



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**ANNUAL NATIONAL ASSESSMENT 2015
ASSESSMENT GUIDELINES
ENGLISH FIRST ADDITIONAL LANGUAGE
GRADE 4**

INTRODUCTION

The 2015 cycle of Annual National Assessment (ANA 2015) will be administered in all public and designated¹ independent schools in September 2015. During this period all learners in Grades 1 - 9 will write nationally set tests in Language and Mathematics. The results will be used to report progress related to achieving the goals set in the *Action Plan 2014, Towards Schooling 2025*.

The ANA tests will be written during the third school term. The Department of Basic Education (DBE) has therefore developed and provided Assessment Guideline documents for Language and Mathematics in each grade. These guidelines outline the minimum curriculum content that must be covered by all learners prior to the writing of the test. The Assessment Guidelines set the limits of the scope of work that will be covered in the test for each grade and subject. The ANA 2015 Assessment Guidelines have been designed in line with the Curriculum and Assessment Policy Statement (CAPS).

INTERMEDIATE PHASE: Grade 4

In Grade 4, the test will cover work that is prescribed in CAPS for the **first three terms** of the school year. It is important to note that the ANA 2015 Assessment Guidelines do not imply that the limited scope is all that must be taught and learnt during the school year. Instead, the Assessment Guidelines provide the basic minimum curriculum that should have been covered by the end of the third school term.

For this grade the Assessment Guidelines are arranged in three columns. The skill to be assessed is specified in the first column, the content is listed in the second column, the strategies and sub-skills are listed in the third column.

Teachers are expected to use these Guidelines together with the CAPS to ensure that all the work that will be assessed has been covered.

| SKILLS | CONTENT | STRATEGIES AND SUB-SKILLS |
|---------------------|--|--|
| Reading and Viewing | <p>Prescribed text types:</p> <ul style="list-style-type: none"> • Stories e.g. contemporary realistic fiction, traditional stories (myths and legends, folk tales, fables), adventure stories, science fiction, biographies and historical fiction • Information texts e.g. procedures, factual recounts, general knowledge texts and informative texts such as reports. | <p>The learner will be assessed on:</p> <p>Use reading strategies:</p> <ul style="list-style-type: none"> - To understand the text - For close and critical reading of the text (reading comprehension). <p>• Text features:</p> <ul style="list-style-type: none"> - Knowledge of titles, illustrations, headings and subheadings <p>• Story Line:</p> <ul style="list-style-type: none"> - Identify the main character. - Key features of the text e.g. identify plot and setting. - Describe the background. <p>• Text structures:</p> <ul style="list-style-type: none"> - Lists, sequential order, descriptions, procedures, main – and supporting points and narrative sequence |
| | <ul style="list-style-type: none"> • Poetry | <ul style="list-style-type: none"> • Poetry: - Theme and message - Imagery, figures of speech, and sound devices - Word choice, tone and emotional response - Rhyme |
| | <ul style="list-style-type: none"> • Media texts e.g. Newspaper article | <ul style="list-style-type: none"> • Media texts: - Newspaper article : Name of the Newspaper, Date published, Headline , Byline (Who wrote the article) - Audience and purpose: To who is the text directed. |

| SKILLS | CONTENT | STRATEGIES AND SUB-SKILLS |
|---|--|--|
| | | <p>The learner will be assessed on:</p> <ul style="list-style-type: none"> - Identify main and supporting ideas. - Key features of the text: Language, audience and message. |
| <p>Language Structures and Conventions</p> | <p>The content that should be covered is given in the strategies and sub-skills column. Learners are required to identify, understand and use the grammatical structures and convention in context. They should also learn how to apply the rules.</p> | <ul style="list-style-type: none"> • Tense: <ul style="list-style-type: none"> - Use tenses appropriate for the text type being studied. - Present Tense to describe regular actions e.g. The sun sets in the West. - Present Perfect Tense e.g. I have lived in Durban all my life. - Future Tense e.g. Tomorrow Billy will be late for school. - Past Tense: Yesterday I walked to school. <p>Parts of speech:</p> <ul style="list-style-type: none"> • Nouns: <ul style="list-style-type: none"> - Common nouns: countable nouns e.g. book – books and uncountable nouns e.g. sugar and hair. - Uses nouns that only have plurals e.g. scissors and trousers. - Uses proper nouns correctly e.g. with a capital letter. • Pronouns: <ul style="list-style-type: none"> - Use of personal pronouns e.g. I, you, he, she, it, they, me etc. • Adjectives: <ul style="list-style-type: none"> - Use of adjectives before nouns e.g. The small dog. • Verbs: <ul style="list-style-type: none"> - Uses forms of the verb 'to be'. • Prepositions: <ul style="list-style-type: none"> - That show position e.g. on, under, above. - That show direction e.g. to, from, up, down. |

| SKILLS | CONTENT | STRATEGIES AND SUB-SKILLS |
|--------|---------|---|
| | | <p>The learner will be assessed on:</p> <ul style="list-style-type: none"> - That show time e.g. on, at. - That show possession e.g. with <ul style="list-style-type: none"> • Conjunctions: <ul style="list-style-type: none"> - Uses conjunctions (connecting words) to show addition e.g. and. - To show sequence e.g. then, next. - To show contrast e.g. but. - To show reason e.g. because. • Prefixes <ul style="list-style-type: none"> - Happy – unhappy, comfortable – uncomfortable • Collective Nouns <ul style="list-style-type: none"> - A school of fish, A crowd of people • Negative form <ul style="list-style-type: none"> - The girl did not / didn't do her homework - She does not like swimming • Diminutives : The young of animals <ul style="list-style-type: none"> - A baby cat is called a kitten. <hr/> <ul style="list-style-type: none"> • Sentence Structure: <ul style="list-style-type: none"> - Constructs simple sentences. - Uses question forms e.g. who, what, when, which, why, how. - Uses direct speech. - Begins to recognise and use indirect speech. |

| SKILLS | CONTENT | STRATEGIES AND SUB-SKILLS |
|--------|---------|--|
| | | <p>The learner will be assessed on:</p> <ul style="list-style-type: none"> • Punctuation: <ul style="list-style-type: none"> - Capital letters, full stops, commas and question marks - Uses capital letters for proper nouns, titles and initials of people. - Uses commas for separation of nouns in a list. - Uses quotation marks for direct speech. • Vocabulary Development: Begins to understand and use: <ul style="list-style-type: none"> - Synonyms (words that are similar in meaning) - Antonyms (words that are opposite in meaning) - Homonyms (words that are pronounced or spelled alike but have different meanings) - Shortening words - Abbreviations : SA – South Africa, Feb. - February • Spelling Rules: <ul style="list-style-type: none"> - Add –s to most plurals. - Add –es to form plurals of words ending in –s, -sh, -ch. |

| SKILLS | CONTENT | STRATEGIES AND SUB-SKILLS |
|-------------------------------|---|--|
| Writing and Presenting | Word Writing Sentence Writing Paragraph Writing <ul style="list-style-type: none"> • Creative Writing <ul style="list-style-type: none"> - Descriptive e.g. descriptions of people, places, animals, plants, objects etc. • Narrative Writing <ul style="list-style-type: none"> - Stories, personal recounts, diary entries, autobiographies. | The learner will be assessed on: Pre-writing/planning <ul style="list-style-type: none"> • Consider target audience and purpose. • Consider type of writing. • Brainstorm using mind-map/lists • Organise ideas Drafting <ul style="list-style-type: none"> • Word choice related to topic. • Structure of sentences • Main and supporting ideas • Specific features of the required text e.g. direct speech for dialogue, labels and captions for diagrams. • Reads own writing critically. Revising, editing, proofreading and presenting: <ul style="list-style-type: none"> • Revises – Improves content and structure of ideas. • Edits – Corrects mistakes in grammar, spelling and punctuation. • Refines word choice, sentence- and paragraph structure. • Presents – neat, legible and final version |