



# basic education

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

## NATIONAL SENIOR CERTIFICATE

GRADE 12

**SOUTH AFRICAN SIGN LANGUAGE HOME LANGUAGE P2**

**NOVEMBER 2022**

**MARKING GUIDELINES**

**MARKS: 80**

|                  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| CENTRE<br>NUMBER |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

FINAL MARK

|                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-----------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| EXAMINATION<br>NUMBER |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-----------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

| 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 32 pages.**

|                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-----------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| EXAMINATION<br>NUMBER |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-----------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

## 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 (**according to the time that he/she started signing**). (**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 poems), mark only the first two (**according to the time that he/she started signing**).
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.

|                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-----------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| EXAMINATION<br>NUMBER |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-----------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

## SECTION A: POETRY

### PRESCRIBED POETRY

#### QUESTION 1: POETRY – ESSAY QUESTION

##### 'EVOLUTION OF COMMUNICATION' by Ian Sanborn

Discuss how the use of cinematographic features are used to enhance the poem.

Your 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 30 to assess this question.**

#### Cinematography

- The camera pans to the side as the signer opens the door on a new form of communication.
- This use of **panning** is clever as it creates anticipation for another form of access.
- The **close-up** is used to demonstrate the interpreter and the initial angle is used to indicate the poet.
- **Wide angle** panning is used to circle around the poet when he is signing freely. This panning along with its increasing speed conveys the poet's elation about access to this form of communication.
- The use of **black and white** is later contrasted by colour. This cinematographic feature relates to access to communication in the sense that the black and white depicts struggle whereas the colour indicates joy for access to communication which the poet attains exponentially throughout the course of the poem.
- The change in **camera angles** makes the poem interesting. It captivates the attention of the audience and is thus able to effectively convey the message of communication accessibility.
- **Zoom** is used to illustrate access to an interpreter and to juxtapose this with the viewer.
- **Zoom** is also used to emphasize the poet's emotion which improves as he gains access to more forms of communication.
- The poem makes use of **alternating camera angles** to illustrate the interaction that the poet has with different forms of communication. It is used to show the interaction with the person using the Teletypewriter, the interaction with the man on the phone and the interaction with the interpreter on television.

**Content (6)**  
**Language structure and use (4)** [10]

|                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-----------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| EXAMINATION<br>NUMBER |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-----------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

**QUESTION 2: POETRY – CONTEXTUAL QUESTION**  
**'FIVE SENSES' by Paul Scott**

| No.                         | Criteria   | Maximum Mark |  |             | Candidate Mark |
|-----------------------------|--|--------------|--|-------------|----------------|
|                             |  |              |  |             |                |
| 2.1                         | <p><b>Explain why roleshift is used in the poem.</b></p> <ul style="list-style-type: none"> <li>The poet is in a dialogue/conversation✓ with each of the senses on their different activities/functions that are performed to experience the world. ✓</li> </ul> <p>Accept similar responses.</p>  | 1            |  | 2           |                |
|                             |  | 1            |  |             |                |
| 2.2                         | <p><b>Give the meaning of the sign in the clip.</b></p> <p>The fifth sense pauses as if saying, 'Hang on ... I know what's going on here!' ✓and suddenly he realised that hearing and visual are working together. ✓</p> <p>Accept similar responses.<br/> <b>NOTE: Do not accept 'I AM AWAKE'</b></p>   | 1            |  | 2           |                |
|                             |  | 1            |  |             |                |
| 2.3                         | <p><b>Explain the statement below in the context of the poem.</b></p> <p><b>'The fourth sense is incapable of performing its own function independently.'</b></p> <ul style="list-style-type: none"> <li>The fourth sense's function is to hear but because it is unable to hear, it becomes shy, introverted, and withdraws into a sleeping position.</li> <li>The hearing sense and the visual sense co-exist/are interdependent and can only experience the world through a mutual partnership.</li> <li>The fourth sense needs an interpreter to communicate within the hearing world.</li> </ul> <p>Accept all <i>THREE</i> of the above or similar responses. ✓✓✓</p>              | 1            |  | 3           |                |
|                             |  | 1            |  |             |                |
|                             |  | 1            |  |             |                |
| 2.4                         | <p><b>Critically discuss how the modified 5-handshape in the screenshot positively depicts Deaf cultural values?</b></p> <ul style="list-style-type: none"> <li>The poet boldly embraces his Deafness and shows off his co-dependant relationship between the hearing and vision senses to survive in a hearing world.</li> <li>The poet as a Deaf person emphasises that he is complete and can experience the world confidently.</li> <li>The poet as a Deaf person visualises the world; he proudly believes that he is not inferior and he honours his mother tongue, Sign Language in his Deaf community.</li> </ul> <p>Accept all <i>THREE</i> above or similar responses. ✓✓✓</p> | 1            |  | 3           |                |
|                             |  | 1            |  |             |                |
|                             |  | 1            |  |             |                |
| <b>TOTAL FOR QUESTION 2</b> |  |              |  | <b>[10]</b> |                |

|                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-----------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| EXAMINATION<br>NUMBER |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-----------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

**QUESTION 3: POETRY – CONTEXTUAL QUESTION**

**'JUNE the16<sup>th</sup>' by Modiegi Moime**

| No. | Criteria  | Maximum Mark |  |   | Candidate Mark |
|-----|---|--------------|--|---|----------------|
| 3.1 | <p><b>Identify and give a reason for the poet's use of the poetic device in the clip.</b></p> <p>The poetic device repetition✓. It is used for the throwing of stones/bomb-explosions which show <b>escalations</b> of anger/violence. ✓</p> <p><b>Note:</b> The correct poetic device must be given first before the explanation.</p>  | 1            |  | 2 |                |
|     |   | 1            |  |   |                |
| 3.2 | <p><b>Give the meaning of the sign in the clip.</b></p> <p>The meaning of the sign:</p> <ul style="list-style-type: none"> <li>• The poet is in a state of anger and commands the other students to join the protest.</li> <li>• The students are frustrated and they stand together to fight the unfair education system.</li> <li>• They are determined to discontinue the oppressive education system.</li> </ul> <p><i>Accept any TWO of the above or similar responses. ✓✓</i></p>   | 1            |  | 2 |                |
|     |   | 1            |  |   |                |
| 3.3 | <p><b>Explain the statement below in the context of the poem</b></p> <p><b>'The protestors achieved their dream of freedom from a repressive language.'</b></p> <ul style="list-style-type: none"> <li>• Learners were oppressed by being taught in a language they do not understand. This angered the learners, which resulted in them protesting and making their dreams of having freedom from a repressive language realised.</li> <li>• The protesting action resulted in the learners being happy at school as they now understood what they were studying. This was an achievement.</li> <li>• Learners eventually understood the language and it shows that there was a positive outcome.</li> </ul> <p><i>Accept all THREE of the above or similar responses. ✓✓✓</i></p> | 1            |  | 3 |                |
|     |   | 1            |  |   |                |
|     |   | 1            |  |   |                |

|                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-----------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| EXAMINATION<br>NUMBER |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-----------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

|     |   |   |  |             |  |
|-----|---|---|--|-------------|--|
| 3.4 | <p><b>Critically discuss the possible outcomes if the protest was unsuccessful.</b></p> <p>If the protest was unsuccessful, the following could happen:</p> <ul style="list-style-type: none"> <li>• The students would continue to protest until they achieved their goal.</li> <li>• The on-going protest would cause serious disruption to schooling.</li> <li>• More violence and injury to the children.</li> <li>• More children will die during the violence.</li> <li>• There would be burning of schools and destruction of properties.</li> <li>• Children will drop out of school for fear of their lives.</li> <li>• Children could be arrested and jailed for long periods.</li> </ul> <p><i>Accept any THREE of the above or similar responses. ✓✓✓</i></p> | 1 |  | 3           |  |
|     | <b>TOTAL FOR QUESTION 3</b>   |   |  | <b>[10]</b> |  |

|                    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|--------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| EXAMINATION NUMBER |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|--------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

**QUESTION 4: POETRY - CONTEXTUAL QUESTION**

**'THE ROSEBUSH' by Ella Mae Lentz**

| No. | Criteria   | Maximum Mark |   | Candidate Mark |
|-----|--|--------------|---|----------------|
| 4.1 | <p><b>Identify the incident of intentional destruction in the poem and elaborate.</b></p> <ul style="list-style-type: none"> <li>The man rips out the flowers from the ground✓. He was aggressive and harsh. His actions were intentional and his plan was to completely destroy the language of Deaf children/Sign Language. ✓</li> </ul> <p><i>Give One mark for the action and One mark for the intention.</i></p>  | 1            | 1 | 2              |
| 4.2 | <p><b>Give the meaning of the sign in the clip.</b></p> <p>The meaning of the sign:</p> <ul style="list-style-type: none"> <li>The animals run away in fear✓ because they are aware that the human beings always destroy the garden/or kill them. ✓</li> </ul> <p><i>Give One mark for the emotion and One mark for the reasons.</i></p>   | 1            | 1 | 2              |
| 4.3 | <p><b>Explain the statement below in the context of the poem.</b></p> <p><b>'The theme of resilience is emphasised in the poem.'</b></p> <ul style="list-style-type: none"> <li>The human rips out the plants from the roots in a cruel manner. However, the plant retaliate and fight back with its thorns.</li> <li>The unfriendly human being rips out the roses, leaving them to die. However, the roses survive the destruction and eventually grow again.</li> <li>Although the roses are locked up in the fence, they show resilience and grow through the obstruction of the fence.</li> <li>Despite the devastation, the roses remain resilient by blooming and releasing their fragrances.</li> </ul> <p><i>Accept any THREE of the above or similar responses ✓✓✓</i></p> | 1            | 1 | 3              |

|                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-----------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| EXAMINATION<br>NUMBER |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-----------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

|                             |  |   |   |   |             |  |
|-----------------------------|--|---|---|---|-------------|--|
| 4.4                         | <p><b>Critically discuss the possible consequences if the roses had succumbed to the destruction.</b></p> <p><b>Literal response:</b></p> <ul style="list-style-type: none"> <li>• Nature would not be enriched and there would be no beauty in the land.</li> <li>• The plants would have been fenced in and prevented from spreading their roots and flourishing.</li> <li>• Man would continue to destroy the beauty of nature without any resistance if the roses were destroyed and man would have made the rose extinct.</li> <li>• The harmonious relationship between animals and plants being destroyed.</li> </ul> <p><b>Metaphorical response:</b></p> <p>Roses link to <b>Sign Language</b>, whereas the destructive human beings link to <b>oralism</b>.</p> <ul style="list-style-type: none"> <li>• Oralism would be dominating even today.</li> <li>• Sign Language would not be recognised as a possible official Language.</li> <li>• Sign Language would not be taught as a home language in schools for the Deaf.</li> <li>• Deaf organisations which fight for Deaf rights would be illegal.</li> </ul> <p><i>Accept any THREE of the above or similar responses. ✓✓✓</i></p> | 1 | 1 | 1 | 3           |  |
| <b>TOTAL FOR QUESTION 4</b> |  |   |   |   | <b>[10]</b> |  |



|                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-----------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| EXAMINATION<br>NUMBER |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-----------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

**QUESTION 5: CONTEXTUAL QUESTIONS – UNSEEN POETRY**

**'MY DREAM' by Bakang Buthelezi**

| No. | Criteria  | Maximum Mark |   | Candidate Mark |  |
|-----|---|--------------|---|----------------|--|
| 5.1 | <p><b>Identify and give reason for the poet's use of the poetic device in the clip.</b></p> <p>The poetic device is metaphor: ✓</p> <ul style="list-style-type: none"> <li>• The bent-x sign, indicates that the world is pulling her down.</li> <li>• The bent- claw signs, indicate the flowers are dying.</li> </ul> <p><i>Accept ONE of the above or similar responses. ✓</i><br/> <b>Note:</b> The correct poetic device must be given first before the explanation.</p>   | 1            | 1 | 2              |  |
| 5.2 | <p><b>Give evidence that the poet plays the role of a protector in the poem.</b></p> <ul style="list-style-type: none"> <li>• When the flowers die, the poet quickly waters them and saves them from dying.</li> <li>• The poet brings the world together in an embrace in order to protect it from harmful attacks.</li> <li>• When a person is on the path alone and is attacked, the poet is quick to protect that person and covers the person.</li> </ul> <p><i>Accept TWO above or similar responses. ✓✓</i></p>  | 1            | 1 | 2              |  |
| 5.3 | <p><b>View the clip, explain the meaning of the neologism 'care-love'.</b></p> <p>The neologism sign <b>'care-love'</b> means that:</p> <ul style="list-style-type: none"> <li>• This sign for care is expanded forming the neologism that shows love and includes Deaf (<b>'I-Love-You'</b>).</li> <li>• The poet lovingly embraces the world with her open arms to show harmony and unity amongst all who live in it.</li> <li>• The poet wants to protect the world from any harmful occurrences/incidents to emphasise her love for the world.</li> <li>• The poet signs 'care-love' simultaneously which shows the powerful intensity of care-love towards the environment/world.</li> </ul> <p><i>Accept THREE of the above or similar responses. ✓✓✓</i></p> | 1            | 1 | 3              |  |

|                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-----------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| EXAMINATION<br>NUMBER |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-----------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

|     |   |   |   |             |             |
|-----|---|---|---|-------------|-------------|
| 5.4 | <p><b>Critically comment on the effectiveness of this clip.</b></p> <p>The sign in the clip is effective because:</p> <ul style="list-style-type: none"> <li>• The poet repeats the 'fighting sign' <b>starting above the head, moving slowly down</b>, which is effective because it becomes very clear that the fighting subsides.</li> <li>• The beginning starts with big <b>movements</b> becoming smaller.</li> <li>• The <b>pace</b> of signing decreases.</li> <li>• The <b>use of space</b> is from above head to the bottom of signing space.</li> </ul> <p><i>Accept any THREE above or similar responses. ✓✓✓</i></p> | 1 |   | 3           |             |
|     | <b>TOTAL FOR QUESTION 5</b>   | 1 | 1 | 1           | <b>[10]</b> |
|     | <b>Total for SECTION A:</b>   |   |   | <b>[30]</b> |             |

|                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-----------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| EXAMINATION<br>NUMBER |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-----------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

## SECTION B: LONGER STORY

### QUESTION 6: LONGER STORY – ESSAY QUESTION

'ASA STANDS UP FOR HERSELF' produced by the University of Stellenbosch

The protagonist in '*Asa Stands up for Herself*' is the *victim of her own circumstances*.

With close reference to the story, critically assess the extent to which you **AGREE/DISAGREE** with the above statement.

The length of your essay should be **8–10 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 story.
- **Refer to the rubric on page 31 to assess this question.**

#### INTRODUCTION:

The protagonist in 'Asa Stands up for Herself' is the victim of her circumstances. She is an under-aged girl who is pressurised into an uncomfortable situation by someone she trusts. Due to societal prejudices and incorrect assumptions about Deaf someone can easily become a victim of circumstances, as his/her rights are often ignored or denied. The lack of accessibility to information can lead to someone falling prey to become a victim of circumstances. Peer pressure can easily lead to becoming a victim of one's own circumstances.

#### AGREE:

- Mandisa controls Asa by commanding her to put on more lipstick and Asa feels that she could not argue with her because Mandisa is her cousin. Because Asa is Deaf, and she is not as strong-willed as Mandisa, she falls a victim of her own circumstances.
- Mandisa plans to go on a date with Sim and manipulates Asa to go on a date with Kenzo to reach her own goals. Asa is uncomfortable. Asa is prevented by Mandisa to inform her father about her date with Kenzo. Asa is weary of conflict with Mandisa hence she does not want to get into an argument with her cousin. Asa feels that if she objects, their relationship will be affected. Asa's own value system and Mandisa's instruction causes conflict and makes her the victim of the circumstances.
- Asa is excluded from Mandisa's, Sim's and Kenzo's conversations and decisions. This leads to Asa being forced to watch the movie with age restriction. Mandisa, who knows sign language is not prepared to sign for Asa in order to be part of the conversation and decision-making. This creates a communication barrier, making her the victim of her own circumstances.
- Asa is conflicted about going out with a stranger because she does not have the confidence to speak up for herself. Asa is a victim of her own circumstances because of her own unwillingness to stand up against Mandisa, Sim and Kenzo.

|                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-----------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| EXAMINATION<br>NUMBER |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-----------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

- She is not comfortable when Kenzo who puts his arm around her. He is not concerned about her personal space and the privacy of her body. Kenzo forces his attention on Asa as he knows that she is unable to speak or scream because of her Deafness. Obviously, Asa is a victim of her circumstances because of the unwanted attention and harassment of Kenzo because she did not stand up for herself right from the beginning.
- Asa tells Kenzo to stop touching her inappropriately but he is persistent and tells her that she is not a child. He displays typical male domination and harasses her further. He is aggressive. Asa is physically smaller and weaker. She is sexually harassed but is not strong enough to overcome Kenzo's physical power. When Asa pushes his hand away, she is saying NO. Kenzo disregards this and tries repeatedly. He is clearly violating her boundaries but she becomes a victim of her own lack of assertiveness.
- Asa feels guilty for not acting on her teacher's advices that she must protect herself from sexual harassment and that her body is private. Asa is so traumatised by her experience and feeling of guilt that she starts vomiting and questions whether this was her fault. She became a victim of friends and a relative who saw her as a naive and soft person that they could easily take advantage of.

Considering all the points mentioned, it is clear that Asa is a victim of her circumstances.

**INTRODUCTION:**

The main character in 'Asa Stands up for Herself' is not the victim of her circumstances. Although she is an under-aged girl, she does not need to accept pressure from others. To be a victim of circumstances a person is accepting peer pressure which might lead to uncomfortable situations. Due to societal prejudices and incorrect assumptions, the Deaf can easily become a victim of circumstances, as his/her rights are often ignored or denied. The lack of accessibility to information can lead to someone falling prey to becoming a victim of circumstances. Peer pressure can easily lead to becoming a victim of one's own circumstances unless you are assertive from the start.

**DISAGREE:**

- Asa accepts Mandisa's suggestion to put on lipstick. Although Mandisa is a relative, Asa did not need to go along with Mandisa's suggestion. Thus, Asa is not a victim of her own circumstances
- When Asa sees Kenzo for the first time, she looks impressed with Kenzo's handsome looks. Asa looks excited as her facial expression shows that she is interested in Kenzo, therefore Asa is not a victim of her own circumstances.
- When Mandisa, Sim and Kenzo make their plans and Asa is not including her in their conversation, she does not complain about the exclusion. By not insisting to be included into the conversation and decision-making, she cannot be seen as a victim, as it was her choice.
- When Kenzo refuses Asa paying for her own movie tickets, Asa does not argue with him. She is agreeing and accepts that he pays for the tickets. This proves that Asa is not a victim as she has not been forced into the situation.

|                               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-------------------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| <b>EXAMINATION<br/>NUMBER</b> |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-------------------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

- Although Asa tells Kenzo to stop touching her inappropriately, he is persistent and tells her that she is not a child. Asa is physically smaller and weaker, however nothing prevented her from immediately screaming and jumping up when it became clear that he is violating her boundaries. She thus was not the victim of her circumstances.
- In the end, Asa runs out of the cinema and informs her father of her whereabouts. She proved not to be a victim of the circumstances.

Asa is not a victim of her own circumstances. She had many opportunities to stand up for herself but she did not. Only in the end she made a conscious decision that she would step back. There was also no reason for her to allow her cousin to overpower her.

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

|                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-----------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| EXAMINATION<br>NUMBER |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-----------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

**QUESTION 7: LONGER STORY – CONTEXTUAL QUESTIONS**

**'ASA STANDS UP FOR HERSELF'** produced by the University of Stellenbosch

**[EXTRACT A: 01:30-2:00]**

| No. | Criteria  | Maximum Mark |   |   | Candidate Mark |
|-----|---|--------------|---|---|----------------|
|     |   |              |   |   |                |
| 7.1 | <p><b>Link THREE contrasting differences between Mandisa and Asa with reference to the extract.</b></p> <ul style="list-style-type: none"> <li>• Mandisa lies <b>but</b> Asa is honest.</li> <li>• Mandisa is disrespectful <b>whereas</b> Asa is respectful of her father's wishes.</li> <li>• Mandisa is manipulative <b>but</b> Asa is compliant.</li> <li>• Mandisa is socially experienced <b>but</b> Asa is naïve.</li> <li>• Mandisa is extroverted <b>but</b> Asa represses her thoughts and feelings.</li> </ul> <p><i>Accept any THREE of the above or similar responses. ✓✓✓</i></p> <p><b>NOTE:</b> There has to be a clear link between the contrasts.</p> | 1            | 1 | 1 | 3              |
| 7.2 | <p><b>Provide TWO reasons why Mandisa has organised this outing with Asa.</b></p> <ul style="list-style-type: none"> <li>• Mandisa wants to make her family believe that she is spending time with Asa, at a friend's house.</li> <li>• Mandisa wants an opportunity to spend time with her boyfriend, Sim.</li> <li>• Mandisa wants to arrange Asa as a date for Kenzo.</li> </ul> <p><i>Accept any TWO of the above or similar responses. ✓✓</i></p>  | 1            | 1 |   | 2              |
| 7.3 | <p><b>Discuss whether peer pressure played a role in Asa not informing her father of her whereabouts.</b></p> <p>Yes, peer pressure played a role:</p> <ul style="list-style-type: none"> <li>• Asa wants to please her cousin Mandisa by allowing herself to be pressurised to not inform her father about her whereabouts.</li> <li>• Asa wants to avoid a dispute/argument with Mandisa therefore she avoids telling her father about her whereabouts.</li> <li>• In order to be accepted by Mandisa, Asa does not inform her father about her whereabouts.</li> </ul> <p><i>Accept THREE of the above or similar responses. ✓✓✓</i></p>                             | 1            | 1 | 1 | 3              |



|                    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|--------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| EXAMINATION NUMBER |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|--------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

**[EXTRACT B: 08:30-09:00]**

|     |   |   |   |   |   |  |
|-----|---|---|---|---|---|--|
| 7.5 | <p><b>What incident leads to Asa's state of mind in the extract.</b></p> <p>Kenzo tries to harass Asa sexually ✓</p> <ul style="list-style-type: none"> <li>• Asa is uncomfortable with the way Kenzo touches her/sexually harasses her and she tries to escape, but Kenzo blocks her.</li> <li>• Asa screams and Kenzo puts his hand across Asa's mouth to keep her silent.</li> <li>• Asa bites Kenzo and he pulls his hand away. She stands up and escapes.</li> <li>• Asa runs into the bathroom and begins to shake with panic, shock and fear and vomits.</li> </ul> <p><i>Accept any TWO of the above or similar responses. ✓✓</i></p> | 1 | 1 | 1 | 3 |  |
| 7.6 | <p><b>Describe the woman's role whom Asa meets.</b></p> <ul style="list-style-type: none"> <li>• The woman embraces Asa when she sees Asa crying in the bathroom.</li> <li>• The woman supports Asa by sitting outside and waits with her to make sure that she is safe. She further supports Asa by explaining the situation to her father.</li> </ul> <p><i>Consider the whole explanation.<br/>                 Accept any similar responses. ✓✓</i></p>   | 1 | 1 |   | 2 |  |
| 7.7 | <p><b>Critically comment on how this extract contributed to Asa's personal growth.</b></p> <p>Asa's ability to regret her reasons for being in this situation with Kenzo shows that she has personal growth. Asa also criticises herself for allowing Kenzo to pay for the movie and popcorn, shows personal growth. When she is remorseful for disobeying her father's rules, she realises and shows personal growth.</p> <p><i>Accept any similar responses. ✓✓✓</i></p>  | 1 | 1 | 1 | 3 |  |



|                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-----------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| EXAMINATION<br>NUMBER |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-----------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

|      |   |   |  |             |  |
|------|---|---|--|-------------|--|
| 7.8  | <p><b>Explain Asa's father's feelings when he reads Asa's text.</b></p> <p>Asa's father is angry/shocked ✓, because he is concerned about the safety of his daughter. ✓</p> <p><i>Accept the above or similar responses.</i><br/><i>Give ONE mark for the emotion and ONE mark for the reasons</i></p>  | 1 |  | 2           |  |
|      |   | 1 |  |             |  |
| 7.9  | <p><b>Explain how Asa as a Deaf person was exploited.</b></p> <ul style="list-style-type: none"> <li>• They all used spoken language in her presence and Mandisa did not care to interpret for her cousin.</li> <li>• The three hearing people in the car exploit Asa and discuss the activity which involves her without her being part of the discussion and without her consent.</li> <li>• Asa does not want to go to a movie but they forced her to go.</li> <li>• Although Asa does not want to go out with Kenzo, she is being forced to go with him.</li> <li>• Kenzo thought that he could take advantage of Asa sexually and get away with it because as a Deaf person, she will not scream/be able to communicate.</li> </ul> <p><i>Accept TWO of the above or similar responses. ✓✓</i></p> | 1 |  | 2           |  |
|      |   | 1 |  |             |  |
| 7.10 | <p><b>Provide THREE possible outcomes if Asa's father had not been able to pick her up.</b></p> <p>If Asa was not picked up, the following could happen:</p> <ul style="list-style-type: none"> <li>• Asa will be stranded at the cinema.</li> <li>• Asa might end up having to go with the mother and her daughter, who were also strangers.</li> <li>• Kenzo might have found Asa and continued harrassing her.</li> <li>• Asa could have been raped by either Kenzo or someone else who knew that she was desperate.</li> <li>• Asa would have to look for a police station and get assistance from the police.</li> </ul> <p><i>Accept any THREE of the above or similar responses. ✓✓✓</i></p>   | 1 |  | 3           |  |
|      |   | 1 |  |             |  |
|      |   | 1 |  |             |  |
|      | <b>TOTAL FOR QUESTION 7</b>   |   |  | <b>[25]</b> |  |

|                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-----------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| EXAMINATION<br>NUMBER |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-----------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

### QUESTION 8: LONGER STORY – ESSAY QUESTION

**'TOGETHER WE'RE STRONG' produced by the University of Stellenbosch**

**The protagonist in 'Together we're Strong' rises above her own circumstances.**

**With close reference to the story, critically discuss the statement.**

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

- |   |
|---|
| <ul style="list-style-type: none"><li>• 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.</li><li>• <b>Refer to the rubric on page 31 to assess this question.</b></li></ul> |
|---|

#### INTRODUCTION:

The protagonist in 'Together we're Strong' rises above her own circumstance during the apartheid era. There is financial hardship that the person experiences however she fights against it. The protagonist suffers many hardships in an apartheid system that was against her however she overcomes. This is a story which explores the issues of politics that oppresses the protagonist yet she triumphs throughout the story for the sake of a better, democratic future for her son and people in South Africa.

- As a young girl, Nonstikelelo, is always a benevolent and determined hard working young lady. She was instilled these traits by her mother. Although there are financial constraints, she works in the field, does the house work and looks after her siblings without grievances. As a young girl, she is able to rise above her poverty and her difficult life.
- Nstiki attends school at the age of six years, her traditional name is being violated. She questions the naming system, she is not submissive and she does not play the role of a victim. She portrays the role as a brave girl but, she agrees to choose an English name as A-L-B-E-R-T-I-N-A for the sake of her education. Albertina shows boldness and courage as she rises above the difficult situation despite her disappointment.
- When Albertina aims for a bursary scholarship, she studies hard as she is determined to go to a high school. She does not allow her situation to affect her as she studies for the test. She wants to rise above her circumstances.
- Albertina attends a catholic school in Mariazell with her scholarship. She is determined to study hard and not be affected by inconveniences such as food that is mushy and bathing in cold water. She remains focused and strong-minded. Her strong will-power helps her to fight all odds.
- When she has to work in the church during holidays, it shows the extent to which she values her family and education. Albertina is bold enough to accept the hardship and this helps her rise above her circumstances.
- Albertina becomes a nurse in Johannesburg and is constantly worried about her family and siblings. She saves and sends home money. This teaches her responsibility and develops her caring nature. She conquers and rises above her unfortunate circumstances.

|                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-----------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| EXAMINATION<br>NUMBER |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-----------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

- Albertina eventually marries Walter Sisulu, a prominent freedom fighter whom which they share the same vision for freedom in South Africa. Albertina also becomes a freedom fighter, dreams are now coming true. Albertina never allows any obstacles to affect her therefore she always rises above her difficult circumstances.
- Albertina gives birth to her son, Max who becomes her inspiration in the fight for freedom in South Africa. Albertina's husband is imprisoned for 26 years; she is inspired to fight for her people's rights in South Africa. She is part of women's movement who organises a march to Pretoria against the pass laws and oppression. Albertina does not want to be the victim of oppression and discrimination.
- Albertina is arrested several times during her political struggle. However, in her darkest and hardest times Albertina remembers and draws strength and comfort from her mother's song. She is remembered and honoured by her brothers and sisters in South Africa as their mother of all nations. It proves that she has risen above her circumstances.

Albertina's fearlessness and courage helped her to rise above unfairness and discriminating circumstances. She never gives in, nor does she play the role of a victim in South Africa. She proves to be the powerful freedom fighter as Ma Monikazi's predictions, the 'mother of the nation'. On 9 August 1956, more than 20 000 South African women of all races marched to the Union Buildings in Pretoria to protest against these 'pass laws'. This day is now a public holiday and is celebrated as National Women's Day to remember all the women who fought for freedom and equality in South Africa. Albertina was one of the brave and courageous women who organised and led this march.

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

|                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-----------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| EXAMINATION<br>NUMBER |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-----------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

**QUESTION 9: LONGER STORY – CONTEXTUAL QUESTIONS**

**'TOGETHER WE'RE STRONG'** produced by the University of Stellenbosch

**[EXTRACT A: 10:30-11:00]**

| No. | Criteria   | Maximum Mark |  |   | Candidate Mark |
|-----|--|--------------|--|---|----------------|
| 9.1 | <p><b>Link THREE contrasting differences in the extract between Albertina's experiences at home and at school.</b></p> <ul style="list-style-type: none"> <li>• When at home Albertina does not have to wake up early in the morning <b>however</b>, at school she wakes up in the early morning.</li> <li>• When at home Albertina bathed in hot water <b>but</b> at school she bathes in cold water.</li> <li>• At home the food that Albertina's mother cooking is delicious <b>but</b> the food at school is not tasty and its mushy.</li> <li>• At home Albertina gets to ride her horse named Shi shi which she is very fond of <b>however</b>, at school Shi shi is not there.</li> <li>• When at home Albertina had her loving siblings to play with <b>however</b>, at school her siblings are not there.</li> </ul> <p><i>Accept any THREE of the above comparisons or similar responses. ✓✓✓</i></p> <p><b>NOTE:</b> There has to be a clear link between the contrasts</p> | 1            |  | 3 |                |
| 9.2 | <p><b>Who are the TWO people who supported Albertina to receive the scholarship and how did they support her.</b></p> <p>Albertina was assisted by:</p> <ul style="list-style-type: none"> <li>• <b>Betty/ Best friend</b> who was the person who informs and encouraged her to enter the competition to win the scholarship. ✓</li> <li>• The <b>teacher</b> wrote a letter which was published in the newspaper when Albertina was unfairly discriminated against, based on her age. ✓</li> </ul> <p><b>DO NOT ACCEPT NAMES ONLY.</b></p>  | 1            |  | 2 |                |

|                    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|--------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| EXAMINATION NUMBER |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|--------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

|     |   |                     |  |   |  |
|-----|---|---------------------|--|---|--|
| 9.3 | <p><b>Discuss how Albertina demonstrated resilience when staying at boarding school to pay off her bursary.</b></p> <p>Albertina is required to stay behind as part of her bursary rules and because she is resilient even though it is school holidays, she does not go against her bursary rules and stays behind to work in the church. Regardless of the conditions at school she pushes through and focuses on her school work as she is persistent to achieve her goal. Even though she also misses her family, she stays behind because she is determined to further her education.</p> <p><i>Accept any well-constructed responses. ✓✓✓<br/>Consider the depth of the argument.</i></p>   | 1<br><br>1<br><br>1 |  | 3 |  |
| 9.4 | <p><b>In the context of this extract, do you sympathise with Albertina's situation. Justify your response.</b></p> <p><b>Yes, I sympathise:</b></p> <ul style="list-style-type: none"> <li>• Albertina attends a catholic school in Mariazell. She has to do the chores as a part of the bursary agreement.</li> <li>• Albertina is determined to study hard however, she faces inconveniences such as food that was mushy and she bathes in cold water.</li> <li>• Albertina misses her delicious traditional food that her aunt's cooks for her.</li> </ul> <p><i>Accept any TWO of the above or similar responses. ✓✓</i></p> <p><b>No, I do not sympathise:</b></p> <ul style="list-style-type: none"> <li>• Albertina understands her family's situation and that she has to study hard.</li> <li>• Albertina inherits her mother's sense of responsibilities by doing the housework in her village therefore she is able to do the toughest chores at her boarding school.</li> <li>• Albertina is a strong girl and she is determined to sacrifice her life for her family and her future.</li> </ul> <p><i>Accept any TWO of the above or similar responses. ✓✓</i><br/><b>NOTE:</b> Both YES and NO responses can be argued, consider the depth of the response.</p> | 1<br><br><br><br>1  |  | 2 |  |

|                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-----------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| EXAMINATION<br>NUMBER |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-----------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

**[EXTRACT B: 13:20-13:50]**

|     |  |   |  |   |  |
|-----|--|---|--|---|--|
| 9.5 | <p><b>Account for Albertina's concern for her family.</b></p> <ul style="list-style-type: none"> <li>• The children back at home might not be attending school.</li> <li>• The children may not be getting sufficient food.</li> <li>• There is no one to look after the vegetable garden.</li> <li>• There is no one to look after the horses.</li> </ul> <p><i>Accept any THREE of the above or similar responses. ✓✓✓</i></p>   | 1 |  | 3 |  |
|     |  | 1 |  |   |  |
|     |  | 1 |  |   |  |
| 9.6 | <p><b>Describe Albertina's emotional connection to her birthplace/village.</b></p> <ul style="list-style-type: none"> <li>• Albertina misses the scent of the soil in her birthplace/village.</li> <li>• Albertina is very fond of gardening and grows the vegetables in order to survive.</li> </ul> <p><i>Accept TWO of the above or similar responses. ✓✓</i></p>   | 1 |  | 2 |  |
|     |  | 1 |  |   |  |
| 9.7 | <p><b>By referring to the end of the story, critically comment on the role of the song in Albertina's personal growth as an activist.</b></p> <p>Albertina draws strength from the song in difficult situations and it reminds her of her mother who was strong. The song boosts her confidence and encourages her to continue with her tough hardships. Even when Albertina faces her struggles, she sings the song to remind her that she is strong enough to fight against all odds, and when Albertina is arrested, she sings the song to give herself hope, faith and the power to continue her fights against the apartheid system.</p> <p><i>Accept any well-constructed responses. ✓✓✓<br/>Consider the depth of the argument.</i></p> | 1 |  | 3 |  |
|     |  | 1 |  |   |  |
|     |  | 1 |  |   |  |
| 9.8 | <p><b>What prior occasion led to Albertina's feelings in this extract?</b></p> <p>Albertina as a nurse attends to sick people ✓ and the baby who cries made her to think of her family. ✓</p>  | 1 |  | 2 |  |
|     |  | 1 |  |   |  |



|                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-----------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| EXAMINATION<br>NUMBER |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-----------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

## SECTION C: DRAMA

### QUESTION 10: DRAMA – ESSAY QUESTION

**'LIVING ON THE EDGE'** produced by the University of Stellenbosch

The protagonist in 'Living on the Edge' is the victim of her own circumstances.

With close reference to the drama, critically assess the extent to which you **AGREE** with the above statement.

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 32 to assess this question.**

#### INTRODUCTION:

The protagonist in 'Living on the Edge' is the victim of her own circumstances as there are social and economic differences in the drama. Social injustices occur when a person's financial status is being discriminated against. Empathy is valuable because it helps the peers to understand the person's difficult condition and how it impacts the person's whole life.

#### AGREE:

- Tarone notices that Kim does not have the prescribed text book in the lecture room and assumes that she forgot it in a snobbish manner. He does not understand how Kim's difficult situation influences her ability to afford expensive text books therefore Kim is constantly prejudiced. Kim is a victim of their prejudice.
- Kim tells Tarone and Veronique that the tickets are very expensive so she can only visit her grandmother once a semester. Kim has no parents to support her and she has only one family member who cares for Kim, her grandmother. Kim is dependent on her grandmother's pension in order to support her basic needs and the fees for her studies. Her socio-economic position makes her a victim of her own circumstances.
- Tarone is insensitive and ignorant when he talks about his big house and flat after Kim informs him and Veronique about her sick grandmother and that her grandmother needs to move to an old aged home. He does not consider Kim's feelings and her difficult situation. This shows how having money helps people in situations where poorer people struggle to survive with the day-to-day things. Kim faces her own struggles in order to survive with her basic needs and fees for the university.
- Kim's grandmother's illness causes Kim to be worried/stressed which affects her marks. The lecturer warns Kim that she would lose her bursary if she fails her studies and this contributes to her stress. All the stress and concerns make her a victim of her own circumstances.



|                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-----------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| EXAMINATION<br>NUMBER |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-----------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

- Kim's financial constraints and worries lead to her deteriorating hygiene.
- Lack of sleep and lack of motivation influenced her ability to plan and see a way forward. This makes her a victim of her circumstances.
- The passing away of Kim's grandmother and the only support system in her life, lead to the loss of her financial support. She grieves and is in a state of distress. This huge loss makes her a victim of her own circumstances.
- Amy's efforts to reach out to Kim breaks her silence for the first time and Kim realises that she has become a victim of her own circumstances and she agrees to see the university's counsellor.
- Kim's Deafness is a barrier in communication because she feels that there is nobody who understands her, she has no friends and all of these barriers makes her a victim of her circumstances.
- Kim only needs money to go to the coffee shops with the other students to do group work. They forget that she is a bursary student and that she only receives a small amount of money. Kim is frustrated as she sees the wealthy students who have accesses to coffee shops to work in groups. She feels oppressed and rejected. She feels inferior and in a state of insecurity. Kim is victimised by the wealthy ignorant and unsympathetic people. Kim needs money for her daily needs, hence she does not want to discuss her personal life. Kim is desperate for financial support in order to continue with her studies and take care of her basic needs. Kim is seen as a victim of poverty caused by her circumstances.

All of the points mentioned above support the fact that she is a victim of her circumstances. Having empathy for the people around you is valuable because it helps you understand people and how their situations impact their lives. In the drama we see that Tarone and Veronique do not really have empathy with Kim's situation and does not understand how her situation impacts her social and academic life. Social inequality occurs when a person or people, who are not treated fairly (discriminated against) strictly based upon certain characteristics of the person. Kim eventually gains funds for her basic needs and she is now content with her simple life. She can continue to reach her goals in life.

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

|                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-----------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| EXAMINATION<br>NUMBER |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-----------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

**QUESTION 11: DRAMA – CONTEXTUAL QUESTION**

**'LIVING ON THE EDGE' produced by University of Stellenbosch**

**[EXTRACT A: 03:37-04:37]**

| No.  | Criteria  | Maximum Mark |   |   | Candidate Mark |
|------|---|--------------|---|---|----------------|
|      |   |              |   |   |                |
| 11.1 | <p><b>Link TWO socio-economic contrasting differences between Kim and her Deaf peers.</b></p> <ul style="list-style-type: none"> <li>Veronique has a beach house which is being renovated and Tarone enjoys visiting many places <b>whereas</b>, when Kim visits her grandmother once a term she struggles to pay for a train ticket because it is expensive.</li> <li>Veronique and Tarone come from wealthy families <b>but</b> Kim depends on her grandmother's pension, she does not have sufficient social and financial support.</li> </ul> <p><i>Accept TWO of the above or similar responses. ✓✓</i></p>  | 1            | 1 | 2 |                |
| 11.2 | <p><b>Discuss Veronique's confrontation towards Tarone in the extract.</b></p> <p>Veronique is confrontational because:<br/>Tarone is being <b>insensitive</b> towards Kim when he questions her about her mother supporting her financially. Veronique then reminds Tarone about Kim's <b>dependency</b> on her grandmother for financial support. Veronique tells Tarone to be <b>mindful</b> of Kim's unfortunate situation.</p> <p><i>Consider the depth of the argument. ✓✓✓</i></p>   | 1            | 1 | 3 |                |
| 11.3 | <p><b>'Tarone and Veronique are ignoring Kim intentionally'. Do you agree with the statement?</b></p> <p>Yes, they are ignoring Kim intentionally:</p> <ul style="list-style-type: none"> <li>Tarone and Veronique discuss their luxuries and pleasures in Kim's presence, while they are aware of Kim's socio-economic status.</li> <li>Tarone and Veronique take their time to give Kim attention as they focus on their own conversation.</li> <li>Tarone and Veronique do not pay attention to Kim immediately, because she is not on par with their socio-economic status.</li> </ul> <p><i>Accept the THREE above or similar responses. ✓✓✓</i><br/><b>Accept learner's view of Deaf culture/ personal approach</b></p> | 1            | 1 | 3 |                |

|                    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|--------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| EXAMINATION NUMBER |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|--------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

|      |   |            |   |  |  |
|------|---|------------|---|--|--|
|      | <p>No, they are not ignoring Kim intentionally:</p> <ul style="list-style-type: none"> <li>• Kim joins them when they were in the middle of their conversations. When they are done; they greet her nicely and involve her in the conversations.</li> <li>• Kim do not want to be rude by disturbing Tarone and Veronique's conversations therefore Kim waited for them to conclude their conversation.</li> <li>• It is a part of Deaf culture not to interrupt a conversation.</li> </ul> <p><i>Accept the THREE above or similar responses. ✓✓✓</i><br/><b>Accept learner's view of Deaf culture/ personal approach.</b></p>   |            |   |  |  |
| 11.4 | <p><b>Critically discuss whether you think Veronique is sympathetic towards Kim? Give reasons for your answer.</b></p> <p>Yes, Veronique is sympathetic:</p> <ul style="list-style-type: none"> <li>• Veronique is aware Kim's socio-economic status but she does not humiliate Kim.</li> <li>• Veronique is aware of Kim's situation therefore she does not ask intrusive questions.</li> <li>• Veronique scolds Tarone about asking about Kim's mother.</li> </ul> <p><i>Accept any TWO above or similar responses. ✓✓</i></p> <p>No, Veronique is not sympathetic:</p> <ul style="list-style-type: none"> <li>• Veronique knows about Kim's problem but she does not offer to help.</li> <li>• Veronique admits at the end that they never supported Kim.</li> </ul> <p><i>Accept TWO above or similar responses. ✓✓</i><br/><b>NOTE:</b> Both YES and NO responses can be argued, consider the depth of the response.</p> | 1<br><br>1 | 2 |  |  |

**[EXTRACT B: 08:09-09:09]**

|      |   |                     |   |  |  |
|------|---|---------------------|---|--|--|
| 11.5 | <p><b>Account for Kim's emotional state, leading up to this extract.</b></p> <ul style="list-style-type: none"> <li>• Kim tells Veronique that her grandmother is worse. They moved her into an old, aged home because she cannot stay on her own in her house</li> <li>• Kim is unable to concentrate on her studies because she feels powerless and helpless as her grandmother is getting worse.</li> <li>• Kim walks into the lecturer's office. She looks tired and as if she is carrying a heavy burden. Even her facial expression is negative.</li> </ul> | 1<br><br>1<br><br>1 | 3 |  |  |
|------|---|---------------------|---|--|--|

|                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-----------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| EXAMINATION<br>NUMBER |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-----------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

|      |  |                     |  |   |  |
|------|--|---------------------|--|---|--|
|      | <ul style="list-style-type: none"> <li>Kim receives a text message of her grandmother passing.</li> <li>Kim becomes depressed, her hair is greasy, and she does not shower because she has lost the love of her life.</li> </ul> <p><i>Accept THREE of the above or similar responses. ✓✓✓</i></p>   |                     |  |   |  |
| 11.6 | <p><b>What event can be seen as the climax of the drama?</b></p> <p>Kim is in her kitchen with her roommate, she receives a message that her grandmother has passed away. ✓ She starts to cry and her roommate embraces her. The loss of her grandmother is a big shock to Kim. ✓</p> <p><i>Accept the above responses.</i></p>  | 1<br>1              |  | 2 |  |
| 11.7 | <p><b>Comment on Tarone's attitude to life in the context of the drama.</b></p> <p>Tarone is <b>ignorant</b>:</p> <ul style="list-style-type: none"> <li>Tarone is ignorant towards Kim and the impact of certain events because he does not remember to ask about Kim's parents after Veronique explained the situation and told him not to say anything about it. He is ignorant of poverty and hardships of the people around him as he boasts about his weekends as well as his big house</li> </ul> <p>Tarone is <b>insensitive</b>:</p> <ul style="list-style-type: none"> <li>At first Tarone is unaware of Kim's circumstances but even after finding she is dependent on her grandmother, as well as warnings from Veronique not to ask about her parents, he still questions her about her lack of support which is insensitive.</li> </ul> <p>Tarone does not value <b>education</b>:</p> <ul style="list-style-type: none"> <li>We see Tarone explaining about how much he partied the weekend. Towards the end of drama, Tarone does not do well in the exams and admits it is because he partied too much.</li> </ul> <p>Tarone lacks <b>empathy</b>:</p> <ul style="list-style-type: none"> <li>Tarone lacks understanding and empathy towards Kim. This makes her to avoid sharing her problems with him.</li> </ul> <p><i>Accept any THREE of the above or similar responses. ✓✓✓</i></p> | 1<br><br>1<br><br>1 |  | 3 |  |

|                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-----------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| EXAMINATION<br>NUMBER |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-----------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

|       |   |   |  |             |  |
|-------|---|---|--|-------------|--|
| 11.8  | <p><b>Explain why Tarone is a static character.</b></p> <p>Tarone is a static character, as he stays the same ✓ regardless of what happens with Kim or the difficulties he sees her going through. In the drama Tarone is portray as a character driven by ignorance to comment on the socio-economic inequality. There is no internal change/development and he is the same person we saw in the beginning of the drama. ✓</p> <p><i>Accept the above responses.</i></p>   | 1 |  | 2           |  |
|       |   | 1 |  |             |  |
| 11.9  | <p><b>Discuss the theme of 'empathy' in the drama.</b></p> <p>The second lecturer is empathetic towards Kim by advising her to change her behaviour towards her studies. When Kim hears the devastating news about her grandmother's death, her roommate is empathetic by embracing Kim. Amy is empathetic towards Kim by advising Kim in her broken sign language.</p> <p><i>Accept any well-structured responses if about ONE character.</i><br/>✓✓</p>   | 1 |  | 2           |  |
|       |   | 1 |  |             |  |
| 11.10 | <p><b>Provide THREE possible outcomes if Kim's grandmother had not passed away.</b></p> <p>If her grandmother did not pass away, the following could happen:</p> <ul style="list-style-type: none"> <li>• Kim would still be visiting her grandmother every weekend.</li> <li>• Kim would not be so depressed and unhygienic.</li> <li>• Kim would still face the struggles with money.</li> <li>• Kim would have not failed any of her courses.</li> <li>• Kim would still face humiliations done by Tarone.</li> </ul> <p><i>Accept any THREE of the above or similar responses.</i> ✓✓✓✓</p> | 1 |  | 3           |  |
|       |   | 1 |  |             |  |
|       |   | 1 |  |             |  |
|       |   | 1 |  |             |  |
|       | <b>TOTAL FOR QUESTION 11:</b>   |   |  | <b>[25]</b> |  |
|       | <b>TOTAL FOR SECTION C:</b>   |   |  | <b>[25]</b> |  |
|       | <b>GRAND TOTAL:</b>   |   |  | <b>[80]</b> |  |

|                               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-------------------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| <b>EXAMINATION<br/>NUMBER</b> |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-------------------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

Question number: \_\_\_\_\_

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

|                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-----------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| EXAMINATION<br>NUMBER |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-----------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

Question number: \_\_\_\_\_

**SECTION B: ASSESSMENT RUBRIC FOR LITERARY ESSAY: LONGER 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.<br>Depth of argument, justification and grasp of text.<br><br><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 story</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 story 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 story</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 story</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> <li>- Off topic</li> </ul>         |              |                |
| <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.<br>SASL structure and presentation style used in the essay<br><br><b>10 MARKS</b> | <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>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>  |                |

|                           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|---------------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| <b>EXAMINATION NUMBER</b> |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|---------------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

Question number: \_\_\_\_\_

**SECTION C: ASSESSMENT RUBRIC FOR LITERARY ESSAY: DRAMA (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.<br>Depth of argument, justification and grasp of text.<br><br><b>15 MARKS</b>                      | - Outstanding response: 14-15<br>- Excellent response: 12-13<br>- In-depth interpretation of topic<br>- Range of striking arguments extensively supported from text<br>- Excellent understanding of genre and drama                                  | - Shows understanding and has interpreted topic well<br>- Fairly detailed response<br>- Some sound arguments given, but not all of them as well motivated as they could be<br>- Understanding of genre and drama evident  | - Mediocre interpretation of topic; not all aspects explored in detail<br>- Some good points in support of topic<br>- Some arguments supported, but evidence is not always convincing<br>- Partial understanding of genre and drama                           | - Scant interpretation of topic; hardly any aspects explored in detail<br>- Few points in support of topic<br>- Very little relevant argument<br>- Little understanding of genre and drama  | - Very little understanding of the topic<br>- Weak attempt to answer the question.<br>- Arguments not convincing<br>- Learner has not come to grips with genre or text<br>- Re-telling of the drama<br>- Off topic         |              |                |
| <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.<br>SASL structure and presentation style used in the essay<br><br><b>10 MARKS</b> | - Coherent structure<br>- Excellent introduction and conclusion<br>- Arguments well-structured and clearly developed<br>- Correct SASL Structure Use, exceptional presentation<br>- No spoken language influence<br>- Exceptional fluency in signing | - Clear structure & logical flow of argument<br>- Introduction & conclusion & other chunks coherently organised<br>- Logical flow of argument<br>- Error-free SASL structure and skilful presentation style<br>- Minimal spoken language influence<br>- Good fluency of signing | - Some evidence of structure<br>- Logic and coherence apparent, but flawed<br>- Minor SASL Structural errors, mostly appropriate presentation style.<br>- Chunking mostly correct<br>- Substantial spoken language influence<br>- Adequate fluency of signing | - Structure shows faulty planning.<br>- Arguments not logically arranged<br>- SASL structural errors evident<br>- Inappropriate presentation style<br>- Chunking faulty<br>- Strong spoken language influence<br>- Limited fluency of signing | - Lack of planned structure impedes flow of argument<br>- Serious SASL structural errors evident<br>- Incorrect presentation style<br>- Chunking faulty<br>- Strong spoken language influence<br>- Poor fluency of signing |              |                |
| <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>  |                |