

NAME..... Index No.....

Candidate's Signature.....

Date.....

**101/2**

**ENGLISH**

**Paper 2**

**(Unseen text, Excerpt, Oral poem, Grammar)**

**June 2014**

**Time 2hrs 30mins**

## **KABARAK-SACHO-SUNSHINE JET EXAMINATION**

**KASSU JUNE 2014**

**Kenya Certificate of Secondary Education**

**101/2**

**ENGLISH**

**(Unseen text, Excerpt, Oral poem, Grammar)**

**Time 2hrs 30mins**

### **Instructions to candidates**

*(a) Write your name, index number and class in the spaces provided above.*

*(b) All your answers must be written in the spaces provided in this question paper.*

*(c) This paper consists of 10 printed pages.*

*(d) 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**

<b>Question</b>	<b>Maximum Score</b>	<b>Candidate's Score</b>
<b>1</b>	<b>20</b>	
<b>2</b>	<b>25</b>	
<b>3</b>	<b>20</b>	
<b>4</b>	<b>15</b>	
<b>Total</b>	<b>80</b>	

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

Every society expects each person to play certain roles according to a fairly strict set of rules. We call such well-defined roles basic because they depend on our basic human qualities such as sex, age and kinship, which apply to everyone alike. Each of us is male or female, a baby or an adult, a nephew, a grandmother, or whatever; and, as such, certain **standardized behavior** is expected of us.

Basic roles play a larger part in the organization of small scale societies than in the more complex ones. People like the Bushmen, with only a primitive technology and living in a hostile environment, rely for their survival on each individual fulfilling his basic role. Such a society leaves little room for conflict or **dissension** about basic roles.

In the simplest societies like the Comanche Indians of North America a man's career is marked out for him by age. A young man was always expected to be aggressive. He seized what he could and held it without caring for the rights of people weaker than he. But when he grew older, he was forced to assume the new role of elder, which demanded very different behavior. His task was then to give advice, settle disputes and prevent the tribe from making unnecessary enemies. He had to be wise and gentle, willing to overlook discourtesy and even to endure abuse.

Since basic roles follow automatically from age and sex, they give a sense of continuity and thus of security. Since each individual is trained from birth for his role, he has a chance to learn to fill it well. This training from birth for a basic role is found also in more complex societies where selection for roles is based on heredity. But a very complex society needs more flexible ideas about role fitting.

A **complex society** that overemphasizes the importance of basic roles may become too rigid in its organization. A colour bar is an example of this. In South Africa and some of the southern states of the United States, people use skin colour to define basic roles. So in a wide range of situations the way people are treated depends simply on their colour. Talented Negroes who could make a greater contribution to society are prevented from doing so while many whites on the other hand; get a **distorted** sense of their own importance.

Another example is the caste system of traditional India. All members of one caste have the same kind of job and the same religious rites. They cannot marry or eat with members of other castes. If they come into contact with people from castes much lower than their own, they have to carry out a ceremony to cleanse themselves of pollution. In this way, the caste that a man is born into gives him basic role that affects his entire life.

Such a hidebound structure acts as a strong barrier to change and new ideas. A system of unchanging basic roles, while it may work well in some areas can lead to a waste of human talent. This is why in most highly industrialized societies today, people are given a chance through education to use and develop their special talents so that they may have a choice of many roles.

**Questions**

- a) Define basic roles according to the first paragraph. (1 mark).  
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- b) Give two characteristics of basic roles noted by the writer to a society having basic roles. (2 marks).  
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- c) Basic roles take no account of a person’s individual abilities. (Rewrite, beginning: Individual... ) (1 mark).  
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- d) According to the writer, why do basic roles play a larger part in simpler societies? (2 marks)  
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- e) In your own words rewrite the example the writer provides of changes in the basic role. (2 marks).  
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- f) Explain how and why education is used in complex societies. (2 marks).

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g) What are some of the disadvantages to complex societies in which basic roles have become too rigid? Give your answer in note form. (5 marks).  
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h) Such a hidebound structure acts as a strong barrier to change and new ideas. (Rewrite adding a question tag). (1 mark)  
.....  
.....

i) Explain the meaning of the following words and phrases as used in the passage: (4 marks).  
i) Standardized behavior .....  
ii) Dissension .....  
iii) Distorted .....  
iv) hidebound structure .....

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

“ Yes dear. I’ve already spoken to the headmaster-so just get into the car and we’ll go right home”. Firm decisive Elizabeth was standing there looking confused and unsure of her next action. When they got home, she walked into the sitting room and again stood there. She had the most oppressive premonition of doom pressing in on her from all sides and she simply could not make any sensible move. So Mark took over, packed a few things for her, made arrangements with the neighbours to collect little Mary, put his wife in the car and drove off.

Most children have a father and a mother and Elizabeth had been no exception apart from the fact that her father had been a woman- her grandmother Akoko. Now her mother was ill, probably dying and she experienced completely different pain from the one she experienced at her grandmother’s death. There is a bond that exist between mother and child that is completely primeval in nature and only comes to the surface of the conscious mind in all its primitive force when either mother or child is in some sort of peril-not

surprising considering that as a child lies in its mother’s womb, the first sound it hears is her heartbeat and the first human voice it recognizes is hers. For the next many months, the child’s most satisfying experience will be to lie to her heart, nursing at the breast-so that the powerful connection is not severed with the cutting of the cord.

Maria Nyabera had been a good mother to Elizabeth and her cousin Peter and in her own generous way, had given unstintingly of herself to them and to her own mother. Elizabeth remembered how tenderly she had looked after Akoko when she became old and ailing and she hoped with a sick despairing dread that she would get the same chance to show her mother how much she cared in spite of the distance between them.

“I have failed her”. These were the first words she had spoken since their departure from Nakuru and now they were approaching the outskirts of Kericho town. Mark cautioned himself to tread carefully for he remembered only too clearly how she had almost broken off their engagement at her grandmother’s death, blaming him for God alone knew what. “How have you failed, dear?” he asked cautiously. “Don’t keep on calling me dear! You know very well I should have visited her more frequently- instead of just staying with you, who are young and healthy and don’t need me!”

Mark knew better than to point out that not more than two months had ever passed without Elizabeth dashing west to see her mother; or the great sacrifice they had both made in giving up two of their children to her. He knew her well enough to know that she would only bite off his head and he liked it well enough where it was-firmly attached to his body. He was lucky for he had many brothers staying at home with his own mother so he didn’t have to constantly worry on that score. He really understood her predicament. “You don’t understand anything at all!” the lady declared as if reading his mind. “You don’t know how torn I’ve often felt, how I long to divide myself in two, so that I can be in both places at once!”

Mark said nothing but thought to himself that marriage was a very useful: there was always someone to vent one’s fury on however and especially unjustifiably. Elizabeth kept on alternating between long silence and irrational self accusatory statements until they were a few miles from Aluor. She then kept completely quiet. It was dark by then but when they approached the hut they found a crowd of people gathered there and both their hearts sank. She must be dead!

The twins rushed out into their parent’s arms, and the people surrounded them; but Elizabeth had no eyes for anyone-she just walked into the hut. She had to see that beloved face one last time.

- a). Place this excerpt in its immediate context. (4 marks).
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- .....
- .....

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b). Comment on any one stylistic device used in the excerpt. (3 marks).

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c). Who are 'the twins' and why are they in Aluor? (2 marks).

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d). What is the general mood prevailing in this excerpt? (2 marks).

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e). Briefly explain any two themes present in the excerpt. (4 marks).

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f). What premonition of doom did Elizabeth have? (1 mark).

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g). Identify one character trait of Mark as seen from the excerpt. (2 marks).

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- h). Enumerate the things Mark did before they left for Aluor. (3 marks).  
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 .....  
 .....
- i). “How have you failed, dear?” he asked cautiously. (Rewrite into reported speech.) (1 mark).  
 .....  
 .....
- j). Give meanings of the following as used in the excerpt. (3 marks).  
 i) primeval .....  
 ii) severed .....  
 iii) sick despairing dread .....

**3. Oral Literature**

**Read the oral piece below and answer the questions that follow**

Blood iron and trumpets  
 Blood iron and trumpets  
 Forward we march  
 (others fall on the way)  
 Blood iron and trumpets  
 We shall hack kill and cure  
 Blood iron and trumpets  
 Singers of the datsun blue  
 Forward we drive breaking the records  
 Blood iron and trumpets  
 Let bullets find their targets and the earth be softened  
 Blood iron and trumpets  
 Let the dogs of war rejoice  
 And the carrion birds feed  
 We are reducing population sexplasion  
 Blood iron and trumpets  
 The uniformed machines are around  
 Put on your helmet iron and rest  
 Blood iron and trumpets  
 Only through fire can be baptized to mean business  
 So once again  
 Blood iron and trumpets  
 We shall always march along

Blood iron and trumpets  
Blood iron and trumpets  
Blood alone

a). Classify the oral piece above (2 marks)  
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b). What are the functions of the oral piece above? (3 marks)  
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c). Identify two features of oral poetry evident in the oral item (4marks).  
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d). What two issues is this oral poem talking about (4 marks).  
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e). Cite one social and one economic activity of the community from which this oral poem is taken (2 marks).  
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f). Who would be the most suitable audience for the oral poem? Give reasons for your answer. (2 marks)

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g). “The uniformed machines are around.” Explain the meaning of this statement  
(1 mark)

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h). Describe the mood of the poem? (2 marks).

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**GRAMMAR**

**a) Rewrite the following sentences according to the instructions given after each (3 marks).**

i). If I were the Minister for National Security, I would ensure tighter security checks at the borders. (Begin: Were I ...)

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ii). They had handled the case so carelessly that we were not satisfied. (Begin : So ...)

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iii). Illiteracy can impede development. ( Form an interrogative)

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**b). Fill in the following blanks with the correct form of the words in brackets (3 marks)**

- i). Their bodies had suffered ..... as a result of malnutrition (contort).
- ii). The manager made several .....on the original invoice (delete).
- iii). ..... beliefs are discouraged in urban areas (sect).

**c). Complete the following sentences with phrasal verbs beginning with the word given in brackets (2 marks).**

- i). Chapia normally looks ....., so do not worry about him (run).
- ii). The County Commissioner and the Governor .....after the public rally (fall).

**d). Fill in the blanks with the appropriate 'time' preposition (2marks).**

- i). Could we meet in the office ..... exactly nine in the morning?
- ii). ..... Tuesday next week we shall have completed the task.

**e). Combine the following sentences into one using past participle phrases (3marks).**

- i). The headmaster cancelled the half term holiday. He was concerned about the poor examination results in his school.  
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.....
- ii). The pretty girl walked quickly along the street. She was pleased with herself.  
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.....
- iii). The chief threatened to take action against anybody who did not attend future meetings. He was angered by the poor attendance at the meeting.

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**f). Explain the ambiguity in the following sentence (2marks).**

i). I, as the president, am committed to fighting corruption.

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**ANSWERS:**

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