## MARKING GUIDELINES

**SOUTH AFRICAN SIGN LANGUAGE HOME LANGUAGE P3**

**NOVEMBER 2019**

**MARKING GUIDELINES**

 MARKS: 100

<table>
<thead>
<tr>
<th>CENTRE NUMBER</th>
<th>FINAL MARK</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>EXAMINATION NUMBER</th>
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<tbody>
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<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>
<td>25</td>
<td>25</td>
<td>100</td>
</tr>
</tbody>
</table>

MARKER

SM/CM
IM
EM
EA

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Please turn over
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 critical language awareness
- 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 penalized.
- Markers should focus on the first 3 minutes of Transactional Texts and discontinue marking if the candidate is repetitive, deviates from the topic and is no longer coherent.
- If the candidate’s response exceeds the prescribed time, an additional 30 seconds should be accepted without penalization.
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>
</tr>
</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>TOTAL</td>
<td>50</td>
</tr>
</tbody>
</table>

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 11 and 12 of these marking guidelines.

<table>
<thead>
<tr>
<th>CRITERIA USED FOR ASSESSMENT</th>
<th>MARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTENT, PLANNING AND FORMAT</td>
<td>15</td>
</tr>
<tr>
<td>LANGUAGE, STYLE AND EDITING</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL</td>
<td>25</td>
</tr>
</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/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.
SECTION A: ESSAY

QUESTION 1

- Candidates are required to sign ONE essay of 3–5 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 My future begins now …
- The candidate should clearly state what future is envisioned
- There should be a build-up to a positive presentation.
- Candidates must have a positive conclusion

1.2 The flavour of my town
- The candidate should outline the important aspects of the town.
- Candidate should create a picture in signs.
- Candidate may choose signs and expressions to achieve the desired effect.

1.3 Broken promises …
- The candidate has to make reference to experiences regarding promises.
- The candidate may present a personal insight.
- Candidate's presentation should either be positive or negative.

1.4 The world has many countries. Can we all come together?
- The candidate may present a single perspective.
- The candidate may present alternating views.
- The candidate should support the view/s with reasons.
- The conclusion should clearly show the candidates preference.

1.5 Has the social grant (SASSA) uplifted communities or has it made them more dependent?
- Candidate should present a one or two sided view.
- The argument should be for AND/OR against the position taken.
- The candidate should substantiate the argument.
- The position should be consistent in the argument.
1.6 **Sign a response to the picture.**

**NOTE:** There must be a clear link between the essay and the picture.

1.6.1 **Mischief**
- 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 **Cellphone 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]

1.6.3 **Tightrope**
- 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 3–6 minutes in length.
- The language, register, style and tone must be appropriate to the context.

2.1 FORMAL PRESENTATION

The youth are concerned about Global Warming. Sign a presentation to the Minister of Environmental Affairs to intervene.

- The message signed should be positive.
- Language should be formal.
- The subject of the presentation must be clearly communicated.

2.2 MAGAZINE ITEM

Rebellion amongst teenagers is a national issue. Sign an article for an online magazine on this topic.

- Factual information should be given.
- Language should be formal.
- The issues must be clearly indicated.

2.3 REVIEW

You have attended a drama festival. Sign a review about the drama production that you watched.

- Candidate should use past tense.
- Language should be formal/informal.
- The review should include factual descriptions.
- Candidate should include his/her personal judgement on the drama presented.

2.4 DIALOGUE

You had an opportunity to meet athletic star Caster Semenya. Sign the conversation you had with her.

- Candidate should first outline the scenario and introduce the characters.
- Candidate should use present tense.
- Language should be informal.
- Role shifting is required.
- Candidate presents a flowing conversation between two persons from their points of view.
2.5 **FORMAL COMPLAINT**

Your new laptop is not working properly. Sign a formal complaint to the manufacturer expressing your displeasure.

- Candidate should give specific information.
- Language used should be formal. [25]

2.6 **SPEECH**

Sign a speech informing learners about the importance of National Elections.

- Candidate should capture audience’s attention.
- Language used should be formal.
- Candidate should develop points well.
- Candidate should balance criticisms with reasonable alternatives.
- Candidate should use role-shift appropriately. [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>
</tr>
</thead>
<tbody>
<tr>
<td>CONTENT &amp; PLANNING</td>
<td>28–30</td>
<td>22–24</td>
<td>16–18</td>
<td>10–12</td>
<td>4–6</td>
<td>30</td>
</tr>
</tbody>
</table>
| Response and ideas, organisation of ideas for planning. Awareness of purpose, audience and context | - Outstanding/ Striking response beyond normal expectations
- Intelligent, thought-provoking and mature ideas
- Exceptionally well organised and coherent, including introduction, body and conclusion | - Very well-crafted response
- Fully relevant and interesting ideas with evidence of maturity
- 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 | - Totally irrelevant response
- Confused and unfocused ideas
- Vague and repetitive
- Disorganised and incoherent |
| Upper level               | 25–27        | 19–21         | 13–15         | 7–9           | 0–3           |              |
| Lower level               | - Excellent response but lacks the exceptionally striking qualities of the outstanding essay
- Mature and intelligent ideas
- Skillfully organised and coherent, including introduction, body and conclusion | - 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 |
<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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</thead>
<tbody>
<tr>
<td><strong>LANGUAGE, STYLE &amp; EDITING</strong></td>
<td></td>
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<tr>
<td>Register and discourse appropriate to purpose, audience and context</td>
<td>- Register and discourse highly appropriate to purpose, audience and context</td>
<td>- Register and discourse largely appropriate to purpose, audience and context</td>
<td>- Register and discourse not appropriate to purpose, audience and context</td>
<td>- Register and discourse not appropriate to purpose, audience and context</td>
<td>- Register and discourse not appropriate to purpose, audience and context</td>
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<tr>
<td>- Exceptionally impressive use of language</td>
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<tr>
<td>- Compelling and rhetorically effective in sign choice</td>
<td>- Largely error-free in grammar and fingerspelling</td>
<td>- Virtual error-free in grammar and fingerspelling</td>
<td>- Largely error-free in grammar and fingerspelling</td>
<td>- Virtual error-free in grammar and fingerspelling</td>
<td>- Virtual error-free in grammar and fingerspelling</td>
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</tr>
<tr>
<td>- Virtually error-free in grammar and fingerspelling</td>
<td>- Very skilfully crafted</td>
<td>- Good fluency in signing</td>
<td>- Exceptional fluency in signing</td>
<td>- Minimal error in grammar and fingerspelling</td>
<td>- Virtually error-free in grammar and fingerspelling</td>
<td></td>
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<tr>
<td>- Very skilfully crafted</td>
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<tr>
<td>- Exceptional fluency in signing</td>
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<tr>
<td><strong>15 MARKS</strong></td>
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<tr>
<td><strong>Upper level</strong></td>
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<td>11–12</td>
<td>8–9</td>
<td>5–6</td>
<td>0–3</td>
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<tr>
<td><strong>Lower level</strong></td>
<td>13</td>
<td>10</td>
<td>7</td>
<td>4</td>
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<tr>
<td>- Language excellent and rhetorically effective in sign choice</td>
<td>- Language engaging and generally effective</td>
<td>- Adequate use of language with some inconsistencies</td>
<td>- Inadequate use of language</td>
<td>- Strong spoken language influence</td>
<td>- Strong spoken language influence</td>
<td></td>
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<tr>
<td>- Effective in sign choice</td>
<td>- Appropriate and effective sign choice</td>
<td>- Sign choice generally appropriate</td>
<td>- Substantial spoken language influence</td>
<td>- Little or no variety in sentence</td>
<td>- Strong spoken language influence</td>
<td></td>
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<tr>
<td>- Virtually error-free in grammar and fingerspelling</td>
<td>- Few errors in grammar and fingerspelling</td>
<td>- Errors in grammar and fingerspelling</td>
<td>- Substantial spoken language influence</td>
<td>- Substantial errors in grammar and fingerspelling</td>
<td>- Strong spoken language influence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Skilfully crafted</td>
<td>- Well-crafted</td>
<td>- Substantial spoken language influence</td>
<td>- Inadequate use of language</td>
<td>- Limited spoken language influence</td>
<td>- Strong spoken language influence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- No spoken language influence</td>
<td>- Minimal spoken language influence</td>
<td>- Inadequate use of language</td>
<td>- Exceptionally limited vocabulary</td>
<td>- Strong spoken language influence</td>
<td>- Strong spoken language influence</td>
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</tr>
<tr>
<td>Criteria</td>
<td>Exceptional</td>
<td>Skilful</td>
<td>Moderate</td>
<td>Elementary</td>
<td>Inadequate</td>
<td>Maximum Mark</td>
<td>Candidate Mark</td>
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<tr>
<td>STRUCTURE Featurs of text Chunking development and sentence construction</td>
<td>5 MARKS</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>- Excellent development of topic</td>
<td>- Logical development of details</td>
<td>- Relevant details developed</td>
<td>- Some valid points</td>
<td>- Necessary points lacking</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>- Exceptional details</td>
<td>- Coherent</td>
<td>- Sentences, chunks well-constructed</td>
<td>- Sentences and chunks faulty</td>
<td>- Sentences and chunks are faulty</td>
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<tr>
<td>- Sentences, chunks exceptionally well-constructed</td>
<td>- Sentences varied, logical chunking</td>
<td>- Essay still makes sense</td>
<td>- Essay still makes some sense</td>
<td>- Essay lacks sense</td>
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</table>

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

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<tr>
<th>Criteria</th>
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<th>Elementary</th>
<th>Inadequate</th>
<th>Maximum Mark</th>
<th>Candidate Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTENT, PLANNING &amp; FORMAT</td>
<td>13–15</td>
<td>10–12</td>
<td>7–9</td>
<td>4–6</td>
<td>0–3</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Response and ideas, organisation of ideas for planning purpose, audience, features/conventions and context</td>
<td>Outstanding/ Striking response beyond normal expectations</td>
<td>Very good response demonstrating good knowledge of features of the type of text</td>
<td>Adequate response demonstrating some knowledge of features of the type of text</td>
<td>Basic response demonstrating some knowledge of features of the type of text</td>
<td>Response reveals no knowledge of features of the type of text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LANGUAGE, STYLE &amp; EDITING</td>
<td>9–10</td>
<td>7–8</td>
<td>5–6</td>
<td>3–4</td>
<td>0–2</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Register, discourse, purpose/effect, audience and context</td>
<td>Register and discourse very appropriate to purpose, audience and context</td>
<td>Register and discourse appropriate to purpose, audience and context</td>
<td>Register and discourse less appropriate to purpose, audience and context</td>
<td>Register and discourse do not correspond to purpose, audience and context</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language use and conventions</td>
<td>Grammatically accurate and well-constructed</td>
<td>Generally grammatically accurate and well-constructed</td>
<td>Some grammatical errors</td>
<td>Error-ridden and confused</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sign choices and fingerspelling</td>
<td>Virtually error-free</td>
<td>Adequate sign vocabulary</td>
<td>Adequate sign vocabulary</td>
<td>Limited sign vocabulary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exceptional fluency in signing</td>
<td>No spoken language influence</td>
<td>Minimal spoken language influence</td>
<td>Errors do not impede meaning</td>
<td>Substantial spoken language influence</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Total for TRANSACTIONAL TEXT 1: [25]
### ASSESSMENT RUBRIC FOR TRANSACTIONAL TEXT 2 – HOME LANGUAGE [25 MARKS]

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceptional</th>
<th>Skilful</th>
<th>Moderate</th>
<th>Elementary</th>
<th>Inadequate</th>
</tr>
</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>
</tr>
<tr>
<td>Response and ideas, organisation of ideas for planning purpose, audience, features/conventions and context</td>
<td>- Outstanding/Striking response beyond normal expectations&lt;br&gt;- Intelligent and mature ideas&lt;br&gt;- Extensive knowledge of features of the type of text&lt;br&gt;- Signing maintains focus&lt;br&gt;- Coherence in content and ideas&lt;br&gt;- Highly elaborated and all details support the topic&lt;br&gt;- Appropriate and accurate format.</td>
<td>- Very good response demonstrating good knowledge of features of the type of text&lt;br&gt;- Maintains focus – no digressions&lt;br&gt;- Coherent in content and ideas, very well elaborated and details support topic&lt;br&gt;- Appropriate format with minor inaccuracies.</td>
<td>- Adequate response demonstrating knowledge of features of the type of text&lt;br&gt;- Not completely focused – some digressions&lt;br&gt;- Reasonably coherent in content and ideas&lt;br&gt;- Some details support the topic&lt;br&gt;- Generally appropriate format but with some inaccuracies.</td>
<td>- Basic response demonstrating some knowledge of features of the type of text&lt;br&gt;- Some focus but signing digresses&lt;br&gt;- Not always coherent in content and ideas&lt;br&gt;- Few details support the topic&lt;br&gt;- Has vaguely applied necessary rules of format&lt;br&gt;- Some critical oversights.</td>
<td>- Response reveals no knowledge of features of the type of text&lt;br&gt;- Meaning is obscure with major digressions&lt;br&gt;- Not coherent in content and ideas&lt;br&gt;- Very few details support the topic&lt;br&gt;- Has not applied necessary rules of format.</td>
</tr>
<tr>
<td><strong>LANGUAGE, STYLE &amp; EDITING</strong></td>
<td>9–10</td>
<td>7–8</td>
<td>5–6</td>
<td>3–4</td>
<td>0–2</td>
</tr>
<tr>
<td>Register, discourse, purpose/effect, audience and context Language use and conventions Sign choices and fingerspelling</td>
<td>- Register and discourse highly appropriate to purpose, audience and context&lt;br&gt;- Grammatically accurate and well-constructed&lt;br&gt;- Virtually error-free&lt;br&gt;- Exceptional sign vocabulary&lt;br&gt;- No spoken language influence&lt;br&gt;- Exceptional fluency in signing</td>
<td>- Register and discourse very appropriate to purpose, audience and context&lt;br&gt;- Generally grammatically accurate and well-constructed&lt;br&gt;- Mostly free of errors&lt;br&gt;- Good sign vocabulary&lt;br&gt;- Minimal spoken language influence&lt;br&gt;- Good fluency of signing</td>
<td>- Register and discourse appropriate to purpose, audience and context&lt;br&gt;- Some grammatical errors&lt;br&gt;- Adequate sign vocabulary&lt;br&gt;- Errors do not impede meaning&lt;br&gt;- Moderate spoken language influence&lt;br&gt;- Adequate fluency of signing</td>
<td>- Register and discourse less appropriate to purpose, audience and context&lt;br&gt;- Inaccurate grammar&lt;br&gt;- Limited sign vocabulary&lt;br&gt;- Meaning obscured&lt;br&gt;- Substantial spoken language influence&lt;br&gt;- Limited fluency of signing</td>
<td>- Register and discourse do not correspond to purpose, audience and context&lt;br&gt;- Error-ridden and confused&lt;br&gt;- Sign vocabulary not suitable for purpose&lt;br&gt;- Meaning seriously impaired&lt;br&gt;- Strong spoken language influence&lt;br&gt;- Poor fluency of signing</td>
</tr>
</tbody>
</table>

**Total for TRANSACTIONAL TEXT 2:** [25]