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**ANNUAL NATIONAL ASSESSMENT**

**GRADE 6**

**ENGLISH FIRST ADDITIONAL LANGUAGE**

**2012 EXEMPLAR TEST**

**MEMORANDUM**



**ANNUAL NATIONAL ASSESSEMENT**

**GRADE 6 FIRST ADDITIONAL LANGUAGE**

**EXEMPLAR TEST MEMORANDUM**

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| **QUESTION NUMBER** | **EXPECTED ANSWERS** | **MARKS** |
| 1. | C – Being blind did not stop me | 1 |
| 2. | B – Venda | 1 |
| 3.1 | D – Studied hard | 1 |
| 3.2 | Pretoria | 1 |
| 4.1 | C – Obert Maguvhe | 1 |
| 4.2 | A – teacher of blind adults | 1 |
| 4.3 | blind | 1 |
| 4.4 | male, blind, hard worker (any word that is relevant) | 1 |
| 5. | He wants them to have a good future. | 2 |
| 6. | Possible answers.   * Sick/blind * Read in Braille/studied in Braille * Plane/first time on a plane * Possibility/everything is possible * Playing * Teach/teacher/teach adults * Motivate learners * Braille   NB: PLEASE ACCEPT ANY ANSWER THAT IS RELEVANT | 5 |
| 7.1 | Varanus exanthematicus albigularis | 1 |
| 7.2 | 120 cm | 1 |

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| --- | --- | --- |
| 8.1 | To develop new skin | 1 |
| 8.2 | It cannot develop a new skin | 1 |
| 9. |  |  |
| 9.1 | 60% | 1 |
| 9.2 | 50% | 1 |
| 9.3 | 70% | 1 |
| 10.1 | realises | 1 |
| 10.2 | these | 1 |
| 11.1 | Isn’t | 1 |
| 11.2 | Didn’t | 1 |
| 12.1 | since | 1 |
| 12.2 | during | 1 |

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| --- | --- | --- |
| 13. | Obert helped adults and he was working hard. | 2 |
| 14.1 | I would be a bad child/ I **would b**e a beggar. (Accept any answer as long as the child has used would be.) | 1 |
| 14.2 | I would be punished. | 1 |
| 15. | See attached rubric |  |

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| --- | --- |
| **Marking guidelines** | **Marks** |
| * Written **eight** descriptive sentences. * Correct language usage, i.e. no grammatical errors. * Used correct spelling. * Punctuated correctly. * Shows understanding of the picture/relevance. | **8** |
| * Written **six** descriptive sentences. * Correct language usage, i.e. no grammatical errors. * Used correct spelling. * Punctuated correctly. * Shows understanding of the picture/relevance. | **7** |

|  |  |
| --- | --- |
| * Written **six** descriptive sentences. * Correct language usage, i.e. no grammatical errors. * Used correct spelling. * Punctuated correctly. * Shows understanding of the picture/relevance. | **6** |
| * Written **five** descriptive sentences. * Correct language usage, i.e. no grammatical errors. * Used correct spelling. * Punctuated correctly. * Shows understanding of the picture/relevance. | **5** |
| * Written **four** descriptive sentences. * Correct language usage, i.e. no grammatical errors. * Used correct spelling. * Punctuated correctly. * Shows understanding of the picture/relevance. | **4** |

|  |  |
| --- | --- |
| * Written **three** descriptive sentences. * Correct language usage, i.e. no grammatical errors. * Used correct spelling. * Punctuated correctly. * Shows understanding of the picture/ relevance. | **3** |
| * Written **two** descriptive sentences. * Correct language usage, i.e. no grammatical errors. * Used correct spelling. * Punctuated correctly. | **2** |
| * Written **one** descriptive sentence. * Correct language usage, i.e. no grammatical errors. * Used correct spelling. * Punctuated correctly. |  |
| * Written **nothing** or written but with incorrect language usage throughout. * Incorrect spelling. * Poor use of punctuations. | **0** |