

# basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

# NATIONAL SENIOR CERTIFICATE

**GRADE 12** 

# **SOUTH AFRICAN SIGN LANGUAGE HOME LANGUAGE P3**

**NOVEMBER 2022** 

**MARKING GUIDELINES** 

**MARKS: 100** 

CENTRE NUMBER				FIN	AL MA	ARK		
EXAMINATION NUMBER								

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

These marking guidelines consist of 12 pages.

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#### 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, discourse and style – especially in SECTION B
- Grammar, fingerspelling and NMFs
- Language structures, including an awareness of critical language
- Choice of signs and idiomatic language
- Sentence construction, 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.
- If the candidate's response exceeds the prescribed time, an additional 30 seconds should be accepted without penalisation.

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#### 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 ASSESSM	ENT
CRITERIA	MARKS
CONTENT AND PLANNING	30
LANGUAGE, STYLE AND EDITING	15
STRUCTURE	5
TOTAL	50

- View the whole signed presentation and decide on a category for CONTENT AND PLANNING.
- 2. Re-view the signed presentation and select the appropriate category for LANGUAGE, STYLE AND EDITING.
- 3. Re-view the signed presentation and select the appropriate category for STRUCTURE.

#### **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	15									
LANGUAGE, STYLE AND EDITING	10									
TOTAL	25									

- 1. View the whole signed presentation and decide on a category for CONTENT, PLANNING AND FORMAT.
- 2. Re-view the signed presentation and select the appropriate category for LANGUAGE, STYLE AND EDITING.

#### NOTE:

- Various formats of transactional texts have been taught. This has to be considered when assessing the format.
- Give credit for appropriateness of format.

#### NOTE:

- The points given below each topic in these marking guidelines serve <u>only as a guide</u> 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.

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#### 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 either start positive and end of negative.
- Helping a stranger changed my life forever. 1.2
  - 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.
- 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.

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[50]

[50]

[50]

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#### 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.

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]

[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

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#### **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 **COMPLAINT**

You have noted that the quality of WhatsApp video calling is poor and Deaf people have expressed their dissatisfaction. Sign a complaint to the company and ask for an improvement of this service

- Candidate should use an appropriate introduction.
- Candidate should start by introducing the reason for the complaint in detail.
- Date and time must be included in the complaint.
- Register should be formal. Avoid inappropriate signs.

[25]

#### 2.2 FRIENDLY/INFORMAL MESSAGE

You and your friend have applied to study at the same tertiary institution. Your friend seems to be very anxious about this new phase in his/her life. Sign and record a friendly message to support your friend.

- Candidate response should be friendly and polite.
- The intention of the message should be of a supporting nature.
- Avoid the use of slang.
- Register should be informal.

[25]

#### 2.3 **REVIEW**

You have visited a new interesting restaurant in your city. Sign a review for people who wish to visit the same restaurant.

- Candidate should give a detailed background for the review.
- The review should include factual descriptions.
- Explain the setting of the restaurant under review.
- Candidates may give recommendations.
- Review can be positive or negative.
- Register can be either formal or informal.

[25]

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#### 2.4 MAGAZINE ITEM

Sign an article for an online magazine on interesting places to visit in your province. Remember to advise viewers on Covid-19 regulations.

- Candidate should give a detailed background on topic
- Candidate response should include descriptive response
- Candidate should use present tense.
- Register could be formal or informal.

[25]

#### 2.5 **EULOGY**

Sign a eulogy about an activist who promoted youth development in your community.

- Candidate should give a brief introduction about who they are.
- Provide information about the relationship with the deceased.
- Candidates can share personal experience that honours the legacy of the deceased.
- Language used should be formal and express your condolences.

[25]

#### 2.6 FORMAL SPEECH

Sign a motivational speech on how to start your own business to a group of unemployed youth.

- Candidate presentation should capture audience's attention.
- Candidate's response should be motivational.
- Language used should be formal.
- Candidate should present factual information

[25]

TOTAL SECTION B: 50
GRAND TOTAL: 100

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#### 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 coutstanding/ Striking response beyond normal expectations contents and advanced ideas coherent, including introduction, body and conclusion	Very well-crafted response     Fully relevant and interesting ideas with evidence of advanced ideas     Very well organised and coherent, including introduction, body and conclusion	Satisfactory response     Ideas are reasonably coherent and convincing     Reasonably organised and coherent, including introduction, body and conclusion	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		25–27	19–21	13–15	7–9	0-3		

EXAMINATION							
NUMBER							

	Lower level	Excellent development of topic     Excellent response but lacks the exceptionally striking qualities of the outstanding essay     Advanced ideas	<ul> <li>Well-crafted response</li> <li>Relevant and interesting ideas</li> <li>Well organised and coherent, including introduction, body and conclusion</li> </ul>	Satisfactory     response but some     lapses in clarity     Ideas are fairly     coherent and     convincing     Some degree of     organisation and     coherence, including     introduction, body     and conclusion	Largely irrelevant response     Ideas tend to be disconnected and confusing     Hardly any evidence of organisation and coherence	<ul> <li>No attempt to respond to the topic</li> <li>Completely irrelevant and inappropriate</li> <li>Unfocused and muddled</li> </ul>		
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	- 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	- 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	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	Register and discourse not appropriate to purpose, audience and context     Language incomprehensible     Signs limitations so extreme as to make comprehension impossible	15	
		13	10	7	4			

<b>EXAMINATION</b>							
NUMBER							

	Lower level	<ul> <li>Language excellent and rhetorically effective in sign choice</li> <li>Virtually error-free in grammar and fingerspelling</li> <li>Skilfully crafted and imaginary</li> <li>No spoken language influence</li> </ul>	Language engaging and generally effective     Appropriate and effective sign choice     Few errors in grammar and fingerspelling     Well-crafted and imaginary     Minimal spoken language influence	Adequate use of language with some inconsistencies     Sign choice generally appropriate and limited use of rhetorical devices     Substantial spoken language influence	Inadequate use of language     Little or no variety in sentence     Exceptionally limited vocabulary     Strong spoken language influence			
Features of text Chunking development and sentence construction 5 MARKS		Sentences, chunks     exceptionally well-     constructed     Exceptional coherence     and cohesion	Logical development of details     Sentences, logical chunking     Coherent	- Relevant details developed - Sentences, chunks well-constructed - Essay still makes sense	- Some valid points - Sentences and chunks faulty - Essay still makes some sense	Necessary points lacking     Sentences and chunks are faulty     Essay lacks sense	5	
		1	<u> </u>	L	T	otal 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	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	<ul> <li>7–9</li> <li>Adequate response demonstrating knowledge of features of the type of text</li> <li>Not completely focused – some digressions</li> <li>Reasonably coherent in content and ideas</li> <li>Some details support the topic</li> <li>Generally appropriate format but with some inaccuracies</li> </ul>	- 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	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	O-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	[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	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	<ul> <li>7–9</li> <li>Adequate response demonstrating knowledge of features of the type of text</li> <li>Not completely focused – some digressions</li> <li>Reasonably coherent in content and ideas</li> <li>Some details support the topic</li> <li>Generally appropriate format but with some inaccuracies</li> </ul>	- 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	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	<ul> <li>7–8</li> <li>Register and discourse very appropriate to purpose, audience and context</li> <li>Generally grammatically accurate and well-constructed</li> <li>Good sign vocabulary</li> <li>Mostly free of errors</li> <li>Minimal spoken language influence</li> <li>Good fluency of signing</li> </ul>	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	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	