GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

# GAUTENG DEPARTMENT OF EDUCATION

## PROVINCIAL EXAMINATION

# NOVEMBER 2018

## GRADE 9

## ENGLISH
## FIRST ADDITIONAL LANGUAGE

## PAPER 2

**TIME:** **2 hours**

**MARKS:** **70**

**11 pages**

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**INSTRUCTIONS AND INFORMATION**

1. This question paper consists of SECTION A, SECTION B, SECTION C and SECTION D based on the prescribed content framework in the CAPS document.

   **SECTION A: COMPREHENSION (25)**

   **SECTION B: LANGUAGE STRUCTURES AND CONVENTIONS (25)**

   **SECTION C: VISUAL LITERACY (10)**

   **SECTION D: SUMMARY (10)**

2. When answering questions, candidates must apply their knowledge, skills and insight.

3. Number the answers correctly according to the numbering system used in this question paper.

4. Answer ALL the questions.

5. Where there are multiple-choice questions, choose the correct answer from the options given. Write the correct answer in your ANSWER BOOK.

6. Where one word is required, write only the correct word.

7. Write neatly and legibly.

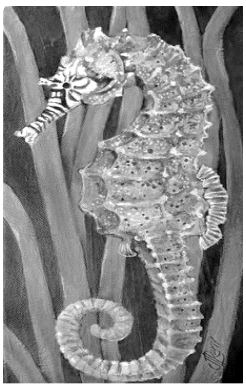
**SECTION A**
**COMPREHENSION**

**QUESTION 1**

Read the extracts and answer the questions set on them.

**TEXT A:**

**THE KNYSNA SEAHORSE OR HIPPOCAMPUS CAPENSIS**



1 Seahorses are fish that can be recognised by their horse-like heads that are angled towards their bodies. They also have a muscular tail that they use as an anchor to hold on to grass stems, corals and rocks from where they ambush their prey.

2 Knysna seahorses were the first seahorse species to be classified by the *International Union for the Conservation of Nature (IUCN)* as endangered. All over the world seahorse populations are threatened by the degradation of estuaries, sea-grass beds and mangroves. They are also accidently caught by fishing gear and used in the aquarium trade and traditional medicines.

3 The Knysna seahorses disappeared completely from the *Keurboom Estuary* after severe flooding in 2002. After a survey was done in 2014 it was found that they had returned to this area. It is thought that they were brought in by the Knysna Estuary sea current. The seahorses are protected by the *South African Fisheries Act No. 58, the Marine Living Resources Act of 1998* and *the White Paper for Sustainable Coastal Development in South Africa.*

**TEXT B:**

## THE AFRICAN PENGUIN OR SPHENISCUS DEMERSUS



1 The African penguin also known as the jackass penguin or the black-footed penguin is a species of penguin confined to southern African waters. It is also widely known as the 'jackass' penguin for its donkey-like bray although several related species of South American penguins produce the same sound.

2 Like all penguins, it is flightless, with a streamlined body and wings which are stiffened and flattened into flippers for a marine habitat. The penguin is a pursuit diver and feeds mainly on fish and squid.

3 The African penguin is now on the endangered list due to a combination of threats. In June 2002, the iron ore tanker *MV Treasure* sank between Robben Island and Dassen Island near Cape Town. 1 300 tons of fuel was leaked causing an unprecedented natural disaster for our sea life and coastal birds.

4 Oiled birds were taken to an abandoned warehouse in Cape Town where they were cleaned. Tens of thousands of volunteers helped with the rescue and rehabilitation of 19 000 birds. These birds were released near Port Elizabeth to give rescuers and clean-up crews time to de-oil the beaches and the natural habitat of the penguins. They were back in their natural surroundings within three weeks.

5 In February 2015, the *Dyer Island Conservation Trust* opened the *African Penguin and Seabird Sanctuary (APSS)* in Gansbaai, South Africa. The centre was opened by the *Department of Travel and Tourism* and will serve as a hub for seabird research carried out by the trust.

[Adapted from*: https://en.wikipedia.org/wiki* and *http://oceanadventures.co.za*]

**Use *Text A* to answer the following questions.**

1.1 In which country will we find the Knysna seahorse? (1)

1.2 Is the Knysna seahorse a real horse? Quote from the extract to support your answer. (1)

1.3 Give ONE reason why the seahorse population is dropping worldwide. (1)

1.4 What do you think, is the meaning of the word, *degradation* (paragraph 2)? (1)

1.5 Explain in your own words what it means to *ambush* your prey. (2)

1.6 Do you think it is acceptable to use seahorses in traditional medicine? Motivate your answer. (2)

1.7 What caused the seahorses to disappear from the Keurboom Estuary? (1)

1.8 Which South African Act protects our seahorses? (1)

**Use *Text B* to answer the following questions.**

1.9 Which other TWO names are given to the African penguin? (2)

1.10 The word *bray* can be described as a … (pararagraph 4). (1)

1.11 Discuss why penguins are streamlined and have flippers. (2)

1.12 In your own words, describe what a *pursuit diver* is. (2)

1.13 Explain what you think happened to our coastline and sea life after the oil spill in 2002. (2)

1.14 Describe in your own words what you do when you *volunteer* to do something? (1)

1.15 Have you ever *volunteered* to do something in your community? Explain your answer in TWO brief sentences. (2)

1.16 Choose the correct answer and write down only the correct letter.

*"…and will serve as a **hub** for seabirds…"*

The meaning of the word in bold in the context of the passage is ...

A parking garage.
B headquarters.
C wash bay.
D harbour. (1)

1.17 How do you *feel* when you realise that humans are responsible for the decline of our natural resources? Do you think that you should do something about conservation? Explain. (2)

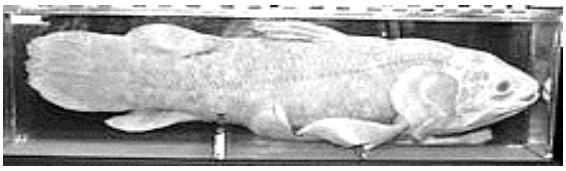
**TOTAL SECTION A: 25**

**SECTION B**

**LANGUAGE STRUCTURES AND CONVENTIONS**

**QUESTION 2**

Read the extract and answer the language questions set on it.



1 Coelacanths are a rare species of fish that are primarily found near the Comoro Islands, Indonesia and South Africa. They were thought to be extinct for 66 million years but were rediscovered in 1938 off the coast of South Africa. They are the oldest living fish and are more closely related to mammals than to fish. They are a critically endangered species.

2 The coelacanth has no real commercial value apart from being coveted by museums and private collectors. As a food source, coelacanths are almost worthless, as their tissue exudes oils that give the flesh of these fish a foul flavor.

3 They are nocturnal drift-hunters. Their bodies are covered in scales that act as armour. They have eight hollow fins and can grow up to 2 meters long and they weigh around 90 kilograms. They can live as long as 60 years or more and the more modern variants are bigger than their ancient relatives.

4 To move around they take advantage of the up-or down-wellings of the currents. Their paired fins stabilize movement through the water. Due to their abundance of fins they have high manoeuvrability and can orient their bodies in almost any direction in the water.

[*https://en.wikipedia.org/wiki/Coelacanth*]

2.1 "*Coelacanths are a rare species of fish that are primarily found near the Comoro Islands, Indonesia and South Africa.*"

2.1.1 Identify the **auxiliary verb** in the above sentence and write it down. (1)

2.1.2 Provide an **antonym** for the underlined word. (1)

2.1.3 Why do we write *South Africa* with **capital letters?** (1)

2.2 Identify the superlative degree of comparison in paragraph 1. Write down its **comparative** version. (1)

2.3 *"They are a critically endangered species."*

Rewrite the above sentence into the **future progressive tense**. (1)

2.4 "They are the oldest living fish and are more closely related to mammals than to fish."

Rewrite the above sentence into TWO **simple sentences**. (2)

2.5 Correct the spelling mistake in paragraph 2. (1)

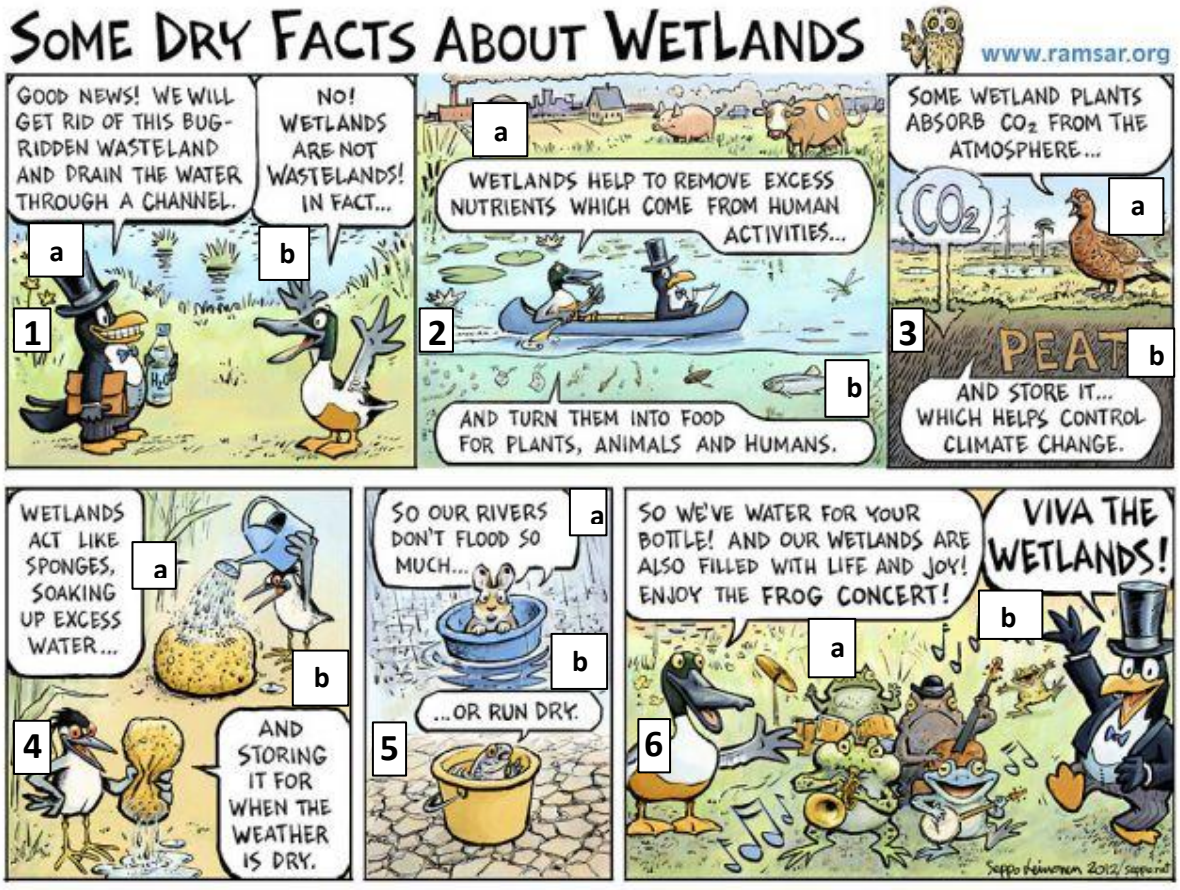
2.6 "*They can live as long as 60 years or more and the more modern variants are bigger than their <u>ancient</u> relatives.*"

2.6.1 Identify and write down the **personal pronoun** in the above sentence. (1)

2.6.2 What is the **meaning** of the underlined word in the context of the passage? (1)

2.7 Write down the **abbreviation** for *kilograms* in paragraph 3. (1)

**Study the cartoon strip and answer the questions set on it.**




2.8 Explain the use of the **opposites** in the heading. (1)

2.9 Identify TWO **sentence types** used in frame 1, *speech bubble* ***a***. (2)

2.10 Quote the **interjection** used in frame 1, *speech bubble* ***b***? (1)

2.11 Rewrite the following sentence in the **passive voice**.

*Some wetland plants absorb $CO_2$ from the atmosphere*. (2)

2.12 Rewrite *speech bubble **b*** in frame 6 in indirect speech. (1)

Start with: The bird_____

2.13 Identify the **simile** in frame 4. (1)

2.14 Write out the **contraction** in frame 5 in full. (1)

2.15 Identify the **homonym** from frame 3, *speech bubble **b***. Use the word in TWO sentences so that both the meanings become clear. (2)

2.16 **Combine** the following sentences using the word provided.

Birds use the wetlands to breed. **(and)**
Fish use the wetlands to breed. (2)

2.17 Explain the use of the comma in frame 2, *speech bubble **b***. (1)

**TOTAL SECTION B: 25**

**SECTION C**

**VISUAL LITERACY**

**QUESTION 3**

Study the pamphlet below and answer the questions set on it.



3.1 Provide TWO **visual clues** on how the eye of the reader is drawn towards the focal area. (2)

3.2 Where will this event take place? (1)

3.3 3.3.1 What is the **App** in this pamphlet called? (1)

3.3.2 Why do you think they want to create a trash database? (1)

**Choose the correct answer.**

3.4 Identify the TWO social media platforms from where you can get more information. (1)

A Facebook and Instagram
B Pinterest and Instagram
C Facebook and Twitter
D Instagram and Twitter

3.5 Which other institution is also part of this project? (1)

3.6 Describe in your own words what an aquarium is. (1)

3.7 If you had to add colour to this pamphlet, which TWO **colours** would you choose? Explain why you would make these choices. (2)

**TOTAL SECTION C: 10**

## SECTION D: SUMMARY

### QUESTION 4

1 Read through the following passage on how to conserve energy at home.
2 Summarise the text by finding seven facts.
3 Write in point form.
4 Write in full sentences.
5 Make sure to number your facts.
6 Your summary should be between 50 – 60 words.
7 Indicate the number of words at the end of your summary.

**20 EASY WAYS TO CONSERVE ENERGY AT HOME**

1 Make sure that you wash and dry your clothes only when you have a full load of clothing. Do not mix your colours and do not use excess soap as it is harmful to the environment.

2 Only water your plants late in the day, this will prevent the water from evaporating during the hottest part of the day (around noon).

3 Plastic can take up to a thousand years to degrade. Use paper bags and re-usable cloth bags only. This way we can prevent plastic from landing in our oceans and killing our wildlife.

4 Save water, reduce your shower time to one song. Take your favourite song and shower according to the length of it. This will assist you to better time-manage your shower.

5 Collect the run-off water when it rains. Place the water in storage tanks and use it for gardening, washing the car and refilling the swimming pool. This will reduce your electricity bill every month.

6 Safely get rid of all potentially harmful objects in your house. Enquire where you can hand in objects containing mercury, like old batteries, PCs, wires and fridges. This will prevent the harmful chemicals from landing in our soil, rivers and oceans.

7 Choose a day in the week and do not eat any meat on that day e.g. Meatless Monday. The resources it takes to get the meat to your table is huge, if you factor in things like water consumption and methane produced by the animal, fossil fuel used (petrol) etc. This will reduce your carbon footprint slightly.

(*258 Words*)

**TOTAL SECTION D: 10**

**TOTAL: 70**

**END**