
KENYA NATIONAL EXAMINATION COUNCIL
REVISION MOCK EXAMS 2016
TOP NATIONAL SCHOOLS

KAPSABET BOYS HIGH SCHOOL

ENGLISH

PAPER 2

SCHOOLS NET KENYA

Osiligi House, Opposite KCB, Ground Floor

Off Magadi Road, Ongata Rongai | Tel: 0711 88 22 27

E-mail: infosnkenya@gmail.com | Website: www.schoolsnetkenya.com

KAPSABET BOYS HIGH SCHOOL KCSE TRIAL AND PRACTICE EXAM 2016

(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)
PAPER 2

Question 1: COMPREHENSION:

Read the following comprehension passage and then answer the questions that follow.

Aristotle, the father of Western critical thought, Leonardo da Vinci, Oprah Winfrey, Marie Curie, Albert Einstein, Ronald Reagan, Bill Clinton, Fidel Castro, George Bush, Julius Caesar, Alexander the Great, Napoleon Bonaparte, Bill Gates, Barack Obama and Uhuru Kenyatta all have one thing in common. Not that they are great men and a woman, but because all of them are left-handed!

Is there something special about being left handed? It is a question that has given rise to many myths about left handed people.

Interestingly, in a majority of cultures the world over, left-handed people are a stigmatised minority. Left is associated with femininity while right is linked to masculinity. In many of our cultures, when giving direction, we talk about the female side and male side of the road. Patriarchal structures have ways of twisting the truth to preserve masculine hegemony.

In some cultures of Africa, people view left-handedness as a sign of evil, while in Japan it can be enough reason for divorce. Many myths in our cultures in Africa regard left-handedness as something unacceptable and evil. Languages have ways of carrying these beliefs about left-handedness. In Latin, the word left is synonymous with “sinister”, while in Spanish the word for left is linked with “malicious”. The French word for left is synonymous with “awkward”. In English, the word left comes from the Anglo-Saxon word ‘luft’, which means weak or broken.

The holy books have not been left out in stigmatising left-handedness. The Bible, specifically the book of Judges, associates left-handedness with war-like tendencies.

We also know of many sayings that are negative in reference to left handedness, for instance left wing and a left-handed compliment.

It is, therefore, possible to argue that left handed people are a minority that deserves attention. They suffer at the hands of right handed people who do not recognise their special needs. Some insensitive teachers are known to punish left handed children and force them to write using their right hands. It is, however, notable that in Western cultures, the discrimination of left-handed people is almost over due to the enlightenment of the society.

But what brings about left handedness? Experts remain unsure of how handedness emerges in children. However, a number of reasons have been advanced to explain why majority of people in all societies are right-handed. In terms percentage, less than 10 percent of the world population is left handed and majority of them are males.

Evolutionary theory attempts to explain this phenomenon by suggesting that during the early ages, primitive hunters needed to protect their most vital organ of the body — the heart — and their left hand was used to hold the shield. The right hand was used to hold the sword or knife and because of this it acquired greater agility, which was passed down through the generations.

This theory, therefore, explains why more men would be right-handed than women. Other studies have also revealed that the left-handedness of children is an inherited trait. It is common if one parent is left-handed and more common if both parents are left handed.

An equally useful theory that tries to explain this phenomenon is the brain hemisphere theory. It postulates that the preference of using one side of the body more than the other in performing special tasks depends on which brain hemisphere is dominant. In most people, the left hemisphere controls speaking and handy work and that is why right-handedness is common. It further argues that left-handed people are controlled by the right hemisphere of the brain.

Some researchers claim that left-handed people are more intelligent and eloquent than the right-handed people. It is argued that there are more left-handed people with IQs of over 140 than right-handed people. Captivatingly, other studies reveal that left-handed people are more unlikely to suffer from disorders of the immune system.

In view of the fact that studies have found that this group of individuals comprise of intelligent and creative people, we need to revisit our curriculum in order for it to take care of their unique potentialities. We have to put in place structures that will create a learner-friendly environment for left handed children. Desks should also be designed to cater for their unique needs. Special pens and writing materials should be provided specifically for this group of children. More importantly, we should re-train teachers to appreciate the fact that pupils are gifted in different ways, and it is their duty to help pupils to put to use these gifts.

Adapted from Saturday Nation 28/02/2015 Pg. 39

By Prof. Egara Kabaji and Dr Misigo Lushya.

Questions

- (a) Why do the writers give a long list of people who were / are left-handed? (2mks)
- (b) How are the left-handed people discriminated against in the society they live in? (3mks)
- (c) What makes left-handed people unique? (1mk)
- (d) According to the passage, why do we have fewer females being left-handed than males? (2mks)
- (e) Distinguish the functioning of the left-handed people from the right-handed ones? (3mks)
- (f) Make notes on the various ways left-handed individuals can be accommodated by the learning institutions. (4mks)
- (g) Rewrite the following sentence as instructed.
Desks should also be designed to cater for their unique needs. (1mk)
Begin: Their unique needs:
- (h) Explain the meaning of the following words as used in the passage. (2mks)
 - (i) Agility:.....
 - (ii) Hemisphere:.....
 - (iii) Postulates:.....

Question 2: Caucasian Chalk Circle – Bertolt Brecht.

Read the excerpt below and answer the questions that follow: (25mks)

INKEEPER: Your worship, it's a question of the family honour. I wish to bring an action on behalf of my son, who's away on business on the other side of the mountain.

This is the offending stable man, and here is my daughter in law.

(Enter the Daughter in law, a voluptuous wench. She is veiled)

AZDAK: (Sitting down): I accept (sighing, the Inkeeper hands him some money). Good. Now the formalities are disposed of. This is a case of rape?

INKEEPER: Your honour, I caught the fellow in the act. Ludovica was in the straw on the stable floor.

AZDAK: Quite right, the stable. Lovely horses! I especially liked the little roan.

INKEEPER: The first thing I did, of course, was to question Ludovica. On my son's behalf.

AZDAK: (Seriously) I said I specially liked the little roan.

INKEEPER: (Coldly): Really? Ludovica confessed the stableman took her against her will.

AZDAK: Take your veil off: Ludovica (she does) Ludovica, you please tell the court. Tell us what happened.

LUDOVICA: (Well schooled). When I entered the stable to see the new foal the stableman said to me on his own accord, "It's hot today!" and laid his hand on my left

breast. I said to him, "Don't do that!" But he continued to handle me

indecently, which provoked my anger. Before I realized his sinful intentions, he

much closer. It was all over when my father-in-law entered and

got trod

on me.

INKEEPER: (explaining) On my son's behalf.

AZDAK: (to the stableman). You admit you started it?

STABLEMAN: Yes

AZDAK: Ludovica, you like to eat sweet things?

LUDOVICA: Yes, sunflower seeds.

AZDAK: You like to lie a long time in the bathtub?

LUDOVICA: Half an hour or so.

Questions

- (a) Explain what happens before this excerpt. (3mks)
- (b) "I accept." Explain what is implied by this statement.(2mks)
- (c) "Your honour, I caught the fellow in the act." Identify and explain one theme that can be deduced from the statement. (3mks)
- (d) "(Sighing, the innkeeper hands him some money.) Good now the formalities are disposed of." What turns out to be ironic about this statement? (3mks)
- (e) Who is the public prosecutor in this case? (1mk)
- (f) Why do you think Azdak asks Ludovica to remove her veil? (2mks)
- (g) Describe any other **three** cases adjudicated by Azdak. (3mks)
- (h) Basing your answer on the excerpt, identify and illustrate any **two** character traits of Ludovica. (2mks)
- (i) Identify an instance of humour used in the excerpt. (2mks)
- (j) Give the meaning of the following words as used in the excerpt. (2mks)
- (i) Roan:.....
- (ii) Stable:.....

Question 3: POETRY

Read the poem below then answer the questions that follow.

Riding Chinese Machines

There are beasts in this city
they creak and they crank
and groan from first dawn
when their African-tongued masters wake
to guide them lax and human-handed
through the late rush
when they're handled down and un-animated
still as we sleep, towering or bowing
always heavy

We pour cement through the cities
towns, through the wild
onwards, outwards
like fingers of eager hands
stretched across the earth
dug in

The lions investigate
and buried marvel rumbles
squeezed for progress
By Liyou Mesfin Libsekal

Questions

- (a) Briefly describe what the poem is about. (3mks)
- (b) Explain how the poet feels towards the beasts in the city. (2mks)

- (c) Identify **two** poetic devices employed by the poet in the poem. (4mks)
- (d) Explain the irony of the type of development described in the poem (3mks)
- (e) Explain the meaning of the following lines in the poem. (4mks)
 - i) When their African-tongued masters wake to guide them.
 - ii) The lions investigate and buried marvel rumbles squeezed for progress.
- (f) Identify and explain **one** theme tackled in the poem. (2mks)
- (g) Explain the significance of the title to the poem. (2mks)

Question 4: Grammar (15 Marks)

- (a) Rewrite each of the following sentences according to the instructions given after each. Do not change the meaning. (3mks)
 - (i) Apart from those two, everyone else is disciplined. (Rewrite beginning: Save:.....)
 - (ii) Wambui is a Kenyan student who is 16 years old. (Rewrite to end in Student.)
 - (iii) My certificate was released only after I had cleared the balance. Begin: Not until
- (b) Replace the word or words in bold in each of the following sentences with the most appropriate phrasal verb. (3mks)
 - (i) The board **refused to honour** my request.
 - (ii) The employer was **disappointed** by the lazy workers.
 - (iii) The school programme has been **altered**.
- (c) Complete the following passage with the most appropriate forms of the words in brackets. (3mks)

The Tsunami(cruel) destroyed lots of lives and property. For days, the survivors (agony) searched for their missing relatives. The whole experience was (horrible) traumatizing.
- (d) Complete the following sentences using the most appropriate preposition. (3mks)
 - (i) The student's idea was conceived haste.
 - (ii) The thief was oblivious the trap.
 - (iii) The doctor died Ebola.
- (e) Correct the error(s) in each of the following sentences.
 - (i) Everyone except the two boys and I was disqualified.
 - (ii) The teacher gave us a humble time.
 - (iii) Please don't dirtily the class.