**LORETO LIMURU MARANDA HIGH SCHOOLS**

**Kenya Certificate of Secondary Education**

**PRE-MOCK EXAMINATIONS 2024**

**CODE 101/2 ENGLISH Paper 2**

**March, 2024**

**TIME: 2Hours 30 Minutes**

**Name**: ………………………………………………….... **Adm** **No**: ……….…………….

**Stream** ………………..................**Signature**: …….……………**School**................................

**Instructions to Candidates**

1. *Answer* ***all*** *the questions only*
2. *This paper consists of* ***ten*** *printed pages.*
3. *Candidates should check the question paper to ascertain that all the pages are printed and that no questions are missing.*
4. *Candidates should answer the questions in* ***English.***

**For Examiners Use Only**

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| --- | --- | --- |
| Question  | **Maximum score**  | **Candidates score** |
| **1** | **20** |  |
| **2** | **25** |  |
| **3** | **20** |  |
| **4** | **15** |  |
| **Total**  | **80** |  |

1. ***Read the passage below and use it to answer the questions that follow. (20 marks)***

In the quiet corridors of my memories, I reflect upon the winding path of my life, a journey that traversed the majestic peaks of the Himalayas and the intricate landscapes of the human heart. Born into a world of ancient traditions and spiritual devotion, my childhood unfolded in the serene hills of Tibet, where the air echoed with the chants of monks and the teachings of compassion filled the spaces between each prayer flag.

As a young boy, I discovered the profound wisdom embedded in the teachings of Buddhism, a philosophy that would become the guiding light of my existence. The fragility of life and the impermanence of all things became evident as I witnessed the shifting sands of political turmoil sweeping across the roof of the world. In the face of adversity, I embraced the responsibility that destiny bestowed upon me – to be not just a spiritual leader, but a symbol of hope for a people torn apart by the winds of change.

The exodus from my homeland in 1959 marked a painful chapter in my life, a forced departure from the sacred land that cradled the roots of my spiritual awakening. In the midst of upheaval, I sought refuge in the teachings of compassion and non-violence, principles that transcended borders and resonated with the universal quest for peace.

Through the corridors of time, I have witnessed the resilience of the human spirit and the indomitable power of love and understanding. The pages of my memoir bear witness to a life intertwined with the threads of compassion, a life dedicated to fostering harmony in a world often overshadowed by discord. As the echoes of the past reverberate in the chambers of my heart, I remain committed to the pursuit of a brighter future – a future where the tapestry of humanity is woven with threads of compassion, understanding, and a shared sense of responsibility for the well-being of all sentient beings.

**Answers**

1. **Environment of the narrator's upbringing (2 marks)**

He was born in an environment characterized by ancient traditions and spiritual devotion and spent his childhood where the sound of monks' chants and the teachings of compassion filled the spaces between each prayer flag.

1. **Influence of Buddhism on the narrator's early life (2 marks)**

By providing profound wisdom and becoming the guiding light of his existence emphasizing the fragility of life and the impermanence of all things.

1. **Lessons from history for the narrator (4 marks)**
2. He has witnessed the resilience of the human spirit
3. He has witnessed the indomitable power of love and understanding.
4. The pages of his memoir bear witness to a life intertwined with the threads of compassion
5. The pages of his memoir bear witness to a life dedicated to fostering harmony in a world often overshadowed by discord.
6. History has made him remain committed to the pursuit of a brighter future.

N/B: Must be in note form. If not, penalize by deducting 50% from the total score.

1. **Passivized sentence (1 mark)**

In the midst of upheaval, refuge was sought in the teachings of compassion and non-violence, principles that transcended borders and resonated with the universal quest for peace.

1. **Challenge during political upheaval in Tibet (1959) (2 marks)**

The narrator faced the challenge of a forced departure from his homeland, marking a painful chapter in their life, as he was torn apart from the sacred land that cradled the roots of their spiritual awakening.

1. **Instance of imagery in the passage (2 marks)**

Symbolism – the narrator is a symbol of hope/Prayer flag represents religion

1. **Description of universal nature of embraced principles (1 mark)**

The narrator describes the principles of compassion and non-violence as transcending borders and resonating with the universal quest for peace, emphasizing their applicability and relevance across different cultures and contexts.

1. **Comment on the writer's quality of voice (3 marks)**
2. Optimistic/hopeful – I remain committed to the pursuit of a brighter future*.*
3. Reflective/contemplative/thoughtful – he expresses his deep connection to the past, commitment to principles, and hope for a harmonious future.
4. **Contextualizing the meaning of phrases (3 marks)**
5. **Turmoil** – upheaval/chaos/disorder/turbulence/unrest/confusion
6. **Cradled the roots** – nurtured/birthed
7. **Sentient** – conscious/feeling/living

**2. Read the following excerpt and answer the questions that follow. (25 Marks)**

The visitor reached for his coffee and took a sip. "More like it!" he said. "Nice and hot," he added. Then he turned to Comrade Melusi. "Your new business, how did it do?"

"I can't say it did well. Inflation was eroding incomes faster than they could grow. But I survived. I didn't live and work in as clean a suburb as I did before. I just could not afford the rent there anymore. No, I had relocated to a slum in a poor part of Harare. But, hey, I was alive."

He laughed, falsely. Sorrow was in his eyes. "Then there came Murambatsvina"

"Then there came what?" asked the visitor.

"Murambatsvina. It is Shona, meaning expelling the trash."

"Please go on."

"Bulldozers went from slum to slum evicting residents by tearing their homes to the ground. Murambatsvina expelled us, the trash, all right. We got no advance warning before or alternative accommodation after. Nobody cared whether we lived or died. We had to go. It did not matter where. Just go!"

"Did anyone explain why you had to leave?"

"The bomber tried to. Murambatsvina's real aim, he said, was to prevent disease and curb crime."

"Was that its aim?" Comrade Melusi belched. "Disease and crime increased instead. No, Murambatsvina had nothing to do with curbing of disease or crime. Its true aim was to punish us, the urban poor, for supporting opposition parties."

"Waiter come!"

1. What happened immediately after this excerpt? (4 Marks)

**The visitor called the waiter (1)as he was ready to pay. The waiter came (1) and spoke to the visitor ignoring Melusi asking him if he had enjoyed their hospitality. She tells him that if he had a problem with anything, he should note it down on the questionnaire their receptionist would ask them to fill as they leave (1). Then she presented the bill (1)**

1. Identify two thematic concerns evident is the excerpt. (4 marks)

**Oppression- Bulldozers went from slum to slum evicting residents by tearing their homes to the ground…. It’s true aim was to punish us…for supporting opposition parties.**

**Pain and suffering- Nobody cared whether we lived or died. We had to go. It did not matter where.**

1. What was the visitor’s name? (1 Mark)

**Tad Longway**

1. Apart from irony, identify and illustrate two styles used in the excerpt. (4Marks)

**Dialogue- “Then came What?” Asked the visitor.**

**“Murambatsvina.”. it is Shona meaning…**

**Use of local dialect/Vernacular- Murambatsvina**

**Metaphor- Myrambatsvina.**

**Flashback- The excerpt is a flashback of comrade Melusi’s life before joining AGDA.**

1. Describe the mood in the excerpt. (3 Marks)

**Tense- The events cause tension to the people and Melusi**

1. Who is Melusi? (2 Marks)

**He was the opposition leader of the New independence Party.NIP.**

1. Identify two character traits of the visitor. (4 Marks)

**Inquisitive/Curious- Your new business, how did it do?**

Keen- Then there came what?

Concerened- Did anyone explain why you had to leave.

1. ‘Please go on.’ Add a question tag. (1 Mark)

**,will you?**

Explain the meaning of the following words as used in the excerpt. (2 Marks)

Curb:

**Stop**

Inflation:

**Increase in the cost of living.**

**3. Read the poem below and answer the questions that follow:**

**THE WAR LORD**

Cut, thrust, plunge

Slash, slit, stab

Starve, maim, shoot

Torch, burn, scar

The trumpets herald you with regal glory

Epaulettes glisten and medals gleam

Plunder, loot and steal

Blind, brand, rape

Curse, crush, kidnap

Smash, torture, kill

Your arrival is welcomed with carpets of steel

Ramrod backed your subjects hail you

Bind, bludgeon, bury

Garotte, impale, castrate

Order, imprison, enslave

Censor, cajole and destroy

Your scarlet cape billows as you sense fresh converts

Ever more shrill their praises grow.

Barren, bleak, blackened

Shattered, sterile, stricken

Torn, poisoned, defiled

Bloodied, emtombed, rotting

The prize presented on some stolen silver

A maggot riddled remnant of a once serene world.

**Questions**:

**(a) Briefly explain what the above poem is talking about. ( 3mks)**

The poem talks about an army that is approaching a village and the things that are done by the army cutting,thrushing ,slashing etc and the reaction of the people is that of subservience for they are barren,bleak, blackened, shattered,sterile and sticken

**(b) What is the attitude of the persona to the warlord? Elaborate your answer. (3mks)**

The persona is contemptuous towards the world.the worlds actions are condescending and the poet doesn't admire what they do

**C) Explain the relevance of having separated words for stanza one, three, five and seven.(3mks)**

The separated words reveals the kneejerked (predictable) decisions made that aim at destruction eg cut, thrust,plunge etc They mimic the destruction method meted on the people by the members of the warlord's army.

**d) Explain the irony in the poem. (3mks)**

It's ironical that as the ward lord strive to concur,he destroys what he desires to concur and the praises he gets are as a result of coercion( persuasion)that is why it is shril

**(d) What is the meaning of the following lines as used in the poem?**

**(i) The trumpets herald you with regal glory.**

 Epaulettes glisten and medals gleam. (2mks)

Glory awaits the war warlord with regal (suitable) glory and glistering epaulette (ornamental)

**(ii) The prize presented on some stolen silver.**

 A maggot riddled remnant of a once serene world. ( 2mks)

Though the warlord is overjoyed by all the success, the people concurred are unhappy and their voices are sharper and sharper.

**(e) Apart from irony, which other stylistic device has been used in the poem? (2mks)**

Metaphor-Amaggot riddled remnant of once serene world.

**(f) How is the war Lord portrayed in the poem (2mks)**

Inhuman/Cruel/brutal/barbarous -He cuts,thrush,plunge,slash,slit and stab

**4. GRAMMAR (15 Marks)**

***1. Rewrite the following sentences according to instructions given (4marks)***

1. **They wondered where the nearest gas station was. (Change into direct speech)**

“Where is the gas station?”they wondered.

1. **None of them is happy. (Supply a question tag)**

None of them is happy,are they?

1. **We were amazed that the child knew all those songs after all she was only four years old (punctuate correctly)**

We were amazed that the child knew all those songs : after all,she was only four years old.

1. **I believe they are now man and wife because they have been declared man and wife. (Use substitution)**

I believe they are now man and wife because they have been declared so.

***2. Indicate whether the verb in the following sentences has been used transitively or intransitively. (3marks)***

a. He **knelt.** intransitively

b. He **took** many photographs. transitively

c. The boys **hid** behind the kitchen. intransitively

***3.Fill in the blanks with appropriate pronouns in the brackets. (3marks)***

a. All the children came inside except **her**.(she/her)

b. Can you dance as well as **they** (they/them)

c. Nobody but **him**. (he/him) was present.

***4.Fill in the blanks with the correct form of the words in brackets (3marks)***

a. It is **treasonable** (treason)to even imagine the death of a sitting president

b. The driver nearly caused a **fatal** accident when the car rammed into a bus(fate)

c. His **pronunciation** (pronounce)did not make sense to the audience.

***5. Replace the underlined word with appropriate phrasal verb. (2marks)***

a. His mother scolded for breaking the window

His mother **told** **him** **off** for breaking the window.

b. Jane was late, so she fabricated an excuse to avoid trouble.

Jane was late ,so she **made** **up** an excuse to avoid trouble