

*Confidential*



# 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 entrepreneurs<sup>1</sup> 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 <sup>2</sup> 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 <a href="http://www.hsrc.ac.za">www.hsrc.ac.za</a> ]

**GLOSSARY:**<sup>1</sup>entrepreneurs: individuals who start their own businesses<sup>2</sup>seed-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](https://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](http://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



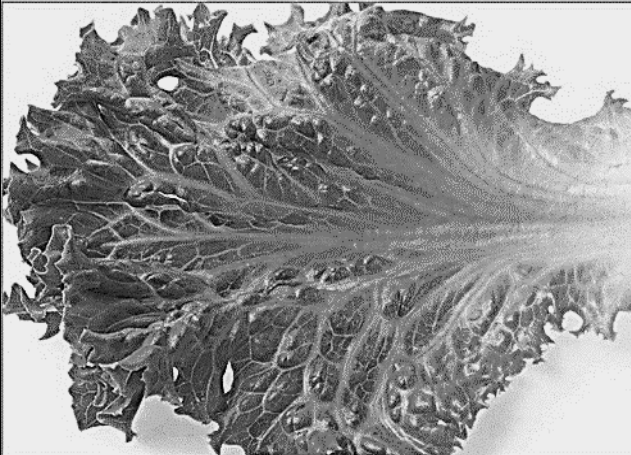
**COMPOST:**  
**MAKE YOUR TRASH**  
**MORE APEELING...**

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](http://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)

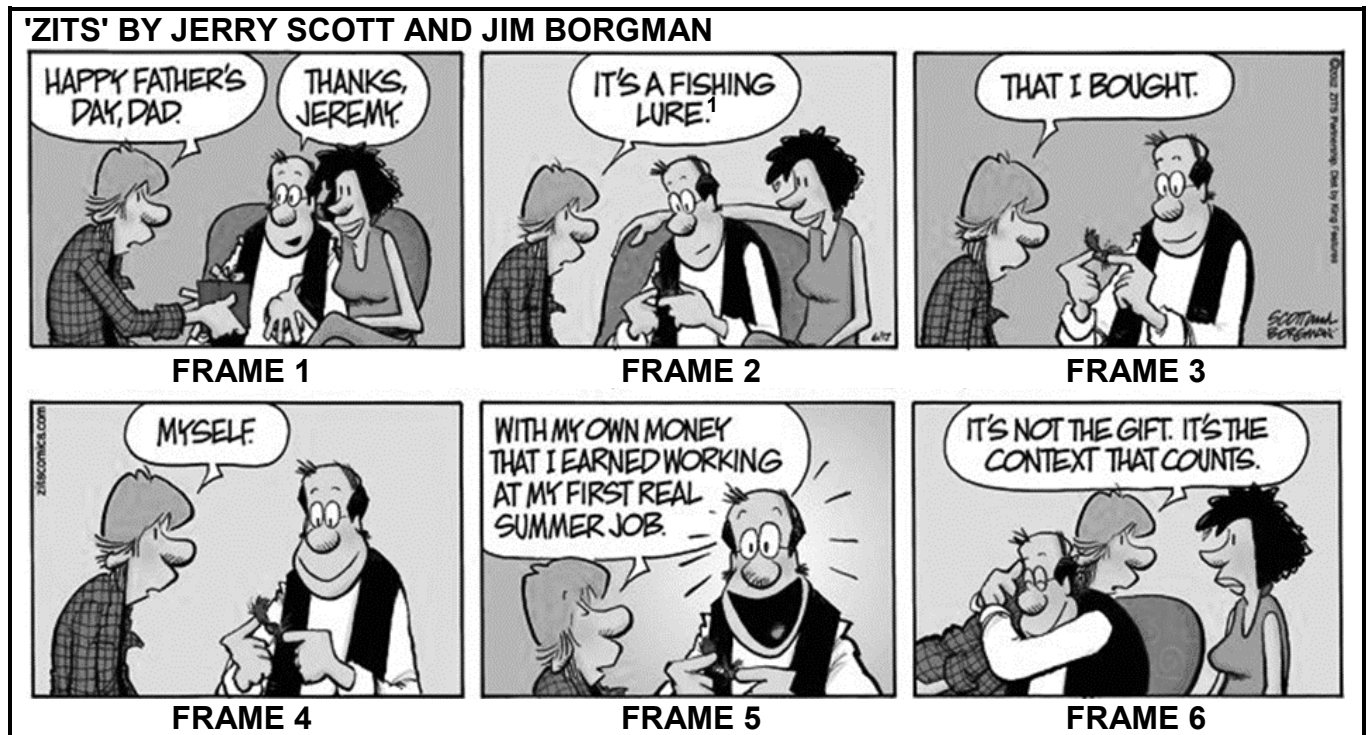
3.4 'LETTUCE DO MORE FOR THE ENVIRONMENT'  
Replace the word 'LETTUCE' with its standard English equivalent. (1)

**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](http://gocomics.com)]

**CHARACTERS:**

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

**GLOSSARY:**

<sup>1</sup>FISHING 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](http://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**