



**basic education**

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

**ANNUAL NATIONAL ASSESSMENT 2015  
ASSESSMENT GUIDELINE  
ENGLISH HOME LANGUAGE  
GRADE 9**

## **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 Grade 1 to 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 was 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>Newspaper/Internet article</b>	Purpose of the text.
		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.
		Features of Newspaper/Internet article:- as features of content, typography, and visual aspects.
		Recognize content features of a text.
	<b>Summary</b>	Identifying facts and writing a summary in own words but within a limitation of words.
	<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.
		Point of view of poet/ author/writer.
	<b>Cartoon</b>	Infer meaning from position, line , size and other clues in text.
		Character and setting.
		Body language interpreted and explained.
		Stereotyping, what it is and how it affects meaning.
		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	Newspaper/Internet article	Using and understanding the purpose of punctuation marks and why it is used.
		Abbreviations and acronyms.
		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, nouns, verbs, adjectives, prepositions, adverbs etc.
		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.		

SKILL	Content	Sub-skills/knowledge/competencies assessed
		Uses perfect and continuous tenses correctly.
		Understanding the use of the Verbosity, Apostrophe, Concord and Redundancy.
	<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>Cartoon</b>	Use of literary devices in the context of a cartoon.
Writing and Presenting	<b>Descriptive essay/ narrative</b>	Is able to plan/ write a first draft and final essay of a narrative/ descriptive or reflective nature.

**Assessment Rubric – Essay**

**Grade 9 Home Language**

**Total:25**

	5	4-3	2-1	0
<b>Planning and editing.</b>	Thorough planning and editing, resulting in an excellent essay.	Planning and editing evident ,resulting in a good essay.	Slight evidence of planning and editing resulting in a satisfactory essay.	No evidence of planning or editing.
	<b>10-9</b>	<b>8-6</b>	<b>5-3</b>	<b>2-0</b>
<b>Originality in dealing with topic, content development and style.</b>	<p>Exceptional originality in dealing with the topic.</p> <p>Excellent insight into the content.</p> <p>Excellent style, tone and register.</p>	<p>Evidence of significant originality of thought and ideas in dealing with the topic.</p> <p>Subject content managed effectively.</p> <p>Style, tone and register highly appropriate.</p>	<p>Slight evidence of originality in dealing with the topic.</p> <p>Some development of subject content evident..</p> <p>Style, tone and register lacks coherence.</p>	<p>No originality. Topic and content muddled and confused.</p> <p>Topic and content muddled and confused.</p> <p>Highly inappropriate style, tone and register.</p>

	<b>5</b>	<b>4-3</b>	<b>2</b>	<b>1-0</b>
<b>Paragraphing and coherence.</b>	<p>Good paragraphing skills.</p> <p>Logical and effective linking between paragraphs.</p> <p>The introduction and conclusion striking.</p>	<p>Correct paragraphing.</p> <p>Logical coherence between the paragraphs.</p> <p>The introduction and conclusion are good.</p>	<p>An attempt made at paragraphing.</p> <p>Limited linking evident between paragraphs.</p> <p>Introduction and conclusion mediocre.</p>	<p>No paragraphing.</p> <p>No link evident between paragraphs.</p> <p>No discernable introduction and conclusion.</p>
	<b>5</b>	<b>4-3</b>	<b>2</b>	<b>1-0</b>
<b>Vocabulary, sentence construction, idiomatic language usage, spelling, punctuation</b>	<p>Excellent use of vocabulary.</p> <p>Correct sentence construction, no errors in language usage, spelling and punctuation.</p> <p>Evidence of excellent critical language awareness.</p>	<p>Good use of vocabulary.</p> <p>Correct sentence structure, few errors in language usage, spelling and punctuation.</p> <p>Evidence of good critical language awareness.</p>	<p>Average vocabulary usage.</p> <p>Sentence construction mostly correct. Evidence of errors in language usage, spelling and punctuation.</p> <p>Evidence of average critical language awareness.</p>	<p>Limited vocabulary.</p> <p>Weak sentence structure, many language, spelling and punctuation errors.</p> <p>Evidence of below average critical language awareness.</p>