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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

##### 'SOWETO, JUNE 16<sup>th</sup>' – Modiegi Moime

- 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 17 to assess this question.**

**View the poem titled 'Soweto, June 16<sup>th</sup>' by Modiegi Moime and answer the essay question that follows.**

**Pace is a dominant poetic feature in this poem. Define and discuss how pace is used in this poem by referring closely to the text in your answer.**

- Pace (Definition and discussion)
  - Pace is a poetic device which is used to captivate the viewer and portray the message of the poet through movement (slow, aggressive and fast).
  - Changes in pace may be seen in change of actions or when highlighting a particular moment in the poem.
  - The poem 'June 16<sup>th</sup>' uses pace in the following ways:
- Slow pace
  - At the beginning of the poem the signs are slower as the children sense the tension, distrust and indication of suspicion.
  - Following the shooting of the person, the man running is signed at a very slow pace. This is done intentionally to draw attention to the seriousness of the action represented.
  - The learner carries the dead boy in slow motion which indicates the shocking tragedy.
  - The learner carries the coffin in slow pace or motion which indicates the depth of emotions associated with the tragedy.
  - The funeral is also signed at a slower pace to show the extreme sorrow and despair.
  - The slow pace allows the viewer to absorb each second of emotion that the poet is experiencing. The viewer is compelled to empathize with the emotion within the poem.
- Normal pace
  - Towards the middle of the poem, the children realize that they cannot understand the language in the classroom. They look at each other in confusion.
  - This shows the learners' hatred and intolerance towards the schooling system that they are forced to be part of.

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- Fast pace occurs when:
  - The children begin to protest and scream.
  - The children are throwing stones.
  - The sparks fly from the bombs.
  - The bombs are exploding.
  - There is chaos in the school environment/society as learners refuse to conform to this oppressive schooling system.
- Normal pace
  - As the children return to school and are studying contentedly because they overcame their struggles and accomplished their purpose.
  - Their message was heard and actions were taken to resolve the problem.
  - Freedom of choice in education was achieved.
- Sudden/quick pace:
  - Is indicated when the learner is shot and we witness the extreme violence of police brutality.

**Content (6)**  
**Language Structure and Use (4)**

**[10]**

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**QUESTION 2: POETRY – CONTEXTUAL QUESTIONS**  
**'ALONE' – Daniel Durant**

No	Criteria	Maximum Mark			Candidate Mark
2.1	<p><b>View the clip. What does the clip indicate about the signer's state of mind?</b></p> <ul style="list-style-type: none"> <li>• Lonely</li> <li>• Unwanted</li> <li>• Depressed</li> <li>• Unsupported</li> <li>• Isolated</li> </ul> <p><i>Accept any TWO of the above or similar responses. ✓✓</i></p>	1		2	
		1			
2.2	<p><b>What impressions are created by the signer's use of hyperbolic signs?</b></p> <ul style="list-style-type: none"> <li>• To emphasis the intensity of his feelings.</li> <li>• To gain the empathy of the viewer for the signer's state of mind.</li> </ul> <p><i>Accept the above or similar responses. ✓✓</i></p>	1		2	
		1			
2.3	<p><b>View the clip. Discuss the effect of this image in the context of the poem as a whole.</b></p> <ul style="list-style-type: none"> <li>• Love can bring change in a person's emotional state.</li> <li>• Love brings life.</li> <li>• Love can come in any form or shape.</li> <li>• Love brings change of perspective.</li> </ul> <p><i>Accept any similar response with THREE positive points. ✓✓✓</i></p>	1		3	
		1			
		1			
2.4	<p><b>Critically discuss the effectiveness of the use of elements in nature to mirror human emotions.</b></p> <ul style="list-style-type: none"> <li>• Rain- represents emotions of sadness, depression, tears.</li> <li>• Wind/cold - represents emotions of loneliness, isolation, depression, being unsupported.</li> <li>• Sun - represents emotions of hope, new beginnings, and positive attitude.</li> </ul> <p><i>Accept any similar response with THREE distinct points. ✓✓✓</i></p>	1		3	
		1			
		1			
<b>TOTAL FOR QUESTION 2</b>				<b>[10]</b>	

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**QUESTION 3: POETRY – CONTEXTUAL QUESTIONS**  
**'FIVE SENSES' – Paul Scott**

No	Criteria	Maximum Mark			Candidate Mark
3.1	<p><b>View the clip. How does the poet draw attention to the senses?</b></p> <ul style="list-style-type: none"> <li>The poet uses exaggerated movements of the left hand to indicate the 5 senses.</li> <li>Eye gaze is fixed on the left hand.</li> <li>Right hand moves to the left to close with an exaggerated deliberate movement.</li> </ul> <p><i>Accept any TWO of the above or similar responses. ✓✓</i></p>	1		2	
		1			
3.2	<p><b>View the clip. Explain the NMFs in the clip.</b></p> <ul style="list-style-type: none"> <li>NMF shows negative feelings.</li> <li>The sense is unhappy because it is unable to communicate / needs support</li> </ul> <p><i>Give one mark for each response above or other similar responses. ✓✓</i></p>	1		2	
		1			
3.3	<p><b>View the clip. Comment on the reason for the sign 'BOTH' used in this clip.</b></p> <ul style="list-style-type: none"> <li>The poet signs/uses BOTH to indicate the sense of hearing and the sense of sight.</li> <li>He reinforces that the two senses collaborate with each other.</li> <li>They work together to support each other.</li> <li>They are interdependent.</li> </ul> <p><i>Accept any similar response. ✓✓✓</i></p>	1		3	
		1			
		1			
3.4	<p><b>Critically discuss how the signer, being Deaf, is reflected in the poem.</b></p> <ul style="list-style-type: none"> <li>The poet taps the senses. <u>Tapping</u> is an acceptable action in Deaf culture.</li> <li>The senses show their function instead of explaining. The <u>visual</u> access is better for the Deaf.</li> <li>The <u>modified 5-hand</u> is an expression of Deaf culture / language /identity.</li> </ul> <p><i>Give one mark for each of the above responses. ✓✓✓</i></p>	1		3	
		1			
		1			
	<b>TOTAL FOR QUESTION 3</b>			<b>[10]</b>	

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**QUESTION 4: POETRY – CONTEXTUAL QUESTIONS**  
**'THE ROSEBUSH' – Ella Mae Lentz**

No	Criteria	Maximum Mark			Candidate Mark
4.1	<p><b>What impression of the WORLD does the signer create at the beginning of the poem?</b></p> <ul style="list-style-type: none"> <li>The WORLD is created beautifully.</li> <li>The WORLD is well crafted.</li> <li>The earth moves in its own orbit.</li> </ul> <p><i>Accept any TWO of the above or similar responses. ✓✓</i></p>	1		2	
		1			
4.2	<p><b>View the clip. What does the clip indicate about the relationship between the roses and animals?</b></p> <p>They have an interdependent relationship. ✓                      The plants provide food for the animals and the animals provides a reproductive function for the plants. ✓</p>	1		2	
		1			
4.3	<p><b>View the clip. Discuss how the use of cinematography emphasises the signer's feeling.</b></p> <p>Cinematography emphasises the intensity of the poet's feelings.</p> <ul style="list-style-type: none"> <li>The feature is slow motion</li> <li>The specific signs are slowed down further.</li> <li>The signs outside of the signing space and the pause create a crisis point in the poem.</li> </ul> <p><i>Accept any TWO of the above responses. ✓✓</i></p>	1		3	
		1			
		1			
4.4	<p><b>Critically comment on the signer's attitude towards the destruction of nature as seen in the poem.</b></p> <p>The signer indicates clearly that she supports protecting nature. She signs graciously with positive NMFs. When she signs about nature being destroyed her signing is harsh with big movements and negative NMFs. The comment at the end of the poem that we can either cherish or destroy nature and the consequences thereof leads to the end question. The signer pertinently and strategically poses a question at the end of her poem where she wants the viewer to make the choice to cherish or destroy. She now leaves the viewer with something to think about.</p> <p><i>Accept any THREE of the above or similar responses. ✓✓✓</i></p>	1		3	
		1			
		1			
<b>TOTAL FOR QUESTION 4</b>				<b>[10]</b>	

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**QUESTION 5: CONTEXTUAL QUESTIONS – UNSEEN POETRY (COMPULSORY)**

**'MAINSTREAM' – Helen Morgans**

No	Criteria	Maximum Mark		Candidate Mark
5.1	<p><b>View the clip. What does the clip indicate about the conditions in this mainstream school for the poet?</b></p> <p>Mainstream school conditions:</p> <ul style="list-style-type: none"> <li>• For a Deaf child an interpreter is needed/mandatory.</li> <li>• There is a lot of speaking taking place which may confuse a Deaf child.</li> <li>• She is dependent on an interpreter and cannot participate/spontaneously.</li> <li>• The Deaf child has to look at the teacher who is speaking, and then look at the interpreter for translation in Sign Language.</li> <li>• Having to look at so many places at once is intense and takes concentration.</li> </ul> <p><i>Accept any TWO of the above or similar responses. ✓✓</i></p>	1	2	
5.2	<p><b>What attitudes are the hearing learners displaying towards the Deaf learner?</b></p> <ul style="list-style-type: none"> <li>• The hearing learners are ignorant about the needs of a deaf person.</li> <li>• This ignorance makes them appear to be inconsiderate of the deaf child on the playground.</li> <li>• They show no willingness to include the deaf child, as they stare at her instead of making her feel included.</li> </ul> <p><i>Accept any TWO of the above or similar responses. ✓✓</i></p>	1	2	
5.3	<p><b>View the clip. Comment on the signer's feelings towards the interpreter in the poem.</b></p> <p>The signer experiences negative feelings towards the interpreter because: ✓</p> <ul style="list-style-type: none"> <li>• The interpreter is not keeping up with the spoken language, there is no smooth simultaneous/parallel interpretation taking place.</li> <li>• The interpreter waits for the person who is talking, then starts to sign.</li> </ul> <p><i>Give one mark for ONE of the above reasons. ✓</i>  <i>Give an additional mark for depth in the explanation. ✓</i></p>	1	3	



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5.4	<p><b>Critically discuss the signer's comment at the very end of the poem.</b></p> <ul style="list-style-type: none"> <li>• The signer's comment at the end of the poem is one of <u>shock towards mainstream</u>, shown by the signs 'MAINSTREAM THAT'.</li> <li>• The comment implies that mainstream education is ignorant of the needs of the Deaf for <u>simultaneous interpreting</u>.</li> <li>• Everyone is looking at her because she is different and <u>not including her as a newcomer</u>.</li> <li>• Mainstream is ignorant of the <u>social needs</u> of deaf people.</li> </ul> <p><i>Accept any THREE of the above or similar responses.</i>                  ✓✓✓</p>	1		3	
	<b>TOTAL FOR QUESTION 5</b>			<b>[10]</b>	
	<b>TOTAL FOR SECTION A:</b>			<b>[30]</b>	

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## SECTION B: SHORT STORY

### QUESTION 6: SHORT STORY – ESSAY QUESTION

#### 'ROMEO AND JULIET' – Vanessa Reyneke

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 18 to assess this question.**

**'Romeo and Juliet' is a tragic love story.**

**Critically discuss the paradoxical relationship between love and hate in the story.**

- **Paradox**

- A paradox is a contradiction.
- The story has an example of this paradox within the plot.
- This can be seen in the presence of love and hate. These are two opposing emotions that surface repeatedly in different forms throughout the duration of the story.
- The plot begins with a focus on the love between Romeo and Juliet which is later contradicted by the plots of violence and hatred.

- **Love**

- Love can be seen in the fact that Romeo loves Rosaline.
- Romeo goes to the Capulet's party without being invited.
- He meets Juliet at the Capulet's party and he quickly falls in love with her.
- Romeo and Juliet love each other so much that they decide to marry secretly without the knowledge of their parents.
- Tybalt killed Mercutio. Romeo kills Tybalt because of his love for Mercutio, in revenge.
- The priest loves Romeo and Juliet; he shows it in his willingness to help them by agreeing to marry them secretly. He also gave Juliet sleeping pills to avoid her marrying Paris.
- Juliet takes the pills to avoid marrying Paris. She loves Romeo only.
- Romeo loves Juliet so much that he kills himself by drinking poison in order to die next to her.
- Juliet loves Romeo so much that when she found Romeo dead, she stabs herself to death.
- The Capulets and Montagues love their children very much and could not believe that the loss of their children were necessary to end their feud of many decades.

- **Hate**

- The Capulets and the Montagues hated each other so much that they did not allow their children to socialize with each other.
- Tybalt hated Romeo because he attended the Capulet party despite not being invited.
- Romeo hated Tybalt and killed him because Tybalt killed Mercutio.

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- The mayor hated the fighting between the Capulet and Montague families and he threatened to take action in future if there was any further conflict.
  - Juliet hated the thought of marrying Paris.
  - Romeo hated the thought of living without Juliet so much that he killed himself.
  - Just as Juliet hated the thought of living without Romeo and killed herself.
- **Conclusion**
- In the story of Romeo and Juliet there is the continued presence of love and hate in throughout the story.
  - This is observed in the many incidents, actions, conversations and relationships between the persons in the story.
  - It is the extreme opposite emotions of love and hate that make the story of Romeo and Juliet a 'tragic love' story.

**Content (15)**  
**Language Structure and Use (10)**

**[25]**

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**QUESTION 7: SHORT STORY - CONTEXTUAL QUESTIONS**  
**'ROMEO AND JULIET' – Vanessa Reyneke**

No	Criteria	Maximum Mark			Candidate Mark
7.1	<p><b>View the clip. Account for Romeo's feelings at this stage of the story.</b></p> <p>Romeo is feeling rejected✓ because his love for Rosaline is unrequited/ one-sided/not returned. ✓</p>	1		2	
		1			
7.2	<p><b>Romeo going to the party is a significant event in this tragedy. Discuss this statement.</b></p> <ul style="list-style-type: none"> <li>• Romeo went to the party and fell in love with Juliet which eventually led to their deaths.</li> <li>• This led to the fighting amongst Tybalt, Romeo and Mercutio.</li> <li>• This led to the killing of Mercutio and Tybalt.</li> <li>• Romeo was banished.</li> </ul> <p><i>Accept any TWO of the above or similar responses. ✓✓</i></p>	1		2	
		1			
7.3	<p><b>Discuss the relationship between the two families in the story.</b></p> <ul style="list-style-type: none"> <li>• Hostile relationship (feud / grudge / animosity / conflict)</li> <li>• The Capulets have a party and do not invite the Montagues. - Tybalt got angry when he heard that a Montague was at their party.</li> </ul> <p><i>Give one mark for each of the above comments. ✓✓</i>  <i>Give an additional mark for depth in the comment. ✓</i></p>	1		3	
		1			
		1			
7.4	<p><b>View the clip. Discuss the significance of this clip in light of later events.</b></p> <ul style="list-style-type: none"> <li>• This was the most crucial information which would hold the plan together and help the couple to be together.</li> <li>• The priest forgot to inform Romeo about the plans, which then resulted in the death of the couple.</li> </ul> <p><i>Accept any ONE of the above or similar response. ✓</i></p>	1		1	
7.5	<p><b>What other significant tragic events took place besides the fate of the tragic hero and heroine?</b></p> <p>The stabbing to death of Mercutio by Tybalt. ✓                      The stabbing to death of Tybalt by Romeo. ✓</p>	1		2	
		1			

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7.6	<p><b>Give TWO reasons for Romeo's reluctance to respond to Tybalt's challenge.</b></p> <p>Romeo was now married to Juliet. This meant Tybalt was thus related (in-law) to Romeo. ✓✓</p> <p style="text-align: center;">OR</p> <p>Romeo knew that Juliet would be very upset if he killed a member of the Capulet family. ✓✓</p>	2		2	
7.7	<p><b>View the clip. Critically discuss how mood is conveyed in this clip.</b></p> <p>The signer's NMF expresses the emotion of acceptance even though he is feeling hurt by the 'death' of his wife Juliet. ✓</p> <p>The signer signs PAIN at the heart, to express feelings of hurt/grief for the loss of a loved one. ✓</p> <p><i>Accept any other similar responses.</i></p>	1	1	2	
7.8	<p><b>What would the outcome have been if the marriage had not taken place?</b></p> <ul style="list-style-type: none"> <li>• Romeo would still be alive.</li> <li>• Juliet would still be alive.</li> <li>• The families would still be at war with each other.</li> <li>• Juliet could have married Paris in the end.</li> <li>• Romeo and Juliet could have reconciled their families.</li> <li>• They could have married other people.</li> </ul> <p><i>Accept any TWO of the above or other relevant responses. ✓✓</i></p>	1	1	2	

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7.9	<p><b>What was Father Lawrence's plan and the fatal flaw in his plan?</b></p> <p>Father Lawrence's plan was:</p> <ul style="list-style-type: none"> <li>• PLAN 1: He gets Romeo and Juliet married secretly in the hope that the two families would unite through the marriage of their children.</li> <li>• PLAN 2: Romeo was banished and the priest would try to talk to the families. When the conflict was resolved Romeo could return.</li> <li>• PLAN 3: The priest gave Juliet sleeping pills. When she awakened Romeo would be there and they could leave together.</li> </ul> <p><i>Accept any ONE of the above or similar response. ✓</i></p> <p>The fatal flaw in his plan was that:</p> <ul style="list-style-type: none"> <li>• The priest did not communicate to Romeo that Juliet had taken sleeping pills and that she was in a deep sleep and not dead. When Romeo saw Juliet, he thought she was dead. He drank poison and killed himself. Juliet awoke, saw Romeo dead and stabs herself to death.</li> </ul> <p><i>Give one mark for the above explanation. ✓</i>  <i>Give an additional mark for depth in the explanation. ✓</i></p>	1		3	
7.10	<p><b>Discuss the extent to which the tragedy has contributed to the two families' reconciling.</b></p> <p>After the death of Romeo and Juliet the priest explains to the families the reasons that led to their deaths. Despite the fact that the two families were hostile, their children were united by love and now by death. The priest referred to their deaths as related to true love. This then lead the two families to decide to stop arguing and to reconcile. In order for their children not to have died in vain, the two families decided to bury the hatchet that stopped the feud.</p> <p><i>Accept any similar response. ✓✓✓</i></p>	1	1	3	1

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7.11	<p><b>Juliet's father is responsible for the death of his daughter.</b></p> <p>Yes</p> <ul style="list-style-type: none"> <li>• Juliet's father insisted that his daughter should marry Paris.</li> <li>• Juliet tried to escape from her father's instruction by taking sleeping tablets.</li> <li>• If Juliet's father had not been adamant with his instruction then Juliet would not have resorted to this plan.</li> <li>• Romeo therefore would not have committed suicide.</li> <li>• Juliet would not have killed herself.</li> </ul> <p>No</p> <ul style="list-style-type: none"> <li>• Juliet's father is not responsible for their deaths - it was Romeo and Juliet's decision to marry even though they knew their families were in conflict.</li> <li>• It was the priest who forgot to inform Romeo about the sleeping pills that Juliet took.</li> <li>• It was Romeo's personal decision to kill himself.</li> <li>• It was Juliet's personal decision to kill herself.</li> </ul> <p><i>Accept YES or NO with any THREE of the above or similar reasons. ✓✓✓</i></p>	1		1		1		3	
<b>TOTAL FOR QUESTION 7</b>								<b>[25]</b>	

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## SECTION C: SHORT STORY

### QUESTION 8: SHORT STORY – ESSAY QUESTION

#### 'A CHILDREN'S GARDEN' – Ella Mae Lentz

- 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 18 to assess this question.**

**Oralism is conveyed as a negative concept in the story.**

**Critically discuss the validity of this statement with reference to THREE metaphors in the story.**

#### **Oralism (Introduction and discussion)**

- Oralism is the use of spoken language by deaf individuals.
- It includes lip-reading and spoken language as the language of learning and teaching.
- It goes against the linguistic rights of Deaf individuals.
- Oralism is conveyed as a negative concept through the use of the following metaphors:

#### **Brown Area (Metaphor 1)**

- This is the metaphor for hearing people who believe that oralism should be the only medium for Deaf individuals.
- The dryness and brown colour of this area convey the negativity that it represents.
- They believe that in order for Deaf people to flourish in society they require oral intervention.
- They do not believe in the use of Sign Language nor the need for a Deaf community.
- They believe that they are superior to the Deaf, and that they have the authority to choose what is best for the Deaf community.
- The brown area is mocking the blooms (Deaf) because of their uninformed opinions of Sign Language.

#### **Tractor (Metaphor 2)**

- This is an exaggerated metaphor which emphasizes the Oralists and their destruction of the Deaf community.
- The tractor destroyed the blooms (Deaf children) by trampling the plants without regard for their Deaf rights.
- The exaggerated movement of the signing indicates the severity of the violation committed against the Deaf community (blooms) by the oralists (tractor).



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- The reaction of the blooms to the actions of the tractor shows that it was not acceptable.
- The bloom's broken signing after the destruction of the tractor shows that oralism has disrupted their language.
- The brown area is disappointed when they realized that they only did marginal damage to the blooms with the tractor.

### **Sickle (Metaphor 3)**

- The brown area then uses the sickles to cut the blooms and separate them into different areas. This is a metaphor for moving Deaf students into mainstream education and splitting up the Deaf community.
- This action is done in the dark when the blooms (children) are sleeping. This illustrates that the brown area was being deceptive and destroying the blooms at night when they did not expect anything to happen and without their consent.
- The oralists are portrayed as 'evil' because they killed the blooms during the night.
- Once the blooms are transferred to mainstream education, they lose their roots and die. This is a metaphor for losing Deaf identity when excluded from the Deaf community.
- The sickle is a powerful weapon of violence which reduces the garden.

### **Conclusion and discussion**

- The brown area, the tractor and the sickle are three separate metaphors that collectively represent the extent to which the Oralists went in to prevent the Deaf from using Sign Language and to destroy Deaf identity.
- The oralist approach in the mainstream schools forbade students to use Sign Language and students were punished if they did so.
- Sign Language development ceased and students suffered in the classrooms as they did not understand what was being taught. The death of the blooms is symbolic of the death of their language as well as their identity in the classroom.
- The brown area is not knowledgeable about the Deaf community and the needs of the Deaf therefore they try to destroy the rights of Deaf people. This goes against the linguistic rights of Deaf individuals.
- Therefore oralism is conveyed as a negative concept in the school.

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

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**QUESTION 9: SHORT STORY - CONTEXTUAL QUESTION**  
**'A CHILDREN'S GARDEN' – Ella Mae Lentz**

No	Criteria	Maximum Mark			Candidate Mark
9.1	<p><b>View the clip. Account for the sad feelings of the children at this stage of the story.</b></p> <p>The context of the clip in the story is set in a time when there are no schools for Deaf learners and most Deaf children were not educated / empowered.                      As a result the children feel this way because:</p> <ul style="list-style-type: none"> <li>• They have been marginalised for so long and they started to doubt who they are in society.</li> <li>• They are wondering if they were created inferior because of being deaf.</li> <li>• They feel shy because of being inferior.</li> </ul> <p><i>Accept any TWO of the above or similar responses. ✓✓</i></p>	1		2	
9.2	<p><b>The transplanting of blooms into the garden marks a time in history called 'the golden ages'.</b></p> <ul style="list-style-type: none"> <li>• The golden ages refers to a time in history when Deaf people could learn and use Sign Language freely, without discrimination before 1880. ✓</li> <li>• The Deaf could become professionals e.g. teachers, doctors etc. ✓</li> </ul> <p><i>Accept any TWO similar responses.</i></p>	1	1	2	
9.3	<p><b>Discuss the relationship between the blooms (Deaf children) and Logos.</b></p> <p>The relationship is positive/good/enlightening. ✓                      Logo represents the caring gardener.</p> <p>There is a mutual understanding with regards to the 'children's needs:</p> <ul style="list-style-type: none"> <li>• Logos helps the Deaf children to learn their language, by placing them in a Deaf institution.</li> <li>• He understands that Deaf culture and identity and pride in identity are found in a community of like-minded people.</li> <li>• He grants them the opportunity to use their language freely.</li> <li>• Because of this relationship the blooms (children) thrive in the garden.</li> </ul> <p><i>Accept any TWO above or similar responses. ✓✓</i></p>	1		3	
		1		1	

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9.4	<p><b>View the clip. Discuss the significance of the NMFs that the signer uses.</b></p> <ul style="list-style-type: none"> <li>In this clip we see the LOOKING-DOWN sign being used in a negative way with negative NMFs (mouth pattern/lips turned down) to illustrate their superiority.</li> <li>Eye gaze indicates a difference in the power relations with the hearing people placed above the Deaf people.</li> </ul> <p><i>Accept any similar response. ✓</i></p>	1		1	
9.5	<p><b>What are the TWO main events that took place in the rise of oralism within the story?</b></p> <p>Both of the TRACTOR and the people with SICKLES represent the oralists: The tractor destroys the garden. ✓                  The people appear at night with sickles and cut the blooms. ✓</p>	1		2	
9.6	<p><b>Suggest TWO reasons why the garden became smaller.</b></p> <ul style="list-style-type: none"> <li>The brown area (oralists) decided that Deaf children should not be in schools for the Deaf and that they should be put in schools for the hearing (mainstreaming).</li> <li>They came in the dead of night with their sickles and cut the flowers (children) to take them away to schools for the hearing.</li> <li>The garden represents the Deaf school/institute. As the children finish school, the garden gets smaller.</li> </ul> <p><i>Accept any TWO of the above or similar responses. ✓✓✓</i></p>	1		2	
9.7	<p><b>View the clip. Critically discuss how mood is conveyed in this clip.</b></p> <ul style="list-style-type: none"> <li>The NMFs shows a smile, delicate/soft emotions towards the blooms.</li> <li>Feeling of enjoyment/pleasure in what they are doing.</li> <li>The handshapes are two hands: open-B and S-handshape to shows delicacy in moving learners from mainstream schools to the Deaf schools.</li> </ul> <p><i>Accept any TWO of the above. ✓✓</i></p>	1		2	

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9.8	<p><b>In your opinion, what would the outcome have been if the sickle and the tractor had not come to the garden?</b></p> <ul style="list-style-type: none"> <li>• The Deaf children would have continued learning in a more suitable/efficient environment where they can use/learn their language.</li> <li>• There would be more acceptance of Sign Language as a real language.</li> <li>• Deaf people would become more involved in society and hearing people would socialize more and be more accepting of Sign Language.</li> <li>• Deaf people would have been involved in the starting and creating of any opportunities that involve them.</li> <li>• Deaf people would feel free with no threat from hearing community.</li> <li>• Deaf people would have self-confidence and a high self-esteem in the knowledge that they achieved their desires and their language is accepted.</li> <li>• They would feel equal to hearing and have the same access to knowledge/information/opportunities/academia /career.</li> <li>• The use of Sign Language would ensure more professionals to qualify.</li> <li>• Without a Language there is no identity.</li> </ul> <p><i>Accept any TWO of the above or similar responses. ✓✓</i></p>	1		2	
		1			
9.9	<p><b>Explain the message conveyed in the epilogue clip.</b></p> <ul style="list-style-type: none"> <li>• In the same way that LOGOS is still alive, so the Deaf community, culture, education and Sign Language are still alive even after oppression.</li> <li>• The signer gives viewers hope/a belief, especially those who are Deaf to know that Sign Language will never die, it will never be locked or hidden away and it will continue to be alive/thrive.</li> </ul> <p><i>Accept any THREE of the above or similar responses. ✓✓✓</i></p> <p><i>Give two marks for two explanations. ✓✓</i></p> <p><i>Give an additional mark for depth in the explanation. ✓</i></p>	1		3	
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9.10	<p><b>Discuss the extent to which the continuation of the garden has an impact on the current Deaf education system in South Africa.</b></p> <ul style="list-style-type: none"> <li>• There is an awareness of Sign Language as SASL as a subject is offered in schools.</li> <li>• All subjects should be taught through SASL (LoLT) according to the South African School's Act.</li> <li>• The education department / community shows a growing interest and awareness of South African Sign Language.</li> <li>• Hearing teachers are keen to learn SASL.</li> </ul> <p><i>Accept any THREE of the above or similar responses.</i>                  ✓✓✓</p>	1			1		1		3	
9.11	<p><b>“BROWN BEST”</b>  <b>Using your knowledge of the story as a whole, critically comment on the validity of this statement.</b></p> <p>The brown area represents a world without Sign Language. This is an infringement of Deaf people's rights.</p> <p><b>Yes</b></p> <ul style="list-style-type: none"> <li>• There are success stories of oral education.</li> <li>• Oralists have been in power for many years even today when Deaf people have a choice to converse and study strictly in Sign Language some still choose oralism.</li> <li>• Oralism presents better access to opportunities in society.</li> <li>• They believe in medical technology such as cochlear implants.</li> <li>• Oralists are in the majority and therefore rule.</li> <li>• Medical intervention is best option.</li> </ul> <p><b>No</b></p> <ul style="list-style-type: none"> <li>• The brown area is not best as it represents a world without Sign Language. This is an infringement of Deaf people's rights.</li> <li>• When the Deaf children were in their own institution they were happy and full of life, but when moved to the so called brown area they were rootless without their language and lost their identity.</li> <li>• According to the author the brown are is a metaphor for dried up grass, weeds. It refers to the 'boring, dry, monotone' hearing world out there.</li> </ul>	1			1			3		

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<ul style="list-style-type: none"> <li>• According to the author the brown area is a metaphor for dried up grass, weeds. It refers to the 'boring, dry, monotone' hearing world out there.</li> <li>• The colourful blooms are far more beautiful than the boring brown area.</li> <li>• Research supports Sign Language as being the best option for Deaf education.</li> <li>• Sign Language is a language in its own right and equal to any spoken language.</li> </ul> <p><i>Accept YES or NO with any THREE of the above or similar reasons. ✓✓✓</i></p>	1			
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**TOTAL SECTION C: 25**  
**GRAND TOTAL: 80**

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

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate	Maximum Mark	Candidate Mark
<b>CONTENT</b>	<b>5-6</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>0-1</b>	<b>6</b>	
Interpretation of topic. Depth of argument, justification and grasp of text.  <b>6 MARKS</b>	<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> <li>- Retelling of the story</li> </ul>		

<b>STRUCTURE AND LANGUAGE</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0–1</b>	<b>4</b>	
Structure, logical flow and presentation. SASL structure and presentation style used in the essay  <b>4 MARKS</b>	<ul style="list-style-type: none"> <li>- Coherent structure</li> <li>- Arguments well-structured and clearly developed</li> <li>- Language and style mature, impressive, correct</li> <li>- Virtually error-free SASL structure and exceptional presentation style</li> <li>- No spoken language influence</li> <li>- Exceptional fluency in signing</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>- Language and style largely correct</li> <li>- Largely error-free SASL structure and skilful presentation style</li> <li>- Minimal spoken language influence</li> <li>- Good fluency of signing</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> <li>- Substantial spoken language influence</li> <li>- Adequate fluency of signing</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>- Strong spoken language influence</li> <li>- Limited fluency of signing</li> </ul>	<ul style="list-style-type: none"> <li>- Poorly structured</li> <li>- Serious SASL structural errors evident</li> <li>- Incorrect presentation style</li> <li>- Strong spoken language influence</li> <li>- Poor fluency of signing</li> </ul>		
						<b>[10]</b>	

**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.**



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Question 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>	<b>12–15</b>	<b>9–11</b>	<b>6–8</b>	<b>4–5</b>	<b>0–3</b>	<b>15</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> <li>- Re-telling of the story</li> </ul>		

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Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate	Maximum Mark	Candidate Mark
<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>	<b>10</b>	
Structure, logical flow and presentation. SASL structure and presentation style used in the essay	<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> <li>- No spoken language influence</li> <li>- Exceptional fluency in signing</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> <li>- Minimal spoken language influence</li> <li>- Good fluency of signing</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> <li>- Substantial spoken language influence</li> <li>- Adequate fluency of signing</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> <li>- Strong spoken language influence</li> <li>- Limited fluency of signing</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> <li>- Strong spoken language influence</li> <li>- Poor fluency of signing</li> </ul>		
<b>10 MARKS</b>							
<b>MARK RANGE</b>	<b>20–25</b>	<b>15–19</b>	<b>10–14</b>	<b>5–9</b>	<b>0–4</b>	<b>[25]</b>	

**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.**