SOUTH AFRICAN SIGN LANGUAGE HOME LANGUAGE P3

NOVEMBER 2022

MARKING GUIDELINES

MARKS: 100

<table>
<thead>
<tr>
<th>SECTION</th>
<th>A Essay</th>
<th>B Transactional Text 1</th>
<th>B Transactional Text 2</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSSIBLE MARK</td>
<td>50</td>
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These marking guidelines consist of 12 pages.
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.
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.

<table>
<thead>
<tr>
<th>CRITERIA USED FOR ASSESSMENT</th>
<th>MARKS</th>
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</thead>
<tbody>
<tr>
<td>CONTENT AND PLANNING</td>
<td>30</td>
</tr>
<tr>
<td>LANGUAGE, STYLE AND EDITING</td>
<td>15</td>
</tr>
<tr>
<td>STRUCTURE</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>50</strong></td>
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</tbody>
</table>

1. 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.

<table>
<thead>
<tr>
<th>CRITERIA USED FOR ASSESSMENT</th>
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<tbody>
<tr>
<td>CONTENT, PLANNING AND FORMAT</td>
<td>15</td>
</tr>
<tr>
<td>LANGUAGE, STYLE AND EDITING</td>
<td>10</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>25</strong></td>
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</tbody>
</table>

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 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.
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.  

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.

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.

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.

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.
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
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]
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
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]

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceptional</th>
<th>Skilful</th>
<th>Moderate</th>
<th>Elementary</th>
<th>Inadequate</th>
<th>Maximum Mark</th>
<th>Candidate Mark</th>
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<tr>
<td>CONTENT &amp; PLANNING</td>
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<td>16–18</td>
<td>10–12</td>
<td>4–6</td>
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<tr>
<td></td>
<td>- Outstanding development of topic</td>
<td>- Very well-crafted response</td>
<td>- Satisfactory response</td>
<td>- Inconsistently coherent response</td>
<td>- Totally irrelevant response</td>
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<td></td>
<td>- Outstanding/ Striking response beyond normal expectations</td>
<td>- Fully relevant and interesting ideas with evidence of advanced ideas</td>
<td>- Ideas are reasonably coherent and convincing</td>
<td>- Unclear ideas and unoriginal</td>
<td>- Confused and unfocused ideas</td>
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<td></td>
<td>- Intelligent, thought-provoking and advanced ideas</td>
<td>- Very well organised and coherent, including introduction, body and conclusion</td>
<td>- Reasonably organised and coherent. including introduction, body and conclusion</td>
<td>- Little evidence of organisation and coherence</td>
<td>- Vague and repetitive</td>
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<td>- Exceptionally well organised and coherent, including introduction, body and conclusion</td>
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<td>- Some relevance</td>
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</tbody>
</table>

### 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

### Structure
**Features of text**
- Sentences, chunks exceptionally well-constructed
- Exceptional coherence and cohesion

**5 MARKS**

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>0–1</th>
<th>5</th>
</tr>
</thead>
</table>
- 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

**Total for ESSAY:** [50]
# ASSESSMENT RUBRIC FOR TRANSACTIONAL TEXT 1 – HOME LANGUAGE [25 MARKS]

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceptional</th>
<th>Skilful</th>
<th>Moderate</th>
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<th>Inadequate</th>
<th>Maximum Mark</th>
<th>Candidate Mark</th>
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<tbody>
<tr>
<td><strong>CONTENT, PLANNING &amp; FORMAT</strong></td>
<td>13–15</td>
<td>10–12</td>
<td>7–9</td>
<td>4–6</td>
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<tr>
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<td>features/conventions and context</td>
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<td><strong>15 MARKS</strong></td>
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<tr>
<td><strong>LANGUAGE, STYLE &amp; EDITING</strong></td>
<td>9–10</td>
<td>7–8</td>
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<td><strong>10 MARKS</strong></td>
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**Total for TRANSACTIONAL TEXT 1:** [25]
**ASSESSMENT RUBRIC FOR TRANSACTIONAL TEXT 2 – HOME LANGUAGE [25 MARKS]**

<table>
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<tr>
<th>Criteria</th>
<th>Exceptional</th>
<th>Skilful</th>
<th>Moderate</th>
<th>Elementary</th>
<th>Inadequate</th>
<th>Maximum Mark</th>
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</thead>
<tbody>
<tr>
<td><strong>CONTENT, PLANNING &amp; FORMAT</strong></td>
<td>13–15</td>
<td>10–12</td>
<td>7–9</td>
<td>4–6</td>
<td>0–3</td>
<td>15</td>
</tr>
</tbody>
</table>
| Response and ideas, organisation of ideas for planning purpose, audience, features/conventions and context | - 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 | - 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 | - 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 |
| **LANGUAGE, STYLE & EDITING**   | 9–10        | 7–8     | 5–6      | 3–4        | 0–2        | 10           |
| Register, discourse, purpose/effect, audience and context Language use and conventions Sign choices and fingerspelling | - 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 | - 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 | - 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 | - 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 |

Total for TRANSACTIONAL TEXT 2: [25]