



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

ANNUAL NATIONAL ASSESSMENT

GRADE 2

ENGLISH HOME LANGUAGE

SET 3: 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.

Read the story and then answer the questions below.

Tom and Ann are best friends. They are in the same grade 2 class at school. Tom likes to draw pictures in class. Ann likes to write her own stories.

Miss Moss is their class teacher. She says that books are very important. She reads stories to the class at the end of every day. There is a sign up in the class that says:

"Readers are Leaders".

Tom and Ann plan to make their own story book. They tell Miss Moss. Tom says that Ann will write the story and he will draw the pictures. He asks Miss Moss for some paper. She is happy because they want to make a book and gives them the paper. They start making the book.



1.1 **Underline the correct answer.**

Miss (Mess/Moss/Mass/Miss) is the class teacher.

1.2 **Draw lines to complete the sentences.**

1.2.1 Ann likes to _____ draw pictures.

1.2.2 Tom likes to _____ write stories.

1.3 **Complete this sentence.**

Tom and Ann are best

1.4 **Circle the correct letter.**

Miss Moss reads stories...

- A in the morning.
- B on a Monday.
- C all day long.
- D every day.

1.5 **Show the order of events in the story.
Number the sentences from 1 to 4.**

They start making the book.	
They plan to make a book.	
They ask for paper.	
They tell Miss Moss.	

2.1 **Fill in the correct answer.**

What do Ann and Tom plan to make?

.....

2.2 **Complete the sentence.**

Ann will write the story and Tom will the pictures.

2.3 **Circle the correct letter.**

Miss Moss is happy because. . .

A	They want to make a book.
B	They can draw pictures.
C	They are best friends.
D	They can read.

2.4 **Answer "Yes" or "No".**

Did Tom and Ann get some paper for the book?

3.1 **Circle the correct answer.**

Ann loves (maths /drawing/reading/writing).

3.2 **Complete the sentence.**

Miss Moss says books are.....

3.3 What do you think Tom and Ann did after they made the book?

3.4 **Underline the correct word.**

Tom and Ann want to make a (picture/book/story) together.

3.5 Circle the correct letter.





Tom is Ann's ...




- A teacher
- B brother
- C father
- D friend

4.1 Look at the poster and answer the questions.

Readers are leaders

Why do we read?

-  To learn new ideas
-  To learn new words
-  It helps us with school work
-  It's **fun!**



4.1 Write your own heading for the poster.

Why do we read? Give one reason from the poster.



4.2 What are the children on the poster doing?

4.3 Why do you read?

.....
.....

4.4 Fill in the missing words from the poster heading.

R..... are L.....

4.5 Write 4 or 5 sentences about why you think it is important to read or why you like books.

5. Write lower and upper case letters correctly.

5.1 Copy these letters.

d e k q t y

5.2 Copy these letters.

D E K Q T Y

5.3 **Design your own cover for a story book.**

You must have the following on your cover.

Title

Author

Illustrator

A picture about the story

5.4 **Copy the following sentences correctly in lines.**

I like to read stories about fairies.

My brother likes true books about pirates.

Dad reads the newspaper.

Mom reads magazines.

6. **Rewrite the sentences and fill in the missing punctuation marks.**

6.1 we went to durban for a holiday

6.2 which story did you read

6.3 i like to play with dolls balls lego and marbles

8. **Choose the word that is spelt correctly.**

8.1 **Rewrite the sentence and use the word that is spelt correctly.**

He read (for/four) books.

8.2 **Circle the correct word.**

I go to (school/skool)

8.3 **Make a cross on the correct word.**

I want to wear/where a dress today.

8.4 **Underline the correct word.**

This is there/their classroom.

9. **Choose the correct word.**

9.1 **Underline the word that means the same as small.**

big/little/wide/thick

9.2 **Underline the word that has the same meaning as angry.**

glad/ cross/unhappy/worried

9.3 **Circle the word that means the opposite of fat.**

big/small/thin/thick

9.4 **Fill in the correct answer.**

The opposite of long is.....

10.1 Write 4 to 5 sentences about your class.

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10.2 Write 4 or 5 sentences about the picture below.



.....

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.....

.....

10.3 Write about your school.

Start each sentence with the following words.

My teacher.....

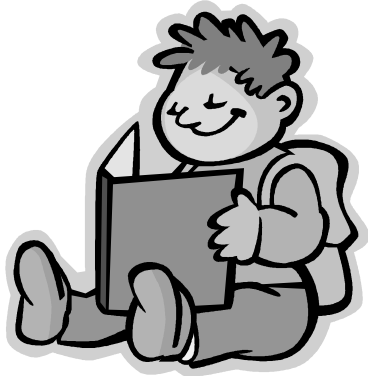
My class.....

My friends.....

I like.....

I don't like.....

10.4 Write one sentence about each picture below.



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