



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

ANNUAL NATIONAL ASSESSMENT

GRADE 4

ENGLISH FIRST ADDITIONAL 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. The structure of exemplar questions

The exemplars are designed to illustrate different techniques or styles of assessing the same skills and/or knowledge. For instance, some 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.). So, if teachers and learners find a number of exemplar questions that are structured differently but are asking the same thing, they should understand that this is deliberate and learners must respond to all the exemplar questions. Exposure to a wide variety of questioning techniques or styles gives learners the necessary confidence to confront tests.

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 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).

4. 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:

- 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 time for instruction 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 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.
- 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 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.

5. 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.

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 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.

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, 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 passage below and then answer the following questions:

One summer's day a grasshopper was hopping about, chirping and singing happily. An ant passed by, carrying pieces of mealies to its nest.

'Why not come and talk to me,' said the grasshopper, 'instead of working so hard.'

'I am helping to store food for the winter,' said the ant, 'and suggest you do the same.'

'Why worry about winter?' said the grasshopper. 'We have plenty of food now.'

The ant went on its way. When winter came the grasshopper had no food and found itself dying of hunger, while it saw the ants sharing the mealies they had collected in the summer.

1.

1.1 **Circle the letter of the correct answer.**

Which is the best title for this story?

- A The Ant
- B The Insects
- C The Ant and the Grasshopper
- D The Grasshopper

(1)

1.2 **Fill in the missing word.**

The ant met the _____.

(1)

1.3 **State whether the following sentence is True or False:**

Give a reason for your answer.

The grasshopper had enough food for the winter.

Tick the correct answer.

(2)

TRUE	FALSE
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1.4 Do you think the ant was hardworking?

YES	NO
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(2)

Give a reason for your answer.

1.5 **Fill in the blank space.**

_____ collected pieces of mealies for the winter.

(1)

2.

2.1 **Circle the letter of the correct answer that best describes the character of the ant.**

(1)

A Selfish

B Lazy

C Hardworking

D Careless

(1)

2.2 **Complete the following sentence:**

The ant _____ mealies in the summer.

(1)

2.3 **State whether the following sentence is True or False:**

Give a reason for your answer.

The grasshopper had enough food in winter. (2)

2.4 **Do you think the grasshopper had enough food in the winter?**

Tick the correct answer.

YES	NO
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Give a good reason for your answer.

_____ (2)

2.5 **Fill in the blank space.**

The ant stored food for the _____.

(1)

Thirty days has September,
April, June and November.
All the rest have thirty-one,
Excepting February alone
Which has twenty-eight days clear
And twenty-nine in each leap year.

3.

3.1 Circle the word that rhymes with **September**.

A April

B February

C November

D June

(1)

3.2 **Fill in the blank space.**

_____ rhymes with year.

(2)

4.

4.1 Do you think that February has 29 days every year?

Tick the correct answer.

YES	NO
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Give a good reason for your answer.

(2)

4.2 **State whether the following sentence is True or False:**

Give a reason for your answer.

September has 31 days.

TRUE	FALSE
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(2)

5. **Timetable for the afternoon activities at Simunye Primary School**

Monday	Tuesday	Wednesday	Thursday	Friday
Cricket practice	Athletics	Arts & Crafts or Choir	Chess	Cricket practice
Under 9 and 10				Under 11 and 12
3:00 – 4:00	3:00 – 4:00	3:00 – 4:00	3:00 – 4:00	3:00 – 4:00
Playground	Playground	4 A Classroom	5 A Classroom	Playground

5.1 **Circle the letter of the correct answer.**

On a Monday which age groups practise cricket?

- A Under 8 and 7 (1)
- B Under 9 and 10
- C Under 13 and 14
- D Under 11 and 12

5.2 **Complete the following sentence:**

Arts and Crafts is practised on _____ (1)

5.3 **State whether the following sentence is True or False.**

Cricket is practised once a week.

TRUE	FALSE
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Give a reason for your answer. (2)

5.4 **Complete the following sentence:**

On Thursday chess is practised in _____ (1)

6.

6.1 **Circle the letter of the correct answer.**

Which two activities take place in the classroom?

A Cricket and chess

B Arts & Crafts and choir

C Chess and Athletics

D Arts & Crafts and Chess

(1)

6.2 **Complete the following sentence:**

All under 9 to under 12 learners practise _____.

(1)

7.

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

Identify the adjective in the given sentence.

The girl is pretty.

A The

B girl

C pretty

D is

(1)

7.2 **Write the adjective in the space provided.**

The orange is very sweet.

(1)

7.3 **Underline the adjective in the following sentence:**

Tumi is the best student in our class.

(1)

7.4 **Underline the correct preposition.**

My food is (on, in) the plate.

(1)

7.5 **Circle the letter of the correct answer**

My cat climbed _____ the tree.

A in

B up

C on

D at

(1)

8. **Join the two sentences together by using 'and'.**

It was hot. We went for a swim.

(1)

9. **Read the following paragraph:**

Every four years, the world's greatest athletes compete in the Olympic Games. Countries from all over the world take part. The Olympic symbol is five rings, for the five continents that send their best athletes. Winners are given a gold medal.

(1)

9.1 **Fill in the missing words to complete the following paragraph:**

The Olympics are held every _____ years, for the _____ sportsmen and women from all over the world.

(2)

10 **Circle the letter of the correct answer.**

10.1 Give the **male** form of daughter.

- A brother
- B girl
- C sister
- D son

(1)

10.2 **Complete the sentence by filling in the missing word.**

The opposite gender of a bull is _____ .

(1)

11. **Circle the letter of the correct answer.**

Identify the pronoun in the given sentence.

The girl hurt herself in the classroom

- A girl
- B classroom
- C herself
- D hurt

(1)

12.

12.1 **Circle the letter of the correct answer.**

John is the _____ boy in the class.

- A most tall
- B taller
- C tall
- D tallest

(1)

12.2 **Fill in the blank space.**

cold _____ coldest (1)

12.3 **Underline the correct answer in the sentence.**

My grandmother is the (older, oldest) in our family. (1)

13.1 **Write the word that is similar in meaning to the underlined word.**

The school begins at 8 o'clock. (1)

The school _____ at 8 o'clock.

13.2 **Fill in the blank space with a word similar in meaning to small.**

_____ (1)

14 **Punctuate the following sentences:**

14.1 Jerry bought oranges apples and bananas at the market (1)

14.2 Did you polish your shoes (1)

15.1 Read the speech bubbles.

We need wood...
to make fire,
for cooking,
to make furniture,
to make paper,
to build houses.

But trees can
shelter many little
animals,
give us fruit,
give us shade,
give us leaves to make
medicine,
provide food for animals.

Complete the following paragraph by filling in the missing words:

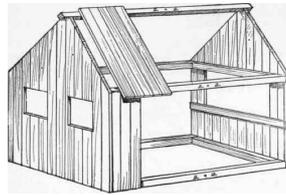
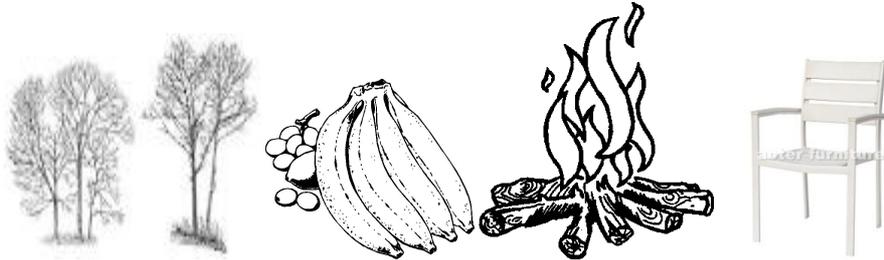
We need trees. Trees give us (15.1.1) _____ and (15.1.2) _____.

People use wood from trees to make (15.1.3) _____.

Trees are useful to animals because (15.1.4) _____.

(4)

15.2 Look at the pictures below. Write a paragraph of about SIX (6) sentences why trees are important to people and to animals.



(4)