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# basic education

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**ENGLISH SECOND ADDITIONAL LANGUAGE P1**

**NOVEMBER 2025**

**MARKING GUIDELINES**

**MARKS: 80**

**These marking guidelines consist of 11 pages.**



## INSTRUCTIONS AND INFORMATION

1. Candidates are required to answer ALL questions.
2. These marking guidelines serve as a guide to the markers. Some responses may require a marker's discretion, while others may be expanded at the national marking guideline discussion.
3. **Marking SECTION A: COMPREHENSION**
  - Because the focus is on understanding, incorrect spelling and language errors in 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. Equally no marks should be awarded for TRUE/FALSE or FACT/OPINION. The focus should be on the reason/substantiation/motivation provided to support/justify the response.
  - 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 with the correct answer AND/OR the answer written out in full.
4. **Marking SECTION C**
  - Spelling:
    - One-word answers must be marked as 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 with the correct answer AND/OR the answer written out in full as correct.



**SECTION A: COMPREHENSION****QUESTION 1**

- 1.1 1.1.1 The body/institution that regulates the way people communicate.✓ (1)
- 1.1.2 Cellphone users have an obsession for checking their phones all the time.✓ They are unable to control the desire to stay informed.✓ (2)
- 1.1.3 This desire to use a cellphone interferes with people's mental function.✓  
Cellphone users feel pressured to communicate with other people.✓  
They feel compelled to catch up on the latest news in and around their world.✓
- NOTE:** Accept any TWO of the above. (2)
- 1.2 When people spend time on social media,✓ they give their brain some pleasure, which rewards them by making them feel good.✓ (2)
- 1.3 1.3.1 To show that just as drug users depend on drugs to function,✓ social media users cannot resist the drive to log in.✓ (2)
- 1.3.2 A large number (more than 50%)✓ of girls are addicted to *TikTok*.✓ (2)
- 1.3.3 It is the name of an application.✓  
It is a play on words/derivative (of the words tick-tock).✓
- NOTE:** Accept any of the above answers. (1)
- 1.4 1.4.1 Figuratively✓  
It means to be able to function without being dependent on the cellphone.✓ (2)
- 1.4.2 *TikTok* and *Instagram* are social media platforms,✓ yet dopamine fasting encourages refraining from/not using social media.✓ (2)
- 1.4.3 Users fast from social media for a short period.✓ (1)
- 1.5 1.5.1 'works the magic'✓ (1)
- 1.5.2 Daria Kuss is an expert/researcher in the field of study related to social media fasting.✓  
The inclusion of Daria Kuss lends credibility to this article/makes it authentic.✓  
Her opinion in this field counts and can be believed.✓

**NOTE:** Accept any TWO of the above. (2)



1.6 Open-ended. Accept a suitable response, e.g.

Yes.

When people spend quality time with loved ones in person, it helps build interpersonal skills. One can even detect if the other party is well or unwell.

**OR**

No.

Technology has made life easier for people over long distances to still spend time together. It is costly to travel to be with friends and relatives.

**NOTE:** Accept other suitable responses provided that they are grounded in the text. A candidate can score 1 mark for an answer that is not well-substantiated. Accept answers that relate to the candidate's motivation.

(2)

1.7 Open-ended. Accept a suitable response, e.g.

The title is suitable because it shows ways that cellphone users can be addicted to social media. They spend valuable time of their lives scrolling on cellphones in order to connect with the outside world.

**OR**

The title is not suitable, because not all cellphone users waste time on their phones. Some users do their work on the cellphones and connect positively with their loved ones.

**NOTE:** Accept other suitable responses provided that they are grounded in the text. A candidate can score 1 mark for an answer that is not well-substantiated. Accept answers that relate to the candidate's motivation.

(2)

1.8 The block indicating reduction is at the top of the cone.✓

It is the largest block in the cone.✓

It shows more activities that are taking place.✓

It shows people interacting with nature.✓

The up-facing thumb indicates approval.✓

**NOTE:** Accept any TWO of the above.

(2)

1.9 A/rotate✓

(1)

1.10 The down-facing thumb shows that it is less encouraged/not approved/should be avoided at all cost.✓

(1)



1.11 Open-ended. Accept a suitable response, e.g.

Yes.

The text conveys a message which shows how people can reduce pollution. The size of each block in the cone indicates the extent to which pollution is created. The illustrations are clear and easy to understand. The words on the right-hand side also assist the reader to understand the text better.

**OR**

No.

The text on its own does not convey the message of reducing pollution. There is still a need to understand how the words relate to the visuals in the cone. It is also unclear what each visual within the block means and represents.

**NOTE:** Accept other suitable responses provided that they are grounded in the text. A candidate can score 1 mark for an answer that is not well-substantiated. Accept a combination answer.

(2)

**TOTAL SECTION A: 30**



**SECTION B: SUMMARY****QUESTION 2**

The following points form the answer to the question:

	<b>QUOTATIONS</b>		<b>FACTS</b> <b>(NOTE: Candidates may phrase the facts differently.)</b>
1.	'Start by reflecting on your strengths and weaknesses.'	1.	Determine what your abilities are.
2.	'Define your goals with clarity.'	2.	Set clear goals.
3.	'Break large goals into smaller, manageable tasks.'	3.	Divide your goals into smaller tasks.
4.	'Establish reasonable deadlines for each goal.'	4.	Set time frames for your goals.
5.	'Be prepared to adapt your goals if the need arises.'	5.	Revise your goals if necessary.
6.	'Speak with a person whom you trust about your goals.'	6.	Share your goals with someone you trust.
7.	'Evaluate your progress on a regular basis and seek feedback from a person who guides you.'	7.	Assess your progress continuously. /Get a progress report from your mentor.
8.	'Do not allow challenges to set you back.'	8.	Avoid being distracted by failure.



**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 quotes: award no language mark
  - 4–5 quotes: award a maximum of 1 language mark
  - 2–3 quotes: award a maximum of 2 language marks

**NOTE:**

- **Format:** Even if the summary is presented in the incorrect format, it must be assessed.
- **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****NOTE:**

- **Spelling:**

- One-word answers must be marked as 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 with the correct answer AND/OR the answer written out in full as correct.

**QUESTION 3: ANALYSING AN ADVERTISEMENT**

3.1 People who are looking for technological accessories/electronic devices/small machines.✓ (1)

3.2 It is written in different font sizes.✓  
It is written in capital letters.✓  
It is written in bold.✓

**NOTE:** Accept any TWO of the above. (2)

3.3.1 slogan✓ (1)

3.3.2 we have✓ (1)

3.4 Cellphones✓  
Headphones✓  
Power banks✓  
Chargers✓  
Smart watches✓

**NOTE:** Accept any TWO of the above. (2)

3.5 D/street.✓ (1)



3.6 Open-ended. Accept a suitable response, e.g.

Yes.

The man's facial expression shows that he could be worried/asking himself about where/how to get certain gadgets.

The shape of a question mark which is made of his body indicates that consumers have questions about gadget shops.

**OR**

No.

The man's facial expression shows that the company does not satisfy its customers.

The shape of the question mark gives an impression that the store does not solve the customers' questions.

**NOTE:** Accept other suitable responses provided that they are grounded in the text. A candidate can score 1 mark for an answer which is not well-substantiated.

(2)  
**[10]**



**QUESTION 4: ANALYSING A CARTOON**

- 4.1.1 Connie says that she loves the song.✓  
 Jeremy's fingers are on the strings of the guitar.✓  
 There are music notations floating from the guitar.✓

**NOTE:** Accept any TWO of the above. (2)

- 4.1.2 D/exclamation mark.✓ (1)

- 4.2 Jeremy turns his face towards her.✓  
 His eyes are fixed on her.✓  
 His mouth is closed.✓

**NOTE:** Accept any TWO of the above. (2)

- 4.3 VISUAL: Connie's head is transformed into a chicken.✓  
 The tongue (vulva) is crooked.✓  
 The musical notes are uneven.✓

VERBAL: The words 'OOHEEEOOOEEEOO', which come from her mouth, suggest that they are not from a melodious song.✓  
 The uneven font shows a lack of harmony.✓

**NOTE:** Accept ONE visual and ONE verbal response. (2)

- 4.4 mother✓ (1)

- 4.5 Open-ended. Accept a suitable response, e.g.

No.

Jeremy's facial expression shows that he is not impressed with Connie's singing. He gives a sarcastic response ('our loss mom') merely to appease her.

**OR**

Yes.

Jeremy gives Connie a fair chance to sing and listens to her attentively. He is not rude or does not interrupt her while she sings.

**NOTE:** Accept other suitable responses provided that they are grounded in the text. A candidate can score 1 mark for an answer which is not well-substantiated.

(2)  
**[10]**



**QUESTION 5: LANGUAGE AND EDITING SKILLS**

- 5.1 5.1.1 (a) tasty✓ (1)
- (b) are✓ (1)
- (c) in✓ (1)
- 5.1.2 A few doctors at Isfahan University did not/didn't conduct a research on the benefits of apples.✓ (1)
- 5.1.3 The brain is protected from radical damage by apples.✓ (1)
- 5.1.4 the – (definite) article✓  
disease – (common) noun✓ (2)
- 5.1.5 C/root.✓ (1)
- 5.1.6 Some patients said that they✓ often ate✓ apples to reduce different diseases.
- NOTE:** Award a mark for each of the underlined changes and 1 mark for the correct punctuation. (3)
- 5.1.7 decreases/reduces✓ (1)
- 5.1.8 doesn't it/does it not✓ (1)
- 5.1.9 remedy✓ (1)
- 5.2.1 I shake a stranger's hand.✓ (1)
- 5.2.2 stronger✓ (1)
- 5.2.3 Not only is friendship important✓but it should (also) be cherished.✓
- OR
- Not only is friendship important,✓ it should also be cherished.✓ (2)
- 5.2.4 friendly✓ (1)
- 5.2.5 My friends and I enjoy swimming in the sea.✓
- NOTE: Accept any other suitable responses. (1)
- [20]

**TOTAL SECTION C: 40**  
**GRAND TOTAL: 80**

