



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

DIAGNOSTIC TEST ITEMS

GRADE 3

LANGUAGE AND MATHEMATICS
TSHIVENDA
QUESTIONS AND MEMORANDA

1. INTRODUCTION

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

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

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

A traditional multiple choice question (MCQ) provides little information about the learner's understanding of the concept/skill tested. The DBE has embarked on the design of diagnostic assessments using MCQs and assessment rubrics (for Languages) that are designed to assist teachers to diagnose learner misconceptions using the Pearson distractor rationale model as a basis for the classification of learner misconceptions. The diagnosis is also linked to the CAPS learning outcomes and skill acquisition.

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

2. PURPOSE OF THE DIAGNOSTIC TEST ITEMS

This diagnostic test items should be used in conjunction with the requirements as stipulated in the CAPS document. It therefore does not replace the curriculum or the Annual Teaching Plan (ATP). The content therefore includes coverage from terms one to four. However, teachers may include questions from the resource bank into the ATP to facilitate assessment for learning.

These diagnostic assessments/questions are a phase based assessment. It also includes questions from four grades. There are questions set on the critical skills

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

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

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

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

The purpose of including the content of the other grades is to diagnose the skill/concept acquisition at the earlier grade, the current grade as well as to ascertain whether the learner is ready to make the transition to the next grade. Once the teacher has identified the gaps in the conceptual knowledge/ skill acquisition it would be easier to design targeted intervention programmes to bring learners on par for the transition to subsequent grades/topics.

These diagnostic questions should be used as a tool for teachers to assess the strengths and weaknesses of learners for the purpose of designing teaching and learning strategies that will address the individual needs of the learner.

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

3. THE STRUCTURE OF THE DIAGNOSTIC TEST ITEMS

The diagnostic test items is divided into sections or questions. Questions are framed to direct teachers to possible misconceptions which could be as a result of an earlier grade knowledge deficit, erroneous conceptual knowledge or lack of comprehension. Each paper has a spread of the content areas and skills that span the entire phase and is extended into the next phase. The texts/topics that have been selected for the Languages questions indicate the concept/skill progression from one grade to the next. The Mathematics questions are clustered according to content areas.

MCQs are constructed in such a way that each distractor provides information on whether the learner has mastered the skill/concept or whether there is a

misconception. The distractors are graded according to four levels of understanding. Levels one, two and three enlighten the teacher about the nature of the misconception. Level four is the correct response, see Table 3 for further clarity.

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

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

Mathematics

4. PROPOSED USAGE OF THE MATHEMATICS DIAGNOSTIC TEST ITEMS

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

EXAMPLES

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

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

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

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

EXAMPLES

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

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

Grade 3 Baseline questions (addition)

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

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

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

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

5. DESIGN

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

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

Table 3: Levels of understanding (thought process)

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

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

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

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

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

6. MARKING GUIDELINES: MATHEMATICS

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

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

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

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

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

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

E.g. Grade 3 question

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

Learner response

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

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

Table 5: MATHEMATICS COGNITIVE LEVELS

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

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

7. PROPOSED USE OF THE LANGUAGE RESOURCE BANK

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

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

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

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

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

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

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

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

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

8. DESIGN

Table 6 lists and describes the types of errors that correspond to each of the four levels of understanding encapsulated in the language diagnostic test. The distractor rationale as advocated by Pearson, 2004, forms the basis for diagnosing misconceptions. The cognitive levels, difficulty levels and taxonomies as stipulated in CAPS are incorporated into the levels of understanding to provide the teacher with holistic information about the level of performance.

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

Table 6: Levels of Performance for Language MCQs

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

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

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

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

9. MARKING GUIDELINES: LANGUAGE

9.1 LANGUAGE

9.1.1 MULTIPLE CHOICE QUESTIONS (MCQs)

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

9.1.2 OPINION QUESTIONS

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

9.1.3 TRANSACTIONAL AND ESSAY WRITING DIAGNOSTIC RUBRIC

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

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

9.1.4 LANGUAGE STRUCTURES AND CONVENTIONS

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

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

1.1 What is the main idea of the article?

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

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

Table 8: Levels of Understanding that incorporate the two Taxonomies

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

10. MODERATION

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

11. DATA ANALYSIS AND UTILISATION

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

11.1 Purpose of the data analysis

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

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

11.2 Use of basic statistics for analysis

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

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

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

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

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

11.3 Available tools for data analysis

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

11.4 Preparing data for analysis on Excel

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

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

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

11.5 **Analysis and interpretation**

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

a) **Overall performance**

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

b) **Performance spread**

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

c) **Individual learner differences in performance**

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

d) Group differences in performance

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

e) Performance in specific topics or skills

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

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

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

11.6 Diagnostic or error analysis

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

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

REFERENCES

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

**MATHEMATICS
DIAGNOSTIC
QUESTIONS &
MEMO:**

TSHIVENDA



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

DIAGNOSTIC TEST ITEMS

MBALO: TSHIVENDA

GRADE 3

Ndaela kha mudededzi:

1. Mbudziso hedzi dzo dzudzanywa sa tshishumiswa tsha daiginosičiki tsha u linga.
2. Kha vha gude tsumbandila dza mudededzi vha sa athu ƿea mbudziso idzi.
3. Vha nga ƿwalisa mulingo uyu u ya nga khethekanyo/mbudziso.
4. Vha nga ȳisa phanda na u pwashekanya mbudziso u bva kha khethekanyo dzo fhambanaho, zwipiða zwa u guda, vhukondi na vhuimo ha vhukondi kha gireidi.
5. Kunangele kwa khethekanyo ku ȳo disendeka kha ndivho ya u linga
E.g.
 - Vha nga ȳodulusa vhukoni ha vhana vhavho vha Gireidi 3 kha mushumo we vha u ita kha Gireidi 1 na 2. Ndi hone vha tshi ȳo kona u nangaha zwipiða zwa ngudo dza Gireidi 1 na 2 kha khethekanyo dzo fhambanaho..
 - Hezwi zwi nga vhumba mulingo thangeli une wa nga ƿwalisa mathomoni a ƿwaha.
 - Vha nga konaha u dzudzanya ngudo dza vhagudiswa vha Gireidi 3 dzo ȳisendekaho nga tsenguluso ya u linga ya daiginosičiki.
 - Nga maitele aneo, vha nga ȳi nangela mbudziso u ya nga ȳohoho dzo fhambanaho kha CAPS na ndivho ya u linga havho.

Please note the following keys:

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

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

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

It is thereafter written above each question in the format:

NOR/repeated addition/G1/R/E

KHETHEKANYO A

Tingeledzani ledere la phindulo i re yone kha mbudziso 1 u swika mbudziso 15.

NOR/Repeated addition/G1/R/E

1. Fhedzisani: $2 + 2 + 2 + 2 =$

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

NOR/Addition/G2/R/E

2. Tanganyani 50 na 5.

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

NOR/Problem Solving addition/G2/R/M

3. Nga ngomu bogisini hu na maapula a 18, mapiere a 11 na miomva ya 5. Mitshelo yothe yo tangana ndi mingana?

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

NOR/Counting/G3/K/E

4. Vhalelani ni tshi ya phanđa nga vho 10 u bva kha 100.

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

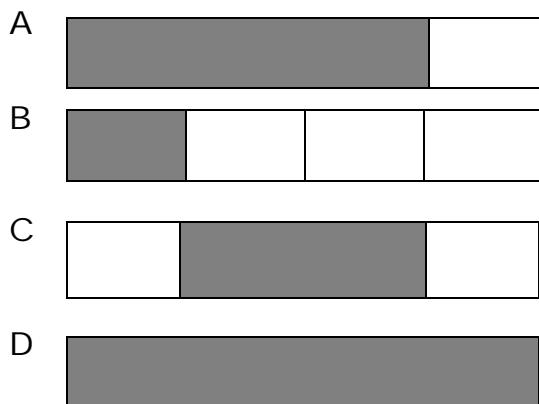
NOR/ Number symbol/G3/K/M

5. Ndi tshiga tshifhio tsha nomboro tshi imelaho ḳarathi fuṭahe malo?

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

NOR/Fractions/G3/K/M

6. Kha daigiramu dzi tevhelaho ndi kha ifhio ho swifhadzwaho kota mbili?



NOR/Subtraction/G3/R/E

7. Fhedzisani: $236 - 136 =$

A 136

B 100

C 172

D 472

NOR/Division/G3/P/M

8. Ndi tshiga tsha mbalo tshifhio tsho ḫahelaho kha fhungombalo ji re afho fhasi?

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

A —

B ×

C +

D ÷

PFA/Geometric Patterns/G2/K/E

9. Ndi zwivhumbeo zwifhio zwi tevhelaho zwi re zwone kha phetheni ya dzhometiri?



PFA/Number Patterns/G3/K/M

10. Ndi nomboro dzifhio dzo ḫahelaho kha phetheni ya nomboro?

____; ____; 12; 16; 20

A 10; 11

B 8; 10

C 4; 8

D 6; 9

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

11. Ndi tshifhio tshithu tshine tsha nga suvha kha zwo ḫewaho afho fhasi?

A Mavhu^{ll}u

B bola

C ḫhirei

D swiri

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

12. Ndi tshifhio tshivhumbeo tsha 2-D tshi si na matungo a tswititi?

A Thofunde^ña

B Thofunderaru

C Tshikwea

D Mutengelele

M/Mass/G2/K/E

13. Ndi tshifhio kha zwithu zwi tevhelaho tshine tsha lemelesa?

A



B



C



D



M/Time/G3/K/M

14. Hu na vhege nngana kha maðuvha a 28?

A 4 vhege

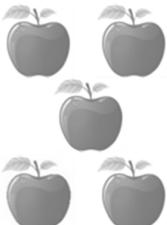
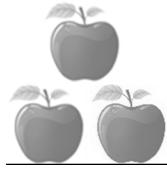
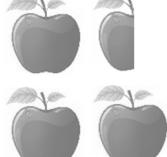
B 3 vhege

C 5 vhege

D 6 vhege

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

15. Lavhelesani girafu ni wane uri maapula e Jack a wana a fhira a Lufuno nga mangana?

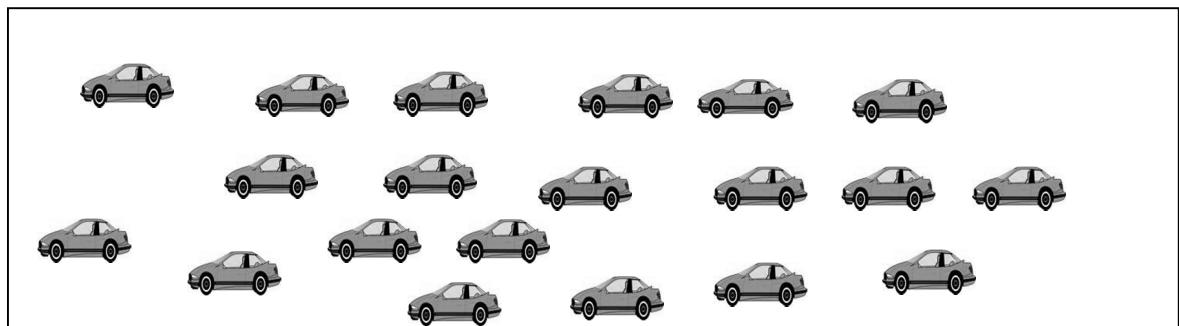
		
Jack	Ndamulelo	Lufuno

- A 3 na hafu
- B 5
- C 8 na hafu
- D 1 na hafu

KHETHEKANYO B

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

16. Vhalelani zwifanyiso zwa dzigoloi ni nwale phindulo yanu nga maipfi.



NOR/Place Value/G3/K/E

17. Nwalani ndeme ya nomboro yo talelwaho nga fhasi kha 156.

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

- 18 Vhekanyani nomboro dzo newaho u bva kha khulwanesa u ya kha thukhusa.

391, 193, 913, 931, 139, 319

NOR/Division/G3/R/D

19. Fhedzisani: 72 \div 3

NOR/Money/G3/R/M

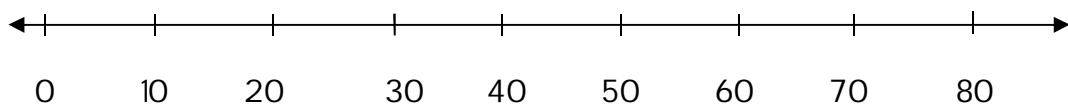
20. Fhedzisani tshanduko iñwe na iñwe:

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

b. R1.60 = c

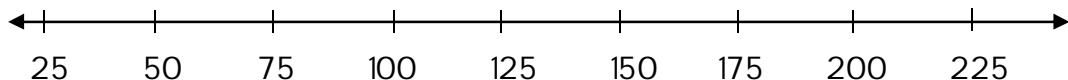
NOR/Multiplication/G3/R/M

21. Shumisani mutalombalo u sumbedza uri $4 \times 10 = 40$.



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

22. Olani u fhufha kha mutalombalo u sumbedza uri $125 - 50 = 75$.



PFA/Geometric Patterns/G3/R/E

23. Engedzani phetheni ya dzhometiri luthihi fhedzi.



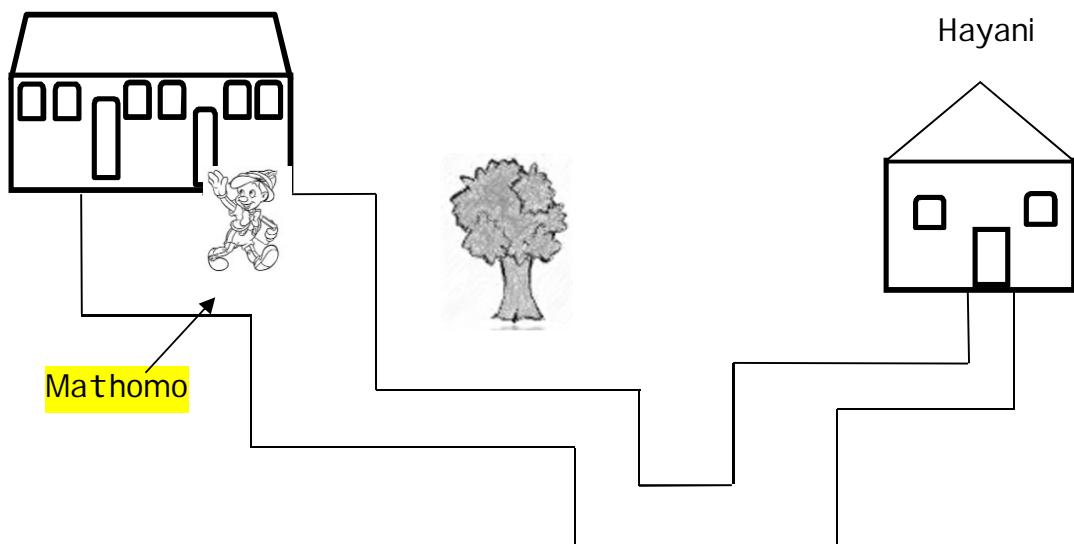
PFA/Number Patterns/G3/R/M

24. Nwalani mulayo wo shumiswaho kha phetheni ya nomboro i re afho fhasi.
380; 384; 388; 392

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

25. Lavhelesani tshifanyiso ni fhindule mbudziso dzi re afho fhasi.

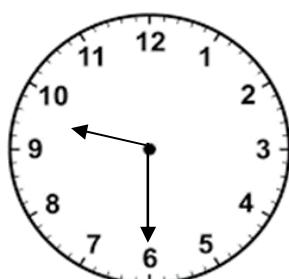
Tshikolo



- Thomani u khona lungana a tshi bva tshikoloni a tshi ya hayani?
- Musi Thomani a tshi bva tshikoloni, muri u do vha kha tsha monde kana tsha u la?

M/Time/G3/K/M

26. Vhalani tshifhinga kha tshifha^{tu}wo tsha watshi ni fhedzise fhungo ji re afho fhasi.

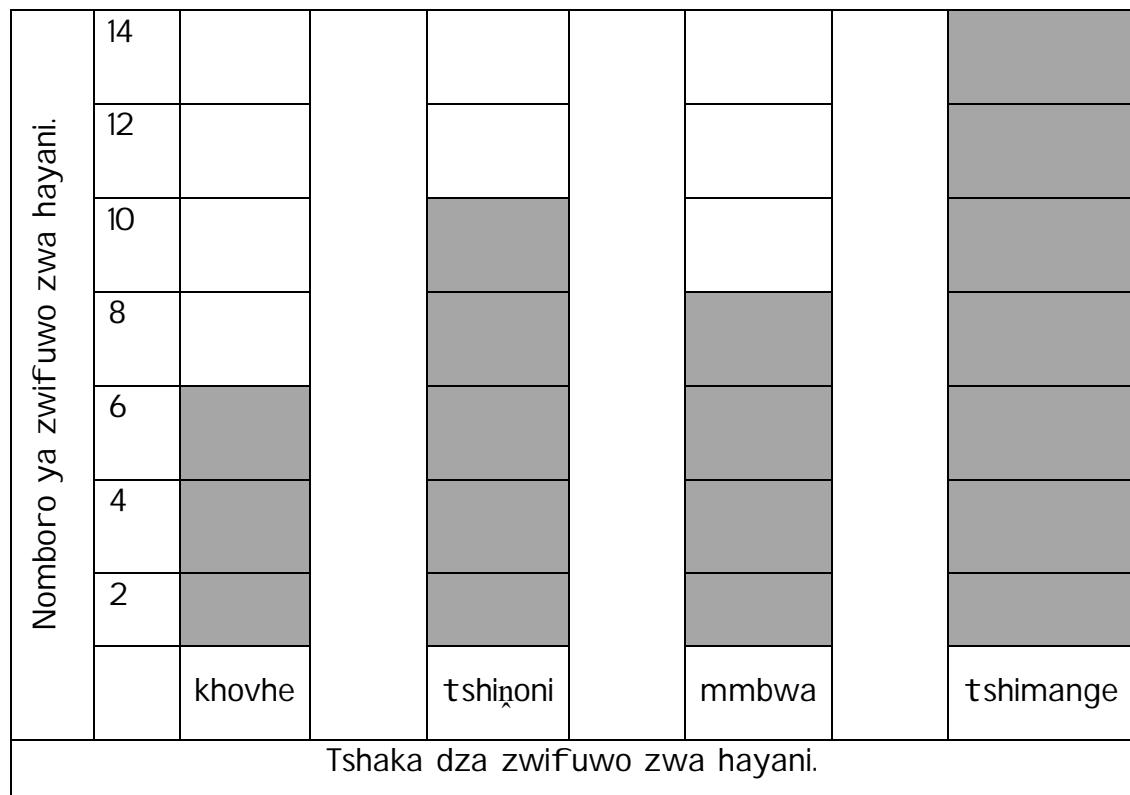


Tshifhinga kha watshi ya analogo ndi ...

DH/Analyse and interpret/G3/R/M

27. Gudani girafu ya baa ni fhindule mbudziso dzi tevhelaho.

Zwifuwo zwa hayani zwine vhagudi vha zwi takalela.



Ndi tshifhio tshifuwo tsha hayani tshine tsha takaleleswa?

KHETHEKANYO C

Sumbedzani mashumele othe.

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

28. Eriki u na R32. Ine Azwi a vha nayo i fhira ya Eriki luraru. Azwi u na vhugai?

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

29. Hu na vhathe vha 490 tshiqediamu tsha bola ya milenzhe. Hafu yavho ndi vhana, iñwe hafu ndi vhabebi. Hu na vhana vhangana vha re tshiqediamu?

M/Time/G3/C/M

30. Thuso u vuwa nga awara ya vhu 5 matsheloni maiwe na maiwe. Tshikolo tshawe tshi dzhena nga kotara u bva kha awara ya 7. U shumisa tshifhinga tshingafhani u swika tshikoloni?

M/Mass/G3/C/D

31. Maria o kuvhanganya zwiñrouberi zwa 700g, Ana o kuvhanganya zwiñrouberi zwa 350g. Zwiñrouberi zwe Ana a kuvhanganya ndi zwiñuku nga gireme nngana kha zwa Maria?

M/Length/G3/C/D

32. Tshikhala tsha u mona na gammabu ya tshikwea ndi 48m. Thungo iñwe na iñwe ya gammabu i na vhulapfu vhungafhani?



basic education

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REPUBLIC OF SOUTH AFRICA

**DIAGNOSTIC TEST ITEMS: MARKING GUIDELINE
MATHEMATICS: TSHIVENDA
GRADE 3**

Memorandum uyu u na masiařari a 7.

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

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

KHETHEKANYO A

- Maraga 1 kha phindulo.**
- Vha songo nea maraga arali hu na phindulo dici no fhira nthihi.**

No.	Expected answer		Level of understanding or error analysis		Cognitive level	Level of difficulty	Grade level
2.	A	6	1	O ḥanganya mbili dza 3 dza u thoma fhedzi.	R	E	1
	B	4	1	O ḥanganya nomboro mbili dza u thoma fhedzi.			
	C	2	1	O vhona u nga ndi phetheni ya nomboro.			
	D	8 ✓	4	Phindulo yone.			
3.	A	250	2	O andisa 50 nga 5, ha pfecti ipfi ḥanganya	R	E	2

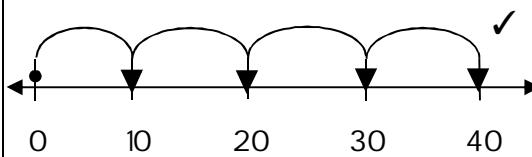
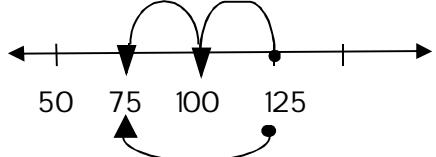
No.		Expected answer		Level of understanding or error analysis		Cognitive level	Level of difficulty	Grade level
4.	B	505	1	O kopolola 50 na 5.		R	M	2
	C	10	2	O kovha 50 nga 5.				
	D	55✓	4	Phindulo yone.				
4.	A	34✓	4	Phindulo yone.		R	M	2
	B	29	2	O ḥanganya nomboro mbili fhedzi.				
	C	43	1	O humisela murahu dzidzhiti.				
	D	3	1	Ha ngo dzhieila nzhele tshivhalo a sedzesza dzitshakha				
5.	A	100, 105, 110, 115	1	O vhalela nga vho 5.		K	E	3
	B	130, 120, 110, 100	3	O vhalela nga vho 10 a tshi humela murahu.				
	C	100, 110, 120, 130 ✓	4	Phindulo yone.				
	D	110, 120, 130, 140	3	O vhalela nga vho 10 u kha 110.				
6.	A	60098	1	U balelwa u pvesesa vhuimo ha nomboro.		K	M	3
	B	6098	1	U balelwa u pvesesa vhuimo ha nomboro.				
	C	968	2	U balelwa u fhambanya ḫarathi na mahumi a ḫahe.				
	D	698 ✓	4	Phindulo yone.				
7.	A		1	U a vhilinganya kota mbili na kota tharu		K	M	3
	B		2	U sokou vhala ipfi kota nahone a li talusa.				
	C		4	Phindulo yone.				
	D		1	U kundelwa u kovha mbalo yo fhelelaho I tshi ya kha furakisheni.				
8.	A	136	1	O ḥusa madana fhedzi		R	E	3
	B	100 ✓	4	Phindulo yone..				
	C	172	1	O ḥusa madana a ḥanganyisa mahumi na vhuthihi.				

No.		Expected answer	Level of understanding or error analysis		Cognitive level	Level of difficulty	Grade level
	D	472	2	O ḫanganyisa madzuloni a u tusa, a ḫanganyisa zwiga zwa mbalo			
9.	A	—	1	U humbulela na u sa vha na ndivho ya u kovha	P	M	3
	B	×	1	U humbulela na u sa vha na ndivho ya u kovha			
	C	+	1	U humbulela na u sa vha na ndivho ya u kovha			
	D	÷ ✓	4	Phindulo yone.			
9.	A	Δ○□ ✓	4	Phindulo yone.	K	E	2
	B	○Δ□	1	U kundelwa u ḫalusa mutevhe wone			
	C	□Δ○	1	U kundelwa u ḫalusa mutevhe wone.			
	D	Δ□○	1	U kundelwa u ḫalusa mutevhe wone.			
10.	A	10; 11	1	O vhalela nga vho 1 a si dziele nthā nomboro mbili dza u fhedzisela.	K	M	3
	B	8; 10	2	O vhalela nga vho 2 a si kone u ḫalusa phetheni.			
	C	4; 8 ✓	4	Phindulo yone.			
	D	6; 9	1	O vhalela nga vho 3 a si kone u ḫalusa phetheni			
11.	A	mavhulu	1	Ha ḫivhi khontseputi 'suvha'.	K	E	2
	B	bola	1	Ha ḫivhi khontseputi 'suvha'.			
	C	thirei ✓	4	Phindulo yone.			
	D	swiri	1	Ha ḫivhi khontseputi 'suvha'.			
12.	A	Thofundeina	1	O balelwa u ḫalusa zwivhumbeo zwi si na matungo a tswititi	K	M	3
	B	Thofunderaru	1	O balelwa u ḫalusa zwivhumbeo zwi si na matungo a tswititi/ ha na ḫivhaipfi 'hai'			

	C	Tshikwea	1	O balelwa u ḫalusā zwivhumbeo zwi si na matungo a tswititi/ ha na ḫivhaipfi ‘hai’			
	D	Mutengelele ✓	4	Phindulo yone.			
13.	A		1	Ha ḫivhi ḫalusō ya u lemelesa.	K	E	2
	B		4	Ha ḫivhi ḫalusō ya u lemelesa.			
	C		1	Ha ḫivhi ḫalusō ya u lemelesa.			
	D	 ✓	2	Phindulo yone.			
14.	A	4 vhege ✓	4	Phindulo yone.	K	M	3
	B	3 vhege	2	O kundelwa u shumisa ndivho ya mađuvha a vhege kha vhege na/kana ndivho ya zwiga zwa mbalo			
	C	5 vhege	1	O kundelwa u shumisa ndivho ya mađuvha a vhege kha vhege na/kana ndivho ya zwiga zwa mbalo			
	D	6 vhege	1	O kundelwa u shumisa ndivho ya mađuvha a vhege kha vhege na/kana ndivho ya zwiga zwa mbalo			
15.	A	3 na hafu	1	O vhalela maapula a Lufuno fhedzi	P	D	3
	B	5	1	O vhalela maapula a Jack fhedzi			
	C	8 na hafu	1	O ḫanganyisa maapula a Jack na a Lufuno			
	D	1 na hafu ✓	4	Phindulo yone.			

KHETHEKANYO B

- Kha vha tanganedze phindulo iñwe na iñwe i re yone naho i songo dzeniswa kha memorandamu.
- Vha songo dzhieila nzhele mupeleto wo khakheaho.
- Kha vha tanganedze phindulo dzo ñwalwaho nga luambo luñwe na luñwe lwa tshiofisi arali li ipfi.
- Vha songo nea maraga dza hafu.

No.	Expected answer	Clarification	Mark	Cognitive level	Level of difficulty	Grade
16.	fumbili ✓	• Kha vha nee maraga kha dzina ja nomboro fhedzi.	1	K&R	E	2
17.	50 kana mahumi a 5 ✓	• Vha nee maraga dza ndeme hu si kha vhuimo ha nomboro.	1	K	E	3
18.	931, 913, 391, 319, 193, 139 ✓	• Kha vha nee maraga arali nomboro dzothe dici kha mutevhe wone.	1	R	M	3
19.	24 ✓		1	R	D	3
20.	a. R1, 35 ✓ b. 160c ✓		1	R	M	3
21.		• Hu newe maraga arali u fhufha hothe ha 4 ho sumbedzwa zwone.	1	R	M	3
22.		• Kha vha tanganedze mashumele aya mavhili	1	R	D	3

No.	Expected answer	Clarification	Mark	Cognitive level	Level of difficulty	Grade
23.		<ul style="list-style-type: none"> Kha vha nee maraga arali vhuraru hazwo zwi kha mutevhe wone. 	1	R	E	3
24.	Tanganya na 4 kana +4 kana u engedza 4 kana phetheni ya 4 kana u vhala ni tshi ya phanđa nga vho 4 ✓		1	R	M	3
25.	a. 7/sumbe ✓		1	R	M	3
	b. Tsha monde ✓		1	K	M	1
26.	Hafu u bva kha awara ya ṭahe kana minete ya 30 u bva kha 9 kana minete ya 30 murahu ha 10. ✓		1	K	M	3
27.	Tshimange ✓		1	R	M	2

KHETHEKANYO C

- Hei ndi tsumbandila ya kumakele. Hune vhana vha do vha vho shumisa ndila dzo fhambanaho dzi no pfala dza maitele a mbalo a u tandulula thaidzo kha vha pfufhiwe nga maraga dzo fhelelaho.
- Kushumisele kwa hei tsumbandila ya kumakele (memorandum) ku ṭoda u sumbedza vhuțanzi ha uri ndulamiso i no do newa vhana ndi ya vhukuma, a i timatimisi, nahone i a fulufhedzisa.

No.	Expected answer	Clarification	Mark	Cognitive level	Level of difficulty	Grade
28.	Tshelede ya Azwi = $3 \times R32$ = $R30 + R30 + R30 + R2 + R2 + R2$ ✓ = $R90 + R6$ = $R96$ ✓		2	P	D	3
29.	Nomboro ya vhana = $490 \div 2$ = $(400 + 80 + 10) \div 2$ ✓ = $200 + 40 + 5$ = 245 ✓	<ul style="list-style-type: none"> Maraga 1 kha maitele mañwe na mañwe a re one 	2	C	D	4

No.	Expected answer	Clarification	Mark	Cognitive level	Level of difficulty	Grade
30.	7:15 – 5:00 ✓ = 2h:15 min ✓ kana Awara dza 2 na kota ✓✓	• na maraga 1 kha phindulo i re yone Mashumele othe a sumbedzwe..	2	C	M	3
31.	Nomboro ya gireme = 700g - 360g ✓ = 340g ✓		2	C	D	3
32.	Vhulapfu nga mithara = $48 \div 4$ ✓ = $(40 + 8) \div 4$ = 10 + 2 = 12m ✓		2	C	D	3

TSHIVENDA HOME LANGUAGE

DIAGNOSTIC QUESTIONS & MEMO



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

DIAGNOSTIC ASSESSMENT TSHIVENDA LUAMBO LWA HAYANI GIREIDI: 3

Ndaela khA mudededzi:

1. Thesite idzi dzo olwa sa zwi shumiswa zwa tsedzuluso ya u linga.
2. Vha humbelwa u guda tsumbamaitele ya mudededzi vha saathu œea iyi thesite.
3. Vha nga œea thesite uya nga khethenkanyo/mbudziso
4. Vha nga isa phanoa nga u khethenkanya mbudziso u bva kha khethenkanyo/mbudziso dzo fhambanahou ya nga zwikili, maimo a vhukoni na Gireidi.
5. Kunangelwe kwa khethenkanyo/mbudziso zwi œo œisendeka nga noivho ya ndingo, tsumbo, vha nga œooa u sedzulusa arali vhagudiswa vha Gireidi 3 kilasini yavho vhe na vhukoni ha zwitœwa zwa u vhala zwa Gireidi 1 na 2, vha œo konaha u nanga zwitœwa zweœhe zwa Gireidi 1 na 2 u bva kha mbudziso 1. Hezwi zwi nga œewa mathomoni a œwaha. Vha nga konaha u dzudzanya ngudo ya vhagudiswa vhavho vha Gireidi 3 vho œisendeka kha zwe vha sauanya kha tsedzuluso ya ndingo ya mutheo. Nga noila i fanaho na yeneyo, vha nga œanga mbudziso zwi tshi ya nga zwitœwa zwe fhambanaho zwa CAPS na ndivho ya u linga havho.

Ni humbelwa uri ni dzhiele nzhele zwauri zwiga@haluso zwi re n@ha ha mbudziso i@we na i@we, sa zwo sumbedzwaho afho fhasi, zwi @ea mulaedza u tevheleho nga u tevhekana hohu: lushaka lwa @i@walwa, zwite@wa, magudiswa/maitele na zwikili, Gireidi, maimo a vhukondi na themo (ine magudiswa na zwikili zwa @o funzwa ngayo) tsumbo:

Lushaka lwa @i@walwa	Zwite@wa	Magudiswa/maitele na zwikili	Gireidi	Maimo a vhukon@i	Themo
Nganetshelo	U vhala na foniki	Vhabvumbedzwa tshi@orini	G1	E	2

Ndi ngazwo murahu hazwo n@ha ha mbudziso i@we na i@we hu tshi @walwa nga n@ila i tevhelaho:

Mbudziso ya u thoma

Vhalani tshiɔori tshi re afho fhasi ni kone u fhindula mbudziso.

‡I‡WALO ‡A t TSHI‡ORI

◎inwe ◎uvha tshiɔula tsha mulomo wo ◎an◦avhuwaho tsho thamuwa tshi tshi tsa na bada. Tsha vhona Tshimange nga thungo ya bada tshi tshi khou ◎avhela ◎uvha. Tshiɔula tsha lila nga ipfi ◎ihulu tshi tshi ◎ooa u vusa Tshimange. Tsha vhudzisa Tshimange uri tshi ◎a mini. Tshimange tsha ri, "Ndi ◎a khovhe," tsha dovha tsha e◦ela. Tshiɔula tsha ri, "Hoo, Ndi zwavhu◦il!", Tsha tsa na bada.

Zwenezwo, Tshiɔula tsha ◎angana na mmbwa ya mavhala i na tshibwanana. Tshiɔula tsha vhudzisa zwine mmbwa ya ◎a. Mmbwa ya huvha ya ri ndi ◎a ◎ama. Tshiɔula tsha ri, Hoo, "Ndi zwavhu◦il", zwenezwo tsha thamuwa tshi tshi tsa na bada.

Tshi tshi ya phan◦a, tsha wana kholomo na tshi◦amana zwi tshi khou fula hatsi. Tshiɔula tsha vhudzisa kholomo nga ipfi ◎ihulu, tsha ri i ◎a mini." A ni zwi vholi uri ndi khou ◎a hatsi?" Hu fhindula kholomo. Tshiɔula tsha dovha tsha ri , "Hoo, ndi zwavhu◦il" Tsha thamuwa tshi tshi tsa na bada.

Nga murahu, Tshiɔula tsha ◎angana na ◎owa yo ◎ipomba vhukati ha bada. Tsha vhudzisa ◎owa nga ipfi ◎ihulu tsha ri i ◎a mini. ◎owa ya fhindula ya ri i ◎a zwioula, fhedzi i takalela mulomo wo ◎an◦avhuwaho sa wa Tshiɔula.

Tshiɔula tsha ◎avha mukosi," Hoo, izwo a si zwavhu◦il", Tsha thamuwa nga u ◎avhanya tshi tshi ya hayani.

[Tshi‡ori tshi bva kha "*The Wide-Mouth Frog*"]

Tholokanyonivho

Nganetshelo	U vhala na foniki	Vhabvumbedzwa tshiɔorini	G1	E	2
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1. Mutambi dendele kha tshiɔori ndi nnyi?

Mutambi dendele kha tshiɔori ndi ...

- A tshibwanana.
- B ɔowa.
- C tshiɔula.
- D thunzi.

Nganetshelo	U vhala na foniki	Vhabvumbedzwa tshiɔorini	G2	E	2
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2. ɔeani vhabvumbedzwa vhoɔhe vha ambaho kha tshiɔori.

- A Tshiɔula, Tshimange, Mmbwa, Kholomo, ɔowa
- B Tshiɔula, Tshimange, Mmbwa, Kholomo, Khovhe
- C Nngu, Mbudzi, Ngwana, Maanɔa, Tshimange,
- D Tshiɔula, Tshimange, Kholomo, ɔowa, Tshibwanana

Nganetshelo	U vhala na foniki	Sengulusani mubvumbedzwa muhulwane	G3	M	1
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3. Buletshedzani tshiœula tshe tsha thamuwa tshi tshi tsa na bada.

- A Tshiœula tsha mulomo wo oanœavhuwaho.
- B Tshiœula tshi re na nœala.
- C Tshiœula tshidala.
- D Buluvhulu.

Nganetshelo	U vhala na foniki	Thevhhekanyo	G2	M	2
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4. Ndi tshiwo tshifhiyo kha tshiœori tshe tshe itea lwa u fhedzisa?

- A Tshiœula tsho thamutshela hayani nga u oavhanya hu konedzeaho.
- B Tshiœula tsho vhona kholomo na nngu zwi tshi khou œa hatsi.
- C Tshiœula tsho oangana na œowa.
- D Tshiœula tsho ya u bambela.

Nganea	U vhala na foniki	Vhabvumbedzwa tshiœorini	G3	D	2
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5. Vhekanyani zwiwo nga u tevhekana hazwo kha tshiœori.

Nomborani zwiwo 1-4.

œowa ya ri i œa zwiœula zwa mulomo wo oanœavhuwaho.	
Tshimange tsha ri tshi œa khovhe.	
Kholomo ya ri i œa hatsi.	
Mmbwa ya huvha ya ri i œa œama.	

Nganetshelo	U vhala na foniki	Mbudziso dza mutevhe wa noha	G3	M	2
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6. Ndi nga mini Tshiœula tsho œavha mukosi musi œowa yo ri ioa zwiœula?

Tshiœula tsho œavha mukosi ngauri ...

- A tsho vha tshi tshi ofha œowa.
- B tsho vha tshi tshi œoa zwiœiwa zwa œowa.
- C Tsho vha tsho zwimba mukulo.
- D tsho vha tsho takala.

Nganetshelo	U vhala na foniki	Vhabvumbedzwa tshiœorini	G3	E	2
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7. Tshiœori tsho bvelela ngafhi?

- A Badani.
- B Bulasini.
- C Vhengeleni œa zwifuwo.
- D Tsini na damu.

Nganea	U vhala na foniki	Ifhani zwe na khetha	G3	M	3
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8. Arali œowa na Tshiœula zwi vhe khonani, ho vha hu tshi œo itea mini?

- A Zwo vha zwi sa œo fula hatsi zweœhe.
- B œowa yo vha i sa œo lila na Tshiœula.
- C Zwo vha zwi sa nga œo bambela zweœhe.
- D œowa yo vha i sa nga œi Tshiœula.

Nganea	U vhala na foniki	Ifhani zwe na khetha	G3	D	4
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9. Ni humbula uri ndi nga mini tshiœula tsho thamuwa tshi tshi ya hayani nga u œavhanya hu konadzeaho?

- A Tsho vha tshi tshi œooa u kunda kha mbambe.
- B Tsho vha tshi tshi khou ofha u œiwa nga œowa.
- C Tsho fhedza u amba na œowa.
- D Tsho vha tshi sa œooi u lenga.

Nganea	U vhala na foniki	Zwivhangi na mvelelo	G3	D	4
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10. Ho vha hu tshi nga bvelela mini arali Tshiœula tshi songo thamuwa tsha tsa na bada?

- A Phukha dzo vha dzi sa œo vha hone.
- B Tshiœula tsho vha tshi tshi œo gidima tshi tshi tsa na bada.
- C Tshiœula tsho vha tshi sa œo œangana na phukha.
- D Tshiœula tsho vha tshi si nga thamuwi.

Nganea	U vhala na foniki	U sumbedza mubvumo wa œeœere œa u thoma	G1	E	1
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11. Lavhelesani tshifanyiso. Mubvumo wa u thoma ndi ufhio?

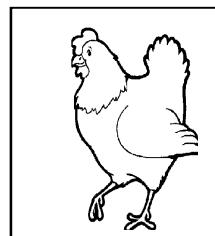
- A I
- B B
- C M
- D G



Nganea	U vhala na foniki	U shumisa maœeœere tserekano	G1	E	3
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12. Lavhelesani tshifanyiso. Nangani mubvumo u no khou œahela.

Heyi ndi ...uhu.



- A k
- B h
- C kh
- D sh

Nganea	U vhala na foniki	U œalusa maipfi a raimaho	G2	M	1
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13. Nangani ipfi œine œa raima u fana na 'lila'.

- A sea
- B vhila
- C raha
- D bata

Nganea	U vhala na foniki	U topola maipfi a mutevhetsindo u fanaho	G3	D	1
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14. Nangani ipfi œi sa raimi u fana na 'œowa'.

- A ngowa
- B lowa
- C tshowa
- D bugu

ganea	U vhala na foniki	Nyambahuvhili	G3	D	3
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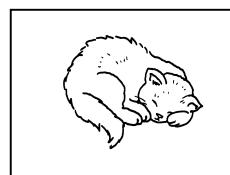
15. Nyambahuvhili ndi ipfi oine oa buliwa na u peleowa u fana, fhedzi oi tshi amba zwo fhambanaho.

Kholomo na mbudzi zwo fula hatsi zweohe.

Vhumbani fhungo ni tshi khou shumisa ipfi 'fula' ni tshi sumbedza u fhambana ha zwine oa amba zwone afho noha.

Nganea	U vhala na foniki	U oalusa maoeoere-tserekano	G3	E	1
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16. Lavhelesani kha tshifanyiso. Nangani ipfi oi sumbedzaho zwine tshimange tsha takalela u ita.



Tshimange tshi takalela u ...

- A shavha
- B eela.
- C swiela.
- D khofhe.

Nganea	U vhala na foniki	U oalusa maoeoere-tserekano	G3	M	1
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17. Vhalani fhungo ni nange mubvumo wa vhukati wone.

Tshioula na ...vha zwi nwa maoi mulamboni.

- A oo
- B aa
- C ii
- D uo

Nganea	U vhalala na foniki	U @alusa pfalando@he tserekano	G3	M	1
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18. Vhalani fhungo ni nange ipfi @one.

Tshi@ula tsho thamuwa tshi tshi tsa na ...

- A bada
- B bola.
- C baisigira.
- D bisi.

Nganea	U vhalala na foniki	U @alusa ma@e@ere- tserekano	G3	E	3
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19. Nangani ipfi @one.

Tshi@ula tsho @angana na kholomo na ...

- A ngwana.
- B ngwe@a
- C tshikepe.
- D luvhone.

Nganea	U vhalala na foniki	U @ivha ma@e@ere- tserekano	G3	M	1
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20. Kholomo i khou ...eula hatsi.

- A ts
- B tsh
- C dz
- D dzw

Nganea	U ɔwala	Ndongazwiga	G3	E	4
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21. Ndi fhungo ɔifhio ɔi re na ndongazwiga zwone?

- A tsho thamuwa tshi tshi tsa na bada
- B Tsho thamuwa tshi tshi tsa na bada
- C tsho thamuwa tshi tshi tsa na Bada.
- D Tsho thamuwa tshi tshi tsa na bada.

Nganea	U ɔwala	Ndongazwiga	G2	E	3
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22. Ndi fhungo ɔifhio ɔi re na ndongazwiga zwone?

- A ni ɔa mini
- B Ni ɔa mini.
- C Ni ɔa mini?
- D ni ɔa mini?

Nganea	U ɔwala	Ndogazwiga	G3	M	1
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23. Ndi fhungo ɔifhio ɔi re na ndongazwiga zwone?

- A Ee, ndi zwavhuɔi!
- B ee, ndi zwavhuɔi
- C Ee, ndi zwavhuɔi
- D ee, ndi zwavhuɔi!

Nganea	U ɔwala	Ndongazwiga	G4	D	1
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24 Ndi fhungo ɔifhio ɔi re na ndongazwiga zwone?

- A ɔowa yo ri Ndi funa u ɔa tshiɔula
- B ɔowa yo ri, Ndi funa u ɔa tshiɔula.
- C ɔowa yo ri, "Ndi funa u ɔa tshiɔula."
- D ɔowa yo ri "Ndi funa u ɔa tshiɔula"

Nganea	U ɔwala	Thinwaipfi dzina	G2	M	3
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25. Ndi thinwaipfi ifhio ya ipfi ɔo talelalwaho kha fhungo?

- O vhona Tshimange tsha u bvafha tsho eɔela.
- A ɔilimela
 - B ɔiɔadzisi
 - C Dzina
 - D ɔiiti

Nganea	U ɔwala	U ɔalusa maiti	G4	M	2
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26. Ndi ipfi ɔone ɔifhio ɔine na nga fhedzisa ngaɔo fhungo? c

Tshibwanana tsho huvha ɔowa fhedzi zwibwanana ...

- A zwo huvha ɔowa.
- B tsho huvha ɔowa.
- C i huvha ɔowa.
- D i ɔa ɔowa.

Nganea	U ɔwala	U ɔalusa maiti	G3	E	2
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27. Ndi ipfi ɔifhio ɔi re ɔiiti kha fhungo?

Tshiɔula tsho lila nga ipfi ɔihulu.

- A lila
- B ipfi
- C ɔihulu
- D tshiɔula

Nganea	U ɔwala	Vhunzhi	G3	D	4
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28. ɔangani vhunzhi hone

Tshibwanana tshi tshithihi, zwi zwivhili ndi...

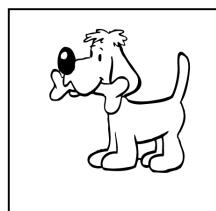
- A tshibwanana.
- B zwibwanana.
- C mmbwa.
- D vhana.

Nganea	U ɔwala	Mabulafhethu	G3	E	4
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29. Lavhelesani tshifanyiso. ɔibulafhethu ɔone ndi ɔifhio?

Rambo ɔi ... mulomoni wa mmbwa.

- A fhasi
- B nɔha
- C Ngomu
- D Murahu



Nganea	U ɔwala	U topola maɔadzisi	G3	M	2
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30. Ndi ipfi ɔifhio ɔi ɔalutshedzaho ɔiti?

Tshiɔula tsho thamuwa nga u ɔavhanya tshi tshi ya hayani.

- A thamuwa
- B hayani
- C tshiɔula
- D nga u ɔavhanya

Nganea	U ɔwala	Tshifhinga tsho fhiraho	G3	E	1
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31. Fhedzisani fhungo.

Mulovha mmbwa ... ɔa ɔama

- A yo
- B tsho
- C i
- D Ho

Mbudziso ya vhuvhili

Gudani girafu ni fhindule mbudziso.

WALO 2: GIRAFU								
Vhengele wa Maluvha wa Mulisa								
Thengiso ya vhege								
Nomboro ya maluvha	8							
	7							
	6							
	5							
	4							
	3							
	2							
	1							
	Musumbuluwo		oavhuvhili	oavhuraru	oavhuoa	oavhuoanu		
Maovhili a vhege								
[Zwo bva kha vha DBE]								

Girafu	U vhala na foniki	U oalutshedza mulaedza u bvaho kha girafu	G1	E	4
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1. Mulisa o rengisa mini?

- A maluvha
- B zwimela
- C maøari
- D miri

Girafu	U vhala na foniki	U sedzulusa na u vhambedza mulaedza	G1	E	3
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2. Ndi œuvha oifhio œe Mulisa a rengisa maluvha mararu o œangana?

- A œavhuraru
- B Mafheloni a vhege
- C Musumbuluwo
- D Swondaha

Girafu	U vhala na foniki	U sedzulusa na u vhambedza mulaedza	G3	E	1
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3. Ndi maluvha mangana o œangana e Mulisa a rengisa nga œavhuvhili na

œavhuœanu?

- A Fumbili
- B fuminthihi
- C Sumbe
- D Zero

Girafu	U vhala na foniki	U sedzulusa na u vhambedza mulaedza	G3	M	2
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4. Mulisa o rengisa maluvha manzhisa nga œa vhungana?

- A œavhuvhili
- B Mugivhela
- C Musumbuluwo
- D œavhuœanu

Girafu	U vhala na foniki	U sedzulusa na u vhambedza mulaedza	G3	E	2
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5. Mulisa o rengisa maluvha maœukusa nga œa vhungana?

- A œavhuraru
- B Musumbuluwo
- C œhangule
- D œavhuœanu

Girafu	U vhala na foniki	U sedzulusa na u vhambedza mulaedza	G4	D	1
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6. Ndi maluvha maœwe mangana ane Mulisa o tea u a rengisa nga

Musumbuluwo uri a a linganyise na thengiso ya œavhuraru?

- A mararu
- B œhanu
- C wina
- D œithihi

Girafu	U vhala na foniki	U œea muhumbulo	G3	M	4
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7 Ndi nga mini ni tshi humbula uri Mulisa o rengisa maluvha manzhi nga œavhuœanu u fhirisa Musumbuluwo?

- A Vhathu vha renga maluvha manzhi nga œavhuœanu u itela mafhelo a vhege.
- B Maluvha o vha a tshi khou fa.
- C Maluvha a a nukhulela zwavhuœi.
- D œotshi dzi ita mutoli.

Girafu	U vhala na foniki	U sengulusa, vhambedza na phambano ya mulaedza	G3	M	3
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8. Ndi nga maœuvha mavhili affio e Mulisa a rengisa maluvha a no lingana?

- A Luhuhi na Lambamai
- B œavhuvhili na œavhuraru
- C œavhuvhili na œavhuœa
- D Mugivhela na Swondaha

Girafu	U vhala na foniki	U œalutshedza u fana na phambano	G3	M	4
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9. Ndi maluvha mangana maœwe ane Mulisa a tea u rengisa nga œavhuraru musi a tshi vhambedzwa na a œavhuœanu?

- A maœa
- B mavhili
- C maœu
- D maœo

Girafu	U vhalala na Foniki	oeani muhumbulo	G3	D	4
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10. Mulisa a nga ita mini u khwinisa thengiso ya Musumbuluwo?

Mulisa anga ...

- A sheledza maluvha tshifhinga tshoohe.
- B shandukisa dzina o a vhengele.
- C u vha na thengo mutengo.
- D thola mushumi.

Mbudziso ya vhuraru

Lavhelesani phosiōara ni fhindule mbudziso.

WALO A 3: PHOSIĀRA



I mani kha milayo.

1. Dzhenani no fhumula.
2. Œilugiseleni u guda.
3. Imisani tshan a uri ni ambe.
4. Itani zwa khwinesa.
5. Ivhani khonani.

[Zwo bva kha vha www.teacherspayteachers.com 29.07.2016]

Phosiōara	U vhala na foniki	U Œalutshedza mulaedza	G3	E	4
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1. Mulayo wa 4 u ri mini?

- A Œilugiseleni u guda.
- B Dobani tshikha.
- C Itani zwa khwinesa.
- D Ivhani na vhukonani.

Phosiօara	U vhala na foniki	U օalutshedza mulaedza	G2	E	3
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2. Ndi mulayo ufhio u rangelaho 'օilugiseleni u guda.'?

- A Dzhenani no fhumula.
- B Imisani tshanօa.
- C Vhofhani thambo dza zwienda zwaօu.
- D Dzhenani ngomu nga u օavhanya.

Phosiօara	U vhala na foniki	U sengulusa mulaedza	G3	M	4
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3. Phosiօara ndi ya nga mini?

Phosiօara ndi ya nga ...

- A tshikolo.
- B tsumba tshifhinga.
- C boօelo.
- D milayo.

Phosiօara	U vhala na foniki	U sengulusa mulaedza	G3	M	4
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4. Phosiօara iyi ni nga i wana ngafhi?

Phosiօara iyi i nga wanala ...

- A lufherani lwa vhagudisi.
- B kilasini.
- C nօuni.
- D vhengeleni.

Phosi@ara	U @wala	Madzina	G1	E	3
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5. Dzina ndi @ifhio kha fhungo @i tevhelaho?

Ivhani khonani yavhu@i.

- A vhukonani
- B swina
- C khonani
- D yavhu@i

Phosi@ara	U @wala	Vhunzhi	G1	M	4
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6. Nangani ipfi @one u fhedzisa fhungo.

Vhana vha fanela u imisa ... musi vha saathu u amba.

- A makwan@a
- B zwan@a
- C khwan@a
- D kan@a

Phosi@ara	U @wala	Mabulafhethu	G1	M	4
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7. @alusani @ibulafhethu kha fhungo.

Lindelani u tea u dzhena nga ngomu o fhumula.

- A fhumula
- B tea
- C dzhena
- D nga ngomu

Phosiəara	U əwala	Mafhambanyi	G4	D	1
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8. Nangani əifhambanyi əa ipfi əo talelwaho.

I tani zwo nakaho.

- A vhifhaho.
- B vhuhana.
- C zwavhuəi.
- D mushumo.

Phosiəara	U əwala	pfanywa	G3	D	4
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9. Nangani pfanywa ya 'lala'

- A Sea
- B eəela
- C iəani
- D fhumula

Phosiəara	U əwala	Maəanganyi	G3	M	4
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10. Nangani ipfi əo teaho u əanganyisa mafhongo aya mavhili.

Vhalani phosiəara. Ni tevhele milayo.

- A əuma
- B Shuma
- C Uri
- D ngauri

Posiəara	U əwala	Maiti	G3	E	2
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11 əalusani ni əwale əiiti fhungoni.

I misani tshanoa tshaəu.

Mbudziso ya vhura

Vhalani thebuo ya zwi re ngomu nga vhuronwane ni fhindule mbudziso.

WALO 4: ZWI RE NGOMU

VHURIA

Lavhelesani Zwi re Ngomu. Fhindulani mbudziso

Zwi re Ngomu	sia <small>tarī</small>
Marangaphanda	1
1. Mutsho Vhuria	4
2. Vhatu Vhuria	9
3. Zwimela Vhuria	13
4. Phukha Vhuria	19
Divhaipfi nga ha Vhuria	25

I tani
n̄lowendōwe ni
tshi shumisa Zwi
re Naomu

Zwo bva kha vha www.firstgradealacarte.blogspot.com 29.07.2016]

Zwi re ngomu	U vhala na foniki	U oalutshedza mulaedza	G1	E	3
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1. oohoho ya bugu ndi ifhio?
 - A vhatu vhuriha
 - B zwohe nga ha vhuriha
 - C Mutsho
 - D Munna wa mahaoa

Zwi re ngomu	U vhala na foniki	U oalutshedza mulaedza	G2	E	3
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2. Ndi ndima ifhio iøaho ho no fhira 'Vhathu vhuriha'?

- A mutsho vhuriha
- B mahaøa
- C zwimela vhuriha
- D Vhaeni

Zwi re ngomu	U vhala na foniki	U oalutshedza mulaedza	G2	M	3
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3. Marangaphanoa a kha siaøari øifhio?

'Marangaphanoa' a kha siaøari ...

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

Zwi re ngomu	U vhala na foniki	U sengulusa mulaedza	G2	E	3
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4. Ndima ya 1 ndi ya nga ha mini?

Ndima ya 1 ndi ya nga ha ...

- A Mutsho vhuriha.
- B Zwiambaro zwanga zwa holodei.
- C Marangaphanoa.
- D Mutukana.

Zwi re ngomu	U vhala na foniki	U sengulusa mulaedza	G3	M	4
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5. Ndima ya vhuoa ndi ya nga ha mini?

Ndima ya vhuoa ndi ya nga ha ...

- A phukha vhuriha.
- B mvula vhuriha.
- C mutsho vhuriha.
- D miri vhuriha.

Zwi re ngomu	U vhala na foniki	U oalutshedza mulaedza	G3	M	4
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6. Ndi mulaedza ufhio une na nga vhala ngawo kha ndima 'Phukha
Vhuriha'?

- A phukha
- B vhana
- C bugu
- D badzhi

Zwi re ngomu	U vhala na foniki	U oalutshedza mulaedza	G3	D	4
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7. Ni nga vhala nga ha mini kha siaoari oa 4-8?

- A vhatu vhuriha
- B bugu vhuriha
- C zwi re ngomu
- D mutsho vhuriha

Zwi re ngomu	U vhala na foniki	Thevhekano	G3	M	2
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8. Vhekanyani thevhekano ha ndima sa zwe dza ɔwaliswa zwone kha zwi re ngomu.

Nomborani ndima 1-4.

Phukha Vhuriha	
Vhathu Vhuriha	
Zwimela Vhuriha	
Mutsho Vhuriha	

Zwi re ngomu	U vhala na foniki	U ɔalutshedza mulaedza	G4	D	1
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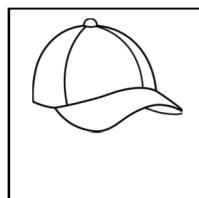
9. Ni nga wana ngafhi ɔivhaipfi nga ha vhuriha?
ɔivhaipfi ya nga ha vhuriha i nga wanala kha siaɔari ...

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

Zwi re ngomu	U vhala na foniki	U ɔalutshedza mulaedza	G1	E	1
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10. Lavhelesani tshifanyiso. Mubvumo wa u fhedzisa wone ndi ufhio?

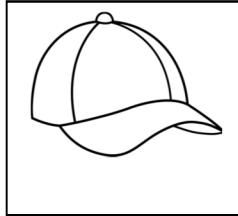
- A d
- B S
- C G
- D I



Zwi re ngomu	U vhala na foniki	Nœivho ya foniki na milayo ya u peleœa	G1	E	3
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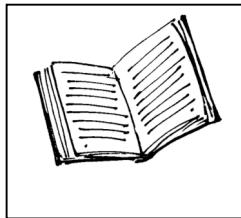
10. Lavhelesani tshifanyiso. Mubvumo wa u fhedzisa wone ndi ufhio?

- A d
- B s
- C g
- D i



11. ©angani ipfi ©one œa tshifanyiso.

Iyi ndi bola/bugu.



Zwi re ngomu	U vhala na foniki	Nœivho ya foniki na milayo ya u peleœa	G3	M	1
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12. Nangani ipfi ©one u fhedzisa fhungo.

Vhuriha hu na ... wa u rothola.

- A mutsho
- B mtsho
- C mitsi
- D mutsi

Zwi re ngomu	U vhala na foniki	N@ivho ya foniki na milayo ya u pele@o	G3	E	3
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13. Lavhelesani tshifanyiso.

©walani mubvumo wone u fhedzisa ipfi.

Haya ndi ma...le



Zwi re ngomu	U vhala na foniki	Maipfi a no raima.	G2	E	1
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14. ©alusani ipfi ©i no raima sa 'sia©ama'.

- A vhuriha
- B sialala
- C ©afula
- D khekhe

Zwi re ngomu	U ©wala	Mabulafhethu	G3	M	3
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15. Mutukana o fara tshiga. Vhuimo ha tshiga ndi vhufhio?

- Tshiga tshi ...
- A phano@a hawe.
 - B murahu hawe.
 - C tshikoloni.
 - D ngomu hawe.



Zwi re ngomu	U ɔwala	Maiti	G3	M	2
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16. ɔwalani ɔiiti kha fhungo ɔi re afho fhasi.

Vhana vha ambara dzhesi vhuriha.

Zwi re ngomu	U ɔwala	Maiti	G3	M	2
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17. ɔiiti ɔone ndi ɔifhio?

Mulovha ro ... phephoni.

- A Mbata
- B Tabma
- C Tamba
- D Thamba

Zwi re ngomu	U ɔwala	makhathi	G3	M	2
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18. Ipfi ɔone ɔa fhungo ndi ɔifhio?

ɔaledzani u khou ... 'Zwi re Ngomu' ha bugu.

- A Sumisa
- B Shumisa
- C Shumela
- D Shula

Zwi re ngomu	U ɔwala	Nyambahuvhili	G4	D	1
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19. Nyambahuvhili ndi ipfi ɔine ɔa buliwa na u peleɔiwa u fana fhedzi ɔi tshi amba zwo fhambanaho.

'ɔhoho' yanga i a rema.

Vhumbani fhungo ni tshi khou shumisa ipfi 'ohoho' @i ambe zwe
fhambanaho na zwe no ambiwaho.

Zwi re ngomu	U @wala	Mafhambanyi	G3	D	4
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20 @ifhambanyi @a 'rothola' ndi @ifhio?

@ifhambanyi @a rothola ndi ...

- A vhuriha.
- B rotholesa.
- C rengisa.
- D fhisa.

Mbudziso ya Vhukanu

WALWA 5: VHUTSILA HA U WALA

Lushaka lwa oiwalwa	Zwiteowa	Magudiswa/Maitele/zwikili	Giredi	Vhuimo ha vhukonoi	Themo
Tshiori/ pharagirafu	U walala	Walani pharagirafu mbili dza mitaladzi ya 10 nga ohoho yo ewaho.	G3	D	2

Walani pharagirafu mbili dza mafhungo a no swika 10 o angana nga ha ohoho nthihi kha dzi tevhelaho. Ni dzhiele nzhele u shumisa ndongazwiga, girama na mupeleoo wone. Ni songo nombora mafhungo aou.

- A Walani nga ha tshifhinga tshe na ita vhukhakhi vhuhulu. No vhu khakhulula hani?
- B Arali na nga nangiswa zwithu zwivhili zwine na zwi tama, zwi nga vha zwifhio, nahone nga'ni?
- C Oitambwa oie nda oi funesa.
- D Mitambo tshikoloni.
- E Muhali wanga.
- F Madalo bulasini.
- G Tshikolo tshanga.

Ruburiki ya u maka

Zwiteowa	Maraga	Tshikoro
Pharagirafu	1	
Zwi re ngomu	3	
Ndongazwiga	2	
Girama	2	
Mupeleoo	2	
haganyelo	10	


**DIAGNOSTIC MARKING GUIDELINE
TSHIVENDA HOMELANGUAGE
GRADE 3**
Memorandamu u masiařari 16

Maňwalwa	Vhuimo ha vhukondi E: Easy - Dzi sa kondi M: Moderate - Dza vhukati D: Difficult - Dzi no kondesa
1: Tshiřori	
2: Girafu	
3: Phositaro	
4: Zwi re Ngomu	
5: U řwala	

Nomboro	Phindulo ndavhelelwa	Maraga	U wanulusa/Tsedzuluso ya vhukhakhi	Vhuimo ha vhukondi	Vhuimo ha Kushumele	Gireidi
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LIŇWALWA 1: TSHIŘORI

1.	A	tshibwanana		A si mubvumbedza a re na mafulufulu kha liňwalwa.	2	
	B	nowa		I kha tshiřori, nahone i na vhuřumani ha tsini na mubvumbedza muhulwane.	3	
	C	tshiđula	1	Phindulo yone	4	1
	D	thunzi		Nđivho nga u angaredza ya zwiđula, ya uri zwiđula zwi la thunzi fhedzi thunzi a dzi wanali kha liňwalwa nahone a si tshithihi tsha vhabvumbedza.		1
2.	A	Tshiđula, Tshimange, Mmbwa, Kholomo, Nowa	1	Phindulo yone	4	2
	B	Tshiđula, Tshimange, Mmbwa, Kholomo, Khovhe		Khovhe a si mubvumbedza fhedzi ndi tshiřiwa kha liňwalwa.		2
	C	Nngu, Mbudzi, Tshinamana, Maanda, Tshimange		u sumbedza ndivho ya vhabvumbedza. A ho ngo ambiwa nga ha vhatu tshiřorini.		1
	D	Tshiđula, Tshimange, Kholomo, Nowa, Tshibwanana	1	U ţana vhukoni ha u sumbedza vhabvumbedza kha liňwalwa fhedzi a si vhabvumbedza vhoře vhane vha amba. Ha londi zwithu zwiřuku nga vhuđalo kha tshiřori.		3
3.	A	mulomo wo tāndavhuwaho.	1	Phindulo yone	4	3

Nomboro	Phindulo ndavhelelwa	Maraga	U wanulusa/Tsedzuluso ya vhukhakhi	Vhuimo ha vhukondi	Vhuimo ha Kushumele	Gireidi
4.	B Tshidula tshi re na ndala.		U vhambedzwa ho leluwaho kha zwidula na u ḥoda u divha ha zwine zwidula zwa ja, a zwi na vhushaka na liñwalwa.	3	2	
	C tshidula tshidala.		U tumekanya ho leluwaho ha mvumbo ya tshidula nga u angaredza.			
	D buluvhulu.		Vhuñanzi ha ndivho ya u angaredza nga ha zwidula, fhedzi a zwi yelani na mbudziso kana liñwalwa.			
5.	A thamuwa tshi tshi ya hayani nga u ḥavhanya.	1	Phindulo yone	M	4	2
	B vhona kholomo na tshiñamana zwi tshi khou fula hatsi.		Ndi tshiwo tsha vhuraru tshire ngatsho Tshidulo tsha ḥangana na phukha.		2	
	C ḥangana na Nowa.		U sumbedza ndivho nga u angaredza ya uri zwidula zwi funa u bambela, fhedzi zwino kha liñwalwa hu sumbedzwa vhukoni ha u sedzulusa na u ḥalutshedza thevhekano fhedzi hu si tshiwo tsha u fhedzisela.		3	
	D ya u bambela.		U sumbedza vhukoni, ha u sedzulusa na u ḥalutshedza thevhekano fhedzi a si tshiwo tsha u fhedzisela.		1	
6.	Nowa ya ri i ja zwidula, fhedzi i funesa zwa mulomo wo tandavhuwaho. Tshimange tsha ri tshi ja khovhe Tshimange tsha ri tshi ja khovhe Kholomo ya ri i ja hatsi. Mmbwa ya ri i ja nama	4 1 2 3	Arali kutevhékanye kwa zwiwo ku si kwone hu na ndado kana u ḥanganana ha u tevhékana ha zwiwo kha tshiñori.	D	4	3
	A zwi na vhushaka nahone a zwiwo kha liñwalwa.					
	A	1	Phindulo yone	M	4	3
	B tsho vha tshi tshi ḥoda zwiliwa zwa Nowa		Vhuñmani ho leluwaho ha zwidula na nowa zwi tshi ja zwiliwaho zwi fanaho.		2	
	C tsho vha tsho zwimba mukulo.		Zwi a itea fhedzi a si phindulo yone. A hu na Vhuñanzi ha uri mukulo wo vha u tshi vhavha fhedzi hu na u ḥumana nga u angaredza ha vhavha ha mukulo nga ḥavha mukosi.		3	

Nomboro	Phindulo ndavhelelwa	Maraga	U wanulusa/Tsedzuluso ya vhukhakhi	Vhuimo ha vhukondi	Vhuimo ha Kushumele	Gireidi
	D	tsho vha tsho takala.	A zwi na vhushaka nahone a zwiho kha liñwalwa.		1	
7.	A	Badani	Phindulo yone	E	4	3
	B	Bulasini	Vhabvumbedzwa vha re kha tshiñori vha bañekanywa/tumekanywa na u wanala havho bulasini.		3	
	C	Vhengeleni la zwifuwo	Nđivho thangeli ya zwifuwo fhedzi a zwi na vhushaka na liñwalwa.		1	
	D	Tsini na damu	U humbulela ho khakheaho vhukati ha zwidula na mađi.		2	
8.	A	Zwo vha zwi sa ño fula hatsi zwoñthe.	Zwi kha liñwalwa, fhedzi a si zwone tshoñthe zwidula kha hovhu vhuimo a zwi fuli hatsi.		2	
	B	Nowa yo vha i sa ño lila na Tshidula.	Zwi kha liñwalwa, fhedzi zwo vhambedzwa zwi songo khwathahongauri Nowa a dici lili sa Tshidula.		3	
	C	Zwo vha zwi sa nga ño bambela zwoñthe.	Zwi na khonadzeo fhedzi a zwiho kha liñwalwa.		1	
	D	Nowa yo vha i sa nga li Tshidula.	Phindulo yone	M	4	3
9.	A	Tsho vha tshi tshi ñoda u kunda kha muñatano.	Ndi ndivho ya u angaredza nga ha luvhilo fhedzi a huna mutatisano kha liñwalwa.		1	
	B	Tsho vha tshi tshi khou ofha u liwa nga ñowa.	Phindulo yone	D	4	3
	C	Tsho fhedza u amba na ñowa.	Ndi zwine ra khou tou humbulela fhedzi a si phindulo yone.		3	
	D	Tsho vha tshi sa ñodi u lenga.	U tumekanywa ho khakheaho kha u ñavhanya na u lenga.		2	
10.	A	Phukha dzo vha dici sa ño vha hone.	Hu na khonadzeo fhedzi a zwielani na zwivhangi na mvelele ngauri a huna vhushaka kha phukha hedzi	E	4	
	B	Tshidula tsho vha tshi tshi ño gidima tshi tshi tsa na bada.	Vhuñumani vhu si hone vhukati ha tshidula na u ñamuwa ngauri zwidula a zwi gidimi.		3	
	C	Tshidula tsho vha tshi sa ño ñangana na phukha.	Phindulo yone		1	

Nomboro	Phindulo ndavhelelwa	Maraga	U wanulusa/Tsedzuluso ya vhukhakhi	Vhuimo ha vhukondi	Vhuimo ha Kushumele	Gireidi
	D	Tshidula tsho vha tshi si nga thamuwi.	Ndivho nga u angaredza ya thoho fhedzi hu khou sokou dzhiwa zwipida zwa liñwalwa hu sina zwivhangi na mvelelo.		2	
11.	A	I	Phindulo yone.		2	
	B	b	U sa ñivha mathomele a mubvumo wa ipfi khuhu.		1	
	C	m	Ha ñivhi phambano ya ipfi la dengo lìthihi na la madungo mavhili.	E	4	1
	D	g	U sa ñivha mathomelke a ipfi.		3	
12.	A	k	Ha ñivhi phambano ya kh na k i yothe.			
	B	h	Ha ñivhi phambano ya kh na k i yothe.			
	C	kh	Phindulo yone	E	4	1
	D	sh	Ha ñivhi phambano ya kh na sh.			
13.	A	sea	A si raimi yo fhelelaho.		2	
	B	vhila	1 Phindulo yone	M	4	2
	C	raha	Mibvumo i yelanaho fhedzi i sa raimi u fana.		3	
	D	bata	I bvuma u fana fhedzi a i raimi u fana.		1	
14.	A	ngowa	U sa pfectesa mbudziso. Ha pfectesi na maipfi ane a raima.		1	
	B	lowa	U sa pfectesa mbudziso. Ha pfectesi na maipfi ane a raima.		1	
	C	tshowa	U sa pfectesa mbudziso. Ha pfectesi na maipfi ane a raima.		1	
	D	bugu	1 Phindulo yone	D	4	3
15.		Fhongo liñwe na liñwe li talutshedzaho zwi ne 'fula' ya amba u fula mutshelo kha muri	1 Arali ñwana a ñwala zwi si zwone haathu u ñivha uri nyamba huvhili ndi mini.	D	4	3
16.	A	fembedza	A zwi tutshelani na tshifanyiso tsho ñewaho		2	
	B	edela.	1 Phindulo yone	E	4	3
	C	swiela.	A zwi tutshelani na tshifanyiso tsho ñewaho.		1	
	D	khofhe	Kubvumisele kwo khakheaho kwa mubvumo		3	

Nomboro		Phindulo ndavhelelwa	Maraga	U wanulusa/Tsedzuluso ya vhukhakhi	Vhuimo ha vhukondi	Vhuimo ha Kushumele	Gireidi
17.	A	oo		A i ambi zwi no pfala ya dzhenisiwa kha ipfi		2	
	B	aa		Zwi kha l̄iñwalwa fhedzi ndi mubvumo u si wone.		2	
	C	ii		Wa dzhena kha phindulo a u ambi.		1	
	D	uo	1	Phindulo yone	M	4	3
18.	A	bada	1	Phindulo yone	M	4	3
	B	bola.		U mubvumo hu no fara fhedzi ipfi l̄i si l̄one no fana fhedzi a si yone phindulo.		3	
	C	baisigira.		Vhułumani ho leluwawaho na mubvumo.		2	
	D	bisi.		Nđivho ya u angaredza ya mibvumo i shumiswaho, fhedzi i siho kha l̄iñwalwa.		1	
19.	A	ngwana	1	Phindulo yone	E	4	3
	B	nngu		Zwi a t̄utshelana fhedzi a si phindulo yone		2	
	C	tshikepe		U kanganyisa na ipfi l̄i si l̄one.		1	
	D	luvhone		U kanganyisa na l̄edere l̄i sa raimi.		3	
20.	A	tshi		Pfalandołhe iyi a i elani na ipfi		1	
	B	tsh		Pfalandołhe iyi yo fhambana na phindulo i no khou todea.		3	
	C	ts	1	Phindulo yone	M	4	3
	D	tsi		A i ambi zwi no pfala ya dzhenisiwa kha ipfi		2	
21.	A	tsho thamuwa tshi tshi tsa na bada		U shaya nđivho kana u u kona u shumisa madanzi na ndongazwiga		1	
	B	Tsho thamuwa tshi tshi tsa na bada		U sa longa ndongazwiga (tshithoma)		3	
	C	tsho thamuwa tshi tshi tsa na bada.		U shumisa ndongazwiga		2	
	D	Tsho thamuwa tshi tshi tsa na bada.		Phindulo yone	E	4	1
22.	A	ni l̄a mini		U shaya nđivho na u sa kona u shumisa ndongazwiga. U sa kona u fhambanyisa vhukati ha tshitatamennde na mbudziso.		1	

Nomboro	Phindulo ndavhelelwa	Maraga	U wanulusa/Tsedzuluso ya vhukhakhi	Vhuimo ha vhukondi	Vhuimo ha Kushumele	Gireidi
23.	B Ni <u>la</u> mini.		U a pfectesa maitele a fhungo fhedzi ha koni u shumisa ndongazwiga zwone. Ha pfectesi u shumisa ndogazwiga.		3	
	C Ni <u>la</u> mini?	1	Phindulo yone	E	4	1
	D Ni <u>La</u> Mini?		U vha na <u>nđivha</u> ya ndongazwiga, fhedzi ha koni u shumisa madanzi nga <u>nđila</u> yone.		2	
24.	A Ee, ndi zwavhuđi!	1	Phindulo yone	M	4	3
	B ee, ndi zwavhuđi		U sa kona u shumisa madanzi nandongazwiga.		1	
	C Ee, ndi zwavhuđi		Vhushai ha u shumisa ndongazwiga. U pfectesa fhedzi uri fhungo <u>li</u> thoma nga danzi.		2	
	D ee, ndi zwavhuđi!		Nđivho <u>thukhu</u> ya u shumisa ndongazwiga.		3	
25.	A <u>n</u> owa yo ri Ndi funa u <u>la</u> zwidula				1	
	B Nowa yo ri, Ndi funa u <u>la</u> zwidula.				3	
	C Nowa yo ri, "Ndi funa u <u>la</u> zwidula."	1		D	4	4
	D <u>n</u> owa yo ri "Ndi funa u <u>la</u> tshidula"				2	
26.	A <u>l</u> imela		Ha ngo fhedzisa u shumisa ndongazwiga (<u>ledere</u> danzi, na tshithoma).		3	
	B <u>l</u> idadzisi		A zwiho kha <u>linwalwa</u> nahone ha koni u fhambanya dzina na <u>lidazisi</u> .		1	
	C Dzina	1	Phindulo yone	M	4	2
	D <u>l</u> iti		U <u>tanganyisa</u> dzina na <u>liti</u> Ha <u>divhi</u> phambano vhukati ha dzina na <u>liti</u> .		2	
27.	A dzo lilela tshidula.	1	Phindulo yone	M	4	4
	B yo pfukha tshidula.		Ha <u>divhi</u> mulayo wa u shumisa vhuthihi na <u>vunzhi</u>		3	
	C o pfula tshidula.		Fhungo <u>le</u> a <u>li</u> <u>nanga</u> a <u>li</u> ambi.		2	
	D yo pfana na tshidula.		Ha koni u vhona fhungo <u>li</u> no amba zwi no pfala.		1	
28.	A lila	1	Phindulo yone	M	4	4
	B ipfi		U kanganyisa madzina na maiti.		3	
	C <u>l</u> ihulu		Zwi na vhushaka na u lila na ipfi fhedzi a zwiho kha <u>linwalwa</u>		1	
	D tshidula		U kanganyisa <u>liti</u> na dzina		2	

Nomboro		Phindulo ndavhelelwa	Maraga	U wanulusa/Tsedzuluso ya vhukhakhi	Vhuimo ha vhukondi	Vhuimo ha Kushumele	Gireidi
28	A	Zbwanana.		U na thaidzo ya mulayo wa vhuthihi na vhunzhi	E	1	3
	B	zwibwanana.		Ha ḋivhi vhushaka vhukati ha tshifanyiso na libulafhethu			
	C	mmbwā.		Phindulo yone			
	D	vhana.		Ha ḋivhi vhushaka vhukati ha tshifanyiso na libulafhethu			
29	A	fhasi		U ḥanganyisa maiti na mađadzisi.	M	3	1
	B	n̄ha		U ḥanganyisa maiti na mađadzisi.			
	C	ngomu		U ḥumekanywa ha luvhilo na u ḥavhanya nga u angaredza.			
	D	murahu		Phindulo yone			
30.	A	thamuwa		U ḥanganyisa maiti na mađadzisi.	M	3	2
	B	hayani		U ḥanganyisa maiti na mađadzisi.			
	C	tshiđula		U ḥumekanywa ha luvhilo na u ḥavhanya nga u angaredza.			
	D	ḥavhanya		Phindulo yone			
31	A	ya	1	Ha ḋivhi phambano vhukati ha tshifhinga tsho fhiraho na tsha zwino	E	4	3
	B	dzi		Ha fhambanyi maimela na zwifhinga.			
	C	yo		Phindulo yone			
	D	i		Ha fhambanyi tshifhinga tsho fhiraho na tsha zwino.			

MBUDZISO YA VHUVHILI

1.	A	maluvha	1	Phindulo yone	E	4	1
	B	zwimelā		U ḥumekanywa ha maluvha zwi songo dziaho.		3	
	C	mađari		U ḥanganyiswa ha maluvha na zwine vha vhona.		2	
	D	miri		Zwi na vhushaka na ḥoho fhedzi a zwiho kha liñwalwa.		1	
2.	A	ḥavhuraru	1	Phindulo yone	E	4	2
	B	Mafheloni a vhege		Zwi na vhushaka na mađuvha a vhege fhedzi a si tshipiđa tsha liñwalwa.		1	

	C	Musumbuluwo	Zwi na vhushaka na mađuvha a vhege fhedzi a si phindulo yone. Ha pfectesi ku vhalele kwa girafu.		3	
	D	Swondaha	A liho kha liñwalwa fhedzi li na vhushaka na mađuvha a vhege		2	
3.	A	fumbili	1 Thanganyelo ya maluvha othe kha girafu. Ha koni u nanga mafhungo o livhanaho na mbudziso.		3	
	B	fuminthihi	Phindulo yone	E	4	3
	C	sumbe	A i fani na phindulo yone.		2	
	D	zero	U na ndivho nga u angaredza ya nomboro fhedzi a iho kha liñwalwa.		1	
4.	A	Lavhuvhili	Ha koni kuvhalele kwa girafu.		3	
	B	Mugivhela	Li na vhushaka na mađuvha a vhege fhedzi a liho kha liñwalwa.		1	
	C	Musumbuluwo	Ho rengiswa tshivhalo tshiñku tsha maluvha.		2	
	D	Lavhutanu	1 Phindulo yone	M	4	3
5.	A	Lavhuraru	Ha koni pfectesi u vhambedza zwithu.		3	
	B	Musumbuluwo	1 Phindulo yone	E	4	3
	C	Thangule	U kanganyisa miñwedzi na mađuvha a vhege.		1	
	D	Lavhuñanu	U kanganyisa vhukati ha ipfi zwinzhisa na zwiñukusa.		2	
6.	A	mararu	U shaea ha thalutshedza ya mbudziso. Ha pfectesi ...?????????????????		1	
	B	mañanu	O tanganhyisa thengiso dla mađuvha othe.		3	
	C	wina	Ha ngo pfectesa mbudziso.			
	D	lithihi	1 Phindulo yone	D	4	4
7.	A	Vhathu vha renga maluvha manzhi a mafhelo a vhege.	1 Phindulo yone	M	4	3
	B	Maluvha a a ñura.	U wanulusa hu songo khwañthaho hu sa yelani na mbudziso. A huna tsho ambiwaho nga mutengo wa maluvha		3	
	C	Maluvha a nukha lu sa takadzi	O ita vhuñumanyi ha thevhedzaipfi ya maluvha		2	
	D	Ñotshi dzi ita mutoli.	Ndivho ya u angaredza ya ñotshi dzi na vhuñumani na maluvha fhedzi zwi siho kha liñwalwa.		1	
8.	A	Luhuhi na Lambamai	U tanganhyisa miñwedzi na mađuvha		1	
	B	Lavhuvhili na Lavhuraru	U pfectesa mbudziso zwiñku		3	
	C	Lavhuvhili na Lavhuñanu	1 Phindulo yone	M	4	3

	D	Mugivhela na Swondaha		U tumana na mađuvha a vhege, fhedzi a i wanali kha liñwalwa		2	
9.	A	maña	1	Phindulo yone	M	4	3
	B	mavhili		U ñivha phindulo ndi nomboro fhedzi phindulo a si yone. Zwi na vhushaka na u humbulela.		2	
	C	mañu		Ha koni u fhambanyisa mupeleto wa 'maña' na 'mañu'		3	
	D	maño		Ha koni u fhambanyisa mupeleto wa 'maña' na 'maño'		1	
10.	A	u tутshela u sheledza maluvha tshifhinga tshothe		Nđivho ya maluvha fhedzi a zwi na vhushaka na thengiso.		2	
	B	shandukisa dzina ja vhengele		Zwi khou tou iswavho kha liñwalwa.		3	
	C	u tsitsa mutengo	1	Phindulo yone	D	4	3
	D	u thola mushumi		Zwi na vhushaka na nđivho ya u rangela, fhedzi a zwiho kha liñwalwa.		1	

MBUDZISO YA VHURARU

1.	A	Đilugiseleni u guda.		O nanga kha mulayo muñwe na muñwe u re kha tshati.		3	
	B	Dobani tshika.		Zwi na vhushaka na milayo, fhedzi a zwiho kha tshati/liñwalwa		1	
	C	Itani zwa khwiñesa.	1	Phindulo yone	E	4	1
	D	Ivhani na vhu konani.		O ita vhuñumani ha u humbulela o ñi tika nga zwe a vhona.		2	
2.	A	Dzhenani no fhumula.	1	Phindulo yone	E	4	2
	B	Imisani tshanda.		U kanganyisa mathemo a u rangela na murahu ha.		2	
	C	Vhofhani thambo dza zwienda zwañu		Ndi mulayo nga u angaredza, a uho kha liñwalwa.		1	
	D	Dzhenani ngomu nga u tavhanya.		Ha ngo pñesesa mbudziso.		3	
3.	A	tshikolo		Vhuñumani ha u humbulela ngauri tshikolo tshi na milayo.		2	
	B	tsumba tshifhinga		Zwi na vhushaka na tshikolo, a zwiho kha phosñara.		1	
	C	bodelo.		O fhindula zwine a vhona, zwi vhonala sa bodelo, ha ngo sedzesha milayo.		3	
	D	milayo.	1	Phindulo yone	M	4	3
4.	A	lufhera lwa vhagudisi		Lufhera lwa tshikoloni fhedzi a zwi yelani na vhana na tevhela milayo.		3	
	B	kilasini	1	Phindulo yone	M	4	3
	C	hayani		U kanyiswa nga milayo ya tshikoloni na ya hayani.		1	
	D	vhengeleni		O vhambedza phosñara na zwi no rengisiwa vhengeleni.		2	

5.	A	vhukonani		Zwi tumana na maṭaluli kana madadzisi hu si ni na dzina. A zwiho kha liñwalwa.		3	
	B	swina		U li kanganyisa na lifhambanyi la khonani.		1	
	C	khonani	1	Phindulo yone	E	4	1
	D	wavhuđi		Ha vhoni phambano vhukati ha dzina na litaluli.		2	
6.	A	makwanda		U sumbedza ndivho ya vhuthihi na vhunzhi fhedzi a yo ngo nwaliwa.		1	
	B	zwanda	1	Phindulo yone	M	4	1
	C	khwanda		A ho ngo shumiswa vhunzhi.		3	
	D	kwanda		Mupeleļo wo shumiswaho a si wone.		2	
7.	A	fhumula		A si libulafhethu fhedzi li kha liñwalwa.		1	
	B	tea		U tanganyisa liiti na libulafhethu.		2	
	C	ntha ha		U u kanganyisa mabulafhethu.		3	
	D	nga ngomu	1	Phindulo yone	M	4	3
8.	A	vhifhaho	1	Phindulo yone	D	4	4
	B	vhuhana		U a psesesa fhedzi u kanganyisa nga u vhuimo ha mbampedzo.		3	
	C	zwavhuđi		U kanganyisa pfanywa na khanedza		2	
	D	mushumo		Zwi na vhushaka na tshitatamennde fhedzi zwi siho kha liñwalwa.		1	
9.	A	sea		Vhuṭumani ha u humbulela fhedzi a zwi tou vha zwone.		2	
	B	edela	1	Phindulo yone	D	4	3
	C	iđani		Vhuṭumani vhu songo khwaṭhaho- A zwi na vhushaka nahone a zwi ho kha liñwalwa.		1	
	D	fhumula		Ndi liiti fhedzi a liho kha liñwalwa.		3	
10.	A	tuma		Zwine a khou vhona fhedzi a si zwone.		2	
	B	inwi		A zwiho kha liñwalwa nahone a si phindulo yone		1	
	C	uri	1	Phindulo yone	M	4	3
	D	ngauri		Ndi liṭanganyi fhedzi a si phindulo yone.		3	
11.		Imisani.	1	Phindulo yone Arali ho topolwa 'tshañu', ho kanganyiswa liimela na liiti. Arali ho topolwa 'tshanda', ho kanganyiswa madzina na maiti.	E	4	3

MBUDZISO YA VHUNA

1.	A	Vhathu vhuriha		U kanganyiswa nga thoho na ndima.		3	
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	B	Vhuriha	1	Phindulo yone	E	4	1
	C	Mutsho		Zwi na vhushaka vhu songo dziaho.		2	
	D	Mahada		U tumekanya ha vhuriha na mahada hu si hone.		1	
2.	A	Mutsho Vhuriha		U sa pfelesa u rangela na murahu ha		3	
	B	mahada		U shumisa zwine a vhona nga ndila yo khakheoho.		2	
	C	Zwimela Vhuriha	1	Phindulo yone	E	4	2
	D	Vhaeni		A zwiho kha liñwalwa.		1	
3.	A	25		Ha koni u fhambanya marangaphanda na divhamainiphi. U shaea ha divhaipfi.		2	
	B	19		Zwielana na tshiñori, fhedzi zwi kha siatari li si lone.		3	
	C	3		U kanganyiswa nga nomboro ya siatari na ya ndima.		1	
	D	1	1	Phindulo yone	M	4	2
4.	A	Mutsho Vhuriha.	1	Phindulo yone	E	4	2
	B	Zwiambaro zwanga zwa holodei		A zwiho kha liñwalwa.		1	
	C	Marangaphanda		U kanganyisa nomboro ya ndima na ya siatari.		3	
	D	mutukana		O zwi tumekanya na zwine a vhona.		2	
5.	A	Phukha Vhuriha	1	Phindulo yone	M	4	3
	B	Mvula Vhuriha		A zwiho kha liñwalwa fhedzi zwi na vhushaka na mutsho.		1	
	C	Mutsho Vhuriha		U talutshedza mbudziso zwi si zwone.		3	
	D	Zwimela Vhuriha		U tumekanya hu songo dziaho ha miri na zwimela.		2	
6.	A	phukha	1	Phindulo yone	M	4	3
	B	vhana		O zwi tumekanya na zwine a vhona.		2	
	C	zwimela		Zwi wanala kha liñwalwa. Ha koni u fhambanya mihibulo mihulwane kha ndima iñwe na iñwe.		3	
	D	badzhi		I na vhushaka na vhuriha fhedzi a i ho kha liñwalwa.		1	
7.	A	Vhathu Vhuriha		U sa kona u vhona phambano ya vhathu na vhuriha.		3	
	B	Bugu Vhuriha		A zwiho kha liñwalwa – zwi na vhutumani hu songo dziaho na thoho.		1	
	C	Zwi re ngomu		Zwi re ngomu buguni a zwi na nomboro ya siatari.		2	
	D	Mutsho Vhuria	1	Phindulo yone	D	4	3
8.	Phukha Vhuria	4	1		M	4	3

	Vhathu vhe kha Vhuria	2	U tevhekanywa hone ndi hone hu no do tendelwa. Arali mutevhe u si wone, izwo thevhékano a yo ngo pfecteswa.			
	Zwimela Vhuria	3				
	Mutsho Vhuria	1				
9.	A	1	Ha pfecteswa phambano vhukati ha marangaphanda na divhaipfi.		3	
	B	2	Ukanganyisa nomboro ya ndima na siačari.		2	
	C	25	1 Phindulo yone	D	4	4
	D	52	U fhambanya kuñwalele kwa 25 (52) nahone a i wanali kha liñwalwa.		1	
10.	A	d	U ḥanganyisa małedere p na d.		3	
	B	p	U sa ḥivha vhuthihi na vhunzhi.		1	
	C	a	U ḥanganyisa mibvumo ya vhukati na ya mafhedziseli sa zwine a vhonisa zwone.		2	
	D	g	1 Phindulo yone	E	4	1
11	Bugu	1	Phindulo yone	E	4	1
12.	A	mutsho	1 Phindulo yone	M	4	3
	B	mitsho	U ḥanganyisa ha mibvumo i yelanaho.		3	
	C	mitsi	U raima na phindulo yone.		2	
	D	mutsi	U balelwa u ḥumekanya liñwalwa ja fhethu.		1	
13.	makole		Phindulo yone.	E	4	3
14.	A	vhuriha	U sokou ḥanga phindulo iñwe na iñwe i re kha liñwalwa.		1	
	B	sialala	Phindulo yone	E	4	2
	C	tafula	Vhułumani ha mibvumo hu songo dziaho.		3	
	D	khekhe	U amba ipfi ḥine a li ḥivha naho li sa elani na phindulo.		2	
15.	A	phanda hawe	1 Phindulo yone	M	4	3
	B	murahu hawe	U kanganyisa mbulafhethu a sumbedzaho vhuimo.		3	
	C	tshikoloni	U angaredza uri mutukana u tshikoloni. Ha pfecteswa mbudziso.		1	
	D	Ngomu hawe	U ḥumekanya hu songo dziaho. Ha pfecteswa phambano vhukati ha 'phanda ha' na 'ngomu'.		2	
16.	ambara	1	Phindulo yone	M	4	3
17.	A	Mbata	Ha athu kona u vhekanya mibvumo ya ipfi 'tamba' U na thaidzo ya mupeleto.		3	
	B	Tabma	U na thaidzo ya mupeleto.		2	
	C	Tamba	1 Phindulo yone	M	4	3

	D	Magidi		U sa kona u vhekanya mibvumo nga ndila yone nahone a si phindulo yone.		1	
18.	A	Sumisa		U na thaidzo ya mupeleto.		3	
	B	shumisa	1	Phindulo yone	M	4	3
	C	shumela		O ūtuma mutshila -ela madzuloni ha –isa.		1	
	D	Shula		U sedza fhedzi maleđere na mibvumo ya u thoma.		2	
19.		Fhongo ūinwe na ūinwe ūine ūtalutshedza kushumiselwe kwone kwa nyambahuvhili kwa ipfi ūhoho	1	Ha ngo kona kushumisele kwa nyambahuvhili arali fhongo ūi sa fhi ūthaluso ya ipfi ‘ūhoho’ yo fhambanaho na iyo yo ūnewaho afho kha mbudziso.	D	4	4
20.	A	vhuriha		U ūtumekanya vhuria na u rothola, a ita vhuūtumekanyi vhu songo dziaho nga u fhambanyisa vhukati ha ūlifhambanyi na pfanywa.		2	
	B	rotholesa		U kanganyisa ipfi ‘ūlifhambanyi’ na vhuimo ha mbambedzo.		1	
	C	rengisa		U kanganyisa ipfi ‘ūlifhambanyi’ na maipfi a raimaho.		3	
	D	u fhisa	1	Phindulo yone	D	4	3

LIŃWALWA 5: VHUTSILA HA U ŅWALA

Ruburiki ya u maka

Zwiteńwa	Maraga	Tshikoro
Pharagirafu	1	
Zwi re ngomu	3	
Ndongazwiga	2	
Girama	2	
Mupeleto	2	
Thaganyelo	10	

LIŃWALWA 5: VHUTSILA HA U ḊWALA

Tsedzuluso ya vhukhakhi ha Vhutsila ha u Ḋwala

Zwi no sedzwa	U a konesa	Vhutsila	U vha vhukati	U a lingedza	U a kundelwa
	Gireidi 4	Gireidi 3	Gireidi 2	Gireidi 1	
Pharagirafu	3 pharagirafu	2 pharagirafu	1 pharagirafu	0 pharagirafu	U kopa ndaela /ipfi l̄ithihi/furase kana tshipida tsha fhungo
Zwi re ngomu	Mafhundo ano pfala a 13 na mazhi a na vhushaka na ḫohoho	Mafhundo a pfalaho a 9-12 are na vhushaka na ḫohoho	Mafhundo a pfalaho a 3-8 a na vhushaka na ḫohoho	Mafhundo a sa kondi a 1-2 a na vhushaka na ḫohoho	Mafhundo a si na vhushaka na ḫohoho
Ndongazwiga	Vhukhakhi 0-3 ha ndongazwiga	Vhukhakhi 4-6 ha ndongazwiga	Vhukhakhi 7-9 ndongazwiga	Vhukhakhi 10 ndongazwiga	U kopa ndaela /ipfi l̄ithihi/furase kana tshipida tsha fhungo
Girama	Vhukhakhi 0-3 ha girama	Vhukhakhi 4-6 ha girama	Vhukhakhi 7-9 ha girama	Vhukhakhi 10 ha girama	U kopa ndaela /ipfi l̄ithihi/furase kana tshipida tsha fhungo
Mupeleto	Vhukhakhi 0-3 ha mupeleto	Vhukhakhi 4-6 ha mupeleto	Vhukhakhi 7-9 ha mupeleto	Vhukhakhi 10 ha mupeleto	U kopa ndaela /ipfi l̄ithihi/furase kana tshipida tsha fhungo

LINWALWA 5 : VHUTSILA HA U NWALA

Ruburiki ya Vhutsila ha u nwala

TAFULA YA U LINGA		
ZWI SEDZWAHO	THALUTSHEDZO	MARAGA
Pharagirafu (Gumofulu maraga 1)	U kopa ndaela /ipfi jithihi/furase kana tshipiqa tsha fhungo/ fhs i ha mafhungo 4/ mafhungo o nomboriwa.	0
	Pharagirafu nthihi i na mafhungo 4. Mafhungo o nwala a tshi tou ela, a songo nwala kha mitalo yo fhambanaho.	1
Zwi re ngomu (Gumofulu maraga 3)	U kopa ndaela/ furase ja ipfi jithihi kana tshipiqa tsha fhungo.	0
	Mafhungo a pfalaho a 1- 3 a na vhushaka na thoho.	1
	Mafhungo a pfalaho a 4-6 a na vhushaka na thoho.	2
	Mafhungo a pfalaho a 7-8 a na vhushaka na thoho.	3
Ndongazwiga (Gumofulu maraga 2)	Vhukhakhi vhu fhiraho 7 ha ndongazwiga.	0
	Vhukhakhi 4-6 ha ndongazwiga.	1
	Vhukhakhi 1-3 ha ndongazwiga.	2
Girama (Gumofulu maraga 2)	Vhukhakhi vhu fhiraho 7 ha girama.	0
	Vhukhakhi 4-6 ha girama.	1
	Vhukhakhi 1-3 ha girama.	2
Mupeleto (Gumofulu maraga 2)	Vhukhakhi vhu fhiraho 7 ha mupeleto.	0
	Vhukhakhi 4-6 ha mupeleto.	1
	Vhukhakhi 1-3 ha mupeleto.	2
THANGANYELO YA MARAGA		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	
Paragraph	3 paragraphs	2 paragraphs	1 paragraph	0 paragraphs	Copied instructions/one word/phrase or part of sentence.
Content	13 and more meaningful sentences related to the topic.	9-12 meaningful sentences related to the topic.	3-8 meaningful sentences related to the topic.	1 - 2 simple sentences related to the topic.	Sentences unrelated to the topic.
Punctuation	0-3 punctuation errors.	4-6 punctuation errors.	7-9 punctuation errors.	10 and more punctuation errors.	Copied instructions/one word/phrase or part of sentence.
Grammar	0-3 grammatical errors.	4-6 grammatical errors.	7-9 grammatical errors.	10 and more grammatical errors.	Copied instructions/one word/phrase or part of sentence.
Spelling	0-3 spelling errors.	4-6 spelling errors.	7 -9 spelling errors.	10 and more spelling errors.	Copied instructions/one word/phrase or part of sentence.

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