



**basic education**

---

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

# **ANNUAL NATIONAL ASSESSMENT**

## **GRADE 9**

### **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 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 effect

## Term 1

1. Read the following poem, April Rain Song, and answer the questions that follow.

April Rain Song-Langston Hughes

- 1 Let the rain kiss you
- 2 Let the rain beat upon your head with silver liquid drops
- 3 Let the rain sing you a lullaby
- 4 The rain makes still pools on the sidewalk
- 5 The rain makes running pools in the gutter
- 6 The rain plays a little sleep song on our roof at night
- 7 And I love the rain.

[From: The Internet]

1.1 Answer the question.

What figure of speech is used in line 1?

\_\_\_\_\_ (1)

1.2 Circle the correct answer from the alternatives given.

Choose an example of personification from the following:

- A I love the rain
- B Let the rain kiss you
- C Still pools on the sidewalk
- D Silver liquid drops

(1)

1.3 Answer the question.

Explain the effectiveness of the figure of speech in "Silver liquid drops". (line 2)

---

---

---

(2)

1.4 Complete the following sentence.

A regular beat that runs through the poem is called ...

---

(1)

1.5 Identify the figure of speech in the following line and say which two things are being compared.

"... silver liquid drops"

---

(1)

2. 2.1 Circle the correct answer from the alternatives given.

The tone of the poem in line 1 is ...

A Tender

B Happy

C Cheerful

D Caring

(1)

2.2 Circle the correct answer from the alternatives given.

Identify the tone that the poet uses in line 1 by choosing the correct answer from those given.

A Tender

B Happy

C Cheerful

D Caring

(1)

2.3 Complete the following sentence.

In line 1 the poet is using a tone of ...

---

(1)

2.4 Answer the question.

What is the tone of the poem in line 1?

---

(1)

2.5 Circle the correct answer from the alternatives given.

Which ONE of the following quoted words best describes the tone used in line 1?

A Tender

B Happy

C Cheerful

D Caring

(1)

3.

3.1 Answer the question.

How does the poem affect your attitude towards rain?

---

(2)

3.2 Answer the question.

Explain in your own words what the poet means by the following:

"Let the rain sing you a lullaby" (line 3)

---

---

---

(2)

3.3 Circle the correct answer from the alternatives given, completing the sentence below.

The message the poet to the reader is ...

A Accept the rain

B Enjoy the rain

C Pray for rain

D People need rain

(2)

3.4 Answer the following question.

How does the repetition in the poem affect the message?

---

---

---

(2)

3.5 Answer the following question.

Quote a word from the poem with the similar meaning to lullaby.

---

(1)

Read the following article and answer the questions that follow.

### WHAT IS COP 17 ALL ABOUT?

- 1 Hard to believe, but 19 years have gone by since most countries on planet earth signed an international treaty called the United Nations Framework Convention on Climate Change.
- 2 In June 1992, at the earth summit held in Rio de Janeiro the intention was, and still is, to consider what can be done to reduce global warming. It's a search for ways to cope with whatever temperature increases are inevitable. Since then more powerful and legally binding measures, called protocols, have emerged (for instance the Kyoto protocol). These set limits on national greenhouse gas emissions.
- 3 Every year a Conference of Parties (COP) is held in a different city and this year it took place in Durban International Convention Centre (ICC) from 28 November 2011 to 9 December 2011. The South African Minister of International Relations and Cooperation served as the president of COP17 as is customary for host nations.
- 4 The big question this year was whether the Kyoto Protocol should be extended or abandoned. It sets binding targets for 37 industrialized countries and the European Community for reducing greenhouse gas emissions.
- 5 Thousands of participants, from government representatives to observer organizations, take part in sessions. COP16 in Copenhagen in 2009 attracted over 24 000 delegates, including some 10 590 government officials, over 13 000 representatives of the UN bodies and agencies, intergovernmental and non-governmental organizations, and 3 221 accredited media members.

**(COP17 in Cancun last year had more than 11 800 participants.)**

The tough part for governments is that they also need to look after and keep happy their industrial and other carbon gas producing sectors, i.e. industries that provide jobs and those that donate money to governments. Encouragingly, as the SA government strives to address all these interests, COP17 seems well placed to make a real difference, especially in Africa where the opportunities for responsible use of resources and the environment are still plentiful.

Our national strategy is to reduce carbon gas emissions by 24% in nine years and 42% by 2025.

[Adapted from *The Green Issue – South African Airways Magazine*]



4. 4.1 Circle the correct answer from the alternatives given.

Which ONE of the following is the main idea of paragraph 5?

- A The large number of participants at COP 15.
- B The large number of participants at COP 16.
- C The large number of participants at COP 17.
- D The large number of participants at all the above. (1)

4.2 Answer a short question.

... is the main idea of paragraph 5.

---

---

(1)

4.3 Circle the correct answer from the alternatives given.

Which ONE of the following does NOT support the main idea of paragraph 5?

- A 3 221 media members attended COP15
- B 13 000 UN delegates attended COP 15
- C At Cancun 11 800 participated in COP 16
- D Every year a different city hosts COP (2)

4.4 Complete a short question.

The main idea of paragraph 5 is ...

---

---

(1)

4.5 Answer the question.

Explain, in your own words, the main idea of paragraph 5.

---

---

(2)

5. 5.1 Answer the question.

What is the purpose of this article?

---

---

(2)

5.2 Answer the question.

Explain why the writer wrote this article.

---

---

(2)

5.3 Circle the correct answer from the alternatives given.

Which ONE of the following best supports the purpose of the article?

- A The venue of COP 17 is in Durban.
- B Every year COP is held to reduce global warming.
- C The president of COP is a Minister of the host country.
- D COP 15 took place in Copenhagen in 2009.

(2)

5.4 Answer the question.

Explain, in your own words, the purpose of the article.

---

---

(2)

5.5 Circle the correct answer from the alternatives given.

Which ONE of the following best summarises the purpose of the article?

- A To challenge and inspire
- B To inform and educate
- C To encourage and motivate
- D To criticize and discourage

(2)

6. 6.1 Circle the correct answer from the alternatives given.

The purpose of the article has been achieved because it tells us about the ...

- A COP17 at the ICC in Durban.
- B Minister of International Relations.
- C South African Government.
- D history and organization of COP.

(2)

6.2 Answer the question.

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

**The South African Minister of International Relations served as President of COP17 because she was the best person for the job.**

---

---

(2)

6.3 Answer a question to evaluate the writer's opinion.

**The South African Government is serious about limiting carbon emissions.**

Do you agree? Quote one sentence from the text to support your answer.

---

---

(2)

6.4 Answer the question.

In paragraph 6 the writer is hopeful for Africa. Is the writer justified in having this opinion? Explain your answer in ONE sentence.

---

(2)

6.5 Circle the correct answer from the alternatives given.

Which ONE of the following does NOT support the writer's ideas?

- A COP 17 for 2011 was held at the ICC in Durban.
- B Minister of International Relations was the president of COP 17.
- C Governments have to please industries guilty of carbon emissions.
- D The article relates the history and organization of COP.

(2)

7. 7.1 Circle the correct answer from the alternatives given.

Which of the following is the formal equivalent of **tough**? (par. 5)

A Strong

B Forceful

C Difficult

D Strenuous

(1)

7.2 Circle the correct answer from the alternatives given.

Select a formal word, from the following, with the same meaning as **tough**. (par. 5)

A Strong

B Forceful

C Difficult

D Strenuous

(2)

7.3 Answer the question.

Give a formal word, similar in meaning to **tough**, as used in context.

---

(1)

7.4 Answer the question.

The formal equivalent of **tough** is ...

---

(1)

7.5 Answer the question.

... can replace **tough** in a formal content.

---

(2)

Read the following dictionary extract and answer the questions that follow.

**greenhouse** ('gri:n,haus) *n.* **1** a building with transparent walls and roof, usually of glass, for the cultivation and exhibition of plants under controlled conditions → *adj.* **2** relating to or contributing to the greenhouse effect: *greenhouse gases such as carbon dioxide*

8. 8.1 Answer a short question.

What does the letter “n”, immediately after **greenhouse**, indicate?

\_\_\_\_\_ (1)

8.2 Answer the question.

Why is the last sentence in the dictionary extract written in italics?

\_\_\_\_\_  
\_\_\_\_\_ (2)

8.3 Answer the question.

Which of the two dictionary meanings applies to COP 17? Quote a reason from the COP 17 text for your answer.

\_\_\_\_\_  
\_\_\_\_\_

(2)

8.4 Circle the correct answer from the alternatives given.

The content of the brackets after **greenhouse** refers to the ...

- A origin of the word.
- B pronunciation.
- C part of speech.
- D alternate meaning.

(1)

8.5 Answer the question.

What does **adj.** mean?

---

(1)

9. 9.1 Circle the correct answer from the alternatives given.

The apostrophe in **it's** (par. 2) indicates ...

- A something belongs to **it**.
- B a letter has been omitted.
- C a word has been omitted.
- D the plural of **it**.

(1)

9.2 Answer the question.

The function of the apostrophe in **it's** (par. 2) is . . .

---

---

(2)

9.3 Answer the question.

Why is the apostrophe used in **it's** (par. 2)?

---

---

(2)

9.4 Answer the question.

What is the purpose of the apostrophe in **it's** (par. 2)?

---

---

(2)

9.5 Answer the question.

Rewrite **it's** (par. 2) in full.

---

(1)

10. 10.1 Circle the correct answer from the alternatives given.

Complete the following sentence by choosing the appropriate ending.

The Kyoto Protocol, if extended, ...

A will limit greenhouse gas emissions.

B will be implemented by all countries.

C by ten years, will be adhered to strictly.

D will be legally binding and enforced.

(2)

10.2 Circle the correct answer from the alternatives given.

Choose the correctly constructed sentence.

A Gathering for COP 17, the ICC is the venue.

B The delegates rejected the strategies because it was too costly.

C The government has to satisfy many sectors of the economy.

D When COP 17 is over and the expenses are tallied by the UN.

(2)

10.3 Circle the correct answer from the alternatives given.

Act now to save the earth

This sentence is an example of a/an ...

A question .

B statement.

C exclamation.

D command.

(1)

10.4 Circle the correct answer from the alternatives given.

Which ONE of the following is NOT a complete sentence?

- A Every year a COP gathering is held.
- B Arranging a gathering of this nature is expensive.
- C Attending conferences, organizing transport and means.
- D To save the earth, act responsibly.

(2)

10.5 Answer the question.

Rearrange the following words into a complete sentence:

delegates;	global warming;	ways;	cannot be;
to limit;	brainstorm;	that;	avoided

---

---

(2)

11. 11.1 Circle the correct answer from the alternatives given.

Select the correct form of the verb within brackets in the following sentence.

After the conference had ended, the delegates (go) home.

- A had gone
- B went
- C gone
- D will go home

(2)

11.2 Answer the question.

Rewrite the following sentence with the correct form of the underlined verb.

After the conference had ended, the delegates go home.

---

---

(2)



11.3 Answer the question.

... is the correct form of the verb within brackets in the following sentence.

After the conference had ended, the delegates (go) home.

---

(1)

11.4 Circle the correct answer from the alternatives given.

In the following sentence, replace the underlined verb with the correct one from those provided.

After the conference had ended, the delegates go home.

A had gone

B went

C gone

D will go home

(1)

12. Write an informal letter to your cousin telling him/her about your school project OR your own efforts to conserve the earth's resources by re-using, recycling and re-inventing natural and man-made resources.

The length of your letter should be between 160 and 200 words.

(10)

13.

- 13.1 Write a narrative essay. Your school has an outreach programme and you decided to go to one of the poorer communities to help them establish a vegetable garden. Tell how all this happened. Relate the course of events as they transpired.

The length of your essay should be between 200 and 250 words.

Give your essay a suitable title. (20)

- 13.2 Write a narrative essay, beginning with the following words . . ."Just as I started revising for my English Test, all the lights went out." "Oh no, not ESKOM's load shedding again! " Relate the events that followed.

The length of your essay should be between 200 and 250 words.

Give your essay a suitable title. (20)

- 13.3 Write a short story in response to a picture (provided by the teacher, taking into consideration the context of the school and learners). Give the story a suitable title.

The length of your essay should be between 200 and 250 words. (20)

- 13.4 Write a narrative essay. Relate the sequence of events that led to the following ending . . . "That was the end of the day I had looked forward to with great anticipation."

The length of your essay should be between 200 and 250 words.

Give your essay a suitable title. (20)

