

# HILLCREST HIGH SCHOOL



NOVEMBER 2013

## ENGLISH HOME LANGUAGE

### PAPER 2

Grade 8

Time: 2 hours

Examiner: Mrs R Gibson  
Mrs B Meiring

Marks: 100

Moderator: Mrs R. Coetzer

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
5. Write legibly.
6. Take care with spelling and punctuation and always write in full sentences.
7. Answer ALL questions on this paper.

SECTION A: COMPREHENSION

QUESTION 1

Text A

Read the following text carefully and answer all the questions.

God Save the Queen's English

1. As someone who works with words for a living I have great respect for language, and the colourful differences which make each race unique. I've nothing against Americans as people. The ones I've known have been charming, outgoing and friendly. I just hate what they're doing to our language!
2. I sympathise deeply with Afrikaans-speaking people who fear their language may disappear altogether. But perhaps they should be grateful that their language is still their own. It hasn't been borrowed, remodelled and regurgitated in a less palatable form.
3. It was fine in the old days of cowboy films, when the odd "yeehah" and "howdy pardner" added a rather exciting foreign flavour. But now that Americanisms are beginning to creep into our homes and schools I'm starting to become alarmed.
4. A friend recently told me she was horrified when she went to a function at her son's very exclusive private school and found that the beautifully printed programme for the evening's events was headed "Program"!
5. I once argued heatedly with a young colleague about the spelling of computer "program", only to discover that I was wrong, and the American spelling is now listed in the Oxford Dictionary as correct when relating to computers. No wonder kids are having trouble with their spelling these days. I blame Bill Gates and his lot at Microsoft. They say money talks, but can it now also spell?
6. Most spell-check facilities on computers are American, so children are being told to write "color, gray," and worst of all "aluminum." How can they change the names of basic elements?
7. Then when you switch on the TV set you're assaulted by a barrage of people calling laboratories things that sound like lavatories, calling débuts "day-boos" and herbs "erbs". They answer the phone by saying "yellow", and they don't even say goodbye when they hang up!
8. Their grammar is even worse. At school I would be rapped over the knuckles for splitting an infinitive. Today it's OK to say things like: "To boldly go where no man's gone before" – the world's most famous split infinitive, which used to be drummed into thousands of young ears every week when the old *Star Trek* hit our TV screens. (In case you're wondering, it should be: "Boldly to go ...").
9. On CNN things are always going to happen "Friday", instead of "on Friday". And let's not forget "in back of" which is frequently used instead of "behind", or "round the back". I HATE that!
10. The trouble is, we hear these things so often we begin to think they're OK. A friend of mine was horrified recently when I told her that "gotten" was not an English expression.

11. Then there's the "Don't Do Drugs" and "Don't Do Crime" campaigns. While I fully endorse the sentiments behind them, I keep wanting to shout out "you can't DO drugs or crime! You take, push or peddle drugs; you commit a crime, but you certainly don't DO them."
12. Talking of which, I wonder if armed robbers rush home after a successful night's breaking and entering, switch on their brand new stolen TV sets, and on seeing the "Don't do crime" advertisement say to themselves, "Gee, they've got a point. I'd better stop and take this back to its rightful owner." I don't think so. Or should I say "... NOT!", another little gem which has taken hold over here.
13. Restaurants are now adopting that other bugbear of mine – they hand you your food and say "Enjoy!" Not "enjoy your meal" or "enjoy it" ... just "enjoy".
14. But I suppose the American influence is not all bad. One word which I started off hating, and am now rather beginning to "enjoy" is "buns". Not the sugar-coated variety, but the sort usually found in a pair of tight jeans. And the exuberant "high-fives", once only seen in films on life in Harlem, are now used to great effect by our own cricketers. Just as long as they are not accompanied by satisfied nods of the head and "alriiiiights!", I can handle them.
15. "Have a nice day" is another Americanism which, although faintly annoying, would definitely be an improvement on the curt dismissal we currently receive on phoning Telkom for the 10<sup>th</sup> time to enquire why our phone's been cut off.
16. So, although we occasionally have to put up with soaps, *The Bold and the Beautiful* and, heaven forbid, *Days of our Lives*, America has also given us *Two and a Half Men* and *Grey's Anatomy*. So, I'm not throwing that brick at my TV set just yet.
17. See y'all and have a nice day.

By YF Chief Sub-editor  
Allyson Howden  
[Adapted]

### Questions:

**Refer to paragraph 1 for questions 1.1- 1.3**

- 1.1 List 3 ways through which Americanisms are entering the English Language. (3)
- 1.2 Does the writer of the article dislike Americans? Quote to substantiate your answer. (2)
- 1.3 How is the writer's claim that she respects 'the colourful differences which make each race unique' different from her attitude towards the American people's use of the English language? (2)
- 1.4 **Refer to paragraph 3.** Does the writer approve of the vocabulary that was used in old American cowboy films? Give a reason for your answer. (2)

- 1.5 Refer to paragraph 5. How does the writer feel about Bill Gates? Explain. (2)
- 1.6 What difference is the writer trying to emphasise in paragraph 7? Provide 2 examples to substantiate your answer. (2)
- 1.7 Refer to paragraph 9. CNN is an example of an:
- a) acronym
  - b) abbreviation
  - c) alliteration
  - d) assonance (1)
- 1.8 Two of South Africa's national campaigns are mentioned in the article. (2)
- 1.8.1 List the campaigns mentioned. (2)
- 1.8.2 In your own words, what does the writer approve and disapprove of regarding these campaigns. (2)
- 1.9 Refer to paragraph 12. What is the tone of voice used in this paragraph? (2)
- 1.10 Refer to paragraph 16. Why are certain words written in italics? (1)
- 1.11 Refer to the closing line of the article. What is ironic about "See y'all and have a nice day"? (2)
- 1.12 What nationality was the intended target market for this article? Provide a reason for your answer. (2)

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**SECTION A: 25 MARKS**

SECTION B: LANGUAGE STRUCTURE AND USE

QUESTION 2

Text B

Read the following text carefully and answer all the questions.

This passage contains deliberate errors.

Eric's new girlfriend belongs to the choir which are singing at the *Voices of Africa* concert which will boast some of the best voices in this countries history. "I am just so fortunate," she said, having difficulty controlling her obvious excitement. "I never thought I would ever recieve this much recognition." Eric is trying to be as supporting as possible. It's not easy having a girlfriend for whom the stars are the limit. "I am willing to help where I can, but just don't ask me to sing!" he said jokingly. "I just hope people take note of her talent and give her a break. All she needs is a little praise right now!" Her God-given talent has proven to be an invaluable asset to the choir. This choir - the best in Durban- is sure to make it to the top.

5

10

Questions:

- 2.1 Explain the two different functions of the apostrophe and provide an example of each from the above text. (2)
- 2.2 Correct the concord error in line 1. (1)
- 2.3 Refer to line 1. What part of speech is Eric? (1)
- 2.4 *Voices of Africa*, the name of the concert, has been written in italics. State two other ways this name could have been written. (2)
- 2.5 The word "countries" in line 3 is incorrectly written. Correct this. (1)
- 2.6 Identify and correct the incorrectly spelt word in the passage. (1)
- 2.7 Refer to line 6. This underlined word is incorrectly written. Write the correct word in the context of the sentence. (1)
- 2.8 Refer to line 9. Re-write the underlined phrase in formal English. (1)
- 2.9 Provide an antonym for the underlined word in line 10. (1)

2.1.0 Refer to line 10. What part of speech is “God-given”? (1)

2.1.1 Refer to line 11. Explain the function of dashes. (1)

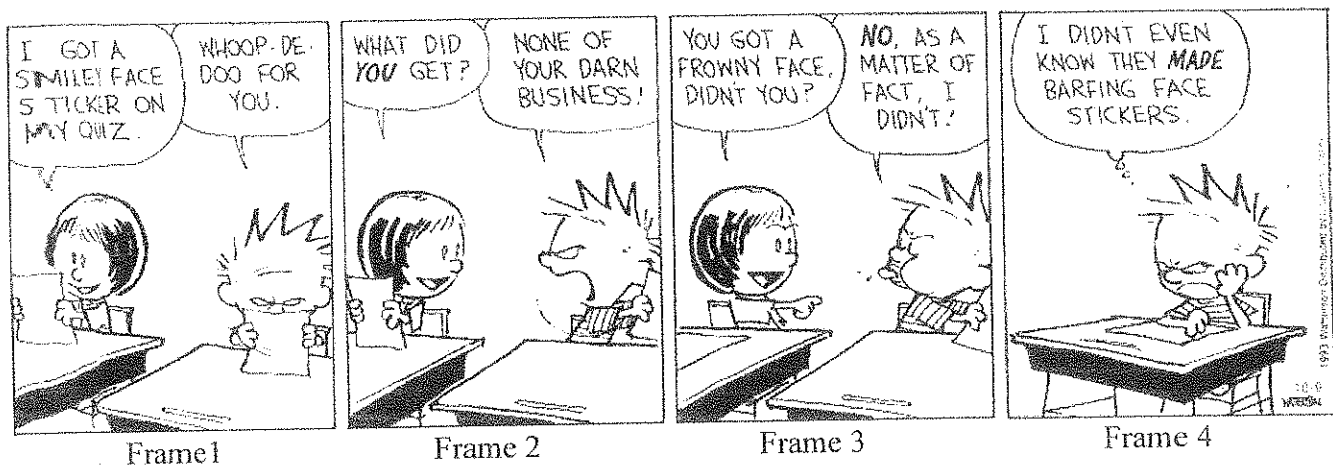
2.1.2 Which two punctuation marks could replace the dashes mentioned above? (2)

[15]

### QUESTION 3

#### Text C

Read the following cartoon carefully and answer all the questions.



3.1 With reference to body language and facial expression, suggest how the cartoonist suggests that:

3.1.1 the young lady is pleased by her result. (2)

3.1.2 the young man is not pleased by his result. (2)

3.2 In Frame 1, the young man says “Whoop.De.Doo For You”  
What do these words tell you about the way the young man is feeling? (2)

3.3 In Frame 3, “No” is written in bold. Suggest reasons for this. (2)

3.4 Explain the relationship that exists between the young lady and young man. (2)

[10]

SECTION B: 25 MARKS



- 4.3 In the fifth stanza he says he is blind and deaf.  
Quote from the poem to show that he is not really blind or deaf. (1)
- 4.4 Refer to stanza 6:  
Why does the hermit think the people outside are 'fools'? (1)
- 4.5 The hermit says he is afraid of the world outside.  
Quote from the poem to show what he is afraid of. (2)
- 4.6 Identify and explain the significance of figurative language used in the final stanza. (2)

[8]

TEXT E

*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.

5

Alfred, Lord Tennyson

- 4.7 What is the significance of the title? (1)
- 4.8 There are two different figures of speech in line 1. Identify both of them and quote specifically to support your answers. (2)
- 4.9 What does the simile in line 6 describe? (2)
- 4.10 Does the eagle die? Motivate your answer. (2)
- 4.11 What are the connotations associated with an eagle? (2)

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**QUESTION 5: NOVEL**     *The Kayaboetjies*

Read the following extracts carefully and answer all the questions.

**Text F**

"Look," said Alan after a moment, all this arguing isn't getting us anywhere. Why don't we just vote on it? All those in favour of letting Samuel join the Kayaboeties put your hands up." My hand shot up immediately. So did Alan's of course, but they were the only two.

"You might as well put your hand down Ugly Face," said Pecker with a sneer. "Your snotnose vote doesn't count."

"It does too!" I protested quickly. "Don't forget I'm the roadie. And anyway, "I went on, "even if it didn't, you'd still be outnumbered 'cause Chris' vote makes three. Come on Chris," I said impatiently, "put your hand up."

But he just went on standing there like a fool. "Put your hand up," I urged again, wondering why he was being so slow about it. An awful thought struck me suddenly.

"You're not... voting with him are you?" I asked incredulously, meaning Pecker.

I wished he'd look at me. But he seemed more interested in Bruce Springsteen on the wall. He mumbled something. It sounded like "It's Pecker's kaya."

"That's right!" smirked Pecker triumphantly. "It's my kaya! And I say No Coons Allowed In Here!"

I was too dumbfounded to answer. I just couldn't believe it! I don't mean what Pecker had said - that I believed all right - coming from him it was no surprise. But that my own brother should stand there silently agreeing with him, that was a big shock to me.

I glanced over at Samuel, wondering what he thought about all this. His face showed no expression. But he must have been feeling something inside. Maybe his English wasn't good enough to follow all that was being said - I certainly hoped so. See, I knew a little bit about how it felt to stand there and have them talking back and forth about you as if you were deaf or stupid. They did it to me too. Boys can be such arses sometimes - as my brother would say.

- 5.1 Why were Charlie and Alan's hands the only two hands that shot up immediately? (2)
- 5.2 Describe Pecker's character as it is revealed in the extract above. Use quotes to support your answer. (2)
- 5.3 Who is being treated insensitively and why? (2)
- 5.4 Explain the significance of the narrator in this scene and how the narrator influences the way in which we read this extract? (2)
- 5.5 What is the significance of the outhouse being referred to as a Kaya? (2)
- 5.6 Explain why the issue of friendship cannot be separated from the issue of racism which pervades the story? (2)

## TextG

The expression on Pecker's face would have been funny if I'd felt like laughing. "You've got to be kidding me!" he said incredulously. "No," I sniffed, "I mean it. It's our only chance."

Pecker stared at me for a second. "You want me," he said slowly, "to walk up to my Pa and tell him that the guy he just beat the living daylights out of is a friend of mine? That I knew all along he was up here, because I'm the one who said he could be up here in the first place?" I nodded, furiously wiping my eyes.

Pecker laughed, but it wasn't a happy sound. "Do you have any idea what he'd do to me? He'll smash me to a pulp, man! Sam's face is nothing compared to what mine will look like when he's finished, I promise you!"

"What about you then? Can't you try talking to her?"

But he simply snorted and turned his face away.

"Sam would do it for you if it was the other way round," I choked out frustratedly. "He's not a coward!" I was glad to see him flinch. "He let himself get beaten up for you - to save your skin." I went on, deliberately twisting the knife. "I don't know why - after the way you've treated him, after the way you've been so stinking to him all the time. Why were you so rotten to him always?" I said accusingly, wiping my nose along my arm. "What did he ever do to make you hate him like that?" "I didn't hate him," Pecker mumbled uneasily.

"Well you sure acted like it! From the first day he came, you were a real pig to him. You wouldn't even let him drink out of the glasses because you thought his lips might be dirty or something. Why do you hate black people so much?"

"Charlie, you're all upset," said my brother worriedly. "You should go home now. You're getting yourself all worked up over nothing." "It's not nothing!" I shouted, "Sam's not nothing! You just don't care about him. You don't care what happens to him. None of you do!"

- 5.7 Why did Pecker's father beat up Samuel? (1)
- 5.8 In what way does Pecker's response to Charlie predict what is to come? Quote to support your answer. (2)
- 5.9 Sam and Pecker are compared by Charlie in the extract above. In your opinion, what are the main differences between Sam and Pecker? (2)

**QUESTION 6: FILM STUDY: *Willow***

Answer all the questions.

**TEXT H**



- 6.1 What is the character's name in the above extract? (1)
- 6.2 How does the image above (visually) portray a stereotypical villain? (2)
- 6.3 Is she a stereotypical villain? Use examples from the movie to support your claims. (2)

**TEXT I**



- 6.4 What advice is Willow given? (1)
- 6.5 Does he heed the advice that he is given? Support your claim with an example from the movie. (2)

TEXT J



- 6.6 Do you considered Willow as the hero in the film despite the fact that he is not a stereotypical hero? (2)
- 6.7 What genre is *Willow*? (1)
- 6.8 List two reasons why *Willow* is classified under this genre? (1)

TEXT K



- 6.9 Where do Willow and Madmartigan meet? (1)
- 6.10 What does Willow initially think about Madmartigan? (1)
- 6.11 How does Madmartigan's character change throughout the film? (2)

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SECTION C: 50 MARKS

TOTAL FOR PAPER 100 MARKS