



**ANNUAL NATIONAL ASSESSMENT 2013
ASSESSMENT GUIDELINES
ENGLISH FIRST ADDITIONAL LANGUAGE
GRADE 4**

INTRODUCTION

The 2013 cycle of Annual National Assessment (ANA 2013) will be administered in all public and designated¹ independent schools from 10 to 13 September 2013. During this period all learners in Grades 4-6 will write nationally set tests in Language and Mathematics. The results will be used to report progress related to achieving the goals set in the *Action Plan 2014, Towards Schooling 2025*.

The ANA tests will be written during the third school term and, therefore, the Department of Basic Education (DBE) has developed Assessment Guideline documents for each grade and subject (Language and Mathematics) outlining the minimum curriculum content that must be covered by all learners prior to the writing of the test. The Assessment Guidelines define the scope of work that will be covered in the test for each grade and subject.

INTERMEDIATE PHASE

In Grades 4-6, the tests will cover work that is prescribed for the first three-quarters of the school year. The Assessment Guidelines are arranged in three columns: Skills; Content assessed; and Specific Skills to be assessed.

It is important to note that the ANA 2013 Assessment Guidelines do not imply that the delimited scope is all that must be taught and learnt during the school year. Instead, the Assessment Guidelines provide the minimum curriculum requirements that must be covered by the end of the third school quarter.

Teachers are expected to use these Assessment Guidelines together with the other resources for their teaching and assessment programmes.

¹ "Designated" independent schools are those that will apply and register either their Grade 3 or Grade 6 learners to participate in ANA for purposes of securing State subsidy.

SKILLS	CONTENT	SPECIFIC SKILLS
<p>READING AND VIEWING</p>	<p>PRESCRIBED TEXT TYPES</p> <p>Stories, e.g. contemporary realistic fiction, traditional stories (myths and legends, folk tales, fables), adventure stories, science fiction, biographies, historical fiction</p> <p>Poetry</p> <p>Information texts</p>	<p>To test whether the learner is able to ...</p> <p>use the following reading strategies:</p> <ul style="list-style-type: none"> • understanding the text • close and critical reading of the text (reading comprehension) • identification of titles, illustrations, headings, subheadings <p>understand the following text structures:</p> <ul style="list-style-type: none"> • lists, sequential order, description, procedures, main point and supporting points, narrative sequence <p>understand visual literacy with regards to:</p> <ul style="list-style-type: none"> • persuasive techniques such as emotive language, bias • impact of use of layout and design features, e.g. font types and sizes, headings and captions, images <p>understand the following structures:</p> <ul style="list-style-type: none"> • theme and message • imagery, e.g. simile and personification, word choice, tone, emotional responses • sound devices, e.g. lines, words, stanzas, rhyme, rhythm, punctuation, repetition, refrain, alliteration <p>understand the following structures:</p> <ul style="list-style-type: none"> • procedures, factual recounts, general knowledge texts, informative texts such as reports, announcements, directions, instructions <p>understand the following:</p> <ul style="list-style-type: none"> • advertisements, news reports, newspaper and magazine articles

SKILLS	CONTENT	SPECIFIC SKILLS
	<p>Media texts</p> <p>Visual literacy</p> <p>Prose</p>	<p>To test whether the learner is able to ...</p> <p>understand the following:</p> <ul style="list-style-type: none"> • audience and purpose (to whom the text is directed) • main and supporting ideas • key features of the text (language, audience and message) <p>create and analyse the following:</p> <ul style="list-style-type: none"> • posters, advertisements, cartoons <p>understand the following:</p> <ul style="list-style-type: none"> • story line involving identification of main characters, key features of the text, e.g. the plot, background and setting of a story
<p>WRITING AND PRESENTATION</p>	<p>Word writing, e.g. lists</p> <ul style="list-style-type: none"> • Sentence writing • Paragraph writing <p>Creative writing</p>	<p>engage in process writing</p> <ul style="list-style-type: none"> • planning/pre-writing • drafting • revisin, • editing, • proofreading • presenting <p>engage in pre-writing/planning</p> <ul style="list-style-type: none"> • consider target audience and purpose • consider type of writing • brainstorm using mind-maps/lists • organise ideas

SKILLS	CONTENT	SPECIFIC SKILLS
	<ul style="list-style-type: none"> • Descriptive, e.g. descriptions of people, places, animals, plants, object, etc. • Narrative, e.g. stories, personal recounts, diaries/diary entries, autobiographies 	<p>To test whether the learner is able to ...</p> <p>draft according to:</p> <ul style="list-style-type: none"> • word choice related topic • structuring sentences • main and supporting ideas • specific features of the required text (e.g. direct speech for dialogue, labels and captions for diagrams) • reading own writing critically <p>revise, edit, proofread and present the following:</p> <ul style="list-style-type: none"> • content and structure of ideas • word choice, sentence and paragraph structure • mistakes in grammar, spelling and punctuation • a neat, legible final version
<p>LANGUAGE STRUCTURES AND CONVENTIONS</p>	<p>Nouns</p> <p>Pronouns</p> <p>Adjectives</p> <p>Verbs</p>	<ul style="list-style-type: none"> • use common nouns: countable nouns, e.g. book – books uncountable nouns, e.g. sugar, hair use nouns that only have plurals, e.g. scissors, trousers use proper nouns correctly, e.g. with capital letter • use personal pronouns, e.g. I, you, he, she, it, the,; me, you, him, her, it, us, them • use adjectives before nouns, e.g. The small dog. • use forms of the verb ‘to be’, e.g. am – is, are; was – were

SKILLS	CONTENT	SPECIFIC SKILLS
	<p>Tenses</p> <p>Adverbs</p> <p>Prepositions</p> <p>Connecting words</p>	<p>To test whether the learner is able to ...</p> <ul style="list-style-type: none"> • use tenses appropriate for the text type being studied, including: simple present to describe regular actions, e.g. “I brush my teeth every day” and universal statements, e.g. “The sun sets in the west.” • use tenses appropriate for the text type being studied, including: present perfect, e.g. “I have lived in Durban all my life.” • use tenses appropriate for the text type being studied, including: past progressive for an action that was going on when a second one took place, e.g. “It was raining when we left the house.” • use tenses appropriate for the text type being studied, including: future using the present progressive tense, e.g. “We are going to Cape Town next week.” • use adverbs of time, e.g. tomorrow, yesterday • adverbs of place, e.g. here, there • adverbs of manner, e.g. quickly, slowly • use prepositions that show position, e.g. on, under, above • use prepositions that show direction, e.g. to, from, up, down • use prepositions that show time e.g. on, at • use prepositions that show possession, e.g. with • use connecting words to show addition, e.g. and • use connecting words to show sequence, e.g. then, next • use connecting words to show contrast, e.g. but • use connecting words to show reason, e.g. because

SKILLS	CONTENT	SPECIFIC SKILLS
	<p>Sentence structure</p> <p>Punctuation</p> <p>Vocabulary development</p>	<p>To test whether the learner is able to ...</p> <ul style="list-style-type: none"> • construct simple sentences • use question forms, e.g. who, what, when, which, why, how • use direct speech • recognise and use reported speech <ul style="list-style-type: none"> • use capital letters, full stops, commas, questions marks • use capital letters for proper nouns, titles and initials of people • use commas for separating nouns in a list • use quotation marks for direct speech <p>understand and use:</p> <ul style="list-style-type: none"> • synonyms (words that are similar in meaning, e.g. fast/quickly) • antonyms (words that are opposite in meaning, e.g. loud/soft) • homonyms (words that are pronounced or spelled alike but have different meanings, e.g. flower/flour) • shortening words, e.g. television/TV • abbreviations (initialism), e.g. HIV • acronyms, e.g. AIDS • truncation, e.g. Dec, Tues • clipped, e.g. fridge – refrigerator; phone – telephone

SKILLS	CONTENT	SPECIFIC SKILLS
	<p>Spelling and spelling rules</p>	<p>To test whether the learner is able to ...</p> <ul style="list-style-type: none"> • reread own writing and make spelling corrections • draw on spelling rules: • by adding s to form most plurals • by adding -es to form plurals of words ending in -s, -sh, -c e.g. bunch, bunches; brush, brushes