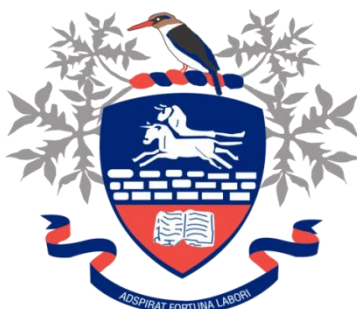


HILLCREST HIGH SCHOOL



JUNE 2017

ENGLISH HOME LANGUAGE

PAPER 2

Grade 8

Time: 2 hours

Marks:100

Examiner: Mrs N. Atkinson

N.B. This question paper consists of 10 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 50 minutes
 - Section B: approximately 25 minutes
 - Section C: approximately 45 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	40 marks

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 A

- 1) Read the passage below and answer the questions that follow.
- 2) Use the mark allocation as a guide to the length of your answers.
- 3) Answer in full sentences, unless instructed otherwise.

From: Jonathan Livingstone Seagull

by Richard Bach

1. It was morning, and the new sun sparkled gold across the ripples of a gentle sea. A mile from shore a fishing boat chummed the water, and the word for Breakfast Flock flashed through the air, till a crowd of a thousand seagulls came to dodge and fight for bits of food. It was another busy day beginning.
2. But way off alone, out by himself beyond boat and shore, Jonathan Livingstone Seagull was practising. A hundred feet in the sky he lowered his webbed feet, lifted his beak, and strained to hold a painful hard twisting curve through his wings. The curve meant that he would fly slowly, and now he slowed until the wind was a whisper in his face, until the ocean stood still beneath him. He narrowed his eyes in fierce concentration, held his breath, forced one...single...more...inch...of...curve... Then his feathers ruffled, he stalled and fell.
3. Seagulls, as you know, never falter, never stall. To stall in the air is for them disgrace and it is dishonour.
4. But Jonathan Livingstone Seagull, unashamed, stretching his wings again in that trembling hard curve – slowing, slowing, and stalling once more – was no ordinary bird.
5. Most gulls don't bother to learn more than the simplest facts of flight – how to get from shore to food and back again. For most gulls, it is not flying that matters, but eating. For this gull, though, it was not eating that mattered, but flight. More than anything else Jonathan Livingstone Seagull loved to fly.
6. This kind of thinking, he found, is not the way to make one's self popular with other birds. Even his parents were dismayed as Jonathan spent whole days alone, making hundreds of low-level glides, experimenting.
7. He didn't know why, for instance, but when he flew at altitudes less than half his wingspan above the water, he could stay in the air longer, with less effort. His glides ended not with the usual feet-down splash into the sea, but with a long flat wake as he touched the surface with his feet tightly streamlined against his body. When he began sliding in to feet-up landings on the beach, then pacing the length of his slide in the sand, his parents were very much dismayed indeed.
8. "Why, Jon, *why*?" his mother asked. "Why is it so hard to be like the rest of the flock, Jon? Why can't you leave low flying to the pelicans, the albatross? Why don't you eat? Jon, you're bone and feathers!"
9. "I don't mind being bone and feather, Mum. I just want to know what I can do in the air and what I can't, that's all. I just want to know."
10. "See here, Jonathan," said his father, not unkindly. "Winter isn't far away. Boats will be few, and the surface fish will be swimming deep. If you must study, then study food and how to get it. This flying business is all very well, but you can't eat a glide, you know. Don't you forget that the reason you fly is to eat."
11. Jonathan nodded obediently. For the next few days he tried to behave like the other gulls; he really tried, screeching and fighting with the flock around the piers and fishing boats, diving on scraps of fish and bread. But he couldn't make it work.
12. It's all so pointless, he thought, deliberately dropping a hard-won anchovy to a hungry old gull chasing him. I could be spending all this time learning to fly. There's so much to learn.

Questions:

Refer to paragraph 1.

- 1.1 What time of the day is it? (1)
- 1.2 Identify the setting. Quote to support your answer. (2)
- 1.3 “the new sun sparkled gold across the ripples of the gentle sea.”
What does this mean? (2)
- 1.4 Why was there a crowd of seagulls? (1)

Refer to paragraph 2.

- 1.5 What type of creature is Jonathan? How do you know? Give two points in your answer. (3)
- 1.6 What does the description of Jonathan tell us about his character? Give two points and quote to support each point. (2 x 2 = 4)

Refer to paragraph 5

- 1.7 Explain in your own words as much as possible how Jonathan is different from other gulls. (2)

Refer to paragraph 6

- 1.8 What price does Jonathan have to pay as a result of his practising? (2)

Refer to paragraphs 2 and 7

- 1.9 Explain what Jonathan is trying to do. (2)

Refer to paragraph 8

- 1.10 a) Identify Jonathan’s mother’s tone. (1)
b) Give two elements in the paragraph that help to convey this tone. (2)
- 1.11 What are her concerns about her son? (2)

Refer to paragraph 10

- 1.12 Do you agree with the advice Jonathan’s father gives him? Explain your answer carefully. Ensure you quote to support what you say. (3)

Refer to the entire passage

- 1.13 Consider the passage as a whole. Does the writer create a negative or positive impression of most seagulls in this passage? Explain your answer and support with quotes. (3)

TOTAL [30]

SECTION B: LANGUAGE STRUCTURE AND USE

QUESTION 2

Text B

Read the following text carefully and answer all the questions.

This adapted passage contains deliberate errors.

Practise random kindness and senseless acts of beauty.

One day, when Mahatma Ghandi stepped aboard a train, one of his shoes slipped off and landed on the track. He was unable to retrieve it as the train was already moving. To the amazement of his companions, Ghandi calmly took off his other shoe and threw it back along the track, hoping that it was close as possible to the first shoe. Asked by a fellow passenger why he did so, Ghandi smiled.

“The poor man who finds the shoe lying on the track,” he replied, “will now have a pair he can use.”

Ghandi also said something very significant about doing things for others: It’s the action that counts, and not the fruit (result) of the action that is important. You have to do the right thing. It may not be in your power to change anything, and it may not be in your lifetime that there will be any result. But that does not mean you should stop doing the right thing. You may never know what results come from your action, but if you do nothing, there’ll be no result.

The title of this reading is exactly what Ghandi did when he threw the second shoe on the track. It has become a slogan which we need to spread around the world. You can also do something small for the community you live in.

A lady called Anne Herbert liked the idea of random kindness so much that she did the following: she bought five liters of bright paint and painted a classroom of a local school which looked depressing. She asked a friend: “Why don’t you also paint one classroom?” The friend agreed and asked another friend... Very quickly the whole school was painted and the pupils had a much happier environment.

How can you start handing out kindness? Take a black plastic bag and pick up the rubbish lying in front of your house as well as your neighbour’s house. Do this every day until someone starts noticing that it looks much better.

Like all revolutions, guerrilla actions of goodness and kindness begin slowly, with a single act. *Let the action be yours.*

[Adapted from ‘Successful Oxford English 8’: Hugo, 2013 p 36]

Questions:

2.1 Refer to paragraph 1. Identify the parts of speech that are underlined.

- a) Ghandi
- b) stepped
- c) a
- d) and
- e) He
- f) already

(6 x ½ = 3)

2.2 Refer to the title “Practise random kindness and senseless acts of beauty”.

- a) Provide a homophone for “practise”. (1)
- b) Use the homophone you provided in 2.2.a) in a sentence that shows its meaning clearly. (1)

2.3 Refer to paragraph 1

- a) Quote an example of a word with a prefix. (1)
- b) What is the meaning of the prefix? (1)

2.4 Refer to paragraph 1, “To the amazement of his companions, Ghandi calmly took off his other shoe and threw it back along the track, hoping that it was close as possible to the first shoe.”

- a) Identify the tense in this sentence. (1)
- b) Change the sentence into the present tense. (3)

2.5 Refer to paragraph 3

- a) Provide a synonym for “significant”. (1)
- b) Provide an antonym for “significant”. (1)

2.6 Refer to paragraph 3 – “not the fruit (result) of the action.”

- a) Identify the punctuation marks around “result”. (1)
- b) What is the function of these punctuation marks? (1)

2.7 Refer to paragraph 3

- a) Quote an example of a word with an apostrophe. (1)
- b) What is the function of the apostrophe? (1)

2.8 Refer to paragraph 6 - “How can you ...better.”

- a) Quote an example of a word with an apostrophe. (1)
- b) What is the function of the apostrophe? (1)

2.9 Refer to paragraph 5

“Very quickly the whole school was painted and the pupils had a much happier enviroment.”

- a) What type of sentence is the above sentence? (1)

b) Explain your answer to 2.9.a) (1)

2.10 Correct the 4 spelling errors in paragraph 5. Write the incorrectly spelt word and write the correction next to it. (4)

Text C

Refer to the cartoon below.



2.11 Why is the young lady annoyed in frame 1? (1)

2.12 How is the young lady feeling in frame 2? Provide one visual detail to support your answer. (2)

2.13 Explain why the young lady is disappointed in frame 3. (2)

TOTAL [30]

SECTION C: LITERATURE

QUESTION 3: POETRY

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

Text C

The Eagle

He clasps the crag with crooked hands;
Close to the sun in lonely lands,
Ring'd with the azure world, he stands.

The wrinkled sea beneath him crawls;
He watches from his mountain walls,
And like a thunderbolt he falls

Alfred, Lord Tennyson

Questions:

- 3.1 Refer to line 1.
Why does the poet use the term “crooked hands”? (1)
- 3.2 a) Give two points about the eagle’s existence as described in lines 1-5. (2)
b) Quote to support your answer. (2)
- 3.3 Refer to line 6 “like a thunderbolt he falls”
a) Identify the figure of speech in this line. (1)
b) What does this image suggest about the eagle’s movement? (2)

[8]

QUESTION 4: SHORT STORIES

Text D Read the extract below and answer the questions that follow.

They began to laugh at his third phase. Almost overnight he turned into a tall, spindly-legged, graceful gazelle with large, grave eyes. There was an odd, musical lilt to his speech and when he teased, or was up to mischief, he moved his head on his long thin neck from side to side like a cobra.
The Wind and a Boy by Bessie Head

Questions:

- 4.1 Who is the above extract referring to? (1)
- 4.2 How did this character get his name? (2)
- 4.3 Describe the relationship between the boy and his grandmother. Remember to refer to the story. (3)
- 4.4 What happens to the main character at the end of the story? (2)

[8]

QUESTION 5: FOLK TALES

Text E Read the extract below and answer the questions that follow.

Thousands of them. Tens of thousands. Millions. Breeding by the running water – burrowing into the sandy floors of the caves – biting men, women and children – spreading suffering, pain and disease.
[*The Wagtail’s Necklace*]

Questions:

- 5.1 What was causing all the misery in the above extract? (1)
- 5.2 How did the birds solve the problem? (1)
- 5.3.1 Why were the Bushmen grateful to the birds? (1)
- 5.3.2 The Bushmen wanted to show their gratitude towards the wagtails; however, their first plan

failed. What was this plan? (2)

5.3.3 How did they overcome this difficulty? (1)

5.4 Explain the significance of this folktale. (2)

[8]

QUESTION 6: THE PLAY

Text F Read the extract below and answer the questions that follow.

PIG #10: Besides, he's a wolf. If he's not guilty of this crime, I'm sure he's guilty of something.

PIG #9: You shouldn't say that. It's not nice.

PIG #11: Look, nice or not, the facts clearly show that our wolf friend is guilty. But he sure tried to act all innocent.

PIG #3: Yeah, did you see him wearing that sheep's clothing during the trial? Well, I saw right through that!

PIG #12: Well, I thought Little Boy Blue's testimony was convincing. But more than anything, I just didn't trust that wolf. He claimed that he was a Wolf Scout, selling Wolf Scout Cookies door to door. But there's no such thing as a Wolf Scout!

[Twelve Angry Pigs]

6.1 What fairy tale is this play based on? (1)

6.2 Why could Little Boy Blue be called an unreliable witness? (2)

6.3 What genre is this play? (1)

6.4 Discuss the theme of prejudice and stereotyping in this play. Refer to the above text and to examples in the play to support what you are saying. (4)

[8]

QUESTION 7: THE PARABLE

Text G Read the extracts below and answer the questions which follow.

And now a wave of shame went over the whole procession. They melted away. The beggars went back to the church steps, the stragglers moved off, and the neighbours departed so that the public shaming of Kino would not be in their eyes.

For a long time Kino stood in front of the gate with Juana beside him. Slowly he put his suppliant hat on his head. Then, without warning, he struck the gate a crushing blow with his fist. He looked down in wonder at his split knuckles and at the blood that flowed down between his fingers.

[*The Pearl*: Chapter 1]

Questions:

7.1 Place the above extract in context. (3)

7.2 “he struck the gate a crushing blow”

Discuss what the above line reveals about Kino’s emotion. (2)

Juana laid Coyotito on the blanket, and she placed her shawl over him so that the hot sun could not shine on him. He was quiet now, but the swelling on his shoulder had continued up his neck and under his ear and his face was puffy and feverish. Juana went to the water and waded in. She gathered some brown seaweed and made a flat damp poultice of it, and this she applied to the baby’s swollen shoulder, which was as good a remedy as any and probably better than the doctor could have done. But the remedy lacked his authority because it was simple and didn’t cost anything. The stomach cramps had not come to Coyotito. Perhaps Juana had sucked out the poison in time, but she had not sucked out her worry over her first-born.

[*The Pearl*: Chapter 2]

7.3 Discuss what this extract reveals about Juana’s character. Quote to support your answer. (3)

TOTAL: 40

TOTAL [100]