



SOUTH EAST EDUCATION DIVISION

2025 MALAWI SCHOOL CERTIFICATE OF EDUCATION

MOCK EXAMINATION

ENGLISH

Subject Number: M052/I

Wednesday, 26th March

Time allowed: 1hr 45 min

11:00-12:15 pm

PAPER II

(60 marks)

Instructions

1. This paper contains **8 pages**, please **check**.
2. The paper contains two sections, **A** and **B**.
3. Answer **all** questions in **both** sections.
4. Write your **name** 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 if answered	Do not write in these columns	
1			
2			
TOTAL			

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.

Teachers are the stirring wheels of students' educational achievements and even their personality development. But how do they do it? There are several techniques which teachers employ to help them influence student success. This passage explores some of them.

The first technique is to improve the self-esteem of learners. As teachers, give praise whenever the student conforms to normally expected standards of behaviour in the school. Similarly, teachers should also praise learners when they have achieved something they have never done before. This can be related to school work or behaviour. All students seek to belong to a group and teachers' praises encourage all learners in a class or school to fight for that opportunity. This therefore fosters peer grouping of excellent behaviour or high attainment.

Another technique which teachers use to influence students' success is to encourage them to take responsibility. Many students with behavioural difficulties find it very hard to take responsibility for their actions. To enable them understand the effects of their behaviour, teachers take a step towards changing their unhelpful behaviour pattern. They recognize role-plays or drama activities which display grave consequences of the negative behaviours of some students. Sometimes teachers assign such students positions in groups, class or whole school. This helps them to change for the better as they will now account for the misconduct of a group under their charge.

Apart from those mentioned above, teachers also use role models as a technique of enhancing behavioural change in students. Teachers do not assume that learners know how to behave; they actually teach them the behaviour needed in the school. They even demonstrate themselves, what is wanted. Likewise, they may get a student to copy another student who is behaving well and then force others to demonstrate what is expected. However, they do this with care to avoid demoralising other's self-esteem.

Finally, teachers set goals as a technique for attainment of success. Teachers are fully aware that

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low performance and bad behaviour cannot be changed at once. Sometimes, teachers choose one objective to start with. They make it clear to the student what they are aiming for and they reward the student if the target is achieved. This takes time for the student to learn the new pattern. If transformation fails, teachers keep helping the learners up until the objective is achieved.

It is therefore clear that teachers' roles on learners take diverse methods and techniques. Teaching is more than just unveiling the curriculum to learners; it involves a lot. On the other hand, parents must also be committed to help teachers achieve their objectives.

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SECTION B (40 marks)

Comprehension

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

The fairly cool wind on the popular city bridge would have made anybody sleepy at that time of the morning. It was approaching two in the morning, and the traffic on the bridge had practically ceased. The morning was approaching the hour when, unless there was someone willing enough to share the hours with them, only the police and thieves would be on roads.

This was Thawani City and armed robbers were laying siege to it. At a particular moment, three police officers were on check-point duty. It was time for them to find somewhere to sit down, hidden well away from the lights. They would check a few more cars and that would be all. They were tired after standing the whole day. The sergeant who was in charge of the check-point was the first to put his bolt-action rifle down. He sat down and lit himself a cigarette. The cigarette glowed in the darkness.

‘Check a few more cars then come and have a rest,’ said the Sergeant. ‘After all, it’s not our father’s work. Besides, how much are they paying us?’

His fellow officers smiled at him; their smiles were hardly visible in the dark. No, it wasn't their father's work and the pay was **meagre**. The sergeant was right. It stood to reason. If it wasn't for the money they collected on check-point duty, things **would take an ugly turn**.

‘How much have we made today?’ Asked the sergeant. Constable Lebweide put his hand into his pocket and brought out the notes he had stuffed in there. The sergeant’s torch **illuminated** the

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area surrounding them while he counted them. Constable Lebwede was barely two months out of the police college, Katembo. He was just nineteen, but he was adapting fast. Although he made at least five thousand Kwacha extra per night, he didn't really like check-point duties. He was too scared of armed robbers. Those boys played much too rough if you call it a game.

'Twenty-nine thousand, fifty Kwacha' Constable Lebwede answered at last.

'Good,' said the sergeant. In order to show who, the boss was, he set aside two thousand and fifty Kwacha as his own before equal shares. He liked it when he made more than the boys.

At first, the lights in the distance were like two small illuminated dots floating in the air. The car was travelling very fast. May be another party goer, they thought. The two constables braced themselves. This could be their chance to make more money for the night.

The sergeant took another cigarette. He was well satisfied with the night's take. The boys could take care of the incoming car by themselves.

Lebwede flashed his torch, moving it up and down in the manner, 'slow down and stop.'

The car decelerated and stopped right in front of the policemen. The driver was no ordinary motorist. He knew how to handle the car. Lebwede shone the light inside.

'Coming from the party?' He enquired. The five men in the car did not answer. 'Come and open the boot,' Lebwede ordered. The driver took out the keys out of the ignition.

'Take the key and check yourself,' he said. The constable took the key and walked round to the boot. He opened it, **scrutinised** and closed it again and walked back to the driver. The boot was empty. These men were definitely up to something. Lebwede thought. He could feel it, somehow. They **made his hair stand**.

The sergeant strolled over. He knew, too. They were men of the underworld. The quiet types were always the most dangerous. The man sitting in the driving seat spoke. 'Listen, my brother. What's your concern? What's your problem? Why get yourself killed for this country? What will you gain, level five?'

The reference to the sergeant's salary **touched a sore point**. The driver held out his hands for the key. The man driving the car spoke again. 'Take this,' he said, holding out his hand to the sergeant.

The sergeant impulsively put out his hand and took what the man was extending. The feel of the ward of money told him there must be at least fifty thousand Kwacha there.

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‘All big men are enjoying themselves while we are suffering,’ the man added. There was no real sympathy in his voice.

‘That’s true my brother,’ the sergeant agreed.

‘You are all under arrest. Whatsoever you say, will be used against you in the court of law; you have the right to remain silent...’ The man on the driving seat said. ‘I am detective Lapani from Ndalapa Police Station.

‘... but Sir ... Bwana ahmm ... ahmm’ the sergeant stammered for he did not know what to do.

‘You are being arrested for bribes and corruption in the line of duty.’

‘But ... it’s no t what you thi ...’

Questions

a. Where was detective Lapani working?

_____ (1 mark)

b. Why was there low traffic at the bridge?

_____ (2 marks)

c. What shows that the sergeant trusted his colleagues when on duty?

_____ (1 mark)

d. From the passage, why was Constable Lebwele afraid of check-point duty at night?

_____ (1 mark)

e. Prove that the sergeant was a greedy man.

_____ (2 marks)

f. Briefly explain how the three officers were making their ends meet.

_____ (2 marks)

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

i. meagre (paragraph 4)

_____ (1 mark)

ii. illuminated (paragraph 5)

_____ (1 mark)

iii. scrutinised (paragraph 13)

_____ (1 mark)

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

i. “would take an ugly turn” (paragraph 4)

_____ (2 marks)

ii. “made his hair stand” (paragraph 13)

_____ (2 marks)

iii. “touched a sore point” (paragraph 16):

_____ (2 marks)

i. Give evidence from the story that shows that the police officers on the check-point did not like their job.

_____ (2 marks)

j. Why were the police officers excited with the passing of more cars during the night?

_____ (2 marks)

k. ‘*These men were definitely up to something.*’ What made Lebwele say these words?

_____ (2 marks)

l. Describe the character of detective Lapani.

_____ (2 marks)

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m. According to Lapani, what was the charge levelled against the police officers?



n. Give a suitable title for the passages.

(2 marks)

o. Summarize the passage in your own words. The summary should be between 70 and 100 words.

(10 marks)

END OF QUESTION PAPER

NB: This paper contains 8 pages.

