



EXAMINATIONS COUNCIL OF ESWATINI
Junior Certificate Examination

LITERATURE IN ENGLISH

120/02

Paper 2 (Unseen Text)

October/November 2023

1 hour 30 minutes

Additional materials: Answer Booklet/Paper

READ THESE INSTRUCTIONS FIRST

Follow the instructions on the front cover of the booklet.

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

Write in **dark blue** or **black ink**.

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

Answer **one** question. **Either** Question 1 **or** Question 2.

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

Both questions in this paper are worth 20 marks each.

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

Either

1 Read the following passage from a story about a young girl's dream to study at the University of Connecticut.

What challenges does the girl face and how does she overcome them to finally make her dream come true?

To help you answer the question, you might like to consider the following:

- her negative attitude about herself
- her family background
- the positive influence of the people in her life

Never Say Never

In the beginning of my senior year in high school, I began applying to colleges, but in my heart I had already made my decision. The University of Connecticut was the one. But a huge hurdle¹ stood between me and my dream – lack of financial resources.

At first, I was ready to give up. I mean, who was going to give me, the average high-school girl, that kind of money? I wasn't the smartest person in my class, not even close; but my heart was in the right place, and I was determined. I knew that scholarships were only given to the really smart kids, or so I thought. I applied for every scholarship I could get my hands on. What did I have to lose? And then my guidance counsellor told me about the financial aid system. I applied, but didn't think I would qualify for that either. 5
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Finally, a letter arrived from the University of Connecticut. Feelings of fear and joy overwhelmed me, but I was ready. I opened the envelope with trembling hands as tears engulfed my eyes. I had done it! I had been accepted to the University of Connecticut! I cried for a while, feeling both extremely excited and afraid. I had worked so hard to get accepted; what if I was denied admission because of my financial status? 15

I had been working a full-time job, but that was barely enough to pay for tuition². My parents couldn't afford that kind of money, and I wasn't going to pretend that they could. I was the first person in my family who would attend a university, and I knew how proud my parents were; but it was impossible for them to finance my education. However, my parents are incredible people, and they taught me never to give up on my dreams, regardless of the obstacles³ that I encounter, and never to lose sight of what I truly want out of life. My parents were right, and I continued to believe in both myself and my dreams. 20
25

Months went by before I heard anything from the financial aid office. I assumed that I didn't qualify for aid, but I wasn't ready to lose hope yet.

Finally, a bulky⁴ envelope arrived. I knew this was the one that would determine whether or not I could attend college. I opened the envelope and I could hardly understand what any of the documents inside meant. 30

The following day, I brought the documents to school and asked my guidance counsellor to take a look at them. He looked up at me with a huge smile on his face and told me that not only was financial aid going to help me out with my expenses, but I had also won two of the scholarships I had applied for! I was in shock at first, then cried. I had actually made my dream come true.

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Glossary

1. **Hurdle:** a problem that you have to deal with before you can make progress
2. **Tuition:** money paid for education
3. **Obstacles:** challenges
4. **Bulky:** large sized or thick

Or

2 Read the following poem about a boy who is a learner at school.

Explore how this poem vividly describes the challenges the boy faces and the effect these have on him.

To help you answer the question, you might like to consider the following:

- how the boy is portrayed
- the feelings evoked in him
- the language of the poem

The Boy

I am the boy in the playground,
The boy who stands by the wall,
The boy that no one likes much,
And some don't like at all.

I am the boy with a problem, 5
The boy at the back of the class,
The boy who finds it hard to read,
And tests too hard to pass.

I am the boy no one plays with, 10
The boy who walks home alone.
The boy that some wish didn't; exist¹,
And who wishes his heart was a stone.

I am the boy with no future, 15
The boy with a difficult past,
The boy who ought to be the first in the queue²,
And somehow is always ... the last.

Glossary

1. **Exist:** live
2. **Queue:** line