basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

SOUTH AFRICAN SIGN LANGUAGE HOME LANGUAGE P2

NOVEMBER 2025

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 32 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 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.

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SECTION A: POETRY

PRESCRIBED POETRY

QUESTION 1: POETRY – ESSAY QUESTION

'ROSEBUSH' by Ella Mae Lentz

A beautiful rosebush meets its unfortunate fate at the hands of an angry man who failed to recognise and cherish the wonders of nature. Man prefers an environment that is plain and neat, without any weeds.

Critically discuss the use of personification of the rosebush to show resilience of the beautiful garden despite the intervention of man.

Your essay should be 2–3 minutes.

- Use the following points, among others, as a guide to marking this question. Responses might differ, depending on the candidate's sensitivity to and understanding of the poem.
- **Refer to the rubric on page 30 to assess this question**.

INTRODUCTION

Personification means giving human characteristics to non-human beings like the roots of the rosebush. The personification of a beautiful rosebush stood proud in a garden, its colourful blossoms **spreading beauty and joy** to all who beheld it **but man wants to destroy the beautiful garden.**

BODY

The personification of the rosebush in this poem **symbolises resilience of sign language use and the ability to persist despite adversity.** The roots of the rosebush are personified as **coming together as a team and spreading everywhere in the garden**, representing solidarity and strength in the face of challenges, despite oral oppression represented as a destructive man.

The roses are personified proudly displaying their colours and gracefully spreading throughout the garden, symbolising beauty and growth even in the harshest conditions. The personified roots of the rosebush as a team, spread throughout the garden, and interact with one another to ensure their survival and growth. The **personified roses identify their vibrant colours of red, purple and yellow adding a touch of elegance and charm to the garden.** However, the **peace and beauty of the rosebush were shattered when an angry man appeared and destroyed it**, preferring an environment that was plain and neat, without any weeds.

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When the angry man destroys the rosebush, causing it to fall hard and be injured**, the roses use personification to demonstrate their resilience by struggling to stand up and fight against the cruel man.** The man failed to recognise and cherish the wonders of nature, opting instead for a sterile and controlled landscape. **The roots are personified as probing 'fingers' that continue by spreading everywhere through the fences**, showing their determination to survive and thrive despite the obstacles in their path.

The personification of the rosebush serves as **a reminder that Deaf people can strive even if they are oppressed**. The personified rosebush, with its colourful blossoms and strong roots, represents the tenacity and strength of the natural world. **Despite facing destruction and adversity, the rosebush continues to grow and spread with its fresh fragrance**, showing its ability to overcome challenges and thrive in even the harshest conditions. This perspective encourages us to value and protect the environment as well as to recognize the inherent worth and beauty of all living things.

CONCLUSION

However, the destruction of the personified rosebush by the angry man highlights the dangers of human disregard for nature. **The personification of the rosebush as a resilient and beautiful entity in the face of destruction** serves as a powerful reminder of the importance of cherishing and protecting nature. **Deaf people continue to strive to survive with sign language despite the use of oralism**. The rosebush and the angry man serve as a reflection of society's attitudes towards nature. We therefore need to cultivate a **deeper appreciation or respect for the wonders of the world** around us.

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

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QUESTION 2: POETRY – CONTEXTUAL QUESTION

'SOWETO, JUNE 16th' by Modiegi Moime

No.	Criteria	Maximum Mark			Candidate Mark
2.1	**Identify and explain the mood depicted in the clip.** • The children are **unhappy** when going to school • The children are **confused** because they don't understand. *Give one mark for **mood** and one mark for **explanation**. Accept any **ONE** of above or similar responses.* ✓✓	1 1		2	
2.2	**Identify the educational context of the poem.** • The children were taught in Afrikaans and could not understand the language used for learning. • The education system used was unfair during apartheid era. • The children fought for change in the education system and at the end achieved freedom of education. *Accept the above or similar responses.* ✓✓	1 1		2	
2.3	**Discuss how the theme of courage is conveyed in the poem.** • The children unite in strength and protest against an unfair education system. • The children show their bravery by rejecting the language of oppression in protest. • The children show their determination to bring about the change of education system even through death. *Accept the above or similar responses.* ✓✓✓	1 1 1		3	
2.4	**The poem is structured into three stanzas. Critically evaluate the structure of the poem in relation to pace.** **PACE:** **Stanza one:** The pace is slow as the signs are slow because the children sense the tension, distrust and an indication of suspicion in Soweto.	1		3	

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	Stanza two: The pace in stanza two contains both fast and slow pace. In the beginning of the stanza there is fast pace because the children are throwing stones, there is a shooting and bombs which emphasises anger and frustration. The poet then uses slow pace to signs the action of the shooting at a young boy. This emphasises the immense pain and tragedy which the learners had to endure. Slow pace marks the end of stanza two at the crises point of shooting indicates the shocking tragedy. **Stanza three:** The fast pace of signing in stanza three indicate the accomplishment of the protest because the learners gained freedom in the classroom. *Accept the above or similar responses.* ✓✓✓ *Give ONE mark for each stanza explained.*	1 1			
	TOTAL FOR QUESTION 2			**[10]**	

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QUESTION 3: POETRY – CONTEXTUAL QUESTION

'EVOLUTION OF COMMUNICATION' by Ian Sanborn

No.	Criteria	Maximum Mark			Candidate Mark
3.1	**Identify and explain the mood portrayed at the end of the poem.** • The poet is **excited** because he gains freedom and he is able to carry his portable mobile happily everywhere he goes. • The poet is **thrilled** because he gains independence and does not need a relay interpreter. *Give one mark for **mood** and one mark for **explanation**. Accept any **ONE** of above or similar responses.* ✓✓	1 1		2	
3.2	**Identify the attitudes of the hearing people shown in the poem.** The attitudes of the hearing people were: • Disregarding • Ignorant • Disrespectful *Accept any TWO of the above or similar responses.* ✓✓	1 1		2	
3.3	**Discuss how the theme of access to communication is conveyed in the poem.** • The theme of access to communication is when the poet moves through history whilst looking back through and explores the different methods of communication for Deaf people. • The poet is frustrated with the lack of access and the inability to communicate as he is being ignored constantly. • A relay interpreter provides access to communication for the Deaf person but only when the interpreter is available thus providing limitations. • The interpreting service becomes portable and the poet is free to use it wherever and whenever he needs it therefore have full access to communication. *Accept any THREE of the above or similar responses.* ✓✓✓	1 1 1		3	

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3.4	**Comment on the metaphorical use of pace in the clip.** Pace is metaphorically used in the poem indicating following ways: • Slow pace is used at the beginning of the clip where the poet discovers the portable phone. He is uncertain on how to use the mobile and still needs to learn how to use it. • Faster pace is then used when the poet gains more confidence and catches up with the speed of technology. • Faster pace is used when the poet signs fluently using the portable phone as it enables the easier accessibility using the video chat with another Deaf person. *Accept the above or similar responses.* ✓✓✓ *Give ONE mark for each pace **with** justification.*	1 1 1		3	
	TOTAL FOR QUESTION 3			**[10]**	

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QUESTION 4: POETRY – CONTEXTUAL QUESTION

'FIVE SENSES' by Paul Scott

No.	Criteria	Maximum Mark			Candidate Mark
4.1	**Identify and explain the mood illustrated by the fourth sense in the poem?** • The fourth sense is **embarrassed** because he is unable to communicate with the poet. • The fourth sense is **shy** because he cannot respond to the poet. • The fourth sense is **withdrawn** because he feels inferior. *Give one mark for **mood** and one mark for **explanation**.* *Accept any **ONE** of above or similar responses*. ✓✓	1 1		2	
4.2	**Identify any TWO features used by the poet to depict Deaf culture in the poem.** • The poet **taps** the senses to wake them up is an indication of the culturally appropriate way as the senses need to look at the poet when he needs their attentions. • The poet has **eye contact** with each sense is an indication of the culturally appropriate way as the senses must face the poet when communicating with him. • The poet communicates with each sense in **Sign Language.** *Accept any TWO above or similar responses*. ✓✓	1 1		2	
4.3	**Discuss the effective use of repetition in the first 3 senses.** The effective use of repetition in the poem: • The poet uses repetition to seek attention or wake up of each sense. • The poet uses repetition to show interests by understanding the roles of each sense. • The poet uses repetition to show his curiosity about the senses' activities and how they respond. • The poet uses repetition to embody the responses of each sense. *Accept any THREE of the above or similar responses*. ✓✓✓	1 1 1		3	

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4.4	**Analyse the creative use of the neologism at the end of the poem.** Neologism is the new sign created by the signer to manipulate the poem: • The modifying 5-handshape is a neologism to show how that Deaf people have 5 senses but he uses them differently. • The poet embraces his Deafness by modifying the 5-handshape to show his co-dependence relationship between the hearing and sight senses to access the world. • The modifying 5-handshape is a neologism to emphasise that Deaf people use sight to access rich information and the world by co-operating with the hearing sense. *Accept the above or similar responses*. ✓✓✓	1 1 1		3	
	TOTAL FOR QUESTION 4			**[10]**	

EXAMINATION NUMBER													

QUESTION 5: CONTEXTUAL QUESTIONS – UNSEEN POETRY

'THE SPOTLIGHT' by Ismael Mansoor

No.	Criteria	Maximum Mark			Candidate Mark
5.1	**Identify and explain the mood at the end of the poem.** • The poet feels **blinded and sweaty** as the spotlight is on him as the only Deaf person. • The poet is **not comfortable** with a crowd of hearing people watching him. • The poet is **scared/unsure/shy** as he looks from side to side with the crowd watching him. • The poet looks down with **frustration** because he is exposed as a different person from others. *Give one mark for **mood** and one mark for **explanation**. Accept any **ONE** of above or similar responses.* ✓✓	1 1		2	
5.2	**Explain the ironic choice of the poet's occupation.** The ironic choice of the poet's occupation is: • The poet cannot sell his products because he has communication difficulties. • The poet does not have friendly personality by making an effort to communicate with the customers. • The poet does not provide good customer service to entertain them. *Accept any TWO of the above or similar responses.* ✓✓	1 1		2	
5.3	**Explain how judgment is shown towards the Deaf person in the clip.** Sense of judgment is shown towards the Deaf person.by: • The hearing LOOK DOWN at the Deaf person. • The hearing WALK-AWAY undermining the Deaf person. • The hearing LOOK -UP-AND-DOWN at the Deaf person with dismissive attitudes. • The hearing with NMF puffed face walk up and down disregarding the Deaf person. *Accept any THREE of the above or similar responses.* ✓✓✓	1 1 1		3	

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5.4	**Critically explain the use of the metaphor of a spotlight on the Deaf person.** • The metaphor of a spotlight is comparing the intensity of single light on him being the only Deaf person in the crowd. • The spotlight gives a sense of 'all eyes' on the Deaf person. • Everyone watches his every movement on stage. • The spotlight metaphorically emphasises his feeling of being exposed as the only Deaf person in the crowd. *Accept any THREE of the above or similar responses.*✓✓✓	1 1 1		3	
	TOTAL FOR QUESTION 5			**[10]**	
	TOTAL FOR SECTION A:			**[30]**	

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SECTION B: LONGER STORY

QUESTION 6: LONGER STORY – ESSAY QUESTION

'ASA STANDS UP FOR HERSELF' by University of Stellenbosch

Mandisa plans to take Asa out to avoid her parents' disapproval of Sim. This highlights the complex relationship between Mandisa and Asa

With close reference to the story, critically discuss the complexity of this problematic relationship between Mandisa and Asa.

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 31 to assess this question.**

INTRODUCTION

The relationship between Asa and Mandisa is **complex** because Asa is Mandisa's cousin. Asa is **younger and respectful** whereas Mandisa is a **manipulative** person. Mandisa involves Asa in her plan to avoid her parents' disapproval of dating Sim**. Asa, finds herself entangled in Mandisa's schemes and manipulations**. Asa's obedience to Mandisa stems from a sense of family obligation and **fear of conflict,** ultimately leading to a **toxic and complex** dynamic between the two characters.

BODY

Mandisa's **domineering personality** is evident in her interactions with Asa. Mandisa expects Asa to conform to her ideals and desires, using **force and manipulation** to achieve her goals. For example, Mandisa **pressures** Asa to wear more lipstick to attract Kenzo, showing her **disregard** for Asa's **independence** and **individuality**. This highlights the power dynamic at play in their relationship, with Mandisa using her **control** over Asa's choices and actions.

Mandisa's decision to involve Asa in her scheme to deceive her parents about her relationship with Sim demonstrates **the extent of her manipulation**. By using Asa as a pawn in her plan to avoid disapproval, Mandisa showcases her willingness to exploit those closest to her for her own benefit. **For example, Mandisa prevents** Asa from sending her father a message to let him know where they are going. This highlights **the lack of trust and respect in their relationship**, with Mandisa viewing Asa as a means to an end rather than a valued individual.

Moreover, Mandisa's **fake relationship** with Asa is concerning because Mandisa, Sim, and Kenzo discuss their plans in the car**, Asa struggles to lip-read them** and she cannot understand. Mandisa uses Asa's naivety and willingness to comply to further her own agenda, without considering the impact on Asa. This shows a **lack of genuine care** and **concern** for Asa's well-being underscores the **shallow nature of their relationship**.

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Asa's compliance with Mandisa's demands is driven by a **mix of familial loyalty** and **fear of conflict**. As cousins, Asa feels obligated to follow Mandisa's instructions and avoid confrontation, leading her to go along with Mandisa's schemes despite her reservations. For example**, Asa admitted that she was 15 years old** and the age restriction was 18 when **she was forced into going to the movie with Kenzo**. This reluctance to challenge Mandisa's authority further **reinforces the power dynamic in their relationship,** with Asa playing a subservient role to **Mandisa's dominant personality.**

CONCLUSION

In conclusion, the **relationship between Mandisa and Asa is characterised by manipulation, coercion, and a lack of trust.** Mandisa's domineering nature and disregard for Asa's autonomy create **a toxic and complex relationship** that is fuelled by Asa's obedience and fear of conflict. Asa's compliance with Mandisa's demands highlights the imbalanced power dynamic at play, ultimately leading to **a troubling and unsustainable relationship between the two characters.** The story serves as a cautionary tale about the dangers of allowing **toxic and complex relationships** to flourish and the importance of standing up for oneself in the face of manipulation and control.

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

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QUESTION 7: LONGER STORY – CONTEXTUAL QUESTIONS

'ASA STANDS UP FOR HERSELF' by University of Stellenbosch

[EXTRACT A: 00:09–00:39]

No.	Criteria	Maximum Mark			Candidate Mark
7.1	**Identify TWO aspects of Mandisa's character that are revealed in this extract.** • Mandisa is **disrespectful** and forces Asa to put on more lipstick. • Mandisa is **disobedient/dishonest** by being dishonest to her parents about her date with a hot guy. *Accept any TWO of the above or similar responses.* ✓✓	 1 1		2	
7.2	**Account for Asa's reaction when Mandisa forces Asa to put on more lipstick.** • Asa rolls her eyes when Mandisa commands her to put on more lipstick because Asa feels uncomfortable being pressurised. • Asa looks at Mandisa with disbelief because Mandisa pressurises her to put on more lipstick. *Accept any TWO of the above or similar responses.* ✓✓	 1 1		2	
7.3	**Why does Mandisa involve Asa in her plans?** • Mandisa plans to invite Kenzo by distracting Asa from realising that she wants to spend time with her boyfriend. • Mandisa involves Asa in her plans because she wants to date Sim to avoid her parents' disapproval of going out with Sim. • Mandisa plans to make her family believe that she is spending time with Asa, at a friend's house rather than on a date with Sim. *Accept any THREE of the above or similar responses.* ✓✓✓	 1 1 1		3	

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7.4	**Provide THREE possible outcomes if Mandisa does not involve Asa when going out.** **If Mandisa does not involve Asa when going out, the following could happen:** • Mandisa's parents will not allow her to go out with Sim. • Mandisa will miss her opportunity to spend time with Sim. • Mandisa will not be able to see Sim and go out with him. • Asa would have never had to lie to her parents. • Asa would have never met Kenzo. *Accept THREE of the above or similar responses.* ✓✓✓	1 1 1		3	
7.5	**Asa does not stand up for herself in the extract. Discuss.** Asa does not stand up for herself because: • She is younger than Mandisa and she respects her. • She is a submissive person and does not want to get into argument with her older cousin. • She values her relationship with Mandisa and does not want to ruin it. • Asa and Mandisa are family, therefore Asa does not want to break their bond. *Accept THREE of the above or similar responses.* ✓✓✓	1 1 1		3	

[EXTRACT B: 10:58–11:28]

7.6	**Provide the essential background on what happened just before the extract.** Kenzo **harasses** Asa in a sexually offensive way by trying to touch her chest and hip area while at the movies. Asa feels very **uncomfortable** and tries to communicate with **Kenzo to stop touching** her. Asa eventually **screams** to get the attention of other people in the cinema, but nobody assisted her. Kenzo tries to silence Asa by putting his hand over her mouth however, Asa bites his hand and **escapes** to get away from Kenzo's abuse. **Or**	1 1 1		3	

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	Asa escapes to the **bathroom and vomits with disgust** of what had happened to her. She began to cry and **a mother with her daughter in the bathroom comforts** Asa. Asa starts to **question her decision and blames herself** for trusting her cousin and going along with the stranger to the movies. Despite knowing that her father may shout at her **she texts her father to come and fetch** her. Without hesitation **in the middle of the night Asa's father took an uber** to fetch his daughter. *Consider the depth of the argument or similar responses.* ✓✓✓				
7.7	**Account for Asa's expectations of her parents' questions about her whereabouts in the extract.** • Asa expected that her parents would question/ interrogate her about her whereabouts. • She expects her father to shout at her because she did not let her parents know where she was going. • She expected that her parents would ask why she never reported or messaged them about her plan. • Asa expects her father not to trust her because she disobeyed her father's rules. • Asa expects her parents to be angry with her because she went out with a stranger knowing her father's rules. *Accept any THREE of the above or similar responses.* ✓✓✓	1 1 1		3	
7.8	**Compare the emotions that occurred in extract A and extract B.** • In the extract A, Mandisa and Asa are **excited** about going out with friends however, in extract B, Asa realised that she is **betrayed** by Mandisa's irresponsibility. • In extract A, Mandia's feeling of **anticipation** to go out. In extract B, Asa **fears** her parents' reaction. She dreads what could happen. • In extract A, Asa is **thrilled** to go out with Mandisa because she trusts Mandisa however, in extract B, Asa is **assertive** that she will not go out with Mandisa again. *Give ONE mark for each comparison of A and B emotions. Accept any THREE of the above or similar response.* ✓✓✓	1 1 1		3	

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7.9	**Discuss the effectiveness of Asa's self-reflection in relation to the theme of sexual harassment.** After the incident with Kenzo's sexual harassing by touching her inappropriately, Asa has a moment of self-reflection where she **reminds** herself that she is **safe at home**. She also reflects that her **body is hers and her body is private**, which means that no one has the right to touch her body without her permission. In her self-reflection Asa decides that if Mandisa asks her to go out with her again that she **will refuse.** This emphasises that Asa is **taking back control and power for herself and her body**. *Consider the depth of the discussion or similar responses.* ✓✓✓	1 1 1		3	
	TOTAL FOR QUESTION 7			**[25]**	

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QUESTION 8: LONGER STORY – ESSAY QUESTION

'TOGETHER WE'RE STRONG' by University of Stellenbosch

During the apartheid era, Ma Monikazi welcomed her daughter, Nontsikelelo, into the world, firmly believing that her child was special.

With close reference to the story, critically discuss the relationship between Ma Monikazi and Nontsikelelo.

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 31 to assess this question.**

INTRODUCTION

During the apartheid era, Ma Monikazi welcomed her daughter, Nontsikelelo, into the world with the firm belief that her child was special. **This belief in Nontsikelelo's potential created a strong and close relationship between the two, characterized by love, guidance, and resilience in the face of oppression.** Ma Monikazi's unwavering faith in the future of South Africa influenced Nontsikelelo positively, shaping her into a strong and compassionate individual.

BODY

From Nontsikelelo's early years, Ma **Monikazi instilled in her daughter the values of caring** for others and responsibility. Nontsikelelo has eagerly absorbed her mother's guidance for example, **by caring for her younger siblings**, including learning how to change their diapers and nurture them with love and compassion. She also cherishes the playful moments she shares with them, **this bond created through caregiving activities strengthened their relationship** and created positive experiences for the entire family. Ma Monikazi's nurturing and loving nature had a profound impact on Nontsikelelo, shaping her into a caring and empathetic individual who valued the well-being of others.

Ma Monikazi sets a powerful example for Nontsikelelo by tending to her siblings, **nurturing the vegetable garden, caring for Shishi,** and maintaining the household. Ntsiki is skilled at **evoking laughter from children while softly singing, 'Be strong**, little one, winters not long. Be brave, little one, together we're strong!'. This compelling narrative underscores the profound effect of fostering accountability and its lasting power to shape future generations. Nontsikelelo and Ma Monikazi share a **special and strong bond**, with Nontsikelelo learning important life lessons from her during her early childhood.

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Ntsiki's **resilience and self-reliance** are qualities she has inherited from her mother, and **their bond is incredibly robust**. Despite being **ordered to change her traditional name, Ntsiki does not show helplessness**. She treasures the traditional name, given to her by her mother and **challenges the priest when he compels her to change her traditional name**. She vocalizes her discontent by questioning the order. This shows the **deep love and powerful relationship** she has with her mother.

Ma Monikazi influenced Albertina to be **a determined and ambitious individual** who focuses on achieving her future goals. She is not easily affected by inconveniences **such as mushy food and bathing in cold water, as she faced many struggles during the apartheid era.** Despite missing her family while attending high school and working long hours as a nurse, Albertina **remains strong-minded and dedicated which her mother influenced her**. She shares a caring nature with her **mother and values strong relationships**.

Albertina's remarkable **determination and courage** inspired other women to join her fight against oppression, much like Ma Monikazi inspired **Albertina to become a fearless advocate for the people of South Africa.** It is truly inspiring to see how Albertina took the lead in **organizing a women's group to stand up against the oppressive government regulations** that made it difficult for them to travel to work without a pass. **The bond between Ma Monikazi and Albertina is exceptional and empowering.**

CONCLUSION

In conclusion, the **special relationship** between Ma Monikazi and Nontsikelelo during the apartheid era was **a testament to the power of love, resilience, and hope in the face of hardship**. Ma Monikazi's unwavering belief in her daughter's special potential, coupled with her nurturing guidance and optimism, **shaped Nontsikelelo into a compassionate, determined, and resilient individual who was committed to fighting for a better future for all South Africans**. Their bond serves as a powerful example of the transformative power of love and unity in the face of oppression and injustice.

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

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QUESTION 9: LONGER STORY – CONTEXTUAL QUESTIONS

'TOGETHER WE'RE STRONG' by University of Stellenbosch

[EXTRACT C: 01:13–01:45]

No.	Criteria	Maximum Mark			Candidate Mark
9.1	**What is Ma Monikazi's predictions of her daughter's character in this extract?** Ma Monikazi's predicts that her daughter's character will be: • Fighter. ✓ • Special. ✓ • A mother of blessings. ✓	1 1 1		3	
9.2	**How does Ma Monikazi describe her daughter?** Ma Monikazi describes her daughter as: • Beautiful. • Strong. • Has wide sparkling eyes. *Accept any TWO of the above or similar responses.* ✓✓	1 1		2	
9.3	**Refer to the clip. Describe Ma Monikazi's feelings when she held her daughter.** • Ma Monikazi looks at her daughter with feelings of pure love. • Ma Monikazi cuddles her daughter with care and joy for having a beautiful daughter. • Ma Monikazi holds her daughter gently and looks at her daughter with admiration. *Accept the above or similar responses.* ✓✓✓	1 1 1		3	
9.4	**With reference to the whole story, explain how Nontsikelelo goes on to fulfil her mother's predictions.** • Nontsikelelo displays a strong spirit at a young age by questioning authority when she was compelled to choose an English name during an apartheid era. • She endures hardship and oppression because she works in the church during her school days. • She is a fearless woman who speaks her mind and shout at the police when they messed up her home and garden.	1 1 1		3	

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	• Her mother's prediction comes to light when Albertina organises a women's march to Pretoria to fight against an unfair system of carrying a 'dompas'. This makes her the mother of nations. *Accept the above or similar responses.* ✓✓✓				
9.5	**Provide THREE possible outcomes if Nontsikelelo did not have a strong personality.** • Nontsikelelo would have accepted her English name without questioning the authority. • Nontsikelelo would not be chosen as a Head Girl. • Nontsikelelo would not study very hard to win a high school scholarship. • Nontsikelelo would have never endured hardships of being away from her family to complete her studies. *Accept any THREE of the above or similar responses.* ✓✓✓	1 1 1		3	

[EXTRACT D: 17:29–17:59]

9.6	**Explain how the climatic event led to Walter being arrested in this extract?** Walter was a freedom fighter. He was against apartheid and he had secret information therefore the police banged on the door and entered his home. Albertina supported her husband, Walter by refusing to hand over his secrets to the police. *Accept above or similar responses.* ✓✓✓	1 1 1		3	
9.7	**Account for Walter's environment when he was incarcerated.** Walter was detained in jail/Robben Island for 26 years which was very long and difficult. He endured hardships when he was in a prison. *Accept any similar response.*✓✓	1 1		2	
9.8	**Why did Albertina lead the women's march in Pretoria?** Albertina took the lead in efforts to demolish an **apartheid system** in South Africa. She fought against the unfair system of carrying a **dompas.** Albertina worked effortlessly and organised women to march to Pretoria to fight against unfair rules that where put in place to oppress black people in South Africa. *Accept the above or similar responses.* ✓✓✓	1 1 1		3	

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9.9	**With the reference to the whole story, discuss the theme of education.** • Albertina attends to Mariazell College to complete her high school **education** because she wants to uplift her family and positive example to her community. • Albertina together with Betty study very hard the whole night to gain her scholarship to further her studies at high school as she values **education**. • When Albertina receives scholarship, her whole community celebrated with joy and pride because they weren't many opportunities to receive better **education** for black people during an apartheid era. • Despite Albertina's scholarship that covers her accommodation, but she had to pay it back during the school holidays by ploughing the fields and working in the laundry room, she perseveres with her **education** until she became a nurse. • Albertina appreciates education and this value was reflected in the sacrificed she made to further the **education** of those she loved. *Accept any THREE of the above or similar responses.* ✓✓✓	1 1 1		3	
	TOTAL FOR QUESTION 9			**[25]**	
	TOTAL FOR SECTION B:			**[25]**	

EXAMINATION NUMBER													

SECTION C: DRAMA

QUESTION 10: DRAMA – ESSAY QUESTION

'LIVING ON THE EDGE' by University of Stellenbosch

Tarone is curious about Kim's background however; his different socio-economic background has a serious impact on their relationship.

With close reference to the drama, critically discuss the impact of the socio-economic difference on Tarone and Kim's relationship.

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

- Below is the basis for answering this essay. Use the following as a guideline only. However, also allow for answers that are different, original and show evidence of critical thought and interpretation.
- A range of examples may be used by the candidates to support their arguments.
- **Refer to the rubric on page 32 to assess this question**.

INTRODUCTION

Tarone notices Kim in class for the first time and is curious about Kim's background**, the relationship between Tarone and Kim is one of large contrast and misunderstanding**. Tarone, coming from **a wealthy family**, has never had to experience financial struggle and is therefore **unable to empathize with Kim's situation**. His insensitivity and self-centred nature create **a barrier between them, hindering any potential for a meaningful connection to develop.**

BODY

Tarone's initial curiosity about Kim comes from his curiosity upon seeing her in class. However, his expectation that she might one day be rich like him demonstrates **his lack of understanding of her circumstances**. Despite Veronique's explanation of Kim's reliance on her grandmother's pension funds and Kim not having a text book, Tarone **remains ignorant to the challenges that she faces**. **His inability** to comprehend the struggles of those less fortunate than him **prevents him from being able to relate to Kim on a deeper level.**

Tarone's **continuous flaunting of his privileged lifestyle** not only **highlights his insensitivity** but also **serves to alienate Kim further from him**. Throughout the drama, Tarone's behaviour towards Kim is characterised by his **constant boasting about his wealth** by going out at weekends and enjoying luxurious lifestyle by going on holiday and buying coffee etc. For example, Kim narrates that she travels to see her grandmother by train with an expensive ticket. **His lack of awareness** of the impact his words have on her demonstrates a fundamental **disregard for her feelings.**

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On the other hand, Kim, who comes from a **less wealthy background**, is forced to navigate a world where being poor is a harsh reality. Kim explains to Tarone that she has to take care of her ill grandmother and she has to assist by selling her old stuff to gain extra money for her grandmother's old aged home. However, Tarone continues **boasting about his luxurious house.** Her interactions with Tarone are marked by a **sense of discomfort and unease** as she is constantly reminded of the class gap between them. Despite her attempts **to form a connection with Tarone**, **his ignorance of her situation ultimately creates a barrier that prevents any true relationship from forming.**

The **relationship between Tarone and Kim** in the drama serve as a **sad reflection of the broader societal issues surrounding class and privilege.** For example, the death of Kim's grandmother has left her in dire financial constraints as she cannot afford to buy her basic needs like toiletries, hence her bad hygienic smell. **His self-centeredness and insensitivity serve as a sad reminder of the challenges faced by those who come from disadvantaged backgrounds.** Tarone's **inability to empathise with Kim's struggles highlights the disconnection between the wealthy and the poor.**

CONCLUSION

In conclusion, **the relationships between Tarone and Kim in the drama exemplify the profound impact of privilege and class on interpersonal dynamics.** Tarone's **inability to understand and empathise** with Kim's situation results in a strained and **shallow relationship** between them. Their interactions serve as a powerful commentary on the importance of empathy and understanding in bridging the gap between individuals from **different economic backgrounds.** Ultimately, the drama serves as a forceful reminder of the complexities of human relationships and how societal inequalities can **hinder true connection and understanding.**

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: 06:28–07:30]

No.	Criteria	Maximum Mark			Candidate Mark
11.1	**How does the lecturer show her support for Kim?** • The lecturer is supportive by **worrying** about Kim's poor performances in her studies. • The lecturer is **caring** because Kim is Deaf and expects Kim to express the reasons for her poor performances in her studies. • The lecturer **sympathises** with Kim when not attending class and the group studies which may lead to her failure. • The lecturer is **loving** by warning Kim that she will lose her bursary funds if she fails her academic studies and she will have to repay for her bursary. *Accept any TWO of the above or similar responses.* ✓✓	1 1		2	
11.2	**Account for Kim's attitude in this extract.** • Kim is **irritated** when lecturer reminds her that she is a bursary student and if she fails she will repay the money. • Kim is **not interested** while listening to the lecturer because her lecturer only assists with the academic work but cannot solve her personal challenges. • Kim is **disconnected** and not answering her lecturer. • Kim is **unfriendly** with the lecturer because she refuses to share her problems since she does not trust anyone at the university. • Kim is **evasive** and wants to leave now. *Accept any TWO of the above or similar responses.* ✓✓	1 1		2	
11.3	**Discuss the importance of the bursary for Kim's education.** The bursary is important for Kim because: • She is poor and she depends on the bursary to study and to complete her studies. • The bursary will assist Kim to achieve her educational goals.	1 1 1		3	

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	• Kim must work hard to achieve her education because if she fails, she will lose her bursary funds and pay back the money. *Consider the depth of the discussion or similar responses.* ✓✓✓					
11.4	**With reference to the extract, explain what led to this meeting.** **The meeting takes place because:** • Kim is often absent from class because she needs to take care of her ill grandmother. • Kim's academic performances are declining at the university. • Therefore, the lecturer is concerned about Kim's poor performances in her studies and meet with her. *Accept THREE of the above or similar responses.* ✓✓✓	1 1 1		3		
11.5	**Provide THREE possible outcomes if Kim shares her challenges with the lecturer.** • Kim would have received support from the lecturer at an early stage. • Kim would have visited the university's psychologist for assistance. • Kim would have attended the group work and classes to avoid from failing her course. • Kim would have dealt with her difficult situation as soon as her grandmother dies. *Accept THREE of the above or similar responses.* ✓✓✓	1 1 1		3		
[EXTRACT B: 12:00–13:01]						
11.6	**What personal experiences did Amy share with Kim in this extract?** • Amy's brother was involved in a car accident and was seriously injured. • Amy visited a psychologist for counselling and she felt better. *Accept the above or similar responses.* ✓✓	1 1		2		

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11.7	**How did Kim react to Amy's advice in this extract?** • Kim acknowledges Amy's advices by nodding her head positively. • Kim listens attentively to Amy's advices without interruptions. • Kim accepts Amy's advice by allowing Amy to accompany her even though she will struggle to use Sign Language. *Accept any TWO the above or similar responses.* ✓✓	1 1		2	
11.8	**Does the use of an interpreter help the communication between Amy and Kim?** The use of an interpreter is helpful because: • The interpreter helps Amy to communicate with Kim in sign language. • The interpreter helps Amy to make Kim understand her advice. • The interpreter helps Kim to shares her challenges with Amy in order for her to understand. • With the help of an interpreter Kim can express her feelings freely. • With an interpreter Kim feels better and can accept Amys advice. *Accept any THREE the above or similar responses.* ✓✓✓	1 1 1		3	
11.9	**Compare the reactions of Kim in EXTRACT A with EXTRACT B.** • In extract A, Kim is **withdrawn** with the lecturer when she gives her advice whereas in extract B, Kim **listens attentively** to Amy when she gives her advice. • In extract A, Kim is **unfriendly** with the lecturer when the lecturer tries to assist her but in extract B, Kim is **friendly** towards Amy when Amy encourages her to visit the university's psychologist for assistance. • In extract A, Kim is **secretive** when the lecturer calls her for a meeting because of her poor performances in her studies however, in extract B, Kim **expresses** her feelings freely with Amy. *Give ONE mark for each comparison of A and B reaction. Accept any TWO of the above or similar response.* ✓✓	1 1		2	

EXAMINATION NUMBER													

11.10	**With reference to the whole drama, critically discuss three ironic events.** Irony occurs when: • Tarone and Veronique who are also Deaf do not sympathise with Kim instead Amy a hearing person is empathetic and supportive towards Kim. • Tarone and Veronique who are Deaf can communicate with Kim in Sign Language however, they are not compassionate towards her situation. • Tarone and Veronique are wealthy students and they can afford expensive text books but they barely manage to get entry to the exams whereas Kim faces many challenges but manages to overcome all the obstacles and gain entry to the exams. *Accept the above or similar responses on irony.* ✓✓✓	1 1 1		3	
	TOTAL FOR QUESTION 11			**[25]**	
	TOTAL FOR 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.	- 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.		
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 skillful 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.		
						[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 text.	**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 text 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 text.	**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 text.	**1–3** - 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.	**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 in 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 in 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 in signing.	**0–1** - Lack of planned structure impedes flow of argument. - Serious SASL structural errors evident. - Incorrect presentation style - Chunking faulty. - Very strong spoken language influence. - Poor fluency in signing.	**10**	
					Total	**[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** - 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.	**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 text 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 text.	**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 text.	**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 drama.	**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 organized. - Logical flow of argument. - Error-free SASL structure and skillfulpresentation 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 of signing.	**10**	
MARK RANGE	**20–25**	**15–19**	**10–14**	**5–9**	**0–4**	**[25]**	

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