



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**ANNUAL NATIONAL ASSESSMENT 2015
ASSESSMENT GUIDELINES
ENGLISH FIRST ADDITIONAL LANGUAGE
GRADE 9**

INTRODUCTION

The 2015 cycle of Annual National Assessment (ANA 2015) will be administered in all public and designated¹ independent schools in September 2015. During this period all learners in Grades 1-9 will write nationally set tests in Language and Mathematics and 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 during the third school term. 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 defines the scope of work that will be covered in the test for each grade and subject.

SENIOR 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 2015 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.

¹ "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.

Teachers are expected to use these Assessment Guidelines together with the other resources for their teaching and assessment programmes.

SKILL	CONTENT	SUB-SKILLS/KNOWLEDGE/COMPETENCIES ASSESSED
Reading & Viewing	Newspaper Article	Identify purpose
		Distinguish between fact and opinion
		Infer meaning: phrase and sentence
		Draw conclusion
		Meaning of unfamiliar words
		Summarize main points
		Give an own opinion
		Evaluating different interpretations of a text
		Use of critical language awareness to express an opinion
		Identify the message
Reading & Viewing	Summary	Use and apply understanding of text features to summarise text: identifying the main ideas

SKILL	CONTENT	SUB-SKILLS/KNOWLEDGE/COMPETENCIES ASSESSED
Language Structures & Conventions	Newspaper Article	Understand and use appropriate synonyms and antonyms
		Understand and use direct and indirect speech
		Understand present continuous tense
		Understand and use the future tense
		Understand and use concord
		Identify and use parts of speech correctly. (pronouns)
		Understand and use complex sentences
		Understand and use the passive voice
		Understand and use preposition
		Understand and use adjective
		Understand and use conjunctions
		Understand and use collective nouns
		Understand and use singular
Understand and use plural		

SKILL	CONTENT	SUB-SKILLS/KNOWLEDGE/COMPETENCIES ASSESSED
Language Structures & Conventions		Understand and use main clause
		Use knowledge of grammar, spelling and punctuation to edit
	Dictionary Entry	Understand and use dictionary (testing parts of speech, meaning, origin, synonym, degree of comparison)
Reading & Viewing	Advertisement	Identify the target market
		Use of font size
		Identify slogan/caption/logos
		Use of language (figurative/ rhetorical/repetitive)
		Identify manipulative language
Reading & Viewing	Schedule	Read TV Schedule: extract and interpret information to answer questions based on it
Reading & Viewing	Cartoon	Read a Cartoon: Identify and discuss the purpose and message of visual texts by extracting and interpreting information to answer questions based on it
Reading & Viewing	Poetry	Read, evaluate and respond to a literary texts: identify and explain the poet's intention
		Understand some elements of poetry (alliteration)
		Understand some elements of poetry (assonance)

SKILL	CONTENT	SUB-SKILLS/KNOWLEDGE/COMPETENCIES ASSESSED
		Understand some elements of poetry (personification)
		Understand some elements of poetry (mood)
		Understand some elements of poetry (metaphor)
		Understand literal and figurative meaning
		Understand how punctuation will enhance understanding of intended message
Writing & Presenting	Transactional Writing: Dialogue	Write a dialogue: understand structure, language features and register of the text type

RUBRIC FOR MARKING THE DIALOGUE

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
<p>CONTENT, FORMAT & PLANNING Response and ideas Organisation of ideas for planning; Purpose audience, features/ conventions and context</p> <p>14 MARKS</p>	12 - 14	9-11	6-8	3-5	0-2
	<ul style="list-style-type: none"> • Outstanding response beyond normal expectations • Intelligent and mature ideas • Extensive knowledge of features of the type of text • Writing maintains focus • Coherence in content and ideas • Highly elaborated and all details support the topic • Appropriate and accurate format 	<ul style="list-style-type: none"> • Very good response demonstrating good knowledge of features of the type of text • Maintains focus – no digressions • Coherent in content and ideas, very well elaborated and details support topic • Appropriate format with minor inaccuracies 	<ul style="list-style-type: none"> • Adequate response demonstrating knowledge of features of the type of text • Not completely focused- some digressions • Reasonably coherent in content and ideas • Some details support the topic • Generally appropriate format but with some inaccuracies 	<ul style="list-style-type: none"> • Basic response demonstrating some knowledge of features of the type of text • Some focus but writing digresses • Not always coherent in content and ideas • Few details support the topic • Necessary rules of format vaguely applied • Some critical oversights 	<ul style="list-style-type: none"> • Response reveals no knowledge of features of the type of text • Meaning obscure with major digressions • Not coherent in content and ideas • Very few details support the topic • Necessary rules of format not applied
<p>LANGUAGE, STYLE & EDITING Tone, register, style, purpose/effect , audience and context; Language use and conventions; Word choice; Punctuation and spelling</p> <p>6 MARKS</p>	6	4-5	3	2	0-1
	<ul style="list-style-type: none"> • Tone, register, style and vocabulary highly appropriate to purpose, audience and context • Grammatically accurate and well-constructed • Virtually error-free 	<ul style="list-style-type: none"> • Tone, register, style and vocabulary very appropriate to purpose, audience and context • Generally grammatically accurate and well-constructed • Very good vocabulary • Mostly error-free 	<ul style="list-style-type: none"> • Tone, register, style and vocabulary appropriate to purpose, audience and context • Some grammatical errors • Adequate vocabulary • Errors do not impede meaning 	<ul style="list-style-type: none"> • Tone, register, style and vocabulary less appropriate to purpose, audience and context • Inaccurate grammar with numerous errors • Limited vocabulary • Meaning obscured 	<ul style="list-style-type: none"> • Tone, register, style and vocabulary do not correspond to purpose, audience and context • Error-ridden and confused • Vocabulary not suitable for purpose • Meaning seriously impaired