



EXAMINATION NO.: _____
THE MALAWI NATIONAL EXAMINATIONS BOARD
2024 MALAWI SCHOOL CERTIFICATE OF EDUCATION EXAMINATION

ENGLISH

Subject Number: M052/III

Thursday, 11 July

**Time Allowed: 2 hours
2:00 – 4:00 pm**

PAPER III (70 marks)

Instructions

- 1. This paper contains 12 printed pages. Please check.**
- 2. The paper has two sections: A and B.**
- 3. You should spend the first 10 minutes reading all the questions and planning your answers to the questions you choose.**
- 4. Write your Examination Number at the top of each page of the question paper.**
- 5. In the table provided on this page, tick against the question number you have answered.**
- 6. At the end of the examination, hand in your paper to the invigilator.**

Question Number	Tick questions answered	Do not write in these columns	
1			
2			
3			
4			



Section A (30 marks)

Answer **both** questions in this section in the spaces provided.

1. POETRY

DEAD LOSS

He waltzed into the club
With the poise and energy
Of a productive youth
Found a seat at the corner
His favourite spot

Bar man, one bottle of dry gin please!
And one more ... and one more ...
The clock struck mid-night
Time to go home

I had watched him
With the recklessness
Excused for youthfulness
Stagger towards his expensive car
Carefully parked
Contrary to the carelessness
That defined his life

An old grey-haired watchman like me
What do I know about enjoyment
A death trap sought by the youth?
I opened the gate

Within minutes...
Vroom! Crash!
Coupled by the rhythmic sound
Of shattering glass
The BMW was squashed
Another young life lost
What a dead loss!



1. (Continued)

Questions

a. Who is the persona in the poem?

(1 mark)

b. What is ironic about the expression, "enjoyment, a death trap sought by the youth...?"

(2 marks)

c. Identify any **one** of the following poetic devices in the poem:

(i) onomatopoeia

(1 mark)

(ii) imagery

(1 mark)

d. Explain the meaning of each of the following expressions in the poem:

(i) "...recklessly excused for youthfulness"

(2 marks)

(ii) "...dead loss..."

(2 marks)

e. Describe any **two** themes portrayed in the poem.

(4 marks)

f. Describe any **one** character of the persona in the poem.

(2 marks)

Continued/...



2. Read the passage carefully and answer questions that follow

MY RUN TO FREEDOM

It was 7 o'clock in the morning but the town was already abuzz with business. The air was filled with fumes and hooting sounds from buses and taxis. Voices of call boys tore into the serenity of the morning as they shouted, luring passengers to board their vehicles. I carefully made my way through the slow-moving traffic, going to the Education Division offices. It was the first time for me to be there since my cross-posting from another Education Division.

At 7:30 AM, the offices were already open. I knocked on the already open door as a matter of courtesy and a young lady ushered me in. She was sitting in her swivel chair. Her fingers darted about with admirable dexterity on the large white key board which was connected to a black computer with a wide black monitor glaring at her. I heaped myself in a ragged leather arm chair next to another stranger. Just then, my mobile phone beeped. I fished it out from my hind trouser pocket. It was a message. I clicked to open it and as I was trying to make sense of the message, the young lady spoke something. I did not hear it. I stood up in a dreamer's stupor and I heard myself bubble something unintelligible even to myself. The stranger next to me echoed to me what the young lady had said; "she said how should she help you" "Okay, I am Mr Mondokwa, a new teacher to this division," I said somehow sounding confused.

"You said you are...?" The young lady snapped in. She looked at me from top to bottom with a silent loathing or was it admiration? "Mondokwa... Dalireni Mondokwa," I said with a stamp of politeness. "Aha! So, you are the one..." She spoke with her eyes still fixed at me. Her glare spied to me that she knew something about me that I perhaps did not know.

Continued/...



2. (Continued)

What could that be? Was it good or bad? I quickly stared back at my history of conduct since my initiation into the teaching profession and I assured myself that if the lady knew anything about me, then it was well and good.

“The Division Manager has been looking forward to your coming”. She spoke with a soft voice loaded with multiple assurances. At last I thought I was going to be helped. I had a deep sigh of relief knowing that for some time now, I would rest from the endless knocks at my door; of people coming to collect their money I owed them. At last I would be able to eat and drink freely in this new town without fear of having my belongings grabbed by debtors. At least I would rest since no one knew me here.

Soon, a tall lean dark figure, clad in a black suit, a white shirt and a red necktie came into the office. After exchanging pleasantries with the young lady I had earlier been talking to, the man proceeded to his office. “That’s the Education Division Manager, you can see him now,” said the young lady. The gentleman was very welcoming. I introduced myself and the reason for my coming. Upon mentioning my name, the manager glared at me for a while. Then, from his drawers, he fished out a document and spoke to me.

“Mr Mondokwa, we have records showing that you are a serial debt defaulter. You defaulted a five-million-kwacha debt from First Choice Bank, six million kwacha from Select Development Bank and just last year, you defaulted two million kwacha loan from Chitukuko Financial Solutions.” He paused. The revelations came to me like a nuclear bomb. How on earth could he get such information? “And besides that, your career history is a total sham and a huge embarrassment to our noble profession. You stopped reporting to work long time ago because you have been hiding. You impregnated two girls and went away with it.” He said before he dropped the worst bomb of all, “you won’t be able to run away any more, sir.

Continued/...



2. (Continued)

You will have to face justice head on. Wait here as I write to the Ministry of Education to validate your interdiction," he said with finality. I was still in the arm chair, mouth agape. I felt like a mouse trapped. Nothing of what he said about me was a lie. I was only trying to survive the cruel world of meagre pay. I felt sorry for myself. I knew if the interdiction was enforced, I was doomed. I had been tipped that some financial institutions had already obtained warrants of arrest for me. I was finished.

a. Describe the geographical setting of the story.

(2 marks)

b. (i) From what point of view is the story told?

(1 mark)

(ii) Justify your answer in b (i).

(1 mark)

c. Describe **one** major conflict that the main character faces in the story.

(2 marks)

d. Describe **one** character of Mondokwa as portrayed in the story.

(2 marks)



Continued/...

2. (Continued)

- e. What figure of speech has been portrayed by the following sentence;
“the revelations came to me like a nuclear bomb”?

(1 mark)

- f. How is the title ironic to what is happening in the story?

(2 marks)

- g. Describe any **two** themes the story portrays.

(4 marks)

Continued/...



Section B (40 marks)

Answer **both** questions in this section on the spaces provided on **pages 9 to 12**.
Choose either question **a** or **b** in each case and **not both**.

3. **THE PEARL** by John Steinbeck

EITHER

- a. With **eight** points from the book, "The Pearl", discuss how violence is portrayed as one of the major themes. (20 marks)

OR

- b. Using **four** points in each case, discuss the character of each of the following in the book "The Pearl".
(i) the pearl buyers
(ii) the priest (20 marks)

4. **MACBETH** by William Shakespeare.

EITHER

- a. Using **eight** points from the play, "Macbeth", discuss how the theme of evil is portrayed. (20 marks)

OR

- b. With **four** points in each case, discuss the character of each of the following in the book "Macbeth".
(i) Banquo
(ii) witches (20 marks)

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NB: This paper contains 12 printed pages.

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