

23.0 THE YEAR 2006 KCSE EXAMINATION QUESTION PAPERS

23.1 ENGLISH (101)

23.1.1 English Paper 1 (101/1)



Name Index Number /

101/1
ENGLISH
Paper 1
(Functional skills)
Oct./Nov. 2006
2 hours

THE KENYA NATIONAL EXAMINATIONS COUNCIL

Kenya Certificate of Secondary Education

ENGLISH

Paper 1

2 hours

*Write your name and index number in the spaces provided above.
Answer all the questions in this question paper.
All your answers must be written in the spaces provided in the question paper.*

For Examiner's use only

Question	Maximum	Score
1	20	
2	10	
3	30	
TOTAL SCORE		

Candidates should check the question paper to ensure that all the pages are printed as indicated and no questions are missing.

6010

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Turn over

Question 1

(20 marks)

You are the Chairperson of your school's Wildlife Conservation Association (WICA). Your group has just come back from a visit to a national park in a neighbouring country.

Write a report to the Patron of WICA about the trip. In your report indicate what you accomplished, the problems you experienced and what cautionary measures you would take during future trips.

Question 2

(10 marks)

Fill in each of the blank spaces in the passage below with the most appropriate word.

There was a time when telecommunication 1 Africa was nearly non-existent. With the 2 of one or two more developed nations, most African countries 3 infrastructure and telephony was out of reach for 4 of the population. But mobile telephony has 5 a lot of that and has demonstrated Africa's 6 to leap-frog older technologies with new ones more 7 to the environment.

Telecommunication in Africa is growing, 8 there is room for improvement and development. A number of new networks 9 coming up all over the continent and the African telecommunication market is growing 10 The driver of this growth? Mobile telephony.

(Adapted from *African Business*, May 2004)

Question 3

(a) Read the oral narrative below and then answer the questions that follow.

Nyasaye (God) wanted to put a stop to the rampages of death – death which claims the lives of everyone
young and old
boys and girls
men and women
strangers and kinsmen;
death which kills
the innocent and the guilty
chiefs and their subjects
the healthy and the sick
the wise and the foolish.

5

10

So one day he sent a servant to earth with a message for all his people: "Send me an offering of fresh, untainted fat," he ordered. "It should be as clean and sparkling as the moon." Hearing this, the people slaughtered a goat, removed its pure white fat, and placed it in a clay dish overspread with fine fresh leaves.

15

Now they summoned Ng'ongruok, also known as Haniafu the Chameleon, and ordered him to take their offering to Nyasaye. They also fashioned a long pole that reached up to heaven where Nyasaye dwells in his glory. This was the path Ng'ongruok would follow when carrying their offering.

But Ng'ongruok accidentally soiled the fat with his clumsy feet, and on his arrival before Nyasaye, presented a dirty and unsightly offering. Nyasaye was furious and rejected it, shouting: "Tell the people of earth that because of this insult they must continue to die, just as their ancestors have done!"

20

Ng'ongruok descended from heaven, delivered Nyasaye's message, and returned the offering to the people. Ever since then, alas death has continued to ravage human beings. For his clumsiness, Ng'ongruok was cursed by the people. Hence, he must always walk on all fours, and his steps must be hesitant and slow. That is why you will always see him carrying one leg raised from the ground as he tries to decide exactly where to tread.

25

(Adapted from: *Keep My Words* by B. Onyango-Ogutu and A. A. Roscoe)

(i) What would you do in order to capture the audience's attention before you begin to tell this story? (2 marks)

(ii) Explain two ways in which you would make the narration of lines 20 to 23 of the story effective. (4 marks)

(iii) Mention two ways in which you would know that your audience in this story is fully participating in the performance. (4 marks)

(b) For each of the words below write another word that is pronounced in the same way. (4 marks)

heir

weather

base

mourning

(c) Read the poem below and answer the questions that follow.

Isatou died

Isatou died
When she was only five
And full of pride
Just before she knew
5 How small a loss
It brought to such a few.
Her mother wept
Half grateful
To be so early bereft.
10 And did not see the smile
As tender as the root
Of the emerging plant
Which sealed her eyes.
The neighbours wailed
15 As they were paid to do
And thought how big a spread
Might be her wedding too.
The father looked at her
Through marble eyes and said;
20 "Who spilt the perfume
Mixed with morning dew?"

Lenrie Peters

(From: *The Earth Is Ours*. Edited by Ian Gordon)

(i) Identify any two pairs of rhyming words in this poem. (2 marks)

(ii) Which words would you stress in line 2 of this poem, and why? (2 marks)

(iii) How would you say the last two lines of this poem?

(2 marks)

(d) You have lost your luggage on your way back to school. You decide to report the matter to the nearest police station. Below is part of the conversation between you and the police officer at the reporting desk. Fill in the other part. (Read through the conversation first before writing your responses).

You:
(2 marks)

Police officer: (*Interrupting*) Easy. Easy. I am sorry about what happened but before you go into the lost items, please give me your full name and address.

You:
(2 marks)

Police officer: That is good. Now go ahead and tell me what happened, without leaving out any important detail.

You:
(3 marks)

Police officer: From which schools are the students who alighted before you? You see, it is possible that your box was off loaded from the bus by mistake especially because another box that nearly resembles yours was left behind.

You:
(2 marks)

Police officer: Good. At least that is a starting point. First, we will get the box from the bus crew and then go to that school to make enquiries.

You:
(1 mark)

23.1.2 English Paper 2 (101/2)

Name Index Number

101/2
ENGLISH
Paper 2
(Comprehension, Literary
Appreciation and
Grammar)
Oct./No. 2006
2½ hours

THE KENYA NATIONAL EXAMINATIONS COUNCIL

Kenya Certificate of Secondary Education

ENGLISH

Paper 2

2½ hours

Write your name and index number in the spaces provided above.
Answer all the questions in this question paper.
All your answers must be written in the spaces provided in this question paper.

For Examiner's use only

Question	Maximum	Score
1	20	
2	25	
3	20	
4	15	
Total Score		

Candidates should check the question paper to ensure that all the pages are printed as indicated and no questions are missing.

6012

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Turn over

1 Read the passage below and then answer the questions that follow.

During the last couple of decades, the developing world has made enormous economic progress. This can be seen most clearly in the rising trend of incomes and consumption: between 1965 and 1985 consumption per capita in the developing world went up by almost 70 percent. Broader measures of well-being confirm this picture – life expectancy, child mortality, and educational attainment have all improved markedly.

Against that background of achievement, it is all the more staggering – and all the more shameful – that more than one billion people in the developing world are living in poverty. Progress in raising average incomes, however welcome, must not distract attention from this massive and continuing burden of poverty.

The same is true of the broader measures of well-being. Life expectancy in Sub-Saharan Africa is just 50 years; in Japan it is almost 80. More than 110 million children in the developing world lack access even to primary education while in the developed world, anything less than universal enrollment would rightly be regarded as unacceptable. The starkness of these contrasts attests to the continuing toll of human deprivation.

It should be noted that even in the developing world, poverty levels differ from region to region, country to country and even location to location within the same country. For example, nearly half of the world's poor live in South Asia, a region that accounts for less than one third of the world's population. Sub-Saharan Africa accounts for a smaller, but still highly disproportionate share of global poverty. Within regions and countries, the poor are often concentrated in certain places: in rural areas with high population densities. Often, the problems of poverty, population, and the environment are intertwined; earlier patterns of development and pressure of rapidly expanding populations mean that many of the poor live in areas of acute environmental degradation.

It is also true that the weight of poverty falls most heavily on certain groups. Women in general are disadvantaged. This is because in poor households, they often shoulder more of the workload than men, are less educated, and have less access to remunerative activities. Children, too, suffer disproportionately, and the future quality of their lives is compromised by inadequate nutrition, health care, and education. This is especially true for girls, for their primary school enrollment rates are less than 50 percent in many African countries.

Obviously, reducing poverty is the fundamental objective of economic development in any country. It is estimated that in 1985, more than one billion people in the developing world lived in absolute poverty. Clearly then, economic development has a long way to go. Knowledge about the poor is essential if governments are to adopt sound development strategies and more effective policies for attacking poverty. How many poor are there? Where do they live? What are their precise economic circumstances? Answering these questions is the first step toward understanding the impact of economic policies on the poor.

(Adapted from *Thinking Globally* by Andrew E. Robson, New York; McGraw-Hill (1997))

- (a) What evidence does the author give to show that incomes and consumption trends are rising in the developing world? (2 marks)
- (b) How does the author feel about the progress made so far by the developing world? (2 marks)
- (c) Why does the author mention Japan? (1 mark)
- (d) What is odd about the poverty situation in South Asia? (2 marks)
- (e) Explain the relationship between poverty and a high population. (3 marks)
- (f) Rewrite the following sentence in the singular. (1 mark)
"They are also less educated, and have less access to remunerative activity."
- (g) Why is a girl doubly disadvantaged in a poor country? (3 marks)

(h) In about 55 words, summarise the main argument of the author. (4 marks)

(i) Explain the meaning of the following words as used in the passage. (2 marks)

staggering

compromised

2 Read the passage below and answer the questions that follow:

In the days after the bomb went off the air was full of whispers. Paulina knew the sense of them although they were often enough phrased in difficult English purposely in order to exclude her. But she could not be excluded. Had she not lost a child? They said that Kariuki had gone to Zambia, had registered in a hotel there. But the elder Mrs Kariuki was an acquaintance of the house and she did not know of it. Her co-wife also did not know. There had been no preparations for going; there had been no custom of keeping unnecessary secrets. It was small husbands with small concerns who did that.

Whisper, whisper, whisper. They said the police officers had been transferred from here to there. That officers had been consulting with the missing man here and there. That there was a lot of money. That Parliament – whisper, whisper, whisper.

Paulina went about her duties, ironing, setting tables, supervising the servant in the cleaning of the house and the hard washing. Sometimes her belly throbbed with the child who had been so casually taken from her at another time like this and the others who had been denied her. And yet a child was a child with a light hold on life. When it came to a man, a wealthy man, golden tongued, greatly loved, though he was not of her own people she knew this much, that the passing of such a man would be remembered, celebrated. Still not a week passed without someone speaking of Tom.

And when the body was found, discreetly mutilated, you knew what the event was that for weeks you had been expecting, although the real event was still not known. The police officers went about their leave or their business outside the station without referring to it, the mortuary keeper who had a well-dressed corpse of appropriate size and weight and characteristics in his charge did not tumble to it. The airline clerks checking flights to Zambia did not tumble to it. The children playing in the streets did not tumble to it – children who were of the age to have been shot in Kano or Patel flats, children who did not shy away from the sight of a gun or hold their noses against white smoke from a bonfire, children who had been conceived after their fathers had come back from the camps, after the squatters had missed their chance to buy up the white farm settlement plots, after the land titles had been written, children who did not know the eerie stillness of the forest or the KEM prohibited signs. Children of the New Method, who knew John Wayne and the Aga Khan and Bruce Lee and Charlie Chaplin by sight, who knew how to figure on a base of five and counted out diligently in their nursery schools:

“Eeny, meeny, miny mo,
Catch a little baby so,
If he hollers let him go,
Eeny, meeny, miny mo.”

Even those terribly sharp children did not tumble to it.

Nobody really knew how it tied up with the bomb. There was no need to know. Hyenas were there to settle with those who asked too many questions. But while the casualties of the bomb were nameless people absorbed into the daily casualty lists of fire, flood and domestic quarrels, J.M. burst upon the scene as a martyr and a paroxysm of grief ran through the city. The skies were leaden that April and it grew colder and colder. Eyes grew hard in Nairobi and conversations were rounded off with polite, empty phrases, even before the stranger came close. Photographs of J.M. alternated with the Pope and the Sacred Heart on the roadside framing stands. The book was reprinted and within a few months Parliamentary speeches were printed too. A Kikuyu gramophone record was banned. Mr Mwangale remarked bluntly in Parliament, “This time we cannot be told Njenga did it.” Paulina and Martin did not discuss it. The employers spoke of it in low tones. In May the rains came, chill and steady, a bit late, and in the shanties by the river people squirmed and shivered over the water-logged ground and fires smoked damply at the mouth of airless polythene shelters.

- (a) Which bomb is referred to in this extract? (1 mark)
- (b) Explain why the author repeats the word "whisper"? (3 marks)
- (c) "... the child who had been so casually taken from her at another time like this." What incident in the novel does this relate to? (4 marks)
- (d) Write notes on the aspects of the politics contained in this extract. (4 marks)
- (e) Mr Mwangale remarked bluntly in Parliament, "This time we cannot be told Njenga did it."
Rewrite as reported speech. (1 mark)
- (f) In about 80 words, summarise the cover-up related to the disappearance of J.M. (6 marks)
- (g) Identify and explain one use of sarcasm in this extract. (3 marks)
- (h) What shows that J.M. became even more popular after he died? (3 marks)

3 Read the poem below and answer the questions that follow:

Touch by Hugh Lewin

When I get out
I'm going to ask someone
to touch me
very gently please
and slowly,
touch me
I want
to learn again
how life feels.

I've not been touched
for seven years
for seven years
I've been untouched
out of touch
and I've learnt
to know now
the meaning of
untouchable.

Untouched – not quite
I can count the things
that have touched me

One: fists
At the beginning
fierce mad fists
beating beating
till I remember
screaming
don't touch me
please don't touch me.

Two: paws
The first four years of paws
every day
patting paws, searching
– arms up, shoes off
legs apart –
prodding paws, systematic
heavy, indifferent
probing away
all privacy.

I don't want fists and paws
I want
to want to be touched
again
and to touch.
I want to feel alive
again
I want to say
when I get out
Here I am
please touch me.

(From *Poets to the People*, edited by Barry Feinberg)

(a) Where do you think the persona is? Briefly explain your answer. (3 marks)

(b) What do you think the persona means by "touch"? (3 marks)

(c) Using two illustrations, describe the persona's experience during the seven years. (4 marks)

(d) What is the significance of the word "paws"? (2 marks)

(e) Which device does the poet use to reinforce the theme? (2 marks)

(f) Explain the meaning of the following words as they are used in the poem: (2 marks)

prodding

indifferent

(g) What does the poem reveal about human need? (4 marks)

4 (a) Fill in the blank spaces in the following sentences with the most appropriate word(s). (3 marks)

(i) If we had gone to bed early last night, we rested enough.

(ii) If I the recruiting officer, I would not take bribes.

(iii) Every one of the students now a role to play in keeping the school compound clean.

(b) Rewrite the following sentences to remove gender bias. (3 marks)

(i) A professor should give his students opportunities to develop their skills.

(ii) My sister was appointed chairman of the Water Project Committee.

(iii) The firemen took a long time to arrive at the scene of the accident.

(c) Fill in the blanks with the correct alternative from the choices given. (3 marks)

- (i) Who a fire outside my house?
(light/lighted/lit)
- (ii) Since the introduction of community policing in our estates of theft have reduced.
(incidence/incident/incidents)
- (iii) An elephant looks after calf.
(it's/its)

(d) Rewrite the following sentences according to the instruction given after each. Do not change the meaning. (6 marks)

- (i) The choir entertained the visitors.
(Begin: The visitors . . .)
- (ii) If we do not keep the environment clean, the health officer will close our cafe.
(Rewrite using "unless")
- (iii) The patient could not stand without support. She also could not sit straight.
(Rewrite as one sentence using: "neither . . . nor")
- (iv) The school team would not have won the game if it had not been for the captain's quick action.
(Begin: Had . . .)
- (v) Jomo Kenyatta the first president of Kenya was a great orator
(Punctuate the sentence)
- (vi) We learn from the legend that Me Katilili was a powerful leader.
(Begin: The legend . . .)

23.1.3 English Paper 3 (101/3)

101/3
ENGLISH
Paper 3
(Imaginative Composition and
Essays based on set texts)
Oct./Nov. 2006
2½ hours

THE KENYA NATIONAL EXAMINATIONS COUNCIL
Kenya Certificate of Secondary Education
ENGLISH
Paper 3
2½ hours

Answer three questions only.

Questions one and two are compulsory.

In question 3 choose only one of the optional texts you have prepared on.

All answers to be written in the answer booklet provided.

Candidates should check the question paper to ensure that both pages are printed as indicated and no questions are missing.

6014

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Turn over

Answer three questions only.

- 1 Imaginative composition (compulsory) (20 marks)

Either

(a) Write a composition ending with the words: "It then dawned on me that perhaps this is why I had been born."

Or

(b) Write a composition agreeing or disagreeing with the statement, "A good name is better than riches."

- 2 Drama (compulsory) (20 marks)

William Shakespeare, *The Merchant of Venice*

"Racial and religious prejudice only cause misery in society." Write a composition in support of this statement, drawing your illustrations from *The Merchant of Venice*.

- 3 Optional set texts

Either

(a) The Short Story

Macmillan (Ed.) *Half a Day and other Stories* (20 marks)

Using illustrations from Nawal El Saadawi's "*Solitude*" write a composition about dehumanizing prison conditions.

Or

(b) Drama

John Ruganda, *Shreds of Tenderness* (20 marks)

Write a composition on the problems of jealousy among siblings. Draw your illustrations from John Ruganda's *Shreds of Tenderness*.

Or

(c) The Novel

Velma Pollard, *Homestretch* (20 marks)

Write a composition on the causes and effects of migration from developing to developed countries. Refer to Velma Pollard's *Homestretch* for your illustrations.