basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS

SOUTH AFRICAN SIGN LANGUAGE HOME LANGUAGE P3

MAY/JUNE 2026

MARKING GUIDELINES

MARKS: 100

CENTRE NUMBER							

FINAL MARK	

EXAMINATION NUMBER													

SECTION	A Essay	B Transactional Text 1	B Transactional Text 2	TOTAL
POSSIBLE MARK	50	25	25	100
MARKER				
SM				
CM				
IM				
EM				
EA				

These marking guidelines consist of 11 pages.

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EXAMINATION NUMBER													

INFORMATION FOR THE MARKER

In assessing a candidate's work, the following aspects, among others drawn from the assessment rubric, must be borne in mind:

1. The overall effect of planning, drafting, proofreading and editing of the work on the final text produced

2. Awareness of signing for a specific purpose, audience and context – as well as register, discourse and style – especially in SECTION B

3. Language structure, fingerspelling and NMFs

4. Awareness of critical language

5. Avoid spoken language influence

6. Choice of signs and idiomatic language

7. Sequencing and chunking

8. Interpretation of the topic that will be reflected in the overall content: the introduction, the development of ideas and the conclusion

9. Dialect that differs from the marker should not be penalised

10. If the candidate's response exceeds the prescribed time, an additional 30 seconds should be accepted without penalisation.

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SUGGESTED APPROACH TO MARKING

SECTION A: ESSAY

Refer to SECTION A: The Rubric for Assessing an Essay appears on pages 8 to 9 of these marking guidelines.

CRITERIA USED FOR ASSESSMENT	
CRITERIA	**MARKS**
CONTENT AND PLANNING	30
LANGUAGE, STYLE AND EDITING	15
STRUCTURE	5
TOTAL	50

1. View the whole signed presentation and decide on a category for CONTENT AND PLANNING.
2. Re-view the signed presentation and select the appropriate category for LANGUAGE, STYLE AND EDITING.
3. Re-view the signed presentation and select the appropriate category for STRUCTURE.

SECTION B: TRANSACTIONAL TEXTS

Refer to SECTION B: The Rubric for Assessing Transactional Texts appears on pages 10 and 11 of these marking guidelines.

CRITERIA USED FOR ASSESSMENT	
CRITERIA	**MARKS**
CONTENT, PLANNING AND FORMAT	15
LANGUAGE, STYLE AND EDITING	10
TOTAL	25

1. View the whole signed presentation and decide on a category for CONTENT, PLANNING AND FORMAT.
2. Re-view the signed presentation and select the appropriate category for LANGUAGE, STYLE AND EDITING.

NOTE:

- Various formats of transactional texts have been taught. This has to be considered when assessing the format.
- Give credit for appropriateness of format.

NOTE:

- **The points given below each topic in these marking guidelines serve only as a guide to markers.**
- **Allowance must be made for a candidate's own interpretation of the topic, even if it differs from the given points or a marker's own views or interpretations.**

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SECTION A: ESSAY

QUESTION 1

- Candidates are required to sign ONE essay of 4–6 minutes on ONE of the given topics.
- Candidates may sign in any genre: narrative, descriptive, reflective, argumentative or discursive, or any combination of these.

1.1 Dream it! Achieve it!

- Use a captivating story line.
- Tell a story about your dream/a dream and how it could be achieved.
- Response should be motivating and encouraging.
- Candidate may present a goal-setting sequence.
- Use appropriate time-frames and tense. **[50]**

1.2 A relationship that ended

- Describe the relationship and how it ended.
- Candidate may describe the impact it had on him/her.
- Candidate may give own advice on relationships.
- Use appropriate signs, expressions and emotions to achieve effect. **[50]**

1.3 My teachers advised me. I didn't listen. Now I'm stuck here.

- Use a captivating story line.
- Reflect on the past event/events in detail.
- Present personal insights.
- Response could be either negative or positive.
- Use appropriate signs, expressions and emotions to achieve effect. **[50]**

1.4 The load-shedding of electricity that we are experiencing is better than not having electricity at all.

- Candidate may present argumentative views.
- Give factual content.
- Candidate should substantiate and motivate his/her position or preference.
- Conclusion should clearly depict the particular position or preference. **[50]**

1.5 Does the world we live in revolve around money?

- Candidate may present discursive or argumentative views.
- Use present tense.
- Give factual content.
- Candidate should substantiate and motivate his/her position or preference.
- Conclusion should clearly depict the particular position or preference. **[50]**

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1.6 **Sign a response to the picture.**
NOTE: There must be a clear link between the essay and the picture.

1.6.1 **Books and ladders**

- Credit literal and figurative interpretation of the picture.
- Candidate must give his/her own topic for the essay.
- Candidate must show creativity in interpreting the picture.
- There must be a continuous link between the essay and the picture. **[50]**

1.6.2 **Abandoned house**

- Credit literal and figurative interpretation of the picture.
- Candidate must give his/her own topic for the essay.
- Candidate must show creativity in interpreting the picture.
- There must be a continuous link between the essay and the picture. **[50]**

1.6.3 **Hands breaking free**

- Credit literal and figurative interpretation of the picture.
- Candidate must give his/her own topic for the essay.
- Candidate must show creativity in interpreting the picture.
- There must be a continuous link between the essay and the picture. **[50]**

TOTAL SECTION A: 50

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SECTION B: TRANSACTIONAL TEXTS

QUESTION 2

- Candidates are required to respond to TWO of the given topics.
- The response should be 2–3 minutes in length.
- The language, register, style and tone must be appropriate to the context.

2.1 SYMPATHY

After months of training in preparation for a big soccer event, your team has lost a key player. Sign a message of sympathy and encourage the team not to despair.

- Introduction should be clear and well outlined.
- Candidates should express appropriate emotions.
- Avoid inappropriate signs.
- Register should be semi-formal. **[25]**

2.2 REQUEST

You are a member of the School Governing Body. Sign a request to a big company for a sponsorship of school shoes for disadvantaged learners.

- Give a clear outline of the position of the community.
- Focus on the request and motivate.
- Register should be formal.
- Register should reflect an appeal. **[25]**

2.3 FORMAL REPORT

You are a school principal and your school was flooded after heavy rains. Sign a formal report to the city council indicating how the flooding affected the school programmes because of the poor drainage system.

- Give a clear factual account of the floods.
- Describe aftermath of the floods and impact on the school programmes.
- Register should reflect urgency to improve drainage.
- Register should be formal.
- Presentation should include his/her personal judgement on the damage. **[25]**

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2.4 **INTERVIEW**

You are a reporter for an on-line magazine. Interview a South African who is stranded in a foreign country about his/her experience.

- Setting of the interview should be clearly outlined.
- Introduce the interviewee.
- Use role shift correctly.
- Register could be a combination formal or informal.
- Role shifting is required.
- Candidate presents a flowing conversation between two persons from their points of view. **[25]**

2.5 **VLOG**

Sign a vlog on the role of CODAs (Children of Deaf Adults) in the Deaf community.

- Give a brief introduction of the topic.
- Provide information about CODAs.
- Share personal experience.
- Register can be semi-formal. **[25]**

2.6 **INFORMAL SPEECH**

As a youth leader, you have called a meeting of the youth in your area. Sign an informal speech appealing for their assistance in repairing potholes in the roads around the school as part of Mandela Day activities.

- Presentation should capture audience's attention.
- Motivate the need for the appeal.
- Outline how this can be part of Mandela Day Activities
- Register should be semi-formal. **[25]**

TOTAL SECTION B: 50
GRAND TOTAL: 100

Question answered: _____

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NOTE:

- Always use the rubric when marking the creative essay (Paper 3, SECTION A).
- Marks from 0–50 have been divided into FIVE major level descriptors.
- In the Content, Language and Style criteria, each of the five level descriptors is divided into an upper and a lower level subcategory with the applicable mark range and descriptors.
- Structure is not affected by the upper level and lower level division.

ASSESSMENT RUBRIC FOR ESSAY – HOME LANGUAGE [50 MARKS]

Criteria		Exceptional	Skilful	Moderate	Elementary	Inadequate	Maximum Mark	Candidate Mark
CONTENT & PLANNING Response and ideas, organisation of ideas for planning. Awareness of purpose, audience and context **30 MARKS**	**Upper level**	**28–30** - Outstanding development of topic - Outstanding/ Striking response beyond normal expectations - Intelligent, thought-provoking and advanced ideas - Exceptionally well organised and coherent, including introduction, body and conclusion	**22–24** - Very well-crafted response - Fully relevant and interesting ideas with evidence of advanced ideas - Very well organised and coherent, including introduction, body and conclusion	**16–18** - Satisfactory response - Ideas are reasonably coherent and convincing - Reasonably organised and coherent, including introduction, body and conclusion	**10–12** - Inconsistently coherent response - Unclear ideas and unoriginal - Little evidence of organisation and coherence - Some relevance - Some repetitions evident	**4–6** - Totally irrelevant response - Confused and unfocused ideas - Vague and repetitive - Disorganised and incoherent	**30**	
	Lower level	**25–27** - Excellent development of topic - Excellent response but lacks the exceptionally striking qualities of the outstanding essay - Advanced ideas	**19–21** - Well-crafted response - Relevant and interesting ideas - Well organised and coherent, including introduction, body and conclusion	**13–15** - Satisfactory response but some lapses in clarity - Ideas are fairly coherent and convincing - Some degree of organisation and coherence, including introduction, body and conclusion	**7–9** - Largely irrelevant response - Ideas tend to be disconnected and confusing - Hardly any evidence of organisation and coherence	**0–3** - No attempt to respond to the topic - Completely irrelevant and inappropriate - Unfocused and muddled		

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Question answered: _____

EXAMINATION NUMBER													

Criteria		Exceptional	Skilful	Moderate	Elementary	Inadequate	Maximum Mark	Candidate Mark
LANGUAGE, STYLE & EDITING Register and discourse appropriate to purpose/effect and context sign choice Language use and conventions, grammar and fingerspelling. **15 MARKS**	**Upper level**	**14–15** - Register and discourse highly appropriate to purpose, audience and context - Exceptionally impressive use of language - Compelling and rhetorically effective in sign choice - Virtually error-free in grammar and fingerspelling - Very skilfully crafted and imaginative	**11–12** - Register and discourse largely appropriate to purpose, audience and context - Language is effective and a consistently appropriate sign choice is used - Largely error-free in grammar and fingerspelling - Very well crafted	**8–9** - Register and discourse appropriate to purpose, audience and context - Appropriate use of language to convey meaning - Rhetorical devices used to enhance content	**5–6** - Register and discourse not appropriate to purpose, audience and context - Very basic use of language - Very limited vocabulary	**0–3** - Register and discourse not appropriate to purpose, audience and context - Language incomprehensible - Signs limitations so extreme as to make comprehension impossible	**15**	
		13	**10**	**7**	**4**			
	Lower level	- Language excellent and rhetorically effective in sign choice - Virtually error-free in grammar and fingerspelling - Skilfully crafted and imaginary - No spoken language influence	- Language engaging and generally effective - Appropriate and effective sign choice - Few errors in grammar and fingerspelling - Well-crafted and imaginary - Minimal spoken language influence	- Adequate use of language with some inconsistencies - Sign choice generally appropriate and limited use of rhetorical devices - Substantial spoken language influence	- Inadequate use of language - Little or no variety in sentence - Exceptionally limited vocabulary - Strong spoken language influence			
STRUCTURE Features of text Chunking development and sentence construction **5 MARKS**		**5** - Sentences, chunks exceptionally well-constructed - Exceptional coherence and cohesion	**4** - Logical development of details - Sentences, logical chunking - Coherent	**3** - Relevant details developed - Sentences, chunks well-constructed - Essay still makes sense	**2** - Some valid points - Sentences and chunks faulty - Essay still makes some sense	**0–1** - Necessary points lacking - Sentences and chunks are faulty - Essay lacks sense	**5**	
						Total for ESSAY:	**[50]**	

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EXAMINATION NUMBER													

ASSESSMENT RUBRIC FOR TRANSACTIONAL TEXT 1 – HOME LANGUAGE [25 MARKS]

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate	Maximum Mark	Candidate Mark
CONTENT, PLANNING & FORMAT Response and ideas, organisation of ideas for planning purpose, audience, features/conventions and context **15 MARKS**	**13–15** - Outstanding/ Striking response beyond normal expectations - Intelligent and advanced ideas - Extensive knowledge of features of the type of text - Signing maintains focus - Coherence in content and ideas - Highly elaborated and all details support the topic - Appropriate and accurate format	**10–12** - Very good response demonstrating good knowledge of features of the type of text - Maintains focus – no digressions - Coherent in content and ideas, very well elaborated and details support topic - Appropriate format with minor inaccuracies	**7–9** - Adequate response demonstrating knowledge of features of the type of text - Not completely focused – some digressions - Reasonably coherent in content and ideas - Some details support the topic - Generally appropriate format but with some inaccuracies	**4–6** - Basic response demonstrating some knowledge of features of the type of text - Some focus but signing digresses - Not always coherent in content and ideas. - Few details support the topic - Has vaguely applied necessary rules of format - Some critical oversights	**0–3** - Response reveals no knowledge of features of the type of text - Meaning is obscure with major digressions - Not coherent in content and ideas - Very few details support the topic - Has not applied necessary rules of format	**15**	
LANGUAGE, STYLE & EDITING Register, discourse, purpose/effect, audience and context Language use and conventions Sign choices and fingerspelling **10 MARKS**	**9–10** - Register and discourse highly appropriate to purpose, audience and context - Grammatically accurate and well-constructed - Exceptional sign vocabulary - Virtually error-free - No spoken language influence - Exceptionally fluent in signing	**7–8** - Register and discourse very appropriate to purpose, audience and context - Generally grammatically accurate and well-constructed - Good sign vocabulary - Mostly free of errors - Minimal spoken language influence - Good fluency of signing	**5–6** - Register and discourse appropriate to purpose, audience and context - Some grammatical errors - Adequate sign vocabulary - Errors do not impede meaning - Moderate spoken language influence - Adequate fluency of signing	**3–4** - Register and discourse less appropriate to purpose, audience and context - Inaccurate grammar - Limited sign vocabulary - Meaning obscured - Substantial spoken language influence - Limited fluency of signing	**0–2** - Register and discourse do not correspond to purpose, audience and context - Error-ridden and confused - Poor sign vocabulary - Meaning seriously impaired - Strong spoken language influence - Poor fluency of signing	**10**	
					Total for TRANSACTIONAL TEXT 1:	**[25]**	

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Question answered: _____

EXAMINATION NUMBER													

ASSESSMENT RUBRIC FOR TRANSACTIONAL TEXT 2 – HOME LANGUAGE [25 MARKS]

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate	Maximum Mark	Candidate Mark
CONTENT, PLANNING & FORMAT Response and ideas, organisation of ideas for planning purpose, audience, features/conventions and context **15 MARKS**	**13–15** - Outstanding/ Striking response beyond normal expectations - Intelligent and advanced ideas - Extensive knowledge of features of the type of text - Signing maintains focus - Coherence in content and ideas - Highly elaborated and all details support the topic - Appropriate and accurate format	**10–12** - Very good response demonstrating good knowledge of features of the type of text - Maintains focus – no digressions - Coherent in content and ideas, very well elaborated and details support topic - Appropriate format with minor inaccuracies	**7–9** - Adequate response demonstrating knowledge of features of the type of text - Not completely focused – some digressions - Reasonably coherent in content and ideas - Some details support the topic - Generally appropriate format but with some inaccuracies	**4–6** - Basic response demonstrating some knowledge of features of the type of text - Some focus but signing digresses - Not always coherent in content and ideas. Few details support the topic - Has vaguely applied necessary rules of format - Some critical oversights	**0–3** - Response reveals no knowledge of features of the type of text - Meaning is obscure with major digressions - Not coherent in content and ideas - Very few details support the topic - Has not applied necessary rules of format	**15**	
LANGUAGE, STYLE & EDITING Register, discourse, purpose/effect, audience and context Language use and conventions Sign choices and fingerspelling **10 MARKS**	**9–10** - Register and discourse highly appropriate to purpose, audience and context - Grammatically accurate and well-constructed - Exceptional sign vocabulary - Virtually error-free - No spoken language influence - Exceptionally fluent in signing	**7–8** - Register and discourse very appropriate to purpose, audience and context - Generally grammatically accurate and well-constructed - Good sign vocabulary - Mostly free of errors - Minimal spoken language influence - Good fluency of signing	**5–6** - Register and discourse appropriate to purpose, audience and context - Some grammatical errors - Adequate sign vocabulary - Errors do not impede meaning - Moderate spoken language influence - Adequate fluency of signing	**3–4** - Register and discourse less appropriate to purpose, audience and context - Inaccurate grammar - Limited sign vocabulary - Meaning obscured - Substantial spoken language influence - Limited fluency of signing	**0–2** - Register and discourse do not correspond to purpose, audience and context - Error-ridden and confused - Poor sign vocabulary - Meaning seriously impaired - Strong spoken language influence - Poor fluency of signing	**10**	
					Total for TRANSACTIONAL TEXT 2:	**[25]**	

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