



## ANNUAL NATIONAL ASSESSMENT 2013

### ASSESSMENT GUIDELINES

#### ENGLISH FIRST ADDITIONAL LANGUAGE

#### GRADE 9

#### INTRODUCTION

The 2013 cycle of Annual National Assessment (ANA 2013) will be administered in all public and designated<sup>1</sup> independent schools from 10 to 13 September 2013. During this period all learners in Grade 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 2014 Towards Schooling 2025*.

The learners will write ANA tests during the third school term. The Department of Basic Education (DBE) has provided Assessment 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 Guidelines set the scope of work that will be covered in the test for each grade and subject.

#### SENIOR PHASE

The CAPS is not yet being implemented in the Senior Phase during 2013, and therefore assessment will be based on the National Curriculum Statement (NCS). The Assessment Guidelines specify the Learning Outcomes (LOs) to be assessed. These are arranged in columns: Learning Outcomes; the Assessment Standards; and the Content that is being 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 requirement 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.

---

<sup>1</sup> "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.

LOs	ASSESSMENT STANDARD To test whether the learner is able to ...	CONTENT AREA ASSESSED
<ul style="list-style-type: none"> <li>•Reading and viewing</li> <li>•Thinking and reasoning</li> </ul>	read a literary text with full comprehension and the ability to analyse the text	<b>Identification and discussion</b> of the character, plot, setting and narrator <b>Inference</b> of the meaning of a word, sentence, statements <b>Understanding and identification</b> of alliteration, assonance, simile, personification, metaphor, onomatopoeia, rhyme, etc. <b>identification</b> of the message of the text <b>Ability</b> to identify literary devices
	react critically to texts	<b>Comparison</b> of different kinds of texts and match them with their purpose (e.g. instructing, persuading) <b>Making</b> a conclusion from a phrase, sentence, statement <b>Interpretation and analysis</b> of independent details in graphical texts <b>identification</b> of design elements (e.g. use of print size and font) <b>identification</b> of choice of image <b>Discussion</b> of techniques and their effects on the viewer <b>Interpretation</b> and discuss of humour
	show comprehension of a wide variety of informative texts and the ability to interpret texts and information in texts	<b>Identification</b> purpose, audience and context <b>Explaining and assessing</b> point of view in both written and visual parts of the text, and offering alternative points of view <b>Identification</b> of topic sentences <b>Identification</b> of the main points and supporting detail <b>Showing</b> understanding of the way in which texts position readers <b>Identification</b> of the subject, context, audience <b>Explaining</b> the reader's point of view <b>Reading of</b> simple diagrams, graphs and charts <b>Expansion of</b> generalisations, definitions and classifications into paragraphs

LOs	ASSESSMENT STANDARD To test whether the learner is able to ...	CONTENT AREA ASSESSED
Writing	write a wide variety of creative texts and for personal reflection	<b>Exploration</b> of the creative use of language by writing a paragraph, essay, diary, letter, dialogue, etc.
Language structure and use	identify and use abbreviations, acronyms, punctuation, active and passive voice, reported speech, clauses, parts of speech, simple and complex sentences, conjunctions, spelling, concord, synonyms, antonyms, plurals, tense, common errors, editing, punctuation	<b>Ability:</b> <ul style="list-style-type: none"> <li>• to use punctuation effectively and correctly</li> <li>• to use synonyms and antonyms</li> <li>• <b>to</b> use roots, prefixes and suffixes</li> <li>• to use active and passive voice in order to emphasise the object and remove the agent</li> <li>• to change from direct speech to reported speech</li> <li>• to use the third conditional</li> <li>• to form derivatives</li> <li>• to use the correct tense</li> <li>• to understand and use the past perfect progressive tense</li> <li>• to identify different clauses</li> <li>• to identify parts of speech</li> <li>• to identify the correct sentence</li> <li>• to use conjunctions</li> <li>• to spell words correctly</li> <li>• to apply rules of concord</li> <li>• to identify topic sentences</li> <li>• to correct common errors</li> <li>• to identify and correct errors in a text</li> <li>• to use of modals (e.g. 'You should/ought to...')</li> </ul>