



Province of the
EASTERN CAPE
EDUCATION

INTERMEDIATE PHASE

GRADE 6

NOVEMBER 2011

**ENGLISH HOME LANGUAGE
MEMORANDUM**

MARKS: 50

The memo consists of 6 pages.

INSTRUCTIONS AND INFORMATION

1. The memo consists of 6 pages.
2. Note carefully 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: A PERSONAL STORY**

- 1.1 It is a Shetland pony or Welsh Mountain pony. (1)
- 1.2 It means to be crazy over horses / to like them / to be obsessed with them. (1)
- 1.3 Six years old. (1)
- 1.4 agree (1)
- 1.5 She was happy with herself that she could stay balanced on the pony. (1)
- 1.6 A faster? (1)
- 1.7 There was no saddle on the pony. (1)
- 1.8 1.8.1 False (1)
- 1.8.2 "I jumped off him elated." (1)
- 1.9 The rider was now more confident and relaxed and Jimmy felt that now he could go into a gallop. The writer could ride well enough. (1)
- 1.10 My day with Jimmy, the stubborn Shetland Pony *(Any answer which captures the idea of learning to ride a horse / pony.)* (2)

[12]**QUESTION 2: AN ADVERTISEMENT**

- 2.1 It has a calming effect. (1)
- 2.2 five flavours *(catnip PLUS four others)*. (1)
- 2.3 fish-shaped (1)
- 2.4 (Any **TWO** of the following.) (2)
- It helps to improve appetite and good digestion.
 - It is an immune booster which protects cell membranes.
 - It promotes a healthy skin and coat.
- 2.5 It will purr. (1)
- 2.6 Store your carton of Nibbles in a cool dry place. (1)

- 2.7 (ANY of the following.)
- heart shaped tail,
 - cat stretching out paw for more food
 - cat scratching food out of bowl,
 - cat reaching up his paw for more food.
 - All indicate that they love Nibbles (food).

(1)
[8]

TOTAL SECTION A: 20

SECTION B: LANGUAGE IN CONTEXT

QUESTION 3: PHOTOGRAPH

- 3.1 The dogs are√ chasing √ the man on the scooter. (2)
- 3.2 3.2.1 He saw a pack of dogs. (1)
- 3.2.2 One of the dogs has a litter of puppies. (1)
- 3.3 The man is sitting on the scooter. (1)
- 3.4 The dogs are barking softly. (1)
- 3.5 There was a misunderstanding between the motorist and the owner of the dogs. (1)
- 3.6 Although he is feeling ill, √ the man is driving fast. √ (*One mark for correct sentence and one mark for inserting the comma correctly.*) (2)
- 3.7 The dog wags **its tail**. (2 x ½) (1)
- 3.8 The driver said **that** √ **he** √ **was** √ scared of big dogs. (3)
- 3.9 A new scooter was driven √ (½) **by** √ (½) the motorist. (1)
- 3.10 B to examine a gift critically. (1)

TOTAL SECTION B: 15

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

The purpose of this ask is to:

- Give learners the opportunity to communicate by means of a dialogue.
- To determine learner's ability to use appropriate tone, style and register.
- To determine learner's ability to write sentences using correct language, spelling and punctuation.

Look for the following:

- Each sentence is usually a response to the previous question.
- Dialogues are NOT written in DIRECT Speech – NO quotation marks are used.
- The communication is between the two speakers RUPERT and the VET, Dr Molope.
- A line should be left between each speaker to ensure that the topic of conversation is clear and to the point.
- The name of the speakers stand next to the margin.
- Extra information must be given in brackets.

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: POSTER

The purpose of this task is to:

- Brainstorm ideas for a poster, selecting relevant information and organising the ideas using strategies such as a mind map.
- Write for imaginative and creative purposes.
- Determine learner's ability to use appropriate tone, style and register.
- Write informational texts expressing ideas clearly and logically.
- Determine learner's ability to write sentences using the correct language, spelling and punctuation. (short paragraph / sentence at the bottom of the poster).

How to mark your poster. (7 marks).

Checklist

Criteria	yes	no
1. When? Is there a date?		
2. Different size, drawings, symbols, signs, colourful		
3. What? – fashion dog show		
4. Where? – local municipality gardens		
5. Time? When?		
6. What kind of events will be taking place?		
7. Short paragraph / sentence e.g. advertising food stalls		

[7]

TOTAL SECTION C: 15

GRAND TOTAL: 50