



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

ANNUAL NATIONAL ASSESSMENT 2015 ASSESSMENT GUIDELINES ENGLISH HOME LANGUAGE GRADE 8

INTRODUCTION

The 2015 cycle of the Annual National Assessment (ANA 2015) will be administered in all public and designated¹ independent schools from 15 to 18 September 2015. During this period all learners in Grade 8 will write nationally set tests in Language and Mathematics and the results will be used to report progress related to achieving the goals set in the *Action Plan 2014, Towards Schooling 2025*.

The learners will write ANA tests during the third school term. The Department of Basic Education (DBE) has provided guideline documents for each grade and subject (Language and Mathematics) on the minimum curriculum coverage that is expected for learners to be able to answer test questions with reasonable success. The Guidelines set the limits of the scope of work that will be covered in the test for each grade and subject. The ANA 2015 Guidelines have been designed in line with the versions of the curriculum that are being implemented at the various phases and grades.

SENIOR PHASE

ANA 2015 is based on CAPS, which has been implemented from 2014. The content, skills and knowledge that will be covered in the tests come directly from the work specified from Term 1 to Week 6 of Term 3. The best preparation for ANA is the teaching of the curriculum according to CAPS. The Guidelines are arranged in columns and rows and should be read from left to right along the same row. The Guidelines provide the basic minimum curriculum that must have been covered by the end of the third school quarter.

It is important to note that the ANA 2015 Guidelines do not imply that the delimited scope is all that must be taught and learnt during the school year. Instead, the Guidelines provide the basic minimum curriculum that should have been covered by the end of the third school quarter.

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.

Teachers are expected to use these Guidelines together with the other resources for their teaching and assessment programmes.

SKILL	Content	Sub- skills/knowledge/competencies assessed	Descriptive Statements The learner must be able to...
Reading & Viewing	Internet Article	Skimming for main ideas	Identify the main idea of a text
		Scanning for supporting details	Identify tone
		Punctuation	Explain the purpose of a punctuation mark as used in context
		Figurative language	Identify the figurative meaning of words
		Critical thinking/ evaluation	Respond critically to texts: evaluate own point of view
		Topic sentences	Identify the main idea in a paragraph and meaning of expressions
		Degrees of comparison	Provide the degrees of comparison of an adjective
		Fact and opinion	Evaluate reliability and accuracy of information
		Writer's viewpoint	Evaluate the writer's point of view in the text.
		Word attack skills	Infer meaning of unfamiliar words
		Simple/ Compound/ Complex sentences.	Use conjunctions to form a compound/complex sentence

SKILL	Content	Sub- skills/knowledge/competencies assessed	Descriptive Statements The learner must be able to...
		Synonyms	Provide a synonym for a word that appears in context
		Analysing text	Analyse cause and effect
		Emotive language	Identify emotive and manipulative language
		Emotive language	Evaluate impact of emotive/manipulative language
Reading & Viewing	Advertisement	Visual text for comprehension	Identify products advertised
		Visual text for comprehension	Identify the target audience of an advertisement
		Visual text for comprehension	Identify supporting evidence
		Font types and sizes, headings and captions	Show understanding of impact of font types and sizes, headings, captions and logos
		Visual text for comprehension	Explain impact of advertising techniques
		Analysis/evaluation	Evaluate impact of manipulative and emotive language
		Diction	Identify the style of writing
		Diction	Identify tone

SKILL	Content	Sub- skills/knowledge/competencies assessed	Descriptive Statements The learner must be able to...
Reading & Viewing	Poetry	Figures of speech	Identify (name) simile/ metaphor/personification
		Figures of speech	Identify the two things being compared
		Appreciation of figurative language	Explain effectiveness of simile/metaphor/personification
		Figures of speech	Explain the simile/ metaphor/ personification
		Expressing own opinion	Critically evaluate poet's view
Language Structures and Conventions	Information text	Direct and indirect speech	Change from direct to indirect speech and vice versa
		Literal and figurative language	Differentiate between literal and figurative language in context
		Concord	Use correct number of the verb in relation to subject
		Idiomatic use of language	Explain use of idiomatic language in context
		Antonyms	Demonstrate understanding of language in context
		Spelling patterns and editing skills	Use knowledge of spelling and verb tense
		Punctuation	Know function of punctuation in context

SKILL	Content	Sub- skills/knowledge/competencies assessed	Descriptive Statements The learner must be able to...
Language Structures and Conventions	Information text	Parts of speech	Use the correct part of speech and spelling of words within context
		Abbreviations	Know how to expand abbreviations to full form of the word
		Clauses	Identify main clause and subordinate clause in a sentence
		Summary	Summarise in point form
Writing and Presenting	Transactional texts	Use Process writing effectively	Produce a dialogue of 140-160 words.

Teachers are expected to use these Guidelines together with the other resources for their teaching and assessment programmes so that learners become familiar with different styles of assessing. Most importantly, teachers are expected to develop their own assessment tools including some of the styles in the ANA exemplars to expand and enrich school-based assessments.

ASSESSMENT RUBRIC FOR TRANSACTIONAL WRITING: DIALOGUE (20 MARKS)

20 MARKS	EXCEPTIONAL 10-12	SKILFUL 8-9	MODERATE 6-7	ELEMENTARY 4-5	INADEQUATE 0-3
Content & Planning (12 marks)	<ul style="list-style-type: none"> • Excellent interpretation of topic. • Interesting, imaginative and persuasive ideas. • Evidence of planning results in a very well constructed and relevant presentation. 	<ul style="list-style-type: none"> • Appropriate interpretation of the topic. • Persuasive ideas. • Evidence of planning results in a well-constructed and suitable presentation. 	<ul style="list-style-type: none"> • Adequate interpretation of the topic. • Average ideas, lacking depth. • Evidence of planning results in a satisfactory presentation. 	<ul style="list-style-type: none"> • Content lacks adequate coherence. • Few ideas. Ideas often repeated. • Lack of planning results in a poorly constructed, often incomprehensible presentation. 	<ul style="list-style-type: none"> • Irrelevant content - no coherence. • Mediocre, repetitive ideas. • No evidence of planning .Very poor presentation.
Language, Style & Editing (8 marks)	7-8	5-6	4	3	0-2
	<ul style="list-style-type: none"> • Tone, register, style and vocabulary completely appropriate to purpose, audience and context. • Accurate use of language structures and conventions. • Virtually error-free presentation. 	<ul style="list-style-type: none"> • Tone, register, style and vocabulary suitable to purpose, audience and context. • Mostly accurate use of language structures and conventions. • Mostly error-free. 	<ul style="list-style-type: none"> • Tone, register, style and vocabulary suitable to purpose, audience and context. • Satisfactory use of language structures and conventions. • Some errors. 	<ul style="list-style-type: none"> • Tone, register, style and vocabulary not always appropriate to purpose, audience and context. • Inaccurate use of language structures and conventions. • High frequency of errors. 	<ul style="list-style-type: none"> • Tone, register, style and vocabulary completely inappropriate to purpose, audience and context. • Poor use of language structures and conventions. • Text riddled with errors - confuses the reader.