**SUKELLEMO JOINT EVALUATION TEST**

**KENYA CERTIFICATE OF SECONDARY EDUCATION**

**NAME:…………………………………………………………………………………….….INDEX No:……………………….. ADM No:……………………….. DATE:………………………………..**

**CANDIDATES SIGNATURE:………………………….**

ENGLISH PAPER 2

101/2

COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR

DECEMBER 2020

TIME: HOURS

**INSTRUCTIONS TO CANDIDATES**

1. Write your **name** and **index number** in the spaces provided above.
2. Sign and write the date of examination in the spaces provided above.
3. Answer **all** the questions in this paper.
4. All your answers must be written in the spaces provided in this question paper.
5. This paper consists of **10** printed pages.
6. Candidates should check the question paper to ascertain that all the pages are printed as indicated and that no questions are missing.
7. Candidates must answer the questions in English.

**For Examiner’s Use Only**

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| --- | --- | --- |
| **Question** | **Maximum score** | **Candidates score** |
| 1 | 20 |  |
| 2 | 25 |  |
| 3 | 20 |  |
| 4 | 15 |  |
|  | Total Score |  |

**COMPREHENSION**

Read the passage and answer the questions.

At the start of this week, 1.3 million people had officially died on account of Covid-19 world-wide. According to the World Health Organisation, another 55 million people had contracted the virus. It was a bitter-sweet week as far as efforts to battle the virus are concerned. On one hand was the great news of a second vaccine with a 95 per cent **efficacy** rate. We also saw leading capitals tighten travel, school ban and other containment measures as the second wave of the pandemic batters many regions

Locally, the situation seems to mirror the global positions, albeit on a less scale, but the numbers of fatalities and infections are rising. We have lost 1,300 compatriots, with 73,000 more having encountered the virus. A casual glance on our neighbourhoods, social media and obituary pages back this, suggesting the official tally might be conservative due to unreported cases. The occasional infection of a public figure reminding us that we are not out of the woods yet. Medics and scientist continue burning the midnight oil to understand Covid-19 better and its symptoms, or lack of them witnessed in different people.

Though clear patterns of symptoms in fever, fatigue, breathing difficulty and loss of taste and smell were identified early, the last few months have seen some patients report a wide range of unexplained signs like longer infection periods and mental challenges such as anxiety, memory problems even depression. Even more intriguing has been the **asymptomatic** cases and cases of certain people in a family contacting the illness while others remain healthy. Add that to the fact that, Africa appears to suffer disproportionately lower rates of infection and mortality, its dilapidated health systems notwithstanding.

It is going to take time before someone can explain this incongruent picture. What is clear in the interim is that our world has dramatically changed, perhaps for the better. Traditionally, countries have spent **colossal** amounts of money building armies to deter global bullies. Now it appears potential threats to humanity must be re-assessed and budgets adjusted. It might be an unknown virus and not a nuclear bomb that will bring the world to its knees. The most secure nations are likely to be those with highly diversified risk registers and commensurate investment to build capacity to confront such.

The early travel bans and overflowing hospitals in the developed world was another rebuke to developing nations to prioritise health. The fact that some regions have been affected more than others is another sobering lesson. With the 21st century having experienced its fair share of protectionist tendencies and inward-looking policies, the pandemic has highlighted the need for concerted effort to ensure no part of the globe is left behind in modernising its health systems. Who knows, a future pandemic, may see the less affected regions serving as refuge centres and provide manufacturing hubs for drugs.

Perhaps it is time to build longer bridges and not towering walls. The pandemic has shone the spotlight on the place and role of global information systems and co-operation among nations. The future will likely be more secure if pandemics and other threats are reported early and containment measures quickly activated. Covid-19 has painfully reminded us of the dividend of tackling a problem early and at source, before it grows wings.

**Questions**

1. Why are the efforts to battle the virus bitter-sweet? (2mks)

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1. What measures were put in place to contain the 2nd wave of infection? (2mks)

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1. Explain these expressions as used in the passage; (2mks)
   * 1. … not out of the woods yet

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* + 1. Burning the midnight oil.

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1. In note form what are the symptoms of Covid-19. (3mks)

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1. Identify 2 instances of irony in the passage. (4mks)

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1. In about 40 words, summarise the lessons the pandemic has highlighted. (4mks)

Rough draft

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1. Explain the meaning of the following words as used in the passage; (3mks)
2. Efficacy

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1. Asymptomatic

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1. Colossal

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**EXCERPT**

Read the excerpt below and answer the questions

He was very helpful and he agreed to accompany them to the village where the girl was, and help them rescue her. They were about to give up the rescue mission after several attempts to distract the guards had failed. But the man from Nasila was able to lure the whole team of guards to a beer party at a nearby village, leaving the girl unguarded.

It was then that the rescue team stuck! Amidst screams of terrified women, the barking of fierce dogs, braying donkeys and mowing of cattle, they entered the hut where the weak and sickly girl lay. They carried her and scampered away fast, like men fleeing from a burning village for three kilometres, to the spot where they had left the vehicle. And they were lucky to have escaped, for immediately they put her onto the vehicle and they themselves had jumped into it, the fierce-looking guards arrived, breathless, but fuming furiously and brandishing all sorts of deadly weapons.

On seeing that they had been outsmarted, they resorted to throwing stones at them, but by then the four-wheel drive vehicle had shot past the range of their missiles.

Regrettably, they learnt later that the man who assisted them so much and enabled them to rescue the girl, was speared to death by those thugs who accused him of tricking them so the girl could be stolen. The girl had, however, arrived safely and she was in fair condition although she was shocked, traumatised and terribly emaciated. She said the girl still found it difficult to walk, for the injuries inflicted to her by the *enkamuratani’s olmurunya* had not yet healed.

Minik was thinking of how best to broach the matter in her mind. For a moment she wondered if it was the right time to bring out in the open the matter which she knew would be very painful to the girl who was just recovering from her own trauma. But she knew she could not hide the truth for long. It had to be revealed sooner so that counselling sessions could be put into place soon. Bracing herself appropriately, she quietly and coolly dropped the bombshell.

**Questions**

1. Place this excerpt in its immediate context. (4mks)

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1. In which place did the rescue team find the weak and sickly girl? (1mk)

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1. ‘bracing herself appropriately, she quietly and coolly dropped the bombshell.’ What was the bombshell? (2mks)

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1. Describe the relationship of the man who assisted the rescue team with the weak and sickly girl. (2mks)

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1. Discuss two outstanding themes in the excerpt. (4mks)

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1. How is Minik portrayed in this excerpt. (4mks)

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1. What is the role of Minik as shown in the rest of the text. (3mks)

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1. How has hyperbole been used in the excerpt? (2mks)

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1. ‘but the man from Nasila was able to lure the whole team of guards to a beer party at a nearby village, leaving the girl unguarded.’ Rewrite this sentence beginning with a participle phrase. (1mk)

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1. Explain the meaning of the following words as used in the excerpt. (2mks)
2. Scampered

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1. Outsmarted

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**POETRY (20 MARKS)**

Read the poem below and answer the questions that follow

CIVIL WAR

In this land

Graveyards have no markers

For blood flows freely

Into the gutter

Where corpses abide

In restless sleep

In this land

Kinship is long dead

And the insiders prevail

A neighbours hand

In darkness hidden

Stifles yet another victim’s light.

In this land

The window blows across the neglected fields

Promising yet another spectacle

Of hollowed eyes and pinched skins

Trudging and falling to the unyielding trains

Of self-destruction

In the air

The whiter dove

Flutter with change

And perhaps

It would be better if this symbol of peace

Were established in the souls of the people

In this land

**Questions**

1. What is the poem about? (2mks)

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1. Who is the persona in this poem? (2mks)

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1. Identify any two features of style used in the poem and explain their effectiveness. (6mks)

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1. Describe the tone of the poem. (2mks)

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1. Explain the significance of the last stanza in relation to the title of the poem. (2mks)

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1. Give the meaning of the following lines as used in the poem. (2mks)

i) kinship is long dead

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ii) stifles yet another victims light.

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1. What is the attitude of the persona towards the subject matter? (2mks)

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1. What is the mood of the poem? (2mks)

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**GRAMMAR (15 marks)**

1. Rewrite the sentence below filling in the gap with the correct form of the word in brackets. (1mk)

Annah was scolded for the ……………………………. (order) in her room.

1. Punctuate the following sentences appropriately (1mk)

In case of any disagreement the teacher said consult the principal

……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

1. Underline the adjective in the sentence below and state whether it has been used predicatively or attributively. (1mk)

Your watch looks expensive

……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

1. Choose the correct word from those in brackets. (1mk)

(All over sudden/ all of a sudden) ……………………………………………………………there was a loud bang on the door.

1. Rewrite the following sentence replacing the underlined idiomatic expression (1mk)

Advertising revenue in the new financial year has got off to a flying start.

……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

1. Rewrite the following sentence using one word to replace underlined (1mk)

The workers jobs may be put at risk if you purchase the machine

……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

1. Supply a question tag to the following statements. (1mk)

John hardly ever studies

…………………………………………………………………………………………………………………………………………

1. Explain the ambiguity in this sentence. (1mk)

“Did you see the girls with a telescope?”

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1. Combine the following sentence using a participle phrase (1mk)

I had seen the photographs of the place. I had no desire to go there.

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1. Replace the phrasal verb underlined in the sentence below with one word that means the same. (1mk)

They fell out over the decision and hardly speak to each other anymore.

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1. Rewrite the following sentence according to the instructions. (do not alter the meaning) (1mk)

This is the singer. Her songs are beautiful (join into one sentence using a relative pronoun)

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1. Rewrite the following sentence using substitution. (1mk)

Neema passed with flying colours. Her sister Kinya passed with flying colours too.

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1. Complete the following sentences with the correct order of adjectives in brackets. (1mk)

I used to drive……………………………………………………………………………………………. car. (blue, old, German, expensive, saloon)

1. Fill the gaps with a suitable preposition. (1mk)

I am vexed…………………………………. her for stealing my books.

1. Fill in the blank spaces with the correct article. (1mk)

What is…………………………………………………………………………. ewe?