



# basic education

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

## SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS

**SOUTH AFRICAN SIGN LANGUAGE HOME LANGUAGE P2**

**MAY/JUNE 2025**

**MARKING GUIDELINES**

**MARKS: 80**

<b>CENTRE NUMBER</b>									<b>FINAL MARK</b>	
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<b>EXAMINATION NUMBER</b>											
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QUESTION	1	2	3	4	5	6	7	8	9	10	11	TOTAL
<b>POSSIBLE MARK</b>	10	10	10	10	10	25	25	25	25	25	25	80
<b>MARKER</b>												
<b>SM</b>												
<b>CM</b>												
<b>IM</b>												
<b>EM</b>												
<b>EA</b>												

These marking guidelines consist of 28 pages.

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## NOTE TO MARKERS

- These marking guidelines are intended as a guide for markers.
- The marking guidelines will be discussed with the marking panel before marking commences at the marking centre.
- Candidates' responses must be considered on merit.

## MARKING GUIDELINES

1. Wherever a candidate has answered more than the required number of questions, mark only the first answer/response (**according to the time that he/she started signing**). (**The candidate may not answer the essay and the contextual question on the same genre.**)
2. If a candidate has answered all four questions in SECTION A (prescribed poems), mark only the first two (**according to the time that he/she started signing**).
3. If answers are incorrectly numbered, mark according to the marking guidelines.
4. Essay question  
If the essay is shorter than the required time limit, do not penalise because the candidate has already penalised him/herself.  
If the essay is too long, assess on merit and discuss with senior markers.
5. For **open-ended questions**, no marks should be awarded for **YES/NO** or **AGREE/DISAGREE** unless the reason/substantiation/motivation is given.
6. No marks should be awarded for **TRUE/FALSE** or **FACT/OPINION** unless the reason/substantiation/motivation is given.

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## SECTION A: POETRY

### PRESCRIBED POETRY

#### QUESTION 1: POETRY – ESSAY QUESTION

##### 'SOWETO, JUNE 16<sup>th</sup>' by Modiegi Moime

- Use the following points, among others, as a guide to marking this question. Responses might differ, depending on the candidate's sensitivity to and understanding of the poem.
- Refer to the rubric on page 26 to assess this question.

View the poem titled 'Soweto, June 16<sup>th</sup>' by Modiegi Moime and answer the essay question that follows. Pace is a dominant poetic feature in this poem. Define and discuss how pace is used in this poem by referring closely to the text in your answer.

- **Pace (Definition and discussion).** Pace is a poetic device which is used to captivate the viewer and portray the message of the poet through movement (slow and fast). Changes in pace may be seen in change of actions or when highlighting a particular moment in the poem. The poem 'June 16<sup>th</sup>' uses pace in the following ways:
- **Slow pace.** At the beginning of the poem the signs are slower as the children sense the tension, distrust and indication of suspicion. Following the shooting of the person, the man running is signed at a very slow pace. This is done intentionally to draw attention to the seriousness of the action represented. The learner carries the dead boy in slow motion which indicates the shocking tragedy. The learner carries the coffin in slow pace or motion which indicates the depth of emotions associated with the tragedy. The funeral is also signed at a slower pace to show the extreme sorrow and despair. The slow pace allows the viewer to absorb each second of emotion that the poet is experiencing. The viewer is compelled to empathize with the emotion within the poem.
- **Normal pace.** Towards the middle of the poem, the children realize that they cannot understand the language in the classroom. They look at each other in confusion. This shows the learners' hatred and intolerance towards the schooling system that they are forced to be part of.
- **Fast pace occurs when:** The children begin to protest and scream. The children are throwing stones. The sparks fly from the bombs. The bombs are exploding. There is chaos in the school environment/society as leaners refuse to conform to this oppressive schooling system.
- **Normal pace.** As the children return to school and are studying contentedly because they overcame their struggles and accomplished their purpose. Their message was heard and actions were taken to resolve the problem. Freedom of choice in education was achieved.
- **Sudden/quick pace:** Is indicated when the learner is shot and we witness the extreme violence of police brutality.

Content (6)  
Language Structure and Use (4) [10]

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## QUESTION 2: POETRY – CONTEXTUAL QUESTION

### 'ALONE' by Daniel Durant

No.	Criteria	Maximum Mark		Candidate Mark
2.1	<p><b>View the clip. What does the clip indicate about the signer's state of mind?</b></p> <ul style="list-style-type: none"> <li>• Lonely</li> <li>• Unwanted</li> <li>• Depressed</li> <li>• Unsupported</li> <li>• Isolated</li> </ul> <p><i>Accept any TWO of the above or similar responses. ✓✓</i></p>	1	1	2
2.2	<p><b>What impressions are created by the signer's use of hyperbolic signs?</b></p> <ul style="list-style-type: none"> <li>• To emphasis the intensity of his feelings.</li> <li>• To gain the empathy of the viewer for the signer's state of mind.</li> </ul> <p><i>Accept the above or similar responses. ✓✓</i></p>	1	1	2
2.3	<p><b>Discuss the effect of this image in the context of the poem as a whole.</b></p> <ul style="list-style-type: none"> <li>• Love can bring change in a person's emotional state.</li> <li>• Love brings life.</li> <li>• Love can come in any form or shape.</li> <li>• Love brings change of perspective.</li> </ul> <p><i>Accept any similar response with THREE positive points. ✓✓✓</i></p>	1	1	3
2.4	<p><b>Critically discuss the effectiveness of the use of elements in nature to mirror human emotions.</b></p> <ul style="list-style-type: none"> <li>• Rain – represents emotions of sadness, depression, tears.</li> <li>• Wind/cold – represents emotions of loneliness, isolation, depression, being unsupported.</li> <li>• Sun – represents emotions of hope, new beginnings, and positive attitude.</li> </ul> <p><i>Accept any similar response with THREE distinct points. ✓✓✓</i></p>	1	1	3
<b>TOTAL FOR QUESTION 2</b>				<b>[10]</b>

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### QUESTION 3: POETRY – CONTEXTUAL QUESTIONS

#### 'FIVE SENSES' by Paul Scott

No.	Criteria	Maximum Mark		Candidate Mark
3.1	<p><b>View the clip. How does the poet draw attention to the senses?</b></p> <ul style="list-style-type: none"> <li>The poet uses exaggerated movements of the left hand to indicate the 5 senses.</li> <li>Eye gaze is fixed on the left hand.</li> <li>Right hand moves to the left to close with an exaggerated deliberate movement.</li> </ul> <p><i>Accept any TWO of the above or similar responses. ✓✓</i></p>	1	1	2
3.2	<p><b>View the clip. Explain the NMFs in the clip.</b></p> <ul style="list-style-type: none"> <li>NMF shows negative feelings.</li> <li>The sense is unhappy because it is unable to communicate / needs support.</li> </ul> <p><i>Accept the above or other similar responses. ✓✓</i></p>	1	1	2
3.3	<p><b>View the clip. Comment on the reason for the sign 'BOTH' used in this clip.</b></p> <ul style="list-style-type: none"> <li>The poet signs/uses BOTH to indicate the sense of hearing and the sense of sight.</li> <li>He reinforces that the two senses collaborate with each other.</li> <li>They work together to support each other.</li> <li>They are interdependent.</li> </ul> <p><i>Accept any THREE of the above or similar responses. ✓✓✓</i></p>	1	1	3
3.4	<p><b>Critically discuss how the signer, being Deaf is reflected in the poem.</b></p> <ul style="list-style-type: none"> <li>The poet taps the senses. Tapping is an acceptable action in Deaf culture.</li> <li>The senses show their function instead of explaining. The visual access is better for the Deaf.</li> <li>The modified 5-hand is an expression of Deaf culture / language / identity.</li> </ul> <p><i>Accept the above or similar responses. ✓✓✓</i></p>	1	1	3
<b>TOTAL FOR QUESTION 3</b>				<b>[10]</b>

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#### QUESTION 4: POETRY – CONTEXTUAL QUESTIONS

##### 'THE ROSEBUSH' by Ella Mae Lentz

No.	Criteria	Maximum Mark		Candidate Mark
4.1	<p><b>What impression of the WORLD does the signer create at the beginning of the poem?</b></p> <ul style="list-style-type: none"> <li>The WORLD is created beautifully.</li> <li>The WORLD is well crafted.</li> <li>The earth moves in its own orbit.</li> </ul> <p><i>Accept any TWO of the above or similar responses. ✓✓</i></p>	1	1	2
4.2	<p><b>View the clip. What does the clip indicate about the relationship between the roses and animals?</b></p> <ul style="list-style-type: none"> <li>They have an interdependent relationship.</li> <li>The plants provide food for the animals and the animals provides a reproductive function for the plants.</li> </ul> <p><i>Accept TWO of the above or similar responses. ✓✓</i></p>	1	1	2
4.3	<p><b>View the clip. Discuss how the use of cinematography emphasises the signer's feeling.</b></p> <p>Cinematography emphasises the signer's feeling.</p> <ul style="list-style-type: none"> <li>The feature is slow motion.</li> <li>The specific signs are slowed down further.</li> <li>The signs outside of the signing space and the pause create a crisis point in the poem.</li> </ul> <p><i>Accept THREE of the above or similar responses. ✓✓✓</i></p>	1	1	3
4.4	<p><b>Critically comment on the signer's attitude towards the destruction of nature as seen in the poem.</b></p> <ul style="list-style-type: none"> <li>The signer indicates clearly that she supports protecting nature. She signs graciously with positive NMFs.</li> <li>When she signs about nature being destroyed her signing is harsh with big movements and negative NMFs. The comment at the end of the poem that we can either cherish or destroy nature and the consequences thereof leads to the end question.</li> <li>The signer pertinently and strategically poses a question at the end of her poem where she wants the viewer to make the choice to cherish or destroy.</li> <li>She now leaves the viewer with something to think about.</li> </ul> <p><i>Accept any THREE of the above or similar responses. ✓✓✓</i></p>	1	1	3
<b>TOTAL FOR QUESTION 4</b>				[10]

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## QUESTION 5: CONTEXTUAL QUESTIONS – UNSEEN POETRY (COMPULSORY)

### 'MAINSTREAM' by Helen Morgans

No.	Criteria	Maximum Mark	Candidate Mark
5.1	<p><b>View the clip. What does the clip indicate about the conditions in this mainstream school for the poet?</b></p> <p>Mainstream school conditions: ✓✓</p> <ul style="list-style-type: none"> <li>For a Deaf child an interpreter is needed/mandatory.</li> <li>There is a lot of speaking taking place which may confuse a Deaf child.</li> <li>She is dependent on an interpreter and cannot participate spontaneously.</li> <li>The Deaf child has to look at the teacher who is speaking, and then look at the interpreter for translation in Sign Language.</li> <li>Having to look at so many places at once is intense and takes concentration.</li> </ul> <p><i>Accept any TWO of the above or similar responses. ✓✓</i></p>	1  1	2
5.2	<p><b>What attitudes are the hearing learners displaying towards the Deaf learner?</b></p> <ul style="list-style-type: none"> <li>The hearing learners are ignorant about the needs of a Deaf person.</li> <li>This ignorance makes them appear to be inconsiderate of the Deaf child on the playground.</li> <li>They show no willingness to include the Deaf child, as they stare at her instead of making her feel included.</li> </ul> <p><i>Accept any TWO of the above or similar responses. ✓✓</i></p>	1  1	2
5.3	<p><b>View the clip. Comment on the signer's feelings towards the interpreter in the poem.</b></p> <p>The signer experiences negative feelings towards the interpreter because: ✓</p> <ul style="list-style-type: none"> <li>The interpreter is not keeping up with the spoken language, there is no smooth simultaneous/parallel interpretation taking place.</li> <li>The interpreter waits for the person who is talking, then starts to sign.</li> </ul> <p><i>Give one mark for ONE of the above reasons. ✓ Give an additional mark for depth in the explanation. ✓</i></p>	1  1  1	3

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5.4	<p><b>Critically discuss the signer's comment at the very end of the poem.</b></p> <ul style="list-style-type: none"> <li>The signer's comment at the end of the poem is one of <u>shock towards mainstream</u>, shown by the signs 'MAINSTREAM THAT'.</li> <li>The comment implies that mainstream education is ignorant of the needs of the Deaf for <u>simultaneous interpreting</u>.</li> <li>Everyone is looking at her because she is different and <u>not including her as a newcomer</u>.</li> <li>Mainstream is ignorant of the <u>social needs</u> of Deaf people.</li> </ul> <p>Accept any THREE of the above or similar responses. ✓✓✓</p>	1	1	1	3	
	<b>TOTAL FOR QUESTION 5</b>				<b>[10]</b>	
			<b>TOTAL SECTION A:</b>	<b>30</b>		

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## SECTION B: LONGER STORY

### QUESTION 6: LONGER STORY – ESSAY QUESTION

'ASA STANDS UP FOR HERSELF' by University of Stellenbosch

Asa, as a naïve, innocent and obedient Deaf girl, comes under the persuasive influence of Mandisa. This leads to the disturbing situation that unfolds for Asa.

Critically discuss the internal conflict which the above situation creates within Asa.

The length of your essay should be 8–10 minutes.

- Use the following points, amongst others, as a guide to mark this question. Responses might differ, depending on the candidate's sensitivity to and understanding of the story.
- Refer to the rubric on page 27 to assess this question.

#### Introduction:

Asa has a good background when it comes to rules and values. Asa's parents have rules about her dating, and good values have also been instilled by the school. Asa is innocent and wants to obey her parents' instructions. Asa, by nature, shies away from conflict. She lacks the foresight to see how a situation could endanger her personal wellbeing.

#### Internal conflicts:

- Mandisa tells Asa that she needs to put on more lipstick. Asa's NMFs reveal that she does not agree but reluctantly accepts what Mandisa says. Asa does not want to confront Mandisa because she is Asa's cousin, but internally she is uncomfortable with the situation.
- Mandisa tells Asa not to contact her father to tell him about their plans. Mandisa stops Asa from sending the SMS as she does not want Asa's father to contact her father. Hence, Asa feels uneasy about the whole situation but she lacks courage to refuse Mandisa.
- Asa knows her father would not approve as he has said before that her family wants to meet any boy she goes on a date with. Asa is torn between loyalty to her father and peer pressure from Mandisa. In the end she decides not to tell her father.
- Mandisa influences Asa to believe that Kenzo is charming and wealthy although she is aware that the community does not approve of Kenzo. Mandisa thinks Asa, as a Deaf person, can easily be influenced. Asa, being naïve, does not have the foresight to see the consequences and does not oppose. She trusts Mandisa blindly.
- Kenzo pays for the meal and Asa is very uncomfortable with this. She recalls that the school taught them to pay for her own meal because if a boy pays for a date then he expects something in return from you. The fact that he doesn't want Asa to pay for her own meal creates inner conflict.
- Mandisa forcefully pulls Asa to the bathroom to tell her that she will be leaving with Sim and Asa must go watch the movie with Kenzo. Asa wants to SMS her father but Mandisa tells Asa not to. Asa clearly shows that she is anxious about watching the movie alone with Kenzo because she does not know him and she thought that they

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will go as a group. Although she tells this to Mandisa, she lacks the courage to oppose Mandisa because she is her cousin. Asa is submissive and does not protest. The fact that she will be alone with Kenzo creates inner conflict because she knows this is not something her parents would approve of.

- The fact that Asa is aware that she is not allowed to watch a movie that has an age restriction creates inner conflict in Asa as she knows it is not appropriate and she also know that she will not understand anything without subtitles.
- Kenzo charms and tries to impress Asa by acting like a gentleman. He pays for the meal, movie ticket, popcorn and drinks. Asa could not refuse Kenzo paying because he did not allow her to. This creates inner conflict as she does not know how to handle the situation.
- When Kenzo puts his arm around her shoulder, Asa shows her discomfort at this. However, Kenzo continues trying to move down to her breast. Asa repeatedly pushes his hand away from her. Kenzo ignores her objections and proceeds to touch her hip with his other hand. Kenzo exploits Asa's vulnerability and tries to touch her in a way that she clearly does not approve of and it creates inner conflict. Kenzo takes advantage of her innocence and tender age.
- She tells him to stop but he tells her that she is not a child. Asa cannot argue with Kenzo because she is Deaf and there is a communication barrier. Asa is conflicted about allowing the touching and all that her parents and school taught her about her body being private.
- Asa, being trapped in this bad situation, questions her lack of good judgement by agreeing to Mandisa's plans. She questions herself for letting Kenzo pay for everything and why she was so gullible and trusting? Asa feels disgusted for getting herself into this situation. She also regrets being tolerable and trusting.
- Her internal conflict is resolved when she eventually realises that she cannot continue to allow herself to be manipulated by Mandisa, Kenzo or anyone else. She shows determination and resolve to be courageous, to defend her personal rights, to be cautious about trusting and make decisions for herself based on her values and upbringing.

**Content (15)**  
**Language structure and use (10)**

**[25]**

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## QUESTION 7: LONGER STORY – CONTEXTUAL QUESTIONS

'ASA STANDS UP FOR HERSELF' by University of Stellenbosch

[EXTRACT A: 02:05–02:40]

No.	Criteria	Maximum Mark		Candidate Mark
7.1	<b>Place the extract into context.</b> <ul style="list-style-type: none"> <li>Before – Asa wants to message her father to tell her where she is going but Mandisa asks her not to message him because she does not want her own father to find out. ✓</li> <li>After – Mandisa tells Asa that Kenzo is 21 years old and is not liked in the community because he does drugs. Mandisa tells her to not worry because he is rich. ✓</li> </ul>	1		2
7.2	<b>Explain why the father has rules on dating.</b> <ul style="list-style-type: none"> <li>The family wants to know who she is going out with and they want to see what kind of person it is. ✓</li> <li>Asa's father wants to know where she is going because he wants to know where to fetch her if he needs to. ✓</li> </ul>	1		2
7.3	<b>Describe Kenzo's behaviour when he arrives.</b> <ul style="list-style-type: none"> <li>Kenzo looks cool by nodding his head when he arrives. ✓</li> <li>Kenzo is relaxed holding the steering wheel with one hand. ✓</li> </ul>	1		2
7.4	<b>What would have happened if Asa followed her father's rules?</b> <ul style="list-style-type: none"> <li>Asa's father would have known that Kenzo would take advantage of her. He would not have permitted her to go out with him.</li> <li>If Asa's father had met Kenzo and perceived him to be too old for Asa, he would have prevented Asa from dating Kenzo.</li> <li>She would not have experienced the sexual harassment by Kenzo.</li> <li>She would not have felt guilty for doing things she knew her parents did not approve of.</li> </ul> <p>Accept any THREE of the above or similar responses. ✓✓✓</p>	1		3

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7.5	<p><b>With reference to the above extract, discuss Mandisa's negative influence on Asa. Justify your response by considering the story in its entirety.</b></p> <p>Mandisa influences Asa in a negative way by:</p> <ul style="list-style-type: none"> <li>• Encouraging Asa to conform to her image and tells her to put on more lipstick.</li> <li>• Influencing Asa to go against her father's rules and not informing him of their whereabouts.</li> <li>• She ignores clear indications of Asa being uncomfortable with many things.</li> <li>• Introducing Asa to a boy that neither her nor Asa's parents would approve of.</li> <li>• Placing Asa in danger by introducing her to an older boy who is involved in criminal activities.</li> </ul> <p><i>Accept any THREE of the above or similar responses.</i></p> <p>✓✓✓</p>	1	1	1	3	
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**[EXTRACT B: 08:30–09:00]**

7.6	<p><b>Explain Asa's escape to the bathroom.</b></p> <p>While at the movies Kenzo <b>harasses</b> Asa in a sexually offensive way by trying to touch her breast and hip. Asa clearly communicates her discomfort to Kenzo and <b>tries to leave</b> but Kenzo forces her back on her seat. Asa screams to get the attention of the other patrons in the cinema but nobody helped her. Kenzo tries to silence Asa by putting his hand over her mouth. Asa bites his hand and escapes to get away from Kenzo's abuse. The <b>bathroom is a safe place</b> where she knows Kenzo cannot follow her.</p> <p><i>The depth of explanation must be considered when rewarding marks.</i> ✓✓✓</p>	1	1	1	3	
7.7	<p><b>Explain Asa's emotional state in this extract.</b></p> <ul style="list-style-type: none"> <li>• Asa cries because she is disgusted by Kenzo's sexual harassment.</li> <li>• Asa reflects and questions herself for agreeing to be alone in the movies with Kenzo.</li> <li>• Asa deeply regrets allowing herself to be in this appalling situation.</li> <li>• Asa blames herself and criticises herself for being naïve.</li> <li>• Asa blames herself for allowing herself to be manipulated by Mandisa whom she trusted, and by Kenzo who took advantage of her innocence.</li> </ul> <p><i>Accept any THREE of the above or similar responses.</i></p> <p>✓✓✓</p>	1	1	1	3	

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7.8	<p><b>How does Asa's personality contribute to her being harassed?</b></p> <ul style="list-style-type: none"> <li>• Asa is submissive to Mandisa – she knew that it was wrong to go out without telling her parents but she agreed not to tell them.</li> <li>• Asa is weak-willed – she learns that Kenzo is 21 years old while she is only 15 but she agrees to go on the date with him.</li> <li>• Asa is easily influenced – she knows that the movie has an age restriction, but still agrees to watch the movie.</li> <li>• Asa is inexperienced – she did not realise that being alone with Kenzo could endanger her personal wellbeing.</li> </ul> <p><i>Accept any THREE of the above or similar responses. ✓✓✓</i></p>	1  1  1	3
7.9	<p><b>Asa's father is a significant person in her life. Justify your opinion.</b></p> <ul style="list-style-type: none"> <li>• Asa's father brought her up to obey rules.</li> <li>• At the beginning of the story we get to know his advice to Asa. Asa was placed in a dangerous situation because she did not listen to his advice.</li> <li>• In her moments of self-reflection Asa thinks about her father's advice that were impressed upon her.</li> <li>• Over the phone, Asa's father was upset but he immediately goes to help his daughter.</li> <li>• He uses an expensive Uber to fetch her which shows that he cares more about his daughter's wellbeing than money.</li> </ul> <p><i>Accept FOUR of the above or similar responses. ✓✓✓✓</i></p>	1  1  1  1	4
	<b>TOTAL FOR QUESTION 7</b>	[25]	

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## QUESTION 8: LONGER STORY – ESSAY QUESTION

'TOGETHER WE'RE STRONG' by University of Stellenbosch

**Albertina is characterised as a courageous, caring and ambitious woman. She comes under the immense oppression of apartheid.**

**The political situation in the country creates conflict.  
Critically discuss the conflict Albertina experiences.**

**The length of your essay should be 8–10 minutes.**

- Use the following points, amongst others, as a guide to mark this question. Responses might differ, depending on the candidate's sensitivity to and understanding of the story.
- Refer to the rubric on page 27 to assess this question.

### Introduction

Ma Monikazi has strong intuitions that her daughter will be a special freedom fighter for South Africa. She named her baby Nontsikelelo and announced that Nontsikelelo will be the mother of the nation in South Africa. The era Nontsikelelo grew up in (apartheid) is filled with violence and oppression. There are constant conflicts between the police and people fighting against this oppression.

### Albertina's internal conflict

- When Nontsikelelo attends school, the priest tells her to choose an English name. She likes and values her traditional name as Nontsikelelo. She questions the reason for choosing a new name as she felt there is nothing wrong with her name. Apartheid rules violates Ntsiki's culture when she is told to choose an English name. She feels helpless as the system is powerful and gives in. She chooses an 'English' name. Courageously she accepts the English name because she wanted to carry on with her education and to do so, she would have to follow their rules.
- Albertina's caring nature regarding her family causes inner conflict when she is away from them. She misses her family and thinks of them often. She is sorrowful because she is far away from them.
- Albertina becomes a nurse. She works long hours at the hospital. When she looks through the window and thinks of her family we see her inner struggles with the questions of whether her siblings are hungry. She wonders if her siblings are going to school. She is caring for others while she realises that her family is being left behind.

### Albertina's external conflict

- Albertina experiences external (societal) conflict when she wins the competition, but does not receive the scholarship because of her age, despite it not being a limitation in the rules. The unfairness and discrimination of the situation makes Albertina very despondent but she holds back her tears bravely.
- Societal conflict is experienced when she has to leave her home and go to a catholic school in the city which is very far from her home. She does this because she wants to pursue her goal of getting a good education. As a condition of the scholarship agreement she has to work at the church during holidays. As a young child this is not fair treatment to keep her away from her family but she endures this for the sake of her education.

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- The raid by the police is strong evidence of external conflict. We see this when she shouts at them for being rude and bringing mud inside her home. In the morning, she sees her favourite flowers damaged by the footprints of the police. With her caring nature, she carefully lifts the flowers and replants them in her garden as she believes that they will grow again.
- Further evidence of external conflict can be seen as she supports and hides her husband's secrets from the police.
- Although Walter was imprisoned for 26 years, it does not dampen her courageous, caring and ambitious nature. She keeps on fighting for the dompas to be disbanded.
- Albertina is imprisoned and released by the apartheid government several times. This is evidence of her conflict with the government.

**Content (15)**  
**Language structure and use (10)** [25]

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## QUESTION 9: LONGER STORY – CONTEXTUAL QUESTIONS

'TOGETHER WE'RE STRONG' by University of Stellenbosch

[EXTRACT C: 05:10–05:40]

No.	Criteria	Maximum Mark		Candidate Mark
9.1	<p><b>Place the extract into context.</b></p> <ul style="list-style-type: none"> <li>Before – Ntsiki attends school for the first time at the age of six and she is very excited. Ntsiki is forced to choose an English name at her new school. ✓</li> <li>After – She chooses the name Albertina and a sign name. She was chosen to be head girl at school. ✓</li> </ul>	1	1	2
9.2	<p><b>Explain why Ntsiki questions having an English name.</b></p> <ul style="list-style-type: none"> <li>Ntsiki feels that there is nothing wrong with her name.</li> <li>She likes the name that she has.</li> <li>She does not understand why she has to get a new name.</li> <li>She does not know what the English name means.</li> </ul> <p>Accept any THREE of the above. ✓✓✓</p>	1	1	3
9.3	<p><b>How do we know the importance of education to Albertina?</b></p> <ul style="list-style-type: none"> <li>Albertina is goal orientated and eager to be educated. This is seen when she studies hard for the test that would give her an opportunity to further her education in high school. ✓</li> <li>She sacrifices a lot when she is away from her family and misses them but she endures this because she wants to complete her education. ✓</li> <li>She trains to become a nurse so she can help people. ✓</li> </ul>	1	1	3

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9.4 <b>Discuss how Albertina displays resistance throughout the story.</b>  Albertina displays resistance by: <ul style="list-style-type: none"><li>• questioning the reason for changing her name to an English name. This shows her ability to stand up for herself.</li><li>• supporting her husband by not disclosing the secrets that he is hiding from the government. This shows that she is protective of her husband and defiant towards the government.</li><li>• voicing her unhappiness at the police by telling them how rude they are when entering her house without knocking and trampling her house full of mud. This shows her bravery and boldness.</li><li>• organising a march with other women to the Union Building to express their unhappiness about the unfair treatment by the government. This shows her loyalty to her people and a resistance to the treatment of the government.</li></ul> <i>Accept any THREE of the above or similar responses.</i> ✓✓✓	1     1    1	3
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**[EXTRACT D: 15:12–15:42]**

9.5 <b>What incidences before the extract confirms that this is her dream?</b>  <ul style="list-style-type: none"><li>• She loved her siblings and helped to take care of them by washing their clothes, cleaning the house and building a fire for the food.</li><li>• She comforted her baby brother when he cried and tickled him until he laughed.</li><li>• She sang her mother's special song to her baby brother.</li><li>• When she was away from her family she was always thinking of their well-being. She missed them a lot.</li><li>• She comforted the sick babies in hospital by singing her mother's special song to them.</li><li>• She has always dreamed of having her own children.</li></ul> <i>Accept any TWO of the above.</i> ✓✓	1     1	2
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9.6	<b>What made Albertina fall in love with Walter?</b>  <ul style="list-style-type: none"> <li>• He was a clever man.</li> <li>• He was a brave man. His strong personality and fighting nature as a political fighter could have been the reason why she was attracted to and married him.</li> <li>• He dreamt of a free South-Africa. They share the same vision of having a free and just South Africa.</li> <li>• He was very friendly and she was attracted by his big smile.</li> </ul> <i>Accept any TWO of the above. ✓✓</i>	1 1		2
9.7	<b>How did Max' birth inspire Albertina?</b>  <ul style="list-style-type: none"> <li>• Max was young and innocent and he inspired her to fight for a South-Africa where her child could experience freedom.</li> <li>• This caused her and her husband to become involved in politics so that they could oppose the oppression of the apartheid government.</li> <li>• She supported and protected her husband and his secrets because this would help them in their fight for freedom.</li> </ul> <i>Accept the above or similar responses. ✓✓✓</i>	1 1 1		3
9.8	<b>How did Albertina's actions influence Max's future?</b>  <ul style="list-style-type: none"> <li>• She supported her husband who was part of a group of people who resisted the government and later negotiated with them to change their policies.</li> <li>• By becoming a freedom fighter herself, she played an active role in the changing climate of South-Africa.</li> <li>• She was part of a group of women who organised a march in Pretoria to protest the implementation of the dompas.</li> </ul> <b>AND</b>  She directly influenced Max's future because all of these combined efforts ended the apartheid government. ✓  <i>Accept any TWO of the above and the last point. ✓✓</i>	1 1 1		3

9.9	<p><b>The extract refers to Albertina as the 'Mother of the nation'.</b></p> <p><b>Do you agree with the statement? Motivate your answer.</b></p> <p><b>Yes</b></p> <ul style="list-style-type: none"> <li>When Albertina was born her mother had a strong foresight and sensed that Albertina will be a freedom fighter, taking after her name as the 'mother of all blessings'.</li> <li>As a young child Albertina was a strong-willed girl and was not afraid to question authority. She questioned the need for having an English name when she already had a name she liked.</li> <li>She longed for a free and democratic South Africa for all South Africans living in it. She actively perused this after she gave birth to Max.</li> <li>Albertina desperately wanted justice and democracy for her country, hence she joined a women's movement to march to Pretoria against the pass laws.</li> <li>Albertina's undying love for freedom in South Africa proved to be true and the people of South Africa experienced changes because of her hard work, coming in and out of jail for her nation.</li> </ul> <p><b>No</b></p> <p>No is an unlikely response, but a well-motivated response should be credited.</p> <p><i>Accept any similar responses. The depth of the argument must be considered. ✓✓✓✓</i></p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>	<p>4</p>
	<b>TOTAL FOR QUESTION 8</b>		<b>[25]</b>
	<b>TOTAL SECTION B:</b>		<b>25</b>

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## SECTION C: DRAMA

### QUESTION 10: DRAMA – ESSAY QUESTION

'LIVING ON THE EDGE' by University of Stellenbosch

**Kim is not just a victim of poverty and social inequality. She is also a victim of the insensitivity and ignorance from her peers towards her circumstances.**

**Critically discuss if they truly understood her situation.**

**The length of your essay should be 8–10 minutes.**

- Below is the basis for answering this essay. Use the following as a guideline only. However, also allow for answers that are different, original and show evidence of critical thought and interpretation.
- A range of examples may be used by the candidates to support their arguments.
- Refer to the rubric on page 28 to assess this question.**

#### Introduction

The drama introduces Kim as a young Deaf university student who is dependent on her grandmother's pension fund for her financial needs. Her university expenses are paid for by a bursary. The loss of her grandmother has a huge impact on her. Her financial struggles become a barrier in her academic and personal life.

#### Discussion:

- When Tarone sees Kim for the first time, he questions Veronique about Kim's background. Veronique strongly believes that Kim would never be on the same social level as Tarone and Veronique. Veronique displays an arrogant attitude and her disbelief is clearly shown by the use of her NMFs.
- Even though Veronique just explained Kim's financial situation, Tarone ignorantly says that Kim has forgotten her textbook on the first day of her class. They lack empathy, sensitivity and care towards Kim. This shows that they do not truly understand Kim's situation.
- When Tarone and Veronique ask Kim about her weekend, Kim mentions that she travelled by train to visit her grandmother who lives far away and the tickets are very expensive. Tarone embarrasses Kim by asking her about why her mother does not give her financial support. Tarone is constantly insensitive towards Kim despite being reminded by Veronique about Kim's unfortunate circumstances.
- Tarone questions Kim about her two-week absenteeism from her class. Kim explains that her grandmother is ill. Tarone repeatedly asks about her mother's financial support. Kim clearly feels uncomfortable and avoids giving a response. Tarone is unsympathetic towards Kim.
- When Tarone asks Kim what they were going to do with her grandmother's things, Kim explains that she has to sell her things to pay for the rent. Tarone talks about his huge house which even has a separate flat. Tarone is ignorant and insensitive about Kim's destitute situation.
- Kim is evasive when the lecturer calls her in and expresses her concerns. The lecturer knows what the conditions of her bursary is and that she stands to lose it if she continues in the same way. She tries to persuade Kim to talk to her but Kim just says

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that she will do better. The lecturer does not really understand the severity of Kim's situation.

- When Kim's grandmother has passed away, Kim is depressed and her hygiene deteriorates. Kim looks vulnerable and defeated. She shuts out the world by lying on her arms. Kim's classmates are cruel and callous and move away from her because she smells bad. Tarone and Veronique gossip about her poor hygiene. Tarone and Veronique are disgusted by the smell which can be seen by their nasty facial expressions. They make no effort to find out what is going on and why she has lapsed into this condition.
- At the end of the drama Veronique admits that she and Tarone never supported or were sympathetic towards Kim. Despite that, Veronique still says that she does not need friends like that.
- When Tarone asks Kim about her current situation, Kim proudly expresses that she has many challenges but her other friends supported her.

### **Concluding comments:**

It is true that Kim had two battles to fight. One battle was her poverty and destitute circumstances. But the bigger challenge was the insensitivity and ignorance from her peers because they did not understand her unfortunate circumstances. Veronique and Tarone are wealthy and brag about their entertainment, beautiful homes, good food, trendy clothes and ability to buy textbooks. They have always been exposed to wealth and therefore do not understand Kim's plight. They are ignorant and insensitive. In life we need to accept that we will encounter people of different qualities and less fortunate circumstances and have to make an effort to understand how this impacts on their lives. We need to develop the personal courage to overcome challenges such as prejudice, social inequality and powerlessness.

**Content (15)**  
**Language structure and use (10)** [25]

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## QUESTION 11: DRAMA – CONTEXTUAL QUESTION

'LIVING ON THE EDGE' by University of Stellenbosch

[EXTRACT E: 04:48–05:48]

No.	Criteria	Maximum Mark	Candidate Mark
11.1	<p><b>Place the extract into context.</b></p> <ul style="list-style-type: none"> <li>Before - End of scene two. Veronique reprimands Tarone for asking Kim about her mother. Tarone says 'Let's go to class'✓</li> <li>After - Beginning of scene 4 where Kim is called into the lecture's office. ✓</li> </ul>	1 1	2
11.2	<p><b>Why does Veronique react to Tarone's question?</b></p> <p>Veronique is annoyed with Tarone for asking the question about the reason her mother is not helping. However, she shows some interest to avert the attention from Tarone's direct question by asking how Kim's grandmother is doing now.</p> <p><i>Discuss in detail for full marks to be awarded. ✓✓</i></p>	1 1	2
11.3	<p><b>Explain why Tarone is being insensitive when talking about his big house with the flat in the backyard?</b></p> <ul style="list-style-type: none"> <li>Tarone grew up in a rich family who always supported him. He never experienced poverty. He is snobbish and brag about his house.</li> <li>He does not show any sympathy, respect or sensitivity towards other people who are not on the same financial/social level he is.</li> <li>He does not understand circumstances that are different from his. He never experienced any of the worries Kim has and cannot empathise with her difficult situation. This shows the social inequality between Kim and Tarone.</li> </ul> <p><i>Depth of the answer has to be considered. ✓✓✓</i></p>	1 1 1	3

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11.4	<p><b>Discuss the impact of Kim's grandmother's illness on her life. Justify your answer by considering the whole drama.</b></p> <ul style="list-style-type: none"> <li>• Kim had to sacrifice two weeks of class attendance to look after her sick grandmother which leads to her studies being neglected. It causes extra responsibility, as she is her grandmother's only support.</li> <li>• Kim worries about her financial situation and how she will be able to support her grandmother. She has to travel back to sell her grandmother's things which places extra strain on her finances and emotional wellbeing.</li> <li>• In the drama we see the steady decline in Kim's appearance that leads us to believe that she suffers from depression. This all starts when her grandmother's illness becomes worse.</li> <li>• Because of her worries she isolates herself and does not accept any help when it is offered.</li> </ul> <p><i>Accept any THREE of the above or similar responses.</i> ✓✓✓</p>	1 1 1		3	
11.5	<p><b>Discuss how Kim's changing appearance links to the plot.</b></p> <ul style="list-style-type: none"> <li>• At the beginning of the drama, Kim has a neat appearance. Her hair is clean and her clothes are clean. This is effective in indicating that she is feeling generally okay. She maintains a rather normal social life.</li> <li>• In the middle of the drama (rising action/scene 4), Kim has greasy hair, she has dark circles below her eyes, her posture is sloppy and careless. The dark circles below her eyes are effective as they indicate that she has not had sufficient sleep due to extra burden and stress.</li> <li>• In the middle of the drama (falling action/scene 6), Kim has greasy hair and it is obvious that her hygiene deteriorates. Her greasy hair indicates that she hasn't been caring for herself, physically and emotionally. Her posture conveys her uninterested approach to life and depression.</li> <li>• At the end of the drama (scene 8), Kim has clean, light-coloured clothes on and her hair is clean. This is effective in portraying that she is feeling better, more confident and is able to take care of herself.</li> </ul> <p><i>Accept any THREE of the above or similar responses.</i> ✓✓✓</p>	1 1 1		3	

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[EXTRACT F: 10:12–11:12]

11.6	<p><b>Account for Kim's attitudes in this extract.</b></p> <ul style="list-style-type: none"> <li>• Kim is frustrated she cannot see how counselling can help 'COUNSELLING PERSON NEED-NO'</li> <li>• Kim is angry because the people who have the financial means are insensitive towards her situation 'ALL FORGET'.</li> <li>• Kim is sarcastic in the way that she explains what the other students order when doing group work in the coffee shop 'NMF – STUDENT GROUP WORK COFFEE SHOP CAPPUCCINO TEA'.</li> <li>• Kim's frustrated because students with financial means boast about it 'RICH PARTY'</li> </ul> <p><i>Accept any THREE of the above or similar responses. ✓✓✓</i></p>	1  1  1	3
11.7	<p><b>Explain Amy's intentions in this extract.</b></p> <p>Amy's intentions are:</p> <ul style="list-style-type: none"> <li>• To break through the communication barrier by recognizing that Kim needs an interpreter.</li> <li>• Amy is adamant to share information with Kim about psychological services available at the university to help her with her grief.</li> <li>• She explains that a social worker can help financially by issuing vouchers for things like food and toiletries.</li> <li>• She has compassion for Kim and is willing to go with her to the support services to help with communication.</li> </ul> <p><i>Accept any THREE of the above or similar responses. ✓✓✓</i></p>	1  1  1	3
11.8	<p><b>Explain how the conversation in this extract later assisted Kim to overcome her situation?</b></p> <p>Through the advice of Amy in the extract:</p> <ul style="list-style-type: none"> <li>• Kim approaches the social worker at the university who offers services to students who are in emotional distress.</li> <li>• Kim received money from a social worker at the university in the form of vouchers to help with her daily needs.</li> <li>• At the end of the drama we see that Kim managed to focus on her studies and gained entry to the upcoming exam.</li> <li>• Kim was able to make friends with Amy and her brother, who was supportive towards Kim.</li> </ul> <p><i>Accept any THREE of the above or any similar responses. ✓✓✓</i></p>	1  1  1	3

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11.9 <b>Critically evaluate the author's implied motives in creating this drama.</b>	<p>The author's motives in creating this drama are:</p> <ul style="list-style-type: none"> <li>• To convey the importance of showing compassion towards fellow students/people with challenges.</li> <li>• To educate the viewer to not make assumptions about other people's circumstances.</li> <li>• To create an awareness of poverty, social inequality, racial differences and loss of loved ones.</li> <li>• To create an awareness of the benefits of empathy, sympathy, care, love, and support.</li> <li>• To motivate people to respect, understand and to uplift each other regardless of personal differences.</li> <li>• To alert people to break down communication barriers.</li> </ul> <p><i>Accept any THREE of the above or similar responses. The depth of a single argument must be considered. ✓✓✓</i></p>	1 1 1		3
	<b>TOTAL FOR QUESTION 11</b>		<b>[25]</b>	
	<b>TOTAL SECTION C:</b>		<b>25</b>	
	<b>GRAND TOTAL:</b>		<b>80</b>	

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Question number: \_\_\_\_\_

**SECTION A: ASSESSMENT RUBRIC FOR LITERARY ESSAY: POETRY (10)**

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate	Maximum Mark	Candidate Mark
<b>CONTENT</b>  Interpretation of topic. Depth of argument, justification and grasp of text.  <b>6 MARKS</b>	<b>5-6</b>  - In-depth interpretation of topic - Range of striking arguments; extensively supported from poem - Excellent understanding of genre and poem	<b>4</b>  - Shows understanding and has interpreted topic well - Fairly detailed response - Sound arguments given, but not all of them as well motivated as they could be - Understanding of genre and poem	<b>3</b>  - Fair interpretation of topic - Some good points in support of topic - Some arguments supported, but evidence is not always convincing - Basic understanding of genre and poem	<b>2</b>  - Unsatisfactory interpretation of topic - Hardly any points in support of topic - Inadequate understanding of genre and poem	<b>0-1</b>  - No understanding of the topic - No reference to the poem - Learner has not come to grips with genre and poem - Retelling of the poem. - Off topic	<b>6</b>	
<b>STRUCTURE AND LANGUAGE</b>  Structure, logical flow and presentation. SASL structure and presentation style used in the essay  <b>4 MARKS</b>	<b>4</b>  - Coherent structure - Arguments well-structured and clearly developed - Language and style mature, impressive, correct - Virtually error-free SASL structure and exceptional presentation style - No spoken language influence - Exceptional fluency in signing	<b>3</b>  - Clear structure and logical flow of argument - Flow of argument can be followed - Language and style largely correct - Largely error-free SASL structure and skilful presentation style - Minimal spoken language influence - Good fluency of signing	<b>2</b>  - Some evidence of structure - Essay lacks a well-structured flow of logic and coherence - Minor SASL Structural errors, mostly appropriate presentation style. - Substantial spoken language influence - Adequate fluency of signing	<b>1</b>  - Structure shows faulty planning - Arguments not logically arranged - SASL structural errors evident - Inappropriate presentation style - Strong spoken language influence - Limited fluency of signing	<b>0-1</b>  - Poorly structured - Serious SASL structural errors evident - Incorrect presentation style - Strong spoken language influence - Poor fluency of signing	<b>4</b>	
						<b>[10]</b>	

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Question number: \_\_\_\_\_

**SECTION B: ASSESSMENT RUBRIC FOR LITERARY ESSAY: LONGER STORY (25)**

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate	Maximum Mark	Candidate Mark
<b>CONTENT</b>	<b>12–15</b>	<b>9–11</b>	<b>6–8</b>	<b>4–5</b>	<b>0–3</b>	<b>15</b>	
Interpretation of topic. Depth of argument, justification and grasp of text. <b>15 MARKS</b>	<ul style="list-style-type: none"> <li>- Outstanding response: 14–15</li> <li>- Excellent response: 12–13</li> <li>- In-depth interpretation of topic</li> <li>- Range of striking arguments extensively supported from text</li> <li>- Excellent understanding of genre and story</li> </ul>	<ul style="list-style-type: none"> <li>- Shows understanding and has interpreted topic well           <ul style="list-style-type: none"> <li>- Fairly detailed response</li> <li>- Some sound arguments given, but not all of them as well motivated as they could be</li> <li>- Understanding of genre and story evident</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Mediocre interpretation of topic; not all aspects explored in detail</li> <li>- Some good points in support of topic</li> <li>- Some arguments supported, but evidence is not always convincing</li> <li>- Partial understanding of genre and story</li> </ul>	<ul style="list-style-type: none"> <li>- Scant interpretation of topic; hardly any aspects explored in detail</li> <li>- Few points in support of topic</li> <li>- Very little relevant argument</li> <li>- Little understanding of genre and story</li> </ul>	<ul style="list-style-type: none"> <li>- Very little understanding of the topic</li> <li>- Weak attempt to answer the question.</li> <li>- Arguments not convincing</li> <li>- Learner has not come to grips with genre or text</li> <li>- Re-telling of the story</li> <li>- Off topic</li> </ul>		
<b>STRUCTURE AND LANGUAGE</b>	<b>8–10</b>	<b>6–7</b>	<b>4–5</b>	<b>2–3</b>	<b>0–1</b>	<b>10</b>	
Structure, logical flow and presentation. SASL structure and presentation style used in the essay <b>10 MARKS</b>	<ul style="list-style-type: none"> <li>- Coherent structure</li> <li>- Excellent introduction and conclusion</li> <li>- Arguments well-structured and clearly developed</li> <li>- Correct SASL Structure Use, exceptional presentation</li> <li>- No spoken language influence</li> <li>- Exceptional fluency in signing</li> </ul>	<ul style="list-style-type: none"> <li>- Clear structure &amp; logical flow of argument</li> <li>- Introduction &amp; conclusion &amp; other chunks coherently organised</li> <li>- Logical flow of argument</li> <li>- Error-free SASL structure and skilful presentation style</li> <li>- Minimal spoken language influence</li> <li>- Good fluency of signing</li> </ul>	<ul style="list-style-type: none"> <li>- Some evidence of structure</li> <li>- Logic and coherence apparent, but flawed</li> <li>- Minor SASL Structural errors, mostly appropriate presentation style.</li> <li>- Chunking mostly correct</li> <li>- Substantial spoken language influence</li> <li>- Adequate fluency of signing</li> </ul>	<ul style="list-style-type: none"> <li>- Structure shows faulty planning.</li> <li>- Arguments not logically arranged</li> <li>- SASL structural errors evident</li> <li>- Inappropriate presentation style</li> <li>- Chunking faulty</li> <li>- Strong spoken language influence</li> <li>- Limited fluency of signing</li> </ul>	<ul style="list-style-type: none"> <li>- Lack of planned structure impedes flow of argument</li> <li>- Serious SASL structural errors evident</li> <li>- Incorrect presentation style</li> <li>- Chunking faulty</li> <li>- Strong spoken language influence</li> <li>- Poor fluency of signing</li> </ul>		
<b>MARK RANGE</b>	<b>20–25</b>	<b>15–19</b>	<b>10–14</b>	<b>5–9</b>	<b>0–4</b>	<b>[25]</b>	

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Question number: \_\_\_\_\_

**SECTION C: ASSESSMENT RUBRIC FOR LITERARY ESSAY: DRAMA (25)**

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate	Maximum Mark	Candidate Mark
<b>CONTENT</b>	<b>12–15</b>	<b>9–11</b>	<b>6–8</b>	<b>4–5</b>	<b>0–3</b>	<b>15</b>	
Interpretation of topic. Depth of argument, justification and grasp of text.  <b>15 MARKS</b>	<ul style="list-style-type: none"> <li>- Outstanding response: 14–15</li> <li>- Excellent response: 12–13</li> <li>- In-depth interpretation of topic</li> <li>- Range of striking arguments extensively supported from text</li> <li>- Excellent understanding of genre and story</li> </ul>	<ul style="list-style-type: none"> <li>- Shows understanding and has interpreted topic well</li> <li>- Fairly detailed response</li> <li>- Some sound arguments given, but not all of them as well motivated as they could be</li> <li>- Understanding of genre and story evident</li> </ul>	<ul style="list-style-type: none"> <li>- Mediocre interpretation of topic; not all aspects explored in detail</li> <li>- Some good points in support of topic</li> <li>- Some arguments supported, but evidence is not always convincing</li> <li>- Partial understanding of genre and story</li> </ul>	<ul style="list-style-type: none"> <li>- Scant interpretation of topic; hardly any aspects explored in detail</li> <li>- Few points in support of topic</li> <li>- Very little relevant argument</li> <li>- Little understanding of genre and story</li> </ul>	<ul style="list-style-type: none"> <li>- Very little understanding of the topic</li> <li>- Weak attempt to answer the question.</li> <li>- Arguments not convincing</li> <li>- Learner has not come to grips with genre or text</li> <li>- Re-telling of the story</li> <li>- Off topic</li> </ul>		
<b>STRUCTURE AND LANGUAGE</b>  Structure, logical flow and presentation. SASL structure and presentation style used in the essay  <b>10 MARKS</b>	<b>8–10</b>	<b>6–7</b>	<b>4–5</b>	<b>2–3</b>	<b>0–1</b>	<b>10</b>	
	<ul style="list-style-type: none"> <li>- Coherent structure</li> <li>- Excellent introduction and conclusion</li> <li>- Arguments well-structured and clearly developed</li> <li>- Correct SASL Structure Use, exceptional presentation</li> <li>- No spoken language influence</li> <li>- Exceptional fluency in signing</li> </ul>	<ul style="list-style-type: none"> <li>- Clear structure &amp; logical flow of argument</li> <li>- Introduction &amp; conclusion &amp; other chunks coherently organised</li> <li>- Logical flow of argument</li> <li>- Error-free SASL structure and skilful presentation style</li> <li>- Minimal spoken language influence</li> <li>- Good fluency of signing</li> </ul>	<ul style="list-style-type: none"> <li>- Some evidence of structure</li> <li>- Logic and coherence apparent, but flawed</li> <li>- Minor SASL Structural errors, mostly appropriate presentation style.</li> <li>- Chunking mostly correct</li> <li>- Substantial spoken language influence</li> <li>- Adequate fluency of signing</li> </ul>	<ul style="list-style-type: none"> <li>- Structure shows faulty planning.</li> <li>- Arguments not logically arranged</li> <li>- SASL structural errors evident</li> <li>- Inappropriate presentation style</li> <li>- Chunking faulty</li> <li>- Strong spoken language influence</li> <li>- Limited fluency of signing</li> </ul>	<ul style="list-style-type: none"> <li>- Lack of planned structure impedes flow of argument</li> <li>- Serious SASL structural errors evident</li> <li>- Incorrect presentation style</li> <li>- Chunking faulty</li> <li>- Strong spoken language influence</li> <li>- Poor fluency of signing</li> </ul>		
<b>MARK RANGE</b>	<b>20–25</b>	<b>15–19</b>	<b>10–14</b>	<b>5–9</b>	<b>0–4</b>	<b>[25]</b>	