

NAME: \_\_\_\_\_ INDEX NO. \_\_\_\_\_

CANDIDATE'S SIGNATURE: \_\_\_\_\_ DATE \_\_\_\_\_

**101/2**  
**ENGLISH**  
**PAPER 2**  
**JULY/AUGUST 2017**  
**TIME: 2½ HOURS**

## **SCHOOL BASED EXAMINATION – FORM 4 2017**

### **INSTRUCTIONS TO CANDIDATES.**

- (a) Write your Name and Index Number in the spaces provided.
- (b) Sign and write the date of examination in the spaces provided.
- (c) Answer all questions in this paper.
- (d) All your answers must be written in the spaces provided.
- (e) This paper consists of **9** printed pages.
- (f) Candidates should check the question paper to ascertain that all pages are printed as indicated and that no questions are missing.
- (g) Candidates **must** answer all the questions in English.

### **FOR EXAMINER'S USE ONLY**

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

1. **COMPREHENSION.**

**Read the following passage carefully, then answer the questions that follow.** (20 marks)

The prevalence of diabetes in Kenya has more than doubled in the past three decades, accounting for 20 per cent of deaths in the country.

With a national prevalence rate of between 3.1 per cent and 4.6 per cent (between 1.4 million and 2.1 million Kenyans), experts are warning that the cases are rising at an alarming rate.

Today one in every 17 Kenyans has diabetes, and 12,890 people in the country died from both diabetes and high blood glucose in 2014.

A report jointly published by the World Health Organisation (WHO) and *Lancet* on World Health Day last year shows that the prevalence of diabetes in Kenya was six per cent in 2014, a 150 per cent rise from 2.4 per cent in 1980.

Globally, the number of adults with diabetes has almost quadrupled to 4.22 million in 2014 from 108 million in 1980, with most living in developing countries.

So alarming in the situation that during the launch of the first Global Report on Diabetes, WHO director general Margaret Chan called for action on diabetes, saying there was need to step up prevention and treatment of disease.

According to experts, sedentary lifestyles, stress, being overweight and obese are some of the factors driving this dramatic rise. However, some people, especially those in rural areas, are affected by diabetes as a result of their genetic make-up.

“People are also not getting screened as often as they should. Some are not getting screened at all despite the test being cheap,” Said Dr. Eva Njenga, a diabetes specialist.

Experts note that the normal diabetes health advice – not smoking, eating a limiting alcohol intake – can help keep people healthy.

Dr. Njenga advises: “If you are not diabetic, ensure that you go for screening at least once a year. If any of the members of your family has diabetes, then you should be **screened** two to three times in a year, since you are genetically **predisposed**.”

Mr. Zachary Ndegwa, a programme officer at the division of **non-communicable** diseases, said there are only 50 diabetes clinics and at least 12 specialists (endocrinologists) in Kenya.

“As we speak, it can take up to six months after the first booking for a patient to start their routine check-up.” Said Dr. Njenga.

Diabetes is **non-communicable** disease in which the body’s ability to produce or respond to the hormone insulin is impaired, resulting in abnormal breakdown of carbohydrates and elevated levels of glucose in the blood and urine.

The most common diabetes symptoms include frequent urination, intense thirst and hunger, weight gain, unusual weight loss, fatigue, cuts and bruises that do not heal, male sexual dysfunction, numbness and tingling in hands and feet.

If not controlled, diabetes has dire consequences including possibility of heart attack, stroke, blindness, kidney failure and for some, gangrene, leading to leg amputation.

**Questions**

(a) Name the WHO director general according to the passage. (1 mark)

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(b) Define diabetes according to the passage. (3 marks)

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(c) In note form list down the most common diabetes symptoms. (6 marks)

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(d) According to experts what are some of the factors that are driving the dramatic rise of diabetes? (2 marks)

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(e) Mr. Zachary Ndegwa, a programme officer at the division of non-communicable diseases, said there are only 50 diabetes clinics and at least 12 specialists in Kenya. (Rewrite changing the sentence into direct speech) (2 marks)

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(f) According to the passage, what are the consequences of not controlling diabetes? (3 marks)

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(g) Give the meaning of the following words as used in the passage. (3 marks)

(i) screened

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(ii) predisposed

(iii) non-communicable

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

SIMON: I thank you, Grusha Vashnadze. And good – bye! *He bows low before her. She does the same before him. Then she runs quickly off without looking around.*

*Enter the ADJUTANT from the gateway.*

ADJUTANT: (harshly) Harness the horses to the carriage! Don't stand there doing nothing, scum!

SIMON SHASHAVA: *Stand to attention and goes off. Two SERVANTS crowd from gateway, bent low under huge trunks. Behind them, supported by her women, stumbles NATELLA ABASHWILI. She is followed by a WOMAN carrying the CHILD.*

GOVERNOR'S WIFE: I hardly know if my head's still on. Where's Michael? Don't hold him so clumsily. Pile the trunks onto the carriage. No news from the city, Shalva?

ADJUTANT: None. All's quiet so far, but there's not a minute to lose. No room for all those trucks in the carriage. Pick out what you need. (Exit quickly)

GOVERNOR'S WIFE: Only essentials! Quick open the trucks! I'll tell you what I need. (The truck are lowered and opened. She points at some brocade dresses) The green one! And of Mikadze and Mika Loladze? I've suddenly got the most terrible migraine again. It always starts in the temple. (Enter GRUSHA) Taking your time, eh? Go and get the hot water bottles this minute! (GRUSHA) runs off returns later with hot water bottles; the GOVERNOR'S WIFE orders her about by signs) Don't tear the sleeves.

YOUNG WOMAN: Pardon, madam, no harm has come to the dress.

GOVERNOR’S WIFE: Because I stopped you I’ve been watching you for a long time. Nothing in your head but making eyes at Shalva Tzereli. I’ll kill you, you bitch! (She beats the YOUNG WOMAN)

ADJUTANT: (*appearing in the gateway*) Please make haste. Natella Abashwili. Firing has broken out in the city. (*exit*)

GOVERNOR’S WIFE: (*Letting go of the YOUNG WOMAN*) Oh dear, do you think they’ll lay hands on us? Why should they? Why? (*She herself begins to rummage in the trucks.*) How’s Michael? Asleep?

WOMAN WITH THE CHILD: Yes, madam.

GOVERNOR’S WIFE: Then put him down in moment and get my little staff – coloured boots from the bedroom. I need them for the green dress. (*The WOMAN puts down the CHILD and goes off*) Just look how these things have been packed. No love! No understanding! If you don’t give them every order yourself.. such moments you realize what kind of servants you have! They gorge themselves at your expense, and never a word of gratitude! I’ll remember this.

ADJUTANT: (*entering very excited*) Natella, you must leave at once!

GOVERNOR’S WIFE: Why? I’ve got to take this silver dress – it cost a thousand piasters. And that one there is where’s the wine – colored one?

ADJUTANT: (Trying to pull her away) Riots have broken out! We must leave at once. Where’s the baby?

GOVERNOR’S WIFE: (*Calling to the YOUNG WOMAN who was holding the baby*). Maro, get the baby ready! Where on earth are you?

**Questions.**

1. What happens before this extract. (3 marks)

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2. Describe the character of Natella from the above extract. (4 marks)

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3. Identify any **two** expression of politeness found in the above extract. (2 marks)

(i) \_\_\_\_\_

(iii) \_\_\_\_\_

4. Add question tags to the following statements. (2 marks)

(i) Natella you must leave at once

\_\_\_\_\_

(ii) Please make haste

\_\_\_\_\_

5. Identify and illustrate **two** themes evident in the above extract. (4 marks)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. Illustrate the following stylistic tences and explain their effectiveness. (4 marks)

Irony

\_\_\_\_\_

\_\_\_\_\_

Humour

\_\_\_\_\_

\_\_\_\_\_

7. The following words and expressions are found in the extract. Explain their meanings. (4 marks)

Make haste.

\_\_\_\_\_

Carriage

\_\_\_\_\_

Scum

\_\_\_\_\_

Making eyes

\_\_\_\_\_

(8) Explain what happens after this extract.

(2 marks)

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3. **Read the following poem and answer the questions that follow.** (20 marks)

**AT A WINDOW**

Give me hunger,  
Oh you gods that sit and give  
The world its orders.  
Give me hunger, pain and want;  
Shut me out with shame and failure  
From your doors of gold and fame,  
Give me your shabbies, weariest hunger.

But leave me a little love,  
A voice to speak to me in the day end,  
A hand to touch me in the dark room  
Breaking the long loneliness.  
In the dusk of day-shapes  
Blurring the sunset,  
One little wandering star  
Thrust out from the changing shores of shadow.  
Let me go to the window,  
Watch there the day-shapes of dusk,  
And wait and know the coming  
Of a little love.

*Carl Sandburg*

**Questions.**

(i) Briefly explain what the poem is about.

(3 marks)

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(ii) Explain the contrast the persona presents in the poem.

(4 marks)

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(iii) Identify and illustrate any **two** literary devices that the poet uses. (4 marks)

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(iv) Describe the tone of the poem. (3 marks)

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(v) Explain the meaning of the title “At a window”. (2 marks)

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(vi) Explain the meaning of the following lines as used in the passage. (4 mark)

(a) O you gods that sit and give.

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(b) A hand to touch me in the dark room.

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4. **GRAMMAR.** (15 marks)

(A) **Rewrite each of the following sentences according to the instructions given after each. Do not change the meaning.** (3 marks)

(i) Kenda was determined to pass his examinations. He dedicated a lot of his time to studies.  
(Join into one sentence using: So ... that.

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(ii) They did not have much money. They worked hard and kept their children in school  
(Rewrite as one sentence using the words: In spite of)

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- (iii) Kimani did not see the play. Miriam did not see the play.  
(Join into one sentence using: Neither ... nor)
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(B) **Write the plural forms of the following nouns.** (3 marks)

(i) Phenomenon - \_\_\_\_\_

(ii) Syllabus - \_\_\_\_\_

(iii) Crisis - \_\_\_\_\_

(C) **Arrange the adjectives given in brackets in the correct order in the spaces provided.** (3 marks)

(i) She wore a (n) \_\_\_\_\_ dress. (evening, red, silk)

(ii) She got a \_\_\_\_\_ consume. (nylon, swimming, black)

(iii) He bought a \_\_\_\_\_ tie on his wedding day. (woolen, blue)

(D) **Fill in the blank spaces with one word from the brackets in the sentences below.** (3 marks)

(i) We had a stuffed \_\_\_\_\_ for dinner. (fowl, foul)

(ii) Please pick all the \_\_\_\_\_ of the corn from the floor. (colonels, kernels)

(iii) The students \_\_\_\_\_ was dissolved last year. (counsel, consul, council)

(E) **Fill the gaps in the following sentences with the correct form of the word in brackets.**(3 marks)

(i) The \_\_\_\_\_ (nation) of the child was not known.

(ii) He is a person of \_\_\_\_\_ (question) character.

(iii) \_\_\_\_\_ (scarce) of water is a major characteristic of this region.

**SCHOOL BASED EXAMINATION – FORM 4 2017**  
**ENGLISH 101/2 MARKING SCHEME PAPER 2**

1. (a) Margaret Chan ✓ 1 mk
- (b) A non – communicable disease ✓ in which the body’s ability to produce or respond to the hormone insulin is impaired, ✓ mk resulting in abnormal breakdown of carbohydrates and elevated levels of glucose in the blood and urine. ✓ mk (3 mks)
- (c) - Frequent urination.  
- Intense thirst and hunger.  
- Weight gain.  
- Unusual weight loss.  
- Fatigue.  
- Cuts and bruises that do not heal.  
- Male sexual dysfunction.  
- Numbness and tingling in hands and feet.  
*Any 6 x 1 = (6 mks)*  
*Should be in point form. If not deduct 1 mk*
- (d) Some of the factors driving this dramatic rise are sedentary ✓ mk lifestyles, stress, being overweight and obese. ✓ (2 mks) (4 x ½ = 2 mks)
- (e) “There are only 50 diabetes clinics and at least 12 specialists in Kenya,” said Mr. Zachary Ndegwa, a programme officer at the division of non-communicable diseases.
- (f) The consequences are possibility of heart attack, stroke, blindness, kidney failure and for some, gangrene, leading to leg amputation.
- (g) Screened – examined / assessed.  
Predisposed – likely to be affected.  
Non-communicable – not infectious
- 2.(a) Governor Georgi Abashwili is ousted as Governor and is arrested leaving the whole place in panic.  
- Simon, a soldier comes looking for Grusha and woos her. He gives her a silver chain that he had been given by his mother.  
- Grusha promises him that she shall remain faithful and wait for him until he returns.
- (b) Rude / Abusive.  
She portrays extreme lack of respect to the young woman. “Nothing in your head but making eyes at Shalva. I’ll kill you, you bitch.  
Materialistic.  
She attaches so much significance to material and wealth at the expense of her security. She has no urgency of fleeing to safety but would rather have her valued essentials be put in the trunks.  
Careless / Irresponsible.  
She orders the woman with the child to put the child down so that she can bring her little saffron – coloured boots from the bedroom.
- (c) Pardon, madam  
Thank you (*must be written as 2 words*)  
Please.
- (d) , mustn’t you?  
, will you?
- (e) Materialism – Natella is so concerned about her material possessions from her safety e.g. clothes.  
Effects of war and fighting.  
People become internally displaced. “Riots have broken out! We must leave at once.
- (f) Irony: It is ironical that Natella is not in a hurry yet there are chaos. She is more concerned about clothes more than her own security and that to her child.  
Effectiveness: It brings out the character of Natella as irresponsible and materialistic.

Humor.

It is humorous that despite the security and urgency to move from the chaotic palace, Natella doesn't want to leave her most treasured belongings. She has to request someone to put the child down, to get the green dress.

Effect.

The humour dissolves the tension in the palace and brings out the character of Natella as materialistic. The writer explores the theme of materialism through humour in this extract.

- (g) Make haste – hurry.  
Carriage – a wheeled vehicle drawn by horse power.  
Scum – useless  
Making – eyes – Looking at somebody.
- (i) The adjutant flees the Governor's wife to safety on a horse back. The Governor is beheaded and his head fastened on the wall. Michael is rescued by Grusha.
- 3.(i) The poem is about exploitation / oppression of the masses by the leaders / elite / the rich in society. ✓  
The persona represents the poor / down trodden in society who have been robbed / denied joy / happiness / love by the wealthy in society. ✓ The poet satirizes such leadership by presenting the persons who asks for hunger, pain and want but requests to be left with love. The personal hopes 'the window' will provide the love he is yearning for. ✓ (3 mks)
- (ii) The personal is ironically asking for hunger, pain and want, yet these are things one would not wish for. By so doing, the poet satirizes the leadership of the society and ridicules the leaders. (4 mks)
- (iii) Symbolism – 'at a window' – symbol of hope / solace / refuge.  
Alliteration – 'leave little love' /l/ sound. It makes the poem memorable.  
Satire – 'O you gods' – this satirizes the leadership.  
Paradox – 'watch the dog – shapes of dusk' it is conflicting how day would provide the dark shapes. This reveals hopelessness / despair among the masses. (4 mks)
- (iv) Critical / satirical ✓ – the poet is satirizing leadership and the elite in society. They deny the masses / the poor, basic needs like food, as well as love / association. ✓ 'O you gods that sit and give the world its orders, give me hunger, pain and want.' ✓ (3 mks)
- (v) An opening / opportunity that will provide hope / refuge. (2 mks)
- (vi)(a) O you gods that sit and give – The leaders / the elite in society exploit the masses. (2 mks)  
(b) A hand to touch in the dark room. Someone to rely on / to love / to associate with. (2 mks)
- 4.A(a) So determined was Kenda to pass his examinations that he dedicated a lot of time to his studies. / Kenda was so determined to pass his examinations that he dedicated a lot of time to his studies.  
(b) In spite of having little money, they worked hard and kept their children in school. / They worked hard and kept their children in school in spite of having little money.  
(c) Neither did Kimani nor Miriam see the play.
- B phenomenon, - phenomena  
crisis – crises  
syllabus – syllabi
- C red, silk, evening  
black, nylon, swimming  
blue, woolen
- D fowl  
kernels  
council
- E nationality  
questionable / unquestionable  
scarcity

