



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

ANNUAL NATIONAL ASSESSMENT

GRADE 6

ENGLISH FIRST ADDITIONAL LANGUAGE

SET 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 passage and answer questions that follow.

RABBIT WARNS OF AN EARTHQUAKE

There was once a rabbit who was always worrying. "oh dear," he muttered all day long, "oh deary, deary me."

His greatest worry was that there might be an earthquake. "For if there was," he said to himself, "whatever would become of me?"

He was feeling particularly anxious about this one morning, when suddenly an enormous fruit fell down from a nearby tree – CRASH – making the whole earth shake.

"Earthquake!" he cried.

And with that he raced across the fields to warn his cousins.

"Earthquake! Run for your lives!"

All the rabbits left the fields and followed him, running madly. They raced across the fields, through forests and rivers into the hills, warning more cousins as they went.

Just then, he passed an elephant. "Earthquake! Run for your life!" he cried.

The elephant followed the rabbits, shaking the earth with his heavy steps.

They ran past a group of giraffes. "Earthquake! Run for your lives!" cried the rabbit.

The giraffes followed the elephant, who was following the rabbits.

By the time they reached the mountains, ten thousand rabbits, an elephant and several mad sounded like thunder up the slopes. The first rabbit gazed back to see if the earthquake was coming any closer, but all he could see was a great swarm of speeding animals.

As they stood there panting, a lion appeared.

"What's happening?" the lion asked.

"Earthquake, earthquake!" babbled the rabbit.

"An earthquake?" asked the lion. "Who has seen it? Who has heard it?"

"Not I," said the elephant.

"Not we." Said the giraffe.

"Ask him, ask him!" cried all the rabbits, pointing to the first one.

The lion turned to the rabbit.

“Please, Sir,” said the rabbit shyly, “I was sitting quietly at home when there was a terrible crash and the ground shook and I knew it must be an earthquake, Sir. So I ran as fast as I could to warn all the others to save their lives.”

“My brother, would you be brave enough to show me where this dreadful disaster happened?” asked the lion.

“Oh, I can’t ever go back there again!” said the rabbit.

“Jump on my back and I’ll take you. I will care for you,” said the lion.

So, rather timidly, the rabbit jumped onto the lion’s back and off they went, over the mountains and the hills, across the rivers, plains, forests and fields, until at last they were back at his home.

“This is where I heard it, Sir. And I felt it as well. The ground shook.”

The lion looked around – and very soon he spotted the enormous coconut which had fallen so noisily from its tree. He also saw a little monkey sitting in the tree. The lion picked up the coconut, climbed onto a rock and dropped it back onto the ground. CRASH!

The rabbit jumped a metre high. “Earthquake! Quickly – run away – it’s just happened again!”

And then he realised that the lion was laughing, and he saw the cracked coconut at his feet.

“Oh,” he whispered. “It wasn’t really an earthquake after all, was it?”

“No,” said the lion, “it wasn’t, and you had no need to be afraid.”

“What a silly rabbit I’ve been!”

The lion smiled kindly. “Never mind little brother. All of us – even I – sometimes fear things we cannot understand.”

And with that he padded back to the ten thousand rabbits, the elephant and the giraffes, who were all still waiting on top of the mountain, to tell them that it was now quite safe to go home.

Source: Adapted from Rabbit heralds the earthquake by Rosalind Kerven in PIRLS Reader

1.1 Circle the letter of the correct answer

The title of the story is ... (1)

A The animals follow the Rabbit.

B The Lion and the animals.

C Rabbit warns of an earthquake.

D The coconut falls on the monkey. (1)

1.2 Write the title of the story.

_____ (1)

1.3 Formulate your own title about the story.

_____ (1)

1.4 Complete the following sentence.

The best title of the story is _____ (1)

2.1 Circle the letter of the correct setting.

The story took place in a ... (1)

A forest.

B garden.

C ground.

D house (1)

2.2 Write the setting of the story.

_____ (1)

2.3 Fill in the correct answer.

The story took place in a ... (1)

2.4 Circle the correct answer.

The story took place in a (forest/house). (1)

3.1 Circle the letter of the correct answer.

The _____ climbed onto the lion's back.

- A giraffe
 - B elephant
 - C rabbit
 - D monkey
- (2)

3.2 Complete the following statement.

The _____ climbed onto the lion's back. (2)

3.2 Complete the following statement.

The _____ climbed onto the lion's back. (2)

3.3 Who climbed onto the lion's back?

_____ (2)

3.4 Circle the correct answer.

The (rabbit, monkey) climbed onto the lion's back. (2)

4.1 Circle the letter of the correct answer.

Who is the main character?

- A lion.
 - B giraffe
 - C monkey
 - D rabbit
- (2)

4.2 Circle the correct answer.

The main character in this story is a (lion, giraffe, monkey, rabbit). (2)

4.3 Mention the main character in the story.

The story is about a (lion, giraffe, monkey, rabbit). (2)

4.4 Fill in the correct answer

The main character in the story is a _____ (2)

5.1 Did the animals run for their lives? Yes or No. Give a reason for your answer

_____ (2)

5.2 Mention the reason why the animals ran for their lives.

_____ (2)

5.3 Did the animals run for their lives? True or False and give a reason.

_____ (2)

5.4 Give a reason why the animals ran for their lives.

_____ (2)

6.1 Choose the correct answer

The lion (knew, new) it was not an earthquake.

The animals were now (save, safe) from the earthquake. (2)

6.2 Make sentences using the given words.

Knew _____

Safe _____ (2)

6.3 Correct the spelling of the underlined word

The lion new it was not an earthquake.

The animals were now safe from the earthquake. (2)

6.4 Circle the correct answer.

The lion (knew, new) it was not an earthquake.

The animals were now (save, safe) from the earthquake. (2)

FACTS ABOUT GOLD

Gold is one of the most valuable and beautiful metals on earth. It is very soft and can easily be beaten into shape. Gold melts, but it needs a very hot fire. Gold is one of the heaviest metals. It is a good conductor of electricity.

Gold is the most “elastic” metal. A blob of gold the size of a pinhead can be stretched into a length of thread as long as two football fields. A piece of gold the size of a 20c coin can be rolled into a sheet to cover this page.

Gold is present everywhere – in the earth, in the ocean and even in plants! Gold lasts forever. It does not decay, rust or change colour. Today, South Africa is the most important gold-producing country in the world.

Even after a century of gold mining, we still have more gold in our mines than any other country in the world.

7.1 Write a summary about gold.

(5)

7.2 Write 5 main points on gold.

(5)

7.3 Complete the following sentences

Gold melts in a very _____ fire.

It is a good _____ of electricity.

Gold is one of the _____ metals.

Gold is the most _____ metal.

Gold lasts _____ . (5)

7.4 Write 5 key sentences about gold.

(5)

8.1 Write two sentences to describe the process of making a gold watch.

(2)

8.2 Complete the following sentences

After gold is _____ from the ground, it is _____

in a hot fire. (2)

8.3 Underline the correct answer in the following sentences.

After gold is (extracted, drained) from the ground, it is (poured, melted)

in a hot fire. (2)

9.1 Complete the sentences

Gold melts, _____.

Gold is very soft, _____ . (2)

9.2 **Choose the correct answer**

Gold melts, (it needs a very hot fire, it does not decay).

Gold is very soft, (it can break very easily, it can easily be beaten into shape). (2)

9.3 **What is the effect**

Gold melts, _____ .

Gold is very soft, _____ . (2)

9.4 **Write true or false and give a reason**

Gold is present everywhere _____

Gold lasts forever. _____

_____ (2)

10.

HOW TO MAKE A KITE

You will need:

A brown paper bag
Paper
String
Glue
Paint

Method:

Make four holes in the top of a brown paper bag – one in each corner. Glue paper rings around each hole to make it stronger.

Next, cut two pieces of string, about 72cm each.

Tie each end of the strings through a hole in the bag to make two loops.

Next, cut another piece of string – again about 72 cm.

Put this new piece of string through the two loops you have already made and tie it in a knot. This piece of string will become the handle of the kite.

Glue different things onto your kite and paint it in bright colours.

10.1 **Sequence the process to make a kite.**
Write the number in the answer column

No	Process	Answer
1	Glue pictures onto your kite	
2	Tie each end of the strings to make two loops	
3	Make four holes in the top of a brown paper bag	

(3)

10.2 **Name the steps to make a kite**

(3)

11.1 **Use the following adjectives in sentences**

Beautiful: _____

Strong : _____

(2)

11.2 **Make sentences with the following adjectives**

Beautiful:

Strong :

(2)

11.3 **Underline the adjectives in the sentences**

The beautiful girl played in the sun.

The kite was made from a strong paper bag.

(2)

11.4 **Complete the sentences with an adjective.**

The _____ girl played in the sun.

The kite was made from a _____ paper bag.

(2)

12.1 Join the sentences with the given conjunction

I will be flying my kite. It is very windy. (since)

I can make a kite. My winter holidays. (during)

(2)

12.2 Complete the following sentences

I will be flying my kite since _____ .

I can make a kite during _____ .

(2)

12.3 Choose the correct conjunction (since, during)

I will be flying my kite. It is very windy. _____

I can make a kite. My winter holidays. _____

(2)

12.4 Underline the conjunction

I will be flying my kite since it is very windy.

I can make a kite during my winter holidays.

13.1 Change the sentence to passive voice

She flies the kite.

We saw a colourful kite.

(2)

13.2 Write the tense of the sentences

She flies the kite. _____

We saw a colourful kite . _____

(2)

13.3 Choose the sentence in the passive voice

She flies the kite.

The kite is flown by the girl./ The kite is flown by the girl.

We saw a colourful kite.

A colourful kite was seen by us./ A colourful kite is being seen by us

(2)

13.4 Underline the sentence in the passive voice

She flies the kite.

The kite is flown by the girl./ The kite is flown by the girl.

We saw a colourful kite.

A colourful kite was seen by us./ A colourful kite is being seen by us. (2)

14.1 Complete with comparatives. Use as as

As yellow as _____.

As red as _____ . (2)

14.2 Choose the correct comparatives

As yellow as _____ . (gold, blood)

As red as _____ . (gold, blood) (2)

14.3 Circle the correct comparative

As yellow as _____ . (gold, blood)

As red as _____ . (gold, blood) (2)

14.4 Underline the correct comparative

As yellow as _____ . (gold, blood)

As red as _____ . (gold, blood) (2)

15.1 **Write your own diary for 3 days. You must use correct spelling, punctuation and grammar.**

Day 1 _____

Day 2 _____

Day 3 _____

(8)

15.1 **Write your own diary for 3 days. Record the events in sequence for each day. You must use correct spelling, punctuation and grammar.**

Day 1 _____

Day 2 _____

Day 3 _____

(8)