basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

ANNUAL NATIONAL ASSESSMENT 2013
ASSESSMENT GUIDELINES
MATHEMATICS
GRADE 2

INTRODUCTION

The 2013 cycle of Annual National Assessment (ANA 2013) will be administered in all public and designated[1] independent schools from 10 to 13 September 2013. During this period all learners in Grades 1-3 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 and, therefore, the Department of Basic Education (DBE) has developed Assessment Guideline documents for each grade and subject (Language and Mathematics) outlining the minimum curriculum content that must be covered by all learners prior to the writing of the test. The Assessment Guidelines define the scope of work that will be covered in the test for each grade and subject.

FOUNDATION PHASE

In Grades 1-3, the tests will cover work that is prescribed for the first three- quarters of the school year. The Assessment Guidelines are arranged in three columns: Content area; Topics; Skills/Competencies Assessed and Items (the learner must be able to do or know).

It is important to note that the ANA 2013 Assessment Guidelines do not imply that the delimited scope is all that must be taught and learnt during the school year. Instead, the Assessment Guidelines provide the basic minimum curriculum requirements that must be covered by the end of the third school quarter.

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

[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.

Content Area	Topics	Skills/Competencies Assessed and Items To assess whether the learners can…
NUMBERS, OPERATIONS AND RELATIONSHIPS	Number symbols and number names	write number symbols from 0-100 write number names from 0-75
	Describe, compare and order numbers	compare whole numbers using smaller than, greater than, more than, less than and is equal to order whole numbers from smallest to greatest and greatest to smallest
	Place value	decompose two-digit numbers into multiples of ten and one identify and state the value of each digit
	Problem-solving techniques	double and halve build up and break down numbers draw number lines
	Addition and subtraction	use appropriate symbols (+, - , □ , =) add to 75 subtract from 75
	Repeated addition leading to multiplication	multiply numbers 1 to 10 by 2,5 and 4 use appropriate symbols (+, - , □ , =)
	Repeated addition leading to multiplication	count using repeated addition with answers up to 40 (word problems)
	Grouping and	solve word problems involving equal sharing and grouping of whole numbers up to 75

Content Area	Topics	Skills/Competencies Assessed and Items To assess whether the learners can…
	sharing	which includes answers with remainders
	Money	solve money problems involving totals in change in cents up to 50c and rands to R50 recognise and identify South African currency coins 5c, 10c, 20c, 50c, R1, R2, R5 and banknotes R10, R20, R50
	Fractions	recognise fractions in diagrammatic form use and name fractions including halves, quarters, thirds and fifths write fractions as 1 half, 2 thirds
PATTERNS, FUNCTIONS AND ALGEBRA	Geometric patterns	copy and extend simple patterns made by drawings of lines, shapes and objects
	Number patterns	copy and extend simple number sequences to at least 180 by counting forwards and backwards in: - 1s from any number between 0-180 - 3s from any multiple of 3 between 0-180 - 4s from any multiple of 4 between 0-180

Content Area	Topics	Skills/Competencies Assessed and Items To assess whether the learners can…
SPACE AND SHAPE	3-D objects	recognise and name 3-D objects in the classroom and in pictures - ball shapes (spheres) - box shape (prisms) - cylinders identify geometric and everyday objects by saying whether they are shaped like a ball, shaped like a box, shaped like a cylinder compare 3-D objects in terms of size, objects that roll and objects that slide
	2-D shapes	recognise and write 2-D shapes - circles - triangles - squares - rectangles compare 2-D shapes in terms of size, colour, shape, straight sides and round sides
	Symmetry	recognise and draw a line of symmetry in 2-D geometrical and non-geometrical shapes
MEASUREMENT	Time	name and sequence days of the week name and sequence months of the year tell 12-hour time in hours, half hours and quarter hours on analogue clocks calculate length of time and passing of time
	Capacity	measure, compare, order and record the capacity of containers (i.e. the amount the container can hold if filled) by using non-standard measures, e.g. spoons and cups

Content Area	Topics	Skills/Competencies Assessed and Items To assess whether the learners can…
		measure, compare, order and record the capacity of objects by measuring in litres using - bottles with the capacity of 1 litre - a measuring jug which has numbered calibration lines in litres
	Mass	measure, compare, order and record mass using a balancing scale and non-standard measures, e.g. blocks, bricks use language to talk about the comparison, e.g. light, heavy, lighter, heavier
DATA HANDLING	Represent, analyse and interpret data	represent data in pictograph with one-to-one correspondence. answer questions about data in pictograph with one-to-one correspondence