**Term 2 - 2023**

**ENGLISH**

**PAPER 2 (101/2)**

**FORM FOUR (4)**

**Time: 2 ½ Hours**

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

**School**: ……………………………………………………….. **Class**: …………………..

**Signature**: …………………………………………………….. **Date**: …………………...

**Instructions to the candidates**

* Write your name and admission number in the spaces above.
* Questions one and two are compulsory.
* Choose any one question in question three.
* Check to ascertain that the paper has all questions.
* The paper has 2 printed pages.

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| --- | --- | --- |
| Questions | Maximum score | Candidate’s score |
| 1 | 20 |  |
| 2 | 25 |  |
| 3 | 20 |  |
| 4 | 15 |  |
| Total score | 80 |  |

1. **COMPREHENSION 20 marks**

**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 labor to fuel exports- driven economies, but rather fouls on skilled labor 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 sectors which should look beyond profits and prioritize 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 prioritize 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 economies rely on, and why? (3marks)

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

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

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

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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

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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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1. **EXCERPT 25 MARKS**

**Read the following extract and answer the questions that follow.**

**Mrs. Linde:** Is Doctor Rank a man of means?

**Nora:** Yes, he is.

**Mrs. Linde**: And has no one to provide for?

**Nora**: No, no one: but-

**Mrs. Linde**: And comes her every day

**Nora:** Yes, I told you so.

**Mrs. Linde**: But how can this well-bred man be so tactless?

**Nora:** I don’t understand you at all.

**Mrs. Linde:** Don’t prevaricate, Nora. Do you suppose I don’t guess who lent you the two? Hundred and fifty pounds?

**Nora:** Are you out of your senses? How can you think of such a thing! A friend of ours who comes here every day! Do you realize what a horribly painful position that would? Be?

**Mrs. Linde:** No, certainly not. It would never have entered into my head for a moment. Besides, he had no money to lend then: he came into his money afterwards.

**Mrs. Linde:** Well, I think that was lucky for you, my dear Nora.

**Nora:** No, it would never have come into my head to ask Doctor Rank. Although I am quite sure that if I had asked him.

**Mrs. Linde:** But of course, you won’t.

**Nora**: Of course not. I have no reason to think it could possibly be necessary. But I am quite Sure that if I told Doctor Rank-

**Mrs. Linde:** Behind your husband’s back.

**Nora:** I must make an end of it with the other one, and that will be behind his back too. I must make an end of it with him.

**Mrs. Linde**: Yes, that is what I told you yesterday, but-

**Nora:** (walking up and down) a man can put a thing like that straight much easier than a woman-

**Mrs. Linde**: One’s husband, yes.

**Nora:** Nonsense! (Standing still) when you pay off a debt you get your bond back, don’t you?

**Mrs. Linde**: Yes, as a matter of course.

**Nora**: And can tear it into a hundred thousand pieces, and burn it up- the nasty dirty paper!

**Mrs. Linde:** (looks hard at her, lays down her sewing and gets up slowly) Nora, you are concealing something from me.

**Nora**: Do I look as if I were?

**Mrs. Linde:** Something has happened to you since yesterday morning. Nora, what’s it?

**QUESTIONS**

1. What happens immediately after this extract? ( 2 marks)

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1. Discuss any two issues brought out in this extract? ( 4 marks)

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1. Explain the use of any two dramatic techniques in this extract. ( 4 marks)

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1. How has Nora been portrayed in this excerpt? 4 marks

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1. ‘Something has happened to you since yesterday morning.’ Rewrite as an interrogative. ( 1mark)

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1. What is Nora concealing from Mrs.Linde? explain what happens when Mrs.Linde learns of it later in this extract. ( 3 marks)

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1. Give the meaning of the following expressions as used in this extract.
   1. A man of means

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* 1. Prevaricate

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* 1. I must make an end of it.

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* 1. Concealing

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1. **ORAL LITERATURE (20 MARKS)**

***Read the oral piece below and answer the questions that follow***

Blood iron and trumpets

Blood iron and trumpets

Forward we march

(Clothes fall on the way)

Blood iron and trumpets

We shall hack kill and cure

Blood iron and trumpets

Singers of the Datsun blue

Forward we drive breaking the records

Blood iron and trumpets

Let bullets find their targets and the earth be softened

Blood iron and trumpets

Let the dogs of war rejoice

And the carrion birds feed

We are reducing population explosion

Blood iron and trumpets

The uniformed machines are around

Put on your helmet iron and rest

Blood iron and trumpets

Only through fire can be baptized to mean business

So once again,

Blood iron and trumpets

We shall always march along

Blood iron and trumpets

Blood iron and trumpets

Blood alone

1. Classify the oral piece above (2 Marks)

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1. What are the functions of the oral piece above? (3 Marks)

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1. Identify two features of oral poetry evident in the oral item. (4 Marks)

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1. What two issues is this oral poem talking about? (4 Marks)

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1. Cite one social and one economic activity of the community from which this oral poem is taken (2marks)

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1. “The uniformed machines are around” Explain the meaning of this statement. (2Marks)

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1. Describe the mood of the poem. (3 Marks)

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4**. GRAMMAR (15MARKS)**

a) *Rewrite the following sentences according to instructions. Do not change the meaning.* (3 marks**)**

1. They were so exhausted that they could not complete the work. (**rewrite using “too”)**

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1. Jeff would have won the fight if he had done enough training. (Begin: Had….)

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1. “Will you come with us to the hall?” she asked. **(rewrite in reported speech)**

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*b. 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)

1. *Complete the following sentences using the most appropriate preposition. (3marks)*
   1. The candidate’s idea was conceived …………………… haste.
   2. The criminal was oblivious …………………….. The trap.
   3. The patient died …………………….. COVID-19.
2. *Use the correct form of the words in the brackets to fill in the blanks. (3marks)*

(i) The couple has applied for a divorce over ………………..……differences. (Reconcile).

(ii) That matter is highly …………………….…..(contest) in a court of law.

(ii) We must provide …………………………….improvements in health services. (Demonstrate)

1. *Explain two possible meanings of the following sentence. 2marks*
   1. Melvin loves dancing more than Otieno.

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