

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**SECOND SEMESTER 2005**

1. D 212 Introduction to Theatre
2. D 355 Modern Africa Drama
3. DE 112 Introduction to Social, Economic and Demographic Statistics
4. DE 312 Components of population
5. DE 322 Introduction to demographic analysis
- ✓6. DE 412 Advanced methods of evaluation, adjustment and estimation
7. DE 902 Population policy and programmes
8. DS 912 Computer applications in Demography
9. DS 101 Introduction to Development Studies I
10. DS 102 Introduction to Development studies II
- 11. DS 202 Political economy of development
12. DS 302 Food security in developing countries
13. DS 402 Technology and development II
14. DS 422 Poverty reduction strategies and stakeholders
15. DS 912 Women and development, policies and strategies
16. DS 925 Project appraisal and implementation in developing countries
17. DS 935 Industrial policy and development in developing countries
18. DS 945 Global environment and sustainable development
19. DS 975 Economic globalisation and developing countries
20. E 122 Introduction to poetry and drama (Distance students only)
21. E 122 Introduction to poetry and drama
22. E 212 The structure of modern English II

23. E 222 19<sup>th</sup> and 20<sup>th</sup> Century English literature
24. E 462 Later Modernist Literature
25. E 945 Pragmatics
26. E 975 Twentieth century American literature
27. EC 115 Introduction to microeconomics
28. EC 125 Introduction to macroeconomics
29. EC 225 Intermediate macroeconomics
30. EC 322 Introduction to econometrics
31. EC 422 Issues in development
32. EC 435 Natural resource economics
33. E/LAL 112 Introduction to language and linguistics (Internal)
34. E/LAL 912 Psycholinguistics II (Internal)
35. E/LAL 212 The structure of modern English II
36. FR 212 Paper I French language and phonetics II
37. FR 212 Paper II French language and phonetics II
38. FR 221 Introduction to African literature French
39. FR 222 Introduction to French Literature
40. FR 312 Paper I French language and linguistics
41. FR 322 Intermediate French literature
42. FR 332 Intermediate Translation
43. FR 412 Paper II Advanced French and general linguistics
44. H 111 Introduction to the study of history
45. H 112 Africa prior to colonisation
46. H 231 History of modern Africa 1750-1900
47. H 232 History of modern Africa 1900 to the present

48. H 242 The capitalist economic system 1914 to the present
49. H 322 Twentieth century Europe
50. H 345 History of modern India 1947-1985
51. H 442 History of the soviet union 1945-1991
52. H 912 History of Zambia since 1890
53. H 945 Themes in west Africa, 1800 to the present
54. LAL 211 The structure of the Bantu languages
55. LAL 212 Studies in non-Bantu languages of Africa
56. LAL 221 Introduction to literary studies
57. LAL 432 Creative writing project in Zambian languages
58. MC 135/312 Media Law (Introduction)
59. MC 222 Media and Society
60. MC 245 Story telling
61. MC 322 Radio Production II
62. MC 342 Hardcopy editing
63. MC 402 Investigative reporting
64. MC 422 News agency reporting
65. MC 912 Public relations practice
- ~~66.~~ PA 125 Introduction to public administration
67. PA 201 National government and administration
68. PA 202 Comparative administration
69. PA 315 Organisational behaviour
70. PA 322 Comparative local government administration
71. PA 342 Industrial relations
72. PA 412 Issues in development administration

73. PA 422	Public policy evaluation
74. PA 952	Public enterprise management
75. PA 955	Strategic management
76. PH 102	The fundamental problems of philosophy (Distance education)
77. PH 102	Fundamentals of Philosophy
78. PH 222	History of philosophy
79. PH 222	Modern and contemporary philosophy
80. PH 325	Ethics crime and punishment
81. PH 945	Medical Ethics
82. PL 115	Introduction to political science
83. PL 251	Comparative politics I
84. PL 252	Comparative politics II
85. PL 932	Politics of Southern Africa II
86. PL 962	The politics of globalisation
87. PS 102	Introduction to Psychology
88. PS 242	Psychology of adolescence
89. PS 312	Theories of personality
90. PS 472	Counselling practice and application
91. S 111	Introduction to sociology I
92. S 112	Introduction to sociology II
93. S 211	Sociology
94. S 212	Contemporary sociological theories
95. S 312	Urban problems and managements in developing countries
96. S 322	Contemporary social problems
97. S 962	Rural sociology

98. S 975	Medial sociology
99. SS 242	Statistical methods in the social sciences
100.SW 112	Social development and social welfare
101.SW 232	Introduction to macro practice social work methods
102.SW 412	Social administration

# THE UNIVERSITY OF ZAMBIA

## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES DEPARTMENT OF LITERATURE AND LANGUAGES SEMESTER 2 FINAL EXAMINATIONS – DECEMBER 2005 D212: INTRODUCTION TO THEATRE

**INSTRUCTIONS:** This examination has two sections: You are required to answer three questions, at least one from each section. All questions carry equal marks.

### SECTION A

1. With special reference to Greek tragedy, discuss the role played by religious festivals and rituals in the development of theatre.
2. Relate the following elements of the climactic structure to *Antigone*:
  - (a) Antecedent
  - (b) Conflict
  - (c) Peripeteia
  - (d) Climax
  - (e) Resolution
3. Explain the difference between the two main approaches to acting technique (internal and external). Which of the two do you prefer and why?
4. Read the following excerpt from Henrik Ibsen's play *A Doll's House* and answer the questions which follow:

*A pleasant, tastefully furnished but not expensively furnished, living room. A door on the rear wall, right, leads to the front hall, another door, left, to Helmer's study. Between the two doors is a piano. A third door in the middle of the left wall; further front a window. Near the window a round table with easy chairs and a small couch. Towards the rear of the right wall a fourth door; further front a tile stove and a small table... (Act I, Scene I)*

  - (a) If you were to direct the above play, how would you rewrite the above scene description using stage vocabulary, eg. "stage right".
  - (b) Draw a director's floor plan of the above scene.

### SECTION B

5. Read the following excerpt from Arthur Miller's *Death of a Salesman* and answer the question which follows:

*Biff*: I'm not blaming it in you!

*Willy*: I won't take the rap for this, you hear? (*Happy comes down the stairs*)

*and stands on the bottom step watching)*

*Biff:* That's just what I'm telling you!

*Willy: (Sinking into a chair at a table, with full accusation)* You're trying to put a knife in me—don't think I don't know what you're doing!

(Arthur Miller, *Death of a Salesman*, Act II)

QUESTION: The above is an excerpt from Arthur Miller's *Death of a Salesman*. It is fully punctuated as it appears in the original text. In the second excerpt, below, punctuation has been removed. Rewrite the passage below in the form of a play as above, inserting the punctuation and stage directions where they are missing so that a director or actor would have no problems following and understanding the dialogue.

Biff all right, phony then let's lay it on the line he whips the rubber out of his pocket and puts it on the table

Happy you crazy...

Linda Biff! She moves to grab the hose but Biff holds it down with his hand

Biff leave it there don't move it

Willy not looking at it what is that

Biff you know goddamn well what it is

Willy caged, wanting to escape I never saw that

Biff you saw it the mice didn't bring it into the cellar what is this supposed to do, a hero out of you this supposed to make me sorry for you

Willy never heard of it

Biff there'll be no pity for you, you hear it

Willy to Linda you hear the spite

Biff no you're going to hear the truth—what you are and what I am

Linda stop it

Willy spite

Happy coming down toward Biff you cut it now

Biff to Happy the man don't know who we are the man is gonna know to

Willy we never told the truth for ten minutes in this house

Happy we always told the truth

Biff turning on him you big blow, are you the assistant buyer you're one of the two assistants to the assistant aren't you?

Happy well I'm practically...

Biff you're practically full of it we all are and I'm through with it to Willy now hear this Willy

Willy I know you

Biff you know why I had no address for three months? I stole a suit in Kansas city and I was in jail to Linda, who is sobbing stop crying I'm through with it Linda turns away from them hands covering her face

6. (a) Draw a diagrammatic representation of a proscenium arch stage and clearly label the various stage spaces on the diagram.  
  
(b) Explain the role played by lighting and sound effects in the modern theatre and show how these elements contribute to the overall theatrical qualities of a production.
7. Give a detailed technical description of the two major sets in "First Part" of Wole Soyinka's *Kongi's Harvest* from a Director's point of view and show how the set design impacts on the effectiveness of the play.

**UNIVERSITY EXAMINATIONS – SECOND SEMESTER  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
2005 ACADEMIC**

**D. 355 MODERN AFRICA DRAMA**

**TIME: 3 HOURS**

**INSTRUCTIONS:** ANSWER THREE QUESTIONS FROM THOSE LISTED BELOW IN ESSAY FORM. MARKS WILL BE AWARDED FOR COHERENCE AND COHESION IN THE ESSAYS. PRESCRIBED BOOKS FOR THE COURSE ARE NOT ALLOWED IN THE EXAMINATION ROOM. ONLY COPIES OF AN ENGLISH DICTIONARY ARE PERMITTED.

1. Write an essay highlighting the salient features of Yoruba operatic theatre.
2. In the play "Song of a Goat" what do we learn about John Pepper Clark's idea of Tragedy?
3. In the Raft comment on how existentialist philosophy has influenced the writing of the play.
4. How does knowledge of the Yoruba pantheon help in the understanding of the play The Imprisonment of Obatala?
5. Discuss the dramatic effect of the myth of the new yam in Wole Soyinka's Kongi's Harvest

THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2005 ACADEMIC YEAR  
SECOND SEMESTER FINAL EXAMINATIONS

DE 112: INTRODUCTION TO SOCIAL, ECONOMIC AND DEMOGRAPHIC STATISTICS

TIME: **THREE (3) HOURS**

INSTRUCTIONS: ANSWER **ALL** QUESTIONS FROM SECTION A AND **ANY TWO** FROM SECTION B. **(DO NOT UNDERESTIMATE ANY QUESTION AND AVOID BEING CASUAL WHEN ANSWERING)**

**SECTION A**

1. Gender studies/statistics indicate that roles are learned and they determine activities for both sexes.
  - i Where and how do inequalities between men and women come from?
  - ii Discuss the nature and scope of gender statistics.
  - iii Identify types of gender statistics. Which types of gender statistics are especially biased towards women?
2. Given a Broad Indicator as: Sexual Behavior among Young People, and a Sub-Indicator: Age Mixing in Sexual Relationships, answer the following questions briefly:
  - a. How can this indicator be defined and what are the measurement tools?
  - b. What does this indicator measure and how is the component of measurement measured?
  - c. Indicate limitations to this sub-indicator.
3. The 2005 Zambia Antenatal Clinic Sentinel Surveillance Survey captured the following information on Marriage. Study the information in the table and answer questions below.

Age	First Married
10-14	179
15-19	3090
20-24	1782
25-29	364
30+	25
Never Married	1674
Missing	53
Total	7167

- a) From this data, make analytical observations of marriage patterns in Zambia.
- b) What proportion of women can be said to have been married illegally according to the Zambian laws?
- c) What percentage of the married population does the never married represent? Depict this information graphically after ensuring that the missing have disappeared.

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## SECTION B

- 4.
- a. Identify and give appropriate examples of social, economic and demographic indicators as used in Zambia.
  - b. What is monitoring as used in M&E (monitoring and evaluation)? What functions does it play?
  - c. M&E Checklist is based on The Indicator Framework. Outline and define components of this framework. Give typical examples of the workability of this framework as it relates to HIV/AIDS.
- 5.
- a. In a survey carried out by TUNZA students in Kamojo Compound, it was found that a third of the people surveyed responded that they would support people living with AIDS. Calculate the percent of people with accepting attitudes towards people living with HIV/AIDS if the total sample of the survey was 4000 respondents and make observations accordingly.
  - b. In the same survey, it was discovered that 40% of all the people surveyed were women. Given that 30% of these women have had sexual relations 12 months prior to the survey, calculate age mixing if 15% of these women had non-marital sex and that only 4% had sex with men who were 10 or more years older than they were. What observations can you make from these calculations?
6. Given the following data, determine:
- a. The proportion of deaths that are male;
  - b. The percentage of deaths that are female;
  - c. The ratios of female to male deaths;
  - d. The crude death rate.

Mid Year Population	Deaths in Year (Z)		
	Male	Female	Total
20.1 million	77,330	42,192	119,522

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END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2005 ACADEMIC YEAR SECOND SEMESTER**

**DE 312: COMPONENTS OF POPULATION CHANGE**

**TIIME: THREE HOURS**

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

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**SECTION A (COMPULSORY)**

Q1. Define the following concepts:

- i) Morbidity
- ii) Communicable disease
- iii) Nuptiality
- iv) Migration Interval

Q2. Explain the following:

- i) The relationship between education and mortality
- ii) Everett Lee's theory of intervening ~~opportunities~~ *obstacles*
- iii) The difference between a still birth and a miscarriage

## **SECTION B (ANSWER ANY 2 (TWO) QUESTIONS)**

- Q3. As a policy maker, design programs that would help your country attain the Millennium Development Goal (MDG) related to the reduction of child Mortality by 2015.
- Q4. Discuss various programs available to control international migration. Which programs would be helpful to Zambia?
- Q5. Explain the likely factors behind the declining gap between the Total fertility Rate (TFR) of More Developed Regions (MDRs) and Less Developed Regions (LDRs).
- Q6. What programs would you put in place to reduce rural to urban migration in a developing country like Zambia?
- Q7. Discuss the factors behind low fertility in More Developed Regions (MDRs).
- Q8. Why is the gap between male and female mortality very low in Africa?
- Q9. Discuss the likely consequences of rising prevalence levels of HIV and AIDS in Africa.

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**END OF EXAM**



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

**2005 ACADEMIC YEAR SECOND SEMESTER EXAMINATIONS**

**DE 322**

**INTRODUCTION TO DEMOGRAPHIC ANALYSIS**

**INSTRUCTIONS: ANSWER ONE QUESTION FROM SECTION A AND ALL THE QUESTIONS FROM SECTION B. IN TOTAL YOU SHOULD ANSWER FOUR QUESTIONS**

**TIME: THREE (3) HOURS**

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**SECTION A**

- Q1. (i) Describe the characteristics and differences of the two approaches of studying fertility.  
(ii) What measures can be derived from each of the approaches?  
(iii) What is meant by reproductivity and why is it necessary to study it?  
(iv) What is the difference between a directly standardized crude birth rate and an indirectly standardized one?  
(v) Give three reasons why migration is one of the most complex demographic variables and what questions are usually asked to get information on migration?
- Q2. (i) Describe in general terms, the distinctive characteristics of death rates and mortality rates.  
(ii) What are the shortcomings of using the conventionally calculated infant mortality rates and why is it necessary to adjust it?  
(iii) Illustrate the adjustment of conventional infant mortality rate using separation factors.  
(iv) Give the sources of migration data, and what are the basic measures of internal migration?  
(v) Why is it necessary to standardize the crude death rate and when do you use the direct method of standardization?

**SECTION B**

Q3. Given  $nq_x$  values below for Safari City in 2004. Construct a life-table with the initial cohort of 10,000 ( $l_0 = 10,000$ ), separation factor ( $f$ ) = 0.3.

$L_{35+} = l_{35} \times \log_{10} l_{35}$ . Show calculations and formulae.

Age	$nq_x$
0	0.0453
1-4	0.0076
5-9	0.0035
10-14	0.0030
15-19	0.0464
20-24	0.0100
25-29	0.0134
30-34	0.0178
35+	1.0000

- (i) What are the uses of a life table in demographic analysis?
- (ii) What is the probability of not surviving from birth to age 25?
- (iii) Calculate the life-table birth rate and death rate.

Q4. Given below are data for Southern Province, Zambia in 2000.

Age	Women Population		Births		Sex Ratio	Survival ratios from birth to age group of Mother
	Urban	Rural	Urban	Rural		
15-19	16,816	49,872	1,095	5,738	97	0.97862
20-24	14,737	43,054	2,408	11,658	99	0.97487
25-29	10,969	32,601	1,798	8,383	104	0.97106
30-34	7,764	25,116	1,001	5,463	99	0.96683
35-39	5,965	19,611	525	3,435	101	0.96195
40-44	4,240	15,268	190	1,413	100	0.95695
45-49	2,761	10,282	67	296	95	0.94816

Assuming that the sex ratios and survival ratios are the same for both urban and rural areas in Southern province. Calculate the following measures for both urban and rural areas:

- (i) General fertility rate (GFR)
- (ii) Total Fertility Rate (TFR)
- (iii) Gross Reproduction Rate (GRR)
- (iv) Net Reproduction Rate (NRR)
- (v) What are the assumptions and weaknesses of the above measures?
- (vi) Based on your computations discuss the level and pattern of fertility in Southern Province.

Q5. Given the information below for Western Province, Zambia in 1969.

Place of Enumeration (i)	Place of Birth (j)				
	Kalabo	Kaoma	Mongu	Senanga	Sesheke
Kalabo	43,118	108	900	319	93
Kaoma	991	16,353	2,157	514	105
Mongu	3,225	618	40,258	1,515	294
Senanga	1,075	103	403	35,942	256
Sesheke	574	282	621	1,366	18,201

Estimate the following and comment on your results.

- (a) Inter-district migration rate
- (b) For Senanga district only, estimate
  - (i) In-migration rate
  - (ii) Out-migration rate
  - (iii) Net-migration rate
  - (iv) Gross migration rate
  - (v) Effectiveness ratio
  - (vi) What are the assumptions and weakness of this method?

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**-END OF EXAMINATION-  
GOOD LUCK!**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2005 ACADEMIC YEAR**

**SECOND SEMESTER FINAL EXAMINATIONS**

**DE 412: ADVANCED METHODS OF EVALUATION, ADJUSTMENT AND  
ESTIMATION**

**TIME: THREE HOURS**

**INSTRUCTIONS: ATTEMPT QUESTIONS 1 AND 4 AND ANY OTHER  
ADDITIONAL QUESTION**

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1. The Population of a developing country in 1950 was denoted as  $P_a$ , then grew to be  $P_b$  in 1960 and was estimated to be  $P_c$  in 1970. Apply the Waring's formula if the initial population was 5 million then grew to 6 million before stabilising at 7 million in 1970.
2. Advise which Family Model Life Table should be used in 2010 to obtain the various mortality estimates when Zambia undertakes the next Census.
3. Write a few notes on the following:
  - a) Focasting
  - b) Regularity
  - c) Intrinsic rate
  - d) Moving average

4. Table 1a shows data provided for a developing country. Using appropriate techniques and some information supplied in Table 1b, compute and comment on what the populations would be in 1969, 1985 and 2015.

Table 1a: Populations		Table 1b: Karup-King Formula					
Year	Population			Co-efficients to be applied to:			
1950	3,000,000		Interpolated points	N1.0	N2.0	N3.0	N4.0
1960	4,500,000			First Interval			
1970	6,000,000		N1.0	+1.000	.000	.000	.000
1980	7,100,000		N1.2	+.656	+.552	-.272	+.064
1990	8,200,000		N1.4	+.408	+.856	-.336	+.072
2000	9,300,000		N1.6	+.232	+.984	-.264	+.048
2010	10,000,000		N1.8	+.104	+1.008	-.128	+.016
				Middle Interval			
			N2.0	.000	+.1000	.000	.000
			N2.2	-.064	+.912	+.168	-.016
			N2.4	-.072	+.696	+.424	-.048
			N2.6	-.048	+.424	+.696	-.072
			N2.8	-.016	+.168	+.912	-.064
				Last Interval			
			N3.0	.000	.000	+1.000	.000
			N3.2	+.016	-.128	+1.008	+.104
			N3.4	+.048	-.264	+.984	+.232
			N3.6	+.072	-.336	+.856	+.408
			N3.8	+.064	-.272	+.552	+.656
			N4.0	.000	.000	.000	+1.000

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**END OF FINAL EXAMINATIONS**



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

**DE 902: POPULATION POLICY AND PROGRAMMES**

**SECOND SEMESTER FINAL EXAMINATION**

**INSTRUCTIONS: ATTEMPT QUESTION 1 AND ANY OTHER TWO  
QUESTIONS**

1. As a Regional Population Advisor in the Southern Africa Development Committee (SADC) you are sent to a geo-politically-ravaged country to help frame the draft Population Policy. What facets should not be missed out if the policy is to augment a rapid socio-economic resuscitation?
2. A Senior Official in the Ministry of Finance and National Planning (MFNP) has advised government that if Zambia is to attain meaningful development it does not need to focus on the adoption and implementation of the revised population policy, but address the institutional framework. To affirm government's view on the issue, the Minister approaches you for advise. Write your submission to the Minister.
3. As the 2006 elections draw nearer, the government wants to harness the issues of law and human rights. To avert thwarting the existing Population Policy, put this matter into perspective.
4. A Senior Diplomat thinks that he has the right to comment on any developmental issue in a country he is assigned to. Guide him so as to provide the best international menu for an evolution of a population policy and implementation of national programmes.

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**END OF EXAMINATIONS**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**200 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS**  
**DE 912: COMPUTER APPLICATIONS IN DEMOGRAPHY**

**TIME: TWO HOURS**

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

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**SECTION A (ANSWER ALL QUESTIONS)**

1. Briefly explain what the following software are and what they are capable of:
  - a) Spreadsheet
  - b) Database
2.
  - a) What is the difference between RAM and ROM?
  - b) Why is it important to know a computer's RAM size when purchasing a computer?
  - c) You buy computer software whose minimum RAM requirements is 32MB your computer's RAM size is 16 MB is there a problem here? What can you do to go around this problem?
3. Very briefly explain what you understand by the following:
  - a) Hardware
  - b) Software
  - c) Integrated Circuits (or ICs)
  - d) Computer memory
4. Indicate which of the following is (a) computer languages (b) computer software (c) computer hardware (d) computer accessories:
  - a) Pascal
  - b) Informix
  - c) ALGOL
  - d) Quattro Pro
  - e) Linux
  - f) Fortran
  - g) Unix
  - h) Modem
  - i) Microprocessor
  - j) Light scanner
  - k) ALGOL
  - l) BASIC
  - m) Light pen
  - n) Disk drive
  - o) C++
  - p) Java Script
  - q) HTML
  - r) SPSS



**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HSS/ DIRECTORATE OF DISTANCE EDUCATION  
DEPARTMENT OF DEVELOPMENT STUDIES**

**2005 FIRST SEMESTER DDE FINAL EXAMINATIONS  
DS 101: INTRODUCTION TO DEVELOPMENT STUDIES I**

**TIME: 3 HOURS**

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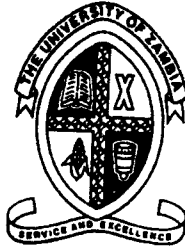
***INSTRUCTIONS***

- I) Question 1 is compulsory
  - II) Answer any other two questions in addition to question one
  - III) Answer in concise clear good English
- .....

1. Define and analyze the relevancy of the concept of sustainable development to the development prospects of developing countries drawing practical examples from the Zambian experience.
2. Define the concept of poverty within the context of the existing situation in Zambia today and prescribe measures that need to be put in place in order to reduce poverty.
3. Compare and contrast the modernization theory with the dependency theory. Which one offers better development prospects for developing countries and why?
4. Outline and discuss the major common characteristic features of developing countries. How do they constrain the development prospects of developing countries?

5. Discuss the major reasons why the agricultural and rural sector is believed to be a very important and critical sector in the initial stages of the development process. What are some of the factors that constrain the sector from contributing effectively to the development efforts of developing countries?

**END OF EXAMINATION**



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

**UNIVERSITY EXAMINATIONS**

**DS 102: INTRODUCTION TO DEVELOPMENT STUDIES II**

**DATE: 6<sup>TH</sup> DECEMBER 2005**

**TIME: 14:00 – 17:00 HOURS**

**VENUE: SPORTS HALL**

**DURATION: THREE HOURS**

Please answer any **THREE** questions of your choice

1. Sokesi Titus Bbwii, popularly known as 'Ama Beggars' for his penchant for begging from neighbours, was speechless as his former friend, Psychology Jombo Mwale, sped past him in the latest Mercedes Benz car class S600. How could a near illiterate fellow like Jombo land a top job in the Government – just because he was related to the President, mused Sokesi Jombo, a former party cadre at the Intercity Bus Terminus who was now in charge of a large government department. 'This is why things can't improve in Africa!' complained Sokesi. To what extent was Sokesi's complaint justified?
2. Kachasu Mpiripiri was sweating profusely as he sold his merchandise in the hot sun near Stanley Bar along Lusaka's Freedom Way. Across the road was parked a van belonging to an organisation called 'Prosperity through Enterprise'. Kachasu cursed as he threw a glance at the van. He was annoyed that these organisations were doing nothing to help people like him in his sector. What sector was Kachasu referring to? How can organisations like 'Prosperity through Enterprise' and the government help people like Kachasu to escape from poverty through entrepreneurship in his sector?

3. 'This country needs people from outside to teach us new ways of doing things!' declared Dipak Patel, Commerce Minister, to his audience comprising mostly members of the Zambia Business Forum (ZBF). 'It is only through this way that Zambia can sell goods abroad', continued Patel, 'and the Government has created an enabling environment'. But some members of the ZBF were not convinced. As a DS 102 student, what would be your advice to members of the ZBF regarding Patel's remarks?
4. In a Chikokoshi dancing style, a group of women in a remote area of Western Province waggled their waists as they welcomed the visiting Director of an organisation called 'Food for the People'. The Director had come to give them bags of rice. In their praise song, with drums beating at increasing rhythm, the women praised the Director for the food he was about to give them. But seated afar from the crowd, old Mukelebai shook his head in annoyance. In a squeaking voice, he shouted, 'What the people of Mulyokela village, as the rest of Zambia, need is increased production capacity to increase the supply of goods and services through foreign companies which are better than that useless organisation'. As a DS 102 student, what would you say about the whole situation?
5. Anita Mbaula Chibungulubwe, a frail-looking old woman could not believe it. Her grand daughter, Sabina, a DS 102 student, was telling her that the socio-economic deprivation of her village could consistently and considerably be reduced by small organisations like 'Village Hope' and not the Government. 'In this village, you need organisations like that!' advised Sabina. To what extent was Sabina correct in advising her grand mother?
6. Somewhere in Kaputa Village a small girl called Malita Matambula Mpumpumpu could not understand why she was not going to school. Her only dress was dirty and tattered. She went over to her visiting aunt from Lusaka to find out why. Smiling, Mrs. Esitela Chikonkolo, the aunt, told the girl that the problem lay with the villagers who believed too much in witchcraft. 'They should become entrepreneurs and all this poverty will go. These companies owned by foreigners can even help these ignorant villagers to become creative!' advised Mrs. Chikonkolo. To what extent do you agree with Mrs. Chikonkolo?



**UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**DEVELOPMENT STUDIES DEPARTMENT**  
**2005 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS**

**DS 202: POLITICAL ECONOMY OF DEVELOPMENT**

**TIME: THREE HOURS**

**INSTRUCTIONS**

- 1) QUESTION ONE IN SECTION ONE IS COMPULSORY
  - 2) ANSWER ANY OTHER TWO QUESTIONS FROM SECTION TWO
  - 3) ALL QUESTIONS CARRY EQUAL MARKS
- 

**SECTION ONE**

1. Raul Prebisch's analysis of the deterioration of the terms of trade deals both with the demand and supply conditions of the commodity markets. On the demand side, it is argued that the terms of trade deteriorated against the periphery because of an imbalance in the income-elasticities of demand for imports between the center and periphery. Clearly articulate these imbalances in the income-elasticities between the center and periphery. Why does the center have low income-elasticities of demand? On the supply side, it is argued that the capitalist economic system evolves in a cyclic fashion and that there are differential impacts of the world economic cycles between the center and periphery. Clearly articulate the behavioral aspects of the cycles while explaining their differential impact.

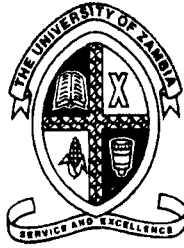
**SECTION TWO**

2. "Free competition" and "Free trade" are important tenets of economic philosophy of liberalism. Critically discuss these tenets. How far do you agree that developing countries should wholly depend on these tenets for their development?
3. The crisis of development in developing countries has been conditioned by two different sets of factors (i.e. internal and external factors). Clearly identify and discuss the internal factors causing development crisis in Sub-Saharan Africa. In

your opinion, is there any one group of factors (i.e. external or internal) that is largely responsible for the development crisis? Elaborate your answer.

4. The 'Right-wing' and 'Left-wing' critiques of foreign aid both throw the baby with the bath water: there is an academic case to support the continuation with aid programmes. Discuss.
5. Clearly identify and discuss the policy prescriptions given to third world countries by the twin Bretton Wood institutions. Identify the negative impacts associated with such policy prescription?
6. Is democracy a necessary condition for economic development? Illustrate your answer with case examples.

**END**



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DEPARTMENT OF DEVELOPMENT STUDIES**

**UNIVERSITY EXAMINATIONS**

**2004/2005 END OF SECOND SEMESTER**

**DS 302: FOOD SECURITY IN DEVELOPING COUNTRIES**

**DATE: 5<sup>TH</sup> DECEMBER 2005**

**TIME: 14:00 – 17:00 HOURS**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS:**

- I) Question one is compulsory**
- II) Answer any other two questions in addition to question one**
- III) Answer in concise clear good English**

.....

- 1. Drawing practical examples from the Zambian situation highlight and assess the political, economic and humanitarian objectives of food aid.**
- 2. Why has the trend changed from cash crop production for the external market to food crop production for the internal market in most developing economies?**

**3. Define and write short notes on any five of the following concepts drawing practical examples from the Zambian situation.**

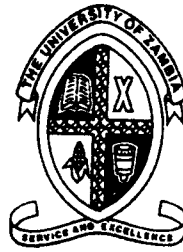
- A) Food Security.**
- B) PL 480**
- C) Poverty**
- D) Project Food Aid**
- E) Terms of Trade**
- F) Famine**

**4. Critically analyse the role played by international organizations in the food security position of developing countries.**

**5. Discuss the various ways in which rapid population growth rates in developing countries may constrain their food security.**

**6. Discuss the major weaknesses of SAP with reference to Zambia's food security position.**

**END OF EXAM**



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

**UNIVERSITY EXAMINATIONS**

**DS 422: POVERTY REDUCTION STRATEGIES AND STAKEHOLDERS**

**DATE: 13<sup>TH</sup> DECEMBER 2005**

**TIME: 09:00 – 12:00 HOURS**

**VENUE: UPPER DINNING HALL**

**DURATION: THREE HOURS**

**INSTRUCTIONS: Answer question 1 (Compulsory) and any other two questions from the following;**

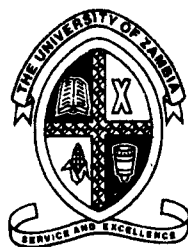
1. Africa enters the 21<sup>st</sup> Century with the World's Poorest Countries and is the only continent to have grown poorer in the past 25 years. If performance does not improve on current trends 23 countries will not meet any of the Millennium Development Goals (MDGS) by 2015, to which African and all other United Nations member states are committed. Within the context of the global economy Africa remains the most marginalized in World Trade; World Investments; World Production and Technology.

Define Poverty in a typical African Country like Zambia. Show clearly how African Poverty relates to the global economy, and state what you think should be done to reduce African Poverty.

2. Many Less Developed Countries are implementing Poverty Reduction Strategies, Zambia included. Outline the main principles of Poverty Reduction Strategies, explain and critically evaluate them.
3. What do you understand by Economic Empowerment? Explain clearly the necessary Policy Actions used to bring economic empowerment to ordinary communities and households, using economic, civil, social and democratic factors and examples to illustrate your answer.

4. State three key stakeholders in Poverty Reduction activities at National level. Explain their roles and responsibilities, and show if their work is effective on the ground in the communities they serve.
5. Community participation is very central in the design, formulation and implementation of Poverty Reduction Programmes. State exactly how community participation can be achieved in Poverty Reduction activities, what are the advantages and Limitations of Community Participation? Give examples where feasible.

**END OF EXAM.**



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

**UNIVERSITY EXAMINATIONS**

**DS 912: WOMEN AND DEVELOPMENT, POLICIES AND STRATEGIES**

**SECOND SEMSTER EXAMINATION**

**DATE: 14<sup>TH</sup> DECEMBER 2005**

**TIME: 09:00 – 12:00 HOURS**

**VENUE: LIBRARY BASEMENT**

**DURATION: THREE HOURS**

**INSTRUCTIONS:**

- 1) QUESTION ONE IN SECTION "A" IS COMPULSORY, YOU ARE THEREFORE EXPECTED TO ANSWER THIS QUESTION**
- 2) YOU MAY ANSWER ONE QUESTION FROM EACH SECTION THEREAFTER**
- 3) YOU SHOULD ANSWER A TOTAL OF 3 QUESTIONS IN ALL**

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**SECTION A**

1. "Globalisation is a term that has a broad and elastic meaning denoting the process in which economical financial, technical and cultural transactions between different countries and communities through out the world are increasingly interconnected and embody common elements of experience, practice and understanding" Analyse this assertion from a gender perspective.

## **SECTION B**

2. Discuss in detail the impact of economic crises on women's work. Draw some experiences from the Asian crises in the late 1990's.
3. Analyse the new conceptualizations of poverty and compare these to the earlier discussions. How have these affected women?

## **SECTION C**

4. Structural Adjustment Programs (SAP) have had devastating impacts on men and women in Zambia. In its efforts to cushion the effects government has set up a task force to address trade issues within the SAP context. As chairperson of the task force, write a report on this for submission to cabinet in order to inform the policy development process.
5. Critically analyse the different approaches that can be distinguished in gender aware economic modeling.

**END OF EXAM**



**UNIVERSITY OF ZAMBIA  
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DEPARTMENT OF DEVELOPMENT STUDIES**

**UNIVERSITY EXAMINATIONS**

**2004/2005 END OF SECOND SEMESTER**

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

**DATE: 15<sup>TH</sup> DECEMBER 2005**

**TIME: 14:00 – 17:00 HOURS**

**TIME: 3 HOURS**

**INSTRUCTIONS: YOU ARE REQUIRED TO ATTEMPT THREE (3) QUESTIONS, BUT IN SECTION A QUESTION 1 IS COMPULSORY**

**SECTION A (COMPULSORY)**

1. Lumwana Mines Ltd a new emerging copper mines in the North Western Province of Zambia has embarked on aggressive investment to take advantage of the favourable copper price currently running at its highest price of US\$80 per pound at the London Metal Exchange. The company has decided to invest in the acquisition of a new smelter with the capacity of 20,000 tons per day as its lowest level and 40,000 tons per day at its highest. The expected turnover from the new acquisition is expected to exceed 300 million dollars. The investment in the new smelter will involve initial investments of US\$400,000 and subsequent additional cash commitment of US\$800,000 and US\$750,000 in the following two years.

Given the existing tax regime and its expected impact on future profit, the company expects cash flow of US\$200,000 in year 3, US\$250,000 in year 4, and US\$350,000 each up to year 10. The company's financial policy requires that timings of cash flow are ignored after the

investment period regardless of the life span of the smelter, which is estimated to be 15 years. The mining company intends to use its investment in unit trusts with African Banking Corporation currently earning interests of 15 per cent to purchase the machine.

Your are required to:

- (a) Calculate the net present value.
- (b) Calculate the internal rate of return of investment.
- (c) Assuming that Lumwana Mines Ltd is offered a soft loan by ZANACO Bank Ltd whose lending rate is 20%, what is the net present value of the investment?
- (d) Work out the company's payback period.

(30 marks)

## SECTION B

2. In relation to planning project factor proportion discuss the following:
  - (a) Macro-level pricing considerations in allocative versus future welfare.
  - (b) Government consideration in planning resource in terms of allocative versus future welfare.
  - (c) Labour saving techniques' considerations in planning project factor proportion.
  - (d) Market failure and the issue of externalities in project planning.
  - (e) Discuss the limitation of aggregate consumption as measure of standard of living.
  
3. (a) The Kansanshi Mines Ltd is evaluating three investment opportunities in its new investment programme aimed at increasing its output by 50% with expected turnover of US\$400 million at the end of year 2006. These are:
  - (i) Establish a production line of finished enriched cobalt for export to China
  - (ii) Expand its existing sulphuric acid plant production line

- (iii) Develop a new line of production of enriched uranium for export to Iran and North Korea

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

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

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

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

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

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

As a Project Analyst at the Ministry of Mines and Mineral Development, you are instructed by the Permanent Secretary to analyse the proposed investment opportunities and advise which project or projects should be selected.

- (b) To decide whether a single project proposal is acceptable or not, different project criteria can be used. Discuss each of the criterion and their decision rule.

(35 marks)

4. Economists have put forward a number of criteria and techniques for allocating investment resources to different sectors or project in planning the development of underdeveloped economies. Discuss.

(35 marks)

5. (a) Discuss the assertion that one reason why employment is valued in project selection and implementation is because of its impact on income distribution.
- (b) Consider the uses of an input/output analysis in project appraisal and discuss the assertion that "in most cost-benefit analysis (CBA) procedures one criterion used in the selection of projects is the amount of linkages effects, which exist between the new project and other sectors."

(35 marks)





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

**UNIVERSITY EXAMINATIONS**  
**DS 935: INDUSTRIAL POLICY AND DEVELOPMENT IN DEVELOPING**  
**COUNTRIES**

**SECOND SEMSTER EXAMINATION**

**DATE: 15<sup>TH</sup> DECEMBER 2005**

**TIME: 09:00 – 12:00 HOURS**

**VENUE: SPORTS HALL**  
**DURATION: THREE HOURS**

**INSTRUCTIONS:**

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

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

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**SECTION ONE**

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

1. Write BRIEF answers to each of the following questions,
  - (i) Briefly state the relationship between Development and Industrialisation and state whether or not the two concepts mean one and the same thing.
  - (ii) Give three reasons why Developing Nations find it difficult to achieve rapid industrialisation.
  - (iii) Give four reasons why it is not in the economic interests of Industrialised Western Nations for Third World Nations to achieve genuine industrialisation
  - (iv) Give three reasons why it is either a reality or an illusion to think that Third World Nations can only develop their industries by relying on foreign sources of funding

- (v) List at least four benefits a Third World Nation wishing to industrialise can derive from drawing industrial development guidelines from either the socialist or capitalist inclined Industrial Development Models
- (vi) Mention at least three reasons for or against the promotion of Import Substitution Industrialisation as an alternative policy of industrialisation in the Third World.
- (vii) Give at least three reasons why Third World Nations must or must not rely on Foreign Direct Investments to achieve genuine industrialisation
- (viii) Mention Three negative or positive effects of liberalised international trade on industrialisation in the Third World
- (ix) Using Four words only, describe the nature and character of Third World economies
- (x) Give at least three reasons why it can be said that implementation of SAP in the Third World works in the best interest of Western Capital.

## **SECTION TWO**

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

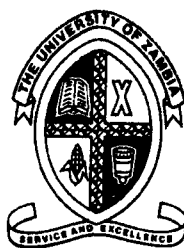
- 2. Discuss reasons why Third World Nations appear to have no choice but to industrialise at all costs
- 3. Put up a strong argument in favour of either socialist or capitalist inclined Industrial Development Strategies in the face of the current economic difficulties Third World Nations are facing
- 4. “Just what has gone wrong with Zambia’s Industrial Development Strategy?” Answer this question by critically looking at Zambia’s Industrial Development Strategies since independence to date.

## **SECTION THREE**

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

- 5. Is there anything useful that you have learnt in DS 935? If this is so, what is it and how useful do you think that particular knowledge is to the development process of Zambia?
- 6. If you had the chance to turn the economy of Zambia around, what strategies can you adopt and how precisely can you proceed with ensuring that the country is heavily industrialised within the shortest possible time?
- 7. Knowing very well how hard it is for anyone to convince the current crop of African politicians to turn to their own local resources to fund their own national development programs, what arguments can you use to convince them?

**END OF EXAM.**



**UNIVERSITY OF ZAMBIA  
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DEPARTMENT OF DEVELOPMENT STUDIES**

**UNIVERSITY EXAMINATIONS**

**2004/2005 END OF SECOND SEMESTER**

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

**TIME: 3 HOURS**

**INSTRUCTIONS:**

This paper is divided into **TWO** sections. Section **ONE** is **COMPULSORY**. Then answer **ANY OTHER TWO** questions of your choice from section **TWO**.

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**SECTION ONE (40 Marks)**

1. Write brief answers to each of the following:
  - a) Present a critique on the Marxist perspective for understanding and resolving global environmental problems!
  - b) What do you understand by “precautionary principle/approach” in global environmental governance?
  - c) According to the concept of sustainable development, development must meet three fundamental and equal objectives. Discuss.
  - d) Discuss the advantages and disadvantages faced by LDCs in the debt-for-nature swaps transactions.

## **SECTION TWO**

There are **FOUR** questions in this section. Pick **ANY TWO** and write detailed **essays** on them.

1. As a technical environment expert in the Ministry of Environment, advise the Zambian government on the usefulness of the concept of sustainable development in planning and project implementation **(30 Marks)**.
2. Free trade has been criticized for its negative impact on the environment. To what extent are Multinational Corporations guilty in transferring environmental degradation across national frontiers **(30 Marks)**?
3. In theory, a lot of effort has been put in place to ensure a healthy global environment through conventions, agreements, protocols, etc. Using two or more examples of such instruments and from the LDCs' perspective, how far have these instruments ensured effective global environmental governance in practice **(30 Marks)**?
4. Compare and contrast the neoclassical perspective for understanding and resolving global environmental problems with the Deep Ecologist perspective **(30 Marks)**.

**END OF EXAMINATION**

**GOOD LUCK**

# **THE UNIVERSITY OF ZAMBIA**

## **HUMANITIES AND SOCIAL SCIENCES**

**SECOND SEMESTER EXAMINATIONS – 2005 ACADEMIC YEAR**

**E 122: INTRODUCTION TO POETRY AND DRAMA  
(FOR DISTANCE STUDENTS ONLY)**

**TIME: 3 HOURS**

**INSTRUCTIONS: ANSWER THREE QUESTIONS, ONE FROM EACH OF THE THREE SECTIONS. CANDIDATES ARE NOT ALLOWED TO ENTER THE EXAMINATION ROOM WITH PRESCRIBED BOOKS FOR THE COURSE. ONLY COPIES OF AN ENGLISH DICTIONARY ARE PERMITTED.**

### **SECTION 1 – EUROPEAN POETRY**

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

1. The Echoing Green by William Blake

The Sun does arise,  
And make happy the skies;  
The merry bells ring  
To welcome the Spring;  
The skylark and thrush,  
The birds of the bush,  
Sing louder around  
To the bells' cheerful sound,  
While our sports shall be seen  
On the Echoing Green

Old John, with white hair,  
Does laugh away care,  
Sitting under the oak,  
Among the old folk.  
They laugh at our play,  
And soon they all say:  
"Such, such were the joys  
when we all, girls and boys,  
In our youth time were seen  
On the Echoing Green."

### Questions

1. What is the situation? 4 marks
  2. What is the subject? 2 marks
  3. What is the theme or themes? 2 marks
  4. Comment on the persona. 2 marks
  5. Comment on the words. 4 marks
  6. Identify four figures of speech that are used in the poem. 2 marks
  7. Comment on the imagery. 2 marks
  8. Work out the rhyme scheme for the two stanzas. 2 marks
- Total – 20 marks

### OR

2. 'The Small Celandine' by William Wordsworth.

There is a flower, the lesser celandine,  
That shrinks, like many more, from cold and rain;  
And, the first moment that the sun may shine,  
Bright as the sun himself, 'tis out again!

When hailstones have been falling, swarm on swarm,  
Or blasts the green field and the trees distressed,  
Oft have I seen it muffled up from harm,  
In close self-shelter, like a thing at rest.

But lately, one rough day, this flower I passed  
And recognised it, though an altered form  
Now standing forth an offering to the blast,  
And buffeted at will by rain and storm.

### Questions

1. What is the situation? 4 marks
  2. What is the subject? 2 marks
  3. What is the theme(s)? 2 marks
  4. What is the mood? 2 marks
  5. Comment on the words. 4 marks
  6. Identify four figures of speech 2 marks
  7. Comment on the persona. 2 marks
  8. Work out the rhyme scheme. 2 marks
- Total: 20 marks

## SECTION 2 – AFRICAN POETRY

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

1. 'Totem' by Leopold Sedar Senghor

I must hide him in my innermost veins  
The Ancestor whose stormy hide is shot with lightning and thunder  
My animal protector, I must hide him  
That I may not break the barriers of scandal:  
He is my faithful blood that demands fidelity  
Protecting my naked pride against  
Myself and the scorn of luckier races.

### Questions

- |    |                                 |         |
|----|---------------------------------|---------|
| 1. | What is the situation?          | 4 marks |
| 2. | What is the subject?            | 2 marks |
| 3. | What is the theme(s)?           | 2 marks |
| 4. | Comment on the persona.         | 2 marks |
| 5. | Comment on the words.           | 4 marks |
| 6. | Identify four figures of speech | 2 marks |
| 7. | Comment on the mood?            | 2 marks |
| 8. | Comment on the imagery.         | 2 marks |

### OR

Song of a Young Girl by Ranaivo

Oaf

the young man who lives down there  
beside the threshing floor for rice;  
like two banana-roots  
on either side the village ditch,  
we gaze on each other  
we are lovers,  
but he wont marry me.  
Jealous  
his mistress I saw two days since at the wash house  
coming down the path against the wind.  
She was proud;  
was it because she wore a lamba thick

and studded with coral  
 or because they are newly bedded?  
 However it isn't the storm  
 that will flatten the delicate reed,  
 nor the great sudden shower  
 at the passage of a cloud  
 that will startle out of his wits  
 the blue bull.  
 I am amazed;  
 the big sterile rock  
 survived the rain of the flood  
 and it's the fire that crackles  
 the bad grains of maize.  
 Such this famous smoker  
 who took tobacco  
 when there was no more hemp to burn.  
 A foot of hemp?  
 - Sprung in Andringitra,  
 spent in Ankaratra,  
 no more than cinders to us.  
 False flattery  
 stimulates love a little  
 but the blade has two edges  
 why change what is natural?  
 - If I have made you sad  
 look at yourself in the water of repentance,  
 you will decipher there a word I have left.  
 Good bye, whirling puzzle,  
 I give you my blessing:  
 wrestle with the crocodile,  
 here are your victuals and three water-lily flowers  
 for the way is long.

### Questions

- |    |                                 |         |
|----|---------------------------------|---------|
| 1. | What is the situation?          | 4 marks |
| 2. | What is the subject?            | 2 marks |
| 3. | What is the theme(s)?           | 2 marks |
| 4. | Comment on the persona.         | 2 marks |
| 5. | Comment on the words.           | 4 marks |
| 6. | Identify four figures of speech | 2 marks |
| 7. | Comment on the mood.            | 2 marks |
| 8. | Comment on the imagery.         | 2 marks |

### **SECTION 3 – DRAMA**

**Write a coherent and cohesive essay on one of the topics given below.**

1. In **Oedipus the King** is it the error of judgement or the tragic flaw which brings about the fall of Oedipus?
2. Explain how Catharsis works in the play **Antigone**.
3. Comment on divine intervention in the play **Oedipus at Colonus**.

**\*\*\*\*\* END OF EXAMINATION IN E 122 \*\*\*\*\***

**NB:** THIS PAPER IS MEANT FOR DISTANCE STUDENTS ONLY

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

**E 122: INTRODUCTION TO POETRY AND DRAMA**

**TIME: 3 HOURS.**

**INSTRUCTIONS:** Answer question ONE (1) and any TWO (2) questions.  
All questions carry equal marks. Candidates may bring into the Examination room a copy of any English Dictionary but Prescribed books are NOT allowed into the examination room.

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**IF WE MUST DIE** (Claude Mckay)

If we must die, let it not be like dogs  
Hunted and penned in an inglorious spot,  
While round us bark the mad and hungry dogs,  
Making their mock at our accursed lot.  
If we must die, O let us nobly die  
So that our precious blood may not shed  
In vain; their even monster we deny  
Shall be constrained to honour as though dead  
O Kinsmen! We must meet the common foe  
Though for outnumbered let us show brave  
And for their thousand blows deal one death blow!  
What though before us lies the open grave?  
Like men we'll face the murderous, cowardly pack,  
Pressed to the wall, dying, but fighting back.

**Questions on the poem**

- i. What is the situation?
  - ii. What is the subject?
  - iii. What theme or themes are found in the poem?
  - iv. What is the tone of the poem
  - v. Comment on the person speaking in the poem
  - vi. Discuss the rhetorical devices used in the poem
  - vii. How has the poet used words in the poem?
  - viii. Is it a successful poem or not? Give enough reasons to support your argument.
2. Oedipus fails to escape his preordained fate in the play Oedipus the king. Give reasons as to why this is the case.

3. William Wordsworth says that "Poetry is the spontaneous overflow of powerful feelings". Discuss this in relation to other definitions of poetry.
4. "Parnwell Munatamba, Patu Simoko and Mbikusita Lewanika address global as well as regional concerns in their poetry". How far do you agree with this statement? And in their works, do you notice any convergences and divergences?
5. Compare and contrast the character of Antigone and Ismene in the Three Theban Plays and discuss how they relate to their father Oedipus.
6. Trace the causes of the tragic deaths of Oedipus and Willy Loman.

**THE UNIVERSITY OF ZAMBIA**  
**DIRECTORATE OF DISTANCE EDUCATION**  
**2004-2005 ACADEMIC YEAR EXAMINATION**

**E 212: THE STRUCTURE OF MODERN ENGLISH II**

**TIME: THREE HOURS**

**INSTRUCTIONS: Answer all questions**  
**All questions carry equal marks**  
**Marks will be awarded for a well presented and well written answer**

1(a) Indicate the roots or bases or stems, as requested, in the following words:

- (i) fisticuffs (stem)    (ii) verbalise (root)    (iii) cooperation (base not root)  
 (iv) unusual (base not root)    (v) designer (root)

1(b) How did the following words enter the English language?

- (i) Bacchus    (ii) relexification    (iii) lifelong    (iv) Latinate  
 (v) revs

1(c) Analyse the following words into: derivational morpheme, root, derivational morpheme and inflectional morpheme. Lay your answer out as follows:

Word	Derivational Morpheme	Root	Derivational Morpheme	Inflectional Morpheme
Requesting	re-	-quest-		-ing

- (i) sickness    (ii) amorally    (iii) wine    (iv) affixed    (v) preparations  
 (vi) nativisation    (vii) followers    (viii) songsters    (ix) underscoring  
 (x) highest

2. Using derivational morphemes only show words which have come from the following roots and bases

Example:                      red (word given)  
 Possible answer:            reddish (red + derivational morpheme '-ish')

- (i) favour    (ii) gentle    (iii) myth    (iv) help    (v) mix  
 (vi) complete    (vii) converse    (viii) water    (ix) smooth    (x) habit

3. Write a short essay of no more than two sides on affixation.

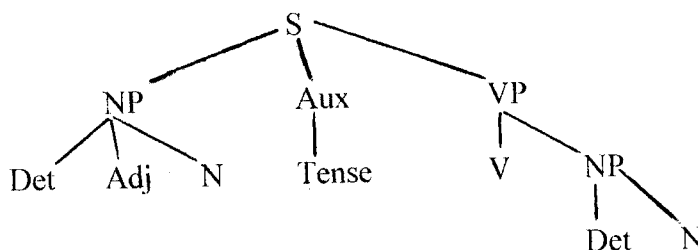
4. Comment in an essay of no more than two sides on the **morph**.
5. Write an essay of no more than two sides on the word class **verb**.
6. Comment on the following units of language, for example, their similarities, differences, and what they are. Give reasons for your decisions.

- (a) The man smoked and the woman drank.
- (b) While the man smoked, the woman drank.
- (c) The man smoked. The woman drank.
- (d) the smouldering cigarette

7. What sort of phrases are the underlined words in the following sentences?

- (a) There was a small house in the middle of the forest.
- (b) The man on the back of the donkey is showing signs of tiring.
- (c) He will have seen the patient by tomorrow morning.
- (d) This book is not one that I have read.
- (e) Nearly everyone passed the examination.
- (f) If he had been held less tightly he would have escaped.
- (g) He saw the woman with the red hair and the tattoo.
- (h) The man was quite simply drunk.
- (i) He was waiting for her at the bus stop.
- (j) English phrases, clauses and sentences are difficult to define.

8. What phrase structure rules would produce the following tree



9. What sentence can be produced from this Phrase Structure Grammar?

- $S \rightarrow NP (Adj) VP$
- $NP \rightarrow Det (Adj) N$
- $VP \rightarrow V NP$
- $N \rightarrow \dots$
- $V \rightarrow \dots$
- $Det \rightarrow a, an, the$
- $Adj \rightarrow \dots$
- $Tense \rightarrow past, present$

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

**E222 19<sup>TH</sup> AND 20<sup>TH</sup> CENTURY ENGLISH LITERATURE**  
**2005 SECOND SEMESTER**

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

**SECTION A**

1." The major facets of Romanticism may not necessarily be exclusive to Europe but, rather they take on a universal outlook". Discuss this statement with reference to both fiction and poetry of the period in question.

**SECTION B**

Either Silas Marner (George Eliot)

2. To what extent can one say that Godfrey Cass is central to most of the crucial events in the novel Silas Marner by George Eliot?

Or

3. Moby Dick (Herman Melville)

'Chasing Moby Dick on the high seas is not an ordinary secular adventure but a religious quest for the truth". Discuss this statement basing your argument on your reading of the novel Moby Dick.

Or Great Expectations (Charles Dickens)

4. Evaluate the role played by Miss Havisham in the novel Great Expectations by Dickens.

Or

5. Great Expectations has been described by some critics as 'bildungsroman' i.e. a novel of character development. In your opinion does the principal character, Pip grow psychologically?

**SECTION-C**

Either

6."Man has always aspired to a happier life". Analyse this statement with regard to Keats's 'Ode to Nightingale' and 'Ode on a Grecian Urn'.

Or

7. 'Beauty is truth, truth beauty-that is all

Ye know on earth, and all ye need to know'

How can you explain this quotation and how does it summarise the 'Ode on a Grecian Urn'?

Or

8. What is the significance of 'Ode to Melancholy in Keats's short life?

(Keats's Odes attached in Appendix)

END OF EXAMINATION

# APPENDIX

- (1) Ode to a Nightingale, pp. 1 & 2
- (2) Ode on a Grecian Urn, p. 3

## ODE TO A NIGHTINGALE

My heart aches, and a drowsy numbness pains  
My sense, as though of hemlock I had drunk,  
Or emptied some dull opiate to the drains  
One minute past, and Lethe-wards had sunk:  
'Tis not through envy of thy happy lot,  
But being too happy in thy happiness, -  
That thou, light-winged Dryad of the trees,  
In some melodious plot  
Of beechen green, and shadows numberless,  
Singest of summer in full-throated ease.

O, for a draught of vintage! that hath been  
Cool'd a long age in the deep-delved earth,  
Tasting of Flora and the country green,  
Dance, and Provençal song, and sunburnt mirth!  
O for a beaker full of the warm South,  
Full of the true, the blushful Hippocrene,  
With beaded bubbles winking at the brim,  
And purple-stained mouth;  
That I might drink, and leave the world unseen,  
And with thee fade away into the forest dim:

Fade far away, dissolve, and quite forget  
What thou among the leaves hast never known,  
The weariness, the fever, and the fret  
Here, where men sit and hear each other groan;  
Where palsy shakes a few, sad, last gray hairs,  
Where youth grows pale, and spectre-thin, and dies;  
Where but to think is to be full of sorrow  
And leaden-eyed despairs;  
Where Beauty cannot keep her lustrous eyes,  
Or new Love pine at them beyond to-morrow.

Away! away! for I will fly to thee,  
Not charioted by Bacchus and his pards,  
But on the viewless wings of Poesy,  
Though the dull brain perplexes and retards:  
Already with thee! tender is the night,  
And haply the Queen-Moon is on her throne,  
Cluster'd around by all her starry Fays;  
But here there is no light,  
Save what from heaven is with the breezes blown  
Through verdurous glooms and winding mossy ways.  
I cannot see what flowers are at my feet,  
Nor what soft incense hangs upon the boughs,  
But, in embalmed darkness, guess each sweet  
Wherewith the seasonable month endows  
The grass, the thicket, and the fruit-tree wild;  
White hawthorn, and the pastoral eglantine;  
Fast fading violets cover'd up in leaves;  
And mid-May's eldest child,  
The coming musk-rose, full of dewy wine,  
The murmurous haunt of flies on summer eves.

Darkling I listen; and for many a time  
I have been half in love with caseful Death,  
Call'd him soft names in many a mused rhyme,  
To take into the air my quiet breath;  
Now more than ever seems it rich to die,  
To cease upon the midnight with no pain,  
While thou art pouring forth thy soul abroad  
In such an ecstasy!  
Still wouldst thou sing, and I have ears in vain -  
To thy high requiem become a sod.

Thou wast not born for death, immortal Bird!  
No hungry generations tread thee down;  
The voice I hear this passing night was heard  
In ancient days by emperor and clown:  
Perhaps the self-same song that found a path  
Through the sad heart of Ruth, when, sick for home,  
She stood in tears amid the alien corn;  
The same that oft-times hath  
Charm'd magic casements, opening on the foam  
Of perilous seas, in faery lands forlorn.

Forlorn! the very word is like a bell  
To toll me back from thee to my sole self!  
Adieu! the fancy cannot cheat so well  
As she is fam'd to do, deceiving elf.  
Adieu! adieu! thy plaintive anthem fades  
Past the near meadows, over the still stream,  
Up the hill-side; and now 'tis buried deep  
In the next valley-glades:  
Was it a vision, or a waking dream?  
Fled is that music: - Do I wake or sleep?

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-fringed legend haunts about thy shape  
 Of deities or mortals, or of both,  
 In Tempe or the dales of Arcady?  
 What men or gods are these? What maidens loath?  
 What mad pursuit? What struggle to escape?  
 What pipes and timbrels? What wild ecstasy?

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  
 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 thy bliss,  
 For ever wilt thou love, and she be fair!

Ah, happy, happy boughs! that cannot shed  
 Your leaves, nor ever bid the Spring adieu;  
 And, happy melodist, unwearied,  
 For ever piping songs for ever new;  
 More happy love! more happy, happy love!  
 For ever warm and still to be enjoy'd,

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.

Who are these coming to the sacrifice?  
 To what green altar, O mysterious priest,  
 Lead'st thou that heifer lowing at the skies,  
 And all her silken flanks with garlands drest?  
 What little town by river or sea shore,  
 Or mountain-built with peaceful citadel,  
 Is emptied of its folk, this pious morn?  
 And, little town, thy streets for evermore  
 Will silent be; and not a soul to tell  
 Why thou art desolate, can e'er return.

O Attic shape! Fair attitude! with brede  
 Of marble men and maidens overwrought,  
 With forest branches and the trodden weed;  
 Thou, silent form, dost tease us out of thought  
 As doth eternity. Cold Pastoral!  
 When old age shall this generation waste,  
 Thou shalt remain, in midst of other woe  
 Than ours, a friend to man, to whom thou say'st,  
 'Beauty is truth, truth beauty,' — that is all  
 Ye know on earth, and all ye need to know.

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**SECOND SEMESTER EXAMINATIONS – 2005**  
**ACADEMIC YEAR**

E462: Later Modernist Literature

Time: 3 hours

Instructions: Answer **three** questions from those listed  
Below in essay form. Marks will be awarded for coherence  
and cohesion as well as sufficient vigor in analysis.  
Prescribed books for the course are not allowed in the  
examination room but the use of an English dictionary is  
permitted provided it is of reasonable size.

1. Comment on the effects of alienation on **Tonio Kroger**.
2. How is Samsa's family portrayed in Kafka's 'Metamorphosis'?
3. Relate the underground man's views to the philosophy of existentialism.
4. Analyse 'Mother Courage and her children' as epic theatre. Does it conform or depart from the canons of epic theatre?
5. In what way does the unnamed narrator contribute to his downfall in the short story **Renegade**?
6. Comment on how Satre portrays hell in **No Exit**.

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**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2005 ACADEMIC YEAR SECOND SEMESTER**  
**FINAL EXAMINATIONS**

**E945 PRAGMATICS**

**TIME: THREE(3) HOURS**

**INSTRUCTIONS: Answer FOUR (4) questions**  
**Relevant EXAMPLES will receive credit**

---

1. **Semantics** explores the conventional meaning of units at the level of words and sentences; **pragmatics** explores how these linguistic resources are *used*. Demonstrate the accuracy of this distinction.
  2. It has been asserted that “the main aim of pragmatics is to specify the conditions under which an utterance functions as *an appropriate speech act in some context*.”  
Illustrate the validity of this statement with specific reference to **any three** speech acts of your choice.
  3. How does **conversational implicature** illustrate the difference between semantic(or syntactic) *rules* and pragmatic *principles* .
  4. ‘**Presuppositions** are inferences about what is assumed in an utterance rather than directly asserted.’ Examine and illustrate this assertion.
  5. What is the difference between a solidarity strategy and a deference strategy in pragmatic **politeness**?
  6. What factors determine the amount of **indirectness** we use in conversation?
- .....

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**DEPARTMENT OF LITERATURE AND LANGUAGES**

**2005 ACADEMIC YEAR - SECOND SEMESTER EXAMINATION**

**E972: TWENTIETH CENTURY AMERICAN LITERATURE**

**TIME:                    THREE HOURS**

**INSTRUCTIONS:** (a) Answer **four** questions in all  
(b) Candidates may bring into the Examination Room an English Dictionary.

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1. W.E.B. Dubois declared the problem of the twentieth century is the problem of the color line... the relation of the darker to the lighter races of men in Asia and Africa in America and the islands of the sea. "Discuss how any author(s) you have read in this course have viewed and treated the problem of race.
2. Discuss the Autobiography of Malcolm X from the perspective of America's religious development.
3. Many critics have objected to the episodes at the Phelps plantation in Adventures of Huckleberry Finn. What could be some of the objections?
4. Discuss Song of Solomon as a novel of development.
5. Write brief notes on four (4) of the following:  
  
Jim in Adventures of Huckleberry Finn  
  
Ella in Autobiography of Malcolm X  
  
Macon Dead in Song of Solomon
6. Discuss the role of Dilsey in Faulkner's The Sound and the Fury.

**END OF EXAM**



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

**2005 ACADEMIC YEAR FIRST SEMESTER**  
**DISTANCE EDUCATION FINAL EXAMINATIONS**

**EC 115: INTRODUCTION TO MICROECONOMICS**

**TIME: THREE HOURS**

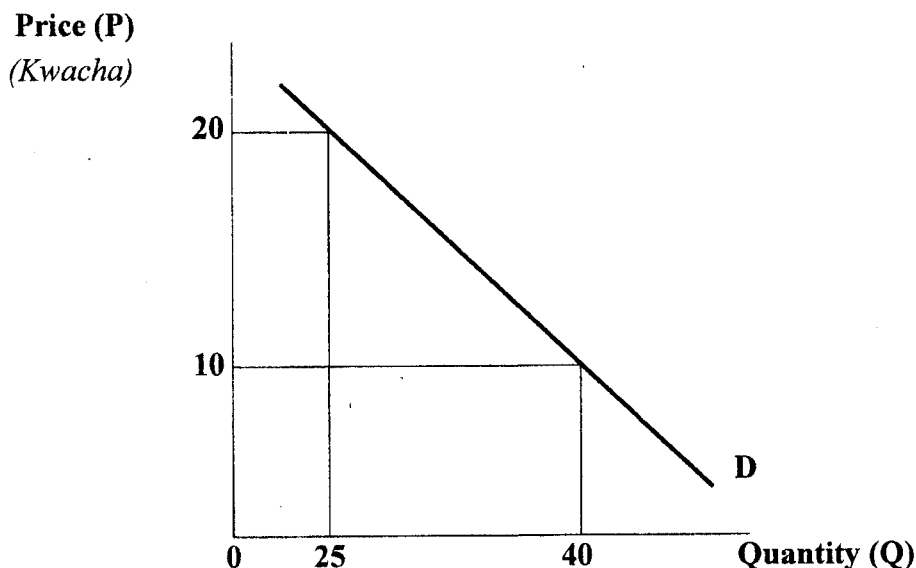
**INSTRUCTIONS: Answer ALL questions in section A and ANY TWO in section B**

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**SECTION A**

1. An economy is usually faced, among other things, with three important problems of “what to produce”, “how to produce.” and “for whom to produce.” Briefly explain the significance of these problems to scarcity.
2. Mention at least two differences between normative and positive economics.
3. (a) What are some of the similarities between microeconomics and macroeconomics.  
(b) What does the term “ceteris paribus” mean? How does it relate to the distinction between a change in the quantity demanded and a change in demand?
4. Given the following production function  
$$Q = (K,L)$$
Where Q = Output  
K = Capital  
L = Labour
  - (a) Define production isoquant
  - (b) What is the relationship between the inputs, as you move along the isoquant from right to left?
5. Briefly explain the following terms:
  - (a) Increasing returns to scale
  - (b) The law of diminishing marginal product
6. Briefly explain the following terms
  - (a) Economic rent
  - (b) Cross elasticity of demand

7. Wage change just like price change, has two distinct effects on quantity of labour supplied. State the two effects.
8. (a) Given the following hypothetical production function:  
 $Q = K + L$   
 Where Q = Output  
 K = 10 acres of land  
 L = Labour  
 Which one of the two inputs is a variable input? Explain
- (b) Briefly explain the following terms 'Accounting costs' and 'Economic costs'
9. Consider the following diagram that shows the demand curve for a product.



Assume a price decrease and illustrate mathematically whether demand for this product is price elastic or not.

### SECTION B:

1. (i) Define the terms "Total productivity", "Average productivity", "Marginal productivity" and explain the relationship between these concepts using an appropriate diagram.
- (ii) Define the theory of marginal productivity
- (ii) Based on the behaviour of Marginal product (MP) and Average product (AP), economists have classified production into three stages, and further assert that non-profit maximizing producer would produce in stages I or III. Explain and illustrate this assertion.

2. The table below is a demand and supply schedule for oranges. The quantity is measured in boxes of 48 oranges each.

Price per box (48 per box)	Quantity demanded (million of boxes per year)	Quantity supplied (million of boxes per year)
K6	25	125
5	50	100
4	75	75
3	100	50
2	125	25
1	150	0

- (a) What are the equilibrium price and quantity in the orange market?  
 (b) At a price of K6 per box, does a surplus or shortage exist in the market? What is the magnitude of this equilibrium condition?  
 (c) Explain what would happen if the price that the consumer is willing to buying a good is lower than the price at which the Supplier is ready to sell the good.
3. (a) Under what conditions might perfect competition exist?  
 (b) What are the conditions necessary for a firm to maximize its profits?  
 (c) Complete the following table and determine the equilibrium output.

<i>Output</i>	<i>Price Revenue</i> (\$)	<i>Total Revenue</i> (\$)	<i>Average Cost</i> (\$)	<i>Marginal Cost</i> (\$)	<i>Average Cost</i> (\$)	<i>Total Cost</i> (\$)	<i>Profit</i> (\$)
1	30					17	
2	29					19	
3	28					21	
4	27					24	
5	26					28	
6	25					33	
7	24					39	
8	23					46	
9	22					54	
10	21					63	
11	20					73	
12	19					84	

\*\*\*\*\* END OF THE EXAMINATION \*\*\*\*\*

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**2005 ACADEMIC YEAR SECOND SEMESTER  
FINAL EXAMINATION**

**EC 125: INTRODUCTION TO MACROECONOMICS**

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER ALL FOUR (4) QUESTIONS**

---

1. In national income determination, consider the following:
  - (a) Using the simplest representation of the term, explain what is meant by 'the circular flow of income'? Please illustrate your explanation with an appropriate diagram.
  - (b) What are the three main approaches used in measuring national income? [[Hint: relate your answer to Q1 (a) above]]
  - (c) What is your understanding of the marginal propensity to consume and how does it relate to the national income multiplier? Please explain fully.
  - (d) In a simple closed economy with no government sector, aggregate demand (AD) is said to comprise of two main parts. Explain how the two key components are assumed to make up AD, and how AD then relates to output or national income (Y). [[Hint: explain fully as part (d) carries the most marks in Q1]]
  
2. In money and banking:
  - (a) M0 is described as the narrowest form of money while M1 is described as narrow money. Why does economics provide other definitions of money supply, other than M0 and M1?
  - (b) Explain three ways in which the central bank can control money supply?
  - (c) What are the main determinants of money demand and how do they motivate people to hold money?
  - (d) How is equilibrium established in the money market and what are the three main factors that can change this equilibrium?
  - (e) Explain fully how a change in money supply would affect the equilibrium conditions in (d) above.

3. Based on your understanding of inflation and unemployment, consider the following:
- (a) Why is inflation described as a bad thing? Give four reasons.
  - (b) Explain three causes (or types) of inflation, and for each suggest possible cures.
  - (c) Assuming the short-run, show the relationship of output and unemployment using the Philips curve graph and explain the main law that establishes this relationship.
  - (d) What difference would you observe in the Philips curve in (c) above if we had assumed the long-run?
  - (e) Is fiscal discipline (government credibility) important in curing stagflation? Please explain.
4. (a) Briefly explain the determination of the exchange rate under the fixed and floating exchange rate regimes.
- (b) Given the following data on Zambia and assuming no change in reserve assets held by the government, calculate:
- i. Zambia's trade balance.
  - ii. Balance on the current account.
  - iii. Balance on the capital account.
  - iv. Zambia's balance of payments.
- Exports of goods valued at K350million.  
Imports of goods valued at K275million.  
Interest income receipts of K95million from foreign investments by Zambian citizens.  
Interest income of K50million paid on foreign-owned assets in Zambia.  
Zambian citizens' travel expenditure abroad amounting to K40million  
Expenditure on travel and tours in Zambia by foreigners, amounting to K75million.  
Zambia's unilateral transfers in the form of aid to tsunami victims amounting K55million.  
Zambia's capital outflow K120million.  
Zambia's capital inflow totalling to K280million.

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**END OF FINAL EXAMINATION**



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

**2005 ACADEMIC YEAR SECOND SEMESTER**  
**DISTANCE EDUCATION FINAL EXAMINATIONS**

**EC 225: INTERMEDIATE MACROECONOMICS**

**TIME ALLOWED:** Three Hours

**INSTRUCTIONS:** Answer all questions in **Section A** and any other 2 in **section B**.

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**Section A**

**Question 1**

Consider the following structural representation of an economy characterized by high unemployment and low rates of economic growth:

$$Y = F(N, K), \quad F_K, F_N, F_{KN} > 0; \quad F_{NN}, F_{KK} < 0 \quad (\text{Production Function})$$

$$\frac{W}{P} = F_N(N, K) \quad (\text{Labour Employment})$$

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

$$C = c / (Y - T); \quad 0 < C / < 1 \quad (\text{Consumption Function})$$

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

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

Where  $Y$  = real GNP,  $C$  = real Consumption,  $G$  = government purchases,  $I$  = real investment,  $T$  = real tax collection,  $r$  = nominal interest rates,  $P$  = price level,  $\pi$  = Inflation rate,  $M$  = nominal money supply,  $W$  = nominal wage,  $N$  = labour employment,  $K$  = capital stock.

Assume that  $Y, C, I, r, P$  and  $N$  are endogenous;  $K, W, G, \pi$  are exogenous.

Answer the following questions (explain the transmission mechanism and graph wherever necessary) :

- a) Derive the IS and LM curves using the above information.
- b) Based on a) above obtain the equilibrium position of the money and goods market
- c) Determine the effects of a decrease in money supply, the increase in inflation and reduction in taxation and increase in investment on Y ,
- d) Determine the impact of the increase in money supply on interest rate r

## Question 2

You are given the following information about the current economic conditions and behavior of the Senga Republic:

$$\begin{aligned} Y &= C + I + G && \text{GNP identity (Y - national income/output)} \\ C &= 300 + 0.9Y_d && \text{(Consumption Function)} \\ T &= 1000 && \text{(T= Taxation level)} \\ I &= 200 && \text{( I =Investment )} \\ Y_d &= Y - T && \text{(Y}_d \text{ = disposable income)} \\ G &= 200. && \text{( G = government expenditure)} \end{aligned}$$

Answer the following questions

- i. Calculate the equilibrium level of output
- ii. Using the level of output obtained in i. above, calculate the level of consumption
- iii. Write out the savings function for this economy.
- iv. Calculate the level saving that occurs at the equilibrium level of output
- v. Calculate the government expenditure multiplier for the Senga economy.
- vi. Explain the factors that can affect/reduce the effectiveness of the simple multiplier.

**Section B:** State any assumption and show diagrams as appropriate

**Question 3**

- i. Inflation can cause adverse effects on the economy if not checked. Discuss.
- ii. How can aggregate demand management policies be used to reduce inflation arising from excess demand?
- iii. Expectations can be made either in a rational or adaptive manner. Explain. How do expectations affect government policy?

**Question 4**

- i. Explain the concept of stabilisation policy or economic fine-tuning. What are the major challenges that a policy maker is likely to face when implementing stabilisation policy?
- ii. What is the long-run trade-off between inflation and unemployment within the long-run Philips curve?
- iii. Briefly list and explain the major types of unemployment? What are the major economic costs of unemployment

**Question 5**

Suppose real money supply and real money demand are represented by the following equations:

$$m^d = 6Y - 120r$$

$$m^s = 5400$$

- a. Obtain the LM -curve i.e., make  $r$  the subject of the formula.
- b. Calculate the level of interest rate when output is equal to 1100, 1200 and 1000.
- c. Graph the LM curve based on b) above
- d. You are told that  $m^s$  has increased by 600. Obtain the new LM curve. Explain what would happen to the LM curve due to his increase in  $m^s$ .
- e. Discuss the factors that can affect the effectiveness of monetary policy. What factors shift the lm Curve?
- f. Explain the effectiveness of monetary policy when the economy is caught up in the liquid trap in the light of the Keynesians.

**\*\*\*\*\* END OF THE EXAMINATION \*\*\*\*\***

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

**EC322: INTRODUCTION TO ECONOMETRICS**

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER ANY FOUR QUESTIONS**

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**QUESTION ONE**

Consider the following model:  $Y_t = \beta X_t + u_t$ , where  $u_t$  is identically, independently and normally distributed,  $t = 1, 2, \dots, n$ .

a) Using the OLS method, show that the OLS estimator  $\hat{\beta} = \frac{\sum_{t=1}^n X_t Y_t}{\sum_{t=1}^n X_t^2}$

- b) Derive the maximum likelihood estimator of  $\beta$ ?
- c) What is the advantage(s) of the maximum likelihood estimation method over the OLS estimation method.

**QUESTION TWO**

Consider the following regression model estimated using quarterly data for 1993(I) to 1998(III) and the dependent variable Y is expenditure on durable goods and t is a trend (time) variable.

$$\ln Y_t = 6.22 + 0.0154t$$

s.e. = (0.008) (0.00055)  
P = (0.000) (0.000)

$$r^2 = 0.9737$$

$$d = 1.88$$

$$\sum_{t=1}^{23} (Y_t - \bar{Y})^2 = 0.237$$

- a) Are the intercept term and the coefficient of t statistically significant? (Show all you hypothesis testing stages).
- b) What is your comment on the overall significance of the model?
- c) Is there serial correlation in this model? Justify your answer. (you can use:  $d_L = 1.17$ ;  $d_U = 1.54$ )
- d) Interpret the regression results?
- e) From the results, calculate the compound rate of growth of expenditure on durable goods?
- f) Based on the results above, construct the ANOVA table and test the overall significance of the model? (Hint: use an F-test)  $f_{0.05}(1,21) = 4.35$

### QUESTION THREE

Consider the following regression model in matrices:

$$Y = X\beta + U$$

Where  $Y$  is an  $(n \text{ by } 1)$  vector of the dependent variable,  $X$  is an  $(n \text{ by } k)$  matrix of regressors,  $\beta$  is a  $(k \text{ by } 1)$  vector of parameters and  $U$  is an  $(n \text{ by } 1)$  vector of disturbances.

- State the classical linear assumptions?
- State and prove the Gauss Markov Theorem?
- Show that  $E(e'e) = (n - k)\sigma^2$ , where  $e = Y - Xb$  and  $b$  is the  $(k \text{ by } 1)$  vector of estimators

### QUESTION FOUR

An annual data set from 1970 to 1999 gave the following:

$$\sum X = 173.84 \qquad \sum Y = 115.50$$

$$\sum X^2 = 1074.33, \qquad \sum Y^2 = 473.84$$

$$\sum XY = 715.44 \qquad \sum e_i^2 = 0.074$$

Suppose you estimate the following sample regression model:  $Y_t = bX_t + e_t$ ,  $t=1, 2, \dots, n$ , using the data above.

- Calculate  $b$ ?
- Calculate the variance of  $b$ ?
- Calculate the raw- $r^2$  ?
- Why is the normal  $r^2$  (coefficient of determination) not an appropriate measure of the goodness of fit in the above model?
- Now suppose the researcher fits the following model  $Y_t = a + bX_t + e_t$  to the same data above, calculate  $a$  and  $b$ ? What is the difference between the  $b$  in this model and  $b$  in 4 a) above?
- Can you compare the two models in 4 a) and 4 e)? justify your answer?

### QUESTION FIVE

Consider the following questions:

- Calculate the mean and variance of the following regression models:

i.  $y_t = y_{t-1} + u_t$

ii.  $y_t = \delta + u_t$

iii.  $y_t = \delta + y_{t-1} + u_t$

iv.  $y_t = \delta + \beta^t + y_{t-1} + u_t$

- Define the following terms:

i. Non-stationary process

ii. Multicollinearity

iii. Spurious regression

- iv. Integrated process
- v. White noise process
- vi. Correlation coefficient
- vii. Difference stationary process

c) State the properties of the coefficient of determination

**END OF FINAL EXAMINATION**

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**The University of Zambia  
School of Humanities and Social Sciences  
Department of Economics  
2005 Second Semester Final Examinations**

ISSUES IN DEVELOPMENT - EC 422

**Time Allowed:** Three Hours

**INSTRUCTIONS:** Answer each section on a different booklet. Follow Instructions in each Sub-section. You are required to answer **five (5)** questions in total.

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## PART 1

**Answer questions 1 and 2, and any other question. You are advised to spend no more than 35 minutes on each question.**

### Question 1

Compare and contrast the two theories of sustainable development. What environmental policies can the state and the international community institute that would simultaneously reduce poverty and at the same time ameliorate the environmental degradation in the context of sub-Saharan Africa? Be sure to indicate the role of various stake holders at community, country and global level.

### Question 2

Compare and contrast the revised minimum standard models and the project appraisal as policy planning models. What are the strengths and weaknesses of these models as frameworks for policy planning issues in developing countries?

### Question 3

#### **Either**

Compare and contrast the Malthusian theory of fertility and the Classical theory of fertility. Is population growth cause or consequent of underdevelopment? Explain.

#### **Or:**

Write some notes on the following:

1. The various options available for governments in least developed countries to mobilise domestic savings.
2. Meaning, causes and effects of export instability and role of industrialisation

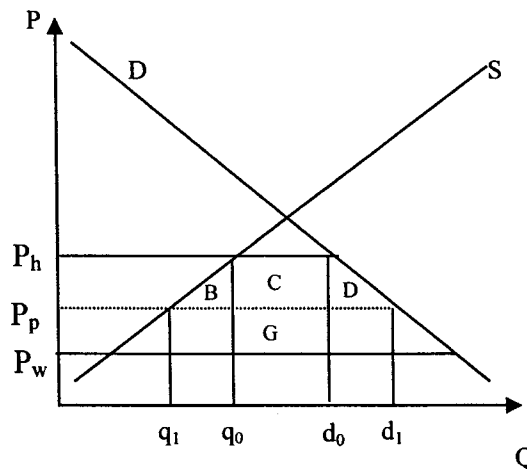
# PART 2

**You are required to answer two questions in this section. Answer question 4, and either question 5 or 6. You are advised to spend about 70 minutes this section.**

## Question 4 (compulsory)

- a: Briefly discuss the various paradigm changes that have taken place in aid policy in the past five decades (7 marks)
- b: What are the major rules underlying the *multilateral agreement on trade in goods* (8 marks)
- c: What are the major empirical approaches used in the measurement of aid effectiveness (10 marks)
- d: A country participating in a regional trade agreement may experience short-term monetary reactions as well as long-term real effects. Briefly discuss the various analytical methods available for assessing the economic impacts of such trade agreements. (10 marks)
- e: *Trade creation versus trade diversion. (15 marks).*

Consider a home country, H, which is assumed to be small compared to its trading partner, P, and the rest of the world, W. It faces an infinite elasticity of supply at prices  $P_p$  and  $P_w$ . Country H wishes to form a customs union with P. Before forming a customs union, it is assumed to have a non-discriminatory ad valorem tariff,  $\tau$ , on imports. Assume W is the least cost source of foreign supply, before the regional trade agreement.



We may express:

$$\begin{aligned}(q_o - q_1) &= \varepsilon q_o (P_h - P_p) \\ (d_1 - d_o) &= -\gamma d_o (P_h - P_p) \\ P_h &= P_w (1 + \tau)\end{aligned}$$

where  $\varepsilon$  and  $\gamma$  refer to the supply and demand elasticities; with  $\varepsilon > 0$ ;  $\gamma < 0$ ; and  $P_h$  is normalised to 1.

- i. deduce an expression for the trade creation effect;
- ii. deduce an expression for the trade diversion effect;
- iii. hence or otherwise show that the net welfare effect from the formation of the customs union may be expressed as;

$$\frac{[\tau P_w - (P_p - P_w)]^2 [\varepsilon q_o - \gamma d_o] - 2(P_p - P_w)(d_o - q_o)}{2}$$

- iv. how is the net welfare affected by
  - a: elasticities of the demand and supply curve
  - b: the difference in the costs between  $P$  and world prices
  - c: the initial ad valorem tariff  $\tau$

Either

### Question 5

What is meant by the term *rules of origin*? Why are they needed in trade arrangements? Briefly discuss the major approaches used in specifying rules of origin. What are the strengths and weaknesses of each approach? (30 marks)

Or

### Question 6

Discuss the major preferential trade arrangements provided to developing countries by the countries of the QUAD. Briefly explain what is meant by the term: *preference erosion*. (30 marks)

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**End of Examination**

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

**EC 435: NATURAL RESOURCE ECONOMICS**

**TIME: THREE HOURS**

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

**QUESTIONS**

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1. Using the Luangwa River as an example of a fishery and assuming that only one household of fishermen is given the privilege to work as a monopoly in fishing in the fishery, consider the following:
  - a) State and explain the term given to the privilege offered to the fishing household.
  - b) Fully describe how the household's fishing efforts could be related to the actual fish yield (or output) from the fishery.
  - c) Is there a relationship between fish stock and fishing efforts? Please explain
  - d) Using an economic interpretation of your description in (b) above, explain how a rational fishing household would operate in the fishery. What key assumptions have you made in determining the operation level of the firm?
  - e) Why might this system that gives fishing privileges to only one household fail in practice? Please explain.
  - f) How would the free entry of other fishing households into the fishing industry in Luangwa River affect the fishery? Please explain.
  - g) Describe three other legal systems that could be used to determine how the fishery will be used.
  
2. Given your understanding of static efficiency and intertemporal efficiency:
  - a) State and explain the necessary conditions for static efficiency
  - b) Why is time discounting done in intertemporal social welfare determinations and what are its main implications?
  - c) Using an appropriate graph distinguish between technical efficiency and allocative efficiency in the dynamic sense.
  - d) In what way can the concept of pareto efficiency be applied to the two efficiency points described in (c) above.
  - e) In the static efficiency settings, is there always a conflict between the achievement of efficiency and achievement of a fair distribution of resources? Explain.

3. a) Consider the following optimization problem:

$$Q(K,L) = L + K \quad \text{subject to: } K + L = F$$

- i. What sort of problem is this?
  - ii. Show the steps involved in solving the problem using the most appropriate method
  - iii. Does your solution show how inputs are distributed in the production of  $Q$ ? Please explain.
  - iv. What is your understanding of the Lagrangian multiplier?
- b) In social welfare maximization, graphically illustrate an outcome where there is equal distribution of resources between two consumers in the same time period.
- c) Under what three conditions might unequal distribution of maximum welfare occur?
- d) Explain three criticisms that are commonly made against utilitarianism.

4. In pollution control and environmental protection:

- a) Making all the necessary assumptions, graphically show how a green tax can be applied to reduce pollution in an economy.
- b) What is the rationale for the theoretical argument that pollution will not be completely eliminated by a green tax?
- c) In connection with (a), who bears the burden of the green tax and what extents of the tax do they bear?
- d) Are all third party effects compensated for? Please explain.
- e) What factors might hinder the effective application of this green tax in practice?

5. Suppose the Ministry of Tourism wishes to find out the total economic value of the Victoria Falls so that it can use this information to set a user charge for regulating utilization of the Falls. If the Ministry hired you as a consultant, please explain how you would go about doing the following:

- a) With reference to a widely used valuation method, what steps would you follow to estimate the Zambian population's willingness-to-pay for the use of the Falls and ultimately determine the total economic value of the Falls?

- b) Explain fully the method you would use if you had to gauge the current observed costs associated with utilizing the Falls.
- c) Compare and contrast the two methods you have given in terms of three of their advantages and three of their disadvantages.

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**END OF EXAMINATION**

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF LITERATURE AND LANGUAGES

2004-2005 ACADEMIC YEAR: SECOND SEMESTER FINAL EXAMINATIONS

E/LAL 112: INTRODUCTION TO LANGUAGE AND LINGUISTICS (Internal)

TIME: THREE (3) HOURS

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

1. Answer either (a) or (b); do **not** answer both (a) and (b).
  - (a) Giving specific examples, show clearly how useful the concept of "design feature" is in understanding the nature of human languages.
  - (b) Discuss clearly, in a chronological order, the major studies undertaken in the quest to establish whether chimpanzees can learn human languages. Show clearly what the findings were.
2. Show the relationship between language handicaps and the brain. Give examples of specific handicaps.
3. Answer either (a) or (b); do **not** answer both (a) and (b).
  - (a) Write an essay of two sides on language and the brain. Amongst other topics the following should be touched upon: the left cerebral hemisphere, lateralisation, dominance, aphasia and the critical period.
  - (b) Write an essay of two sides on a suggested way in which language emerged amongst man's ancestors from hominids to Cro-Magnon man. Amongst other topics the following should be touched upon: call system, bipedal, human brain size, monogenesis, tools, and gestures.
4. Using International Phonetic Alphabet (IPA) symbols describe phonetically each of the following phonemes:
  - (a) a voiced labio-dental affricate
  - (b) a high back vowel

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF LITERATURE AND LANGUAGES

2004-2005 ACADEMIC YEAR: SECOND SEMESTER FINAL EXAMINATIONS

E/LAL 912: PSYCHOLINGUISTICS II (Internal)

**TIME:** THREE (3) HOURS

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

1. Write an essay with the title The Word, Its Organisation, the Dictionary and the Mental Lexicon.
2. "Morphemes play no part in the storage of words in the mental lexicon" (Tau, 1985). How true is this statement?
3. Psycholinguists are generally agreed that words are assembled in the mental lexicon in some sort of network. Is there any evidence to support this?
4. What role does the interactive activation model play in the production and recognition of words in the mental lexicon?
5. After this semester's lectures, what "detailed picture" of the mental lexicon has emerged?



# THE UNIVERSITY OF ZAMBIA

DEPARTMENT OF LITERATURE AND LANGUAGES  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2005 SECOND SEMESTER EXAMINATIONS

FR 212 PAPER 1: FRENCH LANGUAGE AND PHONETICS 11

TIME : 3 HOURS

NO DICTIONARIES ALLOWED

ANSWER ALL QUESTIONS ON THE ANSWER SHEETS PROVIDED

SECTION A

SECTION B

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## SECTION A : LA GRAMMAIRE

(A.) COMPLÉTEZ LE TEXTE AVEC " QUI – QUE – OÙ – DONT "  
(5 points)

Lusaka, c'est la ville \_\_\_\_\_ Jacques est né. C'est une ville moderne  
offre beaucoup d'attractions touristiques. C'est aussi une ville \_\_\_\_\_ tous les  
touristes veulent visiter. Les touristes peuvent aussi achètent toutes œuvres  
\_\_\_\_\_ ils ont besoin. Si vous voulez les gens \_\_\_\_\_, pourriez vous  
donner des informations, je suis là.

(B.) COMPLÉTEZ LES PHRASES AVEC " parce que, à cause de, grâce à "  
(5 points)

1. La voiture a dérapé \_\_\_\_\_ elle allait trop vite
2. Pauline a été sauvée \_\_\_\_\_ un nouveau médicament
3. J'ai mal aux pieds \_\_\_\_\_ mes chaussures neuves

4. Beaucoup de branches sont tombées \_\_\_\_\_ une grande tempête.
5. Il a réussi son examen \_\_\_\_\_ la bonne explication du professeur.

**(C.) COMPLÉTEZ LES PHRASES (5 Points)**

1. Jacqueline prend des leçons de musique depuis deux ans mais.....
2. Malgré \_\_\_\_\_ nous sommes arrivés à l'heure.
3. Il n'a pas encore trouvé de chambre à UNZA pourtant.....
4. Elle ressemble à sa mère alors que.....
5. Contrairement à New York, .....


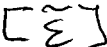
**(D.) METTEZ LES VERBES AU PRÉSENT OU AU PASSE - COMPOSE.**  
(5 points)

1. En novembre en Zambie, il (pleuvoir) beaucoup.
2. Jean (sortir) hier avec sa fiancée.
3. Nous (rentrer) de promenade à 8h du soir, samedi dernier.
4. Pardon Madame, vous (être) ici depuis long temps ?
5. Pourquoi est – ce que tu (travailler) sans arrêt ce soir ?

**SECTION B: LA PHONÉTIQUE**

**A. Répondez correctement et clairement aux questions suivantes :**  
( Answer in full and be neat and tidy)

1. Quelles sont les voyelles arrondies du français ?
2. Qu'est-ce qu'une consonne constrictive? Donnez un exemple.
3. Donnez les caractéristiques des sons suivants :

- a)  b) [y]    c) [l]    d) [n]    e) [j]
- 

4. Quelles sont les branches de la phonétique ?

**B. Transcrivez phonétiquement les mots suivants :**

1. Important
2. Aimable
3. Changer
4. Depuis
5. Français
6. Soigneusement
7. Neuf
8. Pourquoi
9. Cruel
10. Heureux

**C : Ecrivez en orthographe ordinaire du français les mots suivants:**

1. [ t̃nā ]
2. [ dø ]
3. [ bj ]
4. [ aR ]
5. [ k̃piŋ ]
6. [ kalite ]
7. [ fRwad ]
8. [ bRœ ]
9. [ œzy ]
10. [ ɛgzaminasjõ ]

**D. Comment appelle-t-on les articulations qui se font aux endroits suivants ? : Donnez un exemple du phonème produit à chaque endroit.**

*Exemple – avec deux lèvres → Bilabiale [ p ]*

- i) Le voile du palais
- ii) La luvette
- iii) L'air s'écoule sur les côtés de la langue
- iv) L'apex de la langue et les dents
- v) Le dos de la langue et le palais

.....

**END OF EXAMINATION**

**B. Complétez avec « si » ou « tant » les phrases suivantes :**

1. Il avait ... peur que ses mains tremblaient.
2. Elle l'aime ... qu'elle ne peut pas vivre sans lui.
3. Le soleil était ... fort qu'ils ont la peau brûlée.
4. Elle a ... de soucis qu'elle ne dort plus.
5. Nous chantions ... fort que les voisins se sont réveillés.

**C. Complétez avec « tellement » ou « tant » les phrases suivantes :**

1. Ils couraient ... vite qu'on n'a pas pu les rattraper.
2. Elle a ... bijoux qu'elle peut en changer tous les jours
3. La pièce est ... sombre que je ne peux pas lire.
4. On avait ... froid qu'on ne pouvait plus bouger les doigts.
5. Il a fait ... de bêtises qu'il a été renvoyé du lycée.

**D. Choisissez et complétez entre « alors » du « donc ».**

1. Le restaurant était complet : ..... on est allés dîner à la brasserie.
2. La vie est de plus en plus chère ; la population est mécontente.
3. Vous êtes en retard ; vous allez .....être obligés d'attendre l'entracte pour rentrer.
4. Vous avez passé au feu rouge et vous n'avez pas de permis de conduire. Veuillez ..... me suivre au poste de police ?
5. On avait deux valises chacun ; ..... on a pris un taxi.

## **SECTION B: LA COMPRÉHENSION**

**Lisez les documents et répondez à toutes les questions.**

### **Document n° 1**

*Le touriste : Bonjour Madame, je cherche la Cité Universitaire.*

*La passante : Vous devez continuer l'avenue, prendre à gauche la rue Nansouty, continuer rue Emile D  
prendre à gauche le Boulevard Jourdan.*

*Une fois là, vous verrez tout de suite les bâtiments de la Cité U.*

*Le touriste : Je peux y aller à pied ?*

*La passante : Oh oui, c'est un bon kilomètre mais ça se fait bien. Comptez un quart d'heure et vous y êtes.*

*Le touriste : Je ne peux pas y aller par le parc ?*

*La passante : Vu l'heure, j'ai peur qu'il ne soit fermé.*

1. Les deux personnes se connaissent :

- a. Vrai      b. Faux      c. On ne sait pas

2. Le chemin qui mène à la Cité Universitaire est : (plusieurs réponses possibles)

- a. direct.    b. compliqué.    c. court.    d. long.

3. La Cité Universitaire est composé de :

- a. un bâtiment.    b. plusieurs bâtiments.    c. On ne sait pas.

4. La durée du trajet indiquée par la passante est :

- a. une dizaine de minutes.    b. une quinzaine de minutes.    c. une trentaine de minutes.

5. Le touriste va à la Cité Universitaire :

- a. en voiture.    b. en taxi.    c. à pied.

6. La passante lui déconseille de prendre un autre itinéraire.

- a. Vrai      b. Faux      c. On ne sait pas

## Document n° 2

*Le douanier : Votre passeport, s'il vous plaît. Merci. Vous êtes déjà venu(e) en France ?*

*La touriste : Non.*

*Le douanier : Vous venez pour affaires ?*

*La touriste : Non, je viens voir de la famille.*

*Le douanier : Vous restez combien de temps ?*

*La touriste : Je ne sais pas encore, un mois, un mois et demi...*

*Le douanier : Vous savez que votre droit de séjour est de trois mois sur le territoire français.*

*La touriste : Ne vous inquiétez pas, je ne vais pas m'installer illégalement dans votre pays. Mon époux a des enfants, et mes élèves m'attendent.*

1. La touriste vient pour la première fois en France.

a. Vrai            b. Faux            c. On ne sait pas

2. Elle vient en France pour des raisons :

a. professionnelles. b. privées. c. professionnelles et privées.

3. Combien de temps souhaite-t-elle rester sur le territoire français ?

a. Moins d'un mois b. De 1 à 2 mois c. On ne sait pas

4. Le douanier lui rappelle une règle concernant :

a. le lieu de séjour. b. la durée minimum du séjour. c. la durée maximum du séjour.

5. La situation de la touriste est la suivante :

a. divorcée sans enfants. b. divorcée avec enfants. c. mariée sans enfants. d. mariée avec enfants.

6. Quelle est sa profession ?

## Document n° 3

*La cliente : Allô, bonjour, la brasserie Lipp ?*

*Le restaurateur : Oui, bonjour madame.*

*La cliente : J'aimerais réserver une table pour deux personnes, dans deux jours.*

*Le restaurateur : Vendredi alors.*

*La cliente : Excusez-moi, non, samedi.*

*Le restaurateur : A quelle heure ?*

*La cliente : à 21 h 30.*

*Le restaurateur : Oui, c'est possible.*

*La cliente : J'aimerais la salle du bas.*

*Le restaurateur : Je suis désolé, je ne peux pas vous l'assurer. Vous devrez demander au chef de salle.*

arrivée. A quel nom dois-je noter la réservation ?

La cliente: Belon.

Le restaurateur : Lelon ?

La cliente: non, Belon, B.E.L.O.N.

1. La cliente souhaite réserver une table vendredi.

a. Vrai      b. Faux      c. On ne sait pas

2. Elle viendra :

a. seule. b. accompagnée. c. on ne sait pas.

3. Elle va venir avec son mari.

a. Vrai      b. Faux      c. On ne sait pas

4. Elle prévoit de :

a. déjeuner. b. dîner. c. on ne sait pas.

5. La cliente souhaite être au 1<sup>er</sup> étage.

a. Vrai      b. Faux      c. On ne sait pas

6. A quel nom est faite la réservation ?

### **SECTION C: LA PHONÉTIQUE**

**1. Transcrivez en phonétique les énoncés suivants:**

1. Un mandat d'arrêt.
2. Les journaux.
3. C'est mieux.
4. Privatisation.
5. Bonne soirée à vous !
6. Tiens ! Comme c'est beau !
7. À la claire fontaine
8. J'habite en Zambie.
9. Votre vieille amie vient-elle de Paris ?
10. Un coq ne ponde jamais un œuf.

**2. Donnez cinq ( 5) lieux d'articulations des consonnes. Fournissez un exemple pour chaque lieu.**

Exemple: Lèvre contre lèvre = Bilabiale pour le son [ b]

**3. Quelles sont les voyelles nasales françaises? Donnez les mots pour illustrer .**

**4. Les sons suivants sont représentés différemment à l'écrit. Démontrez:**

**Exemple**

*Le son [ z] s'écrit:*

*i) avec "s" comme dans le mot "oiseau"*

*ii) avec "z" comme dans le mot "Zambie"*

- a) Le son [ s]
- b) Le son [ f]
- c) Le son [ ɛ̃ ]
- d) Le son [ ɑ̃ ]
- e) Le son [ k ]
- f) Le son [j]
- g) Le son [m ]
- h) Le son [ɛ]
- i) Le son [ i]
- j) Le son [ e]

.....

**END OF EXAMINATION**

THE UNIVERSITY OF ZAMBIA  
DEPARTMENT OF LITERATURE AND LANGUAGES  
2005 ACADEMIC YEAR END OF SECOND SEMESTER FINAL  
EXAMINATIONS

**FR 222: INTRODUCTION TO FRENCH LITERATURE**

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS, one question  
from each section.

---

SECTION A: *Fables* de la Fontaine

1. Qu'est-ce qu'une fable ?

Utilisez votre définition pour justifier la composition( création) de la fable  
suivante:

“Le Corbeau et le Renard”.

2. Dans la fable “ La laitière et le pot de lait”, étudiez
- i) le portrait physique et psychologique de la laitière
  - ii) le portrait de son mari.
  - iii) Le contenu de ses rêves.
  - iv) La leçon tirée de la fable.

SECTION B:

1. Donnez et expliquez par des exemples types la nature des rimes que la Fontaine utilise dans “La cigale et la Fourmi”.
2. Selon le *cameras* de la fable, illustrez une histoire et donnez en la leçon morale.
3. Qu'est-ce que “L'Avare” de Molière ?

SECTION C:

1. Etudiez les personnages dont les comportements sont comiques dans *On ne badine pas avec l'amour*. Identifiez les aspects comiques de leurs comportements.
2. Examinez le projet du baron de marier Perdican et Camille. A votre avis, quelles sont les raisons que l'on peut attribuer à l'échec de ce projet et à la fin tragique ?

END OF EXAMINATION



# THE UNIVERSITY OF ZAMBIA

DEPARTMENT OF LITERATURE AND LANGUAGES  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2005 SECOND SEMESTER EXAMINATIONS

FR 312 PAPER 1: FRENCH LANGUAGE AND LINGUISTICS

TIME : 3 HOURS

NO DICTIONARIES ALLOWED

ANSWER ALL QUESTIONS ON THE ANSWER SHEETS PROVIDED

SECTION A

SECTION B

.....

## SECTION A: LA PHONOLOGIE

1. Dans les énoncés suivants précisez s'il s'agit d'une liaison ou d'un enchaînement. Copiez le tableau et cochez la bonne réponse.

	Liaison obligatoire	Enchaînement vocalique	Liaison facultative	Liaison interdite	Enchaînement consonantique
1. J'ai un billet.					
2. Très intéressant.					
3. Notre enfant.					
4. Il a écrit un récit étrange.					

5. Ils jonglaient en parlant.					
6. Nez à nez					
7. J'ai été un peu étonné.					
8. Si vous écoutiez, vous entendriez.					
9. J'ai vu un oiseau en haut.					
10. Quand est-il arrivé?					
11. C'est un enfant unique.					
12. Deux ou trois.					
13. Je bois un peu d'eau.					
14. Avec elle.					
15. Chez Alice.					

**2. Dans les énoncés suivants, y a-t-il une liaison ou pas ? Ecrivez « Oui » ou « Non »**

1. Vous êtes français ?
2. Tu veux un thé ?
3. Tu es italien.
4. Mes parents ont deux chats.
5. Je pars en France demain.
6. Je suis né en Espagne.
7. Je pars demain après –midi.
8. Tu parles à qui ?

9. Jean apprend le chinois.
10. J'ai bien appris la leçon.
11. En été, je vais à Tours.
12. C'est un vin agréable.
13. Tu connais ce restaurant, italien ?
14. Cet hôtel est bon marché.
15. Mon appartement est petit.

**2. Donnez un mot ou une suite de mots de syllabe comme demandé et indiquez –les.:**

*Exemple : deux syllabes : Bonjour → bon/jour.*

1. une syllabe ( donnez 2 mots)
2. deux syllabes ( donnez 2 mots)
3. trois syllabes
4. quatre syllabes
5. cinq syllabes
6. six syllabes
7. sept syllabes

**3. Marquez les accents dans les énoncés suivants :**

1. J'ai visité la cathédrale.
2. C'est formidable !
3. Le téléphone.
4. Le Canada.
5. L'université

**4. Écrivez un énoncé et indiquez les schémas de l'intonation de :**

1. l'interrogation
2. l'affirmation
3. l'injonction
4. la colère.
5. l' inquiétude.

**5. Donnez 5 mots d'une syllabe ouverte et 5 mots d'une syllabe fermée.**

**6. Marquez le groupe rythmique dans les énoncés suivants :**

- a. « Ma gentille voisine et sa sœur m'ont invitée. »
- b. « Je passe demain chez toi. »
- c. « Pour la première fois de sa vie le général a décoré son chameau. »
- d. « On part sûrement demain à l'aube. »
- e. « Nous sommes en train de passer un examen de phonologie. »

**7. Qu'est-ce qu'est la phonologie ?**

.....

## SECTION B: LA SYNTAXE

### A. Morpho-Syntaxe

1. À quelle catégorie syntaxique appartient le modificateur, dans les phrases suivantes ( nom, préfixe, participe, adjectif, etc?)

1. Jacques est un ami extra.
2. Cette robe a un style très mode.
3. Le dernier cabinet ministériel est resté en fonction seulement deux mois.
4. La belle au bois dormant est mon héroïne préférée.
5. Pourquoi buvez-vous du vin frelaté?
6. Quelle jolie chemise saumon vous portez là!
7. Cet homme politique développe une argumentation incompréhensible pour le grand public.
8. Dans son camp de naturalistes, José se promène démi-nu; c'est une solution de compromis.
9. Tu crois vraiment que l'agriculture espagnole concurrence la nôtre?
10. Sous le soleil, la mer bleu marine contraste avec le ciel blanc cassé.

2. Représentez ces phrases sous forme d'arbre:

- a. *Le maître inflige une opinion à un élève à la récréation.*
- b. *Les voyageurs descendent du train.*
- c. *Ils mangent du caramel.*

### B. Sémantique

1. Commentez les effets produits par les associations de mots dans les extraits de poèmes suivants:
2. L'acceptabilité dans un texte littéraire est-elle la même qu'en langue courante?

#### Crayon du prisonnier

Un amour dont la bouche est un bouquet de brumes,  
Éclôt et disparaît.  
Un chasseur va le suivre, un guetteur l'apprendra,  
Et ils se haïront tous deux, puis ils se maudiront tous  
Trois.  
Il gèle au dehors, la feuille passe à travers l'arbre.

### C. Stylistique et Lexicologie

Ajoutez aux SN des phrases suivantes de modificateurs qui conviennent.

#### *Exemple*

*Le soleil brille sur la colline* → *Le soleil de midi brille sur la colline de Montmartre.*

→ *Le soleil chaud brille sur la colline déserte.*

→ *Le soleil que j'aime tant brille sur la colline où je monte chaque jour.*

1. Thierry regarde la télévision.
2. L'arbitre siffle un penalty.
3. La cuisine est un art.
4. Le journaliste interviewe une vedette.
5. Le lion mange la gazelle.
6. Jacques quitte sa femme.
7. Un avocat plaide la non-culpabilité.
8. Le cirque a planté son chapiteau.
9. L'artiste enregistre un disque.
10. Un théâtre ferme ses portes.

### D. Discours

**Vous êtes témoin d'une dispute dans la rue. Fabriquez un dialogue en mettant les verbes suivants en incise. Votre dialogue doit comprendre entre 100 et 120 mots).**

*Croire, s'indigner, rétorquer, dire, répondre, s'écrier, acquiescer, hurler, chuchoter, décider, interroger, remarquer, penser.*

### E. Syntaxe

**Transformez les phrases suivantes pour obtenir des tournures personnelles. Attention! Cette transformation n'est pas toujours possible.**

*Exemple a) Il m'est arrivé une histoire incroyable. → Une histoire incroyable m'est arrivée.*

*b) Il s'agit d'une affaire délicate. → Transformation impossible.*

1. Il est recommandé à tous les étudiants de se munir d'une carte d'identité avant de pénétrer dans la salle d'examen.
2. Dans la valise, il manque les chaussures des enfants.
3. Il reste encore l'huile et le vinaigre à acheter, et il ne manquera plus rien.
4. Il s'est produit des incidents très graves en Bretagne la semaine dernière.
5. Depuis que nous sommes arrivés, il pleut nuit et jour.

6. Il est indispensable de garder son calme en cas d'incendie ; il est souvent arrivé des catastrophes par manque de sang froid.
7. Il n'est exigé aucune tenue particulière sur ce court de tennis.
8. Il gèle dans cette pièce ; ferme la fenêtre, Nicole, s'il te plaît.
9. Il reste à nous faire savoir quand vous comptez prendre possession de votre appartement.
10. Il faut réitérer votre demande avant de faire une réclamation.

---

**END OF EXAMINATION**

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

FR322: INTERMEDIATE FRENCH LITERATURE

TIME: THREE HOURS

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

---

SECTION A: Charles Baudelaire Baudelaire

1. La vie de de Baudelaire, notamment les voyages à l'étranger, comment ces éléments influencent-ils sa création poétique dans:

a) L'Invitation au voyage

Mon enfant, ma soeur,  
Songe à la douceur  
D'aller là-bas vivre ensemble !  
Aimer à loisir,  
Aimer et mourir  
Au pays qui ressemble !  
Les soleils mouillés  
De ces ciels brouillés  
Pour mon esprit ont les charmes  
Si mystérieux  
De tes traîtres yeux,  
Brillant à travers leurs larmes.  
Là, tout n'est qu'ordre et beauté,  
Luxe, calme et volupté  
Des meubles luisants,  
Polis par lesans,  
Décoreraient notre chambre;  
Les plus rares fleurs  
Mêlant leurs orders  
Aux vagues senteurs de l'ambre,  
Les riches plafonds,  
Les miroirs profonds,  
La splendeur orientale,  
Tout y parlerait  
A l'âme en secret  
Sa douce langue natale.

Là, tout n'est qu'ordre et beauté,  
Luxe, calme et volupté.

Vois sur ces canaux  
Dormir tes vaisseaux  
Dont l'humeur est vagabonde;  
C'est pour assouvir  
Ton moindre désir  
Q'ils viennent du bout du monde.  
- Les soleils couchants  
Revêtent les champs,  
Les canaux, la ville entière,  
D'hyacinthe et d'or;  
Le monde s'endort  
Dans une chaude lumière.

Là, tout n'est qu'ordre et beauté.  
Luxe, calme et volupté.

- b) A une dame créole.
2. Etudiez l'imagination ascensionnelle par rapport à celle de la descente dans les deux poèmes ci-dessous- attachés, à savoir:
- a) L'Elevation  
b) L'Albatros
3. Le poème " Bohémiens en voyage" est une illustration du désir romantique de quitter la ville et de séjourner à la campagne .

Analysez ces propos.

## BOHÉMIENS EN VOYAGE

La tribu prophétique aux prunelles ardentes  
Hier s'est mise en route, emportant ses petits  
Sur son dos, ou livrant à leurs fiers appetites  
Le trésor toujours prêt des mamelles pendants.

Les hommes vont à pied sous leurs armes luisantes  
Le long des chariots où les leurs sont blottis,  
Promenant sur le ciel des yeux appesantis  
Par le morne regret des chmères absentes.

Du fond de son réduit sablonneux, le grillon,  
Les regardant passer, redouble sa chanson;  
Cybèle, qui les aime, augmente ses verdure,

Fait couler le rocher et fleurir le desert  
Devant ces voyageurs, pour lesquels est ouvert  
L'empire familial des ténèbres futures.

SECTION B: Une Nouvelle: *Boule de suif*

4. Examinez les éléments satiriques dans *Boule de suif*.
5. Montrez comment se manifeste la vraisemblance dans *Boule de suif*.
6. Faites des commentaires sur la technique que Guy de Maupassant a utilisé pour donner les noms de certains personnages.

## LXI

## A UNE DAME CRÉOLE

Au pays parfumé que le soleil caresse,  
 J'ai connu, sous un dais d'arbres tout empourprés  
 Et de palmiers d'où pleut sur les yeux la paresse,  
 Une dame créole aux charmes ignorés.

Son teint est pâle et chaud; la brune enchanteresse  
 A dans le cou des airs noblement maniérés;  
 Grande et svelte en marchant comme une chasserresse,  
 Son sourire est tranquille et ses yeux assurés.

Si vous alliez, Madame, au vrai pays de gloire,  
 Sur les bords de la Seine ou de la verte Loire,  
 Belle digne d'orner les antiques manoirs,

Vous feriez, à l'abri des ombreuses retraites,  
 Germer mille sonnets dans le cœur des poètes,  
 Que vos grands yeux rendraient plus soumis que vos noirs.

## LXII

## MÆSTA ET ERRABUNDA

Dis-moi, ton cœur parfois s'envole-t-il, Agathe,  
 Loin du noir océan de l'immonde cité,  
 Vers un autre océan où la splendeur éclate,  
 Bleu, clair, profond, ainsi que la virginité?  
 Dis-moi, ton cœur parfois s'envole-t-il, Agathe?

La mer, la vaste mer, console nos labeurs!  
 Quel démon a doté la mer, rauque chanteuse  
 Qu'accompagne l'immense orgue des vents grondeurs,  
 De cette fonction sublime de berceuse?  
 La mer, la vaste mer, console nos labeurs!

Emporte-moi, wagon! enlève-moi, frégate!  
 Loin! loin! ici la boue est faite de nos pleurs!  
 — Est-il vrai que parfois le triste cœur d'Agathe  
 Dise : Loin des remords, des crimes, des douleurs,  
 Emporte-moi, wagon, enlève-moi, frégate?

Comme vous êtes loin, paradis parfumé,  
 Où sous un clair azur tout n'est qu'amour et joie,  
 Où tout ce que l'on aime est digne d'être aimé,  
 Où dans la volupté pure le cœur se noie!  
 Comme vous êtes loin, paradis parfumé!

Mais le vert paradis des amours enfantines,  
 Les courses, les chansons, les baisers, les bouquets,  
 Les violons vibrant derrière les collines,  
 Avec les brocs de vin, le soir, dans les bosquets,  
 — Mais le vert paradis des amours enfantines,

L'innocent paradis, plein de plaisirs furtifs,  
 Est-il déjà plus loin que l'Inde et que la Chine?  
 Peut-on le rappeler avec des cris plaintifs,  
 Et l'animer encor d'une voix argentine,  
 L'innocent paradis plein de plaisirs furtifs?

## II

## L'ALBATROS

Souvent, pour s'amuser, les hommes d'équipage  
 Prennent des albatros, vastes oiseaux des mers,  
 Qui suivent, indolents compagnons de voyage,  
 Le navire glissant sur les gouffres amers.

A peine les ont-ils déposés sur les planches,  
 Que ces rois de l'azur, maladroits et honteux,  
 Laissent piteusement leurs grandes ailes blanches  
 Comme des avirons traîner à côté d'eux.

Ce voyageur ailé, comme il est gauche et veule!  
 Lui, naguère si beau, qu'il est comique et laid!  
 L'un agace son bec avec un brûle-gueule,  
 L'autre mime, en boitant, l'infirme qui volait!

Le Poète est semblable au prince des nuées  
 Qui hante la tempête et se rit de l'archer;  
 Exilé sur le sol au milieu des huées,  
 Ses ailes de géant l'empêchent de marcher.

FR 322  
 Q 2(b)

## III

## ÉLEVATION

FR 322  
 Q 2(a)

Au-dessus des étangs, au-dessus des vallées,  
 Des montagnes, des bois, des nuages, des mers,  
 Par delà le soleil, par delà les éthers,  
 Par delà les confins des sphères étoilées,

Mon esprit, tu te meus avec agilité,  
 Et, comme un bon nageur qui se pâme dans l'onde,  
 Tu sillones gaiement l'immensité profonde  
 Avec une indicible et mâle volupté.

Envoie-toi bien loin de ces miasmes morbides;  
 Va te purifier dans l'air supérieur,  
 Et bois, comme une pure et divine liqueur,  
 Le feu clair qui remplit les espaces limpides.

Derrière les ennuis et les vastes chagrins  
 Qui chargent de leur poids l'existence brumeuse,  
 Heureux celui qui peut d'une aile vigoureuse  
 S'élançer vers les champs lumineux et sereins;

Celui dont les pensers, comme des alouettes,  
 Vers les cieus le matin prennent un libre essor,  
 — Qui plane sur la vie, et comprend sans effort  
 Le langage des fleurs et des choses muettes!

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

FR 332: INTERMEDIATE TRANSLATION

TIME: THREE HOURS

INSTRUCTIONS: TRANSLATE BOTH THE FOLLOWING TEXTS

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SECTION A: TRANSLATE THE FOLLOWING TEXT INTO  
ENGLISH:

Extrait tiré de *La Zambie contemporaine* :

Théâtre et tradition orale en Zambie

Ce chapitre vise à considérer les relations entre les arts théâtraux et la tradition orale en Zambie d'un point de vue à la fois historique et esthétique. Bien que l'on s'emploie couramment à rattacher les événements culturels aux périodes dites "précoloniale", "coloniale" et post-coloniale" respectivement, ou encore à les qualifier soit de "traditionnels" soit de "contemporains", notre étude mettra plutôt en lumière des continuités. Les relations qui se tissent entre les arts du spectacle et la tradition orale relèvent d'un processus cyclique de renaissance permanente, d'enrichissement du nouveau par l'ancien et réciproquement. Il s'agit de la vieille histoire de l'oeuf et de la poule, dont on ne sait jamais vraiment qui a précédé qui. Si l'on considère une culture dans sa dynamique, il ne fait pas grand sens de tenir ses éléments "traditionnels" pour primitives et naïfs, tandis que les "contemporains" seraient civilisés. Les deux ont assurément leur place. Après avoir rapidement défini la notion de "tradition orale", ses origines ainsi que les rapports qu'elle entretient avec d'autres genres tels que la littérature orale et le folklore (ayant bien insuffisamment retenu l'attention des universitaires en Afrique), nous consacrerons une première section aux racines artistiques précoloniale: le rôle joué par les travailleurs migrants en l'occurrence ainsi que le renouveau esthétique caractérisant cette époque.

SECTION B: Translate the following text into French.

### A Puma at Large

Pumas are large, cat-like animals which are found in America. When reports came into London Zoo that a wild puma had been spotted forty-five miles south of London, they were not taken seriously. However, as the evidence began to accumulate, experts from the Zoo felt obliged to investigate, for the description given by people who claimed to have seen the puma were extraordinarily similar.

The hunt for the puma began in a small village where a woman picking blackberries saw 'a large cat' only five yards away from her. It immediately ran away when she saw it, and experts confirmed that a puma will attack a human being unless it is cornered. The search proved difficult, for the puma was often observed at one place in the morning and another place twenty miles away in the evening. Wherever it went, it left behind it a trail of dead deer and small animals like rabbits.

END OF EXAMINATION



## THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
DEPARTMENT OF LITERATURE AND LANGUAGES

2005 SECOND SEMESTER EXAMINATIONS

FR 412 PAPER II: ADVANCED FRENCH AND GENERAL LINGUISTICS

TIME :                      THREE HOURS

### INSTRUCTIONS

No dictionaries allowed

Answer all questions on the answer sheet provided.

SECTION A

SECTION B

---

### SECTION A : LA STYLISTIQUE

1. Donnez deux (2) périphrases et sa signification qui expriment :

Exemple : la nature : L'or noir ( périphrase) = Le pétrole ( signification)

- a) des villes
- b) des pays
- c) de la religion
- d) la nature
- e) de la société

2. Soulignez et nommez la figure de style dans chaque phrase.

1. Shell que j'aime.
2. C'est un écolo.
3. Il a manqué de courage .
4. Ils étaient usés à quinze ans.
5. Les enfants sont montés en haut.
6. Un roi chantait en haut, en bas mourrait un Dieu.

7. Francis mange des cerises, Catherine des fraises.
8. Cette salle est pleine à craquer.
9. Les Polonais, dit-on, boivent comme des tonneaux..
10. C'est un homme d'un certain âge.
11. Il brûle d'amour.
12. Chipo est une bonne fourchette.
13. Passion consommée, passion consumée.
14. Ce n'est pas cher.
15. Tout m'afflige et me nuit et conspire à me nuire.

**3. Remplacez le mot souligné par une antonyme ( le contraire).**

1. Il a gagné sa vie confortablement.
2. Elle sera de retour le 3 décembre, au plus tard.
3. En montant dans le train, elle est tombée et elle s'est blessée à la cheville.
4. Il a rejeté mes arguments.
5. Mon vélo est en bon état de marche.
6. Il avance; il a du courage.
7. Il allume les phares de sa voiture.
8. Il y avait beaucoup de places assises dans le bus.
9. Ton ami a raison; tu dois accélérer.
10. Quelquefois nous ne comprenons pas tout à fait le malheur lorsqu'il arrive.

**4. Remplacez le verbe souligné par un verbe plus précis.**

1. C'est lui qui a préparé la table pour le repas.
2. Les avions partent toutes les minutes.
2. Il a ouvert sa veste.
3. Avoir une nombreuse famille à nourrir.
4. Faire cesser la faim.
5. Elle aime se faire voir dans les salons.
6. Depuis que Rémi est à la retraite, il ne voit pas beaucoup de gens.
7. Une robe qui montre les formes.
8. Le bonheur d'être.
9. Chaque homme doit disparaître un jour.

**5. Nommez la figure rhétorique selon les définitions ou explications données.**

1. Ce procédé consiste à dire le contraire de ce que l'on pense de telle manière que le lecteur ou l'auditeur comprenne le sens caché de cette raillerie.
2. On dit peu, pour en exprimer davantage, souvent en utilisant une forme négative.

3. Consiste à désigner un objet par le nom d'un autre objet, les deux ayant entre eux un lien habituel qui permet donc à l'un d'évoquer l'autre et qui donne ainsi un sens au message.
4. Récit chargé d'une leçon morale ou religieuse.
5. Répétition d'une consonne ou d'un groupe de consonnes dans une phrase ou un vers.
6. Désigne une chose par une de ses caractéristiques.
7. Le fait de prêter des gestes, des attitudes, des comportements, voire des parties de corps humains à une abstraction.
8. Expression atténuée d'une réalité désagréable.
9. Phrase qui, traduisant un embarras réel ou simulé, allonge l'expression tout en l'obscurcissant.
10. Interpellation d'une personne ou d'une chose personnifiée.

## **SECTION B : LA SEMANTIQUE**

**1. Paraphrasez en quelques mots les sens des expressions idiomatiques soulignées dans les énoncés suivants :**

1. Elle n'est pas de première main.
2. Il a été à deux doigts de me fâcher.
3. Il m'obéit au doigt et à l'œil.
4. Il a sauté du coq à l'âne.
5. Elles s'entendent comme chien et chat.
6. Il faut toujours avoir la tête sur les épaules.
7. Elle n'a pas froid aux yeux.
8. Il va partir les pieds devant.
9. On l'a pris la main dans le sac.
10. Il ne manque pas d'estomac.

**2. Écrivez dix ( 10 ) proverbes français.**

**3. Faites correspondre ces définitions de 1 à 15 avec les éléments de a à o:**

1. Dispute sans cause sérieuse, avec une certaine mauvaise foi, pour le goût de la chamaillerie.
2. Considérer une chose ou un événement comme sans importance et en sourire.
3. L'heure du soir favorable aux rencontres amoureuses, favorable aux amants.
4. Celui qui prophétise les malheurs, oiseau de mauvais augure.
5. De mal en pis. Passer d'une difficulté à une autre.

6. Celui que l'on accuse, qui paie la faute des autres.
7. Des temps reculés et anciens, du plus loin que remonte la mémoire.
8. Sommeil profond. Passer une bonne nuit de sommeil.
9. Etre assoiffé.
10. Utiliser un stratagème qui semble cruel mais qui permet de révéler la vérité.
11. La solution à un problème, la clef d'un mystère.
12. Infidélité de la femme. Femme qui remplace son mari dès que celui-ci a le dos tourné.
13. Les charmes de la femme, de sa séduction, de ses grâces jusqu'aux tromperies subtiles.
14. Grosse somme d'argent inespéré.
15. Etre imbu de sa personne, le centre du monde, égoïste et égocentrique.

- a. La ceinture de Vénus
- b. Une querelle d'Allemand
- c. Tomber de Charybde en Scylla
- d. Les bras de Morphée
- e. Un jugement de Salomon
- f. Un sesame
- g. Jouer les Cassandre
- h. Mourir de la mort de Roland
- i. Le pactole
- j. Le bouc émissaire
- k. Vieux comme Hérode
- l. Se croire sorti de la cuisse de Jupiter
- m. L'heure du Berger
- n. Se consoler du départ d'Ulysse
- o. S'en moquer comme de l'an quarante

**4. Avec le mot donné, écrivez une expression idiomatique qui existe déjà.**

**Exemple : barbe**

Parler dans sa barbe.

- |           |          |
|-----------|----------|
| 1. âme    | 6. cœur  |
| 2. bouche | 7. tenir |
| 3. pommes | 8. nez   |
| 4. bavard | 9. faire |
| 5. pattes | 10. être |

.....

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**DIRECTORATE OF DISTANCE EDUCATION**  
**2005 ACADEMIC YEAR FINAL EXAMINATION**  
**H111: INTRODUCTION TO THE STUDY OF HISTORY**

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER ALL THE QUESTIONS AND WRITE ALL YOUR ANSWERS IN THE OFFICIAL BOOKLETS. WRITE THE NAME OF YOUR TUTOR ON THE COVER OF YOUR FIRST ANSWER BOOKLET**

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**SECTION A: STUDY SKILLS (30 MARKS)**

1. Indicate the sections of the Library where the following documents are found:
  - (a) Encyclopaedia
  - (b) Books borrowed overnight
  - (c) Theses/Dissertations
  - (d) Journals
2. What is the Serials Section also known as?
3. List any 6 things you are supposed to know about a periodical before you can use it.
4. Explain what the following are:
  - (a) Strip Index
  - (b) Verticle File
5. On the Verticle File, what do the following mean?
  - (a) Conc. Stack
  - (b) Sp. Coll
6. In the classmark DT6580 MUL, what does MUL represent?
7. How long must a quotation be for it to be indented?
8. Formulate any bibliographical references from:
  - (a) A Newspaper
  - (b) A book whose publisher is not known

(c) A book authored by four people

(d) An M.A. Dissertation

9. Write the 4 (four) above in note form.

10. Give two reasons why endnotes are used in essays.

11. When do we use the following?

(a) Ellipsis points

(b) Interpolations

## **SECTION B (30 MARKS)**

### **ANSWER ANY THREE QUESTIONS**

1. "The Theory of Evolution is the only theory that best explains the origin of man."  
Is this statement valid?
2. How valid is the assertion that the knowledge of iron working spread to many parts of Africa? Is it true to argue that it had more disastrous than positive results?
3. Review any History book of your choice.
4. How did the knowledge of farming spread to different parts of Africa? Did Africans benefit from the knowledge?
5. Trace the movements of the Bantu from their original home to different parts of Africa. Out-line the effects of their movements.

**END OF EXAMINATION**

~~HSS~~ HSS

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - 2005

H112: AFRICA PRIOR TO COLONISATION

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

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1. Is it tenable to argue that Islam positively impacted on pre-colonial African societies?
2. Was the decline of the Kingdom of Ghana attributed solely to external factors? Account for the rise of the Kingdom of Mali.
3. Assess the roles played by Sunni Ali and Askia the Great in the rise of the Songhai Kingdom.
4. Has the view that Great Zimbabwe was not built by the Shona been accepted by all Theorists on the Zimbabwe ruins?
5. "It was the Portuguese activities that led to the collapse of the Kingdoms of Kongo and Ndongo." Is this statement valid?
6. Examine the economic, political and social significance of the European Voyages of Discovery in pre-colonial Africa.
7. "Both the European and the Arab Slave Trade adversely impacted on pre-colonial African societies." Discuss.
8. Critically analyse the view that it was only economic factors that were primary in the Scramble and Partition of Africa.

End of Examination

**UNIVERSITY OF ZAMBIA**

**DIRECTORATE OF DISTANCE EDUCATION**

**UNIVERSITY FIRST SEMESTER FINAL EXAMINATIONS DECEMBER 2005**

**H231: History of Modern Africa, 1750-1900**

**TIME:                    THREE HOURS**

**INSTRUCTIONS:    Answer three questions only**

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1. Why was African historiography incorrectly written before the 1950s? How can African historiography be corrected?
2. What is imperialism? Critically examine the factors that prompted European nations to dismember and colonize Africa by 1914.
3. Critically examine the impact of natural disasters on African societies in the late nineteenth century. How did the afflicted societies respond to the calamities?
4. Were Denoon and Nyeko correct to use the phrase "Mineral Revolution" in reference to the exploitation of minerals in South Africa between 1867 and 1880s?
5. Why did most African societies resist European colonization? How successful were primary resistance movements in Africa.
6. Define the term "collaboration". Why did some African societies collaborate with European colonial powers?
7. Define the term "tribute". Explain the importance of tribute in pre-colonial African societies?
8. Examine Samouri Toure's resistance against French colonization. What important historical lessons do we learn from Toure's resistance?

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
UNIVERSITY SECOND SEMESTER EXAMINATION—DECEMBER 2005**

**H232: HISTORY OF MODERN AFRICA: 1900 TO THE PRESENT**

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER ANY THREE QUESTIONS**

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1. How did the First World War compel Africans to participate in it? What were its overall effects on the African continent?
2. Discuss the different methods of administration employed by the British, French and Portuguese to rule their colonies with the help of the local chiefs.
3. What do you understand by the term demography? What evidence can be given to support the fact that colonialism in Africa had adverse effects on demography?
4. "Apartheid built very oppressive systems of real discrimination in every field of daily life in South Africa." Comment.
5. Examine the contribution of secondary resistance and Pan-Africans towards the rise of modern African nationalist movements.
6. Critically analyze colonial education in British, French and Portuguese Africa. What role did the missionaries play in the educational sector in colonial Africa?
7. Why did the Africans in Zimbabwe have to resort to armed struggle in order to secure their independence?
8. Explain the reasons for the growth and persistence of ethnicity as a problem in post colonial Africa.
9. How important is the issue of gender in today's Africa?

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**UNIVERSITY SECOND SEMESTER EXAMINATIONS – 2005**

**H242**

**THE CAPITALIST ECONOMIC SYSTEM – 1914 TO THE PRESENT**

**TIME :                    THREE HOURS**

**INSTRUCTIONS : ANSWER ANY THREE QUESTIONS**

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1. “The Second World War was more destructive than the First.” Discuss.
2. Is it tenable to argue that the Great Depression of 1929-1939 was attributed solely to the United States of America’s errors in implementing its monetary policy?  
How successful were the post-depression measures? ✓
3. Why were economic blocs formed in Europe after the Second World War?  
Describe the roles played by any four economic blocs in the economic recovery of Europe.
4. Out-line the main features of the Modernisation and Dependency Theories. Do you agree with Andre Gunder Frank’s assertion that underdevelopment in the Third World has been systematically created by colonist exploitation? ✓
5. “Transnational Corporations have abused their size, reach and power to turn the international economy into an economy that benefits them and their shareholders at the expense of the poor.”(John Madeley,2003) Do you agree? ✓
6. Explain why “New Capitalism” was adopted by many Western European ✓  
countries in the 1950s. What were its main features and to what extent did it lead to the prosperity of Western Europe’s economies?”
7. “The IMF and the World Bank possess the panacea for Third World economic difficulties.” Discuss. ✓
8. Is it tenable to argue that industrialization has come with an environmental price tag? ✓
9. How valid is the assertion that the blessings of globalisation extend only to the financially powerful individuals and countries of the world? ✓

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

**UNIVERSITY SECOND SEMESTER EXAMINATIONS – DECEMBER 2005**

**H322**

**TWENTIETH CENTURY EUROPE**

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER THREE QUESTIONS**

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1. The Treaty of Versailles was hated in Germany because of reparations. Do you agree with this statement? Explain your answer.
2. What problems faced the Weimar Republic in Germany and the Provisional Government in Russia and how successful were they in dealing with their problems?
3. Why was there a revolution in Russia in February 1917?
4. Choose any two leaders from Lenin and Stalin, Mussolini and Hitler, and then compare and contrast their personalities and strategies. How did they achieve, consolidate and use (or abuse) their power?
5. By 1925, Mussolini and his fascists firmly controlled Italy's political life. Trace the rise of Mussolini and his followers from the end of the First World War to 1925.
6. Using a paragraph for each item, identify and discuss FIVE of the following:
  - (a) Austrian Ultimatum to Serbia
  - (b) Brest-Litovsk
  - (c) Alexander Kerensky
  - (d) Bloody Sunday
  - (e) P. Stolypin
  - (f) War Communism
  - (g) Triple Entente
  - (h) Neville Chamberlain
  - (i) Locarno and Rapallo treaties
  - (j) April Theses
7. By 1933, Hitler and the Nazis firmly controlled Germany's political life. Examine the reasons that explain the rapid democratic rise of the Nazis to power between 1929 and 1933.
8. Most of the aggressions, leading step by step to open war in September 1939 were the outcome of the deliberate policy of Hitler. Discuss at least SIX steps that led to the Second World War.

9. What were the main issues that divided the Soviet Union and the United States between 1945 and 1953?
10. Gorbachev attempted to reform the Soviet system. What changes did he introduce to the economy, politics and foreign affairs? Why did Gorbachev fail?

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**THE UNIVERSITY SECOND SEMESTER EXAMINATIONS**  
**DECEMBER 2005**

**H 345: HISTORY OF MODERN INDIA: 1947-1985**

**TIME: THREE HOURS**

**INSTRUCTION: ANSWER ANY THREE QUESTIONS**

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1. Highlight the main events that ultimately resulted in India's independence in 1947. What role did Gandhi play in the Indian nationalist movement?
2. Discuss the circumstances that compelled East Pakistan to revolt against West Pakistan which consequently made the country independent.
3. British colonial policy of economy drain made India destitute. Describe the ways through which India managed to recover from such a colonial legacy.
4. Explain the circumstances that led to the emergence of Pakistan as an independent country. Discuss the different roles played by Pakistani leaders beginning from Jinnah to Bhutto in stabilizing its internal disturbances.
5. What was the fate of Indian princely states after 1947? How and why was the princely state of Hyderabad captured by the Indian government?
6. How can it be established that India until today is able to maintain her non-aligned movement policies parallel with its main character. How does India maintain her good relations with Africa countries?
7. Trace the reasons for the Kashmir dispute between India and Pakistan since 1947. Suggest some possible ways to solve this dispute.
8. "Pandit Jawaharlal Nehru played an important role in rebuilding India's democracy." Justify this statement.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**UNIVERSITY SECOND SEMESTER EXAMINATIONS-DECEMBER 2005**

**H442: HISTORY OF THE SOVIET UNION: 1945 TO 1991**

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER THREE QUESTIONS**

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1. Account for the Sino-Soviet conflicts after 1950. Show how the USA capitalized on the rift between ~~the USA~~ <sup>China</sup> and USSR.
2. What precipitated the "Arms Race" between the USSR and USA after the Second World War? How successful were the measures suggested to regulate the production of nuclear weapons?
3. What was Détente? How successful was it as a measure of diffusing tension between the USA and USSR?
4. The "Cold War" ended in 1991. Did the World become a better place thereafter?
5. Account for the rise and fall of Nikita Khrushchev in the USSR?
6. Why did Martin McCauley refer to Mikhail Gorbachev as the "Grave digger of the Soviet State"?
7. What was Destalinization? Did Nikita Khrushchev achieve what he set out to achieve when he embarked on the Destalinization crusade?
8. What was Stalinism? Why is Stalinism a controversial subject in Soviet historiography?

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**UNIVERSITY SECOND SEMESTER EXAMINATIONS -- DECEMBER 2005**

**H 912**

**HISTORY OF ZAMBIA SINCE 1890**

**TIME:                    THREE HOURS**

**INSTRUCTIONS:    ANSWER THREE QUESTIONS**

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1. Colonial rule in Zambia was received with a lot of mixed feelings. Why?
2. Between 1924 and 1947 land issues were systematically addressed in the country. Identify the major divisions of land during this period and account for such divisions.
3. The development of the Copperbelt was a major challenge for both the mining companies and the colonial government in as far as the administration of Africans in the mining towns was concerned. What strategies were put in place to address this challenge?
4. What do you understand by the policy of Indirect Rule?
5. Sir Godfrey Huggins (Lord Malvern) of Southern Rhodesia and Sir Roy Welensky of Northern Rhodesia were the main architects of the Federation of Rhodesia and Nyasaland. Why did they advocate for the Federation?
6. The Economic Depression of the early 1930s occurred so far away, yet it was so near as to adversely affect the colonial economy of Zambia. Why? And how did it generally affect colonial Zambia?
7. Why did the move to amalgamate Northern Rhodesia and Southern Rhodesia between 1913 and 1949 fail?
8. What do you understand by the following?
  - (a) Mulungushi Economic Reforms
  - (b) Matero Economic Reforms
9. Critically examine the economic implications of Rhodesia's Unilateral Declaration of Independence in 1965 on Zambia.
10. In 1972 Zambia became a one party state and a number of reasons were advanced to justify the move. Do you agree with the reasons advanced for its establishment?

**END OF EXAMINATION**

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

**UNIVERSITY SECOND SEMESTER EXAMINATIONS – DECEMBER 2005**

**H945: THEMES IN WEST AFRICA, 1800 TO THE PRESENT**

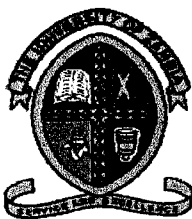
**TIME: THREE HOURS**

**INSTRUCTION: ANSWER THREE OF THE FOLLOWING QUESTIONS**

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1. Discuss the significance of the Islamic revolution that swept across West Africa towards the end of the 19<sup>th</sup> century and beginning of the twentieth century.
2. Explain how **either** Dahomey **or** Asante consolidated its political power in the 19<sup>th</sup> century.
3. Explore the constitutional experiments Western educated elite carried out in West Africa in the second half of the 19<sup>th</sup> century.
4. Critically explain why West African societies failed to contain European imperial intrusion in the 19<sup>th</sup> century.
5. Samori Toure is regarded as the bitterest enemy of French colonizers in nineteenth-century West Africa. Do you agree with this assessment?
6. Compare and contrast British and French colonial systems in West Africa up to 1914.
7. Some scholars have dismissed Blaise Diagne as a mere stooge of French interests in West Africa. Do you accept this view?
8. What external factors contributed to the collapse of British and French colonialism in West Africa after 1939?
9. Examine West Africa's major economic and political challenges since independence.

**END OF EXAMINATION**



**THE UNIVERSITY OF ZAMBIA**  
**2005 ACADEMIC YEAR FINAL EXAMINATIONS**  
**DECEMBER 2005**

**LAL 211 - THE STRUCTURE OF BANTU LANGUAGES**

**TIME ALLOWED:** Three (3) hours

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

**INSTRUCTIONS:** Attempt **ten (10)** of the thirteen (13) questions in this examination.

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1. Define the traditional scope of African linguistics.
2. What is Guthrie's contribution to Bantu linguistics?
3. What are the differences between the Niger-Congo family and the Nilo-Saharan family?
4. Identify the vowel systems that have been reconstructed for Proto-Bantu.
5. Of what importance are the features *consonantal* and *vocalic* in specifying sounds?
6. Using the following data from Proto-Bantu and with reference to any Bantu language identify the diachronic phonological rules:

- \*-yana- 'child'
- \*-yato- 'canoe'
- \*-yaka- 'year'
- \*-biad- 'to bear a child'
- \*-bimb- 'to swell'
- \*-ba- 'to be, to become'
- \*-daad- 'to lie down and sleep'
- \*-dem- 'to cultivate'
- \*-doad- 'to fall ill'
- \*-duad- 'to wear'
- \*-gend- 'to walk, to travel'

- \*-k<sub>o</sub>tok- 'to go home from work'
- \*-pet- 'to pass'
- \*-ku- 'to die'
- \*-pik- 'to arrive'

7. Give examples of any two morphophonological rules in any Bantu language.
8. Use tree diagramming to illustrate the syllable structure of Bantu languages.
9. Name any five inflectional parts of speech of Bantu languages.
10. Write brief notes on the semantics of noun classes in Bantu.
11. Describe any two verbal extensions in any Bantu language.
12. Define and illustrate any five of the following verbal morphemes:
  - a. preprefix
  - b. prefix
  - c. tense sign
  - d. post tense sign
  - e. ending
  - f. pre-ending
  - g. aspect sign
  - h. post ending
  - i. radical
  - j. object prefix
13. Write brief notes on the morphological structure of cardinals in any Bantu language.

END!



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

**SECOND SEMESTER EXAMINATIONS – DECEMBER 2005**

**LAL 212 – STUDIES IN NON-BANTU LANGUAGES OF AFRICA**  
**(INTERNAL CANDIDATES)**

**TIME ALLOWED:** Three (3) hours

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

**INSTRUCTIONS:** Attempt all sections accordingly.

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**SECTION A: COMPULSORY (20 MARKS)**

1. Scrutinize, in detail, the following data from Margi and carry out a morphological and morphophonological analysis. Order in the presentation of analyses will be rewarded.

babalkur	hardness	babal	hard
degalkur	greatness	degal	great
denamakur	power, strength	denama	strong, powerful
bzerkur	childhood	bzer	child, son
duwalkur	service	duwal	servant
mafakur	slavery	mafa	slave
kuramikur	teasing, mocking	kurami	to mock, to tease
tukurkur	poverty, want	tukur	to lack
yukur	love	yu	to like, to love
sal	man	salari	the man
yal	sacred grave	yalari	the sacred grave
mambel	spirit	mambelari	the sacred spirit
kem	axe	kemari	the axe
kum	meat	kumari	the meat
fa	year	fari	the year
fa	farm	fari	the farm

hya	dog	hyari	the dog
mala	woman	malari	the woman
anacala	calabash	ancalari	the calabash
kyi	compound	kyari	the compound
ti	mourning	tiari	the mourning
imi	water	imiari	the water
vi'i	night	vi'yari	the night
ku	goat	kwari	the goat
wu	tree	wari	the tree
pcu	red monkey	pcwari	the red monkey
tagu	horse	tagwari	the horse
u'u	fire	u'wari	the fire
val	granary	val'yar	granaries
yal	sacred grave	yal'yar	sacred graves
kem	axe	kem'yar	axes
entem	pot	entem'yar	pots
fa	farm	fa'yar	farms
su	thing	se'yar	things
shilgu	sickness	shilge'yar	sicknesses
ghafu	arrow	ghafe'yar	arrows
melmu	village	melme'yar	villages

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### SECTION B: GENERAL (10 MARKS)

**EITHER:**

2. Does your knowledge of the Sub-Saharan Fragmentation Belt aid your appreciation of Bantu languages? Supply reasons for your opinion.

**OR:**

3. Compare and contrast, in brief, the Afro-Asiatic family and the Nilo-Saharan family.

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### SECTION C: WEST AFRICAN LANGUAGES (10 MARKS)

**EITHER:**

4. Identify and comment on any linguistic feature that is common to nearly all West African languages.

**OR:**

5. Mention and comment on any two linguistic features of Fulani.

**OR:**

6. Write brief notes on the following features about Hausa.
  - a. Vowel length
  - b. Word-formation
  - c. Plural formation
  - d. Grammatical gender
  - e. Word order.

**OR:**

7. Describe the word order in Soninke.
- 

**SECTION D: LANGUAGES OF NORTH EASTERN AFRICA (10 MARKS)**

**EITHER:**

8. Discuss the substratum or elements distinguishing number in languages of North Eastern Africa.

**OR:**

9. What would be the concerns of a feminist about gender assignment in Paraniotic languages?
- 

END OF EXAM

UNIVERSITY OF ZAMBIA EXAMINATIONS  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
FIRST SEMESTER EXAMINATIONS FOR EXTERNAL  
CANDIDATES 2005/2006

LAL 221 Introduction To Literary Studies

**Time: 3 hours**

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**Instructions to Candidates**

- 1. Answer ONLY FIVE (5) Questions from this paper.*
  - 2. All questions carry equal marks.*
  - 3. If a question is broken into parts, ensure that you answer all parts.*
- 
- 

1. Define and discuss the word literature.
2. How does the theoretical audience of a literary artist affect word-projection?
3. Although poetry achieves meaning by connotation rather than denotation, that meaning still comes out strongly. Explain how meaning is amplified in poems.
4. A short story has affinities with long prose on one hand and poetry on the other. Discuss.
5. Compare and contrast proverbs and riddles in terms of audience, performance, major characteristics and their place in the Zambian society.
6. Using synopses of translated folktales from your language, illustrate five of the plot types you have learnt in this course.
7. Discuss the role of orature in your culture.
8. What is the use of learning literary theories like Marxism and the others you have learnt in this course?

END

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

Second Semester Examination - November/December 2005

**LAL 432 Creative Writing Project In Zambian Languages**

THREE (3) HOURS

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**Instructions to the Candidate**

**1. YOU SHOULD ANSWER FOUR QUESTIONS FROM THIS PAPER**

- *The Compulsory one - Section A Question one (1).*
  - *Two (2) Questions from Section B.*
  - *One (1) Question, Specific to your First Language, from Section C*
- 
- 

**SECTION A - Compulsory Question**

1. Explain the differences between words in the pairs below:
  - a. Copyright and Royalties
  - b. Plagiarism and Chapterisation
  - c. Editor and Author
  - d. Publisher and printer
  - e. ISBN and Preface

**SECTION B - Answer Only Two Questions**

2. Give a guide to a young writer enthusiastic to write a Grade 8 or 9 Reader in Icibemba or Luvale.
3. Translate the beginning of the story below into Icibemba or Luvale and complete it in the most suitable way. It should be three quarters (3/4) or a page long.

Imagine you went for a conference in Sri-Lanka at the time of the Tsunami and you survived. You come home and narrate the ordeal.

**STORY**

We were in a conference room in Sky high Hotel where we were accommodated. Suddenly, amidst our talk on the Development of Indigenous Languages, a huge wave from the Indian Ocean visible from as far as 20 kilometres away emerged. The hotel attendant rung the bell and shouted, "It is a Tsunami take cover!"

.....

.....

4. a. What is orthography?
- b. Give accounts on the following types of spelling:
  - i. Phonetic Spelling
  - ii. Phonemic Spelling
  - iii. Morphophonemic Spelling

### SECTION C - Choose One Question

5. The use of punctuation marks in writing is as important as the language itself. Without punctuation we cannot read a language appropriately.

Punctuate the following passage appropriately. Please follow rules of orthography too.

#### PASSAGE

as he came trotting on his horse he saw a sun killer at a distance he stopped to greet her the young lady stooped down and looked aside this is according to custom and tradition the young man continued hullo good girl how are you i am well the sun killer replied in a thin voice wouldn't look at me good girl the anxious young man uttered no sir it is not allowed by custom the ethics of our land it is also taboo to converse with unknown men in fact i must go home lest the people see me she ran home quickly while the horse-man was gazing at every step she made until she made she got out of sight what a well mannered and highly cultured wife she can be i shall follow her he soliloquised

6. Proof-read one of the passages below, Luvale or Ibibemba, by using proof symbols you studied and attached.

#### LUVALE TEXT

Likumbi limwe Nandu ewwile nzala chikuma mwomwo ka lile chuma amavuluko. Ngocho ambile kuli Nyamalanda ngwenyi, ove lunga lizo lyami lili nakukola. Mbayi haka haka mutwe wobe mukanwa kami mangana utale ka nawa lilihi lili nakukola. Nyamaleya hauleya wenyi etavile kulinga ngoco nge amu lwezele Ngandu; nakuhuka kwenyi, Ngandu afwikile kanwa kenyi nakusuma mutwe wa Nyamalanda. Nyamalanda esekele ku koka mutwe wenyi oloze kahasa chiku. Hakutwalaho nakulikoka ngocho nashingo wenyi ya putukile kusuha chikuma. Hakuku minyina Nandu azeyde nakumwecha. Nyamalanda achinine, ngocho ku fuma hazeatwana lika muvyana kwakusuku natulwiji kutwananga vangandu

#### ICIBEMBA TEXT

Ilyo umweshi wawa ne mfifi yaya ilekosa, elyo Nakulu Kayula aeaba abaupwa bonse incembele nabakashana abaupwa, nabakobekelwafye ati: Mwe baupwa kabiyeni bonse epali baume benu nabafuma munsaka shabo bali ku mayanda yenu. Muyekoshapo umulilo no kuleka abaume benu ukuti Betalalilwa mumayanda yenu. Pantu acililwa

umulume muṅanda umwanakashi tawama kwililwa. Nakabili uwaupwa tatemwa kwisha pacibwanse nga wiba ali pamushi.

Awe abaupwa nabakobekelwa basalangana, pashalafye abakashana kamo akakobekelwa ka Mwice.

Mwiche nangu akobakwe ali kaice kabili talawa na cisungu nangu uwamukobekela amulombele ku bafyashi kuli alelala ku ṅanda kumwakwe, na bafyashi basuminishe kuli Mwiche akulile ku mulume amukobeka. Mwiche ahangatishe pa cibwanse, tafwaile ukuya ku ṅanda ya wamukobeka Asuka Nakulu aipusha Mwaice ati: cinshi ico naiwe ushilile

END OF EXAMINATION

# INSTRUCTIONS FOR CHECKING QUESTION PAPER PROOFS

- 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		align	align
apostrophe	L or /	' or ' (with apostrophe)	'
bold		bold	bold
capital	≡	CAP	CAP
centre	[ ]	Centre	centre
close space	↑	↑	↑
comma	L or /	'L or ' /	'L
dash: en	L or /	en	en L
delete	I or H	∩	∩
delete & close up	I or H	∩	∩ O /
full stop	L or /	⊙ L or ⊙ /	⊙
hyphen	L or /	H L or H /	H L
italics	—	ital	ital
indent		indent	indent
insert (caret)	^	'x' L	you L
justify	← [ ] →	justify	justify
lower case	circle material	l.c.	l.c.
new paragraph	//	NP	NP
quotation mark: double single	L or / L or /	"L or " / 'L or ' /	"L
run on		run on	run on
Roman/normal	circle material	Rom	Rom
space	L	#L	#L
stet (no change)	----	stet or ✓	stet
subscript	L or /	h	h <sub>2</sub>
substitute	I or H	'x' /	in the same way /
superscript	L or /	'x' or ' /	Superscripts are treated similarly; thus Cl <sub>2</sub> becomes Cl.
transpose		trs	trs
typeface (fount)	Circle material	w.f.	w.f.
underline	Circle material	underline	underline underline

### 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 margin, not in the text:-

### Corrections to typescript are different!

Make it clear whether ^ 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 "obfusatory", 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! CO<sub>2</sub> should be CO<sub>2</sub>.

Superscripts are treated similarly; thus Cl<sub>2</sub> 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**  
**2005 Second Semester Examinations**

**MC 135/312; (Introduction to) Media Law**

**Instructions**

1. **Time allowed: Three Hours.**
2. **There are Two Sections in this paper**
3. **Section A contains Eight (8) Questions. Answer Six (6) only. Each Question carries 10 Marks. Total: 60 Marks.**
4. **Section B is compulsory. Read the texts provided and write brief answers for each. This Section carries 40 Marks.**
5. **Total Marks for the exam: 100 Marks.**

**Section A**

**Answer Six (6) Questions**

1. Define Public Service Broadcasting and explain under which Act this is provided for in the Zambia Law.
2. Explain factors which hinder Editorial Autonomy and Access to Information in the Zambian Media.
3. What is Contempt of Court? How should journalists avoid being cited for the offence?
4. Explain "Absolute" and "Qualified" Privilege.
5. Defamation can be a Tort as well as a Crime. Explain.
6. Under Copyright Law, explain the meanings of the following terms:
  - (a) Copyright Protection
  - (b) Artistic Work
  - (c) Work of Joint Authorship
  - (d) Cinematograph Films
  - (e) Fair Dealing
7. Define Freedom of Speech and explain how it is protected internationally.
8. Explain the origins of Law and how the court system is administered in Zambia.

**/turn to Section B...**

## **Section B**

**Read the texts on Crime Round Up and answer the following questions:**

1. **In the Kasama Case:**
  - (a) What criminal offence under the Penal Code is Exhilda Mbulo likely to be charged with when the case goes to court?
  - (b) What will be the likely outcome of the case?
  
2. **In the Kabwe Case:**
  - (a) What criminal offence under the Penal Code will the perpetrators of this offence be charged with if they are caught?
  - (b) What sentences are they likely to face if the case is successfully prosecuted and they are convicted of the crime?

**END OF EXAMINATION**

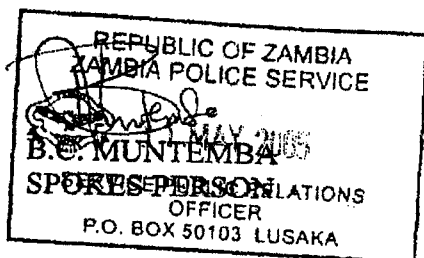
**CRIME ROUND UP**  
**31/05/05**

**KASAMA**

Police in Kasama have arrested a 30 year old woman Exildah Mbulo for murdering her 42-year-old husband Philip Mbulo. Facts of the case are that on 30/05/05 around 15 hours, the couple had a domestic dispute and the suspect hit the deceased with a sugar cane. As a result the Philip started bleeding through the right eye and died afterwards due to excess loss of blood. The body of the deceased is lying in Kasama general hospital mortuary awaiting post-mortem. This happened in Kabutole village in chief Musenga's area. We are appealing to all couples to resort to peaceful ways of resolving disputes.

**KABWE**

A 38-year-old taxi driver is battling for his life in Kabwe general hospital after being stabbed on the left side of the chest by two criminals. The criminals, armed with knives booked the taxi Toyota Sprinter reg. No ABD 7944 from town to Nkuruma, but later said they were going further than that. When they got to Padesa, they stabbed him and ordered him to give them the keys. The driver then stopped the car and ran away. The victim sustained deep cuts on the body and is admitted to Kabwe general hospital. This happened on 29/05/05 around 19 hours at in front of the Padesa gate in Kabwe. We are appealing to anyone with information leading to the apprehension of the criminals to report to the nearest police station.



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

MC 222: MEDIA AND SOCIETY

TIME : THREE HOURS

**INSTRUCTIONS:** There are two sections in this paper. Answer **all** questions in section A and choose only **six**, in section B.

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Section A. Answer all questions in this section.

1. How do imported foreign media programmes affect our language as a people?
2. What is an import quota in broadcasting?
3. State the functional differences between trap and scrambler in Cable TV transmission.
4. Explain the difference between Digital and Analogue transmission. Give examples.
5. Why are the media seen as tending to present a stereotyped view of people in society?
6. What is;
  - a. Social contract?
  - b. Why is it important to society?
7. Give only two examples of overzealous functionaries in the Zambian government who tried to muzzle the press in the second republic.
8. Give two examples of how to limit concentration and cross ownership of the media
9. Give two functions of a down-link.
10. Explain how the contagion effect works.

**Section B. Choose only six, in this section.**

11. Basing your argument on the two-step flow communication model, explain why the first part of the 2005 voters registration campaign failed in Zambia?
12. Compare and contrast operations of 'peace' and 'hate' radio stations, using the Rwandan experience.
13. Account for the massive growth in membership of the Ku klax klan, following the release of DW Griffiths' movie, 'The birth of a nation'.
14. Explain why the Behaviourist research tradition treats audiences as being active participants in the media-audience interactions?
15. Assess the argument that media coverage of terrorist activities is more useful to terrorists than to authorities.
16. Explain how you can control rioting, caused by rumours.
17. As the media have developed, they have put other institutions under pressure to adapt to what is called 'media logic'. Discuss.
18. Evaluate the argument that while no two countries are the same, and the regulatory climate frequently change, it can be said that the media operate nearly everywhere within the frameworks of normative expectation.

End of exam

UNIVERSITY OF ZAMBIA FINAL EXAMINATIONS  
DEPARTMENT OF MASS COMMUNICATION  
SECOND SEMESTER DECEMBER 2005  
MC 245 STORY TELLING

Time: 3 hours

Answer all question in section one and only four question in section two

1. Read the attached story of the python and make a through analyses of
    - a) events
    - b) Cosmological interpretation
    - c) Meanings
    - d) Structures
    - e) Symbols

20 marks
  2. Name the four characteristics of melodramas  

4 marks
  3. Name outstanding characteristics of 19<sup>th</sup> Centaury villains  

4 marks
  4. Name **three** general categories of functions of stories, folklores, Fairy tales  

2 marks
  5. Explain the anthropological function of myths and folklore  

3 marks
  6. Name the modes of storytelling that have survived through out the centauries.  

3 marks
  7. What are the characteristics of the epic ancient poetic hero?  

4 marks
  8. what are the elements of a traditional hero in folklore?  

10 marks
  9. What are the functions of drama and storytelling?  

10 marks
-

section two: 40 marks Answer four questions

10. Discuss the different levels in how you can abstract meaning from a story

10 marks

11. Make an analysis and discuss the different events in Asdiwal's story.

- a) Events
- b) Meanings
- c) Structures
- d) Symbols

10 marks

12. Discuss the different laws of "FORM" that are persistent in most folklore stories.

10 marks

13.a) What are the good elements that a storyteller incorporates in his or her story ?

b) What are the good elements in visual (video) storytelling ?

10 marks

14. a) What are the advantages and disadvantages of theater with the people?

b) Explain Auguston and Fierier theories of education and development.

10 marks

END OF EXAM

"The Python's Tree." Phillis Savory

In the days of long ago, before there were human beings upon The earth, all was peace, harmony and friendliness among those who lived upon it; birds, beasts and reptiles all helped to govern the land on which there was no one to oppress them.

The oldest and wisest creature of them all was an enormous Python. No one knew how old he was, because he was already very old when the oldest living member was born. They took it for granted that from the beginning of time, he had been upon the earth. Besides being so old, the big snake was acknowledged to be the wisest of all living creatures. He knew the names of all trees, plants, fruits and grasses in their large, spreading country. He also knew which were good to eat, and which were poisonous. Repeatedly he had warned his fellow beings (animals) to never, ever eat anything without first asking him its name, and whether it was safe to eat.

A severe drought came and all the trees, plants fruits died except a berry shrub called "Qunube" that belonged to Python. All the animals agreed that they have to send a messenger to go and plead for them. The rat was the first He got there and the serpent received him kindly and gave him only one tusk, to remember the name of the tree. Easy! The rat excitedly darted back. When he reached where the other animals were, he discovered that he thought more of his empty stomach than the name of the tree. The other animals were furious with the Rat. Several other animals, small and big, including king Lion, were sent, but all of them failed to remember the name of the tree. The forgiving serpent was getting angry with their forgetfulness. Nevertheless, each time he forgave them and told the next messenger the name.

Finally Tortoise asked if he could try. All the big animals ridiculed him, but since they were hungry they let him try. When Tortoise heard the name, he put it into a song and started singing and dancing all the way until all the other animals joined in the singing and dancing. The animals were saved from hunger.

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

**MC 322  
RADIO PRODUCTION II**

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

**DURATION: THREE HOURS**

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**SECTION A**

- 1) Define the following terms:
  - (a) Ad-libbing
  - (b) Strategy
  - (c) Syndicated Programs
  - (d) Announcer
  - (e) Current affairs programme

(5 marks)
- 2) Name five different methods of packaging a current affairs programme.

(5 marks)
- 3) What other music encompasses Rock Music?

(3marks)
- 4) Why do editorials use phrases such as, “in our opinion or “our view is” ?

(2 marks)
- 5) What are voice reports and what should journalists consideration when doing them?

(5 marks)
- 6) Explain the statement that, “Radio is flexible” ?

(2 marks)
- 7) Name and briefly define the three types of interviews?

(6 marks)
- 8) Name and define the basic programme sources?

(6 marks)

9) What is editorial writing and mention the steps for editorial writing?  
(6 marks)

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

1) One successful story of development communication is Chikuni Community Radio Station. In detail relay (tell) this story. (in relation to the use of radio for development).

(20 marks)

2) What is programming and in detail explain the basic programmer skills?

(20 marks)

3) Define an interview ? With examples explain the following interview types:  
Informational, Interpretative, Grabbed and Personal.

(20 marks)

4) Explain with examples the major types of discussion programmes.

(20 marks)

ENDS..... GOOD LUCK!

**UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**DEPARTMENT OF MASS COMMUNICATION**  
**SECOND SEMESTER EXAMINATION**  
**HARDCOPY EDITING**

**MC342**

**DECEMBER 2005**

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**TIME 3 HRS**

**INSTRUCTIONS:**

**SECTION A – COMPULSORY**

**SECTION B – ANSWER ALL QUESTIONS**

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**SECTION A (60 MARKS)**

You are the editor of the Lusaka Star newspaper working on the news page. Design and layout a **News Page 3** for the **December 2005** issue of the **Lusaka Star**.

Use any of the stories and pictures in the **MC342 December Stories** folder on the Desktop.

Create your template on A4 size paper. Ensure that your finished page is well designed, edited and balanced.

The final layout must be complete with a folio line, picture or pictures, caption, headlines, edited stories and must be camera ready for the printers.

Ensure your computer number is placed in the centre of your folio line. Save your work on the desktop and print on A4 size paper.

**SECTION B (40 MARKS)**

1. What is a pica? **(2 marks)**
2. What do you understand by the point system? **(4 marks)**
3. Define the following terms:
  - a) Cut out
  - b) Photo scaling
  - c) Outline
  - d) Gutter

**(4 marks)**
4. Explain the principles of good photo paste-up when laying out a newspaper page. **(10 marks)**
5. Describe the 5 components that help a reader to identify a newspaper. **(10 marks)**
6. Give a brief historical background to modern newspaper make-up and layout. **(10 marks)**

**END OF EXAM**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2005 SECOND SEMESTER EXAMINATIONS**

**MC 402: INVESTIGATIVE REPORTING**

**TIME ALLOWED: THREE HOURS**

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

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**SECTION A**

**ANSWER ALL QUESTIONS IN THIS SECTION: 2 MARKS EACH**

1. What do you understand by the term **document**?
2. Name four sources of investigative story ideas.
3. Distinguish between **expert** sources, **partisan** sources, and **human interest** sources.
4. How might a reporter's own emotions and pre-conceptions affect the execution of a probe?
5. Write a paragraph on each of the following:  
(a) Legitimacy conferral; (b) Particularity; (c) Vignette; (d) Trespass.
6. Why is **attribution** an important aspect of story presentation?
7. How should a reporter handle tips from anonymous sources?
8. In what way does the State security Act (Cap 111) inhibit investigative reporting in Zambia?
9. Is objectivity possible to achieve in investigative reporting? Explain briefly.
10. Before starting an investigation, it is important for the reporter to **conceptualise** the story. Briefly explain.

## **SECTION B**

**ANSWER FOUR QUESTIONS ONLY FROM THIS SECTION: 20 MARKS EACH**

11. The book *Investigative Reporting in Zambia: A Parctitioner's Handbook* carries a passage subtitled **The Nine Rs of Interviewing**, which is a reproduction of a lecture delivered at a journalism workshop by Steve Rhoads, a Chicago police expert. Recount the Nine Rs of Interviewing and, in your own words, explain the gist of Rhoads' message.
12. Discuss the role of Investigative Reporting in democratic governance.
13. Explain in detail the factors which help a reporter in deciding whether to develop an idea into a story or not.
14. Identify the basic elements (components) of an investigative story plan and explain their importance in the process of story development.
15. Discuss the ethical dilemmas a reporter may face both during the investigation stage and at the time of writing the story.
16. Describe the ideal investigative reporter in terms of both professional and personal characteristics.

**END OF EXAMINATION**

**UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**DEPARTMENT OF MASS COMMUNICATION**  
**SECOND SEMESTER EXAMINATION**  
**NEWS AGENCY REPORTING**

**MC422**

**DECEMBER 2005**

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**TIME 3 HRS**

**INSTRUCTIONS:**

**SECTION A – ANSWER ALL QUESTIONS**

**SECTION B – ANSWER ANY FOUR QUESTIONS**

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**SECTION A – COMPULSORY (60 MARKS)**

You are a reporter for the Lusaka Star News Agency (LSNA). Your editor was on his way to work today when he found a large group of University of Zambia students carrying placards heading towards Parliament building to demonstrate about the constitutional review process. He has assigned you to go and investigate the issue. File in a breaking news story using the **FLASH, SNAP AND TOP PRIORITY** formats.

**SECTION B (40 MARKS)**

1. a) What is a News Agency? (2 marks)  
b) According to Paul Fauvet in *Reporting Africa* “datelines should be as honest as possible”. Explain. (4 marks)  
c) What is syndication and how does it work? (4 marks)
2. Discuss the criteria used for news judgement in News Agency reporting. (10 marks)
3. Give a brief historic account of the origins of News Agency reporting. (10 marks)
4. Explain the basic and necessary requirements for good syndicated photographs. (10 marks)
5. Discuss what is required for a successful News Agency and what handicaps News Agencies in developing countries face today. (10 marks)

**END OF EXAM**

# **THE UNIVERSITY OF ZAMBIA**

## **UNIVERSITY SECOND SEMESTER EXAMINATIONS 2005**

### **MC 912: PUBLIC RELATIONS PRACTICE**

**TIME: THREE HOURS**

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

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#### **SECTION A**

##### **CASE STUDY CONSUMER INPUT (FICTITIOUS)**

1. Effective consumer relations means not only providing consumers with current product information, but also being aware of and responsive to consumer concerns. Public utilities, particularly the nation's telephone companies, have recognized this necessity. These businesses face a particular challenge because their consumers are the general public-people of all ages, professions, ethnic and special interest groups, and from every economic and education level. As one part of its consumer communications program, Celtel Telephone, established in 2001 a Consumer Advisory Council to facilitate two-way communication between the company and its customers through a representative panel of telephone company consumers.

The fifteen council members reflect the geographical area served by Celtel and include representatives of the following groups: teenaged student; family; senior citizen; handicapped; low income; minority; urban; suburban; rural; small business; and non-profit organizations. Remaining panel members are from consumer-professional, theoretical-technical, and consumer-user groups. The latter members serve as independent "resident experts" in areas nearest their own professional or personal interests, although they do not represent any organized interest groups. The council is moderated by a university professor

who acts as an independent representative, and the only company representative is the consumer affairs specialist, who serves as secretary to the group.

The council's stated purpose is to:

- a. Establish dialogue between consumers and Celtel on issues of mutual concern.
- b. Promote understanding of company and consumer positions on the issues.
- c. Explore policy alternatives and compromises.
- d. Formulate recommendations to the company.
- e. Identify potential issues of concern with particular focus on implications for the future.

The panel members agree to follow certain guidelines. The appointment provides no monetary honorarium, beyond reimbursement for members' expenses. Meetings are conducted informally and are closed to the public, except selected Celtel personnel or invited experts. Neither panel members nor Celtel will make public statements about the proceedings of the council meetings. Panel members are appointed to the council for one year, although appointments can be renewed.

In bi-monthly meetings, the council discusses a wide range of subjects, including how Celtel meets the needs of small business; utility rate making; advertising policy; service and equipment for disabled and elderly persons; local measured service; directory assistance charging; and the Celtel System Statement of Consumer Rights.

Two council recommendations regarding Yellow Pages advertising have been implemented by the company. The first, concerning false claims by advertisers regarding business history and services offered, prompted Celtel to actively solicit input from local Better Business Bureaus, consumer protection agencies, and individuals regarding accuracy and honesty in the advertising. As part of this effort, Better Business Bureaus were provided copies of the Advertising Codes and Standards for Celtel Telephone companies.

The second recommendation by the council was to emphasize to consumers that the Yellow Pages are strictly a form of advertising. The recommendation led the company to insert a "Buyer be aware" message in the Yellow Pages section of telephone books.

Celtel officials see the Consumer Advisory Council as an important source of input into the decision-making process. The minutes of the meetings are distributed internally to upper-level management and department heads.

### **QUESTIONS**

- i. Why is it in the best interests of both the advisory council and Celtel to keep a low profile on the activities of the council?
- ii. How would Celtel go about selecting council members? What are some of the concerns for balancing the group and continuing their term on the panel?
- iii. The consumer advisory council is only part of the Celtel Telephone Consumer Relations Programme. What other consumer-related activities might the company be involved in to benefit and communicate with consumers?

### **SECTION B**

2. Public Relations serves all types of organisations. But historically, it has served business, particularly big business or corporations. Why is this so? (20)
3. In some appreciable detail, discuss how Public Relations in Government differs from Public Relations in profit making organisations. (20)
4. The birth of issue or advocacy advertising in the United States in the 1970s marked a significant development in public relations advertising. What were some of the characteristics of this era? (20)
5. Discuss the statement (In many organisations today, the selling of both individual services and the organisation are inextricably intertwined.) (20)

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2005 ACADEMIC YEAR SECOND SEMESTER**

**FINAL EXAMINATIONS**

**PA 125: INTRODUCTION TO PUBLIC ADMINISTRATION**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER QUESTION ONE AND OTHER TWO.**

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1. Write brief but well thought notes on the following:
  - a) Generic management orientation
  - b) A Search for a science of Administration
  - c) Budget circle
2. Discuss the relevance of recruitment by patronage in the Zambian Civil Service.
3. The Comprehensive Rational Model of decision making has been criticised as being prescriptive rather than descriptive. Is the Bounded Rationality Model the appropriate alternative? with the help of appropriate examples, give well thought arguments for your answer.
4. With the help of relevant examples, discuss the sustainability of the Politics - Administration Dichotomy.
5. Discuss Scientific Management and its contributions to Public Administration.

**END OF EXAMINATION**



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

**2005/2006 ACADEMIC YEAR FINAL EXAMINATIONS**  
**SECOND SEMESTER EXAMINATIONS**

**PA 201: NATIONAL GOVERNMENT AND ADMINISTRATION**

**INSTRUCTIONS: ANSWER ANY THREE QUESTIONS FROM THE FOLLOWING, PAYING ATTENTION TO GOOD GRAMMAR AND APPROPRIATE ILLUSTRATIONS**

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1. Using the System's Approach explain the process of governance in Zambia.
2. What would you say is the rationale for the principle of Separation of Powers in the art of governance and why do we have a hybrid of Separation and Fusion in the Zambian situation?
3. Some people believe that Charisma is a strong attribute for leadership. Others put more emphasis on Legal Rationality. Would you take both on board?
4. Which institution in Zambia bridges the gap between Politics and Administration and to what extent does that linkage work in Practice?
5. Trace the genesis of the bureaucracy in Zambia and identify the dysfunctions and alterations made in the process to improve performance.
6. If you were in-charge of the state machinery in Zambia, where would you put stress for good governance: Legitimacy or Legality or both?

**\*\*\*\*\* END OF EXAMINATION \*\*\*\*\***



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

**2005/2006 ACADEMIC YEAR FINAL EXAMINATIONS**  
**SECOND SEMESTER EXAMINATIONS**

**PA 202: COMPARATIVE ADMINISTRATION**

**INSTRUCTIONS: ANSWER ANY THREE QUESTIONS.**  
**PAY PARTICULAR ATTENTION TO**  
**CORRECT GRAMMAR AND CONCRETE**  
**ILLUSTRATIONS**

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1. There are many people in Zambia who advocate for the federal system of administration. Would you argue that this system would be superior to the unitary fashion?
2. There is a school of thought that suggests that state and business forms of administration basically address the same issues. Would you agree with that view?
3. If you were asked to modernize the bureaucracy under traditional authority, what would you do?
4. What explanation would you give to a non Zambian who wants to know the functions of Zambian political players as distinguished from the duties of the state bureaucrats?
5. Would you say that the Integrated rather than the Unintegrated administrative approach can achieve more expectations of efficiency and effectiveness in Zambia?
6. What makes the Behavioural Approach to administration more attractive than the Institutional or Structural Approach?

**\*\*\*\*\* END OF EXAMINATION \*\*\*\*\***

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

**2005 ACADEMIC YEAR SECOND SEMESTER  
FINAL EXAMINATIONS**

**PA 315: ORGANIZATIONAL BEHAVIOUR**

**INSTRUCTIONS: ANSWER QUESTION ONE (1) IN SECTION A. AND ANY TWO (2) QUESTIONS IN SECTION B.**

**TIME: 3 HOURS.**

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**SECTION A. (COMPULSORY)**

1. Organizational behaviour scholars have identified five (5) perspectives on leadership; the competency (trait) perspective, the behavioural perspective, the contingency perspective, the transformational perspective and the romance perspective. Critically evaluate the practical implications and limitations of each perspective. (20 marks)

**SECTION B.**

2. Goal setting theory is normally operationalized through the practice of Management by Objectives (MBO). Why is management by objectives a suitable performance indicator in a quantitative rather than a qualitative work environment? (15 marks)
3. The officer responsible for training and development in your organization plans to build a training centre where all employees in the organization can receive classroom instruction in new skills and knowledge. Explain how this idea might be an ineffective approach to learning. (15 marks)
3. All groups/teams normally undergo a five-stage development process from inception to completion of the task. List these stages in their correct order and briefly but critically discuss each one of them. (15 marks)
4. An important characteristic of Frederick Taylor's scientific management was the,"the separation of the conception and execution of tasks". What do you understand by,"the separation of the execution and conception of tasks," in the context of organizational behaviour? (15 marks)

**END OF EXAMINATION**

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

**2005 ACADEMIC YEAR SECOND SEMESTER  
FINAL EXAMINATIONS**

**PA 322: COMPARATIVE LOCAL GOVERNMENT ADMINISTRATION**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER THREE (3) QUESTIONS ONLY. QUESTION ONE (1) IN SECTION A IS COMPULSORY. ANSWER TWO (2) MORE QUESTIONS FROM SECTION B.**

=====

**SECTION A**

1. Highlight, in detail, the main features of Local Government reforms since Zambia gained its political independence from British colonial rule in 1964, and critically assess the extent to which such reforms have contributed to good governance in general and effective service delivery in particular.

**SECTION B**

2. Critically analyze the basis of Uganda's *Movementocracy* and its contribution to the creation of what has, in some circles, been considered an effective and democratic Local Government system.
3. Compare and contrast the *City Manager* and the *Strong Mayor-Council* models of administering cities in the United States of America. Which one of the two models has the potential to enhance good governance at the local level? Give reasons for your answer.
4. It is widely accepted that good governance in general and the promotion of democracy in particular requires local government structures (Councils) that are representative, accountable and transparent. To what extent does the current French system of local government and that, which existed in Zambia's Second-Republic, meet the above requirements?
5. Outline the main features of the French Local Government system and discuss, in detail, the strengths and weaknesses of the "Integrated Prectoral" system in general.

**END OF EXAMINATION**

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

**2005 ACADEMIC YEAR SECOND SEMESTER**

**FINAL EXAMINATIONS**

**PA 342: INDUSTRIAL RELATIONS**

**TIME ( 3) HOURS**

**INSTRUCTIONS: ANSWER QUESTION ONE AND ANY OTHER TWO**

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1. Write brief but well thought notes on the following:
  - a) Bargaining Unit and Joint Industrial Council
  - b) Procedural and substantive issues in collective bargaining
  - c) Trade union density
2. On the basis of Robert Michels' "Iron Law of Oligarchy", analyse trade union behaviour in Zambia.
3. With the help of appropriate examples critically discuss the view that "non state intervention in Industrial relations is intervention in favour of capital".
4. Outline the bargaining process in Zambia. In your view has it been effective in maintaining sound industrial relations? Give well thought arguments for your answer.
5. Critically discuss the view that "trade unions should not participate in politics."

**END OF EXAMINATION**

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

**PA 412: ISSUES IN DEVELOPMENT ADMINISTRATION**

**TIME: THREE (3) HOURS**

**ANSWER: ANY THREE QUESTIONS**

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- (1) “The shortfalls of the pure labour system negate the utility of the labour market clearing theory but rather vindicate the rise of the informal sector”. Discuss with practical examples from the African experience.
- (2) “The very nature of transnational corporations invalidates the claim that they contribute substantially to the development of the economies of the host satellites”. Evaluate the above statement in the light of African experience.
- (3) Critically analyse the origin, philosophy and deficiency of the Basic Needs Approach to foreign aid and development.
- (4) “Both the contextual framework within which the household functions as well as its composite nature offer a starting point for understanding its adaptive capacity and capability to declining economic and social opportunities”. Discuss the above statement with reference to Structural Adjustment Programmes. Illustrate your answer.

**END OF EXAMINATIONS**



**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**2005/2006 ACADEMIC YEAR SECOND SEMESTER FINAL  
EXAMINATIONS**

**PA 422: PUBLIC POLICY EVALUATION**

**TIME: THREE HOURS**

**INSTRUCTIONS: Answer both questions, paying particular attention to all aspects including correct grammar and relevant illustrations.**

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1. In the early sixties, the sovereign government of the Republic of Zambia came up with a policy of supporting the liberation of Southern Africa from the white minority oppressive regimes. By early nineties, the rest of the region had attained democratic governance. As a policy expert prepare two separate detailed research plans that would guide you to evaluate:
    - (a) Effort by the Southern African States to achieve their objective
    - (b) Equity in sharing the assignment for the liberation struggle.
  
  2. The declaration of Zambia as a **CHRISTIAN NATION**, though not backed by an Act of Parliament, was taken by many people as a major official policy statement. As a policy evaluator, what would you identify as:
    - (a) The main problem in the country that prompted the President to make that declaration.
    - (b) The principle objective and negative responses from the policy environment about the declaration.
    - (c) Indicators of both positive and negative responses from the policy environment about the declaration,
    - (d) The cultural values tied to the responses.
    - (e) Recommended approaches that would have best built consensus in the policy environment before making the declaration.
- 

**END OF EXAMINATIONS**

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

**2005 ACADEMIC YEAR SECOND SEMESTER  
FINAL EXAMINATIONS**

**PA 952: PUBLIC ENTERPRISE MANAGEMENT**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER THREE (3) QUESTIONS ONLY.**

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1. 'Public enterprises in Africa are instruments of patronage'. Briefly discuss the validity of this statement in relation to Zambia's public enterprises.
2. Discuss at least three factors which affect the performance of public enterprises in Africa.
3. Outline at least three main assumptions for privatization and discuss them in relation to the Zambian experience.
4. Outline the key elements of the public enterprise reform programme in Zambia and discuss its implementation.
5. Consider the circumstances leading to the dismissal of Zambia Wildlife Authority (ZAWA) director Hapenga Kabeta in relation to the effectiveness of boards of public enterprises and the notion of ministerial control.

**END OF EXAMINATION**

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

**2005 ACADEMIC YEAR SECOND SEMESTER  
FINAL EXAMINATIONS**

**COURSE: PA955: STRATEGIC MANAGEMENT**

**TIME : THREE (3) HOURS**

**INSTRUCTIONS: ANSWER SECTION A AND TWO QUESTIONS FROM  
SECTION B.**

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**SECTION A (30 MARKS)**

Read the Marks & Spencer case study very carefully, and then proceed to answer the six (6) questions on this section.

**MARKS & SPENCER (CASE STUDY)**

Marks & Spencer (M & S) is the United Kingdom's largest retailer; holding 17 percent of the U.K. clothing market. The soft goods (clothes and household textiles) accounts for 58 percent of the company's sales, and food lines account for about 42 percent.

How has M & S become so successful in the British market? Since the company's founding in 1884, its philosophy has been to sell durable merchandise at a moderate price. M & S has merchandise made to its specifications. It uses its vast buying power to induce producers to make cost-cutting investments and to compete for its business by offering low prices on merchandise to be sold under its St. Michael trademark. The goods are perceived as having excellent value and quality, so there is little need to discount prices for sales. Because M & S is so well known, it spends little on advertising, decorates its stores austere, offers very little personal service, and provides no dressing rooms or public bath-rooms. Customers receive no sales slips for small purchases, but merchandise is easily returnable.

M & S also has been successful in appealing to the nationalism of its British clientele by promoting heavily the fact that nearly all the clothing it sells originates in the United Kingdom. However, the company admits that the percentage has slipped to about four-fifths and will likely fall further as its British suppliers move more of their production abroad. Still, M & S has managed to develop an image that is as British as bed and breakfast or fish and chips. Foreign visitors to Britain usually feel they must visit an M & S store. Consequently, one of the stores has had to post warning signs to shoplifters in five languages.

M & S has experienced foreseeable barriers to continued growth in the United Kingdom. Not the least of its problems has been its high market share. Being already so dominant, M & S would have to add new products or appeal to new market segments to maintain its growth rate. The company has had trouble doing this; its attempts to move into higher-priced clothing and into a more fashion-conscious market have not been very successful. An M & S executive summed up the situation by saying, "Because the company is near saturation in the United Kingdom, its growth must be overseas." In late 1995, M & S opened an office in Shanghai to carry out studies of the Chinese market, about which a company representative said "M & S will not rush" but "it will not take long to get to a 50-store business." This opening came a day after M & S said it was looking for franchise partners in South Korea.

M & S has had mixed success abroad. Its European operations started poorly but are not successful. Its North American operations are still disappointing. Its operations in the Far East have been highly successful from the start. Overall in 1995, foreign operations accounted for 14.3 percent of M & S's sales, but only 5.7 percent of its profits. M & S opened its first stores in continental Europe in 1975, in North America in 1976, and in the Far East in 1989. In addition, M & S began exporting its St. Michael-brand merchandise and franchised stores in seventeen countries.

M & S's management chose Paris and Brussels as the first locations for foreign stores. Because both cities are French-speaking, management assumed that consumer behavior would be similar in the two. Before opening stores, the company sent a team of observers to Paris for eighteen months so that product differences could be targeted to French-speaking consumers.

The team found substantial differences between French and British consumers. One was in sizes: They noted that "French girls always seem to wear a size smaller than they need with everything obviously relying on the buttons, while the English go for a half size too large." French women preferred longer skirts than did British women. French men's preferences, in contrast to those of British men, were for single back vents in jackets, sweaters in a variety of colors (including pastels), and jackets and slacks rather than suits. All of these differences had implications for the marketing mix and the procurement of supplies.

Despite substantial product research, the company was not well received initially. Many fewer people entered the stores than had been anticipated. M & S management had believed that because the company was so well known in the United Kingdom and so many foreign tourists visited its London stores, its reputation had preceded it. Belatedly, management learned that only 3 percent of the French had even heard of M & S or St. Michael before the continental stores were opened. Store locations exacerbated the situation. M & S wanted its first to be "flagships" and therefore sought to locate them on the most popular shopping streets. However, store space was at a premium on those streets. Consequently, in Paris the company had to settle for a location where most pedestrian traffic preferred the other side of the street, and in Brussels, it accepted a store with too small a frontage to give an impression of abundant merchandise inside. To

entice people into the stores, M & S had to advertise more than it did in the United Kingdom; thus keeping prices low was difficult.

Another factor influencing costs was that M & S's continental stores lacked the buying power enjoyed by its U.K. stores. Initially the company contracted nearly 80 percent of its merchandise from continental sources that were unwilling to treat M & S any more favorably than other retailers already in the market. Most of the remaining merchandise came from the United Kingdom, where M & S had buying clout. Because much of the clothing was made to specifications to meet French and Belgian needs (for example, stronger thread for buttons, single-vent jackets, and pastel sweaters), the British producers had to make these items in short production runs. When initial large sales did not materialize, the British manufacturers were reluctant to keep markups very low. Even when merchandise prices were kept low, M & S found the French highly suspicious of bargains.

Another problem was that French customers were unaccustomed to the M & S stores' interior starkness and lack of service. French women insisted on trying on clothes before they bought them, even if it meant stripping down to their bras on the sales floor. A French fashion writer summed up the customer reaction to the Paris store as "not madly joyful unless of course one is as impervious to English shopping as one is to English cooking."

To attract customers to its Paris store, M & S had to make operating adjustments. The primary change surprisingly was in merchandise, the area in which the company had done so much preliminary research. In trying to copy what the continental retailers were offering in merchandise, M & S simply could not get a more durable product to customers at a sufficiently lower price to attract a mass clientele. However, the company discerned fairly quickly that there was a market segment willing to buy the more English-type merchandise for which it could exert its buying power. M & S now buys only 10 percent of its merchandise from continental sources and has differentiated itself from local competitors by capitalizing on its "Englishness." It concentrates on such items as tan and navy blue sweaters, biscuits (called crackers in the United States), English beer, and even a quiche Lorraine made in the United Kingdom. Its biggest selling food item, though, is an Indian dish, chicken tikka masala, that it first introduced in its British stores. In deference to French tastes, M & S has carpeted and put dressing rooms in its Paris store.

Not surprisingly, a large portion of the Paris store's early customers were Britishers living in France. This gradually changed as Parisians learned to like wandering through wide aisles with shopping carts and paying for all merchandise at one register. M & S became so successful that it opened additional stores in France. But customers had to be trained. For example, the French did not appreciate Christmas puddings until they learned they had to cook them. One Paris store now sells more merchandise per square meter than any other department store in France, and it is M & S's second largest store in terms of sales. About 90 percent of its business is with Parisians.

The formula of using its “Englishness” in France has also proved successful for its other operations in Europe and East Asia. However, the company does make minor product adjustments to accommodate local preferences, such as offering lighter-weight fabrics in Spain. By 1995, M & S had twenty-six stores in four continental countries (sixteen in France, three in Belgium, five in Spain through joint ventures, and two in the Netherlands).

When M & S entered the Canadian market in 1976, it assumed its “Englishness” would be a greater advantage there than on the Continent. It quickly expanded to sixty stores in Canada in order to get nationwide distribution. However, Canadians found the merchandise to be dull and the stores “cold and clinical,” and they did not like finding food next to clothing. Most stores were placed in downtown locations, as is the custom in the United Kingdom. However, Canadians were increasingly turning to suburban shopping centers, and only the M & S stores in those centers earned an early profit.

In deference to Canadian tastes, M & S added fitting rooms, wood paneling, mirrors, partitions between departments, and wall-to-wall carpeting. There were still complaints about the merchandise, however.

Because the Canadian stores have continued to lose money, M & S pruned the number of stores substantially in the early 1990s. The company acquired two other Canadian clothing chains, D’Allaird’s and Peoples, but sold Peoples in 1992 and D’Allaird’s in 1994. When M & S first entered Canada, it had hoped those operations would serve as a springboard to enter the U.S. market. It subsequently moved into the United States in 1987 by expanding D’Allaird’s into shopping malls in three cities in New York. M & S then appointed a top-level team to conduct an in-depth study of the U.S. market to determine the feasibility of setting up stores under the M & S name. One of the company’s executives said, “There is nothing like M & S in the United States, and we believe there could be good potential for us.” However, on the basis of the study’s results, M & S decided against its Canadian approach of copying the British formula. Instead, it decided to pursue further U.S. expansion via compatible acquisitions. The first, Brooks Brothers in 1988, seemed incongruous because that retailer had a dignified image, a high level of personal service, and expensive clothes. M & S announced it would not change Brooks Brothers’ successful and profitable merchandising approach. But soon thereafter, it sought to increase sales by changing some practices in order to attract less affluent customers to the stores. The company reduced the number of personnel, began replacing glass display cases with open displays, ran six-week sales instead of the customary one-week ones, and decreased the number of sizes of casual coats to simply small, medium, large, and extra-large. During the first two years, the results of the changes were disastrous as Brooks Brothers’ sales and profits declined. In 1995, the M & S chairman said, “We will never justify the price we paid for Brooks Brothers. I just want to justify buying it.”

The acquisition of Brooks Brothers also gave M & S that company’s stores in Japan, allowing inroads to the Japanese market, where by 1992 the company had thirty-five stores. The Japanese stores are consistent with M & S’s desire to build a significant

presence in East and Southeast Asia. M & S has also moved recently into Hong Kong, Indonesia, Malaysia, the Philippines, Singapore, and Thailand.

In 1988, M & S bought Kings Supermarkets, a New Jersey food chain. This acquisition seemed compatible because Kings and M & S shared an operating philosophy of emphasizing perishables and upscale prepared foods. Existing management stayed on to provide U.S. marketing expertise. M & S began the following year to introduce its St. Michael lines of chilled prepared foods into the stores, while advertising them heavily and providing discount coupons in local newspapers. It began with only 18 items, prepared in the individual stores, compared with more than 2000 items in the United Kingdom, all prepared in central kitchens. Some of the U.S. items, such as chili con carne, differ from those in the United Kingdom. Because of greater distances in the United States, overnight delivery from central kitchens is not practical there. Consequently, if M & S follows its planned strategy of building a significant U.S. food presence, in-store preparation will create additional potential problems of cost and quality control.

## QUESTIONS

1. What is the strategic intent of Marks & Spenser? Outline the competitive advantages of M & S as compared to other competitors and show how sustainable they are.
2. Suggest tactical plans and strategic plans that M & S must put in place in order to maintain its growth rate.
3. In what context is the term “Englishness” used in the case study and what strategy did M & S use in Paris in order to attract customers and how sustainable is the identified strategy?
4. With reference to the case study itemize many of the problems a company may face in the international market and show how these problems may inhibit rapid growth of a company.
5. What important marketing variables did M & S overlook in an attempt to establish the foreign market?
6. Explain briefly what you understand by the term “acquisitions”. When are acquisitions necessary for organisations? Give examples.

## SECTION B (20 MARKS)

1. Quality is becoming a major factor in customer’s choice of products and services. Clearly explain how the dimensions for manufactured products that a consumer looks for differ from those of a service.

2. Write a readable essay on the BCG Growth Share Matrix. As a strategy development tool, clearly show how it is related to SWOT analysis and what are the differences.
3. How do the following concepts relate to each other: intended strategy, deliberate strategy, emergent strategy, realized strategy, and unrealized strategy? Explain whether unconnected strategies are deliberate or emergent.
4. There has been a marked convergence of consumer tastes and preferences across the globe. In short a global consumer has emerged. In your opinion as a strategist, should companies follow global or multi-domestic marketing strategies?

**END OF EXAMINATION**

# THE UNIVERSITY OF ZAMBIA

School of Humanities and Social Science

Department of Philosophy and Applied Ethics

2005 Academic Year - Final Examination

(Distance Education)

PH102: THE FUNDAMENTAL PROBLEMS OF PHILOSOPHY

Time: Three hours

Instruction: Answer one question from section one, one question from section two and all questions from section three.

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## SECTION ONE (EPISTEMOLOGY)

1. (a) List and explain three key components that you find convincing in Plato's theory of knowledge (Do not write about Plato's theory in general. Just straight away list and explain. You must give elaborate reasons for your answer. This rule also applies to (b) and (c) below.

(b) List and explain three key components of Plato's theory which you find not convincing.

(c) List and explain three components that you find unconvincing in John Locke's theory of knowledge.

2. (a) Explain four similarities and four differences in the philosophies of Rene Descartes and George Berkeley.

(b) Which theory do you support and why? Why do you not support the other theory?

## SECTION TWO (METAPHYSICS)

3. (a) What is the central problem with the mind/body problem?

(b) Critically analyse *at least seven theories* that attempt to answer the mind /body problem (you must give the theories and the criticisms clearly).

(c) Which theory do you support (why do you support it?) and which theory do you think is the most meaningless? (Why do you think it is the most meaningless?)

4. (a) Discuss five arguments in support of free will and five in support of determinism.

## SECTION THREE (LOGIC)

### Part one (Definitions)

- (a) Define a proposition.
- (b) Define an argument ( give an example)
- (c) What is meant by “inductive logic deals with probable inferences”? Give an example.
- (d) Define a predicate term.

### Part two (Translations and classifications)

For each of the following propositions:

- (a) Transform them fully into the standard form. (Underline the quantifier, subject term, copula and the predicate term)
- (b) Determine their quality and quantity.
- (c) Determine whether the subject and predicate terms are distributed or undistributed.
  - (1) Rarely do mammals fly.
  - (2) All but the worshipers shall enter the kingdom of God.
  - (3) None of the men are liars.
  - (4) Only cats have long nails.

### **Part three (validity)**

Determine whether the following arguments are valid or invalid, and if invalid mention the rule they have broken; and mention the major and minor premises of each argument.

- 1 Some Zambians are thieves  
Some thieves are not rebels  
Some Zambians are not rebels.
  
- 2 All fishermen are students.  
No fishermen are good doctors.  
No good doctors are students.
  
- 3 All donkeys can jump.  
Zambia has only one donkey.  
The Zambian donkey can jump.
  
- 4 Some modern philosophy is good  
Every good thing has value  
Nothing which has value is worthless  
Some modern philosophy is not worthless.

### **Part four (Obvert and Convert)**

1. Obvert each of the following:
  - (a) Some men are liars
  - (b) Only animals have long legs.
  - (c) Everyone has a fault.
  
2. Convert each of the following:
  - (a) All cows are black.
  - (b) No whites are black
  - (c) Some men are not liars.

**END OF EXAM**

# THE UNIVERSITY OF ZAMBIA

## SCHOOL OF HUMANITIES AND SOCIAL SCIENCE

### 2005 ACADEMIC YEAR - FINAL EXAMINATION

#### (Distance Education)

#### PH222: MODERN AND CONTEMPORARY PHILOSOPHY

**Time: Three hours**

**Instruction: Answer any three of the following four questions.**

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1. Explain John Locke's Theory of Knowledge (including his view about innate ideas, simple and complex ideas, and primary and secondary qualities).
2. Present John Stuart Mill's version of utilitarianism and decide whether you find it more acceptable than Bentham's version (Give reasons for your decision.)
3. Explain Immanuel Kant's conception of (a) a priori knowledge, (b) a posteriori knowledge, (c) analytic judgements, and (d) synthetic judgements and give an own example for
  - (i) an analytic judgement .
  - (ii) a synthetic judgement a posteriori
  - (iii) a synthetic judgement a priori.
4. Present and discuss Jean Paul Sartre's accounts of (a) individual responsibility and (b) atheism and humanity's abandonment.

# THE UNIVERSITY OF ZAMBIA

2005 ACADEMIC YEAR SECOND SEMESTER  
FINAL EXAMINATIONS

## PH945 Medical Ethics

**TIME:** Three Hours

**INSTRUCTION** Answer 7 of the following 10 questions. You must answer the questions 1, 2, 3, 4, and 5. From the remaining 5 questions, you can choose any 2.

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### Question 1: Miscellany

1. Explain briefly the concepts of

- a. fertilization \_\_\_\_\_.
- b. zygote/conceptus \_\_\_\_\_.
- c. embryo \_\_\_\_\_.
- d. foetus \_\_\_\_\_.
- e. abortion [5] \_\_\_\_\_.

2. Is the pill RU-486 (*Mifepristone*) a contraceptive or an abortion pill? Give a reason for your answer. [3] \_\_\_\_\_.

\_\_\_\_\_.

3. What definition of 'death' is currently most favoured? [1] \_\_\_\_\_:

4. Explain how *Nucleoside Analogs (ARVs)* work. [3] \_\_\_\_\_

\_\_\_\_\_.

5. Explain how *Protease Inhibitors (ARVs)* work. [3] \_\_\_\_\_

\_\_\_\_\_.

**Question 3****Case 2**

*A 24-year old man is seen at a clinic with enlarged lymph nodes and medical investigations establish that these are due to HIV. The doctor is aware that this patient is about to be married. The doctor informs the patient that he has HIV and asks him whether he has already had sexual intercourse with his girlfriend. The patient says that he has not. The doctor then informs the patient that if he has sexual intercourse with his girlfriend he will transmit this potentially fatal disease to her. The patient informs the doctor that he has no intentions of changing his plans to marry and he orders the doctor not tell his girlfriend that he has this disease. He also tells the doctor that after marriage he will have normal sexual relations with his wife and that he intends to have children. Since the doctor cannot persuade the patient to tell his girlfriend about his condition, should he inform the girlfriend himself?*

What problem regarding the relationship between physicians and patients is in this case addressed? [2] \_\_\_\_\_

**Question 4 Modern genetics and its applications: [8]**

a. Explain briefly what prenatal diagnosis is \_\_\_\_\_

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b. Explain briefly what selective abortion is \_\_\_\_\_

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c. Explain the relation between (a) and (b) \_\_\_\_\_

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d. Explain why many who oppose abortion also oppose prenatal diagnosis.

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**Question 5** Explain briefly the notions of

- a. In vitro fertilization \_\_\_\_\_  
\_\_\_\_\_
- b. Reproductive cloning \_\_\_\_\_  
\_\_\_\_\_
- c. Therapeutic cloning \_\_\_\_\_  
\_\_\_\_\_
- d. Artificial insemination \_\_\_\_\_  
\_\_\_\_\_
- e Surrogate pregnancy [5] \_\_\_\_\_  
\_\_\_\_\_

**(Answer the questions you choose from 6 to 10 on an extra sheet of paper – using about half a page for each question.)**

**Question 6** What does it mean to say that someone is a 'genetic carrier' for a disease? [3]

**Question 7** Explain briefly three ethical problems of in vitro fertilization. [3]

**Question 8** Explain briefly the problem of allocation of scarce resources. [3]

**Question 9** Explain briefly three ethical problems of (therapeutic or reproductive) cloning. [3]

**Question 10** Explain three ethical problems of artificial insemination. [3]

**End of the Examination**

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

**2005 ACADEMIC YEAR SECOND SEMESTER  
FINAL EXAMINATIONS**

**PL115: INTRODUCTION TO POLITICAL SCIENCE**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER THREE (3) QUESTIONS ONLY.**

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1. Using structural functionalist theory discuss the problems facing opposition parties in Zambia.
2. Compare and contrast one-party states and one-party dominant systems in Africa, with special reference to Zambia.
3. Discuss the sources of power in society and show how power has been used by previous Zambian leaders?
4. Discuss the concept of sovereignty and to show the extent to which can Zambia be said to be a sovereign nation?
5. Discuss the concept of political culture and describe the factors which influence it.
6. In what way are citizens actors in politics?

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**(FOR DISTANCE EDUCATION ONLY)**

**2005 ACADEMIC YEAR FIRST SEMESTER**  
**FINAL EXAMINATIONS**

**PL 251: COMPARATIVE POLITICS I**

**TIME: THREE (3) HOURS**

**INSTRCTIONS: ANSWER THREE QUESTIONS: ONE QUESTION FROM SECTION A, ONE FROM SECTION B AND THE THIRD ONE FROM EITHER SECTION**

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**Section A**

1. Critically evaluation the contribution of David Easton's Systems Approach towards the development of the study of comparative politics.
2. Drawing examples from the French and American political systems, evaluate the strengths and weaknesses of structural-functionalist approach in the study of comparative politics.
3. Assess the extent Samuel Huntington's indices of adaptability-rigidity, complexity-simplicity, autonomy-subordination and coherence-disunity of political structures and procedures that he uses in measuring the level Institution building is useful as a basis for comparing political systems.

**Section B**

4. Critically analyse the extent to which it can be argued that the different historical backgrounds of France and USA more than any other factor accounts for the different political systems in the two countries.
5. Compare and contrast the party system in USA with that in France. In the process of doing so critically analyse the factors that may account for the differences and similarities in the functioning of the two respective party systems.
6. Outline the powers of the French and American Presidents. In the process of doing so critically analyse the factors that may account for the similarities and differences in the powers of the president in the two respective countries in relation to other state organs.

**\*\*\*\*\* END OF EXAMINATION \*\*\*\*\***

**UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**2005 ACADEMIC YEAR SECOND SEMESTER**

**PL 252: COMPARATIVE POLITICS II**

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

**TIME ALLOWED: THREE HOURS**

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**Section A**

1. Critically analyse the factors that accounted for the differences between the Bolsheviks and the Mensheviks in Russia that led to their eventual split.
2. Drawing examples from the Russian experience in the period from 1890s to 1917 and that of the Chinese from 1921 to 1949 assess the relevance of the principle of the unity of theory and practice in understanding revolutionary changes.
3. Critically evaluate the success of the Chinese Communist Party in the socialist transformation of the Chinese Society.

**Section B**

4. Compare and contrast the nature of class alliances that existed within the Bolsheviks before 1917 with that existing within the Chinese Community party before 1949. In the process of doing so critically analyse the factors that may account for the similarities and differences in the nature of class alliances of the two parties respectively.
5. Discuss the organisational principles and structure of the Communist Party of the Soviet Union and in the process of doing this, evaluate the differences and similarities with the organisational principles and structures of the Communist Party of China.
6. Compare and contrast the nature of political reforms that have taken place in Russia since the introduction of glasnost and perestroika with those that have taken place in the Post-Mao period in China. In so doing assess the factors that may account for the differences in the extent of political changes that have taken place in the two countries.

**END OF EXAMINATION**

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

**2005 ACADEMIC YEAR SECOND SEMESTER  
FINAL EXAMINATIONS**

**PL 932: POLITICS OF SOUTHERN AFRICA II**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER ANY THREE QUESTIONS**

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1. Outline the differences in the policies that the Pre-apartheid South Africa and Post-apartheid South Africa respectively adopted towards Southern African regional politics and in the process critically analyse the factors that may account for the differences.
2. Analyse the policies that were adopted by Zambia towards Southern Africa under the Chiluba presidency. In the process also critically examine the factors that determined the Chiluba government's Southern African policies.
3. Assess the extent to which Nyerere's character and personal disposition rather than any other factor was the principal determinant of Tanzania's policies towards Southern Africa before the collapse of the apartheid regime in South Africa?
4. Critically evaluate the prospects of the Southern Africa Development Community (SADC) achieving the goals that it has set for itself to achieve as a regional body.
5. Compare and contrast the policies that the USA and the USSR respectively pursued towards Southern Africa before the end of the Cold War. In the process assess the extent to which in can be argued that the furtherance of their respective national interests more than any other factors was the major determinant of their respective policies towards the region.

**END OF EXAMINATION**

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

**2005 ACADEMIC YEAR SECOND SEMESTER  
FINAL EXAMINATIONS**

**PL 962: THE POLITICS OF GLOBALIZATION**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER ANY THREE QUESTIONS**

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1. Critically analyse the role of the World Bank and the International Monetary Fund in the Globalization process.
2. Discuss the impact of outsourcing on labour in developed and underdeveloped countries.
3. It has been argued that under the existing international economic order, there is no fair trade between the rich and the poor nations. Do you agree? Give reasons for your answer.
4. Compare and Contrast the Bratton Woods post-war global economic regime with its successor.
5. It has been observed that sub-Saharan Africa has been lagging behind East Asia in economic development. Discuss the reasons advanced for this.
6. Analyse the argument that instead of facilitating, liberalization actually hurts the economic and social development of poor countries.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2005 SECOND SEMESTER EXAMINATIONS**

**PS 102: INTRODUCTION TO PSYCHOLOGY II**

**TIME: THREE HOURS**

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**INSTRUCTIONS: THIS EXAMINATION PAPER CONSISTS OF THREE SECTIONS. ANSWER ALL QUESTIONS IN SECTION I, FOUR IN SECTION II AND TWO IN SECTION III**

**COMPUTER NUMBER: .....**

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**SECTION I: ANSWER ALL QUESTIONS. WRITE ANSWERS ON THE QUESTION PAPER. CIRCLE THE LETTER IN FRONT OF THE ANSWER OF YOUR CHOICE FOR MULTIPLE CHOICE QUESTIONS.**

1. ----- defined intelligence as “the aggregate or global capacity for the individual to act purposefully, to think rationally, and to deal effectively with the environment.”
  - a. Robert Sternberg
  - b. Alfred Binet
  - c. David Wechsler
  - d. Theodore Simon
  
2. ----- are designed to measure skills and knowledge that have been explicitly taught.
  - a. Intelligence tests
  - b. Aptitude tests
  - c. Achievement tests
  - d. Binet tests
  
3. Which of the following does not reflect why the French government asked Binet to find a way of identifying children who were incapable of benefitting from the regular curriculum?
  - a. Binet had a lot of experience in designing intelligence tests
  - b. Teachers’ judgements of children’s learning potential might be subjective.
  - c. The French government was of the view that academic slowness might be a mere reflection of inadequate prior education.
  - d. The teachers might be biased against certain children because of their social backgrounds.

4. One of the most well known proponents of the view that heredity plays an important role in one's IQ score is -----
  - a. Arthur Otis.
  - b. Arthur Jensen.
  - c. Laura Berk.
  - d. Robert Sternberg.
  
5. Intelligence is not -----
  - a. a capacity
  - b. a process
  - c. a product
  - d. a thing
  
6. One major drawback of the intelligence tests developed by Binet is
  - a. they are mainly non-verbal in content
  - b. they are over 100 years old
  - c. they were meant to identify slow learners
  - d. they are mainly verbal in content
  
7. Which of the following is not a principle of test construction?
  - a. randomisation
  - b. validity
  - c. standardization
  - d. reliability
  
8. In an intelligence test an adult is shown a picture of a table with only 3 legs. In Wechsler's performance scale this would fall under which category of items?
  - a. Object assembly
  - b. Picture arrangement
  - c. Digit symbol
  - d. Picture completion
  
9. The Army Alpha intelligence test was
  - a. an individual test.
  - b. designed for people who could not read.
  - c. designed for use by the French army.
  - d. a group test.
  
10. If a psychological test yields the same results consistently but does not measure what its users intend it to measure, it is
  - a. neither reliable nor valid.
  - b. both reliable and valid.
  - c. reliable but not valid.
  - d. valid but not reliable.
  
11. According to Wilhelm Stern's formula for calculating IQ, a person with a chronological age of 20 and a mental age of 25 has an IQ of -----
  - a. 80
  - b. 125
  - c. 120
  - d. 125

12. The Stanford-Binet test
- was adapted by Stanford and Binet.
  - was developed in France.
  - is a group test of intelligence.
  - was developed at Stanford University.
13. An African – American child is asked to state how an apple and a peach are alike. and she answers, “They taste good.” This child
- is dull.
  - likes apples and peaches.
  - will get a good score on an intelligence test.
  - has probably not learned to classify things in the ways of middle class people.
14. A 10 year old American school girl and 10 year old Zambian school girl are asked to respond to the following test items. Which one would be the most fair to both children?
- Who wrote Tom Sawyer?
  - How many provinces are there in Zambia?
  - How many nickels make a dime?
  - In what way are a week and an hour alike?
15. Which of the following conditions made it most necessary for American Psychologists to quickly develop non-verbal, group administered tests of intelligence?
- America’s entry into world war I
  - Passage of new universal education laws
  - A wave of immigrants entering the United States
  - The discovery that intelligence is largely inherited
16. Ms. Neria Noriega, your lecturer assigns all members of your class to work in project teams. Everyone in the team will get the same grade no matter what individual members contribute or fail to do. In this scenario, your own actions are most likely to be affected by the power of -----
- social roles
  - social norms
  - social loafing
  - social facilitation
17. Which of the following is not a condition that breeds greater conformity in research on the Solomon Asch effect?
- a difficult or ambiguous judgement task
  - each group member votes privately and anonymously
  - the group is extremely cohesive
  - the group’s members are perceived as highly competent

18. Which of the following statements about the findings of Milgram's studies of obedience to authority is true?
- Even though subjects knew they were participating in a study of obedience, they were unable to resist following the authority figure's orders.
  - Subjects delivered shocks of increasing intensity until the learner complained of a heart condition, at which point they were afraid to go on.
  - Although most subjects dissented and complained, the majority did not disobey behaviourally.
  - None of the above.
19. A positive reference group has good influence on an individual while a negative reference group has bad influence.
- True
  - False
20. The presence of others improves performance on any task.
- True
  - False
21. Which of the following experiences is most likely to produce cognitive dissonance?
- Neria Noriega believes she is overweight, so she joins a new fitness club to work off the extra pounds.
  - As much as she likes the new car the salesman is showing her, Ms. Noriega realises she cannot afford it and declines his price offer.
  - After rearranging her work schedule to allow her to take a difficult new course, Ms. Noriega decides the class is boring and not what she had hoped it would be.
  - A business executive, tired of travel and long hours, takes a cut in pay to work a lighter schedule and spend more time with his family.
22. Social comparison and the information view offer probable explanation for the occurrence of
- social loafing.
  - group think.
  - social facilitation.
  - group polarisation.
23. Most studies have found that the major effect of in-group Vs out-group differentiation is a bias in favour of the in-group, which invariably include an opposite bias against the out-group.
- True
  - False

24. In an effort to enhance national unity and minimize internal conflicts, the various political parties in Zambia recently converged to form an Interparty Association to promote the welfare of street children. The new Association is one of the social trends offering possibility in reducing intergroup discrimination and conflict. It is known as -----
- Group cooperation
  - Group personal contact
  - Group convergence
  - Multi group membership
25. ----- theory implies the drive to see some balanced resolution in regard to attitude change.
- Festinger's
  - Heider's
  - Le Vine's
  - Carl Hovland's
26. Which of the following is true according to the information theories of attitude change?
- An effective message would change the recipient's attitude, his beliefs and behaviours related to that attitude.
  - An effective message would change the recipient's attitude as well as his behaviour, but not necessarily his beliefs.
  - An effective message may change an individual's attitude although beliefs and related behaviour may remain unchanged.
  - None of the above.
27. Youth-Alive-Zambia is an Association of young people from various religious denominations in Zambia working together to champion the welfare of young people in Zambia. One of the possible reasons why Youth-Alive-Zambia is a success story is because
- it has achieved the reduction of the salience of the religious denominations to which individual members belong.
  - It has achieved group polarisation.
  - It has achieved group differentiation.
  - It has accentuated group norms.
28. Zora Njinji is undertaking a country wide survey to establish how adolescents in Zambia feel about the use of condoms. In her questionnaire, she has incorporated a lie scale. In addition she has instructed her research assistants to assure subjects that their answers would remain anonymous. The possible purpose for including a lie scale and instructing research assistants to reassure subjects of confidentiality is to achieve
- social desirability
  - expected responses
  - validity
  - desirable responses

29. With reference to group productivity, Steiner (1972) stated that there can be a "process loss" arising from group interaction. By this statement Steiner meant that
- talented group members may be over looked or rejected by more numerous less talented individuals.
  - group gains come from the input of the most talented members.
  - group performance is typically better than that of any average individual.
  - None of the above.
30. One of the features shared between Heider's theory of attitude change and that of Leon Festinger is -----
- the view that behaviour affects attitudes and attitudes in turn affect behaviour.
  - the idea of maintaining cognitive balance.
  - the differentiation of dissonance from consonance.
  - the assumption that people's attitudes have a balancing effect on human behaviour.
31. Social-Cultural Norms as diagnostic criteria for abnormal behaviour may be inadequate due to
- subjective judgement regarding the acceptable/unacceptable behaviour.
  - lack of statistical power.
  - lack of clear conceptualisations.
  - lack of symptoms regarding ego breakdown.
32. The proliferation of explanations regarding the aetiology of abnormal behaviour
- is healthy and essential.
  - gives rise to stigmatisation.
  - has given rise to efficacious therapeutical modalities.
  - has helped to harmonise aetiological explanations of abnormal behaviour.
33. The medical perspective on abnormal behaviour was promulgated by
- Sigmund Freud.
  - Western scientists.
  - Emil Kraepelin.
  - Hippocrates.
34. Abnormal Behaviour
- is best measured by standardized tests
  - is too complex to be measured by using one criteria
  - is best measured by personal feelings such as personal discomfort
  - is best measured by cultural norms

35. Efficacious therapy of mental illnesses
- depends on the concept held about abnormal behaviour
  - depends on the patient's motivation
  - is best achieved through both modern and traditional therapies
  - can only be effective through prayers at Christian crusades
36. A Predisposing Cause of abnormal behaviour
- is a condition that must pre-exist first in order for a disorder to occur.
  - is a condition that tends to maintain a disorder.
  - is a condition that paves the way for a disorder to occur under certain conditions
  - is a condition that momentarily triggers the disorder.
37. As regards causal factors of abnormal behaviour, HIV/AIDS may be considered as a
- precipitating cause.
  - predisposing cause.
  - primary cause.
  - reinforcing cause.
38. Electroconvulsive therapy
- is chemotherapy for depression
  - stem from the conceptualisation that abnormal behaviours are diseases
  - treats personality disorders
  - is the same as trephining
39. The best way of relating with ex-mental patients is
- by housing them in rehabilitation centres
  - by giving them acceptance and positive regard
  - by praying for them not to relapse
  - by not provoking them
40. All of the following techniques were therapeutic methods to rid the body of demoniacal possessions related to mental disorders except
- Trephining Therapy
  - Exorcismic Therapy
  - Electroconvulsive Therapy
  - Blood-letting Therapy
41. Studying mental problems by investigating for organic defects that may be contributing to the illness would be using the
- Psychological approach
  - Biogenic approach
  - Neuron test approach
  - Statistical approach

42. The model that postulates that abnormal behaviour issues from repressed conflicts is
- the neuroscience perspective
  - the behavioural perspective
  - the psychodynamic perspective
  - both c. and a.
43. Behaviour that interferes with everyday functioning but is not particularly troublesome to an individual is said to fulfil which criterion for defining abnormality?
- maladaptive
  - personal distress
  - biological
  - deviation from average
44. The treatment of abnormal behaviour through psychological techniques is called
- convulsive therapy
  - hypnosis
  - lobotomy
  - psychotherapy
45. A label that causes certain people to be regarded as different is referred to as
- role
  - norm
  - stigma
  - diagnosis
46. After a police car with flashing lights goes by him and pulls over another driver for speeding, Jerry's heartbeat soon slows down, his blood pressure decreases, and he stops sweating so much. These physical reactions are most directly regulated by his
- sympathetic nervous system
  - parasympathetic nervous system
  - somatic nervous system
  - central nervous system
47. The James Lange Theory of emotions and the commonsense view of emotions
- are opposite
  - are very similar
  - were developed simultaneously
  - both implicate physiological arousal as the cause of emotion

48. Sandra is a medical student examining her first patient and is being observed by her lecturer. She experiences a racing heart and tension in her muscles. This is caused by:
- central nervous system
  - sympathetic nervous system
  - skeletal nervous system
  - parasympathetic nervous system
49. Dr. Phiri believes that emotions arise from perception and interpretation of bodily changes. His views are most consistent with the
- James-Lange theory
  - Cannon-Bard theory
  - Facial feedback hypothesis
  - 2 factor theory
50. Whenever he's feeling sad, John 'puts on a happy face' and often experiences an elevation in his mood when he does so. This is explained by:
- James-Lange theory
  - Cannon-Bard theory
  - Facial feedback hypothesis
  - 2 factor theory
51. About ten or fifteen minutes into his weight lifting routine, Sam usually begins to perspire heavily. His body's tendency to maintain a steady temperature through the cooling action of sweating is a function of
- instinct
  - incentive motivation
  - homeostasis
  - self-actualisation
52. Tom buys a lottery ticket every Friday with the expectation that he is going to win some money. His behaviour illustrates
- instinct
  - incentive motivation
  - drive
  - self-actualisation
53. Which part of the brain regulates eating behaviour?
- hypothalamus
  - amygdala
  - superior colliculus
  - reticular formation
54. The ventromedial hypothalamus is involved in the control of eating and hunger, because activating this structure causes an organism to
- burn food more efficiently.
  - develop a specific food craving
  - feel full and stop eating
  - feel hungry and start eating

55. The lateral hypothalamus is involved in the control of eating and hunger, because activating this structure causes an organism to
- feel hungry and start eating
  - feel full and stop eating
  - develop conditioned taste aversions
  - increase its metabolic rate
56. Which of the following is one of the body's satiety signals?
- high blood levels of glucose
  - low blood levels of glucose
  - high insulin levels
  - stomach contractions
57. Drive-reduction theory assumes that various motives like hunger and thirst have in common the fact that they
- are aroused by external stimuli
  - are unpleasant sensations we want to reduce or eliminate
  - cause us to behave in ways that increase our need level
  - are learned reactions
58. If we differentiate approaches to motivation on the basis of being either intrinsic (internal) or extrinsic (external), the approach that is most clearly extrinsic is an approach based on
- incentives
  - balance or equilibrium
  - cognitive dissonance
  - drives
59. Nicole feels that she has all the material possessions she needs in life and is now determined to devote all her energy to her art. According to Maslow's hierarchy of needs, Nicole is probably striving
- to fulfil her fundamental biological need to paint
  - to fulfil her basic safety needs
  - toward the realisation of her personal potential
  - toward the realisation of her social needs
60. Drive-reduction theories are to incentive theories as ----- is to -----
- go; stop
  - push; pull
  - accelerate; brake
  - slow down; speed up
61. Self-actualisation
- is met concurrently with basic needs
  - is reached by most people by the time they are 30
  - comes from developing one's unique potential to develop fully
  - takes a life time to accomplish

62. Which of the following topics would most likely be studied by a motivation researcher?
- how need of achievement drives people to succeed
  - how the polygraph actually detects lies
  - how animals behave in their natural habitat
  - how to get the most intense emotional response
63. A state of physiological imbalance that results when an organism's basic biological processes are disturbed is called a(n)
- drive
  - need
  - impulse
  - trigger
64. Which term refers to behaviour that people engage in for no reward other than the pleasure of the activity itself?
- achievement motivated
  - power motivated
  - extrinsically motivated
  - intrinsically motivated.
65. Which of the following is NOT true?
- Electrical stimulation of the ventromedial hypothalamus inhibits eating
  - Destruction of the ventromedial hypothalamus induces eating
  - Electrical stimulation of the lateral hypothalamus inhibits eating
  - Early research led to the conclusion that the LH acts as a "hunger center" and the VMH acts as a "satiety center"
66. Which one of the following is NOT a main source of motivation?
- heredity ✓
  - incentives
  - intelligence
  - drives
67. Drive-reduction theory was proposed by
- Neal Miller
  - Clark Hull
  - Edward Thorndike
  - William McDougall
68. Which theory suggests that human behaviour is motivated by certain innate, unlearned tendencies that are shared by all individuals?
- arousal theory
  - instinct theory
  - Maslow's theory
  - drive-reduction theory

69. Drive-reduction theory assumes that various motives like hunger and thirst have in common the fact that they
- are aroused by external stimuli
  - are unpleasant sensations we want to reduce or eliminate
  - cause us to behave in ways that increase our need level
  - are learned reactions
70. Motivation is defined as a process that
- initiates, directs, and sustains behaviour
  - changes behaviour as a result of prior experience
  - reflects physical and behavioural attempts to cope and adapt
  - is a relatively stable personality tendency
71. The three components of emotion are -----, ----- and ----- component.
72. The part of the brain that plays an important role in emotion is the -----
73. The 2 divisions of the autonomous nervous system are ----- and ----- nervous system.
74. ----- nervous system is responsible for changes in body patterns during emotion .
75. -----, -----, and ----- are the indicators of emotion measured by polygraph.
76. ----- is an individual's relatively stable and enduring pattern of thoughts, feelings, and actions.
77. ----- Theories of personality are interested in discovering how people differ and then in measuring how much they differ.
78. Freud's developmental theory of personality is known as ----- or ----- theory.
79. The superego contains the ----- and the ----- which provide moral judgements for the ego.
80. Repression is an example of a ----- used to escape or avoid anxiety.
81. Freud's term for thoughts, motives, impulses or desires that lie beyond a person's normal awareness is -----.
82. In Freud's theory, the rational part of the psyche that deals with reality and attempts to control the id is the -----.
83. Toilet training is the primary source of conflict during the ----- psychosexual stage in Freud's theory.

84. ----- is the capacity to encode, store, and retrieve information.
85. ----- has short duration, but large capacity.
86. ----- is the purposeful forgetting of unpleasant or traumatic events.
87. ----- tasks provide the fewest possible cues to aid retrieval.
88. ----- tasks require a subject to simply identify previously learned material.
89. ----- is an implicit test of memory indicating that learning material a second time takes less effort than the first time.
90. The process of practicing or rehearsing over and above what is needed to learn it is called -----.
91. ----- provide a framework through which we understand and retrieve information.
92. When interfering activities follow the material to be learned, the interference is called -----.
93. John was unable to remember the events occurring just before his automobile accident. This memory loss from brain trauma is known as -----.

**SECTION II: WRITE SHORT NOTES ON ANY FOUR OF THE FOLLOWING QUESTIONS.**

1. Discuss why emotion is a subjective feeling.
2. Briefly compare and contrast primary causes with predisposing causes of abnormal behaviour.
3. How does Maslow's Hierarchy of Needs account for motivation? Why can't this hierarchy explain why a starving person would give food to a needy child.
4. Emotional Intelligence.
5. Group think.
6. Theories of attitude change.

**SECTION III: LONG ESSAYS WRITE AN ESSAY ON TWO OF THE FOLLOWING QUESTIONS.**

1. Explain Freud's three mental structures that make up personality. Discuss how the pleasure principle, and morality principle correspond to each of these structures. Explain the role of defense mechanisms and give one example.
2. Write an essay on Cultural Influences on the Measurement of Intelligence. Make reference to the following:
  - a) Performance of immigrants to the USA in the early 20<sup>th</sup> century and interpretation of their scores.
  - b) The nature-nurture controversy and how twin studies have been used by supporters of each side.Explain how supporting either the role of nature or nurture impacts on special interventions <sup>for</sup> the underprivileged.
3. Discuss the instinct, drive-reduction, and incentive theories of motivation. Which of these provides the most adequate explanation of motivation?

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**SECOND SEMESTER FINAL EXAMINATIONS  
2005 ACADEMIC YEAR**

**PS 242: PSYCHOLOGY OF ADOLESCENCE**

**TIME: THREE HOURS**

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**INSTRUCTIONS: QUESTION PAPER CONSISTS OF TWO SECTIONS.  
ANSWER FOUR (4) QUESTIONS IN SECTION A AND TWO IN  
SECTION B.**

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**SECTION A (LONG ESSAYS): ANSWER FOUR QUESTIONS**

1. When children leave primary school, some of them are sent to boarding school for their secondary school education. How would going to boarding school influence the level of parent-adolescent conflict? Make sure your essay is centred around the five areas in which parent-adolescent conflicts are experienced.
2. You have been invited to give a talk on communicating effectively with adolescents. Write down what you will say. Your presentation should include something about Transactional Analysis.
3. Discuss romantic relationships and sexuality in adolescence. Your essay should include something on adolescents and HIV/AIDS.
4. Discuss the role of the school in adolescents' interpersonal experience and how this is related to the expanding adolescent peer worlds. As far as possible relate your discussion to Zambian adolescents growing up in Lusaka.
5. The chairperson of the Parent-Teacher -Association of your local basic school has asked you to address a meeting of "concerned parents" about the problem of child sexual abuse. Write down the presentation you are going to make.
6. What major mechanisms are involved in the perpetuation of Enuresis in children who are 3 years old or above? Explain the role of parental influences in the aetiology and treatment of Enuresis.

## **SECTION B (SHORT ESSAYS): ANSWER TWO QUESTIONS**

1. Define "adolescence" and explain how it underwent a dramatic redefinition in the 1860s.
2. Households around the world are said to be taking a wider diversity of forms, which are likely to be improvisational and transitory in nature. Provide 5 examples to support this assertion.
3. How does Sigmund Freud account for the emotional storminess that is widely believed to accompany the stage of adolescence?
4. Briefly discuss the gender stereotypes of the following groups of people in Western society:
  - (a) White middle-class men
  - (b) White working-class men
  - (c) Black men of Afro-Caribbean origin

Of what relevance is the study of gender-role stereotypes to a course on adolescence?

5. Write down ten (10) frequently used arguments justifying corporal punishment as a way of disciplining children.

# **END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**SECOND SEMESTER EXAMINATIONS, 2005 ACADEMIC YEAR**

**PS 472: COUNSELLING PRACTICE AND APPLICATION**

**INSTRUCTIONS:** There are **Two Parts** to this paper. Answer each of the two parts in separate Booklets respectively. The examination is for 40%.

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**PART ONE:** Please use **separate** booklets to answer sections from this part.

**SECTION A:** Multiple Choice questions. **Answer all 10 questions in your booklet.**

1. Client: "You know, I really find it hard to decide what I want to do. My mother wants me to marry a girl from the village. My father wants me to choose a girl from the city. Well, I can't please both of them and neither of them may be right. Which one of the following counselor's empathic responses in this regard would be the best?
  - a. Well, it is your life and your decision.
  - b. The family pressures are adding confusion, and you are finding it difficult to decide what is right for you. ✓
  - c. Let us explore why you like to please your parents. One of them is bound to be disappointed. ✓
  - d. All of the above.
  
2. Bwalya to a counsellor: "It is depressing to see my parents getting very old and unable to look after themselves properly. I don't know what to do about dad now that mum has got full-blown AIDS and is bed-ridden in the hospital. Which one of the following empathic responses is the best?
  - a. You are scared of your mother's deteriorating AIDS condition.
  - b. Yes, your dad never has learned to look after himself and this is even harder now he is old.
  - c. You are sad seeing your parents so old and vulnerable and you are now wondering as to how best to handle mum's absence. ✓
  - d. AIDS is scarily especially when it attacks a helpless old lady like your mum. Any way let us together pray for her right now. "Heavenly Father, even as we....." ✓
  
3. Pelekelo to counsellor: "Will the doctor have the laboratory results soon? I still don't feel well and this is not like me." Which one of the following empathic responses is the best?
  - a. You still don't feel well, and you are worried about your lab results. ✓
  - b. The doctor is delaying your lab results and this is causing some anxieties in you.
  - c. I hear you blaming the doctor's delay in releasing lab results as contributing to your ill-health.
  - d. You are anxious to get to the bottom of what's causing your sickness. Your results will be out tomorrow.

4. Zulu to counsellor: "I know it is six months since Phiri was killed in a canoe accident and I still find myself going into his room and having a quiet weeping. I miss him terribly." Which one of the following empathic responses is the best?
  - a. Phiri's death has left a big vacuum in your life and his demise continues provoking in you feelings of deep sadness.
  - b. You have failed to accept Phiri's demise and this makes you continue weeping when you are alone, isn't it correct?
  - c. Death is painful and Phiri's demise is no exceptional. Yes, if you are not careful this can even cause what we call clinical depression.
  - d. My brother, you are now at the right place at the right time for counselling. This is no problem at all, I am sure you will be happy by the end of the week.
  
5. According to Carl Rogers, Congruency as a counselling skill can mean all the statements below except.
  - a. Being always honest with yourself and with your clients.
  - b. Avoiding being mechanical but humane when working with clients.
  - c. Being consistent with time such as appointments, and counselling styles.
  - d. Being patient as healing usually takes time.
  
6. Some of the Counsellor Attending Behaviour Skills include the following, as stated below, except
  - a. Appropriate eye contact.
  - b. Appropriate physical orientation towards the client.
  - c. Appropriated rewards and praises to clients.
  - d. Verbally tracking the communication of the client.
  
7. When a Counselor prompts a client with "tell me more about that," the counsellor is
  - a. Challenging a client.
  - b. Not satisfied with client's answers.
  - c. Using minimal encourager(s).
  - d. Is trying to break the client's ego defenses.
  
8. Sometimes when a counsellor tries to quickly take away the client's pain by stopping a client from expressing deep feelings such as crying during the session, this tendency may be due to
  - a. Sympathy as opposed to empathy.
  - b. Counsellor's own inner pain and discomfort as provoked by client's pain.
  - c. Counsellor's own unfinished business.
  - d. Counsellor's religious values.
  
9. Counselling goals can include many things such as listed below except
  - a. Enhancing growth.
  - b. Remedying some psychological stress related problems.
  - c. Empowering clients in some social skills.
  - d. Fostering counselling interventional strategies.

10. The ideal clinical set-up of a counselling clinic should include the following inside, except
- A reasonable space between the counsellor and client with no distracting furniture in between them.
  - A punching pillow/bag just in case...
  - Soft soothing music and welcoming flowers.
  - A phone from which a client can be able to make necessary calls.
- 

**SECTION B. TRUE/FALSE questions. Answer all 10 QUESTIONS.**

- The first step of goal setting in counselling is to formulate what has to be attained  
a. True ✓      b. False
- Counselling goals are set only for particular counselling sessions and not for the entire counselling span.  
a.. True ✓      b. False
- The use of vernacular in counselling can help foster a better counselling relationship with most clients in Zambia  
a.. True ✓      b. False
- Compassion is an important counselling skill  
a. True      b. False ✓
- Readiness to respond empathically by the counsellor is not empathic set  
a.. True      b. False
- In counselling, Immediacy and Self-disclosure as interventional skills normally cannot be used at the same time  
a.. True      b. False
- In Counselling Summarization of content does not really help a client to realize that you are attending to her/him.  
a. True      b. False
- When a counsellor wants to bring the client back on track it may be useful to use the humour as a technique other than Summarization  
a. True      b. False
- Negative reinforcement has been found very effective in changing behaviour and therefore recommended as a counselling intervention  
a. True      b. False
- Exploring feelings in counselling also involves intensifying the intensity level of covert behaviours  
a. True      b. False

---

**SECTION C.** Choose **ONE** out of two and write a **SHORT ESSAY**.

1. Nyambe aged 65, married with five children all females, comes to your counselling clinic and discloses to you that he suspects that his eldest daughter, who has a six month baby, is actually dying of AIDS. Briefly, suggest some important things that you would consider when counselling Nyambe.
  2. Comment, with one example, on a situation where immediacy as a counselling intervention may be contraindicated. ✓
- 

**PART TWO:** Please use **separate** booklets to answer sections in this part.

**SECTION D.** Multiple Questions. Answer **All 15** questions in this section in Your booklet.

1. According to Rogers, the frequency of responses and sequence of responses which lead to growth facilitating counseling relationship and better interpersonal relationship is
  - a. Evaluative, Interpretative, Supportive, Probing and Understanding
  - b. Interpretative, Supportive, Probing and Understanding, Evaluative,
  - c. Supportive, Evaluative, Interpretative, Probing and Understanding
  - d. Understanding, Probing, Supportive, Interpretative and Evaluative. ✓
2. What do we call a kind of response where a counselor says "I don't approve of what you have done and I want you to change your behaviour"
  - a. Interpretative response ✗
  - b. Evaluative response ✓
  - c. Probing response
  - d. Understanding response
  - e. Supportive response
3. Which of the following is not a fundamental role of couple counseling?
  - a. To help promote communication between partners ✓
  - b. To help them to express their feelings, concerns and opinions to each other
  - c. To help them make joint decisions ✓
  - d. To help them find fulfilling livelihood ✓
4. Which of the following statement is not concrete but vague-
  - a. "I'm sometimes less efficient because of a physical condition" ✓
  - b. "I get migraine headaches about once a week"

5. Your posture, gestures, facial expressions, and voice all send nonverbal messages to your clients. What is the implication of leaning toward the client at times
  - a. This says that you are available to work with them
  - b. This says that you are open to your clients and nondefensive
  - c. This underscores your attentiveness and lets clients know that you are with them ✓
  - d. This tells your client of your interest in them
  
6. What do we call a kind of response where a counselor says “You feel that you failed miserably due to lack of time to study”
  - a. Interpretative response
  - b. Evaluative response
  - c. Probing response
  - d. Understanding response ✓
  - e. Supportive response
  
7. Which option does not give the major reason for frequent difficulties in career choices in Zambia?
  - a. Many available careers
  - b. The great potential for making mistakes
  - c. The misery that can come when we get into the wrong line of work.
  - d. The availability of an overwhelming range of jobs ✓
  
8. What do we call a kind of response where a counselor says - “I am glad you are going ahead to join your new job. Even though you are scared now, you will feel comfortable as you get used to the place and the people”
  - a. Interpretative response
  - b. Evaluative response
  - c. Probing response
  - d. Understanding response
  - e. Supportive response ✓
  
9. What do we call a kind of response where a counselor says “You sound very anxious about your mother’s health and wish that she will be well soon”
  - a. Interpretative response ✓
  - b. Evaluative response ✗
  - c. Probing response
  - d. Understanding response
  - e. Supportive response

10. The term used to refer to a situation where strong feelings are often fuelled by the influence of past experience is
- Counter-transference
  - Confrontation
  - Immediacy
  - Transference ✓
11. An experience is something clients describe as happening to them while behaviour is something clients do or fail to do. Which of the following three things do most clients forget to disclose or avoid to disclose?
- Experience
  - Behaviour
  - Feelings/affect ✓
12. Clients talk, generally about three things: their experiences, their behaviour, and their feelings. Which statement illustrates their experience?
- "He yelled at me" ✓
  - "I spend about three hours every night in some bar."
  - "I got very angry and shouted at her"
13. You can learn a great deal about clients by listening to their manner of speaking, that is, the mix of experiences, behaviours, and feelings they discuss and how specific or vague they are. Which statement illustrates only the behaviour of client?
- "He yelled at me"
  - "I spend about three hours every night in some bar." ✓
  - "I got very angry and shouted at her" ✓
14. The technique where the counselor encourages the client to reason with them in order that the client can experience for themselves the effect of logic upon their arbitrary inferences and distorted cognitions, is called-
- Reality testing
  - Socratic questioning ✓
  - Decatastrophising
  - Identification of automatic thoughts
15. It is important that what you say be reinforced rather than muddled or contradicted by nonverbal messages. Among attending skills what is the implication of remaining relatively relaxed with clients.
- This says that you are available to work with them
  - This says that you are open to your clients and nondefensive
  - This tells your client of your interest in them
  - This indicates your confidence in what you are doing and also helps clients relax ✓

**SECTION E.** Choose **TWO** out of five and write a **SHORT ESSAY**.

1. Is it the counselor's responsibility to tell the client what to do vocationally? Discuss the counselor's task to the counselee in guiding vocational decisions? ✓✓✓
2. Family counseling usually takes place following the referral of a child or adolescent member to a specialist unit. Briefly explain two of the following approaches to family counseling- [a] Psychodynamic ✓ [b] Systematic/Communication ✓ [~~Behavioural~~] [c] Role-play? ✓
3. Briefly explain four of the following therapeutic phenomena common to all groups in group counseling- [a] Cohesiveness [b] Interaction [c] Universality [d] Altruism [e] \* Guidance [f] Vicarious learning [g] Self-disclosure [h] Corrective experience ✓
4. Explain the basic principles that a counselor needs to take into consideration in counseling the bereaved? ✓✓
5. A client said "In our first year of marriage, my wife and I loved each other passionately. But now our lovely feelings have disappeared. Our marriage has turned ice-cold. We don't talk much. It's hard for us to say, "I love you." And our sex is going down-hill. Neither of us has fallen in love with anyone else. But **we have stopped feeling love** for each other. I doubt that our marriage will ever be happy. **Our love is lost.**"

Briefly explain the implications of the alternate frames of reference you would share with the client about [a] the meaning of 'love' and [b] the meaning of 'feeling of love'?

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THE END

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**SECOND SEMESTER EXAMINATIONS, 2005 ACADEMIC**  
**YEAR**

**PS 312: THEORIES OF PERSONALITY**

**TIME:** THREE HOURS

**INSTRUCTIONS:** There are TWO PARTS to this paper.

Part 1 consists of Multiple Choice questions. **Answer all 20 questions.**

Part 2 consists of essays questions. **Choose FOUR out of FIVE**

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**PART 1:**

1. The unique and stable patterns of behaviour, thoughts and emotions shown by an individual are known as
  - a. Temperament
  - b. Affect
  - c. Meta-cognition
  - d. Personality
  
2. Personality develops most rapidly during:
  - a. Early childhood
  - b. Adolescence
  - c. Middle age
  - d. Old age
  
3. Trait theory of personality was propounded by:
  - a. Cattell
  - b. Eysenck
  - c. Allport
  - d. None of these

4. Which one of the following is not one of the names given by Freud to the three distinct levels of consciousness
  - a. Conscious
  - b. Preconscious
  - c. Subconscious
  - d. Unconscious
  
5. Malfunctioning of the ..... disturbs personality development:
  - a. Endocrine gland
  - b. Duct gland
  - c. Ductless glands
  - d. None of these
  
6. The self actualisation theory was advanced by
  - a. Morgan
  - b. Murray
  - c. Maslow
  - d. Karen Honey
  
7. Cattell used the statistical procedure called factor analysis to identify sixteen traits that underlie individual differences called:
  - a. Surface traits
  - b. Cardinal traits
  - c. Source traits
  - d. Central traits
  
8. Personality development, personality structure and personality dynamics are the important constituents of:
  - a. Field theory
  - b. Trait theory
  - c. Psychoanalytic theory
  - d. Type theory
  
9. For Freud the id, ego and superego roughly correspond to
  - a. desire, reason, conscious
  - b. emotion, desire and reason
  - c. Morality, reason and desire
  - d. Reason, desire and morality
  
10. Introversion is positively correlated with:
  - a. Thoughtfulness
  - b. Intelligence
  - c. Social activity
  - d. Mobility

11. Secretion from the endocrine glands, physique and neural constitution constitutes the factors of personality known as:
  - a. Biological
  - b. Cultural
  - c. Personal
  - d. Social
  
12. A person having a stable personality shows behaviour which is:
  - a. Inconsistent
  - b. Consistent
  - c. Sociable
  - d. Upright
  
13. A particular personality trait helps one to act
  - a. Flexibly in all situations
  - b. Specifically in a specific situation
  - c. Similarly in all situations
  - d. None of these
  
14. Personality has been derived from persona which is a
  - a. Greek word
  - b. Germany word
  - c. Latin word
  - d. American word
  
15. Of the following personality theories, which one most emphasizes the view that human development results from the person striving for personal growth and responsibility?
  - a. Humanistic theory
  - b. Psychoanalytic theory
  - c. Trait theory
  - d. Social Learning theory
  
16. "The same fire which melts the butter hardens the egg." Who said these words regarding personality?
  - a. Wundt
  - b. Allport
  - c. Cattell
  - d. Watson
  
17. "All facets of human personality-all emotions, strivings, and ideas-arise from a basic conflict between our aggressive, pleasure-seeking biological impulses and the social restraints against them." Whose views are these regarding personality?
  - a. Wundt
  - b. Allport
  - c. Cattell
  - d. Freud

18. What do we call a defence mechanism in which racial prejudice is said to be the result of transferring one's own unacceptable impulses or characteristics onto members of another group?
- Reaction formation
  - Projection
  - Denial
  - Intellectualisation
19. What do we call a defence mechanism in which a person says "He hates me" when his actual feelings say "I hate him" or "I hate myself"?
- Reaction formation
  - Projection
  - Denial
  - Intellectualisation
20. What do we call a defence mechanism in which a person says "I love him" when his actual feelings say "I hate him"?
- Reaction formation
  - Projection
  - Denial
  - Intellectualisation

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**Part 2.** Choose **FOUR** out of **FIVE** ESSAY questions.

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1. Toulmin (1953) describes a scientific theory like a map or model. The word model in a broad sense refers to an actual physical model, to a set of blueprints, to a set of mathematical equations, or to a map. A theory is compared to a map because it represents real things of interest to us and relates those representations of things to the real things by a set of rules. The word 'rules' in psychology refer to behavioural guidelines for acting in certain ways in certain situations. Why must we have a scientific theory? With the aid of a diagram, describe the process of theory formulation in psychology and explain the characteristics of a good theory of personality
2. Freud's analysis of his patients' problems and memories convinced him that personality is decisively shaped in the first years of life. Again and again his patients' symptoms appeared to him to be rooted in unresolved conflicts that originated in early childhood. Describe Freud's psychosexual stages of personality development. At each stage, highlight the psychological crisis that is bound to occur in future due to fixation and the extent to which an individual is able to resolve it?

3. Existentialists focus on the here and now, on an individual as he exists in the present. Past experiences and the future are considered but only in terms of how they affect an individual's immediate existence. According to Roll May, what is the significance of self-awareness in personality development and how does this relate to concepts such as freedom and responsibility?
  
4. Rogers' enduring faith in the goodness of human nature has been described as overly optimistic, blind to the reality of the human potential for evil as well as for good while Maslow's list of self-actualized people has been called arbitrary and his hierarchy of needs too impressionistic. Define and discuss the concept of self-actualization according to the humanistic theory of personality by Rogers and Maslow?
  
5. The social learning theory focuses on behaviour patterns and cognitive activities in relation to the specific conditions that evoke maintain or modify them. The emphasis is on what an individual does in a given situation. Highlight the personal variables that determine what an individual will do in a particular situation and critically evaluate the social learning theory?

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THE END

- b) Given the function  $y = x^3 - 6x^2$ , find the
- minimum point
  - maximum point
  - inflection point and sketch the graph indicating the points on your graph.
- c) A company has 13 Tongas, 13 Bembas, 13 Lozis and 13 Ngonis. One person is chosen at random from this company to play at a tournament. Find the probability the person
- is Lozi
  - is Ngoni or Bemba
  - is not Tonga

3. a) A bag contains five balls each bearing one of the numbers 1, 2, 3, 4, 5. A ball was drawn from the bag, its number noted and then put back into the bag. This was repeated 50 times and the table below shows the resulting frequency distribution.

Number	1	2	3	4	5
Frequency	$x$	11	$y$	8	9

If the mean is 2.7,

- determine the value of  $x$  and  $y$ .
  - state the mode and median of this distribution.
- b) A random variable  $X$  has probability density function
- $$f(x) = \begin{cases} kx(2-x), & 0 \leq x \leq 2 \\ 0, & \text{otherwise} \end{cases}$$
- show that  $k = \frac{3}{4}$
  - find  $P(1 \leq X \leq 2)$
  - find  $E(X)$
  - find  $\text{Var}(X)$
- c) From a group of 10 people, 4 are to be chosen to serve on a committee.
- In how many different ways can the committee be chosen?
  - Among the 10 people there is one married couple. Find the probability that both the husband and the wife will be chosen.

- (iii) The group of 10 people consists of 3 teenagers. Find the probability that the 3 teenagers will be chosen.

4. a) The following table gives the distribution of marks obtained by 30 pupils in a test.

74	47	44	29	72	59	49	62	39	71
62	18	52	47	61	36	15	70	47	82
88	19	55	54	60	72	63	60	91	81

- (i) Construct a frequency distribution, taking equal class intervals 10 – 19, 20 – 29, ..., 90 – 99.
- (ii) Draw a histogram and frequency polygon on the same graph.
- b) The probability distribution for a random variable  $X$  is shown in the table :

$x$	1	2	3	4
$P(X=x)$	0.13	0.41	0.21	0.25

- (i) Find the cumulative distribution function of  $X$ .
- (ii) Find  $P(X \geq 3)$
- (iii) Find  $E(X)$
- (iv) Find  $\text{Var}(X)$
5. a) Given the set of numbers 101, 106, 99, 108, 76, 87, 102, 93.
- Find the
- (i) range
- (ii) mode
- (iii) median
- (iv) mean using the assumed mean  $\bar{x}_a = 99$ .
- (v) variance
- (vi) standard deviation.
- b) A box contains 4 black, 6 white, and 2 red balls. Two balls are picked out of the box without replacement. Find the probability that ;
- (i) the first ball picked is black and the second one is white.

- (ii) the second ball picked is white.
- (iii) the first two balls picked are of the same colour.
- c) Consider the word FACETIOUS.
- (i) In how many ways can the letters of this word be arranged in a line? What is the probability that an arrangement begins with F and ends with S?
- (ii) In how many ways can 4 letters chosen from this word be arranged in a line?
6. a) For events A and B it is known that  

$$P(A) = \frac{2}{3}, \quad P(A \cup B) = \frac{7}{12} \quad \text{and} \quad P(A \cap B) = \frac{5}{12}.$$
- (i) Find  $P(B)$ .
- (ii) Find  $P(B|A)$ .
- (iii) Are A and B independent events? Explain.
- (iv) Are A and B mutually exclusive events? Explain.
- b) The probabilities that a boy goes to school by car, bicycle or on foot on any day are 0.2, 0.3 and 0.5 respectively. The probabilities of his being late by these methods are 0.1, 0.3 and 0.6 respectively.
- (i) Find the probability that he is late for school.
- (ii) If he is late, what is the probability that he traveled by car?
- c) A fair coin is tossed three times.
- (i) Draw a probability tree for this experiment. List all the possible outcomes.
- (ii) Let X be the number of heads obtained. Write down the probability distribution of X.

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**End of Examination.**

# THE UNIVERSITY OF UNIVERSITY

## SCHOOL OF NATURAL SCIENCES

2005 ACADEMIC YEAR FINAL EXAMINATIONS

M 212 : MATHEMATICAL METHODS IV

TIME: THREE (3) HOURS

- INSTRUCTIONS:
1. You must write your computer Number on each answer booklet used.
  2. Indicate the number of each question attempted in the first column on the Main Answer booklet.
  3. There are six (6) questions in this paper. Candidates must answer any FIVE (5) questions only.
  4. No Calculators
- 

1. a) For the surface  $z = x^2 + 2xy - 3y^2$ 
  - (i) Find  $dz$  and  $\Delta z$ .
  - (ii) Using the total differential, estimate the value of  $\frac{(3.02)(1.97)}{\sqrt{8.95}}$
- b) Solve the equation  $y'' - y = e^{2x}$  by variation of parameters method.
2. a) Find the curvature of the helix given parametrically by  $x = a \cos wt$ ,  $y = a \sin wt$ ,  $z = bt$ .
- b) Let  $\mathbf{a}$ ,  $\mathbf{b}$ ,  $\mathbf{c}$  be a right hand set. Show that the volume of a parallelepiped that has edges  $\mathbf{a}$ ,  $\mathbf{b}$ ,  $\mathbf{c}$  is given by  $\mathbf{a} \cdot \mathbf{b} \times \mathbf{c}$ .  
( $\text{vol} = \mathbf{a} \cdot \mathbf{b} \times \mathbf{c}$ ).
3. a) Find the stationary points of the function  $z = x^2 - xy + 2y^4$ . Hence, determine the nature of the stationary points.
- b) Solve the following Differential Equations
  - (i)  $\frac{d^2y}{dx^2} + y = 10e^{2x}$ ,  $y(0) = 5$   
 $y'(0) = 14$

4. a) (i) Let  $f(x, y) = x^2 y^3 \sin \pi x y$ . Find  $f_{xy}$  at  $(1, 2)$   
(ii) Solve the Differential Equation  $y'' - 4y' - 5y = 5x^3 - 7x^2$ .
- b) If  $u = f(x, y)$  and  $x = r \cos \theta$  and  $y = r \sin \theta$ , prove that

$$\left(\frac{\partial u}{\partial x}\right)^2 + \left(\frac{\partial u}{\partial y}\right)^2 = \left(\frac{\partial u}{\partial r}\right)^2 + \frac{1}{r^2} \left(\frac{\partial u}{\partial \theta}\right)^2$$

5. a) (i) Let  $f(x, y) = \frac{xy^2}{x^2 + y^4}$ . Show that  $f(x, y)$  is not continuous at  $(0, 0)$ .

- (ii) Solve the Differential Equation

$$\frac{dy}{dx} = 2x(1 + y^2); \quad y(1) = 0$$

- b) Show that the mixed partial derivatives are equal for the function

$$f(x, y) = \sin^{-1} \left( \frac{x^2 - y^2}{x^2 + y^2} \right)$$

6. a) Solve the Differential Equation  $(3x^3 + y^3) dx + xy^2 dy = 0$ .
- b) Find the Principal Normal Component  $\bar{N}$  for the curve traced by

$$\bar{R} = \frac{t^2}{2} i + \frac{t^3}{3} j$$

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**End of Examination**

# UNIVERSITY OF ZAMBIA

## UNIVERSITY SECOND SEMESTER EXAMINATIONS 16<sup>TH</sup> DECEMBER 2005

### M232 REAL ANALYSIS II

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- INSTRUCTIONS:**
1. Answer **any five (5)** questions.
  2. Indicate the number of each question attempted on the main answer book.

**TIME ALLOWED:** Three (3) hours

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1. (a) Define convergence of an infinity series  $\sum a_n$  of real numbers.

(b) Prove that the series  $\sum_{n=1}^{\infty} \frac{3n-2}{n(n+1)(n+2)}$

converges, and hence find its sum.

(c) Discuss the convergence and divergence of the series  $\sum_{n=0}^{\infty} x^n$ .

2. (a) State and prove the limit form of comparison test for convergence or divergence of infinite series.

(b) Determine whether or not the series *converges*

(i)  $\sum_{n=1}^{\infty} \frac{n+1}{n^2+1}$       (ii)  $\sum_{n=1}^{\infty} n \sin\left(\frac{1}{n}\right)$

(c) Prove that for a rational number  $\alpha$ , the series  $\sum_{n=1}^{\infty} \frac{1}{n^\alpha}$

Converges for  $\alpha > 1$  and diverges for  $\alpha \leq 1$ .

3. (a) State

(i) D'Alembert's ratio test for convergence or divergence of series

(ii) Alternating series test.

(b) Determine whether the series converge or diverge:

(i)  $\sum_{n=1}^{\infty} \frac{3^n}{4^n \sqrt{n}}$       (ii)  $\sum_{n=2}^{\infty} (-1)^n \frac{1}{\log n}$

(c) Prove that if  $p > 1$ , the series  $\sum_{n=2}^{\infty} \frac{1}{n(\log n)^p}$  converges and if  $p \leq 1$ , the series diverges

4. (a) State what is meant by

(i) absolutely convergent series.

(ii) conditionally convergent series

(b) Prove that

(i) the series  $\sum_{n=1}^{\infty} \frac{(-1)^n \sin^2 n\alpha}{n^2}$ , where  $\alpha$  is a real number, is absolutely convergent

(ii) the series  $\sum_{n=1}^{\infty} (-1)^n [\sqrt{n^2 + 1} - n]$  is conditionally convergent.

(c) Find the interval of convergence of the series  $\sum_{n=1}^{\infty} \frac{(x-3)^{n-1}}{(n+1)^2}$

5. (a) Define

(i) divergence of a real valued function  $f(x)$  which tends to  $\infty$  as  $x \rightarrow \infty$

(ii) convergence of a real valued function  $f(x)$  which tends to a finite limit  $l$  as  $x \rightarrow \infty$

(b) (i) Prove, using your definition in (a)(i), that the function

$$f(x) = \frac{x^5}{x^3 + 1}$$

tends to  $\infty$  as  $x \rightarrow \infty$ .

(iii) Prove that  $\lim_{x \rightarrow \infty} \frac{1}{x+2} = 0$ .

(c) Prove that the function

$$f(x) = \frac{x^3 \sin x}{x^2 + 1}$$

does not tend to any limit as  $x \rightarrow \infty$ .

6. (a) Define continuity of a real valued function  $f$  at a point  $c$ .

(b) Let  $f : Y \rightarrow Z$  and  $g : X \rightarrow Y$  be two real valued functions such that  $(a - R, a + R) \subset X$  and  $(b - s, b + s) \subset Y$  for some positive real numbers  $R$  and  $s$  and also such that

(i)  $g$  is continuous at  $a$

(ii)  $g(a) = b$

(iii)  $f$  is continuous at  $b$ .

Prove that the composite function  $(f \circ g)(x) = f[g(x)]$  is continuous at  $a$ .

(c) Examine the continuity of the function  $f(x)$  on  $\mathbb{R}$ :

$$f(x) = \begin{cases} \sqrt{|x|} \sin\left(\frac{1}{x}\right), & x \neq 0 \\ 0, & x = 0 \end{cases}$$

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**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF NATURAL SCIENCES**

**2005 ACADEMIC YEAR**  
**SECOND SEMESTER FINAL EXAMINATIONS**

**M 292 – INTRODUCTION TO PROBABILITY**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS:** 1. Answer any Five (5) questions.  
2. Use of calculators is allowed.

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1. a) Define the following terms :
- (i) Sample space.
  - (ii) Mutually exclusive events.
  - (iii) Independent events.
- b) In a sample space, event  $A$  and  $B$  are independent, events  $B$  and  $C$  are mutually exclusive, and  $A$  and  $C$  are independent. Given that  $P(A \cup B \cup C) = 0.7$ ,  $P(B) = 0.4$  and  $P(C) = 0.1$ , Find  $P(A)$ .
- c) In a sample space, events  $A$  and  $B$  are such that  $P(A) = P(B)$ ,  $P(A \cap B) = P(A \cup B)^c = \frac{1}{5}$ .  
Find :  
(i)  $P(A)$  (ii)  $P(\text{exactly one of the events } A \text{ and } B \text{ occurs})$ .
- d) (i) Suppose  $A$  and  $B$  are two events.  
Prove that if  $A \subset B$  then  $P(A) \leq P(B)$ .
- (ii) Prove that if  $A$  and  $B$  are independent events then  $A$  and  $B^c$  are independent events.

2. a) State and prove Bayes' theorem.
- b) A manufacturer of hand calculators has three different plants A, B and C. The proportions of defective calculators produced by the plants are 0.01, 0.02 and 0.04 respectively. Plant A produces 50%, plant B produces 30% and plant C produces 20% of the calculators.

A customer purchases a calculator, find the probability that

- (i) it is defective.
- (ii) It was produced at plant A given that it is defective.
- c) (i) Let  $X$  be an exponential random variable with mean 3.
- Find  $P(X \geq 3 \mid X \geq 2)$
- (ii) Show that an exponential random variable  $X$  with parameter  $\lambda$  has the property that  $P(X > t + S \mid X > t) = P(X > S)$ .
- (iii) The length of life in hours  $X$ , of an electric component has an exponential probability density function with mean 400 hours. Suppose the component has been in operational for 300 hours. Find the probability that it will last for another 600 hours.

3. a) Consider the following density function :

$$f(x) = \begin{cases} Kx & , \quad 0 \leq x < 2 \\ K(4-x) & , \quad 2 \leq x \leq 4 \\ 0 & , \quad \textit{otherwise} \end{cases}$$

- (i) Find the value of  $K$  for which  $f$  is a probability density function.
- (ii) Find the  $P(X \leq 1)$
- (iii) Find  $P(X > 3)$
- b) The probability that a ball drawn at random from an urn of balls is defective is 0.3. If a sample of 5 balls is taken, find the probability that it will contain
- (i) no defective balls.
- (ii) 4 or 5 defective balls.

- c) Demand for a particular item is characterized by the following discrete distribution :

$$P(D) = \begin{cases} K \frac{d^2}{16} & , d = 1,2,3,4,5 \\ 0 & , \text{ otherwise.} \end{cases}$$

- (i) Find the appropriate value of  $K$  .  
(ii) Evaluate the mean and variance of demand.

4. a) The joint distribution of  $X$  and  $Y$  is as shown in the table.

		X	
		1	2
Y	1	$\frac{1}{4}$	$\frac{1}{16}$
	2	$\frac{1}{8}$	$\frac{1}{16}$
	3	$\frac{1}{16}$	$\frac{1}{4}$
	4	$\frac{1}{16}$	$\frac{1}{8}$

- (i) Find the marginal distributions of  $X$  and  $Y$  .  
(ii) Find  $P(X \leq 2)$   
(iii) Evaluate  $E[Y | X = 2]$  .  
(iv) Evaluate  $\rho_{XY}$

- b) Suppose  $X$  has the probability density function

$$f(x) = \begin{cases} 2e^{-x} & , x > 0 \\ 0 & , \text{ elsewhere} \end{cases}$$

- (i) Find the probability density function of  $Y = e^{-X}$   
(ii)  $E(Y)$  .

- c) Derive the mean and variance of the Beta distribution.

$$f(x,y) = \begin{cases} \frac{1}{B(a,b)} x^{a-1} (1-x)^{b-1}, & 0 < x < 1 \\ 0, & \text{elsewhere} \end{cases}$$

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**End of Examination**

# THE UNIVERSITY OF UNIVERSITY

## SCHOOL OF NATURAL SCIENCES

2005 ACADEMIC YEAR SECOND SEMISTER FINAL EXAMINATIONS

### M 325 : GROUP AND RING THEORY

TIME: THREE (3) HOURS

INSTRUCTIONS: Attempt Any Five (5) Questions.

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1. (a) Let  $R$  be a commutative ring and let  $a, b, c$  be elements of  $R$ .
    - (i) Prove that if  $a|b$  and  $a|c$  then  $a$  divides every linear combination  $sb + tc$  where  $s, t \in R$ .
    - (ii) If further  $R$  is an integral domain such that  $b|a$  and  $a|b$ , show that there exists a unit  $u \in R$  such that  $b = ua$ .
  - (b) Find the greatest common divisor  $\gcd(326, 78)$  and express it in the form  $326t + 78w$  where  $t$  and  $w$  are integers.
  - (c) Show that if  $\alpha$  is an integer, then  $\alpha^2 \equiv 0, 1$  or  $4 \pmod{8}$ .
2. (a) State Lagrange's Theorem.
  - (b) Let  $G = S_3$ . If  $H = \langle(1\ 2)\rangle$  and  $K = \langle(1\ 3)\rangle$  are subgroups of  $G$ .
    - (i) Find  $HK$ .
    - (ii) Determine with reason whether or not  $HK$  is a subgroup of  $G$ .
  - (c) Let  $\alpha = (1\ 2\ 3\ 4\ 5)(1\ 2\ 3)(4\ 5)$  and  $y = (1\ 2\ 4)(1\ 3\ 5)(1\ 4)(2\ 5)$  be elements of  $S_5$ . Find
    - (i) the inverse and parity of  $\alpha$ .
    - (ii) the number of permutations in  $S_5$  whose cycle structure is the same as that of  $\alpha$ .
    - (iii)  $\alpha y \alpha^{-1}$ .

3. (a) Define a group  $G$ .
- (b) Let  $X$  be a set. If  $U$  and  $V$  are subsets of  $X$ , define  $U - V = \{x \in U : x \notin V\}$ . If  $\beta(X)$  is the family of all subsets of  $X$  equipped with addition given by  $A + B = (A - B) \cup (B - A)$  for all  $A, B \in \beta(X)$ . Show that  $\beta(X)$  with this operation is a group. Assume associativity i.e.  $(A + B) + C = A + (B + C)$ .
- (c) Let  $G$  be a group of order 4. Show that  $G$  is an abelian group.
4. (a) Let  $(G, *)$  and  $(H, \circ)$  be two groups with the given operations  $*$  and  $\circ$  respectively.
- (i) Define a homomorphism  $f: G \rightarrow H$ .
- (ii) Define the kernel of the homomorphism  $f: G \rightarrow H$ .
- (iii) Show that the kernel of a homomorphism  $f$  is a normal subgroup of  $G$ .
- (b) Let  $GL(2, \mathbb{Q}) = \{A : \det A \neq 0\}$  be a group of all non singular  $2 \times 2$  matrices over the rationals. Let  $\mathbb{Q}^\times$  be the multiplicative group of non zero rationals and define a mapping
- $$\varphi: GL(2, \mathbb{Q}) \rightarrow \mathbb{Q}^\times \text{ by}$$
- $$\varphi(A) = \det A \text{ for } A \in GL(2, \mathbb{Q})$$
- (i) Show that  $\varphi$  is a homomorphism.
- Define the special linear group by
- $$SL(2, \mathbb{Q}) = \{A \in GL(2, \mathbb{Q}) : \det A = 1\}.$$
- (ii) Prove that  $SL(2, \mathbb{Q})$  is a normal subgroup of  $GL(2, \mathbb{Q})$ .
5. (a) Let  $R$  be a commutative ring. Define
- (i) An integral domain.
- (ii) A subring of  $R$ .
- (iii) An ideal of  $R$ .
- (b) If  $I$  and  $J$  are ideals in a commutative ring  $R$ , show that  $I \cap J$  is also an ideal in  $R$ .
- (c) Show that the polynomial  $f(x) = x^4 + 3x^3 + 5x^2 + 4x + 2$  is not irreducible in  $\mathbb{Z}[x]$  by obtaining its factorization.

6. (a) Let  $G$  be a group
- (i) Define what is meant by  $G$  acts on a set  $X$ .
  - (ii) Define also the orbit of  $x \in X$ .
  - (iii) Show that  $G$  acts on itself by conjugation i.e. if  $g \in G$ , let  $\alpha_g : G \rightarrow G$  be  $\alpha_g(x) = g x g^{-1}$  for all  $x \in G$ .
- (b) Let  $G$  be a finite group. Prove that  $G$  has a unique Sylow  $p$ -subgroup  $H$ , for some prime  $p$ , if and only if  $H$  is a normal subgroup of  $G$ .
7. (a) State Eisenstein Criterion for irreducibility.
- (b) Determine irreducibility in  $\mathbb{Q}[x]$  of
- (i)  $f(x) = 2x^4 + 3x^3 + 3x^2 + 9x + 6$
  - (ii)  $f(x) = x^4 + 15x^3 + 7$
- (c) Find the roots of the equation  $x^2 + 1 = 0$  in  $\mathbb{Z}_5$ .

Hence show that the set  $\{a + bx : a, b \in \mathbb{Z}_5\}$  where  $x^2 + 1 = 0$  in  $\mathbb{Z}_5$ , is not an integral domain.

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**End of Examination**

**THE UNIVERSITY OF ZAMBIA**  
**DIRECTORATE OF DISTANCE EDUCATION**  
**2005 ACADEMIC YEAR FINAL EXAMINATION**

**S111: INTRODUCTION TO SOCIOLOGY 1**

**TIME: THREE HOURS**

**INSTRUCTIONS: THIS PAPER IS DIVIDED INTO 3 SECTIONS. ANSWER ALL QUESTIONS IN SECTION A; 20 IN SECTION B; AND 2 IN SECTION C**

**SECTION A: MULTIPLE CHOICE ( 30 MARKS)**

1. The sociologist dubbed as the father of sociology is

- (a) Max Weber
- (b) Emile Durkheim
- (c) Henri de- Saint Simon
- (d) Auguste Comte
- (e) Herbert Spencer**

2. The crowd that assembled at the 20<sup>th</sup> Century House in Lusaka on Saturday, 26<sup>th</sup> November, 2005 to damage the Universal Church of God can best be described and understood by

- (a) The Societal Reaction Theory
- (b) The Emergent Norm Theory
- (c) The Circular Reaction Theory
- (d) Structural strain Theory
- (e) All the above
- (f) None of the above

3. Prof. Amos Simataa is a return migrant from the USA back to Lusaka, Zambia since the year 2000. In his consumption habits he has the tendency of importing the most luxurious goods from the USA at the expense of the locally produced ones. In cultural context, this is a typical example of
- (a) Culture shock
  - (b) Cultural lag
  - (c) Cultural relativism
  - (d) Ethnocentrism
  - (e) All the above
  - (f) None of the above
4. The UNDP HIV/AIDS Specialist has since 2002 made a successful attempt to marry among the conservative and traditional Roman Catholic Kunda tribe of Senior Chief Nsefu in Malambo district, Eastern Province, Zambia. In cultural context, this is a classic example of
- (f) Acculturation
  - (g) Xenocentrism
  - (h) Cultural relativism
  - (i) Culture shock
  - (j) All the above
  - (k) None of the above
5. The following is **false** about the classifiers of Sanctions
- a. They use the physical aspects
  - b. They employ the economic aspects
  - c. They focus on the social aspects
  - d. They stress the supernatural aspects
  - e. All the above
  - f. None of the above

6. Emile Durkheim's study of suicide-----
- a. Concluded that social interaction causes suicide
  - b. Includes the conclusion that the absence of social relationships is associated with the tendency to commit suicide
  - c. Concluded that suicides tend to strengthen social relationships
  - d. Concluded that social interactions, suicide rates and social relationships are part of the social structure
  - e. All the above
7. Which of the following is **true** about childhood socialization
- a. Effective childhood socialization is only important for the individual
  - b. Effective childhood socialization is more important for society
  - c. Childhood socialization usually occurs in a situation that is specially geared for teaching and learning
  - d. b and c above
  - e. All the above
  - f. None of the above
8. The sampling frame is
- a. A sample that is randomly chosen and large enough to be representative of the group we are studying
  - b. A complete list of the population one is going to study
  - c. A percentage or proportion of the population that has been chosen for study
  - d. A well sampled group of people chosen for purpose carrying out a survey
9. Auguste Comte and Emile Durkheim were contemporaries
- a. True
  - b. False
10. The concept of Tabula Rasa is associated with
- a. John Locke
  - b. Charles Horton Cooley
  - c. George Herbert Mead
  - d. Charles Darwin

11. The concept of dialectics in Sociology was first used by
- George Hegel
  - Herbert Spencer
  - Karl Marx
  - Henri de-Saint Simon
12. Correlations are stated in terms of
- Averages
  - Relationships between variables
  - Coefficients
  - Explanatory statistics
  - Descriptive statistics
13. Symbolic interactionism emphasizes on the incapacity of human beings to create and use symbols
- True
  - False
14. Social systems and social structures are one and the same
- True
  - False
15. The actuality of the measurement of what a study purports to measure is known as
- Randomization
  - Generalizability
  - Reliability
  - Validity
16. One of the following is closely associated with the Cultural –Strain theory of deviance
- Howard Becker
  - Albert Cohen and Marshal Clinard
  - Samuel Becker
  - Robert Merton

17. Fundamentally, Sociology studies
- a. The organization, change and development of society
  - b. Roles and relations between members of a group, community and societies
  - c. Conflict resolution, dispute settlements, order and social stability in society
  - d. Social structures of different societies
18. The making of cultural norms and values as part of us is called
- a. Cultural transmission
  - b. Identification
  - c. Role taking
  - d. Internalization
  - e. Socialization
19. The "Me" and the "Superego" represents the socialized self
- a. True
  - b. False
20. The mass media has one of the following as its latent function
- a. Propaganda
  - b. Information
  - c. Socialization
  - d. Education
  - e. None of the above

## **SECTION B (30 MARKS)**

**Write brief notes on any twenty (20) of the following:**

1. Structural-Strain Theory
2. Circular Reaction Theory (1959)
3. Classification of Sanctions
4. Science Norm of Communism
5. Significant Others
6. Random Sampling
7. Sapir-Whorf Thesis
8. Positivism
9. Retribution
10. Face work
11. William F. Ogburn (1922)
12. Dialectical Process
13. Tribe
14. Symbolic Interactionism
15. Determinants of collective behaviour
16. The "I" and "ME"
17. Anomie
18. Re-socialisation
19. Total institution
20. Xenocentrism

21. William Graham Summer (1906)

22. Henri de-Saint Simon

**SECTION C (40 MARKS)**

**Answer any two (2) of the following questions**

1. Critically examine the assertion by Emile Durkheim that "all social change begins with some form of deviance." Take Zambia as a case study to support your arguments.
2. Socialization is usually referred to as " the life long process from the cradle to the grave. Discuss
3. Discuss the factors and implications of cultural change
4. Compare and contrast the Functionalist and Conflict theorists

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**END OF EXAMINATIONS**

**UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**SECOND SEMESTER FINAL EXAMINATIONS (2005)**

**S112: INTRODUCTION TO SOCIOLOGY 11**

**INSTRUCTIONS:** This paper has three sections. section a multiple choice; section b short answers; and section c essays. answer all questions from section a, fifteen (15) from section b; two questions from section c.

**TIME: 3 HOURS**

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**SECTION A: MULTIPLE CHOICE (30 Marks)**

1. An object can be either Sacred or Profane depending on the situation. Which of the following, at the mass for Christians, has ritual importance to symbolize the resurrection of Jesus Christ?
  - (a) The Holy Communion
  - (b) The Sacraments
  - (c) The Holy Cross
  - (d) The Pentecost
  - (e) All the above
  - (f) None of the above
  
2. The following is **true** about Democratic Socialism
  - (a) It favours Public Enterprise only
  - (b) It favours Political Freedom, Private Enterprise and Public Enterprise
  - (c) It favours both political Freedom and Private Enterprise
  - (d) It favors both Private enterprise and Public Enterprise only
  - (e) None of the above
  
3. Gillin & Gillin (1942) states that a condition in which a person, either because of inadequate income or unwise expenditures does not have a scale of living high enough to provide for his physical and mental efficiency and to enable him and his natural dependants to function usefully according to the standards of the society of which he is a member is
  - (a) Sustainable development
  - (b) Dependence
  - (c) Modernization
  - (d) Underdevelopment
  - (e) All the above
  - (f) None of the above

4. The following is **false** about Poverty

- (a) It is a multifaceted dimensional concept embracing a long term deprivation of basic needs and services
- (b) It has since the 18<sup>th</sup> Century attracted anti-poverty actions such as land reforms, public education, income growth and Basic Needs approaches, including structural adjustment policies/programs
- (c) In developed Western countries it has attracted a Welfare approach by respective Governments
- (d) All the above
- (e) None of the above

5. Max Weber believed that the early Protestants had a much greater average compulsion to succeed because

- (a) John Calvin glorified material success
- (b) Calvinism eventually led to a belief that success is a key to God's blessings
- (c) Wealthy believers erroneously believed that by making donations to the Church that would eventually lead to their forgiveness of sins
- (d) All the above
- (e) None of the above

6. Kingsley Davis (1949: 520-526) observes that in Religion the word Sacred is used to refer to

- (a) Salvation
- (b) Redemption
- (c) Confinement of Religion to the natural world
- (d) An attitude in an individual, compounded by emotional feelings of Awe, Reverence and Fear
- (e) All the above

7. The type of marriage where the newly married couple stays with relatives of the woman is known as

- (a) Bilineal
- (b) Neolocal
- (c) Uxorilocal
- (d) Virilocal

8. One's family of procreation is

- (a) In which one is born
- (b) In which one is a parent
- (c) In which one is adopted
- (d) In which one is married

9. The key strategic factors that compel Sociologists to study Economic Institutions are

- (a) Social actions by consumers, in terms of rational choices of what to buy, sell and at what prices
- (b) The social structure of an economy, in terms of patterns of social relationships, social positions, and number of people involved in determining what is produced, how it is produced and how it is distributed
- (c) Culture - The Economic Systems are also equally shaped by the elements of culture in terms of the beliefs and values that people hold about work, property, and the production of goods and services in any given country
- (d) Power - The Economic Systems are also equally determined by the state of power in any given nation seen in the context of ownership and control of the means of production
- (e) All the above
- (f) None of the above

10. The following is the latent function of an Economic Institution

- (a) Provision of employment to the loyal ones without necessarily having qualifications
- (b) Abuse of power by those in authority
- (c) Crystallization of social inequalities in society
- (d) b and c above
- (e) All of the above
- (f) None of the above

11. An immigrant is a person who moves from out of a country for a period of at least six months for one reason or another but mostly for economic reasons

- (a) True
- (b) False

12. All societies are exogamous

- (a) True
- (b) (b) False

13. Consanguine families are more transitory

- (a) True
- (b) False

14. Backward linkages refer to the utilization of output of a particular enterprise or inputs of another enterprise

- (a) True
- (b) False

15. In an apartheid system, the coloureds are the people whose descendants are fundamentally traced from members of the blacks and white race

- (a) True
- (b) False

16. Social stratification is concerned with how societies are organized on the basis of inequalities, one of whose tenets is human abilities. From a functional perspective human abilities are fairly equal if opportunities are equalized while conflicts theorists believe that human abilities are unevenly distributed.

- (a) True
- (b) False

17. In the estate system of social stratification the main estates were

- (a) The serfs, the aristocrats and the bourgeoisie
- (b) The clergy, the common and the serfs
- (c) The nobility, the clergy and the knights
- (d) The commons, the nobility and the clergy
- (e) None of the above

18. A factor which prompts someone to move away from an area of origin is known as pull factor

- (a) True
- (b) False

19. The following constitutes fundamental sources of inequalities in traditional African societies

- (a) Slavery, land ownership and tenure and livestock ownership
- (b) Age, sex and gender
- (c) Monarchical power, trusteeship and descent
- (d) Livestock ownership, land ownership and labor as a commodity
- (e) None of the above

(20) The best one inequitable indicator of status is the amount of wealth which the individual accumulates

- (a) True
- (b) False

## **SECTION B (30 Marks)**

**Write short notes on any ten (15) of the following:**

1. Sustainable Development
2. Poverty
3. Rural Development
4. Fictitious Kinship
5. Affines
6. Internal economies of scale
7. Liberation Theology
8. Factors of production
9. John Calvin
10. Homogamy
11. Levirate
12. Demography
13. Fascism
14. Conjugal family
15. Sterility
16. Closed system of social stratification
17. Green political parties
18. Tracking System in Education
19. Latent Function of Education
20. Absolute Monarchy

**SECTION C (40 Marks)**



**Answer any two (2) of the following questions:**

1. Define the concept of Modernization and ascertain its usefulness in explaining Zambia's development process.
2. Compare and contrast Marx system of social stratification to the Weberian model, and indicate which one is more plausible?
3. Demographic information is necessary for meaningful development. Discuss
4. Identify and discuss at least 6 major functions of the family

**\*\* END OF EXAMINATIONS \*\*\*\*\***

**WE WISH YOU HAPPY CHRISTMAS AND A PROSPEROUS NEW YEAR !**

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

**Directorate of Distance Education  
2005 Exam  
S 211**

**INSTRUCTION:** Answer question 1 and any other to questions.

**TIME:** 3 Hours.

- 
1. A social situation may be clarified through provision of answers to factual, comparative, development, or theoretical questions. Give reasons why you think these types of questions are important for Zambia today. *Give practical examples*
  2. Distinguish between mechanical solidarity and organic solidarity and discuss whether or not division of labour has become the only uniting force in our present day society. *Give practical examples.*
  3. Distinguish the three types of authority as discussed by Max Weber, and determine whether Chiefs in Zambia have any of these types of authority. Which type of authority is applicable to the Zambian Society. *Support your stand.*
  4. Max Weber talked about Understanding Social Actions, Value Reference and Value Neutrality and The Ideal or Pure Type. How relevant are these to Social Research? *Examples will earn you more Marks.*
  5. Herbert Spencer coined the phrase 'survival of the fittest' to describe the outcome of competition between social groups, and argued that through competition social evolution would automatically produce prosperity. To what extent is this theory of survival of the fittest applicable to explain the current situation in Zambia?

**THE END.**

**UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2005 ACADEMIC YEAR SECOND SEMESTER EXAMINATION**  
**S212: CONTEMPORARY SOCIOLOGICAL THEORIES**

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER QUESTION 1, AND ANY OTHER 2 QUESTIONS.**  
**ALL QUESTIONS CARRY THE SAME MARKS.**

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1. Write brief notes on the following. *Give examples where necessary.*
    - (a) Talcott Parson's AGIL
    - (b) Functional Alternatives
    - (c) Talcott Parson's Pattern Variables.
    - (d) Truce Situation
    - (e) Quasi group
  2. Examine Karl Mannheim's argument that all knowledge and all ideas are bound to a location, within the social structure and the historical process. Give examples.
  3. Conflict, the ungovernable force, has been responsible for a number of social problems such as poverty, war, death etc. Every society tries by all means to avoid conflict because it is undesirable. To what extent do you agree and disagree with Lewis Coser when he says that conflict is functional in society? Give empirical examples.
  4. Briefly outline Ralf Dahrendorf's factors for the formation of an interest group and suggest the major factors for the mushrooming of political parties in Zambia since 1990.
  5. John Rex argued that a revolution could only occur when the balance of power tilts in favour of one of the conflicting groups. What factors lead to this shift in the balance of power? In relation to this, assess the chances of the opposition in Zambia to unseat the MMD in the next elections
- 

**END OF EXAMINATION**

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

**SECOND SEMESTER EXAMINATIONS, DECEMBER 2005**

**S312: URBAN PROBLEMS AND MANAGEMENT IN DEVELOPING  
COUNTRIES**

**INSTRUCTIONS: Answer Four (4) questions only.**

**TIME: Three (3) Hour**

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1. Critically discuss the causes and consequences of over-urbanization in Developing countries? Give examples for your answer.
2. Discuss the causes and effects of gender based violence in places of work in urban areas. Suggest solutions to this problem?
3. In what ways do the continuities and changes in structures and roles for the urban family differ from those of the rural family? Give examples for your answer.
4. Identify and discuss the corrective measures to the problem of child labour in urban areas?
5. What are the consequences of divorce to:-
  - (i) Former spouses;
  - (ii) Children;
  - (iii) Extended family;
  - (iv) The nation.
6. Identify and discuss the stages of a project cycle?
7. Compare and contrast Monitoring and Evaluation in a project? Why are the two concepts important in any project?

END

**UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2005 ACADEMIC YEAR SECOND SEMESTER EXAMINATION**  
**S322: CONTEMPORARY SOCIAL PROBLEMS**

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER QUESTION 1, AND ANY OTHER 2 QUESTIONS. ALL QUESTIONS CARRY THE SAME MARKS.**

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1. Prostitution is a very serious social problem in Zambia. However, there are no official statistics to prove its existence and extent. How can you as a student of social problems convince the public about its existence and extent? Give examples.
  2. Identify and discuss three theories that can be used to explain the high levels of crime and delinquency in Zambia. Give empirical examples.
  3. A number of scholars argue that the three main approaches to the study of social problems are interlinked. Identify the approaches and show how they are interlinked. Empirical examples will earn you more marks.
  4. The sociological approach to the study of social problems says that social structures/institutions create a variety of social problems. To what extent do orphanage centres and prisons create social problems in society? Use your visit experience at Kabwata Orphanage Centre, Chainama Mental Hospital and Lusaka Central Prison (Chimbokaila) to answer this question.
  5. Official statistics are sometimes not true reflections of the social problem at hand. Discuss with reference to one Zambian social problem of our choice.
- 

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES**  
**2005 ACADEMIC YEAR SECOND SEMESTER EXAMINATION**  
**S962: RURAL SOCIOLOGY – DECEMBER 2005**

**INSTRUCTIONS: Answer four(4) questions. All carry equal marks (12 ½ marks)**

**Time: Three (3) Hours**

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1. Give the history of the Cooperative Movement in Zambia from the ordinary producer cooperative society (in say, Petauke) to the cooperative Federation in Lusaka. What were the functions of each level?
2. Outline the colonial achievements in rural development of Zambia, Malawi, Kenya and Tanzania up to the time of independence.
3. DANIDA, JICA, and SIDA are donor sources of rural development. How has Zambia benefited from them? What were the constraints to the rural people resulting from donor assistance?
4. The transitional Development Plan (1<sup>st</sup> Jan., 1965-30<sup>th</sup> June, 1966) and the First National Development Plan (1966-1970) touched every corner of Zambia. What were the achievements and the problems encountered? Name ten (10) projects.
5. The Agricultural Sector Investment Programme launched in 1996 had many objectives; name these and state the amounts and sources of funding. Finally, discuss its operation and the constraints experienced.
6. Farm Training Institutes, particularly in rural areas rely on farmer visits, radio programmes, bulletins, field days, meetings, demonstrations and short courses. Discuss the usefulness of these programmes to the rural community.

**THE END**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
SECOND SEMESTER EXAMINATION, DECEMBER 2005**

**S975: MEDICAL SOCIOLOGY**

**DATE:** 22<sup>ND</sup> December, 2005

**TIME:** 3 HOURS

**VENUE : LL.B**

**INSTRUCTIONS:** 1. Question 01 in section A is compulsory.

2. Answer any two questions from section B.

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**SECTION A: Compulsory (20 Marks). Provide examples where applicable.**

1. (a) What has been the major contributions of sociology to the field of Medicine.
- (b) How are issues of illness and disease analysed using the Talcott Parsons perspective, of the sick role.
- (c) How do persons with L.T.S.I adjust to their disability both at the individual, community and societal levels?
- (c) How would you describe the traits of the social roles of the Doctors and Patients and how they relate to one another.

**SECTION B: (30 MARKS) CHOOSE ANY TWO QUESTIONS**

2. The analysis of death, dying and gerontology brings out a number of controversial issues when viewed from both western and third world mind sets. Discuss.
3. Capitalism plays a significant role in the sociology of health and illness. Discuss its development and ratifications on society including its future direction.
4. Terry Chiavo's case, generated a lot of debate in both the American medical field as well as society. Discuss the implications of Euthanasia in society, and how it differs from suicide or murder.
5. Although the penetration of modern medicine in third world countries is well accepted, a number of people still fall back on complimentary and alternative forms of treatment. Discuss in detail why this is so.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2005 ACADEMIC YEAR SECOND SEMESTER EXAMINATIONS**  
**SS 242: STATISTICAL METHODS IN THE SOCIAL SCIENCES**

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER ONE QUESTION FROM SECTION A, B, AND C FOR A TOTAL OF THREE QUESTIONS; ANSWER ALL QUESTIONS IN SECTION D**

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**SECTION A**

**(ANSWER ONE QUESTION FROM THIS SECTION)**

1. The Dean of Student informs the Vice Chancellor that more than 50% of the students at the University of Zambia have a room. A random sample of 400 students undertaken by an independent researcher finds that 54% of the students in the sample have rooms. Use a 5% level of significance to test the Dean of Student's claim.
  2. A market research agency takes a sample of 1,000 people and finds that 200 know about Boom detergent. After an advertising campaign, a further sample of 1,091 people is taken and it is found that 240 know about Boom. Would you agree with the conclusion that the advertising has resulted in increased awareness of Boom. Test this hypothesis at 5% level of significance.
- 

**SECTION B**

**(ANSWER ONE QUESTION FROM THIS SECTION)**

3. The monthly incomes of two groups of salesmen are being investigated to see if there is a difference in the average income received. Random samples of 12 and 9 are taken from the two groups. Test the hypothesis that salesmen from Zambia Breweries are better paid than those from Copperbelt Bottling Company. Use 5% level of significance. The data are presented below:

	<b>Zambia Breweries</b>	<b>Copperbelt Bottling Company</b>
<b>n</b>	12	9
<b>x</b>	1,060	970
<b>s</b>	63	76

4. A random sample of 150 university lecturers at the University of Zambia was asked to express an opinion as to whether research, teaching, or total performance is the most

important basis for academic promotion. The survey results are shown in the following table:

	Natural Sciences	Education	Humanities and Social Sciences
Research	30	15	15
Teaching	10	20	20
Total performance	10	20	10

- a) Test the hypotheses that there is a relationship between faculty and the basis for academic promotion at 5% level of significance.
- b) Would you agree with someone's assertion that academic staff from the School of Natural Sciences put greater emphasis on research as a criterion for promotion whilst those from Education and HSS put greater emphasis on teaching? Use percentages to argue your case.

### SECTION C

#### (ANSWER ONE QUESTION FROM THIS SECTION)

5. A random sample of 10 employees from the accounting division of ZESCO is shown below:

Employee Number	Weekly Salary (K'000 Kwacha)	Years of Service with Company
1	230	2
2	200	3
3	170	1
4	315	5
5	185	1
6	330	7
7	250	4
8	300	7
9	225	6
10	325	9

- (a) Compute a least squares regression equation to show the dependence of salary on experience.
  - (i) Interpret the meaning of the observed regression coefficients within the context of the question.
  - (ii) Interpret the meaning of the intercept within the context of the question.

- (b) (i) If an employee has been with the company for 4 years, what would you estimate her weekly salary to be?
- (ii) If an employee earns K375,000 per week, how many years could he have been with the company?
- (c) Compute the correlation coefficient and interpret the result.

6. Given below are data on the length of service of a random sample of KCM employees. Answer the questions that follow:

<b>Years of experience</b>	<b>number of employees</b>
1-2	20
3-4	55
5-6	60
7-8	60
9-10	55
11-12	20

- a) Find the mean number of years served by the employees and interpret the result.
- b) Find the standard deviation and interpret the result.
- c) Find the modal year of service and interpret the result.
- d) Find the median year of service and interpret the result.
- e) What is the percentage of employees with less than five and half years of service?
- f) What was the year of service below which 75% of the employees had served?

## **SECTION D**

### **(ANSWER ALL QUESTIONS FROM THIS SECTION)**

1. An insurance salesman at Zambia State Insurance Corporation sells policies to 5 men, all of identical age and in good health. According to the actuarial tables, the probability that a man of this particular age will be alive 30 years hence is 2 out of three. Find the probability that in 30 years:
- a) All 5 men will be alive.
- b) At least 3 men will be alive.
- c) Only 2 men will be alive.
- d) At least 1 man will be alive.

2. Indicate which of the following statements is true, false, or neither:

- a) In a drug manufacturing plant, a chemist testing the efficiency of a new Drug, changes the significance level from 5% to 10% thereby decreasing the probability of Type 1 error.
- b) In a car manufacturing firm, an engineer testing a new car changes the significance level from 10% to 5% thereby increasing the probability of Type II error.
- c) In an SGS laboratory, a scientist testing the toxicity of yellow maize changes the significance level from 5% to 10%, thereby increasing the probability of Type 1 error.
- d) A researcher concludes that there is a relationship between religious affiliation and criminal behaviour after obtaining the following statistics from an SPSS output:

$$\chi^2 = 12.27, df = 5, p < 0.05$$

- e) A researcher concludes that there is a statistically significant difference in the ages of male and students at CBU after obtaining the following statistics from an SPSS output:

$$z = 0.64, df = 98, p > 0.05$$

3. Given below are data on sex and preference for different brands of beer.

Sex	Preference		
	Mosi	Castle	Total
Male	43	10	53
Female	71	93	154
Total	114	104	217

- a) What is the probability of preferring Mosi?
- b) What is the probability of being male and preferring Mosi?
- c) What is the probability of preferring Castle given that one is female?

4. Respond to these questions briefly and to the point:

- a) Under what circumstances should a t-distribution be used instead of a normal distribution?
- b) Give one property the t - distribution shares with the normal (or z) distribution.

- c) Give one property that distinguishes a  $t$  – distribution from the normal (or  $z$ ) distribution.
- d) In hypothesis testing, when can you use:
- i. A one-tailed test
  - ii. A two-tailed test
5. Indicate which the examples below refers to (i) descriptive (ii) inferential statistics (iii) none of the above.
- (a) A social scientist concluding on the basis sample information, that the performance of university students has improved since the introduction of computer aided instruction and internet facilities.
  - (b) The social scientist giving a statistical breakdown of university students' performance in the form of grade distributions given in the form of bar charts, histograms and frequency distribution for presentation to the University Senate.
6. A random sample of 250 students from a normally distributed population of 712 SS 242 students was found to have mean score at the end of the semester 49 with a standard deviation of 11. Based on this information answer the following questions.
- a) Find the point estimate of the mean score performance in the course and the bound on the errors of estimation and interpret the result.
  - b) Find the 95% confidence interval estimate of the students' mean performance and interpret the result.
  - c) If the score of 39.5 is the cut – off point for a pass grade with those below designated as failures, what was the number of failures in the course?
  - d) How many students passed the test?
7. Match the statistical tests immediately below with the assumptions given.
- i. Regression analysis
  - ii. Correlation analysis
  - iii. Chi – square test of independence
  - iv. Chi – square goodness of fit test
  - v. Analysis of variance
  - vi. Difference between means test
  - vii. Single sample test for the mean
  - viii. Rank – order correlation coefficient

### ASSUMPTIONS

- a) The mean values for  $X$  and  $Y$  all lie on a straight line

- b) The scale of measurement is nominal
- c) The observations of Y are normal for each value of X.
- d) The average size of the residuals is roughly constant.
- e) The scale of measurement is ordinal.
- f) The observations of Y are not in any way influenced by other observations.
- g) Subjects are independently and randomly selected.
- h) Groups are independent from one another.
- i) Population variances are homogeneous.
- j) The population distribution is normal.
- k) The scale of measurement is interval

8. Briefly explain, in a sentence or two, these criteria for the goodness of estimates:

- a) Unbiasedness
- b) Consistency
- c) Efficiency

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**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**SECOND SEMESTER EXAMINATION, DECEMBER 2005**  
**SW112 : SOCIAL DEVELOPMENT AND SOCIAL WELFARE**

**DATE:** 21<sup>st</sup> December, 2005

**TIME:** 3 Hours

**VENUE:** Sports Hall

**INSTRUCTIONS:** 1. Question 1 is compulsory

2. Answer any other two (02) questions ~~one~~ from section B ~~and~~

~~one other from section C~~

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**SECTION A: COMPULSORY (20 MARKS)**

1. (a) Explain what is meant by the social context of social welfare. (Provide examples).
- (b) What significant roles are social workers expected to undertake in order to Achieve functionality and reduce conflict in individuals, groups or communities?
- (c) What are the basic social work tenets that any social worker aspires to bring out in individuals, groups or countries? (Provide examples).
- (d) The provision of social welfare, has an institutional framework built in it. Discuss.

**SECTION B: (ANSWER ANY 2 QUESTIONS FROM THIS SECTION  
(30 MARKS))**

2. Social workers are said to be eclectic in the performance of their work. Discuss this statement by providing four forms of knowledge bases.
3. The world view of individuals, groups or committee is said to be both subjective and objective. Discuss this statement as espoused by Burger and Luckman.
4. Discuss the major forms of bureaucracy. (Provide concrete examples).

**END OF EXAMINATION**

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

**SW232: INTRODUCTION TO MACRO PRACTICE SOCIAL WORK METHODS**

**Time: 3 Hours**

- Instructions:**
- 1. You should answer only three of the four questions below.**
  - 2. Please write your computer number very clearly on all the answer Sheets.**
  - 3. In all of your answers please try to be as concise as possible.**

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**Question 1.**

What do you understand by the concept "Community Development"? For any community of your choice in Zambia describe how lack of health services; lack of clean drinking water; and lack of adequate transport services would affect the growth and development of that community. (16 points)

**Question 2.**

In the context of Social Welfare Administration differentiate the roles of the Social Work Administrator from those of the professional social worker in an agency. Illustrate this with three examples from a Zambian social work situation. (17 points)

**Question 3.**

Action Research characterizes Community Development Planning. Identify three principles of action research that would ensure total commitment and full community participation in a community research programme. (17 points)

**Question 4.**

In a democratic society planners do not make the plans, rather, they help the community to make their own plans. In a brief and concise manner, please give expression to this statement. (17 points).

**END OF EXAMINATION**