



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

SOUTH AFRICAN SIGN LANGUAGE HOME LANGUAGE P3

NOVEMBER 2019

MARKING GUIDELINES

MARKS: 100

CENTRE NUMBER																				
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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				
EA				

These marking guidelines consist 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 critical language awareness
- 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 My future begins now ...
- The candidate should clearly state what future is envisioned
 - There should be a build-up to a positive presentation.
 - Candidates must have a positive conclusion
- [50]
- 1.2 The flavour of my town
- The candidate should outline the important aspects of the town.
 - Candidate should create a picture in signs.
 - Candidate may choose signs and expressions to achieve the desired effect.
- [50]
- 1.3 Broken promises ...
- The candidate has to make reference to experiences regarding promises.
 - The candidate may present a personal insight.
 - Candidate's presentation should either be positive or negative.
- [50]
- 1.4 The world has many countries. Can we all come together?
- The candidate may present a single perspective.
 - The candidate may present alternating views.
 - The candidate should support the view/s with reasons.
 - The conclusion should clearly show the candidates preference.
- [50]
- 1.5 Has the social grant (SASSA) uplifted communities or has it made them more dependent?
- Candidate should present a one or two sided view.
 - The argument should be for AND/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 the picture.**

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

1.6.1 **Mischief**

- 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 link between the essay and the picture.

[50]

1.6.2 **Cellphone addiction**

- 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 link between the essay and the picture.

[50]

1.6.3 **Tightrope**

- 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 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 FORMAL PRESENTATION

The youth are concerned about Global Warming. Sign a presentation to the Minister of Environmental Affairs to intervene.

- The message signed should be positive.
- Language should be formal.
- The subject of the presentation must be clearly communicated.

[25]

2.2 MAGAZINE ITEM

Rebellion amongst teenagers is a national issue. Sign an article for an online magazine on this topic.

- Factual information should be given.
- Language should be formal.
- The issues must be clearly indicated.

[25]

2.3 REVIEW

You have attended a drama festival. Sign a review about the drama production that you watched.

- Candidate should use past tense.
- Language should be formal/informal.
- The review should include factual descriptions.
- Candidate should include his/her personal judgement on the drama presented.

[25]

2.4 DIALOGUE

You had an opportunity to meet athletic star Caster Semenya. Sign the conversation you had with her.

- Candidate should first outline the scenario and introduce the characters.
- Candidate should use present tense.
- Language should be informal.
- Role shifting is required.
- Candidate presents a flowing conversation between two persons from their points of view.

[25]

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2.5 FORMAL COMPLAINT

Your new laptop is not working properly. Sign a formal complaint to the manufacturer expressing your displeasure.

- Candidate should give specific information.
- Language used should be formal.

[25]

2.6 SPEECH

Sign a speech informing learners about the importance of National Elections.

- Candidate should capture audience’s attention.
- Language used should be formal.
- Candidate should develop points well.
- Candidate should balance criticisms with reasonable alternatives.
- Candidate should use role-shift appropriately.

[25]

TOTAL SECTION B: 50
GRAND TOTAL: 100

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Question number: _____

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 30 MARKS	Upper level	28–30	22–24	16–18	10–12	4–6	30	
		- Outstanding/ Striking response beyond normal expectations - Intelligent, thought-provoking and mature ideas - Exceptionally well organised and coherent, including introduction, body and conclusion	- Very well-crafted response - Fully relevant and interesting ideas with evidence of maturity - Very well organised and coherent, including introduction, body and conclusion	- Satisfactory response - Ideas are reasonably coherent and convincing - Reasonably organised and coherent, including introduction, body and conclusion	- Inconsistently coherent response - Unclear ideas and unoriginal - Little evidence of organisation and coherence	- Totally irrelevant response - Confused and unfocused ideas - Vague and repetitive - Disorganised and incoherent		
	Lower level	25–27	19–21	13–15	7–9	0–3		
		- 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	- Well-crafted response - Relevant and interesting ideas - Well organised and coherent, including introduction, body and conclusion	- Satisfactory response but some lapses in clarity - Ideas are fairly coherent and convincing - Some degree of organisation and coherence, including introduction, body and conclusion	- Largely irrelevant response - Ideas tend to be disconnected and confusing - Hardly any evidence of organisation and coherence	- No attempt to respond to the topic - Completely irrelevant and inappropriate - Unfocused and muddled		

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Question number: _____

Criteria		Exceptional	Skilful	Moderate	Elementary	Inadequate	Maximum Mark	Candidate Mark
LANGUAGE, STYLE & EDITING Register and discourse appropriate to purpose/effect and context sign choice Language use and conventions, grammar, spelling 15 MARKS	Upper level	14–15	11–12	8–9	5–6	0–3	15	
		<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 - Exceptional fluency in signing 	<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 - Good fluency of signing 	<ul style="list-style-type: none"> - Register and discourse appropriate to purpose, audience and context - Appropriate use of language to convey meaning - Sign choice is appropriate - Adequate fluency of signing 	<ul style="list-style-type: none"> - Register and discourse not appropriate to purpose, audience and context - Very basic use of language - Very limited sign choice - Limited fluency of signing 	<ul style="list-style-type: none"> - Register and discourse not appropriate to purpose, audience and context - Language incomprehensible - Sign choice is extremely limited so as to make comprehension impossible - Poor fluency of signing 		
	13	10	7	4				
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 - Errors in grammar and fingerspelling - Substantial spoken language influence 	<ul style="list-style-type: none"> - Inadequate use of language - Exceptionally limited vocabulary - Substantial errors in grammar and fingerspelling - Little or no variety in sentence - Strong spoken language influence 				

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Question number: _____

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate	Maximum Mark	Candidate Mark
STRUCTURE	5	4	3	2	0-1	5	
Features of text Chunking development and sentence construction	<ul style="list-style-type: none"> - Excellent development of topic - Exceptional details - Sentences, chunks exceptionally well-constructed 	<ul style="list-style-type: none"> - Logical development of details - Coherent - Sentences varied, logical chunking 	<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 		
5 MARKS							
Total for ESSAY:						[50]	

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Question number: _____

ASSESSMENT RUBRIC FOR TRANSACTIONAL TEXT 1 – HOME LANGUAGE [25 MARKS]

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate	Maximum Mark	Candidate Mark
CONTENT, PLANNING & FORMAT Response and ideas, organisation of ideas for planning purpose, audience, features/conventions and context 15 MARKS	13–15	10–12	7–9	4–6	0–3	15	
	<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. 	<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. 	<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. 	<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. 	<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. 		
LANGUAGE, STYLE & EDITING Register, discourse, purpose/effect, audience and context Language use and conventions Sign choices and fingerspelling 10 MARKS	9–10	7–8	5–6	3–4	0–2	10	
	<ul style="list-style-type: none"> - Register and discourse highly appropriate to purpose, audience and context - Grammatically accurate and well-constructed - Virtually error-free - Exceptional sign vocabulary - No spoken language influence - Exceptional fluency in signing 	<ul style="list-style-type: none"> - Register and discourse very appropriate to purpose, audience and context - Generally grammatically accurate and well-constructed - Mostly free of errors - Good sign vocabulary - Minimal spoken language influence - Good fluency of signing 	<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 	<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 	<ul style="list-style-type: none"> - Register and discourse do not correspond to purpose, audience and context - Error-ridden and confused - Sign vocabulary not suitable for purpose - Meaning seriously impaired - Strong spoken language influence - Poor fluency of signing 		
Total for TRANSACTIONAL TEXT 1:						[25]	

EXAMINATION NUMBER																			
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Question number: _____

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

Criteria	Exceptional	Skillful	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, purpose/effect, audience and context Language use and conventions 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 - Virtually error-free - Exceptional sign vocabulary - No spoken language influence - Exceptional fluency 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 - Mostly free of errors - Good sign vocabulary - 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 - Sign vocabulary not suitable for purpose - Meaning seriously impaired - Strong spoken language influence - Poor fluency of signing 	10	
Total for TRANSACTIONAL TEXT 2:						[25]	