GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

JUNE EXAMINATION
GRADE 12

2025

MARKING GUIDELINES

ENGLISH HOME LANGUAGE

PAPER 1

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 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
- Unemployment is a situation where a person is available and actively seeking employment/a job but is unable to find work.

(Award full mark only if definition is addressed.)
(General terminology of unemployment will be accepted (1)

1.2
- The writer is very concerned/surprised/ worried/anxious about the increase in the rate of unemployment. (1)

1.3
- Hands on through experiential learning and apprenticeship/internship where the youth are trained on the job/ a type of skills training. (2)

1.4.
- The statement emphasises the importance of tertiary education to assist young people in finding a job in the current socio-economic environment.
- The single line paragraph drives home/emphasises the writer's point.

(**Award 2 marks for one point clearly explained.)** (2)

1.5
- Graduates – Most of the workforce remains largely unskilled, and it is stressed that education plays a crucial role in equipping these youngsters with the necessary skills needed to climb the corporate ladder.
- Non-graduates – However, not much success is achieved as there are limited educational prospects due to poverty and a lack of access to training and the sharing of knowledge.
- Some graduates are not so successful in accordance with the 9.8% statistics.

(Award 2 marks for any one idea well discussed) (2)

1.6.1
- B matter-of-fact (1)

1.6.2
- The statistics in paragraphs 6 and 7 prove that male employees outnumber the female employees due to access to education, which makes them more adaptable and employable. In contrast, females are more vulnerable and have a lower chance of transition into employment. These socio-economic factors make it easier for men to be 'absorbed' into the work market.
- The assertion made in paragraph 5 is that men have higher success rate of achieving a job which is supported in paragraph 6 whereby the men have a higher statistic with an almost 2% difference to the women getting jobs.
- The statistical data emphasises that men are employed at a faster rate than women and emphasising a 3.3% increase of female unemployment rate in paragraph 7 which means that men are getting jobs faster.

(3)

1.7
- The word 'exorbitant' highlights how steep the levels of female unemployment are/ exorbitant emphasises the high rate of female unemployment.
- The word 'burdened' shows that these family responsibilities are weighed down on females and act as oppressive factor/ Family responsibilities are a social norm that restricts and deters women from finding employment.

- The word 'impede' highlights that it prevents women from attaining a suitable educational level/ Impede shows how social roles – family responsibilities deter women from seeking further education and it increases their chances of unemployment.
- 'Lower absorption into the workforce' states furthermore, the main reason showcased for females being viewed as disadvantaged includes often being burdened with family responsibilities that impede their adequate attainment of the necessary/ required educational skills to function effectively in the workforce.

(**Award 2 marks for ONE example of diction well-discussed)** (2)

1.8
- Rural provinces such as KwaZulu-Natal and the Eastern Cape show higher levels of unemployment due to the lack of opportunities, whereas urban areas offer better employment prospects as the labour market is more dynamic and has more variations in job diversity.
- Urban areas have better opportunities and better job prospects than rural areas.
- Due to higher population and business sector offers higher prospects for education**.**

(Award full marks only if comparison or contrast is evident with a maximum 2 marks for one point well-discussed.) (3)

1.9
- The paragraph stresses the idea that South Africa's entire workforce experienced employment issues across all the provinces.
- Noteworthy was the fact that seven out of nine provinces experienced declines in the number of discouraged youths.
- However, the challenge of unemployment has been tackled as the majority of the provinces and corporations have actively addressed economic inequalities, lack of resources and skills training.

(Award 3 marks only if reference is made both to paragraph 10 and the sub-heading) (3)

1.10
- The writer concludes that by solving the dilemma of youth unemployment we can create a more equitable and flourishing society which would lead to overall economic growth and social upliftment.
- This will reduce the socio-economic inequalities that divide our society. The writer asserts that the solution to youth unemployment will lead to financial stability and better unity in South Africa. This would then form the foundation of a 'prosperous' country. If we include everyone and have a socio-economic sector, then we have a rich country.
- The title and the text addresses youth and in the conclusion the writer effectively suggests a solution to the problem of youth unemployment.

(Award full marks only for a well-rounded response that summarises the link between the conclusion and the writer's argument.) (3)

1.11
- He should be celebrating/ smiling and jumping with joy for his degree, but he is ironically despondent because he has no future as there are no prospects of employment for him.
- His closed/downturned eyes and defeated look with no smile on his face further confirm this dire situation.
- He is frowning indicated by the lines on his forehead. He should be celebrating instead he is disheartened. The line above his mouth indicates a smirk.
- He adopts a closed off/hunched body posture in a dejected manner, indicating that he feels anxious and demotivated with the lack of opportunities for himself/ even though he has graduated and there are no vacancies available, which he has applied for, he is still unemployed. This is a sad reality for most graduates.

(Credit alternative responses.) (2)

1.12
- The graduate is depicted as distraught as; after achieving academic success by graduating, he is unable to secure employment.
- His vulnerability is shown by the cross (X) symbol placed over each point on the placards, namely job, placement and skill, thereby signaling the failure in this regard for many such as him in South Africa.
- The dark background and crossed out placards signal that the threat is real, and the situation is hopeless, indicating that even though he has studied hard, mastered the skills necessary for effective employment, due to other socio-economic situations, the country's youth are unable to attain success.

(Award 2 marks for any two points.) (2)

1.13
- TEXT B highlights the plight of graduates who have attained their degrees but find themselves unemployed.
- PARAGRAPH 10 – indicates that the youth are discouraged, which has led to mental decline and demotivation.
- TITLE – highlights the negative predicament the youth face as they cannot gain any experience or learn any skills that are required in the employment sector due to the high rates of unemployment and the socio-economic factors that deny them access to such opportunities.

(Award 3 marks only if the candidate has referred to paragraph 10 of TEXT A, the TITLE and TEXT B.]
(Credit mixed responses) (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**.

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

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

NO.	QUOTATIONS	NO.	POINTS
1	Factors such as disparity in educational quality and poverty can be addressed.	1	Address issues of poor education and poverty.
2	...channel resources toward their young populations.	2	Increase resources available for the youth.
3	...create viable opportunities for young people, especially those without educational qualifications and advanced skills.	3	Encourage your own opportunities to excel economically.
4	Many desperate job seekers are swindled out of their hard-earned money.	4	Secure the safety of hard-earned money.
5	Education is still the key to these young people's prospects improving in the South African labour market.	5	Increased access to education.
6	…strong case for the government and private sector to channel more efforts into having many young people educated and acquiring technical skills.	6	Encourage discussions between the government and the private sector to promote the acquisition of technical skills.
7	Addressing education will indirectly address the challenge of unemployment.	7	Increased tackling of challenging educational issues.
8	Most young people cannot afford to form families and households …	8	Create a viable economy for the progression of the youth.

PARAGRAPH-FORM

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

Firstly, the rate of unemployment among young adults can be reduced if the issues of poverty and poor education are addressed by Africa's policymakers, thereby encouraging the growth of the economy. Secondly, other issues that can assist in this regard are increasing available resources and encouraging the creation of own opportunities by young adults. Thirdly, the country can further safeguard the hard-earned money of the youth and increase the access of educational skills to these individuals. Finally, we can encourage discussions between stakeholders to promote the acquisition of technical skills.
(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 a 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 a 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:

- **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 slogan advises readers to adopt a critical and cautious approach when navigating the internet/ The phrase is encouraging the idea that being suspicious is not paranoid, rather it is being wise about cyber criminals. (2)

3.2
- The bold font in 'AI doesn't keep secrets' or 'Be suspicious of everything' highlights the importance of the warning issued to the reader to strengthen their cyber security.
- The imperative sentence ('Be street-smart') encourages the reader to be mindful of their understanding of cyber safe practices.
- Emotive language: '… they're not secret keepers' warns the reader to be more cautious of trusting AI.
- Use of contraction – use of short sentences/ colloquialism.

(Award 1 mark for the identification of the technique and 2 marks for a critical discussion.) (3)

3.3
- The image depicts an AI bot holding a cell phone, which would represent the device on which people have their sensitive information and engage with AI models, such as ChatGPT/ Robotic hand controlling your phone representing AI.
- The image depicts the bot assumedly thumb scrolling, sharing the sensitive information that the user has shared from their cell phones/ Thumb scrolling on the screen shows that the AI has access to all your personal information.
- The image depicts the message that information sharing is done without the user's knowledge/ Robots implying that there is no moral conscious.

(Award full marks for the inclusion of the critical discussion for the image and the message.) (3)

3.4
- Adjective. (1)

3.5
- C - compound sentence. (1)

[10]

QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

4.1
- In Frame 2, the teacher is pleased/ impressed with Thandi as she is smiling while speaking, her eyebrows are high/ The teacher is engaging with a conversation her hands are being used in a relaxed way.
- In Frame 3, she is disappointed by the realisation that Thandi used ChatGPT as her mouth is now closed and turned downward and her hand/arm now hangs at her side/ Teacher is astounded by what Thandi said. Her arms are at her side – she has given up.

(Award 1 mark for the identification of the attitude and 1 mark for the identification of the visual clues and 1 mark for the comment) (3)

4.2
- Thandi has presented research about the dangers of using AI in school and the damaging effect AI will have on the education of young people.
- Ironically, she has used AI to write the report and has not completed the work herself. Therefore, she has been sent to the principal's office for cheating/ Thandi is being punished – she is sitting outside the principal's office however, she does not feel remorse for using Chat GPT. (2)

4.3
- His eyebrows are raised, his mouth is agape (wide open/screaming) because he is yelling, and this is indicative of the interrobang/ and further emphasised by exclamations**.** Fred emphasises his disbelief.
- He is in a state of disbelief, anger, frustration, flabbergasted, annoyed. (3)

4.4
- What do you mean all (of) my facts are wrong? (1)

4.5.
- The educator/teacher is expressionless or unresponsive/ blank to the boy's justification.

(The humour is in the fact that he used the internet or the AI). (1)

[10]

QUESTION 5: USING LANGUAGE CORRECTLY

5.1
- A never-ending waiting game is being played by young people in South Africa. (1)

5.2
- They/The youth/Young people are waiting for the economy to grow, for their luck to turn. (1)

5.3
- …employment or training. That's a lot of young people…

OR
- …employment or training; that's a lot of young people…. (1)

5.4
- revered – reserved (1)

5.5
- Commitment/ committee (1)

5.6
- Grows or develops. (1)

5.7
- Harambee's manager, Sue MaCee, said **that** with a high internal promotion rate, the company **aimed** not only to employ young South Africans but also to nurture them into future managers. (2)

5.8
- Abcence - absence.

(The spelling must be correct.) (1)

5.9
- recovering/rallying/bounce back/spring back/make a comeback.

(Accept alternative responses in context) (1)

[10]

TOTAL SECTION C: 30

TOTAL: 70