

NAME.....INDEX NUMBER.....

CANDIDATE'S SIGNATURE.....

DATE.....

101/2

ENGLISH

PAPER 2

(Comprehension, Literary Appreciation and Grammar)

JULY/AUGUST- 2016

TIME: 2 ½ HOURS

KAKAMEGA SOUTH SUB-COUNTY JOINT EVALUATION TEST – 2016
Kenya Certificate of Secondary Education (KCSE)

101/2

ENGLISH

PAPER 2

(Comprehension, Literary Appreciation and Grammar)

Instructions to candidates

- a) Write your name, index number and the name of your school in the spaces provided.
- b) Answer ALL the questions in this paper in the spaces provides.
- c) Candidates should answer all the questions in English.
- d) Your answers must be written in the spaces provided in this question paper
- e) Sign and write the date of examination

FOR EXAMINERS USE ONLY

Question	Maximum score	Candidate's score
1	20	
2	25	
3	20	
4	15	
Total	80	

This paper consists of eleven printed pages.

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

1. Read the passage and answer the questions that follow (20marks)

The universal Declaration of Human Rights clearly states that “Everybody has the right to education; unfortunately too many poor children in Kenya this is a mere wish-washy dream. Though education plays a great role in enjoyment of human rights in addition to individual personality development to many children in lowly Developed Countries (L.D.C) accessing education is a nightmare.

In Kenya agriculture contributes over three-quarters of income for households in rural areas. The incomes is directly used to finance education; consequently anything that affects agriculture also affects education. Quite unfortunately, market distorting practices by developed members of World Trade Organization (W.T.O) are negatively affecting production and trade in agricultural products in Kenya, leaving an inefaceable scar in the development of education of children.

Having liberalized its market mainly because of pressure from World Bank and International Monetary Fund through Structural Adjustments Program’s (S.A.Ps), competition from well established foreign organization has led to reduction in farmers production and even collapsing of some factories. This has directly translated to loss of jobs, market for local produce, poor farmers have to chase the ever – elusive market for their produce, get poor pay hence no enough finances to cater for education expenses of their children. In addition, poorly paid workers in processing factories can’t afford to provide adequate food for their children leave alone their education and clothing. More painfully the closure and reduced production of the local factories has rendered most of them jobless.

It is evidently pellucid that international trade particularly in agricultural and agreements affecting it has impacted on the education of many children in Kenya. Practices that have denied Kenyan farmers, traders and workers a chance to fully exploit great goals in developing particularly in providing education to all. Though there is some little impact by local factors. It can be concluded that unfair trade leads to poverty in lowly Developed countries which denies children their right of education.

The impacts of trade liberalization are clearly mirrored in the education sector in Kenya. In the first three successive decades after independence in 1963 saw impressive gains in education access in Kenya. From the time Kenya joined the W.T.O education participation has not only weakened and retrogressed but also eroded the gains achieved in previous decades.

Questions

- a) What according to the first paragraph are the main functions of education. (2mks)

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- b) Provide another phrase that could replace the phrase “screaming poverty” (1mk)

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- c) In not more than 100 words summarize the effects of trade liberalization on African countries. (5mks)

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- d) The impacts of trade liberalization are clearly mirrored in the education sector in Kenya. (Rewrite this sentence showing possession) (1mk)

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- e) In Kenya agriculture contributes over three-quarters of income for households in rural areas.(Add a question tag) (1mk)

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- f) Poor farmers have to chase the ever-elusive market for their produce. (Rewrite this sentence in passive voice.) (2mks)

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g) What is ironical in this passage. (2mks)

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h) What are the main negative effects of W.T.O on Kenya from the time she joined it (2mks)

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i) Explain the meaning of the following words and phrases as used in the passage. (4mks)

i. Wish-washy

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ii. Ineffaceable

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iii. Pellucid

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iv. Mirrored in the education sector

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2. **Read the excerpt below and then answer the questions that follow. (25marks)**

She felt the weight of injustice that women have felt since time immemorial in her male dominated world. Even a half wit like her brother-in-law could rob of her hard earned wealth and her grandson of his rightful position as the chief, for in all truth Otieno should have held the chief's stool only until the infant Owuor came of age, but it was now clear he had no intention of ever giving up the chieftdom and after his death, his numerous sons would make sure that it stayed in the family. Owuor would be outnumbered practically by infinity tone. As it was, his grandmother feared for his life and watched him like a hawk. It was disquieting to have all one's egg in this one tiny frail basket.

After pondering over her predicament at length Akoko decided to make contact with sirikal and seek their intervention. The first thing she did was to remove her two year old grandson and take him back to her brother, Oloo in Yimbo. His mother had meanwhile married one of the numerous cousins. In any case she was not the sort of woman to fight for her rights, leave alone her son's. All she wanted was a husband and some security and who could blame her? After all not everybody could be like Akoko.

Before she left she went to see her daughter Nyabera who was in mourning again having lost both her sons to a ferocious outbreak of measles which had raged through her village during the last harvest. She was pregnant but so downcast and depressed that she stayed in her house, rarely going out and hardly eating. She needed help and her mother decided to spend some time with her before leaving.

She found her daughter thin to the point of emaciation with her belly sticking out before her like an appendage. When she saw her mother still unbent and uncowed by suffering, looking like a woman half her age, she just broke down and wept in her arms as if she was a little girl again.

“cry my child, for one does not bury a child without burying a part of one's soul with it. It is good to cry for who can comprehend the ways of Were? It is for us men to wash our painful confusion with tears and then to carry on, perhaps there might be some meaning in it all that only glimmers like firefly in a dark night. Who knows but that one day rises fresh from the hands of Were will give you a child that lives and grows? Yesterday is not today and today is not tomorrow for each day rises fresh from the hands of Were god of the eye of the sun, bringing with it gladness and sorrow, sun and darkness, the two faces of were; for how can we appreciate light unless we understand darkness? Weep my child and do not hold pain within yourself for it will turn into a snake that devours you from the inside.

Questions

a. What happens immediately before this excerpt (3mks)

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b. Name two injustices Akoko suffers from her brother-in-law. (2mks)

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c. Akoko and her daughter can be said to be ill-fated. Give reasons using evidence from the extract and elsewhere in the novel. (4mk)

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d. "After all not everybody was like Akoko." How was Akoko different from her grandson's mother mentioned in the excerpt. (4mks)

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e. (i) Akoko mentions of going to the sirikal for intervention. What did she want intervention for? (2mks)

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ii) Apart from the sirikal, name other changes that came with the white man. (3mks)

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f. Identify and illustrate two stylistic devices used in the excerpt. (2mks)

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g. i). As Akoko comes to see her daughter Nyabera, she is very expectant. Whom does she give birth to? (1mk)

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ii. Illustrate any two themes evident in this passage. (4mks)

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3. Read the poem below and answer the questions that follow. (20mks)

THE CROP THIEVES

Tswiri-twiril! The person I suspect
What have you heard that makes you suspicious?
I had things said, rumours of weaver birds
They ate corn in Lesiba’s field and finished it.
And when they left they sounded human
They said, “Listen to the numerous weaver birds,
Sons of Mosima’s family,
Children of the horse that ate the courtyards
And the times.
It is the numerous weaver birds,
The grey ones that go about in swarms,
Children with the little red beaks,
Children that make a noise in the mimosa trees,

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Tupu – tupu! The smoke comes out while the
dew still glitters
Howaa ! Sweaa! – is heard in the early morning
They are finishing the corn, the numerous weaver
Birds
Children with the little red beaks,
At hone it is yo!yo!
The children are crying
Their mothers have gone to the fields to the birds,
It is Zulus that have entered the country
Take axes and chop the tree branches,
Yo ! This year we shall eat fire
We shall lack even a blue-tongued goat!
It is numerous weaver birds, the grey ones that go about in swarms.

Questions

a. To which category can you place this song. Illustrate (2mks)

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b. Identify any four ideophones used in the song, stating who makes the sound in each case. (4mks)

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c. What can you say is the behavior of weaver birds. (2mks)

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d. If you were to perform this song, what would you do to make it interesting. (2mks)

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e. Mention two characteristics of an oral song that features in the one above. (4mks)

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f. Identify the lines that show that unless people keep the birds away there will be suffering. (2mks)

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g. Explain the meaning of the following lines as used in the song (2mks)

i. It is Zukus that have entered the country

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ii. We shall lack even a blue-tongued goat.

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h. What economic activity does this community practice. (2mks)

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4. GRAMMAR

(15 MARKS)

A. Rewrite the sentences below according to the instructions given in brackets (5mks)

i. Scarcely had Kinuthia gone through the operation when one of his organs started malfunctioning. (Begin: No sooner.....)

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ii. My friends and I will board this vehicle on condition that it does not speed. (Use unless)

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iii. His grandmother promised that she would tell us a story the next day. (Rewrite in direct speech)

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iv. This was the first time the villagers rose up in arms against one another. (Begin: Never before..)

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v. Everybody considered him strange. (Begin He...)

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B. Replace the underlined words with phrasal verbs formed from the words in brackets.(2mks)

a) Jane asked John not to involve himself with her family matters. (keep)

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b) James accidentally met Ann along Uhuru highway in the city. (run)

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C. Fill in the blanks with the correct form of the words in brackets. (3mks)

i. It is (desire) to win election.

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ii. The officer is (corrupt), he does not take bribes.

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iii. The parcel had (lay) here uncollected for a week.

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D. Write a word to replace the underlined idioms

(2mks)

i. He got the lion's share of the votes cast.

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ii. She is truly a fence sitter.

.....

E. Fill in the blank spaces with the correct prepositions.

(3mks)

i. She is indebted _____ them for the assistance they gave when she was unwell.

ii. My cousin came over to congratulate me _____ my graduation.

iii. The prisoners of war were deprived _____ their freedom for seven years.

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