

Name.....

Adm. No.....

Form / Stream:

Date.....

101/2

ENGLISH

Paper 2

(Comprehension, Literary appreciation, Grammar)

2 ½ Hours.

OCT/NOVEMBER 2021

MANGU HIGH SCHOOL TRIAL 2 MOCK 2021

Kenya Certificate of Secondary Education (KCSE)



101/2

ENGLISH

Paper 2

Instructions to Students

1. Write your Name, Admission Number and Class in the spaces provided above.
2. Answer **all** the questions in this question paper.
3. All your answers **must** be written in the spaces provided in this question paper.
4. **This paper consists of 8 printed pages.**
5. Candidates should check the paper to **ascertain** that **all the pages** are **printed** as indicated and that no questions are missing.

For Examiner's Use Only

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

Question 1: Reading Comprehension

Read the following passage and then attempt the questions that follow

As the biometric registration for the National Integrated Identity Management System prominently referred to as HudumaNamba is being rolled out, there is, justifiably, growing whimpers of scepticism among Kenyans. There has been a lot of speculation, rightfully so, because in this day and age of data piracy, people need assurances that the data collected under the HudumaNamba will not be used for **nefarious** activities.

These doubts have created room for the spread of misinformation and extensively contributed to the **registration apathy** witnessed since its commencement. It is therefore incumbent to clearly explain to Kenyans what, precisely, HudumaNamba is and what it is not.

According to the UN's Sustainable Development Goal (SDG 16.9), everyone should obtain legal identity by 2030. The World Bank estimates that today, one in six people are unable to prove their identity because there is a dearth of information about their background. In this era of globalisation, integrated information is critical to identification. With that in mind, a snippet of information from the Swedish replica of HudumaNamba gives hope for what the government must do to boost public confidence about the overriding unique value proposition of NIIMS.

A Swedish friend was carrying around an electronic card with a personal number and I got inquisitive. He first mentioned to me that the personal number is called *Personnummer* in Swedish. He expounded that some of the details contained in the chip include family members, spouses, employment status, employer's name, health insurance number, residential area and his exact location of his home.

With such information, the Swedish government, being a welfare state, is able to plan and provide social services easily. Unemployed adults can be mapped out for their monthly **stipend**; governments can know where more schools, hospitals, colleges and industries are needed; number of vulnerable people in need of social support and it can track down suspected criminals thus enhancing security.

Furthermore, the security of the data is strong. The first few *Personnummer* digits are accessed by anyone (they are merely the person's birthdate) while the remaining digits are only accessible by a specific legally mandated government department.

Clearly, NIIMS is quite similar, from face value and intention, to the Swedish one. What is now needed is strategic dissemination of information to reach out to a majority of Kenyans to enhance public knowledge about HudumaNamba and its attendant benefits.

For efficient public service delivery, integration of data is imperative in planning, resource allocation and reducing unnecessary red tape. For instance, it is easy for the government to know the number of employed and unemployed people in order to develop a strategy for placement and absorbing them.

Again, centralised data provides a neatly weaved base of facts and figures that can be easily harnessed to provide information about the public sector, its performances and project/services prioritization. This will further inform rational budgetary allocation and logical channeling of resources to productive but needful public sectors.

Another advantage of HudumaNamba is that it will cure the skewed issuance of Identity Cards, especially during the electioneering periods where devious politicians can sometimes disenfranchise voters by withholding of IDs. This is made possible because any Kenyan above the age of six years is entitled to HudumaNamba. When they get to 18, the ball will be on their court to either register as a voter or not thus enhancing their civic rights. The HudumaNamba comes in handy in sealing the loophole of intentional voter disenfranchisement.

Kenya has been on the receiving end of organised terror attacks. This has posed an existential threat to our peace and security. But with HudumaNamba, pieces of information about individuals can be put together. Hence, it will be quite easy to compare the biometric data given vis-a-vis suspects of organised crimes.

Ultimately, the reservations Kenyans have should be fully addressed owing to the history of our country that has been characterised by unlawful profiling. HudumaNamba will streamline service delivery and reduce the number of documents one needs to access government services.

(Daily Nation, 30th April, 2019)

Question

- a) Why has there been growing whimpers and skepticism among Kenyans on registration of HudumaNamba.?

(2mks)

.....

.....

.....

- b) What in the opinion of the writer can stop HudumaNamba registration apathy?

2mks.

-
-
-
- c) In note form, outline the benefits of the Swedish *personnummer*. 4mks
-
-
-
-
-
- d) What step should the government take to enhance knowledge about the HudumaNamba and its benefits? 2mks
-
-
- e) How according to the writer is the HudumaNamba going to solve voter disenfranchisement? 2mks
-
-
-
- f) What is the attitude of the writer towards HudumaNamba registration? 2mks
-
-
- g) HudumaNamba will streamline service delivery. Add a question tag. 1mk
-
-
- h) Comment on the tone the passage ends in. 2mks
-
-
-
- i) Explain the meaning of the following words and phrases as used in the passage. 3mks
- i. registration apathy
- ii. nefarious
- iii. stipend

Question 2:

Read the following passage carefully and answer the questions that follow.

- Mrs. Linde: No, indeed; I only feel my life unspeakably empty. No one to live for anymore. (Gets up restlessly) That is why I could not stand the life in my little **backwater** any longer. I hope it may be easier here to find something which will busy me and occupy my thoughts. If only I could have the good luck to get some regular work – office work of some kind –
- Nora: But Christine, that is so frightfully tiring, and you look tired out now. You had far better go away to some watering-place.
- Mrs. Linde: (walking to the window) I have no father to give me money for a journey, Nora.
- Nora: (rising) Oh, don't be angry with me!
- Mrs. Linde: It is you that must not be angry with me, dear. The worst of a position like mine is that it makes one so bitter. No one to work for, and yet obliged to be always on the lookout for chances. One must live, and so one becomes selfish. When you told me of the happy turn your fortunes have taken – you will hardly believe it – I was delighted not so much on your account as on my own.
- Nora: How do you mean? – Oh, I understand. You mean that perhaps Torvald could get you something to do.
- Mrs. Linde: Yes, that was what I was thinking of.
- Nora: He must, Christine. Just leave it to me; I will broach the subject very cleverly – will think of something that will please him very much. It will make me so happy to be of some use to you.
- Mrs. Linde: How kind you are, Nora, to be so anxious to help me! It is doubly kind of you, for you know so little of the burdens and troubles of life.
- Nora: I --? I know so little of them?
- Mrs. Linde: (smiling) My dear! small household cares and that sort of thing! You are a child, Nora.
- Nora: (tosses her head and crosses the stage) You ought not to be so superior.
- Mrs. Linde: No?
- Nora: You are just like the others. They all think that I am incapable of anything serious.
- Mrs. Linde: Come, come –
- Nora: That I have gone through nothing in this world of cares.
- Mrs. Linde: But my dear Nora, you have just told me all your troubles.
- Nora: Pooh! – those were **trifles**. (lowering her voice) I have not told you the important thing.

Questions

1. Mrs. Linde says, "I only feel my life unspeakably empty," Briefly explain what happens to her before this excerpt regarding this statement.
4mks

.....

.....

.....

.....

.....

2. Identify and explain any major theme brought out in this excerpt. 2mks

.....

.....

3. Identity and illustrate any character trait brought out in this excerpt regarding. 4mks

a. Nora

.....

.....

b. Helmer

.....

.....

4. Identify and illustrate any two forms of style in the extract. 4mks

.....

.....

.....

.....

5. Nora says that she has not told Mrs. Linde ‘the important thing’. Briefly explain what this is. 3mks

.....

.....

.....

.....

6. From this excerpt, Nora promises to get Mrs. Linde a job. From elsewhere in the text, how does this decision affect Nora? 3mks

.....

.....

.....

.....

7. You are just like the others. (Add a question tag)

1mk

8. "I have no father to give me money for a journey, Nora."

2mks

What is ironical about this statement?

9. Explain the meaning of the following words as used in the extract.

2mks

a. backwaters

b. trifles

Question 3:

Read the following poem and then answer the questions that follow.

IF

If you can keep your head when all about you
Are losing theirs and blaming it on you,
If you can trust yourself when all men doubt you,
But can make allowance for their doubting too;
If you can wait and not be tired of waiting,
Or be lied about, don't deal in lies,
Or being hated don't give way to hating,
And yet don't look too good, nor talk too wise.

If you can dream and not make dreams your master;
If you can think and not make thoughts your aim
If you can meet with Triumph and Disaster
And treat those two imposters just the same;
If you can bear to hear the truth you've spoken
Twisted by knaves to make a trap for fools,
Or watch the things you gave your life to, broken,
And stoop and build 'em up with worn out tools:

If you can make one heap of all your winnings
And risk it on one turn of pitch- and -toss,
And lose and start again at your beginnings
And never breathe a word about your loss;
If you can force your heart and nerve and sinew
To serve your turn after they are gone,

And so hold on when there is nothing in you
Except the will which says to them: "Hold on!"

If you can talk with crowds and keep your virtue,
Or walk with kings – nor lose the common touch,
If neither foes nor loving friends can hurt you,
If all men count with you, but none too much;
If you can fill the unforgiving minute
With sixty seconds' worth of distance run
Yours is the earth and everything that's in it,
And- which is more-you'll be a Man, my son!

Rudyard Kipling

Questions

- (i) Identify the persona of the poem. 2mks

.....
.....

- (ii) How does the persona suppose our view of life should be? 2mks

.....
.....
.....

- (iii) In stanza two, the words 'Triumphant and Disaster' are capitalized. Give a reason for the capitalization. 2mks

.....
.....
.....

- (iv) With illustrations, identify two features of style used in the poem. 4mks

.....
.....
.....
.....
.....

- (v) What is the dominant tone of the poem? 2mks

.....
.....

(vi) With close reference to stanza three line 1-4, comment on the attitude of the persona towards losing. 2mks

.....

.....

.....

(vii) Explain the meaning of the following lines. 3mks

(a) And stoop and build 'em up

.....

.....

(b) And never breath a word

.....

.....

(c) Walk with kings

.....

.....

(viii) What 4 things according to the persona does it take for one to be a 'Man'? 4mks

.....

.....

.....

.....

Question 4: Grammar

(a) *Rewrite the following sentences according to the instructions given.* (3mks)

(i) If Ochieng had asked, I would have been able to assist. (Begin: Had.....)

.....

.....

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

-
-
- (iii) The games teacher found out how fast Onesmus was when he started the race.
(Begin: It was not...)
-
-

(b) Fill the blanks with the correct form of the words in brackets. 2mks

- (i) Their bodies had suffered as a result of malnutrition. (Contort)
- (ii) The manager made several on the original invoice. (delete)

(c) Use the correct form of adverb from the words in brackets to complete the sentence. 2mks

- (i) The excitement went _____, their neighbours filed a complaint. (board)
- (ii) The remark that came from _____ angered the adjudicators. (stage)

(d) Complete these sentences using the correct order of the words in the brackets. 2mks

- (i) He gave his wife an expensive ring in a box.
(metal, square, jewelry, small)
- (ii) The Kenyan (military, combined, powerful)
forces soon overwhelmed the Somali terrorists.

(e) Fill the blanks with the correct preposition. 4mks

- (i) All his colleagues condoled..... him..... his bereavement.
- (ii) Could we meetchurch exactly nine tonight.

(f) Explain the difference in meaning in the following pairs of sentences. 2mks

- (i) I am sorry for disturbing you.
- (ii) I am sorry to disturb you.
-
-
-
-

THIS IS THE LAST PRINTED PAGE