

Name \_\_\_\_\_ Index No \_\_\_\_\_

Date \_\_\_\_\_

Candidate's signature \_\_\_\_\_

**101/2**

**ENGLISH**

**Paper 2**

**Comprehension, literary appreciation and grammar.**

**July/ August 2014**

**2 ½ Hours**

**MWALA DISTRICT FORM FOUR JOINT EXAMINATION**

**Kenya Certificate of Secondary Education**

**ENGLISH**

**Paper 2**

**2 ½ hours**

**Instructions to candidates**

1. Write your name and index number in the space provided.
2. Answer all the questions in the question paper.
3. All the answers must be written in the space provided in the question paper.

**FOR EXAMINERS USE ONLY**

<b>Question</b>	<b>Maximum score</b>	<b>Candidates score</b>
1	20	
2	25	
3	20	
4	15	
Total score		

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

(20 marks)

Certainly, national examinations are the most objective instrument for evaluating the quality of instructions learners get in a school over a given period of time. They help to determine, in the short term, how well schools have exposed learners to the prescribed curriculum.

An exam is a monitoring and evaluation tool of some sort; it helps the policy makers to determine how schools are implementing the curriculum

There is, however, a big danger here. Over time, the public come to view examinations, tests, as indicators of how well schools are teaching. The better the results, the more the public believe that there is quality education a school is giving to its learners.

When society comes to idolize examinations and all that they can do- secure qualification for admission into competitive courses in universities or training- it makes the school and the teaching fraternity to narrow their perspective to nothing but examinations.

Some schools discard the professional integrity that has long defined the teaching profession over the years. Lest we have forgotten, education is the instrument by which the knowledge, skills and habits of the society is transmitted or transferred from generation to the next through teaching and research. Included in this is the knowledge, beliefs, art, law, morals, customs and other capabilities and habits mankind has acquired as a member of the society, to paraphrase a definition of culture by English anthropologist E.B, Tylor.

Pressed to produce excellent results, schools face the temptation of developing methods that can deliver those results with or without imparting the knowledge, skills and habits.

The core curriculum has been designed in such a way that it is sequentially covered within a period of eight years for primary and four years for secondary education. Build into the scope and sequential implementation of the curriculum are leading ideas of education psychologists on the nature of knowledge, how children learn, and how best they can learn the prescribed curriculum without stress

The series of guidelines the Ministry of Education, Science and Technology has developed pre-scribing normal teaching and learning hours are informed by knowledge of educational psychology.

They seek to ensure that schools actually implement the curriculum as designed to allow children time to rest, to do their own reading after formal teaching hours during weekdays and over the weekends. The Kenya Institute of Curriculum Development (KICD) has sequenced the curriculum in such a way that students painstakingly build on previous concepts and ideas to reinforce their understandings and appreciation of the things they are learning.

This is the principle that underlies the ban against holiday tuition, and teaching outside official teaching hours including Saturday and Sundays. The Government wants quality curriculum delivery and control. It is not after getting sterling grades through hook or crook.

A highly valued method of imparting prescribed knowledge, skills and habits is through the development of and promotion of the use of effective learner- centred pedagogies, curriculum models/ resources and assessment mode to enhance learning in the cognitive, affective, physical and aesthetic domains.

*(Adapted from Education News: April, 2014)*

(a) According to the writer, why is an exam important to policy makers? (1 mark)

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(b) What misconceptions does the public have towards examinations? (2 marks)

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(c) Write a summary on the effects of idolizing examinations by the society. (3 marks)

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(d) According to E.B.Tyloy, what is culture? (2 marks)

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(e) According to the passage, what has influenced the designing and implementation of the curriculum? (3 marks)

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(f) Why has the Ministry of Education, Science and Technology come up with guidelines on normal teaching and learning hours. (2 marks)

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(g) "It is not after getting sterling grades through hook or crook". What is the meaning of the above statement? (1 mark)

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(h) The government wants quality curriculum delivery and control. Change above statement to an interrogative sentence. (1 mark)

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(i) Provide a suitable title to the passage. (1 mark)

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(j) Give the meaning of the following words as used in the passage (4 marks)

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(i) Prescribed

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(ii) Implementing

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(iii) Idolize

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(iv) Anthropologist

2. **THE RIVER AND THE SOURCE** (25 MARKS)

“For this jewel there can be no price. Therefore we have decided to give her to you free except for a token bull, two cows and six goats with which to furnish the requirements of chik. The bull shall come to me in lieu of her father. The two cows and goats will be taken to Yimbo to the house of Oloo her grandmother’s brother who in all ways was a father to the girl and her cousin and always provided for them.” The aspiring suitors stared in disbelief. Held in readiness back in seme were twenty four head of cattle, double the normal bride price which was the least they expected to be asked. Oloo had instructed his uncle to ask for a grace period of six months in which he would have looked for whatever else they would have demanded. And now this. They couldn’t possibly give away such a girl for free. They must have something hidden up their sleeves. But they hadn’t. He was just an incredibly lucky man and it was beginning to dawn on him.

1. Place the excerpt in its immediate context. (4 marks)

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2. “For this jewel there can be no price”. Whose words are these? What had led to this response? (4marks)

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3.

‘He was just an incredibly lucky man and it was beginning to dawn on him’  
Justify this statement. (3 marks)

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4. Identify the use of irony in this excerpt and show the significance. (3 marks)

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5. Apart from tradition, what is the other main theme depicted in this extract? (2 marks)

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6. Give two character traits of the speaker of these words. "For this jewel there can be no price....." as depicted before and in this occasion. (4 marks)

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7. What significant event occurred after this occasion? (2 marks)

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8. (i) The aspiring suitors stared in disbelief. Supply the question tag. (1 mark)

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(ii) The bull shall come to me in lieu of her father. Explain the meaning of this sentence. (1 mark)

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(iii) Who is described as 'jewel'? (1 mark)

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3. *Read the narrative below and answer the questions that follow.*

**WHY THE GIRAFFE HAS A LONG NECK**

(20 MARKS)

Once upon a time, there was a great drought which forced all animals to drink from a common pond. After some time, this water mass got infested with crocodiles. As the animals drank, the crocodile would attempt to attack them so as to get its prey. Social animals used to come there in groups and in different turns.

It was now the giraffes' turn. As a number of them drank together, the crocodile captured the mouth of the biggest one. The reptile tried all it could to pull it into the water but to no avail. Tired and dejected, it let off the 'big goat' whose neck had now lengthened during the struggle. As it went away from the scene, its neck was far much longer than before. From then on, all other giraffes were born with long necks, thanks to the crocodile's attack.

(ANONYMOUS – KAMBA)

(a) Giving reasons, categorize this oral narrative. (2 marks)

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(b) Describe two character traits of the crocodile. (4 marks)

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(c) Identify three features typical of oral narratives in this story. (3 marks)

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(d) What was the attitude of the animals towards the crocodile? (3 marks)

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(e) Identify and explain the moral lesson of this story. (3 marks)

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(f) What is the significance of the opening formula? (3 marks)

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(g) Why are animals used as characters in oral narratives? (2 marks)

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4. **Grammar** (15 marks)

(a) **Rewrite the following sentence according to the instructions after each.** (3 marks)

(i) The teacher told the girl guide to man the gate. (Use gender sensitive language)

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(ii) We managed to see the manager. (Use succeeded)

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(iii) It was sad that they were not there. (end with sad)

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(b) **Write a word to replace the underlined idioms.** (2 marks)

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

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(ii) She is truly a fence-sitter.

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(c) **Use a suitable complex preposition to complete the following sentences.** (2 marks)

- (i) A notice posted on the wall advised the visitors that \_\_\_\_\_ fire they should avoid using the lift.
- (ii) The government bought the land \_\_\_\_\_ to resettling victims of post election violence.

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6.

(d) **In each case, use the correct alternative to fill in the blank space.** (3 marks)

- (i) It was only \_\_\_\_\_ (I /me) who raised my voice against the oppressive leadership.
- (ii) The villagers contributed to the project as much as \_\_\_\_\_ (them/ they)
- (iii) Who between you and \_\_\_\_\_ (her/ she) arrived at the scene first?

(e) **Use the correct form of the word in brackets to complete the following sentences.** (3 marks)

- (i) The \_\_\_\_\_ man is neither tidy nor punctual. (Organize)
- (ii) There is a high chance of \_\_\_\_\_ to this food. (toxic)
- (iii) Illiteracy is a great \_\_\_\_\_ to progress. (Hinder)

(f) **Change the following sentences into direct speech.** (2 marks)

- (i) The witness said that he had to speak to his lawyer then before answering that question.

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- (ii) The chief bid us goodbye.

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**ANSWERS:**

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