



# basic education

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

## NATIONAL SENIOR CERTIFICATE

GRADE 12

**SOUTH AFRICAN SIGN LANGUAGE HOME LANGUAGE P2**  
**NOVEMBER 2023**  
**MARKING GUIDELINES**

MARKS: 80

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

These marking guidelines consist of 30 pages.

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## NOTE TO MARKERS

- These marking guidelines are intended as a guide for markers.
- The marking guidelines will be discussed with the marking panel before marking commences at the marking centre.
- Candidates' responses must be considered on merit.

## MARKING GUIDELINES

1. Wherever a candidate has answered more than the required number of questions, mark only the first answer/response (**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 **signing of the learner**.
4. Essay question  
If the essay is shorter than the required time limit, do not penalise because the candidate has already penalised him/herself. If the essay is too long, assess on merit and discuss with senior markers.
5. For **open-ended questions**, no marks should be awarded for **YES/NO** or **AGREE/DISAGREE** unless the reason/substantiation/motivation is given.
6. No marks should be awarded for **TRUE/FALSE** or **FACT/OPINION** unless the reason/substantiation/motivation is given.

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## SECTION A: POETRY

### PRESCRIBED POETRY

#### QUESTION 1: POETRY – ESSAY QUESTION

'ALONE' by Daniel Durant

The poet's world collapses and shatters everywhere.

Explain how hyperbolic signing supports the mood of the poet.

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 28 to assess this question.

### INTRODUCTION

When the poet signs the weather elements it is done in a way that is almost exaggerated. This is done to highlight the mood in the beginning of the poem, this links to his feelings/emotions.

### Body/Argument

When the poet signs the weather elements it is done in a way that is almost exaggerated. This emphasises his feelings and emotions. At the beginning of the poem, the poet feels lonely and unhappy because he is alone. He emphasises that his world is empty and he has no friends. He is lonely because he does not meet anyone.

The poem uses his exaggerated non-manual features as the poet feels sad and hurt. He also uses a variety of hyperbolic signs such as rain, wind, cold and dark to express his emotions negatively hence the title of his poem is 'Alone'. He uses the hyperbolic sign of 'rain' which represents tears as he weeps heavily and he is deeply hurt.

The poet also uses the hyperbolic sign of 'wind' which represents him being tossed to and fro as to show instability therefore he has no relationships and his world is empty. Once more he uses the hyperbolic sign of 'cold' which represents emptiness within as he feels that no one loves him and there is no love inside his heart.

The poet as well uses the hyperbolic sign of 'dark' which represents depression and loneliness as his world is shattered and his spirit collapses. He creates a sense of loneliness by signing very slowly in the poem to express his brokenness and his shattered world. The hyperbolic signing of the elements builds up to the point where he feels his world collapsing and shatters everywhere.

### CONCLUSION

The use of various hyperbolic signs emphasises the loss of control and the feeling of the poet that his world has been shattered.

**Content (6)**

**Language structure and use (4)**

**[10]**

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**QUESTION 2: POETRY – CONTEXTUAL QUESTION**

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

No.	Criteria	Maximum Mark			Candidate Mark
2.1	<p><b>How does the poet in this clip influence the viewer's feelings towards the Rosebush?</b></p> <p>The poet influences the viewer's feelings by her harmonious signs to create:                      Positive and happy feelings.                      A feeling of being connected.                      A feeling of contentment.</p> <p><i>Accept the above or similar responses. ✓✓</i></p>	1		2	
		1			
2.2	<p><b>What transpires in the clip?</b></p> <p>The man is cruel/angry/ destructive/disruptive.                      This is supported by him saying that he does not like beautiful roses and he wants the land to be plain/boring.</p> <p><i>Accept the above or similar responses. ✓✓</i></p>	1		2	
		1			
2.3	<p><b>Identify the theme and discuss the effectiveness of the signing to support this theme.</b></p> <p>The theme growth/resilience is effective because: ✓</p> <ul style="list-style-type: none"> <li>• When signing that the flowers are limited, they retaliate by spreading their fragrances in the air. They do not give up growing after being limited by the cruel man, this shows their resilience.</li> <li>• The flowers have a victorious attitude. This is shown through the signing by the way they are protruding through the fence, even though they are expected to be content growing in the space provided for them, this shows their resilience.</li> <li>• The flowers rebel by spreading their roots and reconnect with other flowers to re-unite although the man tries to separate them. This also comes out in the poets signing.</li> </ul> <p><i>Give ONE mark for correct theme AND                      Accept any TWO of the above or similar responses. ✓✓</i></p>	1		3	
		1			
		1			

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2.4	<p><b>The concluding stanza offers two options for human behaviour.</b></p> <p><b>Justify why you think ONE option would be better than the other.</b></p> <p>In option ONE:</p> <ul style="list-style-type: none"> <li>The poet creates <b>positivity</b> in this option. In the poem, it concludes by determining that we should plant flowers, and then love and care for them so that they spread and grow into beautiful flowers and spread their fragrances. ✓</li> </ul> <p>In option TWO:</p> <ul style="list-style-type: none"> <li>The poet creates <b>negativity</b> in this option. The poem concludes that we should not care about nature/flowers, neglect it and oppress them so that they will never grow into beautiful colourful flowers with fragrances again. ✓</li> </ul> <p>Therefore, option one is a better option because it is positive and we should take care and love our plants/flowers so that they can spread their beauty and fragrances. ✓</p> <p><i>Accept the above or similar responses.                  Give ONE mark for each option AND give ONE mark for justification.</i></p>	1	1	3	
	<b>TOTAL FOR QUESTION 2</b>			<b>[10]</b>	

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**QUESTION 3: POETRY – CONTEXTUAL QUESTION**

**'EVOLUTION OF COMMUNICATION' by Ian Sanborn**

No.	Criteria	Maximum Mark			Candidate Mark
3.1	<p><b>Identify the tone created in this clip and give evidence.</b></p> <p>The tone of despair/despondency ✓ is created as he sits down, leaning on his arm and watches from a distance. ✓</p> <p style="text-align: center;"><b>OR</b></p> <p>The tone is negative as he lacks emotion ✓ as he watches people moving around and talking/communicating with one another. ✓</p>	1		2	
		1			
		1			
		1			
3.2	<p><b>What transpires in the clip?</b></p> <ul style="list-style-type: none"> <li>• The poet is frustrated/ annoyed by people who use spoken language with him.</li> <li>• The poet is disappointed with people who have the inability to communicate with him, when he tries to sign.</li> <li>• The poet is frustrated because the people could not understand when he signs hence he tries to write to people.</li> </ul> <p><i>Accept any TWO of the above or similar responses. ✓✓</i></p>	1		2	
		1			
3.3	<p><b>Discuss the metaphor of the 'door' in the context of the poem.</b></p> <p>Metaphor is a language device with two meanings, a literal and a deeper, symbolic meaning, for example:</p> <ul style="list-style-type: none"> <li>• The use of doors in the poem are a metaphor for the different eras that the man is exposed to and technology and methods of communication evident within those eras.</li> <li>• The poet is not only literally moving through a door into a room but is doing so metaphorically. For example, the first four doors all lead to indoor rooms which could be a metaphor for being contained.</li> <li>• The poet uses the metaphor of a door as he moves through history/time whilst looking back and exploring the different ways of communication that Deaf individuals have used throughout the ages.</li> <li>• The last door transports the poet to an outdoor setting which suggests freedom of movement as well as endless possibilities.</li> </ul> <p><i>Accept any THREE of the above or similar responses. ✓✓✓</i></p>	1		3	
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3.4	<p><b>Justify the poet's use of different signing space seen throughout the poem.</b></p> <p>The poet's use of signing space changes throughout the poem:</p> <p>At the beginning the poet makes use of a very small signing space. This reflects his initial sense of 'feeling small' feeling as though his rights to communication and independence are not important.</p> <p>Towards the end of the poem we see the poet's signing space has increased drastically as he signs in big joyful/happy sweeping movements.</p> <p>Finally, at the end of the poem we see the poet with completely outstretched arms as he happily claims his full space/freedom.</p> <p><i>Consider the depth of the answer. ✓✓✓</i></p>	1		3	
	<b>TOTAL FOR QUESTION 3</b>			<b>[10]</b>	



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**QUESTION 4: POETRY - CONTEXTUAL QUESTION**

**'SOWETO, JUNE 16<sup>th</sup>' by Modiegi Moime**

No.	Criteria	Maximum Mark			Candidate Mark
4.1	<p><b>How does the poet establish the initial mood of the poem in this clip?</b></p> <p>The poet establishes the initial mood by signing with slow drastic movements to show her fear with her large eyes moving side to side. She is suspicious and predicts that a war is about to take place.</p> <p><i>Accept the above or similar responses. ✓✓</i></p>	1		2	
		1			
4.2	<p><b>What transpires in the clip?</b></p> <p>The poet creates an impression that the learners are unhappy/angry/upset when they read because they are unable to understand the language. The learners are despondent/discouraged when they read because they are compelled to study in a language they do not understand.</p> <p><i>Accept the above or similar responses. ✓✓</i></p>	1		2	
		1			
4.3	<p><b>Discuss the effectiveness of the slow pace in this clip.</b></p> <p>The slow pace is effective because:</p> <ul style="list-style-type: none"> <li>• It shows the sad loss/death of one of their comrades, a fellow learner.</li> <li>• It intensifies the feeling of disbelief as the learners pick up the lifeless/dead body of their classmate.</li> <li>• It emphasises the climax of the poem.</li> </ul> <p><i>Accept THREE of the above or similar responses. ✓✓✓</i></p>	1		3	
		1			
		1			
4.4	<p><b>The concluding stanza indicates a sense of triumph. Justify this statement.</b></p> <p>The message in the poem is that learners have the right to fair and just education. They fought for it and at the end received it. The poem concludes with learners going back to class with joy/happiness on their faces to indicate a sense of triumph. The stanza concludes with learners that are now able to read and understand what they are being taught in class. This shows triumph over an oppressive system.</p> <p><i>Accept the above or similar responses. ✓✓✓</i>  <i>Consider the depth of the response.</i></p>	1		3	
		1			
		1			
<b>TOTAL FOR QUESTION 4</b>				<b>[10]</b>	

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

**'BRAINWAVES' by Tamsin Thomas**

No.	Criteria	Maximum Mark		Candidate Mark
5.1	<p><b>What are the TWO challenging situations that the poet encounters?</b></p> <ul style="list-style-type: none"> <li>The poet breaks up with her romantic partner.</li> <li>The poet fails from achieving her goals.</li> <li>The poet quarrels and argues with another person.</li> </ul> <p><i>Accept any TWO of the above or similar responses. ✓✓</i></p>	1	1	2
5.2	<p><b>What transpires in the clip?</b></p> <ul style="list-style-type: none"> <li>The poet struggles to come to terms with what is happening to her. She feels trapped in her own thoughts.</li> <li>The poet feels imprisoned because of her thoughts.</li> </ul> <p><i>Accept the TWO of the above or similar responses. ✓✓</i></p>	1	1	2
5.3	<p><b>With reference to signing space, close and away from the signer, discuss how this links to her moods.</b></p> <p><b>At the beginning</b>, the poet's signing space is very close to her body. This reflects her initial sense of feeling 'one with her mind' indicates how her thoughts flow from her head. The poet uses constrained signing space (close to the body) to emphasise the struggle that she experiences. She is unable to come to terms with what's happening around her and she feels trapped in her own thoughts.</p> <p><b>Towards the ending</b> of the poem, the poet is increasing signing space by moving further away from the body. This highlights her desperation to overcome her struggles for being imprisoned by her thoughts.</p> <p><b>Finally, at the ending</b> of the poem, the poet's signing space has increased by her outstretched arms with harmonious movements to indicate her feelings of joy/ happiness as she is able to control her thoughts.</p> <p><i>Accept the above or similar responses. ✓✓✓</i></p>	1	1	3

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5.4	<p><b>Why do you think the poet emphasises contrast in the poem?</b></p> <p>Contrast is shown in the beginning when the poet struggles to understand what is happening to her. She feels imprisoned because of her stubborn/difficult thoughts. However this contrast with the ending when the poet learns skills on how to manage difficult situations. This ensures that her thoughts have no control over her. The poet has achieved a sense of self-determination compared to who she was earlier.</p> <p><i>Accept the above or similar responses. ✓✓✓</i></p>	1		3	
<b>TOTAL FOR QUESTION 5</b>				<b>[10]</b>	
<b>TOTAL SECTION A:</b>				<b>[30]</b>	

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## SECTION B: LONGER STORY

### QUESTION 6: LONGER STORY – ESSAY QUESTION

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

Asa lives an innocent and naive life until she meets Kenzo. Asa acts out of character.

**Critically discuss the validity of the above statement.**

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

- Use the following points, amongst 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 29 to assess this question.**

## INTRODUCTION

Asa, a naive Deaf person, is the cousin of Mandisa who influences Asa to go out with the older Kenzo. Asa is submissive towards Mandisa because Asa trusts Mandisa. Her actions are in contradiction to the way she is brought up. Mandisa's influence caused Asa to act out of character, as she finds herself in a situation that she would not normally be involved.

## BODY

### Asa's innocence and naivety.

Mandisa pressurises Asa to put on excessive lipstick. Although Asa does not agree with the idea, she submitted to Mandisa's request. Asa feels obliged not to refuse Mandisa's request as Mandisa is her hearing cousin. She puts on the extra lipstick which is totally out of character. The innocent and obedient Asa is instructed by Mandisa not to notify her father of their locations. Asa is not courageous enough to disagree with Mandisa. Although Asa respects her father and always obeys his instructions, she does not notify him. Mandisa causes Asa to act out of character.

Mandisa forces Asa to go out with Kenzo to a movie. Asa raises her concerns but eventually agrees to watch a movie which has age restrictions and has no subtitles. Asa going to a movie with an age restriction is out of her character. Kenzo refuses that Asa pay for the tickets and the meal. Accepting this is out of character. Kenzo touches Asa inappropriately. She tells him to stop touching her because she feels uncomfortable and violated. Asa does not normally associate with character like Kenzo therefore, this is out of character for her to be in that position.

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Asa could not accept Kenzo's disrespect towards her this encourages her to stand up for herself. Asa acts assertive and bites his hand which is out of her character as she is naïve. Asa as a Deaf person is not embarrassed when she has to use her distorted voice in order to get away from Kenzo and screams. This is out of character for Asa because she is a Deaf person who does not use her voice.

**CONCLUSION**

Asa realises that people cannot always be trusted. Different situations caused her to feel uncomfortable and do things which are out of character. Mandisa manipulates Asa and put her in a very dangerous situation by involving Kenzo. Asa feels very uncomfortable being with Kenzo and Mandisa's actions contribute to Asa acting out of character. However, the events lead to Asa being strong-willed and more assertive.

**[25]**

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

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

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

**[EXTRACT A: 02:55–03:21]**

No.	Criteria	Maximum Mark			Candidate Mark
7.1	<p><b>Which plans did Mandisa, Sim and Kenzo discuss?</b></p> <p>Mandisa, Sim and Kenzo discuss about buying burgers ✓ and about going to a movie. ✓</p>	1		2	
		1			
7.2	<p><b>Account for Asa's facial expression when Kenzo is introduced to her.</b></p> <ul style="list-style-type: none"> <li>• Asa's facial expression shows interests when she looks at Kenzo.</li> <li>• Asa's facial expression lightens up.</li> <li>• Asa's facial expression shows admiration towards Kenzo.</li> </ul> <p><i>Accept any TWO of the above or similar responses. ✓✓</i></p>	1		2	
		1			
7.3	<p><b>With reference to the story as a whole, discuss how peer pressure influenced Asa's character.</b></p> <p>Asa is pressurised by Mandisa because Mandisa is her cousin hence she cannot argue with Mandisa.</p> <ul style="list-style-type: none"> <li>• Asa does not make her own decisions. She does what Mandisa tells her to do. This results in Asa doing things that are different to her character and put her in dangerous situations.</li> <li>• Mandisa insists Asa to put on more lipstick. This peer pressure resulted in Asa changing her character.</li> <li>• When Mandisa instructs Asa <b>not</b> to inform Asa's father about their whereabouts, Asa is pressurised to follow her instructions, again, Asa character changes.</li> <li>• When Mandisa, Sim and Kenzo discuss about their plans of buying burgers and going to a movie that has age restrictions without subtitles, Asa is pressured to watch a movie with Kenzo. She does not normally do things this way. This causes her character to change.</li> </ul> <p><i>Accept any THREE of the above or similar responses. ✓✓✓</i></p>	1		3	
		1			
		1			

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7.4	<p><b>Why doesn't Asa argue with Mandisa after this extract?</b></p> <p>The reasons why Asa does not argue with Mandisa are because:</p> <ul style="list-style-type: none"> <li>• Asa is younger than Mandisa and she respects her.</li> <li>• Asa is a timid person and does not want to be involved in arguments.</li> <li>• Asa values her relationship with Mandisa and does not want to ruin it.</li> <li>• Asa and Mandisa are family therefore Asa does not want to destroy their bond.</li> </ul> <p><i>Accept any THREE of the above or similar responses. ✓✓✓</i></p>	1  1  1		3	
7.5	<p><b>Do you empathise with Asa excluded by hearing people in the extract? Motivate your answer.</b></p> <p>Yes I do, because:</p> <ul style="list-style-type: none"> <li>• They are making plans that include her but they do not ask her if she agrees.</li> <li>• They are using spoken language and they are well aware that she is Deaf and do not try to include her in their conversation.</li> <li>• Mandisa is aware that they are making decisions for Asa which goes against the way she is brought up by her parents.</li> </ul> <p><i>Accept THREE of the above or similar responses. ✓✓✓</i></p> <p>No I do not, because:</p> <ul style="list-style-type: none"> <li>• Asa is not a child and can communicate herself. She can put extra effort into participating in the conversation.</li> <li>• Asa could have asked her cousin to interpret for her as she should have known some sign language.</li> <li>• Being Deaf does not mean that she must be submissive to hearing people. She should have stood up for herself.</li> </ul> <p><i>Accept THREE of the above or similar responses. ✓✓✓</i></p>	1       1		3	

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**[EXTRACT B: 10:07–10:36]**

7.6	<p><b>Give THREE questions that Asa anticipates her father would ask her?</b></p> <ul style="list-style-type: none"> <li>• Where is your cousin?</li> <li>• How did you get to the movies?</li> <li>• Why are you alone at night?</li> <li>• Why are you not at your friend's house?</li> </ul> <p><i>Accept any THREE of the above or similar responses. ✓✓✓</i></p>	1		3	
		1			
		1			
		1			
7.7	<p><b>Account for Asa's father's emotional state in this extract.</b></p> <ul style="list-style-type: none"> <li>• Asa's father frowns to express his anger.</li> <li>• Asa's father walks up to her showing that he is shocked/upset/furious.</li> <li>• However, Asa's father controls his emotions well after seeing Asa's emotional state.</li> </ul> <p><i>Accept any THREE of the above or similar responses. ✓✓✓</i></p>	1		3	
		1			
		1			
		1			
7.8	<p><b>Discuss why the stranger shows concerns towards Asa?</b></p> <ul style="list-style-type: none"> <li>• The stranger shows concern because Asa vomits and is in a frantic state of mind.</li> <li>• The stranger is a woman and she understands that today women in that state might need protection/help.</li> <li>• The stranger observes that Asa is alone as she is very upset therefore, her motherly intuition is to console Asa in her time of need.</li> <li>• The stranger as a parent with her own daughter sympathises with Asa and waits with her outside to make sure that Asa is safe.</li> </ul> <p><i>Accept any THREE of the above or similar responses. ✓✓✓</i></p>	1		3	
		1			
		1			
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7.9	<p><b>How does Asa's self-reflection at the end of the story link to the title?</b></p> <p>The <b>title</b> of the story is Asa Stands Up for herself, which on its own gives a sense of taking back control and power.</p> <ul style="list-style-type: none"> <li>• Asa reminds herself that she is safe at home, her body is hers and her body is private, meaning that no one has the right to her body, no one should touch her body without her permission.</li> <li>• Asa decides that if Mandisa ever asks her to go out with her again that she will refuse. This highlights that Asa is taking back control and standing up for herself just as the title says, and realises that Mandisa is not a trustworthy person.</li> <li>• Asa concludes by saying that she is now a strong-willed/assertive person and will not be submissive again. This links to the title of the story in that Asa learns to stand up for herself.</li> </ul> <p><i>Accept ONE mark for the title explanation and any TWO for the self-reflection. ✓✓✓</i></p>	1	1	1	3	
<b>TOTAL FOR QUESTION 7</b>					<b>[25]</b>	

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## QUESTION 8: LONGER STORY – ESSAY QUESTION

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

**Albertina lives a life of oppressions and hardships during apartheid era.**

**Critically discuss how her childhood character traits help her become a freedom fighter.**

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

- Use the following points, amongst 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 29 to assess this question.**

### INTRODUCTION

Albertina Sisulu is a unique and powerful charismatic woman who had the integrity to stand up for her beliefs despite many challenges. Albertina Sisulu suffers many hardships in a system that was against her, but many of her childhood character traits helped her to overcome her hardships and makes her a supportive wife for Walter.

### BODY

Nontsikelelo is very hardworking. She carries that same responsibility of family commitment from a very early age. She helps with the vegetable garden, attends to the housework and takes care of her younger siblings. Nontsikelelo is a very strong and confident girl. Her character traits show that she is able to play the role of a mother and her character traits has developed into a powerful freedom fighter.

Ntsiki is not submissive and she is very brave. Ntsiki's traditional name is violated and is forced to choose an English name. Ntsiki questions the priest's reason for changing her traditional name. Thus, she shows that she has a bold character that questions authority. This helps her fight against the oppressive apartheid during her struggles.

Albertina is determined and confident because she is a good student with leadership qualities as she is chosen as head girl. Despite her poverty, she studies with a burning candle. This does not deteriorate her strong-willed character. This makes her a bold character which she is able to use in support Walter in his freedom fights.

Albertina's perseverance develops when she endures hardships as she wakes up early to bath with cold water and clean the dormitory; the porridge and stew that she ate are tasteless. Regardless of the difficult conditions, she is determined to achieve her goals and the uncomfortable situation does not weaken her. When Walter is arrested, her vulnerability does not prevent her from fighting against apartheid.

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Albertina is sacrificial because during the school holidays she has to work in the church as part of the scholarship agreement, she cleans and works in the garden. She does not live a normal life; her youth is deprived and she has to work during her young age which proves that Albertina is a courageous woman who endured imprisonment several times while protesting against apartheid.

### **CONCLUSION**

During Albertina's childhood, she endures many struggles which she tries to overcome against all odds. Hence, she is able to be a freedom fighter at a later stage when she marries Walter Sisulu. Albertina is a powerful strong role model for all women and men in South Africa as she leads women in a march through Pretoria, protesting against the carrying of a 'dompass' and sings a song: 'You strike a woman, you strike a rock!'. This character trait of persistence developed from her childhood experiences.

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

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

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

**[EXTRACT C: 05:00–05:32]**

No.	Criteria	Maximum Mark		Candidate Mark	
9.1	<p><b>Which THREE names is Nontsikelelo not happy with in the extract.</b></p> <p>Nontsikelelo is unhappy with the following names:</p> <ul style="list-style-type: none"> <li>• Adah ✓</li> <li>• Agnes ✓</li> <li>• Annah ✓</li> </ul> <p><i>Spelling must be correct.</i></p>	1	1	3	
9.2	<p><b>Account for Nontsikelelo's reaction when asked to choose an English name.</b></p> <ul style="list-style-type: none"> <li>• Nontsikelelo says that her name is <b>fine</b> ✓</li> <li>• Nontsikelelo <b>likes</b> her name ✓</li> <li>• Nontsikelelo <b>questions</b> the reason for a new name ✓</li> </ul>	1	1	3	
9.3	<p><b>Discuss the importance of family for Nontsikelelo. Refer to the story as a whole.</b></p> <p>Since her childhood Nontsikelelo takes care of her siblings well because she values her family and this teaches her responsibility. She helps with the vegetable garden, attends to the housework. When she is away to Catholic school she is very concerned about her siblings which shows that her family is important. This caring attitude and responsibility are seen in her as mother of her own children where she wants them to have the best in life.</p> <p><i>Accept the above or similar responses. ✓✓✓</i> <i>Consider the depth of the explanation.</i></p>	1	1	3	

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9.4	<p><b>Explain why the priest frowns at Nontsikelelo in the extract.</b></p> <p>The priest as a person of authority does not appreciate being questioned by a young child. He feels offended by the young child that enquires his decision of changing her name. The priest does not expect that a six-year-old child can question his authority.</p> <p><i>Accept the above or similar responses. ✓✓✓</i></p>	1	1	1	3	
9.5	<p><b>Do you empathise that Nontsikelelo being told that she was too old to receive the bursary? Motivate your answer.</b></p> <p><b>Yes I do, because:</b></p> <ul style="list-style-type: none"> <li>• Nontsikelelo comes from a poor family who could not contribute to her education.</li> <li>• Nontsikelelo lives in an era where education opportunity is limited for her to attend.</li> <li>• Since birth, Nontsikelelo lives on a farm where education might not be an important priority.</li> <li>• Nontsikelelo is denied the scholarship bursary which she deserved and worked hard for.</li> </ul> <p><i>Accept any THREE of the above or similar responses. ✓✓✓</i></p> <p>Although 'NO' is an unlikely response, credit any valid answers.</p>	1	1	1	3	
9.6	<p><b>Discuss why Albertina decided to become a nurse.</b></p> <ul style="list-style-type: none"> <li>• Albertina's mother was an inspiration for Albertina therefore Albertina is compassionate and she wants to be an inspiration towards other people.</li> <li>• Albertina is a very caring and loving person since her childhood.</li> <li>• Albertina looked after her siblings from a young age.</li> <li>• Since Albertina's young age, she is a very hardworking person and she does not fear any challenges.</li> <li>• Albertina loves her siblings hence she wants to care for babies in the hospital.</li> </ul> <p><i>Accept any THREE of the above or similar responses. ✓✓</i></p>	1	1	1	3	

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**[EXTRACT D: 12:00–12:32]**

9.7	<p><b>Describe Albertina's attitude about her work in the hospital.</b></p> <p>Albertina is <b>proud</b> of working in the hospital because she makes sure that her uniform is white and new and she is <b>caaring</b> and loves to look after the babies.</p> <p><i>Accept any similar response. ✓✓</i></p>	1			2	
		1				
9.8	<p><b>List Albertina's duties at the hospital.</b></p> <p>In the hospital:</p> <ul style="list-style-type: none"> <li>• Albertina attends to patients.</li> <li>• Albertina cleans their wounds.</li> <li>• Albertina gently assists old people to walk with them to their beds.</li> <li>• Albertina carries sick babies when they cry.</li> </ul> <p><i>Accept any TWO of the above or similar responses. ✓✓</i></p>	1			2	
		1				
9.9	<p><b>'Albertina sends money home as sacrificial act.'</b> <b>Discuss this statement.</b></p> <p>It is a sacrificial act because:</p> <ul style="list-style-type: none"> <li>• Albertina knows the financial status of her family so she needs to support her family financially.</li> <li>• Albertina's family live in the rural area and they depend on her mother's garden for food therefore it is important for Albertina to send money for the livelihood of her family.</li> <li>• Albertina has to save money in order to send home, and does not attend parties like other ladies of her same age. This shows that she is denying her own entertainment in favour of her family.</li> <li>• Albertina sends money to her family is not only sacrificial but it is her responsibility to look after her siblings.</li> </ul> <p><i>Accept any THREE of the above or similar responses. ✓✓✓</i></p>	1			3	
		1				
		1				
	<b>TOTAL FOR QUESTION 8</b>				<b>[25]</b>	
	<b>TOTAL SECTION B:</b>				<b>[25]</b>	

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## SECTION C: DRAMA

### QUESTION 10: DRAMA – ESSAY QUESTION

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

**Kim lives a life of poverty and hardships.**

**Critically discuss how the above statement has an impact on the character development of Kim throughout her first year of university.**

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

- Below is the basis for answering this essay. Use the following as a guideline only. However, also allow for answers that are different, original and show evidence of critical thought and interpretation.
- A range of examples may be used by the candidates to support their arguments.
- **Refer to the rubric on page 30 to assess this question.**

### INTRODUCTION

Dynamic and round characters are known for their complexity. However, there are clear differences between these two terms. Dynamic characters go through changes of the personality based on events encountered, and round characters are complex in the sense that their personalities are comprised of many dimensions like an actual person. Therefore, Kim is a dynamic and round character whose life has been influenced by various incidents. Kim is a poor Deaf girl who isolates herself from other peers because of her difficult financial situation. In an agitated way she expresses her feelings and accepts help from Amy.

### BODY

Kim is probably aware that Tarone and Veronique have never experienced the train as a mode of transport. Although the train is cheap, it is still expensive for Kim. She is embarrassed about her poverty and does not reveal this to her friends. Kim eventually discloses her situation. She speaks about her poverty and suffering to Amy and eventually realises that other students also need assistance and must support one another.

Kim is not interested in the conversation and brushes Amy off when Amy tries to assist her however, Kim reacts for the first time and she tells Amy that no one really cares about her. Kim eventually expresses her frustrations.

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Kim's facial expression and body language shows the weight of being burdened by her difficult conditions which influence her personality and character. She is stubborn and refuses to share her difficulties with her Deaf lecturer who shows interest in her well-being and education. Kim finally admits to Amy that she needs money to go to the coffee shops where the students do their group-work. Kim confesses that they forget that she has a bursary and she receives a small amount of money. Now that her grandmother has passed away she has lost her financial support and no one cares about that. Kim expresses her bitter feeling but eventually accepts help from the social workers and receives a voucher to help her buy basic needs.

Kim's loneliness makes her feel overwhelmed by the death of her grandmother. She neglects her own sense of hygiene resulting in a bad odour. When Amy advises Kim to approach the university's counsellor for assistance, Kim pours out her frustration about the students, staff members and lecturers who cannot sign. She questions how she is supposed to communicate her poverty and hardship in her tone of anger. However Amy manages to convince Kim about the assistance that the university provides and at this stage Kim abandons her old self and transforms to being emotionally expressive.

Tarone and Veronique come from wealthy backgrounds and do not hesitate to criticise those who are less fortunate. This makes Kim uncomfortable and she feels inferior. Kim eventually admits to Tarone and Veronique that for many months she struggles to pass and cope with her studies. Kim transforms to being more open about her struggles. Kim realises that she only can get support if she is open and honest about her status in life.

## CONCLUSION

Kim realises that she cannot endure her suffering alone nor continue to isolate herself in her lonely world. Kim eventually becomes expressive and confides her misfortune to others. Subconsciously she realises that she needs to speak about her frustrations as human beings need others for support. Poverty can ruin one's life however, one can overcome by seeking assistance and expressing feelings of despair. This shows that Kim progresses over time and changes by becoming an expressive person and she is not an embarrassed person anymore to emphasise her dynamic and round character.

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



EXAMINATION NUMBER														
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**QUESTION 11: DRAMA – CONTEXTUAL QUESTION**

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

**[EXTRACT E: 05:26–06:26]**

No.	Criteria	Maximum Mark			Candidate Mark
11.1	<p><b>What TWO activities was Kim involved in when she was away from class.</b></p> <ul style="list-style-type: none"> <li>• Kim assists her grandmother with packing all her items in order to move out of the house.</li> <li>• Kim helps her grandmother to move to an old aged home.</li> <li>• Kim assists her grandmother by selling her items which are not used so that she can pay for an old aged home which is expensive.</li> </ul> <p><i>Accept any TWO of the above or similar responses. ✓✓</i></p>	1		2	
11.2	<p><b>Account for Kim's relationship with Tarone and Veronique. Refer to the whole drama.</b></p> <p>Relationship is bad because:</p> <ul style="list-style-type: none"> <li>• Kim, Tarone and Veronique are only Deaf students at the university, therefore they are connected to one another because of their Deafness.</li> <li>• Tarone and Veronique are not supportive of Kim and they do not understand her background. She is poor and they are rich.</li> <li>• Tarone and Veronique come from a family with both parents. Kim has only grandmother and she feels uncomfortable because she does not fit into a traditional family.</li> </ul> <p><i>Accept THREE of the above or similar responses. ✓✓✓</i></p>	1		3	
11.3	<p><b>Discuss how social injustices affect Kim in the drama. Refer to the drama as a whole.</b></p> <p>Kim feels inadequate and not on the same social level as her fellow students. She does not want to socialise with them which leads to her not having friends and live a lonely/isolated life. Her self-esteem is low because of social injustices. Tarone and Veronique are very wealthy and privileged therefore, they are unable to understand the effects of poverty hence the social injustices that occurs in the drama are highlighted.</p> <p><i>Accept the above or similar responses. ✓✓✓</i></p>	1		3	

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11.4	<p><b>Why is the lecturer concerned about Kim's education in this extract?</b></p> <ul style="list-style-type: none"> <li>• The lecturer is a Deaf person at the university and is able to communicate with Kim without an interpreter. She is concerned when she sees Kim's marks decline and tries to find out what the problem is.</li> <li>• The lecturer is worried as Kim does not attend class and group studies as before and might fail.</li> <li>• The lecturer is worried as she senses that Kim has problems.</li> </ul> <p><i>Accept any THREE of the above or similar responses. ✓✓✓</i></p>	1		3	
11.5	<p><b>Do you sympathise with Kim's situation? Motivate your answer.</b></p> <p>Yes I do, because:</p> <ul style="list-style-type: none"> <li>• Kim is a poor young Deaf girl who is surrounded by rich young Deaf peers.</li> <li>• Kim depends on her grandmother for living expenses but her grandmother only receives a pension.</li> <li>• Kim has a reserved character and does not share her problems with anyone as she repeatedly refuses to express her difficult and unfortunate situation.</li> <li>• Kim is a caring person as she buys an expensive train ticket to visit her grandmother. When her grandmother becomes ill she leaves university classes for a week to care for her.</li> </ul> <p><i>Accept any THREE of the above or similar responses. ✓✓✓</i></p> <p>No I do not, because:</p> <ul style="list-style-type: none"> <li>• Kim decides to be isolated although her Deaf lecturer tries to encourage her to attend class and group studies as she did before. She is willing to talk to Kim at any time as she senses that Kim has problems.</li> <li>• Kim is not the only poor Deaf person in the world, therefore, there is no excuse for her failing class and isolation.</li> <li>• Kim is an adult and is fortunate to be receiving a bursary, rather than a loan, which means she should not be intimidated when Tarone boast about his big house.</li> </ul> <p><i>Accept THREE of the above or similar responses. ✓✓✓</i></p>	1		3	

<b>EXAMINATION NUMBER</b>																			
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**[EXTRACT F: 12:59–14:02]**

11.6	<p><b>What kinds of assistance did Kim receive at the university?</b></p> <p>Kim receives psychological/social support at the university. ✓                  She receives vouchers to buy her basic needs. ✓</p>	1 1		2	
11.7	<p><b>Account for Tarone's defensive response to Veronique.</b></p> <p>Tarone told Veronique that he</p> <ul style="list-style-type: none"> <li>• Invited Kim to go to a club with him but she declined.</li> <li>• Invited Kim to have coffee with him and his sister.</li> <li>• Invited Kim to spend a long weekend in Hermanus.</li> </ul> <p><i>Accept any TWO of the above or similar responses. ✓✓</i></p>	1 1		2	
11.8	<p><b>Explain what Tarone meant by this closing statement in the end of the extract.</b></p> <p>Tarone's closing statement: 'sometimes you win and sometimes not'.</p> <p>Tarone's closing statement means that since he could not win Kim's attention as he hopes, he has lost Kim in his life.</p> <p><i>Accept the above or similar responses. ✓✓</i></p>	1 1		2	
11.9	<p><b>Explain Veronique's attitude towards Kim in this extract.</b></p> <ul style="list-style-type: none"> <li>• Veronique's attitude changed (positively) when she regrets that she was not supportive towards Kim.</li> <li>• Veronique realizes that she is not sympathetic towards Kim.</li> </ul> <p><i>Accept TWO of the above or similar responses. ✓✓</i></p>	1 1		2	

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11.10	<p><b>Refer to EXTRACT E and EXTRACT F. Critically evaluate how Kim's character develops in the drama.</b></p> <p>Kim is a <b>dynamic</b> character because she changes while facing difficulties throughout the drama: ✓</p> <p><b>In EXTRACT E:</b></p> <ul style="list-style-type: none"> <li>• Kim is unable to pay for her own university fees and basic needs because of her financial difficulties. However, with a bursary fund she is able to study at the university and with the assistance of her grandmother's pension fund she can buy her basic needs.</li> <li>• In a frantic way, Kim expresses that her financial status frustrates her as she is unable to buy the text books. Amy advised that Kim can get the text books from the library for studying.</li> <li>• Kim is a secretive person and she does not allow people to question about her life, whenever Tarone asks her about her mother's support. She does not respond and walks away. This question makes her feel inadequate as she feels that she is not part of a family. However, later in the drama, Kim admits to Tarone about how she struggled over the year and she was able to overcome through the help of a friend.</li> </ul> <p><b>In EXTRACT F:</b></p> <ul style="list-style-type: none"> <li>• With the death of Kims' grandmother, Kim is devastated and becomes isolated. She neglects herself and her hygiene starts to deteriorate. When Amy tries to help Kim, she is not interested in the conversation and brushes Amy off. However, Amy influences Kim to express her frustrations and eventually Kim accepts Amy's advice. They become friends at a later stage.</li> <li>• Kim's neglects herself and her physical appearance affects other students because of the bad smell. Amy still approaches Kim and advises her to get help from the university's psychologist and social worker. When Kim accepts Amy's advices and starts to speak out her grievances, she transforms and becomes a better and beautiful woman who looks happier and is able to focus on her studies.</li> </ul> <p><i>Give ONE mark for each evaluation in extract A and B ✓✓</i></p>	1		1		1		3	
	<b>TOTAL FOR QUESTION 11</b>							<b>[25]</b>	
								<b>[25]</b>	
								<b>[80]</b>	

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

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

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

<b>EXAMINATION NUMBER</b>																			
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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>1–3</b>		
Interpretation of topic. Depth of argument, justification and grasp of text.  <b>15 MARKS</b>	<ul style="list-style-type: none"> <li>- Outstanding response: 14-15</li> <li>- Excellent response: 12-13</li> <li>- In-depth interpretation of topic</li> <li>- Range of striking arguments extensively supported from text</li> <li>- Excellent understanding of genre and text</li> </ul>	<ul style="list-style-type: none"> <li>- Shows understanding and has interpreted topic well</li> <li>- Fairly detailed response</li> <li>- Some sound arguments given, but not all of them as well motivated as they could be</li> <li>- Understanding of genre and text evident</li> </ul>	<ul style="list-style-type: none"> <li>- Mediocre interpretation of topic; not all aspects explored in detail</li> <li>- Some good points in support of topic</li> <li>- Some arguments supported, but evidence is not always convincing</li> <li>- Partial understanding of genre and text</li> </ul>	<ul style="list-style-type: none"> <li>- Scant interpretation of topic; hardly any aspects explored in detail</li> <li>- Few points in support of topic</li> <li>- Very little relevant argument</li> <li>- Little understanding of genre and text</li> </ul>	<ul style="list-style-type: none"> <li>- Very little understanding of the topic</li> <li>- Weak attempt to answer the question.</li> <li>- Arguments not convincing</li> <li>- Learner has not come to grips with genre or text</li> <li>- Re-telling of the story</li> <li>- Off topic</li> </ul>	<b>15</b>	
<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>		
Structure, logical flow and presentation. SASL structure and presentation style used in the essay  <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 in 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 in 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 in 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>- Very strong spoken language influence</li> <li>- Poor fluency in signing</li> </ul>	<b>10</b>	
					<b>Total</b>	<b>[25]</b>	

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

**SECTION C: ASSESSMENT RUBRIC FOR LITERARY ESSAY: DRAMA (25)**

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate	Maximum Mark	Candidate Mark
<b>CONTENT</b>  Interpretation of topic. Depth of argument, justification and grasp of text.  <b>15 MARKS</b>	<b>12–15</b>  - Outstanding response: 14-15 - Excellent response: 12-13 - In-depth interpretation of topic - Range of striking arguments extensively supported from text - Excellent understanding of genre and text	<b>9–11</b>  - Shows understanding and has interpreted topic well - Fairly detailed response - Some sound arguments given, but not all of them as well motivated as they could be - Understanding of genre and text evident	<b>6–8</b>  - Mediocre interpretation of topic; not all aspects explored in detail - Some good points in support of topic - Some arguments supported, but evidence is not always convincing - Partial understanding of genre and text	<b>4–5</b>  - Scant interpretation of topic; hardly any aspects explored in detail - Few points in support of topic - Very little relevant argument - Little understanding of genre and text	<b>0–3</b>  - Very little understanding of the topic - Weak attempt to answer the question. - Arguments not convincing - Learner has not come to grips with genre or text - Re-telling of the drama - Off topic	<b>15</b>	
<b>STRUCTURE AND LANGUAGE</b>  Structure, logical flow and presentation. SASL structure and presentation style used in the essay  <b>10 MARKS</b>	<b>8–10</b>  - Coherent structure - Excellent introduction and conclusion - Arguments well-structured and clearly developed - Correct SASL Structure Use, exceptional presentation - No spoken language influence - Exceptional fluency in signing	<b>6–7</b>  - Clear structure & logical flow of argument - Introduction & conclusion & other chunks coherently organised - Logical flow of argument - Error-free SASL structure and skilful presentation style - Minimal spoken language influence - Good fluency of signing	<b>4–5</b>  - Some evidence of structure - Logic and coherence apparent, but flawed - Minor SASL Structural errors, mostly appropriate presentation style. - Chunking mostly correct - Substantial spoken language influence - Adequate fluency of signing	<b>2–3</b>  - Structure shows faulty planning. - Arguments not logically arranged - SASL structural errors evident - Inappropriate presentation style - Chunking faulty - Strong spoken language influence - Limited fluency of signing	<b>0–1</b>  - Lack of planned structure impedes flow of argument - Serious SASL structural errors evident - Incorrect presentation style - Chunking faulty - Strong spoken language influence - Poor fluency of signing	<b>10</b>	
<b>MARK RANGE</b>	<b>20–25</b>	<b>15–19</b>	<b>10–14</b>	<b>5–9</b>	<b>0–4</b>	<b>[25]</b>	