**Name: ............................................................... Index No: .............................**

**School: ................................................... ..... ... Date: ...................................**

**Signature: .............................**

**101/2**

**ENGLISH**

**(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)**

**PAPER 2**

**JULY/AUGUST 2018**

**TIME: 2 ½ HOURS**

**SAMIA JOINT EVALUATION EXAMINATION**

**Kenya Certificate of Secondary Education**

**101/2**

**ENGLISH**

**Paper 2**

**(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)**

**2 ½ HOURS**

**INSTRUCTIONS TO CANDIDATES**

* Write your name and index number index the spaces provided
* Sign and write the date of examination in the spaces provided
* Answer all the questions in this question paper
* Answers to all questions must be written in the spaces provided in this booklet
* This paper consists of 10 printed pages
* Candidates should check to ascertain that all paged are printed as indicated and that no questions are missing.

**FOR EXAMINER’S USE ONLY**

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| --- | --- | --- |
| **Question** | **Maximum Score** | **Candidates Score** |
| **1** | **20** |  |
| **2** | **25** |  |
| **3** | **20** |  |
| **4** | **15** |  |
| **TOTAL SCORE** | **80** |  |

1. **COMPREHENSION**

***Read the passage below and then answer the questions that follow:***

Education is perhaps one of the greatest assets children can inherit from their parents. Indeed, parents are known to incur huge debts to help their children get education. The drive to make these sacrifices and out population growth, have created a huge demand for education,

This demand is reciprocated by mismatched supply that is not focused on developing “employable” skills and the output is more jobless graduates into the already full market place. Ironically, whereas this is the scenario in emerging economies the world over, it is in same economies that skilled workers are in high demand, according to a human capital study done by PWC. Indeed, emerging economies are no longer relying on cheap labour to fuel exports-driven economies, but rather fouls on skilled labour because their economic models have shifted to exporting value – added goods. The demand for workers capable of doing talent intensive jobs that require quality qualifications is growing steadily. Studies have shown that no country in the world can achieve major socio-economic transformation without the contribution of skilled manpower. Kenya seems to be cognizant of this fact going by the massive budget allocation made in education each year.

There is a strong case for standardization and regulatory framework that will ensure delivery of high quality teaching and research whose end product are work-ready students. This is therefore a call to the government and the private sector to work hard in glove to address the prevailing challenges in higher education that impact the quality of graduates produced.

Lack of adequate resources, poor training infrastructure and facilities a s well as emphasis on ‘cramming’ – reproduction of class notes in the exam papers compromise the quality of education. The result has been yawning gap between quality of students released into the job market and the needs of the employers.

If we are able to turn our institutions of higher learning into factories of talent that is readily marketable locally and to other countries, human capital development would become a key economic driver in our country. The Government needs to partner with all stakeholders and come up with “out of the box “, holistic policy interventions that make use of best practices in order to promote practical skills and make education more effective in the short and long term. This also calls for accrediting and streamlining the requirements of new and existing education should look beyond profits and priorities equipping of students with knowledge, skills and competencies that enhance their employability both locally and internationally. While Kenya boasts of high literacy levels, it should now priorities the development and implementation of a long – term growth strategy that focuses on quality, quantity.

***Questions***

1. What has created a huge demand for education according to the passage? (2mks)

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1. What do the emerging economics rely on, and why? (3mks)

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1. Indeed, emerging economies are no longer relying on cheap labour. (Add a question tag) (1mk)

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1. What advice is given to those investing in education. (3 mks)

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1. Why is there an emphasis on standardization in education? (2mk)

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1. In a paragraph of not more than 40 words, summarize the reason why the government and other sectors should partner in education. 5mks

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1. Explain the meaning of the following words and expressions as used in the passage.

(4 mks)

i) Employable skills

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ii) Cognizant

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iii) Reciprocated

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iv) Out of the box

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2. ***Read the extract below and answer the questions that follow;***

Elizabeth came out of the room unobserved, stood looking at the noisy gathering below. These were her children and their friends and behind her-fast asleep-were her children’s children; a wonderful sight indeed. She turned and pattered away quietly, but on an impulse decided to check in the little ones. She found them sprawled all over the place only the young can be. One rascal-her son Opiyo’s son Mark, actually had its legs on another child’s neck. Elizabeth bent down to remove it and felt the attack of dizzy breathlessness come upon her once again and with the knowledge of one who has lived long she knew that this ominous suffocation was a sign of the beginning of the end. She rested a little, holding on the door and then quietly went to join Mark in bed.

She stayed awake late into the night and as was wont to happen to her so much of late, memories of seventy years duration flashed effortlessly through her mind. There she was, as a very little girl clothed in nothing but the love of Were- the god of the eye of the rising sun; then she was sitting in the shadow of her grandfather Oloo’s largest bull missing her mother who had gone away to seek the new way. Again she was with her cousin Owuor walking in a single file between Maria in front and her grandmother Akoko in the back. They were on their way to the mission at Alour, a haven for the heartbroken widows and bereft orphans who wanted to learn the ways of Yesu Kristu. And here she was studying in her cubicle at the teacher training college. A love letter comes flying in through the open window; it was from a fellow student whose name was Cosmas somebody or other like so many others it declared his willingness to climb mountains, ford rivers and swim oceans in order reach her and win her love. The guy must have drowned by now, thought Elizabeth, her lips twitching. And, of course, there was a lifetime of memories with Mark Antony – in her opinion still the best looking man around. She also remembered clearly the day Akoko had died and her conviction that bit was all over. How mistake she had been! For in truth it had only just begun and now she saw evidence of that great woman in so many of her grandchildren, but strangely enough most clearly in her daughter-in-law Wandia – the girl from the ridge country of the kikuyu, who was no blood relative but who clearly if instinctively the true destiny of a woman – to live life eto the fool and to fight to the end

***Questions***

i) Which gathering is referred to in this excerpt? (2mks)

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ii) Make notes on what Elizabeth does before joining Mark in bed. (4mks)

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iii) Identify two stylistic devices employed in the extract. (4mks)

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i) a) She rested a little, .......................................... (Add an appropriate question tag) (1mk)

b) A love letter comes flying in through the window. (Re-write as a negative sentence)

(1mk)

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v) Identify and explain any two major issues brought out in this excerpt. (4mks)

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vi) Referring to the rest of the novel, explain the aspects of change championed by Akoko. 3mks

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vii) From the excerpt, what do you learn about the relationship between Elizabeth and her

daughter-in-law, Wandia? (2mks)

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viii) Explain the meaning of the following words and phrases as used in this excerpt:

(3mks)

1. Sprawled

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1. Haven

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c) True destiny of a woman

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3. **POEM**

***Read the poem below and then answer the questions that follow***

**THE PRESS**

So what is the mountain deal?

About the minister’s ailing son

That makes boiling news?

How come it was not whispered?

When Tina’s hospital bed **crawled** with maggots

And her eyes oozed pus

Because the doctors lacked gloves?

What about Kasajja’s only child

Who died because the man with the key

To the oxygen room was on leave?

I have seen queues

Of emaciated mothers clinging to

Babies with translucent skins

Faint in line

And the lioness of a nurse

Commanding tersely

‘Get up or live the line’

Didn’t l hear it rumoured that

The man with the white mane

**Ushered** a rape case out of court

Because the seven-year-old

Failed to testify?

Anyway, l only remember these things

When l drink

They indeed tipsy explosions

By: **Susan Nalugwa Kiguli**

**Adopted from**: ***Echoes across the valley***

***Questions***

1. Identify and explain the social evils dealt with in this poem. (6mks)

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1. Pick out three poetic devices in this poem and comment on their significance. (6mks)

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1. Comment on the one of the poem. (2mks)

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1. Is the title significant? Why or why not? (2mks)

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1. Explain the irony in the poem? (2mks)

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1. Explain the meaning of the following words. (2mks)
2. Crawled

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1. Ushered

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4. a***) Rewrite each of the following sentences as instructed do not change the meaning***

***(3mks)***

i) Makau gives a present to each of his friends during Christmas (Rewrite in passive)

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1. It began to drizzle as soon as we started our exams. (Rewrite beginning: Hardly ...)

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1. “Why do you always come late to work?” The boss asked. “ This is no longer acceptable!” (Rewrite in indirect speech)

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b) ***Rewrite the sentences below replacing the underlined words with appropriate phrasal verb***. (3mks)

i) Juma always **visited** us when he had time.

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ii) The teacher was **angry** with us.

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1. We opened school two weeks early to compensate for the lost time.

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c) ***Fill in the blank spaces below with a word derived from one in the bracket. (3mks)***

i) The head prefect had only five minutes to make her speech but she took

........................................................ long. (necessary)

ii) The............................................... of the case in the court shocked the plaintiffs.

(integrated)

1. The ................................................... of the theory is the first step in research. (formula)

d) ***Rewrite the sentences below so as to remove gender sensitivity nouns. 3mks***

i) The headmistress advised her girls to keep off drugs.

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ii) The father left his sons and daughters a big estate.

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iii) The air hostess served all the passengers

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e) ***Fill in the blank spaces below with the most appropriate preposition***.

i) The Harambee Stars players shared the prize money ..................................... themselves.

ii) They had a super goalkeeper they could depend.............................................................

iii) Our school mission, vision and motto are in line ........................ the Government policy.