

Name: ..... Index Number: .....

Class: .....

Candidate's Signature: .....

Date: .....

101/2

**ENGLISH**

**Paper 2**

(Comprehension, Literary  
Appreciation and Grammar.)

**June 2013**

2 ½ Hours.

**KASSU JET JOINT EXAMINATION**  
**Kenya Certificate of Secondary Education**

**Instructions to candidates**

- (a) Write your name, index number and class in the spaces provided above.
- (b) Sign and write the date of examination in the spaces provided above.
- (c) Answer all the questions in this question paper.
- (d) All your answers must be written in the spaces provided in this question paper.
- (e) This paper consists of 12 printed pages.
- (f) Candidates should check the question paper to ascertain that all the pages are printed as indicated and that no questions are missing.

**For Examiner's Use Only**

<b>Question</b>	<b>Maximum Score</b>	<b>Candidate's Score</b>
1	20	
2	25	
3	20	
4	15	
<b>TOTAL</b>	<b>80</b>	

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

In absolute terms, France is twice as populous as Kenya. Even relatively – in terms of the number of people in a square kilometer – France is twice Kenya’s size.

How, then, can our custodians of governance explain the fact that Kenya’s number of MPs gets exponentially larger than France’s?

Nay, more. Although France is far richer than Kenya, Kenya can afford to pay each MP twice as much as France pays its own. That is the difference in mentality between development and underdevelopment. Only in a situation of abysmal mental backwardness can an elite of consumers demand to be paid the whole Witwatersrand in a country where **hoi polloi** is starving.

It is morally and intellectually agonizing that a penurious country like Kenya fritters away all its hard-earned and extremely meager income into the maws of human grubs, maggots, chrysalises and piranhas – an exceedingly voracious species which, however, has never produced even a single commodity or idea.

But, given these facts, isn’t Kenya what should be giving “development aid” to France? Why is it that, from one Western capital to another, Kenya’s officials hop from first class jet compartments to the most expensive European hotels – in the most abject begging for “aid” to “projects”?

Why is Europe perennially willing to dish out what it cynically calls “development assistance”? Surely, there must be a catch in it. Even the “aid fatigue” rumbling one is beginning to hear from Euro-American treasuries aims only to draw attention away from this cynicism and **assuage** a nagging sub conscience of guilt.

One thing is certain. It is not ‘*Kisuma*’ that takes our ravens to Europe. For no humble mendicant ever travels so astronomically to the very country which supposedly sympathizes with his people’s penury – there, lodging, dining, wining, wrenching and shopping in the most lavish manner.

‘*Kisuma*’ was a Luo tradition in which a truly desperate woman suddenly arrived, an empty ‘*atonga*’ in hand, to plead for a little grain from far-away relatives. No, the embarrassing behaviour in Europe by potbellied modern African officials is not the genuine entreaty of a starving destitute.

The official Westerner knows it very well because he is the one who invented the global scandal called “foreign aid” as a means of bribing the leaders of a world newly emerging from European colonialism so as to maintain that world in the Western orbit against the coevally emerging Soviet challenger.

From human beings, its cynicism and cruelty is mind-boggling. The official West knows that practically none of its “aid” ever goes into development. It is immediately **channelled** into the bank accounts of political Naboths: presidents, premiers, ministers, civil servants, parliamentarians.

The reason it does not rattle the official Westerner is that it performs the very function for which that same Westerner devised the “aid” mechanism – to buy the co-operation of Third World’s leaders in order for the “outgoing” colonial regimes to continue fleecing Africa.

As Walter Rodney points out (in *How Europe Underdeveloped Africa*), this is the same mechanism that ensures that Africa’s increasingly dwindling incomes from its lopsided trade with the same Westerner goes either directly into consumption or right back to the West to fetch cosmetics, spirits, tobaccos, cars, textiles and other luxuries for consumption by the same elite.

The luxuries go to that class, not because it produces anything, but only because, as members themselves claim, they are “servants of the people”. Thus what is merely a service “industry” – bureaucrats, lawyers, priests, policemen, politicians, soldiers – runs away with 99 per cent of our national income. The real producers – diggers of the soil, hewers of the wood and turners of the lathe – must writhe in **excruciating** hunger and disease because all their products have been gobbled up by MPs and others who seek to reap where they never sowed.

i) According to the writer, what is the difference between development and underdevelopment? 2 marks

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ii) Explain the irony evident in the writer’s argument. 2 marks

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iii) In point form, summarise why Kenya cannot give ‘development aid’ to France. 4 marks

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iv) Who are the ‘ravens’ and what takes them to Europe? 3 marks

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v) Do you think the writer’s use of the image of ‘*Kisuma*’ is justified? Explain your answer. 2 marks

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vi) Why isn’t the official Westerner rattled? 2 marks

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vii) *Although France is far richer than Kenya, Kenya can afford to pay each MP twice as much as France pays its own.* (Rewrite using ‘despite’) 1 mark

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viii) What do the following words mean as used in the passage? 4 marks

- a) hoi polloi.....
- b) assuage.....
- c) channelled .....
- d) excruciating.....

**2. Read through the excerpt below and answer the questions that follow.**

**MRS. STOCKMANN:** Three big Nos; what does that mean?

**DR. STOCKMANN:** I will tell you that too, later on. (*Holds out the card to PETRA.*) There, Petra; tell sooty-nose to run over to “the Badger’s” with that, as quick as she can. Hurry up! (*PETRA takes the card and goes out to the hall.*) Well, I think I have had a visit from every one of the devil’s messengers to-day! But now I am going to sharpen my pen till they can feel its point; I shall dip it in venom and gall; I shall hurl my inkpot at their heads! They’ll find out that a pen is mightier than an umbrella.

**MRS. STOCKMANN:** Yes, but we are going away, you know, Thomas. (*PETRA comes back*)

**DR. STOCKMANN:** Well?

**PETRA:** She has taken it.

**DR. STOCKMANN:** Good! Going away, did you say? No, I’ll be hanged if we are going away! We are going to stay here, Katherine!

**PETRA:** Stay here?

**MRS. STOCKMANN:** Here, in this town?

**DR. STOCKMANN:** Yes, here. This is the field of battle –this is where the fight will be. This is where I shall triumph! As soon as I have had my trousers sewn up I shall go out and look for another house. We must have a roof over our heads for the winter.

**HORSTER:** That you shall have in my house.

**DR. STOCKMANN:** Can we really?

**HORSTER:** Yes, quite easily. I have plenty of room, and I am hardly ever at home.

**MRS. STOCKMANN:** How good of you, Captain Horster!

**PETRA:** Thank you!

**DR. STOCKMANN:** (*shaking his hand*) Thank you, thank you! That is one trouble over! Now I can set to work in earnest. There is an endless amount of things to look through here, Katherine! Fortunately I shall have all the time; because I have been dismissed from the Baths, you know.

**MRS. STOCKMANN:** (*with a sigh*) Oh yes, I expected that.

**DR. STOCKMANN:** And they want to take my practice away from me too. Let them! I have got the poor people to fall back upon, anyway – those that don’t pay anything; and, after all, they need me most, too. But, oh, they will have to listen to me; I shall preach to them in season and out of season, or whatever the phrase is!

**MRS. STOCKMANN:** But, dear Thomas, I should have thought events had showed you what use it is to preach.

**DR. STOCKMANN:** You are really ridiculous, Katherine. Do you want me to let myself be beaten off the field by public opinion and the ‘compact majority’ and all that nonsense? No, thank you! And what I want to do is so simple and clear and straightforward. I only want to drum into the heads of these mongrels the fact that the liberals are the most insidious enemies of freedom – that party programmes strangle the new truth – that considerations of expediency turn morality and justice upside down – and that they will end by making life here impossible. Don’t you think, Captain Horster, that I ought to be able to make people understand that?

(a) Place this excerpt in its immediate context. (4 marks)

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(b) Identify and explain any two themes that have been highlighted in the excerpt. (4 marks)

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(c) (i) Comment on the following statement as used by Dr. Stockmann; (2 marks)  
*'I shall preach to them in season and out of season'*

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(ii) Identify and illustrate any other stylistic device used in the excerpt (2 marks)

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(d) (i) Give **TWO** illustrations from the excerpt to support Dr. Stockmann's character trait of being **resilient**. (2 marks)

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(ii) Discuss the character trait of Horster as revealed in the excerpt. (2 marks)

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- (e) In view of what happens elsewhere in the play, Dr. Stockmann seems to contradict his earlier decision. Explain this contradiction. **(3 marks)**

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- (f) **Rewrite the sentence below in the passive.** **(1 mark)**

I am going to sharpen my pen.

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- (g) In about 20 words, paraphrase the following words of Dr. Stockmann in relation to his mission. **(3 marks)**

*'I only want to drum into the heads of these mongrels the fact that the liberals are the most insidious enemies of freedom – that party programmes strangle the new truth – that considerations of expediency turn morality and justice upside down – and that they will end by making life here impossible'*

Rough copy

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- (h) Explain the meaning of the following words and phrases used in the excerpt **(3 marks)**

- (i) sharpen my pen till they can feel its point

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- (ii) Hurl

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- (iii) Ridiculous

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### **3. Read through the passage below and answer the questions that follow**

Once upon a time there was a beautiful girl whose name was Nyakio. She was tall and elegant and of fair complexion. This stunning beauty was admired by all and every young man dreamt of marrying her. She was friendly, confident and generous, but arrogant. However, Nyakio never laughed.

Suitors came and left. Some from near and others from far. Rich men, wise men, famous men and even some princes sought her hand in marriage but Nyakio remained unmoved. **Exasperated**, a group of people visited her early one morning and confronted her.

“Tell us, Nyakio, what kind of husband are you looking for? Are you looking for a human being or an angel? We want to know,” their spokesman challenged.

Nyakio looked at them calmly. Those bright bewitching eyes seemed a little amused. Then she opened her mouth and spoke, “My dear friends, I’m just an ordinary girl. I am flattered that so many of you have offered to marry me. I don’t want an angel but a man like one of you.”

“Which one?” someone shouted anxiously.

Nyakio seemed to ignore him and continued, “Many of you know that I don’t laugh. It’s not that I don’t want to. In fact, I long to laugh but so far I have never met anyone capable of making me laugh. So, I will now answer your question. Whoever can make me laugh I will marry right away.”

From that day, different young men would visit Nyakio’s home and try to amuse her. They made every effort to make her laugh but she would merely stare at them with a bored expression. Even when others were roaring with laughter and holding their sides, Nyakio would remain unmoved. Kalulu boasted that he would succeed. He told jokes and made faces but Nyakio’s look made it obvious he wouldn’t get far. In the end he sneaked away, dejected. Then Kamongonye came to display his **antics**. He sang funny songs and twisted his body in all manner of ways. For two or three hours, Kamongonye entertained an appreciative audience. There was much fun but Nyakio once again proved **impervious**. Sweating and frustrated, Kamongonye went home heartbroken. After that, all the young men gave up, except one.

This was Kasuku. When he said he would be the one to marry Nyakio, people dismissed him as a fool. And they had every reason to. He was slightly over four feet tall – a dwarf to be precise. He had a huge belly and people marvelled because he was able to walk steadily. You see, he had very thin legs. To make a long story short, Kasuku was ugly, really ugly

“I wanted to give each of you a chance,” he announced confidently. “Now when I take Nyakio to my house as my bride, none of you will say I have been unfair.”

They looked at him and laughed derisively. On the day he appeared before Nyakio, the whole village turned up and addressed Nyakio: “Nyakio, my love, may I come and whisper something to your ear?”

The crowd watched and waited.

“Of course, Kasuku,” Nyakio answered.



Kasuku wobbled to where Nyakio stood. He then held her gently by the waist and moved as if he was saying something. Nyakio being much taller, had to bend so that Kasuku could whisper into her ear. But he didn't whisper anything. Instead he put his right hand under her armpit and tickled her. It was so unexpected that Nyakio dropped her guard and laughed and laughed. Tears rolled down her cheeks. The crowd was in confusion. People gathered in groups and spoke in low tones. "Will she marry him?" They wondered aloud.

"Such an ugly fellow? Good gracious!"

"Well, she made a vow and she ought to keep her word."

"But what Kasuku did was so simple. Anyone could have done it!"

When everyone had left, Nyakio sat quietly in her room and turned the matter over in her mind. By morning the next day, she had reached her decision.

(i) Giving a reason, categorize the above form. **(2 marks)**

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(ii) Explain two functions that the above form serves in the society where it is told. **(2 marks)**

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(iii) Identify and explain the significance of two features of oral narratives evident in the above form. **(4 marks)**

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(iv) Contrast the characters of Kalulu and Kasuku as evident in the story. **(4 marks)**

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(v) What lesson do we learn from Kasuku's success in making Nyakio laugh? **(2 marks)**

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(vi) What do the following words mean as used in the passage? **(3 marks)**

(a) Exasperated.....

(b) antics .....

(c) impervious.....

(vii) In your opinion, what decision did Nyakio make? Explain your answer. **(3 marks)**

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**4. (a) Rewrite the following sentences based on the instruction given after each.**

**(3 marks)**

(i) He understood why people had been laughing after he realized the ugliness of his headgear. (*Rewrite using present participle*).

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(ii) The President-elect was sworn in only after the Supreme Court had validated the Presidential result. (*Begin: Not until...*)

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(iii) Malenge did not bother to campaign. He was convinced that he was the students' favourite for the post of a school captain. (*Rewrite using past participle*).

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(b). (i) The maid had prepared supper by the time we got home. (1 mark)  
(*Rewrite to remove gender bias*).

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(ii) I have been studying in this school for four years complained the student but I have never scored one hundred per cent in any subject. (1 mark)  
(*punctuate correctly*)

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(iii) Chinua Achebe one of Africa's greatest writers passed on three months ago. (1 mark)  
(*Rewrite using parenthesis*).

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(c) Use the correct form of the word given in the brackets. (3 marks)

(i) Sports persons need to arrive in camp two days early in order to .....  
(climate)

(ii) Pope Francis I took over the .....after Pope Benedict XVI resigned.  
(Pope)

(iii) No single female candidate won the .....seat in the just concluded election. (Governor)

(d). Fill the blanks with the most suitable prepositions. (3 marks)

(i) He was sentenced to life imprisonment .....the law.

(ii) Unemployed youths often subscribe .....illegal gangs.

(iii) They attended the party dressed.....smart casual.

**(e). Using the words in brackets, complete the following sentences with the most appropriate phrasal verbs. (3 marks)**

(i) My parents managed to .....high school although with difficulty.  
(see)

(ii) I was .....by his childish behaviour during the academic parade.  
(take)

(iii) The new students could not .....their way to the dormitory. (make)

**(f). His decision was a typical case of putting the cart before the ox.  
(correct the idiomatic expression). (1 mark)**

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