

P112/1

# ENGLISH LANGUAGE

PAPER 1

February, 2024

2 $\frac{1}{4}$  Hours



## B.O.T 1 ASSESSMENT EXAM

Senior Four

English Language

(Comprehension and Composition)

Paper 1

2 Hours 15 Minutes

**PLEASE FILL IN ALL THE INFORMATION IN THE BOX BEFORE ATTEMPTING TO ANY TASK**

**Name:**.....

**Stream:**.....

**Candidate's Sign:**.....

**Date of Examination:**.....

### INSTRUCTIONS

- Attempt all Items in this question paper
- Use a blue or black ball point pen for all work you want to be marked
- Attempt Section A in spaces provided
- Use a separate booklet for Sections B and C
- Cross out any work you do not want to be marked
- Read each question carefully and answer it as instructed.

## **SECTION A: COMPREHENSION AND GRAMMAR**

*Read the passage below and use it to respond to the tasks after it.*

Sister Eileen

We all knew her by only one name - Sister Eileen. When she came to teach us English, her arrival was greeted with the usual hostility that greets the arrival of a new member of staff in a school used to seeing the same teachers year in year out. She was introduced to us as Sister Eileen from Ireland. We greeted her with catcalls and shrieks. The naughtiest boy in class let out a peculiar howl that had us all burst into laughter. All that time, sister Eileen stood solidly in front of the class. She never uttered a word and she never betrayed her feelings. If she had been hurt by our attitude, she never showed it.

When she began teaching her English classes, she did so with a sternness we had never known since we had joined high school two years back. Her English was like a gem, polished and shiny. When she spoke, every word seemed to be falling out of her mouth like a dewy shiny pattern.

Sister Eileen started by re-marking all our composition books. We were used to scoring ninety-nine per cent in composition while the poorest of us scored at least twenty per cent. All in all, the majority of us passed. After Sister Eileen was through with our composition books, the unbelievable had happened. The student who used to lead in essay writing was still leading, and the one who used to trail was still holding onto his unenviable position. Only this time, the best student had scored ten per cent while the last in the pack had a miserable one per cent.

Dislike for Sister Eileen metamorphosed into hate which bubbled within our hearts like hot water in a geyser. This nun, we kept telling ourselves, meant us no good. Every time one got a word wrong, one was made to spell it correctly a hundred times. If you got ten words wrong, you would spell each of them a hundred times and then write them down in your exercise book. This was the worst punishment in the school, and it did not help improve Sister Eileen's image among us.

Eventually, we resorted to praying for Sister Eileen. We asked God to make her stop her detestable habit of failing us and making us write out a word a hundred times. We prayed and beseeched Him to take her away from our school; to take her back to Ireland where she had come from. But God seemingly never heard us and if He did, He did not act on our request.

By Form Four, however, everybody loved Sister Eileen. The hate we had had for her had become a love of immense proportions. The student who used to score two per cent in English in our class had improved immensely - he now scored thirty per cent. The brightest, on the other hand, scored eighty per cent. We began to see the positive qualities of Sister Eileen. The nun who had become the object of our hate had

eventually become the subject of our hope and wonderment. She brought warmth and enlightenment to our class.

Sister Eileen, we soon discovered, had a pleasant personality - serious but sensitive - and she knew us all by name. She walked with the grace of a fairy. Students used to say that they never saw her walk. They only saw her glide smoothly as if the very ground she walked on was feeling pain, and she was being sensitive to it. Sister Eileen always carried a Bible and a rosary, and she never spoke unnecessarily. She had? beautiful set of white teeth whose sparkle she most often denied us the pleasure of beholding. She had a certain **aura of purity**, a holiness that made her look almost numinous, especially when she was deep in meditation.

Sister Eileen taught us how to sing and to thank God for small mercies. One morning the weakest student in the class went to her and complained, amid sobs, that he found nothing to thank God for. "I'm usually the last in class," he lamented. "I have a big head and an ungainly upper lip." Sister Eileen did not laugh at him. She listened to his litany of complaints patiently, then she asked the boy, "Do you see properly?"

"Yes," the boy replied.

"This is because you have big eyes," the bespectacled nun told him. "I don't see properly myself because I have small eyes. I wish I had big eyes like yours. My boy, go and thank the Lord that you have big eyes and you can therefore see the rising sun better than your teacher."

That day we saw the boy radiating with a certain indefinable **glee**. And for the first time since we had known him, he kept humming a religious tune. Though we did not know why he was so gleeful or why he had turned lively until much later, we noticed that he came to love Sister Eileen even when she awarded him poor grades in English compositions, something that he previously used to take rather personally.

When Sister Eileen was through with us at Form Four, the school whose best score ever in English by any of its students had been six credits had, out of 32 students, five distinctions, 20 credits, seven plain passes and no failure in English.

Just before we sat our final paper, Sister Eileen, while wishing us farewell, told us that she was going back to Ireland but that she would be back to take us for more serious lessons at a higher level. When we returned for our 'A' level studies, it was announced at the assembly that Sister Eileen would not be coming back. "She was diagnosed with cancer and died in Ireland in December, just before Christmas," the school head told us. A tear glistened at the corner of one of his blue eyes. The whole school gasped.

We did not believe that she had in fact died. After that statement that she had died, nothing else was said about Sister Eileen. We never held a requiem mass for her so, to us, it was like she had just walked into the sunset and would come back. We never got to know her other names but we silently prayed for Sister Eileen, hoping that

there was no other Sister Eileen. We did not want anybody else to benefit from prayers meant just for our Sister Eileen.

## Tasks

- a) What according to the passage is the reason new teachers are received with hostility? (2 scores)

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

- b) From your experience with having to cope with new teachers, what other challenges apart from those given in the passage do learners face? (2 scores)

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

- c) At the end of the passage, the narrator says “The whole school gasped.” What in your opinion explains this kind of mood and why did the students feel this way? (2 scores)

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

- d) Contrast the mood of the students towards Sister Eileen at the start and end of the passage? ( 4 scores)

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

- e) “I am usually the last in class,” he lamented, “I have a big head and an ungainly upper lip.” (Rewrite in reported speech) (2 scores)

- .....  
.....  
.....  
.....
- f) Explain Sister Eileen's character traits that help her fit into the new school community? (2 scores)

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

- g) Use each of the words/phrases below in a sentence to show that you understand their meanings. (2 scores @)

i) aura of purity

.....  
.....

ii) glee

.....  
.....

- h) Refer to lines 1-12 , find and explain a simile used in the text (2 scores)

.....  
.....

- i) In about 50 words, say why sister Eileen became unpopular among the boys and what later changed their attitude. (10 scores)

**ROUGH COPY**

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

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

## **FAIR COPY**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

## **SECTION B: FUNCTIONAL COMPOSITION WRITING**

### **Context**

Your elder sibling recently completed her O'level studies. She performed excellently in her papers. She has been admitted to Kaku Technical College to study Architectural Designing, but for two weeks now she has insisted not to report to the institute saying the course is not womanly and that she must join A' level. Your parents are divided about the matter too as your mother also supports your sibling insisting that technical courses are for poor and underprivileged families.

### **Task**

**(15 scores)**

Write and address your sibling explaining to her why she needs to have a mindset change about technical school training by showing her opportunities and career growth paths open to her if she enrolls in Kaku.

### **Support**





## SECTION C: CREATIVE COMPOSITION WRITING

### Context

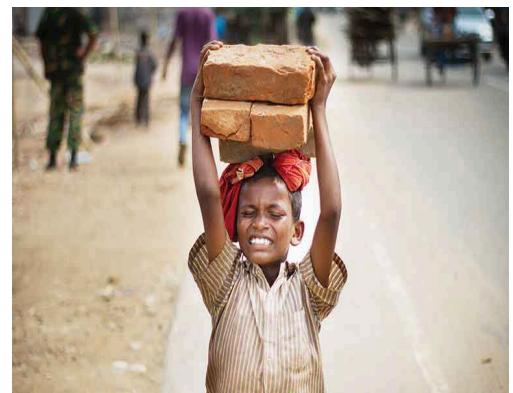
Over the years, the trend of school dropouts has been increasing with only 48% of those who enroll for primary one finishing primary level of education. One of the factors that have caused this big dropout is the childlabour scouge.

### Task

(15 scores)

Write about how and why this trend happens exposing to your audience how the plight of the children who drop out of school can be saved.

### Support



---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



**END**