DIAGNOSTIC TEST ITEMS
GRADE 3

LANGUAGE AND MATHEMATICS
ISINDEBELE
QUESTIONS AND MEMORANDA

INTRODUCTION

The diagnostic test 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 tests/questions are designed to fulfill 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 DBE has embarked on the design of diagnostic assessments using MCQs and assessment rubrics (for Languages) 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.

MCQs designed for the diagnostic questions included in this package, 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.

1. PURPOSE OF THE DIAGNOSTIC TEST ITEMS

This diagnostic test items 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 Plan (ATP). The content therefore includes coverage from terms one to four. However, teachers may include questions from the resource bank into the ATP to facilitate assessment for learning.

These diagnostic assessments/questions are a phase based assessment. It also includes questions from four grades. There are questions set on the critical skills from the two earlier grades, the current grade and the next grade. The selection of

questions from the four grades was done by looking at those concepts that were taught in the two earlier grades and were then extended in the next two grades as well. This would enable the teacher to identify at which specific grade the knowledge gap is.

The assessment guidelines per subject and grade have a detailed explanation of the topics/skills that are in this category. The spread of questions in the composite assessment is weighted to facilitate a phase based assessment and is broken down into the four composite grades as illustrated below:

Table 1: Percentage spread of questions (Languages and Mathematics)

	Spread of Questions			
Weighting	±10%	±20%	±60%	±10%
Grade 3	1	2	3	4

The purpose of including the content of the other grades is to diagnose the skill/concept acquisition at the earlier grade, the current grade as well as to ascertain whether the learner is ready to make the transition to the next grade. 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 grades/topics.

These diagnostic questions 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 assessment should not be used for grading a learner; as the intended purpose is to facilitate learning.

2. THE STRUCTURE OF THE DIAGNOSTIC TEST ITEMS

The diagnostic test items is divided into sections or questions. Questions 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. Each paper has a spread of the content areas and skills that span the entire phase and is extended into the next phase. The texts/topics that have been selected for the Languages questions indicate the concept/skill progression from one grade to the next. The Mathematics questions are clustered according to content areas.

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 3 for further clarity.

Short questions are constructed to assess writing skills, mental computations, knowledge recall and application of rules or theorems.

Longer responses are constructed so that thought process, writing skills and consolidation and application of content areas and concepts across the subject are consolidated to arrive at the intended response.

Mathematics

3. PROPOSED USAGE OF THE MATHEMATICS DIAGNOSTIC TEST ITEMS

3.1 Parts of the paper may be used independently at different intervals i.e. as a revision activity, formative task, etc.

3.2 Certain questions **per topic** or skill assessed may be selected from each section to compile a shorter testlet.

EXAMPLES

Grade 3: Subtraction of whole numbers
Section A question 7
Section B question 22
Section C question 30 & 31

3.3 Questions may be selected according to **levels of difficulty** and can be used to support learning according to different cognitive demands or be used to support progressed learners. E.g. Levels of difficulty (easy, moderate & difficult)

Level of difficulty	Blooms Taxonomy	Descriptors (These are not limited to the ones listed below)
Easy	Remembering and Understanding	Complete, list, name, identify; recall, repeat, state, classify, re-group/group, rearrange/arrange, collect, categorise, select, recognize, supply, separate, isolate, draw etc.
Moderate	Application and Analysis	Predict, infer, interpret, understand, rewrite in a certain order, apply, demonstrate, illustrate, investigate, factorise, differentiate, similarities, solve etc.
Difficult	Evaluating and Creating	Analyse, evaluate, justify, provide a reason, criticize, judge, derive, combine, construct, synthesise; proof; etc.

Table 2: Levels of difficulty using the Bloom's taxonomy

EXAMPLES

Grade 3 (easy questions)
Section A
Question 1, 2, 4, 7, 8, 11 & 13
Section B
Question 16, 17 & 23

3.4 Questions 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 lower grades. This will assist the teacher to know learners' level of proficiency. A sample of questions for each grade is as follows:

Grade 3 Baseline questions (addition)

Grade 1	Grade 2
Section A	**Section A**
Question 1	Question 2 & 3

3.5 Diagnostic questions can also be selected according to **cognitive levels**. A sample of questions for each grade is as follows:

Cognitive levels	Grade 3
Knowledge	**Section A** Question 4, 5, 6 & 9 – 14 **Section B** Question 16, 17 & 26
Routine Procedure	**Section A** question 1 – 3 & 7 **Section B** Question 18 – 24 & 27
Complex Procedure	**Section C** Question 29 - 32
Problem Solving	**Section A** Question 8 & 15 **Section C** Question 28

3.6 The teacher should decide when, where and how the assessment may be used to enhance teaching and learning.

3.7 The questions may be used at the beginning of a phase to establish whether learners meet the conceptual knowledge for the new grade/phase.

4. DESIGN

The table below lists and describes the types of errors that correspond to each of the four levels of understanding encapsulated in the Mathematics 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 4-9) are incorporated into the levels of understandings to provide the teacher with holistic information about the level of performance. The cognitive levels are now introduced in the Foundation Phase CAPS.

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

Table 3: Levels of understanding (thought process)

Levels of understanding	Descriptors for the levels of understanding.
Level 1	Learners demonstrate (i.e. a combination but may not be all of the following) that they:

Levels of understanding	Descriptors for the levels of understanding.
	- have no understanding of the question or a conceptual misunderstanding; - are unfamiliar with operational procedures but can compute basic straight forward operations; - are not able to implement (un)related strategies to solve a problem; - excessive depend on the information that is provided in the question and is incorrectly used/duplicated; - utilise unrelated vocabulary to the question. - Etc.
Level 2	Learners demonstrate (i.e. a combination but may not be all of the following) that they: - can apply some computational ability that may not necessarily relate to the question or that demonstrate inadequate conceptual knowledge and flawed reasoning to support conclusions/inferences; - can apply basic mathematical knowledge in straight forward situations; - demonstrate a limited knowledge of some concepts and some procedures; - Etc.
Level 3	Learners demonstrate (i.e. a combination but may not be all of the following) that they can: - apply some conceptual knowledge and ability to analyse but is inconsistent in computational and reasoning skills; - apply their knowledge and understanding to solve problems. - solve word problems involving operations with whole numbers and use division in a variety of problem solving situations. - interpret and use data to solve problems with minimal error of judgement; - use given information to complete various graphs; - Etc.
Level 4	Correct response. Learners demonstrate (i.e. a combination but may not be all of the following) that they:

Levels of understanding	Descriptors for the levels of understanding.
	- consistently apply/demonstrate correct computational and reasoning skills required in the question; - apply their understanding and knowledge in a variety of relatively complex situations and explain their reasoning; - solve a variety of multi-step word problems; - apply geometric knowledge of a range of two-and three-dimensional shapes in a variety of situations; - draw a conclusion from given data and justify their conclusion. - Etc.

Each level of understanding is captured in the distractors of all the multiple-choice questions. A question will include distractors that correspond to each level of understanding set out in the table above.

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.

5. MARKING GUIDELINES: MATHEMATICS

5.1 Multiple Choice Questions (MCQs): Marks are allocated according to the cognitive demand of the question. However, the focus of these assessments is not on scoring the learner, but rather on what the learner is able to do or not do.

5.2 Section A and B are allocated a mark each per answer. Marks for Section C are allocated according to the demand of the question.

5.3 The marking guideline has columns indicating the number for each question, the expected answer per question, the level of understanding/error analysis (for Section A), the cognitive level, the level of difficulty, the grade level at which a question and its answer are pitched. The mark allocation is merely a guide for the learner's response and should not be the focus of the task.

5.4 The levels of difficulty indicate the cognitive demands of the question which are: Easy (E), Moderate (M) and difficult (D).

5.5 The Cognitive levels are as prescribed in the CAPS for the Intermediate and Senior Phases and will now be introduced in the Foundation Phase. The cognitive levels, their descriptors and examples are indicated in Table 5.

Table 4: Example of the Marking Guideline (for Mathematics)

1. Complete: 2 + 2 + 2 + 2 =

No.		Expected answer		Level of understanding or error analysis	Cognitive level	Level of difficulty	Grade level
1.	A	6	3	Added only the first 3 numbers	R	E	1
	B	4	2	Added the first two numbers only.			
	C	2	1	Thought it is a number pattern			
	D	8 ✓	4	Correct response			

In cases where learners are required to display multiple steps/procedures in order to solve a problem, apply the following techniques when marking:

a. Where there is clear evidence of a misread/misinterpretation, a penalty of 1 mark is generally appropriate. A learner should not be penalised for the same error throughout the assessment.
b. If a learner has knowledge of the method but could not get the final correct answer, award a **method** (M) mark but not an **accuracy** (A) mark. If the method is incorrect but the answer is correct, award a mark for the answer only.
c. Consistent Accuracy mark is applied when an answer is correctly followed through from an incorrect previous answer.

E.g. Grade 3 question
1. What is the number that is 5 more than 20?
    1.1 Write the **number symbol** for the number.
    1.2 Write the **number name** for the same number you wrote in 1.1 above.

Learner response

    1.1 **205** (the answer is incorrect)
    1.2 **Two hundred and five**. (The number name is correct according to the number symbol provided by the learner in number 1.1 even though it was not the expected answer.)

In this instance do not award a mark for the 1st answer (in 1.1) but do award a mark for the 2nd answer (in 1.2) because it was correctly followed through from an incorrect answer. This is how to apply **consistent accuracy** (CA) marking.

Table 5: MATHEMATICS COGNITIVE LEVELS

LEVEL 1: KNOWLEDGE (K)	LEVEL 2: ROUTINE PROCEDURES (R)	LEVEL 3: COMPLEX PROCEDURES (C)	LEVEL 4: PROBLEM-SOLVING (P)
• **Knowing** • **Remember/Recall**	• **Applying routine procedures in familiar contexts** • **Understanding**	• **Applying multi-step procedures in a variety of contexts (including word sums)**	• **Reasoning and reflecting**

• Straight recall
• Identification of correct formula
• Know and use formulae such as the area of a rectangle, a triangle and a circle where each of the required dimensions is readily available.
• Read information directly from a table (e.g. the time that bus number 1 234 departs
• Use of mathematical facts
• Appropriate use of mathematical vocabulary
• Know appropriate vocabulary such as equation, formula,
	• Perform well-known procedures.
	• Learners know what procedure is required from the way the problem is posed.
	• Simple applications and calculations using the basic operations including:
	  o algorithms for +, -, ×, and ÷
	  o calculating a percentage of a given amount
	• Calculations which might involve many steps
	• Derivation from given information may be involved
	• All of the information required to solve the problem is immediately available to the student and where each of the
		• Problems involving complex calculations and/or higher order reasoning
		• The required procedure is not immediately obvious from the way the problem is posed.
		• Learners will have to decide on the most appropriate procedure to solve the solution to the question and may have to perform one or more preliminary calculations before determining a solution.
		• Investigations to describe rules and relationships –
		• There is often not an obvious route to the solution
		• Problems not based on a real world context - could involve making significant connections between different representations
			• Unseen, non-routine problems (which are not necessarily difficult)
			• Higher order understanding and processes are often involved
			• Might require the ability to break the problem down into its constituent parts
			• Generalise patterns observed in situations,
			• Make predictions based on these patterns and/or other evidence and determine conditions that will lead to desired outcomes.
			• Pose and answer questions about what mathematics they require to solve a problem and then to select and use that mathematical content.
			• The sum of three consecutive whole

bar graph, pie chart, Cartesian plane, table of values, mean, median and mode. • Write the next three numbers in the sequence: 103; 105; 107… • Determine the factors of 64 • Write the prime numbers that are factors of 36	required dimensions is readily available. • Estimation and appropriate rounding off of numbers • Measure dimensions such as length, weight and time using appropriate measuring instruments sensitive to levels of accuracy. • Draw data graphs from provided data. • Solve equations by means of trial and improvement or algebraic processes • Determine the value for if $x + 4 = 10$. • Use three different techniques of calculating $488 + 16$ • Calculate: $115 + 31\ 012$.	• Conceptual understanding • One or more preliminary calculations and/or higher order reasoning • Solve equations by means of trial and improvement or algebraic processes • Select the most appropriate data from options in a table of values to solve a problem. • Decide on the best way to represent data to create a particular impression. • Betty is 4 years old and Jabu is 8 years old. Determine the ratio between their ages. Write the ratio in simplest fractional form. • Investigate the properties rectangles and squares to identify similarities and differences. • There were 20 sweets in the packet. William and his $25$of the sweets. How many sweets are left	numbers is 27. Find the numbers. • Sarah divided a certain number by 16. She found an answer of 246 with a remainder of 4. What is the number? • Busi has a bag containing three coloured balls: 1 blue, 2 red ball and 3 yellow balls. She puts her hand in the bag and draws a ball. What is the chance that she will draw a red ball? • Write the answer in simplest fractional form.

LANGUAGE

6. PROPOSED USE OF THE LANGUAGE RESOURCE BANK

6.1 Parts of the resource bank may be used independently at different intervals e.g. as revision activities, informal assessment activities and baseline assessments.

6.2 Certain questions, per skill assessed, may be selected from a section to compile a shorter activity, e.g.

Grade 3: Phonics (Phase based test)
No: 11 - 20

6.3 Questions may be selected according to levels of difficulty and can be used to support learning according to different cognitive demands or be used to support progressed learners. e.g.

Grade 3: **Easy questions related to punctuation**
Text 1: Story No: 21; 22;

6.4 Diagnostic tests may also be used as a baseline assessment if administered prior to teaching a particular topic/skill/grade. A teacher may want to establish whether learners meet the basic skills and knowledge levels required to learn a specific topic or content aspect. This will assist the teacher to know the learners' level of proficiency in a particular topic prior to lesson preparation. e.g.

Grade 3: **(Grade 1 and 2 questions - Reading and Phonics)**
Text 4: Table of Contents No: 1; 2; 3; and 4

6.5 The questions may be used at the beginning of a grade/phase to establish whether learners meet the conceptual knowledge for the new grade/phase.

Grade 3: (Grade 1 and 2 questions on visual text)
Question 2: Graph No: 1 and 2

6.6   The teacher should decide when, where and how the assessment may be used to enhance teaching and learning.

7.   DESIGN

Table 6 lists and describes the types of errors that correspond to each of the four levels of understanding encapsulated in the language diagnostic test. The distractor rationale as advocated by Pearson, 2004, forms the basis for diagnosing misconceptions. The cognitive levels, difficulty levels and taxonomies as stipulated in CAPS 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 question.

Table 6: Levels of Performance for Language MCQs

Levels of Performance	Possible Learner Error
Level 1	• Makes errors that reflect focus on decoding and retrieving facts or details that are not necessarily related to the text or question. • Learner invokes prior knowledge related to the general topic being tested, but response is not text-based. • 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.
Level 2	• 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. • They apply their limited knowledge as an overgeneralisation and therefore come to a weak conclusion or inference.

Levels of Performance	Possible Learner Error
	• The learner may focus on literal/superficial aspects of a text and makes superficial connections to arrive at weak responses.
Level 3	• Makes errors that reflect analysis and interpretation, but conclusions or inferences arrived at are secondary or weaker ones than required for correct response. • A distractor may be related to the correct response in meaning, but be too narrow or broad given the circumstances.
Level 4	• Correct response.

Each level of performance is captured in the distractors of all the multiple-choice questions. A question will include distractors that correspond to each level of understanding set out in the table above.

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

8. MARKING GUIDELINES: LANGUAGE

8.1 LANGUAGE

8.1.1 MULTIPLE CHOICE QUESTIONS (MCQs)

Marks are allocated according to the levels of understanding of the question. However, the focus of these assessments is not on scoring the learner, but rather on what the learner is able to achieve/not achieve. The marking guideline has columns indicating an answer per question, the grade level at which a question and its answer are pitched, the level of understanding, the level of performance and the mark allocation. The mark allocation is merely a guide for the learner response and should not be the focus of the task.

8.1.2 OPINION QUESTIONS

These questions 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. The teacher is assisted in identifying and understanding the misconception and the level of skill development required to improve cognition and performance.

8.1.3 TRANSACTIONAL AND ESSAY WRITING DIAGNOSTIC RUBRIC

The diagnostic rubric is designed to span the grades as depicted in Table 1. The assessment criteria are Content, Language Construction and Format, Length and Planning. The competency descriptors has been developed according to grade levels and is useful in informing the teacher of how learners should be scored and awarded scores for each criterion and grade level separately. The teacher would be able to collect and report data that reveals a learner's level of competency per criterion. The teacher would for e.g. be able to say that learner X is able to write an essay with the appropriate grade level content but the language competency of this Grade 9 learner is still at Grade 7 level. 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.

8.1.4 LANGUAGE STRUCTURES AND CONVENTIONS

These questions 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 7: Example of the Marking Guideline (for a MCQ)

1.1 What is the main idea of the article?

NO.		EXPECTED ANSWER	MARK	DIAGNOSTIC ANALYSIS	LEVEL OF UNDERSTANDING	LEVEL OF PERFORMANCE	GRADE
1.1	A	It is important to connect with many people on Facebook.		A superficial connection is made to the contents of paragraph 1, but it does not relate to the purpose of the text.		2	

NO.		EXPECTED ANSWER	MARK	DIAGNOSTIC ANALYSIS	LEVEL OF UNDERSTANDING	LEVEL OF PERFORMANCE	GRADE
	B	Not all contacts on Facebook are friends that you know. ✓	1	The correct response.	M	4	
	C	13-year olds like to boast about Facebook friends.		Related to the text, but not to the main purpose that is focused in the text as a whole.		3	9
	D	The Internet is required to connect to Facebook.		The response is not text-based.		1	

Table 8: Levels of Understanding that incorporate the two Taxonomies

Level of Understanding	Bloom's Taxonomy	Descriptors (Incorporation of both taxonomies)	Barrett's Taxonomy	Types of Questions
Easy	Remembering and Understanding	Label, list, name, relate, recall, repeat, state, classify, re-group, rearrange, assemble, collect, categorise, select, recognise, supply, separate, isolate	Literal comprehension/ Reorganisation	MCQ, Closed response Short response Fill in the blank Choose correct response
Moderate	Application and Analysis	Predict, infer, guess, translate, summarise, interpret, understand, rewrite, apply, demonstrate, illustrate, investigate, diagnose	Inferential comprehension	Short response MCQ Matching Directed response Closed response Open response
Difficult	Evaluating and Creating	Analyse, appraise, evaluate, justify, reason, criticise, judge, comment, appreciate, create, derive, combine, construct, devise, synthesise	Evaluation and Appreciation	MCQ Essay writing Transactional writing

9. 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.

10. DATA ANALYSIS AND UTILISATION

The teacher would be able to collect data on an individual learner, a class, a grade 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 phase test and identify at which grade 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.

10.1 Purpose of the data analysis

After administering a test the teacher can do own diagnostic analysis to identify:-
a) The overall level of performance of the class or school;
b) Individual learners or schools that need special intervention;
c) Groups of learners or schools who need special support and
d) Subject content areas that require priority attention in teaching and learning.

10.2 Use of basic statistics for analysis

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

i. **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 summarize all the scores obtained by learners in a test. 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.

ii. **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 two equal 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, i.e. the highest and the lowest scores, are.

iii.   **Maximum** is the highest score obtained by a learner in a test.
iv.   **Minimum** is the lowest score obtained by a learner in a test.
v.   **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 while a relatively small range indicates that the class of test takers has a relatively homogeneous ability profile.

10.3   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.

10.4   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:-

i.   Mark the test and write the scores obtained by each learner next to the relevant question/item number in their books or scripts;
ii.   Enter learner names and other particulars (e.g. the gender of each learner) in the rows, one after another;
iii.   Enter test item numbers in the columns, one after another;
iv.   Enter the score of each learner on each item in the correct cell (i.e. where the relevant column and row meet);
v.   Check if all data has been entered correctly (i.e. do thorough data cleaning);
vi.   Use correct formulae to calculate the statistics that you want to use to

summarize and analyse the test data; and

vii. 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.

10.5 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 eight percent (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 in order to meet 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 four percent (4%) lower than of the girls, viz. 52% as against 56%. Boys' scores ranged between eight percent (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 'a' to 'e' above) identifies:-

  i.   Which learners need special attention?; and
  ii.   Which content areas 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.

10.6   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 a learner or a group of learners make will determine how learners are grouped in a certain subjects to enhance effective teaching.

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MATHEMATICS DIAGNOSTIC QUESTIONS & MEMO:

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DIAGNOSTIC ASSESSMENT
MATHEMATICS: ISINDEBELE
GRADE 3

Isiyeleliso sikatitjhere:

1. Ukuhlola lokhu kutlanywe njengethulusi lokuhlolwa kweembonakaliso.

2. Funda umhlahlandlela katitjhere owunikelweko ngaphambi kobana usebenzise/ukhethe imibuzo.

3. Sebenzisa imibuzo ngokuya ngeengaba/ngobudisi/ngeenhloko/ ngokumunyethweko/ngamazinga welwazi lomkhumbulo nofana ngegreyidi/ngamagreyidi.

4. Ungaragela phambili ngokuhlukanisa imibuzo ukusukela eengabeni ezahlukeneko/okumunyethwe sifundo/okubudisi/emazingeni welwazi lomkhumbulo nofana egreyidini/emagreyidini.

5. Ukukhethwa kweemibuzo kuzokuya ngehloso yokuhlolwako.
   Isibonelo:

   - Ungafuna ukubona bonyana abafundi beGreyidi -3 abangetlasini lakho banekghono kokhunye okumunyethweko kweGreyidi -1 ne-2. Ngalokho-ke uzokukhetha yoke imibuzo yegreyidi -1 ne-2 ngokuya ngokumunyethweko okukhethiweko okuvela eengabeni ezihlukeneko.

   - Lokhu kungakha ukuhlolwa okusisekelo okungasetjenziswa ekuthomeni konyaka.

   - Ungahlela-ke iimfundo zakho zabafundi beGreyidi -3 okususelwa ekuhlaziyweni kweembonakaliso zakho zokuhlolwa okusisekelo.

   - Ngendlela efanako ungakhetha imibuzo ngokuya ngeenhloko ezihlukeneko ze-CAPS nangehloso yokuhlola kwakho.

Please note the following keys:

	Explanation	Levels of difficulty	Cognitive levels
NOR	1. Numbers, Operations and Relationships	**E:** easy	**K:** knowledge
PFA	2. Patterns, Functions and Algebra	**M:** moderate	**R:** routine procedure
SS	3. Space and Shape (Geometry)	**D:** difficult	**C:** complex procedure
M	4. Measurement		**P:** problem solving
DH	5. Data Handling		
G (3)	Grade 3		

Please note that the tag above each question, as shown below, provides the following information in this order: content area, topic, grade level of the question, cognitive level and difficulty level e.g.:

Content area	Topic	Grade level	Cognitive level	Level of difficulty
NOR	repeated addition	G1 (Grade one)	R	E

It is thereafter written above each question in the format:
NOR/repeated addition/G1/R/E

ISIGABA A

Zungelezela iledere elinependulo ekungiyo embuzweni woku-1 ukufika embuzweni we-15.

NOR/Repeated addition/G1/R/E

1. Qedelela: 2 + 2 + 2 + 2 =

   A   6

   B   4

   C   2

   D   8

NOR/Addition/G2/R/E

2. Hlanganisa ama-50 noku-5

   A   250

   B   505

   C   10

   D   55

NOR/Problem Solving addition/G2/R/M

3. Kunamahabhula ali-18, amapiyere ali-11 namabhanana ama-5 ngebhoksini. Zingaki iinthelo nasele zizoke ngebhoksini?

   A   34

   B   29

   C   43

   D   3

4. Bala uye phambili ngama-10 ukusuka e-100.

A   100, 105, 110, 115

B   130, 120, 110, 100

C   100, 110, 120, 130

D   110, 120, 130, 140

NOR/ Number symbol/G3/K/M

5. Liyini itshwayo lenomboro yamakhulu asithandathu namatjhumi alithoba nobunane?

A   60 098

B   6 098

C   968

D   698

NOR/Fractions/G3/K/M

6. Ngiyiphi idayagramu kilawa alandelako ehlikihlwe amakota ama-2?

NOR/Subtraction/G3/R/E

7. Qedelela: 236 − 136 =

A   136

B   100

C   172

D   472

NOR/Division/G3/P/M

8. Ngiliphi itshwayo leembalo elingekho emutjhweni wenomboro ongenzasi?

40 ☐ 5 = 8

A   −

B   ×

C   +

D   ÷

PFA/Geometric Patterns/G2/K/E

9. Ngimaphi amajamo alandelako ekungiwo wephetheni yejiyometri?

△O☐ △O☐ △O☐

A   △O☐
B   O△☐
C   ☐△O
D   △☐O

PFA/Number Patterns/G3/K/M

10. Ngiziphi iinomboro ezingekho ephethenini yeenomboro?

   ____; ____; 12; 16; 20

   A   10; 11

   B   8; 10

   C   4; 8

   D   6; 9

SS/3-D Objects/G2/K/E

11. Ngiyiphi into engatjhelela kilezi ezirhenyiswe ngenzasi?

   A   Imabula

   B   Ibholo

   C   Ithreyi

   D   I-orentji

SS/2-D shapes/G3/K/M

12. Ngiliphi ijamo elibubusobubili 2-D elinganawo amahlangothi anqophileko?

   A   Uncamane

   B   Uncantathu

   C   Isikwere

   D   Indulunga

M/Mass/G2/K/E

13. Ngiyiphi into ebudisi khulu kilezi ezilandelako?

A

B

C

D

M/Time/G3/K/M

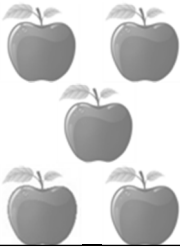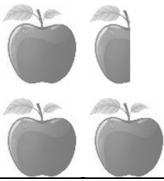14. Ziimveke ezingaki ezisemalangeni ama-28?

    A   Ziimveke ezi-4

    B   Ziimveke ezi-3

    C   Ziimveke ezi-5

    D   Ziimveke ezi-6

15. Qala igrafu ukuthola bonyana manengi ngamangaki amahabhula kaJabu

kunewakaLungile?
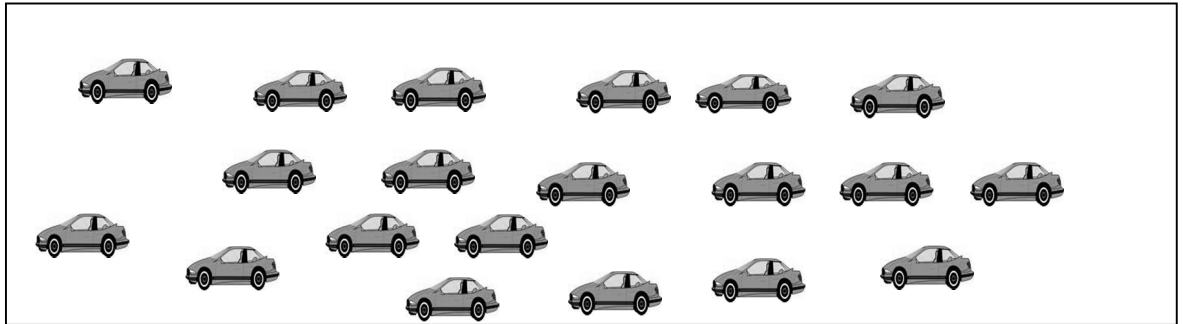
Jabu	Ntombi	Lungile

A   3 nohafu

B   5

C   8 nohafu

D   1 nohafu

ISIGABA B

NOR/Counting and number name/G2/R/K/E

16. Bala iinthombe zeenkoloyi bese utlola ipendulo yakho ngamagama.

NOR/Place Value/G3/K/E

17. Tlola ubungako bedijithi elithalelweko 1<u>5</u>6.

NOR/Describes, compares and orders numbers/G3/R/M

18. Hlela iinomboro onikelwe zona ukusuka kekulu khulu ukufika kencani khulu.

391, 193, 913, 931, 139, 319

NOR/Division/G3/R/D

19. Qedelela: [72] ÷ [3] = [   ]

NOR/Money/G3/R/M

20. Qedelela itjhuguluko ngalinye:

    a. 135c = R_____
    b. R1,60 = _____c

NOR/Multiplication/G3/R/M

21. Sebenzisa inambalayini ukutjengisa bonyana uku 4 × 10 = 40

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←――┼――┼――┼――┼――┼――┼――┼――┼――→
    0  10  20  30  40  50  60  70  80
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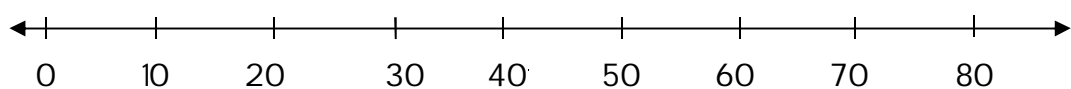
NOR/Subtraction on the Number Line/G3/R/D

22. Gwala umeqo/imeqo enambalayinini utjengise bonyana i-125 - 50 = 75.

25   50   75   100   125   150   175   200   225
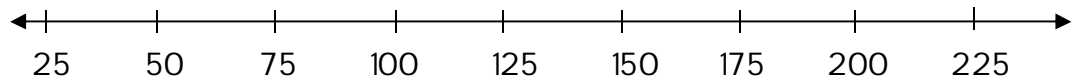
PFA/Geometric Patterns/G3/R/E

23. Ngezelela iphetheni yejiyometri kanye kwaphela.
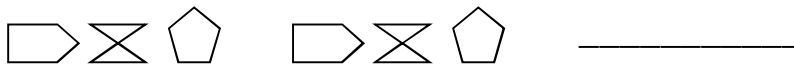
PFA/Number Patterns/G3/R/M

24. Tlola umthetho osetjenziswe ephethenini yeenomboro engenzasi.

380; 384; 388; 392

25.   Qala isithombe bese uphendula imibuzo engenzasi.

Isikolo

Ikhaya

Thoma la

a.   Ujika kangaki uThulani ukusuka esikolweni ukuya ekhaya?

b.   Umuthi uzokuba ngesinceleni nofana ngesidleni lokha uThulani nakabuya

esikolweni?

M/Time/G3/K/M
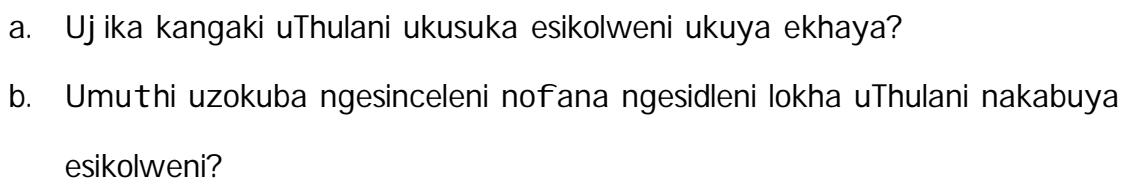
26.   Funda isikhathi ebusweni bewatjhi bese uqedelela umutjho ongenzasi

Isikhathi ewatjhini ye-analogo sithi ...
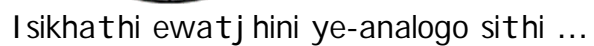
27. Funda ibha grafu bese uphendula umbuzo olandelako.

Ifuyosithandwa ekhethwe bafundi
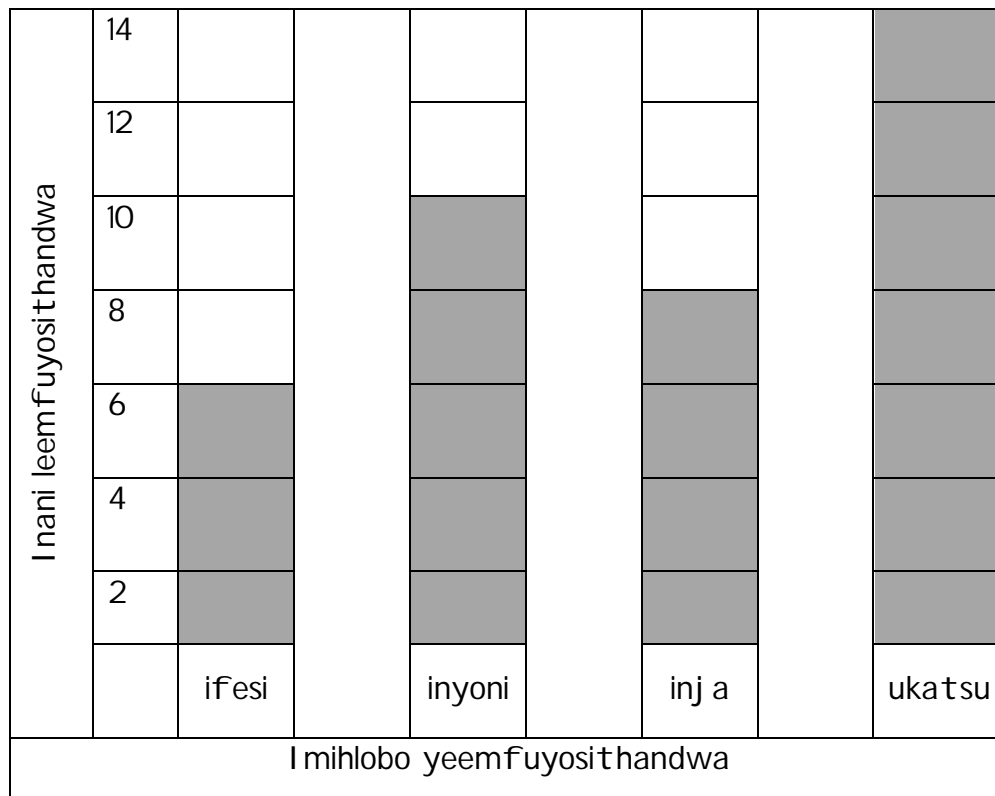
Ngiyiphi ifuyosithandwa edume khulu?

ISIGABA C

Tjengisa koke ukubalisisa.

NOR/Problem Solving, Money/G3/P/D

28. UEriki unama-R32. UMazwi unenani elibuyabuyelelwe kathathu kunelaka-Eriki. Unemali engangani uMazwi?

NOR/Problem Solving, Halving/G4/C/D

29. Kunabantu abama-490 etatawini lezemidlalo. Ihafu yabo bentwana bese ihafu enye babelethi. Bangaki abentwana abalapho etatawini?

M/Time/G3/C/M

30. UThuli uvuka nge-iri lesi-5 qobe ekuseni. Isikolo sakhe sithoma ngekotara libethile i-iri le-7. Unesikhathi esingangani ngaphambi kobana isikolo sakhe sithome?

M/Mass/G3/C/D

31. UMariya ubuthelele amastrubheri ama-700g bese uBanele wabuthelela amastrubheri ama-360g. Mancani ngamangaki amagremu abuthelelwe nguBanele kunewakaMariya?

M/Length/G3/C/D

32. Ibanga elizombeleza ikampa esikwere lima-48m. Bungangani ubude behlangothi ngalinye lekampa?

DIAGNOSTIC TEST ITEMS: MARKING GUIDELINE
MATHEMATICS: ISINDEBELE
GRADE 3

Imemorandamu le inamaphepha ali-7

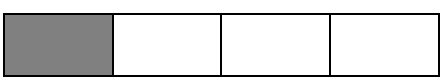| Levels of difficulty	Cognitive levels
E: easy	**K: knowledge**
M: moderate	**R: routine procedure**
D: difficult	**C: complex procedure**
	P: problem solving

Levels of understanding
1: There areunrelated strategies or excessive dependence on the information that is provided in the question and is incorrectly used/is duplicated.
2: There issome computational ability that **may** not relate to the question/topic.
3: There issome conceptual knowledge and ability to analyse but is inconsistent in computational and/reasoning skills.
4: correct response. The learner is able to consistently apply/demonstrate correct computational and reasoning skills required in the question.

ISIGABA A

- **Imaksi linye ependulweni ngayinye.**

- **Unganikeli imaksi nangabe kukhethwe ipendulo edlula yinye.**

No.		Expected answer	Level of understanding or error analysis		Cognitive level	Level of difficulty	Grade level
2.	A	6	1	Uhlanganise iinomboro ezi-3 zokuthoma kwaphela.	R	E	1
	B	4	1	Uhlanganise iinomboro ezimbili zokuthoma kwaphela.			
	C	2	1	Ucabange bonyana yiphetheni yenomboro.			
	D	8 ✓	4	Ipendulo ekungiyo.			
3.	A	250	2	Ubuyabuyelele ama-50 ngoku-5 begodu akazwisisi igama elithi ''hlanganisa''.	R	E	2
	B	505	1	Ukope/ukopulule ama-50 noku-5			
	C	10	2	Uhlukanise ama-50 ngoku-5.			
	D	55✓	4	Ipendulo ekungiyo.			
4.	A	34✓	4	Ipendulo ekungiyo.	R	M	2

No.		Expected answer		Level of understanding or error analysis	Cognitive level	Level of difficulty	Grade level
	B	29	2	Uhlanganise iinomboro ezi-2 kwaphela.			
	C	43	1	Urhemise sinyova amadijithi.			
	D	3	1	Weqise amehlo ebunengini watjheja imihlobo.			
5.	A	100, 105, 110, 115	1	Ubale ngaku-5.	K	E	3
	B	130, 120, 110, 100	3	Ubale ngama-10 ukuya emuva.			
	C	100, 110, 120, 130 ✓	4	Ipendulo ekungiyo.			
	D	110, 120, 130, 140	3	Ubale ngama-10 ukusuka e-110.			
6.	A	60098	1	Akazwisisi ubukhulu bedijithi.	K	M	3
	B	6098	1	Akazwisisi ubukhulu bedijithi.			
	C	968	2	Uraranise amakhulu asithandathu nokwetjhumi okulithoba.			
	D	698 ✓	4	Ipendulo ekungiyo.			
7.	A		1	Uraranise amakota amabili namakota amathathu.	K	M	3
	B		2	Ufunde nje igama 'ikota' bese wafanisa lona.			
	C	✓	4	Ipendulo ekungiyo.			
	D		1	Akakwazi ukuhlukanisa into epheleleko namafraktjhini.			
8.	A	136	1	Ukhuphe amakhulu kwaphela.	R	E	3
	B	100 ✓	4	Ipendulo ekungiyo.			
	C	172	1	Ukhuphe amakhulu bese wahlanganisa amatjhumi namayunithi.			
	D	472	2	Uhlanganisile esikhundleni sokobana akhuphe. Uraranise itshwayo lokubala.			
9.	A	–	1	Uqagele begodu akanalo ilwazi lokuhlukanisa.	P	M	3
	B	×	1	Uqagele begodu akanalo ilwazi lokuhlukanisa.			
	C	+	1	Uqagele begodu akanalo ilwazi lokuhlukanisa.			
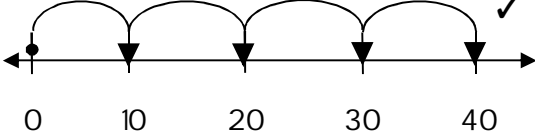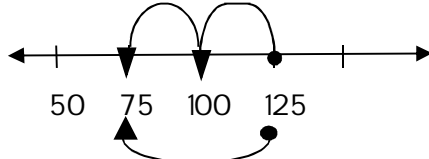
No.		Expected answer	Level of understanding or error analysis		Cognitive level	Level of difficulty	Grade level
	D	÷ ✓	4	Ipendulo ekungiyo.			
9.	A	△○□ ✓	4	Ipendulo ekungiyo.	K	E	2
	B	○△□	1	Akakhumbuli indlela ekungiyo yokulandelanisa.			
	C	□△○	1	Akakhumbuli indlela ekungiyo yokulandelanisa.			
	D	△□○	1	Akakhumbuli indlela ekungiyo yokulandelanisa.			
10.	A	10; 11	1	Ubale ngaku-1 wangatjheja iinomboro ezimbili zokugcina.	K	M	3
	B	8; 10	2	Ubale ngaku-2 begodu akakakghoni ukufanisa iphetheni.			
	C	4; 8 ✓	4	Ipendulo ekungiyo.			
	D	6; 9	1	Ubale ngaku-3 begodu akakakghoni ukufanisa iphetheni.			
11.	A	Imabula	1	Akawazi umqondo ophathelene negama elithi 'tjhelela'.	K	E	2
	B	Ibholo	1	Akawazi umqondo ophathelene negama elithi 'tjhelela'.			
	C	Ithreyi✓	4	Ipendulo ekungiyo.			
	D	I-orentji	1	Akawazi umqondo ophathelene negama elithi 'tjhelela'.			
12.	A	Uncamane	1	Akakwazi ukufanisa amajamo anganawo amahlangothi anqophileko/utlhayelelwa lilwazi-magama elithi 'awa'.	K	M	3
	B	Uncantathu	1	Akakwazi ukubona amajamo anganawo amahlangothi anqophileko/ utlhayelwa lilwazi-magama elithi 'awa'.			
	C	Isikwere	1	Akakwazi ukufanisa amajamo anganawo amahlangothi anqophileko/ utlhayelelwa lilwazi-magama elithi 'awa'.			
	D	Indulungu ✓	4	Ipendulo ekungiyo.			

No.		Expected answer	Level of understanding or error analysis		Cognitive level	Level of difficulty	Grade level
13.	A		1	Akazwisisi ihlathululo ethi 'kubudisi khulu'.	K	E	2
	B		1	Akazwisisi ihlathululo ethi 'kubudisi khulu'.			
	C		1	Akazwisisi ihlathululo ethi 'kubudisi khulu'.			
	D	✓	4	Ipendulo ekungiyo.			
14.	A	Ziimveke ezi-4 ✓	4	Ipendulo ekungiyo.	K	M	3
	B	Ziimveke ezi-3	2	Akakwazi ukusebenzisa ilwazi lokobana mangaki amalanga evekeni begodu/nofana usebenzise isisekelo sokubala			
	C	Ziimveke ezi-5	1	Akakwazi ukusebenzisa ilwazi lokobana mangaki amalanga evekeni begodu/nofana usebenzise isisekelo sokubala			
	D	Ziimveke ezi-6	1	Akakwazi ukusebenzisa ilwazi lokobana mangaki amalanga evekeni begodu/nofana usebenzise isisekelo sokubala			
15.	A	3 nohafu	1	Ubale amahabhula kaLungile kwaphela.	P	D	3
	B	5	1	Ubale amahabhula kaJabu kwaphela.			
	C	8 nohafu	1	Uhlanganise amahabhula ka Jabu newakaLungile.			
	D	1 nohafu ✓	4	Ipendulo ekungiyo.			

ISIGABA B

- **Yamukela nanyana ngiyiphi ipendulo engajamiselela ekungiyo nanyana ingekho ememorandameni ngaphandle kwalokha nakutjhiweko.**
- **Ungatjheji iimphoso zokupeleda.**
- **Yamukela iimpendulo ezitlolwe nanyana ngaliphi ilimi elisemthethweni, okutjho ukuthi nangabe ligama.**
- **Unganikeli isiquntu semaksi.**

No.		Expected answer	Clarification	Mark	Cognitive level	Level of difficulty	Grade
16.		Amatjhumi amabili ✓	Nikela imaksi legama lenomboro kwaphela.	1	K&R	E	2
17.		50 **nofana** 5 yamatjhumi ✓	Nikela imaksi lobungako kwaphela ingasi lobukhulu bedijithi.	1	K	E	3
18.		931, 913, 391, 319, 193, 139 ✓	Nikela imaksi nangabe zoke iinomboro zihleleke ngokungikho.	1	R	M	3
19.		24 ✓		1	R	D	3
20.	a.	R1, 35 ✓		1	R	M	3
	b.	160c ✓		1	R	M	3
21.			Nikela imaksi lapho imeqo yomine itjengiswe ngokungikho.	1	R	M	3
22.			Yamukela ukutjengisa kokubili.	1	R	D	3
23.			Nikela imaksi nangabe womathathu ahleleke ngokungikho.	1	R	E	3
24.		Hlanganisa nga-4 **nofana** +4 **nofana** hlangansa uku 4 **nofana** iphetheni yaboku-4 **nofana** ukubala uye phambili ngaku-4 **nofana** ukungezelela ngaku-4 ✓		1	R	M	3
25.	a.	7/likhomba ✓		1	R	M	3

No.		Expected answer	Clarification	Mark	Cognitive level	Level of difficulty	Grade
	b.	Ngesinceleni ✓		1	K	M	1
26.		Siquntu libethile i-iri lethoba **nofana** imizuzu ima-30 ngemva kwe-iri le-9 **nofana** imizuzu ima-30 ngaphambi kwe-iri le-10.✓		1	K	M	3
27.		Ukatsu ✓		1	R	M	2

ISIGABA C

- **Lo mhlahlandlela wokunikela amamaksi. Lapho abafundi batjengise amaqhinga ahlukileko alungileko kodwana wokubala ukurarulula imiraro (abafundi) bafanele banikelwe amamaksi.**
  - **Ukusetjenziswa komhlahlandlela lo (imemorandamu) kwenza isiqiniseko sokobana abafundi banikelwe amamaksi anembako, angatjhugulukiko, athembekileko nombiko obuyako olungileko.**

No.	Expected answer	Clarification	Mark	Cognitive level	Level of difficulty	Grade
28.	Inani lakaMazwi = 3 x R32 = R30+R30+R30+R2+R2+R2 ✓ = R90+ R6 = R96 ✓		2	P	D	3
29.	Inani labantwana = 490 ÷ 2 = (400 + 80 + 10) ÷ 2✓ = 200 + 40 + 5 = 245✓	• Imaksi li-1 lananyana ngiyiphi indlela ekungiyo nemaksi li-1 lependulo ekungiyo. • Koke ukubalisisa kufanele kutjengiswe.	2	C	D	4
30.	7:15 – 5:00✓ = 2h:15 min ✓**nofana** Ama-iri ama-2 nekotara ✓ ✓		2	C	M	3
31.	Inani lamagremu = 700g - 360g✓ = 340g✓		2	C	D	3
32.	Ubude ngamamitha = 48 ÷ 4 ✓ = (40 + 8) ÷ 4 = 10 + 2 = 12m✓		2	C	D	3

ISINDEBELE HOME LANGUAGE

DIAGNOSTIC QUESTIONS & MEMO

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

DIAGNOSTIC TEST ITEMS
ISINDEBELE ILIMI LEKHAYA
IGREYIDI 3

Isiyeleliso sikatitjhere

1. Iinhlahlubo lezi zenziwe njengesitlabagelo sokuhlola ubujamo.

2. Uyabawiwa bonyana ufunde umhlahlandlela katitjhere ngaphambili kobana utlolise iinhlahlubo lezi.

3. Ungatlolisa iinhlahlubo lezi ngokuya ngokwemibuzo/iingatjana.

4. Ungaragela phambili nokuhlukanisa imibuzo kusukela eengatjaneni /emibuzweni ehlukeneko ngokuya kwamakghono, ubudisi bamazinga namagreyidi.

5. Ukukhethwa kweengatjana/imibuzo kuzokuya ngehloso yokuhlolwa. Isib. Ungafuna ukubona bonyana abafundi beGreyidi -3 abangetlasini lakho bonyana bayakghona ukufunda amatjhada weGreyidini -1 ne -2 ngokuya ngekhomponenti yokufunda namatjhada. Ngalokho-ke uzokukhetha woke ama-ayithemu weGreyidi -1 no-2 emibuzweni-1. Lokhu kungaba yingcenye yokuhlola okusisekelo okungatloliswa ekuthomeni konyaka. Ungahlela-ke iimfundo zakho zabafundi beGreyidi -3 kususelwa ekuhlaziyeni kwediagnostic yakho yokuhlolwa okusisekelo. Ngendlela efanako ungakhetha imibuzo ngokuya kwamakhomponenti we-CAPS nangehloso yokuhlola kwakho

Yelela bonyana umtlolo ongehla komunye nomunye umbuzo,njengombana utjengiswe ngenzasi,unikela ilwazi ngendlela le: umhlobo wetheksti,ikhompnethi yesifundo/yomnqopho nofana ikghono, umbuzo wezinga legreyidi,ubudisi bezinga nethemu(lapho okumumethweko/ikghono kufundiswa khona) Isib.:

Umhlobo wetheksti	Amakhomponenti	Okumumethweko/ umnqopho/amakghono	Igreyidi	Izinga lobudisi	Ithemu
Okukhulunywako	Ukufunda namatjhada	Abalingisi abasendatjaneni	G-1	E	2

Ngemva kwalapho kutlolwa ngendlela elandelako ngaphezulu komunye nomunye umbuzo:

Okukhulunywako	Ukufunda namatjhada	Abalingisi abasendatjaneni	G-1	E	2

Umbuzo wokuthoma.

Funda itheksti elandelako ngokuyelela bese uphendula imibuzo

ITHEKSTI 1: INDATJANA

Ngelinye ilanga isirhwarhwa somlomo obanzi seza sipharumela ngale kwendlela. Ngale kwendlela sabona ukatsu ovilaphako athamele ilanga. Isirhwarhwa sarhuwelela ngephimbo eliphezulu ukuvusa ukatsu. Sabuza ukatsu bonyana udla ini. Ukatsu walila, "Ngidla ifesi," bewabuyela walala. Isirhwarhwa sathi, "Arha, kuhle-ke lokho!" Sabe sipharumela endleleni.

Masinyana, isirhwarhwa sahlangana nenja emabalabala nomdlwana.
Isirhwarhwa sabuza inja ukuthi idla ini. Inja yakhonghotha yathi idla inyama. Isirhwarhwa sarhuwelela, "Arha, kuhle-ke lokho!" Ngalokho, sapharumela endleleni.

Okulandelako, sabona ikomo nekonyana ezilambileko zisidla utjani. Isirhwarhwa sarhuwelela ngephimbo eliphezulu, besabuza ikomo bonyana idla ini. "Awuboni bonyana ngidla utjani?" Ikomo yalila. Isirhwarhwa sarhuwelela godu, "Arha, kuhle-ke lokho!" besapharumela kude endleleni.

Ngemuva kwalokho, isirhwarhwa sabona inyoka ematsikana isongene phakathi kwendlela. Sarhuwelelela phezulu sabuza inyoka bonyana idla ini. Inyoka yatjhitjhiriza yathi idla iinrhwarhwa, kodwana yenyula ukudla isirhwarhwa esinomlomo obanzi njengaso. Ngalokho isirhwarhwa sarhuwelela ngephimbo lokutlhuwisa, "Arha nokho lokho akusimnandi!" ngokurhabako sapharuma masinyana saya ekhaya.

      [Isuselwa endatjaneni ye isirhwarhwa somlomo obanzi"]

Ukwizisisa

Umhlobo wetheksti	Amazinga/ Ikhomponenti	Okumumethweko/ uminqopho/amakghono	Igreyidi	Izinga lobudisi	Ithemu
Okukhulunywako	Ukufunda namatjhada	Abalingisi abasendatjaneni	G-1	E	2

1. Ngubani umlingisi oqakathekileko endatjaneni le?

   Umlingisi oqakathekileko endatjaneni le ngu …

1. A   mdlwana.

   B   nyoka.

   C   sirhwarhwa.

   D   pukani.

Okukhulunywako	Ukufunda namatjhada	Abalingisi abasendatjaneni	G2	E	2

2. Rhelisa boke abalingisi abakhulumako endatjaneni .

   A   isirhwarhwa, ukatsu, inja, ikomo, inyoka

   B   isirhwarhwa, ukatsu, inja, ikomo, ifesi

   C   imvu, imbuzi, ikonyana, itshwayo, ukatsu

   D   isirhwarhwa, ukatsu, ikomo, inyoka, umdlwana

Okukhulunywako	Ukufunda namatjhada	Ukuhlathulula abalingisi abasendatjaneni	G3	M	1

3. Hlathulula umhlobo wesirhwarhwa esapharumela endlela le?

   A   rhwarhwa somlomo obanzi.

   B   rhwarhwa esilambileko.

   C   rhwarhwa esihlaza satjan.i

   D   mntwana wesirhwarhwa.

Okukhulunywako	Ukufunda namatjhada	Ukulandelanisa	G2	M	2

4. Ngisiphi isehlakalo esenzeka ekugcineni endatjaneni le?

   A   Isirhwarhwa sapharumela ekhaya ngokurhaba.

   B   Isirhwarhwa sabona ikomo nemvana zidla utjani.

   C   Isirhwarhwa sahlangana nenyoka.

   D   Isirhwrhwa saya ukuyoduda.

Okukhulunywako	Ukufunda namatjhada	Ukulandelanisa	G3	D	2

5. Buyelela uhlele izehlakalo ngendlela ezilandelana ngazo endatjaneni.

   Nombora izehlakalo 1-4.

Inyoka yatjhitjhiriza yathi idla isirhwarhwa somlomo obanzi.	
Ukatsu walila wathi ngidla ifesi.	
Ikomo yalila yathi ngi idla utjani	
Inja yakhonghotha yathi idla inyama	

Okukhulunywako	Ukufunda namatjhada	Umbuzo osezingeni eliphezulu	G3	M	2

6. Kubayini isirhwarhwa salila ngephimbo lokutlhuwisa lokha inyoka nayisitjela bonyana idla iinrhwarhwa?

Isirhwarhwa salila ngephimbo lokutlhuwisa ngombana …

A   besisaba inyoka.

B   besifuna ukudla kwenyoka.

C   umphimbo waso bewubuhlungu.

D   besijabulile.

Okukhulunywako	Ukufunda namatjhada	Ukubona isizinda.	G3	E	2

7.   Yenzeka kuphi indatjana le?

A   Endleleni.

B   Eplasini.

C   Esitolo sefuyosithandwa

D   Eduze nedamu.

Okukhulunywako	Ukufunda namatjhada	Ukunikela umbono.	G3	M	3

8. Nangabe inyoka nesirhwarhwa bebabangani, bekuzokwenzeka ini?

   A   Bezizokudla utjani zizoke.

   B   Inyoka beyizokurhuwelela nesirhwarhwa.

   C   Bezizokududa zoke.

   D   Inyoka beyingekhe idle isirhwarhwa

Okukhulunywako	Ukufunda namatjhada	Ukunikela umbono.	G3	D	4

9. Kubayini ucabange bonyana isirhwarhwa sapharuma msinyana khulu ngendlela

   ebesingakghona ngayo saya ekhaya

   A   Besifuna ukuthumba umjarho.

   B   Besisaba inyoka bonyana izosidla.

   C   Besiqedile ukukhuluma nenyoka.

   D   Besingafuni ukuladelwa

Okukhulunywako	Ukufunda namatjhada	Unobangela nomphumela.	G4	D	4

10. Bekuzokwenzeka ini nangabe isirhwarhwa azange sipharumele ngale kwendlela?

   A   Iinlwanyana bezingekhe zabakhona.

   B   Isirhwarhwa besingabalekela ngale kwendlela.

   C   Isirhwarhwa besingekhe sahlangana neenlwanyana.

   D   Isirhwrhwa besingekhe sapharuma.

Okukhulunywako	Ukufunda namatjhada	Ukubona ukuthoma kwamatjhada wamaledere	G1	E	1

11.   Qala isithombe. Ngiliphi itjhada lokuthoma elilandela ukamisa ?

   A   k

   B   u

   C   b

   D   a
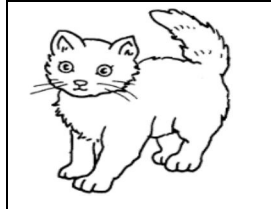
Okukhulunywako	Ukufunda namatjhada	Ukusetjenziswa kwabongwaqa abakhamba ngababili.	G1	E	3

12.   Qala isithombe Khetha tjhada ekungilo .

   Leyi yi…ka.

   A   ng

   B   kh

   C   ny

   D   tj
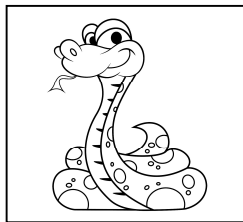
Okukhulunywako	Ukufunda namatjhada	Ukukhumbula amagama anegido elifanako	G2	M	1

13.   Khetha igama elinegido llka 'sula'.

   A   sika

   B   suka

   C   seka

   D   sola

Okukhulunywako	Ukufunda namatjhada	Ukubona amagama anegido elifanako.	G3	D	1

14. Khetha igama elinenganagido laka 'tjheja'

A   tjhuja

B   tjheli

C   tjhefu

D   tjeka

Okukhulunywako	Ukufunda namatjhada	Abomabizwafana	G3	D	3

15. Abomabizwafana magama aphinyiswa bewapeledwe ngokufanako kodwana atjho izinto ezingafaniko.

 UThoko ulimele ithanga

Yakha umutjho ngokusebenzisa igama "ithanga" ukutjengisa umehluko wehlathululo.

Okukhulunywako	Ukufunda namatjhada	Ukukhumbula amatjhada akhamba ngamabili.	G3	E	1

16. Qala isithombe. Khetha igama elitjengisa bonyana ukatsu uthanda ukwenza ini?

Ukatsu uthanda uku ...

A   thimula

B   lala.

C   lila.

D   lola.

Okukhulunywako	Ukufunda namatjhada	Ukubona abokamisa.	G3	M	1

17. Funda umutjho bese ukhethe ukamisa ekunguye.

Ukatsu uyalal …

A   u

B   o

C   a

D   e

Okukhulunywako	Ukufunda namatjhada	Ukukhumbula ubunye nobunengi	G3	M	1

18. Funda umutjho bese utjhugulula igama elithalelweko libe sebunengini.

Isirhwarhwa sipharume eduze kwendlela

A   kweendlela

B   kwendlela

C   indlela

D   iindlela

Okukhulunywako	Ukufunda namatjhada	Ukubona abongwaqa abakhamba ngabathathu.	G3	E	3

19. Funda umutjho bese uzalisa ngetjhada ekungilo.

Isirhwarhwa sirhuwelela ngephimbo loku … uwisa eenlwaneni.

A   tlh

B   lo

C   bh

D   ph

Okukhulunywako	Ukufunda namatjhada	Ukubona amatjhada akhamba ngamabili	G3	M	1

20.   Funda umutjho bese uzalisa ngetjhada ekungilo.

Ikomo i ... a utjani.

A   kh

B   mb

C   dl

D   ny

Okukhulunywako	Ukutlola	Amatshwayo wokufunda nokutlola.	G1	E	4

21.   Ngiwuphi umutjho onamatshwayo wokufunda nokutlola ekungiwo?

A   waphwrumela eduze kwendlela

B   Waphwrumela eduze kwendlela

C   waphwrumela eduze Kwendlela

D   Waphwrumela eduze kwendlela.

Okukhulunywako	Ukutlola	Amatshwayo wokufunda nokutlola.	G2	E	3

22   Ngiwuphi umutjho onamatshwayo wokufunda nokutlola ekungiwo?

A   udla ini

B   Udla ini.

C   Udla ini?

D   udla Ini?

Okukhulunywako	Ukutlola	Amatshwayo wokufunda nokutlola.	G3	M	1

23. Ngiwuphi umutjho onamatshwayo wokufunda nokutlola ekungiwo?

    A Iye, kuhle khulu lokho!

    B iye kuhle khulu lokho

    C Iye kuhle khulu lokho

    D Iye, kuhle khulu lokho!

Okukhulunywako	Ukutlola	Amatshwayo wokufunda nokutlola.	G4	D	1

24 Ngiwuphi umutjho onamatshwayo wokufunda nokutlola okungiwo?

    A inyoka yathi ithanda ukudla iinrhwarhwa

    B Inyoka yathi, ithanda ukudla iinrhwarhwa.

    C Inyoka yathi, "Ngithanda ukudla iinrhwarhwa."

    D inyoka yathi "Ngithanda ukudla iinrhwarhwa"

Okukhulunywako	Ukutlola	Iingcenye zekulumo. - ibizo	G2	M	3

25. Ngiyiphi ingcenye yekulumo yegama elithalelweko emutjhweni?

    Wabona <u>ukatsu</u> ovilaphako alele.

    A isabizwana

    B isandiso

    C ibizo

    D isenzo

Okukhulunywako	Ukutlola	Isivumelwano sehloko	G4	M	2

26. Ngiwuphi umutjho ekungiwo?

Inyoka ibangela isirhwarhwa itjhada kodwana iinyoka …

A   zibangela iinrhwarhwa itjhada

B   ibangela iinrhwarhwa itjhada

C   ubangela iinrhwarhwa.

D   imanga isirhwarhwa.

Okukhulunywako	Ukutlola	Ukubona izenzo.	G3	E	2

27. Ngiliphi igama elisisenzo emtjhweni?

Isirhwarhwa sarhuwelela ngephimbo elikhulu lokutlhuwisa.

A   rhuwelela

B   phimbo

C   limi

D   isirhwarhwa

Okukhulunywako	Ukutlola	Ubunengi	G-3	D	4

28. Khetha ubunengi obungibo.

Umdlwana munye, kodwana emibili …

A   imidlwanya

B   imidlwana

C   izinjana

D   abantwana

Okukhulunywako	Ukutlola	Abondaweni.	G-3	E	4

29. Qala isithombe. Ngimuphi undaweni okunguye?

Ithambo li … ngemlonyeni wenja.

A godu

B phezulu

C ngaphakathi

D duze
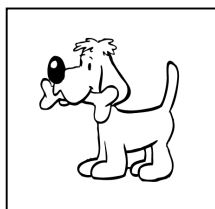
Okukhulunywako	Ukutlola	Ukubona izandiso	G-3	M	2

30. Ngiliphi igama elisisenzo?

Isirhwarhwa somlomo obanzi sapharuma..

A sapharuma

B ekhaya

C isirhwarhwa

D ngokurhabako.

Okukhulunywako	Ukutlola	Isikhathi esidlulileko.	G-3	E	1

31. Qedelela umutjho.

Izolo inja … dle inyama.

A bezi

B ya

C beyi

D i

Umbuzo 2

Qala igrafu engenzasi bese uphendula imibuzo.

ITHEKSTI 2: IGRAFU				
Isitolo sikaLisa samathuthumbo				
Iseyili yeveke				

Isitolo sikaLisa samathuthumbo

Iseyili yeveke

Iinomboro zamathuthumbo.	8					
	7					🌼
	6					🌼
	5					🌼
	4		🌼		🌼	🌼
	3		🌼	🌼	🌼	🌼
	2	🌼	🌼	🌼	🌼	🌼
	1	🌼	🌼	🌼	🌼	🌼
		Mvulo	Lesibili	Lesithathu	Lesine	Lesihlanu

Amalanga Weveke

[Umsuka wokuthoma DBE]

Igrafu	Ukufunda namatjhada	Ukuhlathulula ilwazi elisegrafini	G-1	E	4

1   ULisa uthengise ini?

    A amathuthumbo.

    B iintjalo.

    C amakari.

    D imithi.

Igrafu	Ukufunda namatjhada	Ukutsenga nokumadanisa ilwazi.	G-2	E	3

2.   Ngiliphi ilanga uLisa athengisa ngalo amathuthumbo amathathu?

    A Lesithathu.

    B Ipelaveke.

    C Mvulo.

    D Sonto.

Igrafu	Ukufunda namatjhada	Ukutsenga nokumadanisa ilwazi.	G-3	E	1

3.   Mangaki amathuthumbo uLisa awathengisa ngeLesibili nangeLesihlanu nasele awoke?

    A amatjhumi amabili

    B itjhumi nanye

    C likhomba

    D ilize

Igrafu	Ukufunda namatjhada	Ukutsenga nokumadanisa ilwazi.	G3	M	2

4. Ngiliphi ilanga uLisa athengise ngalo amathuthumbo amanengi?

    A   Lesibnili

    B   Mgqibelo

    C   Mvulo

    D   Lesihlanu

Igrafu	Ukufunda namatjhada.	Ukutsenga nokumadanisa ilwazi.	G-3	E	

5. Ngiliphi ilanga uLisa athengise ngalo amathuthumbo amancani khulu?

    A   Lesithathu

    B   Mvulo

    C   Rhoboyi

    D   Lesihlanu

Igrafu	Ukufunda namatjhada.	Ukutsenga nokumadanisa ilwazi.	G4	D	1

6. Manengi ngamangaki amathuthumbo uLisa afanele awathengise ngoMvulo

    ukumadanisa nokuthengisa kwangoLesithathu?

    A   amathathu

    B   amahlanu

    C   asithandathu

    D   Linye

Igrafu	Ukufunda namatjhada.	Ukunikela umbono.	G-3	M	4

7. Kubayini ucabange bonyana uLisa wathengisa amathuthumbo amanengi ngeLesihlanu kunangoMvulo?

  A   abantu bathenga amathuthumbo amanengi ngeLesihlanu ukwenzela

       ipelaveke.

  B   amathuthumbo ayabiza.

  C   amathuthumbo anuka kumbi.

  D   iinyosi zenza iliju.

Igrafu	Ukufunda namatjhada.	Ukutsenga,ukumadanisa nokulinganisa ilwazi.	G-3	M	3

8. Ngiwaphi amalanga amabili uLisa athengise ngawo inani lamathuthumbo

   afanako?

  A   Mhlolanja noSihlabantangana

  B   Lesibili noLesithathu

  C   Lesibili noLesine

  D   Mgqibelo noSondo

Igrafu	Ukufunda namatjhada	Ukuhlathulula ukufana nokuhlukana.	G3	M	4

9 Mathuthumbo amangaki uLisa awathengise ngeLesihlanu nawuwamadanisa

   nalawo wangeLesihlanu?

  A mane

  B mabili

  C ukwenzela

  D kwe

Igrafu	Ukufunda namatjhada.	Ukunikela umbono	G-3	D	4

10.	ULisa angenza ini ukungezelela iseyili yangoMvulo.

ULisa anga …

A	thelelela amathuthumbo njalo.

B	tjhintja igama lesitolo sakhe.

C	baneseyili.

D	qatjha umsizi.

Umbuzo Wesithathu

Qala iphostara bese uphendula imibuzo

ITHEKSTI 3: IPHOSTARA

Bambelela imithethweni

1. Ngena ngokuthula

2. Zilungiselele ukufunda

3. Phakamisa isandla nawufuna
   ukukhuluma

4. Yenza ngokusemandleni
   wakho

[Umsuka wokuthoma]

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Iphostara	Ukufunda namatjhada.	Ukuhlathulula ilwazi	G-3	E	4

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1. Uthini umthetho - 4?

   A zilungiselele ukufunda.

   B butha iinzibi.

   C yenza ngokusemandleni wakho.

   D yiba mngani

Iphostara	Ukufunda namatjhada	Ukuhlathulula ilwazi	G-2	E	3

2. Ngiwuphi umthetho oza ngaphambili komthetho

   'lungiselela ukufunda' ?

   A   ngena ngokuthula.

   B   phakamisa isandla sakho.

   C   bopha iintambo zakho zamanyathelo.

   D   ngena ngokurhabako..

Iphostara	Ukufunda namatjhada	Ukuhlathulula ilwazi	G-3	M	4

3. Ikhuluma ngani iphostara?

   Iphostara ikhuluma nge …

   A   sikolo.

   B   hlelo lesikhathi.

   C   bhodlelo.

   D   Mithetho.

Iphostara	Ukufunda namatjhada	Tsenga ilwazi	G-3	M	4

4. Ungayithola kuphi iphostara le?

   Iphostara le ungayithola e...

   A   kumbeni yabafundisi

   B   tlasini

   C   ndlini

   D   sitolo

| Iphosatara | Ukutlola | Amabizo | G-1 | E | 3 |

5. Ngiliphi ibizo emutjhweni olandelako?

   yiba ngumngani olungileko.

   A   nomusa

   B   isitha

   C   mngani

   D   lungileko

| Iphosatara | Ukutlola | Ubunengi | G-1 | M | 4 |

6. Khetha igama ekungilo ukuqedelela umutjho.

   Abafundi kufanele baphakamise ... zabo ngaphambi kobana bakhulume

   A   izambatho.

   B   izandla

   C   isandla

   D   isadla

| Iphosatara | Ukutlola | Abondaweni | G-1 | M | 4 |

7. Tjengisa undaweni emtjhweni.

   ULindi kufanele angene ngetlasini ngokuthula.

   A   ngokuthula

   B   kufaneleko

   C   Ngaphezulu

   D   ngaphakathi

Iphosatara	Ukutlola	Amagama aphikisanako.	G-4	D	1

8. Khetha igama eliphikisana nelithalelweko.

    Yenza okuhle ngokusemandleni wakho.

    A   kumbi

    B   khulu

    C   kuhle

    D   msebenzi

Iphosatara	Ukutlola	Amagama atjho okufanako	G-3	D	4

9. Khetha igama elitjho okufanako nokucoca.

    A   hleka

    B   khuluma

    C   iza

    D   kusenjalo

Iphosatara	Ukutlola	Iinhlanganisi	G3	M	4

11.   Funa bewotlole izenzo esisemtjhweni.
      Phakamisa isandla sakho

Iphosatara	Ukutlola	Izenzo	G-3	E	2

10. Khetha igama ekungilo ukuhlanganisa imitjho emibili le.

Funda iphostara. Lalela imithetho.

    A   Isinamathiseli

    B   nawe

    C   begodu

    D   kodwana

Umbuzo wesine

Funda ithebula yokumumethweko elandelako bese uphendula imibuzo.

ITHEKSTI 4 : OKUMUMETHWEKO

KOKE   NGOBUSIKA

Qala ithebula lokumumethweko. Phendula imibuzo.

Ithebula lokumumethweko.

	ikhasi
Isingeniso.	1
1 Ubujamo bezulu ebusika	4
2 Abantu ebusika	9
3 Iintjalo ebusika	13
4 Iimbandana ebusika	19
Ilwazi- magama lebusika 25	

Ukulinga ukusebenza okumumethweko

Ithebula lokumumethweko	Ukufunda namatjhada	Ukuhlathulula ilwazi	G1	E	4

1.   Sithini isihloko sencwadi?

    A   abantu ebusika

    B   koke ngobusika

    C   ubujamo bezulu

    D   Indoda yegabhogo

Ithebula lokumumethweko	Ukufunda namatjhada	Ukuhlathulula ilwazi	G2	E	3

2. Ngisiphi isahluko esiza ngemuva kwesihloko 'Abantu ebusika'?

  A   Ubujamo bezulu ebusika

  B   Amaphetjhana wegabhogo

  C   Iintjalo ebusika

  D   Iimvakatjhi

Ithebula lokumumethweko	Ukufunda namatjhada	Ukuhlathulula ilwazi	G2	M	3

3. Isingeniso sikuliphi ikhasi?

  Isingeniso sisekhasini …

  A   25.

  B   19.

  C   3.

  D   1.

Ithebula lokumumethweko	Ukufunda namatjhada	Ukutsenga ilwazi	G2	E	3

4   Isihloko -1 simayelana nani?
    Isihloko simayelana no...

  A   bujamo bezulu ebusika.

  B   izambatho zami zokuvakatjha.

  C   isingeniso.

  D   umsana.

Ithebula lokumumethweko	Ukufunda namatjhada	Ukutsenga ilwazi	G3	M	4

5. Isahluko sesine simayelana nani?

Isahluko sesine simayelana ...

A   iinlwana ebusika.

B   izulu ebusika.

C   nobujamo bezulu ebusika.

D   imithi ebusika.

Ithebula lokumumethweko.	Ukufunda namatjhada.	Ukutsenga ilwazi.	G-3	M	4

6. Ngiliphi ilwazi ozobe ulifunda esahlukweni 'Iinlwana ebusika'?

A   iinlwana

B   abantwana

C   iintjalo

D   iimbaji

Ithebula lokumumethweko.	Ukufunda namatjhada.	Ukutsenga ilwazi.	G-3	D	4

7. Uzobe ufunda ngani ukusuka ekhasini 4-8?

A   abantu ebusika

B   iincwadi ebusika

C   ithebula lokumumethweko

D   ubujamo bezulu ebusika

Ithebula lokumumethweko.	Ukufunda namatjhada.	Ukulandelanisa	G-3	M	2

8. Buyelela uhlele ilandelano lezahluko njengobana zitholakala ethebuleni

   lokumumethweko.

   Nombora izahluko 1-4

Iinlwana ebusika	
Abantu ebusika	
Iintjalo ebusika	
Ubujamo bezulu ebusika	

Ithebula lokumumethweko.	Ukufunda namatjhada.	Ukuhlathulula ilwazi.	G-4	D	1

9. Encwadini uzalithola kuphi ilwazi-magama ngobusika?

   Ilwazi-magama ngobusika uzalithola ekhasini ...

   A   1.

   B   2.

   C   25.

   D   52.

Ithebula lokumumethweko.	Ukufunda namatjhada.	Ukubona itjhada lokuthoma ngemva kukakamisa wokuthoma.	G-1	E	1

10. Qala isithombe. Khetha itjhada lokuthoma eliza ngemuva kukakamisa

    wokuthoma?

    A   z

    B   u

    C   o

    D   k
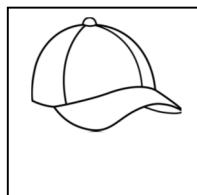
Ithebula lokumumethweko	Ukufunda namatjhada	Ilwazi lamatjhada nemithetho yokupeleda	G-1	E	3

11.   Zungelezela igama lesithombe ekungilo.

Le mncwazi/yincwadi
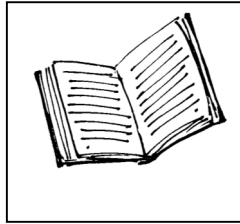
Ithebula lokumumethweko	Ukufunda namatjhada	Ilwazi lamatjhada nemithetho yokupeleda	G-3	M	1

12.   Khetha igama ekungilo ukuqedelela umutjho.

Ngesikhathi sebusika ... bumakhaza.

A   ubujamo bezulu

B   nanyana

C   izulu

D   umbethe

Ithebula lokumumethweko	Ukufunda namatjhada	Ilwazi lamatjhada nemithetho yokupeleda	G-3	E	3

13.   Zungelezela igama lesithombe ekungilo.

Qala isithombe.

Tlola itjhada ekungilo ukuqedelela igama.

Izulu li... ma

Ithebula lokumumethweko	Ukufunda namatjhada	Amagama anegido	G-2	E	1

14. Tjengisa igama elinegido likanghwaya.

   A   thwala

   B   nghwatha

   C   kghwatha

   D   dlhadlhabala

Ithebula lokumumethweko	Ukutlola	Abondaweni	G-3	M	3

15. Umsana uphethe itshwayo. Likuphi itshwayo ? Qala isithombe esingehla

   ebujameni bezulu.

   Itshwayo li …   kwakhe.

   A   ngaphambili.

   B   ngemuva.

   C   esikolweni.

   D   kuye.

Ukuzilungiselela ukusebenzisa kokumumethweko

Ithebula lokumumethweko	Ukutlola	Izenzo	G-3	M	2

16. Tlola isenzo esisemutjhweni ongenzasi.

   Abantawana bayazifuthumeza ebusika.

Ithebula lokumumethweko	Ukutlola	Izenzo	G-3	M	2

17. Ngisiphi isenzo ekungiso?

Izolo si ... emakhazeni

A dlala

B tjhatjhalazi

C dlale

D dlala

Ithebula lokumumethweko	Ukutlola	Iinkhathi	G-3	M	2

18 Ngiliphi igama elifaneleko emutjhweni?

UNelisiwe u ... ihlelo lokumumethweko' encwadini

A senzile

B sebenzisa

C sebenze

D sebenza

Ithebula lokumumethweko	Ukutlola	Ihomonime	G-4	D	1

19.   Ihomonime ligama eliphinyiswa belipeledwe ngokufanako, kodwana litjho

izinto ezingafaniko

Izulu lina ehlobo.

Yakha umutjho ngokusebenzisa igama elithi izulu ukutjengisa ihlathululo
ehlukileko.

Ithebula lokumumethweko	Ukutlola	Igama eliphikisako	G-3	D	4

20   Ngiliphi igama eliphikisa elithi 'kumakhaza'?

Igama eliphikisa elithi kumakhaza …

A   ubusika.

B   kumakhaza.

C   ukuthengisa.

D   kuyatjhisa.

Umbuzo wewsihlanu

ITHEKSTI 5: UBUKGHWARI BOKUTLOLA

Umhlobo wetheksti	Amazinga	Okumumethweko/umnqopho/amakghono.	Igreyidi	Izinga lobudisi	Ithemu
Indatjana/ indinyana	Ukutlola	Tlola iindinyana ezimbili ezinemitjho-10 ngesihloko esisodwa onikelweko…	G-3	D	2

Tlola iindinyana ezimbili okungenani zibe nemitjho eli- 10 seyiyoke ngesihlokwana sinye kezilandelako. Iba nesiqiniseko sokobana usebenzisa amatshwayo wokufunda nokutlola, ihlelo nokupeleda ekungikho. Ungayinombori imitjho yakho.

A Tlola mayelana nesikhathi owenza ngaso iphutha elikhulu. Walilungisa bunjani?

B Nakube wanikelwa iimfiso ezi-2 bekuzokuba ngiziphi begodu kubayini utjho bunjalo?

C Ibhayisikobho yami engiyithandako.

D Zemidlalo esikolweni.

E Ikutani yami

F Ivakatjho lemaplasini.

G Isikolo sami.

Irubriki yokutswaya

Ikhrayitheriya	Amamaksi	Umtlomelo
Iindinyana	1	
Okumumethweko	3	
Amatshwayo wokutlola nokufunda	2	
Ihlelo lelimi	2	
Ukupeleda	2	
Inani	**10**	

UMHLAHLANDLELA WOKUTSHWAYA IDIAGNOSTIC
ISINDEBELE ILIMI LEKHAYA

Imemorandamu le inamakhasi a-20

Amatheksti
1: Indatjana
2: Igrafu
3: Iphostara
4: Ithebula lokumumethweko
5: Ubukghwari bokutlola

Amazinga wobudisi
E: Easy / Lula
M: Moderate / Phakathi
D: Difficult / Budisi

Inomboro		Impendulo elindelekileko	Imaksi	IDiagnostic	Izinga lobudisi	Izinga lokusebenza	IGreyidi
ITHEKSTI YOKUTHOMA: INDATJANA							
1.	A	umdlwana		Akusiye umlingisi omatasatasa ethekstini		2	
	B	inyoka		Isendatjaneni begodu itjhidelene khulu nomlingisi oqakathekileko.		3	
	C	isirhwarhwa	1	Ipendulo ekungiyo	E	4	1
	D	ipukani		Ilwazi elijayelekileko leenrhwarhwa,o.u. iinrhwarhwa zidla iimpukani kodwana ipukani ayisuselwa ethekstini.begoduokasi ngomunye wabalingisi.		1	
2.	A	isirhwarhwa, ukatsu, inja, ikomo, Inyoka	1	Ipendulo ekungiyo	E	4	2
	B	isirhwarhwa, ukatsu, inja, ikomo, ifesi		Ifesi akusingumlingisi kodwana yi-ayithemu yokudla.		2	
	C	imvu, imbuzi,ikonyana, itshwayo, ukatsu		Ukuveza ilwazi elijayelekileko labadlali. Akukho lapha kutjhiwo khona ngabantu abakhuluma ethekstini.		1	

Inomboro		Impendulo elindelekileko	Imaksi	IDiagnostic	Izinga lobudisi	Izinga lokusebenza	IGreyidi
	D	isirhwarhwa, ukatsu, ikomo, inyoka, umdlwana.	1	Ukutjengisa ikghono lokubona abalingisi abasethekstini, kodwana kungasibo boke abadlali abakhulumako. Ukungayeleli imininingwana emincani esendatjaneni.		3	
3.	A	Isirhwarhwa somlomo obanzi	1	Ipendulo ekungiyo	M	4	3
	B	isirhwarhwa esilambileko		Ubuthakathaka bokumadanisa ukurhuwelela kwephimbo eliphezulu lokutlhuwa lesirhwarhwa.		3	
	C	Isirhwarhwa esihlaza satjani		Ukwenza ukuhlanganisa imikghwa engasiyo ejayelekileko yesirhwarhwa		2	
	D	umntwana wesirhwarhwa		Ubufakazi belwazi elijayelekile ngesirhwarhwa kodwana alihlobani nombuzo nofana itheksti		1	
4	A	Isirhwarhwa sapharumela ekhaya ngokurhaba	1	Ipendulo ekungiyo	M	4	2
	B	Isirhwarhwa sabona ikomo nemvana zidla utjani.		Ukuhlanganisa okungasingikho hlangana nekomo nekonyana emkhathini wendatjana. Ukungazwisisi okulula ilandelano lezehlakalo		2	
	C	Isirhwarhwa sahlangana nenyoka.		Ukutjengisa ikghono lokutsenga nokuhlathulula ilandelano,kodwana bekungasiso isehlakalo sokugcina.		3	
	D	Isirhwarhwa saya ukuyokududa		Kutjengisa ilwazi elijayelekileko/ilwazi langaphambilini lokobana iinrhwarhwa zithanda ukududa		1	
5.		Inyoka yatjhitjhiriza yathi idla isirhwarhwa esinomlomo obanzi — 4 Ukatsu walila wathi udla ifesi — 1 Ikomo yalila yathi ngidla utjani — 3 Inja yakhonghotha yathi ngidla inyama — 2	1	Nangabe ilandelano leli akusingilo kutjho bonyana kunehlangahlangano yokuhlelwa ilandela endatjaneni	D	4	3
6.	A	Wayesaba inyoka	1	Ipendulo ekungiyo	M	4	3

Inomboro		Impendulo elindelekileko	Imaksi	IDiagnostic	Izinga lobudisi	Izinga lokusebenza	IGreyidi
	B	Wayefuna ukudla kwenyoka		Ukuhlanganisa okungasingikho sokuthi isirhwarhwa nenyoka zidla ukudla okufanako		2	
	C	Umphimbo wayo wawubuhlungu.		Kuyakghonakala kodwana akusiyo ipendulo ekungiyo. Abukho ubufakazi bokuthi umphimbo wayo wawubuhlungu kodwana lilwazi lokuthi umphimbo ubabuhlungu iinrwharwha nazililako		3	
	D	Wayethabile		Akukasekelwa ethekstini		1	
7.	A	Endleleni.	1	Ipendulo ekungiyo	E	4	3
	B	Eplasini		Ilwazi elijayelekileko elenziwa ngabalingisi-iimbandana zihlala eplasini		3	
	C	Esitolo seemfuyosithandwa		Ilwazi langaphambili kodwana alikasekelwa ethekstini. Akakwazi ukuhlukanisa phakathi kweenlwana zekhaya nezemangweni		1	
	D	Eduze nedamu		Ukwenza umehluko okungasiwo phakathi kwesirhwarhwa namanzi		2	
8.	A	Bezizokudla utjani zizoke.		Ikhambelana netheksti kodwa akunqophani kuhle. Iinrhwarhwa azibudli utjani		2	
	B	Iinyoka zizokulila neenrhwarhwa		Umlingisi osekelwa yitheksti, kodwana ukuhlanganisa okulula begodu okungekhe kwenzeke ngoba iinyoka zona azilili		3	
	C	Zizokududa zoke.		Kungaba liqiniso, kodwana akukasekelwa yitheksti, lilwazi langaphambili lokuthi iinrhwarhwa zisetjenzisiwe		1	
	D	Inyoka angekhe idle isirhwarhwa	1	Ipendulo ekungiyo	M	4	3
9.	A	Beyifuna ukuthumba umjarho		Lilwazi elijayelekileko ngebelo kodwana umbono onikelweko awukhambelani netheksti		1	
	B	Besisaba bonyana inyoka yayizosidla	1	Ipendulo okungiyo	D	4	3
	C	Saqeda ukukhuluma nenyoka		Isiphetho esiphezu, kodwana akusiyo ipendulo ekungiyo		3	
	D	Beyingafuni ukufika ngemuva kwesikhathi.		Ukuhlanganisa okungasikho phakathi kokurhabako nokufika ngemva kwesikhathi.		2	

Inomboro		Impendulo elindelekileko	Imaksi	IDiagnostic	Izinga lobudisi	Izinga lokusebenza	IGreyidi
10.	A	Iinlwana bezingekhe zibe lapho.		Kungenzeka kodwana akuhlobani nonobangela nomphumela njengombana iinlwana ezisendatjaneni zingahlobani nesirhwarhwa esipharumela endleleni		3	
	B	Isirhwarhwa besingagijimela endleleni		Ukungahlobanisi kuhle phakathi kwesirhwarhwa nokupharuma ngaphandle konobangela nomphumela njengombana isirhwarhewa asikwazi ukugijima. Ukutlhoga ulwazi ngembangela nomphumela		2	
	C	Isirhwarhwa besingekhe sahlangana neenlwanyana	1	Ipendulo ekungiyo	D	4	4
	D	Isirhwrhwa besingekhe sapharuma.		Ilwazi elijayelekileko lesihloko, kodwana ukubamba kancani kancani kwengcenye yetheksti begodu ingahlobani nonobangela nomphumela		1	
11.	A	k	1	Ipendulo ekungiyo	E	4	1
	B	u		Ukuhlangahlanganisa ukamisa u 'u' no 'k'		3	
	C	b		Itjhada alihlangani negama		1	
	D	a		Akakabambi iinthomo zamatjhada. Ukuhlangahlanganisa iinthomo namatjhada aphakathi		2	
12.	A	ng		Akahlukanisi imidumo yamatjhada akhamba ngawodwana namatjhada ahlanganisiweko.		2	
	B	kh		Uhlangahlanganisa amatjhada nemidumo		1	
	C	ny	1	Ipendulo ekungiyo	E	4	1
	D	tj		Amaledere aqaleka ngokufanako.		3	
13.	A	sika		Akusiso isivumelwano esigcweleko samatjhada		2	
	B	suka	1	Ipendulo ekungiyo	M	4	2
	C	seka		Itjhada eliqaleka ngokufanako kodwana alinagido.		3	
	D	sola		Kungabi mudumo onegido ngokuzeleko.		1	
14.	A	*tjhudu*		Ukungazwisisi umbuzo. Ukungezwisisi ikolelo yomgido wamagama. Ilwazi elincani		1	
	B	tjheli				1	
	C	tjhefu				1	

Inomboro		Impendulo elindelekileko	Imaksi	IDiagnostic	Izinga lobudisi	Izinga lokusebenza	IGreyidi
	D	tjala	1	Ipendulo ekungiyo	D	4	3
15.		Omunye nomunye umutjho ohlathulula igama sarha ukusika. Isib. usika iinkuni ngesarha	1	Umnqopho wabomabizwafana awukabanjwa nange umutjho unganikeli ihlathululo yegama 'ithanga' (isitjhalo)	D	4	3
16	A	thimula.		Ukungezwisisi umbuzo.		2	
	B	lala	1	Ipendulo ekungiyo	E	4	3
	C	lila		Ukungahlanganisi kuhle amaledere		1	
	D	lola		Ukuhlanganisa amagama nokupeledwa kwawo		3	
17	A	u		Ukuhlangahlanganisa kokuphazamisa igama		2	
	B	o		Ukuhlobaniswa kwesithombe okungasingikho		1	
	C	a	1	Ipendulo ekungiyo	M	4	3
	D	e		Ukuhlangahlanganisa neledere elingazwakaliko.		3	
18	A	Kweendlela	1	Ipendulo ekungiyo	M	4	3
	B	Kwendlela		Kuphinyiswa ngokufanako kodwana akukalungi		3	
	C	Indlela		Igama elitjho ubunye		2	
	D	Indlala		Ilwazi lamatjhada kodwana alikho endatjaneni.		1	
19	A	tlh	1	Ipendulo ekungiyo	E	4	3
	B	lo		Ukuhlangahlangana kwamaledere ngelandelano.		2	
	C	bh		Elisethekstini kodwana ngetjhada ekungasilo.		1	
	D	ph		Kuzwakala ngokufanako kodwana kupeledwe ngendlela okungasiyo.		3	
20.	A	khr		Ukungahlobani netjhada 'dl'		1	

Inomboro		Impendulo elindelekileko	Imaksi	IDiagnostic	Izinga lobudisi	Izinga lokusebenza	IGreyidi
	B	hl		Akaboni umehluko phakathi kuka 'dl' no 'hl'		3	
	C	dl	1	Ipendu;o ekungiyo	M	4	3
	D	ny		Ukungahlukanisi ukuphinyiswa kwamatjhada ngokulalela		2	
21.	A	wapharumela ngale kwendlela		Akanalwazi lokusetjenziswa kwamatshwayo wokufunda nokutlola.		1	
	B	Wapharumela ngale kweNdlela		Ukweqiwa kwamatshwayo wokufunda nokutlola njengo (ngci).		3	
	C	wapharumela ngale kwendlela.		Ukusetjenziswa kwamatshwayo wokufunda nokutlola ekungasiwo.		2	
	D	Wapharumela ngale kwendlela.	1	Ipendulo ekungiyo	E	4	1
22.	A	udla ini.		Akanalwazi lokusetjenziswa kwamatshwayo wokufunda nokutlola. Akakwazi ukuhlukanisa phakathi kwesitatimende nombuzo.		1	
	B	Udla ini.		Ukuzwisisa umqondo ophathelene nomutjho, kodwana akakwazi ukusebenzisa amatshwayo wokufunda nokutlola ekungiwo. Akazwisisi ukusetjenziswa kwamagabhadlhela.		3	
	C	Udla ini?	1	Ipendulo ekungiyo	E	4	1
	D	udla ini?		Unelwazi lamatshwayo wokufunda nokutlola, kodwana akakasetjenziswa ngendlela ekungiyo.		2	
23.	A	Iye, kuhle khulu lokho!	1	Ipendulo ekungiyo	M	4	3
	B	iye kuhle khulu lokho		Akunalwazi lokusetjenziswa kwamatshwayo wokufunda nokutlola.		1	
	C	Iye kuhle khulu lokho		Ukusetjenziswa kwamatshwayo wokufunda nokutlola okusezingeni eliphasi. Uzwisisa kwaphela kobana umutjho uthoma ngegabhadlhela.		2	
	D	iye kuhle khulu lokho!		Ukusetjenziswa kwamatshwayo wokufunda nokutlola ekungasingiwo anembako.		3	
24.	A	Inyoka yathi ithanda ukudla iinrhwarhwa		Akunalwazi lokusetjenziswa kwamatshwayo wokufunda nokutlola.		1	
	B	Inyoka yathi ithanda ukudla iinrhwarhwa.		Akakabambi umqondo ophathelene nokusetjenziswa kwabakaki.		3	
	C	Inyoka yathi "Ngithanda ukudla iinrhwarhwa."	1	Ipendulo ekungiyo	D	4	4

Inomboro		Impendulo elindelekileko	Imaksi	IDiagnostic	Izinga lobudisi	Izinga lokusebenza	IGreyidi
	D	inyoka yathi "Ngithanda ukudla iinrhwarhwa"		Ukusetjenziswa kwamatshwayo wokufunda nokutlola asisekelo (igabhadlhela nongci) ngokungakapheleli.		2	
25.	A	isabizwana		Isuselwa ethekstini kodwana akakwazi ukuhlukanisa phakathi kwebizo nesabizwana.		3	
	B	isandiso		Akakwazi ukuhlukanisa phakathi kwebizo nesandiso.		1	
	C	ibizo	1	Ipendulo ekungiyo	M	4	2
	D	isenzo		Ukuhlangahlanganiswa kwamabizo nezenzo.		2	
26.	A	zibangela iinrhwarhwa itjhada		Ipendulo ekungiyo	M	4	4
	B	ibangela iinrhwarhwa itjhada		Ukungazwisisi phakathi kwesivumelwano nesenzo		3	
	C	ubangela iinrhwarhwa.		Ukungazwisisi ukwakhiwa kwemitjho ephseleleko.		2	
	D	imanga isirhwarhwa.		Uhlanganisa umdlwana nabantwana.		1	
27.	A	rhuwelela	1	Ipendulo ekungiyo	E	4	3
	B	phimbo		Ukuhlangahlanganisa amabizo nezenzo.		3	
	C	limi		Kuhlobana nokurhuwelela kodwana okukho ethekstini.		1	
	D	isirhwarhwa.		Ukuhlangahlanganisa isenzo nebizo.		2	
28	A	Imidlwanya		Ukuhlangahlanganisa ukuphinyiswa amatjhada akhamba ngawodwana nakhamba ngamabili		3	
	B	Imidlwana	1	Ipendulo ekungiyo	M	4	3
	C	Izinjana		Ukuhlangahlanganisa ubunengi nokunciphisa kwezinto.		2	
	D	Abantwana		Ukungakwazi ukuhlukanisa phakathi kwabantu neenlwana.		1	
29	A	godu		Ukuhlangahlanganisa iinhlanganisi nabondaweni.		1	
	B	phezu		Ukungahlukanisi ukusetjenziswa kwabondaweni ngendlela ekungiyo.		3	
	C	ngaphakathi	1	Ipendulo ekungiyo	E	4	3
	D	duze		Ukuhlangahlanganisa iinhlanganisi nabondaweni.		2	
30.	A	Sapharuma		Ukungahlukanisi phakathi kwebizo nezandiso		3	

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Inomboro		Impendulo elindelekileko	Imaksi	IDiagnostic	Izinga lobudisi	Izinga lokusebenza	IGreyidi
	B	Ekhaya		Ukuhlangahlanganisa iinkhathi namabizo		2	
	C	sirhwarhwa		Ukuhlangahlanganisa iinkhathi namabizo		2	
	D	Ngokurhabako.	1	Ipendulo ekungiyo.	M	4	3
31.	A	bezi		Ukuhlangahlanganisa ilwazi elijayelekileko lesikhathi esidlulileko, kodwana wenze ikhetho ekungasingilo		1	
	B	ya		Ukukhambelana okungasikho kwesandiso		2	
	C	beyi	1	Ipendulo ekungiyo	E	4	3
	D	I		Ukungazwisisi ukusebenzisa iinkhathi emtjhweni		3	
ITHEKSTI YESIBILI IGRAFU							
1.	A	Amathuthumbo	1	Ipendulo ekungiyo	E	4	1
	B	iintjalo		Ukuhlanganisa ekungasikho kwamathuthumbo		3	
	C	Amakari		Ukuhlanganisa ekungasikho kwamathuthumbo neembonisi ezibonakalako.		2	
	D	Imithi		Ukuhlanganisa nesihloko kodwana hayi itheksti.		1	
2.	A	Lesithathu	1	Ipendulo ekungiyo	E	4	2
	B	Ipelaveke		Ukuhlanganisa namalanga weveke kodwana kungasiyo ingcenye yetheksti		1	
	C	Mvulo		Ukuhlanganisa namalanga weveke kodwana akusiyo ipendulo. Ukungakwazi ukufunda igrafu		3	
	D	Sonto		Akukho ethekstini, kodwana kuyahlobana namalanga weveke.		2	
3.	A	Amatjhumi amabili	1	Inani lamathuthumbo angegrafini. Akakwazi ukukhetha ilwazi elifanele umbuzo lo.		3	
	B	Itjhumi nanye		Ipendulo ekungiyo.	E	4	3
	C	Likhomba		Itjengisa ukuthengiswa kwamathuthumbo ngeLesihlanu kwaphela		2	
	D	Ilize		Ilwazi elijayelekileko kodwana alikho ethekstini		1	
4.	A	Lesibili		Ukungezwisisi ihlathululo yokunengi.		3	
	B	Mgqibelo		Ukuhlobanisa amalanga weveke kodwana awekho ethekstini.		1	

Inomboro		Impendulo elindelekileko	Imaksi	IDiagnostic	Izinga lobudisi	Izinga lokusebenza	IGreyidi
	C	Mvulo		Inani eliphasi lamathuthumbo elithengisiweko.		2	
	D	Lesihlanu	1	Ipendulo ekungiyo.	M	4	3
5.	A	Lesithathu		Ukuhlangahlanganisa iinyanga namalanga weveke		3	
	B	Mvulo		. Ipendulo ekungiyo.	E	4	3
	C	Rhoboyi		Ukuhlangahlanganisa phakathi kwalanga namalanga weveke..		1	
	D	Lesihlanu		Ukuhlangahlanganisa phakathi kwamagama amanengi khulu namancani khulu.		2	
6.	A	amathathu		Izinga eliphasi lokuhlathulula imibuzo.Ukungazwisisi umnqopho wokuthi "kunengi ngakungaki"		2	
	B	amahlanu		Ukuhlanganisa intengo yamalanga womabili.		3	
	C	asithandathu		Ikhgono lokuzwisisa eliphasi		1	
	D	linye	1	Ipendulo ekungiyo	D	4	4
7.	A	Abantu bathenga amathuthumbo amanengi ngeLesihlanu ukwenzela ipeleveke.	1	Ipendulo ekungiyo	M	4	3
	B	Amathuthumbo ayabiza		Ukususa okulula okungahlobani netheksti.akukakhulunywa ngenani lamathuthumbo.		3	
	C	Amathuthumbo anuka kumbi.		Ukwenza ukuqhumana okunqophileko kwamathuthumbo.		2	
	D	linyosi zenza iliju.		Ilwazi elijayelekileko lokuthi iinyosi zihlobana namathuthumbo kodwana alikho ethekstini.		1	
8.	A	Mhlolanja noSihlabantangana		Ukuhlanganisa iinyanga namalanga weveke		1	
	B	Lesibili noLesithathu		Ukungazwisisi kuhle kombuzo. Umqondo wokulinganako.		3	
	C	Lesibili noLesine	1	Ipendulo ekungiyo	M	4	3
	D	Mgqibelo noSondo		Ukuzwisisa amalanga weveke, kodwana awekho etheksthini		2	
9.	A	mane	1	Ipendulo ekungiyo	M	4	3
	B	mabili		Uyazi bonyana ipendulo kufanele kube yinomboro kodwana kube yipendulo ekungasiyo. kungaba kufunisela.		2	

Inomboro		Impendulo elindelekileko	Imaksi	IDiagnostic	Izinga lobudisi	Izinga lokusebenza	IGreyidi
	C	ukwenzela		Izinga eliphasi lokuhlanganiswa kwamagama aphinyiswa ngokufanako kodwana atjho izinto ezihlukeneko.'ibele','ibele'		3	
	D	kwe		Ukuhlangahlanganisa igama elitjho izinto ezinengi.		1	
10.	A	angathelelela amathuthumbo njalo.		Ilwazi lamathuthumbo kodwana elingakhambelani neseyili.		2	
	B	angajhintja igama lesitolo.		Okungasingikho okutjhiwo yitheksti.		3	
	C	angabaneseyili.	1	Ipendulo ekungiyo	D	4	3
	D	qangatjha umsizi.		Ukuhlobanisa ilwazi langaphambili kodwana elingekho kutheksti.		1	
TEXT THREE: POSTER							
1.	A	Zilungiselele ukufunda.		Kukhethwe nanyana ngimuphi umthetho obonakala etjhadini.		3	
	B	Butha iinzibi.		Kuhlotjaniswe nemithetho kodwana engakhambelani netjhadi/netheksi		1	
	C	Yenza ngokusemandleni wakho.	1	Ipendulo ekungiyo	E	4	1
	D	Yiba mngani.		Kwenziwe ukuhlotjaniswa ekungasikho okunembako.		2	
2.	A	Ngena ngokuthula.	1	Ipendulo ekungiyo	E	4	2
	B	Phakamisa isandla sakho.		Ukuhlangahlanganisa amagama ngaphambili no ngemuva.		2	
	C	Bopha iintambo zakho zamanyathelo.	1	Umthetho ojayelekileko,awususelwa ethekstini		1	
	D	Ngena ngokurhabako		Ukuhlangahlanganisa amathemu ngokuthula no ngokurhabako		3	
3.	A	sikolo		Ukuhlobanisa njengombana isikolo sinemithetho.		2	
	B	hlelo lesikhathi.		Ukuhlobanisa nesikolo okungekho kuphostara ukujayeleka kokuhlobana nesikolo.		1	
	C	bhodlelo.		Ukuphendula embonisini ezibonakalako okuqaleka njengebhodlelo .Ukunganqophi emithethweni.		3	
	D	mithetho	1	Ipendulo ekungiyo.	M	4	3
4.	A	kumbeni yabafundisi		Ikamuru esesikolweni kodwana engakhambelani nabafundi nokulandelwa kwemithetho.		3	
	B	tlasini.	1	Ipendulo ekungiyo	M	4	3

Inomboro		Impendulo elindelekileko	Imaksi	IDiagnostic	Izinga lobudisi	Izinga lokusebenza	IGreyidi
	C	ndlini.		Ukuhlangahlanganisa imithetho yesikolo nemithetho yekhaya.		1	
	D	sitolo.		Ukuhlobanisa iphostara nalokho okuthengiswe esitolo.		2	
5.	A	nomusa		Ukuhlanganisa nesibaluli nesingasenzo.		3	
	B	isitha		Ukuhlangahlanganisa negama eliphikisa elithi umngani.		1	
	C	Umngani	1	Ipendulo ekungiyo.	E	4	1
	D	Lungileko		Ukungahlukanisi phakathi kwebizo nesibalulili.		2	
6.	A	Izambatho		Ilwazi lokujayelekileko lobunengi kodwana alikho ethekstini		1	
	B	Izandla	1	Ipendulo ekungiyo	M	4	1
	C	Isandla		Ubunengi abukasetjenziswa.		3	
	D	isadla		Ukupeleda kwegama okungasikho(itjhada u'n' litjhiyiwe)		2	
7.	A	ngokuthula		Kungabi ngundaweni kodwana kususelwe ethekstini.		1	
	B	kufaneleko		Ukuhlangahlanganisa isenzo nondaweni		2	
	C	ngaphezulu		Ukuhlobanisa undaweni nanyana ngimuphi ongekho ethekstini. .		3	
	D	ngaphakathi	1	Ipendulo ekungiyo.	M	4	3
8.	A	kumbi	1	Ipendulo ekungiyo.	D	4	4
	B	khulu		Unelwazi kodwana uhlangahlanganisa izinga lokulinganisa.		3	
	C	kuhle		Ukuhlangahlanganisa phakathi kwamagama aphikisako nalawo atjho izinto ezifanako.		2	
	D	msebenzi		Ukuhlobanisa istatimende esingekho ethekstini.		1	
9.	A	hleka		Ukuhlanganisa nesitatimende nokho esingekho ethekstini.		2	
	B	khuluma	1	Ipendulo ekungiyo.	D	4	3
	C	iza		Ukuhlobanisa okulula okungahlobaniko nokungekho ethekstini.		1	
	D	kusenjalo		Ukuhlangahlanganisa amagama aphikisako namagama atjho afanako.		3	
10.	A	Isinamathiseli		Ukubona umtlhala kodwana kungasiyo ipendulo		2	

Inomboro		Impendulo elindelekileko	Imaksi	IDiagnostic	Izinga lobudisi	Izinga lokusebenza	IGreyidi
	B	nawe		Ayikhambelani nendatjana begodi akusingiyo ipendulo		1	
	C	begodu	1	Ipendulo ekungiyo	M	4	3
	D	kodwana		Isihlanganisi kodwana akusingiyo ipendulo		3	
11.		Phakamisa	1	Ipendulo ekungiyo. Nangabe kutlolwe igama (sakho) kunokuhlangahlangana phakathi kwezabizwana nezenzo. Nangabe kutlolwe igama(isandla) kunehlangahlangano phakathi kwamabizo nezenzo.	E	4	3
ITHEKSTI YESINE: ITHEBULA LOKUMUMETHWEKO							
1.	A	Abantu ebusika		Ukuhlangahlanganisa isihloko nesahluko.		3	
	B	Koke ngobusika	1	Ipendulo ekungiyo.	E	4	1
	C	Ubujamo bezulu		Ukuhlanganisa okungasikho okunembako ngobusika.		2	
	D	Indoda yegabhogo		Ukuhlangahlanganisa okulula kobusika negabhogo.		1	
2.	A	Ubujamo bezulu ebusika		Akazwisisi umqondo ophathelene nongaphambili nongemva.		3	
	B	Amaphetjhana wegabhogo.		Ukusetjenziswa kwalokho okubonakalako nokungasikho.		2	
	C	Iintjalo ebusika.	1	Ipendulo ekungiyo.	E	4	2
	D	Iimvakatjhi.		Ipendulo engekho ethekstini.		1	
3.	A	25	1	Akakwazi ukuhlukanisa phakathi kwesingeniso nelwazi-magama.		2	
	B	19		Ikhambelana nendatjana kodwana ekhasini elingasingilo.		3	
	C	3		Ukuhlangahlanganisa inomboro yekhasi nenomboro yesahluko.		1	
	D	1.	1	Ipendulo ekungiyo.	M	4	2
4.	A	Bujamo bezulu ebusika.	1	Ipendulo ekungiyo.	E	4	2
	B	Izambatho zami zokuvakatjha.		Ayikho ethekstini.		1	

Inomboro		Impendulo elindelekileko	Imaksi	IDiagnostic	Izinga lobudisi	Izinga lokusebenza	IGreyidi
	C	Isingeniso.		Ukuhlangahlanganisa iinomboro zesahluko neenomboro zekhasi.		3	
	D	Umsana.		Ukuhlanganisa okubonwako okungasikho okunembako.		2	
5.	A	iinlwana ebusika.	1	Ipendulo ekungiyo.	M	4	3
	B	izulu ebusika.		Elingekho ethekstini kodwana lihlobana nesihloko		1	
	C	ubujamo bezulu ebusika.		Ukuhlathululwa kombuzo ekungasikho.		3	
	D	imithi ebusika.		Ukuhlotjaniswa kwemithi neentjalo okungasikho okunembako.		2	
6.	A	iinlwana	1	Ipendulo ekungiyo.	M	4	3
	B	abantwana		Ukuhlanganisa okubonwako ekungasikho okunembako.		2	
	C	iintjalo		Kutholakala ethekstini kodwana akusiyo ipendulo ekungiyo.Akakwazi ukubona umqondo oqakathekileko kesinye nesinye isahluko.		3	
	D	iimbaji		Ukuhlobanisa nobusika kodwana akukho ethekstini.		1	
7.	A	Abantu ebusika		Ukuhlobanisa okulula kwamagama"ph" ka phaphu no phuthu.		3	
	B	Iincwadi ebusika		Engekho ethekstini. Ukuhlobanisa nesihloko okulula.		1	
	C	Ithebula lokumumethweko		Ithebula lokumumethweko alinamakhasi anomboriweko.		2	
	D	Ubujamo bezulu ebusika	1	Ipendulo ekungiyo.	D	4	3
8.	Iinlwana ebusika		1	Ilandelano elihlelekileko kwaphela alizakwamukeleka. Nangabe ilandelano akusingilo, ilandelano azange lizwisiseke.	M	4	3
	Abantu ebusika						
	Iintjalo ebusika						
	Ubujamo bezulu ebusika	1					
9.	A	1		Akunalwazi lokuhlukanisa phakathi kwesingeniso nelwazi-magama.		3	
	B	2		Ukuhlangahlanganiswa kwenomboro yesahluko nenomboro yekhasi.		2	
	C	25	1	Ipendulo ekungiyo.	D	4	4
	D	52		Ukutjhugulula indawo yenomboro yama-25 begodu ingatholakali ethekstini.		1	
10.	A	z		Uhlangahlanganisa u-p no-d.		3	

Inomboro		Impendulo elindelekileko	Imaksi	IDiagnostic	Izinga lobudisi	Izinga lokusebenza	IGreyidi
	B	u		Ukuhlangahlanganisa kobunye nobunengi.Ukuhlangahlanganisa amatjhada nehlelo.		1	
	C	a		Ukuhlangahlanganisa komdumo ophakathi nosekugcineni, iimbonisi ezibonakalako.		2	
	D	k	1	Ipendulo ekungiyo.	E	4	1
11.		incwadi	1	Ipendulo ekungiyo.	E	4	1
12.	A	ubujamo bezulu	1	Ipendulo ekungiyo.	M	4	3
	B	nanyana		Ukungahlukanisi ekuzweni amatjhada.Ukuhlangahlanganisa amahomofowuni.		3	
	C	izulu		Imigido enependulo ekungiyo.		2	
	D	umbethe		Ukuhlobanisa okulula ethekstini nobujamo.		1	
13.		Liyaduma		Ipendulo ekungiyo. (Tshwaya ngo- x ipendulo okungasingiyo.)	E	4	3
14.	A	Thwala		Ukukhetha amagama ekungasingiwo ethekstini		1	
	B	nghwatha		Ipendulo ekungiyo	E	4	2
	C	kghwatha		Ukuhlangahlanganisa amatjhada.		3	
	D	dlhadlhabala		Ukuhlangahlanganisa amatjhada wamagama angafani.		2	
15.	A	ngaphambili kwakhe.	1	Ipendulo ekungiyo.	M	4	3
	B	ngemva kwakhe.		Ukuhlobanisa nokuphikisa okungaphambili.		3	
	C	esikolweni.		Ukusetjenziswa kwabondaweni namabizo.		1	
	D	kuye.		Ukuhlobanisa okulula kwependulo ekungiyo.		2	
16.		Bayazifuthumeza	1	Ipendulo ekungiyo.	M	4	3
17.	A	dlala		Okuvamileko okwenziwako ukufaka ukamisa u 'e' bese kuphenduka umutjho ube sesikhathini esidlulileko.		3	
	B	tjhatjhalazi		Ukupeleda ekungasikho Ukuhlobanisa okulula.		2	
	C	dlale	1	Ipendulo ekungiyo	M	4	3
	D	dlala		Ukukhetha nanyana ngisiphi isenzo.		1	
18.	A	senzile		Ukupeleda ekungasikho.		3	

Inomboro		Impendulo elindelekileko	Imaksi	IDiagnostic	Izinga lobudisi	Izinga lokusebenza	IGreyidi
	B	sebenzisa	1	Ipendulo ekungiyo.	M	4	3
	C	sebenze		Ukuhlangahlanganisa iinkathi isikhathi esidlulileko.		1	
	D	sebenza		Ukuhlangahlanganisa iinkathi isikhathi sanje.		2	
19.		Nanyana ngimuphi umutjho ohlathulula umehluko wegama isib. Izulu lina ebusika.	1	Umqondo ophathelene nehomofowuni awukabanjwa nangabe umutjho awunikeli ihlathululo yegama ithebula nethebuleni lokumumethweko .	D	4	4
20.	A	ubusika.		Ukuhlangahlanganisa igama eliphikisako nelitjho izinto ezifanako.		2	
	B	kumakhaza.		Ukuhlangahlanganisa igama eliphikisako namagama ahlukana ngokwehla.nokukhuphuka kwephimbo.		1	
	C	ukuthengisa.		Ukuhlangahlanganisa igama eliphikisako namagama wegido.		3	
	D	kuyatjhisa.	1	Ipendulo ekungiyo.	D	4	3

ITHEKSTI YESIHLANU UBUKGHWARI BOKUTLOLA

Irubriki yokutshwaya

Ikhratheriya	Amamaksi	Umtlomelo
Indinyana	1	
Okumumethweko	3	
Amatshwayo wokufunda nokutlola	2	
Ihlelo	2	
Ukupeleda	2	
Inani	**10**	

ITHEKSTI YESIHLANU: UBUKGHWARI BOKUTLOLA

Ukutsenga iimphoso zobukghwari bokutlola (Itheksti 5)

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
	Greyidi 4	Greyidi 3	Greyidi 2	Gregriyi 1	
Indinyana	3 iindinyana	2 lindinyana	1 indinyana	0 indinyana	Kopulule iinlayelo/igama linye/nofana ingcenye yomutjho.
Okumumethweko	13 nofana ngaphezulu imitjho ezwakalako ehlobene nesihloko	9-12 nofana ngaphezulu imitjho ezwakalako ehlobene nesihloko.	3-8 nofana ngaphezulu imitjho ezwakalako ehlobene nesihloko.	1 - 2 nofana ngaphezulu imitjho ezwakalako ehlobene nesihloko	Umutjho ongahlobani nesihloko
Amatshwayo wokutlola nokufunda	0-3 iimphoso zamatshwayo wokufunda wokutlola	4-6 iimphoso zamatshwayo wokufunda wokutlola	7-9 iimphoso zamatshwayo wokufunda wokutlola	10 nangaphezulu iimphoso zamatshwayo wokufunda wokutlola	Kopulule iinlayelo/igama lnye/nofana ingcenye yomutjho..
Ihlelol	0-3 iimphoso zehlelo	4-6 iimphoso zehlelo	7-9 iimphoso zehlelo .	10 nangaphezulu iimphoso zehlelo	Kopulule iinlayelo/igama linye/nofana ingcenye yomutjho..
Ukupeleda	0-3 iimphoso zokupeleda	4-6 iimphoso zokupeleda	7 -9 iimphoso zokupeleda	10 nanagaphezulu iimphoso zokupeleda	Kopulule iinlayelo/igama linye/nofana ingcenye yomutjho.

ITHEKSTI YESIHLANUTEXT FIVE

Irubhriki yobukghwari bokutlola

<table>
<tr><th colspan="3">ITHEBULA LOKUHLOLA</th></tr>
<tr><th>IKHRATHERIYA</th><th>iHLATHULULO</th><th>AMAMAKSI</th></tr>
<tr><td rowspan="2">Indinyana

(Ubunengi bamamaksi1)</td><td>Kopulula iinlayelo / umutjhwana nofana ingcenye yomutjho/imitjho engaphasi -4/imitjho inomboriwe</td><td>0</td></tr>
<tr><td>Indinyana yinye enemitjho -4. Umutjho utloleke kuhle awukatloleki emideni ehlukeneko</td><td>1</td></tr>
<tr><td rowspan="4">Okumumethweko

(Ubunengi bamamaksi 3)</td><td>Kopulula iinlayelo / umutjhwana nofana ingcenye yomutjho</td><td>0</td></tr>
<tr><td>1 – 3 imitjho elula ehlobene nesihloko.</td><td>1</td></tr>
<tr><td>4 – 6 imitjho elula ehlobene nesihloko.</td><td>2</td></tr>
<tr><td>7 – 8 imitjho elula ehlobene nesihloko.</td><td>3</td></tr>
<tr><td rowspan="3">Amatshwayo wokufunda nokutlola)

(Ubunengi bamamaksi 2)</td><td>Ngaphezu kweemphoso ezi-7 zamatshwayo wofunda nokutlola..</td><td>0</td></tr>
<tr><td>4 – 6 limphoso zamatshwayo wofunda nokutlola.</td><td>1</td></tr>
<tr><td>1 – 3 limphoso zamatshwayo wofunda nokutlola</td><td>2</td></tr>
<tr><td rowspan="3">Ihlelo

(Ubunengi bamamaksi 2)</td><td>Imitjho engaphezulu ku-7 enemphosiso zehlelo..</td><td>0</td></tr>
<tr><td>4 – 6 limphoso zehlelo.</td><td>1</td></tr>
<tr><td>1 – 3 limphoso zehlelo.</td><td>2</td></tr>
<tr><td>Ukupeleda</td><td>Ngaphezu kweemphoso ezi-7 zokupeleda.</td><td>0</td></tr>
</table>

(Ubunengi bamamaksi)	4 – 6 iimphoso zokupeleda.	1
	1 – 3 iimphoso zokupeleda.	2
	INANI	10

FIVE: CREATIVE WRITING

Error Analysis for Creative Writing (Text 5)

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
	Grade 4	Grade 3	Grade 2	Grade 1	
Paragraph	3 paragraphs	2 paragraphs	1 paragraph	0 paragraphs	Copied instructions/one word/phrase or part of sentence.
Content	13 and more meaningful sentences related to the topic.	9-12 meaningful sentences related to the topic.	3-8 meaningful sentences related to the topic.	1 - 2 simple sentences related to the topic.	Sentences unrelated to the topic.
Punctuation	0-3 punctuation errors.	4-6 punctuation errors.	7-9 punctuation errors.	10 and more punctuation errors.	Copied instructions/one word/phrase or part of sentence.
Grammar	0-3 grammatical errors.	4-6 grammatical errors.	7-9 grammatical errors.	10 and more grammatical errors.	Copied instructions/one word/phrase or part of sentence.
Spelling	0-3 spelling errors.	4-6 spelling errors.	7 -9 spelling errors.	10 and more spelling errors.	Copied instructions/one word/phrase or part of sentence.

TEXT FIVE   Rubric for Creative Writing

ASSESSMENT TABLE		
CRITERIA	**DESCRIPTION**	**MARKS**
Paragraph **(Maximum 1 mark)**	Copies instructions / one word phrase or part of a sentence / less than 4 sentences / sentences are numbered.	0
	One paragraph with 4 of more sentences. Sentences are written fluently and is not written on separate lines.	1
Content **(Maximum 3 marks)**	Copy instructions / one word phrase or part of a sentence	0
	1 – 3 simple sentences that is related to the topic.	1
	4 – 6 meaningful sentences that is related to the topic.	2
	7 – 8 meaningful sentences that is related to the topic.	3
Punctuation **(Maximum 2 marks)**	More than 7 punctuation errors	0
	4 – 6 punctuation errors	1
	1 – 3 punctuation errors	2
Grammar **(Maximum 2 marks)**	More than 7 grammar errors	0
	4 – 6 grammar errors	1
	1 – 3 grammar errors	2
Spelling **(Maximum 2 marks)**	More than 7 spelling errors	0
	4 – 6 spelling errors	1
	1 – 3 spelling errors	2
	TOTAL MARK	**10**