



# basic education

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

## NATIONAL SENIOR CERTIFICATE

**GRADE 12**

**SOUTH AFRICAN SIGN LANGUAGE HOME LANGUAGE P3**

**NOVEMBER 2025**

**MARKING GUIDELINES**

**MARKS: 100**

CENTRE NUMBER							
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FINAL MARK	
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EXAMINATION NUMBER												
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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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## 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.

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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 10 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 11 and 12 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 Embrace life with all its challenges.

- Candidate should use a captivating story line.
- Express a narrative of positivity amid challenges.
- Candidate may narrate this topic from the first, second or third person perspective.
- Candidate presentation may commence negatively.
- Candidate may give a description on how life continues

[50]

1.2 A conversation that had an impact on my life

- Candidate may give a description or detail of a particular conversation that had an impact in their lives.
- Narrate with link on how the conversation had an impact on their life.
- Candidate should create a picture of the impact in signs.
- Candidate may choose suitable signs, expressions and emotions to achieve effect.

[50]

1.3 'If you can dream it, you can do it.' – Walt Disney

- Candidate may present a narrative of a particular motivational dream or a dream in reference to another person's experience.
- Candidate may present a personal insight.
- Candidate may present a positive motivational response.
- The presentation should focus on the quote and not on the author.

[50]

1.4 Do parents always make the correct decisions?

- Candidate may present discursive or argumentative views.
- Candidate may present alternating views.
- Candidate needs to support the view(s) with reason/evidence.
- The conclusion should clearly show the candidate's preference.

[50]

1.5 Social media should have an age restriction of 18.

- Candidate should present a one- or two-sided view.
- Candidate should be for AND/OR against the position taken.
- Candidate should substantiate and motivate his/her position.
- Conclusion should clearly show the candidate's 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 **Baby crawling, walking and running**

- Credit literal and/ or 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 link between the essay and the picture.
- Evidence of related concepts.

**[50]**

1.6.2 **Artificial intelligence**

- Credit literal and/ or 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 link between the essay and the picture.

**[50]**

1.6.3 **Clocks in the bin**

- Credit literal and/ or 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 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 **THANK YOU MESSAGE**

The library in your community has been vandalised. Express gratitude to the organisation that helped with the renovations

- The aim of the message should be clearly stated with reasons.
- Candidates may include specific things they want to thank the organisation for.
- Candidates may also express gratitude to the organisation that funded the renovations.
- Register should be formal.

**[25]**

#### 2.2 **COMPLAINT**

Sign a complaint to the Broadcasting Complaints Commission of South Africa (BCCSA) about a programme that was broadcast on television that was inappropriate for children.

- Candidate should present the complaint and the impact the program had on the children.
- Include factual information about the program and channel.
- Register should be formal and reflect a complaint, with non-confrontational language/ tone.

**[25]**

#### 2.3 **NEWS ITEM**

You are a journalist for a television channel. Sign a presentation on climate/ weather change.

- Factual information on climate/ weather changes should be given.
- Present on current events or past experience by providing examples such as name, places, time, year, weather forecast etc.
- Language should be formal, with evocative points

**[25]**

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## 2.4 FORMAL REPORT

The Disciplinary Committee at your school has been concerned about the deteriorating learner behaviour. You, as a member of the RCL, has been requested to investigate the matter and report back.

- Candidate may present a narrative with reasons for the report.
- Candidate should provide a justified report based on the learner behaviour.
- Candidate may present an investigative report.
- Register should be formal and non-judgemental.

[25]

## 2.5 DIALOGUE

You want to host an event to celebrate Human Rights' Day. Sign your ideas to the sponsor.

- Candidate should first outline the scenario and introduce the characters.
- Candidate should present the setting of the dialogue.
- Dialogue should flow between the characters and may be presented in a form of a polite request.
- Language should be formal.
- Correct role shifting is required.

[25]

## 2.6 EULOGY

The person who has paid your school fees throughout high school has passed on. Sign a eulogy paying tribute to the person for the generous help you received.

- Present a narrative that may include personal information relating to the deceased.
- Candidate may give thanks and sympathise with the family at loss.
- Candidate may pay tribute to the person.
- Sign choice should display the candidate's emotions.
- Register should be informal.

[25]

**TOTAL SECTION B: 50**  
**GRAND TOTAL: 100**

Question answered: \_\_\_\_\_

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



[illegible][illegible]

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

[illegible]

<b>Criteria</b>	<b>Exceptional</b>	<b>Skilful</b>	<b>Moderate</b>	<b>Elementary</b>	<b>Inadequate</b>	<b>Maximum Mark</b>	<b>Candidate Mark</b>
<b>CONTENT, PLANNING &amp; FORMAT</b>  Response and ideas, organisation of ideas for planning purpose, audience, features/conventions and context  <b>15 MARKS</b>	<b>13–15</b>	<b>10–12</b>	<b>7–9</b>	<b>4–6</b>	<b>0–3</b>	<b>15</b>	
	<ul style="list-style-type: none"> <li>- Outstanding/ Striking response beyond normal expectations</li> <li>- Intelligent and advanced ideas</li> <li>- Extensive knowledge of features of the type of text</li> <li>- Signing maintains focus</li> <li>- Coherence in content and ideas</li> <li>- Highly elaborated and all details support the topic</li> <li>- Appropriate and accurate format</li> </ul>	<ul style="list-style-type: none"> <li>- Very good response demonstrating good knowledge of features of the type of text</li> <li>- Maintains focus – no digressions</li> <li>- Coherent in content and ideas, very well elaborated and details support topic</li> <li>- Appropriate format with minor inaccuracies</li> </ul>	<ul style="list-style-type: none"> <li>- Adequate response demonstrating knowledge of features of the type of text</li> <li>- Not completely focused – some digressions</li> <li>- Reasonably coherent in content and ideas</li> <li>- Some details support the topic</li> <li>- Generally appropriate format but with some inaccuracies</li> </ul>	<ul style="list-style-type: none"> <li>- Basic response demonstrating some knowledge of features of the type of text</li> <li>- Some focus but signing digresses</li> <li>- Not always coherent in content and ideas.</li> <li>- Few details support the topic</li> <li>- Has vaguely applied necessary rules of format</li> <li>- Some critical oversights</li> </ul>	<ul style="list-style-type: none"> <li>- Response reveals no knowledge of features of the type of text</li> <li>- Meaning is obscure with major digressions</li> <li>- Not coherent in content and ideas</li> <li>- Very few details support the topic</li> <li>- Has not applied necessary rules of format</li> </ul>		
<b>LANGUAGE, STYLE &amp; EDITING</b>  Register, discourse, purpose/effect, audience and context Language use and conventions Sign choices and fingerspelling  <b>10 MARKS</b>	<b>9–10</b>	<b>7–8</b>	<b>5–6</b>	<b>3–4</b>	<b>0–2</b>	<b>10</b>	
	<ul style="list-style-type: none"> <li>- Register and discourse highly appropriate to purpose, audience and context</li> <li>- Grammatically accurate and well-constructed</li> <li>- Exceptional sign vocabulary</li> <li>- Virtually error-free</li> <li>- No spoken language influence</li> <li>- Exceptionally fluent in signing</li> </ul>	<ul style="list-style-type: none"> <li>- Register and discourse very appropriate to purpose, audience and context</li> <li>- Generally grammatically accurate and well-constructed</li> <li>- Good sign vocabulary</li> <li>- Mostly free of errors</li> <li>- Minimal spoken language influence</li> <li>- Good fluency of signing</li> </ul>	<ul style="list-style-type: none"> <li>- Register and discourse appropriate to purpose, audience and context</li> <li>- Some grammatical errors</li> <li>- Adequate sign vocabulary</li> <li>- Errors do not impede meaning</li> <li>- Moderate spoken language influence</li> <li>- Adequate fluency of signing</li> </ul>	<ul style="list-style-type: none"> <li>- Register and discourse less appropriate to purpose, audience and context</li> <li>- Inaccurate grammar</li> <li>- Limited sign vocabulary</li> <li>- Meaning obscured</li> <li>- Substantial spoken language influence</li> <li>- Limited fluency of signing</li> </ul>	<ul style="list-style-type: none"> <li>- Register and discourse do not correspond to purpose, audience and context</li> <li>- Error-ridden and confused</li> <li>- Poor sign vocabulary</li> <li>- Meaning seriously impaired</li> <li>- Strong spoken language influence</li> <li>- Poor fluency of signing</li> </ul>		
<b>Total for TRANSACTIONAL TEXT 1:</b>						<b>[25]</b>	

[illegible][illegible]