



basic education

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

SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS

SOUTH AFRICAN SIGN LANGUAGE HOME LANGUAGE P3

MAY/JUNE 2025

MARKING GUIDELINES

MARKS: 100

**CENTRE
NUMBER**

FINAL MARK

**EXAMINATION
NUMBER**

SECTION	A Essay	B Transactional Text 1	B Transactional Text 2	TOTAL
POSSIBLE MARK	50	25	25	100
MARKER				
SM				
CM				
IM				
EM				
EA				

These marking guidelines consist of 11 pages.

EXAMINATION NUMBER												
--------------------	--	--	--	--	--	--	--	--	--	--	--	--

INFORMATION FOR THE MARKER

In assessing a candidate's work, the following aspects, among others drawn from the assessment rubric, must be borne in mind:

- The overall effect of planning, drafting, proofreading and editing of the work on the final text produced
- Awareness of signing for a specific purpose, audience and context – as well as register and discourse – especially in SECTION B
- Language structure, fingerspelling and NMFs
- Awareness of critical language
- Avoid spoken language influence
- Choice of signs and idiomatic language
- Sequencing and chunking
- Interpretation of the topic that will be reflected in the overall content: the introduction, the development of ideas and the conclusion
- Dialect that differs from the marker should not be penalised

EXAMINATION NUMBER												
--------------------	--	--	--	--	--	--	--	--	--	--	--	--

SUGGESTED APPROACH TO MARKING

SECTION A: ESSAY

Refer to SECTION A: The Rubric for Assessing an Essay appears on pages 8 to 10 of these marking guidelines.

CRITERIA USED FOR ASSESSMENT	
CRITERIA	MARKS
CONTENT AND PLANNING (60%)	30
LANGUAGE, STYLE AND EDITING (30%)	15
STRUCTURE (10%)	5
TOTAL	50

View the whole signed presentation and decide on a category/type of essay for assessment according to the rubric.

SECTION B: TRANSACTIONAL TEXTS

Refer to SECTION B: The Rubric for Assessing Transactional Texts appears on pages 11 and 12 of these marking guidelines.

CRITERIA USED FOR ASSESSMENT	
CRITERIA	MARKS
CONTENT, PLANNING AND FORMAT (60%)	15
LANGUAGE, STYLE AND EDITING (40%)	10
TOTAL	25

View the whole signed presentation and decide on a category or type of text for assessment according to the rubric.

NOTE:

- Give credit for appropriateness of format.
- Signing should be clear.
- Topic should be correctly interpreted.

NOTE:

- The points given below each topic in these marking guidelines serve only as a guide to markers.
- Allowance must be made for a candidate's own interpretation of the topic, even if it differs from the given points or a marker's own views or interpretations.

EXAMINATION NUMBER												

SECTION A: ESSAY

QUESTION 1

- Candidates are required to sign ONE essay of 4–6 minutes on ONE of the given topics.
- Candidates may sign in any genre: narrative, descriptive, reflective, argumentative or discursive, or any combination of these.

1.1 It was a complete disaster!

- A sequence of events that led to the disaster.
- Candidates should use SASL creatively and grammatically correct.
- Candidate's response may start positive and end negative or vice versa.

[50]

1.2 Helping a stranger changed my life forever.

- Candidate response should be descriptive.
- Candidate should create a picture in signs.
- Candidate may choose signs and expressions to achieve the desired effect response may be negative or positive.

[50]

1.3 If it was my decision, I would ...

- The candidate could depict a past or present event.
- The candidate should present a personal insight.
- Candidate should substantiate the reason for the decision.
- The candidate's response could be negative or positive.

[50]

1.4 Technology has supported students in studying and working from home.

- Candidate may present both (discursive or argumentative) views
- Use present tense
- Candidate may use conjunctions to connect ideas.
- The conclusion should clearly show the candidates preference.

[50]

1.5 Should Wi-Fi be free for learners and students?

- Candidate may present both (discursive or argumentative) views
- Candidate response may be on whether learners and students should pay or not.
- Use present tense
- The candidate can substantiate and motivate their position
- The conclusion should clearly show the candidate's preference.

[50]

EXAMINATION NUMBER												

1.6 Sign a response to the picture.

NOTE: There must be a clear link between the essay and the picture.

1.6.1 Helping each other

- Credit literal and figurative interpretation of the picture.
- Candidate must give his/her own topic for the essay.
- Candidate must show creativity in interpreting the picture.
- There must be sufficient interpretation and link between the essay and the picture.

[50]

1.6.2 Humming bird and the bees

- Credit literal and figurative interpretation of the picture.
- Candidate must give his/her own topic for the essay.
- Candidate must show creativity in interpreting the picture.
- There must be sufficient interpretation and link between the essay and the picture.

[50]

1.6.3 Flower growing on concrete

- Credit literal and figurative interpretation of the picture.
- Candidate must give his/her own topic for the essay.
- Candidate must show creativity in interpreting the picture.
- There must be sufficient interpretation and link between the essay and the picture.

[50]

TOTAL SECTION A: 50

EXAMINATION NUMBER											
--------------------	--	--	--	--	--	--	--	--	--	--	--

SECTION B: TRANSACTIONAL TEXTS

QUESTION 2

- Candidates are required to respond to TWO of the given topics.
- The response should be 2–3 minutes in length.
- The language, register, style and tone must be appropriate to the context.

2.1 INFORMAL PRESENTATION

The Department of Sports, Arts and Culture is hosting a lunchtime imbizo. Prepare a presentation on Deaf inclusion.

- The message signed should be positive.
- The response should link to the specific department and topic.
- Language should contain informal as well as some formal register.
- The subject of the presentation must be clearly communicated.

[25]

2.2 VOTE OF THANKS

A doctor in your community is visiting pensioners at their homes. Sign a thank-you note addressed to the doctor.

- Candidate should present factual content.
- The message should be addressed to the doctor.
- Language should be formal and appreciative.
- The reasons must be clearly indicated.

[25]

2.3 FORMAL REPORT

An area in your town is not receiving business opportunities due to being a high-risk area. Sign a formal report to a group of investors explaining the transformation that has taken place.

- Candidate should use past tense.
- Language should be formal.
- The report should include factual descriptions.

[25]

2.4 REQUEST

You are working for a company that sponsors university students. Sign a request to motivate why you should be the recipient.

- Candidates should use present tense.
- Language should be formal and polite.
- Message should be addressed to the company.

[25]

EXAMINATION NUMBER												

2.5 CONGRATULATORY MESSAGE

Sign a congratulatory message to the top Deaf student in South Africa.

- The candidate should give specific information.
- Message should be signed in a positive manner.
- Language used should be informal.

[25]

2.6 NEWS ITEM

A prominent member of your city has passed away. Prepare a tribute for TV news.

- Candidate should capture audience's attention.
- Language used should be formal and sympathetic.
- Candidate should present factual content.

[25]

TOTAL SECTION B: 50
GRAND TOTAL: 100

EXAMINATION NUMBER											
-----------------------	--	--	--	--	--	--	--	--	--	--	--

Question answered: _____

NOTE:

- Always use the rubric when marking the creative essay (Paper 3, SECTION A).
- Marks from 0–50 have been divided into FIVE major level descriptors.
- In the Content, Language and Style criteria, each of the five level descriptors is divided into an upper and a lower level subcategory with the applicable mark range and descriptors.
- Structure is not affected by the upper level and lower level division.

ASSESSMENT RUBRIC FOR ESSAY – HOME LANGUAGE [50 MARKS]

Criteria		Exceptional	Skilful	Moderate	Elementary	Inadequate	Maximum Mark	Candidate Mark
CONTENT & PLANNING Response and ideas, organisation of ideas for planning. Awareness of purpose, audience and context	Upper level	28–30 - Outstanding development of topic - Outstanding/ Striking response beyond normal expectations - Intelligent, thought-provoking and advanced ideas - Exceptionally well organised and coherent, including introduction, body and conclusion	22–24 - Very well-crafted response - Fully relevant and interesting ideas with evidence of advanced ideas - Very well organised and coherent, including introduction, body and conclusion	16–18 - Satisfactory response - Ideas are reasonably coherent and convincing - Reasonably organised and coherent, including introduction, body and conclusion	10–12 - Inconsistently coherent response - Unclear ideas and unoriginal - Little evidence of organisation and coherence - Some relevance - Some repetitions evident	4–6 - Totally irrelevant response - Confused and unfocused ideas - Vague and repetitive - Disorganised and incoherent	30	
30 MARKS	Lower level	25–27 - Excellent development of topic - Excellent response but lacks the exceptionally striking qualities of the outstanding essay - Advanced ideas	19–21 - Well-crafted response - Relevant and interesting ideas - Well organised and coherent, including introduction, body and conclusion	13–15 - Satisfactory response but some lapses in clarity - Ideas are fairly coherent and convincing - Some degree of organisation and coherence, including introduction, body and conclusion	7–9 - Largely irrelevant response - Ideas tend to be disconnected and confusing - Hardly any evidence of organisation and coherence	0–3 - No attempt to respond to the topic - Completely irrelevant and inappropriate - Unfocused and muddled		

EXAMINATION NUMBER									
--------------------	--	--	--	--	--	--	--	--	--

Criteria		Exceptional	Skilful	Moderate	Elementary	Inadequate	Maximum Mark	Candidate Mark
LANGUAGE, STYLE & EDITING Register and discourse appropriate to purpose/effect and context sign choice Language use and conventions, grammar and fingerspelling. 15 MARKS	Upper level	14–15 - Register and discourse highly appropriate to purpose, audience and context - Exceptionally impressive use of language - Compelling and rhetorically effective in sign choice - Virtually error-free in grammar and fingerspelling - Very skilfully crafted and imaginative	11–12 - Register and discourse largely appropriate to purpose, audience and context - Language is effective and a consistently appropriate sign choice is used - Largely error-free in grammar and fingerspelling - Very well crafted	8–9 - Register and discourse appropriate to purpose, audience and context - Appropriate use of language to convey meaning - Rhetorical devices used to enhance content	5–6 - Register and discourse not appropriate to purpose, audience and context - Very basic use of language - Very limited vocabulary	0–3 - Register and discourse not appropriate to purpose, audience and context - Language incomprehensible - Signs limitations so extreme as to make comprehension impossible	15	
	Lower level	13 - Language excellent and rhetorically effective in sign choice - Virtually error-free in grammar and fingerspelling - Skilfully crafted and imaginative - No spoken language influence	10 - Language engaging and generally effective - Appropriate and effective sign choice - Few errors in grammar and fingerspelling - Well-crafted and imaginary - Minimal spoken language influence	7 - Adequate use of language with some inconsistencies - Sign choice generally appropriate and limited use of rhetorical devices - Substantial spoken language influence	4 - Inadequate use of language - Little or no variety in sentence - Exceptionally limited vocabulary - Strong spoken language influence			
STRUCTURE Features of text Chunking development and sentence construction 5 MARKS		5 - Sentences, chunks exceptionally well-constructed - Exceptional coherence and cohesion	4 - Logical development of details - Sentences, logical chunking - Coherent	3 - Relevant details developed - Sentences, chunks well-constructed - Essay still makes sense	2 - Some valid points - Sentences and chunks faulty - Essay still makes some sense	0–1 - Necessary points lacking - Sentences and chunks are faulty - Essay lacks sense	5	
Total for ESSAY:							[50]	

EXAMINATION NUMBER											
--------------------	--	--	--	--	--	--	--	--	--	--	--

Question answered: _____

ASSESSMENT RUBRIC FOR TRANSACTIONAL TEXT 1 – HOME LANGUAGE [25 MARKS]

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate	Maximum Mark	Candidate Mark
CONTENT, PLANNING & FORMAT Response and ideas, organisation of ideas for planning purpose, audience, features/conventions and context 15 MARKS	13–15 - Outstanding/ Striking response beyond normal expectations - Intelligent and advanced ideas - Extensive knowledge of features of the type of text - Signing maintains focus - Coherence in content and ideas - Highly elaborated and all details support the topic - Appropriate and accurate format	10–12 - Very good response demonstrating good knowledge of features of the type of text - Maintains focus – no digressions - Coherent in content and ideas, very well elaborated and details support topic - Appropriate format with minor inaccuracies	7–9 - Adequate response demonstrating knowledge of features of the type of text - Not completely focused – some digressions - Reasonably coherent in content and ideas - Some details support the topic - Generally appropriate format but with some inaccuracies	4–6 - Basic response demonstrating some knowledge of features of the type of text - Some focus but signing digresses - Not always coherent in content and ideas. - Few details support the topic - Has vaguely applied necessary rules of format - Some critical oversights	0–3 - Response reveals no knowledge of features of the type of text - Meaning is obscure with major digressions - Not coherent in content and ideas - Very few details support the topic - Has not applied necessary rules of format	15	
LANGUAGE, STYLE & EDITING Register, discourse, purpose/effect, audience and context Language use and conventions Sign choices and fingerspelling 10 MARKS	9–10 - Register and discourse highly appropriate to purpose, audience and context - Grammatically accurate and well-constructed - Exceptional sign vocabulary - Virtually error-free - No spoken language influence - Exceptionally fluent in signing	7–8 - Register and discourse very appropriate to purpose, audience and context - Generally grammatically accurate and well-constructed - Good sign vocabulary - Mostly free of errors - Minimal spoken language influence - Good fluency of signing	5–6 - Register and discourse appropriate to purpose, audience and context - Some grammatical errors - Adequate sign vocabulary - Errors do not impede meaning - Moderate spoken language influence - Adequate fluency of signing	3–4 - Register and discourse less appropriate to purpose, audience and context - Inaccurate grammar - Limited sign vocabulary - Meaning obscured - Substantial spoken language influence - Limited fluency of signing	0–2 - Register and discourse do not correspond to purpose, audience and context - Error-ridden and confused - Poor sign vocabulary - Meaning seriously impaired - Strong spoken language influence - Poor fluency of signing	10	
Total for TRANSACTIONAL TEXT 1:							[25]

EXAMINATION NUMBER											
-----------------------	--	--	--	--	--	--	--	--	--	--	--

Question answered: _____

ASSESSMENT RUBRIC FOR TRANSACTIONAL TEXT 2 – HOME LANGUAGE [25 MARKS]

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate	Maximum Mark	Candidate Mark
CONTENT, PLANNING & FORMAT Response and ideas, organisation of ideas for planning purpose, audience, features/conventions and context 15 MARKS	13–15 - Outstanding/ Striking response beyond normal expectations - Intelligent and advanced ideas - Extensive knowledge of features of the type of text - Signing maintains focus - Coherence in content and ideas - Highly elaborated and all details support the topic - Appropriate and accurate format	10–12 - Very good response demonstrating good knowledge of features of the type of text - Maintains focus – no digressions - Coherent in content and ideas, very well elaborated and details support topic - Appropriate format with minor inaccuracies	7–9 - Adequate response demonstrating knowledge of features of the type of text - Not completely focused – some digressions - Reasonably coherent in content and ideas - Some details support the topic - Generally appropriate format but with some inaccuracies	4–6 - Basic response demonstrating some knowledge of features of the type of text - Some focus but signing digresses - Not always coherent in content and ideas. Few details support the topic - Has vaguely applied necessary rules of format - Some critical oversights	0–3 - Response reveals no knowledge of features of the type of text - Meaning is obscure with major digressions - Not coherent in content and ideas - Very few details support the topic - Has not applied necessary rules of format	15	
LANGUAGE, STYLE & EDITING Register, discourse, purpose/effect, audience and context Language use and conventions Sign choices and fingerspelling 10 MARKS	9–10 - Register and discourse highly appropriate to purpose, audience and context - Grammatically accurate and well-constructed - Exceptional sign vocabulary - Virtually error-free - No spoken language influence - Exceptionally fluent in signing	7–8 - Register and discourse very appropriate to purpose, audience and context - Generally grammatically accurate and well-constructed - Good sign vocabulary - Mostly free of errors - Minimal spoken language influence - Good fluency of signing	5–6 - Register and discourse appropriate to purpose, audience and context - Some grammatical errors - Adequate sign vocabulary - Errors do not impede meaning - Moderate spoken language influence - Adequate fluency of signing	3–4 - Register and discourse less appropriate to purpose, audience and context - Inaccurate grammar - Limited sign vocabulary - Meaning obscured - Errors do not impede meaning - Substantial spoken language influence - Limited fluency of signing	0–2 - Register and discourse do not correspond to purpose, audience and context - Error-ridden and confused - Poor sign vocabulary - Meaning seriously impaired - Strong spoken language influence - Poor fluency of signing	10	
Total for TRANSACTIONAL TEXT 2:							[25]