
**KENYA NATIONAL EXAMINATION COUNCIL
REVISION MOCK EXAMS 2016
TOP NATIONAL SCHOOLS**

ALLIANCE GIRLS HIGH SCHOOL

ENGLISH

PAPER 2

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FRIENDS SCHOOL KAMUSINGA KCSE TRIAL AND PRACTICE EXAM 2016 (COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR) PAPER 2

1. COMPREHENSION.

Read the passage below and answer the questions that follow.

(20 marks)

Populism is a cancer that has eaten right into the very fabric of our education sector. Decision-making on education matters are no longer based on in-depth research but on political mileage to set strategies for educational developments. The political class, purporting to represent the interests of the ordinary, use the education of our children as their flags in their quest for power. The entry of these self-seekers into the education sector has disorganised structures and systems, tampered with educational contents, teaching methods, assessment and evaluation of institutions. The politically engineered 8-4-4 system thrust on the Kenyan education system, burdened the children and teachers with book materials to be mastered through rote learning. Though the curriculum subjects and material are condensed, there is still so much irrelevance in the contents. In a number of schools the curriculum is not fully covered. The situation has been made worse by teachers' shortages.

As teachers grappled to put the 1984 KANU government-designed curriculum, NARC (National Rainbow Coalition) government that came into power after resoundingly defeating KANU threw in a new challenge to the education sector. In the fashion of its predecessor, NARC shoved free schooling on ad hoc into Kenyan education - devoid of the benefit of research.

The result was an instant shortage of learning resources and teachers. Schools run in shortage of 60,000 teachers in the 18,000 primary schools and 5,000 secondary schools in this country. The scarcity of teachers adversely affects normal teaching / learning processes that are sometimes disrupted by students' riots.

In some schools inadequate teaching resources and facilities make teachers skip some lessons and therefore a student becomes idle, bored and highly irritable. As IPAR Report (2008) puts it. "In such state, they can become violent at the slightest provocation." The report adds, "From observation, violence in schools coincides with the times when teachers are agitating for action on issues affecting them such as higher salaries and hence they have no time for students. "The morale of the teaching fraternity has reached rock-bottom. Remuneration is believed to be the most demoralizing factor. Teachers' salaries compare unfavourably with their salaries of their peers in the public service. Although, the Teachers Service Commission (TSC) is the employer of teachers in public schools, the government controls the remuneration of teachers and 'may often see no urgency in encouraging seamless implementation of a progressive reward system' (IPAR 2008, Report).

Teachers express apathy because of lack of employer motivation and poor administration, among other negative factors. Their work environment has discouraged them from making efforts to improve performance, which affects students who may vent anger by destroying school property to attract attention.

Adaptation from "Education Insight"

Questions

1. How does populism affect the education sector according to the passage? (2 marks)
2. What are the shortcomings of the politically engineered 8-4-4 system? Give your answer in note form. (4 marks)
3. Identify and explain the figure of speech in the first paragraph. (2 marks)
4. Explain the added challenge that arose when the NARC government soon took over power. (2 marks)

5. According to the passage how can inadequate teaching resources translate to students' riots. (2 marks)
6. The situation has been made worse by teachers's shortage. Add a tag question. (1 mark)
7. "The morale of the teaching fraternity has reached rock-bottom," the report stated. Rewrite in the reported speech. (1 mark)
8. What has killed teachers' morale according to the passage? (2 marks)
9. Explain the meanings of the following words and phrases as used in the passage. (4 marks)
 - (i) rock-bottom.
 - (ii) apathy
 - (iii) devoid
 - (iv) populism
2. **Read the passage below and answer the questions that follow.** (25 marks)

SINGER: So many words are said, so many left unsaid.

The soldier has come.

Where he comes from, he does not say.

Hear what he thought and did not say:

"The battle began, gray at dawn, grew bloody at noon.

The first man fell in front of me, the second behind me, the third at my side.

I trod on the first, left the second behind, the third was run through by the captain.

One of my brothers died by steel, the other by smoke.

My neck caught fire, my hands froze in my gloves, my toes in my socks.

I fed on aspen buds, I drank maple juice, I slept on stone, in water."

SIMON: I see a cap in the grass. Is there a little one already?

GRUSHA: There is, Simon. There's no keeping that from you. But please don't worry, it is not mine.

SIMON: When the wind once starts to blow, they say, it blows through every cranny.

The wife need to say no more. (GRUSHA *looks into her lap and is silent*)

SINGER: There was yearning but her was not waiting.

The oath is broken. Neither could you why.

Hear what she thought but did not say:

"While you fought in the battle, soldier,

The bloody battle, the bitter battle

I found a helpless infant

I had not the heart to destroy him

I had to care for a creature that was lost

I had to stoop for breadcrumbs on the floor

I had to break myself for that which was not mine

That which was other people's

Someone must help!

For the little tree needs water

The lamb loses its way when the shepherd is asleep

And its cry is unheard!"

SIMON: Give me back the cross I gave you. Better still, throw it in the stream. (*He turns to go.*)

GRUSHA: (*getting up*) Simon Shashava, don't go away! He isn't mine! He isn't mine! (*She hears the children calling.*) What's the matter, children?

Questions.

1. Place the extract in its immediate context. (4 marks)

2. With illustrations from the extract make notes on experiences during the war expounded in the extract.
3. "But please don't worry it is not mine," Who is it in the statement and explain why Grusha says it is not hers? (2 marks)
4. Explain the mood of the extract. (2 marks)
5. How are Grusha and Simon portrayed in the extract? (4 marks)
6. What is the role of the Singer in this extract? (3 marks)
7. Identify and illustrate one theme from extract. (2 marks)
8. Grusha tells Simon Shashava, "Don't go away! He isn't mine! He isn't mine!" From elsewhere in the play, quote the instances where she states the opposite. (4 marks)

3. POEM

Read the oral poem below and then answer the questions that follows:-

"FAMINE"

The owner of yam peels his yam in the house's:
 A neighbour knocks at the door
 The owner of yam throws his yam in the bedroom:
 The neighbour says, "I just heard
 A sound, 'kerekere', that is why I came,"
 The owner of the yam replies,
 "That was nothing, I was sharpening two knives."
 The neighbour says again, "I still heard
 Something like 'bi' sound behind the door."
 The owner of the yam says,
 "I merely tried my door with a mallet."
 The neighbour says again,
 "What about his huge fire burning on your hearth?"
 The fellow replies,
 "I am merely warming water for my bath."
 The neighbour persist,
 "Why is your skin all white, when this is not the Harmattan season?"
 The fellow is ready with his reply,
 I was rolling on the floor when I heard the death of Agadapidi."
 Then the neighbour says, "Peace be with you."
 The owner of the yam start shut,
 "There cannot be peace
 Unless the owner of food is allowed to eat his own food!"

Questions.

- (a) Briefly explain what the poem is about. (2 marks)
- (b) What does the neighbor hope to achieve by being so persistent? (3 marks)
- (c) Using illustrations, describe any **two** character traits of the owner of the yam. (4 marks)
- (d) Identify the ideophones words in the poem. (2 marks)
- (e) How do we know that the neighbour is observant? (3 marks)
- (f) Describe the tone of the owner of the yam. (1 mark)
- (g) The neighbour says, "peace be with you." Why is this statement ironic? (3 marks)
- (h) What lesson can we learn from this poem? (2 marks)

4. GRAMMAR.

(15 marks)

(a) Rewrite the following sentences according to the instructions given after each. Do not change the meaning of the original sentence. (3 marks)

(i) The snake did not bite the body.

(Begin: The boy ...)

(ii) They were so happy that they forgot to lock the door.

(Begin: So happy ...)

(iii) Peter was highly praised for keeping up his good performance.

(Replace the underlined phrase with one word)

(b) Complete the following sentences with correct form of the word in brackets. (3 marks)

(i) The film, though poor in artistic value, was a _____ success. (finance)

(ii) Will you _____ your theory. (clear)

(iii) They gave him morphine to _____ the pain. (dead)

(c) Fill in the gaps in the sentences below with the appropriate personal pronouns. (3 marks)

(i) Could it have been _____ at the door?

(ii) Jane and _____ are leaving now.

(iii) Koech runs as fast as _____

(d) Fill in the blanks with the correct preposition. (3 marks)

(i) Some people are keen _____ working in a team.

(ii) Many office workers are fond _____ having frequent coffee breaks.

(iii) The plane wasn't allowed to take _____ because of the bad weather.

(e) Supply the appropriate question tags in the black spaces in the following sentences. (3 marks)

(i) We needn't worry about tomorrow, _____?

(ii) Let me have a taste, _____?

(iii) They'll come early in the morning, _____?