

NAME: _____ ADM NO. _____

SCHOOL: _____ CLASS: _____

DATE: _____ CANDIDATE'S SIGNATURE: _____

101/2

ENGLISH

PAPER TWO

FORM 4

(Functional Skills)

March / April 2013

TIME: 2½ HOURS

WESTERN ZONE JOINT EXAMINATION- 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. All your answers must be written in the spaces provided.

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 following questions.** (25 Marks)

The parents sat on one side of the pavilion facing out to the open yard, the students on the other. The headmistress adjusted her glasses then looked up against the glare of the morning sun, first at her protégé then at the parents. And although the chilly morning breeze kept whipping her dress irritatingly, she was beaming, as if it was too petty to be accorded any acknowledgement on such a momentous occasion.

Then the national anthem broke the pregnant silence and everyone stood up gravely. It built into a crescendo then died out breathtakingly and abruptly, leaving an even more profound silence and a heightened sense of expectation.

“Ahem!” she coughed, glancing briefly from her notes then a little worriedly at the suddenly whining loudspeakers. A more worried teacher rushed to the microphone and adjusted the angle with agitated hands. The headmistress acknowledged it with a fleeting smile then looked up beaming harder.

“Ahem! We are gathered here today to witness a great moment in the history of our school,” her voice cut crisply into the air, filling the enclosed pavilion.

“Less than six years ago, we thought our goals too lofty; nothing more than pipe dreams. Then, Turu High had no more than two streams of thirty students each. Well ladies and gentlemen,” she looked up, “we have come a long way. Last year, we graduated one hundred and-” she adjusted her glasses, holding the gaze of the congregation hypnotically, “-one hundred, of whom” a thunderous applause drowned the words, “-of whom, three quarters qualified for university!”

The applause rent the air for several seconds which she weathered graciously. Then, when a semblance of order once more returned, she looked up from her notes again, speaking hurriedly before they drowned her out again.

“This year, a hundred and fifty will be graduating, and we have all the confidence that they too will do the school proud!”

The pandemonium was total this time. In the stands where the students sat, they were screaming and waving, jumping and stomping in heart-warming chaotic disorder.

“Go Turu! go!” the senior students pumped the air with fists, while the smallest, some of them no more than six years, stood on the benches shrieking shrilly in total abandon. The headmistress’s eye narrowed at this excessive display, but as the parents stood up one by one clapping and enjoying every moment of it, she too allowed herself a smile.

“Ahem!” she went on, “It is indeed a great moment for these young ladies who are now going out into the world. But, having duly partaken of the fountain of knowledge, we are confident they are going out well armed, ready to prove themselves great citizens and to make their mark on the Kenyan and indeed, the world map! And-”

There was a pregnant pause as she glared towards the restless seniors, some of whom were cracking jokes about that ‘partaking of the fountain of knowledge’ bit.

“And you can see, they can’t wait!” she added with an infectious smile as the gathering burst into laughter.

She went on to highlight other achievements, touching on the sports and the theatre. Finally, it was the moment for giving awards and those who could afford cameras, now reached for them to capture this momentous occasion for posterity.

The sun which had gradually crept beyond the cover of the canopy as the afternoon wore off was now burning her arms but Jacklin’s mother was oblivious of it as she stared at the podium. And as each winning girl was called, her heart skipped a beat, even as her despair mounted. Much as she had fervently hoped and prayed to God, she had come to accept that Jacklin would never amount to much. Now all her hopes rested on Gloria. And wasn’t it funny how life was full of strange twists? A girl she had rescued from fate in the middle of a dark stormy night - a girl

brought up by a mother delving in debauchery and misery - was now more of a daughter than her own flesh and blood. She marvelled now, even as her hopes sank as they called out the few remaining names.

“Gloria!” the name rang out last; crisply and lingering in the warm morning air as if for ever. “Gloria! For all round excellence! This is an award for the student who has shown the most promise both academically as well as socially. Not only have her cumulative academic scores for the year been the best in her class, she has also been outstanding as a well-rounded person both morally and socially, serving as a perfect example to the...!”

Gloria walked to the dais in a daze as the cheering and the wild screaming from her friends went on for almost a minute. In a rare show of pride, the teaching staff stood up and shook hands with her. Then she received her prize, the headmistress giving her an even rarer peck on the cheek. She ploughed back through the sea of faces to her adopted mother half-unseeingly.

“I did it for you,” she said showing her the prize; a cup engraved with her award, a book and a certificate.

“No, child. For your future,” said the lady blinking away looming tears.

(The passage has been adapted from the novel Beyond the Darkness (2006) pg. 68-9), Moran Publishers)

Questions

1. Why did the headmistress not pay much attention to the breeze that whipped at her dress irritatingly. (2Marks)

2. Explain why there was profound silence at the end of the National Anthem? (1Mark)

3. In note form write the successes of Turu High. (3Marks)

4. Explain why Gloria’s mother thinks life is full strange twists? (2Marks)

5. Pick out five phrases / words from the passage that show the headmistress strange behaviour. (2Marks)

6. Comment on the effect of the headmistress’s interjection ‘Ahem!’ (1Mark)

7. In not more than 50 words explain why Gloria received the award “for all round excellence”. (3Marks)

8. Comment on the irony of Gloria's success. (1Mark)

9. Explain the meaning of the following words / phrases as used in the passage. (5Marks)

pregnant silence

posterity

engraved

ploughed back

Read the following excerpt and answer the questions that follow: (25marks)

PETER STOCKMANN: Mr. Chairman!

ASLAKSEN : (ringing his bell): By virtue of my position ...!

DR. STOCKMANN: It is a petty thing to catch me up on a word, Mr. Aslaksen. What I mean is only that I got scent of the unbelievable botch-up our so – called leaders had been responsible for down at the Baths. I cant stand these leaders at any price! I have had enough of such people in my time. They are like goats on a young forest; they do mischief everywhere they go. They stand in a free man's way, whichever way he turns and what I would like best to see is then being exterminated like any other vermin ... (uproar)

PETER STOCKMANN: Mr. Chairman, can we allow such comments to pass?

ASLAKSEN: (with his hand on his belly): Dr. Stockman ...!

DR. STOCKMANN: I cannot understand how it is that I have only now acquired a clear idea of what these gentry are, when I had almost daily before my eyes such an excellent specimen of them – my brother Peter – slow-witted and buried in prejudice.... (laughter: uproar and hisses. Mrs. Stockmann sits coughing earnestly. Aslaksen rings his bell violently).

THE DRUNKEN MAN (who has come in again): is it me he is talking about? My name's Peterson, all right – but devil take me it I

PETER STOCKMANN: Who was that person?

1ST CITIZEN: I don't know who he is, Sir.

2ND CITIZEN: He doesn't belong here.

3RD CITIZEN: It must be that timber merchant from over at (the rest is in audible)

ASLAKSEN: He had obviously had too much beer. Proceed, Doctor; but please strive to be moderate in your language.

DR. STOCKMANN: Very well gentlemen, I shall say no more about our leaders. And if anyone imagines, from what I have just said, that my object is to attack these people this evening, he is wrong – absolutely wide of the mark. For I am happily convinced that these parasites – all these venerable relics of a dying age are most admirably paving the way for their own extinction. They need no doctor's help to hasten their end. Nor is it folk of that kind who constitute the most pressing danger to society. It is not they who are most instrumental in poisoning the sources of our moral life and infecting the soil on which we stand. It is not they who are the most dangerous enemies of truth and freedom in our society.

SHOUTS FROM ALL SIDES: Who then? Who is it? Name! Name!

Questions

1. Why does Peter Stockman exclaim? (3Marks)

2. What are Dr. Stockmann's accusations against the leaders? (4Marks)

3. Identify and explain any stylistic device used in the excerpt. (3Marks)

4. **Add a question tag to the following statement.**

Throw out that drunken man.

(2Marks)

5. **Change the following statement into a question.**

I shall say no more about our leaders.

(1Mark)

6. Why do you think Mrs. Stockman coughs earnestly?

(2Marks)

7. Immediately after the excerpt, the doctor names the most dangerous enemies of truth and freedom in the society. Who are they and why?

(5marks)

8. Who is Aslaksen and what is his role in this passage?

(3Marks)

9. Identify the parenthesis in this sentence.

“For I am happily convinced that these parasites – all these venerable relics of a dying age – are most admirably paving their way for their own extinction”.

(1Mark)

3. **ORAL LITERATURE**
Read the following oral poem and answer the questions that follow.

LISTEN

Listen

My husband

In the wisdom of the Lang'o

Time is not stupidly split up,

Into seconds and minutes.

It does not flow

Like beer in a pot

That is sucked

Until it is finished.

It does not resemble

A loaf of millet bread.

Surrounded by hungry youths

From a hunt

It does not get finished

Like vegetable in the dish

A lazy youth is rebuked

A lazy girl is slapped

A lazy wife beaten

A lazy man is laughed at

Not because they waste time

But because they only destroy

And do not produce.

And famine

Invades your villages

And women take their baskets

To go and beg, food.

In the next village

Strangers will sleep with them.

They will have your wives

And what can you say?

a) Classify this song. (1Mark)

b) Who is the singer. (1Mark)

c) Explain two economic activities practiced by the community from which the song is derived from. (4Marks)

d) Contrast the Africans and Westerners in view of

a) Time

b) Concept of hard work. (4Marks)

e) Identify and illustrate three aspects of style found in this song. (6Marks)

f) Giving examples, state the dominant tone of this song. (2Marks)

g) Identify the moral lesson in this song. (2Marks)

4. GRAMMAR

Answer the questions below according to instructions given.

1. The city of Kismayu was siezed after a feirce battle. (correct the misspelt words)

2. Stop theres a car coming (punctuate the sentence)

3. Both Martin and Alice do not like the school. (begin: Neither ...)

4. The letter will have been written by the girl. (Change the sentence into active form)

5. **Replace the gender biased noun with a neutral term.** (2Marks)

a) All men are equal

b) The factory needs enough manpower

6. In the sentences below, indicate whether the verb is transitive or intransitive. (2Marks)

a) They called off the strike.

b) Come along tomorrow.

7. **Explain the meaning of the following idiomatic expressions.** (3Marks)

a) face the music

b) up to no good

c) from the horse's mouth

8. **Explain the meaning of the following sentences.** (3Marks)

Only Shompa spoke to him

Shompa only spoke to him.

Shompa spoke to him only
