



LIMPOPO

PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P1

JUNE 2026

MARKING GUIDELINE

MARKS: 80

TIME: 2 hours

This marking guideline consists of 9 pages.

SECTION A: COMPREHENSION

INSTRUCTIONS TO MARKERS

1. Candidates are required to answer ALL the questions.
2. These marking guidelines have been finalised at a marking guideline discussion session at the DBE at which provinces were represented. Any omissions or queries should be referred to Chief Markers/Internal Moderators/Analytical Moderators at marking centres. All protocol must be followed.
3. Candidates' responses should be assessed as objectively as possible.

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

SECTION A: COMPREHENSION

Q	Expected Answer	Marks	Cognitive Level
1.1.1	'Just one more' (any three consecutive words showing inability to stop)	1	L2
1.1.2	Sleep-deprived/ struggles to concentrate/ less alert in class Any Two	2	L1
1.2.1	Constant demand for attention; no rest; continuous engagement	2	L2
1.3.1	A– losing their ability to focus properly.	1	L1
1.4.1	Previously we competed in person for attention now we compete with people on social media.	2	L3
1.4.2	Online learning platforms/ digital dictionaries/ research access Any One	1	L1
1.5.1	Safety concerns/ anxiety when phone removed/ fear of missing out Any Two	2	L2
1.5.2	Fear of Missing Out	1	L1
1.5.3	Fear of missing something exciting that others are doing on social platforms. /Feeling left out.	2	L2
1.6.1	Negative self-comparison/ measuring worth by likes/ anxiety/low self-esteem as a result Any Two	2	L3
1.7.1	Responsible use/ knowing when to disconnect/ balance between online and real life Any Two	2	L3
1.8.1	B – Balanced and realistic	1	L1
1.9	Open-ended. Accept a suitable answer, e.g. Yes. It is suitable because the passage shows both the positive and negative effects of technology on young people. The phrase 'At What Cost?' highlights that being online constantly can affect relationships, sleep, and emotional wellbeing. OR No. It is not suitable because the text also focuses on how technology can be used positively for learning and creativity, not only its negative effects. Do not award marks for “because the passage is about being connected.” Just restating the title is not answering the question. NOTE: Accept other suitable answers. A candidate can score 1 mark for an answer that is not well-substantiated. Accept a combination answer.	2	L4

1.10	Open-ended. Accept a suitable answer, e.g. <u>Yes.</u> In the passage the writer suggests that a balanced use of technology is beneficial. If young people use technology responsibly and limit screen time, they can build genuine face-to-face relationships and remain emotionally connected. OR <u>No.</u> Young people spend most of their time on social media and may struggle to form real-life connections outside their online world. <i>Do not award marks for “because they use phones a lot.” The answer must show understanding of human connection vs device dependency.</i> NOTE: Accept other suitable answers. A candidate can score 1 mark for an answer that is not well-substantiated. Accept a combination answer.	2	L4
1.11	To persuade or encourage people to visit the Drakensberg as a holiday destination.	1	L1
1.12	Hiking.	1	L1
1.13	It shows that the Drakensberg is a popular choice because it is peaceful and restorative place where visitors can unwind and escape stress.	2	L2
1.14	Open-ended. Accept a suitable answer, e.g. <u>Yes.</u> It is effective because the beautiful images capture the reader’s attention emotionally, while the statistics and factual information make the advert believable and persuasive. Together, they appeal to both emotion and logic, convincing people to visit the Drakensberg. OR <u>No.</u> It is not effective because the advert relies too much on visual appeal and does not provide enough detailed facts about the destination’s attractions or facilities. <i>Do not award marks for “because it looks nice.” The answer must evaluate how visuals and facts work together.</i> NOTE: Accept other suitable answers. A candidate can score 1 mark for an answer that is not well-substantiated. Accept a combination answer.	2	L4

TOTAL SECTION A: 30 marks

SECTION B: SUMMARY

List SEVEN ways in which urban gardens benefit communities.

QUOTATIONS	FACTS
<i>(NOTE: Candidates may phrase the facts differently.)</i>	
1. '...provide both beauty and nourishment.'	1. Urban gardens make cities more beautiful and supply fresh food.
2. '...grow vegetables and herbs close to their homes, which reduces their dependence on expensive supermarket food.'	2. They provide cheap, home-grown vegetables and reduce food costs.
3. '...bring people of different ages and backgrounds together to work toward a shared goal.'	3. They unite community members and build teamwork.
4. '...gives participants a sense of pride and co-operation.'	4. They create a sense of pride and shared achievement.
5. '...absorb carbon dioxide, reduce air pollution, and attract birds and insects back into built-up areas.'	5. They reduce pollution and restore wildlife to urban areas.
6. 'Schools that create garden projects teach learners valuable lessons about healthy eating and environmental responsibility.'	6. They teach learners healthy and environmentally friendly habits.
7. '...container gardening and rooftop planting have made it possible for even apartment dwellers to grow their own food.'	7. They show that small urban spaces can be used for gardening.
8. '....Lower urban temperatures and reduce flooding by allowing rainwater to soak into the sand.'	8. Reduce city heat and flooding by letting rain soak into the ground.

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 a candidate has not quoted verbatim:**
 - 1–3 points correct → 1 mark
 - 4–5 points correct → 2 marks
 - 6–7 points correct → 3 marks
- **Distribution of language marks when a candidate has quoted verbatim:**
 - 6–7 quotes → no language mark
 - 4–5 quotes → maximum of 1 mark
 - 2–3 quotes → maximum of 2 marks

NOTE:

- Markers must verify the number of words used.
- Do not deduct marks if the candidate fails to indicate the word count or indicates it incorrectly.
- If the word limit is exceeded, read up to the last sentence within the limit and ignore the rest.

TOTAL SECTION B: 10 marks

SECTION C: LANGUAGE

• 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.
- Sentence structures must be grammatically correct and given in full sentences/ as per instructions.
- For multiple-choice questions, accept BOTH the letter corresponding with the correct answer AND/OR the answer written out in full as correct.
- Where an abbreviation is tested, the answer must be punctuated correctly.

QUESTION 3: ADVERTISEMENT [10 marks]

Q	Expected Answer	Marks
3.1	The need to use eco-friendly products/To clean your clothes with eco-friendly products	1
3.2	'Gentle on the planet' / "100% Biodegradable formula" / "Phosphates or bleach". / "Saves water" Any One	1
3.3.1	Wash green. Live clean	1
3.3.2	It is effective because it says that if you wash with EcoFresh you will use something that is environmentally friendly to keep your clothes clean. Note: Accept suitable explanation.	2
3.4	Shows product strength to clean stains while still environmentally friendly (will not harm the planet).	2
3.5	A- Proper noun	1
3.6	The earth-leaf symbol emphasises the idea that the earth and its plants will not be harmed by the use of this detergent.	2
		[10]

QUESTION 4: CARTOON [10 marks]

Q	Expected Answer	Marks
4.1	Doing pull-ups/exercise	1
4.2	Visually the lines under his elbows and the rounding of his mouth/biting on his teeth	2
4.3.1	Tone: sarcastic; highlights his misunderstanding which contributes to the humour.	2
4.3.2	Diction: attached in bold letters/use of the word 'right'. Body language – the boy has his hand in his pocket illustrating his laid-back attitude.	2
4.4	He pretends he succeeded ('708!') as if he did not hear the older boy, adding irony.	2
4.5	People deny failure or pretend success.	1
		[10]

QUESTION 5: LANGUAGE AND EDITING [20 MARKS]

Q	Expected Answer	Marks
5.1.1	(a) finished	1
	(b) def ~~i~~ n ~~i~~ tely	1
	(c) hard-working	1
	(d) communication	1
5.1.2	The successful applicants will be interviewed by the company next week.	1
5.1.3	Thandi said that <u>she</u> ✓ <u>was hoping</u> ✓ to gain experience in retail. NOTE: Award ONE mark for each underlined change and ONE mark for correct punctuation.	3
5.1.4	Thandi does not/doesn't believe she will develop new skills.	1
5.1.5	reliable= adjective. Applicant- common noun	2
5.1.6	I wrote to apply for a part-time job.	1
5.1.7	best	1
5.1.8	industries	1
5.2.1	Not only does reading improve vocabulary but it also increases knowledge.	2
5.2.2	bookworm	1
5.2.3	Prefix 're-' means 'again'.	1
5.2.4	Homophone: reed ✓ The reed grew beside the river. ✓ Note: accept any suitable sentence.	2
		[20]

TOTAL SECTION C: 40 MARKS

GRAND TOTAL: 80