**NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ADM NO: \_\_\_\_\_\_\_\_\_\_\_CLASS: \_\_\_\_\_\_\_\_\_\_**

**DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ SIGN: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**ENGLISH**

**FORM: 2**

**TERM 1 2025**

**OPENER EXAMINATION**

**INSTRUCTIONS: *Answer all the Questions* TIME: 1 HR 30 MIN**

1. **COMPREHENSTION (20MKS)**

**Read the comprehension below and answer the questions that follow.**

Almost half of all sick children in public hospitals do not have their vital signs recorded at admission, as required, a study has said. The largest ever study on nursing care of children, which was conducted over two years, also show one in 10 children die mainly due to lack of basic care.

The survey conducted in 13 referral county facilities and covering 54 000 admission was carried out by the clinical information network (CIN) a collaboration of the Ministry of Health, Kenya Medical Research Institute, University of Nairobi and Kenya Pediatric Association.

The survey found out that the vital signs in 43 per cent of the children had not been taken at admission. Body temperature, pulse and respiratory rates ae supposed to be recorded and monitored throughout the hospital stay. However, this was only consistently done in 13 hospitals. In some facilities, less than two per cent of children had their vital signs recorded. More than eight per cent of children did not have any of their vital signs recorded while 0.2 per cent had their pulse rate taken.

Once admitted, the researchers said it was a requirement that patients’ vital signs be monitored and recorded at least three times in every 24 hours. Again, this was only consistently done in three of the 13 hospitals.

Even when monitoring was done, the quality of recording was poor; with evidence showing most of the nurses had recorded estimates. For example, most of the recorded data were round-up figures or most ended in even numbers. This, the authors said, was an indication that the figures were estimates.

 “Our data raise concern that in practice, inaccurate respiratory rate measures are likely to result in misclassification of pneumonia, poor targeting of treatments and inability to detect **deterioration** or improvement,” says the study. The CIN group said it was disturbing that pneumonia and respiratory illness remained major problems in almost all hospitals despite availability of protective vaccines. “The high proportion of children admitted with pneumonia is worthy of note despite more than 10 years use of flu (HiB) vaccine and use of PCV10 Pneumonia vaccine.”

Two recent studies at Gertrude’s Children Hospital and Kenyatta National Hospital have questioned the effectiveness of pneumonia and rotavirus vaccines. The researchers further investigated the cause of children’s neglect in **top-tier** public hospitals, which they identified as **acute** shortage of nursing staff.

“In these hospitals each qualified nurse is typically responsible for between 10 and 40 beds. There can be two or more children to a bed,” says the report.

In five of the 13 hospitals, typically one qualified nurse was present on a shift whereas in the other eight, there were only two nurses. Data from the Health Ministry indicate there are 20,981 nurses in public hospitals against a requirement of about 52,000.

**QUESTION**

1. What is the biggest risk of not taking a child’s vital signs? (1mk)

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1. Briefly describe what should be done from the time a child arrives in a hospital to discharge (3mks)

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

1. What evidence is there in the passage that most data in hospitals is mere estimate (2mks)

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1. List three dangers of using inaccurate figures for medical decisions (3mks)

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1. In note give challenges of public hospitals (4mks)

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1. Whom do you think should take responsibility for the problems affecting public hospitals (2mks)

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1. What is the general tone of the passage? (2mks)

……………………………………………………………………………………………………………………………………………………………………………………………………

1. Explain the meaning of the following words and phrases as used in the passage (3mks)
2. Top – tier
3. Deterioration
4. Acute
5. **CLOZE TEXT (10MRKS)**

**Read the passage below and fill in the blanks with the most appropriate word.**

A student in Mandera County (1)……………………….history after scoring an A in the 2019 form four examination. Ibrahim Abdi Ali, a former student at Sheikh Ali Secondary School (2)…………………………….the troubled Rhamu Sub County,(3)……………………….81 points. No Mandera student had (4)……………………….scored an A.

Speaking at Tawfiaq Secondary School where (5)……………………….has been a Volunteer teacher, Ibrahim said it was by God’s (6)…………………….that he broke the record in the hardship(7)…………….. “I challenge students to keep the fire (8)………………………….since it has taken me much perseverance to achieve this,” he said.

Ibrahim said he (9)………………out of school in form two due to lack of fees,(10)………………the Principal of Sheikh Ali came to his rescue.

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

a. Consider the following oral literature item.

 Mi moet moet a moita (There is a wound in a calf’s stomach)

1. Classify the above genre (1mk)

…………………………………………………………………………………………………

1. Identify and illustrate two features of sound in the above genre. (2mks)

……………………………………………………………………………………………………………………………………………………………………………………………………

b. Underline the silent letter(s) in the following words (3mks)

i) sword iv) bouquet

ii) debris v) victual

iv) grandmother vi)corps

c. Provide another word pronounced the same as the following (5 Marks)

1. Birth
2. Fur
3. Arms
4. Coup
5. Medal

READ THE POEM BELOW AND ANSWER THE QUESTIONS THAT FOLLOW.

**SUNSET**

The sun spun like

A tossed coin

It whirled on the azure sky

It clattered into the horizon

It clicked in the slot

And neon lights popped

And blinked “time expired,”

As on parking meter.

(Oswald Mbusiyeni)

**Questions**

1. Describe the rhyme scheme of the poem. (2mks)

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1. How would you say the last line of this poem. (1mks)

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1. Identify and illustrate any other sound patterns used in the poem.(4mks)

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1. State and illustrate two non-verbal cues that you would use to make the recitation of the above poem interesting. (2mks)

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