



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

SOUTH AFRICAN SIGN LANGUAGE HOME LANGUAGE P2

NOVEMBER 2022

MARKS: 80

TIME: 2½ hours

**This English transcription consists of 15 pages.
This should be used by the invigilator ONLY
in conjunction with the signed version.**

INSTRUCTIONS AND INFORMATION

1. Read the instructions carefully before you begin to answer the questions.
2. Do NOT answer ALL questions. Read the instructions and answer questions on the poems, longer story and drama that you were taught.
3. This transcription of the question paper of THREE sections:

SECTION A: Poetry (30)
SECTION B: Longer story (25)
SECTION C: Drama (25)
4. SECTION A: Answer THREE questions.
SECTION B: Answer ONE question.
SECTION C: Answer ONE question.

Answer FIVE QUESTIONS in total.
5. Carefully follow the instructions at the beginning of each section.
6. Sign the number of each question correctly according to the numbering system used in this question paper before you record your answer.
7. Create a NEW folder for EACH section when recording yourself.
8. Sign fluently and clearly.
9. The Booklet for Rough Work is intended for rough work only and will NOT be assessed. Candidates must hand it in at the end of the examination.

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Answer ONE question. *			
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Answer ONE question. *			
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***NOTE:** In SECTIONS B and C, answer ONE ESSAY question and ONE CONTEXTUAL question. You may NOT answer TWO essay questions or TWO contextual questions.

SECTION A: POETRY

PRESCRIBED POETRY

Answer any TWO of the following questions.

QUESTION 1: POETRY – ESSAY QUESTION

View the poem titled **'Evolution of Communication'** by Ian Sanborn and answer the essay question.

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

POEM START-END
CINEMATOGRAPHY THIS
HELP ENHANCE UNDERSTAND-CLEAR HOW
DISCUSS DEEP

Your essay should be 2–3 minutes.

TIME YOUR SIGN 2–3 MINUTES

[10]

QUESTION 2: POETRY – CONTEXTUAL QUESTION

View the poem titled **'Five Senses'** by Paul Scott and answer the questions that follow.

2.1 Explain why role shift is used in the poem.

POEM START UNTIL END
ROLE-SHIFT WHY
EXPLAIN

(2)

2.2 Give the meaning of the sign in the clip.

CLIP THERE
SIGN THIS
THIS MEAN
GIVE

(2)

2.3 Explain the statement in the context of the poem:

'The fourth sense is incapable of performing its own function independently.'

STATEMENT SELF DO-DO-DO CAN
THIS EXPLAIN DEEP

(3)

2.4 Critically discuss how the modified 5-handshape in the screenshot positively depicts Deaf cultural values?

PICTURE THERE
THIS-THIS DEAF CULTURE MATCH
POSITIVE HOW
DISCUSS DEEP

(3)

QUESTION 3: POETRY – CONTEXTUAL QUESTION

View the poem titled '**June the 16th**' by Modiegi Moime and answer the questions that follow.

- 3.1 Identify and give a reason for the poet's use of the poetic device in the clip.

CLIP THERE
POET SHE SIGN POETIC DEVICE-DEVICE
IDENTIFY
REASON GIVE

(2)

- 3.2 Give the meaning of the sign in the clip.

CLIP THERE
SIGN THIS
THIS MEAN GIVE

(2)

- 3.3 Explain the statement in the context of the poem:

'The protestors achieved their dream of freedom from a repressive language.'

CHILDREN MARCH THIS WHY
LANGUAGE OPPRESS
CHILDREN DREAM FREEDOM ACHIEVE PERFECT
THIS EXPLAIN DEEP

(3)

- 3.4 Critically discuss the possible outcomes if the protest was unsuccessful.

CHILDREN MARCH PROTEST FAIL
FURTHER-ON HAPPEN WHAT
EXPLAIN DEEP

(3)

[10]

QUESTION 4: POETRY – CONTEXTUAL QUESTION

View the poem titled '**The Rosebush**' by Ella Mae Lentz and answer the questions that follow.

- 4.1 Identify the incident of intentional destruction in the poem and elaborate.

POEM THERE
THIS DESTRUCTION HAPPEN WANT
YOU FIND
EXPLAIN

(2)

- 4.2 Give the meaning of the sign in the clip.

CLIP THERE
SIGN THIS
THIS MEAN
GIVE

(2)

- 4.3 Explain the statement in the context of the poem:

'The theme of resilience is emphasised in the poem.'

STATEMENT START-UNTIL-END
THEME RESILIENCE EMPHASISE THIS
THIS EXPLAIN DEEP

(3)

- 4.4 Critically discuss the possible consequences if the roses had succumbed to the destruction.

FLOWER FLOWER FLOWER
DESTROY GIVE-UP (idiom) GROW-NO
FURTHER-ON HAPPEN WHAT
EXPLAIN DEEP

(3)

[10]

UNSEEN POETRY (COMPULSORY)

QUESTION 5: CONTEXTUAL QUESTION

View the poem titled '**My Dream**' by Bakang Buthelezi and answer the questions.

- 5.1 Identify and give a reason for the poet's use of the poetic device in the clip.

CLIP THERE
POET SIGN POETIC DEVICE-DEVICE
IDENTIFY
REASON GIVE

(2)

- 5.2 Give evidence that the poet plays the role of a protector in the poem.

POEM START-UNTIL-END
POET SHE PROTECT
EVIDENCE YOU FIND-FIND

(2)

- 5.3 View the clip and explain the meaning of the neologism *care-love*.

CLIP THERE
NEOLOGISM-THIS
MEAN WHAT
EXPLAIN DEEP

(3)

- 5.4 Critically comment on the effectiveness of this clip.

CLIP THERE
SIGN THIS-THIS BEAUTIFUL CLEAR
AGREE
DISCUSS DEEP

(3)
[10]

TOTAL SECTION A: 30

SECTION B: LONGER STORY

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

Answer EITHER QUESTION 6 (essay question) OR QUESTION 7 (contextual question).

QUESTION 6: 'ASA STANDS UP FOR HERSELF' – ESSAY QUESTION

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 statement above.

SITUATION PERSON MAIN CHARACTER
THIS INFLUENCE HOW
SHE PASSIVE
STORY START-UNTIL-END
YOU AGREE AGREE AGREE
DISAGREE DISAGREE DISAGREE
YOU THINK-HOW
EXPLAIN DEEP

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

TIME YOUR SIGN 8–10 MINUTES

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

QUESTION 7: 'ASA STANDS UP FOR HERSELF' – CONTEXTUAL QUESTION

[EXTRACT A: 01:30–02:00]

7.1 Link **THREE** contrasting differences between Mandisa and Asa with reference to the extract.

EXTRACT WATCH
MANDISA SHE ASA SHE CONTRAST
LINK ONE
LINK TWO
LINK THREE
GIVE

(3)

7.2 Give **TWO** reasons why Mandisa has organised this outing with Asa.

MANDISA ASA OUT
MANDISA PLAN WHY
GIVE-GIVE

(2)

- 7.3 Discuss whether peer pressure played a role in Asa not informing her father of her whereabouts.

ASA OUT
ASA FATHER SMS NO
WHY
MANDISA SHE PUSH-PUSH-PUSH
SHE INFLUENCE
EXPLAIN

(3)

- 7.4 In the context of the story, do you sympathise with Mandisa in this extract? Justify your response.

EXTRACT THAT
MANDISA THERE
YOU SYMPATHISE
REASON GIVE

(2)

[EXTRACT B: 08:30–09:00]

- 7.5 What incident leads to Asa's state of mind in the extract?

EXTRACT THIS
ASA FEEL SO-SO
BEFORE-UP-TO-HERE
HAPPEN-HAPPEN-HAPPEN
THAT LINK HOW
DISCUSS

(3)

- 7.6 Describe the woman's role whom Asa meets.

ASA WOMAN WALK-MEET
HER ROLE WHAT

(2)

- 7.7 Critically comment on how this extract contributed to Asa's personal growth.

ASA PERSONAL DEVELOP HER HER
EXTRACT THIS HAPPEN
HELP HOW
DISCUSS DEEP

(3)

- 7.8 Explain Asa's father's feelings when he reads Asa's text.

ASA SMS FATHER
READ FEEL HOW
EXPLAIN

(2)

- 7.9 Explain how Asa as a Deaf person was exploited.

ASA DEAF PERSON
SHE OPPRESS HOW
EXPLAIN

(2)

7.10 Give **THREE** possible outcomes if Asa's father had not been able to pick her up.

ASA FATHER FETCH
NO
FURTHER-ON HAPPEN-HAPPEN-HAPPEN
WHAT

(3)
[25]

OR

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

Answer EITHER QUESTION 8 (essay question) OR QUESTION 9 (contextual question).

QUESTION 8: 'TOGETHER WE'RE STRONG' – ESSAY QUESTION

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

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

SITUATION THIS
THIS MAIN CHARACTER
THIS OPPRESS RESILIENCE (idiom)
STORY FROM-HERE-UP-TO
YOU DISCUSS DEEP

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

TIME YOUR SIGN 8–10 MINUTES

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

QUESTION 9: 'TOGETHER WE'RE STRONG' – CONTEXTUAL QUESTION

[EXTRACT A: 10:30–11:00]

9.1 Link **THREE** contrasting differences in the extract between Albertina's experiences at home and at school.

ALBERTINA
HER EXPERIENCE HER SCHOOL HOME CONTRAST
THIS LINK ONE
LINK TWO
LINK THREE
GIVE

(3)

- 9.2 Who are the **TWO** people who supported Albertina to receive the scholarship and how did they support her?

ALBERTINA BURSARY GET
BEFORE PERSON PERSON
ONE THEY SUPPORT SUPPORT HOW
TWO THEY WHO

(2)

- 9.3 Discuss how Albertina demonstrated resilience when staying at boarding school to pay off her bursary.

ALBERTINA BURSARY GET
THIS RULE-RULE SCHOOL STAY MUST
ALBERTINA RESILIENCE SHOW HOW
DISCUSS

(3)

- 9.4 In the context of this extract, do you sympathise with Albertina's situation? Justify your response.

EXTRACT WATCH
SITUATION ALBERTINA HER HER
YOU SYMPATHISE

(2)

[EXTRACT B: 13:20–13:50]

- 9.5 Account for Albertina's concern for her family.

FAMILY ALBERTINA HERS
WORRY
WHY

(3)

- 9.6 Describe Albertina's emotional connection to her birth place/village.

PLACE BORN ALBERTINA HERS
EMOTION LINK
DESCRIBE

(2)

- 9.7 By referring to the end of the story, critically comment on the role of the song in Albertina's personal growth as an activist.

STORY END ALBERTINA ARREST
SONG THIS
HELP-ME ACTIVIST IMPROVE
HOW
DISCUSS DEEP

(3)

- 9.8 What prior occasion led to Albertina's feelings in this extract?

EXTRACT THIS
BEFORE UP-TO EXTRACT HAPPEN THIS
ALBERTINA FEEL
THIS INFLUENCE
HOW

(2)

9.9 Discuss the theme of 'oppression' in this story.

STORY START-UNTIL-END
THEME OPPRESSION
THIS DISCUSS

(2)

9.10 Give **THREE** possible outcomes if Albertina had not received the scholarship.

ALBERTINA BURSARY GET
NO
FURTHER-ON HAPPEN-HAPPEN-HAPPEN
WHAT

(3)

TOTAL SECTION B: 25

SECTION C: DRAMA

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

Answer EITHER QUESTION 10 (essay question) OR QUESTION 11 (contextual question).

QUESTION 10: 'LIVING ON THE EDGE' – ESSAY QUESTION

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 statement above.

SITUATION MAIN CHARACTER INFLUENCE
THIS OPPRESS
HOW
BEGINNING-UP-TO-END
AGREE-AGREE-AGREE
YOU THINK
EXPLAIN DEEP

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

TIME YOUR SIGN 8–10 MINUTES

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

QUESTION 11: 'LIVING ON THE EDGE' – CONTEXTUAL QUESTION

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

11.1 Link **TWO** socio-economic contrasting differences between Kim and her Deaf peers.

KIM
FRIEND DEAF
MONEY CONTRAST
LINK ONE
LINK TWO

(2)

11.2 Discuss Veronique's confrontation towards Tarone in the extract.

TARONE HE
VERONIQUE CONFRONT
WHY
DISCUSS

(3)

- 11.3 'Tarone and Veronique are ignoring Kim intentionally'. Do you agree with the statement?

STATEMENT
TARONE VERONIQUE LOOK-AT KIM
IGNORE
YOU AGREE
DISCUSS

(3)

- 11.4 Critically discuss whether you think Veronique is sympathetic towards Kim. Give reasons for your answer.

KIM SHE
VERONIQUE SYMPATHISE
YOU THINK WHAT
REASON THIS
DISCUSS DEEP

(2)

[EXTRACT B: 08:09–09:09]

- 11.5 Account for Kim's emotional state, leading up to this extract.

EXTRACT LOOK
BEFORE UP-TO EXTRACT
THIS KIM EMOTION
WHY

(3)

- 11.6 What event can be seen as the climax of the drama?

DRAMA THERE
CLIMAX
THIS HAPPEN
WHAT

(2)

- 11.7 Comment on Tarone's attitude to life in the context of the drama.

DRAMA BEGINNING-UP-TO-END
TARONE ATTITUDE HIS
THIS WHAT
DISCUSS

(3)

- 11.8 Explain why Tarone is a static character.

TARONE CHARACTER HIS
STATIC S-T-A-T-I-C
WHY
EXPLAIN

(2)

11.9 Discuss the theme of 'empathy' in the drama.

DRAMA THERE
THEME EMPATHY
DISCUSS

(2)

11.10 Give **THREE** possible outcomes if Kim's grandmother had not passed away.

KIM GRANDMOTHER HER
DIE NO
FURTHER-ON HAPPEN-HAPPEN-HAPPEN
WHAT

(3)

TOTAL SECTION C: 25
GRAND TOTAL: 80