



REFORMED CHURCH UNIVERSITY

FACULTY OF EDUCATION AND SOCIAL SCIENCES

DIPLOMA IN SIGN LANGUAGE

SIGN LANGUAGE INTERPRETATION 2

DSL 109

PART 1 SEMESTER 2

Date: February 2024

Time: 3 Hours

INSTRUCTIONS

1. This paper has **five (5)** questions
2. Answer any **three (3)** questions
3. Each question carries **100 marks**
4. Start each question on a new page

1. Analyse the role of a Sign Language interpreter and the skills and knowledge required to perform the role effectively. **[100 Marks]**

2. Analyse the different styles of interpretation including simultaneous, consecutive and sight translation. **[100 Marks]**

3. Evaluate the ethical considerations and challenges faced by Sign Language interpreters in various settings such as educational, legal and healthcare. **[100 Marks]**

4. Analyse the role of non-verbal cues in turn-taking and the ways in which speakers use gaze, posture other non-verbal signals to manage conversational turn-taking. **[100 Marks]**

5. Sign the following passage to the examiner. **[100 Marks]**

Classroom Chaos

So, in 8th grade I used to read during class a lot. At the time I was reading an Artemis Fowl book, and for some reason I had two copies of the same book. So, one day in my English class we were reading this other book (which I had already finished reading three days earlier), I was reading my own book and when it was finally my turn to read, I had no idea where we were. So, the teacher took my book away, I found my spot, read the part and passed it to the next person to start reading.

So, after I read my part, I took out my second copy of Artemis and picked up right where I left off. Skip a few minutes ahead, gets back to my turn to read, and again I do not know where we are. So, teacher looks at me, sees the book in my hands, then back to her desk obviously confused for a second. But shrugs it off knowing it is me she is dealing with (I have caused similar problems like this before), takes my second book and puts it on her desk, and makes me read my part.

Now my friend that sat two chairs down from me was also reading Artemis at the same time as me and with a quick look to him he knew exactly what I was planning. He took it out and passed it over without hesitation. I opened to a random spot and just pretended like I was reading. (At this point it was just to mess with my teacher.)

So, skip forward again and my teacher sees me with the book again and says, "How many of those do you have?" I gave my smartass remark as "enough." She took away

that book, too. But now at this point I was out of books, and the rest of my class knew it. But the teacher did not know I was out. So, she continued with her lesson and another friend of mine took two of her books and switched out two of the Artemis books on her desk to make them look like they were still there.

END OF PAPER