



**basic education**

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

**ANNUAL NATIONAL ASSESSMENT 2015  
ASSESSMENT GUIDELINE  
ENGLISH FIRST ADDITIONAL LANGUAGE  
GRADE 7**

## **INTRODUCTION**

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

The learners will write ANA tests during the third school term. The Department of Basic Education (DBE) has provided guideline documents for each grade and subject (Language and Mathematics) on the minimum curriculum coverage that is expected for learners to be able to answer test questions with reasonable success. The Guideline sets the limit of the scope of work that will be covered in the test for each grade and subject. The ANA 2015 Guidelines have been designed in line with the versions of the curriculum that are being implemented at the various phases and grades.

## **SENIOR PHASE**

ANA 2015 is based on CAPS as it is implemented from 2014. The content, skills and knowledge that will be covered in the tests come directly from the work specified from Term 1 to Term 3 (Week 6). The best preparation for ANA is the teaching according to the CAPS teaching plans. The Guideline is arranged in columns and rows and should be read from left to right along the same row. The Guideline provides the basic minimum curriculum that must have been covered by the end of the third school quarter.

It is important to note that the ANA 2015 Guideline does not imply that the delimited scope is all that must be taught and learnt during the school year. Instead, the Guideline provides the basic minimum curriculum that may have been covered by the end of the third school quarter.

Teachers are expected to use this Guideline together with the other resources for their teaching and assessment programs, so that learners become familiar with different styles of assessing. Most importantly, teachers are expected to develop their own assessment tools including some of the styles in the ANA exemplars to expand and enrich school-based assessments.

SKILL	Content	Sub-skills/knowledge/competencies assessed
Reading & Viewing	<b>Short story</b>	Skimming and scanning
		Main and supporting ideas in an article as well as topic sentences.
		Fact and opinion.
		Writer's viewpoint.
		Infer meaning of unfamiliar words by word attack skills.
		Prediction.
		Forming own opinion to make value judgement
		Recognize content features of a text.
	<b>Summary</b>	Identifying facts and writing a summary identifying specific content
	<b>Advertisement</b>	Using reading/viewing strategies for comprehension and recognising how emotive language and values are used in advertising.
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SKILL	Content	Sub-skills/knowledge/competencies assessed
		Using reading/viewing strategies for comprehension and recognising how emotive language manipulates the reader.
		Recognising the audience of a text.
		Forming own opinion based on analysis of facts.
		Recognising and understanding how emotive language is used to personalize the impact in advertising.
	<b>Poetry</b>	Understanding elements such as theme, tone of poetry.
		Understanding meaning and purpose in poetry.
		Point of view of poet/ character.
	<b>Comic strip</b>	Infer meaning from position, line , size, facial expressions.
		Character and setting.
		Body language interpreted and explained.
		Inferring meaning from graphic texts such as labels, speech bubbles etc.
		Inferring/understanding humour in a cartoon.

SKILL	Content	Sub-skills/knowledge/competencies assessed
Language Structure and Conventions	Short story	Using and understanding the purpose of punctuation marks and why it is used.
		Contextualises meaning of colloquial usage of language.
		Prefixes and suffixes as word attack skills.
		Simple Compound & complex sentences.
		Synonyms for literary terms to understand a text.
		Using direct and indirect speech.
		Understanding phrases, main clauses and subordinate clauses.
		Understanding parts of speech
		Understands and uses singular/plural forms correctly.
		Understands and uses concord.
		Applies knowledge of spelling and grammar to correct mistakes.
		Recognizes and uses correct adverbial forms.
		Uses perfect and continuous tenses correctly.

SKILL	Content	Sub-skills/knowledge/competencies assessed
	<b>Advertisement</b>	Recognising and understanding how figurative language/ literary devices are used in advertising.
	<b>Poetry</b>	Understanding figures of speech.
		Literal and figurative language.
	<b>Comic strip</b>	Use of literary devices in the context of a cartoon.
Writing and Presenting	<b>Friendly letter</b>	Is able to plan/ write a first draft and final draft of friendly letter

## ASSESSMENT GUIDELINE

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
<p><b>CONTENT, FORMAT &amp; PLANNING</b> Response and ideas Organisation of ideas for planning; Purpose audience, features/ conventions and context</p> <p><b>9 MARKS</b></p>	<b>8-9</b>	<b>6-7</b>	<b>4-5</b>	<b>3</b>	<b>0-2</b>
	<ul style="list-style-type: none"> <li>• Outstanding response beyond normal expectations</li> <li>• Intelligent and mature ideas</li> <li>• Extensive knowledge of features of the type of text</li> <li>• Writing maintains focus</li> <li>• Coherence in content and ideas</li> <li>• Highly elaborated and all details support the topic</li> <li>• Appropriate and accurate format</li> </ul>	<ul style="list-style-type: none"> <li>• Very good response demonstrating good knowledge of features of the type of text</li> <li>• Maintains focus – no digressions</li> <li>• Coherent in content and ideas, very well elaborated and details support topic</li> <li>• Appropriate format with minor inaccuracies</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate response demonstrating knowledge of features of the type of text</li> <li>• Not completely focused- some digressions</li> <li>• Reasonably coherent in content and ideas</li> <li>• Some details support the topic</li> <li>• Generally appropriate format but with some inaccuracies</li> </ul>	<ul style="list-style-type: none"> <li>• Basic response demonstrating some knowledge of features of the type of text</li> <li>• Some focus but writing digresses</li> <li>• Not always coherent in content and ideas</li> <li>• Few details support the topic</li> <li>• Necessary rules of format vaguely applied</li> <li>• Some critical oversights</li> </ul>	<ul style="list-style-type: none"> <li>• Response reveals no knowledge of features of the type of text</li> <li>• Meaning obscure with major digressions</li> <li>• Not coherent in content and ideas</li> <li>• Very few details support the topic</li> <li>• Necessary rules of format not applied</li> </ul>
<p><b>LANGUAGE, STYLE &amp; EDITING</b> Tone, register, style, purpose/effect , audience and context; Language use and conventions; Word choice; Punctuation and spelling</p> <p><b>6 MARKS</b></p>	<b>6</b>	<b>4-5</b>	<b>3</b>	<b>2</b>	<b>0-1</b>
	<ul style="list-style-type: none"> <li>• Tone, register, style and vocabulary highly appropriate to purpose, audience and context</li> <li>• Grammatically accurate and well-constructed</li> <li>• Virtually error-free</li> </ul>	<ul style="list-style-type: none"> <li>• Tone, register, style and vocabulary very appropriate to purpose, audience and context</li> <li>• Generally grammatically accurate and well-constructed</li> <li>• Very good vocabulary</li> <li>• Mostly error-free</li> </ul>	<ul style="list-style-type: none"> <li>• Tone, register, style and vocabulary appropriate to purpose, audience and context</li> <li>• Some grammatical errors</li> <li>• Adequate vocabulary</li> <li>• Errors do not impede meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Tone, register, style and vocabulary less appropriate to purpose, audience and context</li> <li>• Inaccurate grammar with numerous errors</li> <li>• Limited vocabulary</li> <li>• Meaning obscured</li> </ul>	<ul style="list-style-type: none"> <li>• Tone, register, style and vocabulary do not correspond to purpose, audience and context</li> <li>• Error-ridden and confused</li> <li>• Vocabulary not suitable for purpose</li> <li>• Meaning seriously impaired</li> </ul>

Award learners separate marks for Content (9 marks) and Language (6 marks). Language and spelling errors should not influence the mark scored for content. Tally the marks for a total score out of 15.