



**basic education**

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Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

# **ANNUAL NATIONAL ASSESSMENT**

## **GRADE 5**

### **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.

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Peggy Pigtales was a good girl, and she was very quiet and reserved. Not many words passed her lips, partly due to shyness, and partly because she sometimes felt she had nothing interesting to say.

All of that changed when Peggy and her family moved to another house.

On arriving at the new place, she discovered a huge suitcase full of old stuff in the garage.. She found a big chest containing all kinds of strange things. Under them all, she found something

special. It was an old book with a great heavy, thick cover, with gold writing on it. What made it truly special was how it shone in the most magical, fantastical way! What's more, the book was actually floating in the air. Peggy could find nothing holding it up.

She took the book to her room and hid it in her cupboard until the following night. She put her puppy, Joey, on guard duty over it. When she was sure no one would disturb her, she sat with her puppy and started reading the book. It was a storybook, but Peggy could hardly get any of it read. She had only just started when her puppy started speaking to her.

"What an interesting book you've found! It seems to have some lovely stories!" her puppy said. Peggy couldn't believe it, but the puppy continued talking, telling her all sorts of things, and asking a thousand questions. After some time, Peggy regained her composure and asked: "So how come you're talking?"

"I don't know," answered Joey. "Instead of just thinking things, now I'm saying them too ... It hasn't changed much for me; I guess it was the book that did it, though."

Peggy decided to investigate the matter, and she thought she would show the book to some other animals. One after another, the animals all started talking, and before long, Peggy was chatting - in the most friendly manner - with a dog, three cats, two doves, a parrot, and five lizards. All the animals spoke as though they'd been doing so all their lives, and all of them had some pretty interesting tales to tell!

"Sure, babe!" Lemmy the lizard told her, "we all lead pretty incredible lives!"

Peggy Pigtails spent the next several days chatting with her new friends, and really enjoyed it. One day, though, unaware as to why, the book disappeared; and with it went the animals' voices. Peggy looked everywhere, but couldn't find that book.

Within a few days, she was missing the chats with her new animal friends so much that she could hardly think of anything else.

Then she remembered what Lemmy the lizard said to her. She realised that she hardly spoke at all to her classmates or other children, and they probably had incredible lives too!

So, from that day, little by little, Peggy started talking more to her schoolmates, trying to find out about their lives. In the end, without realising it, she came to have more friends than anyone else in the whole school.

[Adapted from a story by Pedro Pablo Sacristán]

1.1 Circle the letter of the correct answer

The most suitable title for this story is:

- A Peggy Pigtails and the Magic book
- B Peggy Pigtails the magician
- C Peggy Pigtails the naughty girl

D Peggy Pigtails and her classmates (1)

1.2 Fill in the missing word to complete the following sentence.

This story is about Peggy Pigtails who found a \_\_\_\_\_ in a suitcase. (1)

1.3 Answer the following question in your own words:

What is this story about?

\_\_\_\_\_

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

2.1 Circle the letter of the correct answer.

Peggy Pigtails was a very \_\_\_\_\_ girl.

A naughty

B quiet

C brave

D funny (1)

2.2 Underline the correct answer from the words within brackets.

The animal that first spoke to Peggy was (Lemmy; Joey; Daisy). (1)

2.3 Answer the following question in your own words:

Why did Peggy not have friends at school?

\_\_\_\_\_

\_\_\_\_\_ (2)

2.4 State whether the following statement is True or False. Tick in the correct box.

Peggy spoke to ten other animals.

TRUE	FALSE
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Motivate your answer.

\_\_\_\_\_

(2)

3.1 Choose the correct answer from the word bank to complete the following sentence.

Peggy found the suitcase in the \_\_\_\_\_ .

attic	bedroom	garage	garden
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(1)

3.2 Circle the letter of the correct answer

How long did it take for Peggy to read the book?

- A Two days later
- B Three days later
- C The same day
- D The following day

(1)

3.3 Add a word to complete the following sentence:

Peggy felt that the safest place to read the book was in the\_\_\_\_\_.

(1)

3.4 State whether the following statement is TRUE or FALSE. Tick in the correct box.

Peggy was no longer shy to talk to her friends.

TRUE	FALSE
------	-------

Motivate your answer.

\_\_\_\_\_

(2)



3.5 Explain in your own words where Peggy hid the book.

(2)

4.1 Circle the letter of the correct answer.

"She had only just started when her puppy started speaking to her."

What is strange about the above sentence?

A The puppy talked.

B The puppy barked.

C The puppy growled.

D The puppy snarled.

(1)

4.2 Answer the following question in your own words:

Why was it not healthy for Peggy to spend so many days talking to the animals?

(2)

4.3 State whether the following statement is TRUE or FALSE. Tick in the correct box.

Peggy found a book with beautiful silver writing on it.

TRUE	FALSE
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Motivate your answer.

(2)

5.1 Choose the adjective from the words within brackets that best describes Lemmy the lizard.

Lemmy is (shy; scared; arrogant).

(1)

5.2 Circle the letter of the correct answer.

At first, Peggy was a shy girl, but after talking to the animals she became \_\_\_\_\_.

A rude

B arrogant

C selfish

D friendly

(1)

5.3 Underline the adjective in the following sentence:

What an interesting book you've found!

(1)

5.4 Fill in the a word from the passage to complete the following sentence:

Lemmy told Peggy that her classmates were leading \_\_\_\_\_ lives.

(1)

**6. Read the following text and answer the questions that follow.**

Diamonds are the hardest naturally occurring substance and extremely valuable. Diamonds are also very enduring because they are so hard. They are not only used to decorate such things as rings and jewellery, but are also used to cut, grind and bore other materials. Diamonds are actually a crystal formed by carbon. Most diamonds have eight sides. A diamond cannot be dissolved in acid, but can be destroyed if subjected to severe heat. Diamonds have great power to reflect and bend rays of light. The purity of the diamond can be affected by flaws like scratches and spots. A well-cut diamond can also be very valuable for it will reflect the light better.

Colour is also important, as its clarity influences the price. Imitation diamonds resemble genuine ones and some are minerals while others are synthetic. Glass diamonds are examples of synthetic diamonds. Imitation diamonds do not have the hardness of real diamonds.

6.1 Answer the following question in your own words:

What are diamonds used for other than rings and jewellery?

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(2)

6.2 Underline the correct answer from the words within brackets.

Scratches and spots on diamonds are called (beautiful; shine; flaws)

(1)

6.3 State whether the following statement is True or False. Tick in the correct box.

Diamonds can reflect light.

TRUE	FALSE
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Motivate your answer.

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(2)

6.4 Fill in the missing word to complete the following sentence:  
Imitation diamonds may either be synthetic or \_\_\_\_\_.

(1)

7.1 Cause and effect means when you do one thing, something else will happen.  
E.g. **Cause:** If you eat too many sweets.  
**Effect:** You will have a tummy ache.

Write down what you think could be the effect of the cause given.

**Cause:** When diamonds are exposed to severe heat.

**Effect:** \_\_\_\_\_

(2)

7.2 Cause and effect means when you do one thing, something else will happen.  
E.g. **Cause:** If you eat too many sweets.  
**Effect:** You will have a tummy ache.

Underline which of the following two sentences is the **cause**.

When diamonds are exposed to severe heat.

It can be destroyed.

(2)

8.1 Choose the most suitable heading for the above text from the following options given.

- A Minerals
- B Diamonds
- C Jewellery
- D Silver

(1)

8.2 Explain in your own words how diamonds are formed.

\_\_\_\_\_

(2)

8.3 Underline the correct answer from the words within brackets.

This text describes the (disadvantages; characteristics; colours) of diamonds. (1)

9.1 Number the following sentences into their correct order.

	<b>Processing of diamonds</b>	<b>Correct order</b>
1	The diamond is recovered from the ore.	
2	Before the diamond is processed, it must first be mined.	
3	The diamond is cleaned and weighed before it is sold.	
4	The ore is scrubbed and cleaned to remove the diamond.	
5	Jewellery can be made from the diamonds.	

(5)

9.2 Rewrite the following sentences into their correct order.

**Processing of diamonds**

The diamond is recovered from the ore.  
Before the diamond is processed, it must first be mined.  
The diamond is cleaned and weighed before it is sold.  
The ore is scrubbed and cleaned to remove the diamond.  
Jewellery can be made from the diamonds.

Answer

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

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

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

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

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

(5)

9.3 The following table shows the processing of diamonds. The order is incorrect.

Circle the letter of the correct order.

Processing of diamonds	
1	The diamond is recovered from the ore.
2	Before the diamond is processed, it must first be mined.
3	The diamond is cleaned and weighed before it is sold.
4	The ore is scrubbed and cleaned to remove the diamond.
5	Jewellery can be made from the diamonds.

A 2, 1, 4, 3, 5

B 1, 2, 3, 4, 5

C 4, 3, 2, 1, 5

D 3, 1, 5, 4, 2

(1)

10.1 Rewrite the following sentence from the Present Tense into the Past Tense.

Diamonds are valuable.

\_\_\_\_\_

(1)

10.2 Rewrite the following sentence from the Past Tense into the Present Tense.

Diamonds had to be cleaned.

\_\_\_\_\_

(1)

10.3 Rewrite the following sentence from the Present Tense into the Present Continuous Tense.

Jewellery are made from diamonds.

\_\_\_\_\_

(1)

10.4 Circle the letter of the correct answer.

The Past Tense of the following sentence is:

Colour influences the price of diamonds. Colour ...

A Colour shall influence the price of diamonds.

B Colour influenced the price of diamonds.

C Colour will influence the price of diamonds.

D Colour will be influencing the price of diamonds.

(1)

11.1 Underline the common noun in the following sentence:

She wore a beautiful ring.

(1)

11.2 Choose the correct noun from the words within brackets.

The rich lady has a (group; cluster; set) of diamonds in her ring.

(1)

11.3 Write down the correct spelling of the underlined noun in the following sentence.

The shipped diamonds were transported in different cargos.

\_\_\_\_\_

(1)

12.1 Fill in the correct punctuation and capital letters in the following sentence.

it is said that diamonds pearls and rubies are a girls best friend do you agree

\_\_\_\_\_  
\_\_\_\_\_

(3)

12.2 Circle the letter with the correct punctuation for the following sentence.

I love diamonds said Thandi

- A I love diamonds, said Thandi.
- B "I love, diamonds, said Thandi."
- C "I love diamonds," said Thandi.
- D "I love diamonds, said Thandi.

(1)

12.3 The following sentence is punctuated incorrectly. Rewrite the sentence using the correct punctuation marks.

Temba vuyo, and jerry went to the pavilion Mall. They bought Tembas brother a spiderman toy.

\_\_\_\_\_ (3)

13.1 Rewrite the following sentence using the correct concord:

Diamonds is mined in South Africa.

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

13.2 State whether the following statement is True or False. Tick in the correct box.

The concord in the following sentence is correct:

Measles are a contagious disease.

<b>TRUE</b>	<b>FALSE</b>
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Motivate your answer.

\_\_\_\_\_ (2)

13.3 Circle the correct answer from the words in brackets.

There (is/are) many minerals in the ground.

(1)



14. The following map shows the streets in Ms Khumalo's suburb. Answer the questions that follow.

Hospital		Short Street	Office block	Post office	Movies	Struben Street	Pick n Pay	Taxi Rank	
Long Street			Long Street						
Restaurant	Jo's Bakery		Internet Cafe	Nando's	Cemetery	Ackermans	Pizza Den	Morkels	Super Spar
			Standard Bank	Parking					
			Prince Street						
Church	Sam's Bakery		Ice rink	Rugby Field			West Street	Block A	Playground
				School library	Pre-primary				
Clinic	Butchery	Red Street							

14.1 Fill in the missing words in the following paragraph.

The hospital is on the corner of \_\_\_\_\_ and \_\_\_\_\_ Streets. The Internet cafe is \_\_\_\_\_ to Nando's. The clinic is \_\_\_\_\_ the church. The school library is on the \_\_\_\_\_ of West and \_\_\_\_\_ Streets.

(3)

14.2 Fill in the correct answers from the word bank to complete the paragraph below:

cemetery	Pizza Den	behind
Ackermans	playground	past

The nearest eating place from the taxi rank is \_\_\_\_\_. Ms Khumalo goes to \_\_\_\_\_ to buy clothes. During the break, the children play on the \_\_\_\_\_. The butchery is \_\_\_\_\_ to the clinic. Ms Khumalo walks \_\_\_\_\_ the movies to get to the post office. Ackermans is between Pizza Den and the \_\_\_\_\_.

(3)

14.3 Rewrite the following paragraph and change the highlighted words.

The nearest eating place from the **taxi rank** is the **bakery**. Ms Khumalo goes to **post office** to buy clothes. During the break, the children play in the **cemetery**. The butchery is **behind** the clinic. Ms Khumalo walks **over** the movies to get to the post office. Ackermans is between Pizza Den and the **playground**.

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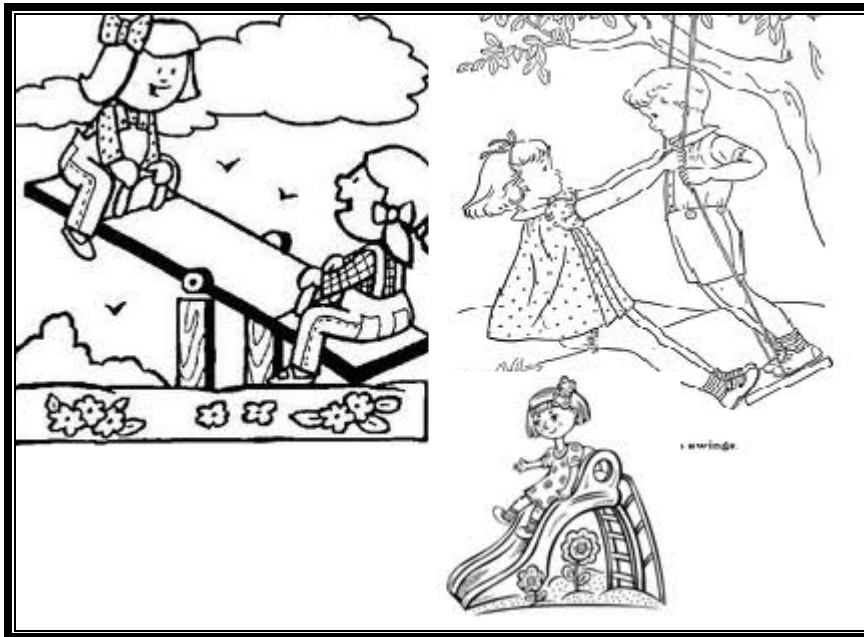
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(3)

15.1 Write four sentences on the following illustration.



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(8)

15.2 Write two captions for the each of the given pictures.

Picture 1



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(8)

Picture 2



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(10)

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15.3 Make five coherent sentences using words from the word 'bank'.



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(10)

15.4 Complete the following paragraph using the given introduction.

During the school holidays, my friends and I went along with our families to the park. We had lots and lots of fun. We also...

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(10)