



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

DIAGNOSTIC TEST ITEMS

GRADE 3

LANGUAGE AND MATHEMATICS
SESOTHO

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

Grade 3: Subtraction of whole numbers
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

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

EXAMPLES

Grade 3 (easy questions)
Section A
Question 1, 2, 4, 7, 8, 11 & 13
Section 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
Section A Question 1	Section A 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:

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

- 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)

Levels of understanding	Descriptors for the levels of understanding.
Level 1	Learners demonstrate (i.e. a combination but may not be all of the following) that they: <ul style="list-style-type: none"> - have no understanding of the question or a conceptual misunderstanding; - are unfamiliar with operational procedures but can compute basic straight forward operations;

Levels of understanding	Descriptors for the levels of understanding.
	<ul style="list-style-type: none"> - are not able to implement (un)related strategies to solve a problem; - excessive depend on the information that is provided in the question and is incorrectly used/duplicated; - utilise unrelated vocabulary to the question. - Etc.
Level 2	<p>Learners demonstrate (i.e. a combination but may not be all of the following) that they:</p> <ul style="list-style-type: none"> - can apply some computational ability that may not necessarily relate to the question or that demonstrate inadequate conceptual knowledge and flawed reasoning to support conclusions/inferences; - can apply basic mathematical knowledge in straight forward situations; - demonstrate a limited knowledge of some concepts and some procedures; - Etc.
Level 3	<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"> - apply some conceptual knowledge and ability to analyse but is inconsistent in computational and reasoning skills; - apply their knowledge and understanding to solve problems. - solve word problems involving operations with whole numbers and use division in a variety of problem solving situations. - interpret and use data to solve problems with minimal error of judgement; - use given information to complete various graphs; - Etc.
Level 4	<p>Correct response.</p> <p>Learners demonstrate (i.e. a combination but may not be all of the following) that they:</p> <ul style="list-style-type: none"> - consistently apply/demonstrate correct computational and reasoning skills required in the question; - apply their understanding and knowledge in a variety of relatively complex situations and explain their reasoning;

Levels of understanding	Descriptors for the levels of understanding.
	<ul style="list-style-type: none"> - solve a variety of multi-step word problems; - apply geometric knowledge of a range of two-and three-dimensional shapes in a variety of situations; - draw a conclusion from given data and justify their conclusion. - Etc.

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

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

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:

- 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.
- 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.
- Consistent Accuracy mark is applied when an answer is correctly followed through from an incorrect previous answer.

E.g. Grade 3 question

- What is the number that is 5 more than 20?
 - Write the **number symbol** for the number.
 - Write the **number name** for the same number you wrote in 1.1 above.

Learner response

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

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

Table 5: MATHEMATICS COGNITIVE LEVELS

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

<ul style="list-style-type: none"> of values, mean, median and mode. Write the next three numbers in the sequence: 103; 105; 107... Determine the factors of 64 Write the prime numbers that are factors of 36 	<ul style="list-style-type: none"> Measure dimensions such as length, weight and time using appropriate measuring instruments sensitive to levels of accuracy. Draw data graphs from provided data. Solve equations by means of trial and improvement or algebraic processes Determine the value for if $x + 4 = 10$. Use three different techniques of calculating $488 + 16$ Calculate: $115 + 31\ 012$. 	<ul style="list-style-type: none"> Solve equations by means of trial and improvement or algebraic processes Select the most appropriate data from options in a table of values to solve a problem. Decide on the best way to represent data to create a particular impression. Betty is 4 years old and Jabu is 8 years old. Determine the ratio between their ages. Write the ratio in simplest fractional form. Investigate the properties rectangles and squares to identify similarities and differences. There were 20 sweets in the $\frac{2}{5}$ of the sweets. How many sweets are left 	<ul style="list-style-type: none"> Busi has a bag containing three coloured balls: 1 blue, 2 red ball and 3 yellow balls. She puts her hand in the bag and draws a ball. What is the chance that she will draw a red ball? Write the answer in simplest fractional form.
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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.

Grade 3: Phonics (Phase based test)
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.

Grade 3: Easy questions related to punctuation

- 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.

Grade 3: (Grade 1 and 2 questions - Reading and Phonics)

- 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.

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

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

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

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

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

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

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:**

SESOTHO



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

DIAGNOSTIC ASSESSMENT MATHEMATICS: SESOTHO KEREITI YA 3

Tlhokomediso ho Titjhere:

1. Dipotso tsena di etsedsitswe hoba sesebediswa sa ho lekola teko patlisiso.
2. Lekola tataiso ya titjhere e nehetsweng pele o ka ngodisa /ho kgetha dipotso
3. O ka ngodisa diteko ho ya ka dikarolo/boima/dihlooho/ boemo ba kutlwisiso kapa dikereiti.
4. O ka boela wa qhaqholla dipotso ho tswa dikarolong tse fapaneng ho ya dithuto /bothata ba dipotso/boemo ba kutlwisiso kapa dikereiti.
5. Kgetho ya dikarolo/dipotso/e itshetlehile sepheong sa teko.

Mohl.

O ka nnefatsa hore baithuti ba kereiti ya 3 phaposing ya hao ba na le bokgoni ba dihlooho tse itseng tsa Kereiti ya 1 le ya 2. Ke ka hoo o ka kgethang dipotso tsa Kereiti ya 1 le 2 kaofela tse kgethilweng karolong tsa dikahare ho tswa dikarolong tse fapaneng.

- Hona ho ka etsa tekolo ya motheo e ka sebediswang qalong ya selemo.
- O ka hlaphisa moralo thuto wa barutwana ba Kereiti ya 3 o itshetlehile tlhopollong ya phuphutso ya diphephetso tekong ya motheo.
- Ka tsela e tshwanang o ka kgetha dipotso ho ya ka dihlooho tse fapaneng ho Setamente sa Leano La Kharikhulamo le Tekanyetso(CAPS) le sepheo sa hao sa teko

Please note the following keys:

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

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

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

It is thereafter written above each question in the format:

NOR/repeated addition/G1/R/E

KAROLO YA A

Etsa sedikadikwe tlhakung ya karabo e nepahetseng bakeng sa potso 1 ho ya ho 5.

NOR/Repeated addition/G1/R/E

1. Qetella: $2 + 2 + 2 + 2 =$

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

NOR/Addition/G2/R/E

2. Kopanya 50 le 5.

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

NOR/Problem Solving addition/G2/R/M

3. Ho na le diapole tse 18, dipere tse 11 le dipanana tse 5 ka lebokoseng. Ke ditholwana tse kae kaofela?

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

NOR/Counting/G3/K/E

4. Bala o ya morao ka bo 10 ho tloha ho 100.

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

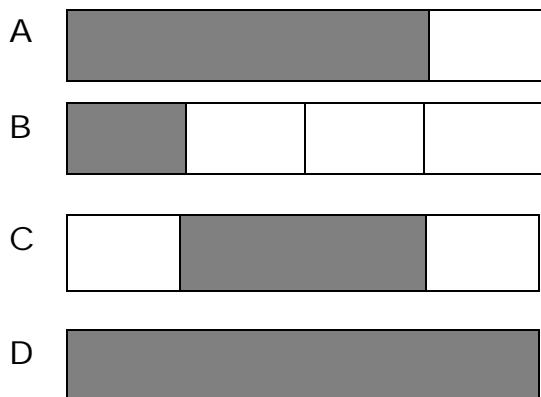
NOR/ Number symbol/G3/K/M

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 umdwabo okuhlikhlwe kuwo amakota ama-2 kule midwebo elandelayo?



NOR/Subtraction/G3/R/E

7. Qetella: $236 - 136 =$

A 136

B 100

C 172

D 472

NOR/Division/G3/P/M

8. Ke letshwao lefe le siilweng ho polelopalo e ka tlase?

$$40 \quad \square \quad 5 = 8$$

A —

B ×

C +

D ÷

PFA/Geometric Patterns/G2/K/E

9. Ke dibopeho dife tse nepahetseng tse tla latela pateroneng ya jeometri e ka tlase?



A A sequence of shapes where a triangle is followed by a circle and then a square.

B A sequence of shapes where a circle is followed by a triangle and then a square.

C A sequence of shapes where a square is followed by a triangle and then a circle.

D A sequence of shapes where a triangle is followed by a square and then a circle.

PFA/Number Patterns/G3/K/M

10. Ke dinomoro dife tse siilweng pateroneng ya dinomoro e ka tlase?

____; ____; 12; 16; 20

A 10; 11

B 8; 10

C 4; 8

D 6; 9

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

11. Lenaneng la ntho tse ngotsweng ka tlase ke efe e thellang?

A mabole

B bolo

C buka

D lamunu

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

12. Ke sebopoho sefe sa 2-D se se nang mahlakore a otlolohileng

A Kgutlonne

B Kgutlotharo

C Kgutlonne tsepa /Sekwere

D Sedikadikwe/Sekele

13. Ke ntho efe e boimahadi ho feta tse ding ho tse ka tlase?

A



B



C



D



14. Ke dibeke tse kae matsatsing a 28?

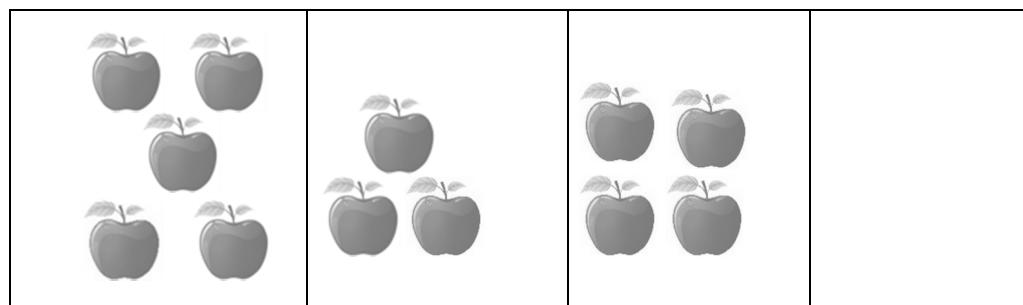
A Dibeke tse 4

B Dibeke tse 3

C Dibeke tse 5

D Dibeke tse 6

15. Sheba kerafo ho fumana hore Thato o na le diapole tse kae ho feta tsa

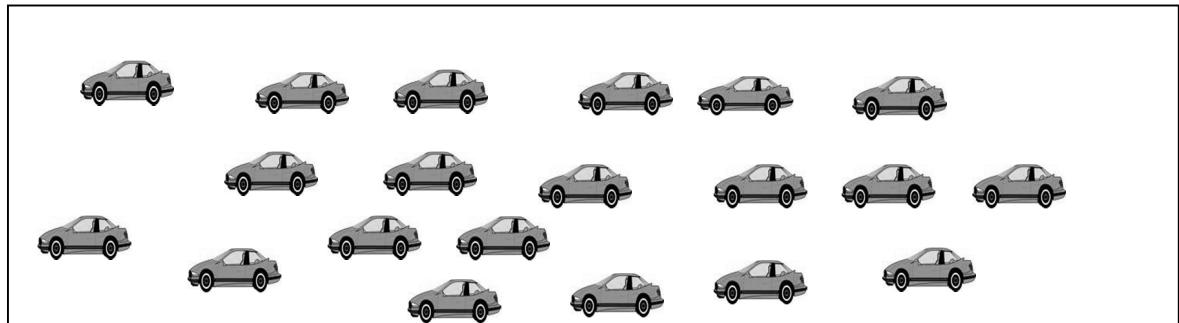


- A 3 le halofo e le nngwe
- B 5
- C 8 le halofo e le nngwe
- D 1 le halofo e le nngwe

KAROLO YA B

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

16. Bala dikoloi tse setshwantshong ebe o ngola karabo ya hao ka mantswe.



NOR/Place Value/G3/K/E

17. Ngola boleng ba dij iti ya nomoro e thalletsweng mola ka tlase 156.

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

18. Hlophisa dinomoro tseo o difilweng ho tloha ho e kgolohadi ho ya ho e nyenyane.

391, 193, 913, 931, 139, 319

NOR/Division/G3/R/D

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

NOR/Money/G3/R/M

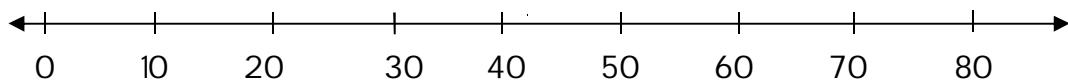
20. Qetella phetolelo e nngwe le e nngwe:

a. $135c = R___$

b. $R1,60 = ___c$

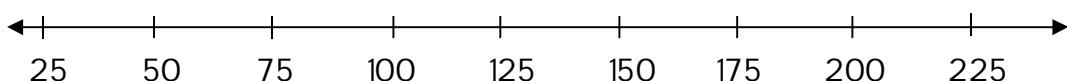
NOR/Multiplication/G3/R/M

21. Sebedisa molapalo ho bontsha hore $4 \times 10 = 40$.



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

22. Rala motlolo/metlolo molapalong ho bontsha hore $125 - 50 = 75$.



PFA/Geometric Patterns/G3/R/E

23. Atolosa paterone ya j eometeri hang feela.



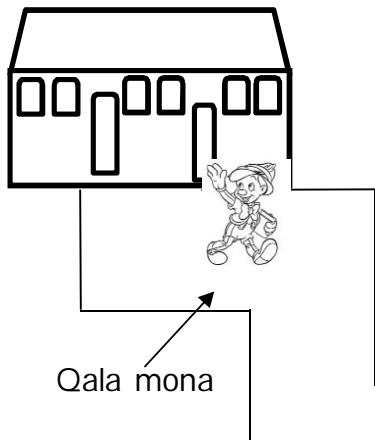
PFA/Number Patterns/G3/R/M

24. Ngola molao o sebedisitsweng bakeng sa paterone ya nomoro e ka tlase
380; 384; 388; 392

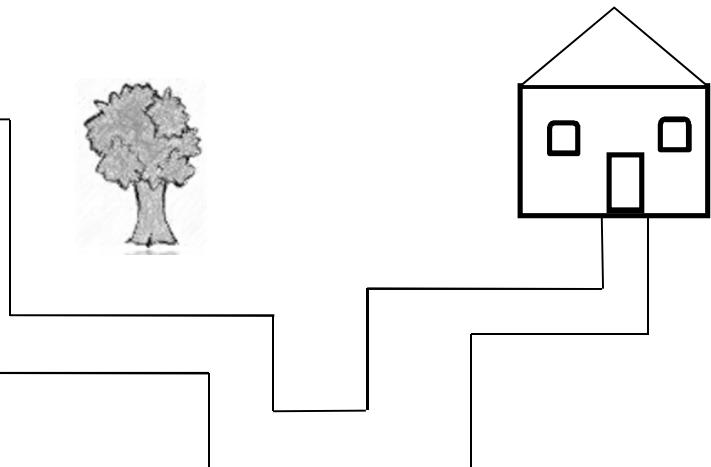
SS/Position, orientation and views/G3/R&K/M

25. Sheba setshwantsho mme o arabe dipotso tse ka tlase.

Sekolo



Hae

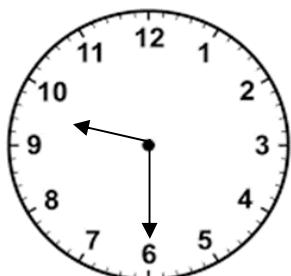


a. Mosa o thinya hakae ho tloha sekolong ho ya hae?

b. Ha Mosa a tswa sekolong, na sefate se tla be se le ka lehlakoreng la hae le letshehadi kapa le letona?

M/Time/G3/K/M

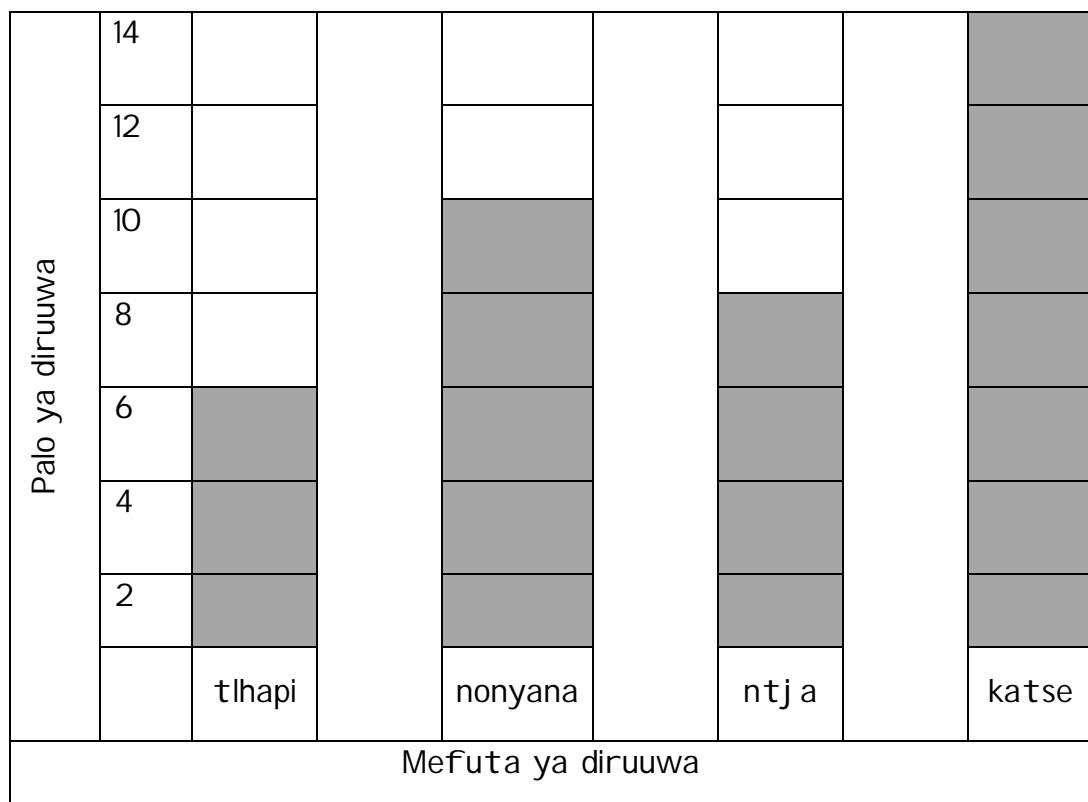
26. Bala nako e bontshitsweng watj heng ya manaka ebe o qetella polelo e ka tlase.



Nako e bontshitsweng watj heng ya manaka ke ...

27. Lekola kerafo ya bara ebe o araba dipotso tse latelang.

Kgetho ya barutwana ya diruuwa



Ke seruuwa sefe se ratwang ka ho fetisisa?

KAROLO YA C

Bontsha tshebetso yohle.

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

28. Eric o na le R32. Azwi o na le tse makgetlo a mararo ho feta ya Eric. Azwi o na le tj helete e kae?

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

29. Ho na le batho ba 490 lebaleng la dipapadi. Halofo ya bona ke bana mme halofo e nngwe ke batswadi. Ke bana ba bakae lebaleng la dipapadi?

M/Time/G3/C/M

30. Thuli o tsoha ka hora ya bo 5 hoseng ho hong le ho hong. Sekolo sa hae se qala kotara kamorao ho hora ya bo 7. O na le nako e kae pele sekolo se qala?

M/Mass/G3/C/D

31. Mary o bokelleditse 700g ya ditoroberi mme Ann a bokelletsa 360g ya ditoroberi. Ditoroberi tseo Ann a di bokelleditseng di nyane ka digramo tse kae ho tsa Mary?

M/Length/G3/C/D

32. Bohole ba ho potoloha sekwere sa kampo ke 48m. Ke bolelele bo bokae ba lehlakore ka leng la kampo?





DIAGNOSTIC TEST ITEMS: MARKING GUIDELINE
DIPALO: SESOTHO
KEREITI YA 3

Memorandamo ona o na le maqephe a 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 may 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.

KAROLO YA A

- **Letshwao le le leng bakeng sa karabo e nngwe le e nngwe.**
- **Se fane ka letshwao ha a kgethile karabo tse fetang e le nngwe.**

No.	Expected answer	Level of understanding or error analysis		Cognitive level	Level of difficulty	Grade level
2.	A 6	1	O kopantse dinomoro tse 3 tsa pele feela.	R	E	1
	B 4	1	O kopantse dinomoro tse 2 tsa pele feela.			
	C 2	1	O nahanne hore ke paterone ya dinomoro.			
	D 8 ✓	4	Karabo e nepahetse.			
3.	A 250	2	O atisitse 50 ka 5 mme ha a utlwisa lenseswe kopanya.	R	E	2
	B 505	1	O kopositse/ngololla 50 le 5.			
	C 10	2	O arotse 50 ka 5.			
	D 55 ✓	4	Karabo e nepahetse.			
4.	A 34 ✓	4	Karabo e nepahetse.	R	M	2

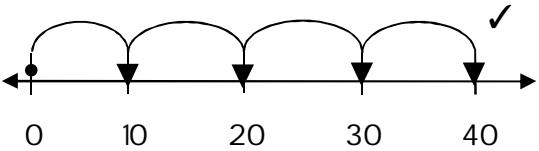
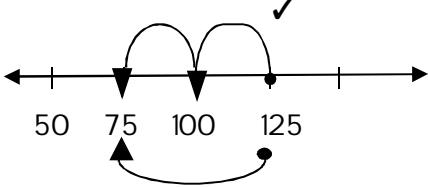
No.	Expected answer		Level of understanding or error analysis		Cognitive level	Level of difficulty	Grade level
	B	29	2	O kopantse dinomoro tse pedi feela.			
	C	43	1	O fapantse di dijiti.			
	D	3	1	O tsotellelse mefuta ya ditholwana ha a tsotella bongata.			
5.	A	100, 105, 110, 115	1	O badile ka bo 5.	K	E	3
	B	130, 120, 110, 100	3	O badile ho ya morao ka bo 10.			
	C	100, 110, 120, 130 ✓	4	Karabo e nepahetse.			
	D	110, 120, 130, 140	3	O badile ka bo 10 ho tloha ho 110.			
6.	A	60098	1	Ha a na kutilwiso ya boleng ba dinomoro.	K	M	3
	B	6098	1	Ha a na kutilwiso ya boleng ba dinomoro.			
	C	968	2	O lobokantse makgolo a tsheletseng le mashome a robong.			
	D	698 ✓	4	Karabo e nepahetse.			
7.	A		1	O lobokantse dikotara tse 2 le dikotara tse3.	K	M	3
	B		2	O badile le ho hlwaya lentswe 'kotara' feela.			
	C		4	Karabo e nepahetse.			
	D		1	Ha kgone ho arola ho felltseng ka dipalophatlo			
8.	A	136	1	O tlositse makgolo feela.	R	E	3
	B	100 ✓	4	Karabo e nepahetse.			
	C	172	1	O tlositse makgolo mme a kopanya mashome le metso.			
	D	472	2	O kopantse bakeng sa ho tlosa.O lobokantse letshwao la palo.			
9.	A	-	1	O nohile, ha a na tsebo ya ho arola.	P	M	3
	B	×	1	O nohile, ha a na tsebo ya ho arola.			
	C	+	1	O nohile, ha a na tsebo ya ho arola.			
	D	÷ ✓	4	Karabo e nepahetse.			

9.	A	 ✓	4	Karabo e nepahetse.	K	E	2
	B		1	Ha a elellwe tatellano e nepahetseng.			
	C		1	Ha a elellwe tatellano e nepahetseng.			
	D		1	Ha a elellwe tatellano e nepahetseng.			
10.	A	10; 11	1	O badile ka bo 1, a iphapanya dinomoro tse 2 tsa ho qetela.	K	M	3
	B	8; 10	2	O badile ka bo 2 mme a se kgone ho hlwaya paterone.			
	C	4; 8 ✓	4	Karabo e nepahetse.			
	D	6; 9	1	O badile ka bo 3 mme a se kgone ho hlwaya paterone.			
11.	A	mabole	1	Ha a na kutlwiso ya lenseswe 'theteha.'	K	E	2
	B	olo	1	Ha a na kutlwiso ya lenseswe 'theteha'.			
	C	buka✓	4	Karabo e nepahetse.			
	D	lamunu	1	Ha a na kutlwiso ya lenseswe 'theteha'.			
12.	A	Kguttonne	1	Ha a kgone ho hlwaya dibopeho tse nang le mahlakore a otlolohileng.	K	M	3
	B	Kgutloharo	1	Ha a kgone ho hlwaya dibopeho tse nang le mahlakore a otlolohileng.			
	C	Sekwere	1	Ha a kgone ho hlwaya dibopeho tse nang le mahlakore a otlolohileng.			
	D	Sedikadikwe ✓	4	Karabo e nepahetse.			
13.	A		1	Ha utlwisse tlhaloso ya lenseswe 'boimahadi'	K	E	2
	B		4	Ha utlwisse tlhaloso ya lenseswe 'boimahadi'			
	C		1	Ha utlwisse tlhaloso ya lenseswe 'boimahadi'.			
	D		2	Karabo e nepahetse.			
14.	A	Dibeke tse 4✓	4	Karabo e nepahetse.	K	M	3

	B	Dibeke tse 3	2	Ha a sebedisa tsebo ya matsatsi a beke le ho sebedisa matshwao a dipalo.			
	C	Dibeke tse 5	1	Ha a sebedisa tsebo ya matsatsi a beke le ho sebedisa matshwao a dipalo.			
	D	Dibeke tse 6	1	Ha a sebedisa tsebo ya matsatsi a beke le ho sebedisa matshwao a dipalo.			
15.	A	3 le halofo e le nngwe	1	O badile diapole tsa Mosa feela.		P	D 3
	B	5	1	O badile diapole tsa Thato feela.			
	C	8 le halofo e le nngwe	1	O kopantse diapole tsa Mosa le Thato.			
	D	1 le halofo e le nngwe✓	4	Karabo e nepahetse.			

KAROLO YA B

- Amohela karabo efe kapa efe e nepahetseng e sa kenyelletswang memorandamong.
- Se tsotelle mopeleto o fosahetseng.
- Amohela dikarabo tse ka bang ka puo efe kapa efe ya semmuso ha feela e le lentswe.
- Matshwao a halofo ha a dumellwa.

No.	Expected answer	Clarification	Mark	Cognitive level	Level of difficulty	Grade
16.	Mashome a mabedi ✓	Fana ka letshwao bakeng sa lebitso la nomoro feela.	1	K&R	E	2
17.	50 kapa mashome a 5 ✓	Fana ka letshwao le le 1 bakeng sa boleng ba dijiti feela eseng sekgeo sa palo.	1	K	E	3
18.	931, 913, 391, 319, 193, 139 ✓	Fana ka letshwao ha feela tatellano ya tse 3 kaofela e nepahetse.	1	R	M	3
19.	24 ✓		1	R	D	3
20.	a. R1, 35 ✓ b. 160c ✓		1	R	M	3
21.		Fana ka letshwao ha metlolo kaofela e mene e bontshitswe ka nepo.	1	R	M	3
22.		Amohela metako ka bobedi.	1	R	D	3
23.		Fana ka letshwao ha feela tatellano ya tse tharo kaofela e nepahetse.	1	R	E	3
24.	Kopanya 4 kapa + 4 kapa paterone ya bo 4 kapa balla pele ka bo 4 kapa eketsa ka 4		1	R	M	3
25.	a. 7/supa ✓ b. Letshehadi ✓		1	R	M	3
26.	Halofo ka mora hora ya borobong kapa Metsotso e 30 ka mora hora ya 9 kapa Metsotso e 30 pele ho hora ya 10 ✓		1	K	M	3
27.	Katse ✓		1	R	M	2

KAROLO YA C

- Ena ke tataiso ya ho tshwya. Moo e bang barutwana ba sebedisitse mekgwa e meng ya dipalo e fapaneng ho rarolla mathata empa e na le moelelo, ba nepiswe.
- Tshebediso ya tataiso ya ho tshwya (memorandamo) e nnetefatsa hore barutwana ba fumana sepheto se nepahetseng, se tssetsitseng, se tshepahalang ebile se se na leeme.

No.	Expected answer	Clarification	Mark	Cognitive level	Level of difficulty	Grade
28.	Tjhelete ya Azwi = $3 \times R32$ = $R30 + R30 + R30 + R2 + R2 + R2$ ✓ = $R90 + R6$ = $R96$ ✓	<ul style="list-style-type: none"> Letshwao le 1 bakeng sa mokgwa o mong le o mong o nepahetseng. Tshebetso kaofela e bontshwe. 	2	P	D	3
29.	Nomoro ya bana = $490 \div 2$ = $(400 + 80 + 10) \div 2$ ✓ = $200 + 40 + 5$ = 245 ✓		2	C	D	4
30.	$7:15 - 5:00$ ✓ = 2h:15 metsotso ✓ or 2 le kotara ya dihora ✓ ✓		2	C	M	3
31.	Nomoro ya digramo = $700g - 360g$ ✓ = $340g$ ✓		2	C	D	3
32.	Bolelele ba dimitara = $48 \div 4$ ✓ = $(40 + 8) \div 4$ = $10 + 2$ = $12m$ ✓		2	C	D	3

SESOTHO HOME LANGUAGE

DIAGNOSTIC QUESTIONS & MEMO



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

DIAGNOSTIC ASSESSMENT SESOTHO PUO YA LAPENG: KEREITI YA 3

Pampiri ena e na le maqephe a 30

Tlhokomediso ho titj here:

1. Diteko tsena di etseditswe ho ba sesebediswa sa ho lekola teko.
2. Ka kopo bala tataiso ya titj here pele o ngodisa diteko tsena.
3. O ka ngodisa diteko ho ya ka dikarolo/ kapa dipotso.
4. Hape o ka tswelapele ho qhaqholla dipotso ho tswa dikarolong tse fapaneng/dipotsong ho ya ka bokgoni, bothata ba mekato le ho fapanha dihlopha.
5. Kgetho ya dikarolo/dipotso e itshitlehile sepheong sa teko. mohl. O ka nna wa sheba hore baithuti ba Kereiti ya 3 phaposing ya hao ba na le bokgoni ba ho bala mokgahlelo wa ho bala le medumo ya Kereiti ya 1 le ya 2. Ke kahoo o tla kgetha dipotso tsohle tsa Kereiti ya 1 le ya 2 ho tswa Potsong ya 1. Sena se ka etsa teko ya motheo e ka ngolwang maqalong a selemo. Jwale o ka hlophisa dithuto bakeng sa baithuti ba Kereiti ya 3 ho ya ka manollo ya sephetho sa teko ya motheo. Ka mokgwa o tshwanang o ka kgetha dipotso ho ya ka mekgahlelo e fapaneng ya CAPS le sepheo sa teko ya hao.

Potso ya Pele

Bala pale e ka tlase ka hloko mme o arabe dipotso.

TEMA YA 1: PALE

Ka letsatsi le leng senqanqane se molomo o sephara, sa tla se qhoma ka tseleng. Ka lehlakoreng le leng la tsela sa bona katse e orile letsatsi. Senqanqane sa korotla ka lenseswe le phahameng hore katse e tsohe. Sa botsa katse hore e ja eng. Katse ya ngaola, "Ke ja tlhapi," mme ya kgutla ho ya robala. Senqanqane sa re, "Mm, ke hantle!" yaba se qhomela ka tseleng.

Haufinyana, Senqanqane sa kopana le ntja e matheba le ntjanyana. Senqanqane sa botsa ntja hore e ja eng. Ntja ya bohola ya re e ja nama. Senqanqane sa korotla, "Mm, ke hantle!" Yaba, se qhomela ka tseleng.

Kamora moo, Senqanqane sa bona kgomo e lapileng le namane di ntse di hlafuna j wang. Senqanqane sa korotla ka lenseswe le phahameng, mme sa botsa Kgomo hore e ja eng. "Ha o bone hore ke ja j wang?" ho kgonya Kgomo. Senqanqane sa boela sa korotla, "Mm ke hantle!" mme sa qhomela ka tseleng sa tsamaya

Kamora moo, Senqanqane sa bona noha e tletseng bonokwane e ikhari le hara tsela. Sa korotla haholo mme sa botsa noha hore e ja eng. Noha ya hweshetsa ya re e ja dinqanqane empa e thabela senqanqane se molomo o sephara j waloka sona. Yaba Senqanqane se korotla ka lenseswe le thothomelang, "Mm, ha ho thabisi," mme sa qhoma ho ya hae ka potlako ka moo se ka kgonang.

[E qotsitswe ho tswa paleng ya "Senqanqane se molomo o sephara"]

Ka kopo ela hloko hore theke (tag) e ka hodimo ho potso ka nngwe,j walo ha ka ho bontshitswe ka tlase, e fana ka tsebo e latelang ho ya ka tsela ena: mofuta wa tema, mokgahlelo wa thuto, dikahare/ mohopolo kapa bokgoni, potso ho ya ka mokato wa Kereiti, boemo ba bothata le kotara (moo dikahare/ bokgoni bo rutwang) mohl.:

Mofuta wa tema	Mekgahlelo	Dikahare/Mohopolo/ Bokgoni	Kereiti	Boemo ba bothata	Kotara
Phetelo	Ho bala le modumo	Dibapadi paleng.	K1	E	2

Kamorao ho moo e ka ngolwa ka mokgwa o latelang ka hodimo ho potso ka nngwe:

Phetelo	Ho bala le medumo	Dibapadi paleng.	K1	E	2
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Palokutlwisiso

Mofuta wa tema	Mekgahlelo	Dikahare/Mohopolo/ Bokgoni	Kereiti	Boemo ba bothata	Kotara
Phetelo	Ho bala le modumo	Dibapadi paleng.	K1	E	2

- Ke mang sebapadi sa sehlooho paleng?

Sebapadi sa sehlooho paleng ke ...

- A ntj anyana.
- B noha.
- C senqanqane.
- D tshintshi.

Phetelo	Ho bala le medumo	Dibapadi paleng	K2	E	2
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2. Etsa lenane la dibapadi tsohle tse buwang paleng ena.

- A Senqanqane, Katse, Ntja, Kgomo, Noha.
- B Senqanqane, Katse, Ntja, Kgomo, Tlhapi.
- C Nku, Podi, Namane, Konyana, Mosele, Katse.
- D Senqanqane, Katse, Kgomo, Noha, Ntjanyana.

Phetelo	Ho bala le medumo	Hlalosa dibapadi tsa sehlooho	K3	M	1
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3. Hlalosa mofuta wa senqanqane o qhometseng ka tseleng?

- A Senqanqane se molomo o sephara.
- B Senqanqane se lapileng.
- C Senqanqane se setala.
- D Senqanqane se senyane.

Phetelo	Ho bala le medumo	Tatellano	K2	M	2
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4. Ke ketsahalo efeng e etsahetseng qetellong ya pale?

- A Senqanqane sa qhoma ho ya hae ka potlako kamoo se ka kgonang.
- B Senqanqane sa bona Kgomo le Konyana di ja jwang.
- C Senqanqane sa kopana le Noha.
- D Senqanqane sa ya ho sesa.

Phetelo	Ho bala le medumo	Tatellano	K3	D	2
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5. Hlophisa hape tatellano ya diketsahalo paleng.

Nomora diketsahalo 1-4.

Noha ya hweshetsa ya re e ja dinqanqane tse molomo o sephara.	
Katse ya ngaola ya re e ja tlhapi.	
Kgomo ya kgonya ya re e ja j wang.	
Ntja ya bohola ya re e ja nama.	

Phetelo	Ho bala le medumo	Potso ya boemo bo hodimo	K3	M	2
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6. Hobaneng ha Senqanqane se ile sa korotla ka lentswe le hodimo ha Noha e ne e se bolella hore e ja dinqanqane?

Senqanqane se ile sa korotla ka lentswe le hodimo hobane ...

- A se ne se tshaba Noha.
- B se ne se batla dij o tsa Noha.
- C mmetso wa sona o ne o le bohloko.
- D se ne se thabile.

Phetelo	Ho bala le medumo	Hlwaya sebaka	K3	D	2
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7. Pale e etsahetse hokae?

- A Tseleng.
- B Polasing.
- C Lebenkeleng la diruuwa.
- D Haufi le letamo.

Phetelo	Ho bala le medumo	Fana ka maikutlo	K3	M	3
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8. Ho ne ho ka etsahala eng, ha noha le senqanqane e ne e ka ba metswalle?

- A Di ne di tla hlafuna j wang mmoho.
- B Noha e ne e tla korotla le Senqanqane.
- C Di ne di tla sesa mmoho.
- D Noha e ne e ke ke ya ja Senqanqane.

Phetelo	Ho bala le medumo	Fana ka maikutlo	K3	T	4
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9. Hobaneng o nahana hore senqanqane se ile sa qhoma ho ya hae ka potlako kamoo se ka kgonang?

- A Se ne se batla ho hlola lebelo.
- B Se ne se tshaba hore Noha e tla se ja.
- C Se ne se qetile ho buwa le Noha.
- D Se ne se sa batle ho ba morao ho nako.

Phetelo	Ho bala le medumo	Sesosa le ditlamorao	K4	D	4
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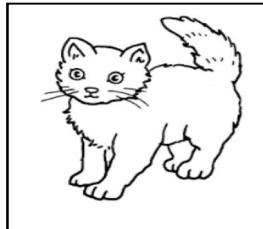
10. O nahana hore ho ka be ho ile ha etsahala eng ha Senqanqane se ne se sa ka sa qhomela ka tseleng?

- A Diphootholo di ka be di le siyo.
- B Senqanqane se ka be se balehetse ka tseleng.
- C Senqanqane se ka be se sa kopana le diphootholo.
- D Senqanqane se ka be se sa kguna ho qhoma.

Phetelo	Ho bala le medumo	Hlwaya modumo o qalang	K1	D	4
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11. Sheba setshwantsho. Ke modumo ofeng o qalang?

- A k
- B ts
- C e
- D a

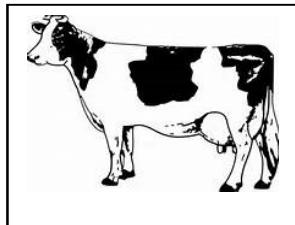


Phetelo	Ho bala le medumo	Sebedisa didumammoho tse tswakilweng	K1	E	3
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12. Sheba setshwantsho. Kgetha modumo o silweng.

E na ke ...omo

- A sh
- B kh
- C kg
- D kgw



Phetelo	Ho bala le medumo	Elellwa mantswe a etsang morethetho	K2	M	1
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13. Kgetha lentswe le etsang morethetho o tshwanang le 'bona'.

- A kgomo
- B sona
- C omana
- D roma

Phetelo	Ho bala le medumo	Hlwaya mantswe a etsang morethetho	K3	T	1
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14. Kgetha lenseswe le sa etseng morethetho o tshwanang le'noha'

- A tsoha
- B loha
- C boha
- D tshela

Phetelo	Ho bala le medumo	Didumannotshi	K3	D	3
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15. Dumannotshi ke lenseswe le qapodiswang le ho ngolwa ka ho tshwana empa
le na le moelego o fapaneng.

Ntja e ja nama.

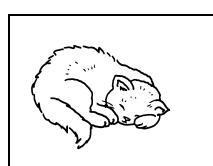
Bopa polelo o sebedisa lenseswe 'nama' ho bontsha moelego o fapaneng le o
polelong e ka hodimo.

Phetelo	Ho bala le medumo	Elellwa didumammoho	K3	E	1
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16. Sheba setshwantsho. Kgetha lenseswe le bontshang seo katse e
ratang ho se etsa.

Katse e rata ho ...

- A thimola.
- B robala.
- C rola.
- D roba.



Phetelo	Ho bala le medumo	Elellwa didumanotshi tse kopaneng	K3	M	1
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17. Bala polelo mme o kgethe modumo o mahareng o nepahetseng.

Katse e a ng...la.

- A oo
- B oa
- C ao
- D oe

Phetelo	Ho bala le medumo	Didumanotshi tse tswakilweng /didumannotshi tse arohaneng	K3	M	1
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18. Bala polelo mme o kgethe lentswe le nepahetseng.

- Ha ke a phela hantle ke tshwerwe ke ...
- A hlooho.
 - B hloho.
 - C hloo.
 - D hlohoo

Phetelo	Ho bala le medumo	Lemoha tshebediso ya nyenyefatso ya mabitso	K3	E	3
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19. Kgetha lentswe le nepahetseng.

Senqanqane se ile sa kopana le kgomo le ...

- A konyana.
- B nku.
- C seketswana
- D kokonyana.

Phetelo	Ho bala le medumo	Dumammoho tse tswakilweng	K3	M	1
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20. Kgomo e j a ...ang.

- A ntsh
- B shw
- C j w
- D tsh

Phetelo	Ho ngola	Matshwao a puo	K1	E	4
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21. Ke polelo efeng eo matshwao a puo a sebedisitsweng ka nepo?

- A sa qhomela ka tseleng
- B Sa qhomela ka tseleng
- C sa qhomela ka Tseleng.
- D Sa qhomela ka tseleng.

Phetelo	Ho ngola	Matshwao a puo	K2	E	3
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22. Ke polelo efeng eo matshwao a puo a sebedisitsweng ka nepo?

- A o j a eng
- B O j a eng.
- C O j a eng?
- D O Ja Eng?

Phetelo	Ho ngola	Matshwao a puo	K3	M	1
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23. Ke polelo efeng eo matshwao a puo a sebedisitsweng ka nepo?

- A Ee , ho hotle haholo!
- B ee ho hotle haholo
- C Ee ho hotle haholo
- D ee ho hotle haholo!

Phetelo	Ho ngola	Matshwao a puo	K4	T	1
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24 Ke polelo efeng eo matshwao a puo a sebedisitsweng ka nepo?

- A noha ya re ke rata ho j a dinqanqane
- B Noha ya re, Ke rata ho j a dinqanqane.
- C Noha ya re, “Ke rata ho j a dinqanqane.”
- D noha ya re “Ke rata ho j a dinqanqane”

Phetelo	Ho ngola	Dikarolo tsa puo - lebitso	K2	M	3
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25. Lentswe le sehelletsweng polelong ke karolo efeng ya puo?

O bone katse e botswa e robetse.

- A leemedi
- B lehlalosi
- C lebitso
- D leetsi

Phetelo	Ho ngola	Tumellano ya lebitso	K4	M	2
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26. Ke kgetho efeng e nepahetseng e qetellang polelo?

- Ntja e bohola katse empa dintja ...
- A di bohola dikatse.
 - B e bohola dikatse.
 - C ba bohola dikatse.
 - D se bohola dikatse.

Phetelo	Ho ngola	Hlwaya maetsi	K3	E	2
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27. Ke lentswe lefeng leo e leng leetsi polelong e latelang?

Senqanqane sa korotla ka lentswe le phahameng.

- A korotla
- B lentswe
- C bua
- D senqanqane

Phetelo	Ho ngola	Bongata	K3	D	4
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28. Kgetha bongata bo nepahetseng.

Ntj anyana e le nngwe, empa ha di le pedi ke ...

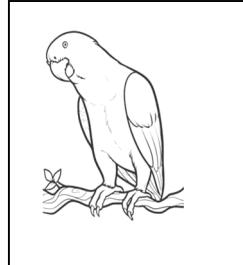
- A dintja.
- B dintj anyana.
- C madinyane.
- D bana.

Tema e phetwang	Ho ngola	Maetelli	K3	E	4
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29. Sheba setshwantsho. Ke lefeng leetelli le nepahetseng ?

Nonyana e dutse ... lekala.

- A ma
- B ka
- C hodima
- D ho



Phetelo	Ho ngola	Hlwaya mahlalosi	K3	M	2
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30. Ke lentswe lefeng le hhalosang ketso polelong e latelang?

Senqanqane sa qhoma ka potlako ho ya hae.

- A qhoma
- B bohlale
- C kapele
- D ka potlako

Phetelo	Ho ngola	Lekgathe lefetile	K3	E	1
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31. Qetella polelo.

Maobane ntja e ne e ntse e ... nama.

- A j ele
- B j ela
- C j a
- D j ala

Potso ya Bobedi

Bala tema mme o arabe dipotso tse ka tlase.

TEMA YA 2 : KERAFO

Lebenkele la Lisa la Dipalesa

Thekiso ya beke

	8				
Dinomoro	7				
	6				
	5				
	4				
	3				
	2				
	1				
	Mantaha	Labobedi	Laboraro	Labone	Labohlano

Matsatsi a beke

[Mohlodi wa mantlha:DBE]

Kerafo	Ho bala le medumo	Fetolela tsebiso ho tswa kerafong	K1	E	4
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1. Lisa o ne a rekisa eng?

- A dipalesa
- B makala
- C mahlaku
- D difate

Kerafo	Ho bala le medumo	Manolla le ho bapisa tsebiso	K2	E	3
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2 Ke letsatsi lefeng leo Lisa a rekisitseng dipalesa tse tharo ka palo?

- A Laboraro
- B Mafelong a beke
- C Mantaha
- D Sontaha

Kerafo	Ho bala le medumo	Manolla le ho bapisa tsebiso	K3	E	1
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3. Ke dipalesa tse kae ka palo tseo Lisa a di rekisitseng ka Labobedi le ka Labohlano?

- A mashome a mabedi
- B leshome le motso o le mong
- C supa
- D ha ho letho

Kerafo	Ho bala le mediumo	Manolla le ho bapisa tsebiso	K3	M	2
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4. Ke letsatsi lefeng leo Lisa a rekisitseng dipalesa tse ngata?

- A Labobedi
- B Moqebelo
- C Mantaha
- D Labohlano

Kerafo	Ho bala le mediumo	Manolla le ho bapisa tsebiso	K3	E	
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5. Ke letsatsi lefeng leo Lisa a rekisitseng dipalesa tse nyane ka palo?

- A Laboraro
- B Mantaha
- C Phato
- D Labohlano

Kerafo	Ho bala le mediumo	Manolla le ho bapisa tsebiso	K4	T	1
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6. Lisa o hloka ho rekisa dipalesa tse kae ho feta ka Mantaha ho lekanya thekiso ya Laboraro??

- A tharo
- B hlano
- C hlola
- D nngwe

Kerafo	Ho bala le medumo	Fana ka maikutlo	K3	M	4
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7. Hobaneng o nahana hore Lisa o rekisitse dipalesa tse ngata ka Labohlano ho feta ka Mantaha?

- A Batho ba reka dipalesa tse ngata ka Labohlano bakeng sa mafelo a beke.
- B Dipalesa di bitsa theko e hodimo.
- C Dipalesa di nkga hampe.
- D Dinotshi di behela manepe.

Kerafo	Ho bala le medumo	Manolla, bapisa le ho bontsha phapang ya tsebiso	K3	M	3
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8. Ke matsatsi afeng a mabedi ao Lisa a rekisitseng palo e lekanang ya dipalesa?

- A Hlakola le Mmesa
- B Labobedi le Laboraro
- C Labobedi le Labone
- D Moqebelo le Sontaha

Kerafo	Ho bala le medumo	Hlalosa ho tshwana le phapang	K3	M	4
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9. Lisa o hloka ho rekisa dipalesa tse kae ho feta ka Laboraro ho bapisa thekiso ya Labohlano?

- A nne
- B pedi
- C ne
- D sedi

Kerafo	Ho bala le medumo	Fana ka maikutlo	K3	D	4
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10. Ke eng seo Lisa a ka se etsang ho eketsa thekiso ya dipalesa ka Mantaha?

Lisa a ka ...

- A qoba ho nosetsa dipalesa kgafetsa.
- B fetola lebitso la lebenkele la hae.
- C ba le theolelo.
- D batla mothusi.

Potso ya Boraro

Sheba phoustara mme o arabe dipotso.

TEMA YA 3: PHOUSTARA



Boloka Melao

1. Kena o kgutsitse.
2. Itukisetse ho ithuta.
- 3 .Phahamisa letsoho pele o ka bua.
4. Sebetsa hantle
5. Eba motswalle!

[Mohlodi wa mantlha www.teacherspayteachers.com 29.07.2016

Phoustara	Ho bala le medumo	Fetolela tsebiso	K3	E	4
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1. Molao wa bo 4 o reng?
- A Itukisetse ho ithuta.
B Phutha ditshila.
C Sebetsa hantle.
D Eba motswalle.

Phoustara	Ho bala le medumo	Fetolela tsebiso	K2	B	3
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2. Ke molao o feng o tlang pele ho molao 'I tukisetse ho ithuta'?

- A Kena o kgutsitse.
- B Phahamisa letsoho la hao.
- C Tlama marapo a hao a dieta.
- D Kena ka potlako.

Phoustara	Ho bala le medumo	Manolla tsebiso	K3	M	4
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3. Phoustara e bua ka eng?

Phoustara e bua ka ...

- A sekolo.
- B lenane la dinako tsa dithuto.
- C botlolo.
- D melao.

Phoustara	Ho bala le medumo	Manolla tsebiso	K3	M	4
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4. Ke hokae moo o ka fumanang phoustara ena teng?

Phoustara ena e ka fumanwa ...

- A phapusing ya matitj here.
- B phapusing ya baithuti.
- C ntlong.
- D lebenkeleng.

Phoustara	Ho ngola	Mabitso	K1	B	3
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Lebitso ke lefeng polelong e latelang?

5. E ba motswalle ya lokileng.

- A setswalle
- B sera
- C motswalle
- D hantle

Phoustara	Ho ngola	Bongata	K1	M	4
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6. Kgetha lentswe le nepahetseng ho qetella polelo.

Baithuti ba tshwanelo ho phahamisa ... pele ba bua.

- A hlooho
- B matsoho
- C letsoho
- D katiba

Phoustara	Ho ngola	Maetelli	K1	M	4
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7 Hlwaya leetelli polelong?

Lindi o tshwanelo ho kena ka hare a kgutsitse.

- A kgutsitse
- B tshwanelo
- C hodima
- D ka hare

Phoustara	Ho ngola	Malatodi	K4	D	1
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8. Kgetha lelatodi bakeng sa lentswe le sehelletsweng.

Sebetsa hantle.

- A hampe.
- B matla.
- C hantle.
- D sebetsa.

Phoustara	Ho ngola	Mahlalosonngwe	K3	E	4
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Kgetha lehlalosonngwe la ‘monyako’.

- A lebala
- B lemati
- C lebota
- D lebone

Phoustara	Ho ngola	Makopanyi	K3	M	4
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10. Kgetha lentswe le nepahetseng ho kopanya dipolelo tse na tse pedi.

Bala phoustara. O boloke melao.

- A bua
- B hape
- C mme
- D empa

Mofuta wa tema	Mekgahlelo	Dikahare/Mohopolo/Bokgoni	Kereiti	Boemo ba bothata	Kotara
Phoustara	Ho ngola	Maetsi	K3	E	2

11. Hlwaya mme o ngole leetsi ho tswa polelong.

Phahamisa letsoho la hao.

Potso ya Bone

Bala Lenane la Dikahare le latelang mme o arabe dipotso.

TEMA YA 4 : LENANE LA DIKAHARE

Tsohle ka Mariha

Sheba lenane la dikahare. Araba dipotso.

Lenane la dikahare

Ketapele	Leqephe
1. Boemo ba lehodimo Mariha	4
2. Batho Mariha	9
3. Dimela Mariha	13
4. Diphoofolo Mariha	19

Sebedisa
lenane la
dikahare ho
ikwetlisa



Kamahanyo ho tswa ho www.firstgradealacarte.blogspot.com [29.07.2016]

Lenane la dikahare	Ho bala le medumo	Fetolela tsebiso	K1	E	4
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1. Sehlooho sa pale ena ke sefeng?
A Batho Mariha.
B Tshohle ka Mariha.
C Boemo ba Lehodimo.
D Monna wa Lehlwa.

2. Ke kgaolo efeng e tlang ka mora sehlooho ‘Batho Mariha’?

- A Boemo ba lehodimo Mariha
- B Tsheole
- C Dimela Mariha
- D Baeti

Tafole ya dikahare	Ho bala le medumo	Fetolela tsebiso	K1	E	4
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3. Ketapele e leqepheng lefeng?

‘Ketapele e leqepheng la ...

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

Lenane la dikahare	Ho bala le medumo	Fetolela tsebiso	K1	E	4
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4. Kgaolo ya 1 e buwa ka eng?1

Kgaolo ya 1 e buwa ka ...

- A boemo ba lehodimo mariha.
- B diaparo tsa ka tsa matsatsi a phomolo.
- C ketapele.
- D moshemane .

Lenane la dikahare	Ho bala le medumo	Fetolela tsebiso	K3	E	4
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5. Kgaolo ya bone e bua ka eng?

Kgaolo ya bone e bua ka ...

- A diphooftolo mariha.
- B pula mariha.
- C boemo ba lehodimo mariha.
- D difate mariha.

Lenanel dikahare	Ho bala le medumo	Mamolla tsebiso	K3	M	4
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6. Ke tsebiso efeng eo o ka balang ka yona kgaolong ya "Diphooftolo
Mariha"

- A diphooftolo
- B bana
- C dimela
- D dij akete

Lenanel dikahare	Ho bala le medumo	Manolla tsebiso	K3	D	4
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7. O ka bala ka eng ho tloha leqepheng la 4-8?

- A Batho Mariha
- B Dibuka Mariha
- C Lenane la Dikahare
- D Boemo ba lehodimo Mariha

Lenanel dikahare	Ho bala le medumo	Tatellano	K3	M	2
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8. Hlophisa tatellano ya dikgaolo j walo ka ha di fumanwa ho Lenane la Dikahare.

Nomora dikgaolo 1-4.

DiphooFolo Mariha	
Batho Mariha	
Dimela Mariha	
Boemo ba lehodimo Mariha	

Lenanel dikahare	Ho bala le medumo	Fetolela tsebiso	K4	D	1
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9. Ke hokae bukeng moo o ka fumana tlotlontswe ka mariha?

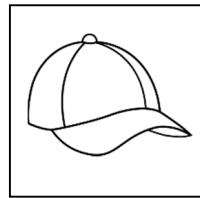
Tlotlontswe ka mariha e ka fumanwa leqepheng la ...

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

Lenanel dikahare	Ho bala le medumo	Hlwaya modumo o qetellang	K1	E	1
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10. Sheba setshwantsho. Ke modumo ofeng o qetellang o nepahetseng?

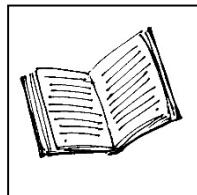
- A t
- B s
- C e
- D i



Tafole ya dikahare	Ho bala le medumo	Tsebo ya medumo le melao ya mopeleto	K1	B	3
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11. Kgetha lentswe le nepahetseng la setshwantsho.

Ena ke boka/buka.



Tafole ya dikahare	Ho bala le medumo	Tsebo ya medumo le melao ya mopeleto	K3	M	1
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12. Kgetha lentswe le nepahetseng ho qetella polelo.

Mariha ... bo a bata.

- A boemo ba lehodimo
- B lehodimo
- C ledimu
- D hodimo

Tafole ya dikahare	Ho bala le medumo	Tsebo ya medumo le melao ya mopeleto	K3	M	1
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13. Sheba setshwantsho.

Ngola modumo o nepahetseng ho qetella lentswe.

Lena ke l...to



Tafole ya dikahare	Ho bala le medumo	Tsebo ya medumo le melao ya mopeleto	K3	M	1
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14. Hlwaya lentswe le etsang morethetho o tshwanang le lentswe
'tsebe'.

- A mariha
- B bobebé
- C tafole
- D kuku

Tafole ya dikahare	Ho ngola	Maetelli	K3	M	3
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15. Moshemane o tshwere letshwao. Letshwao le hokae?

Letshwao le ...

- A kapela hae.
- B kamora hae.
- C sekolong.
- D ho yena.



Tafole ya dikahare	Ho ngola	Maetsi	K3	M	2
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16. Hlwaya mme o ngole leetsi ho tswa polelong.

Bana ba apara haholo mariha.

Tafole ya dikahare	Ho ngola	Maetsi	K3	M	2
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17. Ke lefeng leetsi le nepahetseng?

Maobane re ... serameng.

- A bapala
- B bapetsi
- C bapetse
- D matha

Lenane la dikahare	Ho ngola	Makgathe	K3	M	2
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18. Ke lentswe lefeng le nepahetseng le ka qetellang polelo?

Nellie o ... ‘Lenane la Dikahare’ le bukeng.

- A seeta
- B sebedisa
- C sebedise
- D sebetsa

Lenane la dikahare	Ho ngola	Dumannotshi	K4	T	1
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19. Didumannotshi ke lentswe le qapodiswang le ho peletwa ka ho tshwana, empa le na le moeleo o fapaneng.

Ntate o sebetsa toropong.

Bopa polelo o sebedisa lentswe ‘sebetsa’ ho bontsha moeleo o fapaneng.

Tafole ya dikahare	Ho ngola	Lelatodi	K3	T	4
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20. Lelatodi la lentswe bata ke lefeng?

Lelatodi la lentswe bata ke ...

- A mariha.
- B hatsela.
- C rekisa.
- D tj hesa.

TEMA YA 5: HO NGOLA

Mofuta wa tema	Mekgahlelo	Dikahare/Mohopolo/Bokgoni	Kereiti	Boemo ba bothata	Kotara
Pale/seratswana	Ho ngola	Ngola diratswana tse pedi tsa mela e 10 ka se seng sa dihlooho tseo ho fanweng ka tsona	K3	Y	2

Ngola diratswana tse pedi tsa bonnyane mela e 10 kaofela ka se seng sa dihlooho tse latelang. Etsa bonnete ba hore o sebedisa matshwao a puo a nepahetseng, tshebediso ya puo le mopeleto.

O se ngole dinomoro pela dipolelo.

- A Ngola ka mohla o entseng phoso e kgolo. O ile wa e lokisa j wang?
- B Ha o ne o ka fuwa ditakatso tse 2 e ka ba dife mme hobaneng?
- C Papadi ya kalaneng eo ke e ratang.
- D Dipapadi sekolong.
- E Mampodi wa ka.
- F Leeto ho ya polasing.
- G Sekolo sa ka

Ruburiki ya ho tshwaya

Mokgwa	Matshwao	Dintlha
Seratswana	1	
Dikahare	3	
Matshwao a puo	2	
Puo	2	
Mopeleto	2	
Kaofela	10	



Memorandamo ona o na le maqephe a 21.

Ditema	Levels of difficulty
1: Pale	E:Easy
2: Kerafo	M: Moderate
3: Phoustara	D: Difficult
4: Tafole ya Dikahare	
5: Ho ngola	

No.	Karabo e lebelletsweng	Matshwao	Diagnostic/Error Analysis	Boemo ba bothata	Boemo ba tshebetso	Kereiti
TEMA YA PELE: PALE						
1.	A ntjanyana		Ha se sebapadi se mafolofolo temeng		2	
	B noha		E teng paleng mme e amana le sebapadi sa sehlooho.		3	
	C senqanqane	1	Karabo e nepahetseng	B	4	1
	D tshintshi		Tsebo kakaretso ka dinqanqane, ke hore dinqanqane di ja ditshintshi empa tshintshi ha e yo paleng mme ha se e nngwe ya dibapadi..		1	
2.	A Senqanqane, Katse, Ntja, Kgomo, Noha	1	Karabo e nepahetseng	B	4	2
	B Senqanqane, Katse, Ntja, Kgomo, Tlhapi		Tlhapi ha se sebapadi empa ke e nngwe ya sejo temeng.		2	
	C Nku, Podi, Namane, Konyana, Mosele, Katse		Bontsha tsebo kakaretso ya dibapadi. Ha ho moo ho buuwang ka batho(Mosele) temeng		1	
	D Senqanqane, Katse, Kgomo, Noha, Ntjanyana	1	Bontsha bokgoni ba ho hlwaya dibapadi temeng, manolla, empa ha se dibapadi tse buwang kaofela. Ha a tsepamise maikutlo ho dintlha tsa pale.		3	

No.	Karabo e lebelletsweng	Mashwao	Diagnostic/Error Analysis	Boemo ba bothata	Boemo ba tshebets'o	Kereiti
3.	A Senqanqane se molomo o sephara.	1	Karabo e nepahetseng	M	4	3
	B Senqanqane se lapileng		Kamahano e fokolang ho senqanqane le ho batla ho tseba ha sona ka se jewang ke e mong le e mong, ha se amane le tema.		3	
	C Senqanqane se setala		Ho etsa kgokahano e sa bontsheng kutlwiso ho makgetha a akaretsang a senqanqane.		2	
	D Senqanqane se senyane		Bopaki ba tsebo kakaretso ya dinqanqane, empa ha e amane le potso kapa tema		1	
4	A Sa qhoma ho ya hae ka potlako kamoo se ka kgonang.	1	Karabo e nepahetseng	M	4	2
	B Senqanqane sa bona Kgomo le Konyana di ja jwang.		Kgokahano e sa bontsheng kutlwiso ya tema kaha Senqanqane se bone Kgomo le Konyana bohareng ba pale. Kutlwiso e fokolang ya tatellano.		2	
	C Senqanqane sa kopana le Noha.		Bontsha bokgoni bo itseng ba ho manolla le ho fetolela tatellano, empa sena ha se ketsahalo ya ho qetela.		3	
	D Senqanqane sa ya ho sesa.		Bontsha tsebo-kakaretso e itseng/ tsebo ya pele ya hore dinqanqane di rata ho sesa , empa e sa amane le tema.		1	

No.	Karabo e lebelletsweng		Mashwao	Diagnostic/Error Analysis		Boemo ba bothata	Boemo ba tshebets'o	Kereiti
5.	Noha ya hweshetsa ya re e ja dinqanqane tse molomo o sephara.	4	1	Haeba tatellano ena e sa nepahala kahoo ho na le pherekano ya tatellano ya diketsahalo paleng.		T	4	3
	Katse ya ngaola ya re e ja tlhapi.	1						
	Kgomo ya kgonya ya re e ja jwang.	2						
	Ntja ya bohola ya re e ja nama.	3						
6.	A se ne se tshaba Noha.	1	Karabo e nepahetseng		M	4	3	
	B se ne se batla dijo tsa Noha.		Kamano e fetang pakeng tsa dinqanqane le dinoha kaha di ja dijo tse tshwanang.			2		
	C mmetso wa sona o ne o le bohloko.		Ke kgonahalo empa ha se karabo e nepahetseng. Ha ho na bopaki ba hore mmetso wa sona o ne o le bohloko empa kamano e akaretsang ya mmetso o bohloko le ho korotla.			3		
	D se ne se thabile.		Ha e a itshitleha hodima tema.			1		
7.	A Tseleng	1	Karabo e nepahetseng		B	4	3	
	B Polasing		Kamano e akaretsang e entsweng le dibapadi – diphoofolo di phela polasing.			3		
	C Lebenkeleng la diruuwa		Tsebo ya pele ya diphoofolo empa e sa amaneng le tema. Ho se kgone ho arola diphoofolo tsa hae, polasing le tse hlaha.			1		
	D Haufi le letamo		Ho bontsha kutlwiso e sa hlakang mahareng a dinqanqane le metsi.			2		
8.	A Di ne.di tla hlafuna jwang mmoho.		E itshitlehile hodima pale empa ha e a nepahala. Dinqanqane ha di je jwang.			2		

No.	Karabo e lebelletsweng	Mashwao	Diagnostic/Error Analysis	Boemo ba bothata	Boemo ba tshebets'o	Kereiti
8.	B Noha e ne tla korotla le Senqanqane		Dibapadi di itshitlehile hodima tema, empa ho na le kamahano e fokolang ebile eo e sa kgoneheng hobane dinoha ha di kgone ho korotla.		3	
	C Di ne di tla sesa mmoho.		Ho na le kgonahalo, empa ha e a itshitleha hodima tema, tsebo ya pele ya ya dinqanqane e sebedisitswe.		1	
	D Noha e ne e ke ke ya ja Senqanqane.	1	Karabo e nepahetseng	M	4	3
9.	A se ne se batla ho hlola lebelo.		Tsebo-kakaretso ya lebelo, empa maikutlo ao ho fanweng ka ona ha a tsamaellane le tema.		1	
	B se ne se tshaba hore Noha e tla se ja.	1	Karabo e nepahetseng	T	4	3
	C Se ne se qetile ho bua le Noha.		Kutlwisiso ya moelelo e sa hlakang hakaalo empa ha se karabo e nepahetseng.		3	
	D Se ne se sa batle ho ba morao ho nako.		Kgokahano e sa nepahalang pakeng tsa ho potlaka le ho ba morao ho nako.		2	
10.	A Diphoofolo di ka be di le siyo		Kgonahalo empa ha e amane le sesosa le ditlamorao kaha diphoofolo paleng ha di amane le senqanqane se qhomelang ka tseleng.		3	
	B Senqanqane se ka be se balehetse ka tseleng		Kamahano e sa nepahalang pakeng tsa dinqanqane le ho qhoma, mme e se sesosa le ditlamorao kaha dinqanqane ha di mathe. Tlhoneko ya kutlwisiso ya sesosa le ditlamorao.		2	
	C Senqanqane se ka be se sa kopana le diphoofolo	1	Karabo e nepahetseng	T	4	4
	D Senqanqane e ka be se sa kcona ho qhoma.		Tsebo kakaretso ya sehlooho, empa e qotsa mona le mane paleng empa e sa amane le sesosa le sephetho.		1	
11.	A k	1	Karabo e nepahetseng.	B	4	1

No.	Karabo e lebelletsweng	Mashwao	Diagnostic/Error Analysis	Boemo ba bothata	Boemo ba tshebets'o	Kereiti
	B ts		Ho kopakopanya qapodiso ya modumo wa ts le k		3	
	C e		Modumo o sa tsamaellaneng le lenseswe		1	
	D a		Ha a so tshwarelle medumo e qalang. O kopakanya modumo o qalang le o mahareng.		2	
12.	A sh		Ho se kgone ho kopanya medumo.		2	
	B kh		Ho kopakopanya medumo e kopaneng e leng kg le kh.		1	
	C kg	1	Karabo e nepahetseng.	B	4	1
	D kgw		Ditlhaku di batlile di tshwana le karabo. Kopakopanyo ya 'kgw' le 'kg'.		3	
13.	A kgomo		Ha se lenseswe le nang le morethetho o tshwanang		2	
	B sona	1	Karabo e nepahetseng.	M	4	2
	C omana		E shebahala e ka reng e na le morethetho o tshwanang empa ho se jwalo.		3	
	D roma		Qapodiso e batlile e tshwana empa ho se jwalo.		1	
14.	A tsoha		Ho se be le kutlwisiso ya potso. Ho se utlwisisi mantswe a nang le morethetho./Tlotlontswe e fokolang.		1	
	B loha				1	
	C boha				1	
	D tshela	1	Karabo e nepahetseng	T	4	3

No.	Karabo e lebelletsweng	Matshwao	Diagnostic/Error Analysis	Boemo ba bothata	Boemo ba tshebets'o	Kereiti
15.	Polelo e nngwe le e nngwe e hhalosang moelelo wa lentswe -nama mohl. Mme o nama maoto.	1	Mohopolo wa Didumammoho ha o a tshwarellwa ha polelo e sa fane ka moelelo wa lentswe - nama (ho otolla maoto).	T	4	3
16	A thimola		Hloka kutlwisiso ya potso.		1	
	B robala	1	Karabo e nepahetseng	B	4	3
	C rola		Kamahano e fosahetseng ya ditlhaku.		2	
	D roba		Kamahano e fosahetseng ya "roba le "robala./ Mopeleto		3	
17	A oo		Pherekano e bakwang ke medumo e batlileng e tshwana.		2	
	B oa		Pherekano ya tatellano ya ditlhaku.		3	
	C <u>ao</u>	1	Karabo e nepahetseng	M	4	3
	D oe		Tsebo e fokalang ya didumanotshi.		1	
18	A hlooho	1	Karabo e nepahetseng	M	4	3
	B hloho		Medumo e batlileng e tshwana le ha e sa qapodiswe ka ho tshwana		3	
	C hloo		Tsebo ena ha e amangwe le tema.		2	
	D hlohoo		Tsebo ya medumo e sebediswang e qalang empa e fosahala qetellong ya lentswe.		1	
19	A konyana	1	Karabo e nepahetseng	B	4	3
	B nku		Kamahano e fosahetseng le diphoofolo-konyana.		2	
	C seketswana		Tlhokeho ya kutlwisiso ye tema.		1	

No.	Karabo e lebelletsweng	Matshwao	Diagnostic/Error Analysis	Boemo ba bothata	Boemo ba tshebets'o	Kereiti
	D kokonyana		Tsebo e fokolang pakeng tsa konyana le kokonyana		3	
20.	A ntsh		Ha e amane le modumo 'jw'		1	
	B shw		Ho se kgone ho arola pakeng tsa dinoko tsa 'jw' le 'shw'.		3	
	C jw	1	Karabo e nepahetseng	M	4	3
	D tsh		Kgethollo ya kutlo e fokolang		2	
21.	A sa qhomela ka tseleng		Ha ho tsebo ya matshwao a puo kapa tshebediso ya ditlhaku tse kgolo le matshwao a puo.		1	
	B Sa qhomela ka tseleng		Ho se kenyé matshwao a puo (kgutlo). O na le tsebo ya ho qala polelo ka tlhaku e kgolo.		3	
	C sa qhomela ka Tseleng.		Tshebediso e fosahetseng ya matshwao a puo.		2	
	D Sa qhomela ka tseleng.	1	Karabo e nepahetseng.	B	4	1
22.	A o ja eng		Ha ho tsebo ya matshwao a puo kapa tshebediso ya matshwao a puo le ditlhaku tse kgolo.		1	
	B O ja eng.		Kutlwisiso ya mohopolo wa polelo, empa ho se kgone ho sebedisa matshwao a puo ka nepo. Ho se kgone ho arola pakeng tsa pehelo le potso.		3	
	C O ja eng?	1	Karabo e nepahetseng	B	4	1
	D O Ja Eng		E bontsha kutlwisiso e qalang ya matshwao a puo, empa ho sa sebediswe ditlhaku tse kgolo ka nepo.		2	
23.	A Ee, ho hotle haholo!	1	Karabo e nepahetseng	M	4	3

No.	Karabo e lebelletsweng	Matshwao	Diagnostic/Error Analysis			Boemo ba bothata	Boemo ba tshebets'o	Kereiti
	B ee ho hotle haholo		Ha a kgone ho sebedisa ditlhaku tse kgolo. Tho ke ho ya bokgoni ba tshebediso ya matshwao a puo.				1	
	C Ee ho hotle haholo		Tshebediso e fokolang ya matshwao a puo. O utlwisia feela hore polelo e qala ka tlhaku e kgolo.				2	
	D ee ho hotle haholo!		Tshebediso ya matshwao a puo ha e boemong bo hodimo. O lebetse ho sebedisa ditlhaku tse kgolo.				3	
24.	A noha ya re ke rata ho ja dinqanqane		Ha ho tshebediso ya matshwao a puo.				1	
	B Noha ya re, Ke rata ho ja dinqanqane.		Ho se tshwarelle mohopolo wa diabula-diakwala.				3	
	C Noha ya re, "Ke rata ho ja dinqanqane."	1	Karabo e nepahetseng		T	4	4	
	D noha ya re "Ke rata ho ja dinqanqane"		Tshebediso ya matshwao a motheo a puo e sa fellang. (tlhaku e kgolo le kgutlo di hloka ho elellwa)				2	
25.	A leemedi		E itshitlehile hodima tema, empa ha a kgone ho etsa phapang pakeng tsa lebitso le leemedi.				3	
	B lehlalosi		Ha e amane le tema, mme ha a kgone ho etsa phapang pakeng tsa lebitso le lehlalosi.				1	
	C lebitso	1	Karabo e nepahetseng		M	4	2	
	D leetsi		Kopakopanyo ya lebitso le leetsi.				2	
26.	A di bohola dikatse.	1	Karabo e nepahetseng		M	4	4	
	B e bohola dikatse.		Ho hloka kutlwisiso ya tumellano ya sehlooho le ketso.				3	

No.	Karabo e lebelletsweng	Mashwao	Diagnostic/Error Analysis	Boemo ba bothata	Boemo ba tshebets'o	Kereiti
	C ba bohola dikatse.		Tumellano e fosahetseng ya leetsi.		2	
	D se bohola dikatse.		Ha a so tshwarelle tumellano ya lebitso le leetsi.		1	
27.	A korotla	1	Karabo e nepahetseng	B	4	3
	B lentswe		Pherekanyo ya lebitso le leetsi.		3	
	C bua		E amana le senqanqane empa ha e yo temeng.		1	
	D senqanqane		Kopakopanyo ya leetsi le lebitso.		2	
28	A dintja		O shebile medumo e tshwanang e qalang ya lentswe.		3	
	B dintjanyana	1	Karabo e nepahetseng	M	4	3
	C madinyane		Kgokahano e fosahetseng ya 'ntjanyana' le 'madinyane'.		2	
	D bana		Kamahano ya nnete ya ntjanyana le bana.		1	
29	A ma		Tsebo e fokolang ya maelelli.		1	
	B ka		Kamahano e fosahetseng ya hodima le ka.		3	
	C hodima	1	Karabo e nepahetseng	B	4	3
	D ho		Tshebediso e tshwanang ya medumo e qalang.		2	
30.	A qhoma		Kopakopanyo ya maetsi le mahlalosi.		3	
	B bohlale		Karabo ha e a itshitleha polelong		1	
	C kapele		Ho se kgone ho arola pakeng tsa mahlalosi le mabitso.		2	
	D ka potlako	1	Karabo e nepahetseng	M	4	3

No.	Karabo e lebelletsweng	Mashwao	Diagnostic/Error Analysis			Boemo ba bothata	Boemo ba tshebets'o	Kereiti
31.	A jele		Tsebokakaretso ya lekgathe lefetile, empa a etse kgetho e fosahetseng. Ha a kgone ho arola pakeng tsa maetsi a leng ho ketso ya hona jwale le e fetileng.			3		
	B jela		Ho hloka kutlwiso ya leetsi le sa fetoheng ha polelo e le ho lekgathe lefetile letswelli			2		
	C ja	1	Karabo e nepahetseng	B	4	3		
	D jala		Karabo e sa amahaneng le polelo.			1		
TEMA YA BOBEDI: KERAFO								
1.	A dipalesa	1	Karabo e nepahetseng	B	4	1		
	B makala		Kamano e fokolang ya dipalesa.			3		
	C mahlaku		Kgokahano e sa bontsheng kutlwiso ho dipalesa le mohlala o bonwang.			2		
	D difate		Kamahano le sehlooho empa ha e yo temeng.			1		
2.	A Laboraro	1	Karabo e nepahetseng	B	4	2		
	B Mafelong a beke		E amahangwa le matsatsi a beke empa ha e yo temeng.			1		
	C Mantaha		E tsamaellana le matsatsi a beke empa karabo e fosahetse. Ha a utlwisi kerafo.			3		
	D Sontaha		Ha e yo temeng empa e tsamaellana le matsatsi a beke.			2		
3.	A mashome a mabedi	1	Palo ya dinomoro kaofela kerafong . Ha a kgone ho kgetha tsebiso e amanang le potso.			3		
	B leshome le motso o le mong		Karabo e nepahetseng	B	4	3		

No.	Karabo e lebelletsweng	Mashwao	Diagnostic/Error Analysis	Boemo ba bothata	Boemo ba tshebets'o	Kereiti
4.	C supa		Tsebo kakaretso ya dinomoro empa e bontsha bokgoni bo fokolang ba ho bala dipalesa.O bontshitse thekiso ya dipalesa tsa Labohlano feela.		2	
	D ha ho letho		Tsebo kakaretso ya dinomoro empa e le siyo temeng.		1	
5.	A Labobedi		Ha a utlwisisi moeleo wa kerafo kaofela.		3	
	B Moqebelo		E amana le matsatsi a beke empa ha e yo temeng.		1	
	C Mantaha		Thekiso e tlase ya dipalesa tse rekisitsweng.Phereskanyo pakeng tsa bonyane le bongata.		2	
	D Labohlano	1	Karabo e nepahetseng	M	4	3
6.	A Laboraro	1	Ha a utlwisisi lenseswe bonyane.		3	
	B Mantaha		Karabo e nepahetseng	B	4	3
	C Phato		Kopakopanyo ya dikgwedi tsa selemo le matsatsi a beke.		1	
	D Labohlano		Kopakopanyo ya mantswe bongata le bonyane.		2	
7.	A tharo		Monahano o fosahetseng wa potso.Ha a utlwisisi mohopolo wa dingata ka palo e kae.		2	
	B hlano		O kopakopantse thekiso ya matsatsi a mabedi.		3	
	C hlola		Mopeleto o fosahetseng.		1	
	D nngwe	1	Karabo e nepahetseng	T	4	4
8.	A Batho ba reka dipalesa tse ngata ka Labohlano bakeng sa mafelo a beke	1	Karabo e nepahetseng	M	4	3

No.	Karabo e lebelletsweng	Mashwao	Diagnostic/Error Analysis	Boemo ba bothata	Boemo ba tshebets'o	Kereit'i
7.	B Dipalesa di bitsa theko e hodimo.		Ho tlosa ho fokolang ho sa amaneng le potso. Ha ho moo theko ya dipalesa e boletsweng teng.		3	
	C Dipalesa di nkga hampe.		Ho etsa kgokahano ya nnete le dipalesa.		2	
	D Dinotshi di behela manepe.		Tsebo e akaretsang ya hore dinotshi di amana le manepe empa ha e yo temeng.		1	
8.	A Hlakola le Mmesa.		Kopakopanyo ya matsatsi a beke le dikgwedi kaha di lekana ka palo.		1	
	B Labobedi le Laboraro		Tsebo kutlwisiso e nyane ya potso.		3	
	C Labobedi le Labone	1	Karabo e nepahetseng	M	4	3
	D Moqebelo le Sontaha		E tsamaellana le matsatsi a beke empa ha e yo kerafong.		2	
9.	A nne	1	Karabo e nepahetseng	M	4	3
	B pedi		O tseba hore karabo e tshwanelo ho ba nomoro, empa karabo e fosahetse. Karabo e ka amangwa le ho noha		2	
	C ne		Kgokahano e fokolang ya didumammoho 'nne' le 'ne'		3	
	D sedi		Tsebo e fokolang ya dinomoro.		1	
10.	A qoba ho nosetsa dipalesa kgafetsa		Tsebo ya dipalesa empa ha e amane le thekiso.		2	
	B fetola lebitso la lebenkele la hae		Kutlwisiso ya moelelo e sa hlakang eo e seng ya bohlokwa temeng.		3	
	C ba le theolelo.	1	Karabo e nepahetseng	T	4	3
	D batla mothusi		E amana le tsebo ya pele empa ha e yo temeng.		1	

TEMA YA BORARO: PHOUSTARA

No.	Karabo e lebelletsweng	Matshwao	Diagnostic/Error Analysis	Boemo ba bothata	Boemo ba tshebets'o	Kereiti
1.	A Itukisetse ho ithuta.		Kgetho ya molao o mong le o mong o hlahellang phoustareng.		3	
	B Phutha ditshila.		E amana le melao empa ha e yo tjhateng/ temeng.		1	
	C Sebetsa hantle.	1	Karabo e nepahetseng	B	4	1
	D Eba motswalle.		Ho entswe kgokahano e sa bontsheng kutlwiso ho itshitlehilwe ho se bonwang.		2	
2.	A Kena o kgutsitse.	1	Karabo e nepahetseng	B	4	2
	B Phahamisa letsoho la hao.		Kopakopanyo ya marel pele le kamora.		2	
	C Tlama marapo a hao a dieta .		Molao o akaretsang, ha o a itshitleha temeng.		1	
	D Kena ka potlako.		Molao wa pele o kopangwa le molao wa bone kaha o qala ka lenseswe kena.		3	
3.	A sekolo		Kgokahano e sa bontsheng kutlwiso ya hore dikolo di na le melao.		2	
	B lenane la dinako tsa dithuto.		E amangwa le sekolo- ha e yo phoustareng- empa e amangwa le sekolo.		1	
	C botlolo		Arabela ho se bonwang- e shebahala jwaloka botlolo. Tsepamiso ha e melaong.		3	
	D melao	1	Karabo e nepahetseng	M	4	3
4.	A phapusing ya matitjhere		Phaposi e fumanwang sekolong, empa e sa amane le bana le ho boloka melao.		3	
	B Phapusing ya baithuti.	1	Karabo e nepahetseng	M	4	3
	C ntlong		O kopakopanya melao ya sekolong le melao ya ka tlung.		1	

No.	Karabo e lebelletsweng	Matshwao	Diagnostic/Error Analysis	Boemo ba bothata	Boemo ba tshebets'o	Kereiti
	D lebenkeleng		Amahanya phoustara le se rekiswang lebenkeleng.		2	
5.	A setswalle		Amahangwa le lekgethi kapa lehlalosi- e seng lebitso.Ha e a itshitleha temeng.		3	
	B sera		Kopakopanyo ya lehanyetsi la motswalle.		1	
	C motswalle	1	Karabo e nepahetseng	B	4	1
	D hantle		Ha a kgone ho arola pakeng tsa lebitso le lekgethi.		2	
6.	A hlooho		Tsebokakaretso ya dikarolo tsa mmele, empa e le siyo temeng.		1	
	B matsoho	1	Karabo e nepahetseng	M	4	1
	C letsoho		Ho se sebedise bongata ka nepo.		3	
	D katiba		Tshebediso ya lenseswe le siyo phoustareng.		2	
7.	A kgutsitse		Ha se leetelli empa e tshitlehile temeng.		1	
	B tshwanela		Kopakopanyo ya maetsi le maetelli.		2	
	C hodima		Amahanya maetelli le leetelli le leng le le leng- ha e yo temeng.		3	
	D ka hare	1	Karabo e nepahetseng	M	4	3
8.	A hampe	1	Karabo e nepahetseng	T	4	4
	B matla		Ho se bontshe kutlwisiso ya mahanyetsi.		3	
	C hantle		Ho se bontshe tsebo ya malatodi.		1	
	D sebetsa		Bontsha tsebo ya mantswe a tsamaellanang.		2	
9.	A lebala		Kutlwisiso e fokolang ya mahlalosonngwe.		2	

No.	Karabo e lebelletsweng	Matshwao	Diagnostic/Error Analysis	Boemo ba bothata	Boemo ba tshebets'o	Kereiti
10.	B lemati	1	Karabo e nepahetseng	T	4	3
	C lebota		Kgokahano ya lebota le lebone.		1	
	D lebone		Kgokahano ya lemati le lebone.		3	
11.	A bua		Karabo e bontshang ho hloka kutlwisiso ya makopanyi.		2	
	B hape		Ekaba lekopanyi empa le fosahetse boemong bona		1	
	C mme	1	Karabo e nepahetseng	M	4	3
	D empa		Lekopanyi empa ke karabo fosahetseng.		3	
11.	Phahamisa I	1	Karabo e nepahetseng. Haeba(la hao) e hlwauwe, ho na le pherekano pakeng tsa maemedi le maetsi. Haeba (letsoho) le hlwauwe, ho na le pherekano pakeng tsa mabitso le maetsi	B	4	3

TEMA YA BONE: LENANE LA DIKAHARE

1.	A Batho Mariha		Kopakopanyo ya sehlooho le kgaolo.		3	
	B Tsohle ka Mariha	1	Karabo e nepahetseng	B	4	1
	C Boemo ba lehodimo.		Kgokahano e sa bontsheng kutlwisiso ka Mariha.		2	
	D Monna wa lehlwa.		Kamahano e fokolang ya Mariha le tsheole.		1	
2.	A Boemo ba lehodimo Mariha		Ho hloka kutlwisiso ya mohopolo wa pele le kamora.		3	
	B Tsheole		Tshebediso ya mehlala e bonwang e sa sebediswa ka nepo.		2	
	C Dimela Mariha	1	Karabo e nepahetseng	B	4	2

No.	Karabo e lebelletsweng	Matshwao	Diagnostic/Error Analysis	Boemo ba bothata	Boemo ba tshebets'o	Kereiti
	D Baeti		Ha e yo temeng.		1	
3.	A 25.	1	Ho se kgone ho arola pakeng tsa ketapele le tlotlontswe. Tlotlontswe e fokolang.		2	
	B 19.		E amana le tema empa nomoro ya leqephe e fosahetse.		3	
	C 3.		Kopakopanya nomoro ya leqephe le nomoro ya kgaolo.		1	
	D 1.	1	Karabo e nepahetseng.	M	4	2
4.	A boemo ba lehodimo Mariha.	1	Karabo e nepahetseng	B	4	2
	B diaparo tsa ka tsa matsatsi a phomolo.		Ha e fumanehe temeng.		1	
	C ketapele		Kopakopanyo ya dinomoro tsa kgaolo le dinomoro tsa maqephe.		3	
	D moshemane		Kgokahano e sa bontsheng kutlwisiso ya se bonwang.		2	
5.	A diphoofolo mariha	1	Karabo e nepahetseng.	M	4	3
	B pula mariha.		Ha e yo temeng empa e amana le boemo ba lehodimo.		1	
	C boemo ba lehodimo mariha		Phetolelo e fosahetseng ya potso.		3	
	D difate mariha		Kamahano e phahameng ya difate le dimela.		2	
6.	A diphoofolo	1	Karabo e nepahetseng.	M	4	3
	B bana		Ha e yo paleng empa e amana le sehlooho.		2	
	C dimela		Tlhaloso e fosahetseng ya potso.		3	
	D dijakete		Kamahano e phahameng ya difate le dimela.		1	

No.	Karabo e lebelletsweng		Mashwao	Diagnostic/Error Analysis		Boemo ba bothata	Boemo ba tshebets'o	Kereiti				
7.	A	batho Mariha		Kamahano e fokolang ya Mariha le mabitso a amehang mariha temeng.		3	1	2				
	B	Dibuka Mariha		Ha e yo temeng.Ho na le kamahanyo e fokolang le sehlooho.								
	C	Lenane la dikahare		Lenane la dikahare ha le na nomoro ya leqephe.								
	D	Boemo ba lehodimo Mariha	1	Karabo e nepahetseng.		T	4	3				
8.	Diphofolo Mariha		4	1	Amohela tlhahlamano e nepahetseng feela. Ha tatellano e sa nepahala ho bolela hore ha ho kutlwisiso ya tlhahlamano.		M	4	3			
	Batho Mariha		2				2	4	3			
	Dimela Mariha		3									
	Boemo ba lehodimo Mariha		1									
9.	A	1.		Ho se utlwisisi phapang pakeng tsa dikarolo tsa ketapele le tlotlontswe		T	4	4				
	B	2.		Kopakopanyo ya nomoro ya kgaolo le ya leqephe.								
	C	25.		Karabo e nepahetseng.								
	D	52.		Boemo bo fosahetseng ba nomoro 25,nomoro ha e fumanwe temeng.								
10.	A	t		Kopakopanyo ya k le s.		B	4	1				
	B	s		Kopakopanyo ya senoko se qalang le se qetellang.								
	C	e		Tsebo ya ditlhaku ke e fokolang.								
	D	i	1	Karabo e nepahetseng.								
11.	buka		1	Karabo e nepahetseng.		B	4	1				
12.	A	Boemo ba lehodimo	1	Karabo e nepahetseng.		B	4	3				

No.	Karabo e lebelletsweng	Matshwao	Diagnostic/Error Analysis	Boemo ba bothata	Boemo ba tshebets'o	Kereit'i
13.	B Lehodimo		Ho se kgone ho arola lehodimo le boemo ba lehodimo.		3	
	C Ledimu		Ho se utlwisisi se botswang.		2	
	D Hodimo		Kamano e fosahetseng ya boemo ba lehodimo le hodimo.		1	
	leoto		Karabo e nepahetseng. (Tshwaya sekere mopeletong o fosahetseng.)	B	4	3
14.	A mariha		Kgetho ya lenswe e entsweng feela.		1	
	B bobebe		Karabo e nepahetseng.	B	4	2
	C tafole		Kgokahano ya medumo e tswanang qetelong		3	
	D kuku		Kamano e sa nepahalang ya modumo o qetellong .		2	
15.	A kapele hae	1	Karabo e nepahetseng.	M	4	3
	B kamora hae		Pherekano ya lelatodi la kapela.		3	
	C sekolong		Entse kakaretso ya hore moshemane o sekolong.Kamahano ya se bonwang le sekolo.		1	
	D ho yena		Kamano e fokolang le karabo e nepahetseng.		2	
16.	apara	1	Karabo e nepahetseng.	M	4	3
17.	A bapala		Ho se tsebe ho fetolela lekgathe lejwale ho ya ho lekgathe lefetile.		3	
	B bapetsi		Bokgoni bo fokolang ba mopeletso wa leetsi ho lekgathe lefetile.		2	
	C bapetse	1	Karabo e nepahetseng	M	4	3
	D matha		Kamahano ya leetsi matha le bapala		1	

No.	Karabo e lebelletsweng	Matshwao	Diagnostic/Error Analysis	Boemo ba bothata	Boemo ba tshebets'o	Kereiti
18.	A seeta		Karabo e kgethilweng feela, e sa faneng ka moelelo.		1	
	B sebedisa	1	Karabo e nepahetseng	M	4	3
	C sebedise		Kopakopanyo ya mantswe a batlileng a tshwana		3	
	D sebetsa		Kopakopanyo ya lenseswe sebetsa le sebedisa.		2	
19.	Polelo e nngwe le e nngwe e nepahetseng e nang le moelelo o fapaneng mohl. Sebetsa sena se kotsi.	1	Moelelo wa didumannotshi ha o tsejwe ha polelo e sa fane ka moelelo wa lenseswe sebetsa.	T	4	4
20.	A mariha		Tsebokakaretso ka mariha, empa ha e amane le potso.		2	
	B hatsela		Papisoya lenseswe mariha le hatsela.		3	
	C rekisa		Karabo e se nang moelelo		1	
	D tjhesa	1	Karabo e nepahetseng	T	4	3

TEMA YA BOHLANO: HO NGOLA

Ruburiki ya ho tshwaya

Mekgwa	Matshwao	Dintlh'a
Seratswana	1	
Dikahare	3	
Matshwao a puo	2	
Puo	2	
Mopeleto	2	
Kaofela	10	

TEMA YA BOHLANO: HO NGOLA

Manollo ya diphoso tsa Ho ngola (Tema ya 5)

Mekgwa	Bokgoni bo ikgethang	Bokgoni	Mahareng	Qaleho ya bokgoni	Bokgoni bo sa lekanang
	Grade 4	Grade 3	Grade 2	Grade 1	
Seratwana	Diratswana tse 3	Diratswana tse 2	Seratswana se 1	Seratswana se 0	O kopiditse ditaelo /polelwana kapa karolo ya polelo
Dikahare	Dipolelo tse 13 kapa ho feta tse nang le moevelo tse amanang le sehlooho.	Dipolelo tse 9-12 tse nang le moevelo tse amanang e sehlooho.	Dipolelo tse 3-8 tse nang le moevelo tse amanang e sehlooho.	Dipolelo tse 1 – 2 tse bobebe tse amanang le sehlooho.	Dipolelo tse sa amaneng le sehlooho
Matshwaho a puo	Diphoso tse 0-3 tsa matshwao a puo.	Diphoso tse 4-6 tsa matshwao a puo.	Diphoso tse 7-9 tsa matshwao a puo.	Diphoso tse 10 tsa matshwao a puo.	O kopiditse ditaelo /polelwana kapa karolo ya polelo
Puo	Diphoso tse 0-3 tsa tshebediso ya puo.	Diphoso tse 4-6 tsa tshebediso ya puo.	Diphoso tse 7-9 tsa tshebediso ya puo.	Diphoso tse 10 kapa ho feta tsa tshebediso ya puo.	O kopiditse ditaelo /polelwana kapa karolo ya polelo
Mopeleto	Diphoso tse 0-3 tsa mopeleto.	Diphoso tse 4-6 tsa mopeleto.	Diphoso tse 7 -9 tsa mopeleto.	Diphoso tse 10 kapa ho feta tsa mopeleto.	O kopiditse ditaelo /polelwana kapa karolo ya polelo.

TEMA YA BOHLANO

Ruburiki ya ho ngola

LENANE LA TEKOLO		
MOKGWA	TLHALOSO	MATSHWAO
Seratswana (Bongata ba letshwao le 1)	Kopiditse ditaelo / polelwana kapa karolo ya polelo/ dipolelo tse ka tlase ho tse 4 / dipolelo di nomorilwe.	0
	Seratswana sa mela e 4 kapa ho feta. Dipolelo di ngotswe ka nepo mme ha di a ngolwa meleng e fapaneng.	1
Dikahare (Bongata ba matshwao a 3)	Kopiditse ditaelo / polelwana kapa karolo ya polelo.	0
	Dipolelo tse 1 – 3 tse bonolo tse amanang le sehlooho.	1
	Dipolelo tse 4 – 6 tse nang le moelego tse amanang le sehlooho.	2
	Dipolelo tse 7 – 8 tse nang le moelego tse amanang le sehlooho.	3
Matshwao a puo (Bongata ba matshwao a 2)	Diphoso tse fetang tse 7 tsa matshwao a puo.	0
	Diphoso tse 4 – 6 tsa matshwao a puo.	1
	Diphoso tse 1 – 3 tsa matshwao a puo.	2
Puo (Bongata ba matshwao a 2)	Diphoso tse fetang tse 7 tsa tshebediso ya puo.	0
	Diphoso tse 4 – 6 tsa tshebediso ya puo.	1
	Diphoso tse 1 – 3 tsa tshebediso ya puo.	2
Mopeleto	Diphoso tse fetang tse 7 tsa mopeleto.	0
	Diphoso tse 4 – 6 tsa mopeleto.	1

(Bongata ba matshwao a 2)	Diphoso tse1 – 3 tsa mopeleto.	2
	MATSHWAO KAOFELA	10