



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

SOUTH AFRICAN SIGN LANGUAGE HOME LANGUAGE P2

NOVEMBER 2018

MARKING GUIDELINES

MARKS: 80

CENTRE NUMBER																				
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FINAL MARK	
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QUESTION	1	2	3	4	5	6	7	8	9	TOTAL
POSSIBLE MARK	10	10	10	10	10	25	25	25	25	80
MARKER										
SM										
IM										
EM										
EA										

These marking guidelines consist of 26 pages.

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NOTE TO MARKERS

- These marking guidelines are intended as a guide for markers.
- The marking guidelines will be discussed with the marking panel before marking commences at the marking centre.
- Candidates' responses must be considered on merit.

MARKING GUIDELINES

1. Wherever a candidate has answered more than the required number of questions, mark only the first answer/response. **(The candidate may not answer the essay and the contextual question on the same genre.)**
2. If a candidate has answered all four questions in SECTION A (prescribed poetry), mark only the first two.
3. If answers are incorrectly numbered, mark according to the marking guidelines.
4. *Essay question*
If the essay is shorter than the required time limit, do not penalise because the candidate has already penalised him/herself. If the essay is too long, assess on merit and discuss with senior markers.
5. For **open-ended questions**, no marks should be awarded for YES/NO or AGREE/DISAGREE unless the reason/substantiation/motivation is given.
6. No marks should be awarded for TRUE/FALSE or FACT/OPINION unless the reason/substantiation/motivation is given.

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SECTION A: POETRY

PRESCRIBED POETRY

QUESTION 1: POETRY – ESSAY QUESTION

'FIVE SENSES' – Paul Scott

With close reference to **personification** and **the way the poet signs**, discuss how he expresses his identity as a Deaf person.

Your essay should be 2–3 minutes.

- Use the following points, among others, as a guide to marking this question. Responses might differ, depending on the candidate's sensitivity to and understanding of the poem.
- **Refer to the rubric on page 25 to assess this question.**

Personification

In the poem, five senses are personified and the poet relates to each sense as if each sense has a human quality. We see this in the following ways:

- The poet prompts the sense to 'wake up' and the sense responds.
- After explaining its purpose, each sense goes to 'sleep' again.
- Except for the sense of hearing, the other senses have the confidence that they are able to function independently. This can be seen in their confident signing.
- Touch, taste, smell and hearing/sight senses express appreciation and are proud of what they are able to do.
- The hearing sense showed a negative expression twice as it was unable to explain its purpose but this does not mean it is dysfunctional.
- The little finger retracts itself again. Then both the little finger and the fourth finger get up together because the little finger (sight) supports the hearing sense. They explain to the poet that they are interdependent.

How poet signs

- The poet maps the senses onto his hand which shows his creative use of Sign Language.
- The poet has eye contact with each sense in a similar way that they would if speaking to another Deaf person.
- The way the poet taps the senses to wake them up is reminiscent of the culturally appropriate way Deaf people call each other.
- The poet communicates with each sense in Sign Language.
- The poet uses rich NMFs throughout the poem which is integral when Deaf people sign.
- Each sense engages in a conversation with the poet and explains its function by using visual vernacular/classifiers which is a prominent feature in Deaf discourse.
- The ending of the poem the poet use a hand shape which represents a concept dominant in Deaf culture.

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Deaf identity

- In the poem the senses of hearing and sight are presented as interdependent. The sense of sight supports the inability to hear. The 'hearing' and 'sight' senses have a powerful function because they are combined. Deaf people do not consider themselves as being disabled and they are able to function effectively with the other senses. The concept of the entire poem revolves around a 'Deaf issue'.
- The most prominent feature of Deaf identity in the poem links to the personification of friendship/dependency between the last two senses. This indicates that the man experiences the world through his receptive abilities. A friendship/bond is a positive depiction of the connection between 'hearing' and 'sight' senses and thus indicates Deaf identity.
- Though the fourth sense shows its negative response, this sense acknowledges that it is dependent on the 'seeing' sense. Deaf people in reality acknowledge that 'seeing' sense is replacing 'hearing' sense.
- The poet does not conclude the fact that he needs medical support such as cochlear implants. In his conclusion he expresses that he can absorb rich information while seeing/observing/visualising.
- The poet has the powerful conclusion that never shows any negative impacts/conclusions/thoughts/images/emotions. He ends the poem confidently with a high self-esteem.
- There are flowing hand movements that indicate positivity and confidence.
- It is clear that the theme of Deaf identity is exhibited through the self-confidence and appreciation of these experiences.

Content (6)
Language structure and use (4)

[10]

EXAMINATION NUMBER														

QUESTION 2: POETRY – CONTEXTUAL QUESTION**'ALONE' by Daniel Durant**

No	Criteria	Maximum Mark		Candidate Mark
2.1	<p>Describe the mood at the beginning of the poem.</p> <ul style="list-style-type: none"> • Cold • Dark • Sad • Depressed • Lonely • Alone • World is empty <p><i>Accept any TWO of the above or similar responses. ✓✓</i></p>	1		2
		1		
2.2	<p>Indicate TWO changes that occur in the second stanza.</p> <p>In the second stanza the second change that occurs:</p> <ul style="list-style-type: none"> • 'I Love You' sign appears and stops the poet from killing himself. • Changes the poet's decision to kill himself. • Stops the poet from wanting to leave the world. • The poet realises that he is not alone. • The world is full again. <p><i>Accept any TWO of the above or similar responses. ✓✓</i></p>	1		2
		1		
2.3	<p>Explain the symbolism in the clip.</p> <p>The symbolism is that the world represents the poet's life. ✓</p> <p>The world is shattered/broken to pieces/falling apart ✓ this represents in a similar way that the soul/spirit/heart of the poet is broken/shattered. ✓</p>	1		3
		1		
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2.4	<p>Critically discuss the key message the poet communicates to the viewer.</p> <p>The key message from the poet is:</p> <ul style="list-style-type: none"> • There is always love in this world. You need to find love. • Love can come from another person. • The poet conveys that one should not give up life because of the sadness/distress/pain/loneliness/depression/stress/challenges. • The poet conveys that one can overcome sadness/distress/pain/loneliness/depression/stress/challenges. • Love can change negative emotions in life to positive emotions. • The poet conveys that life is precious/special that one must not commit suicide/gives up life. <p><i>Accept any THREE of the above or similar responses.</i> ✓✓✓</p>	1		3	
	Total for QUESTION 2			[10]	

EXAMINATION NUMBER														

QUESTION 3: POETRY – CONTEXTUAL QUESTION**'SOWETO JUNE 16' by Modiegi Moime**

No	Criteria	Maximum Mark			Candidate Mark
3.1	Identify the setting of the poem. <ul style="list-style-type: none"> 16 June 1976 Soweto School in Soweto Apartheid era <p><i>Accept any TWO of the above or similar responses. ✓✓</i></p>	1		2	
		1			
3.2	Watch the clip. Explain the function of the signer's eye gaze. <ul style="list-style-type: none"> The signer is looking from side to side with distrusting eyes, creating an atmosphere of anxiety in the poem. The signer is aware of apartheid and senses the forthcoming negative uproar. The use of wide eyes creates a sense of tension and insecurity. The look of uncertainty on the signer's face creates a sense of anxiety for what is yet to come. <p><i>Accept any THREE of the above or similar responses. ✓✓✓</i></p>	1		3	
		1			
		1			
3.3	Discuss the pace used in the second stanza and discuss the effect thereof. <ul style="list-style-type: none"> RUNNING – fast pace Effect – feeling of chaos/urgency GO – hard and fast Effect – makes the viewer anxious BOMBING – fast Effect – shows that it happened quickly and not over an extended time SHOT – fast pace Effect – killing shot <p><i>Accept any ONE mark for the sign and ONE mark for the effect. ✓✓</i></p>	1		2	
		1			

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3.4	<p>With close reference to the text, discuss the theme of resilience in the poem.</p> <p>The theme of resilience is to fight back and to refuse discrimination and oppression. This can be seen in the text as follows:</p> <ul style="list-style-type: none"> • The learners decided to protest as they did not accept the current curriculum. • The children went out of the school and continued protesting even while the police were bombing and shooting. • Although the learner was shot, the other children continued protesting until they gained freedom/equality/justice. <p><i>Accept any THREE of the above or similar examples from the text if explained why the action displayed resilience.</i> ✓✓✓</p>	1		3	
	Total for QUESTION 3			[10]	

EXAMINATION NUMBER														

QUESTION 4: POETRY - CONTEXTUAL QUESTION**'THE ROSEBUSH' by Ella Mae Lentz**

No	Criteria	Maximum Mark		Candidate Mark
4.1	<p>Write down TWO distinct features of the setting that communicates the opposing views in the poem.</p> <p>Two settings:</p> <ul style="list-style-type: none"> • Creation – The views represent a nurturing and harmonious/ positive/ optimistic/ peaceful, symbiotic environment. ✓ • The garden area – The views represent a man-made (limited) place of anger/ oppression/ hatred/ discrimination/ unfriendliness towards blooms (Deaf people). ✓ 	1		2
		1		
4.2	<p>Discuss the use of the different types of symmetry in the poem.</p> <ul style="list-style-type: none"> • Mostly vertical use of symmetry in the beginning of the poem gives the feeling of harmony/ peace/ coherence. ✓ • The asymmetry/broken symmetry in the middle of the poem give the feeling disharmony/ destruction/ conflict. ✓ 	1		2
		1		
4.3	<p>Why is the poem unstructured? Give contextual evidence to support your answer.</p> <p>The poem is unstructured because:</p> <ul style="list-style-type: none"> • No desirable stanzas can be identified. • The poem is a free verse type of poem, unrestricted and unconventional. • The poet signs fluently to avoid any disruptions/interruptions because she lures the viewers to be interested/emotional/overwhelmed. • The poet blends/morphs her signs by expressing her emotions and experiences without fear/with pride/spontaneously. <p><i>Accept with any THREE of the above or similar reasons.</i> ✓✓✓</p>	1		3
		1		
		1		

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4.4	<p>Critically evaluate how the poet challenges disrespect.</p> <p>Disrespect is challenged by the following actions in the poem:</p> <ul style="list-style-type: none"> • The blooms fight back/refused to accept being disrespected when they were being pulled out by growing thorns and warding off their attacker. • When the man locks way the blooms by putting a fence around them, the blooms don't die off but continues growing and spreading. This shows that they refused to be jailed/die/give up/by being limited or disrespected. • The blooms grow/spread their roots and continue growing creating a beautiful fragrance even while confined; they challenge what the humans think they can do. • The blooms grow/spread through the fence/limit the man placed on it and produces flowers/fruits again challenging what the humans think they can do. <p><i>Accept with any THREE of the above or similar reasons.</i> ✓✓✓</p>	1		3	
	Total for QUESTION 4			[10]	
	Total for SECTION A:			[30]	

EXAMINATION NUMBER														

QUESTION 5: CONTEXTUAL QUESTIONS - UNSEEN POETRY**'DEAF SCHOOL' – Helen Morgans**

No	Criteria	Maximum Mark		Candidate Mark
5.1	<p>What does the setting communicate about the message in the first part of the poem?</p> <p>The poem is set in a convent school where learners are taught by nuns. ✓</p> <p>The message conveyed by the setting is that:</p> <ul style="list-style-type: none"> • The environment was stifling and rigid. • The children were forced to follow strict rules from the nuns. • The children had no freedom of expression. <p><i>Accept any ONE of the above or similar responses. ✓</i></p>	1		2
		1		
5.2	<p>Discuss the opposing attitudes towards Deaf education in the poem.</p> <p>Attitudes of the nuns towards Deaf education. ✓</p> <ul style="list-style-type: none"> • Sign Language was not acceptable by nuns. • Nuns forced Deaf children to use oralism. <p>Attitudes of Deaf children towards Deaf education. ✓</p> <ul style="list-style-type: none"> • Deaf children suffered for years under oralism. • They are excited/happy using Sign Language. <p><i>Accept any ONE of each of the attitudes.</i></p>	1		2
		1		
5.3	<p>View the clip. Explain the hand-shape metaphor used in this clip and how it influenced Deaf education at that time.</p> <p>The closed claw hand shape refers to the gradual decrease of nuns. ✓</p> <p>As oralism/nuns leave the school system ✓ they are replaced by teachers/SASL. ✓</p>	1		3
		2		

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5.4	<p>Critically discuss how the ending of the poem compares to Deaf education in 2018.</p> <p>Ending of the poem:</p> <ul style="list-style-type: none"> Children used Sign Language and they were happy. ✓ <p>Deaf education 2018:</p> <ul style="list-style-type: none"> Deaf children are now being taught SASL which is their native language. SASL is being used as the medium of instruction in schools for the Deaf. SASL is offered as a subject on Home Language level. <p>Accept any TWO or similar responses. ✓✓</p>	1		3	
	Total for QUESTION 5			[10]	

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SECTION B: SHORT STORY

QUESTION 6: SHORT STORY - ESSAY QUESTION

'ROMEO AND JULIET' by Vanessa Reyneke

The plot of 'Romeo and Juliet' encompasses an extensive degree of internal and external conflict. Analyse this crucial component in the story.

The length of your essay should be 5–6 minutes.

Use the following points, among others, as a guide to marking this question. Responses might differ, depending on the candidate's sensitivity to and understanding of the story.

Refer to the rubric on page 26 to assess this question.

CONFLICT

- Conflict refers to the tension and chaos created by problems in the story.
- Internal conflict is experienced in the lives of the characters including their personal struggles to grapple with emotions for the sake of friendship/love.
- External conflict includes how the characters battle to relate to their external social, environmental and family status situations.

INTERNAL CONFLICT

Romeo:

- Romeo loves Rosaline but she does not return this love. As a result he is depressed and disheartened while battling to deal with his internal emotions of rejection/not being loved and loneliness.
- Romeo then falls deeply in love with Juliet. He married her in secret because he did not have the courage to consult with his family and because he was already engaged to Rosaline. As a result he is faced with an internal battle of expressing his love for Juliet while he could not confront his family.
- Romeo has to deal with the fact that his friend Mercutio is dead.
- Romeo has to face the fact that he is a murderer after killing Tybalt who is Juliet's family member.
- Romeo thinks Juliet is dead and decides to kill himself because he is not able to live without Juliet.

Juliet:

- Juliet loves Romeo but is forbidden to marry him because of the feud between their families. As a result she is faced with the internal conflict of deciding what to do and seeks other ways to resolve her struggle.
- Juliet is depressed because she misses Romeo who has been banished.
- Juliet is upset because her father arranged that she should marry Paris.
- Juliet refuses to marry Paris because she does not love him.
- Juliet has to face the internal conflict of knowing that her husband is a murderer.
- Juliet wakes up to see that her husband is dead and decides to commit suicide because she is unable to live without him.

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EXTERNAL CONFLICT

- External conflict is evident in the feud between the Capulet and Montague families who have been fighting because of fame, wealth and status.
- Extreme violence and conflict can be seen when Tybalt kills Mercutio and in turn Romeo kills Tybalt to avenge the death of his dear friend Mercutio.
- Romeo is banished from Cape Town because he murdered Tybalt.
- Juliet's father insists that she marries Paris.
- Juliet was unable to inform Romeo about her plan to pretend to be asleep because he was away.
- The priest forgets to tell Romeo that Juliet has taken sleeping pills to avoid marrying Paris. This miscommunication results in the death of both Romeo and Juliet.

Content (15)
Language structure and use (10)
[25]

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QUESTION 7: SHORT STORY - CONTEXTUAL QUESTIONS**'ROMEO AND JULIET' by VANESSA REYNEKE**

No	Criteria	Maximum Mark		Candidate Mark	
7.1	<p>Give TWO reasons for Romeo's refusal to attend the Capulet's party.</p> <ul style="list-style-type: none"> • Romeo was not in the mood to attend the Capulet's party. • He was in love with Rosaline and was very depressed and sad because she rejected his love. • The two families were in a feud with each other. • Romeo was not invited. <p><i>Accept any similar responses. ✓✓</i></p>	1		2	
7.2	<p>Romeo is an impulsive lover.</p> <p>State whether this statement is TRUE or FALSE. Support your answer with contextual evidence.</p> <p>TRUE</p> <ul style="list-style-type: none"> • Romeo was in love with Rosaline but when he met Juliet at the Capulet's party, he fell in love with her instantly. • Despite the fact that the two families were in a feud, Romeo still pursued Juliet in the garden of the Capulet home. He did not consider the consequences of being caught. <p>OR</p> <p>FALSE</p> <ul style="list-style-type: none"> • Romeo was very determined in his intention to marry Juliet. • Romeo committed suicide when he thought that Juliet had died and he could not be with her anymore. <p><i>Accept TRUE/FALSE with any TWO of the above or similar reasons. ✓✓</i></p>	2		2	

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7.3	<p>Compare the attitude of the priest and the mayor towards Romeo and Juliet.</p> <p>Priest's attitudes towards Romeo and Juliet:</p> <ul style="list-style-type: none"> • Kind • Helpful • Caring • Considerate • Loyal <p><i>Accept any TWO of the above or similar responses. ✓✓</i></p> <p>Mayor's attitudes towards Romeo and Juliet:</p> <ul style="list-style-type: none"> • Angry • Uncompassionate • Uncaring • Unhelpful • Cruel <p><i>Accept any TWO of the above or similar responses. ✓✓</i></p>	1 1 1 1		4	
7.4	<p>Account for Tybalt's emotional state when he approaches Romeo.</p> <p>Tybalt was upset when he heard that Romeo attended the Capulet's party ✓ and he was angry and wanted to fight Romeo when he approached him. ✓</p>	1 1		2	
7.5	<p>Explain why Romeo's killing of Tybalt indicates his friendship with Mercutio.</p> <ul style="list-style-type: none"> • Romeo was loyal to Mercutio. • Romeo loved Mercutio. • Romeo valued his friendship with Mercutio. <p><i>Accept any TWO of the above or similar responses. ✓✓</i></p>	1 1		2	
7.6	<p>To what extent did Mercutio's own actions contribute to his death?</p> <ul style="list-style-type: none"> • Benvolio and Mercutio encouraged Romeo to go to the party knowing that the Montague and the Capulet families were hostile towards each other. ✓ • Tybalt was upset when he found out that Mercutio and Romeo attended the party uninvited and wanted to challenge Romeo. Mercutio intervened to stop the fight and was killed. ✓ 	1 1		2	

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7.7	<p>Discuss how the story of Romeo and Juliet demonstrate male domination.</p> <p>Male domination is demonstrated in the following ways:</p> <ul style="list-style-type: none"> Juliet is forced by her father to marry Paris. ✓ <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> The mayor banishes Romeo from his own country. Paris agrees to marry Juliet because her father arranged it. Romeo makes plans without informing Juliet about them. <p><i>Accept any ONE of the above or similar responses. ✓</i></p>	1		2	
7.8	<p>How did the priest's action influence the ending of the story?</p> <p>The priest's action influenced the ending of the story by:</p> <ul style="list-style-type: none"> Explaining to the two families that the reason why Romeo and Juliet died was that the feud between the two families prevented Romeo and Juliet from being together. ✓ Uniting the two families. ✓ <p><i>Accept any similar responses. ✓✓</i></p>	1		2	
7.9	<p>How does the clip reflect Juliet's state of mind?</p> <ul style="list-style-type: none"> Juliet was very angry and upset with her father for forcing her to marry Paris. She was determined not to obey her father's command to marry Paris. Juliet was strong-minded in wanting to marry Romeo. <p><i>Accept any TWO of the above or similar responses. ✓✓</i></p>	1		2	
7.10	<p>To what extent did Romeo contribute to the death of Juliet indirectly?</p> <ul style="list-style-type: none"> As soon as Romeo returned from banishment he saw Juliet lying on her death-bed and assumed that she was dead. He did not ask the priest or anyone about Juliet's condition. He did not even try to wake Juliet from her deep sleep. Romeo acted impulsively and drank the poison. <p><i>Accept any ONE of the above or similar reasons. ✓</i></p> <p>This causes Juliet to kill herself because she does not want to live without him. ✓</p>	1		2	

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7.11	<p>How does the way in which the main characters die contribute in establishing this kind of genre?</p> <p>This genre is a combination of romance and tragedy. ✓</p> <p>Romeo and Juliet were in love but their love was forbidden by their hostile families. This led to their subsequent deaths amidst much complexity. Other members of both families were also killed.</p> <p><i>Accept any similar responses. ✓✓</i></p>	1		3	
	Total for QUESTION 7	2		[25]	

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SECTION C: SHORT STORY**QUESTION 8: SHORT STORY – ESSAY QUESTION****'A CHILDREN'S GARDEN' by ELLA MAE LENTZ**

The personal beliefs and values of an author are often reflected in their literature. Use contextual evidence to support the author's views with reference to Deaf education.

The length of your essay should be 5–6 minutes.

- Below is the basis for answering this essay. Use the following as a guideline only. However, also allow for answers that are different, original and show evidence of critical thought and interpretation.
- A range of examples may be used by the candidates to support their arguments.
- **Refer to the rubric on page 26 to assess this question.**

- The author expresses her strong Christian beliefs by using a biblical allegory in the story.
- She expresses that language is a gift to people, including Deaf people. Language is a gift from God to all mankind.
- Ella says that Deaf children are lonely and wondering if they inferior, this might stem from her own experience or beliefs.
- Ella emphasizes those Deaf children are special comparing them to colourful blooms because they are different and diverse. Ella's choice of colourful blooms that are depicted in a positive light indicates that Ella is proud of her Deaf identity and culture and the beauty of ASL.
- When she signs they should LEARN EXPERIENCE THRIVE her NMFs support her believes in this.
- The action of the blooms that is transplanted into the garden is done in a gentle and caring way and her broad smile reflects the author's positive attitude toward the Deaf institution.
- Author reflects that when the Deaf children were brought together they were nervous/scared/overwhelmed but excited because they were all learning to sign together. This intimate knowledge can only come from personal experience or close observation.
- Her NMF which is joyful when she signs the Deaf children signing to one another and were developing their confidence when they were brought together, shows her personal believes that the Deaf institution is the best place for Deaf learners.
- Ella emphasizes that by using their native language, there is freedom of speech and a connectedness causing the garden/Deaf community to grow.
- Oralists are shown as proud/superior who look down on the Deaf community. She shows her feelings against oralism with her exaggerated disgusted facial expression.
- Oralism is symbolised by the brown area, the mockingly exaggerated mouthing when signing the oppressive tractor and destructive sickles in the story. These are three negative elements and show the viewer that Ella is strongly against oralism.

[25]

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- When Logos arrives to rescue Deaf children after being destroyed by the tractor her NMFs shows that she is against the unfairness and oppressions of oralism.
- Her NMFs and sign choice when she describes the realization that the oralist did not succeed shows her contempt for their actions.
- In the story the blooms lose their roots when they are moved into mainstream education. Ella's choice of signs to include this action in her story indicates that she believes in the social/cultural linguistic view for Deaf individuals.
- Her unbelief when the garden decreases in size shows her disappointment.
- Ella's description of the rain, sun and wind which is spurred to action shows that she believes Deaf people should not just passively accept the status quo forced upon them by oralists.
- At the end of the story she is determined that the language of the Deaf will continue on and not be eradicated.
- The array of factual references with regard to the past indicates that Ella is knowledgeable about Deaf history. She advocates for ASL to be respected, accepted and worthy.

Content (15)
Language structure and use (10)

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QUESTION 9: SHORT STORY - CONTEXTUAL QUESTION**'A CHILDREN'S GARDEN' by ELLA MAE LENTZ**

No	Criteria	Maximum Mark			Candidate Mark
9.1	<p>View the clip. Explain how the signs used by the poet contribute to the message of the poem.</p> <p>The repeated open 5-hand shape that shows the signs LEARN EXPERIENCE THRIVE contributes to the message that children should be in a nourishing environment where learning can happen. They need access to learning that happens in Sign Language. ✓ They should experience a wide range of things as their hearing counterparts do. ✓ Deaf students should be thriving in their environment not just surviving. ✓</p>			3	
		1			
		1			
9.2	<p>View the clip. State TWO attitudes conveyed in this clip.</p> <p>The TWO attitudes conveyed in this clip are:</p> <ul style="list-style-type: none"> • The brown area believes that they are superior and looks at the blooms with disgust/revulsion. • They dislike/loath/despise the colourful blooms. <p><i>Accept any TWO of the above or similar responses. ✓✓</i></p>			2	
		1			
		1			
9.3	<p>View the clip. Describe the emotions experienced by the blooms in this clip.</p> <p>The emotions experienced by the blooms in this clip:</p> <ul style="list-style-type: none"> • Depressed • Lonely • Sad • Isolated • Miserable • Segregated <p><i>Accept any TWO of the above or similar responses. ✓✓</i></p>			2	
		1			
		1			

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9.4	<p>Describe the THREE oppressive acts committed by the brown area.</p> <ul style="list-style-type: none"> Destroyed blooms with tractor ✓ Cut blooms with a sickle in the night ✓ Separated the blooms from each other so that they were alone and died ✓ 	1 1 1		3	
9.5	<p>Explain the TWO types of conflict evident in the story. Give ONE contextual example of EACH in your answer.</p> <p>External conflict:</p> <ul style="list-style-type: none"> Man against society/Deaf people fighting against the beliefs of oralists. ✓ The brown area is looking down on the blooms. Don't like the colourful blooms that represent Deaf people. 'Brown is best.' Man uses tractor to destroy nature. Man uses a sickle to separate man. The brown area plans the downfall of the blooms after their initial plan fails. The brown area decides to mainstream the children thereby separating and isolating Deaf children from the garden and each other. Fighting back from the Deaf community in reaction to the brown area's plans (wind, sun, rain). <p>Internal conflict – conflict within themselves ✓</p> <ul style="list-style-type: none"> Deaf children feel as if they are 'less'/inferior. <p><i>Allocate ONE mark per type of conflict and ONE mark per example given.</i></p>	1 1 1 1		4	
9.6	<p>View the clip. What does the action described reveal about the children?</p> <ul style="list-style-type: none"> Language/communication unites children/community. They feel connected/bonded in a relationship with each other. The children are now happy and in harmony. <p><i>Accept TWO of the above or similar responses. ✓✓</i></p>	1 1		2	

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9.7	<p>Explain the metaphor of the brown area.</p> <p>The brown area refers to hearing people/oralists. ✓</p> <ul style="list-style-type: none"> • The brown area is boring, monotonous and dry because they don't like the colourful blooms and think they are the best. • The brown area is an oppressor and controls education of Deaf children by destroying the garden and implementing mainstream education. • The brown area is hostile towards Deaf children as they cut down their roots and cause them to die. <p><i>Accept ONE of the above or any similar responses.</i></p>	1		2	
9.8	<p>What would have been the outcome if the brown area had not destroyed the blooms?</p> <p>The blooms would have flourished which implies that:</p> <ul style="list-style-type: none"> • Sign Language would have been used in all education systems enriching the lives of Deaf individuals. • The children would not have suffered in the struggle against oppression. • The children may have been happier and more confident at first. • The children would have experienced the growth in Deaf culture and identity from an early age. • They could become professionals in any chosen career. <p><i>Accept any TWO of the above or similar responses. ✓✓</i></p>	1		2	
9.9	<p>Critically comment on the acceptability of the motive of the brown area to enforce oralism.</p> <p>Their motive was acceptable because:</p> <ul style="list-style-type: none"> • After the Milan Congress experts around the world agreed that oralism would be the best approach for Deaf education. • They wanted the Deaf society to feel part of the hearing society and were willing to do anything to accomplish that. • They believed Deaf people should be able to function/communicate in a hearing world. • They wanted Deaf people to be 'normal' like them. 			2	

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	<p>OR</p> <p>Their motive was <i>not acceptable</i> because:</p> <ul style="list-style-type: none"> • They were harming the Deaf children. • They were infringing on the language rights of the Deaf children. • The brown area did not consider the needs of the Deaf children. • They were violent in their actions to force change. • They were the oppressors/destroyers. <p><i>Accept ACCEPTABLE/NOT ACCEPTABLE with any TWO of the above or similar reasons. ✓✓</i></p>				
9.10	<p>The signer insinuates that oralism is not acceptable for Deaf individuals. Critically discuss this insinuation made in the story.</p> <ul style="list-style-type: none"> • For Deaf individuals Sign Language is natural. When the blooms where gently moved to the garden where they communicate using their natural language they looked shy at first then they were pleased and happy to be amongst people of the same language. • Forcing Deaf individuals to follow oralism is a violation of their linguistic rights. We see in the text with the blooms dying/ negative NMFs when she signs TRACTOR. • Mainstream schools do not allow Deaf learners to grow in their strengths and so they wither and die. • They do not develop strong linguistic identities because they are isolated. <p><i>Accept any similar responses. ✓✓✓</i></p>	1	1	1	3
	Total for QUESTION 9				[25]
		Total for SECTION C:			[25]
		GRAND TOTAL:			[80]

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SECTION A: ASSESSMENT RUBRIC FOR LITERARY ESSAY: POETRY (20 ÷ 2 =10)

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate	Maximum Mark	Candidate Mark
CONTENT	8–10	6–7	4–5	2–3	0–1	10	
Interpretation of topic. Depth of argument, justification and grasp of text. 6 MARKS	<ul style="list-style-type: none"> - In-depth interpretation of topic - Range of striking arguments; extensively supported from poem - Excellent understanding of genre and poem 	<ul style="list-style-type: none"> - Shows understanding and has interpreted topic well - Fairly detailed response - Sound arguments given, but not all of them as well motivated as they could be - Understanding of genre and poem 	<ul style="list-style-type: none"> - Fair interpretation of topic - Some good points in support of topic - Some arguments supported, but evidence is not always convincing - Basic understanding of genre and poem 	<ul style="list-style-type: none"> - Unsatisfactory interpretation of topic - Hardly any points in support of topic - Inadequate understanding of genre and poem 	<ul style="list-style-type: none"> - No understanding of the topic - No reference to the poem - Learner has not come to grips with genre and poem 		
STRUCTURE AND LANGUAGE	8–10	6–7	4–5	2–3	0–1	10	
Structure, logical flow and presentation. SASL structure and presentation style used in the essay 4 MARKS	<ul style="list-style-type: none"> - Coherent structure - Arguments well-structured and clearly developed - Language, tone and style mature, impressive, correct - Virtually error-free SASL structure and exceptional presentation style - No spoken language influence 	<ul style="list-style-type: none"> - Clear structure and logical flow of argument - Flow of argument can be followed - Error-free SASL structure and skilful presentation style - Minimal spoken language influence 	<ul style="list-style-type: none"> - Some evidence of structure - Essay lacks a well-structured flow of logic and coherence - Minor SASL Structural errors, mostly appropriate presentation style. - Substantial spoken language influence 	<ul style="list-style-type: none"> - Structure shows faulty planning - Arguments not logically arranged - SASL structural errors evident - Inappropriate presentation style - Strong spoken language influence 	<ul style="list-style-type: none"> - Poorly structured - Serious SASL structural errors evident - Incorrect presentation style - Strong spoken language influence 		
					Total: 20 ÷ 2	[10]	

NOTE: If a candidate has ignored the content completely and written a creative response instead, award a 0 mark for both Content and Structure and Language.

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SECTION B AND C: ASSESSMENT RUBRIC FOR LITERARY ESSAY: SHORT STORY (25)

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate	Maximum Mark	Candidate Mark
CONTENT	12–15	9–11	6–8	4–5	0–3		
Interpretation of topic. Depth of argument, justification and grasp of text. 15 MARKS	<ul style="list-style-type: none"> - Outstanding response: 14-15 - Excellent response: 12-13 - In-depth interpretation of topic - Range of striking arguments extensively supported from text - Excellent understanding of genre and text 	<ul style="list-style-type: none"> - Shows understanding and has interpreted topic well - Fairly detailed response - Some sound arguments given, but not all of them as well motivated as they could be - Understanding of genre and text evident 	<ul style="list-style-type: none"> - Mediocre interpretation of topic; not all aspects explored in detail - Some good points in support of topic - Some arguments supported, but evidence is not always convincing - Partial understanding of genre and text 	<ul style="list-style-type: none"> - Scant interpretation of topic; hardly any aspects explored in detail - Few points in support of topic - Very little relevant argument - Little understanding of genre and text 	<ul style="list-style-type: none"> - Very little understanding of the topic - Weak attempt to answer the question. - Arguments not convincing - Learner has not come to grips with genre or text 	15	
STRUCTURE AND LANGUAGE	8–10	6–7	4–5	2–3	0–1		
Structure, logical flow and presentation. SASL structure and presentation style used in the essay 10 MARKS	<ul style="list-style-type: none"> - Coherent structure - Excellent introduction and conclusion - Arguments well-structured and clearly developed - Correct SASL Structure Use, exceptional presentation - No spoken language influence 	<ul style="list-style-type: none"> - Clear structure & logical flow of argument - Introduction & conclusion & other chunks coherently organised - Logical flow of argument - Error-free SASL structure and skilful presentation style - Minimal spoken language influence 	<ul style="list-style-type: none"> - Some evidence of structure - Logic and coherence apparent, but flawed - Minor SASL Structural errors, mostly appropriate presentation style. - Chunking mostly correct - Substantial spoken language influence 	<ul style="list-style-type: none"> - Structure shows faulty planning. - Arguments not logically arranged - SASL structural errors evident - Inappropriate presentation style - Chunking faulty - Strong spoken language influence 	<ul style="list-style-type: none"> - Lack of planned structure impedes flow of argument - Serious SASL structural errors evident - Incorrect presentation style - Chunking faulty - Strong spoken language influence 	10	
					Total	[25]	

NOTE: If a candidate has ignored the content completely and written a creative response instead, award a 0 mark for both Content and Structure and Language.

There must not be more than two categories' variation between the Structure and Language mark and the Content mark.