



101/2 ENGLISH

(Comprehension, Literary appreciation and Grammar)

FORM 4 PRE-MOCK EXAMINATION

MARCH 2026

Time: 2½ hours

Paper 2

101/2
4992105

Name Admission Number

School Class

Candidate's Signature Date

Instructions to candidates

- (a) Write your name and admission number in the spaces provided above.
- (b) Write the name of your school, sign and date in the spaces provided above.
- (c) Answer all questions in this question paper.
- (d) All your answers must be written in the spaces provided in this question paper.
- (e) **This paper consists of 13 printed pages.**
- (f) **Candidates should check the question paper to ascertain that all pages are printed as indicated and that no questions are missing.**
- (g) **Candidates should answer the questions.**

For Examiner's Use Only

Question	Maximum Score	Candidate's Score
1	20	
2	25	
3	20	
4	15	
Total Score	80	



1. *Read the passage below and answer the questions that follow.* (20 marks)

Populism is a cancer that has eaten right into the very fabric of our education sector. Decision-making on education matters are no longer based on in-depth research but on political mileage to set strategies for educational developments. The political class, purporting to represent the interests of the ordinary, use the education of our children as their flag in their quest for power. The entry of these self-seekers into the education sector has disorganised structures and systems, tampered with educational contents, teaching methods, assessment and evaluation of institutions. The politically engineered 8-4-4 system thrust on the Kenyan education system, burdened the children and teachers with book materials to be mastered through rote learning. Though the curriculum subjects and material are condensed, there is still so much irrelevance in the contents. In a number of schools the curriculum is not fully covered. The situation has been made worse by teachers' shortages.

As teachers grappled to put the 1984 KANU government-designed curriculum, NARC (National Rainbow Coalition) government that came into power after resoundingly defeating KANU threw in a new challenge to the education sector. In the fashion of its predecessor, NARC shoved free schooling on ad hoc into Kenyan education - **devoid** of the benefit of research.

The result was an instant shortage of learning resources and teachers. Schools run in shortage of 60,000 teachers in the 18,000 primary schools and 5,000 secondary schools in this country. The scarcity of teachers adversely affects normal teaching / learning processes that are sometimes disrupted by students' riots.

In some schools inadequate teaching resources and facilities make teachers skip some lessons and therefore a student becomes idle, bored and highly irritable. As IPAR Report (2008) puts it. "In such state, they can become violent at the slightest provocation." The report adds, "From observation, violence in schools coincides with the times when teachers are agitating for action on issues affecting them such as higher salaries and hence they have no time for students. "The morale of the teaching fraternity has reached **rock-bottom**. Remuneration is believed to be the most demoralizing factor. Teachers' salaries compare unfavourably with their salaries of their peers in the public service. Although, the Teachers Service Commission (TSC) is the employer of teachers in public schools, the government controls the remuneration of teachers and 'may often see no urgency in encouraging seamless implementation of a progressive reward system' (IPAR 2008, Report).

Teachers express **apathy** because of lack of employer motivation and poor administration, among other negative factors. Their work environment has discouraged them from making efforts to improve performance, which affects students who may vent anger by destroying school property to attract attention.

Adaptation from "Education Insight"



(a) How does populism affect education sector according to the passage? (2 marks)

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(b) What are the shortcomings of the politically engineered 8 - 4- 4 system? Give your answer in note form. (4 marks)

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(c) Identify and explain the figure of speech in the first paragraph. (2 marks)

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(d) Explain the added challenge that arose when the NARC government soon took over power. (2 marks)

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(e) According to the passage how can inadequate teaching resources translate to students' riots. (2 marks)

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(f) The situation has been made worse by teachers' shortage. *Add a tag question.* (1 mark)

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(g) “The morale of the teaching fraternity has reached rock-bottom,” the report stated. ***Rewrite in the reported speech.*** (1 mark)

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(h) What has killed teachers’ morale according to the passage? (2 marks)

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(i) Explain the meanings of the following words and phrases as used in the passage. (4 marks)

(i) rock-bottom.

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(ii) apathy.

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(iii) devoid.

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(iv)populism.

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2. *Paul B. Vitta: Fathers of Nations*

Read the excerpt below, and answer the questions that follow.

(25 marks)

In the heat of passion, when no one reasons clearly, who has not at one time or another misinterpreted a kind word from a friend? Who has not then reacted to it with disappointment, though, in the light of subsequent reflection, laughter would have been the appropriate response? Ms Mahmoud's intention had been to **conceal** eagerness to accept Engineer Tahir's offer of tomato soup by refusing it, believing that to accept it too enthusiastically would have been unseemly. By burying her response under layers of coyness, she only sought to show that no actually meant yes. As a proper Libyan woman, she had felt she had to do this right: by letting him fill in the blanks that she left blank for him.

Engineer Tahir misinterpreted a sweet no as a sour no and reacted to it violently. Convicted it was a rebuff dealt to hurt him, he stormed back to his office in a fit of rage. Believing Ms Mahmoud had said no to **put him down**, he felt humiliated, by a woman who, for all her big smiles, was nevertheless his junior by many miles. Unwisely, he vowed to retaliate.

As she was removing her head veil the next morning, readying for laboratory work that it would have impeded, he went and slapped her. What made this assault seem 'reasonable' was that it happened during 'Heritage Week', a period that the leader of Libya had set aside to give his people time to celebrate their renowned history.

Apparently, then, Engineer Tahir slapped Ms Mahmoud to administer discipline on a female subordinate for shedding her veil in public, in violation of Libyan culture. In truth, he did it to take revenge against someone who, he thought, had rejected his advances. Discipline, revenge, or whatever it in fact was, she did not take it lying down. She struck back. Had she stopped to think of the chain of events her reaction might set off, she would have restrained herself.

Yet, in the **heat of anger**, when no one thinks logically, who has not reacted by reflex and hit back on being hit first? Who has not so reacted even if, in the light of likely future consequences, turning the other cheek would have been a better response? Ms Mahmoud hit back by reflex. A letter opener, obeying her hand, sliced through a semicircle of air and found a soft target. Its tip, sharp on the day of purchase but sharper and sharper each day from use caught Engineer Tahir in his left eye and slit it open. That was 'the accident'.



(a) Explain what happens just before the events in this extract. (3 marks)

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(b) Briefly discuss any **two** themes raised in the extract? (4 marks)

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(c) Comment on the use of rhetorical questions in the last paragraph of the extract. (3 marks)

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(d) With reference to the other part of the novel, outline the events that motivate Engineer Tahir’s anger towards his country’s regime? (3 marks)

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(e) What does this extract reveal about the men’s attitude towards women? (3 marks)

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(f) Identify and illustrate Engineer Tahir’s character as brought out in the extract. (2 marks)

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(g) Describe what happens immediately after the events presented in this extract. (3 marks)

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(h) Engineer Tahir misinterpreted a sweet no as a sour no and reacted to it violently. (**Rewrite** this sentence using a *participle*) (1 mark)

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(i) Explain the meaning of the following words and phrases as used in the extract. (3 marks)

- i. Conceal
- ii. put him down
- iii. heat of anger



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

(20 marks)

Building the Nation

Today I did my share
 In building the nation
 I drove a permanent Secretary
 To an important urgent function
 In fact, a luncheon at the Vic.

The menu reflected its importance
 Cold Bell beer with small talk,
 Then friend chicken with niceties
 Wine to fill the hollowness of the laughs
 Ice-cream to cover the stereotype jokes
 Coffee to keep the PS awake on return journey.

I drove the Permanent Secretary back.
 He yawned many times in the back of the car
 Did you have any lunch friend?
 I replied looking straight ahead
 And secretly smiling at his belated concern
 That I had not, but was smiling!

Upon which he said with a seriousness
 That amused more than annoyed me,
 Mwananchi, I too had none!
 I attended to matters of state
 Highly delicate diplomatic duties you know,
 And friend, it goes against my grain,
 Causes me stomach ulcers and wind.
 Ah, he continued, yawning again,
 The pains we suffer in building the nation!

So the PS had ulcers too!
 My ulcers I think are equally painful
 Only they are caused by hunger,
 Not sumptuous lunches!

So two nation builders
 Arrived home this evening
 With terrible stomach pains
 The result of building the nation -
 - Different ways.

Henry Barlow



(a) Identify **two** voices in the poem. (2 marks)

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(b) Explain what the poem addresses. (4 marks)

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(c) Identify and illustrate the use of any **two** poetic devices uses in the poem and explain their effectiveness. (6 marks)

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(d) Describe the tone in the poem. (2 marks)

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(e) How would you describe the attitude of the permanent secretary towards the persona? (2 marks)

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(f) Describe the rhyme scheme in stanza one. (2 marks)

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(g) "He yawned many times in the back of the car." *Add a question tag.* (1 mark)

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(h) "I drove the permanent secretary back." *Write in passive voice.* (1 mark)

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4. (a) *Rewrite the following sentences according to the instructions given after each.* (2 marks)

(i) This kind of movie fascinates the youth more than it does adults

(Begin: *The youth..*)

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(ii) He shut the door, immediately, he heard a knock from behind.

(Begin: *No sooner...*)

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(b) *Fill in each blank space using the correct form of the word in brackets.* (3 marks)

(i) Such (repeat) is boring.

(ii) The (clear) of the speech was appreciated by all.

(iii) We (regular) eat roast potatoes.

(c) *Change the following sentences into passive voice.* (3 marks)

(i) Wyclif wrote the best essay.

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(ii) The Maasai warriors built their huts in the valley.

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(iii) Joy baked the most delicious cake.

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(d) *Re-write the following sentences correctly.* (3 marks)

(i) If I was a surgeon, I would have treated the patient.

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(ii) The hungry children entered into the dining room

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(iii) I cannot be able to operate this machine.

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(e) *Write down the plural form of the following nouns.* (2 marks)

(i) Phenomenon.

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(ii) Syllabus.

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(f) *Complete the following sentence using the correct prepositions.* (2 marks)

Scientific investigations show that HIV/AIDs is mainly transmitted unprotected sex infected people.

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