



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

ANNUAL NATIONAL ASSESSMENT

GRADE 9

ENGLISH HOME LANGUAGE

SET 3: 2012 EXEMPLAR

GUIDELINES FOR THE USE OF ANA EXEMPLARS

1. General overview

The Annual National Assessment (ANA) is a summative assessment of the knowledge and skills that learners are expected to have developed by the end of each of the Grades 1 to 6 and 9. To support their school-based assessments and also ensure that learners gain the necessary confidence to participate with success in external assessments, panels of educators and subject specialists developed exemplar test questions that teachers can use in their Language and Mathematics lessons. The exemplar test questions were developed based on the curriculum that covers terms 1, 2 and 3 of the school year and a complete ANA model test for each grade has been provided. The exemplars, which include the ANA model test, supplement the school-based assessment that learners must undergo on a continuous basis and does not replace the school based assessment.

2. The structure of the exemplar questions

The exemplars are designed to illustrate different techniques or styles of assessing the same skills and/or knowledge. For instance, specific content knowledge or a skill can be assessed through a multiple-choice question (where learners select the best answer from the given options) or a statement (that requires learners to write a short answer or a paragraph) or other types of questions (asking learners to join given words/statements with lines, to complete given sentences or patterns, to show their answers with drawings or sketches, etc.). Therefore, teachers will find a number of exemplar questions that are structured differently but are targeting the same specific content and skill. Exposure to a wide variety of questioning techniques or styles gives learners the necessary confidence to respond to different test items.

3. Links with other learning and teaching resource materials

For the necessary integration, some of the exemplar texts and questions have been deliberately linked to the grade-relevant workbooks. The exemplars have also been aligned with the requirements of the National Curriculum Statement (NCS), Grades R to 12, the Curriculum and Assessment Policy Statements (CAPS) for the relevant grades and the National Protocol for Assessment. These documents, together with any other that a school may provide, will constitute a rich resource base to help teachers in planning lessons and conducting formal assessment.

4. How to use the exemplars

While the exemplars for a grade and a subject have been compiled into one comprehensive set, the learner does not have to respond to the whole set in one sitting. The teacher should select exemplar questions that are relevant to the planned lesson at any given time. Carefully selected individual exemplar test questions, or a manageable group of questions, can be used at different stages of the teaching and learning process as follows:

- 4.1 At the beginning of a lesson as a diagnostic test to identify learner strengths and weaknesses. The **diagnosis** must lead to prompt **feedback** to learners and the development of **appropriate lessons** that address the identified weaknesses and consolidate the strengths. The diagnostic test could be given as homework to save instructional time in class.
- 4.2 During the lesson as short formative tests to assess whether learners are developing the intended knowledge and skills as the lesson progresses and ensure that no learner is left behind.

- 4.3 At the completion of a lesson or series of lessons as a summative test to assess if the learners have gained adequate understanding and can apply the knowledge and skills acquired in the completed lesson(s). Feedback to learners must be given promptly while the teacher decides on whether there are areas of the lesson(s) that need to be revisited to consolidate particular knowledge and skills.
- 4.4 At all stages to expose learners to different techniques of assessing or questioning, e.g. how to answer multiple-choice (MC) questions, open-ended (OE) or free-response (FR) questions, short-answer questions, etc.

While diagnostic and formative tests may be shorter in terms of the number of questions included, the summative test will include relatively more questions, depending on the work that has been covered at a particular point in time. It is important to ensure that learners eventually get sufficient practice in responding to full tests of the type of the ANA model test.

5. Memoranda or marking guidelines

A typical example of the expected responses (marking guidelines) has been given for each exemplar test question and for the ANA model test. Teachers must bear in mind that the marking guidelines can in no way be exhaustive. They can only provide broad principles of expected responses and teachers must interrogate and reward acceptable options and variations of the acceptable response(s) given by learners.

6. Curriculum coverage

It is extremely critical that the curriculum must be covered in full in every class. The exemplars for each grade and subject do not represent the entire curriculum. They merely **sample** important knowledge and skills and covers work relating to terms 1, 2 and 3 of the school year. The pacing of work to be covered according to the school terms is specified in the relevant CAPS documents.

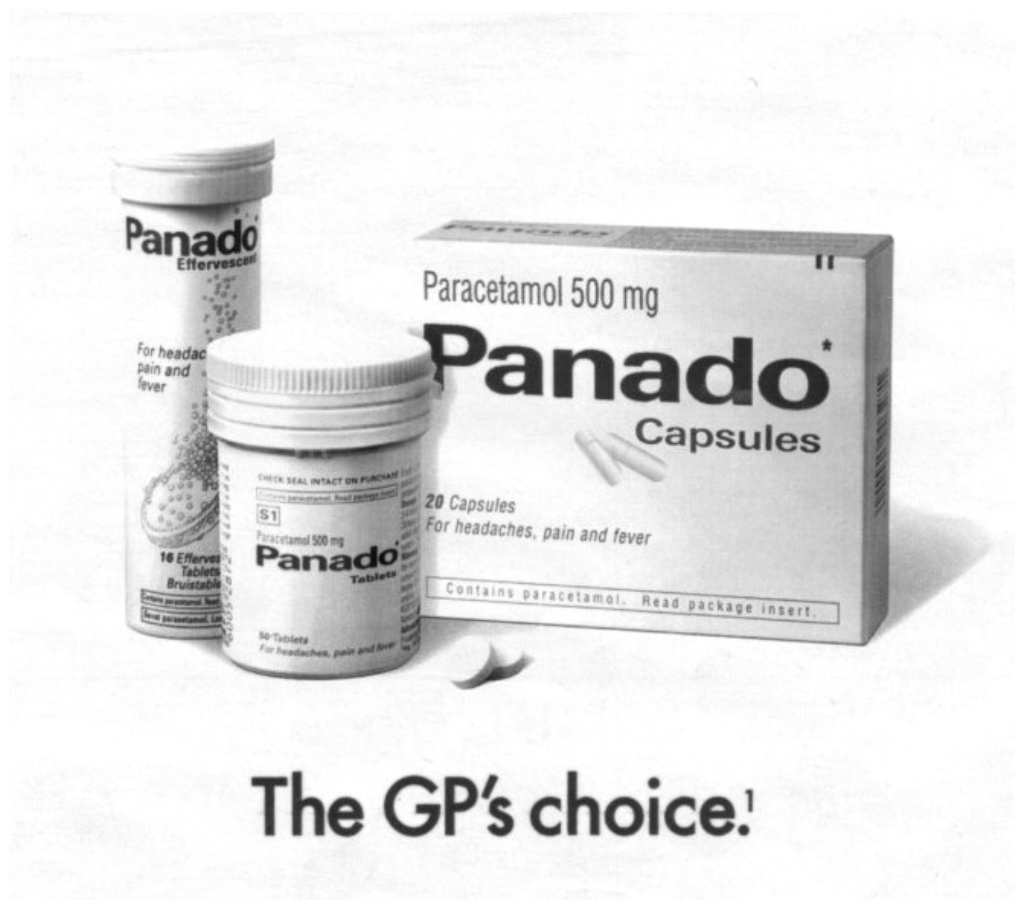
7. Conclusion

The goal of the Department is to improve the levels and quality of learner performance in the critical foundational skills of literacy and numeracy. ANA is one instrument the Department uses to monitor whether learner performance is improving. Districts and schools are expected to support teachers and provide necessary resources to improve the effectiveness of teaching and learning in the schools. By using the ANA exemplars as part of their teaching resources, teachers will help learners become familiar with different styles and techniques of assessing. With proper use, the exemplars should help learners acquire appropriate knowledge and develop relevant skills to learn effectively and perform better in subsequent ANA tests.

Study the text below and then answer the set questions:

Not only are we the GP's choice, we're yours too.

A big thank you for voting us your number 1 choice* to relieve headaches, pain and fever. We're proud to be part of your family.



The GP's choice.¹

*Sunday Times and markinor Top Brands Survey: OTC Medicines 3 September 2006

SO/S1

PANADO[®] Capsules. Each capsule contains 500 mg paracetamol. Reg. No. S/2.8/0057. Panado[®] Tablets. Each tablet contains 500 mg paracetamol. Reg. No. B/2.8/858. PANADO[®] Effervescent

Tablets.

Each tablet contains 500 mg paracetamol. Reg. No. V/2.7/219 11/2005.

Reference: Project GP's Choice, Markinor, May 2004.

In each of the multiple choice answers, just write down the letter corresponding with the correct answer.

- 1.1 What is the advertiser's intention in placing samples of the product in the centre of the advertisement against a plain white background?
- A To ensure that the product is visible to all readers.
 - B To emphasize the attractiveness of the product.
 - C To ensure that emphasis is placed on the product only.
 - D To emphasize the size of the product.
- (1)
- 1.2 Say whether the following is true or false and give a reason from the text for your answer:
- The product is placed against a plain white background to show that it is a pure product.
- (2)
- 1.3 Why is the product centralized against a plain white background?
- (1)
- 1.4 Identify one technique that the advertiser uses to capture the reader's attention.
- (1)
- 1.5 What is the writer's intention in the first two lines of the advertisement?
- A To reinforce the use of the product by the general population.
 - B To show that Panado is tried and tested for its effectiveness .
 - C To emphasize that only GPs endorse Panado for its effectiveness.
 - D To show only some people have confidence in Panado's effectiveness.
- (1)

1.6 The advertiser claims that the product is the first choice for pain relief. (2)

Do you agree? Give a reason from the text for your answer.

1.7 The advertiser chooses to underline the picture of the product with the following line: 'The GP's choice.'

What do you think is the reason for this?

(2)

Examine the advertisement below and answer Question 2.1- 2.9

The average smoker needs over five thousand cigarettes a year.

Get unhooked. Call 0800 169 0169 or visit getunhooked.co.uk



2.1. 'Smoking is an addiction.'

Is the above statement TRUE or FALSE?

Motivate your answer with a reason from the printed text of the advertisement.

(2)

2.2 'Get unhooked.'

What does the above statement imply about the state of mind of the smoker?

(1)

- 2.3 The writer's intention is to shock smokers into giving up smoking.
Do you agree? Support your answer with evidence from the advertisement. (2)
- 2.4 What is the main purpose of this advertisement?
- A to criticize smokers' addiction.
 - B to sympathize with smokers.
 - C to reinforce smokers' rights.
 - D to urge smokers to seek help. (1)
- 2.5 Do you think that this advert would have the desired effect on young smokers?
Substantiate your answer with reference to the advertisement. (2)
- 2.6 The writer's view of smokers is that they are helpless in the face of the powerful addiction of smoking.
Do you agree? Motivate your answer with reference to the advertisement. (2)
- 2.7 Examine the picture carefully. What effect is it meant to have on the reader?
Give a reason for your answer. (2)
- 2.8 What does the use of the word 'unhooked' imply about smoking?
- 2.8 A Smoking can easily be overcome.
 - B Smokers can control their habit.
 - C Smoking is a dirty habit.
 - D Smoking is a powerful addiction. (1)
- 2.9 Why is the word "unhooked" effective in conveying smokers as helpless addicts? (2)

Read the following text and answer Questions 3.1- 7.5

T-shirt adverts banned

London: Advertisements for a 'pro-anorexia' T-shirt for young girls carrying the slogan 'Nothing tastes as good as skinny feels!' have been banned.

The statements, controversially promoted by model Kate Moss, have been condemned for fuelling eating disorders.

Now, the Advertising Standards Authority has banned advertisements for the children's T-shirts which appeared on the Zazzle website. 5

The Company was selling the £14 (R163) T-shirts created by US-based label Teen Modelling, for girls as young as 10.

The slogan was originally made famous by Kate Moss in 2009 when she was asked by a fashion website if she had any lifestyle mottos. 10

She replied: 'There are loads of mottos. There's 'Nothing tastes as good as skinny feels'. That's one of them.'

Those who complained to the Advertising Standards Authority over the T-shirts, argued it was irresponsible and could cause harm to children, because it implied being underweight was desirable. 15

They said there was a danger that it might encourage children to develop an unhealthy body image and an unhealthy relationship with food.

The watchdog agreed, saying: 'Because we considered the ad could condone or encourage an unsafe practice or result in physical, mental or moral harm to children, we concluded that it was irresponsible.' 20

Zazzle responded to the initial complaint by removing the slogan from children's T-shirts. – Daily Mail.

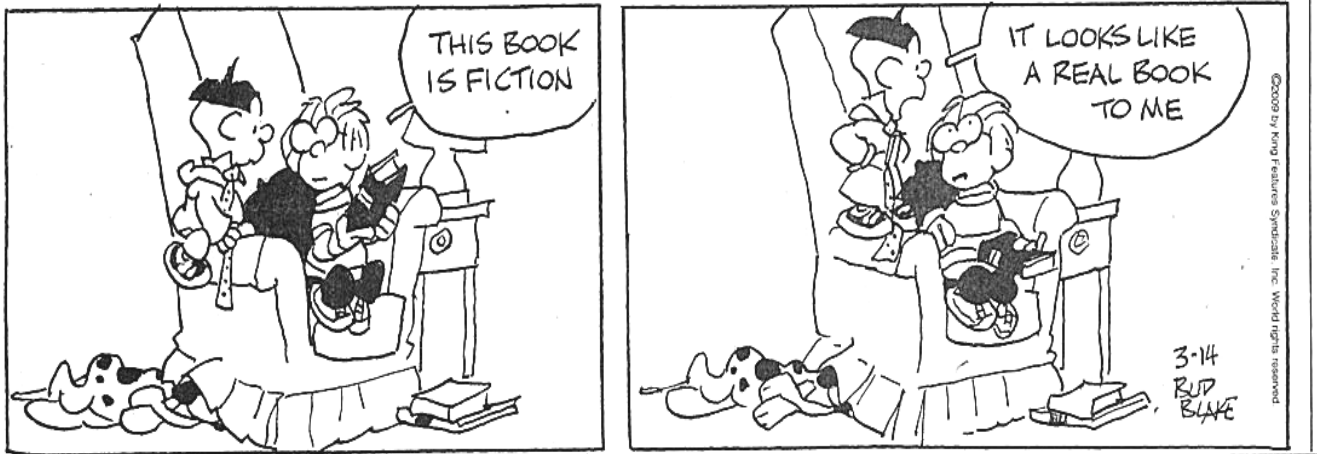
- 3.1 Which of the following statements conveys the message of the first paragraph?
- A T-shirts for slim teenage girls have been banned.
 - B Only T-shirts promoted by Kate Moss have been banned.
 - C Advertisements for T-shirts promoting anorexia have been banned.
 - D T-shirts that make teenage girls look skinny have been banned. (1)
- 3.2 According to paragraph one, why have the T-shirts been banned? (1)
- 3.3 Say whether the following statement is TRUE or FALSE. Motivate from the text to support your answer.
- The Advertising Standards Authority has banned the sale of T-shirts that make girls look skinny. (2)
- 3.4 Say whether the following is a FACT or OPINION and give a reason for your answer.
- 'Nothing tastes as good as skinny feels!' (2)
- 3.5 Why has the advertising Standards Authority acted against the slogan in paragraph one?
- A It discriminates against thin girls.
 - B It discriminates against fat girls.
 - C It encourages girls to become too thin.
 - D It encourages girls to be weight-conscious. (1)
- 4.1 In paragraph two the writer uses 'condemned' in relation to Kate Moss's slogan. What does this word suggest about the Advertising Standards Authority's attitude towards the slogan in paragraph one? (2)

- 4.2 What does the critics mean with the use of the word 'condemned' ?
- A They wanted the slogan to be modified slightly.
 - B They wanted the slogan to be removed completely.
 - C They felt that the slogan should be revised.
 - D They had some concerns about the slogan. (1)
- 4.3 Do you think that the complaints against the slogan of Kate Moss, a famous model, are valid? Give a reason for your answer. (2)
- 4.4 State whether the following is TRUE or FALSE. Motivate your answer by quoting ONE word from the text:
The writer regards the Advertising Standards Authority as the guardian or protector of the rights of the consumer. (2)
- 4.5 Quote ONE word from the text that shows the slogan will have a strong and dangerous effect on teenage girls. (1)
- 5.1. In your own words, describe briefly what Kate Moss considers to be important to her lifestyle. (1)
- 5.2. What, according to Kate Moss, is a lifestyle motto for her?
- A To follow a nutritious diet and be healthy.
 - B To follow a sensible diet and be slim.
 - C To do everything possible to be healthy.
 - D To do everything possible to be thin. (1)
- 5.3 What does the Advertising Standards Authority think about Kate Moss's slogan? (1)

- 5.4 According to the Advertising Standards Authority, why is Kate Moss's slogan irresponsible? You must answer in your own words. (2)
- 5.5 State whether the following is TRUE or FALSE. Give a reason for your answer. By banning the slogan on T-shirts for young girls, the Advertising Standards Authority is violating the rights of teenagers to free choice. (2)
- 6.1 The complaint to the Advertising Standards Authority was that the slogan was 'irresponsible'. The Advertising Standards Authority described it as a 'danger' to children. What emotion does each of these two words evoke in the reader? (2)
- 6.2. What is the difference between the emotion evoked by 'irresponsible' and that evoked by 'danger'? (1)
- A 'Irresponsible' evokes disapproval of Zazzle.
- B 'Irresponsible' and 'danger' evoke frustration.
- C 'Danger' evokes a feeling of anxiety.
- D 'Irresponsible' evokes disapproval, while 'danger' evokes fear. (1)
- 6.3 State whether the following is TRUE or FALSE. Give a reason for your answer. The headline forms a concise summary of this article. (2)
- 6.4. Why has the Advertising Standards Authority banned the T-shirt slogans? (1)
- A They were causing too much conflict.
- B They were not suitable for a young girl's T-shirt.
- C They were causing parents too much concern.
- D They could influence young girls to become anorexic. (1)
- 6.5 Quote ONE word from the text that shows that despite Kate Moss's fame and fortune, not everyone agrees with her slogan. (1)
- 7.1 What does the term "pro-anorexia" means regarding the purpose of the T-shirts? (1)

Study the cartoon below and then complete the assignments following.

TIGER



- A They were for professional anorexics.
- B They would educate anorexics.
- C They would protect anorexics.
- D They would endorse anorexia.

(1)

7.2 From your knowledge of the text, identify ONE function that the advertising Standards Authority performs in society.

(1)

7.3 Did Zazzle wait for their advertisement of the slogan to be banned before they acted to remove the slogan? Substantiate your answer by quoting from the text. (2)

7.4 Is controversy and debate, such as that stirred up by the T-shirt slogan, a good thing for society? Give a sound reason for your answer. (2)

7.5 Complete the following sentence by filling in the correct word:

The company selling the controversial T-shirts is called

(1)

Study the cartoon below and then complete the assignments following.

TIGER



- 8.1 Imagine you are one of the characters in the cartoon above. Write the dialogue between you and your friend/your younger brother, tell why you like/dislike reading fiction books. Remember to give names to your characters. Use the correct format and register. The length of your dialogue should be between 160-180 words. (30)
- 8.2 Your friend is a reluctant reader. Write dialogue between you and your friend and tell him/her why reading is so important in life. (30)
- 9 Study the cartoon below and answer the questions that follow.

MADAM & EVE



- 9.1 Improve the sentence below.
Now we are being at a crossroads! (1)
- 9.2 Combine the sentences below, using the given conjunction.
Our situation is serious. This new bus transit system could change everything. (because) (1)
- 9.3 Give the correct adjectival form of the word in brackets in the following sentence:
What is the (figuratively) meaning of 'pig'? (1)
- 9.4 Write the opposite meaning (antonym) of the word in brackets.
This new bus transit system could change everything. (1)
- 9.5 What is the connotation you attach to the phrase 'taxi drivers'?
A Drivers who drive you for a fee.
B Well-trained drivers. (1)
C Rude drivers.
D Courteous drivers.

- 9.6 Is the underlined word in the sentence below used to depict the connotation or the denotation of the word.
We jump the red robot? (1)
- 9.7 Rewrite the following sentence into the negative.
Think of it this way. (1)
- 9.8 Choose the correct word from those given in brackets:
The man (whose, who's) on the podium must be the leader of the drivers. (1)
- 9.9 You are used to tarred roads. What would you call a road that is dirt and is found between farms? (1)
- 9.10 Rewrite the sentence below using the words in brackets in the correct word order.
The leader spoke to his comrades (in the morning, early) about the matter. (1)

Study the cartoon below and then answer questions 10.1 – 1.10:



- 10.1 From frame 1, write the PLURAL form of the underlined word in the sentence below.
'Meet the newest member of the family.' (1)

- 10.2 Why is the word 'bigger' spelt with a double 'g' in the following sentence?
The event was much bigger than what we have expected.
- A A word has one vowel and ends with one consonant.
 - B A short vowel sound in a word is followed by a double consonant.
 - C When a word ends in a 'g', one adds another 'g'.
 - D A short vowel sound in a word is followed by a single consonant. (1)
- 10.3 What is the plural form of 'turkey' in frame 3? Give a reason for your answer. (2)
- 10.4 How would you express the intensive form of the underlined word?
Meet the newest member of the family. (1)
- 10.5 Rewrite the following sentence, choosing the correct word in brackets.
The relationship (between/amongst) Dagwood and his neighbour is very good. (1)
- 10.6 Replace 'fuss' (frame 3) with a more formal word. (1)
- 10.7 Rewrite the following sentence and change it to the present perfect continuous tense.
The big event has happened. (1)
- 10.8 Change the following question into the negative.
Have you ever seen so much fuss? (1)
- 10.9 Choose the correct answer to indicate the literal meaning of the following sentence.
He's been counting down the minutes all week. (frame 2)
- A He was timing the clock.
 - B He was anxious about the event.
 - C He was eagerly awaiting the event.
 - D He was watching the time every day. (1)

10.10 In the frame 3, what do Blondie's words and facial expression reveal about the event? (1)

11. Study the cartoon below and answer the questions that follow.



11.1 Give the PLURAL for the word in brackets.

I like long walks on the (beach).

(1)

11.2 Change the following sentence into the PASSIVE VOICE.

Men write beautiful articles about themselves.

(1)

11.3 Choose the correct from the list to complete the sentence below:

I am a 70 year-old man . . . is looking for women 18-85.

(1)

A whom

B that

C who

D whose

(1)

11.4 Give a word with a similar meaning (synonym) to the word in brackets.

I am financially (well-off).

(1)

- 11.5 Which of the words following would you use to complete the sentence below?
Madam asked her mother . . . she was trawling the internet dating sites. (1)
- A wheather (1)
B whethear
C weather
D whether
- 11.6 Correct the spelling error in frame 1 (1)
- 11.7 Write the following sentence into the PRESENT PERFECT TENSE.
I am financially well-off. (frame 3) (1)
- 11.8 Write the underlined word out in full.
One man forgot to put his cell phone number on the dating column. (1)
- 11.9 Change the following question into a STATEMENT.
Are you trawling those internet dating sites again? (1)
- 11.10 Rewrite the following sentence into the REPORTED SPEECH.
'I am a healthy 70 year old man who runs every day', John said. (2)

12 Write a diary entry.

12.1 Use the picture below, as stimulus, to write a diary entry. You have to use the correct format and register. The length of your diary should be between 50 and 70 words.



(20)

12.2 Imagine your class has been on an excursion to the zoo. Write the diary entry you would have made that evening after your visit.

(20)

12.3 This picture reminded you of the day your father/one of the church council members fell asleep during a church service/ your friend falling asleep during assembly/ the Maths/English lesson, or any other similar incident. Write the diary entry you would have made that day after the event.

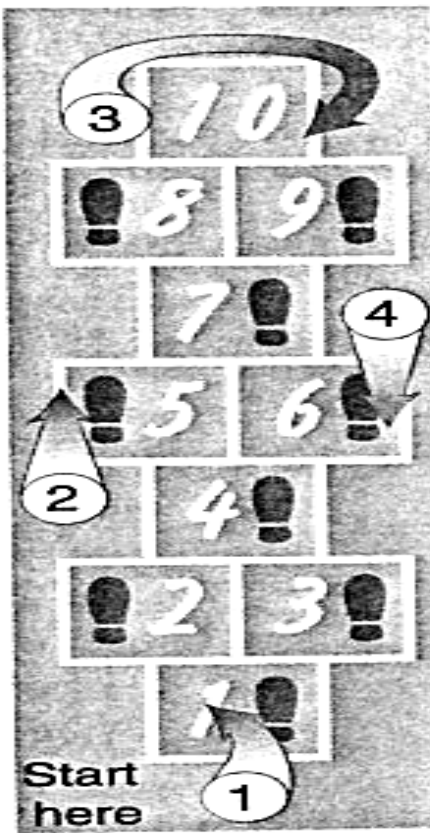
(20)

13 Write an instruction.

13.1 The picture below is a game that most children play. Think of one other game you always play (e.g. hide and seek). If you had to tell someone what the point of the game was, what would you say? Write a page with instructions to show people how the game works. Your instructions must be written in full sentences. length of your instructions must be between 50 and 70 words.

How to play hopscotch

Start by chalking a series of squares on the ground, numbering them one to ten as shown on the left.



1. Throw a stone into the first square.

2. Hop and skip from single to double squares respectively, without touching any of the chalk lines. Your starting square should be the one into which the stone was thrown.

3. On the tenth square, you must turn around without placing your other foot on the ground.

4. Hop and skip back to your starting square. Repeat the process for each of the other players.

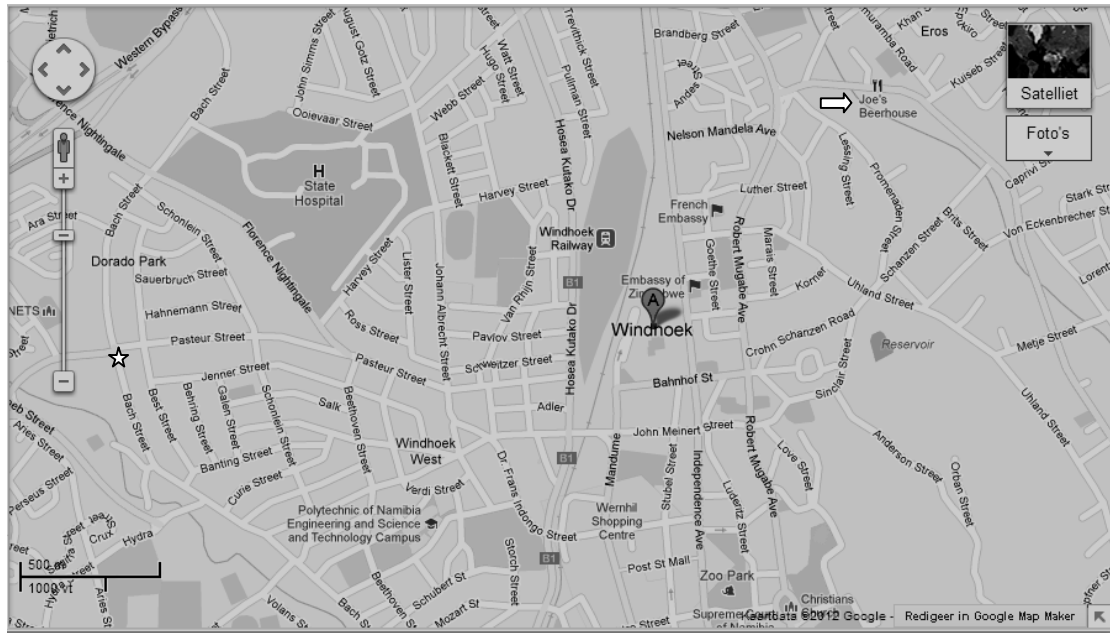
5. Throw the stone into square number two.

6. Repeat this sequence for each of the ten squares and each player.

Note: There are regional variations to this game.

(20)

- 13.2 Imagine you have a friend that stays on the corner of Bach and Pasteur street in Windhoek, and you have invited him to your birthday bash at Joe's Beerhouse in Robert Mugabe avenue, but he does not know where it is situated. Write a set of instructions that will help him find it, including at least two landmarks. The star on the map indicate your friend's house and the arrow the location of the venue.



(20)