



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

SOUTH AFRICAN SIGN LANGUAGE HOME LANGUAGE P2

NOVEMBER 2021

MARKING GUIDELINES

MARKS: 80

CENTRE NUMBER																				
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FINAL MARK

EXAMINATION NUMBER																				
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QUESTION	1	2	3	4	5	6	7	8	9	10	11	TOTAL
POSSIBLE MARK	10	10	10	10	10	25	25	25	25	25	25	80
MARKER												
SM												
CM												
IM												
EM												
EA												

These marking guidelines consist of 30 pages.

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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. The reason/substantiation/motivation is what should be considered.
6. No marks should be awarded for TRUE/FALSE or FACT/OPINION. The reason/substantiation/motivation is what should be considered.

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SECTION A: POETRY

PRESCRIBED POETRY

QUESTION 1: POETRY – ESSAY QUESTION

'JUNE 16th' – Modiegi Moime

With reference to repetition and pace, critically discuss how the signer explores issues of endurance in the struggle for freedom from language oppression.

The candidate's 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 29 to assess this question.**

Repetition

- Repetition of the anxious glances (NMFs) at the beginning of the poem indicates that the learners were constantly suspicious of those around them and this was a feeling which they had to continuously endure until the climax of the poem.
- The repetition of the NMFs in the first part of the poem shows their determination which emphasises their endurance.
- The repetition of learners continuously struggling at school, asking questions (NMF) and feeling confused, emphasises the endurance that they had to cope in this difficult environment.
- Repetition of the explosion of the bombs illustrates the hardship and struggle that the learners had to endure. It therefore links to the theme of endurance and the struggle for freedom from language oppression.

Pace

- The normal pace in the beginning of the poem where we see distrust and suspicion shows that learners had endured the situation for a long time.
- The poet signs the action of the shooting very slowly. This use of pace emphasises the intense pain of the moment and the tragedy which the learners had to endure.
- The slow pace at which the death is depicted draws attention to the significance of those dying while fighting for their democratic rights and for the rights of others.
- The fast signing towards the latter part of the poem indicates the accomplishment that the learners gained after the education system had been revised.
 - The fast pace at the end of the poem relates to the fact that freedom from language oppression has now been achieved and the learners are pleased with freedom from language oppression. There is victory.

Content (6)
Language structure and use (4)

[10]

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QUESTION 2: POETRY – CONTEXTUAL QUESTION

'THE ROSEBUSH' by Ella Mae Lentz

No.	Criteria	Maximum Mark		Candidate Mark	
2.1	<p>Identify a short sequence of signs from the poem that could be used as a title and motivate your choice.</p> <ul style="list-style-type: none"> • The roses grow together with other roses that grow/bloom. (00:27-00:36) • The roses spread everywhere with other roses that bloom simultaneously. (00:37-00:41) • The poet also sign how the roses have different colours, which means it's more than one rose to show a bush. (00:42-01:09) <p><i>Accept any similar responses for 1 mark for title and 1 mark for the motivation. ✓✓</i></p>	1		2	
2.2	<p>At which points in the poem is a sense of beauty created?</p> <ul style="list-style-type: none"> • The sense of beauty is created at the beginning of the poem (00:04-01:40), when the poet describes the beauty of nature – the fragrance of the roses, exotic taste of the buds, sight of animals/movement of the butterflies/the colours of the blooms, the warmth of the sun and the delicate feeling of rain. • In her signing and NMFs the poet (02:25-02:43) shows admiration for the way in which the buds are growing beautifully through the fence despite the hindrance. The poet uses signing creatively showing movement that is fluid, flowing and graceful. <p><i>Accept any TWO from the above or similar responses with a motivation. ✓✓</i></p>	1		2	
		1			

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2.3	<p>Discuss the impact of this image within the context of the constraint of oral deaf education. (02:39-02:42)</p> <p>The clip is impactful as it indicates a sense of resilience against oral oppression. It emphasises the fight for freedom and equality in deaf education even when being limited. The impact of this image conveys the plant's refusal to be contained or to give up, just as Deaf children thrive and refuse to be limited by oral education.</p> <p><i>Accept any THREE of the above or similar responses. ✓✓✓</i></p>	1		1		1		3	
2.4	<p>State whether you AGREE or DISAGREE with the following statement and substantiate your answer. 'It is human nature to destroy the environment'.</p> <p>AGREE It is human nature to destroy nature because it is easier to destroy than to take care of the environment. It is human nature to destroy the environment because humans are ignorant/lack care/lazy. Human needs (profit) are given priority over the environment.</p> <p>DISAGREE Humans love nature because they have an appreciation for nature. Humans take their time to study about nature so that they can understand its needs. Humans are constantly coming up with new ideas, technologies and resources for nature conservation.</p> <p><i>Accept AGREE/DISAGREE with THREE supporting points above or any similar responses. ✓✓✓</i></p>	1		1		1		3	
TOTAL FOR QUESTION 2								[10]	

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QUESTION 3: POETRY – CONTEXTUAL QUESTION

'ALONE' by Daniel Durant

No.	Criteria	Maximum Mark		Candidate Mark
3.1	<p>How does the title of the poem 'ALONE' set the initial mood in the poem?</p> <ul style="list-style-type: none"> • At the beginning of the poem, feelings of loneliness/gloom/unhappiness are depicted by the elements – this sets the initial mood of the poem just as the title does. • The poem has a variety of hyperbolic signs to express the poet's negative emotion at the beginning of the poem, and this set the initial mood just as the title suggests. • The poet feels undesirable through the use of exaggerated NMFs, and this sets the initial mood just as the title suggests. • The poet creates a sense of loneliness by signing slowly to express his brokenness and feelings of being alone, and this sets the initial mood. <p><i>Accept any TWO of the above or similar responses. ✓✓</i></p>	1	1	2
3.2	<p>At which point in the poem does the poet experience closure?</p> <ul style="list-style-type: none"> • Towards the end of the poem the poet experiences closure when he tries to kill himself and an I-LOVE-YOU handshape appears and rescues him. This leads to closure. • Rain, darkness, cold and wind are removed and sunshine comes to warm his life. • He says that he is not alone and realises that he is loved. This brings closure to him. • At the end of poem, the poet gently smiles – this shows that he has experienced closure. • He understands that the world is full again. <p><i>Accept any TWO of the above. ✓✓</i></p>	1	1	2

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3.3	<p>Discuss the use of hyperbole as a poetic device in this clip.</p> <ul style="list-style-type: none"> • He uses exaggerated signing to emphasise the negative emotions that he is experiencing. • The use of hyperbole is evident in the sign for rain as 'tears', which emphasises the emotional turmoil experienced by the poet. • The poet uses this hyperbolic sign to allow the viewers to sympathise with the poet. <p><i>Accept any THREE of the above or similar responses. ✓✓✓</i></p>	1		3	
		1			
		1			
3.4	<p>State whether you AGREE or DISAGREE with the following statement and substantiate your answer. 'Symbolism is a crucial feature in this poem'</p> <p>AGREE</p> <ul style="list-style-type: none"> • Symbolism is used to convey deeper meaning and understanding of the poem. • The symbolism of the weather and the 'negative' SHATTERED-WORLD / 'positive' WORLD-FULL play an important role in conveying the mood of the poet. • The climax of the poem is not stated explicitly but rather conveyed through symbolism. Without this symbolism, the viewer would miss the most important part of the poem. <p>Therefore, symbolism is a crucial feature in this poem.</p> <p>DISAGREE</p> <ul style="list-style-type: none"> • The poet's facial expressions clearly show the emotional shift experienced by the poet. Symbolism is therefore not necessary in order to display this. • There is a fair amount of explanation and blatant comparison in the poem and only a few elements of symbolism to be interpreted. • The average viewer can understand the action occurring in the poem without the need for deeper symbolic meaning. <p>Therefore, symbolism is not a crucial feature in the poem.</p> <p><i>Accept AGREE/DISAGREE with THREE supporting points above or any similar responses. ✓✓✓</i></p>	1		3	
		1			
		1			
TOTAL FOR QUESTION 3				[10]	

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QUESTION 4: POETRY – CONTEXTUAL QUESTION

'FIVE SENSES' by Paul Scott

No.	Criteria	Maximum Mark		Candidate Mark
4.1	<p>List the positive and negative examples the poet uses to illustrate the experiences of the first three senses.</p> <p>Positive examples:</p> <ul style="list-style-type: none"> • Touch: positive - caressing of body to feel warmth • Taste: positive - enjoyment of licking an ice cream • Smell: positive - fresh smell of flowers <p><i>Accept any ONE of the above or similar responses. ✓</i></p> <p>Negative examples:</p> <ul style="list-style-type: none"> • Touch: negative - rubbing of hands when feeling cold • Taste: negative - bitter/sour expression when chewing a sweet • Smell: negative - putrid smell of rotten food from the fridge <p><i>Accept any ONE of the above or similar responses. ✓</i></p>	1	2	
		1		
4.2	<p>At what point in the poem is a symbiotic relationship created?</p> <ul style="list-style-type: none"> • The two senses, hearing and sight enthusiastically jump up together to demonstrate a sense of togetherness/symbiosis. The senses state that they are together, by saying BOTH. • The senses refuse to be acknowledged as individual senses. They draw our attention to themselves as a combined unit. <p><i>Accept any TWO of the above or similar responses. ✓✓</i></p>	1	2	
		1		

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4.3	<p>Explain the significance of the contrasting handshapes between the first and last signs of the poem.</p> <ul style="list-style-type: none"> • The poet starts the poem with a wide 5-handshape - this shows that all people have five senses. • The poet is emphasising that Deaf people have all the tools for five senses. When the poem ends with a modified 5-handshape, the poet shows how the last two senses are used for communication of language. • This shows that Deaf people have their ears but cannot hear and so rely on their sight to interpret the world to them, hence, the ring and pinkie finger being joint together. • Metaphorically, the hand represents the five senses and the special mode of communication of most Deaf people. <p><i>Accept any THREE of the above or similar responses. ✓✓✓</i></p>	1	1	1	3	
4.4	<p>State whether you AGREE or DISAGREE with the following statement and substantiate your answer. 'The modified 5-handshape would be a better option as a title for this poem'.</p> <p>AGREE The way the poem is signed by the poet is a very literal English translation. The poem starts with the very literal 'five senses' but the modified 5-handshape shows a better signed version. Therefore, the modified 5-handshape would be a better title for the poem.</p> <p>DISAGREE The modified 5-handshape portrays Deaf people as disabled, and there are people who are hard of hearing but do not want to be considered deaf. They do not depend solely on the fifth sense to communicate but can hear a little with an assistive device. The modified 5-handshape captures the reality of Deaf people. Therefore, the modified 5-handshape would not be a better title for the poem.</p> <p><i>Accept AGREE/DISAGREE with THREE supporting points above or any similar responses. ✓✓✓</i></p>	1	1	1	3	
TOTAL FOR QUESTION 4					[10]	

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QUESTION 5: CONTEXTUAL QUESTIONS - UNSEEN POETRY

'AVOCADO' by Modiegi Moime

No.	Criteria	Maximum Mark			Candidate Mark
5.1	<p>Identify repetition in the poem.</p> <ul style="list-style-type: none"> The process of planting the avocado from the pith with two sticks on either side is repeated. The growth of the avocado is repeated. The failure of growth is repeated. <p><i>Accept any TWO of the above. ✓✓</i></p>	1		2	
		1			
5.2	<p>Find the differences between stanzas 2 and 3.</p> <p>In stanza 2, the poet uses the signs for the growth of the avocado, but the avocado dies.</p> <p>In stanza 3, the poet switches her hands and uses the opposite direction. The avocado grows again and lives.</p> <p><i>Accept any TWO of the above or similar responses. ✓✓</i></p>	1		2	
		1			
5.3	<p>Explain the use of symmetry in the poem.</p> <p>Symmetry is used in the following ways:</p> <ul style="list-style-type: none"> Vertical symmetry is used when the poet signs an avocado and opens up her hands. On either sides she has an upside-down D-handshapes which move in an upwards direction. Lastly she signs the stem and roots of the avocado by using D-handshapes then to a 5-handshape facing upwards and downwards. Horizontal symmetry is used for the stem and roots of the avocado by using D-handshapes then to a 5-handshape facing upwards and downwards. Broken symmetry is when the above 5-handshape drops and lies on top of the roots 5-handshape. Structural symmetry: First two stanzas are symmetrical in structure. Then the third stanza 'breaks' away structurally from the first TWO and the avocado grows. <p><i>Accept any THREE of the above or similar responses. ✓✓✓</i></p>	1		3	
		1			
		1			

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5.4	<p>Critically discuss the theme of the poem and how it is relevant to our lives.</p> <p>The themes found in the poem are:</p> <ul style="list-style-type: none"> • Resilience: An avocado grows and dies and a second avocado grows and dies. But then it grows again and flourishes. When life seems to be difficult, do not give up. Be resilient. • Persistence through failure to success: An avocado grows and dies and a second avocado grows and dies. But then it grows again and flourishes. When faced with obstacles, be persistent and look at different ways of surviving hardships and do not give up. Just change directions and you will succeed. • Hope: An avocado grows and dies and a second avocado grows and dies. But then it grows again and flourishes. Never lose hope. Things may not go as planned, but persevere, and you will succeed. • Death and life cycle: The first avocado dies and the second avocado dies. The change to the third avocado brings life. Do not give up, keep fighting (a small change can make a big difference). <p><i>Accept any THREE of the above or similar responses.</i> ✓✓✓</p>	1		3	
	TOTAL FOR QUESTION 5			[10]	
	Total for SECTION A:			[30]	

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SECTION B: LONGER STORY**QUESTION 6: LONGER STORY - ESSAY QUESTION****'ASA STANDS UP FOR HERSELF' by University of Stellenbosch**

Asa, as a naïve, innocent and obedient Deaf girl, comes under the persuasive influence of Mandisa. This leads to the disturbing situation that unfolds for Asa.

Critically discuss the internal conflict which the above situation creates within Asa.

The length of your essay should be 8–10 minutes.

Use the following points, amongst others, as a guide to mark this question. Responses might differ, depending on the candidate's sensitivity to and understanding of the story.
Refer to the rubric on page 29 to assess this question.

Introduction:

Asa has a good background when it comes to rules and values. Asa's parents have rules about her dating, and good values have also been instilled by the school. Asa is innocent and wants to obey her parents' instructions. Asa, by nature, shies away from conflict. She lacks the foresight to see how a situation could endanger her personal wellbeing.

Internal conflicts:

- Mandisa tells Asa that she needs to put on more lipstick. Asa's NMFs reveal that she does not agree but reluctantly accepts what Mandisa says. Asa does not want to confront Mandisa because she is Asa's cousin, but internally she is uncomfortable with the situation.
- Mandisa tells Asa not to contact her father to tell him about their plans. Mandisa stops Asa from sending the SMS as she does not want Asa's father to contact her father. Hence, Asa feels uneasy about the whole situation but she lacks courage to refuse Mandisa.
- Asa knows her father would not approve as he has said before that her family wants to meet any boy she goes on a date with. Asa is torn between loyalty to her father and peer pressure from Mandisa. In the end she decides not to tell her father.
- Mandisa influences Asa to believe that Kenzo is charming and wealthy although she is aware that the community does not approve of Kenzo. Mandisa thinks Asa, as a Deaf person, can easily be influenced. Asa, being naïve, does not have the foresight to see the consequences and does not oppose. She trusts Mandisa blindly.

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- Kenzo charms and tries to impress Asa by acting like a gentleman by paying for the meal, movie ticket, popcorn and drinks knowing that Asa could not refuse Kenzo paying because he did not allow her to. Asa is very uncomfortable with this. She recalls that the school taught them to pay for her own meal because if a boy pays for a date then he expects something in return from you. This creates inner conflict as she does not know how to handle the situation.
- Mandisa forcefully pulls Asa to the bathroom to tell her that she will be leaving with Sim and Asa must go watch the movie with Kenzo. Asa wants to SMS her father but Mandisa tells Asa not to. Asa clearly shows that she is anxious about watching the movie alone with Kenzo because she does not know him and she thought that they will go as a group. Although she tells this to Mandisa, she lacks the courage to oppose Mandisa because she is her cousin. Asa is submissive and does not protest. The fact that she will be alone with Kenzo creates inner conflict because she knows this is not something her parents would approve of.
- The fact that Asa is aware that she is not allowed to watch a movie that has an age restriction creates inner conflict in Asa as she knows it is not appropriate and she also know that she will not understand anything without subtitles.
- When Kenzo puts his arm around her shoulder, Asa shows her discomfort at this. However, Kenzo continues trying to move down to her breast. Asa repeatedly pushes his hand away from her. Kenzo ignores her objections and proceeds to touch her hip with his other hand. Kenzo exploits Asa's vulnerability and tries to touch her in a way that she clearly does not approve of and it creates inner conflict. Kenzo takes advantage of her innocence and tender age.
- She tells him to stop but he tells her that she is not a child. Asa cannot argue with Kenzo because she is Deaf and there is a communication barrier. Asa is conflicted about allowing the touching and all that her parents and school taught her about her body being private.
- Asa, being trapped in this bad situation, questions her lack of good judgement by agreeing to Mandisa's plans. She questions herself for letting Kenzo pay for everything and why she was so gullible and trusting? Asa feels disgusted for getting herself into this situation. She also regrets being tolerable and trusting.
- Her internal conflict is resolved when she eventually realises that she cannot continue to allow herself to be manipulated by Mandisa, Kenzo or anyone else. She shows determination and resolve to be courageous, to defend her personal rights, to be cautious about trusting and make decisions for herself based on her values and upbringing.

Content (15)
Language structure and use (10) **[25]**

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QUESTION 7: LONGER STORY - CONTEXTUAL QUESTIONS

'ASA STANDS UP FOR HERSELF' by University of Stellenbosch

[EXTRACT A: 02:05-02:40]

No.	Criteria	Maximum Mark			Candidate Mark
7.1	<p>Place the extract into context.</p> <ul style="list-style-type: none"> • Before – Asa wants to message her father to tell her where she is going but Mandisa asks her not to message him because she does not want her own father to find out. ✓ • After – Mandisa tells Asa that Kenzo is 21 years old and is not liked in the community because he does drugs. Mandisa tells her to not worry because he is rich. ✓ 	1		2	
		1			
7.2	<p>Explain why the father has rules on dating.</p> <ul style="list-style-type: none"> • The family wants to meet him so that they know who she is going out with and they want to see what kind of person it is. ✓✓ 	1		2	
		1			
7.3	<p>Describe Kenzo's behaviour when he arrives.</p> <ul style="list-style-type: none"> • Kenzo looks cool/nods his head when he arrives. ✓ • Kenzo is relaxed holding the steering wheel with one hand. ✓ 	1		2	
		1			
7.4	<p>What would have happened if Asa followed her father's rules?</p> <ul style="list-style-type: none"> • Asa's father would have known that Kenzo would take advantage of her. He would not have permitted her to go out with him. • If Asa's father had met Kenzo and perceived him to be too old for Asa, he would have prevented Asa from dating Kenzo. • She would not have experienced the sexual harassment by Kenzo. • She would not have felt guilty for doing things she knew her parents did not approve of. <p><i>Accept any THREE of the above or similar responses. ✓✓✓</i></p>	1		3	
		1			
		1			

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7.5	<p>With reference to the above extract, discuss Mandisa's negative influence on Asa. Justify your response by considering the story in its entirety.</p> <p>Mandisa influences Asa in a negative way by:</p> <ul style="list-style-type: none"> • Encouraging Asa to conform to her image and tells her to put on more lipstick. • Influencing Asa to go against her father's rules and not informing him of their whereabouts. • She ignores clear indications of Asa being uncomfortable with many things. • Introducing Asa to a boy that neither her nor Asa's parents would approve of. • Placing Asa in danger by introducing her to an older boy who is involved in criminal activities. <p><i>Accept any THREE of the above or similar responses. ✓✓✓</i></p>	1	1	1	3	
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[EXTRACT B: 08:30-09:00]

7.6	<p>Explain Asa's escape to the bathroom.</p> <p>While at the movies Kenzo harasses Asa in a sexually offensive way by trying to touch her breast and hip. Asa clearly communicates her discomfort to Kenzo and tries to leave but Kenzo forces her back on her seat. Asa screams to get the attention of the other patrons in the cinema but nobody helped her. Kenzo tries to silence Asa by putting his hand over her mouth. Asa bites his hand and escapes to get away from Kenzo's abuse. The bathroom is a safe place where she knows Kenzo cannot follow her.</p> <p><i>The depth of explanation must be considered when rewarding marks. ✓✓✓</i></p>	1	1	1	3	
7.7	<p>Explain Asa's emotional state in this extract.</p> <ul style="list-style-type: none"> • Asa cries because she is disgusted by Kenzo's sexual harassment. • Asa reflects and questions herself for agreeing to be alone in the movies with Kenzo. • Asa deeply regrets allowing herself to be in this appalling situation. • Asa blames herself and criticises herself for being naïve. • Asa blames herself for allowing herself to be manipulated by Mandisa whom she trusted, and by Kenzo who took advantage of her innocence. <p><i>Accept any THREE of the above or similar responses. ✓✓✓</i></p>	1	1	1	3	

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7.8	<p>How does Asa's personality contribute to her being harassed?</p> <ul style="list-style-type: none"> • Asa is manipulated by Mandisa – she knew that it was wrong to go out without telling her parents but she agreed not to tell them. • Asa is weak-willed – she learns that Kenzo is 21 years old while she is only 15 but she agrees to go on the date with him. • Asa is easily influenced/ avoids conflict – she knows that the movie has an age restriction, but still agrees to watch the movie. • Asa is inexperienced – she did not realise that being alone with Kenzo could endanger her personal wellbeing. <p><i>Accept any THREE of the above or similar responses. ✓✓✓</i></p>	1		1		1		3	
7.9	<p>Asa's father is a significant person in her life. Justify your opinion.</p> <ul style="list-style-type: none"> • Asa's father brought her up to obey rules. • At the beginning of the story we get to know his advice to Asa. Asa was placed in a dangerous situation because she did not listen to his advice. • In her moments of self-reflection Asa thinks about her father's advice that were impressed upon her. • Over the phone, Asa's father was upset but he immediately goes to help his daughter. • He uses an expensive Uber to fetch her which shows that he cares more about his daughter's wellbeing than money. <p><i>Accept FOUR of the above or similar responses. ✓✓✓✓</i></p>	1		1		1		4	
TOTAL FOR QUESTION 7								[25]	

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QUESTION 8: LONGER STORY - ESSAY QUESTION

'TOGETHER WE'RE STRONG' by University of Stellenbosch

Albertina is characterised as a courageous, caring and ambitious woman. She comes under the immense oppression of apartheid.

The political situation in the country creates conflict. Critically discuss the conflict Albertina experiences.

The length of your essay should be 8–10 minutes.

Use the following points, amongst others, as a guide to mark this question. Responses might differ, depending on the candidate's sensitivity to and understanding of the story.
Refer to the rubric on page 30 to assess this question.

Introduction

Ma Monikazi has strong intuitions that her daughter will be a special freedom fighter for South Africa. She named her baby Nontsikelelo and announced that Nontsikelelo will be the mother of the nation in South Africa. The era Nontsikelelo grew up in (apartheid) is filled with violence and oppression. There are constant conflicts between the police and people fighting against this oppression.

Albertina's internal conflict

- When Nontsikelelo attends school, the priest tells her to choose an English name. She likes and values her traditional name as Nontsikelelo. She questions the reason for choosing a new name as she felt there is nothing wrong with her name. Apartheid rules violates Ntsiki's culture when she is told to choose an English name. She feels helpless as the system is powerful and gives in. She chooses an 'English' name. Courageously she accepts the English name because she wanted to carry on with her education and to do so, she would have to follow their rules.
- Albertina's caring nature regarding her family causes inner conflict when she is away from them. She misses her family and thinks of them often. She is sorrowful because she is far away from them.
- Albertina becomes a nurse. She works long hours at the hospital. When she looks through the window and thinks of her family we see her inner struggles with the questions of whether her siblings are hungry. She wonders if her siblings are going to school. She is caring for others while she realises that her family is being left behind.

Albertina's external conflict

- Albertina experiences external (societal) conflict when she wins the competition, but does not receive the scholarship because of her age, despite it not being a limitation in the rules. The unfairness and discrimination of the situation makes Albertina very despondent but she holds back her tears bravely.
- Societal conflict is experienced when she has to leave her home and go to a catholic school in the city which is very far from her home. She does this because she wants to pursue her goal of getting a good education. As a condition of the scholarship agreement she has to work at the church during holidays. As a young child this is not fair treatment to keep her away from her family but she endures this for the sake of her education.

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- The raid by the police is strong evidence of external conflict. We see this when she shouts at them for being rude and bringing mud inside her home. In the morning, she sees her favourite flowers damaged by the footprints of the police. With her caring nature, she carefully lifts the flowers and replants them in her garden as she believes that they will grow again.
- Further evidence of external conflict can be seen as she supports and hides her husband's secrets from the police.
- Although Walter was imprisoned for 26 years, it does not dampen her courageous, caring and ambitious nature. She keeps on fighting for the dompas to be disbanded.
- Albertina is imprisoned and released by the apartheid government several times. This is evidence of her conflict with the government.

Content (15)
Language structure and use (10)

[25]

EXAMINATION NUMBER																			
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QUESTION 9: LONGER STORY - CONTEXTUAL QUESTIONS

'TOGETHER WE'RE STRONG' by University of Stellenbosch

[EXTRACT C: 05:10-05:40]

No.	Criteria	Maximum Mark			Candidate Mark
9.1	<p>Place the extract into context.</p> <ul style="list-style-type: none"> • Before – Ntsiki attends school for the first time at the age of six and she is very excited. Ntsiki is forced to choose an English name at her new school. ✓ • After – She chooses the name Albertina and a sign name. She was chosen to be head girl at school. ✓ 	1		2	
		1			
9.2	<p>Explain why Ntsiki questions having an English name.</p> <ul style="list-style-type: none"> • Ntsiki feels that there is nothing wrong with her name. • She likes the name that she has. • She does not understand why she has to get a new name. • She does not know what the English name means. <p><i>Accept any THREE of the above. ✓✓✓</i></p>	1		3	
		1			
		1			
9.3	<p>How do we know the importance of education to Albertina?</p> <ul style="list-style-type: none"> • Albertina is goal orientated and eager to be educated. This is seen when she studies hard for the test that would give her an opportunity to further her education in high school. • She sacrifices a lot when she is away from her family and misses them but she endures this because she wants to complete her education. • She trains to become a nurse so she can help people. <p><i>Accept any THREE of the above or similar response. ✓✓✓</i></p>	1		3	
		1			
		1			

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9.4	<p>Discuss how Albertina displays resistance throughout the story.</p> <p>Albertina displays resistance by:</p> <ul style="list-style-type: none"> • questioning the reason for changing her name to an English name. This shows her ability to stand up for herself. • supporting her husband by not disclosing the secrets that he is hiding from the government. This shows that she is protective of her husband and defiant towards the government. • voicing her unhappiness at the police by telling them how rude they are when entering her house without knocking and trampling her house full of mud. This shows her bravery and boldness. • organising a march with other women to the Union Building to express their unhappiness about the unfair treatment by the government. This shows her loyalty to her people and a resistance to the treatment of the government. <p><i>Accept any THREE of the above or similar responses. ✓✓✓</i></p>	1	1	1	3	
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[EXTRACT D: 15:12-15:42]

9.5	<p>What incidences before the extract confirms that this is her dream?</p> <ul style="list-style-type: none"> • She loved her siblings and helped to take care of them by washing their clothes, cleaning the house and building a fire for the food. • She comforted her baby brother when he cried and tickled him until he laughed. • She sang her mother's special song to her baby brother. • When she was away from her family she was always thinking of their well-being. She missed them a lot. • She comforted the sick babies in hospital by singing her mother's special song to them. • She has always dreamed of having her own children. <p><i>Accept any TWO of the above. ✓✓</i></p>	1	1	2	
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9.6	<p>What made Albertina fall in love with Walter?</p> <ul style="list-style-type: none"> • He was a clever man. • He was a brave man. His strong personality and fighting nature as a political fighter could have been the reason why she was attracted to and married him. • He dreamt of a free South-Africa. They share the same vision of having a free and just South Africa. • He was very friendly and she was attracted by his big smile. <p><i>Accept any TWO of the above. ✓✓</i></p>	1			2	
		1				
		1				
9.7	<p>How did Max' birth inspire Albertina?</p> <ul style="list-style-type: none"> • Max was young and innocent and he inspired her to fight for a South-Africa where her child could experience freedom. • This caused her and her husband to become involved in politics so that they could oppose the oppression of the apartheid government. • She supported and protected her husband and his secrets because this would help them in their fight for freedom. <p><i>Accept any similar responses. ✓✓✓</i></p>	1			3	
		1				
		1				
9.8	<p>How did Albertina's actions influence Max's future?</p> <ul style="list-style-type: none"> • She supported her husband who was part of a group of people who resisted the government and later negotiated with them to change their policies. • By becoming a freedom fighter herself, she played an active role in the changing climate of South-Africa. • She was part of a group of woman who organised a march in Pretoria to protest the implementation of the dompas. <p style="text-align: center;">AND</p> <p>She directly influenced Max's future because all of these combined efforts ended the apartheid government. ✓</p> <p><i>Accept any TWO of the above and the last point. ✓✓</i></p>	1			3	
		1				
		1				
		1				

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9.9	<p>The extract refers to Albertina as the 'Mother of the nation'. Do you agree with the statement? Motivate your answer.</p> <p>Yes</p> <ul style="list-style-type: none"> • When Albertina was born her mother had a strong foresight and sensed that Albertina will be a freedom fighter, taking after her name as the 'mother of all blessings'. • As a young child Albertina was a strong-willed girl and was not afraid to question authority. She questioned the need for having an English name when she already had a name she liked. • She longed for a free and democratic South Africa for all South Africans living in it. She actively perused this after she gave birth to Max. • Albertina desperately wanted justice and democracy for her country, hence she joined a women's movement to march to Pretoria against the pass laws. • Albertina's undying love for freedom in South Africa proved to be true and the people of South Africa experienced changes because of her hard work, coming in and out of jail for her nation. <p>No</p> <p>No is an unlikely response, but a well-motivated response should be credited.</p> <p><i>Accept any similar responses. The depth of the argument must be considered. ✓✓✓✓</i></p>	1	1	1	1	4	
TOTAL FOR QUESTION 8						[25]	
TOTAL FOR SECTION B						[25]	

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SECTION C: DRAMA

QUESTION 10: DRAMA – ESSAY QUESTION

'LIVING ON THE EDGE' by University of Stellenbosch

Kim is not just a victim of poverty and social inequality. She is also a victim of the insensitivity and ignorance from her peers towards her circumstances.

Critically discuss if they truly understood her situation.

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 30 to assess this question.**

The drama introduces Kim as a young Deaf university student who is dependent on her grandmother's pension fund for her financial needs. Her university expenses are paid for by a bursary. The loss of her grandmother has a huge impact on her. Her financial struggles become a barrier in her academic and personal life.

- When Tarone sees Kim for the first time, he questions Veronique about Kim's background. Veronique strongly believes that Kim would never be on the same social level as Tarone and Veronique. Veronique displays an arrogant attitude and her disbelief is clearly shown by the use of her NMFs.
- Even though Veronique just explained Kim's financial situation, Tarone ignorantly says that Kim has forgotten her textbook on the first day of her class. They lack empathy, sensitivity and care towards Kim. This shows that they do not truly understand Kim's situation.
- When Tarone and Veronique ask Kim about her weekend, Kim mentions that she travelled by train to visit her grandmother who lives far away and the tickets are very expensive. Tarone embarrasses Kim by asking her about why her mother does not give her financial support. Tarone is constantly insensitive towards Kim despite being reminded by Veronique about Kim's unfortunate circumstances.
- Tarone questions Kim about her two-week absenteeism from her class. Kim explains that her grandmother is ill. Tarone repeatedly asks about her mother's financial support. Kim clearly feels uncomfortable and avoids giving a response. Tarone is unsympathetic towards Kim.
- When Tarone asks Kim what they were going to do with her grandmother's things, Kim explains that she has to sell her things to pay for the rent. Tarone talks about his huge house which even has a separate flat. Tarone is ignorant and insensitive about Kim's destitute situation.

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- Kim is evasive when the lecturer calls her in and expresses her concerns. The lecturer knows what the conditions of her bursary is and that she stands to lose it if she continues in the same way. She tries to persuade Kim to talk to her but Kim just says that she will do better. The lecturer does not really understand the severity of Kim's situation and how poverty limits her academic participation.
- When Kim's grandmother has passed away, Kim is depressed and her hygiene deteriorates. Kim looks vulnerable and defeated. She shuts out the world by lying on her arms. Kim's classmates are cruel and callous and move away from her because she smells bad. Tarone and Veronique gossip about her poor hygiene. Tarone and Veronique are disgusted by the smell which can be seen by their nasty facial expressions. They make no effort to find out what is going on and why she has lapsed into this condition.
- At the end of the drama Veronique admits that she and Tarone never supported or were sympathetic towards Kim. Despite that, Veronique still says that she does not need friends like that.
- When Tarone asks Kim about her current situation, Kim proudly expresses that she has many challenges but her other friends supported her.

Concluding comments:

- It is true that Kim had two battles to fight. One battle was her poverty and destitute circumstances. But the bigger challenge was the insensitivity and ignorance from her peers because they did not understand her unfortunate circumstances.
- Veronique and Tarone are wealthy and brag about their entertainment, beautiful homes, good food, trendy clothes and ability to buy textbooks. They have always been exposed to wealth and therefore do not understand Kim's plight. They are ignorant and insensitive. In life we need to accept that we will encounter people of different qualities and less fortunate circumstances and have to make an effort to understand how this impacts on their lives.
- We need to develop the personal courage to overcome challenges such as prejudice, social inequality and powerlessness.

**Content (15)
Language structure and use (10)**

[25]

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QUESTION 11: DRAMA - CONTEXTUAL QUESTION

'LIVING ON THE EDGE' by University of Stellenbosch

[EXTRACT E: 04:48-05:48]

No.	Criteria	Maximum Mark			Candidate Mark
11.1	Place the extract into context. <ul style="list-style-type: none"> • Before - End of scene two. Veronique reprimands Tarone for asking Kim about her mother. Tarone says 'Let's go to class' ✓ • After - Beginning of scene 4 where Kim is called into the lecture's office. ✓ 	1		2	
		1			
11.2	Why does Veronique react to Tarone's question? <p>Veronique is annoyed with Tarone for asking the question about the reason her mother is not helping and tries to stop him by showing some interest to avert the attention from Tarone's direct question by asking how Kim's grandmother is doing now.</p> <p><i>Discuss in detail for full marks to be awarded. ✓✓</i></p>	1		2	
		1			
11.3	Explain why Tarone is being insensitive when talking about his big house with the flat in the backyard? <ul style="list-style-type: none"> • Tarone grew up in a rich family who always supported him. He never experienced poverty. He is snobbish and brag about his house. • He does not show any sympathy, respect or sensitivity towards other people who are not on the same financial/social level he is. • He does not understand circumstances that are different from his. He never experienced any of the worries Kim has and can not empathise with her difficult situation. This shows the social inequality between Kim and Tarone. <p><i>Depth of the answer has to be considered. ✓✓✓</i></p>	1		3	
		1			
		1			

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11.4	<p>Discuss the impact of Kim's grandmother's illness on her life. Justify your answer by considering the whole drama.</p> <ul style="list-style-type: none"> • Kim had to sacrifice two weeks of class attendance to look after her sick grandmother which leads to her studies being neglected. It causes extra responsibly, as she is her grandmother's only support. • Kim worries about her financial situation and how she will be able to support her grandmother. She has to travel back to sell her grandmother's things which places extra strain on her finances and emotional wellbeing. • In the drama we see the steady decline in Kim's appearance that leads us to believe that she suffers from depression. This all starts when her grandmother's illness becomes worse. • Because of her worries she isolates herself and does not accept any help when it is offered. <p><i>Accept any THREE of the above or similar responses. ✓✓✓</i></p>	1		1		1		3	
11.5	<p>Discuss how Kim's changing appearance links to the plot.</p> <p>Kim's changing physical appearance:</p> <ul style="list-style-type: none"> • At the beginning of the drama, Kim has a neat appearance. Her hair is clean and her clothes are clean. This is effective in indicating that she is feeling generally okay. She maintains a rather normal social life. • In the middle of the drama (rising action/scene 4), Kim has greasy hair, she has dark circles below her eyes, her posture is sloppy and careless. The dark circles below her eyes are effective as they indicate that she has not had sufficient sleep due to extra burden and stress. • In the middle of the drama (falling action/scene 6), Kim has greasy hair and it is obvious that her hygiene deteriorates. Her greasy hair indicates that she hasn't been caring for herself, physically and emotionally. Her posture conveys her uninterested approach to life and depression. • At the end of the drama (scene 8), Kim has clean, light-coloured clothes on and her hair is clean. This is effective in portraying that she is feeling better, more confident and is able to take care of herself. 	1		1		1		3	

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<p>Kim's emotional change:</p> <ul style="list-style-type: none"> At the beginning of the drama, Kim has lively attitude, she is all smiles and talks about her special trip to visit her grandmother. This is effective as it indicates that she is feeling positive about life, and happy. In the middle of the drama (rising action/scene 4), Kim has to take care of her sick grandmother, this is an extra burden and she looks stressed. In the middle of the drama (falling action/scene 6), Kim is devastated by the death of her grandmother. At the end of the drama (scene 8), Kim is more livelier as she received assistance from Amy and seeked help from a social worker. She has positive outlook on life now. <p><i>Accept any THREE of the above or similar responses. ✓✓✓</i></p>																				
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[EXTRACT F: 10:12-11:12]

11.6	<p>Account for Kim's attitudes in this extract.</p> <ul style="list-style-type: none"> Kim is frustrated she cannot see how counselling can help 'COUNSELLING PERSON NEED-NO' Kim is angry because the people who have the financial means are insensitive towards her situation 'ALL FORGET'. Kim is sarcastic in the way that she explains what the other students order when doing group work in the coffee shop 'NMF – STUDENT GROUP WORK COFFEE SHOP CAPPUCCINO TEA'. Kim's frustrated because students with financial means boast about it 'RICH PARTY' <p><i>Accept any THREE of the above or similar responses. ✓✓✓</i></p>																				
11.7	<p>Explain Amy's intentions in this extract.</p> <p>Amy's intentions are:</p> <ul style="list-style-type: none"> To break through the communication barrier by recognizing that Kim needs an interpreter. Amy is adamant to share information with Kim about psychological services available at the university to help her with her grief. She explains that a social worker can help financially by issuing vouchers for things like food and toiletries. She has compassion for Kim and is willing to go with her to the support services to help with communication. Amy saw tyrone and Veronique gossiping about Kim, and she was concered and approached Kim with the intention to assist. <p><i>Accept any THREE of the above or similar responses. ✓✓✓</i></p>	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

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11.8	<p>Explain how the conversation in this extract later assisted Kim to overcome her situation?</p> <p>Through the advice of Amy in the extract:</p> <ul style="list-style-type: none"> • Kim approaches the social worker at the university who offers services to students who are in emotional distress. • Kim received money from a social worker at the university in the form of vouchers to help with her daily needs. • At the end of the drama we see that Kim managed to focus on her studies and gained entry to the upcoming exam. • Kim was able to make friends with Amy and her brother, who was supportive towards Kim. <p><i>Accept any THREE of the above or any similar responses. ✓✓✓</i></p>	1		3	
		1			
		1			
11.9	<p>Critically evaluate the author's implied motives in creating this drama.</p> <p>The author's motives in creating this drama are:</p> <ul style="list-style-type: none"> • To convey the importance of showing compassion towards fellow students/people with challenges. • To educate the viewer to not make assumptions about other people's circumstances. • To create an awareness of poverty, social inequality, racial differences and loss of loved ones even in the Deaf communities. • To create an awareness of the benefits of empathy, sympathy, care, love, and support. • To motivate people to respect, understand and to uplift each other regardless of personal differences. • To alert people to break down communication barriers. <p><i>Accept any THREE of the above or similar responses. The depth of a single argument must be considered. ✓✓✓</i></p>	1		3	
		1			
		1			
		1			
	TOTAL FOR QUESTION 11:			[25]	
	TOTAL FOR SECTION C:			[25]	
	GRAND TOTAL:			[80]	

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Question number: _____

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

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate	Maximum Mark	Candidate Mark
CONTENT	5-6	4	3	2	0-1	6	
Interpretation of topic. Depth of argument, justification and grasp of text. 6 MARKS	- In-depth interpretation of topic - Range of striking arguments; extensively supported from poem -Excellent understanding of genre and poem	- Shows understanding and has interpreted topic well - Fairly detailed response - Sound arguments given, but not all of them as well motivated as they could be - Understanding of genre and poem	- Fair interpretation of topic - Some good points in support of topic - Some arguments supported, but evidence is not always convincing - Basic understanding of genre and poem	- Unsatisfactory interpretation of topic - Hardly any points in support of topic - Inadequate understanding of genre and poem	- No understanding of the topic - No reference to the poem - Learner has not come to grips with genre and poem - Retelling of the poem.		
STRUCTURE AND LANGUAGE	4	3	2	1	0-1	4	
Structure, logical flow and presentation. SASL structure and presentation style used in the essay 4 MARKS	- Coherent structure - Arguments well-structured and clearly developed - Language and style mature, impressive, correct - Virtually error-free SASL structure and exceptional presentation style - No spoken language influence - Exceptional fluency in signing	- Clear structure and logical flow of argument - Flow of argument can be followed - Language and style largely correct - Largely error-free SASL structure and skilful presentation style - Minimal spoken language influence - Good fluency of signing	- Some evidence of structure - Essay lacks a well- structured flow of logic and coherence - Minor SASL Structural errors, mostly appropriate presentation style. - Substantial spoken language influence - Adequate fluency of signing	- Structure shows faulty planning - Arguments not logically arranged - SASL structural errors evident - Inappropriate presentation style - Strong spoken language influence - Limited fluency of signing	- Poorly structured - Serious SASL structural errors evident - Incorrect presentation style - Strong spoken language influence - Poor fluency of signing		
						[10]	

EXAMINATION NUMBER														
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Question number: _____

SECTION B AND C: ASSESSMENT RUBRIC FOR LITERARY ESSAY: LONGER STORY/ DRAMA (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	- 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	- 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	- 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	- 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	- 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		
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 10 MARKS	- 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	- 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	- 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	- 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	- 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		
MARK RANGE	20–25	15–19	10–14	5–9	0–4	[25]	