
KENYA NATIONAL EXAMINATION COUNCIL
REVISION MOCK EXAMS 2016
TOP NATIONAL SCHOOLS

MANG’U HIGH SCHOOL
ENGLISH
PAPER 2

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MANG’U HIGH SCHOOL KCSE TRIAL AND PRACTICE EXAM 2016

(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)
PAPER 2

1. COMPREHENSION (20 marks)

Read the passage below and then answer the questions that follow

Society has failed and parents have not played their role fully in raising their children. This is according to Jeff Ngari, a counseling psychologist and a deacon with the Reformed Catholic Church. Jeff says the issue of teenage mothers is so big that it should be considered a cry for help. He adds that today, children lack the guidance they require when it comes to having independent social interactions.

“The idea is not to block them from forming their own relationships, but to make them understand what it means to be in a relationship, especially with the opposite sex, and how far this relationship should go,” says Jeff. And just like the rest of society, parents have not been spared by the wave of moral decay and thus, according to Jeff, they have failed as role models for their children. Due to this, many teenagers are picking up social ills from their parents- the very people they are supposed to look up to.

“For instance, a teenager who has seen his or her mother repeatedly sleep out or come home in the wee hours of the morning will most likely be excited about staying out late out of curiosity,” he says , adding, “this is happening to most of our homes today.” Jeff says many parents are engaging carelessly in extra-marital relationships that leave very little to the imagination of their children, and this is likely to be seen as a normal thing by children, especially teenagers. As a result, there are many **avenues** through which teenagers can explore the issue of sex and the greatest worry is that girls need to be rescued.

“The boy invariably walks away **scot-free** as the school, society and church turn their full attention on the girl and judge her,” he says adding that it is one of the issues that the Reformed Catholic Church is trying to address so that children such as these can be recognized instead of being neglected. “This is not to say that teenage pregnancy is right, but it is a social ill that must be fought from family level, within the school setting, in the church and the wider society,” he says.

Most teenage mothers experience rejection and abuse by their families, friends and wider community, including the church. “No wonder these girls abandon their babies either in toilets or litter bins. The effects of rejection can be fatal- rejection by society is the worst thing anybody can suffer. It kills from within. That is why teenage motherhood is a cry for help and family support is very important, as the result is children giving birth, and trying to raise babies.”

Jeff notes that without any know-how, finances or proper structures, teenage mothers face a very big challenge. Add to this the **stigma** that comes with being regarded as immoral. “Yet we know that not all teenage pregnancy is **consensual**. There are cases of grown men preying on innocent girls.” Abortion or an attempt to carry it out complicates an already complicated situation, especially if crude methods are used. Besides, there is a post-abortion self-stigma that does not go away.

“In the course of my career, I have met mature women who tell me that they had abortions when they were very young, and they still feel guilty decades later. Some even go to the extent of saying, ‘My firstborn would be this or that age.’ It is very painful.”

In Kenya, four in every ten women who die from unsafe abortions are adolescents; 70% of adolescents engage in high-risk unprotected sex. This is according to a research paper presented by Dr. Richard O. Muga of the National Co-ordinating Agency for Population and Development, Nairobi-Kenya, 2006. The alarming figures are the reason why Margaret Muyanga, a counseling psychologist says open communication between teenagers and parents can be instrumental in curbing any post-pregnancy abortion or even worse, suicidal tendencies.

- a) **Explain** how parents have contributed to the moral decay of their children. (2marks)

- b) Give the factors leading to teenage pregnancy. (3 marks)
- c) What is the consequence of the rejection and abuse that teenage mothers experience? (2 marks)
- d) In not more than 50 words, summarize the consequences of teenage pregnancy. (6 marks)
- Rough draft
 - Final draft
- e) What is the writer's attitude towards parenting? (2 marks)
- f) Explain the meaning of the following words as used in the passage; (4 marks)
- Scot-free
Stigma
Consensual
Avenues
- g) Rewrite this sentence according to the instructions given in brackets.
Abortion, or an attempt to carry it out, complicates an already complicated situation.
(add a question tag) (1 mark)

2. EXCERPT (25 marks)

Read the excerpt below and respond to the questions that follow

GUESTS (loudly):

- Have you heard? The grand Duke is back! But the princes are against him.
- They say the Shah of Persia has lent him a great army to restore order in Grusinia.
- But how is that possible? The Shah of Persia is the enemy....
- The enemy of Grusinia, you donkey, not the enemy of the Grand Duke!
- In any case, the war's over, so our soldiers are coming back.

GRUSHA drops a cake pan. **GUESTS** help her pick up the cake.

AN OLD WOMAN (to **GRUSHA**): Are you feeling bad? It's just excitement about dear Jussup. Sit down and rest a while, my dear (**GRUSHA** staggers.)

GUESTS: Now everything'll be the way it was. Only the taxes'll go up because now we'll have to pay for the war.

GRUSHA (weakly): Did someone say the soldiers are back?

FIRST MAN (to a woman): Show her the shawl. We bought it from a soldier. It's from Persia.

GRUSHA (looking at the shawl): They are here. (She gets up, takes a step, kneels down in prayer, takes the silver cross and chain out her blouse, and kisses it.)

MOTHER -IN -LAW (while the guests silently watch **GRUSHA**): What's the matter with you? Aren't you going to look after our guests? What's all this city nonsense got to do with us?

GUESTS (resuming conversation while **GRUSHA** remain in prayer):

- you can buy Persian saddles from the soldiers too. Though many want crutches in exchange for them.
- The leaders on one side can win a war, the soldiers on both sides lose it.
- Anyway, the war's over. It's something they can't draft you anymore.
The dying man sits bolt upright in bed. He listens.
- What we need is two weeks of good weather.
- Our pear trees are hardly bearing a thing this year

MOTHER -IN -LAW (offering cakes): Have some more cakes and welcome! There are more!

- (a) Describe the events leading to this extract. (4 marks)
- (b) Explain what the guests mean by the statement "The grand Duke is back" (2 marks)
- (c) Why does the mother-in-law welcome the guests to eat cakes? (1 mark)
- (d) Identify and explain three ironic situations in this extract. (6 marks)
- (e) Identify and explain two themes in this extract (4 marks)
- (f) What happens immediately after this extract? (3 marks)
- (g) What makes the dying man sit bolt upright? (1 mark)
- (h) "Did someone say the soldiers are back? **GRUSHA** asked.
(Rewrite the sentence in reported speech. (2 marks)

(i) "The mother-in-law's action was an effort in futility." Do you agree with this assertion? Justify your response. (2 marks)

3. **ORAL LITERATURE** (20 marks)

Read the narrative below and answer the questions that follow.

Long ago, there was famine in Gikuyu land. This famine had made the cows and goats to die. Only human beings were left and even them, it could be seen that they were not going to live much longer. Now the people asked themselves, "What shall we do?" It was decided that the most beautiful girl, one called Wanjiru should be sacrificed to god so that the rain could fall. She was brought to a place where there was a big river. She started to sing:

Rain fall and make this ridge green

Make this ridge green

My father said I should be lost. I should be lost

My mother said I should be lost. I should be lost

Rain fall and make this ridge green

Make this ridge green

She went down on her knee, she sang:

Rain fall and make this ridge green

Make this ridge green

My father said I should be lost, I should be lost

Rain fall and make this ridge green

Make this ridge green

The water reached the waist, she sang

Rain fall and make this ridge green

Make this ridge green

My father said I should be lost, I should be lost

My mother said I should be lost, I should be lost

Rain fall and make this ridge green

Make this ridge green

The water reached the neck, she sang

Rain fall and make this ridge green

Make this ridge green

My father said I should be lost, I should be lost

My mother said I should be lost, I should be lost

Rain fall and make this ridge green

Make this ridge green

The head went in

Very heavy rains fell on this land. The grass grew, a lot of food and the people began to feel better. Now where Wanjiru went she found her people who had died before her. These people had a lot of cows and goats. Now they asked her what she would like. She said she wanted cows and goats. She was given many goats and cows and then she was told to lie down in a place. When she woke up she found that she had returned back to her people. She woke up at a place where there was a river and she had her cows and goats. Now when the people saw her they rejoiced greatly.

The story ends there.

Adapted from: The Oral Literature of the Gikuyu by Wanjiku Kabira and Karega Mutahi.

- Why do you think this community makes the choice of a beautiful girl such as Wanjiru to sacrifice to god so as to receive rain? (1 mark)
- Which functions does this song serve in this narrative? (2 mark)
- Describe one character trait of the villagers in this narrative. (2 marks)
- In point form, list how events follow each other in this story. (3 marks)
- Identify and explain **two** features of oral narration employed in this narrative. (4 marks)
- Identify two elements of fantasy in this story. (2 marks)

- (g) Describe Wanjiru's stone in the song. (2marks)
- (h) Which social/cultural practices of the Agikuyu are brought out in this narrative. (2 marks)
- (i) What does this phrase mean? "My father said I should be lost." (1 mark)
- (j) Answer the following question according to the instructions given in brackets. (1 mark)
Very heavy rains fell on this land. (Write in the passive form).

4. GRAMMAR (15 marks)

- a) Rewrite the following sentences according to instructions. Do not change the meaning. (3 marks)
- They were so exhausted that they could not stay awake. (**rewrite using "too"**)
 - Mutua would have won the race if he had done enough practice. (Begin: Had....)
 - "Will you come with us to the market?" she asked. (**rewrite in reported speech**)
- (b) Fill the blank spaces with the correct form of the word provided in brackets. (3 marks)
- The punishment is supposed to act as a.....to others. (deter)
 - They all agree that the murder is a strange..... (occur)
 - It is.....to accept such a strange explanation on the loss of the goods. (logical)
- c) Replace the underline words with a suitable phrasal verb. (3 marks)
- You do not have to tell me exactly what to do (spell)
 - The teacher reprimanded the errant student.(tell)
 - I cannot tolerate Becky's ill manners.(put)
- d) Choose the correct pronoun from the brackets to complete the following sentences. (3 marks)
- Mr. Kamau and _____visited us last year. (he/him/himself)
 - John offered Njoroge and _____some biscuits. (I/me)
 - Do you think that he is wiser than _____. (I/me)
- e) Combine the following pairs of sentences using a participle (3 marks)
- The street Urchin was clobbered. He cried out for mercy
 - The police surrounded the gangsters' house. He shot in the air to scare them away
 - Jeff was bored of my nagging. He moved out of the house