

NAME INDEX NUMBER

SIGNATURE

DATE

101/2

ENGLISH

(Comprehension, Literary Appreciation and Grammar)

PAPER 2

TIME: 2½ HRS

JULY/AUGUST 2016

NYANDARUA SOUTH FORM FOUR JOINT EVALUATION

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

ENGLISH

Paper 2

July/August 2016

Time: 2½ hours

INSTRUCTIONS TO CANDIDATES

- Write your *name* and *Index number* and the *name of your school* in the spaces provided at the top of this page.
- Sign and write the *date* of examination in the spaces provided above.
- Answer *all the questions* in the questions paper.
- All your answers *must* be written in the passage 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 8 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 answer the questions that follow.

What I did not enjoy at the university was the discrimination I and my fellow female colleagues faced. Bearing in mind my first encounter with the professor of zoology in early 1996, it became important to ensure that the female members of staff were accepted as equal members of the university's academic staff and received the same benefits as their male colleagues.

Before Vertistine Mbaya and I arrived, there had never been an African woman among the academic members of staff in the faculty of veterinary sciences at the University of Nairobi, and the number of women on the academic staff of any faculty at the university was at that time tiny. Vertistine, an African American who had come to Kenya in the early 1960s and was married to a Kenyan, Simon Mbaya, taught in the department of Biochemistry and was qualified to get all the benefits due to academic members of the staff. So was I. (A woman married to another member of the academic staff complicated the issuance of benefits such as housing, health insurance, and a pension because it would mean duplicating benefits. Neither of our husbands, however, enjoyed the status). I met Professor Mbaya, or Vert, as she is known to her friends, in the second-floor corridor outside our offices at the Chiromo campus. Only three offices separated us we **hit it off** immediately. She has been a wonderful and trusted friend ever since.

Vert and I waged this *fight* for equality together. Many of the benefits given to male professional staff at the university were legacies of the colonial era, when young male teachers from Britain were encouraged to work in Kenya and other colonies and were provided with incentives in addition to their salaries. These included housing, free tuition for their children's education, and paid holiday time. When Kenya became independent, we took over most these systems completely intact. The University also had a number of incentives that, taken together, amounted to a large increase of one's salary.

However, the University's full benefits **accrued** only to men. At that time, only single women or widows on that professional staff could receive university housing. Married women were expected to be housed by their husbands and it was argued that they therefore did not "need" a housing allowance or insurance coverage or a pension. I argued with the University that this was completely unacceptable and the terms of service must be equal. Professional women, I said, could not be discriminated against just because during the colonial times no women professionals came to work in the colonies. This seemed a completely reasonable proposition. It never occurred to me that Vert and I would have to fight this battle. That I or other women should be paid less than our male colleagues of equal standing was very irritating to us. Because of that type of discrimination, junior male staff took home more than we did, despite our senior academic positions.

(Adapted from: Wangari Maathai, 2006, *UNBOWED*, pg 114-115)

QUESTIONS

According to the passage, what two things did the author not enjoy at the University? (2 marks)

Briefly explain the situation at the University of Nairobi before the arrival of the author. (2 marks)

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According to the passage, what are some of the benefits accrued to male professionals at the University? (3 marks)

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4. Based on the passage, explain the relationship between the colonial and post-colonial gender relations in work spaces. (2 marks)

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5. Make notes on the various forms of gender discrimination addressed by the author in the passage. (5 marks)

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6. In what ways does the University's policy disadvantages married women? (2 marks)

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7. Supply the appropriate question tag for the sentence below?
It never occurred to me that Vert and I would have to fight this battle,

8. Infer the meaning of the following phrases; (3 marks)

- a) Hit off
- b) Accrued only to
- c) of equal standing

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

The days came, dragged slowly by, and eventually went as days are wont to do when misery and apprehension hang low and oppressive in the very air. The children crept by, hardly daring to make a noise, sensing without being told that what had happened was too terrible to be talked about. The mother hardly said a word, and the chief at the best times a man of few words was no better.

The relationship between a chief and his people was usually not authoritarian. His main job was to lead the council of Jodongo in their arbitration and their final word was law. He was also a sort of priests, for on public worshipping days he led the whole community in sacrifice and libation. The people held a good chief in high esteem and usually sent a son to help in the chiefs household especially in herding cattle, but this was voluntary. The women once in a while gathered together to help the chiefs wives the land. This was also voluntary, but people did it gladly. In turn their chief was ready to listen to their problems at any time of the day or night. He also led them (not sent them) to battle, or if he was too old, his eldest son.

Apart from the people's sheer incomprehension at their chiefs stubborn monogamy, Owuor and his wife were held in very high esteem and were much loved by their people. Everybody shared in the chiefs grief and fear for his son. Besides they loved Obura in his own right. He was open, bright, cheerful and was never known to take advantage of his position and to lord it over others. He did not shun work. He was also very brave and on the whole everybody had been secure in the knowledge that the next chief would be a good man. To get rid of a bad hereditary chief was possible but not easy and might involve actual bloodshed. For the people of Ramogi, bloodshed even in battle, was a great taboo and required much cleansing, for the angry dead know no barriers, and they might come to comfound you long after you had forgotten them. So it was good to know that the future would be in the hands of a good man. His disappearance was a cause of concern for all.

What happens immediately before this excerpt?

(4 marks)

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In note form, state the duties of a chief.

(4 marks)

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What is the attitude of this community towards the chief?

(3 marks)

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Describe the character of Chief Owuor from the excerpt.

(2 marks)

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- e) Identify and describe any one theme depicted in this extract. (2 marks)

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- f) Comment on the use of oral narration style in this extract. (3 marks)

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- g) Describe the mood brought out in this passage? (3 marks)

.....

- h) "He also led them (not sent them) to battle, of if he was too old his eldest son. Name the underlined feature and explained its importance. (2 marks)

.....

.....

Explain the meaning of the following words as used in the passage. (2 marks)

a) Shun

b) Authoritarian

POETRY FOR LITERARY APPRECIATION

Read the following poem and respond to the questions appropriately.

'STILL I RISE'

You may write me down in history
With your bitter, twisted lies,
You may trod me in the very dirt
But still, like dust, I'll rise.
Does my sassiness upset you?
Why are you beset with gloom?
'Cause I walk like I've got oil wells'
Pumping in my living room.

Just like moons and like suns,
With the certainty of tides,
Just like hopes springing high,
Still I'll rise.

Did you want to see me broken?
Bowed head and lowered eyes?
Shoulders falling down like tear drops.
Weakened by my soulful cries.

Does my haughtiness offend you?
Don't you take it awful hard
'Cause I laugh like I've got gold mines
Diggin' in my own back yard.

You may shoot me with your word
You may cut me with your eyes,
You may kill me with your hatefulness,
But still, like air, I'll rise.

Out of the hurts of history's shame
I rise
Up from a past that's rooted in pain
I raise
I'm a black ocean, leaping and wide,
Welling and swelling I bear
In the tide
Leaving behind nights of terror and fear
I rise
Into a day break that is wondrously clear
I rise
Bringing the gifts that my
ancestors gave,
I am the dream and the
hope of the slave
I rise
I rise
I rise

Adapted from: Maya Angelous' **STILL I RISE** (1978)

1. With support from the poem, briefly explain what the poem is about. (3 marks)

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2. Identify three challenges that the speaker in the poem contends with. (3 marks)

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.....

.....

3. What is the attitude of the speaker towards these challenges? (2 marks)

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.....

Identify and illustrate figures of speech from the poem above. Comment on their effectiveness. (4 marks)

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Other than the style in (4) above, identify and illustrate other two stylistic devices employed by the poet. (4 marks)

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.....

Explain the meaning of the following phrases as they are used in the poem. (3 marks)

a) 'Cause I laugh I've got gold mines'

b) 'But still, like dust, I'll rise'..

c) I am a black ocean, leaping and wide.

7. Supply the following sentence with the correct question tag. (1 mark)

I am the dream and the hope of the slave.

4. GRAMMAR (15 MARKS)

a) Rewrite the following as instructed without changing the meaning. (4 marks)

i) The counsellor advised the students to consider the consequences of their behaviour.
(Rewrite in direct speech)

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ii) The principal provides leadership in the school. The principal also teaches.
(Begin: Besides)

.....

iii) Donald Trump will not win the election if he does not clear himself of the racist accusations.
(Begin: Unless)

.....

iv) The foreman arrived at the site very early. (*Rewrite removing the gender bias*)

.....

b) Replace the underlined word with the correct phrasal verb formed from the word in brackets.

i) The factory manager had to tolerate lazy workers. (put)

.....

ii) The teacher on duty caught us making noise. (burst)

c) Fill in the blank spaces with the correct preposition.

(2 marks)

i) He is quite overcome sorrow over the loss.

ii) I conclude what I heard that he would be late.

d) Use the form of the word in brackets to fill in the blank spaces.

(3 marks)

i) He himself to his boss. (dear)

ii) Korir was glad for having been invited to the interview but the staff at the
was not helpful. (receive)

iii) There are no in that house. (occupy)

e) Replace the underlined words with a single word that means the same.

(1 mark)

i) John brought books, pens, envelopes and writing pad.

.....

f) Arrange the adjectives in the correct order.

(1 mark)

i) The box is Peter's.
(metallic, Chinese, old, fancy, big)

g) Identify and explain the meaning of the idiomatic expression in this sentence.

(2 marks)

Out of the blues, the politician found himself at the edge of the cliff.

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