



EXAMINATION NO.: _____
THE MALAWI NATIONAL EXAMINATIONS BOARD
2025 MALAWI SCHOOL CERTIFICATE OF EDUCATION EXAMINATION

ENGLISH

Subject Number: M052/III

025
Thursday, 3 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			
Total			



Section A (30 marks)

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

1. POETRY**ABANDONMENT**

Brother
I had told you before
And I tell you again
That woman lying
Crumbled up in old age
Forsaken....

Is the same one
That had carried you
For nine moons
Through the darkest valleys
Then to adulthood

She had bathed in sweat
Under the scorching heat of the sun
So, you could have a little porridge
To quench your thirst

With her velvety embrace
She had held you closer to her bosom
And like a tortoise
Withdrawn in the comfort of its house
You had slept sound

Today you rove around
In your posh cars
Swarmed with young ladies
Clad in borrowed hair
Thirsty for your cash

Continued/...

1. (Continued)

Brother,
I say it again
Remove the blindfold
Outstretch your bent arms
Let your robust long legs
Carry you
Where in desolation
She lies

Questions

- a. Who is the addressee in the poem?

(1 mark)

- b. Describe the mood of the poem.

(2 marks)

- c. Describe the following themes in the poem:

(i) abandonment

(2 marks)

(ii) role of women

(2 marks)

- d. Pick out any two examples of each of the following figures of speech in the poem:

(i) imagery

(2 marks)

(ii) hyperbole

(2 marks)

Continued...

1. (Continued)

e. Describe any **one** character of each of the following:

(i) the addressee

(2 marks)

(ii) the persona

(2 marks)

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

2. THE BLAME

Changuluwe Community Day secondary school had been known for all the bad reasons. It was known for its bad performance and its unruly students. For time immemorial, students from Changuluwe Community Day secondary school had been caught stealing fruits and fresh maize from nearby gardens. They also had been on record for their use of foul language and lack of respect to elders including their teachers. Since its inception, the number of students who passed the national examinations did not exceed two hundred, and no student had ever gone to college from the school.

People had always blamed the successive school managements for not doing their job well. They thought the members of staff there did not know their job well. Some even insinuated that the students were learning the unruly behaviour from their teachers. They insisted that educated people were always rude.

Continued/...

2. (Continued)

However, there was one old man in the village, Nkhwangwa. He thought that he had a better reason or two to explain the school's predicament. He said the school had been cursed from its very foundation. Even its construction was a serious defiance to the spirits in the village who, according to him, had been central in protecting the village from unnatural calamities. He said that when government officials had brought the idea to construct a school in the village, the village elders had sternly protested. They said the village had always survived without reading and writing. After all, what would reading and writing have to do with fishing? It was useless. They argued. However, the construction commenced upon orders from education authorities.

The site that had been chosen was an old graveyard, where according to legend, was the resting place for the village's ancestors. Only the elders, like him, would narrate this legend. These were the reasons Nkhwangwa gave for the perennial failure of the learners at the school and their unruly behaviour.

"Our ancestors are angry with us..." said Nkhwangwa to a gathering of teachers and parents that had been summoned to find solutions. "We have committed a grave transgression against the spirits by encroaching on their resting home." He cleared his throat and then continued, "unless we do something to placate the spirits, our children at this school will never do well." He paused to look at the gathering as if to ask for a clap to his words of wisdom. "We must demolish this school and build it elsewhere." He said with finality. A huge hand clap from his fellow elders accompanied him as he walked to resume his seat. Finally, a unanimous decision was reached, to pull the 'accursed school' down. The villagers had gathered around the school blocks, everyone armed with a weapon to destroy the school. They offered sacrifices to commiserate the spirits after which, the job began.

Continued/...

2. (Continued)

The school's head teacher had tried to oppose the idea but who was he to stop the will of the spirits. So, Changuluwe Community Day secondary school was destroyed. It was ruthlessly demolished. Just like that. Ten years down the line, no new school was built. The government had moved the staff to other schools in the vicinity. Three successive delegations of new community elders had been sent to education authorities to apologise and ask for a new school, but to no avail. "When you realise that reading and writing are more vital skills than fishing, we will build another school" the authorities had always responded.

Questions

a. In what point of view is the story told?

(1 mark)

b. Describe the social setting of the story.

(2 marks)

c. How are the following themes evident in the story?

(i) superstition _____

(2 marks)

(ii) primitiveness _____

(2 marks)

d. Explain the climax of the story.

(2 marks)

Continued/...

2. (Continued)

e. Describe any **one** character of each of the following:

(i) Nkhwangwa

(2 marks)

(ii) the headteacher

(2 marks)

f. In what way are the elders portrayed as round characters in the story?

(2 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 the pearl disturbs the life of some people. **(20 marks)**

OR

- b. Using **four** points in each case, discuss the character of each of the following in the book “The Pearl”.
(i) Juana
(ii) the French doctor **(20 marks)**

4. **MACBETH** by William Shakespeare.

EITHER

- a. Using **eight** points from the play, “Macbeth”, discuss how the theme of evil ambition 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) Lady Macbeth
(ii) the murderer **(20 marks)**

Continued/...

