GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

JUNE EXAMINATION
GRADE 12

2025

ENGLISH
FIRST ADDITIONAL LANGUAGE

(PAPER 1)

ENGLISH FIRST ADDITIONAL LANGUAGE P1

C2051E

TIME: 2 hours

MARKS: 80

16 pages

X05

INSTRUCTIONS AND INFORMATION

1. This question paper consists of THREE sections:

SECTION A:	Comprehension	(30)
SECTION B:	Summary	(10)
SECTION C:	Language	(40)

2. Answer ALL the questions.

3. Read ALL the instructions carefully.

4. Start EACH section on a NEW page.

5. Leave a line after each answer.

6. Number the answers correctly according to the numbering system used in this question paper.

7. For multiple-choice questions, write only the letter (A – D) next to the question numbers in the ANSWER BOOK.

8. Pay special attention to spelling and sentence construction.

9. Use the following time frame as a guideline:

   SECTION A: 50 minutes
   SECTION B: 20 minutes
   SECTION C: 50 minutes

10. Write neatly and legibly.

SECTION A: COMPREHENSION

QUESTION 1

Read BOTH TEXT A and TEXT B and answer the set questions.

TEXT A

TEENAGE BEHAVIOUR: THE GOOD, THE BAD, AND THE UGLY

1 Teenage years are important for shaping an individual's personality. In South Africa, being a teenager is shaped by money problems, different cultures, and changing beliefs. Despite these difficulties, South African teenagers demonstrate strength and creativity while struggling with significant challenges that reflect broader social problems.

2 South African teenagers increasingly demonstrate leadership by actively addressing climate change, social injustice, and mental health, highlighting a commitment to community responsibility. Schools and youth organisations often encourage community service, fostering a spirit of joint effort. In urban areas like Cape Town and Johannesburg, teenagers contribute to efforts such as beach clean-ups, neighbourhood improvement projects, and peer-led mental health education. These activities highlight their commitment to creating positive change and their ability to achieve meaningful outcomes even with limited resources.

3 Challenges persist, however, with peer pressure being a dominant force driving risky behaviours like substance abuse. Many teenagers experiment with alcohol, drugs, or tobacco to gain peer acceptance, especially in social settings where supervision is minimal, and alcohol is easily accessible. Social gatherings often serve as rites of passage, making it harder to fit in. Media portrayals that glamourise substance use further tempt teenagers, normalising these harmful behaviours. These trends highlight the need to guide teenagers toward healthier choices, resilience[1], and to rely on strong support from families, schools, and communities.

4 Bullying and violence are severe issues impacting South African teenagers, affecting their mental and emotional well-being. Bullying is widespread in schools, with students targeting peers who are viewed as different or vulnerable[2]. Social media worsens the problem, increasing harmful comments and spreading embarrassing content rapidly, often with tragic outcome. Many victims experience anxiety, depression, and, in extreme cases, suicidal thoughts as a result of this harassment.

5 Violence among teenagers is also common, particularly in areas troubled by gang activity and crime. Some teenagers join gangs in search of belonging, protection, or financial stability, but this often exposes them to dangerous environments and criminal behaviour. In communities with widespread poverty and limited opportunities, being part of a gang can appear to be an ideal option despite the risks. Addressing the root causes of this cycle is crucial to providing teenagers with safer and more constructive alternatives.

6 Understanding teenage behaviour in South Africa means looking at social, economic, and cultural factors. Poverty, family life, and education are major influences. Many teenagers grow up in difficult family circumstances where parental guidance is limited due to financial stress. Parents working long hours may leave their children to handle problems independently, increasing the likelihood of risky behaviours. Education also plays an important role in teenage development, yet access to quality education is unequal. Schools in underprivileged areas often lack resources, facilities, and extracurricular programmes that could channel teenagers' energy and creativity positively. The lack of opportunities can lead to frustration, boredom, and negative coping mechanisms. Addressing these differences is essential for helping teenagers to realise their potential productively.

7 Overcoming these challenges requires a holistic approach involving families, schools, and communities. Schools play a big role in helping students to get along with others, to learn important life skills, and to stand up to peer pressure. Programmes about mental health, leadership, and solving conflicts give teenagers the tools needed to make smart and positive decisions. Parents and guardians must play an active role by providing guidance, maintaining open communication, and creating supportive environments where teenagers feel heard and valued.

8 Youth-focused groups like *Activate Leadership* help teenagers gain confidence and coping skills during adolescence. These initiatives foster environments where teenagers feel supported and motivated to make positive contributions to their communities. South African teenagers reflect the nation's diverse and complex social landscape. Their activism and community involvement demonstrate their potential for leadership and positive change. At the same time, challenges like peer pressure, bullying, and unfair treatment show the importance of providing individual help and support. With support and opportunities, this generation can build a more inclusive and progressive South Africa.

[Adapted from: *active leadership.co.za*]

GLOSSARY:

resilience[1]: the ability to recover quickly from difficulties, challenges, or setbacks

vulnerable[2]: being exposed to the possibility of harm, danger, or emotional distress

1.1 Refer to paragraph 1.

1.1.1 What are TWO factors that influence the teenage years in South Africa? (2)

1.1.2 How do teenagers overcome the difficulties they face? (1)

1.2 Refer to paragraph 2.

1.2.1 Using your OWN words, explain how South African teenagers show their leadership potential and commitment to their communities. Provide TWO points. (2)

1.2.2 State TWO benefits of South African teenagers participating in social and environmental causes. (2)

1.3 Refer to paragraph 3.

Identify TWO factors that contribute to destructive habits, such as addiction, among South African teenagers. (2)

1.4 Refer to paragraph 4.

1.4.1 Why is the following statement TRUE?

Bullying in South African schools can lead to mental health challenges among teenagers. (1)

1.4.2 Why does the writer imply that social media increases the problem of bullying among South African teenagers? (2)

1.5 Refer to paragraph 5.

1.5.1 What do the words ‘belonging’ and ‘protection’ suggest about the reason some teenagers join gangs? (2)

1.5.2 Explain in your OWN words, the negative consequences of joining gangs. (2)

1.6 Refer to paragraph 6.

Comment on the financial challenges faced by families in South Africa. (2)

1.7 Refer to paragraph 7.

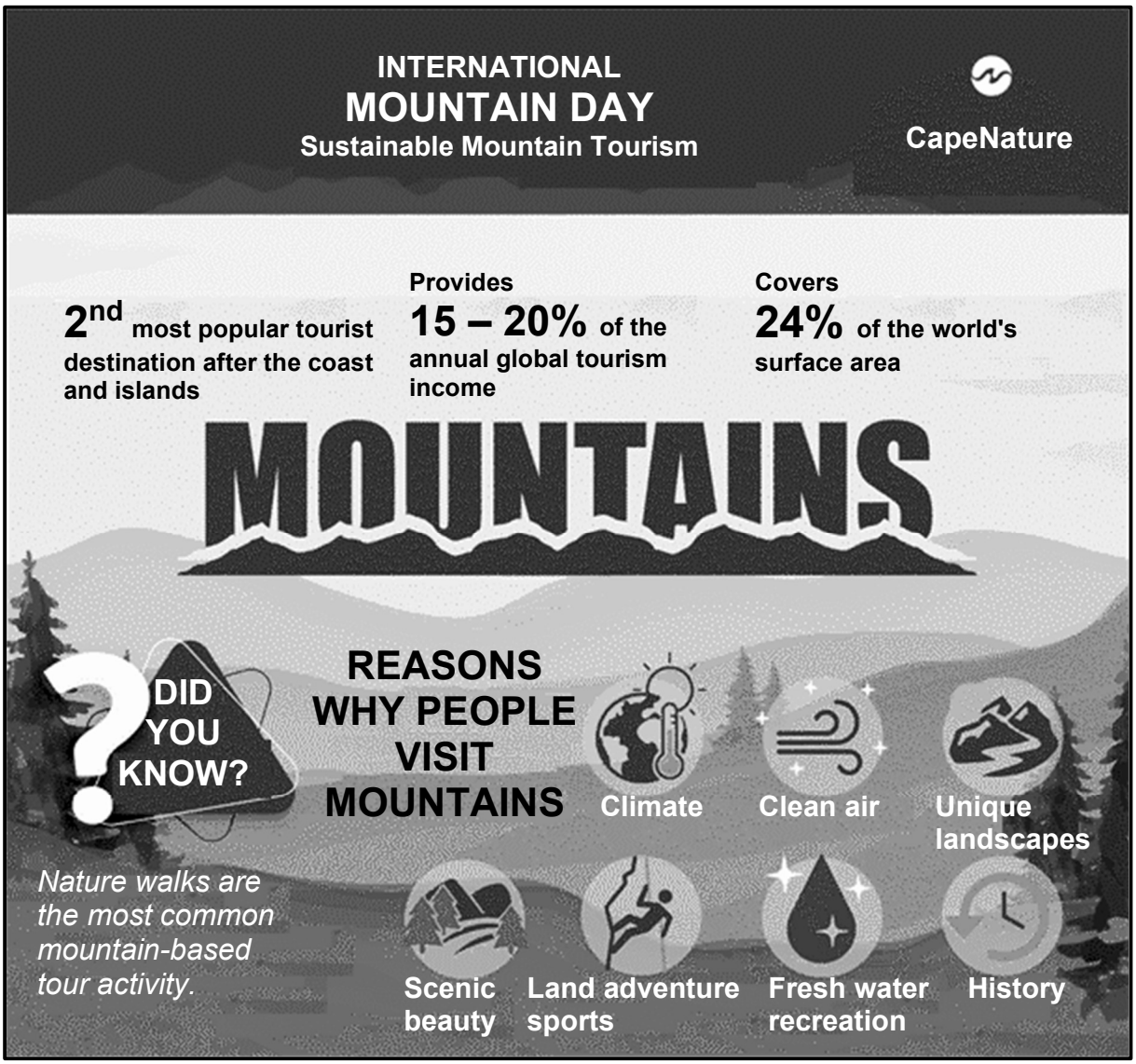
How does the role of schools differ from the role of parents in helping South African teenagers overcome challenges? (2)

1.8 Refer to paragraph 8.

In your OWN words, explain how the youth-focused group *Activate Leadership* supports South African teenagers. (2)

1.9 Discuss the suitability of the title, 'TEENAGE BEHAVIOUR: THE GOOD, THE BAD, AND THE UGLY.' (2)

TEXT B



[Adapted from: *https://shorturl.at/dph6Z*]

1.10 What percentage of the world's surface is covered by mountains? (1)

1.11 Quote ONE word which refers to eco-friendly tourism. (1)

1.12 What does the visual suggest about the reasons why people visit mountains? (2)

1.13 In your opinion, is it easier to understand the visuals used in TEXT B or the written text in TEXT B? Substantiate your answer. (2)

TOTAL SECTION A: 30

SECTION B: SUMMARY

QUESTION 2

Creative thinking is an important skill we can all develop with the necessary effort.

Read TEXT C below and list SEVEN points on **how to increase your creative thinking skills.**

INSTRUCTIONS

1. Your summary must be written in point form.
2. List your SEVEN points in full sentences, using not more than 70 words.
3. Number your sentences from 1 to 7.
4. Write only ONE fact per sentence.
5. Use your OWN words as far as possible.
6. Indicate the total number of words that you have used in brackets at the end of your summary.

TEXT C

CREATIVE THINKING

Many learners have trouble thinking creatively due to stress and the routine of daily activities. Thinking creatively is necessary for problem solving and innovation, especially if you want to become an entrepreneur in the future.

Technology is great but numerous studies have proven that the action of writing by hand ignites your creativity. Write anything. Be free. You will be amazed at what appears on the page when you are done.

Trying new experiences can inspire you creatively. Furthermore, finding new ways to solve problems will stimulate your mind. When you travel, your knowledge increases and you broaden your perspective. 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, whether it is history, art, business or anything else.

Take part in brainstorming sessions, so that you can interact with others, listen to other people's ideas and learn from their experiences. This is extremely effective because it enables you to think outside the box and consider different possibilities. Expose yourself to new cultures and ideas by joining a mastermind group. A mastermind group is a group of like-minded individuals who come together to share ideas, provide support and hold each other accountable.

Creative minds are always seeking new knowledge and ways to improve their skills. Learn something new each day, whether it is technical or interpersonal. Asking questions will help you connect thoughts and ideas, essential skills for thinking creatively.

[Adapted from: *www.forbes.com*]

TOTAL SECTION B: 10

SECTION C: LANGUAGE

QUESTION 3: ANALYSING AN ADVERTISEMENT

Study the advertisement (TEXT D) below and answer the set questions.

TEXT D



[Source*: https://za.pinterest.com*]

The text in small font reads as follows:

MOVE to ZERO NIKE'S JOURNEY TOWARD ZERO CARBON AND ZERO WASTE TO HELP PROTECT THE FUTURE OF SPORT.

3.1 Identify the target audience of the advertisement. (1)

3.2 Refer to the headline.

3.2.1 Why does the advertiser use this headline? (1)

3.2.2 Explain the advertiser's intention in using the word 'TRASH'. (2)

3.3 Choose the correct option to complete the following sentence.

The words 'pure trash' is an example of …

A hyperbole.
B oxymoron.
C metaphor.
D allusion. (1)

3.4 How do the words 'one big step with a small footprint' emphasise the 'MOVE TO ZERO' strategy? (2)

3.5 Provide an antonym for the underlined word in the headline 'THIS IS TRASH'. (1)

3.6 Discuss whether the visual of the sneakers effectively conveys the message of the advertisement. Substantiate your response. (2)

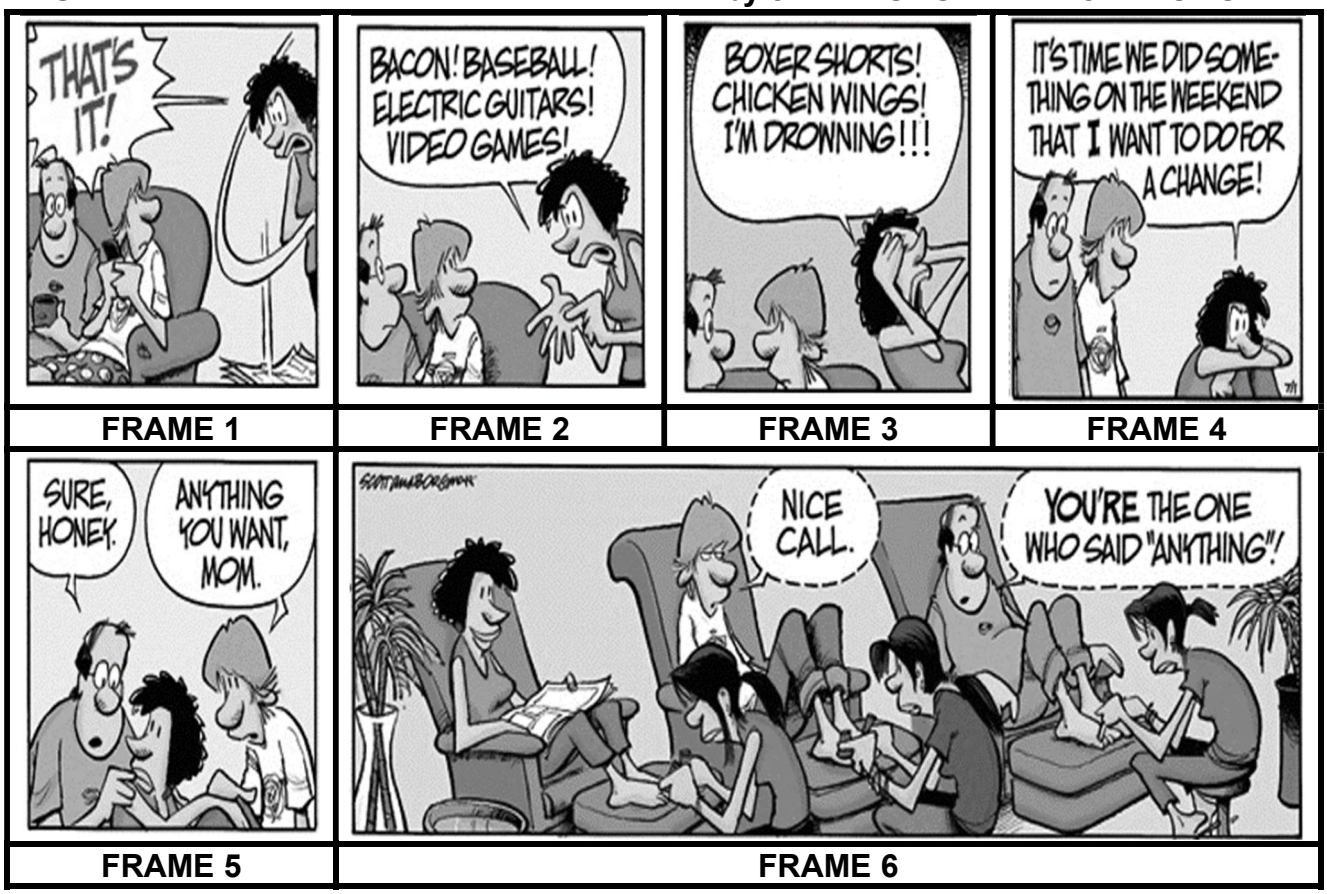
[10]

QUESTION 4: ANALYSING A CARTOON

Read the cartoon (TEXT E) below and answer the set questions.

TEXT E

ZITS **by JERRY SCOTT AND JIM BORGMAN**



[Source: *https://za.pinterest.com*]

NOTE: In this cartoon, the boy's name is Jeremy, his dad is Walt and his mom is Conny.

4.1 Refer to FRAME 1.

Explain how the cartoonist conveys that Conny is angry. Refer to ONE verbal and ONE visual clue in your answer. (2)

4.2 Refer to FRAME 3.

4.2.1 Are Conny's words meant literally or figuratively? (1)

4.2.2 Complete the following tag question. Write down only the missing words.

I'm drowning, …? (1)

4.3 Refer to FRAME 4.

Suggest a reason for Conny's behaviour. (1)

4.4 Refer to FRAME 6.

4.4.1 Why is the speech bubble drawn with dotted lines? (1)

4.4.2 What is implied by the use of this speech bubble by the cartoonist? (1)

4.4.3 Rewrite the underlined contraction in full.

<u>You're</u> the one who said 'anything'! (1)

4.5 Do you sympathise with Jeremy and Walt in this cartoon? Discuss your view. (2)

[10]

QUESTION 5: LANGUAGE AND EDITING SKILLS

5.1 Read the passage (TEXT F) below, which has some deliberate errors, and answer the set questions.

TEXT F

THE DRONE KILLER

1 Drones are fast becoming the bad boys' of the skies. They have comitted airborne crimes such as smuggling phones and drugs into prisons. On top of that, their are fears terrorists may start using drones. Plus, there has already been a number of near-misses at UK airports, in which drones have had close calls with aeroplanes. They have become enough of an issue for the UK government to start looking into ways of stopping their felonious flyers when needed.

2 So what better way to stop a man-made drone than with one of Mother Nature's perfectly evolved predators, the eagle? Eagles have already been trained to pluck pesty drones out of the skies. Some animal activists consider this a risky initiative because rotor blades are potentially (danger). A spokesperson from the Aviation Authority commented: 'We are still considering using the birds of prey.'

3 Drone laws are still not set in stone, but some rules are already in place. According to the law, a camera-equipped drone must not be flown within 50 m of congested areas or large groups of people.

[Source: *Very Interesting Magazine, Issue 30, July/August 2016*]

5.1.1 Correct the SINGLE error in EACH of the following sentences.
Write down ONLY the question numbers ((a) – (d)) and the corrected words.

(a) Drones are fast becoming the bad boys' of the skies. (1)

(b) They have comitted airborne crimes such as smuggling phones and drugs into prisons. (1)

(c) On top of that, their are fears terrorists may start using drones. (1)

(d) Plus, there has already been a number of near-misses at UK airports, in which drones have had close calls with aeroplanes. (1)

5.1.2 Choose the correct answer to complete the following sentence. Write down ONLY the question number (5.1.2) and the letter (A – D) of the correct answer.

The root word of the word 'felonious' is …

A felonio.
B felonies.
C felon.
D felonie. (1)

5.1.3 Rewrite the following sentence in the negative form.

Eagles have already been trained to pluck pesty drones out of the skies. (1)

5.1.4 Rewrite the following sentence in the past perfect tense.

Some animal activists consider this a risky initiative. (1)

5.1.5 Give the correct form of the word in brackets.

Some animal activists consider this a risky initiative because rotor blades are potentially (danger). (1)

5.1.6 Rewrite the sentence in the reported speech.

A spokesperson commented: 'We are still considering using the birds of prey.' (3)

5.1.7 Study the following sentence.

Drone laws are still <u>not set in stone</u>, but some rules are already in place.

Give the meaning of the idiomatic expression 'not set in stone'. (1)

5.1.8 Study the following sentence.

State the part of speech of EACH of the underlined words used in the following sentence.

According to the law, a camera-equipped drone must not be flown <u>within</u> 50 m of <u>congested</u> areas or large groups of people. (2)

5.2 Study the text (TEXT G) below and answer set the questions.

TEXT G



[Source: *https://za.pinterest.*]

5.2.1 Rewrite the following sentence in the passive voice.

The World Health Organisation introduced #NoSmokeDay in 1987. (1)

5.2.2 Combine the following sentences into a single sentence by using the words 'Not only'.

Smoking damages the lungs.
Smoking causes heart problems. (2)

5.2.3 Study the following sentence.

The picture shows a match that is burnt.

Use a homonym for the word match in a sentence of your own. (1)

5.2.4 Give ONE word for the 'kidneys, brain, lungs and heart'. (1)

5.2.5 Provide the correct degree of comparison in the following sentence.

To stop smoking will be the (good) decision you can make. (1)

[20]

TOTAL SECTION C: 40

TOTAL: 80