GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

# JUNE EXAMINATION
# GRADE 12

# 2026

# MARKING GUIDELINES

## ENGLISH
## HOME LANGUAGE

## PAPER 1

**11 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:**

**PLEASE TAKE NOTE:**
**NO LEARNER SHOULD BE COMPENSATED IF ANY QUESTION HAS NOT BEEN ATTEMPTED.**

- Since 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
- The word 'tumultuous' means riotous, unbridled/ rebellious/disorderly/chaotic/confusing/unruly.
- This indicates that adolescence is a very difficult stage of emotional upheaval and physical change for the youth.

**(Award full marks only if definition is addressed.)** (2)

1.2
- It emphasises that the rise in inactivity is growing at an alarming rate, not a steady rise but rather a mathematically accelerated rate that in this case, is a cause for concern.
- It shows that teenagers are becoming less active at a rate that is detrimental to their holistic health.

**(Any one point well-discussed)** (2)

1.3
- The writer expresses worry/concern/anxiety about how the inactivity/sedentary lifestyle is causing so many physical/mental health concerns.
- The problem of screen time is considered a hazardous addiction.

**(Award two marks for ONE well-developed point.)**
**(Award only ONE mark for lifting.)** (2)

1.4.
- Food items like yoghurt, bread and cereal **seem** harmless to the consumer and are considered staple foods in many households.
- However, the high content of sodium, additives and fats make these harmful for human consumption.

**(Award 2 marks for two points, clearly explained.)** (2)

1.5
- The writer refers to the statistical data as 'jarring' which indicates that it is shocking/alarming and should be taken more seriously.
- He refers to the sedentary lifestyle choices as 'lethargic', which implies that the youth have become lazy, listless and lack drive.
- The word 'pernicious' highlights that the implications are evil and far-reaching and will cause even greater harm in time.
- The word 'detrimental' implies that UPF consumption is life-threatening.

**(Two examples of diction identified and well-explained)** (3)

1.6
- The data is significantly reliable as the research was conducted by the World Health Organisation, which is highly esteemed.
- The population group is not limited but is spread across 73 countries, which makes it globally valid.
- The group of almost 300 000 youth is a significant test group in contrast to studies that use only a few random cases in a limited area with significant socio-economic factors.

**(Award 3 marks for a discussion of two ideas.)**
**(Award only 1 mark for lifting without a discussion.)** (3)

1.7
- The research implies that first world countries are more prone to adopting a sedentary lifestyle and unhealthy behaviour patterns due to the privileged, socio-economic environments.
- This creates a false sense of security based on the high level of urbanisation.
- On the other hand, developing countries have poor recreational facilities and due to poor food security have limited access to healthy natural, organic produce.

**(Two points well-discussed, with third mark for a comment.)**
**(Must show contrast between high socio-economic countries and low socio-economic countries.)** (3)

1.8
- A secure family environment which nurtures healthy living habits, dietary habits and physical activities is important to provide a strong example and impact on teenagers.
- Similarly, a strong motivated peer group will also impact on these habits as teenagers tend to follow the habits of their peers as part of their group identity.
- Community/A sense of belonging and the need to uphold these common values will drive the youth toward a more active lifestyle.

**(Award three marks for a valid comment supported by the discussion of two factors.)** (3)

1.9
- The conclusion highlights the importance of education regarding lifestyle choices. Another important factor is access to healthy foods; or food security in an undernourished/poverty-stricken socio-economic context, and inclusive sports and recreation facilities which must be accessible to all the youth to help curb this growing problem.
- The byline uses sensationalism to highlight that failure to implement the above places them at risk of self-destruction (ticking time bomb).

**(Award three marks only if the candidate has referred to the sub-heading and conclusion.)**
**(Award two marks for an explanation of ONE reference.)** (3)

1.10
- It implies that the emerging fast-food industry is growing at a disturbing rate.
- Thus, the access to unhealthy foods is widespread.

**(Award two marks for any two ideas well-discussed/literal or figurative meaning.)** (2)

1.11
- The statistics highlight that an alarming 70% of women suffer from obesity, while only 30% of men are obese. The ratio is more than 50%.
- This can be related to the fact that men need to consume 500 more calories per day than women.
- The increase in the consumption of junk food by households has also grown significantly. Junk food contains high calories, high levels of saturated fats and sodium which all affect our physical and mental well-being.

**(Award two marks for critical discussion for both genders.)** (2)

1.12
- TEXT B indicates that high insulin levels are caused by junk food consumption. This leads to decreased mental capacity/intelligence/functioning.
- Paragraph 5/TEXT A implies that mental health conditions like depression, anxiety and sleep problems are related to poor lifestyle habits. These impact on our brain development, emotional development/maturity and immune system.
- LINK – Thus, we can conclude that junk foods/high UPF foods are detrimental to our physical and mental well-being and are a serious threat to humanity.

**(Award 3 marks only if the candidate has referred to paragraph 5 of TEXT A and TEXT B.)**
**(Credit mixed responses.)** (3)

**TOTAL SECTION A: 30**

**SECTION B: SUMMARY – OPTION ONE**

**QUESTION 2: SUMMARISING IN YOUR OWN WORDS**

TEXT C discusses the contrast between on-site and remote jobs.
Summarise in your own words, **the key characteristics of remote jobs in the post-Covid age.**
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 | …remote jobs offer the freedom to work from virtually anywhere, with home being the most common workspace. | 1 | While you can work anywhere, most remote workers prefer working from home. |
| 2 | The defining characteristic of remote jobs is the ability to perform tasks and communicate with colleagues using technology, primarily relying on an internet connection. | 2 | The job entails you being tech-savvy and relies heavily on the internet. |
| 3 | … remote jobs provide a flexibility in location which liberates employees from the constraints of a traditional office setup, enabling them to craft their work environments to be optimally conducive to productivity and comfort. | 3 | Employees don't have to work in a traditional office and can create a workspace that is productive and comfortable. |
| 4 | Remote jobs often offer more flexibility in terms of work hours and location, it saves time and money that commuting would have consumed, and it also reduces stress. | 4 | You can choose your own work hours and location, making it less stressful. |
| 5 | Remote jobs offer greater task autonomy, as employees are responsible for managing their tasks and time independently … | 5 | Employees have greater freedom to manage their time and tasks on their own. |

| | | | |
|---|---|---|---|
| 6 | Remote work can blur the lines between work and personal life, making it challenging to establish clear boundaries and disconnect from work. | 6 | Employees find it difficult to disconnect work from personal life and cannot create work-life balance. |
| 7 | Working remotely can lead to feelings of isolation and loneliness, especially for extroverted individuals who thrive on social interaction. | 7 | Extroverts could find remote work depressing and isolating. |
| 8 | Remote work can result in a lack of face-to-face interaction with colleagues, which may hinder relationship-building and collaborative efforts ... | 8 | Due to a lack of face-to-face interaction, this could negatively impact collaborative tasks / teamwork. |
| 9 | Remote work can contribute to reducing carbon emissions associated with commuting and office energy consumption, leading to a positive environmental impact. | 9 | Remote work has a far less negative environmental impact. |

**PARAGRAPH FORM**

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

Most remote workers prefer working from home. The job relies heavily on the internet. Employees can work in a traditional office and can create a workspace that is productive and comfortable. You can choose your own work hours and location. Employees have the freedom to manage their time and tasks on their own. Employees find it difficult to disconnect from work and create a work-life balance. Extroverts could find remote work depressing and isolating. A lack of face-to-face interaction could negatively impact collaborative tasks. Remote work has far less negative environmental impact. [90]

**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:**
  - 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 B: SUMMARY – OPTION TWO**
Summarising the text for **REMOTE JOBS**.
**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 | …remote jobs offer the freedom to work from virtually anywhere, with home being the most common workspace. | 1 | Working from home is cost-efficient. |
| 2 | The defining characteristic of remote jobs is the ability to perform tasks and communicate with colleagues using technology, primarily relying on an internet connection. | 2 | Educate young adults to perform tasks and communicate with colleagues using technology. |
| 3 | … remote jobs provide a flexibility in location which liberates employees from the constraints of a traditional office setup, enabling them to craft their work environments to be optimally conducive to productivity and comfort. | 3 | Work environments are flexible/hybrid. |
| 4 | Remote jobs often offer more flexibility in terms of work hours and location, it saves time and money that commuting would have consumed, and it also reduces stress. | 4 | Flexible work hours allow for independent work hours across global timelines. |
| 5 | Remote jobs offer greater task autonomy, as employees are responsible for managing their tasks and time independently … | 5 | Working remotely offers you a degree of freedom to work successfully. |

| | | | |
|---|---|---|---|
| 6 | Remote work can blur the lines between work and personal life, making it challenging to establish clear boundaries and disconnect from work. | 6 | Help young adults to establish clear boundaries and disconnect from work. |
| 7 | Working remotely can lead to feelings of isolation and loneliness, especially for extroverted individuals who thrive on social interaction. | 7 | Extroverts thrive in on-site job environments. |
| 8 | Remote work can result in a lack of face-to-face interaction with colleagues, which may hinder relationship-building and collaborative efforts ... | 8 | Educate young adults on how to directly interact with all staff in the work environment. |
| 9 | Remote work can contribute to reducing carbon emissions associated with commuting and office energy consumption, leading to a positive environmental impact. | 9 | For financial independence remote work reduces the financial impact of commuting to work and energy expenses incurred by businesses. |

**PARAGRAPH FORM**

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

Working from home is cost-efficient. Educate young adults to perform tasks and communicate with colleagues using technology. Work environments are flexible/hybrid. Flexible work hours allow for independent work hours across global timelines. Working remotely offers you a degree of freedom to work successfully. Help young adults to establish clear boundaries. Extroverts thrive in on-site job environments. Educate young adults on how to directly interact with all staff in the work environment. For financial independence remote work reduces the financial impact of commuting to work and energy expenses incurred by businesses.

(90 words)

**SECTION B: SUMMARY – OPTION THREE**

**QUESTION 2: SUMMARISING IN YOUR OWN WORDS**
Summarising the text for **ON-SITE JOBS**.
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** | On one side, we have the tried-and- tested on-site jobs, while on the other, the rising star of remote jobs takes centre stage. | 1 | Workers are onsite and working remotely is becoming more common. |
| 2 | Employees are tethered to a specific physical location dictated by their employers. | 2 | On-site jobs require commuting to a specific location chosen by the boss. |
| 3 | This often entails commuting to an office, factory, retail store, or healthcare facility which can consume valuable time and energy, leading to stress and fatigue | 3 | On-site jobs in certain sectors are necessary to require workers to travel to work. |
| 4 | Direct interaction with colleagues, clients, and supervisors is a hallmark of on-site roles… | 4 | Teamwork is easily achieved at on-site venues. |
| 5 | …fostering face-to-face collaboration and communication and ensuring immediate access to resources. | 5 | On-site jobs allow teamwork and give workers to access resources immediately. |
| 6 | On-site jobs often have fixed schedules. | 6 | On-site jobs require sticking to a fixed schedule. |

| | | | |
|---|---|---|---|
| 7 | On-site jobs typically adhere to fixed working hours, while remote jobs often offer more flexibility in scheduling, allowing employees to balance work and personal commitments. | 7 | Onsite provides more structured management of tasks. |
| 8 | Remote jobs offer greater task autonomy, as employees are responsible for managing their tasks and time independently whereas on-site jobs may involve more structured supervision and oversight. | 8 | On-site jobs ensure management of tasks and staff is immediate and effective. |
| 9 | Navigating office politics and dynamics can be challenging and may lead to workplace stress or conflicts. | 9 | On-site jobs can create tension in the workplace. |

**PARAGRAPH FORM**

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

Workers are onsite and working remotely is becoming more common. On-site jobs require commuting to a specific location chosen by the boss. On-site jobs in certain sectors are necessary to require workers to travel to work. Teamwork is easily achieved at on-site venues. On-site jobs allow teamwork and give workers to access resources immediately. On-site jobs require sticking to a fixed schedule. Onsite provides more structured management of tasks. On-site jobs ensure management of tasks and staff are immediate and effective. On-site jobs can create tension in the workplace.

(89 words).

**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 movement is a campaign that fights for environmental conservation and justice. 'FRIDAYS' implies that the activities are ongoing.
- 'FUTURE' implies that the youth are taking responsibility to save the Earth and environment for their generation.
- She organises protest action/demonstrations to create awareness of the environmental issues threatening future generations.

**(One idea that is discussed/developed)** (2)

3.2
- Catchy Title – "Great Lives" expresses his admiration of her. She has a celebrity status.
- The headlines highlight each of her achievements in short bursts.
- The references of the ages show how youthful she is and hence her ongoing commitment to the campaign is awe-inspiring.
- The graphic with her signature braids highlights her youthfulness, which is in complete contrast to the stereotypical view of youth as being irresponsible and oblivious to these challenges.

**(Award TWO marks for identification of ONE visual and ONE written technique and ONE mark for discussion.)** (3)

3.3
- The tone is admiring/awed/reverent/enthusiastic/informative/inspired.
- It highlights that a youth/child/scholar had the power to organise an event/protest of such astounding proportions.

**(Award ONE mark for identification of tone and ONE mark for discussion.)** (2)

3.4
- The fist is symbolic of a united front against the destruction of the environment. It represents the power of unity.
- The colour white symbolises purity/cleanliness, which implies the desire for a cleaner and pollution-free world.

**(Award two marks for one idea well-discussed.)** (2)

3.5
- Transatlantic (1)

**[10]**

**QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA**

4.1 It lists all the social media platforms that Madam utilises. (1)

4.2 FOMO – Fear of Missing Out. (1)

4.3 FRAME 5 – Her mouth is downturned, eyes wide open, she is holding the phone in her hand.

FRAME 6 – Hands on the hips with awe/shock/amazement

ATTITUDE – realisation/disbelief/shocked at her own behaviour

**(Award ONE mark for attitude and ONE mark for identification of a visual cue.)** (2)

4.4 In FRAME 7 Madam is amazed at her restraint for not checking her phone in 15 minutes.

In FRAME 8 she is shocked at the group members who are distracted and typing on their phones.

In FRAME 9 Madam's hooded eyes show her despondent/apathetic/flustered/ bewildered/perplexed reaction to their stereotypical addictive behaviour.

**(Award TWO marks for the identification of the Irony and ONE mark for Madam's contradictory behaviour.)** (3)

4.5. Comment: The cartoon highlights narcissistic behaviour and obsession with technology/social media across the generations.

The typical teenage girl taking selfies.
The nerdish young lady googling statistical data.
The jock with the injured head and his confusion about his whereabouts.
The techno geek is asking about the Apple watch.
The mid-life crisis mother looking for her phone charger.
The man with the striped hairstyle trying to be young and playing online games.
Mother Anderson is essentially rude and has a flippant attitude and is talking on the phone during a meeting.

**(Award three marks only if a central message is provided.)** (3)

**[10]**

## QUESTION 5: USING LANGUAGE CORRECTLY

5.1 Withstand pressure/endure/bear stress/strain/handle criticism/scrutiny/ manage challenges.

**(Credit valid alternative responses, in context.)** (1)

5.2 Valued/respected. (1)

5.3 Unwanted/unwelcome/disagreeable/objectionable/unpleasant/unsavoury/offensive/ unsatisfactory/distasteful/unpleasant. (1)

5.4 Number (1)

5.5 Kindness lowers stress in everyday situations **while** it brings peace and joy into pressure-filled situations.
Kindness lowers stress in everyday situations **because** it brings peace and joy into pressure-filled situations.

**(Do NOT accept compound sentences.)** (1)

5.6 Adjective (1)

5.7 lack kindness**;** in fact/lack kindness**.** In fact

**(The first comma must change to a semi-colon or a full stop.)** (1)

5.8 Behavior - behaviour (1)

5.9 Four challenges often steal a leader's ability to be kind. (1)

5.10 Genuine (1)

**10**

**TOTAL SECTION C: 30**

**TOTAL: 70**