

# TEACHERS WITHOUT BORDERS PROGRAMME

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Department:  
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In Bill Gates words, at the Mandela Day 'Living Together' address: "Maintaining the quality of this country's higher education system while expanding access to more students will not be easy. But it's critical to South Africa's future" – working together, we can help achieve this."

## Contributing schools to date:

Clifton School	Milnerton High	Rustenburg Girls' High	St Peter's
Durban Girls'	Northwood High	St Anne's DC	St Stithians
Fairmont High	Roedean	St John's DSG	Wynberg Boys' High
Herzlia High	Rondebosch Boys'	St Mary's DSG Kloof	Wynberg Secondary

## JUNE EXAMINATIONS 2017

### Memo

**GRADE 8**

**ENGLISH HOME LANGUAGE Paper 2 (Language)**

**Time: 1 ½ hours**

**Total marks: 80**



**This memo consists of 11 pages.**

### **INSTRUCTIONS AND INFORMATION**

1. This question paper consists of TWO sections, namely:  
SECTION A: COMPREHENSION (25)  
SECTION B: LANGUAGE STUDY (35)
2. Start each section on a NEW page and rule off on completion of EACH section.
3. Leave a line open after each answer.
4. Draw a margin down the right hand side of EVERY page.
5. Number the questions correctly according to the numbering system used in this question paper.
6. Pay special attention to spelling and sentence construction.

### **SECTION A: COMPREHENSION**

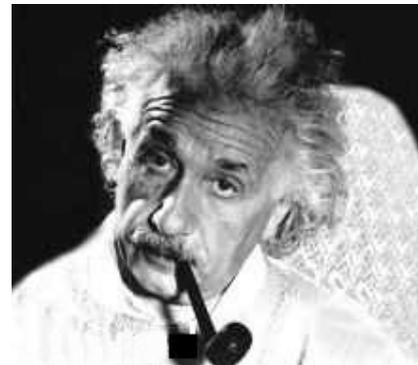
#### **QUESTION 1: READING FOR MEANING AND UNDERSTANDING**

Read TEXT A. Answer the questions in FULL SENTENCES unless otherwise specified.

#### **TEXT A**

##### **Paragraph 1**

Albert Einstein was one of the greatest minds in world history. Einstein is known as a **brilliant** physicist who **contributed** more to the scientific world than any other person. His ideas about relativity are the basis for how science now understands time, space, energy, and gravity.



##### **Paragraph 2**

Einstein was brilliant in his thinking and far in front of anyone living at his time. Einstein, like most brilliant minds, was also a very **strange** and different kind of person. He often liked to work away from people and family but he also spoke in public about issues that he believed in. He was a person who cared about other human beings but his work also led to one of the most **destructive** forces ever known to man, the atomic bomb.

##### **Paragraph 3**

Albert Einstein was born on March 14, 1879 in Germany. His parents were Pauline and Hermann Einstein. In his early years, was a very shy but curious child who did not seem to be good at anything. In primary school, Albert was such an under-achiever in all subjects other than Maths and Science that his parents suspected that he might be mentally handicapped. One teacher even told him

that he would never amount to anything. As it turned out, Albert preferred to learn on his own and had taught himself advanced Mathematics and Science by the time he was a teenager.

#### **Paragraph 4**

He dropped out of high school and tried to get into the Swiss Polytechnic University in 1895. However, he was made to finish high school, which he did. He finished high school at the age of 17.

#### **Paragraph 5**

It was only in his adult life that he achieved greatness and fame. Einstein's work was interrupted by World War I. A lifelong **pacifist**, he opposed Germany's entry into war. He would write, "At such a time as this, one realizes what a sorry species of animal we are."

#### **Paragraph 6**

During World War 2, a Nazi organization published a magazine with Einstein's picture and the words "Not Yet Hanged" on the cover. There was even a price on his head. The threat was so great that Einstein split with his **pacifist** friends. He said that it was justified to defend yourself with weapons against Nazi aggression. To Einstein, peace was not an absolute concept but one that had to be re-examined depending on the size of the threat.

#### **Paragraph 7**

Up to his final days, this genius continued his search for laws that would explain more of the universe. To this day, his ideas and theories are still treated with respect. It is important for all young people to know about Einstein: he did not achieve while he was at school, and people thought he was stupid and useless, but he was a great man. All young people need to realise that they can achieve in their lives; they simply might not achieve greatness early. If they do not achieve at school, they will find what they are really interested in and become successful later in their lives.

**WRITE IN FULL SENTENCES. Marks will not be awarded for fragments of one-word answers.**

**USE YOUR OWN WORDS. Marks will not be awarded for passages taken directly out the text.**

#### **QUESTIONS ON TEXT A**

##### **Refer to paragraph 1**

1.1 What field of work was Einstein famous for? [1]

**Science / physics**

1.2 How does the writer prove that Einstein was a genius? Provide two statements. [2]

**He claims that he contributed to the scientific world more than any other scientist. He explained that Einstein's theories are how we understand time, space, energy and**

**gravity today.**

**Refer to paragraph 2**

1.3 Why is it unexpected that Einstein should have done work that led to the development of the atomic bomb? [2]

**He cared about people but he helped develop the bomb that was so destructive.**

1.4 Einstein is described as being a “very strange and different kind of person.” Do you think this statement is fair? Justify (prove/support) your answer by referring to the text. [2]

**No. He seemed introverted or focused on what he was doing. There is nothing strange about that. / ‘Strange has negative connotations...**

**Yes. Einstein was different. He clearly had other interests than those of the norm, which would explain his introversion...**

**[Award marks for appropriate answers.]**

**Refer to paragraph 3**

1.5 Describe Einstein’s **character** as a child. [2]

**Shy, curious, under-achiever**

**[Accept any 2.]**

1.6 Both Einstein’s parents and his teacher had opinions about Einstein. Compare their attitude towards him. Justify (prove/support) your answer. [2]

**They both felt that he would struggle in later life, either as a result of his mental handicap - which his parents suspected; or simply because he would ‘never amount to anything’ - which means he would not be successful.**

**[Marks awarded for the similarity between parents’ and teacher’s sentiments being identified.]**

1.7 What do you think Einstein’s teacher should have told him? [1]

**‘You shouldn’t give up.’ / “Good try.” / “If you just applied yourself...’**

**[Accept any reasonable, positive response.]**

1.8 How did Einstein learn maths and Science? [1]

**He taught himself.**

**Refer to paragraph 4**

1.9 At what age did Einstein finish school? [1]

**17**

**Refer to paragraph 5**

1.1 Refer to the statement Einstein wrote: “At such a time as this, one realizes what a sorry species of animal we are.”

1.10 Identify the figure of speech used in the underlined section. [1]

**Metaphor**

1.10 What is being compared to what in this figure of speech? [2]

**Humans are being compared to animals**

- 1.10 Do you think this figure of speech is effective? Give a reason  
 .3 for your answer. [1]

**Yes. We credit animals as being vicious, blood-thirsty, uneducated creatures. By comparing us to animals, he is highlighting the traits in humans that bring about war.**

**No. Animals have never created the level of destruction and violence that humans have. They do not have the capabilities...**

**[Consider each answer for its own merits.]**

**Refer to paragraph 6**

- 1.1 Do you think Einstein was justified (right) to be worried about the  
 1 Nazi magazine? Give two (2) reasons for your answer. [2]

**Yes. They clearly wanted him dead, as the picture referred to the fact that he had not been executed. They put a price on his head, meaning the person who killed him would get a financial reward for their efforts.**

- 1.1 Einstein said that it was justified to defend yourself with weapons  
 2 against Nazi aggression. Do you agree with this sentiment (idea)?  
 Give a reason for your answer. [1]

**Yes. Not retaliating does not necessarily result in an end of violence. One just becomes a punch bag. Sometimes, one needs to stand up and fight to put an end to violence. / The Nazis reached new levels of violence with the holocaust. No passive approach would cease that level of brutality and immortality. They needed to be stopped with aggression.**

**No. By resorting to violence, one becomes as evil as the party one is trying to stop. Two wrongs don't make a right...**

**[Award marks on merit of answer.]**

**General**

- 1.1 Which wars did Einstein live through?  
 3 [2]

**WW1, WW2**

- 1.1 For whom do you think this article was written? Give a reason for  
 4 your answer. [2]

**The writer seems to want to comfort any young person who is not achieving at school by telling him/her that Einstein did not achieve at school either but went on to become one of the greatest people the world has ever known. The writer seems to want to inspire young people not to get depressed or to feel bad about themselves: they might only realise what they want to do later, and then they will be successful, like Einstein. (mark globally)**

**TOTAL SECTION A: [25  
 1]**

**TAXONOMY FOR QUESTION 1**

		Keywords	Question number	Req	This paper
Level	<b>Literal</b>	e.g. Name; List;	1.1, 1.2, 1.5, 1.8, 1.9,	10	10

1	(information in the text)	Identify Describe; Relate			
Level 2	<b>Reorganisation</b> (analysis, synthesis or organisation of information)	Summarise the main ideas; State differences/ similarities	1.10.1	marks 40%	
Level 3	<b>Inference</b> (engagement with information in terms of personal experience)	e.g. Explain the main idea; What is the writer's intention; What, do you think, will be ...	1.3, 1.6, 1.10.2, 1.11, 1.14	10 marks 40%	10
Level 4	<b>Evaluation</b> (judgements concerning the value or worth)	e.g. Do you think that; Discuss critically;		5 marks	
Level 5	<b>Appreciation</b> (assess the impact of the text)	Discuss your response; Comment on writer's use of language	1.4, 1.7, 1.10.3, 1.12	20%	5

## SECTION B: LANGUAGE STUDY

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### Question 2: VOCABULARY

Match the words in COLUMN A with the correct synonyms in COLUMN B. Write down only the question number and the letter of the correct answer.

You will find the words in column A highlighted in bold in Text A (the comprehension). Refer to the words in the comprehension to assist you.

COLUMN A		COLUMN B	
2.1	Brilliant (para. 1)	<b>A</b>	devastating [1]
2.2	Contributed (para. 1)	<b>B</b>	peace lover [1]
2.3	Strange (para. 2)	<b>C</b>	exceptionally talented [1]
2.4	Destructive (para. 2)	<b>D</b>	unusual [1]
2.5	Pacifist (para. 5 & 6)	<b>E</b>	gave [1]

**[5]**

<b>2.1</b>	<b>C</b>
<b>2.2</b>	<b>E</b>
<b>2.3</b>	<b>D</b>
<b>2.4</b>	<b>A</b>
<b>2.5</b>	<b>B</b>

### Question 3: ADVERTISING

Study the advertisements below and then answer the questions that follow.

#### TEXT B



**Flexibility when you need it most**

At Rentguard we understand one approach doesn't always fit all, that's why we provide flexible solutions and bespoke policies to meet your demands.

Underwritten by leading UK insurers, our exceptional range of products allow you to fully cover your customers, whilst still retaining your own brand identity.

0200 9871040  
0800 793 1434  
rentguard.co.uk

Residential Landlord  
Commercial Property  
Owner Occupier

Tenant Contents  
Rent & Legal Protection  
Tenant Referencing

**RENTGUARD**  
INSURANCE

#### TEXT: FLEXIBILITY WHEN YOU NEED IT MOST

At Rentguard we understand one approach doesn't always fit all, that's why we provide flexible solutions and bespoke policies to meet your demands.  
Underwritten by leading UK insurers, our exceptional range of products allow you to fully cover your customers, whilst still retaining your own brand identity.

#### QUESTIONS ON TEXT B

- 3.1 Which company is being advertised here? [1]  
**Rentguard Insurance**
- 3.2 Rewrite "one approach doesn't always fit all" in more formal language. [1]  
**One approach does not fit/suit every situation**
- 3.3 Does the image support the headline, "Flexibility when you need it most"? Explain your answer. [2]  
**Yes, ballet dancers need to be flexible to perform the twists and turns they need to. The girl in the picture is clearly flexible with her leg twisted behind her and her body bending backwards.**
- /4/

#### TEXT C



TEXT: Tabard. Stops insects bugging people.

### QUESTIONS ON TEXT C

- 3.4 Why is the slogan “stops insects bugging people” an effective one? [2]  
**It is a pun. Bugging can be referring to bugs<sup>±H</sup> / insects; or it can be referring to annoying, the alternate meaning. <sup>±H</sup>**
- 3.5 Identify the following parts of speech as used in the wording “mosquito and insect repellent”. [1]
- 3.5.1 repellent [1]  
**Noun**
- 3.5.2 insect [1]  
**Adjective**
- 3.6 How does the image (picture) in the advertisement support the product being sold? [1]  
**It has a picture of a mosquito on a circle with a line through, suggesting that there are no mosquitos.**
- 3.7 The text ‘mosquito and insect repellent’ is not written on a straight line. Suggest a reason why the advertisers chose to do this. [1]  
**It captures the sporadic, random way a mosquito or bug flies.**

/6/  
[10]

### Question 4: VISUAL LITERACY

Read the cartoons below and then answer the questions that follow.

#### TEXT D



### QUESTIONS ON TEXT D

- 4.1 Explain why the boy offers the teacher his cell phone. [2]  
**He wants her to read about his vacation on Facebook<sup>±H</sup> instead of writing an essay about it. <sup>±H</sup>**
- 4.2 Identify the teacher’s tone of voice and say how you know this. [2]  
**She is strict / angry / annoyed <sup>±H</sup> because she carries a ruler in her hand / her mouth is open / unfriendly / her glasses make her eyes look angry / etc. <sup>±H</sup>**

(Accept a valid answer)

/4/

TEXT E



Frame 1



Frame 2



Frame 3



Frame 4

Calvin is the little boy. Hobbes is the tiger.

QUESTIONS ON TEXT E

- 4.3 How is the word "Go" said in Frame 1? How do you know this? [2]  
**It is shouted. -H Bold, caps -H**
- 4.4 Refer to the illustration in frame 2. How do you know that the characters aren't moving quickly? [2]  
**They have their arms outstretched to balance, Calvin has his tongue out, no speed lines...  
[Consider answer's validity]**
- 4.5 Refer to Frame 4. Write Calvin says (That's cheating!) in INDIRECT speech. [1]  
**Calvin said that that was -Hcheating.**
- 4.6 What makes this cartoon humorous? [1]  
**A race is usually about running the fastest, not moving the slowest.**

/6/  
[10]

## Question 5: LANGUAGE IN CONTEXT

Read the text that follows and then answer the questions below.

### TEXT F

#### Dr. Congo-man

by Inessa Rajah

- 1 I don't know the car guard's name. All I know is the bright smiling face, the strong hands that help my mother with her shopping bags and the kind manner in which he bends to greet Bobby. I do not know his name because I have never asked what it is. Bobby has, but the man did not understand. 1 2 3 4
- 2 He always accept the change my mother hands him with a sincere "*Merci*". 5
- 3 Once, my cousin, who speaks French, had a conversation with him. I asked her about it. He was a doctor in his country. His country is in turmoil, he was forced to flee his home, and he is a qualified doctor working as a car guard. Bobby started calling him Dr. Congo-man. 6 7 8 9
- 4 Turning on the television is depressing, watching streets lined with violence and rage. "Foreigners are stealing our jobs." a young man shouts. **Refugees are shot in the streets.** They escaped to our country to run from chaos and pain, but instead found themselves running in a circle, directly back to injustice. 10 11 12 13 14
- 5 I am suddenly aware of the stillness beside me. "Bobby?" I whirl my head from side to side. "Bobby?" I'm on the verge of screaming for help, when I see him sitting on the ledge of the car park, his smile so big it slides off the sides of his face. The kind, Congolese man is standing beside him. 15 16 17 18
- 6 I catch sight of the laceration on the man's arm. The wound looks like a burn. I look into his eyes and see the eyes of a man cheated by life, more times than fate should allow. 19 20 21

### QUESTIONS ON TEXT F

- 5.1 What is the function of the comma in **line 1**? [1]  
**Separate items in a list**
- 5.2 Correct the error of concord in **paragraph 2**. You need only write the corrected word. [1]  
**Accepts**
- 5.3 Why is the word '*Merci*' (line 5) written in italics? [1]  
**It is not English**
- 5.4 Refer to **paragraph 3**. Rewrite the underlined sentence in DIRECT speech. [1]  
Begin your answer with: She said  
**She said, "He was a doctor in his country."**  
**[All punctuation must be correct.]**
- 5.5 Refer to **paragraph 3**. Is Dr. punctuated correctly? Give a reason for your answer. [1]  
**No. The word 'doctor' ends on an 'r', as does the abbreviation 'Dr', therefore it does not get a full stop after the abbreviation.**
- 5.6 Refer to **paragraph 5**. Write the underlined speech in INDIRECT / REPORTED speech. [2]  
**The young man shouted that foreigners were "stealing their" jobs.**  
**[No mark awarded for 'there']**
- 5.7 Refer to **paragraph 5**. Rewrite the sentence **in bold** (line 11-12) in the Active Voice. [1]  
Begin your answer with: They  
**They shoot refugees in the streets.**

- 5.8 Refer to the underlined sentence in **paragraph 5**. Identify the finite verb in the underlined sentence. You need only write the word(s). [1]  
**Is standing**
- 5.9 Give a reason for the use of the apostrophe in **paragraph 6**. [1]  
**possession**

[10]

#### TAXONOMY FOR QUESTIONS 2-4

		Keywords	Question number	Req	This paper
Level 1	<b>Literal</b> (information in the text)	e.g. Name; List; Identify Describe; Relate			
Level 2	<b>Reorganisat ion</b> (analysis, synthesis or organisation of information)	Summarise the main ideas; State differences/ similarities	3.1, 3.4, 3.6, 4.1, 4.3, 4.4, 4.5, 5.1, 5.4, 5.5, 5.6, 5.9	14 marks 40%	14
Level 3	<b>Inference</b> (engagement with information in terms of personal experience)	e.g. Explain the main idea; What is the writer's intention; What, do you think, will be ...	2.1-2.5, 3.2, 3.4, 3.5, 4.1, 4.3, 5.2, 5.7, 5.8	14 marks 40%	14
Level 4	<b>Evaluation</b> (judgements concerning the value or worth)	e.g. Do you think that; Discuss critically;		7 marks	
Level 5	<b>Appreciatio n</b> (assess the impact of the text)	Discuss your response; Comment on writer's use of language	3.3, 3.7, 4.2, 4.6, 5.3	20%	7