



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

ANNUAL NATIONAL ASSESSMENT

GRADE 3

ENGLISH HOME LANGUAGE

SET 1: 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 from curriculum work 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 assessments that learners must undergo on a continuous basis and do not replace them.

2. The structure of exemplar questions

The exemplars are designed to illustrate different techniques or styles of assessing the same skills and/or knowledge. For instance, some 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.). So, if teachers and learners find a number of exemplar questions that are structured differently but are asking the same thing, they should understand that this is deliberate and learners must respond to all the exemplar questions. Exposure to a wide variety of questioning techniques or styles gives learners the necessary confidence to confront tests.

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 Grades R to 12 (NCS), the provisions of the Curriculum and Assessment Policy Statements (CAPS) for the relevant grades and the National Protocol for Assessment. Together these documents, plus any others that a school may provide, make up a rich resource base to help teachers in planning lessons and conducting formal assessment (assessment of learning).

4. How to use the exemplars

While the exemplars for a grade and a subject have been compiled into one comprehensive set, the teacher does not have to give the whole set to the learners to respond to 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 time for instruction 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 then 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 up to a full test depending on the work that has been covered at a particular point in time. The important thing is to ensure that learners eventually get sufficient practice in responding to full tests of the type of the ANA model test.

5. Memoranda or answering guidelines

A typical example of the expected response (memorandum) has been given for each exemplar test question and for the ANA model test. Teachers must bear in mind that the memoranda can in no way be exhaustive. Memoranda 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 only for work that covers 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, staying the same or declining. 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 story and answer the questions.



Mary and Jane were thrilled to be staying on the farm. Mary's uncle was a kind man. He was happy that Mary was bringing her best friend, Jane, to stay with them. Gran loved to see her favourite granddaughter again.

There was a lot to do on the farm, but after a week, Mary and Jane were bored. They wanted to go to the river where they could climb trees and swim in the pools, but Gran told them that they must wait for Mary's uncle to take them. They were not allowed to go alone. Unfortunately Mary's uncle was too busy.

One morning the two girls decided to go to the river on their own. They didn't even tell Gran or Uncle. They had a great time swimming in the cold water of the pools, climbing a big tree and sitting on a branch. They could see far while they were sitting on the branch.

When it was time to go home, Jane climbed slowly down the tree, but Mary jumped down and hurt her leg. She couldn't walk. She just cried.

Jane ran back to the house and told her uncle what had happened. He came and carried Mary back home. She had broken her leg. It was a bad end to the holiday.

1.1 Choose the correct answer from the answers given below.

What is the story about?

- A Mary and Jane were best friends.
- B The story is about the clever girls.
- C Jane and Mary lived on a farm.
- D They all lived happily in a village.

1.2 Underline the correct answer from the answers given below.

Mary and Jane lived in a (bus, train, city, boat).

1.3 Complete the following sentence.

Mary's uncle was happy to let her bring home her best friend,
....., for the holidays.

1.4 Give the best name for the story.

.....

1.5 Write about the main idea of the story. Write it in one sentence.

.....

2.1 Circle the letter of the correct answer.

- A Mary and Jane are not best friends.
- B They wanted to go to church.
- C Jane had broken her leg.
- D Mary jumped down and hurt her leg.

2.2 Arrange the events in the correct sequence.

- A Mary jumped and hurt her leg.
- B She just cried.
- C She had broken her leg.
- D She couldn't walk.

2.3 Match the character to the events.

COLUMN A		COLUMN B
2.3.1	Mary	A. ran home to call Mary's uncle.
2.3.2	Jane	B. fell and hurt her leg.

2.4 Where did the girls go to one morning?

.....

2.5 Why did the accident happen?

The accident happened because

3. Look at the photo and answer the questions.



3.1 Circle the letter of the correct answer.

The photo shows ...

- A ice.
- B snow.
- C a river.
- D winter.

3.2 Add one word to complete the sentence.

I like to swim in the

3.3 Circle the letter of the correct answer.

When was the photo taken?

- A During the summer holidays
- B While baking a cake
- C While shopping
- D While sleeping

3.4 Underline the correct answer.

Water that flows from the cliff is called a (river, dam, pool, waterfall).

3.5 Cross out the wrong words.

If you look at the picture, which of the following cannot sail on river?

a boat, a ship, a yacht, a canoe

4.1 Read the story about Mary and Jane.

Write down two words that you found difficult to read.

.....

4.2 What do the words below mean?

thrilled

favourite

4.3 In the first paragraph of the story, find 2 words that start with a consonant digraph and write it down.

.....

4.4 Find a word in the story that means the same as the words below.

Write the words on the lines below.

good

sadly

4.5 Answer the question. Only use the word "yes" or "no".

Gran knew that the girls had gone to the river.

5.1 Fill in the missing sound (consonant digraph) to make a meaningful word.

I like to paint with a bru

Please eck my work.

5.2 Circle the correct consonant digraph.

A sbruh

B brush

C hbrus

D brush

5.3 Underline the correct digraph in the given words.

shop hsop

5.4 Use the following vowel digraphs that make the same sound to make meaningful words (one word each).

ea

ee

5.5 Use the words that you wrote in the above question and make a meaningful sentence with each of them.

.....

.....

6.1 Circle the correct initial sound.

pen p b d n

fish t f h g

6.2 Underline the correct word.

I feed my ...

dag, dog, bag, bog

6.3 Build/make a sentence with each word.

bag beg

.....
.....

6.4 Circle the end sound of each word.

Match this sound to the picture.

cat



bed



6.5 Fill in the missing middle sound.

The s.....n is hot.



She wants to s.....t down.

7.1 Circle the word with the correct consonant digraph.

The boy is wearing his black ...

- A shoes.
- B hooss.
- C coehs.
- D soohc.

7.2 Match the correct sound (consonant digraph) to the picture.

Column A	Column B
<p>7.2.1 </p> <p>7.2.2 </p>	<p>A ch</p> <p>B sh</p>

7.3 Read the sentence and circle the correct sound to complete the last word.

My uncle has lots of money. He is very ri...

- A sh.
- B ch.
- C c.
- D s.

7.4 Read the sentence and underline the correct word.

I (wis/wish/wich/wic) I had a dog.

I lost my front (toot/tooh/tooth/toof).

7.5 Cross out (X) all the words that do not match the picture.

chips cheeps sheeps cips



8.1 Rewrite the following words on lines in cursive writing:

happy favourite granddaughter Mary Nana

.....

8.2 Rewrite the sentence on lines in cursive writing.

Mary and Jane were thrilled to be staying on the farm.

.....

.....

8.3 Circle the sentence with the correct spacing.

- A She had broken herleg.
- B She had broken her leg.
- C Shehad broken her leg.
- D Shehad brokenher leg.

8.4 Separate the words in the sentence below with correct spacing. Rewrite the sentence.

MaryandJanewerethrilledtobestayingontheFarm.

.....
.....

9.1 Trace the letters of the alphabet in cursive writing.

b f g

.....

9.2 Write the following three letters in cursive writing.

C H..... E

9.3 Match the print script to the cursive letters.

	COLUMN A		COLUMN B
9.3.1	F	A	D
9.3.2	D	B	F

9.4 Copy the sentence correctly into cursive writing.

He is a goalkeeper.....

9.5 Transcribe the sentence correctly in the print script.

She likes to play netball.

.....

10.1 The following are instructions that Jane gave Mary after she broke her leg. Number the instructions 1 to 4 in the boxes to show the correct order.

Call someone to help the injured Jane.	
Make sure Jane stays calm.	
Tell Jane not to move before help arrives.	
If there is blood, do not touch the wound with your bare hands.	

10.2 It is your birthday party. You have invited a few friends over to your home over the weekend. Give them directions from your school to your home. Use the space below to write your directions.

The following are words that you may use when you give directions.

Turn left turn right walk straight pass trees down





.....

.....

.....

10.3 Choose the column with the correct instruction.

A	B
	
Don't cross. Run across the road.	Children crossing. Beware school children.

11.1 Identify the verb in the sentence, by underlining it.

He kicks the ball.

11.2 Write the sentences correctly by choosing the correct form of the verb.

She (go, goes) to school.

Tumi (run, runs) to school.

11.3 Circle the verb in the following sentences.

Tim cries every morning.

I eat sweets every day.

11.4 Underline the verb in the following sentences.

Jim lives near the school.

She likes to play netball.

11.5 Fill in the correct verb in the sentences.

The boy his hair with shampoo.

I my food.

12.1 Read the story below. Write your own ending. Do not write more than three sentences.

Sipho's disappointment

Sipho loves running. He has trained very hard for the 2011 athletics season, as well as to win the 2011 Competition. He has set himself the target of winning the trophy for his school. His school has won the most trophies for athletics in the area.

Michael is the best athlete in the school. He is also the best cricketer and has taken the most wickets for the past years. He is a big, strong boy. He is very fit.

At the athletics meeting, Sipho ran as fast as he could - just like a strong wind blowing, but he could not beat Michael. Michael won the Best Athlete Trophy for the school.

Sipho was very sad. Brian, his friend, told him not to worry about it, as the trophy belonged to the whole school. He also told Sipho that he must not be sad, because he had really trained hard. He reminded him that he was the best swimmer in the school.

12.2 Write 8 sentences about your weekend.

12.3 On the way to the athletics meeting, there was an accident. In 6 to 8 sentences, describe what had happened.

12.4 Write a story about a boy or girl winning some money in a competition.

12.5 Write a letter to your friend about you winning the spelling contest at your school.

13.1 Punctuate the following sentence.

the next time busi saw a bag she opened it and looked to see what was inside

13.2 Rewrite the sentence and use the correct punctuation.

on friday susie a 20 year old girl from randburg was involved in a car accident in durban

13.3 Write a sentence using any one of the following punctuation marks, comma, exclamation mark, full stop.

13.4 Choose the correct punctuation mark in the sentence below. Fill it in the correct place.

, . ? ! " "

What time does your school start

13.5 Correct the punctuation in the sentence below. Rewrite the sentence.

where shall We have a holiday asked, susie not. in the city "I hate the noise Of the taxis replied j ohn"

14.1 Choose the correct answer.

Mary and Jane are ...

- A frind.
- B friends.
- C friend.
- D frieds.

14.2 Underline the correct word.

The (gurls, girls, gills, glris) are swimming.

14.3 Circle the letter with the correct answer.

One child but many ...

- A childs.
- B childes.
- C children.
- D childrrens.

14.4 Match the singular form with the plural form of the words.

COLUMN A		COLUMN B	
14.4.1	story	A	stories
14.4.2	woman	B	women

14.5 Write the correct plurals in the sentences.

The children are reading their (books, book).

There are two in the pram (baby, babies)

15.1 Choose the correct answer. (past tense)

Mary ... her leg last Sunday.

- A broke
- B broken
- C broke
- D break

15.2 Add the missing word (past tense).

She from the tree (fall, fell).

15.3 Rewrite the sentence from the present tense into the future tense.

I eat my food.....

15.4 Rewrite the sentence in the past tense. Start with the word "Yesterday".

The girls swim.
.....

15.5 Circle the correct answer.

I my mother's cup.

- A fulfilled
- B filled
- C full
- D fill