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Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

SOUTH AFRICAN SIGN LANGUAGE HOME LANGUAGE P3

NOVEMBER 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 12 pages.

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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
- 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**

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, PLANNING AND FORMAT | 15 |
| LANGUAGE, STYLE AND EDITING | 10 |
| TOTAL | 25 |

- 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														
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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 'Forgiveness says you are given another chance in life' – Desmond Tutu

- Describe sequence of events or event that led to the forgiving.
- Use a captivating story line.
- Response may commence negatively but must conclude positively.
- Use appropriate time-frame.
- The topic should be about the quote not the person.

[50]

1.2 Making the world a better place

- Describe the world the way it is now.
- Describe the impact on people / on the environment.
- Suggest how we can make the world a better place.
- Use suitable signs, expressions and emotions to achieve effect.

[50]

1.3 A warning I ignored

- Depict the past event in detail.
- Present personal insight.
- Use a captivating story line.
- Response could be either negative or positive.

[50]

1.4 Social media is perceived to have a negative impact on teenagers.

- Candidate may present discursive or argumentative views.
- Use present tense.
- Candidate should substantiate and motivate his/her position.
- Conclusion should clearly show a particular preference.

[50]

1.5 Should new technology replace human labour?

- Candidate may present discursive or argumentative views.
- Use present tense.
- Candidate should substantiate and motivate his/her position.
- Conclusion should clearly show the candidate's preference.

[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 **Money emanating from the heart**

- 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 a continuous link between the essay and the picture.

[50]

1.6.2 **Children reading**

- 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 a continuous link between the essay and the picture.

[50]

1.6.3 **Broken cup with Band-Aid**

- 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 a continuous 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 SYMPATHY

After months of training in preparation for a big soccer event, your team has lost a key player. Sign a message of sympathy and encourage the team not to despair.

- Explain the aim of the message.
- Candidates should express appropriate emotions.
- Avoid inappropriate signs.
- Register should be formal.

[25]

2.2 REQUEST

You are a member of the school governing body. Sign a request to a big company requesting a sponsorship of school shoes for disadvantaged learners.

- Give a clear outline of the position of the community.
- Focus on the request and motivate.
- Register should be formal.
- Register should reflect an appeal.

[25]

2.3 FORMAL REPORT

You are a school principal and your school was flooded after heavy rains. Sign a formal report to the city council indicating how the flooding affected the school programmes because of the poor drainage system.

- Give a clear factual account of the floods.
- Describe the aftermath of the floods and the impact on the school programmes.
- Register should reflect urgency to improve drainage.
- Register should be formal.

[25]

EXAMINATION NUMBER														
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2.4 **INTERVIEW**

You are a reporter for an on-line magazine. Interview a South African who is stranded in a foreign country about his/her experience

- Setting of the interview should be clearly outlined.
- Introduce the interviewee.
- Use role shift correctly.
- Register could be a combination formal or informal.

[25]

2.5 **VLOG**

Sign a vlog on the role of CODAs in the Deaf community.

- Give a brief introduction of the topic.
- Provide information about CODAs.
- Share personal experience.
- Register used can be formal.

[25]

2.6 **INFORMAL SPEECH**

As a youth leader, you have called a meeting of the youth in your area. Sign an informal speech appealing for their assistance in repairing potholes in the roads around the school as part of Mandela day activities.

- Presentation should capture audience's attention.
- Motivate the need for the appeal.
- Outline how this can be part of Mandela Day activities
- Register should be informal.

[25]

TOTAL SECTION B: 50
GRAND TOTAL: 100

Question answered:

[illegible]

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		25–27	19–21	13–15	7–9	0–3		

Question answered:

[illegible]

	Lower level	- 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		
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			

Question answered: _____

[illegible]

	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]	

Question answered:

[illegible]

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

[illegible]

[illegible][illegible]