



Province of the
EASTERN CAPE
EDUCATION

INTERMEDIATE PHASE

GRADE 6

NOVEMBER 2011

**ENGLISH FIRST ADDITIONAL LANGUAGE
MEMORANDUM**

MARKS: 50

This memorandum consists of 6 pages.

INSTRUCTIONS AND INFORMATION

1. The memo consists of 6 pages.
2. Carefully note the mark distribution.
3. Any other possible correct answers must be considered.
4. Be consistent in marking and keep in mind the age of the learner.

SECTION A: COMPREHENSION**QUESTION 1**

- 1.1 They check to see whether each child **is eating well** ✓ and **remembering their table manners.** ✓ (2)
- 1.2 C to be choosy. (1)
- 1.3 swiped (1)
- 1.4 He shows a **do not care attitude** by **gobbling or slurping** up his food and **leaving lots of mess.** (1)
- 1.5 biscuits (1)
- 1.6 They were motivated to eat their food **by sticking gold stars** ✓ on a **special chart.** ✓ (2)
- 1.7 It is a clever or bright idea. (1)
- 1.8 A juicy bone for Orbit. (1)
A bowl of cream for Tuna. (1)
- 1.9 Yes. ✓ they were successful as **the star charts were full.** **OR** They **received rewards.** ✓ (Award a mark for YES and one for a reason or both reasons). (2)
- [13]**

QUESTION 2: READING FOR INFORMATION

- 2.1 Norman Molohe (1)
- 2.2 (Any 1 of the following.)
 - *best product*
 - *prettiest stall*
 - *best marketing*
(1)
- 2.3
 - Only handmade goods
 - Parents may help
 - Must be ready by 09:00 and cleared out by 13:00
 - The judges' decision is final. (Any 2) (2)
- 2.4 25 November 2011 (1)
- 2.5 To select **the winner.** (1)
- 2.6 From Mrs Twala, the school secretary. (1)
- [7]**

TOTAL SECTION A: 20

SECTION B: LANGUAGE STUDY**QUESTION 3**

- 3.1 3.1.1 We bought a bunch of carrots, celery, tomatoes and potatoes at the supermarket. (2 x ½) (1)
- 3.1.2 She ordered a bowl of soup, a bread roll, a salad and some sliced cheese for her lunch. (2 x ½) (1)
- 3.2 crispy (1)
- 3.3 Leverage did not (*or didn't*) have enough money to buy milk. (1)
- 3.4 **kitten** (*spelling must be 100% correct to get the mark.*) (1)
- 3.5 Yandiswa bought a **pocket (or bag)** ✓ of oranges and a **tin** ✓ of jam. (*spelling must be 100% correct to get the mark*) (2)
- 3.6 Rochelle was carrying the packet of groceries **to** ✓ the counter **to** ✓ pay for it. (2)
- 3.7 The shop closes at six o' clock, but it stays open late on Fridays. (1)
- 3.8 **with** (*spelling must be 100% correct to get the mark*) (1)
- 3.9 3.9.1 **polite / kind** (*spelling must be 100% correct to get the mark.*) (1)
- 3.9.2 **light.** (*spelling must be 100% correct to get the mark.*) (1)
- 3.10 3.10.1 **their** (1)
- 3.10.2 **brake** (1)

TOTAL SECTION B: 15

SECTION C: WRITING**QUESTION 4: DIALOGUE**

Write down your own dialogue about food: your likes and dislikes. Do not forget to give reasons for your dislikes.

Did the learner follow the checklist:

Criteria	yes	no
1. My sentence is a response to the previous sentence.		
2. I am writing in direct speech, without quotation marks.		
3. I put the speaker's name on the left-hand side with a colon.		
4. I left a line between each speaker.		

How many words were used (50 – 60 words).

Remember the following were given.

Ntombi: What is your favourite meal, Sesona?

Sesona: My favourite meal is chicken, rice and vegetables with lots of gravy. It always reminds me of home. And yours?

Ntombi: Remember I live in a hostel. Mine is ...

The purpose of this task is to:

- Give learners the opportunity to communicate (formal / informal).
- To determine learner's ability to use appropriate tone, style and register.
- To determine learner's ability to write sentences using the correct language, spelling and punctuation.

Look for the following

- Each sentence is usually a response to the previous question
- Dialogues are written in DIRECT Speech without quotation marks.
- The communication is between the two friends: Ntombi, who lives in a hostel and Sesona.
- A line should be left between each speaker to ensure that the topic of conversation is clear and to the point.
- The names of the speakers stand next to the margin, followed by a colon:
- Extra information must be given in brackets e.g. (smiling).

Criteria	Level 4	Level 3	Level 2	Level 1
Mark	4	3	2	1
Tone, style and register	Appropriate use of tone, style and register.	Mostly appropriate use of tone, style and register.	Use of tone style and register often not appropriate.	Inappropriate use of tone, style and register.
Mark	4	3	2	1
Writing sentences using the correct language, spelling and punctuation	Constructs sentences with only minor errors in languages, spelling and punctuation.	Constructs sentences with some errors in language, spelling and punctuation.	Cannot construct sentences without making many errors in language, spelling and punctuation.	Incorrect language, spelling and punctuation seriously hampers the construction of sentences.

[8]**QUESTION 5: INSTRUCTIONS**

Describing how to make or do something.

Instructions on how to make a hot dog. Each step was given in a new line.

It is better to start with:

- First
- Secondly
- Next
- Then
- Afterwards etc.

Use the following guidelines as a rubric.

TITLE (1)

CONTENT

Good (3)

Average (2)

Weak (1)

LANGUAGE:

Few errors (3)

Some errors (2)

Many errors (1)

[7]

TOTAL SECTION C: 15

GRAND TOTAL: 50