



**basic education**

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

# **ANNUAL NATIONAL ASSESSMENT**

## **GRADE 3**

### **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.

**Read the story below and answer the questions that follow.**



It is Linda's first day at her new school. She is very excited, but also a little frightened. They are all in the hall and the principal is welcoming all the new learners. Fortunately Linda's best friend, Pinky, is also a new learner. All the new learners remain behind when the others go to their classes. The teacher takes the new learners to a classroom where she tells them to sit down.

Linda is sitting next to Pinky who comes from the same village as herself. This makes Linda feel relaxed. There are many pictures and charts on the wall. Pinky's puppy, Spot, followed her to school. She is trying hard to hide him. This frightens Linda because she thinks the teacher might send her friend Pinky and the puppy home. The boys, however, enjoy playing with Spot. They call the little puppy and poor Pinky cannot keep him out of sight. Pinky's teacher sees Spot!

As it is the first day, the teacher decides that she does not want to be too strict. She tells Pinky to come to the front and tell the class about Spot - where she got him, and how she cares for him. Pinky loves her pet and loves talking about him. Linda is glad. She is no longer frightened because she feels that the teacher is kind.

**1.1 What happened when the boys started playing with Spot?**

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**1.2 Complete the following sentence.**

Pinky's teacher called her to the front and

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**1.3 Spot was at school with Pinky. She was very worried about him being there.**

How did it happen that he came to school?

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**1.4 If you were the teacher, what would you have done?**

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**1.5 What should Pinky do in future to stop Spot from coming to school?**

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2. Look at the picture below and answer the questions that follow.

Date: Wednesday 30 May 2012

Time: Break time

Place: School hall



Cake sale

In aid of HIV Orphans

2.1 Choose the correct answer. Circle the letter of the answer.

What do we call a person who bakes cakes?

- A Policeman
- B Teacher
- C Butcher
- D Baker

2.2 Complete the sentence by adding the correct word.

The cake sale will take place on (Monday/Wednesday/Thursday/  
Friday)

**2.3 Circle the correct word.**

At what time will the learners sell cakes?

(before school/after school/at break time/during the Art period)

**2.4 Underline the most suitable answer.**

(Money/Shoes/Blankets/Food) is/are being collected for the HIV orphans.

**2.5 Cross out the incorrect words.**

We use ..... to bake a cake.

- a. glue
- b. eggs
- c. sand
- d. paint

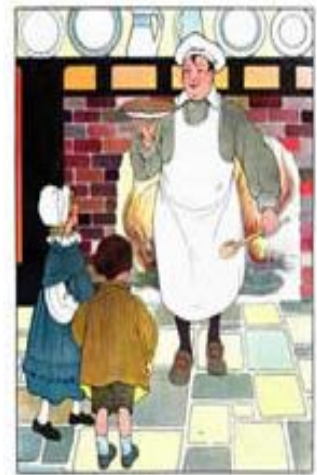
**Read the nursery rhyme and answer the following questions.**

**Pat a cake, pat a cake, Baker's man.**

**Bake me a cake as fast as you can.**

**Pat it and prick it and mark it with B.**

**Put it in the oven for Baby and Me.**



**3.1 Look at the picture. Choose the best answer. Circle the letter of the answer.**

For whom is the Baker's man baking the cake?

- A Himself
- B My sister
- C Baby and Me
- D Mom and Dad

**3.2 Complete the sentence.**

I bake a cake in a/an .....

**3.3 Choose and circle the letter of the correct answer.**

Before I can put a cake in the oven, I have to ... .

- A scrub the floor.
- B wash the clothes.
- C switch on the oven.
- D switch off the oven.

**3.4 Underline the best answer to the question below.**

Which letter of the alphabet did the Baker's man put on the cake?

D    B    P    T

**3.5 Answer the question in your own words.**

Why will a cake not rise?

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4. Read the following joke and answer the questions that follow.

A mother walked into her son's room and said cheerfully, "Up. Up. It's time to go to school."  
The son replied, "I don't want to go to school."  
"You have to go," the mother said.  
"I hate that school. The kids are mean and rotten."  
"You still have to go," exclaimed the mother.  
"It's like jungle. One fight after another. They threaten me at least 100 times a day!" cried the son.  
"You have to go to school!!!"  
"Why must I go?" pleaded the son.  
"Because," replied the mother, "You are the principal!"

4.1 Write down two words that you found difficult to read.

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4.2 What do the words below mean?

4.2.1 cheerfully.....

4.2.2 replied .....

4.3 Find two words in the joke that have vowel digraphs and write it down.

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**4.4 Find a word in the joke that means the same as ...**

4.4.1 dislike.....

4.4.2 nasty.....

**4.5 Read the joke and answer the question in a full sentence.**

Why did the son have to go to school?

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**5.1 Choose the correct word. Write it in the space provided.**

5.1.1 The ..... juggled the skittles.  
(clown/cloun)

5.1.2 The little boy pressed the ..... button.  
(paws/pause)

**5.2 Circle the correct answer.**

The person who writes a book is called an ....

- A awther.
- B author.
- C auther.
- D orther.

**5.3 Underline the correct words.**



5.3.1 sight/site

5.3.2 blue/blew

5.4 Look at the pictures and complete the word using one of the following options. (ff ph f gh)



5.4.1 co....ee



5.4.2 dol....in

5.5 Use the words in the above question and make a meaningful sentence with each of them.

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6.1 Choose the correct word. Circle the letter of your answer.

Which 'ew' word does not sound the same as the others?

- A dew
- B mew
- C few
- D flew

6.2 Circle the letter of the correct word.

Daddy fills his car with ... when we go on holiday.

- A glue
- B true
- C fuel
- D Sue

**6.3 Underline the correct answer.**

Which one of the following words rhymes with star?

collar/car/nectar/pillar

**7.1 Choose the correct word. Circle the letter of the answer.**

I like to drink ....

- A tea.
- B tee.
- C tae.
- D te.

**7.2 Choose the correct answer. Circle the letter of the answer.**

I like to ... a story book.

- A reed
- B read
- C raed
- D rede

**7.3 Read the sentence and underline the correct word.**

I have to comb my (hare/hair) before I go to school.

7.4 Look at the picture below and fill in the missing word.



Yesterday I ..... my bicycle. (rode/road)

7.5 Make a sentence with the following word.

mail

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8.1 Rewrite the following words in cursive writing.

cat .....

vet .....

8.2 Underline the correct word.

Mommy likes to buy clothes on (sail/sale).

8.3 Rewrite the sentence in cursive writing.

I want to go to the shop to buy some sweets.

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**8.4 Fill in the missing words. Write in cursive writing.**

The boy and the ..... want to  
..... to school.

**8.5 Circle the correct word and rewrite it in cursive writing.**

I want to (go/goes) to town.

**9.1 Rewrite the following sentence in cursive writing.**

Yesterday we went to the zoo.

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**9.2 Complete the missing alphabet letters in cursive writing. Use the upper case (capital letters).**

x ..... y ..... z .....

**9.3 Match the cursive letters to the print.**

		Column A	Column B	
	9.3.1	E	A	E
	9.3.2	G	B	G

**9.4 Rewrite the given words in cursive writing. Use capital letters where needed.**

claws .....

Port Elizabeth .....

**9.5 Copy the sentence below in cursive writing. Use unruled (blank) paper.**

We saw five monkeys and two lions at the zoo.

**10.1 Write a story of 10 sentences about your favourite animal.**

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10.2 Write the story of the *Three Little Pigs* in your own words. Write at least 8 to 10 sentences.

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10.3 Describe the wolf in the story of the *Three Little Pigs*. Write about what he looks like, what he eats, what he wants, what he does. Write between 8 and 10 sentences.

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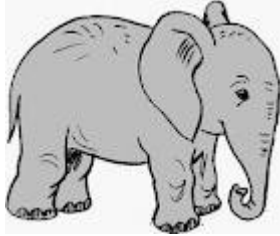
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10.4 Write a story of about 10 sentences on the picture of the baby elephant below.



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**10.5 Write your own short story about any animal for the class library.  
Draw picture(s) about the story.**

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**11.1 Choose the correct adjective. Circle the letter of the correct answer.**

I saw a ... lion at the zoo.

- A j uge
- B hug
- C huge
- D hewg

**11.2 Underline the correct adverb in the following sentences.**

11.2.1 The lion eats hungrily.

11.2.2 The elephants walk slowly.

**11.3 Circle the verb in the following sentences.**

11.3.1 The monkeys play in their cages.

11.3.2 The leopard lies in the sun.

**11.4 Match the animals to their babies.**

		<b>Column A</b>	<b>Column B</b>
	11.4.1	lion	A foal
	11.4.2	horse	B cub

**11.5 Fill in the correct noun in the sentences.**

11.5.1 A ..... hisses when you get close to it.

11.5.2 A ..... roars when it is cross.

**12.1 Write at least 10 sentences about your personal news.**

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**12.2 Write at least 10 sentences about your visit to the dentist.**

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**12.3 Write a report of 10 sentences to your local newspaper about your recent prize-giving.**

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**12.4 Write your own story about a little boy or girl's visit to the doctor.**

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**12.5 Write 10 sentences about your first day in the Grade 3 class.**

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**13.1 Rewrite the following sentence by using the correct punctuation.**

did you go to thabo's party on Saturday

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**13.2 Rewrite the sentence and use the correct punctuation.**

don't eat sweets cakes chips and chocolates

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**13.3 Write 3 sentences (1 paragraph) using the following punctuation marks:**

comma/capital letter/exclamation mark/full stop

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**13.4 Choose the correct punctuation mark for the sentence below. Put it in the correct place.**

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Please sit down

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**13.5 Correct the punctuation in the passage below. Rewrite the sentences.**

Tina raced her brother vuyo down the road I am going to beat you she laughed looking back at him Then Tina ran right into a web She jumped around screaming Is it on me Get it off of me

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**14.1 Choose the correct answer. Circle the letter of the answer.**

There are five ... having tea.

- A ladees
- B laydies
- C ladies
- D ladys

**14.2 Underline the correct word.**

She did the work in her book very (clumsily/clumsily/clumsy/clamsily).

**14.3 Choose the correct answer. Circle the letter for your answer.**

There are lots of ... on the farm.

- A ships
- B sheep
- C cheep
- D sheeps

**14.4 Match the singular with the plural form of the word.**

		Column A	Column B
	14.4.1	leaf	A lunches
	14.4.2	lunch	B leaves

**14.5 Look at the picture below and write the correct plural in the sentence.**



The girls wore beautiful ..... to the party.

**15.1 Choose the correct answer. Circle the letter of the correct answer.**

I am walking to school.

but

Yesterday I ... to school.

- A were walking
- B was walking
- C walked
- D walk

**15.2 Rewrite the sentence starting with 'Yesterday'.**

They are eating apples.

Yesterday .....

**15.3 Rewrite the passage in the past continuous tense.**

My dog and I are taking a walk down the street. As we are getting closer to Mike the baker, he is shouting at us to stop.

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**15.4 Change the sentence to the future continuous tense starting with 'Tomorrow'.**

I am brushing my teeth.

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**15.5 Write any two sentences in the future continuous tense.**

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