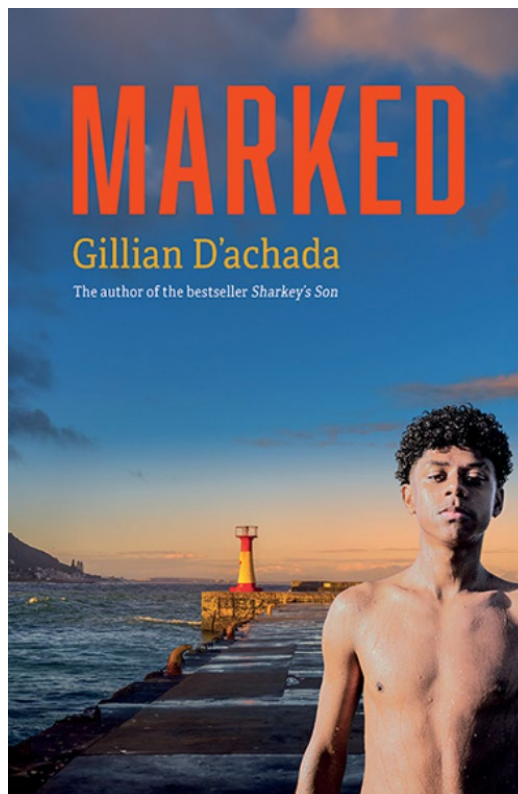


Reading Guide

Marked – Gillian D'achada

Tafelberg, 2024



NOTE: All page numbers refer to the first edition of the youth novel *Marked* (Tafelberg, 2024).

This reading guide is intended as a teaching aid for the classroom. It is compiled with English Home Language Grade 6 and English First Additional Language Grade 7-8 as the focus and is based on the guidelines set out in the Curriculum and Assessment Policy Statement (CAPS).

This study guide was compiled by Zubayr Charles.

Copyright: © Tafelberg, 2025. An imprint of Jonathan Ball Publishers.

Biography of the writer:

Gillian D'achada was born in Cape Town, South Africa, in 1962 – and began writing as soon as she knew how. After matriculating from Fish Hoek High School she attended the University of Cape Town where she studied history and English. Thereafter she pursued a career in copywriting and scriptwriting. She also later obtained a BA Theology degree and spent a number of years on the mission field. Gillian travelled extensively in Africa, the Middle East, Australia and India as a scriptwriter and lecturer in a Biblical approach to creativity. She has three daughters – Lissa, Candice and Claire-lyn – and is married to John, her 'manuscript doctor'. They live in Kalk Bay from where they run their Bible training organization, King's Cross.

Literary Terms:

Title

The titled **Marked** carries a double meaning in the story:

1. The Birthmark:

This refers to the main character James' physical birthmark, which he initially sees as a source of shame and ridicule. The birthmark is James' physical representation of his struggles with self-acceptance and how he perceives himself as different or "marked" in a negative way.

2. Life's Purpose or Destiny:

The title also refers to James being "marked" for a greater purpose in life. Through his experiences in Kalk Bay, James discovers his unique role in protecting the environment and embracing his heritage. This "marking" signifies his growth, transformation, and the realisation of his life's mission.

The Narrator

- Every story has a narrator. It should always be kept in mind that the author and the narrator are not necessarily the same person.
- The opinions of the narrator are not necessarily those of the author.
- In *Marked*, the author is Gillian D'achada, and the narrator is a third-person narrator.

We can distinguish between three types of narrators:

First-person Narrator

- The first-person narrator is also known as the "I-narrator".
- The story is told only from the viewpoint of one character in the story.

- However, this type of narrator does not know what other characters think or feel, and can only make assumptions based on their actions or behaviour.
- The I-narrator is especially effective at describing their own feelings and emotions.

Second-Person Narrator

- Rare in literature, but it directly addresses the reader as “you.”
- Often used in experimental writing, choose-your-own-adventure stories, or to create intimacy and immediacy.

Third-person Narrator

- The third-person narrator in this novel is an omniscient (all-knowing) narrator. This means the narrator has a god-like perspective, knowing the thoughts, feelings, and actions of all the characters.
- The narrator provides insight into James’ internal struggles, as well as the motivations and emotions of other characters like Nonhle, Faried, and Vivienne, allowing the reader to understand the story from multiple perspectives.

Setting:

A setting refers to the place and time period of a story:

Place:

The story is set in Kalk Bay, a small fishing village near Cape Town, South Africa. The place is characterised by its ocean, tidal pools, rocky shores, and vibrant community life. The setting plays a crucial role in shaping James’ experiences and transformation.

Time:

Although it is unclear which exact year the story takes place, the events occur in present and democratic South Africa, as indicated by modern elements like cell phones, environmental conservation efforts, and James’ inter-racial family dynamics. The story unfolds during a transitional period in James’ life, marked by his family’s move and his personal growth.

Plot:

- The term “plot” refers to the plan according to which the story develops.
- It is also called the framework of events.
- The plot refers to the sequence in which events in the story take place.
- Plot leads to tension.

- If the plot is not transparent or easily predictable, the novel is more successful, since it will keep the reader engaged until the end.

Themes

- The theme of the story refers to the invisible truth or insight about life that emerges from the story.
- A theme is always universal and is not limited by time, place, circumstances, or character.

[It is best to read the following notes on theme after you have read the entire novel.]

1. Family and Identity

The novel explores family struggles, James' parents' separation, and Vivienne's hidden heritage. Both James and Vivienne reconnect with their roots, highlighting forgiveness and rebuilding family bonds.

2. Personal Growth and Self-Acceptance

James learns to embrace his birthmark, grows braver and more confident, and finds purpose in protecting the ocean and marine life.

3. Friendship and Community

James builds strong friendships with Nonhle. The Kalk Bay community supports him, showing the power of unity and collaboration for change.

4. Environmental Conservation

The story stresses protecting False Bay's marine life, exposing the harm of poaching, and showing the importance of living in harmony with nature.

5. Courage and Bravery

James faces danger to gather evidence and protect marine life. Faried shows courage by standing up for justice, and together they risk their lives to help others.

6. Redemption and Second Chances

Faried's move from poaching to education shows the power of second chances. Vivienne's reconnection with her roots highlights healing and personal growth.

7. Heritage and Cultural Identity

The novel celebrates Kalk Bay's coloured heritage, fishing traditions, and family values, while showing the importance of preserving culture and history.

8. Education and Empowerment

SALT symbolises education's power to create change, raise awareness, and give vulnerable youth opportunities to break cycles of poverty and crime.

9. Overcoming Prejudice

The story challenges stereotypes about race, identity, and community. James learns sympathy and recognises Faried as a victim rather than judging him.

10. Hope and Optimism

Despite hardships, the novel ends on a hopeful note with family reconciliation, opportunities through SALT, and belief in a better future.

Symbolism:

- A symbol is an image or marking that is used as a conventional representation of an object, function, or process.
- Symbolism, however, are aspects within a story that have deeper or symbolic meaning and represent ideas or qualities.

James' Birthmark:

This symbolises his individuality, inner struggles, and eventual acceptance of himself. Initially, the birthmark is a source of shame and insecurity for James, as it makes him feel like an outsider and leads to bullying. He hides it, associating it with being a "freak." However, as the story progresses, the birthmark becomes a symbol of his uniqueness and strength. It plays a pivotal role in identifying him during the SALT scholarship selection, turning what he once saw as a flaw into a mark of distinction. The birthmark ultimately represents James' journey toward self-acceptance and embracing his identity.

The Tall Pine Tree:

The tree situated near James' grandmother's house in Kalk Bay not only serves as a landmark for him in his new environment, but it symbolises guidance, stability, and a sense of belonging. As James grows accustomed to life in Kalk Bay, the tree's "wide, outstretched branches like welcoming arms" suggest that James is beginning to feel a connection to his grandmother's home and the community of Die Land. It serves as an

emotional anchor, representing how James is gradually finding direction, acceptance, and comfort in his new environment.

The Ocean

The ocean symbolises life, change, and connection. It represents both danger and discovery: James' experiences with marine life, whales, and poaching shape his personal growth and sense of purpose. The shifting tides mirror his emotional journey.

Die Land (Kalk Bay)

Die Land symbolises belonging, heritage, and community. It connects James to his family's coloured roots, traditions, and history. Through this place, he finds identity and a deeper understanding of his past.

The Whales

The whales symbolise freedom, preservation, and the fragility of nature. Their presence highlights the importance of conservation and inspires James' passion for protecting the ocean and its creatures.

Conflicts

Two types of conflict can occur in a story, namely external conflict and internal conflict.

External Conflict

External conflict is associated with violence, such as fights between characters, non-physical confrontations such as arguments, or any opposing force that threatens the main character.

Example: James faces an external conflict with Yusuf and the poachers, particularly when Yusuf throws him overboard into the ocean, putting his life in immediate danger.

Internal Conflict

Internal conflict refers to conflict within a character's mind or emotions.

Example: James struggles internally with his feelings of shame and self-consciousness about his birthmark, which he believes makes him a "freak".

Characters

James Downing (The protagonist)

A protagonist is the main character in the story and what the plot revolves around. This person experiences the main conflict and undergoes development or growth.

James is a twelve-year-old boy that is sensitive and self-conscious. At the start of the novel, he struggles with feelings of shame and alienation due to his prominent birthmark and the bullying he experienced, which damaged his self-esteem. His parents' separation and the move from Johannesburg to Cape Town add to his confusion and sense of displacement, especially given his strained relationship with his mother, Vivienne. Initially timid and uncertain, James gradually begins to adapt to life in Kalk Bay, finding a sense of belonging through his grandmother, the community, and his deepening connection to the ocean and its wildlife. As the story progresses, he faces challenges that test his courage, resilience, and empathy, leading him to discover strengths he didn't know he had. James learns the value of compassion, especially in his growing understanding of others' struggles, and starts to embrace his identity rather than hide from it. Through these experiences, he develops confidence, purpose, and a greater sense of responsibility, emerging as someone who values community, friendship, and protecting the world around him. His journey reflects themes of personal growth, self-acceptance, and the power of finding meaning through connection and courage.

Vivienne (James' Mother)

Vivienne is portrayed as complex and guarded, often struggling to express her emotions openly. She distances herself from her past and prefers avoiding difficult conversations, which creates tension in her relationship with James. Her move to Cape Town causes friction within the family, but as the story unfolds, Vivienne gradually reconnects with her roots and begins rediscovering her identity. Her journey mirrors themes of belonging, acceptance, and personal growth, and she plays a key role in supporting James as he learns to navigate his own challenges.

Aunty Baby (James' Grandmother)

Aunty Baby is warm, nurturing, and deeply connected to her community and family heritage in Kalk Bay. She serves as a source of comfort and wisdom for James, helping him develop a stronger sense of identity and belonging. Her deep ties to the local traditions and history make her a bridge between the past and present, and her optimistic, faith-filled outlook inspires those around her. Aunty Baby's presence emphasises the importance of heritage, family, and community values.

Nonhle

Nonhle is confident, bold, and passionate about marine conservation, bringing energy and determination to everything she does. She plays a central role in guiding James, teaching him about the ocean and encouraging him to explore beyond his comfort zone. Nonhle values justice, teamwork, and protecting the environment, and she leads by example through her actions. Her character highlights themes of friendship, courage, and the power of standing up for what you believe in.

Faried (Anti-hero)

An anti-hero is one of the main characters in story that does not possess the traditional aspects of hero. Antiheroes often start off having villainous qualities, but they eventually change for the better.

Faried is a complex and layered character, portrayed as resilient yet conflicted. While he faces difficult personal circumstances, he demonstrates inner strength and a desire to change his path. Faried forms an unlikely friendship with James, and through this connection, he begins to see new possibilities for his future. His character represents the themes of redemption, second chances, and personal growth, showing how people can rise above their circumstances with support and determination.

Yusuf (Antagonist)

A character who actively opposes or is hostile toward the main character. They often create challenges in the protagonist's journey.

Yusuf is depicted as an intimidating and domineering figure, embodying the darker influences present in the story's setting. He is associated with dangerous activities and exerts control over Faried, which places strain on their relationship. Yusuf's character serves as a contrast to those who strive for change, representing the challenges and destructive forces that threaten the community and environment.

Nugget (The Labrador)

Nugget is a loyal and lively black Labrador who frequently accompanies Nonhle and James. Playful and affectionate, he provides moments of lightness and warmth in the narrative. Beyond his role as a companion, Nugget symbolises trust, friendship, and the strong bonds between humans and animals. His presence ties into the broader themes of conservation, connection to nature, and community.

Bob Riley (Save Our Oceans Founder)

Bob Riley is a passionate and experienced oceanographer dedicated to marine conservation. As the founder of Save Our Oceans, he plays an influential role in

supporting initiatives that protect False Bay and educate the next generation. Bob values collaboration and community-driven solutions, encouraging young people to take part in environmental stewardship. His character highlights leadership, vision, and the importance of collective action to preserve natural resources.

Sihle Mooi (Nonhle's Father)

Sihle Mooi is an inspiring and visionary leader, committed to conservation and education in the False Bay area. As the founder of SALT, he focuses on empowering young people by creating opportunities for learning and personal development. He is both a supportive father to Nonhle and a mentor to James, encouraging them to follow their passions and make meaningful contributions to their community. Sihle's character reflects themes of guidance, inclusivity, and the transformative power of education.

Philip (James' Father)

Philip is a steady and dependable figure in James' life, offering him emotional stability during moments of uncertainty. Initially, he is a mysterious figure as the reader is introduced to him through James' recollections. Phillip is kind and supportive, he shares a close bond with James and prioritises his son's happiness and future. While he grapples with the challenges of family separation, Philip remains deeply committed to maintaining strong connections and helping James adjust to the changes around him. His presence highlights themes of love, reassurance, and the importance of family unity.

Angie (Shark Centre Staff)

Angie is enthusiastic, cheerful, and dedicated to her work at the Shark Centre, where she manages educational activities and community outreach. She supports James and Nonhle, helping them learn more about marine ecosystems and the importance of conservation. Angie brings light-heartedness and warmth to the story, balancing tense moments with humour and positivity. Her character reinforces the collaborative spirit of the Shark Centre and its role in protecting the bay.

Chapter 1

Pre-reading questions / classroom discussions:

1. Have you ever had to move to a new place, new school or new environment? How did that experience make you feel?
2. How do you usually cope when you're told to do something you strongly disagree with?
3. Has there ever been a situation at home that your parents did not want to discuss with you?
4. What are some reasons why parents separate or get divorced?
5. Can you think of reasons why it is both a good and a bad thing for children not to discuss the troubles of the relationships of their parents?

Summary:

In this chapter, the reader is introduced to the protagonist named James. He is thirteen-year-old boy who is devastated to be moving to Cape Town with his mother, Vivienne, leaving behind his father. The move to Cape Town follows his parents' separation – a decision that his mother refuses to explain, and his father vaguely mentioned that he is “working on a solution” for. On the day of departure, James angrily packs his belongings without care and lashes out by kicking his suitcase down the stairs. He feels alienated from his mother. As they drive away, he takes a last, painful look at his childhood home, feeling as though his entire world is being pulled away from him.

Contextual questions:

- 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:

COLUMN A	COLUMN B
1.1.1. James	A) ... pretends to be cheerful about the move to Cape Town.
1.1.2. Vivienne	B) ... confused about the move to Cape Town.
1.1.3. James' father	C) ... is separating from her husband.
1.1.4. James' suitcase	D) ... wants to work on the separation.
	E) ... is packed messily without care.

(4)

- 1.2. Describe the setting (time and place) where this chapter is set. (2)

- 1.3. James' birthmark is described as “ugly as an alien” (page 1).

- 1.3.1. Identify the figure of speech used in this line. (1)

- 1.3.2. Explain why this figure of speech is an effective description. (2)
- 1.4. Identify James' feelings towards his mother? Substantiate your answer. (2)
- 1.5. Is the following statement FALSE? Explain your answer.
- Vivienne has decided to move to Cape Town with her husband. (2)
- 1.6. Do you agree with James' reaction to moving to Cape Town. Discuss your view. (2)
- 1.7. James received a message that reads, "*Remember, I'm working on a solution, my boy.*"
- 1.7.1. Who sent James that message? (1)
- 1.7.2. What does this person mean by "a solution"? (1)
- 1.8. Before they leave for Cape Town, James' mother screams, "Off we go!" (Page 9). Why is Vivienne trying to make the move seem positive? (2)

Chapter 2:

Pre-reading questions / classroom discussions:

1. Do you think it is easy to fit into a new town or a new school?
2. Why do some people find it easy to fit in, and others do not?
3. How do you usually cope when you feel uncertain about what's going to happen next in your life?
4. Do all families have secrets? If so, why?
5. How would you feel if you found out you had a family member you'd never met before?

Summary:

James and his mother, Vivienne, drive from Johannesburg to Cape Town. Along the way, Vivienne hints at a "surprise" awaiting him, but she refuses to reveal more. James grows suspicious. At a petrol station, he checks his birthmark in the mirror and snacks half-heartedly on chips. His phone dies before he can read a message from his father, further making him feel isolated. As they approach Cape Town after midnight, James notices the sea for the first time in his life. He is also puzzled when Vivienne says she has "missed" it, as he did not know she had been there before. Finally, they arrive at a steep, dimly lit street, where Vivienne announces they have reached their destination: his grandmother's house – a grandmother James never knew existed.

Contextual questions:

- 2.1. The phrase "the sun was dipping beneath the horizon" (Page 10) suggests ...
Choose the correct answer below:
 - A) The journey had just begun.
 - B) It was becoming late in the day.
 - C) They were driving through the night.
 - D) James was feeling sleepy.

(1)
- 2.2. The narrator reveals, "James wracked his brains ... never been there before as a family" (Page 10).
 - 2.2.1. What emotion is James experiencing in these lines?

(1)
 - 2.2.2. Give ONE reason why he might feel this way.

(1)
- 2.3. Refer to the description on Page 10-11, "as their Mercedes C-class relentlessly ate up the darkness, chewing up the cat's eyes on the N1."
 - 2.3.1. Identify the figure of speech.

(1)
 - 2.3.2. Explain why this figure of speech is an effective description.

(2)
- 2.4. Because his mother is not explaining the separation to James, why does

- James imagine that his parents have secret relationships and other families? Give TWO possible reasons from Chapter 2. (2)
- 2.5. Refer to, "It was still the colour of a corrupt wound" (Page 11).
Explain why James describes his birthmark like this. (2)
- 2.6. What does James's reaction to the chips "They tasted like cardboard" (Page 11) reveal about his current situation? (2)
- 2.7. Refer to, "There was nothing but blank blackness out there" (Page 11)
Identify the sound device used here. (1)
- 2.8. Refer to, "What he was seeing was moonlight reflecting off a huge body of water" (Page 12).
Explain how the "moonlight" on the sea reflects James' change in attitude. (3)
- 2.9. Discuss TWO ways in which the narrator creates mystery in the final part of the chapter. (2)
- 2.10. Do you think that Vivienne's decision to keep their destination and reason for travelling a surprise was fair to James? Discuss your view. (3)

Chapter 3

Pre-reading questions / classroom discussions:

1. In what ways can family secrets have an impact on a child's identity?
2. Explain why it is important to value where your family comes from: include traditions, language, heritage and religion in your answer.
3. In this chapter, we learn that Vivienne has hidden details about her childhood from James. Why do you think she has done this?
4. Can you describe what your relationship is like with your grandmother?
5. What challenges might James face in forming a bond with a grandmother he has just met?

Summary:

James and his mother arrive at a small, old-fashioned house in Kalk Bay, which belongs to his grandmother – someone he never knew existed. Vivienne seems nervous, and James notices the peeling green door and the warm, homely scent inside the kitchen. Unlike their sleek Johannesburg home, his grandmother's kitchen feels cosy and welcoming, filled with mismatched furniture, floral curtains, and the smell of spices and honey.

James meets his grandmother for the first time and is surprised by her tiny, bird-like appearance and cheerful personality. She warmly serves tea (sweetened with condensed milk) and aniseed cake, which comforts James after the long journey. He learns that his mother grew up here in Kalk Bay, a place she calls "Die Land", and is shocked to realise his grandmother is coloured, challenging his assumptions about his family's identity.

Later, his grandmother leads him to an attic room prepared for him. Though James appreciates her kindness, she still feels like a stranger, and he struggles to process all the unexpected revelations. Exhausted from the day's emotional upheaval, he drifts off to sleep to the soothing sound of the distant sea.

Contextual questions:

- 3.1. Refer to "The door Vivienne knocked on ... painted many different colours" (Page 5).

3.1.1. How does the narrator describe the door? (1)

3.1.2. What does the description reveal about the grandmother's home? (2)

- 3.2. Choose the correct answer to complete the sentence below.
Write only the letter (A-D) next to the question number.

The smell in the kitchen is described as “spicy and honied” (Page 15). This suggests that ...

- A) The kitchen is modern and sterile.
- B) The kitchen is homely and inviting.
- C) The kitchen smells unpleasant.
- D) The kitchen is filled with strong chemicals. **(1)**

- 3.3. Refer to line 42: “She reminded him of a well-roasted chicken.”

3.3.1. Identify the figure of speech in this line. **(1)**

3.3.2. Explain why this figure of speech is effective in this context. **(2)**

- 3.4. Refer to “Even though it was the early hours ... he began to feel less tense.” (Page 16).

3.4.1. How does James’s grandmother make him feel more comfortable? **(1)**

3.4.2. Why is James surprised when his mother suddenly speaks Afrikaans? **(1)**

- 3.5. James describes his thoughts as “dislocated pieces ... like puzzle pieces in a box” (Page 17).

What does this simile suggest about James in this moment? **(2)**

Chapter 4

Pre-reading questions / classroom discussions:

1. How can moving to a new home and into a new environment make people feel both curious and unsettled?
2. What are some sounds that you hear outside in the mornings that are distinct to your neighbourhood?
3. How might discovering new aspects of nature, like the ocean and its creatures, change someone's perspective on the world?
4. Why do you think James feels so disconnected and confused after arriving at his grandmother's home?
5. What emotions do you think James might experience as he begins to explore Die Land and its surroundings?

Summary:

James wakes up early to a strange, loud noise and feels unsettled by the unfamiliar environment. As he gets dressed, he notices his birthmark has faded slightly, and he explores the house quietly while his mother and grandmother are still asleep. Stepping outside for the first time in daylight, James discovers his grandmother's house is perched on a steep hillside overlooking the vast ocean. He realises the mysterious sound he heard was the crashing waves. Awed by the breathtaking sunrise and copper-lit view of the small village called Die Land, James suddenly hears another loud noise and spots a gigantic black whale's tail emerging from the sea before splashing back down.

Contextual questions:

- 4.1. Refer to: "James was jerked awake ... by the strangest sound he'd ever heard" (Page 19).

What is the strange sound, and how does James eventually identify it? **(2)**

- 4.2. Explain why it is typical of James' character to want to find the source of the sound. **(2)**

- 4.3. The narrator describes James's room as "a diminutive room with a high, pointed ceiling" (Page 19)

Choose the correct meaning of "diminutive" below:

- A) Large
- B) Cramped

- C) Tiny
D) Luxurious (1)

4.4. Refer to: "He scratched the sleep out of his hazel eyes."

4.4.1. Identify the figure of speech used in this line. (1)

4.4.2. Explain the effect of this figure of speech. (2)

4.5. In this chapter, James remembers that his father has left him a message on his phone. Why is this detail important? (1)

4.6. What is the significance of James' birthmark in this chapter? (2)

4.7. James notices that neither his mother nor grandmother woke up from the strange sounds. What does this suggest about the situation? (2)

4.8. How does James react when he realises the sound comes from the sea. (2)

4.9. James feels a mixture of confusion, curiosity, and awe in this chapter.

Do you sympathise with him? Discuss your view. (3)

4.10. The chapter ends with a gigantic black tail emerging from the sea.

What do you predict might happen next, and why? Explain your answer. (2)

Chapter 5

Pre-reading questions / classroom discussions:

1. What is the difference between a friend and a stranger?
2. How can unfamiliar environments (like harbours, tunnels, and railway lines) be dangerous?
3. How are animals more than just pets?
4. How might meeting someone new in an unexpected situation change James' experience of being in Die Land?
5. Why might James feel both curious and cautious about making new friends?

Summary:

James discovers that the strange sound he heard earlier comes from whales in the ocean, filling him with excitement. Determined to get a closer look, he follows a path down towards the sea but stumbles upon a tense situation: a girl about his age, Nonhle, is confronted by a menacing man while her dog, Nugget, barks furiously. Pretending to know her, James helps her escape, and Nonhle thanks him for "rescuing" her.

Together, they head towards the harbour, where colourful fishing boats return from a night at sea. Nonhle invites James to join her and Nugget to watch the whales. As they walk along a road squeezed between the ocean and railway tracks, Nugget suddenly bolts, narrowly avoiding an oncoming train. The chase leads them into a slippery, briny-smelling tunnel beneath the tracks. Though James hesitates at first, he follows Nonhle and Nugget through, their laughter breaking the tension as they emerge on the other side, ready for a new adventure.

Contextual questions:

- 5.1. Refer to: "It was whales making that incredible sound!" (Page 22).
Explain James' reaction. (2)
- 5.2. Where is James going in this Chapter when he follows the retaining wall and concrete stairs?
- 5.3. Describe what James sees when he notices the girl, the man and the dog. (3)
- 5.4. Why does James pretend to know the girl and call out to her? (2)
- 5.5. What does Nonhle's behaviour when escaping from the man reveal about her personality? Provide evidence from the passage to support your answer. (3)

- 5.6. What do James and Nonhle see happening in the harbour as they arrive? **(2)**
- 5.7. Why does James decide not to ask Nonhle about the man from earlier? **(2)**
- 5.8. What fascinates James as they walk past the row of shops? **(2)**
- 5.9. Refer to: "Suddenly Nugget swerved ... just as a train appeared" (Page 25).
Explain the effect this moment has on changing the atmosphere of this scene. **(2)**
- 5.10. After crossing the road, James hesitates before following Nonhle into the tunnel. Why does he feel uncertain? **(2)**
- 5.11. Refer to: "Anxiety tickled James' skin." (Page 25).
5.11.1. Identify the figure of speech used here. **(1)**
5.11.2. Explain the effect of this figure of speech. **(2)**
- 5.12. At the end of the chapter, James and Nonhle laugh as Nugget barks playfully.
Why is this an important moment? **(1)**

Chapter 6

Pre-reading questions / classroom discussions:

1. How can spending time in nature or at the beach affect someone who is feeling confused or overwhelmed?
2. Why is it important to preserve nature, the sea and wildlife?
3. Why might making new friends in an unfamiliar place be both exciting and challenging?
4. What qualities would you look for in someone you meet for the first time to decide if you can trust them?
5. If you were given the chance to swim close to whales, would you take it? Why or why not?

Summary:

James and Nonhle emerge from the tunnel onto Dalebrook Beach, a peaceful spot with a tidal pool, rocky shores, and seabirds. As James takes in the beauty of the place, he spots a whale's flipper close to the rocks and moves nearer for a better view, Nugget following beside him. Whilst admiring the unusual black birds, he learns from a man in red swimming shorts that they are called oyster catchers.

The man, introduced as Mr Mooi, is Nonhle's father. Nonhle quickly covers up the earlier incident with the strange man by pretending she and James have just met. Mr Mooi warmly welcomes James and tells him he's arrived at the perfect time, whale season. Nonhle then invites James to join her and her father as they swim out to the whales to take underwater photos, marking the start of a new friendship and a possible adventure.

Contextual questions:

- 6.1 Refer to lines 3-5: "On James' right, a series of flat rocks ... stood there in groups."

What does this description suggest about Dalebrook? (2)

- 6.2 Choose the correct answer to complete the sentence below. Write only the letter (A-D) next to the question number.

When James sees the **grey flipper** sticking out of the water, it means ...

- A. There is danger nearby.
B. A shark is swimming close to the rocks.
C. A whale is nearby.
D. The rocks are slippery and unsafe. (1)

- 6.3. Refer to: "James had never seen birds like them before ... shiny black feathers" (Page 28).
- 6.3.1. Identify the type of bird James sees. (1)
- 6.3.2. How does the description of these birds contribute to your feelings around the scene? (2)
- 6.4. Refer to: "James turned. The person who had spoken ... dressed in nothing but a pair of red swimming shorts" (Page 28).
- What impression is created of Mr Mooi through his appearance? (2)
- 6.5. Why does Nonhle give James a silent look when Mr Mooi asks where they had been? (2)
- 6.6. Refer to: "She stripped off her dress ... This is a serious swimmer" (Page 28)
- 6.6.1. Identify the **figure of speech** used in this description. (1)
- 6.6.2. Explain the effect of this figure of speech. (2)
- 6.7. Discuss the theme of new beginnings explored in this chapter. (3)
- 6.8. Do you think it would be a good idea for James to join Nonhle and Mr Mooi on their swim to the whales? Explain your answer. (2)

Chapter 7

Pre-reading questions / classroom discussions:

1. What does it mean to be insecure?
2. How do you think our fears or insecurities can stop us from trying new experiences?
3. Why do you think some people feel self-conscious about their appearance?
4. Why do people bully others?
5. What might make someone choose to keep a personal secret, such as being unable to swim or having a birthmark?

Summary:

James and Nonhle emerge from the tunnel onto Dalebrook Beach, a peaceful spot with a tidal pool, rocky shores, and seabirds. As James takes in the beauty of the place, he spots a whale's flipper close to the rocks and moves nearer for a better view, Nugget following beside him. While admiring the unusual black birds, he learns from a man in red swimming shorts that they are called oyster catchers.

The man, introduced as Mr Mooi, is Nonhle's father. Nonhle quickly covers up the earlier incident with the strange man by pretending she and James have just met. Mr Mooi warmly welcomes James and tells him he's arrived at the perfect time – it's whale season. Nonhle then invites James to join her and her father as they swim out to the whales to take underwater photos, marking the start of a new friendship and a possible adventure.

Contextual questions:

- 7.1. Choose a description from COLUMN B that matches the character in COLUMN A. Write only the letter (A-D) next to the question numbers.

COLUMN A	COLUMN B
7.1.1. James	A. Teaches James about whales
7.1.2. Mr Mooi	B. Has a strong connection to the sea
7.1.3. Nonhle	C. Feels self-conscious about his birthmark
7.1.4. Nugget	D. Tries to chase after his owners

(4)

- 7.2. Refer to: "Nonhle giggled... You coming?" (Page 30)

Why does James decline Nonhle's invitation?

(3)

- 7.3. Refer to: "You'd better put on your T-shirt again, James..."
- 7.3.1. Identify the figure of speech in "the name 'Freak' had stuck." (1)
- 7.3.2. Explain the effect of this figure of speech. (2)
- 7.4. Discuss why James feels conflicted about returning home to his mother in this chapter. (2)
- 7.5. Do you think James will eventually overcome his fear of swimming? Substantiate your response. (2)

Chapter 8

Pre-reading questions / classroom discussions:

1. Explain what shapes the way you see yourself and your identity?
2. Why do you think some people choose to distance themselves from their families or hide parts of their background?
3. What challenges can arise when someone is suddenly placed in a new environment and has to adapt to a different community or culture?
4. How can learning more about your heritage or family history influence the way you understand who you are?
5. In difficult family situations, what helps young people cope when they feel confused, abandoned, or caught between parents?

Summary:

James begins adjusting to life in Die Land but struggles with uncertainty about the future and missing his father. He learns unsettling truths: his mother plans to enrol him in a new school, meaning they won't return to Johannesburg. Through a heartfelt conversation with his grandmother, James discovers more about his family history: including his mother's estrangement, his coloured heritage, and his great-great-great-grandfather's Filipino roots. While he feels conflicted and overwhelmed, he starts realising that he must come to terms with his identity and family secrets on his own.

Contextual questions:

- 8.1. Why does James feel "very glad" that Aunt Muriel is present when Yusuf appears (Page 34)? (2)
- 8.2. Refer to: "Ag, he used to be such a nice boy..." (Page 34)
What does Aunt Muriel's statement reveal about Yusuf's character? (2)
- 8.3. Refer to: "Would you like to come and see them?... finding you a new school" (Page 34).
Why does James react so strongly when his mother mentions finding him a new school? (2)
- 8.4. How does James' realisation that "his parents could not be relied on" (Page 35) affect how he feels toward his situation? (2)
- 8.5. Explain the significance of the photograph James' grandmother shows him. (2)

Chapter 9

Pre-reading questions / classroom discussions:

1. Can you describe your family background or history? Where do you come from?
2. Have you ever discovered unexpected parts of your family history?
3. Why do you think some families choose to hide or downplay aspects of their heritage or cultural background?
4. What challenges do some face regarding their identity?
5. How can learning about ancestors and where you come from help you feel more connected to your family and community?

Summary:

James learns from his grandmother, Aunt Baby, that his great-great-great-grandfather, Felix Padua, was a Filipino sailor who survived a shipwreck and married Rosemary, a freed slave, beginning their family's roots in Die Land. Discovering his coloured heritage leaves James confused about his identity. When Nonhle arrives, she's surprised he's Aunt Baby's grandson, and James admits he no longer knows where he fits in.

Contextual questions:

- 9.1. Choose a description from COLUMN B that matches the character in COLUMN A. Write only the letter (A-D) next to the question numbers.

COLUMN A	COLUMN B
9.1.1. Felix Padua	A. James's grandfather who was tall
9.1.2. Rosemary	B. A former slave who married Felix
9.1.3. Willem Fernandez	C. A shipwrecked Filipino sailor
9.1.4. James' grandmother	D. Shares family history and photographs

(4)

- 9.2. Why does James' grandmother take out the world atlas (Page 38)? (2)

- 9.3. Refer to: "Felix and Rosemary... and we've been here ever since" (Page 38-39). What does this information reveal about James's family roots? (2)

- 9.4. Refer to: "It was obvious by now that his mother was not white..." (Page 39).
- 9.4.1. Identify the conflict James experiences here. (1)
- 9.4.2. Explain why this is significant. (2)
- 9.5. How does the photograph of Willem Fernandez affect James? (2)
- 9.6. Refer to: "Coloured?... Now I don't know what I am" (Page 41) (2)
- What does James's statement reveal about his sense of identity?
- 9.7. Do you think James will eventually embrace his heritage in Die Land? Substantiate your answer. (2)

Chapter 10

Pre-reading questions / classroom discussions:

1. How can food and traditions, like sharing koesisters after church, bring a community closer together?
2. Why do you think faith and prayer are important sources of comfort for some families during difficult times?
3. How can financial challenges, like losing a job, affect not just a family but also important projects or community work?
4. What role does learning about other people's beliefs, languages, and cultures play in understanding and respecting diversity?
5. How might unexpected tensions between friends, like Nonhle and Faried, affect relationships within a close-knit community?

Summary:

James learns from his grandmother, Aunty Baby, that his great-great-great-grandfather, Felix Padua, was a Filipino sailor who survived a shipwreck and married Rosemary, a freed slave, beginning their family's roots in Die Land. Discovering his coloured heritage leaves James confused about his identity. When Nonhle arrives, she's surprised he's Aunty Baby's grandson, and James admits he no longer knows where he fits in.

Contextual questions:

10.1. Choose the correct answer below:

What does Nonhle's statement, "It's nonsense. We're all South Africans, aren't we?" suggest about her attitude? (1)

- A. She believes race should not divide people.
- B. She dislikes people from other provinces.
- C. She is upset about Aunty Baby's cooking.
- D. She does not want to live in Die Land.

10.2. Where does this chapter take place? Provide both the specific location and the broader setting. (2)

10.3. Identify the figure of speech / sound device used in: "...soft and springy and spicy and sweet – all at the same time" (Page 42). (1)

10.4. Why does Aunty Baby start praying with Nonhle and James? (2)

10.5. Explain how James feels during the prayer. Give two points. **(2)**

10.6. Refer to: "James had never seen a brown person with eyes like that before."

10.6.1. What does this description suggest about Faried? **(1)**

10.6.2. What does this reveal about James's perspective? **(2)**

10.7. Give two possible reasons why Nonhle reacts so strongly when Faried enters the kitchen. **(2)**

10.8. Do you think James will become friends with Faried? Discuss your view, giving two reasons based on the chapter. **(2)**

Chapter 11

Pre-reading questions / classroom discussions:

1. How can learning about the history of a place and its original people, like the Khoekhoen, change the way we see it today?
2. Why do you think understanding your family's and community's history can make you feel more connected to a place?
3. What impact do you think human greed and commercialisation have on nature and the environment?
4. Why is it important to protect the ocean and marine life from overfishing and poaching?
5. How can exploring natural spaces, like rock pools and beaches, help people connect with the environment and its creatures?

Summary:

James chases after Nonhle to return her bag and learns that she's upset about Faried and his uncle Yusuf, who are poaching in the protected marine park. As Nonhle explains the area's rich history, from the Khoekhoen ancestors to sustainable fishing traditions, James begins to feel deeply connected to Die Land and his heritage. Together, they explore rock pools, discovering sea creatures, until Nonhle suddenly asks him if he knows what perlemoen is, hinting at something important.

Contextual questions:

- 11.1. Why does Nonhle become angry when Faried arrives at Auntie Baby's kitchen? (2)
- 11.2. What does James find unusual about life in Die Land compared to Johannesburg? (2)
- 11.3. Refer to: "This whole bay... people like Faried and his creepy uncle take no notice of the law" (Page 47).

Explain why the bay needs to be protected. (2)
- 11.4. Refer to: "It was fine hundreds of years ago... and the sea had time to recover" (Page 47).
 - 11.4.1. Why was it sustainable for the Khoekhoen to collect food from the sea? (1)
 - 11.4.2. Explain the Khoekhoen's relationship with nature. (1)

- 11.5. Refer to: "The young boys caught fish... ostrich-shell jewellery" (Page 47).
- 11.5.1. How does Nonhle describe the Khoekhoen? (1)
- 11.5.2. How does Nonhle description impact James? (1)
- 11.6. How does Nonhle explain the difference between traditional fishing and modern fishing practices? (3)
- 11.7. Refer to: "My ancestors lived here too... it was as if the sand remembered him" (Page 49).
- What does James realise in this moment, and what theme does this highlight? (2)
- 11.8. What role do the rock pools play in James's understanding of conservation? (3)
- 11.9. Do you think James and Nonhle will be able to make a positive difference in protecting marine life in Die Land? Substantiate your answer. (2)

Chapter 12

Pre-reading questions / classroom discussions:

1. Why is it important to protect endangered species like perlemoen (abalone) from poaching and overfishing?
2. How can losing a loved one, like Nonhle losing her mother, affect the way someone connects to places and memories?
3. Why do you think people sometimes keep personal insecurities, like James's birthmark, hidden from others?
4. How can sharing personal experiences and struggles help build stronger friendships?
5. What challenges do communities face when trying to balance human needs with protecting the environment?

Summary:

Nonhle explains to James that perlemoen (abalone) are endangered due to overfishing and poaching by Faried and his uncle Yusuf. She asks James to look out for piles of shells as evidence against them. Nonhle also shares that her mother passed away two years ago, and James, in turn, opens up about his fears of starting at a new school because of his birthmark. The two grow closer, forming a deeper bond over their personal struggles and shared secrets.

Contextual questions:

- 12.1. Choose a description from COLUMN B that matches the character in COLUMN A. Write only the letter (A-D) next to the question numbers.

COLUMN A	COLUMN B
12.1.1. Perlemoen	A. Shares family history and photographs
12.1.2. Abalone	B. A poacher who works with Faried
12.1.3. Yusuf	C. Another name used for perlemoen worldwide
12.1.4. James' grandmother	D. A sea creature often poached for profit

(4)

12.2. Refer to: “In other parts of the world they’re called abalone, but in the Cape we’ve always called them perlemoen” (Page 49).

What does this line show about language and culture in the Cape? **(2)**

12.3. Why does Nonhle tell James to let her know if he ever finds “a b-i-i-i-i-g pile” of perlemoen shells (Page 52)? **(2)**

12.4. Why does James keep his thoughts about poaching to himself when Nonhle is upset? **(2)**

12.5. Refer to lines: “That’s where we scattered my mother’s ashes...” (Page 52).

12.5.1. What does this information reveal about Nonhle? **(1)**

12.5.2. How does James respond, and why is it significant? **(2)**

12.6. Why does James confide in Nonhle about not wanting to face a new school? **(2)**

12.7. Refer to: “Because of this?” Nonhle indicated the birthmark on the back of his neck...” (Page 53).

What does this moment reveal about James’s biggest insecurity? **(2)**

12.8. What is the tone in Nonhle’s words: “There are so many wrong things in this world, aren’t there?” (Page 53). **(2)**

12.9. Discuss how this chapter explores the theme of loss and resilience. **(3)**

12.10. Do you think James and Nonhle’s friendship will help them face their personal struggles? Substantiate your answer. **(2)**

Chapter 13

Pre-reading questions / classroom discussions:

1. How can learning hidden truths about your family's past affect the way you see yourself and your identity?
2. Why might someone choose to hide their cultural background?
3. How can family secrets and sudden life changes, like moving or starting a new school, create feelings of confusion and displacement?
4. How can challenges faced in a community affect teenagers and their development?
5. How do secrets, tensions, and divided loyalties affect relationships within families and small communities?

Summary:

James confronts his mother about why she left Auntie Baby and their family. Vivienne admits she wanted to escape her coloured identity and "pass" as white, feeling like a second-class citizen even after apartheid. She avoids answering whether James's father knows the truth and instead tells James he'll be starting at a new school after the holidays, which devastates him.

That night, James reflects on how much his life has changed and feels dislocated and helpless. From the kitchen window, he spots Faried and Yusuf sneaking off, likely for a poaching trip. Though tempted to follow them to help Nonhle, he decides against it and goes to bed, troubled by his family's secrets and the mystery of what Faried and Yusuf are up to.

Contextual questions:

- 13.1. Choose a description from COLUMN B that matches the character in COLUMN A. Write only the letter (A-D) next to the question numbers.

COLUMN A	COLUMN B
13.1.1. Vivienne	A. James's grandmother who loves traditions
13.1.2. Auntie Baby	B. Poacher spotted at night with Yusuf
13.1.3. Faried	C. Feels unsettled after learning a family secret

13.1.4. James	D. Wants James to attend a new school
---------------	---------------------------------------

(4)

13.2. Refer to: "I wanted to get away from it all... so I did" (Page 54).

Why did Vivienne want to be "white passing"? **(2)**

13.3. Refer to: "Does Dad know you're coloured?" (Page 54).

Why is this question significant for James? **(2)**

13.4. Refer to: "Dislodged, dislocated, helpless" (Page 55).

13.4.1. Identify the sound device used in this line. **(1)**

13.4.2. What do these words reveal about the way James feels? **(2)**

13.5. Refer to: "He jumped up and peeped out... off on a poaching expedition."

13.5.1. What does James witness outside the kitchen window? **(1)**

13.5.2. What does this suggest about the tension in the story? **(1)**

13.6. How does Vivienne's decision to hide her identity affect James's sense of belonging? **(2)**

13.7. Refer to: "He just wanted his family back together again..." (Page 55).

What does this moment reveal about James's deepest desire? **(3)**

13.8. Do you think James should have followed Faried and Yusuf to gather evidence about poaching? Substantiate your answer. **(3)**

Chapter 14

Pre-reading questions / classroom discussions:

1. How can unexpected opportunities, like a scholarship, change someone's future?
2. How can schools or projects encourage the youth to protect the environment?
3. How might personal insecurities, like James's fear of swimming and showing his birthmark, affect his ability to take advantage of new opportunities?
4. What challenges do families face when parents and children have different ideas about what's best for their future?
5. How can moments of change, like starting a new school, create both excitement and anxiety for someone?

Summary:

Mr Mooi visits Aunty Baby's house and offers James a sponsored place at his new school – SALT, an academy focused on marine conservation and environmental studies). Although the opportunity sounds exciting, James realises winning the scholarship requires creating a marine project, which would involve swimming and exposing his birthmark. Embarrassed and insecure, he feels unable to pursue it. Desperate to avoid the school his mother chose, James decides his only solution is to contact his father and convince him to take him back to Johannesburg.

Contextual questions:

- 14.1. Choose a description from COLUMN B that matches the character in COLUMN A. Write only the letter (A-D) next to the question numbers.

COLUMN A	COLUMN B
14.1.1. Mr Mooi	A. Feels ashamed of his inability to swim
14.1.2. Vivienne	B. Plans to open SALT, a marine-focused school
14.1.3. SALT	C. Offers marine-conservation-based education
14.1.4. James	D. Shows little interest in James's schooling options

(4)

- 14.2. Refer to: "It's actually you I came to see... I have a proposal for James" (Page 57)
- Why does Mr Mooi visit James's family? (1)
- 14.3. Refer to: "SALT stands for Sea Academy for Life Training..."
- What makes SALT different from regular schools? (Page 57) (2)
- 14.4. Refer to: "I thought you might say that... this year that student could be James." (Page 59)
- How does Mr Mooi address Vivienne's concern about the school fees? (2)
- 14.5. Refer to: "Nothing wrong with the school I found you..." (Page 59)
- What does Vivienne's reaction reveal about her attitude towards Mr Mooi's proposal? (2)
- 14.6. Refer to: "Scholarships were usually awarded... worthy marine-conservation project" (Page 60).
- 14.6.1. How does the SALT scholarship differ from traditional scholarships? (1)
- 14.6.2. What does this reveal about SALT's values? (1)
- 14.7. Why is James hesitant about applying for the SALT scholarship? (2)
- 14.8. How does Aunty Baby's reaction to Mr Mooi's school differ from Vivienne's? (2)
- 14.9. Do you think James should apply for the SALT scholarship despite his insecurities? Substantiate your answer. (2)

Chapter 15

Pre-reading questions / classroom discussions:

1. Why might someone feel desperate to reconnect with a parent during a time of change or uncertainty?
2. What dangers could arise from secretly following people you suspect are involved in illegal activities?
3. How can technology, like taking photos or videos, play a role in uncovering wrongdoing?
4. What challenges might James face if he decides to use evidence of poaching as part of his scholarship project?
5. How do fear, secrecy, and bravery sometimes work together when someone takes risks for a bigger goal?

Summary:

Late at night, James secretly uses his mother's phone to call his father, leaving a message asking to return to Johannesburg. Outside, he spots Faried and Yusuf and decides to follow them, suspecting they're poaching. He trails them to a nearby beach, takes photos of them dragging a heavy rubber bag, and escapes unnoticed. Back home, safe but restless, James realises the photos could be used as evidence for his SALT scholarship project and considers tracking the poachers further.

Contextual questions:

- 15.1. Choose a description from COLUMN B that matches the character in COLUMN A. Write only the letter (A-D) next to the question numbers.

COLUMN A	COLUMN B
15.1.1. James	A. Leaves a secret voicemail for his father
15.1.2. Philip Downing	B. James's father, saved as "Sweetie" in Vivienne's
15.1.3. Faried & Yusuf	C. Spotted on a suspicious late-night trip
15.1.4. SALT idea	D. A possible way for James to use the poaching evidence

(4)

- 15.2. Refer to: "His mother and father had always called each other that... What had happened to their marriage?" (Page 60).
- 15.2.1. How does James react to seeing his father's contact name "Sweetie". (1)
- 15.2.2. Explain your answer. (1)
- 15.3. What emotions does James feel after hearing his father's voicemail? (2)
- 15.4. Why does James hide in the doorway when Faried and Yusuf appear? (2)
- 15.5. Refer to: "At first the gentle spring night was warm and inviting... around a deep curve in the road" (Page 64).
- 15.5.1. How does the setting change as James follows the men? (2)
- 15.5.2. What effect does this change in setting have on the reader? (2)
- 15.6. Refer to: "James remembered that he still had his mother's cellphone... Perhaps they'd be helpful" (Page 65).
- Why does James decide to take pictures, and how might this be useful later? (3)
- 15.7. Refer to: "When he turned back towards the sea... James dropped to his knees, his heart thumping."
- How does this moment highlight the danger James is in? (2)
- 15.8. What is the symbolic meaning of the pine tree that James sees when he returns home? (2)
- 15.9. How does James connect his spying on the poachers with the possibility of winning a scholarship at SALT? (3)
- 15.10. Discuss how James is both brave and reckless for following Faried and Yusuf alone at night. (2)

Chapter 16

Pre-reading questions / classroom discussions:

1. Why do you think some people risk breaking the law even when they know it's dangerous?
2. How important is it to protect the environment and wildlife in your community?
3. Why is it important to think carefully before taking risks, especially when your safety might be involved?
4. What are some safe ways to help when you discover illegal or dangerous activities happening around you?
5. How can working together as a community help solve problems like crime or environmental damage?

Summary:

The next morning, James plans to secretly keep tracking Faried and Yusuf for his SALT scholarship project. Nonhle visits, and James sends her the photos he took, but she gets angry, warning him about the dangers of poaching and involvement with gangs. They reconcile, spend time together, and talk about marine life, whales, and his family's history. Despite Nonhle's warning, James decides to continue gathering evidence on the poachers, feeling more connected to Die Land and determined to protect the bay.

Contextual questions:

- 16.1. Choose a description from COLUMN B that matches the character in COLUMN A. Write only the letter (A-D) next to the question numbers.

COLUMN A	COLUMN B
16.1.1. Kabeljou	A. Accompanies Nonhle on her visits
16.1.2. Nonhle	B. A rare fish brought for Aunty Baby
16.1.3. Muriel	C. Teaches James about marine conservation and sharks
16.1.4. Nugget	D. Knows more than she reveals about poaching

(4)

- 16.2. Refer to: "James, I'm going to teach you..." (Page 68)
- Why does James lie to Nonhle about having to meet the principal of a "new school"? (2)
- 16.3. Refer to: "This is not a joke, James... Poaching is not a joke" (Page 69).
- Why does Nonhle become angry with James after seeing the pictures? (2)
- 16.4. Refer to: "Do you and your dad really work with the marine police?" (Page 69).
- 16.4.1. How are Nonhle and her father connected to the marine police? (1)
- 16.4.2. What does this reveal about Nonhle's character? (2)
- 16.5. Refer to: "Are there sharks in False Bay?" (Page 70).
- What do James and Nonhle's reactions to sharks reveal about their personalities? (2)
- 16.6. Refer to: "Here comes Muriel... she knows exactly who's poaching" (Page 71).
- Why does Nonhle believe Muriel isn't sharing information about the poachers? (2)
- 16.7. Refer to: "Muriel laughed... Your grandfather was such a good man" (Page 71).
- How does this moment deepen James's understanding of his family history? (2)
- 16.8. How does the kabeljou fish symbolise the environmental issues facing the community? (2)
- 16.9. Why does James decide to continue monitoring the poachers? (2)
- 16.10. Do you think James's decision to continue following Faried and Yusuf is justified? Substantiate your answer. (1)

Chapter 17

Pre-reading questions / classroom discussions:

1. How can learning about the ocean and marine life change the way we see our connection to the environment?
2. Despite being scary, why are sharks important to the balance of the planet's ecosystem?
3. How can hands-on experiences, like helping at the Shark Centre, inspire people to care more about conservation?
4. What motivates people, especially young learners like James, to get involved in protecting wildlife and the ocean?
5. How can small actions, like reducing plastic or preventing litter, make a big difference to marine life and the environment?

Summary:

James and Nonhle visit the Shark Education Centre, where they help manage school groups and learn about the vital role sharks play in the ocean's ecosystem. James is fascinated by the experience and imagines attending SALT, where classes will be held at the centre itself. Before leaving, Angie thanks James for his help and gives him R500, enough to buy a charger and data. Excited, James sees this as a sign that he's on the right track to gathering evidence against the poachers and securing his SALT scholarship.

Contextual questions:

- 17.1. Choose a description from COLUMN B that matches the character in COLUMN A. Write only the letter (A-D) next to the question numbers.

COLUMN A	COLUMN B
17.1.1. Angie	A. Leads a shark conservation talk
17.1.2. Derek	B. Shark Centre volunteer with red hair and emerald dungarees
17.1.3. SALT C	C. A school combining marine education and conservation
17.1.4. James	D. Helps supervise children at the Shark Centre

(4)

- 17.2. Refer to: “‘Hi, Faried,’ he said casually... Faried jogged off” (Page 73).
What does Faried’s response to James’s invitation reveal about his attitude? **(2)**
- 17.3 Refer to: “‘My dad and I are honorary lifetime members...’” (Page 74)
Why are Nonhle and her father lifetime members of the Shark Centre? **(2)**
- 17.4. Refer to: “‘Please can you make sure...’” (Page 74)
- 17.4.1. What task does Angie give James at the Shark Centre? **(1)**
- 17.4.2. Why is this task important? **(1)**
- 17.5. Refer to lines: “‘Who’s scared of sharks?’ Derek started his talk...” (Page 76).
Why does Derek say that “without sharks we might all die”? **(2)**
- 17.6. Refer to: “‘What’s that got to do with sharks?’... Derek grinned” (Page 77)
What does Derek’s response to the girl’s question reveal about his teaching style? **(2)**
- 17.7. How does James’s experience at the Shark Centre change his attitude towards the ocean? **(2)**
- 17.8. Refer to: “‘Thanks so much for helping...’” (Page 78)
Why is Angie’s gift of R500 significant for James’s personal goals? **(2)**
- 17.9. What does this chapter reveal about the relationship between James and Nonhle? **(1)**
- 17.10 Do you think working at the Shark Centre will motivate James to change his priorities? Substantiate your answer. **(3)**

Chapter 18

Pre-reading questions / classroom discussions:

1. How can spending time in nature and learning about wildlife change the way people see themselves and the world around them?
2. Why do you think researchers and conservationists study whales and other sea creatures?
3. How might facing personal fears help people grow and gain confidence?
4. Why do some connect more with animals than people?
5. How can seeing similarities between humans and animals, like markings or behaviour, make us feel more connected to nature?

Summary:

James joins Nonhle, Mr Mooi, and the Save Our Oceans team on a research boat to see a newborn southern right whale calf. Though nervous about being on the ocean, he soon enjoys the experience and learns about the whales. Nonhle names the baby whale Jamie after James, which secretly pleases him. To his amazement, the calf has a dark marking similar to his birthmark, leaving him feeling deeply connected to the ocean and its creatures.

Contextual questions:

- 18.1. Choose a description from COLUMN B that matches the character in COLUMN A. Write only the letter (A-D) next to the question numbers.

COLUMN A	COLUMN B
18.1.1. Mr Mooi	A. Steers the boat and ensures safety during the trip
18.1.2. Nonhle	B. Invites James on the research boat to see the whale calf
18.1.3. Skipper	C. Gets to name the baby whale
18.1.4. Jamie	D. The name given to the newborn southern right whale

(4)

- 18.2. Why does James hesitate to join the research boat trip?

(2)

- 18.3. Refer to: “Your mother used to be out on the boats...” (Page 81).
State THREE things this statement reveal about Vivienne. (3)
- 18.4. Refer to: “Before James knew what was happening... Save Our Oceans.” (Page 82).
- 18.4.1. What is special about the Save Our Oceans boat compared to the other boats in the harbour? (1)
- 18.4.2. Why is this boat significant in the chapter? (1)
- 18.5. Refer to: “It wasn’t long before they spotted the first whale...” (Page 82).
What is James’s reaction to seeing the whale for the first time? (2)
- 18.6. Why does Nonhle choose to name the baby whale “Jamie”? (2)
- 18.7. Refer to: “There was a dark patch over its right cheek...” (Page 84).
How does the baby whale’s appearance emotionally affect James? (2)
- 18.8. How does James’s experience on the research boat contribute to his personal growth? (3)
- 18.9. In the chapter, James learns new terminology related to the boat. Name TWO terms he learns and explain their meanings. (2)
- 18.10. Do you think James’s feelings about the ocean have changed by the end of the chapter? Substantiate your answer. (2)

Chapter 19

Pre-reading questions / classroom discussions:

1. Can good people be bad and bad people be good?
2. How do poverty and survival influence the choices people make?
3. What dangers can arise from serious crimes such as drug dealing?
4. How does understanding of a person's life and struggles change the way we views them?
5. In what ways can personal experiences, like losing a parent, create unexpected connections between people who seem very different?

Summary:

James spends time with Faried and unexpectedly discovers Yusuf's illegal dealings when they stumble upon crates of poached perlemoen and two mysterious men linked to the trade. He overhears a tense argument involving money, drugs, and danger, realising the situation is far more serious than he thought. Despite learning of Faried's struggles and his father's death at sea, James feels sympathy for him. However, he grows increasingly worried about Faried's safety and the dangerous world surrounding Yusuf's activities.

Contextual questions:

- 19.1. What does Faried mean when he tells James, "Ons issie almal so sleg nie" (Page 85)? (2)
- 19.2. Why does James feel awkward around Faried in this scene? (1)
- 19.3. Refer to: "Children were spilling out... But it was all in good humour" (Page 86).
 - 19.3.1. How do the children in the street treat James? (1)
 - 19.3.2. How does he respond? (1)
- 19.4. Describe what James and Faried discover in the courtyard. (1)
- 19.5. How does Yusuf react? (1)
- 19.6. What reason does Faried give for the poaching, and why does James struggle to believe him? (2)

19.7. Refer to: “Too dangerous. You must take the straws...” (Page 89).

What new criminal activity is revealed in Yusuf’s conversation? **(1)**

19.8. How does Yusuf treat Faried in public at the harbour, and what does this reveal about their relationship? **(3)**

19.9. Both James and Faried mention their fathers. What do we learn? **(2)**

19.10. Do you think James should continue trying to be friends with Faried, despite his involvement in poaching? Substantiate your answer. **(3)**

Chapter 20

Pre-reading questions / classroom discussions:

1. Why do people not report dangerous criminal activity?
2. What risks do people face when they get involved in illegal activities, like poaching or working with criminals?
3. Why are people protective of their history in close-knit communities?
4. How can faith or prayer give people comfort or courage during difficult times?
5. If you were in James's position, would you confront the situation, inform someone in authority, or stay out of it? Why?

Summary:

James plans to photograph Yusuf's hidden perlemoen stash but arrives too late, as the crates are gone. Whilst hiding, he witnesses a shocking scene: Yusuf and Faried are held at gunpoint by two dangerous men demanding cooperation in their illegal activities, threatening to burn down Die Land if they refuse. Furious and determined to protect his family's heritage and community, James resolves to gather evidence against the poachers and the criminals controlling them, realising the stakes are now higher than ever.

Contextual questions:

- 20.1. Why does James feel the need to gather photographic evidence of the perlemoen crates? (1)
- 20.2. How does Auntie Baby try to comfort James about his schooling situation? (1)
- 20.3. What personal prayer does James make silently? (1)
- 20.4. What preparations does James make for his late-night mission? (6)
- 20.5. What does James discover when he reaches the courtyard? (2)
- 20.6. What shocking situation does James witness involving Faried, Yusuf, and the two foreign men? (3)
- 20.7. How does James react to seeing the gun? (1)
- 20.8. What threat do the two foreign men make against Yusuf and Faried, and why does it anger James? (2)
- 20.9. Why does James decide to follow Yusuf and Faried after the confrontation, instead of going home? (2)

20.10. Do you think James is acting responsibly by involving himself in this dangerous situation? Motivate your answer.

(3)

Chapter 21

Pre-reading questions / classroom discussions:

1. Why might the ocean be a dangerous place at night?
2. What would you do if you saw people acting suspiciously at night?
3. How would you feel if you had to follow someone without being seen?
4. If you accidentally ended up on a moving boat, what would you do first?
5. Why do you think the name of a boat could be important?

Summary:

James secretly follows Faried and his uncle Yusuf to gather evidence of their abalone poaching. He watches as they collect wetsuits and prepare to be picked up by a mysterious boat. Realising that more people are involved, James hides nearby and manages to snap photos, hoping to identify the poachers. Spotting an opportunity, he wades into the icy water to read the boat's name "Ocean Amethyst" – a crucial clue for exposing the operation. However, just as he discovers the name, the boat's engine roars to life, and James is accidentally thrown into the bilge. Trapped on board, he is carried further out to sea, away from safety, as the danger escalates.

Contextual questions:

21.1. Choose the correct answer.

James follows Faried and Yusuf mainly because he wants to:

- A. Warn them about the police.
- B. Gather evidence for Save Our Oceans.
- C. Convince them to stop poaching.
- D. Ask them about the boat's name. (1)

21.2. Explain why James feels nervous while following Faried and Yusuf through the bushes. (2)

21.3. Refer to: "James leopard-crawled across the sand" (Page 100).

21.3.1. Identify the figure of speech in the phrase: (1)

21.3.2. Explain why this figure of speech is effective in this context. (2)

21.4. Discuss how the author creates suspense when James discovers the boat. (2)

- 21.5. Why does James decide to risk approaching the boat, despite knowing the dangers? (2)
- 21.6. James sends a message to Nonhle during this chapter. What information does he give her, and why is it important? (2)
- 21.7. What does James do with the name "Ocean Amethyst." (2)
- 21.8. What does James' decision to climb onto the boat reveal about his character? (2)
- 21.9. Explain how James' emotions shift from determination to fear by the end of the chapter. (3)
- 21.10. Do you think James made the right decision to follow Faried and Yusuf and board the boat? Discuss your answer. (3)

Chapter 22

Pre-reading questions / classroom discussions:

1. Have you ever been in a fearful situation?
2. What advice would you give to someone experiencing a dangerous moment?
3. If you were faced with a tough choice, what would you do and why?
4. How can finding a new tool or resource suddenly change the way you handle a problem?
5. What do you think is the best step to take when trying to solve a problem or get out of a difficult situation?

Summary:

James accidentally ends up trapped on the poachers' boat as it speeds into deep waters, far from shore. Terrified and unsure of what to do, he considers hiding but realises he might be discovered. Just as he prepares to give himself up, he remembers his cell phone and is relieved to find it still working despite the spray and rough conditions. Hope sparks as he realises he might be able to contact someone for help and plan a possible rescue.

Contextual questions:

- 22.1. Choose the correct answer.

James decides to board the poachers' boat mainly because he:

- A. Wants to confront them about the perlemoen.
- B. Hopes to gather evidence against them.
- C. Wants to escape from Yusuf and Faried.
- D. Is forced onto the boat by the crew. (1)

- 22.2. Explain why James initially feels "muted" and traumatised when he realises where he is. (2)

- 22.3. Refer to: "Hope sprang up like a tiny little Lion match in a dark world" (Page 104).

- 22.3.1. Identify the figure of speech in the line. (1)

- 22.3.2. Explain the effectiveness of this figure of speech in expressing James's emotions. (2)

- 22.4. What role does James's cell phone play in this chapter? (2)

- 22.5. Discuss why James considers giving himself up to the poachers rather than continuing to hide. (2)
- 22.6. How does the narrator create tension and suspense in this chapter? (2)
- 22.7. Comment on the significance of James remembering his father's advice: "The problem contains the solution" (Page 103). (2)
- 22.8. Discuss how James was brave for secretly following Faried and Yusuf and ending up on the boat? (3)

Chapter 23

Pre-reading questions / classroom discussions:

1. Why might someone choose to reach out to a friend for help instead of going to the police?
2. How can prayer, faith, or hope play an important role when facing challenges?
3. What does determination to gather more information before acting reveal about a person's approach to problems?
4. Why do you think it is sometimes important to include detailed descriptions when explaining how something happens?
5. If you were in a difficult situation, would you focus more on understanding the problem or on finding a way out quickly? Why?

Summary:

James sends a desperate message and location pin to Nonhle, hoping she can alert help. Hiding under plastic sheeting, he secretly observes the poachers' operation as Yusuf dives for perlemoen and Faried hauls up full bags. He captures a photo of one poacher with a teardrop tattoo and plans to photograph the stolen perlemoen next. Determined to gather solid evidence, James risks revealing himself to get closer to the haul.

Contextual questions:

23.1. Choose the correct answer.

James sends a message to Nonhle mainly because he:

- A. Wants her to tell his mother where he is.
- B. Feels scared and hopes she can help rescue him.
- C. Wants to brag about spying on the poachers.
- D. Thinks she should warn Yusuf about the police. (1)

23.2. Explain how James feels after sending the message to Nonhle. (1)

23.3. Explain what the description of "as slight as a ripple on the water" (Page 105) reveals about James. (2)

23.4. What does James's prayer to God reveal about his new-found relationship with faith and hope? (2)

- 23.5. How does the narrator create tension when James hides under the plastic sheeting? (2)
- 23.6. Why does James focus on gathering photographic evidence instead of escaping the boat? (2)
- 23.7. Discuss the significance of James noticing the flabby-faced man's teardrop tattoo. (2)
- 23.8. Explain why James considers this situation as being "a lot more at stake now than just getting into SALT" (Page 106). (2)
- 23.9. What does James's decision to remain on the boat despite the danger reveal about his change in character? (2)
- 23.10. Despite being brave, explain why James's actions reckless in this chapter. (2)

Chapter 24

Pre-reading questions / classroom discussions:

1. Why might someone pretend not to know another person when others are watching?
2. How can a person's reaction in a stressful moment show what they are like?
3. What signs can show that a lie might not be true?
4. How can a story or situation feel more tense or exciting during an argument?
5. If you were in trouble, what could you do differently to stay safe?

Summary:

James is discovered on the poachers' boat after Faried spots him while climbing aboard. He tries to lie, claiming he was swimming and climbed on for safety. At first, the flabby-faced poacher believes him, but when Yusuf arrives, he recognises James and accuses him of spying. Enraged, Yusuf attacks James, landing heavy blows before dragging him to the edge of the boat. Despite Faried's desperate attempts to protect him, Yusuf throws James into the icy, dark ocean, leaving him struggling for survival.

Contextual questions:

24.1. Choose the correct answer.

Why does James pretend that he was swimming?

- A. To hide the fact that he was spying on the poachers.
- B. Because he really was swimming in the ocean.
- C. To distract Yusuf from attacking Faried.
- D. To convince the skipper to take him home. (1)

24.2. How does Faried spotting James, in opening of this chapter, create suspense for the reader? (2)

24.3. Identify the figure of speech in: "James' head was ringing like a bell" (Page 111). (1)

24.4. Why does the third man initially believe James's story about climbing onto the boat? Give two reasons. (2)

24.5. What does Yusuf's reaction to seeing James reveal about his character? (2)

24.6. Discuss how Faried's behaviour towards James in this chapter differs from Yusuf's. (2)

- 24.7. What is the significance of James noticing the flabby-faced man's thin moustache and other details? (2)
- 24.8. Explain why James feels that he is in "grave danger" (Page 111). Refer to the events on the boat. (2)
- 24.9. Discuss how Faried is actually loyal to James in this chapter. (2)

Chapter 25

Pre-reading questions / classroom discussions:

1. How can a scary experience change the way someone thinks about life?
2. Why might a person choose to help someone, even if it could get them into trouble?
3. What makes a scene where someone is struggling feel exciting or tense?
4. How can faith or prayer give people strength in hard times?
5. How can a difficult experience change the way people treat their friends?

Summary:

James is thrown overboard and struggles to stay afloat, panicking as the poachers' boat speeds away. Just when he's about to give up, Faried secretly throws him a lifebuoy, saving his life. Battling exhaustion, James manages to cling to the ring and remove his heavy clothes for better buoyancy. Spotting land nearby, he paddles toward a familiar beach, riding a wave to shore. Despite crashing onto rocks and sustaining cuts and bruises, James manages to crawl to safety – grateful to be alive.

Contextual questions:

25.1. Choose the correct answer below:

What emotion dominates James's thoughts at the start of the chapter?

- A. Anger
 - B. Shock
 - C. Relief
 - D. Confidence
- (1)**

25.2. How does the narrator create a sense of panic and danger in the opening paragraph of this chapter? Refer to two examples from the text. **(2)**

25.3. Explain how the simile in the description of "The red-hot anger James experienced... was like an adrenalin shot" (Page 113) reveals James's change in emotions. **(2)**

25.4. Mention TWO reasons why James remembers his grandmother praying? **(2)**

25.5. How has James's character changed in this chapter in comparison to earlier in the novel? **(2)**

25.6. What significant thing did Faried do in this chapter? **(1)**

- 25.7. Why does James removes his hoodie and T-shirt? **(2)**
- 25.8. What is meant by the description of James noticing “a shadow passed slowly to the right of him” (Page 115)? **(2)**
- 25.9. James approaches the beach at the end of the chapter. What does this signify? **(2)**
- 25.10. Do you think this near-death experience will change James’s perspective on life? Discuss your answer. **(3)**

Chapter 26

Pre-reading questions / classroom discussions:

1. How can helping someone or something show that a person has grown or changed?
2. Why might someone choose to take the lead when others are unsure what to do?
3. How do sounds, smells, and feelings make a scene more real and exciting?
4. What can admitting you did something wrong show about who you are inside?
5. How can being reunited with someone or something show hope and a fresh start?

Summary:

James survives and makes it to shore but realises he's lost his phone and most of his evidence against the poachers. While heading home, he discovers a baby whale, Jamie, trapped in a rocky gulley. Determined to help, James considers using his lifebuoy but is joined by Faried, who takes charge. Together, they work with the tide to free the whale and reunite it with its mother. Exhausted, James collapses but later wakes up safely at home, surrounded by his worried mother, Nonhle, and Nugget.

Contextual questions:

26.1. Choose the correct answer.

At the beginning of the chapter, James lies still on the rocks because:

- A. He is badly injured and cannot move.
- B. He is overwhelmed with relief after surviving.
- C. He is waiting to hide from the poachers.
- D. He is resting while waiting for Faried. (1)

26.2. Explain the way the narrator describes James's exhaustion and relief in paragraph 2. (2)

26.3. What does the loss of James's cell phone symbolise in this moment? (2)

26.4. Discuss the significance of James holding onto the lifebuoy ring even after reaching safety. (2)

26.5. Why does James feel conflicted about leaving immediately to find Nonhle and her father? Refer to two reasons from the text. (2)

26.6. Explain how the author builds suspense when James notices the baby whale trapped in the gulley. Refer to two techniques. (2)

- 26.7. Compare James's and Faried's roles during the rescue of the baby whale. How do their actions show a shift in their relationship? **(3)**
- 26.8. Identify the figure of speech in: "Jamie began to thrash about in distress, heightening the rancid odour" (Page 121). **(1)**
- 26.9. How does the reunion of the mother whale and baby whale act as a symbol in the passage? **(2)**
- 26.10. What do you make of Faried's decision to "give himself in to the police" (Page 121)? Discuss your answer. **(3)**

Chapter 27

Pre-reading questions / classroom discussions:

1. Why might someone try hard to defend a friend, even if others see the friend as guilty?
2. How can losing important tools or evidence affect someone's dreams or goals?
3. Why might a person feel torn between leaving home for new opportunities and staying where they are?
4. Why is it important to comfort others, even when you are feeling sad yourself?
5. How can surviving hard experiences change the way someone sees themselves and their purpose?

Summary:

After surviving his incident, James gives statements to the police, marine authorities, and a social worker about the poachers. He defends Faried, insisting he's a victim of his uncle, though he's unsure if anyone believes him. James feels frustrated that he lost his phone (and all his evidence for SALT) in the sea. While waiting for his father, who is coming from Johannesburg, James realises he no longer wants to return to his old life; he wants to stay, help Nonhle, and protect False Bay. Concerned about Faried's future, James finds comfort in making his grandmother happy, realising the importance of small, selfless acts and feeling more grown-up after everything he's endured.

Contextual questions:

27.1. Choose the correct answer.

At the start of the chapter, James is feeling:

- A. Angry and frustrated with everyone around him
- B. Relieved but unsettled after his recent ordeal
- C. Excited about returning to Johannesburg
- D. Confident that the poachers will be caught (1)

27.2. What does James's reaction to Faried's situation reveal about his character? (2)

27.3. Discuss how James's thoughts about his birthmark and near-death experience deepen the theme of identity in this chapter. (3)

27.4. How does the author use James's lost cell phone as a symbol in this chapter? (2)

27.5. Explain why James feels conflicted about his father's arrival. (2)

27.6. Identify the figure of speech in: "That fierce joy had coursed through his blood like fire" (Page 124). (1)

27.7. Why is Auntie Baby's response to James's survival significant? Refer to her words and actions. (2)

27.8. Refer to: "He jumped up and gave her a big squeeze... My granny." (Page 125).

Explain how James's gesture towards his grandmother at the end of this chapter shows his emotional growth. (2)

27.9. The chapter suggests that James finds a "new purpose" by the end. Discuss his new purpose. (3)

27.10. Do you think James has become more mature after his ordeal at sea? Discuss your answer. (3)

Chapter 28

Pre-reading questions / classroom discussions:

1. Why is a video a good source of evidence?
2. How can feeling embarrassed about something personal make a situation more tense?
3. Why might someone hesitate before admitting the truth?
4. How can encouragement and support from others affect the choices we make?
5. How are courage, recognition, and opportunities often linked in life?

Summary:

Nonhle rushes in to tell James that the SALT selection committee wants to see him immediately. Nervous and confused, James follows her to the Shark Centre, where he meets the SALT board, including Angie and the Save Our Oceans skipper. They show him video footage from The Mountain Men, which captures him and Faried rescuing the baby whale, Jamie. To confirm his identity, the board asks James to reveal his birthmark, and this is proof that he's the boy in the video. Nonhle excitedly reveals that this identification could earn James a full scholarship to SALT for his heroic actions. Overwhelmed but hopeful, James gathers his courage and removes his T-shirt.

Contextual questions:

28.1. Choose the correct answer:

Why does Nonhle burst into the kitchen so suddenly?

- A. To tell James about Faried's arrest
- B. To warn James about the poachers
- C. To inform James the SALT selection committee wants to see him
- D. To ask James to help rescue Jamie the whale (1)

28.2. What is James' initial reaction to the committee's request to seeing him? (2)

28.3. Explain the importance of the video footage recorded by The Mountain Men. (2)

28.4. Discuss the role of James' birthmark in this chapter. (1)

28.5. Refer to: "James' fork was suspended mid-air with an oily red potato pierced on the end of it" (Page 127). (1)

28.5.1. Identify the figure of speech. (1)

- 28.5.2. Explain how this image is effective in showing James' shock. (2)
- 28.6. What does Nonhle's behaviour in this chapter suggest about her personality? Support your answer with evidence from the text. (2)
- 28.7. Why is James reluctant to remove his T-shirt, and what finally persuades him to do it? (2)
- 28.8. Explain James' emotional journey: how he moves from fear and humiliation to a moment of potential reward. (3)
- 28.9. How does the SALT board demonstrate fairness and professionalism during this meeting? Mention two examples. (2)
- 28.10. Do you think James deserves the SALT scholarship? Discuss your answer. (3)

Chapter 29

Pre-reading questions / classroom discussions:

1. How can the way we see something about ourselves change, and why is that important for confidence?
2. How can humour or comfort from others make a serious moment easier to handle?
3. How can seeing family members come together affect someone, and why is it important?
4. Why might someone choose to stay in one place instead of moving somewhere else?
5. How can a story show personal growth through bravery, belonging, and finding purpose?

Summary:

At the SALT board meeting, James is celebrated for his bravery after rescuing the baby whale, Jamie. Just as he's being identified through his birthmark, his parents and Aunt Baby arrive unexpectedly, reuniting the family. His mom and dad reconcile, and Nugget hilariously leads them to the Shark Centre. The SALT board shows video footage confirming James' actions and awards him a full scholarship. Overjoyed, James asks his dad for permission to stay in Die Land and attend SALT instead of returning to Johannesburg. His dad, moved by James' transformation, agrees to discuss it further, giving James hope for his future.

Contextual questions:

29.1. Choose the correct answer:

Why does the SALT board ask James to take off his shirt?

- A. Because they think he looks untidy.
- B. Because they want to check if he has injuries.
- C. Because his birthmark helps identify him in the video.
- D. Because they want him to prove he can swim.

(1)

29.2. What does the moment when James' parents enter the room hand-in-hand symbolise?

(2)

29.3. Discuss Aunt Baby's role in this part of the story.

(1)

29.4. Why is James' father initially confused when he arrives at the Shark Centre? Give TWO reasons.

(2)

29.5. Refer to: "Nonhle was jumping up and down like a mad

jack-in-the-box" (Page 133).

- 29.5.1. Identify the figure of speech. **(1)**
- 29.5.2. Explain how this figure of speech highlights Nonhle's behaviour. **(2)**
- 29.6. How does James' relationship with his parents change during this scene? **(2)**
- 29.7. Why is the video evidence important for James? **(2)**
- 29.8. How does James' attitude towards his birthmark change in this scene? Provide THREE points. **(3)**
- 29.9. In your opinion, does James deserve the scholarship? Discuss your answer. **(2)**
- 29.10. Does this scene bring resolution to James' struggles? Give at least TWO points. **(3)**

Chapter 30

Pre-reading questions / classroom discussions:

1. How can a scary experience give someone a new sense of purpose or direction?
2. How can our feelings about others change when they help us in difficult times?
3. What can conversations about nature teach us about life and understanding?
4. Why can it be upsetting when messages don't get through, and how does that create tension?
5. How can sharing laughter after a hard time show healing and hope?

Summary:

James receives the SALT scholarship and shares with Nonhle how his near-drowning experience inspired him to find purpose, like her, by helping protect the ocean. They discuss rescuing the baby whale, the capture of the poachers, and Faried's bravery in agreeing to testify. James is shocked to learn his messages from the boat never reached Nonhle, but their mood lightens when she jokes that now everyone has seen his birthmark, he should learn to swim. They end the moment laughing together.

Contextual questions:

30.1. Choose the correct answer:

Why does Nonhle say she "knew it" (Page 137) at the start of the chapter?

- A. She knew James would be offered the SALT scholarship.
- B. She knew the poachers would be caught.
- C. She knew Faried would testify in court.
- D. She knew James would save Jamie the whale. (1)

30.2. Why does James want the SALT scholarship so badly? (2)

30.3. Discuss what this chapter reveals about James' feelings towards Nonhle. (2)

30.4. Explain how James' attitude towards Faried has shifted in this chapter. (2)

30.5. Why does James feel like a "fraud" (Page 138) for receiving the scholarship? (2)

30.6. How does James describe the sea in this chapter? (2)

30.7. What new information does Nonhle share about the poachers? (2)

30.8. Why had James' messages to Nonhle not reached her? (2)

- 30.9. How does this chapter show James' growth in confidence regarding his birthmark? **(2)**
- 30.10. Do you think James and Nonhle's laughter at the end is significant? Discuss your answer. **(3)**

Chapter 31

Pre-reading questions / classroom discussions:

1. How can family decisions affect someone's future and opportunities?
2. Why might a person turn down an opportunity that does not feel right?
3. How can the possibility of danger make a situation more tense or exciting?
4. How can paying attention to small changes in nature show personal growth?
5. Why might someone want to look at something important again, and what could that show about their hopes for the future?

Summary:

James learns he can attend SALT after his parents decide to rent a house in Kalk Bay and stay part-time between Johannesburg and Cape Town. Although awarded a scholarship, his father insists on paying for his education, leaving the scholarship open. While collecting koesisters for the celebration, James and Nonhle discuss Faried's sighting of a great white shark that may have frightened Jamie into the shallows. James also realises he's had several near-death experiences and may have PTSD. Back at the Shark Centre, he gets an idea when Mr Mooi mentions the unused scholarship and asks to watch the video again.

Contextual questions:

31.1. Choose the correct answer:

Why does James feel nervous when returning to the boardroom?

- A. He thinks the scholarship offer will be withdrawn.
- B. He is intimidated by the SALT board and the formal meeting setting.
- C. He expects the poachers to be discussed.
- D. He worries about Faried's court case. **(1)**

31.2. What decision do James' parents make about where they will live? **(2)**

31.3. Why does James ask, "So, does that mean... I can accept the scholarship?" (Page 142) **(1)**

31.4. Why does James' father refuse the SALT scholarship even though James is awarded it? **(2)**

31.5. What does this chapter suggest about Auntie Baby's personality? **(2)**

31.6. Discuss the significance of James' growing awareness of his surroundings, especially the ocean. **(2)**

- 31.7. What does the mention of the great white shark add to the narrative? **(2)**
- 31.8. Why does Nonhle warn James about possible PTSD? **(2)**
- 31.9. How do James and Nonhle's actions show their friendship in this chapter? **(2)**
- 31.10. Do you think James deserves the SALT scholarship even though his father declines it? Discuss your answer. **(3)**

Chapter 32

Pre-reading questions / classroom discussions:

1. Why might someone want to give credit to another person, and what does that show about their character?
2. How can being given an opportunity change both a person's life and their community?
3. Why might educating people who are at risk be a way to solve a problem?
4. Why is it important to let different people have a say in decisions?
5. How can the way someone reacts to responsibility show what kind of person they are?

Summary:

During the SALT board meeting, James points out that Faried also played a crucial role in rescuing Jamie the baby whale and deserves recognition. The board unanimously agrees to award Faried the unused scholarship, allowing him to stay with Aunty Baby. Inspired, Mr Mooi proposes educating vulnerable youth to prevent poaching, which everyone supports. Bob Riley then suggests adding community representation to the board, leading to Aunty Baby being invited to join. Overwhelmed but joyful, she accepts, and the meeting ends with applause and celebration.

Contextual questions:

32.1. Choose the correct answer:

Why does Aunty Baby want a copy of the video?

- A. To watch it on her transistor radio.
- B. To show it to the SALT board.
- C. To send it to the marine police.
- D. To keep it next to the book about the family's ancestors. (1)

32.2. How does James feel when Aunty Baby says she'll keep the video in her "special lounge" (Page 146)? (2)

32.3. Why is James surprised when the SALT board awards him the scholarship? (2)

32.4. What does the video reveal about Faried's role in the rescue? (2)

32.5. Why does the board decide to award a scholarship to Faried as well? (2)

32.6. What "epiphany" (Page 149) does Mr Mooi have during the meeting? (2)

- 32.7. Why does Bob Riley suggest Aunty Baby join the SALT board? **(2)**
- 32.8. How does Aunty Baby react when she is invited to join the SALT board? **(2)**
- 32.9. What does this chapter reveal about James' character growth? **(2)**
- 32.10. Do you think offering Faried the scholarship was the right decision?
Discuss your answer. **(3)**

Epilogue

An epilogue in a novel is a short section after the main story ends in order to:

- Provide closure by showing what happens to characters later.
- Tie up loose ends and answers lingering questions.
- Reflect on themes or consequences of the story.

Summary:

The novel end with James successfully swimming the full length of the tidal pool for the first time, thanks to Faried's patient coaching and Nugget swimming alongside him. Nonhle calls them to hurry for their class with Professor Knowles at the Shark Centre, where they study marine life, including perlemoen. The three friends (James, Faried, and Nonhle) laugh together, united by their journey and excited about their bright future at SALT.

MEMORANDUM FOR CONTEXTUAL QUESTIONS

Chapter 1:

1.1.1. B. confused about the move to Cape Town. ✓

1.1.2. C. is separating from her husband. ✓

1.1.3. D. wants to work on the separation. ✓

1.1.4. E. is packed messily without care. ✓

1.2. The time is the morning of the move to Cape Town ✓ and the place is James' family home In Johannesburg. ✓

1.3.1. Simile ✓

1.3.2. The birthmark is compared to an alien ✓ which means it is strange, easily noticeable, and makes him feel uneasy when looking at it. ✓

1.4 James is upset / angry / resents his mother ✓ because he blames her entirely for the separation. ✓

1.5 False. ✓ Vivienne is moving to Cape Town without her husband / she and her husband are separating. ✓

1.6 (Open ended)

Yes. He is being uprooted from his home and separated from his father, ✓ which is distressing for a boy his age. ✓

OR

No. He could try to be more understanding ✓ and supportive towards his mother. ✓
(Any two well-substantiated points)

1.7.1. His father ✓

1.7.2 He means he is trying to find a way for the family to be together again / to resolve the separation. ✓

1.8 She may be trying to hide her own feelings ✓ and make the move feel less upsetting for James. ✓

Chapter 2:

2.1. B. It was becoming late in the day. ✓

2.2. 2.2.1. Emotion: James is confused/anxious. ✓

2.2.2. Reason: He does not understand why his mother has chosen Cape Town since they have never been there as a family. ✓

2.3. (a) Figure of speech: Personification ✓

(b) Explanation: The road reflectors (“cat’s eyes”) are described as being “chewed up” by the car, which makes the journey feel relentless and consuming, highlighting James’s growing sense of unease. ✓

2.4. Possible reasons:

- James suspects his mother may have met another man in Cape Town. ✓
- He fears his father might have another family elsewhere, based on a TV show he watched. ✓

2.5. James describes his birthmark as a “corrupt wound”. This suggests that James is ashamed and self-conscious about his appearance, ✓ viewing the mark as ugly or flawed. ✓

2.6. James’s reaction shows that he is anxious and upset to enjoy food. ✓ Even though he eats the chips, they “taste like cardboard,” showing his emotional turmoil. ✓

2.7. Sound device: Alliteration (“blank blackness”). ✓

2.8. James had never seen the sea before. ✓ This moment briefly changes his anxious attitude to a calm one, ✓ offering James a temporary sense of wonder and distraction. ✓

2.9. The steep, dimly lit street creates a sense of mystery and suspense as James doesn’t know where they are going. ✓

The patchy streetlights and moths add to the uneasy and eerie atmosphere. ✓

2.10. (Open-ended)

Yes. Vivienne might want to protect the surprise and make the journey more exciting, showing her desire to reconnect with James. ✓

OR

No. James feels anxious and excluded because he doesn’t know where they’re going or why, making him feel trapped and powerless. ✓

NOTE: Award marks for any well-substantiated answer grounded in the extract.

Chapter 3:

- 3.1. 3.1.1. The door is described to have many layers of different coloured paint. ✓
- 3.1.2. This suggests that the grandmother's home is old and has a long history.
✓ It reflects a place that has seen many changes over time but still carries a sense of character and continuity. ✓
- 3.2. B. The kitchen is homely and inviting. ✓
- 3.3. 3.3.1. Simile ✓
- 3.3.2 The narrator compares grandmother's small, ✓ delicate frame and her crisp, brown skin to a roasted chicken, ✓ helping the reader clearly visualise her appearance in a relatable and humorous way.
- 3.4. 3.4.1. She welcomes him warmly, serves tea, and offers him aniseed cake. ✓
- 3.4.2. He had never heard his mother speak Afrikaans before, ✓ so it shocks him to realise that there are parts of her identity and past that he doesn't know about.
✓
- 3.5. It suggests that James feels confused, overwhelmed, and unsettled. ✓ His thoughts and emotions are scattered and disconnected, reflecting his struggle to process all the unexpected revelations about his family. ✓

Chapter 4:

- 4.1. Initially, James hears a loud, mysterious sound but cannot identify it. ✓ Later, he realises that the sound comes from the waves of the sea hitting the shore. ✓
- 4.2. James feels uneasy and worried ✓, fearing that something might be wrong ✓ or that his family could be in danger. ✓
- 4.3. C. Tiny ✓
- 4.4. 4.4.1. Personification ✓
- 4.4.2. The description emphasises James's tiredness ✓ and helps the reader picture him waking up confused and restless. ✓
- 4.5. It shows that James's father might already have a **plan** to bring him back to Johannesburg, ✓ adding to the tension of his situation.

- 4.6. The birthmark's colour has changed ✓ from fierce red to bubble-gum pink, symbolising a shift in James's emotional or physical state ✓ and hinting at underlying mystery.
- 4.7. It suggests that the sound may be **normal** in this area ✓ (waves, whales, or natural noises), and that James is **more sensitive** to his surroundings ✓ since he is new there.
- 4.8. James reacts with relief and wonder ✓ as he understands the beauty of his surroundings. ✓
- 4.9. Yes. He has just arrived in an unfamiliar place, ✓ hears strange sounds, and feels alone and disoriented.

No: He overreacts to natural occurrences ✓ instead of staying calm and asking his family.

Award full marks for a well-substantiated response, either "Yes," "No," or a balanced combination, provided the answer is grounded in the text. (3)

- 4.10. **Possibility 1:** James investigates ✓ and learns more about the **ocean life** and its mysteries.

Possibility 2: The sighting triggers **fear** ✓ and deepens the suspense, leading him to uncover **hidden secrets** about Die Land.

Chapter 5:

- 5.1. James feels excited and amazed ✓ because he has never seen a whale before ✓ and wants to get closer.
- 5.2. James is heading down the hill towards the sea ✓, hoping to see the whales more closely. ✓
- 5.3. James sees a girl around his age ✓ perched on a wall, a thin man with a tattoo ✓ confronting her, and a black Labrador dog named Nugget barking furiously at the man.
- 5.4. James senses the situation is threatening ✓ and plays along to help the girl escape ✓ from the intimidating man.
- 5.5. Nonhle appears confident and quick-thinking ✓, but her trembling hand shows she was also scared ✓. She cleverly pretends James is her friend, saying, "See? Told you I was waiting for a friend", which helps her escape.

- 5.6. They see a trail of brightly coloured fishing boats ✓ returning from the deep sea, heavy with the night's catch ✓.
- 5.7. James respects Nonhle's silence ✓ and chooses not to pry ✓, showing sensitivity and patience.
- 5.8. James notices leather-bound books, whale bones, and old treasure maps ✓, which spark his curiosity ✓ about the village.
- 5.9. The atmosphere shifts from calm to tense ✓ as the sudden appearance and sound of the train builds suspense and urgency ✓.
- 5.10. James is unsure because he doesn't know where the tunnel leads ✓ and barely knows Nonhle, making him question his decision to follow her. ✓
- 5.11. 5.11.1. Personification ✓
 5.11.2. It highlights James's unease and nervousness ✓ as he ventures into unknown territory.
- 5.12. It provides **relief after tension** ✓ and symbolises **trust forming** between James and Nonhle. [Any other relevant answer.]

Chapter 6:

- 6.1. The description reveals the beauty and tranquillity of Dalebrook. ✓ It highlights Dalebrook as a special, serene place where nature and wildlife are in harmony. ✓
- 6.2. C. A whale is nearby. ✓
- 6.3. 6.3.1. James sees **oyster catchers**. ✓
 6.3.2. The vivid description of the birds with long orange bills and shiny black feathers adds colour and life to the scene. ✓ It emphasises the beauty and uniqueness of the natural setting. ✓
- 6.4. Mr Mooi is described as strong and athletic, with powerful biceps and a broad chest. ✓ This suggests he is confident, outdoorsy, and comfortable in nature. ✓
- 6.5. Nonhle silently asks James not to reveal what happened earlier. ✓ She is trying to keep a secret from her father, showing trust between her and James. ✓

6.6. 6.6.1. The figure of speech is personification. ✓

6.6.2. The bathing costume is described as if it “says” she is a serious swimmer.
✓ This is effective because it shows Nonhle’s confidence and hints at her passion for swimming without stating it directly. ✓

6.7

- James is emotionally wounded from earlier events and seeks peace. ✓
- Dalebrook’s beautiful, calm environment helps soothe him. ✓
- Meeting Nonhle and Mr Mooi gives him a chance at new friendships and new beginnings. ✓

6.8.

Yes:

- It would help him **bond with Nonhle** and make new friends. ✓
- It could give him a **memorable, healing experience** with nature. ✓

OR

No:

- Swimming close to whales can be **dangerous**. ✓
- James is still **processing emotional trauma** and might not be ready. ✓

Chapter 7:

7.1. 7.1.1. James – C ✓

7.1.2. Mr Mooi – A ✓

7.1.3. Nonhle – B ✓

7.1.4. Nugget – D ✓

7.2. James says he does not have his swimming gear with him✓, but the deeper reason is that he cannot swim ✓and feels self-conscious about his birthmark. ✓

7.3. 7.3.1. Metaphor ✓

7.3.2. The nickname “Freak” is compared to something that sticks permanently, showing how deeply the label affected James and his self-esteem.

7.4. James feels torn between wanting to “pay her back” by making her worry and recognising that this would be petty. His better judgement eventually leads him to return, showing his maturity and sense of responsibility.

- 7.5. Yes: Nonhle's support and the beauty of the sea may encourage James to build confidence and learn to swim.

No: His traumatic past and deep insecurities about his birthmark might make him avoid swimming indefinitely.

Chapter 8:

- 8.1. James feels unsafe around Yusuf because he recognises him as the man who threatened Nonhle earlier. ✓ Aunt Muriel's presence makes him feel protected and less vulnerable. ✓
- 8.2. It shows that Yusuf has changed over time ✓ — he was once a "nice boy" but has now become hostile, rude, and possibly dangerous. ✓
- 8.3. James realises that his mother intends to stay in Die Land instead of returning to Johannesburg, ✓ which means leaving behind his father and the life he is familiar with. ✓
- 8.4. This marks a turning point for James ✓ — he begins to understand that he must take responsibility for his own future rather than depend on his parents, showing maturity and emotional growth. ✓
- 8.5. The photograph symbolises connection and continuity between James and his mother's family. ✓ It also confirms that his birthmark has always been part of his identity and links him to his Filipino ancestry. ✓

Chapter 9:

- 9.1. 9.1.1. James — C ✓
9.1.2. Mr Mooi — B ✓
9.1.3. Nonhle — A ✓
9.1.4. Nugget — D ✓
- 9.2. She wants to show James where the Philippines are ✓ and help him understand what a Filipino is ✓ by giving him geographical context.
- 9.3. It shows that his family history is deeply connected to Die Land, beginning with the marriage between Felix, a Filipino sailor, and Rosemary, a freed slave, establishing a long lineage of belonging in the village. ✓✓
- 9.4. 9.4.1. Identity conflict / internal conflict ✓

9.4.2. James realises that his mother has hidden her true heritage, ✓ which challenges everything he thought he knew about himself and his family. ✓ This creates confusion about his own racial and cultural identity.

9.5. James feels a sense of connection because he sees a physical resemblance between himself, his grandfather, and even his mother. ✓ This gives him comfort and a feeling that he truly belongs to this family. ✓

9.6. James feels confused and unsettled about his racial identity. ✓ He is caught between being seen as white in Johannesburg and coloured in Die Land, leaving him unsure of where he truly fits in. ✓

9.7. Yes: His growing bond with his grandmother and Nonhle, as well as learning about his family's history, will likely help him accept and celebrate his roots.

No: His confusion and mistrust of his mother may prevent him from fully embracing his identity.

Chapter 10:

10.1. A. She believes race should not divide people. ✓

10.2. This part takes place in Auntie Baby's kitchen ✓, which is located in Die Land, near False Bay. ✓

10.3. Alliteration ✓

10.4. Nonhle is worried about her father losing his job ✓ and the future of their sea-life research project ✓, so Auntie Baby prays for strength and guidance.

10.5. He feels awkward and uncomfortable ✓ because he has never prayed before. ✓

10.6. 10.6.1. It highlights Faried's unique, striking appearance. ✓

10.6.2. It shows that James is curious and observant ✓ and is still learning about diverse identities. ✓

10.7.

- She may have had a previous disagreement or conflict ✓ with Faried.
- She might disapprove of something he has done ✓ or distrust him for personal reasons.

10.8. Yes:

- James seems curious and open-minded. ✓
- He finds Faried interesting and different. ✓

OR

No:

- Nonhle's hostility towards Faried might influence James. ✓
- James may feel confused or intimidated by the tension. ✓

Chapter 11:

11.1. Nonhle is upset because she sees Faried as a poacher, ✓ working with his uncle Yusuf, who threaten the survival of marine life and undermine the research she and her father are doing to protect the bay. ✓

11.2. James notices that people walk barefoot around the village streets and live closely connected to nature, ✓ which feels very different from the fast-paced, urban life he is used to in Johannesburg. ✓

11.3. The bay is a protected marine park because it contains valuable ecosystems and sea life that need to be preserved. ✓ Poaching and overfishing threaten this balance, making conservation efforts critical for sustainability. ✓

11.4.

11.4.1 They only took small amounts, such as a few penguin eggs and shellfish, allowing the sea to recover naturally. ✓

11.4.2 The Khoekhoen lived in harmony with their environment, respecting natural cycles and avoiding practices that damaged marine resources. ✓

11.5.

11.5.1 Nonhle paints a vivid, romantic image of the Khoekhoen's traditional way of life, with ox chariots, springbok skins, and jewellery. ✓

11.5.2 This helps James visualise the rich heritage of the Cape and feel connected to his ancestral history. ✓

11.6. Nonhle explains that traditional fishing by their grandparents and great-grandparents was sustainable, ✓ using small rowing boats and limited catches. ✓ In contrast, modern fishing is commercialised and exploitative, leading to overfishing and the need for strict regulations. ✓

- 11.7. James realises that his own family history is tied to Die Land, ✓ giving him a new sense of belonging. ✓
- 11.8. Through Nonhle's explanations and exploring the rock pools, ✓ James gains first-hand knowledge of the diverse marine life at risk from poaching. ✓ It makes him appreciate the fragility of the ecosystem and deepens his understanding of why protection is necessary. ✓
- 11.9. Yes: Their shared curiosity and Nonhle's passion for conservation suggest they will raise awareness and help protect marine species.

OR

No: Without community cooperation and stronger law enforcement, their efforts will be in vain.

Chapter 12:

- 12.1. 12.1.1. D ✓
12.1.2. C ✓
12.1.3. B ✓
12.1.4. A ✓
- 12.2. It shows that the Cape has its own distinct traditions and naming practices, ✓ reflecting a local identity and culture that is different from the rest of the world. ✓
- 12.3. Because a large pile of shells would be evidence of poaching activity, ✓ which could help them catch poachers like Faried and Yusuf. ✓
- 12.4. James respects Nonhle's feelings and realises it would be insensitive to question her concerns, ✓ especially because she is deeply invested in protecting marine life. ✓
- 12.5. 12.5.1. It shows that Nonhle has experienced personal loss and carries the emotional pain of losing her mother. ✓

12.5.2. James says, "I'm sorry", and later shares something personal about his own life. This shows he is empathetic and wants to build trust and connection with Nonhle. ✓
- 12.6. He feels comfortable enough to be vulnerable with Nonhle, ✓ knowing that she also understands what it means to live with pain. ✓ His fear of facing ridicule for his birthmark makes him seek comfort in a friend who won't judge him.

12.7. It reveals that James's birthmark is the source of his deepest shame, ✓ linked to the bullying he suffered in the past. ✓ It explains why he avoids new social settings and fears rejection.

12.8. The tone is sad ✓ and reflective, showing Nonhle's awareness of the world's injustices ✓— from environmental destruction to personal loss.

12.9.

- Nonhle has lost her mother, yet she continues her research work to protect the sea in her mother's memory. ✓
- James has lost his family stability, but he finds strength in new friendships. ✓
- The chapter shows how both characters carry their pain yet remain resilient. ✓

12.10. Open ended:

Yes: Their shared honesty and empathy will give them mutual support and strength to face challenges together.

OR

No: Their struggles may be too deep and personal to overcome just through friendship.

Chapter 13:

13.1. 13.1.1. D ✓

13.1.2. A ✓

13.1.3. B ✓

13.1.4. C ✓

13.2. Vivienne felt like a second-class citizen because of apartheid's lingering effects. Since she was light-skinned, she decided to pass as white in order to escape discrimination and find better opportunities.

13.3. James is shocked by the revelation about his mother's identity and wonders whether his father knows the truth. This shows his growing confusion about his family history and his own identity.

13.4. 13.4.1. Alliteration

13.4.2. The discovery about his mother's hidden identity makes James feel uprooted from the life he knew in Johannesburg. He feels lost and uncertain about his place within his family and community.

- 13.5. 13.5.1. He sees Faried and Yusuf leaving together late at night, which makes him suspect they are going poaching. ✓

13.5.2. It shows that poaching remains a serious threat in the community and creates a sense of danger and mystery around Faried and Yusuf's actions. ✓

- 13.6. Vivienne's choice to pass as white makes James question who he is and where he fits in. He feels conflicted between his Johannesburg upbringing and his family's coloured heritage in Die Land, creating a personal identity crisis.

- 13.7. James longs for stability and unity. He wishes to return to his old life in Johannesburg, where things felt familiar, even though he was bullied there. This shows his struggle to accept change.

- 13.8. Open ended

Yes: He could have helped Nonhle and Mr Mooi protect marine life and gather information against the poachers.

OR

No: It would have been too dangerous for James to follow them alone at night, especially since Yusuf has already shown threatening behaviour.

Chapter 14:

- 14.1. 14.1.1. B ✓

14.1.2. D ✓

14.1.3. C ✓

14.1.4. A ✓

- 14.2. Mr Mooi comes to offer James an opportunity to attend SALT, ✓ the new marine-focused school he is starting, and to explain the sponsorship option available.

- 14.3. SALT combines regular academic subjects with specialised learning in marine biology, environmentalism, and marine conservation projects, ✓✓ giving students hands-on experience.

- 14.4. He explains that one learner per year will be fully sponsored ✓ and suggests that James could be the selected student if he meets the requirements. ✓
- 14.5. Vivienne is dismissive and uninterested. ✓ She refuses to consider the SALT opportunity seriously, showing her stubbornness and resistance to change. ✓
- 14.6. 14.6.1. It is not based on top marks or sports achievements but rather on producing a winning portfolio showing involvement in marine-conservation work. ✓
- 14.6.2. SALT values passion, initiative, and environmental responsibility over academic or sporting success. ✓
- 14.7. James knows that participating in a marine project would require swimming, and he feels ashamed of his inability to swim. ✓ He is also self-conscious about revealing his birthmark, which deepens his sense of insecurity. ✓
- 14.8. Auntie Baby is excited and supportive, celebrating Mr Mooi's dream school and encouraging James to apply, ✓ while Vivienne shows indifference and resistance to the idea. ✓
- 14.9. Open-ended:
- Yes: SALT offers James a chance to grow, learn new skills, and find purpose, and Nonhle would help him overcome his fears.

OR

No: His fear of swimming and self-consciousness about his birthmark might prevent him from performing confidently, making it too stressful for him.

Chapter 15:

- 15.1. 15.1.1. A ✓
15.1.2. B ✓
15.1.3. C ✓
15.1.4. D ✓
- 15.2. 15.2.1. It shows his sadness and confusion about his parents' broken marriage. ✓
- 15.2.2. The memory of their affection makes him long for the unity of his family. ✓

- 15.3. James feels excited to hear his father's voice but then becomes remorseful ✓ and anxious about leaving a message, fearing his mother will find out. ✓
- 15.4. Because he knows they are dangerous poachers and he doesn't want to be caught following them. ✓ He is cautious and tries to remain unseen. ✓
- 15.5. 15.5.1. It shifts from warm and inviting to dark, cold and eerie, creating a more sinister and tense atmosphere. ✓
- 15.5.2. It builds suspense/ominous and foreboding ✓, mirroring James's growing unease as he ventures further into danger. ✓
- 15.6. He hopes the photos could serve as evidence of poaching, ✓ which he can share with Nonhle to support her conservation efforts. ✓ This also shows his developing courage and initiative.
- 15.7. Faried senses that someone is watching, ✓ and James narrowly avoids being caught. ✓ This shows how risky and dangerous his spying mission is.
- 15.8. The pine tree serves as a landmark of safety and familiarity, ✓ contrasting with the fear and uncertainty of his journey. It symbolises security and belonging. ✓
- 15.9. He realises that the photos and evidence he gathers could form the basis of a marine-conservation portfolio, ✓ which is the requirement for the scholarship. ✓ This links his personal survival to a future opportunity.
- 15.10. Brave: He shows initiative and courage by gathering evidence against poachers despite being scared.
- Reckless: He risks his own safety by following dangerous men at night without telling anyone.

(Accept any relevant, well-substantiated answer)

Chapter 16:

- 16.1. 16.1.1. B ✓
- 16.1.2. C ✓
- 16.1.3. D ✓
- 16.1.4. A ✓

- 16.2. James lies because he wants to avoid swimming lessons with Nonhle, ✓ as he feels ashamed of his inability to swim and fears exposing his birthmark. ✓
- 16.3. She is upset because James followed the poachers at night, ✓ which is dangerous since poaching involves gangsters, drugs, and criminal networks. ✓
- 16.4. 16.4.1. They assist the marine police with research and reporting, providing evidence when needed. ✓
- 16.4.2. It shows that Nonhle is passionate and dedicated ✓ to protecting marine life and plans to actively fight poaching when she's older. ✓
- 16.5. Nonhle finds sharks fascinating and views them as beautiful, important creatures. ✓ James, on the other hand, is afraid of sharks, which highlights his cautious and anxious nature. ✓
- 16.6. Nonhle suspects Muriel stays silent because of loyalty to her community ✓ or fear of retaliation from dangerous poachers. ✓
- 16.7. Muriel reveals that James's mother used to go fishing with her father, ✓ showing him his family's deep connection to the sea. ✓ This helps James feel a growing sense of belonging in Die Land.
- 16.8. The kabeljou, described as beautiful but rare, ✓ symbolises the threat to marine biodiversity caused by overfishing and poaching, ✓ highlighting the urgency of conservation efforts.
- 16.9. James wants to gather evidence for his SALT scholarship project ✓ and has begun to develop a personal connection to protecting the bay. ✓ This shows his growing courage and sense of responsibility.
- 16.10. Open-ended:
- Yes: His actions could provide valuable evidence for the marine police and support his scholarship goals.
- OR
- No: Following dangerous poachers secretly places him at serious personal risk, especially since Nonhle already warned him about the dangers.

Chapter 17:

- 17.1.1. B ✓
- 17.1.2. A ✓

17.1.2. C ✓

17.1.2. D ✓

17.2. Faried shows disinterest in formal shark education ✓ and hints that he prefers first-hand, possibly illegal encounters with sharks, suggesting his rebellious and risky behaviour. ✓

17.3. Because they helped establish the Shark Centre ✓ and are actively involved in its conservation and education projects. ✓

17.4. 17.4.1. He must supervise the children and ensure they do not stick their hands into the shark tank. ✓

17.4.2. It is important because it prevents accidents and protects both the children and the sharks. ✓

17.5. Derek explains that sharks play a vital role in the ocean's ecosystem, ✓ which provides oxygen, food, and rainfall for humans. Without sharks, the balance would collapse, affecting all life on Earth. ✓

17.6. Derek is engaging and patient, ✓ encouraging curiosity and explaining complex environmental concepts in a way that is accessible and inspiring to children. ✓

17.7. James begins to appreciate the importance of marine life and develops a growing passion for conservation. ✓ This marks a turning point where he starts feeling connected to the ocean and to SALT's mission. ✓

17.8. The money allows James to buy a charger and data, ✓ enabling him to document the poachers' activities and build a strong portfolio for his SALT scholarship application. ✓

17.9. It shows that their relationship is growing stronger through shared interests ✓ in conservation and marine education, despite occasional conflicts over James's risky behaviour.

17.10 Open-ended:

Yes: The experience inspires him to value marine life and motivates him to pursue the SALT scholarship and conservation work.

OR

No: While inspired, his primary motivation still comes from wanting to escape his mother's school choice and return to Johannesburg.

Chapter 18:

- 18.1. 18.1.1. B ✓
18.1.2. A ✓
18.1.3. C ✓
18.1.4. D ✓
- 18.2. James is afraid of the ocean because he cannot swim ✓ and fears falling off the boat and drowning. ✓
- 18.3. It shows that Vivienne grew up in Die Land ✓
She was once closely connected to the fishing lifestyle ✓
She enjoyed going out on boats regularly ✓
- 18.4. 18.4.1. It is sleek, modern, and white with blue lettering, unlike the other brightly painted wooden fishing boats. ✓

18.4.2. It belongs to the Save Our Oceans team, who are responsible for marine research and conservation / it takes them to see the newborn whale calf. ✓
- 18.5. James feels astonished and slightly afraid when the whale snorts awake ✓ and looks at the boat disapprovingly, making his heart race. ✓
- 18.6. Nonhle names the whale “Jamie” in honour of James ✓, symbolising their growing friendship. ✓
- 18.7. James is deeply moved when he notices the dark marking on the whale’s cheek that resembles his own birthmark✓, making him feel a unique and personal connection to the animal. ✓
- 18.8. The experience broadens James’s perspective, ✓ deepening his appreciation for marine life ✓and giving him a sense of belonging in Die Land. ✓ / It also inspires him to continue supporting conservation efforts.
- 18.9. Bow and stern → refer to the front and back of the boat. ✓
Starboard and port → refer to the right and left sides of the boat. ✓
- 18.10. Open-ended:

Yes: James begins to see the ocean as magical and full of life, especially after witnessing the whales and bonding with the calf named after him.

OR

No: While inspired, his fear of drowning may still linger, meaning he hasn’t completely overcome his anxieties.

Chapter 19:

- 19.1. Faried is implying that not everyone in Die Land is bad or involved in poaching, even though James knows about his uncle's crimes.
- 19.2. James feels awkward because Faried doesn't know that James has been secretly following him and Yusuf at night to gather evidence about their poaching.
- 19.3. 19.3.1. The children tease James playfully, calling him "Whitey-lightey," but it is done in good humour.

19.3.2. James accepts it without offence, realising it is different from the cruel bullying he faced in Joburg.
- 19.4. They discover crates filled with perlemoen (abalone) guarded by Yusuf and two foreign men.
- 19.5. Yusuf is furious and strikes Faried across the head, showing his violent and abusive nature.
- 19.6. Faried claims they poach because they are poor and need food from the sea. James struggles to believe him because he saw huge piles of perlemoen crates, which clearly showed they were not just taking food for survival but running a criminal business.
- 19.7. The conversation reveals that Yusuf's business partners want him to deal drugs (tik) instead of perlemoen.
- 19.8. Yusuf pokes Faried hard in the chest and snarls at him, showing that their relationship is one of fear, intimidation, and control, not care or respect.
- 19.9. Faried reveals that his father died at sea, while James shares that his father is no longer with him due to his parents' separation.
- 19.10. Open-ended:

Yes: Because Faried is a victim of his uncle's control, and James's friendship may offer him hope and a way out of crime.

OR

No: Because being close to Faried could drag James into danger with Yusuf's criminal activities.

(Accept any relevant, justified answer.)

Chapter 20:

- 20.1. James believes that taking pictures of the perlemoen would help Nonhle and the marine police catch the poachers and protect Die Land's ocean life. ✓
- 20.2. She suggests they pray together, ✓ believing that God can "make a way where there seems to be no way", which introduces James to the idea of finding hope when situations seem impossible.
- 20.3. James finds himself praying wordlessly for Faried, ✓ asking God to help his friend escape his difficult circumstances.
- 20.4. James charges his phone ✓, lays out socks, ✓ soft-soled takkies, ✓ a padded jacket, and his hoodie to move quietly and stay hidden. ✓
- 20.5. He discovers that all the perlemoen crates have been removed, ✓leaving only the strong smell of iodine. ✓
- 20.6. James sees Faried and Yusuf tied up, ✓ being held at gunpoint by the two foreign men, ✓ who threaten to burn down Yusuf's house unless they agree to deal drugs ("take straws"). ✓
- 20.7. James is terrified, realising this danger is far greater than he imagined.
- 20.8. They threaten to burn down Yusuf's house and, ✓ by implication, endanger the entire Die Land community. ✓ This enrages James because he feels protective over his grandmother's home, the heritage of his family, and the safety of the villagers.
- 20.9. James realises that Die Land's safety and heritage are at stake. ✓ His determination grows stronger, ✓ and he decides to continue gathering information about the poachers, despite the personal danger.
- 20.10. Open-ended:

Yes: James is brave and committed to protecting the community and the ocean, showing maturity and a strong sense of justice.

OR

No: He is putting himself in unnecessary danger, especially since trained authorities like the marine police should handle such threats.

(Accept any relevant, justified answer.)

Chapter 21:

21.1. B. Gather evidence for Save Our Oceans. ✓

21.2. James feels nervous ✓ because he is following poachers secretly ✓ and fears being caught. His heart is “thumping with anxiety,” showing his tension and fear.

21.3.1. Metaphor ✓

21.3.2. The narrator uses a metaphor to compare James’ secretive movements to a leopard, ✓ suggesting stealth, caution, and agility, ✓ which suit the dangerous situation.

21.4. The narrator creates suspense by describing the darkness and limited visibility ✓ and using James’ racing thoughts and rapid actions to build tension. ✓

21.5. James risks approaching the boat because he wants to see its name, ✓ which would serve as key evidence for Save Our Oceans’ investigation. ✓

21.6 He tells Nonhle that Faried and Yusuf are being picked up by a boat from somewhere else, not Fish Hoek. ✓ This is important because it reveals more people are involved in the poaching operation. ✓

21.7 The boat’s name, “Ocean Amethyst”, is significant because it could be traced by authorities ✓ and used to identify the owners and participants in the poaching activities. ✓

21.8. James is brave, as he risks danger by approaching the boat. ✓

James is determined, as he goes to great lengths to gather evidence despite the risks. ✓

21.9. At first, James feels determined as he focuses on collecting evidence ✓ – “He couldn’t wait to present Nonhle with his discovery”.

Later, his emotions shift to fear when the boat’s engine roars and he is tossed inside ✓ – “he shouted out loud in alarm ... heart thumping, waiting to be discovered”.

21.10. Open-ended:

Yes: James made the right decision because he gathered crucial evidence, like the boat’s name, to help Save Our Oceans. / His actions expose a larger network of poachers.

OR

No: He put his life in danger by boarding the boat. / He risked being discovered without backup.

Chapter 22:

- 22.1. B. Hopes to gather evidence against them. ✓
- 22.2. James feels “muted” and traumatised because he realises he is trapped on a small boat with dangerous poachers and fears for his life. ✓ The shock leaves him momentarily unable to think or act. ✓
- 22.3.1. Simile ✓
- 22.3.2 The simile compares his hope ✓ to a “tiny little Lion match in a dark world,” showing that although his hope is small and fragile, ✓ it brings light and comfort in a frightening situation.
- 22.4 The cell phone gives James a chance to contact someone for help. ✓ Its survival provides him with relief and renewed hope. ✓
- 22.5 James considers giving himself up because he fears being discovered while hiding. ✓ He believes admitting he stowed away “for the adventure” might make the poachers less angry than if they caught him spying. ✓
- 22.6 The narrator creates tension by describing James’s racing thoughts and fear of being caught. ✓ Using uncertainty about whether his phone works and if he can be rescued. ✓
- 22.7. Remembering his father’s advice motivates James to think calmly ✓ and look for solutions instead of panicking, showing his determination to survive. ✓
- 22.8. He is brave because he risked danger to gather evidence and protect the environment. / He followed the poachers despite fear. / He tries to find solutions, like using his phone.

Chapter 23:

- 23.1. B. Feels scared and hopes she can help rescue him. ✓
- 23.2. James feels relieved after sending the message because he has reached out for help. ✓ / He also feels less alone, describing the connection as “a ripple on the water,” giving him comfort. ✓

- 23.3. The description shows that James's hope is fragile but still present, ✓ reflecting his desperation and emotional vulnerability. ✓
- 23.4. James turns to prayer despite being unsure of God's existence, ✓ showing his desperation. ✓ It also reflects his hope for a miracle and faith in finding a way out.
- 23.5. The narrator builds suspense by describing the boat slowing and the crew preparing for action. ✓ James's nervous movements under the sheeting add tension as he risks being discovered. ✓
- 23.6. James focuses on gathering photographic evidence because he wants to help ✓ Save Our Oceans and expose the poachers rather than only thinking about his own safety. ✓
- 23.7. The teardrop tattoo is significant because it serves as a distinguishing feature that can help identify the man later, ✓ strengthening James's evidence against the poachers. ✓
- 23.8. James realises the situation involves protecting Die Land and stopping the poachers, ✓ meaning more lives and livelihoods are at stake than just his goal of getting into SALT. ✓
- 23.9. James's choice shows he is courageous and selfless. ✓ Despite being terrified, he stays to collect evidence to protect others ✓ rather than prioritising his own safety.
- 23.10. He exposes himself to life-threatening risks by staying on the boat. He prioritises gathering evidence over finding a way to escape safely.

Chapter 24:

- 24.1. A. To hide the fact that he was spying on the poachers. ✓
- 24.2. The sudden appearance of Faried creates shock and immediate danger. ✓ / James's gasp of panic and Faried's recognition build suspense and tension.
- 24.3. Simile ✓
- 24.4.
- James speaks confidently and gives a believable excuse about swimming. ✓
 - The darkness makes it harder for the man to notice inconsistencies, like James's jeans. ✓

24.5.

- Yusuf is aggressive — he attacks James without hesitation. ✓
- He is suspicious and paranoid, immediately accusing James of being a spy. ✓

24.6.

- Faried tries to protect James, suggesting they drop him off safely.
- Yusuf, on the other hand, is violent and wants to harm James. ✓

24.7. James memorises the man's thin moustache and facial details to identify him later and gather evidence against the poachers. ✓

24.8. James feels in grave danger because Yusuf attacks him, ✓ and then both Yusuf and the third man drag him toward the side of the boat to throw him overboard, despite him not being able to swim. ✓

24.9. Faried is loyal because:

- He tells the others James is “just a child” and suggests dropping him off later. ✓
- He tries to help James when Yusuf attacks him, even getting clobbered in the process. ✓

Chapter 25:

25.1. B. Shock ✓

25.2.

- James realises he might die, which immediately triggers fear and panic. ✓
- The descriptions of him “kicking and flailing” and “swallowing salt water” heighten the sense of danger. ✓

25.3. The comparison shows how James's anger gives him a sudden burst of energy and determination, shifting him from hopelessness to fighting for survival. ✓

25.4.

- His grandmother's prayers remind him of faith and hope, inspiring him to pray for help. ✓
- It motivates him to believe that survival is possible, giving him inner strength. ✓

25.5.

- James becomes more courageous, refusing to give up despite his fear. ✓
- He also gains clarity and purpose, realising he wants to make a difference in the world. ✓

25.6. Faried throws James a lifebuoy, saving his life. ✓

25.7. Removing his hoodie and T-shirt makes James lighter and more buoyant, helping him stay afloat and conserve energy. ✓

25.8. The “shadow under the water” suggests potential danger, possibly a sea creature or shark, adding suspense and fear to his struggle for survival. ✓

25.9. The approaching beach offers hope, but the shelf of rocks introduces new danger. ✓

25.10. Open-ended:

Yes:

- He realises “he’d been born to make a difference,” showing a newfound sense of purpose. ✓
- He vows “never to waste another day again,” proving the experience changes his outlook on life. ✓

(Unlikely that learners will provide a “no” answer, but please mark according to merit.)

Chapter 26:

26.1. B. He is overwhelmed with relief after surviving. ✓

26.2.

- The narrator describes the warmth of the rising sun seeping into James’s freezing body. ✓
- The mention of his scratches, damp clothes, and salt-crusted jeans highlights his exhaustion and relief at being alive. ✓

26.3.

The loss of James’s cell phone symbolises the loss of critical evidence against the poachers and his feeling of helplessness after everything he endured. ✓

26.4.

- The lifebuoy ring represents his survival and safety after a near-death experience. ✓
- It also symbolises hope and becomes a possible clue for identifying the poachers' boat. ✓

26.5.

- He wants to check if Nonhle received his messages and share his evidence. ✓
- However, his phone is lost, and he worries that the poachers might escape punishment. ✓

26.6.

- The author builds suspense by introducing the distressed cries of the mother whale. ✓
- James's realisation that the baby whale is trapped creates urgency and heightens tension. ✓

26.7.

- James shows bravery and compassion, rushing to help despite his exhaustion.
- Faried takes leadership, directing the rescue and guiding James.
- Their teamwork marks a shift from suspicion to trust, strengthening their bond.

26.8. Personification. ✓

26.9.

- The reunion symbolises freedom, safety, and restoration. ✓
- It mirrors James's own survival and offers hope and healing after chaos and danger. ✓

26.10.

- Faried saves James's life by throwing him the lifebuoy, showing courage and loyalty. ✓
- His decision to turn himself in shows remorse and a desire to make things right, marking a turning point in his character. ✓

Chapter 27:

27.1. B. Relieved but unsettled after his recent ordeal. ✓

27.2

- James shows compassion by defending Faried and trying to convince others he was a victim. ✓
- He is empathetic, worrying about Faried's future and believing a reformatory would harm him. ✓

27.3

- James's feelings about his birthmark highlight his struggle with identity and feeling different. ✓
- Surviving a near-death experience makes him reflect on his purpose and value. ✓
- These thoughts deepen the theme of self-acceptance and finding meaning despite personal insecurities. ✓

27.4 The lost cell phone symbolises:

- The loss of his evidence against the poachers. ✓
- His sense of failure in contributing to SALT and protecting False Bay. ✓

27.5

- He wants to see his father but doesn't want to return to Johannesburg. ✓
- He feels torn because his dream now is to join SALT and help restore False Bay. ✓

27.6. Simile ✓

27.7 Auntie Baby celebrates James's survival with laughter, dancing, and gratitude, saying, "God is so good to me." ✓ Her joy highlights her deep love for James and her faith, making the moment emotionally significant. ✓

27.8. James sets aside his own feelings to make his grandmother happy by embracing her and calling her "Granny." ✓ This shows emotional maturity and his growing ability to prioritise others' happiness. ✓

27.9. James's new purpose is to:

- Make a difference in others' lives, starting with his grandmother's happiness. ✓
- Continue protecting False Bay and supporting SALT's mission. ✓
- He realises he can still "make someone else's dream come true" even if his own plans change. ✓

27.10. Yes:

- He shows emotional growth by putting his grandmother's happiness above his own feelings. ✓
- He demonstrates greater purpose and responsibility, wanting to help protect False Bay and make a positive impact. ✓

Chapter 28:

28.1. C. To inform James the SALT selection committee wants to see him. ✓

28.2.

- James is confused and nervous, unsure why the committee wants to see him. ✓
- He also feels uncertain and doubtful, not daring to hope for good news. ✓

28.3. The video footage is important because:

- It proves James's involvement in rescuing the baby whale. ✓
- It provides evidence that could earn him a scholarship to SALT. ✓

28.4. James's birthmark becomes a key way to identify him in the video. ✓

28.5.1. Metaphor ✓

28.5.2. The suspended fork symbolises James's shock and disbelief, ✓ showing how frozen and overwhelmed he feels in that moment. ✓

28.6.

- Nonhle is excitable and energetic, bursting in and urging James to hurry. ✓
- She is also supportive and enthusiastic, celebrating his recognition and hugging his grandmother. ✓

28.7.

- James is reluctant because he feels humiliated and insecure about exposing his birthmark. ✓
- He agrees to do it when Nonhle reveals that a full SALT scholarship depends on confirming his identity. ✓

28.8.

- At first, James feels fear and shame about being identified. ✓
- Then he realises the video is linked to his heroic act of rescuing Jamie. ✓

- The same moment that embarrasses him could lead to recognition and reward, creating situational irony. ✓

28.9.

- The SALT board reviews video evidence carefully before making any decisions. ✓
- They handle the process professionally and respectfully, explaining everything and asking James's consent before requesting proof. ✓

28.10. Yes:

- James risked his life rescuing Jamie the whale, showing bravery and selflessness. ✓
- The video proves his direct contribution to marine conservation, aligning perfectly with SALT's mission. ✓

Chapter 29:

29.1. C. Because his birthmark helps identify him in the video. ✓

29.2

- It symbolises reconciliation between his parents after a strained relationship. ✓
- It brings James a sense of security and happiness, showing his family is healing. ✓

29.3

- She also acts as a bridge within the family, helping ease tensions and spreading joy. ✓

29.4

- James' father is confused because he doesn't yet understand the SALT scholarship situation. ✓
- He is also surprised by James' involvement with poachers, the whale rescue, and the video evidence. ✓

29.5.1. Simile ✓

29.5.2. The comparison highlights Nonhle's excitement and energy, showing she can't contain her happiness. ✓

29.6

- James now feels closer to his parents, openly expressing his desires and achievements. ✓
- His parents show pride and support, with his dad watching the video and acknowledging his bravery. ✓

29.7

- The video proves James's role in rescuing Jamie, validating his bravery. ✓
- It is key evidence that secures his SALT scholarship, shaping his future. ✓

29.8

- James once despised his birthmark and felt like an outsider. ✓
- The applause transforms his perception, making him feel proud and accepted. ✓
- This moment symbolises belonging and self-acceptance within the SALT community. ✓

29.9 Yes:

- The scholarship rewards James's bravery and contribution to marine conservation. ✓
- It aligns with his dream of joining SALT and protecting False Bay, giving him purpose. ✓

29.10 Open-ended:

Yes:

- James's family reconciles, resolving tensions between his parents. ✓
- His heroism is recognised through the scholarship, giving him a path forward. ✓
- The applause and acceptance heal his insecurities, creating emotional resolution. ✓

(Unlikely that learners will provide a "no" answer, but please mark according to merit.)

Chapter 30:

30.1. A. She knew James would be offered the SALT scholarship. ✓

30.2.

- He feels his life has changed after nearly drowning and wants a new purpose. ✓
- He wants to live for something bigger than himself, like Nonhle does. ✓

30.3.

- He admires her for being passionate about protecting the ocean. ✓
- He sees her as a role model and wants to live with the same sense of purpose. ✓

30.4.

- He respects Faried for helping him and saving his life. ✓
- He now sees Faried as brave, even though he had previously been involved in poaching. ✓

30.5.

- He believes the rising tide, rather than his own strength, helped save Jamie. ✓
- He thinks his contribution was smaller than people realise. ✓

30.6.

- He says it feels “alive” and “intelligent.” ✓

30.7.

- They have been caught. ✓
- Faried has agreed to testify against them, and James may also need to appear in court. ✓

30.8. They failed to send while he was on the boat ✓, which devastates him when he realises it. ✓

30.9.

- Initially, he avoided swimming because of it ✓, feeling ashamed.
- Now, since “the whole wide world” has seen it, he is less self-conscious and open to learning to swim. ✓

30.10 Open-ended:

Yes:

- It symbolises emotional relief after trauma ✓ and shows they are beginning to heal.
- Their laughter reflects a deepening friendship and shared understanding. ✓

OR

No:

- It could simply be a reaction to exhaustion ✓ and the overwhelming events they've faced.
- It does not necessarily mean their problems are resolved. ✓

Chapter 31:

31.1. B. He is intimidated by the SALT board and the formal meeting setting. ✓

31.2.

- They decide to rent a house in Kalk Bay, ✓ right next door to the Mooi family. ✓
- The family will live between Johannesburg and Cape Town, splitting time between the two. ✓

31.3. He wants confirmation that his parents support his dream and that he can stay at SALT. ✓

31.4.

- He wants to pay for his son's education himself because he can afford it. ✓
- He believes another deserving child should benefit from the scholarship. ✓

31.5.

- She is warm, lively, and celebratory ✓ as seen when she insists they fetch koesisters and aniseed cake. ✓
- She enjoys bringing people together to mark important moments. ✓

31.6.

- He notices small daily changes in the sea's colour, scent, and tides ✓, showing his deepening connection to Kalk Bay.
- It reflects how much he has grown to love and appreciate his new environment. ✓

31.7.

- It explains why Jamie the whale calf nearly beached ✓ and connects to James' earlier terrifying experience in the ocean. ✓
- It also creates suspense and reminds readers of the dangers beneath the surface. ✓

31.8.

- James has survived multiple near-death experiences ✓, including drowning and being attacked on the boat. ✓
- PTSD symptoms like flashbacks and anxiety could follow traumatic events like his. ✓

31.9.

- They share excitement about his scholarship ✓ and support each other emotionally. ✓
- Their playful banter and shared tasks, like fetching the cakes, highlight their closeness. ✓

31.10. Open-ended:

Yes:

- James risked his life to save Jamie the whale and gather evidence on the poachers. ✓
- He has shown immense bravery, growth, and passion for marine conservation. ✓

OR

No:

- His father's wealth means the scholarship could go to a child who truly needs financial help. ✓
- SALT can still honour James while awarding support to someone else. ✓

Chapter 32:

32.1. D. To keep it next to the book about the family's ancestors. ✓

32.2. He feels comforted ✓ and realises that he is now seen as an important part of the family. ✓

32.3. Because the rescue of Jamie involved both him and Faried ✓, and James feels it would be unfair to take all the credit. ✓

32.4.

- It shows that Faried helped lead the whale calf rescue ✓ and even comforted Jamie during the ordeal. ✓
- It highlights his bravery and willingness to take risks despite his difficult past. ✓

32.5.

- James points out Faried's significant contribution ✓.
- They believe educating vulnerable youth ✓ can help prevent them from becoming involved in poaching. ✓

32.6. He realises that tackling poaching requires education ✓, particularly by supporting vulnerable individuals like Faried through opportunities like scholarships. ✓

32.7.

- He believes the board needs representation from Die Land ✓ since it is directly affected by poaching. ✓
- Auntie Baby has been a loyal supporter of SALT and played an important role in its success. ✓

32.8.

- She is embarrassed at first and tries to dismiss the suggestion ✓ but becomes emotional when she realises how valued she is ✓.
- Eventually, she accepts the invitation enthusiastically. ✓

32.9.

- He shows maturity and humility ✓ by sharing credit with Faried and advocating for him to get a scholarship. ✓
- It highlights his growing sense of responsibility and fairness. ✓

32.10. Open-ended:

Yes:

- It gives Faried a chance to build a better future ✓ and escape his uncle's influence. ✓
- His bravery and leadership during the rescue prove he deserves the opportunity. ✓

OR

No:

- His involvement in poaching, even under pressure, raises concerns. ✓
- SALT scholarships should perhaps go only to those with a completely clean record. ✓