



# basic education

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

## SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS

**SOUTH AFRICAN SIGN LANGUAGE HOME LANGUAGE P1**

**2023**

**MARKING GUIDELINES**

**MARKS: 70**

<b>CENTRE NUMBER</b>																			
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<b>FINAL MARK</b>	
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QUESTION	1	2	3	4	5	TOTAL
POSSIBLE MARK	30	10	10	10	10	70
MARKER						
SM						
CM						
IM						
EM						
EA						

**These marking guidelines consist of 13 pages.**

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**NOTE:**

- These marking guidelines are intended as a guide for markers.
- It is by no means prescriptive or exhaustive.
- Candidates' responses should be considered on merit.
- Responses should be assessed holistically and points awarded where applicable in terms of decisions taken at the standardisation meeting.
- The marking guidelines will be discussed before the commencement of marking.

**INSTRUCTIONS TO MARKERS****Marking the comprehension:**

- Because the focus is on understanding, incorrect signing and language errors in responses should not be penalised unless such errors change the meaning/ understanding. (Errors must still be noted on the grid.)
- For **open-ended questions**, no marks should be awarded for YES/NO or I AGREE/I DISAGREE. The reason/substantiation/motivation is what should be considered.
- No marks should be awarded for TRUE/FALSE or FACT/OPINION. The reason/substantiation/motivation is what should be considered.
- When two/three facts/points are required and a range is given, mark **only** the first two/three.
- Accept variations in dialect.
- For multiple-choice questions, accept BOTH the letter corresponding with the correct answer AND the answer signed in full.

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**SECTION A: COMPREHENSION****QUESTION 1: VISUAL READING FOR MEANING AND UNDERSTANDING**

No.	Criteria	Maximum Mark		Candidate Mark
1.1	<b>In what ways are bees annoying to people?</b>  They buzz around and sting people. ✓	1	1	
1.2	<b>Choose a phrase below that best explains the extinction of bees:</b>  B: Bees will all die. ✓	1	1	
1.3	<b>The text states that we get 'spoonsful of sweet honey in our morning cereal'. Name TWO other uses of honey.</b>  Honey is used: <ul style="list-style-type: none"> <li>• To sweeten food / desserts</li> <li>• To sweeten beverages</li> <li>• To make beauty / health products.</li> <li>• To make health foods.</li> <li>• To sweeten medicinal products</li> </ul> <i>Accept any TWO similar responses. ✓✓</i>	1  1	2	
1.4	<b>How do bees support the production of food?</b>  Bees pollinate crops. ✓ We get most of our food from crops. ✓	1  1	2	
1.5	<b>In addition to pesticides and parasites, what other factors play a role in the decline of the population of bees?</b>  Diseases ✓ and Poor weather due to global warming. ✓	1  1	2	
1.6	<b>What do you understand by <i>global warming</i>?</b>  The earth is becoming warmer / The temperature fluctuates ✓ Due to harmful gases in the atmosphere. ✓  <i>Accept any other similar responses.</i>	1  1	2	
1.7	<b>Explain how pesticides cause bees to die.</b>  Bees are unable to breathe, then die. ✓ Results in paralysis and death. ✓  <i>Accept any other similar responses.</i>	1  1	2	

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1.8	<p><b>Critically comment on the statement, 'This is like an insect's version of Alzheimer's disease.'</b></p> <p>Alzheimer's disease refers to memory loss in human beings. ✓                  Pesticides cause bees to lose their memory. ✓                  Bees go into shock and forget their way home. ✓</p>	1		3	
		1			
		1			
1.9	<p><b>Compare the pollination process by bees to other pollination processes.</b></p> <p>Pollen is transferred from flower to flower by bees, quickly. ✓</p> <p>PLUS:</p> <p><i>Accept any ONE of the responses below. ✓</i></p> <p>Pollen is transferred from flower to flower by wind.                  Pollen is transferred from flower to flower by beetles and butterflies, slowly.</p>	1		2	
		1			
1.10	<p><b>The extinction of bees has an effect on the human diet. (Chunk 6). Motivate this statement.</b></p> <ul style="list-style-type: none"> <li>• If bees were extinct, vegetable crops will not be pollinated and people will not have vegetable crops.</li> <li>• Although grain crops do not require pollination, people cannot live on rice and bread only.</li> <li>• Herbivores depend on certain plants to be pollinated. If this does not happen then cattle that provide milk and meat to humans would also become extinct if their food production ceased to exist.</li> </ul> <p><i>Any TWO of the above or similar responses. ✓✓</i></p>	1		2	
		1			
1.11	<p><b>The use of irony in this text is meaningful. Discuss.</b></p> <p>Human beings depend on plants and animals for survival. By killing the bees we are hurting ourselves. To save ourselves we need to protect plant and animal life.</p> <p>The health of the planet depends on the vegetation. Without vegetation the earth would be barren. Animals will not have food and shelter.</p> <p><i>Any of the above or similar response. ✓✓✓</i></p>	3		3	

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1.12	<p><b>How does the picture indicate that bees fight for survival?</b></p> <ul style="list-style-type: none"> <li>The bee is wearing a gas mask which prevents it from breathing in the pesticides.</li> <li>The bee is aware that there are harmful toxins in the environment and has to wear the mask to protect itself.</li> </ul> <p><i>Any of the above or similar response. ✓✓</i></p>	1	1	2	
1.13	<p><b>Compare the picture in TEXT B to the information in TEXT A, Chunk 4 (comprehension).</b></p> <p>TEXT A, Chunk 4 of the comprehension discusses the harmful effects of pesticides on bees.✓                  TEXT B shows a bee wearing a gas mask to avoid exposure to pesticide.✓                  PLUS: Farmers should use environmentally friendly pesticides.</p> <p><i>Accept any similar applicable response. ✓</i></p>	1	1	3	
1.14	<p><b>Compare TEXT A to the picture in TEXT B. Which text conveys the message with a greater impact?</b></p> <p>TEXT A:</p> <ul style="list-style-type: none"> <li>There is a lot more information in text A.</li> <li>There is a lot more depth in text A.</li> <li>It evokes a feeling of sympathy towards bees.</li> <li>It shows the consequences of extinction of bees.</li> <li>The signer is serious/shows concern.</li> </ul> <p><i>Accept any similar responses. ✓✓</i></p> <p><b>OR</b></p> <p>TEXT B:</p> <ul style="list-style-type: none"> <li>It evokes a feeling of sympathy towards bees.</li> <li>It shows that the bee has to fight for survival.</li> <li>The bee wearing the mask is unnatural.</li> <li>Bees will not be able to see the colours of flowers through the mask.</li> <li>Bees will not be able to smell the fragrance of the flowers through the mask.</li> <li>Bees will not be able to pollinate while wearing the mask.</li> </ul> <p><i>Accept any similar responses. ✓✓</i>  <i>Give two marks for two reasons. ✓✓</i>  <i>Give an additional mark for depth in the reason. ✓</i></p>	1	1	3	
<b>Total for SECTION A:</b>				<b>[30]</b>	

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**SECTION B: SUMMARY**

**QUESTION 2: SUMMARISING IN YOUR OWN WORDS**

**NOTE:**

- **Format:**  
Even if the summary is presented in the incorrect format, it must be assessed.
- **Length of text:**
  - If the time limit is exceeded, do not award marks for responses signed after the time limit.
  - Summaries that are short but contain all the required main points should not be penalised.

Use the following main points that the candidate should include in the summary as a **guideline**.

Any SEVEN valid points in paragraph-form are to be credited.

QUOTATION		OWN WORDS/POINTS	Maximum Mark			Candidate Mark
1	A research study found that under-5's spent an hour and 16 minutes a day online and their screen time rises to 4 hours and 16 minutes when gaming and watching TV. Youngsters aged from 12 – 15 average nearly three hours a day on the Web and two more hours watching TV.	Children from 5 to 15 years old spend too much time on screen time including online, gaming and watching TV.✓	1		7	
2	The study said YouTube was "a near permanent feature" of many young lives and seven in 10 older children took smart phones to bed.	Most of the children go to bed with smartphones.✓	1			
3	...Many times parents look to YouTube as a virtual babysitter, to the detriment of the child's mental health.	Parents use this as a means to keep children occupied but this is harmful to the children's mental health.✓	1			
4	...They are growing up in a very hostile world and it's hostile for a number of reasons," .... What they really need is that feeling of safety and security .... and togetherness.	Children live in a hostile world, and what they need is safety and security from family.✓	1			
5	...Some youngsters are becoming so obsessed with YouTube celebrities that they idolise them as role	Children have an obsession with celebrities and use them as role models.✓	1			

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	models....				
6	Often they come across unsuitable content by accident, when they are searching for something else.	They can easily access unsuitable content unintentionally.✓	1		
7	Many of the parents involved in the research were shocked to learn what their children had been watching.	Parents were shocked when they discovered what their children were watching.✓	1		

<b>Marking the summary:</b>					
The summary should be marked as follows:					
<ul style="list-style-type: none"> <li>• <b>Mark allocation:</b> <ul style="list-style-type: none"> <li>○ 7 marks for 7 points (1 mark per main point)</li> <li>○ 3 marks for language</li> <li>○ Total marks: 10</li> </ul> </li> <li>• <b>Distribution of language marks when candidate has not quoted verbatim:</b> <ul style="list-style-type: none"> <li>○ 1–3 points correct: award 1 mark</li> <li>○ 4–5 points correct: award 2 marks</li> <li>○ 6–7 points correct: award 3 marks</li> </ul> </li> <li>• <b>Distribution of language marks when candidate has quoted verbatim:</b> <ul style="list-style-type: none"> <li>○ 6–7 quotations: award no language mark</li> <li>○ 1–5 quotations: award 1 language mark</li> </ul> </li> </ul>		3		3	
<b>Total for SECTION B:</b>				<b>[10]</b>	

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**SECTION C: LANGUAGE STRUCTURES AND CONVENTIONS**

**Marking SECTION C:**

- Signing:
  - Single sign answers must be marked correct even if the parameters are incorrect, unless the error changes the meaning of the sign.
  - In full-sentence answers, incorrect parameters should be penalised if the error is in the language structure being tested.
- Sentence structures must be grammatically correct and given in full sentences/as per instruction.

**QUESTION 3: ANALYSING ADVERTISING**

No.	Criteria	Maximum Mark			Candidate Mark
3.1	<p><b>Discuss how the camera angle shows that the girl is deaf.</b></p> <p>In the beginning the camera is positioned behind the child's head and moves around the ear to show the hearing aid. ✓✓</p>	2		2	
3.2	<p><b>Find contextual evidence that the advert was not made in South Africa.</b></p> <ul style="list-style-type: none"> <li>• In South Africa we do not have snow during Christmas in December.</li> <li>• In South Africa we do not dress in winter clothing during Christmas.</li> <li>• The physical setting of the street is not South African.</li> <li>• BSL signing is used.</li> <li>• The advert is made by the British Deaf association.</li> <li>• In South Africa we say 'Father Christmas', not 'Santa'.</li> </ul> <p><i>Accept any TWO of the above or similar responses. ✓✓</i></p>	1		2	
3.3	<p><b>Why does the advert zoom in on the caroller's mouth and musical instruments?</b></p> <p>This highlights / emphasises the sounds, singing and music that the Deaf child cannot hear.</p> <p>It shows that the Deaf girl sees people singing and sees the musical instruments playing but does not hear the sound / music.</p> <p><i>Any TWO of the above or similar responses. ✓✓</i></p>	1		2	



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3.4	<p><b>Compare the girl's reaction in each of the clips.</b></p> <p>The father reads the story using gestures and the girl shows lack of interest / appreciation.✓</p> <p>Father Christmas reads with full sign language and the girl shows interest / excitement / appreciation.✓</p>	1	1	2	
3.5	<p><b>Comment on the appropriateness of the logo for Storysign.</b></p> <p>Not appropriate.</p> <p>There is written language. This should be signed. The logo is static.</p> <p>Appropriate</p> <p>The logo is depicted by two hands, side by side, palms facing up:</p> <ul style="list-style-type: none"> <li>- Which can refer to the sign for BOOK.</li> <li>- Internationally this is recognised as the sign for BOOK.</li> <li>- Books are synonymous with stories / reading.</li> </ul> <p><i>Accept any ONE of the above or similar responses.✓✓</i></p>	1	1	2	
<b>Total for QUESTION 3</b>				<b>[10]</b>	

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**QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA**

No.	Criteria	Maximum Mark			Candidate Mark
4.1	<p><b>What are the differences in work situations between FRAME 1 and FRAME 2?</b></p> <p><b>In FRAME 1:</b></p> <ul style="list-style-type: none"> <li>• People are acting, directing and filming a movie.</li> <li>• Throwing is acceptable because they are only pretending.</li> </ul> <p><i>Accept any ONE similar response. ✓</i></p> <p><b>In FRAME 2:</b></p> <ul style="list-style-type: none"> <li>• People are working in an office/sitting in cubicles using computers.</li> <li>• Throwing in a real life situation would be unacceptable behaviour.</li> </ul> <p><i>Accept any ONE similar response. ✓</i></p>	1		2	
		1			
4.2	<p><b>Account for the expressions of the two people in FRAME 2.</b></p> <p>The man throwing the bottle has an arrogant expression. ✓ NMFs: tongue sticking out, raised eyebrow</p> <p>The other man gets a fright, shocked, surprised, hurt because the bottle was thrown at his head. He was unaware that this was going to happen. ✓ NMFs: bulging eyes, open mouth</p>	1		2	
		1			
4.3	<p><b>Create a dialogue between the director and the person throwing the bottle in FRAME 1.</b></p> <p><b>Director:</b> 'Remember to throw hard. The bottle must break on impact.'</p> <p><b>Actor:</b> 'I'm worried that the bottle will lacerate the actor's head.'</p> <p><b>Director:</b> 'We have a medical team on standby so don't worry.'</p> <p><b>Actor:</b> 'OK, here goes.'</p> <p><b>Director:</b> 'Excellent!'</p> <p><i>Accept any suitable dialogue. ✓✓✓</i></p>	3		3	

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4.4	<p><b>Critically discuss why FRAME 2 is given a 'thumbs down' with regard to Deaf culture.</b></p> <ul style="list-style-type: none"> <li>• In Deaf culture it is rude to throw objects at a Deaf person regardless of the distance.</li> <li>• The person is sitting close enough to stand up and gently tap the Deaf person on the shoulder.</li> <li>• In Deaf culture, the correct way to get a person's attention is to wave in front or tapping on the shoulder.</li> </ul> <p><i>Accept any similar and suitable responses. ✓✓✓</i></p>	3		3	
	<b>Total for QUESTION 4</b>			<b>[10]</b>	

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**QUESTION 5: USING LANGUAGE CORRECTLY**

No.	Criteria	Maximum Mark			Candidate Mark
5.1	<p><b>View the clip.</b>  <b>Identify the question in the clip. What type of question is this?</b></p> <p>YOU CELLPHONE ADDICTION YOU KNOW <b>HOW</b> LIST HAVE. ✓                      Rhetorical question. ✓</p>			2	
		1			
5.2	<p><b>View the verb 'LOOK' in the clip.</b>  <b>Give TWO other temporal aspect examples of this verb.</b></p> <p>The signer uses the verb 'LOOK' – LOOK LEFT, LOOK RIGHT</p> <p><u>Other temporal aspect examples</u></p> <ul style="list-style-type: none"> <li>To LOOK – Moves forward slightly.</li> <li>LOOK-AT – For a prolonged period – The sign freezes.</li> <li>LOOK-AT INCESSANTLY – Which means non-stop – LOOK hand goes back and forth in small movements/ NMF chin slightly up.</li> <li>LOOK-AT CONTINUALLY – Which means all the time over a period of time – forward rounding movement – big circle.</li> <li>LOOK-AT ITERATIVE – Which means to LOOK-AT and stop, and repeat the sequence. The sign LOOK moves forward like a plain verb and then moves back to the starting point by way of lower circling back to the body.</li> </ul> <p><i>Accept any of TWO of the above or similar examples. ✓✓</i></p>			2	
		1			
		1			

