
MACHAKOS CONTY KCSE REVISION MOCK EXAMS 2015

ENGLISH PAPER 2

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NAME: INDEX NO:
SCHOOL: DATE:
CANDIDATE'S SIGN.....

101/2
ENGLISH
(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)
PAPER 2
TIME: 2 ½ HOURS

MACHAKOS COUNTY KCSE TRIAL AND PRACTICE EXAM 2015

Kenya Certificate of Secondary Education (KCSE)

ENGLISH
(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)
PAPER 2

INSTRUCTIONS TO THE CANDIDATES

- Write your **name** and **index number** in the spaces provided above
- Sign and write the **date** of examination in the spaces provided above.
- Answer **all** questions in this question paper.
- Answers to all questions **must** be written in the spaces provided in this booklet
- This paper consists of 9 printed pages.
- Candidates should check to ascertain that all pages are printed as indicated and that no questions are missing.

FOR EXAMINER'S USE ONLY

QUESTION	MAXIMUM SCORE	CANDIDATE'S SCORE
1	20	
2	25	

3	20	
4	15	
Total Score	80	

*A special Performance Improvement Project
By His Excellency Dr. Alfred Mutua
Sponsored by the County Government of Machakos*

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 our 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 the 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 founs 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 as well as an emphasis on “cramming” – reproduction of class notes in the exam papers compromise the quality of education. The result has been a yawning gap between the 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, not quantity.

QUESTIONS

- a) What has created a huge demand for education according to the passage? (2 marks)

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b) What do the emerging economics rely on, and why? (3marks)

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

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d) What advise is given to those investing in education (3 marks)

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e) Why is there an emphasis on standardization in education? (2 marks)

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f) In a paragraph of not more than 40 words, summarize the reason why the Government and other sectors should partner in education. (5 marks)

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g) Explain the meaning of the following words and expressions as used in the passage (4 marks)

i) Employable skills

ii) Cognisant

iii) Reciprocated

iv) Out of the box

2. THE CAUCASIAN CHALK CIRCLE.

Read the extract below and answer the questions that follow.

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! 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 especially liked the little roan.

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

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

QUESTIONS.

1. What happens before this excerpt (3marks)

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5. Using the excerpt, state and explain two character traits of Azdak and two of Ludovica. (4 marks)

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6. Why do you think Azdak asks Ludovica to remove her veil in this excerpt. (2 marks)

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7. “(Sighing, the inkeeper hands him some money). Good. Now the formalities are disposed of.” What turns out to be ironic about this statement? (3 marks)

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8. “I caught the fellow in the act.” Explain what this statement alludes to in the Bible (2 marks)

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9. Give the meaning of the following words as used in the excerpt.

i) Roan

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ii) Stable

(2 marks)

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3. Read the poem given below and answer the questions that follow.

THAT OTHER LIFE

(By Everett M Standa)

I have only faint memories
Memories of those days when all our joyful moment
In happiness, sorrow and dreams
Were so synchronized
That we were in spirit and flesh
One soul;

I have only faint memories
When we saw each other's image everywhere;
The friends, the relatives,
The gift of flowers, clothes and treats,
The evening walks where we praised each other,
Like little children in love;

I remember the dreams about children
The friendly neighbors and relatives
The money, the farms and cows
All were the pleasures ahead in mind
Wishing for the day of final union
When the dreams will come true

On that day final union
We promised each other pleasures and care
And everything good under the sun

As a daily reminder that you and me were one forever.

QUESTIONS

a) What does the day of the final union mean to the persona? (3 marks)

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b) What faint memories does the persona have, according to the poem? (3marks)

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c) What is the persona’s attitude towards their marriage? (2marks)

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d) Explain the following expressions as used in the poem

(i) Happiness, sorrow and dreams were so synchronized..... (2marks)

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(ii) praised each other like children in love (2 marks)

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(iii) All were pleasures ahead in mind. (2marks)

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e) Identify two aspects of style used in this poem and explain their effectiveness. (4 marks)

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f) What is the mood of the poem (2 marks)

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4. **GRAMMAR.**

a. Give the correct form of the word in brackets to complete each of the sentences below. (3 marks)

1. After a long _____ he won the tender (argue)
2. The _____ of the staff has been a matter of concern. (sober)
3. The world is tired of the _____ which man shows his fellow men (apathetic)

b. Rewrite the following sentences according to the instructions. Do not alter the meaning. (3 marks)

1. Muli could have passed the examination. Muli was regularly absent from school. (Join into one sentence beginning: Were it not.....)

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2. The teachers agreed to teach after signing an agreement with the government. (Begin: Only....

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3. This is the boy. His father is a generous man. (Join into one sentence using a relative pronoun)

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c. Complete the following sentence by writing the correct tense in brackets in each case. (3 marks)

1. The students _____ assistance from the police after the attack (seek)
2. The visitors _____ us goodbye and left immediately (Bid)
3. All the workers have been _____ their dues. (pay)

d. Complete the following sentences with a phrasal verb starting with the word in brackets. (4 marks)

1. She looked carefully at the document but couldn't _____ what it meant (make)
2. The teacher couldn't _____ the students' bad behaviour (put)
3. Please _____ that all the chairs are in good condition. (See)
4. The boy actually _____ his father (take)

e. Rewrite the following sentences correcting the error without changing the meaning. (2 marks)

1. The dog has broken it's leg.

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2. Jane is the smaller of the five sisters.

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