

NAME: ADM:
SCHOOL: DATE:

ENGLISH PAPER 2
FORM 3 END OF TERM TWO
**(COMPREHENSION, SEEN COMPREHENSION
POETRY AND GRAMMAR)**

101/2
ENGLISH
PAPER 2
TIME: 2 ½ HRS

INSTRUCTIONS TO CANDIDATES

- 1. ANSWER ALL QUESTIONS IN THIS QUESTION PAPER**
- 2. ALL THE ANSWERS SHOULD BE WRITTEN IN THE SPACE PROVIDED IN THIS QUESTION PAPER**

FOR EXAMINERS USE ONLY

QUESTION	MAX,UM SCORE	<u>CANDIDATES SCORE</u>
Comprehension	20	
seen comprehension	25	
Poetry	20	
Grammar	15	
Total	80	

COMPREHENSION

INFORMATION SYSTEM ANALYSIS

Prof Atieno Ndede-Amadi the head of the university's school of Business at Technical University of Kenya (TUK) and associate professor of information systems and accounting, has embarked on a crusade to convince her peers of the need to introduce information systems (IS) analysis as a complete academic programme. She believes that the course would benefit young people interested in IT, as well as local enterprises that have had to rely on expatriates with the skill.

Prof Atieno's concern arises from her own study. She established that despite a high demand for information system analysts there weren't many Kenyans specially trained for the job. As such, companies were hiring outsiders as local universities continued to concentrate on broad range computer science and programming courses, and failing to give much thought to IS analysis.

Information system analysts are trained to evaluate and develop technology systems to help business to run optimally. They identify user and consumer needs and translate them into technology solutions. Despite this critical function, there aren't many people called IS analysts in the local market, and that's because the universities here have not been keen to train in this specialization.

"A wide systems analysis skills gap exists in the country due to the absence of strong information system academic programs in local universities." Prof Atieno states in her study report which is titled, "Information Systems Education in Kenya: Students Specialization Choice trends." The work has been published in the International Journal of Education and Development using Information and communication Technology (IJEDICT). The study found that of all the 32 public universities and university colleges studied, none offered an information systems or management information systems degree. Only two degrees came close with four institutions offering a Bachelor of Technology (Business Information Technology) degree in varying combinations, and one university offering a Bachelor in Business Information and Management.

Prof Atieno says that if both students and university heads fully appreciated the value of information systems analysis, they would be more focused on it as an area of study. She actually established in her study that the supply gap of people with the skill is largely a result of ignorance. Globally, a majority of IS programs within universities are located in business schools, and they have names such as information systems, management information systems, computer information systems, business information systems, or business information technology. An IS degree programme combines business and computing topics, with the emphasis on technical and organizational issues varying from one programme to another, and also from one academic institution to the next. Generally, it bridges business and computer science, using the theoretical foundations of information and computation to study various business models and related algorithmic process within the computer science discipline.

According to Prof Atieno, organizations cannot effectively and efficiently do business without solid IS setups for connecting systems within as well as with its supply chain stake holders, such as vendors and distributors. Yet, many students aren't aware of the possibility of a career in this field. In fact, the study found that only 11% of those interviewed knew about IS analysis as a possible area of specialization. "An Information system as an academic discipline seems to be largely unknown to high school students in

Kenya, making it impossible for them to select it as an area of specialization in their university education,” it states. The net effect is that the level of IS education in the country has suffered, resulting in a deficiency in systems analysis and related skills.

QUESTIONS

1. What campaigns has Prof Atieno Amadi involved herself in according to paragraph one . (2mks)

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2. Mention the consequence Kenyans face as a result of lack of personnel in Information Systems Analysis (1mk)

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3. Explain the irony evident in the passage (2mks)

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4. Enumerate the functions of an Information System analyst. (2mks)

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5. In your own words write the message in this passage (3mks)

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6. What do you think is shocking about the findings of this study (2mks)

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7. What is the tone of the passage? (2mks)

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8. i) A wide system analysis skills gap exists in the country due to the absence of strong information systems. (1mk)

Begin: As a result

.....

ii) There weren't many Kenyans specially trained for the job (add a question tag) (1mk)

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9. Explain the meaning of the following words and phrases as used in the passage (4mks)

i. Globally.....

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ii. Specialization.....

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iii. Supply chain stake holders.....

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iv. Algorithmic processes.....

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THE RIVER AND THE SOURCE

"I have heard the longing in your voice when you speak of Aluor." She knew of her daughter so well.

"Yes mother. It is true, I feel like an uprooted tree which cannot reach soil or water."

"Far be it from me to put obstacles in your way, for this new way sounds very good. However you are unlike me, still a young woman. You need children. From what I see this is not going to be possible with this new religion. What are you going to do?"

Her mother, listening and never asking questions, had gone one with stroke straight to the heart of the problem. It is the way of two souls caring for each other deeply, if undemonstratively, as these

two did. Maria was quiet for so long that Akoko almost regretted having asked that question, but she had never been the one to back away however sticky the problem. Eventually she spoke.

Mother, your words have reached down within me. I can hide nothing from you now that I am an old woman! I thought about this at length and I know that is where I might fail. Denying it is no use- you have only spoken the truth. What can I do except placing myself at the mother of God who lived with Josef in purity? I cannot and will not anticipate the future. And mother, I had hoped to take you and the children with me, for I am very lonely. I know you will live as a poor person for you cannot take this wealth with you, but at least you will be away from the cutting tongues of your sister- in- law for when all is said and done you are living in exile. You will never belong, while there everybody is welcome. Nobody asks which clan one comes from. Please come with me mother. "When her daughter had finished her spirited plea, Akoko burst out laughing.

1. Place this excerpt in its immediate context. (3 marks)

2. Show how Akoko has made a similar journey using the rest of the novel and give account why.(4marks)

3. Using the fourth paragraph of the excerpt, describe the relationship between Akoko and Nyabera. (2marks)

4. Why does Akoko tell Nyabera that the new religion is impossible since she is young and will want children? (3 marks)

5. Show the ironic situation that Nyabera finds herself into later on echoed when she says that she will place herself at the feet of the mother of God who lived with Josef in purity.(3 marks)

6. Briefly explain why Akoko was living in exile. (4marks)

7. Give two reasons that Nyabera gives to Akoko that show Christian religion overrides traditional religion.(2 marks)

8. Explain the meaning of the simile “I feel like an uprooted tree which cannot reach soil or water.”(2marks)

9. Give one major theme in this passage (2 marks)

POETRY

Read the poem below and answer the questions that follow

The face of hunger

I counted the ribs on his concertina chest
Bones protruding as if chiseled

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By a sculptor's hand of famine

He looked with glazed pupils
Seeing only a bun on some sky-high shelf.

The skin was pale and taut
Like a glove of a doctor's hand.

His tongue darting in and out
Like a chameleon's
Snatching confetti of flies.

Oh! Child,
Your stomach is a den of lions
Roaring day and night.

By Oswald Mbuyiseni Mtshali

a) Who is the persona in the poem.(2marks)

b) Identify the imagery used and show its effectiveness (6marks)

c) Explain the meaning of the following sentences:-

1) Seeing only a bun on some sky-high shelf.

2) Your stomach is aden of lions

Roaring day and night (4 marks)

d) What is the attitude of the persona towards the boy?(2marks)

e) What is the meaning of the following words?(4marks)

1) Chiseled

2) Glazed

3) Taut

4) Confetti

f) What is the mood of the poem?(2marks)

GRAMMAR

1. In the verb below, write two sentences showing both transitive and the intransitive form of the verb.(2marks)

Wash

2. Rewrite the following sentences using instructions given after each. (Do not change the meaning of the sentence)

a) The corporal hurts his head when Grusha hits him.(rewrite in simple past tense)

b) The Al-Shabab sympathizers will get arrested. They assist them destroy innocent lives(begin using: if.....)

c) Kenya's economy will go down. Proper measures need to be taken (rewrite using....unless.....)

3.Fill the blanks using appropriate form of word given in the brackets.

a) Rivalry between Owuor and Otieno had_____ (begin) before Akoko got married.

- b) If she had spoken to them, they _____(listen).
- c) If form three students decide to work hard now, they _____(pass) in their fourth year exam.

4. Use the following adjective quantifiers to fill in the gaps in the sentences below.

- a) Owing to the strike, only _____ (few/a few) workers were able to report before time.
- b) Do you not have _____(some/any) money in your purse?
- c) _____(a little /a few) timber was left in the store for usage.

5. Correct the underlined idioms in the sentences below

- a) I found myself between a rock and a soft place.
- b) My heart was in my chest when I heard the sad news.
- c) A lot of water had gone over the bridge when the principal arrived.
- d) I had developed hot feet when the teacher on duty got into our class.