

G12 ECZ CIVIC EDUCATION 2020 GCE PAPER 2 SOLUTIONS

Grade 12 ECZ Civic Education 2020 GCE Paper 2 (2030/2)

2 hours | Section A (all), Section B (any 4), Section C (Q1 + one other)

Question paper appears first — worked answers follow. Model answers are given for ALL questions (including the optional ones) so every choice

EXAMINATIONS COUNCIL OF ZAMBIA

Examination for General Certificate of Education Ordinary Level

Civic Education

2030/2

Paper 2

2020

2030-2-001-193

Time: 2 hours

Marks: 100

Instructions to Candidates

- 1 Pull out the Answer Booklet inserted in the question paper.
- 2 Write the centre number and your examination number on every page of the Answer Booklet provided.
- 3 There are three sections in this paper.
- 4 Answer all the questions from Section A.
- 5 Answer four questions from Section B.
- 6 Answer two questions from Section C.
- 7 Write your answers in the Answer Booklet provided.

Information for Candidates

- 1 You are advised to read carefully through the whole paper before choosing the questions you intend to answer.
- 2 Cell-phones are not allowed in the examination room.

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SECTION A (20 marks)

Answer **all** questions in this section using **one** word or **short phrase**.

- 1 Mention the right of a citizen that may be violated by defamatory statement if proven by the courts of law. [1]
- 2 A unit of the Zambia Police Service which was instituted and given the responsibility of dealing with police corruption in the system is referred to as ... [1]
- 3 State the **two** recommendations that were made by the 1991 Mvunga Constitutional Review Commission. [2]
- 4 Kashana is 17 years old. She was raped by an unknown old man on her way from school. Identify **two** consequences that Kashana is likely to suffer as a result of this abuse. [2]
- 5 What measure did the United Nations Security Council undertake when Muammar Gaddafi ordered the killing of his peaceful protestors against his military rule? [1]
- 6 Explain **one** way in which sports in action play in helping curb substances abuse. [1]
- 7 Suggest **two** ways in which traditional ceremonies help to promote economic development. [2]
- 8 Identify **two** consumption habits that negatively affect capital accumulation. [2]
- 9 Mention **two** consequences that young girls may suffer when forced into early marriages. [2]
- 10 How did Zambia commit herself to the conservation of genetic and ecosystem diversity in a sustainable manner in the early 1990s? [2]
- 11 Explain the objectives of the United Nations Population Fund towards reducing infant mortality. [1]
- 12 Why was the New Partnership for Africa's Development (NEPAD) adopted at the 37th session of the Assembly of Heads of States and government in July 2001 in Lusaka, Zambia? [1]
- 13 State **two** reasons countries should recognise and promote all forms of human rights. [2]

[Total: 20 marks]

SECTION B [40 marks]

There are **seven** questions in this section. Answer any **four** questions of your choice in the **Answer Booklet provided**.

- 1** Study the table below on early documents of Human Rights and answer the questions that follow.

DOCUMENT	YEAR
A	1215
CHARTER OF MANDE	1222
THE ENGLISH BILL OF RIGHTS	1689
THE FRENCH DECLARATION ON THE RIGHTS OF MAN AND CITIZEN	B
C	1791

- (a) Identify the Human Rights documents labelled **A** and **C**. [2]
- (b) Why were the stated documents in the diagram **not** universal in nature? [1]
- (c) Explain **article 39** of the document labelled **A**. [2]
- (d) State the year in **B** when the French Declaration on the rights of man and citizen were made. [1]
- (e) Which document was the earliest to outline Human Rights in Africa? [1]
- (f) The opening statement of the Charter of Mandé is on ... [1]
- (g) Mention **two** violations of Human Rights that were addressed by the Charter of Mandé. [2]

[Total: 10 marks]

2 Study the map of Zambia below and answer the questions that follow.



- (a) Identify cultural heritage sites in areas marked X, Y, Z. [3]
- (b) State **two** materials that are found in heritage sites marked X, Y, Z. [2]
- (c) Give **one** example of the traditional ceremonies celebrated by the people in the areas marked A and B. [2]
- (d) Mention **two** challenges that Zambia's cultural heritage face. [2]
- (e) Explain the focus of the Universal Declaration of Human Rights (UDHR) Article 27 with regard to cultural heritage. [1]

[Total: 10 marks]

- 3 (a) Explain the following concepts:
 - (i) cash, [2]
 - (ii) cheque, [2]
 - (iii) automated teller machine pin code. [2]
- (b) What are the **two** uses of Mobile Money? [2]
- (c) Identify the **two** challenges of Mobile Money in Zambia. [2]

[Total: 10 marks]

- 4 Mrs Nichani is a business woman who goes to Botswana to buy blankets, television sets (TV), curtains and other assorted goods for re-sell. Her neighbour, Mrs Chidumbo got one blanket and two curtains worthy six hundred and fifty kwacha (K650.00) in total. This money was supposed to be paid to Mrs Nichani after two months from the time she got the items. Mrs Nichani then sued Mrs Chidumbo to the court of law for failing to settle the debt.

The case was recorded as Nichani versus Chidumbo. In settling the case, the court used another similar case that was previously handled by another court.

- (a) What type of case was committed by Mrs Chidumbo? [1]
- (b) Why was the case recorded as Nichani versus Chidumbo and **not** the people versus Chidumbo? [2]
- (c) State **three** types of law that were used to dispose of the case. [3]
- (d) How is the principle of standard of proof applied in cases like the one that was committed in the passage? [1]
- (e) Identify who was the plaintiff and the defendant in the case above. [2]
- (f) In presiding over the case, what source of law did the judge use? [1]

[Total: 10 marks]

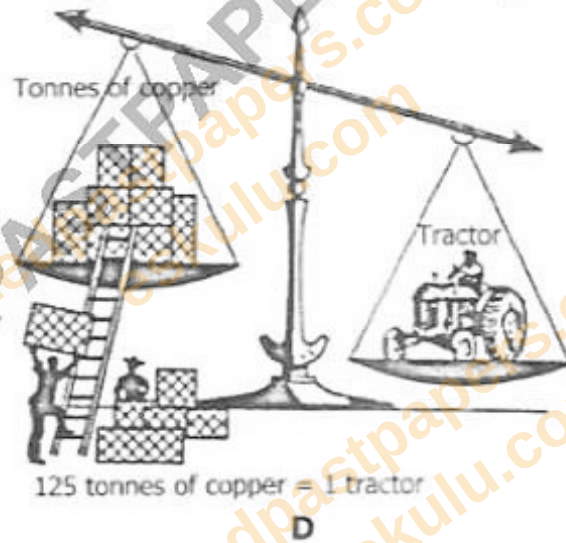
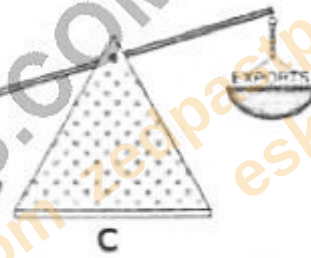
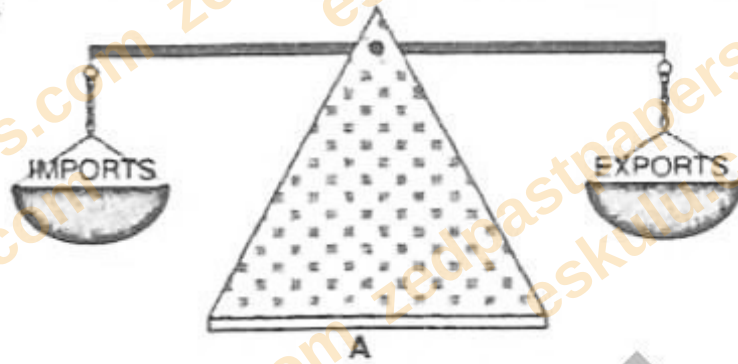
- 5
- (a) What is meant by the concept "socialisation"? [2]
 - (b) How are the following institutions agents of socialisation?
 - (i) family, [2]
 - (ii) media, [2]
 - (iii) school, [2]
 - (iv) religious institution. [2]

[Total: 10 marks]

- 6
- (a) What is National Development Planning? [2]
 - (b) State **two** aims of the National Development Plan. [2]
 - (c) Describe **three** characteristics of a good development plan. [6]

[Total: 10 marks]

7 Study the diagrams below and answer the questions that follow.



- (a) Identify the trade situations in **A**, **B** and **C**. [3]
- (b) Explain the trade situations identified in **A**, **B** and **C**. [3]
- (c) How can a country change the trade situation shown in the diagrams? [2]
- (d) Explain the trade term being illustrated in **D**. [2]

[Total: 10 marks]

SECTION C ESSAY QUESTIONS [40 marks]

This section consists of **five** essay questions. Answer **two** questions using the Answer Booklet Provided. Question **one** is **compulsory**. Choose the **other** question from the remaining **four**

- 1 Describe the types of elections. Explain the characteristics of elections in a good governance. Why are elections important? [6:8:6]
- 2 What is grand corruption? Assess the impact of corruption on the economy. Discuss the role of the public in the fight against corruption. [2:8:10]
- 3 Explain sexual harassment. Assess ways of protection against sexual harassment. [2:18]
- 4 What is divorce? Identify the causes of divorce in a statutory marriage. Analyse the effects of divorce on a family. [2:10:8]
- 5 Describe the establishment of the African Charter on Human and People's Rights. Explain the duties and state obligations of the state parties. [10:4:6]

Question A1. Mention the right of a citizen that may be violated by a defamatory statement if proven by the courts of law.

Answer: The right to human dignity / to a good name and reputation (right to privacy).

Question A2. A unit of the Zambia Police Service instituted and given the responsibility of dealing with police corruption in the system is referred to as ...

Answer: The Police Professional Standards Unit (Complaints/Anti-corruption Unit). [Flagged.]

Question A3. State the two recommendations that were made by the 1991 Mvunga Constitution Review Commission.

-
- (a) The reintroduction of plural (multiparty) politics/democracy.
 - (b) Limiting the President to a maximum of two five-year terms of office.

Question A4. Kashana, aged 17, was raped by an unknown man on her way from school. Identify two consequences she is likely to suffer as a result of this abuse.

-
- (a) Unwanted pregnancy and/or sexually transmitted infections (including HIV).
 - (b) Psychological trauma/depression and stigma.

Question A5. What measure did the United Nations Security Council undertake when Muammar Gaddafi ordered the killing of peaceful protestors against his military rule?

Answer: It imposed sanctions and authorised military intervention (a no-fly zone) to protect civilians.

Question A6. Explain one way in which sports/tradition play a part in helping curb substance abuse.

Answer: Sport keeps young people occupied, fit and healthy, channelling their energy positively and away from drugs and alcohol.

Question A7. Suggest two ways in which traditional ceremonies help to promote economic development.

-
- (a) They attract tourists, earning income and foreign exchange.
 - (b) They create markets for local goods/crafts and generate employment.

Question A8. Identify two consumption habits that negatively affect capital accumulation.

- (a) Extravagance/conspicuous consumption on luxuries.
- (b) Spending on imported goods, alcohol and gambling instead of saving/investing.

Question A9. Mention two consequences that young girls may suffer when forced into early marriages.

- (a) Dropping out of school (denied education).
- (b) Early pregnancy and health complications (e.g. obstetric fistula) and poverty.

Question A10. How did Zambia commit herself to the conservation of genetic and ecosystem diversity in a sustainable manner in the early 1990s?

By signing and ratifying the Convention on Biological Diversity (Rio, 1992) and enacting environmental laws (e.g. the Environmental Protection and Pollution Control Act, 1990).

Question A11. Explain the objective of the United Nations Population Fund (UNFPA) towards reducing infant mortality.

Answer: To improve access to reproductive and maternal/child health services so that safe pregnancy, delivery and child care reduce infant deaths.

Question A12. Why was the New Partnership for Africa's Development (NEPAD) adopted at the 37th session of the Assembly of Heads of State and Government in July 2001 in Lusaka, Zambia?

Answer: To promote Africa's socio-economic development and eradicate poverty and underdevelopment (through good governance and partnership).

Question A13. State two reasons countries should recognise and promote all forms of human rights.

- (a) To protect human dignity, equality and freedom of all people.
- (b) To promote peace, justice and development and prevent conflict/abuse of power.

Question B1. Study the table on early documents of Human Rights (Magna Carta 1215, Charter of Mande, English Bill of Rights 1689, French Declaration of the Rights of Man and Citizen, and document C).

- (a) The documents labelled A and C: A = the Magna Carta (1215); C = the (French/American) Bill of Rights of 1791. [Flagged — depends on the printed table.] [2]

(b) Why the stated documents are not universal in nature: each applied only to a particular country or class of people (e.g. free men/nobles), not to all human beings everywhere. [1]

(c) Article 39 of the Magna Carta: no free man shall be arrested, imprisoned or deprived of his rights except by the lawful judgment of his peers and the law of the land (the right to due process/fair trial). [2]

(d) The year in B when the French Declaration of the Rights of Man and Citizen was made: 1789. [1]

(e) The earliest document to outline human rights in Africa: the Charter of Mande (Manden Charter). [1]

(f) The opening statement of the Charter of Mande: 'Every (human) life is a life' — all human life is sacred and equal. [1]

(g) Two violations of human rights addressed by the Charter of Mande: slavery; and hunger/ill-treatment (it upheld respect for life and human dignity). [2]

Question B2. Study the map of Zambia showing cultural heritage sites (X, Y, Z) and ceremony areas (A, B).

(a) Cultural heritage sites X, Y and Z: e.g. Mosi-oa-Tunya (Victoria Falls); Kalambo Falls; and the Kasanka/Nsalu caves or rock art sites. [Region-dependent — flagged] [3]

(b) Two materials found in heritage sites: rock paintings/artefacts and stone tools; and pottery/iron implements (and fossils). [2]

(c) One example of a traditional ceremony celebrated in areas A and B: A = Kuomboka (Lozi); B = Nc'wala (Ngoni) / Ukusefya pa Ng'wena (Bemba). [Region-dependent — flagged] [2]

(d) Two features that make up Zambia's cultural heritage: traditional ceremonies and dances; and monuments, crafts, languages and customs. [2]

(e) The focus of UDHR Article 27 on cultural heritage: everyone has the right to freely participate in the cultural life of the community and enjoy the arts. [1]

Question B3. Money and banking.

(a)(i) Cash: physical money (notes and coins) used as a medium of exchange. [2]

(ii) Cheque: a written order instructing a bank to pay a stated sum from the drawer's account to a named person. [2]

(iii) ATM PIN code: the secret Personal Identification Number that authorises a card holder to access an account at an Automated Teller Machine. [2]

(b) Two uses of Mobile Money: sending and receiving money; and paying bills/buying goods and services (and saving). [2]

(c) Two challenges of Mobile Money in Zambia: fraud/scams and theft; and network failures, transaction charges and limited agent float/liquidity. [2]

Question B4. Mrs Nchani sold blankets, TVs and curtains on credit (K650,000) to Mr Chidumbo, who failed to pay; she took the matter to court.

(a) The type of case committed: a civil case (a breach of contract/debt). [1]

- (b) Why it is 'Nchani versus Chidumbo' and NOT 'the people versus Chidumbo': because it is a civil dispute between two private parties, not a criminal case prosecuted by the State on behalf of the people. [2]
- (c) Three types of law that can dispose of the case: the law of contract; civil law; and common/case law (also customary law). [3]
- (d) How the standard of proof applies in such cases: it is proved on a balance of probabilities (not beyond reasonable doubt). [1]
- (e) The plaintiff and the defendant: the plaintiff is Mrs Nchani (who sues); the defendant is Mr Chidumbo (who is sued). [2]
- (f) The source of law the judge uses in presiding: legislation/statutes (also judicial precedent/case law). [1]

Question B5. Socialisation.

- (a) Socialisation: the lifelong process by which a person learns the values, norms, beliefs and behaviour acceptable in their society. [2]
- (b) How the following are agents of socialisation:
- (i) Family — the first agent; it teaches basic values, language, morals and roles. [2]
 - (ii) Media — spreads information, values and role models that shape attitudes and behaviour. [2]
 - (iii) School — teaches knowledge, discipline, cooperation and civic values beyond the home. [2]
 - (iv) Religious institution — instils morals, beliefs, values and a sense of right and wrong. [2]

Question B6. National Development Planning.

- (a) National Development Planning: the process by which a country sets goals and organises resources and activities to achieve socio-economic development over a period. [2]
- (b) Two aims of a National Development Plan: to reduce poverty and raise living standards; and to achieve economic growth and equitable/sustainable development. [2]
- (c) Three characteristics of a good development plan: it is realistic/achievable; comprehensive and well-coordinated; clearly costed and time-bound; participatory; and flexible/measurable. [6]

Question B7. Study the trade-balance diagrams (A balanced, B and C tilted; D shows 125 tonnes of copper = 1 tractor).

- (a) Trade situations in A, B and C: A = a balance of trade (exports equal imports); B = an unfavourable/adverse balance of trade (imports exceed exports — a deficit); C = a favourable balance of trade (exports exceed imports — a surplus). [3]
- (b) Explanation: in A the value of exports and imports is equal; in B the country spends more on imports than it earns from exports (a deficit); in C it earns more from exports than it spends on imports (a surplus). [3]
- (c) How a country can change the situation in B (a deficit): increase and add value to exports; reduce imports through import substitution/local production; and diversify the economy. [2]

(d) The trade term illustrated in D: the terms of trade — the rate at which a country's exports exchange for its imports (here 125 tonnes of copper for one tractor shows unfavourable terms of trade). [2]

Question C1. (COMPULSORY) Describe the types of elections. [6] Explain the characteristics of elections in a good governance. [8] Why are elections important? [6]

Types of elections: general elections (for President and Parliament); local government/council elections; presidential elections; parliamentary elections; by-elections (to fill a vacancy); and referenda. Describe each.

Characteristics of elections in good governance: free (no fear/intimidation); fair (a level playing field); regular/periodic; secret ballot; universal adult suffrage; transparent and credible; and managed by an independent electoral commission.

Importance of elections: they let citizens choose their leaders; confer legitimacy on government; ensure accountability; provide a peaceful means of changing leaders; and promote participation and representation.

Question C2. What is grand corruption? [2] Assess the impact of corruption on the economy. [8] Discuss the role of the public in the fight against corruption. [10]

Grand corruption: corruption involving large sums of money and committed by senior/high-ranking public officials (big contracts, policy and state resources).

Impact on the economy: it diverts public resources from development; scares away investors and raises the cost of doing business; distorts fair competition and markets; leads to poor/substandard services and infrastructure; increases poverty and inequality; and reduces government revenue and economic growth.

Role of the public: refusing to give or take bribes; reporting and whistle-blowing to the ACC; demanding transparency and accountability from leaders; voting out corrupt officials; supporting civic education and civil-society monitoring; and using the media to expose corruption.

Question C3. Explain sexual harassment. [2] Assess ways of protection against sexual harassment. [18]

Sexual harassment: any unwelcome or unwanted sexual advances, conduct, demands or remarks (physical, verbal or non-verbal) made against a person's will.

Ways of protection: enacting and enforcing laws that criminalise sexual harassment; workplace and school policies with clear reporting and disciplinary procedures; sensitisation and civic education; empowering victims to report to the police (Victim Support Unit) and to counsellors; supportive institutions (Human Rights Commission, NGOs); prompt investigation and prosecution of offenders; and creating safe environments (lighting, escorts, avoiding isolation). Assess how effective each is.

Question C4. What is divorce? [2] Identify the causes of divorce in a statutory marriage. [10] Analyse the effects of divorce on a family. [8]

Divorce: the legal dissolution of a valid marriage by a competent court.

Causes in a statutory marriage: adultery/infidelity; gender-based violence and cruelty; desertion; failure to have children; financial problems and irresponsibility; alcohol/drug abuse; interference by relatives; imprisonment; and incompatibility/loss of affection.

Effects on the family: emotional and psychological trauma for spouses and children; children denied care, guidance and schooling (delinquency); loss of income/poverty; property disputes and single-parenthood; and social stigma — though it may end an abusive union.

Question C5. Describe the establishment of the African Charter on Human and People's Rights. [10] Explain the duties [4] and state obligations of the state parties. [6]

Establishment: the African Charter on Human and Peoples' Rights (the Banjul Charter) was adopted by the Organisation of African Unity (OAU) in Nairobi in 1981 and came into force in 1986. It was born of the desire to promote and protect human and peoples' rights on the African continent, reflecting African values (individual duties and collective rights). It established the African Commission on Human and Peoples' Rights (and later the African Court) to oversee its implementation.

Duties of the individual: duties towards the family and society; to serve the national community; not to compromise the security of the state; to preserve and strengthen national solidarity, positive African cultural values and territorial integrity; and to pay taxes.

State obligations of state parties: to recognise the rights in the Charter and adopt legislative and other measures to give them effect; to promote and protect the rights; to submit periodic reports on the measures taken; and to cooperate with the African Commission.

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