



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

ANNUAL NATIONAL ASSESSMENT

GRADE 6

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.

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Read the passage below and answer the questions that follow.

It was the start of the school holidays. Charlie, who lived in Limpopo, was planting vegetables in the community garden opposite his house. As he looked up, he saw his friend, Dingaana, jogging past.

Hi, Dingaana. What are you going to do during the school holidays? Charlie asked.

"I am captain of the school soccer team, and we will be training every day for the big tournament," Dingaana replied. "This year I think we can win it!"

"Wow, that's cool!" Charlie replied.

As Dingaana ran off, Charlie muttered to himself, "I wish I were in a soccer team. I'm going to start practising."

The next week, Charlie joined Dingaana for soccer practice. He played with the team, but things did not go well. He tripped over his own feet, and he even scored a goal for the other team.

At the end of the game, Charlie realised that soccer was not for him. He shuffled home and was soon back in the garden.

Just then, he saw Jan walking past. "Hi, Jan!" he called. "What are you going to do these holidays?" Jan said, "I'm in the church choir, and I'll be going to singing practice every day. We're preparing for a big concert."

Charlie sighed. "Oh, I wish I could sing," he thought. Everyone else was doing enjoyable things, while he was spending his summer working in the garden.

1.1 Circle the letter of the correct title.

The boy who ...

- A lives in Limpopo
 - B searched for his talent
 - C digs the garden
 - D is the soccer captain
- (1)

1.2 Write the title of the story.

(1)

1.3 Formulate your own title for the story.

(1)

1.4 Complete the following sentence:
The best title for the story is ...

(1)

2.1 Circle the letter of the answer.

The story took place ...

- A in church.
- B in Limpopo.
- C on a soccer field.
- D at school.

(1)

2.2 Write the setting of the story.

(1)

2.3 Fill in the correct answer.

The story took place in ...

(1)

2.4 Circle the correct answer.

The story took place (in Limpopo/on a soccer field). (1)

3.1 Circle the letter of the correct answer.

Charlie ... to keep himself busy.

A played soccer

B sung in a choir

C dug in the garden

D jogged

(2)

3.2 Complete the following statement.

Charlie _____ to keep himself busy. (2)

3.3 What did Charlie do the whole summer?

_____ (2)

3.4 Circle the correct answer.

Charlie dug in the (garden/field) to keep himself busy. (2)

4.1 Circle the letter of the correct answer.

The main character in the story is ...

- A Dingaam.
- B Charlie.
- C Jan.
- D Captain. (2)

4.2 Circle the correct answer.
(Charlie/Jan) is the main character in the story. (2)

4.3 Write the name of the main character in the story.
_____ (2)

4.4 Fill in the correct answer.
The main character in the story is ...
_____ (2)

5.1 Write YES or NO and then give a reason.
Charlie was not good at soccer.
_____ (2)

5.2 Write down what Charlie was not good at and give a reason.
_____ (2)

5.3 Write TRUE or FALSE and give a reason.
Charlie was not good at soccer. (2)

5.4 Why was Charlie not good at soccer?
_____ (2)

6.1 Choose the letter of the correct answer.

Charlie ... in Limpopo.

A leaves

B lieves

C leveas

D lives

(2)

6.2 Make sentences using the following words:

live: _____

leave: _____ (2)

6.3 Correct the spelling of the underlined words.

6.3.1 Charlie leaves in Limpopo.

6.3.2 This weak Jan will go for singing practice.

(2)

6.4 Circle the correct answer.

6.4.1 Charlie (leaves/lives) in Limpopo.

6.4.2 Charlie is not (week/weak) because he exercises.

(2)

7. Read the information text below and then answer the questions.

My name is Ririmi Mihloti. I have two older brothers and two older sisters. But they are all married, so our house is not as full and noisy as it used to be. My mother and father are wonderful to me. They give me lots of support and encouragement.

I live in a simple house in a suburb of Pretoria. Our house is surrounded by fruit trees, a flower garden and a vegetable patch. My mother is the one with green fingers. We have everything we need and we never run short of people to run to. My brothers and sisters and their families visit us regularly.

I like being part of a big family. If I need help with a problem, there is someone I can phone, who will give me guidance.

I spent seven years at Durban Primary. Those years were like paradise to me. Now I am at Durban Girls High School where everyone is friendly and kind to me.

Harrismith is a small town where people work hard for a living. Many of the women are known for their talents in gossiping and poking their noses where they don't belong. Where I live, there is a library and a sports field and a youth club at our church.

7.1 In about five lines, summarise the story using your own words.
Use the correct spelling, punctuation and grammar.

(5)

7.2 Write ONE key point/word on each paragraph.

(5)

7.3 Complete the following summary of the above passage.

The story is about _____ who lives in _____. The
problem is her house is _____.

She attended the schools _____.

She likes _____.

(5)

7.4 Write ONE key sentence on each paragraph.

(5)

7.5 Draw a mind map on the text above by showing only key words.

(5)

8.1 Write TWO sentences on how to make juice.

(2)

8.2 Write the following process of making juice in the correct sequence. Write only number 1 or 2 in the blocks.

A Pour water or juice and mix.

B Pour water or juice in the glass or jug.

(2)

8.3 Complete the following:

I pour water into the glass/jug. _____

(2)

8.4 Write a paragraph of FOUR sentences on how to make juice.

(2)

9.1 Complete the following sentence:

If Jan did not practise singing, he would not _____ in the concert.

(2)

9.2 Choose the letter of the correct answer.

If Jan did not practice singing, he would not ...

- A win the concert.
- B go to the concert.
- C participate in the concert.
- D be accepted in the concert.

(2)

9.3 Answer the following question:

What would have happened if Jan did not practise singing?

(2)

9.4 Write TRUE or FALSE and then give a reason.

Jan went to singing practice during the weekend.

(2)

10. Carefully study the table below of the number of birthdays in a certain month and then answer the questions.

January	May	November
3	2	5

- 10.1 Transfer the above information into a graph of your own choice.

(3)

- 10.2 Describe what you understand about the table above.

(3)

10.3 Circle the correct answer.

10.3.1 (November/May) has a few birthdays.

10.3.2 In November, there are (five/two) birthdays.

10.3.3 The total number of birthdays in the table above is (ten/eight). (3)

10.4 Complete the following sentences.

10.4.1 The month of _____ has a few birthdays.

10.4.2 In November, there are _____ birthdays.

10.4.3 The total number of birthdays in the table above is _____
(write in words). (3)

11. Read the text below and then answer QUESTIONS 11.1 to 14.3.

"I never thought that I would end up rich. My life in the deepest rural Eastern Cape was shattered. The loss of both my parents in a horrific accident on the N2 remains a nightmare. That year, cursed be it," said Tumi.

"Our country is blessed with many generous people. I will not forget the love shown to me by Mrs Khumalo, a lovely teacher at our school. She used to bring in food for poor learners like me. At some points she bought clothes for me and she even paid school fees for me."

"I passed my Grade 12 with flying colours and this gave me an opportunity to be awarded a merit bursary. The bursary enabled me to achieve my dreams. Today I am well renowned as a civil engineer in my town," said Tumi happily.

11.1 Describe yourself using the following adjectives:

11.1.1 generous: _____

11.1.2 lovely: _____ (2)

11.2 Make sentences using the following adjectives:

11.2.1 generous: _____

11.2.2 lovely: _____ (2)

11.3 Copy the first two sentences from paragraph two and then underline the adjectives.

_____ (2)

11.4 Use the correct adjectives from the passage to complete the following sentences:

11.4.1 My sister always gives her clothes to the needy people. She is a _____ person.

11.4.2 Mom is a _____ woman because she cares for us. (2)

12.1 Use the correct conjunctions to join the following sentences:

12.1.1 Mrs Khumalo bought food. Mrs Khumalo bought clothes. (and)

12.1.2 Tumi did not forget where she comes from. Tumi is rich. (although)

_____ (2)

12.2 Complete the following sentences using the correct conjunctions:

12.2.1 Mrs Khumalo bought food _____ she also bought clothes.

12.2.2 Tumi did not forget where she comes from _____ she is rich. (2)

12.3 Choose the correct conjunctions from those given in brackets.

12.3.1 Mrs Khumalo bought food. Mrs Khumalo bought clothes. (and, while)

12.3.2 Tumi is rich. Tumi did not forget where she comes from. (although, nevertheless)

_____ (2)

12.4 Identify the conjunctions from the given sentences and write the answer underneath.

12.4.1 Mrs Khumalo bought food and also bought clothes.

12.4.2 Tumi did not forget where she comes from although she is rich. (2)

13.1 Underline the correct answer.

13.1.1 Tumi lived/leaved in the deepest rural Eastern Cape.

13.1.2 Mrs Khumalo bringed/brought in food for poor learners. (2)

13.2 Fill in a word to correct the tense.

13.2.1 A long time ago Tumi _____ in the deepest rural Eastern Cape.

13.2.2 When Mrs Khumalo was a teacher, she _____ in food for poor learners. (2)

13.3 Change the following sentences into the past tense:

13.3.1 Tumi lives in the deepest rural Eastern Cape.

13.3.2 Mrs. Khumalo brings in food for poor learners.

_____ (2)

13.4 Write whether the following sentences are in the present tense or past tense:

13.4.1 Tumi lives in the deepest rural Eastern Cape.

13.4.2 Mrs Khumalo brought in food for poor learners.

_____ (2)

15.3 Complete the informal letter below about your first day in your new grade.

PO Box 535

Tzaneen

0850

My first day at _____ . I met _____

Send my _____

Tintswalo

(8)

