



**ANNUAL NATIONAL ASSESSMENT 2012**  
**GRADE 6 ENGLISH HOME LANGUAGE**  
**MEMORANDUM (DEAF LEARNERS)**

**MARKS: 50**

**This memorandum consists of 6 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.	-No mark for a Yes or No answer only.  -Give one mark for Yes/No (any ONE) as long as there is a reason provided.  -Accept any well-substantiated answer with regard to tone/choice of words/mood/atmosphere etc. for the second mark to be achieved.  -Most learners will choose YES as the option but do not mark. NO wrong. It should also have a valid, acceptable reason for both marks to be achieved.	2	2
4.1	A – complete us. Accept if correct answer is circled or underlined.	1	2

4.2	B – informal  Accept if correct answer is circled or underlined.	1	
5.1	C – a metaphor. Accept if correct answer is circled or underlined.	1	2
5.2	D – a heart that gives life to its people. Accept if correct answer is circled or underlined.	1	
6.	<ul style="list-style-type: none"> <li>The girl at the back is serious/thoughtful surprised/dazed/stunned/shocked/dumbstruck.</li> </ul> <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> <li>The girl in front is happy.</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>The boy at the back is proud/happy.</li> </ul> <p>Give a mark for any synonym of the emotions described above.</p> <p>Give one mark for each different emotion mentioned for different learners.</p> <p>If one word answers are given, it must be spelt correctly.</p>	2	2
7.	<ul style="list-style-type: none"> <li>Certificate/report in his hand/book prizes in hand/ trophy/medals round the necks (any TWO)</li> </ul> <p>Give one mark per item listed. If only an item is named, it must be spelt correctly for mark to be achieved.</p> <p>If sentences are written, ignore language and spelling errors if meaning is clear.</p>	2	2
8.	C – The danger of paraffin in our homes.  Accept if correct letter or letter and word/sentence or word of answer, is circled or underlined.	1	1
9.1	<p>Label paraffin bottles clearly/keep out of reach of young children. (Any ONE)</p> <p>Ignore spelling and language errors if answer is understood.</p>	1	3

9.2	It catches alight easily. <b>OR</b> Any answer that depicts the danger of paraffin near a fire.it is flammable  Ignore spelling and language errors if answer is understood.	1	
9.3	accidentally  Must be spelt correctly for mark to be achieved.	1	
10.1	Accept any sentence that adequately shows the learner understands and uses the <b>meaning</b> of the word <i>transparent</i> (can be seen through very clearly) correctly. Both literal and figurative meanings are acceptable.  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 <b>meaning</b> 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	2
10.2		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 memorandum.	6	6
13.1	<b>Uncommon</b>  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 ants 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.	“√I’ve√seen an ant!√”√ shouted Frikkie.  One mark for both quotation marks, 1 mark for the exclamation mark and the apostrophe. No ½ marks are to be awarded. Learner scores 2, 1 or 0.	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 for half a correct answer. Learner scores 2, 1 or 0.	2	2																																													
18.	<table><tr><td rowspan="7">Number of books</td><td>5</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>4</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>3</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>2</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>1</td><td></td><td></td><td></td><td></td><td></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>  Give one mark each for number of fiction books read by Frikkie and Precious respectively, correctly tallied and shaded. Give one mark each for number of non-fiction books read by Frikkie and Precious respectively, correctly tallied and shaded.	Number of books	5						4						3						2						1							Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction		SUNITA		FRIKKIE		PRECIOUS		4	4
Number of books	5																																															
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			Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction																																								
		SUNITA		FRIKKIE		PRECIOUS																																										
19.1	4/four/Sunita read four fiction books. If four is written out, it should be spelt correctly for mark to be awarded.	1																																														

19.2	4/four/Precious read four non-fiction books. If four is written out, it should be spelt correctly for mark to be awarded.	1	2
20.	See marking rubric for dialogue at the end of the memorandum.	6	6
<b>TOTAL: 50</b>			

<b>QUESTION 12 Rubric – Short story</b>				
<p><b>In assessing the short story, the following aspects must be kept in mind:</b></p> <p><b>Although a learner’s content might be off the topic (wrote about an insect instead of an animal or pet), the teacher still has to award a mark for language structure and use.</b></p> <p><b>When a teacher assesses a learner’s piece, two 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.</b></p>				
<b>Criteria</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>Marks</b>	<b>0 marks</b>	<b>1 mark</b>	<b>2 marks</b>	<b>3 marks</b>
<b>Content</b>	No story, or not related to instructions.	<p><b>One</b> aspect (who, what, where or how) related to the story addressed.</p> <p>No originality.</p> <p>Plot difficult to follow.</p>	<p><b>Two</b> or <b>three</b> aspects (who, what, where or how) related to the story addressed.</p> <p>Some originality and flow of ideas.</p>	<p>Clear plot with beginning, middle and end.</p> <p>Original piece.</p> <p>Logical flow of ideas.</p> <p><b>Three</b> or <b>four</b> aspects (who, what, where or how) related to the story addressed.</p>

<b>Language structure and use (6–8 sentences).</b>	<p>No topic or introductory sentence, body or conclusion.</p> <p>Copied sentences or incomplete sentences (no subject or verb).</p> <p>8 or more errors in language usage, tenses spelling and punctuation.</p> <p>0–1 sentence in length.</p>	<p>Ideas disjointed rather than a logical arrangement of ideas.</p> <p>6–7 errors in language, word order, punctuation, tenses and spelling.</p> <p>2–3 sentences in length.</p>	<p>At least an introduction and some explanation of plot.</p> <p>Correct sentence structure.</p> <p>Contains 4–5 errors in punctuation marks, word order, spelling and tenses.</p> <p>4–5 sentences in length.</p>	<p>Introduces the topic, describes or explains it and concludes the story.</p> <p>May have a plan or mind map.</p> <p>Excellent use of vocabulary, correct spelling and punctuation.</p> <p>2–3 errors in punctuation marks, word order, spelling and tenses.</p> <p>6–8 sentences in length.</p>
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#### 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 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.**

Criteria	Level 1	Level 2	Level 3	Level 4
Marks	0 marks	1 mark	2 marks	3 marks
<b>Content</b>	<p>No dialogue, or not related to instructions.</p>	<p><b>One</b> aspect (who, what, where or how) related to the dialogue addressed.</p> <p>No sequence of thought.</p> <p>No originality.</p>	<p><b>Two</b> or <b>three</b> aspects (who, what, where or how) related to the dialogue addressed.</p> <p>Some sequence of thought.</p> <p>Some originality.</p>	<p>Correct sentence structure.</p> <p>Logical sequence of thought.</p> <p>Conversation related to the topic.</p> <p>Original.</p>

<b>Language structure and use (6–8 sentences)</b>	<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>8 or more errors in language usage, tenses spelling and punctuation.</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 before colon; no inverted commas.</p> <p>6–7 errors in language, word order, punctuation, tenses and spelling.</p> <p>2–3 sentences in length.</p>	<p>2 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>Contains 4–5 errors in punctuation marks, 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 before colon; no inverted commas.</p> <p>May have a plan or mind map.</p> <p>Excellent use of vocabulary, correct spelling and punctuation.</p> <p>2–3 errors in punctuation marks, word order, spelling and tenses.</p> <p>6–8 sentences in length.</p>
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