

Centre Number	Candidate Number							

Candidate Name \_\_\_\_\_

# EXAMINATIONS COUNCIL OF ZAMBIA

## Examination for General Certificate of Education Ordinary Level

### English Language

1121/2

#### Paper 2

Monday

24 JULY 2017

**Additional Materials:**

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** Hantiyo was happy to attend the Kuomboka Ceremony and see the Litunga.

**B** Hantiyo 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.)*



