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Grade 8 English HL · Language Practice · Paper 5

Grade: 8 Subject: english · Language Practice

Date: _____

Marks: _____ / 40

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 [40 marks]

1. Rewrite the following sentence in the past tense: "Nomsa marches through the streets of Soweto carrying a protest banner." **(1)**

2. Which word is spelled incorrectly in this sentence? "The womyn's courage during the 1956 anti-pass march was unprecidented." **(1)**

3. Identify the type of sentence: "Did Zinhle and Refilwe understand the significance of their participation?" **(1)**

4. Replace the underlined word with a synonym: "The government's response was **harsh** to the demonstrators." **(1)**

5. In the context of the 1956 anti-pass march, explain what the word "defiance" means and use it in a sentence about the women's actions. **(2)**

6. Edit the following passage for **5 errors** (spelling, punctuation, grammar, word choice): "Khanyisa and Liezel was preparing for the march. They was determind to challenge the pass laws. 'Dont worry,' said Priya, 'we can make a diference.' The womens movement growed stronger each day. Their message were clear and powerfull." **(5)**

7. Rewrite this sentence using a complex sentence structure with a subordinate clause: "Aisha participated in the march. She wanted to fight for her rights." **(2)**

8. Identify and correct the pronoun error: "Each of the women--Sameera, Chloe, and Nkhensani--brought their own experience to the protest." **(2)**

9. In a novel study of a work addressing the 1956 march, what literary technique might an author use to convey the emotional weight of women's participation? Suggest one technique and explain briefly. **(3)**

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10. Read this extracted dialogue: "The pass laws are unjust," declared Marco firmly. "We will not be silenced," responded Nuraan with equal conviction. Rewrite both sentences using indirect speech (reported speech). **(3)**

11. Write a one-sentence critical summary of the historical significance of women in the 1956 anti-pass march, using precise academic language. **(3)**

12. Analyze the use of the rhetorical device in this statement: "How many more laws must we break before justice arrives?" Identify the device and explain its effect. **(3)**

13. In a novel centered on this historical moment, a character says: "We marched not for ourselves alone, but for our daughters and their daughters after them." What does this reveal about the women's understanding of collective resistance? Support your answer with inference. **(4)**

14. Edit and rewrite the following critical essay sentence for clarity, grammar, and academic tone: "The womens role in 1956 was importent because they done something that nobody never expected they would of done before." **(4)**

15. In a comparative critical essay, explain how the characterization of female protesters in two different literary works about the 1956 march might differ based on the author's perspective. Provide a structured response with two distinct points. **(5)**

TOTAL: / 40

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