ZIMBABWE SCHOOL EXAMINATIONS COUNCIL

General Certificate of Education Advanced Subsidiary Level

ENGLISH LANGUAGE AND COMMUNICATION SKILLS **8007/2**
PAPER 2

NOVEMBER 2017 SESSION 2 hours

Additional materials:
Answer paper

TIME 2 hours

INSTRUCTIONS TO CANDIDATES

Write your name, Centre number, candidate number and paper number in the spaces provided on the answer paper/answer booklet.

Answer **two** questions.
Answer the **one** compulsory question in Section A and **one** question from Section B.
Write your answers on the answer paper.
Begin your answer to Section B on a separate sheet of paper.

If you use more than one sheet of paper, fasten the sheets together.

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 45 minutes on Section A and 1 hour 15 minutes on Section B.

This question paper consists of 7 printed pages and 1 blank page.

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SECTION A - COMPULSORY (20 MARKS)

Answer the following question.

1 Read the following report and answer the following question.

EDUCATION: HOW WILL AFRICA WIN THE FUTURE?

1 From the eco-systems of Silcon Valley to the slums of Nairobi and the squeky-clean streets of Doba, experts are adamant that education, as we know it, is changing. No longer does a formalised, structured educational system serve global needs. The game has changed to fostering creativity and innovation. The game has changed to finding imaginative solutions.

2 Panel-experts at summits and leading entreprenuers have pointed to the significance of a little bit of craziness, adaptation, problem-solving and disruption. After all, with an element of craziness and innovation, Apple and Google disrupted the way we communicate and the way we seek knowledge. The Internet and e-mail disrupted the postal services. All became possible through collaboration, competition and teamwork.

3 Where is Africa going in the field of education? What kind of education is most suited to serving the development needs of the continent and at the same time, making it globally competitive? How is Africa going to harness its vast human and natural resources in the direction needed, as the Pan-African icon, Kwame Nkrumah, put it, "To allow the African genius full expression."

4 More than fifty years ago, Nkrumah also noted the need to equip students with an understanding of the contemporary world within the framework of African civilisations, their histories, institutions and ideas. African Studies was therefore compulsory in the universities he built in Ghana.

5 The first university in the world was African Al Karaouine in Fez, Morocco (859 AD), founded by an African woman. It was a full 229 years before the first European University was erected in Bologna in 1088 AD.

6 Before the disruption of slavery, colonialism, oppression and destruction from the 15th century onwards, history tells us of the great African medieval civilisation and the part that higher institutions of learning played in African academic and cultural life. There is no doubt that in the 15th century, centres of learning such as Walata Djenna, and Timbuktu had a singular impact on African education and that the University of Sankore, with 25 000 students, had already qualified amongst the foremost intellectual inspirations in the world.

7 All over the continent, governments have either settled with the legacy of colonial education or tinkered with reform. One country that is serious about changing its existing paradigm to an appropriate educational system is Uganda. Bwesigye Bwa Mwesigire, a Ugandan writer, lawyer and academic, writes in an article called in the online media platform, 'This is Africa,' about the decolonisation process going on in Uganda: "The African experience has been that education, during colonial times, was driven by missionaries. The conventional wisdom suggests that it was mainly through altruistic considerations – albeit racially tinged – to bring light to the so called 'Dark Continent' and enlightenment to its natives."

8 The language used was that of the colonialists. That western education expanded the basic numeracy of natives, introduced literacy and new technical skills. There was the good and the bad to that. Most African leaders, past and present, went through a western education. It was elitist in nature. The education system had an in-built slant that meant it suppressed local knowledge, promoted inequalities through unfair access and helped create a mindset of blind loyalty rather than open minds to new ways of thinking. The overriding philosophical approach was a top-down and master-servant relationship. Knowledge was defined by the master. The system was further designed to serve the economic interests of the colonisers, which was the primary motivation for colonialism in the first place.

9 Professor Mahmood Mandani of Uganda argues in his article entitled 'Politics and Class Formation in Uganda', that the colonial education was designed as a tool of control not one of empowerment. He points out, "The political usefulness of colonial education, it should be clear, stemmed from its dual nature, that it was technical as well as idealogical, that it imparted skills such as reading, writing, and arithmetic as well as values such as loyalty to the existing order and disciplined self-sacrifice in the interest of that order. This was not education, but training, not liberation, but enslavement. Its purpose was not to educate a person to understand the objective limits to the advancement of individual and collective welfare, but to train a person to accept and even administer the limits in an efficient manner."

10 In an uncomfortably high number of cases, the elitist products of the system were hard-wired to mimic and replicate western views and values while thumbing their nose at local knowledge and practices, including those that were progressive. That also signalled the death of the nation's community spirit as the severe individualism of Europe supplanted the African spirit of collective welfare. "Fast material progress had produced a brand of young men who, though in a sense were quite educated, lacked any intellectual commitment to causes," laments Professor Mahmood.

11 "They could read and write but as they were handed the monumental task of building a nation-state, they could neither hear nor learn," notes the Professor.

Pusch Commey in New African, February 2015.

Write a summary on the changes the education system in Africa must take for the continent to develop, and the role that was played by colonial education. Your summary should not be longer than 175 words. [15]

N.B: An additional 5 marks will be available for proficient use of English.

SECTION B (30 MARKS)

Answer **either** question 2 **or** question 3.

2 **Read the following passage carefully and answer all the questions that follow.**

1 I once had a patient who was so sleep-deprived that she put her dirty into the tumble-dryer instead of the dishwasher. She turned on the machine, smashing china and glasses. Another patient went to great lengths to obtain a ticket to a crucial football match, but was so sleepy that he dozed off in his seat in the first half of the game and stayed asleep until the game was over.

2 On an every day level, sleepy people make arithmetic errors, break things and become cross with their families, friends and colleagues. Less commonly, they make mistakes with tragic consequences. It is hard to prove how many fatal car accidents are caused by the drivers' falling asleep, but my conviction is that the number is high. Laboratory experiments have confirmed that the sleep-deprived mind is prone to 'microsleeps' – lapses of consciousness so brief that the subject may not even be aware of them.

3 In one experiment in a laboratory at Stanford University, California, a volunteer who had only been allowed four hours' sleep the night before had his eyelids taped open. Though this may be uncomfortable, it does not hurt. He was then asked to press a button every time an irregular strobe light flashed.

4 For a few minutes, the volunteer tapped the switch after each flash, on average, every six seconds. Then a bright flash surged into his pupils – but he did nothing. When asked why he did not press the switch, the volunteer replied that there was no flash. The machine that was used to monitor brain activity showed that at the very moment the stroke light had flashed, the young man had unwittingly fallen asleep, with his eyes open, for two seconds. If he had been behind the steering wheel of a car, those two seconds could have meant disaster.

5 Societal pressures to work more, and at odd hours, have reduced our sleep time over the past 100 years by about twenty percent. Added to our own era's drive to have and do it all – career, family, sports, hobbies – there is very little time left for rest. I consider sleep deprivation to have reached a state of emergency.

6 Generally, adults need to sleep one hour for every two hours spent awake, which means that most need about eight hours of sleep a night. Of course, some people need more and others less. Children and teenagers need an average of about ten hours.

7 The brain keeps an exact account of how much sleep it is owed. My colleagues and I coined the term 'sleep debt' because accumulated lost sleep is like a monetary debt: it must be paid back. If you get an hour less than a full night's rest, you carry an hour of sleep debt forward – and your tendency to fall asleep during the next day becomes stronger.

8 During a five-day working week, if you got six hours of sleep each night instead of the eight you needed, you would build up a debt of ten hours. Because sleep debt is cumulative, by day five your brain would tend towards sleep as strongly as if you had stayed up all night. From this perspective, sleeping until noon on Saturday is not enough to pay back the ten hours lost as well as meet your nightly requirement of eight; you would have to sleep until about five in the evening to balance the ledger.

9 For most people, however, it is difficult to sleep that long because of the alerting mechanism of our biological clock. An amazingly precise biological clock within us regulates waking up and sleeping, and also synchronises a vast array of bio-chemical events in our bodies. It is a timepiece of astonishing precision that people often wake up a few minutes before their alarm clocks go off.

10 Most people have two peak times of alertness daily: at about nine in the morning and nine in the evening. Alertness wanes to its lowest point at around three in the afternoon; after that, it begins to build again. This explains why people who have worked hard all day will often start to feel more alert at the same time, every evening, despite a large accumulation of sleep debt during the day. That 'clock dependant alerting' can often deceive us into thinking we are sufficiently meeting our sleep needs.

11 Accumulated sleep debt may do long-term damage to your health. The American Cancer Society once carried out a huge study, surveying more than one million Americans about their exercise, smoking, sleep, nutrition and other habits. After tracking the group for six years, researchers found that short sleep time had a high correlation with mortality. If people had originally reported having less than seven hours' sleep a night, they were far more likely to be dead within six years than those who slept an average of seven hours per night.

12 Another interesting finding from that survey was the fact that adults who said they slept ten hours or more per night also tended to have shorter lives. We speculate that these self-described long sleepers are more prone to die because they have undiagnosed sleep disorders, such as sleep apnoea, in which breathing stops for more than ten seconds, possibly hundreds of times a night. This causes sleep to be disrupted repeatedly by short, unremembered awakenings that may create life-threatening health problems.

13 There are more immediate effects of sleep deprivation on health and well-being. Studies have shown that cognitive skills and physical performance are impaired by sleep debt, but mood is affected even more. People who get less than a full night's sleep are prone to feel less happy, more stressed, more physically frail and more mentally and physically exhausted as a result. Lowering sleep debt can make us feel better, happier, more vigorous and vital.

Adapted from: The Reader's Digest, June 2000, by Dr William Dement and Christopher Vaughan.

(a) Cite one example of a tragic consequence of sleep deprivation given in paragraph 2. [1]

(b) **(i)** What are 'microsleeps'? [1]

(ii) What does the word 'subject' in line 11 refer to? [1]

(c) Explain the expression 'tragic consequences' (line 8) [2]

(d) How have societal pressures contributed to sleep deprivation? [1]

(e) Suggest a reason why children and teenagers need more sleeping time than adults. [1]

(f) 'Sleep debt is cumulative' (line 39) Explain the meaning of this phrase, paying particular attention to the underlined word. [1]

(g) Why do adults who sleep for long hours live shorter lives? [1]

(h) In what **two** ways does the writer refer to sleep-deprivation in a humorous manner? [2]

(i) In what **two** ways does sleep deprivation affect one's mood? [2]

(j) In not more than **seven words**, suggest a suitable title for this passage. [1]

(k) **(i)** Explain the meanings of any **three** of the following words as they are used in the passage. You may write the answer as **one word** or a short phrase of not more than **seven** words.

1 fatal (line 8)
2 monitor (line 20)
3 alerting (line 45)
4 astonishing (line 47)
5 correlation (line 60)
6 exhausted (line 75)

[3]

(ii) Use the **three words** that you have chosen in **(k)(i)** above in **three separate sentences** to illustrate their meanings as used in the passage. Your sentences should have enough context to show that you understand the meanings of the words and should not deal with the subject matter of the passage. [3]

N.B: An additional 10 marks will be available for proficient use of English.

3 Tide High School organised a prefects' training workshop for its incoming prefects. On their return from the workshop, the Head asked Tsitsi, the Head girl, to give him or her a report on any one topic she had found to be of benefit. Imagine you are Tsitsi and you have decided to report back on the topic 'The Qualities of an Effective Prefect.'

In not more than 200 words, write the report you would submit to your School Head using the following points:

1 Good communication skills

2 Punctuality

3 Being exemplary

4 Dress code

5 Leadership skills

6 Confidence

7 Personality/character

8 Rapport with both students and teachers

[20]

N.B: An additional 10 marks will be available for proficient use of English.