FINAL

KWAZULU-NATAL PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH HOME LANGUAGE P1

MARKING GUIDELINES

PREPARATORY EXAMINATION

SEPTEMBER 2025

MARKS: 70

These marking guidelines consist of 15 pages.

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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 must be discussed at district and school level 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.

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SECTION A: COMPREHENSION

QUESTION 1: READING FOR MEANING AND UNDERSTANDING

1.1 **Refer to paragraph 1.**

How does our dependence on AI impact our cognitive abilities?

It diminishes our ability to think critically and wrestle with uncertainty. As we outsource our thinking to AI, we may lose/weaken the skill of innovation and reduce our cognitive engagement.

[Award 2 marks for a relevant and fully discussed idea from paragraph 1.] (2)

1.2 **Refer to paragraph 2.**

1.2.1 **What mood is created with the writer's use of the words, 'extinction' and 'vanishing'?**

The words create a mood of **loss/finality/despair/urgency/mourning/ hopelessness**.

[Award 1 mark for the identification of the mood.] (1)

1.2.2 **What effect does this mood have on the reader's attitude toward AI?**

The absence of hesitation or uncertainty may seem impressive, but it also raises concerns about whether AI overlooks the nuances of human doubt and critical thinking. The reader may feel a sense of wariness, wondering if the loss of *"I do not know"* could lead to a world where overconfidence replaces genuine inquiry. It could result in an urgency to reclaim an essential part of human intelligence.

[Award 2 marks for a full response.] (2)

1.3 **Refer to paragraph 3.**

How does the writer present AI as a factor in redefining intelligence?

The writer shifts the focus from deep understanding and inquiry to speed and certainty in retrieving information. This undermines the process of engaging with complex and unresolved ideas, which is essential for true learning and creativity, suggesting that intelligence is becoming more about rapid responses rather than critical thinking.

[Award 3 marks for a full response.] (3)

1.4 **Refer to paragraph 4.**

Discuss ONE stylistic technique used in this paragraph to convey the writer's argument.

Rhetorical Question: "but does it encourage real thinking?" is a rhetorical question that invites the reader to reflect on the value of rapid, AI-driven responses. It challenges the assumption that speed equals intelligence, prompting the reader to reconsider the deeper value of questioning and grappling with complexity. This question challenges the reader to reflect on the implications of AI and whether instant answers truly contribute to intelligence.

OR

Inclusive Language/ Personal pronoun: Phrases like "True intelligence is not just about..." and "It is about grappling with complexity..." create a sense of shared understanding with the reader. The use of "we" is inclusive and connects the reader to the idea that intelligence is a collective, human endeavour, making the argument more relatable and persuasive.

OR

Use of Adjectives: The phrase "seductive pull of a quick answer" employs the adjective "seductive" to underscore the ease and allure of quick solutions provided by AI. The word "seductive" implies that the temptation to rely on AI's fast answers is not just practical but also emotionally compelling, drawing attention to the danger of shortcuts in intellectual processes.

[Accept other relevant adjectives with a valid explanation.]

OR

Contrast – The writer contrasts past and present ways of dealing with knowledge:

- "We no longer sit with questions; we resolve them instantly."
- "We no longer wrestle with ambiguity; we type in a prompt."
  These contrasts highlight how technology has shifted the way we approach learning and problem-solving, emphasising speed over contemplation.

OR

Repetition – The phrase *"We no longer"* is repeated at the beginning of two consecutive sentences.This repetition reinforces the idea that something valuable has been lost in the shift towards immediate solutions.

OR

Emotive Language – Words like *"seductive pull"* and *"wrestle with ambiguity"* create strong imagery, portraying the process of deep thinking as a struggle that should not be avoided.

[Award 1 mark for the identification of a technique and 2 marks for the explanation.]

(3)

1.5 **Refer to paragraph 5.**

Compare the effects of AI and the Google Effect on how we access and use information.

The Google Effect, or cognitive offloading, makes us rely on search engines to retrieve facts rather than memorising them, reducing the need for deep memory retention. In contrast, AI goes beyond retrieval by also interpreting, synthesising, and analysing information, which can lead to diminishing cognitive tasks like critical thinking and problem-solving.

[Award 3 marks for a full response.] (3)

1.6 **Refer to paragraph 7.**

Summarise why the writer believes uncertainty is important in the learning process.

The writer believes uncertainty is important in the learning process because it encourages deep inquiry and critical thinking. He argues that major breakthroughs, like those by Einstein and Tesla, came from exploring the unknown, not from immediate answers. Uncertainty fosters curiosity and innovation, making it a vital part of truly understanding and learning.

[Award 2 marks for a full response.] (2)

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1.7 **Refer to paragraph 9.**

Critically comment on how AI's biases may impact society.

Paragraph 9 highlights a significant concern about the role of AI in giving expected responses and misinformation. When AI presents information confidently, even if it is inaccurate, it can lead users to believe falsehoods, especially when the content aligns with their existing beliefs. This reinforces confirmation bias and undermines critical thinking. Rather than promoting intellectual growth, this creates a society that is less questioning and more dependent on surface-level "truths."

[Award 3 marks for a full critical comment.] (3)

1.8 **Refer to Paragraph 11.**

In what way does the phrase, "I do not know…but let us find out." reinforce the writer's central message?

It advocates for the importance of curiosity, inquiry, and the willingness to embrace uncertainty. It calls for a return to the process of seeking knowledge through exploration and open-mindedness, rather than relying on immediate, confident answers from AI./This phrase reinforces the central theme of the importance of questioning. It leaves the reader with a thought-provoking challenge—to resist blind certainty and engage in deep inquiry. The phrase also contrasts with AI's tendency to provide immediate, confident responses, emphasising the value of curiosity and exploration in acquiring true intelligence.

[Award 3 marks for a full explanation.] (3)

TEXT B

1.9 **Refer to Frame 3.**

What does the teacher's body language reveal about her attitude towards technology?

The teacher's posture and facial expression indicate surprise and possibly disapproval. Her arms are positioned stiffly, and her facial features, such as raised eyebrows and a slightly open mouth, suggest that she is taken aback or even concerned. This implies scepticism or unease about the use of AI in education.

[Award 1 mark for the attitude and 1 mark for the explanation of the body language/facial expression.] (2)

1.10 **Comment on the irony evident in the cartoon.**

The irony lies in the fact that Thandi's report is about the harmful effects of AI or ChatGPT, however, she uses it herself to write her report. /Thandi's concern about AI being *detrimental* to education (Frame 1) contrasts the teacher's admiration for her (Thandi's) impressive report on AI (Frame 2). However, the twist in Frame 3 reveals that the very tool Thandi is worried about—ChatGPT—was used to produce the work the teacher praised./This situational irony highlights the contradiction in attitudes towards AI: while it is feared as harmful, it simultaneously produces results that are valued and admired.

(3)

[Award 3 marks for full commentary on irony.]

1.11 **Critically discuss the extent to which TEXT B supports paragraph 7 of TEXT A.**

Justify your answer by referring to both Text A and Text B.

In Text A, the writer is concerned that AI might discourage students from developing an inquiring mind and reasoning skills. In the cartoon Text B, the irony highlights how AI can create the illusion of knowledge. The teacher is initially impressed, but the truth is that the report lacks genuine insight from the student. This aligns with paragraph 7- the worry about losing "true knowledge" that comes from deep inquiry. Thandi's opening statement in the cartoon, "I worry that using AI could be detrimental to our educational system," directly echoes the central argument of paragraph 7 in Text A. Text B reinforces the argument that while AI can be a powerful tool, its uncritical use in education might have unintended negative consequences.

[Award 3 marks only if the candidate has referred to TEXT B and paragraph 7 of TEXT A and the link in a well-substantiated response.]

(3)

TOTAL SECTION A: 30

SECTION B: SUMMARY

QUESTION 2

SUMMARISING IN YOUR OWN WORDS

Use the following main points as a **guideline** that the candidate should include in the summary.

Any 7 valid points are to be credited in paragraph-form.
(Sentences and/or sentence fragments must be coherent.)

NO	QUOTATIONS	NO	POINTS
1.	'Shedding tears helps … benefitting physical health.'	1.	Crying serves as an emotional outlet, helping individuals process and release intense emotions.
2.	'When we shed … after a good cry.'	2.	Crying triggers the release of endorphins, reducing both physical and emotional discomfort.
3.	'Additionally, crying … elevate blood pressure.'	3.	By lowering cortisol levels, crying reduces stress, protecting the immune system and preventing high blood pressure.
4.	'This return to … and cell repair.'	4.	Crying promotes relaxation, leading to better sleep, which in turn supports immune function, muscle recovery, and cell repair.
5.	'Letting the tears…openness in relationships.'	5.	Crying helps individuals become more self-aware, allowing them to understand and express their emotions in a more trusting/ transparent manner.
6.	'This cultural pressure … that fosters solidarity.'	6.	Public displays of crying have played a role in leadership and unity, strengthening bonds within communities.
7.	'Research shows that … in emotional distress.'	7.	Tears elicit an empathetic response which encourages others to offer comfort and strengthens social bonds.
8.	'Sobbing serves as … process called catharsis.'	8.	Sobbing acts as a natural coping strategy, helping individuals process their emotions in a healthy way.
9.	'Crying is a …build inner strength.'	9.	Crying builds emotional resilience, helping individuals cope with challenges, adapt to adversity, and develop inner strength.

PARAGRAPH-FORM

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

Crying serves as an emotional outlet, allowing individuals to process and release intense emotions while triggering the release of endorphins that reduce physical and emotional discomfort. By lowering cortisol levels, it alleviates stress, protects the immune system and prevents high blood pressure. Crying promotes relaxation, improving sleep quality aiding immune function, muscle recovery and cell repair. It fosters self-awareness, strengthens bonds by evoking empathy, and has historically played a role in leadership and unity. As a natural coping strategy, it enhances emotional resilience, helping individuals navigate challenges and build inner strength.

(91 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 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 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 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 **What is the purpose of using the rhetorical question in the advertisement?**

It is used to provoke thought/engage the reader/ elicit an emotional response.
It makes the reader question the morality of killing rhinos for their horns.

[Award 1 mark for a technical response and 1 mark for the explanation.] (2)

3.2 **Refer to the finer text of the advertisement: 'The rhino horn… for their horn.' With reference to ONE technique and ONE example, comment on how the advertiser promotes the campaign to stop the killing of rhinos.**

- **Technique:** Use of factual information.
- **Example**: The advertiser states that "The rhino horn is made up of the same substance as human hair and has no medicinal value."
- **Comment**: This fact debunks myths about the value of rhino horns, making the killing of rhinos seem even more unjustifiable. By presenting real statistics ('approximately 30 rhinos have already been killed in India in 2013'), the advertiser appeals to logic and emotion to create awareness and urgency.

OR

- **Technique:** Use of statistics
- **Example**: 'Yet, approximately 30 rhinos have already been killed in India in 2013, for their horn.'
- **Comment:** By including a specific number, the advertiser makes the issue more tangible and urgent. The statistics give credibility to the campaign and shows that rhino poaching is a real and ongoing crisis.

OR

- **Technique:** Appeal to logic
- **Example:** "The rhino horn is made up of the same substance as human hair and has no medicinal value."
- **Comment:** This statement uses factual information to refute the belief that rhino horns have medicinal properties. By appealing to logic, the advertiser challenges the audience to reconsider their views and take action against poaching.

[Award 1 mark for 1 technique, 1 mark for an example and 1 mark for a comment.] (3)

3.3 Choose the most appropriate response from the list of options provided:

The words '**for their horn**' is an example of ...

A. an adverbial phrase.
B. an adjectival phrase.
C. a prepositional phrase.
D. a verb phrase. (1)

3.4 What part of speech is the word 'approximately'?
The word *'approximately'* is an **adverb**. (1)

3.5 **Consider TEXTS D and E.**

In your opinion, which visual image is more effective to promote the campaign to stop the killing of rhinos? Justify your response.

[Open ended response. Alternative justified responses may be accepted.]

[The answer below is merely an example.]

Both **Text D** and **Text E** are impactful, but **Text E** is more effective in promoting the campaign.

Justification:

1. **Emotional Impact** – in **TEXT D**, image humanises the issue by depicting a woman with a hairstyle which resembles the rhino horn./
In **TEXT E** , close-up black-and-white image of the rhino creates a powerful emotional connection. The rhino's direct gaze evokes sympathy and makes the viewer feel accountable for its protection.

2. **Rhetorical Question** – in **TEXT D** ,the question forces the reader to think about the absurdity of killing the rhino for the horn.

3. **Comparison Statement** – **TEXT D** emphasises that both rhino horn and human hair is made from the same material which makes the killing of rhinos senseless.

4. **Bold Statement** – in **TEXT E,** the phrase **"I AM NOT MEDICINE"** is direct, simple, and striking. It immediately challenges the misconception that rhino horn has medicinal properties, making the message clearer and more urgent.

5. **Eye-catching layout – TEXT D** engages the reader and draws attention to the message about the cruelty and senselessness of rhino poaching.

6. **Urgency & Action** – **TEXT E** states that 'at least one rhino is killed every day,' which adds a sense of immediacy to the issue. The call to action—'**Find out what you can do to stop wildlife crime**' – encourages the audience to take steps against poaching.

While **Text D** uses a thought-provoking comparison (human hair vs. rhino horn), **Text E** has a stronger emotional appeal, a more urgent tone, and a clearer call to action, making it the more effective campaign image. (3)

[10]

QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

4.1 **Refer to Frame 2.**

With close reference to the visual clues, explain how the cartoonist conveys the mother's attitude towards Curtis.

The mother's attitude is one of **exasperation /slight irritation/annoyance**. This is shown through the visual clue of her **body language/facial expression**: she is standing with her hands on her hips/ half-closed eyes, facing Curtis, indicating she has given up trying to get him to do what she asked. Her posture suggests she is dealing with a familiar, frustrating situation with Curtis's lack of cooperation. (2)

[**Award 1 mark for the visual clue and 1 mark for the explanation.]**

4.2 **Refer to Frame 3.**

Identify the part of speech of 'corner' in context.

adjective (1)

4.3 **Refer to Frame 8.**

4.3.1 Identify the mood in the above frame.

Surprise/enjoyment/appreciation/delight/satisfaction (1)

[Accept any other suitable response.]

4.3.2 Account for Curtis's mood in this frame.

His reaction of "AHH!" and the "SLUP SLUP SLUP" sounds followed by "AHH!" indicate he is surprised and enjoys what he is drinking. He clearly did not realise it was the sock water. / Curtis is surprised that he enjoys/ appreciates/takes delight in tasting the 'soup'. This is emphasised by the word 'AAH!' to show his satisfaction. The onomatopoeia denotes his slurping sound as he savours the soup. He is also smiling with delight. (2)

4.4 **Rewrite the following sentence in the simple future tense:**

"Curtis enjoys the soup without realising what it is."

Curtis **will enjoy** the soup without realising what it is. (1)

4.5 **Critically discuss how humour is created in the final frame**.

The humour in the final frame is created through a combination of **irony/shock value/visual exaggeration**.

- **Irony:** The audience knows from the previous frames that Curtis is drinking the sock water, while he and his mother are still referring to it as 'soup.' This discrepancy between their understanding and the reality is humorous./ Curtis's mother told him not to interfere with the pot, but he could not resist the temptation to taste it. When he finds out what it is, he is filled with disgust.

- **Shock Value:** The sudden revelation that the "soup" is actually sock water is shocking and unexpected. The idea of someone drinking water used to boil socks is inherently disgusting, which creates a strong reaction.

- **Visual Exaggeration:** Curtis's exaggerated coughing amplify the humour. The 'KOFF KOFF KAFF KAFF' and 'UGH KOFF KOFF' sounds, combined with their facial expressions,make the scene comically repulsive.

The humour arises from the unexpected twist and the gross-out factor, making the final frame a memorable and funny conclusion to the comic strip.

[Award 3 marks for a full discussion.] (3)

[10]

QUESTION 5: USING LANGUAGE CORRECTLY

5.1 Indicates the **title of the show/proper noun.** (1)

5.2 "**it's" – "its"** (1)

5.3 **ethical conflicts / ethical challenges/ ethical predicaments/ ethical quandaries / conscience struggles** (1)

[Accept alternatives in context.]

5.4 The apostrophe in "show's" indicates **possession or belonging**. (1)

5.5 **Repetition/reiteration/replication/duplication** (1)

[Accept any other alternative in context.]

5.6 **continue** instead of continues (1)

5.7

5.7.1 **B. Complex sentence**

Note to marker :
("*Despite this"* is a dependent clause, and *" an entertaining watch is still delivered by the show with its brutal games and high stakes"* is an independent clause.) (1)

5.7.2 **The brutal games and high stakes of the show still deliver an entertaining watch.**

OR

The show's brutal games and high stakes still deliver an entertaining watch.

(1)

5.8 The sentence can be interpreted in two ways:

- **The viewers eagerly anticipate the third instalment.**
- **The season itself ends with anticipation for a third instalment**.

OR

- **The viewers are part of the show.**
- **The viewers anticipate the third instalment.** (2)

[**10**]

TOTAL SECTION C: 30

GRAND TOTAL: 70

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