



# basic education

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

## NATIONAL SENIOR CERTIFICATE

GRADE 12

SOUTH AFRICAN SIGN LANGUAGE HOME LANGUAGE P3

NOVEMBER 2021

MARKING GUIDELINES

MARKS: 100

CENTRE NUMBER																				
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FINAL MARK

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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**SUGGESTED APPROACH TO MARKING**

**SECTION A: ESSAY**

Refer to SECTION A: The Rubric for Assessing an Essay appears on pages 8 and 9 of these marking guidelines.

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

1. View the whole piece 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 10 and 11 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/referential/informational texts have been taught/are in current practice. This has to be considered when assessing the format.
- Give credit for appropriateness of format.
- Look for a logical approach in all signing.

**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.**





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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 INFORMAL PRESENTATION

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

- The message signed should be positive.
- The response should be linked 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.

- Factual information should be given.
- 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 labelled as a high-risk area. Sign a formal report to a group of investors explaining the transformation that has taken place.

- Candidate should use past, present and future 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.

[25]



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



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

<b>EXAMINATION NUMBER</b>																			
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**ASSESSMENT RUBRIC FOR TRANSACTIONAL TEXT 1 – HOME LANGUAGE [25 MARKS]**

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate	Maximum Mark	Candidate Mark
<p><b>CONTENT, PLANNING &amp; FORMAT</b></p> <p>Response and ideas, organisation of ideas for planning purpose, audience, features/conventions and context</p> <p><b>15 MARKS</b></p>	<p style="text-align: center;"><b>13–15</b></p> <ul style="list-style-type: none"> <li>- Outstanding/Striking response beyond normal expectations</li> <li>- Intelligent and advanced ideas</li> <li>- Extensive knowledge of features of the type of text</li> <li>- Signing maintains focus</li> <li>- Coherence in content and ideas</li> <li>- Highly elaborated and all details support the topic</li> <li>- Appropriate and accurate format</li> </ul>	<p style="text-align: center;"><b>10–12</b></p> <ul style="list-style-type: none"> <li>- Very good response demonstrating good knowledge of features of the type of text</li> <li>- Maintains focus – no digressions</li> <li>- Coherent in content and ideas, very well elaborated and details support topic</li> <li>- Appropriate format with minor inaccuracies</li> </ul>	<p style="text-align: center;"><b>7–9</b></p> <ul style="list-style-type: none"> <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>	<p style="text-align: center;"><b>4–6</b></p> <ul style="list-style-type: none"> <li>- Basic response demonstrating some knowledge of features of the type of text</li> <li>- Some focus but signing digresses</li> <li>- Not always coherent in content and ideas.</li> <li>- Few details support the topic</li> <li>- Has vaguely applied necessary rules of format</li> <li>- Some critical oversights</li> </ul>	<p style="text-align: center;"><b>0–3</b></p> <ul style="list-style-type: none"> <li>- Response reveals no knowledge of features of the type of text</li> <li>- Meaning is obscure with major digressions</li> <li>- Not coherent in content and ideas</li> <li>- Very few details support the topic</li> <li>- Has not applied necessary rules of format</li> </ul>	<b>15</b>	
<p><b>LANGUAGE, STYLE &amp; EDITING</b></p> <p>Register, discourse, purpose/effect, audience and context Language use and conventions Sign choices and fingerspelling</p> <p><b>10 MARKS</b></p>	<p style="text-align: center;"><b>9–10</b></p> <ul style="list-style-type: none"> <li>- Register and discourse highly appropriate to purpose, audience and context</li> <li>- Grammatically accurate and well-constructed</li> <li>- Exceptional sign vocabulary</li> <li>- Virtually error-free</li> <li>- No spoken language influence</li> <li>- Exceptionally fluent in signing</li> </ul>	<p style="text-align: center;"><b>7–8</b></p> <ul style="list-style-type: none"> <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>	<p style="text-align: center;"><b>5–6</b></p> <ul style="list-style-type: none"> <li>- Register and discourse appropriate to purpose, audience and context</li> <li>- Some grammatical errors</li> <li>- Adequate sign vocabulary</li> <li>- Errors do not impede meaning</li> <li>- Moderate spoken language influence</li> <li>- Adequate fluency of signing</li> </ul>	<p style="text-align: center;"><b>3–4</b></p> <ul style="list-style-type: none"> <li>- Register and discourse less appropriate to purpose, audience and context</li> <li>- Inaccurate grammar</li> <li>- Limited sign vocabulary</li> <li>- Meaning obscured</li> <li>- Substantial spoken language influence</li> <li>- Limited fluency of signing</li> </ul>	<p style="text-align: center;"><b>0–2</b></p> <ul style="list-style-type: none"> <li>- Register and discourse do not correspond to purpose, audience and context</li> <li>- Error-ridden and confused</li> <li>- Poor sign vocabulary</li> <li>- Meaning seriously impaired</li> <li>- Strong spoken language influence</li> <li>- Poor fluency of signing</li> </ul>	<b>10</b>	
<b>Total for TRANSACTIONAL TEXT 1:</b>						<b>[25]</b>	

