

Candidate Name _____

Centre Number	Candidate Number			



Time: 2 hours

Marks: 60

Instructions to candidates

- 1 Write your name, centre number and candidate number in the spaces at the top of this page.
- 2 There are **three (3)** questions in this paper.
- 3 Answer **all** questions.
- 4 Write your answers in the **spaces provided** on the question paper.

Cell phones are not allowed in the examination room.

FOR EXAMINER'S USE	
1	
2	
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TOTAL	

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Answer all three questions

Question 1: Summary [20 Marks]

Read the following passage carefully and then answer the question that follows.

CELL PHONES

- 1 When cell phones were first introduced to the public, they were bulky, expensive, and some even required a base unit that had to be transported along with the phone. Good reception was a major problem and in general, early cell phones could only be used in certain locations where the signal was particularly strong. As cell phone technology advanced, the difficulty in using them became less of a problem. Today, cell phone reception has improved greatly due to the use of satellites and wireless services. As cell phones improved and became simple to use, the importance of cell phones increased accordingly.
- 2 A cell phone is a perfect way to stay connected with others and provide the user with a sense of security. In the event of an emergency, having a cell phone can allow help to reach you quickly and could possibly save lives. However, the importance of cell phones goes way beyond personal safety. Modern cell phones are capable of internet access, sending and receiving photos and files, and some cell phones are equipped with Global Positioning System (GPS) technology, allowing for use in most locations around the world and allowing the cell phone to be found or the user located in the event of loss or emergency.
- 3 Cell phone reception has become reliable and of high quality due to advances in wireless technology. Wireless service providers offer excellent packages and promotions for cell phone users. Finding a dependable service provider is no longer an issue for cell phone users. The expansion of the wireless service provider industry gives cell phone users a choice and the increased competition has caused a drop in prices of wireless cell phone service. The importance of cell phones goes way beyond the ability to make or receive phone calls. Cell phone users can instantly send data to the home or office, check for important email, use their cell phone as a Personal Digital Assistant (PDA) or calendar, and store photos which can be easily transferred to a Personal Computer (PC) or laptop computer.
- 4 Cell phone manufacturers have produced a wide range of cell phones, which sell for prices that range from very inexpensive to over one thousand dollars. The available options give users the choice of purchasing a basic cell phone to use simply for making calls, or choosing a complex, technologically advanced cell phone that can perform as many or even more tasks than a home computer. Over the past decade, the increasing importance of cell phones has made them almost a necessity for most people. Even remote and underdeveloped countries have some access to cell phone technology and wireless services.
- 5 The importance of cell phones has increased the competition in the wireless service provider industry, making cell phones very affordable and very easy to use. Cell phones have become almost a status symbol in addition to the convenience and security that comes from owning them.

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(Taken from: Keith Kingston <http://ezinoarticles.com>)

Question:

According to the passage, cite the different ways in which a cell phone is important today. **Do not use more than 135 words. Excess words will not be considered as part of your summary.** The summary has been started for you as follows:

A cell phone is important today in many ways. It ...

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Question 2: Comprehension

[20 Marks]

Read the following passage carefully and then answer the questions that follow:

WRONG CHOICES

- 1 I was born in a God-fearing family and my parents always encouraged us to go to church though I knew inwardly that I was not really a devout believer. I always hated waking up early in the morning on Saturdays and Sundays but I had to do so just to please my parents.
- 2 Time came when I had to leave home. I was among the top ten that had been selected to go to the University of Zambia from my school. I was overjoyed as I now knew that no one would tell me what to do against my will. I was 'free' at last.
- 3 During the first month of the first semester at campus, I made a lot of acquaintances which I have lived to regret up to this day. All these friends had several priorities of which education was the least placed.
- 4 Despite coming from a humble background, I hated being broke. I would do anything humanly possible to make sure I had cash in my purse. Little did I know I was headed for destruction. In the second semester of my first year, I got involved with drug barons, gangsters and prostitutes. I stopped attending lectures regularly and consoled myself that I would do last minute catch-ups. Alas! My timing proved me wrong.
- 5 One Friday morning as I lay in my bed relaxing, I heard someone calling me, "Milika! Milika! Come out. You have visitors here!" It was Ngambo, my course-mate. I quickly jumped out of my bed, clad in a 'chitenge' and rushed outside. I was dumbfounded when I saw Sililo and Kabwe, the drug cartel leaders standing in the company of four other men whom I later learnt were policemen. There was kerfuffle as multitudes of students came to record every detail of what was happening.
- 6 "Milika, you are under arrest," the policeman said. My world came to a screeching halt. I did not understand what was going on for five good minutes. My mind went blank.

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"How could I be so greedy as to create my own destruction? What will my parents think of me?"

- 7** For the first time in my life I felt exasperated. As the adage goes 'chance comes but once in a person's life time'. I had destroyed my golden chance of becoming a degree holder. On that fateful day, I was arrested. A month later, I was tried and jailed for five years with hard labour. During my jail sentence, I repented and promised myself that I would be a dependable citizen. More than anything else, I resolved to serve my sentence with all my strength.
- 8** Today I am a nobody with only a Grade Twelve certificate. Now I understand that we need to heed our parents' advice because parents are custodians of wisdom.

In each of the questions 1 – 8, select the best of the four choices given. Show the letter of your choice by putting a ring around it on the question paper, as in the example below. If you change your mind, cross the ring very neatly. Answer question 9 according to instructions.

Example:

The passage is about ...

- A** Milika.
B making right choices.
C drug dealers.
D being jailed.

The best answer is **B**, and it has been ringed.

- 1** According to Paragraph 1, the writer ...
- A** attended church out of self-will.
B pleased God and her parents.
C pretended to believe in God.
D was a dedicated Christian.
- 2** In Paragraph 2, why was the writer overjoyed? She ...
- A** had made a lot of friends.
B was free from parental control.
C was one of the top ten.
D was selected to go to university.
- 3** In Paragraph 4, the writer implies that people from a poor background should ...
- A** accept being without money.
B always have money in their purse.
C hate being broke.
D work very hard.

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- 4 In Paragraph 5, the writer was dumbfounded because ...
- A her course-mate called her name.
 - B she clad herself in a 'chitenge'.
 - C the drug cartel leaders came to campus.
 - D she saw a lot of students.
- 5 Which of the following led to Milika's arrest?
- A Freedom
 - B Greed
 - C Prostitution
 - D Poverty
- 6 In Paragraph 7, the writer says she was exasperated. Which of the following is **not** a reason for the exasperation?
- A The arrest
 - B The jailing
 - C The repentance
 - D The trial
- 7 In Paragraph 8, one can conclude that the writer is ...
- A cautious.
 - B melancholic.
 - C remorseful.
 - D thoughtful.
- 8 According to the passage, Milika was a ...
- A prostitute.
 - B gangster.
 - C drug baron.
 - D drug dealer.
- 9 Match each word below with its given corresponding meaning in the table. **Write the word next to the definition in the table.** Numbers (i), (iv) and (vi) have been done for you as examples. **Spell each word correctly.**
- | | |
|-------------------------|------------------------|
| – multitudes (Para 5) | – barons (Para 4) |
| – exasperate (Para 7) | – dumbfounded (Para 5) |
| – adage (Para 7) | – cartel (Para 5) |
| – devout (Para 1) | – kerfuffle (Para 5) |
| – semester (Para 3) | – custodian (Para 8) |
| – acquaintance (Para 3) | |
| – priorities (Para 3) | |
| – destruction (Para 4) | |

Column A	Column B
Word	Corresponding Meaning
Example: (i) Semester	One of the periods into which a year is divided at a university or college.
(ii)	Extremely powerful persons in a particular area of business.
(iii)	A strong believer.
Example: (iv) Destruction	Causing or wanting to cause damage.
(v)	To make someone very annoyed, usually when they can do nothing to solve a problem.
Example: (vi) Priorities	Things that are very important and must be dealt with before other things.
(vii)	So shocked that you cannot speak.
(viii)	Somebody that you have met but do not know very well.
(ix)	A wise saying.
(x)	People responsible for looking after somebody or something.
(xi)	Noise, excitement and argument.

Question 3: Structure

Answer both Section 1 and Section 2

Section 1: Transformations [10 Marks]

In each of the following items, Sentence A is complete, but Sentence B is incomplete. Complete Sentence B each time making it as similar as possible in meaning to Sentence A. Make Sentence B one sentence, never two.

Do not make any changes to the printed parts of Sentence B.

Example: A You will fail the examinations unless you work hard.

B You will fail the examinations if

Answer: You will fail the examinations if you do not work hard.

1 A "Ben, will you take me out for dinner tomorrow?" asked Misozi.

B Misozi asked Ben

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- 2 **A** Although she was hungry, Chola did not eat at the wedding.
B Despite
- 3 **A** Peter did not ride the bicycle carefully. He fell and broke his leg.
B If
- 4 **A** None of the boys in my class played soccer.
B All
- 5 **A** As soon as he got home, Mwape started feeling sick.
B Scarcely
- 6 **A** She was upset by the suggestion that women could not make good presidents.
B The suggestion
- 7 **A** The old woman's chitenge was very old. No one could mend it.
B The mended.
- 8 **A** As Mary came out of the house, a strange man dragged her into a car and drove off.
B Coming
- 9 **A** Take that dirty bucket away.
Add a question tag?
B Take
- 10 **A** The school debate club and five other teams are contesting in the inter-schools competition.
B Use 'as well as' instead of 'and'
The school debate club www.zedpastpapers.com

Section 2: Lexis [10 Marks]

Fill in the blank spaces by selecting only one word from the table below. Spell each word correctly.

treated	crowd	interesting	fiddle
crying	slithering	basket	dusk
stitch	dawn	fierce	waist
running	rumbled	from	screeching
patiently	bloated	snap	wailed
emphasised	nail	retained	twinkle
audience	bleating	croaked	stealthily
seldom	curiosity	nonsense	necessity

- 1 The stars in the pitch dark nights.
- 2 Have you heard the sheep?
- 3 Barking dogs bite.
- 4 I did not see the car. I just heard the of brakes.
- 5 After exercising for six months, I was as fit as a
- 6 Sungwe saw a snake in the green grass.
- 7 Mutinta was so hungry that her stomach like thunder.
- 8 The tourists enjoyed the sight of the setting sun at
- 9 A in time saves nine.
- 10 The police fought battles with the rioters.
- 11 The headteacher discipline in school.
- 12 The coach the old team for the final match.
- 13 We wereto a delicious meal by our host.
- 14 The girl was discouraged going into many www.zedpastpapers.com

- 15 Don't put all your eggs in one
- 16is the mother of invention.
- 17 I think what the man said was all stuff and
- 18 The cat walked towards the unsuspecting bird.
- 19 Always waitfor your chance to come because good things come to those who wait.
- 20 The Zambian Football Team fought tooth and to qualify for the 2013 Africa Cup of Nations.



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Candidate Name _____

Centre Number	Candidate Number

EXAMINATIONS COUNCIL OF ZAMBIA

Examination for School Certificate Ordinary Level

English Language Paper 2

1121/2

Tuesday

25 OCTOBER 2016

Additional Material(s):

Candidates answer on the question paper.
No additional materials are required.

Time: 2 hours

Marks: 60

Instructions to Candidates

- 1 Write your **name**, **centre number** and **candidate number** in the spaces provided at the top of the page.
- 2 There are **three (3)** questions in this paper.
- 3 **Answer all questions.**
- 4 Write your answers in the spaces provided on the question paper.
- 5 Do not start writing until you are told to do so.
- 6 **Cell phones and calculators are not allowed in the examination room.**

For Examiner's Use	
Question 1	
Question 2	
Question 3	
Total	

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Answer all three questions

Question 1: Structure (20 Marks)

Answer both Section 1 and 2

Section 1: Vocabulary (10 marks)

From the four options provided, select the best word (s) which is or are closest in meaning to the underlined one in the sentence. Draw a circle around your answer as indicated in the example below. If you change your answer, cross out the circle neatly.

Example

Many factories suffered substantial damage last year.

- A Existence
- B Little
- C Noticeable
- D Solid

C is the best answer and it has been circled.

- 1 The production of maize in Zambia soared from 700 000 metric tonnes to 900 000 metric tonnes. [1]
 - A Flew
 - B Grew
 - C Reduced
 - D Roared
- 2 The wisdom that we have was passed on to us by our ancestors. [1]
 - A Forefathers
 - B Historians
 - C Predecessors
 - D Successors
- 3 Most people don't know that many millionaires are tight-fisted. [1]
 - A Generous
 - B Industrious
 - C Miserly
 - D Modest
- 4 Although she was poor, she had ample fund to cover tuition fees for her two sons. [1]
 - A Superb
 - B Sufficient
 - C Sample
 - D Luxious

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- 5 All living things have attributes that are peculiar to them. [1]
A Cells
B Flaws
C Traits
D Viruses
- 6 The Head teacher rebuked the typist for the numerous mistakes that she had made in the document. [1]
A Insulted
B Praised
C Retorted
D Scolded
- 7 General workers are also referred to as "blue collar workers". [1]
A Applied to
B Concerned with
C Regarded as
D Related to
- 8 The Supreme Court reversed the decision of the High Court. [1]
A Opposed
B Overturned
C Returned
D Revised
- 9 Victor and I handled the problem with ease. [1]
A Dealt in
B Dealt with
C Help up
D operated on
- 10 Samuel Matete set a world record time in the 400-metre hurdles in the 1996 Olympic Games. [1]
A Established
B Found
C Promised
D Proposed
- 11 She achieved only a glimmer of what she had hoped to do. [1]
A Reached
B Fetched
C Attempted
D Accomplished

- 12 We did our best to overcome the challenge caused by the power outages. [1]
A Defeat
B Get to know
C Ignore
D Understand
- 13 This is authentic leather. [1]
A Expensive
B Famous
C Genuine
D Well-known
- 14 We replaced delicate exotic trees with sturdy local trees. [1]
A Heavy
B Straight
C Strong
D Tall
- 15 We are optimistic that human ingenuity would find ways to overcome food shortages. [1]
A Cleverness
B Curiosity
C Findings
D Inventions
- 16 The notorious criminal kicked the bucket. [1]
A Died
B Escaped
C Hit the bucket
D Stole the bucket
- 17 A number of schools have mushroomed in recent years. [1]
A Decreased slowly
B Developed slowly
C Developed steadily
D Increased quickly
- 18 It was forecast that there would be a severe drought. [1]
A Deduced
B Imagined
C Observed
D Predicted

- 19 The hostilities between the two countries heightened in 1989. [1]
A Escalated
B Started
C Stopped
D Was resolved
- 20 She had adequate food to feed the visitors. [1]
A A few
B A little
C Few
D Little

Section 2: Transformations (10 Marks)

In each of the following items, Sentence A is complete, but Sentence B is incomplete. Complete Sentence B each time making it as similar as possible in meaning to Sentence A. Make Sentence B one sentence, never two. Do not make any changes to the printed parts of Sentence B.

Example:

- A** The boy is John. He broke the window last week.
B John

Answer: John is the boy who broke the window last work.

- 1 **A** The teacher and her learners are working hard toward the attainment of good results.
B The teacher, in collaboration with [1]
- 2 **A** This woman's patience is surprising.
B This woman [1]
- 3 **A** It was reported that she had died of cerebral malaria.
B She was [1]
- 4 **A** You will manage to find him next Thursday.
B Not until [1]
- 5 **A** "I am not responsible for this loss in any way," said the goalkeeper.
B The goalkeeper said that [1]

- 6** **A** You will emerge victorious provided you remain focused.
 B Unless [1]
- 7** **A** Let us meet and discuss this issue.
 B It is high time [1]
- 8** **A** One should be courageous and determined to succeed in politics.
 B It takes [1]
- 9** **A** Immediately Andy won the race, he fainted.
 B No sooner had [1]
- 10** **A** Although Betty is very tall, she is not good at long jump.
 B In spite of [1]

Question 2: Comprehension (20 Marks)

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

- 1 Human language is meant to reveal and share something about ourselves. There are two main types of communication: symbolic and empathic. Symbolic communication consists of spoken or written language, signs and gestures. It covers such vastly different things as mathematics, instruments, panels, scoreboards, barber poles, signal lights, secret codes and so on.
- 2 Empathic communication is non-verbal; it is more of an exchange of feelings. We cannot ignore or belittle its importance because the greater part of our communication is made of unspoken feelings and emotions.
- 3 Language is a complex of signs. Language is written if it consists of signs written on stone, wood, metal, paper or any other material. It is spoken when the talk is carried on through pronounced words. It is ideographic if symbols express ideas. For instance, eyes represent sight and ears hearing. The Chinese system is an example of the ideographic language.
- 4 Language is phonetic or phonographic if particular signs are given particular meanings and these signs are made use of in communication. Shorthand and coded language are examples.

- 5 When our words fail to convey adequately all that we feel and would like to express, non-verbal communication or body language takes place.
- 6 Psychologists have found that our communication is mainly non-verbal. We communicate a good 30 percent through symbols. These can be clothes, hairstyle, cosmetics, jewellery or gifts. Most importantly, we communicate through actions of the body such as gestures, facial expression, a hug, eye contact and tics.
- 7 Our non-verbal behaviour speaks loud and clear to the listener as his or her non-verbal behaviour tells us how he or she is feeling. Non-verbal language is more apt to indicate how one's mental attitude and emotions stand.
- 8 Body language is more impressive than word. It is expressed in the tone of voice, the look in the eyes, the smile, the frown and the way in which the hands are used.
- 9 An adequate knowledge of non-verbal behaviour will enhance our ability to understand more fully what transpires during interaction. Therefore, knowledge of body language is of utmost importance for communication. Someone may be saying one thing and non-verbally telling you something else.

In each of the questions 1 – 9, select the best answer from the four options provided. Indicate your answer by drawing a circle around the letter on this question paper as in the example below. If you change your mind, cross out the initial choice neatly and then circle your revised answer clearly. For question 10, answer as instructed.

Example:

The two main types of communication are ...

- A signs and gestures.
- B spoken and sign language.
- C spoken and written language.
- D symbolic and empathic.

D is the best answer, and it has been circled.

- 1 The best title for the passage is ... [2]
 - A Communication.
 - B Empathic communication.
 - C Symbolic communication.
 - D Types of communication.

- 2 In Paragraph 2, "We cannot ignore or belittle its importance" The word "its" refers to ... [2]
A empathic communication.
B exchange of feelings.
C non-verbal communication.
D unspoken feelings and emotions.
- 3 In Paragraph 2, exchange of feelings is portrayed through ... [2]
A empathic communication.
B spoken language.
C symbolic communication
D written language.
- 4 According to the passage, gestures are part of ... [2]
A ideographic language.
B non-verbal language.
C spoken language.
D symbolic communication.
- 5 According to the passage, which of the following statements is **not** true? [2]
A Shorthand is a form of symbolic communication.
B Signs are an example of symbolic communication.
C The greater part of our communication is made of spoken feelings and emotions.
D the two main types of communication are symbolic and empathic.
- 6 Which of the following mostly reveals and shares something about ourselves? [2]
A Non-verbal communication
B Symbolic communication
C Verbal communication
D Written communication
- 7 In Paragraph 8, "Body language is more impressive than words". The word 'impressive' means ... [2]
A appealing
B deceiving.
C interesting.
D revealing.
- 8 From paragraph 9, we can deduce that where non-verbal communication conflict with spoken language, we should go for ... [2]
A either spoken or non-verbal communication.
B neither spoken nor non-verbal communication.
C non-verbal language.
D spoken language.

- 9 Road signs can be said to belong to ... [2]
- A** body language.
B empathic communication.
C ideagraphic language.
D spoken language.
- 10 Complete the following sentences by filling in the blank spaces with the most suitable word from the passage:
- (i) The type of language in which symbols are expressed in ideas is called [1]
- (ii) Shorthand and coded language are examples of [1]
 language.

Question 3: Summary (20 Marks)

Read the following passage carefully and then answer the question that follows.

- 1 Obesity means excessive fatness. It has reached epidemic proportions in children in developed countries. The World Health Organization says that an estimated 122 million children under the age of five are overweight worldwide.
- 2 Childhood obesity is also extending to developing countries. It is advisable to serve the children with more fruit and vegetables than convenience foods. There is also need to limit soft drinks, sweetened beverages and high fat sugary snacks. It is imperative for parents to offer their children mainly water or low-fat milk. High rates of obesity among children are leading to rising rates of high blood pressure; unless this upward trend in high blood pressure is reversed, we will be facing an explosion of new cardiovascular disease cases in young adults.
- 3 The global epidemic of childhood obesity can be attributed to genetics. While genetics can be a predisposing factor, the alarming increase in obesity in recent decades appears to indicate that genes are not the only cause.
- 4 A prudent or shrewd mother ought to employ methods of cooking that do not involve a lot of oils or fats. In this case, baking, boiling and steaming can be the most welcome as opposed to frying. Children should therefore be served with baked, boiled or steamed foods. They should also be given smaller food portions.
- 5 Fast food restaurants have sprung up all over the world. One study reported that nearly a third of all children in the United States aged 4 to 19 eat fast foods every day. Giving food to children as a reward or a 'bribe' ought to be avoided.

Furthermore, children need not be allowed to skip breakfast, as skipping it leads to overeating later and consequently obesity.

- 6 It is said that in Mexico City alone, 70 percent of the children and adolescents are either overweight or obese. Pediatric surgeon, Dr. Francisco Gonzalez, warns that this may be the first generation to die before their parents owing to the complications of obesity. It can be folly for parents to permit their children to eat while watching television or be in front of a computer screen. Eating in front of a television or a computer screen promotes consumption and lessens awareness of feeling full. In another dimension, it may be helpful to limit time spent on watching television, using the computer and playing video games.
- 7 The increasingly sedentary nature of children in the United Kingdom is not unique. It is also being seen in most countries in the world. This state of affairs is not healthy. It is necessary for caring mothers or fathers to assign active chores to their children as a way of dealing with childhood obesity.
- 8 According to the International Obesity Task Force, more children are affected by obesity than by malnutrition in some parts of Africa. It is extremely important to encourage physical activity in the form of riding bikes, playing ball games and jumping rope. There ought to be active family outings through visiting the zoo, swimming or playing in the park. These activities are worthwhile if obesity is to be systematically controlled.
- 9 Failure to deal with obesity among children can have far-reaching consequences. It can bring about fatalities, thereby depriving the country of the much needed future human resource.

Question:

According to the passage, what should parents do to curb obesity in their children? Present a well-connected summary of not more than 130 words. The summary has been started for you.

In order to curb childhood obesity, parents should

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EXAMINATIONS COUNCIL OF ZAMBIA

Examination for School Certificate Ordinary Level

English Language

1121/1

PAPER 1

Friday

2 OCTOBER 2015

Additional materials:

Answer Booklet

Time: 1 hour 45 minutes

Marks: 40

Instructions to candidates

- 1 Write your name, centre number and candidate number in the spaces provided on the **Answer Booklet**.
- 2 There are **two** sections in this paper. Answer **both** sections.
- 3 Write your answers in the **Answer Booklet** provided.
- 4 If you use more than one Answer Booklet, **fasten the booklets together**.

Information for candidates

All questions in this paper carry equal marks.

You should first read through the whole paper.

You are advised to spend an equal amount of time on each section.

Cell phones are not allowed in the examination room.

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SECTION 1 [20 Marks]

You are advised not to spend more than 50 minutes on this section.

Write on **one** of the following topics. You should write between **250** and **350** words. **Any words written beyond the word limit will not be considered as part of your composition.**

- 1 Write a story with **one** of the following titles:
Either
 - (a) There is No Smoke Without Fire.**Or**
 - (b) Still Waters Run Deep.
- 2 Give an account of an occasion when you felt it was too late to do anything.
- 3 Describe an occasion when you disagreed with someone very close to you by clearly stating what caused the disagreement and how you resolved it.
- 4 The more beautiful or handsome you are, the more problems you face. **Argue for** or **against** this statement.
- 5 Teachers deserve much more money than what they currently get. Discuss.
- 6 Give an explanation of how you managed to be what you are today.

SECTION 2 [20 Marks]

As the head boy or head girl of your school, you have been assigned to educate your fellow learners on road traffic accidents. You have obtained the table below from the Zambia Police Traffic Department to write an article for the school magazine.

**FIRST QUARTER ROAD TRAFFIC ACCIDENTS IN ZAMBIA STATISTICS FROM
1ST JANUARY TO 31ST MARCH, 2009**

Divisions	Accidents Reported Involving Deaths/Injuries	Persons Killed			Persons Seriously Injured			Persons Slightly Injured		
		Urban	Rural	Total	Urban	Rural	Total	Urban	Rural	Total
Lusaka	2,795	56	16	72	118	29	147	373	39	412
Copperbelt	1,240	41	24	65	184	85	269	314	60	374
Central	318	9	27	36	45	51	96	32	11	43
Southern	300	15	8	23	29	29	58	41	20	61
Eastern	189	1	15	16	16	30	46	24	32	56
Northern	137	4	5	10	12	27	39	18	7	25
Luapula	54	3	9	12	12	16	28	2	3	5
North Western	249	3	10	13	17	17	34	54	15	69
Western	128	1	4	5	8	16	24	32	11	43
TOTAL	5,410	133	118	252	441	300	741	890	198	1,088

(Source: Zambia Police: Traffic Department)

Using the information from the table, write the article. The length of the article should be between **250** and **350** words. **Any words written beyond the word limit will not be considered as part of your composition.**



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Candidate Name _____

Centre Number	Candidate Number

EXAMINATIONS COUNCIL OF ZAMBIA

Examination for General Certificate of Education Ordinary Level

English Language

1121/2

Paper 2

Friday

1 JULY 2016

Candidates answer on the question paper

No additional materials are required

Time: 2 hours

Marks: 60

Instructions to Candidates

- 1 Write your name, centre number and candidate number in the spaces at the top of this page.
- 2 There are **three (3)** questions in this paper.
- 3 Answer **all** questions.
- 4 Write your answers in the spaces provided on the question paper.

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For Examiner's Use	
1	
2	
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Total	

Answer all three questions

Question 1: Summary [20 Marks]

Read the following passage carefully and then answer the question that follows.

- 1** Delegation means assigning a fraction of your leadership duties to your subordinates. You delegate not because you cannot do the job but because your busy schedule cannot accommodate all your duties. It is absolutely necessary for a leader to ensure that delegated responsibilities are clear and effectively communicated.
- 2** The most obvious advantage of delegation is the increase in the leader's effectiveness and efficiency. There is need to critically look at the delegated job and determine its impact on your organisation's big picture. If the job is central to the core values of the organisation, you ought to do it yourself.
- 3** Delegation results in motivation and mentoring. By giving your job to your subordinates, you not only build in them a higher sense of belonging but also motivate them to meet the challenges of the job without fail. You are supposed to establish checking mechanisms and be within reach for easy consultations. A subordinate sees a delegated job as a special assignment different from the daily routine of corporate functions. A leader needs to offer proper guidance in order to realise the goals of the organisation. With a view to selecting the right person to assume delegated responsibilities, you ought to know the abilities, talents, skills, attitude and motivation of each member of your staff; otherwise you will engage a turtle in a sprint.
- 4** Delegation prolongs your leadership's lifespan. By shedding your workload, you save your energy and time for core functions and duck stress to stay afresh. It is advisable for you to tell your subordinate what you are aiming at and specify the scope, standard, quality and the deadline for completion of the tasks you have delegated. If you fail to do this, your subordinate may fail to deliver according to your purpose and expectation. Delegation serves as a means of developing your staff. Workers are encouraged to seek more knowledge and expand the frontier of their creativity when they take charge of unusual leadership roles. A leader should therefore let his or her staff off to put their skills into creative use. When you ask a member of your staff to do a task on your behalf, you must give him or her authority to do it. For example, if your subordinate is a line supervisor, he or she should be given the authority to decide and direct the course of production and the staff in his or her line.
- 5** In spite of its advantages, you may still loathe delegation if you fear that the delegated tasks may not be done to your satisfaction or that it may take a longer time than you will have to do it yourself. Whether the job is done well or comes short of your specification and expectation, praise the staff for their efforts and point

out the flaws where it is fitting. In certain instances, delegation may be disadvantageous as it may empower your subordinates who may leave for greener pastures after being armed with new skills. Good leaders should strive as much as possible to infuse their subordinates with courage and inspiration to dare to be creative and painstaking. If successful leadership is joint, then delegation has a critical role to play in any organisation.

(From 'New African' – April - 2008)

In not more than 135 words, explain what you should do as a leader to ensure that there is effective delegation. The summary has been started for you.

In order to ensure that there is effective delegation, you as a leader should

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Question 2: Comprehension [20 Marks]

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

Dentistry

- 1 Before the advent of modern dentistry, people commonly suffered toothache and tooth loss. Many were disfigured by dark, crooked or missing teeth. Toothless senior citizens suffered malnutrition and early death because they were unable to chew. Today, most dental patients can be free of toothache, keep their teeth throughout their life and have a pleasant smile.
- 2 To avoid toothache and tooth loss, modern dentistry emphasises education and regular checkups. However, many people avoid the dentist. Some neglect dental treatment out of indifference. Others are deterred by the expense while others are just afraid. Dentists can help to prevent the torment of toothache and tooth loss. With your cooperation, dentists try to fight the effects of plaque - a soft film of bacteria that sticks to your teeth. The bacteria thrive on food particles. They convert sugar into acids that attack the tooth enamel, making it porous. Eventually, tooth decay results when the porous area collapse to form a cavity. You feel no discomfort at this stage but when the decay reaches the central pulp of your tooth, you may suffer acute pain.
- 3 The bacteria that form plaque have another way of tormenting you. If plaque is not carefully brushed away, it hardens to form a calcified deposit called calculus or tartar, which may inflamme the gums and make them pull away from the tooth. This results in a gap between tooth and gum where trapped food provides a feast for bacteria that may infect your gums. Your dentist can help to control this condition but if there is no care taken, the tissue surrounding your teeth may become so damaged that your teeth actually fall out.
- 4 Your saliva provides a measure of protection from bacterial attack. Saliva needs between fifteen and forty five minutes to clear away food particles and neutralise the acid in the plaque on your teeth. The time depends on how much sticky sugar or food debris clings to your teeth. Apparently, it is during these minutes that your teeth are damaged. Thus, the amount of damage done to your teeth may depend

not on the quality of sugar you eat, but on the frequency of your meals and sugary snacks.

- 5 Dentists recommend having medical checkups once or twice a year depending on the condition of your teeth. During the checkup, your dentist will likely take x-rays and examine your teeth carefully for tooth decay. With children, dentists pay special attention to the newly erupted molars to see if they have any fissures or grooves on the biting surface. With adult patients, dentists are especially concerned about preventing gum disease. So if the dentist finds any deposits of hardened calculus, he will scrape them away. Most people tend to miss certain areas of their teeth each time they brush them, so your dentist may point out how you can improve your brushing skills. Some dentists refer their patients to a special trained dental hygienist for this important service.
- 6 Dental treatment is no longer a traumatic experience. If you have damaged, missing or crooked teeth, you will be pleased to hear that dentists have many new techniques for restoring them while keeping pain at bay. Although restorative treatment is costly, many people feel that it is worth the expense. Perhaps the dentist can restore your ability to chew or he may be able to make your smile more attractive – a matter of no small importance since disfigured teeth can affect the quality of your life.
- 7 Probably you fear being scolded. You may worry that the dentist will belittle you for not taking better care of your teeth. Since such comments are bad for business, your fear of being chided is unfounded. Most dentists have an interest in speaking kindly to their clients. Admittedly, dentists play a pivotal role in our lives.

(An adaption from the Times of Zambia, June, 2011)

In each of the questions 1 – 9, select the best answer from the four options provided. Indicate your answer by drawing a circle around the letter on the question paper, as in the example given below. If you change your mind, cross out the initial choice very neatly then circle your revised answer clearly. For question 10, answer as instructed.

Example: People commonly suffered toothache and tooth loss ...

- A after the advent of modern dentistry.
- B before the coming of modern dentistry.
- C before and after the advent of modern dentistry.
- D because they were disfigured.

B is the best answer and, as you can see, it has been circled.

- 1 Paragraph 1: 'Toothless senior citizens' are ... [2]
A dignified citizens without teeth.
B important and energetic toothless citizens.
C old people without teeth.
D respectful citizens holding senior government positions.
- 2 According to Paragraph 2, modern dentistry seeks to avoid toothache and tooth loss by ... [2]
A emphasising education and cooperation in dentistry.
B fighting the effects of plaque, toothache and tooth loss.
C providing useful dental information and carrying out regular checkups.
D underscoring regular checkups for toothache and tooth loss in modern dentistry.
- 3 Paragraph 2: How do the bacteria in food particles lead to tooth decay? They ... [2]
A convert acids into sugar, making the tooth enamel porous.
B convert sugar into acids that attack the tooth enamel.
C thrive on food particles found between the teeth.
D transform sugar into acids, making the tooth enamel porous, leading to cavities.
- 4 According to Paragraph 3, what is the serious consequence of calculus or tartar? [2]
A Trapped food harbours bacteria that may be harmful to the gums.
B Gums are inflamed and pulled away from the teeth.
C Calculus hardens to form a calcified deposit.
D Bacteria which forms plaque has a way of tormenting a person.
- 5 How often you take your meals and sugary snacks ... [2]
A is dependent on how much sticky sugar or food debris clings to your teeth.
B is largely responsible for the amount of damage done to your teeth.
C may determine the extent of damage done to your teeth.
D may depend on the amount of damage done to your teeth.
- 6 According to Paragraph 5, how many times would a dentist recommend having medical checkups if the condition of the teeth is not good? [2]
A As often as possible
B Once a year
C Once or twice a year
D Twice a year
- 7 If the newly erupted molars have fissures or grooves on the biting surface, they will ... [2]
A be difficult to clean, thus causing them to decay.
B be easy to clean, thus protecting them from tooth decay.
C look very attractive and healthy.
D not need the attention of a specially trained dental hygienist.

- 8 Dental treatment is no longer a traumatic experience because ... [2]
- A modern dentists employ new techniques that do not inflict pain on patients.
- B of the general lack of compassion among many dentists.
- C the price of the local anaesthetic is low enough for most people to afford.
- D veneers are bonded to damaged teeth, giving them a new shape and appearance.
- 9 Paragraph 7 encourages us to ... [2]
- A fear being scolded by dentists who sometimes lack kindness for their clients.
- B feel free with dentists as most of them readily offer their services.
- C shun dentists as most of them are fond of scolding their clients.
- D worry that the dentist will belittle his or her clients. [2]
- 10 From the underlined words in the passage find one word which means the same or nearly the same as the following words or phrases: Spell the words correctly.
- (i) Bringing back to original state..... [½]
- (ii) Criticise [½]
- (iii) Prevented from doing something [½]
- (iv) Severe [½]

Question 3: Structure [20 marks]

Answer both Section 1 and Section 2

Section 1: Transformations [10 Marks]

In each of the following items, Sentence A is complete, but Sentence B is incomplete. Complete Sentence B each time making it as similar as possible in meaning to Sentence A. Make Sentence B one sentence, never two.

Do not make any changes to the printed parts of Sentence B.

Example: A Rose is beautiful and charming.

B Not only is Rose beautiful, she is also charming.

- 1 A As we walked along the road, the Headteacher greeted us.
- B Walking [1]
- 2 A No learner should be suspended from school without a proper reason.
- B Under no circumstances [1]
- [1]

- 3 **A** Mr Kapunela authorised his wife to go to Zimbabwe.
 B Mr Kapunela let [1]
- 4 **A** Jane and Mary are studying law at the University of Zambia.
 B Jane, as [1]
- 5 **A** The new Headteacher delivered an inspiring speech.
 B What [1]
- 6 **A** Ronald reached Lusaka at mid-night. Five gunmen attacked him.
 B Reaching [1]
- 7 **A** As soon as they finished writing the examination, the library caught fire.
 B No sooner [1]
- 8 **A** They need to visit the museum now.
 B It's high time [1]
- 9 **A** Although he was poor, he sent his children to school.
 B In spite of [1]
- 10 **A** The ward is visited regularly by a team of doctors.
 B A team [1]

Section 2: Vocabulary [$\frac{1}{2} \times 20$ marks]

In each of the following sentences, four words have been put in brackets. For each sentence, choose the best word and write it on the question paper in the blank space provided. Spell the word correctly.

Example: The Board Chairperson presided over the meeting in a biased manner. (in, on, over, with)

- 1 The debt was finally written
 (of, off, out, over) [½]
- 2 My stay the Copperbelt was marvellous.
 (at, around, in, on) [½]
- 3 He assured us that he would look our problems.
 (at, in, into, over) [½]
- 4 Most of the roads that were constructed were washed by the rains.
 (away, off, out, over) [½]

- 5 The leader handed _____ power to the new one.
(in, on, over, up) [½]
- 6 It is a good idea to explore other avenues to serve people living _____ disabilities.
(by, for, in, with) [½]
- 7 In some hotels, the waiter's tip is included _____ the bill.
(at, in, on, with) [½]
- 8 Teddy compared his answer _____ Yveete's.
(by, from, to, with) [½]
- 9 It is not good to be so sensitive _____ criticism.
(at, by, to, with) [½]
- 10 School children should be keen _____ reading a lot of books.
(at, in, of, on) [½]
- 11 She is well qualified _____ the job.
(at, for, in, into) [½]
- 12 I know that he is slow at understanding, but you have to be patient _____ him.
(at, for, of, with) [½]
- 13 His findings were not consistent _____ the facts.
(at, for, in, with) [½]
- 14 He is now able to cope _____ his new job.
(from, in, up, with) [½]
- 15 Although Jack was advised to abstain _____ alcohol, he could not adhere to this advice.
(against, away, from, off) [½]
- 16 Most people live _____ cereal crops.
(by, from, on, with) [½]
- 17 Our class is capable _____ producing very good results.
(at, in, of, to) [½]
- 18 John has borrowed a pen _____ Mary.
(by, from, to, with) [½]
- 19 All the criminals were rounded _____ by the police.
(in, off, over, up) [½]
- 20 Orphans are also entitled _____ quality education.
(for, off, to, with) [½]

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EXAMINATIONS COUNCIL OF ZAMBIA

Examination for School Certificate Ordinary Level

English Language Paper 1

1121/1

Tuesday

25 OCTOBER 2016

Additional Material(s):
Answer Booklet

Time: 1 hour 45 minutes

Marks: 40

Instructions to Candidates

- 1 Write your **name**, **centre number** and **candidate number** in the spaces provided on the **Answer Booklet**.
- 2 There are **two** sections in this paper. Answer **both** sections.
- 3 Write your answers in the **Answer Booklet** provided.
- 4 If you use more than one Answer Booklet, **fasten the booklets together**.

Information for Candidates

All questions in this paper carry equal marks.

You should first read through the whole paper.

You are advised to spend an equal amount of time on each section.

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SECTION A [20 Marks]

You are advised not to spend more than 50 minutes on this section.

Write on **one** of the following topics.

You should write between **250** and **350** words. **Words written beyond the word limit will not be considered to be part of your composition.**

- 1 Write a story which ends with the following words: "... nothing else mattered other than the family being re-united."
- 2 Describe an occasion when many people's lives were changed.
- 3 Explain how a teenager can avoid boredom.
- 4 Write a story with **one** of the following titles:
Either
 - (a) Make hay while the sun shines.
 - or**
 - (b) He was as much to blame as I was.
- 5 Growing up with a single parent is hard. **Discuss**
- 6 Poverty is the cause of teenage pregnancies in Zambia today. **Argue for or against** this statement.

SECTION B [20 Marks]

You are advised to spend about 50 minutes on this section.

You are very concerned with drought in your area and decide to interview a number of people to find out the effect of the drought. Below are the notes you took from the interviews:

- animals died
- grass dried up
- free education
- rise in crime rate
- crops withered
- skinny animals
- too much rain
- livestock stolen
- water sources dried
- immorality
- lack of tarred roads
- malnutrition
- increase in milk production

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Using the **relevant points only**, write a letter to your Member of Parliament (MP) lobbying the government to intervene. The length of your letter should be between **250** and **350** words. **Words written beyond the word limit will not be considered to be part of your composition.**



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EXAMINATIONS COUNCIL OF ZAMBIA

Examination for General Certificate of Education Ordinary Level

English Language
Paper 1

1121/1

Friday

1 JULY 2016

Additional materials:

Answer Booklet

Time: 1 hour 45 minutes

MARKS: 40

Instructions to Candidates

- 1** Write your name, centre number and candidate number in the spaces provided on the **Answer Booklet**.
- 2** There are **two** sections in this paper. Answer **both** sections.
- 3** Write your answers in the **Answer Booklet** provided.
- 4** If you use more than one Answer Booklet, **fasten the booklets together**.

Information for Candidates

All questions in this paper carry equal marks.

You should first read through the whole paper.

You are advised to spend an equal amount of time on each section.

Cell phones are not allowed in the examination room.

SECTION 1 [20 Marks]

You are advised not to spend more than 50 minutes on this section.

Write on **one** of the following topics. You should write between **250** and **350** words. **Any words written beyond the word limit will not be considered as part of your composition.**

1 Write a story with **one** of the following titles:

Either

(a) When One Door Closes, Another Opens.

Or

(b) A Bird In Hand is Worth Two in the Bush.

2 Describe a village or town that never ceases to amuse you.

3 Parents should choose careers for their children. **Argue for** or **against** this statement.

4 Early marriages should **not** be condoned in our society. Discuss.

5 Write a letter to your friend in another school telling him or her what things have been done to improve your school.

6 Write a story starting: 'Only after she had died did people know who she really was.'

SECTION 2 [20 Marks]

You are advised to spend about 50 minutes on this section.

You are a motivational speaker and have been invited to give a motivational speech to grade twelve school leavers at your former school on career choice. You have the following notes to help you give the speech.

- spend all your time on leisure
- have a dream
- good use of career guidance teachers
- no need for career guidance teachers
- be alert in class
- relevant subjects in relation to your dream or career
- know area of interest
- well paying jobs
- concentrate on studies
- give teachers headaches
- aim at obtaining a merit in all subjects
- work hard
- set goals and priorities
- allow time wasters to disturb you
- be focussed
- join bad company at school
- ignore bad company at school
- research on difficult subjects at school
- be a party cadre
- befriend call boys
- read widely
- seek advice from would-be employers
- aim at obtaining a degree

Using the **relevant points only** and **presented in a logical order**, write the speech. The length of your speech should be between **250** and **350** words. **Any words written beyond the word limit will not be considered as part of your composition.**

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Candidate Name _____

Centre Number		Candidate Number							

EXAMINATIONS COUNCIL OF ZAMBIA

Examination for School Certificate Ordinary Level

English Language Paper 2

1121/2

Monday

30 OCTOBER 2017

Additional Material(s):

Candidates answer on the question paper.
No additional materials are required.

Time: 2 hours

Marks: 60

Instructions to Candidates

- 1 Write your name, centre number and candidate number in the spaces provided at the top of the page.
- 2 There are **three (3)** questions in this paper.
- 3 **Answer all questions.**
- 4 Write your answers in the spaces provided on the question paper.
- 5 Do not start writing until you are told to do so.

Information to Candidates

- 1 Dictionaries and textbooks are not allowed in the examination room.
- 2 Cell phones and calculators are not allowed in the examination room.

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Question 1	
Question 2	
Question 3	
Total	

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Answer all three questions

Question 1: Structure (20 Marks)

Answer both Section 1 and 2

Section 1: Vocabulary (10 marks)

From the four options provided, select the best word (s) which is or are closest in meaning to the underlined word in the sentence. Write your answer in the space provided.

Example

He made a plea to his parents. (request, response, list, shout)

Answer: request

- 1 The match did not start on time as one of the match officials arrived late.
(turned on, turned over, turned out, turned up)

Answer: [½]

- 2 This bag is made of artificial leather.
(modern, synthetic, new, natural)

Answer: [½]

- 3 Due to the drought, the power supply was irregular.
(slow, impatient, prolific, erratic)

Answer: [½]

- 4 The Headteacher asked the prefects to give him their candid opinion about the mischief maker.
(solid, frank, firm, real)

Answer: [½]

- 5 The United States of America provides an apt example of an affluent country.
(industrialised, democratic, wealthy, capitalist)

Answer: [½]

- 6 Industrial towns are usually polluted by smoke.
(filled, contained, oxidised, contaminated)

Answer: [½]

- 7 The President accommodated a diversity of ideas.
(complicity, uniformity, variety, consistent)
Answer: [½]
- 8 The outfit was suitable for the weather.
(specific, typical, characteristic, appropriate)
Answer: [½]
- 9 She by chance found the missing ring.
(came to, came round, came up, came across)
Answer: [½]
- 10 An old friend of mine called at my office yesterday.
(visited, telephoned, shouted at, returned to)
Answer: [½]
- 11 I was asked to record the interview verbatim.
(verbally, word for word, in writing, orally)
Answer: [½]
- 12 We should not always back up our friends in what they say.
(support, oppose, disappoint, accept)
Answer: [½]
- 13 All members agreed to a tentative proposal of raising the membership fee.
(timely, final, provisional, initial)
Answer: [½]
- 14 Some people have only superficial knowledge of things.
(deep, shallow, little, superfluous)
Answer: [½]
- 15 The plan fell out because few members supported it.
(failed, succeeded, collapsed, dropped)
Answer: [½]

16 The police came across a cadaver near the post office.
(carcass, corpse, criminal, suspect)

Answer: [½]

17 Carbon dioxide extinguishes fire.
(puts off, puts out, switches off, switches out)

Answer: [½]

18 She has been unwell for a long time and her health has deteriorated.
(decreased, failed, worsened, declined)

Answer: [½]

19 Water is a therapy.
(need, want, healer, liquid)

Answer: [½]

20 Killing people is a heinous crime.
(serious, bad, sad, heartless)

Answer: [½]

Section 2: Transformations (10 marks)

In each of the following items, Sentence A is complete, but Sentence B is incomplete. Complete Sentence B each time making it as similar as possible in meaning to Sentence A. Make Sentence B one sentence, never two. Do not make any changes to the printed parts of Sentence B.

Example:

A Chuma broke the mirror.

B The mirror

Answer: The mirror was broken by Chuma.

1 **A** The pool is deeper here than at the far end.

B At the far end

..... [1]

2 **A** "Give this receipt to your teacher tomorrow, Mumba!" shouted Mr Banda.

B Mr Banda commanded www.zedpastpapers.com

..... [1]

- 3 A** You will not qualify to enter college until you are sixteen.
B Not until
..... [1]
- 4 A** Although the storm was heavy, the little girl walked to school.
B In spite of
..... [1]
- 5 A** You can scream as much as you can but she will not hear you.
B However
..... [1]
- 6 A** The book was so good that it was published right away.
B So
..... [1]
- 7 A** Mary had just left the room when the baby started crying.
Scarcely
..... [1]
- 8 A** The goods were stolen because the building was not secured.
The goods
..... security. [1]
- 9 A** While Monde was picking mushrooms in the bush, a snake bit her.
Picking mushrooms
..... [1]
- 10 A** The children were roasting cassava and giving it to their parents.
Cassava
..... [1]

Question 2: Comprehension (20 Marks)

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

- 1 Free radicals and antioxidants are two words that we increasingly hear in the context of health and aging. Let us get a clear picture about antioxidants and free radicals.
- 2 In a perfect world, energy is balanced and synergy abounds. The same idea applies to health when our bodies are fit and in chemical balance. But today's world is far from perfect. Our lives are typically stressful and we consume toxins on a daily basis, which ultimately alter our delicate biochemistry and wreak havoc on our internal chemical reactions. Compromised immune systems and increased exposure to free radicals eventually wear us down, aging us prematurely, or bringing on fearful diseases like cancer. But powerful natural compounds called antioxidants form a front line of defence that attack and neutralise hordes of free radicals, helping us restore our health and live longer, happier lives.
- 3 A freshly cut apple will turn brown in a matter of minutes. Iron, when exposed to water and air starts to rust. These chemical changes are the result of oxidation, the process by which a compound reacts with oxygen. Oxidation in the body creates free radicals in fats, tissues and bloodstream. The higher the number of free radicals, the greater the level of oxidative stress.
- 4 Oxygen is a critical element in the water we drink and the air that we breathe – without it, we would not survive. Yet, normal cellular reactions create toxic forms of oxygen that are free radicals such as super oxide, hydroxyl and lipid peroxides, singlet oxygen, and hydrogen peroxide. Small amounts of free radicals in the body are a good thing – too many, however, accelerate aging and disease.
- 5 Free radicals generated by the body could lead to erosion in the functioning of the brain. Waste products released by the body when we burn food for energy production is the free radical phenomenon. These free radicals can often lead to some loss of memory over the years.
- 6 Not all free radicals are bad. Free radicals produced by the immune system destroy viruses and bacteria. Others are involved in producing vital hormones and activating enzymes that are needed for life. But most of us are bombarded by a multitude of environmental toxins like smog, cigarette smoke, heavy metals, gasoline derivatives, ultraviolet radiation, and other carcinogenic chemicals that are also sources of free radicals. A healthy body can normally keep its free radicals in check, but if the immune system is weakened or the free radical load is too high, cellular damage results.

- 7 A significant cause of aging is cellular free radical damage. As we get older, an increased amount of free radical garbage accumulates in our bodies. The good thing is that we are not completely powerless. Antioxidant supplements can help protect us from the damage of free radical bombardment.

(Adapted from Tanushree Podder (2012) "You are what you eat")

In each of the questions 1 – 9, select the best answer from the four options provided. Indicate your answer by drawing a circle around the letter on this question paper as in the example below. If you change your mind, cross out the initial choice neatly and then circle your revised answer clearly. For question 10, answer as instructed.

Example:

The two words free radicals and antioxidants are increasingly heard in ...

- A context areas.
- B different situations.
- C health situations.
- D hearing contexts.

C is the best answer, and it has been circled.

- 1 The passage is about ... [2]
- A free radicals and antioxidants.
 - B free radicals in the food.
 - C health and aging.
 - D oxidation in the body.
- 2 According to Paragraph 2, people's lives are ... [2]
- A carefree.
 - B compromised.
 - C delicate.
 - D full of stress.
- 3 In Paragraph 2, we are told that diseases like cancer are caused by free radicals and ... [2]
- A antioxidants.
 - B chemical reactions.
 - C compromised immunity.
 - D increased exposure.

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- 4 According to Paragraph 3, when a compound reacts with oxygen in the body, ... [2]
- A chemical changes take place.
 - B free radicals are formed.
 - C it turns brown like an apple.
 - D the person gets sick.
- 5 In Paragraph 4, all the elements listed below are free radicals except ... [2]
- A hydrogen peroxide.
 - B lipid peroxide.
 - C oxygen in water.
 - D singlet oxygen.
- 6 From Paragraph 5, we can conclude that free radicals ... in the body. [2]
- A are waste products
 - B burn food for energy
 - C generate energy
 - D produce erosion
- 7 In Paragraph 6: "Others are involved in ...". The word '**others**' refers to ... [2]
- A bacteria and viruses.
 - B bodies.
 - C free radicals.
 - D immune systems.
- 8 According to the passage, which of the following statements is **not** true? Free radicals ... [2]
- A can cause loss of memory.
 - B can make you age quickly.
 - C in moderation are good.
 - D produced by the immune system are bad.
- 9 Paragraph 6: "A healthy body can normally keep its free radicals in check ...," means that a healthy body can ... free radicals. [2]
- A control the development of
 - B go through the
 - C never develop
 - D will always have

- 10** From the underlined words in the passage, find **antonyms (opposite meaning)** of the following words or phrases. **Spell the words correctly.** (Write **one** word only)
- (a) Concealed..... [½]
- (b) Mend..... [½]
- (c) Reduced [½]
- (d) Withheld..... [½]

Question 3: Summary (20 Marks)

Read the following passage carefully and then answer the question that follows.

- 1** The Institute for Security Studies (ISS) conducted some research on the attributes of an ideal police officer. The researchers started by asking respondents to discuss their ideal or perfect police. They recorded answers from the respondents on a flipchart.
- 2** It was ascertained that an ideal police officer should be competent. An incompetent police officer is a liability to both the organisation and the country. Furthermore, an ideal police officer is one who provides unproblematic service to the complainant. Some police officers' security service to members of the public is unethical. For example, there was an incident in which a police officer lamentably failed to record a statement from a complainant.
- 3** When responding to calls for assistance from members of the public, an ideal police officer must be punctual. Without doubt, time is of great essence when responding to matters of crime.
- 4** In a world that is 'shrinking' rapidly due to globalisation, it is a must that a police officer should be educated and well trained. A police officer who has a humble education background cannot competently handle complex crime matters especially fraud and cyber-crime, among others. In fact, even an educated police officer needs to be exposed to an elaborate training system. In that way, such an officer can confidently deal with both local and international organised crime.

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- 5** Since police work entails dealing with the community, it logically follows that a perfect police officer must be friendly, approachable and patient with people. These attributes are necessary because they are a cohesive tie between the police service and the community. Thus, they enhance the rapport between the police and members of the public. In other words, they reduce the gap between the police and the community.
- 6** In order to have a win-win situation between the police and the community, police officers worth their sort must be respectful of civilians and must not use gratuitous violence. It is worth noting that an antagonistic police service simply widens the gap between them and the local community. And when that happens, the community stops giving the police the information they need to successfully police the area.
- 7** An ideal police officer is one who is exemplary in his or her actions. Reports of unethical police officers have been recorded. For example, we have all heard of stories of police officers who extort some money from unsuspecting members of the public. Just like in any other profession, some police officers have been accused of being corrupt.
- 8** In law enforcement, it is a cardinal point to be as objective as possible. This means that when there is an iota of a doubt as to whether a person committed a crime, the benefit of doubt must be given to the accused person. The rationale behind this is to ensure that no innocent person should go to prison. Arising from this, it is crucial that an ideal police officer should be objective. Furthermore, he or she must be committed and passionate about his or her work.
- 9** It is worth pointing out that police work is very stressful and as such, it requires a physically fit police officer. This is important because police work involves a lot of mobility. Moreover, chasing and apprehending criminals require a lot of strength. It is abundantly clear that a police officer in ill-health cannot cope with the demands of police work.
- 10** Honesty is a virtue in police work. In this regard therefore, an ideal police officer must be honest and trustworthy. He or she must apply the law that he or she was trained to do. Above all, he or she must be flexible and radiate a humane face when dealing with both witnesses and suspects.

(Adapted from Andrew Faull, ISS Paper 226, November, 2011)

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Centre Number	Candidate Number										

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EXAMINATIONS COUNCIL OF ZAMBIA

Examination for General Certificate of Education Ordinary Level

English Language

1121/2

Paper 2

Monday

24 JULY 2017

Additional Material(s)

Candidates answer on the question paper.
No additional materials are required.

Time: 2 hours

Marks: 60

Instructions to Candidates

- 1 Write your name, centre number and candidate number in the spaces provided at the top of the page.
- 2 There are **three (3)** questions in this paper.
- 3 **Answer all questions.**
- 4 Write your answers in the spaces provided on the question paper.
- 5 Do not start writing until you are told to do so.

Information for Candidates

- 1 **Dictionaries and textbooks are not allowed in the examination room.**
- 2 **Cell phones and calculators are not allowed in the examination room.**

For Examiner's Use	
Question 1	
Question 2	
Question 3	
Total	



Answer all three questions

Question 1: Structure (20 Marks)

Answer both Section 1 and 2

Section 1: Vocabulary (10 marks)

There are twenty items in this section and for each sentence, you are required to replace the underlined word(s) with words of similar meaning (synonyms) provided in the box below. Write your answers in the blank spaces provided as shown in the example.

infringed	authentic	attire
enrolled	surpasses	fortnight
psyche	sophisticated	surveillance
get rid of	vigour	amiable
ongoing	broke up	mobility
diversify	acknowledge	disposed of
revealed	adjacent to	contemporary

Example: This is genuine leather. Authentic

- 1 After the examination, he got rid of all the old books.
Answer: [½]
- 2 All the Grade Twelve learners should come in their sports dress.
Answer: [½]
- 3 That girl always exceeds her classmates in Mathematics.
Answer: [½]
- 4 Who disclosed that secret to you?
Answer: [½]
- 5 His rights were violated when he was in prison.
Answer: [½]
- 6 The police are investigating a complex, murder case.
Answer: [½]
- 7 Every after a period of fourteen days, we write a test.
Answer: [½]

- 8 Our house is next to the post office.
Answer: [½]
- 9 Nyirongo was born in the same year as me and he is therefore my equal or agemate.
Answer: [½]
- 10 Mutinta has enlisted for a medical degree at the University of Zambia.
Answer: [½]
- 11 They sang the National Anthem with strength.
Answer: [½]
- 12 The police and his parents have put him under a close watch so that he does not join a gang of criminals.
Answer: [½]
- 13 The teacher will give us a test to psychologically prepare us for the final examination.
Answer: [½]
- 14 He is an easy and pleasant to talk to person.
Answer: [½]
- 15 You need to do away with bad table manners.
Answer: [½]
- 16 Her legs are crippled and as such, her movement has been hampered greatly.
Answer: [½]
- 17 They separated last year; as such, they are no longer husband and wife.
Answer: [½]
- 18 The investigations are still in the process.
Answer: [½]
- 19 I wish to confirm receipt of your letter.
Answer: [½]
- 20 We need to broaden our economy so that we do not rely on copper production alone.
Answer: [½]

Section 2: Transformations (10 Marks)

In each of the following items, Sentence A is complete, but Sentence B is incomplete. Complete Sentence B each time making it as similar as possible in meaning to Sentence A. Make Sentence B one sentence, never two. Do not make any changes to the printed parts of Sentence B.

Example:

A I would rather starve than eat worms.

B I prefer

Answer: I prefer starving to eating worms.

- 1 A Until I finish the work, I will not go to the movies.
B Not until [1]
- 2 A Stay away from the fence. (Add a question tag)
B [1]
- 3 A Unless the boy is proved innocent, he will be sentenced to fifteen years in prison.
B If [1]
- 4 A "Keep your money in this tin until tomorrow," said my mother.
B My mother told me [1]
- 5 A It is the duty of the monitor to collect the books.
B The monitor [1]
- 6 A Hantyo was happy to attend the Kuomboka Ceremony and see the Litunga.
B Hantyo enjoyed [1]
- 7 A Both Sichula and Yelesani are good at Mathematics.
B Sichula, as [1]



- 8 **A** Mrs Milimo was poor but she managed to send her six children to school.
 B Poor
- [1]
- 9 **A** We came here because we want to see the extent of the damage to the bridge.
 B We came here with a view
- [1]
- 10 **A** It was not necessary for Mugubule to come for the meeting.
 B Mugubule needn't
- [1]

Question 2: Comprehension (20 Marks)

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

Afro-aversion in Africa

- 1 Is it the texture of our hair or the hue of our skin or perhaps the strength of our features that make us more or less appealing to the "world"? Whatever it is, the issue of Afro-aversion is definitely one that confronts us in our day to day lives.
- 2 Toni Morrison in her 1970 book "The Bluest Eye" gives a lengthy account of a fictional Pecola Breedlove. Pecola is a young African- American girl, blessed with rich, dark skin and every other feature connoting blackness. As a young girl, she falls victim to a cruel world that deems her kind of beauty, ugly. Her skin is considered too dark even by her own kind. This makes her repulsive to nearly all who come across her and prompts her to detest every facet of her existence. She resolves to change her eye colour to blue, to resemble that of child idol Shirley Temple whose white skin, blue eyes and blonde hair seem to captivate the entire world.
- 3 Her life is constantly weighed down by the Afro-aversion her society is infected with, where light is better than black. This constant social pressure thrusts the young girl into a pitiful world of self-hate and robs her of her self-esteem, leading her on a downwards spiral into emptiness.
- 4 In a Southern African country where nearly 70% of the population comprises a typical African looking people, it rouses great thought to see many people going to extreme lengths to conceal their natural identities.

- 5 Afro-aversion in this context refers to the tendency to avoid physical appearance connoting blackness. That is, a flat or broad nose, curly hair, thick lips and dark skin. A tour of the continent will reveal a picture so diverse in nature but each with a growing trend; the issue of Afro-aversion. Women and men alike across the continent are bleaching their skins pale, some to the point of which their veins are easily visible by the naked eye. Contact lenses and various medical procedures are making it possible for our brothers and sisters to alienate themselves even further from their natural African identity.
- 6 Like Pecola Breedlove, many African women and girls today fall victim to the stereotypes attributed to skin colour. In many cultures, light skinned women are deemed more desirable than their counterparts. In several parts of the continent, light skin is seen as a status of wealth and prosperity whereas dark skin is associated with poverty. This heavy emphasis on the value of lighter skin is reflective in several parts of Africa today. Employers feel more confident in employing a Caucasian or light skinned individual than a dark skinned person. Lighter skinned actors and actresses are perceived as having greater public appeal than their tanned peers.
- 7 For the eleven year old girl looking for a role model, very few women on her television screen offer solace. They all possess a delicate complexion, unlike her dark tanned face. Their noses are perfectly contoured to appear long and thin in contrast to her broad nose. Her appearance creates a thorn in her own flesh such that she cannot bear to look into the mirror without cursing the genetics that define her African identity.
- 8 Today's media is constantly castigating for "white washing" content. Producers would rather cast models, actors, actresses particularly bearing European traits. The long straight hair, pale skin, thin nose and lips all aimed at promoting the stereotype that light is right or anything black negates the standard of beauty or desirability. Fashion designers and other media stakeholders have been known to favour western beauty standards to typical African ones. Women will be forced to relax their hair or use artificial extensions in order to satisfy the European aesthetic. The effect of this can only be understood through the modern day Pecolas, the African women who go to great and often disastrous lengths to attain a more European or western appearance.
- 9 In addition to modifying their faces and eyes, these women spend thousands of dollars each year on hair extensions, skin lightening creams and other cosmetics. Much of their energy and efforts are invested in a vain pursuit to be accepted by the Shirley Temples of the world. The gatekeepers of attractiveness and desirability, the Hollywood stars and starlets whose flawless appearance cause the Pecolas of the world to cringe at their own reflection.

(An adaptation from The Daily Nation, January 25, 2017)

In each of the questions 1 – 9, select the best answer from the four options provided. Indicate your answer by drawing a circle around the letter on this question paper as in the example below. If you change your mind, cross out the initial choice neatly and then circle your revised answer clearly. For question 10, answer as instructed.

Example:

According to the passage, Toni Morrison is ...

- A a dark skinned person.
- B a young girl.
- C an African-American.
- D a book writer.

D is the best answer, and it has been circled.

- 1 According to Paragraph 1, what makes us more or less appealing to the 'world' is ... [2]
- A not clearly stated.
 - B texture of our hair.
 - C the hue of our skin.
 - D the strength of our features.
- 2 In paragraph 1 Afro-aversion is [2]
- A less appealing.
 - B not an issue.
 - C confronting us.
 - D a daily challenge.
- 3 According to Paragraph 2, the author of the passage states that the story of Pecola Breedlove is a ... one. [2]
- A blue eyed
 - B dark
 - C long
 - D real
- 4 Paragraph 3 describes ... [2]
- A light as being better than black.
 - B Pecola Breedlove's lengthy account.
 - C the infected society of Pecola Breedlove.
 - D the plight of Pecola Breedlove.

- 5 Paragraph 4: What is meant by the expression, "... to conceal their natural identities"? To ... [2]
- A go to extreme lengths.
 - B hide who they are.
 - C keep their natural identity.
 - D uncover their identity.
- 6 According to Paragraph 5, Afro-aversion is behaviour that ... [2]
- A involves only women.
 - B is strange to women.
 - C praises being black.
 - D shuns features of blackness.
- 7 From Paragraph 6, we can conclude that ... [2]
- A light skinned people make better employees.
 - B many women and girls are dark skinned.
 - C one needs a light skin to prosper.
 - D society favours the light skinned.
- 8 Paragraph 7: "Her appearance creates a thorn in her own flesh ..." means that she ... [2]
- A likes her appearance.
 - B is thornlike in appearance.
 - C is annoyed by her looks.
 - D has a thorn in her flesh.
- 9 Paragraph 8: "The effect of this ..." The word **'this'** refers to ... [2]
- A fashion designers and media stakeholders.
 - B relaxing hair and using artificial extensions.
 - C the African women who appear Western.
 - D typical African beauty standards.
- 10 From the underlined words in the passage, find one word which is an **antonym** or **near opposite** for each of the following words or phrases. **Spell the words correctly.**
- A Attractive [½]
 - B Rough [½]
 - C Darkening [½]
 - D Like [½]

Question 3: Summary (20 Marks)

Read the following passage carefully and then answer the question that follows.

- 1 The existing knowledge of the African Rift Valleys shows that the study of this structure is of more than purely academic interest. Associated with the rift valley system are a number of bodies of igneous rock derived from great depths which contain valuable metals such as columbium and the rare earths, which are of increasing importance in modern technology.
- 2 As a result of the internal drainage of the Rift Valleys and of their volcanic activity, there are great saline accumulations such as sodium carbonate and sodium chloride (salt) deposits of Lakes Magadi and Natron, on the borders of Tanzania and Kenya and the potash deposits of the Afar depression in Ethiopia. These deposits are among the largest in the world of these substances.
- 3 As a result of the very recent volcanic activity in part of the rift system, there are areas in which groundwater is heated. These geothermal areas contain hot springs, geysers, steam jets, and it is possible that geothermal steam or gas can be tapped in some of these areas as a means of generating electricity. Some preliminary investigations of this possibility have already been carried out in Uganda and Kenya, and these potential energy sources are of great interest because the cost of electricity generated from geothermal steam is normally less than that from conventional fuels.
- 4 Although there have been few destructive earthquakes in the rift zone, it is recognised that there is a potential hazard from earth tremors. Studies of the nature and distribution of the earthquake activity are indicated to determine the areas likely to be affected. It is also desirable to establish codes of building construction that will minimise damage in the event of destructive earthquakes taking place.
- 5 It is very encouraging that scientists in some African countries can participate in the International Upper Mantle Project, and that they are contributing to the solution of one of the major problems of the nature and development of the earth's crust.

*(From: Brian H. Baker, "Cracks in a continent,"
"The UNESCO Courier", June 1966.)*



EXAMINATIONS COUNCIL OF ZAMBIA

Examination for General Certificate of Education Ordinary Level

English Language Paper 1

1121/1

Monday

24 JULY 2017

Additional Material(s):
Answer Booklet

Time: 1 hour 45 minutes

Marks: 40

Instructions to Candidates

- 1 Write your **name**, **centre number** and **candidate number** in the spaces provided on the **Answer Booklet**.
- 2 There are **two** sections in this paper. Answer **both** sections.
- 3 Write your answers in the **Answer Booklet** provided.
- 4 If you use more than one Answer Booklet, **fasten the booklets together**.

Information for Candidates

- 1 All questions in this paper carry equal marks.
- 2 You should first read through the whole paper.
- 3 You are advised to spend an equal amount of time on each section.
- 4 **Dictionaries and textbooks are not allowed in the examination room.**
- 5 **Cell phones are not allowed in the examination room.**

SECTION A [20 Marks]

You are advised to spend not more than 50 minutes on this section.

Write on **one** of the following topics.

You should write between **250** and **350 words**. **Words written beyond the word limit will not be considered to be part of your composition.**

- 1 Write a story ending: "After all this, I realised that I owe it all to her."
- 2 Describe a visit to a home where you felt unwelcome.
- 3 Explain how you prevented a friend from getting himself or herself into a very serious problem.
- 4 Write a story with one of the following titles:

Either

(a) He Bit the Hand that Fed Him

or

(b) Old Habits Die Hard

- 5 Nowadays, people think more about their rights than their duties. **Discuss.**
- 6 Wedding celebrations should be abandoned because they have become very expensive and meaningless. **Argue for** or **against** this statement.

SECTION B [20 Marks]

You are advised to spend about 50 minutes on this section.

You are the delegation leader of your school volleyball team that travelled to Lusaka to compete in the National Schools' Volleyball Tournament as the defending champions. However, the team was disqualified due to late arrival. Your Headteacher has asked you to write a report to him or her explaining why the team arrived late. Below are some points to help you write the report:

- driver detained for over speeding
- teacher very annoyed
- left school early
- adequate food for players
- competent driver
- money for journey released late
- programme never received
- bought new sports wear for team
- vehicle released out of garage late
- driver forgot driving licence
- made stop-over for lunch
- tyre puncture
- stuck in traffic jam
- waited for team captain for two hours
- no spare tyre
- qualified coach

Using the **relevant points only**, write the report. The length of your report should be between **250** and **350 words**. **Words written beyond the word limit will not be considered to be part of your composition.**

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EXAMINATIONS COUNCIL OF ZAMBIA**Joint Examination for the School Certificate
and General Certificate of Education Ordinary Level****ENGLISH LANGUAGE 1121/2****PAPER 2****Thursday****1 NOVEMBER 2012****Candidates answer on the question paper.
No additional materials are required.****TIME: 2 hours****Marks: 60****INSTRUCTIONS TO CANDIDATES**

Write your name, centre number and candidate number in the spaces at the top of this page.

There are **three (3)** questions in this paper.

Answer **all** questions.

Write your answers on the spaces provided on the question paper.

Cell phones are not allowed in the examination room.

FOR EXAMINER'S USE

1

2

3

TOTAL**Answer all three questions**

Question 1 Summary [20 Marks]

Read the following passage carefully and then answer the question that follows.

GOOD PRACTICE IN DAIRY FARMING

- 1 Animals that produce milk should be healthy. This requires that a farmer maintains an effective health care programme. The good agricultural practices that will ensure healthy animals should at least consist of the following:
- 2 The most effective way to keep animals healthy is to prevent entry of diseases on the farm. This means keeping a closed herd. Essentially this means no new animals should enter the herd.
If you must buy animals from outside, buy animals of known health status. Animals must be screened for diseases; the seller must disclose the disease status of cattle and any treatment and vaccinations that have been carried out. If this information is not available, the purchased animals must be quarantined for a period of time i.e. kept separate from the herd. Records of all animal introductions must be kept.
- 3 Ensure that cattle transportation on and off the farm does not introduce diseases. Therefore, no sick or dead cattle should be transported on animal transport vehicles. Vehicles that carry dead animals must not pick up animals without taking precautions to minimise spread of disease. All dead animals must be removed or buried appropriately to prevent spread of disease.
- 4 You must have secure boundaries or fencing to prevent risk of disease spreading between farms. If possible, limit access of people and wildlife to the farm because people and vehicles visiting a number of farms may spread disease between farms. Keep records of all visitors and use protective clothing and footwear. Tracks where pick up vehicles pass must be clear of faecal material.
- 5 Ensure that vermin such as rodents, birds, insects and wild animals that could introduce disease are controlled in milking sheds, feed storage and animal housing.
- 6 Detect animal diseases early. You must have a permanent identification system that will allow all animals to be identified individually by all people who come into contact with them. For example, tattooing, branding, ear tags, et cetera (etc) are good identifying marks.
- 7 Develop an effective herd management programme that is focused on prevention. This means a treatment plan for all occurring diseases and preventive programme covering all areas from dairy management, vaccinations to hygienic milk production. Develop the herd health treatment in consultation with a veterinarian.
- 8 Regularly check animals for signs of disease by observing and using appropriate diagnosis for infectious diseases. Sick animals must be attended to quickly. Keep sick animals isolated and separate their milk. This will minimise spread of disease. Remember to milk sick animals last.

- 9 Keep all written treatment records and identify treated animals. This will allow others such as veterinarians who come to handle animals to identify treated animals. Animal diseases should not pose a health hazard to people; prevent transmission of diseases to people through contaminated milk.
- 10 Always use chemicals according to directions and observe appropriate with-holding periods. Chemicals such as disinfectants, detergents, antibiotics, anti-parasitics, herbicides, pesticides and fungicides may leave residues in milk. So, farmers must use chemicals only for the purpose for which they are approved. They must also read the label which informs them on legal and safe use of the chemical and must follow the advice given and minimum times when milk should not be sold for human consumption. Farmers should use chemicals in such a way that they prevent having unacceptable chemical residues in milk and adverse effects on animal health and productivity.
- 11 Only use veterinary medicines as prescribed by a veterinarian and only use officially approved medicines and recommended doses. All chemicals and veterinary medicines must be securely stored. They must be responsibly disposed of to avoid contaminating food and the environment.
- 12 Farm workers must be trained so that they are able to follow procedures. There must be written procedures for detecting and handling sick animals and veterinary medicines. The workers need to know and understand the farm's health strategy. Training must be an on-going process so that farm workers are competent to understand the reason behind the farmer's actions. Make sure all the workers are sufficiently trained to carry out their tasks. Choose competent professionals to undertake treatment and other actions on the farm.

(From The Post 'About Farming' by Judith Lungu)

Question 2 Comprehension [20 marks]

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

THE MARABOU

- 1 Of the many birds found in Africa, few have come under the severe criticism that the marabou has suffered. The bird is commonly portrayed as being mean, ugly and lacking good motive. Clearly, the marabou has a serious public relations problem.
- 2 The marabou has neither elegant looks nor a melodious voice. With a pink head and neck that are bereft of feathers, the bird appears sullen and forlorn. In adults, a reddish inflatable pouch resembling a thick round necktie hangs on the throat. Most people feel that the pouch does little to adorn the creature. Nobody knows the biological function of this pouch.
- 3 The bird's feeding habits do little to endear it to observers. For one thing, it is a carrion eater. When carcasses cannot be found, it has been known to kill other birds to satisfy its healthy appetite. Little wonder that many people seem to hate it with a passion.
- 4 The marabou is arguably the largest of the stork family. A full-grown male can reach a height of 150 centimetres and weigh over 8 kilograms. Females are slightly smaller. The bird's heavy, wedge-shaped bill can grow to a length of more than 30 centimetres - a powerful asset in extracting pieces of meat from a carcass.
- 5 The job the marabou does as a parent is particularly admirable. Indeed, parenting is a demanding occupation that starts with the construction of a nest. After selecting a suitable location, the male, to be joined later by a female, initiates the building work. The nest, sometimes constructed 30 metres above the ground, is nothing fancy. The one metre wide structure is little more than a rough, open platform of dry sticks, tree branches and leaves. In fact, a breeding bird will sometimes inherit an old nest, giving it a new lease of life by adding twigs and other materials. Some colonies of marabous have been known to maintain a nest site for 50 years.
- 6 While the marabou has often been disdained as a carrion eater, it actually performs quite a useful service. Predatory animals leave the African plains littered with rotting carcasses. Left unattended, these carcasses could easily spread disease and be dangerous to both man and beast. Nevertheless, the marabou performs the useful chore of garbage removal. Together with vultures - also birds of prey with healthy appetites - they survey the plains for an abandoned kill. When one is located, the marabou will wait for the more aggressive vultures to open the carcass with their strong curved beaks. At a convenient moment, a marabou, with its long bill drawn like a surgical knife, will make a quick dash to the carrion, grab a piece of flesh, and return to the sidelines awaiting another opportunity.
- 7 In recent years, the marabou has extended its sanitation work beyond the wild. The bird has lost most of its fear of man and is now a common visitor at city and village garbage dumps. The result is a cleaner environment. The marabou even sifts through the waste fluids from slaughterhouses, looking for any remaining morsels. Just how

ough this bird can be is illustrated by the following example. While rummaging for scraps around a slaughterhouse in Western Kenya, a marabou managed to swallow a butcher knife. A few days later, the knife – clean and shiny – was found near the same spot, while the marabou that had regurgitated it carried on its business as usual, having suffered no apparent ill effects!

- 8 While its closest relative, the greater adjutant stork of Asia, is diminishing, the African marabou flourishes. It has no known enemies in the wild. In times past, the marabou's most cruel enemy was man. The large stork was shot, and its soft backside feathers were plucked to add beauty to women's head-dresses. Fortunately for these birds, such wanton destruction has diminished over the years, and their numbers are again on the rise. No doubt our brief look at the marabou has revealed that it simply does not deserve to be scorned and maligned. Its efficiency and industriousness in cleaning the environment benefit us greatly.

(From *Awake!* August 8, 2001)

In each of the questions 1 – 9, select the best of the four choices given. Show the letter of your choice by putting a ring around it on the question paper, as in the example below. If you change your mind, cross the ring very neatly. Answer question 10 according to instructions.

Example:

The passage is about •••

- A birds
- B birds of prey
- C vultures
- D marabous

The best answer is D, and it has been ringed.

- 1 According to Paragraph 1, the marabou has suffered severe criticism because it is said to be mean •••
- A and ugly.
 - B without good motive and unsightly.
 - C and ugly with good motive.
 - D and melodious.
- 2 According to Paragraph 2, which one of the following statements is true about the marabou's pouch?
- A It has no biological function.
 - B Nobody knows its purpose.
 - C It undoubtedly adorns the marabou.
 - D Nobody knows its biological importance.

- 3 According to Paragraph 3, which one of the following statements best explains the marabou's feeding habits?
- A It preys on other birds in times of scarcity.
 - B It feeds on innumerable other bird species.
 - C Eats other birds and the readily available carcasses.
 - D It is a carrion eater.
- 4 According to the passage, of the stork family, the marabou is ...
- A the largest bird.
 - B larger than other species of birds.
 - C not the largest bird.
 - D one of the largest birds.
- 5 What does a marabou use to extract pieces of meat from a carcass?
- A Its sharp sight
 - B Its claws
 - C Its beak
 - D Its speed to snatch
- 6 In Paragraph 5, the statement "Giving it a new lease of life..." means ...
- A inheriting an old nest.
 - B improving the condition of the nest.
 - C adding twigs and other materials.
 - D adjusting the nest.
- 7 You would describe the behaviour of the marabou in Paragraph 6 as ...
- A aggressive.
 - B cowardly.
 - C cunning.
 - D patient.
- 8 Why was man in the past killing the marabou?
- A For its feathers
 - B To make head-dresses
 - C For its meat
 - D It was making the place dirty
- 9 The African marabou now flourishes because ...
- A people no longer need its feathers.
 - B people are too busy with other things.
 - C people now see its usefulness.
 - D it is still not liked.

10 From the **underlined words** in the passage, find one word which means the same or nearly the same as each of the following words or phrases.

- (i) Searching for something by moving things carelessly
- (ii) Regarded as worthless
- (iii) Slander or speak ill of
- (iv) Bring back swallowed food

Question 3 Structure

Answer both Section 1 and Section 2

Section 1 [10 Marks]

In each of the following items, sentence A is complete, but sentence B is incomplete. Complete sentence B each time making it as similar as possible in meaning to sentence A. Make sentence B one sentence, never two.

Do not make any changes to the printed parts of sentence B.

Example: A The boy is John. He broke the window last week.

B John

Answer: John is the boy who broke the window last week.

1. A Jane is more ridiculous and lazier than any other child in the family.

B Jane is the

2. A The Headteacher was very angry with the noisy class. Consequently, he punished them.

B So.....

3. A It was so shocking that she insulted her mother-in-law.

B That.....

4. A George does not greet me. Neither does Judith.

B Neither

5. A Michael asked Namakau where her younger sister was.
B "....." asked Micheal.

6. A I would rather drink water than beer.
B I prefer.....

7. A The milk was bad. John threw it away.
B Being.....

8. A I have never thought of that at any time.
B At no.....

9. A I bought a pair of shoes.

Add the following adjectives in the correct order to describe the pair of shoes in detail:- **red, leather, attractive, high-heeled.**

B I bought pair of shoes.

10. A You don't have to come here tomorrow.
B You needn't.....

Section 2 [10 Marks]

Complete the following passage by supplying the missing word. Only one word must be filled in the blank space.

The most common diseases **found** in Zambia are malaria, bilharzia and other parasitic infections including hookworm and leprosy. By (1) _____ the most prevalent of (2) _____ is malaria, causing about five percent of admissions to hospital per month. It (3) _____ plenty of deaths in the country (4) _____ among children. Exactly how many people have it is not known. It is estimated (5) _____ over twenty-five percent of children have malaria parasites (6) _____ in their blood. They may not cause serious malaria illness, but together (7) _____ malnutrition, they cause weakness and (8) _____ of energy over a long period of time. Moreover, when these children catch measles or some infections of the stomach or breathing organs, a high proportion of them die.

Bilharzia (9) _____ to hospitals are also quite many. It is very common especially (10) _____ boys, and it causes long term body weakness (11) _____ left untreated. Every effort is (12) _____ made to detect cases early and (13) _____ them, to make the disease non-infectious.

Other tropical diseases no longer present a serious threat. Vaccination of dogs and of people who have been (14) _____ by a dog suspected of being rabid, (15) _____ made rabies rare. Leprosy is equally very rare (16) _____ hospitals. Due to very widespread vaccination (17) _____ have been fewer cases of smallpox since 2000.

The spread of tuberculosis has (18) _____ fairly stationary in recent years. The main threat to Zambia's health is undoubtedly malnutrition. Nutrition deficiencies alone or together with other diseases (19) _____ more suffering, disability and death among babies and young children. Sadly, only few children are (20) _____ with the right food and brought to the clinics for under-five care.

Candidate Name _____

Centre Number	Candidate Number

EXAMINATIONS COUNCIL OF ZAMBIA

Joint Examination for the School Certificate
and General Certificate of Education Ordinary Level

ENGLISH LANGUAGE

1121/2

PAPER 2

Monday

7 OCTOBER 2013

Candidates answer on the question paper.
No additional materials are required.

TIME: 2 hours

MARKS: 60

INSTRUCTIONS TO CANDIDATES

Write your name, centre number and candidate number in the spaces at the top of this page.

There are **three (3)** questions in this paper.

Answer **all** questions.

Write your answers in the spaces provided on the question paper.

Cell phones are not allowed in the examination room.

FOR EXAMINER'S USE	
1	
2	
3	
TOTAL	

Answer all three questions

Question 1 Summary [20 Marks]

Read the following passage carefully and then answer the question that follows.

- 1 Corruption – defined as 'the abuse of public power for personal ends' has always existed. During recent decades, however, it has grown both in terms of geographic extent and intensity. Needless to say, corruption and its effects can be seen from a multitude of viewpoints. Corruption should be approached from the point of view of the effects it has on development. It is intrinsically linked to underdevelopment.
- 2 As long as a person's normal income does not provide him with a decent living, the door will always be open to bribes. It is, therefore, through development that we should be attempting to eradicate corruption. But we simply cannot wait for it to be stamped out through development. In any case, development is hardly a miracle cure; Italy, for instance, was precisely at the height of the country's development when corruption became the norm.
- 3 If we analyse some of the effects that corruption has on development, the first thing we notice is that it increases the cost of goods and services. The national economy ultimately suffers the consequences of an unjustified surcharge on the goods or services, with the difference being pocketed by some government official or politician who has abused his power for his own personal gain. The corrupt decision-maker may well be tempted to accept a sub-standard quality of service which will make his personal profit all the greater. Thus, with a road building project for example, complicity between government departments and contractors may result in corner-cutting with regard to agreed standards of quality so that the savings made may be shared out between the two parties.
- 4 At their very worst, the disastrous effects of corruption mean that the conception of a project and ultimately its very choice, are determined by corruption. A good example would be the purchase of technology which is wholly unsuited to the particular needs of a country or the choice of a capital-intensive project, more lucrative in terms of corruption, rather than a labour-intensive one which would nevertheless be far more beneficial to that nation's development. The absolute peak of perversion, however, is when the very choice of priorities - and therefore of projects - is determined by corruption; the situations in which the real development priorities of a country are neglected in favour of operations which generate the greatest personal gain for the decision-makers. Corruption is both the cause and the consequence of underdevelopment.
- 5 In the final analysis, an economy undermined by corruption has the effect of discouraging potential foreign investors and public donors. Entrepreneurs have been known to withdraw from certain African countries which are nevertheless rich in resources because of the constraints imposed on them by corruption. As for public donors, they are increasingly reluctant to offer financial aid to those countries that manage their own resources poorly.

(Part y adapted from an article from The Courier ACP-EU)
(No. 156, July-August 1996: pages 68 - 70)

Question 2 Comprehension [20 Marks]

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

Education System in Zambia

- 1 The education policy in Zambia has gone through a number of phases over the years, and the policy governing school fees has mimicked the swing of a pendulum. In the early 1960s, education was based on the premise of free education. In 1966, with the passing of the Education Act, fees were introduced in the form of both user fees and Parent Teacher Association (PTA) fees. These fees were moderate and considered affordable at all levels. In the mid 1990s, as Zambia entered a period of liberalisation, cost sharing became the official education policy. Parents began paying the major share of spending in the education sector and enrolment levels declined mainly as a result of the prohibitive fees. It was because of pressure from the international community (primarily through the International Monetary Fund, IMF) that Zambia gradually shifted the burden of payment for education from the government to Zambian households. During the late 1990s, a number of community schools were born to absorb pupils unable to access government schools, especially the vulnerable. In 1998, approximately 200 community schools provided education to an estimated 25 000 children and this number had grown to over 3 000 schools by 2004, catering for an estimated 228 000 pupils in Grades 1 – 9.
- 2 Just recently the pendulum began to swing back again as the Zambian government introduced Free Primary Education for Grades 1 – 7 beginning the 2002 school year. This dramatic change in policy resulted from a combination of international and local pressure from organisations guided by a commitment to human rights, such as the United Nations, the Jesuit Centre for Theological Reflection and Oxfam-Zambia. Article 26 (1) of the Universal Declaration of Human Rights states: "Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages."
- 3 In the year 2000, Zambia signed the United Nations Millennium Development Goals, which call for the realisation of universal primary education by the year 2015. According to the latest progress report from the United Nations Development Programme (UNDP), it is likely that Zambia will meet this target and national support of the goal is good (UNDP, 2005). Zambia also participated in the World Education Forum in 2000, agreeing to the realisation of universal primary education as part of the "Education for All" action plan. The guidelines concerning the administration of Free Primary Education in Zambia, as prepared by the Ministry of Education, prohibit any pupil from being turned away from a government school on account of not being able to pay school fees or not having a school uniform (GRZ, 2004).
- 4 A recent background paper commissioned by the Education for All Global Monitoring Report lists Zambia as 1 of 16 countries (out of 92 World Bank client countries) that administers no fees for primary education. However, concern remains that this free education exists only on paper and in reality remains unaffordable to poorer households.

(Extracted from how free is free education? The cost of education in Zambia

by Chris Petruskis and Sheila Nkunika. 24th July 2006.)

In each of the questions 1 – 7, select the best of the four choices provided, by drawing a ring around it as in the example below. If you change your mind, cross out the ring very neatly.

Example: This passage is about ...

- A the cost of living in Zambia.
- B the education system in Zambia.
- C the history of Zambian education.
- D education policy.

B is the best answer, as you can see, it has been ringed.

- 1 According to Paragraph 1, the policy governing school fees ...
 - A changed due to the influence of the IMF.
 - B has been based on the concept of free education.
 - C has not been stable over the years.
 - D suggests that cost sharing became a burden to many households.
- 2 In Paragraph 1, the expression "prohibitive fees" is used to show ...
 - A how expensive it became for parents to pay for their children.
 - B how high the fees became in the 1990s.
 - C that pupils who did not pay school fees were not allowed in school.
 - D the effects of fees on education.
- 3 Why is the change concerning school fees regarded as dramatic?
 - A It took international and local organisations to pressure government to change.
 - B It was a positive change.
 - C It was interesting to have free Primary Education from Grades 1 to 7.
 - D The change was rather sudden and surprising.
- 4 According to the passage, in the early 1960s ...
 - A fees became high due to the passing of the Education Act.
 - B fees were relatively low and parents could afford to pay.
 - C fees were very low and many parents could afford to pay.
 - D no fees were paid towards education.
- 5 The main reason community schools were introduced was to ...
 - A cater for vulnerable children who cannot access government schools.
 - B help increase pupils' access to free education.
 - C help the vulnerable children access school in rural areas.
 - D serve communities where some pupils cannot go to government schools.
- 6 The United Nations' Millenium Development Goals ...
 - A advocate achievement of universal primary education by 2015.
 - B aim at providing universal primary education by 2015.
 - C are goals countries like Zambia have set towards education development.

D are goals guiding the provision of Universal Primary Education.

7 Which statement is true according to the passage?

A Zambia will meet the target of providing universal primary education by 2015

B By law, no pupil should be turned away from primary school for not being able to pay school fees or not having a school uniform.

C At the moment, Zambia is 1 of the 16 countries providing free education at all levels.

D According to the Education for all Global Monitoring Report, Zambia offers free primary education.

8 From the passage, write the **one** sentence which indicates that in fact education in Zambia is **not** free.

.....

9 Find words from those underlined in the passage which are **synonyms** or have **nearly the same meaning** as the following words or phrases: **Spell the word correctly.** (One word only)

A Providing

B To copy closely.....

C Basic

D Within reasonable limits.....

10 From the words underlined in the passage, find **antonyms** (**opposite meaning**) of the following words or phrases: **Spell the word correctly.** (One word only).

A Not at risk or not helpless

B No admission.....

C Prohibitive

D Not remarkable or not spectacular

Question 3 Structure

Answer both Section 1 and Section 2

Section 1: Transformations [10 Marks]

In each of the following items, sentence A is complete, but sentence B is incomplete. Complete sentence B each time making it as similar as possible in meaning to sentence A. Make sentence B one sentence, never two.

Do not make any changes to the printed parts of sentence B.

Example: A He is very lazy. He cannot pass the examination.

B He is co.....

Answer: He is so lazy that he cannot pass the examination.

1. A Pupils should not be allowed free access to the staffroom on any account.

B On.....
..... staffroom.

2. A He doesn't understand and he doesn't sympathise with anyone.

B He neither
.....

3. A It is unfortunate that man is naturally selfish and possessive.

B Man,.....

4. A The lamp was lit at 18:00 hours. It burnt until midnight.

B Lit

5. A You must do it again.

B You have

6. A Both Peter and John are intelligent.

B Neither

7. A Mr Chama said, "Son, wake up early tomorrow morning."

B Mr Chama reminded
.....

8. A The venue for the party has been arranged by the girls.

B The girls

9. A No one believes Francis because he always tells lies.

B Because

10. A You are coming with us.

B Add a question tag.

Section 2: Lexis [10 Marks]

In each of the following sentences, three words have been put in brackets. For each sentence, choose the best word and write it on the question paper in the space provided. **DO NOT UNDERLINE YOUR ANSWER. SPELL THE WORD CORRECTLY.**

Example: A I will a poem by Shakespeare. (sight, cite, site)

B I will **cite** a poem by Shakespeare.

1. The children very excited. (where, were, wear)
2. The teacher discussed the matter (feather, farther, further)
3. All the doctor's efforts to resuscitate her was in (vane, vein, vain)
4. This is the man son has drowned. (who's, whose, whom)
5. The girls were asking it would rain or not. (wheather, whether, weathor)
6. Kafula and Chansa ate food in the pack. (they, their, there)
7. The young teacher was promoted to the post of Deputy Head teacher. (later, latter, letter)
8. Mufulo's shop has empty shelves. (grossary, glossary, grocery)
9. Mwangala was wrong. (definitely, definatly, defenitely)
10. The Benguela Railway was closed because of the warfare in Angola. (gorila, gorrilla, guerrilla)
11. Teaching is a noble (proffesion, profession, proffession)
12. Children are right now playing behind that tractor which is (stationary, stationery, stationely)
13. Sho lemons to apples. (prefered, preffered, preferred)
14. Our mango tree has plenty of fruit this year. (bom, bore, bome)
15. After singing at the concert the whole night, Mwaba's voice sounded a bit (hose, hoarse, horse)
16. Some Zambian singers are indeed artists. (skillfull, skilful, ski full)
17. Cyprian the baby on a rood mat. (lie, laid, lain)
18. He was accused of stealing, but he this. (denied, refused, rojected)
19. A minister in charge of the of the vulnerable has been appointed. (wellfare, welfare, warfare)
20. Building the University of Zambia this country a lot of money. (spent, costed, cost)

EXAMINATIONS COUNCIL OF ZAMBIA

**Joint Examination for the School Certificate
and General Certificate of Education Ordinary Level**

ENGLISH LANGUAGE

1121/1

PAPER 1

Thursday

1 November 2012

Additional materials:

Answer Booklet

TIME: 1 hour 45 minutes

Marks: 40

INSTRUCTIONS TO CANDIDATES

Write your name, centre number and candidate number in the spaces provided on the **Answer Booklet**.

There are **two** sections in this paper. Answer **both** sections.

Write your answers in the Answer Booklet provided.

If you use more than one Answer Booklet, fasten the booklets together.

INFORMATION FOR CANDIDATES

All questions in this paper carry equal marks.

You should first read through the whole paper.

You are advised to spend an equal amount of time on each section.

Cell phones are not allowed in the examination room.

SECTION 1 [20 Marks]

You are advised not to spend more than 50 minutes on this section.

Write on **one** of the following topics. You should write between **250** and **350** words. **Any words written beyond the word limit will be cancelled.**

- 1 Your friend has been performing badly in school work due to some social problem. Write a letter to advise her on how to resolve the problem and make suggestions on how to improve in school work.
- 2 Write an imaginary or true story with **one** of the these titles:
 - (a) 'The First Experience'

OR

 - (b) 'Experience is the Best Teacher'
- 3 'The use of cellphones has brought more harm than good to married couples.' Argue for **or** against this assertion.
- 4 Describe a family fight that you witnessed. State how the fight affected the family afterwards and how the problem was resolved.
- 5 The problem of street children is like a time bomb about to explode. Write a feature article explaining what this problem is and provide solutions to prevent the explosion.
- 6 Write a story which ends with the following words. '... safe at last. Thank goodness I had remembered to carry a compass.'

SECTION 2 [20 Marks]

You are advised to spend about 50 minutes on this section.

A big government institution advertised the position of Director General and after a week of interviews, the position went to Monica Chirwa. However, some of the interviewees petitioned the outcome of the interviews. You, being Head of Investigations at the Anti-Corruption Commission, were assigned to interview Monica Chirwa again so that you establish whether she got the position on merit or not.

Your interview was based on the advertisement below which appeared in both the 'Times of Zambia' and the 'Zambia Daily Mail' newspapers of 8th, 10th and 14th October, 2011.

SHARP WAVES BROADCASTING CORPORATION LIMITED

EMPLOYMENT OPPORTUNITY

POSITION: DIRECTOR GENERAL

Sharp Waves Broadcasting Corporation Limited is inviting applications from suitably qualified and experienced Zambians for the position of Director General.

QUALIFICATIONS

- Bachelor of Mass Communication from a recognised University
- Masters Degree in Mass Communication from a recognised University

EXPERIENCE

Must have a minimum of 5 years relevant administrative experience in a senior position in a reputable organisation.

Must be able to work in an intense deadline driven environment.

Must have excellent communication and writing skills.

Must have relevant experience in broadcasting and production of programmes.

Must not be less than 45 years old.

TERMS AND CONDITIONS OF SERVICE

The appointment will be on a three year contract with option for renewal.

A competitive remuneration package commensurate with the seniority of the position will be offered to the successful candidate.

APPLICATIONS

Applications with photocopies of academic and professional certificates together with a detailed curriculum vitae and names of three traceable referees should reach the undersigned not later than 15th November, 2011.

The Personnel Manager.

Sharp Waves Broadcasting Corporation Limited,

P O Box 00330,

LUSAKA.

THE INTERVIEW

- Head of Investigations:* Good afternoon to you. Madam.
- Please sit down. I am very impressed with your punctuality. You said you would come at 14 00 hours and it is exactly 14 00 hours. There are not many Zambians as punctual as you are.
- Director General:* Well, it is the type of training I did. There was much emphasis on punctuality and it has really become part of me.
- Head of Investigations:* Now, tell me your full names and age.
- Director General:* I am Monica Dube Chirwa and forty-two years old.
- Head of Investigations:* You are married, of course and have children.
- Director General:* Yes, I am and have four handsome sons.
- Head of Investigations:* Good. Are you a Zambian?
- Director General:* No, I am a Zimbabwean but married to a Zambian. I came to Zambia in 1974 with my parents who were teachers.
- Head of Investigations:* That sounds interesting. Can you tell me about your education background?
- Director General:* I went to Kaminza Primary School in 1976 where I did my Grade 1 to 7 studies and then in 1983 went to Chipembe Girls' Secondary School for my secondary education. I was at Chipembe until Form 5 in 1987 and obtained a very good Cambridge School Certificate.
- Head of Investigations:* Form 5 is what is now Grade 12, isn't it?
- Director General:* You are right. Then, I went to the University of Zambia in 1989 and graduated in 1992 with a Bachelor of Arts with Education. Geography was my major and English minor. It was while at the University that I met my husband, Mr Chirwa. He was in the School of Engineering
- Head of Investigations:* So you are a teacher!?
- Director General:* Certainly. Once a teacher, always a teacher. I was a very good teacher.
- Head of Investigations:* Were you Head, Deputy Head or Senior Teacher by the time you got this big position of Director General?
- Director General:* I was nowhere nearer any of these positions. It was too difficult to get such positions in the Ministry of Education due to so many teachers eyeing these same positions.

Head of Investigations: Do you have a Masters Degree?

Director General: No, I don't. I was about to go for one when I saw the advertisement for the position of Director General in the 'Times of Zambia' newspaper and eventually got it.

Head of Investigations: Have you ever worked for any media organisation other than this one?

Director General: No, apart from the education tours of Zambia National Broadcasting Corporation (ZNBC), Times of Zambia and Zambia Daily Mail offices I used to organise for my Grade 12 classes.

Head of Investigations: Before I leave, can I have a look at the original academic and professional certificates as well as the curriculum vitae?

Director General: Certainly.

As Head of Investigations, write a report on your findings to the Commissioner of the Anti-Corruption Commission using the relevant information from the conversation in relation to the advertisement. The report should prove beyond any doubt whether Monica Dube Chirwa got the position of Director General on merit or not. Ensure to make recommendations in your report.

Your report should be between **250** and **350** words. **Any words written beyond the word limit will be cancelled.**

EXAMINATIONS COUNCIL OF ZAMBIA

Joint Examination for the School Certificate
and General Certificate of Education Ordinary Level

ENGLISH LANGUAGE

1121/1

PAPER 1

Monday

7 OCTOBER 2013

Additional materials:
Answer Booklet

TIME. 1 hour 45 minutes

MARKS: 40

INSTRUCTIONS TO CANDIDATES

Write your name, centre number and candidate number in the spaces provided on the **Answer Booklet**.

There are **two** sections in this paper. Answer **both** sections.

Write your answers in the Answer Booklet provided.

If you use more than one Answer Booklet, fasten the booklets together.

INFORMATION FOR CANDIDATES

All questions in this paper carry equal marks.

You should first read through the whole paper.

You are advised to spend an equal amount of time on each section.

Cell phones are not allowed in the examination room.

SECTION 1 [20 Marks]

You are advised not to spend more than 50 minutes on this section.

Write on **one** of the following topics. You should write between **250** and **350** words. **Any words written beyond the word limit will be cancelled.**

1 Write a story with one of the following titles:

(a) It was not worth the trouble.

OR

(b) Everybody knew it all but me.

2 Write a story ending: '... so ended the confusion'.

3 Describe a place of extreme importance in your life and why it is so.

4 Any violence against women should be condemned. Discuss.

5 Zambia's participation in international sporting activities is a waste of financial resources. Argue for **or** against this statement.

6 A lot happens before one marries. Citing any culture, write about a complete process leading to a marriage.

SECTION 2 [20 Marks]

You are advised to spend about 50 minutes on this section.

Your school magazine is carrying out feature articles on Career Choices for the grade twelves (12).

For the next edition, you have been asked to write about the jobs of Accounts Manager and Social Worker. To make your task easy, you have been given the following notes to use to write the feature article:

ACCOUNTS MANAGER

- No job security
- Very well paying
- Travel local and abroad
- Opportunities make more money
- No weekends
- Very motivating
- Own accommodation
- Visit different financial institutions
- Rarely home with family
- Long working hours
- Minimum supervision
- Short leave, maximum 30 days per year

SOCIAL WORKER

- Job security
- Not well paying
- Same work environment
- Opportunities further studies and promotion
- Weekends no work
- Self satisfying
- Free accommodation
- More of service to others i.e. vocation rather than job
- A lot of time with family
- Normal working hours
- Much supervision
- Long leave up to 120 days per year

Using the relevant notes, write the article which has been started for you below. The length of your article should be between 250 and 350 words. **Any words beyond the word limit will be cancelled.**

The job of Accounts Manager _____

EXAMINATIONS COUNCIL OF ZAMBIA

Joint Examination for the School Certificate and
General Certificate of Education Ordinary Level

ENGLISH LANGUAGE

1121/1

PAPER 1

Monday

6 OCTOBER 2014

ADDITIONAL MATERIALS

Answer Booklet

TIME: 1 hour 45 minutes

MARKS: 40

INSTRUCTIONS TO CANDIDATES

- 1 Write your name, centre number and candidate number in the spaces provided on the **Answer Booklet**.
- 2 There are **two** sections in this paper. Answer **both** sections.
- 3 Write your answers on the separate answer paper provided.
- 4 If you use more than one Answer Booklet, fasten the booklets together.

INFORMATION FOR CANDIDATES

All questions in this paper carry **equal** marks.

You should first read through the whole paper.

You are advised to spend an equal amount of time on each section.

Cell phones are not allowed in the examination room.

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SECTION 1

You are advised not to spend more than 50 minutes on this section.

Write on **one** of the following topics. You should write between **250** and **350** words. **Any words written beyond the word limit will be cancelled.**

1 Discuss the challenges that youths face especially during their teenage years and suggest how such challenges can be overcome.

2 Write a story with **one** of the following titles:

Either

(a) Blood is thicker than water.

Or

(b) One good turn deserves another.

3 Women should be allowed to wear anything they like. Discuss.

4 Rural-urban migration has resulted in rapid increase in crime in urban areas. Argue **for** or **against** this statement.

5 Describe some of the things you would do if you were the President of your country.

6 Write a story with the ending '... justice finally prevailed.'

SECTION 2

You are advised to spend about 50 minutes on this section.

You are very concerned with the declining standards of Zambia's number one sport, football and decide to interview a number of people to find out why the Zambia National Football team is no longer a force to be reckoned with. After the interviews, you want to write a letter to the Football Association of Zambia (FAZ) Chairperson giving suggestions on how the once most popular sport could be improved. Below are the notes you took from the interviews.

- over enrolment in schools
- football in schools dead
- poor sports equipment and facilities
- selection of players not on merit
- Poor road net work
- local coaches a big let down
- standards low at club level
- traditional leaders marrying more than one wife
- players more interested in money
- lack of incentives
- team not exposed
- doctors still underpaid
- wrangles in Football Association of Zambia (FAZ)
- mines no longer interested in football and other sports
- Football Association of Zambia (FAZ) headquarters near mass media complex
- foreign based players playing for inferior clubs
- basketball not as popular as in America

Using the **relevant notes** only, write the letter to the Football Association of Zambia (FAZ) Chairperson giving your suggestions. Your letter should be between **250** and **350 words**. **Any words written beyond the word limit will be cancelled.**

Candidate Name _____

Centre Number	Candidate Number

EXAMINATIONS COUNCIL OF ZAMBIA
Joint Examination for the School Certificate
and General Certificate of Education Ordinary Level

ENGLISH LANGUAGE **1121/2**
PAPER 2

Monday **6 OCTOBER 2014**

Candidates answer on the question paper
No additional materials are required

TIME: 2 hours

MARKS: 60

INSTRUCTIONS TO CANDIDATES

- 1 Write your name, centre number and candidate number in the spaces at the top of this page.
- 2 There are **three (3)** questions in this paper. Answer **all** questions.
- 3 Write your answers in the spaces provided on the question paper.

Cell phones are not allowed in the examination room.

FOR EXAMINER'S USE	
1	
2	
3	
TOTAL	

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Answer all three questions

Question 1 SUMMARY [20 MARKS]

Read the following passage carefully and then answer the question that follows.

- 1** Blood pressure is the force blood exerts against blood vessel walls. Blood pressure is measured in millimetres of mercury and physicians classify patients as hypertensive when their blood pressure is above 140/90.
- 2** What makes blood pressure increase? Imagine that you are watering your garden. By opening the faucet or by reducing the calibre or diameter of the jet of water, you increase the pressure of the water. The same occurs with blood pressure. Increasing the rate of flow of blood or decreasing the calibre of the blood vessel elevates the blood pressure. How does high blood pressure occur? Many factors are involved.
- 3** Researchers have discovered that if a person has relatives with high blood pressure, his chances of suffering from the disease are greater. Statistics indicate a higher incidence of hypertension in identical twins than in fraternal twins. One study refers to the "mapping of the genes responsible for arterial hypertension," all of which would confirm the existence of a hereditary component responsible for high blood pressure. The risk of abnormally high blood pressure is also known to increase with age and to be greater among black males.
- 4** Watch your diet! Salt (sodium) can boost blood pressure in some people, especially people with diabetes, those with severe hypertension, older people and some blacks. Excess fat in the bloodstream can create deposits of cholesterol on the internal walls of blood vessels (atherosclerosis) thus, reducing their calibre and increasing blood pressure. People who are more than 30 percent above their ideal body weight are liable to have high blood pressure. Studies suggest that increasing the intake of potassium and calcium may lower blood pressure.
- 5** Smoking is related to a greater risk of atherosclerosis, diabetes, heart attack and stroke. That being so, smoking and high blood pressure are a dangerous combination that can lead to cardiovascular disease. Although the evidence is contradictory, caffeine contained in coffee, tea and cola drinks – and emotional and physical stress may also aggravate high blood pressure. In addition, scientists know that intensive or chronic consumption of alcoholic drinks and lack of physical activity can increase blood pressure.
- 6** It would be a mistake to wait for high blood pressure to develop before taking positive steps. A healthful lifestyle should be a concern from an early age. For the obese, researchers recommend a balanced low-calorie diet, avoiding fast and "miracle" diets while maintaining a programme of moderate physical exercise. With regard to salt, they suggest a consumption of no more than six grams or one teaspoon per day. In practice, that means cutting to a minimum the use of salt in food preparation, as well as minimising canned foods, cold cuts and smoked foods. Salt intake can also be reduced by refraining from adding extra salt during meals and by checking the packaging of processed foods to see how much salt has been added.

Question 2 COMPREHENSION [20 MARKS]

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

- 1 The clothes we wear have important hidden meaning that have nothing to do with decency, comfort or health. A suit and a collar and tie do more for their owner than keep him covered; they tell the world that he is a man and not a boy; and a person of some education and standing, not a nobody. A man's clothes also provide him with an opportunity to display his taste, to express his personality and to show the world how he regards himself. His clothes also show what standards he chooses to conform to and what group he accepts as his kind of people. To other members of this group, his clothes say, 'Here comes one of us.'
- 2 Uniforms, which are impersonal clothes, have quite different purposes. They mark the part that people play in the drama of life, distinguishing the soldier from the policemen, the air hostess from mere passengers, or the school prefect from the rank and file. They also serve sometimes to glorify the wearer who stands out in public catching the eye and stubbing the heart by the splendour of his attire. The Archbishop's mite, the Speaker's wig, the President's plume and the Chancellor's gown are designed to impress. Uniforms have also from the beginning of history been used as a help to discipline. Men who dress alike can for that reason be more easily led to behave alike, to act together and to follow a common purpose.
- 3 The value of school uniforms is more open to debate. Some teachers believe it helps in establishing a spirit of unity and co-operation in school. Uniforms certainly make learners look neater and tidier and enable them to be recognised as members of a particular school outside its walls. Others argue that school uniforms tend to suppress individuality, to make learners look too much alike, and to rob them of the opportunity of learning how to dress themselves appropriately. Those who dislike uniformity usually point to the extreme dullness and ugliness of many school uniforms.
- 4 What learners think about uniforms is not so easy to discover. There is no doubt that the first uniform is worn with pride. It is a badge of success. It advertises the triumph of having earned admission to a new and splendid school. But this warmth does not always last. In two or three years, boys begin to feel that they are no longer little boys and do not want to look like them. Shorts become a burden and they long for trousers with sharp creases and ties of their own choices. Girls want something much more glamorous to make their own sex envious and the other interested. The necessity of wearing a uniform becomes resented and the rules requiring it are frequently broken.
- 5 Few teachers and not many learners or parents would support either extreme position. It is not sensible to prescribe exactly every garment from shoes to hair ribbon or cap to sandals, saying exactly what shall be worn at every minute of the day. Some freedom of choice must be allowed. On the other hand, if complete freedom results in female students in the Sixth Form reporting with tight skirts, stiletto and false eyelashes, some limitation of free choice is bound to be demanded.

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- 6 Even with the most liberal rules, there will always be one or two in a large community who hate the whole business of uniformity. Some schools seek to repress their extravagance which they regard as a revolt against authority, but a more tolerant attitude certainly leads to less ill-feeling. The words of one Deputy Headteacher may perhaps stand for current sensible practice. "We don't fight the few who seem under a compulsion to stun us with their originality. We try to keep our expectations reasonable and make changes from time to time as a result of discussion. Very few girls feel diminished by what we ask them to wear at school; most of them are quite happy about it. The result is that at this school, practically all the learners are content to wear school uniforms and we allow the one or two who object strongly to remain exceptions."

In each of the questions 1 – 9 , select the best of the four choices given. Show the letter of your choice by putting a ring around it on the question paper, as in the example below. If you change your mind, cross the ring very neatly. Answer question 10 according to instructions

Example: This passage is about ...

- A dress codes.
- B positive thinking.
- C school.
- D uniforms.

D is the best answer and, as you can see, it has been ringed.

- 1 The first sentence of the passage says that ...
- A clothes have nothing to do with decency, comfort or health.
 - B decency, comfort and health are not the only things that matter about the clothes that people wear.
 - C the connection between clothes and decency, comfort and health is important but difficult to see.
 - D to wear a suit and a collar and tie is not decent, healthy or comfortable.
- 2 Paragraph 1 argues that one's choice of clothes is ...
- A entirely determined by one's state and personality.
 - B is determined by one's level of education.
 - C is entirely determined by one's job and social status.
 - D to express one's individualism or a sense of belonging.
- 3 According to Paragraph 2, uniforms serve a number of different purposes. These are to ...
- A distinguish the army from the police and prefects from the rest of the learners.
 - B glorify, distinguish and to maintain discipline.
 - C glorify Archbishops, Speakers, Presidents and Chancellors.
 - D make people behave alike, work together and follow the same aims.

- 4 According to the writer, which of the following statements contain facts about school uniforms?
School uniforms ...
- A help in establishing a spirit of unity in a school and hide the difference between the rich and the poor.
 - B make learners look neater and tidier and enables them to be recognised as members of the same school.
 - C suppress individuality and make learners look dull and ugly.
 - D tend to make learners appear too much alike and rob them of the opportunity to learn to dress properly.
- 5 According to Paragraph 4, what do learners think about school uniforms?
- A It is difficult to discover what learners think.
 - B They are pleased with them at first but like them less as they get older.
 - C They like them because they are a badge of success.
 - D They like them when they are prefects because they distinguish them from the rest of the learners.
- 6 According to Paragraph 5, what are the two extreme positions mentioned?
- A Making boys wear sandals and girls wear shoes.
 - B Prescribing every garment and having some limitations of choice.
 - C Forcing girls to wear hair ribbons and letting them wear false eyelashes.
 - D Giving learners no choice and letting them wear what they please.
- 7 The beginning of paragraph six suggest that ...
- A although some schools allow a great deal of freedom about dress, they still find a few learners who object to any kind of uniform.
 - B a tolerant attitude to learners who revolt against authority leads to ill-feeling.
 - C even schools with the most liberal rules have to surprise the one or two rebels who hate the whole business of uniformity.
 - D liberal school rules encourage learners to object to wearing any kind of school uniform.
- 8 '... or the school prefect from the rank and file.' According to Paragraph 2, what does rank and file mean?
- A Ranking prefects in the order of importance.
 - B Ranking learners in the order of importance.
 - C The ordinary members of a school and not the leaders.
 - D The leaders of a school and not the ordinary members.
- 9 Which one of the following is **true** according to the passage?
- A Clothes have an important hidden meaning.
 - B Learners tend to like uniforms forever.
 - C Uniforms are designed to impress the people.
 - D Uniforms make the wearers feel inferior.

10 Match the following words in X with their meaning in Y. The first one has been done for you as an example.

- | | |
|------------------------------|------------------------------|
| X | Y |
| (i) Stun (Para. 6) | (a) narrow high heeled shoes |
| (ii) Splendour (Para. 2) | (b) large feathers |
| (iii) Stiletto (Para. 5) | (c) over spending |
| (iv) Extravagances (Para. 6) | (d) shock |
| (v) Plume (Para. 2) | (e) great beauty |

X	Y
(i)	d(Example)
(ii)	
(iii)	
(iv)	
(v)	

Question 3 STRUCTURE [20 MARKS]

Answer both Section 1 and Section 2

Section 1: Transformations [10 Marks]

In each of the following items, sentence A is complete, but sentence B is incomplete. Complete sentence B each time making it as similar as possible in meaning to sentence A. Make sentence B one sentence, never two.

Do not make any changes to the printed parts of sentence B.

Example: A He is very lazy. He cannot pass the examination.

B He is so

Answer: He is so lazy that he cannot pass the examination.

1 A It hardly rains in the desert. Provide a question tag.

B It

2 A "Chanda has a health problem," noted Aunt Linda, "and she needs specialist attention."

Rewrite in Reported Speech.

B Aunt Linda noted

.....

3 A Crop yields are often poor since the area experiences droughts.

B Owing

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- 4 A After he was convinced that his learners had understood the lesson, Mr Phiri left the class.
B Having
- 5 A All the girls are beautiful.
B None
- 6 A He was very skilful. He scored three goals in one match.
B that he scored three goals in one match.
- 7 A Mr Mubita was surprised that his sister visited him at a time he least expected her.
B To
- 8 A I will not do the work unless you ask John to help me.
B Provided
- 9 A Teachers blame learners for poor results at Grade Twelve.
B Learners
- 10 A Sugar prices will go up sharply next week. That is unavoidable.
B That

Section 2: Vocabulary [10 Marks]

From the given two options, choose one which completes the sentence correctly. Write your answer in the spaces provided. Ensure your answer is spelt correctly.

Example: Give me a _____ of meat.

- (a) piece
(b) peace

Answer: Give me a piece of meat.

- 1 Would you _____ me your pen?
(a) borrow
(b) lend
- 2 _____ of the seasons!
(a) Complement
(b) Compliment
- 3 Lisa prefers to _____ all the mangoes before serving her children.
(a) peal
(b) peel

- 4 Our _____ Master has been transferred to another school.
(a) Careers'
(b) Carriers'
- 5 The Ward _____ has been suspended for allocating plots illegally.
(a) Councillor
(b) Counsellor
- 6 She is a woman of French _____
(a) decent.
(b) descent.
- 7 Will you _____
(a) get dressed?
(b) dress up?
- 8 Mama Kankasa is considered a _____
(a) heroin.
(b) heroine.
- 9 It is our _____ obligation to respect elders.
(a) moral
(b) morale
- 10 A team was given a _____ reception.
(a) loyal
(b) royal
- 11 We were _____ by events.
(a) overtaken
(b) taken over
- 12 The whole crowd was _____ when Mbesuma missed the penalty.
(a) quiet
(b) quite
- 13 Wishing to avoid a riot, the _____ gave all workers fewer hours of work.
(a) Principal
(b) Principle
- 14 _____ makes perfect.
(a) Practise
(b) Practice

- 15 We bought the _____ from Book World.
(a) stationary
(b) stationery
- 16 I _____ why he did it.
(a) wander
(b) wonder
- 17 At lunch time, I ate a _____ bun.
(a) currant
(b) current
- 18 When it rained last night, there was so much thunder and _____.
(a) lightening.
(b) lightning.
- 19 Mr Mwape and his wife failed to come to the meeting _____.
(a) altogether.
(b) all together.
- 20 We need to advertise our car for _____.
(a) sale.
(b) sell.