



Province of the
EASTERN CAPE
DEPARTMENT OF EDUCATION

AMATHOLE EAST DISTRICT

ENGLISH FIRST ADDITIONAL LANGUAGE JUNE EXAMINATIONS

GRADE 10

DATE: 06/06/2023

MARKS: 70

TIME: 2½ HOURS

INSTRUCTIONS AND INFORMATION

Read these instructions carefully before you begin to answer the questions.

1. Do not attempt to read the entire question paper. Consult the TABLE OF CONTENTS on the next page and mark the numbers of the questions set on the texts you have studied this year. Read these questions carefully and answer as per the instructions.

2. This question paper consists of FOUR sections:

SECTION A: Novel (35)

SECTION B: Drama (35)

SECTION C: Short Stories (35)

SECTION D: Poetry (35)

3. Answer TWO QUESTIONS in total, ONE question each from ANY TWO Sections.

SECTION A: NOVEL

Answer the questions on the novel you have studied.

SECTION B: DRAMA

Answer questions on BOTH extracts.

SECTION C: SHORT STORIES

Answer questions on BOTH Short Stories.

SECTION D: POETRY

Answer questions on BOTH poems.

4. Follow the instructions at the beginning of each section carefully.
5. Number the answers correctly according to the numbering system used in this question paper.
6. Start EACH section on a NEW page.
7. Suggested time management: Spend approximately 75 minutes on each section.
8. Write neatly and legibly.



SECTION A: NOVEL

In this section, questions are set on the following novel:

- *FINDERS KEEPERS* by Rosamund Haden

Answer ALL the questions on the novel.

QUESTION 1: FINDERS KEEPERS

Read the extracts from the novel below and answer the set 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 1.1 and QUESTION 1.2.

1.1 EXTRACT A

[Lufuno gets in the classroom]

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. There's 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 skirt in the entire class, thanks to my mother. In 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 there's me, standing awkwardly, searching for a chair and a space at a desk. It's hot and stuffy inside the classroom, hard to breathe. Outside the wind is blowing the leaves of a scraggy tree, bent like an old woman by the relentless south-east wind that blows in off the sea.

[Chapter 3]

1.1.1 Choose a description from COLUMN B that matches a name in COLUMN A. Write only the letter (A – E) next to the question number (1.1.1(a) – 1.1.1(d) in the ANSWER BOOK.

COLUMN A	COLUMN B
(a) Mandla	A Enjoys being in class with everyone.
(b) Lufuno	B Bossy and mean.
(c) Sindi	C Gives away the bracelet as a present.
(d) Grandmother	D Enjoys keeping the bracelet for luck in sport. E Feels insecure and not belonging.

(4 x 1) (4)

1.1.2 Refer to lines 1 – 4 ('There is Mandla.... from the back.')

Why is the following statement FALSE.

When Lufuno gets into the class she knows exactly where to sit.

(1)

1.1.3 Refer to lines 3 – 7 ('There's Sindi with...leg as possible.')

Identify TWO points that indicate silly behaviour displayed by Sindi and her friends.

(2)

1.1.4 Refer to lines 7 – 9 ('I must have...her eyes on.')

In your OWN WORDS explain how the seating arrangement indicates that there is lack of discipline among some learners in this class.

(2)

1.1.5 Refer to lines 10 – 12 ('Bored and lethargic..., hard to breathe.')

What do these lines tell us about Lufuno's state of mind?

Substantiate your answer.

(2)

1.1.6 Refer to lines 13-14 ('Outside the wind...off the sea').

(a) Identify the figure of speech used in these lines. (1)

(b) Explain the figure of speech as used in the extract. (2)

1.1.7 Refer to the novel as a whole. (3)

Lufuno is an admirable character.

Discuss your view.

AND

1.2 EXTRACT B

But it's too late, I am already hurt. Noki and Chantelle can see that I am upset. I can't hide it. They fall silent, but then Chantelle tries to make it better. "But he really likes you, and maybe it's over with that girl. Maybe she's back in the Eastern Cape and – " "Why else would he have her as a screensaver?" argues Noki. My head is spinning. I can't make sense of it all. Nothing makes sense. "So, why did he walk me home and..." I blurt out. "And what?" My face must say it all because Chantelle looks at me amazed. "He kissed you!" Chantelle says, "OMG!" "That's bad," says Noki, frowning. "But you can still walk away. Mandla is bad news, Lufuno. There are other boys..." But I don't want other boys. Other boys haven't been interesting to me or made me laugh as much. They haven't had the same sense of humour or made me feel safe, the way he does. Have I imagined all of this? Have I misread him that badly? I realise that I have been waiting for Mandla's SMS all day, and that it hasn't come. And doubt is beginning to creep in. I try to sound light-hearted to disguise the heaviness I feel inside as the girls chat on about who will be at the party.

[Chapter 11]

- 1.2.1 Describe the setting of this extract (2)
- 1.2.2 Refer to lines 1 – 2 ('Noki and Chantelle...I am upset.')
- Explain why Lufuno is upset. (2)
- 1.2.3 Refer to line 7 ("He kissed you!")
- (a) What tone would Chantelle use in this line? (1)
- (b) Why would Chantelle use this tone in this line? (1)
- 1.2.4 (a) Who is the girl on Mandla's screensaver? (1)
- (b) Suggest TWO reasons why she is on Mandla's screensaver. (2)
- 1.2.5 Refer to lines 10 – 13 ('But I don't...all of this?')
- Identify any TWO qualities that make Mandla better than other boys, according to Lufuno. (2)
- 1.2.6 Refer to line 15 ('I try to sound light-hearted').
- Choose the correct answer to complete the following sentence.
- Write only the letter (A-D) next to the question number (1.2.6) in The ANSWER BOOK.
- Lufuno tries to sound...
- A cheerful.
- B mournful.
- C sorrowful.
- D heartbroken. (1)
- 1.2.7 One of the themes in *Finders Keepers* is being different.
- Discuss this theme. (3)
- 1.2.8 Noki and Chantelle are good friends to Lufuno.
- Discuss your view. (3)

TOTAL: 35

OR

SECTION B: DRAMA

QUESTION 2: THE AFRICAN DUSTBIN

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 2.1 and QUESTION 2.2.

2.1 EXTRACT C

[Mr Gwala and Dr Thebe are speaking]

GWALA:	My help? Why?	
THEBE:	Your department has experts in environmental protection. (Pause) We are asking you to join forces with us to fight this serious threat to health.	
GWALA:	Aren't you exaggerating things a little, Nosizwe?	5
THEBE:	(Angry) But what is wrong with you? (Pause) You know how dangerous PCB is, and as we speak, more people are running the risk of contamination and death.	
GWALA:	That's what I mean by exaggeration.	
THEBE:	Aren't you concerned about the people threatened by this danger?	10
GWALA:	The trouble with you, Nosizwe, is that you want to be in the forefront of everything that happens. (Pause) You want to prove that you care, that you have a conscience.	
THEBE:	And what about you? (Pause) What point are you trying to prove by your indifference?	15
GWALA:	There is no need for me to prove a point. (Pause) I am not like you.	
THEBE:	And whom are you like? I wonder at your callous indifference. (Pause) But Mthengisi, are you telling me that you will do	20



nothing at all about this toxic material, which has already claimed a number of lives, and will claim many more, unless something is done? (*Pause*) Should I remind you of your responsibility to protect the environment? (*Pause*) Should I also remind you that we pay you for it?

GWALA: (*Angry*) Are you trying to teach me my job?
(*Pause*) I know what my responsibilities are, thank you.

THEBE: If that is the case, then why don't you carry them out?

25

[Act 1, Scene 5]

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

COLUMN A	COLUMN B
(a) Moyo	A Senior doctor at Mpilwenhle Hospital.
(b) Thebe	B Patient at Mpilwenhle Hospital.
(c) Sibanda	C Manager for African Union
(d) Gwala	D Junior doctor at Mpilwenhle Hospital.
	E Director of Natural Resources and Environmental Protection.

(4 x 1) (4)

2.1.2	State TWO reasons why it is important for Gwala to join forces with Thebe.	(2)
2.1.3	Refer to lines 7-8 ('more people are... contamination and death') (a) Write PCB in full. (b) Explain what Thebe means in these lines.	(1) (2)
2.1.4	Refer to lines 23-25 ('Should I remind... you for it?'). What do these lines tell us about Thebe's state of mind? Substantiate your answer.	(2)
2.1.5	Refer to line 27('I know what my responsibilities are, thank you'). What is ironic about Gwala's words?	(2)
2.1.6	What does this extract reveal about Gwala's character? Substantiate your answer.	(2)
2.1.7	Refer to the drama as whole. Gwala is caring and considerate. Discuss your view.	(3)

AND

- 2.2.1 Choose the correct answer to complete the following sentence. (1)
Write only the letter (A-D) next to the question number (2.2.1) in the ANSWER BOOK.
Dr Thebe's house is in...
A – Nkululeko.
B- Mpilwenhle.
C- Mpumelelo.
D- Hlezikahle District.
- 2.2.2 Why is the following statement FALSE? (1)
Everything is being done to make the country remain abnormal.
- 2.2.3 Refer to line 4 (Any help from outside the country?). (1)
(a) What tone of voice would Nyathi use in these lines? (1)
(b) Why would Nyathi use this tone in these lines? (1)
- 2.2.4 Refer to line 9 (I am beginning to talk like a politician). (1)
(a) Identify the figure of speech in this line. (1)
(b) Explain the figure as used in this extract. (2)
- 2.2.5 Using your OWN words, give the meaning of the following statement by Thebe: (2)
'I am a doctor first and last'.
- 2.2.6 Refer to line 18 ('What is it, Jabulile?') (2)
If you were the director of this play, what would you tell Thebe to do when saying this line?
State TWO actions.
- 2.2.7 One of the themes in *The African Dustbin* is corruption. (3)
Discuss this theme.
- 2.2.8 Consider the drama as a whole. Nosizwe Thebe is a heroine. (3)
Discuss your view.

TOTAL: 35



SECTION C: SHORT STORIES

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

- 'THE LATE BUD' by Ama Ata Aidoo
- 'THE BOY WHO PAINTED CHRIST BLACK' by John Henrik Clarke

QUESTION 3

Read the extracts from the TWO short stories 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.

3.1 'THE LATE BUD'

EXTRACT E



[Maami finds Yaaba sleeping]

Long afterwards, Maami came in from the conversation with the other mothers, but when he saw the figure of Yaaba, lying on the floor, her heart did a somersault. Crash went her fists into the sleeping figure of her daughter. 'You lazy, lazy thing!' she cried. 'You good-for-nothing, empty corn husk of a daughter...' She pulled her ears and Yaaba screamed. Still sleepy-eyed, she sat up on her mat. 'Scream, if you like, scream and watch what I will do with you. If I do not pull your mouth until it is as long as a pestle, then my name is not Benyiswa.' But now Yaaba was wide awake and tearless. Who said she was screaming anyway? She stared at Maami with shining, tearless eyes. Maami was angry at this too. 'I spit in your eyes, witch! Stare at me and tell me if I am going to die tomorrow. And at your age...' And the blows came, crash, crash...' You do not know how to wash yourself before your skin touches that mat. And after a long day in the sand, the dust and filth by the Big Trunk. You moth-bitten grain.' The clock in the chief's house struck

5
10
15

twelve midnight. Yaaba never cried. She only tried, without success, to ward off blows. Perhaps Maami was tired herself, perhaps she was satisfied, for eventually she stopped beating her and lay down.

- 3.1.1 Choose a description from COLUMN B that matches the name in COLUMN A. Write only the letter (A – E) next to the question number (3.1.1 (a) – 3.1.1 (d)) in the ANSWER BOOK.

COLUMN A	COLUMN B
(a) Benyiswa	A The most loved daughter
(b) Yaaba	B Where children usually play
(c) Adwoa	C The ten-year-old girl
(d) Big Trunk	D Maami
	E One of the twins

4 x 1 (4)

- 3.1.2 Refer to lines 1 – 5 (“Long afterwards Maami...and Yaaba screamed.”) (2)
Use TWO points describe how Maami punishes Yaaba.
- 3.1.3 Identify ANY TWO derogatory/ insulting words/phrases that Maami uses in this extract when referring to Yaaba. (2)
- 3.1.4 Why is the following statement FALSE. (1)
Yaaba sleeps on a bed at night.
- 3.1.5 Refer to lines 5 – 7 (“Scream if you...is not Benyiswa.”) (1)
(a) What tone would Maami use in these lines? (1)
(b) Why would Maami use this tone in these lines? (1)
- 3.1.6 Refer to line 14” (“Yaaba never cried...off the blows.”) (2)
What does this extract reveal about Yaaba’s character?
Substantiate your answer.
- 3.1.7 Who is the ‘Late Bud’ in this story? (1)
- 3.1.8 Refer to the short story as a whole. (3)
Maami is a good parent.
Discuss your view.

AND

3.2 EXTRACT F

[The supervisor visits the Negro principal]

'THE BOY WHO PAINTED CHRIST BLACK'

The supervisor swallowed dumb-foundedly. His face was aglow in silent rage. "Have you been teaching these children things like that?" he asked the Negro principal, sternly. "I have been teaching them that their race has produced great kings and queens as well as slaves and serfs," the principal said.

5

"The time is long overdue when we should let the world know that we erected and enjoyed the benefits of a splendid civilization long before the people of Europe had a written language." The supervisor shook with anger as he spoke. "You are not being paid to teach such things in this school, and I am demanding your resignation for overstepping your limit as principal."

10

George Du Vul did not speak. A strong quiver swept over his sullen face. He revolved himself slowly and walked out of the room towards his office... Some of the teachers followed the principal out of the chapel, leaving the crestfallen children restless and in a quandary about what to do next. Finally we started back to our rooms.

15

A few days later I heard that the principal had accepted a summer job as art instructor of a small high school somewhere in South Georgia and had gotten permission from Aaron's parents to take him along so he could continue to encourage him in his painting.

20

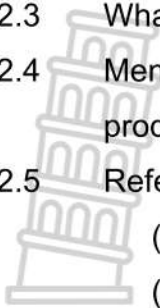
3.2.1 Who is the school principal in this story? (1)

3.2.2 Refer to line 1 ('The supervisor swallowed...in silent rage.')

What do these lines tell us about the supervisor's state of mind?

Substantiate your answer. (2)

- 3.2.3 What are the reasons for the confrontation by the supervisor? (2)
- 3.2.4 Mention TWO groups of people levels that the students' race has produced, according to their Negro principal. (2)
- 3.2.5 Refer to line 12 ('A strong quiver swept over his sullen face')
- (a) Identify the figure of speech used in this line. (1)
- (b) Explain the figure of speech as used in this extract. (2)
- 3.2.6 How does the supervisor respond to the principal's admission to having made the students relate to their own background? (2)
- 3.2.7 One of the themes in the short story is standing up against injustice. Discuss this theme. (3)
- 3.2.8 The boy who painted Christ black can be admired. Discuss your view. (3)



TOTAL SECTION C: 35

SECTION D: POETRY

In this section there are set questions on the following poems:

- Excuses
- The dry grass sings

NOTE: Answer the questions set on both poems, i.e. QUESTION 4.1 AND QUESTION 4.2

Read the poem carefully and then answer the questions which follow

4.1	Read the poem carefully and then answer the questions which follow. The number of marks allocated to each question serves as a guide to the expected length of your answer.
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Excuses, excuses - Gareth Owen

- 1 Late again, 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 Couldn't you iron it?
- 34 Can't, sir.
 35 Why not?
 36 Bad hand, sir.
 37 Who usually does it?
 38 Grandma, sir.
 39 Why couldn't she do it?
 40 Dead, sir.

- 4.1.1 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 (4.1.1 (a) to 4.1.1 (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)

- 4.1.2 Why is the following statement FALSE?
 Blenkinsopp is late for the first time. (1)
- 4.1.3 Explain why the poem is not written in stanza form. (2)
- 4.1.4 Does the teacher believe the student's excuse when he says: 'That makes four grandmothers this term, Blenkinsopp'?
 Substantiate your answer. (2)
- 4.1.5 Refer to lines 18-21 ('What about yesterday...the dentist died?').

What do these lines tell us about the speaker's state of mind?

Substantiate your answer. (2)

4.1.6 Comment on the repeated use of the word 'sir' throughout this poem. (2)

4.1.7 Refer to the whole poem.

(a) What tone does the teacher use in this poem? (1)

(b) Why would the teacher use this tone in this poem? (1)

4.1.8 The title 'Excuses, excuses' is suitable for this poem.

Discuss your view. (3)

AND

4.2	Read the poem carefully and then answer the questions that follow. The number of marks allocated to each question serves as a guide to the expected length of your answer.
-----	--

The Dry Grass Sings- Stephen Gray

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 drop down
12 and the whole earth drinks from the sky
13 the wood dove purrs and the fever trees sigh
14 and the rivers roll as heavy as blood
15 the dry grass sings no more.

- 4.2.1 In stanza 1, what are the turtles and thorn trees doing? (2)
- 4.2.2 Quote a word that is an example of onomatopoeia in line 3. (1)
- 4.2.3 Refer to line 2 ('and the whole earth shrinks like a skin').
- (a) Identify the figure of speech used in this line. (1)
- (b) Explain the figure of speech as used in this poem. (2)
- 4.2.4 State ONE clue in Stanza 1 that shows that there is no rain? (1)
- 4.2.5 In lines 5 and 10, the grass sings. State the reason that makes one not to enjoy the song made by the grass. (2)
- 4.2.6 In line 7, quote a word that shows that there is dry weather. (1)
- 4.2.7 In stanza 2, why is the elephant described as trudging for another mile? (2)
- 4.2.8 There is a mood of renewal in the last stanza. Describe the mood. (2)
- 4.2.9 The speaker convinces the reader about embracing being African. Discuss your view. (3)



[35]

GRAND TOTAL: 70



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**NATIONAL
SENIOR CERTIFICATE**

**GRADE 10
ENGLISH FAL P2
MARKING GUIDELINES
JUNE 2023**

MARKS: 70

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SECTION A: NOVEL

QUESTION 1: Finders Keepers

1.1

- 1.1.1 (a) D/ Enjoys keeping the bracelet as a present ✓
(b) E/ Feels insecure and not belonging ✓
(c) B/ Bossy and mean ✓
(d) C/ Gives away the bracelet for luck in sport ✓ (4)

1.1.2 Lufuno wonders where she can sit/ searches for a chair and a space at a desk. ✓ (1)

- 1.1.3
- They sit strategically at the back to view everyone in class. ✓
 - They are eating chewing gum. ✓
 - They sit with their legs stretched out under their desks. ✓
 - They wear their skirts high up. ✓
 - Their socks are rolled down to show off their legs. ✓
- NOTE:** Accept ANY TWO points (2)

1.1.4 The learners that are very serious about their schoolwork sit in front of the class while learners of Sindi's calibre sit towards the back because they do not bother much about their studies. ✓ Surely the ill-disciplined learners disturb the serious ones. ✓ (2)

1.1.5 Lufuno is frustrated/distressed/concerned. ✓ Some learners show signs of boredom and tiredness so early in the day. /The narrator must search for a chair and a space at a desk without anyone's help. /It is hot and stuffy inside the classroom. /It is hard for one to breathe inside the classroom. ✓

1.1.6 (a) Simile ✓ (1)

(b) The bent thin tree with leaves blown by never-ending harsh winds ✓ resembles a skinny old woman who is out of shape because of old age. ✓ (2)

1.1.7 Open-ended.

Accept a relevant response which shows an understanding of the following viewpoints, **among others**:

Yes.

- Lufuno shows a brave face as she tries to find a chair/ space to sit while nobody cares to help settle in the new classroom.
- Although Lufuno feels unwelcome and not belonging, she is brilliant enough to deduce from the learners' behaviour the culture of the school.
- She makes new friends (Noki and Chantelle) and settles well in the new school.

(3)

No.

- Lufuno does not seek assistance from the learners when she gets into the new class.
- She is judgemental of how Sindi and her friends wear their uniforms.
- She is too forward; she has a boyfriend Mandla and they have kissed already.

NOTE: Do NOT award a mark for YES or NO. Credit responses where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1–2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the novel.

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1.2

- 1.2.1 The setting is the township in Cape Town, ✓when Noki invites Lufuno to join her and Chantelle at the party in Zakes' Tavern on Saturday/ when Noki tells Lufuno about the other girl's image who is Mandla's screensaver. ✓ (1)
- 1.2.2 Lufuno is upset because she has just heard (shocking news) that her boyfriend Mandla has a girlfriend; ✓ and she is Mandla's screensaver. ✓ (2)
- 1.2.3 (a) Disbelief/ shock ✓ (1)
- (b) Chantelle does not believe that Lufuno would kiss Mandla so early in their relationship. ✓ (1)
- 1.2.4 (a) It is Nandi, Mandla's late sister. ✓ (1)
- (b) She is Mandla's late sister. She meant a lot to Mandla. Mandla has not yet come into terms with Nandi's passing on/ death. (ANY TWO points) ✓✓ (2)
- 1.2.5
- Mandla makes the narrator laugh.
 - Mandla is interesting.

- Mandla has a sense of humour.
- Mandla makes the narrator feel safe.

ANY TWO points ✓✓

(2)

1.2.6 A/cheerful. ✓

(1)

1.2.7 The discussion on the theme of being different, should include the following points, **among others**:

- Lufuno gets into a new class and school, yet nobody cares about her when she tries to find a chair and space where to sit.
- Sindi and her friends are ready to view her like a film instead of helping her.
- Lufuno feels unwelcome/ not belonging and her complexion is darker (invites more eyes to stare at her).

NOTE: For full marks, the response must be well-substantiated. A candidate can score 1–2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the novel.

(3)

1.2.8 Open- ended.

Accept a relevant response which shows an understanding of the following viewpoints, **among others**:

Yes.

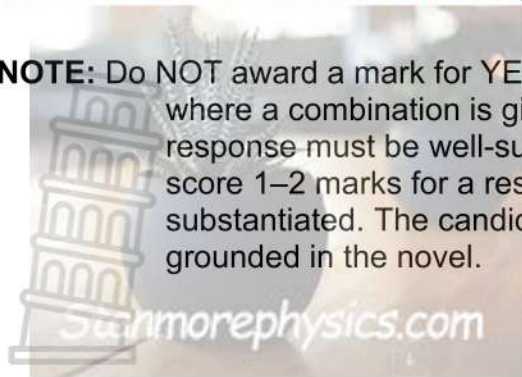
- Friends look out for each other, so Noki and Chantelle think it is better for Lufuno to know the truth and make an informed decision.
- They assumed that the girl in Mandla's screensaver is his girlfriend, they do not like to keep their friend in the dark.
- They think it would hurt their friend Lufuno the worst to hear that from someone else.

OR

No.

- They are not supposed to tell Lufuno to avoid hurting her unnecessarily.
- It is not always good for friends to interfere in such a delicate, sensitive matter meant for Lufuno and Mandla.
- Lufuno's friends have incorrect facts because the girl used as a screensaver is Mandla's late sister.

NOTE: Do NOT award a mark for YES or NO. Credit responses where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1–2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the novel.



(3)

[35]

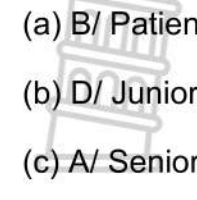
OR



SECTION B: DRAMA

QUESTION 2: The African Dustbin

2.1

- 2.1.1 (a) B/ Patient at Mpilwenhle Hospital. ✓
(b) D/ Junior doctor at Mpilwenhle Hospital. ✓
(c) A/ Senior doctor at Mpilwenhle Hospital. ✓
(d) E/ Director of Natural Resources and Environmental Protection. ✓ (4)
- 2.1.2 Gwala is the Director in the department that has experts in environmental protection ✓ and with Thebe on their side they will be able to fight PCB. ✓ (2)
- 2.1.3 (a) Polychlorobiphenyls ✓
(b) Thebe means that many people are in danger/not safe ✓ and may die due to PCB if nothing is done about it. ✓ (2)
- 2.1.4 Thebe is furious/agitated. ✓ She is angry that Gwala does not care about his job, he is negligent. ✓ (2)
- 2.1.5 Gwala claims to know his responsibilities yet, his actions of ignoring the warnings take the opposite direction of showing him as an ignorant person. ✓✓ (2)
- 2.1.6 Greedy/corrupt/selfish/inconsiderate/insensitive. ✓ He does not care about people's lives or how the PCB will negatively affect the health of many people. ✓ (2)
- 2.1.7 Open- ended.
Accept a relevant response which shows an understanding of the following points, among others:
- No.  Stanmorephysics.com
- Gwala does not value life nor take his job of protecting the environment and people seriously.
 - He is greedy, corrupt and wants money at the expense of sickly patients.
 - His arrogance makes him to encourage use of Africa as the dumping site by the European countries.

OR

Yes.

- Gwala works as a protector of environment which is his professional job that entails caring for the environment.
- The European company have always disposed their toxic waste to Africa, Gwala therefore is automatically a victim of a syndicate.
- He is specifically targeted by the United European Chemical Company which is determined to use him through paying bribes.

NOTE: Do NOT award a mark for YES or NO. Credit responses where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1–2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the play. (3)



2.2

- 2.2.1 C/Mpumelelo ✓ (1)
- 2.2.2 The situation is getting to normal as other countries send medicines, teams of medical specialists, anti-pollution scientists. ✓ (1)
- 2.2.3 (a) Enquiring/ curious/questioning ✓
- (b) Nyathi wants to know if the threat of the toxic waste dumped in Africa has received attention it deserves from other countries. ✓ (2)
- 2.2.4 (a) Simile ✓ (1)
- (b) Dr Thebe is comparing herself to politicians because she is now relying on the hope that things will change ✓ and the situation will be better when contamination of people by PCB is contained though she does not know how. ✓ (2)
- 2.2.5 Thebe stresses the fact that as a doctor her main priority is to save lives ✓ and she will remain doing so until she dies (she abides by the oath she took). ✓ (2)
- 2.2.6 (a) Thebe would look directly at Jabulile with a curious face. ✓
- (b) She would open her hands/ quickly stand up. ✓ (2)

2.2.7 The discussion of the theme of African corruption should include the following points, **among others**:

- Gwala is bribed by the European Chemical Company to allow the dumping of toxic waste in Africa.
- He is the one with a responsibility of protecting the environment including people but on contrary he is bought to risk people's lives.
- As an African, Gwala should be seen as one who prevents African corruption instead of promoting it.

NOTE: For full marks, the response must be well-substantiated. A candidate can score 1–2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the play.

(3)

2.2.8 Open- ended. Accept a suitable response that should include the following points, **among others**:

Yes.

- Nosizwe Thebe is a heroine who takes her job of being a doctor diligently.
- She also challenges Gwala who allowed the European chemical company to dump the toxic waste in Africa.
- She is victorious at the end because the dumping of the dangerous substance on the African soil is stopped.

No.

- Nosizwe Thebe challenges Gwala's decision as she is the one who took an oath to save lives.
- She will be in trouble if patients died under her care so she must do everything in her power to solve the crisis.
- She takes care of the poor patients because she is paid to do so.

NOTE: Do NOT award a mark for YES or NO. Credit responses where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1–2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the play.

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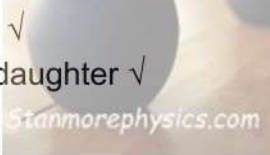
SECTION C: SHORT STORIES

QUESTION 3

3.1

- 3.1.1 (a) D / Maami ✓
(b) C / The ten-year-old girl ✓
(c) A / The most loved daughter ✓
(d) B / Where children usually play ✓ (4)

- 3.1.2 Maami punishes Yaaba by:
Beating her with fists and ✓
Pulling her (Yaaba's) ears ✓ (2)

- 3.1.3
- 'You good-for-nothing' ✓
 - Empty corn husk of a daughter ✓
 - Witch ✓
 - Moth-bitten grain ✓
- 

NOTE: Accept any TWO of the above (2)

- 3.1.4 Yaaba sleeps on a mat. ✓ (1)

- 3.1.5 (a) Insulting/ mocking/ patronizing ✓ (1)

- (b) Maami mocks Yaaba and tries to make her feel guilty or helpless. ✓ (1)

- 3.1.6 Yaaba is stubborn, ✓ she stares at Maami with no tears in her eyes. ✓ (2)

- 3.1.7 Yaaba is the 'Late Bud' in this story. ✓ (1)

- 3.1.8 Open-ended.

Open-ended. Accept a suitable response that should include the following points,

among others:

Yes.

- Maami wants what is best for her child through being a strong disciplinarian.

- Yaaba knows what is expected of her, yet she is rebellious and not willing to conform to her mother's rules.
- Her mother has had enough, Yaaba is very lazy to run errands; but not to play and eat.

OR

No.

- Maami is a bad parent who drives a wedge between herself and Yaaba.
- She randomly acts more on emotions rather than using her wisdom as an adult.
- Insults are also too bad, especially when used by a parent, Maami should set a good example to her child.

NOTE: Do NOT award a mark for YES or NO. Credit responses where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1–2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the short story.

(3)

3.2

- 3.2.1 George Du Vault. ✓ (1)
- 3.2.2 Shock /Disbelief / Anger ✓. He cannot believe what the principal just said that 'Christ could have been Negro' ✓ (2)
- 3.2.3 The supervisor never expected a black version of Jesus Christ's painting; this is a taboo if not an insult to Christianity according to him. ✓
The artist who produced this kind of painting does not know his / her place and needs to be brought to book. ✓ (1)
- 3.2.4 Kings/ Queens ✓ (2)
Slaves/ Serfs ✓
- 3.2.5 (a) Metaphor ✓ (1)
- (b) The principal's sudden change of emotion (anger) ✓ is shown in his face by a trembling movement just like a quick twitch. ✓
- 3.2.6 The supervisor shakes with anger ✓ and forces the principal to resign now. ✓ (2)
- 3.2.7 The discussion of the theme of standing up against injustice, should include the following points, **among others**:

- Aaron, through his unusual painting breaks the barrier of injustice exercised upon non-whites in this story.
- He owns his painting regardless of the white superior supervisor's rage. The principal, a Negro, joins hands with Aaron.
- The principal takes his forced resignation with dignity and pride of who he is, without any regret or remorse.

NOTE: For full marks, the response must be well-substantiated. A candidate can score 1–2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the short story. (3)

3.2.8 Open-ended.

Accept a relevant response which shows an understanding of the following viewpoints, **among others**:

Yes.

- The boy as an artist paint according to his or her imagination tastes and creativity.
- No one is supposed to prescribe what an artist should produce, art is unique and differs from one artist to another.
- The boy has his reasons for producing a black Christ – valid reasons. The black Christ is closer to him.

OR

No.

- In the light of racial discrimination evident in this story, the boy has broken the rules.
- He is in a 'white' schooling environment therefore he should abide by the rules.
- Also, the fact that even the Negro principal supports the boy means a lot of trouble. Things might get out of hand.

NOTE: Do NOT award a mark for YES or NO. Credit responses where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1–2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the short story. (3)

SECTION D: POETRY

QUESTION 4

4.1

- 4.1.1 (a) Sarcasm – D/ That makes four grandmothers this term. ✓
(b) Understatement – A/ I know it is very upsetting. ✓
(c) Hyperbole – E/ She’s seriously dead. ✓ (4)
(d) Humour – C/ Not my fault, Sir. ✓
- 4.1.2 The first sentence says, “Late again.” / Blenkinsopp is always late. ✓ (1)
- 4.1.3 The poem must keep its dialogue form, ✓therefore the poem does not have stanzas as they would break the conversation. – Question and answer. ✓ (2)
- 4.1.4 No. The teacher takes the death of the grandmother lightly. ✓ This would never happen if he believed it was true. / Since the boy has used the same excuse three times before, the teacher does not believe him. ✓ (2)
- 4.1.5 Humorous/ mischievous ✓ The boy is intentionally playing dumb with the teacher to make fun of the serious conversation. ✓ (2)
- 4.1.6 The student keeps saying ‘sir’, which is usually used to show respect. The teacher is officially more powerful, but unofficially the student is more powerful. ✓ This is because the student uses the word without its usual meaning or worth. ‘Sir’ loses its power because it has been over-used/ We understand that he is just using it to pretend to respect the teacher, so he can avoid trouble. ✓ (3)
- 4.1.7 (a) Sarcastic ✓ (1)
(b) The teacher states that the boy is always absent during the P. E. days and he makes an excuse about the death of his grandmother on such days. ✓ (1)

4.1.7 Open-ended.

Accept a relevant response which shows an understanding of the following aspects, **among others**:

Yes.

- The poem contains a list of excuses that are made by the boy from the beginning up to the end of the poem.
- 'Grandmas' death is a common excuse for Blenkinsopp whenever he is asked about absenteeism during the P.E.
- He also makes the visit to the dentist another excuse for missing maths test when the teacher confronts him.

No.

- The poem focuses more on the boy's misbehaviour which is absenteeism during the P.E. sessions.
- The teachers entertain the same lame excuse repeatedly without making the boy accountable.
- The title of the poem could be Blenkinsopp, the troublesome boy in class.

NOTE: Do NOT award a mark for YES or NO. Credit responses where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1–2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the poem.

(3)

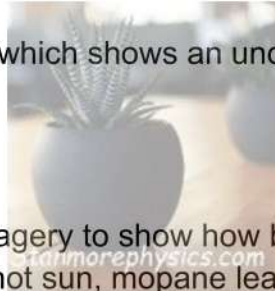
AND

4.2

- 4.2.1 Turtles snap√
thorn trees scratch√ (2)
- 4.2.2 "clap" √ (1)
- 4.2.3 (a) Simile √ (1)
- (b) The harsh conditions of weather (drought) make earth to shrink√ just like a skin would when very dry. √ (2)

- 4.2.4 'leaves clap'/'dry grass' ✓ (1)
- 4.2.5 One cannot enjoy the song that is made by the grass because the grass sings because it is dry. ✓there's nothing exciting about the grass that is not green. ✓ (2)
- 4.2.6 "dust" ✓ (1)
- 4.2.7 The elephant is a big animal which moves slowly and with heaviness. ✓ It has been looking for water and it must walk again, another mile because it has not found water. ✓ (3)
- 4.2.8 When the rain comes, it brings water to the dry grass, it gives life. ✓ The trees and animals are renewed or reborn as they were close to dying before the rain came. ✓ (2)
- 4.2.9 Open-ended.

Accept a relevant response which shows an understanding of the following aspects, **among others**:



Yes.

- The speaker uses imagery to show how beautiful is the African environment with its hot sun, mopane leaves, an eagle, turtles, crocodile, kudu, zebras and elephants.
- The animals or creatures indicate the richness of African soil with its beauty though it is winter.
- The speaker shows that there is never a dull moment in Africa, even the lightning brings joy through rain/water.

No.

- The harsh weathers which have a negative effect on earth do help the different African animals/creatures as they cannot get water.
- The animals may end up dying when the water is scarce which will leave nothing to be embraced in Africa.
- It is part of nature for the weather to change and the animals mentioned in the poem can be found in other countries besides Africa.

[35]

GRAND TOTAL: 70