

Surname

Forename(s)

Centre Number

Candidate Number



ZIMBABWE SCHOOL EXAMINATIONS COUNCIL
General Certificate of Education Ordinary Level

ENGLISH LANGUAGE
PAPER 2

4005/2

JUNE 2019 SESSION

2 hours

Additional materials:

No additional materials

Candidates should answer on the question paper.

Allow candidates 5 minutes to count pages before the examination.

INSTRUCTIONS TO CANDIDATES

Write your name, centre number and candidate number in the spaces at the top of this page.

Write your centre and candidate number on the top right corner of every page of this paper.

This booklet should not be punched or stapled and pages should not be removed.

Read the provided passage very carefully before you attempt any question.

Check that all the pages are in the booklet and ask the invigilator for a replacement if there are duplicate or missing pages.

Answer **all** questions.

Write your answers in the spaces provided on the question paper using **black** or **blue** pens.

Shape all your letters very clearly.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets [] at the end of each question or part question.

You are advised to spend 1 hour 30 minutes on Section A and 30 minutes on Section B.

Mistakes in spelling, punctuation and grammar may be penalised in any part of the paper.

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Answer **all** questions in the spaces provided.

You are advised to answer them in the order set.

From paragraph 1

1.(a) (i) Give the name of the person telling the story. **[1]**

.....
.....

(ii) What lifted the writer from the stool? **[1]**

.....
.....

From paragraph 2

(b) (i) Give the main reason why the author sweated.

.....
.....
[1]

(ii) Which **one word** shows that the author was surprised that he was alive and had no injuries? **[1]**

.....
.....

From paragraph 4

(c) (i) Who do you think was firing the guns? **[1]**

.....
.....

- (ii) Write a **phrase of three words**, from this paragraph, which shows that there was total destruction. [1]

.....

.....

From paragraph 5

- (d) (i) Why was Lotta singing? [1]

.....

.....

- (ii) Using your **own words**, explain the meaning of 'captive audience.' [2]

.....

.....

From paragraph 7

- (e) According to Winston Churchill, which two aspects of London life were affected by the bombardment? [2]

.....

.....

[Total: 11]

From paragraph 8

2. (a) What was the main reason why the author returned from Canada to Balham? [1]

.....

.....

.....

From paragraph 9

(b) (i) What does 'it' refer to in the phrase: 'It stretched a little ...?' **[1]**

.....
.....

(ii) Why was it unusual for Balham to boast three cinemas, countless pubs and the Balham Hip? **[1]**

.....
.....

From paragraph 13

(c) Why did the siren wail? **[1]**

.....
.....

From the whole passage

(d) Choose **five** of the following words or phrases which are in bold print in the passage. For each of them, give one word or a short phrase (of not more than seven words) which has the same meaning that the word or phrase has in the passage.

1. adjoining (paragraph 1).....[1]
2. shattered (paragraph 1).....[1]
3. unceasing (paragraph 7).....[1]
4. escorted (paragraph 12).....[1]
5. huddled (paragraph 15).....[1]
6. rubble (paragraph 16).....[1]
7. squashed up (paragraph 21).....[1]
8. lamented (paragraph 21).....[1]

[5]

[Total: 9]

3. Part of the passage describes the experiences of two families, Len Webb's family and Grace Dalton's family, when their areas were being bombed.

Write a summary describing what the two families did, saw and felt during the bombardment of their residential areas. Link each process to the appropriate character or characters.

Use only material from paragraph 15 up to the end of paragraph 20.

Your summary, which should be in continuous writing (not note form), must not be longer than **160** words, including the given ten (10) words. Each word should be written in a separate box. If you make a mistake, cancel the word(s) and write the correct word(s) in the same box(es) above or next to the cancelled word(s).

SECTION B (10 MARKS)

Answer **all** the following questions. You are advised to spend not more than **30 minutes** on this section.

4. (a) Fill in the blank spaces with the correct words in the brackets. Write the correct word only in the answer space provided below each sentence.

(i) The air raid warden came and told us to go to the school. We ran towards a bus which was _____ (stationery/stationary).

..... [1]

(ii) The Kellys have been in business since 1938. Many farmers went to their shop to buy farming _____ (equipments/equipment).

..... [1]

(b) Identify a word which is wrongly spelt in each of the following sentences and then write the correct spelling of the word in the space provided.

(i) It was October 14, 1940, the night we were harrassed by the Germans and lost our second house. As a result, we faced a big problem of accommodation.

..... [1]

(ii) When London was being bombed, members of the security committe were attending a meeting.

..... [1]

(c) Re-write the sentences below using the words in brackets in their past tense forms.

(i) The bombs (begin) to fall.

..... [1]

(ii) Grace's cake (costs) a lot of money.

..... [1]

(d) Clearly show the difference between 'its' and 'it's' as used in the following two sentences:

- (i)** The bombardment was very heavy and so many families were required to face its associated problems and terrors.
- (ii)** It's a pity that the international community did not quickly intervene when Britain was attacked by Germany.

.....
..... [2]

(e) (i) What is the use of the word 'rueful' in the following sentence?

Len looked up with a rueful smile.

.....
..... [1]

(ii) Join the two sentences below into one sentence without using the word 'and.'

(a) There were many German planes in the sky.

(b) They were bombing the city of London.

.....
..... [1]

[Total: 10]

JUNE 2019 4005/02 SUGGESTED ANSWERS

Question 1: 11 Marks: (1+1+1+1+1+1+2+2)

From paragraph 1

1 (a) (i) Give the name of the person telling the story. [1]

Additional guidance/notes

- 1. A simple recall question**
- 2. The question is based on the background information provided in brackets which candidates must not ignore when they read passages**

Answer: Cameron Thomas. [1]

(ii) What lifted the writer from his stool?

Additional guidance/notes

- 1. This question requires candidates to demonstrate the ability to carefully follow the sequence of events.**
- 2. The word 'Then' is indicative of what has happened before the result which is the blast.**

**Answer: a blast/ an explosion/bomb blast/ a terrible blast of hot air [1]
Lift of: 'There was ...hot air' – 0
The lift has to be a direct of the blast.**

From paragraph 2

(b) (i) Give the main reason why author sweated. [1]

Additional guidance/notes

- 1. A comprehension question which tests candidates' ability to infer meaning from the comparatives: 'more....than'**

Answer: terror/fear/fright//He was afraid/scared/frightened [1]

(ii) Which one word shows that the author was surprised that he was alive and had no injuries?

Additional guidance/notes

1. A question that tests candidates' understanding of word meanings.
2. Here candidates are expected to use the given meaning to search for a word that matches that meaning

Answer: miraculously

[1]

N.B: wrong spelling of the word – 0

More than one word – 0

From paragraph 4

- (c) (i) Who was firing the guns?

Additional guidance/notes

1. The candidates are guided by the setting which is London
2. The fact that the Germans are attacking makes it obvious that the enemy who is the country under attack is Britain
3. It is important to bring out the fact that it is not any ordinary citizen firing but the ones in the battle field-the army

Answer: British/English soldiers/army/troops

[1]

London soldiers –0

- (ii) Phrase of three words

Additional guidance/notes

1. A question that tests understanding of word meanings.
2. Here candidates have been given the meaning of the phrase and are expected to identify the phrase from the passage.

Answer: 'mound of debris'

[1]

More than three words–0

Wrong spelling of any one of the three words –0

From paragraph 5

(d) (i) Why Lotta was singing?

Additional Guidance/notes

- 1. This question is asking for a reason which has to be given in full**
- 2. The words insisted on give a lead to the answer**

Answer: to keep up the spirits of her captive audience// motivate/ strengthen/ give hope to her captive audience

Inclusion of she insisted—0

[1]

(ii) Own words: captive audience:

Additional guidance/Notes

- 1. The question tests one's comprehension/understanding**
- 2. Take note that there are two words which should be recast or paraphrased**

Answer: captive – kept as a prisoner/without a choice//forced to do something// confined/ detained/held hostage/restrained/controlled/kept in bondage/ limited within bound

[1]

Audience- listeners// gathering of persons to hear or listen//hearers

[1]

Or

People who were forced to listen or hear// people who had no choice but to listen and hear

[2]

Or

Forced listeners/hearers

[2]

From paragraph 7

(e) Aspects of London life affected by the bombardment

Additional /Guiding notes

- 1. This is a simple recall question**
- 2. The key words in the question are 'aspects' and 'London life'**

Answer: (1) houses/accommodation/shelter/homes/dwellings/expanse of houses/residences
(2) families

[2]

Habitat—0

Lift of line 'Never before...terrors'—0

Question 2: 9 marks: (1+1+1+1+5=9)

From paragraph 8

2 (a) Main reason why the author returned from Canada to Balham.

Additional guidance/Notes

1. The guiding word is 'chiefly'
2. The question itself shows that there were many reasons for the author to return to Balham but the candidates are required to identify the main or chief reason.

Answer: to find out who, and what remained (among the fragments of childhood). [1]

From paragraph 9

(b) (i) Reference of the phrase: 'it'

Additional guidance/Notes

1. The question tests candidates, ability to identify the reference of a pronoun in a text.
2. When reading for comprehension always pause and ask oneself what certain words such as: this, that, it, he, she, they, them, we, etc stand for.
3. It is imperative that learners understand what these common words represent in a discourse.
4. Take note that that the answer in this case requires the definite article, 'the' and not the indefinite article, 'a'.

Answer: Balham/the town (Balham.)

[1]

A town-0

Town-0

City-0

(ii) Unusual for Balham

Additional guidance/Notes

1. The phrase, 'served for its size' gives the lead to the answer .
2. The focus of the question is on bringing out the mismatch between the size of the city vis-à-vis what it is accommodating.

Answer: it was too small/it was not big enough

[1]

It was well served for its size-0

From paragraph 13

(c) Why the siren wailed

Additional guidance/ Notes

1. The question requires candidates to infer the reason from the words, 'bomb shelter' which come a bit later in the paragraph.
2. Candidates are required to read up to the end to find the answer.

Answer: As a warning that the bombers were coming//to warn them of the impending/coming danger// to warn of the coming of the Germans (to attack them)// to signal them to go to a safe place/ to evacuate // to inform them to go to the school where there was a bomb shelter.

[1]

From the whole passage

(d) Vocabulary: 5 marks

Additional guidance/ Notes

1. Vocabulary questions test candidates' understanding, in particular, word meaning inferential skills.
2. Here, candidates are expected to use the context, that is, the situation in which the word or phrase is used and the other surrounding words, to work out the meaning of the word or phrases.
3. Even if the candidate is meeting the word for the first time, with proper practice and skill, he or she should be able to infer the meaning of word or phrase by closely examining the context in which it is used.
4. The answer one gets should suit the context of the word/ phrase being tested.

Rules to observe when working on vocabulary questions:

1. Attempt only **five** words. If candidates attempt more than five words, only the first five words are marked.
2. For each word attempted, only the first answer is marked when more than one answer is offered.
3. A comma, a stroke, or the word 'or' indicates a second attempt.
4. For two answers joined by 'and', one correct answer is allowed if the other answer is not wholly wrong but neutral, eg. 'grieved and hurt' for 'lamented'. Candidates are advised to always give one answer and not let examiners decide for them.
5. If candidates give answers in form of phrases, only the first seven words of the phrase are considered.
6. Do not use the negative 'not' for answers that come in the negative form eg for 'unceasing' it would be wrong to say not ending or not interrupted. For all such answers use appropriate prefixes such as un-, in-, dis- ir- etc.

Answers:

Word	Accept:	Mark	Give 0 for
1. adjoining: (paragraph 1)	next to/neighbouring/bordering/ adjacent	1	close to/ near
2. shattered: (paragraph 1)	disintegrated/smashed/fragmented/broke <u>into pieces</u>	1	cracked/broke
3. unceasing: (paragraph 7)	continuous/uninterrupted/unbroken/ incessant/endless/unending/never ending/nonstop/continuing/continual/unremitting/persisten t/going on and on	1	perpetual
4. escorted: (paragraph 12)	guarded/protected/provided with security or defence/accompanied/came along with/convoyed/ came alongside/came together with	1	entourage
5. huddled: (paragraph 15)	Crowded/ clustered/ squeezed <u>in</u> /packed/gathered around/came together/bunched	1	
6. rubble: (paragraph 16)	debris/litter/refuse/trash/rubbish/ rubbish heap/ waste matter/wreckage/remains of bombed buildings// shattered <u>pieces /disintegrated/smashed/ fragmented/ broken pieces</u>	1	
7. squashed up (paragraph 21)	reduced to pulp/crushed/smashed//flattened/ compressed	1	crumbled/ crumpled/crash ed/ reduced to pieces/crushed to pieces
8. lamented (paragraph 21)	bewailed/grieved/regretted /mourned/rued/bemoaned	1	wailed/cried

QUESTION 3: 20 MARKS (15 + 5)**Additional guidance/notes**

- The summary question tests comprehension, in particular, selection skills.
- The key words in this question are: what the two families did, saw and felt. Candidates should keep these words in mind.
- Candidates should note that these two families went through the processes separately and at different stages in the narrative.
- Some of the processes only involved individual members of the families. It should be clear what each member did, saw or felt alone and what he or she did together with members of his or her family eg
 - I thought we were going to die there
 - We yelled to tell them we were still inside
- Some points in the passage are mere descriptions of the atmosphere e.g.
 - It was very hot and stuffy

- b) The shelter heaved up and down.
6. It is implied that the family members **felt** or **saw** since they were in that shelter. Candidates should therefore present the members as active participants:
They felt hot and stuffy
They saw/felt the shelter heaving up and down
Pronouns such as he, she and/ or they should clearly refer to the correct agents

THE SUMMARY IS MARKED TO A MAXIMUM OF 15 OUT OF 28 POINTS. EACH POINT SCORES 1 MARK.

THE MECHANICAL ACCURACY MARK IS ALLOCATED TO A MAXIMUM OF 5
($10 \times \frac{1}{2}$)

See Note 5 below, 'Standard Deductions'.

NOTES

- Points to be rewarded and their marks are indicated below.
- Introductory Words**
Candidates are advised to always start their summary with the provided introductory words and naturally these introductory words introduce the first point.
- Length**
Examiners highlight where the introductory words end, or should end. They then count to 150, the number of words used by the candidate after the tenth word and write down this number. Examiners **DO NOT** use the candidate's word-total without checking it. They **STOP** at 150 and highlight where the marking should end.
NB: Hyphenated words are counted as one but if you decide to separate them and omit the hyphen they are counted as two separate words.
- Marking Technique**
Scoring for points is indicated by a tick.

STANDARD DEDUCTIONS

$\frac{1}{2}$ mark is deducted for each error listed, up to ten errors.

If you write fewer words in your summary, you risk losing the marks for mechanical accuracy before any error is identified.

The following maxima for the Mechanical Accuracy mark is applied:
0–25 words (0); 26–50 words (1); 51–75 words (2); 76–100 words (3);
101 – 125 words (4); 126 – 150 words (5).

- A. Candidates are penalised every time, $-\frac{1}{2}$ mark for the following:
- all spelling errors – but only once for each mis-spelt word
 - all apostrophe errors, except error in the same word.
 - use of small letter for capital (every time): use of capital for small letter (once only).
 - all omissions of a word or words, even slips = I saw big bull.
 - wrong or superfluous prepositions = wrong prep = I live at Bulawayo. superfluous prep = He could not cope up with the work.

- vi use of wrong word for context (e.g. who for which) = The boys (which) were making noise.
- vii comma for full stop or semi-colon (or vice-versa) – She ran into the room, she saw a snake on the table.
- viii single comma at the beginning or end of a phrase or clause where there should be a pair = These men Lester and Frank, deserve praise.
- ix wrongly completed parenthesis, e.g. a dash at the beginning and a comma at the end or when a second bracket is omitted = The men – Lester and Frank, deserve praise.
- x omission of a comma after an initial adverb or adverb clause (e.g. However) = However I believe the man is honest. Unfortunately for the boys they were seen by the teacher.
- xi omission of comma(s) before participial phrase = My little brother being afraid of dogs started howling (only where meaning is distorted).
- xii omission of comma between adjectives = The evening fog had settled in heavy penetrating enveloping.
- xiii use of comma between subject and verb or between verb and object = The angry young man, stood up to denounce society. He provoked, the bull.
- xiv faulty sequence of tenses in the same sentence. He arrived home early but does not see his wife.
- xv false concord every time. = Mary (go) to see her mother every week.
- xvi complete breakdown = The elephant was darted nimbly charged flee.
- xvii absence of colon before list – Bring the following items pen, ruler and rubber.
- xviii word division e.g. in order, a lot, can not.
- xix omission or wrong use of quotation marks in direct speech.

B Candidates are NOT penalised for:

- i misuse of shall, will, should, could = I will explain later for I shall explain later.
- ii omission of hyphen = He is a hardworking boy.
- iii omission of full stop (a) in abbreviations (b) at the end of a sentence if capital letter follows (c) at the end of a paragraph, an answer, or part answer.
- iv omission of comma before 'so' = I had seen him so he was obliged to stop.
- v omission of comma after participial phrases if meaning is clear = Walking down the road I saw a snake.
- vi omission of comma separating a list of adjectives = I saw an old red brick wall.
If ambiguity arises, candidates are penalised as in xii above (A).
- vii omission of two parenthetical commas, including those for non-defining clauses = James the soccer star of the year got married yesterday. The Ozie satisfied that the harness was secure urged the elephant on.
- viii misrelated participles = Listening, closely, no sound was heard.
- ix faulty sequence of tense where conditionals and subjunctives are concerned = I wish Jane were here. If it rains we will be cold.

If candidate uses note-form throughout the answer, there are no marks for Mechanical Accuracy, but can score for points where they are clearly made.

Wildly out of sequence points do not score so candidates should follow the sequence of events in the passage.

N.B: A candidate will be penalised once for any inconsistency in the use of personal pronouns e.g. shift from 'he' to 'I' or vice versa.

SUMMARY POINTS (15 MARKS)

When the bombs started falling on nearby Stepney residential area ...

1. Len Webb and family huddled in the (prefabricated) Anderson Shelter.
2. They felt very hot and stuffy.
3. They saw /felt the shelter heaving up and down.
4. They felt/saw the dust and smoke filling up the shelter.
5. They saw flames.
6. They felt that the house must have collapsed.
7. They saw/ felt themselves covered in bricks and dust(Both limbs are needed to score)
8. They tried to get out.
9. They saw that the entrance was blocked by bricks and rubble(Both limbs are needed)
10. They started to dig their way out with their hands.
11. Len thought they were going to die/he thought he was going to die.
12. They yelled.
13. They saw an empty space(where the house was earlier on)
14. Their father decided to take them to uncle's place.
15. They went/ walked to uncle's place
16. They had to find shelter along the way again/ a lot of times.
17. They got to uncle's place/They arrived at uncle's place.
18. They saw all the people at uncle's place in the street shelter
19. They went into the street shelter.
20. They went to their uncle's house when it was all clear/When it was clear they went to their uncle's house.
21. They saw that the house had disappeared.
22. They watched from the rooftops.
23. They saw the bombs hitting around the Elephant and Castle area then Kennington
24. They saw the East End still burning
25. Grace was blowing out the candles on her birthday cake.
26. Grace felt mad/angry.
27. Grace's father decided to take them anywhere (by buses).
28. Grace crammed her pockets full of cake.

Question 4: 10 Marks: 1+1+1+1+1+1+1+1+1

(a) (i) Additional guidance/notes

The question tests candidates' knowledge of word meanings and usage.

Answer: stationary

[1]

(ii) Additional Guidance/Notes

The question tests candidates' knowledge of the plural forms of countable and uncountable nouns.

Answer: equipment

[1]

(b) Additional Guidance/Notes

The two questions test candidates' knowledge of spellings.

(i) Answer: harassed

[1]

(ii) Answer: committee

[1]

(c) Additional Guidance/Notes

These questions test candidates' knowledge about verb forms/tenses.

(i) Answer: The bombs began to fall//had begun// were beginning

[1]

(ii) Answer: Grace's cake cost a lot of money//had cost

[1]

(d) Additional Guidance/Notes

The two questions test candidates' knowledge of spelling, punctuation and word usage.

(i) Answer: 'Its' is used to show that something belongs to something or it shows the owner/ownership // In this context, it is used in place of 'the bombardment.'// It shows possession/It's a possessive// The bombardment's

[1]

(ii) Answer: 'it's' is a contraction/shortened form of 'it is/It is/ Showing state of affairs/situation

[1]

(e) (i) Additional Guidance /Notes

The question tests candidates' knowledge of parts of speech and their uses

Answer: describing word/used to describe the smile/shows the kind of smile/

used as an adjective to describe the smile

NB: give 0 for It describes how Len smiled

[1]

(ii) Additional Guidance/Notes

The question tests candidates' knowledge about sentence types and construction: simple, compound and complex.

Answer: There were many German planes in the sky which/that were bombing the city of London.

[1]

