



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

SOUTH AFRICAN SIGN LANGUAGE HOME LANGUAGE P1

NOVEMBER 2022

MARKING GUIDELINES

MARKS: 70

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FINAL MARK

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| QUESTION | 1 | 2 | 3 | 4 | 5 | TOTAL |
|---------------|----|----|----|----|----|-------|
| POSSIBLE MARK | 30 | 10 | 10 | 10 | 10 | 70 |
| MARKER | | | | | | |
| SM | | | | | | |
| CM | | | | | | |
| IM | | | | | | |
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These marking guidelines consist of 13 pages.

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NOTE:

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

INSTRUCTIONS TO MARKERS**Marking the comprehension:**

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

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SECTION A: COMPREHENSION**QUESTION 1: VISUAL READING FOR MEANING AND UNDERSTANDING**

| No. | Criteria | Maximum Mark | | | Candidate Mark |
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| | | | | | |
| 1.1 | <p>Give a reason from the text why billions of masks will now be required.</p> <p>Many countries have lifted lockdown restrictions and people are now allowed to move around, so they would need to wear masks. <i>Accept any similar response. ✓</i></p> | 1 | | 1 | |
| 1.2 | <p>Identify TWO major causes of mask littering.</p> <ul style="list-style-type: none"> • People are not conscious of the negative impact of littering. • There are no rules/regulations on how to dispose of their masks. • There is no access to bins in all places. • There is no prosecution for people who litter. • People don't care about the environment. • People prefer to use disposable masks instead of reusable masks. • Masks are cheap and can be easily replaced. <p><i>Accept any TWO of the above or similar response. ✓✓</i></p> | 1 | | 2 | |
| 1.3 | <p>Which materials are strong and durable and will last for many years?</p> <p>C Plastic ✓</p> | 1 | | 1 | |
| 1.4 | <p>Suggest TWO ways in which discarded face masks can contribute to the spread of viruses.</p> <ul style="list-style-type: none"> • The virus can spread to waste collectors and litter pickers who touch the discarded masks. • In restaurants, the virus from a mask left on the table can spread to waiters and cleaners as they clean the tables. <p><i>Accept the above or any TWO similar responses. ✓✓</i></p> | 1 | | 2 | |
| 1.5 | <p>Explain the meaning of 'environmental disaster'.</p> <p>Causing harm to nature/Disrupting the eco-system/ Destroying the environment/Endangering animals and ocean life. <i>Accept any similar response. ✓✓</i></p> | 2 | | 2 | |
| 1.6.1 | <p>Why do people use personal protective equipment (PPE)?</p> <p>People use PPE's for protection against infections / viruses. <i>Accept any similar response. ✓</i></p> | 1 | | 1 | |

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| 1.6.2 | <p>Give ONE other example, besides facemasks.</p> <p>Examples</p> <ul style="list-style-type: none"> • Face shield • Gloves • Goggles • Overall • Sanitiser • Boots <p><i>Accept any ONE of the above or similar response. ✓</i></p> | 1 | | 1 | |
| 1.7 | <p>How will littered masks endanger small animals?</p> <ul style="list-style-type: none"> • Small animals can choke on the littered masks. • Small animals can become entangled in the elastic of the masks. • Small animals can become malnourished as the masks will fill up their stomachs but with no nutrition. <p><i>Accept any TWO of the above or similar responses. ✓✓</i></p> | 1 | | 2 | |
| | | 1 | | | |
| 1.8 | <p>Examine the effect of discarded masks on humans in food chain.</p> <p>Animals eat litter such as masks and ingest plastic with chemicals and bacteria. People eat affected animals and the chemicals and bacteria are toxic to humans.</p> <p><i>Accept any similar response. ✓✓</i></p> | 2 | | 2 | |
| 1.9 | <p>Give TWO examples of medical settings.</p> <ul style="list-style-type: none"> • Hospitals • Clinics • Vaccination sites • Pharmacies • COVID testing sites • COVID Isolation rooms <p><i>Accept any TWO of the above or similar responses. ✓✓</i></p> | 1 | | 2 | |
| | | 1 | | | |
| 1.10.1 | <p>View the clip. Is this an opinion or a fact? Give a reason for your answer.</p> <ul style="list-style-type: none"> • It is an opinion because the World Health Organisation estimated that 81 million disposable masks will be needed globally each month in medical settings. • It is an opinion because the signer signed ESTIMATE / ABOUT/ UNCERTAIN in the text. • It is an opinion because it is not a fact based on research. • It is an opinion because there is no evidence. <p><i>Accept any ONE of the above or similar responses. ✓✓</i></p> | 2 | | 2 | |

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| 1.10.2 | <p>Why do you think the WHO estimates the need for 81 million masks in medical settings?</p> <ul style="list-style-type: none"> • All patients, being admitted into the hospitals with Covid-19-related illnesses, need to be provided with masks daily. • Medical staff are often seen wearing double masks because of exposure to high risk. • Temporary vaccination sites are up in public spaces and are distributing masks. • Disposable masks are given to outpatients as precautionary measures. <p><i>Accept any TWO of the above or similar responses. ✓✓</i></p> | 1 | 1 | 2 | |
| 1.11 | <p>Compare the difference between <i>disposable masks</i> and <i>reusable masks</i>.</p> <ul style="list-style-type: none"> • Disposable masks are thrown away after single use. / Reusable masks are washed and used repeatedly. • Disposable masks are made of plastic. / Reusable masks are made of fabric. • Disposable masks are not economical – these have to be purchased regularly. / Reusable masks are economical – they are used repeatedly at little cost. • Disposable masks are pre-made. Reusable masks can be designed to match outfits. <p><i>Accept any TWO of the above or similar responses. ✓✓</i></p> | 1 | 1 | 2 | |
| 1.12 | <p>Do you think that disposable masks should be incinerated? Motivate your answer.</p> <p>Yes,</p> <ul style="list-style-type: none"> • It would be a quicker way to decompose the plastic in the masks. • The food chain/ecosystems will be protected. • The masks will not endanger the environment. • This will prevent the spread of illness / viruses. <p><i>Accept any ONE of the above or similar responses. ✓✓</i></p> <p>OR</p> <p>No,</p> <ul style="list-style-type: none"> • Burnt plastic can cause air pollution. • People who operate the incinerator can get infected from handling the infected masks. • Fumes from the incinerator can cause air pollution / ill health. • Masks should go to the factory for recycling. <p><i>Accept any ONE of the above or similar responses. ✓✓</i></p> | 2 | OR | 2 | |

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| 1.13 | <p>Refer to Chunk 3 and the picture in TEXT B. What does the feather in the picture imply?</p> <ul style="list-style-type: none"> • It tells us that a bird was trapped in a mask and tried to escape. • Feathers were lost in the struggle to free itself. • The bird was injured / died in the struggle. • The bird choked. <p><i>Accept ONE of the above or similar responses. ✓</i></p> | 1 | | 1 | | | | | |
| 1.14 | <p>Refer to TEXT B. How can you use this picture to campaign against disposable masks?</p> <p>The picture can be used:</p> <ul style="list-style-type: none"> • As a poster in marches to fight against littering of disposable masks. • In social media to show the negative effects of littering of the disposable masks. • As an educational resource to teach children to dispose masks responsibly. • To encourage debates and discussions on environmental awareness. <p><i>Accept any THREE of the above or similar responses. ✓✓✓</i></p> | 1 | | 1 | | 1 | | 3 | |
| 1.15 | <p>How do you think people who litter (in the environment) should be prosecuted?</p> <ul style="list-style-type: none"> • They should be fined. • They should be banned from public facilities such as parks and beaches. • They should participate in clean-up activities as community service. <p><i>Accept any TWO of the above or similar responses. ✓✓</i></p> | 1 | | 1 | | 2 | | | |
| Total for SECTION A: | | | | | | | | [30] | |

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SECTION B: SUMMARY

QUESTION 2: SUMMARISING IN YOUR OWN WORDS

NOTE:

- **Format:**
Even if the summary is presented in the incorrect format, it must be assessed.
- **Length of text:**
 - The length of the summary should be 2–4 minutes.
 - If the time limit is exceeded, do not award marks for responses signed after the time limit.
 - Summaries that are short but contain all the required main points should not be penalised.

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

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

| | QUOTATION | OWN WORDS/POINTS Suggested responses | Maximum Mark | | | Candidate Mark |
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| | | | | | | |
| • | 'ON-LINE SHOP SHOP SHOP SAFE HOW' SHOP SHOP THESE THESE MANY THERE WHAT ONLINE CAN SHOP SHOP SHOP THESE BUSINESS THESE POPULAR GO IN BUY BUY EXAMPLE WHAT T-A-K-E-A-L-O-T-.-C-O-M THIS SHOP HAVE THERE NOTHING ONLINE THERE ADVERT THERE FIND KNOW WELL SHOP NAME WHAT IMPORTANT PERSON CHECK MAKE SURE THIS NAME DON'T KNOW MAKE SURE WHY ADVERTISE WIDE NOTHING | In addition to online stores that advertise widely, also establish the reliability of other less popular online stores. ✓ | 1 | | 7 | |
| • | PERSON CHECK COMPANY STABLE NAME GOOD WHY SHOP SHOP ONLINE THINK LIST MANY THERE GOOD NO SAFE TRUST CAN COMPANY THIS THERE WHAT STREET ADDRESS HAVE THERE PHONE CONTACT THERE RESEARCH INTERNET LOOK FIND PICTURE NAME COMPANY | Be sure of the identity of the online store by verifying the credentials. Example: street address and telephone number of the store. ✓ | 1 | | | |

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| <ul style="list-style-type: none"> CUSTOMER SATISFACTION CHECK HOW INTERNET RESEARCH WHERE CONSUMER REVIEW SITE THERE THERE RESEARCH RESEARCH RESEARCH COMMENT COMMENT COMMENT THESE COMMENTS WHAT CUSTOMER OTHER THIS INTEREST READ CUSTOMER IMPRESS WOW HAPPY OR THIS DISAPPOINT COMPANY COMPANY SELF THIS INFORM ME-ORDER GIVE-ME DAY DAY HOW MANY HOW LONG | <p>Through internet searches, check comments and reviews from other customers to determine if service delivery was good or disappointing. ✓</p> | 1 | | | |
| <ul style="list-style-type: none"> COMPANY THIS FIND HAPPY PERFECT CREDIT CARD MAKE SURE PRIVATE SAFE WHY FRAUD HAPPEN HAPPEN PREVENT CARD CREDIT THIS BANK GIVE SPECIAL ONLINE PROTECT THERE YOUR BANK POLICY TELL-ME KNOW MUST WHY LARGE LARGE LARGE BANK PROTECT FOR THIS PROTECT ME OTHER PERSON STEAL DON'T KNOW PROTECT ME HAVE | <p>When doing online purchases make sure that your bank offers protection against credit card fraud and know the policy of the bank. ✓</p> | 1 | | | |
| <ul style="list-style-type: none"> INFORMATION PUT-IN PERFECT ME WANT BUY THIS THIS ME WANT CLOTHES NAME PUT-IN HOW MANY WANT ONE WANT TWO HOW MANY PUT-IN CLEAR MONEY ADD ADD MONEY ADD CLEAR THIS ME PAY HOW HOW REVIEW ALL SEND INFORMATION CREDIT YOU INFORMATION CHECK ALL CORRECT ALL CORRECT ALL CORRECT FINISH HAPPY CORRECT SEND | <p>Be sure to enter the correct information about the product and quantity and check well before submitting the order. ✓</p> | 1 | | | |
| <ul style="list-style-type: none"> THING THIS BOUGHT FINISH TIME DATE RECEIPT NUMBER THIS RECORD FINISH SEND FINAL RECEIVE CONFIRMATION | <p>Record details of the time, date and receipt number and have a copy of confirmation as proof of purchase. ✓</p> | 1 | | | |

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| | HOW EMAIL SMS RECEIVE CONFIRM PRINT DIFFICULT ME PHONE SCREENSHOT THIS SHOW PROOF PURCHASE FINISH | | | | |
| <ul style="list-style-type: none"> • EMAIL SEND SEND SEND MANY EMAIL RECEIVE INTERESTING THOUGHT TRUST PERFECT WHY TRUST FRAUD MANY PUT INFORMATION PRIVATE MINE EMAIL THIS COMPANY KNOW ME CORRECT BELIEVE THIS EMAIL THIS ME INFORMATION PRIVATE GIVE GIVE GIVE SAME WHAT PASSWORD SECRET INFORMATION CREDIT CARD THIS FRAUD SCAM THIS BAD YOU AWARE THIS CAREFUL | Beware of online scams by not giving out passwords and other confidential information. ✓ | 1 | | | |
| <p>Language</p> <ul style="list-style-type: none"> • Mark allocation: <ul style="list-style-type: none"> ○ 7 marks for 7 points (1 mark per main point) ○ 3 marks for language ○ Total marks: 10 • Distribution of language marks when candidate has not quoted verbatim: <ul style="list-style-type: none"> ○ 1–3 points correct: award 1 mark ○ 4–5 points correct: award 2 marks ○ 6–7 points correct: award 3 marks • Distribution of language marks when candidate has quoted verbatim: <ul style="list-style-type: none"> ○ 6–7 quotations: award no language mark ○ 1–5 quotations: award 1 language mark | | | 1 1 1 | 3 | |
| Total for SECTION B: | | | | [10] | |

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SECTION C: LANGUAGE STRUCTURES AND CONVENTIONS

Marking SECTION C:

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

QUESTION 3: ANALYSING ADVERTISING

| No. | Criteria | Maximum Mark | | | Candidate Mark |
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| | | | | | |
| 3.1 | Identify the product being advertised. <ul style="list-style-type: none"> • Adidas (sports / running / walking) shoes. • Adidas jacket. • Adidas clothing. • Adidas brand <i>Accept ONE of above or similar responses. ✓</i> | 1 | | 1 | |
| 3.2 | Describe camera technique used to show the product. The advertiser used the zooming-in technique to focus on the Adidas shoes / jacket / clothing. ✓ | 1 | | 1 | |
| 3.3 | View the clip (00:01–00:03). How does the advertiser match the lighting in the room with the man's stature? <ul style="list-style-type: none"> • The lighting is dull/dark. This matches with the man's facial expression, which shows sadness / unhappiness / depression. • The lighting also matches the body language which shows the man slouching and looking down. <i>Accept ONE of above or similar responses. ✓✓</i> | 2 | | 2 | |
| 3.4 | How does the advertiser use pace to create impact? <ul style="list-style-type: none"> • The scenes that show slow pace, e.g. eating, dancing and cheering reflect the age of the people, their mood and their physical limitations. • The scenes that show fast pace when the man is running reflect the feeling of being energetic and youthful once again. <i>Accept ONE of above or similar responses. ✓✓</i> | 2 | | 2 | |

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| 3.5 | <p>What contextual evidence does the advertiser present to show that the main character was an athlete?</p> <ul style="list-style-type: none"> • There is a pair of old, well-worn running shoes. • There is a pair of red running shorts. • There is a photograph of the man running in events on his wall. • The advertiser shows the man doing weight training with bags of potatoes. • There are trophies on a shelf. <p><i>Accept any TWO of the above responses. ✓✓</i></p> | 1 | | 2 | |
| | | 1 | | | |
| 3.6 | <p>View the clip (BREAK-FREE). Correct the sign to match the context of the advertisement.</p> <p>BREAK-FREE Wrist to wrist, (JAIL) Separate wrists to either side, symmetrically. ✓✓</p> | 2 | | 2 | |
| Total for QUESTION 3 | | | | [10] | |

QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

| No. | Criteria | Maximum Mark | | Candidate Mark | |
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| 4.1 | <p>Identify the restrictions placed on the family in their home.</p> <ul style="list-style-type: none"> • The family is locked in their home/not allowed to leave their home. • The family is not free to go outside/enjoy sunshine/fresh air. • The family cannot receive food/is not allowed to be fed. <p><i>Accept any TWO of above or similar response. ✓✓</i></p> | 1 | | 2 | |
| | | 1 | | | |
| 4.2 | <p>Discuss the irony in the cartoon.</p> <p>The cartoonist mocks at the normal order of life and has reversed the positions of animals and humans. In this picture, the family is held captive/locked in and animals are moving around freely and taking pictures. In a zoo the animals are caged and people walk around freely.</p> <p><i>Accept the above or similar response. ✓✓</i></p> | 2 | | 2 | |

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| 4.3 | <p>Give TWO examples of personification in this cartoon.</p> <ul style="list-style-type: none"> The animals are taking photographs of the family that is being held captive/locked in. The animals are using a camera/iPad. The baby bear is sitting in a pram. The animals are standing on hind legs instead of on all four paws/hooves. The animals are smiling. <p><i>Accept TWO of the above or similar responses. ✓✓</i></p> | 1 | | 2 | |
| | | 1 | | | |
| 4.4 | <p>What is the cartoonist's intention in this cartoon?</p> <ul style="list-style-type: none"> To make people aware of the loneliness/lack of freedom and limitations that caged animals experience. If people have to be locked-in in their homes, they will then appreciate their freedom and opportunities to socialise. <p><i>Accept any ONE of the above or similar responses. ✓✓</i></p> | 2 | | 2 | |
| 4.5 | <p>Justify how the cartoonist portrayed the global impact of Covid-19.</p> <ul style="list-style-type: none"> The humans were locked in and placed in the restricted space of their homes. Adults did not go to work and children did not go to school. The humans were unhappy with this situation. The animals were granted complete freedom of movement. They could roam around as there was no human and vehicle traffic. They were cheerful and enjoyed the pleasure of their freedom. <p><i>Accept any ONE above or similar responses. ✓✓</i></p> | 2 | | 2 | |
| Total for QUESTION 4 | | | | [10] | |

QUESTION 5: USING LANGUAGE CORRECTLY

| No. | Criteria | Maximum Mark | | Candidate Mark |
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| 5.1 | <p>View the clip (00:59–01:00). Describe the neologism used in the clip.</p> <p>The signer combines a sign with an idiom. The sign MISUNDERSTAND is combined with the idiom that indicates passiveness. In this way the signer has created a neologism showing she became passive and lost confidence through not understanding.</p> <p><i>Accept the above or similar responses. ✓✓</i></p> | 2 | | 2 |

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| 5.2 | <p>View the clip (01:37–01:46). How does the signer show contrasting feelings?</p> <ul style="list-style-type: none"> The signer shows contrasting feelings about communication at home and communication at school. The signer places HOME and SCHOOL on either side of her signing space to show the contrast/ difference in feelings. Facial expression lights up/eyes wide open/eyebrows raised showing overall pleasure when mentioning SCHOOL. Facial expression shows a slight frown/ head tilts to one side/shoulders drop forward/lips pulled down showing overall sadness when mentioning HOME. <p><i>Accept the above or similar responses. ✓✓</i></p> | 1 | | 2 | |
| | | 1 | | | |
| 5.3 | <p>View the clips (02:12–02:25) and (03:10–03:24). Give TWO examples of plural classifiers in the text.</p> <ul style="list-style-type: none"> SMALL-CHILDREN ✓ FAMILY-ALL ✓ | 1 | | 2 | |
| | | 1 | | | |
| 5.4 | <p>View the clip (03:10 – 03:15). Identify the idiom in the clip.</p> <p>Description of idiom: Two U-Hand-shapes going up from below both ears to above both ears. The idiom means STAND-UP for myself/be confident/be bold/know my rights. <i>Accept the above. ✓✓</i> <i>(Do not award a mark for STAND UP: Right hand – V-handshape, Left hand – Open B-handshape)</i></p> | 2 | | 2 | |
| 5.5 | <p>View the clip (00:38–00:55). Critically discuss how the adverbs convey intensity of the message.</p> <p>Adverbs are:</p> <ul style="list-style-type: none"> POSITIVE POSITIVE POSTIVE (upward movements from lower to upper torso) DIFFICULT DIFFICULT COMMUNICATION-BREAK-BREAK-BREAK GROW GROW (continuous upward movement) <p><i>Accept ONE of the above. ✓</i></p> <p>The signer shows intensity building up in the repeated movement and the NMFs, using pursed lips, tongue stick out and frowned eyebrows. ✓</p> | 1 | | 2 | |
| | | 1 | | | |
| | Total for QUESTION 5 | | | [10] | |
| | | | | Total for SECTION C: [30] | |
| | | | | GRAND TOTAL: 70 | |