

THE UNIVERSITY OF ZAMBIA
UNIVERSITY EXAMINATION – 1996/98

SECOND SEMESTER

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

1.	D	212	-	Introduction to theatre
2.	D	312	-	African popular drama
3.	D	355	-	modern African drama
4.	DE	112	-	
5.	DE	212	-	
6.	DE	312	-	Components of population change
7.	DE	322	-	Demographic techniques
8.	DE	902	-	Population policies and programmes
9.	DS	102	-	Introduction to development studies II
10.	DS	302	-	Food security developing countries
11.	DS	902	-	The family and social – economic development in developing countries
12.	DS	912	-	women and Development : policies and strategies
13.	DS	935	-	Industrial policy and development in developing countries
14.	E	111	-	Communications and study skills - Sup
15.	E	111	-	Communications and study skills - Sup
16.	E	122	-	Introduction to English language and linguistics (Distance and internal)
17.	E	121	-	Introduction to writing skills and prose fiction
18.	E	122	-	Introduction to poetry and drama
19.	E	212	-	The structure of modern English II morphology and syntax (internal)
20.	F	221	-	English literatures upto the 18 th century
21.	E	221	-	English literature upto the 18 th century
22.	E	222	-	English literature of the 19 th and 20 th Centuries
23.	E	232	-	Modern criticism

24.	E	362	-	Luso and francophone African literature
25.	E	462	-	Early and later modernist literature
26.	E	905	-	Shakespeare
27.	E	912	-	Psycholinguistics II
28.	E	922	-	World Englishers
29.	E	925	-	Literature and gender
30.	E	935	-	English discourse analysis
31.	E	942	-	Sociolinguistics II
32.	E	945	-	Pragmatics
33.	E	952	-	Analysis of and project in African oral literature
34.	E	972	-	20 th century American literature
35.	E/LAI	425	-	Theoretical syntax
36.	EC	125	-	Introduction to macroeconomics
37.	EC	215	-	Intermediate microeconomic Theory
38.	EC	225	-	Intermediate macroeconomics
38.	EC	315	-	PUBLIC FINANCE
39.	EC	322	-	Introduction to econometrics
40.	EC	412	-	International finance
41.	EC	422	-	Issues in development
42.	EC	435	-	Natural resource economics
43.	EC	925	-	Industrial organisation
44.	EC	955	-	Health economic
45.	FR	432	-	Advanced studies in translation P1 (Distance Education)
46.	H	131	-	
47.	H	132	-	Themes in modern world history
48.	H	231	-	History of modern Africa : 1750 to 1900
49.	H	232	-	History of modern Africa From 1900
50.	H	232	-	History of modern Africa : 1900 to the present
51.	H	241	-	The capitalist economic system: 1914 to the present.
52.	H	242	-	The capitalist economic system: 1914 to the present
53.	H	322	-	Twentieth century Europe
54.	H	412	-	Land and labour in central African colonial period to the present

55.	H	442	-	History of the soviet 1945 to the present
56.	H	932	-	History of southern African since the 1800s
57.	LAL	112	-	Introduction to linguistics
58.	LAL	212	-	Studies in Non - Bantu language of Africa
59.	LAL	212	-	Readings in Zambian language
60.	LAL	312	-	The syntax and semantics of a Bantu language
61.	LAL	322	-	Project in African oral literature
62.	LAL	432	-	Writings in African Languages
63.	LAL	915	-	Terminology and translation
64.	LAL	955	-	Selected topics literature
65.	MC	202	-	Basic reporting
66.	MC	212	-	Introduction to television
67.	MC	222	-	Media and society
68.	MC	312	-	Media law
69.	MC	322	-	Radio production I
70.	MC	332	-	Television production II
71.	MC	402	-	Investigative reporting
72.	MC	432	-	Radio production IV
73.	MC	442	-	Advanced televisions production
74.	MC	902	-	Advertising practice
75.	MC	912	-	public relations practice
76.	MC	922	-	photojournalism
77.	PA	125	-	introduction to public Administration
78.	PA	212	-	Comparative Administration
79.	PA	322	-	Comparative local government administration
80.	PA	325	-	Organisational behaviour and management
81.	PA	345	-	Industrial relations
82.	PA	412	-	Issues in development management
83.	PA	422	-	public policy monitoring and evaluation
84.	PA	925	-	Public enterprise management
85.	PH	102	-	Introduction to philosophy II

86.	PH	222	-	History of philosophy II
87.	PH	902	-	Philosophy of logic
88.	PH	945	-	Medical ethics
89.	PH	965/EC 965	-	Business Ethics
90.	PH	972/S972	-	Philosophy of the social science
91.	PL	252	-	Comparative politics
92.	PL	312	-	Utilitarianism and contemporary liberalism
93.	PL	322	-	Foreign policies of Africa states
94.	PL	332	-	Foreign policy analysis and evaluation
95.	PL	452	-	Socialist political Theory II
96.	PL	932	-	Politics of Southern Africa II
97.	PL	942	-	politics in Africa
98.	PS	102	-	Introduction to psychology II
99.	PS	312	-	Theories of personality
100.	PS	332	-	Cognitive development and culture II
101.	PS	932	-	Test and measurements
102.	PS	952	-	Psychopathology
103.	S	111	-	Introduction to sociology
104.	S	112	-	Introduction to sociology I
105.	S	211	-	Classical sociological theory
106.	S	212	-	Contemporary sociological theory
107.	S	312	-	Urban problems and management
108.	S	322	-	Contemporary social problems
109.	S	902	-	Social and economic aspects of industry
110.	S	912	-	Refugees in the contemporary worlds 2
111.	S	962	-	Sociology of rural development
112.	S	975	-	Medical sociology
113.	SW	332	-	Cross cultural perspectives in social work practice

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATION

D212: INTRODUCTION TO THEATRE

TIME: THREE HOURS

INSTRUCTION: Answer question 1 and any two others from this paper. Question 1 carries 40 marks while the rest carry 30 marks each. **NO TEXT BOOKS ARE ALLOWED FOR THIS EXAMINATION**

1. See instructions below the texts.

Either (a) The Lion and the Jewel (Soyinka)

Or (b) Romeo and Juliet (Shakespeare)
II, I. 127 - 199

With reference to **ONE** of the above passages assume that you are directing the scene in the play from which your extract comes and describe:

- (I) the style (s) of speaking (or language) you would request of your actors;
- (ii) the ways in which you would enhance the power of words by gesture; movement (or dance); "business"; use of properties;
- (iii) your management of the performance as well as the stage.

- 2. To what extent is your appreciation of Elizabethan and Jacobean drama enhanced by a knowledge of the physical conditions of staging and performance during the period? (You may concentrate on the evidence of **ONE** play if you wish).
- 3. "With its multiplicity of levels and playing areas and its refusal to localise any of these very precisely, Shakespeare's stage was able to make the most of visual juxtaposition and contrasts" (Richard David). Illustrate this statement by reference to relevant episodes from any **TWO** plays of the period.
- 4. How does the modern proscenium - thrust stage, or open stage, combine features of the Elizabethan theatre and of the picture-frame stage?

5. **Either:**
(a) In what sense is the medieval European theatre a festival theatre?
- OR:**
(b) Select a period in the History of Roman theatre and discuss its major achievements.
6. Comment on the ways in which any **ONE** modern African dramatist fuses or juxtaposes indigenous and western techniques in terms of language, thematic treatment and stagecraft.

End of Examination

~~Farr no pilot, yet wert thou as far
As that vast shore washed with the farthest sea,
I should adventure for such merchandise.~~

Begin

JULIET Thou knowst the mask of night is on my face,
Else would a maiden blush bepaint my cheek
For that which thou hast heard me speak tonight.
Fain would I dwell on form; fain, fain deny
What I have spoke. But farewell compliment.
Dost thou love me? I know thou wilt say "Ay,"
And I will take thy word. Yet if thou swearst
Thou mayst prove false. At lovers' perjuries
They say Jove laughs. Oh, gentle Romeo,
If thou dost love, pronounce it faithfully.
Or if thou thinkst I am too quickly won,
I'll frown and be perverse and say thee nay,
So thou wilt woo; but else, not for the world.
In truth, fair Montague, I am too fond;
And therefore thou mayst think my havior light
But trust me, gentleman, I'll prove more true
Than those that have more cunning to be strange.
I should have been more strange, I must confess,
But that thou overheardst, ere I was ware,
My true-love passion. Therefore pardon me,
And not impute this yielding to light love,
Which the dark night hath so discovered.

ROMEO Lady, by yonder blessed moon I vow,
That tips with silver all these fruit-tree tops—

JULIET O swear not by the moon, th' inconstant moon,
That monthly changes in her circle orb,
Lest that thy love prove likewise variable.

ROMEO What shall I swear by?

JULIET Do not swear at all;
Or if thou wilt, swear by the gracious self,
Which is the god of my idolatry,
And I'll believe thee.

ROMEO If my heart's dear love—

JULIET Well, do not swear. Although I joy in thee
I have no joy of this contract tonight;
It is too rash, too unadvised, too sudden,
Too like the lightning, which doth cease to be
Ere one can say, "Tt lightens." Sweet, goodnight.

May prove a beauteous flower when next we meet.
Goodnight, goodnight! As sweet repose and rest
Come to thy heart as that within my breast.

ROMEO O wilt thou leave me so unsatisfied?

JULIET What satisfaction canst thou have tonight?

ROMEO Th' exchange of thy love's faithful vow for mine.

JULIET I gave thee mine before thou didst request it.
And yet I would it were to give again.

ROMEO Would'st thou withdraw it? For what purpose, love?

JULIET But to be frank and give it thee again.
And yet I wish but for the thing I have.
My bounty is as boundless as the sea,
My love as deep: the more I give to thee,
The more I have; for both are infinite.
I hear some noise within. Dear love, adieu—
Anon, good nurse—Sweet Montague, be true!
Stay by little; I will come again.

ROMEO O blessed, blessed night! I am afeard,
Being in night, all this is but a dream,
Too flattering-sweet to be substantial.

Enter Juliet above.

JULIET Three words, dear Romeo, and goodnight indeed.
If that thy bent of love be honorable,
Thy purpose marriage, send me word tomorrow,
By one that I'll procure to come to thee,
Where and what time thou wilt perform the rite;
And all my fortunes at thy foot I'll lay
And follow thee, my lord, throughout the world—

NURSE [*Within*] Madam!

JULIET I come anon—but if thou meanest not well,
I do beseech thee.

NURSE [*Within*] Madam!

JULIET By and by I come—
To cease thy strife and leave me to my grief.
Tomorrow will I send.

ROMEO So thrive my soul—

[*Exit.*]

~~Acted freshly be performed.~~

SADIKU: Just what I said but she only laughed at me and called me a . . . a . . . what was it now . . . a bra . . . braba . . . brabararian. It serves you right. It all comes of your teaching. I said what about the asking and the other ceremonies. And she looked at me and said, leave all that nonsense to savages and brabararians.

LAKUNLE: But I must prepare myself.

I cannot be

A single man one day and a married one the next.
It must come gradually.

I will not wed in haste.

A man must have time to prepare,
To learn to like the thought.

I must think of my pupils too:

Would they be pleased if I were married

Not asking their consent . . . ?

[*The singing group is now audible even to him.*]

What is that? The musicians?

Could they have learnt so soon?

SADIKU: The news of a festivity travels fast. You ought to know that.

LAKUNLE: The goddess of malicious gossip

Herself must have a hand in my undoing.

The very spirits of the partial air

Have all conspired to blow me, willy-nilly

Down the slippery slope of grim matrimony.

What evil have I done . . . ? Ah, here they come!

[*Enter crowd and musicians.*]

Go back. You are not needed yet. Nor ever.

Hence parasites, you've made a big mistake.

There is no one getting wedded; get you home.

[*Sidi now enters. In one hand she holds a bundle, done up in a richly embroidered cloth: in the other the magazine. She is*

radiant, jewelled, lightly clothed, and wears light leather-thong sandals. They all go suddenly silent except for the long-drawn O-Ohs of admiration. She goes up to Lakunle and hands him the book.]

SIDI: A present from Sidi.

I tried to tear it up

But my fingers were too frail.

[*To the crowd.*]

Let us go.

[*To Lakunle.*]

You may come too if you wish,

You are invited.

LAKUNLE: [*lost in the miracle of transformation.*]

Well I should hope so indeed

Since I am to marry you.

SIDI: [*turns round in surprise.*]

Marry who . . . ? You thought . . .

Did you really think that you, and I . . .

Why, did you think that after him,

I could endure the touch of another man?

I who have felt the strength,

The perpetual youthful zest

Of the panther of the trees?

And would I choose a watered-down,

A beardless version of unripened man?

LAKUNLE: [*bars her way.*]

I shall not let you.

I shall protect you, from yourself.

SIDI: [*gives him a shove that sits him down again, hard against the tree base.*]

Out of my way, hook-nourished shrimp.

Do you see what strength he has given me?

That was not bad. For a man of sixty,

It was the secret of God's own draught

A deed for drums and ballads.

But you, at sixty, you'll be ten years dead!

In fact, you'll not survive your honeymoon . . .

Come to my wedding if you will. If not . . .

[*She shrugs her shoulders. Kneels down at Sadiku's feet.*]

Mother of brides, your blessing . . .

SADIKU: [*Lays her hand on Sidi's head.*] I invoke the fertile gods.

They will stay with you. May the time come soon when

you shall be as round-bellied as a full moon in a low sky.

SIDI: [*Hands her the bundle.*]

Now bless my wordly goods.

[*Turns to the musicians.*]

Come, sing to me of seeds

Of children, sired of the lion stock.

[*The Musicians resume their tune. Sidi sings and dances.*]

Mo te'ni. Mo te'ni.

Mo te'ni. Mo te'ni.

Sun mo ni, we mo ni

Sun mo ni, fa mo ni

Yarabi lo m'eyi t'o le d'omo . . .

[*Festive air, fully pervasive. Oil lamps from the market multiply as traders desert their stalls to join them. A young girl flanns her dancing buttocks at Lakuntle and he rises to the bait. Sadiku gets in his way as he gives chase. Tries to make him dance with her. Lakuntle last seen, having freed himself of Sadiku, clearing a space in the crowd for the young girl.*]

The crowd repeat the song after Sidi.]

Tolani Tolani

T'emi ni T'emi ni

Sun mo ni, we mo ni

Sun mo ni, fa mo ni

Yarabi lo m'eyi t'o le d'omo.

THE END

—THE—
SWAMP DWELLERS

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1996/98 ACADEMIC SECOND SEMESTER FINAL YEAR EXAMINATION

D312: AFRICAN POPULAR DRAMA

TIME THREE HOURS

INSTRUCTIONS: Answer any three questions from the paper provided. All questions carry equal marks.

1. Why is the Ghanaian Concert Party Theatre often likened to the Italian Commedia dell'arte or the American Vaudeville?
2. What was the role of highlife music and guitar bands in the diffusion and popularization of the Concert Party Theatre in West Africa between the 1920s and 1950s?
3. Compare and contrast the form and style between any two popular theatre genres which developed either in West Africa or East-Central Africa between and after the two world wars.
4. To what extent did Duro Ladipo use folklore in his popular drama productions?
5. How far true is it to say that the Kalela dance and the Malipenga or Mganda were 'inland mutations' of the Beni practised by the coastal Swahili peoples of East Africa between 1890 and 1939?
6. Discuss the social and political role played by any one form of popular African drama in East and Central Africa between the 1930s and 1960s.
7. What role could we attribute to Universities in the development of popular African drama during the post colonial era? Illustrate your answer with tangible examples.

End of Examination

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

D355:MODERN AFRICAN DRAMA

TIME: THREE (3) HOURS

INSTRUCTIONS: Answer THREE questions. All questions carry equal marks.
Candidates may bring into the examination room an English Dictionary and Copies of prescribed Books in the course.

1. What are the characteristic features of modern African drama that distinguish it from other kinds of drama?
2. With reference to the plays you have read in this course, show to what extent African dramatists have been able to adapt African idiom and traditional modes of speech to appeal to a modern audience.
3. How does Ama Ata Aidoo articulate the issue of cultural conflict in her play *The Dilemma of a Ghost*? Is the conflict satisfactorily resolved in the play?
4. To what extent is Ato Yawson able or unable to strike a balance between the demands of his traditions and family values on the one hand and the commitments of his marriage to Eulalie on the other in *The Dilemma of a Ghost*?
5. Discuss the symbolic significance of Tonye's thrusting the head of the sacrificial goat into the pot at Zifa's insistence in the play *Song of a Goat*.
6. In what sense are the main characters of *Song of a Goat* both victims and transgressors in the play?
7. To what extent is J.P. Clark's play *The Masquerade* modeled on a Greek tragic drama?
8. Discuss Obutunde Ijimere's use of various symbols to depict the natural forces associated with the various Yoruba deities portrayed in *The Imprisonment of Obatala*.
9. Compare and contrast Obatala on one hand and Shango and Ogun on the other hand as depicted in *The Imprisonment of Obatala*.

End of Examination

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

**1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL
EXAMINATIONS**

DE 112:

**INSTRUCTIONS: ANSWER QUESTION ONE. ANSWER TWO OTHER
QUESTIONS ONE IN SECTION B AND THE OTHER IN SECTION C.**

TIME ALLOWED: THREE HOURS

SECTION A

1. Examine the factors that have hindered the successful implementation of Zambia's population policy?

SECTION B

2. Is population policy necessary in any country? Discuss
3. According to Marx and Engels, poverty was a result of the evils of social organisation rather than population growth. Discuss.

SECTION C

4. Discuss the factors that lead to adopting anti-natalist population policies as a way of controlling population growth.
5. Critically examine the demographic transition theory.

GOD BLESS YOU ALL

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

**1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL
EXAMINATIONS**

DE 212

**INSTRUCTIONS: ANSWER QUESTION ONE. ANSWER TWO
OTHER QUESTIONS, ONE FROM SECTION B AND THE OTHER
FROM SECTION C.**

TIME ALLOWED: THREE HOURS

SECTION A

1. Population policies are rarely ends in themselves, but are designed to bring social changes. Discuss.

SECTION B

2. Examine Malthus' theory on population. How plausible were his proposition. Is his theory applicable to Africa?
3. Discuss the factors that lead to adopting pro-natalist population policies as a way of controlling population growth.

SECTION C

4. Examine the differences and similarities of the evolution of population in developing and developed countries.
5. How successful has Zambia been in implementing the 1989 population policy.

GOOD BLESS YOU ALL

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

**1996/98 ACDEMIC YEAR SECOND SEMESTER FINAL
EXAMINATIONS**

DE 312: COMPONENTS OF POPULATION CHANGE

TIME ALLOWED: THREE HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

1. (a) Discuss the consequences of rural to urban migration in a developing country like Zambia.
(b) What type of policies or programmes would come up with to discourage rural to urban migration that hinders development?
2. (a) Discuss the likely consequences of mortality decline in any given population.
(b) Are there any chances of mortality decline in Africa? Give reasons for your answer.
3. (a) What factors could be affecting the levels and trends of fertility in Zambia.
(b) What type of realistic policy measures/programmes would you put in place to reduce fertility in Zambia.
4. (a) Discuss the influence of proximate determinants in infant and child mortality.
(b) How are these proximate determinants affected by socio-economic variables?

GOD RICHLY BLESS YOU

**University of Zambia
Social Development Studies Department
Demography Division**

Demographic Techniques (DE322) Final Examination, September 1998

Instructions: Answer a **TOTAL OF FOUR QUESTIONS** two from each section. **Question four is compulsory.**

Section A (Each question in this section carries a total of 15 points)

1. Explain what the GRR and NRR are and show their similarities and differences. How are these two measures related to the TFR ?.
2. Identify two sources of data for international migration statistics and discuss the limitations and strengths of these sources.
3. Explain how you would use the life table to find the number of immigrants among a population now aged 20 years currently residing in an area (use life table functions). Assume that the area does not experience out-migration.

Section B (Question ⁶ carries a total of ²⁰ marks and each of the others ²⁵ points)

4. Given the following data, answer the questions that follow

Age	Population 1		Population 2	
	F.Population	Births	F.Population	Births
15-19	6500	600	5000	500
20-24	4800	1500	3000	1400
25-29	4200	1400	3100	1300
30-34	4400	1300	3300	1200
35-39	5000	1100	4000	5000
40-44	4900	310	3400	5800
	Total Popn. 13,000,000		Total Popn. 11,000,000	

UN Weights

Age Group and corresponding weights					
15-19	20-24	25-29	30-34	35-39	40-44
1	7	7	6	4	1

- I) Use the direct method to adjust the crude birth rate of population 2
- ii) Use the “UN Sex-Age Adjustment method” to adjust the crude birth rate of population 2.
- iii) Compare the crude birth rate and the adjusted birth rate (according to I) and outline possible reasons for the difference in the two rates.
- iv) Under what conditions would you not need to adjust a crude birth rate. Justify your choice.

5. Use data in the table shown below to answer the questions that follow

Item	YEARS			
	Y-1	Y	Y+1	Y+2
Births	300,000	310,000	320,000	340,000
Infant Deaths		11,800	10,100	9,900
		3,300	2,700	2,750

- I) What function do separation factors play
- ii) Why is f often lower than f'
- iii) Using data in the table above, derive separation factors for year Y+1
- iv) Calculate the Infant Mortality Rate for year Y+1
- v) Adjust the IMR for the differences in the distribution of births over time.
- vi) Why is the use of separation factors often confined to age 0 and 1 and not any other ages ?

6. Use life table functions to answer the following questions

- I) What is the probability that a child now aged 3 will survive to age 45, will be orphaned by his father but still have his mother alive who is currently aged 18.
- Ii) The chance that a woman aged 20 will not survive the next ten years
- iii) The probability of a child now aged 5 being orphaned by neither the mother who is now 25 years nor the father aged 30, within a period of fifteen years.
- iv) The number of persons in a stationery population which is supported by 3, 000 per annum.
- V) The age at death of a person now aged 35.

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL
EXAMINATIONS

DE 902: POPULATION POLICIES AND PROGRAMMES

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

- Q1. Rev. Thomas Malthus says that the power of population growth is greater than the power to produce the means of subsistence. **Discuss**
- Q2. (a) Explain the main contents of the population policy with reference to the
Zambian one.
- (b) Why was the Zambian population policy revised?
- Q3. (a) Most population policies and family planning programmes have failed in
Africa. What could be the reasons for their failure?
- (b) What suggestions would you put in place to improve their
Implementation?
- Q4. It is said that if Zambia wants to achieve sustainable development demographic
factors have to be taken into account. **Discuss.**

GOD RICHLY BLESS YOU!

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS
DS 102: INTRODUCTION TO DEVELOPMENT STUDIES II

TIME: THREE HOURS

INSTRUCTIONS:

1. ANSWER ANY THREE QUESTIONS
 2. WRITE IN CONCISE CLEAR GOOD ENGLISH
-

1. Define Structural Adjustment Programmes (SAPs) and illustrate how they may impact negatively on the Development efforts of Developing Countries.
2. For sustainable Development to occur it is vital to have strong linkages between the Agricultural and Industrial Sectors. Discuss the above statement.
3. Discuss the Role Played by Non-governmental organisations (NGOs) in poverty alleviation stating reasons why NGOs are thought to perform better than official agencies in poverty alleviation.
4. What is the New International Economical Order (NIEO) and of what relevance is it to the Development efforts of Developing Countries today?
5. Define Food Aid and outline the major ways in which Food Aid may impact negatively on the development efforts of Developing Countries.
6. Drawing practical examples from COMESA illustrate how Regional (Economic) Trading Blocks may foster the development process of member states.

7. Foreign Trade has a positive effect on the development process of Developing Countries. Critically analyse the above assertion.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

DS: 302 FOOD SECURITY IN DEVELOPING COUNTRIES

TIME: THREE HOURS

INSTRUCTIONS:

- 1) ANSWER ANY THREE QUESTIONS.
 - 2) THE EXAMINATION CONSISTS OF EIGHT (8) QUESTIONS.
-

- (1) Discuss the five (5) basic ways in which poor countries can create capital.
- (2) Discuss the more specific proposals for the reform of the International economy.
- (3) What is food self sufficiency? Discuss the Conditions necessary to satisfy food Self Sufficiency.
- (4) What are the determinants of Nutritional Security?
- (5) Discuss the mass murders in processed foods.
- (6) Define the Green Revolution and discuss the basic requirements necessary for the Green Revolution.
- (7) Define (a) Livelihood food Security
 - (b) Malnutrition
 - (c) Malabsorptive hunger
 - (d) Seasonal hunger
 - (e) Under nutrition
 - (f) Chronic Under nutrition
 - (g) Hunger
 - (h) Household food security
 - (i) Famine

(j) Agribusiness

(8) Critically discuss the five incentives for a subsistence or Commercial farmer.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

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

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS (Credit will be given to good English and Orderly Presentation of materials).

1. A number of scholars claim that the family is an undefinable term . If these scholars are right in their perception of the term family, how legitimate is it for many scholars to claim that the family is becoming an unstable institution?
2. What are the merit and demerit of Malthusian and Neo-Malthusian's arguments about population and development? Are these arguments still relevant to the Third World's search for development?
3. Marxists claim that the reasons why the Developing Countries are being underdeveloped is not due to their being overpopulated. It is due to the way the capitalist mode of production operates. Discuss.
4. What is Law? Has the 1989 Law of succession really brought peace in homes? If not, what is it that should be done?
5. Do the Developing Countries need family planning programmes since according to Samir Amin Africa for instance is using only one fifth of its available arable lands? Give reasons for your answer
6. Should societies in liberalized economies have programmes to help children from disadvantaged homes or should such a society concentrate on teaching young men and women how to plan their sexual life to bring about a just society?
7. Who are the aged? How should they be treated in liberalized societies?

END OF EX AMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

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

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS (Credit will be given to good English and Orderly Presentation of materials).

1. A number of scholars claim that the family is an undefinable term . If these scholars are right in their perception of the term family, how legitimate is it for many scholars to claim that the family is becoming an unstable institution?
2. What are the merit and demerit of Malthusian and Neo-Malthusian's arguments about population and development? Are these arguments still relevant to the Third World's search for development?
3. Marxists claim that the reasons why the Developing Countries are being underdeveloped is not due to their being overpopulated. It is due to the way the capitalist mode of production operates. Discuss.
4. What is Law? Has the 1989 Law of succession really brought peace in homes? If not, what is it that should be done?
5. Do the Developing Countries need family planning programmes since according to Samir Amin Africa for instance is using only one fifth of its available arable lands? Give reasons for your answer
6. Should societies in liberalized economies have programmes to help children from disadvantaged homes or should such a society concentrate on teaching young men and women how to plan their sexual life to bring about a just society?
7. Who are the aged? How should they be treated in liberalized societies?

END OF EX AMINATION

5. Girl Child Education has been given a lot of attention in recent years in Zambia while this is happening the girl continues to face varying and diverse problems with the education system. Describe these different problems and how they can be overcome.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

DEPARTMENT OF DEVELOPMENT STUDIES

DS 935: INDUSTRIAL POLICY AND DEVELOPMENT IN DEVELOPING COUNTRIES

INSTRUCTIONS:

- 1) ALL CANDIDATES SHOULD ATTEMPT QUESTION 1 IN SECTION A
 - 2) CANDIDATES SHOULD ANSWER ONLY ONE QUESTION EACH FROM SECTIONS B AND C
 - 3) ALL ANSWERS MUST BE IN CLEAR AND READABLE ENGLISH
-

SECTION A

1. "The growth of Industry and agriculture relative to each other may be constrained by either demand or Supply depending on the Terms of Trade (TOT) between the two Sectors." Assuming a two sector economy, model the growth of the two sectors and show how TOT are important in ensuring stable economic growth.

SECTION B

2. Construct a simple model of export led growth. In doing so discuss all the relevant variables and show their importance to growth.
3. Discuss the impact of Structural Adjustment Programmes instruments on domestic Industrialization using Zambia as an example.
4. Using the Singer-Prebisch hypothesis discuss the rationale for Industrialization in Developing countries.

SECTION C

5. Discuss the internal Sources of Capital that may be used to finance domestic Industrialization.
6. "The Keynesian model of economic growth is not anti-inflation". Discuss how inflation is central to the Keynesian perception of the process of Industrialization.
7. You have recently been appointed the Minister of Commerce and Industry. Discuss and give reasons as to what would be your first policy considerations to resuscitate Zambian Industry.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

E111: COMMUNICATION AND STUDY SKILLS
(Distance Education only)

TIME: THREE HOURS

INSTRUCTIONS: Attempt all FOUR questions. The questions carry equal marks.

1. Discuss the importance of the following concepts in academic writing.
 - (a) paragraph unity
 - (b) logical development
 - (c) cohesion and coherence
2. "Listening to a lecture is a complex activity which involves a host of things." Discuss, giving specific examples.
3. Explain with specific examples the skills needed in reading for study purposes.
4. Read the following passage and then answer the questions that follow:

Diseases can be roughly classified into three major categories. First of all there are those diseases which are characteristic of old age such as coronary thrombosis and many cancers. Diseases like these are the cause of death in more than half the population of developed countries today. However, they account for less than 10% of deaths in Africa.

Secondly there are those diseases caused by viruses or bacteria. The patient may gain an immunity to these diseases so that if he does not die, he recovers almost completely. An example of such a disease is influenza. If influenza reaches epidemic proportions, there may be a large number of deaths, but the health of those who survive is not greatly affected. Another example is smallpox from which man now protects himself by vaccination: the disease has now been effectively eliminated, after many years of compulsory vaccination. Although smallpox is often more dangerous than most types of influenza, a patient who recovers from the disease suffers from no lasting effects, apart from marking of the skin. But not all diseases caused by micro-organisms are like this. Tuberculosis, a disease which gradually destroys the lung tissue, is one to which immunity is not easily gained. If someone is exposed to light infections over a long period, he may become largely immune. But in many African towns and cities young children are exposed to heavy infection - the disease may become firmly established in the child and lead to an early death.

The third category of disease includes those caused by parasites. Such diseases are long-lasting and usually become debilitating, weakening the patient a great deal. There are five of these diseases which are especially

common in Africa - malaria, sleeping sickness, river blindness, dysentery and bilharzia. The most common is malaria.

At the beginning of this century, malaria was regarded as responsible for more than half the deaths occurring in the world in any one year. This situation has changed greatly, especially within the last twenty years, as a result of highly-organised campaigns to eradicate the disease. About 70% of the people who were once exposed to the risk of malaria now enjoy freedom from the disease. But there remain important areas of the world, including Africa south of the Sahara, where eradication campaigns have not yet been successful. In such places the disease, when it is not fatal, results in a heavy loss of working time. It is estimated that between 15 and 20% of potential hours of productive labour are lost as a direct result of the fever. Care of patients requires a great deal of time and money, and even when patients are free of the fever, there is a marked reduction in the individual's energy.

The disease is spread from person to person by the female *Anopheles* mosquito. Malaria can be cured by drugs and some of these drugs like Paludrine can give some protection against the disease. However, drugs are expensive and can have unpleasant side-effects. Not only that but some strains or types of malaria have become resistant to certain drugs. Therefore some experts advocate that those people who inhabit malarious areas, instead of using drugs, should attempt to build up their own immunity.

Malaria can be controlled in two ways. That is either by preventing contact between man and the *Anopheles* mosquito, or by attempting to destroy the mosquito itself. The *Anopheles* mosquito is normally active from the early evening until the dawn. A person may protect himself from being bitten either by wearing protective clothing when he's outside or by putting chemicals on his skin. When the person is not moving, mosquito coils which produce chemical smoke can be used. Inside houses mosquito netting and domestic insecticides like Shelltox provide some protection. The walls of houses and huts can be treated also with insecticides, but the success of this is usually limited. This is because the walls absorb the insecticide so that it stops being effective.

The second method of control is to attempt to eradicate the mosquito either as an adult or during its development. Destruction of adult mosquitoes depends mainly on house spraying and this has proved successful where buildings are suitable. However there are problems. In West Africa for example the *Anopheles* has become resistant to the chemicals dieldrin and B.H.C. (benzene hexachloride). There is also concern about the effects of insecticide upon creatures other than the mosquito.

Attempts are also being made to destroy the mosquito's breeding grounds. In some areas irrigation ditches have all their surrounding vegetation cut down to give as little shade as possible and in this way mosquitoes can be discouraged from breeding there. In other places the encouragement of particular water weeds like *Chara*, or fish like the *Gambusia*, has proved effective. Spraying the surface of the water with DDT or covering it with a thin layer of oil are other methods of mosquito control. Clearly, however, there must be restrictions on the use of these spraying methods, as not only mosquitoes, but other animals like fish are destroyed.

In a malaria eradication campaign the first objective is to reduce the mosquito population to so low a level that the possibility of transmission from one person to another is greatly reduced. Yet total eradication of the mosquito is unlikely to be achieved. Large scale reduction in the mosquito population must therefore be followed by attempts to eliminate the remaining malaria in the human population. This requires full co-operation from the inhabitants of an area to make sure that any case of fever can be treated immediately. It is also necessary to carry out large surveys using blood smears to ensure that those people who are acting as 'carriers' of the disease are treated.

The success of malaria eradication campaigns over the last twenty years has been very impressive. But the disease can only be controlled, even after an eradication campaign, by constant watchfulness and full attention to control methods. If anti-malarial controls weaken, the situation can rapidly deteriorate. This indeed happened in Sri Lanka. In 1963 there were only 100 notified cases of malaria on the island as a result of the success of malaria eradication campaigns. But such success resulted in a loosening of control measures. The disease started to build up again and in 1968 there was a major epidemic with over a million reported cases.

The Anopheles mosquito and malaria continue to create great problems for the people of southern Africa, not only in terms of illness and death, but in loss of production and individual energy. Medical science can do a great amount to control malaria but only the constant efforts of scientists, doctors, nurses, and government authorities will finally bring the disease under control.

QUESTIONS:

- (a) Explain how the writer links paragraphs one, two and three in the text. Specify the devices the author used, giving examples from the text.
- (b) State one disadvantage of using drugs mentioned in the passage.
- (c) Give an example of each of the following from the passage
 - (i) substitution
 - (ii) a word of contrast
 - (iii) reference
 - (iv) an abbreviation
 - (v) ellipsis
- (d) Explain why the writer does not explain cancers in detail.
- (e) Explain why the author quotes Sri Lanka.
- (f) Influenza and small pox are examples of diseases caused by
- (g) Give an example, from the passage, of each of the following.
 - (i) a complex sentence
 - (ii) a relative clause
 - (iii) a main clause
 - (iv) a sentence adverbial

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

**1996/98 SECOND SEMESTER FINAL DEFERRED EXAMINATION
(DISTANCE EDUCATION)**

E111: COMMUNICATION AND STUDY SKILLS

INSTRUCTIONS: Attempt all FOUR Questions. The questions carry equal marks.

1. Discuss the elements of essay-writing which are contained in the term *structure*.
2. What techniques are available to a writer who wishes to strengthen his argument by emotional persuasion?
3. Re-arrange these sentences to form a coherent paragraph, adding linking words or phrases where necessary.
 1. The announcement of this principle led scientists in the United States and Great Britain to test and prove it by various devices.
 2. The zoetrope was a cylinder covered with images.
 3. According to this principle, the human eye retains an image for a fraction of a second longer than the image is present.
 4. The principle was announced in 1824 by a British scholar named Peter Mark Roget.
 5. One of these was a toy known as a zoetrope.
 6. These simple applications of Roget's principle eventually led to the development of the motion picture.
 7. Motion pictures originated from the discovery of the principle known as the persistence of vision.
 8. Another device was a small book of drawings that seemed to move when flipped by the thumb.
 9. The motion picture is actually a rapid succession of still pictures put together by the persistence of vision in the eye.
 10. The images merged into a single picture when the cylinder was rapidly spun.

4. Read the following paragraph and answer the questions given below.

Comparisons of men and women often involve physical ability. Why can't a woman lift as much as Vassily Alexyov? Where is the Woman who can throw a ball like Joe Namath? But women too can tell of their superstars. Didn't Billy Jean King beat Bobby Riggs in a game of tennis? Does anyone skate more beautifully than Peggy Fleming? When all games have been played and all contests completed, a standoff appears. Men excel in some sports and women in others. There seem to be no superiorities in the battle of the sexes. -College freshman

- (a) What is the main point of the passage and what method(s) of argument does the writer use to enforce it?
- (b) Discuss any features of expression that seem to you significant.
- (C) How would you assess the level of style? Is it suitable to the subject?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

E111: COMMUNICATION AND STUDY SKILLS
(Distance Education only)

TIME: THREE HOURS

INSTRUCTIONS: Attempt all FOUR questions. The questions carry equal marks.

1. Discuss the importance of the following concepts in academic writing.
 - (a) paragraph unity
 - (b) logical development
 - (c) cohesion and coherence
2. "Listening to a lecture is a complex activity which involves a host of things." Discuss, giving specific examples.
3. Explain with specific examples the skills needed in reading for study purposes.
4. Read the following passage and then answer the questions that follow:

Diseases can be roughly classified into three major categories. First of all there are those diseases which are characteristic of old age such as coronary thrombosis and many cancers. Diseases like these are the cause of death in more than half the population of developed countries today. However, they account for less than 10% of deaths in Africa.

Secondly there are those diseases caused by viruses or bacteria. The patient may gain an immunity to these diseases so that if he does not die, he recovers almost completely. An example of such a disease is influenza. If influenza reaches epidemic proportions, there may be a large number of deaths, but the health of those who survive is not greatly affected. Another example is smallpox from which man now protects himself by vaccination: the disease has now been effectively eliminated, after many years of compulsory vaccination. Although smallpox is often more dangerous than most types of influenza, a patient who recovers from the disease suffers from no lasting effects, apart from marking of the skin. But not all diseases caused by micro-organisms are like this. Tuberculosis, a disease which gradually destroys the lung tissue, is one to which immunity is not easily gained. If someone is exposed to light infections over a long period, he may become largely immune. But in many African towns and cities young children are exposed to heavy infection - the disease may become firmly established in the child and lead to an early death.

The third category of disease includes those caused by parasites. Such diseases are long-lasting and usually become debilitating, weakening the patient a great deal. There are five of these diseases which are especially

common in Africa - malaria, sleeping sickness, river blindness, dysentery and bilharzia. The most common is malaria.

At the beginning of this century, malaria was regarded as responsible for more than half the deaths occurring in the world in any one year. This situation has changed greatly, especially within the last twenty years, as a result of highly-organised campaigns to eradicate the disease. About 70% of the people who were once exposed to the risk of malaria now enjoy freedom from the disease. But there remain important areas of the world, including Africa south of the Sahara, where eradication campaigns have not yet been successful. In such places the disease, when it is not fatal, results in a heavy loss of working time. It is estimated that between 15 and 20% of potential hours of productive labour are lost as a direct result of the fever. Care of patients requires a great deal of time and money, and even when patients are free of the fever, there is a marked reduction in the individual's energy.

The disease is spread from person to person by the female *Anopheles* mosquito. Malaria can be cured by drugs and some of these drugs like Paludrine can give some protection against the disease. However, drugs are expensive and can have unpleasant side-effects. Not only that but some strains or types of malaria have become resistant to certain drugs. Therefore some experts advocate that those people who inhabit malarious areas, instead of using drugs, should attempt to build up their own immunity.

Malaria can be controlled in two ways. That is either by preventing contact between man and the *Anopheles* mosquito, or by attempting to destroy the mosquito itself. The *Anopheles* mosquito is normally active from the early evening until the dawn. A person may protect himself from being bitten either by wearing protective clothing when he's outside or by putting chemicals on his skin. When the person is not moving, mosquito coils which produce chemical smoke can be used. Inside houses mosquito netting and domestic insecticides like Shelltox provide some protection. The walls of houses and huts can be treated also with insecticides, but the success of this is usually limited. This is because the walls absorb the insecticide so that it stops being effective.

The second method of control is to attempt to eradicate the mosquito either as an adult or during its development. Destruction of adult mosquitoes depends mainly on house spraying and this has proved successful where buildings are suitable. However there are problems. In West Africa for example the *Anopheles* has become resistant to the chemicals dieldrin and B.H.C. (benzene hexachloride). There is also concern about the effects of insecticide upon creatures other than the mosquito.

Attempts are also being made to destroy the mosquito's breeding grounds. In some areas irrigation ditches have all their surrounding vegetation cut down to give as little shade as possible and in this way mosquitoes can be discouraged from breeding there. In other places the encouragement of particular water weeds like *Chara*, or fish like the *Gambusia*, has proved effective. Spraying the surface of the water with DDT or covering it with a thin layer of oil are other methods of mosquito control. Clearly, however, there must be restrictions on the use of these spraying methods, as not only mosquitoes, but other animals like fish are destroyed.

In a malaria eradication campaign the first objective is to reduce the mosquito population to so low a level that the possibility of transmission from one person to another is greatly reduced. Yet total eradication of the mosquito is unlikely to be achieved. Large scale reduction in the mosquito population must therefore be followed by attempts to eliminate the remaining malaria in the human population. This requires full co-operation from the inhabitants of an area to make sure that any case of fever can be treated immediately. It is also necessary to carry out large surveys using blood smears to ensure that those people who are acting as 'carriers' of the disease are treated.

The success of malaria eradication campaigns over the last twenty years has been very impressive. But the disease can only be controlled, even after an eradication campaign, by constant watchfulness and full attention to control methods. If anti-malarial controls weaken, the situation can rapidly deteriorate. This indeed happened in Sri Lanka. In 1963 there were only 100 notified cases of malaria on the island as a result of the success of malaria eradication campaigns. But such success resulted in a loosening of control measures. The disease started to build up again and in 1968 there was a major epidemic with over a million reported cases.

The Anopheles mosquito and malaria continue to create great problems for the people of southern Africa, not only in terms of illness and death, but in loss of production and individual energy. Medical science can do a great amount to control malaria but only the constant efforts of scientists, doctors, nurses, and government authorities will finally bring the disease under control.

QUESTIONS:

- (a) Explain how the writer links paragraphs one, two and three in the text. Specify the devices the author used, giving examples from the text.
- (b) State one disadvantage of using drugs mentioned in the passage.
- (c) Give an example of each of the following from the passage
 - (I) substitution
 - (ii) a word of contrast
 - (iii) reference
 - (iv) an abbreviation
 - (v) ellipsis
- (d) Explain why the writer does not explain cancers in detail.
- (e) Explain why the author quotes Sri Lanka.
- (f) Influenza and small pox are examples of diseases caused by
- (g) Give an example, from the passage, of each of the following
 - (I) a complex sentence
 - (ii) a relative clause
 - (iii) a main clause
 - (iv) a sentence adverbial

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

E112:INTRODUCTION TO ENGLISH LANGUAGE AND LINGUISTICS
(DISTANCE EDUCATION)

TIME: THREE HOURS

INSTRUCTIONS: Attempt FOUR of the following questions.

1. Do you agree with the view that human language is in no way similar to other forms of animal communication?
2. Write briefly on the following:
 - (a) The difference between morphs and morphemes
 - (b) The difference between inflection and derivation.
 - (c) The relationship between phonemes and allophones.
 - (d) The relationship between morphemes and allomorphs
3. Write briefly on the following processes of word formation.
 - (a) conversion
 - (b) clipping
 - (c) back formation
4. Give a brief outline of some of the language policy decisions taken by developing countries.
5. Write briefly on:
 - (a) the branches of phonetics
 - (b) the difference between phonetics and phonology
 - (c) the relationship between linguistics and other sciences.

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

E112: INTRODUCTION TO ENGLISH LANGUAGE AND LINGUISTICS (Internal Only)

TIME: THREE (3) HOURS

INSTRUCTIONS:

Do the whole of Section A
Answer three (3) questions from Section B as instructed.
Both section A and section B carry 50 marks.

SECTION A: COMPREHENSION AND NOTE-TAKING

Answer all the questions in this section. There is a total of 50 marks for this section.

A Thumbnail History of Language Study

The study of language has a long history, although linguistics as it is now known has come into being mainly in the past century and a half. Man has probably wondered about language for as long as he has had it. Cultures reflect man's natural concern with language in many ways. In some cultures, knowing the real name of a person or spirit is believed to give the possessor of this knowledge a certain power over that person or spirit. In some Australian tribes, a word similar to the name of a person must be suppressed in favour of a substitute when that person dies. The language of religious rituals is quite commonly considered sacred; any change in the words themselves or even in their pronunciation is felt to threaten the efficacy of the ceremony. 5

Western culture is no exception. The old Testament contains explanations for the origin of language and its diversity: Adam was called upon to name every living creature, and linguistic diversification is related in the story of the Tower of Babel. More recently, many Roman Catholics opposed the decision to allow the Mass to be conducted in the vernacular rather than Latin. Other modern forms of "word magic" are found in the world of marketing, where considerable emphasis is laid on finding a suitable name for a new product. 15 20

A significant linguistic tradition developed in India long ago, but it was not known in the Western world until the nineteenth century. The religious hymns of the Hindus were composed in Sanscrit around 1200-800 B.C. Over the centuries, Sanscrit of course changed. Like reli-

gious leaders in other cultures, however, the Hindu priests be- 25
lieved that the efficacy of their religious practices could not be
assured unless their renditions of the ritual hymns were completely
faithful to the original with respect to both text and pronunciation.
Hindu grammar consequently developed as an attempt to preserve the
religious language in full detail. The classic work of this tradi- 30
tion, dated approximately, 400 B.C., is attributed to a grammarian
named Panini. To this day, Panini's grammar has not been surpassed as
a concise and insightful description of Sanscrit. It has dominated Indian
grammar throughout the centuries.

Western grammatical tradition can be traced to the ancient Greeks, 35
who raised the question of whether there is something essential in the
relation between a word and the thing to which it refers or whether
the relation is an arbitrary one. For example, is there some way in
which the word fish is specially (or uniquely) suited to the creatures
we angle for with hook, line and sinker, or is the fact that we 40
call these creatures fish just an accident of linguistic history? To
the Greeks can be traced the notion that the elements of a language
can be classified into "parts of speech", such as nouns, verbs, and
conjunctions. In their work one can also find the idea of case.

The grammatical practice of the Romans was based squarely on that 45
of the Greeks. Throughout the mediaeval period Latin occupied a cen-
tral position in the world of education and scholarship. When one
studied grammar, one usually studied Latin grammar. Even in modern
times, Latin grammar has often been used as a model for the descrip-
tion of other languages. As a result, there is an essentially un- 50
broken grammatical tradition stretching from the twentieth century all
the way back to ancient Greece. Children are still being taught about
parts of speech.

Modern linguists have often tended to slight what they call tradition- 55
al grammar and to underestimate the insights of mediaeval and early
modern students of language. Traditional grammarians have been charged
with confusing speech and writing, with slavishly copying the dogmas
that previous grammarians have expounded, with trying to force all
languages into the Latin mould, and with trying erroneously to equate
language and logic. There is more than just a grain of truth in 60
these accusations. Many can remember learning in school to conjugate
English verbs according to a paradigmatic scheme suited to Latin but
not to English:

I praise	we praise
you praise	you praise
he, she, it praises	they praise

There is no point in learning to parrot six present tense forms for English praise, because there are actually only two:

I, we, you, they praise
he, she, it praises

70

To find out why a six-form display was adopted for English, one has only to look at Latin where a six-form display is proper:

laudo	'I praise'	laudamus	'we praise'
laudas	'you praise'	laudatis	'you praise'
laudat	'he, she, it praises'	laudant	'they praise'

Nevertheless, the insights of traditional grammar are deeper, and its contribution greater, than its critics tend to realise. As theories of language structure become more sophisticated, it becomes apparent that traditional grammarians were not so far off the track. There is indeed some close, though not fully understood relation between language and logic. Linguistic elements do fall into classes, like nouns and verbs, although there are many more such classes than traditional grammarians realised. Linguists have come to the conclusion that all human languages are similarly designed, but many traditional grammarians anticipated them long ago by engaging in the investigation of universal grammar. Traditional grammar books are really not wrong, but they do share with all other attempts to describe languages, including the most advanced, the inevitable fault of being incomplete.

80

85

Our understanding of language took some long strides during the nineteenth century. Most importantly, scholars came to appreciate what it means for one language to be related to another. They established that most of the languages of Europe and northern India are related as members of a single family, which is known as the Indo-European family. It has been claimed, and not without reason, that the discovery of the relationship and historical development of languages is to be classed with the truly great products of human intelligence. These philological advances, it is interesting to note, can be attributed in part to the influence of the linguistic tradition of ancient India. Previously unknown in the West, this tradition came to the attention of philologists when they realised that Sanskrit was related to the major European languages. The analytic techniques that long ago had been applied in the description of Sanskrit have been a significant factor in the evolution of modern linguistics.

90

95

100

In addition to their view of linguistic relationship, the nineteenth century philologists contributed other insights. They discovered that changes in the sound system of a language are regular and not idiosyncratic, as one might suspect. They recognised the extent and the importance of the borrowing of linguistic traits from one language into another. The advances they made constituted a beginning, not a

105

routine culmination of any antecedent tradition of historical linguistics. Their techniques are now being applied to language families around the world. 110

A language is a complicated system that changes slowly through the centuries. To understand the changes that occur in such a system, the linguist must first have some knowledge of the structure of the system at one or more points in time. Descriptive linguistics, then, is logically prior to historical linguistics, though it emerged as a distinct and self-conscious discipline only in the twentieth century. 115

For several decades, descriptive linguists laid the heaviest emphasis on the sound systems of languages, paying relatively little attention to meaning or to syntax - the principles for combining words to form grammatical sentences. There were several reasons for this emphasis. The preceding tradition of historical linguists relied heavily on the sound systems of languages; descriptive linguists inherited this tendency, along with the inclination to look for regularities in sound systems. At the same time, interest was growing in the description of the unknown and poorly known languages of the world, particularly the languages of the American Indians. In studying an unknown language, one of the first things a linguist has to do is master its sounds and devise a notation for transcribing utterances. In addition, the strong, but unfortunate influence of behaviourism in psychology, left its mark. The pseudoscientific doctrine that only overt, externally observable behaviour is valid evidence in psychological investigation reinforced the tendency of linguists to concentrate on sound systems and ignore the more abstract domains of meaning and syntax. 120

In recent years, linguists have recognised that meaning and syntax are crucial to an understanding of language. They have also recognised that language is basically a psychological phenomenon, one that cannot be studied fruitfully just by observing linguistic behaviour. The resulting approach to the investigation of language, is a movement known as generative grammar. Generative grammar is very much in keeping with contemporary views on the philosophy of science and also, as has been seen, with the ideas of traditional grammarians. It represents both a revolution in grammatical thinking and a reaffirmation of the validity of structural insights about language that have been accumulating for many centuries. 125

Langacker, Ronald W. 1967. Language and its structure: some fundamental linguistic concepts. 2nd ed. New York: Harcourt Brace Jovanovich, inc.

1. Write a formal set of notes on the study of language from those of the Indians in B.C. up to, and including, those of the nineteenth century Europeans who studied language. Make sure that your notes are organised correctly, that they are written in the correct abbreviated style, and that there are no irrelevancies in them. (20 marks) 145

2. Give an approximate year as the date when linguistics, as it is now known, became an area of study. (1 mark)

3. The "language of religious rituals" (1.9) is
 - A. a dialect
 - B. a sociolect
 - C. a standard variety
 - D. a register
 (2 marks)

4. Why did Roman Catholics oppose changes which meant that the Mass was no longer conducted in Latin? (2 marks)

5. The author claims that Sanscrit has changed over the centuries (1.24). Suggest two ways in which Sanscrit might have changed during this period. (3 marks)

6. In lines 35 to 44, what characteristic of human language is being described. (1 mark)

7. How would one refer to "parts of speech" (1.53) in modern linguistics? (1 mark)

8. The author suggests that criticisms of the traditional grammarians
 - A. are without any substance at all
 - B. do have some justification
 - C. are certainly very true
 - D. cannot be taken seriously
 (1 mark)

9. Give an example of where the author feels traditional grammarians have been wrongly criticised. (1 mark)

10. Give the names of three languages - one Indian and two European which can be classified as Indo-European. (3 marks)

11. Give one word used between lines 119 and 135 which suggests that the author of the passage is no supporter of "behaviourism". (1 mark)

12. What evidence does the author give to suggest that he does not fully accept that psychology - and therefore linguistics - is a true science. (2 marks)

13. Give one reason for linguists being unwilling to study "syntax" and "semantics" until fairly recently. (2 marks)

14. What do the following words and phrases mean as they are used in the passage?
 - (a) linguistic diversification (1.15)
 - (b) vernacular (1.18)
 - (c) parrot (1.67)
 - (d) proper (1.72)
 - (e) notation (1.130)
 (5 marks)

15. To what do the following words and phrases refer?
- (a) These philological advances (11.96-97)
 - (b) Their techniques (1.111)
 - (c) it (1.117)
 - (d) this emphasis (11.122-123)
 - (e) this tendency (11.125)

SECTION B: LANGUAGE AND LINGUISTICS

Question 1 in this section is compulsory and carries 20 marks. It must be answered.

Two other questions in Section B must also be answered. These questions all carry 15 marks.

Essays should be at least two sides in length.

Question 1 (This question is compulsory)

Write an essay explaining why the Zambian Government adopted English as the official medium of instruction in the educational system. Do you think this was a wise decision?

Question 2

(a) Consider the following seven sentences and identify from among them.

- (a) a proper noun;
- (b) an adjective
- (c) an auxiliary verb
- (d) a main clause
- (e) a subordinate clause which acts as an object
- (f) a complement
- (g) a compound sentence
- (h) a subordinating conjunction
- (I) an adjectival phrase
- (j) a subordinate clause which acts as an adverb

- (1) He first saw Lusaka on a sunny day.
- (2) When the sun came out, the weather improved.
- (3) The girl was late but her sistem was on time.
- (4) She had seen the city last year.
- (5) She wore what her sister had worn last week.
- (6) The larger than life picture hung near the door.
- (7) The tea was cold.

(B) Discuss with examples the features of each of the following word classes.

- (I) adjective
- (ii) verb
- (iii) adverb

3. Discuss in an essay the differences between language change and language shift. Give examples to support the points that you are making.
4. In an essay comment on the argument that there is no relationship between human language and animal communication.
5. Write an essay on one of the following topics:
 - (a) diglossia
 - (b) language policy decisions in Third World countries
 - (C) the register of science and technology.

End of Exam

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

1996/98 DEFERRED/SUPPLEMENTARY EXAMINATIONS OCTOBER 1998
(DISTANCE EDUCATION)

E121: INTRODUCTION TO WRITING SKILLS AND PROSE FICTION

TIME: THREE HOURS

INSTRUCTIONS: Answer THREE questions in essay form. Do not give detailed treatment to one book in more than one answer. No books are permitted in the examination.

1. Is *The Odyssey* a unified work or a collection of episodes?
2. Can we approach *The Odyssey* in the same way as we would approach a modern novel?
3. What in your view are the essential themes of *Maru* OR *The Beautiful Ones Are Not Yet Born*? How does the author of your chosen book give expression to these themes?
4. The writer of fiction uses narrative, dialogue and description to create a credible world. Comment on the treatment of these ingredients in any ONE of the texts prescribed for this course. (*Do not deal with a text on which you have already written in this examination*).

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATION**

E122:INTRODUCTION TO POETRY AND DRAMA

TIME: THREE (3) HOURS

INSTRUCTIONS:

Answer ONE question from each of the three sections. Marks will be awarded for clarity coherence and provision of sufficient detail. Candidates may enter the examination room with a copy of an English Dictionary.

SECTION 1- EUROPEAN POETRY

Choose ONE of the two Poems in this section and answer the questions under your selected poem for analysis.

***TO A Virtuous Young Lady* by John Milton**

Lady that in the Prime of earliest youth,
Wisely hast shunned the broad way and the green,
And with those few art eminently seen,
That labour up the hill of heavenly truth,
The better part with Mary, and with Ruth,
Chosen thou hast, and that overween,
And at thy growing, virtues fret their spleen,
No anger find in thee, but pity and ruth.
Thy care is fixed and zealously attends
To fill thy odorous lamp with deeds of light,
And hope that reaps not shame. Therefore be sure
Thou, when the Bridegroom, with his feastful friends
Passes to bliss at the mid hour of night
Hast gained thy entrance, virgin wise and pure

QUESTIONS:

1. What is the situation?
2. What is the subject? How do you know?
3. What is the theme or themes?
4. Comment on the Speaker in the poem.
5. Comment on the words used in the poem
6. What types of imagery are used?
7. Comment on the handling of sound.
8. Comment on how rhyme is used
9. Name four rhetorical devices that are used in the poem.
10. Is it a successful poem or not? (1 mark each)

OR

To Sleep by John Keats

O soft embalmer of the still midnight,
Shutting, with careful fingers and benign,
Our gloom-pleas'd eyes, embowered from the light,
Enshaded in forgetfulness divine;
O soothest sleep! If so it please thee, close,
In midst of this thine hymn my willing eyes,
Or wait the amen, ere thy poppy throws
Around my bed its lulling charities;
Then save me, or the passed day will shine
Upon my pillow, breeding many woes;
Save me from curious conscience, that still lords
Its strength for darkness, burrowing like a mole;
Turn the key deftly in the oiled wards
And seal the hushed casket of my soul.

QUESTIONS:

1. What is the situation?
2. What is the subject?
3. What is the theme/themes?
4. What is the mood?
5. Comment on the persona?
6. What type is it? Explain

7. Comment on the use of words
8. List four rhetorical devices that are used.
9. Comment on the imagery used in the Poem
10. Comment on the handling of rhyme.

(1 mark each)

SECTION 2: AFRICAN POETRY

Choose ONE out of the two poems below and answer the questions that follow your chosen poem.

Piano and Drums by 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 one I'm
 in 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

1. simile
 2. imagery
 3.

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. What is the situation?
2. What is the subject?
3. What is the theme or themes?
4. Comment on the speaker
5. What type is it?
6. Comment on the handling of words?
7. Does the poet use figure of speech?
8. Comment on the imagery used in the poem
9. List four rhetorical devices that are found in the poem
10. Is it a successful poem or not? (1 mark each)

OR

Come Away, My Love by Joseph Kariuki

Come away my love, from streets
Where unkind eyes divide,
And shop windows reflect our difference.
In the shelter of my faithful room rest.

There, safe from opinions, being behind
Myself, I can see only you,
And in my dark eyes your grey
Will dissolve.

The candlelight throws

Two dark shadows on the wall
Which merge into one as I close beside you

When at last the lights are out,
And I feel your hand in mine
Two human breaths join in one,
And the piano weaves
Its unchallenged harmony.

QUESTIONS:

1. What is the situation?
2. What is the subject?
3. What is the theme or themes?
4. Comment on the speaker in the poem
5. What is the mood?
6. Comment on tone
7. How is figurative language used?
8. Comment on the imagery
9. Comment on the handling of sound
10. List four rhetorical devices in the poem.

(1 mark each)

SECTION THREE:

Choose one out of the three questions given below and write a short coherent essay.

1. How does Sophocles use the concept of *hamartia* in his character portrayal in the play 'Antigone'?
2. It is said that Greek theatre had little dramatic action. Is this true of the play 'Oedipus at Colonus'?
3. After reading 'Oedipus the King' one gets a strong fatalistic feeling. Is it justified to have such a feeling.

End of Examination

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
**1996/98 ACADEMIC YEAR SECOND SEMESTER SUPPLEMENTARY/
DEFERRED EXAMINATIONS**

E122: INTRODUCTION TO POETRY AND DRAMA

TIME: THREE HOURS

INSTRUCTIONS: Answer ONE question from each of the three sections. Marks will be awarded for clarity, coherence and provision of sufficient detail. Candidates MAY enter the examination room with a copy of an English Dictionary.

SECTION 1 - EUROPEAN POETRY

Choose ONE of the two poems in this section and answer the questions under your selected poem for analysis.

Love by *George Herbert*

Love bade me welcome; yet my soul drew back,
 Guilty of dust and sin.

But quick-eyed Love, observing me grow slack
 From my first entrance in,

Drew nearer to me, sweetly questioning,
 If I lacked anything.

“A guest,” I answered, “worthy to be here”;
 Love said, “You shall be he.”

“I the unkind, ungrateful? Ah my dear,
 I cannot look on thee.”

Love took my hand, and smiling did reply
 “Who made the eyes but I?”

“Truth, Lord, but I have marred them; let my shame
 Go where it doth deserve”.

“And know you not,” says Love, “who bore the blame?”
 “My dear, then I will serve.”

“You must sit down,” says Love, “and taste my meat.”
 So I did sit and eat.

QUESTIONS

1. What is the situation? (1 mark)
 2. What is the subject? How do you know? (2 marks)
 3. What is the theme or themes? (2 marks)
 4. Comment on the speaker in the poem (2 marks)
 5. Comment on the words used in the poem (2 marks)
 6. What types of imagery are used? (2 marks)
 7. Comment on the handling of sound (2 marks)
 8. Comment on how rhyme is used (2 marks)
 9. Name two rhetorical devices that are used in the poem (2 marks)
- Total 17 marks

OR

TO-----,IN HER SEVENTIETH YEAR by *Wordsworth*

Such age how beautiful! O lady bright,
Whose mortal lineaments seem all refined
By favouring Nature and a saintly mind
To something purer and more exquisite
Than flesh and blood; whene'er thou meet'st my sight,
When I behold thy blanched unwithered cheek,
Thy temples fringed with locks of gleaming white,
And head that droops because the soul is meek,
Thee with the welcome snowdrop I compare;
That child of winter, prompting thoughts that climb
From desolation toward the genial prime;
Or with the moon conquering earth's misty air,
And filling more and more with crystal light
As pensive evening deepens into night.

QUESTIONS

1. What is the situation? (1 mark)
2. What is the subject? How do you know ? (2 marks)
3. What is the theme or themes? (2 marks)
4. Comment on the speaker in the poem (2 marks)
5. Comment on the words used in the poem. (2 marks)
6. What types of imagery are used? (2 marks)
7. Comment on the handling of sound. (2 marks)
8. Comment on how rhyme is used. (2 marks)
9. Name two rhetorical devices that are used in the poem (2 marks)

Total 17 marks

SECTION 2: AFRICAN POETRY

Choose **ONE** out of the two poems below and answer the questions that follow your chosen poem.

'Funeral' by Jawa Apronti

At home Death claims
Two streams from women's eyes
And many day-long dirges;
Gnashes, red eyes and sighs from men,
The wailing of drums and muskets
And a procession of the townsfolk
Impeded
Only if the coffin decides
To take one last look at the home.

But here I see
Three cars in procession.
The first holds three-
A driver chatting gaily with a mate
And behind them, flowers on a bier.
The second holds five, and the third too.
A procession

Efficiently arranged by the undertaker,
From the brass fittings on the bier
To the looks of sorrow on the mourners' faces
And Death is escorted
Tearlessly but efficiently
By
Three cars in procession.

QUESTIONS

1. What is the situation? (1 mark)
2. What is the subject? (2 marks)
3. What is the theme or themes? (2 marks)
4. Comment on the speaker. (2 marks)
5. What type is it? (2 marks)
6. Comment on the handling of words (2 marks)
7. Comment on the imagery used in the poem (2 marks)
8. List two rhetorical devices that are found in the poem (2 marks)
9. Is it a successful poem or not? (2 marks)

Total 17 marks

OR

A Plea for Mercy by *Kwesi Brew*

We have come to your shrine to worship-
We the sons of the land.
The naked cowherd has brought
The cows safely home,
And stands silent with his bamboo flute
Wiping the rain from his brow;
As the birds brood in their nests
Awaiting the dawn with unsung melodies;
The shadows crowd on the shores
Pressing their lips against the bosom of the sea;

The peasants home from their labours
Sits by their log fires
Telling tales of long ago.
Why should we the sons of the land
Plead unheeded before your shrine,
When our hearts are full of song
And our lips tremble with sadness?
The little firefly vies with the star,
The log fire with the sun
The water in the calabash
With the mighty Volta
But we have come in tattered penury
Begging at the door of a master.

QUESTIONS

1. What is the situation? (1 mark)
2. What is the subject? (2 marks)
3. What is the theme or themes? (2 marks)
4. Comment on the mood. (2 marks)
5. What type of persona is found in the poem? (2 marks)
6. Comment on the choice of words. (2 marks)
7. Comment on the imagery. (2 marks)
8. List two rhetorical devices found in the poem. (2 marks)
9. Is it a successful poem or not? (2 marks)

Total 17 marks

SECTION THREE

Choose **ONE** out of the three questions given below and write a short coherent essay.

1. Antigone has been said to be a true example of an excellent rebel. From your own assessment do you think she really fits this description? Explain. *NO!*
2. How plausible is the ending of the play '*Oedipus at Colonus*'?
3. '*Oedipus the King*' is said to be uncharacteristic of Greek Tragedy. In what ways does the play depart from the characteristics of mainstream Greek tragedy?

Total 16 marks

END OF EXAM

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES & SOCIAL SCIENCES
1996/98 ACADEMIC YEAR FINAL EXAMINATIONS

E 212 : THE STRUCTURE OF MODERN ENGLISH II : MORPHOLOGY AND SYNTAX

TIME : THREE (3) HOURS

INSTRUCTIONS : ATTEMPT ALL THE FOUR(4) QUESTIONS

=====

1. With particular reference to compounding and idiomatic expressions discuss the view that English is a figurative languages.
2. In English, as in many Indo-European languages, prefixation is always derivational while suffixation may be either derivational or inflectional. Discuss.
3. Draw deep structure Transformational Grammar tree diagrams for each of the following sentences:
 - (I) The teachers did not teach the pupils.
 - (ii) The man who spoke to Paul is a teacher.
 - (iii) The man to whom Paul spoke is a teacher.
 - (iv) Were the teachers sitting in the staff room?
 - (v) The goats were stolen by the students.
4. Discuss the view that there is no future tense in English and with clear examples, give any four(4) ways in which future time is realised.

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS.

E212: THE STRUCTURE OF MODERN ENGLISH II: MORPHOLOGY AND SYNTAX (INTERNAL ONLY)

TIME: THREE HOURS

INSTRUCTIONS:

- (a) Answer all the four (4) Questions
 - (b) Each section should be answered in the separate set of booklets.
-
-

SECTION A: MORPHOLOGY

Attempt both questions

1. "In English, as in many other Indo-European languages, prefixation is always derivational while suffixation may be either derivational or inflectional" (Bauer, 1983:18). Comment on this observation. (25 marks)
2. Discuss, with examples, the nature of English compounds (25 marks)

SECTION B: SYNTAX

Attempt both Questions

3. Discuss the assertion that there is no future tense in English and, with clear examples, give any four (4) ways in which future time is realised. (25 marks)
4. With specific examples to support your answer, give a detailed description of the form and function of the English Noun Phrase. (25 marks)

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATION

E221:ENGLISH LITERATURE UP TO THE 18TH CENTURY
(Distance Education)

TIME: THREE HOURS

INSTRUCTIONS: Answer FOUR questions in all.
Section ONE is compulsory and choose any three questions from section two making sure that you choose questions on **THREE DIFFERENT** texts. You may bring into the examination room **PRIMARY** texts for the Course.

SECTION 1

1.

“So spake th’ Archangel Michaël, then paused,
As at the world’s great period; and our sire
Replete with joy and wonder thus replied.
“O goodness infinite, goodness immense!
That all this good of evil shall produce,
And evil turn to good; more wonderful
Than that which by creation first brought forth
Light out of darkness! Full of doubt I stand,
Whether I should repent me now of sin
By me done and occasioned, or rejoice
Much more, that much more good thereof shall spring,
To God more glory, more good will to men
From God, and over wrath grace shall abound.
But say, if our Deliverer up to heav’n
Must reascend, what will betide the few
His faithful, left among th’ unfaithful herd,
The enemies of truth; who then shall guide
His people, who defend? Will they not deal
Worse with his followers than with him they dealt?”
“Be sure they will,” said th’ angel; “but from heav’n
He to his own a Comforter will send,
The promise of the Father, who shall dwell
His Spirit within them, and the law of faith
Working through love, upon their hearts shall write,
To guide them in all truth, and also arm
With spiritual armor, able to resist
Satan’s assaults, and quench his fiery darts,
What man can do against them, not afraid,
Though to the death, against such cruelties
With inward consolations recompensed,
And oft supported so as shall amaze
Their proudest persecutors: for the Spirit
Poured first on his apostles, whom he sends
To evangelize the nations, then on all
Baptized, shall them with wondrous gifts endue
To speak all tongues, and do all miracles,
As did their Lord before them. Thus they win
Great numbers of each nation to receive
With joy the tidings brought from heav’n: at length

QUESTIONS:

- (a) Summarise all that Adam has learned from his teacher Michael
- (b) Are there any painful truths that you (the reader) have learned together with Adam?

SECTION TWO:

- 2. How does Macbeth's susceptibility to fear and rash courage make him an "easy" victim of the witches' influence?
- 3. Justify Milton's picture of god on the grounds that a characterisation of God should be the embodiment of pure reason expressed without emotion.
- 4. Is the novel *Gulliver's Travels* a unified book, or does it seem to be a collection of four separate satirical voyages?
- 5. Is Faustus' damnation tragic or an act of justice?
Discuss in detail.
- 6. How does Faustus' use of his magical powers correlate with his earlier desires and plans?
- 7. With detailed references to the play, show how Banquo is a dramatic foil to Macbeth.

End of Examination

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1996/98 ACADEMIC YEAR FINAL EXAMINATION (SUPPLEMENTARY)
DISTANCE EDUCATION

E221: ENGLISH LITERATURE UPTO THE 18TH CENTURY

TIME: THREE HOURS

INSTRUCTIONS: Answer FOUR questions in all. Section ONE is compulsory and choose any three questions from section TWO making sure that you choose questions on THREE DIFFERENT TEXTS. You may bring into the examination room PRIMARY texts for the course.

SECTION 1

These *Struldbruggs* and I would mutually communicate our Observations and Memorials through the Course of Time; remark the several Gradations by which Corruption steals into the World, and oppose it in every Step, by giving perpetual Warning and Instruction to Mankind; which, added to the strong Influence of our own Example, would probably prevent that continual Degeneracy of human Nature, so justly complained of in all Ages.

Add to all this, the Pleasure of seeing the various Revolutions of States and Empires; the Changes in the lower and upper World; antient Cities in Ruins, and obscure Villages become the Seats of Kings. Famous Rivers lessening into shallow Brooks; the Ocean leaving one Coast dry, and overwhelming another: The Discovery of many Countries yet unknown. Barbarity overrunning the politest Nation, and the most barbarous becoming civilized. I should then see the Discovery of the *Longitude*, the *perpetual Motion*, the *universal Medicine*, and many other great Inventions brought to the utmost Perfection.

What wonderful Discoveries should we make in Astronomy, by outliving and confirming our own Predictions, by observing the Progress and Returns of Comets, with the Changes of Motion in the Sun, Moon and Stars.

I enlarged upon many other Topicks, which the natural Desire of endless Life and sublunary Happiness could easily furnish me with. When I had ended, and the Sum of my Discourse had been interpreted as before to the rest of the Company, there was a good Deal of Talk among them in the Language of the Country, not without some Laughter at my Expence. At last the same Gentleman who had been my Interpreter, said, he was desired by the rest to set me right in a few Mistakes, which I had fallen into through the common Imbecility of human Nature, and upon that Allowance was less answerable for them. That, this Breed of *Struldbruggs* was peculiar to their Country, for there were no such People either in *Balnibarbi* or *Japan*, where he had the Honour to be Ambassador from his Majesty, and found the Natives in both those Kingdoms very hard to believe that the Fact was possible; and it appeared from my Astonishment when he first mentioned the Matter to me,

that I received it as a Thing wholly new, and scarcely to be credited. That in the two Kingdoms above-mentioned, where during his Residence he had conversed very much, he observed long Life to be the universal Desire and Wish of Mankind. That, whoever had one Foot in the Grave, was sure to hold back the other as strongly as he could. That the oldest had still Hopes of living one Day longer, and looked on Death as the greatest Evil, from which Nature always prompted him to retreat; only in this Island of *Luggnagg*, the Appetite for living was not so eager, from the continual Example of the *Struldbruggs* before their Eyes.

That the System of Living contrived by me was unreasonable and unjust, because it supposed a Perpetuity of Youth, Health, and Vigour, which no Man could be so foolish to hope, however extravagant he might be in his Wishes. That, the Question therefore was not whether a Man would chuse to be always in the Prime of Youth, attended with Prosperity and Health; but how he would pass a perpetual Life under all the usual Disadvantages which old Age brings along with it. For although few Men will avow their Desires of being immortal upon such hard Conditions, yet in the two Kingdoms before mentioned of *Balnibarbi* and *Japan*, he observed that every Man desired to put off Death for sometime longer, let it approach ever so late; and he rarely heard of any Man who died willingly, except he were incited by the Extremity of Grief or Torture. And he appealed to me whether in those Countries I had travelled as well as my own, I had not observed the same general Disposition.

After this Preface, he gave me a particular account of the *Struldbruggs* among them. He said they commonly acted like Mortals, till about Thirty Years old, after which by Degrees they grew melancholy and dejected, increasing in both till they came to Fourscore. This he learned from their own Confession; for otherwise there not being above two or three of that Species born in an Age, they were too few to form a general Observation by. When they came to Fourscore Years, which is reckoned the Extremity of living in this Country, they had not only all the Follies and Infirmities of other old Men, but many more which arose from the dreadful Prospect of never dying. They were not only opinionative, peevish, covetous, morose, vain, talkative; but incapable of Friendship, and dead to all natural Affection, which never descended below their Grand-children. Envy and impotent Desires, are their prevailing Passions. But those Objects against which their Envy seems principally directed, are the Vices of the younger Sort, and the Deaths of the old. By reflecting on the former, they find themselves cut off from all Possibility of Pleasure; and whenever they see a Funeral, they lament and repine that others are gone to an Harbour of Rest, to which they themselves never can hope to arrive. They have no Remembrance of any thing but what they learned and observed in their Youth and middle-Age, and even that is very imperfect: And for the Truth or Particulars of any Fact, it is safer to depend on common Traditions than upon their best Recollections. The least miserable among them, appear to be those who turn to Dotage, and entirely lose their Memories; these meet with more Pity and Assistance, because they want many bad Qualities which abound in others.

If a *Struldbrugg* happen to marry one of his own Kind, the Marriage is dissolved of Course by the Courtesy of the Kingdom, as soon as the younger of the two comes to be Fourscore. For the Law thinks it a reasonable Indulgence, that those who are condemned without any Fault of their own to a perpetual Continuance in the World, should not have their Misery doubled by the Load of a Wife.

As soon as they have compleated the Term of Eighty Years, they are looked on as dead in Law; their Heirs immediately succed to their Estates, only a small Pittance is reserved for their Support; and the poor ones are maintained at the publick Charge. After that Period they are held incapable of any Employment of Trust or Profit; they cannot purchase Lands, or take Leases, neither are they allowed to be Witnesses in any Cause, either Civil or Criminal, not even for the Decision of Meers and Bounds.

At Ninety they lose their Teeth and Hair; they have at that Age no Distinction of Taste, but eat and drink whatever they can get, without Relish or Appetite. The Diseases they were subject to, still continue without encreasing or diminishing. In talking they forget the common Appellation of Things, and the Names of Persons, even of those who are their nearest Friends and Relations. For the same Reason they never can amuse themselves with reading, because their Memory will not serve to carry them from the Beginning of a Sentence to the End; and by this Defect they are deprived of the only Entertainment whereof they might otherwise be capable.

The Language of this Country being always upon the Flux, the *Struldbruggs* of one Age do not understand those of another; neither are they able after two Hundred Years to hold any Conversation (farther than by a few general Words) with their Neighbours the Mortals; and thus they lye under the Disadvantage of living like Foreigners in their own Country.

1. a. What does Swift satirise in this passage?
- b. What did he satirise in Laputa, Balnibarbi and Luggaagg, respectively?
- c. Swift seems to be saying that man simply cannot depend on abstract, impersonal, inhuman reason. Nor can he depend on technological innovation, on history, or on the “modern” humane studies. What does he suggest as man’s best guide?

SECTION TWO

2. Write an essay, agreeing or disagreeing with one critic’s assertion that “Macbeth is a thoroughly representative human being.”
3. Is there evidence in the text to support Lady Macbeth’s remark “Your face, my Thane, is as a book where men / May read strange matters” (I,iv, 63-64)? Be as specific as possible.

4. Satan is often fascinating to modern readers because they find him to be a rebel who heroically resists authority. How does Milton undercut this image, especially after Book II?
5. What seems to be the position of a woman in Milton's scheme of things? Can his treatment of Eve be justified for the modern woman?
6. Compare the master-servant relationship in Marlowe's *Doctor Faustus*.
7. After the original contract with Lucifer, is there a possibility for Dr Faustus to repent?
8. Does Gulliver possess a distinct and recognisable character?

END OF EXAM

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS**

E222: ENGLISH LITERATURE OF THE 19th AND 20th CENTURIES

TIME: THREE HOURS

INSTRUCTIONS:

Answer three questions: one from section A and two from section B

SECTION A

1. Choose ONE of the following poetic ^{extracts} and for your selected passage comment on salient features of theme; imagery and allusion; metre; rhyme.

(a) Extract 1

Keats, *Ode on a Grecian Urn*

1

Thou still unravish'd bride of quietness,
Thou foster-child of silence and slow time,
Sylvan historian, who canst thus express
A flowery tale more sweetly than our rhyme:
What leaf-fring'd legend haunts about ~~the~~ ^{thy} shape 5
Of deities or mortals, or of both,
In Tempe or the dales of Arcady?
What men or gods are these? What maidens loth?
What mad pursuit? What struggle to escape?
What pipes and timbrels? What wild ecstasy? 10

2

Heard melodies are sweet, but those unheard
Are sweeter; therefore, ye soft pipes, play on;
Not to the sensual ear, but, more endear'd,
Pipe to the spirit ditties of no tone:
Fair youth, beneath the trees, thou canst not leave 15
Thy song, nor ever can those trees be bare:
Bold lover, never, never canst thou kiss,
Though winning near the goal - yet, do not grieve;
She cannot fade, though thou hast not they bliss,
For ever wilt thou love, and she be fair! 20

Ah, happy, happy boughs! That cannot shed
 Your leaves, nor ever bid the spring adieu,
 And, nappy meiboust, unwearied,
 For ever piping songs for ever new;
 More happy love! more happy, happy love! 25
 For ever warm and still to be enjoyed,
 For ever panting, and for ever young;
 All breathing human passion far above,
 That leaves a heart high-sorrowful and cloy'd,
 A burning forehead, and a parching tongue. 30

(b) Extract 2

A.E. Housman, *On Wenlock Edge*

On Wenlock Edge the wood's in trouble,
 His forest fleece the Wrekin heaves;
 The gale, it plies the saplings double,
 And thick on Severn sweep the leaves.

'Twould blow like this through holt and hanger
 When Uricon the city stood:
 'Tis the old wind in the old anger,
 But then it threshed another wood.

Then, 'twas before my time, the Roman
 At yonder heaving hill would stare: 10
 The blood that warms an English yeoman,
 The thoughts that hurt him, they were there.

There, like the wind through woods in riot,
 Through him the gale of life blew high;
 The tree of man was never quiet: 15
 Then 'twas the Roman, now 'tis I.

The gale, it plies the saplings double.
 It blows so hard, 'twill so on be gone
 Today the Roman and his trouble
 Are ashes under Uricon. 20

(c) **Extract 3**

T.S. Eliot, *The Dry Salvages*

Lady, whose shrine stands on the promontory,
Pray for all those who are in ships, those
whose business has to do with us, and
Those concerned with every lawful traffic
And those who conduct them.

Repeat a prayer also on behalf of
Women who have seen their sons or husbands
Setting forth, and not returning:
Figlia del tuo figlio,
Queen of Heaven.

Also pray for those who were in ships, and
Ended their voyage on the sand, in the sea's lips
Or in the dark throat which will not reject them
Or wherever cannot reach them the sound of the sea bell's
Perpetual angelus.

NOTE: *Figlia del tuo figlio*: Daughter of your Son.

SECTION B

Answer TWO of the following questions.

2. To be sure, it was a deserted place, down to the pigeon-house in the brewery-yard, which had been blown crooked on its pole by some high wind, and would have made the pigeons think themselves at sea, if there had been any pigeons there to be rocked by it. But, there were no pigeons in the dove-cot, no horses in the stable, no pigs in the sty, no malt in the store-house, no smells of grains and beer in the copper or the vat. All the uses and scents of the brewery might have evaporated with its last reek of smoke. In a by-yard, there was a wilderness of empty casks, which had a certain sour remembrance of better days lingering about them; but it was too sour to be accepted as a sample of the beer that was gone - and in this respect I remember those recluses as being like most others.

Behind the furthest end of the brewery, was a rank garden with an old wall: not so high but that I could struggle up and hold on long enough to look over it, and see that the rank garden was the garden of the house, and that it was overgrown with tangled weeds, but that there was a track upon the green and yellow paths, as if some one sometimes walked there, and that Estella was walking away from me even then. But she seemed to be everywhere. For, when I yielded to the temptation presented by the casks, and began to walk on

them, I saw *her* walking on them at the end of the yard of casks. She had her back towards me, and held her pretty brown hair spread out in her two hands, and never looked round, and passed out of my view directly. So, in the brewery itself- by which I mean the large paved lofty place in which they used to make the beer, and where the brewing utensils still were. When I first went into it, and, rather oppressed by its gloom, stood near the door looking about me, I saw her pass among the extinguished fires, and ascend some light iron stairs, and go out by a gallery high overhead, as if she were going out into the sky.

Place this passage in context and discuss its relevance to the prevailing concerns of *Great Expectations*.

3. "Biddy, I want to be a gentleman" (chapter 17). Discuss Dickens' presentation of versions of the gentleman in *Great Expectations*.
4. Dr Q.D. Leavis has asserted that "death and crime are the basic facts of any society". Can we apply this formulation profitably to *Great Expectations*?
5. The 1946 film of *Great Expectations*, directed by David Lean, is marked by significant cuts and alterations. What effect do these changes exert on characterisation and construction?
6. Explore the manner in which the theme of the individual in isolation is developed in regard to the characterisation of Silas Marner OR Miss Havisham.
7. What roles do the following characters play in *Silas Marner*?
Godfrey Cass; Eppie; Nancy Lammeter.
8. Many critics have analysed *Silas Marner* in terms of a "pilgrim's progress". Discuss the events of the novel that may lend credibility to this interpretation.
9. What features do you find of interest in the idiolect of any TWO of the following:
Mr Jaggers
Pumblechook
Joe Gargery
Dolly Winthrop
The Squire

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATION**

E232:MODERN CRITICISM

TIME: THREE (3) HOURS

INSTRUCTIONS:

- 1. Do not use one work of literature to answer more than one question.**
 - 2. No text books allowed in Exam room**
 - 3. Section A is compulsory**
 - 4. Answer only one question each from sections B and C.**
-
-

SECTION A

Read the extract from the poem from 'INTIMATIONS OF IMMORTALITY' carefully and
(a) Make a Sociology of the following.

- (i) 'Heaven lies about us in our infancy'
- (ii) 'Nature's priest'

(b) Work out archetypes from the poem

from INTIMATIONS OF IMMORTALITY

Our birth is but a sleep and a forgetting:
The Soul that rises with us, our life's Star
Hath had elsewhere its setting,
And cometh from afar:
Not in entire forgetfulness,
And not in utter nakedness,
But trailing clouds of glory do we come
From God, who is our home:
Heaven lies about us in our infancy!
Shades of the prison-house begin to close
Upon the growing Boy,
But He beholds the light and whence it flows,
He sees it in his joy;
The Youth, who daily farther from the east
Must travel, still is Nature's Priest,
And by the vision splendid

Is on his way attended;
At length the Man perceives it die away,
And fade into the light of common day.

And O, ye Fountains, Meadows, Hills, and Groves,
Forebode not any severing of our loves!
Yet in my heart of hearts I feel your might;
I only have relinquished one delight
To live beneath your more habitual sway.
I love the Brooks which down their channels fret,
Even more than when I tripped lightly as they;
The innocent brightness of a new-born Day
Is lovely yet;
The Clouds that gather round the setting sun
Do take a sober colouring from an eye
That hath kept watch o'er man's mortality;
Another race hath been, and other palms are won.
Thanks to the human heart by which we live,
Thanks to its tenderness, its joys, and fears,
To me the meanest flower that blows can give
Thoughts that do often lie too deep for tears.

Ignore this part

SECTION B

1. Make a Sociology of *Animal Farm* and show how the novel is not merely a criticism of Soviet Society.
2. Relate *Moby Dick* to the society of the time by analysing the relationship between Ishmael and Queequeg.
3. To what extent is Ahab a rebel against nature and the universe?
4. Analyse the terms *Oedipus complex* and *collective unconscious* in *Animal Farm*.

SECTION C

5. Give an account of the relation between Philosophy and Literature by discussing any work of literature you read on the course.
6. In what ways was the Literary movement of Romanticism Philosophical? Answer this question by analysing any one poem by *Wordsworth*
7. Explain Negritude by making an exegesis of any poem by Leopold Sedar Senghor that you read on the course.

End of Examination

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATION**

E 362: LUSO AND FRANCOPHONE AFRICAN LITERATURE

TIME: THREE HOURS

INSTRUCTIONS:

**Answer THREE questions, one from each section.
Each section counts as one-third of the examination mark.
Candidates may bring with them into the examination room a
copy of an English Dictionary**

SECTION 1 FRANCOPHONE POETRY

Choose one out of the two poems given below and answer the questions that are under your selected poem.

Senghor's On the appeal from the race of Sheba

Bless you, Mother
I hear your voice when I am given up to the insidious
Silence of this European night
Prisoner under the white cold sheets tightly drawn,
prisoner of all the inextricable anxieties that
encumber me
when that sudden kite pounces, the sour panic of the yellow
leaf
Or the panic of black soldiers in the thunderstorm of tanks
And their leader goes down with a great cry, his whole body
swung around.
Mother, I hear your voice in anger.
Your red angry eyes firing the night and the bush, black as
once in the time of my escapades
..... I could not stay deaf to the innocence of shells, of
fountains, and mirages on the sea flats
And your chin trembled beneath your swollen twisted lips.

11

Bless you, Mother.
I remember the days of my fathers, the evenings of Dyilor
That deep-blue light of the night sky on the land sweet at
evening.

I am on the steps of the homestead. Deep inside it is dark
 My brothers and sisters like chicks huddle their numerous
 warmth against my heart
 I lay my head on the knees of my nurse, Nga, Nga the poetess
 My heart pounding with the warrior gallop of the dyoung
 dyoungs, great gallop of my blood my pure blood
 My head melodious with the distant songs of Kumba the
 Orphan
 In the middle of the courtyard, the lone fig tree
 The wives of the man gossip in its lunar shadow, their voices
 solemn and deep as their eyes, as the fountain of Fimla
 by night
 And my father lying on the quiet mat, but tall but strong
 but handsome
 Man of the kingdom of Sine, whilst all around on the Koras,
 heroic voices, the griots set dancing their mettlesome
 fingers
 Whilst in the distance arises surging the strong warm
 smells, the classic murmur of a hundred herds.

QUESTIONS

1. What is the situation?
2. What is the subject?
3. What is the theme/ themes?
4. What is the mood?
5. Comment on the speaker in the poem
6. Comment on the words used
7. Describe the imagery used in the poem
8. Give four rhetorical devices used in the poem
9. How has negritude affected this poem?
10. Is it a successful poem or not?

OR

'Your presence' by David Diop

In your presence I rediscovered my name
 My name that was hidden under the pain of separation
 I rediscovered the eyes no longer veiled with fever
 And your laughter like a flame piercing the shadows
 Has revealed Africa to me beyond the snows of yesterday
 Ten years my love
 With days of illusions and shattered ideas
 And sleep made restless with alcohol
 The suffering that burdens today with the taste of
 tomorrow
 And that turns love into a boundless river

In your presence I have rediscovered the memory of my
blood
And necklaces of laughter hung around our days
Days sparkling with ever new joys.

QUESTIONS

1. What is the situation?
2. What is the subject?
3. What is the theme?
4. What is the mood?
5. Comment on the words
6. Comment on the imagery
7. What rhetorical devices are prominent in the poem?
8. Comment on how negritude has affected the poem
9. Is it a successful poem or not?

SECTION 2 FRANCOPHONE PROSE

Write a short and coherent essay on one of the questions given below.

1. Is *God's Bits of Wood* mere Marxist political propaganda or an admirable work of realism?
2. *The Suns of Independence* is said to be an experimental work of fiction. Do you agree with this statement? Provide sufficient evidence to support the assertions you are making.

SECTION 3 LUSOPHONE POETRY

There are two poems for analysis in this section. Choose one and answer the questions that follow it.

'Monagamba' by Antonio Jacinto

On that big estate there is no rain
it's the sweat of my brow that waters the crops:

On that big estate there is coffee ripe
and that cherry-redness
is drops of my blood turned sap.

The coffee will be roasted
ground, and crushed
will turn black , black with the colour of the
contratado

Black with the colour of the contratado!

Ask the birds that sing,
the streams in carefree wandering
and the high wind from inland:
who gets up early? Who goes to toil?
Who is it carries on the long road
the hammock or bunch of kernels?
Who reaps and for pay gets scorn
rotten maize, rotten fish,
ragged clothes, fifty angulares
beating for biting back?
Who?
Who makes the millet grow
and the orange groves to flower?
- who?

Who gives money for the boss to buy
cars, machinery, women
and Negro heads for the motors?

Who makes the white man prosper,
grow big bellied - get much money?
- who?

And the birds that sing
the streams in carefree wandering
and the high wind from inland
will answer:
- Monangambee

Ah! Let me at least climb the palm trees
Let me drink wine, palm wine
and fuddled by my drunkenness forget
- Monangambee

* contratado = black contract worker
angulares = unit of money

QUESTIONS

1. What is the situation?
2. What is the subject?
3. What is the theme?
4. What is the mood?

5. Comment on the speaker in the poem
 6. Comment on the choice of words
 7. State the prominent rhetorical devices that the poem has used.
 8. Is it a successful poem or not?
- OR**

Tavern by the Sea by Aguinaldo Fonseca

A distant glimmer
And a beacon spitting light
In the black face of night.

Everything is brine and yearning.

Winds with waves on their back
make tremble the tavern
which is an anchored ship

Love passionate and brutal
Amidst the open knives
And the abandon
Of a prostitute's embrace
Upon the air despairings rise
In heavy swells of smoke
Bottles, glasses, bottles
-Oh! the thirst of a sailor

Tattooings pricked on skin
Proclaim the pain and the bravado
of escapades in ports.

Men of every race
Men without homeland or name
- Just men of the sea
With voice of salt and wind
And ships in unclouded eyes

Boredom and longing appear
Chewing on aged pipes....,
Appear and then depart
staggering off with a drunk

Cards, tables, and chairs,
Bottles, glasses, bottles
And the tavern-keeper's face
Stirring up ancient quarrels.

And everything is full of sin

And everything is full of sleep
And everything is full of sea!

QUESTIONS

1. What is the situation?
2. What is the subject?
3. What is the theme?
4. What is the mood?
5. What can you say about the speaker in the poem?
6. Comment on the use of words.
7. Does the poem use subsidiary meanings?
8. Comment on the imagery used.
9. State two prominent rhetorical devices used in the poem
10. Is it a successful poem or not?

10 marks total

End of Examination

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS**

E905: SHAKESPEARE

TIME: THREE HOURS

INSTRUCTIONS:

Answer three questions, one from each section.

SECTION A: DRAMATIC ANALYSIS

1. Choose ONE of the following passages.

Extract 1

BRUTUS Another general shout!
I do believe that these applauses are
For some new honours that are heaped on Caesar.
CASSIUS Why, man, he doth bestride the narrow world
Like a Colossus, and we petty men
Walk under his huge legs, and peep about
To find ourselves dishonourable graves.
Men at sometime were masters of their fates. 140
The fault, dear Brutus, is not in our stars,
But in ourselves, that we are underlings.
Brutus and Caesar: what should be in that 'Caesar'?
Why should that name be sounded more than yours?
Write them together: yours is as fair a name. 145
Sound them: it doth become the mouth as well.
Weigh them: it is as heavy. Conjure with 'em:
'Brutus' will start a spirit as soon as 'Caesar'.
Now in the names of all the gods at once,
Upon what meat doth this our Caesar feed 150
That he is grown so great? Age, thou art shamed.
Rome, thou hast lost the breed of noble bloods.
When went there by an age since the great flood.
But it was famed with more than with one man?
When could they say till now, that talked of Rome, 155
That her wide walls encompassed but one man?
Now is it Rome indeed, and room enough

When there is in it but one only man.
O, you and I have heard our fathers say
There was a Brutus once that would have brooked
Th'eternal devil to keep his state in Rome
As easily as a king.

BRUTUS That you do love me I am nothing jealous.
What you would work me to I have some aim.
How I have thought of this and of these times
I shall recount hereafter. For this present,
I would not, so with love I might entreat you,
Be any further moved. What you have said
I will consider. What you have to say
I will with patience hear, and find a time
Both meet to hear and answer such high things.
Till then, my noble friend, chew upon this:
Brutus had rather be a villager
Than to repute himself a son of Rome
Under these hard conditions as this time
Is like to lay upon us.

CASSIUS I am glad
That my weak words have struck but thus much show
Of fire from Brutus.

(b) **Extract 2**

Enter Richard Duke of Gloucester

RICHARD GLOUCESTER Now is the winter of our discontent
Made glorious summer by this son of York;
And all the clouds that loured upon our house
In the deep bosom of the ocean buried.
Now are our brows bound with victorious wreaths; 5
Our bruised arms hung up for monuments,
Our stern alarums changed to merry meetings,
Our dreadful marches to delightful measures.
Grim-visaged war hath smoothed his wrinkled front,
And now - instead of mounting barbed steeds 10
To fright the souls of fearful adversaries-
He capers nimbly in a lady's chamber
To the lascivious pleasing of a lute.
But I, that am not shaped for sportive tricks
Nor made to court an amorous looking-glass, 15
I that am rudely stamped and want love's majesty
To strut before a wanton ambling nymph:
I that am curtailed of this fair proportion,
Cheated of feature by dissembling nature,
Deformed, unfinished, sent before my time 20
Into this breathing world scarce half made up-

And that so lamely and unfashionable
 That dogs bark at me as I halt by them-
 Why, I, in this weak piping time of peace
 Have no delight to pass away the time, 25
 Unless to spy my shadow in the sun
 And descant on mine own deformity.
 And therefore since I cannot prove a lover
 To entertain these fair well-spoken days,
 I am determined to prove a villain 30
 And hate the idle pleasures of these days.
 Plots have I laid, inductions dangerous,
 By drunken prophecies, libels and dreams
 To set my brother Clarence and the King
 In deadly hate the one against the other. 35
 And if King Edward be as true and just
 As I am subtle, false and treacherous,
 This day should Clarence closely be mewed up
 About a prophecy which says that 'G'
 Of Edward's heirs the murderer shall be. 40

*Enter George Duke of Clarence, guarded, and Sir Robert
 Brackenbury*

Dive, thoughts, down to my soul: here Clarence comes.

- Place your chosen extract in its context. (5 marks)
- What does the passage reveal of the character of the speaker? (15 marks)
- Identify the principal rhetorical figures and indicate the ways in which they
 enhance dramatic
 eloquence. (15
 marks)
- Comment succinctly on metrical features. (5 marks)

SECTION B: JULIUS CAESAR

Answer ONE of the following:

2. How important is the notion of "Roman-ness" in *Julius Caesar*?
3. Should *Julius Caesar* be retitled *The Tragedy of Marcus Brutus*?
4. Drawing on the evidence of III.ii, compare Brutus and Antony as orators.

SECTION C: RICHARD III

Answer **ONE** of the following:

5. “When the jokes are over, the arguments ended, the battle done, there is achieved a profound sense of a great episode concluded, and a great opportunity beginning” (Antony Hammond on *Richard III*). Do you endorse this judgment?
6. What contribution to the dramatic design is made by any **TWO** of these characters: Queen Margaret; Duchess of York; Buckingham; Hastings.
7. Is our understanding of *Richard III* appreciably reduced if we consider the play as a single drama? (i.e., not as part of a “tetralogy”).

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS**

E912:PSYCHOLINGUISTICS II

TIME: THREE HOURS

MARKS 100

INSTRUCTIONS:

**Answer four questions: TWO from section A and
TWO from section B.**

SECTION A

- Using the information in the Table below, what form of instruction would you recommend for a person in each of the THREE groups who was going to start acquiring a L2.

Table 1: Psychological and Social factors affecting L2 learning for children and adults.

	Psychological factors			Social factors		
	Intellectual			Situation		
	Inductive	Explicative	Memory	Motor Skills	Natural	Classroom
Children						
Under 7	High	Low	High	High	High	Low
7-12	High	Medium	Medium/ High	Medium/ High	Medium	Medium
Adults						
over 12	High	High	Low	Low	Low	High

- Compare and contrast the views of Lennesberg and Krashen on the critical period, and lateralisation and the human brain.
- Psychological and sociological factors are now considered to play a much more critical role in L2 acquisition than was previously thought. Is this assessment justified?

SECTION B

4. Describe briefly the organisation of the human memory and what function does each part perform.
5. Of the several possible organisations of the bilinguals' memory store for their languages, which do you prefer and why?
6. Explain what Broca's aphasia and Wernicke's aphasia are. What do we learn about the organisation of the memory of a bilingual and someone who is deaf from these two conditions?

End of Examination

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATION

E922:WORLD ENGLISHES

TIME: 3 HOURS

- INSTRUCTIONS:**
1. Answer questions **ONE** and **THREE** (3) other questions.
 2. Each question carries equal weight
 3. Relevant illustration and example will receive credit
 4. Candidates may bring into the examination room 'Guidelines for Stylistic Analysis' and an English Dictionary.
-
-

1. Make a stylistic description and analysis of the following text. Identify the text type. Take into account all relevant textual and contextual factors.

THE GOVERNMENT

Focus Group Discussions

Participants from all groups defined government as the main provider of social amenities and a wide range of services like security, agricultural and medical services. In one of the discussions, a participant said, "Boma ndi nangolo", meaning that government is like a parent of the country and hence has to look after the welfare of its people. The participants frequently said government is constituted by the people living in a country "Boma ndi anthu" [Government is the people], therefore it should always be on good terms with its citizens. Some participants said that government is the 'mother' of a country. Some participants, especially women, did not know what government is.

Some participants had difficulty distinguishing political parties from the government. Government is said to be the "headquarters" of the country while the political party in government is elected to run the government. Politicians are elected, while civil servants apply for various jobs and undergo interviews before being selected to their positions. Hence, the two are different. One participant had this to say on the differences between government and the ruling party: "Government is like a woman who waits for men to approach her for marriage; political parties compete to run government just as men compete to marry a woman."

The most frequently mentioned sources of information on government are the radio, members of Parliament, political party leaders, chiefs and councillors. A minority mentioned the Public Affairs Committee (Mchinji), newspapers, church and government extension workers based in rural areas as other sources.

Participants from all group discussions emphasised providing social amenities and services such as schools, hospitals, potable water and some welfare services, as the most important responsibilities of government. They said that the government should provide maize to the people in times of drought and famine and should also consider subsidising costs of fertilisers so that the prices are affordable. Some participants mentioned poverty alleviation and ensuring law and order as important responsibilities of the government.

Structured Interviews

The majority of the respondents (63%) defined a government as people living in a country, 16% said government is the main player in development and main provider for wide range of services. Six percent said the political party and its leaders constitute government. The main sources of information on the government are political party rallies (26%), radio (21%), friends (15%) and other sources (59%), including government institutions, intuition, parents and chiefs.

2. In what essential ways do first language Englishes (e.g. British, American, Australian English) differ from second language Englishes (e.g. Indian English, Nigerian English, Zambian English)?
3. What features would cause you to label a particular kind of English as a *Pidgin*?
4. Comment on the view that Standard English is an unnatural and artificial variety.
5. How is a writer's *ideology* represented in a text?
6. How useful is the idea of 'genre' in the study of language variation?

End of Examination

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

E925:LITERATURE AND GENDER

TIME: THREE (3) HOURS

INSTRUCTIONS:

1. Do not use any one literary text for more than one answer
 2. No text book allowed in the examination
 3. Section A is compulsory
 4. Answer only one question each from section B and C
-
-

SECTION A

Read the following passage and answer one question that follows

“Return to your work, you lazy creatures,” Matron shouted to the workmen. The men the men obeyed her instantly. Judging by the looks on their faces, it was evident that they had enjoyed every minute of the spectacle.

They were now cutting grass between the theatre and the kitchen. Matron Jack avoided their direction. She wished the African women folk were as obedient as their men. She had been told again and again that African men were little Caesars who treated their women like slaves. But why was it that she found the men co-operative and obedient? It was these headstrong females whom she found impossible to work with....

- (a) Show how men respond to Matron Jack in contrast to the nurses and pointing the gender problem at issue
- (b) Analyse one gender issue in the phrase: ‘She had been told again and again that African men were little Caesars who treated their women like slaves’.
- (c) Relate the passage to the gender problems of the whole short story.

SECTION B

1. Discuss the problem of two women fighting over one man in the short story ‘*The White Veil*’.
2. Analyse the degree to which Grace Ogot succeeds in portraying to trauma of rape in Elizabeth.

3. How does Ngugi in *The River Between* manage to raise gender issues through the conflict between Christianity and traditional culture.
4. Analyse the function of Eppie in *Silas Marner*.

SECTION C

5. Define the term 'gender' by discussing any one work of literature you read on the course.
6. Compare and contrast gender problems in Europe and Africa by making an exegesis of one literary work from Africa and one from Europe which you read on the course.
7. Compare and contrast the portrait of gender problems by male and female authors you read on the course.

End of Examination

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATION

E935: ENGLISH DISCOURSE ANALYSIS

TIME: THREE HOURS

INSTRUCTIONS: Answer all the four (4) questions
Each question should be answered in a separate answer booklet

1. "Sometimes, in order to understand what a lexical item refers to, one has to look outside the text while in some instances one has to search within the text." Comment.
2. Show, from two examples, the relativity of the concepts 'given' and 'new' in Discourse Analysis.
3. A convention in language use maybe defined as "what the Receiver expects to read or hear in a particular context of situation." Discuss the truth of this statement using evidence from the news item given below.

CAMPUS NEWS

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

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? If you haven't, may be it's time you took up on the tip-off. We have lots of drivers who had to deal with cases resulting from such actions late last term. 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. This explains why at just about every end of term, we get an influx of momas being rushed to hospital for abortion. 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.

"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".

But think again, is it worth the risk?

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

4. "You are a member of a speech community by virtue of the fact that on a particular occasion you identify with X rather than Y when apparently X and Y contrast in a single dimension"

Evaluate the above statement in the light of how some linguists have defined the concept of speech community.

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

E942: SOCIOLINGUISTICS II

TIME: THREE (3) HOURS

INSTRUCTIONS:

Answer FOUR questions

Each question should be answered in a separate booklet

**You are allowed to bring into the examination room a copy of
'Zambian Statements on Language Policy'.**

1. Giving examples to support your answer, compare and contrast Ferguson's original concept of diglossia with Fishman's view.
2. Bell (1976) writes: "switching between languages has to be seen as different in degree only from switching within one language, and, indeed, within a community in which most speakers are bilingual, the concept of 'different languages' can be seen to have little validity except as 'different styles' (or 'varieties')."

How far do you agree with Bell's statement?

3. Taking into account the concept of language shift, comment on the likely future of the English Language in Zambia. Indicate, giving full reasons, whether you think the English Language will maintain its present status, or will expand its spheres of influences, or will lose ground to Zambian languages.
4. "Language performs two social functions: communication and social identification". Examine the validity of this view with particular reference to the language situation in Zambia.
5. What useful insights from the study of sociolinguistics in the Zambian context can teachers apply to their language teaching?
6. (Use as reference material Zambian Statements on Language Policy, which you have brought with you to the examination.)

"While it would seem that African nations make policy in education, what they actually do is carry on the logic of the policies of the past." (Ayo Bamgbose)

How true is this of Zambia's language-in-education policies since independence?
Could any other policies have been adopted?

End of Examination

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATION

E945:PRAGMATICS

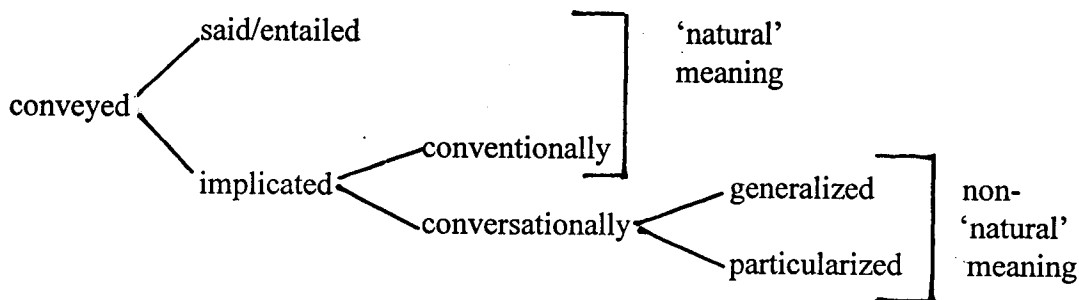
TIME: THREE (3) HOURS

- INSTRUCTIONS:
1. Answer FOUR questions
 2. Each question carries equal weight
 3. Appropriate EXAMPLES will receive credit.
-
-

1. "Everyone hates her because she's so popular."
How does such a remark provide evidence for the commonly held view that semantics and pragmatics are distinct but complementary fields of language study?
2. "The successful use of deixis is a good example of the pragmatic *manipulation* of finite linguistic resources (such as deictic pronouns, adverbs and aspects of tense), to convey speaker and writer meanings which vary infinitely with the particular context and the particular relationship between Sender and Receiver."

How far is this claim justified?

3. With reference to the notion of implicature, explain fully what is summarized by the following diagram:



4. What factors determine our choice of language when we wish to be pragmatically polite?
5. "Speech acts might be seen as a prototypically pragmatic phenomenon, in the sense that they challenge the notion that there is a one-to-one correspondence between a form and its function."

Is this a valid point of view?

6. Is the *context* of extended talk or conversation the external social reality, or alternatively whatever is constructed for the purpose at hand by the participants in the interaction?

Johns 100 (3)

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS**

E952: ANALYSIS OF AND PROJECT IN AFRICAN ORAL LITERATURE

TIME: THREE (3) HOURS

INSTRUCTIONS:

**Answer question one from section A and
Two others from section B**

SECTION A

1. Using the Scheubian concept of the 'expansible image' analyse the Namwanga narrative (in translation) entitled **WILD GOATS IN A WIDE PLAIN** (40 marks)

(See text appended)

WILD GOATS IN A WIDE PLAIN

A Namwanga Narrative collected and translated by George Kawika Sinkala

There was a story!

Let it come

There existed a very large village. There lived in this village many people of different age groups. One day, a man picked up his axe and said: "I am going into the bush to cut some poles." Steadily and steadily he walked. He covered a very long distance where he found a very large plain. In this plain there were many goats grazing. When he saw them, he was very surprised and said to himself: "Hm! What a flock of goats, my God! Had these goats been taken to the village, we wouldn't have had any food shortages that we are experiencing now."

Then he abandoned all his plans of cutting poles and thought of returning home to go and report his findings. He then started going, going, going until he reached home. When he arrived at his house, he was well received by his children. They got the axe from him and put it in the house and then came to greet him respectfully.

“Father, good work,” they said.

“Thank you,” he replied.

“How have you travelled?” They asked.

“Not very well,” he replied.

His mind was not at peace, so he stood up and went to the village headman to go and report the case. “Mr. Village Headman, he said, ‘what I have found in the bush where I went is unbelievable. I have found a very large flock of goats grazing in a plain. They have no owner at all. If only they could be driven home we would have all our problems of food shortages come to an end.’”

“Are you telling the truth?” replied the village headman.

“Yes, I am telling the truth. Let’s go together so that you go and prove for yourself,” he said.

That is how they rose in a large number to go and bring the animals home. But they forwarded the young boys to go and drive the goats home first. They advised them:

“When you get there, and when you find the goats drive them home.”

The boys found the goats grazing. They started driving them to the village. But the goats realised that they were in danger and they grunted. “Hm! Here we are in trouble!” There was a he-goat which was extra-large. It was not used to grazing together with the rest of the flock. It was very far away, grazing alone.

This he-goat had very large and long twisted horns. Its beard was equally long and even touched the ground. One she-goat started singing, calling for help.

- He-goat you, he-goat you
- The goat’s children are gone
- Let them, go it is due to their foolishness
- But when I the strangler come.....

(The goats sang like this:

- He-goat you, he-goat you
- The goats’ children are gone.

The, the he-goat would respond where it was:

- Let them go, it is due to their foolishness
- But when I the strangler come....)

Then, the he-goat started coming, coming towards the calling goats. When he arrived, he started striking and killing the boys. He struck, struck, struck, struck and struck each one of them, leaving their intestines out. They were all killed except one whom the he-goat sent home to go and report what had happened to the other boys. The person ran home to report: “people, what I have witnessed is something very incredible. All the boys I went with to collect the goats have been killed by a he-goat. And I have been directed by him to come and report this,” he said.

The chief was very astounded. He grunted Mhh..... 'can the goat speak?' Then the news reporter answered: "I too have been highly perplexed by this." Then, they agreed to send others. This time they sent a fairly large sized age group.

When they arrived in the plain, they found the goats in large numbers: They started to drive them home. They drove, drove, drove and drove the goats. Then the goats realised that they were again in danger. They sang:

- He-goat, he-goat, you
- The children of goats are gone.

Then, the he-goat didn't reply because it was very far away and it heard not the call. The goats thought that they were gone forever. They sang again the same song:

- He-goat, he-goat, you
- The children of goats are gone

Then it answered:

- Let them go, it is due to their foolishness
- But when I the strangler come.....

Then, where the he-goat was grazing he learnt of this, he started running towards the call to help. He run at a terrific speed with dust behind him - tu-tu-tu-tu-tu-tu-tu-tu even a motor car cannot match the speed. When he got to the scene, he started to strike the victims. He struck, struck, struck, and struck. He killed all the people and left one person unhurt, to go and report the matter home.

The he-goat said: "You go and report what I have done to your friends to the people at home." The person went home to report. After he had reported, the headman decided to mobilise the elderly people to go to the plain and bring home the animals. It was believed that this group of elderly men was wise enough to know what to do in order to bring home the goats. And so they went. But when they arrived there, they found that the he-goat had gone afar grazing. They found only the other goats grazing. They were grazing, grazing, grazing and grazing . The men started driving them to their village. The goats started singing their usual song:

- He-goat you, he-goat you,
- The children of goats are gone

There was no response from the he-goat.

The goats repeated the song.

- He-goat you, he-goat you,
- The children of goats are gone

Still more there was no reply from the he-goat. The goats realised the intensity of the situation; that it was leading to their peril and subsequent ruin.

They repeated a third time calling:

- He-goat you, he-goat you,
- The children of goats are gone

The reply came in a very remote and faint voice from the he-goat:

- Let them go, it is due to their foolishness
- But when I the strangler come.....

Then he started running back to the flock. Tukutuku tukutuku tukutuku he ran and ran.

Then he found his enemies and started striking them one by one. First, in a shortest moment all were dead except for one person who was spared in order to go and report the matter to the village. The chief of the kingdom became worried. He realised that his people were on the verge of extinction.

The chief made counsel with his chief advisors who told him to send the babies that were still sucking from their mothers. Please we are very much determined and anxious to have the goats come home at any cost. And this they did. They sent the crawling babies to drive the goats home. When the babies arrived at the plain, they started driving the goats home. The goats realised their predicament and started their usual song calling for help:

- He-goat you, he-goat you
- The children of goats are gone

The he-goat never responded. Then, the goats repeated their song:

- He-goat you, he-goat you
- The children of goats are gone

Again there was no response from the he-goat. Then the babies continued driving the goats towards home. They drove them and drove them nearer home. Then, the goats repeated their song for a third time:

- He-goat you, he-goat you
- The children of goats are gone

There was absolutely no reply from the he-goat. This time, the goats lost hope. However, they sang for a fourth time.

- He-goat you, he-goat you
- The children of goats are gone

The he-goat answered in a faint and remote voice:

- Let them go, it is due to their foolishness
- But when I the strangler come.....

The goats repeated their call with assurance.

- He-goat you, he-goat you,
- The children of goats are gone

The he-goat responded:

- Let them go, it is due to their foolishness
- But when I the strangler come....

There after, he started running towards the goats. He galloped and galloped. Behind him, there was a thick dust as he sped to the goats' rescue, tutu, tutu, tutu. He ran at the speed of whirl wind until he arrived and found the goats near the village. He started his usual task of striking. But whenever he attempted to thrush a baby, it clung onto the back of a goat as it usually does to its mother. The he-goat missed it. Then he went to the next and the same

spectacular thing happened. Other babies continued driving the goats nearer home. Eventually, the he-goat got extremely tired and he had not yet struck any baby. He fell to the ground mpumu! And he died.

The babies continued driving the goats home. They drove them and drove them until they all reached home safely. All the people in the village were very happy when they saw the goats with all the children unhurt. Women started celebrating and ullulating: "lululu lululu". They slaughtered some of the goats for the celebration. Some goats were tamed. This is how the goats came to be tamed up to the present day.

There was a story.....!

It has gone.

SECTION B

Answer two questions from this section (30 marks)

2. Choose one type of traditional African Oral poetry that you have studied and discuss its form, content and context as well as its style.
3. With appropriate examples discuss whether you agree with the view that songs usually sung at most chiefs' palaces in Zambia by a group of courtiers should be referred to as poetry.
4. Examine some of the varieties and characteristics of children's verse in Zambia and account for its popularity in either one rural or urban community that you have studied.
5. What impact on the development of language, literature and culture has any one of the following genres of African Oral Literature:
(a) Proverbs (b) Riddles (c) Oratorical

Speechforms of expression.

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATION

E972: 20TH CENTURY AMERICAN LITERATURE

TIME: THREE HOURS

INSTRUCTIONS:

Answer **FOUR** questions in all making sure that you answer at least **ONE** question from each of the three sections and the **FOURTH** question from any of the sections. Candidates may bring into the examination room a copy of an English Dictionary.

SECTION A

1.

The owners of the land came onto the land, or more often a spokesman for the owners came. They came in closed cars, and they felt the dry earth with their fingers, and sometimes they drove big earth augers into the ground for soil tests. The tenants, from their sun-beaten dooryards, watched uneasily when the closed cars drove along the fields. And at last the owner men drove into the dooryards and sat in their cars to talk out of the windows. The tenant men stood beside the cars for a while, and then squatted on their hams and found sticks with which to mark the dust.

In the open doors the women stood looking out, and behind them the children—corn-headed children, with wide eyes, one bare foot on top of the other bare foot, and the toes working. The women and the children watched their men talking to the owner men. They were silent.

Some of the owner men were kind because they hated what they had to do, and some of them were angry because they hated to be cruel, and some of them were cold because they had long ago found that one could not be an owner unless one were cold. And all of them were caught in something larger than themselves. Some of them hated the mathematics that drove them, and some were afraid, and some worshiped the mathematics because it provided a refuge from thought and from feeling. If a bank or a finance company owned the land, the owner man said, the Bank—or the Company—needs—wants—insists—must have—as though the Bank or the Company were a monster, with thought and feeling, which had ensnared them. These last would take no responsibility for the banks or the companies because they were men and slaves, while the banks were machines and masters all at the same time. Some of the owner men were a little proud to be slaves to such cold and powerful masters. The owner men sat in the cars and explained. You know the land is poor. You've scabbled at it long enough, God knows.

The squatting tenant men nodded and wondered and drew figures in the dust, and yes, they knew, God knows. If the dust only wouldn't fly. If the top would only stay on the soil, it might not be so bad.

The owner men went on leading to their point: You know the land's getting poorer. You know what cotton does to the land; robs it, sucks all the blood out of it.

The squatters nodded—they knew, God knew. If they could only rotate the crops they might pump blood back into the land.

Well, it's too late. And the owner men explained the workings and the thinkings of the monster that was stronger than they were. A man can hold land if he can just eat and pay taxes; he can do that.

Yes, he can do that until his crops fail one day and he has to borrow money from the bank.

But—you see, a bank or a company can't do that, because those creatures don't breathe air, don't eat side-meat. They breathe profits; they eat the interest on money. If they don't get it, they die the way you die without air, without side-meat. It is a sad thing, but it is so. It is just so.

The squatting men raised their eyes to understand. Can't we just hang on? Maybe the next year will be a good year. God knows how much cotton next year. And with all the wars—God knows what price cotton will bring. Don't they make explosives out of cotton? And uniforms? Get enough wars and cotton'll hit the ceiling. Next year, maybe. They looked up questioningly.

We can't depend on it. The bank—the monster has to have profits all the time. It can't wait. It'll die. No, taxes go on. When the monster stops growing, it dies. It can't stay one size.

Soft fingers began to tap the sill of the car window, and the hard fingers tightened on the restless drawing sticks. In the doorways of the sun-beaten tenant houses, women sighed and then shifted feet so that the one that had been down was now on top, and the toes working. Dogs came sniffing near the owner cars and wetted on all four tires one after another. And chickens lay in the sunny dust and fluffed their feathers to get the cleansing dust down to the skin. In the little sties the pigs grunted inquiringly over the muddy remnants of the slops.

The squatting men looked down again. What do you want us to do? We can't take less share of the crop—we're half starved now. The kids are hungry all the time. We got no clothes, torn an' ragged. If all the neighbors weren't the same, we'd be ashamed to go to meeting.

And at last the owner men came to the point. The tenant system won't work any more. One man on a tractor can take the place of twelve or fourteen families. Pay him a wage and take all the crop. We have to do it. We don't like to do it. But the monster's sick. Something's happened to the monster.

But you'll kill the land with cotton.

We know. We've got to take cotton quick before the land dies. Then we'll sell the land. Lots of families in the East would like to own a piece of land.

The tenant men looked up alarmed. But what'll happen to us? How'll we eat?

You'll have to get off the land. The plows'll go through the dooryard.

And now the squatting men stood up angrily. Grampa took up the land, and he had to kill the Indians and drive them away. And Pa was born here, and he killed weeds and snakes. Then a bad year came and he had to borrow a little money. An' we was born here. There in the door—our children born here. And Pa had to borrow money. The bank owned the land then, but we stayed and we got a little bit of what we raised.

We know that—all that. It's not us, it's the bank. A bank isn't like a man. Or an owner with fifty thousand acres, he isn't like a man either. That's the monster.

Sure, cried the tenant men, but it's our land. We measured it and broke it up. We were born on it, and we got killed on it, died on it. Even if it's no good, it's still ours. That's what makes it ours—being born on it, working it, dying on it. That makes ownership, not a paper with numbers on it.

We're sorry. It's not us. It's the monster. The bank isn't like a man.

Yes, but the bank is only made of men.

No, you're wrong there—quite wrong there. The bank is something else than men. It happens that every man in a bank hates what the bank does, and yet the bank does it. The bank is something more than men, I tell you. It's the monster. Men made it, but they can't control it.

The tenants cried, Grampa killed Indians, Pa killed snakes for the land. Maybe we can kill banks—they're worse than Indians and snakes. Maybe we got to fight to keep our land, like Pa and Grampa did.

And now the owner men grew angry. You'll have to go.

But it's ours, the tenant men cried. We—

QUESTION:

Give a critical analysis of this passage, making sure you show how its themes are related to those of the novel, *Grapes of Wrath*.

2.

IN this way the second phase began. It was as though he had fallen into a sewer. As upon another life he looked back upon that first hard and manlike surrender, that surrender terrific and hard, like the breaking down of a spiritual skeleton the very sound of whose snapping fibers could be heard almost by the physical ear, so that the act of capitulation was anticlimax, as when a defeated general on the day after the last battle, shaved overnight and with his boots cleaned of the mud of combat, surrenders his sword to a committee.

The sewer ran only by night. The days were the same as they had ever been. He went to work at half past six in the morning. He would leave the cabin without looking toward the house at all. At six in the evening he returned, again without even looking toward the house. He washed and changed to the white shirt and the dark creased trousers and went to the kitchen and found his supper waiting on the table and he sat and ate it, still without having seen her at all. But he knew that she was in the house and that the coming of dark within the old walls was breaking down

something and leaving it corrupt with waiting. He knew how she had spent the day; that her days also were no different from what they had always been, as if in her case too another person had lived them. All day long he would imagine her, going about her housework, sitting for that unvarying period at the scarred desk, or talking, listening, to the negro women who came to the house from both directions up and down the road, following paths which had been years in the wearing and which radiated from the house like wheelspokes. What they talked about to her he did not know, though he had watched them approaching the house in a manner not exactly secret, yet purposeful, entering usually singly though sometimes in twos and threes, in their aprons and headrags and now and then with a man's coat thrown about their shoulders, emerging again and returning down the radiating paths not fast and yet not loitering. They would be brief in his mind, thinking *Now she is doing this. Now she is doing that* not thinking much about her. He believed that during the day she thought no more about him than he did about her, too. Even when at night, in her dark bedroom, she insisted on telling him in tedious detail the trivial matters of her day and insisted on his telling her of his day in turn, it was in the fashion of lovers: that imperious and insatiable demand that the trivial details of both days be put into words, without any need to listen to the telling. Then he would finish his supper and go to her where she waited. Often he would not hurry. As time went on and the novelty of the second phase began to wear off and become habit, he would stand in the kitchen door and look out across the dusk and see, perhaps with foreboding and premonition, the savage and lonely street which he had chosen of his own will, waiting for him, thinking *This is not my life. I dont belong here*

At first it shocked him: the abject fury of the New England glacier exposed suddenly to the fire of the New England biblical hell. Perhaps he was aware of the abnegation in it: the imperious and fierce urgency that concealed an actual despair at frustrate and irrevocable years, which she appeared to attempt to compensate each night as if she believed that it would be the last night on earth by damning herself forever to the hell of her forefathers, by living not alone in sin but in filth. She had an avidity for the forbidden wordsymbols; an insatiable appetite for the sound of them on his tongue and on her own. She revealed the terrible and impersonal curiosity of a child about forbidden subjects and objects; that rapt and tireless and detached interest of a surgeon in the physical body and its possibilities. And by day he would see the calm, coldfaced, almost manlike, almost middleaged woman who had lived for twenty years alone, without any feminine fears at all, in a lonely house in a neighborhood populated, when at all, by negroes, who spent a certain portion of each day sitting tranquilly at a desk and writing tranquilly for the eyes of both youth and age the practical advice of a combined priest and banker and trained nurse.

During that period (it could not be called a honeymoon) Christmas watched her pass through every avatar of a woman in love. Soon she more than shocked him: she astonished and bewildered him. She surprised and took him unawares with fits of jealous rage. She could have had no such experience at all, and there was neither reason for the scene nor any possible protagonist: he knew that she knew that. It was as if she had invented the whole thing deliberately, for the purpose of playing it out like a play. Yet she did it with such fury, with such convincingness and such conviction, that on the first occasion he thought that she was under a delusion and the third time he thought that she was mad. She revealed an unexpected and infallible instinct for intrigue. She insisted on a place for concealing notes, letters. It was in a hollow fence post below the rotting stable. He never saw her put a note there, yet she insisted on his visiting it daily; when he did so, the letter would be there. When he did not and lied to her, he would find that she had already set traps to catch him in the lie; she cried, wept.

Sometimes the notes would tell him not to come until a certain hour, to that house which no white person save himself had entered in years and in which for twenty years now she had been all night alone; for a whole week she forced him to climb into a window to come to her. He would do so and sometimes he would have to seek her about the dark house until he found her, hidden, in closets, in empty rooms, waiting, panting, her eyes in the dark glowing like the eyes of cats. Now and then she appointed trysts beneath certain shrubs about the grounds, where he would find her naked, or with her clothing half torn to ribbons upon her, in the wild throes of nymphomania, her body gleaming in the slow shifting from one to another of such formally erotic attitudes and gestures as a Beardsley of the time of Petronius might have drawn. She would be wild then, in the close, breathing halfdark without walls, with her wild hair, each strand of which would seem to come alive like octopus tentacles, and her wild hands and her breathing: "Negrol Negrol Negrol!"

QUESTIONS:

This passage begins to deal with the complete corruption of Joanna Burden. Her and Joe's relationship went through three distinct phases. The first was the seduction then came the wild "throes of nymphomania" and finally the third phase was Joanna's attempt to change Joe.

- (a) Discuss how this second phase is related to the first;
- (b) Discuss how this second phase is related to the third;
- (c) Give reason(s) why Joe kills Joanna in this chapter.

3

SECTION B

3. Lionel Trilling says that Jim is Huck's "true father". Defend or refute this statement.
4. Define Uncle Tom in terms of his Christianity.
5. How can the word *humanism* be applied to *The Grapes of Wrath*?
6. "I gave a clumsy, conversational kind of speech to the folks, black and white, reciting what I felt and thought about the world, what I remembered about my life, about being a Negro..... Later I learned that I had accidentally blundered into the secret black hidden core of race relations in the United States. That core is this: nobody is expected to speak honestly about this problem" - Richard Wright at Fisk University, 1942. Discuss **Black Boy** in relation to this "core of race relations in the United States."

SECTION C

7. Christianity, particularly puritanism or Calvinism, is key to an appreciation of much of American literature. Taking any two texts you have read, discuss the concept of Christianity and its influence on American life.
8. The concept of "The American Dream" has been used to explain much of the "drive" in many an American.. Using any two texts you have studied give a critical analysis of this concept.

End of Examination

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1996/98 ACADEMIC YEAR DEFERRED/SUPPLEMENTARY EXAMINATIONS -
OCTOBER 1998

E/LAL 425 - THEORETICAL SYNTAX

TIME ALLOWED: THREE (3) HOURS

INSTRUCTIONS: Attempt any ten (10) questions

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

1. Briefly characterize the following Linguistic theories:
 - (a) Systemic Linguistics
 - (b) stratificational Linguistics
2. Name and explain any two (2) major differences between the standard Theory of Generative- Transformational Grammar and Government-Binding Theory.
3. With examples, explain the difference between *PRO* and *pro* in Government-Binding.
4. Discuss the following:
 - (a) Theta-Criterion
 - (b) Control Theory
5. Explain the Projection Principle
6. Exemplify the following in Government-Binding:
 - (a) Anaphora
 - (b) Pronominal
7. Using tree-diagramming, write a brief account of Affix Hopping in English.
8. Formulate and exemplify the Dative Movement rule in English
9. With one example, discuss the concept of government in Government-Binding
10. Explain the following concepts in Government-Binding
 - (a) binding
 - (b) bounding
11. With one example, explain what is meant by move-alpha

12. Write brief notes on:
 - (a) extraction rite
 - (b) landing rite
13. With examples, write brief notes on the following:
 - (a) case, Case
 - (b) empty categories

END OF EXAMINATION

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1997/98 ACADEMIC YEAR SECOND SEMESTER
DEFERRED / SUPPLEMENTARY EXAMINATIONS

EC 125 - INTRODUCTION TO MACROECONOMICS

TIME: THREE HOURS

INSTRUCTIONS: ANSWER QUESTION THREE QUESTIONS

1. (a). What is monetary policy ?
(b). How can the central bank use it to achieve macroeconomic goals ?
 2. Clearly explain how imports and the marginal propensity to save influence the multiplier.
 3. Using diagrams show the relationship between interest rates, the marginal efficiency of investment, and investment levels. What factors are important in determining levels of investment ?
 4. With the help of diagrams show the circular flow of income in an open economy. What are the difficulties that can be faced in the measuring of national income ?
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
 SCHOOL OF HUMANITIES AND SOCIAL SCIENCE
 1996/98 ACADEMIC YEAR DISTANCE EDUCATION FINAL EXAMINATIONS
 EC125: INTRODUCTION TO MACROECONOMICS.

TIME: TWO HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS.

1. Define and distinguish between;

- (a) Depreciation and devaluation of the exchange rate.
- (b) Visible trade and invisible trade.
- (c) In-payments and out-payments in the balance of payment
- (d) Absolute advantage and comparative advantage.

2. (a) With the aid of the diagram, explain the three methods used to measuring national income in a closed economy with no government sector. What are the determinants of national income in an open economy.

The table below shows how the value added for the food sector can be computed.

Stage of Production	Sales of Receipts (K'000')	Cost of Intermediate	Value Added (K'000)
Wheat	24	-0	
Flour	33	-24	
Baked dough	60		
Delivered bread	90		
<hr/>			
Total			

(b) Complete the table and calculate the total valued added for the whole sector.

3. Given a fractional reserve system, explain how commercial banks create credits (or money). State and explain the advantages and disadvantages of the barter system.

4. Define inflation, and state and explain cures of cures of inflation. Explain the trade off between inflation and unemployment, Does this trade off explain the nature of inflation and unemployment Zambia's? Discuss.
5. (a) State and explain briefly the reasons why international trade is essential for the prosperity of a nation.

The table below shows labour requirements in the production of wheat and cloth for Canada and India.

Products	Canada hours Of labor	India hours of labour
90 kg wheat	1	10
1 metre of cloth	2	10

- (b) Using the information in the table below, calculate and show which country has absolute advantage and comparative advantage in the two production lines.

END OF EXAMINATION

UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS
EC125: INTRODUCTION TO MACROECONOMICS.

TIME: THREE HOURS.

INSTRUCTIONS: ANSWER QUESTION ONE AND THREE OTHER QUESTIONS.

1. Write short notes on the following:
 - a). Marginal propensity to consume.
 - b). Accelerator principle.
 - c). Marginal efficiency of investment
 - d). Official settlements account
 - e). Equilibrium
2. Give five macroeconomic goals that are generally accepted as desirable, and discuss the policy tools that maybe used to achieve the goals.
3. The size of multiplier effects is influenced by many factors. Discuss at least four factors.
4. (a). Given the following information, show that the gross national expenditure and the gross national income are equal.

Consumption	75
Business retained earnings	10
Exports - Imports	-2
Disposable personal income	100
Net Taxes	15
Government Imports	27
Investment	25

- (b). What are the determinants of national income.
 5. "The most important invention ever made for the development of civilisation was that of money." Discuss this dictum.
-

END OF EXAMINATION.

THE UNIVERSITY OF ZAMBIA

1996/98 UNIVERSITY DISTANCE EDUCATION SUPPLEMENTARY
EXAMINATIONS: -
THURSDAY , NOVEMBER 12, 1998.

EC215:

INTERMEDIATE MICROECONOMIC THEORY.

TIME: ONE HOUR

INSTRUCTIONS: ANSWER TWO QUESTIONS ONLY.

1. Explain three of the following using graphs, for a homogenous production function.
 - (a) Constant Returns to Scale.
 - (b) Decreasing Returns to Scale.
 - (c) Increasing Returns to Scale.

 2. Briefly explain with the aid of diagram the relationship between average total cost curve and average variable cost curve.

 3. Explain the Pareto - Optimality criterion of product -mix.
-

END OF EXAMINATIONS.

THE UNIVERSITY OF ZAMBIA

1996/98 UNIVERSITY DISTANCE EDUCATION FINAL EXAMINATIONS -
THURSDAY , SEPTEMBER 17, 1998.

EC215:

INTERMEDIATE MICROECONOMIC THEORY.

TIME: THREE HOURS.

INSTRUCTIONS: ANSWER SIX QUESTIONS: AT LEAST TWO
FROM EACH PART .

PART 1.

1. Explain three of the following:
 - (a) Law of Substitution.
 - (b) Indifference Curve
 - (c) Utility Function
 - (d) Assumptions about consumer preferences.
2. Briefly explain with the aid of diagrams the following;
 - (a) Consumer's equilibrium given a change in income.
 - (b) Consumer's equilibrium given a change in price of a good.
3. What is the economic significance of the slope of the budget line?
4. Explain by using graphical analysis the income and substitution effects for a normal good, in the case of a rise in price.
5. Show that the marginal revenue (MR) has a relationship with the price elasticity of demand, (e) [Hint.: Show that $MR = P(1 - 1/e)$].

PART 2.

6. Complete the Table below.

Labour(L)	Total Product(TP _L)	Marginal Product(MP _L)	Average Product(AP _L)
-----	0		
1	8		
2	32		
3	48		
4	56		
5	60		
6	60		
7	56		

7. Explain the following;

- (a) Marginal rate of technical substitution(MRTS).
- (b) The relationship between marginal product and MRTS
- (c) Returns to scale.

8. Explain with the aid of a graph the general equilibrium of exchange.

PART 3.

9. Explain three of the following criteria of social welfare;

- (a) Growth of GNP criterion.
- (b) Bentham's criterion.
- (c) Cardinalist criterion.
- (d) Pareto - Optimality criterion.
- (e) The Kaldor - Hicks 'Compensation' criterion.

10. State the marginal conditions for the following;

- (a) Distributive efficiency.
- (b) Allocative efficiency.
- (c) Efficiency in composition of output.

END OF EXAMINATIONS.

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1996/98 ACADEMIC YEAR SECOND SEMESTER DISTANCE
EDUCATION FINAL EXAMINATIONS
EC 225-INTERMEDIATE MACRO ECONOMICS

TIME: TWO HOURS.

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS.

1. Discuss the key macro economic aggregates and outline their importance.
 2. Using the IS-LM analysis, discuss the interdependence between money, output and interest rates.
 3. Why is it possible for inflation to exist even when the economy is not at full employment?
 4. Discuss the various methods of National Income Accounting.
 5. (a) Outline the various types of unemployment.
(b) What are the costs associated with these types of unemployment?
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

EC 225: INTERMEDIATE MACROECONOMICS.

TIME: TWO HOURS.

INSTRUCTIONS: ANSWER ALL THE QUESTIONS.

1. Consider the following structural representation of an economy:

$$Y = C + I + G \quad (\text{GNP Identity})$$

$$C = C'(Y - T), \quad 0 < C' < 1 \quad (\text{Consumption Function})$$

$$I = I'(r - \pi) \quad I' < 0 \quad (\text{Investment function})$$

$$\frac{M}{P} = m(r, y), \quad m_r < 0; m_y > 0 \quad (\text{Money Market Equilibrium})$$

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

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

- (a) Consider the effect of the fiscal policy consisting of an increase in government spending, G . What are its impacts on real GNP, Y and on nominal interest rate r ? Compare the effects above to those of monetary policy consisting of an increase in real money supply, $\frac{M}{P}$. Which policy option would you choose? Explain.
- (b) Compare and contrast the fiscal policy consisting of an increase in government spending, G , to the fiscal policy of increasing tax collection, T . What are the impacts of these two

- types of policies on real GNP, Y and nominal interest rate, r ? Which policy option would you choose in order to reduce inflation? Explain.
2. (a) Explain the short-run trade-off between inflation and unemployment as depicted by the Phillips Curve. How does stagflation contradict the Phillips curve?.
- (b) Define the terms "internal equilibrium" and "external equilibrium" for an open economy. What adjustments would you make to the conventional IS-LM model in an open economy?
-

END OF EXAMINATION

UNIVERSITY OF ZAMBIA

DEFERRED/SUPPLEMENTARY EXAMINATIONS-OCTOBER 1998

EC315: PUBLIC FINANCE

TIME: TWO HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS

1. Since the 1980s, there has been a world-wide trend towards deregulation, privatization and reliance on the market system. A consequence of this trend is the close scrutiny of the role of the state in a market system.
 - (a) Characterize the functions of the state in a market system. On purely economic grounds, what are the reasons for government intervention in the functioning of the market system? Explain.
 - (b) Distinguish between private finance and public finances. What are the problems of public finance in a developing country like Zambia?
 2. Taxation has been characterized as the art of plucking the feathers of a bird without killing the bird. In other words, taxation is by nature a delicate task.
 - (a) What are the objectives of taxation? Explain.
 - (b) What are the features (i.e., canons) of a good tax system? Explain.
 3. A tax has its initial impact, but it is not necessary that the incidence must rest at the point of impact. Tax incidence theory is therefore concerned with determining the economic agents that finally bears the burden of a tax.
 - (a) Compare and contrast partial equilibrium and general equilibrium analysis of tax incidence.
 - (b) Assuming a two sector model with commodities X and Y, explain the impact of specific tax on X in a general equilibrium context.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

1996/98 UNIVERSITY SECOND SEMESTER EXAMINATIONS - MONDAY,
SEPTEMBER 10, 1998.

EC322: INTRODUCTION TO ECONOMETRICS.

TIME: THREE HOURS.

INSTRUCTIONS: ANSWER FOUR QUESTIONS. AT LEAST ONE QUESTION
FROM PART A.

STATISTICAL TABLES ARE PROVIDED.

PART A.

1. Show that the Maximum Likelihood estimators of α and β are the same as the least squares estimators, in a bi-variate case model.
2. Using a bivariate case model, Show that the slope estimator of the population regression function (PRF) is ;
 - (a) Linear combination of the dependent variable sample observations.
 - (b) An unbiased estimator.
 - (c) Consistent.
3. Use either the χ^2 - test or F - test for the following;
 - (a) Suppose that a random sample of 31 observations from a normal population gives a sample variance, S^2 , of 12. Test the hypothesis that the true variance is 9. Use $\alpha = 5\%$.
 - (b) From the Econometrics scores for males and females, we got the variances for males (46.61) and for females (83.88). The number of observations were 24 or 23 degrees of freedom each. Assuming that these variances represent a sample from a much larger population of econometrics scores, test the hypothesis that the male and female population variances on the econometric scores are the same. Use 1% level of significance.

PART B.

4. You are given the following results of the two linear regression models for Sugar's demand function.

$$(i) \hat{Y}_i = 49.667 - 2.1576X_i \quad r^2 = 0.9757$$

$$se = (0.7464) (0.1203) \quad df = 8$$

$$t = (66.538) (-17.935)$$

where,

Y = Quantity of Sugar sold,

X = Average wholesale price of Sugar.

and

$$(ii) \ln \hat{Y}_i = 3.9617 - 0.2272 \ln X_i$$

$$se = (0.0416) (0.025)$$

$$t = (95.261) (-9.0821) \quad r^2 = 0.9116$$

(a) Can you compare the above two models on the basis of r^2 and their slope coefficients? Explain.

(b) Briefly explain the best way of specifying a model involving the above cases.

(c) Briefly explain the concept of the returns to scale in a multiple log-linear regression model below;

$$\hat{Y}_i = -3.338 + 1.499 \ln X_2 + 0.49 \ln X_3$$

$$t \quad (-1.36) \quad (2.8) \quad (4.8) \quad R^2 = 0.889$$

Where, Y = National Output; X_2 = labour input; X_3 = capital input.

5. Answer all the **THREE** parts of this question.

(a) State the nature, assumptions and use(s) of the Durbin-Watson d Test or DW test.

(b) You are given the following regression model for the demand for Chicken;

$$\ln \hat{Y}_i = 2.0328 + 0.4515 \ln X_2 - 0.3722 \ln X_3 \quad R^2 = 0.9801, \bar{R}^2 = 0.9781$$

$$t = (17.497) \quad (18.284) \quad (-5.8647)$$

$$n = 23, \quad DW = 1.8756$$

Test the null hypothesis that there is no autocorrelation at (i) 5% and (ii) 1% levels of significance.

(c) For the model above, the number of positive residuals is 7 and the number of negative residuals is 16 and the number of runs is 9. Use the Runs Test to test the null hypothesis.

For
Calculations
purposes

6. Answer all the four parts of this question.

(a) How might heteroscedasticity arise?

(b) Explain why heteroscedastic disturbances have consequences for the validity of t and F tests.

(c) Explain the Park Test of heteroscedasticity.

(d) Given,

$$Y_i = \beta_1 + \beta_2 X_i + U_i$$

$$\text{Var}(U_i) = \sigma^2 X_i^2$$

Show how this model can be transformed so that the disturbances have constant variance.

END OF EXAMINATIONS.

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1996/98 ACADEMIC YEAR SECOND SEMESTER DEFERRED
EXAMINATIONS
EC 412: INTERNATIONAL FINANCE

TIME: TWO HOURS.

INSTRUCTIONS: ANSWER THREE QUESTIONS. ONE QUESTION FROM EACH SECTION.

SECTION A

1. Compare and contrast between the following theories of exchange rate determination.
 - (i) Integrated approach.
 - (ii) Monetary approach.
2. Discuss the function of forward markets in international trade showing the determination of the forward exchange rate.

SECTION B

3. Derive the interest arbitrage condition showing how an investor can use it to make investment decisions.
4. Critically discuss the options available for an importer to protect himself or herself against fluctuations in the foreign exchange markets.

SECTION C

5. Critically discuss Balance of Payments adjustment under both flexible and fixed exchange rate regimes.
6. Discuss the events leading to the collapse of the Brettonwoods system.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL
EXAMINATIONS
EC 412: INTERNATIONAL FINANCE

TIME: THREE HOURS.

INSTRUCTIONS: ANSWER FOUR QUESTIONS. ONE QUESTION FROM EACH SECTION.

SECTION A

1. (a) Define an exchange rate and state its importance in international trade.
(b) Briefly discuss in a concise manner the major tenets of the following theories of exchange rate determination.
 - (i) Elasticities approach
 - (ii) Integrated approach.
 - (iii) Monetary approach.
2. Critically discuss the monetary approach to exchange rate determination.

SECTION B

3. Discuss the determination of the forward exchange rate. Clearly show graphically and mathematically the role played by arbitrageurs, speculators and hedgers.
4. (a) Given that an investor has the option of investing abroad and locally, show through the derivation of the interest arbitrage condition how such an investor can best utilise the available funds.
(b) Discuss the options available for an importer to protect himself or herself against fluctuations in the foreign exchange markets.

SECTION C

5. Critically discuss Balance of Payments adjustment under both flexible and fixed exchange rate regimes.
6. Give a detailed account of the contents of the Balance of Payments accounts. Take care to clearly distinguish between the basic and overall balance.

SECTION D

7. Discuss the inception and collapse of the Bretton Woods system, precisely stating the reasons that led to the outlined events.
 8. Outline the birth and development of euromarkets.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

EC 422: ISSUES IN DEVELOPMENT

TIME: TWO HOURS.

INSTRUCTIONS: ANSWER ANY FOUR QUESTIONS.

1. It is customary to distinguish among various stages of economic integration:
 - a) Provide a short description of each of those stages.
 - b) Explain the two main theoretical approaches to economic integration.
 - c) Discuss the advantages and disadvantages of economic integration for the development of Zambia.
 2. Explain the ZOPP- approach for project planning. Explain in detail the Project Planning Matrix. Discuss the advantages and disadvantages of the ZOPP-approach.
 3. The word "participation" is very much used in the context of development. Please define participation. Explain why participation is important. Describe how participation on community level can be promoted by development agencies.
 4. Discuss the role of motivation in development. Discuss the Maslows hierarchy of needs. What measures would you take as a good manager to motivate your employees?.
 5. While studying different issues in the context of development, the lack of good management was mentioned many times to explain failure or inefficiencies in development programs. As an economist, agricultural economist or public administrator, you are going to play a role that could have implications for the development of your country. This is true independently if you work for the government or for a private company. Explain at least five indicators of good management.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA.

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

EC435: NATURAL RESOURCE ECONOMICS.

TIME: TWO HOURS.

INSTRUCTION: ANSWER TWO QUESTIONS. ONE FROM EACH SECTION.

SECTION A.

1. (a) State and explain the Faustmann Principle of forestry both in single and multiple rotation scenarios? What would be the implication of incorporating non-timber benefits (environmental benefits) in the Faustmann multiple rotation principle or model on the decision to preserve (conserve) or harvest the forest stand?

(b) Discuss in details the reasons often advanced by economist and policy makers in support of government intervention in the allocation of water resource.

2. (a) What is forest resource rent? Using an appropriate diagram, explain why increasing the stumpage fee **may** not be a prudent policy for regulating the exploitation of natural (indigenous) timber resources. How should an efficient stumpage fee be determined?

(b) Using an appropriate theoretical construct (diagram), illustrate and explain the alternative forest land uses, and how the land under sustainable (plantation) forestry can be expanded.

SECTION B.

3. (a) Schaefer (1957) formulated the biological growth model of fisheries which relates fish population to its stock, (holding such factors as environmental fluctuations constant). State and explain the Schaefer's fishery growth model and show by means of calculus that the maximum sustainable yield occurs when the stock is at half the environmental carrying capacity.
- (b) State and critically analyze the various regulatory instruments (policies) often used to manage fishery resources both in the short and ~~medium~~ ^{long} term.
4. "When fashion is a valued characteristic for consumers, it is possible to conceive "fashion obsolescence" as merely a special case of functional obsolescence." Discuss. Distinguish between common property and open access resources. Are common property resources in Zambia characterized by the tragedy of the commons? Explain with relevant examples.
5. Discounting is preferred by economists to calculate the present value of a stream of costs and benefits associated with a project or policy. What in your view are the justifications for natural resources economists to support discounting? What are the implications of using high positive discount rate on the extraction path of renewable and non-renewable resources? Explain.

END OF EXAMINATION.

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL
EXAMINATIONS.

EC 925: INDUSTRIAL ORGANIZATION

TIME: TWO HOURS.

INSTRUCTIONS: ANSWER ANY FIVE QUESTIONS.

1. Graphically show and explain the nature of the long-run cost curves as depicted in textbooks and as hypothesized from empirical work. Explain five major sources of economies of scale.
 2. If opportunity arises, it is normal for firms to collude to fix prices. Analyse the six main conditions favouring collusion.
 3. What do we mean by the minimum efficient scale of a plant? Depict it graphically. The opaque beer industry in Lusaka has low economies of scale. The minimum efficient scale for an opaque brewery plant is 250 barrels of opaque beer per week. Lusaka has a population of about 2 million people who consume 2,700 barrels of opaque beer per week. Each barrel costs K200,000.00 each. Advise on how many opaque brewery plants are sustainable in the Lusaka opaque beer market.
 4. Compare the traditional objective of the firm and the alternative hypothesis of sales maximization subject to a minimum profit constraint. Is there any contradiction?
 5. It is argued that price control as a means of market allocation leads to the restriction of output, an illegal secondary market and misallocation of resources. Illustrate this situation using the model of perfect competition.
 6. Discuss full employment, equity, profitability and allocative efficiency as measures of market performance. Relate the discussion to the model of perfect competition.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

EC955: HEALTH ECONOMICS

TIME: TWO HOURS.

INSTRUCTIONS: ANSWER ANY TWO QUESTIONS.

1. Using the integrated framework of the Grossman model, explain how a consumer maximizes utility subject both to time and money constraints in a given period by:

- (i) allocating time between work and leisure;
- (ii) spending leisure time on health and non-health activities;
- (iii) spending earned income on health (medical) and non-health (home goods) resources; and
- (iv) producing health capital that may help in future years.

2. (a) Discuss the circumstances under which a consumer might choose to purchase health insurance.

(b) Explain how the optimal premium would be determined by an insurance company.

(C) What is the optimal level of insurance coverage a consumer would choose?

(d) In the context of insurance, explain the meaning and implications of moral hazard.

3. (a) Distinguish between technical and allocative efficiency. Discuss the recently developed Data Envelopment and Stochastic Frontier methods of measuring efficiency of hospitals and other health institutions.

(b) What is equity in health and health care? Why is equity very important?

4. The mission statement of the Zambian government for the health sector is “to provide all Zambians with equitable access to cost-effective quality health care as close to the family as possible.”

In the light of the above statement, discuss the prevailing state of health and health care in Zambia and critically evaluate the various policy measures which government has put in place in order to realize its mission.

END OF EXAMINATION

UNIVERSITY OF ZAMBIA
UNIVERSITY EXAMINATIONS-SEPTEMBER 1998

FR 432 ; PAPER I
ADVANCED STUDIES IN TRANSLATION

TIME : THREE HOURS

N.B. : TRANSLATE THE FOLLOWING TEXT INTO ENGLISH

BOITE DE VITESSE

Le convertisseur de couple diffère de l'embrayage hydraulique par le réacteur entre la roue de pompe et la roue de turbine. Pour pouvoir rester à l'intérieur de cette plage de régime à n'importe quelle vitesse de marche, on a besoin d'une boîte de vitesses qui assure la démultiplication du régime. Sur les voitures particulières on utilise des boîtes de vitesses à engrenages synchronisés (boîtes mécanique), boîtes semi-automatiques (convertisseur de couple accouplé à une boîte de vitesses à engrenages), boîtes automatiques (convertisseur de couple ou embrayage hydraulique en liaison avec une boîte à trains épicycloïdaux à changement automatique des rapports).

BOITES DE VITESSES MECANIQUE

La boîte de vitesses comprend un carter, un arbre primaire, un arbre secondaire, un arbre intermédiaire (pas toujours), des engrenages (un train de pignons pour chaque rapport), une tringlerie de changement de vitesses, des fourchettes, des manchons et des pièces de synchronisation.

FONCTIONNEMENT

Dans la boîte de vitesses à engrenages synchronisés tous les trains de pignons sont en prise. Les pignons montés sur l'arbre intermédiaire sont solidaires de celui-ci, tandis que les pignons montés sur l'arbre secondaire sont fous. Pour rendre un pignon solidaire de l'arbre secondaire, il faut d'abord, à l'aide de la tringlerie de changement de vitesses, faire venir le manchon baladeur en contact avec un pignon. Une vitesse est alors engagée.

SYNCHRONISATION

Tous les pignons de la boîte étant en prise, ils tournent donc en permanence (pendant le fonctionnement). Ayant des démultiplications diverses ils ont cependant des vitesses de rotation différentes de celle de l'arbre secondaire sur lequel est monté le manchon-baladeur.

Pour passer une vitesse, il faut diminuer ou augmenter la vitesse de rotation du pignon correspondant, jusqu'à ce qu'elle soit synchronisée avec celle du manchon-baladeur. Cette diminution ou augmentation de la vitesse du pignon est assurée par le synchroniseur. Il fonctionne suivant le principe d'un embrayage à friction muni, soit de cônes intérieur et extérieur, soit de disques à friction.

BOITES DE VITESSES AUTOMATIQUE

La boîte de vitesses automatique se compose en général d'un convertisseur de couple ou d'un embrayage hydraulique, accouplé à un groupe de trains épicycloïdaux.

Avec la boîte de vitesses automatique, il n'est plus nécessaire de débrayer à l'aide d'une pédale d'embrayage (pas de pédale). Le passage des vitesses se fait automatiquement en fonction de la vitesse de marche, du régime moteur, de la position du levier sélecteur et de celle de l'accélérateur.

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1996/98 SUPPLEMENTARY/DEFERRED SECOND SEMESTER EXAMINATION

H 131
(DISTANCE EDUCATION)

Answer **three** (3) questions.

1. Critically assess this definition of History. "History explains the character and development of the contemporary world; it is the fragmentary record of human past experience and wisdom, above all it is a series of methods for distilling truth in the complicated web of human affairs."
2. Critically assess the importance of using Linguistics and Archaeology as sources of history. Illustrate your answer.
3. Spot the mistakes in the following entries:

(a) Footnote entries

1. Phiri James; "Aids to Reflection" in The Complete Works of Phiri Jameson, edited by Insaka Presses, Lusaka; 1964: p. 30-64.
2. Dorothy Mwale; Thomas Nawa; Musonda Mutale; "General History of Zambia": Vol. I "Prehistoric peoples of Zambia" Ndola, Printpak, 1967, pp.20.
3. Chama Micheal Food Riots in Lusaka published in, "Journal of African History", Vol. 25, no. 20, Lusaka; University of Zambia Library. July 1975.

(b) Bibliographical entries

Dickson Mabvuto; Our African Origins in "The Story of Africa", published by Durand Inc; Vol. 1, pp. 140-3.

National Archives of Zambia, KDB 20/4; Lusaka: Health Report on Dr Kenneth Kaunda, 1945-1991, p. 20.

4. What do you know about :
 - (a) endnote
 - (b) interpolations
 - (c) interdisciplinary methods.
 - (d) Annotated Bibliography
 - (e) 13,000 B.P.
5. What are the merits and demerits of Oral Tradition?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

H 132

THEMES IN MODERN WORLD HISTORY

TIME: THREE HOURS

INSTRUCTIONS: Answer three (3) questions, at least one from each section.

Section A:

1. What was the impact of the use of fire on the humanization process?
2. Religion played an important role in the Egyptian society during the dynastic period. Explain.
3. What factors contributed to the rise of the kingdoms of Nubia and Axum?
4. What was the impact of the desiccation of the Sahara on the Neolithic Community?

Section B:

1. Assess the factors that led to the rise, growth and eventual decline of the empire of Mwenemutapa.
 2. Discuss the motives and impact of European voyages of discovery during the 15th century.
 3. Discuss the impact of the transatlantic slave trade on the British economy.
-

END OF EXAMINATION.

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES 1996/98 ACADEMIC YEAR SECOND SEMESTER DEFERRED EXAMINATIONS

H232

HISTORY OF MODERN AFRICA: 1900 TO THE PRESENT (DISTANCE EDUCATION)

TIME: THREE HOURS

INSTRUCTIONS: Answer **three** questions; at least **one** question from **each** section.

SECTION A

1. Show how and why Africa became involved in the First World War when it was essentially a European war.
2. Would you agree that the British policy of Indirect Rule was meant to preserve the African political, social and cultural institutions in the wake of modernisation?
3. Assess the importance of taxation in the establishment of the colonial economy.
4. Critically examine the view that Christianity was an agent of imperialism in Africa during the colonial period.

SECTION B

5. Define the term "ethnicity" and then discuss the reasons for its growth in independent Africa.
6. Explain the term "irredentism". What factors account for its growth in independent Africa?
7. Discuss the factors that led to the rise of African nationalism.
8. What is "neo-colonialism"? Discuss how independent African states have experienced "neo-colonialism".

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

H 232

HISTORY OF MODERN AFRICA FROM 1900

TIME: Three (3) Hours

INSTRUCTIONS: Answer any **three** questions.

1. Explain the importance of (a) 'independent religious movements'; and (b) 'movements of educated elites in the secondary resistance to colonial rule between 1918 and 1939.
 2. Explain the differences in the process of decolonization between any two regions or countries in Africa.
 3. How were the chiefs used as bait by the English and French colonizers in order to rule their subjects?
 4. What role did the missionaries play in spreading education in colonial Africa?
 5. Discuss the reasons for the rise of African Nationalism after 1945.
 6. Show how the Bantustan policy fitted in the *apartheid* system in South Africa.
 7. Why did some African regimes opt for socialism after independence?
 8. What do you understand by the term *ethnicity*? Discuss the reasons for its growth in independent Africa.
 9. Describe the steps leading to the independence of either (a) Zimbabwe, or (b) Namibia.
-

END OF EXAMINATION.

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

(DISTANCE EDUCATION)

H 241

THE CAPITALIST ECONOMIC SYSTEM: 1914 TO THE PRESENT

TIME: THREE HOURS

INSTRUCTIONS: Answer *three* questions.

1. What do you understand by the term feudalism? Discuss the main features of the feudal mode of production in Western Europe.
2. What role did technology play in the growth of the European economy before 1500?
3. To what extent could the decline of feudalism be attributed to the growth of trade and towns?
4. Consider the impact of mercantilism on economic growth in Europe in the seventeenth and eighteenth centuries.
5. How correct is the argument that "the sixteenth to seventeenth century was a period of primitive accumulation"?
6. How significant was the role of agriculture in the industrialisation of Britain?
7. What was the impact of long-distance trade on the economy of medieval Europe?
8. Is the view that the slave trade contributed to the industrialisation of Europe tenable?

END OF EXAMINATION.

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

H242

THE CAPITALIST ECONOMIC SYSTEM: 1914 TO THE PRESENT

TIME: Three Hours

INSTRUCTIONS: Answer THREE questions; at least ONE from EACH section.

SECTION A

1. What was the impact of the 1900-1914 economic boom on Europe?
2. Discuss the reasons why Lenin's interpretation of imperialism has been criticised by other scholars.
3. Assess the contribution of John Maynard Keynes to world economic thought.
4. What factors necessitated the formation of economic *blocs* after 1945?

SECTION B

5. "Without multinational corporations Third World development would come to a virtual stand still." Discuss.
6. Examine the role played by Margaret Thatcher and Ronald Reagan in "New Capitalism".
7. Assess the view that "the more a country borrows from the IMF and the World Bank the more it sinks into economic problems."
8. What has been the impact of industrialisation on the world environment?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

H 322

TWENTIETH CENTURY EUROPE

TIME: THREE HOURS

ANSWER: Three questions; at least *one* from *each* section

SECTION A

1. How far did the personalities of Wilson, Lloyd George and Clemenceau play a dominant role in Paris in 1919?
2. EITHER: What role did World War I play in explaining the Russian Revolution and the Bolsheviks' rise to power?

OR: In the image of the educated public and many scholars, two revolutions occurred in Russia in 1917: a democratic revolution in February and a communist coup d'etat that overthrew the democratic regime in October. Discuss.
3. Who was Trotsky and what part did he play in Soviet history to his death in 1940?
4. EITHER: Discuss the role Victor Emmanuel III played in the 1922 crisis in Italy.

OR: Was Mussolini an opportunist and if he was, which incidents show this opportunism?

SECTION B

5. EITHER: Discuss the steps taken by Hitler to consolidate his power and that of the Nazi party after the attainment of power in January 1933.

OR: Would you agree with the argument that "The Second World War was Hitler's personal war in many senses, because he intended it, he prepared for it, and he chose the moment for launching it"?

6. Should fascism be distinguished from communism? Why or why not?
 7. Discuss the impact of the two world wars on colonialism.
 8. Discuss the view that “the Cold War was a consequence of lack of political understanding by both the Soviet Union and the United States of America as to the objectives of the other”.
-

END OF EXAMINATION

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

**1996/98 ACADEMIC YEAR SECOND SEMESTER SUPPLEMENTARY/
DEFERRED EXAMINATIONS.**

H412: LAND AND LABOUR IN CENTRAL AFRICA: COLONIAL PERIOD TO THE PRESENT

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS.

1. Was Thangata a beneficial system to Africans in Colonial Malawi?
2. What were the socio-economic effects of labour migration on the rural areas of Central Africa?
3. What was the role of the colonial state in the development of white settler agriculture in colonial Malawi?
4. What is worker consciousness? What forms did it take in the mines of Central Africa?
5. Critically analyse the causes of the Chilembwe uprising of 1915 in southern Malawi?
6. Assess the role of the compound system in the mining industry in colonial southern Africa.
7. Discuss the role of the colonial state in the development of agriculture in Northern Rhodesia.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

H 442

HISTORY OF THE SOVIET UNION: 1945 TO THE PRESENT

TIME: THREE HOURS

INSTRUCTIONS: Answer *three* questions, at least *one* from each section

SECTION A

1. How successful was Brezhnev's policy of *detente*?
2. "Conflict of interests was the main source of political problems between the Soviet Union and China up to the 1980's." Discuss.
3. Compare the Soviet policy of "Intransigence" and the American policy of "containment".
4. "The Cuban Missile Crisis displayed Soviet impotence in the East-West balance of power". Do you agree?

SECTION B

5. What was the impact of Gorbachev's reforms on Eastern Europe?
 6. Assess the view that "by embarking on *Perestroika* and *Glasnost* Gorbachev dug his own grave".
 7. How has China been able to maintain Communism even after the collapse of the Soviet Union?
 8. What has been the impact of the disintegration of the Soviet Union on world politics?
-

END OF EXAM

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

1996/98 ACADEMIC YEAR SECOND SEMESTER UNIVERSITY EXAMINATIONS:
AUGUST/SEPTEMBER 1998

H932: HISTORY OF SOUTHERN AFRICA SINCE THE 1800S

TIME: THREE HOURS.

ANSWER: THREE QUESTIONS, AT LEAST ONE QUESTION FROM EACH SECTION.
EACH CARRYING EQUAL WEIGHT.

SECTION A

1. EITHER
- (a) "Underdevelopment and not progress was the distinctive feature of peasant production in the period 1890-1914." Discuss this view with reference to the African peasantry in South Africa.

OR

- (b) 'Capitalist farming would never have been viable without direct and indirect aid from the state'. Discuss this proposition with reference to either South Africa or colonial Zimbabwe since the Second World War.
2. To what extent did the growth of secondary industry in South Africa since the First World War a result of the intervention of the state?
3. What was the influence of "the Poor White Problem" on the policy of successive South African governments in the period between Union and the Second World War?
4. Did restrictions imposed on the mobility and employment of African labour by successive South African governments since 1910 favour or damage the interests of employers?
5. Among the schools of thought which attempted to define and explain apartheid are the liberal/bourgeois and the radical/Marxist. Outline the major arguments of each school, and in the light of your answer, explain which school explained the reality of the situation, and why.

SECTION B

6. Explain the position of the African National Congress, Pan African Congress and the various Black Consciousness movements on the South African national question. Which position do you sympathise with and why?

7. EITHER

(a) In what ways did South Africa successfully transform her neighbours into her economic clients in the post union years? Answer with reference to two of the following: Batsutoland, Bechuanaland Protectorate, Swaziland, South West Africa and Mozambique.

OR

(b) Is it tenable to argue that the independence for the former High Commission Territories are a myth? Discuss with reference to the twentieth century history of any one of the former High Commission Territories of Botswana, Lesotho and Swaziland.

8. EITHER

(a) Why was the coup in Lisbon in April 1974 a disaster for the government of South Africa, and how did South Africa respond?

OR

(b) To what extent did the liberated areas of Angola and Mozambique during the anti-Portuguese war provide a social-economic blueprint for a future socialist society in Southern Africa?

9. The formation of the Southern African Development Coordination Conference (SADCC) in 1980 was applauded as a challenge to South Africa's economic domination of the Southern African sub-region.

EITHER

(a) How successful was SADCC in disengaging from South Africa's economic domination?

OR

(b) Does South Africa's membership as the 11th member of the Southern African Development Community (SADC) in August 1994 mean the perpetuation of South Africa's economic domination of the sub-region?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

LAL 112: INTRODUCTION TO LINGUISTICS

TIME: THREE (3) HOURS

INSTRUCTIONS:

- (a) Attempt all sections as follows:
 - Two (2) questions from section A;
 - Four (4) questions from section B;
 - Four (4) questions from section C;
 - Four (4) questions from section D;
 - Three (3) questions from section E and
 - Three (3) questions from section F.

- (B) All examples from languages other than English must be followed by translations in English as follows:
Nyanga: Munthu: Person

- WEIGHTING:**
- (A) The examination counts for 50% of the total marks of the course.

 - (B) All questions carry equal marks.
-
-

SECTION A - GENERAL LINGUISTICS

1. To what extent is linguistics a science?

2. Explain any five (5) of the following:
 - (a) synchronic linguistics
 - (b) diachronic linguistics
 - (c) sociolinguistics
 - (d) psycholinguistics
 - (e) pragmatics
 - (f) dialectology
 - (g) contrastive linguistics

3. Explain the following:
 - (a) The nature - convention controversy
 - (b) The analogy - anomaly controversy

4. Explain the following
 - (a) 'langue' and 'parole'
 - (b) paradigmatic relation and syntagmatic relation.
5. Are comparative linguistics and contrastive linguistics the same?

SECTION B PHONETICS

6. Name and define the three main branches of phonetics.
7. Explain the difference between
 - (a) active and passive articulators
 - (b) segments in free variation and segments in complementary distribution.
8. (a) Mention the three major criteria used in describing and classifying consonant sound segments.
 (b) What are the different articulatory parameters that we have to take into account when describing and classifying vowels of a language?
9. Describe in articulatory terms each of the following phonemes
 - (a) β (b) n (c) m (d) ~~ɒ~~ (e) j (f) i
 - (g) e (h) ~~œ~~ (i) u (j) g.
10. Using symbols of the International Phonetic Alphabet (IPA) transcribe phonetically each of the following phonemes
 - (a) a voiced bilabial nasal *ɱ*
 - (b) a voiceless labiodental fricative
 - (c) a voiced labiodental fricative
 - (d) a voiced alveolar fricative
 - (e) a voiceless alveolar fricative
11. Mention two differences between consonants and vowels.

SECTION C

12. Explain the following statement:
 "Phonology, in a sense, begins where phonetics leaves off".
13. With examples explain five (5) of the following:
 - (a) suprasegmental phoneme
 - (b) segmental phoneme
 - (c) phoneme
 - (d) allophone
 - (e) minimal pair
 - (f) distinctiveness
 - (g) phone

14. What is an open syllable and what is a closed syllable? Give five (5) examples of each.
15. Given the following rules to account for the syllable structure in Bantu languages:
- (a) word - 6, where $n > 1$ (ie a word is made of atleast one syllable)
 - (b) C (onset) ^{Nuclei} ~~Nuclei~~
 - (c) Onset - (pre margin) margin (post margin)
 - (d) Premargin - (+Nasal)
 - (e) Margin - C (c = consonant)
 - (f) Post Margin - S (s= semi-vowel)
 - (g) ~~Nuclei~~ - V (v-vowel)

Show the syllable structure of any two (2) of the following words using tree diagrams.

- (a) Mwana
 - (b) atate
 - (c) munda
 - (d) kulima
16. Define any two (2) of the following phonetic feature(s) and give two (2) phonemes (sounds) that have the feature(s) or are (+) the features you have defined.
- (a) delayed release
 - (b) strident
 - (c) continuant
 - (d) nasal
 - (e) anterior
17. Write brief notes on any one (1) of the following sets of rules.
- (a) deletion and insertion rules
 - (b) assimilation and dissimilation rules

SECTION D - MORPHOLOGY

18. With examples, explain the following:
- (a) morph
 - (b) morpheme
 - (c) allomorph

19. With examples explain any two (2) of the following
- stem and root
 - suffix and prefix
 - inflectional and derivational morphemes
 - bound and free morphemes
 - lexical and grammatical morphemes
20. With examples, discuss the following
- verb prefix
 - verb preprefix
 - verb postprefix
 - object marker
 - verb extension
21. Make a morphological analysis of the following English words by showing their component morphemes.
- ungrateful
 - thankfulness
 - headmasters
 - precolonial
 - blackboards
22. Translate the following English sentence into a Bantu language of your choice and thereafter make a morphological analysis of the Bantu structure. Your morphological analysis should include the identification and naming of the morphemes that make up the Bantu verbal structure:
- “They will not come”
23. With five (5) concrete examples, explain any two (2) of the following
- word form
 - lexeme
 - citation form
 - grammatical word

SECTION E - SYNTAX

24. A sentence may be defined as a group of words containing a subject and a predicate. Explain and illustrate what is meant by ‘subject’ and ‘predicate’.
25. Give and illustrate five ‘major’ word level categories.
26. Can you name the phrasal categories of the underlined parts of the following sentences.
- John and Mary attended all the lectures in the course diligently.
 - John and Mary attended all the lectures in the course diligently.

- (c) John and Mary attended all the lectures in the course diligently.
- (d) John and Mary attended all the lectures in the course diligently.
- (e) John and Mary attended all the lectures in the course diligently

27. Identify the objects and complements in any two (2) of the following sentences

- (a) The woman is now a lecturer.
- (b) She died last year in a road accident.
- (c) The people elected him president of the club.
- (d) He told me about his daughter living in Lesotho.

28. Explain and exemplify any two (2) types of sentences distinguished on the basis of discourse functions.

SECTION F- SEMANTICS, SOCIOLINGUISTICS AND SIGN LANGUAGE

29. With examples, define two (2) of the following.

- (a) synonym
- (b) antonym
- (c) paraphrase
- (d) hyponym

30. Write brief notes on five (5) of the following:

- (a) dialect
- (b) sociolect
- (c) lect
- (d) speech community
- (e) lingua franca
- (f) standard language
- (g) bilingualism
- (h) multilingualism
- (i) code-switching

31. State what is meant by exoglossia and endoglossia

32. Discuss the origins of signs.

33. Explain what is meant by any two (2) of the following.

- (a) dominant hand
- (b) subordinate hand
- (c) two-handed sign
- (d) double-handed sign
- (e) signing space.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1996/98 ACADEMIC SECOND SEMESTER FINAL EXAMINATIONS

LAL212: STUDIES IN NON-BANTU LANGUAGES OF AFRICA (Internal Course)

TIME ALLOWED: THREE (3) HOURS

INSTRUCTIONS: Attempt ten (10) questions in all as follows: (a) any five (5) questions from Section A, (b) any three (3) questions from section B, AND(C) any two (2) questions from section C.

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

SECTION A

1. Explain what is meant by 'Sub-Saharan Fragmentation Belt'.
2. Explain what the Latin Phrases **nomen regens** and **nomen rectum** mean. Exemplify.
3. Name and locate any four (4) languages or language groups of North-Eastern Africa.
4. Discuss the structure of the root and the stem in Amharic.
5. Provide a comprehensive morphological analysis of the following data from Amharic:

/yisbrnbbɔr/	'I had broken'
/yisbrn/	'I break'
/Ljɔcc/	'boys'
/innisbr/	'we are breaking'
/alsbbɔr/	'you do not break'
6. Write an account of gender marking in Amharic.
7. Explain grammatical number in Amharic.
8. Discuss the structure of phrases in Amharic and draw a conclusion on the syntactic classification of the language.

SECTION B

9. With examples, discuss the indefiniteness/definiteness alternation in:
(a) either Gola or Bulom;
(b) kpelle.
10. In the list of languages or language groups below, indicate which languages or language groups have a nominal class system:

West Atlantic, Mande, Songhai, Kru, Gur, 'Togo Remnant Languages'.
11. Show how grammatical number is expressed in:
(a) the west Atlantic languages;
(b) the Mande languages;
(c) Songhai;
(d) Kru languages.
12. With examples, provide an account of grammatical number and gender in Maasai.
13. What happens in Acoli to a vowel before possessive suffixes of the second persons? Exemplify.
14. What phonological phenomenon is exemplified by the following data from Nkonya, a language of Ghana:

puli/plui	'to dig out'
ofuli/oflui	'white loam'
fole/floe	'to blow'
kol /klo	'one'

SECTION C

15. Explain the following:
(a) T/K opposition;
(b) N/K opposition.
16. With examples, discuss grammatical number in either Mba or Bongo-Baguirmi.
17. With examples, discuss grammatical gender in any one of the following languages or language groups:
(a) Zande;
(b) Iraqw;
(c) Bongo-Baguirmi.
18. With examples from any Non-Bantu language(s) of Africa, explain the term 'Case'.

End of Exam

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATION

LAL222: READINGS IN ZAMBIAN LANGUAGES

TIME: THREE (3) HOURS

INSTRUCTIONS TO CANDIDATES:

This paper comprises sections 1 and 2. The question in section 1 is compulsory. Choose only two questions from section 2. If A question has parts (i.e. a, b...), you shall answer all parts. All questions carry equal marks.

NOTE TO THE EXAMINERS:

Students should be permitted to enter the examination room with novels, compilation of Poems and Pamphlets of either plays or overviews of novels. The books should be literary works in Zambian Languages. The Pamphlets/Batches should contain translated overviews of literary works in Zambian Languages.

SECTION 1

You **must answer one** of the two questions in this section.

EITHER:

1. *Munampande* and *Imbila ya Bulanda* are both didactic.
 - (a) How is didacticism presented in the two books?
 - (b) What is the common theme of the two books? And what techniques have been used to present it in both books? (Compare and contrast the techniques)

OR

2. Compare and contrast the use of the journey motif in *Kalenga ndi Munzace* and *Mubekwabekwa*.

SECTION 2:

Answer **only two** questions from this section.

1. In terms of theme, *Sewero La Ula* and *Kancule na Lona* are similar.
 - (a) What is the common theme of both plays?
 - (b) How do the plays compare stylistically? Compare and contrast.
2. Using a poem in your language:
 - (a) Demonstrate the use of symbols to present theme.
 - (b) Illustrate the difference between imagery and symbolism.
 - (c) Explain the relationship between form, context and the length of a poem.
3. Pick a short novel in any Zambian language and say how it could have been made longer.
4. Using a play and a novel in any Zambian Language, illustrate the similarities and differences of the two genres - fiction and drama.
5. Using a poem in any Zambian Language:
 - (a) Explain the difference between the conveyed meaning and the intended meaning (surface and deep).
 - (b) In what type of poetry is this distinction better demonstrated? And, why?
6. Novels in Zambian languages tend to exploit oral techniques. Using a novel in any Zambian language, cite the techniques used and say which one(s) has/have been advantageous to works in Zambian languages and which one(s) has/have been detrimental.

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATION

LAL 312: THE SYNTAX AND SEMANTICS OF A BANTU LANGUAGE

TIME ALLOWED: THREE (3) HOURS

INSTRUCTIONS:

- (a) Attempt any ten (10) questions.
- (b) For each question, choose as target language any one of the following languages: Bemba, Lozi, Nyanja, Tonga, Swahili. For each example, name the language and give an English gloss.

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

ACCOMPANYING MATERIALS: One one-page sheet entitled "SOME PS-RULES AND MORPHOSYNTACTIC RULES FOR BANTU".

SECTION A

1. Write brief notes and examples on the following:
 - (a) dislocation;
 - (b) parataxis;
 - (c) asterisked form;
 - (d) appositive clause;
 - (e) catenative verb.
2. Give
 - (a) two biclausal sentences; and
 - (b) two sentences made of a matrix clause and an embedded clause.
3. Compare and contrast equational and identificational sentences in English and in Bantu.
4. With examples, write an account of cleft and pseudo-cleft sentences in Bantu.
5. With examples, write an account of the uses of that-clauses in Bantu.
6. How does the There-Insertion Rule operate in your target language?
7. Topicalization may be viewed as a kind of Copying Rule. Explain and exemplify.

8. Bantu languages make much use of cleft and pseudo-cleft sentences in direct questions. Explain and exemplify.
9. Name and exemplify any two (2) types of syntactic transformation.
10. Write an account of conditional clauses in Swahili.
11. Does Swahili have locative classes? Discuss.
12. Among the rules provided on the sheet attached herewith, two rules account for deep-structure coordination. Discuss, compare/contrast and exemplify the two rules. Use tree-diagrams in your exemplification.
13. With examples, enumerate the factors contributing to the semantic interpretation of utterances.
14. With examples, write brief notes on the following:
 - (a) synonymy;
 - (b) antonymy;
 - (c) homonymy;
 - (d) paronymy;
 - (e) presupposition.

End of Examination

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS**

LAL 322: PROJECT IN AFRICAN ORAL LITERATURE

TIME: THREE (3) HOURS

INSTRUCTIONS: Answer three (3) questions, one (1) from each section.

WEIGHT: The examination counts for 40% of the total marks.

SECTION A

1. A saying goes, 'Language is life and language manipulates life itself and makes life what it is'. Expand this adage and show how the organisation of life is dependent on language.
2. From class discussions or your research conducted in your catchment area, write a short article on your findings on:

EITHER:

- (a) A narrative that is didactic to all ages in a society;

OR

- (b) Poetry or songs which impressed you;

OR

- (c) Riddles, Proverbs or sayings as they appear part and parcel of language use;

OR

- (d) The orality in the nomenclature of a language.

3. Show and discuss the main aspects of oral literature.

SECTION B

4. Discuss the role played by culture as a conditioning element of human behaviour.
5. Sociofacts are mainly anthropological in nature. Chose five (5) categories of

sociofacts and show how orality functions as the most effective medium employed to enhance them.

6. What are artifacts? Discuss their function in the customary arts and economic livelihood of a society.

SECTION C.

7. Socio-Linguistics is a necessary phenomenon in the orality of a society. Discuss.
8. Analyse the following story in terms of characterisation, theme(s), setting etc.

SHE WAS UNADVISABLE

She had shaped and tuned her life to that of a sex-worker. She violated the Nacimbusa orders. She lost her marriage and had only one child picked from the bush, so they say. Her sister Ntengelenji got fed up of advising her strongly against her behaviour. Nalwendi was unworried and despised all the counselling. It became her way of life. Ntengelenji that evening uttered, 'A child who does not hear had a beard germinating at the back of his head.'

As usual she was on one of her night sprees. She picked a taxi free of charge and went to the Malila Ngoma night club. Nalwendo was so happy to see numerous cars waiting outside. She entered and joined the dancers. Seated was an immaculately dressed young man. She pulled out of the crowd and danced near Bobo. Bobo admired Nalwendo's dancing. She was well built and wriggled rhythmically to the tune of the song. She realised that she was marvelled at.

Bobo soliloquised 'mmh, the legs, the steak behind, the figure and eyes, I shall pick on this one'. Bobo beckoned at Nalwendo by rolling about his eye balls indicating they should go outside. Nalwendo did not hesitate. She was led to a black car and off they drove without conversation. Nalwendo thought, 'he who accompanies you is thanked at day-break,' so I shall go wherever he takes me to and I shall thank him later.

They came to a very beautiful house and entered. Nalwendo had never before seen such wealth in a house. They had a few drinks and snacks. Then they went into the bedroom and Nalwendo still admired the affluence. They slept. Bobo instructed that she should not awaken him when she leaves in the morning. He handed to her a bundle of paper notes and said 'this is a million'. Nalwendo put the bundle in her handbag.

It took a long time for her to sleep because of thoughts about money. At about sunrise when she woke up she found herself between two graves. She opened her bag and found a black handkerchief. She was mad and ran away. She narrated the story to Ntengelenji. The sister remarked, 'A sixth finger will never grow between the thumb and the pointing finger.'

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATION

LAL432: WRITINGS IN AFRICAN LANGUAGES

TIME: THREE (3) HOURS

INSTRUCTIONS:

Attempt question one (1) which is compulsory, in section A.
Select any two (2) questions from section B and two from section
C.
Answer five (5) questions in all.

WEIGHT: The Examination counts for 50% of the total marks.

SECTION A

1. (a) Describe the evolution of writing. Show its stages and mention 4 nationalities which became involved in the development of writing.
- (b) Comment on materials used in writing in the early days, and later developments up to the present day ink and paper.
- (c) Elaborate on *phonetic*, *phonemic* and *morphophonemic* spellings and give examples of any one system or two employed in your language.

SECTION B

2. Translate the beginning of this story and later complete it in any logical and appropriate way in the language way in the language of your choice.
Your translation and story completion should not be more than 2 pages. Give the title of the story

STORY

Finally the Freedom fighter was caught and roughed up. He was blind-folded as the police were instructed. He was to be brought to the charge office dead or alive. He was regarded as a hard core criminal and was on the wanted list. Fundulu knew that was his last day to see the sun. He was folded and tied like a parcel of clothes. The Police pushed him into the boot of a very small car. They drove off hurling curses and insults at him.

3. Write a poem or narrative on your own life experiences or any subject of your choice.
4. Write a two page prose passage about life as you see it and how it changes according to your own experience in Zambia.

SECTION C:

5. Using the proofreading symbols introduced to you in the course, edit only **one** of the following passages.

NYANJA

Nthawiyo gulira yunifomu itakwana ngoza anapitanaye kusitolo mai wake wamungono uja Naomi. Ndalama zo gulira Ngoza zobvula zasukulu zinacoka kuthandizo imene anapereka anthu amigodi zaatate ake zimene anagwirira nchito pa mugodi. Po pita ku sitolo kukayezi ngoza analindi malita yemwe anakamu perekeza ni amai ake. Kusitolo kuja kukayezi ana pezako ana enanso ambiri ocoka kumizi ina ofuna kugula zo bvala zasukulu. Ana amene anakumana kuja anali ocoka kumasukulu osiyanasiyana conco ngakalenso pofuna mutundu wa yunifomu anasiyanasno. Yena kusukulu kwao anawanza nsalu za dwambe za maderesi natinso akasoketse malaya ojera obvalira mdelesi amene wa, malaya wo anawacha kuti mabulanzi.

BEMBA

Cali nimu mwaka wa 1945 ilo ba Namutale bapelwa umwana naumbi u mwa ume uo bainike shina lya Mulenga. Mulenga alino mubili u suma ngashi ilo afwelwe, kabili alemoneka uwa cenjelesa ngashi. A bantu bonse abaleisa mu ku mumona baleti fye Eya! E bana aba, abkuti napoulemulela necilumba nacisa. Lelo kuce shamo ba nyina tabaleumfwabwino nakalya balelwala panuma yakupapa. Kucipatala kulya shinganga ulya abebele ati "Mukwai, imwe ubulelwe mulwele tabwafishe iyo pantu umulop eo twasango kutila naucepa mumubili. Lelo ngacakutula mwalikwata abantu aba kuti bamu pelako mulopa kuti mwaba fye bwino mumilungufyeyinono.

TONGA

Buzuba oobu kwakali marnfwumwfu. Chisi conse cakali kwuumwine mbuli kuti ca sikilwa atakondi. haatimba wa kali muntu uuyanda ku beleka-beleka alubuwa. Nakamana kuma mani, wakaya mumbewu kutiasimpe cisyu. Tariaakali kulimvwa kabotu kuula cisyumaninyika yakulilimina kuyiliko. Mbwakamanizizya biyo kusimpa cisyu wakabweza jamba kuti asyezilindi mwa kali kuyanda kuti mafwuleenke. Kata natalika kusya kwakabola mootokala, wakuyima kuze aalubuwa. Babwabwake bobilo bakaunka kumootokala kumwi bakakuwa. Haatimba wakambila musankwa wakali ku mu belekela hang'anda kuti akamujalunde simootokala kutegwa anjile mulubuwa. Mootokala wakanjila mulubuwa. Haadunka wakazwa mu mootokala wagama mpakali kusiya zilindi Haatimba. U umwi mubwa wakaboola kumununkizya amane wakatalika kulicuuzya alinguwe kumwi kapika pika mucila.

6. Trace the procedures in the processes of writing a book from the author to the time when it is read by the public - bearing in mind the roles of author, evaluator, editor and publisher and the legal involvements.
7. (a) Give the merits and demerits with respect to **your** language of the 1977 Zambian Languages Orthography produced by the Ministry of Education.
- (b) Also mention the problems faced by linguists when they first write down a language.

End of Examination

INSTRUCTIONS FOR CHECKING QUESTION PAPER PROOFS

HAL 432

- 1 Please check the proof at least **twice**; the first time to check layout, cover sheet, page and question numbers; subsequent times to check the accuracy of the text (meaning, punctuation, spelling, etc.).
- 2 Use a ruler to isolate one line at a time. Read each word, number and letter individually; do **not** let the eye run ahead, filling in the gaps of meaning.
- 3 Write corrections in **pencil** both in the margin and in the body of the text using the symbols below. Make notes from left to right; use both margins if necessary.
- 4 Summarise the changes required on the form overleaf and return this sheet with the marked proof.

Common Proof-reading Symbols

instruction	textual mark	marginal mark	example
align		<u>align</u>	<u>align</u>
apostrophe	L or /	ʹ or ʹ	ʹ
bold	<u>~~~~~</u>	<u>bold</u>	<u>bold</u>
capital	≡	<u>CAP</u>	<u>CAP</u>
centre	[]	<u>centre</u>	<u>Centre</u>
close space	⏏	⏏	⏏
comma	L or /	ʹ or ʹ	ʹ
dash: en	L or /	<u>en</u>	<u>en</u> L
delete	or H	∅	∅
delete & close up	I or H	∅	∅ ∅/
full stop	L or /	⊙ L or ⊙/	⊙
hyphen	L or /	H L or H/	H L
italics	—	<u>ital</u>	<u>ital</u>
indent		<u>indent</u>	<u>indent</u>
insert (caret)	L	'x' L	you L
justify	← [] →	<u>justify</u>	<u>justify</u>
lower case	circle material	<u>l.c.</u>	<u>l.c.</u>
new paragraph	//	<u>NP</u>	<u>NP</u>
quotation mark: double single	L or / L or /	ʹ or ʹ ʹ or ʹ	ʹ
run on		<u>run on</u>	<u>run on</u>
Roman/normal space	circle material L	<u>Rom</u> #L	<u>Rom</u> #L
stet (no change)	----	<u>stet</u> or ✓	<u>stet</u>
subscript	L or /	h	h ₂
substitute	or H	'x/	in the same way/
superscript	L or /	ʹ or ʹ	ʹ
transpose		<u>trs</u>	<u>trs</u>
typeface (fount)	circle material	<u>w.f.</u>	<u>w.f.</u>
underline	circle material	<u>underline</u>	<u>underline</u> <u>underline</u>

Typesetters Advice To Checkers:

When typesetters make proof corrections, they do NOT read the text! [***] They simply look ⏏ down both margins, read your marginal corrections and whatever they may be, make the requested changes so every correction you make must have a marginal mark/

All material to be rewritten must be written in the marginus, not in the text:-

Corrections to typescript are different!
Make it clear whether L are inserting material; (by putting a caret after it) or replacing material (by putting a slash, /, after it). To quote One expert: // "If corrections are slightly confusing or "obfuscatory", write the correct version of material in the margin.

as well as marking the text. If there are several corrections to a single line, marginal marks must go in the same order as the marks within the text.

Subscripts can be tricky! CO₂ should be CO₂. Superscripts are treated similarly; thus Cl⁺ becomes Cl⁺.

Finally, remember to put instructions all and marginal marks which are words into a circle. If you cannot find the mark you need, describe the change in words (in the margin) within a circle.

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

LAL915 - TERMINOLOGY AND TRANSLATION

TIME ALLOWED: THREE (3) HOURS

INSTRUCTIONS:

**Attempt any four (4) questions from Section A and any
Four (4) questions from Section B.**

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

SECTION A

1. Discuss the following statement:
 "Terminology can proceed by either semasiology or onomasiology."
2. Write an account of the analysis of nomenclature in terminology.
3. Explain any two (2) types of classification of lexical entries in a dictionary.
4. Define and exemplify the concept of neologism.
5. What is a 'semantic', or 'lexical', field? Exemplify using the Bemba word umuntu
(Human being).

SECTION B

6. How would you, as a linguist, advise the Zambian Government to develop Zambian
 languages terminologically?
7. List and explain any four (4) types of definition.
8. Write an account of how definitions of dictionary entries are arrived at.
9. Compare and contrast any two (2) theories of or approaches to translation.
10. Comment on text A, attached herewith, concerning terminology.
11. Comment on text B, attached herewith, concerning translation techniques.

war? What is your name? -*nika* *muru* *ishina*, to give a name; *e shina* *anika* *m-wine*, that is the name he gave to himself. -*para* (or -*putula*) *nye* *mashina*, to give oneself fancy names—*Bamo* *baputula* *nye* *amashina*, some people give fancy names—*ishina* *nye* *mupashi* (or *lya* *muteshina*, or *nye* *muroro*), the name of a spirit given to child at birth. A special evocation takes place on that occasion. Cf. -*nika*, 'Munshifika ku bwingi' *lapile* *shina*, 'he who does not mingle with the crowd is not given a name, i.e. remains unknown.

Ishinda (*ma*) N. (1) trail, track, traces (of people or animal). SYN. -*likuba*. -*lika* *mu* *mashinda* *ya* *kwa* *kampanda*, to follow in the tracks of so and so. *Ye shinda* (PL. *be shinda*), a person one likes to follow, on account of his generosity; *nalika* *kwishinda* *likulu*, I am in a good place, my host treats me generously. (2) *mashinda* *ya* *mfula*, light clouds. Formerly a sign of war or fight taking place elsewhere: *ama-shinda* *ya* *mfula* *yapikana*, *pali* *calo* *uko* *baletwe* *nkondo*, the light clouds are intertwining in the sky, there is a place where they are fighting. Cf. *myindi*: (3) *bwala* *bwe* *shinda*, beer offered to those who helped to bury a body. A small calabash of beer is placed on the road to the graveyard. The object of this offering is to wipe out the tracks of the mourners, so that 'death cannot find its way back to the village' (-*fulanganya* *mashinda*). SYN. -*shinaisha* *mashinda* or -*lofye* *shinda*.

Ishime (*ma*) N. a kind of plant of the rush family. Cf. *licinda*. *Ishingi* *lya* *bwala* (*ma*) N. a reed (*muire*) or bamboo (*llonge*) used in drinking beer. *Ishingwa* *ushia* (*ma*) N. old person lagging behind. ERYM. he who drags on the road (expressing distress). SYN. *mukoloci*. CONTRARY: *mpala* *li-bilo*.

Ishingwi ONOMAT. N. -*lishi* *shinshi* *mu*; *kulime* *mpua*, to throw rapidly sods of earth in making *mputas*. *Ishinte* (*ma*) N. (1) the stump of a tree: the foot of a tree or a plant; *purwilo* *mu*; *mwisinte*, cut the tree at the foot—*Fubindi* *ukurwala* *fitampila* *mwisinte*, the cucumbers start bearing at the foot

of the plant. (2) the big end of a pole; reed, etc.; *pa* *kusantia* *maire* *baire* *kwishine*, when splitting reeds trees start at the big end. (3) BY EXTENSION, stock, farm, stock; *e shine* *lyeva* *uko* *kwandu*, a *bâse*, that is the family stock from which we all originated. *Ishisa* (*ma*) N. small apron worn by women. DIM. *kaishisa*. SYN. *bukushisi*. Cf. *mulombe*.

Ishishi (*ma*) N. the stem of a Livingstone potato. (Same root-word as *mushishi*, hair) *Lishishi* *lya* *mumbi* *uko* *isendeme*, *eko* *ilewila*, where the creeps of a potato leans, there it falls. MEAN: The bad habits of a man will remain with him until death.

Ishitima (*ma*) N. a steamboat (from the English: steam); *ishitima* *lya* *pe*, a steamboat—*ishitima* *lya* *mutunda*, a train. SYN. *nshitima*. *Ishitolo* (*ma*) N. store (from the English. Cf. *litika*).

Ishitu (*ma*) a disobedient, stubborn person; *uli* *shitu*, you are a disobedient; fellow (you never do what you are told). Cf. *shishibala*. *Ishivi* (*ma*) N. (1) word, message, matter. DIM. *kalishivi*, AUG. *clishivi*. *Muire* *mba* *mashivi* *limo* *limo*, you must separate the words when writing—*Nd na* *kalishivi* *dkepi* *aka* *kulanda* *fyee*, I have only a small word to tell you—*Nimpeni* *mashivi* *ya* *kwaba* *ywo* *murandieko*, tell me the message I am to convey to that man you spoke about—*Mashivi* *ya* *pa* *mulu*, the unimportant matter in a case; *basosa* *nye* *mashivi* *ya* *pa* *mulu*, *mashivi* *ya* *panshi* *yashata*, they mentioned only the unimportant matter and omitted the important matter of the case—*Basosa* *lyonse* *ne* *mashivi* *ya* *panshi*, they mentioned all the matter pertaining to the case.

(2) voice; *lishivi* *lya* *pa* *mulu*, a soprano voice—*Lishivi* *lya* *panshi*, a bass voice. -*sansule* *shivi*, to raise the voice. SYN. -*umye* (or -*ikatishe* or -*inye* or -*lundumane*) *shivi*. -*lishi* *shivi*, to talk in whispers. -*ololoke* *shivi*, to have a sure, correct voice—*Amushibe* *shivi*, he knows him by his voice—*Bade* *shivi* *limo*, they are of the same opinion. SYN. -*sosela* (or -*wila*, *pano*, -*kome* *shivi*, to have lost voice (to have a cold). -*pange* *shivi*, to shout. -*lambikishie* *shivi*, to shout

from afar. SYN. -*pundisha*. -*finya* *mashivi* *mu* *kwimba*, to sing slowly. *Ishobo* (*ma*) N. an impolite manner of addressing a person, recalling one's past services, etc. DER. -*shoba*, -*shobola*. *Ishopo* (*ma*) N. same as *ishobo*. Also a shop (from the English). *Ishuko* (*ma*) N. a chance, luck, good fortune. DER. -*shuka*, -*nome* *shuko*, to be lucky. -*enda* *lye* *shuko*, to make a happy journey; -*ba* *ne* *shuko*, to be fortunate. Cf. *cipumpi*, *kasanshuko*. *Ishungwa* N. dizziness, giddiness. SYN. *lyaisa* *pa* *mbiso*, hunger makes you dizzy. Cf. -*shengula*. *Ishutu* (*ma*) N. Cf. PL. *mashutu*. *Isho* (*ma*) N. pubes. Cf. PL. *maso*, more used. *Isho* N. a black seed, used in the *cisolwa* game. Cf. *cisolwa*. *Isho* (*ma*) N. claws of the python at the rear end. *Isholongela* (*ma*) N. an abyss, pit, inaccessible place; *napiisa* *nwisolongela*, I threw it in a pit. SYN. *nsolongela*, *chongolwela*, *litambika*. FIG. a greedy person, impossible to satisfy. *Isonpa* (*ma*) N. *Isonpa* *hana*, nickname of the vulture (*likubi*). DER. -*sompa*. *Isonde* N. the vulture. Generally used with *pano*: *pano* *isonde*, in this world—*Pano* *isonde* *palitahwi*! One sees funny things in this world! Cf. *liakula* *masonde*, *chink* *sonde*. *Isonga* N. a war song; a chant of victory after having killed a wild animal; a dirge sung at the funeral of a personage. SYN. *malalia*. -*imbe* *songa*, to sing a war song, etc. *Isongole* (*ma*) N. fruit of the *kasongole* tree (the Kafir or wild orange). *Isonsolwa* (*ma*) N. shank bone nearly bare of meat. AUG. *cisanzolwa*. SYN. *ekolokotwa*. *Iisopo* (*ma*) N. soap (from the English). *Iisuku* (*ma*) N. fruit of the *musuku* tree. -*ipe* *suku*, to suck a *lisuku*. Cf. *likokolo* and prov. at -*finilla*. FIG. -*bweshsha* *masuku* *um* *clindi*, to return an unaccepted gift. Also: return gift for gift. *Iisumba* N. stupefaction. A sort of INTENSIVE IN: *campesha* *mano*, *capunia* *ne* *sumba*, it is completely beyond my understanding, it stupefies me! SYN. *campesha* *mano*.

Iisumbi N. envy. -*ba* *ne* *sumbi*, to be envious. Cf. -*sumbikila*. *Iisumbu* (*ma*) N. a net. Cf. *masumbu*. -*pike* *sumbu*, to make a net. -*lea* *masumbu*, to set nets. SYN. -*tantika* *masumbu*. *Lisumbu* *lya* *kuakile* *sabi*, a fishing net—*Lisumbu* *lya* *kuakile* *mpombo*, a hunting net. -*kobeka* *masumbu* *ku* *nambo*, to fix the hunting nets to the poles. -*andula* *masumbu*, to remove the nets. Cf. *nsanga*. FIG. *Babwanya* *balitee* *sumbu*, *lyokumana*, *tawakamone* *kakubukila*, the Bwanas have set a net all over the place, you will have nowhere to run. *Iisunga* N. dispersion; -*rite* *sunga*, to disperse, to be dispersed—*Bancite* *sunga*, *nshinwene* *pa* *kwikwala*, they have forced me to change domicile, I don't know where to settle. *Iisungulila* N. (rare) a cause of worry, despondency, fear. SYN. *lisulula*. DER. -*sungululo* *mutima*. -*soye* *sungulula*, to dishearten.

Iisunte (*ma*) N. a tuft of hair on top of head. *Iisusha* (*ma*) N. one who shames others, as in contradicting elders, etc. SYN. *lisebanya*. Cf. *musisisha*. *Iisusula* N. a cause of worry, despondency. DER. -*sisula*. SYN. *mana* *ganya*. Cf. *liputula*, *masana*, *lisakamika*. *Iiswau* (*ma*) N. sharp stake planted in game pit. PL. *maswau*, more used. *Iiabo* (*ma*) N. steps in staircase, etc. Cf. *tabululo* N. the explanation of one's case; *ai* *pe* *tabululo*, he is giving the explanation of his case—*Baniteka* *pe* *tabululo*, he was told to explain his case. DER. -*tabulula*. SYN. *pe* *tabululo*. Sometimes: tiresome repetition. *Aba* *ne* *tabululo*, he is a blusterer. *Iiabwa* N. country of the *Barabwa*. *Mu* *iabwa*, in the Tabwa country. *Iiabwawa* (*ma*) N. board, plank. SYN. *mbao*. *Iiafwali* (*ma*) N. a brick. -*bumba* *mafawali*, to make bricks. Cf. *lihanuna*. *Iiaka* (*ma*) N. (imported) a piece of cloth, a length of cloth. Cf. *likola*, *likunku*.

Iiaka (*ma*) (1) buttock, hip; *taurala* *auiteka* *matoko* *panshi*, you never knew what it was to sit down. MEAN: You never had a dwelling, you are always roaming about—*Mu* *usala* *ku* *matoko*

of the plant. (2) the big end of a pole; reed, etc.; *pa* *kusantia* *maire* *baire* *kwishine*, when splitting reeds trees start at the big end. (3) BY EXTENSION, stock, farm, stock; *e shine* *lyeva* *uko* *kwandu*, a *bâse*, that is the family stock from which we all originated. *Ishisa* (*ma*) N. small apron worn by women. DIM. *kaishisa*. SYN. *bukushisi*. Cf. *mulombe*.

Ishishi (*ma*) N. the stem of a Livingstone potato. (Same root-word as *mushishi*, hair) *Lishishi* *lya* *mumbi* *uko* *isendeme*, *eko* *ilewila*, where the creeps of a potato leans, there it falls. MEAN: The bad habits of a man will remain with him until death.

Ishitima (*ma*) N. a steamboat (from the English: steam); *ishitima* *lya* *pe*, a steamboat—*ishitima* *lya* *mutunda*, a train. SYN. *nshitima*. *Ishitolo* (*ma*) N. store (from the English. Cf. *litika*).

Ishitu (*ma*) a disobedient, stubborn person; *uli* *shitu*, you are a disobedient; fellow (you never do what you are told). Cf. *shishibala*. *Ishivi* (*ma*) N. (1) word, message, matter. DIM. *kalishivi*, AUG. *clishivi*. *Muire* *mba* *mashivi* *limo* *limo*, you must separate the words when writing—*Nd na* *kalishivi* *dkepi* *aka* *kulanda* *fyee*, I have only a small word to tell you—*Nimpeni* *mashivi* *ya* *kwaba* *ywo* *murandieko*, tell me the message I am to convey to that man you spoke about—*Mashivi* *ya* *pa* *mulu*, the unimportant matter in a case; *basosa* *nye* *mashivi* *ya* *pa* *mulu*, *mashivi* *ya* *panshi* *yashata*, they mentioned only the unimportant matter and omitted the important matter of the case—*Basosa* *lyonse* *ne* *mashivi* *ya* *panshi*, they mentioned all the matter pertaining to the case.

(2) voice; *lishivi* *lya* *pa* *mulu*, a soprano voice—*Lishivi* *lya* *panshi*, a bass voice. -*sansule* *shivi*, to raise the voice. SYN. -*umye* (or -*ikatishe* or -*inye* or -*lundumane*) *shivi*. -*lishi* *shivi*, to talk in whispers. -*ololoke* *shivi*, to have a sure, correct voice—*Amushibe* *shivi*, he knows him by his voice—*Bade* *shivi* *limo*, they are of the same opinion. SYN. -*sosela* (or -*wila*, *pano*, -*kome* *shivi*, to have lost voice (to have a cold). -*pange* *shivi*, to shout. -*lambikishie* *shivi*, to shout

from afar. SYN. -*pundisha*. -*finya* *mashivi* *mu* *kwimba*, to sing slowly. *Ishobo* (*ma*) N. an impolite manner of addressing a person, recalling one's past services, etc. DER. -*shoba*, -*shobola*. *Ishopo* (*ma*) N. same as *ishobo*. Also a shop (from the English). *Ishuko* (*ma*) N. a chance, luck, good fortune. DER. -*shuka*, -*nome* *shuko*, to be lucky. -*enda* *lye* *shuko*, to make a happy journey; -*ba* *ne* *shuko*, to be fortunate. Cf. *cipumpi*, *kasanshuko*. *Ishungwa* N. dizziness, giddiness. SYN. *lyaisa* *pa* *mbiso*, hunger makes you dizzy. Cf. -*shengula*. *Ishutu* (*ma*) N. Cf. PL. *mashutu*. *Isho* (*ma*) N. pubes. Cf. PL. *maso*, more used. *Isho* N. a black seed, used in the *cisolwa* game. Cf. *cisolwa*. *Isho* (*ma*) N. claws of the python at the rear end. *Isholongela* (*ma*) N. an abyss, pit, inaccessible place; *napiisa* *nwisolongela*, I threw it in a pit. SYN. *nsolongela*, *chongolwela*, *litambika*. FIG. a greedy person, impossible to satisfy. *Isonpa* (*ma*) N. *Isonpa* *hana*, nickname of the vulture (*likubi*). DER. -*sompa*. *Isonde* N. the vulture. Generally used with *pano*: *pano* *isonde*, in this world—*Pano* *isonde* *palitahwi*! One sees funny things in this world! Cf. *liakula* *masonde*, *chink* *sonde*. *Isonga* N. a war song; a chant of victory after having killed a wild animal; a dirge sung at the funeral of a personage. SYN. *malalia*. -*imbe* *songa*, to sing a war song, etc. *Isongole* (*ma*) N. fruit of the *kasongole* tree (the Kafir or wild orange). *Isonsolwa* (*ma*) N. shank bone nearly bare of meat. AUG. *cisanzolwa*. SYN. *ekolokotwa*. *Iisopo* (*ma*) N. soap (from the English). *Iisuku* (*ma*) N. fruit of the *musuku* tree. -*ipe* *suku*, to suck a *lisuku*. Cf. *likokolo* and prov. at -*finilla*. FIG. -*bweshsha* *masuku* *um* *clindi*, to return an unaccepted gift. Also: return gift for gift. *Iisumba* N. stupefaction. A sort of INTENSIVE IN: *campesha* *mano*, *capunia* *ne* *sumba*, it is completely beyond my understanding, it stupefies me! SYN. *campesha* *mano*.

BAMAYO APO MWIKELE TAMUTEMENWE

Leader	Bamayo apo mwikele tamutemenwe	Chorus	Ine nintemwa
	Bamayo apo mwikele tamutemenwe		Ine nintemwa
	Tamutemenwe		Ine nintemwa
	Eee tamutemenwe		Ine nintemwa
	Eee tamutemenwe		Ine nintemwa
	Eee tamutemenwe		Ine nintemwa
	Batata apo mwikele tamutemenwe		Ine nintemwa
	Batata apo mwikele tamutemenwe		Ine nintemwa
	Eee tamutemenwe		Ine nintemwa
	Eee tamutemenwe		Ine nintemwa
	Tamutemenwe		Ine nintemwa
	Eee tamutemenwe		Ine nintemwa

Umo lwalola: Cili ica buseko kuli ifwe fwe bafyashi pantu tuleufya unwana wesu.

Song no. 4 MOTHER, WHERE YOU'RE SEATED, AREN'T YOU HAPPY? Chorus

Leader	Mother, where you are seated, aren't you happy?	Me, I am happy.
	Mother, where you are seated, aren't you happy?	Me, I am happy.
	Aren't you happy?	Me, I am happy.
	Eee, aren't you happy?	Me, I am happy.
	Eee, aren't you happy?	Me, I am happy.
	Eee, aren't you happy?	Me, I am happy.

	Father, where you are seated, aren't you happy?	Me, I am happy.
	Father, where you are seated, aren't you happy?	Me, I am happy.
	Eh, aren't you happy?	Me, I am happy.
	Eh, aren't you happy?	Me, I am happy.
	Aren't you happy?	Me, I am happy.
	Eh, aren't you happy?	Me, I am happy.

All is repeated...

MEANING: Je, parents, are exceedingly happy because our daughter/ son is getting married.

Ulwimbo 5:

CIPAPA CHAMBALE MULILA

L.	Cipapa chambale mulila inwe	Ch.	Twakulakula twaleta
	Cipapa chambale mulila		Twakulakula twaleta
	Twakulakula twaleta		Twakulakula twaleta D.C.

UMO L. LOLA: Umutekawikwa ulila uyu twakuletela.

SONG 5

SKIN OF MBALE LONGING FOR

Skin of mbale longing for	We haul and bring
Skin of mbale longing for	We haul and bring
We haul and bring	We haul and bring

Meaning: The lover you have been longing for is brought here for you.

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

LAL 955: SELECTED TOPICS IN LITERATURE

TIME: THREE (3) HOURS

INSTRUCTIONS TO THE CANDIDATES:

Answer any three questions from this paper.
All questions carry equal marks.

NOTE TO THE EXAMINER: **The candidate is allowed to enter the examination room with up to three novels and three plays. These could be in either English or any Zambian Language.**

1. “.....’women’ can no more be allowed to stand for all women than can ‘man’ be allowed to stand for all members of the human species,” Kate Soper in Mary Evans (ed) 1994. Discuss.
2. Discuss the images of women in any literary work you have read.
3. Chinua Achebe’s *Anthills of the Savanna* and Ngugi Wa Thiongo’s *Devil On The Cross* are two works which were written to remedy the omission and/or misrepresentation of women in the two authors’ earlier works. Using at least one of them, explain whether the project is a success or a failure.
4. Women demand better images in literary works than those of the traditional mother, wife and prostitute. What challenges does this pose for the male writer?
5. Discuss at least three feminist critical theories you have learnt in this course.
6. Feminist criticism as a discourse poses a number of problems. Discuss any three major ones.
7. Write notes on the following:
 - (a) Muted and dominant discourse
 - (b) Castration and decapitation
 - (c) The ‘wild zone.’
 - (d) Writing, insemination and gestation
8. If patriarchal culture is the culture, patriarchal language the language, how can women talk about themselves? Can anyone really talk about women without ‘essentialising’ or ‘ghettolising’ them?
9. How far have Zambian feminist literary critics gone in achieving the objectives of feminist criticism?

THE UNIVERSITY OF ZAMBIA

UNIVERSITY FIRST SEMESTER EXAMINATIONS - MARCH 1998

MC 201

INTRODUCTION TO PRINT MEDIA REPORTING

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER THE QUESTION IN SECTION A WITHIN ONE HOUR AND THIRTY MINUTES, AND THEN TEN (10) QUESTIONS FROM SECTION B.

SECTION A

(THE TIME ALLOWED FOR THIS SECTION IS ONE AND A HALF HOURS ONLY).

1. Attached to this examination is a copy of a speech the Acting Vice-Chancellor of the University of Zambia, Prof. Mutale Chanda delivered at the 29th Graduation Ceremony of the Natural Resources Development College on 23rd December, 1997.

Assuming the speech was delivered today, write a news story for the Lusaka Star. The story should be exactly ten (10) paragraphs long including the intro.

SECTION B

2. List at least five ways or methods you can use to generate ideas. (6)
3. How do the following differ from each other? A contract, A tipster and an informant. (6)
4. What is the basic formula for news writing? (6)
5. What are the three processes you need to know in order to write with style? (6)
6. How can you improve on the readability of your news stories? (6)

7. What are the three 'good' reasons for using quotations in your writing? (6)
 8. How can you ensure that you have answered all your readers questions? (6)
 9. What is news and what are the questions you are supposed to ask yourself before handling a news story to your editor? (6)
 10. List the elements that should be contained in every news story. (6)
 11. What tips should you follow when interviewing? (6)
 12. When every word counts, how do you get it all down? (6)
-

END OF EXAMINATION.

GOOD LUCK!!!

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL
EXAMINATIONS

MC 202 BASIC REPORTING

TIME: THREE HOURS

INSTRUCTIONS: THE QUESTION IN SECTION A, AND THEN TEN QUESTIONS FROM SECTION B.

SECTION A:

THE TIME ALLOWED FOR THIS SECTION IS ONE AND A HALF HOURS ONLY.

1. Attached to this examination paper is part of the Zambia Sugar Annual Report for 1998, containing a statement by the Chairman, and the Managing Director's review of operations.

Assuming the report has just been released today, write a news story for The Lusaka Star. The story should be exactly ten (10) paragraphs long, including the intro. (You can make up the first names).

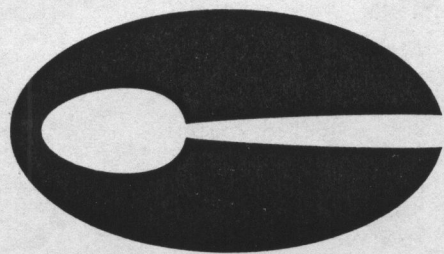
SECTION B

ANSWER ONLY TEN (10) QUESTIONS FROM THIS SECTION IN THE REMAINING ONE AND HALF HOURS.

2. According to Clive Barnes, drama critic for the New York Post, what does being a drama critic take? (6)
3. In business reporting, what or whom is referred to as "the hyper promoter?" (6)
4. List six (6) things that a local government reporter should do upon being assigned the beat. (6)
5. List and explain the restraint essentials which a Sports reporter should avoid. (6)
6. How does being a district reporter differ from being a business or sports reporter? (6)
7. Briefly describe what you think makes a good court reporter. (6)
8. State the two important specific points which should be noted

- about court reporting. (6)
9. What does 'ACCURACY' mean when it comes to Parliamentary reporting? (6)
 10. Briefly state what Francis Kasoma says is "the best starting point for efficient town reportage...". (6)
 11. List and explain at least two things that a business reporter should look out for. (6)
 12. Briefly describe what you think makes a good parliamentary reporter. (6)
 13. Why does Clive Barnes advise young reporters who wish to be drama critics to start as sports reporter? (6)

END OF EXAMINATION



Zambia Sugar

Annual Report 1998

Statement by the Chairman

It gives me much pleasure to present the 36th Annual Report to you, the shareholders of the company.

The first half of the year was characterised by the late start of the crop season, caused by problems with the contractors. This led to a shortage of stocks, which created an opportunity for traders to import sugar from the region.



The second half saw a return to normal stock levels. However, promotional prices had to be introduced in order to regain market share that imports had established during the shortage period. This, coupled with inflation and currency driven cost increases, resulted in a reduction of profit before tax from K24 billion in the previous year, to K13 billion for the year under review.

Despite 1997 being a difficult trading year, the directors are proposing a final dividend of K0.80, to bring the total dividend for the year to K1.25, compared to K2.30 last year.

In an effort to broaden representation on the Board, I am pleased to announce the appointment of Mr Alexander Chikwanda as Non-Executive Director. Mr Chikwanda brings to the Board wealth of experience and expertise from his many years as a public and business figure.

During the year, the expansion and modernisation programme at Nakambala was sustained. Towards that end, a record K29 billion in capital expenditure was incurred. This will enable the mill to produce around 200 000 tonnes of sugar during the 1998 crop season, an increase of 16% on the 1997 production of 172 576 tonnes.

Prospects for the future look promising, and provided inflation and exchange rate remain stable, profits for 1998/9 should be higher than those achieved in the period under review.

I would like, on your behalf, to thank management and staff for their contribution during the last year.

SH Musesengwa – Chairman
Lusaka – Zambia

19 May 1998

Managing Director's Review of Operations

Review of operations

The year under review demonstrated the underlying strength of Zambia Sugar during what was a very difficult trading period. Despite the five week delay in start of crop, coupled with a depressed domestic market, the company managed to achieve record sugar production and sales volume. Sales margin was down substantially as the local economy slid into recession and smuggled sugar imports became a feature in the domestic market.

At the same time the company put in place a number of strategic initiatives that will improve overall performance and secure long term profitability.

Sales performance

The domestic market declined slightly from a previous high of 80 400 tonnes in 1996/97 to 74 800 tonnes in 1997/98. The late completion of the factory adversely affected sales performance especially in the early months of April and May. Inventories reached critically low levels and sugar was imported by Zambia Sugar to support the local market. This shortfall was supplemented by other imported sugar that maintained presence throughout the year. Much of this sugar was smuggled into the country and, in order to regain market share, the domestic price was lowered thus diluting earnings. Zambia Sugar continues to work with the Revenue Authority in an attempt to reduce illegal imports and stop the avoidance of duties and VAT payments.

In the export market sales strengthened despite lack of sugar availability in the early months. Record sales of 80 000 tonnes were achieved, up 10% from the previous years record of 78 987. Strong sales to the Democratic Republic of Congo and the maintenance of the EU Special Preferential Sugar quota underpinned the performance.

Capital Expenditure

A total of K29 296 million was invested in plant and equipment with the major focus on improvements to the process house. A new continuous C Massequite pan and vertical crystallisers were installed, de-bottlenecking the process house and ensuring sugar exhaustion of molasses. The last remaining steam generator, boiler No. 4, was re-tubed during the off-crop securing a reliable steam supply for the 1998 crop. Continued improvement in equipment performance and reliability reduced the need for the extensive capital replacement programme. Investments will be limited over the next two years and will focus on improvements to Infrastructure, Good Manufacturing Practice and Quality.

Production

Despite the late start of crop the factory processed a record 172 576 tonnes of sugar, an increase of 3,6% from the previous year. This was achieved despite early operational problems associated with the steam generating plant.

A total of 1 460 956 tonnes of sugar cane was processed, representing a reduction of 30 000 tonnes from the previous year. The reduction in cane milled was more than offset by a record sugar-from-cane yield, the highest achieved for 14 years. With the onset of rains in early December the company was unable to harvest the full crop and in excess of 1 000 hectares of cane was stood over for the 1998 crop. All Outgrower cane, with the exception of Kaleya Smallholders, was harvested and milled.

During 1997/98 planning and engineering procedures were installed to minimise the occurrence of further off-crop delays in plant expansion. No capital projects, especially those that are dependent on external inputs, are without problems. Nonetheless I am pleased to inform shareholders that the factory started on 12 April, some six weeks earlier than 1997.

Managing Director's Review of Operations (Continued)

There was much discussion of El Nino in the latter part of 1997/98 and although we have witnessed its effect in many regions in Zambia, our sugar estates were largely unaffected with a slightly higher irrigation requirement than the long term mean. This year's crop is looking very good and the outlook for 1998/99 is excellent.

Financial Performance

In the year under review cost of production increased as materials and labour costs went up. This exerted cost pressures. The fight for market share after the delayed start-up forced the company to embark on promotional pricing which led to depressed margins. The downward movement of the Kwacha since November 1997, led to exchange losses on borrowings primarily done for the expansion project.

Therefore, though sales revenue increased from K102 billion to K114 billion the increase in costs more than offset this. Consequently the profit before tax fell by K11 billion to K13 billion this year. A final dividend of K0.80 per share is being proposed. This will bring the total annual dividend to K1.25 per share.

Management and strategic focus

In last year's annual report, the company announced the relocation of head office from Lusaka to the sugar estate at Mazabuka. The relocation is well progressed and should be complete by June this year. The relocation facilitated the flattening of the management structure and improvements in communications across the company.

In July 1997 the company introduced new terms and conditions for management and staff. A non-recurring cost, amounting to K1 900 million, associated with the provision of gratuity was provided for, and reported at the interim results.

In December 1997 the company decided to withdraw from the loss-making jams, juices and sauces business. This action resulted in the closure of the Ndola manufacturing operations as the site reverted to a strategic sales and distribution warehouse to service the Copperbelt. In total 100 employees were retrenched at a cost of K350 million.

Community and the environment

Environmental compliance is a pre-requisite for any large scale agricultural and processing operation. The work programme, announced last year, has already yielded major benefits. The improved agriculture and factory water treatment systems and regular quality control has led to discharges from the estate at purity levels well within statutory requirements.

The company continued to play a major role in the community assisting in local projects, and through the provision of direct health services and education projects. The Zambia Sugar community projects team continued to provide a range of educational, training and information services aimed at enhancing quality of life to the dependants of employees.

Zambia Sugar continued to provide extensive management training and skill upgrade programmes and is currently preparing a new apprentice training programme in conjunction with the SASA Industrial Training Centre to ensure that future skills match the demands of modern technologies.

Preparation for the new millennium

Computer based accounting, information and controls systems play an important role in the day to day business operations of Zambia Sugar. During 1997/98, the company initiated a programme to ensure compliance of all computer based systems to ensure continuity into the next millennium.



Zambia Sugar is ensuring that its product image and packaging will meet the requirements of a more demanding customer and consumer. The image and packaging, launched on 13 May 1998, will provide the company products with better shelf visibility and ensure that the company Whitespoon brand maintains its awareness in the market place.

In addition to new packaging, the company recognised the need to play its role in the health of the nation. Vitamin A deficiency (VAD) is an issue that causes susceptibility to a range of illnesses. In the domestic market, legislation banning the production and sale of non fortified sugar was introduced by the Government of the Republic of Zambia in April this year. This programme, involving government, USAID and support from Japan, was implemented for the 1998 crop and clearly demonstrated how an effective working relationship between the manufacturing industry, donors and government can attain the desired goal.

Any company must regularly review its own performance and strategic direction. During the past 12 months the company commenced reviews to improve product quality and customer service. This year Zambia Sugar introduced Economic Value Added (EVA) to measure the performance of investments and proposed investments.

This method of financial appraisal will ensure that enhancing shareholder value is at the forefront of management investment decisions.

1997/98 was a demanding and challenging year for our employees. Despite the late commencement of crop and a weakened economy our management and employees reacted positively with a record production and record export sales. They have also reacted positively to the need to control costs and manage the company's assets effectively.

JF Hatt - Managing Director

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL
EXAMINATIONS
MC 212: INTRODUCTION TO TELEVISION

TIME: THREE HOURS

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

SECTION A

ANSWER ALL QUESTIONS

1. Define picture composition and explain the factors that affect it. (10 marks)
2. Define the following terms:
 - a. f-stop.
 - b. frequency response
 - c. teaser
 - d. insert (15 marks)
3. Write brief notes on how satellite works. (10 marks)
4. With the help of a simple diagram, demonstrate how the television camera works. (10 marks)
5. Name the three conventions typical of all script making. (5 marks)
6. List and explain the five functions of the audio control board. (10 marks)

SECTION B**ANSWER TWO QUESTIONS. EACH QUESTION IS WORTH 20 MARKS**

1. According to Zettl, television production is a system. Discuss the three components of the television production system.
2. What is insert editing? Contrasting it with assemble editing, explain what is involved in insert editing, taking note of the functions of the time code, edit points, audio and video tracks, control track and the character generator.
3. The television audience is affected by many factors. Explain the demographic and psychographic factors that affect the television audience.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL
EXAMINATIONS
MC 222 MEDIA AND SOCIETY

TIME: THREE HOURS

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

SECTION A:

1. Research in mass communication is relatively new. Define it and explain what it involves. (10 Marks)
2. What are some of the difference between Chaffee and McLeods 'Co-orientation Model', and the Katze, Blumler, and Gurenitch's 'Uses and Gratification Model'? (10 Marks)
3. What are some of the merits and demerits of the Democratic Socialists Theory of the Press? (10 Marks)
4. Briefly discuss what Fishbein and Ajzen believe to be the building blocks of persuasion. (10 Marks)
5. In the early years, what were some of the fears about the impact of mass communication on Society? (10 Marks)

SECTION B

Define and explain the following:

6. (a) Behavioural Research
(b) Interdisciplinary Research
(c) Scientific Research (10 Marks)
7. (a) communicator
(b) Message Research
(c) Audience Research (10 Marks)
8. (a) Teletext
(b) Videotext
(c) Internet (10 Marks)
9. (a) Public Television
(b) Cable Television
(c) Satellite Communication (10 Marks)

SECTION C

10. Discuss the reasons that justify Douglas Cater's labelling of the Mass Communication Media as "the fourth branch of government". (20 Marks)
11. Critique the Communist Theory of the Press and state whether there is room for it in the modern world. (20 Marks)

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL
EXAMINATIONS
MC 312: MEDIA LAW

TIME: THREE HOURS:

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

SECTION A:

ANSWER ALL QUESTIONS IN THIS SECTION (2 POINTS EACH)

- (1) According to section 61(1) of the Penal Code, who is (are) deemed answerable for the publication of a seditious document?
- (2) Name and specify the ranks of public officers empowered to open and inspect packages suspected to contain banned literature.
- (3) In 1989, a Mufulira based ZANA reporter, Augustine Phiri, was prosecuted for writing a story which was deemed criminal. State the specific charge and cite the relevant section under which it falls in CAP 146 of the Laws of Zambia.
- (4) What conditions attach to Presidential powers to ban publications under Section 53 of the Penal Code?
- (5) How do CAP 701 (The Copyright Act) and the Copyright and Performing Rights Act (No. 44 of 1994) differ regarding protection of copyright for musical works in Zambia?
- (6) Section 3(1) of the law on contempt says that publication of information relating to court proceedings held in camera is not itself contempt of court, except in six instances. What are these exceptional instances?
- (7) How does the law of defamation treat a public official and a private citizen who sue for libel?
- (8) Give the precise definition of the plea of fair comment, and state when it is normally used.
- (9) What does the Defamation Act of 1952 say about the defence of justification where the publication for which it is pleaded contains some factual errors?

- (10) Define (a) Blasphemy and (b) Slander of goods.

SECTION B

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

- (11) Discuss the value of a retraction, correction, and an apology to the defendant in a libel suit.
- (12) Explain the Copyright positions of:
(a) a newspaper in quoting from a book;
(b) a staff photographer employed by a newspaper.
- (13) Give a concise account of information that generally can be disclosed before criminal proceedings commence, and information deemed not appropriate for pre-trial publication.
- (14) Discuss the provisions of the Parliamentary and Ministerial Code of Conduct Act (1994), and assess its real or perceived impact on journalistic practice in Zambia.
- (15) Give details of the facts, claim, judgement, and the legal lesson in three of the following cases:
(a) Cassidy v. Daily Mirror
(b) Narenda Sethia v. the Mail On Sunday
(c) Kakungu v. The Zambia Publishing Company
(d) Beckh v. Times Newspapers (Z) Limited
(e) Nalumino Mundia v. Times Newspapers (Z) Limited
(f) Mumba v. The Zambia Publishing Company
- (16) Imagine that a foreign media magnate wishes to start a news publication in Zambia and engages you as a consultant. What would you tell him/her about the relevant law(s)?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL
EXAMINATIONS
MC 322: RADIO PRODUCTION I

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS IN SECTION A AND TWO QUESTIONS FROM SECTION B

SECTION A

ANSWER ALL QUESTIONS

1. Write explanatory notes on the following terms:
 - a. Condenser MIC
 - b. Debate programme
 - c. Symposium
 - d. Phantom power (of studio control room)
 - e. Radio commentary
 - f. Absolute Ethics
 - g. Copyright
 - h. The Berne convention
 - i. Duration of copyright
 - j. Compressor/limiter(20 marks)

2. How does a radio reporter deal with unco-operative subjects (10 marks)

3. What factors should one consider for effective commentary production? (10 marks)

4. What are :
 - a. The controlled acts in the Copyright Act of Zambia of 1964.
 - b. The permitted Acts under the same law? (10 marks)

SECTION B**ANSWER ONLY TWO QUESTIONS FROM THIS SECTION**

5. Discuss the art of questioning in broadcasting (25 marks)
6. What are the main types of radio interview? Which one would you use with subjects at the scene of an accident? (25 marks)
7. Write a one-page script for a radio commentary programme on a topic of your choice (25 marks)

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL
EXAMINATIONS
MC 332 TELEVISION PRODUCTION II

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS IN SECTION A AND TWO FROM SECTION B

SECTION A:

1. Define the two-step flow model of media Influence. (5 Marks)
2. What were the main underlying assumptions of the hypodermic needle theory of media influence? (5 marks)
3. Contrast between television access and television exposure. (10 Marks)
4. Write brief notes on the following:
 - (a) The symposium
 - (b) The panel discussion
 - (c) The debate
 - (d) the group discussion(20 marks)
5. What is the difference between a sports report and a play - by - play? (5 Marks)
6. What was the Munich Charter? Why is it so important in today's ethics discourse? (10 Marks)
7. In asking questions as a television interviewer, what are some of the principles that one must consider? (5 Marks)

SECTION B: Answer two questions. Each is worth 20 marks.

1. Persuasion, within the context of the source - receiver relationship, is linked to social power. Discuss the five types of social power.
2. Write brief notes on the following:
 - (a) Celebrity interview
 - (b) Informational interview
 - (c) Spot interview
 - (d) Personality interview
 - (e) Serial Interview

3. How can television be used to promote development communication?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

1996/98 SECOND SEMESTER DEFERRED EXAMINATIONS

MC 402: INVESTIGATIVE REPORTING

TIME: THREE HOURS

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

SECTION A

ANSWER ALL QUESTIONS FROM THIS SECTION (2 PTS EACH)

1. Write a paragraph each on (a) story positioning and (b) story enterprising.
2. Define “individualistic” and “substantive” reforms.
3. How would you classify and treat “Kadansa” as a source of information for an investigative story?
4. Cite four (4) reasons why a source may deliberately tell you a lie.
5. Is it always advisable to give the “villain” a say in the story, even when you already have compelling evidence from both live and documentary sources? Explain.
6. “A reporter’s own emotions and pre-conceptions are crucial to the successful execution of an investigation.” Briefly evaluate this assertion.
7. Name and describe any four sources of story ideas.
8. Give the I.R.E. definition of an investigative story.
9. Distinguish between the concepts “Rethematisation” and “Legitimacy conferral”.
10. List the factors that influence story conceptualisation.

SECTION B

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

11. Discuss the different types, as well as the circumstances that determine the nature and scope, of story follow-up.
12. Discuss the assumptions inherent in the Mobilisation Model with specific reference to Zambia.
13. Imagine that you are Prof. Albert Hester (author of Ch. 8, Handbook for Third-World Journalists) and you hear someone saying: "there's really no such thing as 'investigative reporting', because all reporting involves the search for facts." How would you rebut this statement?
14. Under what circumstances might you terminate a probe that is already in the "investigative" stage?
15. Discuss the dynamics of policy agenda building and its possible outcomes.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL
EXAMINATIONS
MC 432: RADIO PRODUCTION IV

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS IN SECTION A AND TWO QUESTIONS FROM SECTION B

SECTION A

ANSWER ALL QUESTIONS IN THIS SECTION

1. Write brief explanatory notes on the following:
 - a. The cognitive domain of learning.
 - b. Radio lesson objectives.
 - c. Formal educational radio broadcasts.
 - d. Non-formal educational broadcasts.
 - e. Informal educational broadcasts.
 - f. Audio console
 - g. Spill-over
 - h. Docurama
 - i. Radio magazine
 - j. Hierarchical arrangement of news (20 marks)

2. What are the pros and cons of a tradition putting stress on the use of soundbites? (10 marks)

3. Using examples, distinguish between the functions and dysfunctions of radio broadcast. (10 marks)

4. Briefly outline the role of radio in cultural conflict. (10 marks)

SECTION B**ANSWER ONLY TWO QUESTIONS IN THIS SECTION**

5. A radio reporter must both be considerate and objective in political reporting. Discuss with reference to the use of exit polls, character analysis and the use of soundbites in elections. (25 marks)
6. Drawing lessons from Angola, Vietnam and Rwanda, discuss how radio broadcasting could either harm or build mankind. (25 marks)
7. With reference to Zambian and foreign examples, state how good informal educational broadcast programmes can be made. (25 marks)

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL
EXAMINATIONS
MC 442 ADVANCED TELEVISION PRODUCTION

TIME: THREE HOURS

INSTRUCTIONS: ANSWER TEN (10) QUESTIONS ONLY.

- 1) What are the elements of editorial writing and how does it differ from News commentary from a Broadcast Station.
- 2 a) Define press freedom and stipulate the elements that encroach on press freedom in Zambia.
- (2 b) Discuss briefly what would make press freedom possible in Zambia.
- 3 a) Discuss objectivity and fairness in television broadcasting.
- 3 b) What are the arguments surrounding the aesthetic approach to television viewing and production?
- 4 a) Explain the following concepts and how they relate to one another
 - (1) Media agenda
 - (2) Public agenda
 - (3) Policy agenda
 - (4) The Gate Keeper
- 5 a) Discuss the elements and procedures involved in writing and producing I/C programmes.
- 5 b) Outline the objectives of an educational programme?
- 6
 - a) Discuss the four kinds of narration and how they can be used or not used.
 - b) What are the general rules of writing narration.
7. Describe and discuss the stages in the process of writing and producing a documentary.
- 8
 - a) What are the basics of writing dialogue?
 - b) How can you use dialogue in characterisation?

- 9) What do the following terms mean and how can they be applied?
- a) Equal time
 - b) Equal opportunity
 - c) Qualitative time and opportunity
 - d) Internal and External balance
- 10) What are the elements of magazine writing and production.
- 11) Discuss the following concepts in the global economics of television.
- a) Distribution and net working
 - b) Production and Media Structures
 - c) Culture Imperialism and Colonialization.
- 12) What are the elements involved in the following coverage.
- a) Expected events
 - b) Unexpected events.
13. Discuss the problems journalists go through in covering conflicts?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL
EXAMINATIONS
MC 902: ADVERTISING PRACTICE

TIME: THREE HOURS

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

SECTION A

ANSWER ALL QUESTIONS FROM THIS SECTION (2 POINTS EACH)

- (1) Most people use radio mainly as a background medium. Is this an advantage or a drawback to advertising? Explain.
- (2) Describe and state the functions of the copy pyramid in advertising.
- (3) Why is television considered the most effective advertising medium?
- (4) Distinguish between a mnemonic and a USP.
- (5) Name any six (6) functions of a print ad illustration.
- (6) Differentiate between “rebus” and “omnibus” layouts.
- (7) What do you understand by the “concept” of an ad?
- (8) Explain the rationale behind market segmentation.
- (9) Would you still use hand drawings as illustrations in this era of hi-tec photography and computer graphics? Explain.
- (10) State the role of the storyboard in the creation of a TV Commercial.

SECTION B

THE QUESTION IN THIS SECTION IS COMPULSORY (20 POINTS)

(11) Carefully read the following information and answer the question at the end:

CLIENT: ZAM-COPTER LIMITED OF NDOLA, ZAMBIA.

PRODUCT: UNI-COPTER Flying Machine.

DETAILS: Zam-Copter Limited has invented, and just started manufacturing a new and unusual one-person flying machine called the Uni-Copter. This revolutionary machine runs on compressed air, which is cheaper than aviation gas and petrol, and can be refuelled at ordinary filling stations. It can fly at a height of up to 400 metres, far above the tallest tree in Zambia, reaching a maximum speed of 250 k.p.h. It can also travel up to 600 kilometres without refuelling. If the engine develops a fault while in flight, the vehicle will fall gently to the ground, because the propellers act as a parachute. They will continue to rotate until the Uni-Copter reaches the ground. This machine is so versatile it can take off and land anywhere: in the city, in your backyard, on the highway, or in the bush.

The vehicle is made of lightweight, durable aluminium. It comes in a variety of colours, and can be folded up and packed in its own carrying case (which means it's very portable). It weighs only 30 kilograms, and costs about the same as a luxury car. The Uni-Copter will be sold through hardware stores and supermarkets in the Midlands and on the Copperbelt.

YOUR ASSIGNMENT:

Using the information above, and your imagination, either:

(a) Write an introductory half-page newspaper ad, in what you think is the most appropriate format for such a revolutionary new product, bearing in mind that people will not have heard of anything like it until they have read your ad. The ad should include a statement about the appeal to be used, as well as the usual elements of a print ad, including a description of the visual and its placement;

OR

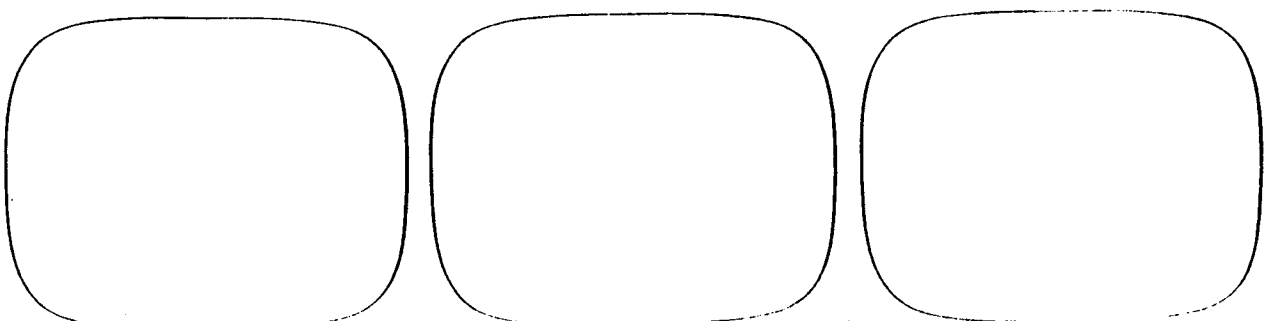
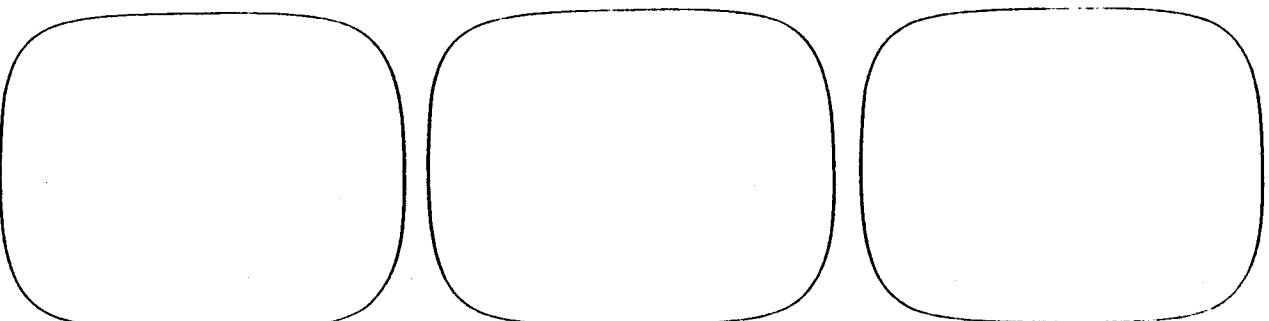
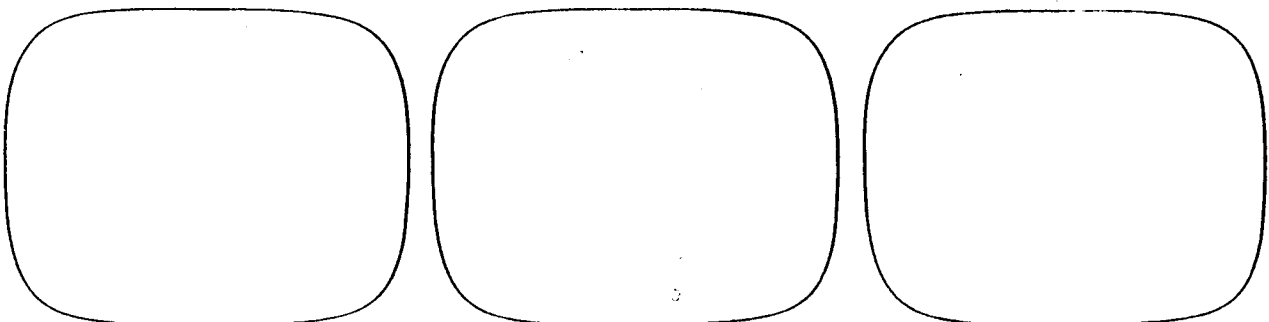
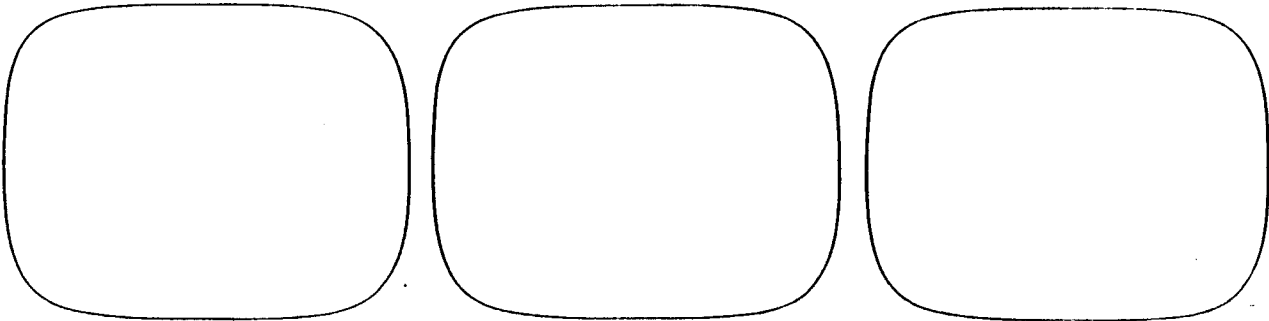
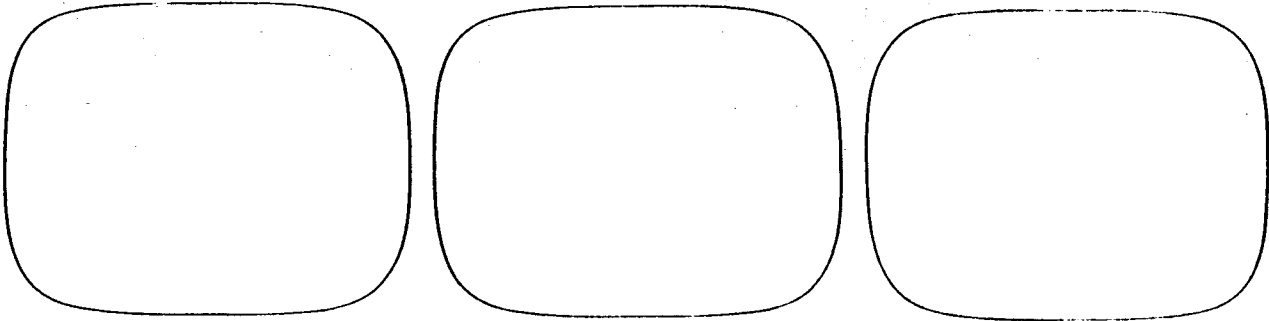
(b) Create a storyboard for a 60 - second (one minute) TV commercial in the demonstration format.

SECTION C

ANSWER ANY THREE (3) QUESTIONS FROM THIS SECTION (20 POINTS EACH)

- (12) Describe the nature and dynamics of an advertising campaign.
- (13) Choose any two ads you have recently seen on ZNBC - TV. Describe the context (action), appeal(s) and format(s) used, and assess the effectiveness of each ad in terms of the A-I-D-A formula.
- (14) Identify the major elements of a print ad and discuss their importance in the assembling of the ad.
- (15) How might analysts differ in their perception of the social impact of advertising on the Zambian way of life? Put the debate in clear perspective.
- (16) "Political propangandists have much in common with advertising copywriters". Discuss.

END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

**1996/98 ACADEMIC YEAR SECOND SEMESTER DEFERRED AND
SUPPLEMENTARY EXAMINATIONS**

MC 912: PUBLIC RELATIONS PRACTICE

TIME: THREE HOURS

**INSTRUCTIONS: ANSWER THE QUESTION IN SECTION A AND
THEN CHOOSE THREE FROM SECTION B**

SECTION A

1. In early 1987 the nation's paper manufacturers faced an impending disaster. Dioxin, the cancer-causing chemical, was believed to be bubbling up in the bleaching process of paper mills, contaminating discharges and pulp in tiny quantities. It seemed unavoidable that the substance would turn up in everyday products. As one official at the Zambezi Paper Mill warned colleagues, "The industry could be responding to claims of skin rashes, upset stomachs, aches and pains, animal ills, bad tasting water, etc., all blamed on our products or process."

So rather than waiting for the Dioxin shoe to drop, the industry took immediate action. Fueled by a 300,000 US Dollar industry war chest, the paper industry set out to manage public and official views of the controversy.

- It independently tested its products
- It worked hand in hand with the Environmental Council of Zambia, surveying the pollution of paper mills around the country.
- It hired outside experts, who challenged the (ECZ's view of Dioxin risks
- It trained industry spokespersons to take to the airwaves for interviews about Dioxin.
- It launched a consumer survey to assess the public's knowledge of the product.
- It met with journalists of influential media to discuss Dioxin.

The industry's objective, according to one of the Paper Mill's executives, was "that accurate information get out." And the industry agreed to have a quick response plan and team in place for the day when the Dioxin issue would become public news.

One way the industry succeeded in getting the news out objectively was to encourage the ECZ itself to discuss Dioxin with the media in a balanced, nonhysterical manner. The Mill's representatives met regularly with the ECZ to discuss the hazards of Dioxin and the way the industry was containing them. According to industry memoranda, the paper manufacturers sought to "avoid confrontation with government agencies which might trigger concerns about health risks or raise the visibility of the issue generally."

In September, when the ECZ finally held a news conference disclosing Dioxin in the pulp and discharges of paper mills, the effect on the public was muted. The ECZ's announcements was reasoned and reasonable, helping avert public alarm. Basically, the ECZ acknowledged that it and the industry had the potential dangers of Dioxin well in hand. Environmentalists, who later criticized the public relations offensive of the paper industry, could only shake their heads at having been caught so off guard.

QUESTIONS

- i. What do you think was key to the paper industry's public relations strategy?
 - ii. Why did the industry enlist the support for the Environmental Council of Zambia?
 - iii. Would you have attempted to enlist the support of the environmentalists early on to avoid later criticism?
 - iv. What strategy should the industry adopt for the future in terms of this Dioxin issue? (40)
-
2. Discuss how public relations tactics are used in modern day Marketing (20)
 3. Why is communication essential to the success of non-profit organizations? (20)
 4. It is often stated that "writing lies at the heart of the public relations equation." Discuss what it takes to be a public relations writer. (20)
 5. Why is understanding public opinion important for public relations practitioners? (20)

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL
EXAMINATIONS
MC 912: PUBLIC RELATIONS PRACTICE

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THE QUESTION IN SECTION A AND THEN CHOOSE THREE FROM SECTION B

SECTION A

ANSWER THE QUESTION IN SECTION A AND THEN CHOOSE THREE FROM SECTION B

1. THE AGITATED ADMINISTRATOR (FICTITIOUS)

Mulenga Mulenga of ZNBC News is at Chainama Hills Mental Hospital to film an interview with hospital administrator Hacintu Tembo. Earlier in the day a Chainama Hills patient had escaped and molested a woman in Munali Township before being captured.

Tembo - his tie undone and his lip curled - agrees to take a few minutes for the interrogation.

MULENGA: Mr. Tembo, how could a patient with such a long history of mental illness be allowed to move free on the grounds of the hospital and then escape undetected?

TEMBO: In the first place, our patients are generally supervised as they perform their regular chores during the day. We have about 40 very able guards. Each one has either been a regular police officer or a corrections officer and is also trained in working with mental patients.

We have had a few isolated incidents in the past several years, but nothing that I would call major. Our guards, as I said, go through a thorough training period before being assigned here.

Generally, they supervise very well, and we haven't had much trouble. This was a fluke. The man simply slipped away. I mean, what would you have us do? Chain him to his bed? This guy had a real history of severe problems. He should never have gotten away. Somebody just blew it.

But let me add that there was no way we could envision that he would ever do such a thing. For one thing, over the past several months he has been an excellent patient. He has taken his treatment, reacted well to supervision, and generally caused no problems. In this particular case, he probably just slipped away for a second, and something snapped.

There is no way, it seems to me, that you can fault the institution on such an isolated incident. I simply do not feel that undue criticism of the institution or our supervisory staff in this case is warranted. Now, that's all I care to say.

QUESTIONS

- i. What do you think of Tembo's response?
- ii. If you wanted to portray Tembo and his institution as the villain in this case, how would you edit his answer on film?
- iii. If you wanted Tembo and his institution as blameless, how would you edit his response on film.
- iv. If you were Tembo's public relations adviser, how would you have suggested he answer questions? (40 marks)

SECTION B

ANSWER ONLY THREE QUESTIONS

2. Discuss how public relations may be used as an effective tool in marketing (20 marks)
3. It is often stated that "understanding public opinion and how it is formed is fundamental to public relations." Why is this the case? (20 marks)
4. Writing lies at the heart of the public relations equation. Discuss what it takes to be a public relations writer? (20 marks)
5. Why is communication essential to the success of non-profit organizations? (20 marks)

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL
EXAMINATIONS
MC 922: PHOTOJOURNALISM

TIME: THREE HOURS

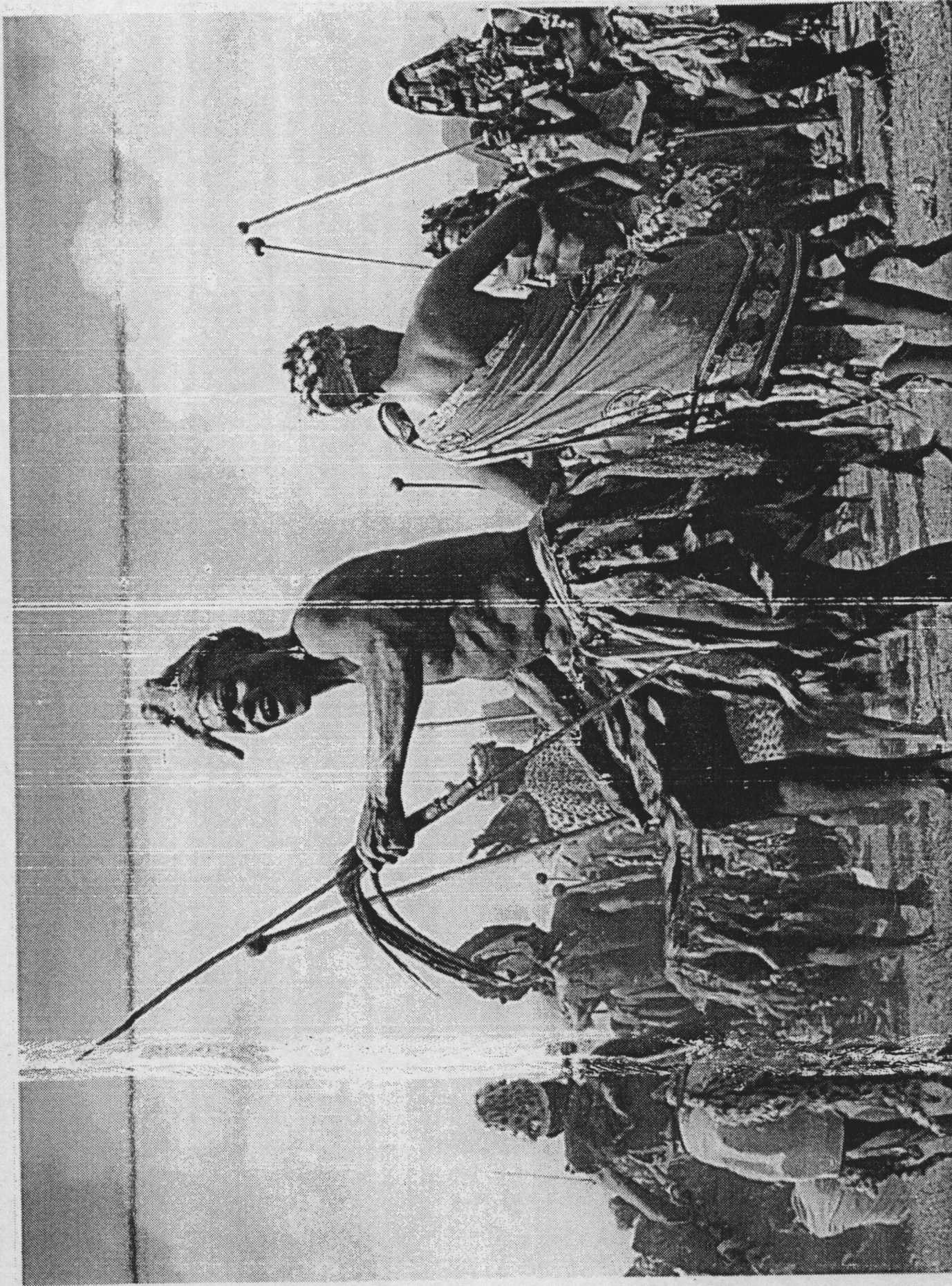
INSTRUCTION: ANSWER TEN OF THE FOLLOWING QUESTIONS: THE FIRST TWO ARE COMPULSORY QUESTION

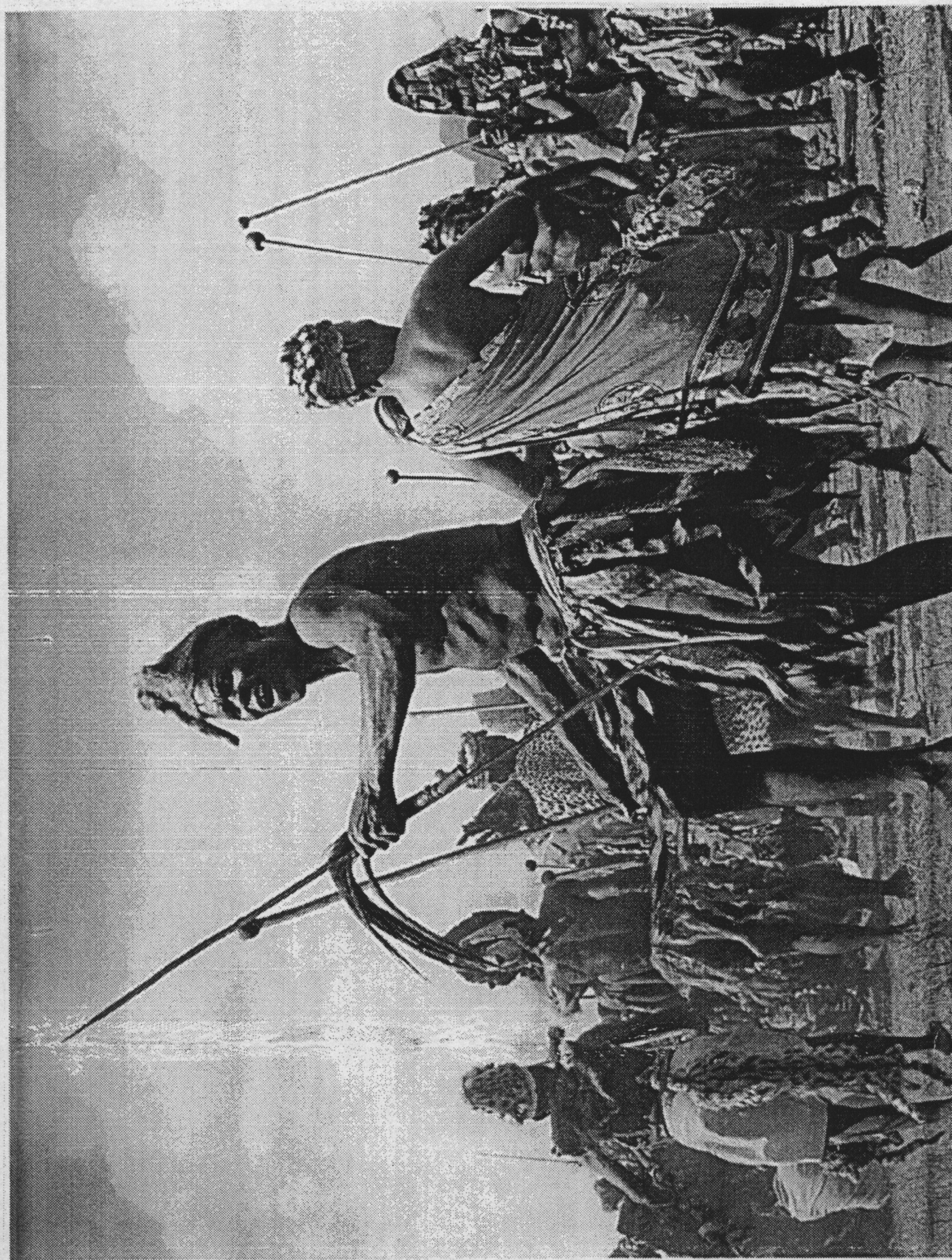
1. What inventions led to the development of modern photojournalism, and what did these inventions do in advancing the practice of photojournalism?
2. Crop the attached photograph for the greatest visual impact and scale the cropped portion to fit a three column width in the Lusaka Star Newspaper. What will be the depth of the picture when reproduced? Note the width of each column in the Lusaka Star is 40mm with a gutter width of 5mm.
3. Roger Fenton and Mathew Brady were some of the famous photojournalists of the 1850s. What factors hampered their work in the practice of photojournalism as we know it today?
4. How did picture transmission systems like wirephoto influence photojournalism? Do you know any other factor that helped to promote the image of photojournalism?
5. Photography can used to solve sociological problems in society. Do you agree with this statement? Why or why not?
6. When would you use
 - (a). A telephoto lens.
 - (b). A wide angle lens
 - (c). A zoom lens.

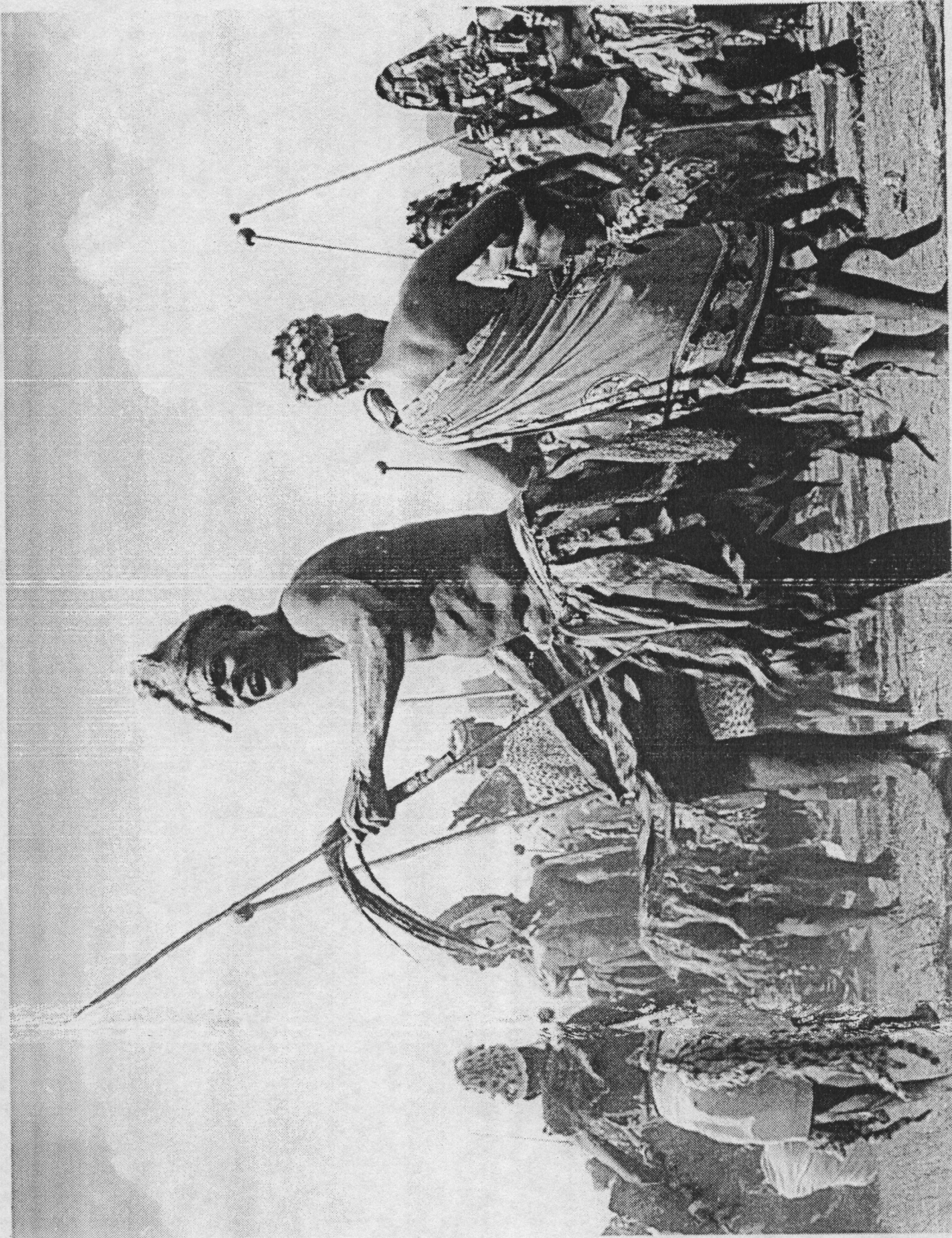
What sort of effects would you be looking for when using such lenses?
7. What do you look for when writing a caption for a picture? If there are two or more people in the photograph, how do you identify them?
8. What do you understand by a news picture and how does it differ from a feature or documentary photograph?

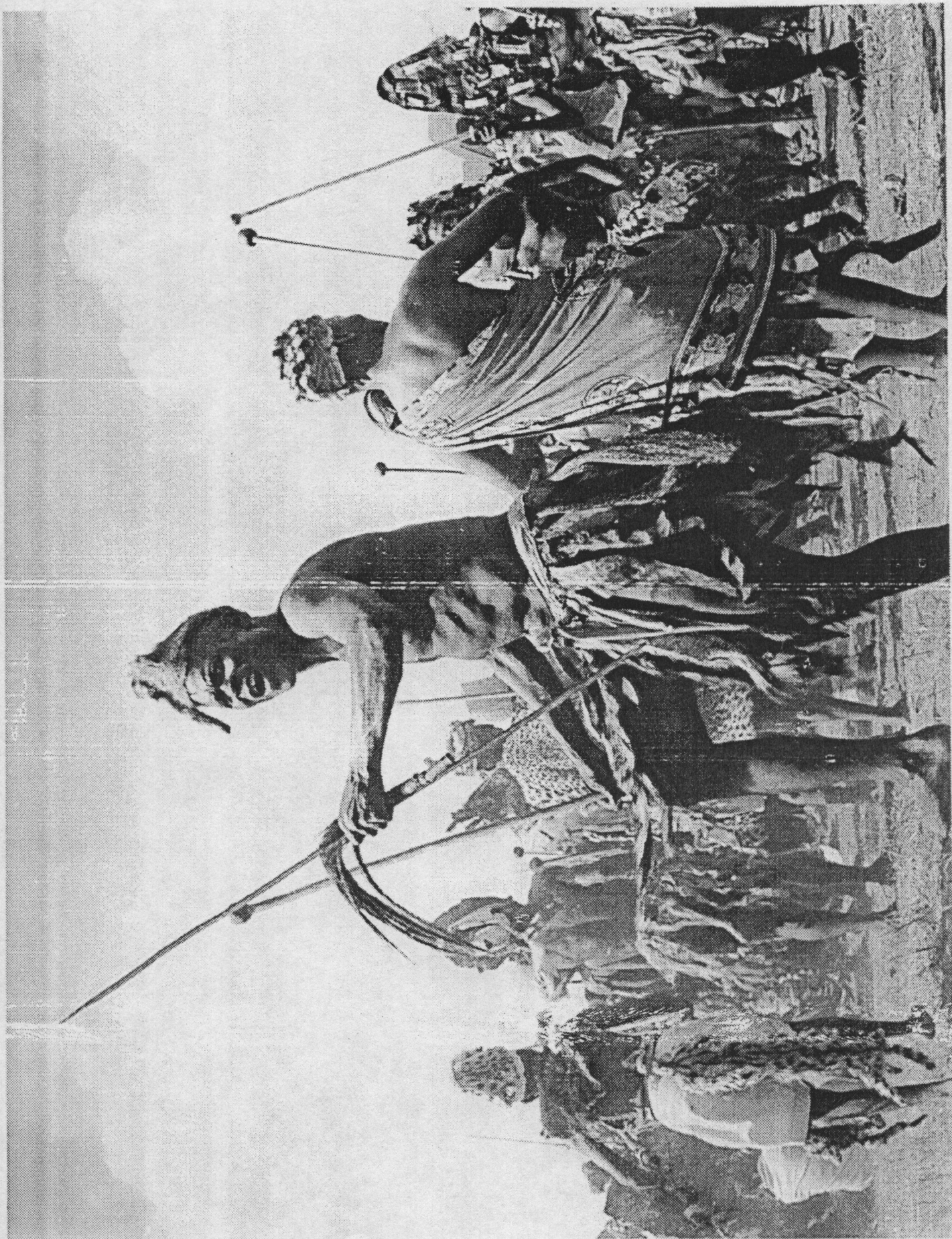
9. What do you understand by presence, instinct and anticipation when covering a news event?
10. What does picture editing entail and what criteria do you use in picture selection?
11. What are the major legal and ethical constraints in the practice of photojournalism?
12. In what circumstances can you produce nude pictures without offending the reaching public?
13. What are the characteristic differences between lithography and letterpress? What do you understand by direct litho and how does it differ from offset litho?
14. What do you understand by colour separation?

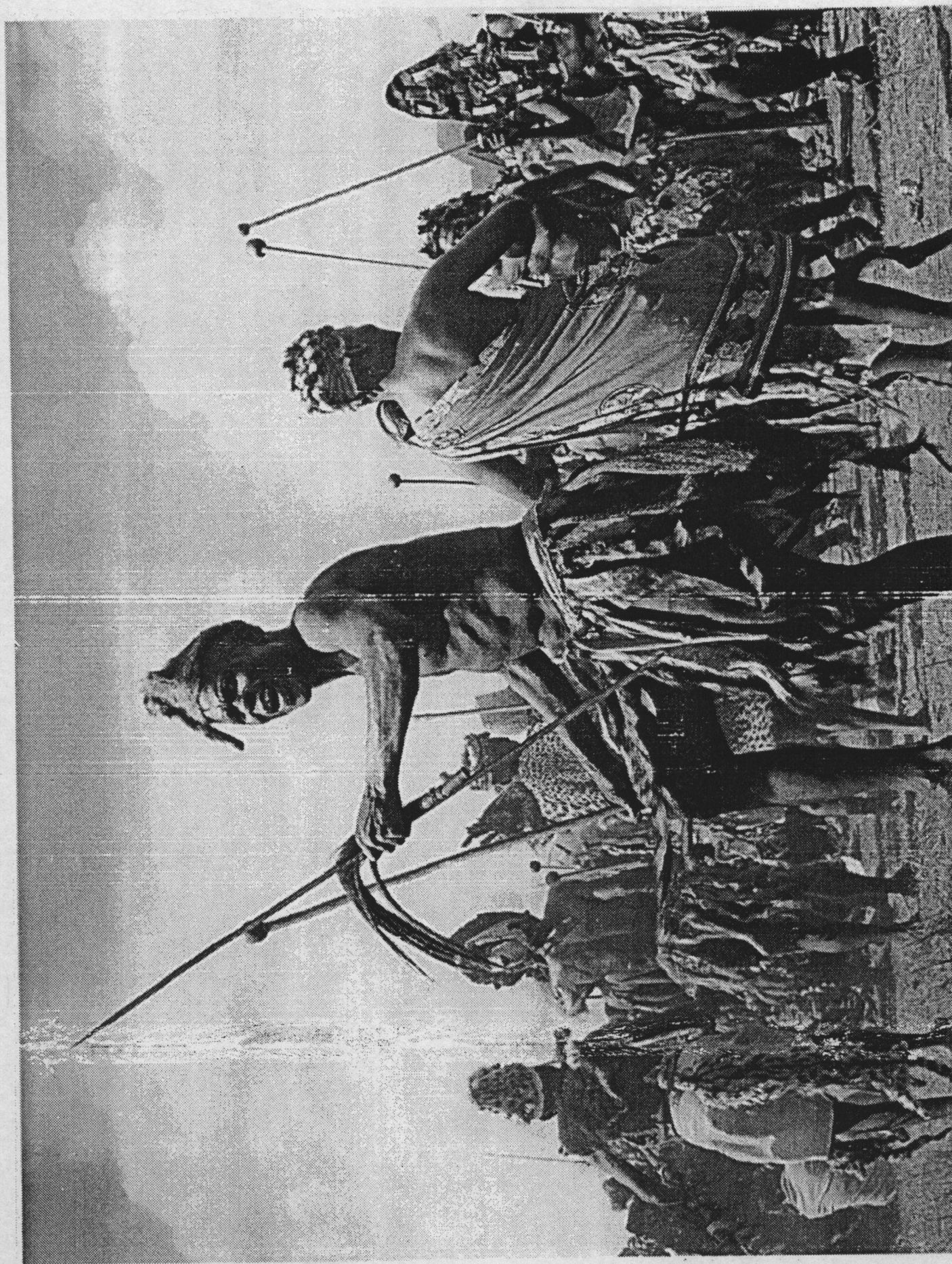
END OF EXAMINATION











THE UNIVERSITY OF ZAMBIA

DIRECTORATE OF DISTANCE EDUCATION

**1996/98 ACADEMIC YEAR SECOND SEMESTER
DEFERRED/SUPPLEMENTARY
EXAMINATIONS - OCTOBER 1998**

PA 125: INTRODUCTION TO PUBLIC ADMINISTRATION

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER ANY THREE (3) QUESTIONS

1. How significant are the differences between public and private organisation?
 2. Compare and contrast Marx Weber's theory of Bureaucracy and Luther Gullick's concept of departmentation.
 3. Discuss the concept of citizen participation and assess its usefulness to the Government of the Republic of Zambia.
 4. Examine the claim that recruitment by merit is more credible than recruitment by patronage.
 5. How valid is the argument that a neutral civil service is capable of responding to the demands of the government of the day.
 6. Identify Herbert Simon's Rational Decision making model. Do you view this model with favour or disfavour?
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

DIRECTORATE OF DISTANCE EDUCATION

1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

PA 125: INTRODUCTION TO PUBLIC ADMINISTRATION

DISTANCE EDUCATION

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

1. Examine the claim that the civil service must be an independent institution, capable of performing a neutral role in providing policy advice to ministers and capable of implementing policies sanctioned by parliament.
 2. Recruitment by patronage may be regarded as another form of recruitment by merit. Discuss in relation to Zambia.
 3. Identify and critically analyse Luther Gullick's core competencies of departmentation.
 4. Examine Herbert Simons decision making perspective and assess its adequacy in explaining the decision making patterns in Zambia.
 5. Explain the differences between formal and informal organisation. On what grounds can each be judged?
 6. Public agencies tend to be viewed as rule bound and inflexible bureaucratic machines which grind on regardless of the changing problems and circumstances, concerned more with their own procedures than with the public they are intended to serve. Discuss in relation to Zambia.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

PA 125: INTRODUCTION TO PUBLIC ADMINISTRATION

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

-
1. Discuss Urwick's claim that public administration and private administration are part of a single broad science of administration
 2. Some social scientists have described the science of Public administration as little more than common sense. Discuss in relation to Zambia.
 3. Critically analyse merit and patronage as the basis of filling job vacancies in the public service. What are the dangers of relying on one to the exclusion of the other?
 4. Identify and assess the effectiveness of the politics-administration dichotomy.
 5. Examine the major tenets of budgeting. Do you view these tenets with favour or disfavour?
 6. Explain the thesis of citizen participation and critically analyse its usefulness.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

PA 212: COMPARATIVE ADMINISTRATION

TIME: THREE (3) HOURS

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

SECTION A

1. Imagine you are a civil servant at Cabinet Office in the Management Services Division and you have been requested to advise the Government on ways of improving bureaucratic efficiency in the civil service. Write a brief paper on the problems of the Zambian bureaucracy and suggest solutions to them.
2. Appointments in the Zambian civil service are based on patronage, nepotism and tribalism. Discuss the validity of this statement using Riggs' prismatic sala model.

SECTION B

3. Discuss three distinguishing features between the classic and modernising administrative systems. In your view which of the two promotes more administrative efficiency?
4. Describe three features of modern constitutionalism and discuss the problems of constitutional reform in Zambia during 1996.
5. Discuss the rationale of local government and at least three problems experienced by local councils in Zambia.
6. The 1996 Zambian Constitution provides that a president shall be elected to serve two five-year terms. Recently, a Deputy Minister and prominent MMD politician was quoted by the Post newspaper suggesting that the MMD party and parliament would propose that President Frederick Chiluba seek a third term of office in the 2001 Presidential elections. Discuss the merits and demerits of a third term of office for President Chiluba.

END OF THE EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

PA 322: COMPARATIVE LOCAL GOVERNMENT ADMINISTRATION

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER ONLY THREE QUESTIONS

1. Compare and contrast the Irish local government system with that prevailing in Zambia. Which of the two systems do you think provides more consistent and effective administrative structure/s for efficient provision of local services. Give reasons for your answer.
 2. Outline the main features of the French local government system. Explain what is meant by the "Integrated Prefectoral System" indicating clearly what you consider to be its merits and demerits.
 3. The need to ensure that the majority of members on Council committees should be elected members has been emphasized where ever the principle of adoption has been used. Critically assess the view that Local Councils constitute strategic instruments for democratic governance.
 4. "Local government reforms in Zambia have generally tended to enhance Centralization rather than Decentralization." Critically assess this statement with specific reference to the local government system established by the local ~~government~~ *Administration* Act of 1980.
 5. Outline the main features of the three general types of city government in the American local government system. Highlight what you consider to be the strengths and weaknesses of each of these types of government. Suggest what should be done to resolve the weaknesses.
 6. Critically evaluate Zambia's Decentralization efforts since independence.
-
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

PA 325: ORGANISATIONAL BEHAVIOUR AND MANAGEMENT

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

1. Examine the claim that communication is a tool for creating and sustaining a climate of openness and trust between management and employees.
2. Identify and critically analyse Keith Devis' core competencies of conformity.
3. Discuss the concept of motivation and its implications for management.
4. Explain the differences between adopters and innovators. On what grounds can each be judged?
5. Decisions should be thought of as a means rather than ends. They are the organisational mechanisms through which an attempt is made to achieve a desired state. Discuss.
6. Leadership is an attempt at influencing the activities of followers through the communication process and toward the attainment of some goal or goals. Discuss.

END OF EXAMINATIONS

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

PA 345: INDUSTRIAL RELATIONS

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER QUESTION 1 AND ONE QUESTION FROM EACH REMAINING SECTION

SECTION 1 (COMPULSORY)

1. Write short notes on each of the following:

- a) Conciliation
- b) Radicalism
- c) 'Non-strike' agreement
- d) Bargaining unit
- e) "Fall-back" position
- f) Employers' associations
- g) Productivity bargaining
- h) "Essential worker"
- i) Lock-out
- j) Grievance procedure

(10 POINTS)

SECTION 2: Answer one (1) question only.

- 2. What is 'incorporation'? What are the methods government used to try to 'incorporate' the labour movement into the political system after independence?
- 3. Discuss the pluralist theory of industrial relations with reference to the rise of trade unionism in Zambia.
- 4. What have been the fundamental strengths and weaknesses of the various pieces of legislation that have governed Industrial Relations in Zambia

(20 POINTS EACH)

SECTION 3: Answer one (1) question only.

5. Management at Mutengo Wanga Steel and Building Supplies has failed to reach an agreement with the union representing its employees concerning a dispute over housing allowances and medical benefits.

Management had scrapped the above benefits citing liquidity problems and had promised to reintroduce them once the company was in a better financial position. Eight months have elapsed since then.

The employees at Mutengo Wanga are threatening to go on strike if the benefits are not reinstated but management maintains the company is still facing financial difficulties and is unable to pay. Management further threatens to fire any worker who goes on strike.

What are the factors that would impact a decision by either side to carry out its threats.

6. Your sister Mrs. Bukali and her husband own and run a large printing company, with over 150 employees. She has recently been complaining to you about the high turnover rate of employees at her company. She does not know the reason behind the exodus of staff as they mostly leave without giving reasons or simply don't turn up for work.

When you ask Mrs. Bukali what system she has in place to listen to worker complaints she tells you that though there is no laid down procedure, workers are supposed to come to her directly if they have a problem. Mr. Bukali and her husband are constantly out of the country on lengthy business trips.

Being conversant with industrial relations practices, what in your opinion could be Mrs. Bukali's major problem and how would you advise her on how to correct it.

7. Unions are said to have two faces when it comes to their impact on the economy: a 'desirable' one and an 'undesirable' one. Discuss.

(20 POINTS EACH)

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

PA 412: ISSUES IN DEVELOPMENT MANAGEMENT

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

1. Describe the distinction between low levels of welfare and low per capita incomes. Do you think low welfare can exist with high income? Explain using Zambia as an example.
2. Size and function distribution of income are important concepts in poverty analysis. How do these differ? Which of the two concepts is relevant to Zambia in bringing about poverty alleviation?
3. The Lorenz curve and the Gini Co-efficient are said to be related. Explain this relationship and show how the two concepts can be used to measure Zambia's income distribution and hence relative poverty?
4. Some people have argued that Zambia's educational system is inappropriate to the social economic needs of development. Discuss this assertion by explaining your answer.
5. Trace the evolution of the debt crisis and account for its contribution to the development impasse in Zambia? Let your answer cover the period 1970-1980.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1996/98 ACADEMIC YEAR SECOND SEMESTER
DEFERRED/SUPPLEMENTARY
EXAMINATIONS - OCTOBER 1998

PA 422: PUBLIC POLICY MONITORING AND EVALUATION

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER QUESTION 1 AND ANY TWO QUESTIONS FROM SECTION B

SECTION A: (40 Marks)

1. Write brief notes on the following:
 - a) Monitoring
 - b) Evaluation
 - c) Problematic situation
 - d) social Auditing
 - e) Target Groups and Beneficiaries.
 - f) Summative Evaluation
 - g) Political and Bureaucratic Structures.
 - h) Adjustment Cycle.

SECTION B: (60 Marks)

2. Discuss and illustrate policy formulation and implementation processes using integrated policy analysis framework.
3. What is the role of policy-relevant information known as policy performance?

4. The following is Michael Scriven's views on the concept of evaluation:

"Evaluators should evaluate" is a value judgement itself but it also happens to be a tautology. So, forget the idea that evaluations are a matter of opinion or taste. They are matters of fact and logic and more important than most. (Dunn, W (1981:339).

Critically assess the validity of the above statement in the context of Public Policy-making in Zambia.

5. Now that you are a trained public policy analyst, would you tell the nation why you think that both Lusaka City Council public Health official and the Deputy Minister for Lusaka Province were respectively right and wrong in handling the Munali Secondary School problem which was ill-structured. Indicate any mitigating factors for the Deputy Minister's public behaviour in this saga.
6. Think of any government program with which you are familiar and state why it succeeded or failed using the first three (3) of the monitoring functions and all the six evaluation criteria.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

PA 925: PUBLIC ENTERPRISE MANAGEMENT

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

1. Discuss retrenchment, its costs and benefits and explain its possible effects on the retrenched employees, the personnel handling retrenchment and the organisation carrying out retrenchment.
 2. There is a conflict between the need for managerial autonomy and public accountability and/or control. Discuss.
 3. Maximisation of profits must be the ultimate goal of all parastatal organisations. Discuss.
 4. Identify the types of boards that have been used to supervise the management of public enterprise organisations and bring out the strengths and weaknesses of each type of board.
 5. Discuss a comparison between state-owned firms and private companies.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

PH102: Introduction to Philosophy II

TIME: THREE HOURS

INSTRUCTIONS: Answer one essay question from each of the first two sections and all of the questions in the third section.

SECTION 1: Metaphysics
(Answer one question only)

1. (a) Briefly explain what the mind-body problem is.
(b) Discuss both the Cartesian and materialistic solutions to the problem.
2. Critically discuss the conflict between our ordinary assumption that we have free will and our often grudging awareness of how human nature can be guided and influenced by propaganda, advertising, parental training, etc.
3. Critically discuss Hume's criticism of metaphysics.

SECTION 2: Epistemology
(Answer one question only)

4. (a) Outline how Rene Descartes arrived at the statement: 'I think, therefore I am'.
(b) Make a critique of Descartes' arrival at re-accepting the world as we perceive it.
5. Is there any similarity between Plato's forms and Rene Descartes' innate ideas?
Explain your answer.
6. "The approach to the theory of knowledge should be a combination of rationalism and empiricism." Critically examine this statement.

SECTION 3: Logic
(Answer all questions)

Question

Premise 1

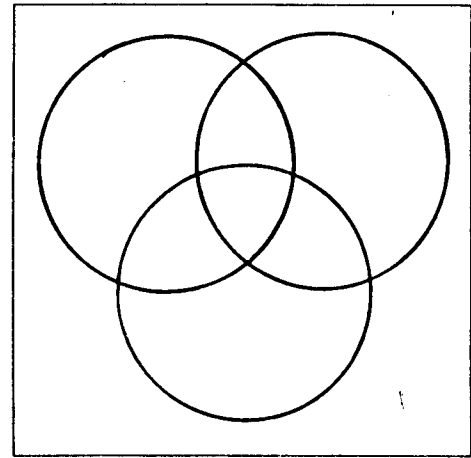
Premise 2

Conclusion

Valid

Invalid

Diagram



	Quantifier	Subject	Copula	Predicate	Quantity	Quality	Subject	Predicate
Premise 1								
Premise 2								
Conclusion								

Major

Minor

Middle

Rules

Question

Premise 1

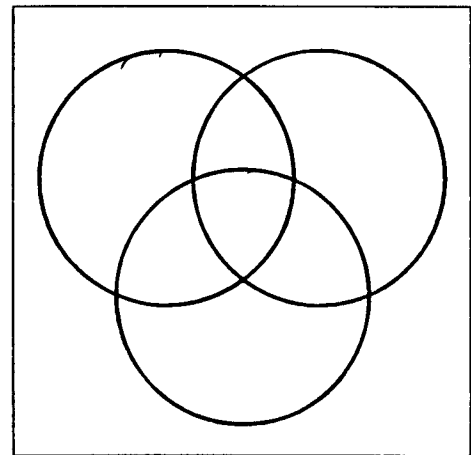
Premise 2

Conclusion

Valid

Invalid

Diagram



	Quantifier	Subject	Copula	Predicate	Quantity	Quality	Subject	Predicate
Premise 1								
Premise 2								
Conclusion								

Major

Minor

Middle

Rules

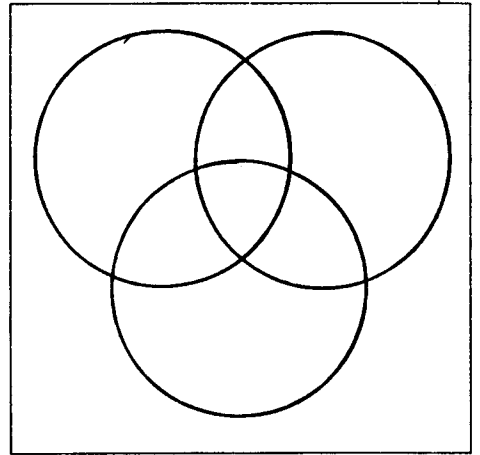
Question **3**

Premise 1	Some animals are not crocodiles
Premise 2	No crocodiles are vegetarians
Conclusion	Some animals are not vegetarians

Valid

Invalid

Diagram



	Quantifier	Subject	Copula	Predicate	Quantity	Quality	Subject	Predicate
Premise 1								
Premise 2								
Conclusion								

Major

Minor

Middle

Rules

1	2	3	4	5
---	---	---	---	---

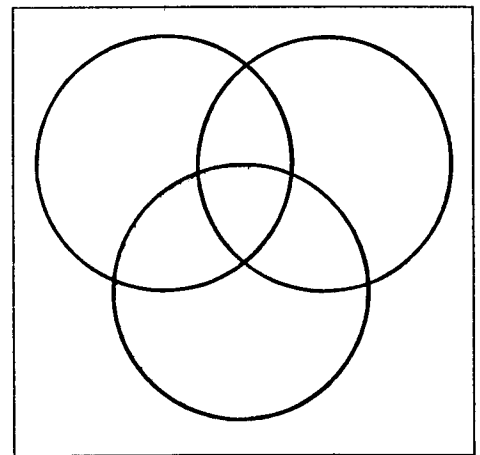
Question **4**

Premise 1	Some machines are steam powered
Premise 2	Some vehicles are not steam powered
Conclusion	Some machines are vehicles

Valid

Invalid

Diagram



	Quantifier	Subject	Copula	Predicate	Quantity	Quality	Subject	Predicate
Premise 1								
Premise 2								
Conclusion								

Major

Minor

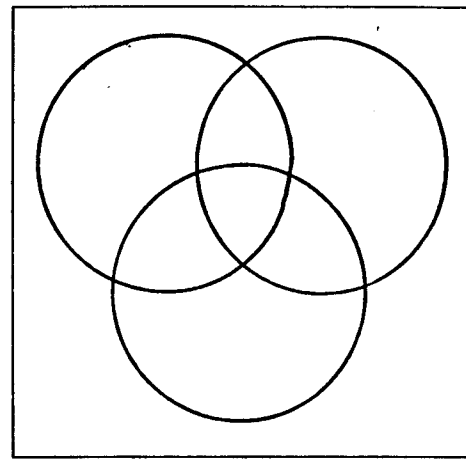
Middle

Rules

1	2	3	4	5
---	---	---	---	---

Question

Premise 1	All fruits are sweet
Premise 2	Some vegetables are not sweet
Conclusion	No fruits are vegetables



Valid

Invalid

Diagram

	Quantifier	Subject	Copula	Predicate	Quantity	Quality	Subject	Predicate
Premise 1								
Premise 2								
Conclusion								

Major

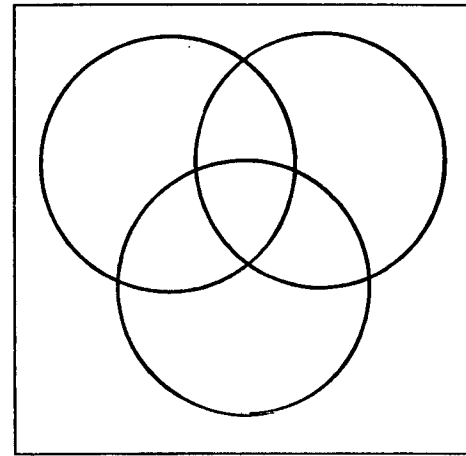
Minor

Middle

Rules

Question

Premise 1	All humans are liars
Premise 2	Some liars are women
Conclusion	Some humans are not women



Valid

Invalid

Diagram

	Quantifier	Subject	Copula	Predicate	Quantity	Quality	Subject	Predicate
Premise 1								
Premise 2								
Conclusion								

Major

Minor

Middle

Rules

7. Invent a valid formalised syllogistic argument which contains one universal negative proposition, one particular affirmative proposition and one particular negative proposition.

8. Invent a formalised syllogism which breaks rules 2 and 4 but passes rules 1, 3 and 5.

9. Invent a valid formalised syllogistic argument which contains two particular negative propositions and one universal affirmative proposition.

10. Invent a formalised syllogistic argument which is valid according to the rules of logic but is invalid according to the venn diagram method.

END OF EXAMINATION

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

1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

PH222: History of Philosophy II

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY THREE OF THE FOLLOWING ESSAY QUESTIONS.

1. (a) Why did Wittgenstein eventually reject the 'Picture Theory' of meaning?
(b) Explain Wittgenstein's notion of 'language games' and his later conception of the purpose of philosophy.
2. (a) State the Liar's Paradox and Russell's Paradox and explain why they are paradoxical.
(b) How did Russell attempt to resolve these paradoxes?
3. (a) According to Nietzsche, in what sense does language mislead us?
(b) Is 'Epistemological Perspectivism' logically self-contradictory? Discuss your answer.
4. (a) What did Schopenhauer mean when he said we were subject to the 'Tyranny of the Will' and how did he think we could escape it?
(b) According to Schopenhauer, why is music different from the other arts?
5. (a) In what ways did Marx's analysis of the dialectic process differ from Hegel's?
(b) What philosophical and empirical criticisms have been made of Marxism?
6. (a) Explain the ontological, cosmological and teleological arguments for the existence of God.
(b) Why did Kant reject these three arguments and how did he justify his own belief in God?

END OF EXAMINATION

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

1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

PH902: Philosophy of Logic

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS

(one question only from Section 1 and two questions from Section 2)

SECTION 1

(Answer one question only)

1. Translate the following English sentences into the symbolism of predicate logic:
 - a) All men are mortal.
 - b) Some students are not intelligent.
 - c) Given any person whatever, he/she is not perfect.
 - d) There is someone who both loves and is loved by John.
 - e) The man on the right is the man who snatched my purse.

2. Translate the following argument into the symbolism of the predicate logic and use propositional and quantifier rules to show its validity:

All human beings are mortal;
Banda is a human being;
Therefore, Banda is mortal.

SECTION 2

(Answer any two questions)

3. Discuss two metaphysical and two epistemological questions that can be raised against standard two-valued logic as a result of the plurality of logical systems.

4. Explain and critically discuss any three arguments that have been advanced in support of many-valued (deviant) logic.

5. Discuss in detail the problem of the meanings of the logical connectives indicating in your answer which view you prefer and why.

6. (a) Briefly explain the philosophical distinction between necessary and contingent truth.
(b) Discuss the idea that modal logic is needed to represent arguments involving the concepts of necessity and possibility.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

PH945: Medical Ethics

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS

1. (a) Explain the different positions taken with respect to the human life which begins at conception.
(b) Discuss critically the manner in which the ethical principles of beneficence and non-maleficence apply to the unborn.
(c) Comment briefly on the “pro-life” and “pro-choice” debate.

2. “Esther Banda is a young girl of 14 years age. She has become pregnant after a sexual encounter with her boyfriend. She does not want to reveal her condition to her family and she approaches a doctor to have an abortion.”
With reference to the doctor-patient relationship in the above, discuss the following medical ethical principles:
 - (a) Autonomy.
 - (b) The right to information.
 - (c) Confidentiality.

3. Reproductive technology has made it possible for a mother who is unable to carry her child to term in her womb to have a child by availing of surrogate motherhood. Discuss critically the ethical issues which can arise in such a situation.

4. (a) Identify and explain the different types of euthanasia.
(b) Discuss critically the ethical problems surrounding the issue of “assisted suicide”.
(c) Give your views on the issue of “nursing care only”.

5. (a) Discuss how you would go about giving a definition of death.
(b) Explain what is meant by the use of extraordinary means in the treatment of patients and discuss the ethical implications with regards to a dying patient.
(c) Discuss the ethical issues surrounding the treatment of a patient in the condition referred to as a persistent vegetative state” (PVS).

6. Medical research is of great important for the health and welfare of present and future human beings. Discuss critically some of the ethical problems related to the following:
- (a) Spare embryos.
 - (b) The use of foetal tissue.
 - (c) Organ transplantation.
7. (a) Explain what is meant by justice with regard to health care.
(b) With regard to scarce medical resources, how would different ethical theories go about deciding how to distribute available resources.
(c) In Zambia today, discuss how you would go about formulating a policy for decision-making which would ensure justice in health care for all.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

PH965/EC965: Business Ethics

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS (one question must be chosen from each section)

SECTION A

1. (a) Briefly outline what you understand by business ethics.
(b) Present the main arguments for and against studying business ethics.
2. (a) Explain in detail what is meant by “corporate social responsibility”.
(b) Discuss the economic dimensions of corporate social responsibility.
3. Critically discuss whether capitalism is a just way of organising an economy.

SECTION B

4. Compare and contrast the theories of Social Darwinism and Machiavellianism in business ethics.
5. (a) Explain in detail what is meant by “whistleblowing”.
(b) Do you think there is an ethical justification for whistleblowing? Explain your answer.
6. “Advertising is an acceptable way of lying.” Critically discuss the moral implications of this statement.

SECTION C

7. (a) Explain in detail what is meant by “corporate culture”.
(b) What barriers may be anticipated in changing an unacceptable corporate culture? Discuss your answer.
8. (a) Present the main argument of teleology as an ethical theory.
(b) Briefly discuss any one teleological theory with reference to business ethics.

(contd.)

- 9. (a) Explain in detail what is meant by "parallel planning" and its connection with social responsibility.
- (b) Critically evaluate the similarities and dissimilarities between parallel planning and corporate culture.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

PH972/S972: Philosophy of the Social Sciences

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS

(Note that qq. 1 and 2 as well as qq. 5 and 6 are either/or questions).

1. With reference to verificationism and falsificationism in the natural sciences, discuss critically the problems involved in trying to identify one correct method.
- or**
2. Discuss critically the approaches of Kuhn and Lakatos with respect to the history of scientific development.
3. (a) Explain what is meant by the approaches to social science referred to as “methodological individualism” and “methodological holism”.
(b) Discuss critically whether these two approaches can be seen to be compatible in social science analysis.
4. (a) Explain what is meant by “perspectivism” and “relativism” with regard to an understanding of culture and discuss the problem involved.
(b) Discuss critically the problem of “objectivity” and “truth” in social science.
5. (a) Explain what is meant by rational choice theory in economics.
(b) Discuss critically the assumptions and methodology involved in this theory.
(c) Discuss whether in your opinion this approach could be used as a model for the analysis of other social science areas.
- or**
6. (a) Explain what has been referred to as “the invisible hand of the market” with respect to economic theory.
(b) Although considered as a “social science”, discuss whether economics is properly identified as a “science” in view of its social subject matter.
7. (a) Explain the problem of fact and value in the social sciences and give your critical evaluation.
(b) Explain what is meant by sociobiology and give your critical evaluation of its relevance to cultural determinism.

END OF EXAMINATION

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

1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

(SUPPLEMENTARY / DEFERRED EXAMINATIONS)

PH972/S972: Philosophy of the Social Sciences

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS

1. (a) Explain what is meant by 'scientific method'.
(b) Discuss why some refer to it as 'crude' or 'naïve' empiricism.
(c) Explain the approach recommended by Popper.
2.

or

Discuss and evaluate the approaches of either Kuhn or Lakatos in the philosophy of science.
3. Many would think that the scientific method as used in the natural sciences is not adequate for analysis in the social sciences.
(a) Explain why this is so.
(b) Give your own evaluation.
4. (a) Explain what is meant by 'methodological individualism' in social science method.
(b) Explain what is meant by 'methodological holism' in social science method.
(c) Discuss whether the two approaches can both be accepted together.
5. Culture is one of the key determinants in social science analysis.
(a) Discuss the difference between 'relativism' and 'perspectivism' in this context.
(b) Discuss the extent to which you think 'truth' and 'objectivity' are relevant in the social sciences.
6. (a) Discuss what is meant by 'economic rationality'.
(b) Evaluate the use of the phrase 'the invisible hand of the market' in economic science analysis.
7. (a) Explain what is meant by 'the leash principle' in sociobiology.
(b) Give you views on the 'nature versus nurture' debate in social science.
(c) Explain how sociobiologists attempt to explain 'altruism' in people and give your critique.

END OF EXAMINATION.

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

PL 252: COMPARATIVE POLITICS

(INTERNAL STUDENTS)

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS, ONE FROM EACH OF SECTIONS A AND B AND A THIRD QUESTION FROM EITHER SECTION

SECTION A

1. Critically analyse the non liberal democratic Marxist conception of democracy as rule by or for the proletariat.
2. To what extent can the failure of the Soviet model of Socialist construction be attributed to the lack of material and intellectual foundations at the time of the October Revolution.
3. "If majority rule is really to mean anything, at least the majority must be able to say what they want, and to make it stick." Discuss, in the context of Michael Gorbachev's principles of GLASNOST and PERESTROIKA.

SECTION B

4. "A vanguard state may be a government FOR the people but it is not government BY the people, or even by the choice of the people". Discuss, in the context of the problematics of democracy in the Chinese Communist system.
 5. Account for the failure of Gorbachev and Yeltsin-type political and economic reforms in China.
 6. Analyse the thesis that a capitalist mode of production and corresponding social classes can survive in a transitional socialist society.
 7. Discuss the relationship between the Chinese communist Party and the Chinese Parliament (Peoples Congress).
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1996/98 ACADEMIC YEAR SECOND SEMESTER
DEFERRED/SUPPLEMENTARY EXAMINATIONS

PL 312: UTILITARIANISM AND CONTEMPORARY LIBERALISM

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER THREE (3) QUESTIONS ONLY, ONE FROM SECTION A AND TWO FROM SECTION B

SECTION A

1. Analyse David Hume's views on property and how it affects political society.
2. With particular reference to the process by which moral distinctions are arrived at, discuss David Hume's moral theory.

SECTION B

3. Assess the strengths and weaknesses of Jeremy Bentham's proposals for penal reform and the behavioural theory underpinning them.
 4. Analyse the way in which Anthony Downs uses the notion of rationality in his *Economic Theory of Democracy*.
 5. Discuss John Stuart Mill's attempt to prove the validity of the principle of utility.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

**1996/98 ACADEMIC YEAR SECOND SEMESTER DEFERRED
EXAMINATIONS**

PL 322: FOREIGN POLICIES OF AFRICAN STATES

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

1. Discuss the origins and the Role of ECOMOG in the West~~ern~~^{not only} African Regional politics.
 2. Critically assess the root causes of the rivalry between Senegal and Nigeria^{not only} in ECOWAS but also in other international fora.
 3. What is Foreign Policy and what are its major determinants?
 4. Ascertain the reasons for Zambia's neutral position in the current armed conflict in Congo Democratic Republic.
 5. Why do you think Nigeria was and is still said to be both Happy and Sad when South Africa attained Black Majority Rule?
 6. Discuss Egypt's role in the O.A.U. vis-a-vis the Arab World
-

END OF EXAMINATIONS

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

PL 322: FOREIGN POLICIES OF AFRICAN STATES

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

1. What would you single out as Zambia's major goals in Foreign Policy in the 1st and 2nd Republics? What shifts if any have occurred in the Foreign Policy of the Third Republic?
 2. Examine the evolution of Post-Revolution Egypt's foreign policy towards Africa South of the Sahara. To what extent has Egypt succeeded in fulfilling her foreign policy goals in Africa?
 3. On a visit to UNZA in 1993, H.E. Lawrence Agubuzu, High-Commissioner of the Federal Republic of Nigeria to Zambia declared that fate had mandated Nigeria to lead Africa. Critically assess this statement in the light of Nigeria's foreign policy.
 4. What are the principal factors that determine the foreign policy opinions of African states in the International system? Discuss the prospects and limitations facing the Foreign Policies of African states in the Post Cold-War Era.
 5. In opening the 1989 summit of the Franco-phone countries in Dakar, President Abdou Diouf declared "we are Francophone and we will remain Franco-phone willingly". Assess the impact of this policy statement on Senegal's foreign policy.
 6. Why is Zambia underrepresented in international and regional organizations? What measures should be instituted to ensure that Zambia attains a higher profile visibility internationally?
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

**1996/98 ACADEMIC YEAR SECOND SEMESTER DEFERRED
EXAMINATIONS**

PL 322: FOREIGN POLICIES OF AFRICAN STATES

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

1. Discuss the origins and the Role of ECOMOG in the Western African Regional politics.
2. Critically assess the root causes of the rivalry between Senegal and Nigeria in ECOWAS but also in other international fora.
3. What is Foreign Policy and what are its major determinants?
4. Ascertain the reasons for Zambia's neutral position in the current armed conflict in Congo Democratic Republic.
5. Why do you think Nigeria was and is still said to be both Happy and Sad when South Africa attained Black Majority Rule?
6. Discuss Egypt's role in the O.A.U. vis-a-vis the Arab World

END OF EXAMINATIONS

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

PL 332: FOREIGN POLICY ANALYSIS AND EVALUATION

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

1. During the Cold War, the major foreign policy goal of the United States was containment of the soviet threat, which received the support of all allies of the U.S.A. in the North Atlantic Treaty Organization (NATO). In the aftermath of the cold war, what shifts have occurred in U.S. foreign policy and what implications have they raised for the U.S. in its relations with its allies?
2. Foreign policy cries throughout the world tend to be understood differently by the Secretary of State and her colleagues at the Pentagon (Defense). What factors account for these different interpretations of international events, and whose perceptions tend to receive the President's endorsement?
3. By withdrawing France from the military component of N.A.T.O. in 1966 President De-Gaulle declared an "independent foreign policy", which has been affirmed by his successors. Does France possess the means to sustain its "independent foreign policy" after the cold war?
4. Following re-unification in 1990, the Federal Republic of Germany has aroused suspicion in some observers that it may embark on a campaign of domination and conquest in Europe and beyond as was experienced under Adolf Hitler in the 1930s. Critically assess this view.
5. In your view which factors determine the foreign policies of both major and micro-powers in the Global system. How can small states in particular safe-guard their national interests in an increasingly unpredictable international environment.
6. Examine the concept of deterrence as manifested by the recent testing of nuclear bombs by archrivals Pakistan and India. Can Deterrence really be useful as an instrument of foreign policy formulation and implementation in the post cold war era?

END OF EXAMINATION.

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

PL 452: SOCIALIST POLITICAL THEORY II

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

1. Evaluate the place of Mikhail Gorbachev's Perestroika and Glasnost in the history of socialist ideas.
2. Discuss the weaknesses and strengths of the theory of evolutionary socialism advanced by Eduard Bernstein.
3. Analyse the way in which Senghor utilised the theory of human evolution in his political theory.
4. Compare and contrast the ways in which Fanon and Cabral analysed social classes and the role of these classes in national liberation.
5. Analyse Kaunda's view in his *Humanism* on the nature of man and his destiny.

END OF EXAMINATION.

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

PL 932: POLITICS OF SOUTHERN AFRICA II

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

1. Discuss Zambia's Position towards the politics of Southern Africa under the Kaunda regime. In what important ways was this position different from and similar to that of Zambia under the Chiluba regime.
2. Evaluate the policies of South Africa towards the rest of Southern Africa from 1948 to 1994, and in so doing also analyse the main determinants of such policies.
3. Compare the role of Botswana and Malawi towards the politics of Liberation in Southern Africa, and in so doing also discuss the factors that may account for the differences and similarities in their respective roles.
4. Assess the extent to which it can be argued that the role played by international capital and economic institutions largely reinforced rather than undermined white domination in Southern Africa.
5. Compare and contrast the policies of the USA towards Southern Africa with those of the former Soviet Union.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

PL 942: POLITICS IN AFRICA

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER THREE (3) QUESTIONS ONLY. ONE FROM SECTION A AND TWO FROM SECTION B

SECTION A

1. Describe two types of power structures found in pre-colonial African society. In your view which of the two structures has persisted in modern day African states?
 2. Peasants are politically inactive compared to urban dwellers. Discuss the validity of this statement within the Zambian context.
-

SECTION B

3. Describe the role of elites in the ^{politics}~~political~~ of decolonisation in Africa. To what extent were these groups responsible for the crisis of governance in their respective countries?
 4. Discuss the arguments for introducing multi-party states in Africa. To what extent are these arguments supportive of promoting democracy?
 5. The MMD government and public service is dominated by people from a particular province or close to President Chiluba. Discuss the validity of this assertion by using the concept of clientelism.
 6. Discuss three sources of political instability in Africa and analyse the current military conflict in the Congo Democratic Republic.
-

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

PS 102: INTRODUCTION TO PSYCHOLOGY II

TIME: THREE HOURS

INSTRUCTIONS: THIS EXAMINATION PAPER CONSTITUTES 50% OF THE FINAL COURSE GRADE. IT CONSISTS OF THREE PARTS (A, B AND C). ANSWER ALL THE QUESTIONS IN PART A; SEVEN IN PART B AND TWO IN PART C.

PART A: ANSWER ALL THE QUESTIONS

1. Thoughts, beliefs and expectations of an individual constitute:
 - a. physiological component of emotion
 - b. behavioural component of emotion
 - c. cognitive component of emotion
 - d. none of the above

2. Gazing continuously at another person is a sign of:
 - a. liking
 - b. love
 - c. hostility
 - d. admiration

3. According to James-Lange theory of emotion:
 - a. body change occurs after emotion
 - b. emotion causes physiological change in body ✓
 - c. emotion occurs after body change
 - d. each emotion is physiologically the same

*Five afraid man
Five run - afraid*

4. Emotion provoking events induce simultaneously the subjective experience and physical reaction. This explanation is given by:
 - a. James-Lange theory ✓
 - b. Cannon-Bard theory
 - c. Facial-Feedback hypothesis

5. Attitudes have three parts: a/ancomponent; a/an component and a/an component.

consciouscomponent; a/an *emotional* component and a/an component.

6. Items such as “ would exclude from my family” or “ would admit to marriage in my family” would be found in which attitude measure?
 - a. reference group scale
 - b. a Likert scale
 - c. a social distance scale
 - d. an open-ended interview

7. In his first year at University, Banda had Prof. H for Social Psychology and Prof. M for Developmental Psychology. Banda would like to think of them as:
 - a. a group
 - b. authoritarian
 - c. gender schematics
 - d. racists

8. Which of the following is true regarding communication?
 - a. Only humans are capable of true communication
 - b. Communication includes only written or spoken language
 - c. Only humans have capacity for true language
 - d. Only human language does not rely on symbols for communication

9. When speaking to another person, a sender must a message into symbols.
 - a. incode
 - b. encode
 - c. decode
 - d. recode

10. Michael showers his new baby sister with hugs and kisses and repeatedly asserts how much he loves her. However, unconsciously he is very jealous of the new arrival. This is a manifestation of:
 - a. denial
 - b. repression
 - c. defence mechanism
 - d. reaction formation

11. Which of the following approaches to the study of personality includes thoughts and beliefs?
 - a. behavioural-cognitive
 - b. classical conditioning
 - c. behavioural
 - d. radical behaviourism

12. Which of the following is a follower of the behavioural-cognitive approach to the study of personality?
 - a. B. Watson
 - b. W. Mischel
 - c. E. Thorndike
 - d. B.F. Skinner ✓

13. According to Freud, the human personality is made up of three systems. These are:
- superego, reality principle and ego
 - ego, libido and superego
 - id, ego and superego ✓
 - id, ego and denial
14. In behaviourist terms, if a child is affectionate, it is because:
- he/she has inherited being affectionate from his/her mother
 - he/she is very pleasant
 - children are usually affectionate
 - he/she has been rewarded in the past for exhibiting affectionate behaviour
15. Converting information from one form to another form prior to recording it in memory is a process called
- selective attention
 - acquisition
 - encoding
 - retrieval
16. Which of the following would probably not be in long term memory before you were asked to give a response?
- The name of the primary school you attended.
 - Your mother's maiden name.
 - The birth place of your father.
 - Your friend's telephone number you just looked up. ✓
17. is the memory process that is basically the same as "storage".
- Acquisition
 - Retention
 - Rehearsal ✓
 - Retrieval
18. Chola was having a hard time recalling names of the planets until his teacher gave him a hint by telling him the initial letters. The teacher's "hint" brought the temporarily inaccessible information into consciousness. This stimulus is called:
- maintenance rehearsal
 - a schema
 - a retrieval cue ✓
 - meta memory
19. The greater the change in the retrieval environment as compared to the environment in which the information was acquired, the poorer our recall of the target information. This principle is known as:
- state-dependent memory
 - context-dependent memory
 - verbal context
 - encoding specificity

20. Army alpha and army beta are:
- individual tests of intelligence
 - group tests of intelligence
 - performance tests of intelligence
 - none of the above
21. If a test on mechanical comprehension measures mechanical knowledge of an individual, the test has the characteristic of:
- reliability
 - validity
 - objectivity
 - all of the above
22. If an individual's MA is 15 and his CA is 15, then his IQ will be:
- 0
 - 100 ✓
 - 50
 - 75
23. Weschler intelligence tests are:
- only for children
 - only for adults
 - only verbal tests
 - separate tests for children and adults
24. If a student is trying to estimate how much it would cost her to do a class project, she is involved in the process of:
- thinking
 - problem-solving
 - reasoning
 - imagining
25. Irresistible urges to carry out rituals are persistent intrusions of unwelcome thoughts as:
- phobias are to neuroses
 - panic disorders are to phobias
 - compulsions are to obsessions
 - psychoses are to mood disorders
 - none of the above
 - all of the above ✓
26. A patient believes that his actions are caused by external forces in the form of messages beamed down by aliens. He is manifesting delusions of :
- persecution
 - influence
 - grandeur
 - power
 - all of the above
 - none of the above

27. Personality disorders are defined as:
- severe personality disorganisation, distortion of reality and an inability to function in daily life
 - disturbance of thought processes, loss of contact with reality and auditory hallucinations
 - long-standing inflexible patterns of maladaptive behaviour that impair function
 - periods of severe sadness in alternation with periods of extreme elation
 - all of the above
 - none of the above
28. Which of the following is true?
- People with phobias do not recognise they are irrational
 - People with panic disorders may have a pretty good idea as to why they are frightened
 - Anxiety is considered abnormal only when it occurs in situations in which most people have no difficulty.
 - All of the above
 - None of the above
29. The most salient or easily seen symptoms of depression are:
- emotional
 - cognitive
 - physiological
 - motivational
 - all of the above
 - none of the above
30. Which of the following is not one of the characteristics of a motive?
- Causes behaviour to be initiated.
 - Organises behaviour over time
 - Prevents an end and state from being reached
 - Influences behaviour's rigour and persistence
31. Drives are to internal stimuli as are to external stimuli.
- basic needs
 - meta needs
 - incentives
 - primary drives
32. According to research findings, which of the following indicates high achievement motivation?
- high test anxiety
 - a preference for either very easy or very difficult jobs
 - attribution of "success" to external factors
 - low test anxiety

33. Most detectives have a standard line of reasoning of inquiry when investigating crime. One of the most essential facts to learn is the “reason” why a crime was committed. This involves establishing a/an:
- incentive
 - primary drive
 - basic need
 - motive
34. “Deficiency” needs are needs that people seek to satisfy and fundamentally. These needs are called:
- primary drives
 - intrinsic motives
 - basic needs
 - meta needs
35. In general, intrinsic motivation may be weakened when extrinsic motivation is present. There is one group for which this is an exception, particularly for uncontrollable extrinsic rewards. This is the group of:
- people high in achievement
 - people low in achievement
 - people who are motivated by basic needs
 - people who are motivated by meta needs

PART B: WRITE BRIEF NOTES ON SEVEN OF THE FOLLOWING

- Cognitive dissonance theory of attitudes
- Using an example explain the 3 stages of memory and summarise the major differences between short and long term memory in terms of (a) capacity (b) duration and (c) coding ✓
- (i) Briefly define personality and state the two aims of personality psychologists.
(ii) What does the approach personality psychologists use to carry out this dual mission in (i) above depend on?
(iii) Give three examples of your answer in (ii) above.
- Discuss the role of autonomous nervous system in emotion.
- What are the two characteristics that define abnormal depression? Describe them. ✓
- Theoretical background to motivation.
- Problems/difficulties in studying motivation.
- Briefly define the terms: need, drive, incentive and motive.

PART C: WRITE TWO ESSAYS FROM THE FOLLOWING. CLARITY OF EXPRESSION AND THE USE OF EXAMPLES ARE IMPORTANT

1. Discuss the applications of the four criteria discussed in class to the definition of abnormal behaviour, indicating limitations where possible. Which of these criteria provides a satisfactory description of abnormality? Explain.
2. (a) Discuss the contributions of Charles Spearman, L.L. Thurstone and R.B. Cattell to the nature of intelligence.
(b) Explain the nature of intelligence.
3. Assess to what extent both psychological and physiological aspects influence human sexual motivation.

*****END OF EXAMINATION*****

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

PS 332: COGNITIVE DEVELOPMENT AND CULTURE II

TIME: THREE HOURS

INSTRUCTIONS: THIS EXAMINATION PAPER CONSTITUTES 40% OF THE FINAL COURSE GRADE. IT CONSISTS OF TWO SECTIONS (ONE AND TWO). ANSWER SIX QUESTIONS IN SECTION I AND THREE IN SECTION II

SECTION ONE: ANSWER SIX QUESTIONS

1. "Specific cultural practices can have a profound effect on Piagetian task performance". Explain the meaning of this statement and give two examples to illustrate it.
2. What does Piaget mean by conservation? Briefly explain why preoperational children fail on Piaget's tasks of conservation.
3. The major development in Piaget's pre-operational stage of development is that of symbolic thought. Describe two forms of symbolic thought that Piaget identified.
4. According to Shirley-Brice Heath (1986), several definitions of literacy have come up in the USA.
 - (i) Give two such definitions.
 - (ii) Why have the definitions outlined by Shirley Brice-Heath been challenged by those studying literacy around the world?
 - (iii) Is it necessary to carry out literacy campaigns in Zambia? Why?
5. Describe the work of Patricia Greenfield concerning learning to weave among the Zinacantecans of Mexico. What kind of learning does it illustrate?
6. Briefly describe the major characteristics of the Weschler intelligence scale for children. What is the major advantage of this scale and why?
7. Explain what is meant by dynamic assessment and the use/s it has been put to. What is the best known of this kind of assessment and who is its creator?
8. Why is divergent thinking as opposed to convergent thinking important for creativity? Provide two examples of tasks used to measure creativity and in each case give a response that is indicative of divergent thinking

SECTION TWO: WRITE ESSAYS ON THREE OF THE FOLLOWING TOPICS

9. Berk (1997) gave the following account of how a 5 year old African-American boy, Jermaine, reacted to an intelligence testing situation conducted by Nora:

Starting with some word definitions, Nora asked, "Jermaine, how are wood and coal alike? How are they the same?" Jermaine's eyebrows wrinkled in puzzlement. He shrugged his shoulders and said, "Well, they're both hard."

Nora continued: "And an apple and a peach?" "They taste good," responded Jermaine, looking up at Nora's face for any sign that he was doing all right.

Nora looked back pleasantly but moved along in a businesslike way. "A ship and an automobile?" Jermaine paused, unsure of what Nora meant. "They're hard," he finally replied.

Discuss how a) prior exposure to test content ; b) language customs and c) motivational concerns may influence the performance of a child such as Jermaine on an intelligence test.

10. Define creativity and discuss environmental resources that are important in fostering creativity in children. On the basis of the resources that you have identified, discuss how possible it is to promote creativity in the average Zambian home and in government primary schools.
11. Describe the study conducted by Sylvia Scribner and Michael Cole on the Vai Script. Discuss the functions of literacy among the Vai and explain why the Vai script is so important as far as the study of literacy is concerned. Which other scripts exist in Vai country and what uses are they put to?
12. Describe the major developments in Piaget's formal operations stage of cognitive development. It has been found that 40% - 60% of college students in the USA fail Piaget's tasks in this stage of development and that in many "tribal and village cultures" operational reasoning does not appear at all. What do these findings suggest about the stage of formal operations and about Piaget's theory of cognitive development in general?

*****END OF EXAMINATION*****

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

PS 332: COGNITIVE DEVELOPMENT AND CULTURE II

TIME: THREE HOURS

INSTRUCTIONS: THIS EXAMINATION PAPER CONSTITUTES 40% OF THE FINAL COURSE GRADE. IT CONSISTS OF TWO SECTIONS (ONE AND TWO). ANSWER SIX QUESTIONS IN SECTION I AND THREE IN SECTION II

SECTION ONE: ANSWER SIX QUESTIONS

1. "Specific cultural practices can have a profound effect on Piagetian task performance". Explain the meaning of this statement and give two examples to illustrate it.
2. What does Piaget mean by conservation? Briefly explain why preoperational children fail on Piaget's tasks of conservation.
3. The major development in Piaget's pre-operational stage of development is that of symbolic thought. Describe two forms of symbolic thought that Piaget identified.
4. According to Shirley-Brice Heath (1986), several definitions of literacy have come up in the USA.
 - (i) Give two such definitions.
 - (ii) Why have the definitions outlined by Shirley Brice-Heath been challenged by those studying literacy around the world?
 - (iii) Is it necessary to carry out literacy campaigns in Zambia? Why?
5. Describe the work of Patricia Greenfield concerning learning to weave among the Zinacantecans of Mexico. What kind of learning does it illustrate?
6. Briefly describe the major characteristics of the Weschler intelligence scale for children. What is the major advantage of this scale and why?
7. Explain what is meant by dynamic assessment and the use/s it has been put to. What is the best known of this kind of assessment and who is its creator?
8. Why is divergent thinking as opposed to convergent thinking important for creativity? Provide two examples of tasks used to measure creativity and in each case give a response that is indicative of divergent thinking

SECTION TWO: WRITE ESSAYS ON THREE OF THE FOLLOWING TOPICS

9. Berk (1997) gave the following account of how a 5 year old African-American boy, Jermaine, reacted to an intelligence testing situation conducted by Nora:

Starting with some word definitions, Nora asked, "Jermaine, how are wood and coal alike? How are they the same?" Jermaine's eyebrows wrinkled in puzzlement. He shrugged his shoulders and said, "Well, they're both hard."

Nora continued: "And an apple and a peach?" "They taste good," responded Jermaine, looking up at Nora's face for any sign that he was doing all right.

Nora looked back pleasantly but moved along in a businesslike way. "A ship and an automobile?" Jermaine paused, unsure of what Nora meant. "They're hard," he finally replied.

Discuss how a) prior exposure to test content ; b) language customs and c) motivational concerns may influence the performance of a child such as Jermaine on an intelligence test.

10. Define creativity and discuss environmental resources that are important in fostering creativity in children. On the basis of the resources that you have identified, discuss how possible it is to promote creativity in the average Zambian home and in government primary schools.
11. Describe the study conducted by Sylvia Scribner and Michael Cole on the Vai Script. Discuss the functions of literacy among the Vai and explain why the Vai script is so important as far as the study of literacy is concerned. Which other scripts exist in Vai country and what uses are they put to?
12. Describe the major developments in Piaget's formal operations stage of cognitive development. It has been found that 40% - 60% of college students in the USA fail Piaget's tasks in this stage of development and that in many "tribal and village cultures" operational reasoning does not appear at all. What do these findings suggest about the stage of formal operations and about Piaget's theory of cognitive development in general?

*****END OF EXAMINATION*****

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

**1996/98 ACADEMIC YEAR SECOND SEMESTER DEFERRED/SUPPLEMENTARY
EXAMINATIONS**

PS 932: TESTS AND MEASUREMENTS

TIME: THREE HOURS

**INSTRUCTIONS: THIS EXAMINATION PAPER CONSISTS OF TWO SECTIONS
(A AND B). ANSWER ANY THREE (3) QUESTIONS FROM
SECTION A AND ANY SIX (6) FROM SECTION B.**

SECTION A: ANSWER ANY THREE (3) QUESTIONS

1. (a) Explain 10 disabilities and discuss the characteristics of learning disabled children.
(b) What are the assessment techniques used in the treatment of learning disabled children?
2. (a) Give a thoughtful discussion on the clinical versus statistical prediction.
(b) What is clinical judgement? Discuss how accuracy of clinical judgement can be improved.
3. (a) What do you understand by educational testing? What is its purpose?
(b) Discuss any four (4) types of educational tests with an example for each. Show how these tests can be used in Zambian schools.
4. Explain in detail problems involved in the measurement of personality and the procedures that are followed to deal with these problems.

SECTION B: ANSWER ANY SIX QUESTIONS

1. Explain what is meant by synthetic validity and validity generalisation. Support your explanations with examples.
2. Explain what is meant by (a) value scales and (b) work values inventory.
3. Define achievement tests and bring out their role in the educational process.

4. (a) How are multiple aptitude batteries different from special aptitude tests?
(b) Why is it important to measure different aptitudes of an individual?
5. Discuss how miniature tests are used to measure aptitudes and what are their advantages and disadvantages.
6. Explain three (3) major changes in career counselling which are reflected in recently developed or revised interest inventories.
7. Give a brief explanation of the distinguishing features of projective techniques.
8. Identify and explain the basic classification of the Rorschach systems scoring categories.

*****END OF EXAMINATION*****

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

PS 932: TESTS AND MEASUREMENTS

TIME: THREE HOURS

INSTRUCTIONS: THIS EXAMINATION PAPER CONSISTS OF TWO SECTIONS (A AND B). ANSWER ANY THREE QUESTIONS FROM SECTION A AND ANY SIX FROM SECTION B.

SECTION A: ANSWER ANY THREE QUESTIONS

1. (a) Discuss any 2 categories of special aptitude tests with an example.
(b) Discuss in what ways aptitude testing can be applied in a Zambian context.
2. (a) Discuss the different types of tests used in clinical testing.
(b) Explain the diagnostic use of intelligence tests.
3. Give a detailed account on the different procedures for validating occupational tests in an employment setting.
4. (a) Projective techniques represent one of the best known and most widely used instruments for personality appraisal. Describe the distinguishing features of these techniques, using examples to illustrate them.
(b) Identify and explain in detail weaknesses of most projective techniques.

SECTION B: ANSWER ANY SIX QUESTIONS

1. Define achievement tests and aptitude tests. Bring out the major differences between them.
2. Write short notes on:
 - (a) General tests of achievement
 - (b) Diagnostic achievement tests
3. How is a teacher-made classroom test different from a standardised educational test? Suggest 4 ways to improve the quality of teacher-made classroom tests.

4. Explain Thurstone's and Likert's attitude scales.
5. Discuss the educational approaches to the learning-disabled.
6. What are interest inventories? Explain 3 main approaches used in self-report inventory construction.
7. Briefly explain 4 sources of distortion that limit the reliability of self-report personality questionnaires and suggest at least 2 ways in which distortion could be reduced.
8. What do personality tests measure? Give 4 examples of practical use to which personality tests could be applied in Zambia.

*****END OF EXAMINATION*****

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

1996-1998 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

PS 952- PSYCHOPATHOLOGY

TIME: THREE HOURS

SECTION A – Short Answer Questions. Answer 4 out of 6 questions

- 1) List and describe briefly the diagnostic criteria for one of the personality disorders.
- 2) Define the concept of “approach-avoidance”.
- 3) Define and contrast the concepts of “hallucination” and “delusion”.
- 4) Describe briefly the main features of a “fugue” disorder.
- 5) Define the concept of delusion, and describe briefly 4 types of delusions.
- 6) Define the concept of “analgesia” in the context of conversion disorders.

SECTION B – Essay Questions. Answer 4 out of 5 questions

- 1) Define personality disorders as a general diagnostic category of mental disorders and discuss the difficulties inherent to their diagnosis and treatment.
- 2) Discuss the predisposing factors to stress.
- 3) Discuss how you would assess suicidal risk and what approach you would use in helping a suicidal client.
- 4) Describe the symptoms of generalised anxiety disorder and contrast with phobic disorders.
- 5) Discuss how involvement in religious or spiritual group could help or hinder the recovery of mentally ill people.

GOOD LUCK!

.

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

1996-1998 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

PS 952- PSYCHOPATHOLOGY

TIME: THREE HOURS

SECTION A – Short Answer Questions. Answer 4 out of 6 questions

- 1) List and describe briefly the diagnostic criteria for one of the personality disorders.
- 2) Define the concept of “approach-avoidance”.
- 3) Define and contrast the concepts of “hallucination” and “delusion”.
- 4) Describe briefly the main features of a “fugue” disorder.
- 5) Define the concept of delusion, and describe briefly 4 types of delusions.
- 6) Define the concept of “analgesia” in the context of conversion disorders.

SECTION B – Essay Questions. Answer 4 out of 5 questions

- 1) Define personality disorders as a general diagnostic category of mental disorders and discuss the difficulties inherent to their diagnosis and treatment.
- 2) Discuss the predisposing factors to stress.
- 3) Discuss how you would assess suicidal risk and what approach you would use in helping a suicidal client.
- 4) Describe the symptoms of generalised anxiety disorder and contrast with phobic disorders.
- 5) Discuss how involvement in religious or spiritual group could help or hinder the recovery of mentally ill people.

GOOD LUCK!

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - NOVEMBER/DECEMBER 1997

S 111

INTRODUCTION TO SOCIOLOGY I

(DISTANCE EDUCATION)

TIME: THREE HOURS

INSTRUCTIONS: THIS PAPER IS DIVIDED INTO THREE SECTIONS.
PLEASE ENSURE THAT YOU ANSWER ALL QUESTIONS.

SECTION A

Multiple choice (20 marks)

1. Which of the following is true about Sociology?
 - (a) It only studies social behaviour
 - (b) It is based on general expression and points of view derived from overall experience in working with people
 - (c) It is a generalising science
 - (d) Both (a) and (c)
2. Which of the following sociologists coined the term sociology?
 - (a) E. Durkheim
 - (b) A. Comte
 - (c) K. Marx
 - (d) None of the above
3. Which sociologist strongly influenced the thinking of Karl Marx?
 - (a) Comte A.
 - (b) C.H. Cooley
 - (c) Hegel
 - (d) Weber M.
4. The ability to respect oneself depends on
 - (a) The way we behave
 - (b) How others rate us
 - (c) How we interpret the way others rate us
 - (d) The degree to which we can forget how others degrade us

5. That people are expected to comb their hair is an example of a
- (a) sanction
 - (b) value
 - (c) more
 - (d) Folkway
6. A sociologist used as a consultant in a community action programme is acting as a
- (a) pure scientist
 - (b) an applied scientist
 - (c) a technical expert
 - (d) both b and c above
7. Which of the following sources of information is probably the least reliable?
- (a) Participant observation
 - (b) Interview
 - (c) Eye witness accounts
 - (d) Publications carrying official government statistics
8. Which of the following Sociologist is well known for his Theory of Looking Glass self
- (a) Weber M.
 - (b) M. Mead
 - (c) C.H. Cooley
 - (d) E. Goffman
9. Human beings differ from all other animals in that humans alone:
- (a) Possess biological drives
 - (b) Can communicate through symbols
 - (c) Organise societies
 - (d) Migrate from place to place
10. Culture includes
- (a) The nature of individual divinity
 - (b) The solution of moral dilemmas
 - (c) Beauty
 - (d) All the above

SECTION B (60 marks)

Write a few notes on the following concepts

- (a) Variable
- (b) Sociological Imagination
- (c) Culture
- (d) Values
- (e) Norms
- (f) Social Group
- (g) Survey
- (h) Mid-life crisis
- (i) Counter culture
- (j) Cultural universals
- (k) Achieved status
- (l) Impression management
- (m) Looking Glass-Self
- (n) Generalised other]
- (o) Science

SECTION C (20 marks)

To be unsocialised is to be inhuman. Please discuss giving examples.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL
EXAMINATIONS

S 111: INTRODUCTION TO SOCIOLOGY

DISTANCE EDUCATION

TIME ALLOWED: THREE HOURS

**INSTRUCTIONS: THIS PAPER IS DIVIDED INTO THREE SECTIONS,
PLEASE ENSURE THAT YOU ATTEMPT ALL SECTIONS.**

SECTION A

MULTIPLE CHOICE (10 MARKS)

Q1. Culture includes

- (a) The nature of individual divinity
- (b) The solution of moral dilemmas
- (c) Beauty
- (d) All the above

Q2. Language

- (a) Contains a number of symbols
- (b) Is produced by culture
- (c) Both helps and hinders the spread of culture
- (d) All the above

Q3. Socialisation process can be defined in all the following ways but one

- (a) A process of internalisation
- (b) The development of individual personality
- (c) A perfect adjustment of the individual to societal norms
- (d) A mutual process

Q4. Humans differ from all other animals in that humans alone

- (a) Possess biological drives
- (b) Can communicate through symbols
- (c) Migrate from place to place
- (d) Organise societies

Q5. Role learning involves

- (a) How to perform the roles
- (b) The privileges and duties appropriate to the status
- (c) Feelings and attitudes appropriate to the position
- (d) All the above

Q6. Which of the following is an ascribed status in Zambia

- (a) A husband
- (b) An old woman
- (c) A students
- (d) All the above

Q7. Every person is

- (a) Like all other people
- (b) Like some other people
- (c) Like no other people
- (d) Like all the above

Q8. Climate and geographic environment

- (a) Limit the cultural development of people
- (b) Do not affect cultural development
- (c) Determine cultural development
- (d) Determine social development

Q9. Sociology

- (a) Only studies social behaviour
- (b) Is based on general expression and points of view derived from overall experience in working with people
- (c) Is generalising science
- (d) None of the above

Q10. The discipline that is most interested in the dynamic interplay between religion and society is?

- (a) Philosophy
- (b) Sociology
- (c) Political sciences
- (d) Theology

SECTION B (60 MARKS)

WRITE SOME NOTES ON THE FOLLOWING

- Q1. Body language
- Q2. Cultural shock
- Q3. Role conflict
- Q4. I and me
- Q5. Generalised other
- Q6. Anthropology
- Q7. Ideal culture
- Q8. Alienation
- Q9. Hypothesis
- Q10. Sociological Imagination
- Q11. Cultural relativism
- Q12. Values
- Q13. Vestehem
- Q14. Anomie
- Q15. Economics

SECTION C (30 MARKS) ANSWER BOTH QUESTIONS

- Q1. What is culture? Is it possible for us to talk about a Zambian National Culture?
- Q2. Identify and discuss the main disadvantages of using mailed Questionnaires in a country like Zambia.

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

**1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL
EXAMINATIONS**

S 112: INTRODUCTION TO SOCIOLOGY 1 (INTERNAL)

TIME ALLOWED: THREE HOURS

INSTRUCTIONS: THIS PAPER IS DIVIDED INTO THREE SECTIONS. PLEASE ENSURE THAT YOU ATTEMPT ALL SECTIONS.

SECTION 1 (10 MARKS)

1. Internal migration refer to
 - (a) Rural – rural migration
 - (b) Rural-urban migration
 - (c) Urban-rural migration
 - (d) Urban-urban migration
 - (e) All the above

2. Net migration refers to
 - (a) The sum of in-migration and out-migration with respect to a given area
 - (b) The ratio of migrants to the population exposed to the likelihood of migrating
 - (c) The difference between in-migration and out-migration with respect to a given area
 - (d) The movement of people across international boundaries.

3. Which one of the following Sociologists is associated with Social Conflict analysis of stratification?
 - (a) Max Weber
 - (b) A. Comte
 - (c) D. Moore
 - (d) E. Durkheim
 - (e) None of the above

4. All societies have
- (a) Ascribed sex roles
 - (b) Ascribed professional role
 - (c) Achieved professional roles
 - (d) All the above
5. Functions of the family include:
- (a) Reproduction
 - (b) Socialisation
 - (c) Endogamy
 - (d) Both A and B
 - (e) All the above
6. Most families prepare their children for a status in life which is:
- (a) Similar to their own
 - (b) Higher than their own
 - (c) Lower at first and then equal to their own
 - (d) Lower than their own
7. The most infrequently practised form of marriage is:
- (a) Polygamy
 - (b) Monogamy
 - (c) Polyandry
 - (d) Polygyny
8. Institutionalised behaviour is not characterised by:
- (a) Expected reactions
 - (b) Spontaneous reactions
 - (c) Predictable reactions
 - (d) Patterned reactions.
9. Crude birth rate is the number of:
- (a) Children born per 1,000 population
 - (b) Children born per 1,000 women
 - (c) Children born per 1,000 women in their child bearing years
 - (d) None of the above.

10. When institutional means become ends:
- (a) The institution is likely to die
 - (b) Proposed changes are likely to be denounced as attacks upon the institution itself
 - (c) Usually most the institutional personnel will initiate reorganisation from within.
 - (d) None of the above will be likely to occur.

SECTION 2

ANSWER ALL QUESTIONS (60 MARKS)

WRITE SOME NOTES ON THE FOLLOWING:

1. Sex roles and gender roles
2. Conjugal family
3. Matriarchal society
4. Monarchy
5. Oligarchy
6. Dependency
7. Underdevelopment
8. Vertical Social mobility ✓
9. Internal migration ✓
10. In-migration ✓
11. Fertility ✓
12. Population composition
13. Uxorilocal
14. Seviracy
15. Closed stratification system

SECTION THREE (3)

ANSWER BOTH QUESTIONS (30 MARKS)

1. What demographic, economic and social factors influence levels of fertility and morbidity?
2. According to K. Marx, Social Stratification grows out of unequal wealth and he defines social class as purely “ a system of exploitation”. Discuss this statement taking into account some of the criticism levelled against Marx’s perspective of Social Stratification.

THE UNIVERSITY OF ZAMBIA

DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES

DEFERRED/SUPPLEMENTARY EXAMINATIONS (DISTANCE EDUCATION)

S211 CLASSICAL SOCIOLOGICAL THEORY

TIME: THREE HOURS

ANSWER: FOUR QUESTIONS

1. Distinguish between mechanical and organic solidarity and discuss whether or not division of labour has replaced religion as the main uniting force in modern society. (25 marks)
2. What is anomic suicide and how different is it from the other types of suicide identified by Emile Durkheim? (25 marks)
3. Compare and contrast Karl Marx and Max Weber on the concept of class and show whether the struggle for political independence in Zambia was a struggle between classes or status groups (25 marks)
4. Does the Zambian civil service lack any of the features of an ideal type bureaucracy? (25 marks)
5. Critically examine the validity of Veblen's theory of pecuniary emulation in the context of the Zambian situation (25 marks)

END

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - NOVEMBER/DECEMBER 1997

S 211

CLASSICAL SOCIOLOGICAL THEORY

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THE QUESTION IN SECTION 1 AND
THREE QUESTIONS FROM SECTION 2

SECTION 1

Explain the following:

- (a) The law of three stages. (5 marks)
- (b) Organic and critical periods of social change. (5 marks)
- (c) The doctrine of evolution. (5 marks)
- (d) Karl Marx's notions of:
 - (i) substructure;
 - (ii) superstructure;
 - (iii) forces of production; and
 - (iv) relations of production. (10 marks)

SECTION 2

Answer any THREE QUESTIONS from this section

1. Deduce six hypotheses from the following propositions found in Emile Durkheim's theory of division of labour:
 - (i) The greater the division of labour, the greater the solidarity.
 - (ii) The greater the solidarity, the greater the consensus.
 - (iii) The greater the number of associates per member, the greater the division of labour.
 - (iv) The greater the solidarity, the smaller the number of rejections of deviants. (25 marks)

2. With reference to Emile Durkeim's proposition that social facts can be explained by other social facts, write a short but realistic essay to explain the increasing number of religious organizations in Zambia since the advent of the Third Republic.

(25 marks)

3. The Government of Zambia is deeply concerned about poverty in the country and wants to devise an effective strategy to reduce it. Reflect on Georg Simmel's theory of social types and recommend the strategy to follow.

(25 marks)

4. Take Vilfredo Pareto's theory of elites and come up with an explanation of the political situation in Zambia as you see it develop since the 1991 general elections. In doing so, use the following concepts:

- (i) lions and foxes;
- (ii) circulation of the elites;
- (iii) maximum utility for and of a collectivity.

(25 marks)

5. Compare and contrast the views of Karl Marx and Max Weber on the concept of class and argue whether the struggle for political independence in Zambia was a struggle between classes or status groups.

(25 marks)

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES

DEFERRED/SUPPLEMENTARY EXAMINATIONS (DISTANCE EDUCATION)

NOVEMBER 1998

S212 CONTEMPORARY SOCIOLOGICAL THEORY

TIME: THREE HOURS

ANSWER: FOUR QUESTIONS

1. Evaluate the argument of Peter Berger and Thomas Luckman that social reality is mentally constructed. (25 marks)
2. To what extent was the social structure of colonial Zambia Reflected in the structure of urban settlements at that time? (25 marks)
3. Human ecology has practical significance for a developing country like Zambia. Discuss. (25 marks)
4. Discuss the validity of Karl Marx's view that a group of people has revolutionary ideas when they are fighting for political power and conservative ideas when they re in power. (25 marks)
5. Outline George Herbert Mead's theory of symbolic interactionism. (25 marks)

END

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

**1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL
EXAMINATIONS**

S 212: CONTEMPORARY SOCIOLOGICAL THEORY

TIME ALLOWED: THREE HOURS

**INSTRUCTIONS: ANSWER BOTH QUESTIONS IN SECTION ONE (1) AND
THREE QUESTIONS FROM SECTION TWO (2)**

Q1. Explain, with illustrations, the following concepts:

- (a) Functional pre-requisites. (8 marks)
- (b) Humanistic Coefficient. (2 marks)
- (c) Functional alternatives. (2 marks)
- (d) Ruling class situation, revolutionary situation, and truce situation. (6 marks)

Q2. Mention seven (7) of the functions of conflict, as put forward by Lewis Coser. (7 marks).

SECTION 2

Q3. Apply the concepts of social circle, social person, social role, and social value to explain why Zambia is poor. (25 marks)

- Q4. Use labelling theory to explain how criminal behaviour develops in individual persons. (25 marks).
- Q5. Write a critique of George Homans' exchange theory. In doing so, make references to Peter Blau's work on this theory . (25 marks).
- Q6. Outline George Herbert Mead's theory of symbolic interactionism and explain how it could explain some forms of mental illness. 25 marks).

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

**1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL
EXAMINATIONS**

S. 312 - URBAN PROBLEMS AND MANAGEMENT

TIME ALLOWED : THREE HOURS

INSTRUCTIONS: PART 1 IS COMPULSORY - 40 POINTS
ANSWER THREE QUESTIONS FROM PART II - 20 POINTS
EACH

PART 1 - COMPULSORY

According to Professor Maquet Jacques (1972) "The African Child is born black but becomes African". Based on this assertion discuss

- The traditional structure of relationships
- The significance of the extended family
- Why inheritance and succession are contentious issues
- The nuclear family is alien to traditionalists even in urban centers.

PART II

ANSWER THREE QUESTIONS ONLY

1. Using understanding of the notions of "GENERATIVE" and "PARASTIC", *discuss* urbanisation and economic development.
2. What factors account for continuities and changes in the structures and roles of urban families in Zambia today.
3. The captured image of women is misplaced because women in reality, have room to strategise, negotiate and bargain within their realm . Discuss.

4. Account for the forces affecting the transition and stability of family life in urban areas.
5. What factors indicate that Zambia is over-urbanized.
6. What problems are undermining ^{urban} management in Zambia? What could be done to resolve these.
7. What evidence points to the fact that Lusaka as a city has excess labour with limited skills.
8. What factors have led to the rapid growth of the informal section? What woes could be solved in urban areas by prudent management of this section?

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

**1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL
EXAMINATIONS**

S 322: CONTEMPORARY SOCIAL PROBLEMS

TIME ALLOWED: THREE HOURS

INSTRUCTIONS: ANSWER ONLY FOUR QUESTIONS

- Q1. In the clash of Zambian family background. Domestic violence, like wife and child abuse are due to socio-Psychological factor. Do you agree with this statement? If so, How?**
- Q2. What is Sexual deviance? In what way is the institution of Prostitution a product of social change? Explain in Zambian context.**
- Q3. Define poverty. Explain the causes and consequences. Which theory (Either Marxist or World System Theory) do you think explains the poverty better in Zambia.**
- Q4. How does Merton explain the relationship between Social Structure and Deviant Behaviour? Support your answer with examples.**

- Q5. What is HIV/AIDS? Explain how Social and Mobility has increased the rise of HIV/AIDS? What measurement will you suggest to make AIDS-free generation?**
- Q6. Are the illegitimate children a product of conflicting family values or a personal moral weakness? Discuss.**
- Q7. Describe briefly the following: Health and health care system, white collar crimes, and Environment Problem. Discuss with special reference to Zambia.**

END OF EXAMINATION

GOOD LUCK!

THE UNIVERSITY OF ZAMBIA

SCHOOL HUMANITIES AND SOCIAL SCIENCES

**1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL
EXAMINATIONS**

S 902: SOCIAL AND ECONOMIC ASPECTS OF INDUSTRY

TIME ALLOWED : THREE HOURS

INSTRUCTIONS: SECTION A. SHORT ESSAYS (40 MARKS)

**WRITE SHORT NOTES ON THE FOLLOWING CONCEPTS LEARNED
DURING THE COURSE. ANSWER ALL QUESTIONS. EACH SHORT ESSAY
HAS 4 MARKS.**

- Q1. Workforce Management
- Q2. Trade Unionism
- Q3. Industrial Relations
- Q4. Single Unionism
- Q5. Employee's role in Unionism
- Q6. Government's role in Unionism
- Q7. Conformism
- Q8. Recourse to arbitration
- Q9. Collective Bargaining
- Q10. Workplace Conflict.

SECTION B - LONG ESSAYS (60 MARKS)

ANSWER TWO (2) QUESTIONS ONLY FROM THE THREE

- Q1. Trade Unionism under a multiparty and democratic system of government needs to be a single Union type of . Discuss this statement in the light of the Zambian current situation and experiences in the last five years of the Movement for Multiparty Democracy (MMD) system of government.
- Q2. The role of Trade Unionism in the struggle for Independence cannot be underplayed by all forces concerned with the development of a new state at that time. Discuss critically the important role Unions played in the struggle for independence and the short comings faced in the process.
- Q3. Examine and give your own analytical process of the Industrial and Employment Policies of Zambia during the Third Republic.
- Q4. Works Councils at places of work have been tried as a means of workers participation. Critically, discuss the Zambian experiences (both failures, successes and lessons) learned from the applications of works councils.

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

**1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL
EXAMINATIONS**

S 912: REFUGEES IN THE CONTEMPORARY WORLD 2

TIME ALLOWED: THREE HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS IN PART ONE (I) - (8 MARKS PER QUESTION) THREE QUESTIONS IN PART TWO (II) - (20 MARKS PER QUESTION)

Part (1)

Q1. Write brief but concise notes on the following:

- (a) Displacement
- (b) Spontaneous Settlement
- (c) Organised Settlement
- (d) Vulnerable Refugees
- (e) Legal context of Refugee assistance in Africa.

PART TWO (II)

ANSWER ANY THREE QUESTIONS

Q1. Discuss the view that under favourable conditions, the influx of refugees can be a stimulus to economic growth and development.

- Q2. Based on your understanding of Africa's refugees problems, outline the strengths, loopholes and flaws of the 1969 OAU CONVENTION as a logical basis for resolving refugee problems in Africa.
- Q3. Review some of the initiatives and efforts undertaken in respect of refugee assistance in Africa since 1981 by the International Community.
- Q4. Discuss the integrated rural development approach as an appropriate strategy for solving refugee problems in Africa.
- Q5. In your view, is tribal or ethnic factor a tenable or fallacious explanation of refugeeism in Africa?
- Q6. How are the following categories of refugees vulnerable? What could be done to alleviate their plight?
- (a) Women refugees
 - (b) Single-parents and unaccompanied women
 - (c) The elderly
 - (d) Minors including orphans.
- Q7. In light of what you have learned about refugeeism – why is the current conflict in Congo, D.R awesome?

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

**1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL
EXAMINATIONS**

S 962: SOCIOLOGY OF RURAL DEVELOPMENT

TIME ALLOWED: THREE HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS. EACH QUESTION HAS 4 MARKS

SECTIONA: SHORT ESSAYS (40 MARKS)

Write short notes on the following concepts.

1. Integrated Rural Development (IRD)
2. Community Development
3. Agricultural Extension
4. Settlements
5. Operation Food Production
6. Rural Reconstruction Centres (RRCs)
7. Go back to the land
8. Animation Rural
9. Intensive Development Zone (IDZ)
10. Gender/Women and Rural Development

SECTION B LONG ESSAYS - 60 MARKS

ANSWER TWO (2) QUESTIONS ONLY FROM THE FOLLOWING.

- Q1. Community Development and Animation Rurale have been used as strategies for rural development. Give a critique of both strategies using the Zambian experiences.
- Q2. The Back to the Land policy of Zambia was brought about because of the growing size of shanty compounds and increasing crime rate in the cities and did little to attract the unemployed back to the rural area.

Do you agree with the above statement? Discuss critically the Back to the Land Policy as a tool for rural development in Zambia.

- Q3. The Concept of Integrated Rural Development (IRD) is a good strategy for rural development in that it includes all aspects of human endeavour.

Provide a critical evaluation and analysis of the application of the concept to Zambia's underdeveloped rural areas since the 1970s.

- Q4. Critically, discuss some of Zambia's rural development strategies since independence giving their success and failures.

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL
EXAMINATIONS

S 975: MEDICAL SOCIOLOGY

TIME ALLOWED: THREE HOURS

**INSTRUCTIONS: ANSWER QUESTION ONE (1) AND ANY THREE
OF THE FOLLOWING:**

- Q1. Define Medical Sociology. Distinguish Sociology in Medicine and Sociology of Medicine.

- Q2. What new epidemic started in the 1980's which emerged as a threat to health, development and survival of millions of individuals, families and communities throughout the World? Explain.

- Q3. How does the concept of Sickness as deviance provide a better Approach to understanding the Sociological aspects of illness?

- Q4. "As underdeveloped societies modernise the pattern of their diseases Change accordingly". Discuss.

- Q5. Briefly, describe Zambia's Health Reform Programme pointing out its Strength and weakness.
- Q6. How does population affect the quality of life? Will you say family Planning is the best way to improve the quality of life?
- Q7 With reference to Talcottparsons discuss the Doctor – patient Relationship, based on general social theory of social system.
- Q8. Examine the role of Euthanasia in the dying process from both the Medical and moral points of view.

END OF EXAMINATION

GOOD LUCK!

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
1997/98 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

SW 232:
INTRODUCTION TO MACRO PRACTICE SOCIAL WORK METHODS

TIME: THREE HOURS

INSTRUCTIONS:

ANSWER ANY FIVE QUESTIONS IN PART I AND ANY TWO
IN PART II. PART I CARRIES 12 POINTS PER EACH
QUESTION AND PART II CARRIES 20 POINTS PER EACH
QUESTION ANSWERED.

PART I: SHORT ANSWER TYPE QUESTIONS.

1. Friedlander says, mobilisation of financial resources is one of the functions of an administrator. Show how this function is performed in the public and private sectors.
2. Outline the three main components of social planning process.
3. Provide the definitions of social policy and social planning. Indicate the relationship between the two.
4. Differentiate the **Encourager Model** from the **Confrontational Model** of Community Development. Briefly comment on the appropriateness of the two models in Community Development.
5. Outline and briefly comment on the five major roles a social planner plays in National development planning.
6. Name and briefly explain the three levels of research designs.
7. Name and comment on any two partisan roles a community worker can play.
8. Differentiate a loan from a grant.

PART II:

1. How different is social welfare administration from general administration? Discuss the importance of social welfare administration in the provision of social services. As administrator, what qualities need you has to administer social welfare efficiently?
2. What is the main function or functions of the National Planning Agency? Explain instances when the National Planning agency tends to dominate the planning process.
3. Any researcher who engages in hypothesis testing goes through necessary research steps. Identify a research topic and discuss the necessary steps you will go through when conducting your research.
4. Identify and discuss the **FOUR** main categories of problems faced by social planners when planning for social services. Discuss by giving examples based on the Zambian context.
5. When and why does a community worker take on existing power structure in the community?

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

**1996/98 ACADEMIC YEAR SECOND SEMESTER FINAL
EXAMINATIONS**

**SW 332 – CROSS CULTURAL PERSPECTIVES IN SOCIAL WORK
PRACTICE**

TIME: THREE

INSTRUCTIONS: ANSWER :

2 QUESTIONS IN PART I - 20 POINTS PER QUESTION
1 QUESTION FROM PART II - 20 POINTS PER QUESTION
2 QUESTIONS IN PART III – 20 POINTS PER QUESTION

PART I - Brief but concise notes on the following:

1. Five categories of 'values' of major relevance to social Work
2. Three major purposes of social work
3. Five essential areas of knowledge.
4. Advantages of a natural system of problem solving.

PART II

By and large, a series of different major approaches have developed out of the three traditional methods of Social Work. Outline and discuss the major approaches of one of the following including workers role in each case.

1. Social Case work
2. Social group work
3. Community Organisation

PART III

1. Discuss the concept of Intervention Repertoire including its five dimensions.
2. Why is a search for relevance useful to Social Work intervention in Zambia.
3. Using concrete examples, compare and contrast the indigenous problem solving system with classical social work relative to problem, person, process and solution.
4. What are the strengths and weaknesses of Social Work that hamper/foster its contribution to societal development.