



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

ANNUAL NATIONAL ASSESSMENT 2013

GRADE 6

ENGLISH HOME LANGUAGE EXEMPLAR QUESTIONS

This booklet consists of 18 pages, excluding the cover page.

GUIDELINES FOR THE USE OF ANA EXEMPLARS 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.

SECTION A: COMPREHENSION

Read the story below and answer questions 1-9.

Long ago, when animals were still new on earth, the weather was very hot. Water was only available in pools and pans. One of these pools was guarded by a big bossy baboon. He claimed to be the 'lord of the water' and prevented everyone from drinking at his pool.

When a zebra and his son came down to have a drink, the baboon, who was sitting by his fire, jumped up. 'Go away, intruders,' he shouted. 'This is my pool and I am the lord of the water. Anyone who dares to drink from my pool will be sorry. 'His words fell on deaf ears.

'The water is for everyone, not just for you, monkey-face, ' shouted the zebra's son. 'Stop acting like a spoilt brat! '

'If you want it, you must fight for it, 'screamed the baboon in a fury and in a moment the two were locked in combat. Back and forth they went, until with a mighty kick, the zebra sent the baboon flying high up among the rocks of the cliff behind them. The baboon landed with a smack on his seat and to this day he carries the bald patch where he landed.

The zebra staggered back through the baboon's fire, which burned him, leaving stripes across his white fur. The shock sent the zebra galloping away to the plains, where he has stayed ever since. The baboon and his family, however, remain high up among the rocks where they bark fiercely at all strangers and hold up their tails to ease the hurting of their bald patches.

[Adapted from *African Safari Campfire Stories*]

1.1 Circle the letter of the correct answer.

Who said that he owned the pool of water?

A The zebra's son.

B The baboon.

C The zebra.

D The spoilt brat.

(1)

1.2 Circle the letter of the correct answer.

Who said that the pool of the water belonged to him?

A The zebra's son.

B The baboon.

C The zebra.

D The spoilt brat.

(1)

1.3 Circle the letter of the correct answer.

... said the water pool belonged him.

A The zebra's son.

B The baboon.

C The zebra.

D The spoilt brat.

(1)

2. Circle the letter of the correct answer.

2.1.1 Who are the main characters in the story?

A The baboon and the zebra.

B The lord of the water.

C The baboons and the spoilt brat.

D The zebras and the elephants.

(1)

2.1.2 Which **two** characters dominate the story?

A The baboon and the zebra.

B The lord of the water.

C The baboons and the spoilt brat.

D The zebras and the elephants.

(1)

2.1.3 The main characters in the story are?

A The baboon and the zebra.

B The lord of the water.

C The baboons and the spoilt brat.

D The zebras and the elephants.

(1)

2.2.1 What is the main idea of the story?

- A How animals came to be on earth.
- B How baboon got his broken nose.
- C How baboon became king.
- D How zebra got his stripes.

(1)

2.2.2 Which statement below could become the title of the story?

- A How animals came to be on earth.
- B How baboon got his broken nose.
- C How baboon became king.
- D How zebra got his stripes.

(1)

2.2.3 Choose the best heading for the story?

- A How animals came to be on earth.
- B How baboon got his broken nose.
- C How baboon became king.
- D How zebra got his stripes.

(1)

2.3. 2.3.1 Where does this story take place?

- A Near the drinking pools
- B In the shady woods
- C On the grassy plains
- D By the cold sea

(1)

2.3.2 This story takes place ...

- A near the drinking pools.
- B in the shady woods.
- C on the grassy plains.
- D by the cold sea.

(1)

2.3.3 Where does this story take place?

- A Near the drinking pools.
- B In the shady woods.
- C On the grassy plains.
- D By the cold sea.

(1)

3. Number the **four** sentences in the order in which they happened in the story. Write number 1-40.

They got into a big fight. _____

The zebra and his son came for a drink of water. _____

The zebras went away. _____

The baboon guarded the water. _____

(2)

4. Indicate whether the following sentences are TRUE or FALSE.

4.1 The opposite (antonym) of *sitting* is *eating*. _____

(1)

4.2 A word similar in meaning (synonym) to *went* is *go*. _____

(1)

5.1 Answer the following questions.

5.1.1 Write the opposite form of the word in brackets.

The pool was _____ (guarded). (1)

5.1.2 What is the opposite meaning of the underlined word.

The pool was guarded. _____ (1)

5.1.3 Give the opposite meaning for guarded.

_____ (1)

5.2 5.2.1 Underline the correct suffix in brackets.

The zebra's son shouted loud (ly/ness) _____. (1)

5.2.2 Choose the correct suffix in brackets.

The zebra's son shouted loud (ly/ness) _____. (1)

5.2.3 Add the correct suffix to the word loud.

The zebra's son shouted loud (ly/ness) _____. (1)

6. Underline the correct answer.

6.1 'big, bossy baboon' is an example of an (alliteration/onomatopoeia). (1)

6.2 'The crocodile and the zebra could not see eye to eye' is an example of (personification/idiom). (1)

6.3 'Stop acting like a spoilt brat' is an example of a (metaphor/simile). (1)

6.4 His words fell on deaf (ears/nose/mouth). (1)

7.1 Summarise the story in 3-4 sentences (about 30 words).

(3)

7.2 In 3-4 sentences (about 30 words) summarise the main ideas of the story.

(3)

7.3 Write a summary of the story in 3-4 sentences (about 30 words).

(3)

8.1 Complete the following sentence.

If the zebra had not landed in the fire, then _____

(1)

8.2 Complete the following sentence.

The zebra would not have gotten its _____ had not landed in the fire.

(1)

8.3 Complete the following sentence.

Had the zebra not landed in the fire, then _____

(1)

9.1 What lesson can be learnt from this story?

(1)

9.2 What is the main idea of this story?

(1)

9.3 What message can be learnt from this story?

(1)

10. Study the advertisement and answer questions 10-15

NEW
FLUORIDE TOOTHPASTE
Aquafresh
TRIPLE PROTECTION®
EXTREME CLEAN
WITH MICRO-ACTIVE FOAMING ACTION & WHITENING
NET WT 5.6 oz (158.7g)
PURE BREATH ACTION

Get a free sample
For cleaner, whiter teeth

Mineral formula
Reduces bad breath and odours

[Adapted from the internet: <http://www.couponfrugality.com/wp-content/uploads/2011/10/aquafresh-sampl.jpg>]

10.1 What product is being advertised?
_____ (1)

10.2 This advertisement gives us more information about which product?
_____ (1)

10.3 Which product does this advertisement advertise?
_____ (1)

11. Answer the following question.

Would you buy this product? Give a reason for your answer.

_____ (2)

12. Circle the letter of the correct answer.

12.1 You can improve your ... by using this product.

A. physical appearance.

B. hair condition

C. oral hygiene

D. skin care (1)

12.2 Circle the letter of the correct answer.

Use this product, and improve your ...

A. physical appearance.

B. hair condition

C. oral hygiene

D. skin care

(1)

12.3 Circle the letter of the correct answer.

If you use this product, what will improve?

A. physical appearance.

B. hair condition

C. oral hygiene

D. skin care

(1)

13. Answer the following questions.

13.1 State **one** thing that the product promises to do, other than to improve bad breath.

(1)

13.2 Give **two** words from the advert that would make you buy the product.

(1)

(1)

14. Give **three** adjectives (describing words) used in this advertisement.

(1)

(1)

(1)

15. Change the following sentence into direct speech.

Tina said that all her friends used Aquafresh.

Tina said, 'All _____
_____.'

(3)

TOTAL SECTION A: 58

SECTION B: LANGUAGE

Read the following passage and answer questions 16-25.

The Silkworm

Of all the flying insects silkworm moths have even shorter lives than butterflies. These ugly moths have no mouths, their wings are clumsy and they cannot fly. When it is time to leave the cocoons they are tired but they continue to pull the threads, which holds them prisoner.

The female moth's mate dies soon after mating. The female lays five hundred eggs and in a final effort sticks them together in groups called grains.

In 'factories' called rearing houses the caterpillars we call silkworms emerge and after eating many mulberry leaves, start to produce silk threads. They spin the cocoons, from which the moths eventually emerge. In the rearing houses this silk is unwound and used to make products.

[Adapted from *Brighter English Grade 6*]

16. Rewrite the following sentence, correcting the spelling and punctuation mistakes.

the silkworm moth is the most unfortunatebutterflie because its lifespan is short

(3)

17. Decide what type of noun is underlined in the sentences below. Choose the correct answer from the word box and write it on the line.

Common noun; Proper noun; Abstract noun

- 17.1 The moth has a short life span. _____ (1)
- 17.2 It is an absolute joy to watch the caterpillar weave silk. _____ (1)
- 17.3 There are thousands of moth species in Africa. _____ (1)
- 18.1 Underline the correct verb in the following sentences.
- 18.1.1 The caterpillar spins threads of silk. (1)
- 18.1.2 The caterpillar spins silk threads. (1)
- 18.1.3 The caterpillar(spins/spuns) threads of silk. (1)
- 18.2 Underline the correct word between brackets.
- Last year the moths (are/were) breeding. (1)
- 18.2.1 Fill in the correct form of the verb to fit the sentence.
Last year the moths (is) _____ breeding. (1)
- 18.2.2 Choose the correct word between brackets.
Last year the moths (are/were) breeding. (1)
- 18.2.3 Underline the correct form of the verb in brackets.
The caterpillar needs (too eat/to eat) many mulberry leaves. (2)

19.1 Fill in the correct prepositions.

19.1.1 Groups _____ silkworm eggs are called grains. (1)

19.1.2 Silk products are used _____ people. (1)

19.2 Underline the prepositions in the sentences below.

19.2.1 The silk moth lays eggs on a leaf. (1)

19.2.2 Silk products are used by people. (1)

19.3 Choose the correct prepositions from the box below.

by; to; on

19.3.1 The silk moth lays eggs ___ a leaf. (1)

19.3.2 Silk products are used ___ people. (1)

20. Join the sentences using the conjunctions in brackets.

20.1 The caterpillar is unable to fly. It has no wings. (because)

_____ (1)

20.2 The female moth leaves the cocoon. It is time to lay its eggs.
(when)

_____ (1)

20.3 The moth has no mouth. It is able to survive. (but)

_____ (1)

21. Choose the correct pronouns from the word box to complete the sentences.

It;	these;	this
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21.1 The silk thread is almost liquid when _____ is spun. (1)

21.2 _____ thread can be spun. (1)

21.3 All _____ eggs are called 'grains'. (1)

22. Underline the correct form of the verb in brackets.

22.1.1 The moth (lay, lays) hundreds of eggs at a time. (1)

22.1.2 Caterpillars (spend, spends) many hours spinning their threads. (1)

22.2 Choose the correct word between brackets.

22.2.1 The female moth (lies/lays) hundreds of eggs at a time. (1)

22.2.2 The female moth (spend/spends) much time spinning silk. (1)

22.3 Circle the correct word between brackets.

22.3.1 The female moth (lies/lays) hundreds of eggs at a time. (1)

22.3.2 The female moth (spend/spends) much time spinning silk. (1)

23.1 Rewrite the complex sentence into two simple sentences.

The moth has wings, but the moth cannot fly.

(2)

23.2 Rewrite the two simple sentences into **one** complex sentence.

The moth has wings.

The moths cannot fly.

(2)

23.3 Rewrite the two simple sentences into **one** complex sentence, and underline the conjunction.

The moth has wings.

The moths cannot fly.

(2)

24. Identify the tense used in the sentences. Choose your answer from the word box.

Past; Present; Future

24.1 The female moth lays eggs.

(1)

24.2 The thread will turn into silk.

(1)

24.3 The silkworm ate many leaves.

(1)

25. Identify the types of sentences by choosing the correct word from the word box.

Statement; Command; Question

25.1 Why are silkworms regarded as strange creatures?

(1)

25.2 Silkworms enjoy eating mulberry leaves.

(1)

25.3 "Don't squash the little insect!" shouted the teacher.

(1)

TOTAL SECTION B: 40

26. Write a diary entry of **two** paragraphs (about 8 – 10 sentences). In your diary describe how you helped a new child at your school. Write what information you told him/her about the school: class rules, uniform, the tuck shop, the library, teachers' names and what you showed him/her in school.

(15)

TOTAL SECTION C: 15

GRAND TOTAL: 75

MARK ALLOCATION FOR QUESTION 26.	MAX MARK	LEARNER'S MARK
26.1 DIARY FORMAT	3	
26.2 WORD AND SENTENCE LEVEL	3	
26.3 NUMBER OF SENTENCES	3	
26.4 LANGUAGE/GRAMMAR	3	
26.5 CONTENT	3	
TOTAL	15	