

**GATANGA FORM FOUR END OF TERM II EXAMINATION 2016**  
**KENYA CERTIFICATE OF SECONDARY EDUCATION**

101/2

ENGLISH

PAPER 2

(Comprehension, Literary Appreciation &amp; Grammar)

JULY / AUGUST 2016

2 ½ HOURS.

1. **COMPREHENSION.****Read the following passage carefully, then answer the questions that follow.**

(20 marks)

The latest Ministry of Education Strategic Plan identifies programmes and projects for implementation to improve learning in schools.

Among the programmes and projects earmarked for implementation are the construction and equipping of schools, building of at least one boarding primary school in each constituency in the arid and semi-arid districts, establishment of a computer supply programme, establishment of a voucher system for the needy to ensure equity in access to education, and recruitment of teachers.

Other activities to be implemented are the integration of the early childhood development and education programme into basic education, enhancement of special needs education into basic education, curriculum development and review as well as new programmes for the enhancement of ICT education and basic education.

However, the plan misses one critical but crucial factor in learning - improving nutrition for learners. Science has demonstrated that nutrition and specific nutrients in particular, play a key role in cognitive development and performance in schools. Studies have shown that children who eat a good breakfast perform better in the classroom (behaviourally as well as academically). It is easy to see how it would be difficult to pay attention and learn with a tired and / or hungry body.

Poor nutrition, on the other hand, contributes to disease, malnutrition, and child deaths. Vitamin A deficiency specifically impacts the immune system. Ten per cent of the global burden of disease can be attributed to maternal and child undernutrition. Malnutrition contributes to a third of all child deaths worldwide. These have serious consequences on school performance. They lead to higher absenteeism due to illness, poor health, cognitive and psychomotor underdevelopment, and low physical capacity. Yet most of the food that we consume lacks micronutrients - vitamins and minerals - which, though required in small quantities, are essential for the normal functioning of body systems. Diets in Kenya are typically deficient in one or more micronutrients particularly vitamin A, iron, iodine and zinc.

Among children, poor diets have contributed to widespread vitamin A deficiencies, stunting, and even obesity. Globally, 925 million people are under nourished, with children being the most visible victims. A quarter of the world's children live in Africa. Most of these, 550 million children, start each day lacking the nutrients their minds and bodies need to grow. In Kenya, malnutrition rates are critical - 25 per cent of all children under five years are malnourished. In some districts, a quarter of all children under five years are acutely malnourished and nine out of 10 children from poor households fail to complete their basic education because of malnutrition. According to the 2014 Kenya Demographic and Health Survey, 26 per cent of the under-five children are stunted, 11 per cent are underweight, and 4 per cent are wasted.

While most parents will go to great lengths to ensure that they have paid school fees in full and in advance, bought all the required text and exercise books, and that the learners are well-dressed, many hardly put a similar effort in ensuring that their children have a nutritious breakfast.

According to a recent survey, although children do eat some things for breakfast, it is not enough, with many only drinking tea. A nutritious breakfast should contain a piece of fruit, tea with milk, and margarine spread on four slices of brown bread or with either porridge or sweet potatoes.

For the Ministry of Education's strategic plan to have the desired impact on learning in schools, it should include programmes to improve nutrition for learners.

*(Adapted from The Daily Nation**23/05/2016)***Questions**

- a) From the first two paragraphs, which initiative has the Ministry of Education taken to improve learning in schools. (3 marks)
- b) What is the role of nutrition in cognitive development and performance in school? (2 marks)
- c) In not more than twenty-five words, summarise the effects of malnutrition on education. (5 marks)
- d) What indicates that malnutritional rates in Kenya are critical? (1 mark)
- e) Explain the irony in parents' efforts to ensure that their children are retained in school. (2 marks)
- f) Of what importance are micro-nutrients? (1 mark)
- g) Malnutrition contributes to a third of all child deaths worldwide.  
(Rewrite the sentence beginning: Of all child .... ) (1 mark)
- h) Other than impacting on education, how else does poor nutrition, affect children? (3 marks)
- i) Explain the meaning of the following words as used in the passage. (2 marks)
  - i) critical
  - ii) underweight

2. **The River and The Source by Margaret Ogolla.****Read the following passage and then answer questions that follow:**

(25 marks)

She stayed awake late into the night and was wont to happen to her so much of late, memories of seventy years duration flashed effortlessly through her mind. There she was as a very little girl, clothed in nothing but the love of *Were* - the god of the eye of the rising sun; then she was sitting in the shadow of grandfather Oloo's largest bull missing her mother who had gone away to seek the new way. Again there she was with her cousin Owuor walking in single file between Maria in front and grandmother Akoko in the back. They were on their way to the mission at Aluor, a haven for heartbroken widows and bereft orphans who wanted to learn the way of Yesu Kristu. And here she was studying in her cubicle at the teacher training college. A love letter comes flying in through the open window: it was from a fellow student whose name was Cosmas somebody or other and like so many others it declared his willingness to climb mountains, ford rivers and swim oceans in order to reach her and win her love. The guy must have drowned by now, thought Elizabeth her lips twitching. And, of course, there was a lifetime of memories with Mark Anthony - in her opinion still the best looking man around. She also remembered clearly the day Akoko had died and her conviction that it was all over. How mistaken she had been! For in truth it had only just begun and now she saw evidence of that great woman in so many of her grandchildren, but strangely enough most clearly in her daughter-in-law Wandia - the girl from the ridge country of the Kikuyu, who was no blood relative but who clearly if instinctively understood the true destiny of a woman - to live life to the full and to fight to the end. In the small hours of the night, Elizabeth eventually slid into a fitful and disturbed sleep. Mark, being a very heavy sleeper stirred stiffly but did not wake up. The following morning everyone packed up and scattered to whatever direction they had come from - exhausted but happy.

**Questions.**

- a) What has **just** happened before this extract. (3 marks)
- b) "... her mother who had gone to seek the new way." Why had her mother gone to seek this new way? (2 marks)
- c) Why does she think "... it had only just begun ..."? (2 marks)
- d) Describe two characters of Elizabeth evident in this extract. (4 marks)
- e) Identify and illustrate **two** stylistic devices used in the excerpt. (4 marks)
- f) From elsewhere in the novel, show evidence that Wandia lives life to the full. (4 marks)
- g) "A love letter comes flying in through the open window." (1 mark)
- h) Explain what is meant by "... as was wont to happen to her so much of late ...". (2 marks)
- i) Identify and explain the attitude of Elizabeth towards Cosmas. (3 marks)
3. **Read the poem below and answer the questions that follow.** (20 marks)

**Their City**

City in the sun  
 without any warmth  
 except for wanaotosheka  
 and the tourists escaping  
 from civilized boredom  
 Sit under the Tree  
 any Saturday morning  
 and watch the new Africans,  
 the anxious faces  
 behind the steering wheels  
 in hire purchase cars  
 see them looking important  
 in a tiny corner  
 behind the chauffeur

We have seen them  
 in a nightmare,  
 the thickset directors  
 of several companies;  
 we have seen them  
 struggling under the weight  
 of a heavy lunch  
 on a Monday afternoon  
 cutting a tape

to open a building,  
 we have seen them  
 looking over their  
 gold-rimmed glasses  
 to read a speech  
 And in the small hours  
 between one day and the next  
 we have strolled through  
 the deserted streets

and seen strange figures  
under bougainvillea bushes

in traffic islands  
figures hardly human  
snoring away into  
the cold winds of the night;  
desperately dying to live.  
(Lennard Okola)

**Questions.**

- a) Who is the persona in the poem? (2 marks)  
 b) Explain what the poem is about. (3 marks)  
 c) What is achieved by repetition of "We have seen them"? (2 marks)  
 d) Identify and explain **two** thematic concerns of the poet. (4 marks)  
 e) Why are the "new Africans" said to have anxious faces? (2 marks)  
 f) Explain the meaning of the expression;  
 figures hardly human  
 desperately dying to live. (2 marks)  
 g) How does the persona portray the rich? (2 marks)  
 h) Describe the tone in the poem. (3 marks)

4. **GRAMMAR.** (15 marks)

- a) **Replace the underlined word in the sentences below with a phrasal verb.** (3 marks)  
 i) Susan postponed her wedding until after the burial.  
 ii) My father has stopped smoking because he realized it is unhealthy.  
 iii) After the scandal Mr. Njoroge decided to resign.  
 b) **Use the preposition to fill in the gaps in each of the following sentences.** (3 marks)  
 a) Mary was accused \_\_\_\_\_ shop-lifting in a supermarket.  
 b) The accident victim succumbed \_\_\_\_\_ his injuries.  
 c) He jumped \_\_\_\_\_ the plane before it landed.  
 c) **Rewrite the following sentences according to the instructions given.** (3 marks)  
 i) He got into trouble with the manager. He had just joined the institution. He had known this manager for many year.  
 (Rewrite as one sentence beginning : No sooner ...)  
 ii) Did Mary give you the expected answer?  
 (Rewrite the question in the passive)  
 iii) The students went for preps after taking supper.  
 (Begin: Having ...)  
 d) **Fill in the blank spaces with the correct form of the word in brackets.** (3 marks)  
 i) Mary \_\_\_\_\_ the clothes on the lines to dry. (hanged, hung)  
 ii) The contractor left the \_\_\_\_\_ without paying the workers. (cite, site, sight)  
 iii) John claimed that his jacket had \_\_\_\_\_ him a fortune. (costed, cost)  
 (e) **Replace the underlined phrases with a word having similar meaning in each sentence.** (3 marks)  
 i) When driving one should be watchful of people moving on foot.  
 ii) The audience waited anxiously for the final decision of the magistrate.  
 iii) Parents were asked to bring new pillows, bedsheets and blankets to the school.