



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

ANNUAL NATIONAL ASSESSMENT

GRADE 6

ENGLISH HOME 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 poem below, and answer the questions that follow.

SAILING OUT TO SPACE

I dream of sailing out to space,
Upon a yacht of stars.
With portholes all along the sides,
I'd gazed amazed at Mars.

With mast made strong with spider webs,
And sails of fluffy cloud,
I'd watch the Earth go sweeping past,
As out to space I ploughed.

With stars in front and stars behind,
And planets far and near,
I'd sail my yacht around the rings
Of Saturn with a cheer.

And onwards passing Jupiter,
To watch the big, red storm.
Then far around its outer moons,
And through an asteroid swarm.

I dream of sailing out to space,
To catch a star or two.
Exploring through the universe,
And just take in the view.

Gareth Lancaster

1.1 Circle the letter of the correct answer.

The poem is about ...

- A being on a space ship to Mars.
- B the planets in the solar system.
- C touring the solar system.
- D being on a yacht of stars.

(1)

1.2 Write ONE sentence to explain what the poem is about.

(1)

1.3 Fill in a phrase that completes the following sentence:

The poem is about ...

_____.

(1)

1.4 Underline the correct word in the following sentence.

The poem is about (ploughing, touring, sweeping) the solar system.

(1)

1.5 Is the following statement True or False?

The poem is about travelling the solar system.

(1)

2.1 Circle the letter of the correct answer.

The hurricane that has been whirling on Jupiter for years has resulted in...

- A an asteroid swarm.
- B a big, red storm.
- C planets far and near.
- D sails of fluffy cloud.

(1)

- 2.2 Fill in a word to complete the following sentence:
Rings can be found round the planet _____ . (1)
- 2.3 Give ONE word from the text that means the same as 'feathery'.
_____ (1)
- 2.4 Underline the correct word in the following sentence:
Portholes in a space ship are used to (sit on/plough with/see through). (1)
- 2.5 Is the following statement True or False?
You can gaze at stars through the portholes of a space ship.
_____ (1)
- 3.1 Is the following statement right or wrong? Just answer YES or NO.
The poet is really an astronaut. _____ (1)
- 3.2 Do you think the poet is really an astronaut? Answer Yes or No and give a reason for your answer.

_____ (2)
- 3.3 Why do you think the poet was sailing '... with a cheer'? Give TWO reasons.

_____ (2)
- 3.4 Do you Agree or Disagree with the following statement? Give a reason for your answer.
The poet enjoyed sailing round the planets.

_____ (2)

3.5 Give a description of the space ship.

(3)

4.1 Circle the option which is NOT correct.

The language used in the poem is.....

A formal.

B figurative.

C literal.

D informal.

(1)

4.2 Would you say that the poet uses figurative language? Give a reason for your answer.

(2)

4.3 Which figure of speech is found in the line, 'I'd gaze amazed at Mars.'? Give a reason for your answer.

(2)

4.4 Underline the correct answer.

'I'd gaze amazed at Mars.' contains an example of (alliteration/assonance/
a metaphor/a simile).

(1)

4.5 Do you think the use of figures of speech in the poem is appropriate?
Give a reason for your answer.

_____ (2)

5.1 Complete the following sentences by inserting the correct pronoun in the space provided below each question.

5.1.1 John and Xoliswa were at school, but ____ did not eat lunch.

5.1.2 The puppy was yelping as ____ paw was hurt. (2)

5.2 Complete the following sentence by inserting the correct conjunction in the space provided below:

Linda was hungry, _____ had nothing to eat. (1)

5.3 Rewrite the following sentences after correcting the errors in concord:

5.3.1 The pair of socks are dirty.

5.3.2 The teams has a practice session today.

_____ (2)

5.4 Complete the following sentences by using the correct form of the verb in the space provided below each question.

5.4.1 The girl wore a pair of jeans that ____ too tight.

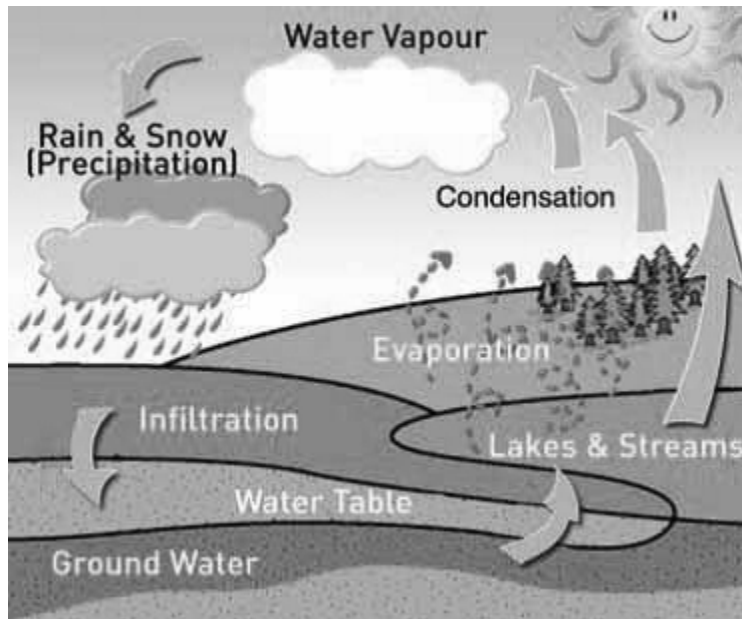
5.4.2 The children _____ to bring a pair of scissors for arts and crafts.

5.5 Correct the error in the following sentence. Give a reason for your answer.

Neither the girls nor the boy eat spinach.

(2)

Study the poster of a cycle below and answer questions 6 and 7.



6.1 What specific cycle is illustrated in the poster?

(1)

6.2 What do the arrows on the poster indicate?

(1)

6.3 Is the following statement True or False?

The sun is needed for evaporation to take place.

(1)

6.4 Why do we call the process a cycle?
_____ (1)

6.5 Fill in the word/phrase that completes the following sentence.
The poster is about _____ (1)

7.1 Why are there more arrows moving towards the sky than from the sky downwards?
_____ (1)

7.2 Do you agree or disagree with the following statement? Give a reason for your answer.
The sun needs to be shining for evaporation to take place.

_____ (2)

7.3 What do you think will happen if one part of the cycle was removed?
_____ (1)

7.4 What would happen to humankind if it did not rain again?
_____ (1)

7.5 When is too much rain too dangerous?
_____ (1)

Study the following advertisement and answer questions 8 to 11.

Buy the Perky Parky remote racing car.
No one should be without one.
It rides on land: vroom, vroom! And it rides on water: sploosh – whrrrr!
Nothing will stop it!
With a Perky Parky you can be the most popular kid in the universe!
Wow!
[Adapted from DoBE Workbook 2]

(2)

8.1 What is being advertised?

(1)

8.2 Is the following statement True or False?

The Perky Parky is a manually driven car.

(1)

8.3 Who is most likely to use this product?

(1)

8.4 Write down ONE fact given in the advertisement.

(1)

8.5 Write down ONE opinion given in the advertisement.

9.1 What is the figure of speech used in 'Perky Parky ...'?
_____ (1)

9.2. Circle the letter of the correct answer.

'Vroom, splooosh and whrrrr!' are examples of ...

A personification.

B synecdoche.

C assonance.

D onomatopoeia. (1)

9.3. Why do you think the advertiser uses words like 'vroom, splooosh and whrrrr!?'
_____ (1)

9.4. Do you Agree or Disagree with the following statement? Give a reason for your answer.

Perky Parky cars can be used on any terrain.

_____ (2)

9.5. Do you Agree or Disagree with the advertiser's use of the following words?

'It rides on land ... it rides on water.' Give a reason for your answer.

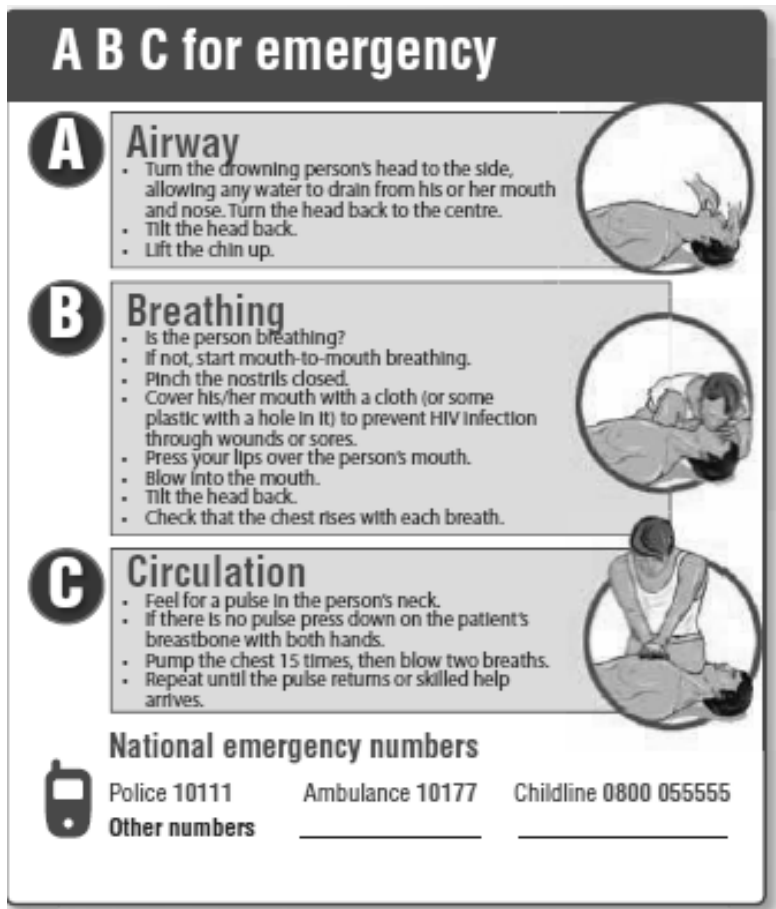
_____ (2)

10.1 Use the word 'bank' in two different sentences to show different meanings of the same word.

_____ (2)

- 10.2 Write down the collective noun that is used in the advertisement for all matter and non-matter.
- _____ (1)
- 10.3 Which adjective in the advertisement means 'well liked'.
- _____ (1)
- 10.4 Underline the correct answer. The word 'kid' means small child, but it also means small (goat/ sheep/cow). (1)
- 10.5 Give an example of an exclamation as used in the advertisement. (1)
- _____

Study the following pamphlet and answer the questions that follow:



[Source: DoBE Workbook 1]

11.1 What type of emergency is the pamphlet about?

_____ (1)

11.2 What are the THREE key areas a person should focus on when providing assistance to a person who nearly drowned?

_____ (3)

11.3 Is the following statement True or False?
National emergency numbers can be called from anywhere in the country. _____ (1)

11.4 What other numbers can be added to the pamphlet?
_____ (1)

11.5 What is the purpose of this particular pamphlet?
_____ (1)

12.1 Write a book review of TEN (10) sentences on a book you recently read. (6)

12.2 Write a set of instructions of TEN (10) sentences on what to do to save someone from drowning. (6)

12.3 Write down the steps for making scrambled eggs. Use point form to list the steps. (6)

12.4 Complete the set of instructions on what to do when you save someone from drowning. The first two steps have been done for you. (13)

- Turn the drowning person's head to the side.
- Turn the head back to the centre.

13.1 Use the words 'reign' and 'rain' in two different sentences to show their meaning.

13.1.1 _____

13.1.2 _____

13.2 Circle the letter of the correct answer.
'Reign' and 'rain' are examples of ... (1)

A homophones.

B homonyms.

C synonyms.

D antonyms. (1)

13.3 Underline the correct word from the options provided:
Jan became (bored/board) during the lesson, and his mind (wandered/
wondered). (2)

13.4 Write down the diminutives of the following:

13.4.1 lion _____

13.4.2 horse _____ (2)

13.5 Is the following statement True or False?

The diminutive of a bird is a fledgling.

_____ (1)

14.1 Rewrite the following sentences in the past continuous tense:

14.1.1 The children ate the cookies.

_____ (1)

14.1.2 The thick book was read.

_____ (1)

- 14.2 Rewrite the following sentences in the present continuous tense:
- 14.2.1 The hungry man eats an apple.
_____ (1)
- 14.2.2 The teams play well.
_____ (1)
- 14.3 Rewrite the following sentences in the future continuous tense:
- 14.3.1 This is where they live.
_____ (1)
- 14.3.2 They eat at the shop.
_____ (1)
- 14.4 Choose the correct word in the brackets to complete the sentence.
Neither the boy nor the girls (are/is) absent today.
_____ (1)
- 15.1 Complete the following idiomatic expressions:
- 15.1.1 A stitch in time _____ (1)
- 15.1.2 Blood is _____ (1)
- 15.2 Give the meaning of the following idiomatic expression:
A breath of fresh air means _____
_____ (1)
- 15.3 Underline the correct word as used in the following idiomatic expressions:
- 15.3.1 His negativity rolled off me like (water/eggs) from a duck's back. (1)
- 15.3.2 The frightened dog was shaking like a (leaf/tree). (1)

15.4 Use the following idiomatic expressions in sentences of your own to show their meaning:

15.4.1 Shaking like a leaf

_____ (1)

15.4.2 Under the microscope

_____ (1)

16.1 Rewrite the following words as contractions:

16.1.1 I have _____

16.1.2 Must not _____ (2)

16.2 Write the following contractions out in full:

16.2.1 I've _____

16.2.2 Mustn't _____ (2)

16.3 Rewrite the following sentence by adding the correct apostrophe marks.

Theyve been told that they mustnt touch Mr Molois computer.

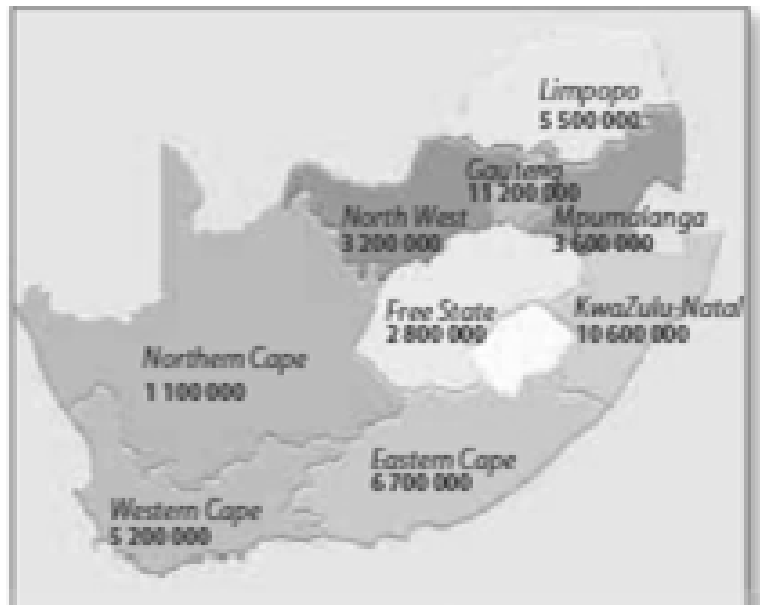
_____ (3)

16.4 Underline the correct word from the options given to complete the following sentence:

They (could'nt/couldn't) fix the road as there (was'nt/wasn't) enough money. (2)

- 17.1 Underline the most suitable adverb from the options provided to complete the following sentences:
- 17.1.1 Thembi, who is top of her class, (often/ hardly ever/ usually) fails a test. (1)
- 17.1.2 The naughty boy is (usually/never/hardly ever) in trouble. (1)
- 17.2 Underline the most appropriate indefinite pronoun from the options provided to complete the sentence: (1)
- 17.2.1 (Everybody/Nobody) likes to eat fresh food.
- 17.2.2 The secret of who won the writing competition was known by (few/ everyone). (1)
- 17.2.3 One held open the door, while the (other/few) carried in the books. (1)
- 17.3 Complete the following sentence by adding a suitable clause of your own:
If a learner does not do homework, then _____
_____ (1)
- 17.4 Complete the following sentence by underlining the most appropriate pronouns:
When a baby cries (one/he/she) must know (something/anything/everything) is wrong. (2)

Study the map below. Use this data to answer questions 18 to 19.



Legend:

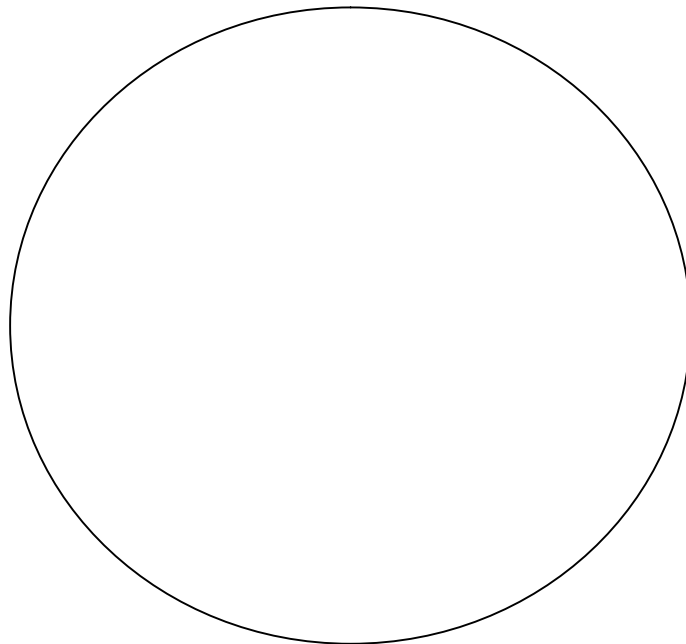
- Western Cape – WC
- Eastern Cape – EC
- KwaZulu-Natal – KZN
- Mpumalanga – MPU
- Limpopo – LIM
- Gauteng – GAU
- North West – NW
- Free State – FS
- Northern Cape – NC

18.1 Draw a line graph on the template below indicating how many people lived in the different provinces.

12 200 000									
11 200 000									
10 600 000									
9 900 000									
8 800 000									
7 700 000									
6 700 000									
5 500 000									
5 200 000									
3 600 000									
3 200 000									
2 800 000									
1 100 000									
	WC	EC	KZN	MPU	LIM	GAU	NW	FS	NC

(9)

18.2 Draw a pie chart on the template below indicating the number of people living in the Western Cape (WC), Gauteng (GAU), Northern Cape (NC) and Limpopo (LIM).



(4)

18.3 Draw a bar graph on the template below indicating the number of people living in the different provinces.

12 200 000									
11 200 000									
10 600 000									
9 900 000									
8 800 000									
7 700 000									
6 700 000									
5 500 000									
5 200 000									
3 600 000									
3 200 000									
2 800 000									
1 100 000									
	WC	EC	KZN	MPU	LIM	GAU	NW	FS	NC

(9)

18.4 Draw a bar graph on the template below indicating the number of people living in the different provinces.

12 200 000									
11 200 000									
10 600 000									
9 900 000									
8 800 000									
7 700 000									
6 700 000									
5 500 000									
5 200 000									
3 600 000									
3 200 000									
2 800 000									
1 100 000									
	WC	EC	KZN	MPU	LIM	GAU	NW	FS	NC

(9)

18.5 Draw a broken line graph on the template below indicating the number of people living in the different provinces.

12 200 000									
11 200 000									
10 600 000									
9 900 000									
8 800 000									
7 700 000									
6 700 000									
5 500 000									
5 200 000									
3 600 000									
3 200 000									
2 800 000									
1 100 000									
	WC	EC	KZN	MPU	LIM	GAU	NW	FS	NC

(9)

19.1 How many provinces are there on the map? _____

(1)

19.2 Which province has the most inhabitants? _____

(1)

19.3 Which province has the least number of inhabitants? _____

(1)

19.4 Which provinces have more than three borders with other provinces?

(3)

19.5 Which provinces have a coastline?

(4)

- 20.1 'Alcohol advertisements should be allowed.' Do you agree or disagree with this statement? Write only the introduction to support your argument. (6)
- 20.2 'Alcohol advertisements should be allowed.' Do you agree or disagree with this statement? Write only the second paragraph to support your argument. (6)
- 20.3 'Alcohol advertisements should be allowed.' Do you agree or disagree with this statement? Write only the conclusion to support your argument (6)
- 20.4 'Alcohol advertisements should be allowed.' Do you agree or disagree with this statement? Write only three paragraphs to support your argument. (6)
- 20.5 'Alcohol advertisements should be allowed.' Write an argument consisting of three paragraphs to express your view. (6)