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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

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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.

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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.

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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

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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)

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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)

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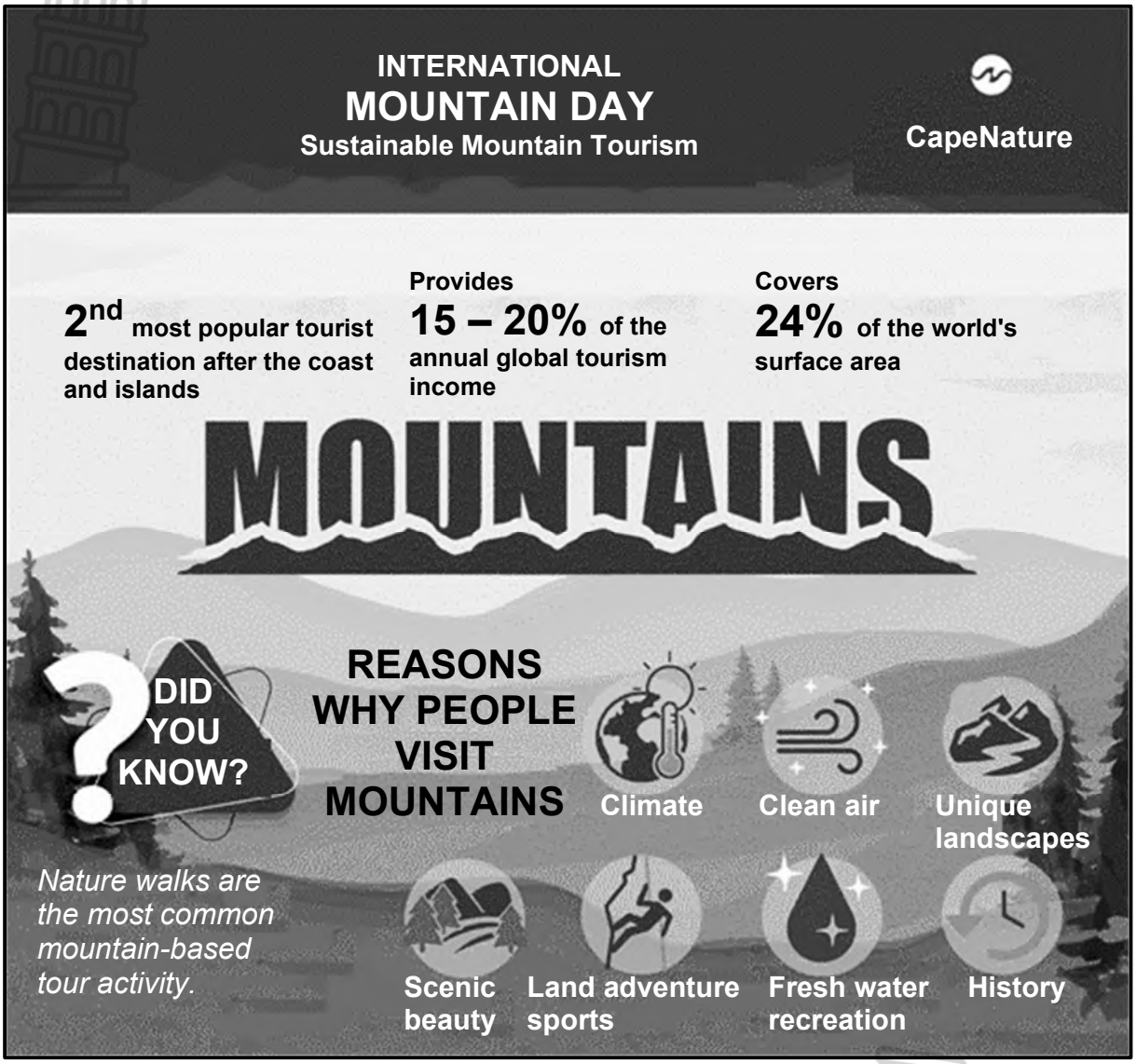
TEXT B



[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

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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

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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.

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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]

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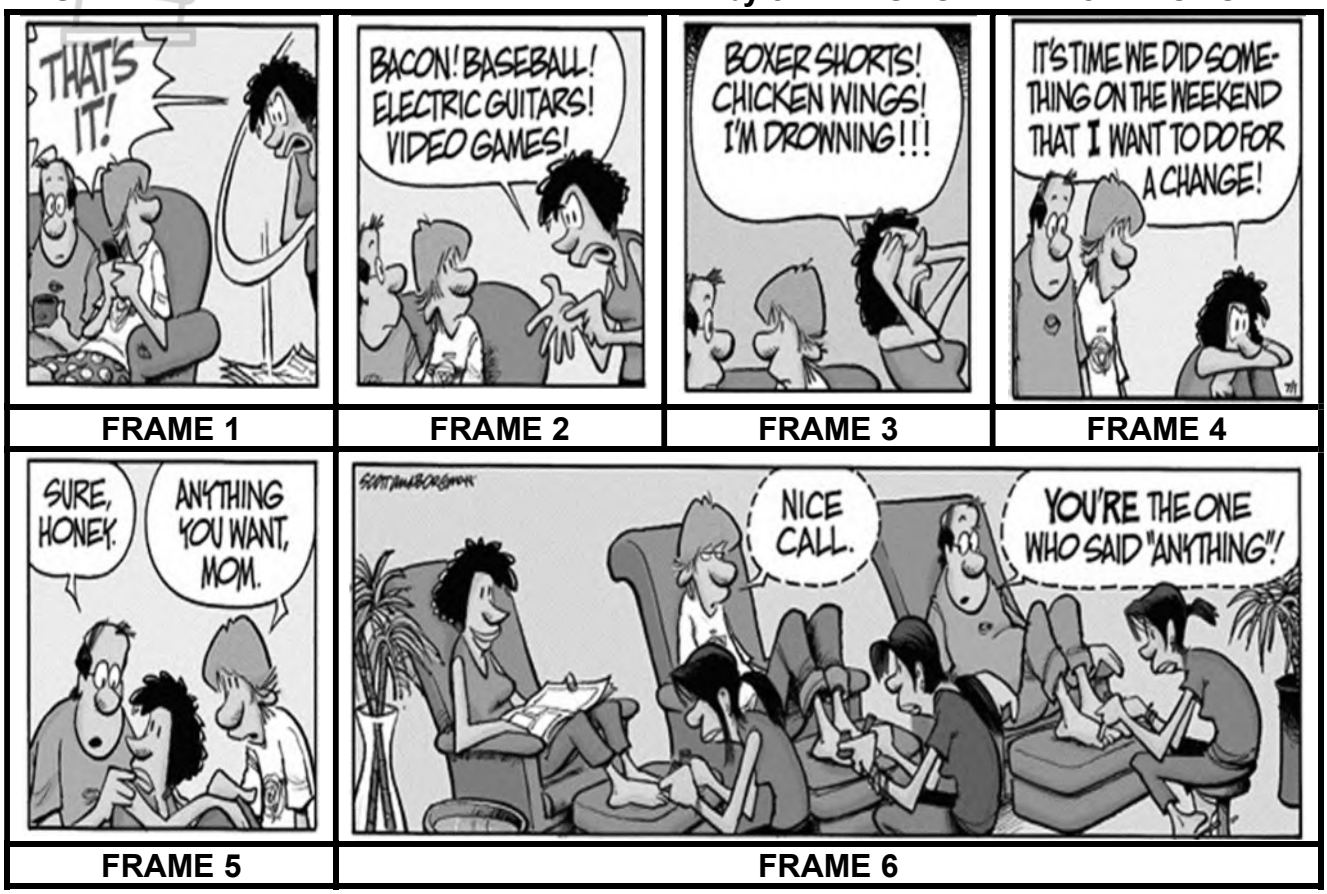
QUESTION 4: ANALYSING A CARTOON

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.

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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.

You're the one who said 'anything'! (1)

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

[10]

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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)

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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)

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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 <u>match</u> that is burnt.

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

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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

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GAUTENG PROVINCE

JUNE EXAMINATION
GRADE 12

2025

MARKING GUIDELINES

ENGLISH
FIRST ADDITIONAL LANGUAGE

(PAPER 1)

11 pages

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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.

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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)

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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)

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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

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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.

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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

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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.

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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]

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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]

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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