

NAME:.....

INDEX NO:.....

SCHOOL:.....

DATE:.....

SIGN:.....

101/2
ENGLISH
PAPER 2
(Comprehension, Literary Appreciation and Grammar)
JULY / AUGUST 2012
TIME: 2 ½ HOURS

BURETI DISTRICT JOINT EVALUATION TEST – 2012
Kenya Certificate of Secondary Education (K.C.S.E)

101/2
ENGLISH
PAPER 2
(Comprehension, Literary Appreciation and Grammar)
JULY /AUGUST 2012
TIME: 2 ½ HOURS

INSTRUCTIONS TO CANDIDATES

- (a) Write your name and index numbers in the spaces provided above.
- (b) Sign and write the date of the examination in the spaces provided above.
- (c) Answer ALL questions in this question paper.
- (d) All your answers must be written in the spaces provided in the question paper.

FOR EXAMINER'S USE ONLY

Question	Maximum score	Candidate score
1	20	
2	25	
3	20	
4	15	
TOTAL SCORE	80	

This paper consists of 12 printed pages. Candidates should check the question paper to ensure that all pages are printed as indicated and that no questions are missing

1. **Read the following Passage and answer the Questions that follow.**

Each day I had to make at least four journeys to the well to fill the huge barrel at home before school. And there was no breakfast for me at home. I went to school to learn on an empty stomach. During recreation, it is true there were tarts, or, properly speaking, fritters; and rice and beans or Krakro to buy from the women who sold these things near the school. A halfpenny worth of tarts was enough to last until twelve o'clock when the first session ended. Everyone used to call the recreation period 'decreation', or, more appropriately, 'dincreation'. We didn't know, of course, how clever we were in so corrupting the original word.

The classrooms were quiet and orderly save for the crash of the cane and the squealing of some poor wretch who could not do his lessons. The recreation period provided a much needed outlet for making noise with impunity. The classes would resume — the alphabet again! 'A!' shouted the teacher pointing to the first letter. 'A!' responded the class in chorus. 'B!' 'B!' 'C!' 'C!!!', etc. It was all so easy until it got to the middle letters. The teacher, a little man called Asamoah, paused. He pointed to a letter and called out a boy's name — 'Arhin'.

'P-!, ' shouted the boy promptly.

'Afram,' for a moment I nearly panicked, my heart stood still and then started to pound madly against my ribs. I went through the alphabet quickly until I got to the particular letter.

'P,' I shouted.

'Good,' the teacher said, 'but too slow. Next time you will get the cane if you are not quick about.'

'Yes, sir,' I replied humbly.

'Now you, Badu,' he pointed M.

T.' shouted Badu. His next shout was Ah! As the cane crashed on his head. Next boy!

'Q, and the cane descended, and again. Afram!'

'M,' I replied.

'Good boy! Give all the rest one knock each,' ordered the teacher. I was taken aback. but I had to obey. I gave each a half-hearted knock with my knuckles.

He clenched his knuckles and brought them down on my closely cropped head.

The cracks resounded in the classroom.

My head! Why did I ever leave home?' I thought. But the teacher was off again with his test and his cane and I had to be attentive. And so it went on till the bell sounded from the headmaster's office.

'Class stand! Eyes closed, hands clasped!' ordered the teacher. After the prayers I ran all the way home to my 'master' for I had to lay the table for him and pound his fufu, then I had to stand with

my hands behind the back to wait on him as he ate. I had to provide myself with a piece of cloth to drive the flies from his table when necessary, and it was constantly necessary, and then to clear the table. I was entitled to what he left uneaten, so I watched him swallow each morsel with a pang. Half the food was gone! One plate was empty! No meat left. Another plate gone! Two pieces of cassava left over and a pinch of salt.

‘Afram

‘Sir

‘Take what is left to the kitchen and let Mammie give you your share of it!’

‘Yes, sir I said. But I thought, My share of it? There is hardly anything left over.

(from the Catechist by H.W .A bruquah)

(a) What evidence do we see from the passage that Afram was intelligent in class work

(2mks)

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(b) Describe Afram’s reaction to his first question

(2mks)

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c) Make notes on Afram’s duties after school

(4mks)

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(d) ‘H,’shout the boy promptly.(Rewrite the sentence changing it into indirect speech)

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(e) Describe one character trait for each of the following characters in the passage (4mks)

(i) 'master'

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(ii) the teacher

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(f) As he watched his 'master' eat what was Afram thinking? (1mk)

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

(i) dincreation

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(ii) squealing

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(iii) make noise with impunity

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(iv) barrel

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(h) Describe one theme that would give a correct summary of what the whole passage is talking about (2mks)

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2. **Read the following extract and answer the questions that follow**

When Waiyaki began to speak again he felt happy. This was the moment to push his plans through. He spoke quietly: clearly, the elevation of speaking to a large crowd making him feel light. He briefly outlined his plans for Mariosioni: The rotting roof needed more tin; the children needed desks, pencils, paper. And then many more schools had to be built. More teachers had to be employed. He sat down, fearing that he had not made his point clear. But the applause that greeted him left him with no doubt about the reception of the short speech.

A moment too soon Kabonyi was on his feet. He did not smile but looked defiantly around him. The battle was on. He was old but his voice was good and steady. Besides, he knew his audience well and knew what to appeal to. He could speak in proverbs and riddles, and nothing could appeal more to the elders, who still appreciated a subtle proverb and witty riddles. Kabonyi again knew his limits. He did not want to bring too many issues together. So he decided to leave the Joshua affair and come to it later as a final blow.

He reminded them of the poverty of the land. The dry months had left the people with nothing to eat. And the expected harvest would not yield much. He touched on the land taken by the white man. He talked of the new taxes being imposed on the people by the Government Post now in their midst. And instead of Waiyaki leading people against these more immediate ills, he was talking of more buildings. Were people going to be burdened with more buildings? With more teachers? And was the white man's education really necessary? Surely there was another way out. It was better to drive away the white man from the hills altogether. Were the People afraid? Were there no warriors left in the tribe? He Kabonyi, would lead them. That was why he had formed the new Kiama. He would rid the country of the influence of the white man. He would restore the purity of the tribe and its wisdom.

Or do you think the education of our tribe, the education and wisdom which, you all received, is in any way below that of the white man?"

He challenged the people, appealing to their pride, to the manhood in them and to their pride, to their loyalty to the soil.

Do not be led by a youth. Did the tail ever lead the head, the child the father or the cubs the lion?" A few people applauded. And then there was silence. (Kabonyi too had stirred something in their hearts). Soon they began to talk. Some saw a lot of truth in what Kabonyi had said. They knew they were not cowards. And surely it was easier to drive away the white man and return to the old ways! But others, especially the young people, were on the side of Waiyaki. Waiyaki stood up again, the old defiance back. The courage that had made him famous among the boys of his riika was now with him. At first he just looked at the people and held them with his eyes. Then he opened his mouth and began to speak. And his voice was like the voice of his father. No — it was like the voice of the great Gikuyus

of old. Here again was the saviour, the one whose words touched the souls of the people. People listened and their hearts moved with the vibration of his voice. And he, like a shepherd speaking to his flock, avoided any words that might be insulting. In any case, how could he repudiate Kabonyi's argument? Waiyaki told them that he was their son. They all were his parents. He did not want to lead. The elders were there to guide and lead the youth. And youth had to listen. It had to be led in the paths of wisdom. He Waiyaki, would listen. All he wanted was to serve the ridges,

to serve the hills. They could not stand aloof. They could never now remain isolated. Unless the people heeded his words and plans, the ridges would lose their former dignity and would be left a distance by the country beyond...

Questions:

I. Place this Excerpt in its immediate context. (4mks)

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2. Describe two characters each for Waiyaki and Kabonyi as depicted in this Excerpt. (4mks)

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3. In not more than 50 words, contrast the important issues Waiyaki and Kabonyi think the community should immediately address. (6mks)

Rough draft

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Fair draft

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4. 'Or do you think the education of our tribe, the education and the wisdom which you all received, is in any way below that of the white man?' (Rewrite the sentence in Indirect Speech) (2mks)

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5. Identify and explain the effectiveness of any two literary devices utilized in this Excerpt. (4mks)

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6. Describe the theme discernible in the excerpt. (3mks)

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7. What would you say is the mood of this text? Explain. (2mks)

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3. **Poetry**

Read the poem below and then answer the questions that follow.

Horizon hidden by the high rise walls
Watchmen closing the day
Kicking out the dying embers of fires that
Have kept them through the night
Twilight girls
Assessing their gains. counting their losses
Night revelers.
Clutching at the vanishing darkness
Travellers from upcountry
Complete with chickens and stuffed bags
And the drunks
Completing the pudding
With a word for every soul.
The city is theirs
For the time being.

Christine Mpaka

(a). Identify the setting of the poem, stating the time of day. (2mks)

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b). Identify and give an example of one stylistic device used in the poem. (3mks)

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(c). Explain the meaning of the following lines as used in the poem. (4mks)

(i) And the drunks

Completing the pudding

.....

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(ii) Twilight girls

Assessing their gains, counting their losses

.....

.....

(iii) Clutching at the vanishing darkness

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.....

(iv) Stuffed

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(d) Identify and briefly explain two themes the poet addresses in this poem (4mks)

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(e) Describe the mood of the poem (2mks)

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(f) What would be an appropriate title for this poem? Explain your answer (2mks)

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(g) In note form, state the different kinds of people mentioned in the poem (3mks)

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4. **Grammar**

(a) *Rewrite the following paragraph observing proper Punctuation.* (5mks)

Before we started off the teacher told us there four things that each one of us had to carry food warm clothing and climbing boots he checked our baggage for all these things and when he reached john he found that he had left behind his climbing boots he had carried canvas sports shoes instead he told him it seems you did not heed advice john said I went to the shops to buy climbing boots but I found that they were very expensive the money i had could only buy canvas sports shoes I therefore bought them the teacher said that it is very risky to go in those shoes I cannot allow you to come with us because it is dangerous I am sorry about all this john started crying and the teacher became sympathetic he said to the other scouts wait here all of you but you john accompany me to the shop where you bought these shoes they went and exchanged the shoes for climbing boots and the teacher paid the balance and they both went back to the others john said thank you sir for what you have done I will never forget it the other scouts were all excited to leave with john for he was humorous and kept the group lively

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(b) Re-write each of the following sentences according to the instructions given after each.

(i) We will require concerted efforts during the function. (*Insert a Question Tag*)

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(ii) I suppose she needs to do something about it. (*Rewrite in the Passive*)

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(iii) If you fail to turn up. You will be replaced. (*Re-write using unless'*)

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(iv) Immediately the Prime minister arrived, the function started. (*Begin: Scarcely*)

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(v) For those who are weak, violence (seem/seems) the only option most times. (*Use the best word among those in brackets*)

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(c) Complete each of the following sentences as instructed in brackets.

(i) Supersonic jet does not travel..... the speed of light. (*Use appropriate Preposition*)

(ii) Beti is too short to reach the top of the cupboard. (*Re-write using enough*)

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.....

(iii) It is always incumbent..... us to determine our destiny. (*use suitable preposition*)

(d) Construct sentences of your own to demonstrate your understanding of each of the following words as both Noun and Verb. For each of them indicate whether you have used the word as noun or verb.

(ii) Defect: (1mk)

(a)

.....
.....

(b)

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.....

(iii) Use the past forms (past tenses) of the following words to form sentences of your own, (1mk)

(a) occur

(b) swear