

NAME _____ INDEX NO. _____

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101/2

ENGLISH PAPER 2

(Comprehension, Literary
Appreciation and Grammar)

July/August 2016

2 ½ Hours

SUKEMO JOINT EXAMINATION TEST – 2016
ENGLISH PAPER 2

INSTRUCTIONS TO CANDIDATES

- a) Write your name and index number in the spaces provided above.
- b) Sign and write the date of 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 this question paper.
- e) **Candidates should check the question paper to ascertain that all the pages are printed as indicated and that no questions are missing.**

For Examiner's use **ONLY**

QUESTION	MAXIMUM SCORE	CANDIDATE'S SCORE
1	20	
2	25	
3	20	
4	15	
TOTAL		

Q.1. COMPREHENSION

(20 Marks)

Read the following passage and answer the questions below: -

(20 marks)

"....the English judges of the higher ranks are saddled with enormous horsehair wigs that can cost over one thousand pounds and weigh almost that much. They are expected to wear garish robes trimmed with the carcasses of small woodland creatures. The English judicial costume is said to be itchy, unhygienic, and uncomfortable. It also does not always seem terrific!"

So wrote Prof. Charles Yablon in *Judicial Drag: An Essay on Wigs, Robes and Legal Change*. Many, many years earlier, Alexander Herzen, a contemporary of Thomas Jefferson, described the English judges as "wearing a fur coat and something like a woman's dressing gown."

A refreshing image from the swearing-in ceremony at State House was that of the new Chief Justice, Dr. Willy Mutunga and his Deputy, Ms. Nancy Baraza who opted to go through the rituals unencumbered by the medieval robes and horse hair wigs still beloved of the Kenya **Bench and Bar**.

The Director of Public prosecution, however, turned out in his dress powdered wig and still collar and that accoutrement down the neck that always reminds me of a child's bib starched solid with usual **detritus** from feeding time.

By taking the oath of office in their "civvies", The Chief Justice and his Deputy might be signaling a break with the past and the onset of a regime that intends to chart a fresh course. But then it might seem that the Director or Prosecution – succeeding himself in the same position but in a newly enhanced, independent and very powerful role that is not subservient to the Attorney-General or any Cabinet minister-represent the old order. May be this is unfair. It is probable that the new Chief Justice and Deputy Chief Justice did not consult the Prosecutor on the dress code for swearing in.

Matters of dress aside, however, there is a new sheriff in town, and that seemed to be the message the Chief Justice was delivering to his fellow judges from the steps of the imposing Supreme Court building soon after the swearing-in ceremony of state house witnessed by the President and the Prime Minister. He was gracious in his acknowledgement that the new broom must co-exist and work together with the judges it finds in service. But he also, in polite but very serious words, said that "We as judges must guard against becoming captives of political, commercial or other interests; it should no longer be possible to speak about corruption and the judiciary in one breath."

The "we as judges" must have been very deliberate. The message is that he is not coming in from the outside to sweep away the existing Bench; but reaching as brother-judge to colleagues he intends to work with in transforming the judiciary and ensuring it wins public trust.

He is no doubt in a powerful position to drive reforms in the judiciary but he will achieve so much more if he wins the trust and cooperation of his colleagues. Hostile and angry judges can throw all manner of spanners into the works. The Chief Justice can be limited in his actions because he will not alone preside over all cases or sit in review over the ruling of other judges.

One of the key failings of the criminal justice system in Kenya is the failure or refusal to prosecute and convict the high and mighty, a culture that involves unholy alliances across the length and breadth of the entire establishment from the police to prosecutors and judges. This is where major challenges could arise because a reformist judge would be helpless if a prosecutor beholden to the old order refuses to charge his political patrons or presents cases that are doomed to fail.

(Article by Macharia Gaitho, Daily Nation 21st June 2011.)

QUESTIONS:-

- a) Make notes on what makes the English Judicial costume undesirable. (3 marks)

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- b) Show how the writer's attitude towards the Chief Justice dress code is different from that of the Director of Public Prosecution. (3 marks)

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c) What significance is attached to the dressing of the three judicial officers? (2 marks)

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d) Why is the word "civvies" in quotation marks? (2 marks)

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e) It is probable that the new Chief Justice and Deputy Chief Justice did not consult the Prosecutor on the dress code for swearing in. (Beginning: The Prosecutor....) (1 mark)

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f) Identify and explain the metaphor used in paragraph six. (2 marks)

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g) Why it necessary for the Chief Justice to win the trust and cooperation of his colleague? (2 marks)

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h) Explain two challenges to judicial reforms. (2 marks)

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i) Explain the meaning of the following expressions as used in the passage. (3 marks)

bench and Bar _____
detritus _____
old order _____

Q.2. Read the following excerpt and answer the questions that follow:- (25 mark)

The River and the Source

"I have always done my best to provide for you, my children. Of all the things I provided, the most important is education and so far I have been pleased with your efforts. However, I cannot force anyone to go to school, especially if such a person is a man almost as tall as I am. When one is young, his parents are bound by duty to provide for him. When he becomes a man, and Aoro here is obviously a man-since he is tall and has a deep voice and a moustache – it's his duty to provide for himself." The man in question hung his head in shame.

"Aoro, school is not necessary for a bright, strong fellow like you. School is only for those fools who still want to learn. Today I will give you food. Tomorrow you go out and earn it. I will also allow you to stay in this house for one month after which I expect you to move out and look for a place of your own." Mark stood up and left the room for his dumbfounded family staring after him. He had never troubled his head with vague theories about the supposed **fragility** of growing minds, and if he had he would have pointed out the fact that he had yet to father a fragile child.

"But father! I have not had breakfast!"

"Since when did you see breakfast walking in here by itself? Go out and earn yours." He reached for his belt. Aoro grabbed his shirt and took to his heels. He would take his chances out in the streets. Out there he learned for the first time that everything cost money and that he hadn't the **foggiest** idea about how to earn it. When

he got home that evening, he was famished but nobody offered him any tea. At dinner, no place was set for him and his father sat sternly at the head of the table, **his face hewn out of granite**. Aoro slunk into his room and sat groaning on his bed. The whole situation was getting out of hand.

Late that night Tony watched him quietly as he got out of bed and headed for the kitchen. It gave a funny sense of déjà vu. He had lived through that scene in different circumstances not long ago.

QUESTIONS:-

- a) Briefly explain what happens immediately before the extract. (3 marks)

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- b) Explain one character trait of Mark Sign as brought out in the excerpt. (2 marks)

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- c) Comment on two stylistic devices used in the excerpt. (6 marks)

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d) Explain how the incident in the excerpt affects Aoro later in life. (2 marks)

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e) 'Late that night Tony watched him quietly as he got out of bed and headed for the kitchen. It gave him a funny sense of déjà vu? What gave him this sense? (3 marks)

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f) In about 50 words, summarize what Aoro goes through from the time he leaves the house to the time he goes to bed. (5 marks)

Rough Draft

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g) Explain the meaning of the following words and phrases as used in the excerpt. (3 marks)

i) fragility. _____

ii) foggiest _____

iii) hewn out of granite _____

h) He woke up his son at dawn and ordered him out. (Rewrite in the passive). (1 mark)

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Q.3. POETRY

Read the poem below and answer the questions that follow:-

Like the tout loading heavy luggage onto a bus
Heavily heaves as he hosts the lawyer,
The doctor, the engineer
And even the robber into the bus of academic pursuit
To differentiate destinies
He is the teacher, the role model
The conveyor belt of knowledge.
Cyclically repeats the chain
Encountering a vicious cycle of stubborn clients
Taking long and short strides
To hold the academic hand of sojourners
To assist them cross this busy road.
Some stop mid-road
And he painfully has to drag them.

He is immensely wealthy
For he has a rich bank account
Of books and biros
Chalk and chalks
Pens, pencils and paper.

While others count money in bank sheets
He counts marks in mark sheets
He's got a strong body
For he is a punching bag for the politician,
A dartboard for the parent over pupil's laziness
A milking cow for the trade unionist, the taxman....
The landlord.....
He is important
For he receives claps and handshakes
And a million 'thank yous',
Plus a kick in the back
From a cynical, thankless society
Undeterred he teacher moves on.

Questions:

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

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b) How does the speaker compare the teacher to a tout? (2 marks)

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c) State the effectiveness of any two figures of speech in the poem. (6 marks)

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d) Underline the prepositional phrase in the following line: - (1 mark)

He counts marks in mark sheets.

e) What is your attitude towards the conveyor belt of knowledge? (2 marks)

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f) Explain the tone used by the persona in stanza two. (2 marks)

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g. Explain the meaning of the following lines as used in the poem: - (3 marks)

i) Cyclically repeats the chain. _____

ii) A milking cow for the trade unionist, the taxman. _____

iii) Undeterred, the teacher moves on _____

h) With a reason, state an appropriate title for the poem. (2 marks)

Q4. GRAMMAR.

a) Use the correct form of the word in brackets to fill in the blanks. (5 marks)

i) The tycoon was seen by many people as being _____ (redeem) corrupt.

ii) The _____ (literature) works of William Shakespeare are found all over the world.

iii) The damage caused by the hurricane was so severe that it was _____ (repair).

ii) In rural Kenya, clean drinking water is a _____ (rare).

v) I have _____ (ring) this bell five times.

B. Use appropriate collective nouns to complete the sentences below. (2 marks)

i) Upon his arrival, the pope was interviewed by a _____ of journalists.

ii) The tycoon owns a _____ of matatus plying the Thika-Super Highway.

C. Rewrite the following sentences according to the instructions in brackets.

(2 marks)

- i) Many students benefit if they read early in the morning. (Rewrite using a gerund)

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- ii) Have you read the short story Arrested Development which appears in the anthology When The Sun Goes Down? (Punctuate the sentence)

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D. Fill in the gaps with the most appropriate preposition where necessary.

(2 marks)

- i) The enthusiastic audience clapped _____ their team ceaselessly.
- ii) Omondi's father deals _____ second-hand Japanese vehicles.

E. Combine the following sentences using participles. **(2 marks)**

- i) The dog was frightened by the loud fireworks. It hid under the couch.

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- ii) The candidates appreciated the sacrifice made by their parents. They promised to work hard.

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F) Write the meaning of each of the following sentences. **(2 marks)**

- i) James' brother who owns a car is an accountant.

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- ii) James' brother, who owns a car, is an accountant.

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