

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."

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Herzlia High	Rondebosch Boys'	St Mary's DSG Kloof	Wynberg Secondary

ENGLISH HOME LANGUAGE

GRADE 9 JUNE EXAMINATION

Time: 2 hours

Total: 70 marks

PLEASE READ THE FOLLOWING INSTRUCTIONS CAREFULLY

1. This question paper consists of 10 pages.
2. You are required to answer all five questions:

QUESTION ONE: COMPREHENSION
QUESTION TWO: VISUAL LITERACY
QUESTION THREE: LANGUAGE AND GRAMMAR
QUESTION FOUR: UNSEEN POETRY
QUESTION FIVE: *THE BONE SPARROW*

3. Read all the questions carefully.
4. Number your answers exactly as the questions are numbered.
5. Rule a double margin and remember to leave lines between your answers.
6. Consider the mark allocation when answering questions.

QUESTION ONE

COMPREHENSION

Read the passage (SOURCE A) below and answer the questions that follow.

SOURCE A

Instagram is a new way to share the stories of Holocaust survivors

- 1 The words of survivors have been critical in remembering the Holocaust for years. The Holocaust was the imprisonment and mass killing of Jews during World War II by Nazi Germany based on their race and ethnicity. However, the last generation that really remembers and cares about the Holocaust is shrinking.
- 2 "If we want to bring the memory of the Holocaust to the young generation, we have to bring it to where they are," said Mati Kochavi. "And they're on Instagram." ***The Diary of a Young Girl*** by Anne Frank gripped older people. The book describes her Jewish family's experiences in hiding from Nazis during the war. Now an online account based on the real-life journal of a Jewish victim who was 13 years old is getting attention among the young. It is called Eva.Stories, and it is on Instagram.
- 3 Kochavi created a series of Instagram stories of Eva Heyman's life, in the hope that today's kids could connect to her. The story went live on May 1, Holocaust Remembrance Day. The updates appear as if Eva had owned a smartphone during World War II and was using Instagram to share her story. The stories show Eva's imagined life: dancing with friends, a birthday with her grandparents and Nazi troops marching through the streets.
- 4 Most of the feedback about the initiative appears to be positive. However, some critics fear using emojis and hashtags risks making light of Holocaust horrors, calling it "a cheapening of the Holocaust." However, Kochavi defended Instagram as a place to show history's relevance at a time when hostility toward Jews is growing in some places.
- 5 Human memories are fading. However, Eva's story is part of a push to get young people's attention. The efforts are to save the stories of survivors forever.

Adapted from: "Holocaust Story on Instagram Hopes to Attract a Younger Audience." Newsela, newsela.com/read/sharing-holocaust-new-generation/id/51588/.

QUESTIONS

Refer to Source A.

- 1.1 Refer to paragraph 1.
Suggest a reason why “the last generation that really remembers and cares about the Holocaust” might be shrinking. (2)
- 1.2 Refer to paragraph 2.
1.2.1 Where can Eva.Stories be found? (1)
1.2.2 Consider the differences and similarities in both Eva.Stories and *The Diary of a Young Girl*. (2)
- 1.3 Refer to paragraph 3.
1.3.1 On what day was Eva.Stories released? (1)
1.3.2 Explain why might this have been an appropriate day to release Eva.Stories? (2)
- 1.4 Refer to paragraph 4.
“*[it is a] cheapening of the Holocaust.*”
1.4.1 Write only the letter. The person quoted as saying this was feeling:
a) excited
b) nervous
c) angry
d) concerned (1)
1.4.2 What aspect of Eva’s story on Instagram do critics feel is “making light of Holocaust horrors”? (1)
1.4.3 Consider your response to question 1.4.2. Comment on whether you agree with his/her reason. (2)
- 1.5 Refer to paragraph 5.
“*Human memories are fading.*”
1.5.1 What does it mean if something ‘fades’? (1)
1.5.2 Consider your response to question 1.5.1. Explain why this an effective image in this context. (2)
- 1.6 Refer to the passage as a whole.
Discuss whether you think the decision to tell Eva’s story through Instagram stories is an effective way to keep her memory alive. Support your response with evidence from the text. (3)
- 1.7 Discuss whether you believe it is still important to remember the Holocaust and to hear survivors’ stories. (2)

TOTAL FOR QUESTION 1: [20]

QUESTION TWO

VISUAL LITERACY

Examine the sources (SOURCES B and C) below and answer the questions that follow.

SOURCE B



QUESTIONS

- 2.1 Which clue suggests this meme was found online? (1)
- 2.2 The expletive (swear word) has been blurred out.
Explain what the expletive tells the reader about how the speaker feels about this topic. (1)

2.3 Write only the letter. The writer's tone in SOURCE B is:

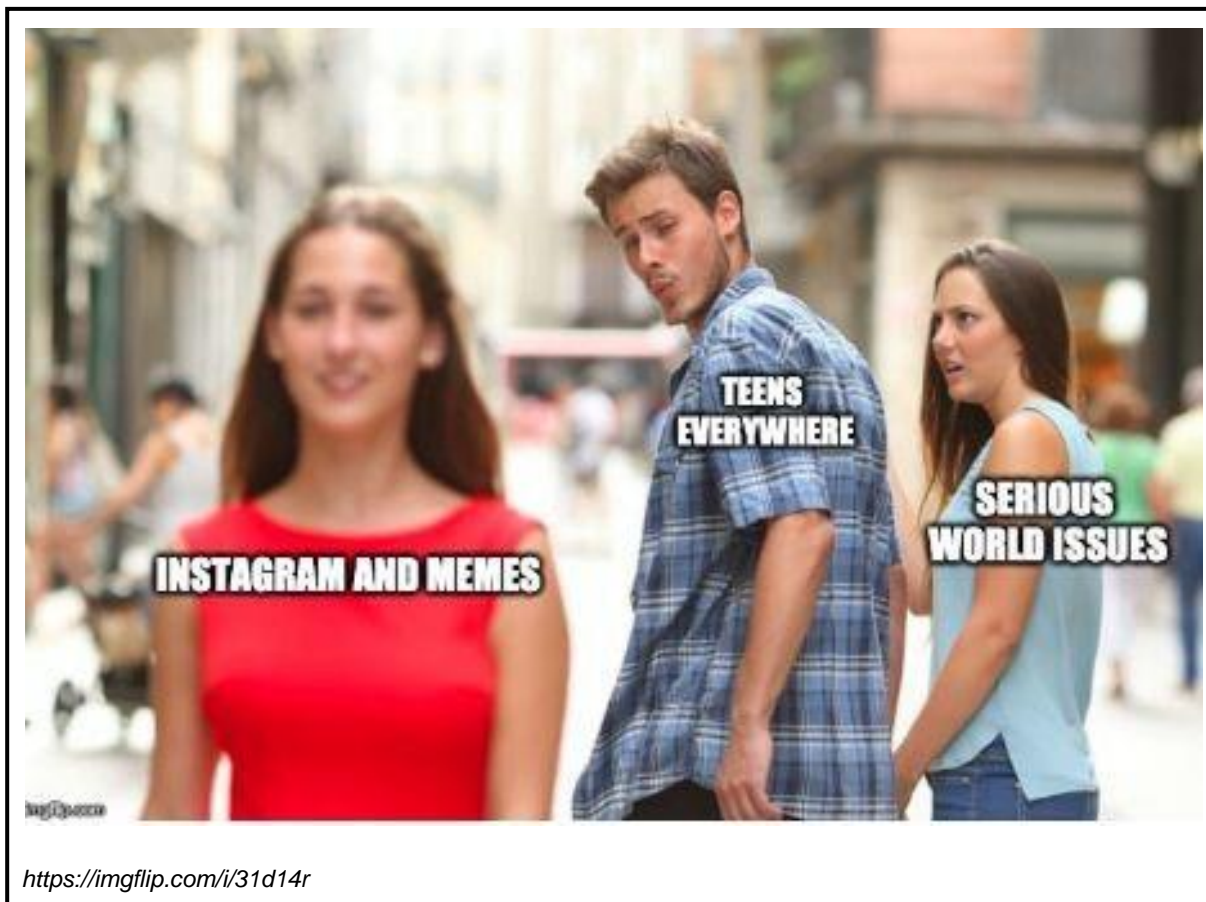
- a) matter-of-fact
- b) menacing
- c) sarcastic

(1)

2.4 Write a tweet in response to this meme. Your tweet should be 160 characters in length, and contain at least one hashtag.

(2)

SOURCE C



2.5 Refer to the man's reaction to the woman in the forefront of the image.

2.5.1 Write only the letter. The man is _____ by her.

- a) impressed
- b) distracted
- c) disgusted

(1)

2.5.2 Explain your response to question 2.5.1 by describing his body language.

(2)

2.5.3 What message is the creator of this meme making about teenagers?

(2)

TOTAL FOR QUESTION 2: [10]

QUESTION THREE

LANGUAGE AND GRAMMAR

SOURCE D

- | | | |
|---|---|------------|
| 1 | Social media is lending itself to been more than just an enjoyable place to share videos of cats and keep in touch with family faraway ³ . It is <u>evolving</u> ¹ in to a tool to be used to change the world politically and socially. Studies show that “citizens who have excess to the internet and social media platforms are more <u>aware</u> ² of their social, political and economic environment then those citizens who lack access.” | 1

5 |
| 2 | Currently, social media has just started being <u>utilized</u> ⁵ for global change. It will be a lot harder to ignore problems that are happening around the world when everyone is so easily connected. <u>The future will see people having more of an input because governments and officials won't be able to ignore a global community demanding change without severe repercussions</u> ⁴ . | |
| 3 | There are so many examples of how we are beginning to use social media for social and political change and likely we are going to see the numbers and events just explode ⁶ and grow with the ever expanding online community. | 10 |

Adapted from: "The Future of Social Media Is in Social & Political Change." Social Media for Business Performance, smbp.uwaterloo.ca/2015/03/the-future-of-social-media-is-in-social-political-change/.

- 3.1 Below is a table. Words have been categorised according to parts of speech. Complete the table.

Noun	Adjective	Verb	Adverb
ignorance	ignorant	(3.1.1)	ignorantly
(3.1.2)	explosive	explode	explosively
society	social	socialise	(3.1.3)
enjoyment	(3.1.4)	enjoy	enjoyably

3.1.1 Provide the verb form of 'ignorance'.

3.1.2 Provide the noun form of 'explode'.

3.1.3 Provide the adverbial form of 'social'.

3.1.4 Provide the adjectival form of 'enjoy'.

[4 X 1/2] = (2)

3.2.1 Provide a synonym for 'evolve'¹ (paragraph 1, line 2). (1)

3.2.2 Using a prefix, provide an antonym for 'aware'² (paragraph 1, line 4). (1)

3.3 Identify and correct the **four** errors in paragraph one (lines 1 - 5). Write the incorrect word, followed by the correction. Label them as follows: 3.3.1, 3.3.2, 3.3.3, 3.3.4.

Example: 3.3.1. faraway³ - far away

(4)

- 3.4 *The future will see people having more of an input because governments and officials won't be able to ignore a global community demanding change without severe repercussions.*⁴
(paragraph 2, lines 7 - 9).
This is an example of a compound sentence.
- 3.4.1 Is the above statement true or false? Write only true or false. (1)
- 3.4.2 Explain your answer to question 3.4.1. (1)
- 3.4.2 Using the correct punctuation, write lines 7 - 9 as **two simple sentences** instead. (1)
- 3.5 Refer to the word 'explode'⁶ in paragraph 3, line 11.
Write only the correct letter. This is an example of:
- a) a homophone
 - b) a metaphor
 - c) personification (1)

TOTAL FOR QUESTION 3: [12]

QUESTION FOUR

UNSEEN POETRY

Read the excerpt from this poem (SOURCE E) below and answer the questions that follow.

SOURCE E

Wrong information always shown by the media	1
Negative images is the main criteria	
Infecting the young minds faster than bacteria	
Kids wanna act like what they see in the cinema	
Whatever happened to the values of humanity?	5
Whatever happened to the fairness and equality?	
Instead of spreadin' love we spreadin' animosity	
Lack of understandin' leading us away from unity	
That's the reason why sometimes I'm feelin' under	
That's the reason why sometimes I'm feelin' down	10
It's no wonder why sometimes I'm feelin' under	
Gotta keep my faith alive 'til love is found	

Excerpt from "Where is the Love?" by Black Eyed Peas

- 4.1 Refer to lines 5 - 12.
- 4.1.1 Summarise the poet's message in this excerpt. (1)
- 4.1.2 Based on your above answer, provide a suitable alternative title for this poem. (1)

- 4.2 Refer to lines 1 - 4.
Wrong information always shown by the media
Negative images is the main criteria
Infecting the young minds faster than bacteria
Kids wanna act like what they see in the cinema
These lines contain rhyme. Explain why this statement is true. (1)
- 4.3 Refer to lines 5 - 6.
What is the effect of the rhetorical questions that have been included in these lines? (1)
- 4.4 Refer to lines 2 - 3.
Negative images is the main criteria
Infecting the young minds faster than bacteria
- 4.4.1 Identify the figure of speech the poet has used in the above image. (1)
- 4.4.2 Complete the sentence below. Write only your answer.
Negative images are being compared to the _____ of _____. (1)
- 4.4.3 Explain why this is an effective image. (2)

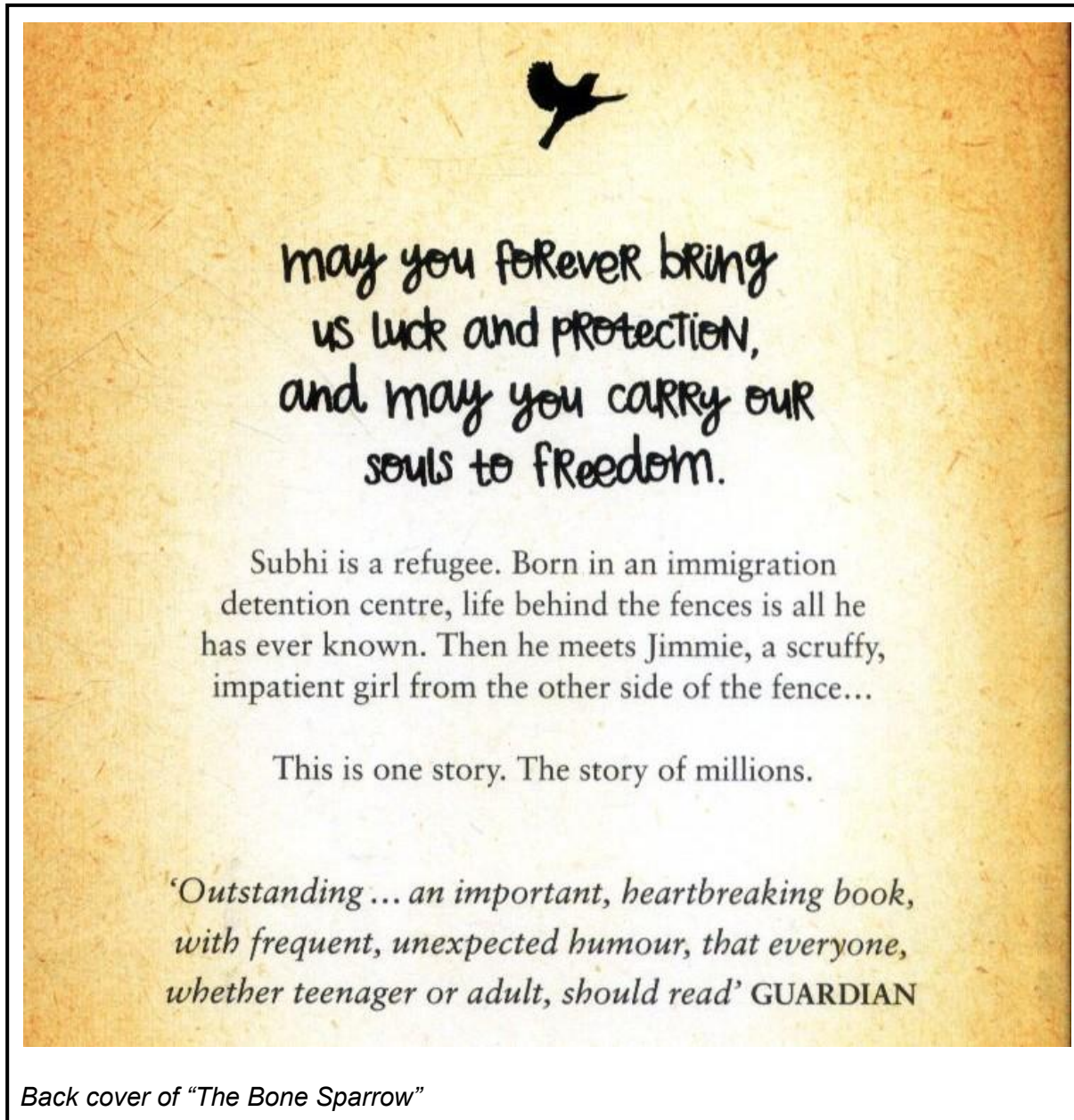
TOTAL FOR QUESTION 4: [8]

QUESTION FIVE

THE BONE SPARROW

Examine SOURCE F then answer the questions that follow.

SOURCE F



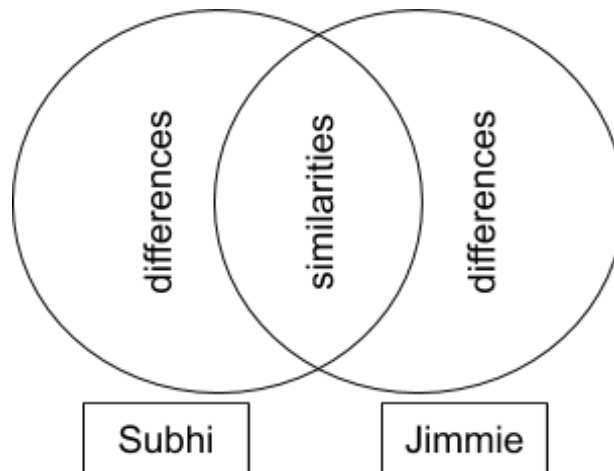
QUESTIONS

5.1 "Subhi is a refugee"

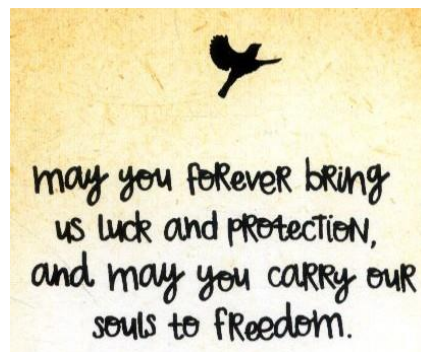
Where has Subhi had to flee from?

(1)

- 5.2 “Life behind the fences is all he has ever known”
Explain how Subhi’s experience of the camp differs from his sister and Eli’s experiences? (3)
- 5.3 Draw a Venn diagram (see how below) and compare and contrast the characters of Subhi and Jimmie. There should be **two differences** and **one similarity**. (3)



5.4



- 5.4.1 What do birds symbolise or represent in the novel? Quote from the above image. (1)
- 5.4.2 Consider your answer to 5.4.1. Discuss why this is an appropriate symbol. (3)
- 5.5 “This is one story. The story of millions.” (SOURCE F)
- 5.5.1 Write only the correct letter. Subhi tells the story of *The Bone Sparrow*. Therefore it is told from the point of view of:
- third person
 - omniscient narrator
 - first person
- (1)
- 5.5.2 Consider your response to question 5.5.1. What are the disadvantages of the story being told from this perspective? (2)
- 5.5.3 Explain what the writer means in saying that this one story is the story of millions. (1)
- 5.6 “An important...book...that everyone...should read” (SOURCE F)
Discuss why the writer of the Guardian’s review would say that it is important that everyone reads *The Bone Sparrow*. In your response, consider the issues the novel deals with. (5)

TOTAL FOR QUESTION 5: [20]

