

HILLCREST HIGH SCHOOL



JUNE 2014

ENGLISH HOME LANGUAGE

PAPER 1

Grade 10

Time: 2 hours

Marks: 70

N.B. This question paper consists of 8 pages

INSTRUCTIONS TO CANDIDATES

READ THESE INSTRUCTIONS CAREFULLY BEFORE ANSWERING THE QUESTIONS

1. You are required to answer ALL sections. The question paper consists of THREE sections.

SECTION A:	COMPREHENSION	30 marks
SECTION B:	SUMMARY	10 marks
SECTION C:	LANGUAGE IN CONTEXT	30 marks

2. Draw a 2cm wide margin on the right hand side of each page of your answer booklet.
3. Read and follow ALL instructions carefully.
4. Rule off on completion of EACH section and start each section on a new page.
5. Leave a line after EACH answer.
6. It is in your own interests to write and present your work neatly.
7. Your answers must be based on the texts you are asked to read.
8. Use your time carefully. Be guided by the mark allocation, especially in regard to the length of your answers. An accurate, concise and thoughtful answer is preferable to a wordy response.

SECTION A: COMPREHENSION
QUESTION 1: READING FOR MEANING AND UNDERSTANDING

Carefully read the passage below and answer the questions that follow.

1. Answer in complete sentences, unless otherwise advised.
2. Pay special attention to mark allocation.
3. Number your answers according to the numbering on this question paper.

Text 1

Such, Such Were The Joys
From an essay by George Orwell

- 1 Soon after I arrived at St Cyprian's (not immediately, but after a week or two, just when I seemed to be settling into the routine of school life) I began wetting my bed. I was now aged eight, so that this was a reversion to a habit which I must have grown out of at least four years earlier. Nowadays, I believe, bed-wetting in such circumstances is taken for granted. It is normal reaction in children who have been removed from their homes to a strange place. In those days, however, it was looked on as a disgusting crime which the child committed on purpose and for which the proper cure was a beating. For my part I did not need to be told it was a crime. Night after night I prayed, with a fervour never previously attained in my prayers, 'Please God, do not let me wet my bed! Oh, please God, do not let me wet my bed!', but it made remarkably little difference. Some nights the thing happened, others not. There was no volition about it, no consciousness. You did not, properly speaking, *do* the deed: you merely woke up in the morning and found that the sheets were wringing wet. 5
- 2 After the second or third offence, I was warned that I should be beaten next time, but I received the warning in a curiously roundabout way. One afternoon, as we were filing out from tea, Mrs Wilkes the Headmaster's wife, was sitting at the head of one of the tables, chatting with a lady of whom I knew nothing, except that she was on an afternoon's visit to the school. She was an intimidating, masculine-looking person wearing a riding-habit, or something that I took to be a riding-habit. I was just leaving the room when Mrs Wilkes called me back, as though to introduce me to the visitor. 15
- 3 Mrs Wilkes was nicknamed Flip, and I shall call her by that name, for I seldom think of her by any other. (Officially, however, she was addressed as Mum, probably a corruption of the 'Ma'am' used by public schoolboys to their housemasters' wives.) She was a stocky square-built woman with hard red cheeks, a flat top to her head, prominent brows and deep-set, suspicious eyes. Although a great deal of the time she was full of false heartiness, jollying one along with mannish slang ('*Buck* up, old chap!' and so forth), and even using one's Christian name, her eyes never lost their anxious, accusing look. It was very difficult to look her in the face without feeling guilty, even at moments when one was not guilty of anything in particular. 20
- 4 'Here is a little boy,' said Flip, indicating me to the strange lady, 'who wets his bed every night. Do you know what I am going to do if you wet your bed again?' she added, turning to me, 'I am going to get the Sixth Form to beat you'. 25
- 5 The strange lady put on an air of being inexpressibly shocked, and exclaimed 'I-should-*think*-so!' And here there occurred one of those wild, almost lunatic misunderstandings which are part of the daily experience of childhood. The Sixth Form was a group of older boys who were selected as having 'character' and were empowered to beat smaller boys. I had not yet learned of their existence, and I mis-heard the phrase 'the Sixth Form' as 'Mrs Form'. I took it as referring to the strange lady — I thought, that is, that her name was Mrs Form. It was an improbable name, but a child has no judgement in such matters. 30 35

QUESTIONS

- | | | |
|--------|--|---|
| 1.1 | Why has the author chosen those particular words in the title of this extract. | 1 |
| 1.2 | What is 'St Cyprian's'? | 1 |
| 1.3 | How old is the persona? | 1 |
| 1.4 | 'In those days, however, it was looked on as a disgusting crime' (Line 6) | |
| 1.4.1 | Discuss the meaning of this sentence, particularly the phrase 'in those days'. | 2 |
| 1.5 | What is the author's explanation for the 'disgusting crime' committed by the persona? | 1 |
| 1.6 | Why does the persona think bed-wetting is a crime? | 2 |
| 1.7 | What was the result of the persona's prayers? (Line 9) | 1 |
| 1.8 | How did the persona receive a 'warning'? Use your own words. | 2 |
| 1.9 | What was the persona's first thought when Mrs Wilkes called him back? | 1 |
| 1.10 | Give a reason for Mrs Wilkes being nicknamed 'Flip' (Line 21). | 1 |
| 1.11 | Mrs Wilkes is described by the author in Lines 23 – 27. | |
| 1.11.1 | What does this description tell us about Mrs Wilkes? | 1 |
| 1.11.2 | How does the persona feel about Mrs Wilkes | 1 |
| 1.12 | What is the 'Sixth Form' ? (Line 32) | 1 |
| 1.13 | In your opinion, why would the 'Sixth Form' be given the job of 'beating' the persona? (Line 32) | 2 |
| 1.14 | How did the misunderstanding of the visitor's name come about? | 2 |
| 1.15 | Why is 'Mrs Form' an 'improbable name' ? (Line 39) | 2 |
| 1.16 | '... but a child has no judgement in such matters' | |
| 1.16.1 | Explain this phrase from the last line of the text. | 2 |
| 1.17 | What is the tone of this essay? Provide quotations to support your answer. | 3 |
| 1.18 | Provide an alternative title of your own for this essay. | 1 |
| 1.19 | Why do you believe your title (answer to Question 1.16) is better than George Orwell's title? | 2 |

TOTAL SECTION A

[30]

SECTION B: SUMMARY

QUESTION 2: SUMMARISING IN YOUR OWN WORDS

You are required to write an magazine article on William Shakespeare. The following article is too long as you only have space for about 80 words. You need to summarise the information along the following guidelines:

- Write in point form.
- Your summary should include seven points and not exceed 80 words.
- You are not required to include a title.
- Indicate the final word count accurately at the end of your summary.
- You will be penalised if you do not follow the instructions given.

Text 2

William Shakespeare was born in Stratford-upon-Avon, on or about 23 April 1564 and was baptised at the Holy Trinity Church. Shakespeare came from good middle-class parentage. His mother, Mary Arden, was one of the eight daughters of Robert Arden, a substantial farmer; his father, John Shakespeare, was a glover, a yeoman and a wool-dealer. William was the eldest son and third child.

The house where Shakespeare was born consisted of two separate properties, the one being the Shakespeare family's home, and the other a shop or warehouse, used by John Shakespeare in his trade.

Little is known about William's early childhood. It is believed that he received his early education at the local grammar school.

Towards the end of 1582, when he was eighteen years old, William married Anne Hathaway, who belonged to a well-respected, long established family. Anne was twenty-six. On 26 May 1583, their daughter, Susanna, was christened in the Parish Church, as were the twins, Hamnet and Judith, born in early 1685. Shortly afterwards, Shakespeare left Stratford, possibly to avoid prosecution for poaching deer.

It is generally believed that Shakespeare went to London in 1587 to seek his fortune, first as an actor and then as a reviser and writer of plays. His first narrative poem, 'Venus and Adonis', dedicated to his patron, the Earl of Southampton, was published in 1593.

Shakespeare became one of the proprietors of the Globe Theatre in London. Once Shakespeare's success was assured, he returned increasingly to visit Stratford and in 1597, purchased New Place, one of the largest houses in Stratford. By 1610, he had built up a large estate.

He died at the age of fifty-two on 23 April 1616 and was buried at the Parish Church of Holy Trinity at Stratford.

REMEMBER TO CHECK YOUR SPELLING AND GRAMMAR

TOTAL SECTION B

[10]

SECTION C: LANGUAGE IN CONTEXT

QUESTION 3 : UNDERSTANDING OTHER ASPECTS OF THE MEDIA

Text 3

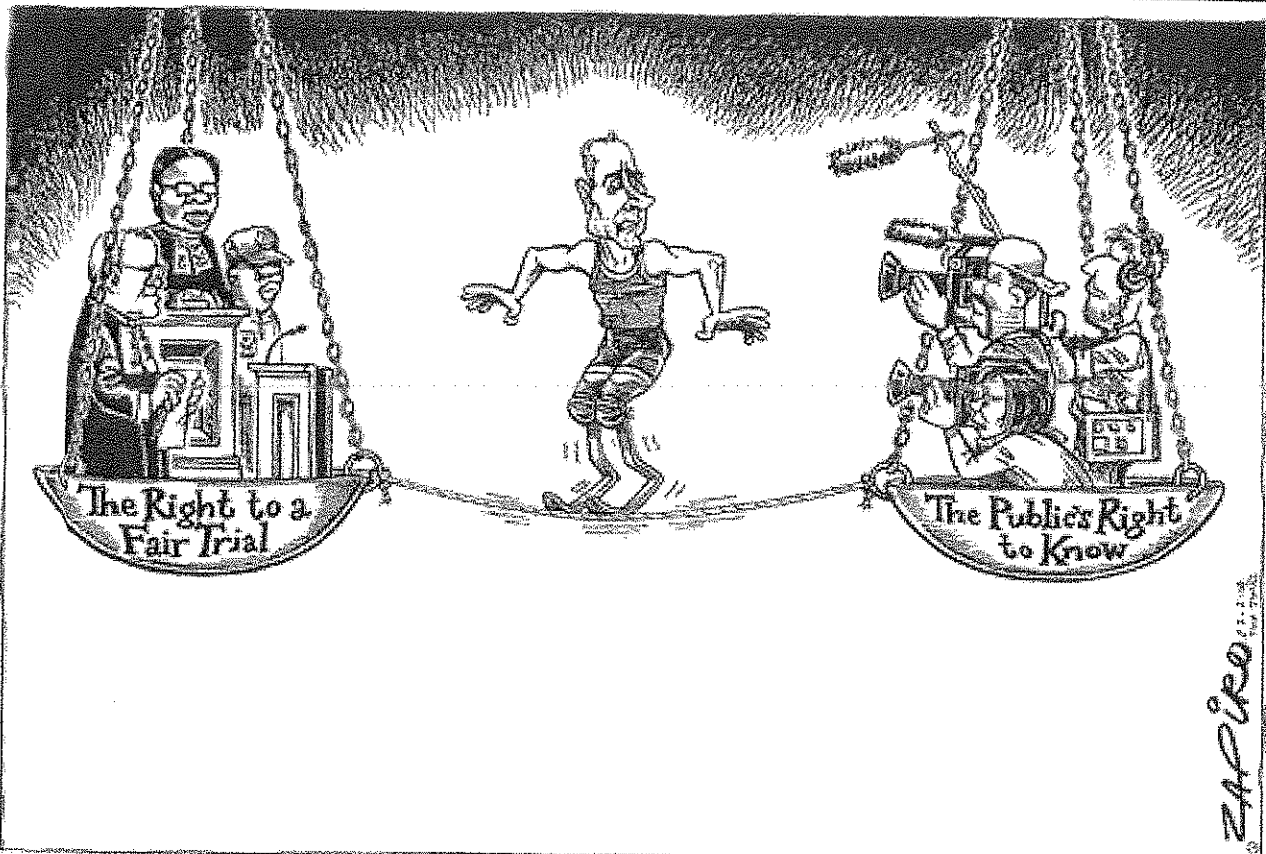


This Zapiro cartoon shows Robert Mugabe Celebrates His 90th Birthday with a Selfie published in Sunday Times on 23 Feb 2014

QUESTIONS

- 3.1 What is this type of cartoon called? Select one answer from the words below:
- 3.1.1 caricature
 - 3.1.2 lithogram
 - 3.1.3 cartoon strip
 - 3.1.4 stereotype
- 1
- 3.2 Study the cartoon and write down four ways Zapiro shows Mugabe's age. 2
- 3.3 Discuss the contrast between the pictures in the foreground and the pictures in the background of this cartoon. 3
- 3.4 Explain the irony of 'Beloved President' 1
- 3.5 Why is Mugabe taking a 'selfie'? 1

Text 4



QUESTIONS

- | | | |
|-------|--|---|
| 4.1 | Name the tightrope walker. | 1 |
| 4.2 | What visual evidence does the cartoonist give which suggests that the tightrope walker is in trouble | 1 |
| 4.3.1 | How is the tightrope walker feeling? | 1 |
| 4.3.2 | Give visual evidence (which is different from 4.2) to support your answer to 4.3.1 | 1 |
| 4.4 | Who is the cartoonist? | 1 |
| 4.5.1 | Why has the cartoonist used scales in the cartoon? | 1 |
| 4.5.2 | What is the cartoonist's point in using the scales? | 1 |

[15]

QUESTION 4: USING LANGUAGE CORRECTLY

NB *There are deliberate errors in Text 5.*

TEXT 5

Manners and the modern teen by Suzy Brokensha
(Adapted from an article in Fairlady April 2014)

- 1 It's Valentine's night. My husband and I are sitting close together. It's a warm summer evening, full of music and laughter. We have to lean in towards each other to hear what the other is saying.
- 2 It's very intimate, and it would probably be quiet romantic – if we were in a lovely restaurant somewhere. But we're not. We're huddled in a car outside a thumping party waiting for our teenagers to come out. 5
- 3 'When did you text them?' My husband yells above the music.
- 4 'Ten minutes ago,' I shout back. 'They said they would be out right away.'
- 5 We wait. Other people's children start to spill out of the party. No sign of ours.
- 6 Five minutes pass. I text again: 'Where are you? Come NOW! I am serious. If you don't come out RIGHT NOW, you will be gated for the rest of your life.' 10
- 7 Nothing.
- 8 It's like a stakeout, just without the doughnuts and the coffee..
- 9 My husband starts texting again. 'I'm coming in,' he writes. He has a manic grin on his face. 'Keep an eye out for me. I am wearing furry Crocs. And a Speedo.' 15
- 10 This was clearly the winning test. Within seconds the teens come hurtling out, piling into the car like it's a getaway vehicle in a heist, yelling 'Go! Go!' before anyone can see us.
- 11 It is hilarious, embarrassing your children. And it's also a much better way to teach them good manners than trying to instil simple respect for someone else's time, or anything far-fetched like that. 20
- 12 And one of the most effective tools in the parenting embarrassment arsenal is the humble Crocs. Of course, it would not work at all if they did not believe we would actually wear them, which is why, as a parent, we are obliged to spend your weekends roaming around the house in a variety of Crocs, occasionally absent-mindedly picking up your car keys as though you might go somewhere without remembering to take them off first. The mention of the Speedo was an inspired stab in the dark, but their reaction certainly opens up a whole host of opportunities for future use. 25
- 13 A few other excellent tools for embarrassing your teens, just to get you started, are:
- Dancing in the kitchen: this is a double whammy, because it means you are either listening to your own music aloud (uncool) or enjoying their music, which is the total kiss of death. We are not even talking about the way you dance here – but anything is 100 percent unacceptable. 30
- Using words such as 'sick' (meaning cool), 'swag' or 'boom' – or even worse, using sick slang from your own youth – such as 'cool', 'kif' or even, horror of horrors, 'groovy'.
- 14 In these days, with 24/7 connectivity, it is clear that embarrassment is the only way forward. And remember, it is fun. I think that was one of our best Valentines ever. 35

QUESTIONS

- 4.1.1 Why is 'Manners and the modern teen' written in italics? 1
- 4.1.2 Give two other ways 'Manners and the modern teen' could be written. 2
- 4.2.1 Name the punctuation marks used in the first two words of this text. 1
- 4.2.2 What is the function of each of these punctuation two punctuation marks?
(write down the words) 2
- 4.3.1 Name the punctuation mark used in line 4 (... romantic – if we were ...) 1
- 4.3.2 What is the function of this punctuation mark? (in Line 4) 1
- 4.3.3 Give two other punctuation marks that could be used instead of this punctuation mark. (In line 4) 2
- 4.4 Refer to the dictionary definition of 'heist' (Line 17) below.

Heist (n., and v) (slang) Rob(bery)

- 4.4.1 What does 'v' in the definition indicate? 1
- 4.4.2 Write a sentence using 'heist' as a noun. 1
- 4.5 What part of speech is 'far-fetched'? (Line 21) 1
- 4.6 Provide synonyms for the following words :
- 4.6.1 Manic (Line 14)
- 4.6.2 Inspired (Line 27) 1
- 4.7 Correct the concord error in the phrase 'which is why, as a parent, we are obliged to spend your weekends roaming around the house in a variety of Crocs,' (Line 24) 1

[15]

TOTAL FOR SECTION C: 30

Total for Paper: 70 marks

"I should have thought," said the officer as he visualized the search before him. "I should have thought that a pack of British boys would have been able to put up a better show than that – I mean –"
"It was like that at first," said Ralph. "before things –"
He stopped.
"We were together then –"

Lord of the Flies by William Golding