



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

ANNUAL NATIONAL ASSESSMENT

GRADE 1

MATHEMATICS

TERM 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 from curriculum work 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 assessments that learners must undergo on a continuous basis and do not replace them.

2. The structure of exemplar questions

The exemplars are designed to illustrate different techniques or styles of assessing the same skills and/or knowledge. For instance, some 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.). So, if teachers and learners find a number of exemplar questions that are structured differently but are asking the same thing, they should understand that this is deliberate and learners must respond to all the exemplar questions. Exposure to a wide variety of questioning techniques or styles gives learners the necessary confidence to confront tests.

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 Grades R to 12 (NCS), the provisions of the Curriculum and Assessment Policy Statements (CAPS) for the relevant grades and the National Protocol for Assessment. Together these documents, plus any others that a school may provide, make up a rich resource base to help teachers in planning lessons and conducting formal assessment (assessment of learning).

4. How to use the exemplars

While the exemplars for a grade and a subject have been compiled into one comprehensive set, the teacher does not have to give the whole set to the learners to respond to 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 time for instruction 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 then 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 up to a full test depending on the work that has been covered at a particular point in time. The important thing is to ensure that learners eventually get sufficient practice in responding to full tests of the type of the ANA model test.

5. Memoranda or answering guidelines

A typical example of the expected response (memorandum) has been given for each exemplar test question and for the ANA model test. Teachers must bear in mind that the memoranda can in no way be exhaustive. Memoranda 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 only for work that covers 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

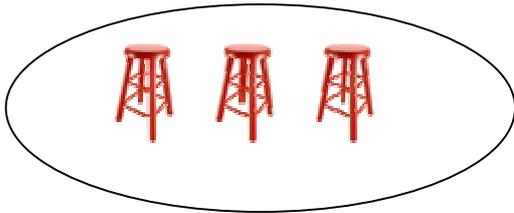
The goal of the Department is to improve the levels and quality of learner performance in the critical foundational skills of literacy and numeracy. ANA is one instrument the Department uses to monitor whether learner performance is improving, staying the same or declining. Districts and schools are 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.

NUMBERS, OPERATIONS AND RELATIONSHIPS

1. Count the apples and write down the number symbol



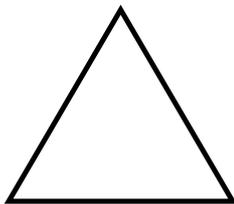
2. Count the stools and write the number name.



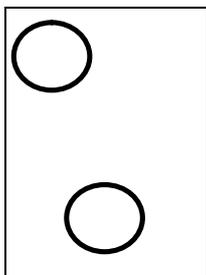
3. Write the number of the shoes in the box. The first one has been done for you.

						2
						

4. How many sides does this shape have?



5. Look at the number of circles drawn in one frame and draw the same number of circles in the other frame.



6. Fill in the missing numbers.

a.

1			4	5
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b.

1, 2 _____ , _____ 5

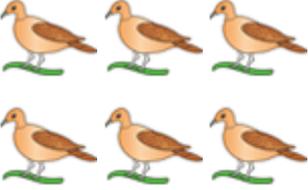
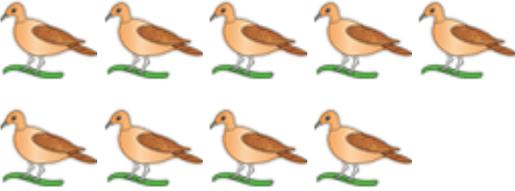
c.

5, 4, _____ , _____ , 1

d.

5		3		1
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7. Draw a line to match the correct number symbol with the number of birds.

		2
		9
		6
		4

8. Look at each picture.

Draw a circle around the number which matches the number of articles in each group.

	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5

9. Draw lines to connect the number symbols that are the same.

●8

●7

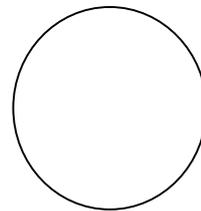
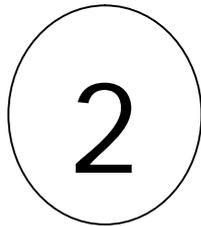
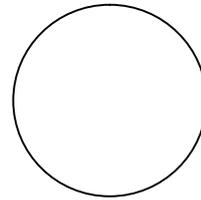
●5

●5

●8

●7

10. Copy the given number symbol in each circle.



11. In each box write the **number symbol** to match the underlined word.

Four stars

Two flowers

One rabbit

12. Complete the table below.

Objects	Number symbol	Number name
	_____	Four
	2	_____
	_____	Five
	3	_____
	1	_____

13. Write the number name of the following symbols.

5	
1	
3	
4	
2	

14. Link the number symbol with its number name.

3		One
2		Two
1		Four
4		Three
5		Five

15. Look at the crosses and the dots, and then complete the sentence using the word **"more"** or **"less"**.

X X X

● ●

There are _____ crosses than dots.

There are _____ dots than crosses.

16 Look at the pictures and then answer the questions.



goat



hen

The _____ has more legs than the _____

b.



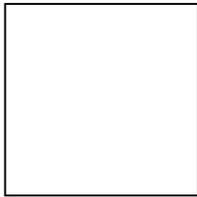
car



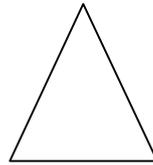
bicycle

The _____ has fewer wheels than the _____

c.



square



triangle

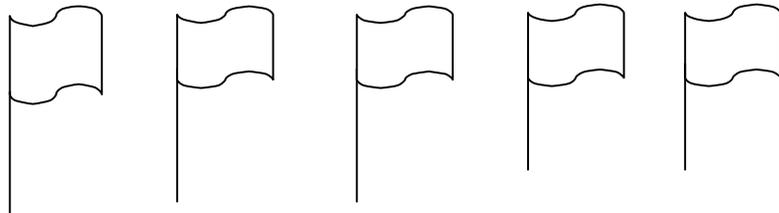
The _____ has more sides than the _____

17. Write the following numbers from smallest to greatest.

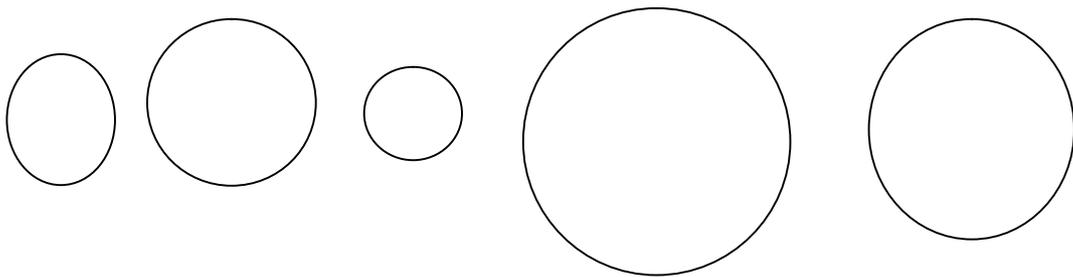
5, 3, 2, 4, 1

18. Write the following numbers on the flag from greatest to smallest.

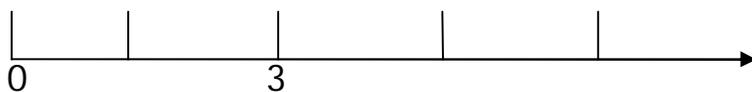
2, 1, 4, 5, 3



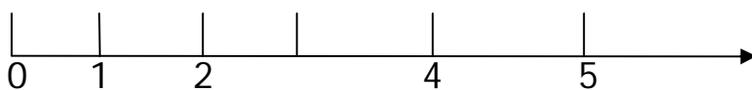
19. Write the numbers **3, 2, 1, 4, 5** putting them in order from smallest to greatest in the **circle of matching size**.



20. Write the numbers from 1 to 5 in their correct places on the number line. One number has been done for you.



21. Fill in the missing number on the number line.



PROBLEM-SOLVING

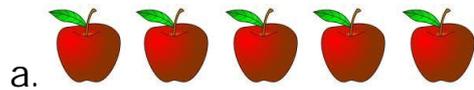
22. Anna has 3 bananas and Theo has 2 bananas.
How many bananas do Anna and Theo have altogether?

23. Ntombi picked 2 flowers and Sara picked 2 flowers.
Together they picked _____ flowers.
24. Phuti has 1 biscuit and Pat has 2 biscuits.
Phuti and Pat _____ biscuits altogether.
25. 2 oranges and 3 oranges make _____ oranges
altogether.
26. 4 carrots take away 1 carrot leaves _____ carrots.
27. Thabo has 3 sweets. Tumi took 2 sweets from him.
How many sweets does Thabo have now?

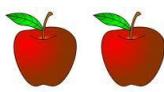
28. 4 apples less 2 apples are _____ apples.
29. Chantel has 5 marbles. She gives 3 marbles to Mary.
Chantel has _____ marbles left.
30. A farmer has 4 cows. He sells 2 cows.
He has _____ cows left.

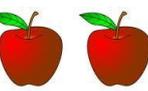
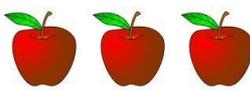
OPERATIONS – ADDITION AND SUBTRACTION

31. Look at the pictures. Then answer questions (a to c).



1  and 1  makes _____ apples.

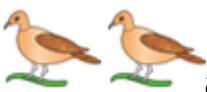
2  and 1  makes _____ apples.

2  and 3  makes _____ apples.



2  and 2  makes _____ birds.

3  and 1  makes _____ birds.

2  and 3  makes _____ birds.



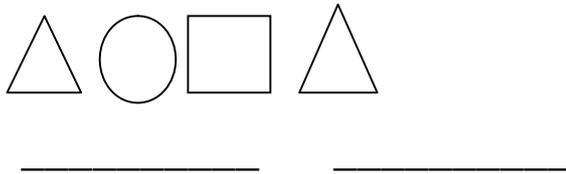
4 shoes take away 2 shoes leaves _____ shoes.



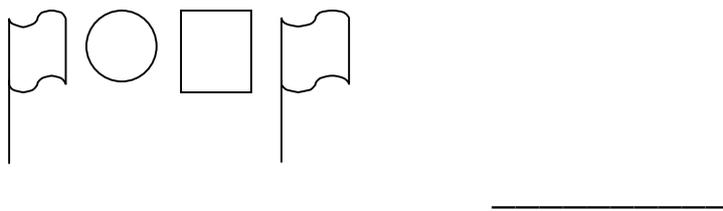
3 shoes take away 1 shoe leaves _____ shoes.

PATTERNS, FUNCTIONS AND ALGEBRA

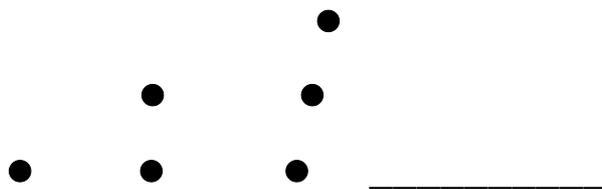
32. Complete the pattern.



33. Draw the next 2 objects in the pattern.

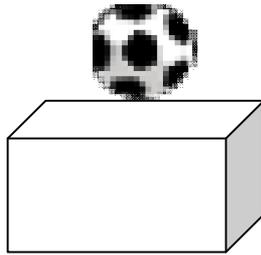


34. Draw the next 2 sets of dots in the pattern.



SPACE AND SHAPE

35. Look at the picture below, and then circle the letter of the correct sentence which describes the picture.



- A. The ball is **on top** the box.
- B. The ball is **under** the box.
36. Underline the word "**right**" or "**left**" to make the sentence true.



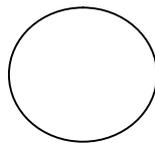
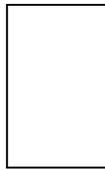
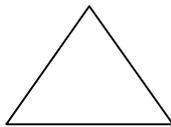
The tree is on the **right** / **left** of the cat.

37. Is the face in the picture shaped like "a ball or a box"?



It is shaped like a _____

38. Match the picture to the correct shape.



MEASUREMENT

39. Circle the correct word that is represented by the picture.



morning / night

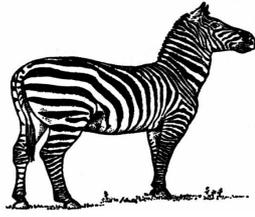
40. Make a cross (X) above the longest object.



41. Circle the shortest object.



42. Draw a circle around the heaviest animal.



43. Make a cross (X) above the lightest object.



44. Underline the heaviest animal.

