GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

JUNE EXAMINATION
GRADE 12

2025

MARKING GUIDELINES

ENGLISH
FIRST ADDITIONAL LANGUAGE

(PAPER 1)

11 pages

INSTRUCTIONS TO MARKERS

1. Candidates are required to answer ALL the questions.

2. This marking guideline serves as a guide to markers. Some responses may require a marker's discretion, while others may be expanded at the marking guideline discussion.

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.

SECTION A: COMPREHENSION

QUESTION 1

1.1 1.1.1 financial challenges ✓/cultural diversity ✓/evolving values. ✓

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

1.1.2 By being strong and imaginative✓ (1)

1.2 1.2.1 South African teenagers participate in activities like climate change initiatives/social justice campaigns/and mental awareness programmes. ✓
In cities such as Cape Town and Johannesburg, they take part in efforts like cleaning beaches and improving neighbourhoods/educating their friends on mental health. ✓

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

1.2.2 It helps them develop leadership and teamwork skills, which are valuable for their future. ✓
They develop a sense of responsibility for their community. ✓
It allows them to contribute to positive transformation. ✓
They realise they can achieve something despite having inadequate resources. ✓

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

1.3 Pressure from their friends for acceptance in social situations. ✓
The media making substance use attractive, normal and appealing. ✓ (2)

1.4 1.4.1 Victims of bullying often experience anxiety, depression, and suicidal thoughts due to the harassment they face. ✓ (1)

1.4.2 Social media allows hurtful/negative comments and humiliating content to be distributed quickly, ✓ and this intensifies the emotional and mental harm caused by bullying ✓/it can often lead to tragic consequences such as nervousness, depression, and thoughts of suicide. ✓ (2)

1.5 1.5.1 Some teenagers join gangs because they want to fit in ✓ and they are looking for a feeling of safety or economic well-being. ✓ (2)

1.5.2 Joining gangs exposes teenagers to dangerous situations ✓ and criminal activities. ✓ (2)

1.6 Many families struggle to meet basic needs due to limited income, which can lead to parents working long hours and being unable to provide consistent guidance and support for their teenagers. ✓ This lack of supervision can contribute to teenagers engaging in dangerous activities. ✓

NOTE: Accept any other suitable answer. (2)

1.7 Schools focus on helping teenagers build relationships, teaching them important life skills and resisting peer pressure, and offering programmes on mental health, leadership, and conflict resolution. ✓ Parents give advice, keep communication open, and create safe, supportive spaces where teenagers feel important and cared for. ✓

NOTE: Credit ONE example to highlight the role of schools and one example highlighting the role of parents based on paragraph 7. (2)

1.8 The programme offers a supportive environment where teenagers are encouraged to become active community members ✓/taking on leadership roles and making positive contributions. ✓/This initiative helps them understand the importance of social interaction and community involvement. ✓

NOTE: Accept any TWO of the above or any other suitable answer. (2)

1.9 Open-ended. Accept a suitable answer, e.g.

The title is suitable because it is linked to the passage that discusses teenage experiences in South Africa. This title suggests that there are positive and negative events that impact the behaviour of South African teenagers and this concept/idea is developed in the passage.

OR

The title is not suitable because not everyone believes that teenagers experience challenges such as substance abuse and peer pressure, or the involvement in gangs./
There is not enough support given to teenagers to manage the frequency of their substance abuse, peer pressure or being exposed to gang related activities.

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

1.10 24% (1)

1.11 'Sustainable' (1)

1.12 People visit mountains to experience the pleasing climate ✓/ breathe the clean air ✓/see exceptional landscapes ✓/observe the scenic beauty ✓/participate in adventure sports ✓/participate in fresh water recreation ✓/have the opportunity to explore history ✓.

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

1.13 Open-ended. Accept a suitable answer, e.g.

The visuals provide quick, clear representations of the key points (such as climate, clean air, and adventure sports) with recognisable icons.
You do not have to work out the meaning of the words.

OR

The visuals do not give enough information. The written text offers more detailed explanations. The words are easier to understand because not everyone may understand what the pictures mean.

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

QUESTION 2

The following points form the answer to the question:

	QUOTATIONS		FACTS (NOTE: Candidates may phrase the facts differently.)
1.	Technology is great but numerous studies have proven that the action of writing by hand ignites your creativity.	1.	Use pen and paper and write down your ideas.
2.	Trying new experiences can inspire you creatively.	2.	Attempt new experiences.
3.	Furthermore, finding new ways to solve problems will stimulate your mind.	3.	Find a different way to deal with problems.
4.	It is important to read books that challenge your perspective and push you to think in new ways instead of just reinforcing what you already know./So, try to read articles from different genres.	4.	Read challenging books/ a variety of articles.
5.	Take part in a brainstorming session, so that you can interact with others, listen to other people's ideas and learn from their experiences.	5.	Interact in a brainstorming group discussion.
6.	Expose yourself to new cultures and ideas, by joining a mastermind group.	6.	Become a member of a mastermind group.
7.	Learn something new each day, whether it is technical or interpersonal.	7.	Find something new to learn.
8.	Asking questions will help you connect thoughts and ideas, which is essential for thinking creatively.	8.	Ask questions.

MARKING THE SUMMARY
The summary should be marked as follows:

- **Mark allocation:**
  - 7 marks for 7 points/facts (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:
- **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

- **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 the instructions.
- 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 want to have a smaller carbon footprint.✓(environmentalist). People who love the Nike brand. ✓ People who love sneakers.✓/ People who are active and participate in sports. ✓ (1)

3.2 3.2.1 To create interest in the product✓/To motivate people to continue reading✓/To shock ✓ (1)

NOTE: Accept other suitable answers.

3.2.2 To appeal to the target audience as TRASH is associated with rubbish/pollution/waste ✓ but the message implies that rubbish can be effectively changed into something useful/sneakers.✓ (2)

3.3 B/oxymoron ✓ (1)

3.4 Nike is taking a big step by using trash to create a sneaker, ✓so that the carbon footprint is smaller/so that less waste is created. ✓

OR

Nike has created a sneaker out of 25% rubbish, ✓which is a big step towards creating less waste. ✓

OR

Nike has figuratively taken a big step in the creation of the sneaker, ✓so that it will literally leave a small footprint. ✓ (2)

NOTE: Accept any ONE of the above combinations.

3.5 precious/valuable/quality (1)

NOTE: Do not accept treasure.

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

Yes.
The sneakers are made of different materials, like foam or plastic. The sneaker on the left shows the different 'trash' materials that it is made from and the sneaker on the right is the actual picture of the sneaker. The message that these sneakers will leave a smaller environmental footprint is clear.

OR

No.
The picture does not clearly show which materials are used. Nike's attempt to move to zero waste seems a dream as only 25% of the sneaker is made from trash. The message of how a sneaker made out of trash will assist with the future of sport is not clear.

NOTE: Do not award a mark for Yes or No. The above are merely examples. A candidate can score 1 mark for an answer that is not well-substantiated. Accept a combination answer. (2)

[10]

QUESTION 4: ANALYSING A CARTOON

4.1 **Verbal:** The words 'That's it!' is in bigger font/capital letters. ✓
There is an exclamation mark after the words 'That's it!'. ✓
Visual: Conny's eyes are wide open. ✓/Her eyebrows are lifted. ✓/Her mouth is wide open. ✓/Her lips are turned down.✓/She is looking down at her family members. ✓
The movement lines show she has thrown down the newspaper. ✓
The jagged speech bubble ✓

NOTE: ONE **verbal** and ONE **visual** clue must be mentioned. (2)

4.2 4.2.1 Figuratively ✓ (1)

4.2.2 aren't I /am I not ✓ (1)

4.3 Conny ends up in activities over the weekend that the men choose. ✓/She never gets to do something she wants to do. ✓/She is surrounded by men and the things they like. ✓ (1)

4.4 4.4.1 The dotted speech bubble shows that Jeremy and Walt are whispering.✓/ They are being secretive. ✓ (1)

4.4.2 Jeremy and Walt do not want Conny to find out that they are not enjoying the activity. ✓ (1)

4.4.3 You are/You were. ✓ (1)

4.5 Open-ended. Accept a suitable response, e.g.
Yes.
Jeremy and Walt are in a salon, having a pedicure. Their facial expressions (Jeremy's slit eyes and Walt's big eyes) suggest that they are not enjoying the experience. When they agreed to do something, they did not expect something like this.

OR

No.
Jeremy said that they could do 'anything'. Walt reminds Jeremy that he was the one to suggest they do 'anything'. It is suggested that Conny must do what the men select to do every weekend, so it is fair that they do something she wants to do.

NOTE: Do not award a mark for Yes or No. The above are merely examples. A candidate can score 1 mark for an answer that is not well-substantiated. Accept a combination answer. (2)
[10]

QUESTION 5: LANGUAGE AND EDITING SKILLS

5.1 5.1.1 (a) boys ✓ (1)
(b) committed ✓ (1)
(c) there ✓ (1)
(d) have ✓ (1)

5.1.2 C/felon ✓ (1)

5.1.3 Eagles **have not/haven't** yet **been** trained to pluck pesty drones out of the skies. ✓ (1)

5.1.4 Some animal activists **had considered** this a risky initiative. ✓ (1)

5.1.5 dangerous ✓ (1)

5.1.6 A spokesperson commented (that) they ✓ were ✓ still considering using the birds of prey.

OR

They ✓ were ✓still considering using the birds of prey, commented a spokesperson.

NOTE: Award ONE mark for each underlined change and ONE mark for correct punctuation. (3)

5.1.7 not permanent/can be changed/not official✓ (1)

5.1.8 within – preposition ✓
congested – adjective ✓ (2)

5.2 5.2.1 #NoSmokeDay was introduced in 1987 by the World Health Organisation. ✓

OR

#NoSmokeDay was introduced by the World Health Organisation in 1987. ✓ (1)

5.2.2 Not only does smoking damage the lungs, but it also causes heart problems. ✓✓

OR

Not only does smoking cause heart problems, but it also damages the lungs. ✓✓

OR

Smoking not only damages the lungs, but it also causes heart problems. ✓✓ (2)

5.2.3 The soccer match was postponed due to severe weather.

NOTE: Accept other suitable responses. (1)

5.2.4 organs ✓ (1)

5.2.5 best ✓ (1)

[20]

TOTAL SECTION C: 40
TOTAL: 80