



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**ANNUAL NATIONAL ASSESSMENT 2015
ASSESSMENT GUIDELINES
ENGLISH HOME LANGUAGE
GRADE 4**

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 4-6 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 2015, Towards Schooling 2025*.

The learners will write ANA tests during the third school term. The Department of Basic Education (DBE) has provided guideline documents for each grade and subject (Language and Mathematics) on the minimum curriculum coverage that is expected for learners to be able to answer test questions with reasonable success. The Guideline sets the limit of the scope of work that will be covered in the test for each grade and subject. The ANA 2015 Guidelines have been designed in line with the versions of the curriculum that are being implemented at the various phases and grades.

INTERMEDIATE PHASE

ANA 2015 is based on CAPS as it is implemented from 2013. The content, skills and knowledge that will be covered in the tests come directly from the work specified from Term 1 to Term 3 (Week 6). The best preparation for ANA is the teaching according to the CAPS teaching plans. The Guideline provides the basic minimum curriculum that must have been covered by the end of the third school quarter.

It is important to note that the ANA 2015 Guideline does not imply that the delimited scope is all that must be taught and learnt during the school year. Instead, the Guideline provides the basic minimum curriculum that may have been covered by the end of the third school quarter. Teachers are expected to use this Guideline together with the other resources for their teaching and assessment programs, so that learners become familiar with different styles of assessing. Most importantly, teachers are expected to develop their own assessment tools including some of the styles in the ANA exemplars to expand and enrich school-based assessments.

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.

SKILLS	CONTENT	STRATEGIES AND SUB-SKILLS To test if the learner is able to ...
READING & VIEWING	<ul style="list-style-type: none"> • Short story • Summary • Information Text e.g. (advertisement, book or movie review, contents page, newspaper article, table, chart) <p>Instructional Text e.g. (how to ...)</p>	<p>make close and critical reading of the text (reading comprehension) read and use viewing strategies like:</p> <ul style="list-style-type: none"> • skimming for main ideas • scanning for supporting details • inferring meaning of unfamiliar words and images by using word attack skills and contextual clues • making notes (main and supporting ideas) <p>identify key features of texts like:</p> <ul style="list-style-type: none"> • plot • characterization • theme and messages • background and setting – in relation to character and theme • text structure and format • key features of the text • main idea and supporting ideas/specific details
LANGUAGE STRUCTURES AND CONVENTIONS	<p>Punctuation</p> <p>Spelling</p> <p>Nouns</p> <p>Pronouns</p> <p>Adjectives</p>	<ul style="list-style-type: none"> • use the full stop, exclamation mark, question mark, comma, colon, semi-colon, capital letters • spell correctly using spelling patterns, spelling rules and conventions • identify noun prefixes (including gerund / infinitive class prefix (African languages), countable (e.g. <i>chair/chairs</i>) and uncountable (e.g. <i>furniture</i>) nouns, number (singular and plural), e.g. <i>chair/chairs</i>, common nouns (e.g. <i>woman</i>) and proper nouns (e.g. <i>Thandi</i>) • Personal pronouns as subject: I, you, he, she, it, we, they (e.g. She is reading a book.) • Possessive pronouns show possession e.g. mine • identify the position of adjectives, e.g. <i>The old man</i> (before a noun); <i>The boy was mischievous</i> (after a verb) • identify adjectives ending in -ing, e.g. <i>amazing, boring, exciting</i> (e.g. <i>The lesson was boring.</i>), adjectives ending in -ed, e.g. <i>amazed, bored, excited</i> (e.g. <i>The student was bored.</i>)

SKILLS	CONTENT	STRATEGIES AND SUB-SKILLS To test if the learner is able to ...
	<p>Adverbs</p> <p>Adverbs</p> <p>Prepositions</p> <p>Verbs</p> <p>Conjunctions</p> <p>Vocabulary</p>	<ul style="list-style-type: none"> • make a comparison of adjectives, e.g. <i>happy, happier, happiest; intelligent, more intelligent, most intelligent, (e.g. It was the happiest day of my life./She is the most intelligent student in the class.)</i> • identify adverbs of manner, e.g. <i>quietly, carefully, politely, softly, quickly</i> • identify adverbs of time, e.g. <i>yesterday, tomorrow, last year, last week, the other day, next month, previous, day, following day</i> • identify adverbs of frequency, e.g. <i>always, usually, often, sometimes, never</i> • identify simple preposition (one word preposition), e.g. <i>to, in, on, at, with, etc</i> • identify preposition of time: <i>She came on Monday</i> • identify preposition of place: <i>I live on 780 Giyani Street; The dog is in the garden</i> • use adjective + preposition, e.g. <i>afraid of, ashamed of, bored with, impatient with, rude to</i> • use noun + preposition, e.g. <i>invitation to, approach to, reason for, respect for, comment on</i> <p>Verb tenses</p> <ul style="list-style-type: none"> • identify simple present tense, e.g. <i>I play tennis every week./Snakes are reptiles.</i> • identify present progressive (or continuous) tense, e.g. <i>She is watching television at the moment</i> • use simple past tense, e.g. <i>He woke up early and got out of bed.</i> • use past progressive (or continuous) tense, e.g. <i>The children were sleeping when the fire broke out</i> • express future time: will/shall + infinitive, e.g. <i>Mrs Molefe will teach the Grade 10 class./I am sure you will enjoy the movie. I shall come to see you tomorrow.</i> • use future progressive (or continuous), e.g. <i>I will be working the whole of next week.</i> • identify the subject concord, e.g. <i>He has just arrived./They have just arrived; I was going./They were going.</i> <ul style="list-style-type: none"> • identify and use conjunctions, e.g. <i>before, after, when, later, until, because, but</i> • identify synonyms, antonyms, homonyms, homophones, alliteration one word for a phrase • identify figures of speech (simile) and idiomatic expressions/idioms/proverbs

SKILLS	CONTENT	STRATEGIES AND SUB-SKILLS To test if the learner is able to ...
WRITING & PRESENTING	<p>Paragraph writing</p> <p>Creative writing</p> <ul style="list-style-type: none"> • Descriptive, e.g. descriptions of people, places, animals, plants, objects, etc. • Narrative, e.g. stories, personal recounts • Transactional writing: notes, messages, letters, greeting cards, invitations, dialogues • Posters, notices, brochures, advertisements 	<ul style="list-style-type: none"> • organize ideas • make relevant word choice • structure sentences • identify main and supporting ideas • identify specific features of the required text • refine word choice, sentence and paragraph structure • edit: correct mistakes in grammar, spelling and punctuation