



# basic education

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

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**SOUTH AFRICAN SIGN LANGUAGE HOME LANGUAGE P2**

**NOVEMBER 2023**

**MARKS: 80**

**TIME: 2½ hours**

**This English transcription consists of 14 pages.  
This should be used by the invigilator ONLY  
in conjunction with the signed version.**

## INSTRUCTIONS AND INFORMATION

1. Read the instructions carefully before you begin to answer the questions.
2. Do NOT answer ALL questions. Read the instructions and answer questions on the poems, longer story and drama that you were taught.
3. This transcription of the question paper of THREE sections:  
  
SECTION A: Poetry (30)  
SECTION B: Longer story (25)  
SECTION C: Drama (25)
4. SECTION A: Answer THREE questions.  
SECTION B: Answer ONE question.  
SECTION C: Answer ONE question.  
  
Answer FIVE QUESTIONS in total.
5. Carefully follow the instructions at the beginning of each section.
6. Sign the number of each question correctly according to the numbering system used in this question paper before you record your answer.
7. Create a NEW folder for EACH section when recording yourself.
8. Sign fluently and clearly.
9. The Booklet for Rough Work is intended for rough work only and will NOT be assessed. Candidates must hand it in at the end of the examination.

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**\*NOTE:** In SECTIONS B and C, answer ONE ESSAY question and ONE CONTEXTUAL question. You may NOT answer TWO essay questions or TWO contextual questions.

## SECTION A: POETRY

### PRESCRIBED POETRY

Answer any TWO of the following questions.

#### QUESTION 1: POETRY – ESSAY QUESTION

View the poem titled '**Alone**' by **Daniel Durant** and answer the essay question that follows.

POET WORLD HIS SHATTER SHATTER COLLAPSE  
MOOD M-O-O-D HIS HYPERBOLE SIGN  
SUPPORT HOW  
EXPLAIN  
SIGN YOUR 2–3 MIN LIMIT

The poet's world collapses and shatters everywhere.

Explain how hyperbolic signing supports the mood of the poet.

Your essay should be 2–3 minutes.

[10]

#### QUESTION 2: POETRY – CONTEXTUAL QUESTION

View the poem titled '**The Rosebush**' by **Ella Mae Lentz** and answer the questions that follow.

2.1 CLIP THERE  
SIGN THERE  
YOU WATCH  
FEELING YOUR THIS INFLUENCE  
HOW

How does the poet in this clip influences the viewer's feelings towards the rosebush?

(2)

2.2 CLIP THERE  
YOU WATCH  
HAPPEN WHAT

What transpires in the clip?

(2)

2.3 POEM YOU WATCH  
FIND THEME  
SIGN THIS  
SUPPORT HOW  
EXPLAIN DEEP

Identify the theme and discuss the effectiveness of the signing to support this theme.

(3)

- 2.4 POEM BEGINNING-TO-END  
STANZA THIS  
BEHAVIOUR HUMAN  
WAY YOU DISCUSS WAY YOU DISCUSS  
BETTER WHICH

The concluding stanza offers two options for human behaviour.

Justify why you think ONE option would be better than the other.

(3)  
[10]

### QUESTION 3: POETRY – CONTEXTUAL QUESTION

View the poem titled '**Evolution of Communication**' by Ian Sanborn and answer the questions that follow.

- 3.1 POET THERE  
TONE  
YOU ONE FIND  
TWO EVIDENCE GIVE

Identify the tone created in this clip and give evidence.

(2)

- 3.2 CLIP THERE  
YOU WATCH  
HAPPEN WHAT

What transpires in the clip?

(2)

- 3.3 METAPHOR DOOR POEM THERE  
DEEP DISCUSS

Discuss the metaphor of the 'door' in the context of the poem.

(3)

- 3.4 POEM WHOLE  
SIGNING SPACE DIFFERENT DIFFERENT  
WHY  
EXPLAIN DEEP

Justify the poet's use of different signing space seen throughout the poem.

(3)  
[10]

#### QUESTION 4: POETRY – CONTEXTUAL QUESTION

View the poem titled '**Soweto, June 16<sup>th</sup>**' by **Modiegi Moime** and answer the questions that follow.

4.1 POET THERE  
MOOD M-O-O-D HIS  
SHOW HOW

How does the poet establish the initial mood of the poem in this clip? (2)

4.2 CLIP THERE  
YOU WATCH  
HAPPEN WHAT

What transpired in the clip? (2)

4.3 CLIP THERE  
PACE SLOW SIGN THIS  
RIGHT-YES  
DISCUSS

Discuss the effectiveness of the slow pace in this clip. (3)

4.4 POEM BEGINNING-TO-END  
STANZA THIS ACHIEVE  
IMPORTANT WHY

The concluding stanza indicates a sense of triumph. Justify this statement. (3)  
**[10]**

**AND**

## UNSEEN POETRY (COMPULSORY)

### QUESTION 5: CONTEXTUAL QUESTION

View the poem titled '**Brainwaves**' by **Tamsin Thomas** and answer the questions that follow.

5.1 POET CHALLENGE THERE THERE  
WHAT

What are the TWO challenging situations that the poet encounters? (2)

5.2 CLIP THERE  
YOU WATCH  
HAPPEN WHAT

What transpires in the clip? (2)

5.3 POEM THERE  
SPACE SIGN SIGN  
MOOD M-O-O-D POET HIS  
LINK LINK  
HOW  
DEEP DISCUSS

With reference to signing space, close and away from the signer, discuss how this links to her moods. (3)

5.4 POEM THERE  
CONTRAST THIS  
POET EMPHASISE  
WHY  
DEEP DISCUSS

Why do you think the poet emphasises contrast in the poem? (3)  
**[10]**

**TOTAL SECTION A: 30**

## SECTION B: LONGER STORY

### 'ASA STANDS UP FOR HERSELF' by the University of Stellenbosch

Answer EITHER QUESTION 6 (essay question) OR QUESTION 7 (contextual question).

#### QUESTION 6: 'ASA STANDS UP FOR HERSELF' – ESSAY QUESTION

ASA CHARACTER KNOW PERFECT  
KENZO MEET  
ASA CHARACTER DO DO SAME-NO  
DIFFERENT  
YOU DISCUSS DEEP  
SIGN TIME YOURS  
8–10 MIN LIMIT

Asa lives an innocent and naive life until she meets Kenzo. Asa acts out of character.

Critically discuss the validity of the above statement.

The length of your essay should be 8–10 minutes.

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

#### [EXTRACT A: 02:55–03:21]

#### QUESTION 7: 'ASA STANDS UP FOR HERSELF' – CONTEXTUAL QUESTION

7.1 MANDISA  
SIM  
KENZO  
THREE PLAN DISCUSS  
WHAT

Which plans did Mandisa, Sim and Kenzo discuss? (2)

7.2 KENZO ASA MEET  
ASA FACIAL EXPRESSION HERS LIKE-THIS  
WHY

Account for Asa's facial expression when Kenzo is introduced to her. (2)

7.3 STORY WHOLE  
MANDISA PRESSURE THERE ASA SHARE PRESSURE  
CHARACTER HERS CHANGE  
HOW

With reference to the story as a whole, discuss how peer pressure influenced Asa's character. (3)



7.4 EXTRACT AFTER  
ASA MANDISA APPROACH  
ARGUE NO  
ASA STEP-AWAY  
LEAVE  
WHY

Why doesn't Asa argue with Mandisa after this extract? (3)

7.5 HEARING THREE  
ASA EXCLUDE  
YOU EMPATHISE  
ANSWER YOURS MOTIVATE

Do you empathise with Asa excluded by hearing people in the extract?  
Motivate your answer. (3)

**AND**

**[EXTRACT B: 10:07–10:36]**

7.6 ASA PANIC  
FATHER COME  
QUESTION-QUESTION  
WHAT

Give THREE questions that Asa anticipates her father would ask her. (3)

7.7 EXTRACT THERE  
ASA FATHER HIS EMOTION HOW  
EXPLAIN

Account for Asa's father's emotional state in this extract. (3)

7.8 ASA  
WOMAN SHE DON'T KNOW  
CONCERN CARE  
WHY  
DISCUSS

Discuss why the stranger shows concerns towards Asa. (3)

7.9 STORY BEGINNING-TO-END  
ASA SELF-REFLECT  
TITLE LINK  
HOW

How does Asa's self-reflection at the end of the story link to the title? (3)  
**[25]**

**'TOGETHER WE'RE STRONG' by the University of Stellenbosch**

Answer EITHER QUESTION 8 (essay question) OR QUESTION 9 (contextual question).

**QUESTION 8: 'TOGETHER WE'RE STRONG' – ESSAY QUESTION**

LONG AGO APARTHEID  
ALBERTINA THERE  
OPPRESS-OPPRESS STRUGGLE-STRUGGLE  
ALBERTINA SMALL  
CHARACTER HERS THIS  
GROW HELP FREEDOM FIGHT  
HOW  
YOU DISCUSS DEEP  
YOU SIGN 8–10 MIN LIMIT

Albertina lives a life of oppressions and hardships during the apartheid era.

Critically discuss how her childhood character traits help her become a freedom fighter.

The length of your essay should be 8–10 minutes.

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

**[EXTRACT C: 05:05–05:35]**

**QUESTION 9: 'TOGETHER WE'RE STRONG' – CONTEXTUAL QUESTION**

9.1 PERSON NONTSIKELELO  
NAME THREE  
HAPPY NO  
WHICH

Which THREE names is Nontsikelelo not happy with in the extract. (3)

9.2 NAME ENGLISH CHOOSE MUST  
NONTSIKELELO ANSWER  
WHAT

Account for Nontsikelelo's reaction when asked to choose an English name. (3)

9.3 STORY BEGINNING-TO-END  
NONTSIKELELO FAMILY HERS IMPORTANT  
DISCUSS

Discuss the importance of family for Nontsikelelo. Refer to the story as a whole. (3)

9.4 EXTRACT THERE  
NONTSIKELELO PRIEST FROWN  
WHY  
EXPLAIN

Explain why the priest frowns at Nontsikelelo in the extract. (3)

9.5 NONTSIKELELO BURSARY RECEIVE NO  
WHY OLD  
YOU EMPATHISE  
ANSWER YOURS MOTIVATE

Do you empathise with Nontsikelelo being told that she was too old to receive the bursary? Motivate your answer. (3)

9.6 ALBERTINA WORK NURSE DECIDE  
WHY  
DISCUSS

Discuss why Albertina decided to become a nurse. (3)

**AND**

**[EXTRACT D: 12:00–12:32]**

9.7 HOSPITAL THERE  
ALBERTINA WORK IN  
ATTITUDE HERS  
EXPLAIN

Describe Albertina's attitude about her work in the hospital. (2)

9.8 HOSPITAL THERE  
ALBERTINA DUTIES  
WHAT

List Albertina's duties at the hospital. (2)

9.9 MONEY SAVE HOME-SEND  
ALBERTINA DO-DO-DO LIKE-THIS  
SACRIFICE-SACRIFICE  
THIS YOU DISCUSS

'Albertina sends money home as sacrificial act.'

Discuss this statement. (3)  
**[25]**

**TOTAL SECTION B: 25**

## SECTION C: DRAMA

### 'LIVING ON THE EDGE' by the University of Stellenbosch

Answer EITHER QUESTION 10 (essay question) OR QUESTION 11 (contextual question).

#### QUESTION 10: 'LIVING ON THE EDGE' – ESSAY QUESTION

KIM LIFE HERS POOR STRUGGLE  
UNIVERSITY FIRST YEAR WHOLE KIM THERE  
CHARACTER DEVELOP HERS  
THIS IMPACT HOW  
DEEP DISCUSS  
SIGN YOURS TIME 8–10 MIN LIMIT

Kim lives a life of poverty and hardships.

Critically discuss how the above statement has an impact on the character development of Kim throughout her first year of university.

The length of your essay should be 8–10 minutes.

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

#### QUESTION 11: 'LIVING ON THE EDGE' – CONTEXTUAL QUESTION

##### [EXTRACT E: 05:26–06:26]

11.1 CLASS KIM THERE-NOT  
DO-DO  
WHAT

What TWO activities was Kim involved in when she was away from class? (2)

11.2 DRAMA BEGINNING-TO-END  
VERONIQUE  
TARONE  
THIS KIM  
RELATIONSHIP  
EXPLAIN

Account for Kim's relationship with Tarone and Veronique. Refer to the drama as a whole. (3)

- 11.3 DRAMA WHOLE  
KIM THERE  
SOCIAL INJUSTICE  
THIS IMPACT HOW  
DISCUSS
- Discuss how social injustices affect Kim in the drama. Refer to the drama as a whole. (3)
- 11.4 EXTRACT THERE  
KIM PERSON EDUCATION HERS  
LECTURER WORRY  
WHY
- Why is the lecturer concerned about Kim's education in this extract? (3)
- 11.5 KIM SITUATION HERS  
YOU SYMPATHISE  
ANSWER YOURS MOTIVATE
- Do you sympathise with Kim's situation? Motivate your answer. (3)

**AND**

**[EXTRACT F: 12:59–14:02]**

- 11.6 UNIVERSITY THIS  
KIM THERE  
THIS SUPPORT HOW
- What kinds of assistance did Kim receive at the university? (2)
- 11.7 VERONIQUE SIGN  
TARONE STOP-STOP  
THIS WHY
- Account for Tarone's defensive response to Veronique. (2)
- 11.8 EXTRACT END  
TARONE SIGN THIS  
MEAN WHAT
- Explain what Tarone meant by this closing statement in the end of the extract. (2)
- 11.9 EXTRACT THERE  
KIM THERE  
VERONIQUE ATTITUDE  
EXPLAIN
- Explain Veronique's attitude towards Kim in this extract. (2)

11.10 EXTRACT  
EXTRACT  
WATCH-WATCH  
KIM CHARACTER HERS  
DEVELOP HOW  
DEEP EXPLAIN

Refer to EXTRACT E and EXTRACT F. Critically evaluate how Kim's character develops in the drama.

(3)  
[25]

**TOTAL SECTION C: 25**  
**GRAND TOTAL: 80**