basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS

ENGLISH HOME LANGUAGE P1

MARKING GUIDELINES

MAY/JUNE 2026

MARKS: 70

These marking guidelines consist of 9 pages.

Copyright reserved

NOTE:
- **These marking guidelines are intended as a guide for markers.**
- **It is by no means prescriptive or exhaustive.**
- **Candidates' responses should be considered on merit.**
- **Answers should be assessed holistically and points awarded where applicable in terms of decisions taken at the standardisation meeting.**
- **The marking guidelines will be discussed before the commencement of marking.**

INSTRUCTIONS TO MARKERS

Marking the comprehension:

- Because the focus is on understanding, incorrect spelling and language errors in longer responses should not be penalised unless such errors change the meaning/understanding. (Errors must still be indicated.)

- If a candidate uses words from a language other than the one being examined, disregard those words, and if the answer still makes sense, do not penalise. However, if a word from another language is used in a text and required in an answer, this will be acceptable.

- For **open-ended questions**, no marks should be awarded for YES/NO or I AGREE/I DISAGREE. The reason/substantiation/motivation is what should be considered.

- No marks should be awarded for TRUE/FALSE or FACT/OPINION. The reason/substantiation/motivation is what should be considered.

- When one-word answers are required and the candidate gives a whole sentence, mark correct provided that the correct word is underlined/highlighted.

- When two/three facts/points are required and a range is given, mark only the first two/three.

- Accept dialectal variations.

- For multiple-choice questions, accept BOTH the letter corresponding to the correct answer AND/OR the answer written out in full.

SECTION A: COMPREHENSION

QUESTION 1: READING FOR MEANING AND UNDERSTANDING

1.1 Hearing/Listening (Sound) **and** Taste (2)

1.2 A global village could blend cultures (1)/to create a single culture (1)/could also lead to the loss of distinct cultures. (1)

[Award only 1 mark for lifting.] (2)

1.3 The writer means that the distinctive characteristics of a country (1) have been diluted/have lost their unique flavour/have become unpalatable. (1) (2)

1.4 The progress of technology (1) permits cultures to be shared immediately. (1)

[Award only 1 mark for a reference to the loss of cultural identity.]
[Award only 1 mark for lifting.] (2)

1.5 The global village creates economic opportunities/generates humanitarian support of the less fortunate. (1) However, the global village can also cause cultural deterioration or eradication/cultural domination. (1)

[Credit valid alternative responses.]
[Award only 1 mark for lifting.] (2)

1.6 The writer uses a conversational/probing/concerned tone (1) to invite the reader to consider the impact of globalisation. (1) (2)

1.7 B – caution people about the possible threat of cultural domination. (1)

1.8 The writer introduces the argument by using a rhetorical question to engage the reader on the effect of relentless globalisation on different cultures. He further cautions that this will result in the loss of smaller cultures as their languages are discarded. Finally, the writer asserts that the push towards a global single dominant culture will cause a loss of individual identity as cultural boundaries are crossed.

[Award only 1 mark for a technical response.]
[Award 3 marks for two ideas well discussed.] (3)

1.9 Philippe Legraine asserts that globalisation is beneficial to society as it liberates people ('free'). In this way, people's co-existence is enhanced by the sharing of experiences and cultural differences ('enriches our lives immeasurably'). Furthermore, the people are entitled ('increasingly free') to choose how cultural exposure will benefit them as globalisation is a positive force ('not necessarily evil/natural evolution and progression'). The diction thus reinforces the belief that globalisation is a positive phenomenon.

[Award 3 marks for a cogent comment, supported by relevant diction.] (3)

1.10 Paragraph 9 is a suitable conclusion as it addresses all aspects related to globalisation raised in the previous paragraphs. Throughout the article, the writer has presented a balanced view of the existence of a global village by including both positive and negative viewpoints. However, he does not believe that there is enough motivation among countries to establish a village where respect and fairness are practised.

[Award 3 marks for two ideas well discussed.]
[Credit valid alternative responses.] (3)

1.11 The man is depicted as a giant/with the body of the globe./He is wearing a suit./ His raised foot/poised to crush people./He has a fistful of money in one hand/and a shopping basket of items in the other.

[Accept valid responses that make reference to the man's size.]
[Award 2 marks for two visual cues.] (2)

1.12 The man's facial expression reflects his defiance/arrogance/anger as he is unwilling to share the resources he holds. The posters indicate that the resources do not belong to him, ('THESE ARE OUR RESOURCES.'/'STOP EXPLOITING US NOW!').

[Award 3 marks for a discussion of BOTH the man's facial expression and the posters.] (3)

1.13 TEXT B contradicts the content of paragraph 7. It shows that globalisation is a dominant force which completely ignores or bypasses the needs of individual nations and cultures. However, paragraph 7 states that there will be increased cultural contact which will generate opportunity and that all citizens will be able to appreciate various cultures' features. TEXT B shows featureless entities who are ignored by globalisation.

OR

TEXT B shows that the marketplace is consumed by globalisation as represented by its owning material resources without sharing, whereas paragraph 7 celebrates the creation of a 'richly stocked marketplace'. However, the smaller figures cannot access this marketplace and the world has become a giant monoculture.

[Award 3 marks only if TEXT B and paragraph 7 of TEXT A are discussed.] (3)

TOTAL SECTION A: 30

SECTION B: SUMMARY

QUESTION 2: SUMMARISING IN YOUR OWN WORDS

Use the following main points that the candidate should include in the summary as a **guideline**.

THE BENEFITS OF PUBLIC TRANSPORTATION

Any 7 valid points are to be credited in paragraph-form.

(Sentences and/or sentence fragments must be coherent.)

NO.	QUOTATIONS	NO.	POINTS
1	'Individuals who use public transport get three times more physical activity per day …'	1	Using public transport creates opportunities to exercise.
2	'Public transport related accidents, involving taxis, buses and trains, have lower passenger fatality rates than automobile travel.'	2	It is safer for commuters to use public transportation than to travel by car.
3	'Public transportation improves access to education and employment, leading to better long-term economic opportunities.'	3	Using public transport facilitates opportunities for training and jobs which lead to a better standard of living.
4	'Minibus taxis, buses or trains provide access to social activities, allowing individuals to participate in events they otherwise could not do.'	4	Social involvement is increased as people can attend more functions.
5	'…public transport benefits community cohesion by promoting positive interactions among people standing in queues.'	5	Healthy community engagement is promoted.
6	'Casual interactions with familiar strangers, like greeting your driver or fellow passengers, help to improve emotional well-being.'	6	Informal conversations with fellow commuters enhance one's state of mind.
7	'…buses and trains produce less pollution than cars per passenger mile.'	7	The public transportation system causes less pollution than cars.
8	'…public transportation lessens this financial burden by alleviating the need to purchase and operate individual vehicles.'	8	Public transport is more cost-effective than private vehicle ownership.
9	[Public transportation] '…leaves travellers with more money for better living arrangements, healthy food and medical services.'	9	People have more disposable income to improve the quality of their lives.
10	'…public transportation allows for low-income seniors and disabled individuals to gain access to important services that improve their health...'	10	Disadvantaged citizens, who travel by public transport, are given access to essential services.

PARAGRAPH-FORM

NOTE: What follows is merely an example. It is not prescriptive and must be used very carefully.

Individuals who use public transport have more opportunities to exercise. It is safer for commuters to use public transportation than to travel by car; it also facilitates opportunities for jobs and training which lead to a better standard of living. Furthermore, public transport use supports increased social involvement and healthy community engagement. Informal conversations with commuters also enhance one's state of mind. The public transportation system causes less pollution than cars do. Finally, it is more cost-effective to travel by public transportation, which allows disadvantaged citizens to have access to essential services. (92 words)

Marking the summary:

Marking is on the basis of the inclusion of valid material and the exclusion of invalid material.

The summary should be marked as follows:

- **Mark allocation:**
  - 7 marks for 7 points (1 mark per main point)
  - 3 marks for language
  - Total marks: 10

- **Distribution of language marks when candidate has not quoted verbatim:**
  - 1–3 points correct: award 1 mark
  - 4–5 points correct: award 2 marks
  - 6–7 points correct: award 3 marks

- **Distribution of language marks when candidate has quoted verbatim:**

  - 6–7 quotations: award no language mark
  - 4–5 quotations: award 1 language mark
  - 2–3 quotations: award 2 language marks

NOTE:

- **Word Count:**
  - Markers are required to verify the number of words used.
  - Do not deduct any marks if the candidate fails to indicate the number of words used or if the number of words used is indicated incorrectly. If the word limit is exceeded, read up to the last sentence above the stipulated upper limit and ignore the rest of the summary.

TOTAL SECTION B: 10

SECTION C: LANGUAGE STRUCTURES AND CONVENTIONS

Marking Section C:

- Spelling:
  - One-word answers must be marked correct even if the spelling is incorrect, unless the error changes the meaning of the word.
  - In full-sentence answers, incorrect spelling should be penalised if the error is in the language structure being tested.
  - Where an abbreviation is tested, the answer must be punctuated correctly.
- Sentence structures must be grammatically correct and given in full sentences/as per instruction.
- For multiple-choice questions, accept BOTH the letter corresponding to the correct answer AND/OR the answer written out in full as correct.

QUESTION 3: ANALYSING ADVERTISING

3.1 The man is seated with his hands intertwined./He is leaning forward./His back is straight./His 'head' is angled upwards./His feet are spread apart./He appears to be confident.

[Award 2 marks for two examples.] (2)

3.2
- **Bold font/capitalisation: 'SHATTERING THE STATUS QUO … IS HUMANLY POSSIBLE'** encourages the reader to take an interest in the company/foregrounds the company's promise of innovation and disruption.
- **Sound device (onomatopoeia/alliteration)**: The sound device used in the phrase '**SHATTERING THE STATUS QUO'**: emphasises the power of the company to empower the potential of the individual.
- **Use of the personal pronoun ('You', 'you've')**: The personal pronoun directly challenges the reader to explore his/her potential.
- **Repetition ('same', 'done')**: The repetition highlights the concept of a limiting routine, thereby encouraging the reader to take an interest in the company.
- **Use of the imperative ('Get off …'/ 'Find work …'):** The commands motivate/challenge the reader to take action.
- **Emotive diction ('SHATTERING'/'HUMANLY POSSIBLE'/'least resistance'/'inspires'/'break free'**): The use of emotive diction encourages readers to believe in themselves and to act.
- **Indentation: The bold font is against the margin, and the rest of the text is moving away from the margin.** This indicates that the advertiser is moving away from the norm, showing progression.

[Award 1 mark for the identification of a technique, 1 mark for an example and 1 mark for a comment.] (3)

3.3 The man appears to be expecting a positive change/something to happen as his 'head'/hammer points upwards. The hammer (as the human's head) represents the potential of the man to shatter his current limited existence and unleash his potential. This supports the company's purpose to empower their clients to achieve more ('I AM MORE')./The hammer is shining and new, suggesting a new career path or new way of thinking.

[Award 3 marks only if a critical discussion is included.] (3)

3.4 less (1)

3.5 escape (1)

[10]

QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

4.1 The repetition indicates that people are greeting Gwen in a group setting./ They are very welcoming/supportive. (1)

4.2 FRAME 4 provides evidence of the 'FOBO' referred to in FRAME 3./FRAME 4 reinforces the idea that Gwen has become addicted to online activities. (1)

4.3 Gwen is clutching the podium/leaning toward the crowd, with hunched shoulders/indicating her heightened state of anxiety and tension. Gwen's body language reinforces her message about the extreme number of cellphone addicts.

[Award 1 mark for the identification of body language and 2 marks for a discussion.]
[Accept valid alternative responses.] (3)

4.4 Gwen is testifying how belonging to a support group has helped in her attempt to overcome her addiction to using her cellphone. Ironically, FRAMES 8 and 9 prove that the audience is not enjoying the same level of success as they have all been on their cellphones throughout her presentation and have become side-tracked while using their devices. Therefore, her efforts to generate awareness and accumulate support at a support group have failed.

[Award 3 marks only if there is a comment on the irony.] (3)

4.5 My phone **was checked** (1) **by me** (1) only a couple of times a day. (2)
[10]

QUESTION 5: USING LANGUAGE CORRECTLY

5.1 No matter what place **we** call home, the very word strikes a chord deep inside each of us. (1)

5.2 The ellipsis indicates that the list of activities is ongoing./The ellipsis creates a pause. (1)

5.3 Home is where you are most comfortable./Home is held in special regard.

[Credit valid alternative responses.] (1)

5.4 Remove either 'fundamental' **OR** 'basic'. (1)

5.5 arise/appear/occur/emerge

[Credit valid alternative responses.] (1)

5.6.1 adjective (1)
5.6.2 noun (1)

5.7 **dis-**/**dis**comfort (1)

5.8 C – complex (1)

5.9 'Our environments **will** often **be** the exterior reflections of our interior worlds.'

OR

'Our environments **will become** the exterior reflections of our interior worlds.' (1)
[10]

TOTAL SECTION C: 30
GRAND TOTAL: 70

Copyright reserved