



**basic education**

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

# **ANNUAL NATIONAL ASSESSMENT**

## **GRADE 5**

### **ENGLISH FIRST ADDITIONAL LANGUAGE**

#### **TERM 3: 2012 EXEMPLAR**

## GUIDELINES FOR THE USE OF 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 based on the curriculum 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 assessment that learners must undergo on a continuous basis and does not replace the school based assessment.

### 2. The structure of the exemplar questions

The exemplars are designed to illustrate different techniques or styles of assessing the same skills and/or knowledge. For instance, specific 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.). Therefore, teachers will find a number of exemplar questions that are structured differently but are targeting the same specific content and skill. Exposure to a wide variety of questioning techniques or styles gives learners the necessary confidence to respond to different test items.

### 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 (NCS), Grades R to 12, the Curriculum and Assessment Policy Statements (CAPS) for the relevant grades and the National Protocol for Assessment. These documents, together with any other that a school may provide, will constitute a rich resource base to help teachers in planning lessons and conducting formal assessment.

### 4. How to use the exemplars

While the exemplars for a grade and a subject have been compiled into one comprehensive set, the learner does not have to respond to the whole set 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 instructional time 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 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, depending on the work that has been covered at a particular point in time. It is important to ensure that learners eventually get sufficient practice in responding to full tests of the type of the ANA model test.

## 5. Memoranda or marking guidelines

A typical example of the expected responses (marking guidelines) has been given for each exemplar test question and for the ANA model test. Teachers must bear in mind that the marking guidelines can in no way be exhaustive. They 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 covers work relating to 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. 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 story and then answer the questions based on it.**

One day, a farmer found a lion trapped in a cage. The lion wept and pleaded with the farmer, 'Please free me from this cage! I shall give you a cow if you do so.'

The farmer undid the lock and opened the door for the lion. As soon as he was free, the lion threatened the farmer, 'I shall now kill you, drink your blood and eat your flesh.' Seeing the fox coming down the forest path, the farmer replied, 'Let's ask a judge to settle this problem for us.' The lion readily agreed. He pointed to the fox and declared, 'That is our judge.'

The judge allowed the farmer and the lion each to tell what had happened. Then he questioned the lion.

The fox asked the lion, 'Was the farmer in the cage?'

'No, I was,' replied the lion.

The fox asked the lion again, 'Were you and the farmer in the cage?'

'No! I just told you that I was in the cage!' the lion answered angrily.

The fox asked the lion a third time, 'Did you put the farmer in the cage?'

The lion roared his displeasure, 'Oh! You are, indeed, a fool! I told you that the farmer was not in the cage. I was! Here, let me show you!'

With those words he entered the cage. No sooner had he done so than the fox slammed the cage door shut and locked it. The farmer breathed a sigh of relief and thanked the judge. The fox winked at the lion and exclaimed, 'Now, who is the fool?' and trotted off into the jungle.

1.1 Circle the letter of the best title for this story.

- A The Forest Trap
- B The Foolish Fox
- C The Caged Trap
- D The Smart Judge

(1)

1.2 Write a suitable title for the story. (2)

1.3 Complete the sentence below.

The best title for the story is ... (2)

1.4 What is the title of the story? (1)

2.1 What did the farmer do when the lion threatened to kill him after he was let out of the cage? (2)

2.2 Circle the letter of the correct answer.

The lion threatened to kill the farmer after he was let out of the cage. So the farmer...

A ran to the fox.

B asked for a judge.

C begged for his life.

D prayed for his life. (1)

2.3 Complete the sentence below.

When the lion threatened to kill the farmer after he was let out of the cage, the farmer...

(2)

2.4 State whether the following statement is True or False. Give a reason for your answer.

When the lion threatened to kill him, the farmer begged for his life.

(2)

2.5 Rearrange these events in the order that they appear in the story.

- a. Farmer asks for a judge.
- b. Lion is trapped in the cage.
- c. Farmer helps lion out of the cage.
- d. Lion is put back in the cage.
- e. Lion threatens to kill farmer.
- f. Fox judges.

(2)

3.1 Circle the letter of the correct answer.

The lion threatened to kill the farmer after he came out of the cage. But the farmer was...

- A calm.
- B angry.
- C tense.
- D thankful.

(1)

3.2 How would you describe the farmer's response when the lion threatened to kill him?

(2)

3.3 Choose the suitable word from those in the brackets below to complete the following sentence:

To be (calm) means not to be worried or excited.

To be (tense) means to be worried.

When the lion threatened to kill him after he had been let out of the cage, the farmer remained...

(2)

3.4 State whether the following statement is True or False. Give a reason for your answer.

When the lion threatened to kill the farmer, he became tense.

(2)

3.5 Match the content in Column A with the relevant answer in Column B by drawing a line.

<b>COLUMN A</b> <b>Story character</b>	<b>COLUMN B</b> <b>Adjectives</b>
Farmer	Tense Happy Calm

(1)

3.6 Who said these words, 'Now, who is the fool'?

(1)

4.1 Circle the letter of the correct answer.

The lion cried and asked the farmer for help because ...

A he was in great pain.

B he was trapped in a cage.

C he wanted the fox to judge the case.

D he wanted to tell his side of the story.

(1)

4.2 Match the content in column A with the correct answer in column B by drawing a line.

<b>COLUMN A</b> <b>Cause</b>	<b>COLUMN B</b> <b>Effect</b>
The lion was trapped in a cage...	– so he asked fox to judge their case. – so he cried and asked the farmer for help.

(1)

4.3 Complete the sentence below.

The lion cried and asked the farmer for help because ...

(2)

4.4 Why did the lion cry and ask the farmer for help?

(2)

4.5 State whether the following statement is True or false. Give a reason for your answer.

(2)

The lion cried and asked the farmer for help because he was in great pain.

5.1 Circle the letter of the correct answer.

What can we learn from the story?

A We must use our minds to solve problems.

B We must be strong in order to get what we want.

C We must shout loudly in order to get what we want.

D We must walk away from those who helped us.

(1)

5.2 What can we learn from the story?

(2)



5.3 State whether the following statement is True or False. Give a reason for your answer.

We can learn from the story that we must be strong to get what we want. (2)

5.4 Complete the sentence below.

What can we learn from the story? We can learn that ... (2)

6.1 The lion called the fox a fool. Why did he think that the fox was a fool? (2)

6.2 State whether the following statement is True or False. Give a reason for your answer.

The lion called the fox a fool because he was not strong. (2)

6.3 Circle the letter of the correct answer.

The lion called the fox a fool because he...

A did not shout loudly.

B was not big and strong.

C did not know what had happened.

D asked the same question several times. (1)

6.4 Do you think the lion was clever? Give a reason for your answer. (2)

7.1 Tick four statements from the choices listed below that show why litter is bad for the environment.

- a. New plants can grow easily.
- b. Seeds will not grow well.
- c. It can kill fish in the river.
- d. Germs grow easily.
- e. Land gets dirty.

(4)

7.2 Fill in the blanks with suitable words from the list given below. The sentences tell us why littering is bad for the environment.

<b>air</b>	<b>die</b>	<b>seeds</b>	<b>germs</b>	<b>water</b>	<b>dirty</b>
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It is not good to throw litter anywhere we like. It will make the land..... Life can become dangerous for us because ..... like to grow in such places. Litter in the river can make the fish ..... Farmers will find it difficult to plant ..... where the ground is covered in litter.

(4)

7.3 Fill in the blanks with meaningful words so that the sentences give four reasons why littering is bad for the environment.

It is not good to throw litter anywhere we like. It will make the land ..... Life can become dangerous for us because ..... like to grow in such places. Litter in the river can make the fish ..... Farmers will find it difficult to plant ..... in the earth that is full of litter.

(4)

7.4 Write four reasons why littering is bad for the environment.

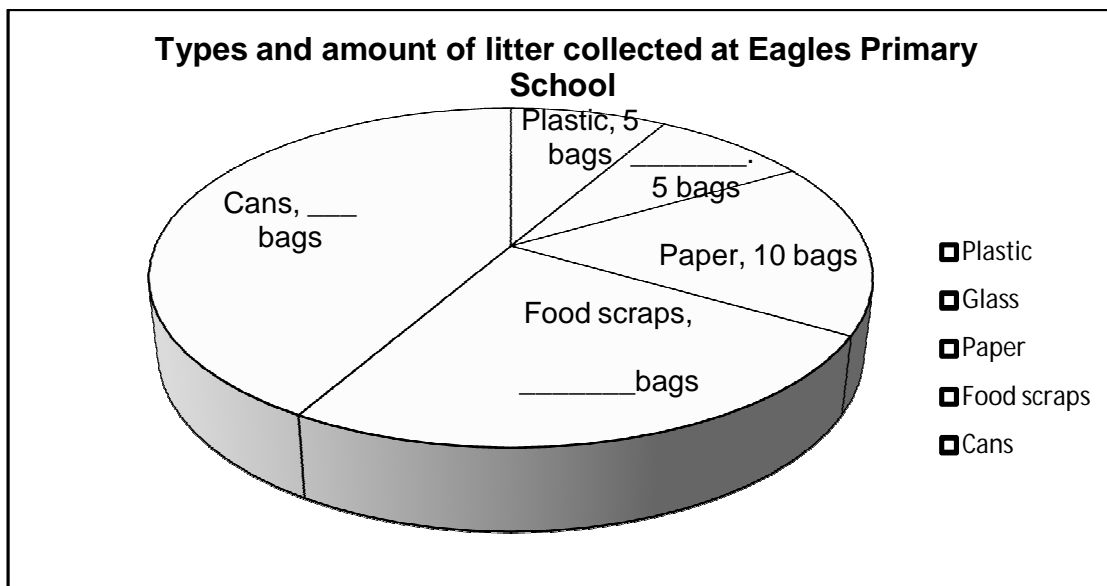
(4)

8.1 Fill the blanks in the table below. The first two have been done for you.

COLUMN A TYPES OF LITTER	COLUMN B HOW MUCH FOUND?
1. Plastic	5 bags
2. Paper	10 bags
3. Food scraps	.....
4. ....	5 bags
5. Cans	.....

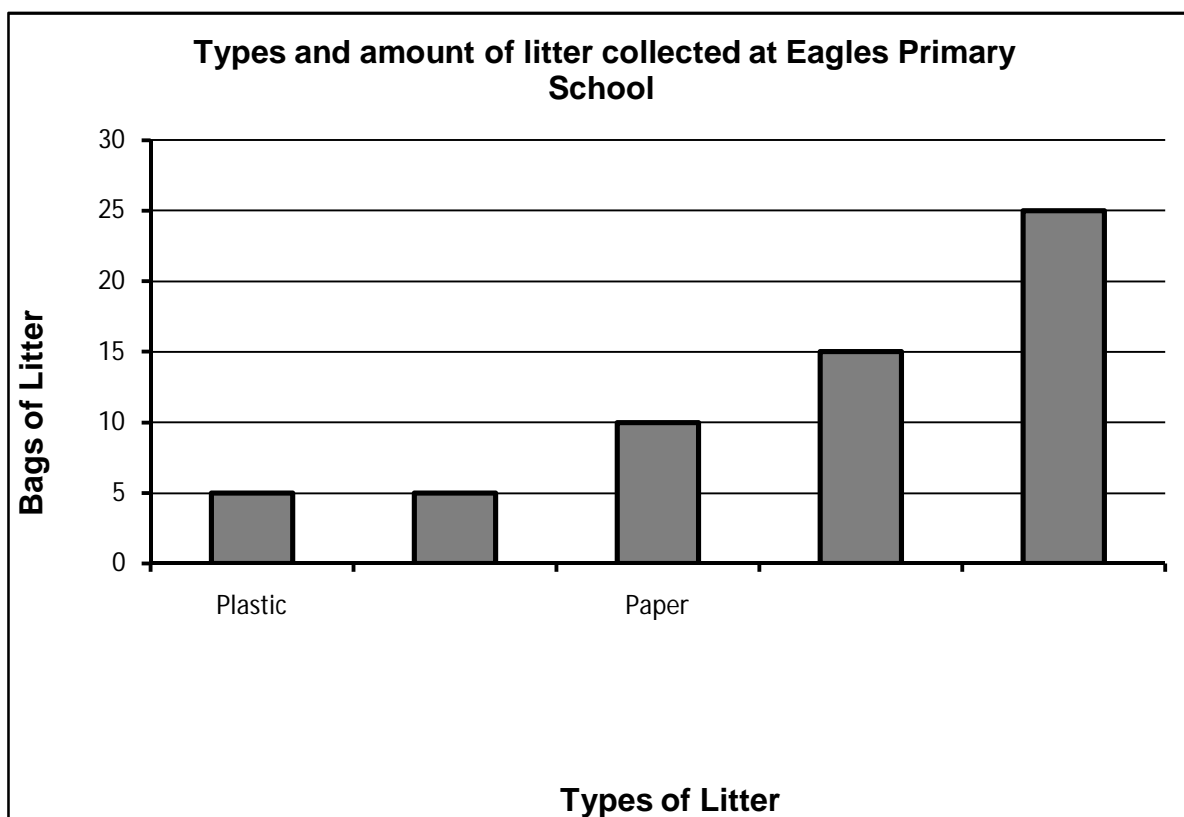
(3)

8.2 Study the chart and fill in the blanks on the chart itself.



(3)

8.3 On the graph below there are five bars. Two of them have been labelled. Label the remaining three bars on the graph itself.



(3)

9.1 Draw and label a simple pie chart to show the different types of litter collected by Eagles Primary School. Write a title for the chart.

(2)

9.2 Draw and label a simple bar graph to show the types and amount of litter collected by Eagles Primary School. Write a title for the graph.

(2)

9.3 Draw and label a mind map to show the different types of litter collected by Eagles Primary School. Write a title for the mind map.

(2)

10.1 Circle the letter of the word which is correctly spelt from the choices given below.

Eagles Primary School \_\_\_\_\_ conducted a clean-up campaign at their school.

A Successfully

B Successfully

C Successfully

D Successfully

(1)

10.2 Circle the word that is correctly spelt from the words given in the brackets.

Eagles Primary School (sucessfully, successfully) conducted a clean-up campaign at their school.

(1)

10.3 Correct the spelling of the underlined word in the sentence below.

Eagles Primary School sucesfully conducted a clean-up campaign at their school.

(1)

10.4 Choose the correctly spelt word(s) in Column A and write them in Column B.

COLUMN A	COLUMN B
1. succses	..... _____
2. succesful	..... _____
3. success	..... _____
4. successful	..... _____

11.1 Write the correct form of the word in the brackets.

After the clean-up campaign, Eagles Primary School became the (clean) school in the community. (1)

11.2 Circle the letter of the correct answer.

After the clean-up campaign, Eagles Primary school became the \_\_\_\_ school in the community.

A cleaner

B cleanest

C most clean

D more cleaner (1)

11.3 Circle the correct answer in the brackets.

After the clean-up campaign, Eagles Primary School became the (cleaner/cleanest) school in the community. (1)

11.4 Fill in the blanks with the correct form of the words in the brackets.

Before the clean-up campaign, Eagle Primary School had been the (dirty) school in the community but after the clean-up, it became the (clean). (2)

12.1 Match the underlined words below to each of the words in the given sentence:

The young learners painted the school brightly. (An example has been done for you.)

definite article      verb      adjective      noun      adverb

The            –            .....definite article.....(Example)  
 young        –            .....  
 learners     –            .....  
 painted      –            .....  
 the            –            .....  
 school        –            .....  
 brightly     –            .....

(6)

<u>definite article</u>	<u>noun</u>	<u>verb (past tense)</u>	<u>definite article</u>	<u>adjective</u>	<u>noun</u>	<u>adverb</u>
The	boys	climbed	the	tall	tree	quickly.

(7)

12.3 Write your own simple sentence and identify the parts of speech of each word in the sentence: definite article, noun, verb (past tense), adjective, adverb.

(7)

13.1 Circle the letter of the correct answer.

If we keep our environment clean, we...

- A are healthy.
- B have health.
- C were healthy.
- D will be healthy.

(1)

13.2 Complete the following sentence meaningfully:

If we keep our environment clean,..

(2)

13.3 Draw a line to the appropriate phrase to match the content in Column A with a suitable content in Column B.

<b>COLUMN A</b> <b>Condition (first half of the sentence)</b>	<b>COLUMN B</b> <b>Result (second half of the sentence)</b>
If we keep our environment clean,	we are healthy.
	we have health.
	we were healthy.
	we will be healthy.

(1)



14.1 Circle the letter of the correct answer.

How would the sentence in the box below read in the passive voice?

Eagles Primary School conducted a clean-up of the school last ye

14.2 Identify sentence(s) written in passive voice in Column A and write it/them in Column B.

- A A clean-up of the school was conducted by Eagles Primary School last year.
- B A clean-up of the school will be conducted by Eagles Primary School last year.
- C A clean-up of the school is to be conducted by Eagles Primary School last year.
- D A clean-up of the school was to be conducted by Eagles Primary School last year. (1)

COLUMN A	COLUMN B
1. Eagles Primary School conducted a clean-up of their school.	_____
2. Learners were joined by parents and teachers.	_____
3. A clean-up campaign was conducted by Eagles Primary School.	_____ (2)

14.4 Rewrite the sentence below using the passive voice.

Eagles Primary School conducted a clean-up of the school last year. (2)

14.3 Complete the following sentence using the passive voice:

Eagles Primary School conducted a clean-up of the school last year.

A clean-up of the school... (2)

14.5 Change the verbs in brackets into the passive voice in the following paragraph:

A clean-up of the school (conduct) by Eagles Primary School last year.

The learners (join) by parents and teachers. Different types of litter (collect).

Grass (cut) Then, it (burn). (5)

15.1 Complete the following dialogue meaningfully on the value of keeping the environment clean. There must be at least 3 exchanges:

Ayanda: Boties, I hear your school had conducted a clean-up last term.

Boties: Yes, we believe that it is good to keep the environment.....

Ayanda: Why?

Boties: Well, just look at the vegetable garden! Before, seeds could not grow because of the litter. Fewer learners are falling sick now – no litter, less.....! The Natural Science Club has started a fish farm in the river. Fish can now .....in the river because the water is clean.

Ayanda: What are the different kinds of ..... you had removed?

Boties: Glass, plastic, ....., food scraps and ..... We even made R150 selling the cans to the Collect-A-Can company!

Ayanda: I think we must have such a campaign at our school, too. (6)

15.2 Complete the dialogue meaningfully on the value of keeping the environment clean. The opening exchange has been provided. Add at least 3 exchanges.

Ayanda: Boties, I hear your school had conducted a clean-up last term.

Boties: Yes, we believe that it is good to keep the environment clean.

(6)

15.3 You and your friend are having a short dialogue on the value of keeping the environment clean. Your dialogue should tell why it is important to keep the environment clean. There must be at least 3 exchanges.

(6)