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**EXAMINATIONS COUNCIL OF ZAMBIA**  
**JUNIOR SECONDARY SCHOOL LEAVING EXAMINATION (GRADE 9) - 2016**

**Social Studies 207/2**  
**Paper 2**

(INTERNAL AND EXTERNAL CANDIDATES)

**Time: 2 hours 30 minutes**

**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 **two (2)** sections in this paper, **A** and **B**.
- 4 Answer **all** questions from section **A** and **three** from section **B**.
- 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**

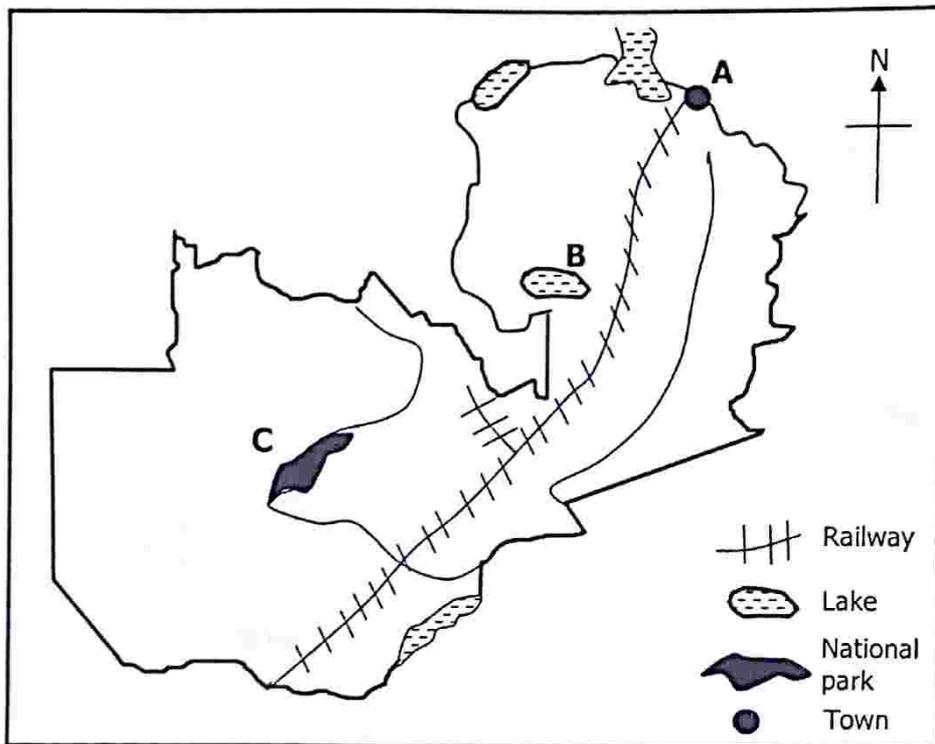


**SECTION A (30 MARKS)**

**Answer all questions in this section.**

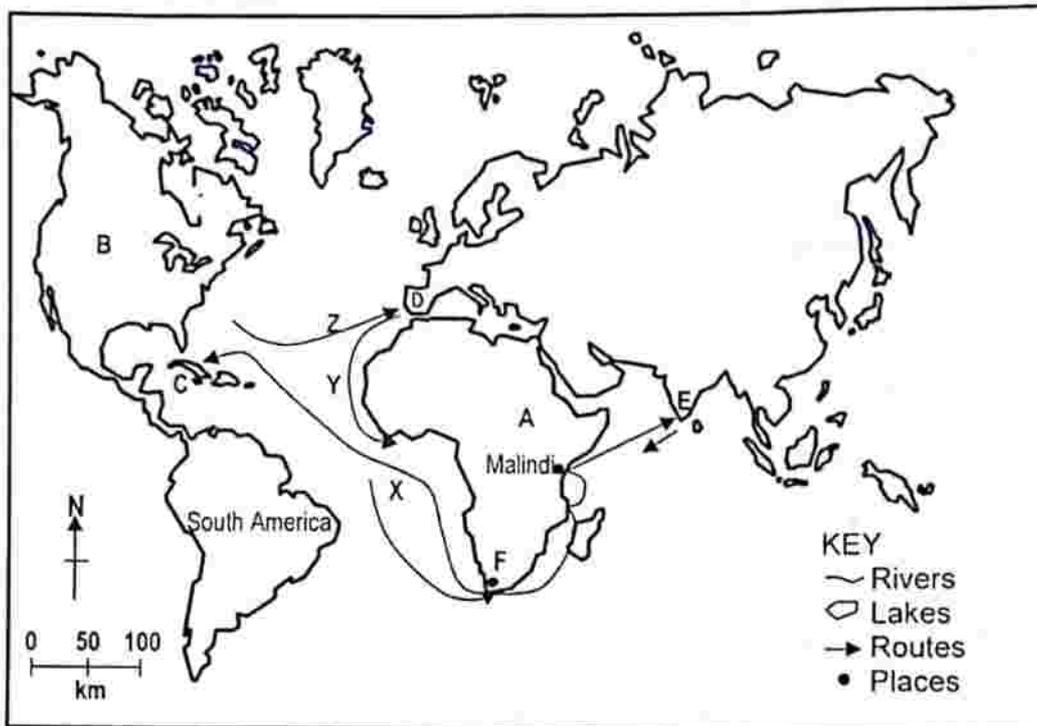
**Write all your answers in the Answer Booklet provided**

- 1 Study the map of Zambia below and answer the questions that follow.**



- A** Name border town **A**. [1]
- B** What is the name of lake **B**? [1]
- C** Name the National Park **C**. [1]
- D** What type of lake is **B**? [1]
- E** Give **two** reasons why the area around town **A** has high population concentration. [2]
- F** State **two** reasons why National Park **C** is an important tourist attraction? [2]
- G** Name **two** institutions which distribute and supply electricity. [2]
- [10]**

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



### Questions

- A** Name the continent marked **A**. [1]
- B** Mention one type of goods that was brought to continent **A**. [1]
- C** What goods were taken to continent **B**? [1]
- D** Who discovered the Islands marked **C**? [1]
- E** What name was given to the trade that involved the three continents labelled **A**, **B**, and **D**? [1]
- F** Why was it given the name mentioned in **E**? [1]
- G** Name the place marked **D** where most of the voyages of discovery started from. [1]
- H** In which year did Vasco da Gama arrive at the place marked **E**? [1]
- I** Which explorer was the first European to reach area **F**? [1]
- J** What name did he give to the area marked **F**? [1]

[10]

**3 Read the passage below and answer the questions that follow.**

In Chabwino, the date of elections was announced by the President. Sibeso Zulu woke up early in the morning to prepare herself to go and vote. She carried the necessary documents required in the voting process. Sibeso quickly went to the place where she was registered to cast her vote.

- A** What is the day of elections called? [1]
- B** State the time when voting begins and ends. [2]
- C** Which **two** documents did Sibeso Zulu carry to enable her to vote? [2]
- D** What is the name given to a place where registered voters go to vote? [1]
- E** Who is in charge of the place mentioned in question **D** above? [1]
- F** The minimum age for a qualified voter in Zambia is? [1]
- G** The elections in which Sibeso Zulu participated were declared free and fair. State **two** reasons for the importance of free and fair elections. [2]
- [10]**

**SECTION B (Short essays) - (30 MARKS)**

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

**Part One**

- 1 (a)** State **three** different types of tourist attractions. [3]
- (b)** Explain the benefits of tourism to the people [3]
- (c)** Suggest reasons why tourism resources should be conserved. [4]
- [10]**
- 2 (a)** Describe recent projects in hydro-electricity generation in Zambia. [5]
- (b)** Describe non renewable energy resources which are widely used in Zambia. [5]
- [10]**
- 3** With reference to the building and construction industry in Zambia,
- (b)** State examples of physical infrastructure developments taking place in recent years, [5]
- (c)** Explain why building and construction industry has grown in recent years. [5]
- [10]**

**Part Two**

- 1 Describe the life of the Tonga speaking people of Southern Province under the following sub-headings:
- |     |             |             |
|-----|-------------|-------------|
| (a) | Economical, | [3]         |
| (b) | Political,  | [3]         |
| (c) | Social,     | [2]         |
| (d) | Religious.  | [2]         |
|     |             | <b>[10]</b> |
- 2 Account for the causes of the rebellion of 1896/97 in Zimbabwe by the following tribes;
- |     |              |             |
|-----|--------------|-------------|
| (a) | The Ndebele, | [5]         |
| (b) | The Shona.   | [5]         |
|     |              | <b>[10]</b> |
- 3 Write briefly on **all** of the following:
- |     |  |             |
|-----|--|-------------|
| (a) | Causes of the scramble of Africa,                | [5]         |
| (b) | Results of the Berlin conference of 1884 – 1885, | [2]         |
| (c) | Terms of the Berlin conference.                  | [3]         |
|     |  | <b>[10]</b> |

**Part Three**

- 1 Citizenship unites people who belong to different races, ethnic groups and religions. Citizens work together in peace and harmony to improve their lives. They also learn to solve their problems together without discriminating each other.
- |     |                                 |             |
|-----|---------------------------------|-------------|
| (a) | Who is a citizen?               | [2]         |
| (b) | Explain the duties of a citizen | [8]         |
|     |                                 | <b>[10]</b> |
- 2
- |     |  |             |
|-----|--|-------------|
| (a) | Explain the relationship between the local and central government. | [3]         |
| (b) | What are the sources of revenue for councils?                      | [7]         |
|     |  | <b>[10]</b> |
- 3
- |      |   |             |
|------|---|-------------|
| (a)  | What are fundamental human rights?                | [2]         |
| (b)  | Explain the following categories of human rights: |             |
| (i)  | Civil and Political Rights,                       | [4]         |
| (ii) | Economic, Social and Cultural Rights.             | [4]         |
|      |   | <b>[10]</b> |

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