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basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS

SOUTH AFRICAN SIGN LANGUAGE HOME LANGUAGE P3

2023

MARKING GUIDELINES

MARKS: 100

CENTRE NUMBER							
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FINAL MARK	
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EXAMINATION NUMBER													
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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														
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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.

**EXAMINATION
NUMBER**

SECTION A: ESSAY

CRITERIA USED FOR ASSESSMENT	
CRITERIA	MARKS
CONTENT AND PLANNING	30
LANGUAGE, STYLE AND EDITING	15
STRUCTURE	5
TOTAL	50

CRITERIA USED FOR ASSESSMENT	
CRITERIA	MARKS
CONTENT AND PLANNING	30
LANGUAGE, STYLE AND EDITING	15
STRUCTURE	5
TOTAL	50

- ## SECTION B: TRANSACTIONAL TEXTS

CRITERIA USED FOR ASSESSMENT	
CRITERIA	MARKS
CONTENT, PLANNING AND FORMAT	15
LANGUAGE, STYLE AND EDITING	10
TOTAL	25

CRITERIA USED FOR ASSESSMENT	
CRITERIA	MARKS
CONTENT, PLANNING AND FORMAT	15
LANGUAGE, STYLE AND EDITING	10
TOTAL	25

- NOTE:**

- NOTE:**

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EXAMINATION NUMBER															
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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 **Finally everybody was happy.**

- The candidate should state why everybody was happy.
- There should be a build-up from a negative to a positive presentation.
- The candidate should have a positive conclusion.

[50]

1.2 **The person I admire**

- The candidate needs to sign about their admiration for ONE individual/personality.
- It must be clear why the person is admired.
- Candidate may state the qualities they admire and the positive impact that he/she has experienced.

[50]

1.3 **'Education is the most powerful weapon that you can use to change the world.' – Nelson Mandela**

- The candidate has to make reference to experiences in education.
- The candidate may present a personal insight.
- Candidate's presentation should either be positive or negative.

[50]

1.4 **Attending skills classes should be compulsory for all learners in schools. Discuss.**

- The candidate may present a single perspective.
- The candidate may present various views.
- The candidate should support the view/s with reasons.
- The conclusion should clearly show the candidates preference.

[50]

1.5 **Is parental guidance for watching television effective?**

- Candidate should present a one-sided view.
- The argument should be for OR against the position taken.
- The candidate should substantiate the argument.
- The position should be consistent in the argument.

[50]

EXAMINATION NUMBER														
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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 **Key**

- 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 a link between the essay and the picture.

[50]

1.6.2 **Crossroads**

- 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.

[50]

1.6.3 **Cell-phone addiction**

- 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														
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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 CONGRATULATORY MESSAGE

Your sister has recently graduated with a degree. Sign a congratulatory message.

- The message signed should be positive.
- Language should be informal.

[25]

2.2 REVIEW

After viewing a drama your teacher asked you to sign a review of the drama.

- Factual description should be given.
- Give your opinion of the drama.
- Language should be formal.

[25]

2.3 EULOGY

A leader in the Deaf community has passed on. Sign a eulogy about this great leader who has fought for the rights of the Deaf.

- Candidates should use past tense.
- Language should be formal/informal.
- The obituary should be a factual description.

[25]

2.4 MAGAZINE ARTICLE

You are the editor of an online youth magazine. Sign an article about living healthy.

- Candidate should use present tense.
- Language should be formal/informal.
- The report should be presented as the third person (role-shifting is required).
- The article should be based on facts.

[25]

EXAMINATION NUMBER														
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2.5 **SPEECH**

27 April is Freedom Day in South Africa. Sign a speech about the significance of this day.

- Candidate should give accurate information.
- Language should be informal/formal.
- Candidate presentation should capture the attention of the audience.

[25]

2.6 **DIALOGUE**

You arrived home very late. Sign a dialogue between you and your parent explaining why you were late.

- Candidate should outline the scenario before signing.
- Language should be informal.
- Candidate should use role-shift appropriately.

[25]

TOTAL SECTION B: 50
GRAND TOTAL: 100

[illegible]

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	Upper level	28–30	22–24	16–18	10–12	4–6	30	
Response and ideas, organisation of ideas for planning. Awareness of purpose, audience and context		- 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	- 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	- Totally irrelevant response - Confused and unfocused ideas - Vague and repetitive - Disorganised and incoherent		
30 MARKS	Lower level	25–27	19–21	13–15	7–9	0–3		
		- Excellent development of topic - Excellent response but lacks the exceptionally striking qualities of the outstanding essay - Advanced ideas	- Well-crafted response - Relevant and interesting ideas - Well organised and coherent, including introduction, body and conclusion	- 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	- No attempt to respond to the topic - Completely irrelevant and inappropriate - Unfocused and muddled		

[illegible]

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	
			13	10	7	4		
	Lower level	 - Language excellent and rhetorically effective in sign choice - Virtually error-free in grammar and fingerspelling - Skilfully crafted and imaginary - No spoken language influence	 - 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			
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]	

[illegible]

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

[illegible]

[illegible]

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

[illegible]