



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**ANNUAL NATIONAL ASSESSMENT 2015
ASSESSMENT GUIDELINES
ENGLISH FIRST ADDITIONAL LANGUAGE
GRADE 5**

INTRODUCTION

The 2015 cycle of Annual National Assessment (ANA 2015) will be administered in all public and designated¹ independent schools in September 2015. During this period all learners in Grades 1 - 9 will write nationally set tests in Language and Mathematics. The results will be used to report progress related to achieving the goals set in the *Action Plan 2014, Towards Schooling 2025*.

The ANA tests will be written during the third school term. The Department of Basic Education (DBE) has therefore developed and provided Assessment Guideline documents for Language and Mathematics in each grade. These guidelines outline the minimum curriculum content that must be covered by all learners prior to the writing of the test. The Assessment Guidelines set the limits of the scope of work that will be covered in the test for each grade and subject. The ANA 2015 Assessment Guidelines have been designed in line with the Curriculum and Assessment Policy Statement (CAPS).

INTERMEDIATE PHASE: Grade 5

In Grade 5, the test will cover work that is prescribed in CAPS for the **first three terms** of the school year. It is important to note that the ANA 2015 Assessment Guidelines do not imply that the limited scope is all that must be taught and learnt during the school year. Instead, the Assessment Guidelines provide the basic minimum curriculum that should have been covered by the end of the third school term.

For this grade the Assessment Guidelines are arranged in three columns. The skill to be assessed is specified in the first column, the content is listed in the second column, the strategies and sub-skills are listed in the third column.

Teachers are expected to use these Guidelines together with the CAPS to ensure that all the work that will be assessed has been covered.

¹ "Designated" independent schools are those that will apply and register either their Grade 3 or Grade 6 learners to participate in ANA for purposes of securing State subsidy.

SKILLS	CONTENT	STRATEGIES AND SUB-SKILLS
Reading and Viewing	<p>Prescribed text types:</p> <ul style="list-style-type: none"> • Information texts e.g. procedures, factual recounts, general knowledge texts and informative texts such as reports. 	<p>The learner will be assessed on:</p> <p>Use reading strategies:</p> <ul style="list-style-type: none"> - To understand the text - For close and critical reading of the text (reading comprehension). <ul style="list-style-type: none"> • Text features: <ul style="list-style-type: none"> - Knowledge of titles, • Text structures: <ul style="list-style-type: none"> - Lists, sequential order, descriptions, procedures, main – and supporting points and narrative sequence. • Text content: <ul style="list-style-type: none"> - Draws conclusions: cause and effect. - Gives own opinion with a reason. - Identifies main idea. - Summarises main and supporting ideas.
	<ul style="list-style-type: none"> • Poetry 	<ul style="list-style-type: none"> • Poetry: <ul style="list-style-type: none"> - Identifies theme and message. - Imagery, figures of speech, and sound devices such as rhyme and words beginning with the same sound (alliteration). - Understands literal and figurative meaning. - Word choice, tone and emotional response.

SKILLS	CONTENT	STRATEGIES AND SUB-SKILLS
Language Structures and Conventions	<p>The content that should be covered is given in the strategies and sub-skills column. Learners are required to identify, understand and use the grammatical structures and conventions in context. They should also learn how to apply the rules.</p>	<p>The learner will be assessed on:</p> <ul style="list-style-type: none"> • Tense: <ul style="list-style-type: none"> - Develops tenses used in the Foundation Phase including simple past, simple present, present progressive and future tenses. - Uses tenses appropriate for the text type being studied. - Past Progressive Tense for an action that was going on when a second took place e.g. It was raining when we left the house. - Present Progressive Tense to refer to the future e.g. We are going to Cape Town next week. <hr/> <p>Parts of speech:</p> <ul style="list-style-type: none"> • Nouns: <ul style="list-style-type: none"> - Uses the gender forms of some nouns e.g. cow – bull. - Common nouns: countable nouns e.g. book – books and uncountable nouns e.g. sugar and hair. - Uses proper nouns correctly e.g. with a capital letter. • Pronouns: <ul style="list-style-type: none"> - Use of personal pronouns e.g. I, you, he, she, it, they, me etc. - Use of possessive pronouns e.g. mine, yours, his, hers, ours, theirs. • Adjectives: <ul style="list-style-type: none"> - Revises comparative and superlative adjectives e.g. big, bigger, biggest. - Uses comparative and superlative adjectives in context.

SKILLS	CONTENT	STRATEGIES AND SUB-SKILLS
		<p>The learner will be assessed on:</p> <ul style="list-style-type: none"> • Verbs: <ul style="list-style-type: none"> - Uses forms of the verb 'to be'. • Prepositions: <ul style="list-style-type: none"> - That show position e.g. on, under, in, above. - That show direction e.g. to, from, up, down. - That show time e.g. on, at. - That show possession e.g. with • Conjunctions: <ul style="list-style-type: none"> - Uses conjunctions (connecting words) to show addition e.g. and. - To show sequence e.g. then, next. - To show contrast e.g. but. - To show reason e.g. because. • Adverbs: <ul style="list-style-type: none"> - Begins to use adverbs of time e.g. tomorrow, yesterday. - Uses adverbs of frequency e.g. She often visits me. • Sentence Structure: <ul style="list-style-type: none"> - Constructs simple sentences. - Uses and constructs negative forms. - Uses question forms e.g. who, what, when, which, why, how.

SKILLS	CONTENT	STRATEGIES AND SUB-SKILLS
		<p>The learner will be assessed on:</p> <ul style="list-style-type: none"> • Vocabulary Development: Begins to understand and use: <ul style="list-style-type: none"> - Synonyms (words that are similar in meaning) - Antonyms (words that are opposite in meaning) Recognises how words are formed: <ul style="list-style-type: none"> - Compound words e.g. classroom - Joining prefixes or suffixes to a base word.
		<ul style="list-style-type: none"> • Modals: <ul style="list-style-type: none"> - Begins to use “must”, “should” and “have to” to show obligation and “must” to show necessity. - Revises use of modals e.g. “can” to show ability, “may” to ask for permission. • Punctuation: <ul style="list-style-type: none"> - Capital letters, full stops, commas and question marks. - Uses capital letters for proper nouns, titles and initials of people. - Uses commas for separation of nouns in a list. • Spelling Rules: <ul style="list-style-type: none"> - Add –s to most plurals. - Add –es to form plurals of words ending in –s, -sh, -ch.

SKILLS	CONTENT	STRATEGIES AND SUB-SKILLS
Writing and Presenting	<p>Word Writing Sentence Writing Paragraph Writing</p> <ul style="list-style-type: none"> • Creative Writing <ul style="list-style-type: none"> - Descriptive e.g. descriptions of people, places, animals, plants, objects etc. 	<p>The learner will be assessed on:</p> <p>Pre-writing/planning</p> <ul style="list-style-type: none"> • Consider target audience and purpose. • Consider type of writing. • Brainstorm using mind-map/lists • Organise ideas <p>Drafting</p> <ul style="list-style-type: none"> • Word choice related to topic. • Structure of sentences • Main and supporting ideas • Specific features of the required text e.g. direct speech for dialogue, labels and captions for diagrams. • Reads own writing critically. <p>Revising, editing, proofreading and presenting:</p> <ul style="list-style-type: none"> • Revises – Improves content and structure of ideas. • Edits – Corrects mistakes in grammar, spelling and punctuation. • Refines word choice, sentence- and paragraph structure. • Presents – neat, legible and final version