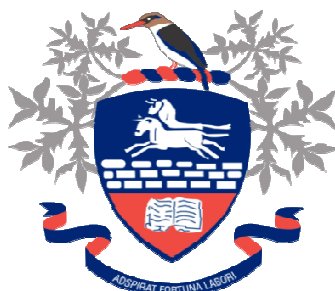


HILLCREST HIGH SCHOOL



JUNE 2016

ENGLISH HOME LANGUAGE

PAPER 2

Grade 8

Time: 2 hours

Examiner: Mrs R Gibson

Marks: 80

Moderator: Miss S Boyce

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.
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. Write neatly and legibly.

SECTION A: COMPREHENSION**QUESTION 1****Text 1**

Read the following text, adapted from *Harry Potter and the Sorcerer's Stone*, carefully and answer all the questions. Use full sentences unless otherwise indicated.

THE BOY WHO LIVED

1 Mr and Mrs Dursley, of number four, Privet Drive, were proud to say that they were perfectly normal, thank you very much. They were the last people you'd expect to be involved in anything strange or mysterious, because they just didn't hold with such nonsense.

2 Mr Dursley was the director of a firm called *Grunnings*, which made drills. He was a big, beefy man with hardly any neck, although he did have a very large moustache. Mrs Dursley was thin and blonde and had nearly twice the usual amount of neck, which came in very useful as she spent so much of her time craning over the neighbours' garden fences. The Dursleys had a small son called Dudley and in their opinion there was no finer boy anywhere.

3 The Dursleys had everything they wanted, but they also had a secret, and their greatest fear was that somebody would discover it. They didn't think they could bear it if anyone found out about the Potters. Mrs Potter was Mrs Dursley's sister, but they hadn't met for several years; in fact, Mrs Dursley pretended she didn't have a sister, because her sister and her good-for-nothing husband were as *unDursleyish* as it was possible to be. The Dursleys shuddered to think what the neighbours would say if the Potters arrived in the street. The Dursleys knew that the Potters had a small son, too, but they had never even seen him. This boy was another good reason for keeping the Potters away; they didn't want Dudley mixing with a child like that.

4 When Mr and Mrs Dursley woke up on the dull, grey Tuesday our story starts, there was nothing about the cloudy sky outside to suggest that strange and mysterious things would soon be happening all over the country. Mr Dursley hummed as he picked out his grey tie for work, and Mrs Dursley gossiped away happily as she wrestled a screaming Dudley into his high chair.

5 None of them noticed a large, tawny owl flutter past the window. At half past eight, Mr Dursley picked up his briefcase, pecked Mrs Dursley on the cheek, and tried to kiss Dudley good-bye but missed, because Dudley was now having a tantrum and throwing his cereal at the walls. "Little tyke," chortled Mr Dursley as he left the house. He got into his car and backed out of number four's drive.

6 It was on the corner of the street that he noticed the first sign of something peculiar - a cat reading a map. For a second, Mr Dursley didn't realise what he had seen - then he jerked his head around to look again. There was a tabby cat standing on the corner of Privet Drive, but there wasn't a map in sight. What could he have been thinking of? It must have been a trick of the light. Mr Dursley blinked and stared at the cat. It stared back. As Mr Dursley drove around the corner and up the road, he watched the cat in his mirror. It was now reading the sign that said Privet Drive - no, looking at the sign; cats couldn't read maps or signs. Mr Dursley gave himself a little shake and put the cat out of his mind. As he drove toward town he thought of nothing except a large order of drills he was hoping to get that day.

Taken from: Rowling, J.K, *Harry Potter and the Sorcerer's Stone*. London: Bloomsbury Children's.1997

Questions:

Refer to paragraph 1

1. How do you think the Dursleys feel about people who are different to them? Quote to support your answer. (2)

Refer to paragraph 2.

2. What does this paragraph tell us about Mr Dursley's appearance? Quote to support your response. (2)
3. What does Mr Dursley do for a living? Be specific in your response. (2)
4. What do we learn about Mrs Dursley's character? Quote to support your answer. (2)
5. In your own words, what do the Dursleys think of their son, Dudley? Quote to support your response. (2)

Refer to paragraph 3.

6. What do we know about the Dursley's financial situation? Substantiate your answer. (2)
7. What was the Dursleys' secret? (2)
8. What do you think Mrs Dursley means when she says that her "sister and her good-for-nothing husband were as *unDursleyish* as it was possible to be"? (2)
9. Do you think the Dursleys' attitude towards people who are different to them is acceptable? Give reasons for your answer. (2)

Refer to paragraphs 4 and 5.

10. What does Mr Dursley's choice of outfit for work tell us about his character? Explain your response. (2)
11. What time does Mr Dursley leave for work? (1)
12. What do you think about the way the Dursleys discipline Dudley? Refer to the text in your answer. Provide quotes to support your response. (3)
13. How does the sentence, "None of them noticed a large, tawny owl", create a sense of mystery? (2)

Refer to paragraph 6.

14. What was the first sign of something peculiar when Mr Dursley left the house? (1)
15. When he looks at the cat again, it seems normal. What does Mr Dursley decide it must have been? (1)
16. "As he drove toward the town he thought of nothing except a large order of drills he was hoping to get that day".

What does the above reveal about Mr Dursley? (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.

So, like, whatever

**The word “like” has flourished as a filler, a hesitation, a nervous tic as it spreads through the teen population like smallpox, writes Kate Sidley
(Sunday Times – 14 February 2010)**

I am soooo not liking the way South Africans are sounding like Kim Kardashian. I am soooo hating the way that opinions are formulated like Tweets, in the present continuous tense: “I am soooo loving that dress on you”. It’s as if the speaker’s every movement or thought is so riveting that we are compelled to follow it in real time. 1

Another thing I am loving - not- is the expression of the negative by adding “not” to the end of the statement. How much do you hate that thing when the speaker turns around a sentence like this, to make a sort of meaningless question with a whiny interrogative inflection at the end? How irritating is that? How much do you feel like punching the speaker? Surely these people are intellectually challenged? 5

A number of annoying expressions has made their way from the US to the general SA population – particularly the **youth**, who watch more TV and are immune-compromised when it comes to their ability to fight off infection by **dreadful** words. “There’s chillax”, obviously a combination of “chill” and “relax”, which somehow manages to be even more annoying than its components. O.M.G (Oh my gosh) is a multipurpose phrase that is useful if you break a fingernail. When you say it, open your eyes and bring your hands to your cheeks. If you are ever invited onto reality TV, know that you are required to use the phrase every five seconds. 10

“My bad” **is** handy in that it is sort of **an** apology, **but** managed to be totally unapologetic in tone. It’s like saying, “My mistake” or “Oops, sorry” but without really giving a toss. Just genius. **We** all know that everyone hates apologising. 20

Questions:

Refer to the title of the passage.

- 2.1 Provide two other ways in which the title could be written. (2)
- 2.2 What type of register has been used in the title? (1)

Refer to paragraph 1

- 2.3 Identify the tone of paragraph 1. (1)
- 2.4 Identify and quote the two different functions of the apostrophe from line 3.
Be sure to first quote the example and then provide the function for each. (3)
- 2.5 Quote an antonym for “boring” from paragraph 1. (1)

Refer to paragraph 2

- 2.6 Refer to line 5

Another thing I am loving – not – is the expression of

- a) Identify the punctuation marks on either side of the word *not*. (1)
- b) List two punctuation marks that could replace the punctuation mark identified in (a) above. (2)
- c) What is the function of the punctuation mark identified in (a) above? (1)
- 2.7 Refer to line 8.

How irritating is that?

- a) What type of question is this? (1)
- b) Why do you think the writer has chosen to include the figure of speech identified in (a) above? (1)
- 2.8 Quote a euphemism for “stupid”. (1)

Refer to paragraph 3

- 2.9 Refer to line 10.

Provide a homophone for “their” and use it within a sentence to show your understanding of the word. (1)

- 2.10 Refer to line 11.

- a) Identify the punctuation mark used in “immune-compromised”. (1)
- b) What is the function of the punctuation mark identified in (a) above? (1)

- 2.11 Refer to line 14.

- (a) What is the function of the brackets in (*Oh my gosh*). (1)
- (b) Is O.M.G an example of abbreviation or acronym? (1)

- 2.12 Identify and correct the concord error in paragraph 3. (1)

Refer to paragraph 4

2.13 Identify a word that has a prefix. (1)

Refer to paragraph 3 and 4

2.14 Identify the Parts of Speech for the following words which have been underlined in the paragraphs 3 and 4.

a) youth -

b) dreadful -

c) is -

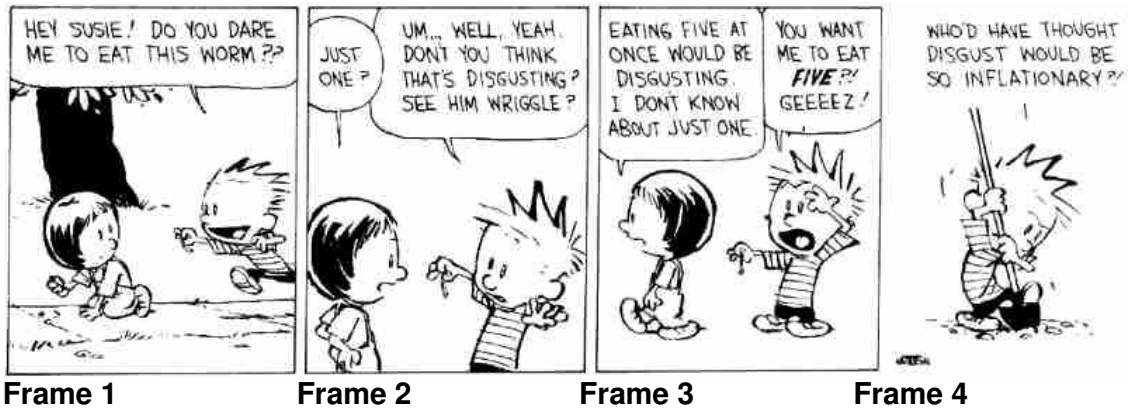
d) an -

e) but -

f) we -

(3)

CARTOON



QUESTIONS:

2.2.1 How does the cartoonist convey the idea that the young boy is running in frame 1? Mention two reasons in your response. (2)

2.2.2 How is the boy, Calvin, feeling in frame 3? (1)

2.2.3. Did the little boy intend to eat the worm at the beginning of the cartoon? Explain your answer. (2)

TOTAL [30]

SECTION C: LITERATURE

QUESTION 3: POETRY

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

Text 3

A Storm

Somebody is throttling that tree
By the way it is thrashing about;
I'm glad it's no one I know, or me,
The head thrust back at the throat,
Green hair tumbled and cracking throat. 5
His thumbs drive into her windpipe,
She cannot cry out,
Only swishing and groaning: death swells rip.

The light is dimming but the fight goes on.
Chips strike my window. In the morning, there 10
Stands the tree, still, bushy and calm,
Not as I saw it, twisted heel to ear.

But fluffed up, boughs chafing slightly.
What's become of her attacker?
I'm glad he's not mine or known by me, 15
Flipped to the ground, heel over ear:

She preens herself, with a soft bough-purr.
Was she swallowed up, lip over ear?
He's gone away. The path is thick in her fur.
Am I a friend, may I walk near?

Peter Redgrove

- 3.1 Identify one example of personification in stanza 1. (1)
- 3.2 What could the “green hair” in line 5 be? (1)
- 3.3 What does line 4 reveal about the nature of the attack? Quote to support your answer. (2)
- 3.4 Refer to line 7.
- a) What figure of speech is “cannot cry out”? (1)
- b) Do you think the above figure of speech is effective? Explain. (2)
- 3.5 Refer to the final stanza (lines 17-20). What is the tree being compared to? (1)
- 3.6 Refer to the last line of the poem.
- a) What type of question is this? (1)
- b) What tone is used in this line? (1)
- [10]**

QUESTION 4: SHORT STORIES

Text 4

“Welcome, Robinson Crusoe, welcome”, she would sing, in clear, sweet tones. “How could you stay, so long away, Robinson, how could you do so?”

When she was very young, Sejosenye had attended the mission school of the village for about a year; made a slight acquaintance with the ABC and one, two, three, four, five, and the little song about Robinson Crusoe. But girls didn’t need an education in those days when ploughing and marriage made up their whole world. Yet, Robinson Crusoe lived on as a gay and out-of-context memory of her school days. One evening the boy leaned forward and asked:

“Is that a special praise-poem song for Robinson Crusoe, grandmother?”

“Oh yes”, she said smiling to herself.

“What great things did he do?” the boy asked pointedly.

“They say he was a hunter, who went by Gweta side and killed an elephant all by himself,” she said making up a story on the spot.

[The Wind and a Boy]

- 4.1 Identify and explain the relationship between Sejosenye and Friedman. (2)
- 4.2 In your own words, how does the role of women in modern day western culture differ from the role of women in “those days”? Give two examples of each time period to support your answer. (4)
- 4.3 What does “out of context” suggest? (1)
- 4.4 What is suggested by “made a slight acquaintance ... four, five”? (1)

[8]

QUESTION 5: FOLK TALES

Text 5

It was two years before he got back to South Africa. Swartz lost no time in organising an expedition to dig up what he had buried. But plenty of others were searching eagerly for Kruger's lost millions as well...

He teamed up with a companion named Van Niekerk, hired Andries (a Khoi tracker) and another worker ... Leaving Andries and the others to pitch camp, he and Van Niekerk set off, pretending they were going to look for water. Some while later, Andries heard gun shots.

[The legend of the lost Kruger million]

- 5.1 Refer to Line 2. What had Swartz buried? (1)
- 5.2 Why had Swartz not returned sooner? (1)
- 5.3 Who was the president of South Africa during this period? (1)
- 5.4 What does the above extract reveal about Swartz's character?
Provide a quote to support your answer. (2)
- 5.5 How many people did Swartz arrange to assist him in finding what he had buried? (1)
- [6]

QUESTION 6: THE PLAY

Text 6

PIG #3: There's plenty of evidence!

PIG #8: Well, I'd like to hear what all of you think.

PIG #1: Okay, that sounds fine. Let's take turns and explain to our fellow pig why we think the wolf is guilty. Why don't you go first?

PIG #2: Me? Oh, well, I guess I just think he looks awful scary. I can just picture him huffing and puffing and blowing down those houses.

PIG #8: But you didn't see him do it. We need to consider all the facts.

[Adapted from: Twelve Angry Pigs]

- 6.1 Compare Pig 2's view of the wolf to that of Pig 8's. (2)
- 6.2 Critically comment on Pig 2's view of the wolf. (2)
- 6.3 Do you think a jury plays an important role in the court of law? (2)
- [6]

QUESTION 7: THE PEARL**Text 7**

Kino drew a great breath and fought off his weakness. "No," he said.	1
"You are right." And his will hardened and he was a man again.	
"Go to our house and bring Coyotito," he said, "and bring all the corn we have. I will drag the canoe into the water and we will go."	
He took his knife and left her. He stumbled toward the beach and he	5
came to his canoe. And when the light broke through again he saw that a great hole had been knocked in the bottom. And a searing rage came to him and gave him strength.	

The Pearl (Chapter 5)

- | | | |
|-----|--|-----|
| 7.1 | Place the above extract in context. | (3) |
| 7.2 | Refer to line 1. What could his "weakness" be? | (1) |
| 7.3 | a) Who is Kino talking to in the above extract? | (1) |
| | b) What is Kino's relationship to the person mentioned in 7.3 (a)? | (1) |
| 7.4 | Why do you think the canoe was of great importance to Kino? | (2) |
| 7.5 | What do lines 1-3 reveal about Kino's character? | (2) |

[10]**TOTAL [100]**