basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

ANNUAL NATIONAL ASSESSMENT

GRADE 5

ENGLISH FIRST ADDITIONAL LANGUAGE

SET 2: 2012 EXEMPLAR

GUIDELINES FOR THE USE OF THE ANNUAL NATIONAL ASSESSMENT (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 from curriculum work 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 assessments that learners must undergo on a continuous basis and do not replace them.

2. The structure of exemplar questions

The exemplars are designed to illustrate different techniques or styles of assessing the same skills and/or knowledge. For instance, some 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.). So, if teachers and learners find a number of exemplar questions that are structured differently but are asking the same thing, they should understand that this is deliberate and learners must respond to all the exemplar questions. Exposure to a wide variety of questioning techniques or styles gives learners the necessary confidence to confront tests.

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 Grades R to 12 (NCS), the provisions of the Curriculum and Assessment Policy Statements (CAPS) for the relevant grades and the National Protocol for Assessment. Together these documents, plus any others that a school may provide, make up a rich resource base to help teachers in planning lessons and conducting formal assessment (assessment of learning).

4. How to use the exemplars

While the exemplars for a grade and a subject have been compiled into one comprehensive set, the teacher does not have to give the whole set to the learners to respond to 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 time for instruction 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 then 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 up to a full test depending on the work that has been covered at a particular point in time. The important thing is to ensure that learners eventually get sufficient practice in responding to full tests of the type of the ANA model test.

5. Memoranda or answering guidelines

A typical example of the expected response (memorandum) has been given for each exemplar test question and for the ANA model test. Teachers must bear in mind that the memoranda can in no way be exhaustive. Memoranda 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 only for work that covers 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, staying the same or declining. 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.

1. **Read the following story and then answer the questions based on it.**

FIRST FLIGHT OF THE EAGLE

1 One day a farmer found a chick in his yard. Thinking it was a chicken, he put it among his chickens. The chick grew among the chickens. It scratched like a chicken, searched for worms like a chicken and even made noises like a chicken. But it did not look like a chicken.

2 The farmer told his wife, 'This is not a chicken, it is an eagle. It must learn to fly.' Then the farmer laid out a plan.

3 Every day he would take the bird out, perch it on his arm and cry out, 'Fly eagle, fly!' The bird would look down at the chickens, fly down to the ground and search for food with the chickens. But the farmer did not give up. Every day he would take the bird to the open field, point it to the sun and cry out, 'Fly, eagle, fly! You belong to the sky.' The result was the same!

4 One day, the farmer took the bird to the rooftop. He turned the bird to face the sun, and cried, 'Fly eagle, fly! You belong to the sky!' The bird looked straight at the sun; the sunlight glittered on his eyes. Then it stretched out its wings slowly but surely. Whoa! It was a span of 4 metres wide!

5 The bird lifted himself off from the arms of the farmer and flew in the direction of the sun, into the sky where he belonged.

1.1 **Circle the best title from the choices given below.**

A The Farmer's Find

B First Flight of the Eagle

C The Farmer and the Chick

D The Chickens and the Eagle (1)

1.2 **Write a suitable title for the story.** (2)

1.3 **Complete the sentence below.**

The best title for the story is _____ (2)

1.4 **What is the title of the story?** (1)

2.1 **What did the farmer do after he found a chick in his yard?** (1)

2.2 **Circle the letter of the correct answer from the choices given below.**

After the farmer found a chick in his yard, he _____

A made noises like a chicken.

B scratched like a chicken.

C put the chick among the chickens.

D searched the worms like a chicken. (1)

2.3 **Complete the following sentence:**

After the farmer found a chick in his yard he_____ (2)

2.4 **State whether the following statement is True or False. Give a reason for your answer.**

After the farmer found a chick in his yard, he scratched like a chicken. (2)

2.5 **Rearrange these events as they follow one another in the story.**

Chick trained to fly; Chick behaves like chickens; Farmer finds chick; Chick flies. (1)

3.1 **Circle the letter of the correct answer from the choices given below.**

In trying to get the eagle to fly, the farmer showed that he _____

A had lost hope quickly.

B did not plan for success.

C did not give up easily.

D believed that nothing is possible. (1)

3.2 **How can we best describe the character of the farmer? Read paragraph 3 in the story and identify FOUR words that best describe the character of the farmer.**

He was a man who _____ _____ _____ _____ . (4)

3.3 **Choose ONE of the following options to complete the sentence below:**

1. did not plan for success. 2. did not give up easily.

In trying to get the eagle to fly, the farmer showed that he was a man who (1)

_____

3.4 **State whether the following statement is True or False. Give a reason for your answer**.

In trying to get the eagle to fly, the farmer showed that he did not plan for success. (2)

3.5 **Identify the character in the story who spoke the following words:**

'You belong to the sky!' (1)

4.1 **Circle the correct answer from the choices given below.**

The bird was able to fly because the farmer_____

A trained it.

B loved it.

C wanted it to fly.

D placed it with chickens. (1)

4.2 **Match the cause in column A with the correct effect in column B.** (1)

COLUMN A: Cause	COLUMN B: Effect
The farmer trained the bird.	A The bird scratched like a chicken. B The bird learnt to fly.

4.3 **Complete the following sentence.**

The bird learnt to fly because the farmer _____ (2)

4.4 **The farmer laid out a plan to teach the bird to fly. Describe that plan.** (2)

4.5 **State whether the following sentence is True or False. Give a reason for your choice.**

The bird learnt to fly because the farmer placed it with chickens. (2)

5.1 **Circle the letter of the correct answer from the choices given below.**

What can we learn from the story?

A Be friendly to others

B Not be like others

C Be like everyone else

D Develop our potential (abilities) (2)

5.2 **What can we learn from the story?** (2)

5.3 **State whether the following sentence is True or False. Give a reason for your answer.** (2)

The story teaches us that we must develop our potential (abilities).

5.4 **Complete the following sentence.**

The story teaches us that _____ (2)

5.5 **What is the moral of the story? Use the word 'potential' or 'abilities' in your answer.** (2)

6. **Read the meaning of the word 'perceptive', and then answer the questions that follow.**

Perceptive (adjective): very good at noticing and understanding things that many people do not notice

6.1 **Do you think that the farmer was a perceptive person? Give a reason for your answer.** (2)

6.2 **State whether the following sentence is True or False. Give a reason for your answer.**

The farmer was a perceptive person. (2)

6.3 **Circle the letter of the correct answer from the choices given below.**

The farmer was a perceptive person because he _____

A placed the new chick with his chickens.

B saw that the chick did not behave like his chickens.

C recognised that the chick was an eagle.

D recognised that the chick behaved like his chickens. (1)

7. **Study the following poem and answer questions 7 to 9.**

SONG OF A SCHOOLBOY

Birds are singing in the forest, 1
Waves are sparkling in the river,
And the leaves are all quivering
In the sun.
The clock's hands go on turning 5
And the good boys go on learning,
But I'm yearning, simply yearning
For this lesson
To be done.
When I am older, stronger, 10
When I am at school no longer,
When lesson times and student days are over,
If there is singing in the forest,
If waves are sparkling on the river,
If leaves are quivering, 15
If the sun is out,
I'll be out to greet the sun.

H Yusuf

7.1 **Complete the following sentence.**

The word, in line 7, which rhymes with ***learning*** is _____ (1)

7.2 **Circle the letter of the correct answer from the choices given below.**

Which words rhyme in lines 6 and 7?

A Simply and good

B Simply and yearning

C Learning and simply

D Learning and yearning (1)

7.3 **Complete the following sentence.**

'Learning' rhymes with _____ in line 7. (1)

7.4 **Which word rhymes with 'learning' in line 7?** (1)

8.1 **Circle the letter of the correct answer from the choices given below**.

Which words in the pairs below begin with the same sound?

A Clock and boys

B Learning and yearning

C Simply and turning

D Good and go (1)

8.2 **Underline the correct word from the choices given below.**

'Good' begins with the same sound as (on/boy/go). (1)

8.3 **Fill in the blank space to complete the following sentence.**

In line 6, 'good' begins with the same sound as _____. (1)

8.4 **Which word in line 6 begins with the same sound as 'good'?** (1)

9.1 **Circle the letter of the correct answer from the choices given below**.

Which line has a word that imitates its sound?

A I am yearning.

B Leaves are all quivering.

C When I am older.

D And the good boys go. (1)

9.2 **Which word in line 3 imitates the sound of leaves?** (1)

9.3 **Underline the correct answer from choices given in brackets.**

The word (sparkling/quivering) imitates the sound of leaves. (1)

10.1 **Circle the letter of the word which is spelt correctly from the choices given below.**

The farmer _____ the bird to the rooftop.

A carid

B carried

C carred

D carrid (1)

10.2 **Circle the correctly spelt word from those in brackets.**

The farmer (carried/carrid) the bird to the roof top. (1)

10.3 **Correct the spelling of the underlined word.**

The farmer <u>carrid</u> the bird to the rooftop. (1)

10.4 **Identify the words that are spelt correctly in Column A and write them in Column B**.

COLUMN A	COLUMN B
Forsed	_____
Forced	
Carried	_____
Carid	

11.1.1 **Write the following sentence in present progressive tense:**

The farmer (to train) the bird to fly. (1)

11.1.2 **Write the following sentence in future tense:**

The farmer (to train) the bird to fly. (1)

11.2.1 **Write the following sentence in present progressive tense:**

The farmer trains the bird to fly. (1)

11.2.2 **Write the following sentence in future tense:**

The farmer trains the bird to fly. (1)

11.3.1 **Circle the correct answer from the choices given below.**

The farmer cannot go to town now, he_____ the bird to fly.

A trains

B trained

C was training

D is training (1)

11.3.2 **Circle the correct answer from the choices given below**.

Tomorrow the farmer _____ the bird to fly.

A trained

B will train

C training

D train (1)

11.4 **Write the correct tense of the words in brackets.**

The farmer laid out a plan to help the bird fly. He cannot go anywhere now, he (to train) the bird to fly. He knows it is not a chicken. Tomorrow he (to take) it out again. (2)

11.5. 11.5.1 **Write a sentence in present progressive tense using the word 'take'.** (2)

11.5.2 **Write a sentence in future tense using the word 'take'.** (2)

12.1 **Fill in the blanks with the right form of the words in brackets.**

12.1.1 When it was found, the new chick was (small) _____ than the farmer's chickens. (1)

12.1.2 The new chick grew quickly and became the (big) _____ of all his birds. (1)

12.2 **Circle the correct form of the words in brackets.**

12.2.1 When it was found, the new chick was (smaller/smallest) than the farmer's chickens. (1)

12.2.2 The new chick grew quickly and became the (bigger/biggest) of all his birds. (1)

12.3 **Circle the letter of the correct answer from the choices given below.**

When it was found, the new chick was _____ than the farmer's chickens.

A smaller
B smallest
C more small
D more smaller (1)

12.4 **Fill in the blanks with the words listed below.**
biggest; smaller

One day a farmer found a strange looking bird in his yard. It was _____than all his chickens. It grew amongst the chickens. It grew quickly and became the _____ of all his chickens. (2)

13.1 **Complete the following paragraph using the words listed below.**
both; an; a few; every

The farmer cared for the chick as he did for all his birds. _____ bird in his yard is healthy. Last year only ____ of them died. The mayor gave ___ the farmer and his wife ___ award. (4)

13.2 **Circle the letter of the correct answer from the choices given below.**
The farmer has taught _____ birds to fly.

A every
B a
C one
D several (1)

13.3 **Circle the correct answer from the choices given in brackets.**

The farmer has many birds. Last week he was happy when he found (the/a) new bird in his yard. (1)

13.4 **Complete the following sentence by filling in 'a' or 'the':**

The farmer trained his new bird to fly and he was excited when___ bird flew. (1)

14. **Read the dictionary entries below and answer the questions that follow:**

A. **Persis**t/ pə'sist/verb

1. If an unpleasant feeling or situation, it continues to exist.
2. To try to do or continue doing something in a determined but often unreasonable way.

B. **Persistence**/ pə'sistəns/ noun: When someone or something persists.

C. **Persistent**/ pə'sistənt/ adjective:

1. Lasting for a long time.
2. Someone who is persistent continues doing something or tries to do something in a determined but often unreasonable way.
3. A medical condition in which a person's brain shows no sign of activity and they have to be kept by drugs and machines.

Acknowledgement: Adapted from *Cambridge Advanced Learner's Dictionary* 3rd Ed.

14.1 What part of speech is '**persistent**'? (1)

14.2. The word '**persistent**' is a/an _____. (1)

14.3 **Circle the letter of the correct answer from the choices given below.**

What part of speech is the underlined word?

The persistent farmer encouraged the eagle to fly every day.

A Verb

B Noun

C Adverb

D Adjective (1)

14.4 **The persistent farmer encouraged the eagle to fly every day.**

Write the most suitable definition of the underlined word from the choices given in the dictionary entry box. (2)

14.5 **Rewrite the following sentence and replace the underlined words with one word from the dictionary entry box.**

The farmer did not give up.

The farmer was _____. (1)

15.1 **Complete the following paragraph by filling in missing words.**

My uncle bought me a bicycle as a present. The bicycle looks (15.1.1)_____. Its colour is (15.1.2) _____. It has two wheels with spokes. Its handles (15.1.3)_____. Its chain is attached to the (15.1.4)_____. The seat is made of (15.1.5) _____. The bicycle moves fast if (15.1.6) _____. I like my bicycle very much. (6)

15.2 **Write a paragraph of six lines describing the bicycle that you received as a present from your uncle. Use the picture below for some ideas.** (6)

15.3 **Write a paragraph of six lines describing the bicycle that you received as a present from your uncle. Use the picture above for some ideas.** (6)