

NAME..... INDEX NO.....

101/2
ENGLISH
(Comprehension, Literary)
Appreciation and Grammar)
PAPER 2
TIME: 2½ HOURS

CANDIDATE'S SIGN.....

DATE.....

CENTRAL KENYA NATIONAL SCHOOLS JOINT EXAM – 2015

Kenya Certificate of Secondary Education
ENGLISH
PAPER 2
TIME: 2½ HOURS

INSTRUCTIONS TO CANDIDATES:

- Write your **name**, **index number** and **school** in the spaces provided above.
- Sign** and write the **date** of examination in the spaces provided above.
- Answer all questions in this question paper.
- All your answers must be written in the spaces provided in this question paper.
- Candidates should check the question paper to ascertain that all the pages are printed and that no page is missing.

FOR EXAMINER'S USE ONLY:

Question	Maximum Score	Candidate's Score
1	20	
2	25	
3	20	
4	15	
Total Score	80	

Read the following passage and answer the questions that follow:

How to dress to impress, how to communicate to invoke trust, how to posture to exude confidence, how to stand out as the best above the rest are all challenges that we persistently face when we compete for jobs, positions and even social acceptance.

We live in a society that judges us primarily by our physical appearance and ability to advance our propositions. Those who have the gift of garbs, the skill in creating an impression and the art of swag tend to make it further in the path of life as compared to those who sit pretty waiting for manna to fall and for ability to be recognized.

Quite philosophically, we can postulate that every time we step out into the world, we face intense scrutiny and vetting from all those around us. Our neighbours scrutinize our behavior to determine whether the home front is pleasant or tumultuous, colleagues examine our demeanor to gauge our propensity to win or lose clients assess our conduct to deliver on promises and strangers create an impression of whether our persona is repulsive or attractive just from the first glance.

In fact, everywhere we turn, there's sure to be someone judging whether or not we are who they think we are. Due to this persistent societal inspection we learn that image is everything and invest heavily in our outward appearance. And for those who understand just how pivotal it all is, they invest even more heavily in the 'inward' appearance that provides the zest, zeal and gusto to face with enthusiasm no matter what. While image is everything, it's nothing void of intricate preparation. As we venture for job interviews, business pitches or even social engagements, we are tasked with anticipating all technical questions that could be posed, preempting all personal issues that could be raised and predicting any historical sensitive occurrences that could be revisited.

Even more critically we are expected to conduct background and emotional intelligence on those we shall come face to face with in the judging panel. Most panels tend to consist of three types of people; the neutral, the balanced and the biased. Those who are neutral are often fence-sitters keen on taking the safe middle ground. Where they could make a decisive choice, they make generalized conclusions; they make more decisive ones often rationalizing why. Those who are biased unashamedly take a stance based on their predispositions and values. They are often inclined towards a candidate who is their tribe, gender, schoolmate or friend. They have no qualms going out of their way to defend their preference.

Without doubt we have all been victims of the three personalities, seldom to our pleasure and frequently to our dismay. The vetting you and I undergo in our daily endeavours is not at all easy. Yet in the success and failures we learn to improve for the next encounter.

As we face the realities of constant scrutiny and vetting, it must have been interesting to watch our Cabinet Secretaries during the recently concluded vetting exercise. The kid-glove approach that was applied with many of the candidates suggested that the exercise was more of a rubber stamp for the nominations made. The **lukewarm** manner in which technical competence was established, personal character was unearthed and historical scandals or **grey areas** were clarified made us realize that what the candidates had undergone was a field day in comparison to the grilling sessions we endure in our quests for jobs. Indeed, watching the events unfold made me wonder whether we currently have a constitution whose tenets are ahead of its time. Whatever the case, it's refreshing that we have embarked on the journey.

Moving forward, as our new executive starts its mission to help us all fulfill our dreams, let's hope they will work with honesty, dignity and utmost professionalism. Let's pray that they will endeavour to exceed our expectations, proving that despite neutrality and bias witnessed in select cases, they were worth every penny. Finally, start the week more balanced than neutral, won't you!

(Angela Ambitho, Standard on Sunday, May 19, 2013)

1. Which challenges do people face when competing for jobs, positions and even social acceptance? (2mks)

2. According to the writer, what should one do if one wants to succeed in our society? (3mks)

3. Identify the writer's attitude towards the neutral panelists. (2mks)

4. In note form outline the various forms of societal inspection as outlined in the passage. (3mks)

5. In your opinion, what could be some of the historical sensitive occurrences that could be revisited in a job interview? (2mks)

6. Citing examples from the passage explain what emotional intelligence is. (2mks)

7. Without doubt we have all been victims of three personalities, seldom to our pleasure and frequently to our dismay. (Replace the underlined word with a synonym). (2mks)

8. The kid-glove approach that was applied with many of the candidates suggested that the exercise was more of a rubber stamp for nominations made. (Explain the meaning of the underlined expression). (1mk)

9. Whatever the case, it's refreshing that we have embarked on the journey (Put a question tag). (1mk)

10. Give the meaning of the following word and expression as used in the passage. (2mks)
(a) Lukewarm

(b) Grey areas.

2. THE RIVER AND THE SOURCE:

Read the excerpt below and answer the questions that follow:

Such an experience is, however, very hard to shake off and now they were consciously trying to get another baby and as sometimes happens in such cases nothing happened. She remained confoundingly slim for the remainder of the year; and the next. It was too much. She forgot her earlier good intentions and one day actually accused him of having deliberately given her chloroquin to make her sterile. He was so angry that he stood up and lifted his hand as if to strike. He was actually foaming at the mouth. Then he turned on his heels and left the house. She tried to keep up her anger. After all she had been the wronged one, but when he had not come by late that night and on the following day, her anger turned to alarm and raw fear. Where could he be? He had been in an accident? Had he committed suicide? Had he left her? If he had she had only herself to blame.

But that evening, he came home smelling like a brewery. He offered no explanation and she asked none; however family life continued somewhat uneasily for they were both still too young to give way to each other.

1. Explain what happens before this extract. (2mks)

2. "Such an experience is, however, very hard to shake off" Explain in details which experience this is. (3mks)

3. Explain the major theme in this extract. (2mks)

4. Discuss two traits each of 'she' and 'he'. (4mks)

5. Explain, from your knowledge of the novel, how the fortunes of the couple turned around. (2mks)

6. Explain **three** styles found in this extract. (4mks)

7. (i) Then he turned on his heels and left the house. (Rewrite beginning: On his heels....)

(ii) After all, she had been the wronged one. (Add a question tag).

(iii) Such an experience is, however, hard to shake off. (Rewrite using inversion)..

8. Explain the meaning of: (2mks)

(a) Confoundingly.

(b) Raw fear.

9. Explain what happens after this extract. (3mks)

A SECOND OLYMPUS

From the rostrum they declaimed
On martyrs and men of high ideals
When they sent out
Benevolent despots to an unwilling race
Straining at the yoke.
Bull dozers trampling on virgin ground
In blatant violation.
They trampled down all that was strange,
And filled the void.
With half digested alien thoughts;
They left a trail of red.
Whenever their feet had passed
Oh they did themselves fine.
And strutted about the place,
Self-proclaimed demi-gods
From counterfeit Olympus
One day they hurled down thunderbolts
On a toiling race of the earthworms.
They might have rained down pebbles.
To pelt the brats to death
But that was beneath them
They kept up the illusion
That they were fighting foes.
Killing in the name of high ideals.
At the inquest they told the world
The worms were becoming pests.

Moreover they said?
They did not like wriggling things
Strange prejudice for gods.

Questions

- (a) What is the poem about? (3mks)

- (b) Giving a relevant explanation, identify the persona in the poem. (2mks)

- (c) Whom do you think the persona refers to as 'they'? Explain. (2mks)

(d) What is the attitude of the poet towards 'they' in the poem? (2mks)

(e) Identify and illustrate any two themes evident in the poem. (4mks)

(f) What is the dominant style that the poet has used to deliver the message in the poem? Cite one illustration and explain its effectiveness. (3mks)

(g) Describe the character trait displayed by 'they' in the poem. (2mks)

(h) Explain the **meaning** of the following **lines** as used in the passage. (2mks)

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(i) They trampled down all that was strange.

(ii) And filled the void.

(iii) With half digested alien thoughts.

4. **GRAMMAR: (15 MARKS)**

1. Rewrite the following sentences according to instructions given.

(i) If I were the cabinet secretary in charge of internal security, I would ensure all criminals were jailed. (Begin were....)

(ii) I like Nairobi more than Machakos. (Use prefer)

(iii) The army has rounded all the rebels. (Rewrite in passive).

2. Use the **correct form** of the words in **brackets**.

(i) The liberals were subjected to _____ (relent) bombarding by the loyal soldiers.

(ii) The _____ (certain) of the petition outcome has made him very nervous.

(iii) No single female candidate won the _____ seat in the just concluded elections. (Governor)

3. Replace the following **phrasal verbs** with **one** word.

- (i) The students have taken to the new teacher quite fast. _____
- (ii) Selfish leaders have brought about the fall of many states. _____
4. Fill in the blank spaces in each sentence with the **most appropriate** choice from the ones provided.
- (i) Odongo introduced Apundo and _____ (her/she) to his father.
- (ii) Mrs. Swazuri sent two students, _____ (I, me) and John out of her class.
- (iii) We are better than _____ (they, them).
5. Use the **correct** order of **adjectives in brackets** to fill in the gaps.
- (i) Karita is a _____ (Kenyan, basketball, brilliant, short) player.
- (ii) My _____ laptop is very efficient. (ugly, small, old, dell, grey)
6. Use **prepositions** to fill in the blank spaces.
- (i) He was charged _____ murder.
- (ii) He was willing to get the treasure _____ any cost.