

KAKAMEGA NORTH SUBCOUNTY JOINT EXAMINATIONS

KCSE TRIAL 2018

(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)
PAPER 2

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 focus 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)

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. COMPULSORY SET TEXT – THE RIVER AND THE SOURCE BY MARGARET OGOLLA

Read the following excerpt and answer the questions that follow. (25 marks)

The recently concluded multi-party elections which many had hoped would usher in a new era had been characterized by confusion and cries of foul by the opposition and declarations of

total transparency by the winners-who if they were to be believed, had turned from goat to guardians of the vegetable patch.

Once again the people's dogged perseverance in the face of lies and bureaucratically engineered setbacks was something to behold: Kenyans – the common people, had come out shining. The donors, not particularly impressed by the Capricorn turned guardian angel transformation of the rulers where still withholding aid and the country was going to the dogs, slowly but surely. These were the words in the mouth of all able bodied Kenyans these days and there was a fair representation of them in that room-from bankers to teachers, doctors to lawyers, engineers to architects: and each and every one of them had an opinion to be voiced, preferably at the top of his or her lungs-with the assistance, of course, of some frothy brew or stinging distillate.

Elizabeth came out of the bedroom unobserved, stood looking at the noisy gathering below. These were her children and their friends and behind her-fast asleep-her children's children; a wonderful sight indeed. She turned and pattered away quietly, but on an impulse decided to check on the little ones. She found them sprawled all over the place as only the very young can be. One rascal – her son Opiyo's son Mark actually had his leg placed squarely on another child's neck. Elizabeth bent to remove it and felt the attack of dizzy breathlessness come upon her once again and with the sure 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 grandfather Oloo's largest bull missing her mother who had gone away to seek the new way. Again there she was with her cousin Owuor walking in single file between Maria in front and grandmother Akoko in the back. They were on their way to the mission at Aluor, a haven for 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 and like so many others it declared his willingness to climb mountains, ford rivers and swim oceans in order to 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 Anthony-in her opinion still the best looking man around. She also remembered clearly the day Akoko had died and her conviction that it was all over. How mistaken 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 understood the true destiny of a woman-to live life to the full and to fight to the end.

In the small hours of the night, Elizabeth eventually slid into a fitful and disturbed sleep. Mark, being a very heavy sleeper stirred stiffly but did not wake up. The following morning everyone packed up and scattered to whatever direction they had come from – exhausted but happy.

Questions

a) Briefly explain what has led to the family gathering together? (4 marks)

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b) With illustrations, describe the setting of the excerpt. (3 marks)

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c) State three roles played by the mission at Aluor. (3 marks)

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d) Discuss any two themes found in the excerpt. (4 marks)

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e) Comment on the styles as used in the excerpt. (4 marks)

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f) From elsewhere in the novel, Akoko makes another epic journey. Describe the journey and give two reasons why she makes the journey. (3 marks)

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g) Describe the character of Elizabeth as portrayed in this excerpt. (2marks)

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h) "The guy must have drowned by now." Who is the guy referred to here? (1mark)

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i) She also remembered clearly the day Akoko had died. (Add a question tag) (1 mark)

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.
2. Jane is the smaller of the five sisters.

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