



**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

SEPTEMBER 2025

ENGLISH HOME LANGUAGE P1

MARKS: 70

TIME: 2 hours



This question paper consists of 13 pages.

INSTRUCTIONS AND INFORMATION

1. This question paper consists of THREE sections:

SECTION A: Comprehension	(30)
SECTION B: Summary	(10)
SECTION C: Language in Context	(30)
2. Read ALL the instructions carefully.
3. Answer ALL the questions.
4. Start EACH section on a NEW page.
5. Rule off after each section.
6. Number the answers correctly according to the numbering system used in this question paper.
7. Leave a line after each answer.
8. Pay special attention to spelling and sentence construction.
9. Suggested time allocation:

SECTION A: 50 minutes
SECTION B: 30 minutes
SECTION C: 40 minutes
10. Write neatly and legibly.



SECTION A: COMPREHENSION

QUESTION 1: READING FOR MEANING AND UNDERSTANDING

Read TEXT A and TEXT B and answer the questions in your own words as far as possible.

TEXT A

CAN FORGIVING SOMEONE ELSE BUILD MY SELF-ESTEEM?

- 1 Friedrich Nietzsche, in his book The Genealogy of Morals (1887), made a bold statement about forgiveness. He saw it as a weakness, not strength. For Nietzsche, people supposedly forgive because they want something from the other, such as keeping a job even though they hate the boss. They put up with the boss's nonsense for the sake of self-preservation. 5
- 2 This idea of forgiveness as weakness has crept into modern psychology as well. McNulty (2011) published a work entitled The Dark Side of Forgiveness. It is hard to think of a bleaker title. In this work, he presented married couples with hypothetical scenarios in which the participants decided whether or not to forgive the spouse if such a situation were to occur. For example, suppose your spouse forgot to mail some important papers or left the house messy. Would you forgive? McNulty found that when a person proclaims forgiveness, the other person interprets it as meaning that what happened was fine, and so it becomes an open door for the offending person to keep being unjust. 10
- 3 With such supposed negativism pointed at forgiving, one wonders if those who forgive end up not liking themselves very much. After all, how easy is it to love a weakling who caves into injustice, especially when the person is oneself? So, the burning question becomes this: When we forgive, are we setting ourselves up for lowered self-esteem and lowered self-respect because we are being weak and letting people take advantage of us? 15 20
- 4 A significant part of the forgiveness process is to take the time, and even struggle, to see that the one who behaved badly has inherent worth: the forgiver begins to see that the one who behaved badly is more than the offences against the forgiver. The offending person, as is the case with all humans, is unique, which makes each person special and irreplaceable. 25
- 5 Such an insight leads to seeing that this person, despite the injustices, possesses a value that cannot be taken away. Once the forgiver grants unconditional inherent worth to the offending person, there is a tendency for the forgiver to generalise this to the conclusion that all people have this worth. It then follows for people who forgive to realise that they, too, must possess this worth that cannot be earned or taken away. 30
- 6 The decision to bear the pain for the one who behaved badly is heroic. After all, the forgiver is deciding not to retaliate. Instead, the forgiver takes the road less travelled and concludes this: I will not toss that pain onto unsuspecting others. The further conclusion, then, usually is this: I am stronger than I thought. I can stand up to this pain without it destroying me. 35

- 7 A caveat¹ here is that the forgiver is never to abandon the quest for justice. Yes, stand in the pain, but also ask something of the other. Forgive and seek justice. As forgivers realise how strong they really are, they conclude the opposite of weakness, which can increase their sense of self-worth. Because forgiveness is a moral virtue, it includes deliberate goodness toward the one who acted badly. Again, this does not invalidate the quest for justice alongside forgiveness. As the person gives a gift to the other, whether it is a smile, a returned phone call, or respectful attention during a discussion, forgivers realise that the gift-giving helps them to feel a sense of happiness. 40 45
- 8 Here is one example of this science. Lin et al.² (2004) randomised 14 people who had substance dependence problems to either a forgiveness intervention or an already-approved intervention by the residential treatment centre. After twice-a-week treatment for six weeks, those in the forgiveness condition increased in self-esteem compared with those in the control group. At the four-month follow-up, this increase in self-esteem held. Other forgiveness interventions done with randomised experimental and control groups showed similar results (Freedman & Enright, 1996; Reed & Enright, 2006). 50
- 9 The major differences between the study done by McNulty and those done by Lin et al. are these: First, the interventions by Lin et al. were based on actual injustices against the participants. McNulty's study used hypothetical stories that were not particularly severe (forgetting to mail a package or having a messy home). Second, Lin et al.'s were actual experiments, while McNulty's involved participants filling out questionnaires. Third, McNulty's study never asked the participants what they meant by the term 'forgiveness'. If a participant, for example, defined forgiveness as 'just letting it go', then the researcher was actually exploring a distortion of forgiveness. Forgiveness in its true sense lets mercy and justice grow up together; forgive and ask for fairness. 55 60
- 10 In conclusion, the forgiveness process has rational explanations of why people should increase in self-esteem when they work on examining issues of inherent worth, bear the pain for the other, give gifts to the unjust, and find important meaning in their suffering. It is anything but absurd to see that as people forgive others, it is the forgivers who benefit in increasing self-esteem. 65

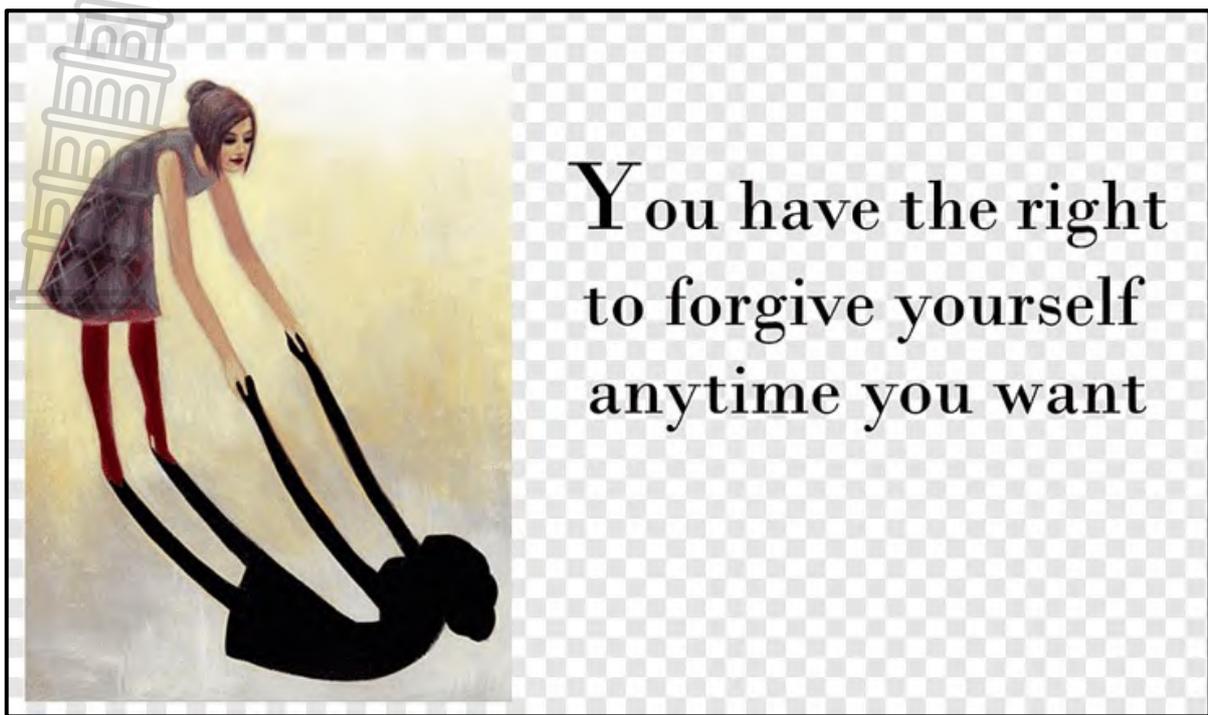
[Adapted from <https://www.psychologytoday.com/za/blog/the-forgiving-life/202502/how-can-forgiving-someone-else-build-my-own-self-esteem>]

GLOSSARY:

- 1 caveat – warning or proviso of specific conditions
2 Lin et al. – Lin and others

AND

TEXT B



[Source: www.KahnsWiseWords.com]

QUESTIONS: TEXT A

1.1 Refer to paragraph 1.

What did Nietzsche believe about forgiveness?

(2)

1.2 Refer to paragraph 2.

Using your own words, state the conclusion that McNulty reached about the effect of forgiveness in relationships.

(2)

1.3 The Oxford Dictionary gives the meaning of 'bleak' as 'not hopeful or encouraging; unlikely to have a favourable outcome'.

What do the words, 'It is hard to think of a bleaker title' (line 8), suggest about the author's view of the title of the book mentioned in this paragraph?

(2)

1.4 Is the following statement TRUE or FALSE? Quote TWO consecutive words from the passage to prove your answer.

McNulty proposed theoretical settings to the participants in his studies.

(1)

1.5 Refer to paragraphs 2 and 3.

Based on Nietzsche and McNulty's perspectives, account for some people's struggle to forgive others.

(2)

1.6 Refer to paragraph 4.

Explain whether seeing the offender's 'inherent worth' (line 22) makes forgiveness easier. Motivate your response. (2)

1.7 Refer to paragraph 6.

When a person decides to forgive without pay-back, it can be considered as ...

- A altruistic.
- B selfish.
- C retaliatory.
- D ego-centred. (1)

1.8 Refer to paragraph 7.

Comment on the relationship between forgiveness and the demand for justice. (3)

1.9 Refer to paragraph 8.

Suggest a reason for the inclusion of the references to 'Lin et al. (2004)' (line 46) and 'Freedman & Enright, 1996; Reed & Enright, 2006' (line 53). (2)

1.10 Refer to paragraph 9.

Critically comment on bias evident in this paragraph. Compare two examples of diction to substantiate your response. (3)

1.11 Refer to paragraph 10.

Comment on the effectiveness of paragraph 10 as a conclusion to Text A. (3)

QUESTION: TEXT B

1.12 What does the visual convey about the girl's attitude towards the shadow? (3)

QUESTION: TEXT A AND TEXT B

1.13 Critically discuss to which extent the image and message in TEXT B reinforce the author's opinion about forgiveness in paragraph 5 of TEXT A. (4)

TOTAL SECTION A: 30

SECTION B: SUMMARY

QUESTION 2: SUMMARISING IN YOUR OWN WORDS

Forty years ago Steve Jobs shared a brilliant leadership lesson in a well-documented interview which is as effective today as it was in 1985. Read TEXT C and write a cohesive paragraph, identifying the benefits of employing people who can self-manage.

1. Your summary should include SEVEN points and NOT exceed **90 words**.
2. You must write a fluent paragraph.
3. You are NOT required to include a title for the summary.
4. Indicate your word count at the end of your summary.

TEXT C

ONE SIMPLE STRATEGY SEPARATING HIGH PERFORMERS FROM THOSE WHO FALL SHORT

Once smart, highly capable, super creative individuals are hired, there’s a simple yet rare management strategy that empowers them to become high performers: The greatest people are self-managing. It’s a bold statement, indeed. But one worth the risk to attract, develop, and keep the people who will drive your company forward.

We all dream of hiring and working with people who just *get it* – the ones who take ownership, solve problems, and make things happen without needing constant hand holding. Creating a team like this is possible, and it starts with how we *think* about leadership and management.

When employees have the freedom to make decisions and take ownership, they’re more likely to experiment and solve problems creatively and quickly. Self-managing employees don’t wait for a manager’s green light – they trust their instincts and act, which can be a game-changer in fast-moving industries. Research shows that autonomy not only improves problem-solving but also leads to higher levels of innovation. By stepping back, leaders give their self-managing high performers the space to think big and act boldly, just like Steve Jobs did when he famously said: It doesn’t make sense to hire smart people and tell them what to do; we hire smart people so they can tell us what to do.

Obviously, this doesn’t apply to micromanagers who spend their days looking over people’s shoulders, barking orders, and controlling all the decisions. Micromanaging takes time and energy, leaving managers bogged down in daily details instead of focusing on the bigger picture. Self-managing employees lighten the load by handling the “how” so leaders can concentrate on the “why” and “what’s next.” This shift benefits the manager and empowers self-managing employees to take responsibility for their work, fostering confidence and competence across the team.

Autonomy is one of the top drivers of employee engagement. When people feel trusted to manage their own work, they’re more motivated and invested in the outcome. A sense of ownership also builds loyalty – employees are far less likely to leave an environment where they’re empowered and valued to make decisions without being judged or scrutinized.

[Based on <https://www.inc.com/marcel-schwantes/40-years-ago-steve-jobs-said-theres-1-simple-habit-that-separates-high-performers-from-those-who-fall-short>]

SECTION C: LANGUAGE IN CONTEXT**QUESTION 3: ANALYSING ADVERTISING**

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

TEXT D

**TAME
IT'S
NOT**

This is Jaguar for Men. After-shave and cologne combined. Women like it. Because it doesn't smell like the stuff they wear. Men like it. Because it comes on stronger. Stays on longer. Jaguar is lusty. Powerful. Potent. It's bottled in a stark, strong, smoky-glass cylinder. It's only for the man who gets a bang out of living, a charge out of leading – who plays to win, whatever the game. After-shave/cologne, \$3.50. Soap on a rope, \$2.50. Gift soap, box of 3, \$3.00. **Jaguar from Yardley.**

Copy of Text D:

This is Jaguar for Men. After-shave and cologne combined. Women like it. Because it doesn't smell like the stuff they wear. Men like it. Because it comes on stronger. Stays on longer. Jaguar is lusty. Powerful. Potent. It's bottled in a stark, strong, smoky-glass cylinder. It's only for the man who gets a bang out of living, a charge out of leading – who plays to win, whatever the game. Jaguar from Yardley.

AND

TEXT E



QUESTIONS: TEXT D

3.1 'It's only for the man who gets a bang out of living, a charge out of leading – who plays to win, whatever the game.'

This sentence is an example of a ...

- A complex sentence.
- B compound sentence.
- C simple sentence.
- D compound-complex sentence.

(1)

3.2 'After-shave and cologne combined.'

What is the function of the hyphen?

(1)

3.3 Discuss the effectiveness of the advertisement in persuading its target audience by referring to one technique the advertiser has used.

(3)

QUESTIONS: TEXT E

3.4 The catchphrase 'SAUVAGE' is the French word for 'wild' or 'savage'.

Comment on the success of the visual in conveying this idea.

(2)

QUESTION: TEXTS D AND E

3.5 Both the **Jaguar for Men** and **Dior Sauvage** advertisements aim to appeal to a sense of masculinity, but they do so in different ways. Which one do you find more appealing? Motivate your answer by referring to the visual of each advertisement.

(3)

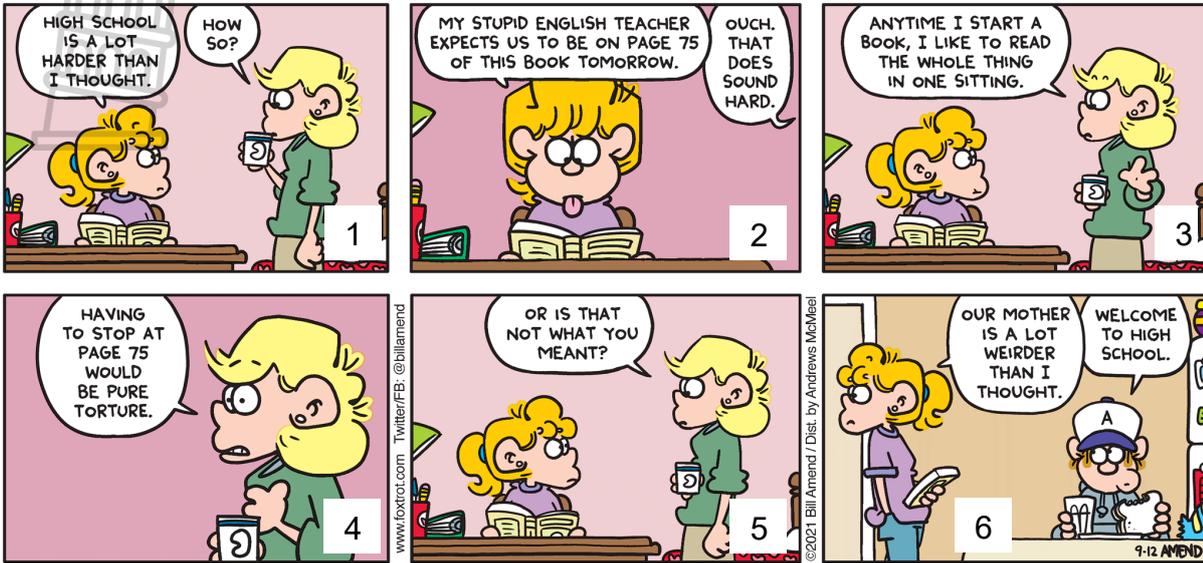
[10]



QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

Study TEXT F and answer the set questions.

TEXT F: CARTOON



[Source: <https://foxtrot.com/2021/09/12/high-school-annoyances/>]

The girl with the ponytail is called Paige. The woman holding the coffee mug is her mother, Andrea, and the boy with the white baseball cap is Paige’s elder brother, Peter.

QUESTIONS: TEXT F

4.1 Refer to FRAME 2.

How do Paige’s body language and words indicate that high school ‘is a lot harder’ than she thought? (2)

4.2 Discuss how humour is created in FRAMES 2 to 4. (3)

4.3 Comment on the conclusions that Paige and Peter come to in FRAME 6. (3)

4.4 My stupid English teacher expects us to be on page 75 of this book tomorrow.
Rewrite this sentence in the passive voice. (2)

[10]



QUESTION 5: USING LANGUAGE CORRECTLY

Read TEXT G, which contains some deliberate errors, and answer the set questions.

TEXT G**LINDT UNVEILS THE FIRST NEW GOLD BUNNY FLAVOUR IN 10 YEARS: 'CAN'T WAIT'**

- 1 There's a big chocolate change coming this Easter! A timeless classic has been given a modern twist ahead of the holidays, with Lindt releasing a brand-new take on its famous Gold Bunny. For the first time in 10 years, Lindt has unveiled a never-before seen flavour for Australia and New Zealand that will surely get the Easter Bunny hopping with excitement. 5
- 2 The chocolate giant has officiously announced the Gold Bunny Salted Caramel which blends Lindt's signature milk chocolate with rich, buttery caramel pieces and a touch of sea salt to create a indulgent treat.
- 3 Lindt completed a study in 2023 that concluded that despite Aussies considering Easter a gifting season, shoppers are more likely to buy chocolate for themselves and share rather than for presents. The Gold Bunny Salted Caramel is perfect for sharing, gifting or indulging in alone. 10
- 4 "Salted caramel is one of the most loved flavour combinations, and we're thrilled to introduce it to our Gold Bunny range," said Lindt Master Chocolatier Thomas Schnetzler. 15
- 5 "We've carefully crafted this new flavour to joyously celebrate the combination of the luxurious richness of our milk chocolate, the deep complexity of caramel, enhanced by the touch of sea salt." "We can't wait for both new and loyal Lindt fans to experience the new Gold Bunny this Easter." The Lindt Gold Bunny Salted Caramel come in its signature gold foil with a light blue ribbon and bell. 20

[Source: <https://kitchen.nine.com.au>]

QUESTIONS: TEXT G

5.1 Refer to 'can't wait' in the title.

What is the function of the apostrophe?

(1)

5.2 Remove a redundant word in paragraph 1.

(1)

5.3 Refer to 'famous' (line 3).

Supply an antonym.

(1)

5.4 Correct the malapropism in paragraph 2.

(1)

5.5 Correct the article error in paragraph 2.

(1)

5.6 'shoppers are more likely to buy chocolate for themselves and share rather than for presents.' (lines 10–11)

Rewrite this clause, replacing a preposition with a finite verb so that it makes sense. (1)

5.7 "Salted caramel is one of the most loved flavour combinations, and we're thrilled to introduce it to our Gold Bunny range," said Lindt Master Chocolatier Thomas Schnetzler. (lines 13–15)

Rewrite this sentence into reported speech. (2)

5.8 Identify the grammatical error in paragraph 5. (1)

5.9 Correct the concord error in paragraph 5. (1)

[10]

TOTAL SECTION C: 30
GRAND TOTAL: 70





**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

SEPTEMBER 2025

**ENGLISH HOME LANGUAGE P1
MARKING GUIDELINE**

MARKS: 70



This marking guideline consists of 10 pages.

NOTE:

- This marking guideline is 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 marks awarded where applicable.
- The marking guideline should be discussed before the commencement of marking.

INSTRUCTIONS TO MARKERS**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 should 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/quotation is what should be considered.
- For questions which require quotations from the text, do not penalise candidates for omitting the quotation marks or for an incorrect spelling within the quotation.
- 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****QUESTIONS: TEXT A**

1.1 Nietzsche believed that forgiveness is a weakness, not a strength. ✓ He argued that people forgive because they want something from the other person, such as keeping a job even if they dislike their boss. ✓ (2)

1.2 McNulty concluded that when a person forgives, the other person may interpret it as approval of their behaviour, ✓ which could lead to continued unjust actions. ✓

[Candidates must use their own words.] (2)

1.3 The author is of the opinion that giving the act of forgiveness a '[d]ark [s]ide' will not encourage anyone to forgive other people, ✓ as 'bleak' implies forgiveness will not have a 'favourable outcome'. So that makes it rather senseless that people are encouraged to forgive and to turn the other cheek. ✓ (2)

1.4 True.
'hypothetical scenarios' ✓

[Do not award a mark for TRUE. Only the quoted words are awarded one mark.] (1)

1.5 People might struggle with forgiving because they fear it will make them seem weak ✓ or because they worry that it will encourage further unjust behaviour. ✓ (2)

1.6 Recognizing the offender's inherent worth can make forgiveness easier because it helps the forgiver separate the person from the offense. ✓ Understanding that the offender has value beyond his/her actions allows the forgiver to approach forgiveness with compassion rather than resentment. ✓ However, it may still be difficult if the harm caused was severe or repeated. ✓

[Candidates have to use their own words. TWO valid points must be included in the response.] (2)

1.7 A/altruistic (1)

1.8 It is essential to demand justice when forgiveness has been extended. ✓ Although the forgiver will still feel pain, forgiveness will show him/her how strong he/she is and this will convince the forgiver he/she is also worthy – which will eventually lead to emotional healing. ✓ But seeking justice ensures that accountability is maintained and will prevent future harm. ✓

[A cogent comment is required to be awarded full marks.] (3)

1.9 These references to actual studies done on the subject of forgiveness, ✓ lend validity/authority to the article. ✓ (2)

- 1.10 The writer favours the studies done by Lin et al. and seems to be critical of those done by McNulty. ✓ The diction supports this by saying that McNulty's studies used 'hypothetical stories' whereas the interventions done by Lin et al. were based on 'actual injustices' ✓. Also 'actual experiments' by Lin et al. vs 'filling out questionnaires' by McNulty. ✓

[Candidates need to COMPARE two examples of diction and not merely mention two examples.]

(3)

- 1.11 Paragraph 10 is a suitable conclusion to this passage as it summarises all the main points succinctly ✓ and does not add any new ideas. ✓ It also answers the question that has been asked in the title: forgiveness is beneficial to the forgiver. ✓

(3)

- 1.12 The girl's body language, with her leaning forward and reaching out to hold the shadow's hands, ✓ suggests that she is trying to connect with or comfort the shadow. ✓ This indicates a sense of care and acceptance toward that part of herself. ✓ /The gentle way ✓ in which the girl seems to help the shadow/herself/her soul to rise, ✓ shows self-acceptance, self-forgiveness, and coming to terms with one's inner struggles or mistakes. ✓

[Candidates need to identify the ATTITUDE of the girl towards her shadow and then INTERPRET the attitude.]

(3)

- 1.13 The message of self-forgiveness in Text B – 'You have the right to forgive yourself anytime you want' – agrees with the deeper insight in paragraph 5 of Text A that forgiveness increases self-worth – 'It then follows for people who forgive to realise that they, too, must possess this worth that cannot be earned or taken away.' ✓✓

The gentleness with which the girl in the image helps herself to rise, promotes the idea that forgiveness – not just of others but also of the self – enhances self-esteem and affirms the forgiver's inherent value. ✓✓

So, paragraph 5 of Text A agrees with the message of Text B that forgiving others AND yourself reflects strength rather than weakness.

[A valid alternative is unlikely. However, treat every response on merit.]

(4)

TOTAL SECTION A: 30

SECTION B: SUMMARY**QUESTION 2: SUMMARISING IN YOUR OWN WORDS**

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

Any seven valid points are to be credited in paragraph form.

(Sentences and/or sentence fragments must be coherent.)

QUOTATIONS		POINTS	
1	'the people who will drive your company forward.'/ 'a game-changer in fast-moving industries.'/ 'better performance overall'	1	Self-managing teams help companies stay competitive.
2	'take ownership'/ 'empowers self-managing employees to take responsibility for their work'	2	Employees take full responsibility for their tasks and outcomes.
3	'solve problems'/ 'solve problems creatively'/ 'autonomy not only improves problem-solving but also leads to higher levels of innovation'/ 'they're more likely to experiment'	3	Employees feel free to experiment, take risks, and find creative solutions.
4	'When employees have the freedom to make decisions and take ownership, they're more likely to ... solve problems ... quickly.'	4	Independent thinking leads to quicker and more effective solutions
5	'Self-managing employees don't wait for a manager's green light – they trust their instincts and act.'/ 'make things happen'	5	Efficiency is enhanced as self-managing employees can act independently.
6	'instead of focusing on the bigger picture.'/ 'lighten the load by handling the "how" so leaders can concentrate on the "why" and "what's next."'	6	They allow leaders to focus on strategy and big-picture goals rather than overseeing every detail.
7	'fostering confidence and competence across the team.'	7	Teams become confident and competent.
8	'When people trusted to manage their own work, they're more motivated and invested in the outcome.'	8	Being able to self-manage motivates employees because they feel part of the process.
9	'Employees are far less likely to leave where they're empowered and valued.'/ 'A sense of ownership also builds loyalty – employees are far less likely to leave an environment where they're empowered and valued.' 'A sense of ownership also builds loyalty' / 'stronger commitment' / 'often see lower turnover'	9	Empowered employees are more likely to stay in an organisation where they have autonomy.

PARAGRAPH FORM

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

Allowing employees to self-manage fosters innovation, efficiency, problem-solving and engagement. When employees have the autonomy to make decisions, they solve problems creatively and act quickly without waiting for approval. This independence drives innovation and helps businesses stay competitive in fast-moving industries. Self-managing employees also reduce the burden on leaders, allowing them to focus on strategy rather than micromanagement. Additionally, autonomy increases motivation, ownership, and loyalty, creating a work environment where employees feel valued and empowered to contribute their best ideas. This creates lower staff turnover in companies.

[87 words]

Marking the summary

The summary must 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 quotes: award no language mark
 - 1–5 points quoted: award 1 language mark

NOTE:**Format:**

Even if the summary is presented in the incorrect format, it must be assessed.

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 with the correct answer AND/OR the answer written out in full as correct.

QUESTION 3: ANALYSING ADVERTISING

3.1 A/complex sentence ✓ (1)

3.2 It forms a compound noun. ✓ (1)

- 3.3
- **Short/clipped sentences and/or phrases** emphasise that men using *Jaguar for Men* are active and on-the-go, take charge and no-nonsense men.
 - The **quality of the product** is emphasised – the fragrance’s longevity (‘comes on stronger’ and ‘stays on longer’) reinforces the idea that this scent is enduring and impactful, just like the man who wears it.
 - The advertiser creates **exclusivity**, implying that this cologne is not just for anyone – ‘only for the man who gets a bang out of living, a charge out of leading – who plays to win, whatever the game.’
 - **Appeals to the desire to be associated with powerful traits** – ‘Powerful’, ‘Potent’, ‘strong’, ‘leading’, ‘who plays to win’ – this makes the product desirable.
 - Uses **emotive/assertive/persuasive language** that aligns with traditional masculine ideals – ‘Powerful’, ‘Potent’, ‘lusty’, ‘stark, strong’, ‘bang out of living’, ‘a charge out of leading’, ‘who plays to win, whatever the game’ – makes the target audience feel that wearing this fragrance is a statement of their strength and dominance, emphasising their virility.
 - The advertiser **contrasts** men and women’s fragrances – ‘Because it doesn’t smell like the stuff they wear’ – subtly reinforcing gender distinctions.
 - The **packaging description** (‘stark, strong, smoky-glass cylinder’) mirrors the rugged masculinity the brand is selling.
 - The **call to action** is implicit, targeting men who ‘play to win’ and suggesting that wearing Jaguar is a sign of success and dominance.

[ONE mark for identifying a technique, ONE mark for an example and ONE mark for a discussion of the effectiveness of the technique in persuading the target audience.] (3)

3.4 The advertisement successfully conveys the idea of being “wild” or “savage” through its visual elements, reinforcing the meaning behind the fragrance’s name.

- One of the most striking aspects of the ad is its **rugged and untamed setting**, the open landscape of a desert, with raw natural elements like rocks. This creates a sense of primal freedom, evoking an untamed, almost rebellious spirit.
- Johnny Depp’s/The man’s **personal styling and expression** further contribute to this theme. His unkempt hair, intense gaze, and signature jewellery give him a rugged, free-spirited look—he is not polished or restrained but rather independent and untamed.

OR

The advertisement does not convey the idea of being ‘wild’ or ‘savage’ as Depp’s portrayal leans more into a **poetic, brooding aesthetic rather than a truly “savage” one**. His contemplative expression and cinematic pose make him appear more like a reflective wanderer than a force of raw wildness. This makes *Sauvage* appealing to men who seek adventure and independence but with a sense of depth and mystery rather than sheer dominance.

[Credit a mixed response.]

[Candidates must comment on the success of the visual in conveying the idea of ‘wild’ or ‘savage’.]

(2)

3.5 Both advertisements appeal to masculinity, but they do so in contrasting ways – *Jaguar for Men* focuses on dominance and power, while *Dior Sauvage* emphasises mystery and freedom.

The *Dior Sauvage* advertisement presents a more modern and layered vision of masculinity. The visual of Johnny Depp in a vast, untamed landscape conveys a sense of rugged independence, adventure, and introspection. His intense gaze, the natural setting, and his effortless style create an air of mystery, making the fragrance feel like a statement of individuality rather than just power. The visual successfully captures a free-spirited, almost rebellious essence.

The *Jaguar for Men* advertisement takes a more traditional approach by emphasising strength, energy and assertiveness. The visual of the smoky glass bottle appeals to a classic idea of masculinity – one rooted in dominance and control. / The absence of a famous person/male model makes the advertisement unusual. While effective, this approach may feel somewhat dated compared to the more nuanced masculinity depicted in *Sauvage*.

[Candidates must refer to BOTH visuals (2 marks) and make a critical comment (1 mark) motivating their choice.]

[Use discretion.]

(3)

[10]

QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

4.1 Body language: She sticks out her tongue to show what she thinks of their assignment. ✓

Words: She calls her teacher 'stupid'. ✓/ She says that they have to read 75 pages by the next day – which shows that she finds it overwhelming/unreasonable/impossible. ✓

[Candidate has to identify BOTH Paige’s body language AND her words.] (2)

4.2 Humour is created through **anti-climax/bathos**. ✓

Paige finds the assignment difficult and expects sympathy. ✓ Her mother initially responds with apparent understanding ('Ouch, that does sound hard'), but then dramatically shifts to her own struggle—not being able to continue reading, which is completely opposite to Paige’s problem. ✓

This sudden shift from expected empathy to an over-the-top, almost ridiculous complaint/reversal of expectation creates a humorous effect, (making it an example of bathos.) ✓

[Candidates can score three marks without mentioning bathos. The discussion of humour, however, should be detailed.] (3)

4.3 Peter’s statement humorously implies that encountering confusing or unexpected perspectives – even from your own family – is just part of the high school experience! ✓

Paige initially complains about how hard high school is because of the reading assignment. Instead of sympathizing, her mother expresses frustration at the idea of stopping at page 75, showing a completely different perspective on reading. ✓ Paige and Peter realize that their mother is "weirder than they thought" because her struggles are the opposite of what they expected. ✓ (3)

4.4 My stupid English teacher expects us to be on page 75 of this book tomorrow. (Frame 2)

We ✓ are expected ✓ to be on page 75 of this book (by our stupid English teacher) tomorrow.

(2)
[10]



QUESTION 5: USING LANGUAGE CORRECTLY

- 5.1 The apostrophe indicates omission/contraction. ✓ (1)
- 5.2 'timeless' ✓ (1)
- 5.3 infamous/notorious ✓ (1)
- 5.4 officially ✓ (1)
- 5.5 an ✓ (1)
- 5.6 'shoppers are more likely to buy chocolate for themselves and share rather than buy presents.' ✓ (1)
- 5.7 Lindt Master Chocolatier Thomas Schnetzler said that salted caramel was (½) one of the most loved flavour combinations, and they (½) were thrilled (½) to introduce it to their (½) Gold Bunny range.
- [-1 if punctuation is incorrect.] (2)
- 5.8 Split infinitive ('to joyously celebrate') ✓ (1)
- 5.9 comes ✓ (1)

[10]

TOTAL SECTION C: 30
GRAND TOTAL: 70

