



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

ANNUAL NATIONAL ASSESSMENT

GRADE 4

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. 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 following passage and then answer questions 1 to 6.

SANDY AND THE SNAIL

A few years ago, on a lazy Sunday morning, Sandy was playing in the garden while visiting her grandparents. She found a beautiful, brightly-coloured, bigger-than-usual garden snail. She wanted to take it home, but as she pulled, the snail made a squelching noise and held on to the rock. The harder Sandy pulled and tugged, the more tightly the snail held on.

Suddenly Sandy slipped and fell – with the snail stuck to her finger. She tried with all her might to pull it off, but it was stuck. She was as white as a sheet when she ran to her grandfather for help. He heaved and groaned, but the snail just made a little squelching noise and held on even tighter.

That afternoon a very upset and tearful Sandy went home where her father tried to use his tools to pull the snail off her finger.

The next day at school everybody tried their best to get rid of the stubborn snail until they went to Mr Haywire, the Natural Sciences teacher, who tried to use chemical injections, potions and pliers.

Nobody could get the snail off Sandy's finger and so she felt very upset. She ran home and just before she opened the front gate, she slipped in the mud. The snail started to feel at home when it felt the mud and water and started to move off her finger.

Sandy remembered what Mr Haywire had told them about snails. She carefully carried the snail back to the rock where she had found it.

Then, humming to herself, she went to the bathroom to clean up before supper.

1.1 What lesson can you learn from this story?

(1)

1.2 Circle the correct letter.

What important lesson can you learn from this story?

- A You must not move creatures from where they live.
- B You must be firm when moving creatures.
- C You must not let creatures get stuck to your finger.
- D You must not play in the garden where you can fall.

(1)

1.3 Answer True or False and give a reason for your answer.

Sandy learnt that you should not move creatures from their homes.

(1)

1.4 Complete the following sentence by filling in the missing word.

The snail felt at _____ when Sandy fell in the water and mud.

(1)

2.1 Name the girl and the type of creature in the story?

(1)

2.2 Circle the correct letter.

The main characters in the story are _____

- A Mr Haywire and the principal.
- B Cindy and the snail.
- C Sandy's grandfather and father.
- D Sandy and the snail.

(1)

2.3 Answer True or False and give a reason for your answer.

Sandy found the snail on a Saturday.

(1)

2.4 Complete the following sentence by filling in the missing word:

Sandy found the snail on a rock in the _____

(1)

3.1 Write down what you think could be the effect of the cause given.

Cause and Effect means when you do one thing, something else will happen.

Cause: If you don't bath regularly

Effect: you would be dirty and smell bad.

3.1.1 What effect did taking the snail have on Sandy?

(1)

3.1.2 Circle the correct answer.

When Sandy could not remove the snail from her finger, she was_____

A excited.

B upset.

C surprised.

D happy.

(1)

3.1.3 How did Sandy feel when she could not remove the snail from her finger?

(1)

3.1.4 Sandy wanted to keep the snail on her finger as a pet.

(1)

3.2.1 Why was Sandy upset?

(1)

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

Sandy became upset when _____

- A she found the stubborn snail.
- B nobody could remove the snail.
- C her principal laughed at her.
- D she got rid of the snail.

(1)

3.2.3 Why did Sandy feel upset?

(1)

3.2.4 **Answer True or False and give a reason for your answer.**

Sandy felt happy because she had a new pet.

(1)

4.1 Do you feel sorry for Sandy? Give a reason.

(1)

4.2 **Complete the following sentence by filling in the missing word:**

I felt _____ when I read this story.

(1)

5.1 From the passage explain what 'as white as a sheet' means.

(1)

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

When Sandy could not get the snail off her finger_____

- A she was sad.
- B she was happy.
- C she looked very pale and scared.
- D she was afraid.

(1)

5.3 **Answer True or False and give a reason for your answer.**

Sandy looked happy when she could not get the snail off her finger.

6.1 What did Sandy do when she could not get the snail off her finger?

(1)

6.2 **Circle the correct answer.**

Who did Sandy go to when she could not get the snail off her finger?

- A She went to the clinic.
- B She went to the principal.
- C She went to the people she knew.
- D She went to the neighbours.

(1)

6.3 Who did Sandy go to when she could not get the snail off her finger?

(1)

7. Look at the heading below and then answer questions 7.1.1 to 7.2.4.

THE PAPER FOR THE PEOPLE OF TSHWANE	
PRETORIA NEWS	
R5, 00	Monday, 12 December 2011

7.1.1 Who would read this newspaper?

(1)

7.1.2 Circle the correct letter.

Who will read this newspaper?

- A The people of Tshwane
- B The people of Lesotho
- C The people of Durban
- D The people of Bloemfontein

7.1.3 Answer True or False and give a reason for your answer.

The people of Tshwane are most likely to read this newspaper.

7.1.4 Complete the sentence by filling in the missing word.

The people of _____ are most likely to read this newspaper. (1)

7.2.1 What was the price of this newspaper?

(1)

7.2.2 Circle the correct answer.

The newspaper cost _____

A R500.

B R5,00.

C R50.

D 50c.

(1)

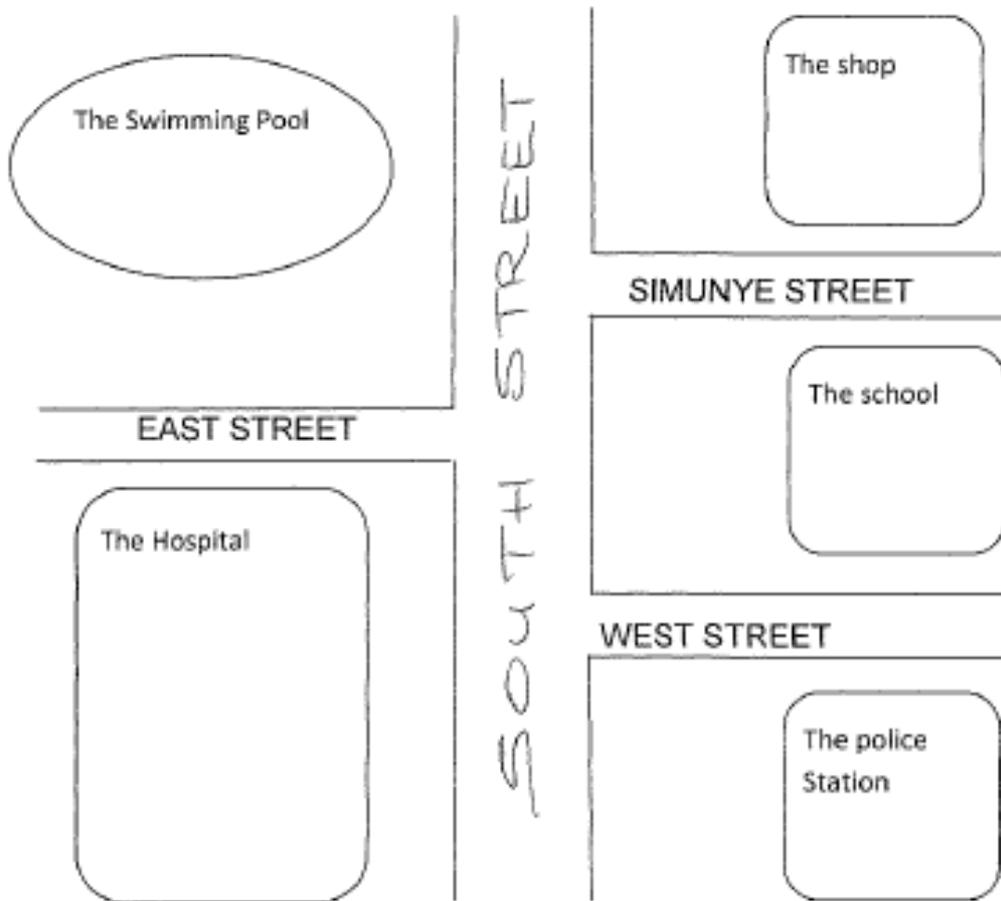
7.2.3 Answer True or False and give a reason or your answer.

The newspaper cost R5,00.

7.2.4 Complete the sentence by filling in the missing word.

PRETORIA NEWS is a daily _____.

8. Look at the map below and then answer the questions that follow:



8.1 Circle the correct answer.

The school is between the _____

- A hospital and the police station.
- B shop and the swimming pool.
- C police station and the shop.
- D hospital and the swimming pool.

(1)

8.2 Answer True or False and give a reason.

The school is between the shop and the swimming pool.

(1)

8.3 What will you find between the police station and the shop?

(1)

8.4 Complete the sentence by filling in the missing word.

The school is _____ the police station and the shop.

(1)

9.1 Number the following sentences into their correct order.

	Feeling sick	Correct order
1.	Tom took his medicine and went to bed.	
2.	His mother took him to the doctor.	
3.	The doctor gave him medicine.	
4.	At school Tom felt very sick.	
5.	His teacher called his mother.	

(1)

9.2 Rewrite the following sentences into the correct order:

Feeling sick

Tom took his medicine and went to bed.

His mother took him to the doctor.

The doctor gave him medicine.

At school Tom felt very sick.

His teacher called his mother.

Answer

1. _____
2. _____
3. _____
4. _____
5. _____

9.3 The following sentences tell us that Tom is sick. The order is incorrect.

Circle the letter of the correct answer.

	Feeling sick
1.	Tom took his medicine and went to bed.
2.	His mother took him to the doctor.
3.	The doctor gave him medicine.
4.	At school Tom felt very sick.
5.	His teacher called his mother.

- A 4, 5, 2, 3, 1
- B 1, 2, 3, 4, 5
- C 4, 3, 2, 1, 5
- D 2, 1, 4, 3, 5

(1)

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

The following sentences tell us that Tom is sick. The order is incorrect.

Feeling sick	
1.	Tom took his medicine and went to bed.
2.	His mother took him to the doctor.
3.	The doctor gave him medicine.
4.	At school Tom felt very sick.
5.	His teacher called his mother.

- A 4, 5, 2, 3, 1
- B 1, 2, 3, 4, 5
- C 4, 3, 2, 1, 5
- D 2, 1, 4, 3, 5

(1)

10.1.1 **Rewrite the following sentence from the simple present tense to the simple past tense.**

The wind blows gently.

(1)

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

Choose the sentence that is written in the simple past tense.

- A The wind was blowing gently.
- B The wind blowed gently.
- C The wind were blowing gently.
- D The wind blew gently.

(1)

10.2.1 **Rewrite the following sentence from the simple present tense to the simple past tense:**

The car stops at the traffic lights.

(1)

10.2.2 **Choose the sentence that is written in the simple past tense.**

- A The car was stoping at the traffic lights.
- B The car were stopped at the traffic lights.
- C The car stoped at the traffic lights.
- D The car stopped at the traffic lights.

(1)

11.1.1 **Join the sentences using the conjunction provided.**

Brush your teeth. You go to bed. (before)

(1)

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

Identify the sentence with the correct sentence ending.

Brush your teeth _____

- A after you go to bed.
- B but you go to bed.
- C so you go to bed.
- D before you go to bed.

(1)

11.1.3 **Answer True or False.**

Brush your teeth after you go to bed.

The correct conjunction has been used.

(1)

11.2.1 **Join the sentences using the conjunction provided.**

Sipho went home. He was ill. (because)

11.2.2 **Circle the correct answer.**

Identify the sentence with the correct sentence ending.

Sipho went home _____ (1)

A unless he was ill.

B because he was ill.

C but he was ill.

D until he was ill.

(1)

11.2.3 **Answer True or False.**

The correct conjunction has been used.

Sipho went home and he was ill.

(1)

12.1.1 **Underline the prefix in the sentence below.**

The children dislike spiders.

(1)

12.1.2 **Add a prefix to the underlined word to form an opposite.**

The children like spiders.

(1)

12.1.3 **Give one word, starting with a prefix, for the words in brackets.**

The children (do not like) spiders.

(1)

12.2.1 **Underline the prefix in the sentence below.**

Bongi's desk and bag are very untidy.

(1)

12.2.2 **Add a prefix to the underlined word to form an opposite.**

Bongi's desk and bag are very tidy.

(1)

12.2.3 **Give one word, starting with a prefix, for the words in brackets.**

Bongi's desk and bag are (not very tidy).

(1)

13.1.1 Fill in the apostrophe to show possession.

The boys took Janes book.

(1)

13.1.2 Circle the letter of the correct answer.

The apostrophe is only used correctly in one of the sentences below.

A The boy's took Janes book.

B The boys' took Janes book.

C The boys took Jane's book.

D The boys took Janes' book.

(1)

13.2.1 Fill in the apostrophe to show possession.

The policemens dogs are brave.

(1)

13.2.2 Circle the letter of the correct answer.

The apostrophe is only used correctly in one of the sentences below.

A The policemens dog's are brave.

B The policemen's dogs are brave.

C The policemens dogs' are brave.

D The policemens' dogs are brave.

14. Look at the paragraph below and then summarise the information in the following table:

Tourists like to visit South Africa because there is a lot to do and see. South Africa is famous for The Big Five which can be seen at the Kruger National Park. Visit the Cape in spring and you will see mother whales with their babies in the sea. At St Lucia in KwaZulu-Natal, you can observe hippos and crocodiles. The Table Mountain in Cape Town has just been declared a Wonder of the World. The Big Hole in Kimberley is the biggest man-made hole in the world. The Cango Caves near Oudtshoorn are three kilometres long.

14.1 Complete the table using the information in the paragraph.

Column A	Column B
14.1.1 Which wonder of the world is found in Cape Town?	
14.1.2 What is the name of South Africa's most famous national park where The Big Five can be seen?	
14.1.3 Which caves near Oudtshoorn are 3 km long?	
14.1.4 Where is the Big Hole?	

(4)

14.2 Study the paragraph and find the names of the places.

Tourist Attraction	Place
14.2.1 Table Mountain	•
14.2.2 Big Five	•
14.2.3 Cango Caves	•
14.2.4 The Big Hole	•

(4)

15.1 Complete the sentence endings to write six sentences about the following topic:
On the Playground

The name of my school is _____

We play outside when _____

Some children throw _____

My teacher helps _____

My friend likes to chase _____

(6)

15.2 Use the mind map below to write sentences about the following topic:
On the Playground

(6)

