

NAME: _____ ADM NO: _____

INDEX NO: _____ CANDIDATE'S SIGN: _____

STREAM: _____ DATE _____

101/2

FORM FOUR ENGLISH

(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR.)

JULY ~ 2026

TIME: 2½ Hours.

RCEA JOINT EXAMINATION 2026

(Kenya Certificate of Secondary Education)

Instructions to candidates

- (a)** Write your name, Admission number, index number and stream in the spaces provided above.
- (b)** Answer all the questions in this question paper.
- (c)** All your answers must be written in the spaces provided in this question paper.
- (d)** This paper consists of **10** printed pages.
- (e)** Candidates should check the question paper to ascertain that all the pages are printed as indicated and that no questions are missing.

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Question	Maximum Score	Candidate's Score
	20	
	25	
	20	
	15	
TOTAL	80	

This paper consists of 10 printed pages. Candidates should check the question paper to ensure that all pages are printed as indicated and no questions are missing

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

One of the most critical matters when it comes to death is breaking the sad news to family members. In the case patient who has been hospitalized for a long time and demise is more or less expected, things are a little easier because most times, family will be present and are less shocked, even if no less emotional. The patient care team is able to break the news directly to the family as the first recipients. Thereafter, the family members may call whoever they deem appropriate and pass on the news in an orderly fashion. This gives them control over the process. In the case of sudden death, matters are much more complicated. The patient may arrive at the hospital already dead or may die following resuscitation at the emergency room. Here the scenario plays out a lot differently. In both instances, the emergency team bears the responsibility of confirming death, even to those who may bring in their loved one, having already passed on. Once this confirmation is done, the reality is forced to the family and this gives way to shock and denial. Reactions will vary, some will scream and shout and punch walls, others may lose consciousness, and those with medical conditions will have flare-ups of negative symptoms such as a sharp rise in blood pressure and others go mute. These moment of intense pain call for a lot of understanding and support. And herein lies the problem with social media. World over, there is need to develop social media etiquette around death, more so in Kenya. We have all been guilty of breaking this unwritten code, from our well-intentioned RIP posts on twitter, to downright callous posts of pictures identifying tragic accident victims. As we post past pictures of the deceased on social media within minutes of their demise, do we stop to think if the immediate family has already been informed? My friend was admitted to hospital with severe depression when her dad passed on. I learnt about it on social media and attempted to call her to offer support, not knowing that she was in hospital. Thankfully she was not allowed to have a phone and that saved the day when I would stick my foot right in my mouth. The worst happens after a road accident. The role of passing on information to the family belongs to the police. When I lost my brother 15 years ago in an accident in Naivasha where we lived, my sister-in-law was informed by the police and then she called us. Thanks to the era of analogue, both my parents had the luxury of hearing the bad news of losing their first son from their own children rather than strangers on the phone. To this day, I am grateful for that. Nowadays everyone with a smart phone wants to be the first to break the news on social media with grisly videos and snapshots. The rolling cameras are more important than remembering to dial the emergency line or to offer help. This despicable behaviour has gradually become acceptable. With the word on the palm of our hands, Facebook, X, WhatsApp, Instagram, and many other platforms have been abused. It is worse when the departed is well-known personality. Conspiracy theories about the course of the death abound and bereaved are stripped of their private moments to absorb their losses. The departed is judged and his character assassinated by a public that comprises of perfect

strangers, and the family knows no peace. They could as well strip naked and hung in the public square. As we continue to entertain this terrible behaviour, let us take note of damage it courses; the orphaned children may be scared for life by the callous dissection of their parent by strangers they will never meet. These children live in the society, in school and in their places of social interaction. Your strong negative sentiments will certainly impact their future interactions with their peers and may result in negative effect in their personality.

a) What is the advantage of conveying a message of death in case of long illness?
(2 marks)

b) What are the likely results of conveying a sudden death to family members? (3 marks)

c) Why is there need to develop social media etiquette in conveying death messages?
(2 marks)

d) Describe the tone of this passage. (2 marks)

e) In not more than 40 words, summarize what the author terms as despicable behaviour with social media users on conveying death messages. (5 marks)

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f) Give any two long term effects of giving death news on social media on the orphans. (2 marks)

g) The devastation she will face in the lonely state is enough to break her spirit. (Add a question tag) (1 mark)

h) Explain the meaning of the following words and phrase as used in the passage. (3 marks)

(i) etiquette

(ii) despicable behaviour

(iii) certainly

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

“Disaffection is what followed.” Comrade Melusi had finished his sadza. He was washing his hands in a basin, with water the waiter was pouring down from a pitcher. “I went back into business.” Now he was washing his lips, over the basin, which the waiter had raised to his chin.

The visitor reached for his coffee and took a sip. “More like it!” he said. “Nice and hot,” he added. Then he turned to comrade Melusi. “Your new business, how did it do?”

“I can’t say it did well. Inflation was eroding incomes faster than they could grow. But I survived. I didn’t live and work in as clean suburb as I did before. I just could not afford the rent there anymore. No, I had relocated to a slum in a poor part of Harare. But, hey, I was alive.” He laughed, falsely. Sorrow was in his eyes. “Then there came Murambatsvina.”

“Them there came what?” asked the visitor.

“‘Murambatsvina’. It is Shona, meaning expelling the trash.”

“Please go on.”

“Bulldozers went from slum to slum evicting residents by tearing their homes to the ground. Murambatsvina expelled us, the trash, all right. We got no advance warning before or alternative accommodation after. Nobody cared whether we lived or died. We had to go. It did not matter where. Just go!”

“Did anyone explain why you had to leave?”

“The bomber tried to. Murambatsvina’s real aim, he said, was to prevent disease and curb crime.”

“Was that its aim?”

Comrade Melusi belched. “Disease and crime increased instead. No, Murambatsvina had nothing to do with curbing of disease or crime. Its true aim was to punish us, the urban poor, for supporting opposition parties.”

a) What happens immediately before the excerpt? (3 marks)

b) Who is being referred to as the visitor? (2 marks)

c) Give and illustrate **one** character trait of the visitor. (2 marks)

d) Explain **two** thematic concerns brought out in the excerpt. (6 marks)

e) Who is the bomber and why was he given that name? (2 marks)

f) Identify and illustrate **two** styles used in the excerpt. (4 marks)

g) “Your new business, how did it do?” (rewrite in reported speech. (1 mark)

h) What happens immediately after the excerpt? (2 marks)

i) Explain the meaning of the following words as used in the excerpt. (3 marks)

i. Eroding

ii. Sorrow

iii. Curb

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

The village well by Henry Barlow

By this well,
Where fresh waters still quietly whisper
As when I
First accompanied Mother and filled a baby gourd,
By this well,
Where many an evening its clean water cleaned me;

This silent well,
Dreaded haunt of the long haired Musambwa,
Who basked
In the mid-day sun reclining on the rock
Where I now sit
Welling up with poignant memories;

This spot,
Which has rung with the purity of childhood laughter;
This spot,
Where eye spoke to responding eye;
This spot,
Where hearts pounded madly in many a breast;

By this well,
Over-hung by leafy branches sheltering trees
I first noticed her
I saw her in the cool of red, red evening
I saw her
As if I had not seen her a thousand times before
By this well
My eyes asked for love, and my heart went mad.
I stuttered
And murmured my first words of love
And cupped
With my hands, the intoxication that were her breasts

By this well,
In the clear waters of this whispering well,
The silent moon
Witnessed our inviolate vows
The kisses
That left us weak and breathless.

It is dark.
It is dark by the well that still whispers.
It is darker
It is utter darkness in the heart that bleeds
By this well
Where magic has evaporated but memories linger.

Of damp death
The rotting foliage reeks.
And the branches
Are grotesque talons of hungry vultures,
For she is dead
The one I first loved by this well.

a. Briefly describe what the poem is about. (4 marks)

b. Who is the persona in this poem? (2 marks)

c. What is the significance of the well to the persona? (2 marks)

d. When was the first time that the persona went to the village well? (2 marks)

e. Identify and illustrate any **two** stylistic devices used in the poem. (4 marks)

f. Comment on the change in mood in the poem. (4 marks)

g. Explain the meaning of the following lines as used in the poem. (2 marks)

i. I saw her, as if I had not seen her a thousand times before

ii. It is utter darkness in the heart that bleeds

4. GRAMMAR

a) Rewrite the sentences below according to the instructions given after each. (4 marks)

- i. He wore a mask. He was unrecognizable. (combine into a sentence beginning with a present participle)

- ii. No one likes to be sick. (Change the infinitive into a gerund)

- iii. Even if the board does not meet, I will present my complaint. (Begin; Whether...)

- iv. She opened the gate. Darkness fell. (Join into one beginning; Barely...)

b) Complete each of the following sentences using the correct phrasal verb formed from the word in brackets. (4 marks)

- i. That crime is very serious, he will never _____ it. (get)
- ii. Their persistence made him _____ and he accompanied them to the theatre. (give)
- iii. The two fighting boys _____ each other like wild cats. (went)
- iv. She encouraged them to _____ after their quarrel. (make)

c) Use the correct form of the words in brackets to fill in the blank spaces in each of the sentences below. (4 marks)

- i. The accident _____ (occur) near the hospital yesterday.
- ii. The _____ (agree) made them to fight.
- iii. The vehicle broke down due to poor _____. (maintain)
- iv. The roads have become _____ due to heavy rains. (pass)

d) Fill in the blank spaces with the correct simple preposition. (3 marks)

- i. She is good _____ mathematics.
- ii. I was getting accustomed _____ the cold in that place.
- iii. A good judge never gropes _____ the conclusion.