

# 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.

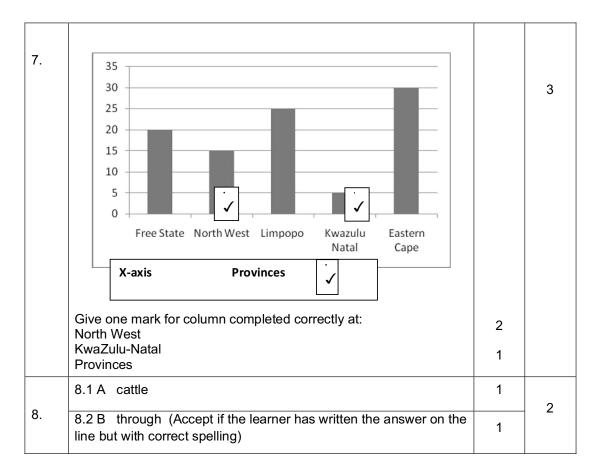
# **CREATIVE WRITING (Question 15)**

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
2	3.1 A The old rooster had died the day before.	1	2
3.	3.2 C They thought he did not crow loudly enough.	1	
	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.		4
	4.4 He felt disappointed/humiliated/sad/ashamed/ discouraged.  Accept any answer that describes a negative feeling within the	1	
	context of the story.		

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.		
	No, e.g. First time he crowed too softly, and the second time he crowed too loudly.	2	2
	(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.		

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



9.	9.1 The pigs do not/don't grunt loudly.	1	2
	9.2 The young rooster did not/didn't fly up to the roof of the barn.	1	
10.	<ul> <li>10.1 I would crow as loud as possible/would be too scared to get out a noise.</li> <li>NB: Accept any relevant answer, but check if the learner has used would and adhered to spelling and grammatical rules.</li> </ul>	1	2
	<ul> <li>10.2 would stay in bed all day/would be very scared/would cry.</li> <li>NB: Accept any relevant answer, but check if the learner has used would and adhered to spelling and grammatical rules.</li> </ul>	1	2
	11.1 I was young/I was 6 years old  NB: Accept any relevant answer.	1	
11.	<ul><li>11.2 I play/I go to church/I do chores</li><li>NB: Accept any relevant answer, the word order must be correct.</li></ul>	1	2
12.	The sun came up but the clouds were covering it.	1 mark each	2
13.	<ul> <li>Each of the following sentences is a POSSIBLE fact. Award only five marks for the facts (or similar facts) below (one mark per fact).</li> <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> <li>DO NOT PENALIZE LEARNERS IF THEY DID NOT FOLLOW THE CORRECT SEQUENCE.</li> </ul>	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

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

С	6
L	4
	10÷2 = 5

TOTAL: 40