

Centre Number	Candidate Number										

Candidate Name _____

EXAMINATIONS COUNCIL OF ZAMBIA

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

ENGLISH LANGUAGE 9 1121/2

PAPER 2

Monday

6 OCTOBER 2014

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

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MARKS: 60

TIME: 2 hours

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	

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.

- 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. www.eczpastpapers.com
- 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

- 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

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- 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.