

NAME: ADM:
SCHOOL: DATE:

ENGLISH PAPER 2
FORM 3 END OF TERM TWO
**(COMPREHENSION, SEEN COMPREHENSION
POETRY AND GRAMMAR)**

101/2
ENGLISH
PAPER 2
TIME: 2 ½ HRS

INSTRUCTIONS TO CANDIDATES

- 1. ANSWER ALL QUESTIONS IN THIS QUESTION PAPER**
- 2. ALL THE ANSWERS SHOULD BE WRITTEN IN THE SPACE PROVIDED IN THIS QUESTION PAPER**

FOR EXAMINERS USE ONLY

QUESTION	MAX,UM SCORE	<u>CANDIDATES SCORE</u>
Comprehension	20	
seen comprehension	25	
Poetry	20	
Grammar	15	
Total	80	

COMPREHENSION

INFORMATION SYSTEM ANALYSIS

Prof Atieno Ndede-Amadi the head of the university's school of Business at Technical University of Kenya (TUK) and associate professor of information systems and accounting, has embarked on a crusade to convince her peers of the need to introduce information systems (IS) analysis as a complete academic programme. She believes that the course would benefit young people interested in IT, as well as local enterprises that have had to rely on expatriates with the skill.

Prof Atieno's concern arises from her own study. She established that despite a high demand for information system analysts there weren't many Kenyans specially trained for the job.

As such, companies were hiring outsiders as local universities continued to concentrate on broad range computer science and programming courses, and failing to give much thought to IS analysis.

Information system analysts are trained to evaluate and develop technology systems to help business to run optimally. They identify user and consumer needs and translate them into technology solutions. Despite this critical function, there aren't many people called IS analysts in the local market, and that's because the universities here have not been keen to train in this specialization.

"A wide systems analysis skills gap exists in the country due to the absence of strong information system academic programs in local universities." Prof Atieno states in her study report which is titled, "Information Systems Education in Kenya: Students Specialization Choice trends." The work has been published in the International Journal of Education and Development using Information and communication Technology (IJEDICT). The study found that of all the 32 public universities and university colleges studied, none offered an information systems or management information systems degree. Only two degrees came close with four institutions offering a Bachelor of Technology (Business Information Technology) degree in varying combinations, and one university offering a Bachelor in Business Information and Management.

Prof Atieno says that if both students and university heads fully appreciated the value of information systems analysis, they would be more focused on it as an area of study. She actually established in her study that the supply gap of people with the skill is largely a result of ignorance. Globally, a majority of IS programs within universities are located in business schools, and they have names such as information systems, management information systems, computer information systems, business information systems, or business information technology. An IS degree programme combines business and computing topics, with the emphasis on technical and organizational issues varying from one programme to another, and also from one academic institution to the next. Generally, it bridges business and computer science, using the theoretical foundations of information and computation to study various business models and related algorithmic process within the computer science discipline.

According to Prof Atieno, organizations cannot effectively and efficiently do business without solid IS setups for connecting systems within as well as with its supply chain stake holders, such as vendors and distributors. Yet, many students aren't aware of the possibility of a career in this field. In fact, the study found that only 11% of those interviewed knew about IS analysis as a possible area of specialization. "An Information system as an academic discipline seems to be largely unknown to high school students in Kenya, making it impossible for them to select it as an area of specialization in their university education," it states. The net effect is that the level of IS education in the country has suffered, resulting in a deficiency in systems analysis and related skills.

QUESTIONS

1. What campaigns has Prof Atieno Amadi involved herself in according to paragraph one (2mks)

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2. Mention the consequence Kenyans face as a result of lack of personnel in Information Systems Analysis (1mk)

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3. Explain the irony evident in the passage (2mks)

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4. Enumerate the functions of an Information System analyst. (2mks)

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5. In your own words write the message in this passage (3mks)

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6. What do you think is shocking about the findings of this study (2mks)

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7. What is the tone of the passage? (2mks)

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8. i) A wide system analysis skills gap exists in the country due to the absence of strong information systems. (1mk)

Begin: As a result

ii) There weren't many Kenyans specially trained for the job (add a question tag) (1mk)

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

i. Globally.....

ii. Specialization.....

iii. Supply chain stake holders.....

iv. Algorithmic processes.....

BLOSSOMS OF THE SAVANNAH

“No Joseph,” she said in an **infantile** whimper. “I can’t bear that we can’t express the love that we have for one another because of some **primitive** culture. If by loving you, I offend the sensibilities of Nasila then let me offend and face the consequences of doing so!”

“I also love you very much,” Joseph Permute responded finally. “I loved you the moment I saw you during your father’s homecoming ceremony. But then the clan matter came to separate us. It is true we have no blood relation. But Nasila culture dictates who are related and who are not. We are slotted among those who cannot marry.”

“No, it can’t be, I cannot accept its verdict,” she said **petulantly** her words agonized. “No way, never!” She stopped, confused and angry with herself at her inarticulate outburst. She took several long steadying breaths and then said, “I cannot accept that a culture that does not feed, clothe or house me comes to control my life. Our lives belong to us, Joseph. The **destiny** of our lives is in our own hands. We should guard it jealously. “At last they drew a little a part .His eyes were open, honest and steady upon her face.

1. What happens before this excerpt? (3mks)

2. For both Joseph and Taiyo, give and illustrate two character traits. (4mks)

3. How is dialogue significant in this excerpt? (4mks)

4. Explain any two thematic concerns addressed in the excerpt. (4mks)

5. From elsewhere in the novel, how does Joseph sacrifice for his love for Taiyo?(4mks)

6. Explain the meaning of the following vocabulary as used in the excerpt. (4mks)

a) destiny

b) infantile

c) petulantly

d) primitive

7. What happens immediately after this extract? (2mks)

POETRY

Read the poem below and answer the questions that follow

The face of hunger

I counted the ribs on his concertina chest
Bones protruding as if chiseled
By a sculptor's hand of famine

He looked with glazed pupils
Seeing only a bun on some sky-high shelf.

The skin was pale and taut
Like a glove of a doctor's hand.

His tongue darting in and out
Like a chameleon's
Snatching confetti of flies.

Oh! Child,
Your stomach is a den of lions
Roaring day and night.

By Oswald Mbuyiseni Mtshali

a) Who is the persona in the poem.(2marks)

b) Identify the imagery used and show its effectiveness (6marks)

c) Explain the meaning of the following sentences:-

1) Seeing only a bun on some sky-high shelf. (2mrks)

2) Your stomach is A den of lionsRoaring day and night (2 marks)

d) What is the attitude of the persona towards the boy?(2marks)

e) What is the meaning of the following words?(4marks)

1) Chiseled

2) Glazed

3) Taut

4) Confetti

f) What is the mood of the poem?(2marks)

GRAMMAR

1. In the verb below, write two sentences showing both transitive and the intransitive form of the verb.(2marks)

Wash

2. Rewrite the following sentences using instructions given after each. (Do not change the meaning of the sentence)

a) The corporal hurts his head when Grusha hits him.(rewrite in simple past tense)

- b) The Al-Shabab sympathizers will get arrested. They assist them destroy innocent lives(begin using: if.....)
- c) Kenya's economy will go down. Proper measures need to be taken (rewrite using....unless.....)

3.Fill the blanks using appropriate form of word given in the brackets.

- a) Rivalry between Owuor and Otieno had _____ (begin) before Akoko got married.
- b) If she had spoken to them, they _____(listen).
- c) If form three students decide to work hard now, they _____(pass) in their fourth year exam.

4.Use the following adjective quantifiers to fill in the gaps in the sentences below.

- a) Owing to the strike, only _____ (few/a few) workers were able to report before time.
- b) Do you not have _____(some/any) money in your purse?
- c) _____(a little /a few) timber was left in the store for usage.

5.Correct the underlined idioms in the sentences below

- a) I found myself between a rock and a soft place.
- b) My heart was in my chest when I heard the sad news.
- c) A lot of water had gone over the bridge when the principal arrived.
- d) I had developed hot feet when the teacher on duty got into our class.