

Name.....  
School.....  
Candidate's Signature.....

Index No...../  
Date .....

101/2  
**ENGLISH**  
Paper 2  
(Comprehension, Literary appreciation, Grammar)  
JULY / AUGUST 2012  
**Time: 2 ½ Hours**

**MANGA DISTRICT JOINT EVALUATION EXAM– 2012**  
*Kenya Certificate of Secondary Education (K.C.S.E)*

101/2  
**ENGLISH**  
Paper 2  
(Comprehension)  
JULY / AUGUST 2012  
**Time: 2 ½ Hours**

**INSTRUCTIONS TO CANDIDATES**

1. Write your name, name of your school and index number in the spaces provided above.
2. Sign and write the date of the examination in the spaces provided.
3. Answer all the questions in this paper in the spaces provided.

**FOR EXAMINER'S USE ONLY**

QUESTION	MAXIMUM MARKS	CANDIDATE'S SCORE
1	20	
2	25	
3	20	
4	15	
<b>Total</b>	<b>Score</b>	

*This paper consists of 12 printed pages.  
Candidates should check the question paper to ensure that all  
pages are printed as indicated and no questions are missing*

**Q1. Read the passage below and answer the questions thereafter.**

**LOBBIES KEEPING GOVERNMENT ON ITS TOES.**

Never in the field of human conflict has so much been owed by so many to so few, said. British statesman Winston Churchill in 1940, paying tribute to the Royal Air force crews defending Britain from German air raids during World War II. The same words could easily describe sacrifices made by Kenya's civil society in the fight against colonialism on behalf of us all.

At the time, civil society encompassed. Movements built around labour unions, co-operative societies, the church, and professional associations to improve the socio-economic status of members.

Civil society never stopped defending the people against the state after Independence. They have continued to apply various methods to influence government against bad policy such as single-party dictatorship, redrafting the constitution, and delivering a million signatures to the United Nations opposing government position towards ICC trials.

All these successes entail enormous personal sacrifices, the kind of suffering brought about by the colonial power in its bid to block all avenues of expression.

There is a need for civil society to maintain constant watch over state activities in its presumed role as a facilitator of good governance.

Going by the stance adopted by the Church during the referendum, civil society has the potential of getting too politicized and divisive. Many a politician has questioned whether civil society itself is organized along democratic lines and why some actors appear to wield considerable political power without undergoing direct election or appointment.

Furthermore, what constitutes civil society remains unclear. For purposes of this discourse, civil society means those organs residing outside formal governmental institutions and united for a cause. They are NGOs capable of counter - balancing the state without obstructing it from fulfilling its mandate.

Ideally, civil society should have the muscle to prevent the state from dominating society or behaving as if the elite in government possess superior wisdom in comparison with that of individuals.

Therefore, government should recognize the critical role civil society plays as a catalyst of good governance and sustainable development.

Where occasion warrants for civil society to lobby for changes in government policy, this should be understood as an essential role in a liberal - democracy.

The realisation of mega-countrywide projects such as vision 2030 hinge on the amount of trust the state enjoys among its Citizenry. To earn that trust, this Country's political agenda must shift from ethnic-driven rhetoric to nationwide party entities as stipulated in the Constitution.

Already, an effort to privatise the port of Mombasa to make it responsive to anticipated increased cargo handling challenges is facing stiff resistance from coastal political class fearing marginalization.

These leaders are likely to welcome such a suggestion when it comes from civil society due to its association with good governance, the rule of law, and human rights.

To succeed in driving the Vision 2030 agenda, therefore, the state will have to incorporate civil society to help in articulating regional aspirations and participating in negotiations.

**(ADAPTED FROM THE DAILY NATION 24/03/2012.)**

1. (a) Explain the similarity between the Royal Air Force and Kenya’s Civil Society. (2 mks)  
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- (b) In not more than 40 words, summarize the achievements realized by the Kenyan Civil Society. (8 mks)  
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- (c) What makes the civil society undemocratic? (2 mks)  
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- (d) Define ‘Civil Society’ as expounded in the passage. (1 mk)  
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- (e) When does the church go overboard as a civil Society body? (1 mk)  
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- (f) Why shouldn’t Government frown on the civil Society? (2 mks)  
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- (g) How does politics hinder the achievement of vision 2030? (2 mks)

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(h) What makes the civil society credible in the eyes of the public? (3mks)

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(i) Explain the meaning of the following as used in the passage. (3 mks)

(i) So much being owed by so many to so few.

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(ii) discourse

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(iii) catalyst

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**2. Read the excerpt below and answer the questions thereafter.**

A few people applauded, And, then there was silence. Kabonyi too had stirred something in their hearts.) Soon they began to talk. Some saw a lot of truth in what Kabonyi had said. They knew they were not cowards. And surely it was easier to drive away the white man and return to the old ways! But others especially the young people, were on Waiyaki's side. Waiyaki himself was hurt. Kabonyi had touched on a sore spot, the question of youth. When Waiyaki stood up again the old defiance came back. The courage that had made him famous among the boys of his riika was now with him. At first he just looked at the people and held them with his eyes. Then he opened his mouth and began to speak. And his voice was like the voice of his father. No — it was like the voice of the great Gikiyus of old. Here again was the saviour, the one whose words touched the souls of the people. People listened and then their hearts moved with the vibration of his voice, And he, like a shepherd speaking to his flock, avoided any words that might be insulting. In any case, how could he repudiate Kabonyi's argument? Waiyaki told them that he was their son. They all were his parents. He did not want to lead. The elders were there to guide and lead the youth. And youth had to listen. It had to be led in the paths of wisdom.

He, Waiyaki, would listen. All he wanted was to serve the ridges, to serve the hills. They could not stand aloof. They could never now remain isolated. Unless the people heeded his words and plans, the ridges would lose their former dignity and would be left a distance behind by the country beyond.....

So he spoke on, pointing out the importance of learning, of acquiring all the wisdom that one could get. People wanted his to go on, on, on telling them the sweet words of wisdom. When he sat down the people stood and, as if of one voice, shouted, “The Teacher! The Teacher! We want the Teacher!” And some shouted: “Our children must learn, show us the way. We will follow.”

What more could Waiyaki want? He felt elated with gratitude and happiness.

Thereafter every elder and teacher who spoke added nothing but praise for the Teacher. An inter-ridge committee was elected to look after the education of all and see to the building of new schools in the country. Kabonyi was not on it

“Kamau., my son”

“Yes, Father.”

“My legs, they shake,”

“Why? Are you ill, Father?”

“Yes- no-yet my legs. They grow weak, Take my staff and lead me home.”

And those who were around saw Kabonyi being led home by his son, one of Waiyaki’s teachers. And soon, with a smile, everybody knew that Kabonyi was ill. Actually he was not ill, but he was full of fury. To suffer a public defeat! A public humiliation! No. It could not be. It must not be!

2. (a) What issues do these two characters address just before this extract? (4 mks)

Waiyaki

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Kabonyi

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(b) Mention any two courageous acts that had made Waiyaki famous among the boys of his ‘riika’. (2 mks)

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(c) Identify and illustrate one theme evidence in this extract. (2 mks)

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(d) Illustrate any two character traits shown by Waiyaki in this extract. (4 mks)

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(e) Explain the irony in Kabonyi's words: Take my staff and lead me home. (2 mks)

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(f) Apart from irony, which other stylistic feature is used in this extract? (2 mks)

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(g) Kabonyi suffers a public defeat in this extract. How does he exact his revenge? (2 mks)

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(h) What are the accusations leveled against Waiyaki by the Kiama from elsewhere : the novel? (2 mks)

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(i) What happens immediately after this extract? (2 mks)

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(j) “Our children must learn. Show us the way. We will follow.” (Re write this in reported speech) (1 mk)

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(k) Explain these expressions as used in the extract. (2 mks)

(i) repudiate

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(ii) stand aloof

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**3. READ THE SONG BELOW AND ANSWER THE QUESTIONS THAT FOLLOW**  
**THE CROP THIEVES**

Tswiri – twiriril! the person, I suspect.  
What have you heard that makes you suspicious?  
I had things said, rumours of weaver birds  
They ate corn in Lesiba’s field and finished it.  
And when they left they sounded human  
They said, ” Listen to the numerous weaver birds,  
Sons of Mosima’s family,  
Children of the horse that ate the courtyards  
and the times.  
It is the numerous weaver birds,  
The grey ones that go about in swarms,  
Children with the little red beaks,  
Children that make a noise in the mimosa trees,  
Tupu-tupu! The smoke comes out while the  
dew still glitters

Howaaa! Sweaa! – is heard in the early morning  
 They are finishing the corn, the numerous weaver  
 birds,  
 Children with the little red beaks,  
 At home it is yo! yo!  
 The children are crying,  
 Their mothers have gone to the fields to the birds,  
 It is the Zulus that have entered the country.  
 Take axes and lop the tree branches,  
 Yo! This year we shall eat fire,  
 We shall lack even a blue - tongued goat!  
 It is numerous weaver birds, the grey ones that go about in swarms.  
**(Oral poetry from Africa by Jack Mapande and Landey White)**

3. (a) To which category can you place this song? Illustrate. (2 mks)

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(b) (i) What is an ideophone? (1 mk)

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(ii) Identify any four ideophones used in the song, stating who makes the sound in each case? (4 mks)

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(c) What can you say is the behaviour of weaver birds? (2 mks)

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(d) If you were to perform this song, what would you do to make it interesting? (4 mks)

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(e) Mention one characteristic of an oral song that features in the one above. (1 mk)

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(f) Identify the lines that show that unless people keep the birds away, there will be suffering. (2 mks)

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(g) Explain the meaning of the following lines as used in the song. (2 mks)

(i) It is the Zulus that have entered the country.

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(ii) We shall lack even a blue – tongued goat.

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(h) What economic activity does this community practice? (2 mks)

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4. (a) Rewrite the sentences below as instructed. Do not change the meaning.

(i) Women should not be treated as lesser human beings under any circumstances.

(Begin: Under no circumstances)

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(ii) The poachers killed the elephant and hacked off its tusks.

(Rewrite in passive voice)

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(iii) The MOD wanted to know what happened to the list of culprits.

(Rewrite in direct speech)

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(b) Replace each of the underlined words or phrase with an appropriate phrasal verb.

(3 mks)

(i) The management Conceded to the workers' demands.

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(ii) Unscrupulous Kenyans are rushing to Ngamia One to take advantage of the oil find.

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(iii)

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(iv)

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(iii) It is not good to despise other human beings.

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(c) **Complete the sentences below with a word derived from the one given in brackets.**

(2 mks)

- (i) The deal was so appealing that it was \_\_\_\_\_ (resist)
- (ii) After the accident, he was \_\_\_\_\_ for six Months. (Mobile)
- (iii) Kenyans seeking jobs in the Middle East end up facing a lot of \_\_\_\_\_ from their employers. (treat)
- (iv) The boda boda Motor cycle hit a tree and became a wreck. It was \_\_\_\_\_ (repair).

(d) **Fill each of the blanks below with the most appropriate preposition.**

- (i) He was \_\_\_\_\_ a loss \_\_\_\_\_ what to do after his wife deserted him.
- (ii) The tourists were treated \_\_\_\_\_ a panoramic view of the Manga Cliff.
- (iii) The property was shared \_\_\_\_\_ the three heirs.
- (iv) She displayed a human character outwardly but was evil \_\_\_\_\_.
- (v) The athlete was \_\_\_\_\_ herself with joy after winning the race.

(e) **Identify the four misspelt words in the text below and then write them correctly.**

I was truly surprised the other day when the teacher of English gave the pronunciation of the word 'fracas' in a funny way at assembly. Infact, all the students burst into a thunderous laughter to his discomfort.

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(\*\* To the typist / printer: Please don't make corrections on the above text xxx)

**(f) Rewrite the sentences below supplying appropriate question tags. (1 mk)**

(i) Please, close that door.

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(ii) I am inclined to tell that impostor off.

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**(g) Explain the difference in meaning between the following sentences. (1 mk)**

(i) Even the Principal addressed the raised issues.

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(ii) The Principal addressed even the raised issues.

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