



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

ANNUAL NATIONAL ASSESSMENT

GRADE 6

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 effectively and perform better in subsequent ANA tests.

Read the passage below and answer the questions that follow.

There was once a man who was very rich. Unfortunately, he was also a very mean, nasty man. He was so mean and nasty that all the people in the village were afraid of him. No one dared to go near his house and no one dared to speak to him. One scorching hot day, the mean man fell asleep in the shade under a tree outside his house. When he woke up, he found a young man next to him, also enjoying the shade.

Rich man: What are you doing here? Go away, this is my shade!

Young man: This can't be your shade. The tree belongs to the village.

Rich man: Huh! This tree and its shade belong to me!

Young man: Then sir, please sir, I would like to buy the shade of your tree.

Rich man: You can buy my shade for five pieces of gold.

Young man: Here you are, sir, take the gold. Thank you, sir. I am now the owner of this shade.

The mean man put the gold into his pocket, chuckled to himself and went back into his house.

Later the sun began to set and the shadow of the tree grew longer and longer until it covered the mean man's house. Then the young man walked boldly into the house.

Rich man: What are you doing in my house? Get out of here, you stupid boy.

Young man: Sir, the shade of the tree covers the house, and the shade belongs to me. Now the house belongs to me as well.

In anger the mean man left the house forever. All the village people came to see his big house and enjoy the shade of the tree. They praised the young man for helping them.

[A folk tale from Japan]

1.1 Circle the letter of the correct answer.

The passage is about ...

A a rich man sleeping under a tree.

B a young man sleeping under a tree.

C a man who bought the shade.

D a man who stole the shade.

(1)

1.2 Write down a suitable heading for the story.

(1)

1.3 Fill in a word or phrase that completes the following sentence:

The folk tale is about _____

(1)

1.4 Underline the correct word.

The rich man was (young/foolish/mean/generous).

(1)

1.5 Is the following statement TRUE or FALSE?

The villagers were pleased with the young man. _____

(1)

2.1 Circle the letter of the correct option.

The young man bought the ...

A village.

B tree.

C house.

D shade.

(1)

2.2 Fill in a word to complete the sentence.
The _____ man sold the shade. (1)

2.3 Give ONE word from the text that means the same as "laughed or giggled".
_____ (1)

2.4 Underline the correct word.
When the rich man left the house he was (afraid/angry/sad/sleepy). (1)

2.5 Is the following statement TRUE or FALSE?
The story takes place in China. _____ (1)

3.1 Did people visit the mean man? Answer YES or NO. _____ (1)

3.2 Do you think that shade can be bought? Give a reason for your answer.

_____ (2)

3.3 Why do you think no one visited the rich man? Give TWO reasons.

_____ (2)

3.4 The young man was very brave.

Do you agree or disagree? Give a reason for your answer.

(2)

3.5 What would you do if someone told you to pay for shade? Why would you do this?

(2)

4.1 Circle the letter of the option which is NOT correct.

The folk tale is written in formal language because it ...

A is not written in full sentences.

B is written in full sentences.

C has correct punctuation marks.

D has correct spelling.

(1)

4.2 Do you think the young man has good manners? Give a reason for your answer.

(2)

4.3 Why do people tell folk tales like this one? Give TWO reasons.

(2)

4.4 Underline the correct option.

The rich man uses the term "Huh!". This word is an example of (a question/
a statement/formal language/informal language). (1)

4.5 Is the story easy to read? Give a reason for your answer.

_____ (2)

5.1 The word "scorching" consists of scorch + ing. Write down TWO more words
in the story which have a stem and the suffix –ing.

_____ (2)

5.2 Form a new word by adding a suitable prefix to the word "cover".

_____ (1)

5.3 Form a new word by adding a suitable suffix to the word "man".

_____ (1)

5.4 Underline the correct meaning of the word "scorching".

Scorching means (greedy/helpful/very hot/very cold). (1)

5.5 Use the word "belongs" in a sentence of your own (not words within the
passage).

_____ (2)

Study the photograph below and answer QUESTIONS 6 and 7.



6.1 Are the children in the photograph happy or sad?
_____ (1)

6.2 Is the following statement TRUE or FALSE?
The children are enjoying themselves.
_____ (1)

6.3 Underline the word that best describes what is happening in the photograph.
The children are (fighting/running/crying/laughing). (1)

6.4 Underline the correct word.
The girl, left front, is holding a (book/cellphone/can/bag) in her hand. (1)

6.5 Fill in the missing word.
The child in the white shirt is _____ at something on the
cellphone a friend is holding up. (1)

7.1 In the photograph, is it raining? Answer YES or NO. _____ (1)

7.2 Do you agree or disagree with the following statement?

Answer YES OR NO. Give a reason for your answer.

The children are unhappy in the photograph.

_____ (2)

7.3 Would you like to be in this photograph? Give a reason for your answer.

_____ (2)

7.4 Which emotion is mainly noticeable in the photograph? Motivate your answer.

_____ (2)

7.5 What, do you think, happened after this photograph was taken? Why do you say so?

_____ (2)

Read the following information text and answer QUESTIONS 8, 9, 10, 11, 12 and 13.

Some animals are social animals. They like to live in groups, and to move around and feed together, and help each other. Meerkats live together in social groups, called colonies that are made up of between five and twenty-five members. The colony is usually made up of two to three families.

What does a meerkat look like? An adult meerkat weighs about 1 kg, and its tail is about 20 cm long. Its tail helps it to stand up. It has long, strong claws for digging with. It also uses its claws to climb trees. The meerkat family digs a system of tunnels underground. This is where they live and sleep. They can also run and hide in these tunnels. These tunnels are called burrows.

Where and how do meerkats live? They live in the desert, in places where the ground is dry and the plants are small bushes and long grass. This is their habitat. An animal's habitat gives them food, water and shelter. Meerkats live in the Northern Cape as well as in Namibia and Botswana.

A family of meerkats lives together in a burrow. Families don't sleep in the same part of the burrow every night. They each have their own section. Meerkats sleep at night, and in the morning they come out and warm themselves in the sun. When they stand upright, the sun warms their bare stomachs, after the cold night of the desert. It can get very hot during the day in the desert, and then the meerkats go back into the burrows to keep cool.

8.1 Circle the letter of the correct answer.

In the text we get information about ...

A Namibia.

B Botswana.

C meerkats.

D cats.

(1)

8.2 Is the following statement TRUE or FALSE?

Meerkats live alone. _____

(1)

8.3 Underline the correct option.

The meerkat's tail helps it to (dig/stand up/claw/sleep).

(1)

8.4 What is the main idea of paragraph one?

(1)

8.5 Give a suitable title for the text.

(1)

9.1 Fill in the correct word.

Meerkats use their claws for _____ in the ground.

(1)

9.2 Circle the letter of the correct answer.

Meerkats sleep ...

A at night.

B in nests.

C in groups.

D in trees.

(1)

9.3 In which tense is the first sentence written? _____ (1)

9.4 Do you agree or disagree with the following statement? Give a reason for your answer.

Meerkat tunnels are called barrels.

(2)

9.5 Underline the correct word to complete the sentence.

Meerkats, standing upright, warm their (backs/stomachs/faces/claws) in the sun. (1)

10.1 Write a sentence of your own to show the meaning of the word, "desert".
_____ (1)

10.2 Give ONE word for a group of meerkats living together.
_____ (1)

10.3 Give a synonym from the text for the word, "grown-up".
_____ (1)

10.4 Write the abbreviation "kg" out in full. _____ (1)

10.5 Complete the following sentence:
Meerkats stay in their burrows during the day to keep _____. (1)

11.1 Circle the letter of the correct answer.

A habitat is ...

A something meerkats wear.

B where meerkats live.

C food meerkats eat.

D a group of meerkats. (1)

11.2 Summarise paragraph two in ONE sentence.
_____ (1)

11.3 Which parts of speech do the following words belong to:

11.3.1 Northern Cape _____ (1)

11.3.2 colonies _____ (1)

11.3.3 trees _____ (1)

11.4 Underline the correct word to complete the sentence.

Meerkats are (insects/birds/reptiles/animals). (1)

13.1 Complete the passage below by filling in the missing words. Choose from the words in the box below, but not all the words below may fit!

eat, ground, but, and, they, he, hunt, she, is, are, was, sleep, drink, also

When meerkats get hungry, they look on the _____ for termites, spiders or centipedes. They _____ eat birds and fruit, rats, lizards _____ eggs. In addition _____ dig for their prey. So the meerkats _____ predators. That means they hunt and _____ other animals. The animals they _____ are called their prey.

(7)

13.2 Circle the correct words as used in the sentences.

13.2.1 The meerkats love (there/their) babies. (1)

13.2.2 Meerkats live in the (desert/dessert). (1)

13.3 Underline the correct preposition in the following sentence:

The meerkat's tail helps it to stand (on/in/up/at) when sunning itself. (1)

13.4 Change the following verbs into the past tense.

13.4.1 hide _____ (1)

13.4.2 sleep _____ (1)

13.4.3 go _____ (1)

13.5 Give the singular word for the following:

13.5.1 colonies _____ (1)

13.5.2 families _____ (1)

13.5.3 flies _____ (1)

14.1 Rewrite the following sentences into the past tense:

14.1.1 A family of meerkats lives in a burrow.
_____ (1)

14.1.2 They each have their own section.
_____ (1)

14.2 Rewrite the following sentences into the present tense:

14.2.1 Both mother and father helped with their young.
_____ (1)

14.2.2 The colony dug a system of tunnels.
_____ (1)

14.3 Rewrite the following sentences into the future tense:

14.3.1 This is where they live.

_____ (1)

14.3.2 These tunnels are called burrows.

_____ (1)

15.1 Underline the correct plural form of the words in brackets.

15.1.1 Both (familys/families) helped to look for food. (1)

15.1.2 Meerkats warm their (stomachs/stomaches) in the morning. (1)

15.2 Use the following words in sentences to explain their meanings:

15.2.1 desert

_____ (1)

15.2.2 dessert

_____ (1)

15.2.3 prey

_____ (1)

15.2.4 pray

_____ (1)

15.3 Circle the correct word as used in the sentences.

15.3.1 All forms of (live/life) are precious. (1)

15.3.2 People also prefer to (live/life) in groups. (1)

15.4 Circle the words which fit into the sentences.

15.4.1 A meerkat should not drink (to/too) much water. (1)

15.4.2 People also prefer (to/two) work in groups. (1)

16.1 Rewrite the following sentence, adding the exclamation mark:

"I saw a meerkat" shouted the boy.

_____ (1)

16.2 Rewrite the following sentence, adding the question mark:

"Are meerkats cute" asked the girl.

_____ (1)

16.3 Rewrite the following sentence, adding the apostrophe:

A meerkat cant weigh more than 1 kg.

_____ (1)

16.4 Rewrite the following sentence, adding the capital letters:

meerkats can be found in namibia.

_____ (2)

16.5 Correct the following sentence, by adding the correct punctuation marks:

arent meerkats found in botswana

_____ (4)

17.1 Give the negative form of the following words:

17.1.1 can _____ (1)

17.1.2 do _____ (1)

17.1.3 will _____ (1)

17.2 Add a negative tag to the following sentence:

An adult meerkat weighs about 1 kg, _____ it? (1)

17.3 Add a prefix to the words below to make new words opposite in meaning.

17.3.1 like _____ (1)

17.3.2 well _____ (1)

17.4 Add a suffix to the words below to make new words.

17.4.1 life _____ (1)

17.4.2 care _____ (1)

Study the table below. The data on the table was compiled by researchers studying meerkats living in the Northern Cape and Botswana. Use this data to answer QUESTIONS 18 to 19.

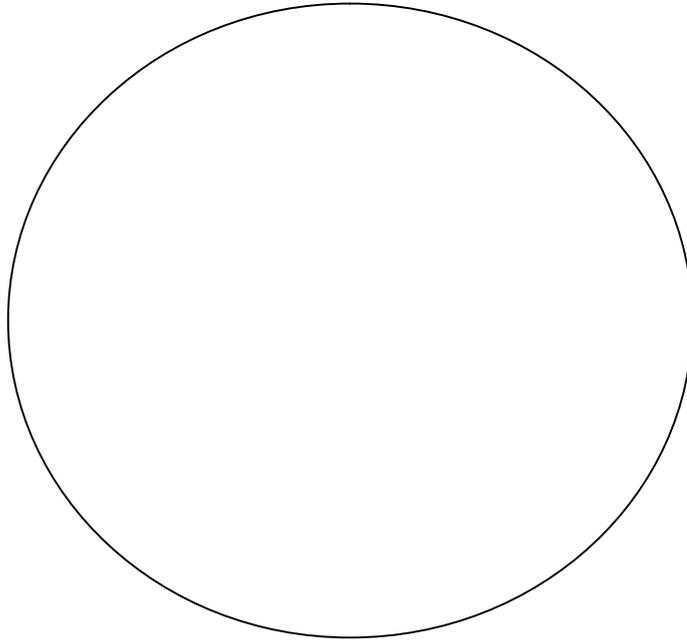
	Lizards caught	Spiders caught	Meerkat group size	Number of males	Number of females
Botswana	120	60	50	20	30
Northern Cape	90	45	30	10	20
Totals					

18.1 Draw a line graph on the template below, indicating the number of male and female meerkats in the Botswana and Northern Cape groups.

50				
45				
40				
35				
30				
25				
20				
15				
10				
5				
	B males	NC males	B females	NC females

- KEY: B males – Botswana male meerkat
 NC males – Northern Cape male meerkat
 B females – Botswana female meerkat
 NC females – Northern Cape female meerkat (4)

18.2 Draw a pie chart on the template below, indicating the number of male and female meerkats in the Botswana group.



(3)

18.3 Draw a bar graph on the template below, indicating the number of male and female meerkats in the Botswana and Northern Cape groups.

50				
45				
40				
35				
30				
25				
20				
15				
10				
5				
	B males	NC males	B females	NC females

KEY: B males – Botswana male meerkat
 NC males – Northern Cape male meerkat
 B females – Botswana female meerkat
 NC females – Northern Cape female meerkat (4)

18.4 Draw a column graph on the template below, indicating the number of spiders and lizards meerkats in the Botswana and Northern Cape groups eat.

120				
105				
90				
75				
60				
45				
30				
15				
	B spiders	NC spiders	B lizards	NC lizards

KEY: B spiders – Botswana spiders

NC spiders – Northern Cape spiders

B lizards – Botswana lizards

NC lizards – Northern Cape lizards

(4)

18.5 Draw a broken line graph on the template below, indicating the number of male and female meerkats in the Botswana and Northern Cape groups.

50				
45				
40				
35				
30				
25				
20				
15				
10				
5				
	B males	NC males	B females	NC females

KEY: B males – Botswana male meerkat

NC males – Northern Cape male meerkat

B females – Botswana female meerkat

NC females – Northern Cape female meerkat

(4)

- 19.1 What is the total number of males in both groups?
_____ (1)
- 19.2 Of all the females in the study, how many were from the Northern Cape?
_____ (1)
- 19.3 How many spiders and lizards were eaten altogether?
_____ (1)
- 19.4 Compare the numbers of spiders and lizards eaten by the two different groups. Can the numbers that were eaten, contribute to group size? Give a reason for your answer.

_____ (2)
- 19.5 Which region has the smallest number of meerkats?
_____ (1)

20.2 Complete the address, salutation and ending of the letter below.

Do you still remember the dam we went to, when you visited us? We enjoyed sliding into the water.

Yesterday, as I was going home from school, I walked across the field near the dam. I saw a toddler struggling in the water. I took off my shoes and dived into the water. I grabbed him and pulled him out.

I was very happy when he was coughing up water and even happier when he started crying. I knew he could breathe.

Next Friday the mayor will give me a reward!

(6)

20.3 Complete the first paragraph of the letter below about how you rescued someone from drowning.

Plot 24

Section 17

Kwa-Mashu

4364

28 February 2012

Dear Nomsa

I was very happy when he was coughing up water and even happier when he started crying. I knew he could breathe.

Next Friday the mayor will give me a reward!

Your cousin

Bongi

(3)

20.4 Complete the last paragraph of the letter below about how you rescued someone from drowning.

Plot 24

Section 17

Kwa-Mashu

4364

28 February 2012

Dear Nomsa

Do you still remember the dam we went to, when you visited us? We enjoyed sliding into the water.

Yesterday, as I was going home from school, I walked across the field near the dam. I saw a toddler struggling in the water. I took off my shoes and dived into the water. I grabbed him and pulled him out.

Your cousin

Bongi

(3)

20.5 Correct the errors in format of the letter below.

Kwa-Mashu

28/02/2012

DEAR NOMSA

Do you still remember the dam we went to, when you visited us? We enjoyed sliding into the water.

Yesterday, as I was going home from school, I walked across the field near the dam. I saw a toddler struggling in the water. I took off my shoes and dived into the water. I grabbed him and pulled him out.

I was very happy when he was coughing up water and even happier when he started crying. I knew he could breathe.

Next Friday the mayor will give me a reward!

Your cousin

(7)