

MARKING GUIDELINE

EXAMINATION NATIONAL SENIOR CERTIFICATE	
GRADE	12
DATE	MAY/JUNE 2026
SUBJECT	ENGLISH HOME LANGUAGE
PAPER	1
MARK TOTAL	70
DURATION (HOURS)	2
NUMBER OF PAGES	12



SOUTH AFRICAN COMPREHENSIVE ASSESSMENT INSTITUTE
SUID-AFRIKAANSE KOMPREENSIEWE ASSESSERINGSINSTITUUT

FINAL APPROVED MARKING GUIDELINES	
DATE OF MEETING	
UMALUSI MODERATOR	
CHIEF MARKER	
INTERNAL MODERATOR	

**NOTE:**

Marking guidelines are intended as a guide for markers.
The guidelines are by no means prescriptive or exhaustive.
Candidates' responses should be considered on merit.
Answers should be assessed holistically, and points awarded where applicable.

INSTRUCTIONS TO MARKERS**Marking the comprehension:**

1. 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.)
2. 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.
3. For open-ended questions, no marks should be awarded for **YES/NO** or **I AGREE/DISAGREE**. The reason/substantiation/motivation is what should be considered.
4. No marks should be awarded for **TRUE/FALSE** or **FACT/OPINION**. The reason / substantiation / motivation is what should be considered.
5. When one-word answers are required and the candidate gives a whole sentence, mark correct provided that the correct word is underlined/highlighted.
6. When two/three facts/points are required and a range is given, mark only the first two/three.
7. Accept dialectal variations.
8. 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 The writer states that in striving to achieve personal success many people feel emotionally disconnected or unfulfilled. However, true balance and purpose are often found, not in self-centred ambition, but in turning one's attention outward towards helping others.

[Award 2 marks for a clear explanation.] (2)

- 1.2 The writer supports the value of selfless service by citing ancient traditions, which promote service as a spiritual practice. In addition, the writer references scientific studies that link service with improved physical and mental health, providing a modern, research-based justification for its benefits.

[Award 2 marks for the TWO distinct ideas.] (2)

- 1.3 The writer links emotional well-being to biological processes by explaining that acts of service stimulate the release of hormones such as dopamine and oxytocin, which are associated with pleasure and emotional bonding. This connection between body and mind suggests that kindness not only makes people feel emotionally fulfilled, but also has measurable physical effects. The writer builds a dual-layered argument for service, one that appeals to the heart and one that appeals to scientific reasoning.

[Award 2 marks only if both the emotional and biological aspects are addressed.] (2)

- 1.4 The example demonstrates how service can shift a person's mindset. By describing how a volunteer feels increased gratitude after delivering food parcels, the writer reinforces the idea that helping others can provide clarity and perspective. This anecdote personalises the main idea of the paragraph that service allows individuals to re-evaluate their own struggles through acts of compassion – making the idea more relatable.

[Award 2 marks only if the example is clearly linked to the main idea of the paragraph.] (2)



- 1.5
- **‘deep sense of satisfaction’**: The word ‘deep’ intensifies the emotion suggesting that the satisfaction experienced is not a superficial, but a profound one.
 - **‘sacred duty’**: By using this phrase, the writer elevates service to a spiritual level. This diction suggests that helping others is not optional, but a noble calling, which enhances the emotional gravity of the message.
 - **‘love into action’**: This phrase shows that selfless service to others is motivated by a deep sense of compassion; volunteering is depicted as being heartfelt rather than being transactional. This evokes admiration, encouraging readers to value selfless acts.
 - **‘a form of healing’**: This phrase personifies service as being physically and emotionally restorative. The phrase evokes tenderness and comfort, appealing to the reader’s empathy and reinforcing the idea of service as transformative.

[Award 1 mark for the identification of at least TWO examples of diction and 2 marks for a discussion.]

[Award only 2 marks for ONE example of diction and a discussion.] (3)

- 1.6
- The writer uses contrast to set up selfish behaviour against acts of genuine service. On the one hand, selfishness is portrayed as empty and self-centred, while on the other, selfless service is described as life-giving and rewarding. This stark opposition highlights the value of serving others without expecting anything in return. By contrasting these two ways of living, the writer highlights selfless service as being the more meaningful and admirable choice, thereby strengthening the argument that giving of oneself has far greater worth than focusing on personal gain.

[Award 3 marks only if the contrast is well-discussed.] (3)

1.7 YES

It is convincing because the writer carefully explains the difference in intention. Service done for recognition or rewards is presented as shallow and transactional, whereas service done out of genuine compassion is shown to create lasting bonds and deep fulfilment. This distinction is persuasive since readers can clearly see how motivations affect the quality of the action. By pointing to the emptiness of one form and the richness of the other, the writer makes a compelling case that true service must be grounded in authentic human connection.

OR

NO

[A ‘NO’ response is unlikely, however, credit valid responses on merit.]

[Award 3 marks for a well-developed discussion that includes a justification.] (3)



- 1.8 The style in paragraph 8 is persuasive/emotive/inspirational/reflective aimed at encouraging the reader to contemplate on the true meaning of service. The writer uses descriptive and motivating words such as 'connection', 'purpose' and 'peace', that would appeal to the reader's emotions and sense of morality. By including vivid phrases and examples, such as 'a quiet act of courage', 'uplifts others' and 'power to reshape your own life', the writer not only conveys information, but also inspires the reader to take action. This choice of style supports the central message of the text by encouraging readers to embrace service as a valuable and transformative part of life, rather than seeing it as a burden or obligation.

[Award 1 mark for the identification of style and 2 marks for a well-developed discussion of at least TWO examples.]

[Award only 2 marks for the identification of style and ONE example.] (3)

QUESTIONS: TEXT B

- 1.9 It emphasises the speaker's frustration/disbelief.

[Credit valid alternative responses in the context of the frame.] (1)

- 1.10 The frame shows that the park is littered with trash/overflowing with cans while 'Earth Day' is meant to promote the protection of the environment.

[Award 2 marks only if the contrast is evident.] (2)

- 1.11 The cartoonist uses **irony/satire** to criticise society's tendency to reward irresponsible behaviour, instead of punishing such behaviour or holding people accountable. It is ironic that those who created the problem would expect to be paid to fix it. The technique exposes the hypocrisy of people and highlights the cartoon's overall message that authentic responsibility for protecting the environment is often avoided or undermined by self-interest.

[Award 1 mark for the identification of technique and 2 marks for a well-developed comment.] (3)

**QUESTIONS: TEXT A AND B****1.12 YES**

Text B supports the ideas in Text A as both focus on the importance of meaningful action and service towards others. Text A promotes selfless service – helping others without expectation of reward – as a way to build connection and inner fulfilment. Similarly, in Text B, the volunteers cleaning the park are depicted helping the community without expectation of personal gain. Their decision to act rather than complain reflects the spirit of selfless service described in Text A. Both texts therefore emphasise that genuine contribution and effort, undertaken without expectation of without personal reward, hold the greatest value.

OR**NO**

Text B does not fully support the ideas in Text A. While both texts address the theme of service, their tones differ; Text A is idealistic and inspirational, whereas Text B is ironic and critical. Text A highlights the emotional and personal rewards of serving others sincerely while Text B presents a cynical view of society using irony to show how people often avoid responsibility and expect rewards/payment before acting. Instead of celebrating selfless service, it mocks how true volunteerism is undervalued or misunderstood.

[Accept valid alternative responses.]

[Accept mixed responses.]

[Award 4 marks only if the candidate refers to BOTH TEXTS.]

(4)

TOTAL SECTION A: [30]



SECTION B: SUMMARY

QUESTION 2: SUMMARISING IN YOUR OWN WORDS

TEXT C

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.	QUOTATION	NO.	POINTS
1	'Engaging in hobbies triggers the brain's reward system, releasing feel-good chemicals that provide immediate satisfaction.'	1	Hobbies provide immediate enjoyment by releasing positive brain chemicals.
2	'... helping participants to alleviate stress.'	2	Hobbies help reduce stress.
3	'... hobbies help reduce the negative effects of long working hours.'/'... a necessary break from professional demands.'	3	Hobbies reduce the negative impact of work./Hobbies provide a necessary break from long working hours.
4	'... reported higher levels of health, happiness and overall life satisfaction.'	4	Hobbies improve health, happiness and life-satisfaction.
5	'Hobbies enhance mental resilience and self-perception.'	5	Hobbies strengthen one's mental strength and self-image.
6	'They can boost mood, increase self-esteem and promote mindfulness, helping individuals manage anxiety and depression more effectively.'	6	Hobbies improve one's emotional health/psychological well-being and effectively manage anxiety and depression.
7	'... improve physical health by enhancing endurance, strengthening the immune system and even reducing pain levels.'	7	Hobbies support physical health and can lessen pain.
8	'Hobbies that involve group participation ... foster social interaction and help develop stronger communication skills.' / 'This reduces feelings of isolation and strengthens relationships, often leading to the formation of long-term friendships.'	8	Hobbies that involve others improve social and communication skills. / Hobbies alleviate feelings of loneliness and build lasting relationships.



9	'Some hobbies encourage structure and consistency, promoting discipline in other areas of life.'	9	Hobbies help develop routine and self-discipline.
10	'... improve focus, organisation, and time management.'	10	Hobbies improve concentration and time-use skills.
11	'Experimenting with different activities provides opportunities for self-discovery and can lead to greater personal satisfaction.'	11	Trying new hobbies helps people learn more about themselves.

NOTE: What follows is merely an example and exceeds the word count as **all** possible facts are included. It is not prescriptive and must be applied very carefully.

Hobbies bring immediate enjoyment by releasing positive brain chemicals (1). It also helps to reduce stress (2) and offers a valuable break from work, lessening its negative impact (3). They improve health, happiness and life-satisfaction (4) as well as strengthening mental health and boosting one's self-image (5). Hobbies improve one's emotional health/psychological well-being and effectively manage anxiety and depression. (6). Many hobbies also benefit physical health and can even ease pain (7). Social hobbies build communication skills, reduce loneliness and foster lasting relationships (8). Engaging in hobbies encourages routine and self-discipline (9), better concentration and effective time management (10). Exploring new hobbies allows people to discover more about themselves, making hobbies a powerful tool for personal growth balance and long-term health (11).

[111 words*]

*NB: The above paragraph exceeds 90 words to incorporate the 11 points identified.

MARKING THE SUMMARY

Marking is on the basis of the inclusion of valid content and the exclusion of invalid content.

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:

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.
- Summaries that are short but contain the required points should not be penalised.

TOTAL SECTION B: [10]



SECTION C: LANGUAGE STRUCTURES AND CONVENTIONS

Marking Section C:

- No ½ marks may be awarded.
- 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 structure 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

QUESTIONS: TEXT D

- 3.1 The phrase 'Buy them as you buy fruits' suggests that vegetables should be chosen with the same care and discernment as fruits. Since fruits are commonly associated with freshness, quality and health, the advertisement encourages consumers to apply these same standards when buying vegetables. It positions Del Monte vegetables as being equally fresh, desirable and worthy of careful selection.

[Award 2 marks only if the connection between fruits and vegetables is evident.] (2)

- 3.2 The flowing cursive/large/foregrounded font style of the word 'Vegetables' creates a sense of freshness and abundance, almost as if the word itself is part of the harvest. Its playful, natural look softens the tone of the advertisement, making the product seem inviting and wholesome. This stylistic choice appeals to the consumer's senses by linking the idea of vegetables with vibrancy and growth, thus enhancing the overall appeal of the advertisement.

[Award 3 marks only if font style, tone and appeal are discussed.] (3)

- 3.3 The written text foregrounds the necessity of insuring quality of canned products which requires very specific canning skills. The visual images support the written text as the variety of vegetables reinforces the idea that good quality fresh produce is used for its canning. In addition, the can of peas connects the image of the raw produce to the final product, suggesting that the company successfully preserves the freshness and quality of the raw vegetables in its canned form.

[Award 3 marks only if a critical link is made between the visual images and the written text.] (3)



- 3.4 The present perfect tense. (1)
- 3.5 'can' (1)
- (10)

QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

QUESTIONS: TEXT E

- 4.1 The crab genuinely thinks he has done something meaningful by making the human feel something significant by clawing him.

[Award 2 marks for ONE distinct idea.] (2)

- 4.2
- **The use of silhouette:** The characters are shown in dark silhouette, which creates a sense of emotional depth/quiet reflection/drama.
 - **Background contrast:** The shift from the detailed underwater elements to a more subdued and shadowy background adds to the contemplative/serious tone.
 - **Body posture:** The characters' posture (leaning slightly or standing still) contributes to a mood of calm or seriousness compared to the comic chaos of earlier frames.

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

[Credit valid alternative responses.] (3)

- 4.3 It is ironic because the crab sees himself as someone offering powerful emotional experiences, but he is literally hurting his 'customers'. The shark feels he carries out a similar service. The final frame points this out in a very blunt way. That sudden shift from serious 'art' to the shark being told to stop eating people is unexpected, and that is what makes the punchline work so well.

[Award 3 marks only if the irony and its effect on the punchline is well-discussed.] (3)

- 4.4.1 Adjective. (1)

- 4.4.2 The ellipsis suggests a pause for reflection or a sense of dramatic realisation. (1)

(10)



QUESTION 5: USING LANGUAGE CORRECTLY

QUESTIONS: TEXT F

- 5.1 The woolly mammoth is being brought back by scientists. (1)
- 5.2 researchers **has** – researchers **have** (1)
- 5.3 embryos – **embryos** (1)
- 5.4 The results had not yet been published. (1)
- 5.5.1 The comma separates the introductory phrase from the main clause. (1)
- 5.5.2 endurance/resistance/acceptance
- [Credit valid alternative responses, in context.] (1)
- 5.6 Verb (1)
- 5.7 'While some see this as a major step forward'. (1)
- 5.8 Remove either 'step forward' or 'in the right direction'. (1)
- 5.9 **A)** Beth Shapiro said that those genetic traits already existed in some mice. (1)
- (10)

TOTAL SECTION C: [30]

GRAND TOTAL: [70]