



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

ANNUAL NATIONAL ASSESSMENT

GRADE 9

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 effect

Term 1

Please note that this exemplar paper carries questions that may assess a particular skill in multiple ways. (Example: Questions 1.1 to 1.3 are different ways of assessing the learner's ability to identify the purpose of the story.)

Read the following story and answer the questions.

Crocodile medicine

One night, a hunter was sleeping beside his fire place when he began to dream. He dreamed that an enormous crocodile came out of the river. It caught his leg and pulled him into the water.

The hunter then woke up. He was sweating. He was so frightened that he could not go to sleep again. "Perhaps this dream will come true," he thought. "Perhaps a crocodile will kill me when I next go hunting."

The next morning he said to his wife, Kedibone, "I'll go to a wise man so that he can give me some medicine that will protect me from crocodiles." That day he went to the house of Songezo, the wise man, who lived in the next village. He said, "Sir, last night I dreamed that a crocodile came out of the river and dragged me by the leg into the water. I want you to give me some medicine to protect me from crocodiles."

"That's not an easy thing to do," said Songezo. "But I can do it. It will cost you a lot of money."

"I must have that medicine even if it costs me a lot of money. My dream has frightened me. It might come true."

"It will cost you one hundred rands, " said the wise man. "Get the money ready." He then went out of the room and called his son, Jabu, to fetch his medicine box.

The hunter waited outside the room. After an hour Songezo returned with a dirty little bag made of leather. "Hang this round your neck, " he said. "You'll be safe. It has a very strong medicine. It's made up of the tooth of a crocodile, the wing of a bird, the foot of a hare, the head of a frog and many other things that I mustn't tell you about."

The hunter gave the wise man one hundred rands and took the bag. He hung it round his neck. "Thank you," he said. "Now I can go hunting again without any fear of crocodiles."

The hunter left the house. He was walking away when the wise man called to him from the door. "I forgot to tell you something important about the medicine I gave you. You mustn't go near rivers or lakes. Water takes the good out of that medicine. Stay away from water."

"But crocodiles live only near the river," said the hunter. "If I don't go near the river, I won't see any crocodile."

"That's true," said Songezo. "If you don't go near the river you won't see any crocodile and crocodiles won't see you either."

"But if I don't go near the river, I'll be safe from crocodiles even if I didn't have the medicine!" said the hunter.

"I gave you all that money for nothing!" cried the hunter

[Adapted from Words for Africa]

1. Circle the letter of the correct answer.

1.1 The author wrote the story in order to ...

- A inform about the crocodile medicine.
- B advise about the dangers of the crocodile.
- C teach about the foolishness of the hunter.
- D encourage the use of the crocodile medicine (1)

1.2 Circle the letter of the correct answer.

Which of the following phrases best summarises the purpose of the story?

- A to advise
- B to inform
- C to educate
- D to encourage (1)

1.3 Circle the letter of the correct answer.

The aim of the story is to ...

- A advise.
- B inform.
- C educate.
- D encourage. (1)

2. Circle the letter of the correct answer.

2.1 What is the message of the story?

- A Some people are easily fooled.
- B Wise men have lots of money.
- C Crocodiles live in water.
- D Hunters are dreamers.

(1)

2.2 Circle the letter of the correct answer.

What do we learn from the story, "Crocodile Medicine"

- A Songezo is a stubborn man.
- B The hunter is easily fooled.
- C The hunter is a rich man.
- D Jabu is a disobedient son.

(1)

3 Answer the question.

3.1 Indicate whether the following statement is TRUE or FALSE. Quote a line from the passage to support your answer.

"The hunter wasted his money when he bought the medicine."

(1)

3.2 What do you infer from the following statement?

"The hunter wasted his money when he bought the medicine."

(1)

3.3 Circle the letter of the correct answer.

"The hunter wasted his money when he bought the medicine."

This means that the ...

- A medicine was of no use.
- B hunter was wasteful.
- C medicine was costly.
- D hunter had money.

(1)

3.4 Circle the letter of the correct answer.

"Water takes the good out of that medicine."

This means that the medicine will become ...

- A ineffective.
- B dangerous.
- C useful.
- D sour.

(1)

3.5 Answer the question in the space provided.

According to Songezo what will happen to the medicine when it gets into contact with water?

(1)

3.6 Circle the letter of the correct answer.

The medicine will become ... when it gets into contact with water.

- A ineffective
- B dangerous
- C useful
- D sour

(1)

4 Circle the letter of the correct answer.

4.1 Which word best describes the hunter?

A Generous

B Foolish

C Smart

D Evil

(1)

4.2 Circle the letter of the correct answer.

How did the hunter feel after getting the medicine from the wise man?

A Scared

B Relaxed

C Ashamed

D Frightened

(1)

4.3 Fill in the correct word from the list below.

The hunter felt ... after obtaining the medicine from the wise man.

A scared

B relaxed

C ashamed

D frightened

(1)

5. Read the following poem and answer QUESTIONS 5 to 7.

Mosquito

On the fine wire of his whine he walked,
Unseen in the ominous bedroom dark.

A traitor to his camouflage, he talked
A thirsty blue streak distinct as a spark.

4

I was to him a fragrant lake of blood
From which he had to sip a drop or die.

A reservoir, a lavish field of food,
I lay awake, unconscious of size.

8

We seemed fair-matched opponents. Soft he dropped
Down like an anchor on his thread of song

John Updike

5.1 Give an example of alliteration in the poem.

_____ (1)

5.2 Circle the letter of the correct answer.

"... sip a drop or die" in stanza 2 is an example of ...

A personification.

B assonance.

C alliteration.

D simile.

(1)

5.3 Circle the letter of the correct answer.

The figure of speech used in stanza 2 is ...

A personification.

B assonance.

C alliteration.

D simile.

(1)

6 **Answer the question.**

6.1 What figure of speech is used in line 5?

_____ (1)

6.2 Circle the letter of the correct answer.

The figure of speech used in line 5 is ...

A personification.

B assonance.

C metaphor.

D simile.

(1)

6.3 Circle the letter of the correct answer.

The two things compared in line 5 are ...

A a man and a lake

B a lake and blood

C a man and blood

D a lake and fragrance.

(1)

6.4 Circle the letter of the correct answer.

"I was to him a fragrant lake of blood" in line 5 is an example of ...

- A onomatopoeia.
- B metaphor.
- C rhyme.
- D simile. (1)

6.5 Circle the letter of a line that has a metaphor.

- A On the fine wire of his whine he walked.
- B Down like an anchor on his thread of song.
- C I was to him a fragrant lake of blood.
- D I lay awake unconscious of size. (1)

7 Answer the question.

7.1 Give an example of a rhyme in the poem.

_____ (1)

7.2 Circle the letter of lines that have a rhyme

- A Lines 1 and 2
- B Lines 2 and 3
- C Lines 2 and 4
- D Lines 1 and 4 (1)

7.3 Circle the letter of the correct answer.

"walked and talked" in stanza 1 is an example of ...

A onomatopoeia.

B metaphor.

C rhyme.

D simile.

(1)

7.4 Fill in the correct figure of speech.

"dark and spark" is an example of ...

_____ (1)

8. **Read the given example of a diary entry and write your own as indicated below.**

Example of a diary entry

Sunday, 22 January 2012

Today I had the most shocking experience of my life! I saw people running to my neighbor's yard. I also rushed there and found my friend, Seena's mother struggling to breathe. Those gathered around tried to give her water. I sadly saw her dying!

Your mother has been offered a job in a new town. You therefore need to move to a new school. Write a diary of 40-50 words about your experiences and feelings in the new school.

Your diary entry will be marked according to the following criteria:

- Format (remember to date the entry) and length (40-50 words)
- Register/style(the writer is writing for him or herself and the register is informal), grammar, spelling and punctuation
- Relevance to the topic (stay on the topic) and purpose

(5)

12. **Circle the letter of the correct sentence from the following.**

A The hunter should avoid going near the river.

B The hunter should avoid going near the river.

C The hunter should avoided going near the river.

D The hunter should avoiding going near the river. (1)

13. You came across the following in a magazine article. You noticed that there are SEVEN language errors in it. Identify them and rewrite the paragraph correctly. (7)

A hundred year's ago few people could imagine a world filled with robots. today robots do anything from peeling a tomato to useing lasers. Robots does things to help people with there work. This development makes lifes easier !

14. Circle the letter of the correct answer.

... Songezo and the hunter live 30km apart, they still meet each other often.

A But

B When

C So that

D Although (2)

15. Rewrite the following sentence beginning with the underlined words (passive voice).

We will accept the invitation to the party.

The invitation_____ (1)