



**basic education**

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

# **DIAGNOSTIC TEST ITEMS**

## **GRADE 3**

**LANGUAGE AND MATHEMATICS**  
**SETSWANA**

**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)

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

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

## EXAMPLES

| <b>Grade 3 (easy questions)</b> |
|---------------------------------|
| <b>Section A</b>                |
| Question 1, 2, 4, 7, 8, 11 & 13 |

| <b>Section B</b>     |
|----------------------|
| Question 16, 17 & 23 |

- 4.4 Questions may also be used as a **baseline** assessment if administered prior to teaching a particular lesson. A teacher may want to establish whether learners meet the basic skills and knowledge acquired from the lower grades. This will assist the teacher to know learners' level of proficiency. A sample of questions for each grade is as follows:

### Grade 3 Baseline questions (addition)

|                                |                                    |
|--------------------------------|------------------------------------|
| <b>Grade 1</b>                 | <b>Grade 2</b>                     |
| <b>Section A</b><br>Question 1 | <b>Section A</b><br>Question 2 & 3 |

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

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

- 4.6 The teacher should decide when, where and how the assessment may be used to enhance teaching and learning.
- 4.7 The questions may be used at the beginning of a phase to establish whether learners meet the conceptual knowledge for the new grade/phase.

## 5. DESIGN

The table below lists and describes the types of errors that correspond to each of the four levels of understanding encapsulated in the Mathematics MCQs. The distractor rationale as advocated by Pearson, 2004, forms the basis for diagnosing misconceptions. The taxonomies and cognitive levels as stipulated in CAPS (for Grades 4-9) are incorporated into the levels of understandings to provide the teacher with holistic information about the level of performance. The cognitive levels are now introduced in the Foundation Phase CAPS.

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

**Table 3: Levels of understanding (thought process)**

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

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

| Levels of understanding | Descriptors for the levels of understanding.   |
|-------------------------|--|
|                         | <ul style="list-style-type: none"> <li>- consistently apply/demonstrate correct computational and reasoning skills required in the question;</li> <li>- apply their understanding and knowledge in a variety of relatively complex situations and explain their reasoning;</li> <li>- solve a variety of multi-step word problems;</li> <li>- apply geometric knowledge of a range of two-and three-dimensional shapes in a variety of situations;</li> <li>- draw a conclusion from given data and justify their conclusion.</li> <li>- Etc.</li> </ul> |

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

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

## 6. MARKING GUIDELINES: MATHEMATICS

- 6.1 Multiple Choice Questions (MCQs): Marks are allocated according to the cognitive demand of the question. However, the focus of these assessments is not on scoring the learner, but rather on what the learner is able to do or not do.
- 6.2 Section A and B are allocated a mark each per answer. Marks for Section C are allocated according to the demand of the question.
- 6.3 The marking guideline has columns indicating the number for each question, the expected answer per question, the level of understanding/error analysis (for Section A), the cognitive level, the level of difficulty, the grade level at which a question and its answer are pitched. The mark allocation is merely a guide for the learner's response and should not be the focus of the task.
- 6.4 The levels of difficulty indicate the cognitive demands of the question which are: Easy (E), Moderate (M) and difficult (D).
- 6.5 The Cognitive levels are as prescribed in the CAPS for the Intermediate and Senior Phases and will now be introduced in the Foundation Phase. The cognitive levels, their descriptors and examples are indicated in Table 5.

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

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

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

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

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

E.g. Grade 3 question

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

#### Learner response

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

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

**Table 5: MATHEMATICS COGNITIVE LEVELS**

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

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

# **LANGUAGE**

## **7. PROPOSED USE OF THE LANGUAGE RESOURCE BANK**

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

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

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

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

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

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

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

|  |
|--|
| <b>Grade 3:</b><br><b>(Grade 1 and 2 questions on visual text)</b> |
|--|

|                                  |
|----------------------------------|
| Question 2: Graph<br>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**

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

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

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

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

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

### **9.1 LANGUAGE**

#### **9.1.1 MULTIPLE CHOICE QUESTIONS (MCQs)**

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

#### **9.1.2 OPINION QUESTIONS**

These questions require an opinion and a reason as a response. A scoring guide has been included to guide teachers in identifying scores of 0/1/2. The teacher is assisted in identifying and understanding the misconception and the level of skill development required to improve cognition and performance.

### 9.1.3 TRANSACTIONAL AND ESSAY WRITING DIAGNOSTIC RUBRIC

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

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

### 9.1.4 LANGUAGE STRUCTURES AND CONVENTIONS

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

**Table 7: Example of the Marking Guideline (for a MCQ)**

1.1 What is the main idea of the article?

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

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

**Table 8: Levels of Understanding that incorporate the two Taxonomies**

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

## **10. MODERATION**

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

## **11. DATA ANALYSIS AND UTILISATION**

The teacher would be able to collect data on an individual learner, a class, a grade or for the entire grade and report at each level. Further data can be collected per topic/skill/content area. The teacher is also able to use the phase test and identify at which grade the knowledge deficit is. Since this is an exercise in assessment for learning targeted interventions can be designed to address strengths and weaknesses. Teachers would be able to give feedback to parents on learning gaps, deficits and strengths per learner.

### **11.1 Purpose of the data analysis**

After administering a test the teacher can do own diagnostic analysis to identify:-

- a) The overall level of performance of the class or school;
- b) Individual learners or schools that need special intervention;
- c) Groups of learners or schools who need special support and
- d) Subject content areas that require priority attention in teaching and learning.

### **11.2 Use of basic statistics for analysis**

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

- i. **Mean** (often called average) – calculated by adding the scores of all the learners and dividing the sum by the number of learners. The mean is one score that is used to summarize all the scores obtained by learners in a test. A high mean score represents high performance and a low mean score represents low performance. However, the mean score does not indicate how learner scores are spread from the highest to the lowest and thus is not adequate for identifying individuals who either over-perform or under-perform.
- ii. **Median** (or middle score) – calculated by first arranging the scores from the highest to the lowest and then determining the score that divides the data into two equal halves. Half of the learners who wrote a test will have scores above the median score and the other half will have scores below

the median score. If the number of learners is an odd number the median will be a real score that sits half-way between the extreme scores, e.g. 76, 57, 49, 45 and 39 have 49 as the median score. However, if the number of learners is an even number the median will be a score that may not belong to any of the learners calculated by adding the two adjacent scores that are half-way between the extremes and dividing their sum by two (2), e.g. the median of 76, 57, 49 and 45 is calculated by adding 57 and 49 and dividing the sum by two, i.e.  $(57 + 49)/2 = 106/2 = 52$ . As can be observed, 52 is not one of the four given scores but it is the median score that sits half-way between the extreme scores, viz. 76 and 45.

The median does not show what the extreme scores, i.e. the highest and the lowest scores, are.

- iii. **Maximum** is the highest score obtained by a learner in a test.
- iv. **Minimum** is the lowest score obtained by a learner in a test.
- v. **Range** is the difference between the **Maximum** and the **Minimum** scores. The larger the range, the more diverse the ability levels of the test takers while a relatively small range indicates that the class of test takers has a relatively homogeneous ability profile.

### 11.3 Available tools for data analysis

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

### 11.4 Preparing data for analysis on Excel

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

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

- summarize and analyse the test data; and
- vii. Interpret the statistics in terms of what they suggest about performance of individuals in your class, performance of identifiable groups of learners (e.g. boys and girls) and performance in specific content areas.

## 11.5 **Analysis and interpretation**

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

### a) **Overall performance**

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

### b) **Performance spread**

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

### c) **Individual learner differences in performance**

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

**d) Group differences in performance**

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

**e) Performance in specific topics or skills**

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

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

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

## **11.6 Diagnostic or error analysis**

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

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

## **REFERENCES**

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

**MATHEMATICS  
DIAGNOSTIC  
QUESTIONS &  
MEMO:**

**SETSWANA**



## basic education

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

### TLHATLHOBO-TSHUPO

### DIPALO: SETSWANA

### MOPHATO 3

#### **Molaetsa go Morutabana:**

1. Dipotso tse di tlhamilwe jaaka sedirwa sa tlhatlhobo-tshupo.
2. Ithute kaedi ya morutabana e e neetsweng pele o tsamaisa ya dipotso.
3. O ka tsamaisa dipotso go ya ka dikarolo/ bothata jwa dipotso/ditlhogo/ diteng tsa serutwa/ maemo a kitso kgotsa mophato/mephato.
4. O ka tswelela ka go kgaoganya dipotso go ya go dikarolo tse di farologaneng/ diteng tsa serutwa/ bothata jwa dipotso/maemo a kitso kgotsa mophato/mephato
5. Tlhopho ya dikarolo e tla ikaega ka maikaelelo a tlhatlhobo. Sekai:
  - O ka batla go tlhotlhomisa fa baithuti ba mophato 3 ba na le bokgoni mo ditlhogong dingwe tsa Mophato 1 le Mophato 2. Ke ka moo o tla tlhophang dipotso tsotlhe tsa Mophato 1 le Mophato 2 tsa diteng tsa serutwa go tswa dikarolong tse di farologaneng.
  - Se se ka aga molathee wa tlhatlhobo (baseline assessment) o o ka tsamaisiwang mo tshimologong ya ngwaga.
  - O ka rulaganya dithuto tsa gago tsa barutwana ba Mophato 3 o ikaegile ka tshupo tshekatsheko ya molathee wa tlhatlhobo.
  - Gape o ka tlhopha dipotso go ya ka ditlhogo tse di farologaneng mo CAPS le maikaelelo a gago a tlhatlhobo.

**Please note the following keys:**

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

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

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

It is thereafter written above each question in the format:

**NOR/repeated addition/G1/R/E**

## KAROLO A

Sekeletsa tlhaka ya karabo e e nepagetseng go tswa go potso 1 go fitlha go potso 15.

NOR/Repeated addition/G1/R/E

1. Feleletsa:  $2 + 2 + 2 + 2 =$

A 6

B 4

C 2

D 8

NOR/Addition/G2/R/E

2. Tlhakanya 50 le 5

A 250

B 505

C 10

D 55

NOR/Problem Solving addition/G2/R/M

3. Go na le diapole di le 18, dipere di le 11 le dipanana di le 5 mo lebokosong. Go na le maungo a le makae gotlhele?

A 34

B 29

C 43

D 3

NOR/Counting/G3/K/E

4. Balela kwa pele ka bo 10 go tloga go 100.

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

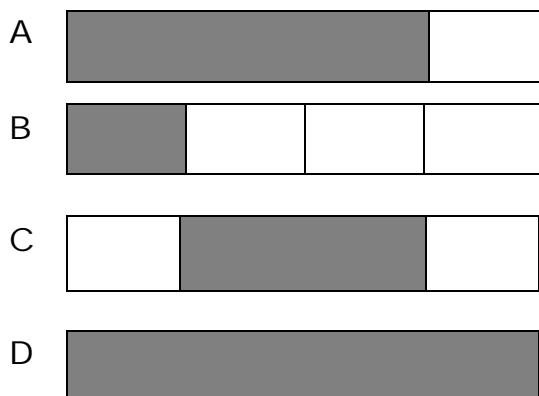
NOR/ Number symbol/G3/K/M

5. Letshwaopalo la makgolothataro masomerobongwerobedi ke lefe?

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

NOR/Fractions/G3/K/M

6. Ke efe mo ditaekeramong tse di latelang e e tshasitweng pedi-nneng?



NOR/Subtraction/G3/R/E

7. Feleletsa:  $236 - 136 =$

- A 136
- B 100
- C 172
- D 472

NOR/Division/G3/P/M

8. Ke letshwao lefe le le tlogetsweng mo polelopalong e e fa tlase?

$40 \square 5 = 8$

- A —
- B ×
- C +
- D ÷

PFA/Geometric Patterns/G2/K/E

9. Ke dipopego dife tse di nepagetseng tse di tla latelang mo pateroneng ya geometri?



- A  $\Delta\circ\square$
- B  $\circ\Delta\square$
- C  $\square\Delta\circ$
- D  $\Delta\square\circ$

PFA/Number Patterns/G3/K/M

10. Ke dipalo dife tse di tlogetsweng mo pateroneng ya dipalo?

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

A 10; 11

B 8; 10

C 4; 8

D 6; 9

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

11. Ke efe ya didiriswa tse di neetsweng fa tlase e e relelang?

A Mmabole

B Kgwele

C Buka

D Namune

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

12. Ke popego efe ya 2-D e e senang mathhakore a a tlhamaletseng?

A Khutlonnetsepa

B Khutlotharo

C Khutlonne

D Sediko

M/Mass/G2/K/E

13. Ke sefe sa didiriswa tse di latelang se se boima/bokete go gaisa?

A



B



C



D



M/Time/G3/K/M

14. Ke dibeke di le kae mo malatsing a le 28?

A Dibeke tse 4

B Dibeke tse 3

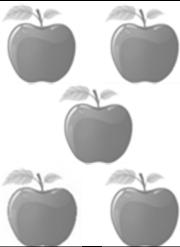
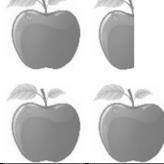
C

D Dibeke tse 5

Dibeke tse 6

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

15. Leba kerafo go bona gore Jack o na le diapole di le kae go feta tsa ga Lize?

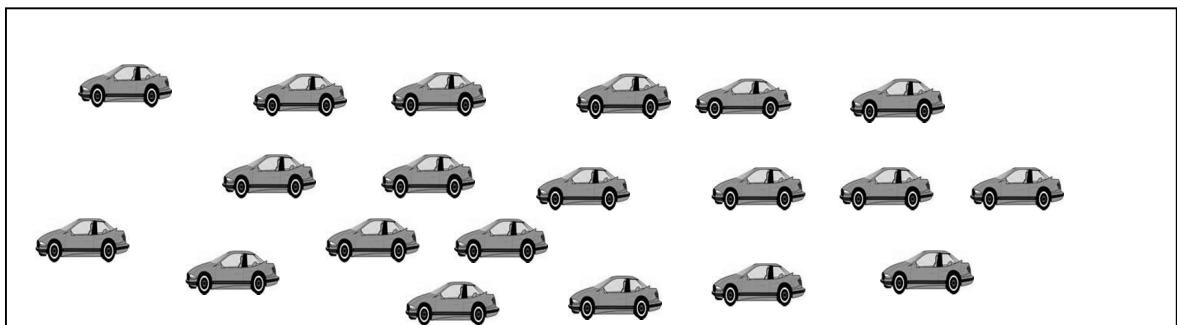
|   |   |  |
|---|---|--|
|  |  |  |
| Jack  | Nicole  | Lize   |

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

## KAROLO B

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

16. Bala ditshwantsho tsa dikoloi mme o kwale karabo ya gago ka leinapalo.



NOR/Place Value/G3/K/E

17. Kwala boleng j wa dij iti e e thaletsweng go 156.

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

18. Rulaganya dipalo tse di neetsweng go tswa go e kgolo go fitlha go e nnye.  
391, 193, 913, 931, 139, 319

NOR/Division/G3/R/D

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

NOR/Money/G3/R/M

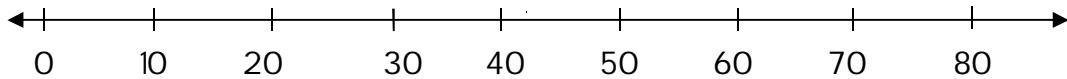
20. Feleletsa phetolelo nngwe le nngwe:

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

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

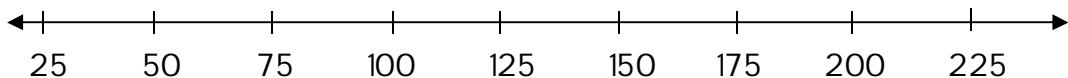
NOR/Multiplication/G3/R/M

21. Dirisa molapalo go bontsha gore  $4 \times 10 = 40$



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

22. Thala motlolo/metlolo mo molapalong go bontsha gore  $125 - 50 = 75$ .



PFA/Geometric Patterns/G3/R/E

23. Atolosa paterone ya j eometeri gangwe fela.



PFA/Number Patterns/G3/R/M

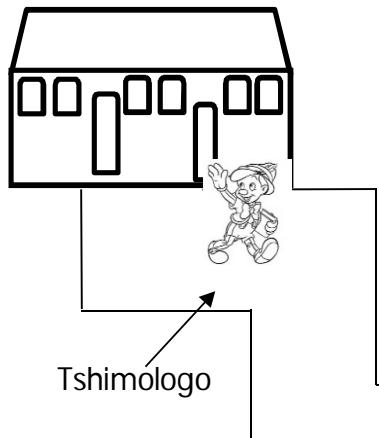
24. Kwala molawana o o dirisitsweng mo pateroneng e e fa tlase.

380; 384; 388; 392

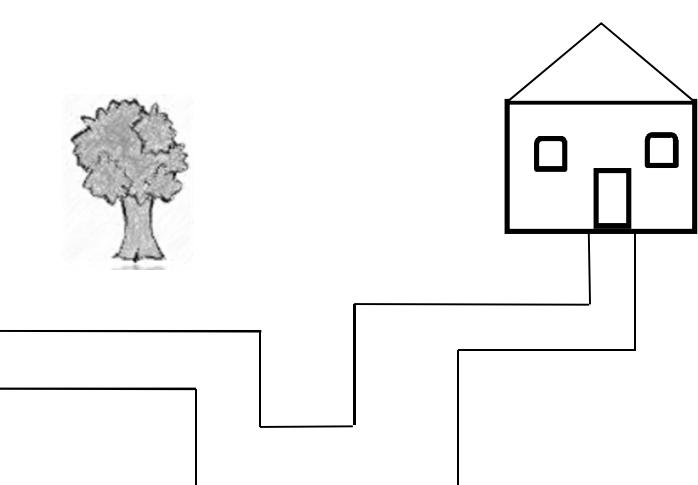
SS/Position, orientation and views/G3/R&K/M

25. Lebelela setshwantsho mme o arabe dipotso tse di fa tlase.

Sekolo



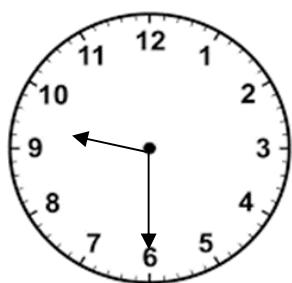
Legae



- Tom o fapoga ga kae go tswa kwa sekolong go ya gae?
- Fa Tom a tswa kwa sekolong, a setlhare se tla be se le ka fa molemeng kgotsa ka fa moj eng?

M/Time/G3/K/M

26. Lebelela nako mo tshupanakong mme o feleletse mothala o o fa tlase

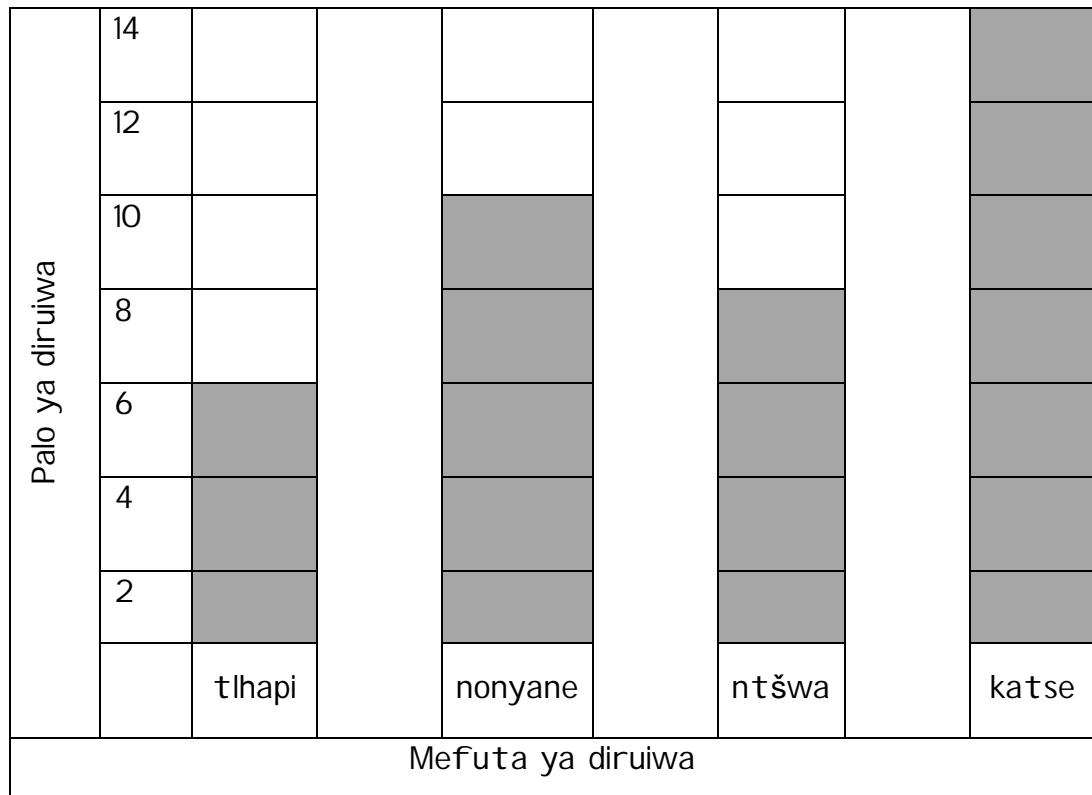


Nako mo tshupanakong ya manakana e balega j aana ...

DH/Analyse and interpret/G3/R/M

27. Lebelela kerafo ka kelotlhoko mme o arabe dipotso tse di latelang.

## Tlhopho ya barutwana ya diruiwa



Ke seruiwa sefe se se rategang?

## KAROLO C

Bontsha dipalelo tsotlhe.

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

28. Eric o na le R32. Azwi o na le gararo go lekana le Eric. Azwi o na le bokae?

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

29. Go na le batho ba le 490 mo lebaleng la kgwele ya dinao. Halofo ya bona ke bana mme halofo e nngwe ke batsadi. Go na le bana ba le bakae mo lebaleng la metshameko?

M/Time/G3/C/M

30. Thuli o tsoga ka ura ya bo-5 moso mongwe le mongwe. Sekolo sa gagwe se simolola ka kotara morago ga ura ya bo-7. O na le nako e kae pele sekolo se simolola?

M/Mass/G3/C/D

31. Mary o kgobokantse 700g ya ditoroberi fa Anna a kgobokantse 360g ya ditoroberi. Ditoroberi tse Anna a di kgobokantseng di dinnye ka digerama tse kae go tsa ga Mary?

M/Length/G3/C/D

32. Sekgala go dikologa kampa e e sekwere ke 48m. Bolele j wa letlhakore lengwe le lengwe la kampa ke bokae?





# basic education

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

**DIAGNOSTIC MARKING GUIDELINE  
SETSWANA: HOME LANGUAGE  
MOPHATO 3**

**Memorantamo o, o na le ditsebe di le 17.**

| Ditlhengwa            | Maemo a boima |
|-----------------------|---------------|
| 1: Kgang              |               |
| 2: Kerafo             |               |
| 3: Phousetara         |               |
| 4: Diteng tsa lenaane |               |
| 5: Maitlhamele        |               |

| Palo. | Karabo e e lebeletsweng | Maduo | Tekotshupo/Tshekatsheko ya go lemoga bokgoni le makoa | Seemo sa boima | Seemo se se supang tiro | Mophato |
|-------|-------------------------|-------|---|----------------|-------------------------|---------|
|-------|-------------------------|-------|---|----------------|-------------------------|---------|

## SETLHANGWA SA NTLHA: KGANG

|    |   |  |   |  |   |   |
|----|---|--|---|--|---|---|
| 1. | A | ntšwanyana                               |   | Moanelwa yo o seng matlhagatlhaga mo setlhengweng.   | 2 |   |
|    | B | noga                                     |   | E mo kgannyeng e bile e gokagangwa le moanelwamogolo.  | 3 |   |
|    | C | segwagwa                                 | 1 | Karabo e e nepagetseng.  | E | 4 |
|    | D | ntsi                                     |   | Kitso kakaretso ya digwagwa sk. digwagwa di ja dintsi, mme ntsi ga e tlhagelele mo setlhengweng e bile ga se nngwe ya baanelwa.                                    | 1 |   |
| 2. | A | Segwagwa, Katse, Ntšwa, Kgomo, Noga.     | 1 | Karabo e e nepagetseng.  | E | 4 |
|    | B | Segwagwa, Katse, Ntšwa, Kgomo, Tlhapi    |   | Tlhapi ga se moanelwa mme ke sejo mo setlhengweng.   | 2 |   |
|    | C | Nku, Podi, Konyana, Letshwao, Katse      |   | E Supa kitso kakaretso ya baanelwa. Ga go a umakiwa batho (letshwao) mo setlhengweng.  | 1 |   |
|    | D | Segwagwa, Katse, Kgomo, Noga, Ntšwanyana | 1 | E bontsha bokgoni jwa go tlhaola baanelwa mo setlhengweng, fela ha se bottle baanelwa ba ba buang. Fela ga e ele tlhoko dilo tse di nnye ka bottlalo mo kgannyeng. | 3 |   |
| 3. | A | Segwagwa sa molomo o o sephara           | 1 | Karabo e e nepagetseng.  | M | 4 |

| Palo.   | Karabo e e lebeletsweng  |  | Maduo   | Tekotshupo/Tshekatsheko ya go lemoga bokgoni le makoa   | Seemo sa boima               | Seemo se se supang tiro | Mophato                            |   |                                  |   |   |   |   |   |   |
|---|--|--|---|---|------------------------------|-------------------------|------------------------------------|---|----------------------------------|---|---|---|---|---|---|
|   | B  | Segwagwa se se tshwerweng ke tlala                             |   | Kgolagano e bokoa le segwagwa le go batla go itse se mongwe le mongwe a sejang, ga e amane gope le setlhangwa.  |                              | 3                       |                                    |   |                                  |   |   |   |   |   |   |
|   | C  | Segwagwa se se tala  |   | E dira kgolagano le sengwe se e seng nnete ka diponagalo tsa segwagwa ka kakaretso.   |                              | 2                       |                                    |   |                                  |   |   |   |   |   |   |
|   | D  | Ngwana wa segwagwa   |   | Bopaki jwa kitso-kakaretso jwa digwagwa fela ga bo amane le potso kgotsa setlhangwa.  |                              | 1                       |                                    |   |                                  |   |   |   |   |   |   |
| 4   | A  | Segwagwa sa pharumela sa boela gae ka lobelo lo lo kwa godimo. | 1   | Karabo e e nepagetseng.   | M                            | 4                       | 2                                  |   |                                  |   |   |   |   |   |   |
|   | B  | Segwagwa se bone Kgomo le Konyana di fula tlhaga.              |   | Kgolagano e e bonalang e se ya nnete ya setlhangwa jaaka Segwagwa se bone Kgomo le Konyana mo bogareng jwa kgang. Go tlhaloganya go go bokoa ga tatelano ya ditiragalo. |                              | 2                       |                                    |   |                                  |   |   |   |   |   |   |
|   | C  | Segwagwa se kopane le Noga.                                    |   | Go bontsha bokgoni jwa go sekaseka le go ranola tatelano mme e se tiragalo ya bofelo.   |                              | 3                       |                                    |   |                                  |   |   |   |   |   |   |
|   | D  | Segwagwa se ne sa ya go thuma.                                 |   | Go bontsha kitso kakaretso nngwe gore digwagwa di rata go thuma mme ga e yo mo setlhangweng.  |                              | 1                       |                                    |   |                                  |   |   |   |   |   |   |
| 5.  | <table border="1"> <tr> <td>Noga ya suma ya re keja digwagwa tse di melomo e e sephara.</td> <td>4</td> </tr> <tr> <td>Katse ya ngaa, ke ja tlhapi.</td> <td>1</td> </tr> <tr> <td>Kgomo ya re mmuuu, ke fula tlhaga.</td> <td>3</td> </tr> <tr> <td>Ntšwa ya bogola ya re e ja nama.</td> <td>2</td> </tr> </table> |  | Noga ya suma ya re keja digwagwa tse di melomo e e sephara. | 4   | Katse ya ngaa, ke ja tlhapi. | 1                       | Kgomo ya re mmuuu, ke fula tlhaga. | 3 | Ntšwa ya bogola ya re e ja nama. | 2 | 1 | Fa tatelano e sa nepagala go na le tlhakathhakano ya tatelano ya ditiragalo mo kgannyeng. | D | 4 | 3 |
| Noga ya suma ya re keja digwagwa tse di melomo e e sephara. | 4  |  |   |   |                              |                         |                                    |   |                                  |   |   |   |   |   |   |
| Katse ya ngaa, ke ja tlhapi.                                | 1  |  |   |   |                              |                         |                                    |   |                                  |   |   |   |   |   |   |
| Kgomo ya re mmuuu, ke fula tlhaga.                          | 3  |  |   |   |                              |                         |                                    |   |                                  |   |   |   |   |   |   |
| Ntšwa ya bogola ya re e ja nama.                            | 2  |  |   |   |                              |                         |                                    |   |                                  |   |   |   |   |   |   |
| 6.  | A  | se ne se tshaba Noga.  | 1   | Karabo e e nepagetseng.   | M                            | 4                       | 3                                  |   |                                  |   |   |   |   |   |   |
|   | B  | se ne se batla dijo tsa Noga.                                  |   | Kgolagano e e bonalang e se ya nnete gore digwagwa le dinoga di ja dijo tse di tshwanang.   |                              | 2                       |                                    |   |                                  |   |   |   |   |   |   |

| Palo. | Karabo e e lebeletsweng                  | Maduo | Tekotshupo/Tshekatsheko ya go lemoga bokgoni le makoa   | Seemo sa boima | Seemo se se supang tiro | Mophato |
|-------|--|-------|---|----------------|-------------------------|---------|
|       | C mometso wa sone o ne o le bothoko.     |       | Go na le kgonagalo mme ga se karabo e e nepagetseng. Ga go na bopaki jwa gore mometso wa gagwe o ne o le bothoko fela kgolagano e e akaretsang mometso o o bothoko le go goelets ga segwagwa. |                | 3                       |         |
|       | D o ne a itumetse.                       |       | Ga gona kamano le setlhangwa.   |                | 1                       |         |
| 7.    | A Mo tseleng.                            | 1     | Karabo e e nepagetseng.   | E              | 4                       | 3       |
|       | B Mo polaseng                            |       | Dikamano tse di dirilweng ka kakaretso le baanelwa - diphologolo di nna kwa polaseng.   |                | 3                       |         |
|       | C Kwa borekelong jwa diotlwane.          |       | Kitso ya pele ya diphologolo mme e sa amane le setlhangwa. Ga ba kgone go farologanya diphologolo tsa gae, polasa le tse ditlhaga.  |                | 1                       |         |
|       | D Gaufi le letamo.                       |       | Go dira tshwetso e e seng maleba magareng ga digwagwa le metsi.   |                | 2                       |         |
| 8.    | A Di tla fula tlhaga mmogo.              |       | E ikaegile/ theetswe mo setlhangweng mme ga e a nepa. Digwagwa ga di fula tlhaga.   |                | 2                       |         |
|       | B Noga e tla lela le Segwagwa.           |       | E ikaegile/ theetswe mo moanelweng fela kgolaganyo e e bokoa mme ga e kgonaga le kantla ya gore dinoga ga di lele/ goeletse.  |                | 3                       |         |
|       | C Di tla thuma mmogo.                    |       | Go nale kgonagalo mme e se maleba le setlhangwa, kitso ya digwagwa ya pele e dirisitswe.  |                | 1                       |         |
|       | D Noga e ne e ka se je Segwagwa.         | 1     | Karabo nepagetseng.   | M              | 4                       | 3       |
| 9.    | A Se ne se batla go fenza lebelo.        |       | Kitso kakaretso ka lobelo mme mogopol o o neetsweng ga o tsalane le setlhangwa.   |                | 1                       |         |
|       | B Se ne se tshaba gore Noga e tla se ja. | 1     | Karabo e e nepagetseng  | D              | 4                       | 3       |
|       | C Se ne se feditse go bua le Noga.       |       | Tshwetso ya bobedi mme karabo e sa nepagala.  |                | 3                       |         |
|       | D Se ne se sa batle go nna thari.        |       | Kgolagano e e seng maleba magareng ga bonako le go nna thari.   |                | 2                       |         |
| 10.   | A Diphologolo di ka bo di ne di seyo.    |       | Go na le kgonagalo mme ga go na kamano le lebaka le tatelo ka ntlha ya gore diphologolo mo kgannyeng e ga di tsalane le segwagwa se se pharumang mo tseleng.                                  |                | 3                       |         |

| Palo. | Karabo e e lebeletsweng  | Maduo  | Tekotshupo/Tshekatsheko ya go lemoga bokgoni le makoa | Seemo sa boima   | Seemo se se supang tiro | Mophato |
|-------|--|--|---|--|-------------------------|---------|
|       | B  | Segwagwa se ka bo se tshabetse kwa tseleng.          |   | Kamano e e fosagetseng fa gare ga digwagwa le go pharuma, e seng lebaka le tatelo ka gonne digwagwa ga di taboge. Go tlhoka kitso ka lebaka le tatelo. |                         | 2       |
|       | C  | Segwagwa se ka bo se ne se sa kopana le diphologolo. | 1   | Karabo e e nepagetseng.  | D                       | 4       |
|       | D  | Segwagwa ga se kgone go pharuma.                     |   | Kitso kakaretso ya setlhogo mme a tshwara go le go nnye fela ka sethangwa mme se sa amane le lebaka le tatelo.   |                         | 1       |
| 11.   | A  | k  | 1   | Karabo e e nepagetseng   | E                       | 4       |
|       | B  | ts   |   | Go tlhakatlhakanya modumo 'ts' le 'k'  |                         | 3       |
|       | C  | b  |   | Modumo ga o a golagana le lefoko   |                         | 1       |
|       | D  | e  |   | Ga a tshwara modumo wa ntsha sentle.go tlhakatlhakanya modumo o o simololang le o o kwa bofelong.  |                         | 2       |
| 12.   | A  | ts   |   | Ga e kgone go tswakangwa.  |                         | 2       |
|       | B  | kgw  |   | Go tlhakatlhakanya modumo e e tswakantsweng kgw le kg.   |                         | 1       |
|       | C  | kg   | 1   | Karabo e e nepagetseng.  | E                       | 4       |
|       | D  | kh   |   | Medumo e e batlileng e duma ka go tshwana.   |                         | 3       |
| 13.   | A  | mpatla   |   | E e sa rumeng ka botlalo.  |                         | 2       |
|       | B  | apara  | 1   | Karabo e e nepagetseng.  | M                       | 4       |
|       | C  | mphora   |   | A lebega a tshwana mme ga le rume.   |                         | 3       |
|       | D  | palesa   |   | Di duma ka go tshwana fela ga di rume.   |                         | 1       |
| 14.   | A  | loga   |   | Go sa tlhaloganye potso.Ga a tlhaloganye merumo.Ga a na tlotlofoko e e lekaneng.   |                         | 1       |
|       | B  | boga   |   |  |                         | 1       |
|       | C  | goga   |   |  |                         | 1       |
|       | D  | katse  | 1   |  | D                       | 4       |
| 15.   | Polelo nngwe le nngwe e e maleba e e tlhalosang bokao jwa lefoko tlhaga s.k Phologolo e e tlhaga e lobelo. |  | 1   | Bokao jwa lereo 'makwalotshwano' ga le a tlhaloganngwa sentle fa polelo e sa neele bokao jo bo farologaneng. (tlhaga)                                  | D                       | 4       |

| Palo. | Karabo e e lebeletsweng                            | Maduo | Tekotshupo/Tshekatsheko ya go lemoga bokgoni le makoa   | Seemo sa boima | Seemo se se supang tiro | Mophato     |
|-------|--|-------|---|----------------|-------------------------|-------------|
| 16    | A rekisa.<br>B robala.<br>C raga.<br>D relela.     |       | Go sa tlhaloganye potso sentle.<br>Karabo e e nepagetseng.<br>Kgolagano e e fosagetseng ya ditlhaka/medumo<br>Go tlhakangwa tlhogo ke ditumanosi le mopeleto.   |                | 2<br>4<br>1<br>3        |             |
| 17    | A oo<br>B ao<br>C oe<br>D aa                       |       | E mo setlhangweng mme ka modumo o o fosagetseng.<br>Go tlhakatlhakanya thulaganyo ya ditlhaka.<br>Karabo e e nepagetseng.<br>Ke tumanosi tse di pataganeng fela mopeleto le modumo di farologane.   |                | 2<br>1<br>M<br>4        | 3<br>3<br>3 |
| 18    | A boela.<br>B goela.<br>C beela.<br>D tseela.      | 1     | Karabo e e nepagetseng.<br>Di duma ka go tshwana fela lefoko le fosagetseng.<br>Kgolano e e bonalang e se ya nnete /mafoko a a dumang ka go tshwana.<br>Kitso kakaretso ya medumo e e dirisitsweng mo lefokong, fela e sa tlhagelele mo setlhangweng. |                | M<br>4                  | 3           |
| 19    | A konyana.<br>B nku.<br>C sekepe.<br>D seketswana. | 1     | Karabo e e nepagetseng.<br>Kgolagano e e nepagetseng ya diphologolo - konyana.<br>Tlhakathakanyo le lefoko le le fapogileng (konyana).<br>Karabo e e fosagetseng gotlhelele.  | E<br>4         | 3<br>2<br>1<br>3        | 3           |
| 20.   | A tsh<br>B p<br>C ph<br>D tlh                      |       | Ga go na kamano le modumo 'ph'.<br>Go retelelwya ke go farologanya magareng ga 'p' le 'ph'.<br>Karabo e e nepagetseng.<br>Bokoa jwa pharologanyo ka kutlo.  |                | 1<br>3<br>M<br>4        | 3<br>3<br>3 |
| 21.   | A se ne sa pharumela mo tseleng                    |       | Go tlhoka kitso le tiriso ya ditlhakakgolo le matshwaopuiso.  |                | 1                       |             |

| Palo. | Karabo e e lebeletsweng | Maduo                                 | Tekotshupo/Tshekatsheko ya go lemoga bokgoni le makoa  | Seemo sa boima | Seemo se se supang tiro | Mophato |
|-------|-------------------------|---------------------------------------|--|----------------|-------------------------|---------|
|       | B                       | Se ne sa pharumela mo tseleng         | Tlogelo ya letshwaopuiso (khutlo). O na le kitso ya tiriso ya tlhakakgolo mo tshimologong ya polelo.                           |                | 3                       |         |
|       | C                       | se ne sa pharumela mo Tseleng.        | Tiriso e e fosagetseng ya ditlhakakgolo.   |                | 2                       |         |
|       | D                       | Se ne sa pharumela mo tseleng.        | 1 Karabo e e nepagetseng.  | E              | 4                       | 1       |
| 22.   | A                       | o ja eng                              | Go tlhoka kitso le tiriso ya matshwaopuiso le ditlhakakgolo.   |                | 1                       |         |
|       | B                       | O ja eng.                             | Go tlhaloganya bokao jwa polelo mme a sa kgone go dirisa letshwaopuiso ka nepagalo. Ga a kgone go farologanya pegelo le potso. |                | 3                       |         |
|       | C                       | O ja eng?                             | 1 Karabo e e nepagetseng.  | E              | 4                       | 1       |
|       | D                       | O Ja Eng?                             | O nale kitso ya letshwaopuiso mme ga a dirisa ditlhakakgolo ka nepagalo.   |                | 2                       |         |
| 23.   | A                       | Ee, go gontle thata!                  | 1 Karabo e e nepagetseng.  | M              | 4                       | 3       |
|       | B                       | ee go gontle thata                    | Ga a kgone go dirisa ditlhakakgolo le letshwaopuiso. Ga a na bokgoni jwa tiriso ya letshwaopuiso.                              |                | 1                       |         |
|       | C                       | Ee go gontle thata                    | Tiriso e e bokoa ya letshwaopuiso. O tlhaloganya fela gore polelo e simolola ka tlhakakgolo.                                   |                | 2                       |         |
|       | D                       | ee go gontle thata!                   | Tiriso ya letshwaopuiso ga e mo seemong se se maleba. O lebetse go dirisa molawana wa matshwaopuiso.                           |                | 3                       |         |
| 24.   | A                       | noga ya re ke rata go ja digwagwa     | Go tlhoka kitso ya tiriso ya matshwaopuiso.  |                | 1                       |         |
|       | B                       | Noga ya re, Ke rata go ja digwagwa.   | Ga a kgone go tshwarelala kgopolu ya matshwao a di tsejwana.   |                | 3                       |         |
|       | C                       | Noga ya re, “Ke rata go ja digwagwa”. | 1 Karabo e e nepagetseng.  | D              | 4                       | 4       |
|       | D                       | noga ya re “Ke rata go ja digwagwa”   | Tiriso e e sa felelang ya matshwaopuiso a a tlwaelegileng (tlhakakgolo le khutlo di batla go elwa tlhoko)                      |                | 2                       |         |
| 25.   | A                       | leemedi                               | Kamano le setlhangwa, fela ga a kgone go farologanya leina le leemedi.   |                | 3                       |         |
|       | B                       | letlhalosi                            | Ga a kgone go farologanya magareng ga leina le letlhalosi.   |                | 1                       |         |

| Palo. | Karabo e e lebeletsweng | Maduo | Tekotshupo/Tshekatsheko ya go lemoga bokgoni le makoa   | Seemo sa boima | Seemo se se supang tiro | Mophato |
|-------|-------------------------|-------|---|----------------|-------------------------|---------|
|       | C leina                 | 1     | Karabo e e nepagetseng.   | M              | 4                       | 2       |
|       | D lediri                |       | Go tlhakatlhakanya maina le madiri.   |                | 2                       |         |
| 26.   | A di sumela digwagwa.   | 1     | Karabo e e nepagetseng.   | M              | 4                       | 4       |
|       | B e sumela digwagwa.    |       | Go tlhoka go tlhaloganya tumelano ya thuanyi sediri.  |                | 3                       |         |
|       | C le sumela digwgwa.    |       | Mopeleto o o fosagetseng wa lefoko.   |                | 2                       |         |
|       | D re sumela segwagwa.   |       | Ga a tlhaloganya tiriso ya tumelano ya sediri le lediri gotlhelele.   |                | 1                       |         |
| 27.   | A pharumela             | 1     | Karabo e e nepagetseng.   | E              | 4                       | 3       |
|       | B gae                   |       | Go tlhakatlhakanya maina le madiri.   |                | 3                       |         |
|       | C bonako                |       | Bonako e mo setlhangweng fela potso e batla tiro e e neng e diriwa ke segwagwa.   |                | 1                       |         |
|       | D segwagwa              |       | Go tlhakatlhakanya lediri le leina.   |                | 2                       |         |
| 28    | A mantšwanyana.         |       | Go se tshwarelele molawana wa tiriso ya bontsi jwa mafoko.  |                | 3                       |         |
|       | B dintšwanyana.         | 1     | Karabo e e nepagetseng.   | M              | 4                       | 3       |
|       | C bontšwa.              |       | Go dirisa puo e e sa lolamang.  |                | 2                       |         |
|       | D bana.                 |       | Go golaganya ntšwanyana le bana.  |                | 1                       |         |
| 29    | A le                    |       | Go tlhakatlhakanya lekopanyi le letlama.  |                | 1                       |         |
|       | B mo                    |       | Mafoko a batlileng a duma ka go tshwana.  |                | 3                       |         |
|       | C godimo                | 1     | Karabo e e nepagetseng.   | E              | 4                       | 3       |
|       | D kwa                   |       | Lefoko le, le tlhagelela mo setlhangweng fela ha se karabo e e nepagetseng.   |                | 2                       |         |
| 30.   | A pharuma               |       | Go tlhakatlhakanya lediri le letlhaodi.   |                | 3                       |         |
|       | B gae                   |       | Ga kgone go farologanya matlhaodi le maina.   |                | 2                       |         |
|       | C segwagwa              |       | Ga kgone go farologanya matlhaodi le maina.   |                | 2                       |         |
|       | D bonako                | 1     | Karabo e e nepagetseng.   | M              | 4                       | 3       |
| 31.   | A di ne di              |       | O na le kitso kakaretso ya paka phethi, fela o dira tlhopho e e fosagetseng. Ga a kgone go farologanya bongwe le bontsi jwa madiri. |                | 1                       |         |
|       | B ne se                 |       | O dira phoso fa a buisa.  |                | 2                       |         |
|       | C ne e                  | 1     | Karabo e e nepagetseng  | E              | 4                       | 3       |

| Palo. | Karabo e e lebeletsweng | Maduo | Tekotshupo/Tshekatsheko ya go lemoga bokgoni le makoa | Seemo sa boima | Seemo se se supang tiro | Mophato |
|-------|-------------------------|-------|---|----------------|-------------------------|---------|
|       | D ne o                  |       | Tlhakathakanyo ya paka jaanong le paka-pheti.         |                | 3                       |         |

#### SETLHANGWA SA BOBEDI: KERAFO

|    |                 |   |   |   |   |   |
|----|-----------------|---|---|---|---|---|
| 1. | A malomo        | 1 | Karabo e e nepagetseng.   | E | 4 | 1 |
|    | B dikala        |   | Kamano e e bokoa le malomo.   |   | 3 |   |
|    | C matlhare      |   | Kgolagano e e bonalang e se ya nnete ya malomo le ponagalo ya setshwantsho.                       |   | 2 |   |
|    | D ditlhare      |   | Kamano le setlhogo mme e seyo mo kerafong.  |   | 1 |   |
| 2. | A Laboraro      | 1 | Karabo e e nepagetseng.   | E | 4 | 2 |
|    | B Mafeloabeke   |   | A na le kamano le malatsi a beke mme e se karolo ya kerafo.                                       |   | 1 |   |
|    | C Mosupologo    |   | O na le kamano le malatsi a beke mme karabo e sa nepagala. Ga kgone go buisa kerafo.              |   | 3 |   |
|    | D Latshipi      |   | Ga le yo mo kerafong mme le amana le malatsi a beke.  |   | 2 |   |
| 3. | A masomeamabedi | 1 | Palo yotlhe ya malomo mo kerafong. Ga a kgone go tlhopha tshedimosetso e e maleba potsong.        |   | 3 |   |
|    | B lesomenngwe   |   | Karabo e e nepagetseng.   | E | 4 | 3 |
|    | C supa          |   | E bontsha palo ya malomo a a rekisitsweng ka la botlhano.   |   | 2 |   |
|    | D lefela        |   | Kitso kakaretso ya dipalo mme e se mo kerafong.   |   | 1 |   |
| 4. | A Labobedi      |   | Go se tlhaloganye bokao jwa palo e e kwa godimo.  |   | 3 |   |
|    | B Lamatlhatso   |   | E na le kamano le malatsi a beke mme ga e mo kerafong.  |   | 1 |   |
|    | C Mosupologo    |   | Thekiso ya palo e e kwa tlase ya malomo. Go tlhakatlhakanya palo e e kwa tlase le e e kwa godimo. |   | 2 |   |
|    | D Labotlhano    | 1 | Karabo e e nepagetseng.   | M | 4 | 3 |
| 5. | A Laboraro      | 1 | Ga a tlhaloganye tiriso ya lefoko le, kwa tlase.  |   | 3 |   |
|    | B Mosupologo    |   | Karabo e e nepagetseng.   | E | 4 | 3 |
|    | C Phatwe        |   | O tlhakatlhakanya dikgwedi le malatsi a beke.   |   | 1 |   |
|    | D Labotlhano    |   | Tlhakathakanyo magareng ga mafoko bontsi le kwa tlase.  |   | 2 |   |

| Palo. |   | Karabo e e lebeletsweng   | Maduo | Tekotshupo/Tshekatsheko ya go lemoga bokgoni le makoa   | Seemo sa boima | Seemo se se supang tiro | Mophato |
|-------|---|---|-------|---|----------------|-------------------------|---------|
| 6.    | A | tharo   |       | Thanolo e e bokoa ya potso. Go sa tlhaloganye tiriso ya papiso.   |                | 2                       |         |
|       | B | tlhano  |       | O tlhakantse ditheko tsa matsatsi a le mabedi.  |                | 3                       |         |
|       | C | nne   |       | Mopeleto o o fosagetseng wa mafoko a a dumang ka gotshwana.   |                | 1                       |         |
|       | D | nngwe   | 1     | Karabo e e nepagetseng.   | D              | 4                       | 4       |
| 7.    | A | Batho ba reka malomo a le mantsi ka Labotlhano ba rekela mafeloabeke. | 1     | Karabo e e nepagetseng  | M              | 4                       | 3       |
|       | B | Malomo a theko e godimo.  |       | Go tlhaloganya go go bokoa go go sa amaneng le potso. Ditshenyegelo tsa malomo ga di a umakiwa.         |                | 3                       |         |
|       | C | Malomo a nkga bosula.   |       | Go dira kgolaganyo ya nnete le malomo.  |                | 2                       |         |
|       | D | Dinotshi di dira mamepe.  |       | Kitso ka karetso ya gore dinotshi di amana le malomo ka tsela nngwe mme go se maleba le kerafo.         |                | 1                       |         |
| 8.    | A | Tlhakole le Moranang  |       | O tlhakatlhakanya dikgwedi le malatsi.  |                | 1                       |         |
|       | B | Labobedi le Laboraro  |       | Go tlhaloganya bontlha bongwe jwa potso.  |                | 3                       |         |
|       | C | Labobedi le Labone  | 1     | Karabo e e nepagetseng.   | M              | 4                       | 3       |
|       | D | Lamatlhatso le Latshipi   |       | Kamano le malatsi a beke,fela karabo ga e yo mo kerafong.   |                | 2                       |         |
| 9.    | A | mane  | 1     | Karabo e e nepagetseng.   | M              | 4                       | 3       |
|       | B | mabedi  |       | Go itse gore karabo e tshwanetse gonna palo mme ke palo e e fosagetseng. E ka amangwa le go fopholetsa. |                | 2                       |         |
|       | C | manno   |       | Kgolaganyo e e bokoa medumo.  |                | 3                       |         |
|       | D | supa  |       | Kamano le palo ya, mme karabo ga e yo mo temaneng.  |                | 1                       |         |
| 10.   | A | ikgatolosa go nosetsa malomo nako le nako.                            |       | Kitso ya malomo mme go se kamano le sesolo sa malomo  |                | 2                       |         |
|       | B | fetola leina la borekelo jwa gagwe.                                   |       | Tshwetso ya bobedi ya kerafong.   |                | 3                       |         |
|       | C | dira sesolo.  | 1     | Karabo e e nepagetseng.   | D              | 4                       | 3       |

| Palo.                                   | Karabo e e lebeletsweng | Maduo                    | Tekotshupo/Tshekatsheko ya go lemoga bokgoni le makoa   | Seemo sa boima | Seemo se se supang tiro | Mophato |
|---|-------------------------|--------------------------|---|----------------|-------------------------|---------|
|   | D                       | thapa mothusi.           | Go amana le kitso ya pele mme e se teng mo kerafong.  |                | 1                       |         |
| <b>SETLHANGWA SA BORARO: PHOUSETARA</b> |                         |                          |   |                |                         |         |
| 1.                                      | A                       | Ipaakanyetse go ithuta.  | Go tlhophilwe molawana mongwe le mongwe o o mo phousetareng.  |                | 3                       |         |
|   | B                       | Sela matlakala.          | Go amana le temana mme ga go tlhagelele mo phousetareng.  |                | 1                       |         |
|   | C                       | Dira bojotle.            | 1 Karabo e e nepagetseng.   | E              | 4                       | 1       |
|   | D                       | Nna botsalano.           | Go dirilwe kgolagano e se ya nnete e e nang le botsalano e ikaegile ka ponagalo ya ditshwantsho.        |                | 2                       |         |
| 2.                                      | A                       | Tsena ka tidimalo.       | 1 Karabo e e nepagetseng.   | E              | 4                       | 2       |
|   | B                       | Tsholetsa letsogo.       | Go tlhakatlhakanya mareo pele ga le morago ga.  |                | 2                       |         |
|   | C                       | Bofa megala ya ditlhako. | Molao kakaretso o se mo phousetareng.   |                | 1                       |         |
|   | D                       | Tsena ka bonako.         | Molao wa ntlha o gakantswe le molao wa bone kagonne e simolola ka lefoko tsena.                         |                | 3                       |         |
| 3.                                      | A                       | sekolo.                  | Kgolagano e e seng ya nnete ka gonne dikolo dina le melao.  |                | 2                       |         |
|   | B                       | lenaneonako.             | Le golagangwa le sekolo –ga e yo mo phousetareng.   |                | 1                       |         |
|   | C                       | botlolo.                 | O tsibogela poganaloya setshwantsho.se lebega jaaka botlolo. Ga a e tsepamisa maikutlo mo phousetareng. |                | 3                       |         |
|   | D                       | melao.                   | 1 Karabo e e nepagetseng.   | M              | 4                       | 3       |
| 4.                                      | A                       | phaposing ya barutabana. | Ke phaposi e e leng teng mo sekolong mme ga e amane le barutwana le kobamelo ya melao.                  |                | 3                       |         |
|   | B                       | phaposiborutelong.       | 1 Karabo e e nepagetseng.   | M              | 4                       | 3       |
|   | C                       | ntlong.                  | Go tlhakatlhakanya melawana ya sekolo le ya kwa gae.  |                | 1                       |         |
|   | D                       | borekelong.              | O amanya phousetara le se se rekisiwang kwa borekelong.   |                | 2                       |         |

| Palo. | Karabo e e lebeletsweng | Maduo | Tekotshupo/Tshekatsheko ya go lemoga bokgoni le makoa                         | Seemo sa boima | Seemo se se supang tiro | Mophato |
|-------|-------------------------|-------|---|----------------|-------------------------|---------|
| 5.    | A botsalano             |       | E amangwa le matlhaodi kgotsa matlhalosi - e seng leina.Ga e mo phousetareng. |                | 3                       |         |
|       | B mmaba                 |       | O tlhakatlhakanya lelatodi la lereo ‘tsala’.                                  |                | 1                       |         |
|       | C tsala                 | 1     | Karabo e e nepagetseng.   | E              | 4                       | 1       |
|       | D siame                 |       | Go sa kgone go farologanya magareng ga leina le letlhaodi.                    |                | 2                       |         |
| 6.    | A maoto                 |       | Kitso kakaretso ka bontsi mme e se mo phousetareng.                           |                | 1                       |         |
|       | B matsogo               | 1     | Karabo e e nepagetseng  | M              | 4                       | 1       |
|       | C maitseo               |       | Maitseo a golagangwa le melao ya sekolo – mme ga a mo phousetareng.           |                | 3                       |         |
|       | D seatla                |       | O tlhakatlhakanya tiriso ya diatla le matsogo.                                |                | 2                       |         |
| 7.    | A bolao                 |       | Ga se letlama. Ga e yo mo phousetareng.                                       |                | 1                       |         |
|       | B kwa tlase             |       | Kamanyo ya matlama mme le se mo phousetareng.                                 |                | 2                       |         |
|       | C robala                |       | O tlhakatlhakantse lediri le letlama.   |                | 3                       |         |
|       | D fa godimo             | 1     | Karabo e e nepagetseng.   | M              | 4                       | 3       |
| 8.    | A modumo                | 1     | Karabo e e nepagetseng.   | D              | 4                       | 4       |
|       | B pina                  |       | Kamanyo ya modumo le go bina mme e se mo phousetareng.                        |                | 3                       |         |
|       | C boitshepo             |       | Go tlhakatlhakanya lediri le letlhaodi.                                       |                | 2                       |         |
|       | D boikokobetso          |       | E golagantswe le seka polelo mme ga e yo mo phousetareng.                     |                | 1                       |         |
| 9.    | A Lebala                |       | Kamano e e bonalang mme e sa tlhamalala/tlhapo sentle.                        |                | 2                       |         |
|       | B lebati                | 1     | Karabo e e nepagetseng.   | D              | 4                       | 3       |
|       | C lebota                |       | Kgolaganyo e bokoa – ga go na kamano le phousetara.                           |                | 1                       |         |
|       | D lebone                |       | Kgolaganyo e bokoa – ga go na kamano le phousetara.                           |                | 3                       |         |
| 10.   | A sengaparetsi          |       | Ponagalo ya setshwantsho sa phousetara mme karabo e fosagetse gotlhelele.     |                | 2                       |         |

| Palo.  | Karabo e e lebeletsweng                   | Maduo | Tekotshupo/Tshekatsheko ya go lemoga bokgoni le makoa   | Seemo sa boima | Seemo se se supang tiro | Mophato |
|--|---|-------|---|----------------|-------------------------|---------|
|  | B le nna                                  |       | Ga e mo phousetareng mme e se maleba.   |                | 1                       |         |
|  | C mme                                     | 1     | Karabo e e nepagetseng.   | M              | 4                       | 3       |
|  | D le                                      |       | Ke lekopanyi fela ke karabo e fosagetseng.  |                | 3                       |         |
| 11.  | tsholetsa                                 | 1     | Karabo e e nepagetseng.<br>Fa go thaletswe letsogo, go kaya gore o tlhakatlhakanya leina le lediri. | E              | 4                       | 3       |
| <b>SETLHANGWA SA BONE: LENAANE LA DITENG</b> |   |       |   |                |                         |         |
| 1.   | A Batho ka Mariga                         |       | Tlhakathhakanyo ya setlhogo le kgaolo.  |                | 3                       |         |
|  | B Tsotlhe ka Mariga                       | 1     | Karabo e e nepagetseng.   | E              | 4                       | 1       |
|  | C Bosa                                    |       | Kgolagano e e seng ya nnene le mariga.  |                | 2                       |         |
|  | D Semathana                               |       | Kamano e e siameng ya mariga le semathana.  |                | 1                       |         |
| 2.   | A Bosa ka Mariga                          |       | Go se tlhaloganye tiriso bosa le mariga.  |                | 3                       |         |
|  | B Bopibosweu                              |       | Go se diriseng ditshwantsho tsa nnene ka nepagalo.  |                | 2                       |         |
|  | C Dimela ka Mariga                        | 1     | Karabo e e nepagetseng.   | E              | 4                       | 2       |
|  | D Baeng                                   |       | Ga e yo mo papetleng.   |                | 1                       |         |
| 3.   | A 25.                                     | 1     | Go sa kgoneng go farologanya magareng ga matseno le tlotlofoko.                                     |                | 2                       |         |
|  | B 19.                                     |       | Amana le kgang fela ke tsebe e e fosagetseng.   |                | 3                       |         |
|  | C 3.                                      |       | Tlhakathhakanyo ya nomoro ya tsebe le ya kgaolo.  |                | 1                       |         |
|  | D 1.                                      | 1     | Karabo e e nepagetseng.   | M              | 4                       | 2       |
| 4.   | A bosa ka mariga.                         | 1     | Karabo e e nepagetseng.   | E              | 4                       | 2       |
|  | B diaparo tsa me tsa malatsi a boikhutso. |       | Ga e yo mo papetleng.   |                | 1                       |         |
|  | C matseno.                                |       | Tlhakathhakanyo ya dinomoro tsa kgaolo le dinomoro tsa tsebe.                                       |                | 3                       |         |
|  | D mosimane.                               |       | Kgolagano e e seng ya nnene e bonalang mo setshwantshong.   |                | 2                       |         |
| 5.   | A diphologolo ka mariga.                  | 1     | Karabo e e nepagetseng.   | M              | 4                       | 3       |

| Palo. | Karabo e e lebeletsweng |                     | Maduo | Tekotshupo/Tshekatsheko ya go lemoga bokgoni le makoa   | Seemo sa boima | Seemo se se supang tiro | Mophato |
|-------|-------------------------|---------------------|-------|---|----------------|-------------------------|---------|
|       | B                       | pula ka mariga.     |       | Ga e tlhagelele mo phousetareng fela e tsamaisana le maemo a bosa.  |                | 1                       |         |
|       | C                       | bosa ka mariga.     |       | Thanolo e e fosagetseng ya potso.   |                | 3                       |         |
|       | D                       | ditlhare ka mariga. |       | Kamano e e seng ya nneta e e bonalang mo ditlhareng le dimeleng.  |                | 2                       |         |
| 6.    | A                       | diphologolo         | 1     | Karabo e e nepagetseng.   | M              | 4                       | 3       |
|       | B                       | bana                |       | Kgolagano e e seng ya nneta e e bonalang mo setshwantshong (motlhala wa pono).  |                | 2                       |         |
|       | C                       | dimela              |       | Di fitlhelwa mo lenaaneng la diteng fela ga se karabo e e maleba. Ga a kgone go farologanya mogopolo mogolo mo kgaolong nngwe le nngwe. |                | 3                       |         |
|       | D                       | dibaki              |       | Ditsalangwa le mariga mme ga di yo mo lenanneng la diteng.  |                | 1                       |         |
| 7.    | A                       | Batho ka Mariga     |       | Tsalano e e bokoa ya 'b' mo go batho le bosa.   |                | 3                       |         |
|       | B                       | Dibuka ka Mariga    |       | Ga e yo mo lenaaneng la diteng. E na le botsalano jo bo bokoa jwa setlhogo.   |                | 1                       |         |
|       | C                       | Lenaane la Diteng   |       | Lenaane la diteng ga lena nomoro.   |                | 2                       |         |
|       | D                       | Bosa ka Mariga      | 1     | Karabo e e nepagetseng.   | D              | 4                       | 3       |
| 8.    | Diphologolo ka Mariga   |                     | 4     | Thulaganyo e e nepagetseng ke yone fela e tla amogelesegang. Fa tatelano e sa nepagala foo tatelano ga e a tlhalogangwa.                | M              | 4                       | 3       |
|       | Batho ka Mariga         |                     | 2     |   |                |                         |         |
|       | Dimela ka Mariga        |                     | 3     |   |                |                         |         |
|       | Bosa ka Mariga          |                     | 1     |   |                |                         |         |
| 9.    | A                       | 1.                  |       | Tlhakathhakanyo ya matseno le tlotlofoko.   |                | 3                       |         |
|       | B                       | 2.                  |       | Tlhakathhakanyo ya nomoro ya kgaolo le ya tsebe.  |                | 2                       |         |
|       | C                       | 25.                 | 1     | Karabo e e nepagetseng.   | D              | 4                       | 4       |
|       | D                       | 52.                 |       | Phapanyo ya go kwala nomoro 25, ga e tlhagelele mo lenaaneng la la diteng.  |                | 1                       |         |
| 10.   | A                       | k                   |       | Tlhakathhakanyo ya modumo wa 'e' mo magareng le 'i'.  |                | 3                       |         |

| Palo. | Karabo e e lebeletsweng | Maduo | Tekotshupo/Tshekatsheko ya go lemoga bokgoni le makoa  | Seemo sa boima | Seemo se se supang tiro | Mophato |
|-------|-------------------------|-------|--|----------------|-------------------------|---------|
|       | B s                     |       | Go sa tlhaloganyeng tatelano ya medumo mo lefokong.  |                | 1                       |         |
|       | C p                     |       | Tlhakathhakanyo ya tlhaka e e magareng le e e kwa bofelong.  |                | 2                       |         |
|       | D e                     | 1     | Karabo e e nepagetseng.  | E              | 4                       | 1       |
| 11.   | buka                    | 1     | Karabo e e nepagetseng.  | E              | 4                       | 1       |
| 12.   | A bosa                  | 1     | Karabo e e nepagetseng.  | M              | 4                       | 3       |
|       | B busa                  |       | Go se kgone go farologanya medumo.   |                | 3                       |         |
|       | C bosele                |       | E ruma jaaka karabo e e nepagetseng.   |                | 2                       |         |
|       | D buisa                 |       | Ga e tlhagelele mo lenaaneng la diteng.  |                | 1                       |         |
| 13.   | leoto                   |       | Karabo e e nepagetseng.  | E              | 4                       | 3       |
| 14.   | A mariga                |       | Tlhopho e e dirlweng ka go lebelela karabo nngwe le nngwe.   |                | 1                       |         |
|       | B tsela                 |       | Karabo e e nepagetseng   | E              | 4                       | 2       |
|       | C tafole                |       | Kamano e e seng ya nnete e bonalang ya modumo wa 't'.  |                | 3                       |         |
|       | D tshela                |       | O tlhakatlhakanya modumo wa 'tsela' le 'tshela'. O tlhakatlhakanya mafoko a a simololang ka 't' le tsh'. |                | 2                       |         |
| 15.   | A pele ga gagwe.        | 1     | Karabo e e nepagetseng.  | M              | 4                       | 3       |
|       | B morago ga gagwe.      |       | Tlhakathhakano ya matlama e e bontshang maemo.   |                | 3                       |         |
|       | C thoko ga gagwe.       |       | Tlhakathhakano ya matlama e e bontshang maemo.   |                | 1                       |         |
|       | D tlase ga gagwe.       |       | Kamano e e bokoa le karabo e e nepagetseng. Ga a tlhaloganye "fa pele ga" le "ka tlase ga"               |                | 2                       |         |
| 16.   | apara                   | 1     | Karabo e e nepagetseng.  | M              | 4                       | 3       |
| 17.   | A tshamkile             |       | Go akaretsa gore' a 'yo o tlogetsweng mo lefokong o fetolela karabo go nna paka pheti.                   |                | 3                       |         |
|       | B tshameka              |       | Tiriso e bokoa ya dipaka.  |                | 2                       |         |
|       | C tshamikile            | 1     | Karabo e e nepagetseng.  | M              | 4                       | 3       |

| Palo. | Karabo e e lebeletsweng | Maduo  | Tekotshupo/Tshekatsheko ya go lemoga bokgoni le makoa  | Seemo sa boima | Seemo se se supang tiro | Mophato |
|-------|-------------------------|--|--|----------------|-------------------------|---------|
|       | D                       | tshaba   | Go tlhophilwe lediri lengwe le lengwe le le nang le morumo o o tshwanang.  |                | 1                       |         |
| 18.   | A                       | dera   | Mopeleto o o fosagetseng.  |                | 3                       |         |
|       | B                       | dirisa   | 1 Karabo e e nepagetseng   | M              | 4                       | 3       |
|       | C                       | dirisitse  | Tlhakathhakanyo ya dipaka- paka pheti le pakatsweledi.   |                | 1                       |         |
|       | D                       | dira   | Tlhakathhakanyo ya dipaka- paka jaanong le paka pheti.   |                | 2                       |         |
| 19.   |                         | Polelo nngwe le nngwe e e maleba e e tlhalosang bokao jwa lefoko bua sekao: O bua kgomo. | 1 Kgopolu ya makwalotshwano ga e a tlhaloganngwa ka bottlalo fa e le gore polelo e, e sa tlhagise bokao jo bo farologaneng jwa lefoko <u>bua</u> . | D              | 4                       | 4       |
| 20.   | A                       | mariga.  | Kamano e e bonalang ka tsididi le mariga mme a dira kamano e e bokoa ka go farologanya lelatodi le maelagongwe.                                    |                | 2                       |         |
|       | B                       | tsiditsana.  | tlhakatlhakanyo ya lelatodi le maemo a tshwantshwanyo.   |                | 1                       |         |
|       | C                       | rekisitswe.  | Karabo e e fosagetseng gotlhelele. Go tlhoka go tlhaloganya potso.   |                | 3                       |         |
|       | D                       | mogote.  | 1 Karabo e e nepagetseng.  | D              | 4                       | 3       |

### SETLHANGWA SA BOTLHANO: MAITLHAMELO

#### Ruburiki ya go tshwaya

| Mokgwa           | Maduo     | Dintlha |
|------------------|-----------|---------|
| Temana           | 1         |         |
| Diteng           | 3         |         |
| Matshwao a puiso | 2         |         |
| thutapuo         | 2         |         |
| Mopeleto         | 2         |         |
| <b>Maduo</b>     | <b>10</b> |         |

## LHANGWA SA BOTLHANO: BOITLHAMEDI

### Tshekatsheko ya golemoga bokgoni le makoa a maitlhanelwa (Setlhangwa 5)

| Keraetiria          | Manontlhootlo  | Bokgoni   | Magareng   | Maiteko   | Retelelwa  |
|---------------------|--|---|--|---|--|
|                     | Mophato 4  | Mophato 3   | Mophato 2  | Mophato 1   |  |
| <b>Temana</b>       | Ditemana di le 3   | Ditemana di le 2  | Temana e le 1  | Go sena temana  | O kopolotse ditaelo/lefoko le le lengwe /sekapolelo kgotsa karolo ya polelo. |
| <b>Diteng</b>       | Dipolelo di le 13 le go feta tse di nang le bokao mme di tsamaelana le setlhogo. | Dipolelo di le 9-12 tse di nang le bokao di tsamaelana le setlhogo. | Dipolelo di le 3-8 tse di nang le bokao di tsamaelana le setlhogo. | Dipolelo di le 1 - 2 tse di bonolo di tsamaelana le setlhogo. | Polelo e e sa tsamaelaneng le setlhogo.                                      |
| <b>Matshwaopuso</b> | Diphoso di le 0-3 tsa matshwaopuso.  | Diphoso di le 4-6 tsa matshwaopuso.                                 | Diphoso di le 7-9 tsa matshwaopuso.                                | Diphoso di le 10 le matshwaopuso a le mantsi.                 | O kopolotse ditaelo/lefoko le le lengwe /sekapolelo kgotsa karolo ya polelo  |
| <b>Thutapuo</b>     | Diphoso di le 0-3 tsa thutapuo.  | Diphoso di le 4-6 tsa thutapuo.                                     | Diphoso di le 7-9 tsa thutapuo.                                    | Diphoso di le 10 le go feta tsa thutapuo.                     | O kopolotse ditaelo/lefoko le le lengwe /sekapolelo kgotsa karolo ya polelo  |
| <b>Mopeleto</b>     | Diphoso di le 0-3 tsa mopeleto.  | Diphoso di le 4-6 tsa mopeleto.                                     | Diphoso di le 7 -9 tsa mopeleto.                                   | Diphoso di le 10 le go feta tsa mopeleto.                     | O kopolotse ditaelo/lefoko le le lengwe /sekapolelo kgotsa karolo ya polelo  |

**SETLHANGWA SA BOTLHANO**

Ruburiki ya Maithhamelo

| LENANEO LA TEKO  |   |       |
|--|---|-------|
| KERAETIRIA   | TLHALOSO  | MADUO |
| <b>Temana</b><br><b>(Bontsi jwa maduo 1)</b>                   | Kopolotse ditaelo / lefoko le le lengwe kgotsa bontlha bongwe jwa polelo / dipolelo tse di ka fa tlase ga 4 / dipolelo di na le dinomoro. | 0     |
|  | Temana e le nngwe ya dipolelo di le 4 kgotsa gofeta. Dipolelo di kwetswe ka manontlholtlo mme di sa kwalwa mo meleng e e farologaneng.    | 1     |
| <b>Diteng</b><br><b>( Bontsi jwa maduo 3)</b>                  | Kopolola ditaelo / lefoko le le lengwe kgotsa bontlha bongwe jwa polelo.  | 0     |
|  | Dipolelo di le 1 – 3 tse di bonolo di tsamaelana le setlhogo.   | 1     |
|  | Dipolelo di le 4 – 6 tse di nang le bokao di tsamaelana le setlhogo.  | 2     |
|  | Dipolelo di le 7 – 8 tse di nang le bokao di tsamaelana le setlhogo.  | 3     |
| <b>Matshwao</b><br><b>puiso</b><br><b>(Bontsi jwa maduo 2)</b> | Diphoso tsa mopeleto di feta 7.   | 0     |
|  | Diphoso tsa mopeleto di le 4 – 6  | 1     |
|  | Diphoso tsa mopeleto di le 1 – 3  | 2     |
| <b>Thutapuo</b><br><b>(Bontsi jwa maduo 2)</b>                 | Diphoso tsa thutapuo di feta 7.   | 0     |
|  | Diphoso tsa thutapuo di le 4 – 6  | 1     |
|  | Diphoso tsa thutapuo di le 1 – 3  | 2     |
| <b>Mopeleto</b><br><b>(Bontsi jwa maduo 2)</b>                 | Diphoso tsa mopeleto di le 7  | 0     |
|  | Diphoso tsa mopeleto di le 4 – 6.   | 1     |
|  | Diphoso tsa mopeleto di le 1 – 3  | 2     |
| <b>MADUO OTLHE</b>   |   | 10    |

# **SETSWANA HOME LANGUAGE**

## **DIAGNOSTIC QUESTIONS & MEMO**



# basic education

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

## DIAGNOSTIC RESOURCE BANK SETSWANA HOME LANGUAGE: GRADE 3

**Tekotshupo e,e na le ditsebe di le 31.**

### Ditaelo go morutabana:

1. Ditlhatlhobo tse, di tlhametswe go diriswa jaaka sediriswa sa teko.
2. Ela tlhoko kaedi ya morutabana pele o tsamaisa diteko tse.
3. O ka nna wa tsamaisa diteko go ya ka dikarolo/dipotso.
4. O ka nna wa kgaoganya gape dipotso go tswa mo dikarolong/dipotsong go ya ka bokgoni, boima ba maemo le mephato e e farologaneng.
5. Tlhopo ya dikarolo/dipotso e tla ikaega ka maikaelelo a teko. s.k O ka rata go netefatsa gore bana ba mophato 3 ba na le bokgoni ba go buisa le go dumisa medumopuo le puiso ya mophato wa 1 le wa 2 . Ka jalo o tla tlhopa ditirwana tsotlhe tsa mophato wa 1 le 2 go tswa mo dintlhaneng tsa potso ya 1. Se se ka dira motheo wa teko e e ka tsamaisiwang mo tshimologong ya ngwaga. Ka jalo o ka rulaganya dithuto tsa mophato wa 3 go ya ka motheo wa tshekatsheko ya tekotshupo. Ka yona tsela eo o ka tlhopa dipotso go ya ka ditiragalo tse di farologaneng tsa CAPS le maikaelelo a teko ya gago.

## Potso ya Ntlha

**Buisa kgang e e fa tlase ka keletlhoko le go araba dipots.**

### SETLHANGWA t KGANG

Ka letsatsi le lengwe segwagwa sa molomo o o sephara sa tla se pharuma le tsela. Se ne sa bona katse e robetse mo thoko ga tsela e arametse letsatsi. Segwagwa sa lela ka lentswe le legolo go tsosa katse. Sa botsa katse gore e ja eng. Katse ya re ngaa, “Ke ja tlhapi,” ya boela ya robala. Segwagwa sa re, “Mm, go a itumedis!” Jaanong sa tswelela sa phuruma sa wela tseleng. Ka bonakonyana, Segwagwa sa kopana le ntšwa e e dibatabata le ntšwanyana. Segwagwa sa botsa ntšwa gore e ja eng. Ntšwa ya bogola ya re e ja nama. Segwagwa sa lela, “Mm go a itumedis!” Jaanong, sa tswelela sa phuruma sa wela tseleng.

Sa boa sa bona kgomo e e tshwerweng ke tlala le konyana di fula tlhaga. Segwagwa sa lela ka lentswe le legolo, sa botsa kgomo gore e ja eng. “A ga o bone gore ke fula tlhaga?” mmuuu! ga lela kgomo. Segwagwa sa goeletsa gape, “Mm, go a itumedis!” sa pharuma sa wela tseleng.

Morago ga moo Segwagwa sa bona noga ya leferefere e ikgarile mo gare ga tsela. Sa lela ka lentswe le legolo sa botsa noga gore e ja eng. Noga ya suma ya re, ke ja digwagwa mme ke rata thata Segwagwa sa molomo o o sephara. Segwagwa sa lela ka lentswe le letlhhabang, “Mm, ga go itumedis!” ka bonako sa pharuma sa boela gae ka lobelo lo lo kwa godimo.

**/E nopenswe go tswa mo kgannyeng ya “Segwagwa se se molomo o sephara”/**

Ela tlhoko thekete e bontshitsweng fa godimo ga potso nngwe le nngwe e jaaka e bontshitswe fa tlase, E nelanang ka tshedimosetso e latelang: Go ya ka tsela e, Mofuta wa setlhangwa, dikarolo tsa serutwa, Diteng/Kgopololo kgotsa Bokgoni, potso go ya ka maemo a mophato, maemo a boima le kgweditharo (ka nako eo diteng /bokgoni dirutiwang ka ona) sk:

| Mofuta wa setlhangwa | Dikarolo           | Diteng /Kgopololo/Bokgoni | Mophato | Maemo a boima | Kgweditaro |
|----------------------|--------------------|---------------------------|---------|---------------|------------|
| Kanelo               | Puiso le Medumopuo | Baanelwa mo kgannyeng.    | G1      | E             | 2          |

Mme morago e kwalwe mo godimo ga potso nngwe le nngwe ka mokgwa o o latelang:

|        |                    |                        |    |   |   |
|--------|--------------------|------------------------|----|---|---|
| Kanelo | Puiso le Medumopuo | Baanelwa mo kgannyeng. | G1 | E | 2 |
|--------|--------------------|------------------------|----|---|---|

### Tekatlhologanyo

|                      |          |                          |         |               |            |
|----------------------|----------|--------------------------|---------|---------------|------------|
| Mofuta wa setlhangwa | Dikarolo | Diteng/Kgopololo/Bokgoni | Mophato | Maemo a boima | Kgweditaro |
|----------------------|----------|--------------------------|---------|---------------|------------|

|        |                    |                        |    |   |   |
|--------|--------------------|------------------------|----|---|---|
| Kanelo | Puiso le Medumopuo | Baanelwa mo kgannyeng. | G1 | E | 2 |
|--------|--------------------|------------------------|----|---|---|

Moanelwa mogolo mo kgannyeng ke mang?

Moanelwa mogolo mo kgannyeng e ke...

1. A ntšwanyana.
- B nogá.
- C segwagwa.
- D ntsi.

|        |                       |                          |    |   |   |
|--------|-----------------------|--------------------------|----|---|---|
| Kanelo | Puiso le<br>Medumopuo | Baanelwa mo<br>kgannyeng | G2 | E | 2 |
|--------|-----------------------|--------------------------|----|---|---|

2. Neela lenaane lotlhe la baanelwa ba ba buang mo kgannyeng e.

- A Segwagwa, Katse, Ntšwa, kgomo, Noga
- B Segwagwa, Katse, Ntšwa, Kgomo, Tlhapi
- C Nku, Podi, Konyana, Letshwao, Katse
- D Segwagwa, Katse, Kgomo, Noga, Ntšwanyana

|        |                       |                             |    |   |   |
|--------|-----------------------|-----------------------------|----|---|---|
| Kanelo | Puiso le<br>Medumopuo | Tlhalosa moanelwa<br>mogolo | G3 | M | 1 |
|--------|-----------------------|-----------------------------|----|---|---|

3. Ke mofuta ofe wa segwagwa o o pharumetseng mo tseleng?

- A Segwagwa sa molomo o sephara.
- B Segwagwa se se tshwerweng ke tlala.
- C Segwagwa se se tala.
- D Ngwana wa segwagwa.

|        |                       |          |    |   |   |
|--------|-----------------------|----------|----|---|---|
| Kanelo | Puiso le<br>Medumopuo | Tatelano | G2 | M | 2 |
|--------|-----------------------|----------|----|---|---|

4. Ke tiragalo efe e e diragetseng la bofelo mo kgannyeng e?

- A Segwagwa sa pharumela sa boela gae ka lobelo lo lo kwa godimo.
- B Segwagwa se bone Kgomo le Konyana di fula tlhaga.
- C Segwagwa se kopane le Noga.
- D Segwagwa se ne sa ya go thuma.

|        |                       |          |    |   |   |
|--------|-----------------------|----------|----|---|---|
| Kanelo | Puiso le<br>Medumopuo | Tatelano | G3 | D | 2 |
|--------|-----------------------|----------|----|---|---|

5. Rulaganya ditiragalo tsa kgang ka telano.

Nomora ditiragalo go ya go 1-4.

|  |  |
|--|--|
| Noga ya suma ya re kej a digwagwa tse di melomo e e sephara. |  |
| Katse ya ngaa, kej a tlhapi.                                 |  |
| Kgomo ya re mmuuu, ke fula tlhaga.                           |  |
| Ntšwa ya bogola ya re e ja nama.                             |  |

|        |                       |                                   |    |   |   |
|--------|-----------------------|-----------------------------------|----|---|---|
| Kanelo | Puiso le<br>Medumopuo | Dipotso tsa maemo<br>a kwa godimo | G3 | M | 2 |
|--------|-----------------------|-----------------------------------|----|---|---|

6. Ke goreng Segwagwa se ne se lela ka lentswe le le tlhabang fa Noga e ne e mmolelala gore ej a digwagwa?

Segwagwa se ne sa lela ka lentswe le le tlhabang ka gonne...

- A se ne se tshaba Noga.
- B se ne se batla dij o tsa Noga.
- C mometso wa sone o ne o le botlhoko.
- D se ne se itumetse.

|        |                       |               |    |   |   |
|--------|-----------------------|---------------|----|---|---|
| Kanelo | Puiso le<br>Medumopuo | Tlhaola boalo | G3 | E | 2 |
|--------|-----------------------|---------------|----|---|---|

7. Kgang e diragaletse kae?

- A Mo tseleng.
- B Mo polaseng.
- C Kwa borekelong j wa diotlwane.
- D Gaufi le letamo.

|        |                       |               |    |   |   |
|--------|-----------------------|---------------|----|---|---|
| Kanelo | Puiso le<br>Medumopuo | Neela Kakanyo | G3 | M | 3 |
|--------|-----------------------|---------------|----|---|---|

8. Fa Noga le Segwagwa e ne e ka nna ditsala go ne go ka diragala eng?

- A Di ne di ka fula tlhaga mmogo.
- B Noga e ne e ka lela le Segwagwa.
- C Di ne di ka thuma mmogo.
- D Noga e ne e ka se je Segwagwa.

|        |                       |               |    |   |   |
|--------|-----------------------|---------------|----|---|---|
| Kanelo | Puiso le<br>Medumopuo | Neela Kakanyo | G3 | D | 4 |
|--------|-----------------------|---------------|----|---|---|

9. Ke goreng o nagana gore Segwagwa se ne sa pharuma ka lebelo le legolo go boela gae?

- A Se ne se batla go fenza lebelo.
- B Se ne se tshaba gore Noga e tla se ja.
- C Se ne se feditse go bua le Noga.
- D Se ne se sa batle go nna thari.

|        |                       |                  |    |   |   |
|--------|-----------------------|------------------|----|---|---|
| Kanelo | Puiso le<br>Medumopuo | Lebaka le tatelo | G4 | D | 4 |
|--------|-----------------------|------------------|----|---|---|

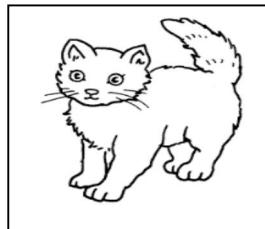
10. O nagana gore go ka bo go diragetse eng fa Segwagwa se ne se sa pharumela mo tseleng?

- A Diphologolo di ka bo di ne di seyo.
- B Segwagwa se ka bo se tshabetse kwa tseleng.
- C Segwagwa se ka bo se ne se sa kopana le diphologolo.
- D Segwagwa ha se kgone go pharuma.

|        |                       |                                      |    |   |   |
|--------|-----------------------|--------------------------------------|----|---|---|
| Kanelo | Puiso le<br>Medumopuo | Tlhaola medumo ya<br>ntlha ya lefoko | G1 | E | 1 |
|--------|-----------------------|--------------------------------------|----|---|---|

11. Lebelela setshwantsho. Ke modumo ofe o o mo tshimologolong?

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

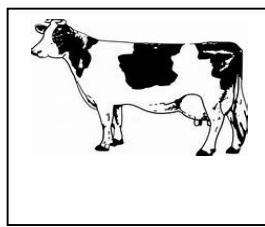


|        |                       |  |    |   |   |
|--------|-----------------------|--|----|---|---|
| Kanelo | Puiso le<br>Medumopuo | Dirisa<br>ditumammogo tse<br>di pataganeng | G1 | E | 3 |
|--------|-----------------------|--|----|---|---|

12. Lebelela setshwantsho. Tlhophpha modumo o o tlogetsweng.

E ke ...omo

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



|        |                       |                             |    |   |   |
|--------|-----------------------|-----------------------------|----|---|---|
| Kanelo | Puiso le<br>Medumopuo | Lemoga mafoko a<br>a rumang | G2 | M | 1 |
|--------|-----------------------|-----------------------------|----|---|---|

13. Tlhophpha lefoko le le rumang ka go tshwana le'sephara'

- A mpatla
- B apara
- C mphora
- D palesa

|        |                       |                            |    |   |   |
|--------|-----------------------|----------------------------|----|---|---|
| Kanelo | Puiso le<br>Medumopuo | Tlhaola mafoko a<br>rumang | G3 | D | 1 |
|--------|-----------------------|----------------------------|----|---|---|

14. Tlhophpha lefoko le le sa rumeng ka gotshwana le ‘noga’

- A loga
- B boga
- C goga
- D katse

|        |                       |                |    |   |   |
|--------|-----------------------|----------------|----|---|---|
| Kanelo | Puiso le<br>Medumopuo | Makwalotshwana | G3 | D | 3 |
|--------|-----------------------|----------------|----|---|---|

15. Makwalotshwana ke mafoko a a kwalwang ka go tshwana mme a farologana ka bokao.

Kromo e fula tlhaga.

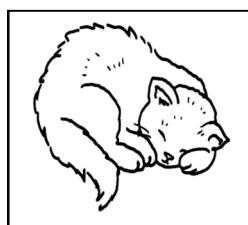
Bopa polelo ka lefoko 'tlhaga' go supa bokao jo bo farologaneng le ba polelo e e fa godimo.

|        |                       |  |    |   |   |
|--------|-----------------------|--|----|---|---|
| Kanelo | Puiso le<br>Medumopuo | Lemoga<br>ditumammogo tse<br>di pataganeng | G3 | E | 1 |
|--------|-----------------------|--|----|---|---|

16. Lebelela setshwantsho. Tlhophpha lefoko le le bontsang se katse e rata go se dira.

Katse e rata go...

- A rekisa.
- B robala.
- C raga.
- D relela.



|        |                       |   |    |   |   |
|--------|-----------------------|---|----|---|---|
| Kanelo | Puiso le<br>Medumopuo | Lemoga<br>ditumanosi tse di<br>pataganeng | G3 | M | 1 |
|--------|-----------------------|---|----|---|---|

17. Buisa polelo le go tlhopa modumo o o mo magareng o o nepagetseng.

Katse ya b...la ya robala.

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

|        |                       |                                 |    |   |   |
|--------|-----------------------|---------------------------------|----|---|---|
| Kanelo | Puiso le<br>Medumopuo | Ditumanosi tse di<br>pataganeng | G3 | M | 1 |
|--------|-----------------------|---------------------------------|----|---|---|

18. Buisa polelo le go tlhopa lefoko le le nepagetseng.

Ka bonako sa pharuma sa...gae.

- A boela.
- B goela.
- C beela.
- D tseela.

|        |                       |  |    |   |   |
|--------|-----------------------|--|----|---|---|
| Kanelo | Puiso le<br>Medumopuo | Lemoga tiriso ya<br>nyenyefatso ya<br>maina. | G3 | E | 3 |
|--------|-----------------------|--|----|---|---|

19. Tlhophpha lefoko le le nepagetseng.

Segwagwa se ne sa kopana le kgomo le...

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

|        |                       |  |    |   |   |
|--------|-----------------------|--|----|---|---|
| Kanelo | Puiso le<br>Medumopuo | Lemoga<br>ditumammogo tse<br>di pataganeng | G3 | M | 1 |
|--------|-----------------------|--|----|---|---|

20. Tlhophpha modumo o o nepagetseng.

Segwagwa se se molomo o o se... ara.

- A tsh
- B p
- C ph
- D tlh

|        |          |               |    |   |   |
|--------|----------|---------------|----|---|---|
| Kanelo | Go kwala | Letshwaopuiso | G1 | E | 4 |
|--------|----------|---------------|----|---|---|

21. Ke polelo efe e matshwaopuiso a dirisitsweng ka nepagalo?

- A se ne sa pharumela mo tseleng
- B Se ne sa pharumela mo tseleng
- C se ne sa pharumela mo Tseleng.
- D Se ne sa pharumela mo tseleng.

|        |          |              |    |   |   |
|--------|----------|--------------|----|---|---|
| Kanelo | Go kwala | Letshwaopuso | G2 | E | 3 |
|--------|----------|--------------|----|---|---|

22 Ke polelo efe e matshwaopuso a dirisitsweng ka nepagalo?

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

|        |          |              |    |   |   |
|--------|----------|--------------|----|---|---|
| Kanelo | Go kwala | Letshwaopuso | G3 | M | 1 |
|--------|----------|--------------|----|---|---|

23. Ke polelo efe e matshwaopuso a dirisitsweng ka nepagalo?

- A Ee, go gontle thata!
- B ee go gontle thata
- C Ee go gontle thata
- D ee go gontle thata!

|        |          |              |    |   |   |
|--------|----------|--------------|----|---|---|
| Kanelo | Go kwala | Letshwaopuso | G4 | D | 1 |
|--------|----------|--------------|----|---|---|

24 Ke polelo efe e matshwaopuso a dirisitsweng ka nepagalo?

- A nogya re Ke rata go ja digwagwa
- B Noga ya re, Ke rata go ja digwagwa.
- C Noga ya re, “Ke rata go ja digwagwa”.
- D nogya re “Ke rata go ja digwagwa”

|        |          |                          |    |   |   |
|--------|----------|--------------------------|----|---|---|
| Kanelo | Go kwala | Dikarolo tsa puo - leina | G2 | M | 3 |
|--------|----------|--------------------------|----|---|---|

25. Lefoko le le thaletsweng ke karolo efe ya puo?

O bone katse e e botswa e robetse.

- A leemedi
- B letlhalosi
- C leina
- D lediri

|        |          |                     |    |   |   |
|--------|----------|---------------------|----|---|---|
| Kanelo | Go kwala | Tumelano ya sedirwa | G4 | M | 2 |
|--------|----------|---------------------|----|---|---|

26. Ke tlhopho efe e e nepagetseng go feleletsa polelo e?

Noga e sumela segwagwa mme dinoga...

- A di sumela digwagwa.
- B e sumela digwagwa.
- C le sumela segwagwa.
- D re sumela segwagwa.

|        |          |                |    |   |   |
|--------|----------|----------------|----|---|---|
| Kanelo | Go kwala | Tlhaola lediri | G3 | E | 2 |
|--------|----------|----------------|----|---|---|

27. Ke lefoko lefe mo polelong le e leng lediri?

Segwagwa se ne sa pharumela gae ka bonako.

- A pharumela
- B gae
- C bonako
- D segwagwa

|        |          |        |    |   |   |
|--------|----------|--------|----|---|---|
| Kanelo | Go kwala | Bontsi | G3 | D | 4 |
|--------|----------|--------|----|---|---|

28. Tlhopa bontsi j o bo nepagetseng.

Ntšwanyana e le nngwe, mme tse dintsi ke...

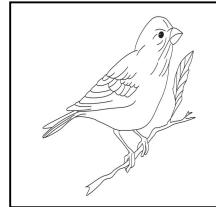
- A mantšwanyana.
- B dintšwanyana.
- C bontšwa.
- D bana.

|        |          |         |    |   |   |
|--------|----------|---------|----|---|---|
| Kanelo | Go kwala | Matlama | G3 | E | 4 |
|--------|----------|---------|----|---|---|

29. Lebelela setshwantsho. Ke letlama lefe le le nepagetseng.

Nonyane e mo...ga kala.

- A le
- B gare
- C godimo
- D kwa



|        |          |                   |    |   |   |
|--------|----------|-------------------|----|---|---|
| Kanelo | Go kwala | Tlhaola letlhaodi | G3 | M | 2 |
|--------|----------|-------------------|----|---|---|

30. Ke lefoko lefe le le tlhalosang lediri mo polelong?

Segwagwa sa pharuma ka bonako sa boela gae.

- A pharuma
- B gae
- C segwagwa
- D bonako

|        |          |              |    |   |   |
|--------|----------|--------------|----|---|---|
| Kanelo | Go kwala | Paka -Phethi | G3 | E | 1 |
|--------|----------|--------------|----|---|---|

31. Feleletsa polelo.

Maabane ntšwa e...j a nama.

- A di ne di
- B ne se
- C ne e
- D ne o

**Potso ya Bobedi**

**Lebelela kerafo e e fa tlase le go araba dipotso.**

| <b>SETLHANGWA 2: KERAFO</b>           |   |   |   |   |   |   |
|---------------------------------------|---|---|---|---|---|---|
| <b>Borekelo ba ga Lisaj wa malomo</b> |   |   |   |   |   |   |
| Thekiso ya beke                       |   |   |   |   |   |   |
| Palo ya malomo                        | 8 |   |   |   |   |   |
|                                       | 7 |   |   |   |   |    |
|                                       | 6 |   |   |   |   |   |
|                                       | 5 |   |   |   |   |  |
|                                       | 4 |   |  |   |  |  |
|                                       | 3 |   |  |  |  |  |
|                                       | 2 |  |  |  |   |  |
|                                       | 1 |  |  |  |   |  |
|                                       |   | Mosupologo  | Labobedi  | Laboraro  | Labone  | Labothano   |
| Malatsi a beke                        |   |   |   |   |   |   |
| [Motswedi wa nnete DBE]               |   |   |   |   |   |   |

|        |                       |   |    |   |   |
|--------|-----------------------|---|----|---|---|
| Kerafo | Puiso le<br>Medumopuo | Ranola tshedimosetso go<br>tswa mo kerafong | G1 | E | 4 |
|--------|-----------------------|---|----|---|---|

1. Lisa o ne a rekisa eng?

- A malomo
- B dikala
- C matlhare
- D ditlhare

|        |                       |  |    |   |   |
|--------|-----------------------|--|----|---|---|
| Kerafo | Puiso le<br>Medumopuo | Tshekatsheko le papiso ya<br>tshedimosetso | G2 | E | 3 |
|--------|-----------------------|--|----|---|---|

2. Ke ka letsatsi lefe le Lisa a rekisitseng malomo a le mararo ka palo?

- A Laboraro
- B Mafelobeke
- C Mosupologo
- D Latshipi

|        |                       |  |    |   |   |
|--------|-----------------------|--|----|---|---|
| Kerafo | Puiso le<br>Medumopuo | Tshekatsheko le papiso ya<br>tshedimosetso | G3 | E | 1 |
|--------|-----------------------|--|----|---|---|

3. Ke malomo a le makae otthe ka palo a Lisa a a rekisitseng ka Labobedi  
le Labotlhano?

- A masomeamabedi
- B lesomenngwe
- C supa
- D lefela

|        |                       |  |    |   |   |
|--------|-----------------------|--|----|---|---|
| Kerafo | Puiso le<br>Medumopuo | Tshekatsheko le papiso ya<br>tshedimosetso | G3 | M | 2 |
|--------|-----------------------|--|----|---|---|

4. Ke ka letsatsi lefe le Lisa a rekisitseng malomo a le mantsi go feta?

- A Labobedi
- B Lamathatso
- C Mosupologo
- D Labotlhano

|        |                       |  |    |   |  |
|--------|-----------------------|--|----|---|--|
| Kerafo | Puiso le<br>Medumopuo | Tshekatsheko le papiso ya<br>tshedimosetso | G3 | E |  |
|--------|-----------------------|--|----|---|--|

5. Ke ka letsatsi lefe le Lisa a rekisitseng palo e e kwa tlase ya malomo?

- A Laboraro
- B Mosupologo
- C Phatwe
- D Labotlhano

|        |                       |  |    |   |   |
|--------|-----------------------|--|----|---|---|
| Kerafo | Puiso le<br>Medumopuo | Tshekatsheko le papiso ya<br>tshedimosetso | G4 | D | 1 |
|--------|-----------------------|--|----|---|---|

6. Ke malomo a le makae a Lisa a tshwanetseng go a rekisa ka

Mosupologo go lekalekanya le dithekiso tsa Laboraro?

- A tharo
- B tlhano
- C nne
- D nngwe

|        |                       |               |    |   |   |
|--------|-----------------------|---------------|----|---|---|
| Kerafo | Puiso le<br>Medumopuo | Neela kakanyo | G3 | M | 4 |
|--------|-----------------------|---------------|----|---|---|

7. Ke goreng o nagana gore Lisa o rekitse malomo a le mantsi ka Labotlhano go na le ka Mosupologo?

- A Batho ba reka malomo a le mantsi ka Labotlhano ba rekela mafeloabeke.
- B Malomo a theko e godimo.
- C Malomo a nkga bosula.
- D Dinotshi di dira mamepe.

|        |                       |  |    |   |   |
|--------|-----------------------|--|----|---|---|
| Kerafo | Puiso le<br>Medumopuo | Sekaseka , bapisa le go<br>farologanya tshedimosetso | G3 | M | 3 |
|--------|-----------------------|--|----|---|---|

8. Ke malatsi a feng a mabedi a Lisa a rekitse palo e e lekanang ya malomo?

- A Tlhakole le Moranang
- B Labobedi le Laboraro
- C Labobedi le Labone
- D Lamathatso le Latshipi

|        |                       |  |    |   |   |
|--------|-----------------------|--|----|---|---|
| Kerafo | Puiso le<br>Medumopuo | Tlhalosa gotshwana le go<br>se tshwane | G3 | M | 4 |
|--------|-----------------------|--|----|---|---|

9. Lisa o tshwanetse go rekisa malomo a le kae ka Laboraro fa go bapiswa le Labotlhano?

- A mane
- B mabedi
- C nngwe
- D robedi

|        |                       |               |    |   |   |
|--------|-----------------------|---------------|----|---|---|
| Kerafo | Puiso le<br>Medumopuo | Neela kakanyo | G3 | D | 4 |
|--------|-----------------------|---------------|----|---|---|

10. Fa o nagana ke eng se Lisa a ka se dirang go oketsa dithekiso tsa malomo ka Mosupologo?

Lisa a ka...

- A ikgatolosa go nosetsa malomo nako le nako.
- B fetola leina la borekelo j wa gagwe.
- C dira sesolo.
- D thapa mothusi.

## Potso ya Boraro

Lebelela phousetara mme o arabe dipotso.

### SETLHANGWA 3: PHOUSETARA



#### Obamela Melao

1. Tsena ka tidimalo.
2. Ipaankanyetse go ithuta.
3. Tsholetsa letsogo pele o ka bua.
4. Dira boj otlhe.
5. Nna tsala!

[[Motswedi wa nnete [www.teacherspayteachers.com](http://www.teacherspayteachers.com) 29.07.2016]

|            |                       |                         |    |   |   |
|------------|-----------------------|-------------------------|----|---|---|
| Phousetara | Puiso le<br>Medumopuo | Ranola<br>tshedimosetso | G3 | E | 4 |
|------------|-----------------------|-------------------------|----|---|---|

1. Molao wa bone wa re eng?

- A Ipaakanyetse go ithuta.
- B Sela matlakala.
- C Dira boj otlhe.
- D Nna botsalano.

|            |                       |                         |    |   |   |
|------------|-----------------------|-------------------------|----|---|---|
| Phousetara | Puiso le<br>Medumopuo | Ranola<br>tshedimosetso | G2 | E | 3 |
|------------|-----------------------|-------------------------|----|---|---|

2. Ke molao ofe o o tlang fa pele ga'l paakanyetse go ithuta'?

- A Tsena ka tidimalo.
- B Tsholetsa letsogo.
- C Bofa megalā ya ditlhako.
- D Tsena ka bonako.

|            |                       |                         |    |   |   |
|------------|-----------------------|-------------------------|----|---|---|
| Phousetara | Puiso le<br>Medumopuo | Ranola<br>tshedimosetso | G3 | M | 4 |
|------------|-----------------------|-------------------------|----|---|---|

3. Phousetara e e ka ga eng?

Phousetara e ka ga...

- A sekolo.
- B lenaneonako.
- C botlolo.
- D melao.

|            |                       |                                  |    |   |   |
|------------|-----------------------|----------------------------------|----|---|---|
| Phousetara | Puiso le<br>Medumopuo | Tshekatsheko ya<br>tshedimosetso | G3 | M | 4 |
|------------|-----------------------|----------------------------------|----|---|---|

4. O ka fitlhela kae phousetara e?

Phousetara e, e ka fitlhelwa kwa ...

- A phaposi ya barutabana.
- B phaposiborutelong.
- C ntlong.
- D borekelong.

|            |          |       |    |   |   |
|------------|----------|-------|----|---|---|
| Phousetara | Go kwala | Leina | G1 | E | 3 |
|------------|----------|-------|----|---|---|

5. Leina ke lefe mo polelong e e latelang?

Nna tsala e e siameng.

- A botsalano
- B mmaba
- C tsala
- D siame

|            |          |        |    |   |   |
|------------|----------|--------|----|---|---|
| Phousetara | Go kwala | Bontsi | G1 | M | 4 |
|------------|----------|--------|----|---|---|

6. Tlhophla lefoko le le nepagetseng go feleletsa polelo.

Barutwana ba tshwanetse go tsholetsa... pele ba bua.

- A maoto
- B matsogo
- C maitseo
- D seatla

|            |          |         |    |   |   |
|------------|----------|---------|----|---|---|
| Phousetara | Go kwala | Matlama | G1 | M | 4 |
|------------|----------|---------|----|---|---|

7. Tlhaola letlama mo polelong.

Lindi o tshwanetse go robala fa godimo ga bolao.

- A bolao
- B kwa tlase
- C robala
- D fa godimo

|            |          |          |    |   |   |
|------------|----------|----------|----|---|---|
| Phousetara | Go kwala | Malatodi | G4 | D | 1 |
|------------|----------|----------|----|---|---|

8. Tlhophla lelatodi la lefoko le le thaletsweng.

Tseno ka tidimalo.

- A modumo
- B pina
- C matla
- D boikokobetso

|            |          |               |    |   |   |
|------------|----------|---------------|----|---|---|
| Phousetara | Go kwala | Lekaelagongwe | G3 | D | 4 |
|------------|----------|---------------|----|---|---|

9. Tlhophla lekaelagongwe la'moj ako'.

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

|            |          |           |    |   |   |
|------------|----------|-----------|----|---|---|
| Phousetara | Go kwala | Makopanyi | G3 | M | 4 |
|------------|----------|-----------|----|---|---|

10. Tlhophla lefoko le le nepagetseng go kopanya dipolelo tse pedi tse.

Buisa phousetara. O obamele melao.

- A sengaparetsi
- B le nna
- C mme
- D le

|                     |          |                              |         |               |              |
|---------------------|----------|------------------------------|---------|---------------|--------------|
| Mofuta wa setlhanga | Dikarolo | Diteng/Kgopololo/<br>Bokgoni | Mophato | Maemo a boima | Kgwedi tharo |
| Phousetara          | Go kwala | Lediri                       | G3      | E             | 2            |

11. Tlhophapha le go kwala lediri mo polelong:  
 Tsholetsa letsogo.
- .....

## Potso ya bone

Buisa lenaane la diteng le le latelang mme o arabe dipotso.

### SETLHANGWA 4: LENAANE LADITENG



### Tsotlhe ka Mariga

Lebelela Lenaane la Diteng. Araba dipotso.



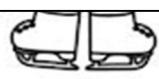
### Lenaane la Diteng

|                          | tsebe |
|--------------------------|-------|
| Matseno                  | 1     |
| 1. Bosa ka Mariga        | 4     |
| 2. Batho ka Mariga       | 9     |
| 3. Dimela ka Mariga      | 13    |
| 4. Diphologolo ka Mariga | 19    |
| Tlotlofoko ka mariga     | 25    |





Dirisa lenaane la  
diteng go ikatisa



[E nopo tswa go [www.firstgradealacarte.blogspot.com](http://www.firstgradealacarte.blogspot.com) 29.07.2016]

|                      |                       |                           |    |   |   |
|----------------------|-----------------------|---------------------------|----|---|---|
| Lenaane<br>la diteng | Puiso le<br>Medumopuo | Ranolola<br>tshedimosetso | G1 | E | 4 |
|----------------------|-----------------------|---------------------------|----|---|---|

1. Ke eng setlhogo sa buka e?

- A Batho ka Mariga
- B Tsotlhe ka Mariga
- C Bosa
- D Semathana

|                   |                    |                        |    |   |   |
|-------------------|--------------------|------------------------|----|---|---|
| Lenaane la diteng | Puiso le Medumopuo | Ranolola tshedimosetso | G2 | E | 3 |
|-------------------|--------------------|------------------------|----|---|---|

2 Ke kgaolo efe e e tlāng morago ga setlhogo ‘Batho ka Mariga’?

- A Bosa ka Mariga
- B Bopibosweu
- C Dimela ka Mariga
- D Baeng

|                   |                    |                        |    |   |   |
|-------------------|--------------------|------------------------|----|---|---|
| Lenaane la diteng | Puiso le Medumopuo | Ranolola tshedimosetso | G2 | M | 3 |
|-------------------|--------------------|------------------------|----|---|---|

3. Matseno a mo tsebeng efe?

‘Matseno’a mo tsebeng ya...

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

|                   |                    |                               |    |   |   |
|-------------------|--------------------|-------------------------------|----|---|---|
| Lenaane la diteng | Puiso le Medumopuo | Tshekatsheko ya tshedimosetso | G2 | E | 3 |
|-------------------|--------------------|-------------------------------|----|---|---|

4. Kgaolo ya nt̄ha e ka ga eng?

Kgaolo ya bone e ka ga...

- A diphologolo ka mariga.
- B pula ka mariga.
- C bosa ka mariga.
- D ditlhare ka mariga.

|                      |                       |                                  |    |   |   |
|----------------------|-----------------------|----------------------------------|----|---|---|
| Lenaane<br>la diteng | Puiso le<br>Medumopuo | Tshekatsheko ya<br>tshedimosetso | G3 | M | 4 |
|----------------------|-----------------------|----------------------------------|----|---|---|

5. Kgaolo ya bone e ka ga eng?

Kgaolo ya bone e ka ga...

- A diphologolo ka mariga.
- B pula ka mariga.
- C bosa ka mariga.
- D ditlhare ka mariga.

|                      |                       |                                  |    |   |   |
|----------------------|-----------------------|----------------------------------|----|---|---|
| Lenaane<br>la diteng | Puiso le<br>Medumopuo | Tshekatsheko ya<br>tshedimosetso | G3 | M | 4 |
|----------------------|-----------------------|----------------------------------|----|---|---|

6. Ke tshedimosetso efe e o ka buisang ka yona mo kgaolong ya

'Diphologolo ka Mariga'?

- A diphologolo
- B bana
- C dimela
- D dibaki

|                      |                       |                                  |    |   |   |
|----------------------|-----------------------|----------------------------------|----|---|---|
| Lenaane<br>la diteng | Puiso le<br>Medumopuo | Tshekatsheko ya<br>tshedimosetso | G3 | D | 4 |
|----------------------|-----------------------|----------------------------------|----|---|---|

7. O ka buisa ka ga eng mo ditsebeng 4-8?

- A Batho ka Mariga
- B Dibuka ka Mariga
- C Lenaane la Diteng
- D Bosa ka Mariga

|                      |                       |          |    |   |   |
|----------------------|-----------------------|----------|----|---|---|
| Lenaane<br>la diteng | Puiso le<br>Medumopuo | Tatelano | G3 | M | 2 |
|----------------------|-----------------------|----------|----|---|---|

8. Rulaganya tatelano ya dikgaolo jaaka e fitlhelwa mo Lenaaneng la  
Diteng.

Kwala dinomoro tsa dikgaolo 1-4.

|                       |  |
|-----------------------|--|
| Diphologolo ka Mariga |  |
| Batho ka Mariga       |  |
| Dimela ka Mariga      |  |
| Bosa ka Mariga        |  |

|                      |                       |                         |    |   |   |
|----------------------|-----------------------|-------------------------|----|---|---|
| Lenaane<br>la diteng | Puiso le<br>Medumopuo | Ranola<br>tshedimosetso | G4 | D | 1 |
|----------------------|-----------------------|-------------------------|----|---|---|

9. O ka fitlhela tlotlofoko ya mariga fa kae mo bukeng e?

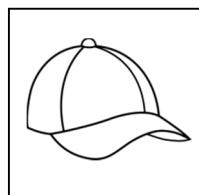
Tlotlofoko ka mariga e ka fitlhelwa mo tsebeng ya ...

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

|                      |                       |                                       |    |   |   |
|----------------------|-----------------------|---------------------------------------|----|---|---|
| Lenaane<br>la diteng | Puiso le<br>Medumopuo | Tlhaola modumo wa<br>tlhaka ya bofelo | G1 | E | 1 |
|----------------------|-----------------------|---------------------------------------|----|---|---|

10. Lebelela setshwantsho. Ke modumo ofe wa bofelo o o nepagetseng?

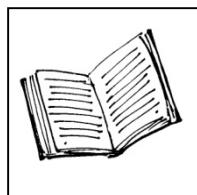
- A k
- B s
- C p
- D E



|                      |                       |  |    |   |   |
|----------------------|-----------------------|--|----|---|---|
| Lenaane<br>la diteng | Puiso le<br>Medumopuo | Kitso ya modumopuo<br>le melawana ya<br>mopeleto | G1 | E | 3 |
|----------------------|-----------------------|--|----|---|---|

11. Tlhophha le go thalela lefoko lele nepagetseng la setshwantsho.

Se ke boka/buka.



|                      |                       |   |    |   |   |
|----------------------|-----------------------|---|----|---|---|
| Lenaane<br>la diteng | Puiso le<br>Medumopuo | Kitso ya<br>modumopuo le<br>melawana ya<br>mopeleto | G3 | M | 1 |
|----------------------|-----------------------|---|----|---|---|

12. Tlhophha lefoko le le nepagetseng go feleletsa polelo.

Ka mariga maemo a ... a tsididi.

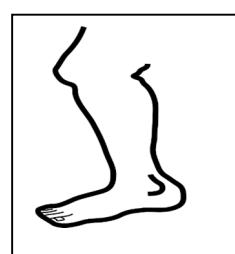
- A bosa
- B busa
- C bosele
- D buisa

|                      |                       |   |    |   |   |
|----------------------|-----------------------|---|----|---|---|
| Lenaane<br>la diteng | Puiso le<br>Medumopuo | Kitso ya<br>modumopuo le<br>melawana ya<br>mopeleto | G3 | E | 3 |
|----------------------|-----------------------|---|----|---|---|

13. Lebelela setshwantsho.

Kwala modumo o nepagetseng go feleletsa lefoko.

Se ke l...to



|                      |                       |                   |    |   |   |
|----------------------|-----------------------|-------------------|----|---|---|
| Lenaane<br>la diteng | Puiso le<br>Medumopuo | Mafoko a a rumang | G2 | E | 1 |
|----------------------|-----------------------|-------------------|----|---|---|

14. Tlhaola lefoko le le rumang ka go tshwana le ‘tsebe’.

- A mariga
- B tsela
- C tafole
- D tshela

|                      |          |         |    |   |   |
|----------------------|----------|---------|----|---|---|
| Lenaane<br>la diteng | Go kwala | Matlama | G3 | M | 3 |
|----------------------|----------|---------|----|---|---|

15. Mosimane o raga kgwele. Kgwele e fa kae?

Kgwele e fa...

- A pele ga gagwe.
- B morago ga gagwe.
- C thoko ga gagwe.
- D tlase ga gagwe.



|                      |          |        |    |   |   |
|----------------------|----------|--------|----|---|---|
| Lenaane<br>la diteng | Go kwala | Madiri | G3 | M | 2 |
|----------------------|----------|--------|----|---|---|

16. Kwala lediri mo polelong e e fa tlase.

Bana ba apara bothitho mariga.

.....

|                      |          |        |    |   |   |
|----------------------|----------|--------|----|---|---|
| Lenaane<br>la diteng | Go kwala | Madiri | G3 | M | 2 |
|----------------------|----------|--------|----|---|---|

17. Lediri le le nepagetseng ke lefe?

Maabane re... mo serameng.

- A tshamkile
- B tshameka
- C tshamikile
- D tshaba

|                      |          |        |    |   |   |
|----------------------|----------|--------|----|---|---|
| Lenaane<br>la diteng | Go kwala | Dipaka | G3 | M | 2 |
|----------------------|----------|--------|----|---|---|

18. Ke lefoko lefe le le nepagetseng?

Nellie o...'Lenaane la Diteng' mo bukeng.

- A dera
- B dirisa
- C dirisitse
- D dira

|                      |          |                |    |   |   |
|----------------------|----------|----------------|----|---|---|
| Lenaane<br>la diteng | Go kwala | Makwalotshwana | G4 | D | 1 |
|----------------------|----------|----------------|----|---|---|

19. Makwalotshwana ke mafoko a a kwalwang ka go tshwana mme a na  
le bokao j o bo farologaneng.

Mosimane o bua le morutabana.

Bopa polelo o dirisa lefoko 'bua' go supa bokao j o bo farologaneng le  
ba polelo e e fa godimo.

|                      |          |          |    |   |   |
|----------------------|----------|----------|----|---|---|
| Lenaane<br>la diteng | Go kwala | Lelatodi | G3 | D | 4 |
|----------------------|----------|----------|----|---|---|

20. Lelatodi la lefoko ‘tsididi’ ke lefe?

Lelatodi la tsididi ke ...

- A mariga.
- B tsiditsana.
- C rekisitswe.
- D mogote.

## Potso ya Botlhano

### SETLHANGWA 5: MAITLHAMELWA

| Mofuta wa setlhangwa | Dikarolo | Diteng/Kgopololo/Bokgoni   | Mophato | Maemo a boima | Kgwedi tharo |
|----------------------|----------|--|---------|---------------|--------------|
| Kgang/Temana         | Go kwala | Kwala ditemana di le pedi tsa bonnye dipolelo di le 10 gotlhe ka nngwe ya ditlhogo tse di latelang | G3      | D             | 2            |

Kwala ditemana di le pedi tsa bonnye dipolelo di le 10 gotlhe ka nngwe ya ditlhogo tse di latelang. Netefatsa gore o dirisa matshwaopuiso, thutapuo le mopeleto o o nepagetseng. O seka wa kwala dinomoro mo dipolelong.

- A Kwala ka nako e o kileng wa dira phoso e kgolo. O ne wa e baakanya j ang?
- B Fa o ka newa dikeletso tse pedi o eletsa e ka nna dife, ke goreng o eletsa j alo?
- C Baeskopo e ke e ratang go gaisa.
- D Metshameko kwa sekolong.
- E Mogaka wa me.
- F Loeto kwa polaseng.
- G Sekolo sa me.



# basic education

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

**DIAGNOSTIC MARKING GUIDELINE  
SETSWANA: HOME LANGUAGE  
MOPHATO 3**

**Memorantamo o, o na le ditsebe di le 17.**

| Ditlhengwa                   |  | Maemo a boima       |
|------------------------------|--|---------------------|
| <b>1: Kgang</b>              |  | <b>E: Easy</b>      |
| <b>2: Kerafo</b>             |  | <b>M: Moderate</b>  |
| <b>3: Phousetara</b>         |  | <b>D: Difficult</b> |
| <b>4: Diteng tsa lenaane</b> |  |                     |
| <b>5: Maitlhamelo</b>        |  |                     |

| Palo.                             | Karabo e e lebeletsweng | Maduo | Tekotshupo/Tshekatsheko ya go lemoga bokgoni le makoa | Seemo sa boima | Seemo se se supang tiro | Mophato |
|-----------------------------------|-------------------------|-------|---|----------------|-------------------------|---------|
| <b>SETLHANGWA SA NTLHA: KGANG</b> |                         |       |   |                |                         |         |

|    |   |                                       |   |   |   |   |
|----|---|---------------------------------------|---|---|---|---|
| 1. | A | ntšwanyana                            |   | Moanelwa yo o seng mathlagatlhaga mo setlhaweng.  | 2 |   |
|    | B | noga                                  |   | E mo kgannyeng e bile e gokagangwa le moanelwamogolo.   | 3 |   |
|    | C | segwagwa                              | 1 | Karabo e e nepagetseng.   | E | 4 |
|    | D | ntsi                                  |   | Kitso kakaretso ya digwagwa sk. digwagwa di ja dintsi, mme ntsi ga e tlhagelele mo setlhaweng e bile ga se nngwe ya baanelwa. | 1 |   |
| 2. | A | Segwagwa, Katse, Ntšwa, Kgomo, Noga.  | 1 | Karabo e e nepagetseng.   | E | 4 |
|    | B | Segwagwa, Katse, Ntšwa, Kgomo, Tlhapi |   | Tlhapi ga se moanelwa mme ke sejo mo setlhaweng.  | 2 |   |
|    | C | Nku, Podi, Konyana, Letshwao, Katse   |   | E Supa kitso kakaretso ya baanelwa. Ga go a umakiwa batho (letshwao) mo setlhaweng.   | 1 |   |

| Palo. | Karabo e e lebeletsweng  |  | Maduo            | Tekotshupo/Tshekatsheko ya go lemoga bokgoni le makoa   | Seemo sa boima | Seemo se se supang tiro | Mophato |
|-------|--|--|------------------|---|----------------|-------------------------|---------|
|       | D  | Segwagwa, Katse, Kgomo, Noga, Ntšwanyana                       | 1                | E bontsha bokgoni jwa go tlhaola baanelwa mo setlhangweng, fela ha se botlhe baanelwa ba ba buang. Fela ga e ele tlhoko dilo tse di nnye ka botlalo mo kgannyeng.       |                | 3                       |         |
| 3.    | A  | Segwagwa sa molomo o o sephara                                 | 1                | Karabo e e nepagetseng.   | M              | 4                       | 3       |
|       | B  | Segwagwa se se tshwerweng ke tlala                             |                  | Kgolagano e bokoa le segwagwa le go batla go itse se mongwe le mongwe a sejang, ga e amane gope le setlhangwa.  |                | 3                       |         |
|       | C  | Segwagwa se se tala  |                  | E dira kgolagano le sengwe se e seng nneta ka diponagalo tsa segwagwa ka kakaretso.   |                | 2                       |         |
|       | D  | Ngwana wa segwagwa   |                  | Bopaki jwa kitso-kakareretso jwa digwagwa fela ga bo amane le potso kgotsa setlhangwa.  |                | 1                       |         |
| 4     | A  | Segwagwa sa pharumela sa boela gae ka lobelo lo lo kwa godimo. | 1                | Karabo e e nepagetseng.   | M              | 4                       | 2       |
|       | B  | Segwagwa se bone Kgomo le Konyana di fula tlhaga.              |                  | Kgolagano e e bonalang e se ya nneta ya setlhangwa jaaka Segwagwa se bone Kgomo le Konyana mo bogareng jwa kgang. Go tlhaloganya go go bokoa ga tatelano ya ditiragalo. |                | 2                       |         |
|       | C  | Segwagwa se kopane le Noga.                                    |                  | Go bontsha bokgoni jwa go sekaseka le go ranola tatelano mme e se tiragalo ya bofelo.   |                | 3                       |         |
|       | D  | Segwagwa se ne sa ya go thuma.                                 |                  | Go bontsha kitso kakaretso nngwe gore digwagwa di rata go thuma mme ga e yo mo setlhangweng.  |                | 1                       |         |
| 5.    | Noga ya suma ya re ke ja digwagwa tse di melomo e e sephara.<br>Katse ya ngaa, ke ja tlhapi.<br>Kgomo ya re mmuuu, ke fula tlhaga.<br>Ntšwa ya bogola ya re e ja nama. |  | 4<br>1<br>3<br>2 | 1<br><br><br><br>Fa tatelano e sa nepagala go na le tlhakatlhakano ya tatelano ya ditiragalo mo kgannyeng.  | D              | 4                       | 3       |
| 6.    | A  | se ne se tshaba Noga.  | 1                | Karabo e e nepagetseng.   | M              | 4                       | 3       |

| Palo. | Karabo e e lebeletsweng                     | Maduo | Tekotshupo/Tshekatsheko ya go lemoga bokgoni le makoa   | Seemo sa boima | Seemo se se supang tiro | Mophato |
|-------|---|-------|---|----------------|-------------------------|---------|
|       | B<br>se ne se batla dijo tsa Noga.          |       | Kgolagano e e bonalang e se ya nneta gore digwagwa le dinoga di ja dijo tse di tshwanang.   |                | 2                       |         |
|       | C<br>mometso wa sone o ne o le botlhoko.    |       | Go na le kgonagalo mme ga se karabo e e nepagetseng. Ga go na bopaki jwa gore mometso wa gagwe o ne o le bothoko fela kgolagano e e akaretsang mometso o o botlhoko le go goeletsa ga segwagwa. |                | 3                       |         |
|       | D<br>o ne a itumetse.                       |       | Ga gona kamano le setlhangwa.   |                | 1                       |         |
| 7.    | A<br>Mo tseleng.                            | 1     | Karabo e e nepagetseng.   | E              | 4                       | 3       |
|       | B<br>Mo polaseng                            |       | Dikamano tse di dirlweng ka kakaretso le baanelwa - diphologolo di nna kwa polaseng.  |                | 3                       |         |
|       | C<br>Kwa borekelong jwa diotlwane.          |       | Kitso ya pele ya diphologolo mme e sa amane le setlhangwa. Ga ba kgone go farologanya diphologolo tsa gae, polasa le tse ditlhaga.  |                | 1                       |         |
|       | D<br>Gaufi le letamo.                       |       | Go dira tshwetso e e seng maleba magareng ga digwagwa le metsi.   |                | 2                       |         |
| 8.    | A<br>Di tla fula tlhaga mmogo.              |       | E ikaegile/ theetswe mo setlhangweng mme ga e a nepa. Digwagwa ga di fula tlhaga.   |                | 2                       |         |
|       | B<br>Noga e tla lela le Segwagwa.           |       | E ikaegile/ theetswe mo moanelweng fela kgolaganyo e e bokoa mme ga e kgonaga le kantlha ya gore dinoga ga di lele/ goeletse.   |                | 3                       |         |
|       | C<br>Di tla thuma mmogo.                    |       | Go nale kgonagalo mme e se maleba le setlhangwa, kitso ya digwagwa ya pele e dirisitswe.  |                | 1                       |         |
|       | D<br>Noga e ne e ka se je Segwagwa.         | 1     | Karabo nepagagetseng.   | M              | 4                       | 3       |
| 9.    | A<br>Se ne se batla go fenya lebelo.        |       | Kitso kakaretso ka lobelo mme mogopol o o neetsweng ga o tsalane le setlhangwa.   |                | 1                       |         |
|       | B<br>Se ne se tshaba gore Noga e tla se ja. | 1     | Karabo e e nepagetseng  | D              | 4                       | 3       |
|       | C<br>Se ne se feditse go bua le Noga.       |       | Tshwetso ya bobedi mme karabo e sa nepagala.  |                | 3                       |         |
|       | D<br>Se ne se sa batle go nna thari.        |       | Kgolagano e e seng maleba magareng ga bonako le go nna thari.   |                | 2                       |         |

| Palo. | Karabo e e lebeletsweng | Maduo  | Tekotshupo/Tshekatsheko ya go lemoga bokgoni le makoa  | Seemo sa boima | Seemo se se supang tiro | Mophato |
|-------|-------------------------|--|--|----------------|-------------------------|---------|
| 10.   | A                       | Diphologolo di ka bo di ne di seyo.                  | Go na le kgonagalo mme ga go na kamano le lebaka le tatelo ka ntlha ya gore diphologolo mo kgannyeng e ga di tsalane le segwagwa se se pharumang mo tseleng. |                | 3                       |         |
|       | B                       | Segwagwa se ka bo se tshabetse kwa tseleng.          | Kamano e e fosagetseng fa gare ga digwagwa le go pharuma, e seng lebaka le tatelo ka gonane digwagwa ga di taboge. Go tlhoka kitso ka lebaka le tatelo.      |                | 2                       |         |
|       | C                       | Segwagwa se ka bo se ne se sa kopana le diphologolo. | 1 Karabo e e nepagetseng.  | D              | 4                       | 4       |
|       | D                       | Segwagwa ga se kgone go pharuma.                     | Kitso kakaretso ya setlhogo mme a tshwara go le go nnye fela ka sethangwa mme se sa amane le lebaka le tatelo.   |                | 1                       |         |
| 11.   | A                       | k  | 1 Karabo e e nepagetseng   | E              | 4                       | 1       |
|       | B                       | ts   | Go tlhakatlhakanya modumo 'ts' le 'k'  |                | 3                       |         |
|       | C                       | b  | Modumo ga o a golagana le lefoko   |                | 1                       |         |
|       | D                       | e  | Ga a tshwara modumo wa ntlha sentle.go tlhakatlhakanya modumo o o simololang le o o kwa bofelong.  |                | 2                       |         |
| 12.   | A                       | ts   | Ga e kgone go tswakangwa.  |                | 2                       |         |
|       | B                       | kgw  | Go tlhakatlhakanya modumo e e tswakantsweng kgw le kg.   |                | 1                       |         |
|       | C                       | kg   | 1 Karabo e e nepagetseng.  | E              | 4                       | 1       |
|       | D                       | kh   | Medumo e e batlileng e duma ka go tshwana.   |                | 3                       |         |
| 13.   | A                       | mpatla   | E e sa rumeng ka botlalo.  |                | 2                       |         |
|       | B                       | apara  | 1 Karabo e e nepagetseng.  | M              | 4                       | 2       |
|       | C                       | mphora   | A lebega a tshwana mme ga le rume.   |                | 3                       |         |
|       | D                       | palesa   | Di duma ka go tshwana fela ga di rume.   |                | 1                       |         |
| 14.   | A                       | loga   | Go sa tlhaloganye potso.Ga a tlhaloganye merumo.Ga a na tlotlofoko e e lekaneng.   |                | 1                       |         |
|       | B                       | boga   |  |                | 1                       |         |
|       | C                       | goga   |  |                | 1                       |         |
|       | D                       | katse  | 1 Karabo e e nepagetseng.  | D              | 4                       | 3       |

| Palo. | Karabo e e lebeletsweng  | Maduo | Tekotshupo/Tshekatsheko ya go lemoga bokgoni le makoa   | Seemo sa boima | Seemo se se supang tiro | Mophato |
|-------|--|-------|---|----------------|-------------------------|---------|
| 15.   | Polelo nngwe le nngwe e e maleba e e tlhalosang bokao jwa lefoko tlhaga s.k Phologolo e e tlhaga e lobelo. | 1     | Bokao jwa lereo 'makwalotshwano' ga le a tlhaloganngwa sentle fa polelo e sa neele bokao jo bo farologaneng. (tlhaga)   | D              | 4                       | 3       |
| 16    | A rekisa.<br>B robala.<br>C raga.<br>D relela.   |       | Go sa tlhaloganye potso sentle.<br><br>Karabo e e nepagetseng.<br><br>Kgolagano e e fosagetseng ya ditlhaka/medumo<br><br>Go tlhakangwa tlhogo ke ditumanosi le mopeleto.   | E              | 2<br>4<br>1<br>3        |         |
| 17    | A oo<br>B ao<br>C oe<br>D aa   |       | E mo setlhangweng mme ka modumo o o fosagetseng.<br><br>Go tlhakatlhakanya thulaganyo ya ditlhaka.<br><br>Karabo e e nepagetseng.<br><br>Ke tumanosi tse di pataganeng fela mopeleto le modumo di farologane.   | M              | 2<br>1<br>4<br>3        |         |
| 18    | A boela.<br>B goela.<br>C beela.<br>D tseela.  | 1     | Karabo e e nepagetseng.<br><br>Di duma ka go tshwana fela lefoko le fosagetseng.<br><br>Kgolano e e bonalang e se ya nnene /mafoko a a dumang ka go tshwana.<br><br>Kitso kakaretso ya medumo e e dirisitsweng mo lefokong, fela e sa tlhagelele mo setlhangweng. | M              | 4<br>3<br>2<br>1        | 3       |
| 19    | A konyana.<br>B nku.<br>C sekepe.<br>D seketswana.   | 1     | Karabo e e nepagetseng.<br><br>Kgolagano e e nepagetseng ya diphologolo - konyana.<br><br>Tlhakathakanyo le lefoko le fapogileng (konyana).<br><br>Karabo e e fosagetseng gotlhelele.   | E              | 4<br>2<br>1<br>3        |         |
| 20.   | A tsh<br>B p<br>C ph<br>D tlh  |       | Ga go na kamano le modumo 'ph'.<br><br>Go retelelwya ke go farologanya magareng ga 'p' le 'ph'.<br><br>Karabo e e nepagetseng.<br><br>Bokoa jwa pharologanyo ka kutlo.  | M              | 1<br>3<br>4<br>2        | 3       |

| Palo. | Karabo e e lebeletsweng | Maduo  | Tekotshupo/Tshekatsheko ya go lemoga bokgoni le makoa   | Seemo sa boima | Seemo se se supang tiro | Mophato |
|-------|-------------------------|--|---|----------------|-------------------------|---------|
| 21.   | A<br>B<br>C<br>D        | se ne sa pharumela mo tseleng<br>Se ne sa pharumela mo tseleng<br>se ne sa pharumela mo Tseleng.<br>Se ne sa pharumela mo tseleng.                       | Go tlhoka kitso le tiriso ya ditlhakakgolo le matshwaopuiso.<br>Tlogelo ya letshwaopuiso (khutlo).O na le kitso ya tiriso ya tlhakakgolo mo tshimologong ya polelo.<br>Tiriso e e fosagetseng ya ditlhakakgolo.<br>Karabo e e nepagetseng.  |                | 1<br>3<br>2<br>E        |         |
| 22.   | A<br>B<br>C<br>D        | o ja eng<br>O ja eng.<br>O ja eng?<br>O Ja Eng?  | Go tlhoka kitso le tiriso ya matshwaopuiso le ditlhakakgolo.<br>Go tlhaloganya bokao jwa polelo mme a sa kgone go dirisa letshwaopuiso ka nepagalo. Ga a kgone go farologanya pegelo le potso.<br>Karabo e e nepagetseng.<br>Onale kitso ya letshwaopuiso mme ga a dirisa ditlhakakgolo ka nepagalo.                                |                | 1<br>3<br>E<br>2        |         |
| 23.   | A<br>B<br>C<br>D        | Ee, go gontle thata!<br>ee go gontle thata<br>Ee go gontle thata<br>ee go gontle thata!  | Karabo e e nepagetseng.<br>Ga a kgone go dirisa ditlhakakgolo le letshwaopuiso. Ga a na bokgoni jwa tiriso ya letshwaopuiso.<br>Tiriso e e bokoa ya letshwaopuiso. O tlhaloganya fela gore polelo e simolola ka tlhakakgolo.<br>Tiriso ya letshwaopuiso ga e mo seemong se se maleba.O lebetse go dirisa molawana wa matshwaopuiso. | M              | 4<br>1<br>2<br>3        | 3       |
| 24.   | A<br>B<br>C<br>D        | noga ya re ke rata go ja digwagwa<br>Noga ya re, Ke rata go ja digwagwa.<br>Noga ya re, “Ke rata go ja digwagwa”.<br>noga ya re “Ke rata go ja digwagwa” | Go tlhoka kitso ya tiriso ya matshwaopuiso.<br>Ga a kgone go tshwarelela kgopolu ya matshwao a di tsejwana.<br>Karabo e e nepagetseng.<br>Tiriso e e sa felelang ya matshwaopuiso a a tlwaelegileng (tlhakakgolo le khutlo di batla go elwa tlhoko)   |                | 1<br>3<br>D<br>2        |         |
| 25.   | A                       | leemedi  | Kamano le setlhangwa, fela ga a kgone go farologanya leina le leemedi.  |                | 3                       |         |

| Palo. | Karabo e e lebeletsweng | Maduo | Tekotshupo/Tshekatsheko ya go lemoga bokgoni le makoa   | Seemo sa boima | Seemo se se supang tiro | Mophato |
|-------|-------------------------|-------|---|----------------|-------------------------|---------|
|       | B letlhalosi            |       | Ga a kgone go farologanya magareng ga leina le letlhalosi.  |                | 1                       |         |
|       | C leina                 | 1     | Karabo e e nepagetseng.   | M              | 4                       | 2       |
|       | D lediri                |       | Go tlhakatlhakanya maina le madiri.   |                | 2                       |         |
| 26.   | A di sumela digwagwa.   | 1     | Karabo e e nepagetseng.   | M              | 4                       | 4       |
|       | B e sumela digwagwa.    |       | Go tlhoka go tlhaloganya tumelano ya thuanyi sediri.  |                | 3                       |         |
|       | C le sumela digwgwa.    |       | Mopeleto o o fosagetseng wa lefoko.   |                | 2                       |         |
|       | D re sumela segwagwa.   |       | Ga a tlhaloganya tiriso ya tumelano ya sediri le lediri gotlhelele.   |                | 1                       |         |
| 27.   | A pharumela             | 1     | Karabo e e nepagetseng.   | E              | 4                       | 3       |
|       | B gae                   |       | Go tlhakatlhakanya maina le madiri.   |                | 3                       |         |
|       | C bonako                |       | Bonako e mo setlhangweng fela potso e batla tiro e e neng e diriwa ke segwagwa.   |                | 1                       |         |
|       | D segwagwa              |       | Go tlhakatlhakanya lediri le leina.   |                | 2                       |         |
| 28    | A mantšwanyana.         |       | Go se tshwarelele molawana wa tiriso ya bontsi jwa mafoko.  |                | 3                       |         |
|       | B dintšwanyana.         | 1     | Karabo e e nepagetseng.   | M              | 4                       | 3       |
|       | C bontšwa.              |       | Go dirisa puo e e sa lolamang.  |                | 2                       |         |
|       | D bana.                 |       | Go golaganya ntšwanyana le bana.  |                | 1                       |         |
| 29    | A le                    |       | Go tlhakatlhakanya lekopanyi le letlama.  |                | 1                       |         |
|       | B mo                    |       | Mafoko a batlileng a duma ka go tshwana.  |                | 3                       |         |
|       | C godimo                | 1     | Karabo e e nepagetseng.   | E              | 4                       | 3       |
|       | D kwa                   |       | Lefoko le, le tlhagelela mo setlhangweng fela ha se karabo e e nepagetseng.   |                | 2                       |         |
| 30.   | A pharuma               |       | Go tlhakatlhakanya lediri le letlhaodi.   |                | 3                       |         |
|       | B gae                   |       | Ga kgone go farologanya matlhaodi le maina.   |                | 2                       |         |
|       | C segwagwa              |       | Ga kgone go farologanya matlhaodi le maina.   |                | 2                       |         |
|       | D bonako                | 1     | Karabo e e nepagetseng.   | M              | 4                       | 3       |
| 31.   | A di ne di              |       | O na le kitso kakaretso ya paka phethi, fela o dira tlhopho e e fosagetseng. Ga a kgone go farologanya bongwe le bontsi jwa madiri. |                | 1                       |         |
|       | B ne se                 |       | O dira phoso fa a buisa.  |                | 2                       |         |

| Palo. | Karabo e e lebeletsweng | Maduo | Tekotshupo/Tshekatsheko ya go lemoga bokgoni le makoa | Seemo sa boima | Seemo se se supang tiro | Mophato |
|-------|-------------------------|-------|---|----------------|-------------------------|---------|
|       | C ne e                  | 1     | Karabo e e nepagetseng                                | E              | 4                       | 3       |
|       | D ne o                  |       | Tlhakathhakanyo ya paka jaanong le paka-pheti.        |                | 3                       |         |

#### SETLHANGWA SA BOBEDI: KERAFO

|    |                 |   |   |   |   |   |
|----|-----------------|---|---|---|---|---|
| 1. | A malomo        | 1 | Karabo e e nepagetseng.   | E | 4 | 1 |
|    | B dikala        |   | Kamano e e bokoa le malomo.   |   | 3 |   |
|    | C matlhare      |   | Kgolagano e e bonalang e se ya nnete ya malomo le ponagalo ya setshwantsho.                       |   | 2 |   |
|    | D ditlhare      |   | Kamano le setlhogo mme e seyo mo kerafong.  |   | 1 |   |
| 2. | A Laboraro      | 1 | Karabo e e nepagetseng.   | E | 4 | 2 |
|    | B Mafeloabeke   |   | A na le kamano le malatsi a beke mme e se karolo ya kerafo.                                       |   | 1 |   |
|    | C Mosupologo    |   | O na le kamano le malatsi a beke mme karabo e sa nepagala. Ga kgone go buisa kerafo.              |   | 3 |   |
|    | D Latshipi      |   | Ga le yo mo kerafong mme le amana le malatsi a beke.  |   | 2 |   |
| 3. | A masomeamabedi | 1 | Palo yotlhe ya malomo mo kerafong. Ga a kgone go tlhopha tshedimosetso e e maleba potsong.        |   | 3 |   |
|    | B lesomenngwe   |   | Karabo e e nepagetseng.   | E | 4 | 3 |
|    | C supa          |   | E bontsha palo ya malomo a a rekisitsweng ka la botlhano.   |   | 2 |   |
|    | D lefela        |   | Kitso kakaretso ya dipalo mme e se mo kerafong.   |   | 1 |   |
| 4. | A Labobedi      |   | Go se tlhaloganye bokao jwa palo e e kwa godimo.  |   | 3 |   |
|    | B Lamatlhatso   |   | E na le kamano le malatsi a beke mme ga e mo kerafong.  |   | 1 |   |
|    | C Mosupologo    |   | Thekiso ya palo e e kwa tlase ya malomo. Go tlhakatlhakanya palo e e kwa tlase le e e kwa godimo. |   | 2 |   |
|    | D Labotlhano    | 1 | Karabo e e nepagetseng.   | M | 4 | 3 |
| 5. | A Laboraro      | 1 | Ga a tlhaloganye tiriso ya lefoko le, kwa tlase.  |   | 3 |   |
|    | B Mosupologo    |   | Karabo e e nepagetseng.   | E | 4 | 3 |
|    | C Phatwe        |   | O tlhakatlhakanya dikgwedi le malatsi a beke.   |   | 1 |   |

| Palo. | Karabo e e lebeletsweng | Maduo   | Tekotshupo/Tshekatsheko ya go lemoga bokgoni le makoa   | Seemo sa boima | Seemo se se supang tiro | Mophato |
|-------|-------------------------|---|---|----------------|-------------------------|---------|
|       | D                       | Labotlhano  | Tlhakathhakanyo magareng ga mafoko bontsi le kwa tlase.   |                | 2                       |         |
| 6.    | A                       | tharo   | Thanolo e e bokoa ya potso. Go sa tlhaloganye tiriso ya papiso.   |                | 2                       |         |
|       | B                       | tlhano  | O tlhakantse ditheko tsa matsatsi a le mabedi.  |                | 3                       |         |
|       | C                       | nne   | Mopeleto o o fosagetseng wa mafoko a a dumang ka gotshwana.   |                | 1                       |         |
|       | D                       | nngwe   | 1 Karabo e e nepagetseng.   | D              | 4                       | 4       |
| 7.    | A                       | Batho ba reka malomo a le mantsi ka Labotlhano ba rekela mafeloabeke. | 1 Karabo e e nepagetseng  | M              | 4                       | 3       |
|       | B                       | Malomo a theko e godimo.  | Go tlhaloganya go go bokoa go go sa amaneng le potso. Ditshenyegelo tsa malomo ga di a umakiwa.         |                | 3                       |         |
|       | C                       | Malomo a nkga bosula.   | Go dira kgolaganyo ya nnete le malomo.  |                | 2                       |         |
|       | D                       | Dinotshi di dira mamepe.  | Kitso ka karetso ya gore dinotshi di amana le malomo ka tsela nngwe mme go se maleba le kerafo.         |                | 1                       |         |
| 8.    | A                       | Tlhakole le Moranang  | O tlhakatlhakanya dikgwedi le malatsi.  |                | 1                       |         |
|       | B                       | Labobedi le Laboraro  | Go tlhaloganya bontla bongwe jwa potso.   |                | 3                       |         |
|       | C                       | Labobedi le Labone  | 1 Karabo e e nepagetseng.   | M              | 4                       | 3       |
|       | D                       | Lamatlhatsi le Latshipi   | Kamano le malatsi a beke,fela karabo ga e yo mo kerafong.   |                | 2                       |         |
| 9.    | A                       | mane  | 1 Karabo e e nepagetseng.   | M              | 4                       | 3       |
|       | B                       | mabedi  | Go itse gore karabo e tshwanetse gonna palo mme ke palo e e fosagetseng. E ka amangwa le go fopholetsa. |                | 2                       |         |
|       | C                       | manno   | Kgolaganyo e e bokoa medumo.  |                | 3                       |         |
|       | D                       | supa  | Kamano le palo ya, mme karabo ga e yo mo temaneng.  |                | 1                       |         |
| 10.   | A                       | ikgatolosa go nosetsa malomo nako le nako.                            | Kitso ya malomo mme go se kamano le sesolo sa malomo  |                | 2                       |         |
|       | B                       | fetola leina la borekelo jwa gagwe.                                   | Tshwetso ya bobedi ya kerafong.   |                | 3                       |         |
|       | C                       | dira sesolo.  | 1 Karabo e e nepagetseng.   | D              | 4                       | 3       |

| Palo.                                   | Karabo e e lebeletsweng | Maduo                    | Tekotshupo/Tshekatsheko ya go lemoga bokgoni le makoa   | Seemo sa boima | Seemo se se supang tiro | Mophato |
|---|-------------------------|--------------------------|---|----------------|-------------------------|---------|
|   | D                       | thapa mothusi.           | Go amana le kitso ya pele mme e se teng mo kerafong.  |                | 1                       |         |
| <b>SETLHANGWA SA BORARO: PHOUSETARA</b> |                         |                          |   |                |                         |         |
| 9.                                      | A                       | Ipaakanyetse go ithuta.  | Go tlhophilwe molawana mongwe le mongwe o o mo phousetareng.  |                | 3                       |         |
|   | B                       | Sela matlakala.          | Go amana le temana mme ga go tlhagelele mo phousetareng.  |                | 1                       |         |
|   | C                       | Dira bojotle.            | 1 Karabo e e nepagetseng.   | E              | 4                       | 1       |
|   | D                       | Nna botsalano.           | Go dirilwe kgolagano e se ya nnete e e nang le botsalano e ikaegile ka ponagalo ya ditshwantsho.        |                | 2                       |         |
| 10.                                     | A                       | Tsena ka tidimalo.       | 1 Karabo e e nepagetseng.   | E              | 4                       | 2       |
|   | B                       | Tsholetsa letsogo.       | Go tlhakatlhakanya mareo pele ga le morago ga.  |                | 2                       |         |
|   | C                       | Bofa megala ya ditlhako. | Molao kakaretso o se mo phousetareng.   |                | 1                       |         |
|   | D                       | Tsena ka bonako.         | Molao wa ntlha o gakantswe le molao wa bone kagonne e simolola ka lefoko tsena.                         |                | 3                       |         |
| 11.                                     | A                       | sekolo.                  | Kgolagano e e seng ya nnete ka gonne dikolo dina le melao.  |                | 2                       |         |
|   | B                       | lenaneonako.             | Le golagangwa le sekolo –ga e yo mo phousetareng.   |                | 1                       |         |
|   | C                       | botlolo.                 | O tsibogela poganaloya setshwantsho.se lebega jaaka botlolo. Ga a e tsepamisa maikutlo mo phousetareng. |                | 3                       |         |
|   | D                       | melao.                   | 1 Karabo e e nepagetseng.   | M              | 4                       | 3       |
| 12.                                     | A                       | phaposing ya barutabana. | Ke phaposi e e leng teng mo sekolong mme ga e amane le barutwana le kobamelo ya melao.                  |                | 3                       |         |
|   | B                       | phaposiborutelong.       | 1 Karabo e e nepagetseng.   | M              | 4                       | 3       |
|   | C                       | ntlong.                  | Go tlhakatlhakanya melawana ya sekolo le ya kwa gae.  |                | 1                       |         |
|   | D                       | borekelong.              | O amanya phousetara le se se rekisiwang kwa borekelong.   |                | 2                       |         |

| Palo. | Karabo e e lebeletsweng                             | Maduo | Tekotshupo/Tshekatsheko ya go lemoga bokgoni le makoa  | Seemo sa boima | Seemo se se supang tiro | Mophato     |
|-------|---|-------|--|----------------|-------------------------|-------------|
| 13.   | A botsalano<br>B mmaba<br>C tsala<br>D siame        |       | E amangwa le matlhaodi kgotsa matlhalosi - e seng leina.Ga e mo phousetareng.<br>O tlhakatlhakanya lelatodi la lereo ‘tsala’.<br>Karabo e e nepagetseng.<br>Go sa kgone go farologanya magareng ga leina le letlhaodi. |                | 3<br>1<br>4<br>2        |             |
| 14.   | A maoto<br>B matsogo<br>C maitseo<br>D seatla       | 1     | Kitso kakaretso ka bontsi mme e se mo phousetareng.<br>Karabo e e nepagetseng<br>Maitseo a golagangwa le melao ya sekolo – mme ga a mo phousetareng.<br>O tlhakatlhakanya tiriso ya diatla le matsogo.                 | M              | 4<br>4<br>3<br>2        | 1<br>1<br>1 |
| 15.   | A bolao<br>B kwa tlase<br>C robala<br>D fa godimo   |       | Ga se letlama. Ga e yo mo phousetareng.<br>Kamanyo ya matlama mme le se mo phousetareng.<br>O tlhakatlhakantse lediri le letlama.<br>Karabo e e nepagetseng.   |                | 1<br>2<br>3<br>4        |             |
| 16.   | A modumo<br>B pina<br>C boitshepo<br>D boikokobetso | 1     | Karabo e e nepagetseng.<br>Kamanyo ya modumo le go bina mme e se mo phousetareng.<br>Go tlhakatlhakanya lediri le letlhaodi.<br>E golagantswe le seka polelo mme ga e yo mo phousetareng.                              | D              | 4<br>3<br>2<br>1        | 4<br>4<br>4 |
| 9.    | A Lebala<br>B lebati<br>C lebota<br>D lebone        |       | Kamano e e bonalang mme e sa tlhamalala/tlhapo sentle.<br>Karabo e e nepagetseng.<br>Kgolaganyo e bokoa – ga go na kamano le phousetara.<br>Kgolaganyo e bokoa – ga go na kamano le phousetara.                        | D              | 4<br>4<br>3<br>1        | 2<br>3      |
| 10.   | A sengaparetsi                                      |       | Ponagalo ya setshwantsho sa phousetara mme karabo e fosagetse gotlhelele.  |                | 2                       |             |

| Palo.  | Karabo e e lebeletsweng                   | Maduo | Tekotshupo/Tshekatsheko ya go lemoga bokgoni le makoa   | Seemo sa boima | Seemo se se supang tiro | Mophato |
|--|---|-------|---|----------------|-------------------------|---------|
|  | B le nna                                  |       | Ga e mo phousetareng mme e se maleba.   |                | 1                       |         |
|  | C mme                                     | 1     | Karabo e e nepagetseng.   | M              | 4                       | 3       |
|  | D le                                      |       | Ke lekopanyi fela ke karabo e fosagetseng.  |                | 3                       |         |
| 11.  | tsholetsa                                 | 1     | Karabo e e nepagetseng.<br>Fa go thaletswe letsogo, go kaya gore o tlhakatlhakanya leina le lediri. | E              | 4                       | 3       |
| <b>SETLHANGWA SA BONE: LENAANE LA DITENG</b> |   |       |   |                |                         |         |
| 13.  | A Batho ka Mariga                         |       | Tlhakathhakanyo ya setlhogo le kgaolo.  |                | 3                       |         |
|  | B Tsotlhe ka Mariga                       | 1     | Karabo e e nepagetseng.   | E              | 4                       | 1       |
|  | C Bosa                                    |       | Kgolagano e e seng ya nnene le mariga.  |                | 2                       |         |
|  | D Semathana                               |       | Kamano e e siameng ya mariga le semathana.  |                | 1                       |         |
| 14.  | A Bosa ka Mariga                          |       | Go se tlhaloganye tiriso bosa le mariga.  |                | 3                       |         |
|  | B Bopibosweu                              |       | Go se diriseng ditshwantsho tsa nnene ka nepagalo.  |                | 2                       |         |
|  | C Dimela ka Mariga                        | 1     | Karabo e e nepagetseng.   | E              | 4                       | 2       |
|  | D Baeng                                   |       | Ga e yo mo papetleng.   |                | 1                       |         |
| 15.  | A 25.                                     | 1     | Go sa kgoneng go farologanya magareng ga matseno le tlotlofoko.                                     |                | 2                       |         |
|  | B 19.                                     |       | Amana le kgang fela ke tsebe e e fosagetseng.   |                | 3                       |         |
|  | C 3.                                      |       | Tlhakathhakanyo ya nomoro ya tsebe le ya kgaolo.  |                | 1                       |         |
|  | D 1.                                      | 1     | Karabo e e nepagetseng.   | M              | 4                       | 2       |
| 16.  | A bosa ka mariga.                         | 1     | Karabo e e nepagetseng.   | E              | 4                       | 2       |
|  | B diaparo tsa me tsa malatsi a boikhutso. |       | Ga e yo mo papetleng.   |                | 1                       |         |
|  | C matseno.                                |       | Tlhakathhakanyo ya dinomoro tsa kgaolo le dinomoro tsa tsebe.                                       |                | 3                       |         |
|  | D mosimane.                               |       | Kgolagano e e seng ya nnene e bonalang mo setshwantshong.   |                | 2                       |         |
| 17.  | A diphologolo ka mariga.                  | 1     | Karabo e e nepagetseng.   | M              | 4                       | 3       |

| Palo. | Karabo e e lebeletsweng |                     | Maduo | Tekotshupo/Tshekatsheko ya go lemoga bokgoni le makoa   | Seemo sa boima | Seemo se se supang tiro | Mophato |
|-------|-------------------------|---------------------|-------|---|----------------|-------------------------|---------|
|       | B                       | pula ka mariga.     |       | Ga e tlhagelele mo phousetareng fela e tsamaisana le maemo a bosa.  |                | 1                       |         |
|       | C                       | bosa ka mariga.     |       | Thanolo e e fosagetseng ya potso.   |                | 3                       |         |
|       | D                       | ditlhare ka mariga. |       | Kamano e e seng ya nneta e e bonalang mo ditlhareng le dimeleng.  |                | 2                       |         |
| 18.   | A                       | diphologolo         | 1     | Karabo e e nepagetseng.   | M              | 4                       | 3       |
|       | B                       | bana                |       | Kgolagano e e seng ya nneta e e bonalang mo setshwantshong (motlhala wa pono).  |                | 2                       |         |
|       | C                       | dimela              |       | Di fitlhelwa mo lenaaneng la diteng fela ga se karabo e e maleba. Ga a kgone go farologanya mogopolo mogolo mo kgaolong nngwe le nngwe. |                | 3                       |         |
|       | D                       | dibaki              |       | Ditsalangwa le mariga mme ga di yo mo lenanneng la diteng.  |                | 1                       |         |
| 19.   | A                       | Batho ka Mariga     |       | Tsalano e e bokoa ya 'b' mo go batho le bosa.   |                | 3                       |         |
|       | B                       | Dibuka ka Mariga    |       | Ga e yo mo lenaaneng la diteng. E na le botsalano jo bo bokoa jwa setlhogo.   |                | 1                       |         |
|       | C                       | Lenaane la Diteng   |       | Lenaane la diteng ga lena nomoro.   |                | 2                       |         |
|       | D                       | Bosa ka Mariga      | 1     | Karabo e e nepagetseng.   | D              | 4                       | 3       |
| 20.   | Diphologolo ka Mariga   | 4                   | 1     | Thulaganyo e e nepagetseng ke yone fela e tla amogelesegang. Fa tatelano e sa nepagala foo tatelano ga e a tlhalogangwa.                | M              | 4                       | 3       |
|       | Batho ka Mariga         | 2                   |       |   |                |                         |         |
|       | Dimela ka Mariga        | 3                   |       |   |                |                         |         |
|       | Bosa ka Mariga          | 1                   |       |   |                |                         |         |
| 21.   | A                       | 1.                  |       | Tlhakathhakanyo ya matseno le tlolofoko.  |                | 3                       |         |
|       | B                       | 2.                  |       | Tlhakathhakanyo ya nomoro ya kgaolo le ya tsebe.  |                | 2                       |         |
|       | C                       | 25.                 | 1     | Karabo e e nepagetseng.   | D              | 4                       | 4       |
|       | D                       | 52.                 |       | Phapanyo ya go kwala nomoro 25, ga e tlhagelele mo lenaaneng la la diteng.  |                | 1                       |         |
| 22.   | A                       | k                   |       | Tlhakathhakanyo ya modumo wa 'e' mo magareng le 'i'.  |                | 3                       |         |

| Palo. | Karabo e e lebeletsweng | Maduo | Tekotshupo/Tshekatsheko ya go lemoga bokgoni le makoa  | Seemo sa boima | Seemo se se supang tiro | Mophato |
|-------|-------------------------|-------|--|----------------|-------------------------|---------|
|       | B s                     |       | Go sa tlhaloganyeng tatelano ya medumo mo lefokong.  |                | 1                       |         |
|       | C p                     |       | Tlhakathhakanyo ya tlhaka e e magareng le e e kwa bofelong.  |                | 2                       |         |
|       | D e                     | 1     | Karabo e e nepagetseng.  | E              | 4                       | 1       |
| 23.   | buka                    | 1     | Karabo e e nepagetseng.  | E              | 4                       | 1       |
| 24.   | A bosa                  | 1     | Karabo e e nepagetseng.  | M              | 4                       | 3       |
|       | B busa                  |       | Go se kgone go farologanya medumo.   |                | 3                       |         |
|       | C bosele                |       | E ruma jaaka karabo e e nepagetseng.   |                | 2                       |         |
|       | D buisa                 |       | Ga e tlhagelele mo lenaaneng la diteng.  |                | 1                       |         |
| 13.   | leoto                   |       | Karabo e e nepagetseng.  | E              | 4                       | 3       |
| 14.   | A mariga                |       | Tlhopho e e dirlweng ka go lebelela karabo nngwe le nngwe.   |                | 1                       |         |
|       | B tsela                 |       | Karabo e e nepagetseng   | E              | 4                       | 2       |
|       | C tafole                |       | Kamano e e seng ya nnete e bonalang ya modumo wa 't'.  |                | 3                       |         |
|       | D tshela                |       | O tlhakatlhakanya modumo wa 'tsela' le 'tshela'. O tlhakatlhakanya mafoko a a simololang ka 't' le tsh'. |                | 2                       |         |
| 15.   | A pele ga gagwe.        | 1     | Karabo e e nepagetseng.  | M              | 4                       | 3       |
|       | B morago ga gagwe.      |       | Tlhakathhakano ya matlama e e bontshang maemo.   |                | 3                       |         |
|       | C thoko ga gagwe.       |       | Tlhakathhakano ya matlama e e bontshang maemo.   |                | 1                       |         |
|       | D tlase ga gagwe.       |       | Kamano e e bokoa le karabo e e nepagetseng. Ga a tlhaloganye "fa pele ga" le "ka tlase ga"               |                | 2                       |         |
| 16.   | apara                   | 1     | Karabo e e nepagetseng.  | M              | 4                       | 3       |
| 17.   | A tshamkile             |       | Go akaretsa gore' a 'yo o tlogetsweng mo lefokong o fetolela karabo go nna paka pheti.                   |                | 3                       |         |
|       | B tshameka              |       | Tiriso e bokoa ya dipaka.  |                | 2                       |         |
|       | C tshamikile            | 1     | Karabo e e nepagetseng.  | M              | 4                       | 3       |

| Palo. | Karabo e e lebeletsweng | Maduo  | Tekotshupo/Tshekatsheko ya go lemoga bokgoni le makoa  | Seemo sa boima | Seemo se se supang tiro | Mophato |
|-------|-------------------------|--|--|----------------|-------------------------|---------|
|       | D                       | tshaba   | Go tlhophilwe lediri lengwe le lengwe le le nang le morumo o o tshwanang.  |                | 1                       |         |
| 18.   | A                       | dera   | Mopeleto o o fosagetseng.  |                | 3                       |         |
|       | B                       | dirisa   | 1 Karabo e e nepagetseng   | M              | 4                       | 3       |
|       | C                       | dirisitse  | Tlhakathhakanyo ya dipaka- paka pheti le pakatsweledi.   |                | 1                       |         |
|       | D                       | dira   | Tlhakathhakanyo ya dipaka- paka jaanong le paka pheti.   |                | 2                       |         |
| 19.   |                         | Polelo nngwe le nngwe e e maleba e e tlhalosang bokao jwa lefoko bua sekao: O bua kgomo. | 1 Kgopolu ya makwalotshwano ga e a tlhaloganngwa ka bottlalo fa e le gore polelo e, e sa tlhagise bokao jo bo farologaneng jwa lefoko <u>bua</u> . | D              | 4                       | 4       |
| 20.   | A                       | mariga.  | Kamano e e bonalang ka tsididi le mariga mme a dira kamano e e bokoa ka go farologanya lelatodi le maelagongwe.                                    |                | 2                       |         |
|       | B                       | tsiditsana.  | tlhakatlhakanyo ya lelatodi le maemo a tshwantshwanyo.   |                | 1                       |         |
|       | C                       | rejisitswe.  | Karabo e e fosagetseng gotlhelele. Go tlhoka go tlhaloganya potso.   |                | 3                       |         |
|       | D                       | mogote.  | 1 Karabo e e nepagetseng.  | D              | 4                       | 3       |

### SETLHANGWA SA BOTLHANO: MAITLHAMELO

#### Ruburiki ya go tshwaya

| Mokgwa           | Maduo     | Dintlhha |
|------------------|-----------|----------|
| Temana           | 1         |          |
| Diteng           | 3         |          |
| Matshwao a puiso | 2         |          |
| thutapuo         | 2         |          |
| Mopeleto         | 2         |          |
| <b>Maduo</b>     | <b>10</b> |          |



## SETLHANGWA SA BOTLHANO: BOITLHAMEDI

### Tshekatsheko ya golemoga bokgoni le makoa a maitlhamelewa (Setlhangwa 5)

| Keraetiria          | Manontlholtlo  | Bokgoni   | Magareng   | Maiteko   | Retelelwa  |
|---------------------|--|---|--|---|--|
|                     | Mophato 4  | Mophato 3   | Mophato 2  | Mophato 1   |  |
| <b>Temana</b>       | Ditemana di le 3   | Ditemana di le 2  | Temana e le 1  | Go sena temana  | O kopolotse ditaelo/lefoko le le lengwe /sekapolelo kgotsa karolo ya polelo. |
| <b>Diteng</b>       | Dipolelo di le 13 le go feta tse di nang le bokao mme di tsamaelana le setlhogo. | Dipolelo di le 9-12 tse di nang le bokao di tsamaelana le setlhogo. | Dipolelo di le 3-8 tse di nang le bokao di tsamaelana le setlhogo. | Dipolelo di le 1 - 2 tse di bonolo di tsamaelana le setlhogo. | Polelo e e sa tsamaelaneng le setlhogo.                                      |
| <b>Matshwaopuso</b> | Diphoso di le 0-3 tsa matshwaopuso.  | Diphoso di le 4-6 tsa matshwaopuso.                                 | Diphoso di le 7-9 tsa matshwaopuso.                                | Diphoso di le 10 le matshwaopuso a le mantsi.                 | O kopolotse ditaelo/lefoko le le lengwe /sekapolelo kgotsa karolo ya polelo  |
| <b>Thutapuo</b>     | Diphoso di le 0-3 tsa thutapuo.  | Diphoso di le 4-6 tsa thutapuo.                                     | Diphoso di le 7-9 tsa thutapuo.                                    | Diphoso di le 10 le go feta tsa thutapuo.                     | O kopolotse ditaelo/lefoko le le lengwe /sekapolelo kgotsa karolo ya polelo  |
| <b>Mopeleto</b>     | Diphoso di le 0-3 tsa mopeleto.  | Diphoso di le 4-6 tsa mopeleto.                                     | Diphoso di le 7 -9 tsa mopeleto.                                   | Diphoso di le 10 le go feta tsa mopeleto.                     | O kopolotse ditaelo/lefoko le le lengwe /sekapolelo kgotsa karolo ya polelo  |

## SETLHANGWA SA BOTLHANO

Ruburiki ya Maitlhamelo

| LENANEO LA TEKO  |   |       |
|--|---|-------|
| KERAETIRIA   | TLHALOSO  | MADUO |
| <b>Temana</b><br><b>(Bontsi jwa maduo 1)</b>                   | Kopolotse ditaelo / lefoko le le lengwe kgotsa bontlha bongwe jwa polelo / dipolelo tse di ka fa tlase ga 4 / dipolelo di na le dinomoro. | 0     |
|  | Temana e le nngwe ya dipolelo di le 4 kgotsa gofeta. Dipolelo di kwetswe ka manontlhotlh mme di sa kwalwa mo meleng e e farologaneng.     | 1     |
| <b>Diteng</b><br><b>( Bontsi jwa maduo 3)</b>                  | Kopolola ditaelo / lefoko le le lengwe kgotsa bontlha bongwe jwa polelo.  | 0     |
|  | Dipolelo di le 1 – 3 tse di bonolo di tsamaelana le setlhogo.   | 1     |
|  | Dipolelo di le 4 – 6 tse di nang le bokao di tsamaelana le setlhogo.  | 2     |
|  | Dipolelo di le 7 – 8 tse di nang le bokao di tsamaelana le setlhogo.  | 3     |
| <b>Matshwao</b><br><b>puiso</b><br><b>(Bontsi jwa maduo 2)</b> | Diphoso tsa mopeleto di feta 7.   | 0     |
|  | Diphoso tsa mopeleto di le 4 – 6  | 1     |
|  | Diphoso tsa mopeleto di le 1 – 3  | 2     |
| <b>Thutapuo</b><br><b>(Bontsi jwa maduo 2)</b>                 | Diphoso tsa thutapuo di feta 7.   | 0     |
|  | Diphoso tsa thutapuo di le 4 – 6  | 1     |
|  | Diphoso tsa thutapuo di le 1 – 3  | 2     |
| <b>Mopeleto</b><br><b>(Bontsi jwa maduo 2)</b>                 | Diphoso tsa mopeleto di le 7  | 0     |
|  | Diphoso tsa mopeleto di le 4 – 6.   | 1     |
|  | Diphoso tsa mopeleto di le 1 – 3  | 2     |
| <b>MADUO OTLHE</b>   |   | 10    |

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

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

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