basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

ANNUAL NATIONAL ASSESSMENT 2013

GRADE 2

MATHEMATICS
EXEMPLAR QUESTIONS

This booklet consists of 22 pages, excluding the cover page.

GUIDELINES FOR THE USE OF ANA EXEMPLAR 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

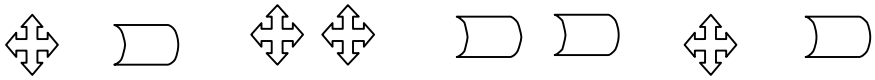
It is extremely critical that the curriculum must be covered in full in every class. The exemplar questions for each grade and subject do not represent the entire curriculum. They merely **sample** important knowledge and skills and covers work relating to terms 1, 2 and 3 of the school year.

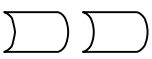
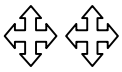
1.1 Complete the "repeating" pattern of shapes.

_____ _____ _____.

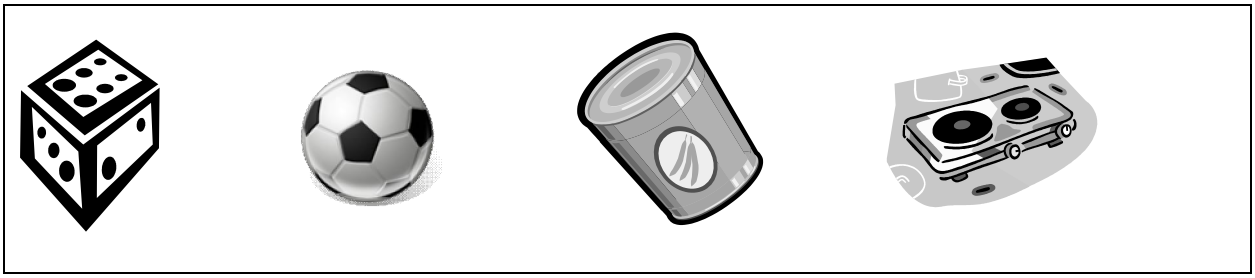
1.2 Draw the next shapes in the pattern.

1.3 Circle the letter of the correct shape that comes next in the pattern.



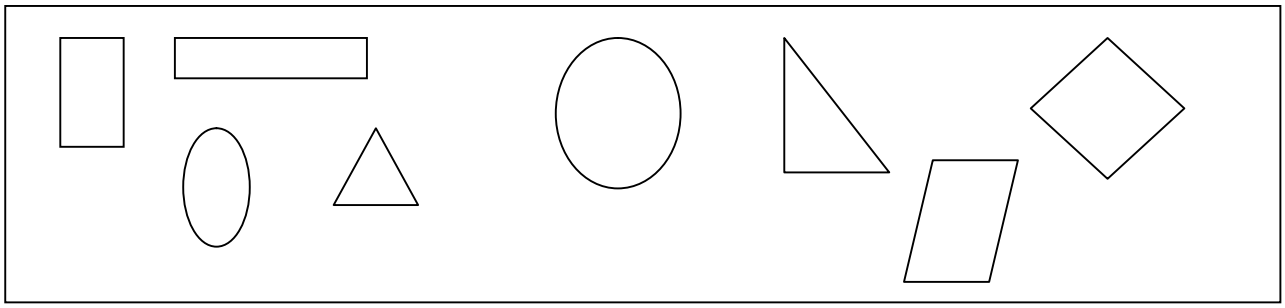
A  B  C  D 

2.1 Draw a line to link the 3-D object name with the correct picture.



cube

2.2 Mark the shapes which only have straight sides with a "✓ " and those with curved sides with a "x".



2.3 Tick a shape which has only straight edges.

3.1 Write the number symbol for one hundred and sixty-nine.

_____

3.2 Draw lines to match the number symbol with the correct number name.

3.2.1	49	eighteen
3.2.2	55	seventy-four
3.2.3	63	fifty five
3.2.4	74	forty-nine
3.2.5	18	sixty three

3.3 Choose a number symbol from the box below and then write it down next to the correct number name.

101	100	110

3.3.1 One hundred and one _____

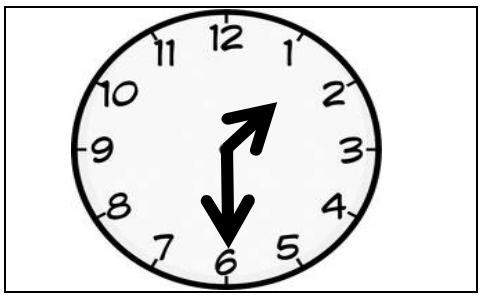
3.3.2 One hundred _____

3.3.3 One hundred and ten _____

4. Write the number name for 47.

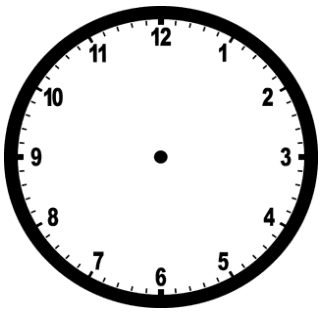
_____

5.1 Write the time shown on the clock face below.

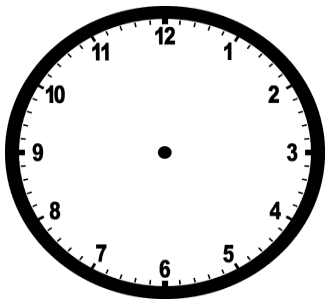


The time is _____.

5.2 Draw the minute-hand and the hour-hand on each of the following clock faces to show the indicated time.



6 o'clock

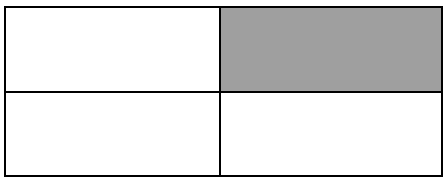


Half past 4

5.3 Bongie left for school at 7 o'clock in the morning. She returned home at 3 o'clock. How many hours was she away from home?

She was _____ hours away from home.

6.1 Circle the letter of the correct answer.
What fraction of the shape is shaded in?



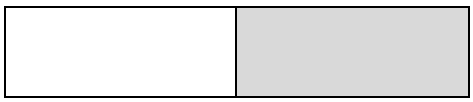
A 1 third

B 1 half

C 1 quarter

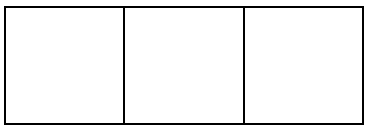
D 1 fifth

6.2 Answer the following question.

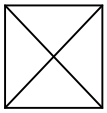


The above shape has been divided into _____ equal parts and a _____ has been shaded.

6.3 Colour the indicated fractional part of each figure.



one third



4 quarters

7.1 Write the given numbers from the greatest to the smallest:

131 129 152 117 162

_____ _____ _____ _____ _____

7.2 Arrange the numbers from the smallest to the greatest.

100 110 95 90 105

7.2.1 _____

51 15 105 115 5

7.2.2 _____

7.3 Circle the letter of the correct answer.
Which numbers are arranged from the greatest to the smallest?

A 64 12 40 21 80

B 80 64 40 21 12

C 21 40 80 64 12

D 80 64 21 12 40

8.1 69 – 41 =

A 28

B 82

C 72

D 78

8.2 Fill in the missing number to complete the repeated addition sum.

8.2.1 27 + 2 + _____ + _____ = 33

8.2.2 31 + _____ + _____ + _____ = 43

8.2.3 16 + 10 _____ + _____ = _____

8.2.4 19 + 6 + _____ + _____ = _____

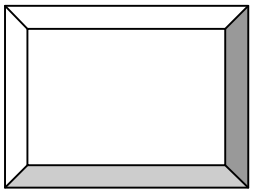
8.3 If 52 – 9 = 43 then 52 – 43 = _____

9.1 Look at the picture and then tick "✓" the correct answer in the block below.

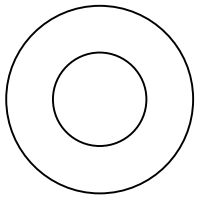
The tyre can

slide.	roll.

9.2 Circle the object that can slide.



picture

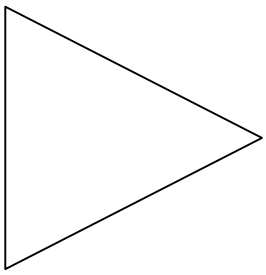


wheel

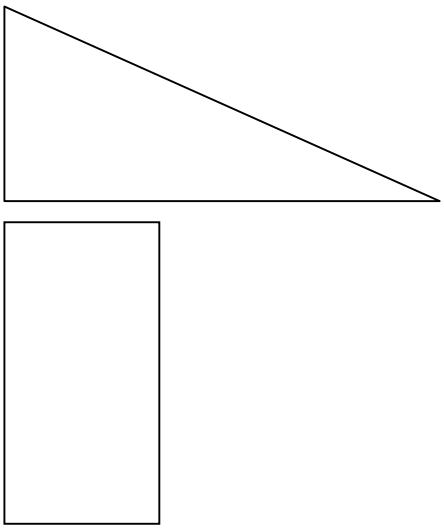
9.3 Draw any object that can roll and an object that can slide.

Object that can roll.	Object that can slide.

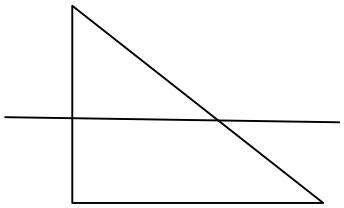
10.1 Draw a line of symmetry in the given shape.

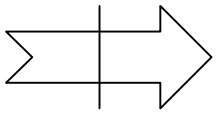


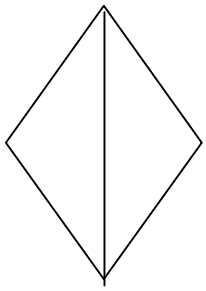
10.2 Draw the other part of the figure to make a symmetrical picture.

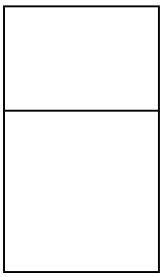


10.3 Mark the shape with the correct line of symmetry with a "✓".









11.1 Complete each of the following number patterns:

11.1.1 66; 63; 60; _____; _____ ; _____.

11.1.2 141; 145; 149; _____; _____; _____.

11.2 Fill in the missing numbers.

11.2.1 162; _____; _____; 168, 170; _____ .

11.2.2 152; 155; _____; _____; 164; _____ .

12.1 The value of the underlined digit in 8<u>1</u> is __

12.2 In the number 73

12.2.1 the value of the digit **7** is ____

12.2.2 the value of the digit **3** is ___

13.1 Double and halve 29.

13.1.1 Double 29 = _____

13.1.2 Half of 29 = _____

13.2.1 Halve the given number.

Number	Number halved
24	
16	
12	

13.2.2 Double the given number.

Number	Number doubled
18	
10	
14	

13.3 Double each of the following numbers by writing an addition number sentence.

13.3.1 **6**: ☐ = ☐ + ☐

13.3.2 **8**: ☐ = ☐ + ☐

14.1 Fill in "is smaller than" or "is greater than" between the numbers to make a correct sentence.

12 _____ 21

14.2 Fill in =, >, < between each pair of numbers to make the statements correct.

14.2.1 122 _____ 102

14.2.2 105 _____ 105

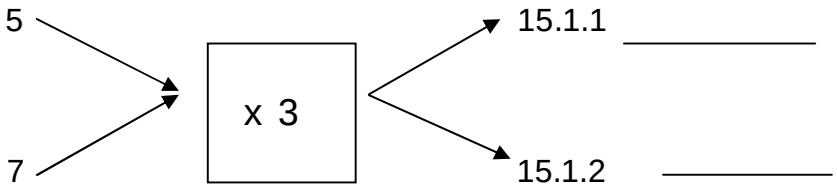
14.2.3 101 _____ 110

14.3 Circle the correct symbol to make the statement correct.

14.3.1 5 + 5 > = < 23

14.3.2 47 > = < 74

15.1 Complete the flow diagram:



15.2 Fill in the missing numbers

cars	1	3	5		9
wheels	4		20	24	

15.3 Write the correct answer.

15.3.1 2 x 5 =

15.3.2 10 x 4 =

16.1 Fill in the correct operation sign to make the number sentence true.

34 ☐ 10 = 44

16.2 Circle the correct operation sign to make the number sentence true.

23 [+ -] 10 = 13

17.1 Circle the heaviest item.

5kg

1kg

2kg

17.2 Arrange the given items from the lightest to the heaviest.

5kg

1kg

2kg

Item	Weight

17.3 Mark the block with the correct answer with a "X".

A brick is

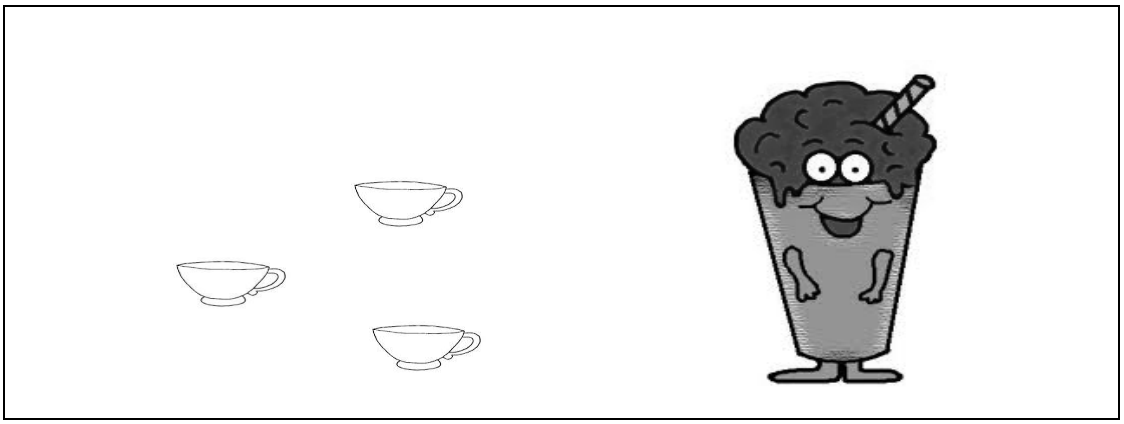
heavier	lighter

than my pencil.

18.1 Bongani and his friends must pack 36 apples in packs of 4 in a packet. How many packets can be filled and how many apples will be left?

18.2 Teacher has 38 pencils and she shares it equally between 4 learners. How many pencils did each learner get and how many pencils remain.

19.1 Three cups of milk are needed to make 1 milkshake. How many cups of milk are needed to make 4 milkshakes?



4 milkshakes will need _____ cups of milk.

19.2 Mother bakes 4 cakes and she uses three cups of flour per cake. How many cups of flour did she use to bake the cakes?

20.1 Read the price list below and answer the question that follows.

R12,00

R4,00

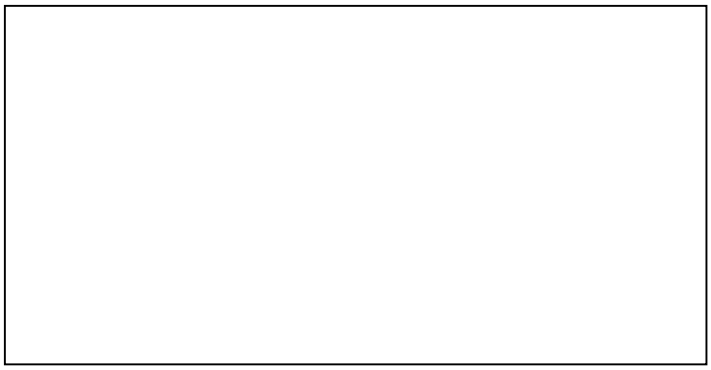
Susan buys a ball and an ice cream. She pays with a R20, 00 banknote. How much change should she get?

R_____

20.2 How many ice creams can Nomsa buy with a R20?

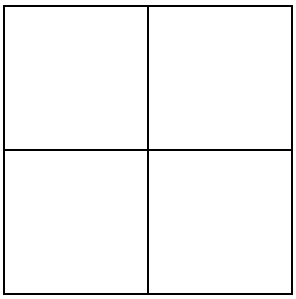
Nomsa can buy _____ ice creams.

20.3 Thandi wants to buy 2 balls but she only has a R20. How much money does she need for the balls?



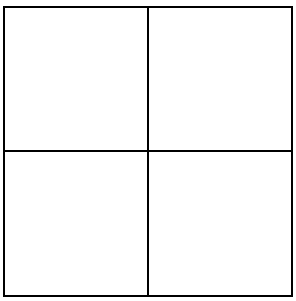
Thandi needs R_____ and she is R_____ short.

21.1 How many squares are there in the diagram below?



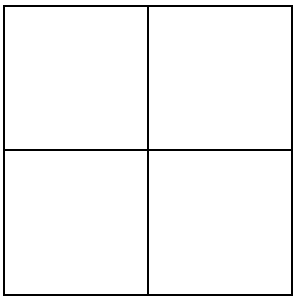
Number of squares = _____

21.2 Count the squares in the diagram and write the number name.



The number name is _____

21.3 Look at the diagram below and complete the sentence.



There are ____ small squares and _____ big square.

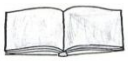
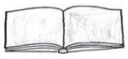
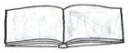
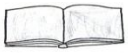
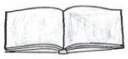
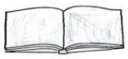
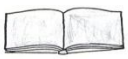
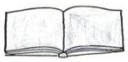
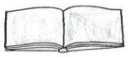
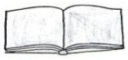
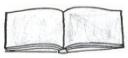
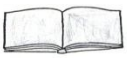
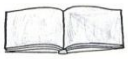
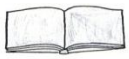
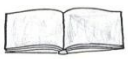
22.1 How many legs do 9 cows have?

Nine cows have _____ legs.

22.2 There are 4 boxes of crayons in our classroom. Each box has 9 crayons. How many crayons are there altogether?

There are _____ crayons.

23.1 Use the graph to answer the questions that follow.

Books read by 5 learners						
Number of books	10					
	9					
	8					
	7					
	6					
	5					
	4					
	3					
	2					
	1					
		Peter	Amy	John	Tshepo	Pam

23.1.1 Who read the most books? _____

23.1.2 How many books did Amy and Pam read altogether?

_____

23.2.1 Matome asks 18 boys in his class about their favourite TV program. He records the information as follow:

S for sport, N for news, D for drama and R for religion.

S	N	D	D	R	N	R	D	S
R	S	N	R	S	S	D	S	R

How many boys choose the following TV programs as their favourite?

23.2.1 Sport? _____

23.2.2 Drama? _____

23.2.3 Religion? _____

23.2.4 News? _____

23.2.5 Use the information above and draw a pictograph.

Key: Use (☺) to represent 1 boy.

FAVOURITE TV PROGRAMS

Number of boys				
	Sport	Drama	Religion	News
	TV-PROGRAM			