



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

ANNUAL NATIONAL ASSESSMENT 2013

GRADE 1

ENGLISH HOME LANGUAGE EXEMPLAR QUESTIONS

This booklet consists of 19 pages, excluding the cover page.

GUIDELINES FOR THE USE OF ANA EXEMPLAR QUESTIONS

1. How to use the exemplar questions

While the exemplar questions 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 questions, or a manageable group of questions, can be used at different stages of the teaching and learning process as follows:

- 1.1 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.
- 1.2 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.
- 1.3 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.
- 1.4 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 the exemplar questions.

2. Memoranda or marking guidelines

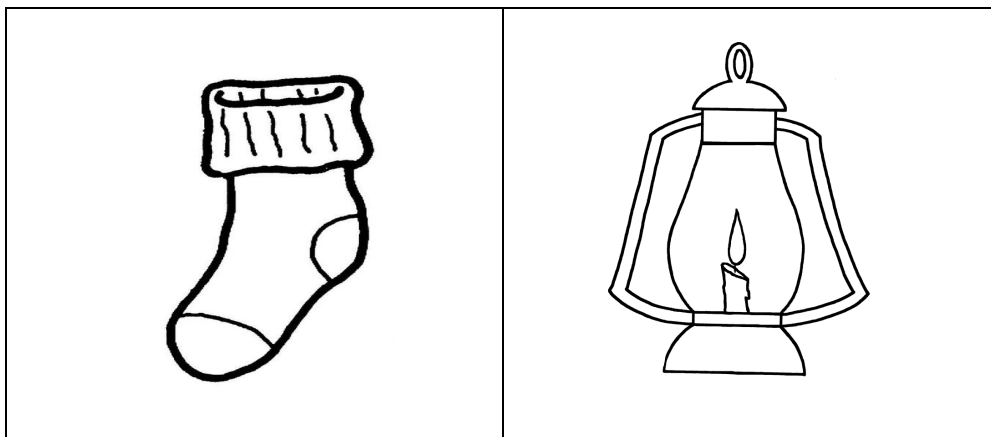
A typical example of the expected responses (marking guidelines) has been given for each exemplar question and for the ANA model test. Teachers must bear in mind that the marking guidelines can in no way be exhaustive. They can only provide broad principles of expected responses and teachers must interrogate and reward acceptable options and variations of the acceptable response(s) given by learners.

3. Curriculum coverage

It is extremely critical that the curriculum must be covered in full in every class. The exemplar questions 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.

1.1 Look at the pictures below.

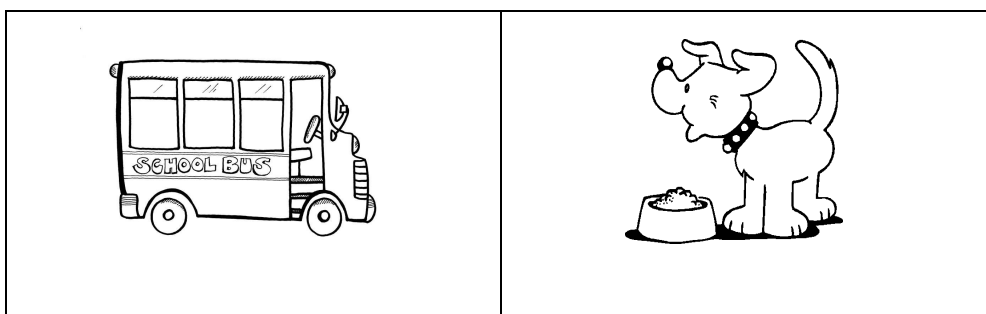
Write the letter of the first sound for each picture in the blocks.



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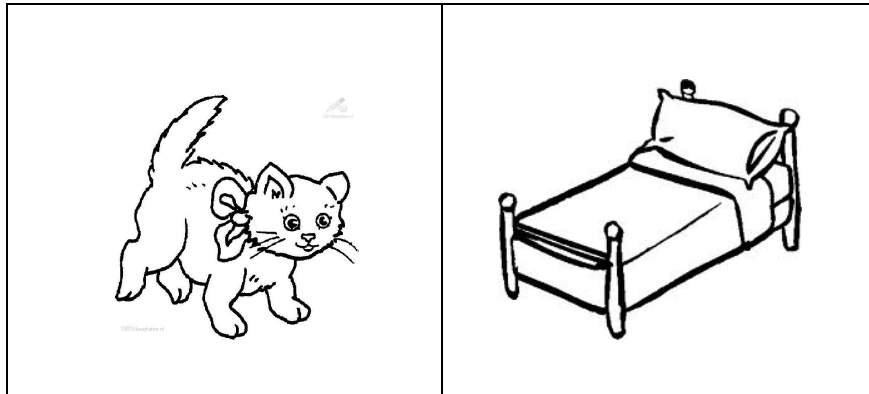
1.2 Write the middle sounds for the pictures below.



b...s

d...g

- 1.3 Write the letter of the last sound for each picture in the blocks.

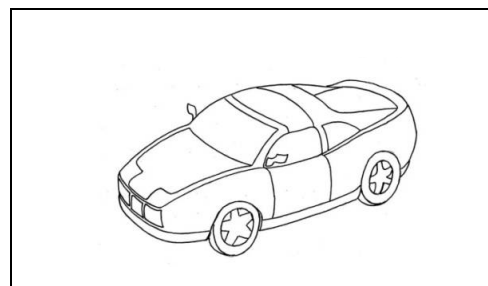


ca...

be...

- 2.1 Choose from the words in the box.

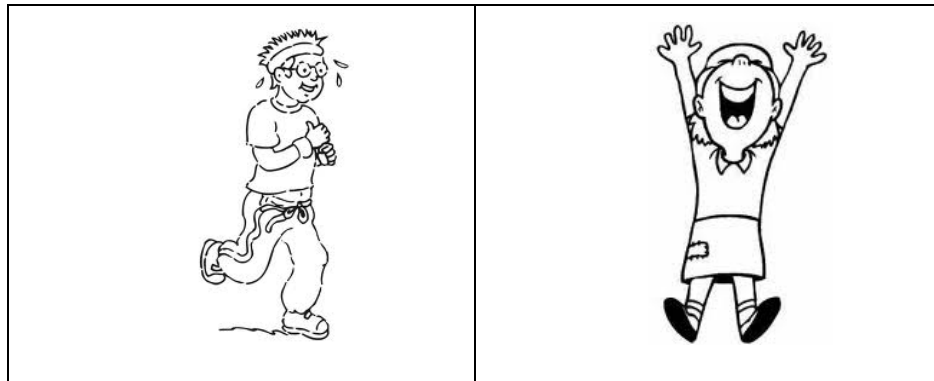
car	house	table
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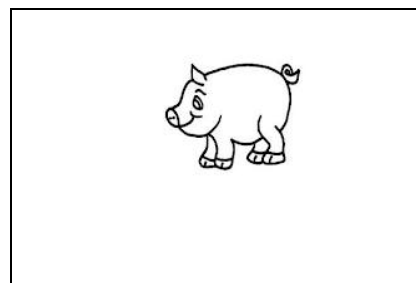
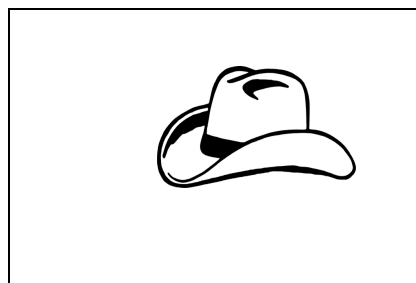
- 2.2 Draw a line to match the word to the picture.
Choose from the words in the box.



j ump	climb	run
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- 2.3 Place a cross (x) in the box next to the words for these two pictures.
Choose from these words.

cat	
pig	
hat	
cow	



Read the story and answer the questions below.

Tumi has a clever dog. Her dog's name is Max. Max likes to play with the ball. Tumi throws the ball, for Max to bring back. One day, Max got lost because he followed his friend. Tumi looked all over for him. She walked up and down the street. She yelled for Max to come home. She found Max. He was in the park. He was happy to see Tumi.

- 3.1 Place a cross (x) in the box next to the correct answer.

Choose the best name for the story.

Tumi goes to school	
Max plays with toys	
Tumi and her friends	
Tumi and her dog, Max	

3.1.1 Circle the letter next to the correct answer.

The best name for the story is: '*Tumi and her ...*'

A dad

B toy

C mom

D dog

3.1.2 Place a cross (x) in the box next to the correct answer.

A good name for the story is '*Tumi and her dog.*'

yes	
no	

3.2 Place a cross (x) in the box next to the correct answer.

The story is about?

Tumi and her dog.	
Tumi and her ball.	
Tumi and her mom.	
Tumi and her friend	

3.2.1 Circle the letter next to the correct answer.

Tumi's pet is a ...

A cat

B dog

C pig

D hen

3.2.2 Choose the correct word.

Write it on the line.

The story is about Tumi and

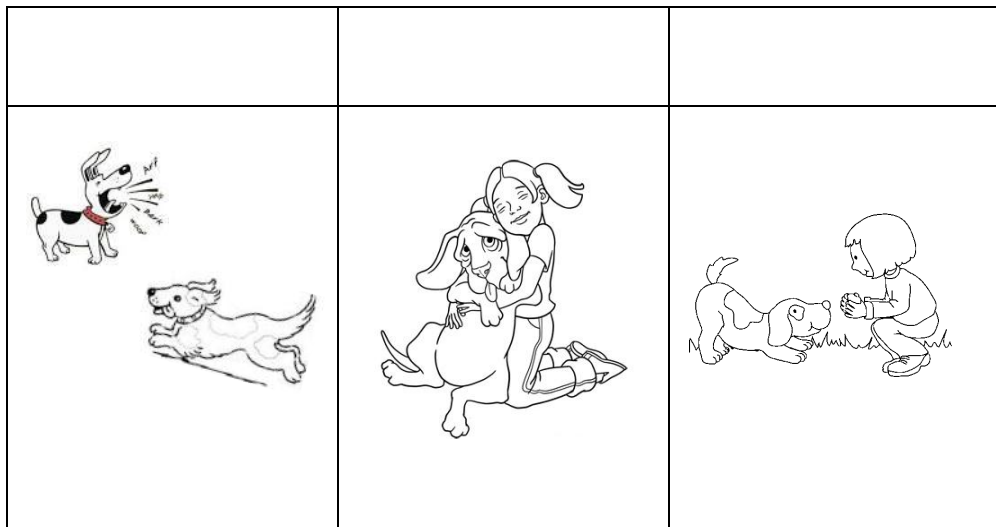
Max	Matt
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3.3 Show the correct order of events in the story.

Number the sentences (1-3) in the boxes to show the correct order.





Max got lost.	
Tumi and Max played with a ball.	
Tumi found Max in the park.	

3.3.1 Look at the pictures. Number the boxes (1-3) to show the correct order of the story.



3.3.2 Choose the correct ending.

Place a three (3) in the box that you have chosen.

1	2		
			

4. Place a cross (x) in the box next to the correct answer.

Max got lost because ...

he was in the park.	
he followed a friend.	
he lost his way home.	
the gate was open.	

4.1 Circle the letter next to the correct answer.

Tumi throws the ball because ...

A she is in the park.

B she can throw hard.

C Max likes to play with it.

D it is time to go home.

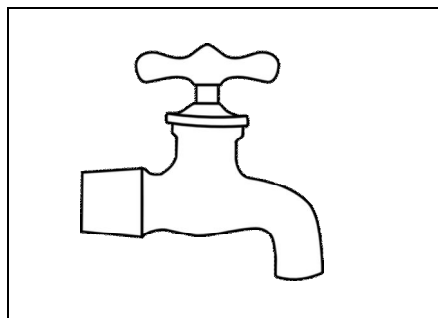
4.2 Draw a line to finish the sentence.

Tumi yelled for Max because ...

she was happy.
he was hungry.
it was home time.
he was in the park.

5.1 Use some of the letters to build a word for the picture.

s	t	r	a	k	p
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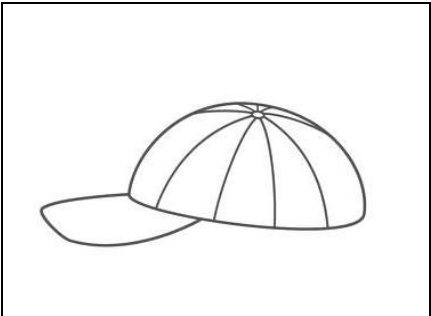
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5.2 Write the letters in the correct order to make a word.

Write the word on the line.

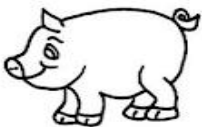
apc

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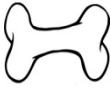


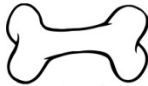


5.3 Write the word on the line.

This is a



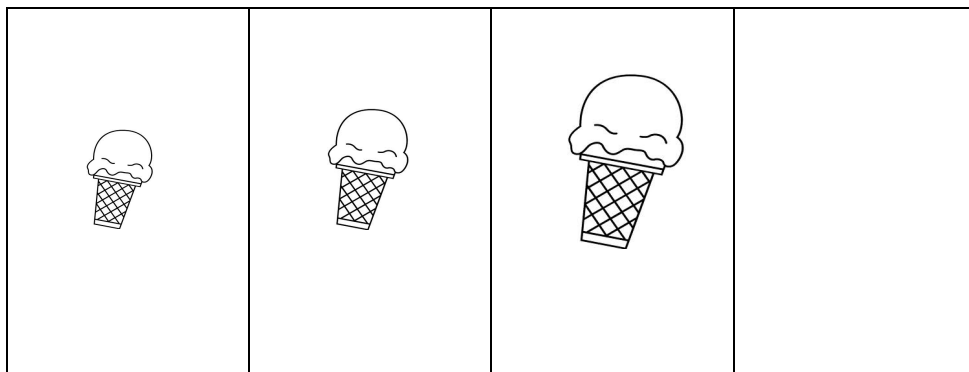
6. Circle the letter above the longest bone.

A	B	C	D
			

6.1 Circle the tallest tree.

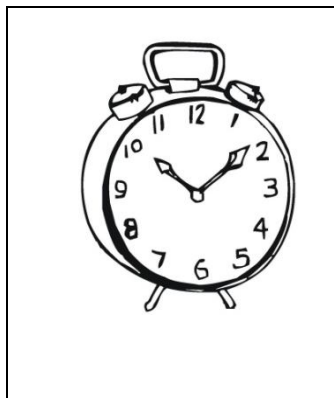


6.2 Draw the biggest ice-cream.

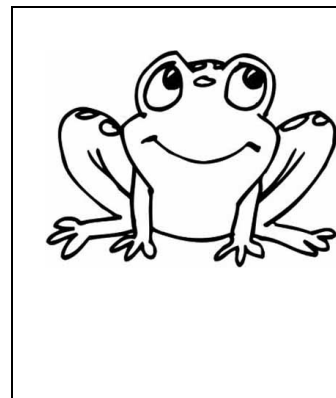


7.1 Fill in the correct sound for the picture on the line below each picture.

fr	cl	br	fl
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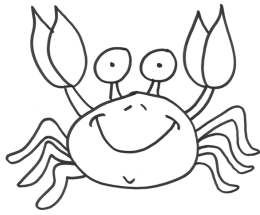


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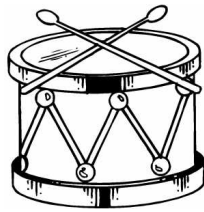


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7.2 Write the sounds for the pictures.



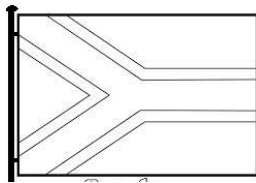
.....ab



.....um

7.3 Place a cross (x) in the boxes next to the sounds for these two pictures.

gr	
cl	
fl	
bl	



...ag



...apes

8.1 Rewrite the sentence correctly using a capital letter and a full stop.

the friends walk to the park

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8.2 Circle the capital letter and the full stop in the sentence.

The boys and girls like to play.

8.3 Place a cross (x) in the box next to the sentence with a capital letter and a full stop.

Jabu runs fast.	
j abu runs fast	

9.1 A noun is a naming word.

Choose the correct noun to complete the sentence.

pencil	book	crayon	pen
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The children like to read a

9.2 A noun is a naming word.

Place a cross (x) in the box next to the correct noun.

The child likes to eat a 

milk	
j uice	
sweet	
water	

9.3 A noun is a naming word.

Circle the letter next to the correct answer.

My likes to read.

A skip

B write

C walk

D gran

9.4 A noun is a naming word.

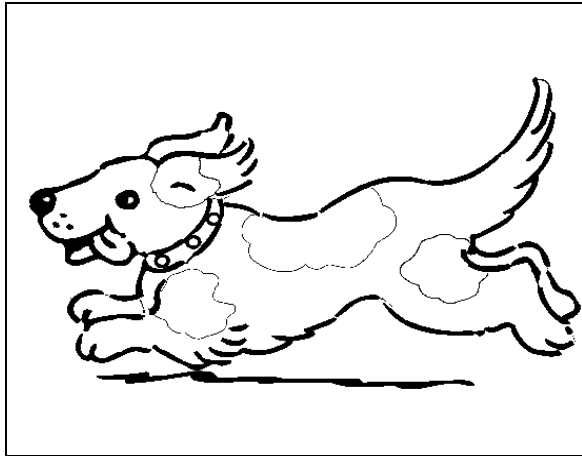
Circle the noun in the sentence below.

Bongi reads books.

10.1 Write the sentences.

10.1.1 Write these words in the correct order to make a sentence.

dog	fast.	The	runs
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10.1.2 Use the words below to make a sentence.

Mpho friends and best Thabo are

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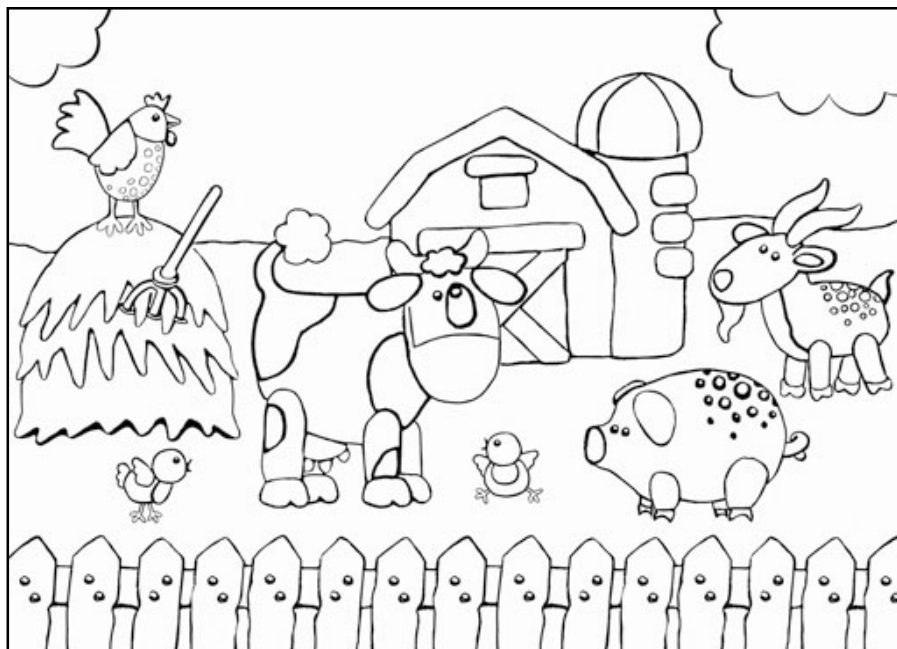
10.1.3 Draw lines from the boxes to match the words in the sentence below.

green	is	frog	The
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The frog is green.

10.2 Look at the picture.

10.2.1 Write at least two sentences about the picture.



10.2.2 Look at the picture. Write 2 sentences about it.



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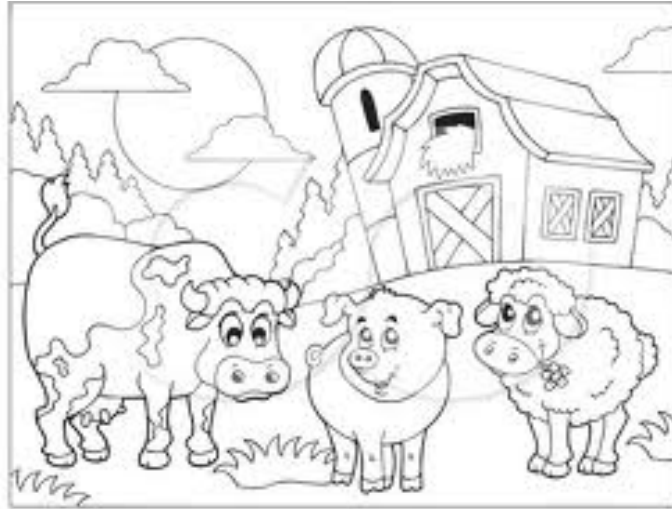
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10.2.3 Look at the picture. Write 2 sentences about it.



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