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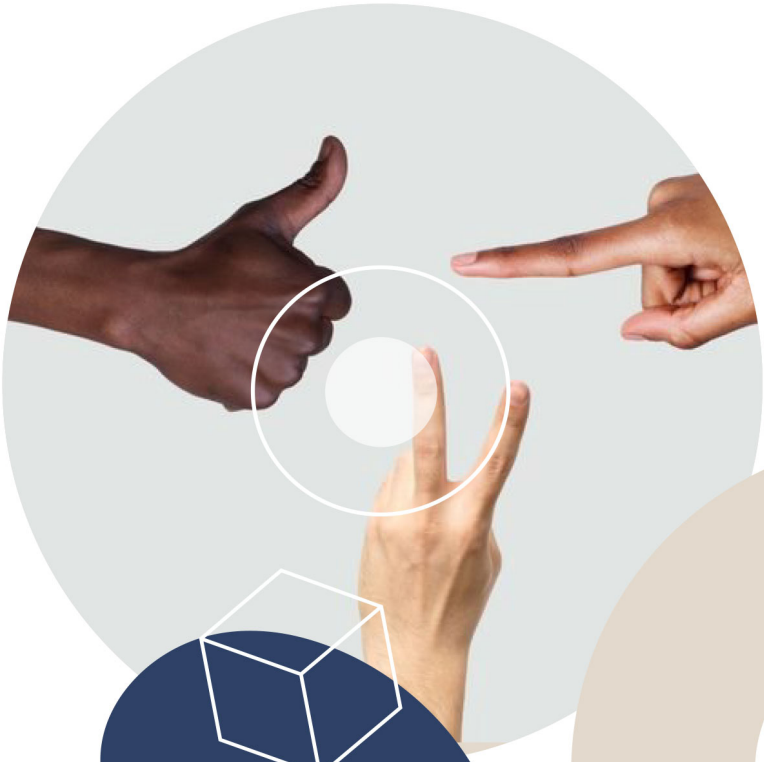
GRADES 10-12 2021

South African Sign Language

STUDY GUIDE FOR RECORDING ESSAYS AND TRANSACTIONAL TEXTS

Home Language



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Dear Grade 12 learner

The purpose of this guideline is to guide you on the aspects of recording and presenting. Also, the guideline aims to produce competent creative signers who use their skills to develop and present appropriate recorded texts for a variety of purposes.
Creative recording skills allow you to construct and communicate thoughts and ideas coherently. Frequent creative recording practice across a variety of contexts, tasks and subject will help you to communicate functionally and creatively. Knowledge of language structures and conventions will help you to produce coherent and cohesive texts.

This study guide helps you to prepare for the end-of-year Grade 12 South African Sign Language Home Language (SASL HL) Recording exam. There are three exams for SASL HL:

- Paper 1 – Language in Context
- Paper 2 – Literature
- Paper 3 – Recording

Paper 3: Recording includes the recording of essays and transactional texts.

Types of essays:

1. Narrative
2. Descriptive
3. Reflective
4. Argumentative
5. Discursive

Transactional texts:

1. Friendly/informal and formal signed messages (request / complaint / thanks / congratulations/ sympathy)
2. Magazine item
3. Newspaper item
4. Report (formal and informal)
5. “Speech”
6. Dialogue
7. Interview
8. Review
9. Eulogy
10. Vlog

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How to use this study guide

This study guide looks at the two sections of Paper 3: Recording:

- Section A: Essays
- Section B: Transactional texts

In each section:

- Important facts about the types of recording are provided.
- Step-by-step information is provided on choosing your topic, planning, drafting and then producing your final text.
- There are examples to show you the correct process to follow when producing your own work.
- Activities are provided for you to practise your skills.
- Information is given about what is expected from you in the exam. This includes a rubric which details exactly the different skills and knowledge the markers are looking for.

The meanings of signs/terminology are provided at the end of every essay and transactional text. Pictures of the signs that are included in the *SASL HL CAPS Subject Terminology (DBE: 2020),* will be provided in the table. Signs that are not included in the DBE DVD will be explained to you by your teacher.

Link for the *SASL HL CAPS Subject Terminology (DBE: 2020):*

https://wcedeportal.co.za/browse/grades/12/subjects/south-african-sign-language-hl

Link for the previous SASL HL NSC question papers:

https://www.education.gov.za/Curriculum/NationalSeniorCertificate(NSC)Examinations/NSCPastExaminationpapers.aspx

Icons in your study guide:

	Points to consider when recording		Explanation of terminology
	Step-by-step instructions		Activities with questions for you to answer
	Format: How to structure the text		

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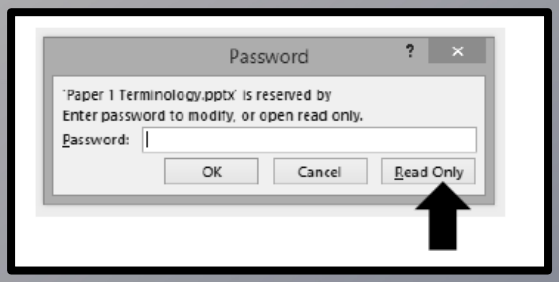
On the exam day

1. Make sure you have your Identity Document (ID) and examination admission letter. Arrive at the exam venue at least an hour before starting time to allow for all the processes to take place.

2. Go to the toilet before entering the exam room. You don't want to waste valuable time going to the toilet during the exams.

3. You will receive a Booklet for Rough Work with each question paper, which is intended for rough work only and will NOT be assessed. Write your centre number and examination number on the cover page in the spaces provided. This should be handed in after the examination.

4. Open your paper by clicking **Read Only.**



5. Use the 20 minutes' "reading" time to view the instructions and questions carefully. You must decide which choice questions you want to answer. Remember that you must answer ONE essay and TWO transactional texts.

6. Break each question down to make sure you understand what is being asked. If you don't answer the question properly you will not get any marks. Look for the important signs in the question to know how to answer.

7. Manage your time carefully.

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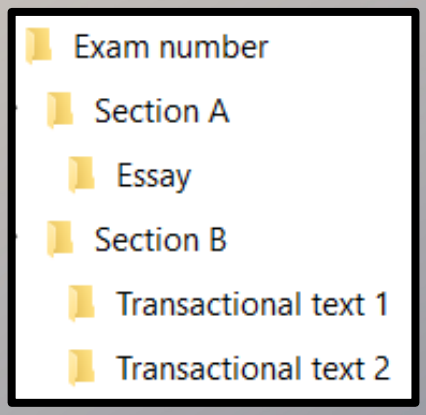
8. Before recording your answers, create a folder that indicates your examination number. The subfolders should be renamed to the relevant sections. Save responses in the correct folder.



9. When recording your answer, start by signing the question number first. Do not sign the question again. Take care to sign clearly within the webcam frame (signing space) so the markers can see your answers easily and clearly.

10. After recording your answer, rename the clip according to the question number.

11. AFTER the exam, the technician will help with ALL technical processes and will save your answers on DVDs.

12. You may NOT leave the examination room BEFORE the technical processes are completed. Check whether all files are stored in their examination folders and labelled correctly with your personal examination number and examination centre number.

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Overview of the South African Sign Language Home Language (SASL HL) Paper 3: Recording

In **Paper 3** there are TWO sections. You need to answer THREE questions, ONE from Section A and TWO from Section B. You will have 3 hours for this exam.

Section A: Essay

Answer ONE question

Section B: Transactional Text

Answer TWO questions

A total of 100 marks is allocated for Paper 3

Here is a summary of the Paper 3 Recording exam paper:

Section	Text types	What marks are awarded for	Number of marks	Length of text
Section A	Essays	• Content and planning • Language, style and editing • Structure	• 30 marks • 15 marks • 5 marks **Total: 50 marks**	4 – 6 minutes
Section B	Transactional text 1	• Content, planning & format • Language, style and editing	• 15 marks • 10 marks **Total: 25 marks**	2 – 3 minutes
	Transactional text 2	• Content, planning & format • Language, style and editing	• 15 marks • 10 marks **Total: 25 marks**	2 – 3 minutes

Suggested time for each question:

Section A:	Essays (50 marks)	90 minutes
Section B:	Transactional text 1 (25 marks)	45 minutes
	Transactional text 2 (25 marks)	45 minutes

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Section A

ESSAYS

ALL ABOUT ESSAYS

To record a successful essay, you need to give yourself time to plan your ideas and record a draft. Once you have edited and corrected your draft, your final essay should be a well-structured and interesting recording.

In this section, you will learn how to express yourself using the rules that will earn you marks in the final Grade 12 exam.

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1.1 The structure of an essay

Essay

Introduction

The introduction should catch the reader's attention. It must be striking and entice the reader to continue reading.

Body

The body comprises the full content of the essay. The body must be divided into paragraphs, each of which must have a main idea with supporting details.

Conclusion

The conclusion effectively rounds off your essay.

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1.2 Steps for recording an essay

There are four main steps involved in writing an exam essay:

Step 1: Choose your topic and type of essay
Step 2: Plan your essay
Step 3: Record and edit your draft essay
Step 4: Record your final essay

Step 1: Choose your topic and type of essay

Topic

In the essay section of the exam, there will be six topics. You must choose ONE essay only.

Essay type

A particular topic may match one type of essay better than another type of essay. For example, if a topic asks whether you agree or disagree, then use the argumentative essay type. The table below shows brief descriptions of the five essay types.

Step 2: Plan your essay

Decide which type of essay you think is most suitable for the essay topic. Remind yourself of the features of this type of essay.

Plan your essay by noting your ideas for the content of the essay. The content refers to the main ideas (points or details) in your essay. It must be relevant to the topic.

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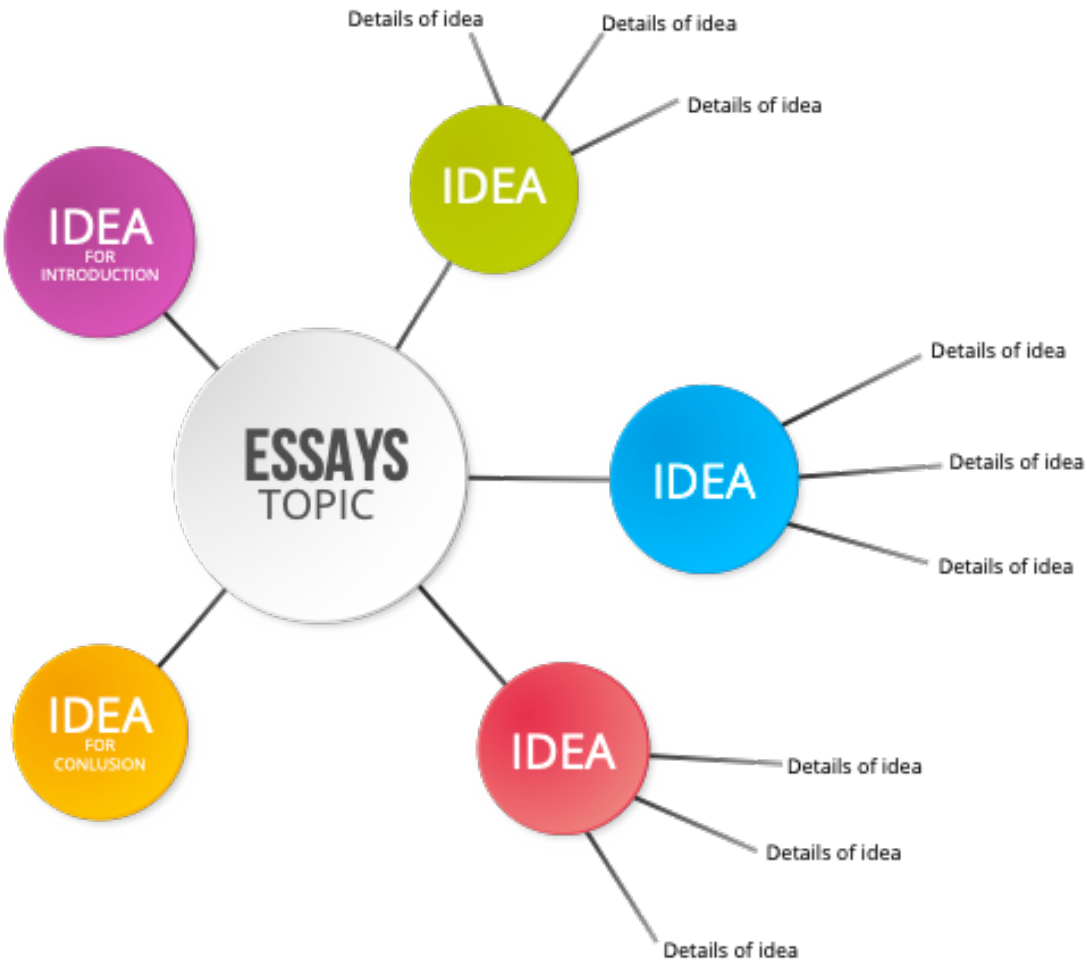
Once you have noted your ideas, you can organise these by numbering them. This will show the order of your chunks for the structure of your essay.

A plan helps you think about what ideas you want to include in your text. It also helps you to put your ideas into a clear structure. There are many different ways to plan your text, e.g. mind map and idea lists. Use the planning method that works best for you.

Mind maps

These are diagrams of ideas. The title is in the centre with thoughts and ideas coming from the main idea. Below is an example of a mind map.



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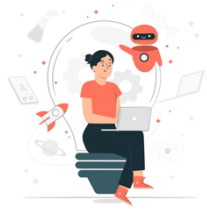
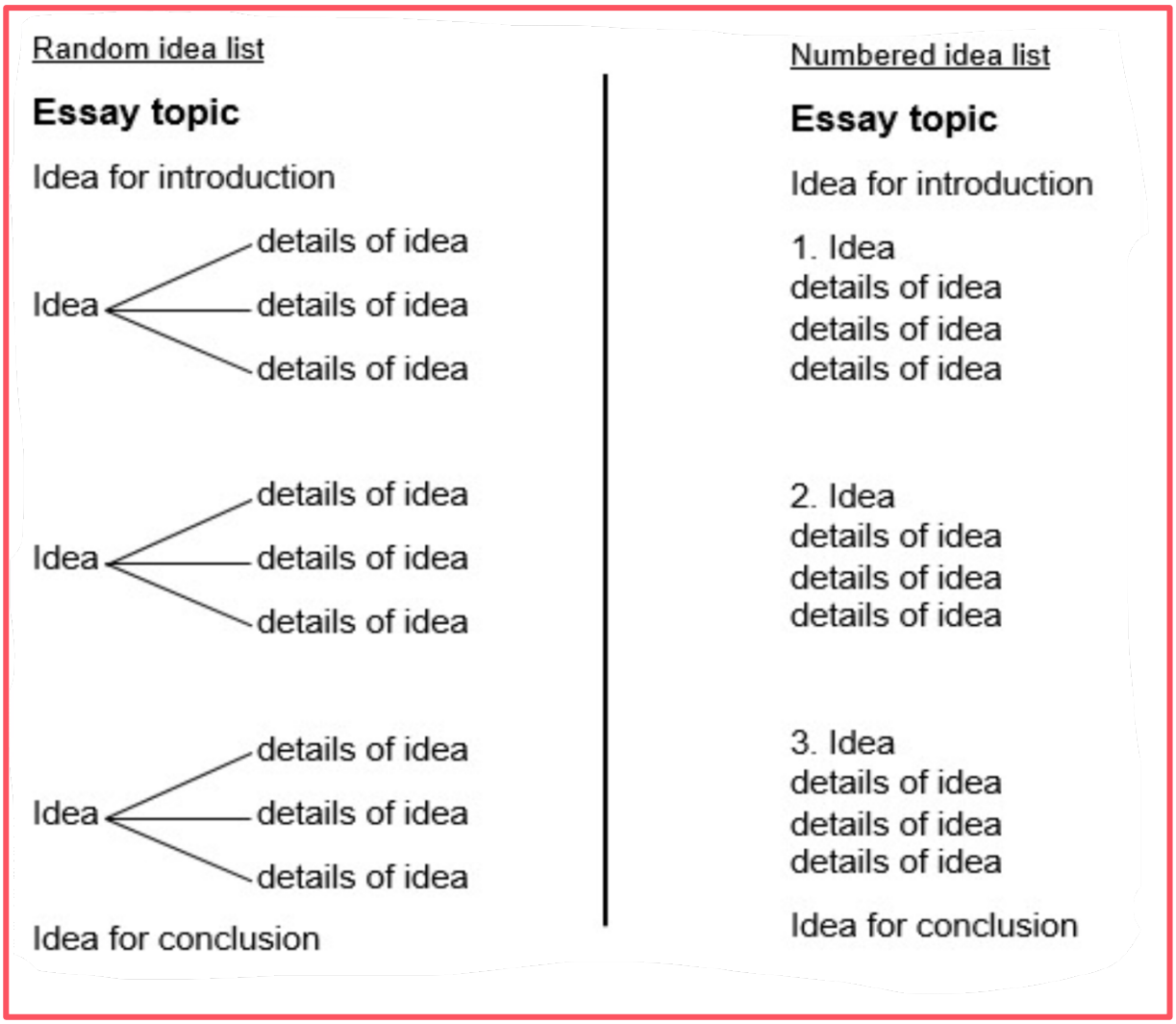


Idea lists

These help you to quickly note ideas for each chunk. Note your ideas as they come to you and then organise them in a logical order. Below is an example.



Step 3: Record and edit your draft essay

Record a draft of your essay, using the ideas from your plan.

View your essay carefully to proofread it. Look for any mistakes, e.g. SASL structure, repetition, spoken language influence and fingerspelling. Edit your draft by correcting these mistakes and making any other changes you think are needed. This will improve your final essay.

Make sure that the length of your text is between 4 – 6 minutes.

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Step 4: Record your final essay

Record your final essay by re-recording your draft. Make sure that you make all the changes you marked in your draft so that your final essay has no mistakes and clearly expresses all your best ideas.

When recording your essay, start by signing the question number first. Sign the topic of your essay. Sign clearly within the webcam frame (signing space) so the marker can see all your signing.

After recording your essay, rename the clip according to the question number.

The length of texts:

Language level	Grade 10	Grade 11	Grade 12
SASL HL	3 – 4 minutes	3 – 5 minutes	4 – 6 minutes

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1.3 What are markers looking for?

In the exam, you must record ONE essay of **4 – 6 minutes**. The essay is 50 out of 100 marks in the exam - half the total marks for Paper 3. Markers will give marks for your essay based on:

☞ ***Content and planning: (30 marks)***

- Very well-crafted response
- Intelligent, thought-provoking ideas for planning
- Awareness of purpose, audience and context
- Well organised and coherent (introduction, body and conclusion)

☞ ***Language, style & editing: (15 marks)***

- Register and discourse appropriate to purpose and context
- Effective language use
- Use of appropriate sign choice
- Correct use of grammar and fingerspelling
- Fluency of signing and no spoken language influence

☞ ***Structure: (5 marks)***

- Features of text
- Good development of topic / details
- Well-structured sentences and chunks

The **rubric** on the next three pages is used to mark your essay. It shows the five levels of achievement that the markers use, from the lowest achievement (Inadequate column) to the highest achievement (Exceptional column).

The rubric also describes the skills the markers look for when marking.

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For example, when marking an essay's content, the marker will assess how well the ideas relate to the topic, and whether they are well planned and organised. The rubric is a useful guide for you to use when practising your recording skills because it informs you of the skills the markers will be assessing when marking your exam.

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ASSESSMENT RUBRIC FOR ESSAY – SOUTH AFRICAN SIGN LANGUAGE HOME LANGUAGE [50 MARKS]

Question number: _____ **Name of Learner: _____**

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

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Criteria		Exceptional	Skilful	Moderate	Elementary	Inadequate	Maximum Mark	Learner Mark
LANGUAGE, STYLE & EDITING Register and discourse appropriate to purpose/effect and context sign choice Language use and conventions, grammar, spelling **15 MARKS**	**Upper level**	**14–15**	**11–12**	**8–9**	**5–6**	**0–3**	**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 - Exceptional fluency in signing	- 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 - Good fluency of signing	- Register and discourse appropriate to purpose, audience and context - Appropriate use of language to convey meaning - Sign choice is appropriate - Adequate fluency of signing	- Register and discourse not appropriate to purpose, audience and context - Very basic use of language - Very limited sign choice - Limited fluency of signing	- Register and discourse not appropriate to purpose, audience and context - Language incomprehensible - Sign choice is extremely limited so as to make comprehension impossible - Poor fluency of signing		
		13	**10**	**7**	**4**			
	Lower level	- Language excellent and rhetorically - Effective in sign choice - Virtually error-free in grammar and fingerspelling - Skilfully crafted - No spoken language influence	- Language engaging and generally effective - Appropriate and effective sign choice - Few errors in grammar and fingerspelling - Well-crafted - Minimal spoken language influence	- Adequate use of language with some inconsistencies - Sign choice generally appropriate - Errors in grammar and fingerspelling - Substantial spoken language influence	- Inadequate use of language - Exceptionally limited vocabulary - Substantial errors in grammar and fingerspelling - Little or no variety in sentence - Strong spoken language influence			

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Criteria		Exceptional	Skilful	Moderate	Elementary	Inadequate	Maximum Mark	Learner Mark
STRUCTURE Features of text Chunking development and sentence construction **5 MARKS**		**5**	**4**	**3**	**2**	**0–1**	**5**	
		- Excellent development of topic - Exceptional details - Sentences, chunks exceptionally well-constructed	- Logical development of details - Coherent - Sentences varied, logical chunking	- Relevant details developed - Sentences, chunks well-constructed - Essay still makes sense	- Some valid points - Sentences and chunks faulty - Essay still makes some sense	- Necessary points lacking - Sentences and chunks are faulty - Essay lacks sense		
								[50]

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.

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2. THE FIVE TYPES OF ESSAYS

The five essay types	
1. Narrative essay	This essay tells a story which does not have to be based on facts or personal experiences. The story, which can be told in a creative and imaginative way, must have a plot, a setting and characters.
2. Descriptive essay	This essay describes a person, memory, situation, place, experience or object. The presentation creates a picture in signs. The signer presents the text in a style that draws the viewer into his/her perspective of the subject being described.
3. Reflective essay	This essay shows how you think or feel about a topic. You have to present an idea and give thoughts and feelings about the idea.
4. Argumentative essay	This essay must support one side of an issue based on the topic. Argumentative essays are subjective because one particular position or opinion is defended. Your opinion should be clear and you must argue to convince the viewers to share your point of view.
5. Discursive essay	This essay gives a balanced view of both sides of an issue, based on the topic. For example, you must present the advantages and disadvantages of something, or the reasons for and against a particular point of view.

Types of essays per grade:

Grade 10	Grade 11	Grade 12
Narrative Descriptive Argumentative	Narrative Descriptive Discursive Argumentative Reflective	Narrative Descriptive Discursive Argumentative Reflective

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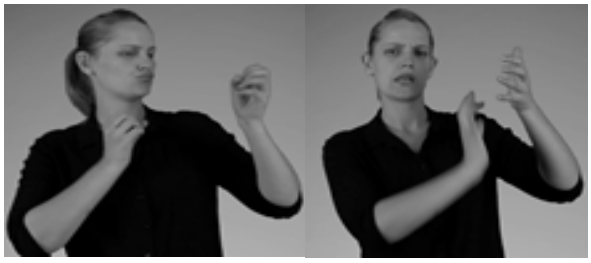

2.1 Narrative essay

A narrative is a story or a past event and can be signed from any viewpoint. The narrative does not have to be a true story and can be signed in a creative or imaginative way. It may or may not be based on your personal life experiences. Events are presented in a meaningful order.

Consider the following when recording a narrative essay:

- ☞ You story must have a strong story line and be convincing even if it is fiction.
- ☞ A narrative essay is usually signed in the past tense as the event has already happened.
- ☞ The introductory paragraph should get the viewer's attention.
- ☞ The story should be signed in an interesting and entertaining style.
- ☞ Your essay should be descriptive - use adjectives, adverbs, verbs and nouns to describe events.
- ☞ Use appropriate facial expressions, body language and role-shift to make a point.
- ☞ Use sensory details of sight, taste, smell, and ***tactile*** sensations (imagery).
- ☞ The style, rhetorical devices and action must maintain the viewer's interest.
- ☞ Ensure that the ending is satisfying but not predictable.

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Story map for planning the narrative essay:

Who are the main characters?
Is it you or an imaginary person/animal/object you will create?
How old is this character?
What does the character look like?
What are the character traits?

Setting

Themes

What are the characters plans?
This is an important part of planning. If your "reader" understands from the beginning what your protagonist (main character) wants, it is easier for them to identify with the character.

What are the events that set your story into motion?
Decide on the sequence of these events and how they will develop.

What is the UNEXPECTED challenge or obstacle that now prevents your character from achieving his/her/its plans?
For this to be effective, it must be a credible (believable) obstacle or challenge.

What is the unusual choice that your protagonist makes at the end?

OR

What is the unexpected turn of events that changes everything?

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Format of a narrative essay:

Introduction
Give the context / background

Body

Conclusion
Personal comment on the event

Activities:

Record an essay of 4 – 6 minutes on ONE of the following topics:

1. The last time I saw them
2. The year 2020 …
3. We had a great time
4. I will always remember…

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Terminology

Terminology	Meaning	Sign
tactile	touch	
climax	the most exciting, effective part of the story; this important part is not necessarily at the end	

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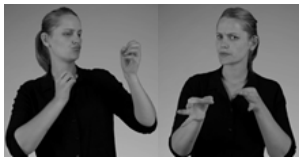
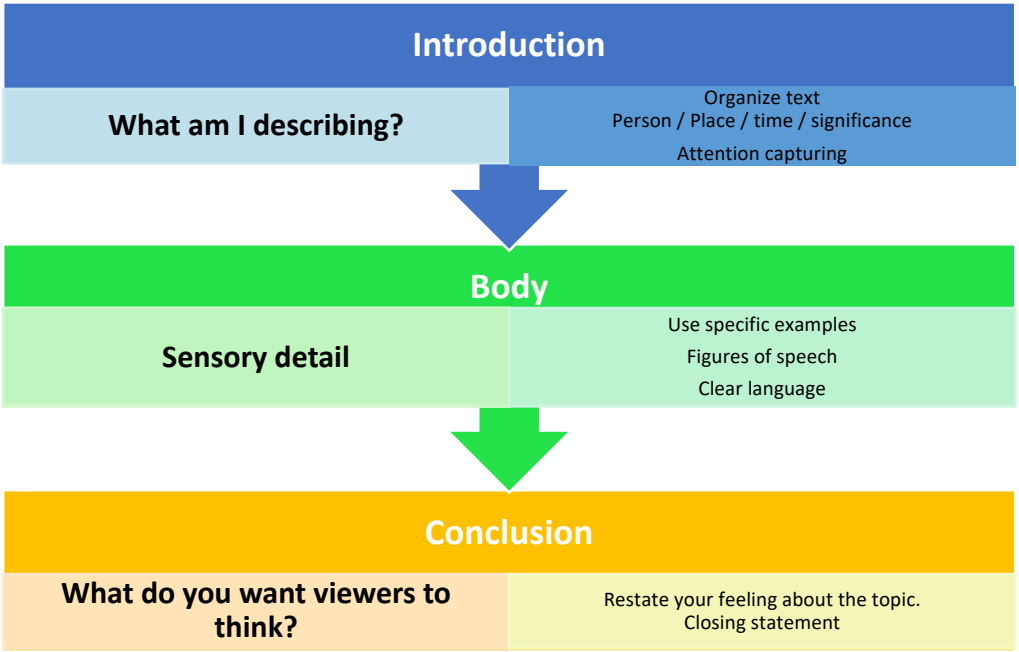
2.2 Descriptive essay



In a descriptive essay, the signer describes a person, memory, situation, place, experience or object. The presentation creates a picture or an ***image*** in signs. In ***contrast*** to other types of essays, the descriptive essay allows the signer to use many ***figures of speech*** and ***descriptors*** such as classifiers, NMFs, adjectives and adverbs, thus enabling him/her to create a powerful image of the description that is being signed. The signer presents the text in a style that draws the viewer into his/her viewpoint of the subject being described.

Format of a descriptive essay:



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Consider the following when recording a descriptive essay:

- Create a picture in signs of your experience of the topic. It is very difficult to give a description without the personal experience.
- This is usually signed from the first person ('ME') point of view.
- Describe someone / something / a place with enough detail for the viewer to experience the topic clearly.
- Use images of sight, taste, smell and touch to make the description clear.
- Use figures of speech, such as, (e.g. metaphors, personification, and hyperbole).
- Create the picture using classifiers, NMF's, adjectives and adverbs.
- Use the present or past tense.

Activities:

Record an essay of 4 – 6 minutes on ONE of the following topics: Record an essay of 4 – 6 minutes on ONE of the following topics.

1. By the riverside
2. Describe a thunderstorm from a Deaf perspective
3. An explosion of colours

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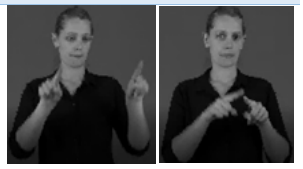
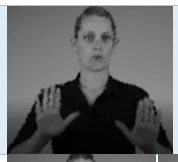
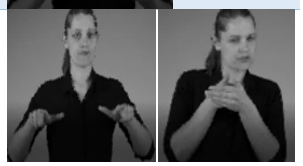
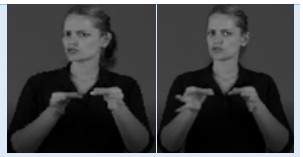
Terminology

Terminology	Meaning	Sign
image	the picture created by the sign, allowing the signer to express a specific idea about the topic	
contrast	opposite/ different	
figures of speech	signs used in a non-literal way to make what you want	
descriptors	signs that give descriptions	

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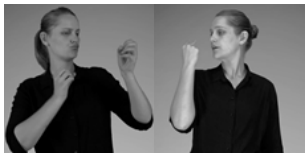
2.3 Reflective essay



In a reflective essay you have to present an idea and give your emotional response and feelings. You could, for example, reflect on dreams or ***aspirations*** and present a set of thoughts and ideas about a topic, with no particular attempt to argue for or against the topic.

Note:

- While the different types of essays seem independent of one another, your response may be a combination of different types of essays.
- It should also be noted that one topic may be appropriate for different types of essays.

The following is an illustration of how the same topic can be interpreted as either a descriptive or a reflective essay.

Descriptive vs Reflective		
Topic	**Descriptive**	**Reflective**
My first day at high school	• The physical environment: the school, the teachers, the classrooms, the children, the sights, smells, etc. • To whom I "talked" • What I did • The various activities • What I was "told" to do	• How I felt at the time • What I learned from the experience on that day • What I discovered about myself • My expectations about high school and whether these were confirmed • Skills I had to develop to fit into my new environment

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Consider the following when recording a reflective essay:

- A reflective essay is ***subjective***.
- Feelings and emotions play a major role.
- The main part of the essay may be descriptive. These descriptions should be clear and aim to recreate the memories or feelings of the signer in the viewer.
- The ideas, thoughts or feelings expressed should reveal sincerity and personal involvement.
- Focus on your inner emotions rather than on the event itself.
- You must skilfully create realistic, truthful, powerful, interesting and rich feelings / images in your mind.
- You can end the essay by "telling" the viewer what you have learnt from this experience.

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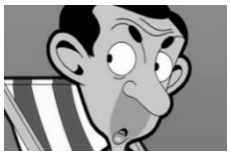
Graphic illustration of how to plan a reflective essay:

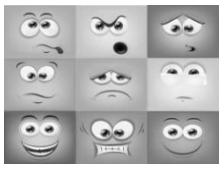
Describe:

What happened?



Feeling:

What were your feelings?



Evaluate:

What was good about the experience?

What problems did you have?

Analyse:

Why was the experience good?

Why did you have those problems?

Did others experience the same problems?

Conclusion:

General conclusions

Personal conclusions

Plan:

What will you do differently next time?

How will you overcome the problems?

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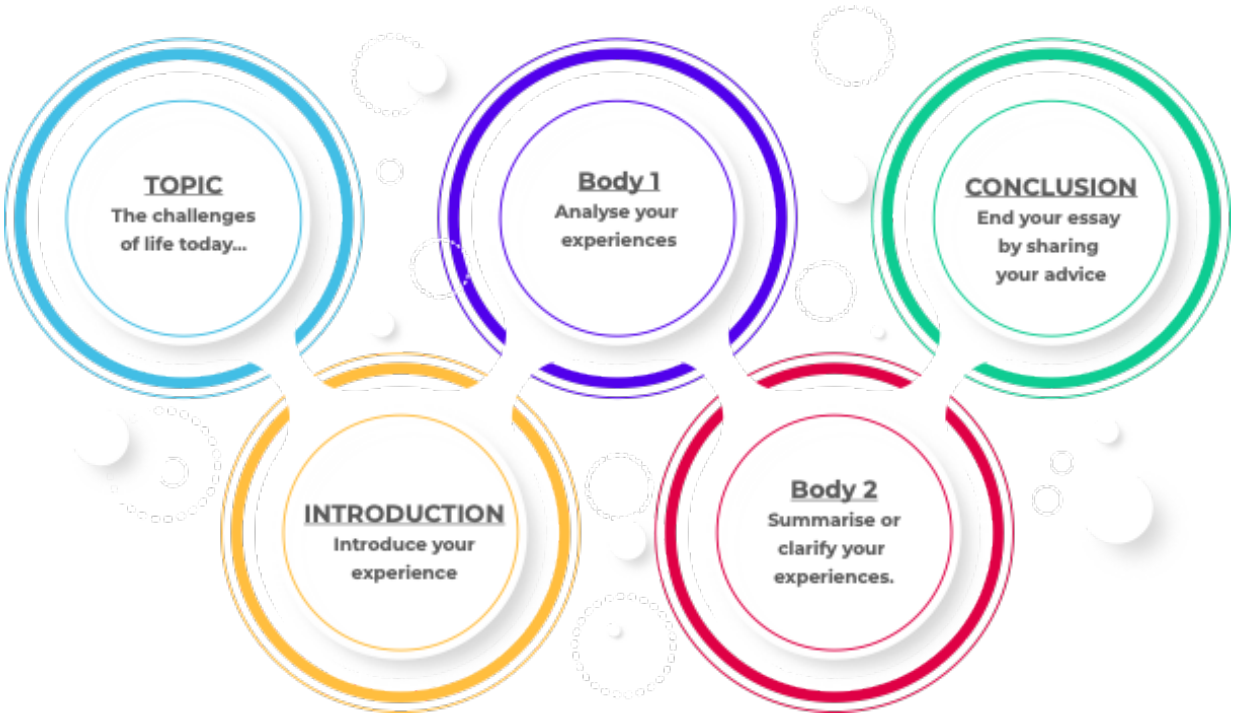
Mind map for: “The challenges of life today”



Activities:

Record an essay of 4 - 6 minutes on ONE of the following topics.

1. Today I am wiser than before
2. The challenges of life
3. The joy of helping others

Terminology

Terminology	Meaning
aspirations	hope, desire or wish to achieve something
subjective	one point of view / one-sided

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2.4 Argumentative essay

Argumentative essays are ***subjective*** because one particular position or opinion is defended. In the beginning, you will mention the two opposing viewpoints and thereafter choose one position that must be maintained throughout the essay. Your opinion should be clear and you must argue to defend or motivate why you have taken this position or opinion and try to convince the viewers to share your point of view. At the end of the essay, the viewers must have a clear idea of where you are positioned.

WHY DO YOU NEED TO ARGUE A 'POINT OF VIEW'?

- ☞ You want to make your **point of view** known.
- ☞ You want to **convince** others to share your point of view.
- ☞ **An argumentative essay does the same thing – you must try to convince the reader of your point of view.**

Consider the following when recording a argumentative essay:

- ☞ The essay should start with your point of view of the topic in an original and interesting way.
- ☞ You should present a range of reasons/facts why you support this position.
- ☞ You may mention the arguments for and against the topic, but the position you take must ***dominate*** the essay.
- ☞ The argumentative essay must show that you are firm in your position and a variety of persuasive techniques should be used.
- ☞ The language used is emotive and can be emotional but should not be rude.
- ☞ The conclusion (ending) should be a strong, clear and convincing statement of your opinion.

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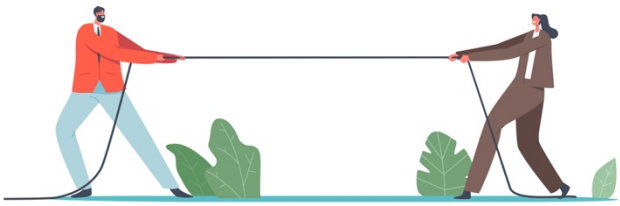
Examples of graphic illustration of how to plan an argumentative essay:

Example 1

Introduction: Give background and topic of the argument.

Explain the two points of view.

POINT OF VIEW 1



POINT OF VIEW 2

I BELIEVE – CHOOSE ONE (explain in short why)

Body:

Reason 1: I believe … Why? Support with evidence or examples

Reason 2: Why? Support with evidence or examples

Reason 3: Why? Support with evidence or examples

OTHER people believe

Conclusion:

I BELIEVE

- Summarise your arguments
- YOUR OPINION

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Example 2

Introduction

Give background and topic of the argument.

Explain the two points of view.

Body of Essay

Against your point of view		**For your point of view**
Against: Reason 1 ***Refute*** the argument	Point 1	**For:** Reason 1 Support with evidence
Against: Reason 2 ***Refute*** the argument	Point 2	**For:** Reason 2 Support with evidence
Against: Reason 3 ***Refute*** the argument	Point 3	**For:** Reason 3 Support with evidence

Conclusion

I BELIEVE

- Summarise your arguments
- YOUR OPINION

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Activities:

Record an essay of 4 – 6 minutes on ONE of the following topics.

1. Teenagers are not rebellious; they are just misunderstood.
2. On-line learning has proved to be successful.
3. Social media ruins lives.

Terminology

Terminology	Meaning
subjective	one point of view / one-sided
dominate	the position you take must be emphasised / clear / strong
refute	explain why the argument is wrong

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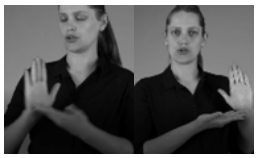
2.5 Discursive essay



A discursive essay aims to give a balanced view of both sides of an argument, for example, the advantages and disadvantages of something, or the reasons for and against a particular point of view. You should present positive and negative points in your essay. You may come to a particular conclusion at the end of the essay but the arguments for and against must be well balanced and clearly analysed in the essay.

Format of a discursive essay:

Introduction

Your introduction should be interesting and immediately get the attention of the viewer.

Body

Argument 1 – Support/good/positive	Point 1 – Support with evidence or example
Argument 2 - Support/good/positive	Point 2 – Support with evidence or example
Show a clear change in argument -	
Argument 1 – Against/bad/negative	Same Point – Support with evidence or example
Argument 2 - Against/bad/negative	Same Point – Support with evidence or example

Conclusion

- Summary of ideas
- Present your own opinion
- Final thoughts

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Consider the following when recording a discursive essay:

- Use present tense.
- The signer should understand and be able to present both sides of the argument without taking sides.
- The signing must be clear and meaningful.
- Calm, well-thought and well-supported statements should be presented.
- The ***tone*** should be unemotional and believable.
- Focus on one main idea in each chunk and give evidence or examples.
- Give reasons, examples and supporting information for each point.
- Use good ***connectors*** between ideas / chunks. E.g. 'BUT', 'OR', 'WHY'.
- The signer may give his/her opinion at the end of the essay, but this should only be done in conclusion.

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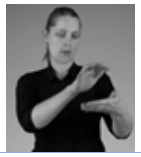
Example of a discursive essay:

TOPIC: Freedom of choice has advantages and disadvantages	
Chunk 1 - Introduction	SA is democratic
	People have freedom of choice - this has advantages and disadvantages
Chunk 2 - Advantages (Body)	We have the right to choose: Clothing / career / friends / education / etc.
	Gives a sense of individuality
Chunk 3 – Disadvantages (Body) 	Can have negative influence on individuals
	People can make wrong choices
Chunk 4 - Conclusion	People have rights
	With rights, there must be responsibilities

Activities:

Record an essay of 4 – 6 minutes on ONE of the topics.

1. Sport can unite or divide people.
2. Your future is not created by others, but by you.

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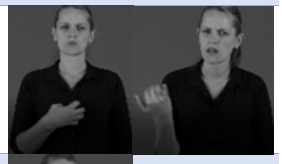
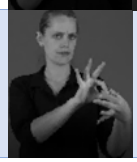
Terminology

Terminology	Meaning	Sign
tone	the emotion of the signer as shown by the pace, size of the signing and NMF.	
connectors	joining signs	

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3. INTERPRETATION OF VISUAL STIMULI TEXTS (PICTURES)

A ***visual stimulus*** is a picture that ***evokes*** your feelings or thoughts. You then record an essay based on what you see and the emotions that you feel. The aim of the visual stimulus is to get your creative mind working.

Consider the following when recording an essay based on a visual stimulus:

- Your essay can be recorded in any style (i.e. narrative, descriptive, argumentative, discursive or reflective).
- When responding to an essay with a visual, ask yourself the following questions:
  - What can you see in the image?
  - What stand out in the image?
  - What is the focus/main idea of the image?
  - What do you think about when looking at it?
  - What feelings/emotions do you feel when looking at it?
- Provide a suitable title for your essay.
- You should not only describe the image/visual as a literal response to the essay.
- You must always ensure that there is a link between your content and the image/visual stimuli.
- Remember to use the Recording Process as a guideline when preparing and presenting your response.

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Activities:

Record an essay of 4 - 6 minutes on ONE of the following topics:

The pictures below may ***evoke a reaction*** or feeling in you.

- Select ONE picture and record an essay in response.
- Give your essay a title.
- **NOTE**: There must be a clear link between your essay and the picture you have chosen.

3.2.1

3.2.2

3.2.3

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4. RESPONDING TO ESSAY QUESTIONS USING QUOTATIONS AS TOPICS

This is a short piece of recording taken from a longer recording of literature, poetry, etc. or from what someone else has said.

Creative quotations from famous people, leaders or well-known people can provide a ***stimulus*** for recording a creative essay.

Consider the following when recording an essay based on a quotation:

- Quotations allow you to record an essay in a creative way.
- There must be a link between the quotation and the contents of your recorded essay.
- Extracts from poems, longer stories, etc. can be used as a quotation to record an essay. These extracts usually focus on a specific theme, idea or issue.
- Sometimes the extract may include more than one idea/issue that can be discussed.
- You must ensure that when responding to an extract as a stimulus for recording, the content must cover all/as many ideas/issues expressed in the extract provided. Failure to do so will lower the content mark when your essay is assessed.
- Note the following:
  - Pay attention to the main idea of the quotation.
  - Reflect on what you think the quotation is about.
  - Decide on the type of essay that you can link to the quotation.
  - Do not ***deviate*** from the topic/quotation.
- Your essay should be based on the quotation, not on the author/signer.

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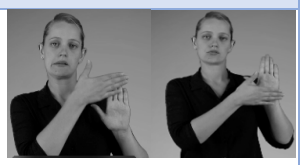
Activities:

Record an essay of 4 - 6 minutes on ONE of the following topics:

1. “It is only impossible until it is done.” (Nelson Mandela)
2. “I am an African.” (Thabo Mbeki)
3. "If you're disabled or different from what general society ***deems*** normal, it's fine. There will always be people who won't accept you, but there are others you can find who will. You're never alone." (Millicent Simmonds)

Terminology

Terminology	Meaning	Sign
visual stimulus	picture, photograph or drawing	
suitable	title that matches the essay	
literal	what you see – the most basic meaning	
evoke a reaction	brings out a thought or feeling	
contents	what you are signing about / the main issue of the essay	
deviate	move away from your plan and sign other ideas	
deems	thinks / says / feels (is normal)	

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5. EDITING, REVISING AND FINAL RECORDING

5.1 **Editing** is what you start doing immediately after the first draft. It entails re-viewing your draft to determine whether the content, structure, language and style are appropriate and suited for the purpose.

5.2 **Revising** is the very last step in the recording process. Just because it comes last does not mean that it is the least important. It entails checking for errors in the text before it is published (presented) or shared. It also includes correcting non-manual "punctuation" (NMFs), fingerspelling, grammar, sentence structure, sign choice, essay structure and so on.

5.3 **Record** your **final essay** by re-recording your draft. Make sure that you make all the changes you marked in your draft so that your final essay has no mistakes and clearly expresses all your best ideas.

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Section B TRANSACTIONAL TEXTS

6. ALL ABOUT TRANSACTIONAL

Recording of transactional texts is based on real life experiences and is thus factual. These types of texts are sent to communicate information between people. It has a specific purpose and format, such as signed messages to your family or a complaint to a business.

In this section, you will learn the features of each type of transactional text.

All transactional texts have an **introduction**, **body** and **conclusion (format)**. The content of these will depend on the type of text.

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6.1 Steps for recording transactional

There are four main steps for recording a transactional text:

Step 1: Choose your text type

Step 2: Plan your topic

Step 3: Record a draft of your text and edit it

Step 4: Record your final text

Step 1: Choose your text type and topic

You have to answer TWO of the questions. Choose the text type you know best.

Step 2: Plan your topic

Remind yourself of the correct format for the text type you have chosen. Plan your text by noting your ideas for the content. Remember that your ideas must be relevant to the topic, and the text type you have chosen.

Once you have noted a few ideas, you can organise them by numbering them in a logical order. This is the order in which you will sign your ideas in chunks in your text.

A plan helps you think about what ideas you want to include in your text. It also helps you put your ideas into a clear structure. There are many different ways to plan your text, e.g. mind maps and idea lists. Use the planning method that works best for you.

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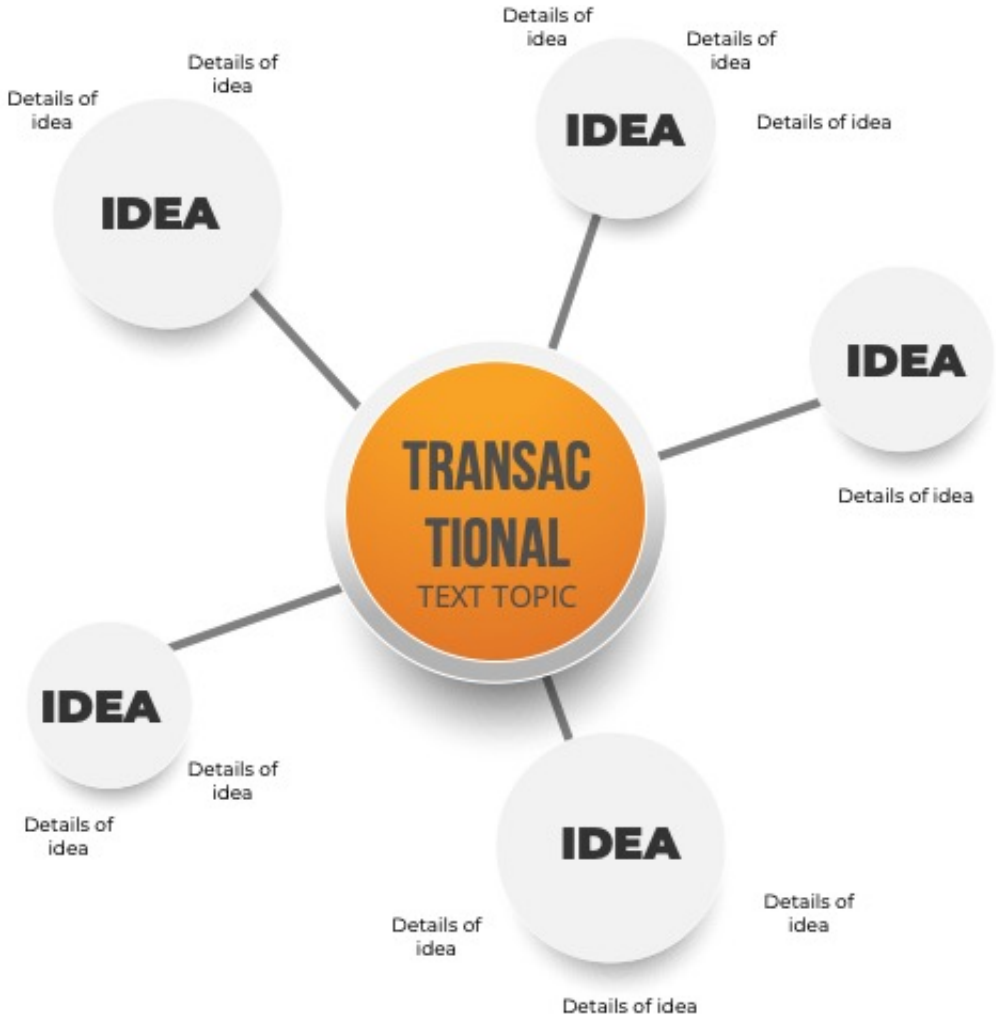
Mind maps

These are diagrams of ideas. The title is in the centre with branches coming from it showing thoughts and ideas. Below is an example of a mind map.



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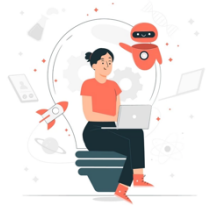
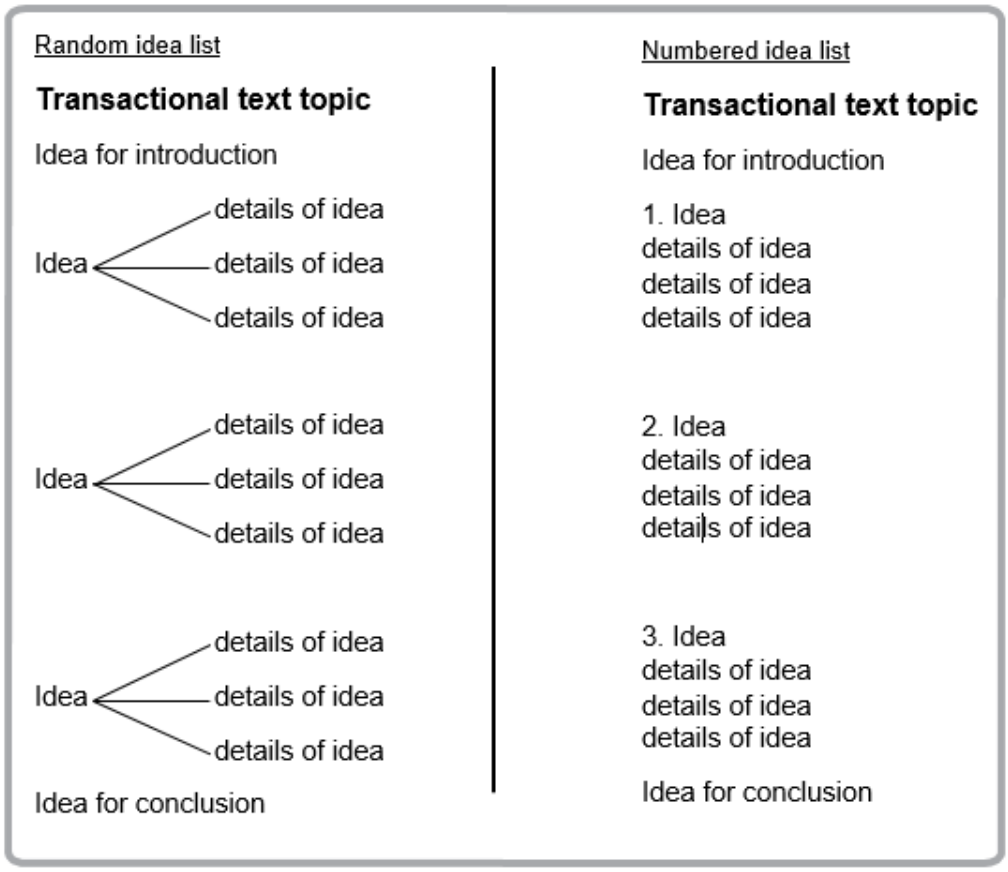


Idea lists

These will help you to quickly note ideas for each chunk. Note your ideas as they come to you and then organise them in a logical order. Below is an example.



Step 3: Record and edit your draft text

Record a draft of your text, using the ideas from your plan. Check that the format is right for the text type you have chosen.

View your recording (text) carefully to proofread it. Look for any mistakes, e.g. SASL structure, repetition, spoken language influence and fingerspelling. Edit your draft by correcting these mistakes and making any other changes you think are needed. This will improve your final text.

Make sure that the length of your text is between 2 – 3 minutes.

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Step 4: Record your final text

Record your final text by re-recording your draft. Make sure that you make all the changes you marked in your draft so that your final text has no mistakes and clearly expresses all your best ideas. Check again that the text is in the correct format for the text type

When recording your text, start by signing the question number first. Sign the topic of your text. Sign clearly within the webcam frame (signing space) so the markers can see your answers easily and clearly.

After recording your essay, rename the clip according to the question number.

The length of texts:

Level	Grade 10	Grade 11	Grade 12
Home Language	2 – 3 minutes	2 – 3 minutes	2 – 3 minutes

6.2 What are markers looking for?

In the exam, you must record TWO transactional texts of **2 – 3 minutes each**. The marks for each text are 25. Markers will give marks for your texts based on:

☞ ***Content, planning and format: (15 marks)***

- Very well-crafted response with intelligent ideas
- Good knowledge of the features of the text
- Correct format with introduction, body and conclusion
- Coherent presentation with no deviations
- Details that support the topic

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☞ ***Language, style & editing: (10 marks)***

- Register and discourse appropriate to purpose, audience and context.
- Grammatically correct and well-constructed presentation.
- Use of appropriate sign choice
- No spoken language influence
- Fluent and error- free signing

The **rubric** on the next page is used to mark your transactional texts. It shows the five levels of achievement that the markers use, from the lowest achievement (Inadequate column) to the highest achievement (Exceptional column).

The rubric also describes the skills the markers look for when marking.

The rubric is a useful guide for you to use when practising your recording skills because it reminds you of the skills the markers will be assessing when marking your exam.

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

Question number: _____ **Name of Learner: _____**

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate	Maximum Mark	Learner 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 mature 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 - Virtually error-free - Exceptional sign vocabulary - No spoken language influence - Exceptional fluency in signing	**7–8** - Register and discourse very appropriate to purpose, audience and context - Generally grammatically accurate and well-constructed - Mostly free of errors - Good sign vocabulary - 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 - Sign vocabulary not suitable for purpose - Meaning seriously impaired - Strong spoken language influence - Poor fluency of signing	**10**	
					Total for TRANSACTIONAL TEXT:	**[25]**	

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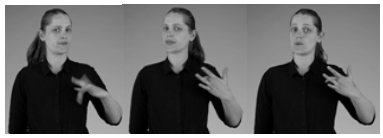
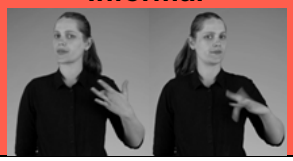
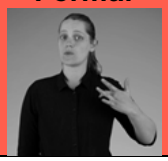
7. FRIENDLY/INFORMAL AND FORMAL SIGNED MESSAGES



The table below illustrates the features between friendly/informal and formal messages:

	Informal 	Formal 
Viewers	• Signing to a friend or a member of your family.	• Signing to a person you do not know personally or who you may know in a more formal way.
Tone and Register	• Language and tone should be a friendly approach. • The tone can be casual but slang should be avoided.	• Language and tone is formal. • The tone will always be polite. No slang.
Purpose	• To keep in touch with a friend or relative. • To give information or enquire about matters of similar interest, e.g. congratulatory message, message of sympathy or announcement of a birth.	• To give your views on an issue that concerns you. • To complain about an issue. • To request information. • Formal message of thanks or sympathy.
Format	• Salutation will be informal with use of the first name or familiar name, e.g. Hi, hello and good morning - followed by the first name. • Ending/closing will be informal, e.g. Goodbye, see you later or I-love-you sign.	• Start with details about yourself, e.g. name, where you live and what you do. • Salutation will be formal: Mr Monyaki or Sir/Madam (respectful greeting). • Mention the main idea or reason for signing the message. • Explain in more detail why you are sending this message.

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		• Ending/closing will be formal, e.g. by saying thank you or goodbye politely.
Content	• Topic/question will be casual and will guide what the content should be. • Plan the opening chunk, central points and concluding chunk. • Organise your content meaningfully.	• Topic/question will be formal and will guide what the content should be. • Plan the opening chunk, central points and concluding chunk. • Presenting your points logically is important and strengthens your case. • Avoid repeating points.

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7.1 Request

A request is a polite way of asking for something, for example, you can ask for information, assistance with a project or ask to borrow a DVD. Other examples include request for information from a college or university, request for an interview or request for a donation / bursary. These messages are always formal.

Consider the following when recording a request:

- ☞ Formal language should be used in the request.
- ☞ Depending on what you are requesting you need to include information linked to the purpose of the message. Do not include unnecessary information.
- ☞ A request message should be specific to what you need.
- ☞ Make sure that the background information is correct.
- ☞ The request should have a meaningful purpose.
- ☞ The tone must match the reason for the request.
- ☞ Your essay should be based on the quotation, not on the author/signer.

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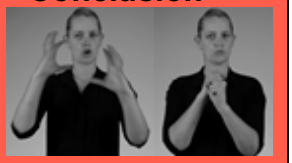
Format to follow if you are recording a message:

	Requesting to interview a person	Asking for a sponsor
Introduction	**Introduce yourself and your aim** Tell the recipient who you are.	**Introduce yourself and your aim** Tell the recipient who you are and where you are from.
Body	**Explain the request** • The reason for signing this message. • Why you chose this person to interview. • The purpose of the interview. • Where the interview will be reported (name of magazine). • How you are proposing to conduct the interview (Zoom / face-to-face). Where the interview will take place. • Length of the interview. • Explain what benefit the interview will have to you / to others.	**Explain the request** • The reason for signing this message. • Why this sponsor is important to you/your school. • What will be done with the sponsored money/equipment. • Details of what exactly is needed. • How the company can benefit from the sponsor.
Conclusion 	**Show appreciation** Thank the viewer for taking the time to view your request.	**Show appreciation** Thank the viewer for taking the time to view your request.

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Activities:

Record a text of 2 – 3 minutes on ONE of the following topics:

1. The Gr 12 hostel learners have chosen you to sign a message to the principal requesting permission to use the school Wi-Fi for 2 hours every evening.
2. Sign a message to a cell phone company requesting a bursary for university studies.

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7.2 Complaint

You can sign a message of complaint to make people aware of a problem. The person who is signing the message of complaint is called the complainant. As the complainant, you will sign about the problem and your ***dissatisfaction*** that the problem is not being solved.

Consider the following when signing a complaint:

- The message must be clear and straightforward – the recipient must not be confused about what you are signing.
- The message should be polite and respectful.
- Use formal language. Avoid being rude. Avoid using slang.
- Collect evidence and include factual information - when (dates)? where? how?
- Do not be rude, use ***emotive language*** or ***threats***.
- Use appropriate facial expression and body language.
- Sign in the present tense as you have the problem now.

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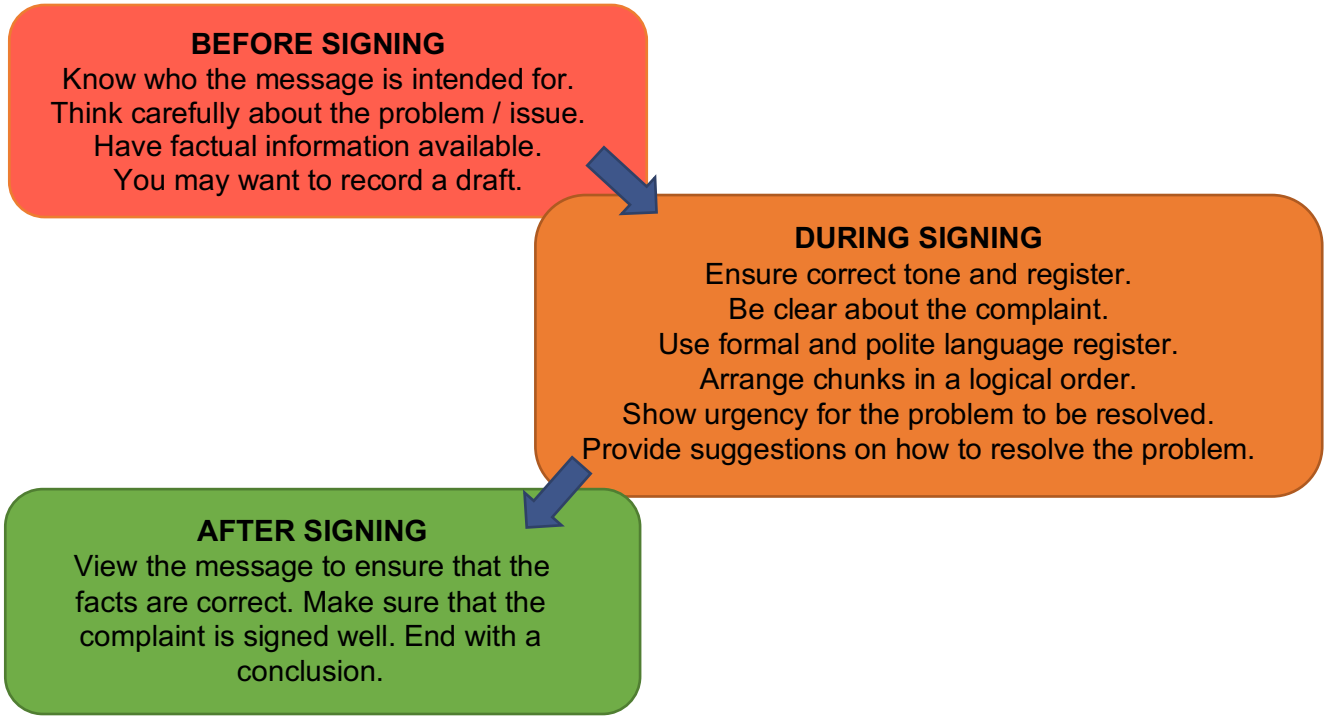
Record a text of 2 – 3 minutes on ONE of the following topics:

1. The Gr 12 hostel learners have chosen you to sign a message to the principal requesting permission to use the school Wi-Fi for 2 hours every evening.
2. Sign a message to a cell phone company requesting a bursary for university studies.

Graphic illustration of how to plan a message of complaint:



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Format to follow if you are recording a message of complaint:

Introduction	• Start by using an appropriate greeting. • Start with the reason for your complaint.
Body	• Explain your complaint about the item in detail. • Arrange your information logically. • Include date and time that you have bought the product.
Conclusion	• End by saying what action must be taken (refund/replace/etc.)

Activities:

Record a text of 2 - 3 minutes on ONE of the following topics:

1. Sign a message of complaint to the Municipal Manager, indicating your dissatisfaction that the road repairs have been continuing for several months.
2. Sign a message to the owner of a restaurant complaining of the poor service that you received from the staff.

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Terminology

Terminology	Meaning
dissatisfaction	disappointment or unhappiness about the problem
emotive language	language that shows emotions, e.g. anger, frustration
threads	intention to hurt or injure

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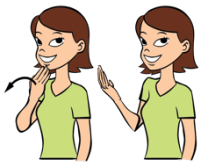
7.3 Thank you message



Thank you messages are used for different purposes. Thank you messages can be signed, for example, after an interview, after getting a donation / bursary, appreciation for a gift or a simple visit.

Here are other examples of thank you messages:

- After getting a job offer
- After a special occasion, like a wedding or birthday party
- After receiving a scholarship
- After staying at someone's home
- To acknowledge a teacher's efforts

Consider the following when recording a thank you message:

- You should always use a ***sincere*** tone.
- Try to include specific things that you are thanking the viewer for.
- When thanking speakers or presenters for the job well done, mention the most important and memorable parts.
- Keep it short and to the point.

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Format to follow if you are recording a thank you message:

	Formal	Informal
Introduction	**Salutation:** Use the proper title and last name when addressing the person. Start with a clear statement: For example, “Thank you for taking the time to meet with me today”.	**Salutation:** Address your friend or family member in a personal way. Start with a general thank you statement.
Body	**Give the reason for you message:** Explain in more detail why you are sending them this message. **Details:** Give reasons why you are grateful and who will benefit from their involvement / help / sponsor.	**Give the reason for you message:** Explain in more detail why you’re thanking them. **Details:** Give reasons why you are grateful and how they have helped you.
Conclusion	**Ending:** End with one more thank you statement that will show them that their help is important and valuable	**Ending:** Thank them again for what they did for you and how much you appreciate it.

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Activities:

Record a text of 2 – 3 minutes on ONE of the following topics:

1. Record a thank you message to a signer after delivering a presentation on career opportunities to your Gr 10 – Gr 12 learners.
2. You have been requested to sign a thank you message to the organizers of a school function.
3. Sign a thank you message to a friend for supporting you during a difficult time.

Terminology

Terminology	Meaning
sincere	being honest - not false or invented

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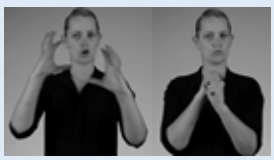
7.4 Congratulations

A congratulatory message is an expression of one's joy or good wishes to someone who has done or achieved something special. Based on the relationship between you and the recipient, the language register and style can be either formal or informal.

Consider the following when signing a congratulatory message:

- ☞ Choose signs and expressions to give a clear and understandable message.
- ☞ Be specific in the message, e.g. congratulating your older sister for passing matric or congratulating your teacher on her engagement.
- ☞ Avoid slang

Format to follow if you are recording a congratulatory message:

Introduction	• Address the person respectfully. • Briefly explain what the message is. • Use an ***honorific*** pronoun.
Body	• Explain in detail the reasons for the congratulatory message. • Language register must be formal and polite.
Conclusion 	• End by ***emphasising*** the message of congratulation to allow the recipient to feel your sincere message.

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Activities:

Record a text of 2 - 3 minutes on ONE of the following topics:

1. Congratulate your brother for buying a new car.
2. As a head girl or head boy you have been asked to congratulate a community leader for winning the elections and becoming a district councillor.

Terminology

Terminology	Meaning
honorific pronoun	referring respectfully to someone in a higher position
emphasising	show the importance of or highlighting something

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7.5 Message of sympathy

Sympathy is the feeling of sadness for other people or the act of expressing such feelings. If a friend or family member is going through difficulties, they would need your kindness and support. A sympathy message is signed to a friend, ***colleague*** or family member to express your feeling of pity and sorrow for the suffering that the recipient is experiencing.

Here **are examples of a message of sympathy:**

To someone who:

- has been in an accident
- lost a job
- failed exams
- did not receive a bursary / award / prize
- is in hospital

Consider the following when recording a message of sympathy:

- Use a formal register. Avoid using slang.
- Language register must be formal and respectful.
- Use appropriate NMFs.
- Avoid repetition of the same sign, for example, SORRY SORRY.
- Show support and sympathy.

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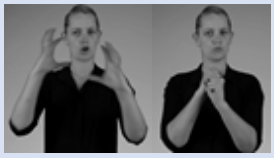
Format to follow if you are recording a message of sympathy:

Introduction	• Address the person respectfully. • Briefly explain what the aim of the message is. • Use an ***honorific*** pronoun.
Body	• Express your feelings of sympathy in your message. • You could include what kind of help you would like to offer to help out if the situation is difficult for the person/family.
Conclusion 	• End by ***emphasising*** the message of sympathy to allow the recipient to feel your sincere message.

Activities:

Record a text 2 – 3 minutes on ONE of the following topics:

1. Sign a message of sympathy to a friend whose cousin has died.
2. Express your sadness to a friend who was not selected to be on a national sports team.
3. Your friend has missed the opportunity to travel overseas due to COVID-19 ***restrictions***. Sign a message of sympathy.

Terminology

Terminology	Meaning
colleague	a person you work with
restrictions	limits what a person can do or where they can go

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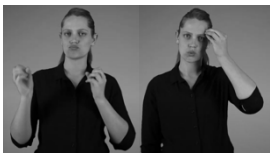
8. MAGAZINE AND NEWS ITEM



A magazine or news item is used to inform, ***persuade*** or entertain. The style and tone of the item is determined by the purpose, ***audience*** and the issue discussed. For example, an item published for an online school magazine will differ from an item published for an online news or magazine item.

Consider the following when recording a magazine or news item:

- ☞ The topic should be interesting and ***current.***
- ☞ The presentation style should be energetic, neutral, informal / formal and signed directly to the viewer. It must be descriptive and exciting to the viewer.
- ☞ Names, places, times, positions and any other necessary details should be included in the item.
- ☞ Divide your ideas into clear chunks.
- ☞ The item should stimulate interest and keep the viewer's attention.

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Format to follow if you are recording a magazine/ news item:

Introduction	• **Headline**: Give it a short and concise title that gets the viewers' attention. • **Byline**: Name of the reporter (your name) • Give the most important facts first (Who? What? Why? When? Where?)
Body	• Give information in this chunk by adding direct quotes, extracts from interviews or any other information you think the viewer would want to know. • **Additional information:** The less important information is added in this chunk.
Conclusion	• Summarise information and give a personal comment.

Activities:

Record a text of 2 - 3 minutes on ONE of the following topics:

1. Sign a magazine item on the issue of Deaf youth empowerment.
2. Sign a news item that reports on the top SASL achievers of last year.
3. You have been asked to record a magazine item on the happiest days of your life. This item will be published in an online teen magazine.

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Terminology

Terminology	Meaning
persuade	influencing someone's thoughts or actions
audience	viewers who will watch the signed item
current	significant or meaningful at the moment
concise	sign using few, clear signs

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9. FORMAL AND INFORMAL REPORT

A report is a signed factual description of a situation or event in a ***concise*** way. Reports provide important information about situations. They are usually ***assigned*** *to* or ***requested*** from you and are requested for a specific purpose and may be either investigative or an eye-witness account.

Format to follow if you are recording a formal and informal report:

Formal **(e.g. investigative report)** 	**Informal** **(e.g. eye-witness report)**
You must include the following: ● **A recipient** WHO IS IT FOR? A report is usually presented to a specific audience. Who is/are the person/ people who should view this report? ● **A sender** The full name of the person who prepared the report ● **A topic/title/subject** This should be a short title and should point clearly to what the report deals with.	You must include the following: ● **A recipient** WHO IS IT FOR? A report is usually presented to a specific audience. Who is/are the person/ people who should view this report? ● **A sender** The full name of the person who prepared the report ● **A topic/title/subject** This should be a short title and should point clearly to what the report deals with.
Introduction ● Briefly explain background and purpose of report	**Introduction** ● Briefly explain background and purpose of report

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Body ● Research ➢ Method followed to collect information (How information was collected.) ● Findings ➢ Based on the research ➢ Should be factual information of the ***incident***/ accident/situation	**Body** ● Should be factual information of the ***incident***/ accident/situation ● Who? Why? Where? When? What? How?
Conclusion ● Sign findings and recommendations based on finding	**Conclusion** ● Summarise findings ● No recommendation needed.
Style ● Sign in a third person ● Semi-formal to formal language to be used. ● No slang	**Style** ● Sign in a third person ● Informal format, but formal language to be used. ● No slang

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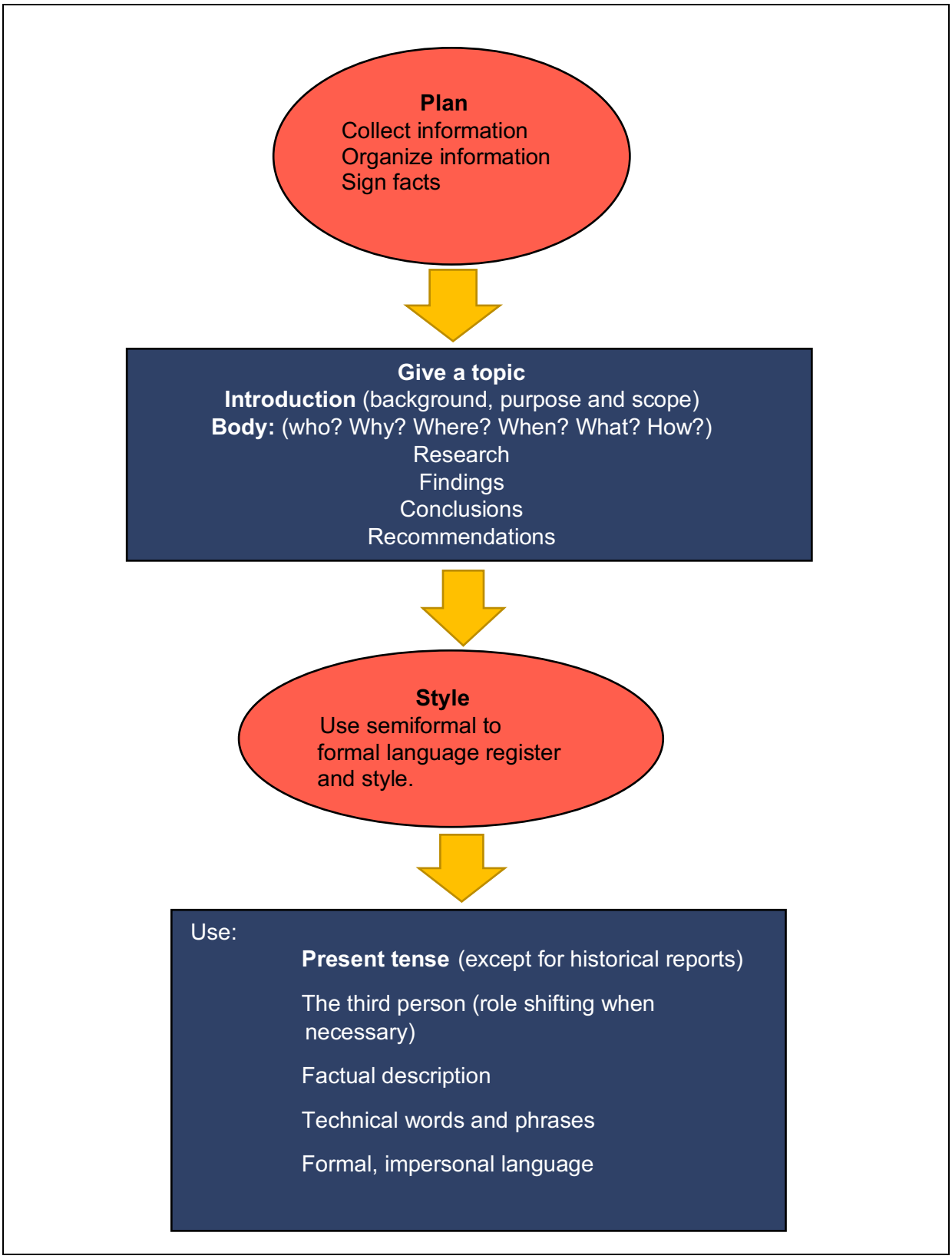
Graphic illustration of how to plan a report:



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Example of a formal report:

TOPIC:

Research the possibility of starting a soup kitchen at Sanelisiwe Primary School.

INTRODUCTION:

As asked by the chairlady of the Mothers' Committee, this report presents the findings on the research into the possibility of starting a soup kitchen for the poor at Sanelisiwe Primary School.

BODY:

CHUNK 1: RESEARCH: (What is needed/ what are you looking for?)

- A research was done by the members of the Mothers' Committee about many families who had no ***breadwinners*.**
- They looked at the school dining hall to see if it was big enough to serve the poor people.
- To ask a local supermarket for donations of ***ingredients***.
- The Mother's Committee was asked to prepare and serve the soup.

CHUNK 2: FINDINGS: (What was found after the research?)

- 40% of the families in the community had no ***breadwinners***.
- The dining hall is a good place to prepare and serve the soup.
- The local supermarket agreed to donate the ingredients, bowls and spoons.
- The Mother's Committee said they would help on Tuesdays and Fridays.

CONCLUSION: (What do you think/ give your opinion)

The school will be able to manage the soup kitchen on Tuesdays and Fridays.

The soup kitchen should start on 1 May 2021.

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Activities:

Record a text of 2 - 3 minutes on ONE of the following topics:

1. You are an eye-witness to a fight between two learners outside the school gate. Sign a formal report on what you witnessed and submit it to your HOD.
2. Is having a learner yearbook important for your school? Sign a formal report on your findings.

Terminology

Terminology	Meaning
concise	sign using few, clear signs
assigned	to give a task or responsibility
request	to ask
recipient	a person who receives something
incident	an event/ a happening/ an experience
breadwinner	a person who earns money to support the family.
ingredients	the things needed to make the soup, e.g. meat, vegetables, etc.

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10. “SPEECH”

A “speech” is a signed ***address*** to a group of people on a specific topic. A speech can be formal or informal depending on the ***audience***. You might be asked to record a “speech” on a specific topic, or you could be asked to imagine yourself as someone else and present a “speech” to an ***audience***.

Considered the following when recording a “speech”:

- ☞ A good “speech” is noted for its ability to get the attention of viewers.
- ☞ It is important to know your viewers. Who your “speech” is ***addressed*** to.
- ☞ Make sure your register and tone are appropriate for the viewers.
- ☞ Start with a short explanation on the topic of your “speech”.
- ☞ Your “speech” must be signed in ***sequential*** chunks.
- ☞ The conclusion should be logical and meaningful.
- ☞ The structure should include an introduction, body and conclusion.

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Format to follow if you are recording a speech:

Introduction 	Topic: • This should get the attention of viewers. • Be creative. • ***Salutation***: e.g. Respected Principal, teachers, and learners! • Brief mention of your personal details • Introduce the topic.
Body 	• This is the main part of your presentation. • Highlight 3 – 4 main ideas and discuss each in separate chunks. • Content must be current. • Mention challenges and possible solutions. • Mention advantages/ disadvantages depending upon the topic.
Conclusion 	• Summarise the main points from the body. • You can conclude with an opinion. • Thank viewers for their attention.

Activities:

Record a speech of 2 – 3 minutes on the TWO topics below:

1. Sign an informal “speech” to a group of teenagers about the dangers of drugs.
2. As the newly elected chairperson of the Student Representative Council, sign a formal “speech” to members of the Council on how you plan to introduce new sporting activities for learners.

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Terminology

Terminology	Meaning
audience	viewers who will watch the “speech”
address	a “speech” / presentation to viewers
register	the way in which you sign to your “audience” – this can be a formal or informal presentation
salutation	introductory greetings
sequential	following a correct timeline

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11. DIALOGUE/INTERVIEW

A **dialogue** is a conversation between two people. It is a record of the conversation, directly from your point of view. In the dialogue both signers participate in the conversation on the same level.

An **interview** is similar to a dialogue but the difference is that in an interview questions are asked and the **interviewee** answers.

Consider the following when recording a dialogue/interview:

- The signing must be in the present tense.
- You should not use the pronouns “I” / “Me / You”. Use roleshift.
- There must be clear links in the conversation between each signer.
- Register, style and sign choice must be appropriate.
- Use correct facial expression and body language.
- Avoid the use of slang.
- Avoid signs such as “okay”, “alright”, “sharp” and “I love you”.
- You should sign fluent and clear.
- Avoid repetition of sentences.
- Use appropriate salutations in the introduction, such as, “Hi”, “Good morning, how are you?”
- Use appropriate salutations in the conclusion, such as, “Goodbye”, “See you again”, “Thank you”.

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Format to follow if you are recording a dialogue/interview:

Background:
Introduce the people/ characters who will participate in the conversation. Give details of the setting or topic of conversation.

Dialogue:
The whole conversation taking place.

Use roleshift

Additional criteria:

Dialogue	Interview
• Outline the setting before signing • Introduce and place the characters • Use roleshift appropriately • Reflect a conversation between two or more people • Present exchanges as they occur directly from the signer's point of view • Use humour appropriately	• Introduce the ***interviewee*** and interviewer • Ask the interviewee questions • Present the interviewee's strong points, talents, weak points • The interviewer must remain neutral and ask questions and can follow-up on questions

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Activities:

Record an interview or dialogue of 2 - 3 minutes on the following topics:

1. Your friend is applying to study at a University. He/she asked your advice on the courses he/she has to do. Sign a dialogue between you and your friend.
2. You have applied for a bursary from Eskom to study at a tertiary institution. The director has called you for an interview. Sign the interview between you and the director.
3. You are a top achiever in the matric 2020 examinations in SASL. A Deaf journalist contacted you for an interview about your achievement. Sign the interview between you and the Deaf journalist.

Terminology

Terminology	Meaning
salutation	introductory greeting, e.g. hi, good morning
interviewee	the person who is interviewed

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12. REVIEW

A review is an individual's opinion of a film, story, drama, TV programme or work of art. The person signing the review is called the reviewer*.* A review is ***subjective*** as it expresses the personal opinion of the reviewer. Good reviewers try to be fair but honest.

Consider the following when recording a review:

- ☞ Title of the story/play/movie
- ☞ Assess a signed text, film or DVD.
- ☞ Express your opinion on what you are reviewing
- ☞ Always give reasons for your opinion
- ☞ Give factual information: Name of the author signer/ director/ produce
- ☞ When was the signed text, filmed or DVD released?
- ☞ The review must include discussion / comments / opinions on the following:
- ☞ Give an opinion, recommendation or star rating.
- ☞ Explain what you think the intention of the author/signer is and whether he/she has achieved this.
- ☞ Important**:** Only attempt a review if you have viewed the text.

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Film	Story	Drama / Stage play

• ***Genre*** & plot
  ○ What type of film is It?
  ○ What is the film about?
• Setting
  ○ Where does most of the main events take place and in which time period is the film?
• Characterisation
  ○ Are the characters well developed?
  ○ Is the main character believable, weak or complex?
  ○ Do the actors convey the depth of the characters well? How do they achieve this?
• Screenplay
  ○ This refers to the order in which the events unfold on screen. What do you see on screen?
	• ***Genre***
	• Setting
	• Characterisation
	• Themes
	• Signing style
		• ***Genre***
		• Setting
		• Characterisation
		• Mood
		• Lighting
		• Costumes
		• Acting
		• Reaction of viewers
		• Conflicts /contrasts / themes

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• ***Cinematography &*** lighting
  ○ How do the camera angles / movement (or lack of them) add to the effect of the film?
  ○ How is lighting used for each shot?
  ○ How do the colour tones add to the mood of the film?
• Effects
  ○ Briefly comment on visual or special effects if any.		

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THE RESTAURANT REVIEW

Many people want variety when eating out but they are afraid to try places they have not been to before because they have no idea what to expect. Such people read restaurant reviews to see what is good and what should be avoided. Your review then needs to try to recreate your experience so that readers can almost taste the food and feel the atmosphere.

Features of a restaurant review:

A review of a restaurant gives an opinion of the whole experience of visiting a restaurant. It is more than just a comment on the taste of the food and the variety in the menu. The following components are recommended in a restaurant review (in random order):

- The menu, portions, presentation, texture, taste/flavour, temperature of food served
- Ambience (atmosphere)
- Attitude of staff and owner/manager
- Parking facilities
- Entertainment
- Opening days and times
- Are reservations necessary?
- Price range of meals

Points to remember:

- It is important to be fair and balanced in your view. If you have something negative to “say”, make sure that you do not allow one negative point to influence your entire experience.
- Be reasonable in your comments: Restaurants are not fast-food outlets, so it is unreasonable to expect food to be prepared and served in less than 20 minutes.

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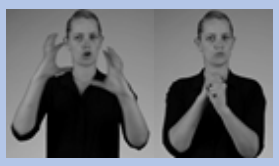
Format to follow if you are recording a review:

Introduction	• Give a short background on what you are reviewing. • Give information on the production of the text, e.g. produced by who, when. • Give a short, interesting and clear assessment on what is being reviewed, e.g. story, film, drama, etc.
Body	• Give a brief discussion on the important things about the text, e.g. themes/ issues that happen/ conflict (internal and external). • Explain the setting, characters, mood/tone. • Describe the acting, and give your opinion on it • Your review should include both positive (good) and negative (bad) points about what is being reviewed, e.g. story, film, drama, etc. • Use creative and interesting language to express your opinion. Be ***subjective***.
Conclusion 	• Your conclusion should give a clear ***standpoint*** on what is being reviewed, e.g. story, film, drama, etc. • Inform whether you are recommending the story, film, etc. or not. • You can star rate your text from 1-5, where 1 is weak and 5 is strong.

Activities:

Record a review of 2-3 minutes on the following topics:

1. You recently attended a play on Romeo and Juliet. Sign a review.
2. You enjoy watching television. You have been asked to sign a review of your favourite programme.

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Terminology

Terminology	Meaning
subjective	one point of view/ one sided
genre	it is a specific type of signed texts, e.g. drama, story, film, poem
cinematography	the art of photography and visual storytelling in a film or television show
recommendation	To say whether what you reviewed was good or not good
star rating	to give many stars when something is good or few stars when something is not good

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13. Eulogy

A eulogy is a "speech" that is signed at a funeral or memorial service to praise the ***deceased.*** All the people at the funeral may not know the deceased well, or may have only known the deceased for a part of his / her life. The eulogy is an opportunity to "tell" people about the life and personality of the deceased. A family member, friend or colleague can give a eulogy.

Consider following when signing a eulogy:

- A eulogy is always formal. Avoid slang.
- Start by introducing yourself.
- Inform people about your relationship to the deceased.
- A sympathy message to the family can be included.
- Personal memories of family and friends can be shared.
- Be polite even when signing a funny story about the deceased.
- Do not sign stories that will embarrass or hurt the family.
- Give appreciation to people the deceased was close to or who helped the deceased during his illness / life.

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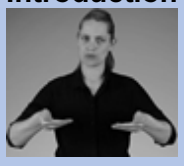
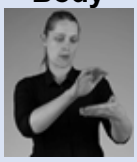
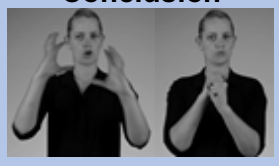
Format to follow if you are signing a eulogy:

Introduction 	Start with opening remarks: • Introduce yourself • Inform about your relationship to the deceased • Say for how long you have known the deceased. • If you are not a family member, express your ***condolences*** to the family.
Body 	• You may include the following: • Early life • What made the deceased special • His/her special qualifications / work • His/her hobbies • Special moments / stories / incidents that you shared. • If the deceased was religious, sign about his/her faith. • Was the deceased a role model? If yes, give personal or general examples. • Mention the deceased's relationships with colleagues, spouse, children, etc.
Conclusion 	• Offer words of comfort and perhaps a final farewell in closing • If you are an immediate family member, thank attendees, especially those who have travelled from far.

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Activities:

Record a eulogy of 2 - 3 minutes on the following topics:

1. Sign a eulogy at the funeral of a leader of your community.
2. Your friend has passed on and the family has asked you to sign a eulogy at the funeral.

Terminology

Terminology	Meaning
deceased	person who has died
condolences	expression of sympathy – say how sad / sorry you are

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14. Vlog

What is Vlogging?

Vlogging is posting videos online. A vlog can be an interactive video on a ***website*** or ***social media account*** where you post videos about upcoming events or about your daily life, as well as any other information or activity you think is worth mentioning through videos.

Apps that are used for vlogging include Facebook/ Facebook Live, Instagram/ ***Instagram Live*** Stories and YouTube.

Consider the following when signing a vlog:

- ☞ Decide on a topic.
- ☞ Start your video by introducing yourself and the topic.
- ☞ Use your topic to plan your recording. You can use a mind-map, spider diagram, flow chart, list, glossing, etc.
- ☞ Use informal register. Avoid using slang.
- ☞ Do not include personal information that you do not want other people to know.
- ☞ Be respectful of all viewers, e.g. religious beliefs, culture, gender, etc.
- ☞ Do a first draft without recording the vlog.
- ☞ Your vlog must be short and interesting.

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There are different types of vlogs such as:

- Personal vlog
- Information vlog
- Conversational vlog

Personal Vlog	Informational Vlog	Conversational Vlog
These are mostly vlogs where you can record and post your personal topics and ideas. You share your daily activities and thoughts with your viewers. Examples of personal vlogs: • Challenges • Sport • ***Recipes*** • Diary entries • Travel experiences • Projects • Poetry and stories • Experiences as a Deaf person • Achievements • Life in general	This is a type of vlog where you share current information to your friends about what's happening around you. Examples: • Travel vlogging. In your videos, you can tell the **viewers** about the places you visit, the food you eat, the people you meet, and so much more. • Best places to eat, favourite restaurants, menu, customer care, availability of sign language interpreters and interiors of different places in your city or country.	A conversational vlog can be formal or informal. Technology lets you watch, create and share videos in real time and interact with viewers. Formal conversational vlogs can include topics on news, conferences (discuss the events, date, time and place), interviews with a famous person, etc. Informal conversational vlogs include any vlogging where you will have personal interaction with your viewers.

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	• You can teach SASL. Create daily lessons and activities. **Post** relevant training resources. • How-to-video (how to create something)	

Activities:

Record a vlog of 2 - 3 minutes on ONE of the following topics:

1. A day in my life: Sign a vlog about an interesting activity you did with your friends after your final exam.
2. There has been no electricity in your community for two weeks. Record your vlog to express how you feel and what needs to be done.
3. Record a vlog on how to save water.

Terminology

Terminology	Meaning
website	information site on the internet
social media accounts	YouTube, Facebook, Instagram
Instagram 'LIVE'	live recordings on Instagram
recipes	instructions for preparing a particular dish including the ingredients needed
viewers	the people watching your vlog
post	upload to the internet

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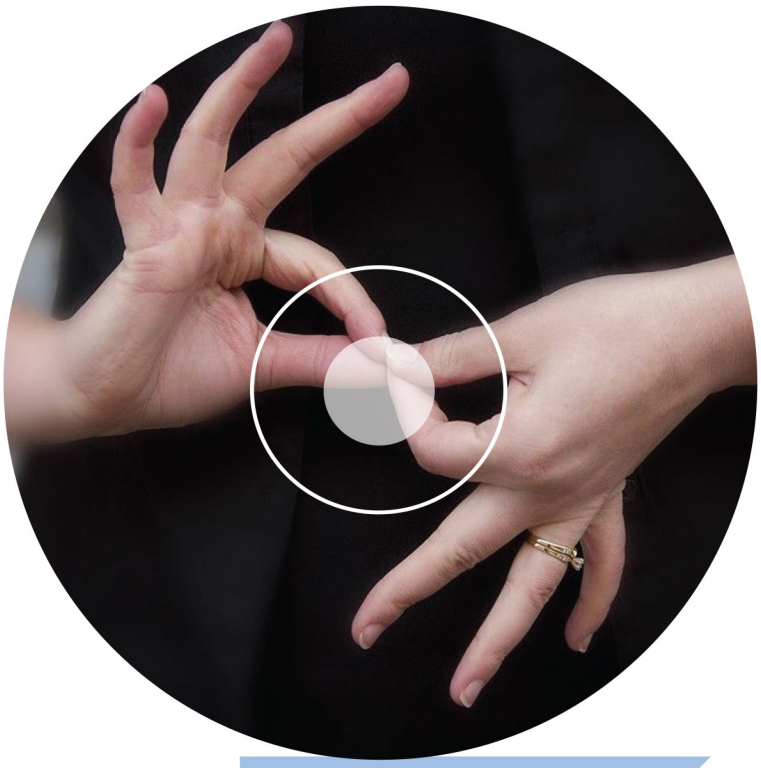

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