**Name:** …………………………………….………………… **Adm :**………….. **Class:** …..

**Index Number: …………………………………..** **Candidate’s Signature:** ……………….

 **Date:** ……………………………

**101/2**

**ENGLISH**

**Paper 2**

**(***Comprehension, Literary Appreciation and Grammar***)**

**June, 2024**

**Time: 2½ Hours**

**KASSU JET - 2024**

**Kenya Certificate of Secondary Education**

**101/2 ENGLISH**

**Paper 2**

**(***Comprehension, Literary Appreciation and Grammar***)**

**Time: 2½ Hours**

**Instructions to students**

* *Write your* ***name, admission number*** *and* ***class*** *in the spaces provided.*
* *Sign and write the date of the examination in the spaces provided.*
* *Answer* ***all*** *questions in the spaces provided in* ***blue ink.***
* *All your answers must be written in the spaces provided in this question paper.*
* *This paper consists of* ***10 printed*** *pages.*
* *Candidates should check the question paper to ascertain that all the pages are printed as indicated and that no questions are missing*
* *Candidates must answer all questions in* ***English***

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| --- | --- | --- | --- |
| **Question** | **Maximum****Score** | **Student’s** **Score** | **Examiner’s** **Initials** |
| **1** | **20** |  |  |
| **2** | **25** |  |  |
| **3** | **20** |  |  |
| **4** | **15** |  |  |
| **TOTAL** | **80** |  |  |

1. **COMPREHENSION**

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

Somalia's climate crisis and security nexus is a complex issue exacerbated by environmental challenges, social upheaval and resultant security threats.

 Somalia is highly vulnerable to climate-related disasters such as droughts and floods, which often occur in a cyclical pattern. For instance, prolonged droughts parch the land, making it prone to flash floods when the rains finally come. This leads to widespread devastation and permanent displacement of agro-pastoral communities in the affected areas.

The communities in this quandary are vital to food production in Somalia. The agro-pastoralist hamlets and villages along and between the Jubba and Shabelle rivers, which produce most of the food crops consumed in Somalia and sometimes exported, encounter an arduous task in managing the impacts of the climate crisis. Extended periods without rain or destructive floods compel them to abandon their herds and farms and seek shelter in nearby urban areas. This influx then pressures larger towns and, if not intervened, strains the capital city, Mogadishu.

In the rare intervals when rainfall becomes stable, rainy seasons are back on schedule, and flood risks are reduced, repatriating internally displaced persons from Mogadishu to their original villages is nearly impossible. This results in the permanent loss of food production for the country and, with it, the communities' traditional way of life.

Despite Somalia's minimal contribution to greenhouse gas emissions the country faces disproportionate impacts from the climate crisis, resulting in frequent humanitarian crises and revolving threats to its stability and security.

Additionally, the climate crisis in Somalia has indirect regional and international security implications, notably in the context of recruitment by armed groups such as Al Shabaab. High unemployment and school dropout rates resulting from the climate crisis provide fertile ground for recruitment by armed groups and criminals seeking to exploit disenfranchised Somali youth. Al Shabaab, in particular, benefits from the pool of jobless and vulnerable young people, leveraging their frustrations, to perpetuate its agenda of extremism and violence.

The climate crisis-induced erratic movements of pastoralist communities in Somalia, Kenya, Ethiopia and Djibouti pose a regional security challenge as they have the potential to wreak havoc on the largely unmanned **porous** borders between these countries.

This movement of people and animals can overwhelm the already meagerly-resourced border police, local administrations and customs officials, creating vulnerabilities that can be exploited by criminal elements and armed groups, further destabilizing the already unstable region.

On the international scale, the sudden disruptions and severe loss of lives and livelihoods resulting from the climate crisis in Somalia and the Somali-inhabited neghbouring regions in Djibouti, Ethiopia and Kenya have the potential to instigate large-scale migrations of populations, particularly the youth, who seek refuge in other countries. This includes dangerous journeys on foot and by boat, with near-suicidal will to reach Europe, the Americas, and, to a lesser extent, the Middle East.

Addressing the complex climate-insecurity nexus in Somalia and its immediate neighbourhood necessitates a comprehensive strategy that considers the interconnectedness of environmental issues, societal vulnerabilities and large-scale security threats.

Commitments and assurances made regarding compensating for the loss and damage suffered by nations impacted by global warming at the most recent handful of Conference of Parties(COPs) notwithstanding, there appears to be little substantial change in the crisis landscape, particularly in Somalia, where the impact is most severe.

 Instead of serving as a means to achieve a goal, the COPs seem to have morphed into an end in themselves. It has become a continuous cycle of one COP leading to another, with no concrete solutions.

To effectively address this crisis, it is essential to convert the declarations and pledges into dollars and projects. In addition, the cumbersome bureaucracy and barriers to accessing global funding for climate crisis **mitigation** and adaptation must be greatly reduced, if not eliminated entirely.

 In this light, policy practitioners in Somalia and relevant international institutions must work together to conceive and implement well-informed initiatives that aim to lessen the negative impacts of climate change, promote tailored sustainable economic opportunities, and strengthen community resilience.

Furthermore, prioritizing investments in education, employment generation, and conflict resolution mechanisms can play a vital role in tackling the root causes that facilitate the manipulation of marginalised populations by terrorists, pirates and other criminal outfits. Only by developing and implementing a realistic and comprehensive strategy that integrates efforts in environmental preservation, social advancement and crisis identification and management can those who hold the hilt and purse strings bring about sustainable solutions that protect the welfare and safety of not only the Somali population, but also that of the **broader** region and the global community. Forewarned is forearmed.

***Adapted from the S/N of May 19th, 2024***

**QUESTIONS**

(a) What according to the passage has compounded the climate and security problem in Somalia? (1 mark)

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(b) Explain the irony captured in paragraph twelve? (2 marks) …………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

(c) In not more than 30 words, summarize the main challenges posed by the climate crisis in Somalia. (4 marks)

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(d) Apart from the solutions the writer of the article gives to combat the environmental crisis in Somalia, explain one intervention strategy you think can work for Somalia's climate crisis? (1 marks)

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(e) Explain the overall tone of this passage. (2 marks) ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

(f) It has become a continuous cycle of one COP leading to another, with no concrete solutions. Begin the sentence with: With… (1 mark)

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(g) How do criminal gangs such as Al Shabaab capitalize on the climate crisis in Somalia?

(2 marks)

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 (h) Which comprehensive statergy is needed to deal with the complex climate insecurity connection involving Somalia and its neighbours? (3 marks)

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(i) Explain what this idiom means: “to be forewarned is forearmed” (1 mark)

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(j) Explain the meaning of the following words and expressions as used in the passage.

 (3 marks)

1. Porous borders ..……………………………………………………………………
2. Mitigation ………………………………………………………………………….
3. Broader ……………………………………………………………………….…….

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1. **EXCERPT (25 MARKS)**

She had imagined it as an ugly monster with a jungle of cables spilling out of its ears and jumble of wires pouring out of its nostrils. Instead, before her was a sleek device, new and shiny, with hints of gold and silver. At its centre sat a core component. It was compact to the left and right of it were two auxiliary units. They compact as well. No cables or wires in sight.

‘‘As you can see, it has parts,’ ’the youth explained. ‘’This part over here is the receiver.’’ He pointed at the auxiliary unit on the left, seemingly adored with strips of gold. It looked like a refrigerator, a contented refrigerator –it was purring.

She stretched out a hand and petted it. ‘’what does it do?’’ she asked.

The youth frowned at her hand with open disapproval. ‘’It collects sound transmission,’’ he said “That beauty can catch and analyse all sound transmissions, and I mean all sound transmissions. So be respectful, Fiona. You’re petting a goddess you should only be worshipping.’’

She withdrew the irreverent hand at once. ‘’Shouldn’t it have an antenna?’’ she asked.

“It’s over ,’’ the youth said pointing at the window.

“Where? The window?”

“No, the dish outside the window.”

“Ah.’’

The youth moved on. And at the centre here we have the processor.’’ It was a smooth silver- looking block, like a rich woman’s safe-deposit box, with complicated electronic gadgetry cleverly hiding inside its simplified exterior. ‘’ What does, Fiona , is to sift through all transmissions caught by the receiver, saving those it decides to keep and discarding the rest.’’

“Smart!”

“Then why aren’t you singing its praises?”

She slapped it instead. “Who tells it what to save and what to discard?”

“A computer does.”

A computer? She gave it more respectful look “ And how does the computer decide?”

“It decides programs.”

“Whatever that means.”

 The youth moved on to the auxiliary unit on the right. Except for a keyboard, seamlessly joined to its base, it might well have been one of those flat-screen TV’ s. “And the exhibitor, up there he runs on programs as well.” He pointed at the unit whose turn to be introduced had come. “Its job is to present them in the preferred format. This was usually audio but occasionally video. “Let’s say, for instance that I wanted to...”

“I think I’ve got the gist of it, Nick.”

“As you like,” said the youth. He seemed offended.

“Didn’t you say you had something interesting you wanted to show me?”

“You mean nothing from what I have been showing you so far was interesting?” Now the youth was definitely offended. “Let’s move on to this chart. If it won’t interest you either, then nothing will.” He headed for the chart. “It’s simple enough already. Still I’ll see if I can make it even simpler for you.”

She ignored that put-down and simply braced for jargon she would listen to but was sure she would not understand. Her strain must have shown

“You should see yourself, Fiona!” he teased her. Cheer had returned in him.

“I haven’t begun and already you are sweating blood?”

Questions

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

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1. Comment on any two use of language devices in the excerpt. (6 marks)

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1. She ignored that put down and simply braced for jargon.

*Rewrite the statement beginning “Ignoring ...................* (1 mark)

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1. What is the full name of the youth and how did he meet Fiona? (2marks)

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1. Discuss any two societal concerns addressed in the excerpt. (2 marks)

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1. Describe the character of the following as portrayed in the excerpt. (4 marks)

Nick

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Fiona

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1. What does Fiona do? (1mark)

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1. Describe Nick’s attitude towards Fiona as shown in the passage. (3marks)

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1. Explain the meaning of the following as used in the passage. (2marks)
2. Gadgetry

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1. Sweating blood

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1. **POETRY (20 MARKS)**

**PASSED LOST PAST**

Wistful of how simple life was then,

 I took a trip down memory lane;

A long trip to my emerald childhood

And thought fondly and dearly of a passed lost past

And longed for the long stretches of lush green.

Longed for the pleasant site in a meadow;

Complete with sparkling stream

Where I gulped times of yore.

And took my first dip.

I yearned for the good old

For the return of an irrecoverable past

For the experience of what once was

When green jungle roared with life

But there are no roars here anymore.

Only chainsaws grumbling incessantly

Over our plaid flannel shirts and steel-toe boots

Wild jungle meets wild man;

and someone must give way.

I yearned for the good old

When birds built cheery nests and chirped long and hard

Atop my grandmother’s misty hut

But there are no cheery nests there anymore

Something seems to have given way

And another seems to be at risk of being forgotten

Yet many others we have bulldozed into oblivion

Now wooded areas are intermittent

Winters much warmer

And somehow, the place is ominously different.

Even flowers don’t smell like they used to

And giant concrete is taking over;

a bite every day,

One great oak after another.

Thunderclouds creepily loom overhead

like pitiless vultures

Waiting to zoom in and unflesh

 I so badly want things to be

As they had always been;

Before we ever set foot here

Before this god forsaken expedition:

Cleaner, greener, fresher, tastier.

Yet, in this jungle man eats man

And there is no resurrection of the grand old

The delightful ambiance of olden place of plenty long gone

**Questions**

1. Who is the persona in the poem above? (2marks) …………………………………………………………………………………………………………………………………………………………………………………………………………

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1. What is the subject matter of the poem? (4marks) …………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………
2. Comment on use of imagery in the poem. (6marks) ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………
3. Why do you think the persona says wooded areas are intermittent? (1mark)

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1. Describe the mood of the poem. (3marks) ……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………
2. Comment on the suitability of the title. (2marks) ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………
3. Give the meaning of the following lines as used in the poem: (2marks)

1. Where I gulped times of yore

and took my first dip

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**4.****GRAMMAR (15 MARKS)**

***(a) Rewrite the following questions as instructed.* (4 marks)**

1. It is healthy to run in the morning. (Rewrite using a **gerund**)

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1. Mwadime sat in class for four hours. He finished his reading The Samaritan. (Combine using the **present participle.)**

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# She argued the case so convincingly that the jury gave her consent.

#  (Begin with: So...)

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1. She arranged her rings, necklaces, and bracelets in the closet.

(Replace the underlined words with one word)

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1. ***Complete the following sentences with a phrasal verb that starts with the word in brackets.* (3 marks)**
2. When he , he was in a hospital. (come)
3. You need to with your classmates. (get)
4. The candidates need to their notes before they sit for any examination. (run)
5. ***Fill in each blank space with the most appropriate pronoun from the words in brackets.* (3 marks)**
6. Between you and (me/i) who is taller?
7. Tyra and… (she/her) left for Mombasa.

 c) The teacher asked Austin and (I/me) to carry the books.

1. **Fill in the blank spaces with the correct preposition (3 marks)**
2. We danced rhythm of their drums
3. I have placed the table the shade of that tree
4. The thief dashed the house when he saw the police officers.
5. **Explain the two meanings in the following sentence. (2marks)**

John and Alice looked at the restaurant with a menu.

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