



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**ANNUAL NATIONAL ASSESSMENT 2015
ASSESSMENT GUIDELINES
ENGLISH FIRST ADDITIONAL LANGUAGE
GRADE 6**

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 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. These Guidelines set the limits 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 (CAPS).

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. The best preparation for ANA is the teaching according to the CAPS teaching plans. The Guidelines are arranged in columns and rows and should be read from left to right along the same row. The Guidelines provide 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 Guidelines do not imply that the delimited scope is all that must be taught and learnt during the school year. Instead, the Guidelines provide the basic minimum curriculum that may have been covered by the end of the third school quarter.

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.

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 Guidelines together with the CAPS to ensure that all the work that will be assessed has been covered. Please take note that the Question paper will not consist of Sections A, B and C. The Language Structures and conventions for each text will immediately follow on the comprehension questions.

SKILLS	CONTENT	STRATEGIES AND SUB-SKILLS
Reading and Viewing	<p>Prescribed text types:</p> <ul style="list-style-type: none"> • Stories e.g. contemporary realistic fiction, traditional stories (myths and legends, folk tales, fables), adventure stories, science fiction, biographies and historical fiction 	<p>The learner will be assessed on:</p> <p>Use reading strategies:</p> <ul style="list-style-type: none"> - To understand the text - For close and critical reading of the text (reading comprehension). <p>• Text features:</p> <ul style="list-style-type: none"> - Knowledge of titles, authors, plots, illustrations, headings and subheadings <p>• Story Line:</p> <ul style="list-style-type: none"> - Identifies the main character. - Identifies moral/message of story - Key features of the text e.g. identify plot and setting. - Describes the background. - Expresses cause and effect. - Explains meanings of words. - Summarises the text. <p>• Text structures:</p> <ul style="list-style-type: none"> - Lists, sequential order, descriptions, procedures, main – and supporting points and narrative sequence

SKILLS	CONTENT	STRATEGIES AND SUB-SKILLS
	<ul style="list-style-type: none"> • Poetry 	<p>The learner will be assessed on:</p> <ul style="list-style-type: none"> • Poetry: <ul style="list-style-type: none"> - Some elements of poetry - Imagery, figures of speech, and sound devices - Word choice, tone and emotional response - Theme and message - Answers a questions about a poem.
	<ul style="list-style-type: none"> • Information texts e.g. charts/tables/diagrams/mind maps/ maps/pictures/graphs. 	<ul style="list-style-type: none"> • Information text: <ul style="list-style-type: none"> - Answers questions on text and visuals. - Scans for important details. - Interprets information in the graph. - Adds correct labels. - Responds to direct questions on the text.
Language Structures and Conventions	<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 convention in context. They should also learn how to apply the rules.</p>	<ul style="list-style-type: none"> • Tense: <ul style="list-style-type: none"> - Use tenses appropriate for the text type being studied. - Present Tense to describe regular actions e.g. The sun sets in the West. - Present Perfect Tense e.g. I have lived in Durban all my life. - Builds on understanding and use of future tense. - Builds on understanding and use of Simple Past Tense. - Past Progressive Tense for an action that was going on when a second took place e.g. It was raining when we left the house. - Present Progressive Tense to refer to the future e.g. We are going to Cape Town next week. <p>Parts of speech:</p> <ul style="list-style-type: none"> • Nouns:

SKILLS	CONTENT	STRATEGIES AND SUB-SKILLS
		<p>The learner will be assessed on:</p> <ul style="list-style-type: none"> - Common nouns: countable nouns e.g. book – books and uncountable nouns e.g. sugar and hair. - Uses proper nouns correctly e.g. with a capital letter. - Gender forms of some nouns. - Possessive forms of some nouns. - Compound nouns e.g. playground <ul style="list-style-type: none"> • Pronouns: <ul style="list-style-type: none"> - Use of possessive pronouns e.g. mine, yours, his, hers ours etc. • Adverbs and Adjectives <ul style="list-style-type: none"> - Use of adverbs of manner e.g. The boy spoke fluently. - Use of comparative and superlative adjectives. • Verbs: <ul style="list-style-type: none"> - Begins to use irregular forms of some verbs e.g. run - ran. • Prepositions: <ul style="list-style-type: none"> - That show position e.g. on, under, above. - That show direction e.g. to, from, up, down. - That show time e.g. on, at. - That show possession e.g. with. • Conjunctions: <ul style="list-style-type: none"> - Uses conjunctions (connecting words) to show addition e.g. and. - To show sequence e.g. then, next. - To show contrast e.g. but.

SKILLS	CONTENT	STRATEGIES AND SUB-SKILLS
		<p>The learner will be assessed on:</p> <ul style="list-style-type: none"> - To show reason e.g. because. <ul style="list-style-type: none"> • Sentence Structure: <ul style="list-style-type: none"> - Constructs simple sentences. - Uses question forms e.g. who, what, when, which, why, how. - Understands and uses negative forms - Begins to recognise and use indirect speech. <ul style="list-style-type: none"> • Punctuation: <ul style="list-style-type: none"> - Capital letters, full stops, commas and question marks - Uses capital letters for proper nouns, titles and initials of people. - Uses commas for separation of nouns in a list. - Uses apostrophe to show possessive form, e.g. Bongji's eyes. <ul style="list-style-type: none"> • Vocabulary Development: <p>Begins to understand and use:</p> <ul style="list-style-type: none"> - Synonyms (words that are similar in meaning) - Antonyms (words that are opposite in meaning) - Homonyms (words that are pronounced or spelled alike but have different meanings) - Add prefixes and suffixes to a base word. - Compound words, e.g. playground. - Shortening words e.g. telephone – phone.

SKILLS	CONTENT	STRATEGIES AND SUB-SKILLS
		<p>The learner will be assessed on:</p> <ul style="list-style-type: none"> • Spelling Rules: <ul style="list-style-type: none"> - Add -s to most plurals. - Most nouns that end in -f and -fe take -s for the plural, while other nouns drop the -f and take -v, e.g. knife – knives.

SKILLS	CONTENT	STRATEGIES AND SUB-SKILLS
Writing and Presenting	<p>Word Writing Sentence Writing Paragraph Writing</p> <ul style="list-style-type: none"> • Creative Writing <ul style="list-style-type: none"> - Descriptive e.g. descriptions of people, places, animals, plants, objects etc. • Narrative / Transactional Writing <ul style="list-style-type: none"> - Stories, personal recounts, reports, definitions, diary entries, simple personal letters. 	<p>The learner will be assessed on:</p> <p>Pre-writing/planning</p> <ul style="list-style-type: none"> • Consider target audience and purpose. • Consider type of writing. • Brainstorm using mind-map • Organise ideas <p>Drafting</p> <ul style="list-style-type: none"> • Correct format • Word choice related to topic. Word choice related to topic. • Appropriate grammar, spelling, punctuation and spaces between paragraphs • Structure of sentences • Main and supporting ideas • Specific features of the required text e.g. address, date, salutation, introductory and concluding paragraphs for personal letters, labels and captions for diagrams. • Reads own writing critically. <p>Revising, editing, proofreading and presenting:</p> <ul style="list-style-type: none"> • Revises – Improves content and structure of ideas. • Edits – Corrects mistakes in grammar, spelling and punctuation. • Refines word choice, sentence- and paragraph structure. • Presents – neat, legible and final version