

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**DEPARTMENT OF LITERATURE AND LANGUAGES**  
**SESSION 2001 – 2002 SECOND SEMESTER**  
**FINAL EXAMINATION**

**D212: Introduction to Theatre**

**Answer THREE questions, one from each section:**

**Time: Three hours**

**Section A: Staging**

1. Discuss the management of the stage-space and the use of costume and properties in **Julius Caesar** III.i, III.ii, and IV.iii.
2. Discuss the management of stage-space and the use of costume and properties in **Richard II**, I.iii, III.iii, and IV.i.

**Section B: Julius Caesar**

3. To what extent was your understanding of **Julius Caesar** enhanced by acquaintance with the 1953 film version (director Joseph Mankiewicz).
4. Should **Julius Caesar** be retitled **The Tragedy of Brutus**?

# UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF LITERATURE AND LANGUAGES

2001/2002 ACADEMIC YEAR END OF SECOND SEMESTER FINAL EXAMINATIONS

D312: POPULAR DRAMA

**TIME:** THREE HOURS

**INSTRUCTIONS:** ANSWER THREE QUESTIONS FROM THIS EXAMINATION PAPER. ALL QUESTIONS CARRY EQUAL MARKS.

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1. By looking at form, content and performance, discuss the aesthetics of one popular theatre genre from either East and Central Africa or from West Africa.
2. Why and how is *Oba Koso* by Duro Ladipo still considered by many scholars as the most successful of his Yoruba Folk Opera plays ?
3. Between Duro Ladipo and Hubert Ogunde, which one do you think has left a strong landmark on the colonial and post colonial history of Nigerian theatre ?
4. Trace the most important events in Bob Johnson's early biography which contributed to the development of Concert Party Theatre as a genre in Ghana.
5. Trace the history and development of the Mganda Dance as a militaristic mime. Which periods could it be seen as representing 'a mere reactionary force' or 'a revolutionary tool' by those who opposed colonial rule.
6. Describe the Kalela dance and show which aspects once portrayed or still do portray the life of the miner on the Copperbelt or the folk life style of the Bisa, Ngumbo and Ushi cultural groups .

END OF EXAMINATION

UNIVERSITY OF ZAMBIA

2001/2002 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS -

DE 112: INTRODUCTION TO SOCIAL, ECONOMIC AND DEMOGRAPHIC STATISTICS

TIME: THREE HOURS

INSTRUCTIONS: ANSWER QUESTION 1 AND ANY OTHER THREE

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1. (a) Define any three of the following terms:

- (i) Percentage
- (ii) Proportion
- (iii) Rate
- (iv) Ratio

(b) In the census of population and housing for Country X in 2001, the following information was obtained:

AGE (IN YEARS)	POPULATION
0-9	4,092,900
10-19	5,007,220
20-29	3,000,682
30-39	2,812,108
40-49	2,108,200
50-59	1,755,316
60-69	500,000
70-79	126,501
80+	5,020
Not stated	10,502

- (i) Adjust the age frequencies by redistributing the not stated frequency.
- (ii) Using the adjusted frequencies, make a percent distribution of the ages for Country X in 2001.
- (iii) Recode (regroup) the ages into the following categories: "0-19", "20-39", "40-49", and "60+". Using new frequencies, construct a pie chart.
- (iv) Comment on the age distribution of Country X in 2001.

2. An agriculturist studied a population of termites over a period of one year. Among the factors she included in the study were the feeding habits. She also took note of the deaths, births and the population size during this study period. She observed that young termites (ie those aged up to six months) and old termites (ie those aged more than 18 months) depended on others for food. During the one month, 30 termites died and 60 termites were born. At the end of the year, she conducted a census and obtained the following information:

AGE (IN MONTHS)	POPULATION
0-1	13
2-3	6
3-4	11
5-6	12
7-8	10
9-10	15
11-12	16
13-14	20
15-16	30
17-18	11
19-20	10
21-22	12
23-24	13
25-26	45

Using information in the table above, compute and interpret the following:

- (i) Overall dependency ratio
  - (ii) Young age dependency ratio
  - (iii) Old age dependency ratio
  - (iv) Crude Death Rate
  - (v) Crude Birth Rate
  - (vi) Median age
  - (vii) Mean age
3. (a) (i) What is a socio-economic indicator?  
(ii) Illustrate the use of levels, patterns, and trends in determining socio-economic indicators.  
(iii) What problems are you likely to encounter in constructing socio-economic indicators?
- (b) Explain any five types of statistics. Using Zambian examples, assess their uses and limitations.
4. (a) Describe one of the following sources of statistics:

- (i) Administrative records
  - (ii) Vital Registration Systems
- (b) In 1996, the population of Aborigines in Australia's Northern Territory was 265,394. In the 2001 census, it was found that the Abos, as they are commonly called, had increased to 335,201. During the inter-censal period 1996-2001, 20,211 Abos died; 53,402 were born; 13,402 left for other states; and 10,605 came in from other states.
- (i) Use the population balancing equation to evaluate the census of the aboriginals in 2001
  - (ii) Comment on your results
5. (a) "Once collected, data should just be used. Why bother with evaluation?"
- (i) Analyse the above statement
  - (ii) Give five(5) factors that can lead to content errors
- (b) Critically analyse the role of social and economic statistics in demographic research.

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**END OF EXAMINATION**

# THE UNIVERSITY OF ZAMBIA

## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES DEMOGRAPHY DIVISION

2001/2002 ACADEMIC YEAR, SECOND SEMESTER  
FINAL EXAMINATIONS

DE 212 : INTRODUCTION TO POPULATION THEORIES

DATE: MONDAY 28<sup>TH</sup> OCTOBER 2002, AM  
PLACE: UPPERMOST DH

TIME : THREE (3) HOURS

### **INSTRUCTIONS**

SECTION A IS COMPULSORY, ANSWER ANY 2 (TWO) QUESTIONS FROM  
SECTION B.

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

Q1 a) Answer True (T) or False (F)

- i) John C. Caldwell is American
- ii) Secularization is part of Modernization
- iii) Malthus was born in 1798
- iv) Individuation is Individualism
- v) Parturition is a conception variable
- vi) Post-partum Amenorrhoea is menses
- vii) Emile Durkheim wrote about social capillarity
- viii) Paul Erhlich is an Environmentalist
- ix) John Graunt is a Political Arithmetician
- x) Blanc said imprudence is a cause of misery

b) Mention the writers of the following concepts-

- i) Utility of Children
- ii) Infant Mortality hump
- iii) Highest good
- iv) Nucleation
- v) Perfect Society

- c) Explain the following concepts and mention their writers-
- i) Moral restraint
  - ii) Great divide
  - ii) Diminishing Returns
  - iv) Social Capillarity
  - v) Cyclical population theory

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

Q2. Discuss the faith of the pre-Malthusian writers in Science.

Q3. Is a voluminous and high density population beneficial to a developing country like Zambia? Discuss.

Q5. Are developing countries ever going to complete their demographic transition in the next 10 (ten) years? Give reasons for your Answer.

Q6. Is there a link between policy and theory? Prove with specific examples.

Q7. Discuss John Bongaarts' exposure factors in Africa.

Q8. Discuss 5 (five) Specific examples to prove Paul Erhlich's fears of environmental degradation.

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END OF EXAM

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

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

**DE 322: INTRODUCTION TO DEMOGRAPHIC ANALYSIS**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER QUESTION ONE IN SECTION A AND ANY TWO QUESTIONS FROM SECTION B.**

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**SECTION A**

- Q1. (a) (i) How and why do we study fertility in demographic analysis?  
(ii) What measures can be derived from studying fertility?  
(iii) What is reproductivity and why is it necessary to study it?
- (b) (i) Illustrate the adjustment of conventional infant mortality rate using separation factors.  
(ii) Why do we standardize the crude death rate and when do you use the indirect method of standardization?  
(iii) What are the distinctive characteristics of death rates and mortality rates?
- (c) (i) What are the basic measures of internal migration in Zambia?  
(ii) Why is migration one of the most complex demographic variables to study?  
(iii) Distinguish between 'forward' and 'reverse' methods of estimating net- migration. What are the assumptions and weaknesses of using this method in Zambia.
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**SECTION B**

- Q2. (a) Describe and illustrate the whole process of how you would construct a lifetable for Zambia using the 1990 national census observed deaths assuming a radix of 10,000. (Show calculations and formulae).  
(b) To what applications will you use this lifetable in Zambia?
- Q3. (a) Mention four sources of information for direct measurement of internal migration, giving examples of types of questions asked in censuses and surveys to elicit the relevant information in Zambia.  
(b) Comment on any problems that may arise in using these sources of

information for internal migration analysis.

(c) Explain and illustrate the procedures used in the 'place of birth and place of enumeration' method of migration analysis. How do you calculate inter-region migration

rate, and in-migration and out-migration rates for specific regions?

(d) What are the assumptions and weakness of this method?

Q4. Given below are data for Southern Province, Zambia in 1990.

Age	Women Population		Births		Sex Ratio	<u>Survival ratios from birth to age group of Mother</u>
	Urban	Rural	Urban	Rural		
15-19	14,658	43,416	1,035	4,427	97	0.97862
20-24	11,876	34,584	2,730	10,190	99	0.97487
25-29	9,345	25,043	2,541	7,930	104	0.97106
30-34	7,314	19,157	1,784	5,613	99	0.96683
35-39	4,492	11,710	969	2,859	101	0.96195
40-44	3,451	12,673	403	1,831	100	0.95695
45-49	2,414	10,780	148	695	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.

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**END OF EXAMINATION**

# UNIVERSITY OF ZAMBIA

## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

### 2001/2002 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATION

#### DE 412: ADVANCED METHODS OF INDIRECT DATA EVALUATION, ADJUSTMENT AND ESTIMATION

TIME: THREE (3) HOURS

#### INSTRUCTIONS:

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

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#### PART A: ANSWER ALL QUESTIONS

- 1.a Why is advanced data evaluation, adjustment, and estimation a necessary tool in demography (3 marks)?
- 1.b Mention two weaknesses of advanced methods of demographic data evaluation, adjustment, and estimation, (3 marks).
- 2.a Define interpolation and extrapolation, (2 marks)
- 2.b Given that  $0.005 = x + 8y$  and  $2x + 10y = 0.011$ , interpolate for 0.0734. Interpret your answer (3 marks).
- 2.c Given that  $x + 6.1y$  is the interpolation factor, interpolate between the values given in the table below and interpret your results, (15 marks).

<b>A</b>	0.1375	3841594	$x + 8y$
<b>B</b>	0.2569	3917573	$2x + 10y$

- 3.a Mention the three (3) methods of graduation/smoothing and describe briefly each of them (15 marks).

- 3.b Complete the attached table (one) and interpret the final results, **do not show your computation** (8.0 marks).

**Table 1: showing, smoothing of reproductive age group females, Zambia, 1990 using the Carrier Farr Ratio Method**

Age Group	Five Year age groups
(1)	(2)
36654	584805
36812	540260
15-19	511807
20-24	403886
25-29	301297
30-34	230609
35-39	158115
40-44	144569
45-49	113480
50-54	101229

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

- 1.a Define and explain the concepts of stable and quasi stable population, highlighting major utilities, strengths, and weaknesses, (20 marks).
- 1.b Do you think the concepts of stable and quasi stable population are applicable to Zambia and give reasons to your answer (10 marks).
- 2.a Attached is a complete table two (2) showing the derivation of stable population estimates fertility and mortality based on the 1990 reported female age distribution and the 1980-1990 female rate of growth (0.0264), Zambia. The column six (6) of the table two (2) indicates that the series of female births and deaths are located within a wider limit. What does this show and what is a possible explanation for such a situation, (2 marks)?
- 2.b Justify the application of the quasi stable population model to estimate mortality and fertility in Zambia instead of the stable population model, (4 marks).
- 2.c Adjust the preliminary stable population female estimates, given in table two (2), for the effect of changing mortality. Your computations should be shown in a clearly labeled table accompanied by a narrative explanation of how each column of the table is obtained, (15 marks). Assumptions; the given  $C(x)$  values in the table are for 1990 census and the female growth rate 0.0264 is for the 1980 to 1990 inter-censal period; In 1990, mortality had been declining for the past 40 years; the ratio of the 1950 female population to the 1910 female population is 2.1877
- 2.d Describe briefly how to obtain the quasi stable birth and death rates for Zambian females, 1990 and what this means, (4 marks).

- 2.e Given that the female birth rate is 0.0629, death rate is 0.0365, sex ratio at birth for Zambia is 103, the general sex ratio is 96, and the male natural increase is 0.0267 estimate the quasi stable birth and death rates for Zambian males, 1990, and interpret your answers, (5 marks).

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

- 1.a Define and explain the concepts of population estimation and projection, highlighting major utilities, strengths, and weaknesses, (20 marks).
- 1.b Describe the different alternatives of period projection of components of population, (10 marks).
- 2.a Mention four (2) methods of calculating projections, (4 marks).
- 2.b Why is the component method the best method of obtaining projection figures for further future dates, (2 marks)?
- 2.c State the basic principle of the component method of projection and state the three major steps involved in the component method of population projections, (8 marks).
- 2.d Attached are incomplete tables 3.a and 3.b showing the projection of the population, Zambia 1990 to 1995. Given that the sex ratio at birth for Zambia is 103 and probability of dying from birth to the midst of the age group 0-4 is 0.11708 for females and 0.12769 for males, complete tables 3.a and 3.b. Your computations should be shown in a clearly labeled table four (4) accompanied by a narrative explanation of how each column of the table is obtained (12 marks).
- 2.e Which distribution amongst columns six (6), seven (7), and eight (8) computed by CSO are similar to the computed distribution in column five (5) in both tables 3a and 3b and why, (3 marks)?
- 2.f Suggest the reasons that may explain the differences between your selected C.S.O distribution and the computed one, (3 marks)?

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**END OF EXAMINATION**



**Table 3a: Showing estimation of female survivors, 1990 to 1995, Zambia**

Age Group	Number of females	Probability of dying before next higher age	Probability surviving to next higher age	Projected Number of females	Projected Number of females CSO Asp III 1995	Projected Number of females CSO Asp II 1995	Projected Number of females CSO Asp 1995
(1)	Mid 1990 (2)	1990 (3)	1990 (4)	1995 (5)	(6)	(7)	(8)
00-04	610,713	0.10831	0.89169		823,285	1,005,852	1,037,1
05-09	584,805	0.04236	0.95764	544,567	544,021	555,908	562,2
10-14	540,260	0.02301	0.97699	560,033	565,902	565,889	649,0
15-19	511,807	0.02473	0.97527	527,829	518,819	526,583	553,8
20-24	403,886	0.02895	0.97105	499,150	503,345	497,319	587,3
25-29	301,297	0.03349	0.96651		375,673	390,602	382,7
30-34	230,609	0.03871	0.96129	291,207	276,341	289,834	260,1
35-39	158,115	0.04425	0.95575	221,682	208,045	220,523	201,2
40-44	144,569	0.04934	0.95066	151,118	140,525	150,335	139,9
45-49	113,480	0.05417	0.94583	137,436	126,330	136,724	126,2
50-54	101,229	0.06795	0.93205		97,897	106,284	103,1
55-59	67,172	0.09086	0.90914	94,350	96,075	92,929	81,8
60-64	56,511	0.13132	0.86868	61,069	63,381	59,516	53,2
65-69	33,274	0.19520	0.80480	49,090	50,448	47,127	41,3
70-74	25,030	0.28897	0.71103	26,779	28,969	25,179	13,2
75-79	11,716	0.40851	0.59149		19,926	16,192	7,2
80+	23,100				16,702	12,934	8,6
<b>Total</b>	<b>3,917,573</b>			<b>3,164,309</b>	<b>4,455,684</b>	<b>4,699,730</b>	<b>4,808,5</b>

**Table 3b: Showing estimation of male survivors, 1990 to 1995, Zambia**

Age Group	Number of males	Probability of dying before next higher age	Probability surviving to next higher age	Projected Number of males	Projected Number of males CSO Asp III 1995	Projected Number of males CSO Asp II 1995	Projected Number of males CSO Asp 1995
(1)	Mid 1990 (2)	1990 (3)	1990 (4)	1995 (5)	(6)	(7)	(8)
00-04	602,920	0.11171	0.88829		910,854	1,044,382	10713
05-09	573,891	0.03984	0.96016	535,568	572,438	550,804	5554
10-14	538,686	0.02120	0.97880	551,027	586,138	556,475	6447
15-19	485,711	0.02528	0.97472	527,266	541,704	525,497	5239
20-24	358,925	0.03596	0.96404		502,511	470,245	5129
25-29	271,780	0.03775	0.96225	346,018	347,671	345,063	3217
30-34	229,332	0.04019	0.95981	261,520	267,534	260,681	2679
35-39	159,900	0.04535	0.95465	220,115	222,323	219,062	2169
40-44	137,675	0.05428	0.94572		151,587	151,560	1542
45-49	113,480	0.06527	0.93473	130,202	128,276	129,065	1341
50-54	100,736	0.08371	0.91629	106,073	102,379	104,692	1059
55-59	80,946	0.10799	0.89201	92,303	99,439	90,738	829
60-64	64,536	0.15034	0.84966		77,850	70,220	637
65-69	43,955	0.21383	0.78617	54,834	59,583	52,613	487
70-74	33,348	0.31175	0.68825	34,556	38,512	32,087	261
75-79	19,231	0.43826	0.56174		25,958	20,737	14,0
80+	26,542				21,604	16,830	11,9
<b>Total</b>	<b>3,841,594</b>			<b>2,859,483</b>	<b>4,656,361</b>	<b>4,640,751</b>	<b>4,757,2</b>

**THE UNIVERSITY OF ZAMBIA**  
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**2001/2002 ACADEMIC YEAR: SECOND SEMESTER UNIVERSITY**  
**EXAMINATIONS**

**DE915: REPRODUCTIVE HEALTH**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER ONLY THREE QUESTIONS FROM THE FOLLOWING:**

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1. Taking into account the various dimensions of **Reproductive Health** and how they have been manifested themselves in Zambia, to what extent is **Family Planning** justifiable in this country?
  2. In the absence of a medical vaccine or cure, the only hope for arresting further spread of HIV/AIDS in Zambia and other sub-Saharan African countries is change in people's sexual behavior. Discuss.
  3. **Safe Motherhood** is an international initiative designed to address the problem of high maternal mortality in developing countries like Zambia. How is this initiative linked to maternal mortality and the **Mother-Baby** package?
  4. What do you understand by the **Mother-Baby Package** interventions? To what extent do these address the health of the mother and baby?
  5. Identify and discuss the consequences of HIV/AIDS in Zambia at the individual, household and national levels. What major challenges do these pose to the socio-economic development of this nation?
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**END OF EXAMINATION**

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

**2001/2002 ACADEMIC YEAR DISTANCE EDUCATION FIRST  
SEMESTER EXAMINATIONS**

**DS101 : INTRODUCTION TO DEVELOPMENT STUDIES I**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS:**

- 1. QUESTION ONE (1) IS COMPULSORY**
  - 2. ANSWER ANY OTHER TWO QUESTIONS IN ADDITION TO QUESTION ONE**
  - 3. WRITE IN CONCISE CLEAR GOOD ENGLISH**
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1. Define and write short notes on any five (5) of the following Concepts.
  - a. Modernisation Theory.
  - b. Economies of Scale.
  - c. Law of Diminishing Returns.
  - c. Poverty.
  - d. Sustainable Development.
  - e. Capitalism.
2. Compare and contrast the concept of modernisation with the concept of Dependency. Which one is more relevant in explaining the underdeveloped state of Developing Countries to day?
3. Within the context of the Zambian society, compare and contrast Urban Poverty with Rural Poverty.
4. Critically analyse the relevance of the concept of Sustainable Development to the development prospects of Developing Countries.
5. Drawing examples from the Zambian experience compare and contrast the role of the state and the market in the Development process of Developing Countries.

6. Discuss and critically analyse the major sources of Unsustainable Development Patterns in Developing Countries.
7. “Third World Countries are responsible for their under-development” Refute or support the above statement drawing practical examples from any African Country of your choice.

END OF EXAMINATION

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

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

**DS102 : INTRODUCTION TO DEVELOPMENT STUDIES**

**TIME : THREE (3) HOURS**

**INSTRUCTIONS:**

- 1. QUESTION ONE (1) IS COMPULSORY**
  - 2. ANSWER ANY TWO QUESTIONS IN ADDITION TO QUESTION ONE**
  - 3. WRITE IN CONCISE CLEAR GOOD ENGLISH**
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1. Drawing practical examples from the Zambian situation critically analyse the role played by SAPs in the development process of Developing Countries.
2. Define the concept of Food Aid and critically analyse its relevance to the development prospects of Developing Countries.
3. Compare and contrast a Capitalist Development Strategy with a Socialist Development Strategy. Which one is more relevant to the development prospects of developing countries.
4. Define the concept of agricultural and rural development and explain why it is critical to the development of developing countries.
5. Discuss the role played by Non Governmental Organisations in Poverty reduction and analyse the extent to which they can perform better than government departments in the fight against poverty.
6. For sustainable development to occur it is vital to have strong linkages between the traditional and modern sectors. Critically discuss the above statement.
7. Define the concept of Technology Transfer and analyse its relevance to the development prospects of developing countries.

**END OF EXAMINATION**

THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

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

**DS202: POLITICAL ECONOMY OF DEVELOPMENT**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER QUESTION ONE (1) WHICH IS COMPULSORY  
QUESTION AND THEN ANSWER ANY OTHER TWO (2)  
QUESTIONS**

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1. 'Development is not a commodity to be weighed or measured by Gross National Development (GNP) statistics. It is a process of change that enables people to take charge of their own duties and realize their full potential.' (Clark, 1991). Discuss the above statement with reference to the development of Africa.
2. Both modernisation and underdevelopment theories are concerned with the process of development in the Third World. What are the major tenets of these theories and how do they differ in their approaches? How valid are they for Third World development?
3. African countries have been receiving aid from the capitalist world for more than Three decades. Give a critical assessment of this aid in terms of its impact on Africa.
4. Of late Zambia has experienced a mushrooming of both local and foreign Non-Governmental Organizations (NGOs). Give an account of some of the reasons for this development and give a critical assessment of the operations of these institutions.
5. What has been the role of the Brenton Woods Institutions in the development process of Africa? Critically assess the impact of these institutions on African economies. Cite examples where necessary.
6. What are the external and internal factors that led to the democratisation of Africa? Would you say that democracy has a future in Africa? Give reasons for your answer.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA  
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**2001/2002 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATION**

**COURSE: DS 402 ( TECHNOLOGY AND DEVELOPMENT) II**

**DURATION: THREE (3) HOURS.**

**INSTRUCTIONS: This paper has seven questions. Answer question I and any other two (2) questions. Altogether you are to answer three (3) questions. These are essay type questions. Your answers should be concise and analytical. Write legibly.**

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- Q.1. Describe and discuss the controversy that surrounds the functioning of the international intellectual property rights regime. Be sure to bring out the different positions of the rich and poor nations, respectively.
- Q.2. The industrialization process in sub-Saharan Africa (SSA) has been lopsided. Compare and contrast lopsided industrialization with successful industrialization.
- Q.3. Critically analyze the advantages and disadvantages of alternative (contractual versus non contractual) models of technology transfer and their relevance to countries in sub-Saharan Africa.
- Q.4. Describe and discuss the development of technological capability of either Japan or South Korea.
- Q.5. Analyze the factors that brought about the signing of the Trade Related Aspects of Intellectual Property Rights (TRIPS) Agreement and the implications for the developing countries.
- Q.6. Write briefs notes on the following four concepts:
- (a) Turnkey projects
  - (b) Restrictive Business Practice
  - (c) Market Failure
  - (d) Comparative advantage
- Q.7. Taking Zambia as a Case Study, describe and discuss the impact of economic liberalization on the development of indigenous technological capabilities.

**END**

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

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

**DS902: THE FAMILY AND SOCIO-ECONOMIC DEVELOPMENT IN  
DEVELOPING COUNTRIES**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER THREE (3) QUESTIONS FROM THE  
FOLLOWING QUESTIONS. CREDIT WILL BE GIVEN FOR GOOD  
ENGLISH AND ORDERLY PRESENTATION OF IDEAS**

- 
1. What has been the effect of the market economy on the socio-economic development of the families in the developing countries. How can the development of these families be carried out?
  2. Has the Western ideas of law helped the families in the developing countries to develop? What should be done to make these laws effective in the search of development in the families in these communities?
  3. Has the 1989 Succession Act been able to correct the problems which the Act was enacted to deal with? What should be done to improve the law?
  4. Are family planning programmes helping the development of developing countries?
  5. The Reverend Thomas Malthus and neo-malthusians claim that in order for a society to develop, it has got to control its population levels. Discuss.
  6. Marxist traditions argue that the economic problems the people in the developing countries are going through are not due to population numbers, but are due to the way the world's resources are being distributed. Discuss.
  7. A number of children in developing countries are being left orphans because of the AID/HIV epidemic. Those who have parents are having their parents thrown out of employment because of the policy of privatisation of the state-owned industries in these regions. How should children in these societies be brought up to bring about development into these societies?
  8. The Aged are those who have served their societies and are no more capable of doing so now. Should the Aged be catered for by the members of their immediate families or should they be looked after by the societies they live in?

**END OF EXAMINATION**

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

**2001/2002 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATION**

**DS 935: INDUSTRIAL POLICY AND DEVELOPMENT IN DEVELOPING COUNTRIES.**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS:** The paper is divided into Three Sections. Section ONE is Compulsory.

Answer THREE questions in all.

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**SECTION ONE**

There are **Ten** questions in this section. Answer all of them.

1. Write brief answers to each of the following questions;
  - (i) ISIC division 'O' and its importance to the M+ Sector.
  - (ii) Department One of the means of production and its function in the industrial sector.
  - (iii) Mention at least five ways in which Third World Countries benefit from Foreign Trade.
  - (iv) The Three Main groups of export specialisation among Third World Countries and the nature of the distinction amongst them.
  - (v) Import substitution Industrialisation and the challenges it poses to Industrialisation in the Third World.
  - (vi) Mention at least four main industrial projects the Government of Zambia proposed to establish in the First National Development Plan.
  - (vii) List at least Ten Additional Industries the Zambian Government added to the Stock of Industrial establishments in the course of the First National Development Plan.
  - (viii) Mention at least five reasons why Industrialisation is important to the Third World.

- (ix) Mention at least four methods of Control Third World nations tried to adopt in order to correct the distortions of direct foreign Capital Investments in their economies.
- (x) How can inflation be used as a source of funding for industrialisation and explain at least one reservation against this source of funding.

## **SECTION TWO**

Answer only **ONE** question from this section. Your answer must be in an essay form.

2. Use the Zambian experience since Independence to either support or criticise the role of the state sector in industrial development.
3. Document all achievements and failures in Zambia's industrial development strategies since Independence. Giving reasons what do you think should be the way forward for Zambia?
4. Discuss the nature and character of Third World Industrial structures. What options do you think the Third World have to achieve meaningful industrialisation?

## **SECTION THREE**

Answer only **ONE** question from this section. Your answer should be in an essay form.

5. Present and discuss both foreign aid and domestic sources of industrial funding available to Third World Nations. Which sources do you think are the most appropriate to the Third World.
6. Give a detailed account of either the post 1917 Soviet Union Industrialisation process or the Industrial Revolution in England. State also what lessons The Third World Nations can learn from the country you have selected.
7. Account for all major factors contributing to the consolidation of the Role of the Third World in the current International Division of Labour.
8. Critically evaluate UNIDO's efforts in assisting Third World Nations to Industrialize.

**END OF EXAMINATION**

# THE UNIVERSITY OF ZAMBIA

## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2001/2002 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATION

DS945: THE GLOBAL ENVIRONMENT AND SUSTAINABLE DEVELOPMENT

TIME: THREE (3) HOURS

### INSTRUCTIONS

1. ANSWER THREE QUESTIONS
  2. Section A is Compulsory
  3. Answer any One Question from both Section B and C
  4. All Questions Carry Equal Marks
- 

### SECTION A

1. Write short and concise notes on the following:
  - a) Biodiversity loss
  - b) Stratospheric Ozone Layer depletion
  - c) Green house effect
  - d) Environmental functions/services

### SECTION B

2. What is military conversion? How far does conversion offer prospects for a sustainable environment?
3. Define and explain the idea of 'Sustainable development.' Is the concept of a 'fad' or a useful framework for development planning?
4. What is the rationale behind international agreements/conventions on global environmental management? Drawing examples from one of the agreements/conventions you have read, discuss the significance and problems of such efforts.

### **SECTION C**

5. 'Define and discuss the mechanism of debt-for-nature swaps'? How far do you agree that these are an innovative financial tool for promoting environmental conservation in heavily indebted third world countries?
  
6. Discuss the neoclassical economic approach to environmental analysis. What are the points of weakness of this approach?
  
7. Discuss the environmental impact of 'Transnational Corporation' (TNCs) activities of Agribusiness

**END OF EXAMINATION**

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

**2001/2002 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATION**

**COURSE: DS 965 (ECONOMIC POLICY, GROWTH AND DEVELOPMENT)**

**DURATION: THREE (3) HOURS.**

**INSTRUCTIONS: Answer any three (3) out of the following six (6) questions.**

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- Q.1. Describe and discuss the controversy surrounding the implementation of structural adjustment programmes (SAPs) in Africa.
- Q.2. Compare and contrast the World Bank and the Lagos Plan of Action's analyses of the causes of the economic crisis in Africa.
- Q.3. Critically examine the roles of the International Monetary Fund (IMF) and the World Bank respectively, in Africa's economic development.
- Q.4. Taking Zambia as a case study, examine the impact of policy based lending on the major macro economic indicators.
- Q.5. Outline and discuss the major determinants of economic growth.
- Q.6. Drawing practical examples from the experiences of countries in sub-Saharan Africa, discuss the major sources of unsustainable balance of payments and suggest measures to resolve them.

**END**

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

**2001/2002 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATION**

**DS 975: ECONOMIC GLOBALIZATION AND DEVELOPING COUNTRIES**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS:** Choose and answer any five out of the following Questions;

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1. Outline and explain the advantages of Economic Globalization to the Less Developed Countries.
2. Outline and explain the disadvantages of Economic Globalization to the Less Developed Countries.
3. What are the roles of the IMF and the World Bank in the Implementation of Structural Adjustment Programmes. Use the Zambian example to illustrate the roles the two institutions play.
4. Multinational Corporations or Enterprises are major players in the Global Economy Explain and illustrate.
5. What do you understand by the International debt crisis. Advance your own understanding as to how you think it should be resolved?
6. Define and Explain the following terms;
  - 6.1 Terms of Trade
  - 6.2 Preferential Trade Area
  - 6.3 Customs Union
  - 6.4 Common Market
  - 6.5 Economic Union of Countries
7. The African Union has been Launched this year as a renewed hope for African Economic Integration and Development. What are the prospects for its success?
8. What do you understand by the Term Good Governance? Use the Zambian example to Explain your understanding.

9. The World Summit in Johannesburg recently <sup>stressed</sup> Sustainable Development as the key to the Global economy. Do you think Global Sustainable Development will help Africa? How?
10. Foreign Aid and Technical Assistance are dominant features of National Budgets in many less Developed Countries. Explain the role of foreign Aid and Technical Assistance. Are they beneficial?

**END OF EXAMINATION**

# THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DIRECTORATE OF DISTANCE EDUCATION

DEPARTMENT OF LITERATURE AND LANGUAGES

2001/2002 ACADEMIC YEAR FIRST AND SECOND SEMESTERS FINAL  
EXAMINATIONS

E121: INTRODUCTION TO WRITING SKILLS AND PROSE FICTION

TIME: THREE HOURS

INSTRUCTIONS : ANSWER ANY THREE OF THE FOLLOWING QUESTIONS. ALL QUESTIONS CARRY EQUAL MARKS. ONLY A COPY OF AN ENGLISH DICTIONARY IS ALLOWED IN THE EXAMINATION ROOM. PRESCRIBED BOOKS ARE NOT ALLOWED INTO THE EXAMINATION ROOM

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## QUESTIONS

1. "The gods play a significant role in the lives of characters in *The Odyssey*". To what extent do you agree with this statement? By referring to at least two or three characters in the epic story, discuss this statement.
2. Evaluate the theme of loneliness in *The Beautiful Ones are not yet Born*.
3. Discuss the character portrayals of Abraham, Joseph and Moses in *Genesis*.
4. The plot of *Maru* can be compartmentalised between the solar regime on the one hand, and the nocturnal regime on the other. Is this true?
5. Hemingway uses multivalence to enrich his stories. What do you understand by this literary term? Discuss multivalence with close reference to *The Snows of Kilimanjaro* and *The Short Happy Life of Francis Macomber* in *The Snows of Kilimanjaro and other Stories*.
6. In *Maru*, Bessie is trying to put across some important values in man's daily living. By looking at the thematic nature of *Maru*, evaluate these values.

END OF EXAMINATION



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

**2001/2002 ACADEMIC YEAR SECOND SEMESTER**  
**FINAL EXAMINATION**

**UE 22: INTRODUCTION TO POETRY AND DRAMA**

**TIME ALLOWED: THREE (3) HOURS**

**INSTRUCTIONS:** ANSWER THREE QUESTIONS, ONE FROM EACH SECTION. ALL QUESTIONS CARRY EQUAL MARKS. CANDIDATES MUST BRING WITH THEM INTO THE EXAMINATION ROOM A COPY OF AN ENGLISH DICTIONARY. PRESCRIBED BOOKS ARE NOT ALLOWED INTO THE EXAMINATION ROOM.

**SECTION A: EUROPEAN POETRY**

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

Either from

Beppo  
George Gordon, Lord Byron (1788 – 1824)

“England! With all thy faults I love thee still”,  
I said at Calais,<sup>1</sup> and have not forgot it;  
I like to speak and lucubrate my fill;  
I like the government (but that is not it);  
I like the freedom of the press and quill;  
I like the Habeas Corpus (when we’ve got it);<sup>2</sup>  
I like a parliamentary debate,  
Particularly when ‘tis not too late;  
I like the taxes, when they’re not too many;  
I like a seasonal fire, when not too dear;  
I like a beef-streak, too, as well as any;  
Have no objection to a pot of beer;  
I like the weather, when it is not rainy,

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DEPARTMENT OF LITERATURE AND LANGUAGES  
2001/2002 ACADEMIC YEAR END OF SECOND SEMESTER DEFERRED  
EXAMINATIONS  
E122: INTRODUCTION TO POETRY AND DRAMA

TIME: THREE HOURS

INSTRUCTIONS: ANSWER TWO QUESTIONS ONE FROM EACH SECTION. ALL QUESTIONS CARRY EQUAL MARKS. CANDIDATES MAY BRING WITH THEM INTO THE EXAMINATION ROOM A COPY OF AN ENGLISH DICTIONARY. PRESCRIBED BOOKS ARE NOT ALLOWED INTO THE EXAMINATION ROOM

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SECTION A: POETRY

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

EITHER 1

FAREWELL TO BARN AND STACK AND TREE

“Farewell to barn and stack and tree,  
Farewell to Seven shore.  
Terenc, look your last at me,  
For I come home no more

“The sun burns on the half-mown hill.  
By now the blood is dried;  
And Maurice among the hay lies still  
And my knife is in his side.

“My mother thinks us long away;  
’Tis time the field were mown.  
She had two sons at rising day,  
To night she’ll be alone.

“And here is a bloody hand to shake,  
And oh, man, here’s goodbye;  
We’ll sweat no more on scythe and rake,  
My boody hands and I.

"I wish you strength to bring you pride  
And a love to keep you clean,  
And I wish you luck come Lammastide,  
At racing on the green.

"Long for me the rick will wait the fold,  
And long will stand the empty plate,  
And dinner will be cold."

**A.E Housman ( 1895 - 1936)**

### QUESTIONS

1. What is the situation ?
2. What is the subject ?
3. What is / are the theme / themes ?
4. What is / are the tone(s) ?
5. What is the mood ?
6. Who is the persona ?
7. How has the poet used the rhetorical devices ?
8. Comment on the handling of sound.
9. Comment on the diction employed.
10. Is it a successful poem or not ?

OR

### LOVE POEM

Woman, lovely as lightning at dawn,  
Speak to me even once.

I long for you, as one  
Whose dhow in summer winds  
Is blown adrift and lost,  
Longs for land, and finds,  
Again the compass tells,  
A gray and empty sea.

**Traditional Somali**

**QUESTIONS**

1. **What is the situation ?**
2. **What is the subject ?**
3. **What about the theme/s?**
4. **Comment on the tone.**
5. **Comment on the mood ?**
6. **What can you say about the speaker in the poem ?**
7. **Comment on the words.**
8. **Comment on the imagery.**
9. **Comment on the diction used.**
10. **Is it a successful poem? Give evidence from the text.**

**SECTION B**

**Answer one out of the following questions**

**EITHER**

1. **What feelings are you left with after reading *Oedipus at Colonus*? What can you say about his sudden disappearance in the grove ?**

**OR**

2. **Discuss at least three elements of tragedy and their importance.**

**THE UNIVERSITY OF ZAMBIA**

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DIRECTORATE OF DISTANCE EDUCATION

DEPARTMENT OF LITERATURE AND LANGUAGES

2001/2002 ACADEMIC YEAR END OF SEMESTER ONE AND SEMESTER TWO FINAL EXAMINATIONS

E221: 17TH AND 18TH CENTURIES ENGLISH LITERATURE

TIME: **THREE HOURS**

INSTRUCTIONS: ANSWER THREE QUESTIONS, ONE FROM EACH SECTION. ONLY *THE NORTON ANHOLOGY* AND A DICTIONARY ARE ALLOWED IN THE EXAMINATION ROOM.

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**SECTION A :**

1. (Compulsory)

The poem "Devouring Time" encapsulates for all time the themes of the Fall of Man, his regret and consequent quest for the lost paradise. Discuss this statement.

*Devouring Time*

Devouring Time, blunt the lion's paws,  
And make the earth devour her own sweet brood;  
Pluck the keen teeth from the fierce tiger's jaws,  
And burn the long-liv'd phoenix in her blood;  
Make glad and sorry seasons as thou fleet'st,  
And do what'er thou wilt, swift footed Time,  
To the wide world and all her fading sweets.  
But I forbid thee one most heinous crime:  
O, carve not with thy hours my love's fair brow,  
Nor draw no lines there with thine antique pen;  
Him in thy course untainted do follow  
For beauty's pattern to succeeding men

Yet do thy worst, old Time: despite my wring,

My love shall in my verse ever live young

By William Shakespeare

## SECTION B

Either

2. "Eve and Adam are equally to blame for the miseries of Humanity". Discuss this statement with reference to John Milton's *Paradise Lost*.

Or

3. The Serpent of *Paradise Lost* (Milton) may not be interpreted entirely in the negative, but rather Sophianic, promethean, bringing new knowledge upon a *tabula rasa*. Discuss with regard to the temptation of Eve and subsequently Adam.

## SECTION C

Either

4. How laudable or despicable are the aspirations of Adam and Eve (Milton); Dr Faustus (Marlowe) and do they find parallels in present-day Humanity?

Or

5. Give a comparative psychological portraiture of Samson and Delila (Milton) and Adam and Eve (Milton). Has your argument endured to-date in your society?

END OF EXAMINATION.

Library

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DIRECTORATE OF DISTANCE EDUCATION  
DEPARTMENT OF LITERATURE AND LANGUAGES  
2001/2002 ACADEMIC YEAR END OF FIRST SEMESTER EXAMINATION

E221: 17TH and 18TH Centuries English Literature

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS, ONE FROM EACH SECTION.  
ONLY THE NORTON ANTHOLOGY AND A COPY OF AN ENGLISH  
DICTIONARY ARE ALLOWED IN THE EXAMINATION ROOM

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SECTION A: POETIC ANALYSIS

Write a critical analysis of the poem printed below, giving attention to : - metre, rhyme scheme, development of theme, figurative language(including imagery), syntactic features, level of style.

(William Shakespeare : *Sonnet 116*)

Let me not to the marriage of true minds  
Admit impediments; love is not love  
Which alters when its alteration finds,  
Or bends with the remover to remove:  
O, no, it is an ever-fixed mark, 5  
That looks on tempests and is never shaken;  
It is the star to every wand'ring bark,  
Whose worth's unknown, although his highth be taken.  
Love's not Time's fool, though rosy lips and cheeks 10  
Within his bending sickle's compass come;  
Love alters not with his brief hours and weeks,  
But bears it out even to the edge of doom.  
If this be error and upon me proved,  
If never writ; nor no man ever loved.

Glossary

Mark (Line 5): Seamark (cf. Landmark)

Fool (line 9): slave or victim

His (line 10) refers to "Time".

## SECTION B

Either

2. Discuss the prelude to the Temptation scene and the actual Temptation emphasizing Milton's employment of figurative language

OR

3. Discuss the attitudes, after the Fall, of:
- (a) The Creator
  - (b) Adam and Eve
  - (c) The Angels

## SECTION C

Either

4. "Ambition as such is not condemnable; rather it is the use or abuse of its fruits that matters" discuss this statement after your reading of Marlowe's *Dr Faustus* and Milton's *Paradise Lost*.

OR

5. Either

Nobantu Ratsebotsa in her paper: *Samson Agonistes an androgenous reading* observes that "The relationship between Samson and Delila is polarised by patriotism." Discuss.

OR

Discuss the elements of culpability in *Paradise Lost*, *Dr Faustus* and *Samson Agonistes*.

END OF EXAMINATION



**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**DEPARTMENT OF LITERATURE AND LANGUAGES**

**SESSION 2001 – 2002 SECOND SEMESTER**

E 222

**FINAL EXAMINATION**

**ENGLISH LITERATURE, 19<sup>TH</sup> AND 20<sup>TH</sup> CENTURIES**

**ANSWER THREE QUESTIONS, ONE FROM EACH SECTION:**

**DO NOT ANSWER ON THE SAME TEXT TWICE**

**TIME: THREE HOURS**

**Section A: Analysis**

1. Choose ONE of the following passages

(A)

There lies the port; the vessel puffs her sail:  
There gloom the dark, broad seas. My mariners,  
Souls that have toiled, and wrought, and thought with me - 45  
That ever with a frolic welcome took  
The thunder and the sunshine, and opposed  
Free hearts, free foreheads – you and I are old:  
Old age hath yet his honor and his toil. 50  
Death closes all, but something ere the end,  
Some work of noble note, may yet be done,  
Not unbecoming men that strove with Gods.  
The lights begin to twinkle from the rocks;  
The long day wanes; the slow moon climbs; the deep 55  
Moans round with many voices. Come, my friends,  
'Tis not too late to seek a newer world.  
Push off, and sitting well in order smite  
The sounding furrows; for my purpose holds  
To sail beyond the sunset, and the baths 60  
Of all the western stars until I die.  
It may be that the gulfs will wash us down;  
It may be we shall touch the Happy Isles,

And see the great Achilles, whom we knew.  
 Though much is taken, much abides; and though 65  
 We are not now that strength which in old days  
 Moved earth and heaven, that which we are, we are –  
 One equal temper of heroic hearts,  
 Made weak by time and fate, but strong in will \*  
 To strive, to seek, to find, and not to yield. 70

(Tennyson *Ulysses*)

**OR (B)**

“Going up that river was like travelling back to the earliest beginnings of the world, when vegetation rioted on the earth and the big trees were kings. An empty stream, a great silence, an impenetrable forest. The air was warm, thick, heavy, sluggish. There was no joy in the brilliance of sunshine. The long stretches of the waterway ran on, deserted, into the gloom of overshadowed distances. On silvery sandbanks hippos and alligators sunned themselves side by side. The broadening waters flowed through a mob of wooded islands; you lost your way on that river as you would in a desert, and butted all day long against shoals, trying to find the channel, till you thought yourself bewitched and cut off for ever from everything you had known once – somewhere – far away – in another existence perhaps. There were moments when one’s past came back to one, as it will sometimes when you have not a moment to spare to yourself; but it came in the shape of an unrestful and noisy dream, remembered with wonder amongst the overwhelming realities of this strange world of plants, and water, and silence. And this stillness of life did not in the least resemble a peace. It was the stillness of an implacable force brooding over an inscrutable intention. It looked at you with a vengeful aspect. I got used to it afterwards. I did not see it any more; I had no time. I had to keep guessing at the channel: I had to discern, mostly by inspiration, the signs of hidden banks; I watched the sunken stones; I was learning to clap my teeth smartly before my heart flew out, when I shaved by a fluke some infernal sly old snag that would have ripped the life out of the tin – pot steamboat and drowned all the pilgrims; I had to keep a look out-out for the signs of dead wood we could cut up in the night for next day’s steaming. When you have to attend to things of that sort, to the mere incidents of the surface, the reality – the reality, I tell you - fades. The inner truth is hidden – luckily, luckily. But I felt it all the same; I felt often its mysterious stillness watching me at my monkey tricks, just as it watches you fellows performing on your respective tight-ropes for-what is it? Half a crown a tumble -” .

“Try to be civil, Marlow,” growled a voice, and I knew there was at least one listener awake besides myself.

(Joseph Conrad, *Heart of Darkness*)

**Answer the following questions with reference to your chosen text:**

- What is the context?
- What is the theme?
- What features of style seem to you to be of interest? [“style” accommodates syntax, vocabulary, rhetorical figures (including imagery), sound – effects]

### Section B: Prose

2. It has been said that Virginia Woolf developed a unique style which conveyed the “stream of consciousness,” bringing into prose “something of the rhythms and imagery of lyric poetry” (Jon Stallworthy). Do you find this comment useful in approaching **A Sketch of the Past?** (Norton, pp. 1990 – 1997).
3. Joseph Conrad wrote that “my task ... is by the power of the written word to make you hear, to make you feel – it is, before all, to make you see.” (Norton, p. 1757). Does he fulfil this aim in **Heart of Darkness**?
4. In **Etruscan Places**, D.H. Lawrence presents a highly individual view of the past. What is his interpretation of Etruscan civilisation? What literary means does he use to convince the reader of the truth and importance of this interpretation?
5. Jon Stallworthy commented (in 1986) that “the forty years since **Politics and the English Language** was written have only confirmed the accuracy of its diagnosis and the value of its prescription.” Do you agree?

### Section C: Poetry

6. It has been suggested that growth (i.e., moral and spiritual development) is the main preoccupation of Wordsworth’s poetry. Do you accept this view? (You may limit yourself if you wish to **Tintern Abbey** and the **Immortality Ode**).
7. “Writers in Wordsworth’s lifetime did not think of themselves as “Romantic; the word was not applied until half a century later, by English historians” (M.H Abrams). Does the epithet “Romantic” help or hinder your appreciation of the poetry of Wordsworth **or** Keats **or** Shelley?
8. Does **Thyrsis** succeed in harmonising the conventions of classical pastoral elegy with the realism of Arnold’s nineteenth century English setting?
9. Tennyson died in 1892. Does his poetry possess value and significance for the reader in 2002?
10. T.S. Eliot has been described as “one of the great renovators of the English poetic dialect.” What features of **The Waste Land** appear to you to contribute to stylistic “renovation?”

END OF EXAMINATION

# THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DIRECTORATE OF DISTANCE EDUCATION

DEPARTMENT OF LITERATURE AND LANGUAGES

2001/2002 ACADEMIC YEAR END OF SEMESTER ONE AND SEMESTER TWO FINAL EXAMINATIONS

E222: 19TH AND 20TH CENTURIES ENGLISH LITERATURE

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS ONE EACH SECTION  
ONLY *THE NORTON ANTHOLOGY* AND A DICTIONARY ARE ALLOWED IN THE EXAMINATION ROOM

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## SECTION A

1. (Compulsory)

- a) What do you understand by the term "Romanticism" ?
- b) What role do you ascribe to the French Revolution in this period ?

## SECTION B

Either

2. What romanticist elements do you unveil in Wordsworth's poem, *The Solitary Reaper* ?  
(Attached)

Or

3. Examine the role played by the older generation in shaping the minds of the youth in Dickens's *Great Expectations*.

Or

4. To what extent can Dickens's *Great Expectations* be considered as a 'bildungsroman', a text dealing with growth from innocence, naïvety, to maturity ?

**SECTION C**

Either

5. In *Silas Marner*, identify the 'Women of Substance' and discuss the manner in which they influence the denouement of the text.

Or

6. The *camaraderie* - Spirit of brotherhood portrayed in Meville's *Moby Dick* attests to Rousseau's statement that, "Man is born good, it is the institutions of society that make him otherwise". Discuss.

**END OF EXAMINATION**

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

**E922 WORLD ENGLISHES**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: Answer all four (4) questions;  
Relevant illustration and example will receive credit;  
Candidates are allowed to bring into the examination  
a copy of an English Dictionary, and a copy of the  
Guidelines for Stylistic Analysis (five pages).**

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**1**

Make a stylistic description and analysis of the following text, taking into account all relevant textual and contextual factors. Use the Analysis Guidelines to help you. Remember that the description and analysis are essentially **comparative**.

*Prime Minister after Prime Minister speaks out in revulsion against the South African government's policy of apartheid as we wait for the curtain to rise on the Commonwealth Conference in London.*

*Will it end with South Africa's exclusion from the Commonwealth? The issue is touch and go.*

*There is a possibility that it will not be settled at this conference. It may be agreed to wait until South Africa actually becomes a republic later in the year.*

*But if a final decision is to be faced now, on which side do the strongest arguments lie?*

*The Archbishop of Capetown has shown that the matter is not clear-cut. The Archbishop has long been a courageous fighter against apartheid. He must be heard with attention.*

*On purely practical grounds he holds that it would be a mistake to expel South Africa, weakening the whites who are working for a change of policy. In his view it would also be against the interests of the Africans.*

*He holds that more pressure can be put on South Africa while she remains in the Commonwealth than could be exercised were she cut off from it.*

**E922 World Englishes**

- 2 Comment on the view that the only reasonable criteria for stylistic judgements are **relational** (i.e. comparative) and not **absolute**.
- 3 Give a diachronic and synchronic description of **one** regional variety of English known to you (whether a first- or second-language English), and show how it deviates from Standard British English.
- 4 Comment on the assertion that there would have been no "Standard English" without written English.

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**UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**DEPARTMENT OF LITERATURE AND LANGUAGES**  
**2001/2002 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS**  
**E925 LITERATURE AND GENDER**

**TIME: THREE HOURS**

- INSTRUCTIONS:**
1. SECTION A IS COMPULSORY.
  2. THEN CHOOSE ONE QUESTION ONLY FROM SECTION B AND ONE SECTION ONLY FROM SECTION C
  3. BOOKS ARE PERMITTED IN THE EXAMINATION ROOM
  4. DO NOT USE ANY ONE LITERARY TEXT IN MORE THAN ONE ANSWER

**SECTION A:** Read the following passage from *Silas Marner*

My dear, you'll be a treasure to me,' said Nancy, in her gentle voice. 'We shall want for nothing when we have our daughter.'

Eppie did not come forward and curtsy, as she had done before. She held Silas's hand in hers, and grasped it firmly - it was a weaver's hand, with a palm and finger-tips that were sensitive to such pressure - while she spoke with elder decision than before.

'Thank you ma'am - thank you, sir, for your offers - they're very great, and far from my wish. For I should have no delight I' life any more if I was forced to go away from my father, and knew he was sitting at home, a-thinking of me and feeling lone. We've been used to be happy together every day, and I can't think o' no happiness without him. And he says he'd nobody i' the world till I was sent to him, and he'd have nothing when I was gone. And he's took care of me and loved from the first, and I'll cleave to him as long as he lives, and nobody shall ever come between him and me.'

'But you must make sure as you won't ever be sorry, because you've made your choice to stay among poor folks, and with poor clothes and things, when you might ha' had everything o' the best.'

His sensitiveness on this point had increased as he listened to Eppie's words of faithful affection..

'I can never be sorry, father,' said Eppie. 'I shouldn't know what to think on or to wish for with fine things about me, as I haven't been used to and it would be poor work for me to put on things, and ride in a gig, and sit in a place at church, as would make them as I'm fond of think meunfitting company for 'em. What could I care for then?'

Nancy looked at Godfrey with a pained questioning glance. But his eyes were fixed on the floor, where he was moving the end of his stick, as if he were pondering on something absently. She thought there was a word which might perhaps come beter from her lips than from his.

'What you say is natural, my dear child - it's natural you should cling to those who've brought you up,' she said, mildly; 'but there's a duty you owe to your lawful father. There's

perhaps something to be given up on more sides than one. When your father opens his home to you, I think it's right you shouldn't turn your back on it.'

'I can't feel as I've got any father but one,' said Eppie, impetuously, while the tears gathered. 'I've always thought of a little home where he'd sit in the corner, and I should fend and do everything for him: I can't think of no other home. I wasn't brought up to be a lady, and I can't turn my mind to it. I like the working-folks, and their victuals, and their ways. And,' she ended passionately, while the tears fell, 'I'm promised to marry a working-man, as I'll live with father, and help me to take care of him.'

Godfrey looked up at Nancy with a flushed face and smarting dilated eyes. This frustration of a purpose towards which he had set out under the exalted consciousness that he was about to compensate in some degree for the greatest demerit of his life, made him feel the air of the room stifling.

'Let us go,' he said, in an under-tone.

'We won't of this any longer now,' said Nancy, rising. 'We're your well-wishers, my dear - and yours too, Marner. We shall come and see you again. It's getting late now.'

In this way she covered her husband's abrupt departure, for Godfrey had gone straight to the door, unable to say more. pp. 233 - 235

- a) Identify gender issues in the passage.
- b) What is conveyed in the words 'you'll be a treasure to me' ?

## SECTION B:

1. Both *Devil on the Cross* and Anne Sexton's *In celebrating my uterus* are liberating works. Discuss.
2. In *Devil on the Cross*, Ngugi attempts to re-image women. How successful is he ?
3. Discuss gender concerns in the poem *Housewife* by Anne Sexton

### Housewife

Some women marry houses.

It's another kind of skin; it has a heart,  
a mouth, a liver and bowel movements.

The walls are permanent and pink.

See how she sits on her knees all day,  
faithfully washing herself down.

Men enter by force, drawn back like Jonah  
into their fleshy mothers.

That's the main thing

## SECTION C

4. Using a poem from the 'Wild Zone', illustrate how women can write a work that is uniquely feminine
5. In what ways is the term Gender equivalent to feminism ? Answer this question by analysing any works you have read on this course.
6. By using any approach to gender in literature you have studied on the course, analyse any work you have read on the course.

END OF EXAMINATION

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

**E942 SOCIOLINGUISTICS**

**TIME: THREE(3) HOURS**

**INSTRUCTIONS: 1) Answer all four (4) questions**  
**2) Each question should be answered in a separate booklet**

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1 Taking into account the concept of language shift, comment on the likely future of any of the non-official (minority) local languages in Zambia. Indicate, giving full reasons, whether in your view the language you have selected will maintain its present status, or will expand its spheres of influence, or will lose ground to other languages.

2 Bokamba(1983:77) has observed that Zambia “lacks both an indigenous nationwide language and a language policy that proposes the development of that language.” Examine the validity of this view with particular reference to the language situation in Zambia.

3 “Language planning should take language attitudes as a starting point,” (Eastman, 1990:20). Justify the relevance of this statement to a language planner in Zambia.

4 When speakers or writers codeswitch languages (or dialects or styles) their goal is “to enhance rewards and minimize costs; in two words, the goal is *to optimize*. What this means is that they choose one variety over another because of the benefits they expect from that choice, relative to its costs.”(Myers Scotton, 1998:19).

There are occasions “ when CS (codeswitching ) has come to be used as a consistent code of its own, like another language....”(Franceschini 1998:61)

Comment on these two quotations in the light of your own experience as a daily codeswitcher in Zambia.

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

**E972**

**TWENTIETH CENTURY AMERICAN LITERATURE**

**TIME:                    THREE (3) HOURS**

**INSTRUCTIONS:**

**ANSWER FOUR (4) QUESTIONS IN ALL MAKING SURE THAT YOU ANSWER AT LEAST ONE QUESTION FROM EACH OF THE THREE SECTIONS AND THE FOURTH QUESTION FROM ANY OF THE THREE SECTIONS.**

**CANDIDATES MAY BRING INTO THE EXAMINATION ROOM COPY OF AN ENGLISH DICTIONARY.**

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**SECTION A**

1. Read the following passage and then answer the questions that follow.

In the dining room Dilsey moved back and forth. Presently she rang a small clear bell, then in the kitchen Luster heard Mrs Compson and Jason descending, and Jason's voice, and he rolled his eyes whitely with listening.

"Sure, I know they didn't break it," Jason said.

"Sure I know that. Maybe the change of weather broke it."

"I don't see how have," Mrs Compson said. "Your room stays all day long, just as you leave it when you go to town. None of us ever go in there except Sunday, to clean it. I don't want you to think that I would go where I'm not wanted, or that I would permit anyone else to."

"I never said you broke it, did I?" Jason said.

"I don't want to go in your room," Mrs Compson said, "I respect anybody's private affairs. I wouldn't put my foot over the threshold, even if I had a key."

"Yes," Jason said, "I know your keys won't fit. That's why I had the lock changed. What I want to know is how that window got broken."

"Luster say he didn't do hit," Dilsey said

"I knew that without asking him," Jason said

"Where is Quentin?" he said.

"Where she is ev'y Sunday mawnin," Dilsey said

"Whut got into you de last few days, anyhow?"

"Well, we're going to change all that," Jason said. "Go up and tell her breakfast is ready."

"You leave her alone now, Jason," Dilsey said.

"She gits up fer breakfast ev`y week mawnin, en Cahline lets her stay in bed ev`y Sunday. You knows dat."

"I can't keep a kitchen full of niggers to wait on her pleasure, much as I would like to," Jason said. "Go and tell her to come down to break fast."

"Aint nobody have to wait on her," Dilsey said

"I puts her breakfast in de warmer en she-"

"Did hear me ?" Jason said.

"I hears you," Dilsey said. "All I been hearin, when you in de house. Ef hit aint Quentin er you maw, hits Luster en Benjy. Whut you let him go on dat way fer, Miss Cahline?"

"You'd better do as he says," Mrs Compson said, "He's head of the house now. It's his right to require us to respect his wishes. I try to do it, and if I can, you can too."

"taint no sense in him bein so bad tempered he got to make Quentin git up jes to suit him," Dilsey said. "Maybe you think she broke dat window."

"She would, if she happened to think of it," Jason said. "You go and do what I told you."

"En I wouldn't blame her none ef she did," Dilsey said, going toward the stairs. "Wid you naggin at her all de blessed time you in de house."

"Hush, Dilsey," Mrs Compson said, "It's neither your place nor mine to tell Jason what to do. Sometimes I think he is wrong, but I try to obey his wishes for you all's sakes. If I'm strong enough to come the table, Quentin can too."

Dilsey went out. They heard her mounting the stairs. They heard her a long while on the stairs.

"You've got a prize set of servants," Jason said. He helped his mother and himself to food. "Did you ever have one that was worth killing ? You must have had some before I was big enough to remember."

"I have to humour them," Mrs Compson said.

"I have to depend on them so completely. It's not as I were strong. I wish I were. I wish I could do all the house work my self. I could at least take that much off your shoulders."

"And a fine pigsty w`d live in, too," Jason said

"Hurry up, Dilsey," he shouted.

I know you blame me, Mrs Compson said, "for letting them off to go to church today."

"Go where ?" Jason said "Hasn't that damn show left yet ?"

"To church," Mrs Compson said. The darkies are having a special Easter service, I promised Dilsey two weeks ago that they could get off."

"Which means we'll eat cold dinner Jason said or none at all."

"I know it's my fault," Mrs Compson said. "I know you blame me."

"For what ?" Jason said. "You never resurrected Christ, did you ?"

they heard Dilsey mount the final stair, then her slow feet overhead.

"Quentin," she said. When she called the first time, Jason laid his knife and fork down and he and his mother appeared to wait across the table from one another, in identical attitudes; the one cold and shrewd, with close-thatched brown hair curled into two stubborn hooks, one on either side of his forehead like a bartender in caricature, and hazel eyes with black-ringed irises like marbles, the other cold and querulous, with perfectly white hair and eyes pouched and baffled and so dark as to appear to be all pupil or all iris.

"Quentin," Dilsey said, "Get up, honey. Dey waiting breakfast on you."

"I can't understand how that window got broken," Mrs Compson said. "Are you sure it was done yesterday ?It could have been like that for a long time, with the warm weather The upper sash, behind the shade like that."

"I've told you for the last time that it happened yesterday," Jason said. "Don't you reckon I know the room I live in? Do you reckon I could have lived in it a week with a hole in the window you could stick your hand –" his voice ceased, ebbed, left him staring at his mother with eyes that for an instant were empty of anything. It was as though his eyes were holding their breath, while his mother looked at him, her face flaccid and querulous, interminable, clairvoyant yet obtuse. As they sat so Dilsey said,

"Quentin. Don't play with me, honey. Dey waiting fer you."

"I can't understand it," Mrs Compson said, "It's just as if somebody had tried to break into the house –" Jason sprang up. His chair crashed over backward "What –" Mrs Compson said, staring at him as he ran past her and went jumping up the stairs, where he met Dilsey. His face was now in shadow, and Dilsey said,

"She sullen. Yo ma aint unlocked-"But Jason ran on past her and along the corridor to a door. He didn't call. He grasped the knob and tried it, then he stood with the knob in his hand and his head bent a little, as if he were listening to something much further away than the dimensional room beyond the door, and which he already heard. His attitude was that of one who goes through the motions of listening in order to deceive himself as to what he already hears. Behind him Mrs Compson mounted the stairs, calling his name. Then she saw Dilsey and she qit calling him and began to call Dilsey instead.

"I told you she aint unlocked dat do` yit," Dilsey said.

When she spoke, he turned and ran toward her, but his voice was quiet, matter of fact.

"She carry the key with her? he said. "Has she got it now, I mean, or will she have-"

"Dilsey," Mrs Compson said on the stairs.

"Is which?" Dilsey said, "Whyn` t you let –"

"The key," Jason said, "To that room. Does she carry it with her all the time. Mother." Then he saw Mrs Compson and went down the stairs and met her. "Give me the key," he said. He fell to pawing at the pockets of the rusty black dressing sacque she wore. She resisted.

"Jason," she said, "Jason! Are and Dilsey trying to put me to bed again?" she said, trying to fend him off, "Can't you even let me have Sunday in peace?"

"The key," Jason said pawing at her, "Give it here." He looked back at the door, as if he expected it to fly open before he could get back to it with the key he did not yet have.

"You, Dilsey! Mrs Compson said, clutching her sacque about her.

"Give me the key, you old fool!" Jason cried suddenly. From her pocket he tugged a huge bunch of rusted keys on an iron ring like a mediaeval jailer's and ran back up the hall with two women behind him.

"You, Jason!" Mrs Compson said. "He will never find the right one," she said, "You know I never let anyone take my keys, Dilsey," she said. She began to wail.

"Hush," Dilsey said, "He aint gwine do nothing to her. I aint gwine let him."

"But on Sunday morning, in my own house," Mrs Compson said, "When I've tried so hard to raise them Christians. Let me find the right key, Jason," she said. She put her hand on his arm. Then she began to struggle with him, but he flung her aside with a motion of his elbow and looked around at her for a moment, his eyes cold and harried, then he turned to the door again and the unwieldy keys.

"Hush," Dilsey said, "You, Jason!"

"Something terrible has happened," Mrs Compson said, wailing again, "I know it has. You, Jason," she said, grasping at him again. "He won't even let me find the key to a room in my own house!"

"Now, now," Dilsey said, "Whut kin happen ?I right here.. I aint gwine let him hurt her. Quentin," she said raising her voice, "don` t be skeered, honey, I` se right here."

### QUESTIONS

- (a) What is going on in this scene and why ?
- (b) From this passage only, give a critical analysis of the characters of
  - (i) Mrs Compson
  - (ii) Jason
  - (iii) Dilsey
- (c) "The darkies are having a special Easter service...." Why is it important for Dilsey to attend the Easter service ? Discuss.

2 Read the following passage and the answer the questions that follow:

Dear Nettie,

I don` t write to God no more, I write to you.

What happen to God ? ast Shug.

Who that I say.

She look at me serious.

Big a devil as you is, I say, you not worried bout no God, surely.

She say, wait a minute. Hold on just a minute here. Just because I don` t harass it like some peoples us know don` t mean I aint got religion.

What God do for me ? I ast.

She say, Celie! Like she shock. He gave you life, good health, and a good woman that love you to death.

Yeah, I say, and he give me a lynched daddy, a crazy mama, a lowdown dog of a step pa and a sister I probably won` t ever see again. Anyhow the God I been praying and writing to is a man. And act just like all the other mens I know. Trifling, forgetful and lowdown

She say, Miss Celie, You better hush. God might hear you.

Let `im hear me, I say. If he ever listened to poor colored women the world would be a different place, I can tell you.

She talk and she talk, trying to budge me way from blasphemy.

But I blaspheme much as I want to.

All my life I never care what people thought bout nothing I did, I say. But deep in my heart I care about God. What he going to think. And come to find out, he don` t think. Just sit up there glorying in being deaf, I reckon. But it aint easy trying to do without God. Even if you know he aint there, trying to do without him is a strain.

I is a sinner, say Shug. Cause I was born. I don` t deny it. But once you find out what` s out there waiting for us, what else can you be?

Sinners have more good times, I say.

You know what? She ast.

Cause you aint all the time worrying bout God, I say.

Naw, that aint it she say. Us worry bout God a lot. But once us feel loved by God, us do

the best us can to please him with what us like.

You telling me God love you, and you aint never done nothing for him? I mean, not go to church, sing in the choir, feed the preacher and all like that?

But if God love me Celie, I don't have to do all that. Unless I want to. There's a lot of other things I can do that I speck God likes.

Like what? I ast

Oh, she say. I can lay back and just admire stuff. Be happy. Have a good time.

Well, this sound like blasphemy sure nuff.

She say, Celie, tell the truth, have you ever found God in church? I never did. I just found a bunch of folks hoping for him to show. Any God I ever felt in church, I brought in with me. And I think all the other folks did too. They come to church to *share* God, not find God.

Some folks did'nt have him to share, I said. They the ones didn't speak to me while I was there struggling with my big belly and Mr..... children.

Right, she say.

Then she say: Tell me what your God look like, Celie.

Aw naw, I say. I'm too shame. Nobody ever ast me this before, so am sort of took by surprise. Besides, what I think about it, it don't seem quite right. But it all I got. I decide to stick up for him, just to see what Shug say.

Okay, I say. He big and old and tall and graybearded and white. He wear white robes and go bearfooted.

Blue eyes? she ast.

Sort of bluish-gray. Cool. Big though. White lashes, I say.

She laugh

Why you laugh? I ast. I don't think it so funny. What you expect him to look like, Mr.....?

That wouldn't be no improvement, she say. Then she tell me this same old white man is the same God she used to see when she prayed. If you wait to find God in church, Celie, she say, that's who is bound to show up, cause that's where he live.

How come? I ast.

Cause that's the one that's in the white folks white bible.

Shug! I say. God wrote the bible, white folks had nothing to do with it.

How come he look just like them then? She say. Only bigger? And a heap more hair. How come the bible just like everything else they make, all about them doing one thing and another, and all the colored folks doing is gitting cursed.

I never thought bout that.

Nettie say somewhere in the bible it say Jesus' hair was like lambs wool, I say.

Well, say Shug, if he came to any of these churches we talking bout, he'd have to have it conked before anybody paid him any attention. The last thing niggers want to think about they God is that his hair kinky.

That's the truth, I say.

Aint no way to read the bible and not think God white, she say. Then she sigh. When I found out I thought God was white, and a man, I lost interest. You mad because he don't seem to listen to your prayers. Humph! Do the mayor listen to anything colored say? Ask Sofia, she say.

But I don't have to ast Sofia. I know white people never listen to colored, period. If they do, they only listen long enough to be able to tell you what to do.

Here's the thing, say Shug. The thing I believe. God is inside you and inside everybody else. You come into the world with God. But only them that search for it inside find it. And sometimes it just manifest itself even if you not looking, or don't know what you looking for. Trouble do it for most folks, I think. Sorrow, lord. Feeling like shit.

It? I ast.

Yeah, It. God aint a he or a she, but a It.

But what do it look like? I ast.

Don't look like nothing, she say. It aint a picture show. It aint something you can look at apart from anything else, including yourself. I believe God is everything, say Shug. Everything that is or ever was or ever will be. And when you can feel that, and be happy to feel that, you've found it.

Shug a beautiful something, let me tell you. She frown a little, look out cross the yard, lean back in her chair, look like a big rose.

She say, My first step from the old white man was trees. Then air. Then birds. Then other people. Then one day when I was sitting quiet and feeling like a motherless child, which I was, it come to me: that feeling of being part of everything, not separate at all. I knew that if I cut a tree, my arm would bleed. And I laughed and I cried and I run all around the house. I knew just what it was. In fact, when it happen, you can't miss it. It sort of like you know what, she say, grinning and rubbing high up on my thigh.

Shug, I say.

Oh, she say. God love all them feelings. That's some of the best stuff God did. And when you know God loves 'em you enjoys 'em a lot more. You can just relax, go with everything that's going, and praise God by liking what you like.

God don't think it dirty? I ast.

Naw, she say. God made it. Listen, God love everything you love ---- and a mess of stuff you don't. But more that everything else, God love admiration.

You saying God vain? I ast

Naw, she say. Not vain, just wanting to share a good thing. I think it pisses God off if you walk by the color purple in a field somewhere and don't notice it.

What it do when it pissed off? I ast.

Oh, it make something else. People think pleasing God is all God care about. But any fool living in the world can see it always trying to please us back.

Yeah, I say.

Yeah, she say, It always making little surprises and springing them on us when us least expect.

You mean it want to be loved, just like the bible say.

Yes, Celie, she say. Everything want to be loved. Us sing and dance, make faces and give flower bouquets, trying to be loved.

You ever notice that trees do everything to git attention we do, except walk?

Well, us talk and talk bout God, but I'm still adrift. Trying to chase that old white man out of my head. I been so bust thinking bout him I never truly notice nothing God make. Not a blade of corn (how it do that?) Not the color purple (where it come from?). Not the little wild flowers. Nothing.

Now that my eyes opening, I feels like a fool. Next to any little scrub of a bush in my yard Mr.....'s evil sort of shrink. But not altogether. Still, it is like Shug say you have to git man off your eyeball, before you can see anything a'tall.

Man corrupt everything, say Shug. He on your box of grits, in your head, and all over the radio. He try to make you think he everywhere, you think he God. But he aint. Whenever you trying to pray, and man plop himself on the other end of it, tell him to git lost, say Shug. Conjure up flowers, wind, water, a big rock.

But this hard work, let me tell you. He ben there so long, he don't want to budge. He threaten lightening, floods and earthquakes. Us fight. I hardly pray at all. Every time I conjure up a rock, I throw it.

**Question:** Discuss this passage in terms of subject matter and treatment.

## SECTION B

- 3 Write briefly on **any four (4)** of the following characters:
- (a) Pirate in *Song of Solomon*
  - (b) Shug Avery in *The Color Purple*
  - (c) Tom Sawyer in *Adventures of Huckleberry Finn*
  - (d) Candace in *The Sound and the Fury*
  - (e) Elijah Muhammad in *The Autobiography of Malcom X*
  - (f) Quentin in *The Sound and the Fury*
- 4 With particular reference to various situations and incidents analyse, or show how Milkman develops as a character during the course of the novel.

## SECTION C

- 5 Religion, especially Christianity evokes different attitudes in many American writers. Discuss the treatment of Christianity by **at least two** authors you have read.
- 6 At the turn of the century, in his now famous book, *The Souls of Black Folk*, W.E. B. Dubois declared that "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." Taking **any two** books you have read, discuss how the problem of race is viewed and treated.

**UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
DEPARTMENT OF LITERATURE AND LANGUAGES  
2001/2002 ACADEMIC YEAR END OF SEMESTER  
EXAMINATIONS  
DIRECTORATE OF DISTANCE LEARNING**

**E/LALA 111 – COMMUNICATION AND STUDY SKILLS**

**TIME: THREE (3) HOURS**

**INSTRUCTONS: (a) Answer all questions**

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**SECTION A**

**Read the following passage and then answer the questions that follow.**

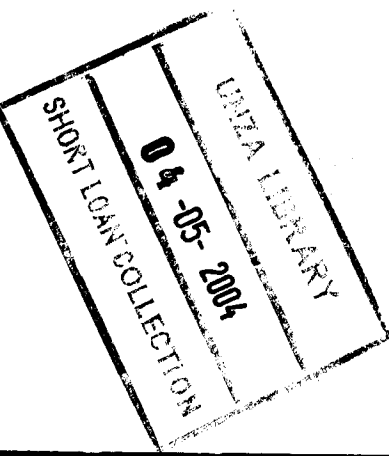
**why a white language law ignited a black powder keg**

The Black rebellion in South Africa, when it came last Wednesday morning, took the government and its security forces by surprise. The bullet was their only answer to demands by black high-school pupils that they should not be forced to study through the medium of Afrikaans. The dead and injured are the outcome of a disastrous breakdown of 5 communications between the whites who govern and the blacks are governed.

‘Bantu education’, like other inventions of apartheid, was forced on the ‘Bantu’ against this will. In 1954 Dr. Hendrik Verwoerd, then Minister of Native Affairs, explained: ‘My department’s policy is that Bantu 10 education should stand with both feet in the reserves and with its roots in the spirit and being of Bantu society.’

The great guru of separate development laid it down succinctly: ‘There is no place for him (the African) in the European community above the level of certain forms of labour. Within his own community however, all 15 doors are open.’

Given the choice, however, the blacks refused to live in the Bantu homelands. So more Africans were at school in the ‘white’ cities and farms than in the Bantustans. These children were taught in their home language until the end of primary school, and then switched to English 20



and Afrikaans as equal media of instruction. It was rather like a British child in his 11- plus year being told to drop English and carry on his studies in French and German. English and Afrikaans are by law the official languages, even though Zulu and Xhosa are the country's two most widely spoken tongues. 25

But the rule was usually waived, and overwhelmingly, English became the sole language of instruction in high schools. Few teachers can speak Afrikaans, let alone teach in it.

Afrikaans is the relatively recent offspring of contact between Dutch and African languages. It was the single factor, which unified the Boers. 30 When they trekked north in 1836, they did so in part to protect their languages; speaking Afrikaans was a condition of settling in their new capital. When the British forced Afrikaner families into concentration camps, during the Boer war, they poured in teachers of English in a futile attempt to Anglicise the rebels. 35

Afrikaans became the password to the inner circle of power. It unlocked membership of the secret and sinister Broederbond – 'He who betrays the Bond will be destroyed by the Bond' – which dominated Afrikaner politics. The language division between Afrikaner-speaking and English-speaking whites became a political split. 40

The child in townships like Soweto picks up some English at primary school and in the streets, but very little Afrikaans. Mostly he hears it spoken by the feared white policeman on dawn raid... 'Waar' jou pas?' (Where's your pass?); or in the court which sends his father to jail for a pass law offence- or worse still, repatriates him to the homeland. Most 45 of all, Afrikaans is the language of the government, which framed so many of the hated laws of apartheid.

Last year the southern Transvaal section of the Bantu education department decided to enforce the 50-50 English-Afrikaans rule more rigorously. In Johannesburg it meant teaching history and mathematics 50 in Afrikaans. Often the maths teacher also taught science, but that had to be in English. Yet there are only a handful of teachers in the whole of Soweto (population one and a half million) who can teach mathematics proficiently in Afrikaans. Even in schools where there was no Afrikaans-speaking maths master and instruction was permitted in English, the 55 textbooks issued were in Afrikaans.

In Meadowlands, near Johannesburg, the elected black school board warned the maths teacher that he would be sacked if he used Afrikaans. The chairman of the board was promptly sacked by the department.

In May 1975, the deputy Bantu education minister, Punt Janson, 60 considered a moderate, was asked whether he had consulted 'the black people' about the ruling. He replied, 'No, I have not consulted them and I am not going to consult them. 'He later admitted that the decision was taken 'in spite of a departmental recommendation against it'.

In January this year Mr. Janson was replaced by a parliament's most 65 feared conservative, Dr Andries Treurnicht. Asked for figures on the number of principals who had applied for a variation of the ruling, he replied: 'I do not deem the requested information of such importance to instruct my department to undertake this time-consuming task.'

Last week the Progressive Reform Party issued a detailed list of twelve 70 occasions over the last year and a half when black leaders and white politicians had publicly questioned the wisdom of enforcing Afrikaans.

The African Teachers' Association wrote to the Minister of Bantu Education in January 1975 to say the policy was 'cruel and short-sighted'. Leaders of the tribal homelands complained to the prime Minister that 75 the medium of instruction in Bantu schools in white areas should be the same as that in schools in the corresponding homelands. All the homelands have dropped Afrikaans.

One warning which the government could not have missed was a strong, five-point memo appealing against the rule from pupils of Orlando 80 West, which appeared in the *Rand Daily Mail* on May 20. There was no response to their appeal.

On June 11 the Minister of Bantu Administration, Micheal Botha, was asked about an incident two days before when students at a Soweto school had burned a police car. He professed to have 'no knowledge of this 85 incident'.

Only two days before the students marched, Leonard Mosala, a Soweto Bantu councilor, warned that if the matter of Afrikaans was not dealt with immediately, 'it will lead to another Sharpeville'. Yet when the rioting was already under way, Dr Treurnicht summed up his government's 90 attitude: 'In the white area of South Africa, where the government provides the building, gives subsidies and pays the teachers, it is surely our right to determine the language divisions.' And he added: 'Why are pupils sent to schools if they don't like the language division?'

Only £18 is spent annually on a black child's education, compared with 95 more than £300 for a white's. One African child in 5,000 gets a matriculation, or school-leaving certificate. Primary school classes sometimes have 100 pupils to one teacher.

It is wishful thinking that refers to Soweto as a 'township', even though it houses more people than Johannesburg, from which it is separated by 100 a *cordon sanitaire* of open country. Soweto, derived from South Western Township, is divided up into tribal zones of drab, matchbox-like houses, most of which are without electricity. There are many houses, known as shebeens, where illicit liquor is sold. The authorities have tried to stamp them out, but admit there is little hope of doing so. 105

Few whites ever go there, even in peaceful times. They need a permit, which is only granted for day visits. At night Soweto becomes the most violent city in the world. The first six months of 1974 saw more than 400 reported murders. Police described a recent weekend when 13 people were murdered as 'quiet'. 110

When half the population is there illegally it is difficult to know where detection can begin, even if the inhabitants were prepared to co-operate with the police.

But the gangsters, known as tsotsis, who looted state-owned beer halls in Soweto last week, and the angry schoolchildren are in the same boat. 115

Many of the pupils belong to the South African Student Movement, a junior fraternity of the South African Students Organisation (SASO), which flourishes at the two black universities just closed because of 'rioting'.

Members of the new black generations do not remember the last 120 political revival, snuffed out after Sharpeville with the banning of the African National Congress and the Pan-African Congress. They are the products of the Verwoerd vision; except that their separation from the white man's university, parliament and cities has turned them anti-white.

The arrival of a Marxist regime next door in Mozambique, the 125 looming prospect of majority rule in Rhodesia and Namibia and South Africa's uncertain performance in the field against the Angolan adversaries, all have added to the confidence of black youngsters.

Even with a good school record, they are, as Dr. Verwoerd promised, destined for 'certain forms of labour', behind the white, coloured 130 (mixed blood) and Indian in the job queue.

An African doctor earns three-quarters of his white counterpart, with the result that very few are prepared to work at the giant Baragwanath hospital near Soweto. The hospital almost came to standstill last week when white doctors could not get through from their homes in Johannesburg. 135

After giving the clenched-first salute and shouting slogans, the black nursing staff returned to the wards.

If protests against Afrikaans can spark off a momentous rebellion like last week's there is one issue which could take it further still. When the Transkei becomes 'independent' in October, all Xhosas living in white cities will become citizens of that homeland, whether they want to or not. As other homelands achieve 'independent', so will members of other tribes lose their South African citizenship.

If the right to live in a town is forcibly withdrawn in exchange for the citizenship of some far-away, poverty-stricken homeland, then anger could overflow once again. Last week a United Party senator warned that there would be even greater rioting.

It seems difficult for the Government to heed these warnings. It has a master plan for South Africa, and must proceed with it towards the final solution. Minister Michael Botha still says: 'The alleged aversion to Afrikaans as a medium can hardly be the only reason for the demonstrations.' And Prime Minister Vorster warns of 'deliberate attempts to create polarisation between black and white'.

Whether apartheid or 'Communist agitators' were to blame for last week's unparalleled show of anti-white feeling, it is certain that Mr. Vorster's already wavering *détente* programme will suffer. For him *détente* simply means making as many friends in Africa as possible. For most black leaders, however, it has to do with the dismantling of racial discrimination.

They will be dismayed to note the government's total rejection of the two most important recommendations of a report on the future of the country's 2,500,000 Coloured (mixed-blood) people published on Friday. The commission called for direct representation for them in the white Cape Town parliament, as well as the abolition of the Mixed Marriages Act and the law prohibiting sexual relations between Whites and Coloured (though not between Whites and Africans). But the government has thrown out these proposals without any public debate.

(From the Sunday Times, London, 20 June 1976, p. 6.)

1. Using the information in the passage write a set of notes with the title **Causes of the Soweto Riots**.
2. Rewrite the title of the passage above following the conventions of titles in academic essays.

3. The passage above is obtained from a book published in London by Longman in 1982 entitled **Study Skills**. The book is written by Michael Montgomery.

Assuming that you <sup>used</sup> were this passage to obtain information for writing an academic essay make a bibliographic entry of the book.

4. Answer the following questions according to the information provided in the passage:
- (a) Apart from English and Afrikaans what other two languages are widely spoken in South Africa?
  - (b) Where does the Afrikaans language originate from?
  - (c) What does 'anglicise' mean?
  - (d) What was the condition for settling in the new Boer capital after they trekked north in 1836?
  - (e) What does "'Waar'jou pas'" mean?
  - (f) What does 'cordon sanitaire' mean?
  - (g) What are the two meanings of 'détente'?
  - (h) What does master in line 55 mean?
  - (i) What does 'great guru' in line 13 mean?
  - (j) What does 'their' in line 3 mean?
5. (a) Quote from the passage to support the claim that very little money was being spent on the African child's education compared to the white child at the time.
- (b) Provide paraphrased information/evidence to support the claim that very little money was being spent on the African child's education compared to the white child at the time.

## SECTION B

6. Read through the following extract and give four (4) reasons explaining how it is not written in a formal, impersonal academic style. For each of your four (4) reasons provide two (2) supporting examples from the passage.

Most questions about modern English usage have more than one answer. Does everyone find "bum" equally rude? Is splitting an infinitive really such a crime? Can there be more than one correct pronunciation for a word?

This book is about the linguistic problem cases. I've selected 5 some the awkward or difficult questions which are always being raised about usage - whether on radio or television, in the press, or just in everyday conversation. I know these questions are asked,

because in recent years I've found myself having to answer them, partly in teaching students and foreign learners, but mainly in 10 relation to my radio programmes on language e.g. Speak Out. Some of them have been discussed in English books for nearly two hundred years. Other are the product of the twentieth century communications explosion.

My experience is that people fall into three groups in their 15 concern over how their language works. Some couldn't care less. Many - I think the majority - care at least some of the time. And some care all of the time. I have tried to write a book which will be of interest to all three groups. I hope that it will be useful to you, whether you are a member of the first group, and have 20 never even dreamed about English usage; or a member of the second, who have lost only the occasional wink of sleep over it; or a member of the third, who regularly have nightmares about it. Readers from all three groups should at least find the topics familiar. After all, it was you who asked the questions, 25 provided many of the illustrations, and gave all the answers. It's your usage in these pages, not mine.

But you can't really care about something, or take care of it properly, until you come to know it. so this book has a serious, underlying purpose, to inform and advise about English usage. 30 I am a firm believer in the need to talk about language clearly and accurately, so that problems of communication can be identified and solved. But I am totally against any approach which over intellectualises the subject, or pontificates without reason, as has happened so often in the past. Something has gone 35 seriously wrong when so many people find themselves looking back at their English grammar lessons at school, remembering only the pain, or boredom - or nothing. It is perfectly possible to enjoy thinking about your language, and trying to analyse it. I thoroughly enjoy finding out about English, whether in a 40 research library or in the street, and it is this, above all, which I've tried to get across in this book.

7. The following sentences have connotations, euphemisms, idioms, metaphors, are not specific, etc. Rewrite them by removing these as would be acceptable in academic writing:
- (a) After dieting for a month, Flora has begun to look skinny.
  - (b) *Defects* in the pavement make driving difficult.
  - (c) On a steaming hot day, nothing tastes so good as a *drink*.
  - (d) The first week of college is *confusing*.

- (e) When the proposal was made, he smelled a rat, and he set out to trap it.
- (f) The North and South simply could not see eye to eye on the question of slaver.
- (g) I had no chance to input my views.
- (h) He was so surprised that he could not verbalize anything.
- (i) The closing of the factory impacted negatively on the whole town.
- (j) After just one week on the job, I was told that my services would no longer be required.
- (k) During their tour of Livingstone, they saw the Victoria Falls and they went bungi jumping.

### SECTION C

7. In the following sentences, identify which are simple sentences, which are compound sentences and which are complex sentences
- (a) He saw me as I entered the room.
  - (b) It was dark when I left the bar.
  - (c) He will either fight or make peace.
  - (d) He saw me as I entered the house.
  - (e) While I was eating, he phoned.
  - (f) And not only will he go, he will also arrive.
  - (g) They left after the sun had gone down and the moon had not yet risen.
  - (h) My doctor will not allow me to smoke.
  - (i) The very large meal that I eat was delicious.
  - (j) I always listen to the radio between 16;00 hours and 18;00 hours.
8. Identify the subjects and predicates of the following sentences:
- (a) The day is hot
  - (b) I will eat what I like.
  - (c) She liked the old blue dress which she inherited from her dead mother
  - (d) What they did not like was being told what to do.
9. Identify the complements, if there are any in the following sentences:
- (a) Her parents hoped that she would become a asset in future
  - (b) He did not talk to her.
  - (c) That was rather strange
  - (d) She wrote the examination in the sports hall.
10. Identify the parts of speech for all the words in the following sentence:
- John accepted the book she gave him after she told him that it was bought from a genuine book sale.

**END OF EXAMINATION – GOOD LUCK**

**UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**DEPARTMENT OF LITERATURE AND LANGUAGES**  
**2001/2002 ACADEMIC YEAR END OF SECOND SEMESTER**  
**EXAMINATIONS**

**E/LAL 112: INTRODUCTION TO LANGUAGE AND LINGUISTICS**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS:**

- (a) All questions carry equal marks.
- (b) All illustrations from languages other than English must be accompanied by translations as follows:  
Nyanja anthu 'people'

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**SECTION A: ANSWER ALL QUESTIONS**

1. Analyse the following sentence:

The dogs with the bushy tails are biting the man who is walking in the very beautiful park.

Indicate in your analysis: morphemes, words, phrases (and what type they are and the role they play), clauses (and what type they are); the word class of all words; the subject and predicate; and a summary of the make-up of the string of words.

- 2. Write a short essay outlining the role the brain plays in the production and understanding of language.
- 3. Explain fully – and with examples – the similarities and differences between a sentence, a clause and a phrase.
- 4. Describe fully- with examples, how English language words are formed.
- 5. Write paragraphs on each of the following:
  - (a) Word classes
  - (b) Allomorphs
  - (c) Dyslexia
  - (d) Chimpanzees.

## SECTION B: ANSWER ALL QUESTIONS

6. J Mention two (2) ways in which the sound systems of any two languages may differ.
7. Name three major criteria in terms of which consonants are traditionally described in articulatory phonetics.
8. Briefly name and explain any two uses of phonetics.
9. J Briefly name and explain the three main air-stream mechanisms.

## SECTION C: ANSWER ALL QUESTIONS

10. Using the symbols of the International Phonetic Alphabet (IPA) transcribe phonemically the consonant segments described below:
  - (a) A voiceless labio-dental fricative
  - (b) A voiced velar nasal
  - (c) ~~A bilabial~~ voiced fricative *A voiced bilabial fricative*
  - (d) A voiceless glottal fricative
  - (e) A voiced labial affricate
11. Describe in articulatory terms each of the following phonemes:

(a) [g]	(b) [o]
(c) [m]	(d) [s]
12. Translate the English sentence 'We did not work for him' into a Bantu language of your choice and then make a morphological analysis of the verbal form obtained in the Bantu language by dividing it into its component morphemes and naming all these morphemes that make up the verbal form.
13. With illustrations, briefly discuss any two (2) the differences in EITHER
  - (a) The nominal structure in English and Bantu languages.

**OR**

  - (b) The verbal structure in English and Bantu languages.

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

**EC 115: INTRODUCTION TO MICROECONOMICS**

**TIME: THREE HOURS**

**INSTRUCTIONS: Answer ALL questions. Use clear, well-labeled diagrams where relevant**

1. Suppose equilibrium has been set in a perfectly competitive market for margarine, meaning demand equals supply. The government then decides to intervene in this market and restricts the total quantity that suppliers can supply to the market for margarine. Using appropriate diagrams show the following equilibrium analysis situations:

- a) The effect of the government's action on equilibrium in the margarine market
- b) The effect of changes in the margarine market on equilibrium in the market for butter, assuming butter and margarine are substitute goods
- c) The effect of changes in the margarine market on equilibrium in the market for bread, assuming bread and margarine are complement goods
- d) Does equilibrium analysis, as you have described in (a) to (c) above, fully explain all the changes that take place in the three markets you discussed? Explain [do not use any diagram for part (d)]

2 (i). Consider the costs and revenues of a hypothetical firm shown in the table below (all costs and revenue are in Kwacha, K). The firm is operating in the short-run.

(1)	(2)	(3)	(4)	(5)
Output of X (units)	Total Cost (K)	Total Revenue (K)	Marginal Cost (K)	Marginal revenue (K)
1	13	8	-	-
2	23	23	10	15
3	29	37		
4	36	49		
5	45	58		
6	57	64		

- a) Define marginal cost and marginal revenue.
- b) Calculate the missing values of marginal cost and marginal revenue (i.e., columns (4) and (5)) in the table
- c) At what level of output would the firm operate?

**SECTION D: ANSWER ONLY TWO (2) QUESTIONS**

14. With examples, briefly explain each of the following as design features of human language:
- (a) ✓ Reflexiveness
  - (b) ✓ Prevarication
15. ✓ What is the difference between the monogenetic and polygenetic theories on language origin?
16. What is the relationship between language and culture?
17. Discuss any two (2) design features of human communication.
18. With examples, explain the importance of communicative competence.

Language

**END OF THE EXAMINATIONS**

- d) Explain why the firm would operate at the output level in (b) above
- e) What is the amount of profit being made at the level of output in (b) above?
- f) What is the amount of profit being made at 4 units of output?
- g) Given only the information in columns (1) to (5) in the table above, is it possible to determine whether the firm is making a loss, normal profit or above-normal profit? explain
- 3 (i) . In functional notation, an individual's demand function for bananas may be given as  $q = f(p)$ , ceteris paribus. Suppose we express this function as a linear (straight-line) demand equation as:
- $$q = 100 - 2p$$
- a) What is the quantity demanded (q) when the price (p) is zero?
- b) What is the quantity demanded when the price is 10?
- c) What is the price elasticity of demand at price,  $p = 10$ ?
- d) How would the information you have derived in (c) above be useful to a supplier of bananas?
- (ii) Suppose the amount of maize supplied by a firm is 40 tons. If this amount falls to 20 tons due to a fall in the price of maize from K100,000 per ton to K80,000 per ton, does this represent a change in supply or a change in quantity supplied? Explain your answer using an appropriate diagram.
- (iii) State the law of demand and define a change in demand.
- (iv) Discuss three determinants of price elasticity of demand.
- 4 (i) . Use an appropriate diagram to explain how equilibrium is set for a profit maximizing monopolistic firm operating in the long-run. Does the firm make above-normal profit? Explain.
- (ii) Using an appropriate diagram, discuss the main differences between a perfectly competitive firm operating in the long-run and the monopolistic firm you have described in (i) above.
- (iii) Explain, with the help of a diagram, why above normal profits are not eliminated in the long-run for a monopoly firm.
- (iv) Define a Factor Market. "In the short-run, a firm hires additional labour up to a point where the wage equals the firm's demand for labour." What theory is this statement based on? Assuming perfect competition in the labour market, explain the statement made above using an appropriate diagram.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
SECOND SEMESTER DEFERRED EXAMINATION  
(DISTANCE EDUCATION)**

**EC115: INTRODUCTION TO MICROECONOMICS**

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER ALL THE QUESTIONS**

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1. What is a Possibility Production Frontier? What problems does a country encounter in its task of allocating resources?
2. The following data shows a firm's total production costs;

Quantity	1	2	3	4	5	6
Total Cost	10	16	18	28	45	66

Given that the total fixed cost is K8, define and calculate the following costs;

- (a) Average total cost
  - (b) Average variable cost
  - (c) Average fixed cost
  - (d) Marginal cost
- 
3. Define the following concepts;
    - (a) Law of diminishing returns
    - (b) Opportunity cost
    - (c) Price elasticity of demand
    - (d) Oligopoly
    - (e) Veblen good
  4. Define Total Product, Average Product and Marginal Product. Using an appropriate diagram, explain why the marginal product curve cuts the average product curve at its maximum.
  5. What would be the effect on the demand curve for a normal good X, if;
    - (a) there was an increase the price of good X.
    - (b) a decrease in national income
- 

**END OF EXAMINATION**

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

**EC 125: INTRODUCTION TO MACROECONOMICS**  
**(DISTANCE EDUCATION)**

**TIME: THREE HOURS**

**INSTRUCTIONS: ATTEMPT ALL QUESTIONS** using the question paper for your answers.

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

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**SECTION A**

1. Which of the following best describe the two important characteristics of resources in economics?

- i) They are not renewable
  - ii) They are capable of alternative uses
  - iii) They can be increased over time
- a) I & II                      b) I & II                      c) II & III

2. Scarcity of resources means that economics is concerned with:

- i) The allocation of resources
- ii) The full employment of resources
- iii) The growth of resources

Which of the above statements are correct?

- a) I & II                      b) I & III                      c) II & III                      d) All

3. Which of the following statements best describe economising behaviour?

- i) Saving costs by using less resources
- ii) Increasing benefits
- iii) Choosing the objective of gaining a specific benefit at the least possible cost.

- a) I                              b) II                              c) III                              d) None

4. Which of the following best describes inflation?

- i) High prices
  - ii) Rising prices
  - iii) Permanent changes in prices
- a) I                      b) II                      c) III                      d) All

5. According to the Phillips curve, to reduce unemployment, a nation must be:

- i) Willing to control the wages so that more workers are employed on the same wage bill.
  - ii) Willing to reduce inflation so that it costs less to run firms and employ more workers.
  - iii) Willing to have higher inflation through high wages.
- a) I      b) II      c) III      d) I & II      e) I & III      f) II & III

6. Fiat Money is

- i) Paper money whose value is always equal to a commodity.
- ii) Money that has little intrinsic value
- iii) It is neither backed by nor convertible to a commodity value.

Which of the following is correct?

- a) I      b) II      c) I & II      d) I & III      e) II & III      f) All

7. Suppose a Landlord has a K150 million debt on his block of flats with a fixed interest rate and inflation rose by 5%. Which of the following will happen?

- a) His wealth will increase
- b) His wealth will decrease
- c) His wealth will remain unchanged

8. If kwacha depreciates relative to the US dollar how will it affect kwacha expenditures of Zambians on locally produced essential goods?

- a) Expenditures will increase
- b) Expenditures will decrease
- c) Expenditures will remain unchanged

9. Which of the following would increase your incentive to hold money deposits?

- i) An increase in the interest rate on savings accounts.
  - ii) An increase in the expected rate of inflation
  - iii) An increase in income
- a) I    b) II    c) III    d) I & II    e) I & III    f) II & III    g) All

10. Which of the following would cause current aggregate demand to rise?

- i) An increase in recession fears
  - ii) Increased fear of inflation
  - iii) A reduction in real interest rates
- a) I   b) II   c) III   d) I & II   e) I & III   f) II & III

11. When the actual unemployment rate is equal to the natural rate of unemployment, what happens to cyclical unemployment and potential GNP?

- i) Cyclical unemployment is absent
  - ii) Cyclical unemployment is present
  - iii) Potential GNP is at its sustainable rate
  - iv) Potential GNP is at an unsustainable rate
- a) I & III   b) I & IV   c) II & III   d) II & IV

12. Frictional unemployment is:

- a) Unemployment due to recessionary business conditions and inadequate aggregate demand for labour.
- b) Unemployment due to constant changes in the economy that prevent qualified unemployed workers from being immediately matched up with existing job openings.
- c) Unemployment due to changes in the economy that eliminate some jobs while generating job openings for which the unemployed workers are not well qualified.

13. In international trade which of the following best defines comparative advantage:

- i) A situation in which a nation, as a result of its previous experience and or natural endowments, can produce with fewer resources than another nation.
  - ii) A principle that states that nations can gain by specializing in the production of goods that they produce cheaply and exchanging those goods for other desired goods for which they are high opportunity cost producers.
- a) I                      b) II                      c) both I & II                      d) Neither

14. Which of the following statements is incorrect:

- i) International trade enables a nation to specialise in those goods it can produce most cheaply.

ii) International trade enlarges the potential market for goods of a particular economy.

iii) Trade can strain economic relations among nations.

- a) I      b) II      c) III      d) None      e) All

**SECTION B:**

15.

**INDICATE THE EFFECT (AMOUNT) ON ZAMBIA'S GDP AND GNP  
IN THE APPROPRIATE COLUMN**

Transaction	Effect On	
	GDP	GNP
e.g. The Gondwe brothers exchange 6 years old personal vehicles.	NIL	NIL
i) Mr. Phiri works for ZANACO and earns K1.5 million per month.		
ii) Mr. Zulu is Zimbabwean working in Zambia earning K3 million per month.		
iii) Mr Phiri imports a 5 year old vehicle from Japan worth K20 million and sells his 6 year old vehicle for K5 million.		
iv) Mr. Mwansa a Zambian works in Malawi earning K3.5 million per month.		
v) Mr Mwale runs a clinic charging K20,000 per consultation. During the year he has had 50 patients as well as attending to family members 10 times.		
vi) Mr Mwale buys a 10 year old house worth K300 million and incurs legal and agency fees amounting to K5 million.		
vii) ZANACO London Branch invests K300 million and earns K5 million in interest per month.		
viii) Mr. Mwale trades-in his 4 year old car worth K10 million and gets a new car worth K40 million. In exchange, he pays K25 million to the dealer.		
ix) Shoprite Zambia spends K30 million per month on local staff in salaries. It also earns profits amounting to K50 million per month.		
x) TOTAL		

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END OF EXAMINATION

**UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2001/2002 ACADEMIC YEAR SECOND SEMESTER**  
**FINAL EXAMINATIONS**  
**EC 215: INTERMEDIATE MICRO ECONOMIC THEORY**

**TIME: THREE HOURS**

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

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SECTION – A

1. Write brief notes on any four of the following: (3x4=12)
1. Expansion path
  2. Economies of scale
  3. Inflection point
  4. Second-degree price discrimination
  5. Cournot's model of duopoly problem
- II. Given the following income consumption schedule, calculate the income elasticity between points A and B; B and C and C and D. Give a graphical presentation of the data and interpret the results.

(8)

Point	Income (KWACHA)	Quantity (UNITS)
A	2000	100
B	3000	200
C	4000	200
D	5000	150

SECTION- B

Answer the following questions:

10x3=30

- III a) Suppose an individual spends all his weekly income on two goods X and Y. Draw the individual's budget line if his income is K150 per week, the price of X is K10 per unit and the price of Y is K15 per unit. Draw the new budget lines
- i) if the price of X doubles;
  - ii) if the price of Y halves;
  - iii) if the individual's income rises to K250 per week.
- b) Differentiate between 'income effect' and 'substitution effect' caused by the change in the price of a commodity.
- IV Compare and contrast the short-run pricing and output conditions of a perfectly competitive firm and of a firm under monopoly.
- V a) Differentiate between 'price discrimination' and 'product differentiation'.  
b) Explain the 'centralised cartel' model.

**END OF EXAMINATION**

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

**EC225: INTERMEDIATE MACROECONOMIC THEORY  
(DISTANCE EDUCATION)**

**INSTRUCTIONS**

**ANSWER THREE QUESTIONS ONLY. QUESTION ONE IS COMPULSORY. QUESTION ONE CARRIES 20 MARKS. THE REST CARRY 15 MARKS EACH.**

**TIME: THREE HOURS**

---

- 1) "Inflation is always and everywhere a monetary phenomenon" (Milton Friedman)- Discuss. According to the monetarist theory, what will be the effect on the rate of inflation if the government attempts to reduce unemployment below its "natural rate"?
- 2) When is fiscal policy completely ineffective and when is it very effective? Explain using IS-LM curves.
- 3) Define the real sector and monetary sector. What would be the effect on the IS-LM curves, the rate of interest, and national income if there was,
  - a) an increase in autonomous consumption
  - b) an increase in taxation
  - c) a decrease in money supply.
- 4) What are the two key results of the simple Keynesian model? What defects does the simple Keynesian model suffer from?

**END OF EXAMINATION**

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

**EC225: INTERMEDIATE MACROECONOMICS THEORY**

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER THREE QUESTIONS ONLY. QUESTION ONE IS COMPULSORY.**

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1. a) Explain what is meant by “natural” unemployment. What policies might be used to reduce this type of unemployment?  
b) Discuss the adverse effects of a high rate of inflation on society. To what extent can fiscal and monetary policy be used to alleviate the problem?
  
  2. Under the Keynesian theory of money, why do people demand money? What would be the effect of a change in money supply?
  
  3. Explain the classical theory of full employment. What are the main critiques of this theory?
  
  4. What is inflation? Distinguish between demand-pull and cost-push inflation. How can we cure demand-pull and cost-push inflation?
- 

**END OF FINAL EXAMINATION**

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

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

**EC 322: INTRODUCTION TO ECONOMETRICS AND APPLIED STATISTICS**

**TIME: THREE HOURS**

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

**(QUESTION 1 CARRIES 50 % AND THE OTHER QUESTIONS CARRY 25% EACH)**

---

1. Given below are results from a model estimated using Ordinary Least Squares (OLS) in PCGIVE software.

Modelling LP by OLS 1985 (1) to 2001 (12)

---

Variable	Coefficient	Standard Error
Constant	-7.1893	0.32746
LE	0.38244	0.047229
LM	0.78314	0.051823
LP*	-0.0013364	0.050365

$R^2 = 0.995239$

RSS = 6.817606014 for 4 variables and 204 observations

---

where LP is the natural log of the price level, LM is the natural log of money supply, LE is the natural log of the exchange rate of the kwacha to the US dollar (K/US\$), and LP\* is the log of the price level of oil.

- i. Based on these results explain the meaning of the following.
  - (a) Estimated coefficients
  - (b) Standard errors
  - (c)  $R^2$
- ii. Calculate the adjusted  $R^2$  ( $\bar{R}^2$ ) and explain what it means.
- iii. Calculate the estimated  $\delta^2$  (variance) and explain what it means.
- iv. Calculate the t values for all the estimated coefficients based on the null hypothesis that  $\beta_i=0$  where  $i= 0, 1, 2, \dots, k$ . Based on these calculations which of the estimated coefficients are statistically significant? Explain.
- v. Test the hypothesis that the coefficient of Lm is equal to unit (=1)? Explain.
- vi. Derive the relationship between  $R^2$  and F-ratio. Test the hypothesis that the coefficients on the

LM, LE and LP\* are simultaneously equal to zero, that is,  $\beta_1 = \beta_2 = \beta_3 = 0$ .

2.
  - i. List the assumptions of the of the classical linear regression model.
  - ii. Using a simple linear regression model derive the Ordinary Least Squares (OLS) estimators. Show all steps.
  - iii. State the properties of the OLS estimators
3. Compare and contrast the regression through the origin (that is, the regression without the intercept term) with the regression with the intercept term. Under what circumstances can the regression through the origin be used?
4. Discuss the concept of confidence interval estimation. How would you use confidence intervals in hypothesis testing?
5.
  - i. In time series analysis explain the meaning of the term integrated of order  $d$  (that is,  $I(d)$ ).
  - ii. In time series analysis describe how you would test for unit root using the Dickey-Fuller test and the Augmented Dickey-Fuller test.
  - iii. Compare and contrast the concepts of stationarity and cointegration in time series analysis.

***-END OF EXAMINATION-***

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

**EC 412 : INTERNATIONAL FINANCE THEORY AND PRACTICE**

**TIME : 3 HOURS**

**Instructions : Answer Four (4) questions in all. Question One (1) in Section A is compulsory. Attempt at least one question from Sections B and C. Each question carries 25 marks.**

---

**SECTION A**

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

1. (a) The price-specie-flow mechanism underpinned the adjustment process under the gold standard.
- (b) A balance of payment credit denotes an increase in assets of a nation.
- (c) Devaluation and depreciation are synonymous.
- (d) Arbitrage involves covering the risk in the foreign exchange market.
- (e) A higher devaluation is needed to correct the balance of payment deficit if the demand and supply curves of foreign exchange are elastic.

**SECTION B**

2. (a) Calculate the bilateral real deutsche mark/dollar exchange rate for 1994.07 using 1980.01 as the base year. Show all your workings. The relevant data are:

<b>Variable</b>	<b>1980.01</b>	<b>1994.07</b>
Nominal exchange rate	DM1.7394	DM1.5958
German consumer price index	75.17216	115.6075
U.S. consumer price index	59.58599	113.5787

- (b) Explain what the results obtained in (a) above mean.
3. (a) Define currency futures, currency options and currency swaps.

- (b) Complete the tables below based on the information provided.

**EXCHANGE RATES**

Thursday, February 17, 1994

The New York foreign exchange selling rates below apply to trading among banks in amounts of \$1 million.

Country	US\$ equivalent Thurs	Currency per US\$ Thurs
Britain (pound).....	1.4780	.....
30-day forward.....	1.4761	.....
90-day forward.....	1.4725	.....
180-day forward.....	1.4685	.....

Currency	Premium/ Discount (per annum %)	Forward Period		
		30 days	90 days	180 days
pound	pound discount	.....	.....	.....
	US\$ premium	.....	.....	.....

- (c) Under what conditions is the forward rate equal to the expected future spot rate?
4. (a) Suppose that the euro/pound sterling exchange rate is € 3.00 to £1 and there are \$1.60 to £1 in London. What is the euro/dollar exchange rate? Show all your workings and state any assumptions used.
- (b) If the euro had actually been selling for € 1.88 to \$1 in New York while the London exchange rates remained those given in (a) above; explain precisely how you might be able to make a profit through arbitrage and why you probably would not be able to make any profit.

**SECTION C**

5. Critically compare the monetary and asset (portfolio) models of exchange rate determination both in theory and practice.
6. Critically appraise the empirical validity of the random walk and unbiased forward rate hypotheses in explaining the exchange rate movement.
7. Using the Internal Balance-External Balance model, critically evaluate the economic data provided in the table below for Zambia over the 1997-2001 period and discuss appropriate policies required to address the identified economic problem.

<b>Year/Economic Indicator</b>	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>
Annual GDP growth Rate (%)	3.35	-1.97	2.00	3.60	4.90
Annual Inflation Rate (%)	18.6	30.6	20.6	30.1	18.7
Investment (% of GDP)	14.6	16.4	17.9	18.3	16.8
Money Supply Growth Rate (%)	25.1	25.6	29.2	74.1	10.8
Government surplus/(deficit) (% of GDP)	-9.5	-5.5	-3.7	2.2	-8.1
Current Account Balance (% of GDP)	-13.0	-17.8	-15.5	-17.1	-22.9
Consumption (Annual % Growth Rate)	50.0	49.4	23.0	38.6	28.8

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**END OF EXAMINATION**

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

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

**EC 422: ISSUES IN DEVELOPMENT**

**TIME: THREE HOURS**

**INSTRUCTIONS: Answer Section A and any two questions from Section B**

**SECTION A**

1. Discuss the evolution of economic planning in Zambia since the Second Republic to date. While doing so, highlight the main policy changes, limitations of each phase as well as your recommendations.
  
2. The demand for a new International Economic Order in international trade between the developed and the developing countries is relevant even in Comesa. Evaluate the validity of this statement.

**SECTION B**

3. In your view, what are the main structural weaknesses in Zambia's industrial sector. Recommend a strategy to overcome these bottlenecks if Zambia is to achieve and sustain economic development.
  
4. Outline the main limitations to sustainable development in the developing countries.
  
5. Population is a two-sided factor in economic development. Discuss.

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**END OF EXAMINATION**

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

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

**EC945: TRANSPORT ECONOMICS**

**TIME:                    THREE HOURS**

**INSTRUCTION:      ANSWER QUESTION ONE AND ANY THREE**  
**QUESTIONS**

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1. Discuss the different advantages and disadvantages of price discrimination. What are the conditions necessary for price discrimination ?
2. Cost Benefit Analysis is a practical way of assessing the desirability of projects. Discuss its limitations.
3. “The demand for transport is derived from its functions”. Explain the statement with reference to passenger and goods transport.
4. Discuss the different policy approaches for relieving congestion.
5. In the new transport policy, the Zambian Government has one of its policy objectives as “to promote economic and social growth based on development of road, air, pipeline, water and rail transport”. Discuss the different strategies proposed and the possible constraints.

---

END OF EXAMINATION

**UNIVERSITY OF ZAMBIA**

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF LITERATURE AND LANGUAGES

2001/2002 ACADEMIC YEAR END OF SECOND SEMESTER FINAL EXAMINATION

FR132: INTRODUCTION TO FRENCH LANGUAGE II

**TIME:** THREE HOURS

**INSTRUCTIONS:** ANSWER ALL QUESTIONS IN EACH SECTION

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**SECTION A:** ANSWER ALL QUESTIONS IN THIS SECTION

**I.** Questions sur vous-même

1. Comment vous appelez-vous ?

\_\_\_\_\_

2. Depuis quand apprenez-vous le français?

\_\_\_\_\_

3. Pourquoi avez-vous choisi d'apprendre la langue française ?

\_\_\_\_\_

\_\_\_\_\_

4. Combien de frères et de soeurs avez vous ?

\_\_\_\_\_

5. Où habitez-vous ?

\_\_\_\_\_

(10 points)

**II.** Répondez comme dans le modèle

Exemple: J'ai une maison - Je n'ai pas de maison

1. Nos voisins ont un chien - \_\_\_\_\_

2. Tu vas à Kitwe. - \_\_\_\_\_

3. Demain, elle ira au village - \_\_\_\_\_

4. Nous apprenons le français - \_\_\_\_\_

5. Il a de l'argent - \_\_\_\_\_

(5 points)

**III. Mettez à, à la, au, à l', aux**

**Exemple:** Vous allez \_\_\_\_\_ Livingstone. Vous allez à Livingstone.

1. Je m'intéresse \_\_\_\_\_ cinéma
2. Qu'est-ce que vous avez fait \_\_\_\_\_ école ?
3. Il fait plus froid \_\_\_\_\_ campagne qu'en ville.
4. Le professeur parle \_\_\_\_\_ étudiants
5. Ma tante va \_\_\_\_\_ hôtel.

(5 points)

**IV. Mettez du, de, de la, de l', des**

**Exemple:** Elle vient \_\_\_\_\_ marché. - Elle vient du marché.

1. Mon père sort \_\_\_\_\_ maison.
2. Il mange \_\_\_\_\_ fruits.
3. Les filles parlent \_\_\_\_\_ vacances.
4. François achète \_\_\_\_\_ viande.
5. Les élèves viennent \_\_\_\_\_ école.

(5 points)

**V. Mettez à la forme positive**

**Exemple:** Tu ne joues pas - Tu joues

1. Elle ne regarde pas la télévision.: \_\_\_\_\_
2. Nous ne sommes pas à la maison.: \_\_\_\_\_
3. Ce n'est pas amusant. : \_\_\_\_\_
4. Nous ne nettoyons pas le jardin.: \_\_\_\_\_
5. Elle n'est pas chez une amie. : \_\_\_\_\_
6. Ne regarde pas! : \_\_\_\_\_
7. N'appelle pas le taxi ! : \_\_\_\_\_
8. Ne donnons pas mille Kwacha à l'enfant. : \_\_\_\_\_
9. Ce garçon ne travaille pas bien.: \_\_\_\_\_
10. Il n'ouvre pas la porte. : \_\_\_\_\_

(10 points)

**VI. Mettez ce, cette, cet, ces**

1. \_\_\_\_\_ garçon est mon frère.
2. \_\_\_\_\_ photos sont très jolies.
3. \_\_\_\_\_ école est moderne.
4. Ils vont dormir dans \_\_\_\_\_ hôtel
5. \_\_\_\_\_ maison est à Monsieur Sililo.

(5 points)

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

Exemple: Je parle à Paul. - Je lui parle.

1. Tu vois la maison. : \_\_\_\_\_
2. Il donne de l'argent à la fille. : \_\_\_\_\_
3. Je dis bonjour à mes amis. : \_\_\_\_\_
4. Elle mange des bananes. : \_\_\_\_\_
5. Nous voyons le livre dans le bureau. : \_\_\_\_\_

(5 points)

**VIII. Mettez au temps indiqué**

a)verbe	présent	futur	imparfait
<u>être</u>	Nous _____	Elle _____	Il _____
<u>aller</u>	Tu _____ à l'école.	Vous _____	Anne _____
<u>avoir</u>	J' _____ de l'argent.	Ils _____ des fruits.	Tu _____

b)verbe	passé composé	Conditionnel
<u>parler</u>	Hier, elle _____	Elle _____
<u>pouvoir</u>	Nous _____	Ils _____
<u>partir</u>	Je _____	Elles _____

(15 points)

**VI. Mettez ce, cette, cet, ces**

1. \_\_\_\_\_ garçon est mon frère.
2. \_\_\_\_\_ photos sont très jolies.
3. \_\_\_\_\_ école est moderne.
4. Ils vont dormir dans \_\_\_\_\_ hôtel
5. \_\_\_\_\_ maison est à Monsieur Sililo.

(5 points)

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

Exemple: Je parle à Paul. - Je lui parle.

1. Tu vois la maison. : \_\_\_\_\_
2. Il donne de l'argent à la fille. : \_\_\_\_\_
3. Je dis bonjour à mes amis. : \_\_\_\_\_
4. Elle mange des bananes. : \_\_\_\_\_
5. Nous voyons le livre dans le bureau. : \_\_\_\_\_

(5 points)

**VIII. Mettez au temps indiqué**

a)verbe	présent	futur	imparfait
<u>être</u>	Nous _____	Elle _____	Il _____
<u>aller</u>	Tu _____ à l'école.	Vous _____	Anne _____
<u>avoir</u>	J' _____ de l'argent.	Ils _____ des fruits.	Tu _____

b)verbe	passé composé	Conditionnel
<u>parler</u>	Hier, elle _____	Elle _____
<u>pouvoir</u>	Nous _____	Ils _____
<u>partir</u>	Je _____	Elles _____

(15 points)

## SECTION B: COMPREHENSION

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

### SOUNDIATA KEITA

Soundiata Keita était l'un des fils du roi Mandingue. Il vivait avec ses onze frères au palais de son père. Mais il participait rarement à leurs jeux car il était toujours malade. Il n'avait aucune force et tout le monde croyait qu'il allait mourir très jeune.

L'ennemi des Mandingues, le roi de Sosso, voulait être roi de leur pays. Il leur fit la guerre et battit les armées du père de Soundiata. Puis, il entra au palais et tua les onze frères. Le petit Soundiata ne fut pas tué parce que le méchant roi pensait qu'il allait mourir.

Mais Soundiata guérit. Il devint grand et fort. Il se rappelait la mort de son père et de ses malheureux frères. Les Mandingues en firent leur Roi. Aussitôt, il réunit une nombreuse armée, et pour venger sa famille, engagea une bataille contre les troupes Sosso à Kirina (1235).

Soundiata fut vainqueur alors que le roi Sosso avait été tué pendant le combat. Les onze frères de Soundiata étaient vengés. Quelques années plus tard, le jeune roi, qui avait conquis tous les pays situés autour de son royaume, prit le titre d'Empereur du Mali.

#### QUESTIONS:

1. Soundiata participait rarement aux jeux de ses frères. Pourquoi ?

Parce qu'il

- A. n'aimait pas ses frères
- B. vivait au palais de son père
- C. était malin et chéri
- D. ne se portait pas bien.

2. Qui était l'ennemi des Mandingues ?

- A. C'était le père de Soundiata
- B. C'était le Roi du Mali.
- C. C'était le Roi Soundiata
- D. C'était le Roi de Sosso

3. Que fit le Roi après sa victoire ?

- A. Il fit la guerre au père de Soundiata.
- B. Il tua les onze frères de Soundiata.
- C. Il entra au palais du père de Soundiata et il le tua
- D. Il tua Soundiata

4. Pourquoi Soundiata ne fut-il pas tué ?
- A. parce qu'il allait guérir.
  - B. parce qu'il était gravement malade.
  - C. parce qu'il était très jeune.
  - D. parce qu'il aimait le Roi de Sosso.
5. Qu'est-ce que Soundiata n'avait pas oublié ?
- A. la générosité du roi de Sosso
  - B. la gravité de sa maladie
  - C. la mort de son père et de ses frères.
  - D. la défaite des armées Mandingues.
6. Que fit Soundiata quand il devint roi ?
- A. Il réunit une armée.
  - B. Il devint grand et fort
  - C. Il guérit
  - D. Il réunit sa famille.
7. En quelle année s'est passée la bataille de Kirina ?
- A. en 1680
  - b. en 625
  - C. en 1235
  - D. en 1835
8. Qui fut tué à Kirina ?
- A. Soundiata
  - B. le Roi de Sosso
  - C. le Roi de Kirina
  - D. le Roi des Mandingues
9. Qui étaient vengés par la victoire de Kirina ?
- A. Soundiata
  - B. le Roi de Sosso
  - C. les armées mandingues
  - D. les frères de Soundiata
10. Après ses victoires, Soundiata prit le titre de :
- A. Roi Mandingue
  - B. Empereur de Sosso
  - C. Empereur du Mali
  - D. Empereur des Mandingues

(20 points)

**SECTION C: COMPOSITION**

Ecrivez une lettre à votre amie pour lui dire que vous allez passer les vacances chez lui / chez elle.

(20 points)

**END OF EXAMINATION**



# THE UNIVERSITY OF ZAMBIA

## DIRECTORATE OF DISTANCE EDUCATION

END OF YEAR EXAMINATIONS 2001/ 2002

### FR 211: FRENCH LANGUAGE 11

TIME : 3 HOURS

ANSWER ALL QUESTIONS

SECTION A: LA GRAMMAIRE:

SECTION B: LA COMPREHENSION

SECTION C: LA TRADUCTION

SECTION D : LA COMPOSTION

---

### SECTION A. LA GRAMMAIRE

1. **Mettez les verbes entreparanthèses au temps indiqué.**

1. Nous ( rester ) ( **conditionnel passé** )
2. Ils ( travailler ) ( **passé compose** )
3. Je ( faire ) ( **imparfait** )
4. Tu ( s'habiller ) ( **plus-que-parfait** )
5. Elles ( vendre ) ( **conditionnel présent** )
6. Vous ( tomber ) ( **futur** )
7. Les filles et les garçons ( arriver ) ( **passé composé** )
8. Mon cousin ( habiter ) ( **conditionnel passé** )
9. Ma maison ( avoir ) un beau jardin ( **futur** )
10. Tout le monde ( aimer ) les enfants. ( **présent** )

11. **Remplacez les mots soulignés par des pronoms**

1. Tu veux du fromage?  
Non, je.....
2. Tu as déjà vu ce film?  
Oui, je.....
3. C'est vous qui avez les billets?  
Non, nous.....
4. Vous pouvez me déposer à la gare?

- Oui, justement nous.....vais.  
 5. Avez-vous téléphoné à Luc?  
 Non, nous.....

### III. Remplissez avec une bonne réponse

1. Vous .....êtes allés quand? ( en /y/ les)
2. Je.....ai dit de passer en fin de semaine. ( les / la /lui)
3. Je connais bien André et Simon: je.....vois tous les jours au bureau. ( les / leur / le)
4. J'ai acheté des tomates au supermarché . Prends-.....: elles sont dans la voiture. ( en / leur / les)
5. Renée a vu de belles truites au marché. Elle ....a pris quatre. ( les / en / lui)
6. Le voisin veut te parler. Je .....ai dit de venir à huit heures . ( le / lui/ leur)
7. Agnès est sympathique! Nous ne.....voyons pas assez souvent! ( la / lui/ les)
8. C'est un secret: n'.....parle pas! ( lui / la/ en)
9. Je suis très bien ici. J'.....reste. ( y / en / en)
10. Je.....en ai parlé hier soir. ( la / les / leur)

### IV. Mettez au discours rapporté

1. " Vous serez chez vous demain?"  
 Elle nous a demandé.....
2. " Je ne peux pas rentrer avant lundi."  
 Elle nous a dit .....
3. " Téléphone moi ce soir!"  
 Il me demande.....
4. " Nous reviendrons vous voir le weekend prochain"  
 Elle nous a dit.....
5. " Je ne peux pas rentrer avant lundi"  
 Il nous informe.....

## SECTION B: LA COMPREHENSION

*Faut-il donner aux associations? À cette question, que répondent les quatre personnes interrogées par le journal *La Montagne* ? Lisez les réponses et remplissez le tableau.*

<p style="text-align: center;"><b>Un retraité</b></p> <p>« Bien sûr qu'il faut donner aux associations caritatives. Il est indispensable à leur rôle social et humanitaire qu'on leur procure argent, nourriture, vêtements, etc. Au-delà de l'aspect matériel des choses, il ne faut pas oublier l'œuvre considérable des bénévoles et, surtout, le soutien moral qu'ils procurent. Dans une société où l'individualisme semble dominer les rapports humains, la solidarité est une chose que l'on doit aux plus démunis d'entre nous.»</p>	<p style="text-align: center;"><b>Un professeur de français</b></p> <p>« Sans hésiter, je réponds oui! Et plus que jamais en cette période de fête! Les associations caritatives sont tout ce qui reste à certains pour vivre à peu près décemment, nous nous devons de les aider. On ne peut rien attendre d'exceptionnel de la part de l'État, mais de l'entraide, sans doute qu'il s'agisse de donner des vêtements, d'acheter des articles ou encore d'apporter une contribution financière, chacun à sa façon de lutter contre la misère ou la maladie. On peut ainsi donner de son temps à ces associations. À chacun de trouver la formule qu lui convient! »</p>
<p style="text-align: center;"><b>Un lycéen</b></p> <p>« Il faut donner, il faut bien aider ceux qui n'ont rien, autrement que par l'intermédiaire des associations. Il faut profiter les gens en difficulté de ce que certains autres ont. Il est possible de donner de l'argent, mais il faut connaître la réelle destination de cet argent. Je pense qu'il est préférable de donner des biens matériels comme de la nourriture, des médicaments. Il y a des denrées que nous n'utilisons pas et qui pourraient faire bonheur de beaucoup de gens. »</p>	<p style="text-align: center;"><b>Une mère de famille</b></p> <p>« Je participais aux œuvres de certaines associations mais c'est fini. Regardez, on a la preuve que tout ne va pas toujours aux destinataires. L'affaire Crozemarkie a fait pas mal de scandale. Et l'année dernière, tout n'a pas non plus été très honnête avec le Téléthon. Nous sommes dans une société où il faut se méfier de tout, alors il vaut mieux penser d'abord à nos jeunes. Ils doivent affronter des conditions particulièrement difficiles.»</p>

	Faut-il donner?	Faut-il donner?	Pourquoi?	Quoi?
	Oui	Non		
Le retraité				
Le lycéen				
Le professeur				
La mère de famille				

### SECTION D : LA TRADUCTION

Translate the following passage from French into English

#### UNE GARE

Il n'y avait que trois ou quatre voyageurs, dans mon wagon, car ce n'était pas le grand train direct, celui que j'aurais dû prendre, celui à l'arrivée duquel on m'attendait, et que j'avais manqué de quelques minutes à attendre indéfiniment ce convoi postal dans une gare de correspondance.

Si j'avais su à quel point son heure d'arrivée, je n'aurais pas hésité à retarder mon voyage d'un jour, en télégraphiant mes excuses.

J'ai l'impression que je pourrais retrouver avec une exactitude absolue la place qu'occupait mon unique lourde valise dans le filet, et celle où l'ai laissée tomber, entre les banquettes, au travers de la porte.

### SECTION E : LA COMPOSITION

Rédigez une composition (250 mots) sur UN des sujets proposés:

1. Une lettre de motivation pour demander un poste d'enseignant (e) dans un lycée secondaire Zambien. **ou**
2. Les avantages de la vie en mariage

.....  
**END OF EXAMINATION**



# THE UNIVERSITY OF ZAMBIA

DEPARTMENT OF LITERATURE AND LANGUAGES  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

**SECOND SEMESTER 2001/ 2002 EXAMINATIONS**  
**FR 212 : FRENCH LANGUAGE AND PHONETICS 11**  
**PAPER 11**

TIME : 3 HOURS  
ANSWER ALL QUESTIONS

SECTION A: LA COMPOSITION  
SECTION B: LA TRADUCTION

.....

## SECTION A: LA COMPOSITION

Rédigez en très bon français , sur un des sujets en 250 mots:

1. Que faut-il faire pour arrêter l'abus de l'enfant en famille, à l'école et en société?
2. Les projets de mes prochaines vacances.
3. Les moments inoubliables de l'année universitaire 2002.

## SECTION B: LA TRADUCTION

**Translate the following text from French into English**

Sujet: *Que pensez –vous de cette injonction de Gustave Flaubert à son amie Louise Collet: « Lisez pour vivre!»*

Le gosse est d'accord avec Flaubert, le gosse et ses copains , et ses copines , tous sont d'accord: « *Flaubert avait raison!* » Une unanimité de trente cinq copies: il faut lire , il faut lire pour vivre, [...] il faut lire! Il faut lire!

- Pour apprendre.
- Pour réussir nos études.
- Pour nous informer
- Pour savoir d'où l'on vient.
- Pour savoir qui l'on est.

- Pour mieux connaître les autres .
- Pour savoir où l'on va.
- Pour conserver la mémoire du passé.
- Pour éclairer notre présent.
- Pour profiter des expériences antérieures.
- Pour ne pas refaire les bêtises de nos aïeux.
- Pour gagner du temps.
- Pour nous évader.
- Pour chercher un sens à la vie.
- Pour comprendre les fondements de notre civilisation.
- Pour entretenir notre curiosité.
- Pour nous distraire.
- Pour nous informer.
- Pour communiquer.
- Pour exercer notre esprit critique.

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**END OF EXAMINATION**



# THE UNIVERSITY OF ZAMBIA

DIRECTORATE OF DISTANCE EDUCATION

END OF YEAR EXAMINATIONS 2001/ 2002

**FR 212: FRENCH LANGUAGE 11**

**TIME: 3 HOURS**

**ANSWER ALL QUESTIONS**

**SECTION A: LA GRAMMAIRE**

**SECTION B: LA COMPREHENSION**

**SECTION C: LA COMPOSITION**

.....

**SECTION A : LA GRAMMAIRE**

**A. Conjuguez les verbes au temps indiqué**

1. Les enfants ( courir) ( **conditionnel présent**).
2. Toutes les filles ( descendre) ( **plus-que-parfait**)
3. Nous ( faire) les devoirs ( **passé composé**)
4. Est-ce que tu ( comprendre) l'explication? ( **passé composé**)
5. Je ne ( pas savoir) ( **futur**) jamais la vérité.
6. Elles ( boire) ( **conditionnel passé**)
7. Il faut que ton cousin ( prendre) le bus de 7 heures.( **subjonctif**)
8. J'espère que tout ( aller) bien. ( **futur**)
9. Tu ( pouvoir) me visiter de temps en temps. ( **imparfait**)
10. La dame ( pas voir) clairement car elle est vieille. ( **présent**)

**B. Mettez au discours rapporté**

1. Les enfants disent à leur maman: " Nous voulons sortir ce soir."
2. Le gendarme dit au chauffeur, " Garez à côté et allumez les feux!"
3. J'ai demandé à mon amie, " Est-ce que tu as fini ton devoir?"
4. Luc a demandé à son oncle, " Pourquoi bois-tu la bière tous les jours?"

5. Marie dit à son patron, “ Je ne pourrai pas venir demain parce que je dois ammener mon enfant à l’école.”
6. “ As-tu lavé tes habits, Paul?” lui a demandé sa mère.
7. Le professeur a dit aux étudiants, “ Prenez un livre chacun!”
8. Je demande au garçon, “ Combien coûte ce pantalon?”
9. Vous avez déclaré au douanier, “ Nous n’avons rien dans notre valise.”
10. La femme a raconté à sa copine, “ Mon mari m’a battue hier soir .”

**C. Mettez à la forme passive**

1. Le chien a mordu l’enfant.
2. Tu appelles ton frère.
3. Nous ferons ce test tout de suite.
4. Le chauffeur conduisait ce bus.
5. Les femmes feraient ce travail vite.
6. J’avais chanté cette belle chanson.
7. Ma voisine a tricoté ce pull.
8. Vous acheteriez tous les paniers.
9. Chinua Achebe avait écrit beaucoup de romans.
10. Elle boit ce café au crème.

**D. Mettez un mot pour compléter la phrase.**

1. Vous terminerez vos études.....deux ans.
2. La fille .....je t’ai parlé habite à Matero.
3. Voici le village .....je suis née.
4. Je ne vois pas Pierre .....trois jours, est-il malade?
5. Qu’est ce que vous faites.....gagner votre vie?
6. Son mari est mort.....deux ans.
7. ....que j’étais au téléphone, les enfants regardaient la télévision.
8. Henri cherchera le livre .....à ce qu’il trouve.
9. L’homme.....j’ai aimé m’a quitté.
10. ....matin , il se lève et se lave.
11. Le monsieur .....sait réparer la radio n’est pas là aujourd’hui.
12. Nous partons .....mois de Février.
13. ....Mars, les pluies cessent.
14. ....est vendredi le 11 octobre 2002.
15. Il m’a permis de partir.....quelques jours.
16. ....1999, vous étiez encore au lycée secondaire, n’est-ce pas?
17. Dis au revoir avant .....tu ne partes.
18. Nous.....au 21e siècle.
19. ....elle avait su, elle ne serait pas venue.
20. Il.....que nous finissions ce test sans tarder.
21. Il s’est cassé la jambe.....tarvaillant.

22. Monsieur Delarue ne pouvait pas travailler en Zambie.....il ne savait pas parler l'anglais.
23. Lui, c'est un homme ..... tout le monde est fier.
24. ....deux semaines ma fille aura 16 ans.
25. Chaque .....que je le voyais, il portait toujours un pantalon noir.

#### **E. Répondez au négatif**

1. Ont-ils quelque chose à faire?
2. Tu as l'air malade, qu'est-ce que tu as?
3. De quoi as-tu envie?
4. Est-ce que quelqu'un est blessé?
5. Veut-il toujours habiter en Zambie?
6. Est-ce que tu es toujours là, Pauline?
7. A-t-il déjà pris son petit déjeuner?
8. Nous prenons les valises et les sacs?
9. Connais-tu quelqu'un qui pratique la magie noire?
10. Vient-elle souvent vous rendre visite?

### **SECTION B: LA COMPREHENSION**

#### *Le maquillage permanent*

- Pierrette:** Je ne suis pas sûre que ce soit une bonne solution . En plus, si la fantaisie vous prend de changer , ce n'est pas possible. Non, vraiment, je crois que ce n'est pas une bonne idée.
- Lucette:** Tu te rappelles ? C'est à l'époque où je m'étais fait maquiller les lèvres en noir!
- Josette:** Mi, j'ai bien envie de me faire faire un maquillage permanent. J'en ai parlé avec une amie qui m'a pratiquement convaincue.
- Colette:** Moi? Tu es folle? Ce truc-là, pas question!

**Mauricette:** C'est sûr, c'est un progrès. C'est du temps gagné. Et puis , comme cela, on a son style!

	<b>Pierrette</b>	<b>Lucette</b>	<b>Josette</b>	<b>Colette</b>	<b>Mauricette</b>
Approuve le maquillage permanent					
Désapprouve le maquillage permanent					
Est prête à utiliser le maquillage permanent					
A déjà utilise le maquillage permanent					
N'utilisera jamais le maquillage permanent					

### **SECTION C. LA COMPOSITION**

Rédigez UNE composition de 250 mots parmi les deux sujets donnés

11. Vivre en ville c'est meilleur que vivre à la campagne.
12. Que faut-il faire pour résoudre le problème de l'enfant de la rue?

.....  
**END OF EXAMINATION**

UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
DEPARTMENT OF LITERATURE AND LANGUAGES  
2001/2002 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATION

FR222 INTRODUCTION TO FRENCH LITERATURE

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS ONE QUESTION FROM EACH SECTION. THE THIRD QUESTION EITHER FROM SECTION A OR FROM SECTION B

SECTION A LES FABLES

1. a) Quelles sont les fonctions des fables ?
2. Faites des commentaires <sup>taïres</sup> sur deux fables que vous avez étudiées dans ce cours
3. Racontez une fable de chez-vous.

SECTION B

1. A votre avis, qu'est-ce que la poésie exprime ?
2. Lisez les vers suivants:
  - a) Mon enfant, ma soeur
  - b) La vie et le bal ont passé trop vite
  - c) Une épouse me suit. C'est mon ombre fatale
  - d) Toujours aimer. Toujours souffrir. Toujours mourir
  - e) Entends ma chère. entends la douce nuit qui marche

Combien de syllables y a-t-il dans chaque vers?

3. Dans la poésie d'Apollinaire, examinez les thèmes dominants

END OF EXAMINATION



# THE UNIVERSITY OF ZAMBIA

DEPARTMENT OF LITERATURE AND LANGUAGES  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

**SECOND SEMESTER 2001/ 2002 EXAMINATIONS**  
**FR 312 : FRENCH LANGUAGE AND GENERAL LINGUISTICS**  
**PAPER 1**

TIME : 3 HOURS  
ANSWER ALL QUESTIONS

SECTION A: LA SEMANTIQUE  
SECTION B: LA GRAMMAIRE  
SECTION C: L'ANALYSE DE DISCOURS

.....

## **SECTION A : LA SEMANTIQUE**

**Répondez à toutes les questions**

### **I. Répondez:**

1. Qu'est-ce que la sémantique?
2. Quelle est la différence entre la monosémie et la polysémie?
3. Les mots suivants ont subi un changement par dérivation:  
chanter - chanteur  
haut - hauteur  
clou - clouer

Pour chaque mot ci-dessus, faites des commentaires sur le changements qui a eu lieu.

### **II. Employez chaque mot dans plusieurs phrases pour faire ressortir les différents sens de chaque mot:**

1. devoir
2. langue
3. sentir
4. louer
5. monter

## SECTION B: LA GRAMMAIRE

### A. Mettez au pluriel

1. Aujourd'hui, il y a un vent glacial.
2. Un faux tableau.
3. Un élève demi-pensionnaire.
4. Un citron aigre-doux.
5. Un chapeau marron.
6. Le bateau est solide et rapide.
7. Un homme chic et snob.
8. Un nouveau modèle .
9. La grande avenue.
10. Une chemise bleu ciel.

### B. Complétez avec un adjectif approprié

1. Une femme qui veut toujours avoir plus est.....
2. Une personne qui ne fait pas confiance aux autres est.....
3. Un homme qui ne laisse pas jamais les choses à leur place est.....
4. Une fille qui se prend pour quelqu'un d'autre est.....
5. Un homme qui se plaint continuellement est.....
6. Ce matériel est très .....Il ne tombe jamais en panne.
7. Il est...À cause de lui, elle est partie en pleurant!
8. Quel sale caractère elle a cette fille! Elle est.....!
9. Il s'est montré beaucoup ..... avec moi. Il m'a beaucoup aidé.
10. J'ai passé une journée très .....Je suis épuisé!

### C. Remplacez l'expression en caractère gras par un adverbe.

1. **D'habitude**, je prends mon travail à 8 heures.
2. Il est parti **avec précipitation**.
3. Le lion a rugi **avec férocité**.
4. **À la fin**, je l'ai raccompagné chez elle.
5. Elle lui a répondu **avec beaucoup de franchise**.
6. Il faut lui parler **avec politesse**.
7. Le programme a été interrompu **pour un moment**.
8. Il nous a salués **avec amitié**.
9. Il a insisté **avec pesanteur** sur mon manque d'expérience.
10. Il aime vivre **avec danger**.

**D. Complétez avec tout, toute, toute, tous., toutes**

1. ....va bien.
2. Je vous vends le.....pour 8 000 Kwacha.
3. L'entrée au local est interdit à....personne étrangère au service.
4. On s'écrit .....les ans.
5. Dis-moi.....
6. Mes amies sont....mariés.
7. La banque? C'est.....droit.
8. Est-ce que.....le monde est là?
9. Tu as ....compris, n'est-ce pas?
10. On peut manger .....heure de la journée.

**E. Choisissez et mettez l'adjectif approprié parmi les suivants:**  
*Nouveau / neuf/ nouvelle/ ancien /ancienne/ grande/ grand/ vieux*

1. Je dois vous donner mon.....numéro de téléphone.
2. Ma grand-mère est une.....dame de quatre-vingt ans.
3. Je connais Pamela depuis trois jours, c'est ma .....copine.
4. Quoi de....., aujourd'hui à la télévision?
5. Je pense souvent à mon .....ami. Il est parti sans dire au revoir il ya deux ans.

**SECTION C: L'ANALYSE DE DISCOURS**

**A. Reliez la première phrase avec un embrayeur / mot *à* indice**

1. Les routes sont en mauvaises état.....il ya beaucoup d'accidents.
2. Marie est une très bonne couturière.....elle s'habille comme une vieille dame.
3. Il est arrivé en retard à la gare. ....il a raté le train.
4. Vous allez vous inscrire d'abord et puis vous allez déposer votre dossier au secrétariat .....vous allez vous inscrire avant de déposer votre dossier.
5. Les filles peuvent voter à partir de 16 ans. ....que les garçons .
6. La Zambie n'a pas de pétrole. ...., elle est dotée d'importants gisements de cuivre.
7. Nous n'avons pas accepté ses propositions....., nous les avons rejetées.
8. Vous devez quitter cet hôtel cet après-midi. ....vous n'avez pas payé.
9. Les soldats étaient peu nombreux. ....ils ont vaincu l'ennemi.
10. Le papa est très sevère. ....ses enfants ont peur de lui.

**B. L'analyse linguistique a établi plusieurs différences entre l'oral et l'écrit. Rélevez-en cinq.**

**C. Selon Roman Jakobson, quelle fonction du langage domine dans:**

1. Les mots et expressions dont le rôle principal dans le discours est de vérifier si les interlocuteurs s'entendent bien?
2. Un slogan publicitaire où les groupes rythmiques riment?
3. Le discours pédagogique où le professeur présente à ses élèves une série de consignes à suivre pour se servir d'un ordinateur?
4. Le discours didactique où le professeur définit les termes techniques qu'il sera amené à employer dans son cours?
5. Le discours didactique narratif où l'orateur relate des événements qui se sont déroulés?

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**END OF EXAMINATION**

THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
DEPARTMENT OF LITERATURE AND LANGUAGES  
2001/2002 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS  
FR322: INTERMEDIATE FRENCH LITERATURE

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ONE QUESTION FROM EACH SECTION

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SECTION A

1. Dans *Madame Bovary*, le romancier nous présente une fin pathétique. Etudiez les événements qui mènent à cette fin pathétique.
2. Examinez la satire de la bourgeoisie dans *Madame Bovary*.

SECTION B

1. Etudiez le thème de la mort dans *Madame Bovary*.
2. Faites des commentaires sur le thème de l'infidélité tel qu'il se présente dans *Madame Bovary*.

SECTION C

Faites le portrait physique et moral soit :

1. D'Emma Bovary
- ou  
2. De chacun des trois personnages : Rodolphe, Léon et Homais

END OF EXAMINATION



# THE UNIVERSITY OF ZAMBIA

DEPARTMENT OF LITERATURE AND LANGUAGES

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

SECOND SEMESTER 2001/ 2002 EXAMINATIONS

FR 332 : TRANSLATION FROM ENGLISH TO FRENCH

TIME: 3 HOURS

ANSWER ALL QUESTIONS

.....

1 **Dites si la modulation dans les traductions suivantes est du type:**

- a. abstrait et le concret
  - b. cause et effet
  - c. moyen et résultat
  - d. la partie pour le tout
  - e. intervalles et limites
  - f. modulation sensorielle
  - g. forme, aspect, usage
  - h. changement de comparaison ou de symbole.
- 
- i. Lanterne vénitienne: *Chinese lantern.*
  - ii. Une chaise d'enfant: *A high chair.*
  - iii. Poissons rouges: *Goldfish.*
  - iv. Depuis quand ? *How long?*
  - v. Livre de classe: *School book.*

2. **Identifiez le type de transposition dans les traductions suivantes:**

- a. Situation still critical: *La situation reste critique.*
- b. When parliament reconvenes: *À la rentrée du Parlement.*
- c. With the loss of active allied support, the anti-bolshevist rebellion collapsed: *Privée de l'appui actif des Alliés, la révolte anti-bolchevique s'effondra.*
- d. Two priests over a glass of beer at a café: *Deux ecclésiastiques attablés devant un bock à la terrasse d'un café.*

e. The evening was oppressively warm: *La soirée était d'une chaleur accablante.*

3. **Identifiez, parmi les traductions suivantes, la:**

- a. dilution
- b. amplification
- c. compensation
- d. le chassé-croisé
- e. faux amis

i. Pineapple: *Pomme de pin.*

ii. Weeds: *Les mauvaises herbes.*

iii. He talked himself into the job: *Il a perdu sa chance pour avoir trop parlé.*

iv. Old and new industries were jostling for room. *De nouvelles industries disputaient la place aux anciennes.*

v. Blown away: *Emporté par le vent.*

4. **Traduisez le texte suivant en anglais:**

#### LE FOULARD INTERDIT D'ÉCOLE

L'école laïque est-elle menacée par le foulard islamique? La polémique, lancée en 1989 lors de l'affaire du collège de Creil où deux adolescentes avaient fait leur rentrée la tête voilée par un hijab, ( foulard islamique) est ravivée cinq ans plus tard par le ministre de l'Éducation. Dans une circulaire adressée aux chefs d'établissement scolaire, François Bayrou demande d'interdire " la présence de signes si ostentatoires " ( voyants, à la limite de provocation) que leur signification est précisément de séparer certains élèves des règles de vie cummune de lécole.

Même s'il n'est pas nommé dans le texte officiel, c'est bien le foulard islamique qui est mis en accusation. Il est vrai que parmi les jeunes filles qui le portent, certaines ont clairement exprimé des idées intégralistes. En tout état de cause, la position du ministre relais celle de l'opinion publique - 86 % des français se déclarent opposés au port du voile dans les écoles ( sondage *Le Figaro-Sofrés* du juin 1994) – est s'aligne sur la politique offensive du ministre de l'intérieur, Charles Pascqua, à l'égard des "activistes" musulmans. Sans plus de précision quant à leur nature exacte, les signes religieux " plus discrets" ( croix catholique? Kippa juive?... ) ne peuvent, selon le circulaire, " faire l'objet des mêmes réserves".

Pour aussi fondées qu'elles soient à défendre la conception républicaine de la laïcité en France (appliquer la plus grande neutralité religieuse, politique et philosophique à l'école), les consignes du ministre n'ont pas, à l'heure actuelle, de valeur juridique. D'abord, elles devront être examinées par le conseil d'administration de chaque collège et lycée. Compte tenu de l'approbation quasi-générale des syndicats d'enseignants, il est probable que le "non" au foulard l'emportera.

Il restera alors aux principaux et aux proviseurs à modifier en conséquence les règlements intérieurs de leurs établissements...et de les faire approuver par les parents d'élèves. Pour chaque cas litigieux, il leur faudra évaluer si tel signe religieux porté par un élève est, ou non, trop voyant.

.....

**END OF EXAMINATION**

UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
DEPARTMENT OF LITERATURE AND LANGUAGES  
2001/2002 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATION  
FR422: ADVANCED FRENCH LITERATURE

TIME: THREE HOURS  
INSTRUCTIONS: ANSWER ONE QUESTION FROM EACH SECTION.  
SECTION C IS COMPULSORY

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SECTION A: *Thérèse Desqueyroux* de Francois MAURIAC

Choisissez l'une des questions suivantes:

1. Un critique a déclaré que dans *Thérèse Desqueyroux* il s'agit d'un récit de pensées. Commentez
2. Examinez le thème du conflit du Bien et du Mal dans *Thérèse Desqueyroux*.
3. Dans *Thérèse Desqueyroux*, il s'agit de l'émancipation féminine. Dans quelle mesure peut-on dire que cela est vrai.

SECTION B: *Le Mariage de Figaro* de Beaumarchais

Choisissez l'une des questions suivantes:

1. Examinez les effets comiques dans *le Mariage de Figaro*
2. Dans *le Mariage de Figaro*, il s'agit de thèmes de l'inégalité des conditions, de l'oppression et de la révolte. Commentez et discutez.
3. Étudiez le thème de l'Intrigue dans *le Mariage de Figaro*.

SECTION C: Explication de texte

Étudiez le texte suivant sous forme de commentaires suivis

Non: rien à dire pour sa défense; pas même une raison à fournir; le plus simple sera de se taire ou de répondre seulement aux questions. Que peut-elle redouter? Cette nuit passera comme toutes les nuits; le soleil se lèvera demain: elle est assurée d'en sortir, quoi qu'il arrive. Et rien ne peut arriver de pire que cette

indifférence, que ce détachement total qui la sépare du monde et de son être même. Oui, la mort dans la vie: elle goûte la mort autant que la peut goûter une vivante.

Ses yeux accoutumés à l'ombre reconnaissent, au tournant de la route, cette Métairie où quelques maisons basses ressemblent à des bêtes couchées et endormies. Ici Anne, autrefois, avait peur d'un chien qui se jetait toujours dans les roues de sa bicyclette. Plus loin, des aulnes décelaient un bas-fond; dans les jours les plus torrides, une fraîcheur fugitive, à cet endroit, se posait sur les joues en feu des jeunes filles. Un enfant à bicyclette, dont les dents luisent sous un chapeau de soleil, le son d'un grelot, une voix qui crie: "Regarde! Je lâche les deux mains!" cette image confuse réticent Thérèse, tout ce qu'elle trouve, dans ces jours finis, pour y reposer un Coeur à bout de forces. Elle répète machinalement des mots rythmes sur le trot du cheval: "Inutilité de ma vie – neant de ma vie- solitude sans bornes – destinée sans issue." Ah! Le seul geste possible, Bernard ne le fera pas. S'il ouvrait les bras pourtant, sans rien demander! Si elle pouvait appuyer sa tête sur une poitrine humaine, si elle pouvait pleurer contre un corps vivant!

Elle aperçoit le talus du champ où Jean Azévédo, un jour de chaleur, s'est assis. Dire qu'elle a cru qu'il existait un endroit du monde où elle aurait pu s'épanouir au milieu d'êtres qui l'eussent comprise, peut-être admirée, aimée! Mais sa solitude lui est attachée plus étroitement qu'au lepreux son ulcère: "Nul ne peut rien pour moi; nul ne peut rien contre moi."

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY FIRST SEMESTER EXAMINATIONS - OCTOBER 2002

H111

INTRODUCTION TO THE STUDY OF HISTORY

(DISTANCE EDUCATION)

TIME: THREE HOURS

INSTRUCTIONS: ANSWER QUESTIONS FROM BOTH SECTION A AND B

(This paper is divided into two Sections, A and B. Section A is to be completed by entering the answers on the question paper and handing them in together with the answer books. Section B is to be answered in the official answer books in the normal way. Each Section carries equal marks.)

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SECTION A

INSTRUCTION: Answer all questions in this Section.

1. When do we use the following items?

(a) (Sic): .....

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(b) (Italics) .....

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2. Why do we use notes? (Footnotes/Endnotes)

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3. What is a Vertical file?

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4. What is the Author Index of the library?

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5. What are ellipsis points?

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6. What are the uses of interpolations?

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7. What is an annotated bibliography?  
Give one example.

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

(i) Journal of African History: .....

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(ii) New Africa Year Book: .....

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(iii) Africa Research Bulletin: .....

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(iv) Books with class mark ZAMB: .....

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9. If you want to read an article in a periodical held by the library, what information do you have to know about the periodical?

(a) .....

(b) .....

(c) .....

(d) .....

(e) .....

(f) .....

(g) .....

10. Among the books you have used for your assignment is a periodical. Show how you can cite an article from it in a note.

(a) .....

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(b) Show how you can cite it in your bibliography.

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

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12. List down the mistakes in the following bibliographical reference:

John Daka: The people of Chama north.  
Banda publishers, 1945, New York. P. 78.

Mistakes:

(a) .....

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(b) .....

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(c) .....

---

(d) .....

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(e) .....

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(f) .....

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(g) .....

(h) .....

13. Make the bibliographical reference in question 12 above into a note reference.

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## SECTION B

**INSTRUCTIONS: ANSWER ANY THREE QUESTIONS FROM THIS SECTION.**

1. Review in detail any one book you have read which you consider to be a major contribution to African history.
2. What are oral traditions? Assess their merits and limitations in history.
3. Critically assess the significance of primary and secondary sources in African history.
4. Explain the origin and spread of the Bantu-speaking people in Africa. What was their impact at the frontiers with non-Bantu speaking people?
5. What are the differences and similarities between the theory of evolution and Christianity?
6. Explain the origin and spread of iron-working in Africa. What impact did it have on the African societies?

**END OF EXAMINATION**

THE UNIVERSITY OF ZAMBIA  
UNIVERSITY SECOND SEMESTER EXAMINATIONS -- OCTOBER 2002

H112

AFRICA PRIOR TO COLONIALISM

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

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1. Argue that the Periplus of the Erythraean Sea is a document of great historical significance to Africa.
2. Critically analyse the role of Islam in Africa before the eighteenth century.
3. Assess the impact of the European voyages of discovery on Africa.
4. Critically examine the theories that are associated with the building of the Great Zimbabwe.
5. Compare and contrast the European Slave Trade and the Arab Slave Trade in Africa.
6. Account for the disintegration of the kingdoms of Kongo and Ndongo.
7. Economic reasons were more important than strategic reasons in the colonisation of Africa." Do you agree?
8. "Africa should have been colonised longer for her people to have benefited more from European colonialism." Do you agree?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA  
UNIVERSITY SECOND SEMESTER DEFERRED EXAMINATIONS –  
NOVEMBER 2002

H232

HISTORY OF MODERN AFRICA: 1900 TO THE PRESENT

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS

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1. How and why did Africa become involved in the First World War when it was essentially a European war?
2. What was Indirect Rule? To what extent did it achieve the objectives of the British in Central Africa?
3. Assess the importance of taxation in the establishment of the colonial economy.
4. Critically examine the view that Christianity was an agent of imperialism.
5. Define the term "apartheid" and then briefly discuss how it was practised in South Africa.
6. Discuss the reasons for the emergence of military regimes in Africa in the period between the 1960s and the 1980s.
7. Define the term "neo-colonialism" and then discuss how African states have experienced it.
8. Why did Africans have to resort to armed struggle in Zimbabwe in order to secure their independence?

9. Outline the major factors that stimulated the rise and development of African nationalist movements after the Second World War.

**END OF EXAMINATION**

THE UNIVERSITY OF ZAMBIA

UNIVERSITY FIRST SEMESTER EXAMINATIONS – APRIL 2002

H241

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

TIME: THREE HOURS

INSTRUCTION: ANSWER THREE QUESTIONS

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

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

**END OF EXAMINATION**

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - OCTOBER 2002

H345

HISTORY OF MODERN INDIA: 1947 TO 1985

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY THREE QUESTIONS

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1. What were the main reasons behind the partition of India in 1947? Was it possible to prevent it?
2. How did India plan to overcome the British economic legacy?
3. Assess the conflict over Kashmir between India and Pakistan. How could this problem be solved for good?
4. What were the main characteristics of the policy of Non-Alignment? To what extent did Mrs Indira Gandhi maintain this policy?
5. Why could Pakistan not retain East Pakistan after 1970?
6. To what extent did the first Prime Minister of India, Nehru, contribute to India's democracy and development?
7. Was it necessary to take land away from the Indian princes after the partition of India?
8. What was the fate of the State of Hyderabad at the time of partition? Why did it take so long to become a part of India?

9. Discuss India's relationship with African countries. What measures need to be taken to maintain and enhance the relationship?

**END OF EXAMINATION**

THE UNIVERSITY OF ZAMBIA  
UNIVERSITY SECOND SEMESTER EXAMINATIONS – OCTOBER 2002

H995

THEMES IN EAST AFRICAN HISTORY

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS

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1. Demonstrate how oral traditions have been used to reconstruct the precolonial history of the interlucustrine region of East Africa and then evaluate how Bunyoro and Buganda emerged as the powerful and rival states.
2. With reference to the Anglo-German rivalry in East Africa, analyse the view that after the Berlin Conference treaty-making became the most important method of partitioning the region between themselves.
3. Critically examine the distinctive features of the East African coast: either, up to 1840; or, from 1840 to 1890.
4. Consider the significance of the missionary factor: either: in Buganda from 1876 to 1890; or: in Kenya during the inter-war period.
5. Critically analyse Sir Donald Cameron's policy in African administration with that of the Germans in Tanzania.
6. Explain the theory that the White Highlands policy was the main cause of the conflict between the European and Indian settlers in Kenya and show how Britain intervened in 1923.
7. Either: trace the causes and developments of the Kikuyu anti-colonial agitation in Kenya up to the Mau Mau Rebellion; or, trace the development of trans-ethnic political organisation among Tanzanians from 1921 to 1954; or, explain the exclusiveness of the Baganda in the nationalist era of Uganda.

8. To what extent was the closer union movement in East Africa from 1924 to 1967 both a success and a failure?
9. Why did President Julius Nyerere launch Ujamaa programme and why did he abandon it?

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**DISTANCE EDUCATION EXAMINATIONS - 2002**

**LAL212 – STUDIES IN NON-BANTU LANGUAGES OF AFRICA**

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

**INSTRUCTIONS:** Attempt any five (10) questions

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

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1. Joseph H. Greenberg has classified the African languages into four families.
  - (a) Name the four language families, stating which one contains the Bantu languages; and
  - (b) Name and explain for each language family any one (1) major linguistic feature.
  
2. In their classification of the West African languages, D. Westermann and M.A. Brian used the following terms:
  - (a) Basic Unit;
  - (b) Isolated Unit;
  - (c) Language Group;
  - (d) Larger Unit;
  - (d) Single Unit; and
  - (e) Isolated Group.

Explain what they meant by each of these and exemplify
  
3. In dealing with word order in noun phrases in this course, the following Latin words were used, following the terminology used by D. Westermann, M.A. Brian and A.N. Tucker: *nomen regens* and *nomen rectum*. Explain these terms and exemplify.
  
4. Look carefully at the following set of words in BULOM, a West Atlantic language:

<b>sina</b> 'cows'	<b>nale</b> 'the cow'
<b>na</b> 'cow'	<b>nasile</b> 'the cows'

Give a morphological analysis and a semantic account of the above forms.

5. Write brief notes on WOLOF.
  6. Write brief notes on FULANI
  7. Name any two Basic Units, Language Groups, Larger Units or/and Isolated Language Groups/Units in West Africa with a class system.
  8. Discuss word order in the West Atlantic languages.
  9. Discuss word order in the Mande languages.
  10. Discuss word order in the Kwa languages.
  11. Write brief notes on definitization in the non-Bantu languages of Africa, the term 'definitization' meaning here the distinction between indefinite and definite forms of nouns.
  12. Write brief notes on the expression of grammatical number (i.e. singular and plural) in the West African languages.
  13. Explain the following two oppositions identified by M'A' Brian in languages of North-Eastern Africa:
    - (a) T/K opposition;
    - (b) N/K opposition.
  14. With reference to languages of North-Eastern Africa, write brief notes on the linguistic concepts of:
    - (a) gender
    - (b) case
- 

END

**THE UNIVERSITY OF ZAMBIA  
2002 SECOND SEMESTER  
INTERNAL EXAMINATIONS**

**LAL212 – STUDIES IN NON-BANTU LANGUAGES OF AFRICA**

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

**INSTRUCTIONS:** Attempt any ten (10) questions

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

1. Name and explain any one linguistic feature of:
  - (a) the Niger-Kordofanian language family
  - (b) the Khoi-San language family
  
2. Give a morphological and a semantic account of the following data from Bulom, a West Atlantic language:
 

<b>sina</b> 'cows'	<b>nalɛ</b> 'the cow'
<b>na</b> 'cow'	<b>nasilɛ</b> 'the cows'
  
3. In their classification of the West African languages, D. Westermann and M.A. Brian used the following terms:
  - (a) Basic Unit;
  - (b) Isolated Unit;
  - (c) Language Group;
  - (d) Larger Unit;
  - (d) Single Unit; and
  - (e) Isolated Group.

Explain what they meant by each of these and exemplify
  
4. In dealing with word order in noun phrases in this course, the following Latin words were used, following the terminology used by D. Westermann, M.A. Brian and A.N. Tucker: *nomen regens* and *nomen rectum*. Explain these terms and exemplify.
  
5. Compare and contrast word order in the West Atlantic languages, Mande languages, Kwa languages, Gur languages and Songhai
  
6. Write brief notes on:
  - (a) Wolof; and
  - (b) Fulani.
  
7. With examples from one or two non-Bantu languages of Africa, explain the grammatical phenomenon that has been referred to as 'definitization' and show the morphological relationship between definitization and grammatical number.

8. Below is a list of languages or language groupings. Indicate which one/ones has/have a noun class system and for that/those with a noun class system explain how the classes are marked morphologically:
- (a) West Atlantic languages
  - (b) Mande languages
  - (c) Songhai
  - (d) Kru languages
  - (e) Gur languages
9. Write brief notes on:
- (a) Wolof; and
  - (b) Fulani
10. Explain the following two oppositions identified by M'A' Brian in languages of North-Eastern Africa:
- (a) T/K opposition;
  - (b) N/K opposition.
11. With reference to languages of North-Eastern Africa, write brief notes on the linguistic concepts of:
- (a) gender
  - (b) case
12. Write brief notes on Soninke.
- 

END

THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
INTERNAL AND EXTERNAL SECOND SEMESTER  
EXAMINATIONS 2001/2002

LAL 222 Writings In Zambian Languages

Three (3) hours

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**Instructions to the candidate**

Answer three (3) questions from this paper:

**INTERNAL STUDENTS**

**Section A question one (1) is compulsory to internal students.**

***You shall then answer two more questions in this manner:***

- I. Speakers of Cibemba and/or Chinyanja Languages -  
One question on Drama and one on Poetry.**
- II. Speakers of other languages - two on poetry.**

**EXTERNAL STUDENTS**

No question is compulsory for you. Choose:

- 1. One question from section A, One from section B and One from  
Section C if you speak Cibemba or Chinyanja/Chichewa**

**BUT**

- 2. One question from section A and two from section C if you do not speak  
the two languages above.**
- 

**SECTION A: PROSE**

1. Discuss the theme of justice in Stephen Mpashi's *Pano calo*.
2. Discuss the image of women in any ***two fictional works in your language.***
3. Compare and contrast the books in question one in terms of theme and subject.
4. Using a book in your first language, discuss the interaction between literature and history.
5. Using a book in any Zambian Language, discuss the interaction between orality and writing.
6. Using a book in any Zambian Language, demonstrate how setting can affect characterisation and theme.

7. Using at least three (3) books in any Zambian Language(s), discuss the value of the journey motif in written literature.
8. Using at least two (2) books in any Zambian Language(s), comment on the interaction between society and literature.
9. Using one (1) book in any Zambian Language(s), Demonstrate how characterisation can sometimes help in bringing out the theme of a book.

### **Section B: Poetry (For speakers of Icibemba and Chichewa only)**

1. Discuss the applicability of *Kancule na Lona* to politics.
2. *Sewero La Ula* and *Pali imfa Pali Mabvuto* have one thing in common but are miles apart. Discuss.
3. How does Chishimba handle the theme of *the clash of cultures*?
4. *Sewero la Ula* is stylistically an inferior play. Discuss.

### **Section C: Poetry**

1. Using a poem of no less than ten (10) average verses in your language, illustrate how figures of speech can amplify the meaning of a poem.
2. Explain how context affects oral poetry - using more than one poem.
3. Explain how rhythm is achieved in a poem of your choice in any Zambian Language.
4. Using a poem in any Zambian Language, illustrate how the concept of foot is achieved in poetry in our languages as well the effect of a variant feet.

END

THE UNIVERSITY OF ZAMBIA  
2002 SECOND SEMESTER  
OCTOBER –NOVEMBER 2002

LAL312 – THE SYNTAX AND SEMANTICS OF A BANTU LANGUAGE

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

**INTRUCTIONS:** There two Sections, A and B. Attempt FIVE (5) questions in all as follows: any THREE (3) questions from Section A and any TWO (2) questions from Section B ten (10) questions.

The target languages are the following: BEMBA, LOZI, TONGA, NYANJA.

**WEITHING:** All questions carry equal weight. The examination counts for 50% of the course's total marks

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SECTION A

1. With reference to **one** Bantu language, write an essay of 3-6 pages on 'parts of speech'.
2. With examples from **one** Bantu language, discuss agreement in Bantu.
3. Syntactic agreement in Bantu is controlled by, or centred on, the noun. Discuss and exemplify.
4. In dealing with *and-coordination* in the Standard Theory of Transformational-Generative Grammar (TG), it is important to distinguish between symmetrical and asymmetrical predicates. Discuss and exemplify.
5. Write brief notes on each of the following:
  - (a) Presentence
  - (b) Nucleus
  - (c) Transformation
  - (d) Dative Movement
  - (e) AUX
6. With examples from **one** Bantu language, discuss the syntactic structure of the VP.
7. With examples from **one** Bantu language, discuss word order in the Bantu NP.

SECTION B

8. Translate the English sentence MWANSA WOUNDED HER HUSBAND WITH A HOE in **one** Bantu language and do the following for the sentence in Bantu
  - (a) Identify the syntactic category to which each word belongs;
  - (b) Discuss syntactic agreement
  - (c) Compare and contrast the English sentence and the Bantu sentence
  - (d) Using a tree-diagram, show the syntactic structure of the Bantu sentence

9. What is Chomsky-adjunction? Exemplify.
10. With examples, discuss the semantics of the Bantu noun class system.
11. With examples, explain the concept of 'utterance' and show what factors determine the semantic interpretation of an utterance.
12. With examples involving two 'CONTROL VERBS' in **one** Bantu language, discuss the concept of 'CONTROL'.

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**END**

THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
DEPARTMENT OF LITERATURE AND LANGUAGES  
2001/2002 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATION  
LAL322: PROJECT IN AFRICAN ORAL LITERATURE

TIME: THREE HOURS

WEIGHT: THIS EXAMINATION COUNTS 50% OF THE WHOLE COURSE  
WORK

INSTRUCTIONS: ANSWER THREE(3) QUESTIONS, ONE(1) FROM EACH  
SECTION

.....

SECTION A

1. The dynamism of the human language and the power of humans to understand and functionalize it make human society and life what they are. Elaborate this statement.
2. From your own research conducted in your catchment area, show the importance of the particular genre you were interested in, in that society.

SECTION B

3. Spoken language is always accompanied by mime and gesture or bodily movement that come in close association with speech. Going by this statement, give connotations which are semantically expressed by gestures of:
  - a) the face or forehead
  - b) hands
  - c) mouth
  - d) nose
  - e) head
  - f) shoulders
  - g) eye
  - h) tongue
  - i) lips
  - j) feet

SECTION C

4. The song is said to accompany nearly all human activity, emotion or belief. Give five examples where the song gives escort to human cultural, social and aesthetic endeavours.
5. Give one figure of speech in each of the following situations:
  - (a) defence after wrong doing
  - (b) rebuke by elderly to young ones
  - (c) metaphor for beauty
  - (d) exaggeration of condition
  - (e) ideophone to intensify colour or condition

6. Analyse the following story:

- (a) Give its title
- (b) What is its main character ?
- (c) What are four minor characters?
- (d) What is the theme of the story ?
- (e) Who is the un-expecting victim ?
- (f) Why is such a story necessary in our society ?

### STORY

Musonda Mukuka, a young graduate who had just completed his degree at an American University was very perturbed when he was posted to bush Basic school in Kabwe Rural. He told his elder brother that he would not go there at all. The brother persuaded and encouraged him to go, because he would one day get a transfer from that bush school. Mukuka being humble and considerate, accepted the advice. He went to that school. After he stayed there for 8 months, an elderly counsellor approached him and said, "Mukuka, you are very highly educated and you should teach at a high School or become the head of this school." Mukuka asked Mataa, "How can it be ?" Mataa said, "We can combine efforts with Wilson and Njekwa to give you charms so that you go out." Mukuka was happy.

Njekwa and Wilson told Mukuka to pay 50 pin. He paid and was given a clay pot full of herbs. Wilson pricked Mukuka's tongue with a needle and allowed some blood to drop into the pot. Wilson instructed him to wash his face every morning in the pot and should use only cold water. That he did.

One day Mukuka received a letter of transfer to Kabwe High School as deputy head. He was pregnant with joy. He called Mataa, Njekwa and Wilson to a party of transfer. There was joy and merriment. They told Mukuka to carry the clay pot with water to his new school,

On the morrow as he spread his bed awaiting for transport, he entered the bedroom. To his surprise he saw a worm in the clay pot with a human face like his. He had heard earlier about such incidents. He poured out the water with herbs. He felt very uncomfortable and entered the room sweating and thirsty. Meanwhile he saw a worm moving about on his bed. He took a wire and pierced it. The more he pressed the wire, the more he himself felt very painful, especially at his heart.

He reported this to his herbal trio who told him he had then grown and he should not kill the worm or small snake lest he would die. Mukuka was maladjustmentally obstructed. ■

He reported the matter to police

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
DEPARTMENT OF MASS COMMUNICATION  
SECOND SEMESTER EXAMINATIONS

MC 102

INTERNATIONAL JOURNALISM

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**DURATION: 3 HOURS**

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

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**SECTION A**

1. Explain the following

- a) Interactive Defamation
- b) Fourth Estate
- c) Synergism
- d) Broadcasting
- e) SMTV

(1 mark each)

2. Name five ways in which the press is controlled in third world countries.

(5 marks)

3. For each of the following give,

- i) Founder
- ii) Year it was founded

- a) UPI
- b) Agence France Presse
- c) Reuters
- d) AP
- e) Tass

(5 marks)

4. Which two organisations were born from the International Programme for Development of Communication?

(5 marks)

5. Outline the ideas stipulated in the essay *Two Treatise of Government* which formed the basis of the Libertarian Theory.

(5 marks)

6. Give five resolutions adopted by the twenty - first session of the Unesco General Conference in 1980.

(5 marks)

7. Name three of Japans leading newspapers.

(5 marks)

8. Write brief notes on each of the following

a) Hachette S.A

b) Fear of Context

c) SABC

d) *Many Voices One World*

(5 marks each)

9. What are the advantages of narrowcasting?

(5 marks)

## **SECTION B**

10. Discuss the role of Elite papers in the countries where they exist.

11. Discuss the concept of press freedom in a global context

12. Discuss the positive and negative role of multinational corporations in Zambia.

(20 marks each)

**END**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
DEPARTMENT OF MASS COMMUNICATION**

2001/2002 **SECOND SEMESTER EXAMINATIONS**  
**MC 212**

**TELEVISION PRODUCTION**

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**INSTRUCTIONS: ANSWER ALL QUESTIONS IN  
SECTION A.**

**DURATION: 2 HOURS**

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**SECTION A**

1a) Define field production and explain why it is important ?  
b) Define television production, and describe the production process ?

2a) Name and define the four major concepts of basic television writing and how they relate to good television production ?  
b) What are the two basic rules for writing news for broadcast ?

3a) Name and define the four basic features of a lens ?  
b) Name the lens most commonly used in varying the size of a shot ?

4a) Name and define the three problems which the advent of cable television has caused for broadcast television ?

b) Name and define the two rules applied by the Federal Communications Commission (FCC) on Cable Television for fair competition ?

5a) Name the four directional microphones?

b) Why is it important to balance light when shooting ?

6a) Name and define the five picture compositional factors ?

b) What are the major tools used in Electronic News Gathering ?

7a) Define a spot programme, and state the characteristics of a spot programme ?

b) Define the two terms: Direct Broadcast Satellite and Direct TV?

8a) Name the three television systems and explain their differences?

b) What happens when you play a PAL video on NTSC ?

9a) Name the three major parts of a camera ?

b) Name and briefly define the five production elements ?

10a) Name the three broad purposes of lighting ?

b) what do we call the lighting instruments that produce :

(i) directional light

(ii) diffused light

(10 points for each question)

**END OF EXAMINATION**

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

SECOND SEMESTER

MC 222 MEDIA AND SOCIETY

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TIME: THREE (03) HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS IN SECTION A AND CHOOSE ONLY THREE IN SECTION B.

SECTION A

Answer ALL Questions. Each question carries 2marks.

1. Name two International Satellites which beam pictures to Zambia.
2. State their positions in Orbit.
3. In satellite and cable television broadcasting what are: -
  - a. Scrambler
  - b. Footprint
4. a. Which media tradition says people have unique but shared experiences?  
b. What does this mean?
5. Give at least two reasons why some countries in Europe provide subsidies to the Media Industry.
6. Explain the functions of a Down-link.
7. What is Media Logic?
8. Why do Institutions have to observe Media Logic?
9. What is meant by 'Majoritarian View', in the Media?

10. Despite their closeness to political power, radio and television have hardly acquired, as of right, the same freedom that the Press enjoys to express views and act with Political Independence. Why?

(20 marks)

## SECTION B

Choose only three questions from this Section. Each question carries 10marks

11. Normative Expectations are said to have a bearing on the performance of Media practitioners. Explain.

12. Justify the argument that the media are a potential threat to the values set by other socialising agencies of Society such as the Church, Schools etc.

13. The Culturalist research tradition is said to be considerably different from both the Structuralist and behaviouralist traditions. Explain why and how?

14. It is argued that war correspondents do not always tell the truth when reporting on wars involving their Countries. Discuss

15. Although in Africa, the Zambian Media do enjoy freedom of the Press. Discuss.

(30 marks)

**UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**DEPARTMENT OF MASS COMMUNICATION**  
**OCTOBER 2002, FINAL SECOND SEMESTER EXAMINATIONS**  
**MC 322 RADIO PRODUCTION.**  
**ANSWER ALL QUESTIONS IN SECTION ONE, AND FOUR(4)**  
**QUESTIONS IN SECTION TWO**

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**Section One (1) Answer all questions. 60 points**

1. Read the story 'appetite' and write a one minute (150 words) radio editorial for UNZA RADIO.  
10 points
  2. What are the different ways in which music is used?  
6 points
  3. Outline the different types in which music is classified on Radio . When are these types played on air?  
10 points
  4. What are the guidelines in the choice of topic for a discussion?  
6 points
  5. What are the guidelines in the choice of guests for a discussion Programme?  
6 points
  6. Discuss the elements that affect programming decisions?  
6 points
  7. What are the functions of the programming Department?  
6 points
  8. a) Discuss the types of discussion programmes and how they are produced?  
b) What are their advantages and disadvantages?  
10 points
-

**Section 2: Answer only four (4) questions from this section.**

40 points

9. Outline and discuss the secondary appeals and gratifications that are sort in media products.
10. a) What are the responsibilities of the an interviewee?  
b) What are the guidelines in formulating the questions?
11. What are the functions and dysfunctions of the media in society?
12. You have been appointed as sports reporter for all sports news Coming to your Radio Stations.  
a) Where do you start from?  
b) What are your responsibilities?
13. What are the tips in making you the best D.J on air?
14. a) What elements must you consider in your analysis of your target audience?  
b) What is the general trade of audience demographics for discussion and documentary programmes?

**END OF THE EXAM.**

21-10-2002

Unza Radio news

appetite

There was commotion yesterday, when a group of girls who were swimming at the Goma lakes at the University of Zambia, pounced on a man accusing him of trying to rape their friend.

The man in his thirties, is said to have descended on a girl aged eight (8) years old.

The ordeal almost happened as the girl was dressing up behind some reeds, after swimming in the Goma Lakes.

The man saw the naked girl, approached her and tried to force himself on her.

The named girl was saved by a friend, who saw the ordeal and shouted for help.

Unza Radio reporter, Mike Mundanda, who rushed to the scene, found a group of girls stoning the man.

It was an instance justice kind of affair.

-----UP SOT-----/

Cue out : visililemo

-----OUT SOT-----/

The man managed to disentangle himself from the girls and ran towards the Great East Road.

Our Reporter caught up with him and asked him whether what the girls were saying was true.

Seemingly ashamed and shy, the man denied the allegations.

-----UP SOT-----/

Cue out : Boza.

-----OUT SOT-----/

The incident passed the ever-vigilant RUIN POLICE, a campus group of monks that deal with wrong doers to bring morality at the University.

Apparently they are all busy preparing for examinations, which started today.

Ends .... MM/JS ..... Unza Radio.

**THE UNIVERSITY OF ZAMBIA**  
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**DEPARTMENT OF MASS COMMUNICATION**

**MC 332**

**TELEVISION PRODUCTION II**

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**DURATION: 3 HOURS**

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

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**SECTION A**

**Answer all questions**

1. Write brief notes on each of the following;
  - a) Metaethics
  - b) Blugrass music
  - c) Sequencing
  - d) Deontological Ethics
  - e) Ethics

(1 mark each)
2. Compare and contrast an actuality interview and a studio interview  

(5 marks)
3. What do you need to consider in order for you to hold your audiences attention during an interview programme.  

(5 marks)
4. What are the major differences between a discussion programme and an interview programme.  

(5 marks)
5. What elements are involved in order for a station to achieve a particular sound it desires.  

(5 marks)
6. What four aspects do you need to consider to get the best interviewee?  

(5 marks)
7. Explain how you can handle information given to you by a source in the following manner;
  - a) On the record
  - b) Not for attribution

c) On background

• (5 marks)

8. Compare and contrast sports anchor work and play by play work.  
(5 marks)

## **SECTION B**

**Answer any three questions**

10. Discuss the issues that need to be considered for television to effectively perform its functions and role in a developing country like Zambia.  
(20 marks)

11. Discuss challenges you may be faced with as a sports play by play reporter and how you could overcome them  
(20 marks)

12. Discuss ethical challenges in selecting programme content for broadcast and how one could overcome them.  
(20 marks)

14. Discuss the major stages involved in preparing for a discussion programme  
(20 marks)

**END OF EXAM**

# UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
DEPARTMENT OF MASS COMMUNICATION

MC 432: RADIO PRODUCTION IV

OCTOBER 2002

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**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER ALL QUESTIONS IN SECTION A, BUT ONLY THREE**

**QUESTIONS FROM SECTION B**

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**SECTION A: ANSWER ALL QUESTIONS IN THIS SECTION**

1. Write explanatory notes on the following in radio communication:

- a) Conflict Resolution (CR) process
- b) Unexpected events in radio broadcasting
- c) KAP
- d) Informal educational broadcasting
- e) Non-formal educational broadcasting
- f) Mass media and the 1994 genocide in Rwanda
- g) framing problems in violent conflicts
- h) scoping problems in conflicts
- i) achieving programme unity in radio documentaries
- h) Attention span of people

10 Marks

2. Explain how Zambia's penal code presents hurdles for reporters.

8 Marks

3. Briefly discuss the various methods of imparting knowledge available to the radio broadcaster or teacher.

6 Marks

4. Discuss, with reference to Zambia, the assertion made by someone that 'Political Conflict is the staple of journalism.'

4 Marks

5. List the possible dysfunctions of radio for society, subgroups and individuals.

12 Marks

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**SECTION B: ANSWER ONLY THREE QUESTIONS IN THIS SECTION**

6. The present ZNBC Act, as well as the lack of a Freedom of information Act have been presented as serious hurdles working against the growth of the quality output and professionalism in Zambia's broadcast industry. Discuss.

20 Marks

7. Compare and contrast the challenges involved in producing a **radio documentary** with those in making a **magazine programme**. Your answer should include definitions of concepts and reference to the main sub-types of the programmes.

20 Marks

8. What practical applications are there for the Zambian journalist from the following twin theories of the press:

- a) Social Responsibility
- b) Libertarianism

20 Marks

9. With reference to the essential principles of planning and design, draft a Schools' Broadcast Lesson using a subject of your choice.

20 Marks

END OF EXAMINATION

UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
2002 OCTOBER: SECOND SEMESTER FINAL EXAMINATIONS  
MC442 ADVANCED TELEVISION PRODUCTION

TIME: THREE HOURS

ANSWER ALL QUESTIONS IN SECTION ONE AND FOUR (4)  
QUESTION IN SECTION TWO

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SECTION ONE. Answer all question. 60 points

1. Describe the three types of documentaries.
  2. What do the following terms mean?
    - a) Equal Time
    - b) Equal opportunity
  3. Explain how you write a video ' editing script'.
  4. What are the types of educational programmes?
  5. What are the different types of disasters that can be experienced?
  6. What are the different types of conflict that can be included in programme production?
  7. What are the implications of none broadcast programming?
  8. Write briefly on the following elements
    - a) Agenda Setting
    - b) Public Agenda
    - c) Policy Agenda
  9. According to Prof. Kasoma how do you define community media?
  10. Give examples of how community media can be effective in Development
-

**Answer four (4) question ONLY in this sections: 40 POINTS**

11. a) Describe the process of documentary production.  
b) What are the characteristics of a documentary?
12. a) What are the Characteristics of a magazine programme?  
b) Describe the process of magazine production.
13. a) Discuss the interrelated conflicting factors in the Economic structures of media organizations.  
b) Are the media real American? Discuss this and present Arguments.
14. a) What is the production process involved in industrial cooperate educational Programmes?  
b) What are the characteristics of a cooperate educational Programmes?
15. Outline and discuss the elements of objective learning.
16. Explain how journalists failed the public in the coverage of the:  
a) Rwanda Conflict  
b) Middle East Conflict
17. Explain and discuss the elements involved in the coverage of:  
a) Expected events  
b) Unexpected events.

**END OF EXAM**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2001/2002 SECOND SEMESTER EXAMINATIONS**

**MC 902: ADVERTISING PRACTICE**

**TIME: THREE HOURS**

**QUESTIONS IN SECTIONS “A” AND “B” ARE COMPULSORY. ANSWER  
THREE QUESTIONS ONLY SECTION “C”**

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**SECTION A**

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

1. State any four functions of a print ad illustration.
2. What do you understand by the “concept” of an ad?
3. Give the characteristics of an effective advertising slogan.
4. In testimonial advertising, what are the factors to consider in choosing the personality that will be the message bearer?
5. Why is the headline considered to be the most important element of a print ad?
6. what is the difference between a kicker and a subhead?
7. Name the three basic settings in which an advertised product may appear.
8. In television ad production, what is meant by:  
(a) dissolve; (b) super; (c) tracking shot; (d) wipe.
9. Define any four propaganda devices.
10. Explain the rationale behind market segmentation.

## SECTION B

THE QUESTION IN THIS SECTION IS COMPULSORY: 20 MARKS

11. Presented below is a copy platform for a cough remedy. Study it carefully and answer the question that follows.

### COPY PLATFORM

- Product:** “No Coff”. It’s a proprietary cough remedy which can be bought over the counter, i.e., without the need for a prescription. It comes in both liquid mixture and tablet form.
- Client:** UNZA Pharmaceuticals Ltd.
- Target:** Medium and high-income urban dwellers who patronise drugstores (chemists/pharmacies) for both prescription and non-prescription drugs.
- Objective:** To position “No Coff” as a necessary item everyone ought to keep handy in the home.
- Core Idea:** “No Coff” is an effective, easy-to-get over-the-counter drug for which no prescription is necessary. Emphasise the wisdom and convenience of stocking “No Coff” cough mixture or tablets in the home.

### YOUR ASSIGNMENT:

Use the information in the above copy platform and **either:**

- (a) Prepare a 30-second dramatised radio ad script for production;

**OR**

- (b) Write copy of between 120 and 150 words for an ad to appear in the *Lusaka Star*.

**SECTION C**

**ANSWER THREE (3) QUESTIONS ONLY IN THIS SECTION: 20 MARKS EACH**

12. Describe the nature and process of an advertising **campaign**.
13. Discuss the various social criticisms levelled at advertising.
14. Describe the various types of research (or tests) you might conduct **before** and **after** embarking on an advertising campaign.
15. Discuss the strengths and weaknesses of television as a medium of advertising in Zambia.
16. Discuss the relationship between Maslow's **Hierarchy of Needs** and consumer motivation.
17. Discuss the characteristics of a good broadcast commercial.

**END OF EXAMINATION**

UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

SECOND SEMESTER EXAMINATIONS-OCTOBER 2002

MC 922 – PHOTOJOURNALISM

TIME:- THREE HOURS.

**Section A.**

Answer all ten questions. Each question carries five (5) marks

1. What do you look for in picture editing?
2. What are the major criteria for picture selection?
3. What constitutes photojournalism?
4. What is the difference between a spot news photograph and a record shot?
5. Explain the following terms
  - (a) Presence
  - (b) Instinct
  - (c) Anticipation
6. What is a candid shot?
7. What is the difference between photo cropping and scaling?
8. What is libel and what constitutes libel in photojournalism?
9. Robert Capa was a photojournalism of the later years after Mathew Brady and Roger Fenton. What is he remembered for?
10. What is the importance of a caption and how do you go about writing it?

**Section B.**

Answer five questions from this section

11. You are on a mission to cover an event in town. You have your camera hanging down your neck. Suddenly you see a thief breaking into somebody's car stealing a bag that looks like it contains valuables. What would you do?
12. (a) What do you understand by privacy in photojournalism.  
(b) Name the four principles of privacy recognised in the protection individuals.
13. What do you understand by Photojournalism ethics and why is it important to the practice of the profession.
14. What were the following people famous for:-  
  
-Mathew Brady  
-Roger Fenton
15. What major discoveries led to the practice modern photojournalism?

16 How did picture transmission systems influence the practice of photojournalism??

17 . As a photojournalist how do you know when a big news event is breaking out?

END OF EXAMINATION

UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
DEPARTMENT OF MASS COMMUNICATION  
OCTOBER 2002, SECOND SEMESTER FINAL EXAMINATION  
Answer all questions in section one, and four (4) questions in section two.

MC 932

**Section one (1) 60 points answer all questions.**

1. Explain and discuss the following elements:
  - a) Abraham Maslows theory
  - b) William Ouchi's theory A and Z
2. Define what leadership is from different authors we covered in class?
3. Outline the characteristics of leadership.
4. Explain and discuss the Primary gratifications that are sort from Media products.
5. Explain and discuss the fourteen (14) management processes involved in strategic planning.
6.
  - a) What are the duties of the Chief Executive ?
  - b) Explain the issues that lead to dismissal in a broadcast media house.
  - c) Explain why the dismissal of women and minority becomes tricky?

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**Section two (2) Answer four (4) questions only. 40 points**

9. Explain the anti planning biases. How can management overcome them?
10. Discuss the interrelated factors of media organization and how they affect management.

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

**END OF SEMESTER EXAMINATIONS, SEPTEMBER, 2002.**

**PA 125: INTRODUCTION TO PUBLIC ADMINISTRATION**

**INSTRUCTIONS: ANSWER QUESTION 1 FROM SECTION A AND ANY  
TWO FROM SECTION B.**

**TIME: THREE HOURS**

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**SECTION A.**

1. Write brief notes on each of the following:

- (a) Delegated legislation
- (b) Technocracy
- (c) Span of control
- (d) Conditional delegation
- (e) Budget cycle

**SECTION B**

- 2. Some Non Governmental Organizations (NGOs) in Zambia have been calling on Government to create a job quota for women in the public sector in order to increase their numbers in the job market. Give your reasoned reaction to this proposition.
- 3. Administration is a phenomenon found in government agencies, ministries, departments and private enterprises. Provide a reasoned contrast between administration in government institutions and that in private institutions.
- 4. Government recently decided to reject a consignment of food donated by the Bush Administration, on account of the fact that it is genetically modified. Discuss this decision in the light of Herbert Simon's rational decision making model.
- 5. Critically discuss three features of the Civil Service.

**END OF EXAMINATION**

11. Explain and discuss the elements in personnel planning.
12. Outline and discuss ten historical events that demonstrate that management is an ancient profession.
13.
  - a) explain Jane Mounten's managerial grid and how it works?
  - b) How does Likert's four system theory work in management ?
14.
  - a) Explain management by objectives (MBO).
  - b) Explain situational leadership and give examples.
  - c) How practical is situational leadership in a media organisation?
15.
  - a) What are the skills and characteristics needed for sales and marketing manager
  - b) What are the functions of a sales and marketing department?

**END OF EXAM**

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

**PA 202: COMPARATIVE ADMINISTRATION**

**INSTRUCTIONS: ANSWER ANY FOUR (4) OF THE FOLLOWING  
QUESTIONS:**

**TIME:                      3 HOURS**

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**SECTION A**

1. Write brief, concise notes on:
  - a) the systems approach
  - b) the rational approach and
  - c) the behavioral approach in administrative Processes
  
2. Public Service Reform Programme (PSRP) introduced by the MDD government was a result of certain weaknesses having been identified in the Zambian bureaucracy in the second Republic. Spell out these weaknesses and provide the corrective measures put in place by the Chiluba government in the Third Republic.
  
3. Write a readable essay on administrative decentralisation in a **unitary** state such as Zambia and administrative decentralisation in federal government, for instance in Nigeria.
  
4. Administrative hierarchy in modern states spells out the chain of commands, power and authority of the social organisation. Distinguish between power and authority and provide a detailed analysis of the various kinds of authority.
  
5. In modern governments separation of powers between and among state institutions guards not only against power abuse by the state actors but also provides checks and balances relating to refining ideas before they are made for the whole country. Explain the concept of separation of powers and show to what extent this is applicable to Zambia.
  
6. What is your understanding of Indirect Rule in the administration of Northern Rhodesia by the British colonial government. Why was that kind of administration unsuitable for an independent Zambia and what kind of administrative reforms did the Kaunda regime introduce to try and meet the needs of the sovereign state of Zambia?

7. Explain the role of values and ethics in decision-making, illustrating with concrete examples provide a rationale for the application of committee system in public administration. Identify different committees associated with the Zambian cabinet.

**END OF EXAMINATION**

**GOOD LUCK**

# THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2001/2002 ACADEMIC YEAR FIRST SEMESTER

FINAL EXAMINATIONS

DISTANCE EDUCATION

PA 211 NATIONAL GOVERNMENT AND ADMINISTRATION

**INSTRUCTIONS: 1. READ THE QUESTIONS CAREFULLY**

**2. ANSWER FOUR (4) QUESTIONS FROM THE FOLLOWING**

**TIME: 3 HOURS**

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1. Explain the concepts of government as related to administration and provide the rationale why the central governing elite are given monopoly over the coercive apparatus.
2. Provide the distinction between integrated and unintegrated structure of administration in Zambia.
3. Why is legal-rational authority considered to be more effective and efficient in modern bureaucracy than traditional authority?
4. Write brief notes on the following:
  - i) Cabinet collective responsibility in national government and administration;
  - ii) sunk cost in decision-making;
  - iii) incremental approach in decision-making.
5. Efficiency and effectiveness in national administration can be brought about through decentralization. Write a reasoned argument about decentralization through:
  - i) deconcentration
  - ii) devolution
  - iii) privatisation

6. Public Service Reform Programme (PSRP) in Zambia was conducted of the following criteria:

- a) size of the bureaucracy
- b) placement of personnel
- c) educational level of bureaucrats
- d) structure of Zambia's bureaucracy

Clearly explain how each of the above criteria can positively or negatively adversely affect the effectiveness and efficiency of the bureaucracy.

7. Although decentralisation is applied in Zambia's administration, the country is administered largely under conditions of a unitary state. Discuss.

**END OF EXAMINATION**

**GOOD LUCK**

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

**PA 315: ORGANISATIONAL BEHAVIOUR AND MANAGEMENT**  
**TIME: Three (3) Hours. Instructions: Answer any Three (3) Questions**

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- 1) Identify and explain the roles, skills and functions interpretations relating to what a manager does in a large formal organisation.
- 2) Contrast McGregor's Theory X and Theory Y assumptions about employees. Based on these sets of assumptions, show how perception influences a manager's behaviour and attitude.
- 3) Describe the Big Five personality dimensions, and specify which one is correlated most strongly with job performance.
- 4) Write brief notes on any five (5) of the following:
  - a) Self concept
  - b) Stereotyping
  - c) Ability
  - d) Intelligence
  - e) Locus of control
  - f) Norms
- 5) Explain how internal work motivation is increased through the use of the Job Characteristics model.
- 6) What is a group? Outline the Five (5) stages in Tuckman and Jensen's theory of group development.
- 7) To begin understanding the behaviour of a work group, you need to view it as a subsystem embedded in a larger system called an organisation. Discuss.
- 8) Summarise the conclusions of the Traits and Behavioural theories of leadership. Demonstrate according to Fiedler's contingency model, how leadership style interacts with situational control.
- 9) What characteristics distinguish Organisational Development (OD)? Describe at least five (5) interventions of OD and the usefulness.

----- The End -----

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2001/2002 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

PA 322: COMPARATIVE LOCAL GOVERNMENT ADMINISTRATION

**TIME: THREE HOURS**

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

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**SECTION A.**

1. “ The local government system in Zambia is on the verge of collapsing.” Critically assess this statement within the context of the 1991 Local Government Act number 22 that was essentially meant to rescue local governance from the inefficient, ineffective, and undemocratic system that existed during the Second Republic.

**SECTION B.**

2. Outline the main features of the Ugandan Local government system. Would you argue that such a system could enhance local democracy if it was adopted in Zambia? Give reasons for your answer.
  3. City-at-large elections constitute one of the methods used to elect Councillors in the Mayor-Council Plan of city government in the USA. Would you recommend this electoral process to be adopted for the local governance of the cities in Zambia? Give reasons for your answer.
  4. “The local government system in France is not different from the one that prevailed in Zambia’s Second Republic (1973 – 1990).” Critically assess this statement.
  5. Outline in detail the local government structure in England and assess the argument that Parish Councils constitute the only truly democratic institutions in the English system of local government.
- 

**END OF EXAMINATION**

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

**FINAL EXAMINATIONS**

**PA 342 INDUSTRIAL RELATIONS**

**INSTRUCTIONS: ANSWER THREE (3) QUESTIONS ONLY. ONE FROM SECTION A AND ANY TWO FROM SECTION B**

**TIME: 3 HOURS**

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**SECTION A**

1. Write brief notes on the following:
  - a. Confederation
  - b. Labour force participation rate
  - c. Iron law of oligarchy
2. Outline two contents of collective bargaining. In your view which issues are mostly responsible for industrial disputes in Zambia?

**SECTION B**

3. Discuss the role of Tribal Elders and Boss Boys Committee and show how they affected industrial relations during the colonial period.
4. Outline at least three labour laws you have studied and briefly discuss how they impact on industrial relations.
5. Using the theory of 'Iron law of Oligarchy' discuss the role played by Frederick Chikuba as leader of the Zambian Congress of Trade Unions. What is your view of internal democracy in Zambian trade unions today?
6. Outline the functions of a trade union and discuss unions' attitudes and responses to structural adjustment programmes in Zambia in the period 1985-1991. To what extent were trade unions successful in winning concessions for their members?

**END OF EXAMINATION**

**GOOD LUCK**

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

**FINAL EXAMINATIONS**

**PA 412 ISSUES IN DEVELOPMENT ADMINISTRATION**

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

**TIME: 3 HOURS**

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1. What is Human Development? Compare and Contrast this to Development with the Income approach. Which of the two do you suppose is the best option for Zambia?
2. It has been argued that development planning is unnecessary in bringing about Socio-Economic Development. Analyse this development in view of Zambia's development process.
3. What do you understand by the term poverty? Suggest some strategies of reducing poverty in Zambia.
4. Why is sustainable development important? Answer this question using the Zambian experience in view of globalization.
5. Gender awareness in Development is said to be critical especially in relation to the design of Health and Nutrition policy. Discuss

**END OF EXAMINATION**

**GOOD LUCK!**

UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
SECOND SEMSTER FINAL EXAMINATIONS  
PUBLIC POLICY MONITORING AND EVALUATION: PA 422

INSTRUCTIONS: ANSWER QUESTION 1 AND ANY OTHER TWO QUESTIONS.  
TIME: 3HOURS

SECTION 1: COMPULSORY

As a Policy Analyst, the Zambian government's Ministry of Community Development and Social Welfare requests you to prepare a Policy Issue Paper on the following ill-structured policy issue: every year, about 1,000 babies are dumped on streets, near public buildings such as hospitals, schools by their mothers. Most of the culprits are in their teens and early twenties. The victims are often prone to getting pneumonia, colds and related diseases due to over-exposure to natural elements. According to medical records, nearly 20 per cent of such victim's end up dying while another 30 per cent develop mental and physical problems associated with early childhood trauma. The culprits come primarily from very poor background and cannot afford to support the unplanned babies. The pregnancies themselves are, in 90 per cent cases, unplanned and are mainly due to sexual abuse such as rape or the result of being under the influence of alcohol; or due to ignorance among couples about sex. Quite often, expecting young mothers are themselves dependents and can hardly support themselves, let alone their babies. Their level of education is indeed very low, most of them having gone to primary or lower secondary school only. In the absence of skills, these young mothers cannot be expected to find decent jobs to eke out a living. The legally constituted adoption societies are a handful few, barely enough to wrestle with a problem whose genesis is less than a decade as a result of unprecedented downturn in the economy and the sudden breakdown in the traditional extended family system.

But the situation is not unique to the Zambian scenario. In two of the neighbouring countries, similar trends in child abandoning had been reported almost a decade before. Thanks to collaborative efforts between their respective governments and cooperating partners, however, a lasting solution had been found. It involved rehabilitating the girl-child school dropout by providing special skills and/or incorporating them into the formal school system. In either case, the babies were kept in specialized institutions founded specifically for this purpose.

Earlier approaches to the problem in Zambia had laid emphasis on punitive measures against pregnant school-girls while leaving the erring school-going or non-school going male culprit free. Affected parents of female school-girls felt strongly bitter about the double standards involved in the handling of the cases and, together with gender-oriented non-governmental organizations, began to push for a more realistic and humane approach to the crisis. On the international plane, UNICEF together with UNESCO was making headway towards changing government policy and practice towards the affected girl-child. They saw the problem as a result of long entrenched practices based on conventional gender biases against females on one hand, and a lack of adequate resources, including skills for addressing the problem, at the hands of proponents of policy change to effectively launch a comprehensive assault against the practice. Both UN agencies are willing to provide logistical support to key stakeholders and to provide funds. However, among the major constraints to be overcome other than resource availability are: the need to break the entrenched gender biases among most males against pregnant girl-child who is attending school; secondly, the strong negative attitudes of most school teachers and parents towards softening up on morals in schools. There is a generalized community phobia that once such change occurs, then schools are bound to undergo serious moral decay.

Question: As a policy analyst in the ministry, prepare a Policy Issue Paper with the following elements: (1): Source and Background of the Problem ( including (I) description of problematic situation; (ii) Outcomes of Prior Efforts to Resolve Problem; (iii) Assessment of Past Policy Performance and, (iv) Significance of Problematic

Situation): 2) The Policy Problem (including (I) problem statement, (ii) approach to analysis, (iii) major stakeholders (iv) goals and objectives (v) measures of effectiveness and potential solutions);

(3) Policy Alternatives (I) description of alternatives, (ii) comparison of alternatives, (iii) spillovers and externalizes; (iv) and constraints and political feasibility).

(4) Policy Recommendations (I) criteria for recommending alternatives; (ii) Description of preferred alternative(s); (iii) Outline of implementational strategy (iv) Provision for monitoring and Evaluation (v) Limitations and unanticipated consequences.

## QUESTION 2

“The several types of rational choice may be viewed in terms of specific decision criteria (explicit stated values that underlie recommendations for action) used to advocate solutions for policy problems. There are six main decision rules: effectiveness, efficiency, adequacy, equity, responsiveness and appropriateness.”

Taking the criteria of adequacy and equity show, with the help of a diagram, the conditions under which these two decision rules could be employed to advocate solutions to policy problems and the types of problems

## SECTION 11 (Choose only one question)

### QUESTION 3

Compare and contrast the four approaches to monitoring by the type of controls employed and the type of information required. Illustrate your answer with examples.

### QUESTION 4

“Cost-Benefit Analysis” is an approach to policy recommendation that permits analysts to compare and advocate policies by quantifying their total monetary costs and total monetary benefits”. Taking this quotation as a point of departure, describe the several distinctive characteristics of the approach and identify the types of costs and benefits and the tasks involved in the analysis.

QUESTION 5.

“Forecasts may take three principal forms: projections, predictions, and conjectures. Each of these three forms has a different basis: trend extrapolation, theory and subjective judgement while supporting arguments used to justify projections, predictions and conjectures also differ.” Discuss

QUESTION 6

“Forecasts, irrespective of their form, provide information about future changes in policies and their consequences. While forecasting may promote increased understanding, it is especially related to societal control” Discuss with illustrations.

END OF EXAMINATIONS: Bon Voyage



**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
POLITICAL AND ADMINISTRATIVE STUDIES**

**2001/2002 ACADEMIC YEAR SECOND SEMESTER EXAMINATIONS**

**PA955 : STRATEGIC MANAGEMENT**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: SECTION A IS COMPULSORY. ANSWER TWO  
QUESTIONS FROM SECTION B. WRITE IN CONCISE  
CLEAR GOOD ENGLISH.**

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**SECTION A (20 MARKS)**

Read the Avon case study very carefully, and then proceed to answer the questions on this section.

**AVON (CASE STUDY)**

**Have you heard about Avon?**

When James Preston became Chairman and CEO of Avon Products in 1989, the company was in dire straits. Many analysts doubted whether the well-known door-to-door vendor of cosmetics would make it into the 1990s as an independent company. Under Preston's predecessor, Avon had branched out of the mature cosmetics business, into the growing market for healthcare products, acquiring a number of companies along the way. However, this diversification move was not particularly successful, with the added

disadvantage of tying up cash and siphoning off the profits made in cosmetics. As a consequence, Avon itself became an attractive candidate for acquisition and the company was forced to fight off some hostile take-over attempts. One of the Preston's first tasks at the helm was to resist the aggressive bids by Mary Kay one of Avon's most prominent cosmetics competitors and Amway, a similar direct sales company, with a broad product portfolio. In an effort to retain Avon's independence, Preston also took drastic downsizing measures to restore profitability. The healthcare business was sold off and a number of production and distribution facilities in the cosmetics business were closed, putting over a thousand people out of a job. Preston realised, however, that recovery would not result from 'surgery' alone – Avon would need to strengthen its slipping position in the cosmetics markets of the US and Western Europe, as well as seek growth elsewhere. Naturally, the challenge facing Preston and his company was how this could be achieved. What competitive advantage would Avon have to concentrate on to return the firm to healthy profitability?

Avon did have a number of things going for it. Avon's direct sales system is probably its most valuable asset. Almost 100 percent of Avon's total turnover is generated through direct sales to consumers, using a network of over two million sales representatives around the world (445,000 in the US alone). These 'Avon ladies' are not employed by the company, but are 'independent entrepreneurs' paid on a commission basis. In 1995 this legion of sales reps took 650 million orders, in more than 120 countries, good for approximately \$4.5 billion worth of beauty products. Selling through this system of 'virtual stores', has some important advantages over traditional retailing methods. Expanding and maintaining a network of virtual stores can be done at a fraction of the cost, and within a fraction of the time, of opening real stores. It is possible to reach almost anyone anywhere, because the 'virtual store' comes to the buyer, instead of vice versa. Selling Avon products can be done at home, but elsewhere as well. For instance, in the US 30 percent of sales are signed up at work. Furthermore, Avon's 'virtual stores' do not need a critical mass of potential buyers within a sales area. Avon ladies can sell as much as they want, wherever they want – and their straight commission income is a large incentive to ensure that they will be creative in seeking customers.

On the other hand, Avon's image in North America and Western Europe was stale and down market. While still popular among older women, more fashion-conscious younger women steered clear of Avon products. Preston himself recognised that this was a significant problem: 'I am well aware that there are many women who would not want to open their purses and pull out Avon lipstick.' Furthermore, customers increasingly demand instantaneous satisfaction. Ordering a product from Avon could take weeks, while products in the shop can be taken directly. This problem was aggravated by the growing trend toward 'recreational shopping'. Young women, especially, were exhibiting a growing preference for visiting stores as a leisure activity. By the early 1990s this had resulted in stagnant sales in the US and even declining sales in Western Europe.

Preston decided to counter these developments with a number of moves. First, slipping sales in mature markets could be more than off-set by expansion in fast-growing markets outside the developed economies. Demand for beauty products is booming in many 'emerging markets', as more women in these countries have enough cash at their disposal to make discretionary purchases. But even the lesser developed economies, where GNP growth is low, are in Preston's words 'Avon Heaven'. Where the retailing infrastructure is poor and conventional shops are difficult to set up, Avon's sales ladies have an even stronger advantage than usual. Avon needs only basic transportation and distribution facilities to get up and running. Moreover, there are usually plenty of eager sales people in less developed economies, willing to work hard to provide their family with some additional income. Between 1989 and 1995 Avon entered 14 new markets and plans to proceed at the same pace until it has global coverage. An interesting spin off has been that the company now has one of the best sales forces in many countries, so that many firms, such as Reader's Digest, use Avon as their local sales organisation.

Yet, Preston also refused to give up on the established markets. Avon's image needed to be upgraded and Preston set a two-day order processing time as new standard. Emphasis was also placed on getting to know its customers better. 'We do not want to build transactions, we want to build relationships,' according to Preston. Avon wanted to

strengthen relations by being the resource for women, helping them in any way possible, for instance by providing seminars on household management and by offering education about abuse and breast cancer.

By 1995, the company seemed at a crossroads. Despite the aforementioned efforts, growth in the mature markets remained lacklustre. Preston seemed to be faced with two major options for achieving further growth. One would be to abandon direct sales as the company's primary sales method and to develop multiple channels. Avon could actually go into traditional retailing, catalogue sales, direct mail, telephone sales or even internet sales, if this were what the market demanded. However, this partial repositioning would require the firm to develop many new skills. Alternatively, Avon could build on its direct sales ability and add related products to its sales portfolio. Glassware and bedware were suggested as potentially suitable product lines. The question facing Preston was which avenue of expansion to choose. What would be the advantages and disadvantages of each alternative, both in the short and in the long run? In a nutshell, he had to choose whether Avon would primarily be a cosmetics company or a direct sales company – which wasn't an easy choice to make.

## QUESTIONS

- (i) Comment on why diversification as a growth strategy was not particularly successful at Avon. Further, if you were to use a portfolio analysis, how would you classify the cosmetic business.
- (ii) Why was Preston the CEO at Avon more interested in building relationships than building transactions.
- (iii) Identify the core competency/competencies at Avon. In your opinion, and also taking generic strategies into account what industry forces might cause a propitious niche to disappear?
- (iv) What skills should a person have for managing a business unit following a competitive strategy you have identified at Avon and Why?

- (v) In your opinion, why was the market share for Avon products shrinking in the USA and Western Europe.
- (vi) As a consultant, which strategy/strategies will you recommend for Avon and defend your recommendations.

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

1. Critically discuss the integration of growth strategy with its human resource strategy and practices. Provide recommendations as to how HRM could provide better support for any organisation's growth strategy.
2. Is it possible for a company to have a competitive advantage when its industry becomes hypercompetitive? Referencing to any industry that you are familiar with account for your answer?
3. "Customers, by the choices they make grant companies, a future or condemn them to extinction. We will continuously strive to achieve customer satisfaction ... we will seek to truly understand the complexity of our customer needs, not push our own ideas or technology (Phillip Condit, Chairman and CEO, Boeing Company).

In light of the above statement by Phillip Condit, critically discuss why companies define a quality product or service as one that conforms to predetermined standards that satisfy customers' demands.

4. Show why ROI, EPS and ROE are appropriate measures for profitability. Why do you think analysts now recommend a broad range of methods to re-evaluate the success or failure of a strategy? An example may suffice.

**END OF EXAMINATION**

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

**2001/2002 SECOND SEMESTER EXAMINATIONS**  
**PH 935: PHILOSOPHY OF GOOD GOVERNANCE**

**TIME: THREE HOURS**

**ANSWER: THREE QUESTIONS** (Answer question 1 which is compulsory and any other two questions.)

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1. From what you have concluded after studying various theories, philosophers and practical examples in this course, answer the following questions:
  - (a) What is your definition of "philosophy" of good governance? Give a justification for the key words in your definition.
  - (b) Discuss the origin and misconceptions of the term "good governance" and the manner in which it has been applied in Third World countries.
  - (c) Explain why it is important to learn not only about good governance but also about the "philosophy" of good governance in Zambia?
  
2.
  - (a) Outline the key features of the political-economic theory of Robert Nozick.
  - (b) Outline the key features of the political-economic theory of John Rawls.
  - (c) With reference to the "history", "nature" and "justification" of negative and positive human rights, explain why many states find it relatively easy to implement civil and political rights but fail to implement welfare rights.
  
3.
  - (a) Define the following terms:
    - (i) State; (ii) nation; (iii) ethnic group; (iv) tribe; and (v) race.
  - (b) Outline the three types of collective rights as classified by Will Kymlicka.
  - (c) With reference to the assumptions that the founders of the United Nations (UN) had in mind in 1948 while declaring "the rights of peoples to self-determination", analyse why the international community usually finds it relatively easy to solve inter-state disputes, but almost fails to resolve internal ethnic clashes around the world.
  - (d) In your view, do you think the libertarian conception of individual rights (as opposed to collective group rights) is justifiable? Explain your answer.

4.
  - (a) Outline the key features of the political-religious theory of St Augustine.
  - (b) Outline the key features of the political-religious theory of St Thomas Aquinas.
  - (c) In your view, do you think that a "purely secular state" is possible? Give reasons for your answer.
  
5.
  - (a) Outline the key features of the political philosophy of Thomas Hobbes.
  - (b) Outline the political philosophy of John Locke.
  - (c) Explain the difference between "democracy as a concept" and "institutions of democracy".
  - (d) In your view, is democracy a universal concept or is there a need for a different definition for a democracy for Africa? State the justifications you have for your answer.

**END OF EXAMINATION**

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

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

**PH985: PHILOSOPHY OF RELIGION**

**TIME: THREE HOURS**

**ANSWER: ANY THREE QUESTIONS**

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1. (a) Explain what is meant by the use of “analogical” language with reference to God.  
(b) Explain how you would distinguish a religious experience from other kinds of experience.  
(a) Identify some objective criteria that you would look for to establish the possible authenticity of a claimed religious experience.
  
2. (a) Explain the meaning of the following three attributes of God: all-knowing, all-powerful, and all-loving.  
(b) In view of the existence of evil and suffering, it would appear that the above three attributes cannot exist coherently together in God. Discuss critically the free will defence in this context.  
(c) Explain briefly the moral argument for the existence of God.
  
3. It is claimed by theists that the existence of God can be reasonably established from the existence of the universe.  
(a) Explain briefly the cosmological and design/teleological arguments in this context.  
(b) Explain what is meant by the scientific theory of evolution and discuss whether or not it conflicts with the arguments mentioned above.  
(c) Comment briefly on the view that the theist position gives a more adequate, though not conclusive, explanation of the existence of the universe.
  
4. (a) Explain what is meant by a “natural law” and discuss critically the violation concept of a miracle.  
(b) Explain the criteria you would look for to distinguish a possible authentic miracle from an event that is extraordinary and wondrous.  
(c) Discuss briefly the problem of the survival of personal identity in an afterlife.

5. Different kinds of relationship have been suggested between faith and reason.
- (a) Discuss critically whether or not faith and reason are inherently contradictory notions.
  - (b) Explain William James' understanding of the 'will to believe' and give a critique.
  - (c) Explain Blaise Pascal's understanding of the 'sense of the heart' and give a critique.

**END OF EXAMINATION**

THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2001/2002 ACADEMIC YEAR SECOND SEMESTER  
FINAL EXAMINATIONS

PH995: ENVIRONMENTAL ETHICS

TIME: THREE HOURS

ANSWER: ANY THREE QUESTIONS

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1. Environmental ethics focuses on the relationship between human beings and the natural environment. Explain the kind of relationship expressed by the following theories and offer your own critique of each:
  - (a) The "land ethics" of Aldo Leopold.
  - (b) The Gaia hypothesis of James Lovelock.
  - (c) Deep Ecology of Arne Naess.
  
2. According to some environmental ethicists, protection of the natural environment cannot be separated from social structures.
  - (a) Explain the approach of "Social Ecology" and offer a critique.
  - (b) Explain the approach of "Ecofeminism" and offer a critique.
  - (c) Discuss the relationship between Christianity and attitudes to the natural environment.
  
3. Animal liberationists rightly condemn cruelty to animals. However, their understanding of the value of animals differs.
  - (a) Explain what Peter Singer means by "speciesism" and give your critique.
  - (b) Explain what Tom Regan means by "animal rights" and give your critique.
  - (c) An animal is <sup>a</sup> living organism. A species is not. Discuss briefly the morality of <sup>↑</sup>destroying an animal species.

4. The Brundtland Report, "Our Common Future", defined sustainable development as 'development that meets the needs of the present without compromising the ability of future generations to meet their needs.'
- (a) Discuss this statement with reference to justice and its relevance to the protection of the environment.
  - (b) Discuss critically the images of "spaceship earth" and the "lifeboat ethic" in the context of our life support system.
  - (c) Discuss the contrast between the "mechanistic-individualist" model of development and the "organic-communal" model of development.
5. Responsibility for the natural environment is global in extent and rests on all of us as human beings.
- (a) Discuss the role of governments, businesses and local communities in protecting our planet earth.
  - (b) Discuss the relevance of "virtue theory" in the context of environmental protection.
  - (c) Give your views on the relevance and value of the educational system and international conferences with respect to the protection of the natural environment.

**END OF EXAMINATION**

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

**FINAL EXAMINATIONS**

**PL 115: INTRODUCTION TO POLITICAL SCIENCE**

- INSTRUCTIONS:**
- 1. ANSWER THREE (3) QUESTIONS IN ALL.  
QUESTION 1 IS COMPULSORY**
  - 2. READ THE QUESTIONS CAREFULLY**
  - 3. QUESTION 1 CARRIES 20 MARKS. THE OTHER  
TWO CARRY 15 MARKS EACH**

**TIME:                    3 HOURS**

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1. One may claim to be indifferent to politics, but one cannot be unaffected by it. Discuss.
2. Write short notes on three (3) of the following concepts:
  - a) Separation of powers
  - b) Legal rational legitimacy
  - c) Electorate
  - d) Referendum
  - e) Left-wing totalitarianism
  - f) State of emergency
3. Discuss the circumstances and procedures governing the impeachment of a Zambian President according to the 1996 amendment of the republican constitution.
4. Discuss the **pros** and **cons** of the thesis that social classes in the Marxian sense do not exist in Zambia.
5. Spell out the arguments for and against military intervention in civilian governments in Africa.

**END OF EXAMINATION**

**GOOD LUCK!**

- d) latency
53. Which of these concepts is found in social-cognitive theory?
- a) environmental determinism
  - b) psychic determinism
  - c) reciprocal determinism
  - d) genetic determinism
54. After watching several older children playing on a slide, 5 year-old Masuzyo decides to try it for himself. Which of the following best accounts for his behaviour?
- a) classical conditioning
  - b) modelling
  - c) operant conditioning
  - d) working memory
55. Human beings are able to talk about things that are not physically present and about events that have already happened and which will happen in the future. This is a characteristic of language known as:
- a) meaningfulness
  - b) displacement
  - c) productivity
  - d) creativity
56. In accounting for the uniqueness of human behaviour, \_\_\_\_\_ state that this merely reflects that we have all experienced distinctive life and learning experiences
- a) cognitive psychologists
  - b) psychodynamic theorists
  - c) learning theorists
  - d) Neo-Freudians
57. Which one of the following is NOT a myth of mental illness?
- a) the risk of suicide is higher for a person who has in the past made a wilful attempt.
  - b) Chronically ill people remain "crazy"
  - c) The mentally ill are dangerous
  - d) The mentally ill cannot become productive citizens
58. When was the DSM I published?
- a) 1934
  - b) 1948
  - c) 1952
  - d) 1968
59. In the field of mental health today, development, effect of stress, and cognitive functions are studied under the assumption that there is a \_\_\_\_\_ basis for mental illness.
- a) Biological
  - b) familial
  - c) Social
  - d) psychological

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

**PS 102: INTRODUCTION TO PSYCHOLOGY II**

**TIME: THREE HOURS**

**INSTRUCTIONS: THIS QUESTION PAPER HAS TWO PARTS. ANSWER ALL QUESTIONS IN SECTION I, AND ANY 6 FROM SECTION II.**

COMPUTER NO

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**SECTION I: ANSWER ALL QUESTIONS AND CIRCLE YOUR ANSWER ON THE QUESTION PAPER**

1. In studying, you should
  - a) distribute your study as much as possible.
  - b) mass your study as much as possible.
  - c) avoid looking over material before you study it; you remember better when you are surprised by what you read.
  - d) avoid using any mnemonic device; they are just tricks that result in fast forgetting.
  
2. Susan learned German in college but she has not used it for two years. During this time, she has been studying French. Mary also learned German in college and she has not used it for two years either, but she has not learned any other languages in the two years. Who should remember German better, and why?
  - a) Mary; she will have less retroactive interference
  - b) Susan; she will have less proactive interference
  - c) Mary; she will have more retroactive interference
  - d) Susan; she will have less retroactive interference
  - e) Mary; she will have less proactive interference
  
3. People over 70 years old
  - a) usually suffer from retrograde amnesia.
  - b) usually develop Alzheimer's disease.
  - c) usually develop Korsakoff's disease.
  - d) can compensate for memory loss by writing notes.
  - e) experience memory loss only if they have developed Alzheimer's disease.
  
4. Susan, who is 10, has a mental age of 9. Her I.Q. on the original Stanford-Binet would have been:
  - a) 90

- ✱
- b) 110
  - c) 100
  - d) 75
  - e) 125

- MS 27
5. The memory process that involves locating information in a memory system and bringing it out so that it can be used is called
    - a) encoding
    - b) storage
    - c) retrieval
    - d) capitulation
  6. To a psychologist, memory is:
    - a) an unconscious force that makes us do things without realizing why
    - b) the ability to retain and retrieve previously learned images, ideas and skills
    - c) anything that produces a relatively permanent change in our behaviour
    - d) a system that stores an exact copy of all our experiences in our brains.
  7. A process that holds information in short-term memory so that you can continue to think about it for longer than a few seconds is
    - a) attention
    - b) chunking
    - c) collection
    - d) rehearsal
  8. Saying something over and over to yourself, or thinking hard about it to keep it in mind is
    - a) consolidation
    - b) encoding
    - c) rehearsal
    - d) mnemonics
  9. A process that holds information in short-term memory so that you can continue to think about it for longer than a few seconds is:
    - a) attention
    - b) chunking
    - c) collection
    - d) rehearsal
  10. Right now, as you read this test question, information about the meanings of words is being held in:
    - a) sensory memory
    - b) echoic memory
    - c) procedural memory
    - d) short-term memory
  11. I.Q. tests are:
    - a) measures of innate potential

- b) explanations for why people do well or poorly in school
  - c) equally fair for all groups of people
  - d) not very reliable
  - e) measurements of current performance
12. A vivid memory of a specific event that includes a lot of detail about just where you were and what was happening is called a(n):
- a) procedural
  - b) flashbulb
  - c) implicit
  - d) consequential
13. When asked to remember a long list of words one has just heard, the tendency to remember better the items at the beginning of the list is:
- a) primacy effect ✓
  - b) recency effect
  - c) consolidation effect
  - d) flashbulb effect
14. The process whereby psychologists establish a uniform procedure for administering and scoring a test and the norms for evaluating its scores is called:
- a) reliability
  - b) validity
  - c) conceptualisation
  - d) standardization ✓
15. When the content of a test is more difficult for members of one group than for members of another group, even when all other factors are equal, then the test is:
- a) unreliable
  - b) culturally biased
  - c) non-standardized
  - d) low on face validity
16. If an intelligence test includes questions asking whether something is food or not, and uses foods that are only eaten by people in a particular culture, then the test is:
- a) culturally biased
  - b) statistically unreliable
  - c) verbally challenged
17. The primary method for assessing the importance of genetic factors in intelligence is to compare
- a) the average I.Q. scores of people of different racial groups
  - b) the similarity of I.Q. scores of biological and adopted families
  - c) the intelligent levels of people from different countries
  - d) the scores people get on different intelligence tests

18. The average I.Q. scores of people all over the world are rising. The most likely reason for this is:
- widespread cheating on I.Q. tests
  - improvements in education and family values
  - score inflation by designers of the tests
  - genetic changes in human heritage
19. Research on genetic and environmental factors that affect intelligence generally leads to the conclusion that:
- genetics and environment contribute equally to I.Q. scores
  - genetic factors are much stronger than environmental factors
  - environmental factors are much stronger than genetic factors
  - very little good research has been done on this question
20. The Wechsler intelligence scales consist of:
- one test battery for people aged 3 to 30
  - separate tests for adults, children and preschoolers
  - a different test at every age from 2 to 69
  - a verbal and mathematical component
21. The first intelligence tests were developed around the beginning of last century by:
- Robert Sternberg
  - Arthur Jensen
  - Alfred Binet
  - Jean Piaget
22. An individual's knowledge, capacity to learn, and ability to adapt to the environment as reflected in objectively measurable behaviour is:
- education
  - intelligence
  - development
  - mentality
23. A widely accepted definition of intelligence considers it to be:
- how much useful information a person has learned in his/her lifetime
  - the ability to act purposefully, think rationally, and deal effectively with the environment
  - a person's degree of success in school, or in a paid career over the person's life-time
  - the rate of synaptic activation in the neural tracts in the lower regions of the brain
24. In Binet's original measurement of intelligence, the age level at which a child is functioning intellectually is the child's
- mental age
  - chronological age
  - intelligence level
  - general adaptation

25. On Binet's original intelligence test, a person's mental age was divided by the person's chronological age, then multiplied by 100, to give the person's:
- Intelligence Quotient (I.Q.)
  - Experiential Intelligence (E.I.)
  - Raw test score (RTS)
  - Mean score (average)
26. An adult score of 100 on Stanford-Binet means:
- the person answered 100 questions correctly
  - the person had an average score
  - the person's score is at the end of the normal distribution
  - the person scored way above average
27. Social learning theory (Bandura) emphasises the importance of:
- operant conditioning
  - classical conditioning
  - role models
  - defence mechanisms
28. Toilet training is the primary source of conflict during this psychosexual stage in Freud's theory.
- oral
  - anal
  - phallic
  - genital
29. In Bandura's approach to personality, this concept is used to describe a person's belief about whether he/she can successfully engage in behaviours related to personal goals:
- reciprocal determinism
  - locus of control
  - self-actualisation
  - self-efficacy
30. A woman who was assaulted and raped several years ago in a terrifying attack has forgotten the incident. She may be using the defence mechanism of:
- repression
  - sublimation
  - displacement
  - projection
31. William is very shy and is afraid to approach others for friendships and dates. B. F. Skinner would say that this behaviour was:
- genetically determined
  - abnormal
  - due to the influence of the id
  - learned

32. According to Diana Baumrind, what are the three parenting styles?

- a) aristocratic, formal, and humanistic
- b) authoritarian, permissive, and authoritative
- c) formal, informal, and inconsistent
- d) easy, difficult, and slow to warm up

33. Sigmund Freud's theory is called:

- a) dynamic psychology
- b) analytical psychology
- c) psychoanalysis
- d) psychic determinism

34. The primary function of the ego is to

- a) satisfy the desires of the id in a socially acceptable way
- b) deny and overpower the id
- c) shift energy from the id to the superego
- d) promote behaviour that is unselfish and ethical

35. According to Freud, the most important years in personality development were:

- a) from birth to five years
- b) from five years to puberty
- c) adolescence
- d) adulthood

36. Freud theorized that the psychosexual stages occur in the order of:

- a) anal, oral, genital, phallic, latency
- b) oral, anal, latency, phallic, genital
- c) genital, latency, anal, phallic, oral
- d) oral, anal, phallic, latency, genital

37. Which of the following theorists denied the importance of considering internal causes of behaviour such as motives, intentions or goals:

- a) Freud
- b) Bandura
- c) Watson
- d) Rotter

38. A parenting style that, among other things, sets standards for children and firmly enforces them but still shows respect for children's opinions is called:

- a) authoritative
- b) authoritarian
- c) neglectful
- d) indulgent

39. During the Oedipus complex:

- a) the child enters the anal stage
- b) the boy identifies with his father
- c) the girl becomes confused about her gender identity
- d) the genital stage begins

40. Each of the following conclusions is true regarding animals and language except:
- a) Animals can communicate with each other.
  - b) The sounds birds make serve as symbols.
  - c) Chimpanzees have been shown capable of using language at a simple level.
  - d) It is not clear whether chimpanzees have human beings' capacity for using syntax.
41. An adult who is messy, destructive, disorganised or cruel is probably fixated in which Freudian stage?
- a) oral
  - b) anal
  - c) phallic
  - d) latency
42. A little girl approaches her daddy and asks him if he will marry her when she gets big. She is probably in the \_\_\_\_\_ Freudian stage of psychosexual development:
- a) oral
  - b) anal
  - c) phallic
  - d) latency
43. Of the following, which would **NOT** be considered to be a lasting contribution of Freud's psychoanalytic approach to personality?
- a) focussing on aggression as a central concern
  - b) stressing the role of early experience and childhood
  - c) introducing the notion of the unconscious
  - d) attending to the impact of sexuality
44. Sammy's parents refuse to believe that he has cancer and continue to tell their friends that he has had surgery to remove a harmless growth. They are practicing the defence mechanism of:
- a) denial
  - b) displacement
  - c) fantasy
  - d) rationalisation
45. The unique rules each language has for combining words into meaningful utterances is known as:
- a) phonology
  - b) semantics
  - c) syntax
  - d) -pragmatics

46. John sees an attractive young woman. His \_\_\_\_\_ wants to have sex with her immediately; his \_\_\_\_\_ says absolutely not; he shouldn't even think such thoughts, his \_\_\_\_\_ tries to mediate between the other two.
- id, superego, ego
  - superego, ego, id
  - id, libido, superego
  - id, ego, superego
47. Bandura refers to the mutual interaction of the person's internal characteristics, the environment and behaviour itself as:
- expectancies
  - sublimation
  - self-efficacy
  - reciprocal determinism
48. Which of the following statements is not true about socialisation:
- Parents, the church and the school are all agents of socialisation.
  - Socialisation is a life-long process.
  - Socialisation is a unidirectional process.
  - Socialization always occurs within a broader, social and economic context.
49. Which of the following does not characterize children of authoritarian parents?
- Low independence
  - Vulnerability to stress
  - Low self-esteem
  - An external locus of control
50. In an experiment a group of children were shown a video clip of an adult beating a doll. Later on the children were put in a room, which contained a similar doll to the one they had seen beaten by an adult. The children began to beat the doll as well. Bandura calls this type of learning:
- classical conditioning
  - modelling
  - operant conditioning
  - projection
51. Which psychologist claimed that he could train any healthy baby to be any type of specialist he might select regardless of the child's talents, tendencies, abilities etc?
- John B. Watson
  - B. F. Skinner
  - Sigmund Freud
  - Albert Bandura
52. According to Freud, at what stage does the child experience a conflict over elimination of waste matters (urine and faeces)?
- oral
  - anal
  - phallic

- d) latency
53. Which of these concepts is found in social-cognitive theory?
- a) environmental determinism
  - b) psychic determinism
  - c) reciprocal determinism
  - d) genetic determinism
54. After watching several older children playing on a slide, 5 year-old Masuzyo decides to try it for himself. Which of the following best accounts for his behaviour?
- a) classical conditioning
  - b) modelling
  - c) operant conditioning
  - d) working memory
55. Human beings are able to talk about things that are not physically present and about events that have already happened and which will happen in the future. This is a characteristic of language known as:
- a) meaningfulness
  - b) displacement
  - c) productivity
  - d) creativity
56. In accounting for the uniqueness of human behaviour, \_\_\_\_\_ state that this merely reflects that we have all experienced distinctive life and learning experiences
- a) cognitive psychologists
  - b) psychodynamic theorists
  - c) learning theorists
  - d) Neo-Freudians
57. Which one of the following is NOT a myth of mental illness?
- a) the risk of suicide is higher for a person who has in the past made a wilful attempt.
  - b) Chronically ill people remain "crazy"
  - c) The mentally ill are dangerous
  - d) The mentally ill cannot become productive citizens
58. When was the DSM I published?
- a) 1934
  - b) 1948
  - c) 1952
  - d) 1968
59. In the field of mental health today, development, effect of stress, and cognitive functions are studied under the assumption that there is a \_\_\_\_\_ basis for mental illness.
- a) Biological
  - b) familial
  - c) Social
  - d) psychological

60. Which one of the following was the major practice in the “treatment” of the mentally ill during the 5<sup>th</sup> and 17<sup>th</sup> centuries in Europe?
- group therapies
  - trephinations
  - witch hunts
  - guidance
61. Which one of the following is not generally associated with the Chinese view of mental illness?
- the use of chairman Mao’s teachings
  - acupuncture
  - the yin and yang
  - exorcism
62. Research has shown that in the history of mental illness, the mentally ill have been treated badly, across cultures, when:
- spiritual-religious aetiology was ascribed
  - they were old women
  - biological aetiology was ascribed
  - they were old men
63. The movement of the uterus within the body, was considered by the ancient Greeks and Romans, to be the cause of:
- depression
  - mania
  - pregnancy
  - hysteria
64. The \_\_\_\_\_ model of abnormality can be considered invalid when one is dealing with a patient with mania.
- personal distress
  - maladaptiveness of behaviour
  - deviation from social norm
  - deviation from statistical norm
65. One of the characteristics of a “normal” person is that s/he has an adequate “theory of mind”. This refers to the ability to:
- channel energy into productive activities
  - be sensitive to others
  - exercise voluntary control over one’s behaviour
  - score a very high I.Q. on a standard test of intelligence
66. Which one of the following generally goes against making a diagnosis of a mental disorder?
- the illness is due to a general medical condition
  - the illness causes subjective distress
  - the illness is of a specific duration
  - the illness consists of multiple behaviours that fit a defined pattern.

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

**PL 252: COMPARATIVE POLITICS**  
**(FULL-AND PART-TIME STUDENTS)**

- INSTRUCTIONS:**
- i. ANSWER THREE (3) QUESTIONS IN ALL AS FOLLOWS: ONE QUESTION FROM SECTION A; A SECOND FROM SECTION B; A THIRD FROM EITHER SECTION A OR B**
  - ii. READ THE QUESTIONS CAREFULLY BEFORE CHOOSING WHICH ONE TO ANSWER**
  - iii. ALL QUESTIONS CARRY EQUAL MARKS**

**TIME: 3 HOURS**

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**SECTION A**

1. Critically discuss the Lennist concept of a party.
2. Write short notes on Four (4) of the following :
  - a) revisionism
  - b) state
  - c) human rights
  - d) republic
  - e) referendum
  - f) capitalism
  - e) federalism, ideological pluralism
3. Analyse the salient features of a state as underpinned by the rule of law.

**SECTION B**

4. Compare and contrast the powers and functions of the Russian state Duma and the Chinese national Peoples Congress
5. Account for the success of the transition to multipartism in post-Gorbachevian Russia and its failure in post-Mao Ze Dong China
6. Compare and contrast the powers ~~the powers~~ and functions of the presidency in Russia and China.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**DIRECTORATE OF DISTANCE EDUCATION**  
**DEPARTEMENT OF POLITICAL AND ADMINISTRATIVE**  
**STUDIES**  
**2001/2002 ACADEMIC YEAR FIRST SEMESTER**  
**DEFERRED EXAMINATIONS**

**PL 251: COMPARATIVE POLITICS**

- INSTRUCTIONS:**
- 1. ANSWER THREE (3) QUESTIONS IN AS FOLLOWS:  
ONE (1) QUESTION EACH FROM SECTIONS A AND B  
AND A THIRD FROM EITHER SECTION A OR B**
  - 2. READ THE QUESTIONS CAREFULLY**
  - 3. ALL QUESTIONS CARRY EQUAL MARKS**

**TIME: 3 HOURS**

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**SECTION A**

1. Spell out and analyse three INPUT functions in structural functionalist theory.
2. Write short notes on Four (4) of the following :
  - a) constitutional court
  - b) judicial review
  - c) political system
  - d) social class
  - e) referendum
  - f) Senate
3. Critically analyse the Marxian concept of the state

**SECTION B**

4. Compare and contrast the American presidential and French semi-presidential systems.
5. Account for the existence of a DUAL party system in the United States of America.
6. Discuss the principal features of POLITICAL modernization.

**END OF EXAMINATION**

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

**FINAL EXAMINATIONS**

**PL 115: INTRODUCTION TO POLITICAL SCIENCE**

**INSTRUCTIONS: ANSWER THREE (3) QUESTIONS IN ALL:-ONE FROM SECTION A; ONE FROM SECTION B AND ANOTHER QUESTION FROM EITHER SECTION A OR SECTION B**

**TIME: 3 HOURS**

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**SECTION A**

1. Write briefly notes on **four** of the following:
  - a) State
  - b) Status group
  - c) Bourgeoisie
  - d) Traditional authority
  - e) Proportional Representation
  - f) Fascism
2. Critically analyse the way in which Karl Marx concluded that when the stage of communism is reached, the state would cease to exist.
3. Discuss Ralph Malibaund's critique of Managerialism.

**SECTION B**

4. Using specific examples, critically analyse the differences between totalitarianism of the left and totalitarianism the right.
5. What are human rights and how they are different from individual and collective rights?
6. Critically discuss the differences between liberal democracy and liberal socialism.

**END OF EXAMINATION**

**GOOD LUCK!**

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

**PS 312: THEORIES OF PERSONALITY**

**TIME: THREE HOURS**

**INSTRUCTIONS:** There are THREE parts to this exam. Answer all THREE parts. PART I consists of multiple choice questions, and fill in the blanks.

PART II consists of short essays

PART III consists of long essays

**PART I: Multiple choice questions, and fill in the blanks. Answer all questions. MULTIPLE CHOICE QUESTIONS**

**Each correct answer will be awarded HALF a mark. There is no negative marking.**

1. Freud's belief that every action, thought, or feeling has a purpose based in the person's childhood is called:
  - a) classical conditioning
  - b) monoism
  - c) the epigenetic principle
  - d) psychic determinism
  
2. A scientist searching rocks for the fossils told reporters that he was looking for "ancient *orgasms*". Freud would not consider this a simple mistake, but a sign of unconscious fixation on sexual pleasure. This would be an example of Freud's belief in:
  - a) psychosexual development
  - b) defence mechanisms
  - c) psychic determinism
  - d) none of the above
  
3. In Freud's view of the mind, the things that we are not aware of at any moment but could become aware of easily are in the \_\_\_\_\_ mind.
  - a) conscious
  - b) unconscious
  - c) subconscious
  - d) preconscious
  
4. Choose the best description of the id, according to Freud:
  - a) practical and unsympathetic
  - b) irrational and selfish
  - c) devious and scheming
  - d) pragmatic and opportunistic

5. Imagine that your lecturer has just reprimanded you for something you did not do. According to Freud, your ego will be sending you what message?
  - a) "anger is wrong, be more tolerant"
  - b) "punch the lecturer!"
  - c) "this is making me feel terrible"
  - d) "I'll report this to the head of department, with proof!"
  
6. For Freud, the fact that most adults deny that children of four or five could possibly have sexual feelings focussed on their genitals is evidence that:
  - a) these feelings don't begin until puberty
  - b) the children's feelings are unconscious at the time
  - c) the sexuality of children is very different from adults
  - d) these feelings are deeply repressed in adulthood
  
7. Imagine you work for a nasty boss, but have repressed your hostility toward him. If anxiety about this hostility begins to surface, you might say, "my boss is the best, and I love working for him." This is an example of:
  - a) projection
  - b) rationalization
  - c) sublimation
  - d) reaction formation
  
8. An important difference between Jung's neo-Freudian theory and Freud's own theory of personality, is that, according to Jung:
  - a) unconscious forces have very little influence on behaviour
  - b) the most important forces in the unconscious are sexual
  - c) the unconscious can anticipate and direct future behaviour
  - d) even young children can have sexual desires and impulses
  
9. According to Rogers, the main factor that leads people to distort their perceptions of reality is:
  - a) sexual feelings toward their parents
  - b) too much pleasure at an early stage of development
  - c) anxiety due to unconscious impulses
  - d) an overly rigid self-concept
  
10. A psychologist might describe one person as cheerful and energetic, and someone else as tense and shy. This exemplifies a \_\_\_\_\_ approach to psychology.
  - a) trait
  - b) analytical
  - c) humanistic
  - d) learning
  
11. One of the important strengths of behavioural theories of personality is that they:
  - a) explain how thoughts of children differ from adults
  - b) generally allow researchers to make testable predictions
  - c) affirm the essential, unique value of every human being
  - d) allow us to measure many important personality variables

12. Mary's mother has always refused to try anything new, and as an adult Mary prefers things constant and predictable. A behaviour theory of personality would suggest that this is because:
- Mary identified with her mother when she was five
  - Mary observed and imitated her mother's behaviour
  - Mary's father was a domineering, frightening figure
  - Mary feels overwhelmed and threatened by her mother
13. The main criticism of projective tests of personality is that they:
- are too subjective and unreliable
  - are too sterile and structured
  - cannot be applied to groups of people
  - take too long to administer
14. Which one of the following is NOT an approach used by the "culture and personality" school of thought?
- configuralist
  - basic and modal personality
  - cross cultural
  - positionalist
15. In the nineteenth century, it was believed that human beings progressed through three cultural stages, the earliest of which was the \_\_\_\_\_ stage
- savagery
  - age of heroes and gods
  - civilization
  - barbarism
16. The term "psychological anthropology" was coined by:
- Freud
  - Du Bois
  - Sapir
  - Hsu
17. Psychological anthropology studies human behaviour primarily by using two approaches, which are:
- human ethology and socio-biology
  - materialist and positionalist
  - interactionist and configuralist
  - pre-logical and symbolist
18. The "Interpersonal theory of psychiatry" was proposed by:
- Horney
  - Sullivan
  - Allport
  - Cattell

19. In Allport's theory of personality, the term used to incorporate finding out about a person's hopes, wishes, aspirations, etc. is:
- attitudes
  - intentions
  - the proprium
  - dispositions
20. If an investigator closely records the everyday behaviour of a certain subject, noticing how many times he is performing a certain action/behaviour; according to Cattell, s/he would be collecting:
- T-data
  - Q-data
  - L-data
  - R-data
21. An investigator has asked Robby to keep a diary of all his thoughts, feelings and actions for a period of three months. The investigator hopes to trace the strength of several of Robby's traits. Which technique is the investigator using in this case?
- Q- technique
  - R- technique
  - S- technique
  - P- technique
22. In what way are the theories of personality proposed by Allport, and that proposed by Cattell similar? They both:
- put psychological ideas into mathematical terms
  - use a large number of constructs with strange names
  - focus on traits
  - focus on motivational constructs like needs and dynamic traits
23. In Cattell's theory of personality, the particular traits that are responsible for setting a person into action toward a goal, are the \_\_\_\_\_ traits.
- ability
  - dynamic
  - temperamental
  - constitutional
24. Ruth is the first of three children, born to a middle class family. According to Cattell, Ruth is not likely to show:
- surgency
  - dominance
  - conservatism
  - ego-strength

## FILL IN THE BLANKS

Each correct response will be awarded ONE mark

1. \_\_\_\_\_ is considered one of the pioneers of feminist psychology.
2. According to Allport, \_\_\_\_\_ explains neurotic behaviour, the motivating ability of acquired interests, and circularity in childhood behaviour.
3. "Totem and Taboo" was written by \_\_\_\_\_.
4. \_\_\_\_\_ is the ritualism seen in Erikson's developmental stage of old age.
5. "Epistemology" is the study of \_\_\_\_\_.
6. Scientific theories are based on \_\_\_\_\_ and rationalism.
7. For Jung, the \_\_\_\_\_ is the storehouse of latent memory traces inherited from one's ancestors.
8. \_\_\_\_\_ is the therapeutic technique for use with chronic psychoses, developed by Ayllon and Azrin in 1965, based on Skinnerian principles.
9. A suspicious, jealous, and sceptical person, according to the 16PF would be high on \_\_\_\_\_.
10. "Personality" summarises a person's traits, whereas " \_\_\_\_\_ " summarises a group's traits.
11. According to Freudian theory, instincts have four features: source, aim, object, and \_\_\_\_\_.
12. Cattell's \_\_\_\_\_ represents how various dynamic traits are interrelated in a pattern of subsidiation.
13. The person associated with the thematic analysis of the "letters from Jenny" is \_\_\_\_\_.
14. According to the "reinforcement theory", the \_\_\_\_\_ is a stimulus that guides the response of an organism by directing the exact nature of the response.
15. The \_\_\_\_\_ is the part of the structure of personality, that according to Freud, represents the "the true psychic reality".
16. The concept of "psychic energy" that Freud used is based on the laws of \_\_\_\_\_.
17. The concept of the "talking cure" was initially proposed by \_\_\_\_\_.
18. "Ontology" is the study of \_\_\_\_\_.
19. According to \_\_\_\_\_, the Oedipal conflict is a child's struggle between dependence and independence.
20. \_\_\_\_\_ needs form the second cluster in Maslow's hierarchy of needs.

**PART II: Short essays. Answer any FOUR out of the six.**

**Maximum Marks: FIVE marks per essay. Spend approximately one hour for this part.**

1. Explain Horney's concept of "externalization", with special reference to the "auxiliary approaches to artificial harmony".
2. Discuss the different aspects of the development of personality, as espoused by Skinner.
3. What is factor analysis? What is the basis of factor analysis and how is it done?
4. Discuss the different aspects related to the dynamics of personality proposed by Jung.
5. Explain the different defence mechanisms of the ego as outlined by Freud. Give suitable examples for each.
6. Describe the structure and dynamic of personality from the "individual psychology" perspective.

**PART III: Long essays. Answer any TWO of the four choices.**

**Maximum marks: FIFTEEN marks per essay. Spend approximately one hour for this part.**

1. Discuss the various issues in personality theories.
2. Trace the history and development of Psychological Anthropology, with reference to the particular beliefs/approaches, and leading figures associated with each school. Begin with the psychoanalytical anthropology school.
3. List and explain the different stages of development proposed by Sullivan.
4. Critically evaluate Freud's contribution to personality theories, with reference to research/research method employed, and the pros and cons of his theory of personality.

**END OF EXAMINATION**

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

**PS 452- ORGANISATIONAL BEHAVIOUR**

**TIME: 3 HOURS**

**INSTRUCTIONS: THIS QUESTION PAPER HAS 2 PARTS. ANSWER ANY 5 QUESTIONS FROM PART 1 AND ANY 3 FROM PART 2. CREDIT WILL BE GIVEN TO WELL ORGANISED ANSWERS WITH ORIGINAL EXAMPLES.**

**PART 1 –SHORT ESSAYS ( ANSWER ANY 5)**

1. Briefly discuss how organisational communication can be improved.
2. Conflicts are inevitable in organisations. Discuss.
3. How is the classical view of ‘ Authority and Responsibility’ different from the contemporary view?
4. Discuss the contributions of Social Sciences to the field of Organisational Behaviour.
5. Focussing either on the mechanistic or organic system of management, explain under what circumstances this system can be effective, why it works in such situations, as well as problems associated with this structure.
6. Consumer purchases are strongly influenced by cultural, social, personal, and psychological characteristics. From each of these, identify and explain one factor that influences a person’s buying choices.

**PART 2 –LONG ESSAYS (ANSWER ANY 3)**

1. Why are groups important in an organisation? Discuss any 4 characteristics of a work group and its relevance to the organisation.
2. What are some of the barriers in communication that can affect the communication between the UNZA administration and the students? Suggest ways of over coming these barriers and improving the effectiveness of communication.
3. a) What is motivation? Using the cognitive model, identify and explain reasons why employees may feel it is not in their best interest to maximise their performance on the job.  
b) What steps should concerned managers take to improve employee motivation and performance?
4. Describe external and internal forces that necessitate change in organisations. Why is change in organisational settings often difficult to accomplish?

**END OF EXAMINATION**

THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
2001/2002 ACADEMIC YEAR,  
SECOND SEMESTER EXAMINATIONS.

**PS 472 - COUNSELLING APPLICATION & PRACTICE**

TIME: THREE HOURS

INSTRUCTIONS:

There are two parts to this Examination Paper.

**Section A** consists of 4 Essay questions and you are required To answer 2 of them.

**Section B** consists of 4 parts. Answer all the 4 Parts of Section B.

This examination is worthy 40%.

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**SECTION A:** Answer 2 out of 4 questions.

1. Making timely hypothesis (diagnosis), prognosis, setting goals, and making a workable contract with the client are said to be crucial skills amicable to the success of counselling or therapy. Clearly discuss how you understand these and other counselling skills learnt in class.
  2. Discuss issues that a counsellor in Zambia is likely to encounter when counselling elderly (geriatric) persons. Take into consideration psychological, physiological, sociological and cultural variables. Further, indicate Appropriate counselling skills that you would apply when counselling this type Of population.
  3. With *details*, outline the structure of what would be considered a professional clinical intake interview.
  4. Discuss how you would apply the counselling skills when counselling an HIV/AIDS client on one hand, and a physically abused 9-year-old girl on the other.
-

## **SECTION B:**

This section is based on the **actual work** that you did at your practicum site. Answer this part as *honestly* and as *ethically* as possible. The **information supplied will be verified**. Using the *answer sheet* supplied, complete **ALL parts** of section B (1, 2, 3, & 4):

1. Indicate:

- (a). Name of your Practicum site? \_\_\_\_\_
  - (b). Name of your Practicum Supervisor? \_\_\_\_\_
  - (c). Type of clientele worked with? \_\_\_\_\_
  - (d). Number of weeks worked at your Practicum site? \_\_\_\_\_
  - (e). Number of hours per week spent directly with clients? \_\_\_\_\_
  - (f). Number of hours spent per week for other practicum activities? \_\_\_\_\_
  - (h). Number of clients worked with? \_\_\_\_\_
  - (i). Other Ps 472 students worked with at same site? \_\_\_\_\_
2. Discuss what you would consider as your major positive contributions that You made in terms of working with your client(s); and indicate the Counselling skills that you applied & failed to apply.
3. In addition, indicate what you could do differently if you were given another chance of working at the same practicum site.
4. Likewise, discuss the difficulties encountered during your practicum, and suggest ways of overcoming those obstacles.

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**END OF EXAMINATION**

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

**DISTANCE EDUCATION**

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

**S 111: INTRODUCTION TO SOCIOLOGY**

**TIME: THREE HOURS**

**INSTRUCTIONS: This paper is divided into three sections. Answer all questions from Section one, twenty questions from Section two and two questions from section three.**

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**Section 1: Multiple choice. Answer all questions (30 marks)**

1. The concept of cultural relativity extends the idea that different cultural patterns constitute similar solutions to problems faced by human kind.
  - a. True
  - b. False
  
2. The actuality of the measurement of what a study purports to measure is known as:
  - a. Generalizability
  - b. Validity
  - c. Reliability
  - d. Correlation
  - e. Randomization
  
3. If two students using the same method yield different findings, one should question
  - a. the reliability of the studies
  - b. the quantitative methods
  - c. the validity of the studies
  - d. the inductive logic
  - e. the location of the studies
  
4. The principle that the profit motive will achieve the greatest good for the greater number of people is:
  - a. liberalism

- b. capitalism
  - c. social democracy
  - d. individualism
  - e. laissez – faire
5. Which of the following lived during the period 1853 – 1917
- a. Emile Durkheim
  - b. Henry de Saint Simon
  - c. Hebert Spencer
  - d. Auguste Comte
  - e. Karl Marx
6. The concept of id is associated with
- a. Howard S. Becker
  - b. Robert Melton
  - c. Chales Horton Cooley
  - d. Sigmund Freud
  - e. Robert Merton
7. According to George H. Mead people act impulsively and therefore one cannot predict what they are going to do.
- a. True
  - b. False
8. Correlations are stated in terms of
- a. Relationships between variables
  - b. Proportions
  - c. Co-efficient
  - d. Eplanatory statistics
  - e. Dercriptive statistics
9. One writes endnotes when:
- a. The forgot to write the bibliography
  - b. They forgot to write the reference
  - c. They only numbered their citation in the text
  - d. They wrote both the ibid and opcit at the foot of their papers in their essay
  - e. They only wrote ibid at the foot of their pages in the essay.
10. Which of the following is a latent function for mass media
- a. Entertainment
  - b. Socialization

- c. Education
  - d. Non at all
  - e. A, b, and c
11. The process by which different traits are transmitted among different cultures is known as:
- a. Cultural diffusion
  - b. Cultural dispersion
  - c. Cultural transfer
  - d. Internationalization
  - e. Acculturation
12. The mean is the best representative of averages in descriptive statistics
- a. True
  - b. False
13. Which of the theories below is best suited for police use in dealing with criminal and deviant behaviour.
- a. Differential Association
  - b. Labeling theory
  - c. Functionalist theory
  - d. Conflict theory
  - e. Cultural transmission approach
14. One of the following is closely associated with the cultural strains theory of deviance
- a. Herbert Spencer
  - b. Emile Durkheim
  - c. Robert Merton
  - d. A. Giddens
  - e. Howard Becker
15. The making of roles as part of us from the teachings of society is called:
- a. Cultural transmission
  - b. Identification
  - c. Internalization
  - d. Socialization
  - e. Role taking
16. The term dialectics is associated with clashes between conflicting ideas and forces. These conflicts are a necessary part of change and development. The term was first coined by:

- a. August Comte
  - b. Robert Owen
  - c. Georg Hegel
  - d. Karl Marx
  - e. Fredrich Engels
  - f. Talcot Parsons
17. One of the following early order theorists argued that society was a partnership not only between those who are living but between those who are dead and those who are to be born.
- a. Edmund Burke
  - b. Louis de Bonald
  - c. Saint Simon
  - d. August Comte
  - e. Thomas Hobbes
18. The person mostly associated with symbolic interactionism is:
- a. H. Spencer
  - b. Charles H. Cooley
  - c. L.A. Coser
  - d. Herbert Blumer
  - e. George H. Mead
19. E. Sutherland was popular for
- a. Labeling theory
  - b. Differential Association theory
  - c. Conflict theory
  - d. Interactionist perspective
  - e. Biological theory
20. One of the following combinations represents the socialized self:
- a. The ID and I
  - b. The me and the id
  - c. The me and the ego
  - d. The I and the superego
  - e. The superego and the me

**SECTION II: Write brief notes on twenty of the following (30 marks)**

1. Saint Simon
2. Total institution
3. Retribution
4. Argot
5. Averages
6. Industrial Revolution
7. Significant other
8. Retreatism
9. Serial monogamy
10. Random sampling
11. Hypothesis
12. Primary deviance
13. Levirate
14. Power
15. Convergent Subcultures
16. Resocialization
17. Role taking
18. Order theorists
19. Emile Durkheim
20. Gemeinschaft
21. Joint family
22. Anthropology
23. Collective behaviour
24. White collar crime

**SECTION III: Answer any two questions (40 marks)**

1. Discuss the history relative value and scientific limitations of sociology
2. Discuss the extent to which the multivariate and sequential analysis of deviance as well as the cultural supports theory are useful to the solution of the problem of deviance.
3. Giving some concrete examples discuss the process and problems of socialization with regard to any community that you know.

END OF EXAM

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

**2001/2002 FINAL EXAMINATION FOR DISTANCE EDUCATION**

**S112:           INTRODUCTIO TO SOCIOLOGY**

**TIME:           THREE HOURS**

**INSTRUCTIONS:           This paper is divided into three sections. Answer all questions from Section one, twenty (20) questions from Section two and two (2) questions from section three.**

---

**Section 1: Multiple Choice. Answer all questions (30 marks)**

1.     All but one of the following do apply to social institutions
  - a.     Predictable
  - b.     Spontaneous
  - c.     Organised
  - d.     Sanctioned
  
2.     Which of the following sociologists held the view that Religious institutions function to provide cohesion
  - a.     K. Marx
  - b.     E. Durkheim
  - c.     A. Comte
  - d.     H. Spencer
  
3.     Human beings unlike animals have no capacity for non symbolic interaction.
  - a.     True
  - b.     False
  
4.     Which of the following is the most cross cutting dimension of social stratification
  - a.     Wealth
  - b.     Race
  - c.     Religious fundamentalism
  - d.     Power

- e. Status
5. Which of the following is true
- a. All social institutions have some associations connected with them
  - b. All associations are organised groups of people while social institutions are established systems of normative behaviour
  - c. Associations may become institutionalised but institutions will never become associations
  - d. Social institutions are basically limited to Health, Education and family
  - e. All the above
6. In Demography, sample survey is
- a. The most important source of data for both developed and developing nations
  - b. The least important ~~source~~<sup>Source</sup> of data because data is collected from a fraction or only part of the population
  - c. The main and most reliable source of data because of its simplicity and cost effectiveness
  - d. The most misleading because it invariably lacks validity in terms of measuring techniques
  - e. Non of the above.
7. Religion and marxism have similar values but different norms
- a. True
  - b. False
8. Conflict theory suggests that inequality results from the unequal distribution of talents and skills which are differently rewarded.
- a. True
  - b. False
9. The term socialism was first used and associated with:
- a. Claude Saint Simon and Robert Owen
  - b. Karl Marx and Friedrich Engels
  - c. Adam Smith and German Philosopher G.W.F Hegel
  - d. V. Lenin and Mao Zedong
  - e. Auguste Comte and H. Spencer
10. The three sources of inequality in some traditional African societies are:
- a. Land ownership and tenure livestock and slavery

- b. Livestock ownership, land tenure ownership and labour as commodity
  - c. Livestock ownership, labour and slavery
  - d. Age sex and gender
  - e. Monarchical power, land trusteeship and descent
11. There is no difference between inequality and social stratification.
- a. True ✓
  - b. False
12. The major influence on birth regulation is:
- a. Church
  - b. Government
  - c. Cultural Adjustment
  - d. All the above
13. In the Hindu caste system, the Caste of untouchables is commonly known as:
- a. Kshatrya
  - b. Sudra
  - c. Jatis
  - d. Vaishya
  - e. Non of the above.
14. Fascism is a political ideology of the right which believes in:
- a. Socialism
  - b. Communism
  - c. Democracy
  - d. Marxism
  - e. Nationalism
15. Economic growth incorporates development
- a. True
  - b. False
16. One of the following has his writings as an early source of liberal political thought which now occupies the centre ground of politics between left and right.
- a. Claude Saint Simon
  - b. Pierre Joseph Proudhon
  - c. John Locke
  - d. G.W.F. Hegel
  - e. Robert Owen

17. According to the functionalist perspective status differences are inevitable in every society because.
- The things people want are in short supply
  - The ideas of democracy can be attained through such differences
  - They help curb conflicts innate aggression and selfishness of man
  - They are the result of inherent differences in the ability of people
  - They promote the division of labour.
18. The best single indicator of status is the amount of wealth which an individual has accumulated.
- True
  - False
19. Upper class people are more likely to be attracted to rich strong and well discipline sects.
- True
  - False
20. The group composite of husband and wife and all their children is called
- Consanguine or nuclear family
  - Conjugal or extended family
  - Conjugal or nuclear family
  - Consanguine or extended family

**SECTION 11: Write brief notes on twenty of the following (30 marks)**

- |                                                |                                            |
|------------------------------------------------|--------------------------------------------|
| 1. Absolute poverty                            | 2. GNP                                     |
| 3. Class consciousness                         | 4. Value of labour power                   |
| 5. Anarchism                                   | 6. Latent function                         |
| 7. The Right (as in political ideologies)      | 8. Functionalism                           |
| 9. Fecundity                                   | 10. Davis Moore thesis                     |
| 11. Non Traditional source of demographic data | 12. Estate system of social stratification |
| 13. Morbidity                                  | 14. Racism                                 |
| 15. Social institution                         | 16. Compound family                        |
| 17. Linear stages theory                       | 18. Modernisation                          |
| 19. Emile Durkheim                             | 20. Max Weber                              |
| 21. Societal Collectives                       | 22. Sustainable development                |
| 23. Optimum population                         |                                            |

**SECTION III: Answer any two questions**

1. Identify the different types of family and critically discuss the major factors that tend to lead to the reduction of family size.
2. Critically analyse the extent to which demographic elements are relevant to socio economic development
3. Capitalism provides the best development strategy for the third world. Discuss with particular reference to Africa.
4. Compare and contrast any well identified closed and open systems of social stratification. To what extent is social stratification pertinent to socio economic development.

**END OF EXAMINATIONS**

# **THE UNIVERSITY OF ZAMBIA**

## **SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

### **2001/2002 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS**

**S112: INTRODUCTION TO SOCIOLOGY II**

**TIME: THREE HOURS**

**INSTRUCTIONS: 1. This paper is divided into three sections. Answer all questions From section one; twenty questions from section two and two Questions from section three.**

**2. Write your computer number clearly as required.**

**3. All your answers should be in the prescribed examination answer books.**

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#### **SECTION 1: Multiple choice: Answer all questions (30 marks)**

1. Marx's major work which was finished by Friedrich Engels was
  - (a) Das Capital
  - (b) The communist party manifesto
  - (c) Marxism
  - (d) Dialectical materialism
  - (e) The communist manifesto
  
2. One of the following philosophers lived between 1820 and 1895
  - (a) Pierre Joseph Proudhon
  - (b) Adam Smith
  - (c) Friedrich Engels
  - (d) Karl Marx
  - (e) Thomas Hobbes
  
3. Which English Philosopher has had profound influence on conservatism's strong belief in private property
  - (a) David Lloyd George
  - (b) Adam Smith
  - (c) John Locke
  - (d) Margaret Thatcher
  - (e) Herbert Spencer

4. The rule by one ethnic or one racial group is called
- (a) Oligarchy
  - (b) Autocracy
  - (c) Dictatorship
  - (d) Authoritarianism
  - (e) Fascism
5. Which one of the following is the least formally organised religious organisation
- (a) Sect
  - (b) Cult
  - (c) Denomination
  - (d) Ecclesia
6. A family in which one is born is called
- (a) family of creation
  - (b) family of procreation
  - (c) family of orientation
  - (d) family of reproduction
  - (e) family of fertility
7. Which of the following is true
- (a) All social institutions have some associations connected with them
  - (b) All associations are organised groups of people while social institutions are established systems of normative behaviour
  - (c) Associations may become institutionalised but institutions will never become associations
  - (d) Social institutions are basically limited to health, education and family
  - (e) All the above
8. In Demography, sample survey is:
- (a) The most important source of data for both developed and developing nations
  - (b) The least important source of data because data is collected from a fraction or only part of the population
  - (c) The main and most reliable source of data because of its simplicity and cost effectiveness
  - (d) The most misleading and unreliable because it invariably lacks validity in terms of serious measuring techniques
  - (e) Non of the above

9. Religion and Marxism have similar values but different norms
- (a) True
  - (b) False
10. Conflict theory suggests that inequality results from the unequal distribution of talents and skills which are differently rewarded
- (a) True
  - (b) False
11. The term socialism was first used and associated with:
- (a) Claude Saint Simon and Robert Owen
  - (b) Karl Marx and Friedrich Engels
  - (c) Adam Smith and German philosopher G.W.F Hegel
  - (d) V. Lenin and Mao Zedong
  - (e) Che Guevara and Fidel Castro
12. The three sources of inequality in some traditional African-societies are:
- (a) Land ownership and tenure, livestock and slavery
  - (b) Livestock ownership, land tenure ownership and labour as a commodity
  - (c) Livestock ownership, labour and slavery
  - (d) Age sex and gender
  - (e) Monarchical power, and trusteeship and descent
13. There is no difference between inequality and social stratification
- (a) True
  - (b) False
14. The best single indicator of status is the amount of wealth which the individual has accumulated
- (a) True
  - (b) False
15. In the Hindu Caste system, the Caste of untouchable is commonly known as
- (a) Kshatrya
  - (b) Sudra
  - (c) Vesterhen
  - (d) Jatis
  - (e) Non of the above

16. Economic growth incorporates development
- (a) True
  - (b) False
17. One of the following has his writings as an early source of liberal political thought which now occupies the centre ground of politics between left and right.
- (a) Claude Saint Simon
  - (b) Pierre Joseph Proudhon
  - (c) John Locke
  - (d) G.W.F hegel
  - (e) Robert owen
18. Fascism is a political ideology which strongly believes in:
- (a) Socialism
  - (b) Communism
  - (c) Nationalism
  - (d) Democracy
  - (e) Autocracy
19. Which one of the following is the most cross cutting dimension of social Stratification
- (a) Wealth
  - (b) Power
  - (c) Race
  - (d) Religious fundamentalism
  - (e) Status
20. In the estate system of social stratification tenants were obliged by the terms of their relationship with the lords to work their lords land. Some had particularly burdensome obligations. Those with heavy burdens tended to be called:
- (a) Serfs
  - (b) Villeins
  - (c) All the above
  - (d) Non of the above

**SECTION B: Write brief notes on twenty of the following (30 Marks)**

1. Absolute poverty
2. Class consciousness
3. Pluralist society
4. Anarchism
5. The left (as in political ideologies)
6. Use value of labour power
7. Migration
8. Infecund
9. Balancing equation
10. Sterility
11. Crude rate
12. Denomination
13. Profane
14. Totalitarian government
15. Georg Hegel
16. Group
17. Joint family
18. Saint Simon
19. Social Democracy
20. Liberalism
21. GNP
22. Cultural levelling
23. Common law marriages
24. Charismatic Authority

**SECTION C: Answer any two questions (40 marks)**

1. (a) Discuss whether capitalism is entirely accountable for the development problems and the poverty that is characteristic of most African countries (15 marks).  
  
(b) Briefly outline the relationship between protestantism and capitalism. (5 marks).
2. Critically examine and discuss the merits of Marx's Binary system of social stratification. To what extent is it different from the alternative model offered by Weber. (20 marks).
3. (a) Outline the extent to which social institutions are useful to society and the degree to which they are functionally interrelated (15 marks).  
  
(b) Describe the value and the different types of marriages (5 marks).

4. (a) Discuss the main factors that bring about changes in population aspects in Zambia (10 marks).
- (b) Critically discuss and indicate the extent to which sociocultural elements are important in determining the patterns and trends of population factors (10 marks).

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**END OF EXAMINATION**

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2001/2002 ACADEMIC YEAR: SECOND-SEMESTER EXAMINATIONS

S212: CONTEMPORARY SOCIOLOGICAL THEORY

TIME: THREE HOURS

ANSWER: *FOUR* OUT OF THE FIVE QUESTIONS

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1.
  - (i) Define the following terms as used by Erving Goffman: (5 marks):
    - a. Front and back regions.
    - b. Civil inattention.
    - c. Unfocussed interaction.
    - d. Role distance.
  - (ii) Explain what is meant by the statement that individuals adapt to poverty by using the following methods discussed by Erving Goffman in relation to total institutions (20 marks):
    - a. Situational withdrawal.
    - b. Intransigency.
    - c. Colonisation.
    - d. Conversion.
    - e. "Play it cool".
2. Looking at Edwin Lemert's theory of deviance, define primary and secondary "poverty". Then discuss the view that compared to secondary poverty, primary poverty has only marginal implications for the status and psychic structure of the person concerned. (25 marks).
3. Compare and contrast the exchange theories of George Homans and Peter Blau. (25 marks).
4.
  - (i) Define the following concepts as used by Pitrim Sorokin (4 marks):
    - a. Sociology.
    - b. Interaction.
    - c. Culture.
    - d. Cultural mentality.
  - (ii) Outline Pitrim Sorokin's theory of culture change. (16 marks).
  - (iii) Explain Pitrim Sorokin's understanding of the relationship between culture and personality. (5 marks).

5.

- (i) Peter L. Berger and Thomas Luckmann argued that (15 marks):
- a. The reality that persons experience as members of society in their everyday life is socially constructed.
  - b. The knowledge that forms the basis for everyday life in society has both subjective and objective reality.
  - c. Legitimations integrate institutions of society into a meaningful whole.
- Explain each of these arguments.
- (ii) The phenomenological philosophy of Edmund Husserl forms an important background to theoretical writings of Peter L. Berger and Thomas Luckmann. Outline this philosophy. (10 marks).

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END OF EXAMINATION

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

S 312: URBAN PROBLEMS AND MANAGEMENT IN DEVELOPING COUNTRIES

TIME: THREE HOURS

INSTRUCTIONS

ANSWER ONLY **FOUR** QUESTIONS

1. Compare and contrast the urban marriage to the rural marriage relationships? Which of the two is more stable than the other?
2. Critically discuss the impact of urbanization and industrialization on the extended family?
3. Identify and discuss strategies that should be employed to combat child sexual abuse in urban areas in Zambia?
4. Discuss the role of cities in national development?
5. Critically examine the effects of rural- urban disparities in the availability of health services on people in Zambia? Give examples for your answer.
6. " I know that urbanization and industrialization can develop without the informal sector emerging". Critically analyze this statement?
7. Discuss the gender dimensions of the impact of the urban informal sector?
8. The department of town planning at Livingstone municipal council would like to decentralize its services to smaller towns in the province. As an expert you have been contracted to provide guidelines on suitable strategies for this exercise to the council. Discuss your proposed strategies to the council .

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**2001/2002 ACADEMIC YEAR: SECOND SEMESTER EXAMINATIONS**

**S912: REFUGEE ISSUES & SUSTAINABLE LIVELIHOODS**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER THREE QUESTIONS ONLY (ALL QUESTIONS CARRY EQUAL MARKS)**

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1. The second International Conference on the Assistance of Refugees in Africa (ICARA II) was held in 1984 in order to address the problems of refugees on the African continent. What were the major issues that this conference addressed and how far have the efforts of ICARA II gone in assisting refugees in Africa?
  2. Out of the three 'Durable Solutions' to refugee situations Repatriation is the most favoured by the United Nations High Commissioner for Refugees (UNHCR), host governments and countries of origin. However, this solution has not performed to its expectations in terms of helping solve the refugee crisis in Africa. What have been the major constraints affecting repatriation?
  3. Account for the factors that induce 'displacement'. How does displacement lead to impoverishment of refugees? Using the eight- (8) main risks associated with displacement show how impoverishment can be reduced or minimized in refugee situations.
  4. Show the relationship between environment and refugee populations. Suggest some of the mechanisms that can be employed to ensure a sustainable environment in refugee settlement schemes.
  5. What is 'Flexible Development'? How does this concept relate to contemporary refugee situations? Do you think this is a useful approach to refugee problems?
  6. Critically discuss the merits and de-merits of spontaneous and organized settlements. Which one of the two would you prefer? Give reasons for your answer.
- 

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

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

**S925: CRIMINOLOGY**

**TIME: THREE HOURS**

**INSTRUCTIONS: Answer question 1 and any other two questions.**

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1. "A gang of armed robbers dressed in para-military uniforms has surfaced in Ndola stealing cars at gun point and terrorizing residents. The bandits are reported to have a hideout" (Times of Zambia 14/8/02).
    - a. Which theory or theories of crime causation explains this kind of criminality?
    - b. Identify and discuss the possible theory or theories of punishment suitable for such criminals.
    - c. Which crime prevention strategies can be used for this kind of criminality.  
Espouse your arguments with examples
  2. Write brief notes on the following:
    - a. Classical criminology
    - b. Positive criminology
    - c. Sociological School of Criminology
    - d. Crime in Urban and Rural areas
    - e. Probation and Parole
  3. The causes of delinquency are manifold. All research undertaken at the international level show that there is no single cause of delinquency, but rather a combination of causes. Discuss the cause of delinquency in Zambia
  4. Discuss Zambia's Crime prevention strategies and recommend the way forward.
- 

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

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

**S 932: FACTORS OF SOCIAL CHANGE**

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER FIVE QUESTIONS ONLY (EACH QUESTION CARRY 10 MARKS)**

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1. Who are professionals and what part do they play in organisations?
  2. Define discipline and state its role in an organisation.
  3. What do we understand by surveillance?
  4. What is meant by information technology? What is its function in the modern world?
  5. What is the need for leadership in organisations and the four aspects involved?
  6. What do we understand by charisma in effective leadership?
  7. The informal sector has come to stay. Trace its history stages and significance.
  8. The problem of child labour is wide-spread in Zambia. Why and what is being done about it?
- 

**END OF EXAMINATION**

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

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

**S 962: RURAL SOCIOLOGY**

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER FIVE QUESTIONS ONLY (EACH QUESTION CARRY <sup>125</sup> 10 MARKS)**

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1. Define Rural Sociology and discuss the difference between rural sociology and rural development.
  2. What projects did the first black government bring to rural areas? Name them and state how they managed to keep rural areas ticking economically.
  3. Was the Kariba scheme a curse or a blessing to Southern Province in particular and to Zambia in general?
  4. The ASIP scheme what was it meant to achieve and what in fact did it achieve?
  5. The construction of Tanzania /Zambia Railways Line in 1980 was a political, sociological and economic achievement. Discuss.
  6. Village Agricultural Programme (VAP) in Northern Province from 1979 to 1981 had many positive effects on rural development. Discuss.
  7. What training facilities did the Government of Zambia offer for Agricultural development?
  8. What has been the effect of rural-urban movement on rural development?
- 

**END OF EXAMINATION**

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

**S995: SOCIAL IMPACT ASSESSMENT**

**TIME: THREE HOURS**

**ANSWER: FOUR QUESTIONS ONLY**

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1.
    - (i) In the context of a large social impact assessment study, define the following terms (5 marks):
      - a. Baseline analysis.
      - b. Critical incident.
      - c. Delphi.
      - d. Postdiction.
      - e. Scenario.
    - (ii) Before a special methodology for social impact assessment was developed, impact assessments were based on ordinary social science methods. Show with reference to Marquis de Condorcet's work and the work of John Maynard Keynes how this was done. (15 marks).
    - (iii) Differentiate the following (5 marks):
      - a. Impact assessment.
      - b. Social impact assessment.
      - c. Environment impact assessment.
      - d. Technology impact assessment.
      - e. Economic impact assessment.
  2. With examples, explain the general conceptual model proposed by Henk Becker for social impact assessment. (25 marks).
  3. List the main steps for a large social impact assessment project and explain one of the steps, namely, trend analysis and monitoring. (25 marks).
  4. Scenario design is an important step for a large social impact assessment project. It involves:
    - a. Choice of types of scenarios.
    - b. Design of model.
    - c. Designing the scenarios.
    - d. Designing critical incidents.
    - e. Iteration and reporting.Explain this list. (25 marks).
  5. To illustrate social impact assessment and its use in policymaking, Henk Becker discusses papers prepared for a board meeting of a life insurance company in a western country. Explain the illustration. (25 marks).
- 

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

2001/2002 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

SS242: STATISTICAL METHODS IN THE SOCIAL SCIENCES

TIME: THREE HOURS

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

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SECTION A

*section*

ANSWER THIS QUESTION (COMPULSORY). THIS SECTION CARRIES 20% OF THE TOTAL MARKS.

1. Given below are data on the performance of students in a Psychology examination. Use the data to do the following (and in each case, briefly, in only one sentence interpret the result):
- (a) The mean
  - (b) The median
  - (c) The mode
  - (d) The standard deviation
  - (e) The coefficient of skewness
  - (f) What is the score below <sup>where</sup> above 66% of the students were located?
  - (g) What is the percentage of students who scored above 37.5?

Marks	Number of students
18 - 20	1
21 - 23	2
24 - 26	3
27 - 29	6
30 - 32	7
33 - 35	8
36 - 38	8
39 - 41	6
42 - 44	4
45 - 47	3
48 - 50	2

**SECTION B**

**ANSWER ANY TWO QUESTIONS FROM THIS SECTION. EACH QUESTION CARRIES 20% OF THE TOTAL MARKS.**

1. A senior member of Lusaka Golf Club claims that the distance between the members' homes and the club determines attendance at club meetings. To argue his case, he collects data on a random sample of 10 club members and on the monthly attendance at meetings and their distance from home.

<b>Subjects</b>	<b>Attendance (per month)</b>	<b>Travel distance (miles)</b>
A	15	4
B	24	2
C	22	3
D	16	7
E	7	6
F	20	3
G	21	3
H	24	3
I	18	6
J	10	5

- (a) Compute the Pearson product moment correlation coefficient and interpret the result.
- (b) Find the regression of attendance on travel distance and interpret the constants in the context of the question.
- (c) Predict the number meetings attended by a member who stays 7.7 miles away.
- (d) Very briefly explain what your understanding of a residual is in the method of least squares.
2. (a) Given below are quota preferences of UNZA students disaggregated by sex. Verify the claim by a member of the University Senate that there is a relationship between quota preference and sex. Use 5% level of significance.
- (b) The Senator further claims that female students are more inclined towards law and psychology while males are more likely to opt for demography, public administration, and economics. Do you agree or disagree with Senator? Demonstrate how you have reached your conclusion.

<b>Quota</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Law	10	20	<b>30</b>
Demography	11	10	<b>21</b>
Public Administration	12	8	<b>20</b>
Psychology	14	30	<b>44</b>
Economics	13	12	<b>25</b>
<b>Total</b>	<b>60</b>	<b>80</b>	<b>140</b>

3. The manufacturer of a patent medicine claimed that it was 90% effective in relieving an allergy for a period of 8 hours. In a sample of 200 people who had the

allergy, the medicine provided relief for 160 people. Use 5% level of significance to determine whether the manufacturer's claim is legitimate.

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**SECTION C**

**ANSWER ALL QUESTIONS FROM THIS SECTION. THIS SECTION CARRIES 40% OF THE TOTAL MARKS.**

1. Indicate which of the examples below refers to:
  - (a) Descriptive
  - (b) Inferential statistics or
  - (c) None of the above
  - i. A social scientist concluding, on the basis of sample information, that the English proficiency level among all primary school students in the country has improved since the introduction of English medium instruction (EMI).
  - ii. The social scientist giving a statistical breakdown of the primary school students in his EMI project in the form of bar charts, histograms and frequency distributions to depict the age and sex composition of the sample.
  
2.
  - (a) When would you, as a researcher, use a t-rather than a normal (or z) distribution.
  - (b) Give one property that the t-distribution shares with the normal (or z) distribution and one other property that distinguishes it from the normal distribution.
  - (c) At what point does the t-distribution approximate the normal (or z) distribution.
  - (d) Give one way in which the normal distribution differs from the standard normal distribution.

(e) Complete the statements below as a way of demonstrating your understanding of the difference between chi – square test of independence and as a goodness of fit test.

  - i. Chi – square test of independence involves testing.....
  - ii. Chi – square goodness of fit test involves testing .....
  
3. Indicate which of the following statements is true or false.
  - (a) If the significance level is increased from 5% to 10%, the probability of committing Type I error decreases.

- (b) If the significance level is decreased from 10% to 5%, the probability of committing Type II error increases.
- (c) The scale of measurement associated with analysis of variance is ordinal.
- (d) Both regression analysis and analysis of variance are parametric tests.
- (e) A percentile rank refers to the percentage of observations falling below a given score.
4. Given a random sample of  $n=600$ , 0-level mathematics candidates drawn from a normal distribution population of 8,000 students with a mean performance score of 68.2 in the mathematics examinations and a standard deviation of 12.0, answer the following questions.
- (a) Find the point estimate of the students' average performance.
- (b) Find the interval estimate of the student's average performance. *(95% Confidence)*
- (c) If a score of 39.5 was the cut-off point for a pass grade with those below this grade designated as failures, what was the number of failures in the subject? What was the number of those who passed?
- (d) If Joseph Phiri had a score of 60 in the examinations, what was the percentile corresponding to his score?
- (e) If Peter Chanda's score corresponded to a z-score of 1.56, what was his actual score and how many students did better than him?
- (f) How many students fell between Joseph Phiri and Peter Chanda?
5. Given below are data on sex and attitudes towards lobola based on a random sample of 350 UNZA students.

Attitude towards lobola	Sex		Total
	Male	Female	
For	75	100	175
Against	75	100	175
<b>Total</b>	<b>150</b>	<b>200</b>	<b>350</b>

Assuming none of the events is independent or mutually exclusive: -

- (a) What is the probability of being female and in favour of lobola?
- (b) What is the probability of being for lobola or being male?
- (c) Would you agree with the assertion the probability of being against lobola if one is male is higher.

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**END OF EXAMINATION**

THE UNIVERSITY OF ZAMBIA

2001/2002 ACADEMIC YEAR SECOND SEMESTER DEFERRED EXAMINATIONS

SS242: STATISTICAL METHODS IN THE SOCIAL SCIENCES

TIME: THREE HOURS

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

SECTION A

ANSWER ANY THREE QUESTIONS. EACH QUESTION CARRIES 20%

1. The General Manager of Zikomo International Company wants to know whether there is a relationship between a person's performance in the company's training programme and job success. A random sample of 200 cases taken from the company's files yielded the results shown in the following table:

Job Success	Performance in training programme			Total
	Below Average	Average	Above Average	
Poor	12	30	18	60
Average	14	40	26	80
Very Good	4	20	36	60
<b>Total</b>	<b>30</b>	<b>90</b>	<b>80</b>	<b>200</b>

- (a) Is there any reason to believe that there is a relationship between performance in training programme and job success? Test this hypothesis at 5% level of significance.
- (b) Identify your dependent and independent variables and then use percentages to establish if there is a relationship between job success and performance in the training programme. Comment on your results
2. A random sample of 10 students in the Department of of Post Basic Nursing were thoroughly tested to determine their number of days spent studying and their performance in an SS242 test. The data are given below:

Days of study (X)	5	7	15	12	8	7	10
Performance (Y)	60	76	96	100	81	75	85

- (a) Use regression analysis to predict performance on the basis of days spent studying.
- (b) Explain the meaning of the coefficients A and B within the context of the question.
- (c) Calculate the performance of a student with study days of
  - (i) 3 days (ii) 18 days (iii) 11 days

3. Given below are data of 120 students in a psychology class and their performance in a test.

Grade (%)	Number of students
30-39	1
40-49	3
50-59	11
60-69	21
70-79	43
80-89	32
90-99	9

- (a) Compute the mean and interpret the result.
- (b) Compute the standard deviation and interpret the result.
- (c) Compute the median and interpret the result.
- (d) Compute the mode and interpret the result.
- (e) What is the score above which 26% is for the students.
- (f) If a student, John Phiri, had a score of 65%, in the test, how many students did better than him?

4. A major television manufacturer claims that its average set will be defect free for more than two years of use. A consumer reporting service on organisations that based on the past performance of the television the mean life of a set before its first repair is 2 years. The test the manufacturer's claim, the consumer reporting service finds a random sample of 20 set owners and determines, the time to the sets' first repair. The sample results, in years, are given below:

1.97	1.34	2.81	2.05
2.87	1.62	0.57	1.01
3.01	1.1	3.17	4.16
2.75	2.24	3.89	2.59
2.09	1.79	3.1	1.67

- (a) Based on these data, is the manufacturer's claim supported, assuming the burden of proof is on the manufacturer to justify its manufacturing claim (use 5% level of significance).
  - (b) What do you think the manufacturer do in order to prove its claim.
- 

**SECTION B**

**ANSWER ALL QUESTIONS (40%)**

1. Indicate which measure of central tendency - mean, median or mode - would be appropriate in the situations below:
  - (a) In trying to determine who a typical PBN student is.
  - (b) In trying to estimate the total income of all UTH workers on the basis of a sample of them.
  - (c) In trying to estimate whether at least half the students passed the SS242 examination last year.
  
2. Which correct answer fits into the sentence below among the following – expected, probability, or empirical (or observed):
  - (a) A normal distribution is an example of a(n).....distribution.
  - (b) Indicate if the following are true or false about a normal distribution:
    - (i) A normal distribution is asymmetrical.
    - (ii) A normal distribution has the same mean and standard deviation.
    - (iii) A standard normal curve has a mean of 0 and a standard deviation of 1.
    - (iv) It deals with discrete variables very well.
    - (v) The mean, mode, and median are equal.
    - (vi) A normal distribution is symmetrical.
    - (vii) A standard normal curve has a mean of 1 and a standard deviation of 0.
    - (viii) A normal distribution is asymptotic.
    - (ix) It deals with continuous data
    - (x) The mean and mode coincide but the median does not.
  
3. Given below are data on the political affiliations of 600 randomly selected CBU students classified by sex.

SEX	POLITICAL AFFILIATION			TOTAL
	MMD	NP	UNIP	
MALE	162	124	118	404
FEMALE	38	76	82	196
<b>TOTAL</b>	<b>200</b>	<b>200</b>	<b>200</b>	<b>600</b>

- (a) What is the probability of being an MMD member?
- (b) What is the probability of being a UNIP member given that one is male?
- (c) What is the probability of being an MMD member and female?
- (d) What is the probability of being a UNIP member or male?
4. The reading scores of a group of mental patients at Chainama are found to be normal with a mean of 93 and a standard deviation of 13. Use z-scores to answer the following questions:
- (a) What percentage of patients had scores between 80 and 110?
- (b) How many students had scores between 70 and 80.
- (c) What percentage scored less than 120?
- (d) What percentage scored more than 115?

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**END OF EXAMINATION**

**TABLE II Critical Values of t: Student t-test**

df	Level of significance for a directional (one-tailed) test				
	.10	.05	.025	.01	.005
	Level of significance for a non-directional (two-tailed) test				
1	3.078	6.314	12.706	31.821	63.657
2	1.886	2.920	4.303	6.965	9.925
3	1.638	2.353	3.182	4.541	5.841
4	1.533	2.132	2.776	3.747	4.604
5	1.476	2.015	2.571	3.365	4.032
6	1.440	1.943	2.447	3.143	3.707
7	1.415	1.895	2.365	2.998	3.499
8	1.397	1.860	2.306	2.896	3.355
9	1.383	1.833	2.262	2.821	3.250
10	1.372	1.812	2.228	2.764	3.169
11	1.363	1.796	2.201	2.718	3.106
12	1.356	1.782	2.179	2.681	3.055
13	1.350	1.771	2.160	2.650	3.012
14	1.345	1.761	2.145	2.624	2.977
15	1.341	1.753	2.131	2.602	2.947
16	1.337	1.746	2.120	2.583	2.921
17	1.333	1.740	2.110	2.567	2.898
18	1.330	1.734	2.101	2.552	2.878
19	1.328	1.729	2.093	2.539	2.861
20	1.325	1.725	2.086	2.528	2.845
21	1.323	1.721	2.080	2.518	2.831
22	1.321	1.717	2.074	2.508	2.819
23	1.319	1.714	2.069	2.500	2.807
24	1.318	1.711	2.064	2.492	2.797
25	1.316	1.708	2.060	2.485	2.787
26	1.315	1.706	2.056	2.479	2.779
27	1.314	1.703	2.052	2.473	2.771
28	1.313	1.701	2.048	2.467	2.763
29	1.311	1.699	2.045	2.462	2.756
30	1.310	1.697	2.042	2.457	2.750
40	1.303	1.684	2.021	2.423	2.704
60	1.296	1.671	2.000	2.390	2.660
120	1.289	1.658	1.980	2.358	2.617
∞	1.282	1.645	1.960	2.326	2.576

Find the row corresponding to the indicated degrees of freedom, find the column corresponding to the chosen level of significance, taking into account the type of  $H_1$  (directional or non-directional). The critical value  $t_{crit}$  is at the intersection of that row and that column. If  $t_{obs} \geq t_{crit}$  then  $H_0$  is rejected.

**TABLE III Critical Values of F (.05 level in roman type, .01 level in bold face)**

df <sub>den</sub>	Degrees of freedom for the numerator																											
	1	2	3	4	5	6	7	8	9	10	11	12	14	16	20	24	30	40	50	75	100	200	500	∞				
1	161	195	216	225	230	234	237	239	241	242	243	244	245	246	248	249	250	251	252	253	253	254	254	254	254			
2	19.00	19.00	19.16	19.25	19.30	19.33	19.36	19.37	19.38	19.39	19.40	19.41	19.42	19.43	19.44	19.45	19.46	19.47	19.47	19.48	19.49	19.49	19.50	19.50	19.50			
3	9.55	9.28	9.12	9.01	8.94	8.88	8.84	8.81	8.78	8.76	8.74	8.71	8.69	8.66	8.64	8.62	8.60	8.58	8.57	8.56	8.54	8.54	8.54	8.53	8.53			
4	6.94	6.59	6.39	6.26	6.16	6.09	6.04	6.00	5.96	5.93	5.91	5.87	5.84	5.80	5.77	5.74	5.71	5.70	5.68	5.66	5.65	5.64	5.64	5.63	5.63			
5	5.79	5.41	5.19	5.05	4.95	4.88	4.82	4.78	4.74	4.70	4.68	4.64	4.60	4.56	4.53	4.50	4.46	4.44	4.42	4.40	4.38	4.37	4.37	4.36	4.36			
6	5.14	4.76	4.53	4.39	4.28	4.21	4.15	4.10	4.06	4.03	4.00	3.96	3.92	3.87	3.84	3.81	3.77	3.75	3.72	3.71	3.68	3.68	3.68	3.67	3.67			
7	4.74	4.35	4.12	3.97	3.87	3.79	3.73	3.68	3.65	3.60	3.57	3.52	3.49	3.44	3.41	3.38	3.34	3.32	3.29	3.28	3.25	3.25	3.24	3.23	3.23			
8	4.46	4.07	3.84	3.69	3.58	3.50	3.44	3.39	3.34	3.31	3.28	3.23	3.20	3.15	3.12	3.08	3.05	3.03	3.00	2.98	2.96	2.94	2.94	2.93	2.93			
9	4.26	3.86	3.63	3.48	3.37	3.29	3.23	3.18	3.13	3.10	3.07	3.02	2.98	2.93	2.90	2.86	2.82	2.80	2.77	2.76	2.73	2.73	2.72	2.71	2.71			
10	4.10	3.71	3.48	3.33	3.22	3.14	3.07	3.02	2.97	2.94	2.91	2.86	2.82	2.77	2.74	2.70	2.67	2.64	2.61	2.59	2.56	2.55	2.55	2.54	2.54			

found at the intersection of the column corresponding to  $df_{den}$  and the row corresponding to  $df_{num}$ . The critical values printed in bold are the one corresponding to the .01 level of significance. If  $F_{obs} \geq F_{crit}$  then  $H_0$  is rejected.

TABLE III (continued)

		Degrees of freedom for the numerator																						
1	2	3	4	5	6	7	8	9	10	11	12	14	16	20	24	30	40	50	75	100	200	500	∞	
4.84	3.98	3.59	3.36	3.20	3.09	3.01	2.95	2.90	2.86	2.82	2.79	2.74	2.70	2.65	2.61	2.57	2.53	2.50	2.47	2.45	2.42	2.41	2.40	11
9.65	7.20	6.22	5.67	5.32	5.07	4.88	4.74	4.63	4.54	4.46	4.40	4.29	4.21	4.10	4.02	3.94	3.86	3.80	3.74	3.70	3.66	3.62	3.60	12
4.75	3.88	3.49	3.26	3.11	3.00	2.92	2.85	2.80	2.76	2.72	2.69	2.64	2.60	2.54	2.50	2.46	2.42	2.40	2.36	2.35	2.32	2.31	2.30	13
9.33	6.93	5.95	5.41	5.06	4.82	4.65	4.50	4.39	4.30	4.22	4.16	4.05	3.98	3.86	3.78	3.70	3.61	3.56	3.49	3.46	3.41	3.38	3.36	14
4.67	3.80	3.41	3.18	3.02	2.92	2.84	2.77	2.72	2.67	2.63	2.60	2.55	2.51	2.46	2.42	2.38	2.34	2.32	2.28	2.26	2.24	2.22	2.21	15
9.07	6.70	5.74	5.20	4.86	4.62	4.44	4.30	4.19	4.10	4.02	3.96	3.85	3.78	3.67	3.59	3.51	3.42	3.37	3.30	3.27	3.21	3.18	3.16	16
4.60	3.74	3.34	3.11	2.96	2.85	2.77	2.70	2.65	2.60	2.56	2.53	2.48	2.44	2.39	2.35	2.31	2.27	2.24	2.21	2.19	2.16	2.14	2.13	17
8.86	6.51	5.56	5.03	4.69	4.46	4.28	4.14	4.03	3.94	3.86	3.80	3.70	3.62	3.51	3.43	3.34	3.26	3.21	3.14	3.11	3.06	3.02	3.00	18
4.54	3.68	3.29	3.06	2.90	2.79	2.70	2.64	2.59	2.55	2.51	2.48	2.43	2.39	2.33	2.29	2.25	2.21	2.18	2.15	2.12	2.10	2.08	2.07	19
8.68	6.36	5.42	4.89	4.56	4.32	4.14	4.00	3.89	3.80	3.73	3.67	3.56	3.48	3.36	3.29	3.20	3.12	3.07	3.00	2.97	2.92	2.89	2.87	20
4.49	3.63	3.24	3.01	2.85	2.74	2.66	2.59	2.54	2.49	2.45	2.42	2.37	2.33	2.28	2.24	2.20	2.16	2.13	2.09	2.07	2.04	2.02	2.01	21
8.53	6.23	5.29	4.77	4.44	4.20	4.03	3.89	3.78	3.69	3.61	3.55	3.45	3.37	3.25	3.18	3.10	3.01	2.96	2.98	2.86	2.80	2.77	2.75	22
4.45	3.59	3.20	2.96	2.81	2.70	2.62	2.55	2.50	2.45	2.41	2.38	2.33	2.29	2.23	2.19	2.15	2.11	2.08	2.04	2.02	1.99	1.97	1.96	23
8.40	6.11	5.18	4.67	4.34	4.10	3.93	3.79	3.68	3.59	3.52	3.45	3.35	3.27	3.16	3.08	3.00	2.92	2.86	2.79	2.76	2.70	2.67	2.65	24
4.41	3.55	3.16	2.93	2.77	2.66	2.58	2.51	2.46	2.41	2.37	2.34	2.29	2.25	2.19	2.15	2.11	2.07	2.04	2.00	1.98	1.95	1.93	1.92	25
8.28	6.01	5.09	4.58	4.25	4.01	3.85	3.71	3.60	3.51	3.44	3.37	3.27	3.19	3.07	3.00	2.91	2.83	2.78	2.71	2.68	2.62	2.59	2.57	26
4.38	3.52	3.13	2.90	2.74	2.63	2.55	2.48	2.43	2.38	2.34	2.31	2.26	2.21	2.15	2.11	2.07	2.02	2.00	1.96	1.94	1.91	1.90	1.88	27
8.18	5.93	5.01	4.50	4.17	3.94	3.77	3.63	3.52	3.43	3.36	3.30	3.19	3.12	3.00	2.92	2.84	2.76	2.70	2.63	2.60	2.54	2.51	2.49	28
4.35	3.49	3.10	2.87	2.71	2.60	2.52	2.45	2.40	2.35	2.31	2.28	2.23	2.18	2.12	2.08	2.04	1.99	1.96	1.92	1.90	1.87	1.85	1.84	29
8.10	5.85	4.94	4.43	4.10	3.87	3.71	3.56	3.45	3.37	3.30	3.23	3.13	3.05	2.94	2.86	2.77	2.69	2.63	2.56	2.53	2.47	2.44	2.42	30
4.32	3.47	3.07	2.84	2.68	2.57	2.49	2.42	2.37	2.32	2.28	2.25	2.20	2.15	2.09	2.05	2.00	1.96	1.93	1.89	1.87	1.84	1.82	1.81	31
8.02	5.78	4.87	4.37	4.04	3.81	3.65	3.51	3.40	3.31	3.24	3.17	3.07	2.99	2.88	2.80	2.72	2.63	2.58	2.51	2.47	2.42	2.38	2.36	32
4.30	3.44	3.05	2.82	2.66	2.55	2.47	2.40	2.35	2.30	2.26	2.23	2.18	2.13	2.07	2.03	1.98	1.93	1.91	1.87	1.84	1.81	1.80	1.78	33
7.94	5.72	4.82	4.31	3.99	3.76	3.59	3.45	3.35	3.26	3.18	3.12	3.02	2.94	2.83	2.75	2.67	2.58	2.53	2.46	2.42	2.37	2.33	2.31	34

TABLE III (continued)

		Degrees of freedom for the numerator																						
1	2	3	4	5	6	7	8	9	10	11	12	14	16	20	24	30	40	50	75	100	200	500		
23	4.28	3.42	3.03	2.80	2.64	2.53	2.45	2.38	2.32	2.28	2.24	2.20	2.14	2.10	2.04	2.00	1.96	1.91	1.88	1.84	1.82	1.79	1.77	35
	7.88	5.66	4.76	4.26	3.94	3.71	3.54	3.41	3.30	3.21	3.14	3.07	2.97	2.89	2.78	2.70	2.62	2.53	2.48	2.41	2.37	2.32	2.28	36
24	4.26	3.40	3.01	2.78	2.62	2.51	2.43	2.36	2.30	2.26	2.22	2.18	2.13	2.09	2.02	1.98	1.94	1.89	1.86	1.82	1.80	1.76	1.74	37
	7.82	5.61	4.72	4.22	3.90	3.67	3.50	3.36	3.25	3.17	3.09	3.03	2.93	2.85	2.74	2.66	2.58	2.49	2.44	2.36	2.33	2.27	2.23	38
25	4.24	3.38	2.99	2.76	2.60	2.49	2.41	2.34	2.28	2.24	2.20	2.16	2.11	2.06	2.00	1.96	1.92	1.87	1.84	1.80	1.77	1.74	1.72	39
	7.77	5.57	4.68	4.18	3.86	3.63	3.46	3.32	3.21	3.13	3.05	2.99	2.89	2.81	2.70	2.62	2.54	2.45	2.40	2.32	2.29	2.23	2.19	40
26	4.22	3.37	2.98	2.74	2.59	2.47	2.39	2.32	2.27	2.22	2.18	2.15	2.10	2.05	1.99	1.95	1.90	1.85	1.82	1.78	1.76	1.72	1.70	41
	7.72	5.53	4.64	4.14	3.82	3.59	3.42	3.29	3.17	3.09	3.02	2.96	2.86	2.77	2.66	2.58	2.50	2.41	2.36	2.28	2.25	2.19	2.15	42
27	4.21	3.35	2.96	2.73	2.57	2.46	2.37	2.30	2.25	2.20	2.16	2.13	2.08	2.03	1.97	1.93	1.88	1.84	1.80	1.76	1.74	1.71	1.68	43
	7.68	5.49	4.60	4.11	3.79	3.56	3.39	3.26	3.14	3.06	2.98	2.93	2.83	2.74	2.63	2.55	2.47	2.38	2.33	2.25	2.21	2.16	2.12	44
28	4.20	3.34	2.95	2.71	2.56	2.44	2.36	2.29	2.24	2.19	2.15	2.12	2.06	2.02	1.96	1.91	1.87	1.81	1.78	1.75	1.72	1.69	1.67	45
	7.64	5.45	4.57	4.07	3.76	3.53	3.36	3.23	3.11	3.03	2.95	2.90	2.80	2.71	2.60	2.52	2.44	2.35	2.30	2.22	2.18	2.13	2.09	46
29	4.18	3.33	2.93	2.70	2.54	2.43	2.35	2.28	2.22	2.18	2.14	2.10	2.05	2.00	1.94	1.90	1.85	1.80	1.77	1.73	1.71	1.68	1.65	47
	7.60	5.42	4.54	4.04	3.73	3.50	3.33	3.20	3.08	3.00	2.92	2.87	2.77	2.68	2.57	2.49	2.41	2.32	2.27	2.19	2.15	2.10	2.06	48
30	4.17	3.32	2.92	2.69	2.53	2.42	2.34	2.27	2.21	2.16	2.12	2.09	2.04	1.99	1.93	1.89	1.84	1.79	1.76	1.72	1.69	1.66	1.64	49
	7.56	5.39	4.51	4.02	3.70	3.47	3.30	3.17	3.06	2.98	2.90	2.84	2.74	2.66	2.55	2.47	2.38	2.29	2.24	2.16	2.13	2.07	2.03	50
32	4.15	3.30	2.90	2.67	2.51	2.40	2.32	2.25	2.19	2.14	2.10	2.07	2.02	1.97	1.91	1.86	1.82	1.76	1.74	1.69	1.67	1.64	1.61	51
	7.50	5.34	4.46	3.97	3.66	3.42	3.25	3.12	3.01	2.94	2.86	2.80	2.70	2.62	2.51	2.42	2.34	2.25	2.20	2.12	2.08	2.02	1.98	52
34	4.13	3.28	2.88	2.65	2.49	2.38	2.30	2.23	2.17	2.12	2.08	2.05	2.00	1.95	1.89	1.84	1.80	1.74	1.71	1.67	1.64	1.61	1.59	53
	7.44	5.29	4.42	3.93	3.61	3.38	3.21	3.08	2.97	2.89	2.82	2.76	2.66	2.58	2.47	2.38	2.30	2.21	2.15	2.08	2.04	1.98	1.94	54
36	4.11	3.26	2.86	2.63	2.48	2.36	2.28	2.21	2.15	2.10	2.06	2.03	1.98	1.93	1.87	1.82	1.78	1.72	1.69	1.65	1.62	1.59	1.56	55
	7.39	5.25	4.38	3.89	3.58	3.35	3.18	3.04	2.94	2.86	2.78	2.72	2.62	2.54	2.43	2.35	2.26	2.17	2.12	2.04	2.00	1.94	1.90	56
38	4.10	3.25	2.85	2.62	2.46	2.35	2.26	2.19	2.14	2.09	2.													

TABLE III (continued)

Degrees of freedom for the numerator																								
1	2	3	4	5	6	7	8	9	10	11	12	14	16	20	24	30	40	50	75	100	200	500	$\infty$	
4.06	3.21	2.82	2.58	2.43	2.31	2.23	2.16	2.10	2.05	2.01	1.98	1.92	1.88	1.81	1.76	1.72	1.66	1.63	1.58	1.56	1.52	1.50	1.48	1.48
7.24	5.12	4.26	3.78	3.46	3.24	3.07	2.94	2.84	2.75	2.68	2.62	2.52	2.44	2.32	2.24	2.15	2.06	2.00	1.92	1.88	1.82	1.78	1.75	1.75
4.05	3.20	2.81	2.57	2.42	2.30	2.22	2.14	2.09	2.04	2.00	1.97	1.91	1.87	1.80	1.75	1.71	1.65	1.62	1.57	1.54	1.51	1.48	1.46	1.46
7.21	5.10	4.24	3.76	3.44	3.22	3.05	2.92	2.82	2.73	2.66	2.60	2.50	2.42	2.30	2.22	2.13	2.04	1.98	1.90	1.86	1.80	1.76	1.72	1.72
4.04	3.19	2.80	2.56	2.41	2.30	2.21	2.14	2.08	2.03	1.99	1.96	1.90	1.86	1.79	1.74	1.70	1.64	1.61	1.56	1.53	1.50	1.47	1.45	1.45
7.19	5.08	4.22	3.74	3.42	3.20	3.04	2.90	2.80	2.71	2.64	2.58	2.48	2.40	2.28	2.20	2.11	2.02	1.96	1.88	1.84	1.78	1.73	1.70	1.70
4.03	3.18	2.79	2.56	2.40	2.29	2.20	2.13	2.07	2.02	1.98	1.95	1.90	1.85	1.78	1.74	1.69	1.63	1.60	1.55	1.52	1.48	1.46	1.44	1.44
7.17	5.06	4.20	3.72	3.41	3.18	3.02	2.88	2.78	2.70	2.62	2.56	2.46	2.39	2.26	2.18	2.10	2.00	1.94	1.86	1.82	1.76	1.71	1.68	1.68
4.02	3.17	2.78	2.54	2.38	2.27	2.18	2.11	2.05	2.00	1.97	1.93	1.88	1.83	1.76	1.72	1.67	1.61	1.58	1.52	1.50	1.46	1.43	1.41	1.41
7.12	5.01	4.16	3.68	3.37	3.15	2.98	2.85	2.75	2.66	2.59	2.53	2.43	2.35	2.23	2.15	2.06	1.96	1.90	1.82	1.78	1.71	1.66	1.64	1.64
4.00	3.15	2.76	2.52	2.37	2.25	2.17	2.10	2.04	1.99	1.95	1.92	1.86	1.81	1.75	1.70	1.65	1.59	1.56	1.50	1.48	1.44	1.41	1.39	1.39
7.08	4.98	4.13	3.65	3.34	3.12	2.95	2.82	2.72	2.63	2.56	2.50	2.40	2.32	2.20	2.12	2.03	1.93	1.87	1.79	1.74	1.68	1.63	1.60	1.60
3.99	3.14	2.75	2.51	2.36	2.24	2.15	2.08	2.02	1.98	1.94	1.90	1.85	1.80	1.73	1.68	1.63	1.57	1.54	1.49	1.46	1.42	1.39	1.37	1.37
7.04	4.95	4.10	3.62	3.31	3.09	2.93	2.79	2.70	2.61	2.54	2.47	2.37	2.30	2.18	2.09	2.00	1.90	1.84	1.76	1.71	1.64	1.60	1.56	1.56
3.98	3.13	2.74	2.50	2.35	2.23	2.14	2.07	2.01	1.97	1.93	1.89	1.84	1.79	1.72	1.67	1.62	1.56	1.53	1.47	1.45	1.40	1.37	1.35	1.35
7.01	4.92	4.08	3.60	3.29	3.07	2.91	2.77	2.67	2.59	2.51	2.45	2.35	2.28	2.15	2.07	1.98	1.88	1.82	1.74	1.69	1.62	1.56	1.53	1.53
3.96	3.11	2.72	2.48	2.33	2.21	2.12	2.05	1.99	1.95	1.91	1.88	1.82	1.77	1.70	1.65	1.60	1.54	1.51	1.45	1.42	1.38	1.35	1.32	1.32
6.96	4.88	4.04	3.56	3.25	3.04	2.87	2.74	2.64	2.55	2.48	2.41	2.32	2.24	2.11	2.03	1.94	1.84	1.78	1.70	1.65	1.57	1.52	1.49	1.49
3.94	3.09	2.70	2.46	2.30	2.19	2.10	2.03	1.97	1.92	1.88	1.85	1.79	1.75	1.68	1.63	1.57	1.51	1.48	1.42	1.39	1.34	1.30	1.28	1.28
6.90	4.82	3.98	3.51	3.20	2.99	2.82	2.69	2.59	2.51	2.43	2.36	2.26	2.19	2.06	1.98	1.89	1.79	1.73	1.64	1.59	1.51	1.46	1.43	1.43
3.92	3.07	2.68	2.44	2.29	2.17	2.08	2.01	1.95	1.90	1.86	1.83	1.77	1.72	1.65	1.60	1.55	1.49	1.45	1.39	1.36	1.31	1.27	1.25	1.25
6.84	4.78	3.94	3.47	3.17	2.95	2.79	2.65	2.56	2.47	2.40	2.33	2.23	2.15	2.03	1.94	1.85	1.75	1.68	1.59	1.54	1.46	1.40	1.37	1.37
3.91	3.06	2.67	2.43	2.27	2.16	2.07	2.00	1.94	1.89	1.85	1.82	1.76	1.71	1.64	1.59	1.54	1.47	1.44	1.37	1.34	1.29	1.25	1.22	1.22
6.81	4.75	3.91	3.44	3.14	2.92	2.76	2.62	2.53	2.44	2.37	2.30	2.20	2.12	2.00	1.91	1.83	1.72	1.66	1.56	1.51	1.43	1.37	1.33	1.33
3.89	3.04	2.65	2.41	2.26	2.14	2.05	1.98	1.92	1.87	1.83	1.80	1.74	1.69	1.62	1.57	1.52	1.45	1.42	1.35	1.32	1.26	1.22	1.19	1.19
6.76	4.71	3.85	3.41	3.11	2.90	2.73	2.60	2.50	2.41	2.34	2.28	2.17	2.09	1.97	1.88	1.79	1.69	1.62	1.53	1.48	1.39	1.33	1.28	1.28
3.86	3.02	2.62	2.39	2.23	2.12	2.03	1.96	1.90	1.85	1.81	1.78	1.72	1.67	1.60	1.54	1.49	1.42	1.38	1.32	1.28	1.22	1.16	1.13	1.13
6.70	4.66	3.83	3.36	3.06	2.85	2.69	2.55	2.46	2.37	2.29	2.23	2.12	2.04	1.92	1.84	1.74	1.64	1.57	1.47	1.42	1.32	1.24	1.19	1.19
3.85	3.00	2.61	2.38	2.22	2.10	2.02	1.95	1.89	1.84	1.80	1.76	1.70	1.65	1.58	1.53	1.47	1.41	1.36	1.30	1.26	1.19	1.13	1.08	1.08
6.66	4.62	3.80	3.34	3.04	2.82	2.66	2.53	2.43	2.34	2.26	2.20	2.09	2.01	1.89	1.81	1.71	1.61	1.54	1.44	1.38	1.28	1.19	1.11	1.11
3.84	2.99	2.60	2.37	2.21	2.09	2.01	1.94	1.88	1.83	1.79	1.75	1.69	1.64	1.57	1.52	1.46	1.40	1.35	1.28	1.24	1.17	1.11	1.00	1.00
6.64	4.60	3.78	3.32	3.02	2.80	2.64	2.51	2.41	2.32	2.24	2.18	2.07	1.99	1.87	1.79	1.69	1.59	1.52	1.41	1.36	1.25	1.15	1.00	1.00

TABLE IV Critical Values of Chi Square

df	Level of significance for a non-directional test						
	.20	.10	.05	.02	.01	.001	
1	1.64	2.71	3.84	5.41	6.64	10.83	
2	3.22	4.60	5.99	7.82	9.21	13.82	
3	7.82	6.25	7.82	9.84	11.34	16.27	
4	5.99	7.78	9.49	11.67	13.28	18.46	
5	7.29	9.24	11.07	13.39	15.09	20.52	
6	8.56	10.64	12.59	15.03	16.81	22.46	
7	9.80	12.02	14.07	16.62	18.48	24.32	
8	11.03	13.36	15.51	18.17	20.09	26.12	
9	12.24	14.68	16.92	19.68	21.67	27.88	
10	13.44	15.99	18.31	21.16	23.21	29.59	
11	14.63	17.28	19.68	22.62	24.72	31.26	
12	15.81	18.55	21.03	24.05	26.22	32.91	
13	16.98	19.81	22.36	25.47	27.69	34.53	
14	18.15	21.06	23.68	26.87	29.14	36.12	
15	19.31	22.31	25.00	28.26	30.58	37.70	
16	20.46	23.54	26.30	29.63	32.00	39.29	
17	21.62	24.77	27.59	31.00	33.41	40.75	
18	22.76	25.99	28.87	32.35	34.80	42.31	
19	23.90	27.20	30.14	33.69	36.19	43.82	
20	25.04	28.41	31.41	35.02	37.57	45.32	
21	26.17	29.62	32.67	36.34	38.93	46.80	
22	27.30	30.81	33.92	37.66	40.29	48.27	
23	28.43	32.01	35.17	38.97	41.64	49.73	
24	29.55	33.20	36.42	40.27	42.98	51.18	
25	30.68	34.38	37.65	41.57	44.31	52.65	
26	31.80	35.56	38.88	42.86	45.64	54.05	
27	32.91	36.74	40.11	44.14	46.96	55.48	
28	34.03	37.92	41.34	45.42	48.28	56.89	
29	35.14	39.09	42.69	46.69	49.59	58.30	
30	36.25	40.26	43.97	47.96	50.89	59.70	
32	38.47	42.59	46.19	50.49	53.49	62.49	
34	40.68	44.90	48.60	53.00	56.06	65.25	
36	42.88	47.21	51.00	55.49	58.62	67.99	
38	45.08	49.51	53.38	57.97	61.16	70.70	
40	47.27	51.81	55.76	60.44	63.69	73.40	
44	51.64	56.37	60.48	65.34	68.71	78.75	
48	55.99	60.91	65.17	70.20	73.68	84.04	
52	60.33	65.42	69.83	75.02	78.62	89.27	
56	64.66	69.92	74.47	79.82	83.51	94.46	
60	68.97	74.40	79.08	84.58	88.38	99.61	

Find the row corresponding to the indicated degrees of freedom, find the column corresponding to the chosen level of significance, the critical value of  $\chi^2$  is at the intersection of that row and that column.

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

**SW112: SOCIAL WELFARE AND SOCIAL DEVELOPMENT**

**TIME:** THREE HOURS

**INSTRUCTIONS:** ANSWER ALL QUESTIONS IN SECTION I ANSWER ONLY TWO QUESTIONS IN SECTIONS II

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**SECTION I**  
**COMPULSORY (40 MARKS)**

1. (a) Define social work and social welfare and show the relationship between the two. (9 marks)
  - (b) According to William Gordon, the philosophical foundation for practice developed by the social work profession stresses several propositions one of which is, "the individual is the primary concern of his/her society." List the remaining five propositions. (15 marks)
  - (c) List the four purposes of social work, according to Allen Pincus and Anne Minahan. (12 marks)
  - (d) Give any two implications of the word "social" in the concept social development. (4 marks)
-

## SECTION II

### ANSWER ONLY TWO QUESTIONS (60 MARKS)

2. Among the clients of social welfare are people with special needs. Describe David Macarov's categories of special needs and for each of them indicate what services social welfare programmes would offer. (30marks)
3. (a) The following strategies are used to prevent the least fulfilled members of society from aggressively seeking solutions to their unmet needs and interest:
- i. Separation
  - ii. Containment
  - iii. Resocialisation
- Explain what these strategies are. (21 marks)
- (b) With which perspective of social welfare are the above strategies associated. (3 marks)
- (c) What is the basic argument of the residual model of social welfare? (6 marks)
4. According to Meenahan and Washington, the cultural perspective of social welfare presents three options of rating social welfare in relation to other institutions namely: equity, primacy and dependency. Discuss the salient features of each option. (30 marks)
5. Helping is a function of *all* concerned human beings and is *not* limited to professional helpers. One of the significant developments in our specialized technical society was the professionalisation of the helping process. Discuss the above notion with the use of and reference to:
- a. the definition and evolution of social work
  - b. characteristics and advantages of structured and unstructured helping.
- (30 marks)

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**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

2001/2002

~~2000/2001~~ **ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS**

**SW 212: CONTEMPORARY ISSUES IN SOCIAL POLICY**

**TIME: 3 Hours**

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**SECTION A: Answer three questions only (30 marks) All questions carry the same marks.**

1. Show the economic development justification for Good Governance.
2. Define and differentiate the concepts of gender and sex roles.
3. Define the term sustainable development and show the key issues that arise from this definition.
4. Show the positive and negative effects of international aid on social welfare.
5. Distinguish between social welfare and handouts.

**SECTION B: Answer two questions only (30 marks)**

6. Explain the three types of education with practical examples from Zambia.
7. List at least and explain four criteria for Good Governance.
8. Briefly discuss the link between poverty and the environment, giving arguments for or against the link.

**SECTION C: (40 Marks)**

9. Discuss the three forms of privatization in the health sector, explaining their deficiencies in a country like Zambia. Give alternative strategies to improving access to health for the majority (poor) of the population.

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**END OF EXAMINATION**

# THE UNIVERSITY OF ZAMBIA

## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

### 2001/2002 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATION

#### SW 312: THEORIES AND DIMENSIONS OF SOCIAL WELFARE

**Time: 3 Hours**

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**SECTION A: Answer Three questions. All questions carry equal marks (30 marks)**

1. List at least three characteristics of pluralism.
2. Define using its component parts, the term social problem.
3. Explain the supply and demand side of Nurke's vicious circle of poverty.
4. Select one traditional ceremony in Zambia and show its latent and manifest functions.
5. What is the original position according to Rowls?

**SECTION B: Answer Two questions only. All questions carry equal marks (30 marks)**

6. Compare and contrast between the externally (objective) and self-defined (subjective) poverty.
7. What is the UNDP's conceptualization of poverty?
8. Compare the functionalist and conflict perspectives in understanding social problems.

**SECTION C: Compulsory (40 marks)**

Poverty is a function of power. Using the conflict perspective show to what extent this Statement correctly describes the poverty situation in Zambia. Give real examples to support your arguments.

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**END OF EXAMINATION**

THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
2002-2002 ACADEMIC YEAR SECOND SEMESTER EXAMINATIONS,  
OCTOBER 2002

SW412: SOCIAL ADMINISTRATION

TIME ALLOWED:        THREE HOURS

SECTION I- COMPULSORY (40 MARKS)

1.    (a)    Demonstrate the significance of social administration to human service organizations. (10 marks)
- (b)    You have been appointed as one of the Human Resource Specialist in the Public Service Reform Programme (PSRP) based at the Establishment Division HQ, Cabinet Office, in Lusaka. Your immediate task is to make sure that the merit principle is applied in the restructuring of the civil service. Discuss the elements of the merit principle and show what environmental factors will affect your work and you will go about resolving them. (30 marks)

SECTION II- ANSWER ONLY TWO QUESTIONS (60 MARKS)

2.    Outline the characteristics (of the merit principle and bureaucracy) and compare and contrast the merit principle with Marx Weber's bureaucracy. (30 marks)
3.    Compare and contrast the environmental factors of personnel management in the public sector and the private sector. (30 marks)

4. (a) Define the following terms and concepts (4 marks each = 20 marks):
- i. MBO
  - ii. Span of control
  - iii. Theory X
  - iv. MBWA
  - v. Diffuse nature of personnel management
- (b) Who is a good manager? (10 marks)
5. (a) Define Scientific Management. (4 marks)
- (b) Illustrate Frederick Winslow Taylor's principles of scientific management. (16 marks)
- (c) Define departmentalisation and illustrate any two types of departmentalisation. (10 marks)

**End of examination.**

**Section C: Richard II**

5. What part in the dramatic design is played by any THREE of the following?  
York; John of Gaunt; Carlisle; Norfolk; Aumerle; the Queen.
  
6. It is often asserted that the tragic hero experiences a growth of understanding and self-knowledge. Does this apply to Shakespeare's Richard II?

**End of Examination**