

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

SCHOOL:..... CANDIDATE'S SIGN:.....

DATE:.....

**101/2**  
**ENGLISH**  
**PAPER 2**  
**(Comprehension, Literary Appreciation and Grammar)**  
**JULY/AUGUST, 2016**  
**TIME: 2 ½ HOURS**

**SAMETA SUB-COUNTY JOINT EVALUATION TEST-2016**  
*Kenya Certificate of Secondary Education (KCSE)*

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**INSTRUCTIONS TO CANDIDATES:**

1. Write your name and index number in the spaces provided.
2. Write the date of the examination.
3. Answer ALL the questions in this question paper.
4. All your answers must be written in this paper.
5. This paper consists of 12 printed pages, candidates should check to ascertain that all pages are printed as indicated and that no question is missing.

**FOR EXAMINER'S USE ONLY**

SECTION	MAXIMUM SCORE	CANDIDATE'S SCORE
1	20	
2	25	

3	20	
4	15	
<b>TOTAL SCORE</b>		

1. **Read the passage below and answer the questions which follow.**

The majority of the slaves accommodated themselves to unceasing brutality by a profound fatalism and a wooden stupidity before their masters. ‘Why do you ill- treat your mule in that way?’ asked a colonist of a carter. ‘But when I do not work, I am beaten, when he does not work, I beat him - he is my **Negro**.’ One old Negro, having lost one of his ears and condemned to lose another, begged the Governor to spare it, for if that too was cut off he would have nowhere to put his stump of cigarette. A slave sent by his master into his neighbour’s garden to steal, is caught and brought back to the man who had, only a few minutes before, despatched him on the errand. The master orders that he be given one hundred lashes and the slave submits without a murmur. When caught in error they persisted in denial with the same fatalistic stupidity. A slave is accused of stealing a pigeon. He denies it. The pigeon is discovered hidden in his shirt. ‘Well, well, look at that pigeon. It took my shirt for a nest.’ Through the shirt of another, a master can feel the potatoes fall to the ground. ‘Eh! master. The devil is wicked. Put stones, and look, you find potatoes.’

Life was hard for the slaves; wives and husbands, children and parents, and a father and son would meet after many years and give no greeting or any sign of emotion. The sufferings they endured made many of them commit suicide. Some killed themselves in order to **spite** their owner while others did it because death meant not only release but a return to Africa. Those who wished to believe and to convince the world that the slaves were half-human brutes, fit for nothing else but slavery, could find ample evidence for their faith, and in nothing so much as in the rampant homicide among the slaves. Poison was their method. A mistress would poison a rival to retain the valuable affections of her inconstant owner. A slave robbed of his wife by one of his masters would poison him, and this was one of the most frequent causes of poisoning. The slaves would poison the younger children of a master in order to ensure the plantation was taken by one son. By this means they prevented the plantation being broken up and the gang dispersed. On certain plantations the

slaves decimated their number by poison so as to keep the number of slaves small and prevent their masters embarking on larger schemes which would increase the work.

What was the intellectual level of these slaves? The planters, hating them, called them by every opprobrious name. ‘The Negroes,’ says a memoir published in 1789, ‘are unjust, cruel, barbarous, half-cowards.’ It was by sentiments such as these that they strove to justify the abominable cruelties they practised. They took great pains that the Negro should remain the brute beast they wanted him to be. ‘The safety of the whites demands that we keep the Negroes in the most profound ignorance. I have reached the stage of believing firmly that one must treat the Negroes as one treats beasts.’ Such is the opinion of the Governor of Martinique in a letter addressed to the Minister and such was the opinion of all colonists. Indeed, the majority of the colonists religiously kept all instruction, religious or otherwise, away from the slaves.

Despite this deliberate move to turn the Negro into a brute, his intellectual potential was not destroyed. Those who took the trouble to observe them away from their masters and in their interactions with each other did not fail to see that remarkable liveliness of intellect and vivacity of spirit which still distinguish their descendants. Father du Tertre, who knew them well, noted their secret pride and feeling of superiority to their masters. He observed the difference between their behaviour before their masters and when they were by themselves. De Wimpfen, an exceptionally observant and able traveler, was also astonished at this dual personality of the slaves, He wrote ‘One has to hear with what warmth and what volubility, and at the same time with what precision of ideas and accuracy of judgment, this man, heavy and taciturn all day, now squatting before his fire, tells stories, talks, gesticulates, and argues, passes opinions, approves or condemns both his master and everyone who surrounds him. It was this intelligence which refused to be crushed, these latent possibilities that frightened the colonists. ‘No species of men has more intelligence,’ wrote Hilliard d’Auberteuil, a colonist, in 1784, and had his book banned.

Adapted from *The Black Jacobins* by C.L.R. James,  
Random House New York, 1963, 15 - 18.

**Questions**

a) i) Give two instances in which the slaves show fatalistic stupidity. (2mks)

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ii) Explain each of the cases in (i) above why there was no real stupidity in the slaves behaving so. (2mks)

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b) What is the author's feeling towards the master in paragraph one? (2mks)

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c) In a summary of not more than 55 words, give the causes of poisoning according to the passage. (4mks)

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**Fair copy**

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d) From the passage, show that life was hard for the slaves. (3mks)

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e) “ But when I do not work, I am beaten, when he does not work, I beat him- he is my negro.”  
(Leaving out the inner punctuation marks rewrite the sentence beginning: **It is because.....**)  
(1mk)

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f) Explain any **two** instances of the slaves’ dual personality. (2mks)

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g) Explain the irony presented by a master robbing a slave of his wife. (2mks)

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h) Give the meaning of the following as used in the passage. (2mks)

i) Negro

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ii) Spite

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2. **Read the excerpt below and then answer the questions that follow.**

‘When I grow up, I want to be a doctor. I want to make sick people well.’ Sickness and death were never far from her since the death of her father from liver failure two years before.

‘Oh I thought you wanted to be a teacher?’ teased her mother.

‘Well yes! That too’ She admired her mother a great deal, it was no joke raising five children single handed-her husband having been sole bread winner. She had to work very hard on the five acre plot of land to keep food on the table, clothes on the back but most essential of all, get money for school fees.

‘You must love her a great deal.’ What he meant was of course that she must care a great deal about him to have stopped by to see him during such a **mission**. Wandia sighed again.

‘She means everything to me.’ She looked at him steadily for a little while. ‘So do you – though I am beginning to think it’s a waste of time. When are you going to propose it at all? We’ve known each other for six years. Six years! What I don’t have by now I’ll never get. I am twenty six years old and you are looking at the **finished product**. And I am tired of being asked when I’ll bring home the man from *Ruguru* – meaning the man from the west as my relatives refer to you.’

‘You do mean it, don’t you? It is not brain fever due to overwork and lack of sleep, is it?’ He said it half in jest, half in earnest.

‘You really are too much,’ she said getting up. ‘Come on! Do have a sense of humour. It isn’t even day a girl proposes to me. As a matter of fact this is the first time – so forgive me if I don’t quite know what to say. But you know there’s never been anyone else since I met you. To hell with it, since we are in the age of equality, why don’t I just say that there’s never been anyone else?’

The answer is – yes I’ll marry you. Any day you want. Today, if we can get anyone to marry us.’

‘You are really a comedian, you know. What are you still doing here –an underpaid intern? You should be out there earning your millions with Bill Cosby and the rest.’ This was how their

conversation always ended. Two strong wills pitted against each other. She wondered if she was taking on more than she could manage. But he had a power over her– which even he did not know. There was no one else. There could be no one else. Still she was **piqued** by him.

**Questions**

a) Where and when are the events in this excerpt taking place? (2mks)

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b) Explain what happens immediately before this excerpt. (2mks)

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c) Explain how Aoro and Wandia come to know and fall in love with one another. (3mks)

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d) Using your knowledge of the entire novel and what is brought out in the excerpt state any four similarities between the lives of Wangechi and Akoko. (4mks)

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e) “ She means everything to me.”  
Re-write the sentence changing it to reported speech. (1mk)

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f) Explain an unheard of episode which takes place in the excerpt. (2mks)

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g) Where is Wandia going to and why? (2mks)

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h) From elsewhere in the novel, explain how Aoro was influenced to study medicine. (3mks)

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i) Identify and explain the feature of style which is brought out by the use of the name “Bill Cosby” in the last paragraph. (3mks)

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j) Give the meaning of the following as used in the excerpt. (3mks)

i) mission

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ii) finished product

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iii) piqued

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3. *Read the poem below and answer the questions that follow.*

**Defeat**

They all pass, they feel and pass,  
they stare at me, and poke,  
as though I were in a stall,  
a stallion, a foal, a mare.  
Tribal sheikhs, turbaned, glorious,  
their beards reeking with scent,  
plumes glistening in the sun,  
shekels jingling the rhythm of bidding.

Matrons, spitting tobacco and foul words,  
chins pressed against their throats,  
bodies bent to the weights of  
heavy consciences and sagging breasts.  
Horses neighing, riders whipping,  
Don Juans bursting into fits of laughter,  
Master beseeching, begging, creeping,  
to get a fat amount for me.  
I stand, erect, a market-piece, as  
the Sheikh pats me on my bottom,  
I cannot flinch an eye-lid  
Or squeak or squeal, but bear.  
I feel the stare, am ashamed, but  
as my cloth is pulled off,  
can only despise the rubied hands,  
that feel and press my budding breasts.  
Fingers slide across my arms, and  
I feel the lust as they crawl  
on my naked limbs, attesting me  
fit, to draw water from a well.  
They jingle their shekels, they  
bid and raise their prices  
flash their rubies, and  
take part in my auctioning.  
I know what it is to be  
defeated and captured in war.

*(Parvin Syal)*

**Questions**

a) Who is the persona in this poem?

(2mks)

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b) Briefly explain what this poem is about. (3mks)

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c) With illustrations identify any two aspects of style which are used in the poem. (4mks)

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d) Explain the possible reason as to why those who have come to the market would like to buy the persona. (2mks)

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e) What is the tone of the poem? (2mks)

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f) What are the feelings of the persona towards the tribal Sheikhs? (2mks)

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g) According to the poem, what is the effect of war? (2mks)

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h) Give the meaning of the following as used in the poem. (3mks)

i) bottom

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ii) crawl

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iii) auctioning

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4. **GRAMMAR**

**A. Rewrite the sentences below according to the instructions given after each.**

i) Let us remove the injured girl from the road. (*Supply the correct question tag*)

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ii) Jane always comes home late; everyone is concerned about her safety.

(*change it to the negative form*)

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iii) Exercising is good for one's health. (*use the infinitive*)

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iv) She got into trouble with the supervisor. She had just joined the company. She had known this supervisor for many years. (*Re-write as one sentence beginning: No sooner....*)

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**B. The following sentences are ungrammatical. Rewrite them correctly.** (3mks)

i) The black mamba ran off on hearing our footsteps.

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ii) The CEO addressed all the employees of the new scheme of service.

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iii) Ngurumo is more educated than Ngaira.

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**C. Fill in each of the blank spaces with the correct form of the word in brackets.** (3mks)

i) Their.....(enemy) has lasted for four years.

ii) She accepted our criticism with..... (magnanimous)

iii) In our school, we are taught to be..... (respect) to authority.

**D. Fill in each of the blank spaces in the sentences with the correct phrasal verb which mean the same as the words in brackets.** (3mks)

i) In boarding schools, students.....their teachers for guidance since they are away from their parents most of the time. (rely on)

ii) Students who bully others never..... it. (are punished)

iii) I know we have .....it. (recovered from it)

**E. Give two possible meanings of the sentence below.** (2mks)

You can drop an egg onto a concrete floor without cracking it.

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*End*