

MAKUENI COUNTY CLUSTER PREPARATORY EXAMINATION 2016*Kenya Certificate of Secondary Education (KCSE)*

101/2

ENGLISH**(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)****PAPER 2****JULY / AUGUST 2016****TIME: 2 ½ HOURS****1. COMPREENENSION****(20marks)****Read the following passage and answer the questions that follow:**

Calls to improve education most frequently circulate around the need for better prepared teachers, improved governance, expanded infrastructure and a relevant curriculum. Changes in these areas take time; investments in them are not easily quantifiable, and may reduce the financial attraction of the private sector.

Textbooks, meanwhile, are rarely discussed as an investment, yet they are one of the most effective ways to improve students' learning. For the private sector in particular, they provide a straightforward and effective way to invest in education and see tangible results.

And there is real pressing need for this investment. A new paper by the Global Education Monitoring (GEM) Report at Unesco shows that cutting through debates about the quality of textbooks is a fundamental problem: millions of children simply do not have access to such materials at all. In Kenya, as in many other sub-Saharan Africa, textbooks are becoming less accessible over time, rather than the reverse.

Without textbooks, children end up spending too many of their school hours copying content from the blackboard, which severely reduces time for engaged learning. In 22 sub-Saharan African countries, providing one textbook to every student in a classroom increased literacy scores by up to 20 percent. While the buck should stop with governments, they are currently not investing enough in textbooks. In 2012, in 36 countries with data, governments were spending less than 2 per cent of primary education budgets on teaching and learning materials on average, far less than the 3-5 percent target recommended by the World Bank.

The result is that parents are often left holding the burden; they are forced to cover the cost of learning materials for their children. For the poorest children, this creates a vicious cycle: parents have precious few funds for textbooks, serving as an additional barrier to learning.

Getting a textbook to each and every child is not as easy as it sounds. There are several steps to its production, including the development, procurement, distribution and storage, all of which have their own complications, including corruption and transport issues.

With so many parties involved in such a long process, the predictability of financing improves the chances that each child will possess a textbook. Unfortunately, it is precisely this predictability that is lacking in many low-income countries.

Consider the situation in Africa where many countries have shifted towards decentralized textbook supply systems and away from ministries of Education deciding how many books each school should receive.

In practice, this has led to schools buying different combinations of textbooks for the same subjects and grades. The result is neither cost-effective nor practical in providing uniformity across schools. At the school level, the capacity to effectively forecast the demand for textbooks and other teaching and learning materials remains tenuous.

This is why our paper has investigated the benefits of shifting to a nationally centralized textbook system, which would pool demand for textbooks and ensure long-term and predictable financing. According to our estimates, this could take up to \$3 off the price of each book saving almost \$1 billion in sub-Saharan Africa alone. Kenya could save \$64 million from its textbook bill.

Pooling and forecasting demand in this way would open the door for innovative financing that could present smart investments for the private sector. A similar approach has been used by the health sector to finance vaccines through the Gavi, the Vaccine Alliance.

*Adapted from Dr Aaron Benavot's article, Daily Nation Jan 29, 2016***Questions**

- Why would the private sector find it less attractive to make financial investment in education? (2 marks)
- Why are textbooks of great interest to the private sector? (2 marks)
- What evidence do we have that governments are not keen on providing enough textbooks? (1 marks)
- According to the writer, what is the best way forward to cater for demand and costs of textbooks? (2 marks)
- What is the writer's attitude towards parents in sub-Saharan Africa? (3 marks)
- In not more than forty words, give examples of factual information that has been provided by the writer. (4 marks)
- What do you find ironical in the above passage? (2 marks)
- Getting a textbook to each and every child is not as easy as it sounds. (Rewrite this sentence using the phrase 'easier said than done') (1 mark)
- Give the meaning of the following words and phrases as used in the passage. (3marks)
 - Paper
 - The buck should stop
 - Tenuous

2. Read the following extract and answer the questions that follow.**(25 marks)**

"May the proceedings of this tribunal begin and may God save the King," intoned the DO. The twins looked at him with interest. He was actually white – not cloud white, but an indefinable translucent colour with spots of red on the cheeks, the

ears and the tip of his long nose. His hair was an amazing yellow and wonder of wonders his eyes were blue. Nevertheless he was human and spoke with a human if strange voice – rather resonant with an unusual timbre, somewhat harsh to the ear.

“Great chief. I am a widow. My husband was the chief of Sakwa. We had two sons. The first one who would have been chief died in the big war of the white people. His brother also died accidentally soon after taking over the chief’s stool. He left one child, a son who is but a toddler. For this reason my late husband’s brother has taken over the chief’s stool supposedly in custody for my grandson. However it has become clear that he has no intention of relinquishing that seat; what is more he has grabbed all his brother’s wealth and is now at war with me, trying to grab my own personal wealth as well. He feels that being a woman I deserve nothing. Now if this is allowed to happen, what will my grandson use to pay the brideprice and reclaim the chief’s stool? May *Were*, God of the rising sun (the interpreter translated that simply as God) give his wisdom to you so that you can decide this matter fairly. Thank you.” She sat down.

The DO was lost in thought for a few minutes. He had lived in this part of the country since the end of the war and he was well aware how deeply these people were steeped in their tradition – they called it *Chik*. *Chik* governed every aspect of the life of the people. It was the glue which held the people together, thus preventing disintegration of the fabric of society and chaos. Without *Chik* to tell each person where he fitted in the exact order of things, where he came from and where he could expect to go, there would be confusion and apprehension. Very few rebelled and were outcast, cut off from the people like a branch from a tree. The majority were glad to avail themselves of the surety it offered; to do and to be done by.

According to *Chik* the brother should have married his brother’s widow and become guardian of the grandson and custodian not owner of the chief’s stool. Animosity must run very deep in that family for this not to have been done. He cleared his throat and spoke.

“This is a very deep and serious matter which cannot be decided in one sitting. May a team be dispatched to the village to further investigate this matter. Then the woman may bring her appeal in three months to the visiting District Commissioner. Next case.”

Akoko and her nephews left the tribunal and went back to their benefactor’s home. They discussed the DO’s decision.

“You mean there is a bigger white chief than this diyo?” Odongo asked.

“Looks like it,” replied the twins.

“Don’t you think he should have decided? Aunts’ case is after all so clear.”

“May be he should have taken a longer time to think.”

“He probably does not understand the way of *Chik*. After all he is white.”

“My sons,” said Akoko. “Do not decide the wisdom of a man by the brevity of his quiet or the multitude of his words. It is only a wise man who can decide quickly that he doesn’t know and needs to seek more knowledge. A fool knows everything. It is only a wise man who does not hide his folly behind many words. I think this *Diyo* will help me.”

Questions

- What had happened before this extract? (3 marks)
- What did the boys find wondrous about the DO? (1 mark)
- In note form outline the traditional practices of the community in this excerpt. (5 marks)
- Apart from traditions which other three themes are evident in this excerpt? (6 marks)
- Identify and illustrate two stylistic devices employed in this extract. (4 marks)
- Akoko tells her nephews that she thinks this ‘Diyo’ will help her. How does this happen later in the story. (4 marks)
- ‘I think this Diyo will help me,’
(Rewrite the sentence and add a question tag) (1 mark)
- What is the name of the benefactor mentioned in the extract? (1 mark)

3. Poetry

Read the poem below and answer the questions that follow.

(20 marks)

Old and New

She went up the mountain to pluck wild herbs,
She came down the mountain and met her former husband,
She knelt down and asked her former husband,
“What do you find your new wife like?”
“My new wife, although her talk is clever,
Cannot charm me as my old wife could,
In beauty of face there is not much to choose,
But in usefulness they are not at all alike,
My new wife comes in from the road to meet me,
My old wife always came down from her tower.*
My new wife is clever at embroidering silk;
My old wife was good at plain sewing.
Of silk embroidery one can do an inch a day;
Of plain sewing, more than five feet.
Putting her silks by the side of your sewing,
I see that the new will not compare with the old.”

Anonymous 1st Century B.C.

Questions

- a. What is the poem about? (3 marks)
- b. With illustrations identify **one** similarity and difference in the two wives. (4 marks)
- c. Comment on any **two** poetic devices used in the poem. (6 marks)
- d. Explain the meaning of the following lines.
"My new wife, although her talk is clever, cannot charm me as my old wife" (3 marks)
- e. Identify aspects of social life noticeable in the poem. (3 marks)
- f. What is the tone of the poem? (3 marks)

4. GRAMMAR**15 marks**

- a. *Rewrite the following sentences according to the instructions given after each.* (3 marks)
 - (i) Kenya was privileged to receive two foreign dignitaries in 2015. (begin: It was....)
 - (ii) She is proud, but she must still obey her boss' order. (Begin: Proud....)
 - (iii) Many students attended the seminar. They were from all over Mbooni sub – county.
(Combine into one sentence using a relative pronoun)
- b. *Complete the following with an appropriate quantifier from the list given below.* (3 marks)
 - (i) As the drought intensified, the school cow produced _____ milk.
 - (ii) Since the game is quite risky, _____ students participate in it.
 - (iii) Don't worry , _____ paraffin will push you till mid-night.
(some, any, little, a few, a little, few)
- c. *Fill in the gaps below with words to complete the idiomatic expressions used.* (3 marks)
 - (i) Sheila _____ caution to the wind for she got pregnant.
 - (ii) We were told to clear the _____ in relation to the missing money.
 - (iii) Ask me about it. There is no _____ lost between them, that is why they cannot cope.
- d. *Add a suitable prefix to the underlined words.* (3 marks)
 - (i) After the terrorists were arrested by the KDF, they were armed.
 - (ii) A few students could spell the synonym.
 - (iii) We all felt that the coach was perfect.
- e. *Explain the difference in meaning between the following pairs of sentences.* (2 marks)
 - (i) Mutunga has ten-day-old puppies in this kennel.
 - (ii) Mutunga has ten day-old puppies in this kennel.
- f. Our school is equi-distant _____ the two shopping centres. (Fill in the blank with the correct preposition)
(1 mark)

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