



basic education

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

**ANNUAL NATIONAL ASSESSMENT 2015  
ASSESSMENT GUIDELINES  
ENGLISH FIRST ADDITIONAL LANGUAGE  
GRADE 8**

## **INTRODUCTION**

The 2015 cycle of Annual National Assessment (ANA 2015) will be administered in all public and designated<sup>1</sup> independent schools in September 2015. 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. The Department of Basic Education (DBE) has therefore developed and provided Assessment Guideline documents for Language and Mathematics in each grade. These guidelines 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 2015 Assessment Guidelines have been designed in line with the Curriculum and Assessment Policy Statement (CAPS).

### **SENIOR PHASE: Grade 8**

In Grade 8, the test will cover work that is prescribed in CAPS for the **first three terms** of the school year. It is important to note that the ANA 2015 Assessment Guidelines do not imply that the limited scope is all that must be taught and learnt during the school year. Instead, the Assessment Guidelines provide the basic minimum curriculum that should have been covered by the end of the third school term.

For this grade the Assessment Guidelines are arranged in three columns. The skill to be assessed is specified in the first column, the content is listed in the second column, the strategies and sub-skills are listed in the third column.

Teachers are expected to use these Guidelines together with the CAPS to ensure that all the work that will be assessed has been covered.

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<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.

SKILLS	CONTENT	STRATEGIES AND SUB-SKILLS
Reading and Viewing	<p><b>Prescribed text types:</b></p> <ul style="list-style-type: none"> <li>• <b>Non-fiction text, e.g. magazine or newspaper article.</b></li> </ul>	<p>The learner will be assessed on:</p> <p><b>Use reading strategies:</b></p> <ul style="list-style-type: none"> <li>- To understand the text</li> <li>- For close and critical reading of the text (reading comprehension).</li> </ul> <p>• <b>Text features:</b></p> <ul style="list-style-type: none"> <li>- To identify the purpose.</li> <li>- To identify the main idea.</li> <li>- To suggest a possible title.</li> </ul> <p>• <b>Text content:</b></p> <ul style="list-style-type: none"> <li>- Draws conclusions: cause and effect.</li> <li>- Gives own opinion with a reason.</li> <li>- Identifies main idea.</li> <li>- Summarises main and supporting ideas..</li> <li>- To infer meaning.</li> <li>- To distinguish between true or false statements.</li> <li>- To distinguish between advantages and disadvantages.</li> <li>- To draw literal meaning.</li> <li>- To draw figurative meaning.</li> </ul>

SKILLS	CONTENT	STRATEGIES AND SUB-SKILLS
	<ul style="list-style-type: none"> <li>• <b>Poetry</b></li> </ul>	<p>The learner will be assessed on:</p> <ul style="list-style-type: none"> <li>• <b>Poetry:</b> <ul style="list-style-type: none"> <li>- Identifies theme and message.</li> <li>- Figures of speech (metaphor, simile) and sound devices (alliteration, assonance).</li> <li>- Understands literal and figurative meaning.</li> <li>- Word choice, tone and emotional response.</li> </ul> </li> </ul>
<b>Language Structures and Conventions</b>	<p>The content that should be covered is given in the strategies and sub-skills column. Learners are required to identify, understand and use the grammatical structures and conventions in context. They should also learn how to apply the rules.</p>	<p><b>Language editing skills:</b></p> <ul style="list-style-type: none"> <li>- Uses punctuation, spelling, parts of speech, idioms, direct /indirect speech, and concord and passive/active voice to edit sentences.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• <b>Tense:</b> <ul style="list-style-type: none"> <li>- Develops tenses used in the Intermediate Phase, including simple tenses.</li> <li>- Uses tenses appropriate for the text type being studied.</li> </ul> </li> </ul>

SKILLS	CONTENT	STRATEGIES AND SUB-SKILLS
Writing and Presenting	Transactional writing : Dialogue	<p>The learner will be assessed on:</p> <p><b>Pre-writing/planning</b></p> <ul style="list-style-type: none"> <li>• Consider target audience and purpose.</li> <li>• Consider type of writing.</li> <li>• Brainstorm using mind-map/lists/flow charts/point form/etc.</li> <li>• Organise ideas</li> </ul> <p><b>Drafting</b></p> <ul style="list-style-type: none"> <li>• Word choice related to topic.</li> <li>• Structure of sentences</li> <li>• Main and supporting ideas</li> <li>• Specific features of the required text e.g. direct speech for dialogue, labels and captions for diagrams.</li> <li>• Reads own writing critically.</li> </ul> <p><b>Revising, editing, proofreading and presenting:</b></p> <ul style="list-style-type: none"> <li>• <b>Revises</b> – Improves content and structure of ideas.</li> <li>• <b>Edits</b> – Corrects mistakes in grammar, spelling and punctuation.</li> <li>• <b>Refines</b> word choice, sentence- and paragraph structure.</li> <li>• <b>Presents</b> – neat, legible and final version</li> </ul>

**ASSESSMENT RUBRIC**

	<b>Level 4</b>	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>0-1</b>
<b>Correctness of format and appropriate length</b>	Total adherence to format. Correct length.	Good adherence to format. Appropriate length.	Partial adherence to format. Inappropriate length.	Very limited or no adherence to format at all. Far too short/much too long.
	<b>8-10</b>	<b>6-7</b>	<b>3-5</b>	<b>1-2</b>
<b>Correct structure, tone, style, register, spelling, punctuation. Use of language</b>	Fully appropriate structure and tone. Integrated variation of sentence types. Clear and lucid use of language with few errors.	Predominantly appropriate structure and tone. Complete sentences with mostly correct use of grammar, punctuation and spelling. Variation of sentence types used.	Partially inappropriate structure and tone. Incomplete, rambling sentences. A number of grammatical, spelling and punctuation errors.	Completely inappropriate structure and tone. Weak sentence structure, grammar, spelling and punctuation.
	<b>6</b>	<b>4-5</b>	<b>2-3</b>	<b>0-1</b>
<b>Adherence to topic</b>	Total adherence to topic. Achieves purpose successfully.	Adheres largely to the topic. Achieves purpose.	Mentions the topic but doesn't successfully achieve purpose.	Only slight reference or no reference at all to the topic and doesn't achieve purpose.