

EXAMINATION NUMBER \_\_\_\_\_

**BLANTYRE RURAL DISTRICT EXAMINATIONS**  
**2024 MALAWI SCHOOL CERTIFICATE OF EDUCATION MOCK**  
**EXAMINATIONS**

**ENGLISH**

**PAPER II**

**(60 marks)**

**Date: Tuesday, 19<sup>th</sup> March, 2024**

**Subject Number: M052/II**

**Time Allowed: 1h 45 mins**

**Instructions**

1. This paper contains **10 printed pages**. Please check
2. Write your **Examination number** at the top of this page and every sheet.
3. Answer **all** questions in both sections.
4. Use the spaces provided in this paper.
5. Follow instructions for each section carefully.
6. In the table provided on this page, **tick** against the question number you have answered.
7. At the end of the examination, hand in your question paper to the invigilator when the time is called to stop writing.

Question Number	Tick if answered	Do not write in these columns	
1			
2			

## SECTION A (20 MARKS)

### NOTE MAKING

1. Read the following passage carefully and afterwards make a summary of it in **NOTE FORM**: in your summary
  - a. Provide a suitable title for the passage.
  - b. Give the main points.
  - c. Supply supporting points for each main point.

Marks will be awarded for content, **note-style and fair-copy layout**. Candidates who simply copy the passage will be penalized.

In most secondary schools, cases of indiscipline are becoming rampant nowadays. Hardly does a month pass without hearing that such and such a school has been vandalised by students. Nowadays students are breaking their own school premises that would ably shape their future. This is pathetic. Let us examine some causes of indiscipline cases that are common in our schools today.

First and foremost is drug and substance abuse which is common in schools today. Chamba smoking takes the lead against cocaine and mandrax that are also infiltrating our school nowadays. Students are smoking “chamba” without considering the negative effects of this drug to their health. Prolonged smoking of chamba makes one run mad. Some learners have become perpetually foolish in their heads. They become hostile and fight friends for no apparent reason at all. They are a danger to society. These are students who resort to vandalising schools at a simple misunderstanding with the administration. In the long run, performance at school goes down and they leave school without a certificate.

Misunderstanding of democracy is also another catalyst for indiscipline in the schools today. Our children are exposed to negative social media that promote violence at the expense of negotiation. They watch strikes and vandalism in societies of fighting for human right without considering the consequences. Some misguided learners in our schools today think that the best way to resolve differences is action without responsibility. You should know that while you have right to fight for, teachers too have

rights and we cannot create a conducive environment for learning if every person wants his or her right to be heard at the expense of others.

Put aside your rights obey teachers for your own good. After all at the end of the day, it is a student who gains after obtaining good grades of Malawi School Certificate of Education Examinations.

Poor parental care in the homes is yet another catalyst of indiscipline in our schools today. Most parents do not discipline their children in the homes. They tolerate them to come home drunk and sometimes drink with them right there in the home. Such learners are completely spoilt. And when a teacher disciplines such as student he or she protests, for it is against what the parents teach them in the homes. Parents also spoil their children by giving them too much pocket money to take to school. What is the use of giving a child fifty thousand kwacha as pocket money? This drives the learner crazy and concentrates less at school. Too many groceries given to a student spoil them. Sometimes when students are coming to school after holiday you might think they want to operate tuck shops in their lockers. Everything bought at wholesale. Kamba puff, jigs, sobo, juice, sweets, biscuits and the list is endless. Parents please, don't spoil our students by giving them more than what they require.

Lastly peer pressure; students copy habits from one another. If one has a boyfriend or girlfriend, the other one thinks that is life. Instead of concentrating on education, students are busy making families in our schools of today. They hide in dark corners in closets and indeed at any isolated place away from preying eyes of other students. This is a total waste of time. The mind cannot be divided to satisfy your social life at the same time concentrate in class. Whenever a teacher wants to discipline them, they protest and would want to continue wasting their own time.

All in all, if there is no unity at the school between teachers and students the school collapses and the greatest losers are the learners themselves because teachers get transferred.

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This image shows a full page of blank handwriting practice paper. It features multiple sets of horizontal lines across the entire page. Each set consists of three lines: a solid top line, a dashed middle line, and a solid bottom line. These sets are repeated vertically down the page, providing a guide for letter height and placement. The background is white, and the lines are printed in a light gray or blue color. There is no text or other markings on the page.

**Section B (40 marks)**

**COMPREHENSION**

**1. Read the following passage carefully and answer all the questions that follow.**

The case had been brought in from one of the outlying villages of Chikwata and the whole village had turned up to witness the trial at Chief Sekoto's courtyard. Ulanda, an old woman in the village, was charged with allegedly practising witchcraft. The villagers were so certain of her being guilt that they frequently forgot themselves and burst out into loud chatter and were being brought to order by the president of the court with threats of fines.

The chief summoned the complainants for the evidence to the accusation laid against the old woman before passing his judgment. One witness stood and said, "Ulanda always lived a secrete and mysterious life apart from us and she has a habit of receiving strangers from far-off places into her home. Our chief, we don't even know what dealings these strangers do with this witch."

"Chief, you may also remember that recently we have had sudden deaths of a number of our children in the village. Who caused them? It is that witch over there," lamented another complaint pointing at Ulanda. Each time a mother stood up to describe these sudden deaths of the children, the crowd roared in **fury** because the deaths of the children and the evil practices of Ulanda were one and the same things in their minds. The accused, Ulanda, sat a little apart from the villagers and each time the villagers roared, she seemed about to sink into the earth.

The last evidence given by the villagers to justify the accusation was that a week ago a strange young woman had turned up in the village of Chikwata and made straight for the hut of Ulanda where she had died a sudden death. This had made Ulanda run screaming from her hut, and it was only the intervention of the police that had saved Ulanda from being torn to pieces by the villagers.

When all this was said, Chief Sekoto was silent and said to himself, “The insanity of mankind never ceased to amaze me.” At last he turned to the accused and said gently, ‘Well, mother, what you have to say in defence of yourself?’

“Sir, I am not a witch,” said the quavering old voice. “Even though I am called the mother of witches, I am not a witch. Long ago, I was taught by the people who live in the bush how to cure **ailments** with herbs and that is my business.” She, then, pointed a shaking finger at a bag near her.

“I would like to see the contents of the bag,” Chief Sekoto said with a great show of interest. The bag was brought to him and its contents tipped out of the ground. There was an assortment of dried leaves, roots and berries. The chief examined them in a leisurely fashion, picking up a few items for closer inspection. This very deliberate gesture was meant to puncture a hole in the confidence of the crowd, who annoyed him. While he fiddled about, he was aware of how silent and intent the crowd had become in following his every movement with their eyes.

Then, he turned to the old woman and said: “Proceed with your defence, mother.”

“About the deaths of the children of which I am accused, I know nothing, sir” she said. “About the young woman who died in my house last Saturday, I am also innocent. This woman came to me on recommendation, being grievously ill. We were discussing the ailment when she suddenly fell dead at my feet. Never has such a thing occurred before, and this caused me to lose my head and run out of the house.”

“That is quite understandable, mother,” Chief Sekoto said sympathetically. “Even I should have been grieved if some stranger was struck with death in my home.” The chief swept the crowd with a stern glance. “Who issues the certificates of death in this village of Chikwata,” he asked. There was a short, bewildered silence. Then a car and a messenger had to be found to fetch the doctor of Chikwata Hospital. There was a delay of two hours as the doctor was engaged in an operation. Throughout this long waiting the court remained in session.

It was near noon when the doctor arrived. His evidence was brief and to the point. He told the gathering that there had been indeed a surprising number of child deaths in the village and death, in each case, had been due to pneumonia. For the death of a young woman last Saturday afternoon, he had also performed a post-mortem on the deceased body. The lady had died of a septic womb due to having procured an abortion with a hooked and unsterilized instrument. The septic condition of the womb had been of three months duration.

All what was left now was for Chief Sekoto to pass judgment on the case. This he did sternly, drawing himself up to his full height. ‘People of Chikwata,’ he said. ‘It seems to me you are all suffering from a derangement of the brain.’ He paused long enough to allow the villagers to look at each other **uneasily**.

“Your children die of pneumonia,” he thundered, “and to **shield** yourselves from blame you accuse a poor old woman of having bewitched them into death. Not only that, you also falsely accused her of a most serious crime which carries capital punishment. How long have you caused her to live in utter misery, suspicion and fear, deranged people of Chikwata? The fault is all with you, and because of this I fine each household one goat. For the money that arises out of the sale of these goats, each household is to purchase warm clothing for the children so that they may no longer die of pneumonia.”

The chief turned and looked at the old woman, changing his expression to one of kindness. “As for you, mother,” he said, “I cannot allow you to go and live alone among these people. It is only hatred that the people of Chikwata feel for you, and this has driven them out of their minds. As hatred never dies, who knows what evil they will not plot against you? I have a large house, and you are welcome to the protection of offers.

He stood up, signifying the end of the case. The people of Chikwata fled in confusion from the courtyard, but the old woman sat for a long time on the ground, silent tears of gratitude dripping down into her lap.

**(Slightly adapted from Senior Secondary English Book 4)**

### Questions

- a. Where is the case of Ulanda taking place?  
\_\_\_\_\_ (1 mark)
- b. What prompted the villagers to accuse Ulanda of witchcraft? Give any **two** points.
- i. \_\_\_\_\_ (1 mark)
- ii. \_\_\_\_\_ (1 mark)
- c. Explain **one** role played by the police in the passage.  
\_\_\_\_\_  
\_\_\_\_\_ (2 marks)
- d. In what way were the people in the bush of importance to Ulanda in her life?  
\_\_\_\_\_  
\_\_\_\_\_ (2 marks)
- e. How did Ulanda react to the death of a strange young woman who was recommended to her?  
\_\_\_\_\_  
\_\_\_\_\_ (2 marks)
- f. Briefly, explain why Chief Sekoto sent a messenger to the doctor at Chikwata Hospital?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (2 marks)
- g. What caused the death of the following individuals in the passage you have read?
- i. **Children:**  
\_\_\_\_\_  
\_\_\_\_\_ (1mark)
- ii. **a strange young woman:**  
\_\_\_\_\_  
\_\_\_\_\_ (1 mark)
- h. Describe the character of each of the following:



(i) Chief Sekoto:

\_\_\_\_\_  
\_\_\_\_\_  
(2 marks)

(i) Ulanda: \_\_\_\_\_  
\_\_\_\_\_  
(2 marks)

i. Give the meaning of each of the following words as used in the passage:

(i) “ailments” (paragraph 6): \_\_\_\_\_ (1 mark)

(ii) “assortment” (paragraph 7): \_\_\_\_\_ (1 mark)

(iii) “shield” (paragraph 12): \_\_\_\_\_ (1 mark)

j. Explain the meaning of each of the following expressions as used in the passage:

i. “caused me to lose my head” (paragraph 9):

\_\_\_\_\_  
\_\_\_\_\_  
(2 marks)

ii. “capital punishment” (paragraph 12):

\_\_\_\_\_  
\_\_\_\_\_  
(2 marks)

k. Explain the remedy Chief Sekoto gave the villagers to prevent further sudden deaths of their children.

\_\_\_\_\_  
\_\_\_\_\_  
(2 marks)

l. With evidence from the passage, give **one** plight of elders in societies we live?

\_\_\_\_\_  
\_\_\_\_\_  
(2 marks)

m. Suggest the suitable title for the passage.

\_\_\_\_\_  
(2 marks)

n. **Summarize** the passage in your words. The summary should be between **70** and **100** words.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

[illegible]

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