



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

SOUTH AFRICAN SIGN LANGUAGE HOME LANGUAGE P2

NOVEMBER 2019

MARKING GUIDELINES

MARKS: 80

CENTRE NUMBER									
----------------------	--	--	--	--	--	--	--	--	--

FINAL MARK	
-------------------	--

EXAMINATION NUMBER												
---------------------------	--	--	--	--	--	--	--	--	--	--	--	--

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										
EA										

These marking guidelines consist of 23 pages.

EXAMINATION NUMBER															
-----------------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

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.

EXAMINATION NUMBER															
-----------------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

SECTION A: POETRY

PRESCRIBED POETRY

QUESTION 1: POETRY – ESSAY QUESTION

'THE ROSEBUSH' – Ella Mae Lentz

How is the tension between freedom and control played out in 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 20 to assess this question.**

Tension is created by two opposing concepts/forces: freedom and control.

- In their natural environment they are allowed to grow, they live harmoniously in their environment that provides everything they need to thrive. They grow free from human influence and destruction. **Freedom** is shown in a way that flowers can grow where they want. Everywhere is colourful blooms and fragrance. They have strong roots, colourful blooms, strong fragrance that can be sensed everywhere. They are allowed to live and grow with the creatures around them.
- In contrast, human intervention despises their existence. They are cut down, **controlled**. When they fight back, man limits them, fence them in. They are not allowed to grow freely, spread their fragrance. Later in the poem they are uprooted from their natural space. They are restricted in an artificial, confined space, where they struggle to grow and thrive. The control is man's opinion of whom and how they must be, that they are not allowed to grow freely. There is no freedom. No interaction with creatures around them takes place. They are isolated. This is done by man's preconceived ideas and desire to control an environment.
- **Tension** exists when man tries to control nature (blooms). They start to fight back, defy control. They defy even when limitation is present. They fight back and grow through barriers and limitation man places on them because they regain their freedom. Parallel tension can be seen in the broader Deaf community by the freedom fought for over the years to dispel oppressive control by hearing people. This tension for autonomy (freedom) is particularly applicable to minority communities.

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>How does this clip establish the mood in the poem?</p> <p>The mood in this clip shows:</p> <ul style="list-style-type: none"> • Sadness is created by the man's facial expression and his chin tilted downwards. • A sense of emptiness is evident as the metaphor of the darkness being equated with depression. • The man's facial expression indicates dissatisfaction • The manner in which the poet signs indicates sorrow about life. • The facial expressions show dissatisfaction, by crying, being alone. • The colour black and white emphasise on the feeling of sadness. <p><i>Accept any TWO of the above or similar responses. ✓✓</i></p>	1	1	2
2.2	<p>What impression of the poet does this clip create?</p> <ul style="list-style-type: none"> • He is content/happy with life. • He realises that there is love in his life. • He has found companionship. • He realises that people love him and support him. <p><i>Accept any TWO of the above or similar responses. ✓✓</i> Do not accept I AM NOT ALONE</p>	1	1	2
2.3	<p>Compare the 'I-LOVE-YOU' sign and signer's emotions in this clip.</p> <p>The comparison shows:</p> <ul style="list-style-type: none"> • The 'I-LOVE-YOU' sign is loving but the signer is not ready to receive love. • The 'I-LOVE-YOU' sign is concerned about the poet but the signer is confused. • The 'I-LOVE-YOU' sign wants to protect the poet but the signer is scared. • The 'I-LOVE-YOU' sign is caring towards the poet but the signer is sceptical about the intentions of the hand. • The I-LOVE-YOU sign expresses true love and the signer is not sure/uncertain/ disbelieving of what is happening. <p><i>Accept THREE comparisons of the above or similar responses. ✓✓✓</i></p>	1	1	3

EXAMINATION NUMBER														
--------------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--

2.4	<p>Critically discuss how the imagery of this clip supports the message of the poem.</p> <ul style="list-style-type: none"> • The poet is optimistic as he now feels whole again which links to the message of positivity through love. • The imagery of the world being full links with the message that one is not alone. • The world is full means sadness is gone and now the poet is happy. <p><i>Accept any THREE of the above or similar responses.</i> ✓✓✓</p>	1		3	
		1			
		1			
TOTAL FOR QUESTION 2				[10]	

EXAMINATION NUMBER																			
--------------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

QUESTION 3: POETRY – CONTEXTUAL QUESTION

'FIVE SENSES' by Paul Scott

No	Criteria	Maximum Mark			Candidate Mark
3.1	<p>How does this clip convey the state of mind of the hearing sense?</p> <ul style="list-style-type: none"> • The sense appears to be irritated this can be seen by the NMF, sharp turn. • The sense is frustrated with the poet for interrupting his sleep. • He portrays his annoyance by asking the question 'WHAT'. <p><i>Accept any TWO of the above or similar responses. ✓✓</i></p>	1		2	
		1			
3.2	<p>What impression of the poet does this clip create?</p> <p>The poet is inquisitive/curious. ✓</p> <ul style="list-style-type: none"> • The poet shows interest in the story of each of the senses. • The poet is interested to understand the characteristics of the senses. • The poet uses repetition to seek attention of the senses. • The poet is disturbing the sleeping senses. <p><i>Accept any ONE of the above or similar responses. ✓</i></p>	1		2	
		1			
3.3	<p>View clip. Discuss the appropriateness of this image in the context of the poem.</p> <ul style="list-style-type: none"> • The poet embodies the senses which allow him to personify the senses. • This allows him to communicate the emotions of the senses to his audience. <p><i>Accept the above TWO or similar responses. ✓✓</i></p> <p>PLUS:</p> <p>Therefore, this image has been used very appropriately✓.</p>	1		3	
		1			
		1			

EXAMINATION NUMBER														
--------------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--

3.4	<p>Critically discuss how the theme of Deaf identity is sustained by the use of the metonymic handshape that concludes the poem.</p> <ul style="list-style-type: none"> • The sense is indicating that they do not stand independent but rather inter-dependent. • These senses are very confident by showing their supports they have for each other which illustrates their pride in being Deaf. • Hearing and visual senses rely on each other as part of Deaf culture/ Deaf Identity. <p><i>Accept any TWO of the above or similar responses. ✓✓</i></p> <p>PLUS:</p> <p>In metonymy one thing represents a bigger whole; therefore, the two fingers do not only represent the two senses, sight and hearing, but represents elements of Deaf identity. ✓</p>	1		1		1		3	
TOTAL FOR QUESTION 3								[10]	

EXAMINATION NUMBER															
--------------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

QUESTION 4: POETRY - CONTEXTUAL QUESTION

SOWETO, JUNE 16th by Modiegi Moime

No	Criteria	Maximum Mark			Candidate Mark
4.1	<p>View the clip. How does the poet set the mood in the poem?</p> <ul style="list-style-type: none"> The mood of fear created by the exaggerated left to right eye-gaze. The mood of worry created by the signer’s slow pace <p><i>Accept any of the above or similar reasons. ✓✓</i></p>	1		2	
		1			
4.2	<p>What impression of the children is created by the use of non-manual-features (NMFs) in this clip?</p> <ul style="list-style-type: none"> The NMFs show that the children are reading but do not understand. ✓ The NMFs shows that they are angry with the situation and decide to take action. ✓ The NMFs show that the children were unhappy 	2		2	
4.3	<p>Discuss how the actions of the protesting children convey the theme of resilience.</p> <ul style="list-style-type: none"> Their actions show that they fight for their freedom and equality. Their actions portray strength in unity. Their actions demonstrate the acts of heroism. Their actions convey determination to bring about change. <p><i>Accept any THREE of the above or similar reasons. ✓✓✓</i></p>	1		3	
		1			
		1			
4.4	<p>The poem concludes with contentment. Critically discuss the irony of this conclusion in present day education.</p> <ul style="list-style-type: none"> The poem ends with happy children / children going to school and learning / life being back to normal in Soweto. The irony is that there was loss of life / destruction / damage to property to achieve this. Children appear to be content in the classroom, but equal education is still not accomplished for all children. The irony is found in the fact that there has been a huge drive to have access to education, in a language they can understand. 	1		3	
		1			
		1			

EXAMINATION NUMBER														
-------------------------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--

	<p>In today’s education there are still children that don’t have access to education in a language they understand.</p> <p><i>Do not give marks for the ending of the story only. A comparison must be made between the ending of the story and the present-day education. ✓✓✓</i></p>				
	TOTAL FOR QUESTION 4			[10]	

EXAMINATION NUMBER														
--------------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--

QUESTION 5: CONTEXTUAL QUESTIONS - UNSEEN POETRY

'FIGHTING FOR EQUALITY' – Ismael Mansoor

No	Criteria	Maximum Mark			Candidate Mark
5.1	<p>Provide TWO signs from the beginning of the poem, which indicates resilience.</p> <ul style="list-style-type: none"> • OPPRESSION-RESIST 'pushing away hand on neck' • OPPRESSION-RESIST 'pushing away hand from face' • OPPRESSION-RESIST 'ears up' • PRESS-FORWARD 'thumbs pressing forward' <p><i>Accept any TWO of the above or similar responses. ✓✓</i></p>	1		2	
		1			
5.2	<p>Outline the different emotions conveyed by the poet response to freedom in clip A and B respectively.</p> <ul style="list-style-type: none"> • In clip A, the poet shows disbelief/ shocked when doing the sign for freedom. • In clip B, the poet shows determination/rebellion and anger/fury when doing the sign FREEDOM. <p><i>Accept any similar emotions. ✓✓</i></p>	1		2	
		1			
5.3	<p>Explain the contrast created by the sign in the clip.</p> <p>(B-hand on flat-hand)</p> <ul style="list-style-type: none"> • When the palm is facing up, his expression is positive. ✓ • Whereas when palm is facing down the expression is negative. ✓ • Therefore, the contrast is seen through the change in facial expression and body movement of the poet. ✓ 	1		3	
		1			
		1			

EXAMINATION NUMBER														
---------------------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--

5.4	<p>Do you agree with the signer's opinion in the clip provided? Discuss your view in detail.</p> <p>We are not equal.</p> <ul style="list-style-type: none"> • I feel that hearing people have more advantages than Deaf people. • I feel that Deaf people do not have equal rights to hearing people. • Deaf people have limited access to information. • SASL is not approved as an official language. <p>We are equal.</p> <ul style="list-style-type: none"> • Since SASL has been included as a Home Language in schools for the Deaf, Deaf education is equal to mainstream education. • Everyday more opportunities arise for Deaf people in the workplace/ study environments. • I know that Deaf people can do anything that hearing people can do as long as they have equal access through language. There is no difference between us. • SASL interpreters provide Deaf people with the same access to information that hearing people have. <p><i>Accept any THREE or similar responses from Yes or No ✓✓✓</i></p>	1		3	
	TOTAL FOR QUESTION 5			[10]	
	TOTAL FOR SECTION A:			[30]	

EXAMINATION NUMBER														
-----------------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--

SECTION B: SHORT STORY

QUESTION 6: SHORT STORY - ESSAY QUESTION

'ROMEO AND JULIET' by Vanessa Reyneke

Father Lawrence plays the role of a caring and helpful person. Critically discuss how Father Lawrence's benevolent action makes him an ironic character in the story.

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 page 21 to assess this question.

Father Lawrence's ironic actions:

- Father Lawrence's act of helping Romeo and Juliet is ironic as his intention was to help the couple to get married secretly and live happily ever after, however, this resulted in their deaths.
- His intention was to be helpful to Juliet by protecting her from marrying Paris; however, his action ironically resulted in her death.
- Father Lawrence gave the sleeping pills to Juliet to fake her death, however, he didn't inform Romeo, which led to her death.
- He kept the secret of Romeo and Juliet's marriage away from their parents in order to avoid further conflict; however, this resulted in the parents losing their children.
- Father Lawrence as a priest was supposed to consult the families to unite and live in harmony for the sake of the community but he put Romeo and Juliet's lives at risk which led to their deaths.
- As a priest Lawrence did not try to encourage Romeo and Juliet to consult their parents before their marriage. He did not inform the families of the intended marriage which is ironic as a priest he is sworn to honesty and transparency.
- If he focused on his role as a priest, he could be helpful to more people than just Romeo and Juliet. This is ironic reversal of a character of a priest.
- Father Lawrence knows that the Montague and Capulet families are fighting but he disregards their wishes and decides to marry Romeo and Juliet without the consent of their parents. In Lawrence's defence, he was intending to help unite the families however, this is ironic as it led to the families losing their children but reunited in grief.
- Priests are not to be involved in lying and secrecy, but because of love, care and support for Romeo and Juliet, Father Lawrence's action make him to be an ironic character because his caring actions caused harm.

Conclusion:

Father Lawrence demonstrates characteristics of being a caring and helpful priest. However, he did all he could to bring harmony, but the negative consequences of his actions resulted in an unintended and ironic tragedy.

Content (15)
Language Structure and Use (10) [25]

EXAMINATION NUMBER																			
--------------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

QUESTION 7: SHORT STORY - CONTEXTUAL QUESTIONS

'ROMEO AND JULIET' by VANESSA REYNEKE

No	Criteria	Maximum Mark		Candidate Mark
7.1	State the setting of the original story. • Verona/ Italy ✓ • 1500 (original story) ✓	1	2	
		1		
7.2	What prompted Romeo and Juliet to meet Father Lawrence? Romeo and Juliet are in love with each other ✓ and for them to get married they needed a priest. ✓	1	2	
		1		
7.3	What elements in Juliet's life contributed to her unhappiness? • The family feud made Juliet to be unhappy. • Because of keeping her love for Romeo, a secret, Juliet felt unhappy. • Her father arranged a marriage to Paris which caused inner turmoil. • The death of her cousin Tybalt. • The banishment of her husband Romeo. Accept any TWO of the above or similar responses. ✓✓	1	2	
		1		
7.4	Explain Romeo's presence at the Capulet's party. Romeo's cousin (Benvolio) and friend (Mercutio) wanted to cheer him up by doing something fun and enjoyable by taking him out of his depression. Accept any similar responses. ✓✓	2	2	
7.5	Romeo falls in love with two Capulet girls. What does this reveal about his character? • He is impulsive because he does not think before confessing his love to Juliet. • He falls in and out of love easily. This can be seen as he is depressed at the beginning of the story about not being loved by Rosaline, followed by a rapid shift in emotion when he falls in love with Juliet after only having just met her. • Enjoys forbidden love. This can be seen in the fact that both the women he loves are from the Capulet family of which he is not allowed to have romantic relations with. • Romeo is selfish as he is just looking for love to be happy again. He is not thinking about the	1	2	
		1		

EXAMINATION NUMBER																			
-----------------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

	<p>consequences of loving women from the Capulet family.</p> <p><i>Accept any TWO of the above or similar responses. ✓✓</i></p>				
7.6	<p>The mayor is an autocratic ruler. State whether this statement above is TRUE or FALSE. Support your answer with contextual evidence.</p> <p>TRUE</p> <ul style="list-style-type: none"> • He commands the people of Cape Town what to do. • He threatens the people of Cape Town with a death penalty which is a harsh and autocratic way of ruling. • He banishes Romeo from Cape Town. <p><i>Give one mark for TRUE with any ONE reason from above or similar response ✓✓.</i></p>	1		2	
7.7	<p>Critically discuss the priest's deceitful plot concerning Romeo and Juliet.</p> <ul style="list-style-type: none"> • The priest kept the marriage of Romeo and Juliet a secret ✓ knowing full well that the families would not approve ✓. 	1		2	
7.8	<p>Explain the irony of the priest's actions concerning Romeo and Juliet.</p> <ul style="list-style-type: none"> • The priest aimed to unite the Capulet and Montague families. This however only happened after the death of Romeo and Juliet. • Father Lawrence's act of helping Romeo and Juliet is ironic as he had good intentions to help the couple to get married secretly and live happily ever after, however, this resulted in their deaths. • Father Lawrence intentionally kept the secret of Romeo and Juliet's marriage away from their parents in order to avoid further conflicts. However, this resulted in the parents losing their children. <p><i>Award TWO marks for positive intention and negative outcome. ✓✓. Award ONE mark for irony explained. ✓</i></p>	1		3	
7.9	<p>Comment on the relationship between Juliet and her father.</p> <ul style="list-style-type: none"> • Their relationship was not close ✓ • Juliet has a will of her own (to marry Romeo) which will not be accepted by her father. ✓ 	1		3	

EXAMINATION NUMBER																			
--------------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

	<ul style="list-style-type: none"> Juliet resents her father because he does not consider her wishes not to marry Paris. ✓ 	1			
7.10	<p>What could be possible outcomes if Romeo and Juliet had not taken their lives? Provide TWO outcomes.</p> <ul style="list-style-type: none"> Juliet could have woken up and they could have run away together. Could be living a long life together because they love each other. They could convince their parents to stop fighting and accept their love. Juliet's parents could find out that they are married and could have killed Romeo. They could have banished Juliet because she was disobedient to her parents. <p><i>Accept any TWO of the above or similar reasons. ✓✓</i></p>	1	1	2	
7.11	<p>The Capulet and Montague families have had a long-standing feud. Now that Romeo and Juliet have died, the families have reconciled. Critically discuss whether this was an expected outcome.</p> <p>Yes</p> <ul style="list-style-type: none"> Death brings powerful change in the lives of people who fight over trivial matters. Death often causes people to regret their actions. The shock of the death of their beloved children would have alerted them to the repercussions of their own actions and they would naturally want to prevent any further pain. <p>No</p> <ul style="list-style-type: none"> The families' struggles may have been so intense that they could not be resolved via death. The death of their children may even spur further fighting and blaming each other. They may be aware of the impact of their fighting but battle to reconcile with one another through pride. <p><i>Accept Yes/No with any THREE reasons. Accept similar reasons that can be substantiated ✓✓✓</i></p>			3	
TOTAL FOR QUESTION 7				[25]	

EXAMINATION NUMBER																	
-----------------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

SECTION C: SHORT STORY

QUESTION 8: SHORT STORY – ESSAY QUESTION

'A CHILDREN'S GARDEN' by ELLA MAE LENTZ

Critically discuss the significance of the character and actions of Logos with close reference to the story.

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 page 21 to assess this question.**

- The character of Logos is based on a highly influential person in the history of mankind, i.e. Jesus. Presenting Logos as the character of Jesus is beneficial as it allows viewers to recognize the origin of the story and makes it symbolic.
- His role is also to protect and care for all mankind and to help spread the beautiful message of God.
- Logos is the Greek word for language and is thus an apt choice for the story as language is a pertinent part of the story. It allows the Deaf individuals to flourish. There is ample emphasis on the power of language within the story.
- Logos provides an interesting parallel between Logos in the tomb and children being denied Sign Language. This is evident in the comparison of Logos being imprisoned in the tomb and the oppression by oralism.
- Logos is created as the link between man and God.
- He is an inspiration to people (children) to interact with God.
- Logos encourages the blooms to learn from their experiences and inspire one another to thrive through using their language.
- Logos brings the Deaf children together to grow and flourish as a unique and special community.
- Logos ensures that the Deaf learners have the right to access and to interact with one another and thrive.
- Logos commands the tractor to stop destroying the blooms.
- Logos saves the blooms when the tractor tries to kill them and encourages them to grow again.
- Logos opposed oppression and discrimination.
- Logos saves the blooms when they have been destroyed by the sickles by bringing them rain, sun and wind so that they could flourish again.
- The significance of Logos' character in the story provides a metaphor for Deaf individuals breaking free from the shackles of oral education just as he broke free from the tomb.
- He inspires Deaf children to continue fighting against oppression, suffering and discrimination.
- Logos' role is crucial in the symbolism and unfolding of the story.

Content (15)

Language Structure and Use (10)

[25]

EXAMINATION NUMBER															
--------------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

QUESTION 9: SHORT STORY - CONTEXTUAL QUESTION

'A CHILDREN'S GARDEN' by ELLA MAE LENTZ

No	Criteria	Maximum Mark		Candidate Mark
9.1	<p>Provide the setting depicted in the introduction of the story.</p> <ul style="list-style-type: none"> The story took place in a Jewish area ✓ Garden/ school/ institution. ✓ 	1	1	2
9.2	<p>Provide any TWO characteristics portrayed about Deaf children in the beginning of the story.</p> <ul style="list-style-type: none"> They are quiet. They feel alone. They feel inferior. They feel shy. <p><i>Accept any TWO of the above. ✓✓</i></p>	1	1	2
9.3	<p>Explain how the tractor or sickle is used to depict the destructive force of oralism.</p> <p>The sickle is cutting the blooms ✓ which can be compared with oralist refusing Sign Language. ✓</p> <p style="text-align: center;">OR</p> <p>The tractor is ripping open the soil to destroy the blooms ✓ as the oralist tried to eradicate Sign Language. ✓</p> <p><i>Accept any ONE of the above or similar responses. ✓✓</i></p>	2	2	2
9.4	<p>Explain the role of Logos' presence in the garden in the context of the extract.</p> <ul style="list-style-type: none"> He stopped the destructive brown area. Logos nurtures the blooms which represents the Deaf children to grow and flourish as a unique and special community. <p><i>Accept any TWO of the above or similar responses. ✓✓</i></p>	1	1	2

EXAMINATION NUMBER																	
--------------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

9.5	<p>What does the brown area's decision to come at night reveals about its intention?</p> <ul style="list-style-type: none"> • The brown area came at night because it was quiet, and nobody would observe in their evil plans. • They were malicious in their intention because it's easy to destroy when nobody sees. • At night the chances of being stopped are few, thus showing their evil intent. • They came at night because they are not expected, thus showing their malice. <p><i>Accept TWO of the above or similar responses. ✓✓</i></p>	1		2	
		1			
9.6	<p>The brown area has a deceitful nature. State whether the statement is TRUE or FALSE. Support your answer with contextual evidence.</p> <p>TRUE</p> <ul style="list-style-type: none"> • The brown area looks down upon the garden and blooms. • The brown area treats the blooms like they are inferior. • The brown area disrupts the peaceful garden by enforcing their own beliefs and system on the blooms. • The brown area brings their sickles and tractors to destroy the beautiful garden with their ideology of oralism. <p><i>Give one mark for TRUE with any TWO reason from above or similar response ✓✓✓.</i> Do not award a mark for a TRUE answer without a supported response.</p>	1		3	
		1			
		1			
9.7	<p>Explain how the brown area reacted when the destruction by the tractor failed?</p> <ul style="list-style-type: none"> • The brown area showed emotions of fury when their initial plan to cause destruction with the tractor had failed. • They devised another plan to completely destroy the blooms at night, using a sickle to cut the blooms down to their roots. <p><i>Accept TWO of the above or similar responses. ✓✓</i></p>	1		2	
		1			

EXAMINATION NUMBER																			
--------------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

9.8	<p>Explain the symbolism of Logos' character.</p> <ul style="list-style-type: none"> • Logos represents Jesus because he brings peace, hope and harmony. • Logos protects the children. • Logos is caring because he protects the blooms from being destroyed. • Logos represents language because language is a gift to all mankind. • Logos encourages the blooms to flourish/learn/experience/thrive. • Logos supports the blooms by protecting the blooms when the tractor and sickles try to kill them. <p><i>Accept any TWO of the above or similar responses. ✓✓</i></p>	1		2	
		1			
9.9	<p>Discuss the metaphor in the clip.</p> <ul style="list-style-type: none"> • The plants were not rooted anymore and would fade away, the same as the Deaf will be uprooted should their language, Sign Language not be accepted or respected. • A plant without a root means it can't grow, just as Deaf people without language; Sign Language will not be able to grow and prosper without signers. • The plants without roots means that they are not rooted, not belonging just as Deaf people without identity they don't have a sense of belonging, being rooted in their communities. • The plants without roots means that the plants are not strong and can wither and die, just as Deaf people without Deaf culture cannot be strong as a Deaf community. <p><i>Accept the TWO above or similar responses or literal responses ✓✓</i></p> <p>PLUS:</p> <p>Thus, the roots serve as metaphor for Sign Language/Deaf culture/Deaf Identity.✓</p>	1		3	
		1			
		1			
9.10	<p>How does the suffering of the blooms and the effect thereof relate to the present South African Deaf community?</p> <p>Just as the blooms flourish and thrive, so the Deaf community flourishes and thrives in the following ways:</p> <ul style="list-style-type: none"> • They have their own language. 	1		2	

EXAMINATION NUMBER																			
--------------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

	<ul style="list-style-type: none"> • South African Sign Language is now offered as a subject in the NSC exams. • The above develops and advances Deaf education in general. • Suffering experience is now no longer there, • Deaf people are no longer forced into oralism and have the choice. <p><i>Accept any TWO of the above or similar responses. ✓✓</i></p>	1			
--	--	---	--	--	--

9.11	<p>The brown area is continually planning the destruction of the garden and the story ends with the garden growing forever. Critically evaluate if this was an expected outcome.</p> <p>Yes</p> <ul style="list-style-type: none"> • The world has seen so many positive changes in terms of Deaf education. • SASL has now been included as an official language in the school curriculum. • More schools are using SASL as a LOLT. • Involvement of Deaf Teaching Assistants as SASL role models. • More people are learning SASL. • The blooms will always have Logos to support them • The blooms never give up as they are resilient. • The weather elements are ever present and allows the garden to continue. <p>No</p> <ul style="list-style-type: none"> • There are still a multitude of problems in Deaf education. • Many Deaf schools continue to use oralism. • Many teachers do not try to learn Sign Language. • Many teachers who have been in the system for a long time are still not fluent in SASL. • Decision makers' ignorance about Deaf education. • Technology development such as cochlear implants. • The tractor can come back and destroy them again, • The Brown wants oralism to spread and not give up. <p><i>Accept YES/NO and any THREE of the above or similar responses. ✓✓✓</i></p>	1			
		1			
	TOTAL FOR QUESTION 9				[25]
					[25]
					[80]

EXAMINATION NUMBER													
---------------------------	--	--	--	--	--	--	--	--	--	--	--	--	--

Question number: _____

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	15	
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 - Re-telling of the story 		

EXAMINATION NUMBER												
-------------------------------	--	--	--	--	--	--	--	--	--	--	--	--

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate	Maximum Mark	Candidate Mark
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	<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 - Exceptional fluency in signing 	<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 - Good fluency of signing 	<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 - Adequate fluency of signing 	<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 - Limited fluency of signing 	<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 - Poor fluency of signing 		
10 MARKS							
MARK RANGE	20–25	15–19	10–14	5–9	0–4	[25]	

NOTE: If a candidate has ignored the content completely and signed a creative essay 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.