

INSTRUCTIONS TO CANDIDATES

1. This paper consists of five sections; A, B, C, D and E.
2. Answer all questions in this paper.

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SECTION	QUESTION	MAXIMUM SCORE	CANDIDATE'S SCORE
A	1	20	
B	2	20	
C	3	20	
D	4	20	
E	5	20	
TOTAL SCORE		100	

SECTION A – WRITING

1. It's been discovered that a grade II girl at Nyailinga Primary School has disappeared from school while they were out for break.

The head teacher of the school has called an emergency staff meeting to address this issue. You as the Deputy Head teacher has been asked to take the minutes. Write the minutes of this meeting.

2. Choose one of the following topics and write a composition of not more than 350 words. (20 marks)

Either

(a) Discuss ways in which Road Safety can be improved in Kenya

Or

(b) Write a story beginning with the D-day eventually dawned dramatically.....

3. SECTION B: COMPREHENSION (20 MARKS)

Read the following passage and answer the questions below.

AIDS is like a great monster roaring through our land. However we know that this monster can be turned back and driven from our land if we make the right choice between the two ways put before us by God; "I have set before you life and death, the blessing and the curse, choose life then, that you and your descendants may live by loving the Lord your God, heeding His voice and holding fast to Him. For that will mean life to you", (Deuteronomy 30:19-20).

Behaviour change will curb the spread of AIDS, instinctively we assume that anyone who knows all facts about AIDS will never run the risk of contracting the disease but we know from the experience of Uganda and other counties that this is just not true. Even highly educated and well informed people take big risks when it comes to AIDS. It is important that they know they are not only putting their lives in danger but also of others. In other areas of life, they may be very cautious and careful and not in the area of sexuality. We find in this country an exceptionally high rate of HIV/AIDS among teachers who certainly

should know it better. As we have seen in many countries; it has been the educated and the rich people who were the first to get AIDS.

In 1988 during a celebration at Kalungu Secondary School (Masaka, Uganda) a school where several seminars had already been held for AIDs, I was suggesting another session of input for the new students when the headmistress surprised me by saying, “I can’t listen to one more talk on AIDS. You people come here and tell us how it is transmitted and how fast it is spreading and each time the statistics get worse, no one is helping us to stop it.” This quite shocked me and I began to get **defensive** saying “It is not possible to stop it if the people themselves won’t change their behaviour” Help them to do it then,” she said. I went away with that statement ringing in my ears.

Sir Kay and a few people decided to accept the **challenge** – they would try to help people to change their behaviour. They started working on new project which came to be known as Education for Life. A Behaviour Change Process. It was based on the following statement of beliefs.

We believe that the individual and the whole community have inherent capacity to change attitude and behaviour. The power to fulfil this capacity is often denied or is not exercised. This power must be recognized, called forth and supported from both within and without. This will enable people to initiate and sustain behaviour that promotes a healthy state of mind, spirit and environment. A critical component in this process is supportive response to those living with HIV in the community.

We recognize that behaviour change at individual level in the present HIV **pandemic** is a complex and on-going process, it is extrically linked to such basic human values as care, love, faith, family and friendship, respect for people and culture, solidarity and support.

The present pandemic affects everyone. Our experience as affected and infected individuals prove that behaviour change is possible. We believe that behaviour change is the most essential strategy in overcoming the HIV pandemic.

There are three stages in the behaviour change model. They may look single and obvious but very challenging:

1. Exploring life; know and own present reality – our present behaviour.
2. The new picture – choose and commit oneself to possible new behaviour.
3. The actions to bring about change. In the whole process there has to be the basic belief that behaviour change is possible;
 - Indeed to change.
 - I can call on the spiritual power to help me change.
 - One never fails as long as one keeps trying.

When people are **convinced** they should change and they really want to change not later but now – and they believe it is really possible to change, then with the help of God, change can take place and will take place. While knowledge and awareness about AIDS can both be interesting and frightening, they are unlikely by themselves able to get a person to change the behaviour as Kay discovered over a period of several years. A process involving various steps or actions over a certain period of time is required.

(Extracted from HIV/AIDS – A call to Action 2004)

a) State the persons who are at risk of contracting HIV/AIDS. (2 marks)

b) What two choices are given to people in Deuteronomy 30:19-20? (2 marks)

(c) In your own opinion, why does the writer feel that even the highly educated and well informed people take big risks when it comes to AIDS? (2 marks)

(d) Give an example of a metaphor from the passage and explain its meaning. (2 marks)

(e) What three (3) stages has one to go through to achieve behaviour change? (3 marks)

(f) State the attitude we must have in order to change our behaviour to avoid contracting HIV/AIDS. (2 marks)

(g) The power for behaviour change is supported from both **within** and **without**. What is your understanding on within and without? (2 marks)

(h) Explain the meaning of the following words as used in the passage. (5 marks)

(i) Defensive

(ii) Challenge

(iii) Sustain

(iv) Pandemic

(v) Convinced

SECTION C – SUMMARY (20 MARKS)

4. EXERCISE AND WEIGHT CONTROL

The key to effective weight control is keeping energy intake (food) and activity energy output (physical activity) in balance. This is true to all ages for both sexes. When one consumes more calories than the body needs, he will put on fat unless physical activity is increased proportionately.

For years, physicians have talked about the varying calories needs of different occupations and physical recreations. Yet in their attempts to lose excess fat, weight watchers have often concentrated on counting the calories in their diets and have neglected the role of exercise. Increasing physical activity can be just as important as decreasing food intake.

In fact, lack of exercise has been cited as the most important cause of the “creeping” obesity found in modern mechanized societies. Few occupants now require vigorous physical activity. Although there’s more time available for recreation, many persons fail to fill this gap by choosing leisure time activities

that give them exercise. Even among those who do exercise, their activity is often neither vigorous nor sustained.

Authorities point out that adding 30 minutes per day of moderate exercise to one's schedule can result in loss of about 25 pounds in one year, assuming food consumption remains constant. To put it in another way – just one extra slice of bread a day or soft drink, or any other food item that contains about 100 calories, can add up to 10 extra pounds in a year if the amount of physical activity is not increased accordingly.

Recent studies seem to indicate that lack of physical activity is more often the cause of overweight than is over eating. These studies have compared the food intake and active patterns of obese persons for all age levels showed that the obese people did not consume any more calories than their normal sized age-males, but that they were very much less active.

The person who has a trim figure and wants to keep it should exercise regularly and increase the number of calories he consumes until the desired weight is reached. The overweight person should decrease the food intake and step up the amount of physical activity.

As far as possible, a person should get his exercise from enjoyable activities, such as sports otherwise he will engage in the activity only sporadically or abandon it altogether. Walking, gardening, cycling and swimming provide these vales for some people. The life time sports such as tennis, bowling golfing, badminton and archery satisfy the needs of many others and establish desired exercise patterns that can be enjoyed by people of all ages. Active team sports such as basketball, volleyball or softball furnish similar benefits for still others, particularly the younger age groups. Calisthenics or weight training are a bore to some but a pleasure to those who practice them regularly.

Jogging has the advantage of requiring little skill equipment. Accessibility on a regular basis is an important consideration in selecting an activity.

Since exercising once a week yields only sore muscles, pick activities that can be done regularly. They need not be the same ones everyday; in fact variety adds spice to an exercise schedule.

a) "The key to effective weight control is keeping energy intake (food) and activity energy output (physical activity) in balance.

In about 100 words, write a summary of the author's conviction of the statement above. (12 marks)

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SECTION C

(b) Make notes on what determines one's choice of physical activity for maintaining healthy weight. (8 marks)

5. SECTION D – GRAMMAR

a) Below is a part of a composition written by a pupil. Underline all the mistakes of language, punctuation and spelling. Above each mistake, write the correction where necessary. Half a mark will be deducted for each miscorrection. An example has been given.

competing

I have been compete in races ever since I is a small girl. Peoples can tell you that I am the fastest in our school. I have taken part in many competition and have won the fast price. When I was a child, I use to win the 20-metre sprint. Nowadays, it is the 100-metre dash. I am the swiftest in the neighbourhood. My father know that. My father can beat me in any race even if I get a head start. He can ran with his hands in his pockets and whistles as he goes along. But do you think my father will go into all the trouble just to beating his child in a race?

(10 marks)

b) Complete the passage below by filling in each blank space with the appropriate word chosen from those given in brackets.

When we _____ (arrived/arrive) the sun was beginning to warm the windward side of the mountain. All the while we _____ (hopped/ hoped) that it would not rain.

At the gate, there were _____ (few/a few) people queuing to pay the gate (charges/fees) _____. (Everybody/somebody) _____ was looking forward to an exciting moment.

c) Rewrite the following sentences according to the instructions given after each without changing the meaning. (5 marks)

i) We will not be allowed to travel at night. (Add a question tag.)

ii) Most people enjoy eating pork, chicken, fish, beef and mutton. (Rewrite by replacing the underlined words with one that can be used instead).

iii) This tea is too hot. I don't like. (Rewrite as one sentence ending in liking)

iv) The fishermen bought the nets. (Rewrite the sentence in passive voice)

v) "The play will be staged tomorrow at the National Theatre" Anne said. (Rewrite the sentence in reported speech).
