



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

ENGLISH HOME LANGUAGE P1

NOVEMBER 2025

MARKS: 70

TIME: 2 hours

This question paper consists of 14 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 (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 below and answer the questions set.

TEXT A

'PROFIT FOR PURPOSE' IS A KEY MOTIVATION FOR AFRICAN YOUTH ENTERING ENTREPRENEURSHIP

- 1 In many African countries, young people face a lack of formal employment opportunities. Therefore, they need to explore and assume alternative livelihoods, such as entrepreneurship. Stakeholders and policymakers need to encourage and support these endeavours. A Human Sciences Research Council (HSRC) study provides key insights into what motivates graduate entrepreneurs¹ to forge opportunities and futures for themselves and others. 5
- 2 Pedro*, a 29-year-old male, who participated in an HSRC study, lives in Ghana. While working on his undergraduate degree, which was funded by a scholarship, Pedro started planning a yoghurt business. Today, his business is a success; it has provided a desirable product to local communities and various job opportunities to community members. An e-commerce business started by Thandi*, a 28-year-old South African graduate, has given owners of small online businesses access to a virtual platform. This platform enables entrepreneurs to better manage their businesses. It allows them to identify market opportunities, reach more clients, analyse business operations and plan better by anticipating peaks and slumps in sales. 10 15
- 3 The number of job seekers in South Africa and many other African countries is high, and opportunities for formal employment are becoming increasingly scarce – even for individuals who have completed tertiary education. Yet, the stories of Pedro and Thandi show how entrepreneurship offers opportunities for young people to innovate and succeed, while also stimulating economies and creating opportunities for others. Therefore, it is essential to identify pathways that lead young people into entrepreneurship so they can be better supported. 20
- 4 One way in which the HSRC has been doing this is through 'The Imprint of Education' (TIE) study. A significant finding of the TIE study, in line with other studies, is that the factors that encourage young people to start their own businesses are not simply a matter of necessity or opportunity. These factors often overlap, are complex, and they can be tied to the desire to benefit others. While recognising the opportunity in the market, Thandi cited 'social entrepreneurship' – a desire to find business solutions to social problems – as an important driver of her entrepreneurship. Thandi was motivated by a desire to find solutions to problems rather than by profits alone. She attributed her drive to solve problems to the entrepreneurial training she received at university: 'It's taught me to be solution-oriented, believing that I can actually make a difference and have the power to lead and make changes even on a small scale. So, taking that same mentality and applying it to the world is a skill that has been useful for me.' 25 30 35

5	While many entrepreneurs in the study valued the profits, their primary purpose was often to improve the lives of others.	
6	In 2022, 68% of the interviewed entrepreneurs had started their businesses using their own savings. Additionally, 25% had accessed seed-funding ² from the scholarship programme. Other funding sources included grants (15%), family and friends (14%), investors and donations (9%) and government loans (7%). A small proportion of participants (6%) reported that they had not required any funding to start their businesses.	40
7	The wide range of funding sources accessed by participants to start their businesses underscores individual and collective agency, showing that institutions and networks play a pivotal role in nurturing youth entrepreneurship. By offering seed-funding, grants or loans, public and private stakeholders can help entrepreneurs launch and scale their ventures. Training programmes at institutions could cover essential skills such as business management, market identification, strategic planning and effective networking to prepare entrepreneurs for the challenges of the business world. Governments could look into creating enabling environments for upcoming entrepreneurs, ensuring that registration requirements are simple and accessible through online platforms.	45 50
8	The stories of successful entrepreneurs like Thandi offer valuable insights and lessons for young people who are contemplating entrepreneurship. In developing countries, the pressing need to diversify income sources further propels entrepreneurial ambitions. This sentiment was echoed by a 31-year-old male participant from Uganda, who remarked, 'So, from our upbringing, we are often told you cannot just rely on your salary. From the start, we are taught that you have to do something on the side.'	55 60
9	Many participants cited the desire to make money while helping others as a significant motivation for starting their own businesses, emphasising social entrepreneurship. Lessons learned from Pedro and Thandi's experiences reflect that social entrepreneurship can be bolstered by academic programmes at secondary and tertiary levels. By cultivating problem-solving mindsets and fostering entrepreneurial skills, students can be equipped to turn societal challenges into business opportunities and catalyse meaningful change in their communities.	65
*not their real names		
		[Adapted from www.hsrc.ac.za]

GLOSSARY:

¹entrepreneurs: individuals who start their own businesses

²seed-funding: the initial amount of funding a start-up receives to cover costs

AND

TEXT B



YOUTH HUSTLE HUB
Brought to you by **MTN Pulse**

Under 25 and running your own hustle?

Stand a chance to bag R75k for your business, secure mentorship and get a chance to trade at the Yello Lane Market takeovers.

Upload a 30-40 second promo video showcasing your business
Tag @MTNZA and use #MTNPulse
#YouthHustleHub
#LetsOperate for a chance to win.

Let's Operate


Entries close 13 September.
T&C apply

[Source: mtnsmehub.co.za]

QUESTIONS: TEXT A

- 1.1 Refer to paragraph 1.
Give a reason for encouraging entrepreneurship on the African continent. (1)
- 1.2 In your own words, explain what the HSRC study (lines 4–6) investigated. (2)
- 1.3 Explain why the writer has included case studies in paragraph 2. (2)
- 1.4 Refer to paragraph 3.
What point is the writer making about employment opportunities in Africa? (2)
- 1.5 Refer to lines 19–23: 'Yet, the stories ... be better supported.'
Choose the appropriate response from the list of options below.
The writer's tone in these lines is ...
A ironic.
B cautionary.
C neutral.
D optimistic. (1)
- 1.6 Refer to paragraph 4.
Discuss how Thandi's entrepreneurial style illustrates the findings of the TIE study. (3)
- 1.7 Refer to paragraph 5.
Account for the single-sentence paragraph. (2)
- 1.8 Discuss the implication of the information presented in paragraph 6. (3)
- 1.9 Comment on how the diction in paragraph 7 reinforces the writer's argument on supporting entrepreneurs. Include at least TWO examples of diction. (3)
- 1.10 Is paragraph 9 an appropriate conclusion to TEXT A? Justify your response. (3)

QUESTIONS: TEXT B

- 1.11 Discuss the manner in which the young woman represents the target audience. (3)
- 1.12 Refer to:  **HUSTLE**
Why does the advertiser portray the letter 'H' in 'HUSTLE' as a shopping bag? (2)

QUESTION: TEXTS A AND B

- 1.13 To what extent does the advertiser in TEXT B propel 'entrepreneurial ambitions' (line 58) of TEXT A? Justify your response. (3)

TOTAL SECTION A: 30

SECTION B: SUMMARY

QUESTION 2: SUMMARISING IN YOUR OWN WORDS

TEXT C highlights the excitement generated by sporting events. Summarise, in your own words, **the factors that inspire people to become sport fanatics**.

- 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

WHY WE GET EXCITED DURING SPORTING EVENTS

Sporting events have a unique ability to evoke intense emotions and excitement in fans worldwide. Sports can generate a spectrum of emotions that are unparalleled in other forms of entertainment. But what is it about sporting events that make them so exhilarating?

Advertising campaigns and public relations efforts create buzz and keep fans engaged. The waiting experience, a critical yet often overlooked aspect, also enhances anticipation. Studies show that the emotions and expectations built during this period can make the actual event more rewarding.

One of the main reasons people get so excited about sporting events is the deep sense of loyalty they feel towards their teams. Fans who strongly identify with their team may feel more satisfied and have a greater sense of belonging, which boosts their excitement and emotional investment in games. This sense of belonging can also make fans more resistant to negative information and more likely to talk positively about their team, strengthening the communal and emotional bonds that make sports so thrilling.

Sporting events captivate fans through compelling narratives and dramatic storytelling. These narratives often involve an underdog team defying the odds or an intense rivalry between long-standing opponents.

Additionally, broadcasters often use slow-motion replays, freeze frames and selective highlighting of intense moments to transform violent clashes into seemingly artistic performances. This not only captivates viewers but also frames the violence within a narrative of heroism and competition, enhancing the dramatic appeal. The narrative structure of sports events often mirrors classical drama, with a clear beginning, middle and end, and includes rising action, climax and resolution. This structure helps fans follow and become emotionally invested in the unfolding drama, seeing themselves as part of the story.

Sporting events offer a unique opportunity for social interaction and community building. Fans come together in stadiums, sports bars and living rooms to share the experience of watching a game. This communal aspect enhances the excitement as fans celebrate victories together and commiserate after losses.

The excitement fans experience during sporting events is a complex interplay of multiple factors.

[Adapted from www.psychologytoday.com]

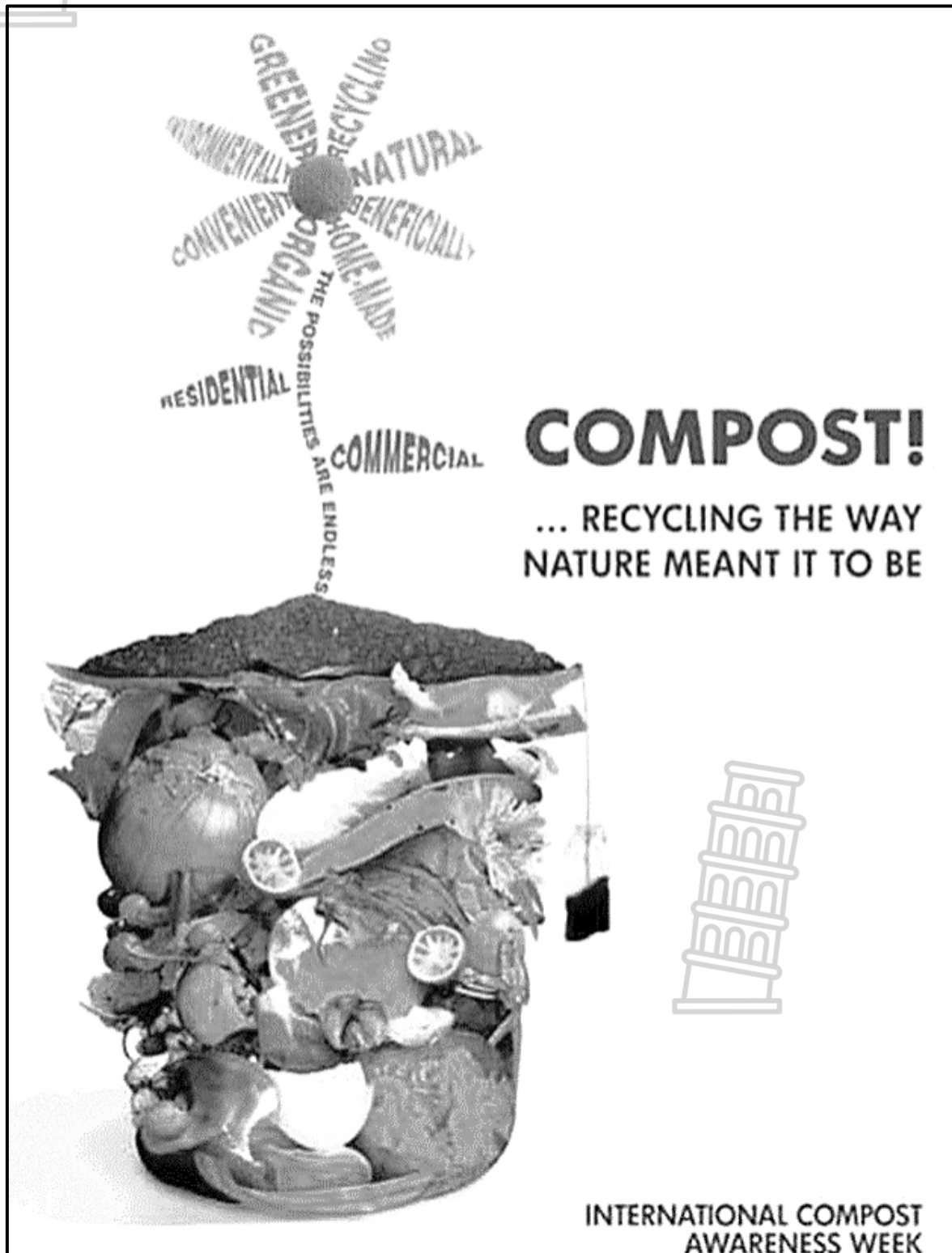
TOTAL SECTION B: 10

SECTION C: LANGUAGE STRUCTURES AND CONVENTIONS

QUESTION 3: ANALYSING ADVERTISING

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

TEXT D



[Adapted from [pinterest.com](https://www.pinterest.com)]

The text in the advertisement reads as follows:

Words on the petals (clockwise):

- RECYCLING
- NATURAL
- BENEFICIALLY
- HOME-MADE
- ORGANIC
- CONVENIENT
- ENVIRONMENTALLY
- GREENER

Words on the leaves:

- RESIDENTIAL
- COMMERCIAL

Words on the stem:

- THE POSSIBILITIES ARE ENDLESS

QUESTIONS: TEXT D

- 3.1 What is the impact of the exclamation mark in '**COMPOST!**', in TEXT D? (2)
- 3.2 Provide the root word of 'RECYCLING'. (1)

AND



TEXT E




**COMPOST:
MAKE YOUR TRASH
MORE APEELING...**

Put your food scraps into the green cart.



**COMPOSTING:
A BERRY GOOD IDEA!**

Did you know you can reduce your waste by putting your food scraps in the green cart?



**COMPOST:
LETTUCE DO MORE
FOR THE ENVIRONMENT**

Composting — everyone's doing it. Food scrap collection is now available citywide. Look for the green carts.

[Adapted from modiv.design]

The text in the advertisement reads as follows:

COMPOST:
MAKE YOUR TRASH
MORE APEELING ...
Put your food scraps into the green cart.

COMPOSTING:
A BERRY GOOD IDEA!
Did you know you can reduce your waste by
putting your food scraps in the green cart?

COMPOST:
LETTUCE DO MORE
FOR THE ENVIRONMENT
Composting – everyone's doing it.
Food scrap collection is now available
citywide. Look for the green carts.

QUESTIONS: TEXT E

3.3 Discuss ONE advertising technique used in the written text of TEXT E. Give ONE example to support your answer. (3)

3.4 'LETTUCE **DO MORE FOR THE ENVIRONMENT**'
Replace the word 'LETTUCE' with its standard English equivalent. (1)

QUESTION: TEXT D AND E

3.5 Refer to both TEXT D and TEXT E.
In your view, which visual image conveys the advertiser's message more effectively? Justify your choice. (3)

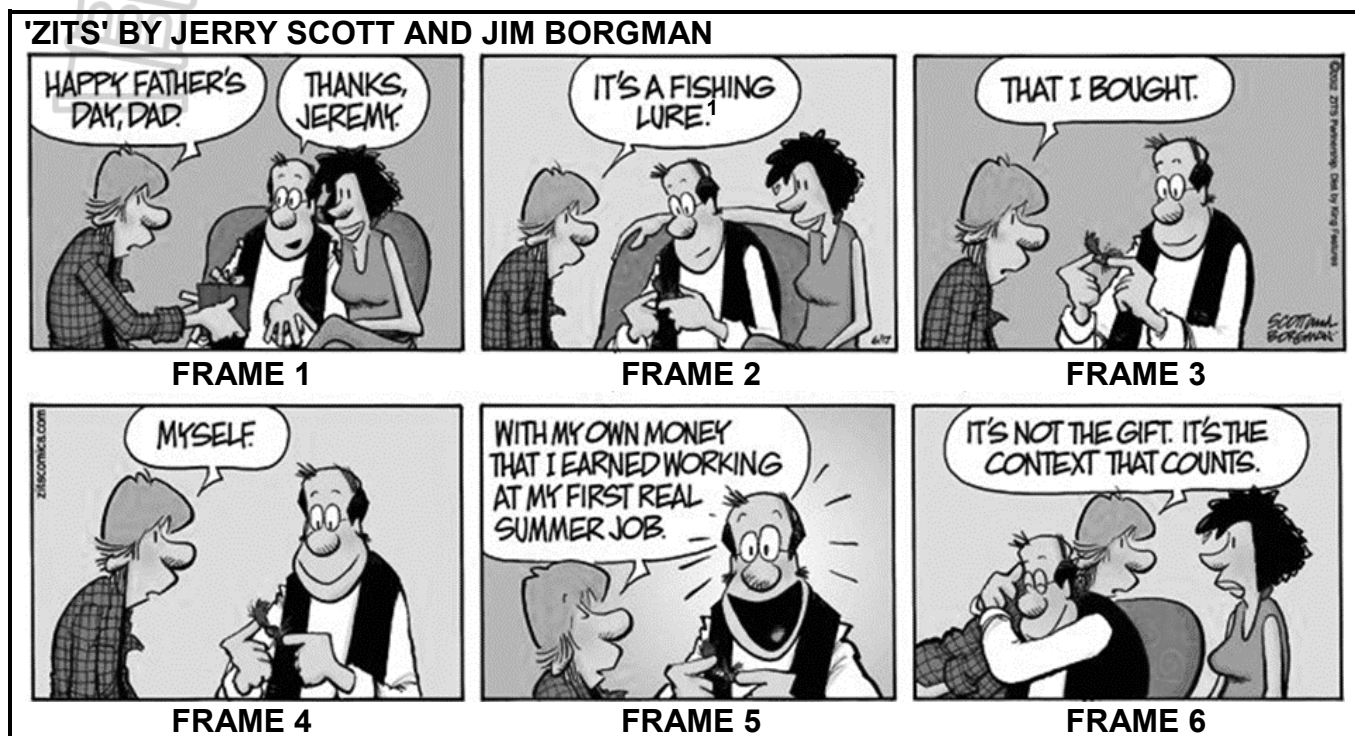
[10]



QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

Study the cartoon (TEXT F) below and answer the set questions.

TEXT F: CARTOON



[Source: gocomics.com]

CHARACTERS:

YOUNG MAN: Jeremy
MAN: Jeremy's father
WOMAN: Jeremy's mother

GLOSSARY:

¹FISHING LURE: a harmless device, often made of plastic or metal, used to attract fish (not the hook)

QUESTIONS: TEXT F

- 4.1 What is Jeremy's attitude towards his father in FRAME 1? (1)
- 4.2 Describe the parents' relationship, with reference to their body language, in FRAME 1. (2)
- 4.3 Refer to FRAMES 2–5.
 Suggest why the cartoonist prolongs Jeremy's speech. (2)
- 4.4 Refer to FRAMES 3, 5 and 6.
 Critically discuss how the cartoonist uses irony to establish humour. (3)
- 4.5 State TWO functions of the apostrophe as used in FRAMES 1 and 2. (2)

[10]

QUESTION 5: USING LANGUAGE CORRECTLY

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

TEXT G**THE PARENT LOTTERY**

- 1 How is it that three children born of the same parents, living in the same house all their lives can be so very, very different, a total lottery for each type of child?
- 2 The week started off grandly with two-year-old Sizzles running full tilt into our granite countertop and punching a hole in the middle of her forehead. I messaged a photo of the crater in her head to her grandfather, the cardiologist. He usually sews me up when I do stupid stuff. He said that she needed stitches and that he wasn't doing it. Thirty minutes later, I find myself in hospital casualty while Sizzles silently endured three stitches being put into her head. She denounced us as parents. 5
- 3 Then we find The Moose. It's already evident at the ripe old age of six that she's inherited my penchant for the dramatic. I promise I haven't taught her to be a drama queen, she just is. So, finally, there's Mackers. Sure, she has touches of Moose's theatre and Sizzles' insanity, but she seems to navigate passed the extremes, sustaining her *modus operandi* with a strict diet of junk food sniffed out from 100 metres away. 10 15

[Adapted from thislifeonline.co.za]

QUESTIONS: TEXT G

- 5.1 Provide a suitable antonym for the word 'different' (line 2), in context. (1)
- 5.2 Identify the part of speech of 'grandly' (line 3). (1)
- 5.3 Refer to lines 4–6: 'I messaged a photo of the crater in her head to her grandfather, the cardiologist. He usually sews me up when I do stupid stuff.'
- Rewrite the above sentences as a complex sentence by adding a suitable conjunction. (1)
- 5.4 He said that she needed stitches and that he wasn't doing it. (Lines 6–7)
- Rewrite the above sentence in direct speech. Begin with:
- Grandpa said ... (2)
- 5.5 Correct the error of tense in 'Thirty minutes later ... us as parents' (lines 7–9). (1)

- 5.6 Refer to lines 10–11: 'It's already evident at the ripe old age of six that she's inherited my penchant for the dramatic.'

Choose the appropriate response from the list of options below.

The subordinate clause in the above sentence is:

- A 'It's already evident'
- B 'that she's inherited my penchant for the dramatic.'
- C 'at the ripe old age of six'
- D 'It's already evident at the ripe old age of six' (1)

- 5.7 'I promise I haven't taught her to be a drama queen, she just is' (lines 11–12).

Replace the comma with a suitable alternative punctuation mark so that the above sentence is grammatically correct. (1)

- 5.8 Why is the phrase '*modus operandi*' (line 14) written in italics? (1)

- 5.9 Replace a word used incorrectly in the last sentence with its homophone. (1)
[10]

TOTAL SECTION C: 30
GRAND TOTAL: 70





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**NATIONAL
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GRADE 12

ENGLISH HOME LANGUAGE P1

NOVEMBER 2025

MARKING GUIDELINES

MARKS: 70

These marking guidelines consist of 10 pages.

NOTE:

- **These marking guidelines are intended as a guide for markers.**
- **It is by no means prescriptive or exhaustive.**
- **Candidates' responses should be considered on merit.**
- **Answers should be assessed holistically and marks awarded where applicable in terms of decisions taken at the standardisation meeting.**
- **The marking guidelines will be discussed before the commencement of marking.**

INSTRUCTIONS TO MARKERS

Marking the comprehension:

- 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.

SECTION A: COMPREHENSION

QUESTION 1: READING FOR MEANING AND UNDERSTANDING

- 1.1 Entrepreneurship addresses the lack of formal employment/creates alternative sources of employment/allows people to earn an income. (1)
- 1.2 The HSRC study investigated what drives graduate entrepreneurs (1) to establish employment/business options for all (1).
[Award only 1 mark for lifting.] (2)
- 1.3 The case studies strengthen the writer's point by referring to real-life experiences/show success stories of entrepreneurship, thereby motivating the next generation.
[Credit valid alternative responses.] (2)
- 1.4 The chances of jobseekers/graduates being employed are limited/entrepreneurship creates opportunities for employment.
[Award only 1 mark for lifting.] (2)
- 1.5 D – optimistic (1)
- 1.6 Although entrepreneurship is considered to be profit-driven, the TIE study reveals that there are other complex factors that influence entrepreneurship. Thandi's entrepreneurial style illustrates this finding as she is strongly motivated to implement her university training to solve social problems, provide leadership and make a difference.
[Award 3 marks for a discussion of two ideas.]
[Award only 1 mark for lifting without a discussion.] (3)
- 1.7 The single sentence summarises (1) the lessons learned from the case studies (1)/highlights (1) the fact that entrepreneurs prefer to respond to social needs rather than profiteering (1). (2)
- 1.8 The statistics presented in the paragraph imply that the majority of entrepreneurs are motivated to start their businesses by using their own resources, or actively seeking external funding from a wide variety of sources./The information reveals that entrepreneurs need to pursue resources proactively. It also reinforces the idea that they have motivations other than financial gain, for example, social development.
[Credit valid alternative responses.]
[Award 3 marks for a discussion of two ideas OR award 3 marks for one idea well discussed.] (3)

- 1.9 The diction used by the writer reinforces the idea that entrepreneurs' success depends on the financial support that they receive from stakeholders, who play a 'pivotal role' and 'launch and scale' their businesses. Words such as, 'nurturing', 'help', 'training' exemplify the support needed by new entrepreneurs. These external agents possess 'essential' resources. They also provide the necessary skills, such as 'enabling environments for upcoming entrepreneurs'.
- [Award ONLY 1 mark for a 'lift' that responds to the question.]
[Award 3 marks for a valid comment, supported by TWO examples of diction.] (3)
- 1.10 YES
- The conclusion highlights the main argument of the article – that entrepreneurs are motivated by factors such as the social benefit, and not only financial gains. Furthermore, it offers advice on how to support entrepreneurs, reiterating the need for relevant academic programmes. Reference is made to the two case studies, which underscores the role entrepreneurs play in providing opportunities in their communities.
- [A 'NO' response is unlikely. However, credit responses on merit.]
[Award 3 marks for a discussion of two ideas.] (3)
- 1.11 The poster contains a presentation of a confident, suitably attired person who looks enthusiastic and makes direct eye contact, suggesting a willingness to engage with the reader. She possesses an electronic device which suggests familiarity with technology. This matches the target audience of the competition who are proactive and positive young people who want to be entrepreneurs.
- [Credit valid alternative responses.]
[Award 3 marks for two ideas well discussed.] (3)
- 1.12 The capital letter 'H' draws the reader to the icon of the shopping bag which links to the retail activity of the MTN Y'ello Lane Market Hub./The letter 'H' highlights the shopping bag which links to the pun of 'bag(ging)' the prize on offer for this competition./The capital 'H' draws the reader's attention to the word 'HUSTLE' which is an informal term of doing business, implying the youth can become entrepreneurs at the MTN Y'ello Lane Market shopping hub.
- [Credit valid alternative responses.]
[Award 2 marks for an explanation of ONE idea.] (2)
- 1.13 TEXT B strongly encourages young people with 'entrepreneurial ambitions' to launch their businesses with the support of MTN. This reinforces the message that MTN will aid their business ventures. MTN is using various media channels and means to persuade young entrepreneurs with fledgling businesses, like the young woman, to complete the competition entry requirements so that they are eligible to win great rewards and so 'propel' their ventures to the next level. The uploading of short videos will also showcase the young people's skills and enthusiasm.
- [Award 3 marks only if the candidate has made reference to both TEXT B and line 58 of TEXT A.] (3)

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 7 valid points are to be credited in paragraph-form.

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

NO.	QUOTATIONS	NO.	POINTS
1	'Sporting events have a unique ability to evoke intense emotions and excitement in fans worldwide.'/'Sports can generate a spectrum of emotions that are unparalleled in other forms of entertainment.'/'...a complex interplay of multiple factors.'	1	Sporting events are the only forms of entertainment that can elicit a range of emotions.
2	'Advertising campaigns and public relations efforts create buzz and keep fans engaged.'	2	Media promotions generate excitement and lure the fans.
3	'The waiting experience, a critical yet often overlooked aspect, also enhances anticipation./Studies show that the emotions and expectations built during this period can make the actual event more rewarding.'	3	Anticipation of the upcoming game enhances the experience of the actual event.
4	'...the deep sense of loyalty they feel towards their teams./Fans who strongly identify with their team may feel more satisfied...'	4	Sport fans have a sense of loyalty and identification with their team which leads to greater fulfilment.
5	'...have a greater sense of belonging which boosts their excitement and emotional investment in games.'/'...strengthening the communal and emotional bonds that make sports so thrilling.'	5	Bonds are formed while watching games.
6	'Sporting events captivate fans through compelling narratives and dramatic storytelling.'/'This not only captivates viewers but also frames the violence within a narrative of heroism and competition, enhancing the dramatic appeal.'	6	Games are presented as dramatic entertainment.
7	'...broadcasters often use slow-motion replays, freeze frames, and selective highlighting of intense moments to transform violent clashes into seemingly artistic performances.'	7	Conflict between teams enthral viewers through broadcasts using film techniques.
8	'The narrative structure of sports events often mirrors classical drama, with a clear beginning, middle and end, and includes rising action, climax and resolution.'/'This structure helps fans follow and become emotionally invested in the unfolding drama, seeing themselves as part of the story.'	8	The structure of sporting events allows fans to see themselves as participants in a dramatic performance.
9	'Sporting events offer a unique opportunity for social interaction and community building.'	9	Sport enables social engagement and cohesion.
10	'This communal aspect enhances the excitement as fans celebrate victories together and commiserate after losses.'	10	Fans share their post-game emotions.

PARAGRAPH-FORM

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

Sporting events are the only forms of entertainment that can elicit a range of emotions. Media promotions generate excitement luring fans to anticipate the actual event. Loyal fans identify with their team which boosts enthusiasm for the sport and generates fulfilment. Games are presented as dramatic entertainment enthralling viewers through the sensational broadcasting of conflict in the sport. Moreover, the structure of sporting events makes fans see themselves as participants in a drama and communal bonds are formed. Sport enables social engagement and cohesion with fans sharing their post-game emotions.

[90 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 The exclamation mark in '**COMPOST!**' compels the reader to engage in recycling./It instructs the reader to recycle.

[Credit valid alternative responses.] (2)

- 3.2 cycle (1)

- 3.3
- The **imperative** ('MAKE YOUR TRASH', 'Put your food scraps', 'Look for the green carts') urges the reader to participate in recycling.
 - The use of creative **puns** ('APEELING', 'BERRY', 'LETTUCE') engages the reader with humour/wit.
 - The use of different **fonts** (sizes/contrasts) draws the reader's eye to key words of the advertisement, e.g.
'COMPOST' [Extra-large font]
'MAKE YOUR TRASH MORE APEELING' [Large font]
'Put your food scraps into the green cart.' [Regular font]
 - **Repetition** ('COMPOST', 'food scraps', 'green cart') is used to reinforce how people can support recycling/composting.
 - **Bandwagon effect** ('everyone's doing it') creates a desire in the reader to start recycling.
 - The use of **personal pronouns** ('your'/'you') engages the reader and appeals to them to be involved in composting.
 - **Rhetorical question** ('Did you know ... the green cart?') invites the reader to consider recycling food scraps.

[Award 1 mark for the identification of a technique, 1 mark for an example and 1 mark for a discussion.]

[A mark can be awarded for an example **ONLY** if it is linked to a technique or a discussion.] (3)

- 3.4 Let us/Let's (1)

3.5 **TEXT D** has a single flower pot. The organic matter is compacted in the pot. The words related to 'composting' and the benefits of composting are cleverly patterned into the shape of the flower, leaves and stem. This symbolises the positive results of composting.

OR

TEXT E has three clearly depicted images linked closely to the message of the advertisement. The reader is able to understand the intention of the advertiser to encourage composting. The link between the puns/words in bold font and the images allows the reader to make the connection between recycling and the items one can use.

[Credit valid alternative/mixed responses.]
[Award 3 marks for two ideas well justified.]

(3)
[10]



QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

- 4.1 Jeremy shows a hesitant/nervous/uncertain/sheepish/deferential/respectful/cautious/humble attitude.
[Credit valid alternative responses, in context.] (1)
- 4.2 The parents have an affectionate/loving/close relationship. (1) They are sitting comfortably and cosily on the same chair with the mother's arm around her husband's shoulder. (1) (2)
- 4.3 The cartoonist extends Jeremy's speech from FRAME 2 to FRAME 5, to exaggerate the effort he undertook to acquire the gift, thereby creating a climax. (2)
- 4.4 In FRAME 3, Jeremy's father is mildly pleased at the receipt of a mediocre gift on Father's Day. This changes in FRAME 5, to extreme elation and joy at the realisation that his son has matured sufficiently to have a job. It is ironic that the gift does not bring him as much pleasure as the news that his son has a job. The tongue-in-cheek reference to 'CONTEXT THAT COUNTS' in FRAME 6 underscores how successfully Jeremy has manipulated his father.
[Award 3 marks only if a critical discussion is provided.] (3)
- 4.5 FRAME 1: FATHER'S – possession/ownership
FRAME 2: IT'S – contraction/omission (2)
- [10]**



QUESTION 5: USING LANGUAGE CORRECTLY

5.1 similar/alike/identical

[Credit valid alternative responses, in context.] (1)

5.2 adverb (1)

5.3 I messaged a photo of the crater in her head to her grandfather, the cardiologist **who** usually sews me up when I do stupid stuff. (1)

5.4 Grandpa said, 'She **needs** (1) stitches and **I am not** (1) doing it!'

OR

Grandpa said, 'She **needs** (1) stitches. **I am not** (1) doing it!'

OR

Grandpa said, '**You need** (1) stitches and **I am not** (1) doing it!' (2)

5.5 find – **found** (1)

5.6 B – 'that she's inherited my penchant for the dramatic.' (1)

5.7 I promise I haven't taught her to be a drama queen; she just is.
I promise I haven't taught her to be a drama queen: she just is.
I promise I haven't taught her to be a drama queen – she just is.
I promise I haven't taught her to be a drama queen. **She** just is.
I promise I haven't taught her to be a drama queen! **She** just is.
I promise I haven't taught her to be a drama queen ... she just is. (1)

5.8 The italics indicate that the phrase is from a foreign language. (1)

5.9 past (1)

[10]

TOTAL SECTION C: 30

GRAND TOTAL: 70