Preamble for Literature in English
The Examinations Council of Zambia has made adjustments to the assessment of Literature in English at Grade 12 level so as to be in line with the revised Literature in English Senior Secondary School Syllabus of 2013 developed by Curriculum Development Centre (CDC) of the Ministry of General Education.

Purpose
The purpose of the Literature in English examination is to measure candidates’ achievements against the key competencies as outlines in the Grade 10–12 syllabus (CDC 2013). The examination will also be used for certification, progression to tertiary education and job placement.

2 Assessment Objectives
Candidates will be assessed against the following:

AO1 Knowledge of Literary Terminologies and Devices
1. Define literary terminologies and devices as used in a given context
2. Apply literary terminologies and devices in a relevant situation
3. Explain functions of literature
4. Interpret and distinguish forms of written literature
5. Recognise and distinguish types of literary genres
6. Define and understand figures of speech as used in poetry, drama and prose
7. Identify and understand the elements of poetry, drama and prose

AO2 Comprehension of Contexts
1. Comprehend a given context extracted from a set book and answer follow-up questions
2. Extract relevant information from a given context
3. Make inference in a given contextual situation

AO3 Analysis and Synthesis of Information
1. Produce a variety of written work emanating from studied texts
2. Distinguish between fact and fiction
3. Analyse the elements of a set book such as characters, plot, setting, theme, personification and language style
4. Identify and distinguish styles of writing – humour, satire, irony, allegory, comedy, tragedy, tragicomedy
5. Analyse and review plays, prose and poems

Test Design
The examination will consist of two papers as follows:

<table>
<thead>
<tr>
<th>Paper Name</th>
<th>Paper Code</th>
<th>Duration</th>
<th>Marks Allocated</th>
<th>Weighting</th>
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</thead>
<tbody>
<tr>
<td>Paper 1</td>
<td>2011/1</td>
<td>1 hour 30 minutes</td>
<td>60</td>
<td>50%</td>
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<tr>
<td>Paper 2</td>
<td>2011/2</td>
<td>1 hour 45 minutes</td>
<td>60</td>
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<td><strong>120</strong></td>
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<td><strong>100%</strong></td>
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EXAMINATIONS COUNCIL OF ZAMBIA

Examination for School Certificate Ordinary Level

Literature in English 2011/1
Paper 1

Additional Material(s):
Answer Booklet

Time: 1 hour 30 minutes  Marks: 60

Instructions to Candidates

1 Write your name, centre number and candidate number in the spaces provided on the Answer Booklet.

2 There are three questions in this paper; answer all.

3 Answer one question in Section A - Literary Terminologies and Devices.

4 Answer two context questions in Section B on two studied texts. One is a play and the other is a novel.

5 Write your answers on the separate Answer Booklet provided.

6 If you use more than one answer booklet, fasten the booklets together.

Information for Candidates

All questions in this paper carry equal marks. The number of marks is given in brackets [ ] at the end of each question or part question.

Cell phones are not allowed in the examination room.
SECTION A: Literary Terminologies and Devices

Read the passage carefully and answer as concisely as possible the questions that follow.

1

The Breakfast Table

by Jared Angira

The camera closed in
Coming into the pore-distance
Flashing onto
Tormented faces.

The telescopic lens
Adds another tang
Of bitterness
Closing in,

And there
Mouths full of razor blades
Tongues grinding knives

The incomplete family
At breakfast
The crumbling plaster
Of the group
Aaah, memory stands so sharp!

(i) What is a stanza and what is its prose equivalent? [2]

(ii) 'The breakfast table' is an allegory. What is an allegory and what is this poem an allegory of? [4]

(iii) Define the term metaphor and explain the meaning of the metaphors in stanza three? [6]

(iv) The literary term 'personification' is employed in this poem.
What is personification? State the stanza where it is used and explain its significance in the poem. [4]

(v) Identify and explain the two literary devices used in the last stanza. [4] [Total: 20]
SECTION B: Context Question

In this section there are two passages. Read them carefully and answer as concisely as possible the questions that follow:

2 SONYIKA: Kongi’s harvest

SECRETARY: Please don’t try to make a fool of me.

FIFTH: I am deadly serious. Persuade him to grant some form of amnesty. Then go to Danlola and tell him that in exchange for the New Yam, a few of the detainees will be set free.

FIRST: And you think that will have the slightest effect on the old man? He’ll say they will be chucked right back again at the first excuse.

FIFTH: Good. In that case, you will need something more substantial won’t you?

SECRETARY: Like what for heaven’s sake?

FIFTH: Think. If Kongi were persuaded to grant a reprieve to the men condemned to death……

(i) Who is the Secretary and what role is he currently playing? [3]

(ii) Before an amnesty is granted, what happens to two of the condemned men? How many men were in detention all together? [3]

(iii) Who suggests the idea of giving a reprieve to the detained men? [1]

(iv) Just before this extract, the Secretary asks the Fifth Aweri whether he needed a fee or not. Give a detailed answer of the Fifth Aweri. [4]

(v) Danlola is one of the detained men. What privileges does he enjoy while in detention? [3]

(vi) Later in the play, an important ceremony happens. What is the ceremony about? Who are the key players at the ceremony and what is at stake? [6]

[Total: 20]
Ekwueme stared at her. Was she really serious? Maybe it pleased her to toy with men. Maybe she was just a simpleton with as much heart as a chicken. But she was one of the most respected young women in Omokachi. Ekwueme’s head started swimming.

The woman was simply incomprehensible. A curious numbness began to spread over him. He felt himself recoiling into his inner being.

‘I never dreamt you were half as proud as this’, he managed to say.

‘I am not proud,’ she said looking away.

‘Do not deny it, you are. You feel you are too good for me. You think it would be unfortunate for you to waste your beauty on a poor fellow like me. I don’t blame you. I have been rash. I ought to have thought properly before making a fool of myself. Forgive me for bothering you. I will never mention this subject again.’ He paused for breath.

Ihuoma’s face showed signs of pain. Two small creases appeared on her face. Small as they were they carried a surprisingly deep impression of sorrow.

(i) Where is this conversation taking place? [1]
(ii) Ihuoma is thought to be one of the respected young women in Omokachi. What other attributes does she possess? [4]
(iii) Earlier on before this excerpt, we see four (4) villagers helping Ihuoma in her field. Who are these four villagers? [4]
(iv) How does Ekwueme respond when Ihuoma encourages him to go and marry Ahurole who he was engaged to since childhood? [4]
(v) Ekwueme’s mother is afraid that her son might get seriously involved with another woman before he gets married. How does her husband reassure her? [4]
(vi) Mention the reasons Ihuoma gives for not wanting to marry Ekwueme. [3]

[Total: 20]
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