



ANNUAL NATIONAL ASSESSMENT 2012  
GRADE 6 ENGLISH FIRST ADDITIONAL LANGUAGE  
TEST  
MEMORANDUM

MARKS: 40

This memorandum consists of 4 pages.

**GENERAL GUIDELINES**

**COMPREHENSION PASSAGE (Question 1.1 – 1.7)**

- Do not penalize learners for spelling and grammatical errors.

**LANGUGAGE (Question 8 – 14)**

- The candidates' answer must be precisely the ones in the memorandum.

**CREATIVE WRITING (Question 15)**

- Refer to the rubric.

QUESTION	EXPECTED ANSWERS	MARKS	TOTAL
1.	B A young rooster learns to crow	1	1
2.	D On a farm with animals	1	1
3.	3.1 A The old rooster had died the day before.	1	2
	3.2 C They thought he did not crow loudly enough.	1	
4.	4.1 D He was sad when his father died.	1	4
	4.2 A He felt unsure of himself, because he had never crowed before.	1	
	4.3 He should have crowed louder/more loudly/very loudly/loud enough.	1	
	4.4 He felt disappointed/humiliated/sad/ashamed/ discouraged. Accept any answer that describes a negative feeling within the context of the story.	1	

5.	Yes, e.g. he tried his best when he had to do something for the first time./He was able to crow loudly in the end./He did not give up./He took advice from others.	2	2
	No, e.g. First time he crowed too softly, and the second time he crowed too loudly.  (Give one mark for 'Yes/ No' <b>and</b> one mark for any suitable reason that substantiates the choice. Do not give any mark <b>if only</b> 'Yes' or 'No' was written.		

6.	6.1 dying/about to die/ going to die/ die soon (Any answer that indicate he had died already is incorrect)	1	2
	6.2 hurt (any answer that indicates hurt is correct)	1	

7.	<p>Give one mark for column completed correctly at: North West KwaZulu-Natal Provinces</p>	2	3
		1	
		1	
8.	8.1 A cattle	1	2
	8.2 B through (Accept if the learner has written the answer on the line but with correct spelling)	1	

9.	9.1 The pigs <u>do not/don't grunt</u> loudly.	1	2
	9.2 The young rooster <u>did not/didn't fly</u> up to the roof of the barn.	1	
10.	10.1 I <u>would</u> crow as loud as possible/ <u>would</u> be too scared to get out a noise. NB: Accept any relevant answer, but check if the learner has used <u>would</u> and adhered to spelling and grammatical rules.	1	2
	10.2 <u>would</u> stay in bed all day/ <u>would</u> be very scared/ <u>would</u> cry. NB: Accept any relevant answer, but check if the learner has used <u>would</u> and adhered to spelling and grammatical rules.	1	
11.	11.1 I was young/I was 6 years old NB: Accept any relevant answer.	1	2
	11.2 I play/I go to church/I do chores NB: Accept any relevant answer, the word order must be correct.	1	
12.	The sun <u>came</u> up but the clouds <u>were covering</u> it.	1 mark each	2
13.	Each of the following sentences is a POSSIBLE fact. Award only five marks for the facts (or similar facts) below (one mark per fact). <ul style="list-style-type: none"> <li>• Clocks are used to measure/show time.</li> <li>• Sundials were used in ancient times.</li> <li>• Candle clocks were used long ago.</li> <li>• Now people use digital clocks.</li> <li>• Today clocks are everywhere.</li> </ul> <p>DO NOT PENALIZE LEARNERS IF THEY DID NOT FOLLOW THE CORRECT SEQUENCE.</p>	5	5
14.	14.1 similar	1	2
	14.2 digital	1	
15.	See marking rubric for descriptive paragraph at the end of the memorandum.	8	8

**QUESTION 15: RUBRIC FOR DESCRIPTIVE PARAGRAPH**

	<b>0 - 1 Mark</b>	<b>2–3 Marks</b>	<b>4–5 Marks</b>	<b>6–7 Marks</b>	<b>8 Marks</b>
<b>Content</b>	No adjectives. No facts describing a family member. Only 1–2 adjectives.  Only 1 fact describing a family member.	Little description with only 3 adjectives.  2–3 facts describing a family member.	Some details with at least 4 adjectives.  4–5 facts describing a family member.	Detailed description using at least 5 adjectives.  6–7 facts describing a family member.	Very detailed description using at least 6 or more adjectives.  8 interesting and relevant facts describing a family member.
	<b>0 - 1 Mark</b>	<b>2–3 Marks</b>	<b>4–5 Marks</b>	<b>6–7 Marks</b>	<b>8 Marks</b>
<b>Language use</b>	Has written only one word/phrase or no attempt to answer.  ONE relevant sentence that is riddled with errors.	TWO or more relevant, different but logical sentences.  At least TWO sentences that have many errors.	A paragraph of FOUR or more relevant, different but logical sentences.  At least THREE sentences must have no errors.	A paragraph of SIX or more different, relevant, but logical sentences.  At least FOUR sentences that are predominantly without errors must have less than FIVE different errors.	A paragraph of EIGHT relevant, different, but logical sentences.  The sentences must have no errors.

Award 8 marks for content and 8 marks for language use. Divide the total by 2.

At the end allocate marks out of 8 as follows:

C = Content; L= Language use

E.g.

C	6
L	4
	10÷2 = 5

**TOTAL: 40**