



**basic education**

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

# **DIAGNOSTIC TEST ITEMS**

## **GRADE 3**

**LANGUAGE AND MATHEMATICS**  
**ISIZULU**

**QUESTIONS AND MEMORANDA**

## **1. 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.

## **2. 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)**

Weighting	Spread of Questions			
	±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.**

### **3. 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

## 4. PROPOSED USAGE OF THE MATHEMATICS DIAGNOSTIC TEST ITEMS

- 4.1 Parts of the paper may be used independently at different intervals i.e. as a revision activity, formative task, etc.
- 4.2 Certain questions **per topic** or skill assessed may be selected from each section to compile a shorter testlet.

### EXAMPLES

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

- 4.3 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)

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

<b>Level of difficulty</b>	<b>Blooms Taxonomy</b>	<b>Descriptors</b> (These are not limited to the ones listed below)
<b>Easy</b>	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.
<b>Moderate</b>	Application and Analysis	Predict, infer, interpret, understand, rewrite in a certain order, apply, demonstrate, illustrate, investigate, factorise, differentiate, similarities, solve etc.
<b>Difficult</b>	Evaluating and Creating	Analyse, evaluate, justify, provide a reason, criticize, judge, derive, combine, construct, synthesise; proof; etc.

## EXAMPLES

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

- 4.4 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
<b>Section A</b> Question 1	<b>Section A</b> Question 2 & 3

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

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

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

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

## 5. 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)**

<b>Levels of understanding</b>	<b>Descriptors for the levels of understanding.</b>
Level 1	<p>Learners demonstrate (i.e. a combination but may not be all of the following) that they:</p> <ul style="list-style-type: none"> <li>- have no understanding of the question or a conceptual misunderstanding;</li> <li>- are unfamiliar with operational procedures but can compute basic straight forward operations;</li> <li>- are not able to implement (un)related strategies to solve a problem;</li> <li>- excessive depend on the information that is provided in the question and is incorrectly used/duplicated;</li> <li>- utilise unrelated vocabulary to the question.</li> <li>- Etc.</li> </ul>
Level 2	<p>Learners demonstrate (i.e. a combination but may not be all of the following) that they:</p> <ul style="list-style-type: none"> <li>- 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;</li> <li>- can apply basic mathematical knowledge in straight forward situations;</li> <li>- demonstrate a limited knowledge of some concepts and some procedures;</li> <li>- Etc.</li> </ul>
Level 3	<p>Learners demonstrate (i.e. a combination but may not be all of the following) that they can:</p> <ul style="list-style-type: none"> <li>- apply some conceptual knowledge and ability to analyse but is inconsistent in computational and reasoning skills;</li> <li>- apply their knowledge and understanding to solve problems.</li> <li>- solve word problems involving operations with whole numbers and use division in a variety of problem solving situations.</li> <li>- interpret and use data to solve problems with minimal error of judgement;</li> <li>- use given information to complete various graphs;</li> <li>- Etc.</li> </ul>
Level 4	Correct response.

Levels of understanding	Descriptors for the levels of understanding.
	<p>Learners demonstrate (i.e. a combination but may not be all of the following) that they:</p> <ul style="list-style-type: none"> <li>- consistently apply/demonstrate correct computational and reasoning skills required in the question;</li> <li>- apply their understanding and knowledge in a variety of relatively complex situations and explain their reasoning;</li> <li>- solve a variety of multi-step word problems;</li> <li>- apply geometric knowledge of a range of two-and three-dimensional shapes in a variety of situations;</li> <li>- draw a conclusion from given data and justify their conclusion.</li> <li>- Etc.</li> </ul>

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.

## 6. MARKING GUIDELINES: MATHEMATICS

- 6.1 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.
- 6.2 Section A and B are allocated a mark each per answer. Marks for Section C are allocated according to the demand of the question.
- 6.3 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.
- 6.4 The levels of difficulty indicate the cognitive demands of the question which are: Easy (E), Moderate (M) and difficult (D).

6.5 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 1<sup>st</sup> answer (in 1.1) but do award a mark for the 2<sup>nd</sup> 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: <b>KNOWLEDGE (K)</b>	LEVEL 2: <b>ROUTINE PROCEDURES (R)</b>	LEVEL 3: <b>COMPLEX PROCEDURES (C)</b>	LEVEL 4: <b>PROBLEM-SOLVING (P)</b>
<ul style="list-style-type: none"> <li>• Knowing</li> <li>• Remember/Recall</li> </ul> <ul style="list-style-type: none"> <li>• Straight recall</li> <li>• Identification of correct formula</li> <li>• 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.</li> <li>• Read information directly from a table (e.g. the time that bus number 1 234 departs</li> <li>• Use of mathematical facts</li> <li>• Appropriate use of mathematical vocabulary</li> <li>• Know appropriate vocabulary such as equation, formula, bar</li> </ul>	<ul style="list-style-type: none"> <li>• Applying routine procedures in familiar contexts</li> <li>• Understanding</li> </ul> <ul style="list-style-type: none"> <li>• Perform well-known procedures.</li> <li>• Learners know what procedure is required from the way the problem is posed.</li> <li>• Simple applications and calculations using the basic operations including: <ul style="list-style-type: none"> <li>◦ algorithms for +, -, ×, and ÷</li> <li>◦ calculating a percentage of a given amount</li> </ul> </li> <li>• Calculations which might involve many steps</li> <li>• Derivation from given information may be involved</li> <li>• All of the information required to solve the problem is immediately available to the student and where each of the</li> </ul>	<ul style="list-style-type: none"> <li>• Applying multi-step procedures in a variety of contexts (including word sums)</li> </ul> <ul style="list-style-type: none"> <li>• Problems involving complex calculations and/or higher order reasoning</li> <li>• The required procedure is not immediately obvious from the way the problem is posed.</li> <li>• 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.</li> <li>• Investigations to describe rules and relationships –</li> <li>• There is often not an obvious route to the solution</li> <li>• Problems not based on a real world context - could involve making significant connections between different representations</li> <li>• Conceptual understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Reasoning and reflecting</li> </ul> <ul style="list-style-type: none"> <li>• Unseen, non-routine problems (which are not necessarily difficult)</li> <li>• Higher order understanding and processes are often involved</li> <li>• Might require the ability to break the problem down into its constituent parts</li> <li>• Generalise patterns observed in situations,</li> <li>• Make predictions based on these patterns and/or other evidence and determine conditions that will lead to desired outcomes.</li> <li>• Pose and answer questions about what mathematics they require to solve a problem and then to select and use that mathematical content.</li> <li>• The sum of three consecutive whole numbers is 27. Find the numbers.</li> <li>• Sarah divided a certain number by 16. She found an answer of 246</li> </ul>

<p>graph, pie chart, Cartesian plane, table of values, mean, median and mode.</p> <ul style="list-style-type: none"> <li>• Write the next three numbers in the sequence: 103; 105; 107...</li> <li>• Determine the factors of 64</li> <li>• Write the prime numbers that are factors of 36</li> </ul>	<ul style="list-style-type: none"> <li>• required dimensions is readily available.</li> <li>• Estimation and appropriate rounding off of numbers</li> <li>• Measure dimensions such as length, weight and time using appropriate measuring instruments sensitive to levels of accuracy.</li> <li>• Draw data graphs from provided data.</li> <li>• Solve equations by means of trial and improvement or algebraic processes</li> <li>• Determine the value for if <math>x + 4 = 10</math>.</li> <li>• Use three different techniques of calculating <math>488 + 16</math></li> <li>• Calculate: <math>115 + 31\ 012</math>.</li> </ul>	<ul style="list-style-type: none"> <li>• One or more preliminary calculations and/or higher order reasoning</li> <li>• Solve equations by means of trial and improvement or algebraic processes</li> <li>• Select the most appropriate data from options in a table of values to solve a problem.</li> <li>• Decide on the best way to represent data to create a particular impression.</li> <li>• Betty is 4 years old and Jabu is 8 years old. Determine the ratio between their ages. Write the ratio in simplest fractional form.</li> <li>• Investigate the properties rectangles and squares to identify similarities and differences.</li> <li>• There were 20 sweets in the <math>\frac{2}{5}</math> of the sweets. How many sweets are left</li> </ul>	<p>with a remainder of 4. What is the number?</p> <ul style="list-style-type: none"> <li>• 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?</li> <li>• Write the answer in simplest fractional form.</li> </ul>
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# LANGUAGE

## 7. PROPOSED USE OF THE LANGUAGE RESOURCE BANK

- 7.1 Parts of the resource bank may be used independently at different intervals e.g. as revision activities, informal assessment activities and baseline assessments.
- 7.2 Certain questions, per skill assessed, may be selected from a section to compile a shorter activity, e.g.

<b>Grade 3: Phonics (Phase based test)</b>
No: 11 - 20

- 7.3 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.

<b>Grade 3: Easy questions related to punctuation</b>
Text 1: Story No: 21; 22;

- 7.4 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.

<b>Grade 3: (Grade 1 and 2 questions - Reading and Phonics)</b>
Text 4: Table of Contents No: 1; 2; 3; and 4

- 7.5 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.

<b>Grade 3:</b> <b>(Grade 1 and 2 questions on visual text)</b>
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Question 2: Graph No: 1 and 2
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7.6 The teacher should decide when, where and how the assessment may be used to enhance teaching and learning.

## 8. 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**

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

<b>Levels of Performance</b>	<b>Possible Learner Error</b>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>Makes errors that reflect analysis and interpretation, but conclusions or inferences arrived at are secondary or weaker ones than required for correct response.</li> <li>A distractor may be related to the correct response in meaning, but be too narrow or broad given the circumstances.</li> </ul>
<b>Level 4</b>	<ul style="list-style-type: none"> <li>Correct response.</li> </ul>

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.

## **9. MARKING GUIDELINES: LANGUAGE**

### **9.1 LANGUAGE**

#### **9.1.1 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.

#### **9.1.2 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.

### 9.1.3 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 have 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.

### 9.1.4 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	9
	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	
	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

## **10. 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.

## **11. 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.

### **11.1 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.

### **11.2 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.

### 11.3 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.

### 11.4 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.

## 11.5 **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.

## **11.6 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.

## **REFERENCES**

1. Kelly V. King et al (2004), *The Distractor Rationale Taxonomy: Enhancing Multiple Choice Questions in Reading and Mathematics*, Pearson Education
2. The Cardiff University Assessment Strategy  
(<http://www.cf.ac.uk/learning/themes/assess/strategy/index.htm>)

# **MATHEMATICS DIAGNOSTIC QUESTIONS & MEMO:**

## **ISIZULU**



## basic education

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

### DIAGNOSTIC ASSESSMENT MATHEMATICS: ISIZULU GRADE 3

#### **Umyalelo ka thisha:**

1. Lemibuzo yenzelwe ukuxilonga ulwazi lwabafundi.
2. Fundisa imiyalelo kathisha (teacher guidelines) ngaphambi kokubhalisa lemibuzo.
3. Lemibuzo ingabhaliswa ngokwezigaba noma ngokwemibuzo ngaminye.
4. Lemibuzo ingabhaliswa ngokuyihlela nangokukhetha izingxenye zolwazi ezithile (content areas), ubulukhuni nokujiya kwayo (cognitive levels) kanye nangokwamabanga (grades).
5. Ukuqokwa kombuzo noma imibuzo noma izigaba ezithile zemibuzo kungenziwela izinhloso ezithile eziqondwe nguthisha zokukhetha leyomibuzo.

#### Njengokuthi nje:

- Uthisha ofundisa ibanga lesithathu (Grade 3) angafisa ukwazi ukuthi abafundi bakhe banalo yini ulwazi lwamabanga angemuva oluphathelene naleyongxenyana yolwazi.
- Ngaleyondlela- ke uthisha angakhetha imibuzo yalawomabanga ezigabeni ezahlukene kulelibhukwana.
- Leyomibuzo-ke izoveza ukuthi abafundi bacije kangakanani kuleyongxenye yolwazi.
- Leyomibuzo kungakuhle ihlelefwe ukuqala konyaka. Imiphumela yalokhu kuxilonga izosiza uthisha ukuthi akwazi ukulungiselela zonke izingxenye zolwazi ezikusomqulu uCAPS.

**Please note the following keys:**

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

Kokelezela uhlamu olunempendulo efanele kusukeka kumbuzo woku-1 kuya kowe-15.

NOR/Repeated addition/G1/R/E

1. Qedela:  $2 + 2 + 2 + 2 =$

- A 6
- B 4
- C 2
- D 8

NOR/Addition/G2/R/E

2. Hlanganisa ama-50 ne-5.

- A 250
- B 505
- C 10
- D 55

NOR/Problem Solving addition/G2/R/M

3. Kunama-aphula ayi-18, amapheya ayi-11 kanye nobhanana aba-5 ebhokisini. Zingaki lezi zithelo sezizonke?

- A 34
- B 29
- C 43
- D 3

NOR/Counting/G3/K/E

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

- A 100, 105, 110, 115
- B 130, 120, 110, 100
- C 100, 110, 120, 130
- D 110, 120, 130, 140

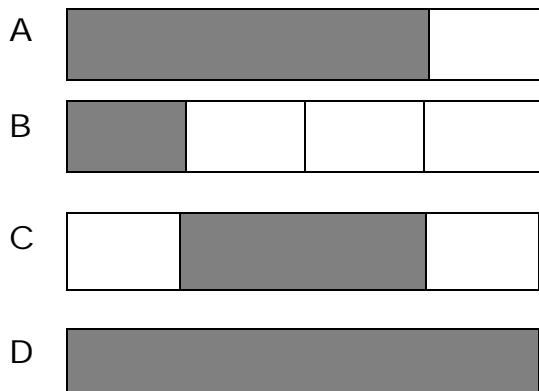
NOR/ Number symbol/G3/K/M

5. Yiluphi uphawu lwale nombolo: amakhulu ayisithupha namashumi ayisishiyagalolunye nesishiyagalombili?

- A 60 098
- B 6 098
- C 968
- D 698

NOR/Fractions/G3/K/M

6. Yimuphi umdwebo okuhlikihlwe kuwo amakota ama-2 kule midwebo elandelayo?



NOR/Subtraction/G3/R/E

7. Qedela:  $236 - 136 =$

A 136

B 100

C 172

D 472

NOR/Division/G3/P/M

8. Yiluphi uphawu olushiyiwe kulo musho wezinombolo ongezansi?

$40 \square 5 = 8$

A —

B ×

C +

D ÷

PFA/Geometric Patterns/G2/K/E

9. Yimaphi amasheyiphu afanele ukulandela kuleli phethini?

Δ○□ Δ○□ Δ○□

A 

B 

C 

D 

PFA/Number Patterns/G3/K/M

10. Yiziphi izinombolo ezishiyiwe kuleli phethini lezinombolo?

\_\_\_\_; \_\_\_\_; 12; 16; 20

A 10; 11

B 8; 10

C 4; 8

D 6; 9

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

11. Iyiphi into eshelelayo kwezibalwe ngezansi?

A Imabuli

B Ibholo

C Ithileyi

D I -olintshi

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

12. Yisiphi isimo esinhlangothi mbili (2-D) esingenawo amacala aqondile?

A Unxande

B Unxantathu

C Isikwele

D Indilinga

M/Mass/G2/K/E

13. Iyiphi into esinda kakhulu kunazo zonke kwezilandelayo?

A



B



C



D



M/Time/G3/K/M

14. Mangaki amaviki (amasonto) ezinsukwini ezinga- 28?

A 4

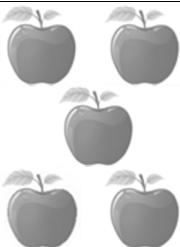
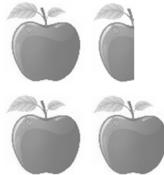
B 3

C 5

D 6

DH/Analyse and interpret data/G3/P/D

15. Kule grafu elandelayo uSipho unama aphula amaningi kangakanani kuno Zakithi?

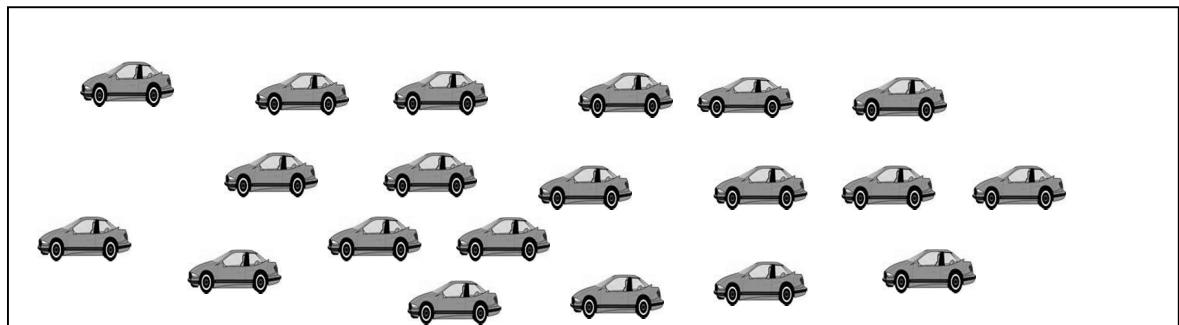
		
uSipho	uNoxolo	uZakithi

- A 3 nohhafu
- B 5
- C 8 nohhafu
- D 1 nohhafu

## SIGABA B

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

16. Bala izithombe zezi moto bese ubhala impendulo yakho ngamagama.



NOR/Place Value/G3/K/E

17. Bhala ubungako bedij ithi edwetshelwe: 156.

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

18. Hlela izinombolo ozinikiwe kusukela kwenkulu kuye kwencane.

391, 193, 913, 931, 139, 319

NOR/Division/G3/R/D

19. Qedela:  $\boxed{72} \div \boxed{3} = \boxed{\quad}$

NOR/Money/G3/R/M

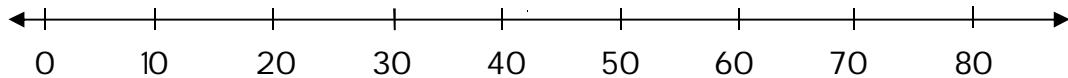
20. Guqula bese uyaqedela:

a.  $135c = R\_\_\_$

b.  $R1,60 = \_\_\_c$

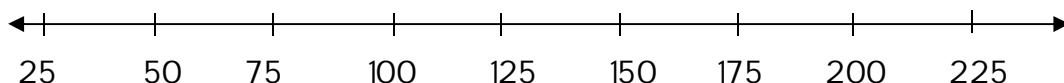
NOR/Multiplication/G3/R/M

21. Sebenzisa umugqa wezinombolo ukutshengisa ukuthi  $4 \times 10 = 40$



NOR/Subtraction on the Number Line/G3/R/D

22. Dweba ukugxuma emugqeni wezinombolo ukhombise ukuthi  
 $125 - 50 = 75$ .



PFA/Geometric Patterns/G3/R/E

23. Yelula leli phethini lej iyomethri kanye.



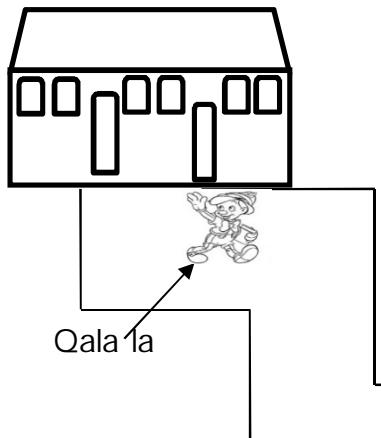
PFA/Number Patterns/G3/R/M

24. Bhala umthetho osetshenziswe kuleli phethini elingezansi.  
380; 384; 388; 392

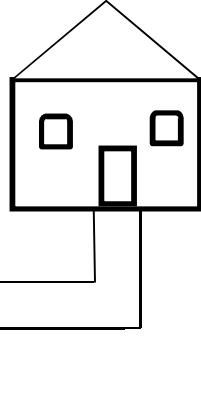
25. SS/Position, orientation and views/G3/R&K/M

Bheka lesi sithombe bese uphendula imibuzo engezansi.

I sikole



I khaya



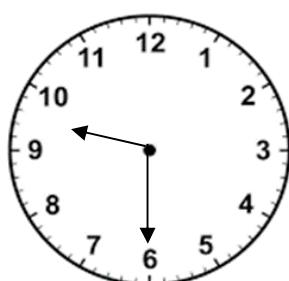
a. Uj ika kangaki uLizwi uma esuka esikoleni eya ekhaya?

b. Uma uLizwi esuka esikoleni, ngabe isihlahla sizoba

ngakwesokunxele noma ngakwesokudla sakhe yini?

M/Time/G3/K/M

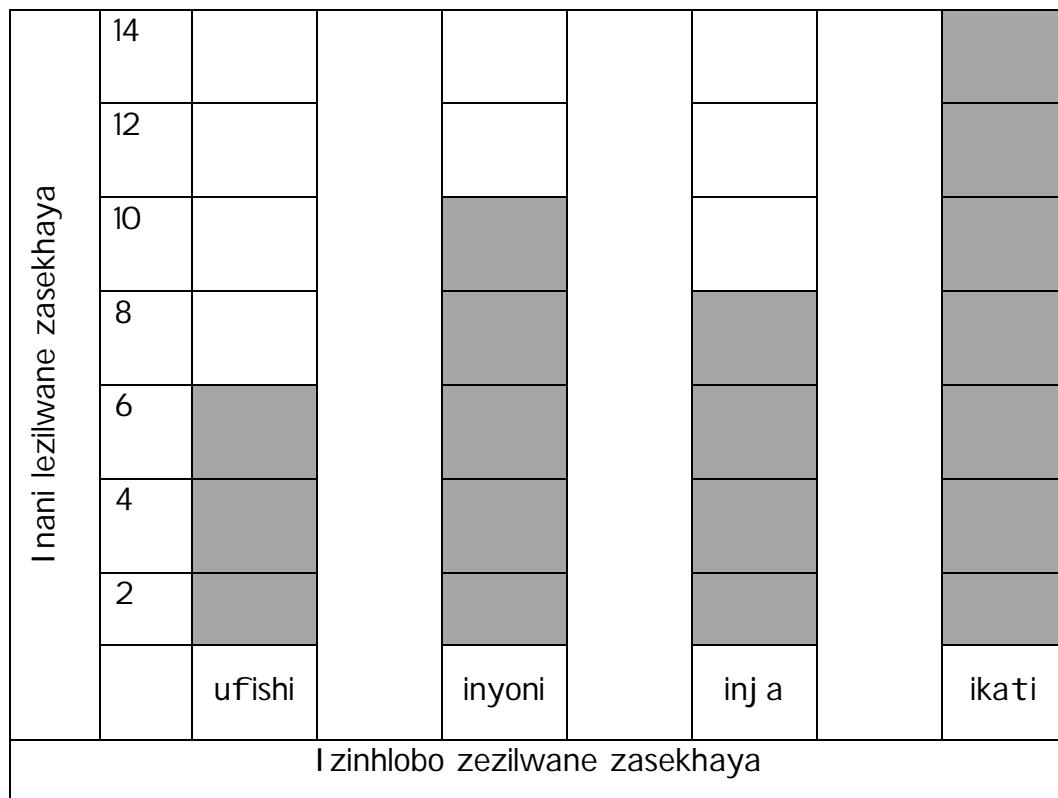
26. Funda isikhathi ewashini bese uqedela umusho ongezansi.



I sikhathi kuleli washi lezinti sithi ...

27. Funda ibhagrafu bese uphendula imibuzo elandelayo.

Izilwane zasekhaya ezikhethwe ngabafundi



Yisiphi isilwane sasekhaya esithandwa kakhulu?

## **ISIGABA C**

Khombisa konke ukusebenza kwakho.

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

28. USizwe una-R32. UMazwi unamarandi aphindaphindwe kathathu kunakaSizwe.  
Unamalini uMazwi?

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

29. Kunabantu aba-490 enkundleni yebhola lezinyawo. Uhhafu wabo yizingane,  
omunye uhhafu ngabazali. Zingaki izingane sezizonke enkundleni yebhola?

M/Time/G3/C/M

30. UThuli uvuka ngehora le-5 nqo nj alo ekuseni. Isikole sakhe singena imizuzu  
iyishumi nesihlanu lishayile ihora le-7. Unesikhathi esingakanani ngaphambi kokuthi  
isikole singene?

M/Mass/G3/C/D

31. UZanele uqoqe amastrobheri anga -700g kwathi uNomusa waqoqa anga-360g.  
UNomusa waqoqa amagremu amastrobheri angaphansi kangakanani  
kunakaZanele?

M/Length/G3/C/D

32. Umj ikelezo wenkambu eyisikwele unga-48m. Bungakanani ubude becalalenkambu  
ngalinye?



**DIAGNOSTIC TEST ITEMS: MARKING GUIDELINE  
IMATHEMATHEKISI: ISIZULU  
IBANGA 3**

**Le memorandamu inamakhasi ayi-6.**

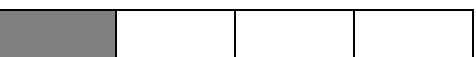
Levels of difficulty	Cognitive levels
E: easy	K: knowledge
M: moderate	R: routine procedure
D: difficult	C: complex procedure P: problem solving

Levels of understanding	
1:	There are unrelated strategies or excessive dependence on the information that is provided in the question and is incorrectly used/is duplicated.
2:	There is some computational ability that <b>may</b> not relate to the question/topic.
3:	There is some 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**

- **Imaki eli-1 ngempendulo.**
- **Ungamuphi imaki uma ekhethe okungaphezulu kokukodwa.**

Number	Expected answer		Level of understanding or error analysis		Cognitive level	Level of difficulty	Grade level
2.	A	6	1	Uhlanganise izinombolo ezintathu zokuqala kuphela.	R	E	1
	B	4	1	Uhlanganise izinombolo ezimbili zokuqala kuphela.			
	C	2	1	Ucabange ukuthi iphethini lezinombolo.			
	D	8 ✓	4	Impendulo efanele.			
3.	A	250	2	Uphindaphinde a-50 ka-5.	R	E	2
	B	505	2	Uvele wabuyisa ama – 505 njengoba enjalo.			
	C	10	2	Uhlukanise ama-50 ka-5.			

Number		Expected answer		Level of understanding or error analysis		Cognitive level	Level of difficulty	Grade level
	D	55 ✓	4	Impendulo efanele.				
4.	A	34 ✓	4	Impendulo efanele.	R	M	2	
	B	29	2	Uhlanganise izinombolo ezimbili kuphela.				
	C	43	1	Uphambanise amadijithi.				
	D	3	1	Akawabhekisisanga amanani ezithelo ngazinye, wanaka izinhlobo zezithelo kuphela.				
5.	A	100, 105, 110, 115	1	Ubale nga-5.	K	E	3	
	B	130, 120, 110, 100	3	Ubale ngamashumi ngokuhlehlala.				
	C	100, 110, 120, 130 ✓	4	Impendulo efanele.				
	D	110, 120, 130, 140	3	Ubale ngamashumi kusukela kwi-110.				
6.	A	60098	1	Akaqondi ubungako bedijithi enombolweni.	K	M	3	
	B	6098	1	Akaqondi ubungako bedijithi enombolweni.				
	C	968	2	Udidwe ngamakhulu ayisithupha namaqoqo ayishumi kokuyisishiyagalolunye.				
	D	698 ✓	4	Impendulo efanele.				
7.	A		1	Uphambanisa amaqhezu amabili namaqhezu amathathu.	K	M	3	
	B		2	Ufunde nje igama elithi ikwata, wase elikhetha.				
	C		4	Impendulo efanele.				
	D		1	Akakwazi ukuhlukanisa amaqhezu amane kokuphelele.				
8.	A	136	1	Ususe amakhulu kuphela.	R	E	3	

Number		Expected answer	Level of understanding or error analysis		Cognitive level	Level of difficulty	Grade level			
	B	100 ✓	4	Impendulo efanele.						
	C	172	1	Ususe amakhulu kodwa wahlanganisa amashumi nemivo.						
	D	472	2	Uhlanganisile esikhundleni sokususa.						
9.	A	—	1	Kungenzeka ukuthi uqagelile noma akanalo ulwazi lokuhlukanisa.	P	M	3			
	B	×	1							
	C	+	1							
	D	÷ ✓	4							
10.	A	Δ○□ ✓	4	Impendulo efanele.	K	E	2			
	B	○Δ□	1	Akakuqaphelisisanga ukulandelana okufanele kwamasheyiphu.						
	C	□Δ○	1							
	D	Δ□○	1							
11.	A	10; 11	1	Ubale nga-1 wangazinaka izinombolo ezimbili zokugcina.	K	M	3			
	B	8; 10	2	Ubale nga-2 akangayibona iphethini.						
	C	4; 8 ✓	4	Impendulo efanele.						
	D	6; 9	1	Ubale nga-3 akangayibona iphethini.						
12.	A	Imabuli	1	Akakuqondisisi kahle ukushelela.	K	E	2			
	B	Ibhola	1							
	C	Ithileyi ✓	4							
	D	I-olintshi	1							
13.	A	Unxande	1	Akakwazi ukwehlukanisa phakathi kwamasheyiphu anganamacala aqondile.	K	M	3			
	B	Unxantathu	1	Akakwazi ukwehlukanisa phakathi kwamasheyiphu anganamacala aqondile.						

Number		Expected answer	Level of understanding or error analysis		Cognitive level	Level of difficulty	Grade level			
	C	Isikwele	1	Akakwazi ukwehlukanisa phakathi kwamasheyiphu anganamacala aqondile.						
	D	Indilinga ✓	4	Impendulo efanele.						
14.	A		1	Akaqhathanisanga izibonelo azinikiwe, wehluleka ukubona okusinda kakhulu.	K	E	2			
	B		4							
	C		1							
	D	 ✓	2							
15.	A	Amaviki a- 4 ✓	4	Impendulo efanele.	K	M	3			
	B	Amaviki a- 3	2	Akanawo umqondo wezinsuku ezakha iviki (isonto) abese esebezisa indlela yokubala efanele ukuthola impendulo.						
	C	Amaviki a- 5	1							
	D	Amaviki a- 6	1							
16.	A	3 nohhafu	1	Ubale ama-aphula kaZakithi kuphela.	P	D	3			
	B	5	1	Ubale ama-aphula kaSipho kuphela						
	C	8 nohhafu	1	Ubale ama-aphula kaSipho ehangene nakaZakithi.						
	D	1 nohhafu ✓	4	Impendulo efanele.						

## ISIGABA B

- Yamukela noma yisiphi isixazululo esifanele noma singafakwanga kule memorandamu.
- Uganaki amaphutha esipelingi.
- Yamukela impendulo noma ngabe kusetshenziswe luphi ulimi olusemthethweni (uma kuyigama).
- Ungalinikezi imaki eliwu hhafu.

Number	Expected answer	Clarification	Mark	Cognitive level	Level of difficulty	Grade level
16.	Amashumi amabili ✓	Yamukela inombolo ebhalwe ngamagama kuphela.	1	K&R	E	2
17.	50 noma amashumi ama - 5	Nikeza imaki uma enikeze ubungakho bedijithi ngokuyikho. Ungalinikezi imaki uma enikeze isikhukundla sedijithi.	1	K	E	3
18.	931, 913, 391, 319, 193, 139 ✓	Nika imaki uma zonke izinombolo zilandelana ngendlela efanele.	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.		<ul style="list-style-type: none"> <li>Nikeza imaki uma imigxumo yomine ivezwe ngokuyikho.</li> </ul>	1	R	M	3
22.		<ul style="list-style-type: none"> <li>Yamukela yomibili imidwebo</li> </ul>	1	R	D	3
23.	✓	Nikeza imaki uma yomithathu imidwebo ilandelana ngokuyikho.	1	R	E	3

Number	Expected answer	Clarification	Mark	Cognitive level	Level of difficulty	Grade level
24.	Hlanganisa oku- 4 <b>noma</b> + 4 <b>noma</b> iphethini ka- 4 <b>noma</b> bala uye phambili ngokune <b>noma</b> yandisa ngoku -4 ✓		1	R	M	3
25.	a. 7/ sikhombisa		1	R	M	3
	b. kwesobunxele		1	K	M	1
26.	Ligamenxe ihora lesishiyagalolunye <b>noma</b> Imizuzu ingamashumi ama-30 emva kwehora lesi-9 <b>noma</b> Imizuzu ingama-30 ngaphambi kwehora le-10 ✓		1	K	M	1
27.	ikati		1	R	M	2

### ISIGABA C

- Lona ngumkhombandela wokumaka. Uma abafundi besebenzise indlela ehlukile kodwa kube kuyiwo amasu okuphendula nokuxazulula izinkinga zeMathemathekisi kumele banikwe amamaki.**
- Ukusebenzisa lo mkhombandela (imemorandum) kwenzelwe ukuqinisekisa ukuthi kumakwe ngokucophelela, kube nokwethembeka futhi kwamukeleke ukuze abafundi babone ukuthi basebenze kanjani.**

Number	Expected answer	Clarification	Mark	Cognitive level	Level of difficulty	Grade level
28.	Inani likaMazwi = $3 \times R32$ = $R30 + R30 + R30 + R2 + R2 + R2$ ✓ = $R90 + R6$ = $R96$ ✓		2	P	D	3
29.	Inani lezingane  = $490 \div 2$ = $(400 + 80 + 10) \div 2$ ✓ = $200 + 40 + 5$ = $245$ ✓	Imaki eli-1 lanoma iyiphi indlela efanele, nemaki eli-1 lempendulo efanele.  Akuvezwe konke ukubala.	2	C	D	4

Number	Expected answer	Clarification	Mark	Cognitive level	Level of difficulty	Grade level
30.	7:15 – 5:00 ✓ = 2h:15 imizuzu ✓ noma amahora a-2 nekota ✓✓		2	C	M	3
31.	Inani lama gremu = 700g - 360g ✓ = 340g ✓		2	C	D	3
32.	Ubude ngamamitha = $48 \div 4$ ✓ = $(40 + 8) \div 4$ = $10 + 2$ ✓		2	C	D	3

# **ISIZULU HOME LANGUAGE**

## **DIAGNOSTIC QUESTIONS & MEMO**



## basic education

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

### **IPHEPHA ELIYISIBONELO** **ISIZULU UIMI LWEBELE** **IBANGA: 3**

**Leliphepha linamakhasi angama-30.**

#### **Amanothi kathisha**

1. Lezi zivivinyo zenzelwe ukuba zibe ithuluzi lokuhlolwa kokucubungula ingqinamba yokufunda.
2. Uyacelwa ukuthi ufunde kuqala umhlahlandlela kathisha ngaphambi kukuba usebenzise lezi zivivinyo.
3. Ungazisebenzisa lezi zivivinyo ngokweziqephu noma ngokwemibuzzo ehlukene.
4. Ungaphinda futhi uhlukanise iziqephu noma imibuzzo ngokwamakhono nangokwamazinga ayo, futhi kanye nangamabanga ahlukene.
5. Ukukhetha iziqephu noma imibuzzo kumele kuncike enj ongweni yokuhlolwa. Isib. Kungenzeka ukuthi ufunya ukubona ukuthi abafundi bebanga lesi-3 baphumelele kahle ezidingweni zalezi zingxenye: ukufunda nemisindo ebangeni loku 1 nelesi 2. Ngakho uyokhetha zonke izinto embuzweni woku-1 ezingezebangwa loku-1 nelesi-2. Lokhu kungaba ukuhlolwa kokuqala okungenziwa ekuqaleni konyaka. Usungaqala-ke ukuhlela izifundo zakho zabafundi bebanga lesi-3 emva kokucubungula imiphumela yocwaningo lokuhlolwa kwasekuqaleni konyaka. Ngokunj alo

ungakhetha imibuzo ngokwezingxene zolimi ezelukene ze-CAPS kanye nesizathu sakho sokuhlola
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Qaphela ukuthi amabhokisi abhalwe ngenhla kombuzo ngamunye anikeza ulwazi oluqukethwe phakathi kuwo.

Uhlobo lombhalo	Izingxene zolimi	Okuqukethwe/ Umqondo/ Amakhono	Ibanga	Izinga lobulukhuni / lobunzima	I themu
Indaba exoxwayo	Ukufunda nemisindo	Abalingiswa abasendabeni	Ibanga 1	E	2

Lokhu okungezansi kuzobhalwa ngalendlela phezu kombuzo ngamunye.

Indaba exoxwayo	Ukufunda nemisindo	Abalingiswa abasendabeni	Ibanga	Izinga lobulukhuni/ lobunzima	I themu
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## **Umbuzo wokuqala**

**Funda ngokucophelela le ndaba elandelayo bese uphendula imibuzo.**

### **UMBHALO WOKU- 1: INDABA**

Ngelinye ilanga iseleseli elinomlomo omkhulu laligxuma lehla ngomgwaqo. Lase libona ikati lithamele ilanga eceleni komgwaqo. USeleseli wakhala ngezwi elikhulu ukuze ikati livuke. Wabuza ikati ukuthi lidlani. UKati wakhala, “Ngidla izinhlanzi,” wabuyela emuva wayolala. USeleseli wathi, “Oo, kwamnandi lokho!” Wase egxuma ehla ngomgwaqo.

Masinyane, uSeleseli wahlangana nenja enamabala kanye nomdlwane. USeleseli wabuza uNja ukuthi udlani. UNja wakhonkotha wathi udlanyama. USeleseli wakhala, “Oo, kwamnandi lokho!” Wase egxuma ehla ngomgwaqo.

Okulandelayo wabona inkomo elambile nezinyane lemvu kudla utshani. USeleseli wakhala ngezwi elikhulu, wase ebuza uNkomo ukuthi udlani. “Awuboni wena ukuthi ngidla utshani?” kukhala uNkomo. Waphinda wakhala futhi uSeleseli, “Oo, kwamnandi lokho!”, wayesegxuma wehla ngomgwaqo.

Emva kwalokho, USeleseli wabona inyoka enobuqili izigoqile phakathi nomgwaqo. Wayesekhala kakhulu uSeleseli ebuza uNyoka ukuthi udlani. UNyoka wakhala wathi udlana amaseleseli kodwa uthanda iseleseli elinomlomo omkhulu nj engoSeleseli. USeleseli wasekhala ngezwi elinswininizayo, “Oo, kwakubi lokho!”, ngokushesha wagxuma wabaleka wathi, “zinyawo zami ngibelethe” eya ekhaya.

**[Ithathele endabeni ethi “*Iseleseli elinomlomo omkhulu*”]**

### Isifundo sokuqondisisa

Uhlobo lombhalo	Izingxenye zolimi	Okuqukethwe/ Umqondo/ Amakhono	Ibanga	Izinga lobulukhuni/ lobunzima	I themu
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Indaba exoxwayo	Ukufundu nemisindo	Abalingiswa abasendabeni	Ibanga	Izinga lobulukhuni/ lobunzima	I themu
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Ubani umlingiswa oqavile?

1. Umlingiswa oqavile u...
  - A mdlwane.
  - B nyoka.
  - C selesele.
  - D mpukane.

Exoxwayo	Ukufundu nemisindo	Abalingiswa abasendabeni	Ibanga 2	E	2
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2 Khetha uhlu lwabalingiswa abakhulumayo endabeni.

- A uSelesele, uKati, uNja, uNkomo, uNyoka
- B uSelesele, uKati, uNja, uNkomo, uNhlanzi
- C uMvu, uMbuzi, uZinyane lemvu, uKhethi, uKati
- D uSelesele, uKati, uNkomo, uNyoka, uMdlwane

Exoxwayo	Ukufundu nemisindo	Chaza umlingiswa oqavile	Ibanga 3	M	1
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3. Luhlobo luni lwesele sele eligxuma lehla ngomgwaqo?

- A linomlomo omkhulu.
- B lilambile.
- C liluhlaza okotshani.
- D liwunoshobishobi.

Exoxwayo	Ukufunda nemisindo	Ukulandelanisa	I bangang 2	M	2
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4. Yisiphi isigameko esenzeka ekupheleni kwendaba.
- A USelesele wagxuma wabaleka ngokushesha waya ekhaya.
  - B USelesele wabona uNkomo noMvu bedla utshani.
  - C USelesele wahlangana noNyoka.
  - D USelesele wahamba waya kobhukuda.

Exoxwayo	Ukufunda nemisindo	Ukulandelanisa	I bangang 3	D	2
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5. Hlela izigameko ngokulandelana kwazo endaben.

Faka izinombolo ngokwezigameko kusukela kwesoku 1-4.

Inyoka yakhala yathi idla amaselesele anomlomo omkhulu.	
Ikati lakhala lathi lidla izinhlanzi.	
UNkomo wakhala wathi udla utshani.	
UNj a wakhonkotha wathi udla inyama.	

Exoxwayo	Ukufunda nemisindo	Umbuzo osezingeni eliphezulu	I bangang 3	M	2
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6. Kungani uSelesele akhala ngezwi elinswininizayo uma uNyoka emtshela

ukuthi udla amaselesele?

USelesele wakhala ngezwi elinswininizayo ngoba ...

- A wayesaba uNyoka.
- B wayefuna ukudla kukaNyoka.
- C umphimbo wakhe wawubuhlungu.
- D wayej abulile.

Exoxwayo	UkuFundu nemisindo	Thola lapho kwenzeka khona indaba	Ibangang 3	E	2
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7. Yenzeka kuphi le ndaba?

- A Emgwaqeni.
- B Epulazini.
- C Esitolo sezilwane.
- D Eduze kwedamu.

Exoxwayo	UkuFundu nemisindo	Nikeza umbono	Ibangang 3	M	3
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8. Uma uNyoka noSelesele baba abangani, kwakuzokwenzekani?

- A Babezokudla utshani ndawonye.
- B UNyoka noSelesele babezokhala.
- C Babezobhukuda ndawonye.
- D UNyoka wayengeke amudle uSelesele.

Exoxwayo	UkuFundu nemisindo	Nikeza umbono	Ibangang 3	D	4
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9. Kungani ucabanga ukuthi uSelesele wagxuma ngokushesha waya ekhaya?

Waye ...

- A funa ukuphumelela emj ahweni.
- B saba ukuthi uNyoka uzomudla.
- C qeda ingxoxo yabo noNyoka.
- D ngafuni ukushiywa yisikhathi.

Exoxwayo	Ukufunda nemisindo	Imbangala nomphumela	Ibang 4	D	4
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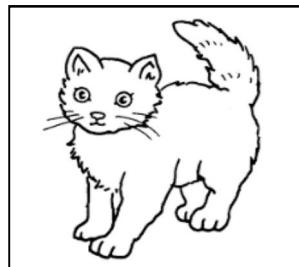
10. Ucabanga ukuthi kwakuzokwenzekani ukuba uSelesele akagxumanga wabaleka?

- A UNyoka noSelesele babezokuba abangani.
- B UNkomo wayezokudla uNyoka.
- C UNyoka wayezokudla uSelesele.
- D USelesele wayezokwesabisa uNyoka.

Exoxwayo	Ukufunda nemisindo	Khetha umsindo osekuqaleni	Ibanga 1	E	1
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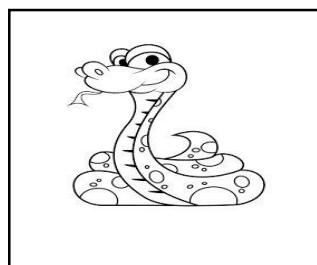
11. Buka isithombe. Yimuphi umsindo ongungwaqa osekuqaleni?

- A k
- B c
- C b
- D a



Exoxwayo	Ukufunda nemisindo	Ukusetshenziswa konhlamvumbili	Ibanga 2	E	3
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- A sh
- B ng
- C ny
- D Ns



Exoxwayo	Ukufunda nemisindo	Ukubona amagama anomsindo ophindaphindekayo	Ibanga 3	D	1
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13. Khetha igama elinomsindo ophindaphindekayo .

- A khala
- B gxumagxuma
- C gxuma
- D Ukudla

Exoxwayo	Ukufunda nemisindo	Ukubona amagama anomsindo ofanayo nencazelo engafani	Ibanga 3	D	1
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14. Amagama afanayo/amagama abhalwa ngokufana kodwa anencazelo ehlukile.

Le nyanga iphela ngoMgqibelo.

Yakha umusho usebenzise igama elithi 'inyanga' ukhombise enye incazelo.

Exoxwayo	Ukufunda nemisindo	Amagama afanayo	Ibanga 3	D	3
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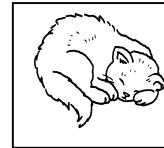
15. Khetha igama elibizwa ngokuhlukile ekugcineni kuleli elithi 'igciwane'.

- A ilulwane
- B umdlwane
- C isilwane
- D isikhwebu

Exoxwayo	Ukufunda nemisindo	Ukubona onhlamvuntathu	Ibanga 3	E	1
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16. Buka isithombe. Khetha igama elisho ukuthi ikati lithanda ukwenzani endabeni.

Ikati lithanda ukudla izi ...



- A thimula.
- B nhlanzi.
- C chitha.
- D shelela.

Exoxwayo	Ukufunda nemisindo	Ukubona onhlamvumbili	Ibanga 3	M	1
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17. Khetha igama elifanele.

USelesele wa...la ngezwi elikhulu lapho ekhuluma nezilwane.

- A th
- B sh
- C kh
- D ph

Exoxwayo	Ukufunda nemisindo	Ukweqiwa kukankamisa	Ibanga 3	M	1
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18. Funda umusho bese ukhetha igama elinokweqiwa kukankamisa.

USelesele wagxuma wehla ...

- A ngomgwaqo
- B ngegoqo
- C ngesigwaqana
- D ngomgwaqane

Exoxwayo	Ukufunda nemisindo	Ukubona umsindo onhlamvumbili	I bangaa3	E	3
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19. Khetha igama elifanele.

USelesele wahlangana nenkomo nezinyane le ...

- A mbuzi.
- B mvubu.
- C mvu.
- D mfene.

Exoxwayo	Ukufunda nemisindo	Ukubona ogwaqa abanhlamvumbili	I bangaa3	M	1
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20. Inkomo i...a utshani.

- A hl
- B sh
- C dl
- D ch

Exoxwayo	Ukubhala	Ukusebenzisa izimpawu zokukhanyisa	I bangaa 1	E	4
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1. Khetha umusho onezimpawu zokukhanyisa ezifanele.

- A wagxuma wehla ngomgwaqo
- B Wagxuma wehla ngomgwaqo
- C Wagxuma wehla ngoMgwaqo.
- D Wagxuma wehla ngomgwaqo.

Exoxwayo	Ukubhala	Ukusebenzisa izimpawu zokukhanyisa	Ibanga2	E	3
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22. Yimuphi umusho onezimpawu zokukhanyisa ezifanele.

- A    udla ini
- B    Udma ini.
- C    Udma ini?
- D    udla ini?

Exoxwayo	Ukubhala	Ukusebenzisa izimpawu zokukhanyisa	Ibanga3	M	1
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23. Yimuphi umusho onezimpawu zokukhanyisa ezifanele.

- A    Yebo,kwamnandi lokho!
- B    yebo kwamnandi lokho
- C    Yebo kwamnandi lokho
- D    Yebo kwamnandi lokho!

Exoxwayo	Ukubhala	Ukusebenzisa izimpawu zokukhanyisa	Ibanga4	D	1
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24 Yimiphi umusho onezimpawu zokukhanyisa ezifanele.

- A    unyoka wathi Ngithanda ukudla amaselesele
- B    UNyoka wathi, Ngithanda ukudla amaselesele.
- C    UNyoka wathi, “ Ngithanda ukudla amaselesele.”
- D    unyoka wathi “Ngithanda ukudla amaselesele”

Exoxwayo	Ukubhala	I zingcezu zenkulumo... ibizo	I bangga 2	M	3
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25. Cezu luni lwenkulomo leli gama elidwetshwelwe kulo musho?

Wabona ikati lilele.

- A isabizwana
- B isiphawulo
- C ibizo
- D isenzo

Exoxwayo	Ukubhala	Ubuningi	I bangga3	D	4
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26. Yimuphi umusho ofanele?

Inyoka ikhala iya eseleseleni kodwa izinyoka ...

- A zikhala ziya emaseleseleni.
- B ikhala iya emaseleseleni.
- C bakhala beya emaseleseleni.
- D bakhaba beya eseleseleni.

Exoxwayo	Ukubhala	Khombisa izenzo	I bangga3	E	2
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27. Yiliphi igama eliyisenzo kulo musho?

USelesele ukhale ngezwi elikhulu.

- A ukhale
- B ngezwi
- C khuluma
- D I selesele

Exoxwayo	Ukubhala	Ubuningi	Ibanga3	D	4
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28. Khetha igama elisho ubuningi obufanele.

Umdlwane owodwa, kodwa emibili ...

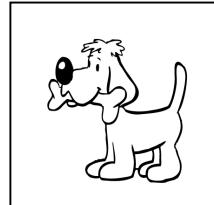
- A omdlwane.
- B imidlwane.
- C izinj anyana.
- D izingane.

Exoxwayo Text	ukubhala	Izandiso	Ibanga3	E	4
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29. Buka isithombe.Likuphi ithambo?

Ithambo ... emlonyeni wenj a.

- A lingaphezulu
- B liseduze
- C liphakathi
- D lingaphansi



Exoxwayo	Ukubhala	Izinsiza senzo	Ibanga 3	M	2
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30. Yiliphi igama elichaza isenzo kulo musho?

Iselesele lagxuma ngokushesha laya ekhaya.

- A lagxuma
- B ubuqili
- C masinyane
- D ngokushesha

Exoxwayo	Ukubhala	Inkathi eyedlule	Ibanga3	E	1
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31. Qedela umusho.

Izolo inj a ... inyama.

- A zidle
- B zizokudla
- C idle
- D idla

**Umbuzo wesibili**

Funda igrifu ngezansi bese uphendula imibuzo.

<b>UMBHALO 2: IGRAFU</b>						
<b>Isitolo sikaLisa sezimbali</b>						
Akuthengisa ngesonto						
Inani lezimbali	8					
	7					
	6					
	5					
	4					
	3					
	2					
	1					
		uMsombul u-ko	uLwesibili	uLwesitha- thu	uLwesine	uLwesihla- nu
Izinsuku zeviki						
<b>[Ithathelwe e- DBE]</b>						

Igrafu	Ukufunda nemisindo	Ukuchaza ulwazi olusegrafini	Ibanga 1	E	4
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1. Wayethengisa ini uLisa?

- A izimbali
- B izitshalo
- C amaqabunga
- D izihlahla

Igrafu	Ukufunda nemisindo	Ukucubungula nokuqhathanisa ulwazi	Ibanga 2	E	3
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2. Kungaluphi usuku lapho uLisa athengise khona izimbali ezintathu?

- A uLwesithathu
- B impelasonto
- C uMsombuluko
- D iSonto

Igrafu	Ukufunda nemisindo	Ukucubungula nokuqhathanisa ulwazi	banga 3	E	1
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3. Zingaki izimbali azithengise ngoLwesibili nangoLwesihlanu sezizonke?

- A zingamashumi amabili
- B ziyishumi nanye
- C ziyisikhombisa
- D azikho

Igrafu	Ukufunda nemisindo	Ukucubungula nokuqhathanisa ulwazi	Ibanga 3	M	2
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4. Yiluphi usuku lapho athengise khona izimbali eziningi?

- A ngoLwesibili nangoLwesine
- B ngoMgqibelo
- C ngoMsombuluko
- D ngoLwesihlanu

Igrafu	Ukufunda nemisindo	Ukucubungula nokuqhathanisa ulwazi	Ibanga 3	E	
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5. Yiluphi usuku lapho athengisa khona izimbali ezimbalwa?

- A ngoLwesithathu
- B ngoMsombuluko
- C ngoNcwaba
- D ngoLwesihlanu

Igrafu	Ukufunda nemisindo	Ukucubungula nokuqhathanisa ulwazi	Ibanga 4	D	1
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6. Wayedinga izimbali eziningi ngokungaki uLisa ukuthengisa

ngoMsombuluko ukuze kulingane nazithengise ngoLwesithathu?

- A ngeziyisikhombisa
- B ngezintathu
- C ngezine
- D ngakunye

Igrafu	Ukufunda nemisindo	Nikeza umbono	Ibanga 3	M	4
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7 Ucabanga ukuthi kungani uLisa athengise izimbali eziningi ngoLwesihlanu kunangoMsombuluko?

- A Abantu bathenga izimbali eziningi ngoLwesihlanu benzele impelason to.
- B Izimbali zazibuna.
- C Izimbali zinuka kamnandi.
- D Izinyosi zakha uj u.

Igrafu	Ukufunda nemisindo	Ukucubungula nokuqhathanisa ulwazi	Ibanga 4	D	1
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8. Yiziphi izinsuku ezimbili lapho uLisa athengise khona izimbali ngokulingana?

- A UNhlolanj a noMbasa
- B uLwesibili noLwesithathu
- C uLwesibili noLwesine
- D uMgqibelo neSonto

Igrafu	Ukufunda nemisindo	Chaza ukufana kanye nomehluko	Ibang a 3	M	4
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9 Ziningi ngokungakanani izimbali ezathengiswa nguLisa ngoLwesihlanu uma uziqhathanisa nezangoLwesithathu ?

- A ngokune
- B ngokubili
- C ngakunye
- D ngokuhlanu

Igrafu	Ukufunda nemisindo	Nikeza umbono	Ibanga 3	D	4
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10. Ucabanga ukuthi uLisa angakukhuphula kanj ani ukuthengwa

kwezimbali ngoMsombuluko?

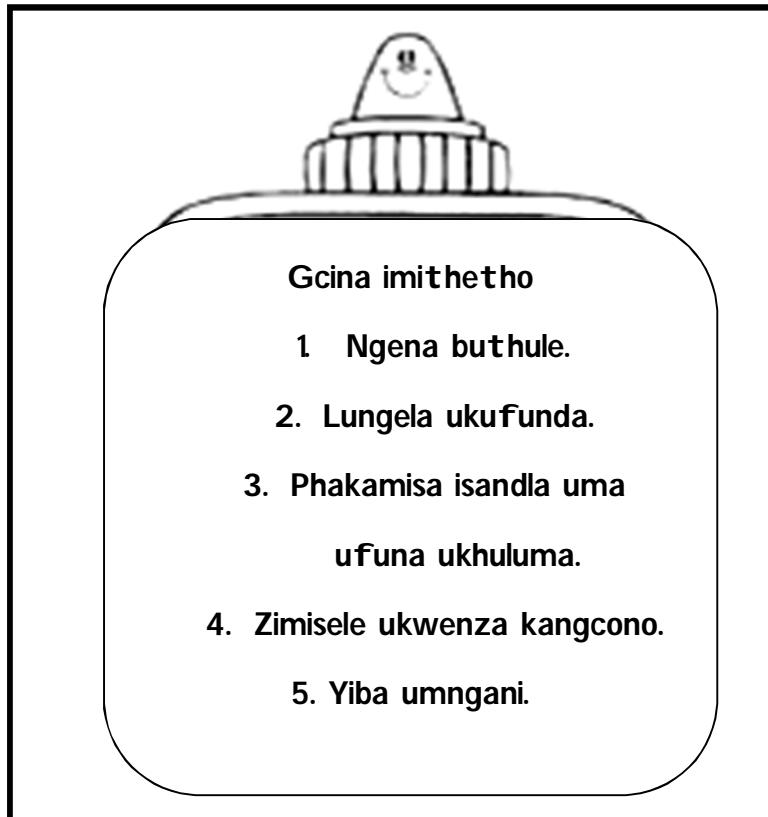
ULisa anga ...

- A chelela izimbali nj alo.
- B shintsha igama lesitolo sakhe.
- C ba nendali.
- D qasha umsizi.

## **Umbuzo wesithathu**

Buka iphosta ngezansi bese uphendula imibuzo.

### **UMBHALO WESI- 3: IPHOSTA**



[Ithathelwe ku [www.teacherspayteachers.com](http://www.teacherspayteachers.com) 29.07.2016]

<b>Iphosta</b>	Ukufunda nemisindo	<b>Ukuchaza ulwazi</b>	<b>Ibanga 3</b>	E	4
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1. Uthini umthetho wesi- 4?
  - A Lungela ukufunda.
  - B Cosha izibi.
  - C Zimisele ukwenza kangcono.
  - D Yiba nobungani.

Iphosta	Ukufunda nemisindo	Ukuchaza ulwazi	Ibanga 2	E	3
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2. Yimuphi umthetho oza ngaphambili kwalo othi ‘Lungela ukufunda’?

- A Ngena buthule.
- B Phakamisa isandla sakho.
- C Bopha izintambo zezicathulo zakho.
- D Ngena ngokushesha.

Iphosta	Ukufunda nemisindo	Ukuchaza ulwazi	Ibanga 3	M	4
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3. I mayelana nani le phosta?

Le phosta imayelana ...

- A nesikole.
- B nohlelo lwasikhathi.
- C nebhodlela.
- D nemithetho.

Iphosta	Ukufunda nemisindo	Uhlaziya ulwazi	Ibanga 3	M	4
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4. Ingatholakala kuphi le phosta?

Le phosta ingatholakala ....

- A egumbini likathisha.
- B ekilasini.
- C endlini.
- D esitolo.

Iphosta	Ukubhala	Amabizo	Ibanga 1	E	3
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5. Yiliphi ibizo kulo musho olandelayo?

Yiba umngani omuhle.

- A ubungani
- B isitha
- C umngani
- D omuhle

Iphosta	Ukubhala	Izandiso	Ibanga 1	M	4
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6. Khetha uhlamvu olunegama elifanele ukuze uqedele umusho.

Abafundi kumele baphakamise ... zabo ngaphambi kokuba bakhulume.

- A izaba
- B izandla
- C isandla
- D izindlebe

Iphosta	Ukubhala	Amagama aphikisanayo	Ibanga 4	D	1
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7. Thola Isandiso sendawo kulomusho.

ULindi kufanele angene phakathi buthule.

- A buthule
- B kufanele
- C phezulu
- D phakathi

Iphosta	Ukubhala	Amagama aphikisanayo	Ibanga 4	D	1
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8. Khetha igama elinomqondo ophikisana nelidwetshelwe.

Yenza kangcono.

- A kabi
- B kangconywana
- C kahle
- D umsebenzi

Iphosta	Ukubhala	Amagama anomqondo ofanayo	Ibanga3	D	4
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9. Khetha igama elinomqondo ofanayo nelithi 'ingane'.

- A incwadi
- B umntwana
- C itafula
- D Isikhumba

Iphosta	Ukubhala	Izihlanganiso	Ibanga 3	M	4
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10. Khetha igama elifanele ukuze uhlanganise le misho emibili.

Funda iphosta.

Thobela imithetho.

- A namathisela
- B ngoba
- C bese
- D kodwa

Iphosta	Ukubhala	Izenzo	Ibanga 3	E	2
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11. Khetha isenzo emushweni.

Phakamisa isandla sakho.

## Umbuzo wesine

Funda leli Thebula elilandelayo lokuqukethwe ngokucophelela bese uphendula imibuzo.

### UMBHALO WESI- 3: OKUQUKETHWE



### Ubusika

Buka okuqukethwe bese uphendula imibuzo.



Sebenzisa okuquke-thwe.

### Okuqukethwe

I khasi	
I singeniso	1
1. Isimo sezulu ebusika	4
2. Abantu ebusika	9
3. Izitshalo ebusika	13
4. Izilwane ebusika	19
Ulwazi madama naobusika	25



[Ithathelwe ku [www.firstgradealacarte.blogspot.com](http://www.firstgradealacarte.blogspot.com) 29.07.2016]

Okuquke thwe	Ukufunda nemisindo	Ukuchaza ulwazi	I banga 1	E	4
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1. Lithini igama lalencwadi?

- A Abantu ebusika
- B Konke ngobusika
- C Isimo sezulu
- D Iqhwa

Okuquke thwe	Ukufunda nemisindo	Ukuchaza ulwazi	Ibanga 2	E	3
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2. Yisiphi isihloko esiza ngemuva kwesithi ‘Abantu ebusika’?

- A Isimo sezulu ebusika.
- B Amakhekheba eqhwa.
- C Iztshalo ebusika.
- D Izivakashi.

Okuquke thwe	Ukufunda nemisindo	Ukuchaza ulwazi	Ibanga 2	E	3
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3. Sikuliphi ikhasi isingeniso?

‘I singeniso’ sisekhasini ...

- A 25.
- B 19.
- C 3.
- D 1.

Okuquke thwe	Ukufunda nemisindo	Ukuchaza ulwazi	Ibanga 2	E	3
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4. Isahluko soku- 1 simayelana nani?

Isahluko soku- 1 simayelana ...

- A nesimo sezulu ebusika.
- B nezingubo zami zamaholidi.
- C nesingeniso.
- D nomfana.

Okuquke thwe	Ukufunda nemisindo	Ukuchaza ulwazi	Ibanga 3	M	4
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5. Isahluko sesine simayelana nani?

Isahluko sesine simayelana ...

- A nezilwane ebusika.
- B nemvula ebusika.
- C nesimo sezulu ebusika.
- D nezihlahla ebusika.

Okuquke thwe	Ukufunda nemisindo	Ukuchaza ulwazi	Ibanga 3	M	4
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6. Yiluphi ulwazi ongalufunda kulesi sihloko ‘I zilwane ebusika’?

- A olwezilwane
- B olwezingane
- C olwezitshalo
- D olwamaj azi

Okuqukethwe	Ukufunda nemisindo	Ukuchaza ulwazi	Ibanga3	D	4
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7. Yikuphi ongafunda ngakho kusukela ekhasini le 4 - 8?

- A Abantu ebusika
- B Izincwadi ebusika
- C Okuqukethwe
- D Isimo sezulu ebusika

Okuquke thwe	Ukufunda nemisindo	Ukulandelanisa	Ibanga 3	M	2
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8. Hlela ngokulandelana izihloko nj engoba zihleliwe kokuqukethwe.

Faka izinombolo kusukela kweyo 1-4.

Izilwane ebusika	
Abantu ebusika	
Izitshalo ebusika	
Isimo sezulu ebusika	

Okuquke thwe	Ukufunda nemisindo	Ukuchaza ulwazi	Ibanga 4	D	1
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9. Ungaluthola kuphi ulwazimagama ngobusika?

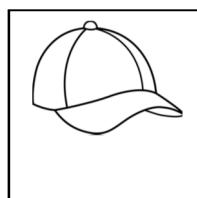
Ulwazimagama ngobusika ungaluthola ekhasini ...

- A 1.
- B 2.
- C 25.
- D 52.

Okuquke thwe	Ukufunda nemisindo	Umsindo kangwaqa osekugcineni	Ibanga 1	E	1
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10. Buka isithombe. Yimuphi umsindo osekuqaleni emuva kukankamisa osekugcineni?

- A d
- B s
- C a
- D p



Okuquke thwe	Ukufunda nemisindo	Ulwazi lwemisindo nemithetho yopelo magama	Ibanga 1	E	3
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11. Kokelezela igama elifanele.

Lena incadi/incwadi.



Okuquke thwe	Ukufunda nemisindo	Ulwazi lwemisindo nemithetho yopelo magama	Ibanga 3	M	1
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12. Khetha igama elifanele ukuze uqedele umusho.

Ngesikhathi sasebusika ... sezulu siyabanda.

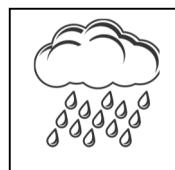
- A isimo
- B izimo
- C imimo
- D umumo

Okuquke thwe	Ukufunda nemisindo	Ulwazi lwemisindo nemithetho yopelo magama	Ibanga 3	E	3
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13. Buka isithombe.

Bhala umsindo ofanele kuleli gama ukuze uqedele umusho.

I ...ula iyana.



Okuquke thwe	Ukufunda nemisindo	Ulwazi Iwamagama anezij obelelo ezifanayo	Ibanga 2	E	1
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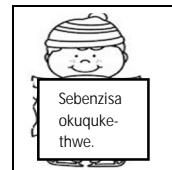
14. Thola igama elinesij obelelo esifanayo nalesi esikuleli gama, "chwaza".

- A nwiza
- B ndwaza
- C nweba
- D cwecwa

Okuquke thwe	Ukubhala	Ulwazi Iwesandiso sendawo	Ibanga 3	M	3
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15. Umfana uphethe uphawu. Lukuphi uphawu?

Uphawu lu ... komfana.



- A ngaphambi.
- B ngemuva.
- C esikoleni.
- D eceleni.

Okuquke thwe	Ukubhala	Ulwazi Iwezenzo	Ibanga 1	M	2
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16. Khetha isenzo kulo musho.

I zingane zizigcina zifudumele ebusika.

Okuquke thwe	Ukubhala	Ulwazi lwezenzo	Ibanga 3	M	2
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17. Yisiphi isenzo esifanele?

Izolo thina ... emakhazeni.

- A badlale
- B zidlale
- C sidlale
- D ugij ime

Okuquke thwe	Ukufunda nemisindo	Umsindo kangwaqa osekugcineni	Ibanga 1	E	1
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18. Yiliphi igama elifanele ukuqedela lomusho?

UNeli ... ‘okuqukethwe’ okusencwadini.

- A usebenza
- B usebenzisa
- C sebenzisa
- D sebenza

Okuquke thwe	Ukufunda nemisindo	Umsindo kangwaqa osekugcineni	Ibanga 1	E	1
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19. Amagama afanayo amagama abizwa futhi abhalwe ngokufana,

kodwa anencazelo ehlukile.

Amathanga kanogwaj a makhulu.

Yakha umusho usebenzise igama elithi “ithanga” ukukhombisa incazelo ehlukile.

Okuquke thwe	Ukufunda nemisindo	Umsindo kangwaqa osekugcineni	Ibanga 1	E	1
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20. Yiliphi igama eliphikisana nelithi "ukubanda"?

Igama eliphikisana nelithi ukubanda u .... .

- A busika.
- B kwabanda.
- C thengwa.
- D kushisa.

## Umbuzo Wesihlanu

### UMBHALO WESI- 5: UKUBHALA NGOKUZIMELA

Uhlobo lombhalo	I zingxeny e zolimi	Okuqukethwe/ Umqondo/ Amakhono	I bangaa	I zinga lobulukhuni/ lobunzima	I themu
Indaba/ isigaba	Ukubhala	Bhala izigaba ezimbili ezinemisho e-10 ngesihloko esisodwa	I bangaa 1	E	2

Khetha isihloko esisodwa kulezi ezilandelayo. Bhala izigaba ezimbili ezingaba nemisho eyi- 10. Uqaphele ukusebenzisa izimpawu zokukhanyisa, uglelo nopolomagama okuyilona . Ungazifaki izinombolo emishweni yakho.

- A Bhala ngephutha elikhulu owake walenza. Walilungisa kanj ani?
- B Uma ngabe wawunikezwe ithuba lokukhetha izifiso ezi- 2, kwakungaba yiziphi futhi ngaziphi izizathu?
- C Umdlalo sithombe kamabonakude engiwuthandayo.
- D I midlalo yasesikoleni.
- E I qhawe lami.
- F Mhla ngivakashele epulazini.
- G Isikole sami.

### I Rubrikhi Lokumaka

Indlela yokuhlolaa	Amamaki	Amamaki omfundia
Isigaba	1	
Okuqukethwe	3	
Izimpawu zokukhanyisa	2	
Ulimi	2	
Upelomagama	2	
<b>Isamba</b>	<b>10</b>	



**IMEMORANDAMU YEPHEPHA ELIYISIBONELO  
ISIZULU ULIMI LWEBELE:  
IBANGA 3**

**Le memorandamu inamakhasi angama-25.**

IMIBUZO	Amamaki ngokwesigaba ngasinye		Isamba samamaki= 82
	Umbuzo 1: Indaba	31	
	Umbuzo 2: Igrafu	11	
	Umbuzo 3:Iphosta	10	
	Umbuzo 4: Okuqukethwe	20	
	Umbuzo 5:Ukubhala	15	

**ISIGABA A: Imaki eli-1 ngempendulo ngayinye.**

Inombolo.	Impendulo elindelekile	IMAKI	Uhlaziyo Iwembangela yezingqinamba	Izinga lengqondo(EMD)	Izinga lokuqonda	Ibannga
<b>UMBUZO WOKUQALA</b>						
1.	A	nomdlwane		Akuyena umlingiswa okhulumayo endaben.	2	
	B	nenyoka		Isendaben futhi isondelene nendikimba kodwa akuyona impendulo efanele.	3	
	C	neselesele	1	Impendulo efanele.	E	4
	D	nempukane		Ulwazi olujwayelekile, isb. amaselesel e adla izimpukane kodwa akuhambisani nendikimba.		1
2.	A	uSelesele,uKati,uNja, uNkomo,uNyoka	1	Impendulo efanele.	E	4
	B	uSelesele,uKati,uNja, uNkomo,uNhlanzi		Inhlanzi ayisiye umlingiswa kodwa iwukudla.		2
	C	uMvu,uMbuzi,uZinyane lemvu,uKhethi,uKati		Ukhombisa ulwazi Iwabalingiswa kodwa abekho abantu abakhulumayo endaben.		1
	D	uSelesele,uKati,uNkomo,uNyoka,uMdlwane	1	Uveza ikhono lokuhlaziya, kodwa akubona bonke abalingiswa abakhulumayo.		3
3.	A	linomlomo omkhulu.	1	Impendulo efanele.	M	4

Inombolo.	Impendulo elindelekile	IMAKI	Uhlaziyo Iwembangela yezingqinamba	Izinga lengqondo(EMD)	Izinga lokuqonda	Ibannga
4.	B	lilambile.	Buncane ubudlelwane beselesele elilambile.		3	
	C	liluhlaza okotshani	Uxhumanisa ulwazi olujwayelekile ngamaselesele.		2	
	D	liyingane yeselesele	Ubufakazi bolwazi olujwayelekile ngamaselesele kodwa aluhlobene nombuzo.		1	
A	wagxuma wabaleka ngokushesha waya ekhaya.		Impendulo efanele.		4	2
B	wadla utshani noNkomo noZinyane lemvu.		Kuyaxhumana nendaba njengoba amaselesele engadlanga utshani.Kodwa kwakuyisigameko sesithathu uSelesele ehlangana nesiwane.		2	
C	wahlangana noNyoka.		Ukhombisa ikhono lokuhlaziya ahumushe indikimba kodwa akuesona isigameko sokugcina.		3	
D	waya kobhukuda.		Ukhombisa ulwazi olujwayekile lokuthi amaselesele ayathanda ukubhukuda kodwa akukho endaben.		1	

Inombolo.	Impendulo elindelekile	IMAKI	Uhlaziyo Iwembangela yezingqinamba	Izinga lengqondo(EMD)	Izinga lokuqonda	Ibannga										
5.	<table border="1"> <tr> <td>Inyoka yakhala yathi idla amaselesele anomlomo omkhulu.</td> <td>4</td> </tr> <tr> <td>Ikati lakhala lathi lidla izinhlanzi.</td> <td>1</td> </tr> <tr> <td>UNkomo wakhala wathi udla utshani.</td> <td>2</td> </tr> <tr> <td>UNja wakhonkotha wathi udla inyama.</td> <td>3</td> </tr> <tr> <td></td> <td></td> </tr> </table>	Inyoka yakhala yathi idla amaselesele anomlomo omkhulu.	4	Ikati lakhala lathi lidla izinhlanzi.	1	UNkomo wakhala wathi udla utshani.	2	UNja wakhonkotha wathi udla inyama.	3			1	Uma ngabe lokuhleleka kungalungile kunokuphambanisa ukuhleleka kwezigameko endabeni.	D	4	3
Inyoka yakhala yathi idla amaselesele anomlomo omkhulu.	4															
Ikati lakhala lathi lidla izinhlanzi.	1															
UNkomo wakhala wathi udla utshani.	2															
UNja wakhonkotha wathi udla inyama.	3															
6.	A wayesaba uNyoka.		Impendulo efanele	M	4	3										
	B wayefuna ukudla kukaNyoka.		Kunokuxhumana kumaselesele nezinyoka ngoba badla ukudla okufanayo.		2											
	C umphimbo wakhe wawubuhlungu.		Kunokwenzeka kodwa akusijo impendulo efanele. Akunabufakazi bokuthi umphimbo wawubuhlungu kodwa kuyaxhumana nezwi elinswininizay.		3											
	D wayejabulile.		Akuxhumani nendaba futhi akukho endabeni.		1											
7.	A Emgwaqeni.		Impendulo efanele	E	4	3										
	B Epulazini.		Ukuxhumana okwenziwe ngabalingiswa endabeni ukuthi batholakala epulazini.		3											
	C Esitolo sezilwane.		Ulwazi oludala Iwezilwane kodwa aluhlobene nendaba.		1											
	D Eduze kwedamu.		Wenza ukuxhumana okunomqondo phakathi kwamaselesele namanzi kodwa okungaxhumene nendaba.		2											

Inombolo.		Impendulo elindelekile	IMAKI	Uhlaziyo Iwembangela yezingqinamba	Izinga lengqondo(EMD)	Izinga lokuqonda	Ibannga
8.	A	Babezokudla utshani ndawonye.		Kumayelana nendaba kodwa akulungile. Amaselesele awadli utshani kule ndaba.		2	
	B	UNyoka noSelesele babezokhala.		Kumayelana nendaba kodwa akuxhumani kahle ngoba izilwane azikhali okwamaselesele.		3	
	C	Babezobhukuda ndawonye.		Kungenzeka kodwa akuxhumani nendaba.		1	
	D	UNyoka wayengeke amudle uSelesele.		Impendulo efanele.	M	4	3
9.	A	funa ukuphumelela emjahweni.		Ulwazi olujwayelekile ngokushesha kodwa awukho umjaho endaben.		1	
	B	saba ukuthi uNyoka uzomudla.		Impendulo efanele.	D	4	3
	C	qedo ingxoxo yabo noNyoka.		Uveza umqondo ohlakaniphile kodwa akuyona impendulo efanele.		3	
	D	ngafuni ukushiywa yisikhathi.		Akuxhumani endaben phakathi kokushesha nokuphuza ukufika.		2	
10.	A	UNyoka noSelesele babezokuba abangani.		Kunokwenzeka kodwa akuyona imbangela nomphumela njengoba izinyoka zidla amaselesele.		3	
	B	UNkomo wayezokudla uNyoka.		Ubudlelwane obungahlangani phakathi kukaNkomo noNyoka futhi abuyona imbangela yokuthi izinkomo azidli izinyoka.		2	
	C	UNyoka wayezokudla uSelesele.		Impendulo efanele.	D	4	4
	D	USelesele wayezokwesabisa uNyoka.				1	
11.	A	k		Impendulo efanele.	E	4	
	B	c		Udidwa yimisindo.		3	

Inombolo.		Impendulo elindelekile	IMAKI	Uhlaziyo Iwembangela yezingqinamba	Izinga lengqondo(EMD)	Izinga lokuqonda	Ibannga
	C	b		Umsindo awuxhumani negama.		1	
	D	a		Akakakwazi ukukhumbula kahle imisindo esekuqaleni.		2	
12.	A	sh		Akakakwazi ukuhlukanisa imisindo.		2	
	B	ng		Imisindo icishe ifane.		1	
	C	ny	1	Impendulo efanele.	E	4	1
	D	ns		Udidwa imisindo.enhlamvumbili		3	
13.	A	khala		Kuyaxhumana nendaba kodwa akuyona impendulo efanele		2	
	B	gxumagxuma	1	Impendulo efanele.	M	4	2
	C	gxuma		Imisindo ayiphindaphindi.		3	
	D	ukudla		Ubhale noma yiliphi igama		1	
14.		Amagama afanayo amagama abhalwa ngokufana kodwa anencazelo ehlukile.Le nyanga iphela ngoMgqibelo. Yakha umusho usebenzise igama elithi ‘inyanga’ ukhombise enye incazelo.	1	Akanalo ulwazi lwamagama afanayo kodwa anencazelo ehlukile uma umusho unganikeziwe ukubonisa incazelo.	D	4	3
15.	A	ilulwane		Akakawuzwa umehluko ekugcineni kwamagama uma ebiza amagama		1	
	B	umdlwane				1	
	C	isilwane				1	
	D	isikhwebu		Impendulo efanele.	D	4	3
16.	A	thimula		Uxhumanisa igama nokwenziwa yikati kodwa akuhambisani nesithombe.		2	
	B	lala		Impendulo efanele.	E	4	3
	C	chitha		Akuhambisani nesithombe		1	

Inombolo.		Impendulo elindelekile	IMAKI	Uhlaziyo Iwembangela yezingqinamba	Izinga lengqondo(EMD)	Izinga lokuqonda	Ibannga
	D	shelela		Ukhombisa ulwazi olujwayelekile ngamakati-uboya buyashelela kodwa akuhambisani nempendulo efanele.		3	
17.	A	zinyane lemvu.		Impendulo efanele.	E	4	3
	B	mvu.		Ulwazi olujwayelekile ngezimvu kodwa akusiyo impendulo efanele.		2	
	C	mvubu.		Uphambanisa imisindo yamagama nencazelo.		1	
	D	mfene.		Ulwazi lwemisindo engondebembili kodwa akuhlanguani nokusendabeni.		3	
18.	A	hl		Akakwazi ukuphimisa imisindo ngendalela efanele.		1	
	B	sh		Akanalwazi kahle ngemisindo engonhlaumvumbili.		3	
	C	dl		Impendulo efanele.	M	4	3
	D	ch		Imisindo ayihambelani futhi ayihlangani nokusendabeni.		2	
19.	A	th		Umsindo awuhambelani negama		2	
	B	sh		Umsindo ukhona endabeni kodwa awuhambelani negama		1	
	C	kh		Impendulo efanele.	M	4	3
	D	ph		Umsindo awuhambelani negama		3	
20.	A	gwa		Impendulo efanele.	M	4	3
	B	swa		Uhlamvu olufanayo ekugcineni kodwa aluhambisani negama elisemshweni osendabeni.		3	
	C	qwa		Uhlamvu olufanayo ekugcineni kodwa aluhambisani negama elisemshweni osendabeni.		2	

Inombolo.		Impendulo elindelekile	IMAKI	Uhlaziyo Iwembangela yezingqinamba	Izinga lengqondo(EMD)	Izinga lokuqonda	Ibannga
	D	dwa		Uhlamvu olufanayo ekugcineni kodwa aluhambisani negama elisemshweni osendabeni.		1	
21.	A	wagxuma wehla ngomgwaqo		Akakwazi ukusebenzisa izimpawu zokukhanyisa.		1	
	B	Wagxuma wehla ngomgwaqo		Ushiye uphawu lokukhanyisa ekugcineni komusho.		3	
	C	Wagxuma wehla ngoMgwaqo.		Usebenzise kabi izimpawu zokukhanyisa.		2	
	D	Wagxuma wehla ngomgwaqo.		Impendulo efanele.	E	4	1
22.	A	udla ini		Akanalwazi lokusebenzisa izimpawu zokukhanyisa.		1	
	B	Udla ini.		Uyaqonda ngezimpawu zokukhanyisa kodwa akakwazanga ukukhumbula umbuzi.		3	
	C	Udla ini?		Impendulo efanele.	E	4	1
	D	udla ini?		Unolwazi lwezimpawu zokukhanyisa kodwa kuyamehlula ukuzifaka kahle endaweni efanele.		2	
23.	A	Yebo,kwamnandi lokho!		Impendulo efanele.	M	4	3
	B	yebo kwamnandi lokho		Akakwazi ukusebenzisa izimpawu zokukhanyisa.		1	
	C	Yebo kwamnandi lokho		Uzisebenzise ngendlela engafanele izimpawu zokukhanyisa.		2	
	D	yebo kwamnandi lokho!		Akakakwazi ukuzisebenzisa izimpawu ngendlela efanele.		3	
24.	A	unyoka wathi Ngithanda ukudla amaselesele		Akakwazi ukusebenzisa izimpawu zokukhanyisa.		1	
	B	UNyoka wathi ,Ngithanda ukudla amaselesele.		Akakakwazi ukusebenzisa obakhulunyiwe “...”		3	

Inombolo.		<b>Impendulo elindelekile</b>	<b>IMAKI</b>	<b>Uhlaziyo Iwembangela yezingqinamba</b>	<b>Izinga lengqondo(EMD)</b>	<b>Izinga lokuqonda</b>	<b>Ibannga</b>
	C	UNyoka wathi, "Ngithanda ukudla amaselesele."		Impendulo efanele	D	4	4
	D	unyoka wathi "Ngithanda ukudla amaselesele"		Akasebenzisanga izikhanyiso emshweni wonke (usonhlamvukazi nongqi akamfakanga)		2	
25.	A	isabizwana		Kuqondene nendikimba kodwa akakwazi ukuhlukanisa phakathi kwebizo nesabizwana.		3	
	B	siphawulo		Akakwazi ukusebenzisa izingxenye zenkulumo.		1	
	C	ibizo		Impendulo efanele.	M	4	2
	D	isenzo		Akakwazi ukusebenzisa izingxenye zenkulumo kahle.		2	
28.	A	Omdlwane		Uphambanisa iziqalo zamabizo.		3	
	B	imidlwane	1	Impendulo efanele.	M	4	3
	C	izinjanyana		Uphambanisa igama lomntwana wenja nokunciphisa kwamagama.		2	
	D	izingane		Ubhale ulwazi olungahlangani nomyalelo.		1	
26.	A	zikhala ziya emaseleseleni.		Impendulo efanele		4	4
	B	ikhala iya emaseleseleni		Uhlulwa ukusebenzisa isivumelwano sebizo.		3	
	C	bakhala beya emaseleseleni		Usebenzisa ubuningi kodwa abuhambisan nebizo elisemshweni.		2	
	D	bakhaba beya emaseleseleni.		Uphambanisa izivumelwano zamabizo.		1	
29.	A	lingaphezulu		Akuyona impendulo efanele.		1	
	B	liseduze		Akakwazi ukusebenzisa kahle isandiso sendawo.		3	
	C	liphakathi		Impendulo efanele		4	3
	D	lingaphansi		Usebenzisa isimo esijwayelekile(ngaphansi)kod wa akusiyo impendulo efanele.		2	

Inombolo.		Impendulo elindelekile	IMAKI	Uhlaziyo Iwembangela yezingqinamba	Izinga lengqondo(EMD)	Izinga lokuqonda	Ibannga
27.	A	ukhale		Impendulo efanele		4	3
	B	ngezwi		Uphambanisa isenzo nebizo.		3	
	C	khulumo		Ulwazi oluyilo kodwa akuyona impendulo efanele.		1	
	D	iselesele		Uphambanisa izingxenye zenkulumo.		2	
31.	A	zidle		Ulwazi olujwayelekile lwenkathi edlule kodwa akabhekanga isivumelwane esifanele.		1	
	B	zizokudla		Uphambanisa izinkathi.		2	
	C	idle		Impendulo efanele	E	4	3
	D	idla		Akakwazi ukusebenzisa izinkathi kahle.		3	
30.	A	lagxuma		Akakwazi ukusebenzisa ulimi kahle.		2	
	B	ubuqili		Akakwazi ukusebenzisa isiphawulo.		3	
	C	masinyane		Ulwazi oluyilo kodwa aluhambisani nokusendabeni.		1	
	D	ngokushesha		Impendulo efanele	M	4	3
<b>UMBUZO WESIBILI</b>							
1.	A	izimbali		Impendulo efanele	E	4	1
	B	Ixitshalo		Uxhumanisa ulwazi lwezimbali kanye nexitshalo.		3	
	C	amaqabunga		Kuyaxhumana nolwazi lwezimbali kodwa akuyona impendulo efanele.		2	
	D	izihlahla		Kuyaxhumana nesihloko kodwa akukho endabeni.		1	
2.	A	uLwesithathu		Impendulo efanele.	E	4	2
	B	impelasonto		Kuyaxhumana nezinsuku zesonto kodwa akuyona izingxenye yendaba.		1	

Inombolo.	Impendulo elindelekile	IMAKI	Uhlaziyo Iwembangela yezingqinamba	Izinga lengqondo(EMD)	Izinga lokuqonda	Ibannga
3.	C uMsombuluko		Kuyaxhumana nezinsuku zesonto kodwa akuyona impendulo efanele.		3	
	D iSonto		Akukho endabeni kodwa kuyaxhumana nezinsuku zesonto.		2	
4.	A zingamashumi amabili		Ubal a zonke izimbali ezikugrafu.		3	
	B ziyishumi nanye		Impendulo efanele	E	4	3
	C ziyisikhombisa		Uhluleka ukuhumusha igrafu.		2	
	D azikho		Ulwazi olujwayekile lwezinombolo kodwa akukho kugrafu.		1	
5.	A ngoLwesibili nangoLwesine		Uyahluleka ukufunda ahumushe igrafu.		3	
	B ngoMgqibelo		Kuhlobene nezinsuku zesonto kodwa akukho kugrafu.		1	
	C ngoMsombuluko		Uhluleka ukuhlukanisa okuncane nokuningi.		2	
	D ngoLwesihlanu		Impendulo efanele	M	4	3
8.	A ngoLwesithathu		Kuyaxhumana kodwa akuyona impendulo efanele.		3	
	B ngoMsombuluko		Impendulo efanele	E	4	3
	C ngoNcwaba		Uphambanisa izinyanga zonyaka nezinsuku zeviki.		1	
	D ngoLwesihlanu		Uphambanisa umehluko kokuncane nokuningi.		2	
7.	A UNhlolanja noMbsa		Uphambanisa izinyanga nezinsuku zesonto.		1	
	B uLwesibili noLwesithathu		Ulwazi luyaxhumana kodwa akuyona impendulo efanele.		3	
	C uLwesibili noLwesine		Impendulo efanele.	M	4	3
	D uMgqibelo neSonto		Kuyaxhumana nezinsuku zesonto kodwa akukho kugrafu.		2	
7.	A Abantu bathenga izimbali eziningi ngoLwesihlanu benzele impelasonto.		Impendulo efanele.	M	4	3

Inombolo.	Impendulo elindelekile	IMAKI	Uhlaziyo Iwembangela yezingqinamba	Izinga lengqondo(EMD)	Izinga lokuqonda	Ibannga
	B	Izimbali zazibuna.		Ulwazi olujwayelekile ngezimbali kodwa akuyona impendulo efanele.	2	
	C	Izimbali zinuka kamnandi.		Ulwazi olujwayelekile ngezimbali kodwa aluxhumani nendaba.	3	
	D	Izinyosi zakha uju.		Ulwazi olujwayekile ngezimbali kodwa akuyona impendulo efanele.	1	
9.	A	ngokune		Impendulo efanele.	M	4
	B	ngokubili		Akakakwazi ukhumusha igrafu.	2	
	C	ngakunye		Kuyaxhumana negrafu kodwa akuyona impendulo efanele.	3	
	D	ngokuhlanu		Kuyaxhumana negrafu kodwa uehluleka ukhathanisa.	1	
6.	A	ngeziyisikhombisa		Uhluleka ukhumusha igrafu.	2	
	B	ngezintathu		Uhluleka ukhondisa umbuzo.	3	
	C	ngezine		Kuyaxhumana kodwa uhluleka ukhathanisa ulwazi olukugrafu.	1	
	D	ngakunye		Impendulo efanele.	D	4
10.	A	chelela izimbali njalo.		Kuyaxhumana nolwazi olujwayelekile lwezimbali kodwa akuqondene nokuthengisa.	2	
	B	shintsha igama lesitolo sakhe.		Kuyaxhumana kodwa akuyona impendulo efanele.	3	
	C	ba nendali.		Impendulo efanele.	D	4
	D	qasha umsizi.		Kuyaxhumana nendikimba kodwa akuyona impendulo efanele.	1	
<b>UMBUZO WESITHATHU</b>						
1.		Lungela ukufunda.		Ukhetho noma yimuphi umthetho oseshadini lemithetho yekilasi.	3	
	B	Cosha izibi.		Ulwazi olujwayelekile lwemithetho yekilasi kodwa awukho eshadini.	1	

Inombolo.		Impendulo elindelekile	IMAKI	Uhlaziyo Iwembangela yezingqinamba	Izinga lengqondo(EMD)	Izinga lokuqonda	Ibannga
	C	Zimisele ukwenza kangcono.		Impendulo efanele.	E	4	1
	D	Yiba nobungani		Uxhumanisa okunobudlelwano nemithetho yekilasi.		2	
2.	A	Ngena buthule		Impendulo efanele.	E	4	2
	B	Phakamisa isandla sakho.		Uphambanisa amagama ngaphambi nangemuva.		2	
	C	Bopha izintambo zezicathulo zakho.		Ulwazi olujwayelekile Iwemithetho yekilasi kodwa akukho eshadini lemitetho.		1	
	D	Ngena ngokushesha.		Kuyaxhumana nolwazi Iwemithetho kodwa akukho eshadini lemitetho.		3	
3.	A	nesikole.		Kuyaxhumana kodwa akuyona impendulo efanele.		2	
	B	nohlelo Iwesikhathi.		Kuyaxhumana nolwazi olujwayelekile kodwa akuyona impendulo efanele.		1	
	C	nebhodlela		Usebenzise akubonayo eshadini okuyibhodlela.		3	
	D	nemithetho.		Impendulo efanele.	M	4	3
4.	A	egumbini likathisha.		Igumbi elikhona esikoleni kodwa akuhambisani nabafundi.		3	
	B	ekilasini.		Impendulo efanele.	M	4	3
	C	endlini.		Ulwazi olujwayelekile kodwa akuyona impendulo efanele.		1	
	D	esitolo.		Uxhumanisa namashadi athengiswa esitolo.		2	
5.	A	ubungani		Uxhumanisa nesiphawulo hhayi nebizo.		3	
	B	isitha		Uphaminisa nomqondophika wegama.		1	
	C	umngani		Impendulo efanele.	E	4	1
	D	omuhle		Kuyaxhumana kodwa akusiyo impendulo efanele.		2	
6.	A	izaba		Uhluleka ukufunda imisindo esekugcineni.		1	

Inombolo.	Impendulo elindelekile	IMAKI	Uhlaziyo Iwembangela yezingqinamba	Izinga lengqondo(EMD)	Izinga lokuqonda	Ibannga
	B izandla		Impendulo efanele.	M	4	1
	C isandla		Akasebenzisanga ubuningi.		3	
	D izindlebe		Uhluleka ukufunda imisindo.		2	
7.	A buthule		Kuyaxhumana nemithetho yekilasi kodwa akuyona impendulo efanele.		1	
	B kufanele		Uhluleka ukuqondisia umusho.		2	
	C phezulu		Kuyahambisana kodwa akuyona impendulo efanele.		3	
	D phakathi		Impendulo efanele.	M	4	3
8.	A kabi		Impendulo efanele.	D	4	4
	B kufanele		Uhlulwa ukuqonda uhlelo.		3	
	C kahle		Ulwazi olujwayelekile kodwa aluhambisani nombuzo.		2	
	D umsebenzi		Kuyahambisana nendikimba.		1	
11.	Phakamisa		Impendulo efanele. Uma edwebele ongumnini (sakho), uphambanisa isabizwana nesenzo. Uma edwebele ibizo (isandla) uphambanisa ibizo nesenzo.		4	3
9.	A Incwadi		Kuyaxhumana kodwa akuyona impendulo efanele.		2	
	B umntwana		Impendulo efanele		4	3
	C itafula		Akunamqondo ofanayo kulamagama.		1	
	D isikhumba		Akakuqondi akubhalayo.		3	
10.	A namathisela		Akuxhumani nezihlanganiso.		2	
	B ngoba		Kuyaxhumana kodwa akuyona impendulo efanele.		1	
	C bese		Impendulo efanele.		4	3
	D kodwa		Uhluleka ukusebenzisa izihlanganiso ngendlela.		3	
<b>UMBUZO WESINE</b>						

Inombolo.		Impendulo elindelekile	IMAKI	Uhlaziyo Iwembangela yezingqinamba	Izinga lengqondo(EMD)	Izinga lokuqonda	Ibannga
1.	A	Abantu ebusika		Kuyaxhumana nendikimba kodwa akuyona impendulo efanele.		3	
	B	Konke ngobusika		Impendulo efanele		4	1
	C	Isimo sezulu		Ulwazi olujwayelekile kodwa akuyona impendulo efanele.		2	
	D	Iqhwa		Ubhala okufika kuqala emqondweni.		1	
2.	A	Isimo sezulu ebusika.		Akaqondi umqondo wokuthi ngaphambi nangemuva.		3	
	B	Izimpephelezi zeqhwa.		Ulwazi olujwayelekile kodwa akuyona impendulo efanele.		2	
	C	Izitshalo ebusika.		Impendulo efanele.		4	2
	D	Izivakashi.		Akuxhumani nendikimba.		1	
3.	A	25		Uhluleka ukufunda.		2	
	B	19		Kuyaxhumana nendaba kodwa akulona ikhasi elifanele.		3	
	C	3		Kuyaxhumana kodwa uphambanisa izinombolo.		1	
	D	1	1	Impendulo efanele.	M	4	2
4.	A	nesimo sezulu ebusika.	1	Impendulo efanele.	E	4	2
	B	nezingubo zami zamaholidi.		Akukho endikimbeni.		1	
	C	nesingeniso.		Uphambanisa isahluko namakhasi ezinombolo.		3	
	D	nomfana.		Kuyaxhumana nakubonayo kodwa akuyona impendulo efanele.		2	
5.	A	nezilwane ebusika.	1	Impendulo efanele.	M	4	3
	B	nemvula ebusika.		Kuyaxhumana kodwa akukho endabenii.		1	
	C	nesimo sezulu.		Uhumushe kabi umbuzo.		3	
	D	nezihlahla ebusika.		Uxhumanisa ulwazi olujwayelekile kodwa akuyona impendulo.		2	
6.	A	olwezilwane	1	Impendulo efanele.	M	4	3

Inombolo.	Impendulo elindelekile		IMAKI	Uhlaziyo Iwembangela yezingqinamba	Izinga lengqondo(EMD)	Izinga lokuqonda	Ibannga		
	B	olwezingane		Kuyaxhumana kodwa akuyona impendulo efanele.		2			
	C	olwezitshalo		Kuyaxhumana kodwa akuyona impendulo efanele.		3			
	D	olwamajazi		Kuyaxhumana kodwa akukho kwindikimba.		1			
7.	A	Abantu ebusika		Ulwazi olujwayelekile kodwa akuyona impendulo efanele.		2			
	B	Izincwadi ebusika		Akukho kwindikimba.		1			
	C	Okuqukethwe		Uhluleka ukuhumusha umbhalo.		3			
	D	Isimo sezulu ebusika		Impendulo efanele.	D	4	3		
8.	A	Izilwane ebusika		Ukulandelana kwezigameko okufanele okuzokwamukelwa.Uma ukulandelana kwezigameko kungeyikho kobe kusho ukungaqondisisi umbuzo. A-Uphambanisa isingeniso nolwazi magama. B-Uphambanisa isahluko namakhasi. C-Impendulo efanele.  Uphambanisa ukuthi inombolo-25 ikuphi.		M	4		
	B	Abantu ebusika				1			
	C	Izitshalo ebusika				3			
	D	Isimo sezulu ebusika							
9.	A	1		Ukulandelana kwezigameko okufanele okuzokwamukelwa.Uma ukulandelana kwezigameko kungeyikho kobe kusho ukungaqondisisi umbuzo. A-Uphambanisa isingeniso nolwazi magama. B-Uphambanisa isahluko namakhasi. C-Impendulo efanele.  Uphambanisa ukuthi inombolo-25 ikuphi.					
	B	2							
	C	25	1						
	D	52							
10.	A	d		Uphambanisa imisindo p no d.		3			
	B	p		Akakwazi ukuqonda imisindo esekualeni nesekugcineni.		1			
	C	a		Ubhala umsindo ofika kuqala.		2			
	D	s		Impendulo efanele.	E	4	1		
11.		incwadi		Impendulo efanele					
12.	A	isimo		Impendulo efanele.	M	4	3		
	B	izimo		Akakwazi ukuhlukanisa imisindo ayizwayo.		3			
	C	imimo		Akaqondisisi incazelo yegama.		2			

Inombolo.		Impendulo elindelekile	IMAKI	Uhlaziyo Iwembangela yezingqinamba	Izinga lengqondo(EMD)	Izinga lokuqonda	Ibannga
	D	umumo		Uxhumanise izinto ezingafani.		1	
13.	A	nwiza		Akakwazi ukubona amagama abizeka ngokufana ezijobelelwani.		1	
	B	ndwaza		Impendulo efanele.	E	4	2
	C	nweba		Kuyaxhumana kodwa akusiyo impendulo efanele.		3	
	D	cwecwa		Uhluleka ukuphimisa imisindo.		2	
14.	f			Impendulo efanele.	E	4	3
15.	A	Ngaphambi	1	Impendulo efanele.	M	4	3
	B	ngemuva		Uhlanganisa nolwazi Iwegama eliphikisayoAssociates.		3	
	C	esikoleni		Akuxhumani nesimo sendawo.		1	
	D	eceleni		Ulwazi olujwayelekile ngesimo sendawo kodwa akuyona impendulo efanele.		2	
16.		zizigcina	1	Impendulo efanele.	M	4	3
17.	A	badlale		Usebenzise ubuningi kodwa akuyona impendulo efanele.		3	
	B	zidlale		Uhlulwa yisivumelwano senhloko.		2	
	C	sidlale	1	Impendulo efanele.	M	4	3
	D	ugijime		Ukhetha noma yisiphi isenzo.		1	
18.	A	usebenza		Akaqondisisi ukuthi umusho ufunani.		3	
	B	usebenzisa	1	Impendulo efanele.		4	3
	C	sebenzisa		Uhlulwa ukufaka isivumelwano segama.		1	
	D	sebenza		Uphambanisa ibizo nesenzo.		2	
19.		Noma ngabe yimuphi umusho onegama elinencazelo ethi ithanga wamukelekile	1	Akanalo ulwazi Iwamagama anomqondo ofanayo uma engabhalanga umusho ozwakalayo.	D	4	4
20.	A	busika		Uxhumanisa igama nesimo samakhaza.		2	

Inombolo.		Impendulo elindelekile		IMAKI	Uhlaziyo Iwembangela yezingqinamba			Izinga lengqondo(EMD)	Izinga lokuqonda	Ibannga	
	B	kwabanda			Uhluleka ukuqondisisa umbuzo.				4		
	C	thengwa			Ubhala noma yiliphi igama alibonayo.				3		
	D	kushisa			1	Impendulo efanele.			D	1	3

### Irubrikhi yombhalo

Indela yokuhloola	Izinga eliphezulu		Unekhono		Kwanele		Izinga eliphansi		Akwanele	
<b>Ubude (Max 3 Marks)</b>	Ibanga lesi-4	Ama maki	Ibang a lesi-3	Ama maki	Ibanga lesi-2	Ama maki	Ibanga loku-1	Am am aki		Ama maki
	Ubhale imisho eyi-13 nanga phezulu ezwak alayo.	3	Ubhale imisho eyi-9 - 12 ezwak alayo.	2	Ubhale imisho emi-3-8 ezwaka layo.	1	Ubhale imisho emi-2 elula.	0	Ukopishe imiyalelo/ igama elilodwa/isi gatshana nengxenye yomusho.	
<b>Isigaba</b>	Ibanga lesi-4	Ama maki	Ibang a lesi-3	Ama maki	Ibanga lesi-2	Ama maki	Ibanga loku-1	Am am aki		Ama maki

Indlela yokuhloola	Izinga eliphezulu		Unekhono		Kwanele		Izinga eliphansi		Akwanele	
(Max 3 Marks)	Ubhale izigaba ezi-3.	3	Ubhal e izigab a ezi-2.	2	Ubhale isigaba esi-1.	1	0	0	Ukopishe imiyalelo/i gama elilodwa/is igatshana nengxene yomusho.	Ubh ale iziga ba ezi-3.
Izimpa wu zokukh anyisa (Max 3)	Ibang a lesi-4	Ama mak i	Ibang a lesi-3	Ama mak i	Ibanga lesi-2	Ama mak i	Ibanga loku-1	Am am aki		Am am aki
	0-1 Amap hutha ezimp awu zokuk hanyisa.	3		2	Amaph utha ama-5 nanga phezulu ezimp awu zokukh anyisa.	1	Unamap hutha osonhla mvukazi nongqi.	0	Ukopishe imiyalelo/i gama elilodwa /isigatshana nengxene yomusho.	0
Uhlelo (Max 3 Marks)	Ibanga lesi- 4	Ama maki	Ibang a lesi- 3	Ama maki	Ibanga lesi-2	Ama maki	Ibanga loku-1	Am am aki		Am am aki
	0-1 Amap hutha ohlelo.	3	2-4 Amap hutha ohlelo.	2	Amaph utha ama-5 nanga phezulu ohlelo.	1	• Akukho ukusets henziwa kohlelo.	0	Ukopishe imiyalelo/i gama elilodwa/is igatshana nengxene yomusho.	0
Isipelin gi (Max 3 Marks)	Ibang a lesi- 4	Ama mak i	Ibang a lesi-3	Ama mak i	Ibanga lesi-2	Ama mak i	Ibanga loku-1	Am am aki		Am am aki
	0-1 Amap hutha esipeli ngi.	3	2-4 Amap hutha esipel ingi.	2	5 -6 Amaph utha esipeli ngi.	1	Amaphut ha ayi-6 nangaph ezulu	0	Ukopishe imiyalelo/i gama elilodwa/is igatshana nengxeny	0

Indlela yokuhlolola	Izinga eliphezulu	Unekhono	Kwanele	Izinga eliphansi	Akwanele
				esipelingi. .	e yomusho.
Isamba :15					

### Irubrikhi lokumaka

Indlela yokuhlolola	Amamaki	Amamaki omfundsi
Ubude	3	
Isigaba	3	
Izimpawu zokukhanyisa	3	
Uhlelo	3	
Upelomagama	3	

### SECTION B: imaki elilodwa kuleyo naleyo mpendulo

- Yamukela noma iyiphi impendulo ehambisana nombuzo noma ingafakwangwa kumemorandumu ngaphandle uma kushiwo.
- Penalise only once for the same error where applicable. Jezisa kanye kuperha iphutha eliphindeke noma kaningi.
- Ungabheki upelomagama olungabalulekile.
- Yemukela uma abafundi besebenzise ulimi Iwesigodi njengetegama lesigodi.

Inombolo	Impendulo elindelekile	imaki	Amazinga okuqonda	Amazinga obunzima	Ibanga
17.	17.1				
	17.2				
18.					
19.					
20.					
21.					
22.					

## ISIGABA C

Indlela yokunikeza amamaki	
A	okufanele
CA	Okufanele okungashintshi
M	Indlela yokwenza

- Le indlela yokumaka okumele ilandelwe. Lapho abafundi besebnzise indlela yezibalo ukuthola impendulo efanele, mabanikezwe amamaki.
- Umfundu onikeze impendulo eyodwa, efanele makanikezwe amamaki aphelele ngaphandle uma kushiwo kumemorandamu ukuthi anganikezwa.
- Dwebela amaphutha enziwa abafundi, wenze ngokufanayo kubo bonke (CA).
- Abafundi mabasuselwe kanye amamaki embuzweni ngamunye noma ngabe baphinde kaningi iphutha elifanayo.

**TEXT FIVE: CREATIVE WRITING****Error Analysis for Creative Writing (Text 5)**

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
	Grade 4	Grade 3	Grade 2	Grade 1	
<b>Paragraph</b>	3 paragraphs	2 paragraphs	1 paragraph	0 paragraphs	Copied instructions/one word/phrase or part of sentence.
<b>Content</b>	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.
<b>Punctuation</b>	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.
<b>Grammar</b>	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.
<b>Spelling</b>	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.

<b>ASSESSMENT TABLE</b>		
<b>CRITERIA</b>	<b>DESCRIPTION</b>	<b>MARKS</b>
<b>Paragraph (Maximum 1 mark)</b>	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
<b>Content (Maximum 3 marks)</b>	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
<b>Punctuation (Maximum 2 marks)</b>	More than 7 punctuation errors	0
	4 – 6 punctuation errors	1
	1 – 3 punctuation errors	2
<b>Grammar (Maximum 2 marks)</b>	More than 7 grammar errors	0
	4 – 6 grammar errors	1
	1 – 3 grammar errors	2
<b>Spelling (Maximum 2 marks)</b>	More than 7 spelling errors	0
	4 – 6 spelling errors	1
	1 – 3 spelling errors	2
<b>TOTAL MARK</b>		<b>10</b>