

NAME.....INDEX NO.....

.CANDIDATE'S SIGN.....

101/2

DATE.....

ENGLISH

PAPER 2

(Comprehension, Literary Appreciation and Grammar)

July/August 2010

Time: 2 ½ Hours

KENYA CERTIFICATE OF SECONDARY EDUCATION
FORM FOUR EVALUATION EXAMINATION

ENGLISH
PAPER 2
2 ½ HOURS

INSTRUCTIONS TO CANDIDATES

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

FOR EXMINERS USE ONLY

QUESTION	MAXIMUM SCORE	CANDIDATES SCORE
1	20	
2	25	
3	20	
4	15	
TOTAL SCORE		

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

A reader recently sent an email with some seemingly simple but a valid concern, on a second look. His issue was that of the many job applications he had made through email, only two organisations had bothered to confirm receipt. The companies were of the international kind. The rest have never done so.

This led him to speculate: “Isn’t it easy for someone within the organisation to delete some job applications without the deciding managers ever knowing?” He sounded convinced that such must have been the fate of many of his unacknowledged online job applications.

In the absence of watertight email management mechanisms at recruitment level, this possibility is real. Fate can be sealed with a simple click on the delete icon. It is several times easier than to shred pages of hard copy testimonials in the washroom, like some office administrators would sometimes do in favour of their preferred candidates.

This concern raises the issue of how poor design and management of Internet technology could frustrate many job seekers and even work to the disadvantage of the recruiting organisations.

Let’s start with web sites run by recruitment agencies. Many have database engines designed to guide job seekers in typing in their professional profiles.

A good number of them have frustrating shortcomings. A major one is that they tend to be straight jacket.

They will allow you to key in your academic qualifications and background, ask you to fill in your work experience, and then give you the option to choose only one industry or sector of interest.

A part from killing creativity in job-hunting strategies, this kind of design does not give the job seekers the option to demonstrate the passion they may have for the job they might be interested in. They are given very limited room for expression.

Diversely experienced job seekers are most disadvantaged. That applicants are made to select only one industry of experience or interest is not fair to professionals who have nurtured their competencies across a number of sectors.

Yet this is the emerging reality. Increasing number of jobseekers in the job market are cross-disciplinary professionals. Many are university students who pursue separate disciplines in other colleges.

Online engines for job applications ought to be flexible to this reality and stop categorising jobs into traditional groupings.

Take, for example, the common category labelled as “management.” This in the present job market is a very vague field. Picking it as your choice is one way to kill the interest of human resource personnel in you.

The rigid online placement engines favour mostly job seekers who have gained experience only in industries relevant to their training.

But increasingly in the prevailing job market dynamics, you will find that your competencies are applicable in an industry that is different from the traditional inclination of your training.

Further, universities and professional institutions are introducing new courses. In the process, many of the job application software have been reduced to mere rubber stamps of obsolete procedures that have failed to recognise the dynamics of the job markets and the emerging set of skills and competencies of candidates.

This setback suggests that there is a gap between human resources practitioners and computer software developers and programmers.

The distance is limiting the technological possibilities in managing recruitment. Modern technology can be effectively exploited to satisfy given needs, if only approached with the necessary enthusiasm and skill. It can be used to conduct online psychometric testing, for example.

Designers of these systems should engage the expertise of human resources professionals in building electronic mechanisms that are in concert with the prevailing demands of the market.

The goal should be to have in place systems that explore open combinations of job competencies and job seeker inclinations, so that applicants are not forcefully boxed into pre-designed paths, but given an opportunity to present their unique interests and competencies.

(Adapted from Daily Nation 30th April 2010)

Questions

- a) What is the major sentiment of the reader concerning job application through the Email? (2 marks)

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- b) Change the following question to a statement “Isn’t it easy for someone within the organisation to delete some job application without the deciding managers ever knowing?” (1 mark)

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- c) For what selfish purpose would the administrators take advantage of the absence of watertight email management mechanism?

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- d) In about 40 words summarize the frustrating shortcoming of internet technology in recruiting organisations. (4 marks)

Rough Copy

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Final Copy

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e) In what way is the common categorization labelled as “Management” disadvantageous to job seekers? (2 marks)

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f) According to the passage how can modern technology be effectively exploited to satisfy given needs? (2 marks)

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g) What is the author’s altitude towards online job recruitment? (3 marks)

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h) Explain the meaning of the following expression as used in the passage

- Water-tight

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- Straight jacket

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- Cross-disciplinary

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- Rubber stamps

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2. Excerpt

Read the excerpt below and then answer the questions that follow.

When Waiyaki began to speak again he felt happy. This was the moment to push his plans through. He spoke quietly; clearly, the elation of speaking to a large crowd making him feel light. He briefly outlined his plans for Marioshoni: The rotting roof needed more tin; the children needed desks, pencils, and papers. And then many more schools had to be built. More teachers had to be employed. He sat down, fearing that he had not made his point clear. But the applause that greeted him left him with no doubt about the reception of the short speech.

A moment too soon Kabonyi was on his feet. He did not smile but looked defiantly around him. The battle was on. He was old but his voice was good and steady. Besides, he knew his audience well and knew what to appeal to. He could speak in proverbs and riddles, and nothing could appeal more to the elders, who still appreciated a subtle proverb and witty riddles. Kabonyi again knew his limits. He did not want to bring too many issues together. So he decided to leave the Joshua affair and come to it later as a final blow.

He reminded them of the poverty of the land. The dry months had left people with nothing to eat. And the expected harvest would not yield much. He touched on the land taken by the white man. He talked of the new taxes being imposed on the people by the Government Post now in their midst. And instead of Waiyaki leading people against these more immediate ills, he was talking of more buildings. Were people going to be burdened with more building? With more teachers? And was the white man's education really necessary? Surely there was another way out. It was better to drive away the white man from the hills altogether. Were the people afraid? Were there no warriors left in the tribe? He, Kabonyi, would lead them. That was why he had formed the new Kiama. He would rid the country of the influence of the white man. He would restore the purity of the tribe and its wisdom.

“Or do you think the education of our tribe, the education and wisdom which you all received, is in any way below that of the white man?” He challenged the people, appealing to their pride, to the manhood in them and to their loyalty to the soil.

“Do not be by a youth. Did the tail ever lead the head, the child the father or the cubs the lion?”

Questions

a) Who is Waiyaki speaking to and what is the occasion that is taking place? (3 marks)

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b) “He was old but his voice was good and steady”.
Rewrite the sentence without using but (1 mark)

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c) In note form, outline the argument that Kabonyi brings forward to counter Waiyaki’s plans for Mariosshoni (6 marks)

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d) “So he decided to leave the Joshua affair and come to it later as a final blow”

(i) What is the Joshua affair?

(2 marks)

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(ii) How does Kabonyi use this affair as a final blow?

(2 marks)

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e) Identify and explain the major theme that is brought out in this excerpt.

(2 marks)

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f) Paraphrase the following sentence

“A moment too soon Kabonyi was on his feet”

(1 mark)

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g) Identify one stylistic device used in the excerpt and explain its effectiveness.

(3 marks)

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h) With illustrations from the excerpt, explain Kabonyi's attitude towards Waiyaki. (2 marks)

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i) What is the outcome of this meeting? (3 marks)

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3. Poem

Read the poem below and then answer the question that follow.

There is a little hut
Built across from here;
They've mudded two walls
And the rest stands unmade....
For they ran out of mud.

There is a deep gully
Running along the road;
They have filled it halfway
And the rest is still gaping...
For they ran out of mud.

There is a pot by the altar
That they began to mould;-They finished the base
But the neck remains undone...
For they ran out of mud.

Mud! Mud!
Who can find mud?
May be if it were gold
Someone would.

Questions

a) What is the poem about?

(4 marks)

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b) What do the following physical objects represent?

(6 marks)

(i) The hut

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(ii) The deep gully running along the road

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(iii) The pot by the altar

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c) Explain irony in the last stanza

(2 marks)

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d) Why does the persona refer to 'they rather than

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(3 marks)

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e) Identify and explain the tone used in the poem. (3 marks)

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f) Apart from irony, identify any other stylistic device used in the poem. (2 marks)

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GRAMMAR

4. a) Rewrite the following sentences as instructed. (3 marks)

(i) Nyambura never came late to school this term. (Begin: Not.....)

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(ii) Odour did not complain. He did not report to the police. (Begin: Odour neither.....)

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(iii) I wouldn't have come all this way in vain if you had mentioned this to me yesterday

(Begin: Had.....)

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b) For each of the following sentences replace the underlined phrasal verb with one word that has the same meaning.

(i) You need to cut down on the expenses

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(ii) The visitor remarked that the little boy took after his father

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(iii) They made up for lost time

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c) Add question tag to the given statements (3 marks)

(i) I am not expected to do it.....

(ii) Enjoy your mid-term break.....

(iii) The students were late in the morning.....

d) Complete the following sentences using the appropriate form of the word in brackets. (3 marks)

(i) We learnt a great deal from the speech; it was very(inform)

(ii) It is against our culture to treat older people (respect)

(iii) The Of the matter brought the District Commissioner to their
village. (grave)

e) Identify the mis-spelt words in the following sentences and rewrite them correctly (3 marks)

(i) I will pass the continous texts well.....

(ii) The Prime Minister recieved a bouquet of flowers.....

(iii) All the fourty thieves had diarrhea.....