basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

ANNUAL NATIONAL ASSESSMENT 2015
ASSESSMENT GUIDELINES
MATHEMATICS: ENGLISH
GRADE 2

INTRODUCTION

The 2015 cycle of Annual National Assessment (ANA 2015) will be administered in all public and designated[1] independent schools from September 2015**.** 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 provided for each grade and subject (Language and Mathematics) that outline the minimum curriculum content that must be covered by all learners prior to the writing of the test. The Assessment Guidelines set the limits of the scope of work that will be covered in the test for each grade and subject. The ANA 2015 Assessment Guidelines have been designed in line with the versions of the curriculum that are being implemented in the phase.

FOUNDATION PHASE

In Grades 1-3, the tests will cover work that is prescribed for the first three quarters of the school year. For these grades the Assessment Guidelines are arranged in three columns and rows. The skills to be assessed are specified in the first column, the content in the second column and the specific skills to be assessed are indicated in the third column. It is important to note that the ANA 2015 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 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 programs.

[1] "Designated" independent schools are those that will apply and register either their Grade 3 or 6 learners to participate in ANA for purposes of securing State subsidy.

CONTENT AREA	TOPICS	SKILLS/COMPETENCIES ASSESSED To assess if the learners can:
Numbers, operations and relationships	Count forward and backward	Count forward and backward in: • In 1s 10s, 5s, 2s, 3s and 4s from any number between 0 and 180
	Number symbols and number names	Write number symbols from 0-180 Write number names from 0-75
	Describes compare and order numbers	Compare number whole up to 75 using smaller than, greater than, more than, less than and is equals to Order whole numbers from smallest to greatest and greatest to smallest
	Place value	Decompose two-digit numbers in multiples of tens and ones Identify and state the value of each digit
	Problem Solving Techniques	drawings Double and halve Build up and break down numbers Draw number lines
	Addition and Subtraction	Use appropriate symbols (+, - , =, ☐) Add to 75 Subtract from 75
		Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 75.
	Repeated addition	Multiply numbers 1 to 10 by 2,5 and 4 Use appropriate symbols (+, - , = , ☐)

CONTENT AREA	TOPICS	SKILLS/COMPETENCIES ASSESSED To assess if the learners can:
Numbers, operations and	leading to multiplication	Solve word problems in context and explain own solution to problems involving repeated addition and to multiplication with answers up to 40.
	Grouping and sharing	Solve word problems involving equal sharing and grouping of whole numbers up to 40 which includes answers with remainders
	Fractions	Recognise fractions in diagrammatic form Use and name fractions including halves, quarters, thirds and fifths Write fractions as 1 half, 2 thirds
	Money	Solve money problems involving totals and change in cents up to 75c and Rands to R75 Recognise and identify the SA coins 5c, 10c, 20c, 50c, R1, R2, R5 and banknotes R10, R20, R50
Patterns, Functions and Algebra	Geometric Patterns	Copy and extend simple patterns made by drawings of lines, shapes or 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 - 2s from any multiple of 3 between 0 – 180 - 3s from any multiple of 4 between 0 – 180 - 4s from any number between 0 – 180 - 5s from any number between 0 – 180 - 10s from any number between 0 – 180
Space and shape	Position, orientation and views	Follow direction to move around the classroom.

CONTENT AREA	TOPICS	SKILLS/COMPETENCIES ASSESSED To assess if the learners can:
Numbers, operations and		
	3-D objects	Recognise and name 3-D objects in pictures - ball shapes, (spheres) - box shape (prisms) - cylinders Identify geometric and everyday objects by saying whether they are shaped like a ball, a box or 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 Measure, compare, order and record the capacity of objects by measuring in litres using - bottles with the capacity of 1 litre

CONTENT AREA	TOPICS	SKILLS/COMPETENCIES ASSESSED To assess if the learners can:
Numbers, operations and		
		- 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