

101/1

ENGLISH

FUNCTIONAL SKILLS

Paper 1

July/August- 2015

Time: 2 Hours

**BONDO SUB- COUNTY SECONDARY SCHOOLS JOINT EVALUATION TEST-
2015**

Kenya certificate of Secondary Education

101/1

ENGLISH

FUNCTIONAL SKILLS

Paper 1

July/August- 2015

Time: 2 Hours

INSTRUCTIONS:

1. Write your name and index number in the spaces provided above.
2. Answer all the questions in this question paper.
3. All your answers must be written in the spaces provided in this question paper.

FOR EXAMINER'S USE ONLY

Question	Maximum score	Candidate's score
1	20	
2	10	
3	30	
TOTAL SCORE		

This paper consists of 12 printed pages.

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2. **CLOZE TEST (10MKS)**

Fill in the blank spaces with the most appropriate word

Passing national examinations in Kenya has become a matter of life and 1.....

This is primarily because, more often than 2..... examinations

3..... the future of a student.

From our collective experience, the trajectory is clear. A standard eight pupil must pass well to

4..... a place in a good secondary school. A form four candidate must not just pass but

must also be 5..... the 10,000 or so students who score a B+ and above to

6..... any of the public universities.

the reverse often has painful consequences for the student. It means failing by the wayside and in

a country with limited employment 7....., chances of a decent livelihood become

severely compromised. It is precisely because of these stark realities that students find 8.....

under pressure to pass examinations.

9.....the other hand, parents who know all too well that failing to score good grades

could mean the end of the road for their children are willing to cut all corners to 10.....

That their children pass the exams.

3. a) **Read the following poem and answer the questions that follow.**

I stood and stared, the sky was lit
 The sky was stars all over it
 I stood. I knew not why
 Without a wish, without a will
 I stood upon the silent hill
 My eyes blind with stars still

I stared into the sky.

i) Described the rhyme scheme of the poem (2mks)

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ii) Show how the poet has effectively created rhythm in this poem (6mks)

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(iii) Which words would you stress in line 5 and why (3mks)

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(iv) How would you say line 5 of the poem? (2mks)

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b) In the following set of words, identify the underlined speech sound that is odd. (5mks)

i) Weasel Weapon Weaver Weakling

ii) Chipolata Chores Charade Chariot

iii) Exhort exit exile exhibit

iv) Keys case use resume

c) Read the genre below and answer questions that follow:

Willy warmly welcomed Wendy and wondered why Wyatt walked wearily while whistling.

(i) Classify the above genre (1mk)

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(ii) Identify and illustrate one sound pattern from the genre. (2mks)

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(iii) State any ONE function of the above (1mk)

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d) For each of the following words, identify the silent letters when the words are pronounced. (5mks)

- i) Debut
- ii) Debris
- iii) Glisten
- iv) Fracas

e) A speaker was delivering a speech to an audience in a classroom. When he got in he leaned against the wall and placed his hands behind himself. He noisily cleared his throat several times, but no words came out. Sweating heavily, he eventually started off with a stammer, but we could hardly hear him. He kept repeating the same point while looking at the floor and drawing a circle with his foot.

Describe five shortcomings of the speaker (5mks)

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End

ENGLISH
FUNCTIONAL SKILLS

Paper 2

July/August- 2015

Time: 2 Hours

**BONDO SUB- COUNTY SECONDARY SCHOOLS JOINT EVALUATION TEST-
2015**

Kenya certificate of Secondary Education

101/2

ENGLISH
FUNCTIONAL SKILLS

Paper 2

July/August- 2015

Time: 2 Hours

INSTRUCTIONS:

1. Write your name and index number in the spaces provided above.
2. Answer all the questions in this question paper.
3. All your answers must be written in the spaces provided in this question paper.
4. Sign and write the date of the examination in the spaces provided above.

FOR EXAMINER'S USE ONLY

Question	Maximum score	Candidate's score
1	20	
2	25	
3	20	
4	15	
TOTAL SCORE		

This paper consists of 8 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 and then answer the questions that follow

The death penalty has been abolished in many countries. However, there are still many other countries in the world which punish offenders against certain laws by putting them to death. The debate about the suitability of death as a punishment has been raging all over the world for quite a long time. It is still going on today. Unfortunately, many arguments either for or against death as a punishment are emotional, based on mere feelings, with little regard to facts or simple logic. Let us look at a few of the pros and cons of this matter of life and death and see how a rational debate can be developed around them.

The death penalty is most frequently meted out to murderers, people who have deliberately killed others. Supporters of the penalty for this offence argue that a murderer commits the ultimate violation of human life and society. His or her offence is so serious that the only commensurate punishment is death. 'Let him or her die, just as the victim died.' This approach to punishment is called retribution. In other words, pay the offender back in his or her own coin.

This position, however, is rather untenable. As the famous Indian statesman Mahatma Gandhi put it, "An eye-for-an-eye policy would just leave the world with a lot of blind people". Hanging, electrocuting or shooting a murderer does not do the murdered victim any good. It only means the destruction and waste of yet another life. Instead of concentrating on retribution as a purpose of punishment, it may be better to emphasize reform. Offenders are subjected to sanctions, like life imprisonment, but they are also given a chance to repent and mend their ways. Once you have executed a person there is not much possibility of giving him or her a chance to reform, is there?

Closely related to retribution, 'justice' or satisfaction is also advocated by supporters of the death penalty. They say that society as a whole, and the relatives of the victim of a crime like murder in particular, need to feel that their grievance is recognized and assuaged through the severe punishment given to the offender. Thus, justice is done and seen to be done, as they say in law. Indeed, no society should compromise on the administration of justice. Any aggrieved person who approaches the seat of justice to demand satisfaction should be adequately served by the State. Indeed, this may be one reason why A criminal offences, like murder, are prosecuted in the name of the State rather than in the name of the victims or their relatives. A criminal act is an offence against the whole society and should be adequately punished.

The problem with the death sentence, however, is that it is not always a satisfaction of justice. Indeed, in some cases it may be a violation of justice. The taking of a person's life is a violation of the most fundamental human right. It cannot be justified on the pretext that the presumed murderer also violated the victim's rights. Two wrongs do not make a right.

Moreover, because of its finality, the execution of a convict cannot be revised or rescinded once it has been carried out. Yet, since we are all human and we can make mistakes, it is quite possible for a court to convict an innocent person by mistake. Cases have been known where a supposed murder victim reappeared, alive and well, long after his or her presumed 'murderer' had been convicted and executed?

Another common argument advanced in favour of the death penalty is that it acts as a deterrent. Supporters of this position believe that the certainty that those who commit crimes like murder, rape, treason or drug trafficking will be condemned to death deters or scares would be offenders. In other words, the death penalty is a kind of preventive measure. People will avoid

these offences, so the argument goes, because of the fear of death. This argument appears to carry some weight, since the self-preservation instinct is strong in all of us. However, its only acceptable proof would have to be based on statistical evidence.

Unfortunately, there is no known body of statistics which proves conclusively that murder and other capital offences are more prevalent in societies without the death penalty than in those which have it. Even if such statistics were available, we would be left with the practical difficulty of ascertaining the reasons why certain crimes were not committed. Thus, it may be more productive to concentrate on educating members of society on non-violent lifestyles and effective conflict resolution than on terrifying them and brutalizing them through barbaric measures like the death penalty.

Indeed, the cruelty and trauma of execution affect not only those put to death but also everyone involved in the process, like the executioners themselves, the clergymen who have to counsel and pray for the convicts in their last moments and the doctors who certify that the hanged, electrocuted or poison-injected person is really dead. Hangmen particularly often give testimonies of how they are

They are haunted and disturbed by the executions they have to carry out. Is it fair to subject these innocent people to such mental and psychological torture in the name of a dubious 'just' punishment?

a) What is the writer's opinion about arguments for or against the death penalty? (2 mks)

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b) Identify another phrase in the passage that means the same as 'an eye for an eye'. (1 mk)

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c) According to the passage, how would we know whether the death penalty is an effective deterrent? (3 mks)

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d) Which methods of execution does the passage mention? Give your answer in note form. (3 mks)

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e) Add a question tag to the following statement; (1 mk)
Two wrongs do not make a right.....

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f) In about 45 words summarize the writer's arguments against the death penalty. (6 mks)

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- g) Explain the meaning of the following words as used in the passage. (4 mks)
 - i) commensurate
 - ii) assuaged
 - iii) rescinded
 - iv) untenable

2. Read the following excerpt and answer the questions that follow. (25 marks)

DR STOCKMANN: Dont swear to that, Katherine. To be called a nasty name may have the same effect as a pin-scratch in the lung. And such a name - I can't get it out of my mind. It is sticking here in the pit of my stomach, eating into me like a corrosive acid. And no soda bicarb will remove it.

PETRA: Bah! You should only laugh at them, father,

HORSTER: They will change their minds someday, doctor.

MRS STOCKMANN: Yes, Thomas, as sure as you are standing here.

DR STOCKMANN: Perhaps, when it is too late. Much good may it do them!

They may then wallow in their filth and curse the day they drove a patriot into exile. By the way, when do you sail, Captain Horster?

HORSTER: Hm! That was just what I had come to speak about...

DR. STOCKMANN: Why, has anything gone wrong with the ship?

HORSTER: No: but what has happened is that I am not to sail in it.

PETRA: Do you mean that you have been dismissed?

HORSTER: (smiling) Yes, that's just it.

PETRA: You too!

MRS. STOCKMANN: There, you see, Thomas!

DR. STOCKMANN: And that for the truth's sake! Oh, if I had thought such a thing possible...

HORSTER: You mustn't take it to heart; I shall be sure to find job with some company or other, elsewhere.

DR. STOCKMANN: I'm surprised at this man Vik - a wealthy man independent of everyone and everything....! Shame on him!

HORSTER: He is quite a good fellow; he told me that he would willingly have kept me only he had dared...

DR. STOCKMANN: But he didn't dare? No, of course not.

HORSTER: It is not such an easy matter, he said, for a party man...

DR. STOCKMANN: The worthy man spoke the truth. A party is like a sausage machine; it mashes up all sorts of heads together into the same mincemeat of fatheads and blockheads.

MRS STOCKMANN: Come, now, Thomas dear!

- a) What name has Dr. Stockmann been given? Explain the effect it has on him. (4mks)

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b) Illustrate and explain the imagery used in the extract. (4mks)

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c) Using your knowledge of the text, why does Dr. Stockmann refer to himself as a patriot? (4mks)

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.....

d) Dr. Stockmann may find Mr. Vik’s behaviour ironical. Why do you think this could be so? (3mks)

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e) Write the following sentences according to the instructions given. (2mks)

(i) They will change their minds someday. (Write in a passive form)

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.....

(ii) “Do you mean that you have been dismissed”? She asked, (change into the reported speech)

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.....

f) Give one character trait for each of the following characters as portrayed in the extract. (6marks)

(i) Petra

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.....

(ii) Captain Horster

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(iii) Mrs. Stockmann

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.....

g) Who else, save for Dr Stockmann, suffers the same fate as Horster and why? (2mks)

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3. **Read the narrative below and then answer the questions that follow:**

There lived once a wicked chief. Nobody liked him, because of his wickedness. He was wicked to old men and women. By pretending to be kind he tried to be popular to young men who lived in that country. When the chief won over young men, they all liked him.

One day, the chief called all the young men and told them, “My friends, don’t you see?” They asked, “What?” you should kill all of them. Everybody should kill his father.”

Ah: (that they should kill their fathers). As a result, everybody whose father was old brought him to be killed. This one went and brought him to be killed. This one went and brought him to be killed; the other went brought his father to be killed. They killed all the old men, leaving one only.

He was a father of a man who said no. “Why should the chief kill all old men and why would I send my father to be killed?” He got down and went to dig a large hole and concealed it nicely. He sent his father there, where he had dug. He fetched wood and put it across and coved it with soil, making a small hole for air to pass through. At that time, they had finished to kill all the old men.

When the chief finished executing them, he then called all the young men. “My friends we have now finished killing all our old men. This is a cow I am giving to you. I am so happy we have got rid of these old men, so go and kill the cow. When you have killed the cow, cut the best part of its meat and bring it to me. If you don’t bring it, you yourself are not safe.”(That is all right) eh; The young men rushed out and slaughtered the cow, which is the best part of the meat of a cow? They were worried

They went and cut the liver and sent it to him. He asked whether or not that was the best part of the meat. They answered yes. They added part of the bile. He said that wasn’t the best part of the meat and they should go and find it quickly. The people became more worried.

Every night the young man secretly took food to his father. One day he took food to his father, who asked about the news of the town. He said, “My father, now we are suffering. When we killed all the old men, the chief gave us a cow to go and kill. When we killed the cow, he said we must both find the sweetest and the best part of the meat and bring to him, that if we do not bring them, we are not safe ourselves. This is what is worrying us.” The old man laughed, but asked him if he knew the sweetest part of the meat. He said no. He again asked if he did not know the bitterest part. He said no. “Then the sweetest and the bitterest is the tongue. When you go, cut the tongue and sent it to him and say that is the sweetest part of the meat and the bitterest.”

The man rushed home while all the people sat down, undecided about what to do. If something had not happened they might have thrown the whole meat away and run away. When the boy arrived he said, “My friends take the tongue of the cow in.” they Cut the tongue for him, and he took it to the chief’s palace.

He went and threw it down and said, “Chief, see the sweetest part of the meat and the bitterest part also.”

The chief sat down quietly and finally said, “You did not kill your father. Speak the truth. You have not killed your father.”

He said, “It is the truth, I didn’t kill him. When all the other men were killing their own fathers, I went and hid mine.”

He said, “You are the son of a wise old man. The sweetest and the bitterest part of a meat is the tongue. As for that all these young men are fools. Why should somebody send his father to be killed? But if you want the sweetest part of the meat, find the tongue; were it not for your tongue, you would not have an enemy: it is also because of your tongue that you will not have a friend.”

a) Classify the above narrative. (2mks)

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b) State any two characteristics of oral narratives present in the narrative above. (2mks)

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c) Identify and discuss any two character traits of the chief and any one character of the young man (who didn’t kill the father) (6mks)

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d) Explain any moral lesson that can be learned from this narrative (2mks)

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e) Give one economic and one social activity practiced by the community from which this narrative is taken. (4mks)

i) Economic

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.....

ii) Social

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f) Identify any one styles in the oral narrative (2mks)

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g) Why do you think the chief wanted all the old men to be killed? (2mks)

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4. a) Rewrite the following sentences according to the instruction given. Do not change the meaning. (3maks)

i) Vivian’s handwriting is better than anyone else is in this class. (Rewrite using a superlative)

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ii) She is so shocked that she cannot talk. (Rewrite using **too** instead of **so**)

.....

iii) We don’t know what he said. (Rewrite ending..... known)

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b) Complete the following sentences with the correct form of the word in brackets. (3mks)

i) Abudi was liked by all her colleagues because of her(humble)

ii) She was relieved when the three(passer-by) left her compound.

iii) He(true) believes in hard work.

c) Arrange the adjectives in the following sentences in the correct order. (2mks)

i) I hate blue toilet ugly flies.

.....

ii) They found gold handsome round Swiss watches.

.....

d) Replace the underlined words with one word. (3mks)

i) He was accused of stealing knives, forks and spoons.

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ii) The brothers and sisters fought over their parent’s property.

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iii) The thief stole the container used by young children as toilet mistaking it for a bowl.

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e) Rewrite the following sentences to remove gender bias. (2mks)

i) The policeman arrested the thieves.

.....

ii) The government spokesman has resigned.

- f) For each of the following sentences underline the subordinate clauses. (2mks)
- i) The president — elect cannot be sworn in until the petition at the Supreme Court is finalized.
 - ii) If you have not finished, we can help you.

End