

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.

(Partly adapted from an article from The Courier ACP-EU)

(No. 158, July-August 1996: pages 68 - 70)

The effects of corruption on a country are

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 Millenium 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.)

gcerevision.com

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 so

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, weather)
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, definately, 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. She lemons to apples. ((prefered, preffered, preferred)
14. Our mango tree has plenty of fruit this year. (born, bore, borne)
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, skilfull)
17. Cyprian the baby on a reed mat. (lie, laid, lain)
18. He was accused of stealing, but he this. (denied, refused, rejected)
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)