



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

ANNUAL NATIONAL ASSESSMENT

GRADE 4

ENGLISH FIRST ADDITIONAL 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.

Read the passage below and answer the following questions:

Long ago there lived a king called King Midas. He was a good and kind king but he loved gold.

One day when he was walking he saw an old man who had fallen down. King Midas helped the man. The old man had magical powers. 'For being so kind you can have one wish,' said the old man.

King Midas said, 'I wish that everything I touch turns to gold.'

King Midas and the old man walked back to the palace. As they walked, he kicked a stone. It turned to gold! King Midas shouted for joy. His wish had come true! He touched a tree. It turned to gold! He touched the river. It turned to gold! The gold shone like the sun.

King Midas was very happy but he was tired. He asked for some food. He tried to eat, but the food turned to gold! Then his little daughter came running to greet him. She touched him. She also turned to gold!

King Midas began to cry. 'Please change my wish. My wish was not a good one. I was too greedy!'

The old man felt sorry for King Midas. He changed the king's wish. Everything was changed back to how they were. King Midas was happier than ever before.

1.1 Circle the letter of the correct answer.

Which is the best title for this story?

- A The King Who Loved Gold
- B The Golden King And The Wish
- C The King's Three Wishes
- D The Sad King Makes A Wish

(1)

1.2 Fill in the missing word.

Everything King Midas touched turned to _____.

(1)

1.3 State whether the following sentence is True or False.

King Midas ate all his food.

Tick the correct answer.

TRUE	FALSE
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Give a reason for your answer.

(2)

1.4 Do you think that King Midas was happy with all his gold?

Tick the correct answer.

YES	NO
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Give a reason for your answer.

_____ (2)

1.5 Fill in the blank space.

King Midas asked the old man to _____ his wish. (1)

2.1 Circle the letter of the correct answer that best describes the character of the old man.

A Selfish

B Caring

C Hardworking

D Cruel

(1)

2.2 Complete the sentence.

The old man felt _____ for King Midas. (1)

2.3 State whether the following sentence is True or False.

Tick the correct answer.

The old man was sad to see King Midas unhappy.

TRUE	FALSE
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Give a reason for your answer.

_____ (2)

2.4 Do you think the old man was pleased to see King Midas crying?

Tick the correct answer.

YES	NO
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Give a good reason for your answer.

_____ (2)

2.5 Fill in the blank space.

The old man changed the King's wish because the King was sorry he had been

_____.

(1)

Read the poem below and answer the following questions:

LUNCHTIME

Sipho and Siya sat on the wall,

Sipho and Siya heard Mother call.

Time to wash hands for lunch was done,

Goodness, my goodness, just see the boys run!

3.1 Circle the word that rhymes with *done*.

A hands

B wash

C run

D herd

(1)

3.2 Add a word to complete the following sentence:

_____ rhymes with *call*.

(1)

3.3 State whether the following sentence is True or False.

Tick the correct answer.

Do you think that Sipho and Siya are hungry?

TRUE	FALSE
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Give a reason for your answer.

(2)

3.4 State whether the following sentence is True or False.

Tick the correct answer.

Sipho and Siya are waiting to be called for lunch.

TRUE	FALSE
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Give a reason for your answer.

(2)

3.5 Fill in the blank space with a correct word from the poem.

Siya and Siphon have to wash their _____ before they ate.

(1)

4.1 State whether the following sentence is True or False.

Tick the correct answer.

Siphon and Siya are waiting in the house.

TRUE	FALSE
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Give a reason for your answer.

(2)

4.2 State whether the following sentence is True or False.

Tick the correct answer.

Siphon and Siya are brothers.

TRUE	FALSE
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Give a reason for your answer.

(2)

5. Read paragraph a. below and then fill in the missing words to complete paragraph b.
- a. After the rain had stopped the roads were muddy and pooled with water. The children played in the puddles, happy to be cool again.
- b. The rain made the roads _____ and wet. The children played in the _____.
- (2)

Nandi is preparing an important dinner. She writes out a timetable that looks like this.

- 14:00 Prepare vegetables
- 14:30 Switch on the oven
- 14:45 Make a cake and put it in the oven
- 15:00 Prepare meat and place it in the fridge
- 15:15 Set the table
- 15:45 Take the cake out of the oven and leave it to cool
- 16:00 Put the meat in the oven
- 16:15 Arrange flowers on the table
- 16:30 Take the butter out of the fridge to make it soft
- 16:45 Make the icing for the cake
- 17:00 Decorate the cake and place it on a small table in the dining room
- 17:15 Put the vegetables in a pot on the stove to cook
- 17:30 Make a salad and leave it in the fridge
- 17:45 Take the vegetables from the stove and drain off the water
- 18:00 Make the soup and leave it on the stove
- 18:10 Turn off the oven
- 18:15 Make sauce for the meat
- 18:30 Leave all the hot food on the warm stove
- 18:45 Shower and change clothes

- 6.1 Circle the letter of the correct answer.
Where did Nandi put the meat at 15:00?

- A On the table
 - B In the fridge
 - C On the small table
 - D In the oven
- (1)

- 6.2 Complete the following sentence:
Nandi took the butter out of the fridge so that it would get _____.
- (1)

6.3 State whether the following sentence is True or False.

Tick the correct answer.

Nandi cooked all the food by 17:45.

TRUE	FALSE
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Give a reason for your answer.

(2)

6.4 State whether the following sentence is True or False.

Tick the correct answer.

Nandi made the cake at 15:30.

TRUE	FALSE
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Give a reason for your answer.

(2)

6.5 Complete the following sentence:

At 18:00 Nandi turned off the _____ .

(1)

7.1 Circle the letter of the correct answer.

Which word is an abstract noun in the following sentence?

Nandi did not like the heat in the kitchen.

- A Nandi
- B heat
- C kitchen
- D like

(1)

7.2 Complete the following sentence:

Nandi left all the hot food on the warm _____ .

(1)

7.3 Underline the abstract noun in the following sentence:

Nandi had to work with great speed in order to finish her cooking.

(1)

7.4 Fill in the blank space by adding a noun:

Nandi had cooked the meat in the _____ .

(1)

8.1 Rewrite the sentence in the past tense.
Nandi is cooking dinner in the kitchen.
_____ (1)

8.2 Rewrite the sentence in the future tense.
Nandi had a dinner party.
_____ (1)

9.1 Circle the letter of the correct answer.
Which of the following words is an adjective?

- A sandwich
- B filled
- C healthy
- D cheese

(1)

9.2 Fill in the blank with a suitable adjective.
Asanda's clothes were _____ after the soccer match. (1)

9.3 Underline the adjective in the following sentence:
The muddy taxi arrived in the village. (1)

9.4 Add an adjective to the following sentence:
The _____ boy broke the window. (1)

10.1 Circle the letter of the correct answer.
Which word in the following sentence is a verb?
The goat jumped off the rock into the road.

- A goat
- B jumped
- C rock
- D road

(1)

- 10.2 Complete the following sentence by adding a suitable verb:
Mfundo and Andile were trying to _____ their bicycles. (1)
- 10.3 Underline the verb in the following sentence:
Gugu could hear the sound of the birds outside. (1)
- 10.4 Write a sentence using the word *whistle* as a verb.
_____ (1)
- 11.1 Write the word that is similar in meaning to the underlined word.
The shop closes late at night.
The shop _____ late at night. (1)
- 11.2 Circle the letter of the correct answer.
Which word is similar in meaning to *quick*?
- A slow
 - B today
 - C rapid
 - D now (1)
- 11.3 Complete the following sentence by filling in the blank space with a word similar in meaning to angry:
Sannie's mother read her report at the end of the term and she was very _____ (1)
12. Join these two sentences together using a suitable conjunction.
We are not allowed to go to town. Our bedroom is clean and tidy. (2)
13. Punctuate the following sentences:
a. Joe played soccer cricket and tennis at school
b. Are you coming to town with me (2)

14. Study the following information:

We need to have a balanced diet to be healthy.	
Our body needs protein. This is found in meat, fish and eggs.	Our body also carbohydrates. These are found in maize meal, bread, pasta and all starchy foods.
Fibre is an important part of our diet. Oats, bran cereal and beans are a good source of fibre.	Children need calcium for healthy bones and teeth. Milk and yogurt are good for young children

Use the information above to write four (4) proper sentences of your own about the correct diet.

(4)