



**ANNUAL NATIONAL ASSESSMENT 2012
GRADE 6 ENGLISH HOME LANGUAGE
TEST
MEMORANDUM**

MARKS: 50

This memorandum consists of 7 pages.

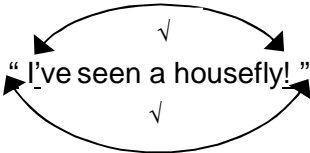
QUESTION	EXPECTED ANSWERS	MARKS	TOTAL
1.1	B : pulse Accept if correct letter or letter and word/sentence or word of answer, is circled or underlined.	1	3
1.2	A : binds people together. Accept if correct letter or letter and word/sentence or word of answer, is circled or underlined.	1	
1.3	A : heartbeat of the people of Africa. Accept if correct letter or letter and word/sentence or word of answer, is circled or underlined.	1	
2.	C : music to African people. Accept if correct letter or letter and word/sentence or word of answer, is circled or underlined.	1	1
3.1	A : join us together. Accept if correct letter or letter and word/sentence or word of answer, is circled or underlined.	1	2
3.2	B : informal Accept if correct letter or letter and word/sentence or word of answer, is circled or underlined.	1	
4.1	C : a metaphor. Accept if correct letter or letter and word/sentence or word of answer, is circled or underlined.	1	2
4.2	D : a heart that gives life to its people. Accept if correct letter or letter and word/sentence or word of answer, is circled or underlined.	1	
5.	<ul style="list-style-type: none">No mark for a Yes or No answer only.Give 1 mark for Yes/Agreement or No/Disagreement (any ONE) and 1 mark as long as there is an appropriate reason provided. (E.g He is proud, because...)Most learners will choose YES as the option, but do not mark	1	2

QUESTION	EXPECTED ANSWERS	MARKS	TOTAL
	<p>NO wrong. It should also have a valid, acceptable reason for both marks to be awarded.</p> <p>E.g. Yes the poet writes about African music. Or Yes, the poet says "we celebrate". Or No, he thinks the music binds us or enslaves us.</p> <p>Ignore spelling and grammar if answer is acceptable</p>	1	

6.	<ul style="list-style-type: none"> Any two different words for emotions: e.g. happiness, interest, surprised concentration, curiosity, boredom, excitement, enjoyment. Accept any other suitable synonym. Accept also the boy is sad or similar word. Give 1 mark for each different emotion mentioned up to 2 marks. 	2	2
7.	<p>The boys and girls are:- looking at a globe/ an educational object.</p> <p style="text-align: center;">AND</p> <p>They are more or less the same age.</p> <p style="text-align: center;">OR</p> <p>Doing group work/working on a project.</p> <p>Accept a suggestion that they may be wearing uniform.</p>	2	2
8.	<p>C : The danger of paraffin in our homes.</p> <p>Accept if correct letter or letter and word/sentence or word of answer, is circled or underlined.</p>	1	1
9.1	<p>Label paraffin bottles clearly/keep out of reach of children. (any ONE) Do not accept only transparent bottle.</p> <p>Ignore spelling and language errors if answer is understood.</p>	1	3
9.2	<p>It catches alight easily.</p> <p style="text-align: center;">OR</p> <p>Any answer that depicts the danger of paraffin near a fire. It is flammable.</p> <p>Ignore spelling and language errors if answer is understood.</p>	1	
9.3	<p>Accidentally or accidental</p> <p>Either must be spelt correctly for mark to be awarded.</p>	1	

10.1	Accept any sentence that adequately shows the learner understands and uses the meaning of the word <i>transparent</i> (can be seen through very clearly) correctly. Both literal and figurative meanings are acceptable.	1	2
10.2	Do not penalise language and spelling errors as the focus is on comprehension. Accept any sentence that adequately shows the learner understands and uses the meaning of the word <i>complete</i> (to make whole/perfect/bring to an end) correctly. Do not penalise language and spelling errors as the focus is on comprehension.	1	

11.1	D : length of time an ant is expected to live. Accept if correct letter or letter and word/sentence or word of answer, is circled or underlined.	1	3
11.2	D : it can chew and swallow solid food. Accept if correct letter or letter and word/sentence or word of answer, is circled or underlined.	1	
11.3	B : They go through 4 stages of development. Accept if correct letter or letter and word/sentence or word of answer, is circled or underlined.	1	
12.	See marking rubric for short story at the end of the memo.	6	6
13.1	uncommon Give one mark if the learner correctly added the prefix <u>un</u> to form the word. A word must be formed and not only the prefix stated. Word must be spelt correctly for mark to be awarded.	1	2
13.2	usually Give one mark if the learner correctly added the suffix <u>ly</u> to form the word. A word must be formed and not only the suffix stated. Word must be spelt correctly for mark to be awarded.	1	
14.1	Frikkie <u>liked</u> to read books on houseflies because he <u>found</u> them fascinating. One mark for <u>liked</u> and <u>found</u> . Both must be correct for the one mark to be given. No ½ marks are to be awarded. Learner scores 1 or 0.	1	2

14.2	The flies in the kitchen <u>were</u> houseflies and they <u>had</u> green eyes. One mark for <u>were</u> and <u>had</u> . Both must be correct for the one mark to be given. No ½ marks are to be awarded. Learner scores 1 or 0.	1	
15.	Accept any correct completion of the sentence. One mark for correct sentence construction. Ignore spelling and language errors if sentence has meaning.	1	1
16.	 <p>“I've seen a housefly!” shouted Frikkie.</p> <p>One mark for both quotation marks correctly inserted One mark for the exclamation mark and the apostrophe correctly inserted. No ½ marks are to be awarded. Learner scores 2, 1 or 0.</p>	2	2

17.	Eggs are laid by adult female flies. One mark for <u>are laid</u> . One mark for correct switching of subject and object. No ½ marks are to be awarded. Learner scores 2, 1 or 0.	2	2																																																		
18.	<table border="1" data-bbox="383 1075 1212 1601"> <tr> <td rowspan="7" style="writing-mode: vertical-rl; transform: rotate(180deg);">Number of books</td> <td>5</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4</td> <td style="background-color: #cccccc;"></td> <td></td> <td></td> <td></td> <td></td> <td style="background-color: #cccccc;"></td> </tr> <tr> <td>3</td> <td style="background-color: #cccccc;"></td> <td></td> <td style="background-color: #cccccc;"></td> <td></td> <td></td> <td style="background-color: #cccccc;"></td> </tr> <tr> <td>2</td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> </tr> <tr> <td>1</td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> </tr> <tr> <td></td> <td>Fiction</td> <td>Non-fiction</td> <td>Fiction</td> <td>Non-fiction</td> <td>Fiction</td> <td>Non-fiction</td> </tr> <tr> <td></td> <td colspan="2">SUNITA</td> <td colspan="2">FRIKKIE</td> <td colspan="2">PRECIOUS</td> </tr> </table> <p>Frikkie: Fiction (tallies and shading): 1 mark Non-fiction (tallies and shading): 1 mark Precious: Fiction (tallies and shading): 1 mark Non-fiction (tallies and shading): 1 mark</p>	Number of books	5							4							3							2							1								Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction		SUNITA		FRIKKIE		PRECIOUS		4	4
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		SUNITA		FRIKKIE		PRECIOUS																																															
19.1	Four/4/Sunita read four fiction books.	1																																																			

19.2	One/1/Frikkie read one non-fiction books.	1	2
20.	See marking rubric for dialogue at the end of the memorandum.	6	6
TOTAL: 50			

QUESTION 12 Rubric – Short story				
<p>In assessing the short story the following aspects must be kept in mind:</p> <p>Although a learner’s content might be off the topic the teacher still has to award a mark for language structure and use.</p> <p>When a teacher assesses a learner’s piece, two types of marks should be awarded: the first for content and the second for language structure and use. These marks should be added up to form the final mark out of 6 (3 + 3). Indicate on learner’s script the mark allocated to content (C =) and language (L =) and total out of 6.</p>				
Criteria	Level 1	Level 2	Level 3	Level 4
Marks	0 marks	1 mark	2 marks	3 marks
Content	No story, or not related to instructions.	<p>One aspect (who, what, where or how) related to the story addressed.</p> <p>No creativity plot difficult to follow.</p>	<p>Two or three aspects (who, what, where or how) related to the story addressed</p> <p>Some creativity and flow of ideas</p>	<p>Clear plot with beginning, middle and end.</p> <p>Creative with logical flow of ideas.</p> <p>Three or four aspects (who, what, where or how) related to the story addressed.</p>

Language structure and use: format, punctuation, spelling. (6-8 sentences).	No topic or introductory sentence, body or conclusion.	Ideas disjointed rather than a logical arrangement of ideas.	An introduction and some explanation of plot.	Introduces the topic, and develops the plot.
	Copied sentences or incomplete sentences (no subject or verb).	6–7 different errors in language, word order, punctuation, tenses and spelling.	Correct sentence structure.	Excellent use of vocabulary, correct spelling and punctuation.
	8 or more errors in language usage, tenses, spelling and punctuation.	2–3 sentences in length.	Contains 4–5 errors in punctuation, word order, spelling and tenses.	6–8 sentences in length.
	0–1 sentence in length.		4–5 sentences in length, or more than 10 sentences	

QUESTION 20 Rubric – Dialogue

In assessing the dialogue the following aspects must be kept in mind:

Although a learner’s content might be off the topic, the teacher still has to award a mark for language structure and use.

When a teacher assesses a learner’s piece, two types of marks should be awarded: the first for content and the second for language structure and use. These marks should be added up to form the final mark out of 6 (3 + 3). Indicate on learner’s script the mark allocated to content (C =) and language (L =) and total out of 6.

Criteria	Level 1	Level 2	Level 3	Level 4
Marks	0 marks	1 mark	2 marks	3 marks
Content	Disjointed and unrelated.	Disjointed but related to opening statements.	Conversation relates to opening statements but lacks logic.	Conversation flows logically and naturally from opening statements.

<p>Language structure and use: format, punctuation, spelling (6-8 sentences).</p>	<p>No elements of format present (each speaker on a new line; speaker's name followed by a colon, actions and gestures placed in brackets before colon; no inverted commas).</p> <p>Copied sentences or incomplete sentences (no subject or verb).</p> <p>0–1 sentence in length.</p>	<p>1 element of format present (each speaker on a new line; speaker's name followed by a colon; actions and gestures placed in brackets; no inverted commas).</p> <p>Contains 6–7 different errors in punctuation, word order, spelling and tenses.</p> <p>2–3 sentences in length.</p>	<p>2-3 elements of format present (each speaker on a new line; speaker's name followed by a colon; actions and gestures placed in brackets; no inverted commas).</p> <p>Contains 4–5 different errors in punctuation, word order, spelling and tenses.</p> <p>4–5 sentences in length.</p>	<p>All elements of format present (each speaker on a new line; speaker's name followed by a colon; actions and gestures placed in brackets; no inverted commas).</p> <p>Excellent use of vocabulary, correct spelling and punctuation.</p> <p>6–8 sentences in length.</p>
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