

G9 ECZ SOCIAL STUDIES 2020 SPECIMEN PAPER 1 SOLUTIONS

Grade 9 ECZ Social Studies 2020 Specimen Paper 1 (207/1)

ours | Section A (40 MCQ) + Section B (3 compulsory structured, 30 marks) + Section C (1 of 3 per part x 3 parts, 30 marks)
that is missing from the source scan (only a small uncaptioned inset survives, with no legend) and are marked NOT ANSWERABLE rather than

Part Three

- 1 (a) What are the qualifications for one to be the Republication President in Zambia? [6]
(b) Explain the functions of the Republican President in Zambia. [4]
[10]
- 2 (a) Explain the relationship between the local and central government. [3]
(b) What are the sources of revenue for councils? [7]
[10]
- 3 (a) How does HIV and AIDs spread? [5]
(b) Explain the effects/impact of HIV and AIDs. [5]
[10]



EXAMINATIONS COUNCIL OF ZAMBIA

JUNIOR SECONDARY SCHOOL LEAVING EXAMINATION (GRADE 9) – 2020

Social Studies 207/1

Paper 1

Specimen

(INTERNAL & EXTERNAL CANDIDATES)

Time: 2 hours

Marks: 60

Instructions to Candidates

- 1 Pull out the **Answer Booklet** from the question paper.
- 2 Write your name, examination number and school/centre name on the **Answer Booklet**.
- 3 There are three (3) sections in this paper, A, B and C.
- 4 Answer all questions from Section A and B and answer three questions from Section C.
- 5 Write all your answers in the **Answer Booklet** provided.
Do not write anything on this question paper.
- 6 Indicate questions attempted in the box on the front page of the **Answer Booklet**

Information for Candidates

Cell phones are not allowed in the examination room.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

Section A [40 marks]

Answer all question in this section in the Answer Booklet provided by putting a cross (X) on the letter you have chosen as your answer.

Study the map extract of Zambia and answer questions 1 to 6.

1 What is the vertical interval of the map?

- A** 10 metres
- B** 20 metres
- C** 30 metres
- D** 40 metres

2 What is the meaning of the symbol  used on the map?

- A** Aerodrome
- B** Dam
- C** School
- D** Village

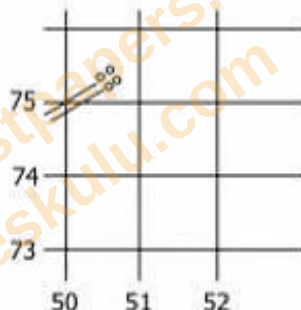
3 Which one of the following is the sixth figure grid reference of Shebele village?

- A** 565 678
- B** 568 675
- C** 675 568
- D** 678 565

4 The height of the source of the river in grid square **5278** is ...

- A** 1 200 metres.
- B** 1 220 metres.
- C** 1 240 metres.
- D** 1 260 metres.

Study the area in the grid squares showing part of the map extract and answer question 5.



- 5 According to the map evidence, what is the main service provided in the area shown above?
- A Education
 - B Defence
 - C Health
 - D Transport
- 6 The distance along the road from Kayumba School in grid square **5075** to the Luongo River in grid square **4974** is ...
- A 0.2 km.
 - B 0.4 km.
 - C 0.7 km.
 - D 7.0 km.
- 7 Which one of the following physical feature is part of the Highveld region in Zambia?
- A Buluzi flood plain
 - B Gwembe valley
 - C Lukanga swamps
 - D Tonga Plateau

Study the climatic table and answer questions 8 and 9.

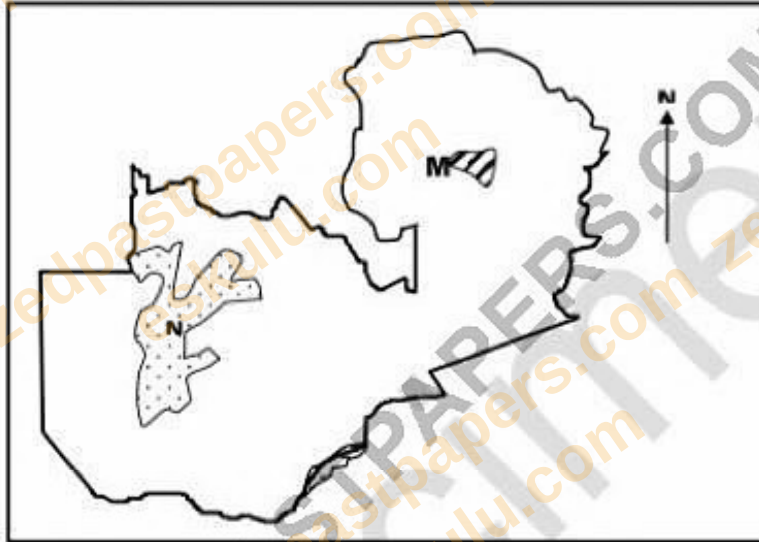
Town	Altitude (Metres)	Mean temperature (October)	Mean temperature (June)
Mbala	1683	28°C	10°C
Livingstone	891	34°C	6°C

- 8 What is the annual range of temperature for both towns?
- | | Mbala | Livingstone |
|---|--------------|--------------------|
| A | 6°C | 10°C |
| B | 18°C | 28°C |
| C | 28°C | 10°C |
| D | 34°C | 6°C |
- 9 Why is Livingstone hotter than Mbala in the month of October?
- A Livingstone is nearer to the equator
 - B Livingstone lies at a lower altitude
 - C Mbala has a smaller annual range of temperature
 - D Mbala is nearer to the equator

10 Which one of the following is a characteristic of Chitemene System of farming?

- A** Dependence on hired labour
- B** Practice multi-cropping
- C** Practice mon-culture
- D** Use intensive methods of farming

Study the map below and answer questions 11 and 12.



11 What is the main cash crop grown on the plantation **M**?

- A** Banana
- B** Coffee
- C** Tea
- D** Wheat

12 Why is farming discouraged in the shaded area **N** shown in the map? Area **N** is ...

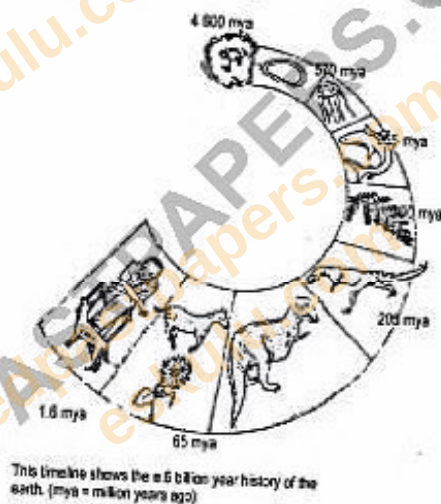
- A** covered by swamps.
- B** a forest reserve.
- C** a game park.
- D** rocky.

13 Why is the population of Zambia growing at a very fast rate? Due to ...

- A** increase in nutrition.
- B** influx of refugees from Congo.
- C** increase in public health awareness.
- D** increase in voluntary counselling.

- 14** The following regions are densely populated areas of Zambia **except**, ...
- A** Copperbelt.
 - B** Kabwe.
 - C** Lusaka.
 - D** Bulobi plains.
- 15** Most of the information about Zambia's past preserved at the National Archives of Zambia is in the form of ...
- A** ancient remains.
 - B** artistic paintings.
 - C** cultural materials.
 - D** written records.

Study the picture below and answer questions 16 and 17.



- 16** What name is given to the development process shown in the picture above?
- A** Evolution
 - B** Excavation
 - C** Histology
 - D** Revolution
- 17** Name the scientist who studied the process shown in the picture above?
- A** Charles Darwin
 - B** Doctor Lewis Leakey
 - C** Professor Desmond Clark
 - D** Professor Raymond Dart

18 In matrilineal type of succession, young men usually took over after the death of their ...

- A** elder brother.
- B** father.
- C** mother.
- D** uncle.

19 The Bantu groups that settled mostly around the Zambia-Malawi border are ...

- A** Bemba, Namwanga and Mambwe
- B** Chewa, Nsenga and Tumbuka.
- C** Lenje, Soli and Lamba.
- D** Lozi, Lunda and Kaonde.

Study the picture below and answer question 20.



20 In which period in the development of man were the tools in the picture above used?

- A** Early stone age
- B** Iron age
- C** Late stone age
- D** Middle stone age

21 Why did Chileshe Chepela abolish periods of short term ruling among the Bembas? This was in order to ...

- A** avoid one person ruling for a long time.
- B** encourage continuity and stability in the kingdom.
- C** find a way of defeating the Ngoni.
- D** frustrate slave trading in the Kingdom.

Study the map below and answer questions 22 and 23.



22 Which three continents were involved in the slave trade shown on the map?

- A Africa, America, Europe
- B Asia, Africa, America
- C Asia, Africa, Europe
- D Asia, America, Europe

23 What examples of goods were transported along the route marked 1?

- A Clothes, spirits, cigarettes
- B Gold, slaves, ivory
- C Sugar, clothes, Ivory
- D Sugar, tobacco, cotton

24 At which place did the explorer, Mungo Park die?

- A Busa
- B Sanghai
- C Timbuktu
- D Yauri

25 The Central African Federation existed between ...

- A 1943 – 1953.
- B 1953 – 1963.
- C 1963 – 1973.
- D 1973 – 1983.

- 26 What did the British official Ian Smith declare in 1965 in Southern Rhodesia? The ...
- A establishment of Salisbury as the federation capital.
 - B independence of Southern Rhodesia.
 - C joining of the three territories, Northern Rhodesia, southern Rhodesia and Nyasaland.
 - D Unilateral Declaration of Independence (UDI)
- 27 How many presidents have ruled Zambia from Independence to 2019?
- A 3
 - B 4
 - C 5
 - D 6
- 28 Civic Education covers a lot of issues that are of concern to the communities such as violence or drug abuse. This is an example ... issues.
- A economic
 - B legal
 - C religious
 - D social
- 29 Which of the following organisations changed its name to the Northern Rhodesia Congress in the 1930s.
- A Federation of the African Welfare Societies.
 - B United National Independence Party.
 - C Zambia African National Congress.
 - D Zambia Congress of Trade Union.

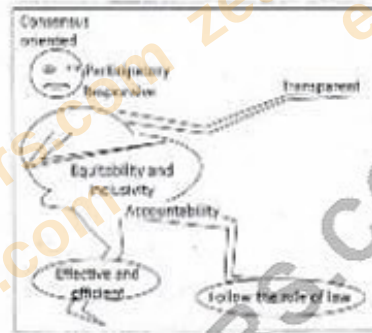
Study the diagram below and answer question 30.



30 Which part of the diagram above represents unity in the country?

- A The colours black and white on the shield.
- B The man and the woman
- C The pick and the hoe
- D The words One Zambia One Nation

Study the sketch below and answer question 31.



31 What is the **best** summary for the sketch above?

- A Characteristic of good governance
- B Institutions that promote good governance
- C Stages in the promotion of good governance
- D The process of criminal Justice system in Zambia

32 When citizen express their view on the proposed change in the constitution, it is referred to as ...

- A amendment.
- B adoption.
- C franchise.
- D referendum.

33 John and Grace are Zambian citizens that always put the interest of the Nation first. The two are exercising ...

- A honest.
- B justice.
- C patriotism.
- D sovereignty.

34 One party political state existed in Zambia during the reign of ...

- A Dr. Frederick Chiluba.
- B Dr. Kenneth Kaunda.
- C Dr. Levy Patrick Mwanawasa.
- D Mr. Micheal Chilufya Sata.

35 Early efforts to the promotion of human rights around 1945 were led by ...

- A Adolf Hitler.
- B Eleanor Roosevelt.
- C Margaret Thatcher.
- D Queen Elizabeth.

36 The act of importing or exporting goods illegally without paying lawful tax is called ...

- A corruption.
- B fraud.
- C smuggling.
- D theft.

Study the table below and answer questions 37 and 38.

Item	Amount(ZMK)
Income	
Employment (salary)	7 000.00
Business	5 000.00
Total income	12 000.00
Expenses	
Food	3 500
School fees	2 500
Medical bills	1 000
Electricity bills	500
Total expenses	
Savings	

37 What type of a budget is shown above?

- A Corporate budget
- B Family budget
- C National budget
- D Personal budget

38 According to the table above, how much money was left for savings?

- A K1 500.00
- B K2 500.00
- C K3 500.00
- D K4 500.00

39 Through her participation in the NEPAD programmes, Zambia has benefited in the area of ...

- A child abuse.
- B Peace and stability.
- C political relations.
- D poverty alleviation.

Study the map below and answer question 40.



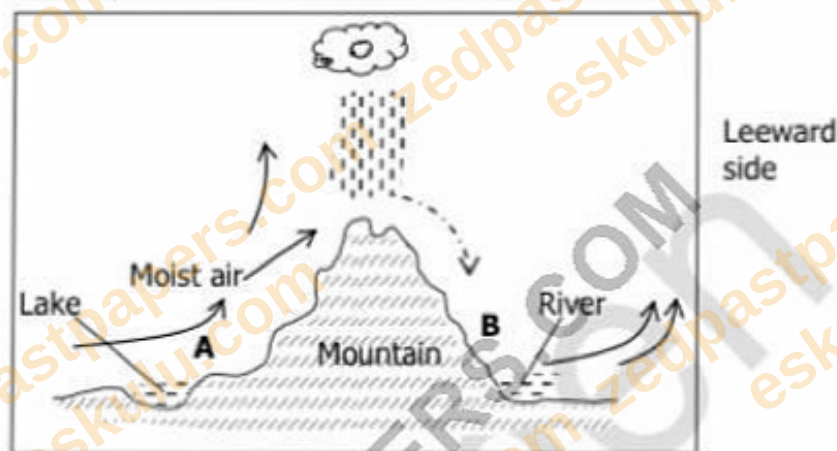
40 Which organisation is represented by the membership shown on the map?

- A AU
- B COMESA
- C ECOWAS
- D SADC

SECTION B (30 MARKS)

Answer all questions in this section. Write all your answers in the Answer Booklet provided

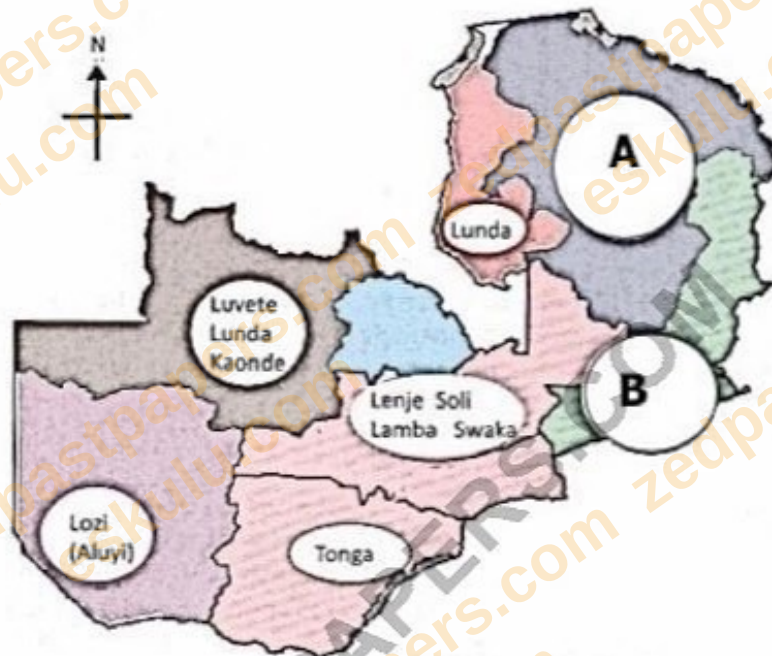
Study the diagram below and answer the questions that follow.



1 Questions

- (a) Name the type of rainfall illustrated in the diagram above. [1]
 - (b) Which specific area in Zambia is this type of rainfall common? [1]
 - (c) State **two** weather conditions which prevail in the leeward side of the mountain. [2]
 - (d) In which season does the rain condition above occur in Zambia. [1]
 - (e) Why is farming a challenge in the area marked **B**? Write **two** challenges. [2]
 - (f) State **two** other causes of rainfall in Zambia. [1]
 - (g) Identify the most important rain bearing wind which affects Solwezi. [1]
- [10]**

Study the map below and answer the questions that follow.



2 Questions

- (a) Name the **two** centralised states in Katanga where most of the groups shown on the map came from. [2]
 - (b) How did historians call the group of people shown on the map that shared common language? [1]
 - (c) What term is used to refer to the movement undertaken by the people mentioned in 2 (b)? [1]
 - (d) Why did the group of people mentioned in 2 (b) migrate? [2]
 - (e) Write **one** agricultural practice that was introduced to most areas of Zambia as a result of the movement named in part (c) above. [1]
 - (f) Name **one** group that occupied the area marked **A** on the map. [1]
 - (g) State **one** traditional ceremony celebrated by the people in the area marked **B** on the map. [1]
 - (h) Identify any group on the map that was decentralised. [1]
- [10]**

Study the picture below and answer the questions that follow.



Counting the results at the polling station

3

Questions

- (a) What event is depicted in the picture above? [1]
 - (b) Name the containers shown in the picture above? [1]
 - (c) What materials were deposited in the containers named in part (b) above during voting? [1]
 - (d) State **two** pieces of information contained on the document named in part (c) above. [2]
 - (e) Explain **three** reasons why the document named in part (c) above could be declared as rejected. [3]
 - (f) Name the officer that is in charge of the activity shown in the picture. [1]
 - (g) Which institution organised the event shown in the picture above. [1]
- [10]**

SECTION C (Short essays) (30 marks)

There are three parts in this section. Answer one question from each part.

Part One

- 1 (a) Explain the differences in relief between the Highveld and Lowveld regions of Zambia. [6]
- (b) How do the people of Zambia benefit from the Zambezi River? [4]
- [10]
- 2 (a) Describe the distribution of exotic forests in Zambia. [4]
- (b) Show how large scale use of indigenous forests has damaged the natural environment. [6]
- [10]
- 3 (a) What are causes of the different types of migration within Zambia? [6]
- (b) Explain the effects of HIV and AIDs on the rural population of Zambia. [4]
- [10]

Part Two

- 1 (a) Discuss various time units used in learning about the past. [6]
- (b) Explain the use of the letters **BC** and **AD** in learning about the past. [4]
- [10]
- 2 Write about the history of the Chewa people under the subheadings below.
 - (a) Origin, [4]
 - (b) Political, social and economic organisation. [6]
- [10]
- 3 (a) Explain the meaning of the terms Imperialism, Scramble for Africa and Partition of Africa. [6]
- (b) Why did the European imperialism take place in Africa? [4]
- [10]

Question Q1-Q6. SECTION A. Study the map extract of Zambia and answer questions 1 to 6. Q1: What is the vertical interval of the map? [10/20/30/40 metres]. Q2: What is the meaning of the wavy-line symbol used on the map? [Aerodrome/Dam/School/Village]. Q3: Which is the six-figure grid reference of Shebele village? Q4: What is the height of the source of the river in grid square 5278? Q5: According to the map evidence, what is the main service provided in the area shown? [Education/Defence/Health/Transport]. Q6: What is the distance along the road from Kayumba School in grid square 5075 to the Luongo River in grid square 4974?

NOT ANSWERABLE -- these six questions all depend on a full topographic map extract of Zambia (with its legend, grid lines and scale) that is missing from the scanned source file. Only a small, uncaptioned inset crop survives (a grid-square diagram used for Q5), with no legend to interpret symbols and no visible scale bar, so grid references, symbol meanings, heights and distances cannot be read reliably. Per the no-fabrication policy, these are left unanswered rather than guessed. See the embedded source paper (page 2-3 of 16) for the original question text and options.

Question 7. Which one of the following physical features is part of the Highveld region in Zambia? (A) Bulozzi flood plain (B) Gwembe valley (C) Lukanga swamps (D) Tonga Plateau

Answer: D -- Tonga Plateau. The Bulozzi flood plain, Gwembe valley and Lukanga swamps are all low-lying (Lowveld) features; the Tonga Plateau is part of Zambia's high plateau (Highveld).

Question 8. Study the climatic table (Mbala: altitude 1683m, Oct 28C, June 10C. Livingstone: altitude 891m, Oct 34C, June 6C). What is the annual range of temperature for both towns? (A) Mbala 6C, Livingstone 10C (B) Mbala 18C, Livingstone 28C (C) Mbala 28C, Livingstone 10C (D) Mbala 34C, Livingstone 6C

Answer: B -- Mbala's range = $28 - 10 = 18$ C; Livingstone's range = $34 - 6 = 28$ C.

Question 9. Why is Livingstone hotter than Mbala in the month of October? (A) Livingstone is nearer to the equator (B) Livingstone lies at a lower altitude (C) Mbala has a smaller annual range of temperature (D) Mbala is nearer to the equator

Answer: B -- Livingstone lies at a much lower altitude (891m vs 1683m); temperature decreases with altitude, so the lower-lying Livingstone is hotter. (Mbala, not Livingstone, is the one nearer the equator, so options A and D are the wrong way round.)

Question 10. Which one of the following is a characteristic of the Chitemene System of farming? (A) Dependence on hired labour (B) Practice multi-cropping (C) Practice mono-culture (D) Use intensive methods of farming

Answer: B -- Chitemene (the ash-fertilised, slash-and-burn system practised mainly in Northern Zambia) is characterised by growing several crops together (multi-cropping) on the same cleared/burnt plot, not hired labour, mono-culture or intensive methods.

Question 11. Study the map showing plantation M (hatched, north-central Zambia) and shaded area N (dotted, west). What is the main cash crop grown on plantation M? (A) Banana (B) Coffee (C) Tea (D) Wheat

Answer: C -- Tea (judgment call: M is positioned in the north, close to the DRC/Tanzania border area, matching the location of Zambia's Kawambwa Tea Estates in Luapula Province, one of the country's main tea-growing plantations).

Question 12. Why is farming discouraged in the shaded area N shown in the map? Area N is ... (A) covered by swamps (B) a forest reserve (C) a game park (D) rocky

Answer: C -- a game park (judgment call: N is shown in the western part of the country, matching the position of a major game park such as Kafue National Park, where farming/settlement is restricted to protect wildlife).

Question 13. Why is the population of Zambia growing at a very fast rate? Due to ... (A) increase in nutrition (B) influx of refugees from Congo (C) increase in public health awareness (D) increase in voluntary counselling

Answer: A -- increase in nutrition (judgment call: better nutrition lowers infant/child mortality, allowing more of each generation to survive and the population to grow rapidly; the other options relate more to disease prevention/migration than to overall population growth rate).

Question 14. The following regions are densely populated areas of Zambia except ... (A) Copperbelt (B) Kabwe (C) Lusaka (D) Bulozhi plains

Answer: D -- Bulozhi (Barotse) plains. The Copperbelt, Kabwe and Lusaka are all major urban/mining centres with high population density; the Bulozhi flood plains are a rural, sparsely-populated flood-prone area.

Question 15. Most of the information about Zambia's past preserved at the National Archives of Zambia is in the form of ... (A) ancient remains (B) artistic paintings (C) cultural materials (D) written records

Answer: D -- written records (the National Archives specifically preserves documents, files and other written/paper records, unlike a museum which holds physical remains, paintings or cultural materials).

Question 16. Study the 'Big Bang' timeline picture (4600 mya to present). What name is given to the development process shown in the picture above? (A) Evolution (B) Excavation (C) Histology (D) Revolution

Answer: A -- Evolution.

Question 17. Name the scientist who studied the process shown in the picture above. (A) Charles Darwin (B) Doctor Lewis Leakey (C) Professor Desmond Clark (D) Professor Raymond Dart

Answer: A -- Charles Darwin, whose theory of evolution by natural selection is most closely associated with this development process.

Question 18. In matrilineal type of succession, young men usually took over after the death of their ... (A) elder brother (B) father (C) mother (D) uncle

Answer: D -- uncle. In a matrilineal system, inheritance/succession passes through the mother's line, so a young man typically succeeds his maternal uncle rather than his father.

Question 19. The Bantu groups that settled mostly around the Zambia-Malawi border are ... (A) Bemba, Namwanga and Mambwe (B) Chewa, Nsenga and Tumbuka (C) Lenje, Soli and Lamba (D) Lozi, Lunda and Kaonde

Answer: B -- Chewa, Nsenga and Tumbuka, who settled in Zambia's Eastern Province along the Malawi border.

Question 20. Study the picture of iron tools (a hoe-like tool and carved figures). In which period in the development of man were the tools in the picture above used? (A) Early stone age (B) Iron age (C) Late stone age (D) Middle stone age

Answer: B -- Iron age. The tools shown are made of iron (a hoe-like implement), identifying the Iron Age rather than any stone-age period.

Question 21. Why did Chileshe Chipela abolish periods of short-term ruling among the Bembas? This was in order to ... (A) avoid one person ruling for a long time (B) encourage continuity and stability in the kingdom (C) find a way of defeating the Ngoni (D) frustrate slave trading in the Kingdom

Answer: B -- to encourage continuity and stability in the kingdom (short-lived reigns caused frequent succession disputes and instability, so Chileshe Chipela ended the practice to strengthen and stabilise Bemba leadership).

Question 22. Study the map of the Atlantic slave trade (Africa, Atlantic Ocean, West Indies/Americas, routes numbered 1, 2, 3). Which three continents were involved in the slave trade shown on the map? (A) Africa, America, Europe (B) Asia, Africa, America (C) Asia, Africa, Europe (D) Asia, America, Europe

Answer: A -- Africa, America, Europe (judgment call, based on the map's landmasses: Africa on the right, the Americas/West Indies on the left, and Europe at the top of route 3 -- Asia does not appear on this map).

Question 23. What examples of goods were transported along the route marked 1? (A) Clothes, spirits, cigarettes (B) Gold, slaves, ivory (C) Sugar, clothes, ivory (D) Sugar, tobacco, cotton

Answer: B -- Gold, slaves, ivory (judgment call: route 1 runs from Africa towards the Americas/West Indies, the direction in which enslaved people and African raw materials such as gold and ivory were transported).

Question 24. At which place did the explorer Mungo Park die? (A) Bussa (B) Shanghai (C) Timbuktu (D) Yauri

Answer: A -- Bussa (on the Niger River), where Mungo Park died in 1806 during his second expedition.

Question 25. The Central African Federation existed between ... (A) 1943-1953 (B) 1953-1963 (C) 1963-1973 (D) 1973-1983

Answer: B -- 1953-1963, the actual dates of the Federation of Rhodesia and Nyasaland.

Question 26. What did the British official Ian Smith declare in 1965 in Southern Rhodesia? The ... (A) establishment of Salisbury as the federation capital (B) independence of Southern Rhodesia (C) joining of the three territories, Northern Rhodesia, Southern Rhodesia and Nyasaland (D) Unilateral Declaration of Independence (UDI)

Answer: D -- Unilateral Declaration of Independence (UDI), issued by Ian Smith's white-minority government in 1965.

Question 27. How many presidents have ruled Zambia from Independence to 2019? (A) 3 (B) 4 (C) 5 (D) 6

Answer: D -- 6 (Kenneth Kaunda, Frederick Chiluba, Levy Mwanawasa, Rupiah Banda, Michael Sata and Edgar Lungu).

Question 28. Civic Education covers a lot of issues that are of concern to the communities such as violence or drug abuse. This is an example of ... issues.
(A) economic (B) legal (C) religious (D) social

Answer: D -- social issues (violence and drug abuse are problems affecting the wellbeing and behaviour of society).

Question 29. Which of the following organisations changed its name to the Northern Rhodesia Congress in the 1930s? (A) Federation of the African Welfare Societies (B) United National Independence Party (C) Zambia African National Congress (D) Zambia Congress of Trade Union

Answer: A -- Federation of the African Welfare Societies (judgment call: this early welfare-society movement is the only one of the four options that existed as far back as the 1930s; UNIP, ZANC and the trade union congress were all formed later).

Question 30. Study the diagram of the Zambian Coat of Arms. Which part of the diagram above represents unity in the country? (A) The colours black and white on the shield (B) The man and the woman (C) The pick and the hoe (D) The words One Zambia One Nation

Answer: D -- The words 'One Zambia One Nation', the national motto that directly expresses unity.

Question 31. Study the sketch showing good-governance concepts (consensus-oriented, participatory, responsive, transparent, equitability and inclusivity, accountability, effective and efficient, follow the rule of law). What is the best summary for the sketch above? (A) Characteristic of good governance (B) Institutions that promote good governance (C) Stages in the promotion of good governance (D) The process of criminal justice system in Zambia

Answer: A -- Characteristic of good governance (the sketch lists qualities/characteristics such as accountability, transparency and rule of law, not institutions, stages, or a justice process).

Question 32. When citizens express their view on a proposed change in the constitution, it is referred to as ... (A) amendment (B) adoption (C) franchise (D) referendum

Answer: D -- referendum, the process by which citizens vote directly on a proposed constitutional change.

Question 33. John and Grace are Zambian citizens that always put the interest of the Nation first. The two are exercising ... (A) honest (B) justice (C) patriotism (D) sovereignty

Answer: C -- patriotism (love for and devotion to one's country, shown by putting the nation's interest first).

Question 34. One party political state existed in Zambia during the reign of ... (A) Dr. Frederick Chiluba (B) Dr. Kenneth Kaunda (C) Dr. Levy Patrick Mwanawasa (D) Mr. Micheal Chilufya Sata

Answer: B -- Dr. Kenneth Kaunda, under whom Zambia was a one-party state (UNIP) from 1972 to 1991.

Question 35. Early efforts to the promotion of human rights around 1945 were led by ... (A) Adolf Hitler (B) Eleanor Roosevelt (C) Margaret Thatcher (D) Queen Elizabeth

Answer: B -- Eleanor Roosevelt, who chaired the UN Commission on Human Rights and championed the Universal Declaration of Human Rights around this period.

Question 36. The act of importing or exporting goods illegally without paying lawful tax is called ... (A) corruption (B) fraud (C) smuggling (D) theft

Answer: C -- smuggling.

Question 37. Study the family budget table (Income: employment K7,000 + business K5,000 = K12,000 total; Expenses: food K3,500, school fees K2,500, medical K1,000, electricity K500). What type of budget is shown above? (A) Corporate budget (B) Family budget (C) National budget (D) Personal budget

Answer: B -- Family budget (it combines household income sources like salary and business with typical family expenses such as food, school fees, medical bills and electricity).

Question 38. According to the table above, how much money was left for savings? (A) K1,500.00 (B) K2,500.00 (C) K3,500.00 (D) K4,500.00

Answer: D -- K4,500.00. Total expenses = 3,500 + 2,500 + 1,000 + 500 = K7,500; Savings = Total income - Total expenses = K12,000 - K7,500 = K4,500.

Question 39. Through her participation in the NEPAD programmes, Zambia has benefited in the area of ... (A) child abuse (B) Peace and stability (C) political relations (D) poverty alleviation

Answer: D -- poverty alleviation, the core focus of NEPAD (New Partnership for Africa's Development), which promotes economic development and reduction of poverty across Africa.

Question 40. Study the map of Southern Africa (DRC, Tanzania, Angola, Zambia, Mozambique, Namibia, Zimbabwe, Botswana, Madagascar, South Africa, Lesotho, Swaziland, Seychelles, Mauritius). Which organisation is represented by the membership shown on the map? (A) AU (B) COMESA (C) ECOWAS (D) SADC

Answer: D -- SADC (Southern African Development Community). The countries shown match SADC's membership; ECOWAS is West African and AU/COMESA have much wider continental membership than shown.

Question 1. SECTION B (30 marks). Study the diagram of orographic rainfall (a lake, moist air rising over a mountain with points A and B, rain falling on the windward side, and a river/leeward side). (a) Name the type of rainfall illustrated in the diagram above. [1] (b) Which specific area in Zambia is this type of rainfall common? [1] (c) State two weather conditions which prevail in the leeward side of the mountain. [2] (d) In which season does the rain condition above occur in Zambia? [1] (e) Why is farming a challenge in the area marked B? Write two challenges. [2] (f) State two other causes of rainfall in Zambia. [1] (g) Identify the most important rain-bearing wind which affects Solwezi. [1]

(a)

Answer: Relief (orographic) rainfall -- rain caused by moist air being forced to rise over a mountain/highland.

(b)

Answer: Mountainous/highland areas of Zambia, e.g. the Nyika Plateau and Mafinga Hills in the Eastern/Muchinga highlands (judgment call, since the diagram itself is a generic sketch rather than a labelled Zambian location).

(c)

Answer: Two weather conditions on the leeward side: dry conditions with little or no rainfall, and clear skies with higher temperatures (the descending air has already lost its moisture -- the 'rain shadow' effect).

(d)

Answer: During the rainy/wet season (roughly November to April), when moisture-laden winds are strong enough to be forced up over the highlands.

(e)

Answer: Two challenges of farming in area B (the leeward/rain-shadow side): low and unreliable rainfall makes crops prone to failure, and the resulting dry soil conditions reduce soil moisture and fertility for growing crops.

(f)

Answer: Two other causes of rainfall in Zambia: convectional rainfall (intense heating of the ground causes moist air to rise and condense) and frontal/cyclonic rainfall (caused by the meeting of warm and cold air masses).

(g)

Answer: The moist north-easterly winds associated with the Inter-Tropical Convergence Zone/Congo Air Mass (judgment call -- the standard rain-bearing wind cited for North-Western Province, where Solwezi is located).

Question 2. Study the map showing Zambia's ethnic groups (Luvete/Lunda/Kaonde, Lenje/Soli/Lamba/Swaka, Lozi (Aluyi), Tonga, a 'Lunda' label, and circled areas A and B to the north-east). (a) Name the two centralised states in Katanga where most of the groups shown on the map came from. [2] (b) How did historians call the group of people shown on the map that shared common language? [1] (c) What term is used to refer to the movement undertaken by the people mentioned in 2(b)? [1] (d) Why did the group of people mentioned in 2(b) migrate? [2] (e) Write one agricultural practice that was introduced to most areas of Zambia as a result of the movement named in part (c) above. [1] (f) Name one group that occupied the area marked A on the map. [1] (g) State one traditional ceremony celebrated by the people in the area marked B on the map. [1] (h) Identify any group on the map that was decentralised. [1]

(a)

Answer: The Luba and Lunda kingdoms/states of Katanga (in present-day DR Congo).

(b)

Answer: An ethnic group (a group of people sharing a common language and culture).

(c)

Answer: Migration.

(d)

Answer: Two reasons for migrating: succession disputes/civil wars within the Luba-Lunda kingdom, and the search for new, more fertile land and resources (overpopulation/land shortage in Katanga).

(e)

Answer: The Chitemene system (slash-and-burn/shifting cultivation), which spread to many parts of Zambia through Bantu migration.

(f)

Answer: The Bemba (judgment call, read from area A's position to the north-east of the Lunda-labelled area, matching Bemba territory in Northern/Muchinga Province).

(g)

Answer: The Mutomboko ceremony (judgment call, read from area B's position near Luapula/Kazembe territory south-east of A).

(h)

Answer: The Tonga (a decentralised/stateless society with no single centralised chieftainship, unlike the centralised Lunda or Lozi kingdoms shown on the map).

Question 3. Study the picture of election officials counting ballots at a polling station, surrounded by ballot boxes. (a) What event is depicted in the picture above? [1] (b) Name the containers shown in the picture above. [1] (c) What materials were deposited in the containers named in part (b) above during voting? [1] (d) State two pieces of information contained on the document named in part (c) above. [2] (e) Explain three reasons why the document named in part (c) above could be declared as rejected. [3] (f) Name the officer that is in charge of the activity shown in the picture. [1] (g) Which institution organised the event shown in the picture above. [1]

(a)

Answer: The counting of votes/election results at a polling station.

(b)

Answer: Ballot boxes.

(c)

Answer: Ballot papers.

(d)

Answer: Two pieces of information on a ballot paper: the names/photographs of the candidates standing, and their political party names/symbols.

(e)

Answer: Three reasons a ballot paper could be rejected: if it has no official stamp/mark of authentication; if the voter has marked more than one candidate (over-voting); and if the voter has written their name or another identifying mark on it, or torn/mutilated it so their intention is unclear.

(f)

Answer: The Presiding Officer.

(g)

Answer: The Electoral Commission of Zambia (ECZ).

Question Part One - Q1. (a) Explain the differences in relief between the Highveld and Lowveld regions of Zambia. [6] (b) How do the people of Zambia benefit from the Zambezi River? [4]

Answer: (a) The Highveld consists of the high plateau areas of Zambia, generally lying between 1,000 and 1,500 metres above sea level, with cooler temperatures, and includes areas such as the Copperbelt, Central and Southern plateau; the Lowveld consists of the lower-lying valley/basin areas below the plateau, such as the Luangwa, Zambezi and Gwembe valleys, which are hotter, drier and prone to flooding along the rivers.

Answer: (b) Benefits from the Zambezi River: generation of hydro-electric power (e.g. at Kariba and Victoria Falls/Batoka); irrigation for agriculture along the flood plains; fishing as a source of food and income; water transport; domestic and industrial water supply; and tourism (Victoria Falls).

Question Part One - Q2. (a) Describe the distribution of exotic forests in Zambia. [4] (b) Show how large scale use of indigenous forests has damaged the natural environment. [6]

Answer: (a) Exotic (plantation) forests in Zambia are mainly found on the Copperbelt (e.g. around Mufulira, Kitwe) and in parts of Central Province (e.g. Mkushi), where pine and eucalyptus plantations were established mainly to supply timber for the mining industry.

Answer: (b) Damage from large-scale use of indigenous forests: deforestation leaves land bare and exposed to soil erosion; loss of habitat for wildlife; disruption of the water cycle and reduced rainfall; siltation of rivers and streams from eroded soil; and desertification/loss of biodiversity in cleared areas.

Question Part One - Q3. (a) What are the causes of the different types of migration within Zambia? [6] (b) Explain the effects of HIV and AIDs on the rural population of Zambia. [4]

Answer: (a) Causes of migration within Zambia: rural-urban migration due to search for jobs and better services in towns; seasonal/labour migration to mines and commercial farms; migration due to land shortage or poor soil fertility; displacement due to natural disasters such as floods or drought; and migration to escape conflict or for family/marriage reasons.

Answer: (b) Effects of HIV/AIDS on the rural population: loss of the economically active/productive labour force needed for farming; increased number of orphans and child-headed households; increased poverty as households spend more on medical care and less on production; and a decline in agricultural output due to sickness and death of farmers.

Question Part Two - Q1. (a) Discuss various time units used in learning about the past. [6] (b) Explain the use of the letters BC and AD in learning about the past. [4]

Answer: (a) Time units used in learning about the past include: a decade (10 years), a century (100 years), a millennium (1,000 years), and era/period/age (a broad span of time defined by particular characteristics, e.g. the Stone Age or Iron Age).

Answer: (b) BC (Before Christ) refers to years counted backwards before the birth of Jesus Christ, while AD (Anno Domini, 'in the year of the Lord') refers to years counted forward from the birth of Jesus Christ; together they provide a common reference point for dating historical events.

Question Part Two - Q2. Write about the history of the Chewa people under the subheadings below. (a) Origin [4] (b) Political, social and economic organisation [6]

Answer: (a) The Chewa originated from the Luba-Lunda kingdom of Katanga (in present-day DR Congo) and migrated south-eastwards, led by groups associated with Kalonga Gawa Undi, eventually settling in what is now Eastern Province of Zambia and neighbouring Malawi.

Answer: (b) Political organisation: the Chewa were organised under a centralised chieftainship headed by the Kalonga/Undi, with sub-chiefs governing smaller areas; Social organisation: matrilineal society in which inheritance and succession passed through the mother's line, with the Nyau secret society playing an important cultural/religious role; Economic organisation: based on subsistence farming (e.g. growing millet and later maize), supplemented by hunting, fishing and trade.

Question Part Two - Q3. (a) Explain the meaning of the terms Imperialism, Scramble for Africa and Partition of Africa. [6] (b) Why did the European imperialism take place in Africa? [4]

Answer: (a) Imperialism is the policy of a powerful country extending its control over other territories/peoples, often by conquest; the Scramble for Africa refers to the rapid competition among European powers to claim African territory in the late 19th century; Partition of Africa refers to the actual division of Africa into colonies among the European powers, formalised at the Berlin Conference of 1884-85.

Answer: (b) Reasons for European imperialism in Africa: economic motives (search for raw materials and new markets for manufactured goods); political rivalry and competition for prestige among European powers; the desire to spread Christianity (missionary influence); and the wish to spread European civilisation and culture.

Question Part Three - Q1. (a) What are the qualifications for one to be the Republican President in Zambia? [6] (b) Explain the functions of the Republican President in Zambia. [4]

Answer: (a) Qualifications to be Republican President of Zambia: must be a Zambian citizen by birth or descent; both parents must be Zambian by birth or descent; must be at least 35 years old; must be a registered voter; must be proposed and seconded by registered voters; and must not hold any other citizenship.

Answer: (b) Functions of the Republican President: Head of State and Head of Government; Commander-in-Chief of the Defence Force; appoints ministers, judges and other senior public officers; assents to and signs bills into law; represents Zambia in international affairs; and safeguards the Constitution.

Question Part Three - Q2. (a) Explain the relationship between the local and central government. [3] (b) What are the sources of revenue for councils? [7]

Answer: (a) Local government operates under the authority of and is supervised by the central government (through the Ministry responsible for Local Government), implementing central government policies at the local/community level while also representing local interests upward to central government.

Answer: (b) Sources of revenue for councils: property rates/rentals; market and bus station levies; trading licence fees; personal levy; grants/subsidies from central government; fines and fees for services (e.g. building permits); and income from council-owned businesses/property.

Question Part Three - Q3. (a) How does HIV and AIDs spread? [5] (b) Explain the effects/impact of HIV and AIDs. [5]

Answer: (a) HIV spreads through: unprotected sexual intercourse with an infected person; contact with infected blood (e.g. sharing sharp/unsterilized instruments such as needles or razor blades); mother-to-child transmission during pregnancy, birth or breastfeeding; and blood transfusion with infected blood.

Answer: (b) Effects/impact of HIV and AIDS: loss of the productive workforce, reducing economic output; increased number of orphans and child-headed households; increased burden on the health system and household finances (medical costs); breakdown of family structures; and increased poverty due to loss of breadwinners.

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