



NATIONAL SENIOR CERTIFICATE EXAMINATION  
NOVEMBER 2024

**ENGLISH HOME LANGUAGE: PAPER I**

Time: 3 hours

100 marks

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**PLEASE READ THE FOLLOWING INSTRUCTIONS CAREFULLY**

1. This question paper consists of 9 pages and an Insert of 11 pages (i–xi).
  2. Please check that your question paper is complete.
  3. Detach the Insert from the centre of the question paper.
  4. Answers must be written in the Answer Book.
  5. Answer all questions in your own words unless instructed to do otherwise.
  6. Read the questions carefully.
  7. Please number your answers exactly as the questions are numbered.
  8. Do not write in the margin.
  9. Manage your time carefully and consider the mark allocation when formulating your answers.
  10. It is in your own interest to write legibly and to present your work neatly.
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**QUESTION 1      COMPREHENSION**

Refer to **TEXT 1** on pages (i) and (ii) of the Insert, entitled '*Rethinking the purpose of university education*' by Pedro Tabensky, and then answer the questions that follow.

- 1.1 Refer to the title.  
Discuss how the writer's use of 'rethinking' highlights his intention. (2)
- 1.2 Refer to paragraph 1.  
1.2.1 Explain, in your own words, what the writer means by: 'education should be the practice of freedom'. (2)  
1.2.2 Correct the split infinitive in paragraph 1. (1)
- 1.3 Refer to the following from paragraph 2: 'Yet, there is ... global education sector.'  
Suggest how the use of 'Yet' positions the reader to view the writer's argument. (3)
- 1.4 Refer to paragraph 3.  
Comment on how the diction used in this paragraph reinforces the writer's tone. (3)
- 1.5 Discuss what is conveyed about the writer's approach to education in paragraph 4. (2)
- 1.6 Refer to paragraphs 5–6.  
Explain why the 'illusion of freedom', in the context of education, can be considered negative. (2)
- 1.7 Refer to paragraphs 7–8.  
Critically discuss the writer's attitude towards secondary and tertiary education. (3)
- 1.8 Argue how the view expressed by Jeff Schmidt in paragraph 9 is supported by the story in the same paragraph. (3)

- 1.9 Refer to the lyrics below and **TEXT 1** and then answer the question that follows.

The following lyrics are from Pink Floyd's song entitled 'Another brick in the wall' from the 1979 album entitled 'The Wall'.

We don't need no education  
We don't need no thought control  
No dark sarcasm in the classroom  
Teacher, leave them kids alone

Hey, teacher, leave them kids alone  
All in all, it's just another brick in the wall  
All in all, you're just another brick in the wall

[Adapted from: <<https://www.pink-floyd-lyrics.com/html/another-brick-in-the-wall-lyrics.html>>]

Evaluate how the writer's views in **TEXT 1** align with Pink Floyd's lyrics. Refer to specific examples from **TEXT 1** and the lyrics above to support your response.

(4)  
[25]

**QUESTION 2      SUMMARY**

Refer to **TEXT 2**, **TEXT 3**, and **TEXT 4** on pages (ii) and (iii) of the Insert.

South African Sign Language (SASL) became South Africa's 12<sup>th</sup> official language in 2023.

Using **TEXT 2**, **TEXT 3**, and **TEXT 4** as your only sources, write a paragraph for a Life Orientation workbook highlighting the impact on the South African educational landscape of SASL becoming an official language.

- Your summary must be in the form of **one** paragraph, using **no more than 90 words**.
- Provide an **exact** word count at the end of the summary.
- Your language must be accurate and in an appropriate register.
- Use your own words. 'Cutting and pasting' of information is not acceptable.

**[10]**

**QUESTION 3      SEEN POETRY**

Refer to the seen poems 'The Discardment' by Alan Paton and 'Strangers forever' by Amin Kassam on pages (iv) and (v) of the Insert and then answer the questions that follow.

3.1 Refer to lines 1–7: 'We gave her ... of a song.'

Discuss how the poet's use of punctuation and sentence structure is effective in portraying the emotion of the woman. (3)

3.2 Refer to lines 8–13: 'She called out ... this intolerable joy.'

Explain the effect of the enjambment on the reader's understanding of these lines. (3)

3.3 Refer to lines 14–19: 'And so for ... of a world.'

Suggest why the poet has chosen to repeat 'so for nothing' at this stage of the poem. (3)

3.4 Refer to line 19: 'The destruction of a world.'

Explain the impact of the poet's use of 'a world' instead of *the world*. (2)

3.5 Refer to 'The Discardment' and 'Strangers forever' and answer the question that follows.

Critically explore how the use of pronouns in both 'The Discardment' and 'Strangers forever' enhance the mood in each poem. (4)  
**[15]**

**QUESTION 4 UNSEEN POETRY**

Refer to the poems 'Fear' by Kahlil Gibran and 'Will it be so again?' by C Day Lewis on pages (vi) and (vii) of the Insert and then answer the questions that follow.

4.1 Refer to lines 1–2: 'It is said ... trembles with fear.'

Discuss how the use of personification is effective in portraying the poet's intention. (2)

4.2 Consider lines 3–9: 'She looks back ... to disappear forever.'

Suggest how the imagery used reflects a sense of hesitation. (3)

4.3 Refer to lines 10–11: 'But there is ... not go back.'

Explain how the sentence structure enhances your understanding of the poem. (2)

4.4 Refer to lines 12–13: 'Nobody can go ... impossible in existence.'

Comment on why the poet has chosen not to refer specifically to the river but rather to 'Nobody'. (3)

4.5 Consider the following quotation, 'Fear' by Kahlil Gibran and 'Will it be so again?' by C Day Lewis and then answer the question that follows.

'You have agency, and you are free to choose. But there is actually no free agency. Agency has its price. You have to pay the consequences of your choices.'

D.F. Uchtdorf

[Adapted from: <<https://www.goodreads.com/quotes/7930904-remember-no-human>>]

Critically evaluate to what extent both 'Fear' and 'Will it be so again?' reflect on the concept of agency, that 'agency has its price' and that there are 'consequences of your choices'. Refer to specific imagery from both poems to support your response.

(5)  
**[15]**

**QUESTION 5 CRITICAL AND VISUAL LITERACY**

Refer to **TEXT 5**, **TEXT 6**, **TEXT 7**, and **TEXT 8** on pages (viii–x) of the Insert. Examine all the texts before attempting to answer the questions that follow.

**TEXT 5** and **TEXT 6** are part of a marketing campaign for X3M IDEAS ZAMBIA in celebration of Nelson Mandela International Day.

**TEXT 7** and **TEXT 8** are part of a social awareness campaign about Autism Spectrum Disorder.

5.1 Refer to **TEXT 5**.

Discuss whether the visual is effective in portraying the passing of time in terms of pre- and post-democracy. (3)

5.2 Consider the following from **TEXT 5**:

'HIS IMPACT GAVE US THE FREEDOM TO LIVE AS ONE'

5.2.1 Rewrite the sentence into the passive voice. (2)

5.2.2 Explain which sentence, active or passive, is more effective in conveying the message of the advertisement. (3)

5.3 Consider the following from **TEXT 6**:

'EDUCATION; A GIFT THAT ECHOES HIS IMPACT'

5.3.1 Suggest why the advertiser has chosen to use 'ECHOES' given the byline 'HE LIVES ON.' (2)

5.3.2 Explain why the advertiser should have used a colon instead of a semi-colon in, 'EDUCATION; A GIFT THAT ECHOES HIS IMPACT'. (2)

5.3.3 By referring to specific examples, consider how the visual and verbal details strengthen the message of the advertisement. Refer to **TEXT 6** in its entirety to support your answer. (4)

5.4 Consider the following from **TEXT 7**:

'AUTISM IS DIVERSITY.'

'Let's embrace the diversity within the autistic spectrum.'

Identify the parts of speech of 'AUTISM' and 'autistic' in the context of each sentence. (2)

- 5.5 Refer to the extract below about Social Awareness Campaigns, and **TEXT 7** and then answer the question that follows.

Social awareness campaigns are designed to raise awareness, change attitudes, or inspire action on a specific issue that affects society. They can be powerful tools for social change, but they also face many challenges and ethical dilemmas.

[Adapted from: <<https://www.linkedin.com/socialawarenesscampaigns>>]

Critically evaluate whether **TEXT 7** is effective as a social awareness campaign. Refer to specific visual and verbal details from **TEXT 7** and the extract to support your answer.

(4)

- 5.6 Refer to **TEXT 8**.

Explain how the advertiser has used the children's building blocks (Lego ®) as a visual metaphor. Refer to the visual and verbal details to support your answer.

(3)

**[25]**

**QUESTION 6      LANGUAGE**

Refer to **TEXT 9**, the 'Madam and Eve' cartoon on page (xi) of the Insert, and then answer the questions that follow.

6.1 Refer to **FRAME 1**.

What does 'SIGH' suggest about Thandi's tone? (2)

6.2 Refer to **FRAME 2** and **FRAME 3**.

Explain whether the function of the inverted commas in 'RECYCLING MAN' and 'SQUAD CARS' is the same. (2)

6.3 Refer to **FRAME 4** and **FRAME 5**.

Discuss how the cartoonist's presentation of the visual details is essential given the context of the verbal details. (2)

6.4 Consider **FRAME 7**.

Identify the register in **FRAME 7**. (1)

6.5 Refer to **FRAME 9**.

Explain whether 'AAAAAH!' is an example of an interjection. (1)

6.6 Refer to **FRAME 10**.

Comment on whether **FRAME 10** is an example of irony. (2)

**[10]**

**Total: 100 marks**