

NAME: _____ ADM NO. _____

SCHOOL: _____ CLASS: _____

DATE: _____ CANDIDATE'S SIGNATURE: _____

101/2

ENGLISH

PAPER TWO

FORM 4

(Functional Skills)

March / April 2013

TIME: 2½ HOURS

BARINGO NORTH TRIAL EXAMINATIONS- 2013

Kenya Certificate of Secondary Education (K.C.S.E)

FORM FOUR

INSTRUCTIONS TO CANDIDATES

1. Write your **name** and **index number** in the spaces provided.
2. Sign and write the **date** of **examination** in the spaces provided above.
3. Answer **all** questions in this question paper.
4. Answers to **all** questions must be written in the spaces provided in this booklet.

FOR EXAMINER'S USE ONLY

SECTION	MAX. SCORE	CAND. SCORE
1	20	
2	25	
3	20	
4	15	
TOTAL SCORE	80	

1. **Read the following passage and answer the questions that follow.**

Gender violence can be found in every country but is most prevalent in developing countries. Its perpetrators do not consider age.

Women and girls are intentionally targeted for violent acts, especially during war because they are seen as mothers of future generations. Violence against women in conflict situations assumes many forms. Rape is often only one of the ways in which women are targeted. But while other abuses, such as murder and other forms of torture have long been denounced as war crimes, rape has been down-played as unfortunate but inevitable side effects of men to war.

During Liberia's 14 years civil war, 40 percent of the female populations were raped. Nearly half of the Liberian women are living with permanent physical and psychological injuries. Many are now supporting themselves by the only means they have, **transactional sex**, which exposes them to more violence.

Systematic rape, torture or sexual enslavement has been used to suppress, terrify and de-stabilise communities all over the world, from Haiti to DRC to Myanmar. Sadly, violence against women and girls is not confined to war only.

For many girls, it begins at birth with **female infanticide**. Globally 6,000 girls undergo female genital mutilation daily, a cultural practice found in many parts of the world, particularly in Africa. This experience often heralds a longer line of abuses and violations. At least one in three women suffers physical or sexual abuse, forced marriage, kidnapping, and trafficking, forced prostitution, domestic violence, legal discrimination and exploitation of widows at some point in their lives. If they are pregnant, the risk of severe sustained and repeated attack is greater still.

How is it that seven years after the new millennium, when mankind has reached such dizzying summits in science, technology and rational thinking, such appealing and primitive abuses continue, with no end in sight?

Ending gender violence will also mean ending **impunity** for those who commit it. Yet, in many places, rapists and abusers roam free.

Cultural norms, politics, economics, religion, conflicts must all be examined and the understanding used to convey that unacceptability of violence against women and girls.

But most of all, factors that contribute to gender violence, poverty, ignorance, hunger, need to be rooted out. The United Nations World Food Programme (WFP) is working to this end. Its long-standing practice of putting food aid directly into the hands of women not only empowers them but also helps ensure that nourishment gets to those who need it most.

WFP also provides food to accompany training and education for women and girls. With such skills women are also less likely to resort to transactional sex. With the support of the international community, governments can be held accountable for their policies and practices designed to protect women and efforts of local women's organizations, police or security forces can be co-ordinated.

Questions

(a) Why are women and girls intentionally targeted for violent acts? (1Mark)

(b) Nearly half of Liberian women are living with permanent physical injuries. (Supply a question tag) (1Mark)

(c) WFP also provides food to accompany training and education for women and girls. (1Mark)
(Give the passive form of this statement)

(d) According to the passage, how many women were not raped during Liberia's 14 year civil war?(1Mark)

(e) Give any **four** non sexual forms of violence against women mentioned in the passage. (4Marks)

(f) In your opinion, why do you think gender violence is most prevalent in developing countries? (2Marks)

(g) Provide a suitable title for this passage. (1Mark)

(h) According to the author what would make the world a better place? (1Mark)

(i) In not more than sixty words, summarize ways in which violence against women can be brought to an end. (5Marks)

Rough Copy

Fair copy

(j) Give the meaning of the following words used in the passage. (3Marks)

i) Transactional sex

ii) Impunity

2. **Read the excerpt below and then answer the questions that follow.**

DR. STOCKMANN : And we have been recommending it and praising it - I have written and written, both in Messenger and in pamphlets..

HOVSTAD : Well, what then?

DR. STOCKMANN : And the Baths- we have called them the “main artery of the town’s life-blood,” the “**nerve-centre** of our town,” and the devil knows what else

BILLING : “The town’s throbbing heart” was the expression I once used on an important occasion.

DR. STOCKMANN : Quite so. Well, do you know what they really are, these great, splendid, much praised Baths, that have cost so much money- do you know what they are?

HOVSTAD : No, what are they?

MRS. STOCKMANN: Yes, what are they Thomas?

DR. STOCKMANN : The whole place is a pest-house!

PETRA : The Baths, father?

MRS. STOCKMANN: (simultaneously): Our Baths?

HOVSTAD : But Doctor ...

BILLING : Absolutely incredible!

DR. STOCKMANN : The whole Bath establishment is a white, poisoned sepulcher I tell you- the gravest possible danger to the public health! All the effluent up at Molledal, all that stinking filth, is infecting the water in the **conduit- pipes** leading to the reservoir; and the same cursed, filth oozes out on the same shore too....

HOSTER : Where the bathing station is?

DR. STOCKMANN : Just there.

HOVSTAD : How do you come to be certain of all this, Doctor?

DR. STOCKMAN : I have investigated the matter more carefully. For a long time I suspected something of the kind. Last year, we had some very strange cases of illness among the visitors -typhoid cases, and cases of gastric fever

MRS. STOCKMANN: Yes, that is quite true.

DR. STOCKMANN : At that time, we supposed the visitors had brought the infections with them: but later on, in the winter, I began to have a different opinion; and so I set myself to examine the water, as well as I could.

MRS. STOCKMANN: So that is what you have been so busy with?

DR. STOCKMANN : Indeed I have been busy, Katherine. But here I had none of the necessary scientific apparatus; so I sent samples, both of the drinking-water and of the sea-water, up to the University, for **expert analysis**.

(a) Briefly explain what happens before this extract. (3Marks)

(b) According to Dr. Stockmann, what is the condition of the town Baths? (4Marks)

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- (c) Explain the meaning of the following expressions as used in the extract.
- i) Nerve centre (1Mark)
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- ii) Conduit pipes (1Mark)
-
- iii) Expert analysis (1Mark)
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- (d) Immediately after this extract, Dr. Stockmann explains the actual problem in the water. State it and say what Mrs. Stockmann calls the discovery. (2Marks)
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- (e) **Rewrite the following in reported speech.**
Indeed I have been busy. Katherine. But here I had none of the necessary scientific apparatus. (1Mark)
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-

- (f) Describe **two** character traits of Dr. Stockman revealed in this extract. (4Marks)
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-
-
-

- (g) Make notes on how the mess at the town's Baths was discovered. (5Marks)
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-
-
-

- (h) Who is Hovstad? (3Marks)
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-
-

Q.3. **Read the oral song below and then answer the questions that follow:**

CHRISTINE VAKHOYA — L.O Abukutsa

Who commanded when you go on a journey
You don't tell your friend,
Who is this witch who commanded?
When you go on a journey stealthily crawl
Like a worm and go,
Or like sugar ants
Hiding in sugarcane plantations?

Christine!

Vakhoya!

We are shocked.

Christine the journey you went.

Has left our hearts bleeding.

Had you informed me earlier I would have

Prepared a plate of ugali

Or I would have prepared for you

One of your favourite dishes

You would have simply said what you wanted

And I would have prepared it.

Christine!

Vakhoya!

We are shocked

Christine the journey you went,

Has left our hearts bleeding

We have planted maize,

It has refused to grow,

We have tried to clear the bushes,

They have refused to get cut.

Christine!

What was this fate?

Christine!

The journey!

Oh-No!

Christine the journey you went

Has left our hearts bleeding,

Mark you blood not water

Oh! mother's daughter!

Oh! mother's cook

Oh! the loved one

What shall I do poor mother's cook

Christine?

Look at the brain,

Look at the dear one's scattered brains,

Oh listen to the wailing,

Oh! look at how the animal plunged in water

What animal?

An animal by the name Karim,

Oh hear,

Christine the journey you went.
Oh we are sad,
It is a difficult journey,
We know each individual will have to go
We do not know the day.

Questions:

- (a) Classify the above oral song. Illustrate your answer. (2Marks)

- (b) Identify **two** features of an oral song used in the above song. (2Marks)

- (c) Briefly explain what the song is about. (2Marks)

- (d) Describe the mood of the song. (2 Marks)

- (e) Mention **two** economic activities of the community from which the song has been drawn from. Give illustrations for each. (4Marks)

- (f) Explain the meaning of the following lines (2Marks)

i) has left our hearts bleeding

ii) We know each individual will have to go

- (g) i) What shows that this song is a translation from another language? (2Marks)

- ii) What are the effects of translating an oral song from one language to English? (2Marks)

- (h) What is the persona's attitude towards the subject matter? (2Marks)

4. **GRAMMAR (15 MARKS)**

(a) **Rewrite the following sentences according to the instructions given.** (3Marks)

i) Jelimo is the most popular athlete in Kenya.

(Begin: No...)

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

(Rewrite to remove the gender bias)

iii) The visitor advised the students to consider the consequences of their behavior.

(Rewrite in direct speech)

(b) **Replace the underlined phrasal verbs with other words of the same meaning.** (3Marks)

i) The children kept breaking in on our conversation.

ii) The activists stood up for what they believed.

ii) The building project has really eaten into my savings.

(c) **Complete each of the following sentences using the correct form of the word in the bracket.** (3 Marks)

i) The man was arrested because his neighbour made a malicious _____ against him (allege)

ii) Jona's _____ in drugs affected his performance. (indulge)

iii) No sooner had the striker _____ down than the coach began to scream (lie)

(d) **Fill in the blanks with appropriate prepositions.** (2Marks)

i) She was living _____ her means.

ii) The principal wanted proof _____ their explanation.

(e) **Explain the meaning of the idiomatic expressions in the following sentences below.** (2Marks)

i) They arrived at the eleventh hour.

ii) Most people prefer to sit at the fence.

(f) **Fill the blank spaces using a few, few, a little, or little as appropriate.** (2 Marks)

i) Our area has _____ wild animals so you do not need to worry.

ii) There is _____ water in the taps. The pump has broken down.