

Hillcrest High School

Grade 8

ENGLISH HOME LANGUAGE P1 NOVEMBER 2024

MARKS: 60

EXAMINER: Ms M. Bourreau

TIME: 2 Hours

MODERATOR: Mrs N. Atkinson

N.B. This question paper consists of 18 pages

Name and surname: _____

Grade 8: _____

Tick/circle/highlight the name of your English teacher below:

Bastion	Bourreau	Desai	Gordon	Piccione	Van Heerden
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INSTRUCTIONS AND INFORMATION

READ THESE INSTRUCTIONS CAREFULLY BEFORE ANSWERING THE QUESTIONS

1. Read and follow ALL instructions carefully.
2. Use your time carefully. Suggested time management:
 - Section A: approximately 45 minutes
 - Section B: approximately 30 minutes
 - Section C: approximately 25 minutes
 - Section D: approximately 20 minutes
3. This paper consists of four sections:

Section A:	Comprehension	20 marks
Section B:	Summary	10 marks
Section C:	Visual literacy	10 marks
Section D:	Language structures	20 marks
4. You are required to answer questions from all four sections.
5. Answer all the questions from section A.
6. Answer all the questions from section B.
7. Answer all the questions from section C.
8. Answer all the questions from section D.
9. Write neatly and legibly.

*For markers' use only

Section	Question	Mark
A	Comprehension	1 / 20
B	Summary	2 / 10
C	Cartoon	3 / 5
	Advert	4 / 5
		5 / 10
D	Language	6 / 20

Grand Total: _____ / 60

Percentage: _____ %

SECTION A: COMPREHENSION**QUESTION 1**

Read **Text A** and **Text B** and then answer the questions that follow.

TEXT A:

(The meaning of the words in bold are on the next page - page 4)

Graffiti: vandalism or art?

- 1 Graffiti is a form of visual communication, usually illegal, involving the **unauthorised** marking of public space by an individual or group. Although the common image of graffiti is a stylistic symbol or phrase spray-painted on a wall by a member of a street gang, some graffiti is not gang related. Graffiti can be understood as antisocial behaviour performed to gain attention or as a form of thrill seeking, but it also can be understood as an expressive art form.
- 2 Derived from the Italian word *graffio* (“scratch”), graffiti has a long history. For example, markings have been found in ancient Roman ruins, in the remains of the Mayan city of Tikal in Central America, on rocks in Spain dating to the 16th century, and in medieval English churches. During the 20th century, graffiti in the United States and Europe was associated with gangs, who used it for many purposes: for identifying or claiming territory, for **memorialising** dead gang members in an informal “obituary,” for boasting about acts (e.g., crimes) committed by gang members, and for challenging rival gangs as a **prelude** to violent confrontations. Graffiti was particularly **prominent** in major urban centres throughout the world, especially in the United States and Europe; common targets were subways, billboards, and walls. In the 1990s there **emerged** a new form of graffiti, known as “tagging,” which **entailed** the repeated use of a single symbol or series of symbols to mark territory.
- 3 To some, graffiti is a form of public art. Great works of graffiti can beautify a neighbourhood. For example, the graffiti in many **Hispanic** neighbourhoods in the United States is quite **elaborate** and is regarded by many as a form of urban art. The question of whether such work is an **innovative** art form, or a public nuisance has caused much debate.
- 4 Graffiti became **notoriously** prominent in New York City in the late 20th century. Large elaborate multicoloured graffiti created with spray paint came to define the urban landscape.
- 5 Most places have laws prohibiting graffiti as **vandalism**, and in some countries, punishment is quite severe. For example, in Singapore **violators** are subject to **caning**. During the 1980s and '90s many places looked for ways to eliminate and remove graffiti, fearing that it would lead to the ruin of the community. Significant resources were allocated for clean-up efforts, and some cities even introduced mural programs or “free walls” to provide legal opportunities for urban youths to express their artistic creativity.

Source: <https://www.britannica.com/art/graffiti-art>

Glossary - the meanings of the words in bold from the previous passage (Text A).

Word	Meaning
unauthorised	not having official permission
memorialising	keeping the memory of someone or something alive
prelude	an introduction to something
prominent	easily seen
emerged	came out/developed
entailed	meant
Hispanic	relating to Spain or to Spanish-speaking countries
elaborate	detailed in design
innovative	advanced and original
notoriously	well known – often negatively
vandalism	deliberate destruction of or damage to property
violators	people who break a specific rule
caning	beating with a cane as a punishment

TEXT B:



Source: <https://www.woodlandmanufacturing.com/articles/news/funny-sign/attachment/funny-sign-graffiti/>

Comprehension Questions:

Refer to paragraph 1 of Text A

- 1.1 Using your own words, give a definition of graffiti based on this paragraph. (2)

1.2 Quote six consecutive words which indicate that not all graffiti is linked to gangs. (1)

Refer to paragraph 2 of Text A

1.3 What does the Italian word “graffio” mean in English? (1)

1.4 According to the paragraph, is graffiti only a modern-day form of communication? Give a reason for your answer using your own words. (2)

1.5 List three purposes for which gangs used graffiti in the 20th Century. (3)

1.

2.

3.

1.6 What is “tagging” and when did it start? (2)

Refer to paragraphs 3 and 4 of Text A

- 1.7 Is the following statement true or false? “People are divided about whether graffiti is a good or a bad thing.” Quote a sentence to support your answer. (2)

- 1.8 What does the writer actually mean when he says “Large elaborate multicoloured graffiti created with spray paint came to define the urban landscape”? (1)

Refer to paragraph 5 of Text A

- 1.9 What did some cities do to ensure that youths were able to express their artistic talent on areas of the city? (1)

Refer to the whole of Text A

- 1.10 Based on everything you have read in Text A, do you think people should be allowed to draw/paint graffiti wherever they like? Using your own words, give a good reason for your answer. (1)

Refer to Text B:

- 1.11 *Irony is when something happens that is opposite from what is expected.* (2)
Carefully explain why this picture is an example of irony.

Refer to Text A and Text B:

- 1.12 Explain the link between **Paragraph 1 of Text A** and **Text B**. Be sure to speak about both texts in your answer. (2)

TOTAL FOR SECTION A = 20 MARKS

SECTION B: SUMMARY**QUESTION 2**

Read the passage (**TEXT C**) below and list **SEVEN** points on **The Negative Impact of Graffiti**.

INSTRUCTIONS:

- Your summary should include **7 points** and **NOT exceed 90 words**.
- Your summary should be in your **own words**.
- Your summary must be in **point form**.
- **Number each point** and write in **full sentences**.
- You are **NOT** required to include a title for your summary.
- Indicate an accurate **word count** clearly at the end of your summary.

TEXT C:

Graffiti, while sometimes seen as a form of artistic expression, can have negative impacts on communities and environments. It is often created without permission from property owners, making it an act of vandalism.

Graffiti can be visually unappealing and create an environment that feels neglected or unsafe. Sometimes, it is used by gangs to mark territory or convey messages, contributing to this sense of a lack of safety and fear in the community.

Excessive graffiti can decrease property values by making areas less attractive to residents, businesses, and investors because it creates a sense of a community which is spoiled and damaged and makes the areas feel neglected. Removing and cleaning up graffiti can not only be time-consuming and costly, diverting resources away from other important community needs which could uplift and improve the lives of individuals in the community, but can waste public resources, such as water and cleaning supplies.

Graffiti can damage private property, including homes and businesses, causing financial burdens for owners. Important road signs and signals can be blocked by graffiti, creating safety hazards for drivers and pedestrians.

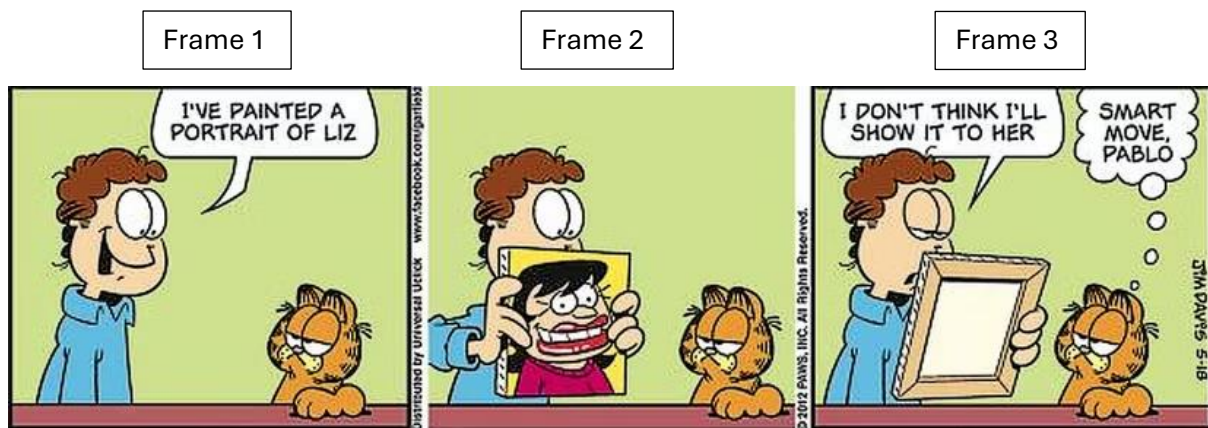
Its presence can show a lack of respect for community members, property owners, and the law, leading to a breakdown in social unity. Moreover, graffiti can spread harmful or hateful messages, causing negative stereotypes or discriminatory ideas. The presence of graffiti can also attract other forms of crime and anti-social behaviour, further weakening the community.

While some graffiti may be considered art, its creation without permission and potential negative impacts make it a problem for many communities.

Source: taken and adapted from Meta AI (with Llama 3.1)

SECTION C: VISUAL LITERACY**QUESTION 3****ANALYSING A CARTOON**

TEXT D:



Source: <https://screenrant.com/funniest-garfield-comics-jon-girlfriend-liz/>

Read these notes about the cartoon before you answer the questions:

- The man's name is **Jon**.
- Jon's girlfriend is called "**Liz**".
- The cat's name is **Garfield**.
- A "**portrait**" is a picture of a person.
- "**Pablo**" is the first name of the very famous, talented artist Pablo Picasso. Some of his art was very strange and many of his portraits were unrealistic and full of shapes.

Refer to frame one of Text D

- 3.1 How does Jon feel in frame 1? Mention one visual clue to support your answer. (1/2 + 1/2)

- 3.2 What is the reason for the way he feels in frame 1? (1)

3.3 Refer to frame two of Text D

How does Garfield feel about the portrait Jon has painted? Give a reason for why you say this. (1/2 + 1/2)

Refer to frame three

3.4 What has Jon realised about the portrait that makes him think he will not show it to Liz? (1)

3.5 Considering the whole cartoon and the information about Pablo Picasso, why are Garfield’s words “Smart move, Pablo” funny? (1)

(5)

QUESTION 4


ANALYSING AN ADVERT

TEXT E:

Graffiti Essence

METHODS *A series of artist-led medium workshops*


Facilitated by **Dizy** **01 AUGUST 2023**



A graffiti art workshop exploring different lettering styles.
Age Group: 18 years and above

Tuesday at KNMA Saket
2:00 - 6:00 PM

*Registration required | Limited seats only
For more information visit www.knma.in.
Image courtesy: Dizy



A graffiti art workshop exploring different lettering styles.
Age Group: 18 years and above

***Registration required | Limited seats only**
For more information visit www.knma.in.
Image courtesy Dizy



Source: <https://www.knma.in/graffiti-essence>

Refer to Text E

4.1 Which specific workshop is being advertised on this advertisement and state what date it is taking place. (2)

4.2 What words would encourage the audience to register quickly? Explain your answer. (2)

4.3 What organisation's logo can be found on this advertisement? (1)

(5)

TOTAL FOR SECTION C = 10 MARKS

SECTION D: LANGUAGE STRUCTURES**QUESTION 5**

Read the following paragraph (Text F) and then answer the questions which follow.

TEXT F:

1 Picasso produced over 20 000 drawings, paintings, prints and sculptures during
2 his 70-year career and became one of the most recognised figures in 20th-century
3 art. His paintings spanned many different style's, yet even after his work became
4 popular, he was never afraid to change what he was doing and try new things. His
5 style changed more over the course of his lifetime than any other artist.

6 Learning about Picasso offer a great opportunity to talk to students about
7 originality and the importance of not worrying about "what others will think"....
8 Picasso certainly didn't! Ask students why they think Picasso chose to "paint like
9 a child" when he was capable of painting like Renaissance painter "Raphael". This
10 is a great discussion starter!

Source: <https://www.teachkidsart.net/more-about-picasso/>

- 5.1 Name the punctuation marks in line two of TEXT F above and state their function. (2)

Name: _____

Function: _____

- 5.2 Name the punctuation mark which has been used incorrectly in line three of TEXT F above and correct the error. (2)

Name: _____

Correction: _____

- 5.3 Quote a homophone for the word "two" from the TEXT F above. (1)

- 5.4 Read TEXT F above. Find an antonym for the word "similar". **The antonym is in the TEXT F.** (1)

- 5.5 Name the part of speech for each of these words that come from the paragraph above. (4)
They have been underlined for you.

paintings (line 1): _____ yet (line 3): _____

new (line 4): _____ Picasso (line 6): _____

originality (line 7): _____ certainly (line 8): _____

they (line 8): _____ is (line 10): _____

- 5.6 Remember what you have learnt about Degrees of Comparison. Write down the comparative and the superlative form of the word "great". (1)

Comparative: _____

Superlative: _____

- 5.7 Give a noun form for the word "great". (1)

- 5.8 Write the following sentence in indirect/reported speech. (1)

Picasso said, "It took me four years to paint like Raphael."

- 5.9 Write the following sentence in direct speech. **The answer has been started for you.** (2)

The children said that they loved Art class.

The children said, _____

- 5.10 Correct the error of Concord from line 6 in TEXT F above. Write down the incorrect word and the correction. (1)

Incorrect Word: _____

Correction: _____

5.11 Rewrite this sentence in the passive voice: *Picasso produced over 20 000 drawings.* [2]

5.12 Is the final sentence in TEXT F, a simple, compound or complex sentence? [1]

5.13 Are the words “never afraid to change” a phrase or a clause? [1]

TOTAL FOR SECTION D = 20 MARKS

GRAND TOTAL = 60 MARKS

Fun Activity to do **AFTER** you have checked your exam:

THIS IS NOT FOR MARKS!

Complete the following wordsearch based on **Visual Art**.

- Words can go in any direction (vertically, horizontally, and diagonally).
- Words can share letters as they cross over each other.

A Z S N T A I L L U S T R A T I O N J S T I B S Z
 F R G C R U D X L I H Q U P W P C W D S N R D K E
 Y R C T U B Z A P P D C L A Y A S Z O X I D M E Z
 O L I H Q L O P A P O T T E R Y I H J O A R T T Z
 P S D N I C P R Z S A V N A C B E E Z L P A N C U
 T N H B R T G T Z H J K R N B T R T I A R W I H S
 D S D A U O E U U I C E X T O A Q H S T H I N B X
 X C H X T T Z C S R H V I F E B L Z S F F N L O U
 E C A O W J X L T L E N T J X G S U T N N G S O B
 M V H A R F K F G U J W I P H Z L X T S P L P K Z
 A P R V U H Z M A F R F F A W L H N Q U Q A A P E
 Z B Q A O K X P L W K E F I I D R E I F I R V O G
 T G Y F C L W O L I P G A N G Z L W H N L V K I V
 T F V U W A S I E M M C R T Y X G S T Y I O R E O
 F F W U G H M S R X C A G T K I U E Q A C H E L X
 H U I Z S C A N Y V Z D G S H R R Q G W N M B C N
 N Y G U Z B T Y F H S W F E B L E F Z H E F R W K
 V E G A Z I C L R G N B M Q W G S S R I P S W J I
 N O I T I B I H X E R E P A P L C L J Q T B W N R
 C P T R M F L D M C L N O P H F Q Y T E O V R E C
 G H R F D R F E K K R L W H Y C F E N I J C F I Y
 A O B H X E V K T S F A A F F G A C U W R R W O Z
 A N I M A T I O N S W H Y G A S I X N B D G Q Q I
 T V U G K V I A Y U A D K O E L G R P O J C V S Z
 B G T Z W F W B X M P P D L N T L F X F C J U O P

paint

chalk

graffiti

pencil

brush

charcoal

illustrate

photograph

animation

clay

illustration

pottery

architecture

crayon

image

sculpture

gallery

drawing

paint

sketchbook

artist

easel

painter

stencil

canvas

exhibition

paper

carve

gallery

pastel

