



KWAZULU-NATAL PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

ENGLISH HOME LANGUAGE P1
PROVINCIAL STANDARDISED ASSESSMENT

Stanmorephysics.com
MARCH 2026

Stanmorephysics.com

MARKS: 50

TIME: 1½ hours

This question paper consists of 10 pages.

INSTRUCTIONS AND INFORMATION

1. This question paper consists of THREE sections:

SECTION A: Comprehension (30)

SECTION B: Summary (10)

SECTION C: Language structures and conventions (10)

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: 20 minutes

SECTION C: 20 minutes

10. Write neatly and legibly.



SECTION A: COMPREHENSION**QUESTION 1: READING FOR MEANING AND UNDERSTANDING**

Read **TEXTS A** and **B** below and answer the questions set.

TEXT A**From Grade 12 to Greatness**

- | | | |
|---|--|----------|
| 1 | <p>Selecting an appropriate career is akin to laying the foundation of a lifelong journey, shaping both personal fulfilment and professional achievement. However, for many learners, uncertainty begins to cast its shadow long before they arrive at Grade 12. A growing number of matriculants find themselves adrift, opting for gap years or delaying further studies as they struggle to navigate the maze of career possibilities. This hesitation is not merely a product of indecision, but rather a consequence of inadequate, structured career guidance during the formative years of high school, leaving learners ill-equipped to chart a clear and purposeful path forward. Stanmorephysics.com</p> | 5 |
| 2 | <p>Career guidance is enshrined within the Life Orientation curriculum, as delineated by the National Curriculum and Assessment Policy Statement, serving as a compass to help learners navigate the complex terrain of their futures. Its primary aim is to encourage introspection, enabling students to evaluate their strengths and weaknesses, interests, aspirations, and aptitudes, thereby discerning suitable fields of study and potential career trajectories. Yet, despite its formal inclusion in the curriculum, career guidance is frequently introduced too late, leaving learners ill-prepared to make critical decisions regarding subjects and future professions at pivotal moments in their academic journey.</p> | 10
15 |
| 3 | <p>The Department of Basic Education stipulates that provincial education departments bear the responsibility of facilitating career guidance initiatives, particularly for Grade 12 learners. Such initiatives encompass career expos, informational sessions, and presentations by representatives from tertiary institutions. While these interventions are undeniably valuable, education specialists contend that their impact is maximised when introduced at an earlier stage. Many experts advocate for the commencement of career guidance in Grade 9, shaping the spectrum of opportunities available to learners after matriculation.</p> | 20
25 |
| 4 | <p>Research conducted by the National Committee for Citizens in Education indicates that learners tend to achieve better academic outcomes when schools and families maintain a close partnership. The study highlights that when there is quiet but powerful influence of parental involvement from an early age, learners enter high school with a clear compass, navigating their studies with purpose and determination toward achieving strong Admission Point Scores. This shared responsibility helps learners navigate their choices carefully.</p> | 30 |

- 5 Parents are encouraged to discuss career options with their children and assist them in researching subjects, qualifications and entry requirements. Monisola Oloruntoba, a career analyst and life coach from Vessel (a consulting firm), emphasised the role of schools in supporting this process by inviting trained career coaches to speak to learners from Grades 9 to 12. She explained that many career coaches offer free workshops that allow learners to ask questions and benefit from shared discussions in a supportive environment. 35
- 6 Oloruntoba raised concerns about the effectiveness of some school-based career counsellors, noting that many are not adequately trained in modern career pathways. She recommended psychometric testing as a valuable tool for career decision-making, particularly during Grade 11. Psychometric assessments assist learners in understanding their interests, abilities and personality traits, enabling them to make realistic and suitable career choices. These assessments can be arranged through schools or accessed independently by parents. 40
- 7 South Africa has introduced several national initiatives to guide learners in making informed academic and career decisions. The National Career Advice Portal, overseen by the Department of Higher Education and Training, offers questionnaires, career information, and guidance resources. Importantly, the portal stresses that learners must develop a clear understanding of their interests, abilities, and values before choosing subjects in Grade 10. This early awareness reduces uncertainty, ensures purposeful subject selection, and helps learners align their academic pathways with future career goals. In addition, higher education institutions provide alternative access routes to support diverse learner needs. Many universities offer bridging programmes, extended degree and higher certificate courses, all of which provide structured academic support while giving learners time to clarify their career aspirations. Research highlights that these pathways not only strengthen academic readiness but also create opportunities for progression. In particular, higher certificate programmes serve as stepping stones into tertiary education or the workplace, offering learners a practical and structured entry point that can lead to further study and long-term career development. Stanmorephysics.com 50
- 8 Grade 12 learners across South Africa have shared how career guidance, or the absence thereof, has shaped their post-school decisions. Some learners credited early guidance from family members with helping them remain focused and disciplined, while others relied on advice from educators and career professionals. These experiences illustrate that early exposure to career planning reduces uncertainty and improves long-term decision-making. 55
- 9 Ultimately, effective career guidance empowers learners to make informed and confident choices. By prioritising research-based guidance and early intervention, schools and families can ensure that the completion of Grade 12 marks not an ending, but the beginning of a purposeful and sustainable future. 60

Adapted from: <https://insideeducation.co.za/from-grade-12-to-greatness-how-early-career-guidance-shapes-life-after-matric> 65

TEXT B

ARE YOU READY TO TAKE THE NEXT
STEP INTO YOUR FUTURE?

**CAREER
COUNSELLING**

For School, College Students & Graduates

**CONFUSED
MIND**

**CLEAR
MIND**

**The Career
Galaxy**

Call Now: 9650038189

[Source: www.indiamart.com]

QUESTIONS: TEXT A

1.1 Refer to paragraph 1.

What is the primary reason many learners feel 'adrift' and choose to delay further studies after Grade 12? Stanmorephysics.com (1)

1.2 According to paragraph 2, discuss how structured career guidance fosters learner introspection and supports suitable study options. (2)

1.3 Refer to paragraph 3.

According to the writer, what concern supports the case for earlier implementation of career guidance in schools?

(2)

1.4 Refer to paragraph 4.

Using your own words, explain why parental involvement should be 'quiet but powerful'.

(2)

1.5 Refer to paragraph 5.

Explain how feedback and encouragement influence learners' decision-making regarding future careers.

(2)

1.6 Refer to lines 42 – 44: 'Oloruntoba raised concerns about the effectiveness of some school-based career counsellors, noting that many are not adequately trained in modern career pathways.' Stanmorephysics.com

Choose the appropriate response from the list of options below:

The writer's tone in these lines is ...

- A ironic
- B cautionary
- C sentimental
- D optimistic

(1)

1.7 Refer to Paragraph 6.

Summarise how the writer uses expert opinion to strengthen the credibility of the article?

(2)

1.8 Refer to paragraph 7.

Critically evaluate how national initiatives and higher education programmes help reduce uncertainty in learners' subject and career choices.

(3)

1.9 Refer to paragraph 8.

Examine the effectiveness of family and professional guidance in fulfilling learners' career support needs.

(3)

1.10 Refer to the title: 'From Grade 12 to Greatness'.

What does the title suggest about the message of the article regarding the learners' journey beyond matric?

(3)

QUESTIONS: TEXT B

- 1.11 With reference to the visual elements in the advertisement, explain how the advertiser represents a student's mental state regarding career decisions. (3)
- 1.12 Discuss the significance of the image of the key next to the phrase "The Career Galaxy" in relation to career guidance. Stanmorephysics.com (3)

QUESTIONS: TEXT A AND TEXT B

- 1.13 To what extent does the advertiser in TEXT B support the views expressed by the writer in paragraph 7 of TEXT A. Justify your response by referring to both texts. (3)

TOTAL SECTION A: 30

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

TEXT C focuses on discipline as a key to success. Summarise in your own words, **the habits that contribute to the achievement of success.**

- NOTE:**
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**The Art of Success: Habits of Disciplined People**

We live in a culture that increasingly celebrates shortcuts. Many people search for rapid success, overnight recognition, or clever solutions that promise results without consistent effort. However, lasting success is rarely achieved in this way. Individuals who experience meaningful achievement and personal fulfilment often share one defining quality: discipline.

Discipline is not about punishment or rigidity but about structure and clarity. It involves choosing what truly matters, even when enthusiasm fades or situations become uncomfortable. Over time, discipline becomes a form of freedom, allowing people to act with intention rather than impulse.

Rather than relying on motivation, which is unpredictable, disciplined individuals build systems and routines that guide their actions. These habits ensure that progress continues even when they feel tired or distracted. They also accept that meaningful success does not happen instantly. Instead of expecting quick results, they understand that improvement develops gradually through steady and repeated effort. Another key habit of disciplined people is their willingness to endure repetition. While many abandon tasks once they become dull, disciplined individuals accept that mastery is shaped through persistence and regular practice.

True discipline is guided by purpose. Disciplined people understand the reasons behind their actions and they make choices that support long-term values rather than short-term pleasure. This sense of direction strengthens commitment and reduces distraction.

They also distinguish carefully between what they can control and what they cannot. Instead of worrying about praise or recognition, they focus on their own effort and responsibility. Equally important is their ability to say no. Disciplined individuals recognise that time and energy are limited and avoid unnecessary distractions to protect their focus and priorities.

Finally, disciplined people think in terms of long-term goals rather than immediate rewards. They understand that success takes time. They remain patient, persevere after setbacks, and trust that steady consistency leads to lasting success. Contemporary culture often glorifies instant achievement, encouraging many to seek effortless outcomes instead of sustained dedication. Discipline remains the common trait among individuals who experience personal fulfilment and notable success.

[Adapted from "The Art of Success: 8 Habits of Disciplined People Who Always Win in the Long Run"]

TOTAL SECTION B: 10

SECTION C: LANGUAGE IN CONTEXT**QUESTION 3: USING LANGUAGE CORRECTLY**

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

TEXT D**Responsible Gaming and Digital Leisure for Youth**

1. Gaming has become a popular pastime among South African youth. Video games include a wide range of genres, such as sports simulations, role-playing adventures, strategy games and educational challenges. Playing games can improve hand-eye coordination, problem-solving abilities and strategic thinking. Multiplayer games provide opportunities for teamwork, communication, collaboration and cooperation with peers. However, excessive gaming may negatively effect sleep, physical health and social interactions. 5
2. Young people should set time limits, take regular breaks and balance gaming with other responsibilities such as schoolwork, exercise and social activities. Parents and educators are encouraged to provide guidance to ensure safe online behaviour and to monitor content. Emerging technologies, including virtual reality and augmented reality, enhance gaming experiences and may introduce educational opportunities. Stanmorephysics.com 10
3. Gaming responsibly can promote entertainment, learning, skill development and creativity. Being aware of the risks and adopting a balanced approach helped young people enjoy digital hobbies safely. Understanding the positive and negative aspects of gaming encourage responsible digital citizenship. By integrating moderation and thoughtful decision-making into their routines, learners can benefit fully from digital leisure activities without compromising their overall well-being. 15

Adapted from: SA Gaming Association (2025) *The rise of gaming in South Africa*

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QUESTIONS: TEXT D

- 3.1 Identify the part of speech of the word 'playing' in line 3. (1)

Choose the appropriate response from the list of options below:

- A adjective
- B gerund
- C adverb
- D preposition

- 3.2 Correct the spelling error in paragraph 1. (1)

- 3.3 Remove the redundancy in paragraph 1. (1)
- 3.4 What alternative punctuation could be used for the comma used in line 8: 'Young people should accept time limits, take regular breaks ...'? (1)
- 3.5 Provide a suitable antonym for the word 'encouraged' in line 10. (1)
- 3.6 Refer to lines 11 – 13: 'Emerging technologies, including virtual reality and augmented reality, enhance gaming experiences and may introduce educational opportunities.'
- Choose the appropriate response from the list of options below:
The main clause in the above sentence is:
- A 'Emerging technologies including virtual reality and augmented reality'
B 'including virtual reality and augmented reality'
C 'Emerging technologies enhance gaming experiences and may introduce educational opportunities.'
D 'enhance gaming experiences and may introduce educational opportunities.' Stanmorephysics.com (1)
- 3.7 Correct the concord error in paragraph 3. Stanmorephysics.com (1)
- 3.8 Provide the noun form of the word 'promote' (line 14). (1)
- 3.9 Correct the error of tense in lines 15 – 16: 'Being aware of the risks and adopting a balanced approach helped young people enjoy digital hobbies safely. (1)
- 3.10 'Understanding the positive and negative aspects of gaming encourages responsible digital citizenship.'
- Rewrite the above sentence in the passive voice. (1)

TOTAL SECTION C: (10)

GRAND TOTAL: 50