



Province of the  
**EASTERN CAPE**  
EDUCATION

**CHRIS HANI EAST DISTRICT**

**GRADE 10**

**JUNE 2024**

*Stanmorephysics.com*

**ENGLISH FIRST ADDITIONAL LANGUAGE (P2)**

**PAPER 2**

*Stanmorephysics.com*

**MARKS: 70**

**TIME: 2.hours 30 mins**

**This paper contains 17 pages**

## INSTRUCTIONS AND INFORMATION

Read this page carefully before you begin to answer the questions.

1. Do NOT attempt to read the entire question paper. Mark the numbers of the questions set on the texts you have studied.
2. This question paper consists of FOUR sections:  
SECTION A : Novel (35)  
SECTION B : Drama (35)  
SECTION C : Short Story (35)  
SECTION D : Poetry (35)
3. Answer questions from TWO sections, as follows:  
SECTION A : NOVEL  
Answer the TWO questions, on the novel that you have studied.  
SECTION B : DRAMA  
Answer the questions on BOTH extracts.  
SECTION C : SHORT STORY  
Answer the questions on BOTH stories.  
SECTION D: POETRY  
Answer the questions on BOTH poems.  
Use the checklist to assist you.
4. Follow the instructions at the beginning of each section carefully.
5. Number your answers exactly as the question are numbered in the question Paper.
6. Start EACH section on a NEW page.
7. Spend approximately 60 minutes on each section.
8. Write neatly and legibly.



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## QUESTION 2

Read the extracts from the novel below and answer the questions set on each. The number of marks allocated to each question serves as a guide to the expected length of your answer.

**NOTE:** Answer the questions set on BOTH extracts, i.e. QUESTION 2.1 AND QUESTION 2.2

### 2.1 EXTRACT A

I look around for another taxi. All I can see is a Golden Arrow bus hurtling along the road.	
'Hey, what are you holding there?' The stocky guy nods at my hand. I look down; my hand is closed around my bracelet. I must have instinctively searched for the comfort of my bracelet in my pocket.	5
'What do you have there?' asks the skinny one.	
'No,' I say, quickly putting my hand in my pocket. Fear rises up inside me. Are they going to take my bracelet? 'You have 'no' in your hand?' They laugh again.	
'Vula, maan.'	10
There is no escape.	
'Hey? You don't understand us?' they laugh.	
'WHERE ...ARE...YOU ... FROM?' the tall guy asks, saying words out slowly, loudly, as if I can't understand English. I look straight into his bloodshot eyes.	15
'Ja, how come we haven't seen you before. Where have you been hiding?'	
I try to push past now.	
'Not so fast,' he says, yanking me back.	
And then suddenly a short, skinny girl, wearing the same uniform as me, bursts through the circle and is standing next to me, looking at the guys with daggers in her eyes. She stands there with her hands on her hips, defiant.	20
'Losers!' she shouts at them.	

2.1.1

Choose a description from COLUMN B that matches a name in COLUMN A. Write only the letter (A – E) next to the question numbers 2.1.1 (a) to (d) in the ANSWER BOOK.

COLUMN A	COLUMN B
(a) Tshilidzi	A. the landlord's son
(b) Lufuno	B. Lufuno's friend who passed away
(c) Ricardo	

- |          |   |     |
|----------|---|-----|
| (d) Dudu | C. gets harassed by the guys.<br>D. harasses the narrator<br>E. narrator's younger sister | (4) |
|----------|---|-----|
- 2.1.2 By referring to this extract and the story as a whole, explain the role of the 'bracelet' in the narrator's life. (2)
- 2.1.3 Refer to line 7 - 8 ('No,' I say ... up inside me.')
- (a) Which tone of voice would the narrator use in this line? (1)
- (b) Give reasons for your answer above. (2)
- 2.1.4 Quote FIVE consecutive words to prove that the narrator and Noki attend the same school. (1)
- 2.1.5 Refer to lines 20 - 22 ("and then suddenly ... in her eyes")
- (a) Identify the figure of speech used in these lines. (1)
- (b) Comment on the relevance of this figure of speech (2)
- 2.1.6 Give two character traits of the tall guy that are revealed in this extract. (2)
- 2.1.7 Do you think Noki can be admired? Discuss your view. (3)
- [18]**

## QUESTION 2.2

### EXTRACT B

<p>The prefab classroom is bursting at the seams with Grade 11s in all shapes and sizes: skinny and plump, square and long as bean poles.</p> <p>There is Mandla. He's already sitting in the back row when I come in. He has my bracelet, but he doesn't even look up as I stand there awkwardly, wondering where I can sit. He's chatting to a boy next to him.</p> <p>There is Sindi with her followers in the second row from the back. She's got the best seats in the house to view me, the newcomer, on the big screen. I'm a good show for them. Pity no popcorn, only chewing gum. They sit with their legs stretched out under their desks – skirts high, socks low, rolled down to show as much leg as possible. I must have the longest in the entire class, thanks to my mother.</p> <p>In the front of the class are the earnest, hard-working girls and boys, or the ones the teacher wants to keep her eyes on. A couple of them are already asleep, their heads resting on folded arms. Bored and lethargic and the day hasn't even begun. And then there's me, standing awkwardly, searching for a chair and a space at a desk.</p> <p>It's hot and stuffy inside the classroom, hard to breathe</p>	5 10 15
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2.2.1 Who is the narrator in the extract? (1)

2.2.2 Refer to lines 1 -2 ('The prefab classroom ... as bean poles')  
(a) Quote TWO consecutive words to prove that learners are occupying a temporal space. (1)

(b) Explain why the following statement is False. (1)  
There are very few learners in the classroom.

2.2.3 Why does Mandla have the narrator's bracelet? Give two reasons. (2)

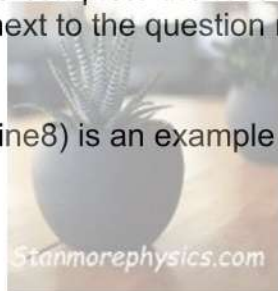
2.2.4 How does Lufuno feel towards Mandla at this point in the novel? (1)

2.2.5 Why is Sindi sitting in the second row from the back? (1)

2.2.6 Choose the correct answer to complete the following sentence:  
Write only the letter (A – D) next to the question number (1.2.5) in the answer book.

I'm a good show for them (line8) is an example of a.....

- (a) paradox
- (b) metaphor
- (c) simile
- (d) hyperbole



(1)

2.2.7 Refer to lines 8 – 9 (They sit with ...leg as possible)

(a) Using your OWN WORDS, explain what these lines reveal about some learners' attitude in the classroom. (1)

(b) Explain this figure of speech as it is used in this line. (2)

2.2.8 One of the themes in this novel is prejudice. Discuss this theme (3)

2.2.9 Refer to lines 12 – 14 ('A couple of ... hasn't even begun')  
Do you think the learner's behaviour in these lines acceptable? Discuss your view. (3)

[17]

**QUESTION 3**

Read the extracts from the play below and answer the questions set on each. The number of marks allocated to each question serves as a guide to the expected length of your answer.

**NOTE:** Answer the questions set on BOTH extracts i.e. QUESTION 3.1 AND

**QUESTION 3.2**


Read the following extracts from the play and answer the questions set on each. Answer both extracts.

**QUESTION 3.1**

[At Sibanda's office]

EXTRACT C





SIBANDA:	[Cutting in]: Do you want to give all this up in order to fight A lost cause on behalf of some illiterate people from the bush?	
THEBE:	We all come from these communities, which you now scorn. (Pause) At least I do.	
SIBANDA:	Nonsense, Nosizwe. We don't despise the rural people. (Pause) It is just that they are not like us.	5
THEBE:	(Sarcastically) I did not know that. (Pause) I do not find them different from me, or even from you, Dr Sibanda.	
SIBANDA:	Nosizwe, you read the wrong books. (Pause) You should have read for a BA in literature or History, not for the M.B.CH.B.(Pause) I really mean it.(Pause) Such an expensive waste of time and resources.	10
GWEBU:	Nosizwe, do you realise that if you join this campaign, you will be putting yourself and your career in jeopardy? And that Dr Sibanda will withdraw his protection? (Pause) Have you Considered the effect of this action?	15
THEBE:	Talking of protection, will you tell me this? (Pause) Who protects the people of Hlezikahle, who have little chance of surviving this deliberate contamination? (Pause) I am sorry but I do not accept your easy way out, Dr Gwebu.	20
SIBANDA:	So, you are determined to carry out this reckless act, to disobey my orders and to reject my advice? (Pause) Is that it Nosizwe?	
THEBE:	I shall follow the dictates of my conscience, Dr Sibanda. (Pause) Just as you have followed yours.(Leaves)	25
GWEBU:	Arrogant girl. (Pause) I never liked her. She is a dangerous influence in this hospital.	
SIBANDA:	I was prepared to tolerate her actions until now.	
GWEBU:	Something must be done about her. (Looking at her watch)	

3.1.1 Complete the following sentences by using the words in the list below. Write only the word next to the question number 2.1.1(a) – 2.1.1 (d) in the answer book.

Chemical waste , London, Board of European Union Chemical Company, dumping, European Union, African Country.

Edwards calls an urgent meeting of (a)..... To discuss the disposal of their (b).....The board received a letter from the (c)..... Saying they can no longer continue (d).....

(4)

3.1.2 Refer to lines 17 – 19 (“talking of protection ... I am sorry”)

(a) Identify Dr Thebes tone in these lines.

(1)

(b) Why would Dr Thebe use this tone?

(2)

3.1.3 Write two character traits which can be observed in this extract for the following characters:

(a) Dr Sibanda

(2)

(b) Dr Thebe

(2)

3.1.4 Refer to line 29 (“ Something must be ... done about her”)

(a) Suggest stage directions. Mention two things that can be done by Dr Sibanda

(2)

to emphasise his point.

(b) What does Dr Sibanda imply should happen to her?

(1)

3.1.5 (a) Identify the theme that is evident in this extract

(1)

(b) Discuss the theme you identified in (a)

(3)


[18]

### QUESTION 3.2

[At the Ministry of Natural Resources and Environmental Protection in Mpumelelo]

#### EXTRACT D

GWALA:	My secretary told me that you wanted to see me urgently.	
THEBE:	Yes. (Pause) It's about a very serious matter	
GWALA:	(Trying to joke) Personal or official?	
THEBE:	(After a brief laugh) Official, of course.	05
GWALA:	And what is this serious matter? (Pause) it must be Extremely serious to make a doctor leave the hospital. (Laughs) Well, Dr Thebe?	
THEBE:	Thank you. (Pause) Recently, Mpilwenhle Central Hospital admitted patients from the Hlezikahle District. (Pause) Since then, the number has	10



	grown alarmingly. Most alarmingly, in fact.	
GWALA:	That's a medical problem, isn't it?	
THEBE:	Yes it is.(pause) What is disturbing is that, on examination, they were all found to be suffering from severe contamination.	15
GWALA:	What kind of contamination?	
THEBE:	The type we have found is Polychlorophenyls or PCB.	20
GWALA:	(Uneasy) Are you sure about that? I mean are your findings conclusive?	
THEBE:	Yes, they are. They have been confirmed by different laboratories. [Act 1, Scene 5]	24

3.2.1 Why s Dr Thebe in Mpumelelo? (1)

3.2.2 Explain why the following statement is TRUE.

The Ministry of natural resources and environmental protection is not aware of the chemical contamination and its effects. (1)

3.2.3 Refer to lines 19 – 22 (“The type we ... your findings conclusive”)

(a) Explain why Dr Thebe ‘could not send’ someone else (2)

(b) What information has she come to share with Mr Gwala? (1)

3.2.4 What does this extract tell you about Dr Thebe’s state of mind? Substantiate your answer. (2)

3.2.5 Write down ONE word to describe how Mr Gwala might feel in line 18. (1)

3.2.6 Explain how a weakness in Mr Sibanda’s character leads to the tragic events in the play. (2)

3.2.7 (a) Identify the theme in this extract. (1)

(b) Discuss the theme you have identified in (a). (3)

3.2.8 Do you think Dr Thebe can be referred to as a holy person? Discuss your view. (3) [17]

### SECTION C: SHORT STORIES

In this section, questions are set on the following short stories:

- 'The late bud'
- 'Her three days'
- Read the extracts from the short stories novel below and answer the questions set on each. The number of marks allocated to each question serves as a guide to the expected length of your answer.
- **NOTE:** Answer the questions set on BOTH extracts, i.e. QUESTION 5.1 AND QUESTION 5.2

#### QUESTION 5.1

##### The Late Bud (Ama Ata Aidoo)

Read the extract below and then answer the questions that follow:  
EXTRACT E



The good child who willingly goes on errands eats the food of peace." This was a favourite saying in the house. .... Maami, Aunt Efua, Aunt Araba...oh, She would suddenly throw down her pebbles, even if it was her turn, jump up, shake her cloth free of sand, and announce: "I am going home." "Why?" "Yaaba, why?"	5
The questions of her amazed companions would reach her faintly, like whispers. She was flying home. But on arrival, as she crept along the wall, there would be none for her. Yaaba never stayed at home to go on an errand. Even when she was around, she would never fetch water to save a dying soul. How could she then eat the food of peace? Oh, if it was an ordinary meal in the evening or the morning, that was a different matter: Yaaba got her normal share of that...But not this sweet, sweet porridge.	10
"Nsia, Anotbam, Adwoa, come for some porridge." And the children came in with their little plates and bowls. But not the figure by the wall. They chattered as they came and the mother teased them as she dished out the titbits "Is this all right, Adwoa, my child? ... and yours, Nsia? ... Yours is certainly sufficient, Anotbam. But, my child, this is only a titbit for the deserving. Other people," and she would squint at	15
	20

Yaaba, “who have not worked, will not get the tiniest bit.” Then she started eating hers.	25
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5.1.1 Choose a description from COLUMN B that matches a name in COLUMN A. Write only the letter (A – E) next to the question numbers 5.1.1 (a) to (d) in the ANSWER BOOK.

COLUMN A	COLUMN B
(a) Yaaba	A. The defiant young girl
(b) Adwoa	B. Favourite of the children
(c) Aroma	C. A pleasant smell from food
(d) Ladle	D. A large wooden spoon
	E. Heavy wooden spoon

(4)

5.1.2 Where is the story set? Refer to paragraph 3.

(1)

5.1.3 Refer to paragraph 1.

“The good child who ..... the food of peace”

(a) Who is the speaker ?

(1)

(b) Why did he/she say these words?

(2)

(c) To whom is the speaker referring?

(1)

(d) What do these words reveal about the relationship between mother and daughter

(2)

5.1.4 In your own words explain the following phrase, ‘she was flying home’

(2)

5.1.5 In the context of the extract, to whom does the phrase, ‘the figure by the wall’ refer?

(1)

5.1.6 Quote a word that means. ‘mother’.

(1)

5.1.7 Is it acceptable for parents to discriminate amongst children? Agree or disagree. Give a reason for your answer.

(2)

[17]

## QUESTION 5.2

### EXTRACT F

She raised her haggard face, and her far-away look ranged beyond the muddle of roofs, some tiled, others of thatch or galvanised-iron; the wide fronds of the twin coconut-palms were swaying slowly in the breeze, and in her mind she could hear their faint rustling. Noumbe was thinking of 'her three days'. Three days for her alone when she would have her husband, Mustapha, to herself... It was a long time since she had felt such emotion. To have Mustapha! The thought comported her. She had heart trouble and still felt some pain, but she had been dosing herself for the past two days, taking more medicine than was prescribed. It was a nice syrup that just slipped down, and she felt the beneficial effects at once. She blinked; her eyes were like two worn buttonholes, with lashed that were like frayed thread, in little clusters of fives and threes; the whites were like the colour of old ivory.

"What's the matter, Noumbe?" asked Aida, her next-door neighbour, who was sitting at the door of her room.

"Nothing," she answered, and went on cutting the slice of raw meat, helped by her youngest daughter.

"Ah, it's your three days," exclaimed Aida, whose words held a meaning that she could not elaborate on while the little girl was present. She went on: "You're looking fine enough to prevent a holy man from saying his prayers properly!"

- 5.2.1 Choose a description from COLUMN B that matches a name in COLUMN A. Write only the letter (A – E) next to the question numbers 5.2.1 (a) to (d) in the ANSWER BOOK.

COLUMN A	COLUMN B
(a) Mustapha.	A. The next-door neighbour.
(b) Aida.	B. African culture where a man marries more than one wife.
(c) Polygamy.	C. Act of not being treated equally.
(d) Oppression.	D. Noumbe's husband.
	E. A culture of marrying four wives.

(4)

- 5.2.2 Noumbe is not feeling well in the passage.

(a) Name the illness that Noumbe is suffering from?

(1)

- (b) What is the cause of her illness? (2)
- (c) What is Noumbe doing to solve the situation in 'a' above (2)

5.2.3 Quote a single word that means the same as 'wind' (1)

5.2.4 In your own words explain the following phrase.  
'She had been dosing herself for the past days.'  
(2)

5.2.5 Choose **TWO** correct answers. Write down only the number and the correct letters.

The thought of having her husband to herself for the three days made Noumbe feel....

- A. Dejected.
- B. Excited.
- C. Indifferent.
- D. Enthusiastic.



5.2.6 You're looking..... prayers properly.phy (lines 21- 22)  
(a) Who is the speaker of the words? (1)  
(b) What does the above quotation tell you about Noumbe's appearance? (2)

5.2.7 Give a reason from the text to indicate that Noumbe was determined not to let her illness influence her three days with her husband negatively. (2)

[18]

**SECTION D: POETRY**

**QUESTION 6**

Read the extracts from poems below and answer the questions set on each. The number of marks allocated to each question serves as a guide to the expected length of your answer.

**NOTE:** Answer the questions set on BOTH extracts, i.e. QUESTION 6.1 AND QUESTION 6.2

**QUESTION 6.1**

**EXTRACT G**

<b>The Dry Grass Sings- Stephen Gray</b>	
1	When the sky's as hot as a baking pot
2	and the whole earth shrinks like a skin
3	the mopane leaves clap and the eagle cries
4	the turtles snap and the thorn trees scratch
5	and the dry grass sings and sings
6	on the crackling mud the crocodile smiles
7	and the kudu snort in the dust
8	and the zebras grunt and the jackals howl
9	and the elephants trudge for another mile
10	and the dry grass sings and sings
11	but when lightning strikes and the clouds
12	drop down
13	and the whole earth drinks from the sky
14	the wood dove purrs and the fever trees
15	sigh
	and the rivers roll as heavy as blood
	the dry grass sings no more.

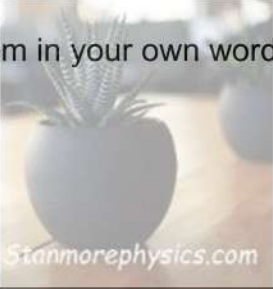
- 6.1.1 In stanza 1, what are the turtles and thorn trees doing? (2)
- 6.1.2 Quote a word that is an example of onomatopoeia in line 3. (1)
- 6.1.3 Refer to line 2 ('and the whole earth shrinks like a skin').  
(a) Identify the figure of speech used in this line. (1)  
(b) Comment on the appropriateness of this figure of speech. (2)

- 6.1.4 State ONE clue in Stanza 1 that shows that there is no rain? (1)
- 6.1.5 In line 5 and 10, the grass sings. State the reason that makes one not to enjoy the song made by the grass. (2)
- 6.1.6 In line 7, quote a word that shows that there is dry weather. (1)
- 6.1.7 In stanza 2, why is the elephant described as trudging for another mile? (2)
- 6.1.8 There is a mood of renewal in the last stanza. Describe that mood. (3)
- 6.1.9 In your opinion animals would prefer to live their lives in which stanza? Substantiate your view. (2)
- 6.1.10 Write the last line of the poem in your own words. (1)

[18]

**QUESTION 6.2**

**EXTRACT H**



	<b>Excuses, excuses - Gareth Owen</b> Late again,
1	Blenkinsopp?
2	What's the excuse this time?
3	Not my fault, sir.
4	Whose fault is it then?
5	Grandma's, sir.
6	Grandma's? What did she do?
7	She died, sir.
8	Died?
9	She's seriously dead all right, sir.
10	That makes four grandmothers this term, Blenkinsopp.
11	And all on P.E. days.
12	I know. It's very upsetting, sir.
13	How many grandmothers have you got, Blenkinsopp?
14	Grandmothers, sir? None, sir.
15	You said you had four.
16	All dead, sir.
17	And what about yesterday, Blenkinsopp?
18	What about yesterday, sir?
19	You were absent yesterday.
20	That was the dentist, sir.
21	The dentist died?
22	No, sir. My teeth, sir.
23	You missed the maths test, Blenkinsopp!



24	I'd been looking forward to it, sir.
25	Right, line up for P.E.
26	Can't sir.
27	No such words as 'can't', Blenkinsopp.
28	No kit, sir.
29	Where is it?
30	Home, sir.
31	What's it doing at home?
32	Not ironed, sir.
33	33 Couldn't you iron it?
34	34 Can't, sir.
35	35 Why not?
36	36 Bad hand, sir.
37	37 Who usually does it?
38	38 Grandma, sir.
39	39 Why couldn't she do it?
40	40 Dead, sir.

6.2.1 Choose a description from COLUMN B, taken from the poem 'Excuses', that matches the poetic device in Column a. Write only the letter (A-E) next to the question number (6.2.1 (a) to 6.2.1(d))

COLUMN A	COLUMN B
(a) Sarcasm	A I know it is very upsetting.
(b) Understatement	B She died, sir
(c) Hyperbole	C Not my fault, Sir.
(d) Humour	D That makes four grandmothers this term.
	E She's seriously dead.

(4)

6.2.2 State why this statement is FALSE. Blenkinsopp is late for the first time. (1)

6.2.3 Explain why the poem is not written in stanza form. (2)

6.2.4 Does the teacher believe the student's excuse when he says: 'That makes four grandmothers this term, Blenkinsopp'? In your own words, say how you know that. (2)

6.2.5 Comment on the repeated use of the word 'sir' throughout this poem. (3)

6.2.6 Would you classify the tone of this poem as sarcastic? Support your view. (2)

6.2.7 Discuss why 'Excuses, excuses' is a suitable title for this poem. (3)

[17]



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**GRADE 10**

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**ENGLISH FIRST ADDITIONAL LANGUAGE (P2)**

**MEMORANDUM**

**PAPER 2**

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**MARKS: 70**

**QUESTION 2.1**

- 2.1.1 (a) E  
(b) C  
(c) A  
(d) B (4)
- 2.1.2 The bracelet serves as a source of comfort and security for the narrator. In moments of fear or anxiety, the narrator instinctively reaches for the bracelet, indicating its symbolic role as a talisman of reassurance and emotional support. (2)
- 2.1.3. (a) Tone of nervousness or anxiety (1)  
(b) The reason for this tone is the narrator's fear and anxiety about the possibility of the harassers taking the bracelet, which is a treasured item.  
The situation is tense, and the narrator's quick response and the physical sensation of fear rising inside reinforce this emotional state. (2)
- 2.1.4 "Wearing the same uniform as" (1)
- 2.1.5 (a) Metaphor (1)  
(b) The figure of speech is relevant because the metaphor "looking at the guys with daggers in her eyes" illustrates Noki's fierce and protective demeanor. As her eyes are compared to daggers. It vividly conveys her anger and determination to defend the narrator, enhancing the reader's understanding of her bravery and solidarity. (2)
- 2.1.6 The tall guy is: *Stanmorephysics.com*  
(a) Intimidating - He speaks slowly and loudly, and he physically yanks the narrator back, showing his domineering and threatening nature.  
(b) Mocking - He laughs at the narrator and mocks their inability to understand, showing a cruel and belittling attitude. (2)
- 2.1.7 Yes, Noki can be admired. She demonstrates courage and loyalty by standing up to the harassers despite the risk to herself. Her defiant attitude and protective instincts make her a commendable character, embodying bravery and solidarity (3)

[18]

**QUESTION 2.2**

2.2.1 Lufuno (1)

2.2.2 (a) "prefab classroom" (1)

(b) The statement is false because the classroom is described as "bursting at the seams with Grade 11s," indicating that it is overcrowded with many students of various shapes and sizes. (1)

2.2.3 (a) Mandla found the bracelet after it was lost.

(b) Mandla intends to return the bracelet to the narrator as a kind gesture. (2)

2.2.4 Lufuno feels conflicted towards Mandla. She is grateful for his kindness in returning the bracelet but also cautious due to her previous experiences and the general tensions in their environment. (1)

2.2.5 Sindi prefers to sit there to avoid drawing attention to herself. She wants to stay out of trouble and avoid the gaze of both teachers and other students. (1)

2.2.6 (b) / metaphor (1)

2.2.7 (a) These lines indicate that some learners are not interested in learning and are more focused on showing off or maintaining a certain image among their peers. (1)

(b) Metaphor. It compares the way the learners sit and how they want to appear to others – relaxed and unconcerned, perhaps even rebellious, emphasizing their nonchalance and lack of engagement with the class. (2)

2.2.8 In "Finders Keepers," the theme of prejudice is prevalent, particularly The narrator experiences prejudice from other learners due to her

appearance and the fact that she is new to the school. This prejudice manifests in the form of bullying and exclusion of the narrator. (3)

2.2.9 NO - The behaviour of the learners in these lines is not acceptable.

The way they sit indicates a lack of respect for the teacher who is in authority.

It gives a negative example to other learners and disrupts learning. (3)

[17]

### QUESTION 3.1

- 3.1.1 (a) Board of European Union  
(b) Chemical waste  
(c) European Union  
(d) dumping Board of European Union (4)

- 3.1.2 (a) concerned / Protective / Accusing  
(b) Dr Thebe use this tone because she is concerned about the community of Hlezikahle. She feels that no one cares about their health. (1)  
(2)

- 3.1.3 (a) Dr Sibanda is arrogant and self-serving or selfish. (2)  
(b) Dr Thebe is humble and humane (2)

- 3.1.4 (a) Dr Sibanda should stand up and shout  
He should wag a finger  
He should nod his head. (any two) (2)  
(b) Dr Sibanda implied that Dr Thebe should be suspended / fired / silenced. (1)

- 3.1.5 (a) Arrogance of some Africans. (1)  
(b) They view their own rural people as illiterate savages. They view them as people to be undermined and exploited. They feel a sense of superiority about themselves while undermining fellow Africans. (3)  
(accept any relevant answer)

[18]

**QUESTION 3.2**

- 3.2.1 Dr Thebe came to have a meeting with Mthengisi Gwala who is a Director of Natural Resources and Environmental Protection. (1)
- 3.2.2 This statement is TRUE because Mthengisi Gwala only knew about the chemical waste being dumped in Hlezikahle and not about the contamination from it. (1)
- 3.2.3 (a) The issue needed a person with a medical background to explain the contamination. (1)  
(b) She had come to share the information about the chemical contamination discovered in Hlezikahle District: PCB. (2)
- 3.2.4 Dr Thebe was being professional and concerned about the welfare of the people of Hlezikahle. She was bringing well researched information. (2)
- 3.2.5 Uneasy / anxious. (1)
- 3.2.6 Dr Gwala is easily corrupted. He became greedy. People died due to the chemical waste dumped. (2)
- 3.2.7 (a) African corruption (1)  
(b) Dr Gwala is bought by the UECC and that leads to to the contamination of the community of Hlezikahle. He and others thought of enriching themselves using corrupt methods which destroyed the health of Hlezikahe community. (3)
- 3.2.8 YES - Dr Thebe can be referred to as a holy person. She is humane, humble and not self-serving. She is also dedicated to the service of her country and people in the health sector. (3)

**[17]**

**QUESTION 5.1**

- 5.1 (a) A  
(b) B  
(c) C  
(d) D (4)
- 5.1.2 In the kitchen / dining room at Yaaba's home (1)

- 5.1.3 (a) Yaaba's mother  
(b) It is because Yaaba does not help with household chores, therefore she will not get the most delicious meal. (1)  
(c) Yaaba (1)  
(d) The relationship between Yaaba and her mother is not good because she is disobedient / she does not obey rules / she does not go on errands. (any relevant answer) (2)
- 5.1.4 She was hurrying to get home. / She was running so fast so as to get home. (2)
- 5.1.5 Yaaba (1)
- 5.1.6 Maami (1)
- 5.1.7 **AGREE** –It is acceptable for parents to discriminate against their children based on their behaviour. If they do good parents will love them. If they misbehave, parents will not be keen on them.  
**DISAGREE** - It is not acceptable. Children should be treated equally irrespective of their behaviour. Whether they misbehave it does not change the fact that they belong to parents. (2)
- [17]

## QUESTION 5.1

5.2.1

- (a) D  
(b) A  
(c) B  
(d) C (4)
- 5.2.2 (a) Noumbe is having a heart problem (1)  
(b) It is the third day and Mustapha, her husband has not arrived. (2)  
(c) She is taking more medicine than is prescribed. (2)
- 5.2.3 "Breeze" (1)

- 5.2.4 For the past two days, Noumbe has been overdozing on her medication. (2)
- 5.2.5 B and D (1)
- 5.2.6 (a) Aida (1)  
(b) Noumbe's appearance is so attractive as if she has no problems / as if she has no illnesses. (any relevant answer) (2)
- 5.2.7 Everyday she wakes up hopeful and confident that her husband will come and so she starts preparing all over again. (2)

[18]

**QUESTION 6.1**

- 6.1.1 Turtles snap  
thorn trees scratch (2)
- 6.1.2 "Clap" (1)
- 6.1.3 (a) Simile (1)  
(b) The grass is so dry that it seems like shrinking or curling as if it is a dead animal's skin. (2)
- 6.1.4 The earth shrinks / The sky is hot like a baking pot. (1)
- 6.1.5 Animals are suffering because it is very dry, there is no water so that they can survive. The song of the grass does not make them happy instead it is depressing. (2)
- 6.1.6 "Dust" (1)
- 6.1.7 Elephants are exhausted and are looking for a place to cool themselves. / they are looking for water. There is no hope of finding water. (2)
- 6.1.8 Now clouds are forming. There is expectation of rain and it will bring change to the lives of the animals as they will now have water. They will no longer be tired and hopeless. There will be new life. There is a mood of renewal. (3)
- 6.1.9 I would prefer to live in the last stanza because the rain has come. There is life for animals and everything that is living. There is no suffering. (2)

6.1.10 There is no more dryness in the land.

(1)  
[18]

**QUESTION 6.2**

6.2.1 (a) D / That makes four grandmothers this term  
(b) A / I know it is very upsetting  
(c) E / She's seriously dead  
(d) C / Not my fault, Sir

(4)

6.2.2 The statement is FALSE because the teacher says "late again". This means that he is not late for the first time.

(1)

6.2.3 This poem is a dialogue and therefore it has to maintain its conversational free verse form.

(2)

6.2.4 No – The teacher is sceptical / does not believe Blekinsopp's excuse. The teacher's follow up questions suggest clearly he does not believe him.

(2)

6.2.5 Usually the word "sir" is used to show respect but Blenkinsopp uses this word repeatedly just to pretend to be respectful towards the teacher so he can avoid being in trouble.

(3)

6.2.6 The tone of the poem is sarcastic. When the teacher asks about the number of grandmothers he has, that is sarcastic because the teacher implies that he has more grandmothers than anyone else.

(2)

6.2.7 The title "Excuses, excuses" is suitable for this poem because Blenkinsopp has a tendency of making excuses for not doing something or being absent at school. His teacher finds it hard to believe him as he tells his obvious lies.

(3)  
[17]

**GRAND TOTAL [70]**

