



**basic education**

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Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

**ANNUAL NATIONAL ASSESSMENT**

**GRADE 4**

**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 then answer QUESTIONS 1 to 6.**

## KEEPING MEMORIES ALIVE

Cindy and Lebo were best friends. They were neighbours who saw each other every day because they went to the same school. They had been going to school together since Grade 1. They both had an older and a younger brother and were the only girls in their families. They were alike because they both liked playing hockey and neither of them liked spicy food.

One afternoon Cindy went to visit Lebo as she was very upset. She had just heard that both her parents, Mr and Mrs Smith, had new jobs in another province and they were going to have to move. They were leaving the next month. Cindy's brother, John was waiting for her and she had to leave.

Lebo was very upset and went to share the sad news with her mother, Mrs Moloji. Her brother, Siphon held her hand when she couldn't be brave any longer and cried and cried.

For the rest of the month, Cindy and Lebo were very sad. Then Cindy's mother came up with a very good idea. She told them to take many photographs of Cindy and Lebo together. They also took photographs of their families and their favourite places. Mrs Smith showed them her old album of photos of herself and her best friends, but she couldn't remember all their names.

Mrs Moloji bought the girls scrapbooks. They stuck all their photos into the scrapbooks and wrote captions under each of them to remind them of the memories. They wrote special pages to give to each other and even put in birthday cards to remind them of their times together.

The girls also took a photograph of their scrapbooks at a party that was held for Cindy at the end of the month.

1.1 What lesson can you learn from this story?

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(1)

1.2 Circle the letter of the correct answer.

What important lesson can you learn from this story?

- A Friends are important and we need to keep memories alive.
- B We lose contact with friends when they move to other places.
- C We don't miss our friends when they move to other places.
- D We must cry all the time when our friends move away. (1)

1.3 Lebo will forget about Cindy when she moves.

Answer TRUE or FALSE. Give a reason for your answer.

\_\_\_\_\_  
\_\_\_\_\_ (1)

1.4 Complete the following sentence by filling in the missing word.

Friendship is important and Cindy and Lebo were best \_\_\_\_\_ (1)

2.1 Who are the TWO main characters in the story?

\_\_\_\_\_  
\_\_\_\_\_ (1)

2.2 Circle the letter of the correct answer.

The main characters in the story are ...

- A Lebo and Mrs Moloji.
- B Cindy and Mrs Smith.
- C Siphon and John.
- D Cindy and Lebo. (1)

2.3 Which TWO girls liked hockey but not spicy food?  
\_\_\_\_\_ (1)

2.4 Cindy and Mrs Moloi were best friends.  
Answer TRUE or FALSE. Give a reason for your answer.  
\_\_\_\_\_  
\_\_\_\_\_ (1)

3. Cause and Effect means when you do one thing, something else will happen.  
Write down what you think could be the effect of the cause given.

Cause: If you don't bath regularly,  
Effect: You would be dirty and smell bad.

3.1.1 What effect did the news that Cindy was moving away have on Lebo?  
\_\_\_\_\_  
\_\_\_\_\_ (1)

3.1.2 Circle the letter of the correct answer.

When Lebo heard that Cindy was moving, she was ...

- A brave.
- B sad.
- C lonely.
- D excited. (1)

3.1.3 How did Lebo feel when Cindy told her she was moving away?  
\_\_\_\_\_  
\_\_\_\_\_ (1)

3.1.4 Lebo was very excited when she heard that Cindy was moving.

Answer TRUE or FALSE. Give a reason for your answer.

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(1)

3.2.1 How did Mrs Moloi help the girls to feel better about Cindy's moving?

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(1)

3.2.2 Circle the letter of the correct answer.

Mrs Moloi gave Cindy and Lebo ...

- A captions.
- B scrapbooks.
- C photographs.
- D birthday cards.

(1)

3.2.3 What did Mrs Moloi buy for Cindy and Lebo?

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(1)

3.2.4 Mrs Moloi gave the girls birthday cards so they would have happy memories of each other.

Answer TRUE or FALSE. Give a reason for your answer.

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(1)

4.1 Do you feel sorry for Lebo? Answer YES or NO and give a reason.

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(1)

4.2 Complete the following sentence by filling in the missing word.

I felt \_\_\_\_\_ when I read this story.

(1)

5.1 Who do you think would enjoy reading this type of story?

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(1)

5.2 Circle the letter of the correct answer.

Who do you think this story was written for?

- A Grandparents
- B Soccer players
- C Young children
- D Policemen

(1)

5.3 The boys in your classroom can also learn from this story.

Answer TRUE or FALSE. Give a reason for your answer.

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(1)

6.1 How do we know that Lebo and Cindy will not forget each other?

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(1)

6.2 Circle the letter of the correct answer.

We know that Lebo and Cindy will not forget each other because they ...

- A made a scrapbook of photo memories.
- B took each other's telephone numbers.
- C promised to write letters to each other.
- D planned to visit each other regularly.

(1)

6.3 What will Cindy and Lebo look at when they miss each other?

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(1)

7. Look at the contents page of the book below and answer QUESTIONS 7.1 to 7.4.

Contents	Page
1. Fruit Trees	2
2. Pears	6
3. Apples	8
4. Bananas	12
5. Paw /Paws	16
6. Apricots	20
7. Peaches	25
8. Watermelons	27
9. Melons	30
10. Guavas	35
11. Lemons	40

7.1.1 Where in this book can you find information on watermelons?

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(1)

7.1.2 Circle the letter of the correct answer.

Information on watermelons can be found on page ...

A 27.

B 30.

C 40.

D 2.

(1)

7.1.3 The information on watermelons is on page 35.

Answer TRUE or FALSE. Give a reason for your answer.

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(1)

7.1.4 Complete the sentence by filling in the missing word.

We can read about \_\_\_\_\_ on page 27.

(1)

7.2.1 Who would use the information from this book?

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(1)

7.2.2 Circle the letter of the correct answer.

Information from this book can be used by ...

A nurses.

B farmers.

C policemen.

D dog lovers.

(1)

7.2.3 This book can be useful to fruit farmers.

Answer TRUE or FALSE and give a reason for your answer.

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(1)

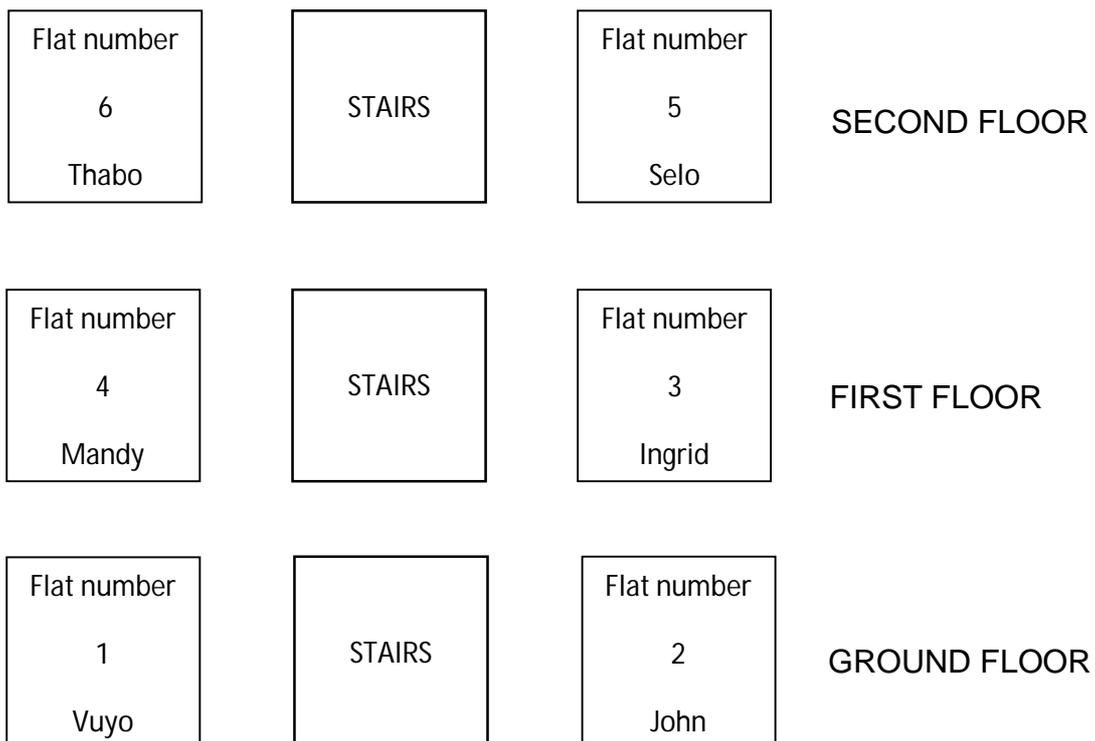
7.2.4 Complete the sentence by filling in the missing word.

Fruit \_\_\_\_\_ could find this book useful.

(1)

8. **Look at the map below and then answer the questions that follow.**

This is the block of flats where Thabo and Vuyo live.



8.1 Circle the letter of the correct answer.

Who lives on the same floor as Mandy?

A Ingrid

B Thabo

C Celo

D Vuyo

(1)

8.2 Mandy lives on the first floor.

Answer TRUE or FALSE. Give a reason for your answer.

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(1)

8.3 Who is Mandy's neighbour?

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(1)

8.4 Complete the sentence by filling in the missing word.

People who live next to each other are called \_\_\_\_\_.

(1)

9.1 Number the following sentences in the correct order from 1 to 5.

	In the morning	Correct order
1	I get ready for school.	
2	I brush my teeth.	
3	I take the bus to school.	
4	I wake up early.	
5	I eat my breakfast.	

(1)

9.2 Rewrite the following sentences into the correct order.

In the morning

I get ready for school.

I brush my teeth.

I take the bus to school.

I wake up early.

I eat my breakfast.

**Answer:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

(1)

9.3 Circle the letter of the correct answer.

The following sentences show what I do in the morning. The order is incorrect.

<b>In the morning</b>	
1	I get ready for school.
2	I brush my teeth.
3	I take the bus to school.
4	I wake up early.
5	I eat my breakfast.

A 2, 1, 4, 3, 5.

B 1, 2, 3, 4, 5.

C 4, 3, 2, 1, 5.

D 4, 2, 5, 1, 3.

(1)

10.1.1 Rewrite the following sentence from the Simple Past Tense to the Simple Present Tense.

Lebo and Cindy saw each other daily.

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(1)

10.1.2 Circle the letter of the correct answer.

Choose the sentence that is written in the Simple Present Tense.

A Lebo and Cindy are seeing each other daily.

B Lebo and Cindy have seen each other daily.

C Lebo and Cindy see each other daily.

D Lebo and Cindy is seeing each other daily.

(1)

10.2.1 Rewrite the following sentence from the Simple Past tense to the Simple Present Tense

Mrs Moloi bought the girls scrapbooks.

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(1)

10.2.2 Circle the letter of the correct answer.

Choose the sentence that is written in the Present Simple Tense.

A Mrs Moloi is buying scrapbooks.

B Mrs Moloi has bought scrapbooks.

C Mrs Moloi buys scrapbooks.

D Mrs Moloi were buying scrapbooks.

(1)

11.1.1 Punctuate the following sentence using the comma correctly.

Mrs Moloi went to the shop for sugar milk bread and samp.

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(1)

11.1.2 Circle the letter of the correct answer.

Identify the sentence where the comma is used correctly.

A Mrs Moloi, bought sugar milk bread, and samp.

B Mrs Moloi bought sugar, milk, bread and samp.

C Mrs Moloi bought, sugar milk, bread and samp.

D Mrs Moloi bought sugar, milk bread and, samp.

(1)

11.1.3 Is the comma used correctly in the sentence below?

Answer TRUE or FALSE. Give a reason.

Mrs Moloi bought sugar, milk, bread and samp.

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(1)

11.2.1 Punctuate the following sentence using the comma correctly.

Lebo won't forget her friend but she is going to miss her.

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(1)

11.2.2 Circle the letter of the correct answer.

Identify the sentence where the comma is used correctly.

A Lebo will not forget her friend, but she is going to miss her.

B Lebo, will not forget her friend but she is going to miss her.

C Lebo will not forget her friend but, she is going to miss her.

D Lebo will not, forget her friend but she is going to miss her.

(1)

11.2.3 Is the comma used correctly in the sentence below?

Answer TRUE of FALSE. Give a reason.

Lebo won't forget her friend, but she is going to miss her.

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(1)

12.1.1 Underline the verb in the sentence below.

Lebo and Cindy both play hockey.

(1)

12.1.2 Add a suitable verb to complete the sentence below.

Lebo and Cindy both \_\_\_\_\_ hockey.

(1)

12.1.3 Rewrite the sentence using the correct form of the verb in brackets.

The girls (play) hockey every day.

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(1)

12.2.1 Underline the verb in the sentence below.

Dick caught a big fish. (1)

12.2.2 Add a suitable verb to complete the sentence below.

Dick \_\_\_\_\_ a big fish. (1)

12.2.3 Rewrite the sentence using the correct form of the verb in brackets.

Dick (catch) a big fish yesterday. (1)

13.1.1 Underline the preposition in the sentence below.

Cindy wrote a letter to Lebo. (1)

13.1.2 Add a suitable preposition to complete the sentence below

Cindy wrote a letter \_\_\_\_\_ Lebo. (1)

13.1.3 Choose the correct preposition to complete the sentence.

Circle the letter of the correct answer.

Cindy wrote a letter \_\_\_\_\_ Lebo.

A from

B on

C to

D of

(1)

13.2.1 Underline the preposition in the sentence below.

Lebo was afraid of losing her best friend. (1)

13.2.2 Add a suitable preposition to complete the sentence below.

Lebo was afraid \_\_\_\_\_ losing her best friend.

(1)

13.2.3 Choose the correct preposition to complete the sentence.

Lebo was afraid \_\_\_\_\_ losing her best friend.

A with

B to

C on

D of

(1)

14. Look at the advertisement below and summarise the information in the table.



**AFRICAN ARTS DRAMA FESTIVAL**

25 December 2011                      Adults: R30

Magic Theatre @ 18.00              Children: R20

48 Hip Hop Street                      18:00 to 22:00

14.1 Complete the table using the information in the advertisement.

COLUMN A	COLUMN B
14.1.1 What is the name of the festival?	
14.1.2 When will the festival take place?	
14.1.3 Where will the festival take place?	
14.1.4 At what time does the festival start?	

(4)

14.2 List the important information from the advertisement.

- Date \_\_\_\_\_
- Place \_\_\_\_\_
- Time \_\_\_\_\_
- Cost \_\_\_\_\_

(4)

15.1 Complete the sentences to describe the picture below



The name of my school is \_\_\_\_\_.

We play outside when \_\_\_\_\_.

Some children throw \_\_\_\_\_.

My teacher helps \_\_\_\_\_.

I like to swing \_\_\_\_\_.

My friend likes to chase \_\_\_\_\_.

(6)

15.2 Use the mind map to write 6 sentences about the picture below.



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(6)

15.3 Write 6 sentences to describe what is happening in the picture below.



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(6)