



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

ANNUAL NATIONAL ASSESSMENT

GRADE 4

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 passage below and answer the questions.

Khotso loves the sunlight. It makes him happy because he can practise soccer. He often gets up early when the sun rises, so that he can practise soccer before going to school. So, about three or four mornings a week, Khotso is up with the sun and birds, kicking and dribbling the ball.

Khotso would love to play soccer for South Africa when he grows up. It is his ambition to be a striker for Bafana Bafana. Khotso also usually practises after school. So, about two or three times a week, he practises from three to five o'clock in the afternoon.

He always practises on Sunday afternoons. So, every Sunday afternoon, he is out in the garden kicking his soccer ball. If Khotso had his way he would never stop practising because he never gets tired of soccer. Sometimes he even dreams about soccer.

1. 1.1 Circle the letter of the correct answer.

Which is the best title for this story?

Khotso ...

- A and the sunlight.
- B loves soccer.
- C plays for Bafana Bafana.
- D is a good striker.

(1)

- 1.2 Fill in the missing word

Khotso loves _____.

(1)

1.3 State whether the following sentence is TRUE or FALSE.

Give a reason for your answer.

Khotso wakes up late every morning.

Tick the correct answer.

TRUE	FALSE
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_____ (2)

1.4 Do you think Khotso loves soccer?

YES	NO
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Give a reason for your answer.

_____ (2)

1.5 Fill in the blank space.

_____ loves soccer. (1)

2. 2.1 Circle the letter of the correct answer that best describes the character of Khotso.

A Active

B Lazy

C Careless

D Naughty

(1)

2.2 Complete the sentence.

Khotso _____ up early every morning. (1)

2.3 State whether the following sentence is TRUE or FALSE.

Give a reason for your answer.

Khotso practises soccer once a week.

Tick the correct answer.

TRUE	FALSE
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(2)

2.4 Do you think Khotso gets tired of soccer?

Tick the correct answer.

YES	NO
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Give a good reason for your answer.

(2)

2.5 Fill in the blank space.

Khotso would love to be a _____ for Bafana Bafana.

(1)

3. **Read the text below and answer the questions.**

ANTS

The busy ant works all day
And never stops to sleep or play.
He carries things ten times his size,
And never grumbles, whines or cries.
And even climbing flower stalks,
He always runs, he never walks.
He loves his work, he never tires
And never puffs, pants or perspires.
His hard work keeps his body thin
But I'm not really fond of him.

3.1 Circle the word that rhymes with **day**.

A cries

B size

C play

D busy

(1)

3.2 Fill in the blank space.

_____ rhymes with **perspires**.

(2)

4. 4.1 Do you think the ant is very strong?

Tick the correct answer.

YES	NO
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Give a good reason for your answer.

_____ (2)

4.2 State whether the following sentence is TRUE or FALSE.

Give a reason for your answer.

The body of the ant is fat.

Tick the correct answer.

TRUE	FALSE
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_____ (2)

5. **John's class timetable looks like this:**

Day		Period 1	Period 2	Period 3		Period 4	Period 5	Period 6		Period 7	Period 8	Period 9
Monday	ASSEMBLY	Maths	English	A&C	BREAK	NS	TECH	SS	BREAK	Afrikaans	NS	P.E.
Tuesday		Maths	SS	LO		EMS	English	A&C		NS	TECH	TECH
Wednesday		Maths	English	English		NS	SS	LO		SS	Music	P.E.
Thursday		Maths	Maths	A&C		NS	English	English		Afrikaans	NS	SS
Friday		Maths	SS	LO		A&C	Afrikaans	NS		NS	English	English

5.1 Circle the letter of the correct answer.

On a Monday in period 2 John is studying ...

- A Maths.
- B English.
- C A&C.
- D NS.

(1)

5.2 Complete the sentence.

Music is studied on _____.

(1)

5.3 State whether the following sentence is TRUE or FALSE.

Give a reason for your answer.

Maths is the subject that has the most periods.

Tick the correct answer.

TRUE	FALSE
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(2)

5.4 Complete the following sentence:

On _____, John will have a double Technology period.

(1)

6. 6.1 Circle the letter of the correct answer.
Identify the common noun in the given sentence.
Bongani lives in this house.
- A Bongani
B house
C lives
D in (1)
- 6.2 Write the proper noun in the space provided.
My aunt lives in Gauteng.
_____ (1)
- 6.3 Underline the noun in the following sentence.
I love going to school. (1)
- 6.4 Write your answer in the space provided.
Give an example of a proper noun.
_____ (1)
- 6.5 Underline the correct answer.
I have two rotten (tooths, teeth). (1)
- 6.6 Circle the letter of the correct answer.
One cat but many _____.
- A cats
B cates
C catts
D cattes (1)

7. **Answer the following questions:**

7.1 Underline the correct pronoun in the given sentence.

My father gave (me, I) a present. (1)

7.2 Complete the sentence with a suitable pronoun.

Please help _____ with my homework. (1)

7.3 Write your answer in the space provided.

Give your own example of a pronoun.
_____ (1)

8. **Answer the following questions:**

8.1 Circle the letter of the correct answer.

Identify the verb in the given sentence.

I ate a tasty sandwich.

A I

B tasty

C ate

D sandwich (1)

8.2 Fill in the blank space with a suitable verb.

The teacher _____ on the chalkboard. (1)

8.3 Underline the correct verb in the given sentence.

My brothers are playing soccer. (1)

8.4 Write your answer in the space provided.

Give your own example of a verb.
_____ (1)

9. **Answer the following questions:**

9.1 The following sentence is written in the present tense.

Khotso plays soccer.

Now rewrite the sentence in the past tense beginning with the word
Yesterday.

Yesterday _____ (1)

9.2 The following sentence is written in the present tense.

Khotso plays soccer.

Now rewrite the sentence in the future tense beginning with the word
Tomorrow.

Tomorrow _____ (1)

10. **Answer the following questions:**

10.1 Write the opposite of the given word in the space provided.

big _____

10.2 Circle the letter of the correct answer.

The opposite of late is ...

A morning.

B night.

C early.

D afternoon.

(1)

10.3 Fill in the blank space with a suitable opposite.

Dad is tall and mum is _____ . (1)

11. **Punctuate the following sentence using a capital letter and a full stop.**

amy throws the ball (1)

