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Grade 8 English HL · Language Practice · Paper 4

Grade: 8 Subject: english · Language Practice

Date: _____

Marks: _____ / 50

Student Name:

Source: Language Practice -- Grade 8 English Home Language (Term 2) · Topic: the role of women in the 1956 anti-pass march

QUESTION 1 LANGUAGE PRACTICE [50 marks]

1. Rewrite the following sentence in the passive voice: "Priya and Rohan studied the role of women in the 1956 anti-pass march for their history project." **(2)**

2. Which word is spelled correctly in the context of historical protest movements? (a) supress (b) supres (c) suppress (d) suppres **(2)**

3. Identify the subject and the finite verb in this sentence: "When Gadija read about the march, she felt inspired by the courage of the women protestors." **(2)**

4. Rewrite the following in reported speech: Liezel said, "The women who participated in the march demonstrated remarkable bravery." **(2)**

5. The sentence below contains an error in tense consistency. Rewrite it correctly: "Khanyisa watched the documentary about 1956, and she learns about Nathi's grandmother who marched in Soweto." **(2)**

6. Which of the following correctly uses the subjunctive mood to express a hypothetical situation? (a) If Marlon was there, he would have understood the significance. (b) If Marlon were there, he would understand the significance. (c) If Marlon would be there, he will understand the significance. **(2)**

7. Identify and correct FIVE errors in the following paragraph about women's resistance: "The 1956 anti-pass march were a turning point in South African history. Women like Nomsa and Refilwe was determined to challenge unjust laws. They marched peacefully, and the government respond with violence. The womens' courage has inspired many generations. Sofia analysed the events and writed a powerful essay about their legacy." **(5)**

8. Insert the correct relative pronoun to complete this sentence: "The documentary _____ Tinyiko watched last week examined the bravery of women protestors in Khayelitsha during 1956." **(1)**

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9. Write a one-sentence critical statement about how a novelist might use the 1956 march as a turning point for character development. **(3)**

10. Combine the following three sentences using subordination to create ONE complex sentence: "The women arrived at the Union Buildings. They carried no passes. Their silent protest shocked the nation." **(3)**

11. Read this sentence: "Kagiso's novel explores the internal conflict of a young woman named Amber who must decide between family loyalty and joining the march." Identify which narrative technique is being used and explain its effect in ONE sentence. **(2)**

12. Rewrite the sentence below, replacing the vague pronoun reference with a clear noun: "In the critical essay about women's resistance, it highlighted how Lesego's character development reflected real historical events." **(3)**

13. Analyse the effect of the rhetorical device in this sentence from a novel about 1956: "Was there no justice? Was there no hope? Was there no future for the women who dared to march?" Identify the device and explain its impact in TWO sentences. **(3)**

14. Write a detailed summary (4-5 sentences) of what a Grade 8 novel study on the 1956 anti-pass march would typically cover, focusing on the role of women and historical context. **(4)**

15. Edit and rewrite the following critical essay extract, correcting at least FIVE errors of grammar, punctuation, or spelling: "The womans' participation in the 1956 march represents one of the most significant moment in South African history. The author, through characteres like Nandi and Celeste, illustrates how personal struggle intersect with collective resistance. This novel demonstrate that historical events doesnt happen in isolation; they emerge from the courage of ordinary people. The writer's use of simbolism--such as the burning of passes--powerfully conveys the womens emotional transformation. Readers, who engage with these complex narritive structures, gained insight into the past." **(5)**

16. Write a critical comparison (5-6 sentences) of how TWO characters from your novel study responded differently to the 1956 march, explaining how their contrasting choices reveal the author's message about women's agency and resistance. **(4)**

17. Construct a thesis statement for a critical essay analysing how the author of your novel study uses narrative perspective to present the 1956 anti-pass march as a moment of female empowerment. Your thesis must include a clear claim and reference to at least one literary technique. **(5)**

TOTAL: / 50

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