## GRADE 6 ENGLISH HOME LANGUAGE MEMORANDUM

MARKS: $70 \quad$ THIS MEMORANDUM CONSISTS OF 4 PAGES

| QUESTION | EXPECTED ANSWERS | MARK |
| :---: | :---: | :---: |
| Half marks are neither allocated nor permitted anywhere in this test. Award marks for correctly identified answers of multiple-choice questions regardless of method used ( e.g. underlining, circle etc.) |  |  |
| 1. | A How Ram and his wife outwitted Leopard and Jackal. $\checkmark$ | 1 |
| 2.1 | A The leopard, the ram and the jackal. $\checkmark$ | 1 |
| 2.2 | A Leopard ran away pulling Jackal behind him. $\checkmark$ | 1 |
| 2.3. | $C$ in a jungle. $\checkmark$ | 1 |
| 3. | $\checkmark \checkmark$ <br> If learner re-arranged the sentences. OR <br> If learner re-arranged the numbering. <br> Two marks if all answers are in the correct order One mark if two or three are correct No mark if one or none is correct | 2 |
| Remember that in questions 4-15 the emphasis is on comprehension and not on spelling and language structure. |  |  |
| 4.1 | Friends/friend $\checkmark$ (Mark not deducted for incorrect spelling.) | 1 |
| 4.2 | Dragging $\checkmark$ | 1 |
| 5 | less $\checkmark /$ (breathless is also acceptable) | 1 |
| 6. | They were no longer friends/trust was broken. Accept any suitable answer. | 1 |
| 7.1 | As fast as lightning $\checkmark$ (accept the entire sentence with the simile in it) | 1 |
| 7.2 | Personification | 1 |
| 8. | Summary- accept any five sentences which summarise the story. They could include any 5: <br> - Leopard and Jackal are friends <br> - Leopard sees a strange creature. <br> - Leopard tells Jackal about the creature (Ram). | 5 |


|  | - Ram sees them approaching and warns his wife. <br> - Ram's wife comes up with a plan <br> - Leopard runs away. <br> NB. If learner writes a complex sentence award a mark for each simple sentence if relevant. |  |
| :---: | :---: | :---: |
| 9. | - Accept any correct completion of the sentence. <br> - E.g.: If Ram did not spot Jackal and Leopard, he would have/could have been eaten. $\checkmark$ (if grammatically incorrect award no mark). | 1 |
| 10. | Gooey Glue/Glue $\checkmark$ (accept either option) | 1 |
| 11. | Do not award a mark for only a 'yes' or 'no' answer. Do not award a mark for the reason if the learner does not answer either yes or no. <br> Award two marks if the learner has answered either yes or no with a reason that supports/explains or motivates the yes or no answer. Example: Yes, the glue is safe for children./No, I only use Pritt. <br> A learner cannot obtain one mark for this question, either award zero or two marks. $\checkmark \checkmark$ | 2 |
| 12. | $\mathrm{B}: \checkmark$ learners. | 1 |
| 13.1 | It promises to help save our planet/earth/ecosystem/ environment/world. (accept if learner wrote the word only) | 1 |
| 13.2 | Alliteration or assonance $\checkmark$ (either option is correct) | 1 |
| 14. | Acid-free/Washable/Safe/Easy/Great/Eco-friendly/Gooey/Strong $\checkmark \checkmark$ <br> (accept only two of these) | $\begin{aligned} & 1 \\ & 1 \end{aligned}$ |
| 15. | Jane said that she found it easy to use Gooey Glue. <br> Change I to she. $\checkmark$ <br> Change find to found. $\checkmark$ <br> Correctly punctuated $\checkmark$-If the sentence is correct but incorrectly punctuated - deduct 1 mark. | $\begin{aligned} & 1 \\ & 1 \\ & 1 \end{aligned}$ |
|  | TOTAL SECTION A: 29 | MARKS |
| 16. | Feeding takes up most of the giraffes' day and they are also active at night. <br> Feeding-Capital letter <br> Giraffe's - add apostrophe <br> night - correct spelling | $\begin{aligned} & 1 \\ & 1 \\ & 1 \end{aligned}$ |
| 17.1 | common noun $\checkmark$ (spelling must be correct) | 1 |
| 17.2 | proper noun $\checkmark$ (spelling must be correct) | 1 |
| 17.3 | collective noun $\checkmark$ (spelling must be correct) | 1 |


| 18. | eat $\checkmark$ Accept if the learner circled the answer. | 1 |
| :---: | :---: | :---: |
| 19. | caught $\downarrow$ | 1 |
| 20.1 | to $\downarrow$ | 1 |
| 20.2 | by $\checkmark$ | 1 |
| 21.1 | Giraffes eat leaves and grass. ${ }^{\prime}$ 'Giraffes' and 'eats' must not be repeated. No capital letter after the conjunction. Incorrectly punctuated - award no mark. | 1 |
| 21.2 | Giraffes have very long necks therefore they are the tallest animals. <br> Giraffes have very long necks, they are therefore the tallest animals. <br> If incorrectly punctuated - award no mark. <br> (No full stop or capital letter in the middle of the sentence) | 1 |
| 21.3 | Giraffes have to spread their front legs when they reach down to drink water. / <br> When giraffes reach down to drink water, they have to spread their front legs. / <br> When Giraffes drink water they have to spread their front legs. <br> $\checkmark$ (Any one) <br> If incorrectly punctuated - award no mark. | 1 |
| 22.1 | their $\boldsymbol{\checkmark}$ (award no mark for incorrect spelling.) | 1 |
| 22.2 | they $\checkmark$ (award no mark for incorrect spelling.) | 1 |
| 22.3 | its $\checkmark$ (award no mark for incorrect spelling.) | 1 |
| 23.1 | gives $\checkmark$ (accept if learner underlines the correct word.) | 1 |
| 23.2 | travel $\boldsymbol{\checkmark}$ (accept if learner underlines the correct word.) | 1 |
| 24. | Giraffes are gentle animals. <br> They/Giraffes can defend themselves from predators. $\checkmark$ If sentences are not punctuated correctly deduct 1 mark. | $\begin{aligned} & 1 \\ & 1 \end{aligned}$ |
| 25.1 | Giraffes ate leaves and grass. $\checkmark$ (the verb must me spelt correctly) | 1 |
| 25.2 | The giraffe was stretching its long neck. $\checkmark$ | 1 |
| 25.3 | Giraffes will move in small herds. $\checkmark$ | 1 |
| 26.1 | question $\checkmark$ | 1 |
| 26.2 | statement $\checkmark$ | 1 |
| 26.3 | command $\checkmark$ | 1 |
| TOTAL SECTION B: 26 MARKS |  |  |
| 27. | Dialogue (refer to marking guidelines/rubric on the next page) | 5 |
| TOTAL SECTION C: 15 MARKS |  |  |
|  | TOTAL |  |

Question 27: Dialogue
Indicate marks on learner's answer sheet according to criteria.

| DIALOGUE - MARKING GUIDELINES |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- |
| Format <br> - Each speaker on a new line <br> -A colon after every speaker's <br> name <br> - Names of character on the left | 0 | 1 | 2 | 3 |
|  | Format not <br> followed at <br> all. | Any 1 <br> descriptor | Any 2 <br> descriptors | All 3 descriptors |
| Sentence structure | 0 | 1 | 2 |  |

