

MARKING GUIDELINES

EXAMINATION		NATIONAL SENIOR CERTIFICATE	
GRADE		12	
DATE		NOVEMBER 2025	
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 phrase is intended to cause alarm/fear/outrage in the reader as it highlights the idea that sugar, despite being widely consumed and promoted, is harmful./ The phrase ‘multibillion dollar’ points to the huge profits made by the industry, while ‘poison’ shocks the reader and creates a sense of urgency and betrayal.
[Award 1 mark for the impact and 1 mark for an explanation.] (2)
- 1.2 This omission/non-disclosure of the funding source by the SRF is significant because it hides a conflict of interest, making the research appear unbiased. Transparency is crucial in science, and failure to disclose funding from the sugar industry undermines trust in the findings and questions the integrity of the work.
[Award 2 marks only if the response links non-disclosure to bias and scientific trustworthiness.]
[Award only 1 mark for ‘lifting’] (2)
- 1.3 The authors are not trying to prove that sugar causes heart disease. Instead, they want to reveal how the sugar industry has tried to control the public conversation and scientific studies around the effects of sugar and fat on one’s health.
[Award 2 marks only if the candidate shows a clear understanding of the manipulation of the process.] (2)
- 1.4 The SRF believed that a low-fat diet would increase sugar sales. This motivated them to fund research that focused on the dangers of fat instead of sugar, encouraging the public to eat more sugar in place of fat.
[Award 2 marks for the TWO explicit ideas.] (2)
- 1.5
- ‘Let me assure you’ shows Hickson’s confidence and authority. He positions himself as someone who can validate the work, and thus reassures the researcher of its outcome./
 - ‘Quite what we had in mind’ implies that the results met the expectations of the funders, suggesting that the outcome was not impartial but guided by the goals of the industry./
 - ‘We look forward to its appearance in print’ suggests that Hickson is proud of the findings as the outcome will enhance the public image/agenda of the industry./
 - ‘The sugar industry is satisfied’ shows that Hickson is pleased with the findings of the research as the industry’s goals were met, reinforcing the idea that the industry benefitted from the research.
- [Award 3 marks for a discussion of any TWO examples of language use.]
[Award only 2 marks for a discussion of ONE example of language use.] (3)

1.6 NO

The outcomes are not credible because the researchers were inconsistent. They rejected epidemiological studies of sugar consumption as there were too many variables that could have affected the investigation. They also rejected experimental studies because they were either unrealistic or too complex or impractical. Additionally, even though they discredited the studies on rats as their diet does not correlate with that of humans, the researchers still used the same kind of studies to support claims about fat. This reflects a biased stance — embracing methods that align with their objectives while discarding those that do not.

OR

YES

[A 'YES' response is unlikely, but credit on merit.]

[No mark for YES/NO]

[Award 3 marks only if the response is clearly justified in the context of the paragraph.]

[Credit mixed responses on merit.]

(3)

- 1.7 It is effective because it discusses how corporate funding still influences science today. It gives recent examples (e.g. Coca-Cola and sweets industry) to prove that companies fund studies that benefit them. It strengthens the idea that financial interests can distort research findings.

[Award 3 marks for a well-developed response, supported with examples from the paragraph.]

(3)

- 1.8
- The writer adopts an informative/expository/critical style that is meant to raise the reader's awareness of scientific manipulation. The writer also cites reputable sources such as JAMA Internal Medicine; makes reference to specific researchers and their critique; and real examples from companies like Coca-Cola, to add credibility./
 - The writer adopts a persuasive style for influencing the reader by combining factual information with emotive language use. For example, the use of emotionally charged words like 'manipulate', 'refute', and 'satisfied with the outcome' suggests that the sugar industry intentionally misled the public. The combination of factual information and emotive language raises the reader's awareness, prompting them to question the integrity of scientific studies and think critically about the role of industry in shaping public health advice.

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

[Credit mixed responses.]

[Credit valid alternative responses.]

(3)

QUESTIONS: TEXT B

1.9.1 The word 'irresistible' suggests that humans lack control over their sugar consumption, much like animals acting on instinct./ It suggests addiction, highlighting how people are drawn to sugar despite its potential harm.

[Award 1 mark for any ONE idea.]

(1)

1.9.2 The irony lies in the fact that even though humans consider themselves highly intelligent, their behaviour in mindlessly submitting to their cravings by consuming sugar resembles that of lab animals acting on impulse rather than reason.

[Award 2 marks only if the contrast between human intelligence and irrational behaviour is clear.]

(2)

1.10 The roles of the human scientists and lab rats are reversed. The cartoon depicts humans trapped in a cage like lab rats, drinking 'sugar water' and the scientists observing them are the rats. Their satirical commentary on so-called intelligent human beings who can be so easily manipulated and addicted to sugar, are illustrated by the following visual elements.

- The cage symbolises addiction or entrapment./
- 'SUGAR WATER' mimics a lab experiment reward./
- Rats in lab coats reverse roles with humans./
- Scientific props add seriousness to the satirical humour.
- The image of the 'sugar water dispenser' alongside the smiling figure illustrates the ease with which sugar influences human behaviour.
- The body language of the humans in the cage mocks/ satirizes their predictable behaviour/ addiction to sugar/ illusion of superiority.

[Award 1 mark for the message and 2 marks for a discussion of any TWO visual elements.]

[Credit valid alternative responses.]

(3)

QUESTIONS: TEXT A AND B

1.11 YES

Text B supports the views in Text A, as both suggest that sugar has a powerful influence on human behaviour and health. Text A exposes how the sugar industry manipulates scientific research to downplay the hazards of sugar, shaping public perception. Similarly, Text B uses satire/satirical humour to depict humans as test subjects, suggesting that they, like animals, are controlled by their cravings for sugar rather than using their intellect.

OR



NO

While Text B focuses on human behaviour toward sugar consumption, Text A focuses on the manipulation of scientific research to influence people into believing that sugar is not as harmful as fat. Text B suggests that people have a natural, almost instinctive addiction to consuming sugar, while Text A argues that public perception of sugar is shaped by deliberate misinformation. In addition, although both address the issue of sugar consumption, Text B does not explore the corporate influence on scientific research that is exposed in Text A.

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

[Credit mixed responses.]

[Credit valid alternative responses.]

(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.)

Quotation		Own words	
1	'... students who slept less throughout the semester performed worse on exams.'	1	Students who sleep less do worse in their exams.
2	'This suggests that sleep is not just about feeling rested but plays an active role in learning.'	2	Sleep actively supports learning.
3	'One reason sleep is so important is its impact on the brain's ability to absorb new information.'	3	Sleep helps the brain absorb new information more effectively.
4	'When we learn, the hippocampus temporarily stores this knowledge ... the hippocampus has a limit. ... However, sleep ... helps refresh this capacity.'	4	Sleep helps reset the brain's storage capacity so it can continue learning.
5	'The napping group learned just as effectively in the second session, while the non-napping group struggled, proving that sleep replenishes learning ability.'	5	Napping between study sessions strengthens learning ability.
6	'Beyond learning, sleep also strengthens memory./ ... sleep enhances memory retention by 20 to 40 percent.'	6	Sleep improves memory./ Sleeping after studying can boost memory.
7	'Quintilian noted that a single night of sleep improves recall.'	7	One night of sleep can help people remember more.
8	'Sleep also plays a crucial role in creative problem-solving.'	8	Sleep is important for creative problem solving.
9	'Many exams test critical thinking, and research suggests that REM sleep significantly enhances this ability.'	9	REM enhances critical thinking.

PARAGRAPH FORM:

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

The summary should be marked as follows:

Students who sleep less tend to perform worse in exams (1) because sleep actively supports learning (2). It helps the brain absorb new information more effectively (3) and resets its storage capacity for continued learning (4). Napping between study sessions strengthens learning ability (5) as sleep after studying can boost memory retention (6). Even one night of sleep can help people consolidate information and remember more (7). In addition, sleep plays a critical role for creative problem-solving (8). Furthermore, research suggests that REM sleep significantly boosts critical thinking which is important for academic success (9).

[91 words]

- **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
 - 1–5 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.

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 use of '19 billion pounds' highlights the enormous amount of plastic polluting the ocean, highlighting the magnitude and severity of the crisis./ This large figure creates shock and concern, helping the viewer realise the seriousness of the issue.

[Award 1 mark for the large scale and 1 mark for linking it to the pollution crisis.] (2)

- 3.2
- The use of imperative verbs 'reduce', 'dispose' and 'promote' are direct commands which urge the audience to take immediate action. It is a call for the audience to take personal responsibility in alleviating the problem./
 - The double exclamation marks add urgency and passion, making the call to action more forceful and persuasive.

[Award 1 mark for reference to the verbs as command words and 2 marks for a well-developed discussion.]

[Award no more than 2 marks if the candidate discusses only the punctuation marks.] (3)

- 3.3 YES

While the whale's head appears normal, the rest of the creature is made up of plastic waste instead of normal whale tissue, which makes the viewer immediately notice/acknowledge the impact of ocean pollution. The image is disturbing and symbolic – it shows that sea creatures are being harmed by human carelessness. This strong visual image aptly reinforces the message that humans must take cognisance of the harm their plastic waste in the ocean causes and emphasises the need for urgent action.

OR

NO

[A 'NO' response is unlikely but assess on merit.]

[Award 1 mark for identification of plastic waste in the body and 2 marks for a discussion of its link to the message.]

[Assess mixed responses on merit.] (3)

3.4.1 Waist

[Award 1 mark only if the word is correctly spelt.] (1)

3.4.2 It serves as a compound adjective/ to create a compound word/ by linking the two words, the writer wants the reader to understand that the plastic is designed for use only once. (1)

[10]

QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

QUESTIONS: TEXT E

- 4.1 The body language of both characters, as they face each other with serious or exaggerated expressions, suggests that they see each other as rivals. Sherman appears calm and confident, while the squid's posture/facial expression shows irritation/annoyance. This indicates a long-standing and dramatic relationship filled with tension.

[Award 2 marks only if the response refers to posture and how it reflects their combative relationship.] (2)

- 4.2 The use of silhouettes enhances dramatic tension by making the characters appear more imposing and serious. The dark, shadowed figures create a sense of mystery and anticipation, reinforcing the idea of an intense showdown.

[Award 3 marks for any TWO ideas.] (3)

- 4.3 YES

- The linguistic technique is irony as the giant squid, which does not have legs, is asked to move his leg in a board game, to a particular spot ('right foot red'). The humour arises from the impossibility of following the instruction due to its physical form./
- The ironical humour is amplified as the utterances in frame 8 which refer to a game being played, contrasts with the serious tone throughout the cartoon. The build-up makes the reader expect a dramatic outcome following rivalry, but the reference to a board game is unexpected and absurd, creating humour.

OR

NO

[A 'NO' response is unlikely but assess on merit.]

[Award 3 marks only if an irony is identified and a relevant justification for how it creates humour, is provided.]

[Assess mixed responses on merit.] (3)

- 4.4 The ellipsis makes the moment feel more dramatic, as if the character is pausing for effect./ It builds tension, making the 'rivalry' seem intense. (1)

- 4.5 Determiner/numerical determiner/quantifier/numerical adjective (1)

[10]

QUESTION 5: USING LANGUAGE CORRECTLY

QUESTIONS: TEXT F

- 5.1.1 The term, which usually refers to a detective/mystery story, highlights the ongoing investigation into who had stolen the eggs. (1)
- 5.1.2 Literally, it refers to the cracking/ breaking of eggs. Figuratively, it refers to solving a case.
[Award 1 mark only if both meanings are provided.] (1)
- 5.2 suggest – suggests (1)
- 5.3 ‘Theft’ is general in scope and refers to stealing of any nature, without the implication of planning or a large-scale operation.
‘Heist,’ is also a theft, but is narrow in scope and refers to a well-planned and often large-scale theft, usually involving a bank, museum or armoured truck.
[Credit valid alternative responses.] (2)
- 5.4 The colon is used to introduce an explanation/ elaboration of the sharp rise in egg prices by listing its cause. (1)
- 5.5 Full form: ‘influenza’
[Award 1 mark only if the word is correctly spelt.] (1)
- 5.6 preserve/ protect/ stock/ breed
[Credit alternative responses only if they are valid in context.] (1)
- 5.7 ‘leaving many consumers facing even higher costs’. (1)
- 5.8 **B/** However, a further 20% increase in egg prices is predicted by the Agriculture Department this year, leaving many consumers facing even higher costs. (1)

[10]

TOTAL SECTION C: [30]

GRAND TOTAL: [70]