



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

ANNUAL NATIONAL ASSESSMENT

GRADE 1

ENGLISH HOME LANGUAGE

SET 2: 2012 EXEMPLAR

GUIDELINES FOR THE USE OF THE ANNUAL NATIONAL ASSESSMENT (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 from curriculum work 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 assessments that learners must undergo on a continuous basis and do not replace them.

2. 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 Grades R to 12 (NCS), the provisions of the Curriculum and Assessment Policy Statements (CAPS) for the relevant grades and the National Protocol for Assessment. Together these documents, plus any others that a school may provide, make up a rich resource base to help teachers in planning lessons and conducting formal assessment (assessment of learning).

3. How to use the exemplars

While the exemplars for a grade and a subject have been compiled into one comprehensive set, the teacher does not have to give the whole set to the learners to respond to 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:

- 3.1 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 time for instruction in class.
- 3.2 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.
- 3.3 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 then 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.
- 3.4 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 up to a full test depending on the work that has

been covered at a particular point in time. The important thing is to ensure that learners eventually get sufficient practice in responding to full tests of the type of the ANA model test.

4. Memoranda or answering guidelines

A typical example of the expected response (memorandum) has been given for each exemplar test question and for the ANA model test. Teachers must bear in mind that the memoranda can in no way be exhaustive. Memoranda 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.

5. 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 only for work that covers 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.

6. 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, staying the same or declining. 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.

Look at the picture and then make an X next to the correct answer.



Dad helps Sam

1.1 Dad and Sam...

- A play.
- B eat.
- C read.
- D sleep.

1.2 Fill in the missing word in the sentence below.

DadSam.

1.3 Circle the correct answer.

Dad and Sam sleep/stand.

1.4 Underline Yes or No below.

They sit at the table. Yes /No

1.5 Where are Dad and Sam?

.....

2. Look at the picture below and then underline the correct answer.



Sam sits. Ben sits.

2.1 Who is sitting?

- A Dad and Sam
- B Ben and Sam
- C Ben and Dad
- D Sam and Dad

2.2 Fill in the missing word in the sentence below.

..... is happy.

2.3 Mark an X in the correct box.

| | |
|------------|--|
| Sam reads. | |
| Sam sits. | |

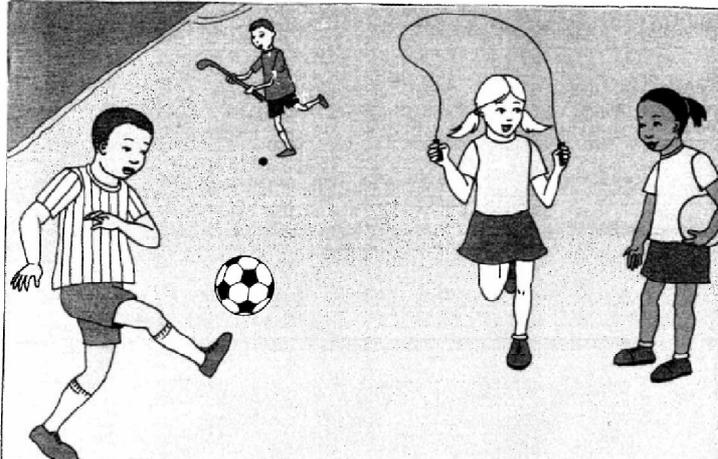
2.4 Circle Yes or No below.

Sam is wearing shorts. Yes /No

2.5 Where does Sam like to sit?

Sam likes to sit.....

3. Look at the picture below and then read the story that follows.



Sam has a ball.

He kicks it.

Sam can run.

He likes to kick and run.

- 3.1 **Underline the correct answer below.**

Sam has a ...

- A bed
- B bus
- C ball
- D book

3.2 Fill in the missing word in the sentence below.

Sam the ball.

3.3 Fill in Yes or No next to the question below.

Does Sam like to kick his ball?

3.4 Why does Sam like to kick his ball?

He likes to kick his ball, because.....

3.5 Where does Sam kick his ball?

.....

4.1 Underline the correct answer to the sentence below.

Sam likes to play...

A hockey.

B skipping.

C netball.

D soccer.

4.2 Circle the correct word to complete the sentence below.

The children like to play/sit.

4.3 Fill in the missing word to complete the sentence below.

The is round.

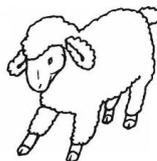
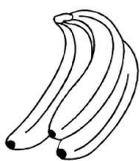
4.4 What does Ann do with the rope?

Ann.....

4.5 Draw a line from the beginning of the sentence to the correct ending.

| | |
|----------|---------------------|
| Sam runs | and sits. |
| | and kicks the ball. |
| | and eats. |

5.1 Circle the odd one out.



5.2 Complete the list below by making an X on the correct word in the box.

ear
mouth
nose

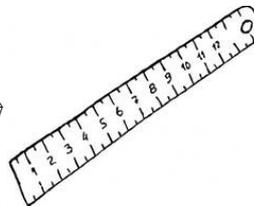
cat eye jug

5.3 Look at the pictures and then complete the list by writing one word on the line.



I can see mum, baby and

5.4 Look at the pictures below. Make an X on 3 things you would use in the classroom.



5.5 Make a list of three things you like to do.

6.1 Draw a picture of your own news.

Write a sentence or words to say what is happening in your picture.

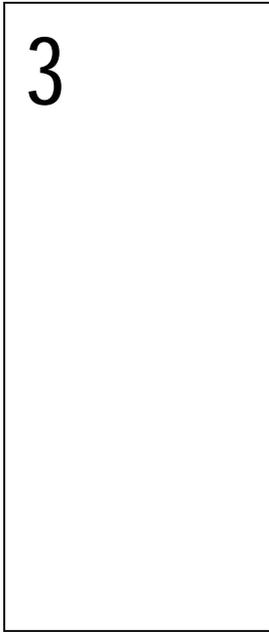
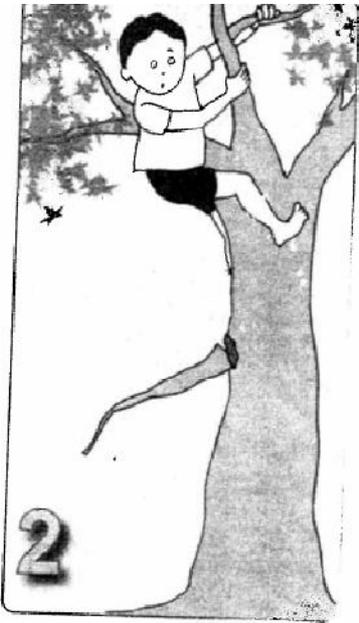
6.2 Listen to the story that is read by the teacher.

Today is Ann's birthday.
We all sing and play.
Ann blows the candles. We clap.
We have plenty to eat.

Draw a picture to show what happened in the story.

Write a sentence to say what happened in the story.

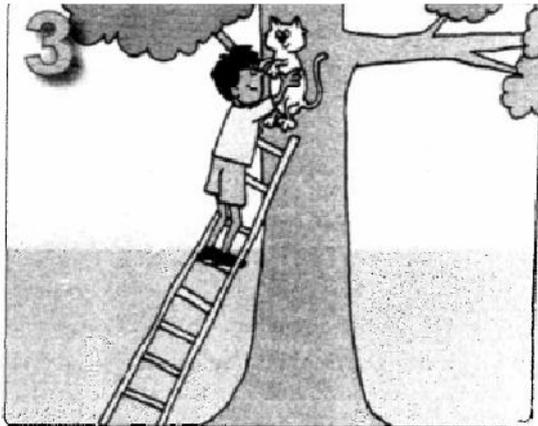
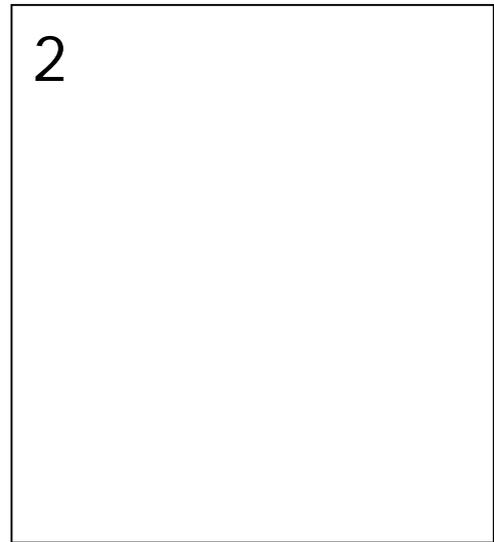
6.3 Look at the pictures below.



Draw a picture to show what happened next.

Write a sentence or words to say what is happening in the picture.

6.4 Look at the pictures below and make up a story.



Draw a picture in the box to show what happened in the middle of the story.

Write a sentence or words to say what is happening in your picture.

7.1 Draw lines to match the word cards with the words in the sentences below.

Close the door.

door

Close

the

Dad is sick.

is

sick

Dad

7.2 Look at the picture below.



Fill in a word to complete the sentence below.

Ben is my

7.3 Use the words below to make a sentence.

wet is hot and Sam

.....

7.4 Draw a picture of your own news.

Write a sentence or words to say what is happening in your picture.

7.5 Look at the picture below.



Write a sentence or words to say what is happening in the picture.

8.1 Fill in the missing sounds for the pictures below.



....US



d....

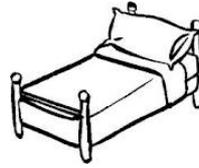
8.2 Draw lines to match the words and pictures.

cap

cup



8.3 Write words for the pictures below.



.....

.....

8.4 Fill in the missing words.

This is a 

I see a 

9.1 Fill in the missing sounds.



...un



.....ump

9.2 Draw lines to match the words and pictures.

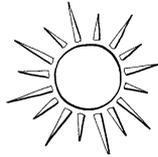
mat



jug



9.3 Write words for the pictures below.



.....



.....

9.4 Choose words from the box below to complete the sentences.

doll car

Ann wants a



.....

Bongi wants a



.....