perfectly competitive firm in the long run and a monopoly in the long run.
- (iv) Give a practical example of a natural monopoly and explain why you consider it to be a natural monopoly.
- (v). Briefly explain five important assumptions about monopolistic competition.

END OF FINAL EXAMINATION

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

2006 ACADEMIC YEAR FIRST SEMESTER DEFERRED EXAMINATIONS

EC 215: INTERMEDIATE MICROECONOMICS

TIME: THREE HOURS

INSTRUCTIONS: Answer **ALL** questions in **Section A** and any **TWO** other questions in **Section B**. All calculations, assumptions and diagrams must be shown as appropriate.

SECTION A

QUESTION ONE

Write some notes on the following:

- a. Revealed preference hypothesis
- b. Kinked Demand Curve

QUESTION 2

A firm currently has 100 machines available for its production process. The out-put per person-hour when 100 machines are used is described by the function:

$$Q = -50 + 10L - 0.02L^2$$

Answer the following questions

- a. Derive the marginal product of labour equation
- b. Derive the average product of labour equation
- c. Graph the average product of labour curve over the range $L = 10$ to $L = 70$ (at the interval of 10 person hour)
- d. At what level of input does the AP of labour reach its maximum?
- e. What is the marginal product of labour at the point where AP is at maximum?

SECTION B

QUESTION THREE

Write some brief notes on the following:

- a. With an aid of diagrams, explain the short and long equilibrium of a monopolistically competitive firm. Is the monopolist efficient compared to perfect competition?
- b. Multi-plant Monopolists (Meaning, Output, pricing decisions etc)

QUESTION FOUR

- a. List and discuss three types of production functions (Show the mathematical and diagrammatic expressions too)
- b. You are given the following production function

$$q = 10K^{1/3}L^{1/2}$$

Answer the following questions:

- i. Derive the equation expression for the marginal product of labour
- ii. Derive the equation expression for the average product of labour
- iii. Derive the equation expression of the Marginal Rate of Technical Substitution
- iv. What is the elasticity of substitution?
- v. Does the above production function exhibit a constant returns to scale, increasing returns of decreasing returns to scale? Demonstrate and explain
- vi. Calculate the output level when $K = 27$, $L = 10$.

QUESTION FIVE

- a. Explain why Long Run profit maximisation remains a critical goal for managers of any firm.
- b. Explain the implication of an increase in demand on the firm and industry's product that experiences an increase in its factor costs.

END OF DEFERRED EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2006 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS

EC321: MATHEMATICS FOR ECONOMICS

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY FOUR QUESTIONS

QUESTION ONE

a) Test whether the following matrices are non-singular?

i. $\begin{bmatrix} 4 & 0 & 1 \\ 19 & 1 & 3 \\ 5 & 4 & 7 \end{bmatrix}$ ii. $\begin{bmatrix} 7 & -1 & 0 \\ 1 & 1 & 4 \\ 13 & -3 & -4 \end{bmatrix}$ iii. $\begin{bmatrix} 7 & 9 & 5 \\ 3 & 0 & 1 \\ 10 & 8 & 6 \end{bmatrix}$

b) Find the inverse of matrix A.

$$A = \begin{bmatrix} 4 & 1 & -1 \\ 0 & 3 & 2 \\ 3 & 0 & 7 \end{bmatrix}$$

c) Use Cramer's rule to solve the equation system:

$$4x + 3y - 2z = 7$$

$$x + y = 5$$

$$3x + z = 4$$

QUESTION TWO

a) Find $\frac{dy}{dx}$ of the function: $y = (3x^2 - 13)^3$

b) Calculate the partial derivatives $\frac{\partial y}{\partial x_1}$ and $\frac{\partial y}{\partial x_2}$ for the function: $y = (2x_1 + 3)(x_2 - 2)$

c) Use a Jacobian determinant to test the existence of functional dependence between the functions

$$y_1 = 3x_1^2 + 2x_2^2$$

$$y_2 = 5x_1 + 1$$

d) Find the total derivative $\frac{dz}{dy}$, given:

$$z = 2x + xy - y^2, \text{ where } x = 3y^2$$

QUESTION THREE

a) Use the Nth-derivative test to determine the relative maxima, relative minima or points of inflection for the following functions:

i. $y = \frac{1}{3}x^3 - 3x^2 + 5x + 3$

ii. $y = (3 - x)^6 + 7$

- b) Find the extreme value(s) of $z = 2x_1^2 + x_1x_2 + 4x_2^2 + x_1x_3 + x_3^2 + 2$ and check whether it gives a maxima or minima by the determinantal test.
- c) A firm operates with the production function $Q = 4K^{0.6}L^{0.5}$ and can buy K at US\$15 a unit and L at US\$8 a unit. What input combination will minimize the cost of producing 200 units of output?

QUESTION FOUR

a) Evaluate the following: i. $\int (2x^3 + 2x)dx$ ii. $\int xe^x dx$ iii. $\int \left(\frac{1}{1+x} + 2x \right) dx, (x \neq -1)$

iv. $\int \frac{dx}{x^2}$

- b) Find the present discount value and the future discount value of a constant income stream of US\$1000 per year over the next 10 years. Assuming an interest of $r = 8\%$ annually compounded continuously.
- c) In a population with incomes between **a** and **b**, suppose the income distribution is given by $f(r) = Br^{-2.5}$. Determine the mean income in this group?

QUESTION FIVE

Given the input matrix and the final-demand vector

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

- a) Write out the specific input-output matrix equation for this model?
- b) Find the solution output levels of the three industries by Cramer's rule?

QUESTION SIX

Evaluate the following linear programming problem using the simplex method.

Maximize $40x + 30y$

Subject to:

$x \leq 16$

$y \leq 8$

$x + 2y \leq 24$

$x, y \geq 0$

END OF FINAL EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2006 ACADEMIC YEAR FIRST SEMESTER
EXAMINATIONS

EC 325: MONEY AND BANKING

TIME: THREE HOURS

INSTRUCTIONS: Answer all Questions. The descriptive answers are expected to be brief and to the point. The T Account answers should be clearly labeled with clear descriptions of all entries.

Part A

QUESTION 1.

You have just been appointed Managing Director of Kabulonga Bank which is due to commence active operations on 1st July, 2006. Market research shows that 80% of your monthly loans will be redeposited into your bank. The Bank of Zambia reserve ratio is 10%. Initial deposits mobilized by June 2006 with which to start your lending activities are estimated at K200 million as at end of June 2006. Using the T-Account for your bank, show your bank's projected loans and deposit standing for end of July and August that conforms to your Board's desire for maximum possible profit.

N.B. Loans are approved by the Board once a month. Clearly show the starting situation and then the results of your decisions for July and August.

QUESTION 2.

- a) Briefly distinguish unsterilized foreign exchange intervention from a sterilized foreign exchange intervention.
- b) If the Bank of Zambia sells K20 billion worth of its foreign reserves and it is paid for by cheques drawn on local commercial banks, use the T-Account of the Central Bank to comment on the implications for money supply. Is there any difference in the impact on money supply if foreign reserves are paid for with cash in Kwacha? Use the T-Account of the Central Bank to support your answer.

QUESTION 3.

Compare and contrast Keynes's Liquidity Preference Theory with the Quantity Theory (Fisher's or Cambridge version). Be sure to highlight similarities and distinguishing features of the theories.

QUESTION 4.

"Inflation is always and everywhere a monetary phenomenon." Comment on this statement by also showing limitations of fiscal policy pressure on the price level. Use appropriate graphs.

Part B.

QUESTION 5.

- a) In case of an increase in money supply, use the interest rate channel, wealth effects and credit view to show possible impact on aggregate output.
- b) Give a brief critique of Rational Expectations Theory.
- c) List six (6) major goals of Monetary Policy.
- d) List three (3) priority concerns for capital adequacy management in a commercial bank.
- e) Briefly examine the importance of excess reserves in liquidity management.
- f) Describe five (5) types of credit market instruments that generally operate in fully developed financial systems.

Part C

QUESTION 6.

- a) Briefly describe Open Market Operations (OMO) and show why it is the most popular monetary policy tool for the Bank of Zambia and many other central banks.
- b) Describe three (3) types of Central Bank discount window facilities. Then outline the advantages and disadvantages of Discount Window as a monetary policy tool.

QUESTION 7.

The recent appreciation of the Zambian Kwacha has brought mixed blessings to the Zambian economy. Briefly discuss what you see as the major implications for the economy and the challenges and opportunities.

QUESTION 8.

- a) Briefly describe five (5) money market instruments that operate in fully functional financial systems.
- b) Outline four (4) strategies for managing credit risk by commercial banks.
- c) Briefly define seniorage and show the beneficiary of this phenomenon. Briefly suggest why this may not be a significant phenomenon in Zambia.

END OF FINAL EXAMINATION.

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2006 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS

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

TIME : THREE HOURS

**INSTRUCTIONS: Answer Four (4) Questions in all. Question One (1)
is compulsory.**

1. State whether the following are TRUE, FALSE or UNCERTAIN. In the case of (k), provide a brief justification for your answer.
 - (a) The Heckscher-Ohlin model assumes complete specialisation in production.
 - (b) Factor intensity is determined by the absolute amount of factors of production.
 - (c) Mutually beneficial trade between two nations occurs when pre-trade relative prices are the same.
 - (d) A voluntary export restraint is the same as a quota imposed by a domestic country.
 - (e) Production is pro-trade if the nation's consumption of its exportable commodity increases proportionately more than the consumption of its importable commodity.
 - (f) Technical progress can increase or reduce the welfare of a small nation.
 - (g) Predatory dumping is intended to avoid domestic price reduction due to unanticipated and temporary surplus of the commodity.
 - (h) Trade acts as a substitute for international mobility of factors of production in its effect on factor prices.
 - (i) A trade diverting customs union can be both trade creating and trade diverting.
 - (j) Export subsidies increase the welfare of foreign consumers.
 - (k) The welfare of consumers in a large nation always increases when the terms of trade change.

2.
 - (a) The labour costs of producing 1 unit of cloth and wheat in Zambia are 24 and 30, respectively while that for DR Congo are 12 and 20, respectively. Determine the commodities of comparative advantage for both Zambia and DR Congo.
 - (b) DRC produces 400 barrels of wheat while Zambia 100 barrels less. On the otherhand, Zambia is able to produce 450 yards of cloth and DRC produces a hundred yards less.
 - (i) Determine the amount of wheat and cloth produced by the two countries.
 - (ii) What is the opportunity cost of producing 1 unit of wheat in DR Congo?
 - (iii) If both Zambia and DR Congo were to gain from trade, how would the relative price of wheat be and why?
 3. Critically analyze the implications of a small nation, Timbukutu, imposing a 100 percent ad valorem tariff on a commodity of its comparative disadvantage.
 4. Tanzania and Namibian withdrew from COMESA in 2000 and 2003, respectively for various reasons. Despite this development, Zambia has maintained her membership of this regional grouping. Why has Zambia continued to a member of COMESA?
 5. Based on your understanding of trade theory, how valid is David Ricardo's explanation of the pattern of trade?
-

END OF FINAL EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2006 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS

EC415: ECONOMETRICS

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY FOUR QUESTIONS

QUESTION ONE

In studying the farm demand for tractors, Griliches used the following model:

$$T_t^* = \alpha X_{1,t-1}^{\beta_1} X_{2,t-1}^{\beta_2}$$

where T_t^* = desired stock of tractors
 X_1 = relative price of tractors
 X_2 = interest rate

using the stock adjustment model, he obtained the following results for the period 1921-1957:

$$\log T_t = \text{const} + \log t - 0.218 \log X_{1,t-1} - 0.855 \log X_{2,t-1} + 0.864 \log T_{t-1}$$

(0.051) (0.170) (0.035) $R^2 = 0.987$

where the figures in parenthesis are estimated standard errors.

- a) What is the estimated coefficient of adjustments?
- b) What are the short- and long-run price elasticities?
- c) What are the corresponding interest elasticities?
- d) What are the reasons for high or low rate of adjustment in the present model?

QUESTION TWO

From data for 54 standard metropolitan statistical areas, Demaris estimated the following logit model to explain the high murder rate versus low murder rate:

$$\ln \hat{O}_i = 1.1387 + 0.0014P_i + 0.0561C_i - 0.4050R_i$$

se = (0.0009) (0.0227) (0.1568)

where O = the odds of a high murder rate, P = 1980 population size in thousands, C = population growth rate from 1970 to 1980, R = reading quotient, and the se are the asymptotic standard errors.

- a) How would you interpret the various coefficients?

- b) Which coefficients are individually statistically significant?
- c) What is the effect of a unit increase in the reading quotient on the odds of having a higher murder rate?
- d) What is the effect of a percentage point increase in the population growth rate on odds of having higher murder rate?

QUESTION THREE

To assess the effect of state right-to-work laws (which do not require membership in the union as a precondition of employment) on union membership, the following regression results were obtained, from the data for 50 states in the United States for 1982:

$$PVT_i = 19.8066 - 9.3917RTW_i$$

$$t = (17.0352) \quad (-5.1086) \qquad R^2 = 0.3522$$

where PVT = percentage of private sector employees in unions, 1982, and RTW = 1 if right-to-work law exists, 0 otherwise. Note: in 1982, twenty states had right to work laws.

- a) A priori, what is the expected relationship between PVT and RTW?
- b) Do the regression results support the prior expectations?
- c) Interpret the regression results?
- d) What was the average percent of private sector employees in unions in the states that did not have the right-to-work laws?

QUESTION FOUR

Consider the following model:

$$Y_t = \alpha + \beta_0 X_t + \beta_1 X_{t-1} + \beta_2 X_{t-2} + \beta_3 X_{t-3} + \dots + U_t \qquad (4.0)$$

- a) What two assumptions underpin the model above in order for it to be possible to transform it into a Koyck model?
- b) Transform the above infinite distributed lag model 4.0 into a Koyck model.
- c) What test of serial correlation should be used in the Koyck model? And why?
- d) Why is the OLS method not appropriate to estimate the Koyck model? And what method should be used instead? Explain.
- e) When using a small sample, what finite test of autocorrelation should a researcher use in a Koyck model?

QUESTION FIVE

Assume the following model:

$$y_t = X_t' \beta + u_t \quad t=1,2,\dots,n$$

$$\text{where } X_t' = (1 \quad x_{kt})$$

$$\sigma_t^2 = E u_t^2 = h(Z_t' \alpha) \quad Z_t = (1 \quad z_{pt})$$

$$\alpha = (1 \quad \alpha_p)$$

takes positive values

- a) Using the above model outline the testing procedure of the Breusch-Pagan-Godfrey Test.
- b) Using the information above, explain the feasible generalised least squares method of correcting for heteroscedasticity?
- c) Outline the RESET test procedure?

END OF FINAL EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2006 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS

EC 421: ECONOMIC DEVELOPMENT

TIME: THREE HOURS

INSTRUCTIONS: Answer all FOUR questions. Ensure to provide concise explanations for Section A and An Essay-type answer for Section B

Section A

1. The Great Depression of the 1930s severely affected the Latin American economies which prompted these economies to adopt “Import Substitution Industrialisation” to mitigate some of the unfavourable effects.
 - a) State four of the economic problems that the ISI was meant to deal with and comment on whether such problems currently exist in Zambia.
 - b) Outline the major policy tools that were used to implement and support the ISI and briefly comment on the suitability of these measures in the event that Zambia was to adopt ISI.

2. Almost every Developing country can be described as having a “dual economy”.
 - a) What are the main characteristics of such an economy? Ensure to provide illustrations based on the Zambian economy.
 - b) Briefly explain how the “Lewis model” can be used to overcome the duality of the Zambian economy.

3. Briefly explain the following:
 - a) The significance of The Human Development Index.
 - b) Three limitations of the Keynesian model’s applicability to Less Developed Countries.
 - c) Six common characteristics of developing countries.

Section B

4. Franklin Roosevelt adopted what he called “New Deal” measures to counter the adverse effects of the “Great Depression” on the U.S economy. Discuss the extent to which the same measures would be suitable or applicable to reverse the adverse effects of the IMF/World Bank Structural Adjustment Programme on the Zambian economy.

END OF FINAL EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF ECONOMICS
2006 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

EC 441: RESEARCH PROJECT I

TIME: 3 HOURS

INSTRUCTIONS: ANSWER ANY FOUR QUESTIONS

QUESTION 1.

“The fundamental problem of right or wrong in society is not for the economist to resolve. The economist’s role is only to explain the consequences of choosing a particular alternative in resource allocation”. Provide a critical commentary on this quotation.

QUESTION 2.

What are the functions a theory can perform? Critically evaluate Milton Friedman’s doctrine of Instrumentalism in the context of a theory’s functions.

QUESTION 3.

With respect to verification of economic theory, explain and illustrate the terms: “semantically meaningful”, “empirically testable” and “conclusive confirmation”.

QUESTION 4.

- (a) What is a hypothesis?
- (b) Explain the different types of hypotheses.
- (c) How can the precision of a hypothesis be measured?
- (d) Explain the relationship between theory and hypothesis.

QUESTION 5.

Distinguish between *extensive* and *intensive* research strategies, providing illustrations. How do you determine which is the more appropriate strategy for conducting a given study?

QUESTION 6.

- (a) Explain with examples the different types of probability sampling methods that can be used to select a representative sample of the units of analysis in a given research.
- (b) What are the kinds of circumstances when non-probability sampling procedures may be adopted?

QUESTION 7.

- (a) What are the different scales of measurement available for measuring variables in research?
 - (b) How can one ensure reliability and validity of the values in a data matrix?
-

END OF FINAL EXAMINATION

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

**2006 ACADEMIC YEAR FIRST SEMESTER
DEFERRED EXAMINATIONS**

EC 955: HEALTH ECONOMICS

TIME: THREE HOURS

INSTRUCTIONS: Answer *any four* questions. All questions carry equal marks

QUESTION 1

Discuss the main features of the demand for health. Explain the different views regarding the relationship between education and health status.

QUESTION 2

Using the Grossman model, explain how a consumer should:

- i) allocate time between work and leisure;
- ii) allocate leisure time between health and non-health activities;
- iii) allocate income on health and non-health resources;
- iv) produce health capital.

QUESTION 3

“The greater the difference between money price and full price of a health good, the more elastic the full price demand will be relative to the money price demand”. Explain and illustrate this statement.

QUESTION 4

Explain how you would determine the socially optimal number of individuals for an immunization programme. What reasons could one advance for full coverage?

QUESTION 5

Discuss the main features and rationale of health reforms in Zambia. Discuss in particular the pros and cons for the introduction of user fees for health services in the country.

END OF DEFERRED EXAMINATION

University of Zambia
School of Humanities and Social Science
Department of Economics

Course: ECN 5600 – Research Methods – 1st Semester 2006

Final Exam – 19th June 2006

Instructor: Dr. Patrick D'Souza

The Final Exam contains **three** exercises. Please work on all of them. Good luck!

1. Scientist can use different methods for research. Two of them are the *method of induction* and the *method of deduction*. Explain both methods in your own words, use suitable examples whenever possible. What are potential short-comings of these scientific methods?
2. Popper in his “The Logic of Scientific Discovery” argues that hypotheses cannot be verified only be falsified. Explain what is meant by this “*process of falsification*”, again use examples for illustration.
3. Within the theory of consumer behaviour the “law of demand”, i.e. the demand curve is downward sloping, exists. Discuss whether the “law of demand” is a law or not.

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF LITERATURE AND LANGUAGES
2006 ACADEMIC YEAR: FIRST SEMESTER FINAL
EXAMINATIONS

E/LAL 111 Communication and Study Skills (Internal)

TIME: THREE (3) HOURS

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

Section 1: Essay (40 marks)

Write an essay of three sides of which the following is the rubric:

The lack of leisure facilities, including sporting facilities and opportunities to take part in drama and music at UNZA, is to be deplored. Discuss.

Do not write an abstract, an appendix, end notes nor a bibliography.

Remember that at least half the marks will be awarded for acceptable grammar and another quarter will be given for an acceptable style.

Section 2: Note-taking (20 Marks)

Using the information in the following passage, write a formal set of notes with headings and, if necessary, sub-headings, in an appropriate academic style on the subject of Where Do Words Come From. The notes, headings and sub-headings should be numbered and lettered in the usual way.

Section 3: Comprehension (30 marks)

Answer the questions following the passage below using information from the passage in the way that the question demands.

Where Words Come From

Where do all new words come from? According to the great Danish linguist Otto Jespersen words are for the most part formed in one of four ways: by adding to them, by subtracting from them, by making them up and by doing nothing to them. Neat as that formula is, one would venture to suggest that it overlooks two other prolific sources of new words: borrowing them from other languages and creating them by mistake. 5

Words can be created by error. For example, sometimes words are created by false analogy or back-formation. One example of this would be the word *pea*. Originally the word was *pease*, as in the nursery rhyme 10 "pease porridge hot, pease porridge cold". But this was mistakenly thought to signify a plural and the word *pea* was back-formed to denote singularity.

The words *grovel* and *sidle* similarly came into English because the original adjectives, *groveling* and *sideling*, were assumed to contain 15 the participles *-ing*, as in *walking* and *seeing*. In fact, it was the suffix *-ling*, but this did not stop people from adding a pair of useful verbs to the language.

In addition, erroneous words are sometimes introduced by respected users of the language who simply make a mistake. Shakespeare 20 thought *illustrious* was the opposite of *lustrous* and thus gave it a sense that was not called for.

Words are very often adopted. This is of course one of the glories of English – its willingness to take in words from abroad, rather as if they were refugees. Words have been taken from almost anywhere – 25 *shampoo* from India, *chaparral* from the Basques, *caucus* from the Algonquin Indians, *ketchup* from China, *potato* from Haiti, *sofa* from Arabia, *boondocks* from the Tagalog language of the Phillipines, *slogan* from Gaelic. One cannot get much more eclectic than that. And it has been being done for centuries. According to Baugh and Cable as long ago as 30 the sixteenth century English had already adopted words from more than fifty languages – a phenomenal number for the age. Sometimes the route

these words take is highly circuitous. Many Greek words became Latin words, which became French words, which became English words. *Garbage*, which has had its present meaning of food waste since 35 the Middle Ages, was brought to English by the Norwegians, who had adapted it from an Italian dialectal word, *garbuzo*, which in turn had been taken from the Old Italian *garbuglio* (a mess), which had ultimately come from the Latin *bullire* (to boil or bubble).

Often words change meanings dramatically as they pass from one 40 nation to another. The Latin *bestia* has become variously *biscia* (snake) in Italy, *bitch* (female dog) in England, *biche* (female deer) in France, and *bicho* (insect) in Portugal.

Many of the words that are taken in are so artfully anglicized that it can be a surprise to learn that they are not native. Who would guess that 45 the English word *puny* was once the Anglo-Norman *puis ne* or that *curmudgeon* may once have been French *coeur mechant* (evil heart), or that *breeze*, so English-sounding, was taken from the Spanish *briza*, or that distress signal *mayday* was lifted from the French cry *m'aider* (meaning 'help me')? 50

Although English is one of the great borrowing tongues – deriving at least half of its common words from non-Anglo-Saxon stock – others have been even more enthusiastic in adopting foreign terms. In Armenian, only twenty three per cent of the words are of native origin, while in Albanian the proportion is just eight per cent. 55

Words are created. Often they spring seemingly from nowhere, for example *dog*. For centuries the word in English was *hound* (or *hund*). Then suddenly in the late Middle Ages, *dog* – a word etymologically unrelated to any other known word – displaced it. No one has any idea why. This sudden arising of words happens more often than one 60 might think. Among others without known pedigree are *jaw*, *bad*, *big*, *fun*, *pour* and *put* and countless others. *Blizzard* suddenly appeared in the nineteenth century in America and *rowdy* appeared at about the same time. Recent examples of this phenomenon are *yuppie* and *sound bites*, which seem to have burst forth spontaneously and spread with remark- 65 able rapidity throughout the English-speaking world.

Many words are made up by writers. According to apparently careful calculations, Shakespeare used 17,677 words in his writings, of which at least one tenth had never been used before. This is a staggering display of ingenuity. But then Shakespeare lived in an age when words and ideas burst upon the world as never before nor since. For a century and a half from 1500 to 1650, English flowed with new words. Between 10,000 and 12,000 words were coined of which about half still exist. Not until

modern times would this number be exceeded, but even then there is no comparison. The new words of today represent an explosion of 75 technology – words like *lunar module* and *myocardial infarction* – rather than of poetry and feeling. The following are a small sample of the words that Shakespeare gave us *critical*, *monumental*, *majestic*, *obscene*, *frugal*, *lonely*, and *summit* and some 1,685 others.

Words can change by doing nothing, that is, the word stays the same 80 but the meaning changes. Surprisingly often the meaning becomes its opposite or something very like it. *Counterfeit* once meant a legitimate copy. *Brave* once implied cowardice – as indeed *bravado* still does. *Crafty*, now a disparaging term, originally was a word of praise, while *enthusiasm*, which is now a word of praise, was once a term of mild 85 abuse. A harlot was once a boy, and a girl in Chaucer's day was any young person, whether male or female.

This drift of meaning can happen with almost anything, even our clothing. There is curious but not often noted tendency for the names of articles of apparel to drift around the body. This is particularly apparent to 90 Britons in America (and vice versa) who discover that the names for clothes have moved around at different rates and now often signify quite separate things. A Briton going into a New York department store with a shopping list consisting of vest, knickers, suspenders, jumper and pants would in each instance be given something 95 dramatically different from what he expected. To wit, for example, a British vest is an American undershirt. An American vest is a British waistcoat. Where the British use braces to hold up their trousers, the Americans use suspenders to hold up their pants.

Sometimes an old meaning is preserved in a phrase or expression. *Neck* 100 was once widely used to describe a parcel of land, but that meaning has died out except in the expression 'neck of the woods'. *Tell* once meant to count. This meaning died out but is preserved in the expression *bank teller* and in the term for people who count votes. When this happens, the word is called a *fossil*. 105

At other times words are created by adding or subtracting something. English has over a hundred common prefixes and suffixes – *-able*, *-ness*, *-ment*, *pre-*, *dis-*, *anti-*, and so on – and with these it can form and reform words with a facility that yet again sets it apart from other languages. For example, the French word *mutin* (rebellion) can be taken and turned 110 into *mutiny*, *mutinous*, *mutinously*, *mutineer* and many other others, while the French have just the one form, *mutin*.

5. In a sentence, explain what the difference is between the new words in Shakespeare's day and today's new words.
6. Answer the following as briefly but as fully as possible.

- (a) According to the passage, what is the simplest way of forming words?
- (b) What was the original English word for "dog"?
- (c) According to the passage when and how did the word "apolitical" enter the English language?
- (d) According to the passage, in how many ways can words be formed?
- (e) What was the original language and form of the present Portuguese word "biche"?

7. To what do the following words and expressions refer in the passage?

(a) this (l. 8) (b) this (l. 68) (c) them (l. 118) (d) it (l. 133) (e) it (l. 139)

8. Why does the author describe Shakespeare's use of language as being a "staggering display of ingenuity" (ll. 69-70)?
9. What term that you have learned would you use to describe the process of words "lopping off their ends" (l. 117)?
10. Briefly state what each of the following words means as used in the passage:

- (a) phenomenal (l. 32)
- (b) circuitous (l. 33)
- (c) anglicized (l. 44)
- (d) discernable (l. 125)
- (e) affix (l. 126)

Miscellaneous

11. Briefly outline the steps through which reading in depth proceeds.
12. Explain what the underlined prefixes or suffixes mean:
 - (a) sociology - study
 - (b) telepathy - from
 - (c) Graeco-Latin
 - (d) Theocratic - God
 - (e) Claustrophobia - Closed

END OF EXAMINATION

This process is still perhaps the most prolific way of forming new words and often the simplest. For centuries there has been the word *political*, but by loading the single letter *a* on to the front of it, a new word *apolitical*, joined the language in 1952. 115

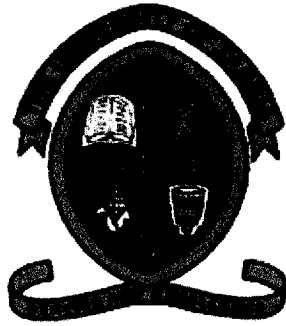
Still other words are formed by lopping off their ends. *Mob*, for example, is a shortened form of *mobile bulgus* (fickle crowd). *Exam*, *gym*, and *lab* are similar truncations, all of them dating from the nineteenth century when syllabic amputations were the rage. Yet the impulse to shorten words 120 is an ancient one. Indeed many of English's most common words are contractions of whole phrases – for instance, *goodbye*, a shortening of God-be-with-you, and *hello*, which was in Old English *hal beo thu* or 'whole be thou'.

Nor is there any discernable pattern to help explain why a particular 125 affix attaches itself to a particular word or why some creations have thrived while others have died of neglect. Why, for instance, should *disagree* have been kept but *disadorn* lost, retained *impede* but banished *expede*, kept inhibit but rejected *cohibit*?

Finally, but no less importantly, English possesses the ability to make 130 new words by fusing compounds – *airport*, *seashore*, *wristwatch*, *flowerport* and so on almost endlessly. All Indo-European languages have the capacity to form compounds. Indeed, German and Dutch do it, one might say, to excess. But English does it more neatly than most other languages, eschewing the choking word chains that bedevil other 135 languages and employing the nifty refinement of making the elements reversible, so that the distinction between a *houseboat* and a *boathouse* can be made, as can that between *basketwork* and a *workbasket* and between a *casebook* and a *bookcase*. Other languages lack this facility.

Bryson, Bill. 1990. Mother Tongue: The English Language. Harmondsworth: Penguin

1. Give five linking words and expressions used in the passage. Indicate clearly the place in the text where each linking word has been used.
2. Explain briefly how the author developed Paragraph 5.
3. Explain briefly how your knowledge of the way words are formed helps you to tell the meanings of the words *disadorn* and *cohibit* as used in the text (lines 129-130).
4. Give the evidence provided in the text to show that many words in English originated from many places and languages.



THE UNIVERSITY OF ZAMBIA

EXAMINATIONS – SEPTEMBER 2006

- TIME ALLOWED :** Three (3) hours
- INSTRUCTIONS :** There are two sections: A and B. Answer five (5) questions in all as follows: the only question in Section A and any four (4) questions from Section B. Please note that the question in Section A is compulsory and must be answered in a separate booklet.
- WEIGHTING :** The examination counts for 40% of the course's total marks. All questions carry equal marks.
-

SECTION A

1. Carefully read the advertisement given below and respond to it.

In 1965, the Ministry of Education of the Republic of Zambia, proclaimed English to be the official medium of formal classroom instruction from Grade One to the highest level of education. Recently, the Ministry introduced the use of a local language predominantly spoken in a given area as language of classroom instruction in initial literacy lessons (reading and writing) in Grade One. Although the implementation of the new policy has been going on for a while, it is not clear to the Ministry as to whether or not using a local language as medium of instruction is better than using English. The Ministry is therefore inviting bids from students of sociolinguistics to help determine the impact of the new policy. As part of the initial selection and short-listing process interested bidders are requested to submit the following pieces of information in relation to the intended study:

- (i) The proposed title;
- (ii) The independent variable;
- (iii) The dependent variable;
- (iv) The moderator variable (any one);
- (v) The control variable (any one); and
- (vi) The intervening variable.

SECTION B

2. Linguistics has been defined as the scientific study of language in general and of particular languages. Answer the following two questions:
- (a) Show that linguistics is a science.
 - (b) Compare and contrast linguistics as a science and the so-called natural sciences.
3. Factors determining research design include, among others, the subject matter, or problem, to be investigated. Furthermore, in linguistics research designs also depend on, among others, the level of linguistic analysis (phonetics, phonology, morphology etc) and the branch of linguistics concerned (descriptive grammar, sociolinguistics, lexicography etc). Discuss and exemplify.
4. In any branch of linguistics there are several topics that can be dealt with. Furthermore, at a given level of linguistic analysis (phonetics, phonology, morphology, syntax etc), there are several possible topics. Name:
- (a) any five (5) different topics in Sociolinguistics;
 - (b) any two (2) different topics in Discourse Analysis ;
 - (c) any two (2) different topics in Pragmatics;
 - (d) any two (2) different topics in Descriptive Grammar;
5. In not more than one page, write an essay on:
- (a) synchronic investigation of the phonology of a language; and
 - (b) synchronic investigation of the morphology of a language
6. In not more than one page, write an essay on sociolinguistic research with special reference to Zambia.
7. Write brief notes on each of the following:
- (a) difference between 'aim' and 'objectives'
 - (b) hypothesis
 - (c) ethics in research
 - (d) quis, quid, cur, quomodo, ubi, quando
 - (e) SWOT

E N D



THE UNIVERSITY OF ZAMBIA
EXAMINATIONS – SEPTEMBER 2006

TIME ALLOWED : Three (3) hours

INSTRUCTIONS : There are two sections: A and B. Attempt all eight (8) questions, that is all four (4) questions in Section A and all four (4) questions in Section B.

WEIGHTING : The examination counts for 50% of the course's total marks. All questions carry equal marks. Marks will be awarded for a well-presented paper.

SECTION A – PHONOLOGY

1. Discuss the following statement:

“Phonology begins where phonetics leaves off”

2. (a) Name, explain and exemplify any two (2) physical properties of sounds that are relevant to and used in phonetics.
- (b) With examples, show how the phonemes of a given language are identified.
- (c) Most phonological rules fall into the following two categories:
- Allophonic rules; and
 - Morphophonological rules,

Define and exemplify these two types of phonological rules.

- (d) Write brief notes on the following terms as they used to describe phonological rules:
- Structural description (SD) or 'structural index' (SI)
 - Structural description (SD)

Exemplify.

3. A matrix is provided separately and attached hereto. Write your computer number on the matrix, fill it in by inserting + or – as appropriate. All sound symbols are IPA symbols. After filling in the matrix, answer the following question:

Give a minimal specification, according to the matrix, of following segments symbolized by:

- (i) [a]
(ii) [ŋ]

4. Write brief notes on each of the following:
- (a) Structuralist phonology and generative phonology
 - (b) Linear phonology and nonlinear phonology
 - (c) Autosegmental phonology
 - (d) Fricativization
 - (e) Meinhof's Law

SECTION B - MORPHOLOGY

5. Write a paragraph of 10 to 15 lines on the three following topics:
- (a) Inflectional morphemes
 - (b) Morphs in general
 - (b) Lexemes and word forms
6. Write a short essay of two sides on the difference in the typologies of language.
7. Divide the following words into the following four columns - where possible:
- | Derivational
Morpheme | Root | Derivational
Morpheme | Inflectional
Morpheme |
|--------------------------|------|--------------------------|--------------------------|
| (a) legendarily | | (b) pizza | |
| (c) exchangeable | | (d) adjudgements | |
| (e) interactionism | | (f) straightened | |
| (g) Incommunicativeness | | (h) uproar | |
| (i) murmuringly | | (G) unmentionables | |
8. In a short essay of two sides explain the different ways of forming words in the English language

E N D

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

2006 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS

LAL 915: TERMINOLOGY AND TRANSLATION

TIME: THREE (3) HOURS

- INSTRUCTIONS:
- (1) Attempt SIX (6) questions in all.
 - (2) All examples must be accompanied by glosses e.g. Nyanja munthu 'person'.
 - (3) All questions carry equal marks.
-

1. From the following loan-words:
 - (a) Explain borrowing as a terminology expansion technique
 - (b) Discuss the characteristics of most borrowed words in African/Zambian languages by analyzing each of the given *Kiswahili* borrowed words.

Kiswahili

Beteri (battery), jenereta (generator), injinia (engineer), biya (beer), meli (mail boat), waya (wire), afisa (officer), paspoti (passport), meneja (manager), reli (railway).

2. With examples explain any three (3) constraints on translating from English into a Zambian language.
3.
 - (a) What is the meaning of 'translation'
 - (b) With examples explain the difference between equivalence and adaptation as translation techniques.
4. With examples explain the four (4) initial stages of terminological research.
5.
 - (a) What is a theory of translation?
 - (b) With appropriate examples explain the following translation theories and discuss their advantages and disadvantages:
 - (i) Linguistic Theory.
 - (ii) Cultural Theory.
6. With examples:

- (a) Discuss the two types of language planning.
 - (b) Would you say that Zambia has achieved the expected goals for each of these two types of language planning. Give an explanation for your answer.
7. One of the tasks of a lexicographer is to provide appropriate definitions for concepts. With appropriate examples:
- (a) Explain any three (3) considerations in the formulation of definitions.
 - (b) Explain any three (3) categories of definition errors.
8. Write a brief analysis/commentary of the extract from a Nambya Dictionary:

Shoko bakakwegula kasa; mesho akachenela: Mr Shoko is very old; his eyes have become white.

-chenesa v.t. Cleanse. Purify. 2. Adorn. Beauty. 3. Sanctify. Consecrate. 4. Bless. 5. Brighten.

-chenga v.i. & t. Be sly. Trick, cheat, deceive.

-chengeja v.t. 1. Warn. Alert. Put somebody on his guard. 2. Deceive. Defraud. N.B.: This word often does not have a strong meaning (as *-chengelela*); it may convey the idea of deceiving in a joking manner.

-chengeka v.i. Be credulous; be easily deceived.

-chengelela v.t. 1. Deceive. Defraud. 2. Lead astray. 3. Seduce.

-chengeta v.t. (For?) 1. Keep. Protect. Look after 2. Observe (a commandment).

chenje conj. see *cheninge*.

cheninge conj. Provided that; so long as; if only, e.g. *Cheninge muziba chikwa, mungabala mapapaniyaya ose*: Provided that you know English, you can read all the newspapers. *Cheninge elipo tingalebeleka naye*: So long as he is present we can speak with him. *Cheninge mwapeja mashingo, munoowana indipilo venue*: Provided that you have finished your work, you will obtain your reward. *Ndinokumbila busebo. Munokumbila buseboni? Cheninge bwamwandipa*: I ask for relish. What kind of relish do you ask for? (Any kind) so long as you have given me. *Cheninge chamunokumbila, Dade ha-noomupa*: Anything you ask for, my father will give you.

-chenisa v.t. See *-chenesa*.

-chenjeja v.t. Warn. Admonish. Advise. 2. Beware.

-chenjela v.i. 1. Be clever. Be wise. 2. Beware.

-chenjelela v.t. 1. Outwit. 2. Beware of. Be careful about.

-chenuluja v.t. Cause to fade with dust. 2. Make pale.

-chenuluka v.i. 1. Fade. 2. Grow dusty, e.g. *Pasi pachemuluka panoda kuzijilwa*: The floor has become dusty, it needs to be freshly smeared. 3. Be pale. Become pale.

chesho n. 4 (che/zwe) The left hand side. e.g. *Luboko lwechesho*: Luboko lwokuchesho: I left hand. *Usilye nechesho*: Do not eat with the left hand. *Gala kuchesho changu*: Sit at my left hand side.

-cheta v.t. 1. Plot. Make secret plans. 2. Spy. 3. Betray.

chete adv. Only.

-chi- infix Still, e.g. "*Ndichinoyeya*"; I am still thinking. "*Ndichimwana*"; When I was still a child.

-chiba v.i. & t. 1. Covet. Lust. 2. Envy. 3. Be jealous. 4. Be selfish.

chibabi n. 4 (chi/zwi) Part. Piece. Portion. Slice.

chibaka n. 4 (chi/zwi) Opportunity. Chance.

chibaki n. 4 (chi/zwi) 1. Dress. 2. Shirt. 3. Any article of clothing.

chibako n. 4 (chi/zwi) Building.

chibakwa n. 4 (chi/zwi) Building.

chibala n. 4 (chi/zwi) 1. (Natural) mark in the body, e.g. "*Ingombe ine chibala chichena*". 2. Spot. Speck. 3. Scar. 4. Blemish.

chibamba n. 4 (chi/zwi) 1. Mound. 2. Heap. 3. Tomb (esp. in swearing formulas).

chibanda n. 4 (chi/zwi) Any carnivorous animal.

chibanhu n. 4 (chi/no pl.) Indigenous (Bantu) language, culture, way of life.

chibata n. 4 (chi/zwi) 1. Mark in the body (from birth). 2. Scar. 3. Spot. Speck. 4. Blemish.

-chibatila v.i. & t. Drink from well while kneeling.

chibaza n. 4 (chi/zwi) Knife.

chibebe n. 4 (chi/no pl.) Numbness

chibhada n. 4 (chi/zwi) Amulet.

chibhadela n. 4 (chi/zwi) Hospital.

chibhako n. 4 (chi/zwi) Small box, esp. the one used to keep snuff.

chibhalo n. 4 (chi/zwi) Forced labour e.g. "*Wakabhatwa chibhalo*".

chibhatiso n. 4 (chi/zwi) 1. Handle. 2. Pledge.

chibhende n. 4 (chi/zwi) 1. Secret language. 2. Obscure allusion. Double talk.

chibhikilo n. 4 (chi/zwi) Kitchen, pot.

chibholana n. 4 (chi/zwi) Borehole.

chibholani see **chibholana**.

chibhudu n. 4 (chi/zwi) Bundle. Parcel. Piece of luggage.

chibhudula n. 4 (chi/zwi) Shorts.

chibhukubhuku n. 4 (chi/zwi) Mole (golden mole).

chibhula n. 4 (chi/zwi) Seat, chair. (*Unhu*) *wechibhula*, Chairman.

chibi n. 4 (chi/zwi) Evil. Sin. Wrong.

chibigilo n. 4 (chi/zwi) Container. Receptacle. Vessel.

-chibika v.t. Close. Shut.

-chibikita v.t. Cover with a lid. Close.

chibilili adj. (Really it is a noun:) prefixed by possessive particles: Second, e.g. "*Imbalo yechibilili*"; the second reading.

-chibilika v.i. (For?) Turn round. Return.

chibiliso n. 4 (chi/zwi) Goad.

chimbisano n. 4 (chi/zwi) Covenant. Pact.

chimbiso n. 4 (chi/zwi) Promise. Undertaking. Vow.

chimbimo n. 4 (chi/zwi) 1. Belief. 2. Hope.

chibipiso n. 4 (chi/zwi) Transgression. Sin.

chibiya see **chibya**.

chiboneko n. 4 (chi/zwi) Figure. Image.

chibonelo n. 4 (chi/zwi) Example.

chibonono n. 4 (chi/zwi) 1. Image. Figure. Statue. 2. Sign. 3. Portent; miracle.

chibongo n. 4 (chi/zwi) 1. Patch of unploughed land in a field. 2. Island.

chiboniboni n. 4 (chi/zwi) Mirror.

chiboniso n. 4 (chi/zwi) 1. Image. Figure. Statue. 2. Sign. 3. Portent; miracle.

chibono n. 4 (chi/zwi) 1. View. 2. Vision.

chibubi n. 4 (chi/zwi) Spider.

chibulayi n. 4 (chi/zwi) 1. Murderer. 2. Dangerous wild beast.

chibuli n. 4 (chi/zwi) String of beads worn around the waist.

chibululu n. 4 (chi/zwi) Species of house lizard.

chibumbwa n. 4 (chi/zwi) Creature, e.g. "*Zwibumbwa zwise zwikuje Mwali*"; Let all creatures praise God.

chibutamamu n. 4 (chi/zwi) Colic.

chibwevula n. 4 (chi/no pl.) Ice.

chibwilibajimu n. 4 (chi/zwi) Window.

chibya n. 4 (chi/zwi) 1. Small clay pot. 2. (In plural) Baggage, utensils to be carried.

chicheka n. 4 (chi/zwi) Rag.

chichenamiso n. (chi/zwi) Marvel. Wonder. Miracle. Mystery.

chicheniso n. 4 (chi/zwi) Blessing

chichenjejo n. 4 (chi/zwi) Warning

chichenjela n. 4 (chi/zwi) Species of ridge.

chichiga n. 4 (chi/zwi) Firebrand.

chichimbe n. 4 (chi/no pl.) 1. P. 2. Word or expression that has a meaning and is used when talking presence of someone (e.g. *chichimbe*) whom we do not want to understand what is meant.

chichinchina n. 4 (chi/zwi) Heel.

chichinchini n. see **chichinchina**.

chichinde n. 4 (chi/zwi) (same meaning as **chichimbe**).

chichumulo n. 4 (chi/zwi) Duster.

chidado n. 4 (chi/zwi) Sb. or sth. of one is very proud.

chidakwa (For?) n. 4 (chi/zwi) Drum

chidekesele n. 4 (chi/zwi) Lid.

chidikano n. 4 (chi/zwi) Need. Need.

chidindo n. 4 (chi/zwi) Rubber stamp

chido n. 4 (chi/zwi) 1. Will. 2. 3. Love. 4. Beloved person. Favourite (person or thing).

chidoli (Eng.) n. 4 (chi/zwi) Doll.

chidumbu n. 4 (chi/zwi) Corpse.

chienda n. 4 (chi/zwi) Part of a pot or vessel that can still be used as container. *

chienga n. 4 (chi/zwi) Small flask.

chifafa n. 4 (chi/zwi) 1. Fit. 2. (In plural) Fits, epilepsies.

chifele n. 4 (chi/zwi) Shotgun.

chifhunga n. 4 (chi/zwi) Petticoat.

chifililyo n. 4 (chi/zwi) Crop (part of a bird's throat).

chifinda n. 4 (chi/zwi) Gizzard.

chifubu n. 4 (chi/zwi) 1. Chest. 1. 2. (In sing. only) Pneumonia. Tuberculosis. 3. Courage. Boldness.

chifukiso n. 4 (chi/zwi) Cover. Lid.

chifuko n. 4 (chi/zwi) 1. Lair. 2. Sleight of animal or man. 3. Receptacle. Special place one person likes to 4. (Fig.) Bed.

chifulufulu n. 4 (chi/zwi) Asthma.

chifululo n. 4 (chi/zwi) Crop (like part of a bird's throat).

chifumbula n. 4 (chi/zwi) Dung beetle

chifumbuladoko n. 4 (chi/zwi) Dung beetle

chifumi n. 4 (chi/zwi) Rich person.

chifumikijo n. 4 (chi/zwi) Lid.

chifunde n. 4 (chi/zwi) 1. Species of fig which is used for



THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES DEPARTMENT OF LITERATURE AND LANGUAGES

2006 ACADEMIC YEAR SEMESTER 1 EXAMINATIONS

FR 111 : FRENCH LANGUAGE 1

TIME : THREE HOURS

INSTRUCTIONS

Dictionaries are NOT allowed.

**Answer all questions neatly on the answer sheet provided.
This question paper comprises five(5) pages.**

SECTION A: LA GRAMMAIRE

1. Donnez une phrase simple et correcte en employant un verbe du premier groupe:
 - a) au passé composé
 - b) au futur simple
 - c) au passé antérieur
 - d) au passé simple

2. Complétez les phrases suivantes avec la forme de l'auxiliaire qui convient.
 1. Avant-hier, Hélèneperdu son portefeuille.
 2. Nous.....passés par le tunnel du Mont-Blanc.
 3. Est-ce que tu....revu Jean depuis qu'il....déménagé ?

4. Alainsuivi un séminaire sur la communication ; ça lui....beaucoup plu.
 5. Est-ce qu'ilspassé leur 12è année ?
 6. Juliettetombée à vélo.
 7. Maes copines parties hier. *
 8. Gaston et Annie se.....rencontrés la semaine passée, depuis ils ne se.....pas quittés.
 9. Nous.....pris un taxi pour aller en ville.
 10. Mes amis et moi, nous.....causé toute la nuit.
3. En vous basant sur la terminaison , identifiez le genre de chaque nom suivant :
- | | |
|----------------|--------------|
| 1) clé | 6. bal |
| 2) gerçure | 7. confort |
| 3) corail | 8. panneau |
| 4) clef | 9. concierge |
| 5) vicissitude | 10. eau |
4. Donnez une phrase simple par signe et correcte illustrant les signes suivants :
- 1) l'accent aigu
 - 2) l'accent grave
 - 3) l'accent circonflexe
 - 4) l'apostrophe
 - 5) le trait d'union
 - 6) les guillemets
5. Complétez en utilisant : *du/ de la/ au/ à la/ aux/ l'/ les/ de l'/ à l'/*
- 1)habitantsZambie s'appellentZambiens.
 - 2)Namibie, c'est.....ouest.....Zimbabwe.
 - 3) C'est à toi ou.....enfants ?
 - 4) Je vais chercher les enfants,....lycée.
 - 5) J'habitehuitième étage.
 - 6) Il est toujoursheure.

SECTION B : LA COMPRÉHENSION ECRITE

Lisez le texte, puis répondez aux questions, en cochant () la bonne réponse, ou en écrivant l'information demandée.

« Mes mains et moi »

Daniela	<p>Mes mains sont très moches ¹ mais je n'en fais pas du tout un complexe. C'est justement parce qu'elles ne sont pas belles que je les trouve intéressantes. Mes mains n'ont pas changé depuis que j'ai cinq ans, c'est dire si j'y suis habituée ! [...] Elles racontent mon histoire et je n'en ai pas honte. Elles portent également des cicatrices qui font partie de mon passé. Ce sont de petits souvenirs lisibles pour moi seule et j'aime ça. [...] Je pense qu'on a tous des mains qui nous ressemblent ; je dirais que les miennes sont fortes et maternelles.</p>
Laurence	<p>Mon travail tout entier passe par mes mains. La musique me traverse et c'est par elles que je la transmets. Je dirige généralement sans baguettes car j'aime prendre les sons dans mes mains et les modeler avant de les relâcher.[...] Dans l'absolu, mes mains sont trop petites, mais pour le métier que je fais, elles ont l'avantage d'être équilibrées. [...] Aujourd'hui, j'ai tellement l'habitude de faire appel à mes mains pour exprimer des choses que, même quand je parle, je les bouge dans tous les sens.</p>
Marie	<p>Mes mains, je les ai tellement souvent sous mes yeux quand j'écris que je ne les vois plus. J'ai beaucoup de mal à savoir à quoi elles ressemblent. Je sais qu'elles ne sont ni jolies ni fines, mais aujourd'hui, après une analyse, j'ai fait la paix avec elles et tout le reste. [...] Je me sens assez forte mentalement et ça correspond à la forme de mes mains. Elles font partie de ma famille, je les ai reçues en héritage de mes parents qui ont de grandes mains. Je les aime aussi parce que ce sont elles qui écrivent : elles sont la prolongation directe de mon cerveau. [...] Sinon, j'adore regarder les mains des gens. Je les regarde comme je regarde leur visage. J'ai en tête les mains de tous mes amis parce qu'elles font partie d'eux.</p>
Isabelle	<p>Je suis méditerranéenne et je parle avec mes mains. [...] Je suis quelqu'un de tactile et, outre ² la parole, beaucoup de sensations passent par mes mains. Les gestes, parfois, c'est tellement plus simple que les mots. [...]</p> <p>Je regarde souvent les mains des autres, surtout quand je les rencontre pour la première fois. Je pense que leur forme, leur aspect renseignent beaucoup. Pendant une interview, il m'est arrivé de découvrir des</p>

	<i>mains fortes ou habituées au travail manuel chez certaines actrices qui ont une grande élégance et beaucoup de finesse. [...]</i>
Zabou	<i>Mes mains font partie des choses que je trouve plutôt réussies dans mon physique. Je suis une grande fille avec de petites extrémités (mains, tête, pieds) et ça me plaît. [...] Je suis très manuelle et je fais plein de choses avec mes mains : je joue du piano, de la flûte, je peins, je cuisine ... [...] Heureusement, mes mains m'obéissent parfaitement, on s'entend bien, elles et moi.</i>

Marie-Claire, juillet 2002

1. moche : laid
2. outre : en plus de

1. Répondez en cochant la ou les case(s) correspondantes sur les feuilles des réponses. Quand vous justifiez, copiez la phrase ou les mots du texte et soyez brèves. (4 points)

(copy and complete the tables)

Qui...	Daniela	Laurence	Marie	Isabelle	Zabou
...est satisfaite de la forme de ses mains ?					
...aime ses mains, avec leurs défauts ?					
...voudrait avoir d'autres mains ?					

2. Qui dit quoi ? Répondez en cochant la ou les case(s) correspondantes (6 points)

	Daniela	Laurence	Marie	Isabelle	Zabou
«Mes mains sont un moyen de m'exprimer, de communiquer.»					
«Mes mains sont un moyen de sentir, d'éprouver des émotions.»					
«Mes mains sont un instrument de travail, de création.»					

3. Qui exprime chacune des opinions suivantes ? Ecrivez le prénom correspondant, et justifiez votre réponse en recopiant une phrase ou une expression du texte. (10 points)

a) « Les mains parlent de notre propre vie »

Prénom : _____

Justification : _____

b) « Les mains parlent de notre hérédité, de nos origines »

Prénom : _____

Justification : _____

c) « Les mains parlent mieux que les phrases »

Prénom : _____

Justification : _____

d) « Les mains sont des partenaires disciplinés »

Prénom : _____

Justification : _____

e) « Les mains contredisent parfois l'apparence générale d'une personne. »

Prénom : _____

Justification : _____

SECTION C : LA COMPOSITION

« *Moi, je ne vais pas voter cette année,* » déclare un (e) de vos ami(e).

Vous, vous n'êtes pas d'accord avec elle/lui. Pourquoi faut-il se présenter aux urnes pour voter cette année, le 28 septembre 2006 dans élections générales ?

Rédigez votre récit en 250 mots.

.....

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF LITERATURE AND LANGUAGES
2006 END OF FIRST SEMESTER EXAMINATIONS

FR131 - INTRODUCTION TO FRENCH FOR BEGINNERS

TIME: THREE HOURS

INSTRUCTIONS: ANSWER QUESTIONS FROM ALL THE
SECTIONS ACCORDING TO INSTRUCTIONS

SECTION A: Translation

Donnez les significations en anglais ou en français selon le cas. *Give the meaning in English or in French according to each case.*

- 1.
- L'été
 - J'ai été
 - Le peigne
 - le pagne
 - L'île
 - The tail
 - The yam
 - The game
 - Wealth
 - Nerve

N.B. Pas de dictionnaire !

2. Mettez en féminine ou en masculine

- Chatte
- Beau-fils
- Ami
- Amante
- Fraîche
- Chanteuse
- Directeur
- Magicien
- Gendre
- Pâtissière

N.B. Pas de dictionnaire !

3. Considérant les terminaisons des mots suivants, dites s'ils sont masculins ou féminins:

- univrsité
- politesse
- Bagage
- Discussion
- Bal
- Christianisme
- Bail
- Vicissitude
- Orteil
- Gercure

N.B. Pas de dictionnaire!

4. Répondez en toutes lettres

- Quelle est votre date de naissance ?
- Quelle est la date aujourd'hui ?

5. Complétez les phrases suivantes selon le cas en utilisant:

le, la, l', les, dû, de la, des, au, à, à la, aux, à l'

- Il est toujours _____ heure.
- Je vais _____ lit, j'ai sommeil
- C'est à toi ou _____ enfants ?
- J'adore _____ fromage.
- _____ habitants _____ Zambie s'appellent
_____ Zambiens
- _____ Capitale _____ monde c'est New York
- T veux _____ lait dans ton café ?

6. Mettez les phrases suivantes au passé composé

- J'ai de la chance.
- Je cherche du travail
- Il travaille beaucoup
- Ils ont des enfants
- Nous parlons de vous

N.B. Pas de dictionnaire !

SECTION B: Répondez à toutes les questions

I. Mettez au pluriel les phrases suivantes:

1. Tu parles français - _____
2. Elle prend du café - _____
3. Il va à l'école - _____
4. L'enfant finit le travail - _____
5. Je pars aujourd'hui - _____

II. Mettez les phrases suivantes au négatif

1. Les étudiants vont au cinéma - _____
2. Il y a quelque chose dans la salle. _____
3. Elle a vu des enfants. - _____
4. Vous partez ce soir. - _____
5. Nous mangeons - _____

III. Mettez au style indirect les phrases suivantes

Exemple: Mon père va au travail, dit Marie

Marie dit que son père va au travail.

1. Pierre dit: "Je vais à l'église" - _____
2. La maman dit à ses enfants: "Soyez sages!" - _____

Elle _____

3. Je lis un livre, dit-il
Il dit _____
3. Paul dit à Marie: "Prends une banana."
Il _____
4. Le professeur dit aux élèves: "Taisez-vous!"
Le professeur _____
5. Le chauffeur dit aux passagers: "Descendez s'il vous plait!"
Il _____

IV. Lisez, puis, mettez au passé composé

Je commence à travailler à neuf heures. Je travaille jusqu'à midi.
Puis, j'achète un sandwich. Je mange dans le jardin. Je marche.

SECTION C

Voyez la page suivante:

3. Expliquez l'usage de *au/aux/du* au lieu des articles définis *le, les* dans les phrases suivantes :

- a) Je vais chercher les enfants au lycée.
- b) Je viens du marché. *
- c) Elle parle aux étudiants de quatrième année.

4. Donnez une phrase simple et correcte :

- i) au subjonctif présent
- ii) au subjonctif imparfait
- iii) au passé simple mode indicatif
- iv) au futur antérieur mode indicatif
- v) au passé composé

5. Mettez les verbes entre parenthèses en gérondif.

- 1. (être) absent la semaine prochaine, le docteur ne recevra aucun patient.
- 2. En (faire) le ménage, j'ai retrouvé mon portefeuille.
- 3. En (vouloir) attraper des pommes, je me suis fait mal au bras.
- 4. Nous avons retrouvé Barbara (préparer) le repas du soir.
- 5. Nous ne pouvons pas vous répondre, ne (savoir) pas quand il reviendra.
- 6. (Devoir) se présenter à 9 heures du matin, il a pris le train de nuit.
- 7. Ne (pouvoir) pas la joindre par téléphone, on lui a envoyé un mél.
- 8. On les a vus (aller) et (venir) dans le quartier.
- 9. Ce matin, n' (avoir) pas d'argent, j'ai marché.
- 10. Vous en verrez aussi en (se promener)

6. Donnez une phrase qui exprime un gérondif comme:

- 1. La simultanéité
- 2. La condition
- 3. Le moyen
- 4. Le temps
- 5. La cause

7. Donnez le gérondif des verbes suivants:

- 1. abstenir
- 2. obéir
- 3. asseoir
- 4. remplir
- 5. lire
- 6. rire
- 7. boire

8. apprendre
9. devenir
10. croire

8. Utilisez le début donné pour transformer chaque phrase en utilisant le subjonctif du verbe souligné.

1. Tu dois travailler dur pour réussir.
Il faut que tu.....
2. Partez tout de suite, si vous voulez arriver à temps.
Il est nécessaire que vous.....
3. Vous devez aller jusqu'à la capitale.
Le chef veut que vous.....
4. Il fait chaud mais nous travaillons dans les champs.
Bien qu'il.....
5. Ferme la porte avant de partir !
Ferme la porte avant que.....

SECTION B : LA COMPRÉHENSION

Lisez les textes suivants et puis r'pondez aux questions .

Texte a.

Allô, le cabinet médical ? Est-ce que je pourrais avoir un rendez-vous ? Avec le Docteur Copin. Ah bon, il est en vacances ? Et il revient quand ? Non, c'est pour une vaccination, mais ça peut attendre quelques jours. Non, mon vaccin est au frigo. Il ne sera pas périmé avant quinze jours. Il sera revenu ? Très bien. Non, ce n'est pas un problème, je ne pars que dans quinze jours. Non, je préfère passer avec lui parce qu'il devait aussi demander une analyse. Bon, alors vendredi de la semaine prochaine. Quatorze heures, plutôt. Parfait. Au revoir.

Questions

1. La personne qui parle:
 - a. est une femme
 - b. est un médecin.
 - c. demande un rendez-vous.

2. La personne :
 - a. parle à quelqu'un au téléphone
 - b. est chez le docteur
 - c. raconte une histoire.

3. La personne veut avoir affaire au docteur Copin.
a. Il est disponible b. Il n'est pas disponible. c. Il est en vacances.
4. La personne a besoin :
a. d'une analyse d'urine.
b. d'un examen radiologique.
c. de se faire vacciner .
5. L'autre personne qui lui répond:
a. lui demande si c'est pressé.
b. lui propose un rendez-vous.
c. lui dit de rappeler plus tard.
6. Le rendez-vous est fixé :
a. un Vendredi à 14 heures.
b. un Vendredi à 15 heures.
c. un Jeudi à 10 heures.
7. La personne qui parle:
a. n'est pas encore partie en vacances.
b. est en vacances.
c. retournera des vacances en deux semaines.

Texte b.

- Vous vous appelez Jean Blanc, né en 1944. Vous avez déjà été condamné une douzaine de fois pour vols sans et avec effraction.

- Une dizaine de fois, monsieur le juge.

- Ce n'est pas beaucoup mieux! Donc, une dizaine de fois qui vous ont valu de passer quelques années derrière les barreaux. Cette fois-ci, vous comparez pour vol à main armée. C'est beaucoup plus grave, j'espère que vous vous en rendez compte. Vous risquez de vous trouver enfermé pendant quelque temps.

- Monsieur le juge, c'était un petit pistolet. Il n'était même pas chargé.

- Ce n'est pas ce que dit la police.

- Mais je n'aurais pas tiré. C'était juste pour faire peur.

- Justement, Mme Leclair, la commerçante ne dort plus.

Questions

1. La scène se passé:
 - a. chez le médecin
 - b. dans une agence de voyages
 - c. dans un tribunal.

2. L'accusé a déjà passé plusieurs séjours; mais où?
 - a. à l'hôtel
 - b. en prison.
 - c. à l'hôpital.

3. Le nombre de séjours de l'accusé est de:
 - a. une douzaine, selon le président
 - b. une dizaine, selon l'accusé.
 - c. une douzaine, selon l'accusé.

4. l'accusé comparait cette fois pour:
 - a. vol à main armée
 - b. assassinat
 - c. trafic de drogue
 - d. vol sans effraction.

5. Le pistolet:
 - a. était chargé, selon la police.
 - b. n'était pas chargé, selon la police
 - c. était chargé , selon l'accusé.

6. Jean Blanc est :
 - a. coupable
 - b. n'est pas coupable
 - c. accepte l'accusation.

7. La victime de l'accusation :
 - a. est la police
 - b. détient une boutique
 - c. est à l'hôpital.

8. « derrière les barreaux » veut dire :
 - a. au tribunal
 - b. en prison
 - c. un centre commercial.

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES DEPARTMENT OF LITERATURE AND LANGUAGES

2006 ACADEMIC YEAR SEMESTER 1 EXAMINATIONS

FR 211 PAPER 11: FRENCH LANGUAGE 11

TIME : THREE HOURS

INSTRUCTIONS

Dictionaries are allowed.

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

SECTION A : LA TRADUCTION

i) Traduisez en français le texte suivant.

No continent- whether it be South America, Africa or Europe – safe from the violence which has always plagued football grounds.

According to the experts, the basic problem with this sport is that it is the most popular in the world and brings huge crowds flocking into often antiquated stadiums.

The phenomenon dates back to the late 19th century, explains Erick Dunning, a sociologist at Leicester University. The actual word “hooligan” comes from the name of an Irish family living in London which became notorious during the riots around 1898, at the end of Queen Victoria’s reign,.

At least, two subcategories can be identified:

First, hooligans, that is young people who have generally become social outcasts as a result of the recession, and who resort to violence in order to gain a sense of recognition they cannot find elsewhere; and secondly, “ne0- hooligans “ who are older, often have a job, and wear designer clothes.

Whenever there are serious incidents, as which the Heysel stadium disaster and people are charged with carrying weapons, they – always – include members of the national front. They are the real instigators of the violence. They go “Pakibashing” during the week and “hooligan-bashing” at football grounds on Saturdays.

ii) Translate the following passage into English.

Priorité santé

Emission enregistrée à Nairobi au Kenya à l’occasion d’Africités 2006, le 4ème Sommet Africain des Collectivités Locales qui se tient du 18 au 24 septembre 2006.



Une mère et son enfant devant un centre de vaccination dans le quartier de Youpougon (Côte d'Ivoire) en septembre 2006.(photo:AFP)

L’intention est de réunir tous les principaux intervenants au sein des collectivités locales, afin qu’ils discutent de la meilleure manière de travailler ensemble au niveau local, en vue de la réalisation des «objectifs du développement du millénaire» : pauvreté et faim, éducation primaire universelle, mortalité infantile, santé maternelle, VIH-Sida.

Priorité Santé se penche sur l’un de ces objectifs : l'amélioration de la santé maternelle.

SECTION B: LA COMPOSITION

Ecrivez sur un des sujets en 150 mots.

1. Quel est, selon vous, le rôle de la conscience?

ou

2. "L'argent est un bon serviteur mais un mauvais maître." Dissertez.

ou

3. Un homme sans amour est comme une fleur sans odeur. " Dissertez.

.....

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF LITERATURE AND LANGUAGES
2006 END OF FIRST SEMESTER FINAL EXAMINATIONS

FR 221: INTRODUCTION TO AFRICAN LITERATURE IN FRENCH

TIME: THREE HOURS

INSTRUCTION: ANSWER ONE QUESTION FROM EACH SECTION

SECTION A:

1. Gaston Bachelard, en étudiant la dialectique : "Le Dedans et le Dehors", a déclaré que de temps en temps, l'intimité, la sécurité, la chaleur humaine qu'implique le dedans serait querrellée (disputée).

Étudiez le poème liminaire de Camara Laye (ci-joint) intitulé, "A ma mère" et le poème "Au Guelowar" de Senghor, déchiffrant, l'intimité d'une part, et l'hostilité d'autre part.

SECTION B:

2. Faites une analyse systématique d'un poème de votre choix entre :

- a) Ode au troupeau
- b) La revanche du nègre

SECTION C: *L'enfant noir*

SOIT a) - Commenter la présence du petit serpent noir dans *L'enfant noir*
- Que représente le petit serpent noir pour la famille Camara

Ou b) - Quels sont les pouvoirs de la mère de Camara Laye ?
- Donnez des cas particuliers qui démontrent ces pouvoirs.
- D'où viennent les pouvoirs de la mère de Camara Laye ?

La revanche du nègre

Jamais le Blanc ne sera nègre
 Car la beauté est nègre
 et nègre la sagesse
 car l'endurance est nègre
 et nègre le courage
 car la patience est nègre
 et nègre l'ironie
 car le charme est nègre
 et nègre la magie
 car l'amour est nègre
 et nègre le détachement
 car la danse est nègre
 et nègre le rythme
 car l'art est nègre
 et nègre le mouvement
 car le rire est nègre
 car la joie est nègre
 car la paix est nègre
 car la vie est nègre

T'en souvient-il ?

Fragments du poème *Black Label*, Gallimard, Paris, 1966.

Le texte

1. Détaillez les qualités que Damas attribue au nègre.
2. Ces qualités vous paraissent-elles uniquement et exclusivement négres ?
3. Pourquoi l'auteur a-t-il adopté cette attitude partielle et quasi raciste ? (À qui s'adresse ce poème, à quelle époque, quelle était la situation personnelle de Damas ?) Cette position n'est-elle pas résuimée dans le titre du poème ?
4. Pensez-vous que le poète écrirait exactement la même chose aujourd'hui ou ce montrerait-il plus nuancé ?

Ode au troupeau

Poème peul anonyme du Fouta-Djalon.

Mon troupeau se lève, s'en va, ébranle la terre,
 Secoue les futaies, détourne les ruisseaux,
 Défonce les marais, éclaircit les fourrés.
 Devant mes vaches, les antilopes s'enfuient.
 Devant mes vaches, les buffles s'enfuient.
 Devant mes vaches, les babouins aboient.
 Les fauves s'écartent, la misère s'éloigne.
 Alexandre le Grand avait de l'or, j'ai des vaches.
 Dieu a des richesses, j'ai des vaches.
 La falaise a des singes, j'ai des vaches.
 La montagne a des sources, j'ai des vaches.
 La lande a des biches, j'ai des vaches.
 La forêt a des oiseaux, j'ai des vaches.
 La savane a des éléphants, j'ai des vaches.

La grâce de Dieu a accru mon bonheur.
 La grandeur de Dieu a accru mon prestige.
 La faveur de Dieu a accru ma fortune.
 L'éternité de Dieu a consolidé ma vie.
 Le don de Dieu a accru mon troupeau.

Cité dans : *La Femme, la Vache, la Foi*, Écrivains et poètes du Fouta Djallon, par ALFA IBRAHIM SOU, Classiques Africains, Julliard.

Le texte

1. Que représente son troupeau pour le Peul?
2. Savez-vous ce que représente l'élevage dans l'économie du Mali?
3. Connaissez-vous d'autres chants, proverbes, récits qui montrent l'attachement du Peul à son troupeau? Interrogez les Aînés là-dessus. Vous pouvez même organiser un concours du meilleur récit que l'I.P.N. se ferait un plaisir de publier.

CAMP 1940

AU GUELOWAR

Guelowar !

Nous t'avons écouté, nous t'avons entendu avec les oreilles de notre cœur.

Lumineuse, ta voix a éclaté dans la nuit de notre prison Comme celle du Seigneur de la brousse, et quel frisson a parcouru l'osage de notre échine courbe !

Nous sommes des petits d'oiseaux tombés du nid, des corps privés d'espoir et qui se fendent Des fauves aux griffes rognées, des soldats désarmés, des hommes nus.

Et nous voilà tout gourds et gauchés comme des aveugles sans mains.

Les plus purs d'entre nous sont morts : ils n'ont pu avaler le pain de hôte.

Et nous voilà pris dans les rets, livrés à la barbarie des civilisés.

Externinés comme des phacosières. Gloire aux tanks et gloire aux avions !

Nous avons cherché un appui, qui croulait comme le sable des dunes

Des chefs, et ils étaient absents, des compagnons, ils ne nous reconnaissaient plus

Et nous ne reconnaissions plus la France.

Dans la nuit noire a nous crié notre détresse. Pas une voix n'a répondu.

Les princes de l'Église se sont tus, les hommes d'État dansé la magnanimité des héros

« Il s'agit bien du nègre ! Il s'agit bien de l'homme ! non quand il s'agit de l'Europe. »

Guelowar !

Ta voix nous dit l'honneur l'espoir et le combat, et nos ailes s'agitent dans notre poitrine

Ta voix nous dit la République, que nous dresserons Cité dans le jour bleu

Dans l'égalité des peuples fraternels. Et nous nous répons : « Présents, O Guelowar ! »

Cathy d'Amiens, septembre 1940

AU GOUVERNEMENT ABOUË

A FENRI ET ROBERT ZHOÛÉ

L'Aigle Blanc a glissé sur la mer sur les Isles, comme le vent blanc du soleil avant midi.

Le Lion a répondu, le prince de la brousse qui soulève la toipeur lâche s'écroulé.

Ebroulé ! Et tu es la pierre sur quoi se bâtit le temple et l'espoir

Et ton nom signifie « la pierre » et tu n'es plus Félix ; tu es Pierre Ebroué.



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

FIRST SEMESTER 2006 EXAMINATIONS

FR 311 : INTERMEDIATE FRENCH LANGUAGE
PAPER 1

TIME : 3 HOURS

ANSWER ALL QUESTIONS

INSTRUCTIONS

No dictionaries or any document allowed.

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

SECTION A : LA GRAMMAIRE

1. Donnez le féminin des adjectifs suivants :

1. annuel 2. exquis 3. jeune 4. attirant 5. blanc

6. doux 7. moyen 8. inquiet 9. naïf 10. faux

2. Utilisez les adjectifs en deux positions différentes dans une phrase pour varier le sens.

1. ancien ou ancienne
2. grand ou grande
3. curieux ou curieuse
4. sale
5. dernier ou dernière

3. Donnez les adverbes des mots suivants :

1. premier
2. savant
3. furieux
4. commun
5. constant
6. profond
7. gai
8. gentil
9. élégant
10. attentif

4. Lisez l'extrait suivant et caractérisez les mots soulignés.

Une ville de province comme les autres. Il n'est pas nécessaire de préciser laquelle, ce qui va suivre aurait pu se passer n'importe où. La ville a de jolis pavillons. C'est là que vit, au début 1955, la famille Martin.

Le père, Charles Martin, la cinquantaine, a de bonnes raisons d'être fier de sa réussite. A vingt ans, qu'était-il ? Un petit, un tout petit employé de banque. Françoise l'a épousé dans les années 1930. Et on ne peut pas dire que c'est par intérêt. C'était vraiment un mariage d'amour.

Charles Martin était obstiné et travailleur. Petit à petit, à force de travail, il a gravi tous les échelons. Il a bientôt eu sous ses ordres des gens qui avaient des diplômes bien supérieurs aux siens. Mais Charles Martin avait réussi à acquérir peu à peu quelque chose d'infiniment plus précieux que tous les diplômes : la confiance absolue de ses chefs,

Cet employé modèle est tellement apprécié que, depuis quelques mois, sa fille Sylvie a été engagée à son tour dans la banque. C'est elle qui, quand , pour une raison ou pour une autre, son père est absent, le remplace et qui a donc en main les trois milliards quotidiens.

De plus, le fiancé de Sylvie est lui aussi employé de la banque. C'est d'ailleurs là qu'ils ont fait connaissance.

Un jour de printemps, quelque chose se produit, quelque chose d'insignifiant, en apparence : un simple sourire....

Si Jocelyne, la secrétaire de monsieur Martin, a souri à son directeur, c'est tout simplement qu'elle était de bonne humeur et ce n'est d'ailleurs pas la première fois. Mais, jusque-là, Charles Martin n'avait jamais fait attention à sa secrétaire, si ce n'est pour le travail. Et voilà que brusquement, sans raison véritable, il se met à la regarder. Il découvre qu'elle est jeune, bien faite et qu'elle lui sourit. Il y aura d'autres sourires dans les jours et les semaines qui suivront. Charles Martin les attend, les espère, puis les provoque.

Exemples : n'importe où. **adverbe de lieu**
bonnes **adjectif, féminin pluriel.**

- | | |
|------------------|--------------------|
| 1. jolis | 11. absolue |
| 2. fier | 12. tellement |
| 3. tout | 13. quelques |
| 4. vraiment | 14. aussi |
| 5. obstiné | 15. là |
| 6. petit à petit | 16. simple |
| 7. bientôt | 17. première |
| 8. supérieurs | 18. véritable |
| 9. mais | 19. n'avait jamais |
| 10. précieux | 20. puis |

5. Complétez avec la forme correcte de *Tout*.

1.les moyens sont possibles.
2. Elles sontentières à leur travail.
3. J'attendais une....autre réponse.
4.m'amuse.
5. Elles sont ...tristes.
6. Pendant le Tsunami.....a été détruit.
7. Les enfants, les femmes et les hommes.... devraient se faire soigner contre la grippe aviaire.
8.humble qu'elle peut paraître, elle exerce une profession honorée .
9. Je vous assure demon affection.
10. Je gagne beaucoup moins que les médecins et les notaires, mais c'est là une inférioritéaccidentelle.
11. Ne faites pas d'une science ...fraîchement acquise.
12. Ils étaientconfus.
13.autre solution serait meilleure.
14. La Principauté s'est refusée àcommentaire sur cette affaire.
15. Mon ami fait le linge.....en écoutant la musique.

6. Ecrivez une expression et un proverbe avec:

(Ne pas copier de cet examen !!)

Exemple 1. a) Il a **tout de suite** compris. (expression)

b) L'excès en **tout** est un défaut. (proverbe)

2. tout : a).....
b).....
3. toute : a).....
b).....
4. tous : a).....
b).....
5. toutes : a).....
b).....

7. Ecrivez la fonction de *tout* soulignée dans la phrase : (Adjectif qualificatif, Adjectif indéfini, Adverbe, Un nom commun, Un Pronom indéfini).

1. Des tous ou des moitiés.
2. Il habite tout près d'ici.
3. Tout livre est intéressant.
4. Cette maison est de toute qualité.
5. Tous sont appelés, mais peu sont élus.
6. Est - ce que tout va bien ?
7. Ils sont tout étonnés.
8. J'ai tout payé avec la carte.
9. Il parle tout doucement.
10. Il a plu toute la nuit.

8. Choisissez et écrivez la phrase passive qui correspond à la phrase active donnée.

1. Des jeunes filles lancent des fleurs sur les touristes émerveillés.
- Des jeunes filles sont lancées par des fleurs sur les touristes émerveillés.
 - Des touristes émerveillés sont lancés par des fleurs sur les jeunes filles.
 - Des fleurs sont lancées par des jeunes filles sur les touristes émerveillés.
2. Des feuilles mortes jonchaient la cour de récréation.
- La cour de récréation était jonchée par des feuilles mortes.

- La cour de récréation avait jonchée de feuilles mortes.
- La cour de récréation était jonchée de feuilles mortes.
3. Il a pensé qu'on avait ouvert son journal intime.
- Il a pensé que son journal intime était ouvert.
- Il a pensé que son journal intime avait été ouvert par on.
- Il a pensé que son journal intime avait été ouvert.
4. Un raz-de-marée a submergé la ville en moins d'une heure.
- La ville a été submergée d'un raz-de-marée en moins d'une heure.
- La ville a été submergée par un raz-de-marée en moins d'une heure.
- La ville a été submergé en moins d'une heure par un raz-de-marée.
5. La crainte l'envahit quand elle entendit le hurlement.
- Elle est envahie de crainte quand elle entendit le hurlement.
- Elle fut envahie par la crainte quand elle entendit le hurlement.
- Elle fut envahie de crainte quand elle entendit le hurlement.
6. La police aurait trouvé cent cinquante kilos de cocaïne dans un camion de déménagement.
- Cent cinquante kilos de cocaïne seraient été trouvés par la police dans un camion de déménagement.
- Cent cinquante kilos de cocaïne auraient été trouvés par la police dans un camion de déménagement.
- Cent cinquante kilos de cocaïne seraient trouvés nar la nolice dans un camion

de déménagement.

7. J'aimerais que ton frère accompagne les enfants à l'école.

J'aimerais que les enfants aient été accompagnés à l'école par ton frère.

J'aimerais que les enfants sont accompagnés à l'école par ton frère.

J'aimerais que les enfants soient accompagnés à l'école par ton frère.

8. Il faudrait qu'on ait terminé les valises d'ici demain.

Il faudrait que les valises aient été terminées d'ici demain.

Il faudrait que les valises sont été terminées d'ici demain.

Il faudrait que les valises soient terminées d'ici demain.

9. On ne doit pas avoir habité cette maison depuis des lustres.

Cette maison ne doit pas avoir été habitée depuis des lustres.

Cette maison n'avait pas dû être habitée depuis des lustres.

Cette maison n'a pas avoir été habitée depuis des lustres.

10. Exportant la plupart de nos produits au Japon, nous devons rester attentifs à l'évolution de la crise asiatique.

Ayant exporté la plupart de nos produits au Japon, nous devons rester attentifs à la crise asiatique.

La plupart de nos produits étant exportés au Japon, nous devons rester attentifs à l'évolution de la crise asiatique.

La plupart de nos produits au Japon étant exportés, nous devons rester attentifs à l'évolution de la crise asiatique.

9. Transformez les phrases suivantes du passif à l'actif.

1. Cette maison a été achetée par les Giraud.
2. Chingola est entourée de mines.
3. Le beau temps sera attendu dans les jours à venir.
4. La piscine était gérée par la municipalité.
5. Sophie avait été félicitée par son professeur.

10. Donnez trois phrases où l'on peut pas changer la voix active à la voix passive. Expliquez .

SECTION B: LA COMPREHENSION

A. Associez les phrases suivantes à un des sentiments proposés.

- a. indignation
- b. intérêt
- c. enthousiasme
- d. confusion
- e. mécontentement
- f. surprise
- g. inquiétude
- h. reconnaissance
- i. découragement
- j. déception
- k. satisfaction
- l. nostalgie

1. Je n'aurais pas dû accepter ce travail. Je n'y arriverai jamais. [i] (*exemple*)
2. C'est vraiment magnifique ce qu'il a fait ! [.....]
3. Toi ! A cette heure-là ! Mais d'où viens-tu ? [...]
4. Original, ce projet ! J'aimerais bien en savoir un peu plus long. [...]
5. Ça me fait plaisir qu'il se soit décidé. [.....]
6. Pourquoi ne m'a-t-on pas prévenu ? Je n'apprécie pas beaucoup. [.....]
7. C'est très sympa ce que tu as fait pour moi. [.....]
8. Tout a changé dans ce quartier. C'était bien plus joli avant. [.....]
9. C'est un scandale ! Comment peut-on écrire des choses pareilles ! C'est un tissu de mensonges, cet article ! [.....]
10. Vous verrez, tout ça finira mal, j'ai bien peur... [.....]
11. J'espérais vraiment qu'il pourrait venir. Quel dommage ! [.....]
12. Je suis désolé pour ce malentendu. C'est de ma faute. J'ai dû vérifier.[.....]

B. Lisez les informations suivantes et répondez aux questions qui suivent.

Théâtre et spectacles

« Les Beaux Parleurs »

La compagnie Michel Liard, qui prend le nom « Au Fol Ordinaire-théâtre », propose une soirée « parcours verbal » telle qu'elle les affectionne, portée par 5 comédiens avec des textes de 9 auteurs contemporains dont Verheggen, Novarina....

[] Vendredi 8 et samedi 9 novembre à 20 h, Théâtre de Bel Air.

CRÉATION

« Le Passe-muraille »

Le texte de Marcel Aymé en « chanté » par Didier van Cauwelaert, avec une musique signée Michel Legrand. Mise en scène par Alain Sachs avec Francis Perrin.

**[] Du mercredi 6 au mardi 26 novembre à 21 h.
Espace 44**

« Les Jumeaux vénitiens »

La pièce de Goldoni mise en scène par Gildas Bourdet.

**[] Vendredi 29 et samedi 30 novembre à 21 h
Espace 44.**

« Chambre obscure »

Le CRDC et le TU proposent une pièce de Nabokov, l'auteur de *Lolita* » l'histoire d'une déchéance dans le Berlin des années folles. Mise en scène Anton Kouznetsov.

**[] mardi 19, mercredi 20 et jeudi 21 novembre à 21 h,
Théâtre universitaire.**

« L'Écrabouilleuse ou la révolte des gueux »

Le regard d'un adolescent sur l'exclusion et le théâtre dans son rôle social : c'est une parodie mise en scène par Michel Ecoffard et le Théâtre La Chimère.

**[] mardi, 12, mercredi 13 à 14 h. Jeudi 14, vendredi 15 à 14 h et 20 h 30.
Samedi 16 à 20 h 30. Et lundi 18 novembre à 9 h et 14 h.
Sous chapiteau, esplanade salle omnisports Beaulieu.**

« Ce qu'en dit Hélène »

Reprise de la pièce de Pierre Leenhardt présenté cet été à Avignon. Hélène a 70 ans et meurt du sida.

Elle tente de se raconter à sa petite-fille.

[] *Mardi 5, mercredi 6, jeudi 7 et samedi 9 novembre à 21 h. Vendredi 8 à 19 h,*

Studio théâtre.

« L'île des esclaves »

La pièce de Marivaux par la compagnie Arludie.

[] *Jeudi 21, vendredi 22 et samedi 23 novembre à 20 h*

Salle Vasse.

« Candide »

Voltaire par la compagnie Thalie.

[] *Du mercredi 6 au samedi 9 novembre à 20 h 30,*

Salle Vasse.

CRÉATION

« Prométhée enchaîné »

La tragédie d'Eschyle mise en scène par Pascal Arbeille avec 21 jeunes comédiens.

[] *Du mardi 5 au samedi 16 novembre à 21 h.*

« la Seconde Surprise de l'amour »

[] *Mardi 12 novembre à 20 h 30,*

Piano'cktail.

« La Noce chez les petits - bourgeois »

Brecht mis en colère par Gérald Chatelain.

[] *Mardi 19 novembre à 20 h 30,*

Piano'cktail.

« Le Désespoir des singes »

De Jean-Gabriel Nordmann, par le Théâtre du Galion.

[] *Jeudi 14, vendredi 15 et samedi 16 novembre à 21 h,*

Ony.

Élie et Dieudonné

[] *Mardi 26 novembre à 20 h 45,
La Fleuriaye.*

Questions.

1. Quel est le titre du spectacle joué au théâtre de bel Air ?
2. Deux spectacles sont des créations. Lesquelles ?
3. Où joue-t-on *Le Désespoir des singes* ?
4. Quelles pièces joue-t-on au Théâtre universitaire ?
5. Quel est le titre de la pièce de Goldoni ?
6. Qui a mis en scène *La Noce chez les petits-bourgeois* ?
7. Quel est le nom de la compagnie qui joue *L'île des esclaves* ?
8. Quel est le titre de la pièce accompagnée d'une musique de Michel Legrand ?
9. Quel est le titre de la pièce jouée le 12 novembre à 20 30 au Piano'cktail ?
10. L'auteur de *L'île des esclaves* est le même que celui de *La Seconde Surprise de l'amour*. Qui est-ce ?
11. Quel (s) programme(s) est (sont) prévu(s) le dimanche ?
12. Quel est la date la plus tôt dans ces programmes ?
13. Quel est le programme qui concerne une maladie grave ?

.....

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF LITERATURE AND LANGUAGES
2006 END OF FIRST SEMESTER FINAL EXAMINATIONS

FR321: INTERMEDIATE AFRICAN LITERATURE IN FRENCH

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS, AT LEAST ONE
QUESTION FROM EACH SECTION

SECTION A: *La voix* de G. Okara

SOIT

1. Avec des exemples précis tirés du roman, analysez le récit de *la voix* en vous fondant sur les questions suivantes:

Qui voit ? Et qui parle ?

OU

2. Etudiez le personnage d'Okolo par rapport aux autres personnages.

OU

3. Examinez le conflit entre la tradition et la modernité dans *la voix*.

OU

4. Commenter le personnage féminin qui attire le plus votre attention.

SECTION B: *L'odyssée* de Mongou

SOIT

5. Commenter l'implantation des valeurs culturelles de la société occidentale en Afrique selon *l'odyssée de Mongou*.

OU

6. Analysez les raisons pour lesquelles les Bandia ont accepté l'école occidentale.

OU

7. Examinez le narrateur de *l'odyssée de Mongou*.

FIN DE L'EXAMEN



THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES DEPARTMENT OF LITERATURE AND LANGUAGES

2006 ACADEMIC YEAR SEMESTER 1 EXAMINATIONS

FR 411 PAPER 11 : ADVANCED FRENCH LANGUAGE

TIME : THREE HOURS

INSTRUCTIONS

Dictionaries are allowed.

**Answer all questions both sections on the answer sheet provided.
This question paper comprises six (6) pages.**

SECTION A: LE PRÉCIS

Lisez l'article suivant et rédigez un précis comprenant 200 mots, sur les raisons de du colère des pays musulmans suite au discours à Ratisbonne du Pape Benoît XVI.

Le divin dans le pétrin

De violentes manifestations se sont déroulées dans le monde musulman, notamment au Pakistan.

Benoît XVI a exprimé ses regrets mais même en revenant sur ses propos dans lesquels il faisait un lien implicite entre islam et violence, cet extrait de son discours de Ratisbonne continue de faire des remous dans le monde musulman. Le Vatican a décidé de lancer une offensive diplomatique pour tenter de s'expliquer et renouer le dialogue avec les représentants de la religion musulmane.

Au lendemain des regrets – fait sans précédent – exprimés publiquement par Benoît XVI, des musulmans ont encore exprimé leur colère face à ce lien

implicite entre islam et violence fait par le pape dans son discours de Ratisbonne la semaine dernière. Le Vatican a donc décidé de lancer une offensive diplomatique à travers le monde. Les nonces, c'est-à-dire les ambassadeurs du Saint-Siège installés dans les pays musulmans, vont prendre contact avec les autorités politiques et religieuses de ces pays. A l'occasion de rendez-vous officiels, les nonces feront une campagne d'explications. Le Vatican leur a demandé de *«faire connaître le texte du Saint-Père pour valoriser les éléments ignorés jusqu'à présent»*. Monseigneur Tarcisio Bertone, le numéro deux du Vatican a affirmé que le discours de Benoît XVI, prononcé à Ratisbonne, avait été *«lourdement manipulé»*. Dans une interview au quotidien italien le *Corriere della Sera*, le bras droit du pape explique que ce discours, jugé insultant par le monde musulman, a été *«transformé en quelque chose d'autre par rapport aux intentions du Saint-Père»*.

De retour à Rome après son voyage au pays natal, Benoît XVI a profité de son rendez-vous du dimanche avec les pèlerins pour exprimer ses regrets. Il s'est déclaré *«vivement attristé»* par les réactions suscitées par un *«bref passage»* de son discours *«considéré comme offensant pour la sensibilité des croyants musulmans»*. Les spécialistes des questions religieuses ont noté que le pape n'est pas allé jusqu'aux excuses comme certains leaders religieux musulmans le souhaitaient. Ces experts ont également remarqué que le pape n'est pas totalement revenu sur cet extrait de son discours. Dernière observation : il est rarissime qu'un pape présente ses regrets après quelques jours de polémique, reconnaissant ainsi qu'il a fait une erreur.

Une campagne d'explications

Les nonces vont donc se lancer dans une campagne d'explications mais la tâche s'annonce ardue. Si certaines organisations influentes comme la Confrérie des Frères musulmans, en Egypte, ont salué les regrets formulés par Benoît XVI, d'autres représentants du monde musulman estiment que ces regrets étaient *«nécessaires mais pas suffisants»*. C'est le cas notamment du porte-parole du gouvernement iranien, Gholam-Hossein Elham. *«Il (le pape) doit dire plus clairement que ce qu'il a dit était une erreur et corriger»* ces propos. L'ayatollah Ali Khomeini, le guide suprême, a été plus radical, les propos du pape étant pour lui *«le dernier maillon d'une croisade américano-sioniste»*.

Pour le quotidien du Qatar *Al-Charq*, le pape *«doit absolument s'excuser pour ses propos préjudiciables à l'islam et éteindre ainsi la colère des musulmans»*. Le journal estime que les propos de Benoît XVI sont *«d'autant plus graves qu'ils interviennent au moment où le monde musulman fait face à une campagne hostile représentée notamment par l'occupation de l'Afghanistan et de l'Irak par des forces étrangères, outre l'occupation israélienne des territoires palestiniens»*.

En Arabie saoudite, le journal *Al-Youm* politise à l'extrême les propos de Benoît XVI, estimant qu'ils «*ne sont pas une bévue ordinaire*» et qu'ils «*entrent dans le cadre d'un courant de pensée en accord total avec les idées de l'extrême droite aux Etats-Unis sur le conflit des civilisations*».

Même la Chine en parle

La Chine, qui compte 18 millions de musulmans seulement, s'empare elle aussi du débat puisque le représentant de cette minorité religieuse, Chen Guangyuan, a dénoncé le lien implicite entre islam et violence contenu dans le discours papal, estimant que Benoît XVI avait insulté «*à la fois l'islam et le prophète Mahomet*». La Malaisie, où la population est majoritairement musulmane, a pour sa part indiqué que les regrets du pape étaient insuffisants et n'étaient pas «*de nature à calmer la colère*».

La vague d'indignation a également atteint l'Irak. A Bassorah, des manifestants ont brûlé l'effigie du souverain pontife et incendié des drapeaux américain et allemand. Et des groupes irakiens liés à al-Qaïda ont lancé des menaces contre l'Occident.

Le cardinal Ratzinger, devenu Benoît XVI, a commencé à étudier la philosophie et la théologie à 19 ans. Ordonné prêtre à l'âge de 24 ans, tout au long de sa vie, il a enseigné la doctrine de la religion catholique. Plus il avançait dans sa carrière, plus ses responsabilités étaient importantes dans la définition du dogme. Les textes d'Aristote, Averroès ou encore Thomas d'Aquin n'ont probablement pas de secret pour lui.

Au lendemain des regrets exprimés par le pape, les spécialistes du Vatican estiment que Benoît XVI vient de rompre avec la stratégie impulsée par Jean-Paul II face à l'islam. Sandro Magister, spécialiste de la papauté à l'hebdomadaire *L'expresso*, affirme que Benoît XVI est partisan de «*moins de diplomatie et d'avantage d'Évangile* (livre sacré racontant la vie de Jésus-Christ)». Le journal espagnol *El Mundo* pour sa part écrit : «*Jean-Paul II avait mis du temps à apaiser les contradictions entre les principales religions. En ce qui concerne l'islam, Joseph Ratzinger a gâché en un seul discours tout le travail de son prédécesseur* ».

par Colette Thomas

Article publié le 18/09/2006 Dernière mise à jour le 18/09/2006 à 17:34 TU

SECTION B : LA TRADUCTION

i) Translate the following passage into English.

Secrets d'actualités

Le 21 mars 1991, Charles- Edouard Turquin, sept ans, fils unique d'un couple de vétérinaires niçois, disparaît du domicile familial, sans laisser de traces. Fugue, enlèvement ou meurtre, pendant des années, la police perd en conjectures. La mère de l'enfant, Michèle Turquin, affirme que son mari est le coupable et fournit un enregistrement des aveux de son époux à la police. En 1997, Jean-Louis Turquin sera condamné à vingt ans de prison pour l'assassinat de son enfant. Pourtant, l'homme crie son innocence et reste persuadé que son enfant est vivant et qu'il réside en Israël, quinze ans après les faits et alors que Jean-Louis Turquin va bientôt sortir de prison, « Secrets d 'actualités » fait toute la lumière sur ce fait divers sans cadavre ni preuve.

ii) Traduisez le texte suivant en français

Castro 'better' for 80th birthday

Fidel Castro is recovering from recent surgery and looking forward to his 80th birthday on Sunday, Cuba's official state newspaper has reported.



Fidel Castro reading the newspaper following his surgery

In an optimistic yet mysterious account of a visit to the Cuban president's bedside, the paper Granma suggested Mr Castro was "firm" like Cuban hardwood.

He has not been seen in public since undergoing intestinal surgery.

Venezuelan leader Hugo Chavez is due in Cuba on Sunday but official birthday celebrations have been cancelled.

Mr Chavez, a staunch ally of the Cuban president, said he would bring as gifts a dagger and a cup once carried by the 19th Century Latin American independence fighter Simon Bolivar.

"I will be with him as of tonight in Havana," Mr Chavez said.

"I'm taking him a good present, a good cake, and there we will celebrate the 80 years of that great figure of our America."

'Animated conversation'

The account of Mr Castro's health in Saturday's edition of Granma was the most detailed account of his condition since he went into surgery on 31 July.

The severity of his condition forced him to transfer his powers to his brother Raul, but neither the president nor his brother have appeared in public since.

Granma's headline - "Firm like a Caguairan" - likened Cuba's revolutionary leader to a famous Cuban hardwood tree.

Recounting the observations of an unidentified visitor, Mr Castro was said to be "up and about, like someone anticipating new victories".

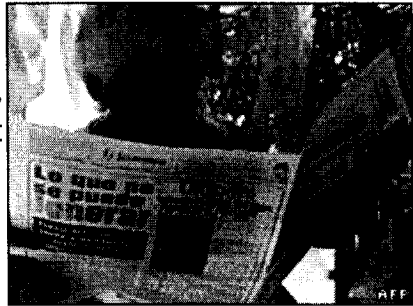
According to Granma, the visitor "witnessed how the head of the revolution, after receiving a little physical therapy, walked in the room and later, sitting in a chair, engaged in an animated conversation".

Uncertainty

Fidel Castro became Cuban president 47 years ago after leading the overthrow of Fulgencio Batista.

His 80th birthday was due to be marked by a weekend of festivities across the country, with like-minded leftists from around the world joining the party.

Some of the posters for those celebrations wishing Fidel another 80 happy returns still hang from buildings in Havana but the official event was cancelled a fortnight ago when it was revealed that Mr Castro had been taken ill.



Cuba's official paper often prints public information

BBC 13th August 2006

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END OF EXAMINATION

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

FR 421: ADVANCED STUDIES IN AFRICAN LITERATURE IN
FRENCH

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS, ONE
QUESTION FROM EACH SECTION

L'Aventure ambiguë

SECTION A

SOIT 1. Examinez le tragique dans *l'aventure ambiguë*

OU 2. *L'aventure ambiguë*, drame individuel et drame collectif.
Commentez

OU 3. *L'aventure ambiguë* n'est que la longue
histoire d'un malaise général dont les causes économiques et
politiques sont voilées sur le plan des idées par un
interminable discours sur le spiritualisme africain et le
matérialisme occidental.

Évaluez la déclaration ci-dessus

SECTION B: **Les personnages**

Étudiez le portrait physique et le portrait psychologique de l'un
des personnages suivants:

SOIT: 4. La Grande Royale

OU 5. Thierno

Ou 6. Samba Diallo

OU 7. Le Fou

SECTION C: Explication de texte.

Expliquez le texte suivant sous forme de commentaires.

En recevoir cette lettre, le chevalier se sentit⁶ comme un coup dans son Coeur. Ainsi la victoire des étrangers serait totale! Voici que les Diallobé, voici que sa Propre famille s'agenouillait devant l'éclat d'un feu d'artifice. Eclat solaire, il est vrai, éclat meridian d'une civilisation exaspérée. Le chevalier se sentit une grande souffrance devant l'irréparable qui s'accomplissait là, sous ses yeux, sa propre chair. Que ne comprennent-ils, tous ceux-là, jusque dans sa famille, qui se précipitent, que leur course est un suicide, leur soleil un mirage ! Que n'avait-il, lui, la stature assez puissante pour se dresser sur leur chemin, afin d'imposer un terme à leur course aveugle !

“En vérité, ce n'est pas d'un regain d'accélération que le monde a besoin: en ce midi de sa recherche, c'est lit qu'il lui faut, un lit sur lequel, s'allongeant, son âme décidera une trêve. Au nom de son salut! Est-il de civilisation hors de l'équilibre de l'homme et sa disponibilité? L'homme civilisé, n'est-ce pas l'homme disponible ? Disponible pour aimer son semblable, pour aimer Dieu surtout. Mais, lui objectera une voix en lui-même, l'homme est entouré de problèmes qui empêchent cette quiétude. Il naît dans une forêt de questions. La matière don't il participe par son corps – que tu hais – le harcèle d'une cacophonie de demandes auxquelles il faut qu'il réponde: Je dois manger, fais-moi manger ?”, ordonne l'estomac. “Nous nous reposerons enfin ? Reposons-nous, veux-tu ?” lui sursurrent les membres. A l'estomac et aux membres, l'homme répond les réponses qu'il faut, et cet homme est heureux. “ Je suis seule, j'ai peur d'être seule, je ne suffis pas, seule... cherche-moi qui aimer”, implore une voix. “J'ai peur, j'ai peur. Quel est mon pays d'origine ? Qui m'a apporté ici ? Où me mène-t-on ?” interroge cette voix, particulièrement plaintive, qui se lamente jour et nuit. L'homme se lève et va chercher l'homme. Puis, il s'isole et prie. Cet homme est en paix. Il faut que l'homme réponde à toutes les questions Toi, tu veux en ignorer quelques – unes. Non, objecta le chevalier pour lui-même. Non, je veux seulement l'harmonie. Les voix les plus criardes tentent de couvrir les autres. Cela est-il bon? La civilisation est une architecture de réponses Sa perfection, comme celle de toute se mesure au confort que l'homme y éprouve, à l'appoint de liberté qu'elle lui procure. Mais précisément les Diallobé ne sont pas libres, et tu voudrais maintenir cela ? Non, ce n'est pas ce que je veux. Mais l'esclavage de l'homme parmi une forêt de solutions vaut-il mieux aussi ?”

Le chevalier tournait et retournait toutes ces pensées de mille façons, dans son esprit.

“Le bonheur n'est pas fonction de la masse des réponses, mais de leur répartition. Il faut équilibrer... Mais l'Occident est possédé et le monde soccidentalise. Loin que les hommes résistent, le temps qu'il faut, à la folie de l'Occient, loin qu'ils se dérobent au délire doccidentalisation, le temps qu'il faut, pour trier et choisir, assimiler ou rejeter, on les voit au contraire, sous toutes les latitudes, trembler de

convoitise, puis se métamorphoser en l'espace d'une génération, sous l'action de ce nouveau mal des ardents que l'occident répand."

FIN DE L'EXAMEN.

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF LITERATURE AND LANGUAGES
2006 ACADEMIC YEAR END OF FIRST SEMESTER FINAL
EXAMINATIONS, SEPTEMBER,

FR431: ADVANCED TRANSLATION
INSTRUCTIONS: TRANSLATE THE TEXTE BELOW INTO
ENGLISH

LES PRISONS FLOTTANTES

Sauf lorsque s'y produisent un tsunami ou des incendies de forêt, on ne parle guère de Sumatra où s'épanouit la plus grande fleur au monde. L'île est également très riche en pétrole et gaz naturel, mais le sujet de ce reportage est plutôt la misère et son corollaire habituel, l'exploitation de l'homme par l'homme.

La question du travail des enfants est récurrente dans bon nombre de pays. Que certains employeurs aient recours à des méthodes condamnables pour baisser les coûts de production n'est pas non plus une nouveauté. En Indonésie, comme en Inde, en Amérique latine ou en Afrique, des milliers d'enfants sont exploités, pus ou moins esclaves, plus ou moins condamnés aux travaux forcés.

Sur la côte Est de Sumatra où les hauts-fonds abondent, s'échelonnent des pontons de bois grinçant qui rapellent les anciennes prisons flottantes anglaises. Ces plates-formes, appelées "jermal", appartiennent à des commerçants chinois (75% du commerce en Indonésie est détenu par cette communauté) et servent pour la pêche. Les conditions de vie y sont très dures. Les pêcheurs sont coupés de tout. Ils ne reviennent à terre que tous les six mois, et parfois eulement une fois l'an. Le travail consiste à descendre un filet rectangulaire d'environ 10 mètres sur 20, à le remonter quelques heures plus tard à l'aide d'un treuil, à le redescendre à nouveau une fois vide, cela de jour comme de nuit, au rythme de marées, semaine après semaine. Le poisson est trié, bouilli, séché, mis en sac, et un bateau vient régulièrement le chercher. Avec la radio et la télévision, ce chaland à moteur est le seul lien avec la terre.

Kadir a quitté l'école en CM2. Sa famille habite une maison en bambou tressé, au milieu des plantations d'hévéas, à l'intérieur de l'île, et sa mère n'avait pas les moyens de lui payer des études. Elle assure que son fils est

parti volontairement à bord du ponton, le fils aîné de sa voisine a fait la même chose. Ces gamins quasi analphabètes se retrouvent parqués comme des bagnards, sur un assemblage de troncs de palmiers, à quinze kilomètres de la côte; 12,000 à 19,000 enfants seraient employés à bord de ces plates-formes balayées par les tempêtes, recuites de soleil, où l'hygiène et la sécurité sont inexistantes. Ils touchent pour cela un salaire misérable et leur jeunesse flétrit rapidement, dans l'ignorance de la vraie vie qui se déroule à terre et dont ils ne savent rien. De temps en temps l'un d'eux craque. L'enfermement, le manque de sommeil, un patron qui refuse d'accorder un congé, une déferlante de haine: "*Il y a beaucoup de chinois qui se font tuer par leurs employés*", dit le contremaître de la plate-forme, sans faire le moindre effort pour paraître affligé. La principale caractéristique de cette main-d'oeuvre est son invisibilité, y compris, semble-t-il, pour ses employeurs. Interrogée par le reporter de "Thalassa", la propriétaire de la plate-forme où travaille Kaidir, une commerçante chinoise de Medan tombe de nues: "*Un enfant de 14 ans ? Cela m'étonne. Je vais me renseigner.*"

FIN DE L'EXAMEN

THE UNIVERSITY OF ZAMBIA
UNIVERSITY FIRST SEMESTER EXAMINATIONS, SEPTEMBER
2006

H111: INTRODUCTION TO THE STUDY OF HISTORY

TIME: THREE HOURS

INSTRUCTIONS:

This examination is written on FIVE (5) pages. Section B is on one page. FOR SECTION A, WRITE ALL YOUR ANSWERS IN THE SPACES PROVIDED ON THIS QUESTION PAPER. WRITE YOUR ANSWERS FOR SECTION B IN THE OFFICIAL ANSWER BOOKLETS.

COMPUTER NUMBER:..... TUTOR:.....

SECTION A: 30%

1. Using **letters only**, re-arrange these items to constitute a note reference.

J: . ; G: Thoko Publishers; H: 2006; A: (; B: Maria; K: Nyachilembo; C: Jodi Town; D: Voting for a President you want; E: p; L: . ; M: 60; F:); I: . ;

.....

2. Identify the only mistake in this reference.

.....

3. Using **letters only** re-arrange the items in question one to show a bibliographical reference.

.....

4. Identify the only mistake in the bibliographical reference you have made for question 3 above.

.....

5. What are annotated bibliographies?

.....

6. In the libraries we have books classified as Dictionaries, Encyclopedia, Hand books, Current event books, Year books. In which category is *Africa Confidential*?

.....

7. Rose Chondoka, "Going to vote for a Member of Parliament", *Educational Review* 2, 4 (2004), 78.

In which part of the library can you find the title of the publication in question 7?

.....

8. List one piece of work found in the publication named in question 7.

.....

9. On which deck in the library are many history books found?

.....

10. If you are going to do archival research on oils and petroleum, what will be your first important point when checking for material in the library?

.....

11. Where in the library are you likely to find *Bibliography of Bibliographies*?

.....

12. Why is the Strip Index more important to a student than the Vertical File?

.....

13. What is the difference between an article and a chapter?

.....

14. What do the following class marks stand for: PER

(a) PER

.....

(b) Conc. Stack

.....

15. How hot it was . . . (D) Nobody could operate in such a situation (A) . . . Lundazi is the *busiest* town in Zambia (B) [emphasis mine]. But Chitamukula (C) is the paramount chief of the Bemba.

Using the above paragraph answer the following questions:

(a) Indicate the letter where there should be (sic):

.....

(b) Which word shows emphasis?

.....

(c) Why are there 4 ellipsis points at D making it possible to start with capital N instead of the normal small n?

.....

16. We see many insertions like [emphasis mine] or (sic) in history books. What is the term describing such insertions?

.....

17. When do you indent block quotes or quotations in essays?

.....

18. When do you spell out numbers?

.....

19. You are reading a piece of work on Zambia and you see the letters NAZ. What do they stand for?

.....

20. You are checking on the class mark of a book in the library and this is what you find: DT 1800 CHO. What do the last three letters stand for?

.....

21. You have found or used such letters: *et al.* What do they stand for?

.....

22. Malita Ngulube, 'Going to Chilanga', Marth Chipulu (ed.), People of Kasama (Chama: Zinthonga Publishers, 2006).

(a) Who is the author of this book?

.....

(b) What is the title of the chapter?

.....

(c) List the two mistakes in this reference:

(i)

(ii)

(d) What type of a book is this one cited here?

.....

(e) What is the evidence for your answer in (d) above?

SECTION B: 20%

WRITE YOUR ANSWERS FOR THIS SECTION IN OFFICIAL ANSWER BOOKS

Instructions:

Each question carries 6 Marks. Two (2) marks are for neat presentation of your work.

Answer *any three* questions from this Section.

1. You have won a consultancy to carry out research in Kaputa district. Explain in detail from the start to the end how you are going to prepare for such a task.
2. Show how you would benefit from using questionnaires and interviews in any research you would embark on in Zambia.
3. "Oral traditions are the best sources for any historian." Do you agree with this assertion?
4. A man from the Bembaland told his friend from Chama North that, "In history Primary sources are better than Secondary sources." Do you agree?

END OF EXAMINATION

PLEASE HAND ANSWERS FOR SECTION A TOGETHER WITH YOUR ANSWERS FOR SECTION B.

THIS SECTION B PAPER ONLY IS YOUR **election gift** TO TAKE HOME.

THE UNIVERSITY OF ZAMBIA

UNIVERSITY FIRST SEMESTER EXAMINATION-2006

H 231.

HISTORY OF MODERN AFRICA: 1750 TO 1900

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

1. Is it tenable to argue that the early human beings in Africa took the advantages of geography and environment of the continent? What obstacles were faced by them?
2. What is historiography? Why do you think that African history was not written correctly? What measures are necessary for writing correct history?
3. Describe the main cities and towns that existed in Africa in the nineteenth century. What were the reasons for their rise and fall? Which ways trade contributed to its growth?
4. What were the differences between centralized and decentralized African societies on the eve of colonization? Describe the types of societies that existed in Africa prior to colonization. Express your views on their reaction towards the pattern of colonization by the Europeans.
5. Why and when was Berlin Conference organized? Analyze the statement by the Oliver and Atmore ' the scramble was the part of European history than African history'.
6. Highlight and assess the reaction of Africans when Europeans came to establish colonialism in Africa. Cite at least three examples. Why were European powers able to conquer Africa?
7. What do you understand by the term imperialism? Critically analyze its different theories and then comment on the Hobson and Lenin theories for imperialist expansion in Africa.
8. Discuss the ways the diamond mines were grabbed by the Europeans in South Africa in the late nineteenth century. What changes were seen on the African societies, after the mineral revolution, and how far it can be blamed for the same?
9. What were the major epidemic outbreaks in the late nineteenth century in Africa? What were the consequences on political, social and economic lives of the Africans?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY FIRST SEMESTER EXAMINATIONS – 2006

H241: ECONOMIC HISTORY OF WESTERN EUROPE: 1450 – 19TH CENTURY

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

1. Outline the major attributes of Feudalism. Critically analyse the view that it was the revival of trade and the accompanying growth of towns that signaled the collapse of Feudalism in Europe.
2. What were the major differences between the conduct of trade in the Northern and Southern Trade Areas of the Long Distance Trade? Did the trade benefit Europe?
3. Account for the early lead of Portugal in exploration and overseas expansion. Is it true to argue that by the 17th Century she had been overtaken by other powers?
4. Why did rivalries develop between Portugal and Spain in the 15th Century? Do you agree that despite being in existence for many years, the Dutch East India Company has left no significant mark on Dutch Economic History?
5. Account for the introduction of Mercantilism into Europe. Is it tenable to argue that Adam Smith's ideas positively impacted on the Europe of his time?
6. "Very few benefits were derived from the Triangular Trade by European governments and individuals." Is this statement valid?
7. Explain why enclosures were introduced into Britain. Were Levellers and Diggers justified when they argued that the enclosures were only to the benefit of the already rich and powerful individuals in society?
8. Account for the slow industrialisation of France. Was the Meiji restoration primary in Japanese industrialisation?
9. Make a critical analysis of the Liberal and Marxist interpretations of Imperialism. Do you agree with the view that the industrialized nations of Europe took on a very heavy burden by engaging in colonization in the late 19th Century?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY FIRST SEMESTER EXAMINATIONS – SEPTEMBER 2006

H321

NINETEENTH CENTURY EUROPE

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS

1. Discuss the background to the 1789 French Revolution. Was there growing prosperity or was French society going from bad to worse?
2. What kind of man was Napoleon? What were the main features of his domestic and foreign policies?
3. Critically analyse the role cotton played in the industrialization of Britain.
4. Discuss the 1815 Congress of Vienna in terms of important decisions made at the Congress and the important outcomes of the Congress.
5. Why did Italy take longer to unify than other European nations?
6. What do you understand by the term “liberalism”? Examine the main ideas espoused by the nineteenth century liberal thinkers.
7. Examine the system of alliances that Bismarck built up and show how it might have contributed to the outbreak of the First World War.
8. From the following list of the men of the Enlightenment, pick **four** and write brief notes on each one of them:
 - (a) Immanuel Kant;
 - (b) Charles de Montesquieu;
 - (c) Denis Diderot;
 - (d) Voltaire;
 - (e) Jean Jacques Rousseau;
 - (f) Thomas Paine; and
 - (g) Cesare Beccaria.
9. How would you explain the rise of imperialism in the late nineteenth century?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
UNIVERSITY FIRST SEMESTER EXAMINATION – 2006

H 411: LAND AND LABOUR IN CENTRAL AFRICA, c. 1750-1900

INSTRUCTION: Answer **only three** of the following questions.

1. Critically explore how ecology shaped economic activities in any part of pre-colonial Central Africa before 1900.
2. In what ways did pre-colonial Central African trade differ from the Atlantic trade?
3. Achim von Oppen has argued that traditional leaders in pre-colonial Upper Zambezi converted their monopoly of political power into control over labour. Do you agree?
4. It has been asserted by some academics that women in 19th century Central Africa were beasts of burden, whose labour was ruthlessly exploited by men. How true is this statement?
5. Critically examine the strategies people employed to cope with famine and drought in Central Africa before 1900?
6. What role did territorial cults play with respect to preservation of natural resources and labour mobilization in 19th century Central Africa?
7. Assess the economic and political impact of the South African mineral revolution on any part of Central Africa between 1860 and 1900.
8. What was the impact of early colonial rule on ecology in eastern Zambia?

End of Examination

THE UNIVERSITY OF ZAMBIA

UNIVERSITY FIRST SEMESTER EXAMINATIONS – SEPTEMBER 2006

H 435 SURVEY OF AMERICAN HISTORY

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS

1. Critically examine the reasons why Europeans left the 'Old World' for the 'New World' in the 17th century.
2. What factors best explain the causes of the American Revolution?
3. Why have some historians argued that Reconstruction was in effect a tragic era in American history?
4. Examine the basis for the rapid industrialization of the United States of America in the period after 1865.
5. Why did the United States of America find it difficult to join the First World War and why did it change its position later?
6. What were the effects of the Great Depression on American society and economy and how successful were the measures taken to deal with it?
7. Analyse the nature, significance and achievements of the American Civil Rights movement after the Second World War.
8. Critically discuss the United States of America's foreign policy towards Africa since the 1960s.
9. With specific examples, critically examine the effects of the attempt by the United States of America to unilaterally bring about global peace and security since the collapse of the Soviet Union.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY FIRST SEMESTER EXAMINATIONS – SEPTEMBER 2006

H491

HISTORICAL RESEARCH AND METHODOLOGY

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS

1. Critically discuss the existing institutions that keep historical materials and documents that you would use to reconstruct the history of Zambia. What documents are kept by them?
2. What is a research proposal and what are its main elements and their significance?
3. Discuss some of the critical considerations needed when planning historical fieldwork and when collecting oral data.
4. What is Literature Review and why is it an essential element of a research proposal?
5. You have a topic of research in mind which is not very clear to you. What steps would you take to make it clear and focused?
6. Critically examine the sources that you hope to use on your chosen topic of research.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY FIRST SEMESTER EXAMINATIONS – SEPTEMBER 2006

H911 PRECOLONIAL HISTORY OF ZAMBIA

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS

1. Critically examine the sources available for the reconstruction of pre-colonial history of Zambia.
2. How did the early Nineteenth Century South African upheavals affect pre-colonial Zambia?
3. What factors best explain the presence of poor people in pre-colonial Zambia?
4. The presence of the Portuguese in Mozambique was responsible for both the rise and decline of Undi's Chewa Kingdom. Discuss.
5. With specific examples, critically examine the effects of the Long Distance Trade on pre-colonial Central African societies?
6. Examine the differences between the Stone Age and Iron Age peoples?
7. How would you explain the occurrences of new diseases in the late Nineteenth Century Zambia?
8. Is it correct to argue that all pre-colonial Zambian Kingdoms were ruled by despots?
9. What developments in the Congo necessitated the Luba and Lunda migrations into pre-colonial Zambia and what were the effects of these migrations on the new areas of settlement?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY FIRST SEMESTER EXAMINATION- SEPTEMBER 2006

H925

HISTORY OF PORTUGUESE SPEAKING AFRICA

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS

1. Discuss the reasons for the breakup of the relations between the King of Kongo and the King of Portugal.
2. Why were the patterns of settlement in Angola and Mozambique different from each other?
3. Highlight the reasons why there was more resistance to Portuguese penetration of the hinterland by the African societies in Angola and than in Mozambique.
4. Why was slave trade so important in the economies of Angola and Mozambique?
5. Picking **either** Angola **or** Mozambique, discuss the role and importance of middlemen (Luso-Africans, Mambari, Ovimbundu and the Chikunda) in the economy of the country.

OR

What were the reasons given by Portuguese officials in Mozambique and Angola for the establishment of the **Viagem a Contra Costa** between the two colonies?

6. In your view, was the institution of the **Prazo da Cora** in Mozambique a success or a failure?
7. Taking **either** Mozambique **or** Angola, discuss the successes and failures of the legitimate trade after the abolition of slave trade.
8. In your own assessment, was the policy of assimilation a success in Angola and Mozambique?
9. Compare and contrast the colonial economies of Angola and Mozambique after 1900.

10. Taking **EITHER** Angola or Mozambique, discuss the reasons why a negotiated settlement for independence failed forcing the nationalist parties to resort to armed struggle.

OR

Why was Angola **OR** Mozambique engulfed in a civil war soon after independence?

OR

What lessons can **EITHER** the Angolans or Mozambicans learn from the civil war?

THE UNIVERSITY OF ZAMBIA

UNIVERSITY FIRST SEMESTER EXAMINATION- SEPTEMBER 2006

H971

HISTORY OF LATIN AMERICA: EARLY TIMES TO 1825

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS

1. Taking the continent of South America, discuss how its geographical features influenced settlements and the economies in the pre-Columbian period.
2. In your view, why should students in Africa find it necessary to learn about Latin America?
3. In the pre-Columbian period, the indigenous population was estimated at 25 million. Discuss the social and economic structures of one of the more important Indian groups in either Mexico or Peru.
4. Discuss the characteristics the Spaniards brought to the New World at the beginning of the post Columbian period.

OR

Why did the foundation of the Spanish Empire in the New World begin in a violent manner?

5. Taking the Viceroyalty of **EITHER** New Spain **OR** Peru, discuss the post-Columbian land tenure system that emerged in the New World and the processes of labour mobilization in the mining and agricultural economies.

OR

The exploitation of valuable minerals such as gold and silver and agricultural produce benefited Spain and Portugal and not the colonies. Why?

6. Why was the Latin American society highly stratified?
7. Why was the settlement of Brazil so different from the Spanish Colonies?

OR

What factors accounted for the huge success of the sugar industry in Brazil before the 1800?

8. Discuss why Spain and Portugal restricted the trade with their American Colonies to themselves.

OR

What was the role and contribution of slavery in Brazil to the economy and the social structure in Brazil?

9. Was the fight for independence by Spanish colonies (except Cuba and Puerto Rico) justified?

10. Why did the leaders of the liberation movement in the Spanish colonies find it difficult to achieve their objectives quickly? Give examples **EITHER** from Mexico, La Plata, and **OR** Granada.

OR

Pick one nationalist leader and discuss his role in winning independence from Spain for a part of the Spanish Empire.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

FIRST SEMESTER UNIVERSITY EXAMINATIONS -JULY 2006

HIS 5031

HISTORIOGRAPHY OF SOUTHERN AFRICA UP TO 1880S

TIME: THREE HOURS

INSTRUCTIONS: Answer two questions, one from each section

SECTION A

1. What is the significance of the Afrikaner Nationalist School and the British Imperial School in the study of Southern African history?
2. In view of the numerous historiographical traditions of Southern Africa, is it possible for historians to write a meaningful history of African societies in South Africa?
3. Discuss the contribution of Isaac Schapera's book "**The Khoisan People of South Africa: Bushmen and Hottentots,**" to the study of pre-colonial societies of South Africa.

SECTION B

4. Write a review of J.D. Omer-Cooper's "**The Zulu Aftermath: A Nineteenth Century Revolution in Bantu South Africa.**"
5. Critically examine the emergence, growth and decline of the peasant communities of South Africa.
6. Critically examine the factors which prompted the Boers to leave the Cape colony for the interior, in view of conflicting scholarly arguments on the subject.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY FIRST SEMESTER EXAMINATIONS, JULY 2006

HIS 5041

HISTORICAL METHODOLOGY AND PHILOSOPHY OF HISTORY I

INSTRUCTIONS: ANSWER TWO QUESTIONS ONLY

TIME ALLOWED: THREE HOURS

1. With reference to the nature of information that you may obtain from specific sources, critically discuss the sources available for the reconstruction of pre-colonial and colonial history of Zambia.
2. What is Oral Historiography?
3. Is it true that there was a major shift in African Historiography after 1945?
4. Examine the shifting trends in the Historiography of Zambia since the colonial period.
5. "In fact, there can be no such thing as objective history. Historians (honest or dishonest) are no more objective than witnesses (honest or dishonest) in a law-court: no two of them give the same account of the same thing: and no one of them ever succeeds in saying exactly what he set out to say about it." E. H .Dance.
Discuss.
6. Is history a science?
7. "The primary source served a real purpose for the men who created it: Their purpose is a quite different one from that of the historian coming along later." From your knowledge of the nature of the origins of primary sources discuss this statement.

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF LITERATURE AND LANGUAGES
2006 ACADEMIC YEAR END OF FIRST SEMESTER
EXAMINATION**

LAL 211: THE STRUCTURE OF BANTU LANGUAGES

TIME: THREE (3) HOURS

INSTRUCTIONS:

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

=====

SECTION A

1.
 - (a) 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.
 - (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**?
3.
 - (a) Name any three (3) uses of the asterisk (*) in linguistics and exemplify.
 - (b) Explain the term Proto-Bantu.
4. What is meant by the following:
 - (a) 'African Alphabet'?
 - (b) International Phonetic Alphabet (IPA)
5. 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

6. 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.
7. (a) Write brief notes on the Bantu noun class system.
(b) With examples name any four noun classes in Bantu, provide the semantics of those classes.
 8. In a Bantu language of your choice explain and give two examples of each of the following:
 - (i) denominal nouns
 - (ii) deadjectival nouns
 - (iii) deverbal nouns
 - (iv) compound nouns
 9. With examples, show that Bantu adjectives fall into three (3) categories, that is:
 - (i) primitive adjectives
 - (ii) derived adjectives
 - (iii) compound adjectives.
 10. (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.
 11. (a) Show how the mathematical concepts of addition and multiplication are used in Bantu to form certain numbers.
(b) Give any two words derived from numerals in any Bantu language of your choice.
 12. Translate the following sentences into a Bantu language of your choice and provide their morphological analysis, i.e. name the morphemes they are made of:
 - (i) They are cultivating
 - (ii) They are not cultivating
 - (iii) They will be cultivating
 13. Explain the following morphophonological processes in nouns in Bantu:
 - (a) gliding
 - (b) deletion
 - (c) coalescence
 14. Illustrate and compare genitive pronouns and possessive pronouns in a Bantu language of your choice.
 15. Write brief notes on personal pronouns in any Bantu Language.

END OF EXAMINATION

UNIVERSITY OF ZAMBIA EXAMINATIONS
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2006 FIRST SEMESTER EXAMINATIONS

LAL 221 Introduction To Literary Studies

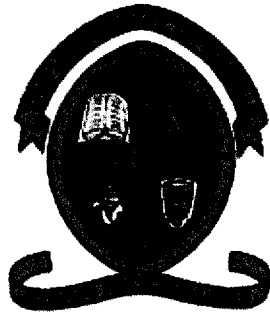
Time: 3 hours

Instructions to Candidates

1. Answer ***ONLY FOUR*** Questions from this paper.
 2. If a question is broken into parts, ensure that you answer all parts.
-
-

1. Definitions serve only a pedagogical purpose. Discuss.
2. Although poetry achieves meaning by connotation rather than denotation, that meaning still comes out strongly. Explain how meaning is amplified in poems.
3. A short story has affinities with long prose on one hand and poetry on the other. Discuss.
4. Compare and contrast proverbs and riddles in terms of audience, performance, major characteristics and their place in the Zambian society.
5. What is the use of learning literary theories like Marxism and the others you have learnt in this course?

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA

FIRST SEMESTER FINAL EXAMINATIONS
SEPTEMBER 11, 2006

LAL 311:

THE PHONOLOGY AND MORPHOLOGY OF A BANTU LANGUAGE

INSTRUCTION

You should attempt a total of **five (5)** problems as specified in the two sections.

DURATION

To be completed in three hours.

WEIGHTING

All problems have equal weight and constitute 50% of the course assessment. Each problem is worth 10 marks.

SECTION A **(30 MARKS)**

Solve any three of the following problems.

1. Outline the relationship between graphology and phonology.
2. To what extent are the features *Consonantal* and *Vocalic* essential in feature phonology? How can you illustrate your assertion in form of a feature matrix?
3. On the interface between phonology and morphology of a any Bantu language of your choice:
 - a. Identify and explain at least two rules that are as a result of the interface.
 - b. Formalize the identified rules.

4. Examine the role of the noun class prefix in the morphology of any Bantu language of your choice.
5. Carry out a detailed morphological analysis of any part of speech of any Bantu language of your choice.
6. Comment on the status of the following parts of speech in relation to inflection in morphology in any Bantu language of your choice:
 - a. Nouns
 - b. Question words
 - c. Verbs
 - d. Any type of pronouns

SECTION B

(20 MARKS)

The section is compulsory.

7. On syllable structure in Bantu:
 - a. Identify syllabic rules in Bantu.
 - b. Illustrate the application of the identified rules in any Bantu language of your choice.
 - c. Briefly comment on syllabic nuclei in Bantu with reference to a Bantu language or languages.
 - d. Comment on the onset in any Bantu language.
8. On verbal forms in Bantu:
 - a. Produce a template of verbal forms **applicable** to an identified Bantu language.
 - b. Explain and illustrate the forms that you have identified in the language.

END

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

FIRST SEMESTER EXAMINATIONS: 2006

LAL 321: APPROACHES AND RESEARCH METHODS IN AFRICAN ORAL LITERATURE

TIME: THREE (3) HOURS

INSTRUCTIONS:

- (a) Answer three (3) questions in all.
 - (b) Question one (1) in SECTION A, is compulsory.
 - (c) Answer any one (1) question from SECTION B and any one (1) question from SECTION C.
-

SECTION A

1. (a) By applying both Denise Paulme's theory of characters and plot-patterns in narratives and Herald Scheub's expansible image theory analyse the attached story.
- (b) It is said that literature is not only the reflection of reality but it is also a projection of desired reality. What does the story stand for in regard to our society considering this statement and the story.

SECTION B

2. (a) Define the proverb.
- (b) Pick six proverbs from your language and translate them into English
 - (i) two of them should show the linguistic structure of simple statement category,
 - (ii) two should show simple parallelism and
 - (iii) two should indicate cross parallelism.
3. Proverbs express behavioural attitudes of life experiences, social rules of conduct, traditional cultural values, codified wisdom, commonsense knowledge and generally shared worldview. Elaborate this statement by giving two (2) proverbs in each of the categories of codified wisdom, life experiences, rules of social conduct etc. Translate them into English.
 - (i) judiciary – judgment and pleading
 - (ii) admonishing
 - (iii) reconciliation
 - (iv) hospitality
 - (v) cooperation

SECTION C

- 4.(a) Show the importance and format of riddles in your own language.
- (b) Give two riddles in each of the following typology of riddles and translate them into English.
- (i) association
 - (ii) comparison
 - (iii) conundrum
 - (iv) puzzle.
 - (v) punning
5. (a) What is meant by oral literature and give reasons why in all walks of life even in the computer age it is indispensable.
- (b) Orality enhances culture in all its forms. Give and explain five (5) types of culture that are dominant in every society.
- (c) There are two types of cultural channels that people live in and follow. They sociofacts and artefacts:

Give five (5) sociofacts and five (5) artefacts in your society.

END OF EXAMINATION

STORY

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

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

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

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

They went and after a while they heard a song behind them:

ENGLISH

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

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

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

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

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

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

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

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

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

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

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

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF LITERATURE AND LANGUAGES
2006 ACADEMIC YEAR: FIRST SEMESTER FINAL
EXAMINATIONS

E/LAL 111 Communication and Study Skills (Internal)

TIME: THREE (3) HOURS

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

Section 1: Essay (40 marks)

Write an essay of three sides of which the following is the rubric:

The lack of leisure facilities, including sporting facilities and opportunities to take part in drama and music at UNZA, is to be deplored. Discuss.

Do not write an abstract, an appendix, end notes nor a bibliography.

Remember that at least half the marks will be awarded for acceptable grammar and another quarter will be given for an acceptable style.

Section 2: Note-taking (20 Marks)

Using the information in the following passage, write a formal set of notes with headings and, if necessary, sub-headings, in an appropriate academic style on the subject of Where Do Words Come From. The notes, headings and sub-headings should be numbered and lettered in the usual way.

Section 3: Comprehension (30 marks)

Answer the questions following the passage below using information from the passage in the way that the question demands.

Where Words Come From

Where do all new words come from? According to the great Danish linguist Otto Jespersen words are for the most part formed in one of four ways: by adding to them, by subtracting from them, by making them up and by doing nothing to them. Neat as that formula is, one would venture to suggest that it overlooks two other prolific sources of new words: borrowing them from other languages and creating them by mistake. 5

Words can be created by error. For example, sometimes words are created by false analogy or back-formation. One example of this would be the word *pea*. Originally the word was *pease*, as in the nursery rhyme 10 “pease porridge hot, pease porridge cold”. But this was mistakenly thought to signify a plural and the word *pea* was back-formed to denote singularity.

The words *grovel* and *sidle* similarly came into English because the original adjectives, *groveling* and *sideling*, were assumed to contain 15 the participles *-ing*, as in *walking* and *seeing*. In fact, it was the suffix *-ling*, but this did not stop people from adding a pair of useful verbs to the language.

In addition, erroneous words are sometimes introduced by respected users of the language who simply make a mistake. Shakespeare 20 thought *illustrious* was the opposite of *lustrous* and thus gave it a sense that was not called for.

Words are very often adopted. This is of course one of the glories of English – its willingness to take in words from abroad, rather as if they were refugees. Words have been taken from almost anywhere – 25 *shampoo* from India, *chaparral* from the Basques, *caucus* from the Algonquin Indians, *ketchup* from China, *potato* from Haiti, *sofa* from Arabia, *boondocks* from the Tagalog language of the Phillipines, *slogan* from Gaelic. One cannot get much more eclectic than that. And it has been being done for centuries. According to Baugh and Cable as long ago as 30 the sixteenth century English had already adopted words from more than fifty languages – a phenomenal number for the age. Sometimes the route

these words take is highly circuitous. Many Greek words became Latin words, which became French words, which became English words. *Garbage*, which has had its present meaning of food waste since 35 the Middle Ages, was brought to English by the Norwegians, who had adapted it from an Italian dialectal word, *garbuzo*, which in turn had been taken from the Old Italian *garbuglio* (a mess), which had ultimately come from the Latin *bullire* (to boil or bubble).

Often words change meanings dramatically as they pass from one 40 nation to another. The Latin *bestia* has become variously *biscia* (snake) in Italy, *bitch* (female dog) in England, *biche* (female deer) in France, and *bicho* (insect) in Portugal.

Many of the words that are taken in are so artfully anglicized that it can be a surprise to learn that they are not native. Who would guess that 45 the English word *puny* was once the Anglo-Norman *puis ne* or that *curmudgeon* may once have been French *coeur mechant* (evil heart), or that *breeze*, so English-sounding, was taken from the Spanish *briza*, or that distress signal *mayday* was lifted from the French cry *m'aider* (meaning 'help me')? 50

Although English is one of the great borrowing tongues – deriving at least half of its common words from non-Anglo-Saxon stock – others have been even more enthusiastic in adopting foreign terms. In Armenian, only twenty three per cent of the words are of native origin, while in Albanian the proportion is just eight per cent. 55

Words are created. Often they spring seemingly from nowhere, for example *dog*. For centuries the word in English was *hound* (or *hund*). Then suddenly in the late Middle Ages, *dog* – a word etymologically unrelated to any other known word – displaced it. No one has any idea why. This sudden arising of words happens more often than one 60 might think. Among others without known pedigree are *jaw*, *bad*, *big*, *fun*, *pour* and *put* and countless others. *Blizzard* suddenly appeared in the nineteenth century in America and *rowdy* appeared at about the same time. Recent examples of this phenomenon are *yuppie* and *sound bites*, which seem to have burst forth spontaneously and spread with remark- 65 able rapidity throughout the English-speaking world.

Many words are made up by writers. According to apparently careful calculations. Shakespeare used 17,677 words in his writings, of which at least one tenth had never been used before. This is a staggering display of ingenuity. But then Shakespeare lived in an age when words and ideas burst upon the world as never before nor since. For a century and a half from 1500 to 1650, English flowed with new words. Between 10,000 and 12,000 words were coined of which about half still exist. Not until

modern times would this number be exceeded, but even then there is no comparison. The new words of today represent an explosion of 75 technology – words like *lunar module* and *myocardial infarction* – rather than of poetry and feeling. The following are a small sample of the words that Shakespeare gave us *critical, monumental, majestic, obscene, frugal, lonely*, and *summit* and some 1,685 others.

Words can change by doing nothing, that is, the word stays the same 80 but the meaning changes. Surprisingly often the meaning becomes its opposite or something very like it. *Counterfeit* once meant a legitimate copy. *Brave* once implied cowardice – as indeed *bravado* still does. *Crafty*, now a disparaging term, originally was a word of praise, while *enthusiasm*, which is now a word of praise, was once a term of mild 85 abuse. A harlot was once a boy, and a girl in Chaucer's day was any young person, whether male or female.

This drift of meaning can happen with almost anything, even our clothing. There is curious but not often noted tendency for the names of articles of apparel to drift around the body. This is particularly apparent to 90 Britons in America (and vice versa) who discover that the names for clothes have moved around at different rates and now often signify quite separate things. A Briton going into a New York department store with a shopping list consisting of vest, knickers, suspenders, jumper and pants would in each instance be given something 95 dramatically different from what he expected. To wit, for example, a British vest is an American undershirt. An American vest is a British waistcoat. Where the British use braces to hold up their trousers, the Americans use suspenders to hold up their pants.

Sometimes an old meaning is preserved in a phrase or expression. *Neck* 100 was once widely used to describe a parcel of land, but that meaning has died out except in the expression 'neck of the woods'. *Tell* once meant to count. This meaning died out but is preserved in the expression *bank-teller* and in the term for people who count votes. When this happens, the word is called a *fossil*. 105

At other times words are created by adding or subtracting something. English has over a hundred common prefixes and suffixes - *-able, -ness, -ment, pre-, dis-, anti-*, and so on – and with these it can form and reform words with a facility that yet again sets it apart from other languages. For example, the French word *mutin* (rebellion) can be taken and turned 110 into *mutiny, mutinous, mutinously, mutineer* and many other others, while the French have just the one form, *mutin*.

This process is still perhaps the most prolific way of forming new words and often the simplest. For centuries there has been the word *political*, but by loading the single letter *a* on to the front of it, a new word *apolitical*, joined the language in 1952. 115

Still other words are formed by lopping off their ends. *Mob*, for example, is a shortened form of *mobile bulgus* (fickle crowd). *Exam*, *gym*, and *lab* are similar truncations, all of them dating from the nineteenth century when syllabic amputations were the rage. Yet the impulse to shorten words is an ancient one. Indeed many of English's most common words are contractions of whole phrases – for instance, *goodbye*, a shortening of God-be-with-you, and *hello*, which was in Old English *hal beo thu* or 'whole be thou'.

Nor is there any discernable pattern to help explain why a particular affix attaches itself to a particular word or why some creations have thrived while others have died of neglect. Why, for instance, should *disagree* have been kept but *disadorn* lost, retained *impede* but banished *expede*, kept inhibit but rejected *cohibit*? 125

Finally, but no less importantly, English possesses the ability to make new words by fusing compounds – *airport*, *seashore*, *wristwatch*, *flowerport* and so on almost endlessly. All Indo-European languages have the capacity to form compounds. Indeed, German and Dutch do it, one might say, to excess. But English does it more neatly than most other languages, eschewing the choking word chains that bedevil other languages and employing the nifty refinement of making the elements reversible, so that the distinction between a *houseboat* and a *boathouse* can be made, as can that between *basketwork* and a *workbasket* and between a *casebook* and a *bookcase*. Other languages lack this facility. 130

Bryson, Bill. 1990. Mother Tongue: The English Language. Harmondsworth: Penguin

1. Give five linking words and expressions used in the passage. Indicate clearly the place in the text where each linking word has been used.
2. Explain briefly how the author developed Paragraph 5.
3. Explain briefly how your knowledge of the way words are formed helps you to tell the meanings of the words *disadorn* and *cohibit* as used in the text (lines 129-130).
4. Give the evidence provided in the text to show that many words in English originated from many places and languages.

5. In a sentence, explain what the difference is between the new words in Shakespeare's day and today's new words.
6. Answer the following as briefly but as fully as possible.
 - (a) According to the passage, what is the simplest way of forming words?
 - (b) What was the original English word for "dog"?
 - (c) According to the passage when and how did the word apolitical enter the English language?
 - (d) According to the passage, in how many ways can words be formed?
 - (e) What was the original language and form of the present Portuguese word "biche"?
7. To what do the following words and expressions refer in the passage?

(a) this (l. 8) (b) this (l. 68) (c) them (l. 118) (d) it (l. 133) (e) it (l. 139)
8. Why does the author describe Shakespeare's use of language as being a "staggering display of ingenuity" (ll. 69-70)?
9. What term that you have learned would you use to describe the process of words "lopping off their ends" (l. 117)?
10. Briefly state what each of the following words means as used in the passage:
 - (a) phenomenal (l. 32)
 - (b) circuitous (l. 33)
 - (c) anglicized (l. 44)
 - (d) discernable (l. 125)
 - (e) affix (l. 126)

Miscellaneous

11. Briefly outline the steps through which reading in depth proceeds.
12. Explain what the underlined prefixes or suffixes mean
 - (a) sociology
 - (b) telepathy
 - (c) Graeco-Latin
 - (d) Theocratic
 - (e) Claustrophobia

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA
UNIVERSITY EXAMINATIONS – JULY 2006

LIN5001 - RESEARCH METHODS IN LINGUISTIC SCIENCE

TIME ALLOWED : Three (3) hours

INSTRUCTIONS : Answer any six (6) questions in all as follows: three (3) questions from Section A and three (3) questions from Section B.

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

SECTION A

1. With special reference to and examples from linguistics, briefly discuss each of the following:

- (i) science
- (ii) research
- (iii) statement of the problem
- (iv) hypothesis
- (v) variables
- (vi) informant
- (vii) observation
- (viii) introspection
- (ix) ethics
- (x) triangulation

2. The following seven Latin question words are old classical question words used as an aid to find ideas in research or when writing a composition:

- (i) quis
- (ii) quid
- (iii) cur
- (iv) ubi
- (v) quomodo
- (vi) quando
- (vii) quibus auxiliis

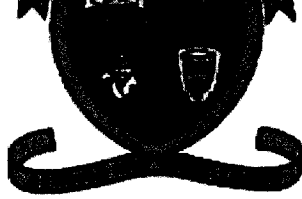
Translate into English each of them and, with concrete examples, show how each of them can be used in linguistic research.

3. After explaining what the acronym SWOT stands for, exemplify how a SWOT Analysis can be used in linguistic research.
4. Write a 1-3 page essay on statistics and give two (2) detailed examples of where and how statistics can be used in linguistics.

SECTION B

5. Compare and contrast linguistic science and the so-called natural sciences.
6. Compare and contrast descriptive grammatical research and sociolinguistic research.
7. Write a 1-2 page essay on lexicography
8. Some scholars have proposed a distinction between methodology and methods in research. Discuss.
9. Discuss the possibility of engaging in linguistic research for linguists based in Zambia or in Lesotho.

E N D



THE UNIVERSITY OF ZAMBIA
2006 FIRST SEMESTER EXAMINATIONS – JULY 2006

LIN 5011 – PHONOLOGICAL THEORY

TIME ALLOWED : Three (3) hours

INSTRUCTIONS : There are two (2) sections. Answer any six (6) questions in all as follows: all 3 questions in Section A and any three (3) questions from Section B.

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

SECTION A

1. (a) Two matrices, Matrix A and Matrix B, are provided on one single separate sheet. The segment symbols are IPA symbols. Fill in Matrix A so as to maximally specify all segments. In Matrix B, minimally specify only the following: all vowels, [t], [k], [g], [l], [m] and [w]

(b) Formulate in feature terms any one phonological rule.
2. Name, explain and exemplify (without, necessarily, 'formulating' them):
 - (a) Any two (2) phonological rules in English
 - (b) Any two (2) phonological rules in Bantu
3. Phonological rules are usually divided into allophonic rules and morphophonological rules, the latter operating in the framework of morphology/phonology interface. However, there also is a syntax/phonology interface, for example for tonology. Discuss and exemplify.

SECTION B

4. The existence of linguistic universals has culminated in the idea that there is such a thing as Universal Grammar (UG) from which the grammatical structures of particular natural languages are derived. With reference to phonology, name and exemplify the various types of linguistic universals.

5. When a word is imported into a language from another language, it may undergo a change or changes motivated by the need to conform to the syllable structure of the host language. Such a process or change is referred to in the study of loanwords as nativization, or naturalization. What are the possible rules, or processes, accounting for such phonological changes? Exemplify.
6. The syllable structure of a language may be accounted for by rules of syllable structure. Many accounts of syllable structure use, among others, the concepts of onset, rhyme, nucleus and coda. Using the acronyms, or symbols, **w** (for 'word'), σ (for 'syllable'), **On** (for 'onset'), **R** (for 'rhyme'), **Nu** (for 'nucleus'), **Cd** (for 'coda'), **C** (for 'consonant'), **S** (for 'semi-vowel') and **V** (for 'vowel'), use an arboreal diagram to show:
 - (a) The syllable structure of the English word *reorganize*; and
 - (b) The syllable structure of the word meaning 'to work' in one Bantu language of your own choice.

Please note that the words concerned are phonetic words and not words as they are spelled.

7. What is the coverage of a comprehensive synchronic phonological study of a language?
8. In 1-2 pages, write in essay form on the following:
 - (a) Pregenerative phonology and generative phonology
 - (b) Linear phonology and non-linear phonology
9. Write notes on the following:
 - (a) Syllable structure of affricates and prenasalized consonants in nonlinear feature phonology
 - (b) Autosegmental Phonology
 - (c) Obligatory Contour Principle (OCP)
 - (d) CV Phonology
 - (e) Moraic Phonology

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END



THE UNIVERSITY OF ZAMBIA
2006 FIRST SEMESTER EXAMINATIONS – JULY 2006

LIN 5012 – SYNTACTIC THEORY

TIME ALLOWED : Three (3) hours

INSTRUCTIONS : Answer any ten (10) questions in all as follows: all 6 questions in Section A and four (4) questions from Section B.

WEIGHTING : The examination counts for 50% of the course's total marks. All questions carry equal marks. Marks will be deducted if your paper is a badly presented or/and badly written.

SECTION A

1. How is the early Phrase Structure Grammar (PSG) linked to Generalised Phrase Structure Grammar (GPSG), Head-Driven Phrase Structure Grammar (HPSG) and Lexical-Functional Grammar (LFG)?
2. Draw a diagram showing the C-structure and F-structure correspondence of the sentence "Mary worked".
3. Explain what you understand by
 - (a) C(ONSTITUENT)-STRUCTURE
 - (b) F(UNCTIONAL)-STRUCTURE
 - (c) ATTRIBUTE-VALUE MATRICES (AVMs)
4. Briefly say what the following mean:

- (a) local trees
- (b) features and categories in GPSG
- (c) Immediate Dominance (ID) rules
- (d) Linear Precedence (LP) statements
- (e) Feature Cooccurrence Restriction rules
- (f) [V+, N-, VFORM FIN, BAR 2]
- (g) feature name SUBCAT

5. Discuss, and exemplify the following four rules in a version of Chomsky's 'Standard Theory':

$$(i) \quad S \rightarrow \begin{array}{l} \text{and} \\ S^n, n \geq 2 \\ \text{or} \end{array}$$

$$(ii) \quad S \rightarrow (\text{Presentence}) \text{ Nucleus}$$

$$(iii) \quad \text{Nucleus} \rightarrow (\text{Sentence Adverb}) \text{ NP} + \text{Predicate Phrase}$$

$$(iv) \quad \text{NP} \rightarrow \begin{array}{l} \text{and} + \text{NP}^n, n \geq 2 \\ \text{NP S} \\ \text{PP} \text{-----} \\ (\text{Det}) \text{N} + \text{No} \\ \text{S} \end{array}$$

6. Explain each of the following terms as they are used in syntax:

- (i) apodosis and protasis
- (ii) antecedent
- (iii) arguments and co-arguments
- (iv) asyndeton (or asyndetic construction)
- (v) (); { }
- (vi) logophoric pronoun
- (vii) modifier
- (viii) clausal and sentential
- (ix) cross-linguistic phenomenon
- (x) cleft construction and pseudo-cleft construction

SECTION B

- 7. Compare and contrast the Standard Theory of Transformational-Generative Grammar and Government-Binding theory.
- 8. Formulate and exemplify the Dative Movement rule in a manner consistent with Chomsky's Standard Theory.

9. Draw a diagram showing the architecture of a grammar in Chomsky's Standard Theory and explain the diagram, giving examples on each item concerning syntax in the diagram.
 10. With examples, explain the object of X'-theory in GB.
 11. With examples, explain the object of Theta-theory in GB.
 12. What is the Bounding theory concerned with?
 13. What is the Binding theory concerned with? Exemplify
-

END



THE UNIVERSITY OF ZAMBIA
2006 FIRST SEMESTER EXAMINATIONS – JULY 2006

LIN 5012 – SYNTACTIC THEORY

TIME ALLOWED : Three (3) hours

INSTRUCTIONS : Answer any ten (10) questions in all as follows: all 6 questions in Section A and four (4) questions from Section B.

WEIGHTING : The examination counts for 50% of the course's total marks. All questions carry equal marks. Marks will be deducted if your paper is a badly presented or/and badly written.

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- (a) local trees
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- (c) Immediate Dominance (ID) rules
- (d) Linear Precedence (LP) statements
- (e) Feature Cooccurrence Restriction rules
- (f) [V+, N-, VFORM FIN, BAR 2]
- (g) feature name SUBCAT

5. Discuss, and exemplify the following four rules in a version of Chomsky's 'Standard Theory':

- (i) $S \rightarrow \begin{matrix} \text{and} \\ \text{or} \end{matrix} S^n, n \geq 2$
- (ii) $S \rightarrow (\text{Presentence}) \text{Nucleus}$
- (iii) $\text{Nucleus} \rightarrow (\text{Sentence Adverb}) \text{NP} + \text{Predicate Phrase}$
- (iv) $\text{NP} \rightarrow \begin{matrix} \text{and} + \text{NP}^n, n \geq 2 \\ \text{NP S} \\ \text{PP} \text{-----} \\ (\text{Det}) \text{N} + \text{No} \\ \text{S} \end{matrix}$

6. Explain each of the following terms as they are used in syntax:

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- (ii) antecedent
- (iii) arguments and co-arguments
- (iv) asyndeton (or asyndetic construction)
- (v) (); { }
- (vi) logophoric pronoun
- (vii) modifier
- (viii) clausal and sentential
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13. What is the Binding theory concerned with? Exemplify

E N D

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

LIT. 5201: CLASSICAL FOUNDATIONS OF EUROPEAN LITERATURE

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ONE QUESTION FROM EACH SECTION

SECTION A: GREEK SOCIETY

1. Comment on the lyric poetry in ancient Greece between 700 and 450 B.C.
2. Discuss Odysseus wanderings
3. Examine Penelope's physical and moral portrait in the *Odyssey*.

SECTION B: Roman literature

1. Comment on the Greek and Roman literature aspects inherited by the European literature
2. Examine Virgil's debt to Homer
3. Lucius's debt to old comedy

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

LIT 5111: MODERNISM

2006 FIRST SEMESTER M.A. EXAMINATIONS

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY TWO QUESTIONS OUT OF FOUR

1. Examine the distinction between modern society and postmodern society.
2. Modernist literature is characterized chiefly by a rejection of 19th Century traditions and their consensus between author and reader.

Discuss

3. Analyse the evolution of literature from Realism and Naturalism through Modernism to Post –Modernism.
4. Modernist writing is predominantly cosmopolitan, and expresses a sense of urban cultural dislocation.

Comment

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF MASS COMMUNICATION

FIRST SEMESTER FINAL EXAM

MEDIA ETHICS

MC 125

THURSDAY 14TH SEPTEMBER 2006

TIME: THREE (3) HOURS

INSTRUCTIONS:

SECTION A – COMPULSORY

SECTION B – ANSWER ANY THREE (3) QUESTIONS

SECTION A: ANSWER ALL QUESTIONS (40 MARKS)

1. Discuss the Media Ethics Council of Zambia's code of ethics? (10 marks)
2. What responsibilities do journalists have to society when they are in situations that call on them to make moral choices in news gathering? (5 marks)
3. Briefly explain the three branches of moral philosophy on which media or journalism ethics are premised? (10 marks)
4. Discuss the issue of nakedness in photojournalism? (5 marks)
5. Analyse critical issues when dealing with sources? (10 marks)

(40 MARKS)

SECTION B: ANSWER THREE QUESTIONS ONLY

6. Debate the argument against unorthodox ways of newsgathering? (20 marks)
7. Explain the essence of African morality and relate it to the profession of journalism? (20 marks)
8. With example(s) what are the four main stages in the process of ethical decision-making? (20 marks)
9. Discuss various ethical theories in moral reasoning. Which ones are more suitable for African journalists? (20 marks)
10. State some virtues in African society and relate them to journalism ethics? (20 marks)

(60 MARKS)

END OF EXAM AND GOOD LUCK

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF MASS COMMUNICATION

FIRST SEMESTER FINAL EXAM
INTRODUCTION TO MASS MEDIA WRITING

MC 201

15 SEPTEMBER 2006

TIME: THREE (3) HOURS

**INSTRUCTIONS: ANSWER ALL QUESTIONS IN SECTION A AND ANSWER
THREE QUESTIONS IN SECTION B BUT QUESTIONS SIX (6) AND SEVEN (7)
ARE COMPULSORY**

SECTION A: (40 MARKS)

1. Why is it essential to carry out research before conducting an interview? (5 marks)
2. What procedure should you follow before you can write an effective headline? (5 marks)
3. With examples, discuss the determinants of news? (10 marks)
4. How do you get the attention of the readers using the headline? (10 marks)
5. Write detailed notes on writing effective leads? (10 marks)

SECTION B: ANSWER THREE QUESTIONS BUT QUESTIONS SIX (6) AND SEVEN (7) ARE COMPULSORY (60 MARKS)

6. Read the article marked A and then answer the questions below.

- (a) State the purpose of headlines? (5 marks)
- (b) Write the headline for this article? (5 marks)
- (c) Write a hard news story from the article for publication in the *Lusaka Star*? (10 marks)

7. Read the article marked B and then answer the questions below.

- (a) Explain the functions of the lead? (5 marks)
- (b) Discuss the essentials to be included in the lead? (10 marks)
- (c) Write a lead and the next paragraph for this article? (5 marks)

8. What is the inverted pyramid style of writing news? What are its advantages and disadvantages? (20 marks)

9. State the importance of the following and provide examples where necessary? (20 marks)

(a) Objectivity (b) Accuracy (c) Fairness (d) Verification (e) Clarity (f) Attribution

END OF EXAM AND GOOD LUCK

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2006 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS

MC 215: RADIO PRODUCTION I

TIME ALLOWED: THREE HOURS

INSTRUCTIONS: There are two sections in this paper. Answer all questions in section ONE and only Seven in section Two.

Section ONE

Answer all questions in this section: Two marks each

1. Apart from giving you 'news' revelation, what do the 'how' and 'why' questions provide you, during an interview?
2. State the rules that govern good radio script writing
3. State which frequency is preferred for international radio broadcasting?
b. Why?
4. What is the disadvantage of overdoing acoustics in a broadcast studio?
5. Why is the 'pleasure principle' important in broadcasting interviews?
6. Why are there fewer teenagers and young adults who listen to radio in the morning?
7. What is a label lead?
8. Why should an interviewer show empathy with the interviewee?
9. Why shouldn't an interviewer be afraid of looking ignorant during an interview?
10. Explain the kind of sound effects you would use to indicate a happy party mood of a crowd.
11. Starting from the production conference, give at least three other steps to follow in a radio production, before the actual production takes place.
12. Distinguish between a news event and a news issue.
13. How can a radio producer avoid distracting his audience with 'pleasant' distractions in his productions?

14. What is the essence of a racks room in a radio station?
15. Give two instances only, when you could use a question lead.

SECTION TWO

Answer Seven questions only in this section: Ten marks each.

16. Habeenzu Mwanza 49 years old of 31 Mwanang'ombe rd Roma township, in Lusaka was arrested last night for embezzling money from PEP shops Southern Region, US \$13, 143, 133.50. Mwanza is an Assistant Accountant. Using the identification sequence, write a clean radio script.
17. Explain the difference between mass audience and a cohesive group of listeners.
18. Explain:
 - a. How a good radio lead should be written.
 - b. The importance of a good lead.
19. In last night's news bulletin you featured as top news, a story of an air plane which crashed in the Muchinga Mountains. Write two, six paragraph incidental stories, which you think will arise as a result of the plane crash
20. Briefly explain what led to FM, once the unwanted and ill-treated sibling of AM, to become the desired and admired medium in the 1970s.
21. Give three advantages, which FM has over AM radio transmission.
22. The three main properties that make a studio are sound isolation, acoustics and technology. Discuss:
 - a. Sound isolation.
 - b. Acoustics.
23. A wildly careering Toyota hurtled through the side rail of a bridge, 8 kilometres east of one city on high way 15 at 23hrs tonight, plunging 7 metres to the boulder-strewn riverbed below. The crash caused instant deaths of Tionenji Phiri 71, president of the local National Commercial Bank and two members of her family, with critical injuries sustained by three other occupants of the Toyota. Write this into a clean radio script.
24. Discuss how 'cassetting or time-shift' listening affect audience research?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2006 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS

MC 221: THEORIES OF MASS COMMUNICATION

TIME ALLOWED: THREE HOURS

INSTRUCTIONS: THERE ARE TWO SECTIONS IN THIS PAPER. ANSWER TEN QUESTIONS ONLY, IN SECTION ONE AND ONLY EIGHT IN SECTION TWO.

SECTION ONE

ANSWER ONLY TEN QUESTIONS IN THIS SECTION: TWOMARKS EACH.

1. What are theories?
2. Why have scholars failed to agree on the definition of Communication?
3. Explain how communication takes place between two parties, using unknown symbols to either party.
4. What is the significance of metaphors in communication?
5. Explain how communication helps to facilitate human mental growth.
6. Who was Otto Groth?
7. Broadcasting frequencies are always measured in hertz's e.g. kilohertz or megahertz. How did the word come about?
8. The first voice transmission via wireless was in 1892. Who was the pioneer of voice broadcasting?
9. In December 1906, a significant event in the history of radio broadcasting took place. What was the event?
10. What do you understand by cultivation theory?
11. Why do heavy TV viewers perceive the world as being dangerous?

SECTION TWO

ANSWER EIGHT QUESTIONS ONLY IN THIS SECTION: 10MARKS EACH

12. Explain what the communication regulatory function is and how it works.

13. Explain why, in your opinion, some people get more co-operation than others from within the same communities they live.
14. You have been appointed Minister of Information and Broadcasting Services when there is drought in most parts of the country. Which one of the main functions of the media would you use to organise food and other requirements for the starving people in the drought stricken areas? Explain how you would use this function.
15. As Minister of Community Development and Culture, how would you use society's traditionalists in the media to promote Zambian culture? In doing so, explain what you would be trying to achieve.
16. Mass Communication scholars say that the media have a multiplier property. As Minister of Finance and National Development, explain how you can employ your economic theory to get the media's multiplier property effect, to help you develop Zambia.
17. Give advantages of using opinion leaders in dissemination of information to communicate as opposed to using the hypodermic needle theory.
18. The premise of media effects has two main thrusts:
- i) That the media "construct" social formations and history itself by framing images of reality.
 - ii) That people in audiences construct for themselves their own view of social reality and their place in it.
- Discuss how people are able to construct their own views of social reality and how they find their place in it?
19. As a media manager, discuss how you would use both media potential and media effectiveness to achieve your desired campaign goals.
20. Give at least five limitations of the two-step-flow, which make it an imperfect model.
21. State the advantages, which a two-sided message has over a one-sided message. Explain situations when each one can be used.

END OF EXAMINATION

UNIVERSITY OF ZAMBIA FINAL EXAMINATIONS
DEPARTMENT OF MASS COMMUNICATION
FIRST SEMESTER SEPTEMBER 2006
MC 371 COMPUTER ASSISTED REPORTING

Time: 3 hours

Answer ALL question in section one and FOUR question in section two

SECTION ONE: 60 MARKS

1. Briefly discuss the following elements:

- a) Directories
- b) Mailing list
- c) ARPAnet
- d) Online Services
- e) Internet
- f) Roaming?
- g) Wireless networking?
- h) Boolean logic
- i) Cached button
- j) Show matches

20 Marks

2. What are the guidelines in finding out the authenticity of an article published on the web page?

5 Marks

3. How do search engines work?

5 Marks

4. What are the limitations of some search engines?

10 Marks

5.. What are the tips for successful searching?

10 Marks

6., You have been assigned to write an obituary of President Ronald Reagan . Explain the process you would go through and name the closest url addresses that would give you the most correct and current information?

10 Marks

**SECTION TWO: ANSWER FOUR QUESTIONS ONLY:
40 MARKS**

- 7.. When is using a general search engine a good idea?
10 Marks
8. What are the advantages and disadvantages of Alta Vista
10 Marks
- 9.. What feature make Yahoo more popular ?
10 Marks
10. What features make google to be more advantaged?
10 Marks
- 11.. a) What are the advantages and disadvantages of group
Networking?
b) Name different group networks that we learned in class.
10 Marks
12. a) Discuss the beginnings of internet Relay chat (IRC)
b) Who developed the Nescape Communication?
c. What were the advantages of Nescape at that time?
10 Marks

END OF EXAM

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2006 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS

MC401: EDITORIAL WRITING

TIME ALLOWED: THREE HOURS

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

SECTION ONE

Answer all questions in this section. TWO marks each.

1. What is an editorial?
2. How does a newspaper attract readers' attention to an editorial?
3. An editorial should always make a case. Explain.
4. How should an editorial introduce a subject to an audience, not familiar with the subject?
5. Explain the criteria used in selecting an editorial topic.
6. State how editorials can be used in the correlation of society.
7. What is the significance of the John Stuart Mills Cannon of difference to an editorial writer?
8. Give the disadvantage(s) of editorial under-kills.
9. Why is a 'rugged-road test' important for an editorial piece?
10. In what instances is an editorialist allowed to carry out personal attacks on government officials?

SECTION TWO

The question in this section is compulsory: 20marks

11. The story below appeared in The Times of Zambia in March 2005. Read the story carefully and write a 10 paragraph editorial based on it. The story is as follows:

300 Abandon school for one in Malawi By Times Reporter

Over 300 children in Chief Mwenechifungwe's area in Isoka district have abandoned their school in preference to a neighbouring school in Malawi because of the poor state of the classrooms.

Senior headman Mwenebuluma has appealed to the ministry of Education to rehabilitate the school before it was completely closed. The headman said the pupils had no desks while the sanitary situation was equally poor.

He said the five class room block had only three desks and two teachers to teach all the classes from grade one to grade 12.

Headman Mwenebuluma said the pupils informed the local Member of Parliament, Catherine Namugala, of the problems the school faced.

He said the nearest school in Malawi was only two kilometres away from Zambia. Stephen Kaira, a resident and subject of the chieftom said although the Parent Teachers Association (PTA) was asked to enrol their children at the local school, they declined due to the comparative advantage of the Malawian school.

He said the school was operating without a library while the PTA engaged three untrained teachers to mitigate the shortage of staff.

"Almost all the pupils here are now going to Malawi for their education," he said.

SECTION THREE

Answer three questions only from this section: 20marks each.

12. Explain in detail how newspapers use the 'op-page'.

13. The use of imagery in editorial writing is essential. Discuss.

14. Apart from the editorial, discuss other ways that the press uses to express opinions.

15. Explain:

a. What is meant by climax order?

b. State how this is achieved.

16. Explain how an editorialist can manipulate letters-to-the editor?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY FIRST SEMESTER EXAMINATIONS

MC 911: PRINCIPLES OF PUBLIC RELATIONS

SEPTEMBER 2006

TIME: THREE (3) HOURS

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

SECTION A

1. Traditionally, it was widely held that public relations practitioners should if possible have experience as reporters. Why was it so and why has this position changed? (12)
2. Among public relations practitioners, there are considerable differences of opinion as to whether public relations are a craft, a skill, or a developing profession. Why is it like this? (12)
3. What are some of the principle problems involved in enforcing codes of conduct such as the one for public relations practitioners? (8)
4. Those who plan careers in public relations should develop four fundamental abilities. What are they? (8)

SECTION B

5. What is the difference between a line and staff function? To which function does public relations belong, and why? (20)
6. First state why planning is so important in the public relations process and then explain how effective issues management can prevent organisational crises. (20)
7. Name and discuss the three objectives of persuasion in public relations work. What objective is the most difficult to accomplish? (20)
8. Discuss why public relations staff and firms need to know the legal aspects of creating and distributing messages. (20)

End of Exam

UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES DEPARTMENT OF
MASS COMMUNICATION

FIRST SEMESTER EXAMINATIONS

2006

MC 5041 HUMAN DEVELOPMENT AND PARTICIPATORY
COMMUNICATION

TIME: THREE (3) HOURS

INSTRUCTION: ANSWER ONLY FOUR QUESTIONS. QUESTION 7 IS
COMPULSORY

1. In planning any campaign, why is it necessary to conduct an environmental analysis.
2. Comment on the assertion that for any development activity to succeed, it must position humanity at the fulcrum of any such activity.
3. Explain why several development scholars and practitioners, perceive a nexus between development and participation.
4. Human development, inter alia, aims at expanding people's capabilities. Discuss and illustrate this assertion with references to empowerment.
5. Of all the precepts of participation, "Political will" is considered pivotal to the success of any campaign. How do you explain this viewpoint?
6. Why is community participation considered central to any development concern.
7. Select a project in Zambia which couldn't meet its target. Explain the circumstances which have underscored its failure.

END OF EXAM

GOOD LUCK

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF MASS COMMUNICATION
2006 FIRST SEMESTER EXAMINATION
ELECTRONIC EDITING AND LAYOUT

MC341

SEPTEMBER 2006

TIME 3 HRS

INSTRUCTIONS:

SECTION A – COMPULSORY

SECTION B – COMPULSORY

SECTION A – COMPULSORY (60 MARKS)

1. You are the editor of the Lusaka Star newspaper working on the news page. Design and layout a News Page 2 for the September 2006 issue of the Lusaka Star.

Use any of the stories and pictures in the September 2006 folder on the desktop.

Create your template on A4 size paper using four columns.

Ensure that your finished page is well designed, edited and balanced.

The final layout must be complete with a folio line, at least a picture, caption, headlines, not less than three edited stories and must be camera ready for the printers.

Ensure your computer number is placed in the centre of your folio line. Save your work on the desktop and print on A4 size paper.

SECTION B – ANSWER ALL QUESTIONS

1. What are the major functions of the Copy Desk? (5 marks)
2. List and discuss the criteria for evaluating copy. (10 marks)
3. What does editing for good taste involve? (4 marks)
4. What are the four basic elements of a newspaper? (4 marks)

5. What are the functions of a headline? (4 marks)
6. Explain the principles of writing good cutlines. (3 marks)
7. Define the following terms:
 - a. Photo Scaling
 - b. Silhouette
 - c. Bug
 - d. Objectivity
 - e. Cutline

(10 marks)

END OF EXAM

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF MASS COMMUNICATION
2006 FIRST SEMESTER EXAMINATION
FEATURE WRITING

MC235/421

SEPTEMBER 2006

TIME 3 HRS

INSTRUCTIONS:

SECTION A – COMPULSORY

SECTION B – COMPULSORY

SECTION A – COMPULSORY (60 MARKS)

You are a reporter working on the features desk. Write an **OBITUARY** (of between **800 to 1200 words**) of a close friend, colleague, associate or relative. Your obituary should **qualify** to be published in any local paper.

Observe all rules about writing features and make sure you edit your story and watch out for spelling and grammatical errors.

Ensure your computer number is above the slug of your article and periodically save your work as you type.

SECTION B – COMPULSORY (40 MARKS)

1. Differentiate a feature from other forms of writing. **(10 Marks)**
2. Name and explain 3 traditional sources of feature ideas. **(6 Marks)**
3. Why is it important to have a specific feature idea rather than a general one? **(2 Marks)**
4. Explain the significance of secondary sources in feature writing. **(4 Marks)**
5. Explain the following:
 - (a) Travelogue
 - (b) Anthology
 - (c) Trend Story

(d) Backgrounder

(8 Marks)

6. Describe the following terms in feature writing:

(a) Transitional devices

(b) Theme

(c) Cohesion

(d) Description

(e) Argument

(10 Marks)

END OF EXAM

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2006 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS

MC 221: THEORIES OF MASS COMMUNICATION

TIME ALLOWED: THREE HOURS

INSTRUCTIONS: THERE ARE TWO SECTIONS IN THIS PAPER. ANSWER TEN QUESTIONS ONLY, IN SECTION ONE AND ONLY EIGHT IN SECTION TWO.

SECTION ONE

ANSWER ONLY TEN QUESTIONS IN THIS SECTION: TWOMARKS EACH.

1. What are theories?
2. Why have scholars failed to agree on the definition of Communication?
3. Explain how communication takes place between two parties, using unknown symbols to either party.
4. What is the significance of metaphors in communication?
5. Explain how communication helps to facilitate human mental growth.
6. Who was Otto Groth?
7. Broadcasting frequencies are always measured in hertz's e.g. kilohertz or megahertz. How did the word come about?
8. The first voice transmission via wireless was in 1892. Who was the pioneer of voice broadcasting?
9. In December 1906, a significant event in the history of radio broadcasting took place. What was the event?
10. What do you understand by cultivation theory?
11. Why do heavy TV viewers perceive the world as being dangerous?

SECTION TWO

ANSWER EIGHT QUESTIONS ONLY IN THIS SECTION: 10MARKS EACH

12. Explain what the communication regulatory function is and how it works.

13. Explain why, in your opinion, some people get more co-operation than others from within the same communities they live.
14. You have been appointed Minister of Information and Broadcasting Services when there is drought in most parts of the country. Which one of the main functions of the media would you use to organise food and other requirements for the starving people in the drought stricken areas? Explain how you would use this function.
15. As Minister of Community Development and Culture, how would you use society's traditionalists in the media to promote Zambian culture? In doing so, explain what you would be trying to achieve.
16. Mass Communication scholars say that the media have a multiplier property. As Minister of Finance and National Development, explain how you can employ your economic theory to get the media's multiplier property effect, to help you develop Zambia.
17. Give advantages of using opinion leaders in dissemination of information to communicate as opposed to using the hypodermic needle theory.
18. The premise of media effects has two main thrusts:
- i) That the media "construct" social formations and history itself by framing images of reality.
 - ii) That people in audiences construct for themselves their own view of social reality and their place in it.
- Discuss how people are able to construct their own views of social reality and how they find their place in it?
19. As a media manager, discuss how you would use both media potential and media effectiveness to achieve your desired campaign goals.
20. Give at least five limitations of the two-step-flow, which make it an imperfect model.
21. State the advantages, which a two-sided message has over a one-sided message. Explain situations when each one can be used.

END OF EXAMINATION

University of Zambia
Department of Mass Communication
First Semester examination September 2006
MC 921
Principles of Photography

Time:- Three hours.

SECTION A: Answer all questions in this section. Each question carries five marks

1. What are the characteristics of the basic lenses both positive and negative?
2. What do you understand by photographic exposure?
3. State the functions of the following:-
 - a. The lens
 - b. The shutter speed
 - c. The iris diaphragm
 - d. The lens
 - e. The camera body
4. What are the functions of the following parts of the enlarger:-
 - a. The height control knob
 - b. The condenser
 - c. The vertical support column
5. What do you understand by the following terms?
 - a. Latent image
 - b. Virtual image
6. What do you understand by local control of exposure.
7. What is a test strip and why is it necessary when printing pictures?
8. What is the difference between a grey scale and a characteristic curve?
9. Briefly explain what you understand by a point of minimum exposure for maximum blackness?
10. What is the difference between depth of field and depth of focus

SECTION B: Answer three questions in this section. Question 1 is compulsory and carries **20 marks**. The rest of the questions carry **10 marks** each

11. What are the following people famous for?
 - a. William Fox Talbot
 - b. Joseph Nicephore Niepci
 - c. Louis Jacques Mande Daguerre

12. When selecting shutter speed and aperture combinations for action and depth of field, you expect certain characteristic effects in the resultant images. Explain these effects
13. Explain the development of the camera from the Camera Obscura to the present day camera
14. What do you understand by tone and contrast in a photograph?

ENDS.

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2006 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS

PA 125: INTRODUCTION TO PUBLIC ADMINISTRATION

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

TIME; THREE (3) HOURS

1. Describe Herbert Simon's decision-making model. Is it realistic? Give well thought arguments for your answer.
2. Discuss the efficacy of Bureaucracy as an instrument of efficiency in the Civil Service.
3. With the help of relevant examples, discuss the relevance of informal organizations at any place of work.
4. Outline the budgeting process in Zambia and state its main purposes.
5. Discuss Dwight Waldo's Comments on the following:
 - a) A search for a Science of Administration
 - b) The Politics Administration Dichotomy
 - c) A Generic Management Orientation.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2006 ACADEMIC YEAR: FIRST SEMESTER FINAL EXAMINATIONS.

PA 201: NATIONAL GOVERNMENT AND ADMINISTRATION.

TIME: Three Hours.

INSTRUCTIONS: Answer Any Three Questions, Paying Attention To Correct Grammar And Concrete Illustrations.

1. Defend the assertion that SPECIALISTS tend to be better administrators than GENERALISTS.
2. Why do scholars argue that there is a thin line between POLITICS and ADMINISTRATION?
3. If you were to conduct administrative reform in the Zambian state bureaucracy, what factors would prompt you to make the changes?
4. Write a readable essay to explain the chain of commands and authority relationships among state functionaries during the British colonial era in Zambia.
5. Provide a rationale that DECENTRALISATION is the road map towards improving the performance of the bureaucracy.
6. Using the systems paradigm, illustrate the process of decision making in Government.

END OF EXAMINATION

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2006 ACADEMIC YEAR FIRST SEMESTER

FINAL EXAMINATIONS

PA 315: ORGANIZATION DESIGN AND MANAGEMENT

TIME: THREE HOURS.

INSTRUCTIONS: ANSWER QUESTION ONE (1) IN SECTION A AND ANY TWO QUESTIONS IN SECTION B.

SECTION A (COMPULSORY)

1. Give a brief description of each one of the following structures and the conditions in which they operate optimally;
 - a) Divisional structure,
 - b) Matrix structure,
 - c) Network structure,
 - d) Team based (lateral) structure.

SECTION B

2. Frederick Taylor, Max Weber, Elton Mayo and Henri Fayol belong to the classical school of management. What do you understand by “classical school” and what were the major contributions of each one of the four classical theorists to the field of management?
3. Draw a diagram to illustrate Lewin’s Model of Forcefield Analysis and explain how knowledge of the driving and restraining forces helps us in understanding how the change process works.
4.
 - a) Why is the structural dimension important to our understanding of organizational performance?
 - b) What are the major limitations of structure in organization design?
5. Critically discuss and evaluate the contingency factors that affect and influence the design of organizations.

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2006 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS**

PA 321: PRINCIPLES OF LOCAL GOVERNMENT ADMINISTRATION

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER ONLY THREE (3) QUESTIONS

1. It is generally argued that the administration of Local Government, particularly local Councils, is a foundation for the promotion of democracy at the national level. In many respects *democracy* is identified with *elections*. Discuss, in detail, the role of elections in the promotion of effective local Councils and how this role helps to enhance democratic governance at the national level.
2. The Ministry of Local Government and Housing was allocated 100 billion Kwacha out of the 400 billion Kwacha meant for the year 2001 national budget. Expenses that could not be decentralized, such as military spending and debt servicing, also received an allocation of 100 billion Kwacha. Calculate the Expenditure Decentralization Ratio (EDR) and the Modified Expenditure Decentralization Ratio (MEDR). Which of the two ratios do you think is a more realistic measure of Decentralization? Give reasons for your answer.
3. Discuss the various forms of *Judicial* as well as *Administrative* controls that the state has over local authorities. Critically assess the justification for such controls.
4. Write brief notes on the following:
 - The Localist theory
 - The Councillor-Official dichotomy
 - Default powers
 - System strain
 - The Councillor-Committee Model
5. Decentralization of government promotes local participation in the decision-making process. First, discuss in detail, the three broad categories into which the benefits associated with participation may be grouped. Second, identify and briefly discuss any three obstacles to participation.

End of Examination

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2006 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS

PA 341: HUMAN RESOURCE MANAGEMENT

INSTRUCTIONS: ANSWER QUESTION ONE AND ANY OTHER TWO QUESTIONS

TIME: THREE (3) HOURS

1. Compare and contrast Job Evaluation and Performance Appraisal.
2. Explain how you would evaluate a Training Programme. In your answer take into consideration a number of levels of evaluation.
3. Critically discuss the view that “proper recruitment and selection of Employees is a waste of resources”.
4. With the help of appropriate examples from Zambia, discuss the view that “there is no best form of Employee Separation from an organization.
5. Explain the relevance of Job Analysis to the following:
 - a) Employee Performance Appraisal
 - b) Job Design
 - c) Job Evaluation.

END OF EXAMINATION



UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2006 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS

PA 411: THEORIES OF DEVELOPMENT ADMINISTRATION

INSTRUCTIONS: ANSWER ANY THREE (3) QUESTIONS

TIME: 3 HOURS

-
1. "Social and economic dualism is the major cause of the apparent failure of Third World Countries to transform their economies from backwardness to socio-economic prosperity". Discuss the quotation with illustrations.
 2. "Development planning is a sheer waste of time, energy and the meager available resources. It ought to be abandoned altogether". Discuss the validity of this statement in light of experiences from Africa.
 3. "Incremental budgeting tends to be the leading approach to public budgeting in many countries despite the existence of many budgetary reforms". Validate this statement in light of empirical evidence from Third World Countries.
 4. Critically analyse Riggs' Prismatic theory. Is the theory relevant in explaining the nature of development administration in Third World Countries?
 5. Using a paradigm of your choice, explain the meaning of the term 'development'. Do the relevant theories in the paradigm you have chosen, help you understand the reasons for the apparent lack of or little development in Third World Countries?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2006 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

PA 421: Public Policy Analysis and Monitoring.

TIME: Three (3) Hours.

INSTRUCTIONS: Answer any THREE questions, paying attention to correct grammar and appropriate illustrations.

1. In the early seventies, the Government of the Republic of Zambia adopted and implemented a foreign policy of supporting the liberation struggle against the minority white regimes in Southern Africa. Using both the Elitist and Pluralist models in the policy process argue out why the policy resulted in the desirable outcome of freedom for all countries in the Southern Region.
2. Policy Analysis, a critical study of elements in policy dynamics, involves Thesis, [making propositions], Antithesis [rebuttals or counter arguments] and Synthesis [combining policy claims to make inferences]. What factors should a policy analyst take account of to increase the validity of the inferences drawn from the formulated policy problem and actions taken?
3. Policy choice among alternative options is often dubbed as a rational exercise. Discuss the various components that serve as pre-requisites for and constraints against rational choice.
4. The policy process in many countries, Zambia included, has been vehemently criticized at the stage of implementation. Well thought out policies are put on the shelf without any action being taken to honour its adopted prescriptions. Pick any public policy with which you are familiar and give an account of why its implementation could not desirably succeed.

END OF EXAMINATION.

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2006 FIRST SEMESTER UNIVERSITY EXAMINATIONS

PA 441: PROJECT MANAGEMENT

INSTRUCTIONS: Answer five questions only. Each question carries equal marks

TIME: 3 hours

Question 1:

In the Project Network Diagram, the type of dependency that describes the relationship between activities is determined as the result of constraints that exist between these activities.

- a. Draw the four dependency relationships
- b. Briefly outline and discuss the four types of constraints that will affect the sequencing of project activities and dependency relationships between activities

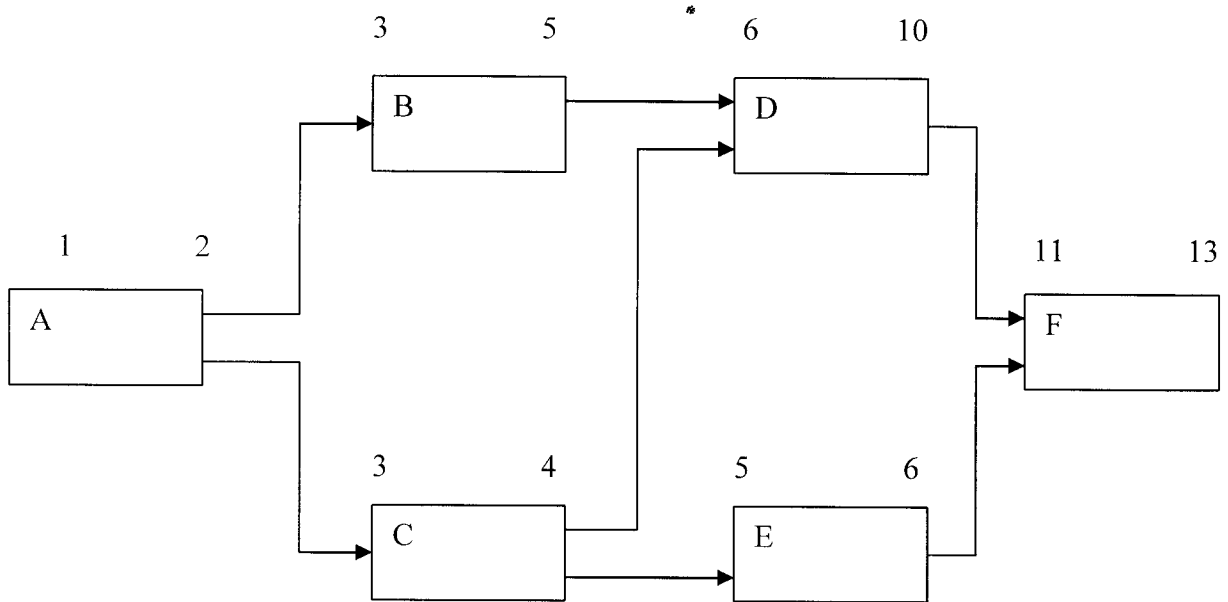
Question 2:

You are one of four Project Managers each working on a separate project, in a multi-disciplinary firm of consultants which provides consultancy services to a cross-section of clients.

- a. Describe, with illustrations, what type of project management structure would be appropriate in this set-up, giving reasons for your choice
- b. Discuss key limitations to this type of project management structure

Question 3:

You are provided with the following Project Network Diagram:



- a. Calculate and give the duration for each of the activity nodes in the network diagram
- b. Briefly explain what ES and EF times of an activity are, and what they signify in project scheduling
- c. What is Slack Time and how is it derived in a project network diagram

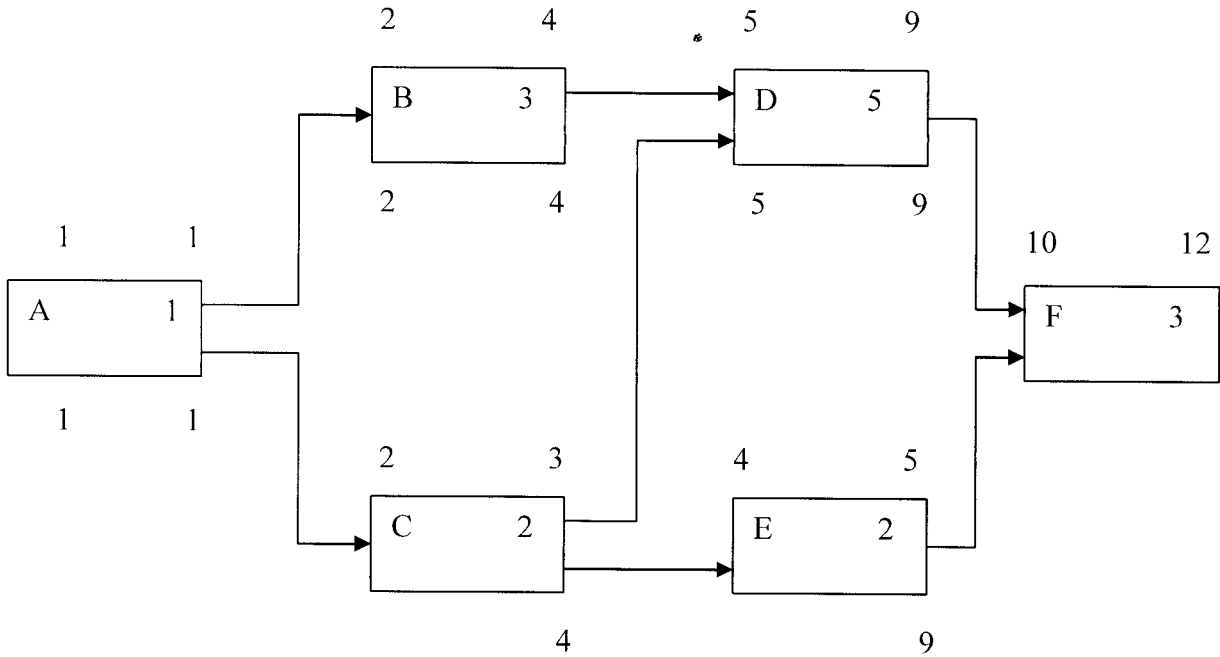
Question 4:

You are working in a large corporation engaged in the provision of electricity in the city. The company appoints you as Project Manager for a project to upgrade the electricity billing system and this requires of you to assemble a Project Team comprising specialist personnel from Engineering, Finance, IT and Marketing departments.

- a. Describe, with illustrations, what type of project management structure would be appropriate for this project, giving reasons for your choice
- b. Of what significance would be the role of a Project Support Office in this set-up

Question 5:

The following Project Network Diagram has been presented to you



- Complete the diagram by deriving the LF time for activity F, and LS times for each of activity C, E, and F
- Derive the Critical Path in the above network diagram using **all the three** definitions of the critical path. (N.B. Present the Critical Path in your answer book by way of the flow of activity node identities (ID))

Question 6:

The following gives a diagrammatic presentation of a Process Quality Management Matrix for a new hair cream product:

BUSINESS PROCESS		CRITICAL SUCCESS FACTORS								
		New product that satisfy market	Excellent suppliers	Excellent customer satisfaction	Lowest delivered cost	New business opportunities	Count	Quality		
P1	Research the market	X	X	X						
P2	Measure Customer satisfaction	X	X	X	X					
P3	Advertise products		X							
P4	Monitor competition	X		X						
P5	Develop new product	X	X	X	X	X				
P6	Select & certify vendors		X	X	X	X				
P7	Train vendors		X	X	X					
P8	Announce new product	X	X	X						

Assigning each Business Process a weight of A to D, with A signifying best quality and D signifying least quality:

- a. Derive and draw the Zone Map classifying it in 2 zones
- b. Which of the two zones would you be less concerned with for process quality improvement, giving reasons for your answer

Question 7:

The Work Breakdown Structure in a car assembly plant is given as follows:

- The goal is to manufacture a car
- The first level activities are: Engine, Body frame and Suspension system
- Body frame activities are: Design, Prototype and Machining
- Prototype activities are: Design, Moulding and Assembly
- The key tasks in Assembly are: Sorting of parts, Fitting parts and Testing

- a. Present the above information in a WBS diagram
- b. What purposes does the WBS perform in the project life cycle

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2006 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS

PA 951: PUBLIC FINANCIAL ADMINISTRATION

INSTRCUTIONS: ANSWER ANY THREE QUESTIONS

TIME: THREE HOURS

1. What is the meaning of Public Finance? Do you think the scope of Public Finance is relevant to present day Zambia?
2. Explain the important effects of Taxation in an economy such as that of Zambia? Use examples to clearly explain your answer.
3. What do you understand by the term Taxable Capacity? Discuss the factors which determine the taxable capacity of a country like Zambia.
4. Explain the principles which should govern borrowings by government in an under developed economy like that of Zambia.
5. What is the distinction between Public debt and Private debt? Explain how Public debt originated?

End of examination

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

2006 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

PA955: STRATEGIC MANAGEMENT

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER SECTION A AND TWO QUESTIONS FROM SECTION B

SECTION A (30 MARKS)

Read the Procter & Gamble case study very carefully, and then proceed to answer all the six (6) questions on this section.

PROCTER & GAMBLE: GOING GLOBAL IN COSMETICS (CASE STUDY)

Globalisation of the world economy is a market condition that demands bold and offensive decision-making. Companies today can no longer afford to pay attention only to their domestic market, no matter how large it is. Many industries are actually global industries, and those firms that operate globally achieve lower costs and higher brand awareness. Managers must understand the global environment and assess it.

Procter & Gamble, THE MULTINATIONAL Company known for its household products Daz, Fairy, and others decided to expand its cosmetics business. The question was: "can the firm that has got us to Paper-away our babies wetness, crest-away our cavities and Tide-away the grime in our clothes now get us to make up our faces?"

Procter & Gamble's aggressive chairman, Edwin, L. Artzt, thinks it can. How?

The company tiptoed into the skin-care business in 1985 when it bought the oil of ulay skin-care line. Under Artzt's leadership, Procter & Gamble then drove headlong into the cosmetics business. In 1989 it bought Noxell Corporation and its Cover Girl and Clarion brand cosmetics lines.

Noxell founded in 1917, launched the Cover Girl in the early 1960s. It used famous models to advertise the product and eventually became the best-selling mass-market cosmetics brand in the United States, overtaking Maybelline in 1986. Noxell had also been successful with its 1987 launch of Clarion, a line of moderately priced, mass-market cosmetics for sensitive skin. However, to develop its new businesses, as with its expensive Clarion introduction, Noxell had to take money from its Cover Girl and Noxzema marketing budgets. Consequently, in the late 1980s, these established brands were in danger of fading.

Artzt saw the opportunity to strengthen Noxell's marketing support with Procter & Gamble considerable resources while at the same time providing Procter & Gamble with new growth opportunities outside its stable of mature products. Artzt also recognized that cosmetics carried high gross margins and resisted recessions. In 1990 Procter & Gamble obtained 47.7 per cent of its \$24.08 billion in total sales from personal-care products. About one-half of these sales came from paper products, including diapers. Another 32.2 per cent of its total sales came from laundry and cleaning products; 13.4 per cent from food and drinks and 6.7 per cent from pulp and chemicals.

After acquiring Noxell, Artzt turned Procter & Gamble's marketers loose. They quickly redesigned Cover Girl's packaging, giving it an elegant look, but retained the brand's budget pricing strategy. Procter & Gamble also sped up new product development. It backed these changes with a 58 per cent increase in advertising, spending \$47.5 million on Cover Girl in the first nine months of 1990 alone. Ads spotlighted famous models of various ages who featured a more natural look. By 1991 Cover Girl's market share had increased to 23 per cent, up from 21 per cent in 1986. Meanwhile Maybelline's share had fallen to 17 per cent, down from 19 per cent in 1986.

Procter & Gamble realized that it could not rest on its success. The cosmetics industry was changing, and Procter & Gamble would have to change if it wanted to become a serious contender. Consumers were deserting department stores in droves, looking for distinctive brands offered by speciality clothing chains and cosmetics boutiques, such as the Body Shop. Analysts believed that women were tired of being assaulted as they entered department stores' cosmetics sections. Women wanted to buy cosmetics where they bought other items, which was increasingly in speciality shops. As a result, department store cosmetics sales were declining and mass merchandiser shares were increasing. The Cover Girl brand also faced problems. For example, the Cover Girl name suggested that the brand was for young, glamorous women, giving the line a built-in problem when appealing to career women, housewives and older women. In addition, Cover Girl generated 90 per cent of its sales in the United States, whereas the rest of the industry was increasingly going global. For these reasons, Artzt went shopping again.

At the same time, New York financier Ronald Perelman had decided that he might need to sell Revlon, his beauty-products company. Perelman had bought Revlon in 1985 for \$1.83 billion, following a bitterly hostile takeover. However, Perelman had used Junk bonds to finance this and other deals, and found himself facing large debt repayments that caused a cash squeeze. As a result, Perelman considered selling some or all of Revlon's brands, including Max factor and Almay cosmetics, Charlie and Jontou perfumes, and flex shampoo.

Several big firms besides Procter & Gamble expressed an interest in Revlon. Like Procter & Gamble, through acquisitions, Unilever the Anglo-Dutch multinational, began buying US personal-care brands in 1989. As a result of its Faberge and Elizabeth Arden acquisitions, Unilever held the no. 3 spot behind Estee Lauder and L'Oreal in sales at US department store cosmetics counters. Unilever had worldwide personal-care sales of \$4.7 billion in 1990. Gesparal, SA owned the majority of Cosmair's L'Oreal, which had by 1989 worldwide revenues of \$5.3 billion. In turn, Nestle, the Swiss food conglomerate, owned 49 per cent of Gesparal.

Procter & Gamble was especially interested in Revlon's Max Factor and Betrix lines, because 80 per cent of their sales were outside the United States. These two brands would fit well with Procter & Gamble's other lines and give the company a good basis to compete for a bigger share of the \$16 billion worldwide cosmetics and fragrance business. In April 1991, Artzt announced that Procter & Gamble would pay \$1.1 billion for the two Revlon lines, which together captured \$800 million in sales.

It turned out, however, that Artzt had more in mind than simply buying lines that would give Procter & Gamble an international presence. He also saw opportunities to use the new brands' distribution and marketing networks to speed Cover Girls' transition from a US brand to an international brand. Max factor and Betrix gave Procter & Gamble immediate access to Europe and Japan. Before the acquisitions, Procter & Gamble had no cosmetics or fragrance sales in Japan and only \$28 million in Europe.

Just as the Max Factor and Betrix lines helped Procter & Gamble, so acquisition by Procter & Gamble helped those two brands immensely. Betrix, especially, had learned that it took deep pockets to compete in the international cosmetics business. It achieved about 62.5 per cent of its sales in its home market, Germany, with the remainder coming from Switzerland, Spain, Italy and Sweden. Betrix wanted to crack the French market, but had not been successful against powerful L'Oréal, the dominant market leader, and Procter & Gamble marketing muscle could not help Betrix force its way into the French market.

Procter & Gamble felt that it could make Max Factor more competitive in the USA now that it was not under Revlon's umbrella. As it had done with Cover Girl, Procter & Gamble quickly learned Max Factor's business and plotted strategies to improve its performance. Procter & Gamble managers questioned Max factor's use of actress Jaelyn Smith as a spokesperson. They revamped Max factor with new products and technological improvements and strengthened the brand's promotion and advertising support.

Revlon, however, did not stand still after selling Max factor to Procter & Gamble. It hired a new management team for its Revlon brand, cut its manufacturing costs and introduced a \$200 million advertising barrage that featured a Jazzy 'Shake Your Body' message.

Both firms realized that they had to find ways to attract younger women, including teenagers, without alienating older customers. Mass-market sales, such as sales through drug stores and discount shops, grew only 2 per cent in 1991, compared with 6 per cent in 1990. Changing consumer demographics and shopping habits seemed to account for this slowdown. Ageing baby boomers had decided to invest in skin-care products and were buying fewer cosmetics like mascara, nail polish and lipstick.

These changes meant that attracting younger women had become even more important if the cosmetics companies were to revive sales growth. One college student suggested that she could understand the companies' interest in younger consumers. She felt that younger women often wanted to look older and might even use more cosmetics than they needed. 'Putting on make-up', she added, 'is a big part of growing up.' An industry consultant noted that 'Younger women are constantly changing and reapplying their nail polish, something older women don't do.'

Yet the companies faced problems in attracting younger customers. First there were fewer younger women than baby boomers. Second, all cosmetics manufacturers were fighting for shelf space and the attention of younger buyers. One analyst noted: 'there are simply too many manufacturers and too many products chasing too few customers. Competition was intense.' The analyst continued: 'Even at the prestige end of the mass market, L'Oreal had dropped its emphasis on quality and had begun emphasizing having fun to lure more young customers.' Additional competition was coming from department store product lines, specialty shops, direct marketers such as Avon and home shopping networks.

As a result, Procter & Gamble cosmetics sales remained flat in 1991 at \$722 million; and its market share slipped slightly to 34 per cent, down from 34.4 per cent in 1990. Even with the slowdown, however, Procter & Gamble remained the USA's largest seller of cosmetics sold through drug and mass merchandise stores.

Most recently, Procter & Gamble decided to overhaul the Max Factor line and launch its first simultaneous worldwide product introduction. The company introduced the new Max Factor line during the spring of 1993. The new products feature more elegant styling and more colours. The initial range was eye shadows, blushes and lipsticks. In 1994 it introduced foundations, face powders and mascaras.

All of these products will be the same, no matter where in the world Procter & Gamble sells them. Previously, Procter & Gamble had used different products and strategies in different markets, often using local manufacturers. In Japan, for example, the Max Factor line had consisted primarily of skin-care products sold at high prices in department stores. Max Factor had accounted for 28 per cent of Revlon's Japanese sales of \$507 million in 1990. However, the brand had not kept up with changing Japanese lifestyles and tastes, and it was steadily losing market share. Kao Corporation and Shiseido Company were emerging as powerful competitors in the Japanese market. In Europe, Procter & Gamble sold Max Factor products in chain stores and pharmacies at lower prices.

The new line would feature similar styles, colours and images across all international markets. Packages are a deep-blue colour with gold trim. The products come in a variety of colours to meet the needs of women with differing skin tones. Procter & Gamble has also revised its in-store displays. To support such changes, it will increase prices to between 8 and 10 per cent above previous Max factor prices.

Despite Artzt's perpetual optimism, however, Procter & Gamble knows it is making a bold move. No other company has tried to develop a worldwide, mass-market cosmetics brand. The company has already learned from its experiences in the US market that the cosmetics business is complicated. Procter & Gamble also knows that Revlon will be right behind with its own global strategy. Revlon already receives between 30 and 35 per cent of its revenue from 126 foreign countries and Procter & Gamble expects that Revlon will try to take more of its regional brands global.

Procter & Gamble also knows that it must watch its home market. Noting all the attention being paid to younger women, Maybelline is now focusing on aging baby boomers. It plans to introduce a new line called Maybelline Revitalising, which targets women of 35 and older. Maybelline claims that these products will help mature women look younger and it plans to sell the products through mass-market outlets. To stay ahead of the competitors in cosmetics, Procter & Gamble will have to find some new marketing wrinkles.

QUESTIONS

1. In which industry is P & G? Who are P & G competitors, from an industry point of view and from a market point of view?
Explain why the aforesaid-presented questions are important for Procter & Gamble.
2. With reference to the case study, clearly state the form of growth strategy that was being pursued by P & G and why? In an attempt to go global, mention two critical problems that P & G encountered.
3. What do you understand by the term “hostile takeover”? Using concrete examples from the presented case study, enumerate the strategies that were used to consolidate P & G entry in the international market.

Who are the ‘baby boomers’ and how did they affect the market in the cosmetics?
4. Based on information in the case, identify competitive positions that various cosmetics competitors pursued to gain advantage?
5. How sustainable is the Cover Girl brand and what actions should P & G take in order to expand the total cosmetics market and to protect and expand its market shares?
6. Using a diagram show how the BCG growth share matrix may aid management at P & G make investment decisions.

SECTION B (20 MARKS)

1. Quality in the provision of products/services implies zero defects, the attitude that the goods are of such high quality that the consumer would not think of buying anything else. How might total quality be managed for the following products and service offerings?
 - (a) a packaged food product.
 - (b) a family holiday.
 - (c) a luxury car.
2. How is corporate parenting different from portfolio analysis? How is it alike? Is it a useful concept in a global industry?

3. Write a readable essay on the relationship between the product life cycle and the marketing mix in so far as strategic management is concerned.
4. Confidently show why ROI, EPS, ROE are appropriate measures for profitability. Why do you think analysts now recommended a broad range of methods to evaluate the success or failure of a strategy?
5. The management guru Michael Porter prescribes three generic strategies. Give an account and example of each generic strategy.

END OF EXAMINATION

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

**2006 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS**

PAM 5111: THE THEORY AND PRACTICE OF PUBLIC ADMINISTRATION

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

1. What is understood by the term "Theory"? Why is theory important in the social world? Giving relevant examples outline and discuss the theoretical and practical underpinnings of Public Administration. Is it possible to draw any contrast with Private Administration? Illustrate your answer.
2. Identify and critically discuss any four of the common approaches in the study and application of Public Administration. In doing so, highlight the critical points of departure, main issues and key advocates of each approach.
3. What are the main tenets of Weber's ideal bureaucracy? Illustrate the significance and application of those tenets of bureaucratic organization in Zambia's public and private sectors.
4. What is the meaning of the term Decentralisation? What are the main forms of decentralization and what roles are they intended to play in national socio-economic development?
5. Moses Kiggundu (*Managing Organisations in Developing Countries*, Kumarian Press, 1989) has conceptualized Strategic Management in terms of two main task subsystems, namely; Critical Operating Tasks subsystem (COTs) and Strategic Management Tasks subsystem (SMATs). What do these subsystems involve and how do they assist in the articulated and integrated achievement of results-oriented organization
6. What are the four common ingredients of leadership? How do these operate to strengthen and sustain the motivation to attain improved individual and organizational performance?

7. Organisation Theory has emerged as a distinct approach to the study of formal organizations and as a reaction to shortcomings of previous approaches. What are its main claims? Critically exemplify these claims through the detailed discussion of either Herbert Simon's Rational Choice Model or R.M. Cyert and J.G. March's perception of an Organisation as a Communication and Self-controlled System.

END OF EXAMINATION

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

**2006 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS**

PAM 5141: ISSUES IN PUBLIC POLICY

TIME: THREE (3) HOURS

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

1. Advance reasoned rebuttals in defence of the Pluralists that the Elite, if left alone, can formulate state policies that would lead to many undesirable consequences. In your answer provide any concrete illustrations of a state policy or policies with which you are familiar in Zambia or beyond.
2. Rational CHOICE in public policy is often constrained by many factors. This is one reason why the STATE takes long to finalize the formulation and implementation of some policies. Argue out that assertion with practical observations in Zambia's policy environment.
3. A research survey was conducted to collect relevant information on the Gender Policy in Zambia. A report was prepared for briefing to the Cabinet. Among methods for presentation, select one with which you are familiar and explain in detail how you would deal with the proceedings.
4. The Government has been considering the review of the following public policy issues:
 - a) Free medical services within the country for every citizen.
 - b) A ban on smoking every where in the country.
 - c) Control of Air Pollution resulting from industrial activity.

Select ONE of these policy issues and:

- i} Formulate a clear policy problem.
- ii} Conceive four possible policy options.
- iii} For each option forecast two desirable and two undesirable consequences.
- iv} Advocate the option or options for adoption by the Government.

END OF THE EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2006 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS

PAM 5311: HUMAN RESOURCE MANAGEMENT

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

1. Why is Human Resource Management referred to as “a strategic issue”? Drawing from a critical analysis of the growth and development of the current conception of Human Resource Management, exemplify this view.
2. Globalization has posed huge challenges for the future of the Human Resource Management profession? Using the Zambian experience, exemplify the global involvement of Human Resource Management and suggest ways in which both academics and practitioners should be able to cope with the identified challenges.
3. An important strategy for improving the production and productivity of people in organizations and the attainment of organizational goals and objectives is motivating staff. Critically discuss the main elements, which are often used to motivate people and the roles which leadership must play in the process.
4. Drawing examples from the implementation of the Zambian Public Service Reform Programme (PSRP) critically analyse the effect on performance of the following:
 - i) Human Resource Planning
 - ii) Job Analysis
 - iii) Recruitment and Placement
 - iv) Performance Appraisal
5. The HIV/AIDS pandemic is having very adverse effects on the production and productivity of individuals and organizations to the overall detriment of the Zambian economy. Examine the major factors of this pandemic and assess their impacts on public sector organizations in particular and the Zambian economy in general.
6. What critical Gender issues are affecting Human Resource Management in Zambia? Citing specific examples illustrate the consequences of each issue and suggest interventions to ensure that Gender issues play a beneficial role towards improved organisational performance.

END OF EXAMINATION

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

**2006 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS**

**PAM 5411: RESEARCH METHODS AND TECHNIQUES IN PUBLIC
ADMINISTRATION**

TIME: 3 HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

1. Underlying any scholarly or scientific social research are assumptions about the nature of the social world. Why is this so? Drawing from the subjectivist-objectivist analytical scheme, discuss the four commonly used categories of philosophical assumptions about the nature of the social world and the way it is to be investigated
2. What are the commonly used types of social research? Identify and critically discuss three of the types. In each case, outline the main purposes, basic elements or features, strengths and weaknesses.
3. Describe the main stages of a scholarly or scientific research process? Discuss the critical points to observe at each stage of the research process in order to improve the validity and reliability of the data and the conclusions to be derived from them.
4. What is "sampling" as used in scientific research? Outline and critically discuss at least four sampling methods you know, highlighting the basis, merits and demerits of each.
5. A prerequisite of effective research in Public Administration as in any other discipline is the knowledge of the theoretical and practical underpinnings of the subject or discipline or phenomenon being investigated. As a student of Public Administration, identify and critically discuss four areas of research common to it and highlight the main objectives of each area, the rationale and the problems of conducting research in Public Administration.
6. What is research and why do people conduct research? Identify and critically discuss at least four main tools of research which the researcher uses to facilitate and expedite the research endeavour.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF PHILOSOPHY AND APPLIED ETHICS

2006 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS

PH101: INTRODUCTION TO PHILOSOPHY

TIME: THREE HOURS

ANSWER: All Questions in Section A, only one question from Section B, and all Questions from Section C.

SECTION A: ETHICS

(Answer all questions)

1. (a) Explain what is meant by Normative Ethics and give one example:

(b) Explain what is meant by Applied Ethics and give one example:

(c) Explain what is meant by Virtue Ethics and give one example:

(d) Explain what is meant by Classical Ethical Theory and give one example:

- 2/ (a) Explain briefly the theory of utilitarianism.
(b) State three criticisms against this theory.

→ takes long 2 find right course of action

SECTION B: POLITICAL PHILOSOPHY

(Answer one question only)

- 3/ (a) Describe the key elements of the political philosophy of Plato.
(b) List and explain the criticisms that have been made against Plato.
(c) Which of Plato's ideas do you find convincing and why?
4. (a) List and explain five similarities and six differences between the political philosophy of Karl Marx and that of John Rawls.
(b) Which theory do you accept? Give reasons for your answer.

SECTION C: PHILOSOPHY OF RELIGION

(Answer all questions)

5. (a) State the three concepts used interchangeably in the cosmological argument.
(b) Explain your understanding the cosmological argument.
- 6 (a) What, in your view, is the difference between scientific and religious knowledge.
(b) Mention the problems associated with religious knowledge.

END OF EXAMINATION

utilitarian

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DEPARTMENT OF PHILOSOPHY AND APPLIED ETHICS

2006 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS

PH221: ANCIENT AND MEDIEVAL PHILOSOPHY

TIME: THREE HOURS

ANSWER: Nine (9) of the following twelve (12) questions. You must answer questions 1, 2, 3, 4, 5, and 6 in Section A. From the remaining 6 questions in Section B, choose any 3.

SECTION A

Question 1 (There are 11 sections in this question)

a. What was the main problem Heraclitus wanted to solve? _____
_____. [2]

b. Why is Socrates' ethical view said to be an 'ethical intellectualism'?

_____. [2]

c. What are atoms, according to Democritus?
_____. [2]

d. What is a "category", according to Aristotle. Explain it (i) from a logical point of view and (ii) from a metaphysical point of view.
Logical viewpoint: _____
Metaphysical viewpoint _____ [2]

e. What is the main difference between Hellenistic philosophy and the philosophy of the Pre-Socratics.
_____. [2]

f. Is each thing a legitimate object of love, according to Augustine? Explain your answer briefly:
_____. [2]

g. What is a universal? State the definition and give one example of a universal.

_____. [2]

h. Why did Moses Maimonides think that there was no basic conflict between philosophy and theology? Explain by referring to the doctrine of creation.

_____. [2]

i. What is "Machiavellianism" traditionally regarded to be? _____

_____. [2]

j. What is Bacon's theory of idols intended to prevent?

_____. [2]

k. The Greek philosopher Antisthenes once said, "I see a horse, but I do not see horseness." What interpretation of the universals does this statement criticise?

_____. [2]

Question 2

"This picture is beautiful"

It is said that Ockham's razor would cut off an entire realm of alleged entities.

Referring to this example, explain *what* would be "cut off" and *why*.

_____. [3]

Question 3

Consider the following definitions taken from a textbook on biology:

Answer in each case: (a) What is the definiendum ('that what is to be defined'), (b) What is the definiens ('what does the defining'), and (c) What is the "differentia specifica". [9]

(a) Nutrition is the process of acquiring energy and materials.

Definiendum _____.

Definiens _____.

Differentia specifica _____.

(b) Histology is the study of tissues.

Definiendum _____.

Definiens _____.

Differentia specifica _____.

(c) A catalyst is a substance which speeds up a chemical reaction but remains unchanged itself at the end.

Definiendum _____.

Definiens _____.

Differentia specifica _____.

Question 4. (Aristotle's political philosophy)

Match the terms on the left side with their appropriate explanations on the right side.

(Answer, for instance, 7g, 8h, 9i ...)

[6]

- | | |
|----------------|---|
| 1. Oligarchy | a. rule of the people |
| 2. Kingdom | b. rule of a man whose claim to power was not inherited |
| 3. Polity | c. rule of a few – typically wealthy |
| 4. Democracy | d. rule of the best people |
| 5. Aristocracy | e. rule of a class between the rich and poor |
| 6. Tyranny | f. rule of a man whose claim to power was hereditary. |

Answers: _____.

Question 5

Consider the following advertisement of a company called "BeerLiquors.com" [4]

Spirits, Cigars and Gifts buying made easy.

Our web site offers everything for the most demanding Epicurean. From great Champagne, fine and rare wines to gourmet food and accessories, to spirits, cigars and outstanding gifts. Are you planning a romantic evening for two? We have everything you need, jewellery, champagne, wine, flowers, chocolate, and gourmet food: We have it all. Visit our new shops for: Bistro Tables, Game Tables, Globe Bars, Holiday Beer, Gift Baskets Ideas, Bar Stools, Wine Bars and Bar Furniture.

Have a rewarding and secure shopping experience.

Comment on this advertisement from the *Epicurean point of view*.

Question 6

Look at the following extract from the British newspaper “*Telegraph*” (Sunday 21 May 2006) about enforced abortion in China.

A Chinese county has been ordered to conduct 20,000 abortions and sterilisations before the end of the year after communist family planning chiefs found that the official one-child policy was being routinely flouted. Many of the terminations will have to be conducted forcibly on peasant women to meet the quota. As part of the campaign, county officials are buying expensive ultrasound equipment that can be carried to remote villages by car. By detecting which women are pregnant, the machines will allow Government doctors to order terminations on the spot. Beijing's 20-year campaign to curb the country's population has had a marked effect. The 2000 census produced a tally under 1.3 billion; the number would have been much higher without the one-child policy.

The one-child policy is in accordance with the Chinese laws. Apply Thomas Aquinas’ political philosophy to this Chinese policy and decide whether it is in accordance with his views. [4]

SECTION B

Question 7

Is the following definition correct, according to Aristotle’s theory of definition?

“To lie is to say something that’s not true.”

(Answer by indicating whether it meets the two requirements of a correct definition. Answer in not more than half a page using an extra sheet of paper) {4}

Question 8

Consider the following description of the virtue “Wit” by Aristotle: [4]

Wit (Greek: eutrapelia) is a virtue that refers to leisure and amusement. At leisure time activities, the man who has this virtue will joke, but in a tasteful way. He has a good sense of humour, but his talk is never vulgar or rude. The man having this virtue is decent and therefore he will never make a lot of noise or tell silly jokes.

Since this is a virtue, according to Aristotle, it is a *mean* between extremes. What are the two extremes? Find suitable terms and describe the extremes briefly. (Explain in not more than half a page using an extra sheet of paper).

Question 9 (Thomas Aquinas' version of Natural Law Theory)

According to Natural Law, moral obligations are founded on human nature itself. How can it be justified, using Natural Law Theory, that *suicide* is morally wrong?

(Answer in not more than half a page using an extra sheet of paper)

[4]

Question 10

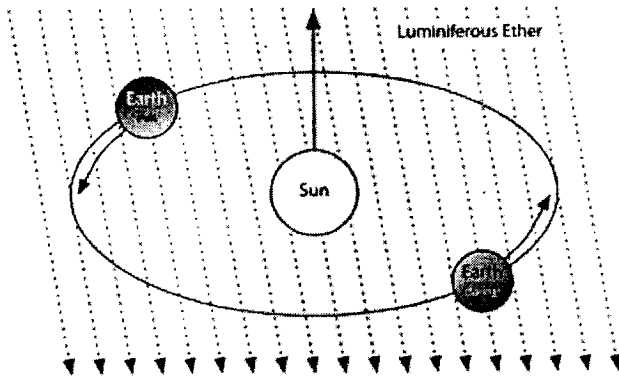
Consider the following case:

Charles Taylor was President of Liberia from 1997 to 2003. He was a prominent warlord in the Liberian Civil War in the early 1990s in which up to 200,000 people were killed and more than 1 million were forced from their homes. Taylor's election as President of Liberia has been widely attributed to the belief that he would resume the war if he lost. He famously ran on the slogan "He killed my ma, he killed my pa, but I will vote for him." Because of this threat to restart the war in which Liberia's population had literally been decimated, many people voted for him simply to preserve peace. Finally, in June 2003, a United Nations justice tribunal issued a warrant for Taylor's arrest, charging him with war crimes. The UN asserts that Taylor created and backed the RUF rebels in Sierra Leone, which are accused of a range of atrocities, including the use of child soldiers. The prosecutor also said Taylor's administration had harboured members of Al-Qaeda sought in connection with the 1998 bombings of U.S. embassies in Kenya and Tanzania.

Comment on the political career of Charles Taylor from the viewpoint of Machiavelli. Focus especially on: (a) Would Machiavelli have approved of Taylor's access of power? (b) How would Machiavelli have judged Taylor's overall political career? (c) Comment specifically by referring to the two key concepts, namely *virtù* and *fortuna*.

(Answer in not more than half a page using an extra sheet of paper). [4]

Question 11: Look at the following example from the history of physics:



In the late 19th century *ether* (more correctly, *luminiferous ether*) was the term used to describe a medium for the propagation of light. Ether was a quite mysterious substance. It had to be a fluid in order to fill space, but was assumed to be millions of times more rigid than steel in order to support the high frequencies of light

waves. It also had to be mass less and without viscosity, otherwise it would visibly effect the orbits of planets. Additionally, it appeared it had to be completely transparent, non-dispersive, incompressible, and continuous at a very small scale.

With the development of Albert Einstein’s special theory of relativity, the need to postulate ether had disappeared. It was now possible to explain the phenomena that were previously explained by the assumption of ether without it. Most contemporary physicists don’t therefore see a need to have a medium for light to propagate. The combination of relativity theory and quantum mechanics makes the concept unnecessary to explain physical phenomena, and the concept of ether is therefore not any longer used in physics.

Comment on this episode from the history of physics from Ockham’s viewpoint. What would he have suggested to do? (Explain in not more than half a page using an extra sheet of paper).

[4]

Question 12 (Bacon’s theory of the Idols)

Give one example of your own for each of the following “Idols” (and explain it briefly).

(a) the idols of the tribe, (b) the idols of the cave (c) the idols of the market place, and (d) the idols of the theatre.

(Answer in not more than half a page using an extra sheet of paper).

[4]

END OF EXAMINATION

[60]

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DEPARTMENT OF PHILOSOPHY AND APPLIED ETHICS

2006 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATIONS

PH345: PHILOSOPHY, GENDER AND LAW

TIME: THREE HOURS

ANSWER: Question 1 which is compulsory, and any other three questions.

1. Do men and women think differently about morality? Critically, discuss with vivid examples.
2. (a) Explain what is meant by the ethics of care as an ethical theory.
(b) Outline its merits and demerits.
3. (a) What does Natural Law Theory mean by asserting that morality is part of the natural order? Explain in some detail.
(b) According to Natural Law Theory, what should be the relationship between law and morality?
4. (a) Compare and contrast the consensus and conflict paradigms of law.
(b) Explain which paradigm closely depicts the Zambian situation.
5. (a) Is civil disobedience a legal or a moral issue? Critically discuss.
(b) Outline and the minimum characteristics that would make any such action acceptable.

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
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DEPARTMENT OF PHILOSOPHY AND APPLIED ETHICS**

2006 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS

PH 935: PHILOSOPHY OF GOOD GOVERNANCE

TIME: THREE HOURS

ANSWER: THREE QUESTIONS (Section A is compulsory. Answer one question from Section B and one question from Section C).

SECTION A

1. (a) List and briefly explain the key components of good governance.
(b) Distinguish between liberal and majoritarian democracy.
(c) Distinguish between 'democracy as a concept' and 'institutions of democracy.'
(b) List and explain five problems of pure democracy faced by the original Greeks.

SECTION B

2. Thomas Hobbes' political philosophy includes the following aspects: the influence of his background, views on the state of nature, human nature, tacit agreement, functions of the state, powers of the sovereign over citizens, the citizens' right to rebel, as well as 'the king is only as rich as the state'.

(a) Explain in some detail what each of these components mean.
(b) Give a positive aspect of each of these components.
(c) Give a negative aspect of each of these components.

3. John Rawls' advocacy for the welfare state includes the following aspects: man in the original position, the veil of ignorance, distributive justice, and the three principles of justice.

(a) Explain in some detail what each of these components mean.
(b) Give a positive aspect of each of these components.
(c) Give a negative aspect of each of these components.

SECTION C

4. The problem of human rights has philosophical problems both at national and UN levels.
 - (a) Define positive and negative rights and explain why the Zambian government and other governments around the world find it easier to safeguard negative rights but find it more difficult to provide positive rights.
 - (b) D.D Raphael analyses the theoretical problems faced by the UN which have made many observers claim that the UN is 'undemocratic and incompetent.' Discuss this issue with reference to the functions of the UN Security Council and the UN General Assembly.

5. The Local Government and the Central Government in Zambia are designed along the same concepts in terms of their functions and offices.
 - (a) Outlining their functions, show at least five offices at Central Government level which correspond with those at Local Government level.
 - (b) Does the Zambian governance system need the District Commissioners (or DCs formally District Administrators)? Discuss this question with reference to the functions of the DCs, Town Clerks/Council Secretaries and the Provincial Permanent Secretary.
 - (c) Explain the difference between the delegate and trustee theory of parliamentary representation.

END OF EXAMINATION

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
UNIVERSITY OF ZAMBIA EXAMINATIONS-2006

PL115: INTRODUCTION TO POLITICAL SCIENCE

INSTRUCTIONS: ANSWER FOUR (4) QUESTIONS: SECTION A IS COMPULSORY

TIME ALLOWED: THREE HOURS

Section A

1. Write concise notes backed by relevant examples on the following:
- i. Political legitimacy
 - ii. Popular sovereignty
 - iii. Constitutionalism
 - iv. Democratic culture
 - v. Civil society
 - vi. Praetorianism
 - vii. Democratic Governance
 - viii. Proportional Representation
 - ix. Political socialization
 - x. Political cleavages

Section B

2. Compare and contrast three main approaches to the study of Political Science and show their utility in analyzing power in society?
3. The practice of monitoring elections in Africa by external observers has been criticized by some African leaders as representing a threat the sovereignty of African countries: critically assess the merits and demerits of this argument
4. In your opinion is the transition to 'democratic governance' which began in the early 1990s taking root in Zambia and Africa? Cite relevant examples
5. Critically assess the theories of the state you dealt with in PL115. Which theoretical model best explains the phenomenon of the 'postcolonial state' in Africa? Give reasons for your position
6. Critically discuss the significance of power, authority and legitimacy in Zambia's political life and demonstrate how power can be exercised both legitimately and illegitimately.

7. Compare and contrast two types of electoral systems and in your view. Which system would be best suited for Zambia?
8. What role do political parties play in a multiparty democracy and to what extent have they contributed to Zambia's on-going democratic transition?
9. What factors have prompted the Armed Forces to seize political power in Africa and discuss the extent to which military regimes can attain political legitimacy?
10. Some critical observers have said that Constitutional reviews in Zambia have failed to provide constitutional stability because they have been legal processes which have not addressed realities of political authority and legitimacy. Critically assess this assertion in light of what you learned in PL115.

END OF EXAMINATION

UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2006 FIRST SEMESTER UNIVERSITY OF ZAMBIA EXAMINATIONS

PL 321: POLITICS OF REGIONAL INTEGRATION AND INTERNATIONAL COOPERATION

INSTRUCTIONS: Answer 4 Questions. Section A is compulsory.

TIME: three hours

SECTION A.

1. Write concise notes backed by relevant evidence on the following;
 - a. ECA Sub Regional Development Centers;
 - b. Collective Self Reliance(CSR)
 - c. Human Development Report
 - d. Country Cooperation Framework (CCF)
 - e. Communauté Economique Ouest Africaine (CEAO)/West African Economic Community;
 - f. ECOWAS Fund for Cooperation, Compensation and Development
 - g. Frustrated Multilateralism'
 - h. Common Foreign and Security Policy
 - i. SADC Organ on Politics , Defense and Security Cooperation
 - j. Supranationalism

SECTION B

2. Evaluate in comparative terms the performance of the United Nations Economic Commission for Africa (ECA) and the Commission of the African Union (AU) in supporting realization of the African Economic Community(AEC);
3. Critically assess the performance of the Economic Community of West African States (ECOWAS) in promoting regional integration West Africa. What challenges must West African States confront in pursuit of ECOWAS' objectives;
4. Assess the extent to which the Arab League can evolve into Forum, which can effectively coordinate the diplomacy of its member states in global affairs;
5. A major constraint against more fruitful regional integration in Eastern and Southern Africa is the 'rivalry' between the Southern African Development Community (SADC) and the Common Market of Eastern and Southern Africa (COMESA): Critically discuss;

6. Some theorists suggest that a regional organization needs a hegemonic power to provide leadership in regional integration programmes and projects; examine the validity of this assertion in the context of the Organization of American States(OAS);
7. Assess the impact of United Nations(UN) Global Conferences in addressing global political, social and economic challenges;
8. Discuss the major accomplishments of European integration since the signing of the Treaty of Rome in 1957. Is the European Union capable of emerging into a diplomatic counterweight vis-à-vis the USA;

UNIVERSITY OF ZAMBIA
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2006 ACADEMIC YEAR FIRST SEMESTER

FINAL EXAMINATIONS

PL331 INTERNATIONAL POLITICS

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

1. “International politics is *euro-centric* because it is the experiences of European sovereigns that have determined the evolution of international relations, international law and diplomatic practice.” **Discuss**
2. **Discuss the differences** between *conservative, liberal and revolutionary* world views in explaining the global political order.
3. **Assess** the challenges to the *United Nations reforms* under the tenure of Koffi Annan as Secretary General of the United nations.
4. **Examine** the view that a uni-polar international order is “neither safe, freer nor more just.”
5. **Critically analyse** the impact of the increasing global economic influence of China on the supremacy of the United States of America.
6. Using the social welfare, legitimacy and security model to assess risks of state failure, **evaluate** the extent to which it holds true for Zimbabwe which has been described as a fragile state by the international community.
7. Assume that you are the advisor to the Southern African Development Community (SADC) on regional Integration and Cooperation. **Critically discuss the nature and character** of the relationship that in your view would be most beneficial to all the Member states.

End of Examination

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2006 FIRST SEMESTER EXAMINATIONS

PS 241: CHILD DEVELOPMENT

INSTRUCTIONS: THIS EXAMINATION PAPER CONSISTS OF TWO SECTIONS. ANSWER TWO QUESTION IN SECTION I AND FOUR IN SECTION II.

SECTION ONE: ANSWER TWO QUESTIONS

1. Discuss the assertion that John Watson, B. F. Skinner and Bandura all made important contributions to the understanding of child how children learn. Using Watson and Skinner as examples, show that theory-building is an on-going process.
2. Write down three purposes of research in developmental psychology. Two questions in developmental research are:
 - a) How do we learn to think, reason, create and understand as we do?
 - b) What are the unique challenges for personality growth at each stage of the life span?

Using an appropriate theory, answer each question.

3. What were some of the criticisms raised against Piaget's theory of cognitive development?
4. When do children enter the concrete operational stage? What are the major cognitive changes that occur when a child enters this stage? What limitations are experienced?
5. What are the limitations of preoperational thought? What does recent research indicate about the limitations of preschool children's thinking?

SECTION TWO (LONG ESSAYS): ANSWER FOUR QUESTIONS

1. Discuss teratogens as hazards to prenatal development. X is a pregnant woman who lives in a village far away from the nearest health centres. What teratogens is she likely to be affected by? Why and how can she be helped?
2. Discuss social and emotional development during infancy and early childhood.
3. Differentiate between longitudinal, cross-sectional designs. Mention the advantages and disadvantages of each. Which one is strongest? Why?
4. Discuss traditional child rearing practices. Functions of ceremonies should be part of your discussion.
5. In one study on the effect of the home environment on the development of young children it was found that:

In the homes of children who were developing well	In the homes of poorly developing children
The mother spoke continuously to the child	Children were kept out of the way of the mother
If play-pens were used, the children were only confined to them for brief periods	Play-pens were extensively used and for long periods of time
The children were encouraged to explore and there was a high degree of tolerance to infant clutter and disorder	Children were subjected to ready-made experiences in the form of television.

Discuss the reasons why the points made in the first column have helped children to develop well, and the points in the second column hindered development.

6. Who are street children and what social, physical and psychological/mental problems do they face?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2006 FIRST SEMESTER EXAMINATIONS

PS 331: COGNITIVE DEVELOPMENT AND CULTURE I

TIME: THREE HOURS

INSTRUCTIONS: THIS EXAMINATION PAPER CONSISTS OF EIGHT QUESTIONS. ANSWER FIVE QUESTIONS.

1. Describe Diana Baumrind's parenting styles and explain how they are related to children's cognitive development. Briefly discuss a study which investigated parenting styles in Africa. What did it reveal?
2. Africans are not capable of understanding pictures. (a) Discuss this assertion and support your views with relevant studies from available literature. (Use the examples provided by Dudley Kidd and Heskovits and those provided by Geber and Brimble to show the two opposing views.) (b) Discuss Deregowski's contributions to our understanding of pictorial perception among Africans by referring to one of his studies.
3. Discuss language development. Your discussion should include:
(a) Who studies language development and why?
(b) Reasons for studying language development from a scientific point of view
4. Of what relevance is Bruner's theory of language acquisition to the Zambian situation?
5. As a child Ms Zonke preferred to be taught mainly through the auditory channel. She is now a teacher and is always talking in class or playing auditory tapes for the children in her class. Write an essay in which you give her ideas to ensure that all the children in her class benefit from her lessons. Your essay should include a description of the characteristics of learners using each of the three learning channels. Provide 5 tips that could be useful for each category of learner.
6. Of what value is studying cognitive development from a cross-cultural perspective?
7. Give an account of how Jean Piaget came up with his theory of cognitive development starting from the time when he was a school boy with a passion for biology. What you learned about the development of theory from the account you have provided?
8. Discuss Chomsky's theory of language acquisition. What are some of its limitations? Why did the interactionists in particular oppose it? Present some observations that support the interactionist view in contrast to that of Chomsky's.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
FIRST SEMESTER EXAMINATIONS, 2006 ACADEMIC YEAR

PS 451:PSYCHOLOGY OF WORK ENVIRONMENT

TIME: THREE HOURS

INSTRUCTIONS

There are two parts to this examination-parts I and II. You are required to answer both parts. Read instructions carefully before attempting each part.

PART I: SHORT ANSWERS: Answer both section A and section B by identifying ,defining or describing the concept ,event or phenomenon ,citing literature where possible. Each question is worth 4%.You are advised to spend not more than 12minutes on each question.

SECTION A

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

- 1.Human relations
- 2.Levels of measurement in psychology
- 3.Manpower inventory
- 4.Position Analysis Questionnaire (P A Q)

SECTION B

Answer **only two** questions from this section.*

1. Ergonomics of human interactions with computer technology
2. Functions of organizational counseling
3. Conditions necessary for peaceful industrial relations in an organization
4. Factors affecting pay structure in an organization
5. Bias in compensation
6. Potential benefits of training to an organization

PART II : LONG ESSAYS

Write well thought out and concise essays citing literature and giving examples where possible. Each question is worth 12%. You are advised not to spend more than 42 minutes on each question.

SECTION C

Answer **only one** question from this section

1. Discuss the milestones in the development of industrial and organizational psychology and show how these have impacted on the role this field plays in today's world of work.
2. Upon graduating, you have been hired as Senior Human Resources Officer at Lumwana, a new large mine near Solwezi. Your immediate boss, the Human Resources Manager is on 30 days leave. He asked you to attend a senior management meeting on his behalf where you will need to explain why the company should embark on a manpower plan programme.

Explain what you will tell senior management about the programme, its need, utility, related issues and general significance of such an undertaking.

3. What is job evaluation and what are its merits and limitations in motivation of workers? What are the differences and similarities between the Point System and the Factor Comparison Method?

SECTION D

Answer **only two** questions from this section. *

1. What are utility predictors and what factors affect them?
2. Recruitment is premised on a sound and reliable set of techniques designed to ensure a dependable workforce in an organization. Discuss the validity of this statement and bring out the various techniques being referred to.
3. How is the unitary theory related to the concept of trade unionism?
4. Discuss the concept of job enrichment, clearly bringing out its merits, demerits and the conditions necessary for its effective implementation.
5. It has been observed that there is a regular pattern in which people respond to negative change in their work environment. Give an outline of this predictable pattern and explain its significance to human resources management practitioners.
6. The general manager of ZESCO limited has called on you. He tells you that he is deeply concerned about a pattern of problems he has observed in his organization. He describes the problems in terms of specific incidences as follows:

In January we lost two newly recruited engineers as a result of a gas leakage in one of our underground offices, in March a load of metal fabrics fell on our inspectors seriously injuring three of them, and as you saw last week on TV, the entire administration block, at our Mwembeshi Earth station, was gutted by fire which resulted from a short circuit.....

The manager concludes by telling you that in trying to curb the problem he has highlighted, he has organized a workshop of senior managers from ZESCO, Mulungushi Textiles, ZCCM, Nakambala Sugar Estates and other prominent organizations in the country. In that regard, he asks you to present a paper comprehensively addressing the problem at hand. You gladly accept because you have been told that you will be paid an amount of K2,000,000.00 in appreciation.

Give a detailed and well organized outline of your presentation. It should highlight the causal factors as well as practical suggestions of alleviating the identified problem in organizations.

END OF EXAM

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
FIRST SEMESTER EXAMINATIONS, 2006 ACADEMIC YEAR

PSY 101: INTRODUCTION TO PSYCHOLOGY I

TIME: THREE HOURS

INSTRUCTIONS: THIS EXAMINATION PAPER CONSISTS OF THREE SECTIONS. ANSWER ALL QUESTIONS IN SECTION I, TWO IN SECTION II AND ALL IN SECTION III

COMPUTER NUMBER:

SECTION I: ANSWER ALL QUESTIONS. WRITE ANSWERS ON THE QUESTION. CIRCLE THE LETTER IN FRONT OF THE ANSWER OF YOUR CHOICE FOR MULTIPLE-CHOICE QUESTIONS.

1. Many experiments conducted at universities have Introductory Psychology students act as participants, and then generalize the findings of the study to the general public. In this case, ALL psychology students at UNZA can be considered the "population", but those students who participated in the experiment themselves are called the:
 - a) control group
 - b) sample
 - c) experimental group
 - d) guinea pigs

2. After a Psychologist has stated the specific problem to be studied in an experiment, he/she must then develop a:
 - a) Theory
 - b) Conclusion
 - c) Hypothesis
 - d) Summary of the data

3. The _____ is only useful if the concepts, ideas, questions, etc. to be investigated are both testable and falsifiable.
- a) Independent variable
 - b) Dependent variable
 - c) Experimental method
 - d) Scientific method
4. Hypothesis refers to _____.
- a) The outcome of an experiment
 - b) A conclusion drawn from an experiment
 - c) A form of bias in which the subject tries to outguess the experimenter
 - d) A tentative statement about the relationship
5. Which of the following research methods yields the most definite evidence of cause and effect?
- a) Naturalistic observation
 - b) The survey method
 - c) The case study method
 - d) The experimental method
6. Participants are assigned to take chemistry tests in either a warm classroom or cold classroom. Test scores are then examined to determine whether these conditions affected performance. In this example, the independent variable is:
- a) chemistry skill
 - b) classroom temperature
 - c) test scores
 - d) participants
7. In an experiment, the group of participants exposed to the independent variable is known as:
- a) The sample
 - b) The control group
 - c) The population
 - d) The experimental group
8. Beth goes to a fast food restaurant and records how many people order hamburgers versus cheese burgers and whether or not they order a coke versus a diet coke. What kind of investigation is this?
- a) Case study
 - b) Naturalistic observation
 - c) Survey
 - d) Experiment

9. What is the final step of a scientific investigation?
- a) Analyse data
 - b) Collect data
 - c) Reach and share a conclusion
 - d) Determine whether the hypothesis was supported
10. What identifies psychology as a scientific discipline?
- a) Its professional status
 - b) Methods used in studying its subject matter
 - c) Its subject matter
 - d) Amount of education needed to be a psychiatrist
11. According to the American Psychological Association, researchers should tell prospective participants what they will experience if they participate in a given study. This ethical requirement is known as:
- a) Protection from harm
 - b) Debriefing
 - c) Empiricism
 - d) Informed consent
12. An experimenter who decides to repeat an earlier study but uses different subjects/participants is:
- a) Doing a correlation
 - b) Wasting his time
 - c) Replicating the previous study
 - d) Stealing other people's ideas
13. A researcher wants to find out how 2 year-old children behave when they are being dropped off at school for the first time by their parents. What method of research would you advise her to use?
- a) An experiment
 - b) Naturalistic observation
 - c) A survey
 - d) Deception

14. In an attempt to predict the winner in the next election, The "Kneed-to-Know" Company contacts a randomly selected representative sample of the voting population and questions them about their voting plans. This is an example of ----- research.
- a) Correlational
 - b) Survey
 - c) Case study
 - d) Experimental
15. Some researchers hypothesised that frustration triggers aggression. To test the hypothesis, they brought subjects into a laboratory and frustrated their efforts to complete a task. The efforts of other subjects in the study were not frustrated. The researcher then measured the aggressiveness of the subjects towards another person. What findings did they make?
- a) There were no differences in aggressiveness between the 2 groups.
 - b) The group which was frustrated was more aggressive than that which was not frustrated
 - c) The group that was not frustrated was more aggressive than the one which was frustrated.
 - d) The researchers had confusing results.
16. The assumption of ----- in psychology states that "simpler is better".
- a) Falsifiability
 - b) Measurability
 - c) Empirism
 - d) Parsimony
17. Concerned citizens complain that television violence is related to children's aggressive behaviour. Bosses of television stations argue that aggressive children watch aggressive TV programmes. The only way to determine whether television is causing aggressive behaviour is to:
- a) Conduct a correlational study
 - b) Conduct an experiment
 - c) Conduct a naturalistic observation
 - d) Make a hypothesis

18. When doing research involving deception with human subjects, researchers have an obligation to do which of the following?
- a) Fully explain about the study to the subjects after their participation in the study.
 - b) Prevent mental and physical harm to subjects
 - c) Let subjects withdraw from the study at any time if they don't want to keep on participating
 - d) All of the above
19. There are three requirements for conducting a valid experiment. Which of the following is not one of these requirements?
- a) Control over the independent variable
 - b) The use of a comparison group
 - c) The random assignment of subjects to conditions
 - d) Correlation
20. If researchers wanted to discover the extent to which education level can be used to predict political preferences, they would most likely use:
- a) Correlational research
 - b) Naturalistic observation
 - c) Replication
 - d) Experimental research
21. Suppose you find a friend with a psychological problem who you think might be helped through the use of medication, which of the professionals should you recommend your friend to see?
- a) A psychoanalyst
 - b) A psychiatrist
 - c) A clinical psychologist ✓
 - d) A counselling psychologist
22. Which of these professionals is most likely to believe that a person's mental disorder is caused by hidden, unconscious conflict stemming from childhood?
- a) A psychiatrist
 - b) A psychoanalyst
 - c) A clinical psychologist
 - d) A counselling psychologist

23. A psychologist who focuses on job satisfaction and employee productivity is a (n)..... psychologist:
- a) Engineering
 - b) Industrial
 - c) Forensic
 - d) Counselling
24. Deception in research has to do with
- a) Faking experimental findings .
 - b) Participants providing false information about themselves
 - c) Misleading participants to conduct research
 - d) Insignificant results
25. Instead of using any one approach to understand behaviour, modern psychologists, use a combination of these approaches. This is known as.....
- a) Humanistic approach
 - b) Cognitive approach
 - c) Eclectic approach
 - d) Behaviouristic approach
26. The division of the autonomic nervous system that controls “emotional” reactions such as crying, sweating, and stomach aches is the
- (a) Sympathetic
 - (b) Parasympathetic
 - (c) synaptic
 - (d) peripheral
27. When a person quickly pulls his hand away from a hot stove, his muscular response is a
- a) cerebral reflex
 - b) nervous spasm
 - c) spinal reflex
 - d) spinal spasm
28. The area of the brain involved in emotional and motivational aspects of behaviour is the
- a) Thalamus
 - b) Reticular formation
 - c) Limbic system
 - d) Cerebellum

29. Drugs affect the brain in that they
- a) cause neurons to function in reverse
 - b) act on various steps of synaptic transmission
 - c) produce ACTH
 - d) retard the heart beat by contact with heart muscles.
30. Action potential in nerve cells depends on
- a) the state of electrical balance in the brain
 - b) the degree of alertness in the individual
 - c) synaptic excitation and inhibition
 - d) none of the above.
31. The nuclei of the hypothalamus are involved in
- a) The regulation of the limbic system.
 - b) Eating, drinking, sleeping, sex, and behaviour generally.
 - c) Electrical balance in the brain.
 - d) Production of ACTH.
32. Which of the following is controlled by the cerebral cortex:
- a) movement
 - b) memory
 - c) emotions
 - d) intelligence
33. Which correlation shows the strongest relationship between the two groups of scores?
- a) +0.10
 - b) +0.01
 - c) -1.50
 - d) -0.91
34. Using a sample to draw conclusions about a population is a key element of
- a) conclusive statistics
 - b) ordinal measurement
 - c) inferential statistics
 - d) measure of central tendency.

35. Which terms are paired correctly?
- a) afferent - motor, efferent - sensory
 - b) afferent - sensory, efferent - motor
 - c) parietal - vision, temporal - touch
 - d) frontal lobe-audition, parietal - touch
36. The part of the brain that is proportionally larger in man than in other animals and that receives information from the sensory systems is the
- a) cerebellum
 - b) cerebral cortex
 - c) reticular activation system
 - d) pituitary
37. The left hemisphere of the brain is distinctly involved in
- a) perception
 - b) speech
 - c) spatial patterns
 - d) movement
38. For Psychologists, the term----- refers in general to changes in behaviour that result from experience, while ----- refers to systematic procedures for acquiring specific responses to stimuli.
- a) cognition, operationalisation
 - b) conditioning, learning
 - c) operationalisation, cognition
 - d) learning, conditioning
39. After a neutral stimulus is paired again and again with an unconditioned stimulus, it begins to trigger a response of its own which is called a ----- response. The neutral stimulus has now become a -----stimulus.
- a) Unconditioned; unconditioned
 - b) Conditioned; conditioned
 - c) Unconditioned; conditioned
 - d) Conditioned; unconditioned

40. Classical conditioning principles dictate that if Mellisa wants her boyfriend to like her favourite TV show she should
- explain to him why it is such a good show.
 - force him to watch with her even if he does not want.
 - feed him his favourite foods as he watches the show.
 - give him articles and comments/reviews positive to the show.
41. A key factor that will determine whether or not a response will be classically conditioned is the -----of pairings of the neutral and unconditioned stimulus.
- predictability
 - generalisability
 - adaptability
 - sensitivity
42. When the conditioned stimulus is repeatedly presented alone, not followed by the unconditioned stimulus, what will happen to the conditioned response?
- it will become stronger and more likely
 - it will become conditioned to a new stimulus
 - it will become weaker and less likely
 - it will become the new conditioned stimulus.
43. At Happy Nursery School, the teacher gives children sweets if they behave well, that is if they do not break things or disturb others. This teacher is using-----to control behaviour.
- observational learning
 - operant conditioning
 - classical conditioning
 - latent learning
44. In shaping a desired behaviour is taught by
- repeatedly pairing it with an unconditioned stimulus
 - explaining why the behaviour is important
 - waiting until it happens then reinforcing it
 - reinforcing small steps towards the desired behaviour.
45. In operant conditioning behaviours change in accordance with events that occur
- before the behaviour
 - at the same time as the behaviour
 - after the behaviour
 - in place of the behaviour

46. A conditioned response that has been extinguished will often reappear after a break with no experimental trials at all. This phenomenon is called
- a) stimulus generalisation
 - b) spontaneous recovery
 - c) stimulus discrimination
 - d) superstitious conditioning
47. When an organism gives a conditioned response to a stimulus similar but not identical to the conditioned stimulus, we can say that-----has taken place.
- a) stimulus discrimination
 - b) superstitious conditioning
 - c) cognitive restructuring
 - d) stimulus generalisation
48. Which of the following processes is most useful when a desired operant behaviour is not likely to happen spontaneously, so it can't be reinforced?
- a) extinction
 - b) spontaneous recovery
 - c) stimulus generalisation
 - d) shaping
49. An event that follows a behaviour and that makes a behaviour more likely is-----; if it makes the behaviour less likely it is -----.
- a) punisher; reinforcer
 - b) reinforcer; punisher
 - c) conditioned stimulus; unconditioned stimulus
 - d) unconditioned stimulus; conditioned stimulus
50. A reinforcer that fulfils an innate biological need is a ----- reinforcer, while one whose reinforcing value is learned through experience is a ----- reinforcer.
- a) negative; conditioned
 - b) conditioned; negative
 - c) secondary; primary
 - d) primary; secondary

51. Mundia bought a lottery ticket at Family Shop at Northmead and that week she won a consolation prize of two million kwacha. Since then Mundia always buys lottery tickets at the same shop and nowhere else. This is an example of -----
- positive reinforcement
 - superstitious conditioning
 - latent learning
 - stimulus discrimination
52. An event that increases the probability of a response occurring by removing an unpleasant stimulus is called
- positive reinforcement
 - primary reinforcement
 - secondary reinforcement
 - negative reinforcement
53. Cognitive learning is learning that involves
- building of links between stimulus
 - positive reinforcement
 - thinking and understanding
 - associating unconditioned stimulus to a previously neutral stimulus.
54. When we suddenly discover a new idea or relationship we have never seen before, we call this
- insight
 - latent learning
 - stimulus generalisation
 - observational learning
55. Several psychologists have argued that a major reason for poor performance (low grades) by university and college students is
- over emphasis on classical conditioning
 - not putting enough time in studies
 - lack of effective learning strategies
 - lack of intelligence and academic preparation
56. If someone watches another person perform a behaviour and then imitates what was seen, it is a demonstration of
- insight learning
 - observational learning
 - classical conditioning
 - operant conditioning

57. As a young girl, Lisa had once watched her grand mother fix a broken wooden handle, a rather difficult task. Lisa never tried to fix any handles at all. However, many years later, when her wooden handle broke, she was able to repair it. This is evidence of
- a) spontaneous recovery
 - b) extinction being non permanent
 - c) latent learning
 - d) permanence of operant conditioning

Fill in the missing words in each case.

58. Twin studies of adopted children are some of the available ways of distinguishing from effects on an individual's behaviour.
59. Researchers have been able to trace behaviour to activity in the, and the, as well as to the genetic code passed on from the parents to children.
60. Psychology is the study of and processes.
61. Giving the participant their full role in the research before obtaining their willingness to take part is known as
62. was the founder of structuralism.
63. perspective emphasises the role of mental processes in understanding behaviour.
64. The first laboratory in psychology was established by in Germany.
65. perspective studies the role of the brain in understanding behaviour.

Read the following definitions of perceptual terms, and then write the correct term that defines them.

66. The German word for "form" or "shape"
67. The dominant object and its context.
68. Grouping based on closeness.
69. Binocular disparity leads to this process.
70. A monocular cue based on retinal image size.

- 71. A perception that does not correspond to a real object or event.
- 72. Linear perspective cues (converging lines interpreted as being parallel) create this illusion.
- 73. All rules of grouping summed in a single concept.
- 74. Slightly different retinal images received by each eye.
- 75. Road signs nearest us seem to rush by quickly, those at a distance seem to go by slowly.

Read each statement and indicate whether it is “True” or “False” next to it:

- 76. Sense receptors change physical energy into neural impulses through a process called sensation.
- 77. A light bulb and the receptors in your eye can both thought of as transducers.
- 78. Transduction is the study of the relationship between the physical attributes of stimuli and the psychological experiences that they produce.
- 79. The techniques of psychophysics have given us the ability to test the sensitivity of our senses.
- 80. As threshold levels decrease, sensitivity levels increase.
- 81. The concept of absolute threshold is useful in testing the sensitivity of our senses.
- 82. Sensory thresholds are stable values that do not change over time.
- 83. Research subjects are more likely to say that they detect a sensory stimuli than to say that they don't.
- 84. Sensory adaptation is a slow process that takes place over a long period of time.
- 85. Sensory adaptation is facilitated by constancy of stimulation.
- 86. Behaviourists study our behaviour.
- 87. The hidden process that psychologists study is known as mental processes.
- 88. Psychiatrists hold a PHD in psychology.

89. The goal of Psychology is to change any behaviour.
90. In a negative relationship between variables increase in Y-scores correspond to increase in X-scores.

SECTION TWO: SHORT ANSWERS - ANSWER ANY TWO QUESTIONS ONLY IN THIS SECTION.

1. Interposition and linear perspective.

2. $\frac{\triangle I}{I} = K$

3. Discuss the behaviouristic perspective to understanding human behaviour.
4. How do the goals of psychology improve the quality of life?
5. In 1971, Phillip Zimbardo conducted a study known as the Stanford prison experiment.

In the study, Zimbardo created a prison environment in which some subjects were assigned to be prisoners and some were assigned to be prison guards. Zimbardo did his best to make this situation realistic. However, he may have made it too realistic. Guards began to mentally abuse the prisoners, and the prisoners often developed emotional problems. This got so bad, in fact, that the experiment had to be discontinued.

- a) What does this experiment teach about human behavior?
- b) Write down at least 2 ethics of psychological research that Zimbardo contravened in his study and how?
- c) What did he do/should he have done at the end of the experiment?
- d) Instead of conducting an experiment, what other method of research could Zimbardo have used and how?

6. Someone claims that he has come up with toothpaste that protects teeth from developing cavities. Design an experiment to test this claim. Your experiment should contain the following:

- Purpose/Aim
- Subjects/Participants
- Hypotheses
- Method
- Results

SECTION THREE: STATISTICS- ATTEMPT ALL QUESTIONS IN THIS SECTION

1. A survey of 50 families showed the number of children per family distributed as follows;

No. of children	1	2	3	4	5
No. of families	19	18	9	3	1

- Write down the modal number of children per family.
- Find the median number of children per family.
- What is the percentage of families who have at least three (3) children?
- Calculate the mean number of children per family.
- For the distribution compute the median.

2. (a) Calculate the **standard deviation** of the distribution:

65, 67, 73, 65, 58, 55, 70, 69, 60, 68

- Given that the standard deviation of **a, b, c, d, e**, is equal to **zero**, what reasonable conclusion would you make about the scores in this distribution?

3. From the following data, calculate the relationship between the two variables (personality and attractiveness) using the Pearson correlation coefficient.

Student	A	B	C	D	E	F	G	H
Attractiveness	3	10	4	3	8	12	5	2
Personality	5	9	3	3	9	6	10	4

$$r = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

4. During a cholera outbreak at UNZA the number of students absent from lectures on ten consecutive days was recorded as follows:

Day	1	2	3	4	5	6	7	8	9	10
Number absent	30	35	60	78	87	83	69	43	30	29

- (i) When was the cholera outbreak at its worst?
- (ii) Between which days was the greatest increase in absence?
- (iii) Compute the mean number of students absent.

END OF EXAM

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
SOCIAL DEVELOPMENT STUDIES DEPARTMENT
2006 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS

S111: INTRODUCTION TO SOCIOLOGY 1

INSTRUCTIONS:

This paper is divided into 3 sections. Answer all questions from section a, 15 questions from section B and 2 questions from section C.

TIME: 3 HOURS

SECTION A: MULTIPLE CHOICE (10 Marks)

1. The French revolution occurred within the period of the industrial revolution.
 - (a) True
 - (b) False

2. One of the following philosophers believes that society was a partnership not only between those who are living but between those who are dead and those who are to be born.
 - (a) Louis De Bonald
 - (b) Edmund Burke
 - (c) George Hegel
 - (d) Stenri De Saint Simon
 - (e) Max Weber

3. Mr. Hamusankwa prefers to study society by looking at the social patterns that hold society together. This approach of studying society is associated with the concept of
 - (a) Social dynamics
 - (b) Social statics
 - (c) Structural functionalism
 - (d) Metaphysical progression

4. An effect of ethnocentrism is that it
 - (a) Keeps our societies free from criminals
 - (b) Makes members of a group more loyal and patriotic
 - (c) Makes us more aware of our faults
 - (d) Helps ease international tensions

5. Which of the following are the same?
 - (a) The Id and the Me
 - (b) The I and the super ego

- © The Id, the Super ego and the Me
(d) The Me and the Super ego
6. Which of the following soft wares can be used for literature review?
- (a) Ms-excel
 - (b) SPSS
 - © Ms-Word
 - (d) Internet Explorer
7. For report writing we can use
- (a) Internet Explorer
 - (b) Power point
 - (c) SPSS
 - (d) Ms Word
8. On Saturday 15th April, 2006 the University of Zambia (UNZA) students ran amok and had running battles with the Police following the death of two of their fellow students at the UNZA Bus Stop pedestrian crossing. In the light of collective behavior, the conduct of the UNZA students could best be explained and understood by the
- (a) Social Contagion Theory
 - (b) Emotional Contagion Theory
 - (c) Circular Reaction Theory
 - (d) Both a and b above
 - (d) All the above
9. On 5th December, 1955 Martin Luther King Jr and others successfully mobilized and organized themselves against the racial discrimination they suffered within public buses at the hands of the whites in Montgomery USA. In the eyes of the *losers*, this was a typical example of
- (a) The Labeling Theory
 - (b) Structural-Strain Theory
 - (c) Sanctions
 - (d) Deviance
 - (e) c and d above
10. On April 29th 1992 the white Jury of four (4) Judges acquitted the four (4) white Police Officers who brutally beat up a Black American Motorist Rodney King purely on racial grounds. This resulted into a three day destructive riot in South Central Los Angeles by the Black Americans as a protest against the Judgment. In the eyes of the *protesters* this was a classic example of

- (a) Societal Reaction Theory
- (b) Differential Association Theory
- (c) Deviance
- (d) Sanctions
- (e) Both c and d above

SECTION B: (30 MARKS)

Answer any 15(Fifteen) of the following

- 1. Emile Durkheim,
- 2. Scientific law .
- 3. The Renaissance
- 4. Significant test,
- 5. Statistical aggregate
- 6. Cesare Lombroso,
- 8. Soft ware .
- 9. Hard ware,
- 10. Logic Unit .
- 11. Micro processor
- 12. Cultural traits
- 13 Mid life crisis ,
- 14 Body language .
- 15. Sigmund Freud .
- 16. Generalised other
- 17. Propaganda
- 18. Emergent norm theory
- 19. Conflict view of deviance
- 20. Preconditions of collective behavior

SECTION C (60 MARKS)

Answer any 2 questions

- 1. Socialization is important for both society and the individual. Discuss.
- 2. Define the concept of social contagion and establish its relevance in bringing about social change in Zambia. Give concrete examples to support your arguments.
- 3. Give a critical evaluation of Emile Durkheim's argument that "any form of social change in society begins with some form of deviance. "Give practical Illustrations to support your position world-wide.

END – GOOD LUCK

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2006 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS**

S311: URBAN SOCIOLOGY

TIME: 3 Hours

INSTRUCTIONS: Answer Four (4) Questions only

1. In what ways have the urban social movements impacted urban social life in Zambia? Give Practical examples for your answer.
2. Critically examine the consequences of rural-urban migration in Zambia? Give practical examples for your answer.
3. Compare and Contrast the culturalist with the structuralist approach in interpreting urban poverty. In your view, which approach gives a more comprehensive understanding of urban poverty in Zambia?
4. Discuss the multidimensional impact of gendered migration of the colonial period on the post-colonial society?
5. Compare and contrast modernization theory with urban bias theory on migration? Which of the two theories explains better the Zambian experience on migration? Give practical examples for your answer.
6. In what fundamental ways does the Chicago school of thought differ from the theories of contrast in explaining urban social life?
7. "Every urbanization process breeds urban social problems". Critically discuss.
8. "Urban sociology's concern is about issues of the city even when they do not happen in the city." Critically discuss the sociological impact of the city on social life in general and urban social life in particular?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
INTRODUCTION TO SOCIAL PROBLEMS (S321)
EXAMINATION FOR 2006

Instructions: Answer questions **ONE** and any other **two** questions in three hours.
Give Practical and empirical examples

Time: 3 Hours

1. There are many theories used to explain the causes of social problems in society such as the structural functionalist theory, differential association theory, strain theory, labeling theory and the sub – cultural theory. Write brief notes on each one of these theories and try to show which one is more appropriate to explain Zambia's appalling social problems.
2. Demonstrate with a lot of Zambian examples how the five facts and beliefs are used to justify the definition of social problems.
3. Since 1991 when Zambia became a democratic and multiparty nation, a lot of Social Problems have emerged such as street kids, prostitution etc. To what extent can you attribute such problems to Social and Family Disorganization?
4. There are so many solutions to different social problems faced by different societies. Some of these solutions are penal in nature while are not. To what extent are penal sanctions a solution to Zambia's social problems? Empirical examples are a must for this question.
5. Using information from your textbooks, from lectures, and experience (if applicable) – explain how crime as a social problem can be dealt with in the Zambian society.

END OF EXAM

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2006 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS

S 421: RESEARCH METHODS IN SOCIOLOGY

INSTRUCTIONS: ANSWER ONLY **THREE** QUESTIONS. QUESTION 1 IS **COMPULSORY**.

TIME: THREE (3) HOURS

Question 1. Read this statement of the problem and answer all the questions that follow below.

The problem with doctor-patient communication in Zambia is rooted in misunderstandings on account of language. It is a known fact that the patient and the doctor have differing languages. There is a lay language used by patients and an expert language used by doctors. In Zambia, there are 72 dialects excluding English which can be used by lay people in a medical encounter and this clearly suggests that communication may be a problem. Other than the dialectical problems, Zambia's health sector is liberalised in the sense that we do have expatriate doctors who do not communicate in English as well as any local dialect and for those who do, they do not communicate effectively using any local language in the event that the patient is unable to communicate in English. This problem has been compounded by a curriculum that only teaches clinical methods but devoid of teaching communication skills. Without any scientific base, it is argued that patients are dissatisfied with hospital visits on account of communication difficulties.

The other problem related to doctor and patient communication is that research on doctor-patient communication has rarely included the language variable and its impact on patients focusing on satisfaction. The limitations of research in this area in Zambia make it difficult to isolate clearly the specific problems patients face when they meet doctors. This being the case, it is undeniable that there exists a gap between the recognized importance of communication and patient satisfaction and a study in this area is worth doing.

Develop:

- (a) Research questions **(10 marks)**
- (b) Objectives **(10 marks)**
- (c) Based on the objectives and research questions, justify and select an appropriate research strategy that could guide your inquiry **(10 marks)**
- (d) Identify and justify the data collection methods you would consider in relation to the selected research strategies? **(10 Marks)**

Question 2. Read Sutherland's Theory of Crime Below and answer the questions that follow.

Sutherland adopted the concept of social disorganisation to explain the increases in crime that accompanied the transformation of preliterate and peasant societies where "influences surrounding a person were steady, uniform, harmonious and consistent" to modern Western civilisation which he believed was characterised by inconsistency, conflict and un-organization (1947). He also claimed that the mobility, economic competition and an individualistic ideology that accompanied capitalist and industrial development had been responsible for the disintegration of the large family and homogenous neighbourhoods as agents of social control. The failure of extended kin groups expanded the realm of relationships no longer controlled by the community and undermined governmental controls leading to persistent "systematic" crime and delinquency. He also believed that such disorganisation causes and reinforces the cultural traditions and cultural conflicts that support antisocial activity. The systematic quality of the behaviour was a reference to repetitive, patterned or organised offending as opposed to random events. He depicted the law-abiding culture as dominant and more extensive than alternative criminogenic cultural views and capable of overcoming systematic crime if organised for that purpose. But because society is organised around individual and small group interests, society permits crime to persist. Sutherland concluded that "if the society is organised with reference to the values expressed in the law, the crime is eliminated; if it is not organised, crime persists and develops.

Extracted from Sutherland, E. (1947). Principles of Criminology, 4th edn. Philadelphia: Lippinco

Develop:

- (a) Ten hypotheses from the axioms in the text **(10 Marks)**.
- (b) Identify ten pairs of predictor and outcome variables from the hypotheses **(10 marks)**.
- (c) Operationalise at least 5 pairs of hypotheses in the hypothesis of your own choice **(10 marks)**.

Question 3. Write short notes on any five of the following:

- a. Theoretical purposive sampling (6 marks).
- b. Deductive strategy (6marks).
- c. Induction (6 marks).
- d. Operationalisation (6 Marks).
- e. Theoretician's theory (6 Marks).
- f. Type I error (6 Marks).
- g. Antecedent variable (6 Marks).
- h. ANOVA

Question 4.

The deductive and abductive research strategies drive most of the nomothetic and idiographic researches in Zambia.

- (a) What are the characteristics of each strategy? **(15 Marks)**.
- (b) In what circumstances would you as a researcher consider to use each one? **(15 Marks)**

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2006 ACADEMIC YEAR FIRST SEMESTER EXAMINATION

S901: INDUSTRIAL SOCIOLOGY 1

TIME : THREE HOURS

- INSTRUCTIONS:**
1. There are two sections in this paper. You are required to answer questions from each section as instructed.
 2. Write your computer number clearly.
 3. All answers should be in the prescribed examination answer book.
 4. Total Marks: 100

SECTION A:

Write brief notes on sixteen of the following. (40 Marks)

- a) Charismatic and autocratic leadership
- b) Decision making
- c) Equity theory
- d) Extrinsic rewards
- e) Hierarchy of needs
- f) Line management
- g) Organizing
- h) Path-goal model of management
- i) Systems approach
- j) Job description and job specification
- k) Expectancy theory
- l) B.F. Skinner's Reinforcement theory
- m) Quality circles
- n) Strategic management and planning
- o) Generalized goals
- p) Board of Directors
- q) Total person approach
- r) Human relations
- s) Management
- t) Social system (from industrial sociology view point)

SECTION B:

Answer any three of the following questions.

1. Describe the features of the Guild, Putting-out and Factory Production Systems and explain the sequential developments from one mode of production to the other. (20 Marks)
2. Critically discuss the value of Weber's Bureaucracy as well as Taylor's Scientific Management with special reference to their principles. (20 Marks)
3. Using some specific motivational theories and philosophies discuss how as a manager you would enhance productivity. (20 Marks)
4. a) Show a manufacturing company organization complete with functions comprising the following positions in a systematic order:
Finance Director, Chairman, Planning Manager, Accountant, Commercial Manager, Commercial Director, Company Secretary, Assistant Secretary, Legal Counsel, Staff Manager, Personnel Director, Operations Director, Fleet Manager, Industrial Relations Manager, Operations Director, Quality Controller, Managing Director, Maintenance Manager, Technical Director, Advertising Manager. (8 Marks)
- b) Provide broad contrasts between traditional and modern Industrial Societies. (7 Marks)
- c) Discuss the myth that "Managers should never relinquish control over the final decision". (5 Marks)

END OF EXAMINATION

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

2006 ACADEMIC YEAR FIRST SEMESTER EXAM

S911: REFUGEE STUDIES

DATE: TUESDAY 12TH SEPTEMBER 2006

TIME: 09:00-12:00 HOURS

INSTRUCTIONS:

- 1. QUESTION ONE (01) IS COMPULSORY**
- 2. ANSWER ANY OTHER THREE QUESTIONS. CHOOSING ONE FROM EACH OF THE SECTIONS B, C AND D**

SECTION A: COMPULSORY (20 marks)

1. What are the general theories that have been advanced by among others the **IUSSP** to explain international migration?

SECTION B: (10 marks)

EITHER

2. Discuss the assertion that the exhibition of xenophobic tendencies by many nations is aimed at placing blame on non nationals of all domestic, social and economic problems.

OR

3. Discuss why refugees flee according to Edmonton B et al (1992)

SECTION C: ANSWER ONLY ONE QUESTION (10marks)

EITHER

4.

Discuss the difficulties that are inherent in the UN convention (1951) as read with the (1967), AU (1969) and the Cartagena (1984) protocols, on the protection of refugees.

OR

5.

Andressen D. "Closing the Doors" in Miserev D. Refugees: The trauma of Exile (1988), (K J. 621. ref), asserts that asylum seeking has become very restrictive in many countries in terms of its application, which in turn has left many an asylum seeker in an "orbit situation". Discuss why this tradition has been undermined. Further what negative impact has this created on refugees if any?

SECTION D: ANSWER ONLY ONE QUESTION (10 marks)

EITHER

6. The current hostile display of hostilities by the Khartoum government over its Displaced citizens in the Darfur Region, exhibits a clear manifestation of how Difficult it is to handle Internally Displaced Persons issues by the International Community. Discuss this statement in relation to any two Schools of thought

OR

7.

The failure to address the problems of the Rwandan refugees in 1960s contributed Substantially to the cataclysmic violence of 1994. Discuss what caused it, as Well as what lessons the international community discerned from it in order to avoid its recurrence.

END

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

SEMESTER EXAMINATION FOR 2006

INTRODUCTION TO CRIMINOLOGY (S925)

INSTRUCTIONS: Answer Question one (1) and any other two (2) questions.

TIME: THREE HOURS

1. Sutherland's theory of 'Differential Association' departs from the pathological perspective and biological perspective by attributing the cause of crime to the social context of individuals. Discuss this theory in detail and show how it is relevant in the Zambian society.
2. Deidre Golash argues that punishment, as currently applied, is not successful and, in many ways, results in more harm than good. Punishment often is not justified and lacks consistency with its original intentions. To what extent do you agree or disagree with her. Make use of the theories of punishment to discuss this. Empirical examples will earn you more marks.
3. Statistics on crime are said to be inaccurate. Using lecture notes, books you read, and experience, discuss the problems faced by the police when coming up with such statistics, and how these problems distort the statistics. Give examples.
4. You have just been employed by the Zambia police service as a Senior Crime Prevention Officer at the time when the country is experiencing all sorts of crime in Lusaka. Discuss the different types of crime prevention strategies that you would employ to arrest the situation. Give practical analytical situations.
5. Almost all of Zambia's prisons are overcrowded by more than double of the required number. Despite this, the judiciary still sends criminals to these prisons. Discuss the advantages and disadvantages of imprisonment in Zambia. Give recommendations.

THE END

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES
2006 ACADEMIC YEAR FIRST SEMESTER EXAMINATION
S931: THEORIES OF SOCIAL CHANGE

INSTRUCTIONS: 1. Answer four questions only
2. Each question carries equal marks

TIME: 3 HOURS

1. IN PLATO'S REPUBLIC, four distinct divisions of authority govern the state, namely:-
 1. The Philosopher king
 2. The Guardians
 3. The Auxiliaries
 4. The Artizans

In the Zambian constitution how does power flow from the Common man to the head of state or is it the other way round? Discuss.
2. According to Comte family, language and religion are the pillars of society. Can you justify this statement with regard to modern societies, e.g. the Zambia society?
3. What do you understand by Social Change. Define it and discuss it.
4. What were the causes of rural urban movements prior to independence?
5. What do you understand by the term INFORMAL SECTOR.
6. What do you understand by the term Doctrine of Separation of Powers? Compare Aristotle's analysis to the Zambian practice.

END

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

2006 ACADEMIC YEAR FIRST SEMESTER EXAM

S975: MEDICAL SOCIOLOGY

DATE: MONDAY 11TH SEPTEMBER 2006

TIME: THREE HOURS

INSTRUCTIONS: Answer the questions as stipulated.

SECTION A: COMPULSORY (20 MARKS)

Write short notes on the following

1. a) How would you describe the contribution of medical sociology to the Study of Health and Illness.
- b) Briefly discuss the Sick Role perspective as advanced by Talcot Parsons
- c) How is the **Enforced State of Dependence** analysed in medical sociology.
- d) Long Term Stigmatized Illness calls for adjustments to be undertaken by a number of stakeholders. Briefly discuss.

SECTION B: ANSWER ONLY ONE QUESTION (10 MARKS)

EITHER

2. Compare and contrast the merits and demerits of Conventional Medicine and Complementary and Alternative Medicine, and explain why the latter still finds A place in many societies despite the penetration of western civilization.

OR

3. According to K Maguire (2002) in her article, "The Black Report", Science is said to find it difficult to explain inequalities (social class) in health provisions due to a number of extenuating circumstances. Discuss.

SECTION C: ANSWER ONLY ONE QUESTION (10 marks)

EITHER

4. Discuss **how** the phenomenon of the seeming dominance by doctors over patients is explained by Zola I. K (1974) and Mischler. E (1984).

OR

5. Discuss the paradigm in which The Habermas Project (1972) attempts to resolve the problems that doctors and patients encounter during their interaction.

SECTION D: ANSWER ONLY ONE QUESTION (10 MARKS)

EITHER

6. Compare and contrast the major positions or perspectives that underpin the study of death, dying and the grieving process.

OR

7. Discuss the assertions that pervade the field of gerontology, which is said to be fraught with controversy.

END

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2006 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS
S 995 SOCIAL IMPACT ASSESSMENT

Instructions to the candidate

This paper comprises of three sections. Section B is compulsory and in addition, you are expected to select one other section between A and C. In order to successfully answer the questions of your choice succinctly, you are implored to read the instructions under each section and follow them accordingly.

TIME 3 HOURS

Section A

1. Write shorts notes on four of the following:
 - a) Social impact assessment **(10 Marks)**.
 - b) Scoping **(10 Marks)**.
 - c) Ex ante assessment **(10 Marks)**.
 - d) Iteration **(10 Marks)**.
 - e) Gender Impact Assessment **(10 Marks)**.
 - f) Multi Criteria Analysis **(10 Marks)**.
 - g) Typical steps in Social Impact Assessment **(10 Marks)**.

Section B

Read this passage and answer the questions which follow below.

The University Of Zambia has been plagued by the student accommodation problem. An impact assessment of the policy to increase university accessibility by employing a progressive annual enrolment has not been done and it is unlikely that an assessment may be done in the just immediate future. Under pressure from UNZASU and parents for over seven years now, the government has responded by committing itself to address this chronic problem. Burdened by financial problems and the channelling of funds to the impending elections this September 2006 and to pay salaries and allowances to public servants who have been striking since March, the government has decided to legitimise "squatting" by buying bunker beds. However, a preliminary report on stake holder involvement by cabinet office has revealed that the university was left out as a critical stakeholder in the quest to address the problem with the government arguing that the project must take off citing varying reasons and the notable ones are that (a) the university community does not have the know how and expertise to contribute to SIA preliminary data on which to build a public involvement program and (b) the government is the sole proprietor and financier of the institution and as such it has exclusive rights to determine the best direction of its intentions without the in put from any one.

The preliminary report has leaked to The Post News Papers which paper digs deeper and it has become the focus of the debate among interested parties with some arguing for and others against the importance of government to have the preserve to decide who is a critical stakeholder and be party to decision making on the bunker project notwithstanding the fact that that human rights in this case matter so much.

You are part of this discussion and you are expected to present a seminar paper at a SADCC Conference in Windhoek by answering questions of your choice.

Out of the three questions below, answer only two based on the passage above:

2. In your paper, for presentation, identify the approach in project design and implementation which you believe the Zambian government employed and discuss its characteristics as well as the extent to which you agree with the government's application of it **(20 Marks)**.
3. It has come to your knowledge upon reading the Post News Papers that all cabinet members do not have the scantiest knowledge on SIA methodology and this led the university was omitted as a potential stakeholder.
 - a) In your paper for presentation, you want to lobby SADCC ministers to compel the government to consider employing participatory approaches and include key stakeholders within the UNZA community in revisiting the hostel policy. Select only five stakeholders within UNZA community that could have been involved at the outset whom you consider to be critical and justify the selection of each of your choices **(10 Marks)**
 - b) After the conference, you get a positive nod and the Zambian government has acceded to pressure to allow stakeholders to be part of the policy review. How would you go about involving the stakeholders of your choice to contribute to a SIA preliminary data on which to build a public involvement program? **(10 Marks)**
4. In arguing that the Zambian government acted in bad faith, in the paper to the SADCC ministers, you decide to outline the guiding principles of structuring SIA which the government ought to have religiously followed in this project as a framework. What are these guiding principles? **(20 Marks)**.

SECTION C

Answer only two questions in this section based on the passage below.

Whenever some social action is being planned and has been implemented, the SIA practitioner is not left out. One of the things the SIA practitioner does include problem analysis as a preliminary step in order to help the process of predicting and mitigating social impacts which are said to be “people impacts”. Once the social action in form of a project is implemented, the SIA practitioner is expected to monitor and evaluate it as well as put in place some mitigation measures.

5. Social Impact Assessments are “people impacts” discuss what this entails in quantitative and qualitative terms and giving examples **(20 Marks)**.
6. Some practitioners argue that evaluation and monitoring are distinctive from one another. Discuss separately
 - a. What monitoring is **(5 Marks)**
 - b. What evaluation is **(5 Marks)**
 - c. What the roles of evaluation are in SIA practice **(5 Marks)**
 - d. What the roles of and monitoring are in SIA practice **(5 Marks)**
7. Mitigation of social impacts follows decisions based on some hierarchy and priorities.
 - a. What are these hierarchies and priorities? **(7.5 Marks)**
 - b. If the findings of SIA suggest that the short-to-long-term benefits of the best-designed policy intervention does not exceed the short-term (or long-term) costs of mitigating or compensating the poor, or that other important groups might suffer some losses, then consideration could be given to minimising, rectifying or reducing impacts were the central actor opts to proceed with the implementation of a reform as planned. Discuss what is likely to go on in SIA using two mitigation strategies in this case **(12.5 marks)**

THE UNIVERSITY OF ZAMBIA

2006 ACADEMIC YEAR: FIRST SEMESTER EXAMINATIONS

SS241: RESEARCH METHODS IN THE SOCIAL SCIENCES

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS FROM SECTION A;
ANSWER QUESTION B; AND ANY ONE QUESTIONS FROM SECTION C

SECTION A

ANSWER ALL QUESTIONS. THIS SECTION CARRIES 60%

1. Briefly discuss, with examples where possible, the following types of questions:
 - (a) Rating questions
 - (b) Matrix questions
 - (c) Contingency questions
 - (d) Filter questions
2. (a) Give four reasons why you need to have objectives.
(b) Give three correct ways of stating research objectives.
3. List, without explanation, the factors to consider in prioritizing a problem for investigation.
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. Indicate which sources of knowledge the statements below refer to:

- (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.

6. Briefly explain your understanding of the research methods below, with one relevant example in each case:

- (a) Qualitative research methods.
- (b) Quantitative research methods
- (c) Of the methods above, which one are you expected to use in your SS241 and SS242 projects?

7. What do you understand by the following:

- a) Non – response
- b) Sampling error
- c) Probability sampling
- d) Non – probability sampling

8. Briefly explain::

- (a) What a work plan is.
- (b) What it is used for.

9. Briefly explain how you edit a questionnaire after field work in terms of:

- (a) Checking for consistency
- (b) Checking for uniformity
- (c) Checking for accuracy

10. Briefly answer the following:

SECTION B

ANSWER THIS QUESTION (COMPULSORY). THIS SECTION CARRIES 20%

1. Discuss, in the correct sequence, the stages in the selection of a representative sample.
-

SECTION C

ANSWER ONE OF THE TWO QUESTIONS IN THIS SECTION. THIS SECTION CARRIES 20%.

1. Briefly discuss the following types of studies.

- (a) Intervention study
- (b) Non – intervention study
- (c) Cross –sectional study
- (d) Panel study
- (e) Cohort study
- (f) Trend study
- (g) Case study
- (h) Complete participant
- (i) Participant – as – observer
- (j) Exploratory study

2. Briefly discuss, with examples where applicable, the following:

- (a) Model
 - (b) Paradigm
 - (c) Theory
 - (d) Hypothesis
 - (e) Operational definition
 - (f) External validity
 - (g) Internal validity
 - (h) Probability sampling
 - (i) Non – probability sampling
 - (j) Instrument reactivity
-

END OF EXAMINATION

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

2006 ACADEMIC YEAR FIRST SEMESTER EXAM

SW 111: INTRODUCTION TO SOCIAL WELFARE

DATE: THURSDAY 14TH SEPTEMBER 2006

TIME: THREE HOURS

INSTRUCTIONS:

- 1. QUESTION ONE IS COMPULSORY**
- 2. ANSWER ANY OTHER THREE (03) QUESTIONS CHOSING ONE FROM EACH OF THE OTHER SECTIONS i.e. B, C & D.**

SECTION A: COMPULSORY: (20 MARKS)

1. Write short notes with clear examples on the following issues.
 - (a) What necessitated the promulgation of the **statute of labourers** in England, during the poor laws and what were its salient features.
 - (b) Why is the operation of social policies said to be paradoxical.
 - (c) What were the main points of departure in the provision of relief to the poor by the clergy on the one hand the state on the other.
 - (d) Ideology plays a very important role in social work. Briefly discuss.
 - (e) What do you understand by the term Social Inquiry Report (SIR) and how if any is it used?

SECTION B: CHOOSE ONLY ONE (01) QUESTION (10 MARKS)

EITHER

2. According to Titmus R. (1963) in his book "Essays on The Welfare State", the provision of social welfare follows a consistent pattern. Discuss.

OR

3. Bureaucracy comprises different scenarios each of which is said to be fraught With difficulties in it's analysis. Discuss this assertion highlighting its merits and demerits.

SECTION C: CHOOSE ONLY ONE QUESTION (10 MARKS)

EITHER

4. Discuss how you would explain poverty and all its facets.

OR

5. How does professional social work contribute to national development?

SECTION D: ANSWER ONLY ONE QUESTION (10 MARKS)

EITHER

6. The diachronic approach attempts to analyse the provision of social welfare in the pre colonial, colonial and post independent epochs. Critically analyze this assertion.

OR

7. According to Foster (1968) the accumulation of wealth in traditional societies beyond a certain degree is usually scorned or exploited by many members of that community. Discuss how this assertion chokes innovation in general.

END

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS

FIRST SEMESTER EXAMINATIONS

**SW 231 – INTRODUCTION TO MICRO –SOCIAL WORK
METHODS**

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY FOUR QUESTIONS

1. Discuss, citing relevant examples, the view that social casework consists of those processes which develop personality through adjustments consciously effected individual by individual between human beings and their environment.
2. Discuss the statement that it is what is observed that lays the foundation for theory construction.
3. Contrast psychoanalytic theory and social learning theory. Give examples to illustrate the importance of each of the two theories to social work practice.
4. Rationalize the argument that though heavily criticized, social casework is still the most ideal method for dealing with problems at individual level.
5. Select any theory that you covered in this course. Discuss the importance of the theory to personality.

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2006 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS**

SW 311: SOCIAL POLICY ANALYSIS

TIME: THREE HOURS

SECTION 1 Compulsory

1. By drawing practical and relevant examples from the Zambian context discuss the three types of measurements used to detect needs in communities. *(10 Marks)*

SECTION 2 Compulsory

2. Identify the first four stages of policy formulation according to Gilbert and Specht. Write the tasks, institutional resources and professional roles involved at each stage. *(15 marks)*

SECTION 3 Choose one

3. Discuss the concept of social welfare and outline the underlying factors and motivation of social welfare. *.(12.5 marks)*
4. In many developing countries what difficulties are delivery systems faced with? In your own view discuss one delivery system of your choice and how it can improve its operation. *.(12.5 marks)*

SECTION 4 Choose one

5. Discuss some of the differences in the incidences of ill health by social class, outlining possible explanations for such differences within Zambia. Propose possible policy guidelines to change such a situation. *.(12.5 marks)*
6. Analyse the four models of education, examining their relevance and applicability to the Zambian context. *(12.5 marks)*

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2006 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATION

SW 321: Social Research Methods

Time: 3 Hours

- Instructions:**
- 1. Answer only Three of the five questions below.**
 - 2. Write your computer number clearly on all answer sheets**
 - 3. Please be as concise as possible in all your answers.**
-

Question 1.

Planning for the needs of people in the community is a fairly complicated affair. What kind of information do social policy experts and planners need to achieve their professional objectives; and why?

Question 2.

There are different types of social surveys. Can you precisely categorize these and comment briefly on each type.

Question 3.

Please give a detailed differentiation between social surveys "by Scope" and social surveys "by Method"

Question 4.

Why do social scientists find it expedient to include Observation in their social research methods? What are the problems often associated with observation methods. Can you overcome them?

Question 5.

What would you normally include in your Social Survey Report, and why?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
UNIVERSITY EXAMINATIONS
FIRST SEMESTER EXAMINATIONS

SW 331 – ANALYSIS OF SOCIAL INTERVENTION

TIME: 3 HOURS

**INSTRUCTIONS: ANSWER QUESTION ONE AND ANY
OTHER THREE QUESTIONS**

1. Identify two similarities and two differences between Perlman and Hollis Models of casework.
2. Select any social policy in Zambia. Categorize it according to Benne, Benis and Chin change strategies.
3. Rationalize the view that casework is the best method of dealing with problems at individual level, in spite of its short comings.
4. “Changes enforced by political coercion need not be oppressive if the quality of democratic processes can be maintained and improved” Discuss this statement citing relevant examples.
5. Psychoanalytic theory underlies the knowledge base of Hollis model of casework. Can you identify areas in which the theory clashes with social values of Zambian people.

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
2006 ACADEMIC YEAR FIRST SEMESTER
FINAL EXAMINATION**

SW 475: Community Change And Development

Time: 3 Hours

- Instructions:**
1. Answer only Three of the five questions below.
 2. Write your computer number clearly on all answer sheets
 3. Please be as concise as possible in all your answers.
-

Question 1.

“A community is a socially homogeneous area characterized by group interaction”.
What does this statement imply? Please expound on it with examples.

Question 2.

An ideal community performs a number of functions to its members. Please elaborate on only four of those functions with relevant examples.

Question 3.

Planned Change is change which derives from a deliberate decision to effect improvement in a personality or social system, and which is achieved with the assistance of a professionally trained agent. To what, then, would you attribute rural backwardness in Zambia since Independence?

Question 4.

Of mechanization and technological change, somebody said “.....the most novel and pervasive phenomenon of our age is not capitalism, but mechanization, of which modern capitalism may be merely a by-product – we realize now that this mechanization has profoundly altered our modes of life and also of thought”
Please comment by speaking out your mind!

Question 5.

Collaboration is one of the strategies used in the process of fostering a Planned Change.

- (a) In your view how do Change Agents employ this method, and what assumptions do they usually make?
- (b) What are the limitations of collaborative strategies in Planned Change?

END OF EXAMINATION