



# basic education

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

## **SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS**

**SOUTH AFRICAN SIGN LANGUAGE HOME LANGUAGE P2**

**MAY/JUNE 2025**

**MARKS: 80**

**TIME: 2½ hours**

**This English transcription of the question paper consists of 13 pages.  
This should be used by the invigilator ONLY  
in conjunction with the question paper.**

## INSTRUCTIONS AND INFORMATION

1. Read the instructions carefully before you begin to answer questions.
2. Do NOT answer ALL questions. Read the instructions and answer questions on the poems, longer story and drama that you were taught.
3. This transcription of the question paper consists of THREE sections:

SECTION A: Poetry (30)

SECTION B: Longer story (25)

SECTION C: Drama (25)

4. Answer FIVE QUESTIONS in total:

SECTION A: Answer THREE questions.

SECTION B: Answer ONE question.

SECTION C: Answer ONE question.

5. Carefully follow the instructions at the beginning of each section.
6. Sign the number of each question correctly according to the numbering system used in this transcription of the question paper before you record your answer.
7. Create a NEW folder for EACH section when recording yourself.
8. Sign fluently and clearly.
9. **The Booklet for Rough Work is intended for rough work only and will NOT be assessed. Candidates must hand it in at the end of the examination.**

## TABLE OF CONTENTS

<b>SECTION A: POETRY</b>			
<b>Prescribed Poetry: Answer ANY TWO questions.</b>			
<b>QUESTION NO.</b>	<b>QUESTION</b>	<b>MARKS</b>	<b>PAGE NO.</b>
1. 'Soweto, June 16 <sup>th</sup> '	Essay question	10	4
2. 'Alone'	Contextual question	10	4
3. 'Five Senses'	Contextual question	10	5
4. 'The Rosebush'	Contextual question	10	6
<b>AND</b>			
<b>Unseen Poetry: COMPULSORY question</b>			
5. 'Mainstream'	Contextual question	10	7
<b>SECTION B: LONGER STORY</b>			
<b>Answer ONE question.*</b>			
6. 'Asa stands up for herself'	Essay question	25	8
7. 'Asa stands up for herself'	Contextual question	25	8
8. 'Together we're strong'	Essay question	25	10
9. 'Together we're strong'	Contextual question	25	10
<b>SECTION C: DRAMA</b>			
<b>Answer ONE question.*</b>			
10. 'Living on the Edge'	Essay question	25	12
11. 'Living on the Edge'	Contextual question	25	12

**\*NOTE:** In SECTIONS B and C, answer ONE ESSAY question and ONE CONTEXTUAL question. You may NOT answer TWO essay questions or TWO contextual questions.

## SECTION A: POETRY

### PRESCRIBED POETRY

Answer any TWO of the following questions.

#### QUESTION 1: POETRY – ESSAY QUESTION

View the poem titled '**Soweto, June 16<sup>th</sup>**' by **Modiegi Moime** and answer the essay question that follows.

Pace is a dominant poetic feature in this poem. Define and discuss how pace is used in this poem by referring closely to the text in your answer.

The length of your essay should be between 2–3 minutes.

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

POEM WATCH WATCH  
FIND FIND WHAT  
PACE P-A-C-E  
THIS THIS TOP THIS IMPORTANT  
PACE YOU DEEP EXPLAIN  
SIGN YOUR STRUCTURE  
TIME 2–3 MINS

#### QUESTION 2: POETRY – CONTEXTUAL QUESTION

View the poem titled '**Alone**' by **Daniel Durant** and answer the questions that follow.

- 2.1 View the clip. What does the clip indicate about the signer's state of mind? (2)

CLIP THERE  
SIGN SO SO  
THINK FEEL WHAT

- 2.2 What impressions are created by the signer's use of hyperbolic signs? (2)

SIGN HYPERBOLE H-Y-P-E-R-B-O-L-E THIS  
YOU WATCH WATCH  
IMPRESSION WHAT

- 2.3 Discuss the effect of this image in the context of the poem as a whole. (3)

SIGN TIME THIS  
I-LOVE-YOU EFFECT-ME TIME AFTER  
WHAT  
DEEP EXPLAIN

- 2.4 Critically discuss the effectiveness of the use of elements in nature to mirror human emotions. (3)

PEOPLE FEEL DEEP  
COMPLICATED  
WEATHER THIS THIS LINK RIGHT

**[10]**

### QUESTION 3: POETRY – CONTEXTUAL QUESTIONS

View the poem titled '**Five Senses**' by **Paul Scott** and answer the questions that follow.

- 3.1 View the clip. How does the poet draw attention to the senses? (2)

CLIP THERE POET  
PEOPLE WATCH-ME S-E-N-S-E-S  
HOW

- 3.2 View the clip. Explain the NMFs in the clip. (2)

CLIP THERE  
NMF  
EXPLAIN

- 3.3 View the clip. Comment on the reason for the sign 'BOTH' used in this clip. (3)

CLIP THERE  
SIGN SO-SO  
WHY  
EXPLAIN

- 3.4 Critically discuss how the signer, being Deaf, is reflected in the poem. (3)

POET HE SELF DEAF  
POEM THERE THERE FIND FIND  
DEEP EXPLAIN

**[10]**

#### QUESTION 4: POETRY – CONTEXTUAL QUESTION

View the poem titled '**The Rosebush**' by **Ella Mae Lentz** and answer the questions that follow.

- 4.1 What impression of the WORLD does the signer create at the beginning of the poem? (2)

POEM START BEGIN  
SIGNER TWIRLS WORLD THIS  
YOU OBSERVE  
THINK WHAT

- 4.2 View the clip. What does the clip indicate about the relationship between the roses and animals? (2)

CLIP THERE  
ANIMALS GROUP  
ROSEBUSH GROUP  
THIS THIS RELATIONSHIP  
WHAT

- 4.3 View the clip. Discuss how the use of cinematography emphasises the signer's feeling. (3)

CLIP THERE  
CINEMATOGRAPHY C-I-N-E-M-A-T-O-G-R-A-P-H-Y  
EMPHASISE POEM FEEL  
HOW

- 4.4 Critically comment on the signer's attitude towards the destruction of nature as seen in the poem. (3)

POEM NATURE N-A-T-U-R-E DESTROY  
POET HIS ATTITUDE THIS  
DEEP EXPLAIN

[10]

**AND**

## UNSEEN POETRY (COMPULSORY)

### QUESTION 5: CONTEXTUAL QUESTION

View the poem titled **'Mainstream'** by **Helen Morgan** and answer the questions that follow.

- 5.1 View the clip. What does the clip indicate about the conditions in this mainstream school for the poet? (2)

CLIP THERE  
MAINSTREAM SCHOOL  
POET WALK FIND  
WHAT

- 5.2 What attitudes are the hearing learners displaying towards the Deaf learner? (2)

DEAF CHILD WALK  
HEARING CHILDREN LOOK  
ATTITUDE WHAT

- 5.3 View the clip. Comment on the signer's feelings towards the interpreter in the poem. (3)

CLIP THERE  
POET LOOK INTERPRETER  
FEEL WHAT  
EXPLAIN DEEP

- 5.4 Critically discuss the signer's comment at the very end of the poem. (3)

POET SIGN END  
MAINSTREAM SO-SO  
YOU EXPLAIN  
DISCUSS DEEP

[10]

**TOTAL SECTION A: 30**

## SECTION B: LONGER STORY

### 'ASA STANDS UP FOR HERSELF' produced by the University of Stellenbosch

Answer EITHER QUESTION 6 (essay question) OR QUESTION 7 (contextual question).

#### QUESTION 6: 'ASA STANDS UP FOR HERSELF' – ESSAY QUESTION

Asa, as a naïve, innocent and obedient Deaf girl, comes under the persuasive influence of Mandisa. This leads to the disturbing situation that unfolds for Asa.

Critically discuss the internal conflict which the above situation creates within Asa.

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

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

THIS ASA LIKE-THAT INSIDE ACCEPT ACCEPT GOOD GOOD OBEY  
THIS MANDISA INFLUENCE LATER HAPPEN WORST  
INTERNAL CONFLICT HER  
DISCUSS DETAIL

TIME 8–10 MINUTES SIGN

#### QUESTION 7: 'ASA STANDS UP FOR HERSELF' – CONTEXTUAL QUESTION

##### [EXTRACT A: 02:05–02:40]

7.1 Place the extract into context. (2)

EXTRACT BEFORE  
AFTER HAPPEN HAPPEN WHAT

7.2 Explain why the father has rules on dating. (2)

ASA FATHER  
DATING RULES THERE  
FATHER DECIDE WHY  
EXPLAIN

7.3 Describe Kenzo's behaviour when he arrives. (2)

KENZO CAR DRIVE  
BEHAVIOUR HIS HOW

7.4 What would have happened if Asa followed her father's rules? (3)

ASA FATHER HERS RULE THERE  
ASA OBEY DO DO LATER HAPPEN WHAT



- 7.5 With reference to the above extract, discuss Mandisa's negative influence on Asa. Justify your response by considering the story in its entirety. (3)

EXTRACT STORY THIS  
YOU LOOK EVALUATE MANDISA ASA  
MANDISA INFLUENCE NEGATIVE THIS EXPLAIN

**AND**

**[EXTRACT B: 08:30–09:00]**

- 7.6 Explain Asa's escape to the bathroom. (3)

ASA GO TOILET THERE WHY  
EXPLAIN

- 7.7 Explain Asa's emotional state in this extract. (3)

EXTRACT THIS LOOK ASA EMOTIONAL WHY  
EXPLAIN

- 7.8 How does Asa's personality contribute to her being harassed? (3)

ASA THIS PEOPLE THERE EASY LOOK MANIPULATE HARASS LOOK-  
SEXUALLY WHY  
PERSONALITY HERS  
PERSONALITY HARASS LINK HOW

- 7.9 Asa's father is a significant person in her life. Justify your opinion. (4)

ASA LIFE HERS FATHER VERY IMPORTANT  
OPINION YOURS EXPLAIN

**[25]**

**OR**

**'TOGETHER WE'RE STRONG' produced by the University of Stellenbosch**

Answer EITHER QUESTION 8 (essay question) OR QUESTION 9 (contextual question).

**QUESTION 8: 'TOGETHER WE'RE STRONG' – ESSAY QUESTION**

Albertina is characterised as a courageous, caring and ambitious woman. She comes under the immense oppression of apartheid.

The political situation in the country creates conflict.  
Critically discuss the conflict Albertina experiences.

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

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

SOUTH AFRICA HISTORY APARTHEID OPPRESS  
ALBERTINA INSIDE STRONG CARE CONFIDENT STAND-UP  
ALBERTINA CONFLICT THIS EXPLAIN DETAIL

8–10 MINUTES SIGN

**QUESTION 9: 'TOGETHER WE'RE STRONG' – CONTEXTUAL QUESTION**

**[EXTRACT C: 05:10–05:40]**

9.1 Place the extract into context. (2)

EXTRACT BEFORE AFTER  
HAPPEN WHAT

9.2 Explain why Ntsiki questions having an English name. (3)

NTSIKI LOOK ENGLISH NAME GIVE WHY  
EXPLAIN

9.3 How do we know the importance of education to Albertina? (3)

ALBERTINA FEEL EDUCATION VERY IMPORTANT  
YOU FIND HOW

9.4 Discuss how Albertina displays resistance throughout the story. (3)

STORY THROUGHOUT ALBERTINA RESIST  
ASSERTIVE THIS HOW

**AND**

**[EXTRACT D: 15:12–15:42]**

9.5 What incidences before the extract confirm that this is her dream? (2)

EXTRACT BEFORE  
ALBERTINA DO DO THIS  
LINK EXTRACT DREAM ACHIEVE THIS THIS  
WHAT

9.6 What made Albertina fall in love with Walter? (2)

ALBERTINA WALTER FALL-IN-LOVE  
WHY

9.7 How did Max's birth inspire Albertina? (3)

ALBERTINA BORN MAX THIS INSPIRE HOW  
EXPLAIN

9.8 How did Albertina's actions influence Max's future? (3)

ALBERTINA LOBBY MAX FUTURE HIS INFLUENCE  
HOW

9.9 The extract refers to Albertina as the 'Mother of the nation'.

Do you agree with the statement? Motivate your answer. (4)

PEOPLE LOOK-UP ALBERTINA  
SHE MOTHER NATION LIKE-THAT  
YOU AGREE  
EXPLAIN

**[25]**

**TOTAL SECTION B: 25**

## SECTION C: DRAMA

### 'LIVING ON THE EDGE' produced by the University of Stellenbosch

Answer EITHER QUESTION 10 (essay question) OR QUESTION 11 (contextual question).

#### QUESTION 10: 'LIVING ON THE EDGE' – ESSAY QUESTION

Kim is not just a victim of poverty and social inequality. She is also a victim of the insensitivity and ignorance from her peers towards her circumstances.

Critically discuss if they truly understood her situation.

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

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

PERSON THIS KIM POOR SOCIAL EQUALITY NO  
PEOPLE UNIVERSITY THERE LOOK SENSITIVE NO  
IGNORANT  
THEY UNDERSTAND HER DEEP TRUE  
DISCUSS DETAIL

8–10 MINUTES SIGN

#### QUESTION 11: 'LIVING ON THE EDGE' – CONTEXTUAL QUESTION

##### [EXTRACT E: 05:00–06:00]

11.1 Place the extract into context. (2)

EXTRACT BEFORE AFTER  
HAPPEN HAPPEN WHAT

11.2 Why does Veronique react to Tarone's question? (2)

TARONE ASK  
VERONIQUE PUSH  
WHY

11.3 Explain why Tarone is being insensitive when talking about his big house with the flat in the backyard. (3)

KIM THERE  
TARONE SIGN HOUSE BIG FLAT SMALL  
PARENTS MOVE CAN  
THIS SIGN LIKE-THAT SENSITIVE THIS NO SENSITIVE NO  
EXPLAIN

- 11.4 Discuss the impact of Kim's grandmother's illness on her life. Justify your answer by considering the whole drama. (3)

GRANDMOTHER SICK  
KIM LIFE HERS THIS INFLUENCE  
HOW

- 11.5 Discuss how Kim's changing appearance links to the plot. (3)

DRAMA THROUGHOUT HAPPEN HAPPEN  
KIM LOOKS CHANGE  
LINK-DRAMA HOW

**AND**

**[EXTRACT F: 10:27–11:22]**

- 11.6 Account for Kim's attitudes in this extract. (3)

EXTRACT THIS  
KIM ATTITUDE  
EXPLAIN

- 11.7 Explain Amy's intention in this extract. (3)

KIM THIS AMY GIRL HEARING  
MEET-KIM  
WHY

- 11.8 Explain how the conversation in this extract later assisted Kim to overcome her situation. (3)

KIM THIS AMY MEET  
CONVERSATION THIS  
LATER HELP  
HOW

- 11.9 Critically evaluate the author's implied motives in creating this drama. (3)

PERSON THIS IDEA DRAMA THEIR GOAL  
YOU EVALUATE  
EXPLAIN

**[25]**

**TOTAL SECTION C: 25**  
**GRAND TOTAL: 80**