

Name ..... Index No. ....

101/2  
**ENGLISH**  
Paper 2  
(Comprehension, Literary Appreciation and Grammar)  
July/August 2015  
Time: 2½ Hours

Candidate's signature .....

Date .....

# KISII CENTRAL JOINT EXAMINATION

## Kenya Certificate of Secondary Education

**ENGLISH**  
Paper 2  
July/August 2015  
Time: 2½ Hours

### INSTRUCTIONS TO CANDIDATES

- \* Write your name and index number in the spaces provided above.
- \* Sign and write the date of examination in the spaces provided above.
- \* Answer **ALL** the questions.
- \* All your answers must be written in the spaces provided in the question paper.

#### For Examiner's Use Only

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

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

(20 marks)

The 2014 KCSE results carnival has fizzled out and it is now time for reflection and soul-searching. In the results released by Education Cabinet Secretary, an overwhelming number of students scored higher grades compared to the previous exams.

A total of 3,073 candidates attained grade A in the exam, for instance, compared to 2,722 in 2013. In the 2011 KCSE, only 1,930 students scored grade A in the exam. This is a significant improvement given that there was only a single A, from Starehe Boys' Centre, in the whole country in 1991.

This scenario of improved grades in academic 'endeavours' also seems to be playing out in our universities where an increasing number of students are graduating with first class honours degrees. While on the face of it this may seem like a good thing, it necessarily may not be.

In the UK, the government has put structures in place to tame what it describes as 'grade inflation'. Michael Gove, UK Education Secretary, while commenting on devaluation of grades said, "one of the things I have done as Education Secretary is to revise the tide of inflating exam statistics and, in effect, devaluing what young people gained. I think there's no crime greater than lying to children."

Grade inflation is a consequence of pursuit of academic excellence at whatever costs. Incidentally, our system is designed to encourage **drilling**, a system of a flawed teaching where students cram and cheat in exams and plagiarise project work to 'achieve' higher grades.

There have even been cases where lecturers solicit sexual favours from female students in exchange for good grades. Small wonder then that the writing abilities of majority of our students and university graduates are wanting. Matters have not been helped by diminishing government funding for universities, which has made parallel degree programmes a lucrative venture for institutions of higher learning.

There is a mad rush to open satellite campuses and universities are under immense pressure to attract and retain students by formulating student-friendly grading policies. This, in my opinion, is likely to lead to a situation where universities with more rigorous grading systems are **shunned**.

The end result of this worrying state of affairs will of course be a generation of citizens with a false sense of self accomplishment.

A system that inflates grades denies the student the option of failing and the opportunity for self improvement. Yet a proper education should help the student identify his or her strengths and weaknesses. Besides grades, education must inculcate in the student knowledge, skills and character.

Gold is prized because it is rare! The Kenya National Examinations Council (KNEC) and The Kenya Institute of Curriculum development (KICD) should control the run-away grade inflation for the same reasons that The Central Bank of Kenya controls currency inflation.

John F. Kennedy once said, "there are risks and costs to action. But they are far less than the long range risks of comfortable inaction. KNEC must desist from recycling examination questions and fight exam malpractices. In addition, the rigour of questions should be enhanced. KICD on the other hand must address content deflation. For their part, universities should focus more on research and less on theoretical assessment.

Bold measures ought to be taken to restore the integrity of the academic transcript by honest presentation of students' performance.

*(Adapted from an article by, Edson Terewa. The Standard April 14, 2015.)*

Questions

a) According to the passage, where and when was the first ever grade A scored in KCSE ?(2 marks)

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b) From the argument in the passage, is education all about grades ? Explain. (2 marks)

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c) Explain the relationship between government's funding and the 'grade inflation' menace at the public universities. (4 marks)

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d) What is the greatest crime according to UK education Secretary, Michael Gove ? (2 marks)

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e) In note form, outline what measures ought to be taken by various stakeholders to restore the integrity of student's performance. (4 marks)

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f) Compare the significant grade's improvement in the secondary schools with that of the universities. (2 marks)

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g) Comment on the attitude of the writer towards grade inflation.

(2 marks)

h) Explain the meaning of the following word and phrases as used in the passage.

(2 marks)

i) fizzled out

ii) shunned

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

PEASANT WOMAN: Who's coming? What Ironshirts?

GRUSHA: Don't ask questions. The Ironshirts that are looking for it.

PEASANT WOMAN: They've no business in my house. But I must have a little talk with you  
it seems.

GRUSHA: Take off the fine linen. It'll give us away.

PEASANT WOMAN: Linen, my foot! In this house I make the decisions! "You can't vomit in  
my room!" why did you abandon it? It's a sin.

GRUSHA (*looking out of the window*): Look, they're coming out from behind those trees! I  
Shouldn't have run away, it made them angry. Oh what shall I do?

PEASANT WOMAN (*looking out of the window and suddenly starting 'with fear'*): Gracious!  
Ironshirts.

GRUSHA: They're after the baby.

PEASANT WOMAN: Suppose they come in!

GRUSHA: You mustn't give him to them. Say he is yours.

PEASANT WOMAN: Yes.

GRUSHA: They'll run him through if you hand him over.

PEASANT WOMAN: But suppose they ask for it? The silver for the harvest is in the house.

GRUSHA: If you let them have him, they'll run him through, right here in this room!  
You've got to say he's yours!

PEASANT WOMAN: Yes. But what if they don't believe me?

GRUSHA: You must be firm.

PEASANT WOMAN: They'll bum the roof over our heads.

GRUSHA: That's why you must say he's yours. His name's Michael. But I shouldn't  
have told you. (*The PEASANT WOMAN nods.*) Don't nod like that.  
And don't tremble - they'll notice.

PEASANT WOMAN: Yes.

GRUSHA: And stop saying yes, I can't stand it. (*She shakes the WOMAN.*) Don't  
you have any children?

PEASANT WOMAN: (*Muttering*): He's in the war.

GRUSHA: Then may be he's an Ironshirt? Do you want him to run children through

with a lance? You'd bawl him out. "No fooling with lances in my house!" you'd shout, "is that what I've reared you for? Wash your neck before you speak to your mother!"

PEASANT WOMAN: That's true, he couldn't get away with anything around here!

GRUSHA: So you'll say he's yours?

PEASANT WOMAN: Yes.

GRUSHA: Look! They're coming!

**Questions**

a) Briefly explain what happens before and after this excerpt. (6 marks)

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b) Why do you think Grusha asks the peasant woman if she has children? (2 marks)

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c) Describe the character traits of the following as brought out in the excerpt. (4 marks)

i) Grusha

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ii) The Ironshirts

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d) From your knowledge of the rest of the text, state what other desperate measures other than the one at the end of this excerpt that Grusha makes to save the life of Michael. (5 marks)

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e) Identify and illustrate any two themes evident in the excerpt above.

(4 marks)

f) Comment on the use of any one stylistic device in this excerpt.

(3 marks)

g) They'll run him through if you hand him over. (Rewrite in the passive)

(1 mark)

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

(20 marks)

A long time ago there were two great friends. These were Lion, chief of the animals and Hare. They lived and did everything together. When it was time to go herding their cattle, they went together. When it was time to go hunting, they went together. The two enjoyed each other's company that one day they decided to kill their wives so as to remain alone.

Lion told Hare that each one's wife should be heard screaming to death. And each friend went home saying: 'my wife will know who I am today'. On his arrival, Hare summoned his wife and told her that he and his friend had decided to kill their wives. But he added that he was not going to kill her. He told her to hide in a nearby bee-hive. Hare told her: 'when you hear me hit this hide, you scream because Lion wants to hear you scream to death.' When Hare started beating the hide, his wife screamed as he had been instructed. When Lion heard the scream of his friend's wife, he beat his wife to death. Hare took his wife and hid her in the hive and warned her against coming out of it in case she was seen by Lion.

Lion and Hare continued with their friendship. They shared everything they got including food. Whenever food was ready, Hare deceived Lion that he was having a stomachache. He would then go into the bush taking his food with him. This way, he would feed his wife so that she did not starve. He hid his wife and fed her like that for a long time.

One day, Hare's trick was discovered by Lion. Lion was so angry that he decided to kill Hare's wife. So one day when Hare had been invited to a wedding far away from home and to which he went alone, Lion killed his wife.

When Hare came back and discovered that his friend had killed his wife, he went and lit a very huge fire. He called his friend and told him, 'Lion, you are the king of all animals. I want you to prove that you are really big by jumping over this fire to the other side of it. "You start jumping over it,' Lion answered Hare.

Hare jumped as high as he could over the fire and landed on the other side. Lion tried as hard as he could to jump over the fire but instead, he landed in the middle of the fire. He screamed and called for help saying: 'my friend come and rescue me, I am burning!'

Lion screamed and screamed for help. But since there was no one coming, he burnt to death. Hare was happy to see the killer of his wife dead. That is the end of the story.

**Questions**

a) Classify this narrative giving a reason for your answer. (2 marks)

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b) How did Hare convince Lion that he had in fact 'killed' his wife? (2 marks)

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c) Comment on any two narrative devices used in the above narrative. (6 marks)

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d) Identify with illustrations any one economic activity and one social activity practiced by the community from which this narrative is taken. (4 marks)

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e) Contrast the character of Hare and Lion as developed in this narrative. (4 marks)

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f) What moral lesson do we learn from this story? (2 marks)

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**4. GRAMMAR**

**a) Rewrite the following sentences according to the instructions given after each. Do not change their meaning. (5 marks)**

i) The electorate shall not cast more than one vote on any account. (Begin: On ...)

ii) Although he had wealth, he was not considered for the post of patron. (Begin: For all ...)

iii) Everybody likes Opiyo. (Rewrite using : 'good terms')

iv) There are fifty parts in this question. (Rewrite using the verb, 'comprise')

v) He was in the kitchen without permission. He replied to the teacher very rudely. (Rewrite as one sentence beginning : Not only ...)

**b) Use the correct form for the word in brackets to complete the following sentences. (4 marks)**

i) It is only the personal secretary who is ..... to read the president's correspondence. (power)

ii) Soon the military will go around the country ..... eligible people into the army. (list)

iii) The clergy has always laid a stress on the ..... of its people. (sober)

iv) The Japanese are now building very ..... sea carriers for hauling crude oil. (giant)

**c) Complete the following sentences with the correct preposition. (4 marks)**

i) The lady differed ..... her husband because he failed to pay fees for the children.

ii) Wheat differs distinctly ..... barley.

iii) My friend Peter asked me to abide ..... him for today because of the heavy downpour.

iv) All students must abide ..... the school rules and regulations.

**d) Fill in the blank spaces in the sentences below using the correct phrasal verb formed from the verb 'take' (2 marks)**

i) If you met the father of this boy, you would notice that the boy ..... him.

ii) The boy sneaked into the office, picked the money which I had left on the table and .....