

Name Index No.

School Candidate's signature

Date

101/2

ENGLISH

Paper 2

(Comprehension, literary appreciation and Grammar)

July/August 2016

Time 2½ hours

**NTIMA, NYAKI AND MUNICIPALITY CLUSTER
EVALUATION - 2016**

Kenya Certificate of Secondary Education

ENGLISH

Paper - 101/2

Comprehension, literary appreciation and Grammar

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INSTRUCTIONS TO CANDIDATES

- Write your name and index number in the spaces provided.
- Sign and write the date of examination in the spaces provided.
- Answer ALL questions in this question paper.
- All the answers must be written in the spaces provided in this question paper

FOR EXAMINER'S USE ONLY

QUESTION	MAXIMUM SCORE	CANDIDATE'S SCORE
1	20	
2	25	
3	20	
4	15	
<i>This paper consists of 8 printed pages</i>		
TOTAL SCORE 80 <i>Candidates should check the question paper to ensure that all the printed pages are printed as indicated and no questions are missing.</i>		

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

Indiscipline pervades our life so completely today that it is difficult to imagine what a decent disciplined society looks like. We see and hear and read about indiscipline in the home, in the school, in the public service, in the private sector, on the roads . . . it's alarming.

The malaise takes so many different forms - sometimes brutally crude, at other times more subtle - that a comprehensive definition of it would be very difficult. For our present purposes let, us say that indiscipline is a failure or refusal to submit one's desires and actions to the restraints of orderly social conduct in recognition of the rights and desires of others. The goal of indiscipline is self-interest; its action, the abandonment of self-restraint in pursuit of the goal.

Although indiscipline is by definition distinct from lawlessness, the line between the two is often tenuous indeed. For example, an indisciplined driver breaks a traffic regulation by overtaking on the side-walk; then commits the criminal act of manslaughter by knocking down and killing a pedestrian.

The danger of indiscipline escalating into lawlessness is particularly acute when large numbers of people are involved in it: i.e. in situations of mass indiscipline.

There is no provision in our laws which says that a man who comes first to a public counter should be served before the man who comes later. But our sense of natural justice and our intelligence tell us that, it should be so because it is only fair and experience has shown that any other way is liable to create disorder and delay.

Discipline does not invite supervision by an external force but is imposed by the individual from within. Indeed discipline is either self-discipline or it is nothing at all. But although society thus appears to leave individuals to their own discretion in the matter of social discipline, this freedom is strictly controlled by sanctions of varying severity. It may be no more than a disapproving look; a mild verbal reprimand, or it may be extremely grave like for instance, social ostracism.

I think that society realises that given adequate social education the average citizen will come to appreciate that it is in his or her interest to uphold discipline. As soon as a sufficient number of citizens understand this, they will supervise their own behaviour and that of their immediate neighbours. The resulting condition may be called a climate of discipline.

Even in such a climate there will always be sporadic incidents or indiscipline because there will always be people who on account of their immaturity, mental incompetence, sheer devilry or even innocent exuberance are unable or unwilling to impose the internal brake of self-discipline on their desires and actions. But in disciplined societies they will remain an eccentric minority.

- i) Why does the writer describe indiscipline as alarming? Support your answer with information from the first paragraph. (2 marks)

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- ii) What makes it difficult to define indiscipline precisely? (3 marks)

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- iii) How would recognition and respect of other people's rights and desires reduce indiscipline?(2 marks)

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iv) Why do you think the example of an indisciplined driver is cited? (2 marks)

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v) What role should our sense of natural justice and intelligence play? (2 marks)

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vi) Make notes on how an individual as well as the society help to instill self-discipline. (4 marks)

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vii) Rewrite the following sentence maintaining the meaning.

Although indiscipline is by definition distinct from lawlessness, the line between the two is often
tenuous indeed. (1 mark)

(Begin : The line)

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.....
viii) What is the writer's attitude towards those who do not exercise self-discipline? (2 marks)

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.....
ix) Explain the meaning of the following words and expressions as they are used in the passage. (2 marks)

a) Verbal reprimand

.....
b) Devilry

.....
2. **Read the following excerpt and then answer the questions that follow.** (25 marks)

"You've remembered us at last," she observed quietly.

"Yes. I am sorry. Er-er I was kind of busy but here I am now" He felt like the dirt in the street.

"Did you receive my letters? The girls had a bad attack of Malaria. I thought Becky would die." He

had received that letter but had read it in the haze of his infatuation.

This was getting worse than he had feared.

"I got it, but there was no way I could get away. I am sorry." He added lamely.

"Why didn't you at least write to console us?" He kept quiet, but he knew he would rather die than tell her what had actually happened. Fortunately for him Elizabeth was no vindictive and did not hold grudges for long. She only said:

"We are all going back together. We are a family and it is clear that you need someone to remind you of your duty all the time." He was only too willing to oblige, after all things could have been much worse. He would move house as soon as possible in case the neighbours started blabbing.

She eventually heard the rumours but chose to say nothing about it though he held his breath for days. She was learning the first cardinal rule of marriage, not everything has to be blurted out.

- a) Briefly describe what happens before the events of this excerpt. (3 marks)

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- b) Identify the dominant theme highlighted in this excerpt. Illustrate your answer with sufficient information from the excerpt. (3 marks)

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- c) Describe the character of Elizabeth as brought out in the above excerpt. (2 marks)

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- d) Who is the 'he' referred to in the excerpt and what kind of person is he? (3 marks)

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- e) i) "We are a family and it is clear that you need someone to remind you of your duty all the time." (Report this statement) (1 mark)

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- ii) This was getting worse than he had feared. (Add a question tag). (1 mark)

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- f) "She eventually heard the rumours but chose to say nothing about it"

What rumours did Elizabeth hear and what does her reaction reveal about her relationship with the 'he' ? (4 marks)

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g) Identify one aspect of style used in this excerpt and explain its effectiveness. (2 marks)

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h) Where is Elizabeth living at the time of this episode? Explain the circumstances that led to this family being separated. (4 marks)

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.....

.....

i) Explain the meaning of the following words as used in the extract. (2 marks)

a) Cardinal.....

b) Blabbing.....

Question 3

Read the following poem and answer the questions that follow.

I WENT TO CHURCH.

I went to church today.
Yes, I went and prayed for all
Friends and foes a like.
Dead and those alive.

I also prayed hard.
For the soul of that soldier.
Who got short.
Fighting for our motherland.
While I shot hot life into his wife.
And I prayed to God too
That I live long

To go and pray again

Questions.

a) What is the poem about?

(4 marks)

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b) Identify and illustrate any two character traits of the speaker.

(4 marks)

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c) Identify and illustrate three poetic devices used in the poem.

(6 marks)

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d) What is the meaning of the following lines as used in the poem.

(2 marks)

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i) While I shot hot life into his wife.

.....

.....

ii) That I live long to go and pray again.

.....

.....

e) i) What is the tone of the poem. (2 marks)

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.....

ii) Explain the overriding mood of the poem. (2 marks)

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4. GRAMMAR

a) Fill in the blank spaces with the correct preposition. (3 marks)

i) He persisted his folly despite the advice I gave him.

ii) The brothers look so alike, one can easily mistake one the other.

iii) You should evaluate what he says because many young people have been taken
..... by his sweet words.

b) Fill in the blank spaces with the correct form of the words in brackets. (3 marks)

i) It took the police quite some time to (peace) the agitated demonstrators.

ii) The criminal refused to reveal to his (capture) how he escaped from prison.

iii) Some Christians only think of divine (provide) when in need.

c) Replace the underlined word in each of the sentences with the most suitable phrasal verbs. (3 marks)

i) The doctor remarked that the girl resembles her father.

.....

ii) The looters stole goods of unknown value during the city riots. (make)

.....

iii) When he regained consciousness he was amazed to realise that he was in hospital. (come)

.....

d) Rewrite the sentences below according to the instructions given after each. (3 marks)

i) That was the worst storm the village had every experienced . (Rewrite beginning with Never . . .)

.....

- ii) John was so ill that the doctor advised him to stay at home for a few days.
(Rewrite beginning. Being . . .)

.....
.....

- iii) The farmer bought a cow that had been stolen from school. (Rewrite in the passive)

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.....

- e) Fill in the blank spaces in the sentences below with a suitable connector (3 marks)

- i) The thieves talked in whispers they be overheard.

- ii) My dog is small fierce.

- iii) The old woman is very sharp her age.