**Name…………………………………… …………………………..… Index No:………………………………..**

**School ………………………………………………………… Candidate’s Signature …………..……………**

**101/2 Date: ………………………………………**

**ENGLISH**

**PAPER 2**

**TIME: 2 HOUR**

***Kenya Certificate of Secondary Education (K.C.S.E.)***

**ENGLISH**

**Paper 2**

**March/April**

**Time: 2 Hours**

***Instructions to candidates.***

* ***Answer ALL the questions only***

**For Examiners Use Only**

|  |  |  |
| --- | --- | --- |
| **Question** | **Maximum score** | **Candidate’s score** |
| 1 | 20 |  |
| 2 | 25 |  |
| 3 | 20 |  |
| 4 | 15 |  |
| **Total score** | **80** |  |

**QUESTION 1**

**Read the passage below and then answer question that follow.**

There are two types of diabetes, insulin-dependent and non-insulin-dependent. Between 90 – 95% of the estimated 13-14 million people in the United States with Diabetes have non- insulin-dependent, or Type II, diabetes. Because this form of diabetes usually begins in adults over the age of 40 and is most common after the age of 55, it is used to be called adult onset diabetes. Its symptoms often develop gradually and are hard to identify at first. Therefore, nearly a half of all people with diabetes do not know they have it. For instance, someone who has developed Type II diabetes may feel tired or ill without knowing why. This can be particularity dangerous because untreated diabetes can cause damage to the heart, blood vessels, eyes, kidney and nerves. While the causes, short term effects, and treatments of the two types of diabetes differ, both types can cause the same long-term health problems.

Most importantly, both types affect the body’s ability to digest food for energy. Diabetes does not interfere with digestion, but it does prevent the body from using an important product of digestion, glucose (commonly known as sugar), for energy. After a meal, the normal digestive system breaks some food down into glucose. The blood carries the glucose or sugar throughout the body, causing blood glucose level to rise. In response to this rise, the hormone insulin is released into the blood stream and signal the body tissues to metabolize or burn the glucose for fuel, which causes blood glucose levels to return to normal. The glucose that the body does not use right away is stored in the liver, muscle, or fat.

In both types of diabetes, however, this normal process **malfunctions**. A gland called the pancreas, found just behind the stomach, makes insulin. In people with insulin-dependent diabetes, the pancreas does not produce insulin at all. This condition usually begins in childhood and is known as Type I( formerly called juvenile-onset diabetes). These patients must have daily insulin injections to survive. People with non-insulin-dependent diabetes usually produce some insulin in their pancreas, but their body’ tissue do not respond well to the insulin signal and, therefore, do not metabolize the glucose properly, a condition known as insulin resistance.

Insulin resistance is an important factor in non-insulin-dependent diabetes, and scientists are searching for the causes of insulin resistance. They have identified two possibilities. The first is that there could be a defect in the insulin receptors on cells. Like an appliance that needs to be plugged into an electric outlet, insulin has to bind to a receptor in order to function. Several things can go wrong with the receptors. For example, there may not be enough receptors to which insulin may bind, or a defect in the receptor may prevent insulin from binding. The second possible care of insulin resistance is that although insulin may bind to the receptors, the cells do not read the signal to metabolize the glucose. Scientists continue to study these cells to see why this might happen.

There is no cure for diabetes yet. However, there are ways to **alleviate** its symptoms. In 1986, a National Institute of Health panel of experts recommended that the best treatment for non-insulin-dependent diabetes is a diet that helps one maintain a normal weight and pays particular attention to proper balance of the difference food group. Many experts, including those in the American Diabetes Association, 50-60% of daily calories carbohydrate, 12-20% from protein, and no more than 30% from fat. Food that is rich in carbohydrates, like breads, cereals, fruits and vegetables, break down into glucose during digestion, causing blood glucose to rise.

Additionally, studies have shown that cooked food raise blood glucose higher than raw, unpeeled foods. A doctor or nutritionist should always be consulted for more of this kind of information and for help in planning a diet to offset the effect of this form of diabetes.

**Questions**

1. What may be the most dangerous aspect of Type II diabetes. (2marks)

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1. According to paragraph one, in which way do the two type of diabetes differ. (2marks)

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1. What is common denominator in people with diabetes, whether Type I or II (2marks)

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1. From the passage, what is the main function of insulin. (2marks)

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1. Make notes on characteristics of Type I diabetes. (4marks)

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1. Identify and illustrate the image used in paragraph 4 (2marks)

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1. Mention any possible causes of insulin resistance in people with Type II diabetes (2marks)

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1. From the passage, what is the remedy for people with Type II diabetes? (1mark)

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1. However, there are ways to alleviate its symptom. (Begin: There………………….. ) (1mark)

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1. Explain the meaning of the following expressions; (2marks)
2. Malfunctions…………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………
3. Alleviate …………………………………………………………………………………………………

2. **Read the extract below then answer all the question that follows**.

*(The procession turns into the gateway. Again the* ***ADJUTANT*** *lingers behind. He waits. Enter the wounded rider from the doorway. Two IRONSHIRTS of palace guard have taken up positions by the gateway)*

**ADJUTANT (**to **RIDER):** The Governor does not wish to receive military news before dinner-especially if it’s depressing, as I assume. In the afternoon His Excellency will **confer** with prominent architects. They are coming to dinner too. And here they are! *(Enter three gentlemen through the doorway)* Go to the kitchen and eat, my friend. (*As the RIDER goes, the* **ADJUTANT***greets the* **ARCHITECTS**) Gentlemen, His Excellency expects you at dinner. He will devote all his time to you and your great news plans. Come!

**ONE OF THE ARCHITECTS**: We marvel that His Excellency intends to build. There are **disquieting** rumours that the war in Persia has taken a turn for the worse.

**ADJUTANT**: All the more reason to build. There’s nothing to those rumours anyway. Persia is a long way off, and garrison here would let it be hacked to bits for its Governor. (*Noise from the Palace. The shrill scream of a woman. Someone is shouting orders, Dumbfounded, the ADJUTANT moves towards the gateway. An IRONSSHIRT steps out, points his lance at him*) What’s this? Put down the lance, you dog.

**ONE OF THE ARCHITECTS**: It’s the Princes! Don’t you know the Princes met last night in the capital? And they are against the Grand Duke and his Governors? Gentle men, we’d better **make** ourselves scarce. (*They rush off. The* **ADJUTANT***remains helplessly behind.)*

**ADJUTANT** (*furiously to the Palace Guard*): Down with those lances! Don’t you see the Governor’s life is threatened?

The **IRONSHIRTS** of the Palace Guard refuse to obey. They stare coldly and indifferently at the **ADJUTANT** and follow the next event without interest.

**SINGER:**

**O blindness of the great!**

**They got their ways like gods,**

**Great over bent backs,**

**Sure of hired fists,**

 **Trusting the power,**

**Which has lasted so long?**

**But long is not forever.**

**O change from age to age!**

**Though hope from the people!**

***(Enter the Governor through the gateway, between two SOLDIERS armed to the teeth.***

***He is in chains. His face is grey.)***

**Up, great sir deign to walk upright!**

 **From your palace the eyes of many foes follow you!**

**And now you don’t need an architect, a carpenter will do.**

**You won’t be moving to new palace**

**But into a little hole in the ground.**

**Look about you once more, blind man!**

**(*The* ARRESTED MAN *looks around*).**

**Does all you had please you?**

**Between the Easter Mass and Easter meal**

**You are walking to a place whence nobody returns.**

**The GOVERNOR is led off. A horn sounds an alarm, noise behind the gateway**

**When the house of great one collapses**

**Many little one are slain.**

**Those who had no share in the good fortunes of the mighty**

**Often have a share in their misfortunes**

**The plunging wagon**

**Drags the sweating oxen down with it**

**Into the abyss.**

**(*The* SERVANTS *come rushing through the gateway in panic*)**

1. Identify the setting of this extract? (2marks)

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1. What has Natella blamed the Governor for just before this extract? (2marks)

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1. What are the reasons for disallowing the rider from reaching the Governor? (2marks)

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1. For what reason did the Prince hold a meeting in the capital and how will this affect the Governor later in the play? (3marks)

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1. Identify any theme that has been highlighted in this extract (2marks)

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1. Explain an instance of irony in this extract (2marks)

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1. How has the singer foreshadowed the tragic end of the Governor before he is led off?

Write your answer in note form. (4marks)

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1. Why is it justified to refer t the Governor as blind man? (2marks)

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1. Identify and explain any use of a wise saying in this extract? (2marks)

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1. He will devote all his time to you and your great new plans (Begin: All his time……) (1mark)

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1. Explain the meaning of the following as used in the extract (3marks)
2. Confer…………………………………………………………………………………………………………………………………………………………
3. Disquieting………………………………………………………………………………………………………………………………………………....
4. Make ourselves scarce………………………………………………………………………………………………………………………………..

3. **Read the poem below and answer the questions below that follows**

 **Building the nation**

**Today I did my share**

**In building the nation**

**I drove the Permanent Secretary**

**To an important urgent function**

**In fact to luncheon at the Vic.**

**The menu reflected its importance**

**Cold bell beer with small talks,**

**The fried chicken with niceties**

**Wine to fill the hollowness of the laughs**

**Ice-cream to cover the stereotype jokes**

**Coffee to keep the PS awake on return journey.**

**I drove the Permanent Secretary back.**

**He yawned many times in the back of the car**

**Then to keep awake, he suddenly asked,**

**Did you have lunch friend?**

**I replied looking straight ahead**

**And secretary smiles at his belated concern.**

**That I had not, but was slimming!**

**Upon which he said with seriousness**

 **That amused more than annoyed me,**

**Mwananchi, I too had none!**

**I attended to matters of the state.**

**Highly delicate diplomatic duties you know,**

**And friend it goes against my grain,**

**Causes me stomach ulcers and wind.**

**Ah, he continued, yawning again,**

**The pains we suffer in building the nation!**

**So the PS had ulcers too!**

**My ulcers I think are equally painful**

**Only they are caused by hunger,**

**Not sumptuous lunches!**

**So two nation builder**

**Arrived home this evening**

**With terrible stomach pains**

**The result of building the nation-**

**-Different ways.**

Questions

1. Who is the person in the above poem? (2marks)

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1. Briefly explain what this poem is all about? (3marks)

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1. Identify and explain any instance of irony in this poem? (4marks)

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1. Other than irony, identify and illustrate any two styles used in this poem? (2marks)

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1. What is the attitude of the PS towards his driver? (2marks)

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1. How would you describe the general tone in this poem? (2marks)

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1. Today I did my share ( Add a tag) (1mark)

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1. Identify and explain any two character traits of the PS. (4marks)

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**4. GRAMMAR (15marks)**

a) Fill in each blank space with appropriate form of the words given in the brackets; (3marks)

 (i) I was ……………………………(eager) looking for a sociable person to give me company.

 (ii) For urban areas the approach was ………………………………… (whole) inappropriate.

 (iii) I ought to give him something in ……………………………. (appreciate) of his good work.

 b) Rewrite each of the following sentences according to the instructions given in the bracket; (3marks)

 (i) He is interested in swimming. He is interested in running. (Combine the sentences)

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 (ii) Must we speak English all the time? (Answer with a short form answer in the negative.)

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 (iii) I don’t need to tell you how sorry I am. (Change into a question)

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c) Give the opposite of the underlined expression in each of the following sentences. (3marks)

 (i) We stayed outdoors all day long.

 (ii) I intend to visit my aunt on Thursday.

 (iii)The landlord accepted half the pay.

d) Fill in each of the blank in the sentences with the most appropriate preposition. (4marks)

 (i) He held an umbrella……………………… his head.

 (ii) The old man walked with the aid of a walking stick………………… his left hand.

 (iii)The cow rested……………………………… the shade.

e) Fill in the blanks below. (2marks)

 Animal It’s young

 (i) Owl …………………………………

 (ii) Cat ……………………………….

 (iii) Fish ………………………………..

 (iv) Hen ………………………………….