



**ANNUAL NATIONAL ASSESSMENT 2015
GRADE 7 ENGLISH FIRST ADDITIONAL LANGUAGE
MEMORANDUM**

MARKS: 80

This memorandum consists of 5 pages.

NOTE:

- This marking memorandum is intended as a guide for markers.
- Learners' responses should be considered on merit.
- Answers should be assessed holistically and marks awarded accordingly.

INSTRUCTIONS TO MARKERS

- Incorrect spelling in one-word answers should not be marked wrong, unless the spelling changes the meaning of the word.
- Incorrect spelling and language errors in longer responses should not be penalised, because the focus is on understanding.
- For open-ended questions, no mark should be awarded for YES/NO or I AGREE/ I DISAGREE. The reason/substantiation/motivation is what should be considered.
- For FACT/OPINION questions, the mark should be split, i.e. 1 mark for FACT/OPINION and a mark for the reason/substantiation/motivation. The mark for the reason/substantiation/motivation should only be awarded if the FACT/OPINION part of the question is correct. One cannot award a mark for substantiation if the (FACT/OPINION) is wrong.
- For questions which require quotations from the text, do not penalise learners for omitting the quotation marks.
- When one-word answers are required and the learner gives a whole sentence, mark correct only if the correct word is underlined/highlighted.
- When two/three facts/points are required and a range is given, mark only the first two/three facts/points.
- For multiple-choice questions, accept EITHER the letter corresponding with the correct answer OR the answer written out in full. But keep to the mark allocation.
- No half marks are to be awarded.

QUESTION NO.	EXPECTED ANSWER(S)	MARKS
1.	B/Jackal✓	1
2.	There was a great drought/the rain has not fallen/it was dry.✓	1
3.	C/To work very hard✓	1
4.	C/Verb✓	1
5.	complain✓	1
6.	disagree✓	1
7.	Baboon guarded the water. 4	1
	Lion summoned some animals. 1	
	They dug a hole to store water. 2	
	Jackal did not want to help 3	
	Numbers must be in correct order to score the mark.✓	
8.	Open-ended (Learners might have a YES or NO response. Consider the following possibilities, but consider other suitable responses.) NO. Only the animals that dug the hole should drink water./ If you do not help you cannot expect to get water. ✓✓ OR YES. It was rain water and should be available for everybody./Water should be free. ✓✓ (Learners cannot score a mark for YES/NO only.)	2
9.	B/Speaking quietly so that it is difficult to be heard ✓	1
10.	Jackal wanted to drink water, but (he) was scared of the baboon. ✓	1
11.	huge✓	1
12.	delight✓	1
13.	To prevent the Jackal from drinking water✓ as well as to stop him from making the water muddy and dirty.✓ (1 mark for preventing Jackal from drinking the water, 1 mark for stopping Jackal from making the water dirty and muddy.)	2
14.	A/Working together makes a task easy. ✓	1
15.	D/He wanted to trick Baboon who loved eating honey. ✓	1
16.	To make someone want/hunger/ long for something.✓	1
17.	B/Sly✓	1
18.	Jackal tricked Baboon.✓ /He put on an act. ✓/There was no honey in the clay pot. ✓ /He stole all the water he wanted.✓ (Any two) (1 mark each for every separate example of how sly Jackal is.)	2
19.	Open-ended (Learners might have a YES or NO response. Consider the	2

	<p>following possibilities, but accept suitable other responses.) YES. The other animals were let down by Jackal's cunning and Baboon's stupidity./ The other animals have no proof that they would not do something silly again. ✓✓ OR NO. Everyone makes mistakes and should be forgiven. ✓✓ (Learners cannot score a mark for YES/NO only.)</p>	
20.	B/ An opportunity to donate R10 for clean drinking water. ✓	1
21.	People who eat at restaurants (eat out)./ People concerned about the welfare of children./ People who understand the importance of clean drinking water in order to stay healthy. ✓	1
22.	Female. Both wear dresses/African women are known for carrying goods on their heads. ✓✓ (1 mark for female, 1 mark for reason)	2
23.	B/Trees need water to grow. ✓	1
24.	Here is ✓	1
25.	A child that does not have access to water/ food/ care. A child that does not have something that is needed in order to live/ succeed/ be happy. ✓	1
26.	These two probably had to fill their containers at a communal tap or a river, and carry it to their homes. ✓	1
27.	<p>Open-ended (Learners might have a YES or NO response. Consider the following possibilities, but accept suitable other responses.) YES. It is good to help those in need. ✓✓ OR NO. The government must provide water for everybody. ✓✓ (Learners cannot score a mark for YES/NO only.)</p>	2
28.	<p>Use the following main points as a guideline. Learners should include any five of these points in their summary:</p> <ul style="list-style-type: none"> • Lions hunt in groups to go after bigger game. ✓ • The typical prey is in the 112 kilogram range. ✓ • Animals commonly killed are buck, zebra, wildebeest, gazelles, antelope and waterbuck. ✓ • Lions also hunt smaller animals. ✓ • Lions steal as much as 40% of their food from other predators. ✓ • They do not do things other predators tend to do./ They do not keep the wind before them. ✓ • Lions survive because there is so much food available around them. ✓ <p>✓ (Accept any 5) (The summary may be written in point-form or paragraph form. Award 1 mark for each fact mentioned.)</p>	5
29.	C/ He was walking down the street. ✓	1
30.	A/was drunk. ✓	1
31.	He was drunk./unsteady on his feet/ knees were wobbly/ knees were a flutter✓ and fell into the gutter✓. (1 mark for mentioning he was drunk/ unsteady on feet, 1 mark for he fell into the gutter.)	2
32.	November✓ and remember✓/ pride✓ and side✓/ flutter✓ and gutter✓/ gutter✓ and utter✓/ say✓ and away✓/boozes✓ and chooses✓ (Any 2)	2

	(1 mark for each word that rhymes. Pair of words must rhyme for 2 marks.)	
33.	It lends a musical quality to the poem./ it makes the poem flow easily. ✓	1
34.	A man that drinks ✓ will keep company with others who drink. ✓ / a person who drinks too much ✓ acts like a pig. ✓ (1 mark for man that drinks, 1 mark for keeps company with those who drink/ he acts like a pig.)	2
35.	The pig did not want to keep company/ be associated with the man. ✓	1
36.	Open-ended (Learners might have a YES or NO response. Consider the following possibilities, but accept suitable other responses.) YES. The man looked like a fool/ behaved badly. ✓ ✓ OR NO. The man gave the others something to laugh at/ There is nothing that suggests the man drank every day. ✓ ✓ (Learners cannot score a mark for YES/NO only.)	2
37.	The (drunk) man ✓	1
38.	D/ Anger ✓	1
39.	His words are in bold./ His instruction is in bigger font./ He is standing over Lyle in a threatening manner./ He is frowning./ His mouth is open wide. ✓ (Any ONE)	1
40.	B/Disappointed ✓	1
41.	? - The cartoonist wanted to show Eugene was surprised. ✓ ! - The cartoonist wanted to show Eugene could not believe what Lyle said/ was incredulous/disbelieving. ✓ (1 mark for explaining use of the question mark, 1 mark for explaining use of exclamation mark.)	2
42.	Eugene said that he ✓ thought ✓ that was ✓ a good characteristic to have. (1 mark for changing I to he, 1 mark for changing think to thought, 1 mark for changing that's to that was.)	3
43.	pride ✓	1
44.	A/ Pronoun ✓	1
45.	better ✓	1
46.	Eugene is about to stomp/step on/ squash/ hurt Lyle. ✓	1
47.	Open-ended (Learners might have a YES or NO response. Consider the following possibilities, but accept other suitable responses.) YES. Bullies hurt/ humiliate those smaller than them. ✓ ✓ OR NO. Lyle has invaded Eugene's water-hole/spot. ✓ ✓ (Learners cannot score a mark for YES/NO only.)	2
48.	Refer to marking rubric for letter	15

GRAND TOTAL: 80

RUBRIC FOR MARKING THE LETTER

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
PLANNING AND EDITING 4 marks	4	3	2	1	0
	<ul style="list-style-type: none"> ● Thorough planning and editing resulting in an excellent letter. 	<ul style="list-style-type: none"> ● Panning and editing resulting in an excellent letter. 	<ul style="list-style-type: none"> ● Adequate planning and editing resulting in a very good letter. 	<ul style="list-style-type: none"> ● Slight evidence of planning and editing resulting in a satisfactory. 	<ul style="list-style-type: none"> ● No evidence of planning or editing.
CONTENT & FORMAT Response and ideas Organisation of ideas for planning; Purpose audience, features/ conventions and context	6-7	4-5	3	2	1
	<ul style="list-style-type: none"> ● Outstanding response beyond normal expectations ● Intelligent and mature ideas ● Extensive knowledge of features of the type of text ● Writing maintains focus ● Coherence in content and ideas ● Highly elaborated and all details support the topic ● Appropriate and accurate format 	<ul style="list-style-type: none"> ● Very good response demonstrating good knowledge of features of the type of text ● Maintains focus – no digressions ● Coherent in content and ideas, very well elaborated and details support topic ● Appropriate format with minor inaccuracies 	<ul style="list-style-type: none"> ● Adequate response demonstrating knowledge of features of the type of text ● Not completely focused- some digressions ● Reasonably coherent in content and ideas ● Some details support the topic ● Generally appropriate format but with some inaccuracies 	<ul style="list-style-type: none"> ● Basic response demonstrating some knowledge of features of the type of text ● Some focus but writing digresses ● Not always coherent in content and ideas ● Few details support the topic ● Necessary rules of format vaguely applied ● Some critical oversights 	<ul style="list-style-type: none"> ● Response reveals no knowledge of features of the type of text ● Meaning obscure with major digressions ● Not coherent in content and ideas ● Very few details support the topic ● Necessary rules of format not applied
7 MARKS					
LANGUAGE, STYLE & EDITING Tone, register, style, purpose/effect , audience and context; Language use and conventions; Word choice; Punctuation and spelling	4	3	2	1	0
	<ul style="list-style-type: none"> ● Tone, register, style and vocabulary highly appropriate to purpose, audience and context ● Grammatically accurate and well-constructed ● Outstanding vocabulary ● Virtually error-free 	<ul style="list-style-type: none"> ● Tone, register, style and vocabulary very appropriate to purpose, audience and context ● Generally grammatically accurate and well-constructed ● Very good vocabulary ● Mostly error-free 	<ul style="list-style-type: none"> ● Tone, register, style and vocabulary appropriate to purpose, audience and context ● Some grammatical errors ● Adequate vocabulary ● Errors do not impede meaning 	<ul style="list-style-type: none"> ● Tone, register, style and vocabulary less appropriate to purpose, audience and context ● Inaccurate grammar with numerous errors ● Limited vocabulary ● Meaning obscured 	<ul style="list-style-type: none"> ● Tone, register, style and vocabulary do not correspond to purpose, audience and context ● Error-ridden and confused ● Vocabulary not suitable for purpose ● Meaning seriously impaired
4 MARKS					