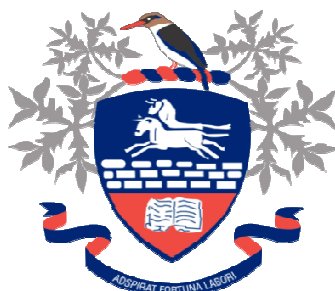


HILLCREST HIGH SCHOOL



JUNE 2015

ENGLISH HOME LANGUAGE

PAPER 2

Grade 8

Time: 2 hours

Examiner: Mrs R Gibson

Marks: 80

Moderator: Mrs N Atkinson

N.B. This question paper consists of 12 pages

INSTRUCTIONS TO CANDIDATES

READ THESE INSTRUCTIONS CAREFULLY BEFORE ANSWERING THE QUESTIONS

1. Draw a 2cm wide margin on the right-hand side of each page of your answer booklet.
2. Read and follow ALL instructions carefully.
3. Rule off on completion of EACH section and start each section on a new page.
4. Use your time carefully. Suggested time management:
 - Section A: approximately 40 minutes
 - Section B: approximately 40 minutes
 - Section C: approximately 40 minutes

INSTRUCTIONS AND INFORMATION

1. This paper consists of three sections:

SECTION A:	Comprehension	30 marks
SECTION B:	Language structure and use	30 marks
SECTION C:	Literature	20 marks

(40 marks converted to a mark out of 20)

You are required to answer questions from all three sections.

2. Answer all the questions from section A.
3. Answer all the questions from section B.
4. Answer all the questions from section C.
5. Start each section on a new page.
6. Write neatly and legibly.

SECTION A: COMPREHENSION

QUESTION 1

Text 1

Read the following text, adapted from *The Pretoria News*, carefully and answer all the questions. Use full sentences unless otherwise indicated.

***CHEETAHS BORN CAPTIVE TO AT LAST BE LET LOOSE IN
THE WILD***

DREAMS COME TRUE FOR WOMAN DEVOTED TO SAVING THE PREDATOR

- 1 It has taken over 30 years but an acclaimed Brits conservationist is about to fulfil her dream: returning three of her captive-born cheetahs to the wild.
- 2 For 77-year-old Ann van Dyk, the founder of the *De Wildt Cheetah and Wildlife Trust*, their release on an expansive game farm next year will be “the cherry on top” in a life she has devoted to protecting the graceful and threatened predator.
- 3 “Very few captive-born cheetahs have been returned to the wild”, Van Dyk explained this week.
- 4 Although her world-famous wildlife centre pioneered the birth of cheetah cubs in captivity in the 1970s, none of the cheetahs have since been successfully reintroduced to the wild, barring a few “trial runs”. Until now.
- 5 It’s a brave experiment, but one she hopes has a happy ending.
- 6 “There’s a lot of controversy about captive-born cheetahs going back into the wild. There are those who say they can’t adapt to the wild on their own”.
- 7 In January, the two unrelated male cheetahs and one female will be released on a 4 500ha game farm in the northern reaches of Limpopo.
- 8 For now, they are being kept in a boma on the farm and are being introduced to game meat so they can acquire a taste for it. Up until now, they have fed on horsemeat.
- 9 This week, Van Dyk launched the second edition of her book *The Cheetahs of De Wildt*, documenting the story of the struggle to bring the species - numbering just over 12 000 - back from the brink.
- 10 She predicts the future of South Africa’s few remaining free-roaming cheetahs – now numbering little more than a dismal 1000 – will be “in a restricted habitat on tourist-orientated land”.
- 11 Game farms, she believes, will be the “saviour” of all free roaming cheetahs, whether kept for conservation or tourism reasons.
- 12 “My hope for the future is that farmers are increasingly prepared to keep cheetahs on farms ... and join up with neighbours, drop their fences and create conservancies”.
- 13 The illegal trade in cheetahs and their parts is “unbelievable” she says. “I know of cheetah skins wrapped in Kudu skins going through customs. We know there is (illegal) cheetah hunting”.

- 14 In South Africa, persecution by farmers who view cheetahs as vermin who kill their livestock, is slowly easing. Still, Van Dyk relates harrowing tales of farmers' brutality: gouging cheetahs' eyes out, trapping and shooting them and deliberately driving them over.
- 15 De Wildt has relocated over 150 wild cheetahs to large game farms and strives to educate farmers to be more tolerant, or to see the pleasure in keeping them instead of killing them.
- 16 Last week, Byron, the centre's first "cheetah ambassador" who is taken on educational visits to schools, was immortalised in a "cheetah walk of fame" at the centre.
- 17 Using tame, hand-reared cheetahs for education is a vital tool to bring home the plight of the dwindling number of cheetahs.
- 18 "These children are brought up being told anything that is wild is killed. We have to break that barrier ... these little ones are the future farmers and conservationists. At first, their eyes are like saucers", she says.
- 19 "Once they touch them it's like their hands are gold".
- 20 Van Dyk strokes a new school ambassador, as he purrs in pleasure.
- 21 "He's got a big job ahead of him. He's going to change schoolchildren's attitudes. He's got all his wild brothers out there to protect".

Sheree Bega

Questions:

Refer to the title of the passage.

- 1.1 Discuss the effectiveness of the words "at last" in the title and explain this with reference to paragraph 1. (2)

Refer to paragraph 1

- 1.2 How long has Van Dyk waited for her dream to come true? (1)

- 1.3 What does "captive-born" mean?

(You may not use the words "captive" or "captive" in your response.) (1)

Refer to paragraph 2

- 1.4 Explain "cherry on the top" with reference to paragraph 2. (2)

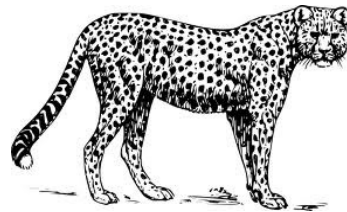
- 1.5 Explain what Van Dyk has devoted her life to. (2)

Refer to paragraph 4

- 1.6 Quote one word from paragraph 4 which suggests that De Wildt has done ground-breaking work in breeding cheetahs in captivity. (1)

Refer to paragraph 6

- 1.7 Do you think that captive-born cheetahs should be introduced in to the wild? Substantiate your response. (2)



Refer to paragraph 7

- 1.8 In which province will the cheetahs be released? (1)

Refer to paragraph 8

- 1.9 In your own words, explain why the cheetahs are no longer fed horsemeat. (2)

Refer to paragraph 9

- 1.10 What is Van Dyk's book about? Use your own words. (2)

Refer to paragraph 13

- 1.11 Identify one reason why cheetahs are hunted. (1)

Refer to paragraph 14

- 1.12 Why do you think farmers regard cheetahs as "vermin"? (2)

Refer to paragraph 16

- 1.13 What is the first cheetah ambassador's name? (1)

- 1.14 What is the purpose of having a "cheetah ambassador"? (2)

- 1.15 How was Byron immortalised? (1)

Refer to paragraph 18

- 1.16 Why do you think "children" are targeted in trying to educate the public about cheetahs? (2)

- 1.17 What is implied by "their eyes are like saucers"? (1)

- 1.18 Suggest two possible ways of raising funds to support a wildlife initiative like the *De Wildt Cheetah and Wildlife Trust*. (2)

Refer to paragraph 20

- 1.19 How do the cheetahs feel about being stroked? Quote to support your answer. (2)

TOTAL [30]



SECTION B: LANGUAGE STRUCTURE AND USE

QUESTION 2

Text 2

Read the following text carefully and answer all the questions.

This adapted passage contains deliberate errors.

“Tale of the Trunk”

By using the two finger like points on the end of its trunk, an **African** (1) elephant can pick up fruit the size of a marble or a branch a foot thick. This elongated **proboscis** (2) is **an** (3) incredibly versatile tool: it provides a means for smelling, breathing, **and** (4) touching, not to mention drinking and eating. Mothers caress their young with their trunks. Infants, who use there trunks to investigate everything from plants to playmates, is very curious.

The trunk also acts as a hose, weather for a drink or a dust bath. (A coating of dust, like mud, **repels** (5) the sun and insects.) To drink, an elephant sucks water into its trunk, pokes the open end in its mouth, and releases the water to let it drain down its gullet; it’s very useful.

During the dry season (when water is low) an elephant will dig holes to find underground springs, drawing as much as two gallons at a time with its trunk. The water holes also give the elephants access to important mineral sources buried deep below the surface.

Plucking fruit with their flexible trunks, elephants feed themselves – and help forests regenerate. Elephants eventually excrete the seeds of the fruit, which sprout in fertile dung piles and create new trees in other parts of the forest. Recent studies have shown that 90 different tree species depend on hungry elephants in order to prosper. Without these elephant **herds**, (6) Africa would look vastly different. Africa is certainly an elephant’s paradise.

[Source: www.pbs.org]

Questions:

Refer to the title of the passage.

- 2.1 The title is written in inverted commas. Identify two other ways that a title could be written. (2)

Refer to paragraph 1.

- 2.2 Identify the main clause in the sentence below.

By using the two finger like points on the end of its trunk, an African elephant can pick up fruit the size of a marble or a branch a foot thick.

(1)

- 2.3 Change the following sentence to the past tense.

Mothers caress their young with their trunks.

(1)

- 2.4 Identify and correct the concord error found in paragraph 1. (1)

- 2.5 Correct the spelling error. (1)

Refer to paragraph 2.

- 2.6 Correct the spelling error. (1)

Refer to paragraph 3.

- 2.7 Refer to the first line of the paragraph.

a) What is the function of the brackets? (1)

b) Identify two different punctuation marks that could replace the brackets. (2)

Refer to paragraph 4.

- 2.8 a) Find a word in paragraph 4 that means the same as “immensely”.

b) Find a word in paragraph 4 that means the same as “supple”. (2)

- 2.9 The word “Africa” is a proper noun.

Convert this into an adjective. (1)

- 2.10 Refer to the last line of paragraph 4.

Is this a sentence? Explain your answer. (1)

Refer to the passage as a whole.

- 2.11 Identify two different functions of the apostrophe and provide a suitable example for each from the passage. (2)

- 2.12 Six words in the extract on page 6 have been underlined and numbered. Identify the parts of speech for each of these words.

Write down numbers 1 – 6 on your answer sheet and the relevant part of speech next to each.

(3)

2.13 Create antonyms by adding prefixes to the following words from the passage:

- a) important (paragraph 3)
- b) fertile (paragraph 4) (2)

[21]

2.2 The questions below are based on facts taken from <http://animals.nationalgeographic.com>.

2.2.1 What type of sentence is the following sentence?

“African elephants are slightly larger than their Asian cousins and can be identified by their larger ears.” (1)

2.2.2 Rewrite and punctuate the following passage. Highlight the punctuation marks that you have inserted.

elephants are gentle intelligent animals that enjoy interacting Elephants trunks are incredibly useful.

(2)

2.2.3 Explain the function of the various punctuation marks indicated below.

An elephant's trunk is actually a long nose used for: smelling, breathing, trumpeting, drinking and also for grabbing things.

- a) colon (1)
- b) comma (1)

2.2.4 Elephants' well-structured ears radiate heat to help keep these large animals cool.

- a) Identify the punctuation mark used in “well-structured”. (1)
- b) What is the function of the punctuation mark? (1)

2.2.5 Look at the title of the extract, **“Tale of the Trunk”**.

- 2.2.5.1 Give a homophone for “Tale”. (1)
- 2.2.5.2 Write a sentence with the homophone from 2.2.5.1. Your sentence must show the meaning of the work. (1)

[9]

TOTAL [30]

SECTION C: LITERATURE

QUESTION 3: POETRY

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

Text 3

Timothy Winters

Timothy Winters comes to school
With eyes as wide as a football-pool,
Ears like bombs and teeth like splinters:
A blitz of a boy is Timothy Winters.

His belly is white, his neck is dark,
And his hair is an exclamation-mark.
His clothes are enough to scare a crow
And through his britches the blue winds blow.

When teacher talks he won't hear a word
And he shoots down dead the arithmetic-bird,
He licks the pattern off his plate
And he's not even heard of the Welfare State.

Timothy Winters has bloody feet
And he lives in a house on Suez Street,
He sleeps in a sack on the kitchen floor
And they say there aren't boys like him anymore.

Old Man Winters likes his beer
And his missus ran off with a bombardier,
Grandma sits in the grate with a gin
And Timothy's dosed with an aspirin.

The welfare Worker lies awake
But the law's as tricky as a ten-foot snake,
So Timothy Winters drinks his cup
And slowly goes on growing up.

At Morning Prayers the Master helms
for children less fortunate than ourselves,
And the loudest response in the room is when
Timothy Winters roars "Amen!"

So come one angel, come on ten
Timothy Winters says "Amen
Amen amen amen amen."
Timothy Winters, Lord. Amen

Charles Causley

- 3.1.1 Identify the figure of speech found in line 2. (1)
- 3.1.2 Critically discuss the effectiveness of the figure of speech found in line 2. (2)
- 3.2 With reference to stanza 2, describe Timothy Winters' neglected appearance. You must provide suitable quotes to support your response. (3)
- 3.3.1 Identify the figure of speech in "down dead" (line 10). (1)
- 3.3.2 Why does the poet use this figure of speech identified in 3.3.1 above. (1)
- 3.4 Refer to stanza 6. What does the poet mean by "Timothy Winters drinks his cup"? (1)
- 3.5 Refer to stanza 7. What does this stanza suggest about Timothy Winters? (1)

[10]

QUESTION 4: SHORT STORIES

Text 4

Of all her children, only her last-born daughter was unmarried and Friedman was the result of some casual mating she had indulged in, in a town a hundred miles away where she had a job as a typist. She wanted to return to her job almost immediately, so she handed the child over to her mother and that was that; she could afford to forget him as he had a real mother now.

[The Wind and a Boy]

- 4.1 Who was Friedman named after? (1)
- 4.2 Who is Sejosenyé? (1)
- 4.3 Do you think Friedman's mother made the right decision in leaving Friedman with his grandmother so that she could go to work in a town? Provide reasons for your response. (3)
- 4.4 The writer insinuates that modern society / the Western world (material things, technology, stories etc) brought about the death of Friedman.
- Discuss 3 examples from the story that illustrate this theme. (3)

[8]

QUESTION 5: FOLK TALES

Text 5

The sandflies multiplied and multiplied until whole valleys were plagued by them. The bushmen held council and decided to move. All the caves were emptied of their scanty belongings. Weapons, tools and cooking utensils were packed, and everyone was ready to leave.

[The Wagtail's Necklace]

- 5.1 Where in South Africa is the story set? (1)
- 5.2 Why did the Bushmen initially want to leave their home? (1)
- 5.3 How did the wagtails help the Bushmen? (1)
- 5.4 Identify any theme evident in the folk tale and explain your response with reference to a specific example from “*The Wagtail's Necklace*”. (2)
- 5.5 What lesson did you personally learn from the story and how will this influence you in the future? Your response should differ to the theme that you discussed in question 5.4 above. (2)

(2)

[7]

QUESTION 6: THE PLAY

Text 6

PIG #1: It means that I am the spokesperson of the jury here. When we go back into court, I'll be the one doing the talking.
PIG #3: So that makes you the head hog?
PIG #1: No, but I do get to read the verdict.
PIG #4: Oh. What's a verdict?
PIG #1: It's the decision that we make as a jury.
PIG #4: Oh. What's a jury?
PIG #5: (Not happy being next to #4) Can I trade seats with somebody?
PIG #12: Can we just get on with this?
PIG #1: Very well. We have heard the trial. Now we need to determine whether the Big Bad Wolf is guilty or not guilty.
PIG #8: I don't think we should call him "big bad." He hasn't been convicted yet.
PIG #1: All right, just "wolf" then.

[Twelve Angry Pigs]

- 6.1 What is a jury? (2)
- 6.2 Which pig appears to be most fair in his judgment of the wolf? (1)
- 6.3 What is the purpose (message) of the play? (2)
- 6.4 After the wolf has been found innocent, who rushes into the court and says, "Police! Arrest that Big Bad Wolf!"? (1)

[6]

QUESTION 7: THE PARABLE

Text 7

When the evening came, the neighbours in the brush houses sat eating their corn cakes and beans, and they discussed the great theme of the morning. They did not know, it seemed a fine pearl to them, but they had never seen such a pearl before and surely the dealers knew more about the value of pearls than they. “And mark this”, they said. “Those dealers did not discuss these things. Each of the three knew the pearl was valueless.”

“But suppose they had arranged it before?”

“If that is so, then all of us have been cheated all of our lives”.

[The Pearl]

- 7.1 Who found “the great pearl”? (1)
- 7.2 What did the person above plan to do with the money that he would receive when he sold the pearl? List his 4 wishes. (2)
- 7.3 Put the above extract into context. (2)
- 7.4 Discuss the irony of the above extract. (2)
- 7.5 Do you think Kino should have sold the pearl to the dealer for one thousand pesos? Justify (explain with reasons) your response. (2)
- [9]**

TOTAL [100]