



**basic education**

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

## **ANNUAL NATIONAL ASSESSMENT 2014 ASSESSMENT GUIDELINES ENGLISH FIRST ADDITIONAL LANGUAGE GRADE 8**

### **INTRODUCTION**

The 2014 cycle of Annual National Assessment (ANA 2014) will be administered in all public and designated<sup>1</sup> independent schools in September 2014. During this period all learners in Grades 1-9 will write nationally set tests in Language and Mathematics. The results will be used to report progress related to achieving the goals set in the *Action Plan 2014, Towards Schooling 2025*.

The ANA tests will be written during the third school term and therefore the Department of Basic Education (DBE) has developed Assessment Guideline documents provided for each grade and subject (Language and Mathematics) that outline the minimum curriculum content that must be covered by all learners prior to the writing of the test. The Assessment Guidelines set the limits of the scope of work that will be covered in the test for each grade and subject. The ANA 2014 Assessment Guidelines have been designed in line with the versions of the curriculum that are being implemented in the phase.

### **INTERMEDIATE PHASE**

In Grades 7-9, the tests will cover work that is prescribed for the first three quarters of the school year. For these grades the Assessment Guidelines are arranged in three columns and rows. The skills to be assessed are specified in the first column, the content in the second column and the specific skills to be assessed are indicated in the third column.

It is important to note that the ANA 2014 Assessment Guidelines do not imply that the delimited scope is all that must be taught and learnt during the school year. Instead, Assessment the Guidelines provide the basic minimum curriculum that must have been covered by the end of the third school quarter. Teachers are expected to use these Guidelines together with the other resources for their teaching and assessment programs.

---

<sup>1</sup> "Designated" independent schools are those that will apply and register either their Grade 3 or Grade 6 learners to participate in ANA for purposes of securing State subsidy.

<b>.SKILL</b>	<b>CONTENT</b>	<b>Sub-skills/knowledge/competencies assessed</b>	
<b>Reading &amp; Viewing</b>	<b>Newspaper Article</b>	Purpose of the text	
		Main and supporting ideas.	
<b>Language Structure &amp; Conventions</b>		Using and understanding the purpose of punctuation marks	
		Abbreviations and acronyms	
<b>Reading &amp; Viewing</b>		Express own opinion	
		Topic sentences	
<b>Language Structure &amp; Conventions</b>		Prefixes and suffixes as word attack skills	
		Fact and opinion	
<b>Reading &amp; Viewing</b>		Narrator's viewpoint	
		Infer meaning of unfamiliar words by word attack skills	
<b>Language Structure &amp; Conventions</b>		Simple Compound, complex sentences.	
		<b>Newspaper Article</b>	Synonyms to understand a text

<b>.SKILL</b>	<b>CONTENT</b>	<b>Sub-skills/knowledge/competencies assessed</b>
<b>Reading &amp; Viewing</b>		Prediction
		Features of Newspaper article
		Recognize features of a text
	<b>Advertisement</b>	Understanding features of text
		Choosing the correct answer from alternatives.
		Choosing the correct answer from alternatives.
		Understanding style/ format/purpose, in context
		Recognising emotive language.
		Understanding how emotive language is used in advertising
		Recognising the audience of a text
<b>Writing &amp; Presentating</b>	<b>Summary</b>	Identifying 5 facts.
<b>Reading &amp; Viewing</b>	<b>Poetry</b>	<i>Understanding elements such as theme, tone of poetry</i>
		Understanding elements such as theme, tone of poetry

<b>.SKILL</b>	<b>CONTENT</b>	<b>Sub-skills/knowledge/competencies assessed</b>
<b>Language Structure &amp; Conventions</b>		Point of view of poet
		Understanding figures of speech
		Literal and figurative language
<b>Reading &amp; Viewing</b>	<b>Cartoon</b>	Infer meaning
		Character and setting
		Features of the text: Speech /thought bubbles
		Font/ Body language
		stereotyping
		Prediction next frame
		Message /milieu/humour
<b>Language Structure &amp; Conventions</b>	<b>Cartoon</b>	Understanding parts of speech, nouns, verbs, adjectives, prepositions, adverbs etc
		Understands and uses plural forms correctly

<b>.SKILL</b>	<b>CONTENT</b>	<b>Sub-skills/knowledge/competencies assessed</b>
		Understands and uses concord
		Applies knowledge of spelling and grammar to correct mistakes
		Recognizes and uses correct adverbial form
		Uses perfect and continuous tenses correctly
		Is able to use prepositions correctly
<b>Writing &amp; Presenting</b>	<b>An essay – descriptive/narrative</b>	Is able to plan, write a first draft and final essay of a narrative/ descriptive or reflective nature.