

Name.....

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

School.....

Date

Candidate's Signature.....

101/2

ENGLISH

(COMPREHENSION, LITERARY APPRICIATION AND GRAMMAR)

Paper 2

March 2013

Time: 2 ½ Hours

CROSS COUNTRY JOINT REGISRATION EXAM – 2013

Kenya Certificate of Secondary Education (K.C.S.E)

ENGLISH

Paper 2

March 2013

Time: 2 ½ Hours

INSTRUCTIONS TO CANDIDATES

- Write your Name and Index Number in spaces provided above.
- Sign and write the date of examination is spaces provided above
- Answer ALL the questions in this question paper.

FOR EXAMINERS USE ONLY

QUESTION	MAXIMUM SCORE	CANDIDATE'S SCORE
1	20	
2	25	
3	20	
4	15	
TOTAL		

This paper consists of 6 printed pages.

Candidates should check the question paper to ensure that all pages are printed as indicated

and no questions are missing

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

Kenya needs 6.4 billion trees to achieve the desired 10 per cent forest cover; but for such growth it will need to push the cover to 40 per cent.

The 10 per cent is the minimum standard forest cover worldwide per country which should be maintained at all times. The additional 30 per cent is for commercial purpose and is meant to protect the 10 per cent from depletion.

Sweden has a 60 per cent forest cover; one of the largest in the world, and has maintained this growth for a century now. Forests are the most important natural resource in Sweden; they contribute 12 percent of export income and employ more than 100,000 people.

When comparing with Sweden, a forest takes 80 years to mature, while in Kenya it takes only about 10 to 15 years. A cold climatic condition in Sweden inhibits growth of trees, while warm climatic conditions in Kenya enhance speedier growth.

Achieving a 10 per cent forest cover will mean that each Kenyan will be required to grow 13 trees per month for two years. Growing trees as opposed to planting trees-the former means tending a tree to maturity while the latter in the act of the plant into ground.

‘Planting a tree takes about five minutes, growing a tree, however is a different matter. It takes resources, commitment and time to care for a tree to maturity and that is the method we should be adopting.’ Says Isaac Kalua the founder of Green Africa Foundation. The question therefore is how will Kenya grow its 6.4million trees?

First it is possible mean private-ownership of forests; in Sweden for example 51 per cent of forests are owned by private, small scale owners often known as ‘family forestry’ which translates to about 350,000 private owners. The private companies own 24 per cent and the state 25 percent of the country’s forest.

In other words, Kenya needs to create a forest industry, which entails producing forests for timber, medicinal value, wood-fuel and charcoal production, for carbon sequestration, and also large source of seedlings.

Agro forestry is an ancient agricultural farming practice in Kenya, which incorporates both food farming and tree planting. But most farmers would rather invest in food farming or livestock because of the high economic value attached to the by-product. Farmers therefore need to buy into the idea of tree-farming and that trees have economic value.

‘We concentrated on fruit trees and trees that produce oil. The tree-seedlings we give farmers are drought resistant, take less time to mature and produce in large quantities,’ explains Kalua. The government’s forestation policy is now encouraging agro forestry as a strategy to achieve a forest cover of 20 per cent by 2020

There are currently 19 carbon sequestration projects in Africa, seven are based in Kenya, Uganda and Tanzania. In Kenya, the project is at Lake Victoria Basin (Western Kenya Integrated Ecosystem Management Project.)

The World Bank's Bio Carbon Fund is currently the biggest investor of carbon sequestration. International prices for carbon credits range from \$3.50 per ton in America and \$ 15.80 per ton in European markets. Africa has yet to benefit from the international carbon credit market.

Kenya's charcoal industry is estimated to be worth shs.30billion, provides employment to 700,000 people and supports 200,000 dependants currently.

Unfortunately because it is unregulated business, the government losses shs.5.1billion in tax and is a major contributor to deforestation in Kenya.

Questions:

(i) Why does Kenya need to push the forest cover to forty per cent growth? (1mk)

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.....

(ii) Suppose Kenya achieves the ten per cent forest cover target, by what percentage will Sweden be ahead of it in term so forest cover? (1mk)

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.....

(iii) What has inspired Sweden to maintain the forest growth for a century? (1mk)

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.....

(iv) According to the passage, how does the growth of forest in Kenya contrast with the one in Sweden? (2mks)

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(v) What does Kenya need to do in order to grow its 6.4 billion tress? (2mks)

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(vi) Rewrite the following sentence as instructed. When comparing with Sweden a forest takes eight years to mature while in Kenya it takes only about ten to fifteen years. (**Begin: As.....**) (1mk)

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(vii) According to the passage, how does the forest industry benefit Kenya? (3mks)

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(viii) List down the benefits of charcoal industry in Kenya as explained in the passage and mention how it adversely affect the economy of the country. (4mks)

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(ix) According to the passage what does Agro forestry entail? (2mks)

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

Natural resource.....
Sustainable forestry.....
Tree farming.....

2. The River Between, By Ngugi wa Thiong’o

Read the following extract and answer the questions that follow.

“I shall take my father, for example, if you like. He is the head of the family. Suppose another man, Karanja or Njuguna for example, comes in and we offer him hospitality. Suppose after a time he deposes my father and makes himself the head of the family with a right to control our property. Do you think he has any moral right to it? Do you, Waiyaki? And do you think I am bound by any consideration to obey him? And if conditions become intolerable, it lies with me to rebel, not only against him but also against all that is harsh, unfair and unjust. Take Siriana Mission for example, the men of God came peacefully. They were given a place. Now see what has happened. They have invited their brothers to come and take all the land. Our country is invaded. This Government Post behind Makuyu, is a plague in our midst. And this hut-tax...”

Questions

1. Who is speaking in the excerpt? (1 mk)

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.....

2. Describe the character traits of the speaker as evident in this extract. (2 mks)

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.....

3. Cite any two themes evident in this excerpt. (4 mks)

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4. Identify and illustrate three stylistic devices employed in the extract. (6 mks)

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5. List the accusations labelled against 'their brothers' in the context. (3 mks)

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6. Explain what happens after this excerpt. (2 mks)

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7. In reference to the rest of the text, discuss the importance of Siriana Mission to the people of the ridges. (4 mks)

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8. Identify the general atmosphere projected in this extract. (2 mks)

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9. Do you think he has any moral right to it? (Negate the sentence) (1 mk)

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.....
.....

3. Read the oral poem below and then answer the questions that follow [20mks]

Death has crushed my heart:
My brother's death has crushed my heart
My brother has left me at crossroads
My brother has left me hanging over the fire
Like a parcel to dry
But parcels of meat over the fire still have somebody to touch it
Death has turned me up like cocoyam and peeled of my tubers
My left had turned of my back

Death has turned me into bitterness itself

My mirror is broken

My own is past

Questions:

a) What is the poem about? [3mks]

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b) Identify and explain any **three** features of oral poetry used in this poem [6mks]

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c) What is the mood in the poem? [2mks]

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d) Classify this poem [2mks]

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e) Name and illustrate **two** economic activities of the community from which this poem is derived (4mks)

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f) *Explain the meaning of the following* [3mks]

- i) ".....left me at crossroads
.....
- ii) "My marrow is Broken....."
.....
- iii) "My own is Past".....
.....

3. GRAMMAR (21 Marks)

a) *Rewrite the sentences below according to the instructions given after each without changing the meaning.* (2mks)

- (i) Samson was a very strong man. The enemies feared him (Begin: Such...)
.....
- (ii) I am not a good footballer. I cannot participate in the next game. (Join the two sentences starting with: Were...)
.....

b) *Replace the underlined words with an appropriate phrasal verb beginning with the word in bracket.* (2mks)

- (i) The children kept interrupting our conversation (break)
.....
- (ii) That poultry project has really depleted my resources. (eat)
.....

c) *Fill in the spaces below with; little, a little, a few, few.* (2mks)

- (i) The demand he placed before us left us with options but to yield.
- (ii) Since I was punctual, I found people had already gathered.
- (iii) Kamau is diabetic so he uses Sugar in his tea.
- (iv) respect is all that is needed for a student to excel.

d) *Give the meaning of the underlined idiomatic expressions.* (2mks)

- (i) Kalembe caught his friend, Mose, on the wrong foot.
.....
- (ii) That name rings a bell, I think I know the man.

.....
e) Fill in the blanks below with an appropriate preposition. (2mks)

- (i) We are annoyed your behaviour
- (ii) The bachelor's degree shall be conferred those brilliant students tomorrow.
- (iii) The prefect is answerable the behaviour of the class.
- (iv) The students are anxious the results to be released.

f) Explain the difference in meaning of the following sentences (2mks)

- (i) The guests, who wore white shirts, sat in front seats.

.....
.....

- (ii) The guests who wore white shirts sat in front seats.

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g) Use a participle to connect the sentences below. (1mk)

I had worked hard. I later joined Belmont University.

.....

h) Use the correct form of the words in brackets in the spaces provided. (2mks)

- (i) The of that bungalow needs a lot of money. (Maintain)
- (ii) I scolded her for treating the old man (respect)
- (iii) We shall the rope if the well is too deep. (long).
- (iv) The man was felled by an gun. (assassinate).