



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

ANNUAL NATIONAL ASSESSMENT

GRADE 5

ENGLISH FIRST ADDITIONAL 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 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 story below and answer the questions that follow.

Long ago, there was a lion, the king of the forest. One day, he called all the other animals-big and small – in his forest to a meeting as he wished to wage a war against humans. They were moving into the forest and taking over the lands that belonged to the animals.

All the animals arrived as the lion had said that each animal would be given a task. The lion, seeing that all had gathered, began to allot to each animal its part in the war.

“The fox, the most cunning of all the animals, will tell me all the clever tricks and help me to draw up the battle plans,” said the lion to the fox.

To the bear, he said, “You are very sturdy and quick. You’ll be useful to climb the walls of the fort and capture the enemy.”

Then, he turned to the elephant and said, “You, being huge and very strong, will fight and carry the guns we need for the war.”

To the monkey, he said, “You are very good at climbing trees and jumping from one tree to another. You will do the work of a look-out.”

The lion thus distributed to the animals their roles in the war. When it was the turn of the donkeys and rabbits, the ministers said that they would be of no use in the war. The donkeys were stupid and the rabbits timid.

At this the lion retorted, “The donkey can shout louder than me. We can use him as a vuvuzela to call our meetings. And as for the rabbit, he can run very fast and will be helpful to carry orders from one place to another.”

The lion, being a wise, added, “Everyone can be useful if his abilities are recognised.”

1.1 Circle the best title for the story from the choices given below.

A The strong donkey

B The wise lion

C The jumping monkey

D The lion and the fox

(1)

1.2 Write a suitable title for the story.

(2)

1.3 Complete the sentence below.

The best title for the story is _____ (2)

1.4 What is the title of the story?

_____ (1)

2.1 Where was the meeting held?

_____ (1)

2.2 Circle the letter of the correct answer from the choices given below.

The meeting took place in the...

A lion's den.

B forest.

C trees.

D fort.

(1)

2.3 Complete the following sentence.

The meeting was held in the _____ (1)

2.4 State whether the following statement is TRUE or FALSE.

Give a reason for your answer.

The meeting was held in the fort.

Tick the correct answer.

TRUE	FALSE
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_____ (2)

3.1 Circle the letter of the correct answer from the choices given below.

The lion gave roles to different animals based on their

A size.

B speed.

C abilities.

D strength.

(1)

3.2 How did the lion choose the animals for the war?

_____ (2)

3.3 Complete the following sentence.

The lion gave roles to different animals based on their ...

_____ (1)

3.4 State whether the following sentence is TRUE or FALSE.

Give a reason for your choice.

The lion gave the roles to different animals based on their speed.

Tick the correct answer.

TRUE	FALSE
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_____ (2)

3.5 Match the animals in COLUMN A with their abilities in COLUMN B by drawing a line across the columns.

	COLUMN A	COLUMN B
3.5.1	Fox	A Strong helper
3.5.2	Elephant	B Good look-out
		C Clever planner

(2)

4.1 Circle the correct answer from the choices given below.

The lion wanted to fight against the humans because

A they were attacking the animals.

B they were taking the forest lands.

C the animals advised him to go to war.

D the animals were attacking the humans. (1)

4.2 Match the cause in COLUMN A with its effect in COLUMN B.

COLUMN A: CAUSE	COLUMN B: EFFECT
Because humans moved into the forest lands,	A the animals decided to fight them. B the animals ran away.

(2)

4.3 Complete the following sentence.

The animals planned to fight the humans because ... (2)

4.4 Why did the animals want to fight the humans?

_____ (2)

4.5 State whether the following sentence is TRUE or FALSE.
Give a reason for your choice.

The animals wanted to fight the humans because they were being attacked

by them.

Tick the correct answer.

TRUE	FALSE
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(2)

5.1 Circle the letter of the correct answer from the choices given below.

What can we learn from the story? We can learn that ...

A everybody is strong.

B everybody is important.

C humans are afraid of animals.

D animals are afraid of humans. (1)

5.2 What can we learn from the story?

_____ (2)

5.3 State whether the following statement is TRUE or FALSE.
Give a reason for your answer.

The story teaches us that everyone is important.

Tick the correct answer.

TRUE	FALSE
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_____ (2)

5.4 Complete the following sentence.

The story teaches us that ... (2)

5.5 What is the moral of the story? Use the word "**important**" in your answer.

_____ (2)

6.1 Do you think that the lion was a good leader?

Give a reason for your answer.

Tick the correct answer.

TRUE	FALSE
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_____ (2)

6.2 State whether the following statement is TRUE or FALSE.
Give a reason for your choice.

The lion was a good leader.
Tick the correct answer.

TRUE	FALSE
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(2)

6.3 Circle the letter of the correct answer from the choices given below.

The lion was a good leader because he...

- A called a few animals to the meeting.
- B called big animals to the meeting.
- C chose animals according to their abilities.
- D chose animals roles according to their age.

(1)

Read the following TV schedule and answer QUESTIONS 7 to 9

National Geographic Channel

06:30: The Living Edens

07:00: The Dog Whisperer

08:00: World's Deadliest Animal

09:00: Ancient Megastructure
10:00: The Indestructibles
11:00: Animals at the Edge
12:00: World's Toughest Fixes
13:00: The Living Edens
13:30: Known Universe
15:00: Rebuilding Titanic
16:00: Worlds Deadliest Animals
17:00: Power of Play
18:00: Lockdown
19:00: The Dog Whisperer
20:00: The Living Edens
20:30: Seconds from Disaster
21:30: Hiroshima
22:30: Lockdown

7.1 State whether the following statement is TRUE or FALSE.
Give a reason for your answer.

The programme The Living Edens is repeated twice.

Tick the correct answer.

TRUE	FALSE
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_____ (2)

7.2 Complete the following sentence.

The Living Edens is repeated at _____ and at _____. (2)

7.3 Circle the letter of the correct answer from the choices given below.

How many times is The Living Edens repeated on the same day?

- A Once,
- B Twice.
- C Three times.
- D Four times. (1)

7.4 Complete the following sentence.

The programme The Living Edens can be watched for the second time at _____ and the third time at _____ on the same day. (2)

7.5 How many times is The Living Edens shown on the same day?

_____ (1)

8.1 **Circle the letter of the correct answer from the choices given below.**

Choose the correct order of the programmes.i.e. which programmes come first, second then third.

- A World's Deadliest Animals, Rebuilding Titanic, Known Universe
- B World's Deadliest Animals, Known Universe, Rebuilding Titanic
- C The Living Edens, Known Universe, Rebuilding Titanic
- D The Living Edens, Rebuilding Titanic, Known Universe (2)

8.2 Rearrange these programmes in the order they appear on the channel.

Known Universe, Rebuilding Titanic, The Living Edens (2)

8.3 Write the missing programmes in the sequence given below.

13h00: The Living Edens

13h30: _____

15h00: Rebuilding Titanic (1)

8.4 Which programme comes between Living Edens and Rebuilding Titanic? (1)

8.5 Fill in the missing programmes to complete the sentences below.

The Living Edens is shown at 13h00. It is followed by _____.

Next comes _____. Then follows _____ at 16:00. (2)

9.1 Which programme is not about animals?

A Animals at Edge

B Power to Play

C The Dog Whisperer

D World's Deadliest Animals (1)

9.2 The shortest programme on the channel is... while the longest programme is... (2)

9.3 Which programmes in COLUMN A are repeated? Write down the names in COLUMN B.

COLUMN A PROGRAMMES	COLUMN B REPEATED PROGRAMMES
Hiroshima	

The Dog Whisperer	_____
Lockdown	_____
Seconds from Disaster	

(2)

9.4 Underline the correct answer from the choices in brackets.

The programme Lockdown is (not repeated/repeated) on the National Geographic Channel.

(1)

10.1 Circle the correct answer from the choices given below.

The lion asked the fox to _____ him to plan for the war.

A asist

B asisst

C assist

D asisst

(1)

10.2 Circle the correctly spelt word from those in brackets.

The lion asked the fox to (assist/asisst) him to plan for the war.

(1)

10.3 Correct the spelling of the underlined word.

The lion asked the fox to assisst him to plan for the war.

(1)

10.4 Choose the words that are spelt correctly in COLUMN A, and write them in COLUMN B.

COLUMN A	COLUMN B
assist	

useful asisst usefull	_____ _____
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(2)

11.1 11.1.1 Write the following sentence in simple present tense.
 The lion (to call) the animals to a meeting. (1)

11.1 11.1.2 Write the following sentence in simple past tense.
 The lion (to call) the animals to a meeting. (1)

11.2 11.2.1 Write the following sentence in simple present tense.
 The lion called the animals to a meeting. (1)

11.2 11.2.2 Write the following sentence in simple past tense.
 The lion calls the animals to a meeting. (1)

11.3 11.3.1 Circle the correct answer from the choices given below.
 Every day the lion _____ the animals to a meeting.
 A calls
 B called
 C Is calling
 D was calling (1)

11.3 11.3.2 Circle the correct answer from the choices given below.
 Yesterday the lion _____ the animals to a meeting.
 A calls

- B called
- C is calling
- D were calling (1)

11.4 Write the correct tense of the words in brackets.

Long ago, the lion and his friends 11.4.1 (to plan) to save their forest from the humans. They seemed to have failed. Today humans 11.4.2 (to live) in lands that once belonged to animals. (2)

11.5 11.5.1 Write a sentence in simple present tense using the word **call**.
_____ (2)

11.5 11.5.2 Write a sentence in simple past tense using the word **call**.
_____ (2)

12.1 Rewrite the following sentence with correct punctuation marks.

the lion had a meeting with the fox donkey rabbits and elephant
_____ (2)

12.2 Circle the letter of the sentence which is correctly punctuated.

- A The lion had a meeting with the fox, donkey rabbits and elephant.
- B the lion had a meeting with the fox donkey, rabbits and elephant
- C the lion had a meeting with the fox, donkey, rabbits and elephant.
- D The lion had a meeting with the fox, donkey, rabbits and elephant. (1)

12.3 Rewrite the following sentences and punctuate them correctly.

12.3.1 The lion had a meeting with the fox, donkey rabbits and elephant (1)

12.3.2 Did the lion call the fox donkey, rabbits and elephant to the meeting? (1)

13.1 Fill in the missing prepositions to complete the paragraph below.

One day the animals held a meeting _____ the forest. They stood close to each other and listened _____ the lion speaking. (2)

13.2 Circle the letter of the correct answer from the choices given below.

One day the animals held a meeting _____ the forest.

A at

B in

C to

D on (1)

13.3 Circle the correct answer from the choices given in brackets.

One day the animals held a meeting (at/in/on/to)the forest.

_____ (1)

13.4 Complete the following sentence by filling in the correct preposition.

One day the animals held a meeting _____ the forest. (1)

14.1 Give the simple present tense of the verbs in brackets. Write the words in the spaces provided.

The lion (to roar) every day and (to call) the animals to a meeting.

(2)

14.2 Give the simple present tense of the verbs in brackets.

The lion (to roar) every day in the forest. When animals (to hear) the roar they (to know) there is a meeting.

(3)

14.3 Circle the letter of the correct answer from the choices given below.

The lion _____ every day in the forest.

A roar

B roars

C have roared

D are roaring

(1)

14.4 Circle the correct answer from the choices given in brackets.

The lion (roar/roars) every day in the forest.

(1)

15.1 Complete the following paragraph by filling in missing words.

On my 10th birthday, my grandfather took my grandmother and me to town.

I was very _____. We had Coke and _____. After that we

returned home. I got the surprise of my life! There, standing in the garden, was a shining new bicycle, a gift from my grandparents. I jumped onto the _____ and rode down the street. I felt as free as a bird!

(6)

15.2 Add four sentences to complete the paragraph below.

On my 10th birthday, my grandfather took my grandmother and me to town. I was very happy. ...

(6)

15.3 Your 10th birthday was a special day that made you very happy. Write a paragraph of six lines explaining what happened that made you happy.

(6)