basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS

ENGLISH HOME LANGUAGE P1

MAY/JUNE 2026

MARKS: 70

TIME: 2 hours

This question paper consists of 12 pages.

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INSTRUCTIONS AND INFORMATION

1. This question paper consists of THREE sections:

   SECTION A: Comprehension (30)
   SECTION B: Summary (10)
   SECTION C: Language structures and conventions (30)

2. Read ALL the instructions carefully.

3. Answer ALL the questions.

4. Start EACH section on a NEW page.

5. Rule off after each section.

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

7. Leave a line after each answer.

8. Pay special attention to spelling and sentence construction.

9. Suggested time allocation:

   SECTION A: 50 minutes
   SECTION B: 30 minutes
   SECTION C: 40 minutes

10. Write neatly and legibly.

SECTION A: COMPREHENSION

QUESTION 1: READING FOR MEANING AND UNDERSTANDING

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

TEXT A

UNDERSTANDING THE IMPLICATIONS OF A GLOBAL VILLAGE

1 Imagine the vast spectrum of all the cultures in the world. Listen to the music – from the gentle drum beats of Africa, to the scream of the electric guitar. Taste the curry from India, the coconut milk from Thailand, the cheeseburger from the United States. Now imagine that all these cultures are compressed into one super-culture creating a global village. The individually unique music is now a mixture of loud unpleasant sounds. The individually savoury flavours are a muddled mess. All the countries in the world are united under one government. How would we deal with that?

2 The late Marshall McLuhan, a communication expert, coined the term 'global village' in 1964 to describe the phenomenon of the world's culture shrinking and expanding at the same time due to pervasive[1] technological advances that allow for instantaneous sharing of culture. The assertion that it is possible for all the cultures of the world to become one global village is controversial, though.

3 On the one hand, people believe that if it continues, cultural globalisation will lead to a dazzling marketplace where countries of all economic opportunities are represented and where more fortunate countries come to the aid of less fortunate ones with humanitarian efforts. On the other hand, people are afraid that the evolution of a global village will raise conflicts between cultures, cause a fragmentation of culture, or lead to cultural domination by more developed countries and possibly create hybrid cultures.

4 Assuming McLuhan's analogy of the world as a global village is an accurate prediction of the effect of cultural globalisation, what consequences and benefits will emerge from this compression of culture?

5 When McLuhan presented his idea of a 'global village', his concept raised several distinct social problems, such as equal representation, enriched diversity and mutual understanding. A main concern held by those wary of the effects of cultural globalisation is that dominant economies have a negative impact on other cultures around the world. In other words, countries with more economic influence will eventually control the cultural standards by which the rest of the world will have to live.

6 Related to the idea of cultural domination is perhaps a more essential issue. As this shift towards cultural sharing and overlapping ensues, how does globalisation affect cultural diversity? Some critics adamantly argue that cultural contact is creating uniformity – a global monoculture that is sterile, dull and artificial. Furthermore, they argue that language is bound to culture and that culture is connected to the deep values and structures that hold societies together. Losing languages poses serious cultural risks because we lose aspects of the smaller cultures when minorities are unable to articulate their beliefs and knowledge as a result of the extinction of their language. With this loss, we run the more serious risk of losing some cultures forever. This is certainly worth considering in our discussion of cultural boundaries.

7 In contrast, however, cultural analysts applaud the opportunity and cross fertilisation created by globalisation's stepped-up cultural contact and sharing. They have even gone so far as to state that the world has 'become a richly stocked marketplace, not a monoculture'. They view globalisation and cultural sharing as a benefit because it potentially allows all citizens of the world to enjoy the aspects of other cultures. One culture does not need to be changed for the worse in order to enjoy the rich diversity of another.

8 Philippe Legrain, a leading British economist, believes that globalisation is a positive cultural trend that can 'free people from the restriction of geographical borders. That we are increasingly free to choose our cultural experiences enriches our lives immeasurably'. To many people, globalisation is not necessarily evil; it is a natural evolution and progression of how people interact with one another given advanced capabilities to communicate.

9 It seems obvious that if all countries felt secure in the protection of their cultural beliefs in the world, we would live peacefully. It is, however, naïve considering the current state of political foreign relations to imagine that as a world we could achieve a peaceful co-existence. If we are in fact becoming a global village, will we be able to reach some sort of consensus about how these issues should be addressed in order to benefit all members of our village equally? If we cannot determine respectful cultural boundaries in the simplest manner with regard to language, economy and basic means of survival, it is presumptuous to assume that we can identify as a global village at all.

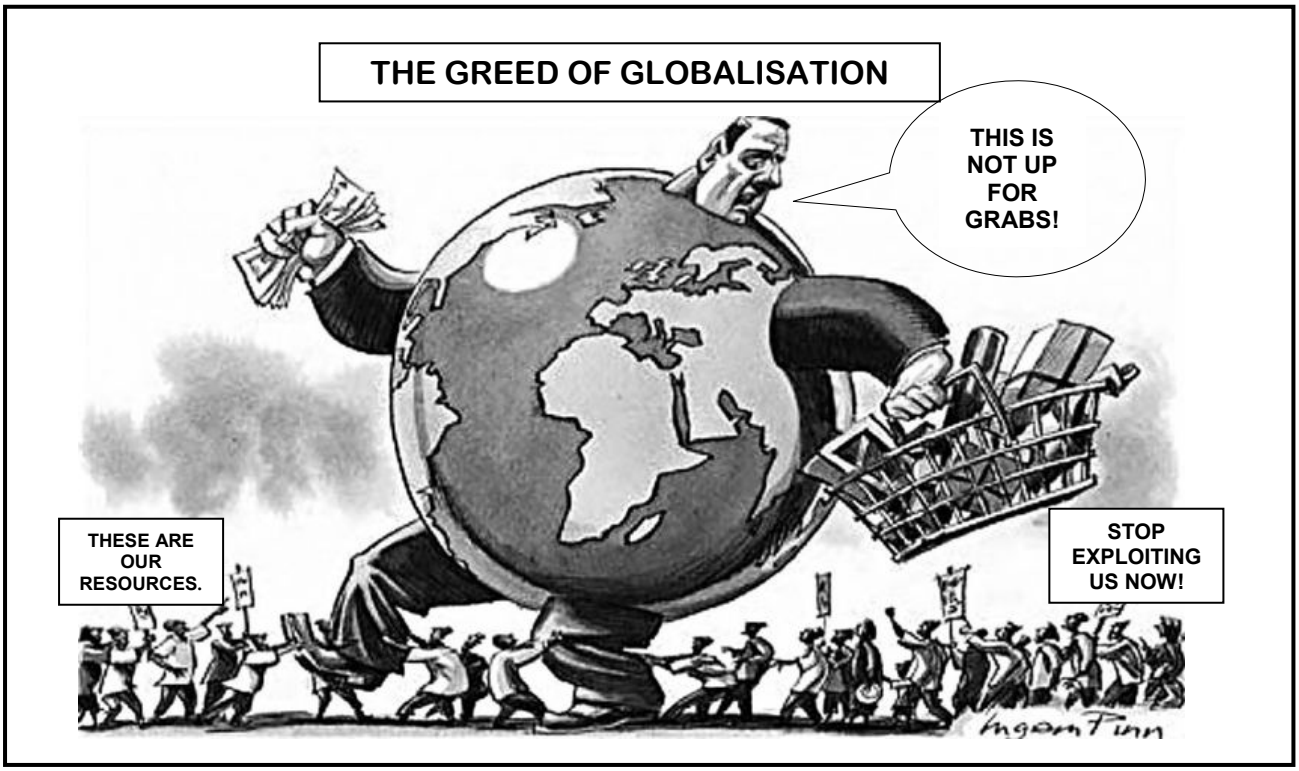
[Adapted from inquiriesjournal.com]

GLOSSARY

[1]pervasive: spreading gradually

AND

TEXT B



[Adapted from wordpress.com]

QUESTIONS: TEXT A

1.1 Identify TWO senses in paragraph 1 to which the writer appeals. (2)

1.2 Describe the concept of a global village as presented in paragraph 1. (2)

1.3 What does the writer mean by, 'The individually savoury flavours are a muddled mess' (lines 6)? (2)

1.4 Refer to paragraph 2.

In your own words, explain why the world's culture is 'shrinking and expanding at the same time'. (2)

1.5 Distinguish between the writer's views on global culture, in paragraph 3. (2)

1.6 Refer to paragraph 4.

Account for the writer's tone. (2)

1.7 Refer to lines 26–30: 'A main concern … have to live.'

Choose the appropriate response from the list of options below.

The writer's intention in this paragraph is to …

A provide generic information about cultures.
B caution people about the possible threat of cultural domination.
C highlight cultural standards.
D illustrate economic opportunities for all cultures. (1)

1.8 Refer to paragraph 6.

Discuss how the writer develops his argument about the impact of globalisation on cultural diversity. (3)

1.9 Refer to paragraph 8.

Comment on how the diction in this paragraph reflects a positive view of globalisation. Refer to TWO examples of diction in your response. (3)

1.10 Critically discuss the suitability of paragraph 9 as a conclusion to the article. (3)

QUESTIONS: TEXT B

1.11 Give TWO visual cues which depict the man's power. (2)

1.12 Discuss how the man's facial expression reflects his reaction, 'THIS IS NOT UP FOR GRABS!' in relation to the posters. (3)

QUESTION: TEXTS A AND B

1.13 Refer to both TEXT B and paragraph 7 of TEXT A.

Does TEXT B support or contradict the information provided in paragraph 7? Justify your response. (3)

TOTAL SECTION A: 30

SECTION B: SUMMARY

QUESTION 2: SUMMARISING IN YOUR OWN WORDS

TEXT C discusses public transportation as a favourable alternative. Summarise, in your own words, **the benefits of public transportation**.

NOTE:
1. Your summary should include SEVEN points and NOT exceed **90 words**.
2. You must write a fluent paragraph.
3. You are NOT required to include a title for the summary.
4. Indicate your word count at the end of your summary.

TEXT C

PUBLIC TRANSPORTATION … A FAVOURABLE ALTERNATIVE

What if improving your physical and mental health was as easy as riding in a taxi, bus or train? Breathing fresh air, doing physical activity and avoiding stress are a few well-known steps toward healthy living.

Individuals who use public transport get three times more physical activity per day than those who do not, by walking to a taxi or bus rank and their final destinations. Getting active helps lower the risk for serious diseases, such as: heart disease, back problems, cancer and depression.

Public transport related accidents, involving taxis, buses and trains, have lower passenger fatality rates than automobile travel. Car accidents are responsible for approximately 40 000 deaths per year, making them one of the largest causes of death for people aged 1 to 44. Public transportation significantly diminishes this threat.

Public transportation improves access to education and employment, leading to better long-term economic opportunities. Minibus taxis, buses or trains provide access to social activities, allowing individuals to participate in events they otherwise could not do. Furthermore, public transport benefits community cohesion by promoting positive interactions among people standing in queues. Casual interactions with familiar strangers, like greeting your driver or fellow passengers, help to improve emotional well-being.

Pollution is estimated to cause as many deaths per year as traffic accidents. However, buses and trains produce less pollution than cars per passenger mile.

Car payments, fuel prices and parking fees can be a major expense, but public transportation lessens this financial burden by alleviating the need to purchase and operate individual vehicles. This leaves travellers with more money for better living arrangements, healthy food and medical services.

An international survey of people aged 65 and older found that non-drivers take fewer trips to the doctor, a shopping mall, social functions and religious activities. However, public transportation allows for low-income seniors and disabled individuals to gain access to important services that improve their health such as: healthcare appointments, shopping, banking and employment opportunities.

The benefits of public transportation are expansive, ranging from personal health to household finances.

[Adapted from www.transloc.com]

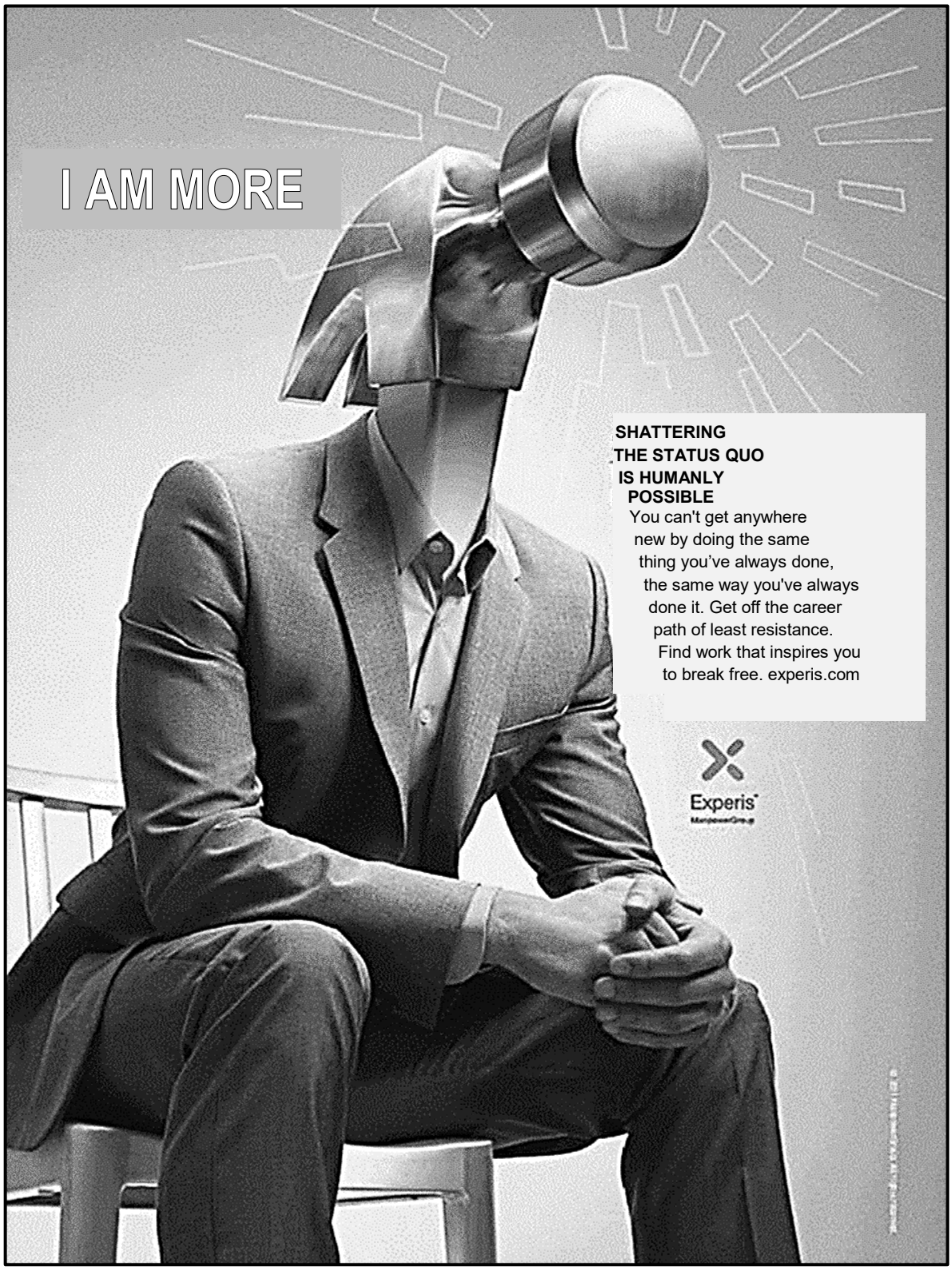
TOTAL SECTION B: 10

SECTION C: LANGUAGE STRUCTURES AND CONVENTIONS

QUESTION 3: ANALYSING ADVERTISING

Study the advertisement (TEXT D) below and answer the set questions.

TEXT D



[Source:pinterest.com]

The text in small font reads as follows:

SHATTERING
THE STATUS QUO
IS HUMANLY
POSSIBLE
You can't get anywhere
new by doing the same
thing you've always done,
the same way you've always
done it. Get off the career
path of least resistance.
Find work that inspires you
to break free. experis.com

QUESTIONS: TEXT D

3.1 Describe the man's body language. Give TWO examples. (2)

3.2 Refer to the written text: 'SHATTERING THE STATUS … to break free.'

With reference to ONE technique and ONE example, comment on how the advertiser promotes the company's service. (3)

3.3 Critically discuss how the image of the hammer supports the message of the advertisement. (3)

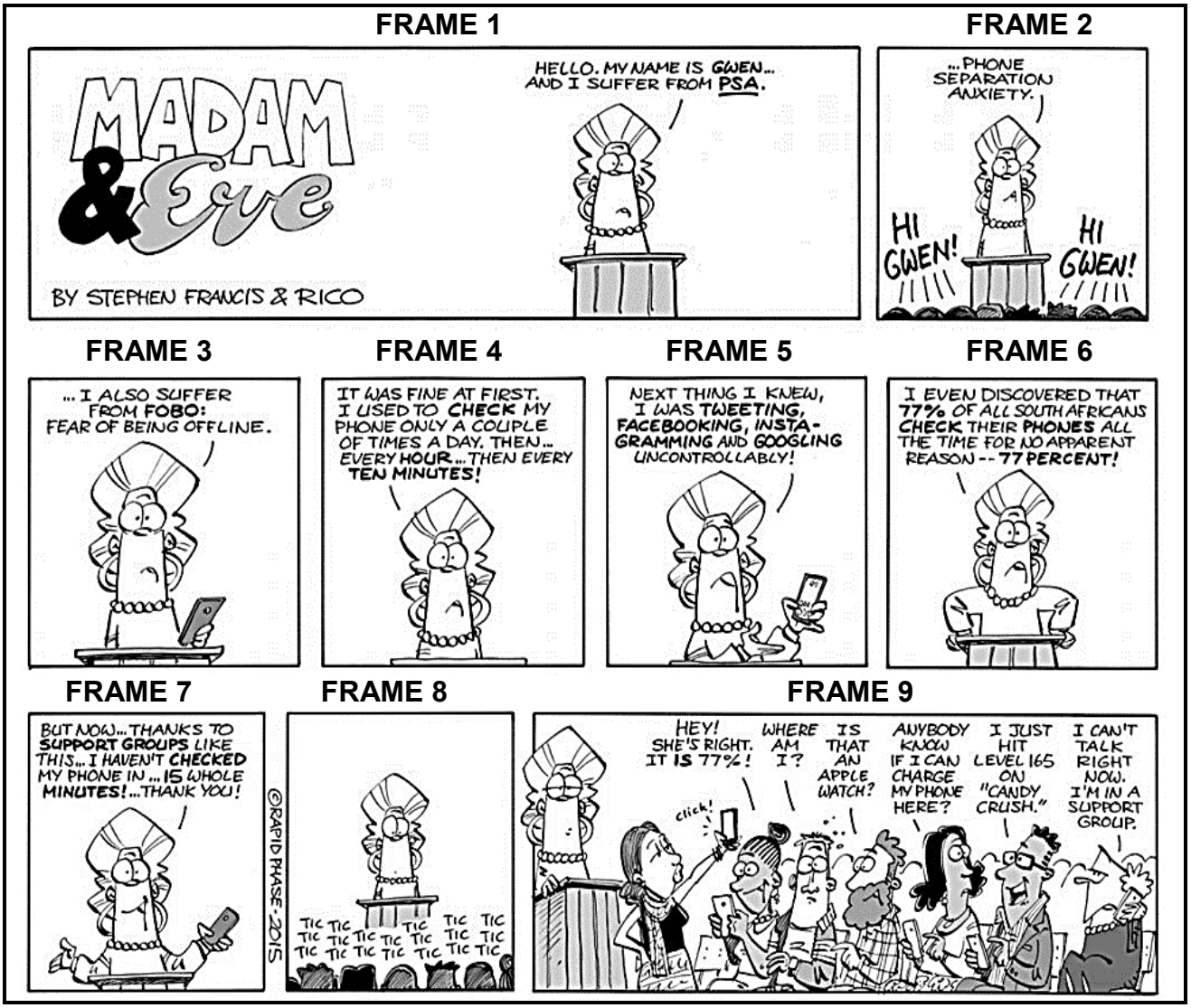
3.4 Give the comparative form of 'least'. (1)

3.5 Give ONE word for the phrase, 'break free', in context. (1)
[10]

QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

Study the cartoon (TEXT E) below and answer the set questions.

TEXT E



[Source: mg.co.za]

CHARACTER

MAIN SPEAKER: Gwen
CHARACTER IN THE RIGHT-HAND CORNER OF THE LAST FRAME: Mother Anderson

QUESTIONS: TEXT E

4.1 Refer to FRAME 2.

What is indicated by the repetition of, 'HI GWEN!'? (1)

4.2 Refer to the verbal texts of FRAMES 3 and 4.

How does FRAME 4 support the message of FRAME 3? (1)

4.3 Refer to FRAME 6.

Discuss how Gwen's body language reinforces the verbal text. (3)

4.4 Refer to FRAMES 8 and 9.

Comment on the irony presented in these frames. (3)

4.5 Rewrite the following sentence in the passive voice.

'I checked my phone only a couple of times a day.' (2)
[10]

QUESTION 5: USING LANGUAGE CORRECTLY

Read TEXT F, which contains some deliberate errors, and answer the set questions.

TEXT F

HOME IS WHERE THE HEART IS

1 No matter what place you call home, the very word strikes a chord deep inside each of us. Home means sanctuary, the place where we can rest, relax, enjoy time with friends, learn, grow … and just be.

2 Home is where the heart is, but it goes deeper than that. Our connections to home are the fundamental, basic threads in our lives that pop up automatically in casual conversation. We use the word home to identify where we're from (hometown), cheer on players who represent us in sports (home teams), describe a level of comfort (at home), relate to our national identity (homeland), and at the end of a vacation, name it as our favourite next destination ('there's no place like home').

3 When we purchase a home, we look for it to provide comfort, to be a place where we can feel safe and invest our hopes, dreams, and wishes. Think for a moment of your home. If you were to describe it in a word or two, what would it be? Peaceful and calm? Orderly? Disorganised and chaotic? How would that affect you? Our environments are often the exterior reflections of our interior worlds.

[Adapted from spirituality.com]

QUESTIONS: TEXT F

5.1 Correct the pronoun error in the first clause of paragraph 1, 'No matter what place you call home'. (1)

5.2 What is the function of the ellipsis in line 3? (1)

5.3 Refer to paragraph 2.

In your own words, explain the meaning of the proverb, 'Home is where the heart is' (line 4). (1)

5.4 Remove the tautology in lines 4–6: 'Our connections to … in casual conversation.' (1)

5.5 Replace the phrase 'pop up' (line 5) with a formal English word. (1)

5.6 Identify the parts of speech of '**home**' in the following phrases:

5.6.1 '**home** teams' (line 7) (1)

5.6.2 'at **home**' (line 8) (1)

5.7 Add a prefix to the word 'comfort' (line 8) to form its antonym. (1)

5.8 Choose the correct response from the list of alternatives below.

'When we purchase a home, we look for it to provide comfort' (line 10) is an example of a … sentence.

A simple
B compound
C complex
D compound-complex (1)

5.9 Refer to line 14: 'Our environments are often the exterior reflections of our interior worlds.'

Rewrite the above sentence in the future tense. (1)
[10]

TOTAL SECTION C: 30
GRAND TOTAL: 70

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