**HOLA SECONDARY SCHOOL**

**ENGLISH**

**MID TERM EXAMINATION**

**YEAR 2012**

**TERM TWO**

**FORM THREE**

**PAPER 2**

**TIME: 1 HOUR 30 MINUTES**

**NAME\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_CLASS\_\_\_\_\_\_\_\_\_ADM/NO.\_\_\_\_\_\_\_\_\_\_\_**

**INSTRUCTIONS FOR CANDIDATES**

1. Answer all the questions in this question paper.
2. All your answer must be written in the spaces provided in this question paper.

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|  | **MAXIMUM** | **SCORE** |
| COMPOSITION | 40 |  |
| SUMMARY | 20 |  |
| COMPREHENSION | 30 |  |
| GRAMMAR | 30 |  |
| **TOTAL SCORE** | **120** |  |

1. **Read the following passage and answer the questions that follow**.

Every year over 500,00 young people are freshly released into the ever-shrinking labour market in Kenya. With a population of about 32 million this is no doubt a big fraction of Kenya’s population. It has become increasingly difficult to place our high school and college graduates into jobs, leave alone suitable jobs.

As a result, more that half of these graduates do not get wage employment at all and a big fraction of the rest end up in jobs that they either have no interest in or are not trained for.\

It is, therefore, common to find a graduate engineer riding a boda for subsistence, a registered nurse selling in a hardware shop or a bachelor of education graduate at home with nothing to do.

It has been variously argued that Kenya’s education system teaches students to be employees and never employers.

With this kind of mindset you can rightly bet that in a few years then this nation would be a nation of potential employees with no employers to offer jobs.

The net effect of this kind of scenario is what I choose to call white –collar poverty.

Constant development of small and micro-enterprises is probably the surest way of checking our country’s descent into white-collar poverty.

Direct foreign investment, unless supplemented with equal or higher direct local investment is dangerous for this nation, especially in the long run. We must avoid entrenching ourselves into the thick of economic slavery by deliberately refocusing our energies or building local investment.

To do this many things need to be pout in place; the key of which is the cultivation of entrepreneurial skill and spirit.

As much as credit, infrastructure, right policy framework and a generally enabling environment are critical to the growth of small and micro-enterprises, we still need well-trained and charged up human resources to put the other resources into productive use.

Entrepreneurship scholars and researchers have for a long time debated whether entrepreneurs are born or made but in recent years there seems to have developed a consensus that though there are some innate characteristics in us that support entrepreneurship, anyone willing and able to learn can became a successful entrepreneur.

As far as the development of interest and skill in entrepreneurship is concerned, I would hesitate to give our education system the rating of three on a scale of ten.

Eighty percent of our high school students may not even know the meaning of the word entrepreneurship.

As much as it is commendable that entrepreneurship as a course has been included in most college curricular, it is regrettable that in the lower level of our education system is given an almost complete blank.

My argument is that a young dog learns, develop and eventually applies new skills better than an old one.

There is need, therefore, to inculcate entrepreneurship skills and develop interest in business, in our students from a very early age. High school and the university particularly, should inculcate these skills.

Development of a strong and sustainable small and micro enterprise sector can go along way in reduction of poverty and the enhancement of more equitable redistribution of wealth in this country.

I however, find it ironical that we still continue to give less than lip service in the core of entrepreneurship training.

I propose that entrepreneurship be included in curricular at all level of training. Students and to eventually create a sense of commerce in every profession, for entrepreneurship can be adapted to any area.

It is also critical that strong linkage between academic institutions and industry be crated not only to effectively align training to industry needs, but to also provide an opportunity for mentorship for students who wish to begin their own businesses later on.

Incentives can, for instance, be given to companies and organizations that develop collaborative projects with academic institutions or even those that offer internship placements in large scale.

For a long time, small and micro-enterprises have been viewed by sections of our population as a reserve of the poor and the desperate.

This is grossly misplaced and something roust urgently be done to reverse this school of thought.

Indeed, self employment as a prestigious under talking.

It gives one the opportunity to be one’s own boss, freedom to create and innovate freely and an opportunity to realize one’s fall potential.

The education system is the best placed to change this attitude and to create a sense of pride even in the smallest of entrepreneurs.

I look forward to that time when a small child when asked what she would like to become when she grows up will with pride say, an entrepreneur – a successful entrepreneur.

1. In a paragraph of not more than 90 words explain how we can check our country’s descent into white collar poverty. (14mks)

Rough copy

Final copy

1. Make notes on the problems graduates face as a result of overpopulation. (6mks)

2a) Read the following passage and answer the questions that follow:-

A 45 year old man who was married to a 10 year old girl under local customs was convicted of defiling her, because she was under 12 years of age contrary to section 138 (1) of Tanzania’s Penal Code. He was sentenced to the year’s imprisonment. However, on appeal the term was reduced to six months.

Justice Kimicha of the Tanzanian High Court, who read the judgment in R. Jutiba S/O Luyemano, commented: “It would appear that the accused is an illiterate middle aged man who did not fully appreciate the legal implications of this act. Ignorance of the law is no defense to a criminal charge but I think in this case it could be taken into consideration in assessing sentence.”

In another Tanzanian case, Charangwa V.R, a man accused to addressing an illegal meeting was convicted and sentenced to six months. On appeal, the High Court quashed the conviction, saying, “it was wrong to say that the appellant deliberately defied the law. He apparently was aware of the law and regulated his conduct so that, as he thought, he was keeping within the law”.

These two cases are authority that courts in Tanzania are willing to treat leniently offenders who act in ignorance of the law or under an honest mistake of the law. Apparently, not so the courts in Kenya which strictly adhere to the common law principle that ignorance of the law is no excuse.

Consider the case of Bernard Manyara, who connected the electricity supply in his shop to his house a few meter away. As a result of the overloading, the meter behaved capriciously and on three occasions in as many days he visited the Kenya Power and Lightening office to complain about the run away meter.

When KPL men, finally, arrived to rectify the problems they discovered the cable that Mr. Manyara had raid to connect the supply to his house. They immediately reported the matter to the police who arrested Mr. Manyara and dragged him to court. He was large with “unauthorized installation of a conductor contrary to the Electric Power Act 1997”.

Mr. Manyara told the court that he “did not know it was wrong” to extend the electricity to his house. But dismissing his defence , Kiambu District Magistrate P.A Biwott convicted him and fined him Sh. 5,000 shillings or two months imprisonment. “It is trite law that ignorance of no defence,” the magistrate said.

While this case may not be clear case where a man act in blissful ignorance of the law, there are numerous cases where Kenyans act totally unaware of the criminality of their actions. In their innocent minds, they are not breaking any laws.

There are also situations where people aware of the law, regulate their conducts so that they keep within the law as they see it. In their innocent minds they are not committing any crime, but they misinterpret the meaning or effect of the law and in the process commit a crime. For, example, Mr. Manyara might have been aware of the law against illegal connections, but he completely misunderstood it. He probably thought that the law was meant to punish people who tap power lines to steal electricity, not honest to God people like himself. He was already paying for the power and could as well have called in the KPL people to do the extension for him, but knowing their tardiness he had opted for self help.

In situation where people like Manyara are unaware of the criminality of their actions, should be held culpable and punished to the full extent of the law?

Section 7 of Kenya Penal Code makes it clear that if you are charged with an offence you cannot be excused simply by claiming that you did not know that you were breaking the law. The rule applies in all common law countries.

Admittedly, the rule is sound public policy. Without it, it would be impossible to enforce law, as people would claim ignorance of the law so as to escape punishment and they would use subjective arguments about the meaning and effect of the law.

The rule that ignorance of the law is no excuse, however, can violate moral sensibilities, trap the innocent and the unknowing, particularly in the circumstances of Kenya where the laws are not expressed in plain language and are not widely publicized.

Can we blame somebody for breaking a law when he does not know about it or understand its effects? How can somebody obey a law he does not know or understand? Should he be punished to the letter if he breaches it in total ignorance of its existence or effect?

1. Contrast the law as practiced in Tanzanian and Kenya. (2mks)
2. What reason did the justice give for lessening the sentence pronounced on Jutiba? (2mks)
3. Briefly explain what is meant by the following phrases. (6mks)

1. “………the rule is sound public policy….”
2. “………the high Court quashed the conviction….”
3. “….on three occasions in as many days…..”
4. What are the writer’s feelings towards Mr. Manyara’s case. Give evidence from the passage. (2mks)

V(a) Explain in your own words how the rule that “ignorance of the law is no excuse” can be dangerous. (2mks)

b) Why is it particularly so in Kenya? (1mk)

vi) Give the contextual meaning of the following words. (4mks)

Capriciously

Trite

Tardiness

Blissful ignorance

vii) Supply a suitable title for this passage. (1mk)

3a) Rewrite the following sentences according to instructions given. Do not change the meaning. (5mks)

1. The old man caned his son. He was angered by the poor academic results.

(Combine into one sentence beginning with a past participle)

ii) No one likes to be an objected of ridicule.

(Turn the underlined words into a gerund and state its function)

iii) She dared stroke the lion……? (Supply a suitable tag.)

1. The thieves were arrested and charged with robbery with violence. They had hardly shared the stolen money among themselves. (Rewrite beginning: Hardly…..)
2. The government did not honour the memorandum of understanding. This has threatened the stability and future of the coalition. (Join the sentences into one using a conditional perfect.)

B. Replace the underlined words(s) in each of the sentences below with an appropriate phrasal verb formed from the following words. Talk, blow, put, lay, talk.

1. Extra commuter vehicles have been provided by the company to transport the night shift workers.
2. Kinyanjui is good at patronizing the whole class.
3. The raging constitution storm on the zero draft has just ended.
4. You cannot deceive me and expect me to believe.
5. The Mackenzis desperately dissuaded their daughter from marrying the rich old man.

**C(a) Provide a word that is pronounced in the same way as the following. (3mks)**

Mourn

Pair

Roll

b) **Rewrite the following sentences replacing the underlined words with one that means the same. (3mks)**

1. The street corners are crowded with children who are very poor and wear dirty clothes.
2. Mr. Mwaniki was charged at the high court with dishonest use of his boss money for which he was responsible.
3. Moses had a wound on his leg that is infected with bacteria.

D. **Fill each blank space in the following passage with the most suitable preposition. (5mks)**

Combining the operations…………………………………one machine……………………….various functions has other advantages ……………………………that it allows a manufacture room……………………………. Redesign the hardware to take advantage of new technologies……………………………..they appear.

E. **Construct two different sentences using the word below; first as a Noun then as a VERB.**

Ia) PAINT

b)

2a) FEAST

b)

1. **Give the right idioms for the following situations. (2mks)**
2. To behave arrogantly; to be very haughty.
3. To be careful how one behaves.
4. **Change the following sentences into passive. (1mk)**

They have done a lot work on the tenses and they now understand most of the rules.

1. **Correct the errors in the following sentences. (2mks)**
2. It was a great priviledge to hear him sing during the occasion.
3. The pretty young girl felt embarrassed to see that she had been surrounded by boys.