

Name Index No.

School Candidate's signature

Date

101/2

ENGLISH

Paper 2

(Comprehension, Literary Appreciation and Grammar)

July/August 2014

Time 2½ hours

WESTLANDS FORM FOUR JOINT EXAMINATION

Kenya Certificate of Secondary Education

ENGLISH

Paper - 101/2

Comprehension, Literary Appreciation and Grammar

July/August 2014

Time: 2½ hours

INSTRUCTIONS TO CANDIDATES

- Write your name and index number in the spaces provided.
- Sign and write the date of examination in the spaces provided.
- Answer ALL questions in this question paper.
- All the answers must be written in the spaces provided in this question paper

FOR EXAMINER'S USE ONLY

QUESTION	MAXIMUM SCORE	CANDIDATE'S SCORE
1	20	
2	25	
3	20	
4	15	
TOTAL SCORE	80	

This paper consists of 11 printed pages

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

1. COMPREHENSION.

(20 marks)

Read the passage below and then answer the questions that follow

PUBLIC SECTOR MANAGEMENT

Government institutions exist to serve people by maintaining law and order. They are meant to develop policy, enforce rules, ensure property and other rights, and provide the framework for employment-generating investment and growth. The institutions play a key role in providing or assuring the environment for provision of basic services such as education, health and infrastructure that are fundamental to a society and its economy.

However, in many countries, the public sector does not run efficiently and is in need of reform. Some institutions need streamlining and reduction in size. Most of the institutions are under performing and they therefore need to be eliminated.

The consumers of government institutions' services, the public, have complaints that read like a catalogue of horrors against most of the institutions.

A story is told of a man who walked into a government office to have a title deed he had left the previous day signed. He walked into a room full of clerks busy reading newspapers, talking into telephones, flipping through files and writing. Despite all the activity, the queue remained stagnant for close to four hours. In fact, the clerks behaved as if there was nobody else in the room.

The man was exasperated. Finally, he approached the counter and said softly, "Could you please assist me?"

"What can I do for you?" asked the annoyed clerk, teeth clenched.

"I would like to have my title deed signed," he said.

"Oh, I see, title deed", said the clerk seemingly uninterested.

"See the man over there," he indicated to the left.

The man on the left was willing to help. He leafed through some dog-eared papers apparently looking for the title deed. A few minutes later, he looked up, smiled sheepishly and told the man who had been waiting since eight o' clock,

"I am afraid it's lunch-time already and I have to rush to an important appointment!" with that, he left the man literally beaten, hungry and angrier.

The effectiveness of government is limited by, among others, unrealistic salaries and benefits of government employees. They are either too high or too low. Usually, the control of employment or recruitment is very poor. It is not uncommon to hear personnel officials wondering how someone got employed and even got on the payroll.

Recruitment is also plagued by problems such as phantom workers, nepotism and incompetence. Coupled with this is the corruption culture and sheer indiscipline across the ranks. Many government critics believe that reforms need to be done in order to cut the cost of running the public sector, increase competence and increase the effectiveness of the remaining few. They also argue that there should be an independent audit system to monitor and evaluate public expenditure programs. This can help to control overall spending, guard against misspending and corruption

a) List at least three things that the government exists for. (3marks)

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b) Which are the three basic services? (3 marks)

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c) What solution does the writer suggest for underperforming institutions? (2 marks)

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d) How long did the man in the story queue? (1 mark)

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e) Why did the government critics advocate for reforms in the public sector? (3 marks)

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f) Explain the meaning of the following words and phrases as they are used in the passage (3 marks)

i) Dog-eared papers.
.....

ii) Smiled sheepishly.....
.....

iii) Catalogue of horrors
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g) In about 30 words summarize the factors that limit government effectiveness.

(5 marks)

ROUGH COPY

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FINAL COPY

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2. The River and The Source

(25 marks)

The crowd hissed: such a thing was unheard of .Didn't a man own a woman body and soul? Marriage was sacred and chik saw to it that it remained that way by a series of taboos that made it almost impossible to sever the union .However ,the insult had been great .To accuse someone of juok, witch craft ,even in jest was an unforgivable crime. And there had been precedents, if the woman and her people were determined enough to get a separation .The people of Yimbo were a proud lot and their love for heir daughter was known all round for they always came out in massive support of her at various ceremonies and functions .The only saving grace would be the high esteem in which they held their son-in law, Owuor Kembo -the chief.

"And where might he be?" inquired someone, so taken up had they been by Nyar Yimbo's oratory that they had failed to notice his absence.

"He went to a friend's funeral the day before yesterday and is due back today .Meanwhile I will teach this she-wolf a lesson." This from Otieno her brother-in -law. She looked at him straight in the eye and hissed, "just you dare!" He retreated at the pure venom in her eyes .Besides ,he was afraid of his brother who had added scandal to all his other sins by failing to ever lay a finger on his wife.

Questions

a) Explain the main events leading to this extract (5 marks)

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b) "Marriage was sacred . . . sever the union" Give two of these taboos set by Chik. (3 marks)

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c) What does the passage reveal about the character of Akoko? (2 marks)

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d) "And where might he be? Inquired someone. **Rewrite this sentence in reported speech.** (1 mark)

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e) Why is Owuor Kembo held in high esteem? (2 marks)

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f) Mention Owuor's 'other sins' according to Otieno. (2 marks)

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g) In note form, write what happens immediately after this excerpt. (6 marks)

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h) Identify the use of any one style evident in this extract. (2 marks)

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i) Mention two negative things Otieno did to Akoko later in the story. (2 marks)

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3. POETRY

(20 marks)

Read the following poem and answer the questions that follow.

THE SMILING ORPHAN

And when she passed away,
They came
Kinsmen came
Friends came,
Everybody came to mourn her.

Hospitalized for five months
The ward was her world
Fellow patients her compatriots
The meager hospital supply -her diet.

When she was dying
Her son was on Official Duty
The state demanded his services
Her only daughter, uneducated,
Sat by her
Crying, praying, waiting for an answer
From God far above
Wishing, she spoke the language
Figures in white-coats do understand.
They matched, the figures did
Stiff, numb and deaf, to the cries and wishes
of her dying mother.

As she was dying
Friends and kinsmen TALKED of her
How good, helpful: a very practical woman.
None reached her: they were too busy, there was no money,
who would look after their homes?
Was it so crucial their presence?

But when she passed away, they came,
kinsmen came, friends hired cars to come,
Neighbors gathered to mourn her,
They ought to be there for the funeral
so they swore.

The mourners shrieked out cries
As they arrived in the busy compound of the dead.
Memories of loved ones no more
Stimulated tears of many.

They cried dutiful tears for the deceased
Now stretching their hands all over to help.
The daughter looked at them
With dry eyes, quiet, blank.
The mourners pinched each other
Shocked by the stone-heartedness
Of the be-orphaned.

She sat: watching the tears soak their garments
Or in the soil around them; wasted.
That night, she went to her love,
In the freshly made emergency grass hut,
And let loose all ties of the Conventional Dress she wore
Submitting to the Great Power, she whispered:

'Now
You and I must know. Now
Tomorrow you might never understand
Unable to lick my tears ... '

And there was light
In the darkness of the hut
While outside
The mourners cried
Louder than the Orphan.
By Grace Birabwa Isharaza.

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

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b) Comment on the title of the poem. (2 marks)

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c) What is the attitude of the persona towards the mourners? Explain your answer. (4 marks)

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d) Paraphrase the message in the fourth stanza.

(3 marks)

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e) Explain the following lines as used in the poem

(2 marks)

i) They cried beautiful tears for the deceased.

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ii) And there was light in the darkness of the hut.

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f) Comment on the tone of the poem

(2 marks)

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g) Identify and illustrate two stylistic devices used in the poem.

(4 marks)

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4. GRAMMAR

(15 marks)

a) Rewrite the following sentences according to the instructions given after each. Do not change the meaning.

i) Let us move our luggage to the next room (*Add an appropriate tag*)

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ii) The society had failed to find a solution to the problem of a woman having more than one husband (*Use one word to replace the underlined words*)

.....

iii) Damian flew the plane over the Pacific. (Write in the passive)

.....

iv) The head of the family provides for the family., He also settles quarrels. (Begin : Besides)

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b) In each of the sentences below, replace the underlined word with a phrasal verb which means the same as the word.

i) They terminated the engagement

.....

ii) Parents are advised to rear their children well

.....

iii) After breaking into the shop, the burglars stole the loot

.....

c) Punctuate the following sentences correctly.

(3marks)

i) The fisherman a very hardworking man made a large profit from the sales.

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ii) We shall arrive home before six if the bus doesn't breakdown the driver said

.....

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iii) The results therefore depend on the care you take while carrying out the experiment.

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d) Use the correct form of the words in brackets to complete the sentences below. (3marks)

- i) With the (Except) of Ely, all the pupils were present.
- ii) She was full of(indignant) at the cruel threats of the gang of
..... (prison)

e) Write two sentences to convey two different meanings of the word below (2 marks)

Bank

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