education

Department of Education
FREE STATE PROVINCE

JUNE EXAMINATION

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P1

JUNE 2025

MARKS: 80

MARKING GUIDELINES

These marking guidelines consist of 9 pages.

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INSTRUCTIONS TO MARKERS

1. Candidates are required to answer ALL the questions.

2. This memorandum serves as a guide to markers. Some responses may require a marker's discretion.

3. Candidates' responses should be assessed as objectively as possible.

MARKING THE 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. 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 dialectical variations.

- For multiple-choice questions, accept BOTH the letter corresponding with the correct answer AND/OR the answer written out in full.

- If a quote is fully correct but the candidate has omitted the quotation marks, do not penalise.

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SECTION A: COMPREHENSION

QUESSTION 1

1.1.1 B/outdated✓ (1)

1.2.1 Enable learners to learn valuable life lessons. ✓
Develop critical thinking. ✓
Gain a deeper appreciation for different cultures. ✓
Gain a deeper appreciation for different perspectives. ✓

NOTE: Accept any ONE of the above answers. (1)

1.2.2 Through reading, learners can see the world from other people's points of view, ✓ which helps them develop empathy/respect for others. ✓ (2)

1.2.3 Literature refers to written works✓ that express ideas/emotions/cultural values. ✓ (2)

1.3 Literature is not just for entertainment✓ it is also deeply connected to human passion/experience. ✓ (2)

1.4.1 Learners understand other people better/have compassion for others. ✓
They are encouraged to share their own thoughts/communicate with others. ✓
Learners gain different perspectives on life. ✓

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

1.4.2 It is about young girls fighting for the right to education. ✓ (1)

1.5 They see how different authors use words and sentences/teaches them new words. ✓
It teaches them how to express their ideas in a clear and interesting way. ✓ (2)

1.6.1 Literature promotes awareness of one's own heritage✓ and it encourages respect for diverse cultures.✓ (2)

1.6.2 The reference to Nelson Mandela emphasises how literature (like *Invictus)* provides strength and resilience✓ during adversity.✓ (2)

1.6.3 fosters✓ (1)

1.7 It means staying strong/maintaining hope/overcoming obstacles✓ despite difficult circumstances.✓ (2)

1.8 Open-ended.

YES. The more we read, the more we understand ourselves and others and we gain academic knowledge. Short messages and social media posts do not encourage deep reflection and communication is limited.

OR

NO. The literature at school level is not relevant to teenagers today. It is much easier to send a short message to a friend or to read a quick thought/post on the internet.

NOTE: Accept other suitable answers. A candidate can score 1 mark for an answer that is not well-substantiated. Accept a combination answer. (2)

1.9 The title is suitable as the passage explains how literature helps improve language skills, encourages empathy, builds cultural awareness, and develops critical thinking—all of which show the true value of using literature in English education.

OR

The title is not suitable as the focus of the passage is on how literature affects people in general, not only limited to an education environment. (2)

1.10 Traffic violations are the second-highest ✓ cause of crashes and contributed to 908 ✓car crashes in 2024. (2)

1.11 Distraction of driver ✓is the highest with a total of 3115✓ crashes reported. (2)

1.12 Open-ended.

YES. The image of the cars colliding provides a clear, visual representation of the consequences being discussed. It helps viewers quickly understand the seriousness of the topic, even before reading the details.

OR

NO. The image is small and cartoon-like, and also occupies the small part of the visual. This may undermine the seriousness of the data. An informative paragraph would have been more suitable to make the .

NOTE: Accept other suitable answers. 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

	QUOTE		OWN WORDS/POINTS
1.	'Excessive reliance on it can hinder academic growth.'	1.	Academic growth can be restricted.
2.	'…discourage learners from developing independent critical thinking skills.'	2.	It suppresses critical thinking.
3.	'Information lacks insight and may not be necessarily accurate.'	3.	May provide incorrect/misleading information.
4.	'Keep in mind that the content often lacks originality and personal voice.'	4.	Content can sound generic and lack a learner's unique voice.
5.	'…which lack Emotional Intelligence and thus are unable to comprehend human emotions.'	5.	The chatbot does not understand human emotions.
6.	'…some of the responses produced by ChatGPT will be biased.'	6.	Some feedback will be judgemental.
7.	'…there's still some information it cannot access.'	7.	Not all information is available to the chatbot. /May provide poor answers on certain topics. /May not know about new developments.
8.	'Relying on AI to write your assignments, will also increase the risk of plagiarism. '	8.	Using AI can raise the risk of plagiarism.

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MARKING THE SUMMARY

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 (word for word):**
  - 1 to 3 points correct: award 1 mark
  - 4 to 5 points correct: award 2 marks
  - 6 to 7 points correct: award 3 marks

- **Distribution of language marks when candidate has quoted verbatim:**
  - 6 to 7 quotes: award no language mark
  - 4 to 5 quotes: award a maximum of 1 language mark
  - 2 to 3 quotes: award a maximum of 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

VISUAL LITERACY

QUESTION 3

3.1 People who like to go to the fair/ People who enjoy music/entertainment. ✓ (1)

3.2 eighteenth ✓ (1)

3.3 B/command ✓ (1)

3.4 Music ✓
Entertainment✓
Fun✓

NOTE: Accept any ONE of the above answers. (1)

3.5 The visuals create a light-hearted tone✓ and people will expect to have fun at the event. ✓

OR

It might make the reader feel hungry/craving sugar✓ and they want to go to the event to eat.✓

NOTE: Accept any of the above or other relevant responses. (2)

3.6 It could suggest that the evening will have break from traditional norms, ✓ there will be more modern elements (for example guests could be transported into a high-tech, sci-fi-inspired world for the evening) ✓ (2)

3.7 Open-ended.

Yes.
It uses bold and clear fonts to highlight key information. The visuals (cupcake, music notes) create an exciting and inviting impression of the event.

No.
The information is limited. There is no indication of the venue, price of tickets or contact details. Only pictures of sweets, no other food.

NOTE: Accept other suitable responses provided 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)

[10]

QUESTION 4

COMIC STRIP

4.1 He covers his eyes with his hand/His mouth is wide open.✓

NOTE: Accept any ONE of the above answers. (1)

4.2 Calvin exclaims that it is too much work. /He exaggerates the amount of the task. ✓
Calvin emphasises the difficulty of the task.✓
He is saying the words even louder. ✓

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

4.3.1 Calvin is clenching his fists/teeth/eyes/He is bending backwards✓ (1)

4.3.2 His reaction suggests that he dislikes schoolwork✓ and finds writing difficult/overwhelming. ✓ (2)

4.4.1 How far are you with my paragraph? / Could you provide an update on the status of the paragraph? ✓

NOTE: Accept other correct variations. (1)

4.4.2 television✓ (1)

4.3 Open-ended.

Yes.

Calvin's exaggerated reactions make the situation seem overly serious. He is supposed to write about what he did during the summer, but he lets Hobbes write his paragraph for him.

No.

Calvin is merely being lazy as it is not difficult to write one paragraph. It is also unfair of him to expect Hobbes to write his paragraph for him.

NOTE: Accept other suitable responses provided 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)

[10]

QUESTION 5: LANGUAGE STRUCTURES

5.1.1	(a)	plays ✓	(1)
	(b)	perceive ✓	(1)
	(c)	on ✓	(1)
	(d)	a ✓	(1)
5.1.2		It is the name of a newspaper. ✓	(1)
5.1.3		Public opinion was manipulated through biased reporting.✓	(1)
5.1.4		Sensationalism and fake news will spread quickly through social media.	(1)
5.1.5		Does it not/doesn't it✓	(1)
5.1.6		carries – verb✓ and - conjunction✓	(2)
5.1.7		The editor of the *Daily Mirror* said (that) accuracy <u>was</u> not optional but <u>their</u> duty to the public. **NOTE:** Award a mark for the underlined changes and correct punctuation.	(3)
5.1.8		It **is** not/isn't important for the public to think critically about the information they receive.✓	(1)
5.2.1		more popular✓	(1)
5.2.2		Not only is phone used for sending messages,✓ but also to search for information.✓	(2)
5.2.3		sarcastic✓	(1)
5.2.4		notebooks✓	(1)
5.2.5		detailed/lengthy/long-windedly✓	(1)
			[20]

SECTION TOTAL: 40
GRAND TOTAL: 80

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