

# DIAGNOSTIC ASSESSMENT

# SEPEDI HOME LANGUAGE GRADE 3



basic education  
Department:  
Basic Education  
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TABLE OF  
**CONTENTS**

**SECTION 01**

|  |    |
|--|----|
| 1. INTRODUCTION.....                                       | 1  |
| 2. PURPOSE OF THE DIAGNOSTIC<br>TEST ITEMS .....           | 2  |
| 3. THE STRUCTURE OF THE<br>DIAGNOSTIC TEST ITEMS .....     | 3  |
| 4. PROPOSED USE OF THE<br>LANGUAGE ITEMS.....              | 3  |
| 5. DESIGN .....  | 4  |
| 6. MARKING GUIDELINES .....                                | 6  |
| 7. MODERATION.....   | 8  |
| 8. DATA ANALYSIS AND<br>UTILISATION .....                  | 8  |
| 9. HOW TO ANSWER MULTIPLE CHOICE<br>QUESTIONS ( MCQS ).... | 13 |

**SECTION 02**

|                      |    |
|----------------------|----|
| 10. ASSESSMENT ..... | 16 |
|----------------------|----|

**GRADE 3  
HOME  
LANGUAGE**

DIAGNOSTICS ASSESMENTS

**SECTION  
ONE**



## 1. INTRODUCTION

The diagnostic resource bank of items aims to improve the relationship between assessment and classroom instruction. Assessment for learning is the process of gathering information about a learner's learning from a variety of sources, using a variety of approaches, or 'assessment tools', and interpreting that evidence to enable both the teacher and the learner to determine where the learner is in his or her learning; where the learner needs to go; and how best to get there. Teachers can adjust instructional strategies, resources, and environments effectively to help all learners achieve grade specific outcomes only if they have accurate and reliable information about what their learners know and are able to do at a given time.

When findings of assessment results are used to improve classroom practice, learner performance in general can improve. The diagnostic assessment questions are designed to fulfil three purposes of assessment: namely to,

- reveal the misconceptions learners bring as prior knowledge to a class;
- measure the conceptual gains of a class as a whole; and
- identify concepts that are weak areas of understanding for the individual learner or as a class/grade.

A traditional multiple-choice question (MCQ) provides little information about the learner's understanding of the concept/skill tested. The Department of Basic Education (DBE) has embarked on the design of diagnostic assessments using MCQs that are designed to assist teachers to diagnose learner misconceptions using the Pearson distractor rationale model as a basis for the classification of learner misconceptions. The diagnosis is also linked to the CAPS learning outcomes and skill acquisition. This does not mean that there are only MCQ items in the booklet.

MCQs designed for the diagnostic questions included in this booklet, include a breakdown of learners' understanding through the incorrect responses. All distractors are written not only to focus the attention of the teacher on those learners who are able to identify the correct response, but also to assist the teacher in identifying and understanding the misconceptions captured in the incorrect responses.

## 2. PURPOSE OF THE DIAGNOSTIC TEST ITEMS

This diagnostic resource should be used in conjunction with the requirements as stipulated in the CAPS document. It therefore does not replace the curriculum or the Annual Teaching Plans (ATP). The content therefore includes coverage from terms one to four and it focuses on certain selected topics and skills. However, there may be a need to align the topic or skills with the revised ATP to facilitate assessment for learning.

Once the teacher has identified the gaps in the conceptual knowledge/ skill acquisition it would be easier to design targeted intervention programmes to bring learners on par for the transition to subsequent sub-skills.

Once the teacher has identified the gaps in the conceptual knowledge/ skill acquisition it would be easier to design targeted intervention programmes to bring learners on par for the transition to subsequent topics.

These diagnostic items should be used as a tool for teachers to assess the strengths and weaknesses of learners for the purpose of designing teaching and learning strategies that will address the individual needs of the learner. This would also enable the teacher to zoom into the skills and sub-skills that are required by each topic content selected in order to narrow the knowledge gap or misconception identified and to assist learners in the development and mastery of content and skills.

This assessment should **not** be used for grading a learner; as the intended purpose is to facilitate learning. The use of the items should instead promote formative assessment.

### 3. THE STRUCTURE OF THE DIAGNOSTIC TEST ITEMS

Items are framed to direct teachers to possible misconceptions which could be as a result of an earlier grade knowledge deficit, erroneous conceptual knowledge or lack of comprehension.

MCQs are constructed in such a way that each distractor provides information on whether the learner has mastered the skill/concept or whether there is a misconception. The distractors are graded according to four levels of understanding. Levels one, two and three enlighten the teacher about the nature of the misconception. Level four is the correct response, see Table 1 for further clarity.

Items are constructed to assess reading, viewing, language structures and conventions, writing skills and application.

### 4. PROPOSED USE OF THE LANGUAGE ITEMS

- 4.1 A teacher may select a text type and use some of the items for that text at different intervals i.e. as a revision activity, formative task, etc.
- 4.2 Items may also be used as a baseline assessment if administered prior to teaching a particular lesson. A teacher may want to establish whether learners meet the basic skills and knowledge acquired from the previous grades. This will assist the teacher to know learners' level of proficiency.
- 4.3 Items may be used at the beginning of a phase to establish whether learners meet the conceptual knowledge for the new grade/phase.
- 4.4 Certain items, *per sub-skill* assessed, may be selected from a section to compile a shorter activity.
- 4.5 Items may be selected according to *levels of difficulty* and can be used to support learning according to different cognitive demands. Diagnostic items can also be selected according to *cognitive levels*.
- 4.6 The teacher should decide when, where and how the assessment may be used to enhance teaching and learning.

### 5. DESIGN

Table 1 lists and describes the types of errors that correspond to each of the four levels of understanding encapsulated in the Language MCQs. The distractor rationale as advocated by Pearson, 2004, forms the basis for diagnosing misconceptions. The taxonomies and cognitive levels as stipulated in CAPS (for Grades R-9) are incorporated into the levels of understanding to provide the teacher with holistic information about the level of performance.

A more detailed unpacking of the nature of the misconceptions is addressed in the marking guidelines of each diagnostic item.

**Table 1: Levels of Understanding MCQs**

| Levels of Performance | Error analysis/diagnosis  |
|-----------------------|---|
| <b>Level 1</b>        | <ul style="list-style-type: none"><li>• Makes errors that reflect focus on decoding and retrieving facts or details that are not necessarily related to the text or question.</li><li>• Learner invokes prior knowledge related to the general topic being tested, but response is not text-based.</li><li>• These errors indicate that the learner is grabbing bits and pieces of information related to the text as he or she understands them, but the pieces are unrelated to the information required by the question being asked.</li></ul> |
| <b>Level 2</b>        | <ul style="list-style-type: none"><li>• Makes errors that reflect initial understanding of facts or details in the text, but is unable to relate them to the components in the question.</li><li>• They apply their limited knowledge as an overgeneralisation and therefore come to a weak conclusion or inference.</li><li>• The learner may focus on literal/superficial aspects of a text and makes superficial connections to arrive at weak responses.</li></ul>  |



| Levels of Performance | Error analysis/diagnosis   |
|-----------------------|--|
| <b>Level 3</b>        | <ul style="list-style-type: none"> <li>Makes errors that reflect analysis and interpretation, but conclusions or inferences arrived at are secondary or weaker ones than required for correct response.</li> <li>A distractor may be related to the correct response in meaning, but be too narrow or broad given the circumstances.</li> </ul>                              |
| <b>Level 4</b>        | <p>Correct response.</p> <ul style="list-style-type: none"> <li>consistently apply knowledge and reasoning skills required in the question;</li> <li>apply their understanding and knowledge in a variety of relatively complex situations and explain their reasoning;</li> <li>draw a conclusion from given context and justify their conclusion.</li> <li>Etc.</li> </ul> |

Each level of understanding is captured in the distractors of all the multiple-choice questions. An item will include distractors that correspond to each level of understanding set out in the Table 1.

When learner responses are analysed the diagnostic distractors will reveal patterns in a learner's understanding of the content being tested. The teacher is thus guided towards instruction that specifically addresses a learner's understanding of a concept in the specific content.

The three levels of difficulty are explained in Table 2 which are informed by both Barret and Blooms Taxonomies. Descriptors (verbs) that may be used for each of the difficulty level are summarised.

**Table 2: Levels of difficulty that incorporate the two Taxonomies**

| Levels of difficulty | Bloom's Taxonomy              | Descriptors from both taxonomies   | Barrett's Taxonomy                    |
|----------------------|-------------------------------|--|---------------------------------------|
| <b>Easy</b>          | Remembering and Understanding | Label, list, name, relate, recall, repeat, state, classify, re-group, rearrange, | Literal comprehension/ Reorganisation |



| Levels of difficulty | Bloom's Taxonomy         | Descriptors from both taxonomies  | Barrett's Taxonomy          |
|----------------------|--------------------------|---|-----------------------------|
|                      |                          | assemble, collect, categorise, select, recognise, supply, separate, isolate   |                             |
| <b>Moderate</b>      | Application and Analysis | Predict, infer, guess, translate, summarise, interpret, understand, rewrite, apply, demonstrate, illustrate, investigate, diagnose          | Inferential comprehension   |
| <b>Difficult</b>     | Evaluating and Creating  | Analyse, appraise, evaluate, justify, reason, criticise, judge, comment, appreciate, create, derive, combine, construct, devise, synthesise | Evaluation and Appreciation |

## 6. MARKING GUIDELINES

- 6.1 Multiple Choice Questions (MCQs): One mark is allocated per item. However, the focus of these assessments is not on scoring the learner, but rather on what the learner is able to achieve/not achieve.
- 6.2 The marking guideline has columns indicating the item number, expected answer per item, the diagnosis or clarification, the level of understanding, the level of difficulty and the mark allocation. The mark allocation is merely a guide for the learner response and should not be the focus of the task.
- 6.3 Open ended (OE) items: These items require an opinion and a reason as a response. A scoring guide has been included to guide teachers in identifying scores of 0/1/2 or more. The teacher is assisted in identifying and understanding the misconception and the level of skill development required to improve cognition and performance.
- 6.4 Transactional and essay writing diagnostic rubric: The assessment criteria are Content, Language Construction and Format, Length and Planning. The competency descriptors have been developed according to grade levels and

are useful in informing the teacher of how learners should be scored and awarded scores for each criterion. The teacher would be able to collect and report data that reveals a learner's level of competency per criterion. The teacher would then be able to pay more attention to integrating language skills during the writing lessons.

The teacher is able to diagnose the strengths and weaknesses of the learners according to the assessment criteria set out in the rubrics. Teachers can then focus on those aspects of writing that are problematic.

6.5 Language structures and conventions: These items require learners to apply grammar skills in context to demonstrate their level of knowledge and understanding of all language aspects assessed. This stems from the assumption that grammar is taught for constructing texts in their context of use where real language is required. As a result, the application of grammar is not restricted to the analysis of isolated sentences as it explains the way in which sentences are structured to construct whole texts that learners learn to read and write. The marking guidelines provide insight on how to mark the test using scoring guides. The learner performance levels would assist the teacher to identify learners' strengths and weaknesses and thus provide corrective measures and interventions for improved grammar usage.

**Table 3: Example of the Marking Guideline (for a MCQ)**

1. What is the main idea of the article?

| NO. | EXPECTED ANSWER | MARK | DIAGNOSTIC ANALYSIS   | LEVEL OF UNDERSTANDING | LEVEL OF DIFFICULTY |
|-----|-----------------|------|---|------------------------|---------------------|
| 1.1 | A               |      | A superficial connection is made to the contents of paragraph 1, but it does not relate to the purpose of the text. | 2                      |                     |
|     | B               | 1    | The correct response.   | 4                      | M                   |
|     | C               |      | Related to the text, but not to the main purpose that is focused in the text as a whole.                            | 3                      |                     |
|     | D               |      | The response is not text-based.   | 1                      |                     |

## 7. MODERATION

Internal moderation is important in assuring that the marking criteria/guideline is consistently applied, and that there is a shared understanding of the academic standards learners are expected to achieve. There should be processes in place for assuring comparability of marks for alternative assessments. Schools may therefore determine the format for moderation as a standardisation and quality-assurance measure.

Moderation should focus on the following aspects amongst others:

- a) Content coverage: The alignment of the to the revised ATP content for the subject,
- b) Quality of individual items: The validity, fairness and practicability of each item within a test or task,
- c) Clarity of the instructions for specific items,
- d) Biasness and clarity of diagrams and pictures
- e) *Ensuring that what is assessed is in line with what the learner has been exposed to*
- f) The appropriateness of the language level of the learners for which it is designed,
- g) Coverage of cognitive skills: The consistency of the level of development of the learner regarding the cognitive levels of the test or task.
- h) Technical criteria: sufficient time allocation per item/test/task, layout, correct numbering, the memorandum/marketing guideline matches the item, etc. must be considered.

## 8. DATA ANALYSIS AND UTILISATION

The teacher would be able to collect data on an individual learner, a class or for the entire grade and report at each level. Further data can be collected per topic/skill/content area. The teacher is also able to use the class or grade test/task to identify the knowledge deficit is. Since this is an exercise in assessment for learning,

targeted interventions can be designed to address strengths and weaknesses. Teachers would be able to give feedback to parents on learning gaps, deficits and strengths per learner.

### 8.1 Purpose of the data analysis

After administering a test/task the teacher can do his/her own diagnostic analysis to identify:

- a. the overall level of performance of the class/grade or school;
- b. individual learners or schools that need special intervention;
- c. groups of learners or schools who need special support; and
- d. sub-skills that require priority attention in teaching and learning.

### 8.2 Use of basic statistics for analysis

Basic statistics that can be used to summarise the data from a test include the following:

- a. mean (often called average) – calculated by adding the scores of all the learners and dividing the sum by the number of learners. The mean is one score that is used to summarise all the scores obtained by learners in a test/task. A high mean score represents high performance and a low mean score represents low performance. However, the mean score does not indicate how learner scores are spread from the highest to the lowest and thus is not adequate for identifying individuals who either over-perform or under-perform;
- b. median (or middle score) – calculated by first arranging the scores from the highest to the lowest and then determining the score that divides the data into halves. Half of the learners who wrote a test will have scores above the median score and the other half will have scores below the median score. If the number of learners is an odd number the median will be a real score that sits half-way between the extreme scores, e.g. 76, 57, 49, 45 and 39 have 49 as the median score. However, if the number of learners is an even number the median will be a score that may not belong to any of the learners calculated by adding the two adjacent scores that are half-way between the extremes and dividing their sum

by two (2), e.g. the median of 76, 57, 49 and 45 is calculated by adding 57 and 49 and dividing the sum by two, i.e.  $(57 + 49)/2 = 106/2 = 52$ . As can be observed, 52 is not one of the four given scores but it is the median score that sits half-way between the extreme scores, viz. 76 and 45. The median does not show what the extreme scores are, i.e. the highest and the lowest scores;

- c. maximum is the highest score obtained by a learner in a test;
- d. minimum is the lowest score obtained by a learner in a test; and
- e. range is the difference between the maximum and the minimum scores. The larger the range, the more diverse the ability levels of the test takers. A relatively small range indicates that the class of test takers has a relatively homogeneous ability profile.

### 8.3 Available tools for data analysis

Tools that are available for analysis of data include pre-programmed computer software such as the SA-SAMS in schools, the Microsoft Excel programme and even hand calculators. The Microsoft Excel programme, which comes with almost every computer software, is a reasonably easy-to-use tool for performing item-level diagnostic analysis of test data. An Excel spreadsheet is arranged in columns and rows.

### 8.4 Preparing data for analysis on Excel

Excel makes available useful formulae to calculate basic statistics. To prepare for analysis of data from an administered test, do the following:

- a. mark the test and write the scores obtained by each learner next to the relevant question/item number in their books or scripts;
- b. enter learner names and other particulars (e.g. the gender of each learner) in the rows, one after another;
- c. enter test item numbers in the columns, one after another;
- d. enter the score of each learner on each item in the correct cell (i.e. where the relevant column and row meet);
- e. check if all data has been entered correctly (i.e. do thorough data cleaning);
- f. use correct formulae to calculate the statistics that you want to use to



summarize and analyse the test data; and

- g. interpret the statistics in terms of what they suggest about performance of individuals in your class, performance of identifiable groups of learners (e.g. boys and girls) and performance in specific content areas.

## 8.5 Analysis and interpretation

To summarise the data, calculate the average percentage score, the median, maximum and minimum score percentages and you may do this separately for boys and girls. To make sense of the analysis it is recommended that different colour codes be used to mark specific observations (Excel provides a wide range of colour codes) and also represent findings with appropriate graphs to enhance visual impressions to aid decision-making on where to focus improvement interventions. For instance, the following observations can be made from the analysis that has been done:

### a. Overall performance

Overall performance in this class, measured through the mean score, may be e.g. 54,4% which is relatively acceptable but still leaves room for improvement. The median score for the class may be 56% which means that half of the learners obtained scores above 56% and another half obtained scores below 56%.

### b. Performance spread

Although the mean and median scores were both above 50%, learner scores may range between 8% and 100% which is a fairly wide range that suggests diverse abilities in this class. This implies that intervention strategies will have to be diversified to the learning needs of different learners, i.e. a one-size-fits-all improvement strategy will not work in this class.

### c. Individual learner differences in performance

Individual learners who were identified to be particularly at risk have been indicated with e.g. red colour coding. They obtained scores below 40% and thus fall within the “Not achieved” and “Elementary achievement” levels. They require special attention in terms of teaching strategies and learning opportunities.

### d. Group differences in performance

Analysis was done at two group levels, viz. boys and girls. All the summary statistics indicate that the boys performed much lower than the girls. Their mean score was 49,3% against the 60% mean score obtained by girls. The median score for the boys was 4% lower than that of the girls, viz. 52% against 56%. Boys’ scores ranged between 8% and 88%, while the lowest score for the girls was 32% and the highest was 100%. It is evident that in this class boys require a different or more focused intervention than the girls.

### e. Performance in specific topics or skills

The percentage scores per item indicate the items and, therefore, the topic or skill where interventions must focus. The analysis and diagnosis (from 8.5a – e) identifies:

- i. learners who need special attention; and
- ii. components that require special focus.

The analysis also suggests what materials will be required to improve on the identified areas, what extra support the teacher will need (if necessary), whether additional time will be required, who else should be involved in the interventions and a host of other possibilities that the data analyser may see fit in their context.



## 8.6 Diagnostic or error analysis

Error analysis is the study of errors in learners' responses with a view to look for possible explanations for these errors. It provides specific information about the relative skill proficiency or misconception a learner has in his/her response, in order to understand what the learner can or cannot do. It is a multifaceted activity, for the teacher, because it involves analysis of the correct, partially correct and incorrect thought processes of the learners' individual responses and thinking about possible remediating interventions that might work well.

Understanding the errors, that learners make will determine how learners are grouped for intervention purposes to enhance effective teaching.

## 9. HOW TO ANSWER MULTIPLE CHOICE QUESTIONS (MCQS)

### 9.1 The Structure of an MCQ

An example of the structure of the MCQ item is exemplified below.

What direction does the sun set? **STEM**

- |   |       |   |                    |
|---|-------|---|--------------------|
| A | East  | } | <b>DISTRACTORS</b> |
| B | South |   |                    |
| C | North |   |                    |
| D | West  | } | <b>KEY</b>         |

#### Explanation:

- A stem is the question or statement to respond to.
- Distractors are incorrect options that are plausible
- A key is the correct answer

### 9.2 Strategies for answering MCQs

- 9.2.1 Read the question carefully. Understand the question and be sure of what is expected of you. Underline the key words in the question. You may need to read the question more than once.
- 9.2.2 Try to answer the question before you check out the options. You may be required to work out the answer before you are able to choose the correct option.
- 9.2.3 Read each option cautiously. Delete the options that you are sure is incorrect, until you are left with the correct option.
- 9.2.4 Make sure that the option you have chosen matches what the question requires.
- 9.2.5 Often there will be an option that will obviously be wrong. Eliminate this option.
- 9.2.6 Two options may sound alike. However, one of the options may be partially correct; it may be a partial answer to the question. Re-read the question to make sure that the option fully answers the question.
- 9.2.7 If you are unsure of which options are incorrect, leave the question and move to the questions you are sure of. However, make sure that you come back to the question. Don't leave blanks. **Choose an option for every question.**
- 9.2.8 There will be only **ONE** correct option.

#### Note to the learner!

- *There is no pattern in which the answers are arranged.*
- *Check your work. If you made a mistake, strike out the incorrect option and circle the correct answer.*

# SECTION TWO

## ASSESSMENT

Please note the following keys:

The tag above each question provides the following information in this order: subject component, skill assessed, sub-skill, content, cognitive level, difficulty level, item type and term (in which the content/skill is taught) e.g.:

| Component           | Skill          | Sub Skill                           | Content                     | Cognitive level | Difficulty level | Question type | Term |
|---------------------|----------------|-------------------------------------|-----------------------------|-----------------|------------------|---------------|------|
| Reading and Phonics | Shared reading | Comprehension: Readingcomprehension | Identify the main character | Literal         | E                | MCQ           | I    |

It is thereafter written above each question in the format:

|                     |                |                                      |                             |         |   |     |   |
|---------------------|----------------|--------------------------------------|-----------------------------|---------|---|-----|---|
| Reading and Phonics | Shared reading | Comprehension: Reading comprehension | Identify the main character | Literal | E | MCQ | I |
|---------------------|----------------|--------------------------------------|-----------------------------|---------|---|-----|---|

The following table has a summary of texts selected in this booklet.

| Texts                                 |
|---------------------------------------|
| Text 1: Story - A clever answer       |
| Text 2: Recipe - Banana Bread         |
| Text 3: Story - Maya's new school bag |
| Text 4: Poster - Class Rules          |
| Text 5: Story - Thato's Holiday       |
| Text 6: Poem - Lebo saw his teacher   |
| Text 7: Story - Max                   |



Potšišo ya Mathomo.

Bala sengwalwa se se latelago ka kelohloko gomme o arabe dipotšišo.

|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
| <p><b>SENGWALWA: Kanegelo – Karabo ye bohlale</b></p> <p style="text-align: center;">Karabo ye bohlale</p> <p>Tau ye maatla e edimotše le go rorela godimo go lemoša diphoof olo tše dingwe ka moka gore o tsogile. “I joo rato,” gwa bolela Tau ya Tshadi. “O nkgalelegano mo mesong!” Tau o ile a rora ka go belatša, “Ke nna kgoši! Ga ke na diphošo!”, a rialo a sepela.</p> <p>Tau o gahlane le Tonki. “Mpotše nnete, ke nkgalelegano?” a rorela sefahlegong sa Tonki. “Phuu” gwa bolela Tonki. “ka nnete, wa nkgale.” Tau o kwele gore o rogilwe gomme a befelwa. Se se latelago, Tau o gahlane le Nkwe gomme a mmotšiša potšišo ya go swana le yela. Ka go tseba gore Tau o šetše a befeditšwe ke Tonki, Nkwe o ile a araba ka gore, “Kgošikgolo, legano la gago le nkgale bose bjalo ka senkgišamonate.” Le gona mo, Tau o rorile a befetšwe. “O dira metlae ka nna, kgoši ya gago!” O ile a befela le Nkwe.</p> <p>Phukub je o bone se sengwe le se sengwe. Se se latelago, Tau o ile a ya go Phukub je a mmotšiša, “Phukub je, ke nkgalelegano?” Phukub je o ile a buša moya, a gohlola gannyane gomme a araba, “Kgoši ye maatla, ke maswabi. Nka se kgone go go araba. Ke swerwe ke mokgohlwane. Ka se sebaka, ga ke kgone go nkgelela selo.”</p> <p style="text-align: right;">[Gotšwa: <a href="http://www.LittleWorksheets.com">www.LittleWorksheets.com</a> 11.12.19]</p> |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|

| Component           | Skill          | Sub Skill                            | Content                     | Cognitive Level | Level of Difficulty | Question Type | Term |
|---------------------|----------------|--------------------------------------|-----------------------------|-----------------|---------------------|---------------|------|
| Reading and Phonics | Shared reading | Comprehension: Reading comprehension | Identify the main character | Literal         | E                   | MCQ           | 1    |

- 1.1 Kgoši ya diphoof olo ke mang?
- A Tau ya tshadi
  - B Tau
  - C Phukub je
  - D Nkwe

|                     |                |                                      |            |         |   |     |   |
|---------------------|----------------|--------------------------------------|------------|---------|---|-----|---|
| Reading and Phonics | Shared reading | Comprehension: Reading comprehension | Sequencing | Literal | E | MCQ | 1 |
|---------------------|----------------|--------------------------------------|------------|---------|---|-----|---|

1.2 Ke eng selo sa mathomo seo Tau a se dirilego kanegelong?

- A O edimotše.
- B O rorile.
- C O befetšwe.
- D O roretše Tau ya Tshadi.

|                     |                |                                      |                        |           |   |     |   |
|---------------------|----------------|--------------------------------------|------------------------|-----------|---|-----|---|
| Reading and Phonics | Shared reading | Comprehension: Reading comprehension | Higher order questions | Inference | D | MCQ | 2 |
|---------------------|----------------|--------------------------------------|------------------------|-----------|---|-----|---|

1.3 Go reng Tau a ile a rora a belaela?

- A E be e le kgoši ya diphoof olo.
- B O be a thabile.
- C O rogilwe.
- D O hlalefeditšwe ke Phukub je.

|                     |                |                                      |            |                |   |     |   |
|---------------------|----------------|--------------------------------------|------------|----------------|---|-----|---|
| Reading and Phonics | Shared reading | Comprehension: Reading comprehension | Sequencing | Reorganisation | M | MCQ | 3 |
|---------------------|----------------|--------------------------------------|------------|----------------|---|-----|---|

1.4 Ke tatelano efe ye Tau a gahlanego le diphoof olo ka yona?

- A Tau ya tshadi, Tonki le Nkwe
- B Phukub je, Nkwe le Tonki
- C Nkwe, Tonki, Tau ya tshadi le Phukub je
- D Tau ya tshadi, Tonki, Nkwe le Phukub je



|                     |                |                                       |                               |            |   |     |   |
|---------------------|----------------|---------------------------------------|-------------------------------|------------|---|-----|---|
| Reading and Phonics | Shared reading | Comprehension : Reading comprehension | Answer higher order questions | Evaluation | D | MCQ | 1 |
|---------------------|----------------|---------------------------------------|-------------------------------|------------|---|-----|---|

1.5 O nagana gore ke mang yo a filego karabo ye bohlale?

- A Phukub je
- B Nkwe
- C Tonki
- D Tau ya tshadi

|         |                     |       |              |             |   |     |   |
|---------|---------------------|-------|--------------|-------------|---|-----|---|
| Writing | Independent Writing | Tense | Future Tense | Application | M | MCQ | 3 |
|---------|---------------------|-------|--------------|-------------|---|-----|---|

1.6 Kgetha lefoko leo le lego ka lebaka le le tlogo.

- A Tau e tla rorela godimo.
- B Tau e ile ya rorela godimo.
- C Tau e roretše godimo.
- D Tau e rorela godimo.

|         |                     |          |         |             |   |     |   |
|---------|---------------------|----------|---------|-------------|---|-----|---|
| Writing | Independent Writing | Spelling | Plurals | Application | M | MCQ | 1 |
|---------|---------------------|----------|---------|-------------|---|-----|---|

1.7 Ageletša lentšu la maleba la bontši bja 'tau'.

- A Tau ya tshadi
- B Ditua
- C Ditau
- D ditau tše ditshadi



|         |                     |         |                     |             |   |     |   |
|---------|---------------------|---------|---------------------|-------------|---|-----|---|
| Writing | Independent Writing | Grammar | Identify adjectives | Application | M | MCQ | 2 |
|---------|---------------------|---------|---------------------|-------------|---|-----|---|

1.8 Ageletša lehlaodi lefokong le le latelago. .

Legano la tau le bose b jalo ka senkgišamonate.

- A senkgišamonate
- B monate
- C B jalo
- D Bose

|                     |         |                  |               |         |          |     |   |
|---------------------|---------|------------------|---------------|---------|----------|-----|---|
| Reading and Phonics | Phonics | Word Recognition | Rhyming Words | Literal | Moderate | MCQ | 2 |
|---------------------|---------|------------------|---------------|---------|----------|-----|---|

1.9 Ke lentšu lefe kanegelong le le nago le morumokwano wa 'lorile'?

- A gone
- B maatla
- C rorile
- D botšišitše

|         |                     |         |              |             |   |     |   |
|---------|---------------------|---------|--------------|-------------|---|-----|---|
| Writing | Independent Writing | Grammar | Conjunctions | Application | D | MCQ | 4 |
|---------|---------------------|---------|--------------|-------------|---|-----|---|

1.10 Kgetha lekpanyi la maleba go kopanya mafoko a mabedi.

Nka se kgone go go araba. Ke swerwe ke mokgohlwane.

- A ka gore
- B ka fao
- C e fela
- D goba



Potšišo ya 2

Bala sengwalwa se se latelago ka kelohloko gomme o arabe dipotšišo.

**SENGWALWA: Resipi – Borotho b ja Panana**

Borotho b ja Panana

Borotho b ja Panana

|   |   |   |
|---|---|---|
| <p><b>1</b></p> <p>Hlakanya swikiri le poto</p> <p>1¼ komiki ya swikiri</p> <p>½ komiki ya poto</p>   | <p><b>2</b></p> <p>Tšhela mae le maswi</p> <p>mae a 2</p> <p>½ komiki ya maswi</p>        | <p><b>3</b></p> <p>Tswakanya dipanana tše 3. tša go butšwa</p> <p>Tšhela lehwana le 1 la banila</p> |
| <p><b>4</b></p> <p>Tšhela metswako ya go oma</p> <p>2½ dikomiki tša</p> <p>Lehwana le 1 la letswai</p> <p>Lehwana le 1 la lerojana la go paka</p> | <p><b>5</b></p> <p>Hlakanya gabotse</p> <p>Tšhela motswako ka gare ga pane ya makhura</p> | <p><b>6</b></p> <p>Paka metsotso ye e ka bago ye 30 - 35</p>  |

[Gotšwa: www.pinterest.com 11.312.19]

|                     |                |                                      |                              |         |   |     |   |
|---------------------|----------------|--------------------------------------|------------------------------|---------|---|-----|---|
| Reading and Phonics | Shared reading | Comprehension: Reading comprehension | Identify details in the text | Literal | E | MCQ | 3 |
|---------------------|----------------|--------------------------------------|------------------------------|---------|---|-----|---|

2.1 Resipi ye ke ya borotho b ja mohuta mang?

- A borotho b jo botsotso
- B borotho b ja panana
- C borotho b ja poto
- D borotho b ja radinkgwa

|                     |                |                                      |                     |         |   |     |   |
|---------------------|----------------|--------------------------------------|---------------------|---------|---|-----|---|
| Reading and Phonics | Shared reading | Comprehension: Reading comprehension | Details in the text | Literal | E | MCQ | 3 |
|---------------------|----------------|--------------------------------------|---------------------|---------|---|-----|---|

2.2 Go šomišitšwe mohuta of e wa dipanana resiping ye?

- A tša go butšwa
- B tša makhura
- C tše monate
- D tša poto

|                     |                |                                      |                        |           |   |     |   |
|---------------------|----------------|--------------------------------------|------------------------|-----------|---|-----|---|
| Reading and Phonics | Shared reading | Comprehension: Reading comprehension | Higher order questions | Inference | D | MCQ | 3 |
|---------------------|----------------|--------------------------------------|------------------------|-----------|---|-----|---|

2.3 Naa o nagana gore radinkgwa o dira eng sa mathomo?

- A O hlakanya swikiri le poto.
- B O hlakanya metswako ya go oma.
- C O kgoboketša metswako ka moka.
- D O paka borotho.



|                     |                |                                      |            |                |   |     |   |
|---------------------|----------------|--------------------------------------|------------|----------------|---|-----|---|
| Reading and Phonics | Shared reading | Comprehension: Reading comprehension | Sequencing | Reorganisation | D | MCQ | 3 |
|---------------------|----------------|--------------------------------------|------------|----------------|---|-----|---|

2.4 Ke lenaneo lefe la maleba la metswako leo le šomišitšwego resiping ye?

- A swikiri, potoro, mae, maswi, dipanana, folouru le letswai
- B swikiri, potoro, diapola, folouru le letswai
- C swikiri, mae, borotho, dipanana le letswai
- D borotho, diapola, maswi, letswai, banila, swikiri le dipanana

|         |                     |          |         |             |   |     |   |
|---------|---------------------|----------|---------|-------------|---|-----|---|
| Writing | Independent writing | Spelling | Plurals | Application | M | MCQ | 3 |
|---------|---------------------|----------|---------|-------------|---|-----|---|

2.5 Kgetha bontši bjo bo maleba bja 'panana ya go butšwa'.

- A panana tša go butšwa
- B dipanana ya go butšwa
- C dipanana tša go butšwa
- D panana ya go butšwa

|                     |         |                          |               |         |   |     |   |
|---------------------|---------|--------------------------|---------------|---------|---|-----|---|
| Reading and Phonics | Phonics | Letter sound recognition | Rhyming words | Literal | M | MCQ | 3 |
|---------------------|---------|--------------------------|---------------|---------|---|-----|---|

2.6 Ke lentšu lefe mo resiping le le nago le morumokwano wa 'raka'?

- A koko
- B paka
- C lefelo
- D hlakanya



|                     |         |                   |                           |         |   |     |   |
|---------------------|---------|-------------------|---------------------------|---------|---|-----|---|
| Reading and Phonics | Phonics | Sound Recognition | Vowel Digraph- 'silent e' | Literal | E | MCQ | 3 |
|---------------------|---------|-------------------|---------------------------|---------|---|-----|---|

2.7 Lentšu le 'mae' ke leloko la modumo ofe?

- A Ae
- B Ie
- C oe
- D ue

|         |                     |             |  |         |   |     |   |
|---------|---------------------|-------------|--|---------|---|-----|---|
| Writing | Independent Writing | Punctuation | Capital Letters, Commas and full stops | Literal | M | MCQ | 3 |
|---------|---------------------|-------------|--|---------|---|-----|---|

2.8 Kgetha lefoko la maswaodikga a maleba.

- A Radinkgwa o hlakanya swikiri, maswi, dipanana tša go butšwa, metswako ya go oma le lero jana la go paka.
- B Radinkgwa o hlakanya swikiri, maswi, butšwa, dipanana, metswako, oma, le, lero jana, paka.
- C Radinkgwa o hlakanya swikiri, maswi, dipanana, butšwa, oma, metswako le lero jana, paka.
- D Radinkgwa o hlakanya swikiri, maswi, dipanana tša go butšwa, metswako ya go oma, le, lero jana la go paka.

|         |                     |         |                        |            |   |    |   |
|---------|---------------------|---------|------------------------|------------|---|----|---|
| Writing | Independent Writing | Grammar | Subject verb agreement | Evaluation | M | SR | 3 |
|---------|---------------------|---------|------------------------|------------|---|----|---|

2.9 Thalela karabo ya maleba.

Radinkgwa o paketše/paka borotho bja panana.

|         |                     |         |                    |                |   |    |   |
|---------|---------------------|---------|--------------------|----------------|---|----|---|
| Writing | Independent Writing | Grammar | Alphabetical order | Reorganisation | D | SR | 3 |
|---------|---------------------|---------|--------------------|----------------|---|----|---|

2.10 Beakanya metswako ka moka ka tatelano ya dialefabeto.

swikiri, potoro, mae, maswi, dipanana, folouru, lero jana la go paka, letswai



Potšišo ya Boraro

Bala sengwalwa se se latelago ka kelohloko gomme o arabe dipotšišo.

|   |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|
| SENGWALWA: Kanegelo – Mokotla wo moswa wa Lesedi wa sekolo  |  |  |  |  |  |  |  |
| Mokotla wo moswa wa Lesedi wa sekolo  |  |  |  |  |  |  |  |
| <p>Lesedi o be a thabetše go ya sekolong. O be a nyaka go bona bagwera ba gagwe gape le go gahlana le morutišigadi wa gagwe yo moswa, e lego Mohumagadi Magoro. Se segolo o thabetše go šomiša dingwalelo tše diswa le mokotla wa gagwe wo mopinki.</p> <p>Sa pele, Lesedi o lokela dikherayone ka gare ga mokotla. O tla šomiša dikherayone go thala diswantšho tša morutišigadi wa gagwe. Se se latelago, a lokela sekero sa gagwe ka gare ga mokotla. O tla šomiša sekero go ripa diswantšho tša dipelo le matšoba gore a direle mogwera wa gagwe wa potego karata. Bjale gona, Lesedi a lokela le diphentshele tša gagwe tše diswa. O naganne ka dikanegetlo tšeo a tla ngwalago ka tšona. Mafelelong, Lesedi a lokela lebotlelo la segomaretši sa go phadima la selibera. Se tla dira gore se sengwe le sengwe se phadime.</p> <p>Lesedi o rile go bea se sengwe le se sengwe madulong a sona, a tswalela mokotla ka kelohloko gomme a o bea kgauswi le dieta tša gagwe tše diswa le yunifomo. O ile a myemyela ge a namela bolao a nagana ka mkgwa wo ngwaga wo o tla kgahlišago ka gona.</p> |  |  |  |  |  |  |  |
| [ Gotšwa: www.pinterest.com 11.12.19]   |  |  |  |  |  |  |  |

|                     |                |                                       |                     |         |   |     |   |
|---------------------|----------------|---------------------------------------|---------------------|---------|---|-----|---|
| Reading and Phonics | Shared reading | Comprehension : Reading comprehension | Details in the text | Literal | E | MCQ | 1 |
|---------------------|----------------|---------------------------------------|---------------------|---------|---|-----|---|

3.1 Naa leina la morutišigadi wa Lesedi ke mang?

- A Mohumagadi Magoro
- B Mohumagatšana Magoro
- C Morena Magoro
- D Mohumagatšana Morogo

|         |                     |         |                    |             |   |     |   |
|---------|---------------------|---------|--------------------|-------------|---|-----|---|
| Writing | Independent writing | Grammar | Alphabetical order | Application | M | MCQ | 1 |
|---------|---------------------|---------|--------------------|-------------|---|-----|---|

3.2 Kgetha tatelano ya maleba ya alefabeto.

- A segomaretši sa go phadima, dikherayone, sekero, diphentshele
- B dikherayone, sekero, diphensele, segomaretši sa go phadima
- C diphentshele, segomaretši sa go phadima, dikherayone, sekero
- D kherayone, phentshele, sekero, sekgomaretši sa go phadima,

|                     |                |                                      |                      |         |   |    |   |
|---------------------|----------------|--------------------------------------|----------------------|---------|---|----|---|
| Reading and Phonics | Shared reading | Comprehension: Reading comprehension | Details in the text. | Literal | M | SR | 2 |
|---------------------|----------------|--------------------------------------|----------------------|---------|---|----|---|

3.3 Go reng Lesedi a be a thabile kudu?

|                     |                |                                      |                     |         |   |     |   |
|---------------------|----------------|--------------------------------------|---------------------|---------|---|-----|---|
| Reading and Phonics | Shared reading | Comprehension: Reading comprehension | Details in the text | Literal | E | MCQ | 1 |
|---------------------|----------------|--------------------------------------|---------------------|---------|---|-----|---|

3.4 Go reng Lesedi a be a tla ripa diswantšho tša dipelo le matšoba?

- A Go dira karata ya mogwera wa gagwe wa potego.
- B Go dira karata ya morutišigadi wa gagwe.
- C Go dira karata ya taletšo.
- D Go dira gore mokotla wa gagwe o phadime.

|         |                     |         |         |             |   |     |   |
|---------|---------------------|---------|---------|-------------|---|-----|---|
| Writing | Independent Writing | Grammar | Plurals | Application | E | MCQ | 1 |
|---------|---------------------|---------|---------|-------------|---|-----|---|

3.5 Ke bontši bofe bjo maleba bja 'mokotla wa sekolo'?

- A mekotla ya dikolo
- B mokotla wa dikolo
- C mekotla ya sekolo
- D mokotla wa sekolo



|                     |                |                                      |                      |         |   |     |   |
|---------------------|----------------|--------------------------------------|----------------------|---------|---|-----|---|
| Reading and Phonics | Shared reading | Comprehension: Reading comprehension | Describe the setting | Literal | M | MCQ | 3 |
|---------------------|----------------|--------------------------------------|----------------------|---------|---|-----|---|

3.6 Lesedi o ile a myemyela neng?

- A Ge a nagana ka dingwalelo tša gagwe tše diswa.
- B Ge a nagana ka yunifomo ya gagwe ye mpsha.
- C Ge a e ja letena.
- D Ge a namela bolao.

|         |                     |         |             |             |   |     |   |
|---------|---------------------|---------|-------------|-------------|---|-----|---|
| Writing | Independent Writing | Grammar | Punctuation | Application | E | MCQ | 1 |
|---------|---------------------|---------|-------------|-------------|---|-----|---|

3.7 Kgetha lefoko la maswaodikga a maleba.

- A naa Lesedi o tla paka kae diphentshele, dikherayone le sekero?
- B Naa Lesedi o tla paka kae diphentshele, dikherayone le sekero?
- C Naa lesedi o tla paka kae diphentshele, dikherayone le sekero?
- D naa lesedi o tla paka kae diphentshele, dikherayone le sekero?

|         |                     |         |        |             |   |     |   |
|---------|---------------------|---------|--------|-------------|---|-----|---|
| Writing | Independent Writing | Grammar | Tenses | Application | M | MCQ | 1 |
|---------|---------------------|---------|--------|-------------|---|-----|---|

3.8 Kgetha lefoko le le lego ka lebaka le le fetilego.

- A O ngwaditše dikanegelo tše dintši.
- B O ngwadile dikanegelo tše dintši.
- C O ngwala dikanegelo tše dintši.
- D O ngwalile dikanegelo tše dintši.



|         |                     |         |         |             |   |     |   |
|---------|---------------------|---------|---------|-------------|---|-----|---|
| Writing | Independent Writing | Grammar | Synonym | Application | M | MCQ | 1 |
|---------|---------------------|---------|---------|-------------|---|-----|---|

3.9 Kgetha lentšu la go swana le 'phadima'.

- A silibera
- B nyenyane
- C kganya
- D bodutu

|                     |                |               |                          |         |   |     |   |
|---------------------|----------------|---------------|--------------------------|---------|---|-----|---|
| Reading and Phonics | Shared reading | Rhyming words | Letter sound recognition | Literal | M | MCQ | 1 |
|---------------------|----------------|---------------|--------------------------|---------|---|-----|---|

3.10 Ke lentšu lef'e kanegelong le le nago le morumokwano wa 'gadima'?

- A morutišigadi
- B phadima
- C lebotlelo
- D matlakala



Potšišo ya Bone

Bala sengwalwa se se latelago ka kelohloko gomme o arabe dipotšišo.

SENGWALWA: Phoustara – Melao ya phapoši

|                  |                                       |
|------------------|---------------------------------------|
| Melao ya phapoši |                                       |
| 1.               | Theeletša ka kelohloko                |
| 2.               | Abelana le bagwera ba gago            |
| 3.               | Bontšha hlomphe le botho go ba bangwe |
| 4.               | Latela ditaelo                        |
| 5.               | O seke wa tlaiša bana ba bangwe       |
| 6.               | Šoma ka maatla                        |

[Gotšwa: DBE 11.12.19]

|                     |                |                                      |                          |           |   |     |   |
|---------------------|----------------|--------------------------------------|--------------------------|-----------|---|-----|---|
| Reading and Phonics | Shared reading | Comprehension: Reading comprehension | Interpret graphical text | Inference | M | MCQ | 1 |
|---------------------|----------------|--------------------------------------|--------------------------|-----------|---|-----|---|

4.1 Ke bomang ba ba tšea go sephetho ka melao ya phapoši?

- A bagwera le ba lelapa
- B batswadi le barutiši
- C barutiši le barutwana
- D barutwana le bagwera

|                     |                |                                      |                          |         |   |     |   |
|---------------------|----------------|--------------------------------------|--------------------------|---------|---|-----|---|
| Reading and Phonics | Shared reading | Comprehension: Reading comprehension | Interpret graphical text | Literal | E | MCQ | 1 |
|---------------------|----------------|--------------------------------------|--------------------------|---------|---|-----|---|

4.2 Phoustara e ka ga eng?

- A Go theeletša
- B Melao
- C Diresipi
- D Dinomoro

|                     |                |                                      |                          |         |   |     |   |
|---------------------|----------------|--------------------------------------|--------------------------|---------|---|-----|---|
| Reading and Phonics | Shared reading | Comprehension: Reading comprehension | Interpret graphical text | Literal | E | MCQ | 1 |
|---------------------|----------------|--------------------------------------|--------------------------|---------|---|-----|---|

4.3 Ke molao ofe wo o bolelago ka go abelana?

- A Molao wa bo 7
- B Molao wa bo 5
- C Molao wa bo 3
- D Molao wa bo 2

|                     |                |                                      |                          |         |   |     |   |
|---------------------|----------------|--------------------------------------|--------------------------|---------|---|-----|---|
| Reading and Phonics | Shared reading | Comprehension: Reading comprehension | Interpret graphical text | Literal | E | MCQ | 1 |
|---------------------|----------------|--------------------------------------|--------------------------|---------|---|-----|---|

4.4 Ke molao ofe wo o tlogo ka morago ga 'O seke wa tlaiša bana ba bangwe'?

- A Latela ditaeletšo
- B Melao ya phapoši
- C Šoma ka maatla
- D Hlwekiša phapoši



|                     |                |                                      |                          |           |   |    |   |
|---------------------|----------------|--------------------------------------|--------------------------|-----------|---|----|---|
| Reading and Phonics | Shared reading | Comprehension: Reading comprehension | Interpret graphical text | Inference | M | SR | 1 |
|---------------------|----------------|--------------------------------------|--------------------------|-----------|---|----|---|

4.5 Ke kae mo o ka humanago phoustara ye?

|                     |         |                    |                          |         |   |     |   |
|---------------------|---------|--------------------|--------------------------|---------|---|-----|---|
| Reading and Phonics | Phonics | Vowel Digraphs- ea | Letter sound recognition | Literal | E | MCQ | 1 |
|---------------------|---------|--------------------|--------------------------|---------|---|-----|---|

4.6 Kgetha modumo wa maleba.

Morutiši o bala mel... ya phapoši.

- A ae
- B ie
- C ee
- D ao

|         |                     |         |                |         |   |     |   |
|---------|---------------------|---------|----------------|---------|---|-----|---|
| Writing | Independent Writing | Grammar | Identify Verbs | Literal | M | MCQ | 1 |
|---------|---------------------|---------|----------------|---------|---|-----|---|

4.7 Lemoga lediri go molao wa nomoro 2.

- A bagwera
- B abelana
- C wago
- D ka

|                     |         |                  |               |             |   |     |   |
|---------------------|---------|------------------|---------------|-------------|---|-----|---|
| Reading and Phonics | Phonics | Word Recognition | Rhyming words | Application | E | MCQ | 1 |
|---------------------|---------|------------------|---------------|-------------|---|-----|---|

4.8 Ke lentšu lef'e phoustareng le le nago le morumokwano wa 'motho'?

- A wago
- B kaone
- C bontšha
- D botho



|         |                     |         |                     |             |          |     |   |
|---------|---------------------|---------|---------------------|-------------|----------|-----|---|
| Writing | Independent Writing | Grammar | Use of conjunctions | Application | Moderate | MCQ | 3 |
|---------|---------------------|---------|---------------------|-------------|----------|-----|---|

4.9 Kgetha lef'oko leo le na le go makopanyi a maleba.

- A Theeletša ka kelohloko le ge e le gore o latela melao.
- B Theeletša ka kelohloko ka gore o latela melao.
- C Theeletša ka kelohloko, e fela o latele melao.
- D Theeletša ka kelohloko gomme o latele melao.

|         |                     |         |          |             |   |     |   |
|---------|---------------------|---------|----------|-------------|---|-----|---|
| Writing | Independent Writing | Grammar | Antonyms | Application | M | MCQ | 4 |
|---------|---------------------|---------|----------|-------------|---|-----|---|

4.10 Kgetha lentšu le e lego lelatodi la 'manaba'.

- A tshwenyana
- B botho
- C hlompha
- D bagwera

|         |                     |         |                  |         |   |    |   |
|---------|---------------------|---------|------------------|---------|---|----|---|
| Writing | Independent Writing | Grammar | Identify adverbs | Literal | M | SR | 3 |
|---------|---------------------|---------|------------------|---------|---|----|---|

4.11 Thalela lehlathi lef'okong le.

Theeletša morutiši ka kelohloko.



Potšišo ya Bohlano

Bala sengwalwa se se latelago ka kelohloko gomme o arabe dipotšišo.

|   |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|
| SENGWALWA: Kanegelo – Maikhutšo a Thato   |  |  |  |  |  |  |  |
| Maikhutšo a Thato   |  |  |  |  |  |  |  |
| <p>Maikhutšo a ka a selemo a be a kgahliša kudu! Nna le bagwera ba ka ba babedi Lindo le Riaan, mmogo re dirile dilo tše ntši tša go thabiša. Ka matsatši a go fiša, re ile ra rutha ka bodibeng bja boRiaan. Re ile ra iketla kudu ka boto ya go swinya le setheledi sa meetse. Ka matsatši ao boso bo sa kgahlišego, mmago Lindo o be a re iša go yo bogela difilimi. Filimi ye ke e ratilego kudu e be e le ka ga kholomudumo ye kgolo ya go thelela, ye e bego e e ja pitsa. Morago ga go bogela filimi, re ile ra ja easekhirimi. Tate le yena o ile a re iša go ya go namela thaba. Re humane maswika a gauta. Nna le bagwera ba ka re ile ra dira okare ke gauta ya nnete gomme ra loga maano a go e rekiša gore re reke dibapadišwa.</p> <p>Beke ya mafelelo ya maikhutšo e be e thabiša kudu. Malapa a gaborena a ile a ya kampeng. Bošego bjo bongwe le bjo bongwe re be re ora mollo, re anega dikanegelo tša dipoko ebile re opela dikoša re le gare re beša malekere a dimašemelo.</p> <p style="text-align: right;">[Gotšwa: 'Teacher's Friend: A Scholastic Company' for DBE 11.12.19]</p> |  |  |  |  |  |  |  |

|                     |                |                                       |                        |         |   |     |   |
|---------------------|----------------|---------------------------------------|------------------------|---------|---|-----|---|
| Reading and Phonics | Shared reading | Comprehension : Reading comprehension | Identify the main idea | Literal | E | MCQ | 1 |
|---------------------|----------------|---------------------------------------|------------------------|---------|---|-----|---|

5.1 Kanegelo e bolela ka eng?

- A Go reka dibapadišwa
- B Maikhutšo a Selemo
- C Difilimi tša dipoko
- D Go reka dithuthupe

|                     |                |                                      |                             |         |   |     |   |
|---------------------|----------------|--------------------------------------|-----------------------------|---------|---|-----|---|
| Reading and Phonics | Shared reading | Comprehension: Reading comprehension | Identify the main character | Literal | E | MCQ | 1 |
|---------------------|----------------|--------------------------------------|-----------------------------|---------|---|-----|---|

5.2 Naa moanegwathwadi ke mang?

- A Thato
- B Riaan
- C Lindo
- D Tate

|                     |                |                                       |                            |                       |   |     |   |
|---------------------|----------------|---------------------------------------|----------------------------|-----------------------|---|-----|---|
| Reading and Phonics | Shared reading | Comprehension : Reading comprehension | Key details about the text | Literal Comprehension | E | MCQ | 1 |
|---------------------|----------------|---------------------------------------|----------------------------|-----------------------|---|-----|---|

5.3 Bagwera ba be ba dira eng ka matsatši a go fiša?

- A Ba be ba rutha ka bodibeng bja boRiaan
- B Ba lebeletše difilimi.
- C Ba jele aesekhirimi.
- D Ba badile dupuku.

|                     |                |                                      |                       |                |   |     |   |
|---------------------|----------------|--------------------------------------|-----------------------|----------------|---|-----|---|
| Reading and Phonics | Shared reading | Comprehension: Reading comprehension | Details from the text | Reorganisation | E | MCQ | 1 |
|---------------------|----------------|--------------------------------------|-----------------------|----------------|---|-----|---|

5.4 Bagwera ba be ba bolela ka eng kua kampeng? Goreng bagwera ba ile go bogela filimi?

- A Dikanegelo tša dipoko
- B Boso
- C Maswika a gauta
- D Pitsa



|                     |                |                                      |                            |            |   |     |   |
|---------------------|----------------|--------------------------------------|----------------------------|------------|---|-----|---|
| Reading and Phonics | Shared reading | Comprehension: Reading comprehension | Discusses cause and effect | Evaluation | D | MCQ | 1 |
|---------------------|----------------|--------------------------------------|----------------------------|------------|---|-----|---|

5.5 Goreng bagwera ba ile go bogela filimi?

- A Ba be ba nyaka go beša malakere a dimašemelo.
- B Ba be ba nyaka go lebelela dikanegelo tša dipoko
- C Maemo a boso a be a sa kgahliše.
- D Go ja pitsa.

|                     |                |                                      |  |           |   |     |   |
|---------------------|----------------|--------------------------------------|--|-----------|---|-----|---|
| Reading and Phonics | Shared reading | Comprehension: Reading comprehension | Answers a range of higher order questions about the text | Inference | D | MCQ | 2 |
|---------------------|----------------|--------------------------------------|--|-----------|---|-----|---|

5.6 Go reng bagwera ba ratile bodiba bja ka ntlong ya boRiaan?

- A Go be go na le boto ya go swinya le setheledi sa meetse.
- B Go be go na le boto ya go swinya le lefelo la go haekha.
- C Ba be ba kgona go bogela difilimi ba le bodibeng.
- D Bodiba bo be bo tebile ebile bo le sephara.

|                     |                |                                      |                                  |         |   |     |   |
|---------------------|----------------|--------------------------------------|----------------------------------|---------|---|-----|---|
| Reading and Phonics | Shared reading | Comprehension: Reading comprehension | Sequence the events in the story | Literal | E | MCQ | 1 |
|---------------------|----------------|--------------------------------------|----------------------------------|---------|---|-----|---|

5.7 Bagwera ba ile ba dira eng morago ga go bogela filimi?

- A Ba ile go rutha.
- B Ba anegile dikanegelo tša dipoko.
- C Ba ile ba epa ba nyakana le maswika.
- D Ba jele asekhirimi.



|                     |                |                                       |   |                     |   |     |   |
|---------------------|----------------|---------------------------------------|---|---------------------|---|-----|---|
| Reading and Phonics | Shared reading | Comprehension : Reading comprehension | Answer higher order questions based on the text | Details in the text | M | MCQ | 3 |
|---------------------|----------------|---------------------------------------|---|---------------------|---|-----|---|

5.8 Bagwera ba be ba nyaka go reka eng morago ga go rekiša maswika a gauta?

- A Dibapadišwa
- B dithekethe tša filimi
- C malekere a mašemelo
- D Pitsa

|                     |                    |                   |    |          |   |    |   |
|---------------------|--------------------|-------------------|----|----------|---|----|---|
| Reading and Phonics | Phonemic Awareness | Consonant digraph | sh | Applying | M | SR | 1 |
|---------------------|--------------------|-------------------|----|----------|---|----|---|

5.9 Kgetha modumo wa maleba go feletša lehlaodi.

|    |    |    |    |
|----|----|----|----|
| tl | hl | th | bj |
|----|----|----|----|

Lindo ke mošemane wa go ba le ...ong.

|         |                     |       |               |                           |   |     |   |
|---------|---------------------|-------|---------------|---------------------------|---|-----|---|
| Writing | Independent Writing | Tense | Present Tense | Present progressive tense | D | MCQ | 2 |
|---------|---------------------|-------|---------------|---------------------------|---|-----|---|

5.10 Ngwalolla lefoko le le latelago ka lebaka la bjale.

Ka matšatši a go fišago, bagwera ba be ba rutha ka bodibeng.

- A Ka matšatši a go fišago, bagwera ba ile ba rutha ka bodibeng.
- B Ka matšatši a go fišago, bagwera ba rutha ka bodibeng.
- C Ka matšatši a go fišago, bagwera ba tla rutha ka bodibeng.
- D Ka matšatši a go fišago, bagwera ba tlile go rutha ka bodibeng.



Potšišo ya Botshelela

Bala sengwala se se latelago ka kelohloko gomme o arabe dipotšišo.

|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
| SENGWALWA: Sereto - Lebo o bone morutiši wa gagwe  |  |  |  |  |  |  |  |
| Lebo o bone morutiši wa gagwe  |  |  |  |  |  |  |  |
| Ka Mokibelo ke bone morutiši wa ka.<br>Ka nnete, ga ke kgolwe!<br>Ke mmone a reka di jo,<br>b jalo ka batho ba bangwe.   |  |  |  |  |  |  |  |
| O ile a tšea borotho morago a gadima,<br>gomme a gahlana le mahlo a ka.<br>A myemyela gomme a re, "Dumela."<br>Ka nagana gore nka hwa!                                 |  |  |  |  |  |  |  |
| "Agee ... dumela, Moh. Seleka,"<br>Ke bobotše b jalo ka lešilo.<br>Ke be ke nagana gore batho ba go swana le barutiši<br>ba fetša nako ya bona ka moka ba le sekolong. |  |  |  |  |  |  |  |
| Sa go dira gore maemo a gakale,<br>Mma o be a le kgauswi le nna.<br>Melokoloko ye mentši ya di jeke le malekana.<br>Ga go mo nka khutago.                              |  |  |  |  |  |  |  |
| Aowi, ka kgopelo, ke nagana gore a se botše mma<br>se ke se dirilego maabane.<br>Ka tswalela mahlo a ka, ka swara moya<br>ke holofela gore o tla sepela.               |  |  |  |  |  |  |  |
| Batho ba bangwe ba gopola e ke go lokile gore<br>barutiši ba rena ba fele ba itshepelela.<br>Eupša ge e le ka Mokibelo,<br>ga ba swanela go ba dumelela!               |  |  |  |  |  |  |  |
| [Gotšwa: www. poetryminute.org 10.12.19]   |  |  |  |  |  |  |  |

|                     |                |                                      |                     |         |   |     |   |
|---------------------|----------------|--------------------------------------|---------------------|---------|---|-----|---|
| Reading and Phonics | Shared reading | Comprehension: Reading comprehension | Details in the text | Literal | E | MCQ | 1 |
|---------------------|----------------|--------------------------------------|---------------------|---------|---|-----|---|

6.1 Lebo o bone mang ka Mokibelo?

Lebo o bone ... wa gagwe.

- A hlogo ya sekolo.
- B morutiši.
- C mogwera.
- D mma.

|                     |                |                                      |                                  |         |   |     |   |
|---------------------|----------------|--------------------------------------|----------------------------------|---------|---|-----|---|
| Reading and Phonics | Shared reading | Comprehension: Reading comprehension | Identify the setting of the text | Literal | E | MCQ | 1 |
|---------------------|----------------|--------------------------------------|----------------------------------|---------|---|-----|---|

6.2 Sereto se se diragala kae?

Sereto se diragala ...

- A boralokelong.
- B bokgobapukung.
- C sekolong.
- D lebenkeleng.

|                     |                |                                      |            |         |   |     |   |
|---------------------|----------------|--------------------------------------|------------|---------|---|-----|---|
| Reading and Phonics | Shared reading | Comprehension: Reading comprehension | Sequencing | Literal | M | MCQ | 1 |
|---------------------|----------------|--------------------------------------|------------|---------|---|-----|---|

6.3 Beakanya dilo tše go ya ka moo di tšwelelago go sengwalwa.

- A di jo, borotho, di jeke, malekana
- B borotho, di jeke, malekana, di jo
- C di jeke, malekana, di jo, borotho
- D malekana, di jo, borotho, di jeke



|                     |                |                                      |             |         |   |     |   |
|---------------------|----------------|--------------------------------------|-------------|---------|---|-----|---|
| Reading and Phonics | Shared reading | Comprehension: Reading comprehension | Punctuation | Literal | D | MCQ | 1 |
|---------------------|----------------|--------------------------------------|-------------|---------|---|-----|---|

6.4 Kgetha lefoko leo le na le go maswaodikga a maleba.

- A Bona! Naa ke morutiši wa ka?
- B Bona Naa ke morutiši wa ka?
- C Bona Naa ke morutiši wa ka!
- D Bona Naa ke! morutiši wa ka?

|                     |                |                                      |         |         |   |     |   |
|---------------------|----------------|--------------------------------------|---------|---------|---|-----|---|
| Reading and Phonics | Shared reading | Comprehension: Reading comprehension | Grammar | Literal | M | MCQ | 1 |
|---------------------|----------------|--------------------------------------|---------|---------|---|-----|---|

6.5 Kgetha lefoko le le na go le makopanyi a maleba.

- A Go na le melokoloko ye mentiši ya di jeke le malekana b jale ga go mo nka khutago.
- B Go na le melokoloko ye mentiši ya di jeke le malekana pele ga mo ka nkhutago.
- C Go na le melokoloko ye mentiši ya di jeke le malekana ka gore ga go mo nka khutago.
- D Go na le melokoloko ye mentiši ya di jeke le malekana, eupša ga go mo nka khutago.

|                     |                |                                      |               |         |   |     |   |
|---------------------|----------------|--------------------------------------|---------------|---------|---|-----|---|
| Reading and Phonics | Shared reading | Comprehension: Reading comprehension | Rhyming words | Literal | E | MCQ | 1 |
|---------------------|----------------|--------------------------------------|---------------|---------|---|-----|---|

6.6 Kgetha lentšu le le na go le modumo wa go swana le itshepelela.

- A sepela
- B dumelela
- C myemyela
- D segelela



|                     |                |                                      |              |           |   |     |   |
|---------------------|----------------|--------------------------------------|--------------|-----------|---|-----|---|
| Reading and Phonics | Shared reading | Comprehension: Reading comprehension | Higher order | Inference | D | MCQ | 3 |
|---------------------|----------------|--------------------------------------|--------------|-----------|---|-----|---|

6.7 Ke ka lebaka la eng ge Lebo a ile a swara moya?

Lebo o ile a swara moya ka ge a ...

- A tšhaba gore morutiši o tla botša mmagwe ka maitshwaro a gagwe.
- B thabetše go bona morutiši wa gagwe.
- C fela pelo go ya sekolong.
- D na le dihlong go bona morutiši.

|                     |                |                                      |        |         |   |     |   |
|---------------------|----------------|--------------------------------------|--------|---------|---|-----|---|
| Reading and Phonics | Shared reading | Comprehension: Reading comprehension | Tenses | Literal | M | MCQ | 1 |
|---------------------|----------------|--------------------------------------|--------|---------|---|-----|---|

6.8 Kgetha lefoko le le lego ka lebaka le lefitilego.

- A Ke tla bobola b jalo ka lešilo.
- B Ke be ke bobola b jalo ka lešilo.
- C Ke bobola b jalo ka lešilo.
- D Ke bobotše b jalo ka lešilo.

|                     |                |                                      |           |         |   |     |   |
|---------------------|----------------|--------------------------------------|-----------|---------|---|-----|---|
| Reading and Phonics | Shared reading | Comprehension: Reading comprehension | Opposites | Literal | E | MCQ | 1 |
|---------------------|----------------|--------------------------------------|-----------|---------|---|-----|---|

6.9 Lebelela lentšu le e lego lelatodi la 'maaka', seretong.

- A lokile
- B nnete
- C fošitše
- D nnyane



|                     |                |                                      |              |         |   |     |   |
|---------------------|----------------|--------------------------------------|--------------|---------|---|-----|---|
| Reading and Phonics | Shared reading | Comprehension: Reading comprehension | Contractions | Literal | M | MCQ | 1 |
|---------------------|----------------|--------------------------------------|--------------|---------|---|-----|---|

6.10 Moh. ge re e ngwala ka botlalo ke eng?

- A Mohumi
- B Mohwana
- C Mohumanegi
- D Mohumagatšana

Potšišo ya Bošupa

Bala sengwala se se latelago ka kelohloko gomme o arabe dipotšišo.

|   |  |
|---|--|
| SENGWALWA: Kanegelo - Matome  |  |
| Matome  |  |
| <p>Matome o rata go bala. Bagwera ba gagwe ba be ba rata go mo kwera ka ge a rata go bala go na le go raloka dipapadi tša vidio.</p> <p>Ka letšatši le lengwe Matome o be a bala sengwalwa ka ga thabamollo ka gare ga kgatišobaka. O boditše bagwera ba gagwe gore go tla bjang gore thabamollo e thunye. Beke ye e latelago, phapoši ya bona ya fiwa pro jeke ka ga thabamollo. Morutwana yo mongwe le yo mongwe o be nyaka gore Matome a wele sehlopheng sa gagwe. Matome o ile a wela sehlopheng sa Lebo le Rethabile. Pro jeke e be e nyaka gore ba dire phoustara, gomme ba bope mmotlolo wa thabamollo. Matome a eletšana le sehlopha sa gagwe. Ba ile ba ya bokgobapukung go yo dira di nyakišišo. Sehlopha se ile sa kopana ntlong ya Rethabile ka Laboraro go dira phoustara. Ka Mokibelo, ba ile ba kopana ntlong ya Lebo go bopa thabamollo. Ba ile ba bopa thabamollo ka khatepokisi ye ba e pentilego ka mmala wo motsotho. Ba šomišitše letsoku le lekhubedu go dira manya. Thabamollo e be e lebege e le ya nnete. Matome, Lebo le Rethabile ba be ba ikgantšha ka mošomo wa bona. Ba išitše pro jeke ya bona ka Mošupologo. Ditebogo go mahlale a Matome, ba ile ba fiwa meputso ya godimo..</p> |  |
| Gotšwa: www.k5learning.com 15.12.19]  |  |

|                     |                |                                      |                        |            |   |     |   |
|---------------------|----------------|--------------------------------------|------------------------|------------|---|-----|---|
| Reading and Phonics | Shared reading | Comprehension: Reading comprehension | Identify the main idea | Evaluation | M | MCQ | 1 |
|---------------------|----------------|--------------------------------------|------------------------|------------|---|-----|---|

7.1 Na kanegelo e bolela ka eng?

- A Go bopa mmotlolo wa thabamollo
- B Go bopa ntlo
- C Go raloka dipapadi tša dividio
- D Go etela bagwera



|                     |                |                                      |                         |         |   |     |   |
|---------------------|----------------|--------------------------------------|-------------------------|---------|---|-----|---|
| Reading and Phonics | Shared reading | Comprehension: Reading comprehension | Key details in the text | Literal | E | MCQ | 1 |
|---------------------|----------------|--------------------------------------|-------------------------|---------|---|-----|---|

7.2 Kgetha lentšu la maleba go fieleletša lefoko.

Matome o rata go ... go feta go raloka dipapadi tša dividio.

- A eletšana
- B kwera
- C bala
- D ngwala

|                     |                |                                      |                         |           |   |     |   |
|---------------------|----------------|--------------------------------------|-------------------------|-----------|---|-----|---|
| Reading and Phonics | Shared reading | Comprehension: Reading comprehension | Key details in the text | Inference | E | MCQ | 2 |
|---------------------|----------------|--------------------------------------|-------------------------|-----------|---|-----|---|

7.3 Ba dirile phoustara ka ntlong ya mang?

- A Thobile
- B Lebo
- C Rethabile
- D Matome

|                     |                |                                      |                                |                |   |     |   |
|---------------------|----------------|--------------------------------------|--------------------------------|----------------|---|-----|---|
| Reading and Phonics | Shared reading | Comprehension: Reading comprehension | Sequence of events in the text | Reorganisation | D | MCQ | 2 |
|---------------------|----------------|--------------------------------------|--------------------------------|----------------|---|-----|---|

7.4 Beakanya mafoko a a latelago go ya ka ditiragalo kanegelong.

|   |  |
|---|--|
| Ba šomišitše letsopa le lekhubedu.          |  |
| Ba pentile khatipokisi ka mmala wo motsotso |  |
| Ba dirile manya.                            |  |
| Ba šomišitše khatipokisi.                   |  |



|                     |                |                                       |                     |         |   |     |   |
|---------------------|----------------|---------------------------------------|---------------------|---------|---|-----|---|
| Reading and Phonics | Shared reading | Comprehension : Reading comprehension | Details in the text | Literal | E | MCQ | 1 |
|---------------------|----------------|---------------------------------------|---------------------|---------|---|-----|---|

7.5 Ba išitše projeke ya bona neng?

- A Mokibelo
- B Laboraro
- C Mošupologo
- D Labobedi

|                     |                |                                       |  |           |   |     |   |
|---------------------|----------------|---------------------------------------|--|-----------|---|-----|---|
| Reading and Phonics | Shared reading | Comprehension : Reading comprehension | Answers a range of higher order questions about the text | Inference | D | MCQ | 2 |
|---------------------|----------------|---------------------------------------|--|-----------|---|-----|---|

7.6 Lebaka e bile eng gore sehlopha se fiwe meputso ya godimo?

- A Matome o rata go bopa.
- B Ba šomile e le sehlopha.
- C Ba šomišitše pente ya mmala o motsotso
- D Matome o rata go bala.

|                     |                |                                       |  |           |   |     |   |
|---------------------|----------------|---------------------------------------|--|-----------|---|-----|---|
| Reading and Phonics | Shared reading | Comprehension : Reading comprehension | Answers a range of higher order questions about the text | Inference | D | MCQ | 1 |
|---------------------|----------------|---------------------------------------|--|-----------|---|-----|---|

7.7 O nagana gore ke ka lebaka la eng yo mongwe le yo mongwe a be a nyaka Matome sehlopheng sa gagwe?

- A O na le botho.
- B O na le tshedimošo ye ntši.
- C O be a rata dipapadi tša dividio.
- D O be a ikgantšha.



|         |                     |         |                    |             |   |     |   |
|---------|---------------------|---------|--------------------|-------------|---|-----|---|
| Writing | Independent Writing | Grammar | Alphabetical Order | Application | M | MCQ | 3 |
|---------|---------------------|---------|--------------------|-------------|---|-----|---|

7.8 Ke lenaneo lefe le le lego ka tatelano ya maleba?

- A thabamollo, pro jeke, manya, mmotlolo
- B manya, thabamollo, mmotlolo, pro jeke
- C manya, mmotlolo, pro jeke, thabamollo
- D pro jeke, manya, sekao, mmotlolo, thabamollo

|                     |                |         |         |             |   |     |   |
|---------------------|----------------|---------|---------|-------------|---|-----|---|
| Reading and Phonics | Shared reading | Phonics | Grammar | Application | M | MCQ | 3 |
|---------------------|----------------|---------|---------|-------------|---|-----|---|

7.9 Šupa lehlathi?

Sehlopha, ka go thaba se ile sa abelana ka tshedimošo.

- A se
- B thaba
- C abelana
- D sehlopha

|         |                     |         |          |             |   |    |   |
|---------|---------------------|---------|----------|-------------|---|----|---|
| Writing | Independent Writing | Grammar | Suffixes | Application | D | SR | 3 |
|---------|---------------------|---------|----------|-------------|---|----|---|

7.10 Re laetše moselana go lentšu le “bokgobapukung”.

|         |                     |         |                 |             |   |    |   |
|---------|---------------------|---------|-----------------|-------------|---|----|---|
| Writing | Independent Writing | Grammar | Syllabification | Application | D | SR | 4 |
|---------|---------------------|---------|-----------------|-------------|---|----|---|

7.11 Aroganya lentšu le le thaletšwego ka dinoko.

Matome o abelane ka tshedimošo le sehlopha sa gagwe.

- A tshe - di - mo - šo
- B tshedi - mo - šo
- C tshedimo - šo
- D tshe - dimo - šo



|         |                     |         |              |             |   |     |   |
|---------|---------------------|---------|--------------|-------------|---|-----|---|
| Writing | Independent Writing | Grammar | Prepositions | Application | E | MCQ | 3 |
|---------|---------------------|---------|--------------|-------------|---|-----|---|

7.12 Feleletša lefoko ka go tlatša ka letlema le maleba.

Lebo o be a ... sehlopheng sa Matome.

- A le
- B o
- C go
- D ka

**DIAGNOSTIC MARKING GUIDELINE  
SEPEDI HOME LANGUAGE  
GRADE 3**

| Dingwalwa  | Levels of difficulty |
|--|----------------------|
| Sengwala sa 1: Kanegelo – Karabo ye bohlae                     | E: Easy              |
| Sengwala sa 2: Resipi  | M: Moderate          |
| Sengwala sa 3: Kanegelo – Mokotla wo moswa wa Lesedi wa sekolo | D: Difficult         |
| Sengwala sa 4: Phoustara – Melao ya phapoši                    |                      |
| Sengwala sa 5: Kanegelo – Maikhutšo aThato                     |                      |
| Sengwala sa 6: Sereto - Lebo o bone morutiši wa gagwe          |                      |
| Sengwala sa 7: Kanegelo- Matome                                |                      |

| No.   | Karabo ye e letetšwego           | Meputso | Phekolo/Go fetleka diphošo                                     | Maemo a boima | performanceM Maemo atsebo | Kotara |
|---|----------------------------------|---------|--|---------------|---------------------------|--------|
| <b>SENGWALWA SA MATHOMO: Karabo ye bohlae</b> |                                  |         |  |               |                           |        |
| 1.1   | A Tau ya tshadi                  |         | Yo mongwe wa baanegwadi, fela ga se kgoši ya diphoofolo.       |               | 3                         | 1      |
|   | B Tau                            | 1       | Karabo e nepagetše.  | E             | 4                         |        |
|   | C Phukubje                       |         | Phukubje ke phoofolo ya bohlae fela ga se kgoši ya diphoofolo. |               | 2                         |        |
|   | D Nkwe                           |         | Nkwe ke yo mongwe wa baanegwa fela ga se kgoši ya diphoofolo.  |               | 1                         |        |
| 1.2.  | A O edimotše.                    | 1       | Karabo e nepagetše.  | E             | 4                         | 1      |
|   | B O rorile.                      |         | E ka ba karabo, eupša ga se tiro ya mathomo.                   |               | 3                         |        |
|   | C O befetšwe.                    |         | Go kopanya go kwata le go rora.                                |               | 2                         |        |
|   | D O roretše Tau ya Tshadi.       |         | E ka ba karabo, fela ga se e rorele go tau ye tshadi.          |               | 1                         |        |
| 1.3.  | A E be e le kgoši ya diphoofolo. |         | E ka ba karabo, fela ga se ya maleba.                          |               | 3                         |        |
|   | B O be a thabile.                |         | O hlakanya maikutlo a lethabo le go belaela.                   |               | 1                         |        |
|   | C O rogilwe.                     | 1       | Karabo e nepagetše.  | D             | 4                         | 2      |

| No.  | Karabo ye e letetšwego                   | Meputso | Phekolo/Go fetleka diphošo                                    | Maemo a boima | performanceM Maemo atsebo | Kotara |
|------|--|---------|---|---------------|---------------------------|--------|
|      | D O hlalefeditšwe ke Phukubje.           |         | E ka ba karabo, eupša ga se moanegwa wa maleba.               |               | 2                         |        |
| 1.4. | A Tau ya tshadi, Tonki le Nkwe           |         | Talelano ya maleba, fela go tlogetswe moanegwa o tee.         |               | 2                         |        |
|      | B Phukubje, Nkwe le Tonki                |         | Talelano ga se ya maleba, e bile go tlogetswe moanegwa o tee. |               | 1                         |        |
|      | C Nkwe, Tonki, Tau ya tshadi le Phukubje |         | Talelano ga se ya maleba.                                     |               | 3                         |        |
|      | D Tau ya tshadi, Tonki, Nkwe le Phukubje | 1       | Karabo e nepagetše.   | M             | 4                         | 3      |
| 1.5. | A Phukubje                               | 1       | Karabo e nepagetše.   | D             | 4                         | 1      |
|      | B Nkwe                                   |         | E ka ba karabo, fela Nkwe o boletše maaka.                    |               | 3                         |        |
|      | C Tonki                                  |         | O hlakanya bohlae le nnete.                                   |               | 2                         |        |
|      | D Tau ya tshadi                          |         | Ga a kwešiši potšišo.   |               | 1                         |        |
| 1.6  | A Tau e tla rorela godimo.               | 1       | Karabo e nepagetše.   | M             | 4                         | 3      |
|      | B Tau e ile ya rorela godimo.            |         | O hlakanya lebaka le lefetile tšweledi le le tlogo.           |               | 2                         |        |
|      | C Tau e roretše godimo.                  |         | O hlakanya lebaka le le fetilego le le tlogo.                 |               | 2                         |        |
|      | D Tau e rorela godimo.                   |         | O hlakanya lebaka la bjale le le tlogo.                       |               | 2                         |        |
| 1.7  | A Tau ya tshadi                          |         | O hlakanya bong le bontši.                                    |               | 3                         |        |
|      | B ditua                                  |         | O hlakanya mopeleto wa (au le ua).                            |               | 2                         |        |
|      | C ditau                                  | 1       | Karabo e nepagetše.   | M             | 4                         | 1      |
|      | D ditau tše ditshadi                     |         | O hlakanya bong le bontši.                                    |               | 1                         |        |
| 1.8  | A senkgišamonate                         |         | O hlakanya leina le lehlaodi.                                 |               | 2                         |        |
|      | B monate                                 |         | Karabo ga se ya nepagala ebile ga e mo sengwalweng.           |               | 1                         |        |
|      | C bjalo                                  |         | O hlakanya bong le bontši.                                    |               | 2                         |        |
|      | D bose                                   | 1       | Karabo e nepagetše.   | M             | 4                         | 2      |
| 1.9  | A gonne                                  |         | Morumokwano ga se wa maleba, ga o mo segwalweng.              |               | 3                         |        |
|      | B maatla                                 |         | Ga a kwešiši morumokwano wa mantšu.                           |               | 1                         |        |

| No.                                | Karabo ye e letetšwego | Meputso   | Phekolo/Go fetleka diphošo | Maemo a boima  | performanceM Maemo atsebo | Kotara |   |
|------------------------------------|------------------------|---|----------------------------|--|---------------------------|--------|---|
|                                    | C                      | rorile  | 1                          | Karabo e nepagetše.  | M                         | 4      | 2 |
|                                    | D                      | botšišitše  |                            | O hlakanya medumo ya mafelong a lentšu le morumokwano wa mantšu. |                           | 2      |   |
| 1.10                               | A                      | ka gore   | 1                          | Karabo e nepagetše.  | M                         | 4      | 4 |
|                                    | B                      | ka fao  |                            | O bontšha tšhomišo ye e fošagetšego makopanyi.                   |                           | 2      |   |
|                                    | C                      | e fela  |                            |  |                           |        |   |
|                                    | D                      | goba  |                            |  |                           |        |   |
| <b>SENGWALWA SA BOBEDI: Resipi</b> |                        |   |                            |  |                           |        |   |
| 2.1                                | A                      | borotho bjo botsotho                                    |                            | Tswalano ka kakaretso ya mehuta ya borotho, ga e mo sengwalweng. |                           | 1      |   |
|                                    | B                      | borotho bja panana                                      | 1                          | Karabo e nepagetše.  | E                         | 4      | 3 |
|                                    | C                      | borotho bja poto  |                            | O hlakanya ditswaki le mohuta wa borotho.                        |                           | 2      |   |
|                                    | D                      | borotho bja radinkgwa                                   |                            | O hlakanya seswantšho sa rasenkwa le mohuta wa borotho.          |                           | 3      |   |
| 2.2                                | A                      | tša go butšwa   | 1                          | Karabo e nepagetše.  | E                         | 4      | 3 |
|                                    | B                      | tša makhura   |                            | O hlakanya karabo ya maleba le taelo.                            |                           | 3      |   |
|                                    | C                      | tše monate  |                            | E ka ba karabo, fela ga e mo sengwalweng.                        |                           | 1      |   |
|                                    | D                      | tša poto  |                            | O hlakanya karabo le ditwaki.                                    |                           | 2      |   |
| 2.3                                | A                      | O hlakanya swikiri le poto.                             |                            | O hlakanya karabo ya maleba le taelo ya mathomo.                 |                           | 3      |   |
|                                    | B                      | O hlakanya metswako ya go oma.                          |                            | O hlakanya tatelano ya ditaelo.                                  |                           | 2      |   |
|                                    | C                      | O kgoboketša metswako ka moka.                          | 1                          | Karabo e nepagetše.  | D                         | 4      | 2 |
|                                    | D                      | O paka borotho.   |                            | O hlakanya mathomo le mafelelo a ditaelo.                        |                           | 1      |   |
| 2.4                                | A                      | swikiri, poto, mae, maswi, dipanana, folouru le letswai | 1                          | Karabo e nepagetše.  | D                         | 4      | 3 |
|                                    | B                      | swikiri, poto, diapola, folouru le letswai              |                            | O hlakanya tatelano ya maleba ya ditwaki.                        |                           | 2      | 2 |
|                                    | C                      | swikiri, mae, borotho, dipanana le letswai              |                            |  |                           |        |   |
|                                    | D                      | letswai, banila, swikiri le dipanana                    |                            |  |                           |        |   |
| 2.5                                | A                      | panana tša go butšwa                                    |                            | Ga a kwešiši leina ka bontši.                                    |                           | 3      |   |

| No.  | Karabo ye e letetšwego | Meputso   | Phekolo/Go fetleka diphošo | Maemo a boima  | performanceM Maemo atsebo | Kotara |   |
|--|------------------------|---|----------------------------|--|---------------------------|--------|---|
|  | B                      | dipanana ya go butšwa   |                            | O na le bokowa bja go šomiša bontši bja mantšu.                              |                           | 2      |   |
|  | C                      | dipanana tša go butšwa  | 1                          | Karabo e nepagetše.  | M                         | 4      | 3 |
|  | D                      | panana ya go butšwa   |                            | O bontšha go se kwešiše bontši bja mantšu.                                   |                           | 1      |   |
| 2.6  | A                      | koko  |                            | Morumokwano ga se o nepagale e bile ga o sengwalweng.                        |                           | 3      |   |
|  | B                      | paka  | 1                          | Karabo e nepagetše.  | M                         | 4      | 3 |
|  | C                      | lefelo  |                            | O bontšha go se kwešiše ga medumo.   |                           | 1      |   |
|  | D                      | hlakanya  |                            | Ga a kwešiši morumokwano wa mantšu.  |                           | 2      |   |
| 2.7  | A                      | ae  | 1                          | Karabo e nepagetše.  | E                         | 4      | 3 |
|  | B                      | ie  |                            | Bokowa bja tsebo ya go ripaganya medumo go ya ka dinoko.                     |                           | 2      |   |
|  | C                      | oe  |                            |  |                           |        |   |
|  | D                      | ue  |                            |  |                           |        |   |
| 2.8  | A                      | Radinkgwa o hlakanya swikiri, maswi, dipanana tša go butšwa, metswako ya go oma le lerojana la go paka.   | 1                          | Karabo e nepagetše.  | M                         | 4      | 3 |
|  | B                      | Radinkgwa o hlakanya swikiri, maswi, butšwa, dipanana, metswako, oma, le, lerojana, paka.                 |                            | O bontšha kwešišo ya maswaodikga fela ga a kgone go a beakanya ka tshwanelo. |                           | 2      |   |
|  | C                      | Radinkgwa o hlakanya swikiri, maswi, dipanana, butšwa, oma, metswako le lerojana, paka.                   |                            |  |                           |        |   |
|  | D                      | Radinkgwa o hlakanya swikiri, maswi, dipanana tša go butšwa, metswako ya go oma, le, lerojana la go paka. |                            |  |                           |        |   |
| 2.9  |                        | Radinkgwa ba pakatše/ paka borotho bja panana.  |                            | Karabo e nepagetše.  | M                         | 4      | 3 |
| 2.10   |                        | dipanana, folouru, lerojana la go paka, letswai, mae, maswi, poto, swikiri                                |                            | Karabo e nepagetše.  | D                         | 4      | 3 |
| <b>SENGWALWA SA BORARO: Mokotla wo moswa wa Lesedi wa sekolo</b> |                        |   |                            |  |                           |        |   |
| 3.1  | A                      | Mohumagadi Magoro   | 1                          | Karabo e nepagetše.  | E                         | 4      | 1 |
|  | B                      | Mohumagatšana Magoro  |                            | O hlakanya dithaetlele (Mohumagatšana ka Mohumagadi).                        |                           | 2      |   |
|  | C                      | Morena Magoro   |                            | O hlakanya bong.   |                           | 2      |   |

| No. | Karabo ye e letetšwego  | Meputso | Phekolo/Go fetleka diphošo                              | Maemo a boima       | performanceM Maemo atsebo | Kotara |
|-----|---|---------|---|---------------------|---------------------------|--------|
|     | D Mohumagatšana Morogo  |         | O hlakanya difane (Magoro ka Morogo).                   |                     | 1                         |        |
| 3.2 | A segomaretši sa go phadima, dikherayone, sekero, diphentshele    |         | O bontšha bokowa bja bokgoni bja tatelano ya alfabeta.  |                     | 2                         |        |
|     | B dikherayone, sekero, diphensele, segomaretši sa go phadima      |         |   |                     |                           |        |
|     | C diphentshele, segomaretši sa go phadima, dikherayone, sekero    |         |   |                     |                           |        |
|     | D dikherayone, diphentshele, sekero, sekgomaretši sa go phadima,  | 1       |   | Karabo e nepagetše. | M                         | 4      |
| 3.3 | O tla šomiša dingwalelo tša gagwe tše diswa le mokotla wa sekolo. | 1       | Karabo e nepagetše.                                     | E                   | 4                         | 2      |
| 3.4 | A Go dira karata ya mogwera wa gagwe wa potego.                   | 1       | Karabo e nepagetše.                                     | E                   | 4                         | 1      |
|     | B Go dira karata ya morutišigadi wa gagwe.                        |         | O hlakanya ditabakgolo tša sengwalwa.                   |                     | 3                         |        |
|     | C Go dira karata ya taletšo.                                      |         | E ka ba karabo, fela ga e mo sengwalweng.               |                     | 1                         |        |
|     | D Go dira gore mokotla wa gagwe o phadime.                        |         | Kamano ye e nyefilego ya ditaba tša sengwalwa.          |                     | 2                         |        |
| 3.5 | A mekotla ya dikolo   |         | O šomišitše bontši go mantšu kamoka.                    |                     | 2                         |        |
|     | B mokotla wa dikolo   |         | O šomišitše bontši go phetolo ya leina e sego go leina. |                     | 3                         |        |
|     | C mekotla ya sekolo   | 1       | Karabo e nepagetše.                                     | M                   | 4                         | 1      |
|     | D mokotla wa sekolo   |         | O bontšha go se kwešiše bontši.                         |                     | 1                         |        |
| 3.6 | A Ge a nagana ka dingwalelo tša gagwe tše diswa.                  |         | O hlakanya dintlha tša bohlokwa tša sengwalwa.          |                     | 3                         |        |
|     | B Ge a nagana ka yunifomo ya gagwe ye mpsha.                      |         | O hlakanya dintlha tša sengwalwa.                       |                     | 2                         |        |

| No.  | Karabo ye e letetšwego   | Meputso | Phekolo/Go fetleka diphošo   | Maemo a boima | performanceM Maemo atsebo | Kotara |
|------|--|---------|--|---------------|---------------------------|--------|
|      | C Ge a eja letena.   |         | E ka ba karabo, fela ga e mo sengwalweng.  |               | 1                         |        |
|      | D Ge a namela bolao.   | 1       | Karabo e nepagetše.  | M             | 4                         | 3      |
| 3.7  | A naa Lesedi o tla paka kae diphentshele, dikherayone le sekero? |         | O bontšha go kwešiša maswaodikga gannyane, e fela ga a kgone go a šomiša ka tshwanelo. |               | 2                         |        |
|      | B Naa Lesedi o tla paka kae diphentshele, dikherayone le sekero? | 1       | Karabo e nepagetše.  | E             | 4                         | 1      |
|      | C Naa lesedi o tla paka kae diphentshele, dikherayone le sekero? |         | O bontšha go kwešiša maswaodikga gannyane, eupša ga a kgone go a šomiša ka tshwanelo.  |               | 2                         |        |
|      | D naa lesedi o tla paka kae diphentshele, dikherayone le sekero? |         | O bontšha go kwešiša maswaodikga gannyane, eupša ga a kgone go a šomiša ka tshwanelo.  |               | 2                         |        |
| 3.8  | A O ngwaditše dikanegelo tše dintši.                             |         | O hlakanya bontši le lebaka le le fetilego.  |               | 1                         |        |
|      | B O ngwadile dikanegelo tše dintši.                              | 1       | Karabo e nepagetše.  | M             | 4                         | 1      |
|      | C O ngwala dikanegelo tše dintši.                                |         | O hlakanya lebaka la bjale le le fetilego.   |               | 2                         |        |
|      | D O ngwalile dikanegelo tše dintši.                              |         | Tšhomišo ye bokowa ya lebaka le le fetilego.   |               | 3                         |        |
| 3.9  | A silibera   |         | Kopano ye bokowa le go phadima.  |               | 3                         |        |
|      | B nyenyane   |         | O hlakanya morumokwano wa mantšu le mahlalosešagotee.                                  |               | 1                         |        |
|      | C kganya   | 1       | Karabo e nepagetše.  | M             | 4                         | 1      |
|      | D bodutu   |         | O hlakanya mahlalosešagotee le malatodi.   |               | 2                         |        |
| 3.10 | A morutišigadi   |         | Ga a kwešiši morumokwano wa mantšu.  |               | 3                         |        |
|      | B phadima  | 1       | Karabo e nepagetše.  | M             | 4                         | 1      |

| No.  | Karabo ye e letetšwego  | Meputso | Phekolo/Go fetleka diphošo                               | Maemo a boima | performanceM Maemo atsebo | Kotara |
|--|-------------------------|---------|--|---------------|---------------------------|--------|
|  | C lebotlelo             |         | Ga a kwešiši morumokwano wa mantšu.                      |               | 2                         |        |
|  | D matlakala             |         | O na le bokowa bja kwešišo ya morumokwano wa mantšu.     |               | 1                         |        |
| <b>SENGWALWA SA BONE: Melao ya phapoši</b> |                         |         |  |               |                           |        |
| 4.1  | A bagwera le ba lelapa  |         | Ga a kwešiši sengwalwa. Ga e nyalelane le sengwalwa.     |               | 1                         |        |
|  | B batswadi le barutiši  |         | O kopanya batswadi le batho ba ba dirago melao.          |               | 3                         |        |
|  | C barutiši le barutwana | 1       | Karabo e nepagetše.                                      | M             | 4                         | 1      |
|  | D barutwana le bagwera  |         | O ngwadile karabo fela ka ntle le kwešišo ya sengwalwa.  |               | 2                         |        |
| 4.2  | A Go theeletša          |         | O hlakanya ditaba le thaetlele.                          |               | 3                         |        |
|  | B Melao                 | 1       | Karabo e nepagetše.                                      | E             | 4                         | 1      |
|  | C Diresipi              |         | O hlakanya mehuta ya dingwalwa.                          |               | 1                         |        |
|  | D Dinomoro              |         | O hlakanya ditaba mo phoustareng.                        |               | 2                         |        |
| 4.3  | A Molao wa bo 7         |         | Ga a kwešiši potšišo le phoustara                        |               | 1                         |        |
|  | B Molao wa bo 5         |         | O hlakanya go abelana le go se tshwenyane.               |               | 2                         |        |
|  | C Molao wa bo 3         |         | O hlakanya melao.  |               | 3                         |        |
|  | D Molao wa bo 2         | 1       | Karabo e nepagetše.                                      | E             | 4                         | 1      |
| 4.4  | A Latela ditaeletšo     |         | O hlakanya pele le morago.                               |               | 3                         |        |
|  | B Melao ya phapoši      |         | O hlakanya thaetlele ya phoustara le diteng.             |               | 2                         |        |
|  | C Šoma ka maatla        | 1       | Karabo e nepagetše.                                      | E             | 4                         | 1      |
|  | D Hlwekiša phapoši      |         | Go ka kgonega gore e be molao, fela ga o mo sengwalweng. |               | 1                         |        |
| 4.5  | Ka phapošing            | 1       | Karabo e nepagetše.                                      | M             | 4                         | 1      |
| 4.6  | A ae                    |         | O bontšha bokowa bja kgopolo ya mopeleto.                |               | 2                         |        |
|  | B ie                    |         |  |               |                           |        |
|  | C ee                    |         |  |               |                           |        |
|  | D ao                    | 1       | Karabo e nepagetše.                                      | E             | 4                         | 1      |
| 4.7  | A bagwera               |         | O hlakanya maina le madiri.                              |               | 2                         |        |
|  | B abelana               | 1       | Karabo e nepagetše.                                      | M             | 4                         | 1      |
|  | C wago                  |         | O hlakanya mašala le madiri.                             |               | 2                         |        |
|  | D ka                    |         | O hlakanya madiri le leina.                              |               | 2                         |        |
| 4.8  | A wago                  |         | Ga a kgone go lemoga morumokwano wa mantšu               |               | 2                         |        |
|  | B kaone                 |         |  |               |                           |        |

| No.  | Karabo ye e letetšwego                                   | Meputso | Phekolo/Go fetleka diphošo   | Maemo a boima       | performanceM Maemo atsebo | Kotara |
|--|--|---------|--|---------------------|---------------------------|--------|
|  | C bontšha  |         |  |                     |                           |        |
|  | D botho  | 1       | Karabo e nepagetše.  | E                   | 4                         | 1      |
| 4.9  | A Theeletša ka kelohloko le ge e le gore o latela melao. |         | Bokowa bja tšhomišo ya makopanyi.  |                     | 2                         |        |
|  | B Theeletša ka kelohloko ka gore o latela melao.         |         |  |                     |                           |        |
|  | C Theeletša ka kelohloko, e fela o latele melao.         |         |  |                     |                           |        |
|  | D Theeletša ka kelohloko gomme o latele melao.           | 1       | Karabo e nepagetše.  | E                   | 4                         |        |
| 4.10   | A tshwenyana   |         | O hlakanya madiri le leina.  |                     | 2                         |        |
|  | B botho  |         |  |                     |                           |        |
|  | C hlompha  |         |  |                     |                           |        |
|  | D bagwera  | 1       |  | Karabo e nepagetše. | M                         | 4      |
| 4.11   | kelohloko  | 1       | Karabo e nepagetše.  | M                   | 4                         | 3      |
| <b>SENGWALWA SA BOHLANO: Maikhutšo a Thato</b> |  |         |  |                     |                           |        |
| 5.1  | A Go reka dibapadišwa                                    |         | O hlakanya mešongwana ya sengwalwa ka ntle ga tabakgolo.                   |                     | 3                         |        |
|  | B Maikhutšo a Selemo                                     | 1       | Karabo e nepagetše.  | E                   | 4                         | 1      |
|  | C Difilimi tša dipoko                                    |         | O hlakanya dintlha tša sengwalwa le tabakgolo. Ga e tswalane le sengwalwa. |                     | 2                         |        |
|  | D Go reka dithuthupe                                     |         | Tswalanya dithuthupe le filimi. Ga e tswalane le sengwalwa.                |                     | 1                         |        |
| 5.2  | A Thato  | 1       | Karabo e nepagetše.  | E                   | 4                         | 1      |
|  | B Riaan  |         | Hlakanya baanegwa ba sengwalwa le moanegwathwadi.                          |                     | 2                         |        |
|  | C Lindo  |         |  |                     |                           |        |
|  | D Tate   |         |  |                     |                           |        |
| 5.3  | A Ba be ba rutha ka bodibeng bja boRiaan.                | 1       | Karabo e nepagetše.  | E                   | 4                         | 1      |
|  | B Ba lebeletše difilimi.                                 |         | Hlakanya dintlha tša sengwalwa.  |                     | 2                         |        |
|  | C Ba jele aesekehrimi.                                   |         | E ka ba karabo ya maleba eupša ga se karabo ye e nepagetšego.              |                     | 3                         |        |
|  | D Ba badile dupuku.                                      |         | E ka ba karabo eupša ga e tswalane le sengwalwa.                           |                     | 1                         |        |
| 5.4  | A Dikanegelo tša dipoko                                  | 1       | Karabo e nepagetše.  | M                   | 4                         | 3      |
|  | B Boso   |         | O hlakanya dintlha tša bohlokwa sengwalweng.                               |                     | 2                         |        |

| No.  | Karabo ye e letetšwego  | Meputso | Phekolo/Go fetleka dipohošo                                  | Maemo a boima | performanceM Maemo atsebo | Kotara |
|------|---|---------|--|---------------|---------------------------|--------|
|      | C Maswika a gauta   |         | O hlakanya mešongwana ya ka ntle sengwalweng.                |               | 3                         |        |
|      | D Pitsa   |         | O hlakanya ditiragalo sengwalweng.                           |               | 2                         |        |
| 5.5  | A Ba be ba nyaka go beša malekere a dimašemelo.                 |         | Ga a kwešiša potšišo.  |               | 1                         |        |
|      | B Ba be ba nyaka go lebelela dikanegelo tša dipoko.             |         | E ka ba karabo eupša ga se lebaka la maleba.                 |               | 3                         |        |
|      | C Maemo a boso a be a sa kgahliše.                              | 1       | Karabo e nepagetše.  | D             | 4                         | 1      |
|      | D Go ja pitsa.  |         | O tšea sephetho se bokowa magareng ga dintlha tša sengwalwa. |               | 2                         |        |
| 5.6  | A Go be go na le boto ya go swinya le setheledi sa meetse.      | 1       | Karabo e nepagetše.  | D             | 4                         | 2      |
|      | B Go be go na le boto ya go swinya le lefelo la go haekha.      |         | O tšea sephetho se bokowa magareng ga dintlha tša sengwalwa. |               | 3                         |        |
|      | C Ba be ba kgona go bogela difilimi ba le bodibeng.             |         | Ga a kwešiša potšišo.  |               | 2                         |        |
|      | D Bodiba bo be bo tebile ebile bo le sephara.                   |         | E ka ba karabo eupša ga e tswalane le sengwalwa.             |               | 1                         |        |
| 5.7  | A Ba ile go rutha.  |         | Hlakanya ditiragalo tša pele ga le tša morago ga.            |               | 3                         |        |
|      | B Ba anegile dikanegelo tša dipoko.                             |         | Hlakanya tatelano ya ditiralo.                               |               | 2                         |        |
|      | C Ba ile ba epa ba nyakana le maswika.                          |         | Tswalano e bokowa eupša gay a tswalana le sengwalwa.         |               | 1                         |        |
|      | D Ba jele aesehirimi.   | 1       | Karabo e nepagetše.  | E             | 4                         | 1      |
| 5.8  | A dibapadišwa   | 1       | Karabo e nepagetše.  | M             | 4                         | 3      |
|      | B dithekethe tša filimi   |         | Tswalano e bokowa eupša gay a tswalana le sengwalwa.         |               | 1                         |        |
|      | C malekere a mašemelo   |         | E ka ba karabo eupša ga se karabo ye maleba.                 |               | 3                         |        |
|      | D pitsa   |         | Hlakanya ditiragalo tša filimi le tša sengwalwa.             |               | 2                         |        |
| 5.9  | hl-   | 1       | Karabo e nepagetše.  | M             | 4                         | 1      |
| 5.10 | A Ka matšatši a go fišago, bagwera ba ile ba rutha ka bodibeng. |         | Hlakanya lebaka le lefitilego le le letlago.                 |               | 2                         |        |

| No.   | Karabo ye e letetšwego  | Meputso | Phekolo/Go fetleka dipohošo                                   | Maemo a boima | performanceM Maemo atsebo | Kotara |
|---|---|---------|---|---------------|---------------------------|--------|
|   | B Ka matšatši a go fišago, bagwera ba rutha ka bodibeng.          | 1       | Karabo e nepagetše.   | D             | 4                         | 2      |
|   | C Ka matšatši a go fišago, bagwera ba tla rutha ka bodibeng.      |         | Hlakanya lebaka la bjale le le letlago.                       |               | 2                         |        |
|   | D Ka matšatši a go fišago, bagwera ba tšile go rutha ka bodibeng. |         | Hlakanya lebaka la bjale le le letlago.                       |               | 3                         |        |
| <b>SENGWALWA SA BOTSHELELA: Lebo o bone morutiši wa gagwe</b> |   |         |   |               |                           |        |
| 6.1   | A hlogo ya sekolo   |         | Tswalano e bokowa le baanegwa ba sengwalwa.                   |               | 2                         |        |
|   | B morutiši.   | 1       | Karabo e nepagetše.   | E             | 4                         | 1      |
|   | C mogwera   |         | Tswalano ya go fokola ebile gay a tswalana le sengwalwa.      |               | 1                         |        |
|   | D mma   |         | Ke yo mongwe wa baanegwa eupša ga se karaba ye e nepagetšego. |               | 3                         |        |
| 6.2   | A boralokelong  |         | Tswalano ya go fokola le sekolo le lefelo.                    |               | 1                         |        |
|   | B bokgobapukung   |         |   |               |                           |        |
|   | C sekolong  |         |   |               |                           |        |
|   | D lebenkeleng   | 1       | Karabo e nepagetše.   | M             | 4                         | 1      |
| 6.3   | A dijo, borotho, dijeke, bolekanana                               |         | Karabo e nepagetše.   | M             | 4                         | 1      |
|   | B borotho, dijeke, bolekanana, dijo                               |         |   |               |                           |        |
|   | C dijeke, bolekanana, dijo, borotho                               |         |   |               |                           |        |
|   | D bolekanana, dijo, borotho, dijeke                               |         | Hlakanya tatelano ya sengwalwa                                |               | 2                         |        |
| 6.4   | A Bona! Naa ke morutiši wa ka?                                    | 1       | Karabo e nepagetše.   | D             | 4                         | 1      |
|   | B Bona Naa ke morutiši wa ka?                                     |         | Ga a kwešiše tšhomišo ya leswao la makalo.                    |               | 2                         |        |
|   | C Bona Naa ke morutiši wa ka!                                     |         | Ga a kwešiše tšhomišo ya leswao la potšišo.                   |               | 2                         |        |
|   | D Bona Naa ke! morutiši wa ka?                                    |         | Ga a šomiše maswaopotšišo.                                    |               | 3                         |        |

| No. | Karabo ye e letetšwego | Meputso   | Phekolo/Go fetleka diphošo   | Maemo a boima | performanceM Maemo atsebo | Kotara |
|-----|------------------------|---|--|---------------|---------------------------|--------|
| 6.5 | A                      | Go na le melokoloko ye mentši ya dijeke le malekana bjale ga go mo nka khutago.   | Laetša tšhomišo ya go fokola ya melao ya popopolelo (makopanyi).             |               | 2                         |        |
|     | B                      | Go na le melokoloko ye mentši ya dijeke le malekana pele ga go mo ka nkhutago.    |  |               |                           |        |
|     | C                      | Go na le melokoloko ye mentši ya dijeke le malekana ka gore ga go mo nka khutago. |  |               |                           |        |
|     | D                      | Go na le melokoloko ye mentši ya dijeke le malekana, eupša ga go mo nka khutago.  |  |               |                           |        |
| 6.6 | A                      | sepela  | Ga a kwešiše mantšu a morumokwano.   |               | 1                         |        |
|     | B                      | dumelela  | Karabo e nepagetše.  | E             | 4                         | 1      |
|     | C                      | myemyela  | E ka ba karabo eupša ga e tswalane le sengwalwa.                             |               | 3                         |        |
|     | D                      | segelela  | Hlakanya mantšu a morumokwano le medumo ya ditlhakapedi tše dirapagantšwego. |               | 2                         |        |
| 6.7 | A                      | tšhaba gore morutiši o tla botša mmagwe ka maitshwaro a gagwe.                    | Karabo e nepagetše.  | D             | 4                         | 3      |
|     | B                      | thabetše go bona morutiši wa gagwe.   | E ka ba karabo eupša ga e tswalane le sengwalwa.                             |               | 2                         |        |
|     | C                      | fela pelo go ya sekolong.   | Tswalanya morutiši le sekolo.  |               | 1                         |        |
|     | D                      | na le dihlong go bona morutiši.   | Tswalano e bokowa eupša ga se Karabo ye e nepagetšego                        |               | 3                         |        |
| 6.8 | A                      | Ke tla bobola bjalo ka lešilo.  | Hlakanya lebaka le letlago le le lefitilego.                                 |               | 1                         |        |
|     | B                      | Ke be ke bobola bjalo ka lešilo.  | Karabo e nepagetše.  | M             | 4                         | 2      |
|     | C                      | Ke bobola bjalo ka lešilo.  | Hlakanya lebaka la bjale le le lefitilego.                                   |               | 3                         |        |
|     | D                      | Ke bobotše bjalo ka lešilo.   | Hlakanya mabaka a fitilego.  |               | 2                         |        |
| 6.9 | A                      | lokile  | Hlakanya modumo wa nnete le malatodi.  |               | 1                         |        |

| No.                                | Karabo ye e letetšwego | Meputso                                      | Phekolo/Go fetleka diphošo | Maemo a boima   | performanceM Maemo atsebo | Kotara |   |
|------------------------------------|------------------------|--|----------------------------|---|---------------------------|--------|---|
|                                    | B                      | nnete  | 1                          | Karabo e nepagetše.   | E                         | 4      | 1 |
|                                    | C                      | fošitše                                      |                            | Ga a kgone go fapantšha matlalošetšagotee le malatodi.  |                           | 3      |   |
|                                    | D                      | nnyane                                       |                            | Hlakanya mahlaodi le malatodi.  |                           | 2      |   |
| 6.10                               | A                      | Mohumi                                       |                            | Kwešišo e bokowa ya khunyetšo.  |                           | 2      |   |
|                                    | B                      | Mohwana                                      |                            |   |                           |        |   |
|                                    | C                      | Mohumanegi                                   |                            |   |                           |        |   |
|                                    | D                      | Mohumagatšana                                | 1                          |   | Karabo e nepagetše.       | M      | 4 |
| <b>SENGWALWA SA BOŠUPA: Matome</b> |                        |  |                            |   |                           |        |   |
| 7.1                                | A                      | Go bopa mmotlolo wa thabamollo               | 1                          | Karabo e nepagetše.   | M                         | 4      | 1 |
|                                    | B                      | Go bopa ntlo                                 |                            | Kakaretšo ya tswalano ya go bopa eupša ga se Karabo ye e nepagetšego.                                     |                           | 2      |   |
|                                    | C                      | Go raloka dipapadi tša dividio               |                            | Tswalano e fokologo le yenngwe ya dintlha tša sengwalwa.  |                           | 1      |   |
|                                    | D                      | Go etela bagwera                             |                            | Hlakanya dintlha tša sengwalwa.   |                           | 3      |   |
| 7.2                                | A                      | eletšana                                     |                            | E ka ba karabo eupša ga se karabo ye e nepagetšego.   |                           | 3      |   |
|                                    | B                      | kwera  |                            | Tswalano e bokowa le yenngwe ya dintlha tša sengwalwa.  |                           | 2      |   |
|                                    | C                      | bala   | 1                          | Karabo e nepagetše.   | E                         | 4      | 1 |
|                                    | D                      | ngwala                                       |                            | E ka ba karabo eupša ga e tswalane le sengwalwa.  |                           | 1      |   |
| 7.3                                | A                      | Thobile                                      |                            | Not text based.   |                           | 1      |   |
|                                    | B                      | Lebo   |                            | Ke yo mongwe wa baanegwathwadi eupša ga se karabo ye e nepagetšego.                                       |                           | 3      |   |
|                                    | C                      | Rethabile                                    | 1                          | Karabo e nepagetše.   | E                         | 4      | 2 |
|                                    | D                      | Matome                                       |                            | Ke yo mongwe wa baanegwathwadi eupša ga se karabo ye e nepagetšego.                                       |                           | 3      |   |
| 7.4                                |                        | Ba šomišitše letsopa le lekhubedu.           | 3                          | Karabo e nepagetše.<br>Ge tatelano e se ka tshwanelo gona o hlakanya tatelano ya ditragalo tša sengwalwa. | D                         | 4      | 2 |
|                                    |                        | Ba pentile khatipokisi ka mmala wo motsotho. | 2                          |   |                           |        |   |
|                                    |                        | Ba dirile manya.                             | 4                          |   |                           |        |   |
|                                    |                        | Ba šomišitše khatipokisi.                    | 1                          |   |                           |        |   |
| 7.5                                | A                      | Mokibelo                                     |                            | Hlakanya letšatši le ba kopanego go bopa thabamollo le letšatši le ba išitšego projeke.                   |                           | 3      |   |
|                                    | B                      | Laboraro                                     |                            | Hlakanya letšatši le ba kopanego go dira tšhate le letšatši le ba išitšego projeke.                       |                           | 3      |   |

| No.  | Karabo ye e letetšwego                    | Meputso | Phekolo/Go fetleka diphošo  | Maemo a boima | performanceM Maemo atsebo | Kotara |
|------|---|---------|---|---------------|---------------------------|--------|
|      | C Mošupologo                              | 1       | Karabo e nepagetše.   | E             | 4                         | 1      |
|      | D Labobedi                                |         | Go na le tswalano ye e tiilego le matšatši a beke eupša ga se ya sengwalwa. |               | 1                         |        |
| 7..6 | A Matome o rata go bopa.                  |         | Ga a kwešiše potšišo.   |               | 1                         |        |
|      | B Ba šomile e le sehlopha.                |         | E ka ba karabo eupša ga se lebakabaka.                                      |               | 3                         |        |
|      | C Ba šomišitše pente ya mmala o motsotho. |         | O tšea sephetho se bokowa ka dintlha tša sengwalwa.                         |               | 2                         |        |
|      | D Matome o rata go bala.                  | 1       | Karabo e nepagetše.   | D             | 4                         | 2      |
| 7.7  | A O na le botho.                          |         | E ka ba karabo eupša ga e tswalane le sengwalwa.                            |               | 1                         |        |
|      | B O na le tshedimošo ye ntši.             | 1       | Karabo e nepagetše.   | D             | 4                         | 1      |
|      | C O be a rata dipapadi tša dividio.       |         | O fa tihalošo ye e sego ya maleba ka ga dintlha tša sengwalwa.              |               | 2                         |        |
|      | D O be a ikgantšha.                       |         | Tswalano e bokowa ya dintlha tša sengwalwa.                                 |               | 3                         |        |
| 7.8  | A thabamollo, projeke, manya, mmotlolo    |         | Tsebo ye fokolago ya tatelano ya dialfabeto.                                |               | 3                         |        |
|      | B manya, thabamollo, mmotlolo, projeke    |         |   |               |                           |        |
|      | C manya, mmotlolo, projeke, thabamollo    | 1       | Karabo e nepagetše.   | E             | 4                         | 3      |
|      | D projeke, manya, mmotlolo, thabamollo    |         | Tsebo ye fokolago ya tatelano ya dialfabeto.                                |               | 3                         |        |
| 7.9  | A se                                      |         | Hlakanya diathikele le mahlathi.  |               | 1                         |        |
|      | B thaba                                   | 1       | Karabo e nepagetše.   | M             | 4                         | 3      |
|      | C abelana                                 |         | Hlakanya madiri le mahlathi.  |               | 3                         |        |
|      | D sehlopha                                |         | Hlakanya maina le mahlathi.   |               | 2                         |        |
| 7.10 | -ng                                       | 1       | Karabo e nepagetše.   | D             | 4                         | 3      |
| 7.11 | A tshe - di - mo - šo                     | 1       | Tatelano ye e nepagetšego.  | D             | 4                         | 4      |
|      | B tshedi - mo - šo                        |         | Laetša mabokgoni a fokolago a dinoko.                                       |               | 2                         |        |
|      | C tshedimo - šo                           |         |   |               |                           |        |
|      | D tshe - dimo - šo                        |         |   |               |                           |        |
| 7.12 | A le                                      | 1       | Karabo e nepagetše.   | E             | 4                         | 3      |
|      | B o                                       |         | Tšhomišo ye fokolago ya matlema.  |               | 3                         |        |
|      | C go                                      |         |   |               |                           |        |
|      | D ka                                      |         |   |               |                           |        |

**DIAGNOSTIC ASSESSMENT**  
**SEPEDI HOME LANGUAGE**  
**GRADE 3**

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