



EXAMINATIONS COUNCIL OF ESWATINI
Eswatini General Certificate of Secondary Education

LITERATURE IN ENGLISH

Paper 2 (Unseen Text)

6875/02

October/November 2024

1 hour 20 minutes

Additional Materials: Answer Booklet/Paper

As listed in Instructions to Supervisors

READ THESE INSTRUCTIONS FIRST

If you have been given an Answer Booklet, follow the instructions on the front cover of the Booklet.

Write your Centre number, candidate number and name on all the work you hand in.

Write in dark blue or black pen.

Do **not** use staples, paper clips, highlighters, glue or correction fluid.

Answer **either** Question **1** **or** Question **2**.

You are advised to spend about 20 minutes reading the questions and planning your answer.

At the end of the examination fasten all your work securely together.

All questions are worth equal marks.

The total mark for this paper is 20.

This document consists of **4** printed pages.

Answer either Question 1 or Question 2

EITHER

- 1 Read the following extract from a short story by Bernard McLaverty, about how a teacher named Waldo treats his learners.

In what ways does the writer present Waldo's personality?

In your response, you may consider:

- Waldo's actions and behavior towards the boys
- how the writer uses language
- your feelings as you read the passage.

Of all the teachers in the school Waldo was the one who commanded the most respect. In his presence nobody talked, with the result that he walked the corridors in a moat¹ of silence. Boys seeing him approach would drop their voices to a whisper and only when he was out of earshot would they speak normally again. Between classes there was always five minutes uproar. The boys wrestled over desks, shouted, whistled, flung books while some tried to learn their nouns, eyes closed, feet tapping to the rhythm of declensions². Others put frantic finishing touches to last night's exercise. Some minutes before Waldo's punctual arrival, the class quietened. Three rows of boys, all by now strumming nouns, sat hunched and waiting. 5

Waldo's entrance was theatrical. He strode in with strides as long as his soutane³ would permit, his books clenched in his left hand and pressed tightly against his chest. With his right hand he swung the door behind him, closing it with a crash. His eyes raked the class. If, as occasionally happened, it did not close properly he did not turn from the class but backed slowly against the door snapping it shut with his behind. Two strides brought him to the rostrum⁴. He cracked his books down with an explosion and made a swift palm upward gesture. 10 15

Waldo was very tall, his height being emphasized by the soutane, narrow and tight-fitting at the shoulders, sweeping down like a bell to the floor. A row of black gleaming buttons bisected him from floor to throat. When he talked his Adam's apple hit against the hard, white Roman collar and created in Kevin the same sensation as a fingernail scraping down the blackboard. His face was sallow and immobile. (There was a rumour that he had a glass eye but no one knew which. Nobody could look at him long enough because to meet his stare was to invite a question.) He abhorred slovenliness. Once when presented with an untidy exercise book, dog-eared with a tea ring on the cover, he picked it up, the corner of one leaf between his finger and thumb, the pages splaying out like a fan, opened the window and dropped it three floors to the ground. His own neatness became exaggerated when he was at the board, writing in copperplate script⁵ just large enough for the boy in the back row to read – geometrical columns of declined nouns defined by exact, invisible margins. When he had finished he would set the chalk down and rub the used finger and thumb together with the same action he used after handling the host over the paten⁶. 20 25 30

The palm upward gesture brought the class to its feet and they said the Hail Mary in Latin. While it was being said all eyes looked down because they knew if they looked up Waldo was bound to be staring at them.

'Exercises.' 35

When Waldo was in a hurry he corrected the exercises verbally, asking one boy for the answers and then asking all those who got it right to put up their hands. Now and then he would take spot checks to find out the liars.

'Hold it, hold it there,' he would say and leap from the rostrum, moving through the forest of hands and look at each boy's book, tracing out the answer with the tip of his 40

cane. Before the end of the round and while his attention was on one book a few hands would be lowered quietly. Today he was in a hurry. The atmosphere was tense as he looked from one boy to another, deciding who would start.

'Sweeny, we'll begin with you.' Kevin rose to his feet, his finger trembling under the place in the book. He read the first answer and looked up at Waldo. He remained impassive. He would let someone while translating unseens ramble on and on with great imagination until he faltered, stopped and admitted that he didn't know. Then and only then would he be slapped. 45

Glossary

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|------------------------|--|
| 1. moat: | a deep, wide channel of water surrounding a castle for defense |
| 2. declensions: | a set of grammatical forms of words being memorised |
| 3. soutane: | long gown with sleeves, worn by religious officials |
| 4. rostrum: | small, raised platform for standing on when making a speech |
| 5. copperplate script: | a style of handwriting |
| 6. paten: | a plate used for religious ceremonies |

OR

- 2 Read the following poem by Gabriela Mistral about how a parent feels concerning their daughter growing up.

In what ways does the poet express a parent's fear about losing their daughter in the poem?

In your response, you may consider:

- the poet's choice of words
- the mother's attachment to her daughter
- your feelings as you read the poem.

Fear

I don't want them to turn
my little girl into a swallow.
She would fly far away into the sky
and never fly again to my straw bed,
or she would nest in the eaves¹ 5
where I could not comb her hair.

I don't want them to turn
my little girl into a swallow.

I don't want them to make
my little girl a princess. 10
In tiny golden slippers
how could she play on the meadow?
And when night came, no longer
would she sleep at my side.
I don't want them to make 15
my little girl a princess.

And even less do I want them
one day to make her queen.
They would put her on a throne
where I could not go to see her. 20
And when nighttime came
I could never rock her ...
I don't want them to make
my little girl a queen!

Glossary

1. eaves: the part of a roof that overhangs the walls of a building