



# basic education

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

## NATIONAL SENIOR CERTIFICATE

GRADE 12

**SOUTH AFRICAN SIGN LANGUAGE HOME LANGUAGE P2**

**PREPARATORY EXAMINATION 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										
CM										
IM/EM										

These marking guidelines consist of 23 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****'ROSEBUSH' by Ella Mae Lentz**

There is a contrast in the initial approach of the adults and children towards the rosebush.

Discuss the statement above and how it develops **LITERALLY** and **METAPHORICALLY** throughout the poem.

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 5 to assess this question.**

**ADULTS:**

- In the initial approach:
  - Adults approach the rosebush with a very clear intent, which is to kill the rosebush
  - An adult moves with heavy, abrupt movements implying his anger and aggression towards the plant.
  - The manner in which the adult tries to kill the plants is violent and destructive, making use of scissors to cut the plant and rapid pulling movements.
- Literal development
  - Man wants to destroy the rosebush but when they fight back, he puts a fence around the garden.
  - He focuses on controlling the things in his environment.
- Metaphorically this can be seen as:
  - Adults are more likely to want to control things around them, than children. We see this in the adult's need to control the plant (rosebush).
  - The man has no natural appreciation for nature as he has been lead to believe that earning money, working, spending time stressing, researching and studying indoors is the hallmark of success and thus places his value and importance in these areas instead of on nature.
  - Hearing people limit Deaf people and do not think that they have a place in the hearing world.
  - Hearing people are consciously oppressing Deaf people and their language.
  - Adults tie up the Deaf children and put them in an isolated enclosed space which metaphorically represents a jail.

**CHILDREN:**

- In the initial approach:
  - The children do not have any intention to be destructive.
  - The children are cutting the roses for appreciation.
  - The manner in which the children cut the flower is gentle and with an inquiring nature. The children are just curious.
- Literal development

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- The children first cut off only the blooms, then they progress to cutting off the stems and cause more harm.
  - They try to transplant the rosebush into their own environment but fail to make it flourish because the stems lack roots (sign language).
  - They do not intend to destroy the rosebush but in their innocence they do destroy the plant later on in the poem.
- 
- Metaphorically this can be seen as:
    - The children have not yet been corrupted by society and the stresses of adulthood and thus are more open to enjoying and appreciating the natural world around them.
    - The children can be seen as a new generation that does not intentionally want to destroy Deaf people/ Deaf culture but in their efforts they do damage the 'rosebush' of Deaf people/culture/language.
    - By transplanting the rosebush they are trying to make it conform to their own world/standards but they are surprised when it does not flourish. In the same way, Deaf efforts/issues taken out of context do not flourish.
    - The initial approach is to appreciate the efforts of Deaf people but eventually in their innocence they still cause damage.

Content (7)  
Language structure and use (3)  
[10]

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**SECTION A: ASSESSMENT RUBRIC FOR LITERARY ESSAY: POETRY (10)**

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

**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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**QUESTION 2: POETRY – CONTEXTUAL QUESTION****'FIVE SENSES' by Paul Scott**

No	Criteria	Maximum Mark			Candidate Mark
2.1	<p><b>Give the reason for the sign choice in the clip.</b></p> <ul style="list-style-type: none"> <li>Deaf people understand the world and receive information through the eyes.</li> <li>Information received via the eyes for Deaf people is just as vibrant, rich and effective as hearing is for hearing people. ✓✓</li> </ul>	1		2	
		1			
2.2	<p><b>What is the purpose of the break in repetition between the first three and last two senses?</b></p> <ul style="list-style-type: none"> <li>The break in repetition emphasises the interdependence of the last two senses.</li> <li>The senses of touch, taste and smell for Deaf people are independent and this is shown by the way in which the three are presented.</li> <li>However, there is a break in how the poet presents the last two senses because Deaf people experience 'hearing' and seeing as interdependent.</li> </ul> <p><b>Accept any TWO of the responses above or similar responses. ✓✓</b></p>	1		2	
		1			
2.3	<p><b>What is the function of personification of the five senses in the poem?</b></p> <ul style="list-style-type: none"> <li>The senses are personified to show that they are alive.</li> <li>The senses are part of the poet's body but each sense tells a different story.</li> <li>The senses are in conversation with the poet.</li> <li>The senses portray a different point of view to something abstract.</li> </ul> <p><b>Accept any THREE of the reasons above or similar responses. ✓✓✓</b></p>	1		3	
		1			
		1			
2.4	<p><b>What is the significance of using the modified 5-hand at the end of the poem?</b></p> <ul style="list-style-type: none"> <li>The modified hand shows that Deaf people have 5 senses but these are used differently.</li> <li>This includes the first three independent senses. The last two senses are combined / interdependent</li> </ul>	1		3	
		1			

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	<p>senses of hearing and sight for language and communication.</p> <ul style="list-style-type: none"> <li>In this poem a hand-shape rule is broken to emphasise the message of communication by the poet.</li> </ul> <p><b>Accept any similar responses. ✓✓✓</b></p>	1			
	<b>Total for QUESTION 2</b>			<b>[10]</b>	

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### QUESTION 3: POETRY – CONTEXTUAL QUESTION

#### 'SOWETO JUNE 16' by Modiegi Moime

No	Criteria	Maximum Mark			Candidate Mark
3.1	<b>Identify TWO important incidents according to the poem that happened in Soweto on 16 June 1976.</b> <ul style="list-style-type: none"> <li>The children of Soweto stood up for their rights/ protested. ✓</li> <li>The child (Hector Peterson) was shot. ✓</li> </ul>	1		2	
		1			
3.2	<b>Explain the symbolism of Amandla and how it plays out in the poem.</b> <ul style="list-style-type: none"> <li>The 'Amandla' hand represents power/struggle/ bravery/comradeship/victory/ protest / freedom. <b>Accept any ONE response.</b> ✓</li> <li>They experienced victory because in the beginning of the poem they did not understand but in the end they understand. ✓</li> </ul>	1		2	
		1			
3.3	<b>Why does the poet use fast pace and slow pace in the poem?</b> <ul style="list-style-type: none"> <li><b>Beginning – fast pace shows people protesting</b> - person running/students studying/reading and not understanding. Shows the violence of the protest. ✓</li> <li><b>Middle – slow pace which focuses on the drama of the killing/shooting which is the climax of the poem</b> - person running in slow motion/picking and carrying the body/carrying the coffin/burying the body. ✓</li> <li><b>Ending - fast pace shows that freedom has been achieved</b> - students are content with the new democracy/they fought against being forced to learn a language that they did not understand and this was achieved. ✓</li> </ul>	1		3	
		1			
		1			



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3.4	<p><b>How can this poem be linked to the history of South African Sign Language?</b></p> <ul style="list-style-type: none"> <li>• Deaf people also felt oppressed in the same way. They fought for many years for SASL to be recognised as their Home Language.</li> <li>• The struggle that started on June 16, 1976 only saw results in 1994 but SASL is only recognised as the Home Language school subject of the Deaf since 2015.</li> <li>• Deaf people are continuing the fight for SASL to be another official language in the Constitution like the other 11 languages.</li> </ul> <p><b><i>Any other similar explanation. ✓✓✓</i></b></p>	1 1 1		3	
	<b>Total for QUESTION 3</b>			<b>[10]</b>	

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**QUESTION 4: POETRY - CONTEXTUAL QUESTION****'ALONE' by Daniel Durant**

No	Criteria	Maximum Mark		Candidate Mark
4.1	<p><b>Identify any TWO (2) negative weather conditions that are linked to the poet's emotions.</b></p> <ul style="list-style-type: none"> <li>• The cold weather represents sadness/emptiness.</li> <li>• The darkness represents depression and loneliness.</li> <li>• The wind represents being tossed to and fro – unsteadiness/ excluded/ pushed away/ confused.</li> <li>• The rain represents tears falling/ sadness/ pain/ heartache.</li> </ul> <p><b>Accept any TWO of the reasons above or similar responses.✓✓</b></p>	1	1	2
4.2	<p><b>Find an example of metonymy in the poem and discuss.</b></p> <ul style="list-style-type: none"> <li>• The 'I love you' sign is the metonymy. ✓</li> <li>• This sign represents more than just the surface meaning. The hand movement shows the sign moving towards the poet's chest./ His heart beats again./ He then feels the love./ It is as if he has new life./ He feels rejuvenated. ✓</li> </ul> <p><b>Accept any ONE of the explanations above or similar explanations.</b></p> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• 'WORLD' sign is the metonymy. ✓</li> <li>• The world represents the soul. The world is broken down and empty like his soul. His soul is later restored when love comes into his life. ✓</li> </ul> <p><b>Accept any ONE of the explanations above or similar explanations</b></p>	1	1	2
4.3	<p><b>Explain the symbolism of the man blowing onto his heart.</b></p> <ul style="list-style-type: none"> <li>• Symbolically blowing onto the heart represents killing himself. ✓</li> <li>• Heart represents life/the spirit/the soul. ✓</li> </ul>	1	1	3

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	<ul style="list-style-type: none"> <li>The poet is blowing the life out of his heart/giving up/ suicidal/life has no meaning for him. ✓</li> </ul>	1			
4.4	<p><b>How can teenagers relate to the theme of the poem?</b></p> <ul style="list-style-type: none"> <li>Today many teenagers consider suicide when they face challenges.</li> <li>The message in the poem is not to give up on life.</li> <li>Believe in the power of love.</li> <li>Love is not only in the form of a person. Love can also be in the form of other things.</li> <li>Love changes you because it gives life.</li> <li>Teenagers should not feel alone in their struggle.</li> <li>Teenagers experience extreme emotions.</li> </ul> <p><i>(Select any <b>THREE</b> themes with supporting evidence from the text.) ✓✓✓</i></p>	1		3	
		1			
		1			
		1			
	<b>Total for QUESTION 4</b>			<b>[10]</b>	
				<b>Total for SECTION A: [30]</b>	

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**QUESTION 5: CONTEXTUAL QUESTIONS - UNSEEN POETRY**

**'FOR MY AUNT' by Atiyah Asmal**

No	Criteria	Maximum Mark			Candidate Mark
5.1	<p><b>State what the flower and the bee represent in this poem.</b></p> <ul style="list-style-type: none"> <li>The flower represents the aunt. ✓</li> <li>The bee represents the girl / poet. ✓</li> </ul>	1		2	
		1			
5.2	<p><b>How is death symbolised in the poem?</b></p> <ul style="list-style-type: none"> <li>The drooping flower shows a downward palm orientation which has a negative connotation. ✓</li> <li>Death is symbolised by the drooping flower. ✓</li> </ul>	1		2	
		1			
5.3	<p><b>Explain the metaphor in the bee flying away at the end of the poem.</b></p> <ul style="list-style-type: none"> <li>Upward movement metaphorically represents a positive movement. ✓</li> <li>Forward movement represents the future/ independence/acceptance / confidence. ✓</li> <li>When the bee flies away, this shows understanding of her aunt's death./ She accepts the death./ She knows that this is permanent and this cannot change./ The bee goes on with its life. ✓</li> </ul> <p><b>Accept any THREE of the responses above or similar responses.</b></p>	1		3	
		1			
		1			
5.4	<p><b>From the poem, critically discuss the relationship between the poet and her aunt.</b></p> <ul style="list-style-type: none"> <li>The poet loved her aunt very much.</li> <li>She was very attached to her aunt/dependent on her aunt.</li> <li>She was always supported /motivated by her aunt.</li> <li>She holds her aunt in high esteem – she says her aunt is beautiful, clever and Deaf like her/ good relationship.</li> <li>Her aunt is a role model to her.</li> </ul> <p><b>Accept any THREE of the responses above or similar responses.✓✓✓</b></p>	1		3	
		1			
		1			
<b>Total for QUESTION 5</b>				<b>[10]</b>	

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**SECTION B: SHORT STORY****QUESTION 6: SHORT STORY - ESSAY QUESTION****'ROMEO AND JULIET' by Vanessa Reyneke**

Refer to the story and discuss the character of Romeo and the consequences of his choices.

The length of your essay should be (8 – 10 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 the next page to assess this question.**

- Romeo is emotionally temperamental. There are always sudden changes in his emotions. Romeo first does not want to go to the party, but there is a quick change in his thoughts and he goes to the party to support his cousin. He is concerned about his safety. Romeo goes to the Capulet party even though he was not invited which indicates his disregard for the Capulet family. At the party when Tybalt wanted to fight with Mercutio, Romeo enters the scene and tells Tybalt that he does not want to fight with him. Romeo cannot explain to Tybalt the reason for this, but when Tybalt kills Romeo's best friend, Mercutio, this connection/consideration turns quickly to hate and in an outburst of rage Romeo kills Tybalt in revenge. This also shows that Romeo is quick tempered, violent and irrational.
- Romeo has a loving and caring personality, but he is also impulsive. Romeo first loved Rosaline deeply even though this was unrequited love. At the party he sees Juliet. He is struck by her beauty and immediately falls in love with her. He falls in and out of love very quickly.  
Romeo decides to go secretly into Juliet's garden to catch a glimpse of her. He is thoughtless about the risks even though he knows that both families are enemies. The issues of the family feud are not considered. Only his deep love for Juliet matters now. They decide to get married the very next day and they have a private wedding. Here also we see his foolish and hasty behavior. He also does not consider that both families are enemies and that they would not approve. Romeo did not care about his family and what they wanted for him. He disregarded his family and focused only on his love for his wife.
- Romeo is also impulsive in the way he kills himself when he sees Juliet sleeping. Upon hearing that his beloved wife is dead, Romeo decides to buy a deadly poison that will kill him instantly. He does not care to ask the priest or anybody else what happened to Juliet. The act of killing himself shows thoughtlessness for his family and for himself as an individual. He loves so deeply that when his wife is gone he feels no reason to live.

Content (15)

Language structure and use (10)

[25]

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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
<b>CONTENT</b>	<b>12–15</b>	<b>9–11</b>	<b>6–8</b>	<b>4–5</b>	<b>0–3</b>		
Interpretation of topic. Depth of argument, justification and grasp of text.  <b>15 MARKS</b>	<ul style="list-style-type: none"> <li>- Outstanding response: 14-15</li> <li>- Excellent response: 12-13</li> <li>- In-depth interpretation of topic</li> <li>- Range of striking arguments extensively supported from text</li> <li>- Excellent understanding of genre and text</li> </ul>	<ul style="list-style-type: none"> <li>- Shows understanding and has interpreted topic well</li> <li>- Fairly detailed response</li> <li>- Some sound arguments given, but not all of them as well motivated as they could be</li> <li>- Understanding of genre and text evident</li> </ul>	<ul style="list-style-type: none"> <li>- Mediocre interpretation of topic; not all aspects explored in detail</li> <li>- Some good points in support of topic</li> <li>- Some arguments supported, but evidence is not always convincing</li> <li>- Partial understanding of genre and text</li> </ul>	<ul style="list-style-type: none"> <li>- Scant interpretation of topic; hardly any aspects explored in detail</li> <li>- Few points in support of topic</li> <li>- Very little relevant argument</li> <li>- Little understanding of genre and text</li> </ul>	<ul style="list-style-type: none"> <li>- Very little understanding of the topic</li> <li>- Weak attempt to answer the question.</li> <li>- Arguments not convincing</li> <li>- Learner has not come to grips with genre or text</li> </ul>		
<b>STRUCTURE AND LANGUAGE</b>	<b>8–10</b>	<b>6–7</b>	<b>4–5</b>	<b>2–3</b>	<b>0–1</b>		
Structure, logical flow and presentation. SASL structure and presentation style used in the essay  <b>10 MARKS</b>	<ul style="list-style-type: none"> <li>- Coherent structure</li> <li>- Excellent introduction and conclusion</li> <li>- Arguments well-structured and clearly developed</li> <li>- Correct SASL Structure Use, exceptional presentation</li> </ul>	<ul style="list-style-type: none"> <li>- Clear structure &amp; logical flow of argument</li> <li>- Introduction &amp; conclusion &amp; other chunks coherently organised</li> <li>- Logical flow of argument</li> <li>- Error-free SASL structure and skilful presentation style</li> </ul>	<ul style="list-style-type: none"> <li>- Some evidence of structure</li> <li>- Logic and coherence apparent, but flawed</li> <li>- Minor SASL Structural errors, mostly appropriate presentation style.</li> <li>- Chunking mostly correct</li> </ul>	<ul style="list-style-type: none"> <li>- Structure shows faulty planning.</li> <li>- Arguments not logically arranged</li> <li>- SASL structural errors evident</li> <li>- Inappropriate presentation style</li> <li>- Chunking faulty</li> </ul>	<ul style="list-style-type: none"> <li>- Lack of planned structure impedes flow of argument</li> <li>- Serious SASL structural errors evident</li> <li>- Incorrect presentation style</li> <li>- Chunking faulty</li> </ul>		
<b>Total for LITERARY ESSAY SHORT STORY:</b>						<b>[25]</b>	

**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.

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

No	Criteria	Maximum Mark			Candidate Mark
7.1	<b>Give the names of the two men who were stabbed and killed.</b> <ul style="list-style-type: none"> <li>• Tybalt ✓</li> <li>• Mercutio ✓</li> </ul>	1		2	
		1			
7.2	<b>Who was the first person that Romeo fell in love with?</b> <ul style="list-style-type: none"> <li>• Rosaline ✓</li> </ul>	1		1	
7.3	<b>Identify three themes in the story.</b> <ul style="list-style-type: none"> <li>• Love/death/family/sacrifice/conflict/impulsiveness/consequences/ miscommunication/ friendship and others.</li> </ul> <b>Accept any THREE of the responses above or similar responses. ✓✓✓</b>	1		3	
		1			
		1			
7.4	<b>Give TWO similarities between the Capulet and the Montague families.</b> <p>Both families:</p> <ul style="list-style-type: none"> <li>• were famous and rich</li> <li>• in conflict with each other</li> <li>• did not want their children to marry each other</li> <li>• agreed to stop the feud between each other after the deaths of their children</li> <li>• were aware of the consequences of their stubbornness after the tragedy</li> <li>• had one child</li> </ul> <b>Accept any TWO of the responses above or similar responses. ✓✓</b>	1		2	
		1			
7.5	<b>Identify TWO reasons why Romeo was banished.</b> <ul style="list-style-type: none"> <li>• The mayor initially said that if there is another fight the person will be killed. ✓</li> <li>• Romeo was sent away/banished for killing Tybalt. ✓</li> <li>• The Capulet family will seek revenge if Romeo remained. ✓</li> </ul>	1		2	
		1			

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7.6	<p><b>Why did the relationship between the two families change?</b></p> <ul style="list-style-type: none"> <li>In the beginning of the story two families were fighting but at the end the two families made peace and united. ✓</li> <li>The deaths of Romeo and Juliet brought peace between the two families. ✓</li> <li>The families realized their loss and forgave each other. ✓</li> </ul>	1		3										
7.7	<p><b>Romeo kills someone. What does this imply about his character?</b></p> <ul style="list-style-type: none"> <li>Romeo killed Tybalt to avenge his friend Mercutio. ✓</li> <li>This shows that he is angry / violent / sacrifice his family relationships for the love of his friend / irrational / loyal / impulsive. ✓</li> </ul>	1		2										
7.8	<p><b>Why do you think the priest wanted to resolve the conflict between the two families?</b></p> <p>The Priest wanted the two families to make peace and unite them because:</p> <ul style="list-style-type: none"> <li>It is the priest's responsibility to bring about peace / unity / harmony / spirituality amongst citizens. ✓</li> <li>They are the two richest families in the city and the union of the two families through marriage will bring unity. ✓</li> </ul>	1		2										
7.9	<p><b>How does miscommunication contribute to Juliet's death?</b></p> <ul style="list-style-type: none"> <li>Romeo does not get the message that Juliet was only sleeping because of the sleeping tablets/potion she took. Romeo thought that she was dead. ✓</li> </ul>	1		1										
7.10	<p><b>Explain Juliet's intention in taking the sleeping pills.</b></p> <ul style="list-style-type: none"> <li>Juliet didn't want to marry Paris as her father arranged.</li> <li>Juliet doesn't love Paris.</li> <li>This is because she is already married to Romeo and she is waiting for Romeo to return.</li> </ul> <p><b>Accept any TWO of the responses above or similar responses. ✓✓</b></p>	1		2										





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## SECTION C: SHORT STORY

### QUESTION 8: SHORT STORY – ESSAY QUESTION

#### 'CHILDREN'S GARDEN' by ELLA MAE LENTZ

Watch the clip and discuss in detail the poet's use of language. Explain the metaphor.

The length of your essay should be (8 – 10 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 the next page to assess this question.**

In the poem, the poet uses the positive imagery of flowers because they are creations of nature; they are beautiful and always admired by people. The flowers in the poem are growing and blooming - this represents Deaf children in Deaf schools. The poet describes the flowers as red, blue, yellow, purple, orange to emphasize a variety - Deaf children are diverse. The different colours may also represent different races, different personalities of children and different Sign languages. Like the natural beauty of flowers, Sign Language is also fascinating.

**The flowers are very gently transplanted** into the garden which is the Deaf institute. The institute (garden) is a place Deaf children come together as a community of diverse children. The diversity of the children (flowers) can be explained as Deaf children from hearing families. When they come from their families they typically were not exposed to Sign Language. In the garden they meet other children that are also learning to sign. Deaf children acquire Sign Language from interacting with each other. They are all happy to be together here. The poet's use of language and positive NMF's emphasise that this is a good, positive, safe, caring and language-rich environment for Deaf children to develop. Here they can be protected, nurtured. They can learn, experience and thrive. Here they can be free to express themselves without any fear of criticism of their Language.

**At first the blooms are shy/don't know how to sign but their confidence grows and they start signing confidently.** They start to experience the magic of Sign Language and become part of this beautiful new world. The poet's use of language portrays her opinion that Sign Language is a gift. Like all other people and their spoken languages and cultures, Sign Language and the culture Deaf should be respected / should be encouraged to develop / should be taught / should have its own special place.

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

[25]

## NSC Preparatory Examinations – Marking Guidelines

EXAMINATION NUMBER													

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

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate	Maximum Mark	Candidate Mark
<b>CONTENT</b> Interpretation of topic. Depth of argument, justification and grasp of text. <b>15 MARKS</b>	<b>12–15</b> - 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	<b>9–11</b> - 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	<b>6–8</b> - 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	<b>4–5</b> - 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	<b>0–3</b> - 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		
<b>STRUCTURE AND LANGUAGE</b> Structure, logical flow and presentation. SASL structure and presentation style used in the essay <b>10 MARKS</b>	<b>8–10</b> - Coherent structure - Excellent introduction and conclusion - Arguments well-structured and clearly developed - Correct SASL Structure Use, exceptional presentation	<b>6–7</b> - Clear structure & logical flow of argument - Introduction & conclusion & other chunks coherently organised - Logical flow of argument - Error-free SASL structure and skilful presentation style	<b>4–5</b> - Some evidence of structure - Logic and coherence apparent, but flawed - Minor SASL Structural errors, mostly appropriate presentation style. - Chunking mostly correct	<b>2–3</b> - Structure shows faulty planning. - Arguments not logically arranged - SASL structural errors evident - Inappropriate presentation style - Chunking faulty	<b>0–1</b> - Lack of planned structure impedes flow of argument - Serious SASL structural errors evident - Incorrect presentation style - Chunking faulty		
<b>Total for LITERARY ESSAY SHORT STORY:</b>						<b>[25]</b>	

**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.

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

No	Criteria	Maximum Mark		Candidate Mark
9.1	<b>Describe TWO significant violent incidents that had an impact on the story.</b> <ul style="list-style-type: none"> <li>The tractor is sent to destroy the roses in the garden. ✓</li> <li>The sickle destroys all the beautiful flowers. ✓</li> </ul>	1		2
		1		
9.2	<b>How do the Deaf children feel in the beginning of the story?</b> <ul style="list-style-type: none"> <li>In the beginning of the story, Deaf children are: afraid/scared/inferior/alone/unsure/isolated</li> </ul> <b>Accept any ONE of the responses above or similar response. ✓</b>	1		1
9.3	<b>What was Logos's plan?</b> <ul style="list-style-type: none"> <li>Logos's plan was to develop language. ✓</li> <li>Between God and him / him and people / people and people. ✓</li> </ul>	1		2
		1		
9.4	<b>Describe the main settings in the story.</b> A man, LOGOS, is sent to help the Deaf children in their garden. <ol style="list-style-type: none"> <li><b>The garden</b> (the institute / school for the Deaf) which is full of flowers/ children of different colours. Here children are signing to each other. They are learning and developing through Sign Language, Deaf culture and Deaf education. ✓</li> <li><b>The brown area</b> represents the oralists. They see the garden and want to destroy - they send in a tractor to destroy the garden. They come in the dead of night with their sickles and cut the flowers/children. The children are then placed in hearing schools where they suffer and die, because they are lonely and have no roots. ✓</li> <li>When the sun rises we see that the stone of the <b>tomb</b> is taken away and the man, LOGOS, is still alive. Just like the man is still alive, so the garden is still alive and growing. The institute for the Deaf, Deaf culture, Deaf education and Sign Language are all still alive. ✓</li> </ol>	1		3
		1		
		1		
9.5				2

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	<p><b>What do the flower and the garden represent in the story?</b></p> <ul style="list-style-type: none"> <li>The flower represents the Deaf child. ✓</li> <li>The garden represents the Deaf school / institute. ✓</li> </ul>	1			
9.6	<p><b>Why does the destruction by the sickle take place during the night?</b></p> <ul style="list-style-type: none"> <li>The destruction by the sickle takes place during the night because nobody will see the destruction taking place.</li> <li>The children are sleeping at night and they will not be able to stop the destruction.</li> <li>There will be no interruption to the planned destruction at night.</li> <li>Night is associated with evil, hiding and being deceptive.</li> <li>The destroying the garden will not be caught.</li> </ul> <p><b>Accept any THREE of the above or any other similar response. ✓✓✓</b></p>	1		3	
9.7	<p><b>Explain in detail the metaphor in the reduction in the garden.</b></p> <ul style="list-style-type: none"> <li>The brown area, the oralists, decided that Deaf children should not be in schools for the Deaf.</li> <li>They should be put in schools for the hearing (mainstreaming).</li> <li>They come in the dead of night with their sickles and cut the flowers (children) off to put them one by one in schools for the hearing.</li> <li>The garden gets smaller and smaller because the Deaf school/institute is getting smaller as the children leave.</li> <li>This also relates to the Deaf community that gets smaller and smaller.</li> </ul> <p><b>Accept any TWO of the responses above or similar responses. ✓✓</b></p>	1		2	
9.8	<p><b>What causes the change in the communication skills of the flower in the extract provided?</b></p> <ul style="list-style-type: none"> <li>The flowers (children) in the text are shy, scared and nervous because they don't know how to sign / they have little communication skills. ✓</li> <li>When they are put together in a school for the Deaf, they are exposed to Sign Language and grow in confidence / communication skills. ✓</li> </ul>	1		2	

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9.9	<p><b>Explain the ending of the story.</b></p> <ul style="list-style-type: none"> <li>• In the end a parallel is drawn between what we see when the rock of LOGOS' tomb is taken away and he is still alive AND the garden. ✓</li> <li>• In the same way that LOGOS is still alive, so the Deaf community, culture, education and Sign language are still alive. ✓</li> </ul>	1	1	2	
9.10	<p><b>Find evidence in the text to support the theme of resilience.</b></p> <p><b>Resilience -</b></p> <ul style="list-style-type: none"> <li>• When the flowers are destroyed by the tractor, LOGOS intervenes and creates an environment for them to grow again.</li> <li>• The flowers sign in a determined way after being destroyed.</li> <li>• The garden grows again after it was destroyed by the tractor.</li> <li>• After the sickle cuts of the roots and cuts them off from the garden they get angry and fight back.</li> <li>• The wind, the sun and the rain nourish the flowers to continue growing and spreading.</li> <li>• The flowers 'fight back' by re-seeding themselves.</li> <li>• This means that they refuse to stop using their first language, Sign Language.</li> </ul> <p><b>Accept any THREE of the responses above or similar responses. ✓✓✓</b></p>	1	1	3	

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9.11	<p><b>How does the story link to the current Deaf education system in South Africa?</b></p> <p><b>Story</b></p> <ul style="list-style-type: none"> <li>Deaf Children are lonely / alone and wondering if they are 'less'. They are shy.</li> <li>The garden is a place where Deaf children learn, experience and thrive.</li> <li>Children coming to school learning to sign. Meeting other children like them.</li> <li>Oralism (tractor) wants to destroy the garden.</li> <li>The Brown area viewed the garden (Deaf children) as inferior and unintelligent.</li> <li>The Brown area wanted to destroy the garden and move the children to a hearing school.</li> <li>LOGOS continued to support Deaf children by moving them to one place where they are free to use their own language.</li> <li>The garden is driven to action (rain, sun, wind) to grow and re-seed.</li> <li>The garden must grow and Sign language must continue to develop further.</li> </ul>	<p><b>South African History</b></p> <ul style="list-style-type: none"> <li>In the past Deaf education / Sign Language by oralists.</li> <li>The hearing society viewed the Deaf as inferior persons who use an unintelligible language.</li> <li>The hearing society wanted to control the Schools for the Deaf and make sure that the Deaf learn to 'speak'.</li> <li>The hearing society have now realized that the Deaf have their own culture and have a right to the use of their own language.</li> <li>Today in South Africa, the government recognizes Sign language as the language of teaching and learning in schools for the Deaf. Deaf learners are growing in confidence as Sign Language is developing during implementation.</li> </ul>			3		
	<b>Total for QUESTION 9</b>					[25]	
						<b>Total for SECTION C:</b>	[25]
						<b>GRAND TOTAL:</b>	[80]