# Bergvliet High School

# English Home Language

**Name: _____**

**Grade: _____**

**November Examination 2025**

**Grade 8 Task 10**

**English Paper 1 – 60 marks** **Time: 1½ hours**

| | Marks | Learner Mark |
|---|---|---|
| **TOTAL SECTION A, B, C & D** | **60** | |

| Section | Question | | Marks | Learner Marks |
|---|---|---|---|---|
| A | 1 | Literary Text | 20 | |
| B | 2 | Visual Text: Advertisement | 5 | |
| B | 3 | Visual Text: Cartoon | 5 | |
| C | 4 | Summary | 10 | |
| D | 5 | Language Structures and Conventions | 20 | |

Examiner: Mrs G Papangeli

Moderator: English Department

**PLEASE DETACH THIS PAGE AND ATTACH IT TO THE FRONT OF YOUR ANSWER SHEETS.**

# Bergvliet High School
# English Home Language

## November Examination 2025
## Grade 8 Task 10

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## INSTRUCTIONS AND INFORMATION

1. This question paper consists of FOUR sections:

| | |
|---|---|
| SECTION A: Literary Text | (20) |
| SECTION B: Visual Text: Advertisement | (5) |
| Visual Text: Cartoon | (5) |
| SECTION C: Summary | (10) |
| SECTION D: Language Structures and Conventions | (20) |

2. Read ALL the instructions carefully.

3. Answer ALL the questions.

4. Answer ALL the questions on this question paper.

5. Write neatly and legibly.

6. Write with a BLUE or BLACK pen.

7. Pay special attention to spelling and sentence construction.

8. Suggested time allocation:

   SECTION A: 35 minutes
   SECTION B: 15 minutes
   SECTION C: 20 minutes
   SECTION D: 20 minutes

**SECTION A: LITERARY TEXT**

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

Read TEXTS A and B below and answer the set questions.

**TEXT A**

| | |
|---|---|
| | **_GOODNIGHT MISTER TOM_ by Michelle Magorian** |
| | **An extract from Chapter 18 – 'Recovery'** |
| 1 | Will was relieved when daylight filtered into his room. He dreaded the terrors of night. |
| 2 | Zach meanwhile visited the cottage regularly, but Will was usually asleep when he called and Tom didn't want to disturb him. Day after day a tremendous fatigue swept through and drained Will's entire body. Eating took a supreme effort, and the smallest task, be it cleaning his teeth or holding a book, exhausted him into another deep sleep. |
| 3 | One night he was so feverish that Tom stayed by his bed keeping watch. Sammy had been left downstairs in the front room with the door closed firmly behind him. |
| 4 | Will moaned and cried out, pushing the blankets away from his legs. He arched his back and gritted his teeth like a baby having a hysterical tantrum, and with flailing limbs he appeared to be fighting some powerful force. The sweat trickled down him in never-ending streams. Tom felt quite helpless. There was nothing he could do except stay with Will and go with what was happening. He hugged him when he woke and encouraged him to talk about his nightmares as much as possible. |
| 5 | By four o'clock in the morning Will had soaked every sheet in the cottage and was now reduced to wearing yet another of Tom's shirts. He grew increasingly hotter until, at one point, Tom was sorely tempted to run over to the Littles' to fetch the doctor. He quickly dismissed the idea. He didn't dare leave in case Will should wake from one of his nightmares during his absence. |
| 6 | It was during one particular dream that Will suddenly froze on the bed. He spread his legs and arms outwards as if backing up against a wall, tipped his head back, and let out the wildest and most terrifying scream Tom had ever heard. It shook him to his very bowels. He couldn't remember how long the scream lasted. It sounded like a baby crying in despair, an old forgotten scream that must have been swallowed down years before. |
| 7 | He found himself being dragged back to the day when Rachel had given birth to their son. Tom had been a young man of twenty then and still very deeply in love. He remembered how he had paced the floor in the living room listening to her moans from the bedroom and then the sudden silence. He had turned to find the midwife standing at the door shaking her head sadly. He remembered how he had run across the hall and into their bedroom, how he had clasped Rachel's hand. She had smiled so tenderly at him. He had tried to ignore how thin and pallid she was and had glanced down at her side to where a tiny red-faced baby lay. |
| 8 | "Ent he beautiful," she had whispered, and he had nodded and watched helplessly as the old familiar colour of scarlatina spread across both their faces. |

| | |
|---|---|
| 9 | "Yous'll have to git blue," she had whispered to him, for during her pregnancy he had brought her a new pot of paint for each month of her being with child. The ninth was to be blue if she had given birth to a boy, primrose yellow if it had been a girl. |
| 10 | After they had died, he had bought the pot of blue paint and placed it in the black wooden box that he had made for her one Christmas, when he was eighteen. As he closed the lid, so he shut out not only the memory of her but also the company of anyone else who reminded him of her. |

## QUESTIONS

Refer to the heading, 'Recovery'.

1.1 Why do you think the chapter name is in inverted commas?

_____

_____

(2)

Refer to paragraph 1.

1.2 Explain what 'the terrors of night' were.

_____

_____

(2)

Refer to paragraph 2.

1.3 Why did Will find even the smallest tasks, so difficult?

_____

_____

(2)

Refer to paragraph 3.

1.4 Who is Sammy?

_____

(1)

Refer to paragraph 4.

1.5 '…gritted his teeth like a baby having a hysterical tantrum…'

1.5.1 Identify the figure of speech in the sentence above.

_____ (1)

1.5.2 Explain the effectiveness of this figure of speech.

_____

_____

(2)

Refer to paragraph 5.

1.6 Why does Tom not want to leave Will home alone?

_____

_____

(2)

Refer to paragraph 6.

1.7 Explain the following sentence in your own words:

'It shook him to his very bowels.'

_____

_____ (2)

Refer to paragraph 7.

1.8.1 Who is Rachel?

_____

(1)

1.8.2 Provide a synonym for the word, 'pallid'.

_____ (1)

Refer to paragraph 8.

1.9 Give the reason that Rachel and her baby boy died.

_____

(1)

Refer to paragraph 9.

1.10 Yous'll have to git blue.

Write the sentence above in formal English.

_____

(2)

Refer to paragraph 10.

1.11 Why did Tom want to shut out Rachel's memory?

_____ (1)

**TOTAL SECTION A: 20**

**SECTION B: VISUAL TEXT**

**QUESTION 2: ADVERTISING**

**TEXT B**

# *DUBAI Style CHOCOLATE*
## *A steal at just R249.95!*




South Africans no longer have to wait to taste the viral Dubai-style Chocolate as Lindt South Africa just confirmed the brand will release their own variety on Friday, 2 May, 2025. The Swiss chocolatier has launched its own version of Dubai-style chocolate with great success, as shoppers have been clearing the shelves of the newest food craze.

## QUESTIONS

2.1 Look at the different elements that make up the visual image (picture) of the advert. Do you think this is a successful advert? Give THREE reasons for your answer.

_____

_____

_____ (3)

2.2 Refer to the phrase, ‘A steal at just R249.95!’ In your own words, explain the meaning of this phrase.

_____ (1)

2.3 Identify the part of speech of the underlined word, ‘food’.

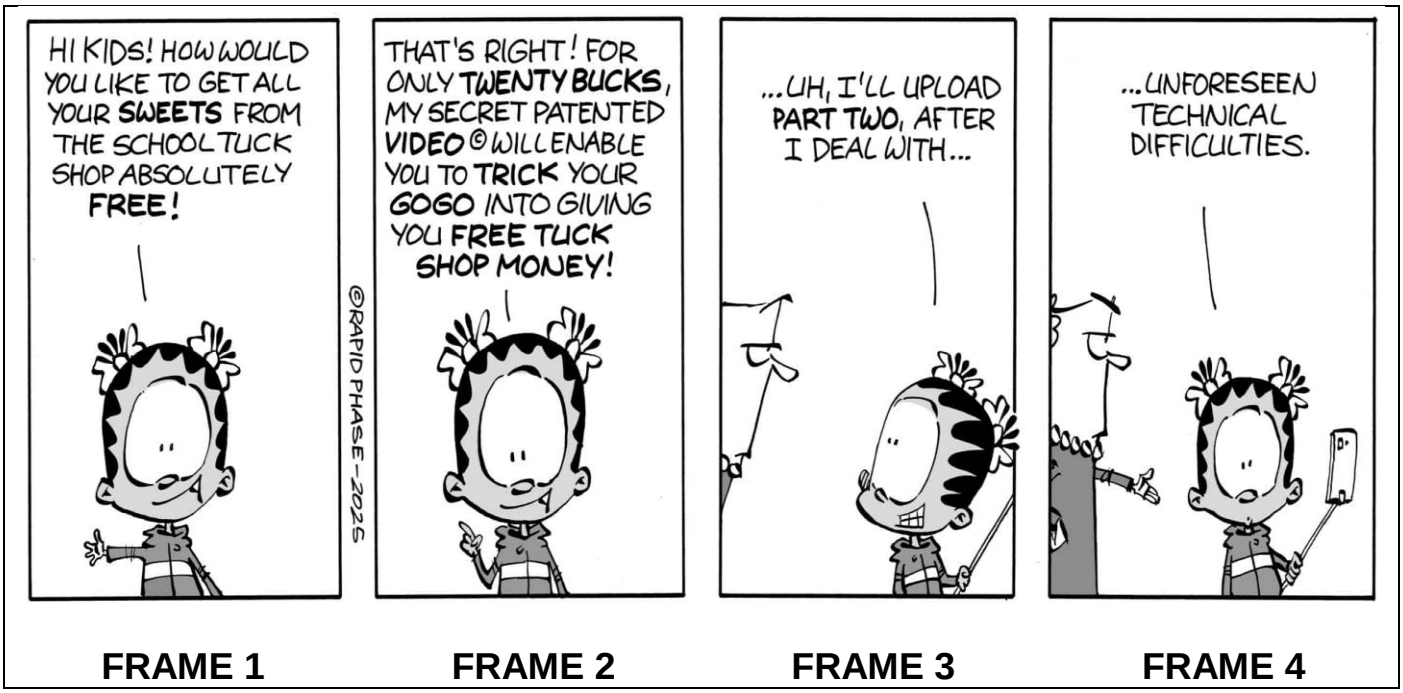
_____ (1)

**[5]**

**SECTION B: VISUAL TEXT**

**QUESTION 3: CARTOON**

**TEXT C**




## QUESTIONS

3.1 Refer to Frame 2.
Give a more formal word for the word, ‘GOGO’.

_____ (1)

3.2 Refer to Frame 3.
What emotion is the little girl feeling in this frame? Comment on her facial expression to substantiate your answer.

_____

_____

_____ (2)

3.3 Refer to Frames 3 – 4.
Explain the humour in this advertisement.

_____

_____

_____ (2)

**[5]**

**TOTAL SECTION B: 10**

**SECTION C: SUMMARY**
**QUESTION 4:**

Summarise TEXT D below into **7 short tips on how to learn to love the outdoors.**

**Instructions:**

1. Your summary must be written in point form.
2. List your SEVEN points in full sentences, using no more than **70 words**.
3. Number your sentences from 1 to 7.
4. Write only ONE point per sentence.
5. Use your OWN words as far as possible.
6. Indicate the total number of words you have used in brackets at the end of your summary.

**TEXT D**

To learn to love the outdoors, start with simple, consistent activities like taking short walks in a nearby park, and gradually increase your time and complexity. Make it a positive experience by planning pleasant outings, finding a buddy to join you, and identifying a specific intention, such as taking photos or exercising. Engaging your senses through activities like bird watching or identifying plants can deepen your connection to nature.

Locate parks, trails, or even just a pleasant spot in your neighbourhood to visit regularly. Schedule regular time outdoors, even if it's just a 15-minute walk after school and gradually increase the duration.

Prepare for your outing by packing snacks and water and planning your route. This helps ensure a positive experience and builds confidence for future adventures.
Use technology to connect by taking photos, or using apps to identify plants, stars, or birds to create a deeper connection and learning experience. Slow down and notice details like the texture of a leaf, the sound of birdsong, or the feeling of the wind on your skin.

Try themed walks: Go for a specific type of walk, like a "bird walk," "leaf hunt," or a "flower walk," to focus your attention.

Make it a social or goal-oriented experience by finding a buddy. Go with a friend who is also interested in the outdoors for mutual motivation and shared experiences. Consider an activity that appeals to you, such as hiking, bird watching, cycling, or kayaking. Set goals by creating a list of outdoor activities you'd like to try in the future.

Stay comfortable and positive by starting with pleasant conditions: Plan your first few outings on nice days in comfortable locations. Don't be overly ambitious. Begin with easy and accessible activities before attempting more challenging ones.

Focus on the present moment: Pay attention to how the air feels, what you see and hear around you, and how your body feels as you move.

**TOTAL SECTION C: 10**

**SECTION D: LANGUAGE STRUCTURES AND CONVENTIONS**

**QUESTION 5**
**Read the extract below and answer the questions that follow:**

**Text E contains a few deliberate errors.**

**TEXT E**

## How to Tack up a Horse



1. Tie up your horse or secure it in a paddock or stable. When you are preparing to tack up your horse, make sure the horse is secure so that it can't run away from you. Many people use a slip release knot if they tie up their horse, ensuring that their horse can get lose if it panics.

2. Check your horse's temperature before every ride or workout. A normal horse temperature ranges between 37.5 – 38.5 degrees celsius. Riding a horse with a fever can be very dangerous.

3. Groom your horse. Ideally you should do a full grooming, which includes both brushing the horse and picking out the feet with a hoof pick. When you pick your horses hooves face the hind end of the horse and bring the horses hoof up to you in order to lessen the risk of being kicked grooming a horse before tacking it up will help assure that the horse doesnt get saddle sores as you groom check the horse for lumps bumps swelling and heat that could mean your horse is unfit to ride. Even a slight cut can be potentially dangerous.

4. Prepare your tack. Before tacking up, make sure you have all equipment nearby and that it is in good condition.

5. After you have groomed your horse, put a saddle pad or numnah onto its back. A good rider always says, ‘Ensure that a professional saddle fitter has fitted your saddle properly.’ Do not ever use a saddle on a horse that has not been fitted for that particular horse. Saddles are measured according to the size and height of the horse and rider. Place the front of the pad at the front on the horse's withers. The withers are located where the top part of the animal's shoulder blades meet the animal's neck, typically at the base of where the mane stops growing.

6. Place the saddle on the saddle pad on the horse's back. The saddle should sit in the middle of the saddle pad. If it is sitting correctly on the pad, there will be a thin strip of the saddle pad in front of the saddle.

7. Put on the horse's girth. The horse's saddle is connected under its body with a strap called a girth. Some horses are "girthy," meaning they don't like their girth being tightened. They may attemt to bite you when you tighten their girth. Make sure the girth is tight enough so that your saddle doesn’t slip. As a general rule, your girth should be tight enough so that you can fit 2 fingers under it but the saddle won't move easily. Always tighten the girth again once you have warmed up, as horses tend to puff their stomach out when being tacked up.

8. Adjust your stirrups. Once the saddle is on and secured, you can adjust the stirrups to the proper length. The length of stirrups varies according to the length of the rider’s legs.

9. Wrap the horse's legs with boots, starting below its knee and covering its ankles and cannon bones. Make sure the pressure is even throughout the boots and that they are clean and free of mud or hair.

10. Place the reins on your horse. Put the reins over the horse's head so that they don't get tangled in all the other straps on the bridle. The reins will ensure that you will always have control over your horse.

11. Put the bit in the horse's mouth. Put a finger on each side of the bit and gently push against the horse's mouth. If the horse does not take in the bit, it is a good idea to put your thumb in the very corner of the horse's mouth where there are no teeth and push on the horse's tongue.

12. Place the bridle on the horse. Put the crown or headpiece of the bridle over the horse's ears. When it is placed correctly, the headstall of the bridle should be behind the ears, and the brow band should be in front of the ears.

13. The throat latch and noseband must be buckled tightly by the rider. When you buckle the throat latch, you should be able to fit 4 fingers in between the horse and the throat latch. You should be able to fit 2 to 3 fingers under the nose band when you buckle it.

14. Once all of the above steps are in place, mount your horse and enjoy the ride. All of this hard work in preparing your horse for a ride, will be well worth it.

***by Ryan Corrigan, LVT, VTS-EVN, October 15, 2025***

## QUESTIONS:

5.1 Refer to paragraph 1.

Identify the part of speech of each of the underlined words:

5.1.1 secure - _____

5.1.2 stable - _____

5.1.3 release - _____

5.1.4 their - _____ 4 x ½ = (2)

5.2 An incorrect word has been used in this paragraph. Correct the word.

_____ (1)

5.3 Refer to paragraph 3.

All capital letters and punctuation marks have been removed from the following lines:

When you pick your horses hooves face the hind end of the horse and

bring the horses hoof up to you in order to lessen the risk of being kicked

grooming a horse before tacking it up will help assure that the horse

doesnt get saddle sores as you groom check the horse for lumps bumps

swelling and heat that could mean your horse is unfit to ride.

12 x ½ = (6)

Add ALL the necessary capital letters and punctuation marks so that the above sentences make sense.

5.4 Refer to paragraph 5.

A good rider always says, ‘Ensure that a professional saddle fitter has fitted your saddle properly.’

Convert this line into indirect speech. Start your sentence with:

A good rider always said

_____

_____

4 x ½ = (2)

5.5 Refer to paragraph 6.

5.5.1. Provide a synonym for the word ‘middle’.

_____ (1)

Refer to paragraph 7.

5.5.2 Identify a spelling mistake in this paragraph.

_____ (1)

Refer to paragraph 8.

5.5.3 Provide an antonym for the word ‘secured’.

_____ (1)

Refer to paragraph 9.

5.5.4 Identify the function of the apostrophe in: horse’s.

_____ (1)

Refer to paragraph 10.

5.5.5 Identify the function of the apostrophe in: don’t.

_____ (1)

Refer to paragraph 11.

5.6 Identify the correct sentence type in the following sentences:

Circle the correct answer.

5.6.1. Put the bit in the horse's mouth.

A. Simple
B. Compound
C. Complex

(1)

5.6.2. Put a finger on each side of the bit and gently push against the horse's mouth.

A. Simple
B. Compound
C. Complex

(1)

Refer to paragraph 12.

5.7 Change the following sentence from active voice to passive voice:

Place the bridle on the horse.

_____ (1)

Refer to paragraph 13.

5.8 Change the following sentence from passive voice to active voice:

The throat latch and noseband must be buckled tightly by the rider.

_____

_____ (1)

**TOTAL SECTION D: 20**

**GRAND TOTAL: 60**