



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

SOUTH AFRICAN SIGN LANGUAGE HOME LANGUAGE P3

NOVEMBER 2018

MARKING GUIDELINES

MARKS: 100

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FINAL MARK

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| SECTION | A Essay | B Transactional Text 1 | B Transactional Text 2 | TOTAL |
|---------------|------------|------------------------------|------------------------------|-------|
| POSSIBLE MARK | 50 | 25 | 25 | 100 |
| MARKER | | | | |
| SM | | | | |
| CM | | | | |
| IM/EM | | | | |

This marking guideline consists of 12 pages.

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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 an awareness of critical language
- 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.

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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.

| CRITERIA USED FOR ASSESSMENT | |
|------------------------------|-------|
| CRITERIA | MARKS |
| CONTENT AND PLANNING | 30 |
| LANGUAGE, STYLE AND EDITING | 15 |
| STRUCTURE | 5 |
| TOTAL | 50 |

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.

| CRITERIA USED FOR ASSESSMENT | |
|------------------------------|-------|
| CRITERIA | MARKS |
| CONTENT, PLANNING AND FORMAT | 15 |
| LANGUAGE, STYLE AND EDITING | 10 |
| TOTAL | 25 |

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.**

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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 Finally everybody was happy.

- The candidate should state why everybody was happy.
- There should be a build-up from a negative to a positive presentation.
- The candidate should have a positive conclusion.

[50]

1.2 Shopping in December!

- The candidate should outline shopping in December.
- Candidate should create a picture in signs.
- Candidate may choose signs and expressions to achieve the desired effect.

[50]

1.3 'Education is the most powerful weapon that you can use to change the world.' – Nelson Mandela

- The candidate has to make reference to experiences in education.
- The candidate may present a personal insight.
- Candidate's presentation should either be positive or negative.

[50]

1.4 Language wouldn't be language unless its owners take pride in it.

- The candidate may present a single perspective.
- The candidate may present various views.
- The candidate should support the view(s) with reasons.
- The conclusion should clearly show the candidate's preference.

[50]

1.5 Is parental guidance for watching television effective?

- Candidate should present a one-sided view.
- The argument should be for OR against the position taken.
- The candidate should substantiate the argument.
- The position should be consistent in the argument.

[50]

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1.6 **Sign a response to ONE of the pictures.**

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

1.6.1 **Two hands**

- 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 a link between the essay and the picture.

[50]

1.6.2 **Key**

- 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 a link between the essay and the picture.

[50]

1.6.3 **Lake**

- 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 a link between the essay and the picture.

[50]

TOTAL SECTION A: 50

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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 CONGRATULATORY MESSAGE

Your sister has recently graduated with a degree. Sign a congratulatory message.

- The message signed should be positive.
- Language should be informal.

[25]

2.2 FORMAL REQUEST

Your local sports team would like to play against a team in another province. Sign a formal request to a company to sponsor the trip.

- Factual description should be given.
- Language should be formal.
- Request must be clearly indicated.

[25]

2.3 OBITUARY

A leader in the Deaf community has passed on. Sign an obituary about this great leader who has fought for the rights of the Deaf.

- Candidates should use past tense.
- Language should be formal/informal.
- The obituary should be a factual description.

[25]

2.4 FORMAL REPORT

You were among a group of people who visited a tourist attraction. You are requested by the manager of the attraction to sign a formal report on how they can improve their services.

- Candidate should use present tense.
- Language should be formal.
- The report should be presented as the third person (role-shifting is required).
- The report should be based on facts.

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2.5 NEWS ITEM

Record a news item informing TV viewers about the Deaf awareness campaign organised in your community.

- Candidate should give specific information.
- Language should be formal.
- Should summarise accurately.

[25]

2.6 INTERVIEW

You are a school leader. The mayor is visiting your school. Interview him/her afterwards on job opportunities for school leavers.

- Candidate should outline the scenario before signing.
- Language should be formal.
- Candidate should use role-shift appropriately.

[25]

TOTAL SECTION B: 50
GRAND TOTAL: 100

Question answered: _____

| EXAMINATION NUMBER | | | | | | | | | | | | | |
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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]

| Criteria | | Exceptional | Skilful | Moderate | Elementary | Inadequate | Maximum Mark | Candidate Mark |
|---|-------------|--|---|---|---|--|--------------|----------------|
| CONTENT & PLANNING Response and ideas, organisation of ideas for planning. Awareness of purpose, audience and context | Upper level | 28–30 - Outstanding/ Striking response beyond normal expectations - Intelligent, thought-provoking and mature ideas - Exceptionally well organised and coherent, including introduction, body and conclusion | 22–24 - Very well-crafted response - Fully relevant and interesting ideas with evidence of maturity - Very well organised and coherent, including introduction, body and conclusion | 16–18 - Satisfactory response - Ideas are reasonably coherent and convincing - Reasonably organised and coherent, including introduction, body and conclusion | 10–12 - Inconsistently coherent response - Unclear ideas and unoriginal - Little evidence of organisation and coherence | 4–6 - Totally irrelevant response - Confused and unfocused ideas - Vague and repetitive - Disorganised and incoherent | 30 | |
| | | 30 MARKS | 25–27 | 19–21 | 13–15 | 7–9 | | |

Question answered: _____

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| | Lower level | <ul style="list-style-type: none"> - Excellent response but lacks the exceptionally striking qualities of the outstanding essay - Mature and intelligent ideas - Skilfully organised and coherent, including introduction, body and conclusion | <ul style="list-style-type: none"> - Well-crafted response - Relevant and interesting ideas - Well organised and coherent, including introduction, body and conclusion | <ul style="list-style-type: none"> - Satisfactory response but some lapses in clarity - Ideas are fairly coherent and convincing - Some degree of organisation and coherence, including introduction, body and conclusion | <ul style="list-style-type: none"> - Largely irrelevant response - Ideas tend to be disconnected and confusing - Hardly any evidence of organisation and coherence | <ul style="list-style-type: none"> - No attempt to respond to the topic - Completely irrelevant and inappropriate - Unfocused and muddled | | |
| Criteria | | Exceptional | Skilful | Moderate | Elementary | Inadequate | Maximum Mark | Candidate Mark |
| | Upper level | 14–15 | 11–12 | 8–9 | 5–6 | 0–3 | 15 | |
| LANGUAGE, STYLE & EDITING Register and discourse appropriate to purpose/effect and context sign choice Language use and conventions, grammar and fingerspelling. 15 MARKS | | <ul style="list-style-type: none"> - Register and discourse highly appropriate to purpose, audience and context - Exceptionally impressive use of language - Compelling and rhetorically effective in sign choice - Virtually error-free in grammar and fingerspelling - Very skilfully crafted | <ul style="list-style-type: none"> - Register and discourse largely appropriate to purpose, audience and context - Language is effective and a consistently appropriate sign choice is used - Largely error-free in grammar and fingerspelling - Very well crafted | <ul style="list-style-type: none"> - Register and discourse appropriate to purpose, audience and context - Appropriate use of language to convey meaning - Rhetorically devices used to enhance content | <ul style="list-style-type: none"> - Register and discourse not appropriate to purpose, audience and context - Very basic use of language - Very limited vocabulary | <ul style="list-style-type: none"> - Register and discourse not appropriate to purpose, audience and context - Language incomprehensible - Signs limitations so extreme as to make comprehension impossible | | |
| | | 13 | 10 | 7 | 4 | | | |

Question answered: _____

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| | Lower level | <ul style="list-style-type: none"> - Language excellent and rhetorically effective in sign choice - Virtually error-free in grammar and fingerspelling - Skilfully crafted - No spoken language influence | <ul style="list-style-type: none"> - Language engaging and generally effective - Appropriate and effective sign choice - Few errors in grammar and fingerspelling - Well-crafted - Minimal spoken language influence | <ul style="list-style-type: none"> - Adequate use of language with some inconsistencies - Sign choice generally appropriate and limited use of rhetorical devices - Substantial spoken language influence | <ul style="list-style-type: none"> - Inadequate use of language - Little or no variety in sentence - Exceptionally limited vocabulary - Strong spoken language influence | | | |
| STRUCTURE | | 5 | 4 | 3 | 2 | 0-1 | 5 | |
| Features of text Chunking development and sentence construction 5 MARKS | | <ul style="list-style-type: none"> - Excellent development of topic - Sentences, chunks exceptionally well-constructed - Exceptional detail | <ul style="list-style-type: none"> - Logical development of details - Sentences, logical chunking - Coherent | <ul style="list-style-type: none"> - Relevant details developed - Sentences, chunks well-constructed - Essay still makes sense | <ul style="list-style-type: none"> - Some valid points - Sentences and chunks faulty - Essay still makes some sense | <ul style="list-style-type: none"> - Necessary points lacking - Sentences and chunks are faulty - Essay lacks sense | | |
| Total for ESSAY: | | | | | | | [50] | |

Question answered: _____

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ASSESSMENT RUBRIC FOR TRANSACTIONAL TEXT 2 – HOME LANGUAGE [25 MARKS]

| Criteria | Exceptional | Skilful | Moderate | Elementary | Inadequate | Maximum Mark | Candidate Mark |
|---|---|--|---|---|---|--------------|----------------|
| <p>CONTENT, PLANNING & FORMAT</p> <p>Response and ideas, organisation of ideas for planning purpose, audience, features/conventions and context</p> <p>15 MARKS</p> | <p>13–15</p> <ul style="list-style-type: none"> - Outstanding/ Striking response beyond normal expectations - Intelligent and mature ideas - Extensive knowledge of features of the type of text - Signing maintains focus - Coherence in content and ideas - Highly elaborated and all details support the topic - Appropriate and accurate format | <p>10–12</p> <ul style="list-style-type: none"> - Very good response demonstrating good knowledge of features of the type of text - Maintains focus – no digressions - Coherent in content and ideas, very well elaborated and details support topic - Appropriate format with minor inaccuracies | <p>7–9</p> <ul style="list-style-type: none"> - Adequate response demonstrating knowledge of features of the type of text - Not completely focused – some digressions - Reasonably coherent in content and ideas - Some details support the topic - Generally appropriate format but with some inaccuracies | <p>4–6</p> <ul style="list-style-type: none"> - Basic response demonstrating some knowledge of features of the type of text - Some focus but signing digresses - Not always coherent in content and ideas. Few details support the topic - Has vaguely applied necessary rules of format - Some critical oversights | <p>0–3</p> <ul style="list-style-type: none"> - Response reveals no knowledge of features of the type of text - Meaning is obscure with major digressions - Not coherent in content and ideas - Very few details support the topic - Has not applied necessary rules of format | 15 | |
| <p>LANGUAGE, STYLE & EDITING</p> <p>Register, discourse, style, purpose/effect, audience and context</p> <p>Language use and conventions</p> <p>Sign choices and fingerspelling</p> <p>10 MARKS</p> | <p>9–10</p> <ul style="list-style-type: none"> - Register and discourse highly appropriate to purpose, audience and context - Grammatically accurate and well-constructed - Exceptional sign vocabulary - Virtually error-free - No spoken language influence - Exceptionally fluent in signing | <p>7–8</p> <ul style="list-style-type: none"> - Register and discourse very appropriate to purpose, audience and context - Generally grammatically accurate and well-constructed - Good sign vocabulary - Mostly free of errors - Minimal spoken language influence - Good fluency of signing | <p>5–6</p> <ul style="list-style-type: none"> - Register and discourse appropriate to purpose, audience and context - Some grammatical errors - Adequate sign vocabulary - Errors do not impede meaning - Moderate spoken language influence - Adequate fluency of signing | <p>3–4</p> <ul style="list-style-type: none"> - Register and discourse less appropriate to purpose, audience and context - Inaccurate grammar - Limited sign vocabulary - Meaning obscured - Substantial spoken language influence - Limited fluency of signing | <p>0–2</p> <ul style="list-style-type: none"> - Register and discourse do not correspond to purpose, audience and context - Error-ridden and confused - Poor sign vocabulary - Meaning seriously impaired - Strong spoken language influence - Poor fluency of signing | 10 | |
| Total for TRANSACTIONAL TEXT 2: | | | | | | [25] | |