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Porafensie Ya Kapa Botjhabela: Lefapha la Thuto

NATIONAL SENIOR CERTIFICATE

GRADE 12

SEPTEMBER 2025

ENGLISH HOME LANGUAGE P1

MARKS: 70

TIME: 2 hours

This question paper consists of 13 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 in Context (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 TEXT A and TEXT B and answer the questions in your own words as far as possible.

TEXT A**CAN FORGIVING SOMEONE ELSE BUILD MY SELF-ESTEEM?**

- 1 Friedrich Nietzsche, in his book The Genealogy of Morals (1887), made a bold statement about forgiveness. He saw it as a weakness, not strength. For Nietzsche, people supposedly forgive because they want something from the other, such as keeping a job even though they hate the boss. They put up with the boss's nonsense for the sake of self-preservation. 5
- 2 This idea of forgiveness as weakness has crept into modern psychology as well. McNulty (2011) published a work entitled The Dark Side of Forgiveness. It is hard to think of a bleaker title. In this work, he presented married couples with hypothetical scenarios in which the participants decided whether or not to forgive the spouse if such a situation were to occur. For example, suppose 10
your spouse forgot to mail some important papers or left the house messy. Would you forgive? McNulty found that when a person proclaims forgiveness, the other person interprets it as meaning that what happened was fine, and so it becomes an open door for the offending person to keep being unjust.
- 3 With such supposed negativism pointed at forgiving, one wonders if those 15
who forgive end up not liking themselves very much. After all, how easy is it to love a weakling who caves into injustice, especially when the person is oneself? So, the burning question becomes this: When we forgive, are we setting ourselves up for lowered self-esteem and lowered self-respect because we are being weak and letting people take advantage of us? 20
- 4 A significant part of the forgiveness process is to take the time, and even struggle, to see that the one who behaved badly has inherent worth: the forgiver begins to see that the one who behaved badly is more than the offences against the forgiver. The offending person, as is the case with all humans, is unique, which makes each person special and irreplaceable. 25
- 5 Such an insight leads to seeing that this person, despite the injustices, possesses a value that cannot be taken away. Once the forgiver grants unconditional inherent worth to the offending person, there is a tendency for the forgiver to generalise this to the conclusion that all people have this worth. It then follows for people who forgive to realise that they, too, must 30
possess this worth that cannot be earned or taken away.
- 6 The decision to bear the pain for the one who behaved badly is heroic. After all, the forgiver is deciding not to retaliate. Instead, the forgiver takes the road less travelled and concludes this: I will not toss that pain onto unsuspecting others. The further conclusion, then, usually is this: I am 35
stronger than I thought. I can stand up to this pain without it destroying me.



- 7 A caveat¹ here is that the forgiver is never to abandon the quest for justice. Yes, stand in the pain, but also ask something of the other. Forgive and seek justice. As forgivers realise how strong they really are, they conclude the opposite of weakness, which can increase their sense of self-worth. Because forgiveness is a moral virtue, it includes deliberate goodness toward the one who acted badly. Again, this does not invalidate the quest for justice alongside forgiveness. As the person gives a gift to the other, whether it is a smile, a returned phone call, or respectful attention during a discussion, forgivers realise that the gift-giving helps them to feel a sense of happiness. 40 45
- 8 Here is one example of this science. Lin et al.² (2004) randomised 14 people who had substance dependence problems to either a forgiveness intervention or an already-approved intervention by the residential treatment centre. After twice-a-week treatment for six weeks, those in the forgiveness condition increased in self-esteem compared with those in the control group. At the four-month follow-up, this increase in self-esteem held. Other forgiveness interventions done with randomised experimental and control groups showed similar results (Freedman & Enright, 1996; Reed & Enright, 2006). 50
- 9 The major differences between the study done by McNulty and those done by Lin et al. are these: First, the interventions by Lin et al. were based on actual injustices against the participants. McNulty's study used hypothetical stories that were not particularly severe (forgetting to mail a package or having a messy home). Second, Lin et al.'s were actual experiments, while McNulty's involved participants filling out questionnaires. Third, McNulty's study never asked the participants what they meant by the term 'forgiveness'. If a participant, for example, defined forgiveness as 'just letting it go', then the researcher was actually exploring a distortion of forgiveness. Forgiveness in its true sense lets mercy and justice grow up together; forgive and ask for fairness. 55 60
- 10 In conclusion, the forgiveness process has rational explanations of why people should increase in self-esteem when they work on examining issues of inherent worth, bear the pain for the other, give gifts to the unjust, and find important meaning in their suffering. It is anything but absurd to see that as people forgive others, it is the forgivers who benefit in increasing self-esteem. 65

[Adapted from <https://www.psychologytoday.com/za/blog/the-forgiving-life/202502/how-can-forgiving-someone-else-build-my-own-self-esteem>]

GLOSSARY:

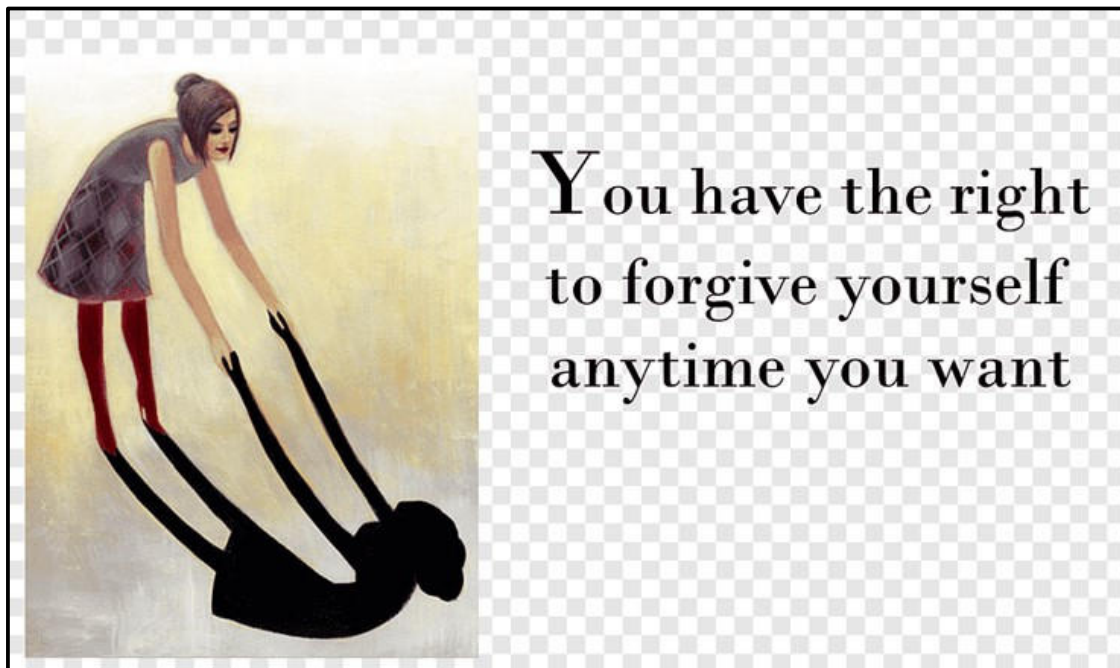
1 caveat – warning or proviso of specific conditions

2 Lin et al. – Lin and others

AND



TEXT B

[Source: www.KahnsWiseWords.com]

QUESTIONS: TEXT A

1.1 Refer to paragraph 1.

What did Nietzsche believe about forgiveness? (2)

1.2 Refer to paragraph 2.

Using your own words, state the conclusion that McNulty reached about the effect of forgiveness in relationships. (2)

1.3 The Oxford Dictionary gives the meaning of 'bleak' as 'not hopeful or encouraging; unlikely to have a favourable outcome'.

What do the words, 'It is hard to think of a bleaker title' (line 8), suggest about the author's view of the title of the book mentioned in this paragraph? (2)

1.4 Is the following statement TRUE or FALSE? Quote TWO consecutive words from the passage to prove your answer.

McNulty proposed theoretical settings to the participants in his studies. (1)

1.5 Refer to paragraphs 2 and 3.

Based on Nietzsche and McNulty's perspectives, account for some people's struggle to forgive others. (2)

1.6 Refer to paragraph 4.

Explain whether seeing the offender's 'inherent worth' (line 22) makes forgiveness easier. Motivate your response. (2)

1.7 Refer to paragraph 6.

When a person decides to forgive without pay-back, it can be considered as ...

- A altruistic.
- B selfish.
- C retaliatory.
- D ego-centred. (1)

1.8 Refer to paragraph 7.

Comment on the relationship between forgiveness and the demand for justice. (3)

1.9 Refer to paragraph 8.

Suggest a reason for the inclusion of the references to 'Lin et al. (2004)' (line 46) and 'Freedman & Enright, 1996; Reed & Enright, 2006' (line 53). (2)

1.10 Refer to paragraph 9.

Critically comment on bias evident in this paragraph. Compare two examples of diction to substantiate your response. (3)

1.11 Refer to paragraph 10.

Comment on the effectiveness of paragraph 10 as a conclusion to Text A. (3)

QUESTION: TEXT B

1.12 What does the visual convey about the girl's attitude towards the shadow? (3)

QUESTION: TEXT A AND TEXT B

1.13 Critically discuss to which extent the image and message in TEXT B reinforce the author's opinion about forgiveness in paragraph 5 of TEXT A. (4)

TOTAL SECTION A: 30

SECTION B: SUMMARY**QUESTION 2: SUMMARISING IN YOUR OWN WORDS**

Forty years ago Steve Jobs shared a brilliant leadership lesson in a well-documented interview which is as effective today as it was in 1985. Read TEXT C and write a cohesive paragraph, identifying the benefits of employing people who can self-manage.

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

ONE SIMPLE STRATEGY SEPARATING HIGH PERFORMERS FROM THOSE WHO FALL SHORT

Once smart, highly capable, super creative individuals are hired, there's a simple yet rare management strategy that empowers them to become high performers: The greatest people are self-managing. It's a bold statement, indeed. But one worth the risk to attract, develop, and keep the people who will drive your company forward.

We all dream of hiring and working with people who just *get it* – the ones who take ownership, solve problems, and make things happen without needing constant hand holding. Creating a team like this is possible, and it starts with how we *think* about leadership and management.

When employees have the freedom to make decisions and take ownership, they're more likely to experiment and solve problems creatively and quickly. Self-managing employees don't wait for a manager's green light – they trust their instincts and act, which can be a game-changer in fast-moving industries. Research shows that autonomy not only improves problem-solving but also leads to higher levels of innovation. By stepping back, leaders give their self-managing high performers the space to think big and act boldly, just like Steve Jobs did when he famously said: It doesn't make sense to hire smart people and tell them what to do; we hire smart people so they can tell us what to do.

Obviously, this doesn't apply to micromanagers who spend their days looking over people's shoulders, barking orders, and controlling all the decisions. Micromanaging takes time and energy, leaving managers bogged down in daily details instead of focusing on the bigger picture. Self-managing employees lighten the load by handling the "how" so leaders can concentrate on the "why" and "what's next." This shift benefits the manager and empowers self-managing employees to take responsibility for their work, fostering confidence and competence across the team.

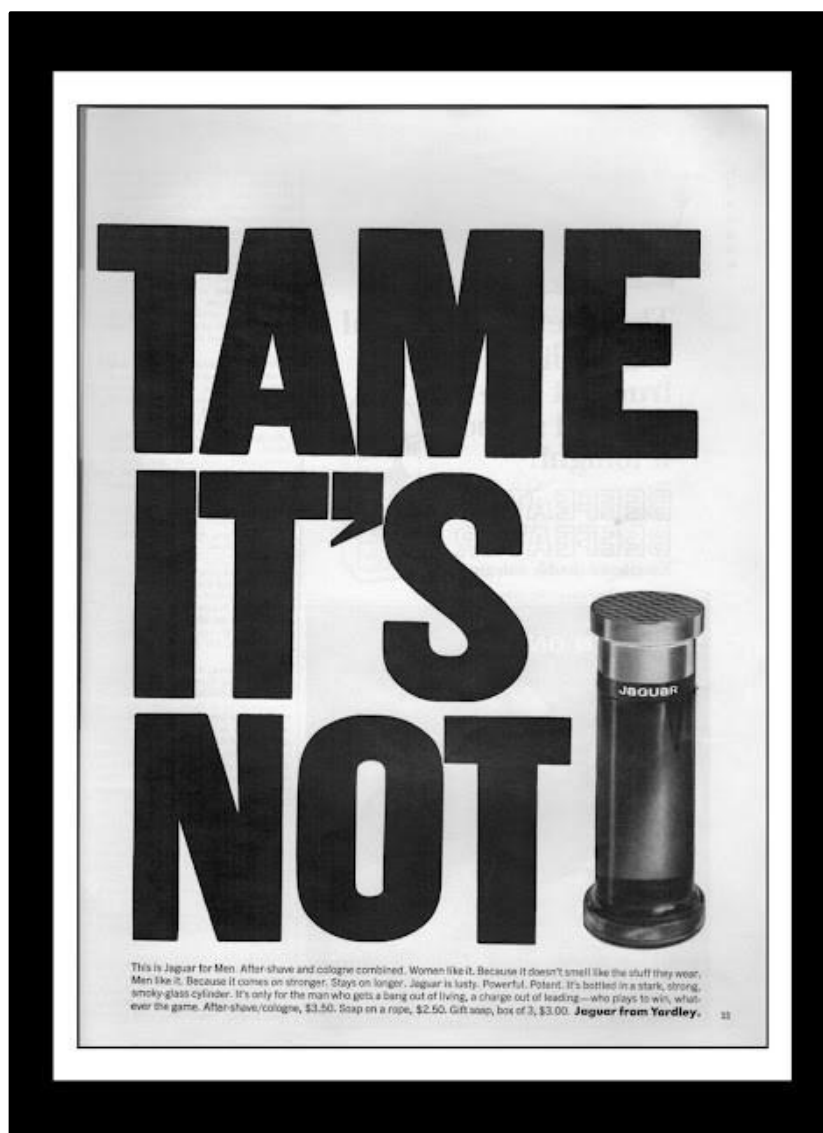
Autonomy is one of the top drivers of employee engagement. When people feel trusted to manage their own work, they're more motivated and invested in the outcome. A sense of ownership also builds loyalty – employees are far less likely to leave an environment where they're empowered and valued to make decisions without being judged or scrutinized.

[Based on <https://www.inc.com/marcel-schwantes/40-years-ago-steve-jobs-said-theres-1-simple-habit-that-separates-high-performers-from-those-who-fall-short>]



SECTION C: LANGUAGE IN CONTEXT**QUESTION 3: ANALYSING ADVERTISING**

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

TEXT D**Copy of Text D:**

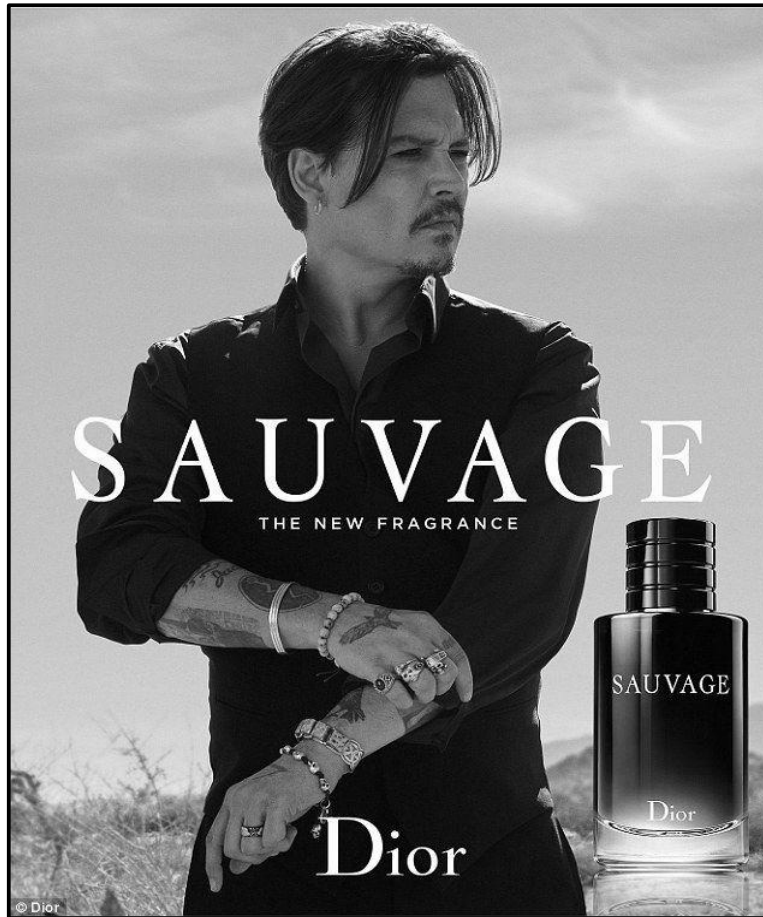
This is Jaguar for Men. After-shave and cologne combined. Women like it. Because it doesn't smell like the stuff they wear. Men like it. Because it comes on stronger. Stays on longer. Jaguar is lusty. Powerful. Potent. It's bottled in a stark, strong, smoky-glass cylinder. It's only for the man who gets a bang out of living, a charge out of leading – who plays to win, whatever the game. Jaguar from Yardley.

AND

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TEXT E



QUESTIONS: TEXT D

- 3.1 'It's only for the man who gets a bang out of living, a charge out of leading – who plays to win, whatever the game.'

This sentence is an example of a ...

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

- 3.2 'After-shave and cologne combined.'

What is the function of the hyphen? (1)

- 3.3 Discuss the effectiveness of the advertisement in persuading its target audience by referring to one technique the advertiser has used. (3)

QUESTIONS: TEXT E

3.4 The catchphrase 'SAUVAGE' is the French word for 'wild' or 'savage'.

Comment on the success of the visual in conveying this idea. (2)

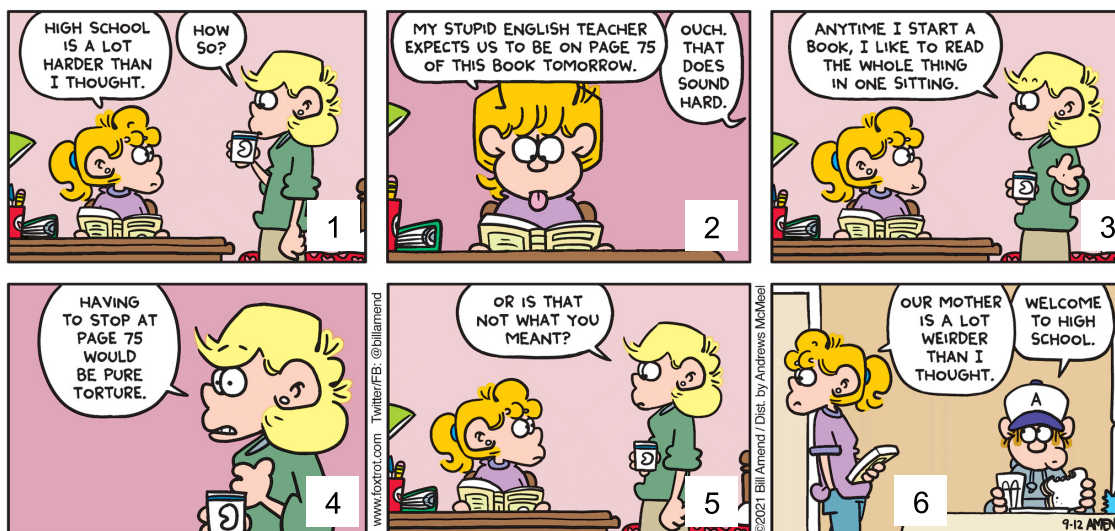
QUESTION: TEXTS D AND E

3.5 Both the **Jaguar for Men** and **Dior Sauvage** advertisements aim to appeal to a sense of masculinity, but they do so in different ways. Which one do you find more appealing? Motivate your answer by referring to the visual of each advertisement. (3)

[10]

QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

Study TEXT F and answer the set questions.

TEXT F: CARTOON

[Source: <https://foxtrot.com/2021/09/12/high-school-annoyances/>]

The girl with the ponytail is called Paige. The woman holding the coffee mug is her mother, Andrea, and the boy with the white baseball cap is Paige's elder brother, Peter.

QUESTIONS: TEXT F

4.1 Refer to FRAME 2.

How do Paige's body language and words indicate that high school 'is a lot harder' than she thought? (2)

4.2 Discuss how humour is created in FRAMES 2 to 4. (3)

4.3 Comment on the conclusions that Paige and Peter come to in FRAME 6. (3)

4.4 My stupid English teacher expects us to be on page 75 of this book tomorrow.

Rewrite this sentence in the passive voice. (2)

[10]

QUESTION 5: USING LANGUAGE CORRECTLY

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

TEXT G

LINDT UNVEILS THE FIRST NEW GOLD BUNNY FLAVOUR IN 10 YEARS: ‘CAN’T WAIT’

- 1 There’s a big chocolate change coming this Easter! A timeless classic has been given a modern twist ahead of the holidays, with Lindt releasing a brand-new take on its famous Gold Bunny. For the first time in 10 years, Lindt has unveiled a never-before seen flavour for Australia and New Zealand that will surely get the Easter Bunny hopping with excitement. 5
- 2 The chocolate giant has officiously announced the Gold Bunny Salted Caramel which blends Lindt’s signature milk chocolate with rich, buttery caramel pieces and a touch of sea salt to create a indulgent treat.
- 3 Lindt completed a study in 2023 that concluded that despite Aussies considering Easter a gifting season, shoppers are more likely to buy chocolate for themselves and share rather than for presents. The Gold Bunny Salted Caramel is perfect for sharing, gifting or indulging in alone. 10
- 4 “Salted caramel is one of the most loved flavour combinations, and we’re thrilled to introduce it to our Gold Bunny range,” said Lindt Master Chocolatier Thomas Schnetzler. 15
- 5 “We’ve carefully crafted this new flavour to joyously celebrate the combination of the luxurious richness of our milk chocolate, the deep complexity of caramel, enhanced by the touch of sea salt.” “We can’t wait for both new and loyal Lindt fans to experience the new Gold Bunny this Easter.” The Lindt Gold Bunny Salted Caramel come in its signature gold foil with a light blue ribbon and bell. 20

[Source: <https://kitchen.nine.com.au>]

QUESTIONS: TEXT G

5.1 Refer to ‘can’t wait’ in the title.

What is the function of the apostrophe? (1)

5.2 Remove a redundant word in paragraph 1. (1)

5.3 Refer to ‘famous’ (line 3).

Supply an antonym. (1)

5.4 Correct the malapropism in paragraph 2. (1)

5.5 Correct the article error in paragraph 2. (1)



- 5.6 'shoppers are more likely to buy chocolate for themselves and share rather than for presents.' (lines 10–11)

Rewrite this clause, replacing a preposition with a finite verb so that it makes sense. (1)

- 5.7 "Salted caramel is one of the most loved flavour combinations, and we're thrilled to introduce it to our Gold Bunny range," said Lindt Master Chocolatier Thomas Schnetzler. (lines 13–15)

Rewrite this sentence into reported speech. (2)

- 5.8 Identify the grammatical error in paragraph 5. (1)

- 5.9 Correct the concord error in paragraph 5. (1)

[10]

TOTAL SECTION C: 30

GRAND TOTAL: 70