

Name.....
School.....
Candidate's Signature.....

Index No...../
Date

101/2
ENGLISH
PAPER 2
(Comprehension, Literary Appreciation and Grammar)
JULY/AUGUST - 2012
Time: 2 ½ Hours

LOITOKITOK DISTRICT JOINT EVALUATION TEST - 2012
Kenya Certificate of Secondary Education (K.C.S.E)

101/2
ENGLISH
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(Comprehension, Literary Appreciation and Grammar)
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INSTRUCTIONS TO CANDIDATES

- Write your Name and Index Number on the spaces provided above.
- Sign and write the date of examination in the spaces provided above
- Answer ALL the questions in this paper
- All your answers must be written in the spaces provided in this question paper.

FOR EXAMINERS USE ONLY

| QUESTION | MAXIMUM MARKS | CANDIDATES SCORE |
|--------------------|---------------|------------------|
| 1 | 20 | |
| 2 | 25 | |
| 3 | 20 | |
| 4 | 15 | |
| Total Score | | |

*This paper consists of 12 printed pages.
Candidates should check the question paper to ensure that all
pages are printed as indicated and no questions are missing*

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

Unemployment is said to be a situation whereby large number of mentally and physically capable people of working age are willing to work but cannot find work. In Africa, the unemployment rate is estimated to be 27—29%. This is way beyond the acceptable rate of 4%. This grievous situation has contributed to the soaring levels of poverty witnessed all around us.

But what are the causes of unemployment? Can anything be done to alleviate the situation? First, political upheavals have played a key role in promoting the sky rocketing unemployment levels. Civil wars and ethnic clashes have led to bloodshed and massive loss of life. As expected, foreign investors have fled for their safety. They have shut down their companies and relocated their businesses to places that are more conducive to the thriving of their enterprises. The result? Job loss and hence poverty.

Ordinary citizens rarely **foment** political trouble. Their “leaders” do in an effort to upstage one another and make political and economic gains. Through their vote, citizens have the means of ensuring that such people do not accede to power.

International trade, contrary to expectation, has not helped the situation. For a long time, the developed nations have taken advantage of this trade to exploit Africans, making them even poorer. Liberalisation of trade has meant that goods from all manner of places are allowed into the country. Most of these are cheaper than locally produced ones because the cost of production is lowered by efficiency factors and government subsidies. As a result, local infant industries are unable to compete and end up collapsing. Once again, many are left unemployed.

In addressing this problem, the buck stops with African governments. It is upon them to create an enabling environment for local industries by way of improving infrastructure and security and also giving tax waivers. Sound policies that enhance efficiency in the sector should be instituted.

In addition, the unemployment problem is worsened a shortage of entrepreneurs. Many people lack the necessary skills, spirit of boldness and risk-taking attitudes required in starting business ventures. Though they have the capital, they do not invest it locally thus denying many, a chance for employment. Some prefer to **stash** their money in foreign accounts.

A sense of patriotism is called for here. Nothing gives greater joy and satisfaction than knowing that one has contributed to the betterment of the lives of others. As they say, East or West, home is best, so investing locally will have multiple benefits. African governments and NGOs must also do more in equipping those interested with entrepreneurial skills.

Moreover, the African system of education has failed to change the white collar job mentality. Many are those who believe that these are more prestigious and better paying than blue collar jobs. This has meant that opportunities in the informal sector go unexploited while there is excess unabsorbed labour in the white colour sector.

To solve this problem, people need to be socialized differently. The 8-4-4 system of education in Kenya is a step in this direction. One of its objectives is to equip its recipients with progressive attitudes and skills necessary for self-reliance.

As we have seen, unemployment is a big problem in Africa. It is directly connected to the high poverty levels crippling many people. However, with concerted efforts the situation can be alleviated.

Questions

1. From the first paragraph, who qualifies to work? (2mks)

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2. Without changing meaning, rewrite the following sentence using the word “surprisingly”: As expected, foreign investors have fled for their safety. (1mk)

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3. What role do citizens have in ensuring there is peace? (2mks)

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4. Write notes on the effects of international trade on Africa. (5mks)

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5. Rewrite the following sentence in singular:
As a result local infant industries are unable to compete and end up collapsing (1mk)

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6. Rewrite the following sentence in the past:
Sound policies that enhance efficiency in the sector should be instituted. (1mk)

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.....

7. How will patriotism reduce poverty levels? (3mks)

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8. According to the passage, in what areas do people need to change their attitudes? (3mks)

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9. Explain the meaning of the following words as used in the passage:

(a) foment

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(b) stash (2mks)

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2. Read the following passage and answer the questions that follow.

Muthoni had tried. Hers was a search for salvation for herself. She had the courage to attempt a reconciliation of the many forces that wanted to control her. She had realized her need, the need to have a wholesome and beautiful life that enriched you and made you grow. His father, too, had tried to reconcile the two ways, not in himself, but through his son. Waiyaki was a product of that attempt. Yes, in the quietness of the hill, Waiyaki had realized many things. Circumcision of women was not important as a physical operation. It was what it did inside a person. It could not be stopped overnight. Patience and above all, education were needed. If the white man's religion made you abandon a custom and then did not give you something else of equal value, you became lost. An attempt at resolution of the conflict would only kill you, as it did Muthoni.

Waiyaki now thought it was time to go. The sacred grove had not, lit the way for him. He did not quite know where he was going or what he really wanted to tell his people. He still in the dark. He remembered Nyambura and wondered how she was feeling, being in his hut. For a moment he was gripped by terror and hated her by force? What if Joshua had gone to report him at the Government Post? He again wondered if he should not run away and as he descended the hill, he cast his eyes beyond. He had a vision of many possibilities and opportunities there, away from the hills. Maybe one day he would go there. Maybe one day he would join forces with the men from Murang'a, Kiambu and Nyeri join forces with one voice tell the white man "Go!" And all at once Waiyaki realized what the ridges wanted. All at once he felt more forcefully than he had ever felt before the shame or a people's land being taken away, the shame of being forced to work on those same lands, the humiliation of paying taxes for a government that you knew nothing about.

Yes. The Kiama was right. People, wanted action now. The stirrings in the hills were an awakening to the shame and humiliation of their condition. Their isolation had been violated... But what action was needed? What had he to do now? How could he organize people into political organization when they were so torn with strife and disunity? Now he knew what he would preach if he ever got a chance: education for unity. Unity for political freedom. For a time this vision made his heart glow with expectation and new hope He quickened his descent, wishing to come to the people and communicate this new vision. Education, Unity, Political Freedom. And then came the doubt. What if - he did not want to think about it. He would fight for unity and Nyambura Was an integral part of that battle. If he lost Nyambura, he too would be lost. He was fighting for his salvation.

Questions

a) What had Muthoni tried to do and what happened to her? (2mks)

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b) Identity a stylistic device in the first paragraph and explain its effect. (2mks)

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c) In note form explain how Waiyaki has failed to help the people. (5mks)

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d) With reference to the text with whom and why did Waiyaki make the journey to the sacred grove? (6mks)

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e) Identify and illustrate two themes evident in this excerpt (4mks)

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f) If he lost Nyambura, he too would be lost.
(Identify this type of sentence) (1mk)

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g) Explain the meaning of the following words and expressions as they have been used in the passage. (4mks)

i) reconciliation

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ii) gripped by terror

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iii) awakening

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iv) political freedom

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3. Poetry (20mks)

Read the poem below and then answer the questions that follow.

The end begins:

Words words words
Words without wind
Words without end
Without care what action
We stand and watch
On fireless fireplaces
Heads of clans stand and stare
They come and go
Some die by beheading
Clans have no heads
They wait in pain for peace
But peace for scattered skeletons
Reeks of bloody emptiness.
Down the countryside I know
Elephants fight daily
But the common grass I know
Under their feet
Bleeds, starves and dies
Under the strain of gunpowder excreted

We are maimed daily
And the mime continues
This time again without words. -
Kalugi Kabuye

(a) What is the poem about? (3mks)

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(b) Give 3 effects of the repetition of “words words words”... on the poem. (3mks)

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(c) What is the overall mood of the poem? Find out the words or lines which help to create this mood (4mks)

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(d) Pick out and explain any three features of style used in the poem. (6mks)

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(e) What is the implication of the last three lines within the context of the whole poem? (4mks)

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4. GRAMMAR

(a) Complete the sentences below by using the correct form of the word in brackets (3mks)

(i) The news came as a _____ (reveal)

(ii) I find attitude most _____ (ridicule)

(iii) A _____ approach to teaching helps pupils to learn quickly. (vision)

(b) In each case give a phrasal verb that means the same as the underlined word. (3mks)

(i) The suspect confessed after a long interrogation.

.....
(ii) Only very irresponsible parents can abandon their children.

.....
(iii) It is wrong to despise the less fortunate

.....
(c) Rewrite each of the following sentences according to the instructions given after each (3mks)

(i) That was the worst storm they had ever experienced.
(Rewrite beginning: Never)

.....
(ii) Let us go to the gardens (add a question tag)

.....
(iii) Kenyan footballers have not had greater openings at any time in their careers than they have now. (Begin: At)

.....
(d) Change the words in bold into their negative forms. (3mks)

(i) The guest speaker in the forum was a **noble** person.

.....
(ii) She said that my argument was very **prudent**

.....
(iii) Ngugi wa Thiong'o writings are **famous** with the west readers.

.....
(e) Fill in the blank spaces with the correct preposition. (3mks)

(i) Nyawira, get _____ the wet wall immediately!

(ii) My sisters and I will share this piece of land _____ ourselves.

(iii) We wondered if there was need _____ such equipment.

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