basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS

SOUTH AFRICAN SIGN LANGUAGE HOME LANGUAGE P2

MAY/JUNE 2026

MARKING GUIDELINES

MARKS: 80

CENTRE NUMBER							

FINAL MARK	

EXAMINATION 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 29 pages.

Copyright reserved

EXAMINATION 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 signed number and corresponding 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 NUMBER													

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 26 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

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 and exaggerated non-manual features 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]

EXAMINATION NUMBER													

QUESTION 2: POETRY – CONTEXTUAL QUESTION

'THE ROSEBUSH' by Ella Mae Lentz

No.	Criteria	Maximum Mark			Candidate Mark
2.1	**How does the poet in this clip influence the viewer's feelings towards the Rosebush?** 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. *Accept the above or similar responses.* ✓✓	1 1		2	
2.2	**What transpired in the clip?** • The man walks in angrily as he sees the different colourful roses. • The man dislikes the colourful roses, because he says that he does not like beautiful roses and he wants the land to be plain/boring. *Accept the above or similar responses.* ✓✓	1 1		2	
2.3	**Identify the theme and discuss the effectiveness of the signing to support this theme.** The theme **growth/resilience** is effective because: ✓ • 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. • 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. • 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. *Give ONE mark for correct theme AND* *Accept any TWO of the above or similar responses.* ✓✓	1 1 1		3	

EXAMINATION NUMBER													

2.4	**The concluding stanza offers two options for human behaviour.** **Justify why you think ONE option would be better than the other.** In option ONE: • The poet creates **positivity** 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. ✓ In option TWO: • The poet creates **negativity** 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. ✓ 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. ✓ *Accept the above or similar responses.* *Give ONE mark for the chosen option AND give ONE mark for justification.*	1 1 1		3	
	TOTAL QUESTION 2			**[10]**	

EXAMINATION NUMBER													

QUESTION 3: POETRY – CONTEXTUAL QUESTION

'EVOLUTION OF COMMUNICATION' by Ian Sanborn

No.	Criteria	Maximum Mark			Candidate Mark
3.1	**Identify the tone created in this clip and give evidence.** The tone of despair/despondency ✓is created as he sits down, leaning on his arm and watches from a distance. ✓ OR The tone is negative with no emotions✓as he watches people moving around and talking/communicating with one another. ✓	1 1 OR 1 1		2	
3.2	**What transpired in the clip?** • The poet tries to communicate using sign language however the people he meets communicate in spoken language to him. • The poet tries to communicate through writing but the people just ignore him and walkaway. *Accept the above or similar responses*. ✓✓	1 1		2	
3.3	**Discuss the metaphor of the 'door' in the context of the poem.** • 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. • 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. • 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. • The last door transports the poet to an outdoor setting which suggests freedom of movement as well as endless possibilities. *Accept any THREE of the above or similar responses*. ✓✓✓	1 1 1		3	

EXAMINATION NUMBER													

3.4	**Justify the poet's use of different signing space seen throughout the poem.** The poet's use of signing space changes throughout the poem: 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. 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. Finally, at the end of the poem we see the poet with completely outstretched arms as he happily claims his full space. *Consider the depth of the answer.* ✓✓✓	1 1 1		3	
	TOTAL QUESTION 3			**[10]**	

EXAMINATION NUMBER													

QUESTION 4: POETRY - CONTEXTUAL QUESTION

'SOWETO, JUNE 16th' by Modiegi Moime

No.	Criteria	Maximum Mark			Candidate Mark
4.1	**How does the poet establish the initial mood of the poem in this clip?** The poet establishes the initial mood by: • Signing with slow drastic movements indicating fear. ✓ • Moving her large eyes side to side to express suspicion. ✓	1 1		2	
4.2	**What is happening in the clip?** • Learners walk into the class to learn but they look angry because they don't understand what they are reading/ language. ✓ • When learners ask each other they shake their heads to indicate that they are not accepting of this language/education. ✓	1 1		2	
4.3	**Discuss the effectiveness of the slow pace in this clip.** The slow pace is effective because: • It shows the sad loss/death of one of their comrades, a fellow learner. • It intensifies the feeling of disbelief as the learners pick up the lifeless/dead body of their classmate. • It emphasises the climax of the poem. *Accept THREE of the above or similar responses.* ✓✓✓	1 1 1		3	
4.4	**The concluding stanza indicates a sense of triumph. Justify its significance.** The concluding stanza indicate a sense of triumph because the learner fought against an unfair and unjust education system. They did not accept the language policy that was enforced onto them. They stood up/died for their rights and conquered. The stanza concludes with learners that are joyful/happy who are now able to read and understand what they are being taught in class. This shows triumph over an oppressive system. *Accept the above or similar responses.* ✓✓✓ *Consider the depth of the response.*	1 1 1		3	
	TOTAL QUESTION 4			**[10]**	

EXAMINATION NUMBER													

QUESTION 5: CONTEXTUAL QUESTIONS – UNSEEN POETRY

'BRAINWAVES' by Tamsin Thomas

No.	Criteria	Maximum Mark			Candidate Mark
5.1	**What are the TWO challenging situations that the poet encounters?** • The poet breaks up with her romantic partner. • The poet fails from achieving her goals. • The poet quarrels and argues with another person. *Accept any TWO of the above or similar responses.* ✓✓	1 1		2	
5.2	**What is happening in the clip?** • The poet struggles to come to terms with what is happening to her. She looks trapped in her own thoughts. • The poet appears to be imprisoned because of her thoughts. *Accept the TWO of the above or similar responses.* ✓✓	1 1		2	
5.3	**With reference to signing space, close and away from the signer, discuss how this links to her moods.** **At the beginning,** 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. **Towards the ending** 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. **Finally, at the end** 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. *Accept the above or similar responses.* ✓✓✓	1 1 1		3	

EXAMINATION NUMBER													

5.4	**Why do you think the poet emphasises contrast in the poem?** Contrast is shown in the beginning when the poet struggles to understand what is happening to her. She feels imprisoned because of her stubborn 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. *Accept the above or similar responses.* ✓✓✓	1 1 1		3	
	TOTAL QUESTION 5			**[10]**	
	TOTAL SECTION A:			**[30]**	

EXAMINATION NUMBER													

SECTION B: LONGER STORY

QUESTION 6: LONGER STORY – ESSAY QUESTION

'ASA STANDS UP FOR HERSELF' by University of Stellenbosch

With close reference to the story, the main character is pressurised by her cousin to disobey her father.

Critically discuss the build-up of tension in the main character that led to the climax scene.

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 27 to assess this question.**

INTRODUCTION

'Asa stands up for Herself' is the story of sexual harassment and peer pressure. Asa is Deaf and submissive. Asa is a naïve young girl who trusts her cousin Mandisa. Mandisa is not deaf. Mandisa pressures Asa to obey her and at the same time disobey her father. In this way Mandisa uses Asa for her own benefit. The climax happens in the movie theatre when Kenzo refuses to stop touching Asa inappropriately even when she tells him to stop.

BODY/ARGUMENT

Asa is unaware that Mandisa lied to her parents by telling them that she and Asa are visiting a friend. Asa trusts Mandisa and agrees to go out with her and two older boys although it makes her uncomfortable. Mandisa's selfish motive leads to traumatic climax of this story. Asa is uncomfortable with Mandisa's decision to go out with Sim therefore; Asa wants to inform her father about it. However, Asa is pressurised by Mandisa not to tell her father. Asa's submissiveness leads to the build-up of tension leading to the climax.

In the car, Asa is not included in the conversations with Kenzo, Mandisa, and Sim because she cannot lip-read them. Asa should have asked Mandisa to share their plans with her. However, Asa passively goes along with what they have decide even though she felt excluded and worried. Mandisa, Kenzo and Sim decided to go to a restaurant to buy burgers and watch a movie. Asa wants to refuse to join Kenzo to watch the movie because of the age restriction is 18 years. However, Asa's submissive nature prevents her from openly disagreeing with Mandisa although she feels uncomfortable. She wants to avoid conflict and remains quiet. She hides her stress and inner conflict of wanting to please her peers rather than obeying her father's rules.

Mandisa admits that Kenzo is a drug addict and that he is older, this admission leads to further tension in the story. However, Asa reluctantly goes with Kenzo. When Kenzo

EXAMINATION NUMBER													

insisted on paying for their meals, Asa recalls what she learned from her teacher and parents, she becomes stressed and wonders if Kenzo would want something in return since he paid for the meal. This is because she was warned that if a boy buys something for a girl, he expects something from her in return. As a result of Asa lack of assertiveness towards Mandisa and Kenzo, her accepting and passive behaviour leads to the tension and the climax of the story at the movie.

Asa was unaware of Kenzo's hidden agenda in the movie theatre. In the movie theatre, Kenzo touches Asa inappropriately. Asa pushes Kenzo's hand away a couple of times. His actions again make her uncomfortable and upset. When he does not stop touching her, she screams, but he closes her mouth with his hand because he does not want her to attract intention. At this stage, Asa is traumatized as she is inexperienced and do not know how to react. At this stage the climax of the story is reached. She escapes by biting his hand and run the bathroom.

The trauma gives Asa the courage to take action by screaming and escaping to the bathroom. She runs away with anger and disgust. She is panic-stricken and fearful after what happened. The event in Asa's life teaches her boundaries and not to trust all people.

CONCLUSION

Asa's submissive nature, and peer pressure resulted in Asa being in a dangerous situation where she faces sexual harassment for the first time and has to go to extreme measures to get away. Asa is naive because she believes she cannot refuse Mandisa as her cousin. Asa is a Deaf person, and there is a communication barrier between her and Mandisa. Asa regrets her disobedience towards her father's instructions and realizes that he wanted to protect her. This event taught Asa a valuable lesson.

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

EXAMINATION NUMBER													

QUESTION 7: LONGER STORY – CONTEXTUAL QUESTIONS

'ASA STANDS UP FOR HERSELF' by University of Stellenbosch

[EXTRACT A: 03:40–04:10]

No.	Criteria	Maximum Mark			Candidate Mark
7.1	**Account for Asa's reaction when seeing Sim with Mandisa.** Asa's reaction is: • **disapproving** of the relationship. • Her facial expression appears to be 'what is going on here' • **sceptical/suspicious** about what is happening. *Accept any TWO of the above or similar responses.* ✓✓	1 1		2	
7.2	**State the impression that is created of Kenzo in this clip.** • That Kenzo is rich and can afford to pay food for all his friends. • That Kenzo is a nice person because he offers to pay for all of them. • That Kenzo wants to impress the girls. • He tries to accommodate Asa by talking to her. *Accept any TWO of the above or similar responses.* ✓✓	1 1		2	
7.3	**In the extract, Kenzo paid for the meal. Does Asa support it?** Asa is reluctant and uncomfortable to allow Kenzo to pay for her food and did not support it. She is wary of possible exploitation. She remembers her teacher taught them about how a boy may expect something in return when they pay for a meal. However, she accepted it and did not insist on paying herself. *Accept the above or similar responses* ✓✓✓	1 1 1		3	
7.4	**Consider the story as a whole, discuss the relationship between Asa and the group.**	1		3	

EXAMINATION NUMBER													

	• It's the first time that Asa goes out with the group as the only Deaf person, so feels excluded. • She only has a relationship with Mandisa who manipulates her. • She is forced to have an unintended relationship with Kenzo whom she met for the first time. The relationship makes Asa uncomfortable. Kenzo however is confident and takes advantage of her. • There was no relationship between Asa and Sim. *Accept any THREE of the above or similar responses.* ✓✓✓	1 1			
7.5	**Comment critically on Asa's internal conflict towards her father.** **Asa experienced internal conflict towards her father because** • she realises that he will question her decisions of going out with Mandisa and that there will be a confrontation, • she is concerned because she asked her father to fetch her which was an unnecessary expense, • she is concerned for Mandisa because her father will tell her parents about the secretive outing. *Accept any THREE of the above or similar responses.* ✓✓✓	1 1 1		3	

[EXTRACT B: 11:02–11:32]

7.6	**Briefly explain the incident that led to Asa's deep self-reflection in this extract.** Asa's deep self-reflection is a result of being abandoned by her cousin Mandisa, who left her with Kenzo in a vulnerable situation. This led to her being victimised/sexually harassed by Kenzo. *Accept the above or similar responses.* ✓✓	1 1		2	
7.7	**From the extract, what conclusions did Asa come to?** • Asa is aware that her parents will have a serious discussion about what transpired. • Asa is home and in a safe space. She knows that her body is her own and private. • Asa has decided that if Mandisa ever asks her to go out with her again, she will refuse. • Asa has now realised that Mandisa is not a responsible person. *Accept any THREE of the above or similar responses.* ✓✓✓	1 1 1		3	

EXAMINATION NUMBER													

7.8	**The signer intended the story to convey important life lesson for teenagers. Discuss.** **The signer's intention is to:** • inspire girls to stand up for their rights when men try to touch them inappropriately; • show Deaf girls that they can scream and fight when they are in a difficult situation. They must not hesitate to make themselves heard; • educate Deaf teenagers that touching/sexual harassment is not acceptable and should be rejected; • encourages Deaf girls that they have the right to be included in conversations and decisions; • motivate young Deaf girls/boys to obey and respect the teachings of their parents and teachers; • encourage boys not to sexual harass girls; • inspire boys to treat girls with respect; • to make boys understand that girls have the right to say 'no' when they feel uncomfortable; • encourage boys to make sure that their date is aware of where they are going and that they are comfortable and that the parents are informed of their whereabouts. *Accept any FOUR of the above or similar response.* ✓✓✓✓	1 1 1 1		4	
7.9	**The mood of the last scene differs dramatically from the rest of the story. Discuss critically.** In the very beginning the mood is one of **excitement** were Mandisa and Asa are preparing for the outing with the boys. However, in the last scene Asa's mood was filled with a sense of **regret** for what happened. There is also a sense of **protection**, **security** and **warmth** as Asa is now in a safe space. *Accept any of the above or similar responses.* ✓✓✓	1 1 1		3	
	TOTAL QUESTION 7			**[25]**	

EXAMINATION NUMBER													

QUESTION 8: LONGER STORY – ESSAY QUESTION

'TOGETHER WE'RE STRONG' by University of Stellenbosch

With close reference to the story, Albertina continues to support her husband and she eventually organize a women's group to protest against oppression.

Critically discuss the consequences that follow the climax in this story.

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 27 to assess this question.**

INTRODUCTION

The climax of the story happened when the police invaded Albertina's house and arrested Walter because he was a freedom fighter. Although Walter was jailed, Albertina continues supporting her husband by organizing a women's group to protest against oppression. Her leadership of the women's group sparked deeper involvement in politics. Albertina is one of the courageous women who stood up for the rights of her community.

BODY/ARGUMENT

Ntsiki was born during apartheid. Ntsiki begins to experience harsh oppressions during the time she received her education. She had to change her name to Albertina. Her experience with difficult situations and her bravery led her to protecting her husband's secret information when the police barged into her house. This is climax of the story.

Albertina married a freedom fighter, and is involved in politics just like her husband. They both shares the same vision for freedom. Albertina is very determined to protect her husband's secret information from the police as she realises that the police were instructed to raid her house for Walter in the climax of the story. After Walters arrest, although she was angry and frustrated, she showed bravery by replanting the flowers as a symbolic gesture of hope. In difficult times Albertina remembered and sang the song she learned from her mother. The song filled her with hope again.

She refused to be oppressed and decided to fight back. The growing flowers inspired her to keep fighting for a better future for her children and community. Albertina remains strong-minded and courageous.

Similarly, her concern for her people in South Africa remains constant, and keep her standing while her husband is in jail. Even though Albertina was arrested many times, she kept her fighting spirit and being brave, fighting for equality and freedom.

EXAMINATION NUMBER													

CONCLUSION

Albertina married a freedom fighter, Walter, who was imprisoned. The raid of their home during the arrest did not discourage Albertina. After the climax of the story, Albertina was even more determined to fight for freedom and equality. This showed in the events she organised to abolish the oppressive system in South Africa.

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

EXAMINATION NUMBER													

QUESTION 9: LONGER STORY – CONTEXTUAL QUESTIONS

'TOGETHER WE'RE STRONG' by University of Stellenbosch

[EXTRACT A: 02:37-03:11]

No.	Criteria	Maximum Mark			Candidate Mark
9.1	**State Nontsikelelo's actions when her siblings needed her attention.** • Nontsikelelo comforts her siblings when they cry/hurt. • Nontsikelelo washes her siblings' clothes and changes the baby's napkin. • Nontsikelelo plays with them and makes them laugh • Nontsikelelo sings a song for her siblings that she learned from her mother. *Accept any TWO of the above or similar responses.* ✓✓	1 1		2	
9.2	**What impression of Nontsikelelo is created in this extract?** The impression of Nontsikelelo is that of a: • Responsible person; • Caregiver; • Mother-figure; • Community leader. *Accept any TWO of the above or similar responses.* ✓✓	1 1		2	
9.3	**Discuss the symbolic significance of Nontsikelelo's name.** Nontsikelelo's name means 'blessing'. Her mother saw her as a 'blessing'. Her name is symbolic because it describes her as a strong and powerful person. Her mother foresees that she will be a strong woman who can demolish apartheid in future and that she is able to fight for her own people in South Africa. *Accept the above or similar responses.* ✓✓✓ **Consider the depth of the explanation.**	1 1 1		3	

EXAMINATION NUMBER													

9.4	**Consider the story as a whole, explain the impact that Betty had on Albertina's life.** • Betty has a good/positive impact on Albertina's life. She encouraged Albertina to enter the competition for the scholarship which is a stepping stone for Albertina's success; • Betty shares the information about competition with Albertina to further her education; • Betty sacrifices her time by supporting and motivating Albertina when they study for the competition to make sure she does her best. • When Albertina is not granted the scholarship because of her age, Betty stood up and reminded the judges of the rules which don't stipulate such condition. *Accept any THREE of the above or similar responses.* ✓✓✓	1 1 1		3	
9.5	**When going to school, Albertina was given a new name. Comment critically on how she overcame her internal conflict.** At first, Albertina is upset that she was forced to take on a new name as she wants to continue with her traditional name because she respects and honours it. She liked the name her parents gave her and does not see the need for a new name. Albertina eventually accepts the new name given to her in order to further her educational opportunities. She respected the people who gave her the name and opened doors for her. *Accept the above or similar responses.* ✓✓✓✓ **Consider the depth of the explanation.**	1 1 1 1		4	

[EXTRACT B: 16:38–17:05]

9.6	**Account for Albertina's emotional response to the event in the extract.**	1		2	

EXAMINATION NUMBER													

	Albertina is shocked and overwhelmed when the police barged into her house. Although she is shocked, she shows resistance and is angry with the police. She shouts at the police because they are rude and damage her garden. *Accept the above or any similar response.*✓✓ **Consider the depth of the explanation.**	1			
9.7	**Explain why the police invaded Albertina and Walter's house.** Walter and Albertina were identified by the police as 'freedom fighters' as they do not accept the oppressive law. The police knew that Walter has secret information and therefore invaded their home. They arrested him to prevent from holding more protests. *Accept the above or any similar response.*✓✓	1 1		2	
9.8	**Discuss the significance of Albertina withholding of Walter's secret information.** • Albertina wanted to protect Walter by withholding his secret information; • She withheld the information to avoid the police to get evidence that would lead to prosecuting him and would result in the police killing him; • By protecting Walter's secret information, Albertina was also protecting other members of the political organisation/freedom fighters of which Walter is also a member; • Albertina withheld Walter's secret information because she supports the political movement against the powerful political system; *Accept any THREE of the above or similar responses.* ✓✓✓	1 1 1		3	
9.9	**Immediately after this extract, Albertina replanted the flowers. Critically discuss the symbolism of this action.** When Albertina replanted the flowers, it symbolises that flowers brings colour, joy, and life. Therefore, it symbolises that Albertina also wanted to bring joy and life in disadvantaged people's lives. The growth of the flowers also symbolised her own sense of hope and courage to persevere This resulted in Albertina organising a women's march in Pretoria against unfair laws. Symbolically, flowers can be replanted and survive. Likewise, Albertina went to prison several times but	1 1 1		4	

EXAMINATION NUMBER													

	continued her struggle, just like the flower did. The plants are a metaphor/symbol for herself to re-grow to gain her strength again and to fight against the oppressive law. *Consider the depth and logic of this answer.* ✓✓✓	1			
	TOTAL QUESTION 8			**[25]**	
	TOTAL SECTION B:			**[25]**	

EXAMINATION NUMBER													

SECTION C: DRAMA

QUESTION 10: DRAMA – ESSAY QUESTION

'LIVING ON THE EDGE' by University of Stellenbosch

With close reference to the drama, the main character changes from a person who is reserved and does not share her problems to a person who is more open about her feelings.

Critically discuss the impact of the main character being reserved in the drama as a whole.

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 28 to assess this question**.

INTRODUCTION

Kim is a Deaf and poor young first-year student and studies BCom Economy, which is paid for by a bursary. She depends on her grandmother for living expenses, and her grandmother only receives a pension. Kim is reserved and does not want to share her problems with anyone and repeatedly refuses to express her difficult and unfortunate situation. By the end of the drama, Kim had learned that it is fine to ask for help.

BODY/ARGUMENT

Tarone notices Kim does not have the prescribed textbook in the lecture room and ignorantly implies that she forgot it. Veronique and Tarone do not understand her nor guide her to get assistance. They are not aware of her financial situation and the impact it has on her studies. Veronique and Tarone had money to spend on leisure activities while Kim could not go to a coffee shop with other students as she had no money to spend on such luxuries.

Kim did not share her relationship with her parents to any of the students. Tarone kept asking her about her mother while Veronique tried to stop him from asking about that very personal topic.

Kim explains that she can only see her grandmother once a semester because the tickets are expensive. Kim tells Tarone and Veronique about her grandmother, who is very ill, and that she went to look after her. Kim still refuses to express her concerns about her sick grandmother, and Kim is unaware that she will be distressed and helpless when her grandmother dies. Kim is an introverted person. Kim stubbornly refuses to express her struggles or concerns. Although she shared some information, it was not enough for the

EXAMINATION NUMBER													

other students to fully understand her financial situation or the responsibility she had with regards to her grandmothers' care and wellbeing.
Kim tells Veronique that her grandmother's health is deteriorating and her grandmother shifts to an old-aged home because of lack of funds. Kim sadly sells her grandmother's books to pay for the old-aged home, which is very expensive. Kim cannot express her concerns about her grandmother's issue and her unfortunate circumstance. Kim's incapability of expressing her tension and frustrations will have a heavy impact on her wellbeing and life.

Later on Kim was approached the lecturer about her poor performance. The lecturer noticed Kim looks tired and looks as if she is carrying a heavy burden. Her facial expression is sad which indicates that she is depressed and worried. Kim feels defeated but still does not share her feelings and talks about her circumstances. Kim refuses to explain her reasons for not attending her classes even though her lecturer is Deaf. Kim isolates herself; and does not share her struggles with anyone in order to protect herself.

Kim was approached by Amy, a hearing student, who eventually guided her to receive assistance from the social worker to assist her with her basic needs. She befriended Kim which gave Kim the friendship she needed to start opening up to people and to reveal the true Kim.

CONCLUSION

In the beginning of the drama, Kim, the main character, was reserved because of the burdens she carried. During the drama, Kim suffered a personal loss, the loss of her grandmother, which resulted in severe poverty, depression and withdrawal from peers and other people. Her health and physical appearance improved after she befriended a caring student who became her friend. She learned that sharing personal obstacles and challenges is needed to become an assertive person that is open about her needs.
.

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

EXAMINATION NUMBER													

QUESTION 11: DRAMA – CONTEXTUAL QUESTION

'LIVING ON THE EDGE' by University of Stellenbosch

[EXTRACT A: 01:28–02:15]

No.	Criteria	Maximum Mark			Candidate Mark
11.1	**Summarise Veronique's response to Tarone about Kim in the extract.** • Veronique argues that Tarone is not compatible with Kim because they have different backgrounds. • Veronique argues that Tarone would prefer to marry a wealthy successful woman. *Accept TWO of the above or similar responses.* ✓✓	1 1		2	
11.2	**What impressions can be made about Veronique from this extract?** • Veronique is **ignorant** because she gossips about Kim that she depends on her grandmother's social grant for her basic needs. • Veronique is **judgemental** towards Kim because she mentions that Kim is poor/low class. *Accept the above or similar responses.* ✓✓	1 1		2	
11.3	**In this extract, Tarone displays his ignorance.** **Do you agree? Discuss.** **Disagree.** • Tarone expresses his confusion when he sees Kim signing. He wonders if she is Deaf or hearing. This means he is interested in knowing more about Kim. • Tarone does not know Kim's background as he is curious when he sees Kim for the first time. • Tarone asks Veronique for information about Kim. He seems interested in Kim even if he does not know her, but Veronique tells him that Kim is not his type. Therefore, Tarone is not ignorant instead he is interested to know Kim. *Accept the above or similar responses.* ✓✓✓ **An 'Agree' response is unlikely. However, treat all responses on their merits.**	1 1 1		3	

EXAMINATION NUMBER													

11.4	**Consider the extract, discuss how Kim developed into a dynamic character.** A **dynamic character** faces trials and tribulations, and takes time to learn from their experiences/mistakes/other characters. The character changes in personality/attitude/worldview over the course of the drama. Kim is a dynamic character because she changed when facing difficulties throughout the drama, such as her lack of finances, grandmother's illness and eventual death of her grandmother. She changes from a person who is secretive and does not share her problems with anyone to a person who accepts help from others. *Accept the above or similar responses.* ✓✓✓ **Consider the depth of the explanation.**	1 1 1		3	
11.5	**Comment on the irony of Amy's role in Kim's life.** Tarone and Veronique are both Deaf and have the ability to communicate well with Kim in Sign Language. However, they are not understanding and empathetic towards Kim. This is ironic. Ironically, it is Amy as a hearing person who is empathetic and supportive towards Kim. Amy uses broken sign language to communicate with Kim in order to assist her. Amy is more persistent and changes Kim's life, not her so-called Deaf friends. *Accept the above or similar responses.* ✓✓✓ **Consider the depth of the explanation.**	1 1 1		3	

[EXTRACT B: 14:00–14:46]

11.6	**Comment on Kim's physical appearance in this extract.** • Kim wears neat, clean clothes; ✓ • Kim's hair is soft well-groomed blonde hair. ✓	1 1		2	
11.7	**Account for Kim's changed state of mind in this extract.** Kim's state of mind shows that she is free from her heavy burdens/family responsibilities. She now has a voucher to buy her basic necessities, she looks happier and she feels she is able to continue with her studies despite the loss of her grandmother. She is now satisfied with her situation. In this	1 1		4	

EXAMINATION NUMBER													

	extract, she had full support from Amy and the university's social worker. Kim was a secretive person and she had the inability to express her struggle with poverty. In this extract, Kim learns to be more expressive about her needs. Kim learns to be more outspoken. *Accept the above or similar responses.* ✓✓	1 1			
11.8	**Comment on the significance of Kim's newfound ability to express herself.** The significance of Kim's newfound ability to express herself is that she can now talk about her problems which made her feel confident and empowered. She is no longer not depressed and can focus on her studies. Her circumstances are not a secret anymore which frees her. She feels part of the student community because others understand. She made new friends and is not stressed anymore. She learned that Deaf persons like herself have a voice and that she is not alone. *Accept the above or similar responses.* ✓✓✓ **Consider the depth of the explanation.**	1 1 1		3	
11.9	**Critically evaluate Veronique's character in the drama as a whole.** • Veronique is **unsympathetic** towards Kim because she gossips about Kim's poor hygiene and makes offensive statements behind her back; • Veronique is **not supportive** towards Kim as Kim struggles with poverty and the loss of her grandmother; • Veronique is **judgemental** towards Kim because of her inferior status lacks money to buy books etc., she relies on a bursary; • Veronique is **critical** of Kim's appearance and tells Tarone that he is not compatible with Kim. • Veronique continues **gossiping** about Kim at the end of drama despite about Kim's beauty she still discourages Tarone from dating Kim and judges her as lower class to him; • Veronique **does not value education** as much as Kim does because she does not do well in the exams and admits it because she partied too much towards the end of the drama. *Accept any THREE of the above or similar responses.* ✓✓✓	1 1 1		3	
	TOTAL QUESTION 11			**[25]**	
	TOTAL SECTION C:			**[25]**	
	GRAND TOTAL:			**[80]**	

EXAMINATION NUMBER													

Question number: _____

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

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate	Maximum Mark	Candidate Mark
CONTENT Interpretation of topic. Depth of argument, justification and grasp of text. **6 MARKS**	**5–6**	**4**	**3**	**2**	**0–1**	**6**	
	- 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	- Unsatisfactor y interpretation of topic - Hardly any pointsin support of topic - Inadequate understanding ofgenre 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		
STRUCTURE AND LANGUAGE Structure, logical flow and presentation. SASL structure and presentation style used in the essay **4 MARKS**	**4**	**3**	**2**	**1**	**0–1**	**4**	
	- 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 errorsevident - Incorrect presentation style - Strong spoken language influence - Poor fluency ofsigning		
						[10]	

EXAMINATION NUMBER													

Question number: _____

SECTION B: ASSESSMENT RUBRIC FOR LITERARY ESSAY: LONGER STORY (25)

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate	Maximum Mark	Candidate Mark
CONTENT Interpretation of topic. Depth of argument, justification and grasp of text. **15 MARKS**	**12–15** - 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 story	**9–11** - 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 story evident	**6–8** - 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 story	**4–5** - 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 story	**0–3** - Very little understanding of the topic - Weak attempt to answer the question. - Arguments not convincing - Learner has not come to grips with genre or text - Re-telling of the story - Off topic	**15**	
STRUCTURE AND LANGUAGE Structure, logical flow and presentation. SASL structure and presentation style used in the essay **10 MARKS**	**8–10** - 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	**6–7** - 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	**4–5** - 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	**2–3** - 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	**0–1** - Lack of planned structure impedes flow of argument - Serious SASL structural errors evident - Incorrect presentation style - Chunking faulty - Strong spoken language influence - Poor fluency ofsigning	**10**	
MARK RANGE	**20–25**	**15–19**	**10–14**	**5–9**	**0–4**	**[25]**	

EXAMINATION NUMBER													

Question number: _____

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

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate	Maximum Mark	Candidate Mark
CONTENT Interpretation of topic. Depth of argument, justification and grasp of text. **15 MARKS**	**12–15**	**9–11**	**6–8**	**4–5**	**0–3**	**15**	
	- 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 drama	- 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 drama evident	- Mediocre interpretation of topic; not all aspects explored in detail - Some good points in support of topic - Some arguments supported, but evidence is not always convincing - Partial understanding of genre and drama	- 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 drama	- 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		
STRUCTURE AND LANGUAGE Structure, logical flow and presentation. SASL structure and presentation style used in the essay **10 MARKS**	**8–10**	**6–7**	**4–5**	**2–3**	**0–1**	**10**	
	- Coherent structure - Excellent introduction and conclusion - Arguments well-structured and clearly developed - Correct SASL Structure Use, exceptional presentation - No spoken language influence - Exceptional fluency in signing	- Clear structure & logical flow of argument - Introduction & conclusion & other chunks coherently organised - Logical flow of argument - Error-free SASL structure and skilful presentation style - Minimal spoken language influence - Good fluency of signing	- Some evidence of structure - Logic and coherence apparent, but flawed - Minor SASL Structural errors, mostly appropriate presentation style. - Chunking mostly correct - Substantial spoken language influence - Adequate fluency of signing	- Structure shows faulty planning. - Arguments not logically arranged - SASL structural errors evident - Inappropriate presentation style - Chunking faulty - Strong spoken language influence - Limited fluency of signing	- Lack of planned structure impedes flow of argument - Serious SASL structural errors evident - Incorrect presentation style - Chunking faulty - Strong spoken language influence - Poor fluency of signing		
MARK RANGE	**20–25**	**15–19**	**10–14**	**5–9**	**0–4**	**[25]**	

Copyright reserved