

# TEACHERS WITHOUT BORDERS PROGRAMME

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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  |

### Task 3

**Subject:** English Home Language  
**Grade:** 8  
**Date:** March 2017  
**Total:** 55  
**Time:** 1 ½ hours  
**Examiner:** Ms R. Baldwin  
**Moderator:** Mrs H. Bosch



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#### **INSTRUCTIONS AND INFORMATION**

1. This question paper consists of TWO sections, namely:
    - a. SECTION A: COMPREHENSION (30)
    - b. SECTION B: LANGUAGE STUDY (25)
  2. START EACH SECTION ON A NEW PAGE.
  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. Please make sure you have written your name on the question paper.
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#### **SECTION A: COMPREHENSION**

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

Read TEXT A and then answer the following questions.



#### **TEXT A:**

##### **Is this Britain's most influential book reviewer?**

- 1 Screen time stops children reading, according to parents and teachers. Which eight-year-old has time to dip into Enid Blyton, when their attention span has been reduced to that of a gnat by endless YouTube videos?
- 2 But the dire warnings don't quite stack up. At least, not in a corner of Hertfordshire,

where Ruben Joseph, aged 11, has used his **fondness** for technology to set up a website for children’s literature. Called Mango Bubbles, it is a review site, where hundreds of children’s books have been reviewed – all by children.

3 In the two years since it was **launched** it has started to make waves in the children’s publishing industry and catch the eye of children’s authors.

4 But Ruben is remarkably blasé about the venture, which started because he was bored.

5 “Mum was sitting on the sofa, and I was sitting on the rug in the living room and I said ‘Mum, I want a website’. I thought it would be really cool to have my own site.”

6 At this point, he was **keen** – as many nine-year-olds are – on setting up a gaming website. But then he fell out of love with Minecraft.

7 “Then I said, how about book reviews,” says Ruben. And thus Mango Bubbles was born.

8 This is quite rare. It’s by children for children. There’s no ulterior motive.

9 The first book reviewed was You’re a Bad Man Mr Gum by Andy Stanton, one of Ruben’s favourite authors. He says he likes any “sad books, where people have **fatal** diseases and at the end of the book they die”.

10 The name of the site, Mango Bubbles, is a tribute to Stanton, who has a character called Friday O’Leary, but who goes by the nickname Mungo Bubbles. “And because I enjoy eating mangoes, I decided to change it to Mango Bubbles,” says Ruben.

11 Initially, the site published just a couple of reviews, written by Ruben. But when he gave a presentation at school, some of his friends asked to submit their reviews too.

12 Since then, 50 reviewers have contributed – all under the age of 18. Most of the reviewers are people Ruben has never met but who have **stumbled** across the website. Some reviews are just a few sentences long and involve lots of exclamation marks, other are fully-formed critiques.

13 Since then, the site has slowly grown. It is still relatively small – only two to three reviews get posted every week, and it receives a few thousand clicks a month rather than a few million. But it is starting to make waves.

14 Statistics suggest children’s literature in Britain is enjoying a golden period. The children’s book market is on course for an 11.7 per cent increase to £394 million this year – making 2016 the biggest year for children’s books for the third year in a row, according to Nielsen Bookscan, the research firm that tracks the market.

<http://www.telegraph.co.uk/books/childrens-books/britains-influential-book-reviewer/>

## **INSTRUCTIONS**

- Read the questions carefully. Some questions consist of more than one part.
- Answer the questions in **FULL SENTENCES** unless otherwise asked. Marks **will not be awarded** for one-word answers or fragments.
- Answer the questions **in your own words**. Answers taken directly from the text will not be considered, unless you have been specifically asked to quote.
- **Use the mark allocation to guide the required length of your answers.**

## **QUESTIONS ON TEXT A**

### **Refer to paragraph 1**

1.1 Put the following into your own words: [1]

- 'Screen time stops children reading.'
- Using computers and watching television prevents children from reading books.**
- 1.2 What does Enid Blyton do? [1]  
**Writer**
- 1.3 What can we understand about the children's attention span as a result of the use of the word 'gnat'. Explain your answer [2]  
**Their attention spans are very small. Gnats are tiny insects.**
- Refer to paragraph 2**
- 1.4 How old is Ruben? [1]  
**11**
- 1.5 What is the name of Ruben's website? [1]  
**Mango Bubbles**
- 1.6 What happens on Ruben's website? [1]  
**Books are reviewed**
- Refer to paragraph 3**
- 1.7 What does the phrase, "to make waves", mean? [1]  
**create a significant impression.**
- Refer to paragraph 4**
- 1.8 Why did Ruben start the website? [1]  
**he was bored.**
- 1.9 Select the meaning of the word 'blasé' from the list below. Write ONLY the letter that corresponds with your answer. [1]  
A. Fine  
B. A jacket  
C. unimpressed  
D. vocal  
**C**
- Refer to paragraph 6**
- 1.10 Which video game did Ruben enjoy? [1]  
**Minecraft**
- Refer to paragraph 8**
- 1.11 In your opinion, do you think a website "by children for children" would be effective? Give two reasons for your answer. [2]  
**Yes. Children would be better judges of what children would enjoy.**  
**[Accept any reasonable answer.]**
- Refer to paragraph 9**
- 1.12 Name the book written by Andy Stanton. [1]  
**You're a Bad Man Mr Gum**
- Refer to paragraph 10**
- 1.13 What is Mungo Bubbles's real name? [1]  
**Friday O'Leary**
- Refer to paragraph 11**
- 1.14 Where did Ruben first present his idea? [1]  
**At school.**
- 1.15 Do you think Ruben's presentation was interesting? Explain your answer. [2]  
**Yes. Children who heard his presentation asked if they could write reviews for it, showing that they found the presentation interesting and paid attention to it, and as a result, wanted to take part.**
- Refer to paragraph 12**

- 1.16 What do the reviewers on Ruben’s site have in common? [1]  
**all under the age of 18**
- 1.17 ‘Some reviews are just a few sentences long and involve lots of exclamation marks. ‘Do you think that is an effective review? Why? [2]  
**Yes. Children are not interested in long, wordy reviews. They just want to know if they will enjoy the book.**  
**No. It does not reveal much information about the book. People read reviews for information.**  
**[Accept any reasonable answer.**  
**No marks awarded for Yes/No.]**

**Refer to paragraph 13**

- 1.18 Do you think Ruben's website is popular? Give two reasons for your answer. [2]  
**Yes. He has a steady flow of reviews coming in every week, and he has thousands of people viewing his site in a month.**  
**No. He only put 2 to 3 new reviews out a week, and only a few thousand people view his site a month. Popular websites get more views.**  
**{Accept any reasonable answer.**  
**No marks awarded for Yes/No.]**

- 1.19 Is the following statement true or false? Quote to support your answer. [2]  
 “Millions of viewers visit Ruben’s site every month.”  
**False. “it receives a few thousand clicks a month rather than a few million.”**

**Refer to paragraph 14**

- 1.20 What is meant by the phrase ‘golden period’? Explain how you know this. [2]  
**It is a time where things are going well, in this context, financially. Golden can give the idea of wealth, it has the connotations of happiness, prosperity etc.**

- 1.21 Which year was most successful in children’s book publishing? [1]  
**2016**

**Refer to the comprehension in general**

- 1.22 How is Ruben different to other children? Find two things. [2]  
**He doesn’t enjoy Minecraft any more**  
**He enjoys reading**  
**He likes eating fruit / mangoes**  
**He has a website where other children contribute**  
**He likes sad stories where the hero dies**  
**[There are multiple answers to this. This list is not conclusive.]**

**[SECTION A TOTAL: 30]**

**TAXONOMY FOR QUESTION 1**

|         |                              | Keywords                  | Question number                      | Req      | This paper |
|---------|------------------------------|---------------------------|--------------------------------------|----------|------------|
| Level 1 | <b>Literal</b> (information) | e.g. Name; List; Identify | 1.1, 1.4, 1.5, 1.6, 1.8, 1.10, 1.12, | 12 marks | <b>12</b>  |

|         |   |  |   |                 |           |
|---------|---|--|---|-----------------|-----------|
|         | in the text)  | Describe;<br>Relate  |   |                 |           |
| Level 2 | <b>Reorganisation</b><br>(analysis, synthesis or organisation of information)     | Summarise the main ideas;<br>State differences/similarities                                    | 1.13, 1.14, 1.16,<br>1.19, 1.21,        | 40%             |           |
| Level 3 | <b>Inference</b><br>(engagement with information in terms of personal experience) | e.g. Explain the main idea; What is the writer's intention;<br>What, do you think, will be ... | 1.2, 1.3, 1.7, 1.9,<br>1.15, 1.20, 1.22 | 12 marks<br>40% | <b>12</b> |
| Level 4 | <b>Evaluation</b><br>(judgements concerning the value or worth)                   | e.g. Do you think that;<br>Discuss critically;   | 1.11, 1.17, 1.18                        | 6 marks<br>20%  | <b>6</b>  |
| Level 5 | <b>Appreciation</b> (assess the impact of the text)                               | Discuss your response;<br>Comment on writer's use of language                                  |   |                 |           |

## SECTION B: LANGUAGE IN CONTEXT

### QUESTION 2: VOCABULARY

Match the words in COLUMN A with the correct synonyms in COLUMN B. Write down only the question number (2.1–2.5) and the letter (A–E) of the correct answer.

|                 |                 |
|-----------------|-----------------|
| <b>COLUMN A</b> | <b>COLUMN B</b> |
| 2.1 Fondness    | A Bump into     |
| 2.2 Launched    | B Interested    |
| 2.3 Fatal       | C Liking        |
| 2.4 Stumbled    | D Deadly        |
| 2.5 Keen        | E Started       |

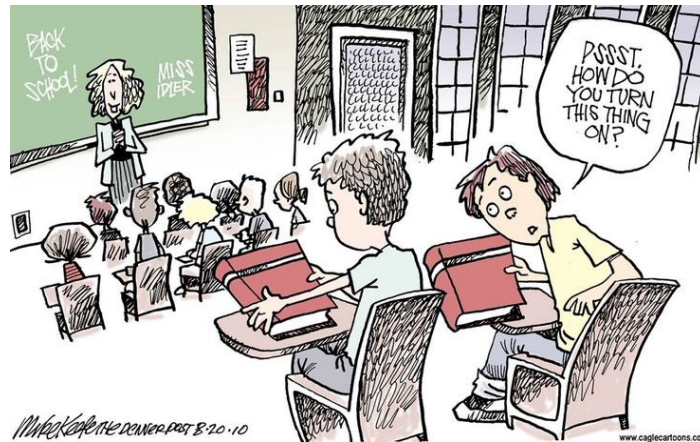
[5]

|            |          |
|------------|----------|
| <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: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

Study TEXT B AND TEXT C and answer the set questions.

#### TEXT B: CARTOON



#### QUESTIONS ON TEXT B

- 3.1 Explain what is happening in this cartoon. [2]  
**Two boys in class, who have never seen a book before, are trying to work out how to use it.**
- 3.2 What is the message of this cartoon? [1]  
**Children use too much technology / Books are not used any more.**
- 3.3 Do you agree with the message of this cartoon? Justify (prove) your answer. [2]  
**Yes. People prefer to read books on their phones or Kindles. / Children do not read books anymore.**  
**No. Book shops still exist and make profits. Some people prefer books to electronic platforms for reading. / People are being alarmist when they say that children do not read books. Children still use books in school...**  
**[Open answer.]**  
**Answer must match the message given in 3.2]**

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#### TEXT C: CARTOON



Frame 1

Frame 2

Frame 3

Frame 4

Note: The boy in the cartoon is called Calvin

#### QUESTIONS ON TEXT C

- 3.4 What is Calvin doing in frame 1? How do you know? [2]  
**He is slamming his book closed. The movement lines above the book.**  
**[He is packing his things away at school.]**
- 3.5 Write what Calvin says in frame 2 in DIRECT speech. [1]  
**Calvin said, "See you tomorrow!"**
- 3.6 The woman in frame three can be best described as \_\_\_\_\_ . Write ONLY the letter that corresponds with your answer. [1]  
 A. Friendly  
 B. Intimidating  
 C. Understanding  
 D. Aggressive.
- B**
- 3.7 Do you agree with Calvin's statement in frame 4? Justify your answer. (Give proof, evidence why you think that.) [2]  
**Yes. Only Calvin would be able to know with any accuracy how much energy he has.**  
**No. Calvin is a little boy. Any child given the opportunity to stop working and head home would take it. Teachers need to place boundaries, otherwise no work would get done.**

/6/  
 [11]

### QUESTION 5: USING LANGUAGE CORRECTLY

Read Text D and then answer the following questions.

#### TEXT D:

- |   |  |
|---|--|
| 1 | In September 1885, a bunch of librarians spent four days wholed up in the New York City Library ( <b>NYCL</b> ).   |
| 2 | They <u>turned</u> their attention to another crucial issue: handwriting.  |
| 3 | As libraries acquired more books, card catalogues needed to <b>expand</b> fast in order to keep track of them.   |
| 4 | <u>Librarians (4.4.1) still (4.4.2)</u> had to handwrite their catalogue cards. <u>And (4.4.3)</u> this was causing problems.  |
| 5 | This <u>was (4.4.4)</u> the beginning of "library hand," a <u>penmanship (4.4.5)</u> style developed over the ensuing year for the purpose of keeping catalogues standardized and legible. |

[http://www.atlasobscura.com/articles/library-hand-penmanship-handwriting?utm\\_source=twitter&utm\\_medium=atlas-page](http://www.atlasobscura.com/articles/library-hand-penmanship-handwriting?utm_source=twitter&utm_medium=atlas-page)

#### QUESTIONS ON TEXT D

- 4.1 Identify the type of abbreviation used in 'NYCL'. (**paragraph 1**) [1]  
**Initialism**
- 4.2 A word has been spelt incorrectly in paragraph 1. Write ONLY the correction. [1]  
**Holed**
- 4.3 Is 'turned' in paragraph 2 a finite verb. Give TWO reasons for your answer. [2]  
**Yes. Subject - they; tense - past**  
**[If learner only says subject or tense without identifying the subject or tense, award ½ mark.]**



4.4 Identify the parts of speech in the underlined words in **paragraphs 4 and 5**. Please number your answer according to the number provided after the word. [5]

**4.4. Noun**

**1**

**4.4. Adverb**

**2**

**4.4. Conjunction**

**3**

**4.4. Verb**

**4**

**4.4. adjective**

**5**

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[SECTION B TOTAL: 25 MARKS]

### TAXONOMY FOR QUESTIONS 2 - 4

|         |   | Keywords  | Question number              | Req             | This paper |
|---------|---|---|------------------------------|-----------------|------------|
| Level 1 | <b>Literal</b><br>(information in the text)                                       | e.g. Name; List; Identify Describe; Relate  | 2.1-2.5, 3.1, 3.4, 4.2       | 10 marks<br>40% | 10         |
| Level 2 | <b>Reorganisation</b><br>(analysis, synthesis or organisation of information)     | Summarise the main ideas; State differences/ similarities                                   |                              |                 |            |
| Level 3 | <b>Inference</b><br>(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 ... | 3.4, 3.5, 3.6, 4.1, 4.3, 4.4 | 10 marks<br>40% | 10         |
| Level 4 | <b>Evaluation</b><br>(judgements concerning the value or worth)                   | e.g. Do you think that; Discuss critically;   | 3.2, 3.3, 3.7                | 5 marks<br>20%  | 5          |
| Level 5 | <b>Appreciation</b><br>(assess the impact of the text)                            | Discuss your response; Comment on writer's use of language                                  |                              |                 |            |