



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE/ NATIONAL SENIOR CERTIFICATE

GRADE 12

SOUTH AFRICAN SIGN LANGUAGE HOME LANGUAGE P1

NOVEMBER 2020

MARKING GUIDELINES

MARKS: 70

CENTRE NUMBER										
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FINAL MARK

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EXAMINATION NUMBER															
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QUESTION	1	2	3	4	5	TOTAL
POSSIBLE MARK	30	10	10	10	10	70
MARKER						
SM/CM						
IM						
EM						
EA						

These marking guidelines consist of 12 pages.

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NOTE:

- These marking guidelines are intended as a guide for markers.
- It is by no means prescriptive or exhaustive.
- Candidates' responses should be considered on merit.
- Responses should be assessed holistically and points awarded where applicable in terms of decisions taken at the standardisation meeting.
- The marking guidelines will be discussed before the commencement of marking.

INSTRUCTIONS TO MARKERS

Marking the comprehension:

- Because the focus is on understanding, incorrect signing and language errors in responses should not be penalised unless such errors change the meaning/ understanding. (Errors must still be noted on the grid.)
- For **open-ended questions**, no marks should be awarded for YES/NO or I AGREE/I DISAGREE. The reason/substantiation/motivation is what should be considered.
- No marks should be awarded for TRUE/FALSE or FACT/OPINION. The reason/substantiation/motivation is what should be considered.
- When two/three facts/points are required and a range is given, mark **only** the first two/three.
- Accept dialectal variations.
- For multiple-choice questions, accept BOTH the letter corresponding with the correct answer AND the answer signed in full.

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SECTION A: COMPREHENSION

QUESTION 1: VISUAL READING FOR MEANING AND UNDERSTANDING

No	Criteria	Maximum Mark		Candidate Mark
1.1	In what ways are bees annoying to people? They buzz around and sting people. ✓	1	1	
1.2	Choose a phrase below that best explains the extinction of bees: B: Bees will all die. ✓	1	1	
1.3	The text states that we get 'spoonsful of sweet honey in our morning cereal'. Name TWO other uses of honey. Honey is used: <ul style="list-style-type: none"> • To sweeten food / desserts • To sweeten beverages • To make beauty / health products. • To make health foods. • To sweeten medicinal products Accept any TWO similar responses. ✓✓	1 1	2	
1.4	How do bees support the production of food? Bees pollinate crops. ✓ We get most of our food from crops. ✓	1 1	2	
1.5	In addition to pesticides and parasites, what other factors play a role in the decline of the population of bees? Diseases ✓ and Poor weather due to global warming. ✓	1 1	2	
1.6	What do you understand by <i>global warming</i>? The earth is becoming warmer / The temperature fluctuates ✓ Due to harmful gases in the atmosphere. ✓ Accept any other similar responses.	1 1	2	
1.7	Explain how pesticides cause bees to die. Bees are unable to breathe, then die. ✓ Results in paralysis and death. ✓ Accept any other similar responses.	1 1	2	

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1.8	<p>Critically comment on the statement, 'This is like an insect's version of Alzheimer's disease.'</p> <p>Alzheimer's disease refers to memory loss in human beings. ✓ Pesticides cause bees to lose their memory. ✓ Bees go into shock and forget their way home. ✓</p>	1		3	
		1			
		1			
1.9	<p>Compare the pollination process by bees to other pollination processes.</p> <p>Pollen is transferred from flower to flower by bees, quickly. ✓ PLUS: Accept any ONE of the responses below. ✓</p> <p>Pollen is transferred from flower to flower by wind. Pollen is transferred from flower to flower by beetles and butterflies, slowly.</p>	1		2	
		1			
1.10	<p>The extinction of bees has an effect on the human diet. (Chunk 6). Motivate this statement.</p> <ul style="list-style-type: none"> • If bees were extinct, vegetable crops will not be pollinated and people will not have vegetable crops. • Although grain crops do not require pollination, people cannot live on rice and bread only. • Herbivores depend on certain plants to be pollinated. If this does not happen then cattle that provide milk and meat to humans would also become extinct if their food production ceased to exist. <p>Any TWO of the above or similar responses. ✓✓</p>	1		2	
		1			
1.11	<p>The use of irony in this text is meaningful. Discuss.</p> <p>Human beings depend on plants and animals for survival. By killing the bees we are hurting ourselves. To save ourselves we need to protect plant and animal life.</p> <p>The health of the planet depends on the vegetation. Without vegetation the earth would be barren. Animals will not have food and shelter.</p> <p>Any of the above or similar response. ✓✓✓</p>	3		3	

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1.12	<p>How does the picture indicate that bees fight for survival?</p> <ul style="list-style-type: none"> The bee is wearing a gas mask which prevents it from breathing in the pesticides. The bee is aware that there are harmful toxins in the environment and has to wear the mask to protect itself. <p><i>Any of the above or similar response. ✓✓</i></p>	1	1	2	
1.13	<p>Compare the picture in TEXT B to the information in TEXT A, Chunk 4 (comprehension).</p> <p>TEXT A, Chunk 4 of the comprehension discusses the harmful effects of pesticides on bees. ✓</p> <p>TEXT B shows a bee wearing a gas mask to avoid exposure to pesticide. ✓</p> <p>PLUS: Farmers should use environmentally friendly pesticides.</p> <p><i>Accept any similar applicable response. ✓</i></p>	1	1	3	
1.14	<p>Compare TEXT A to the picture in TEXT B. Which text conveys the message with a greater impact?</p> <p>TEXT A:</p> <ul style="list-style-type: none"> There is a lot more information in text A. There is a lot more depth in text A. It evokes a feeling of sympathy towards bees. It shows the consequences of extinction of bees. The signer is serious/shows concern. <p><i>Accept any similar responses. ✓✓</i></p> <p>OR</p> <p>TEXT B:</p> <ul style="list-style-type: none"> It evokes a feeling of sympathy towards bees. It shows that the bee has to fight for survival. The bee wearing the mask is unnatural. Bees will not be able to see the colours of flowers through the mask. Bees will not be able to smell the fragrance of the flowers through the mask. Bees will not be able to pollinate while wearing the mask. <p><i>Accept any similar responses. ✓✓</i> <i>Give two marks for two reasons. ✓✓</i> <i>Give an additional mark for depth in the reason. ✓</i></p>	1	1	3	
Total for SECTION A:				[30]	

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SECTION B: SUMMARY

QUESTION 2: SUMMARISING IN YOUR OWN WORDS

NOTE:

- **Format:**
Even if the summary is presented in the incorrect format, it must be assessed.
- **Length of text:**
 - If the time limit is exceeded, do not award marks for responses signed after the time limit.
 - Summaries that are short but contain all the required main points should not be penalised.

Use the following main points that the candidate should include as a **guideline**.

Any SEVEN valid points in paragraph-form are to be credited.

QUOTATION		Maximum Mark			Candidate Mark
1	REMEMBER WHAT VEGETABLES GROUP FRIUIT GROUP TOGETHER NO. VEGETABLES GROUP MUST BREATHE OR PLASTIC- PUT-IN BAG POKE HOLES OR MESH BAG PUT-IN AIR CIRCULATION CAN. PLASTIC BAG TIED UP GROW BIG NO WRONG. WHO SAYS PROFESSOR ON FOOD SCIENCE WHERE WASHINGTON UNIVERSITY. HAVE LIST EXPLAIN HOW FRUIT VEGETABLES STAY LONG- LIFE.	1		7	
2	FIRST NET STOCKING PANTIHOSE THIS CAN ONIONS PUT-IN. HOUSE HANG-HANG COOL. THIS YOU FEEL DON'T LIKE ONIONS SAME GARLIC CUPBOARD-PUT NO. TABLE-TOP PUT CAN. FRIDGE ONION GARLIC PUT NO WHY COLD. ONION BROWN SMELLY SOFT.	1			
3	POTATOES KEEP WHERE CORNER DARK. FRIDGE PUT-IN NO. WHY NO FRIDGE COLD. WHITE INSIDE CHANGE SWEET. YOU COOK TASTE HORRIBLE YES. POTATO PUT WHERE PAPER BAG PUT-IN LEAVE BETTER. PLASTIC NO PLACE COOL PUT LEAVE. POTATO WITH ONION PUT TOGETHER NO SEPARATE. OR FRUIT APPLE PUT TOGETHER NO. WHY FUMES GAS MIX POTATO SPROUT-SPROUT CAN.	1			
4	CARROT LONG LEAVES CUT OFF. CAN FRIDGE PUT THERE. KEEP THERE 1 WEEK 2 WEEKS CAN. CARROT LEAVES CUT OFF BOWL WATER DRINK POUR FILL-UP.COVER BOWL FRIDGE PUT IN. KEEP LONG LIFE. YOU LOOK WATER POUR OUT. NEW- NEW POUR IN FILL UP OFTEN	1			

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5	CUCUMBER FRIDGE PUT IN NO. WHY LOW 10 DEGREES CUCUMBER SPOIL CAN RESEARCH UNIVERSITY OF CALIFORNIA MAYBE FRIDGE PUT MUST NOT MORE 3 DAYS. WHY CUCUMBER OTHER APPLE MIX GAS SPOIL CAN. WITH BANANAS MELON PINEAPPLE TOMATOES NO. SEPARATE MUST.	1			
6	BOOK NAME C-O-O-K-S I-L-L-U-S-T-R-A-T-E-D. BOOK FINISHED RESEARCH TOMATO FRIDGE PUT TOMATO IMPORTANT WHAT TOMATO RED COLOUR PLUMP THEN CAN FRIDGE TOMATO PUT. ABLE COOK WELL TAST GREAT STAY LONG FRESH. TOMATO RED QUICK PUT IN FRIDGE NO TABLE TOMATO LEAVE GREEN CHANGE RED AFTER FRIDGE PUT IN.	1			
7	BANANA WHOLE BUNCH YOU BREAK TAKE OFF. YOU THINK DON'T LIKE. BUT BANANA TAKE OFF PLASTIC WRAP. BANANA WRAP +++. WHY GAS CIRCULATE. BUT BANANA WRAP CHANGE YELLOW SLOW. BANANA STAY WRAP CHANGE YELLOW COMPLETE. FRIDGE PUT-IN CAN. WHY FRIDGE COLD MORE CHANGE YELLOW NO PREVENT.	1			
Marking the summary: The summary should be marked as follows:		1		3	
<ul style="list-style-type: none"> ● Mark allocation: <ul style="list-style-type: none"> ○ 7 marks for 7 points (1 mark per main point) ○ 3 marks for language ○ Total marks: 10 ● Distribution of language marks when candidate has not quoted verbatim: <ul style="list-style-type: none"> ○ 1–3 points correct: award 1 mark ○ 4–5 points correct: award 2 marks ○ 6–7 points correct: award 3 marks ● Distribution of language marks when candidate has quoted verbatim: <ul style="list-style-type: none"> ○ 6–7 quotations: award no language mark ○ 1–5 quotations: award 1 language mark 		1			
Total for SECTION B:				[10]	

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SECTION C: LANGUAGE STRUCTURES AND CONVENTIONS

Marking SECTION C:

- Signing:
 - Single sign answers must be marked correct even if the parameters are incorrect, unless the error changes the meaning of the sign.
 - In full-sentence answers, incorrect parameters should be penalised if the error is in the language structure being tested.
- Sentence structures must be grammatically correct and given in full sentences/as per instruction.

QUESTION 3: ANALYSING ADVERTISING

No	Criteria	Maximum Mark			Candidate Mark
3.1	<p>Explain the link between the image in the window and the product being advertised.</p> <p>The image in the window shows a much younger version of the adult and this youthfulness is a result of drinking the Evian water. ✓✓</p> <p><i>Accept any similar responses.</i></p>	1		2	
		1			
3.2	<p>Comment on the effectiveness of the baby in the advertisement.</p> <p>The baby in the advert is intended to be humorous and to evoke an emotion of surprise/admiration in the person viewing. ✓</p> <p>The image shows a baby dressed in typical baby clothes but is able to imitate the actions of the adult. ✓</p> <p><i>Accept any similar responses.</i></p>	1		2	
		1			
3.3	<p>What is the impact of the cinematography in the advertisement?</p> <p>When the camera highlights the facial expressions, it shows the face of the adult and the face of the baby on separate screens. ✓</p> <p>When the camera highlights the full body image, it shows the movement of the adult and the baby on the same screen. ✓</p> <p>This enhances the impact of the advertisement. The viewer is able to quickly / clearly grasp the link between the images and the product. ✓</p> <p><i>Accept any similar responses.</i></p>	1		3	
		1			
		1			

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3.4	<p>Compare the first image of the man and his reflection to the last image of the old woman and her reflection.</p> <p><u>Comparison:</u></p> <ul style="list-style-type: none"> The man in the first image sees himself in the mirror as a baby and he is in disbelief. He then does flexible movements to see if the reflection is truly his. His baby-reflection then mirrors his flexible movements. The man did not expect to see himself looking and feeling so much younger and active after drinking Evian water. The old woman in the last scene sees herself in the mirror as a slightly older baby, but she is not shocked to see herself in that way. She tries to do a dance-like movement, but her baby-reflection stares back at her in disbelief and stands still. The old woman with more life experience, expected to feel younger. She accepts that the water is having a positive effect on her body. <p><i>Accept any similar responses.</i></p> <p><i>Give one mark each for the comparison of the man and the old woman. ✓✓</i></p> <p><i>Give one additional mark for depth and subsance in the comparison. ✓</i></p>	1	1	1	3	
Total for QUESTION 3					[10]	

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QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

No	Criteria	Maximum Mark			Candidate Mark
4.1	<p>Comment on the technique used by the cartoonist to illustrate movement.</p> <p>The cartoonist uses the line drawings to illustrate signing and body movement.</p> <p><i>Accept any appropriate responses. ✓✓</i></p>	1		2	
		1			
4.2	<p>Account for the different conversations taking place in FRAME 5.</p> <p>One conversation involves the actors who are puzzled as to why the visitors were not scared by the haunted house experience.✓</p> <p>The other conversation involves Deaf visitors communicating that this haunted house experience was boring.✓</p> <p>The reason for this is because the Deaf visitors were not exposed to the sound effects that would have created a terrifying experience for hearing people.✓</p> <p><i>Accept any similar response.</i></p>	1		3	
		1			
		1			
4.3	<p>How do you think the reaction of hearing people will differ in this haunted-house experience? Motivate.</p> <p>The haunted house would have greater impact on hearing people as they would hear the scary sounds. The sounds enhance the impact of the creatures. The Deaf are not responding to the scary creatures because they cannot hear the sounds that are emanating.</p> <p><i>Accept any TWO appropriate responses. ✓✓</i></p> <p>Marks must only be given if there is reference to both the hearing and the Deaf.</p>	1		2	
		1			
4.4	<p>How would you change the cartoon to have more impact on the Deaf?</p> <p>For the cartoon to have more impact for the Deaf, the visual illustrations have to be repositioned. In this cartoon most of the scary props are illustrated behind the Deaf people. The cartoonist should show the frightening images immediately in front of the Deaf people or touching the Deaf people from behind.</p> <p><i>Accept any other appropriate responses. ✓✓✓</i></p>	1		3	
		1			
		1			
Total for QUESTION 4				[10]	

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QUESTION 5: USING LANGUAGE CORRECTLY

No	Criteria	Maximum Mark		Candidate Mark	
5.1	<p>Look at the picture. Explain the TWO features that the signer uses to describe the size of the baby.</p> <p>The signer uses the following features:</p> <ul style="list-style-type: none"> • Descriptive classifier (DCL) or Size and Shape Classifier (SASSCL)✓ • Non-manual feature (Facial features) ✓ 	1	1	2	
5.2	<p>Look at the clip. Identify the compound sign.</p> <p>MOTHER + FATHER = PARENTS</p>	1		1	
5.3	<p>Look at the clip. Choose ONE verb in the clip and show how the movement can be inflected to give one other meaning.</p> <p>TEACH✓: TEACH-THEM TEACH-ME <i>Accept any ONE inflected movement.✓</i></p> <p>OR</p> <p>TALK✓: TALK-TO-THEM TALK-TO-ME TALK-TO-EACH-OTHER <i>Accept any ONE inflected movement.✓</i></p> <p>OR</p> <p>LOOK✓: LOOK-AT-THEM LOOK-AT-ME LOOK-AT-EACH-OTHER LOOK-AROUND <i>Accept any ONE inflected movement.✓</i></p>	1	1	2	
5.4	<p>Look at the clip. Analyse the sign and change using numerical incorporation.</p> <p>Combine the sign for THREE with the sign for MONTH to show numerical incorporation. ✓✓</p> <p><i>Accept any similar dialect.</i></p>	1	1	2	
5.5	<p>Look at the clip. Edit the way in which she signed HOURS.</p> <p>Signer must sign HOURS in clockwise direction (not anti-clockwise). ✓</p>	1		1	

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5.6	<p>Look at the two signs in the clip. Show how the signer assimilates the two signs and constructs a new sign.</p> <p>The assimilated sign is MIS-COMMUNICATION. The two signs are COMMUNICATION ✓ and BREAK. / MISUNDERSTAND / NOTHING ✓</p> <p><i>Accept any similar dialect.</i></p>	1	1	2	
Total for QUESTION 5				[10]	
Total for SECTION C:				[30]	
GRAND TOTAL:				70	