



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

ANNUAL NATIONAL ASSESSMENT

GRADE 9

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.

Please note that this exemplar paper carries questions that may assess a particular skill in multiple ways (e.g. questions 1.1 – 1.3 are different ways of assessing the learner’s ability to identify the purpose of the story)

Read the following story and then answer questions:

CHIKE LEAVES HIS VILLAGE

Chike and I were good neighbours in the village of Umuofia. Chike lived with his mother and two sisters. His father had died many years ago. His mother worked very hard to feed them. She grew most of the food they ate – yams, cassava, maize, beans, plantains and many green vegetables. She also traded in dry fish, palm oil, kerosene and matches.

Chike was now eleven years old, and he had never left his village. Then one day his mother told him that he would be going to Onitsha in the New Year to live with his uncle who was a clerk in one of the firms there. At first Chike was full of joy. He was tired of living in a bush village and wanted to see a big city. He had heard many wonderful stories about Onitsha. Michael, the man who worked for his uncle, had told him that there was a water tap in the very compound where they lived. Chike said this was impossible but Michael had sworn to its truth by wetting his first finger on his tongue and pointing to the sky. Chike was too thrilled for words because he would no longer wake up early in the morning to go to the stream. The way to the stream was very rough and stony, and sometimes children fell and broke their water pots. In Onitsha, Chike would be free from all those worries. He would live in a house with an iron roof instead of his mother's poor hut of mud and thatch. It all sounded so wonderful!

When the time actually came for Chike to leave his mother and sisters he began to cry. His sisters cried too, and even his mother had tears in her eyes. She placed one hand on his head and said: 'Go well, my son. Listen to whatever your uncle tells you and obey him. Onitsha is a big city, full of dangerous people and kidnappers. Therefore, do not wander about in the city. In particular do not go near the river Niger; many people get drowned there every year...'

She gave Chike many words of advice. He nodded his head and sniffed because his nose was running. Chike's nose always ran when he cried.

Adapted from Chike and the River

1. Circle the letter of the correct answer for the following questions:

1.1 The author wrote the story in order to...

A illustrate that Chike was excited about going to the city.

B advise about road accidents in the city.

C encourage the boys to visit the city.

D teach about clean drinking water.

(1)

1.2 Which of the following phrases best summarises the purpose of the story?

A to advise

B to teach

C to illustrate

D to encourage

(1)

1.3 The aim of the story is to....

A advise.

B illustrate.

C educate.

D encourage.

(1)

2. Circle the letter of the correct answer for the following questions:

2.1 What is the message of the story?

- A Village children admire city life.
- B Cities have iron-roofed houses.
- C Niger is a dangerous river.
- D Villagers are hard workers.

(1)

2.2 What do we learn from the story?

- A Village children admire city life.
- B Cities have iron-roofed houses.
- C Niger is a dangerous river.
- D Villagers are hard workers.

(1)

3. Answer the following questions.

3.1 Indicate whether the following statement is True or False. Quote a line from the passage to support your answer.

'Chike's mother was poor.'

(1)

3.2 What do you infer from the following statement?

'Therefore, do not wander about in the city.'

(1)

3.3 Circle the letter of the correct answer.

'Therefore, do not wander about in the city.'

This means that the city...

A is a crowded place.

B is a dangerous place.

C has a lot of attractions.

D does not have electricity.

(1)

3.4 Circle the letter of the correct answer.

'Therefore, do not wander about in the city.'

We infer that the city is ...

A dangerous.

B crowded.

C attractive.

D dark.

(1)

3.5 Answer the question in the space provided.

According to Chike's mother, what will happen to him if he wanders in the city of Ontisha?

(1)

3.6 Circle the letter of the correct answer.
Ontisha is _____ city.

A a dangerous

B an attractive

C a crowded

D a filthy

(1)

4. Circle the letter of the correct answer for the following questions:

4.1 Which word best describes Chike?

A Wild

B Smart

C Evil

D Obedient

(1)

4.2 How did Chike feel when he was told to go to the city?

A Scared

B Excited

C Relaxed

D Ashamed

(1)

4.3 Fill in the correct word from the list below.

Chike felt _____ when he was told to go to the city?

A scared

B excited

C relaxed

D ashamed

(1)

5.2 Circle the letter of the correct answer.

'Who dips, dives' in stanza 1 is an example of ...

A personification.

B assonance.

C alliteration.

D simile.

(1)

5.3 Circle the letter of the correct answer.

The figure of speech used in line 1 is...

A personification.

B assonance.

C alliteration.

D simile

(1)

6. **Answer the following questions:**

6.1 What figure of speech is used in line 7?

(1)

6.2 Circle the letter of the correct answer.

The figure of speech used in line 7 is ...

A personification.

B assonance.

C metaphor.

D simile.

(1)

6.3 Circle the letter of the correct answer.

The two things compared in line 7 are ...

A fly and sky.

B fly and glass.

C glass and sky.

D glass and light

(1)

6.4 Circle the letter of the correct answer.

'a sliver of glass' in line 7 is an example of ...

A onomatopoeia.

B metaphor.

C rhyme.

D simile

(1)

6.5 Circle the letter of a line that has a metaphor.

A 'Who's elusive as a pickpocket' (line 9)

B 'Who moves like a rocket' (line 11)

C 'a buzz in his wings' (line 3)

D 'a sliver of glass' (line 7)

(1)

7. **Answer the following questions:**

7.1 Give an example of a rhyme in the poem.

(1)

7.2 Circle the letter of lines that have a rhyme.

A Lines 1 and 2

B Lines 2 and 3

C Lines 2 and 4

D Lines 1 and 4

(1)

7.3 Circle the letter of the correct answer.

'trace' (line 6) and 'place' (line 8) is an example of ...

A onomatopoeia.

B metaphor.

C rhyme.

D simile.

(1)

7.4 Fill in the correct figure of speech.

'trace and place' (line 8) is an example of _____.

(1)

Read the following passage and answer the questions that follow:

ATTACK OF THE KILLER ALGAE

- 1 Killer algae are sea weeds that are green and leafy. They grow under water. They grow up to 2,8 metres in height and are considered a killer!
- 2 Algae were one of the first plants to develop in the sea from tiny, single-celled creatures called bacteria. These bacteria were so small that one could fit thousands of them on a single pin head. Over time some of these bacteria cells formed into what we know today as algae. Algae can be found in many places. Algae grow on the sides of aquariums or in outdoor ponds, or even in swimming pools. Mostly this slimy, green substance is harmless. In fact, they even provide food for a variety of fish and sea creatures. Killer algae look pretty, but beneath those pretty leaf-like fronds lurks the making of a disaster.
- 3 Algae are hardy enough to grow in any condition from cold to warm water, on rock, sand, mud, and from depths of 3 to 100 metres. This fast growing, invasive species of algae quickly spread, smothering out all the other species of algae and sea grass. They are highly toxic to many species of fish and sea life.
- 4 One of the ways killer algae spread is by attaching to ship anchors and being dragged for thousands of kilometres before they are released into a new area.
- 5 Around 1985 these pretty killers were accidentally introduced into the Mediterranean Sea. They soon began to spread and became a poisonous problem.

8. Circle the letter of the correct answer.

8.1 The author wrote this passage in order to ...

A inform the readers about the seas.

B educate the readers about algae.

C explain about the bacteria.

D advise on sea creatures.

(1)

8.2 Which of the following phrases best summarises the purpose of the story?

A to warn

B to advise

C to educate

D to persuade

(1)

8.3 The aim of the story is to....

A warn.

B advise.

C educate.

D persuade.

(1)

9. Circle the letter of the correct answer for the following questions:

9.1 Identify the topic sentence in paragraph 3.

A Algae are hardy and grow in any condition.

B Algae are toxic to fish and sea life.

C Algae grow on rocks and sand.

D Algae grow and spread fast.

(1)

9.2 What is the main idea in paragraph 3?

A Algae are hardy and grow in any condition.

B Algae are toxic to fish and sea life.

C Algae grow on rocks and sand.

D Algae grow and spread fast.

(1)

9.3 In paragraph 3 the author shows that...

A Algae are hardy and grow in any condition.

B Algae are toxic to fish and sea life.

C Algae grow on rocks and sand.

D Algae grow and spread fast.

(1)

10. Write two facts from the passage to show that killer algae are indeed a 'killer'.

(2)

11. Circle the letter of the correct answer.

11.1 Choose the best meaning of the word 'hardy' as it is used in the text.

A tough

B rough

C firm

D rigid

(1)

11.2 'Algae are hard enough to grow in any condition.'

This means that algae are...

A tough.

B rough.

C firm.

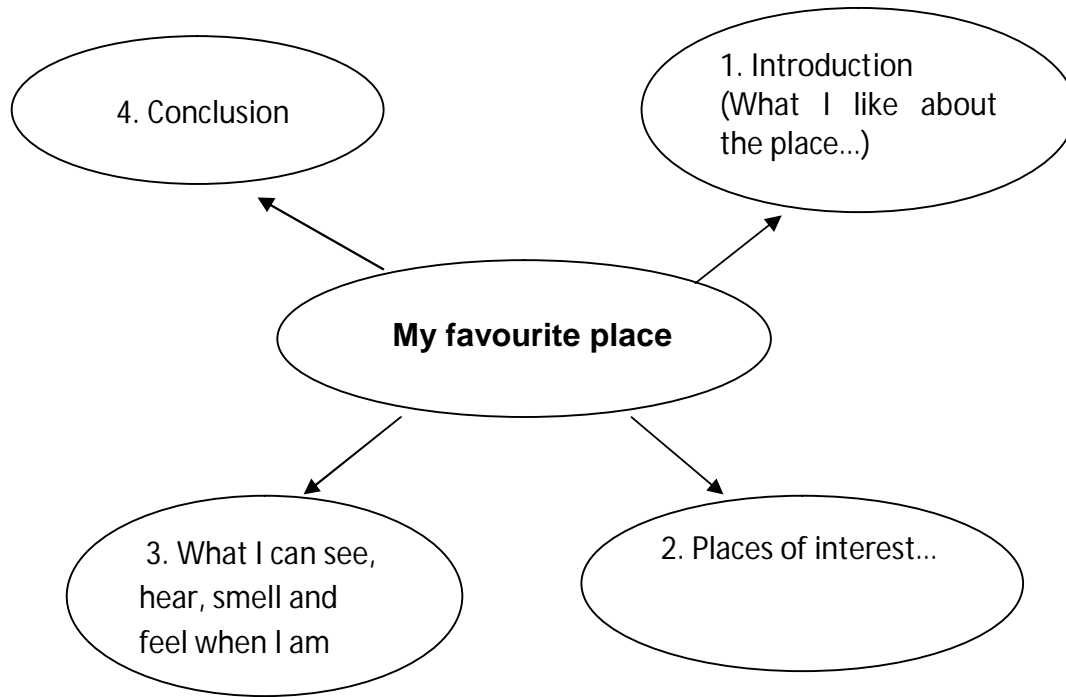
D rigid.

(1)

12. Write a paragraph of 50 to 60 words describing your favourite place so that your reader will be able to picture it. Use the information given in the mind map below. Your work will be marked according to the following criteria:

- format
- register/style
- grammar, spelling and punctuation
- relevance(stay on topic)
- purpose

(6)



13. Change the following sentence into indirect speech. Begin the sentence as indicated.

'Algae look pretty but they are a killer,' said the biologist.

The biologist said that

_____ (1)

14. Change the following sentence into direct speech. Begin the sentence as indicated.

The sailor said that algae are poisonous to marine life.

The sailor said,

_____ (1)

15. Circle the letter of the correct answer.

Onitsha is a big city with a lot of kidnappers. What should Chike do?

A Chike ought avoided wandering the city.

B Chike might avoid wandered in the city.

C Chike may avoiding wander in the city.

D Chike ought to avoid wandering in the city. (1)

16. Circle the letter of the correct sentence.

A The sailor should to avoid sailing near algae.

B The sailor should avoid sailing near algae.

C The sailor should avoided sailing near algae.

D The sailor should avoiding sailing near algae. (1)

17. Circle the letter of the correct answer.

_____ a killer algae looks pretty, it is a poisonous sea weed.

- A But
- B When
- C So that
- D Although

(1)

18. Some learners carry food to school to eat during break time. Explain to your friend in 60 to 80 words how you make and pack a lunch box. You may use the words in the box below to write the paragraph.

Your work will be marked according to following criteria:

- format
- register/style
- grammar, spelling and punctuation
- relevance (stay on topic)
- purpose

(6)

<p>snacks; sandwich; prepare; soft drinks; slice; toast; porridge; stir; warm</p>
