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basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

ENGLISH HOME LANGUAGE P1

NOVEMBER 2025

MARKING GUIDELINES

MARKS: 70

These marking guidelines consist of 10 pages.



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 marks 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 Entrepreneurship addresses the lack of formal employment/creates alternative sources of employment/allows people to earn an income. (1)
- 1.2 The HSRC study investigated what drives graduate entrepreneurs (1) to establish employment/business options for all (1).
[Award only 1 mark for lifting.] (2)
- 1.3 The case studies strengthen the writer's point by referring to real-life experiences/show success stories of entrepreneurship, thereby motivating the next generation.
[Credit valid alternative responses.] (2)
- 1.4 The chances of jobseekers/graduates being employed are limited/entrepreneurship creates opportunities for employment.
[Award only 1 mark for lifting.] (2)
- 1.5 D – optimistic (1)
- 1.6 Although entrepreneurship is considered to be profit-driven, the TIE study reveals that there are other complex factors that influence entrepreneurship. Thandi's entrepreneurial style illustrates this finding as she is strongly motivated to implement her university training to solve social problems, provide leadership and make a difference.
[Award 3 marks for a discussion of two ideas.]
[Award only 1 mark for lifting without a discussion.] (3)
- 1.7 The single sentence summarises (1) the lessons learned from the case studies (1)/highlights (1) the fact that entrepreneurs prefer to respond to social needs rather than profiteering (1). (2)
- 1.8 The statistics presented in the paragraph imply that the majority of entrepreneurs are motivated to start their businesses by using their own resources, or actively seeking external funding from a wide variety of sources./The information reveals that entrepreneurs need to pursue resources proactively. It also reinforces the idea that they have motivations other than financial gain, for example, social development.
[Credit valid alternative responses.]
[Award 3 marks for a discussion of two ideas OR award 3 marks for one idea well discussed.] (3)



- 1.9 The diction used by the writer reinforces the idea that entrepreneurs' success depends on the financial support that they receive from stakeholders, who play a 'pivotal role' and 'launch and scale' their businesses. Words such as, 'nurturing', 'help', 'training' exemplify the support needed by new entrepreneurs. These external agents possess 'essential' resources. They also provide the necessary skills, such as 'enabling environments for upcoming entrepreneurs'.
- [Award ONLY 1 mark for a 'lift' that responds to the question.]
[Award 3 marks for a valid comment, supported by TWO examples of diction.] (3)
- 1.10 YES
- The conclusion highlights the main argument of the article – that entrepreneurs are motivated by factors such as the social benefit, and not only financial gains. Furthermore, it offers advice on how to support entrepreneurs, reiterating the need for relevant academic programmes. Reference is made to the two case studies, which underscores the role entrepreneurs play in providing opportunities in their communities.
- [A 'NO' response is unlikely. However, credit responses on merit.]
[Award 3 marks for a discussion of two ideas.] (3)
- 1.11 The poster contains a presentation of a confident, suitably attired person who looks enthusiastic and makes direct eye contact, suggesting a willingness to engage with the reader. She possesses an electronic device which suggests familiarity with technology. This matches the target audience of the competition who are proactive and positive young people who want to be entrepreneurs.
- [Credit valid alternative responses.]
[Award 3 marks for two ideas well discussed.] (3)
- 1.12 The capital letter 'H' draws the reader to the icon of the shopping bag which links to the retail activity of the MTN Y'ello Lane Market Hub./The letter 'H' highlights the shopping bag which links to the pun of 'bag(ging)' the prize on offer for this competition./The capital 'H' draws the reader's attention to the word 'HUSTLE' which is an informal term of doing business, implying the youth can become entrepreneurs at the MTN Y'ello Lane Market shopping hub.
- [Credit valid alternative responses.]
[Award 2 marks for an explanation of ONE idea.] (2)
- 1.13 TEXT B strongly encourages young people with 'entrepreneurial ambitions' to launch their businesses with the support of MTN. This reinforces the message that MTN will aid their business ventures. MTN is using various media channels and means to persuade young entrepreneurs with fledgling businesses, like the young woman, to complete the competition entry requirements so that they are eligible to win great rewards and so 'propel' their ventures to the next level. The uploading of short videos will also showcase the young people's skills and enthusiasm.
- [Award 3 marks only if the candidate has made reference to both TEXT B and line 58 of TEXT A.] (3)



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**.

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

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

NO.	QUOTATIONS	NO.	POINTS
1	'Sporting events have a unique ability to evoke intense emotions and excitement in fans worldwide.'/'Sports can generate a spectrum of emotions that are unparalleled in other forms of entertainment.'/'...a complex interplay of multiple factors.'	1	Sporting events are the only forms of entertainment that can elicit a range of emotions.
2	'Advertising campaigns and public relations efforts create buzz and keep fans engaged.'	2	Media promotions generate excitement and lure the fans.
3	'The waiting experience, a critical yet often overlooked aspect, also enhances anticipation./Studies show that the emotions and expectations built during this period can make the actual event more rewarding.'	3	Anticipation of the upcoming game enhances the experience of the actual event.
4	'...the deep sense of loyalty they feel towards their teams./Fans who strongly identify with their team may feel more satisfied...'	4	Sport fans have a sense of loyalty and identification with their team which leads to greater fulfilment.
5	'...have a greater sense of belonging which boosts their excitement and emotional investment in games.'/'...strengthening the communal and emotional bonds that make sports so thrilling.'	5	Bonds are formed while watching games.
6	'Sporting events captivate fans through compelling narratives and dramatic storytelling.'/'This not only captivates viewers but also frames the violence within a narrative of heroism and competition, enhancing the dramatic appeal.'	6	Games are presented as dramatic entertainment.
7	'...broadcasters often use slow-motion replays, freeze frames, and selective highlighting of intense moments to transform violent clashes into seemingly artistic performances.'	7	Conflict between teams enthral viewers through broadcasts using film techniques.
8	'The narrative structure of sports events often mirrors classical drama, with a clear beginning, middle and end, and includes rising action, climax and resolution.'/'This structure helps fans follow and become emotionally invested in the unfolding drama, seeing themselves as part of the story.'	8	The structure of sporting events allows fans to see themselves as participants in a dramatic performance.
9	'Sporting events offer a unique opportunity for social interaction and community building.'	9	Sport enables social engagement and cohesion.
10	'This communal aspect enhances the excitement as fans celebrate victories together and commiserate after losses.'	10	Fans share their post-game emotions.



PARAGRAPH-FORM

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

Sporting events are the only forms of entertainment that can elicit a range of emotions. Media promotions generate excitement luring fans to anticipate the actual event. Loyal fans identify with their team which boosts enthusiasm for the sport and generates fulfilment. Games are presented as dramatic entertainment enthralling viewers through the sensational broadcasting of conflict in the sport. Moreover, the structure of sporting events makes fans see themselves as participants in a drama and communal bonds are formed. Sport enables social engagement and cohesion with fans sharing their post-game emotions.

[90 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 exclamation mark in '**COMPOST!**' compels the reader to engage in recycling./It instructs the reader to recycle.

[Credit valid alternative responses.] (2)

- 3.2 cycle (1)

- 3.3
- The **imperative** ('MAKE YOUR TRASH', 'Put your food scraps', 'Look for the green carts') urges the reader to participate in recycling.
 - The use of creative **puns** ('APEELING', 'BERRY', 'LETTUCE') engages the reader with humour/wit.
 - The use of different **fonts** (sizes/contrasts) draws the reader's eye to key words of the advertisement, e.g.
'COMPOST' [Extra-large font]
'MAKE YOUR TRASH MORE APEELING' [Large font]
'Put your food scraps into the green cart.' [Regular font]
 - **Repetition** ('COMPOST', 'food scraps', 'green cart') is used to reinforce how people can support recycling/composting.
 - **Bandwagon effect** ('everyone's doing it') creates a desire in the reader to start recycling.
 - The use of **personal pronouns** ('your'/'you') engages the reader and appeals to them to be involved in composting.
 - **Rhetorical question** ('Did you know ... the green cart?') invites the reader to consider recycling food scraps.

[Award 1 mark for the identification of a technique, 1 mark for an example and 1 mark for a discussion.]

[A mark can be awarded for an example **ONLY** if it is linked to a technique or a discussion.] (3)

- 3.4 Let us/Let's (1)



- 3.5 **TEXT D** has a single flower pot. The organic matter is compacted in the pot. The words related to 'composting' and the benefits of composting are cleverly patterned into the shape of the flower, leaves and stem. This symbolises the positive results of composting.

OR

TEXT E has three clearly depicted images linked closely to the message of the advertisement. The reader is able to understand the intention of the advertiser to encourage composting. The link between the puns/words in bold font and the images allows the reader to make the connection between recycling and the items one can use.

[Credit valid alternative/mixed responses.]

[Award 3 marks for two ideas well justified.]

(3)
[10]



QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

- 4.1 Jeremy shows a hesitant/nervous/uncertain/sheepish/deferential/respectful/cautious/humble attitude.
[Credit valid alternative responses, in context.] (1)
- 4.2 The parents have an affectionate/loving/close relationship. (1) They are sitting comfortably and cosily on the same chair with the mother's arm around her husband's shoulder. (1) (2)
- 4.3 The cartoonist extends Jeremy's speech from FRAME 2 to FRAME 5, to exaggerate the effort he undertook to acquire the gift, thereby creating a climax. (2)
- 4.4 In FRAME 3, Jeremy's father is mildly pleased at the receipt of a mediocre gift on Father's Day. This changes in FRAME 5, to extreme elation and joy at the realisation that his son has matured sufficiently to have a job. It is ironic that the gift does not bring him as much pleasure as the news that his son has a job. The tongue-in-cheek reference to 'CONTEXT THAT COUNTS' in FRAME 6 underscores how successfully Jeremy has manipulated his father.
[Award 3 marks only if a critical discussion is provided.] (3)
- 4.5 FRAME 1: FATHER'S – possession/ownership
FRAME 2: IT'S – contraction/omission (2)
- [10]**



QUESTION 5: USING LANGUAGE CORRECTLY

- 5.1 similar/alike/identical
[Credit valid alternative responses, in context.] (1)
- 5.2 adverb (1)
- 5.3 I messaged a photo of the crater in her head to her grandfather, the cardiologist **who** usually sews me up when I do stupid stuff. (1)
- 5.4 Grandpa said, 'She **needs** (1) stitches and **I am not** (1) doing it!'
OR
Grandpa said, 'She **needs** (1) stitches. **I am not** (1) doing it!'
OR
Grandpa said, '**You need** (1) stitches and **I am not** (1) doing it!' (2)
- 5.5 find – **found** (1)
- 5.6 B – 'that she's inherited my penchant for the dramatic.' (1)
- 5.7 I promise I haven't taught her to be a drama queen; she just is.
I promise I haven't taught her to be a drama queen: she just is.
I promise I haven't taught her to be a drama queen – she just is.
I promise I haven't taught her to be a drama queen. **She** just is.
I promise I haven't taught her to be a drama queen! **She** just is.
I promise I haven't taught her to be a drama queen ... she just is. (1)
- 5.8 The italics indicate that the phrase is from a foreign language. (1)
- 5.9 past (1)

[10]

TOTAL SECTION C: 30
GRAND TOTAL: 70

