



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

DIAGNOSTIC TEST ITEMS

GRADE 3

LANGUAGE AND MATHEMATICS
XITSONGA

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)

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

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

EXAMPLES

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

- 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 | <p>Learners demonstrate (i.e. a combination but may not be all of the following) that they:</p> <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; - 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; |

| Levels of understanding | Descriptors for the levels of understanding. |
|--------------------------------|---|
| | <ul style="list-style-type: none"> - 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; - 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:

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

E.g. Grade 3 question

1. What is the number that is 5 more than 20?

1.1 Write the **number symbol** for the number.

1.2 Write the **number name** for the same number you wrote in 1.1 above.

Learner response

1.1 **205** (the answer is incorrect)

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

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

Table 5: MATHEMATICS COGNITIVE LEVELS

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

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

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) |
|--|

| |
|-------------------|
| 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. |

| Levels of Performance | Possible Learner Error |
|------------------------------|---|
| | <ul style="list-style-type: none"> The learner may focus on literal/superficial aspects of a text and makes superficial connections to arrive at weak responses. |
| 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. | 1 | A superficial connection is made to the contents of paragraph 1, but it does not relate to the purpose of the text. | M | 4 | 9 |
| | B Not all contacts on Facebook are friends that you know. ✓ | | The correct response. | | | |
| | 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. | | | |
| | D The Internet is required to connect to Facebook. | | The response is not text-based. | | | |

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:**

XITSONGA



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

DIAGNOSTIC ASSESSMENT MATHEMATICS: XITSONGA GRADE 3

Xiletelo eka mudyondzisi:

1. Xikambelwana xi endliwe hi ndlela yo va xitirhisiwa xa mahlelelo yo xopaxopa swihoxo.
2. Hlaya swiletelo swa mudyondzisi leswi nyikiweke u nga si tsarisa/hlawula swivutiso.
3. Tsarisa swivutiso ku ya hi swiyenge/xiyimo xa ntikelo/tinhlokohaka/vundzeni bya dyondzo/ xiyimo xa ntikelo/xiyimo xa matwisiselo kumbe (ti)giredi.
4. U nga ya emahlweni u avanyisa swivutiso ku suka eka swiyenge swo hambana-hambana/vundzeni bya dyondzo/xiyimo xa ntikelo/xiyimo xa matwisiselo kumbe (ti)giredi.
5. Mahlawulelo ya swivutiso ya ta ya hi xikongomelo xa mahlelelo. Xik
 - U nga tsakela ku kamba loko vadyondzi va Giredi 3 etlilasini ya wena va ri na vuswikoti eka tinhlokohaka to karhi ta Giredi 1 na 2. Hikwalaho u ta hlawula swivutiso hinkwaswo swa Giredi 1 na 2 swa vundzeni bya dyondzo lebyi hlawuriweke ku suka eka swiyenge swo hambana-hambana.
 - Leswi swi nga vumba mahlelelo yo sungula lama nga endliwaka eku sunguleni ka lembe.
 - U nga kunguhata tidyondzo ta vadyondzi va wena va ka Giredi 3 hi ku ya hi ndzavisiso wo xopaxopa swihoxo wa mahlelelo yo sungula.
 - Hi ndlela ya leyo u nga hlawula swivutiso hi ku ya hi tinhlokohaka to hambana-hambana eka XIPHOKHAMA na xikongomelo xa mahlelelo.

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/

XIYENGE XA A

Tsondzela letere leri nga na nhlamulo leyi nga yona eka Xivutiso 1 ku fika eka Xivutiso 15.

NOR/Repeated addition/G1/R/E

1. Hetisa: $2 + 2 + 2 + 2 =$

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

NOR/Addition/G2/R/E

2. Hlanganisa 50 na 5

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

NOR/Problem Solving addition/G2/R/M

3. Ku na 18 wa maapula, 11 wa mapyere na 5 wa mabanana ebokisini. Xana ku na mihandzu yingani hinkwayo ebokisini?

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

NOR/Counting/G3/K/E

4. Hlayela emahlweni hi va10 ku suka eka 100.

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

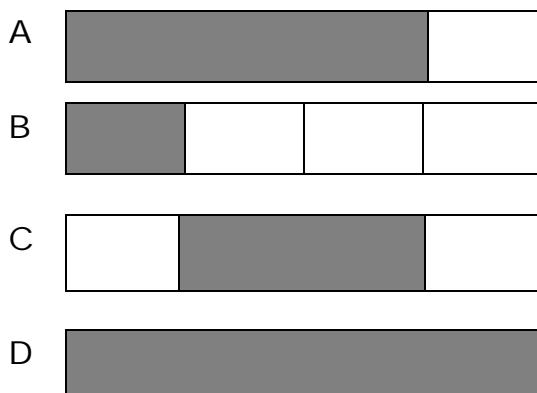
NOR/ Number symbol/G3/K/M

5. Hi wihi mfungho wa nomboro madzana tsevu makumekaye nhungu?

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

NOR/Fractions/G3/K/M

6. Hi yihi eka tidayagiramu leti landzelaka leyi nga na tikotara ti2 leti nga hlovohatiwa?



NOR/Subtraction/G3/R/E

7. Hetisa: $236 - 136 =$

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

NOR/Division/G3/P/M

8. Xana hi wihi mfungho lowu kayivelaka eka xivulwa xa nomboro lexi nga laha hansi?

$$40 \square 5 = 8$$

- A —
- B ×
- C +
- D ÷

PFA/Geometric Patterns/G2/K/E

9. Xana hi swihi swivumbeko leswi nga swona swi landzelaka eka patironi ya xij ometiri?



- A A sequence of three shapes: triangle, circle, square.
- B A sequence of three shapes: circle, triangle, square.
- C A sequence of three shapes: square, triangle, circle.
- D A sequence of three shapes: triangle, square, circle.

PFA/Number Patterns/G3/K/M

10. Xana hi tihi tinomboro leti kayivelaka eka patironi ya tinomboro?
____; ____; 12; 16; 20

- A 10; 11
- B 8; 10
- C 4; 8
- D 6; 9

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

11. Xana hi wihi nchumu lowu nga rhetemukaka eka minchumu leyi longoloxiweke laha hansi?

- A Mhavula
- B Bolo
- C Thireyi
- D Lamula

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

12. Hi xihi xivumbeko xa 2-D lexi nga riki na matlheloy ololoka thwixi?

- A Yinhlamune
- B Yinlanharhu
- C Xikwere
- D Xirhendzevutani

M/Mass/G2/K/E

13. Xana i nchumu wihi eka leyi landzelaka lowu tikaka ngopfu?

A



B



C



D



M/Time/G3/K/M

14. Ku na mavhiki ma ngani eka 28 wa masiku?

A 4 wa mavhiki

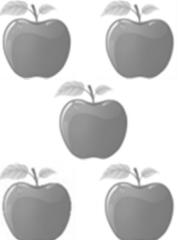
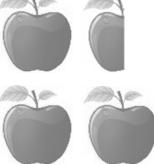
B 3 wa mavhiki

C 5 wa mavhiki

D 6 wa mavhiki

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

15. Languta girafu ku kuma leswaku maapula ya Jack ya tele ku tlula ya Lizy hi mangani.

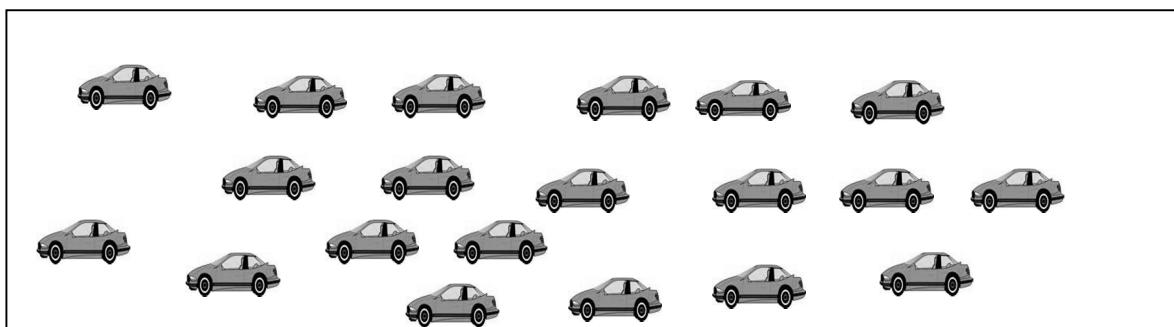
| | | |
|---|---|--|
|  |  |  |
| Nyiko | Ntsako | Lizy |

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

XIYENGE XA B

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

16. Hlayela swifaniso swa mimovha kutani u tsala nhlamulo ya wena hi marito.



NOR/Place Value/G3/K/E

17. Tsala nkoka wa dij iti leyi khwatihiatiweke 156.

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

18. Xaxameta tinomboro leti u nyikiweke ku suka eka leyikulu ngopfu ku ya eka leyintsongo ngopfu.

391, 193, 913, 931, 139, 319

NOR/Division/G3/R/D

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

NOR/Money/G3/R/M

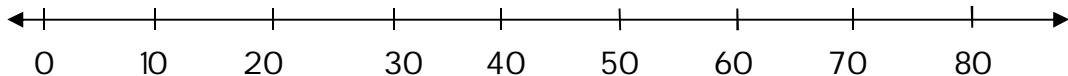
20. Hetisa ku hundzuluxa kun'wana na kun'wana

a. $135c = R___$

b. $R1,60 = ___c$

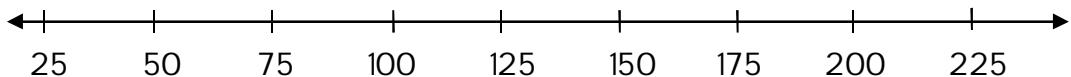
NOR/Multiplication/G3/R/M

21. Tirhisa ndzhati wa mintsengo ku komba leswaku $4 \times 10 = 40$



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

22. Dirowa ntlulo/mintlulo eka ndzhati wa mintsengo ku komba leswaku
 $125 - 50 = 75$.



PFA/Geometric Patterns/G3/R/E

23. Ndlandlamuxa patironi ya xij ometiri kan'we ntsena.



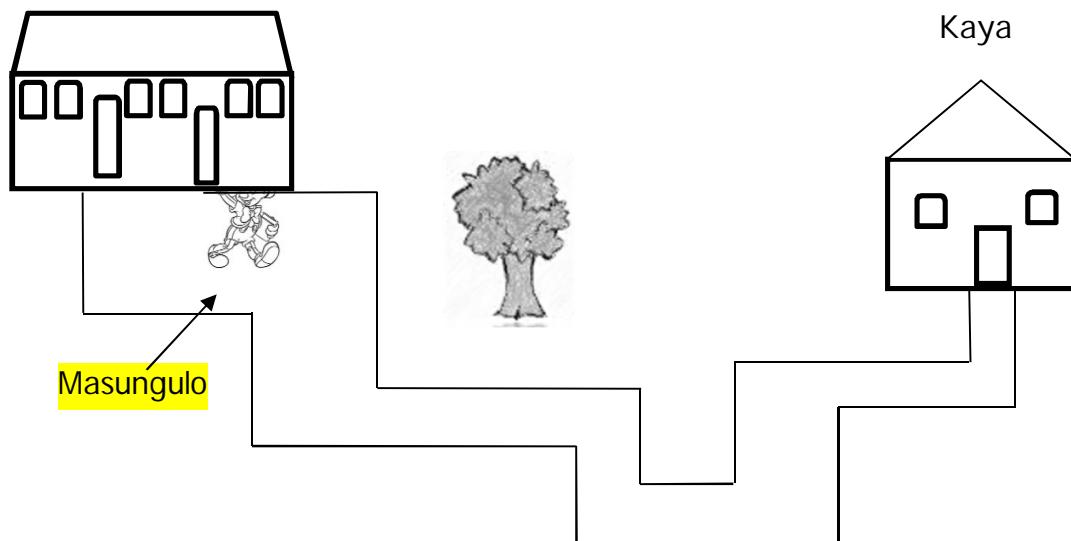
PFA/Number Patterns/G3/R/M

24. Tsala nawu lowu tirhisiweke eka patironi ya nomboro leyi nga laha hansi.
380; 384; 388; 392

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

25. Languta xifaniso kutani u hlamula swivutiso leswi nga laha hansi.

Xikolo

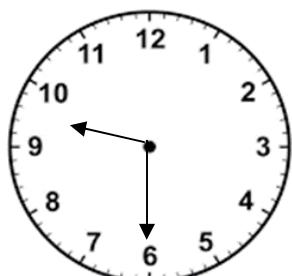


a. Xana Tom u j ika kangani ku suka exikolweni ku ya fika ekaya?

b. Loko Tom a suka exikolweni, xana nsinya wu ta va eximatsini kumbe
exineneni ke?

M/Time/G3/K/M

26. Hlaya nkarhi eka xikombankarhi kutani u hetisa xivulwa lexi nga laha hansi.

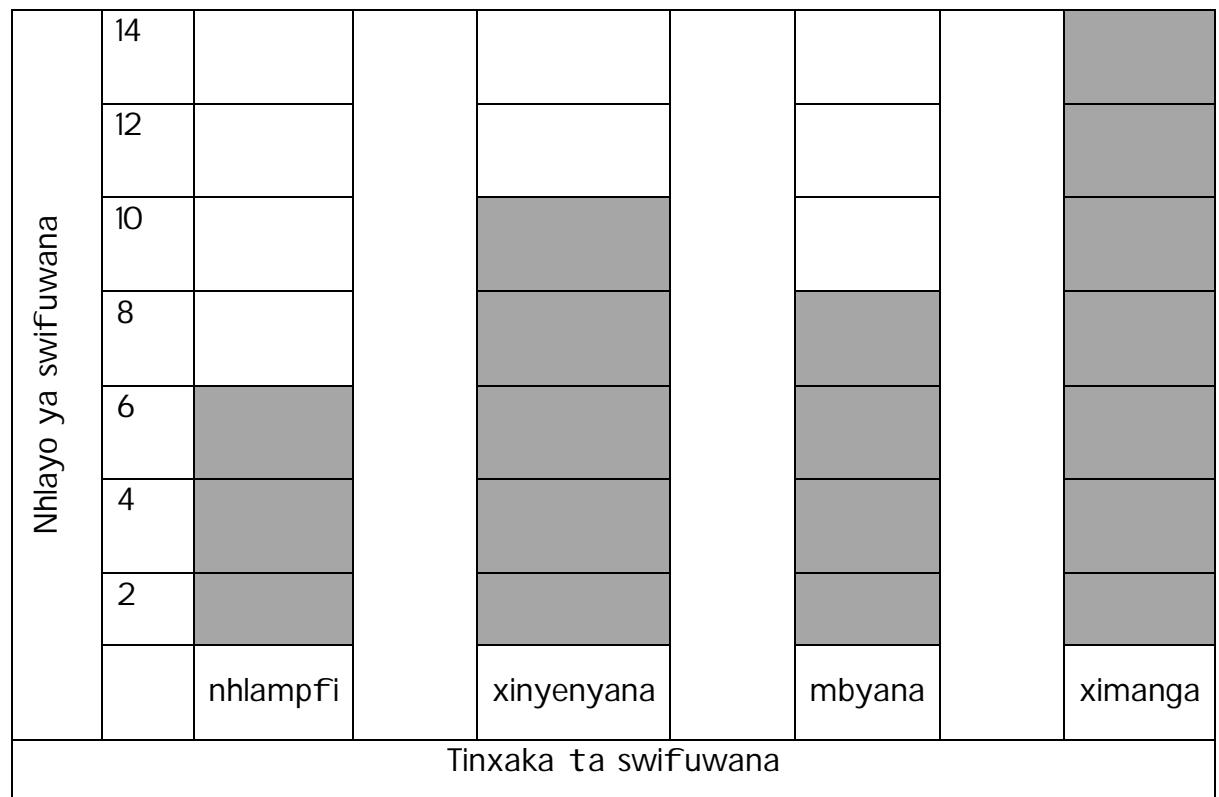


Nkarhi eka xikombankarhi i ...

DH/Analyse and interpret/G3/R/M

27. Xiyaxiya girafu ya bara kutani u hlamula xivutiso lexi landzelaka.

Swifuwana leswi swi tsakeriwaka hi vadyondzi



Xana hi xihi xifuwana lexi tsakeriwaka ngopfu?

XIYENGE XA C

Kombisa matirhelo ya wena hinkwawo

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

28. Eric u na R32. Azwi u na mali yo tlula ya Eric hi kanharhu. Xana Azwi u na mali muni?

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

29. Ku na 490 wa vanhu exitediyamu xa bolo ya milenge. Hafu ya vona i vana kasi hafu leyin'wana i vatswari. Xana ku na vana vangani exitediyamu?

M/Time/G3/C/M

30. Thuli u pfuka hi awara ya 5 mpundzu wun'wana na wun'wana. Xikolo xa yena xi sungula hi kotara ku bile awara ya 7. Xana u na nkarhi wo tani hi kwihi xikolo xi nga si sungula?

M/Mass/G3/C/D

31. Mary u hlengeletile 700g wa switurowuberi kasi Ann u hlengeletile 350g wa switurowuberi. Xana tigiramu ta Ann i tintsongo eka ta Mary hi tingani?

M/Length/G3/C/D

32. Mpfhuka lowu rhendzeleke kampa ya xikwere i 48m. Hi byjhi vulehi bya tlhelo rin'wana na rin'wana ra kampa?



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

Memorandum lowu wu na 6 wa mapheji.

| 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. |

XIYENGE XA A

- **Maraka yi1 hi nhlamulo.**
- **U nga nyiki maraka loko ku ri na tinhlamulo to tlula yin'we leti hlawuriweke.**

| No. | Expected answer | Level of understanding or error analysis | | Cognitive level | Level of difficulty | Grade level |
|-----|-----------------|--|---|-----------------|---------------------|-------------|
| 2. | A 6 | 1 | U hlanganisile tinomboro tinhharhu to sungula ntsena. | R | E | 1 |
| | B 4 | 1 | U hlanganisile tinomboro timbirhi to sungula ntsena. | | | |
| | C 2 | 1 | U ehlekatile onge i patironi ya tinomboro. | | | |
| | D 8 ✓ | 4 | Nhlamulo leyi nga yona. | | | |
| 3. | A 250 | 2 | U andzisile 50 hi 5. | R | E | 2 |
| | B 505 | 1 | U kopile 50 na 5. | | | |

| No. | | Expected answer | Level of understanding or error analysis | | Cognitive level | Level of difficulty | Grade level |
|-----|---|---|--|---|-----------------|---------------------|-------------|
| | C | 10 | 2 | U avanyisile 50 hi 5. | | | |
| | D | 55✓ | 4 | Nhlamulo leyi nga yona. | | | |
| 4. | A | 34✓ | 4 | Nhlamulo leyi nga yona. | R | M | 2 |
| | B | 29 | 2 | U hlanganisile ntsena tinomboro timbirhi. | | | |
| | C | 43 | 1 | U hundzuluxile tidijiti. | | | |
| | D | 3 | 1 | U honisile mintsengo a lemuka ntsena tinxaka ta mihandzu. | | | |
| 5. | A | 100, 105, 110, 115 | 1 | U hlayerile hi va5. | K | E | 3 |
| | B | 130, 120, 110, 100 | 3 | U hlayerile ku ya endzhaku hi va10 | | | |
| | C | 100, 110, 120, 130 ✓ | 4 | Nhlamulo leyi nga yona | | | |
| | D | 110, 120, 130, 140 | 3 | U hlayerile hi va10 ku suka eka 110 | | | |
| 6. | A | 60098 | 1 | A nga twisisi nchumu hi nkoka wa vundhawu. | K | M | 3 |
| | B | 6098 | 1 | A nga twisisi nchumu hi nkoka wa vundhawu. | | | |
| | C | 968 | 2 | U hlanganiserile 6 wa madzanana 9 wavukhume. | | | |
| | D | 698 ✓ | 4 | Nhlamulo leyi nga yona. | | | |
| 7. | A |  | 1 | U hlanganiserile tikotara tinharu na tikotara timbirhi. | K | M | 3 |
| | B |  | 2 | U lo hlaya ntsena rito 'kotara' kutani a yi lemuka. | | | |
| | C |  | 4 | Nhlamulo leyi nga yona. | | | |

| No. | | Expected answer | Level of understanding or error analysis | | Cognitive level | Level of difficulty | Grade level |
|-----|---|-----------------|--|--|-----------------|---------------------|-------------|
| | D | [Redacted] | 1 | A nga swi koti ku avanyisa hi tifurakixini. | | | |
| 8. | A | 136 | 1 | U susile ntsena madzana. | R | E | 3 |
| | B | 100 ✓ | 4 | Nhlamulo leyi nga yona. | | | |
| | C | 172 | 1 | U susile madzana kutani a hlanganisa vukhume na tiyuniti/vun'we. | | | |
| | D | 472 | 2 | U hlanganisile ematshan'wini yo susa. | | | |
| 9. | A | — | 1 | U vhumbile naswona a nga na byona vutivi bya ku avanyisa. | P | M | 3 |
| | B | ✗ | 1 | U vhumbile naswona a nga na byona vutivi bya ku avanyisa. | | | |
| | C | + | 1 | U vhumbile naswona a nga na byona vutivi bya ku avanyisa. | | | |
| | D | ÷ ✓ | 4 | Nhlamulo leyi nga yona. | | | |
| 9. | A | Δ○□✓ | 4 | Nhlamulo leyi nga yona. | K | E | 2 |
| | B | ○Δ□ | 1 | A nga lemuki nxaxamelo lowu wu nga wona. | | | |
| | C | □Δ○ | 1 | A nga lemuki nxaxamelo lowu wu nga wona. | | | |
| | D | Δ□○ | 1 | A nga lemuki nxaxamelo lowu wu nga wona. | | | |
| 10. | A | 10; 11 | 1 | U hlaverile hi va1 kutani a honisa tinomboro timbirhi to hetelela. | K | M | 3 |
| | B | 8; 10 | 2 | U hlaverile hi va2 kutani a nga lemuki patironi. | | | |
| | C | 4; 8 ✓ | 4 | Nhlamulo leyi nga yona. | | | |

| No. | | Expected answer | Level of understanding or error analysis | | Cognitive level | Level of difficulty | Grade level |
|-----|---|---|--|--|-----------------|---------------------|-------------|
| | D | 6; 9 | 1 | U hlayerile hi va3 kutani a nga lemuki patironi. | | | |
| 11. | A | Mhavula | 1 | A nga tivi khonsepe 'khunguluka.' | K | E | 2 |
| | B | Bolo | 1 | A nga tivi khonsepe 'khunguluka.' | | | |
| | C | Thireyi✓ | 4 | Nhlamulo leyi nga yona. | | | |
| | D | Lamula | 1 | A nga tivi khonsepe 'khunguluka.' | | | |
| 12. | A | Yinhlamune | 1 | A nga hambanisi xikwere na khiyubu/khubu. | K | M | 3 |
| | B | Yinhlanharhu | 1 | U hlanganisela swikandza na tikhona. | | | |
| | C | Xikwere | 1 | U hlanganisela swikandzana mindzelekano. | | | |
| | D | Xirhendzevutani✓ | 4 | Nhlamulo leyi nga yona. | | | |
| 13. | A |  | 1 | A nga twisisi nhlamuselo ya 'ku tika ngopfu'. | K | E | 2 |
| | B |  | 1 | A nga twisisi nhlamuselo ya 'ku tika ngopfu' | | | |
| | C |  | 1 | A nga twisisi nhlamuselo ya 'ku tika ngopfu' | | | |
| | D |  ✓ | 4 | Nhlamulo leyi nga yona. | | | |
| 14. | A | 4 wa mavhiki✓ | 4 | Nhlamulo leyi nga yona. | K | M | 3 |

| No. | | Expected answer | Level of understanding or error analysis | | | Cognitive level | Level of difficulty | Grade level |
|-----|---|-----------------|--|---|--|-----------------|---------------------|-------------|
| | B | 3 wa mavhiki | 2 | A nga swi koti ku tirhisa vutivi bya nhlayo ya masiku eka vhiki na/kumbe ku tirhisa oparexini leyi lavekaka | | | | |
| | C | 5 wa mavhiki | 1 | A nga swi koti ku tirhisa vutivi bya nhlayo ya masiku eka vhiki na/kumbe ku tirhisa oparexini leyi lavekaka | | | | |
| | D | 6 wa mavhiki | 1 | A nga swi koti ku tirhisa vutivi bya nhlayo ya masiku eka vhiki na/kumbe ku tirhisa oparexini leyi lavekaka | | | | |
| 15. | A | 3 na hafu | 1 | U hlaverile maapula ya Lizy ntsena. | | P | D | 3 |
| | B | 5 | 1 | U hlaverile maapula ya Jack ntsena. | | | | |
| | C | 8 na hafu | 1 | U hlanganisile maapula ya Jack na ya Lizy | | | | |
| | D | 1 na hafu✓ | 4 | Nhlamulo leyi nga yona. | | | | |

XIYENGE XA B

- Amukela nhlamulo yin'wana na yin'wana leyi nga yona ni loko yi nga katsiwanga eka memorandamu.
- Honisa swihoxo swa mapeletelo.
- Amukela tinhlamulo leti nga vaka hi ririmini rin'wana na rin'wana ra mafundzha, ntsena loko ku ri rito.
- Hafu ya maraka a yi fanelanga ku nyikiwa

| No. | Expected answer | Clarification | Mark | Cognitive level | Level of difficulty | Grade |
|-----|-----------------|---|------|-----------------|---------------------|-------|
| 16. | makumembirhi✓ | Nyika maraka ya vito ra nomboro ntsena. | 1 | K&R | E | 2 |

| No. | Expected answer | Clarification | Mark | Cognitive level | Level of difficulty | Grade |
|-----|--|--|--------|-----------------|---------------------|--------|
| 17. | 50 kumbe 5 wa vakhume ✓ | Nyika maraka ya nkoka wa dijiti ku nga ri ya vundhawu. | 1 | K | E | 3 |
| 18. | 931, 913, 391, 319, 193, 139 ✓ | Nyika maraka loko tinomboro hinkwato ti ri eka ndzandzelelano lowu nga wona. | 1 | R | M | 3 |
| 19. | 24✓ | | 1 | R | D | 3 |
| 20. | a. R1, 35 ✓ b. 160c ✓ | | 1 | R | M | 3 |
| 21. | | Nyika maraka loko mintlulo hinkwayo ya mune yi kombisiwile hi ndlela leyi nga yona. | 1 | R | M | 3 |
| 22. | | Amukela swidirowiwa ha swimbirhi | 1 | R | D | 3 |
| 23. | | Nyika maraka loko hi swinharhu swi ri eka ndzandzelelano lowu nga wona. | 1 | R | E | 3 |
| 24. | hlanganisa na 4 kumbe + 4 kumbe hi engetela 4 kumbe patironi ya va4 kumbe ku hlayela emahlweni hi va4 ✓ | Nyika maraka ya vito ra nomboro ntsena. | 1 | R | M | 3 |
| 25. | a. 7/nkombo✓ b. eximatsini✓ | Nyika maraka ya nkoka wa dijiti ku nga ri ya vundhawu. Nyika maraka loko tinomboro hinkwato ti ri eka ndzandzelelano lowu nga wona. | 1 1 | R K | M M | 3 1 |
| 26. | Hafu ku bile awara ya kaye kumbe 30 wa timinete endzhaku ka awara ya 9 kumbe 30 wa timinete ku nga si ba/ku ya eka awara ya 10.✓ | | 1 | K | M | 3 |

| No. | Expected answer | Clarification | Mark | Cognitive level | Level of difficulty | Grade |
|-----|-----------------|---------------|------|-----------------|---------------------|-------|
| 27. | ximanga✓ | | 1 | R | M | 2 |

XIYENGE XA C

- Lexi i xiletelo xa mamakelo. Laha u kumaka leswaku vadyondzi va tirhisile tindlela to hambana kambe ti ri tindlela ta ximatematiki ku ololoxa swiphigo, va fanele ku nyikiwa maraka.
- Matirhiselo ya xiletelo lexi xa mamakelo (timemorandum) ya lava ku fikelerisa leswaku mamakelo ya nyika mbuyelo lowu hetisekeke, lowu nga cinciki, lowu nga wona, lowu tshembhekeke eka vadyondzi.

| No. | Expected answer | Clarification | Mark | Cognitive level | Level of difficulty | Grade |
|-----|---|---|------|-----------------|---------------------|-------|
| 28. | Ntsengo wa Azwi = $3 \times R32$ = $R30+R30+R30+R2+R2+R2$ ✓ = $R90+ R6$ = $R96$ ✓ | | 2 | P | D | 3 |
| 29. | Nhlayo ya vana = $490 \div 2$ = $(400 + 80 + 10) \div 2$ ✓ = $200 + 40 + 5$ = 245 ✓ | <ul style="list-style-type: none"> Maraka yi1 eka maendlelo man'wana na man'wana lawa ya nga wona. Minkhakhuleto hinkwayo yi fanele ku va yi kombisiwile. | 2 | C | D | 4 |
| 30. | $7:15 - 5:00$ ✓ = $2h:15$ wa timinete ✓ kumbe 2 na kotara ya tiawara ✓ ✓ | | 2 | C | M | 3 |
| 31. | Nhlayo ya tigiramu = $700g - 360g$ ✓ = $340g$ ✓ | | 2 | C | D | 3 |
| 32. | Vulehi hi tititara = $48 \div 4$ ✓ = $(40 + 8) \div 4$ = $10 + 2$ = $12m$ ✓ | | 2 | C | D | 3 |

XITSONGA HOME LANGUAGE

DIAGNOSTIC QUESTIONS & MEMO



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

DIAGNOSTIC TEST ITEMS XITSONGA RIRIMI RA LE KAYA: GRADE 3

Swiletelo eka mudyondzisi:

1. Swikambelwana leswi swi kongomisiwile eka ku tirhisiwa tani hi xitirhisiwa xo kambela xiphiqho/xirhalanganyi.
2. Hlaya swiletelo swa mudyondzisi u nga si tirhisa swikambelwana.
3. U nga tsarisa swikambelwana ku ya hi swiyenge/swivutiso.
4. U nga tlhela u ava swivutiso eka swiyenge/swivutiso ku ya hi vuswikoti, xiymo xa ntikelo na tigiredi.
5. Mahlawulele ya swiyenge kumbe swivutiso swi ta ya hi xikongomelo xa leswi u lavaka ku kambela swona. Xik. U nga lava ku kambela loko vadyondzi va tlilasi ya wena ya ka Giredi 3 va ri na vuswikoti bya ka Giredi 1 na 2 byo hlaya ni bya mimpfumawulo. Hikokwalaho u nga hlawula migingiriko hinkwayo ya ka Giredi 1 na 2 kusuka eka xivutiso xa 1. Leswi ku nga va masungulo ya makambelelo lama nga endliwaka eku sunguleni ka lembe. U nga kunguhata tidyondzo ta vadyondzi va ka Giredi 3 ku ya hi vuxokoxoko lebyi u byi kumeke eka masungulo ya makambelele. U nga hlawula swivutiso ku ya hi swiphemu swa XIPHOKHAMA na xikongomelo xa makambelele ya wena.

Tekela enhlokweni leswaku mfungho lowu nga ehenhla ka xivutiso xin`wana na xin`wana, tani hi leswi swi kombisiweke laha hansi, wu nyika mahumngu lama landzelaka: muxaka wa tsalwa, swiphemu, vundzeni/nongoti kumbe vuswikoti, xiymo xa giredi leyi xivutiso xi nga ringanel a yona, xiymo xa ntikelo na kotara (leyi vundzeni/nongoti kumbe vuswikoti swi dyondzisiwaka eka yona.) xik:

| | | | | | |
|--------------------|----------|----------------------------|--------|------------------|--------|
| Muxaka wa ndzimana | Swiphemu | Vundzeni/Nongoti/vuswikoti | Giredi | Xiymo xa ntikelo | Kotara |
|--------------------|----------|----------------------------|--------|------------------|--------|

| | | | | | |
|--------------------|--------------------------|-------------------------|----|---|---|
| Tsala ra ndzungulo | Ku hlaya ni mimpfumawulo | Swimunuhatwa eka xitori | G1 | E | 2 |
|--------------------|--------------------------|-------------------------|----|---|---|

Ku tsariwile hi ndlela leyi ehenhla ka xivutiso xin`wana na xin`wana.

| | | | | | |
|--------------------|--------------------------|-------------------------|----|---|---|
| Tsala ra ndzungulo | Ku hlaya ni mimpfumawulo | Swimunuhatwa eka xitori | G1 | E | 2 |
|--------------------|--------------------------|-------------------------|----|---|---|

Xivutiso xa N`we

Hlaya xitori lexi nga laha hansi kutani u hlamula swivutiso.

NDZIMANA YA t XITORI

Siku rin`wana chela ra nomo wo anama a ri karhi ri tlulatlula epatwini. Ri vona ximanga xi karhi xi orha masana etlhelo ka patu. Chela ri rila hi rito lerikulu ku endlela leswaku Ximanga xi pfuka. Ri vutisa Ximanga leswi xi dyaka swona. Ximanga xi n`awula xi ku, "Ndzi dya hlampfi," kutani xi famba xi ya etlela. Chela ri ku, "Mmm! A hi ku nandziha ka yona." Kutani ri tlulatlula ri ya emahlweni.

Endzhaku ka nkarhinyana, Chela ri hlangana na Mbyana ya mavalavala yi ri na Ximbyanyana. Chela ri vutisa Mbyana leswi yi dyaka swona. Mbyana yi vukula yi ku, "Ndzi dya nyama". Chela ri rila ri ku, "Mmm! Ku nandziha ka nyama!" Ri tlulatlula epatwini ri ya emahlweni.

Ri landzela hi ku vona homu leyi a yi twa ndlala, yi ri na xirhodyana swi karhi swi dya byanyi. Chela ri rila hi rito lerikulu, ri vutisa Homu leswi yi dyaka swona. "A wu swi voni leswaku ndzi dya banyi"? Homu yi bonga. Chela ri rila nakambe, "Mmm! A hi ku nandziha ka byona," kutani ri tlulatlula epatwini ri ya emahlweni.

Endzhaku ka swona, Chela ri vona Nyoka yi titsondzerile exikarhi ka patu. Ri rila hi rito lerikulu, ri vutisa Nyoka leswi yi dyaka swona. Nyoka yi ku yi dya machela, kambe yi tsakela chela leri nga na nomo wo anama wo fana na wa rona. Chela ri cema hi rito leri tlakukeke swinene, "Yhil i mhaka yo biha yaleyo, kutani ri tlulatlula hi ku hatlisa ri tlhelela ekaya.

[Xi tekeleriwe eka xitori xa "The Wide-Mouth Frog"]

Xikambelontwisiso

| | | | | | |
|--------------------|----------|----------------------------|--------|-------------------|--------|
| Muxaka wa ndzimana | Swiphemu | Vundzeni/Nongoti/vuswikoti | Giredi | Xiyimo xa ntikelo | Kotara |
|--------------------|----------|----------------------------|--------|-------------------|--------|

| | | | | | |
|--------------------|--------------------------|-------------------------|----|---|---|
| Tsala ra ndzungulo | Ku hlaya ni mimpfumawulo | Swimunuhatwa eka xitori | G1 | E | 2 |
|--------------------|--------------------------|-------------------------|----|---|---|

1. I mani ximunuhatwankulu eka xitori?

Ximunuhatwankulu eka xitori i ...

- A ximbyanyana.
- B nyoka.
- C chela.
- D nhonganji.

| | | | | | |
|---------------------|--------------------------|-------------------------|----|---|---|
| Tsalwa ra ndzungulo | Ku hlaya ni mimpfumawulo | Swimunuhatwa eka xitori | G2 | E | 2 |
|---------------------|--------------------------|-------------------------|----|---|---|

2. Longoloxa swimunuhatwa leswi vulavulaka eka xitori.

- A Chela, Ximanga, Mbyana, Homu, Nyoka
- B Chela, Ximanga, Mbyana, Homu, Hlampfi
- C Nyimpfu, Mbuti, Xirhodyana, Musa, Ximanga
- D Chela, Ximanga, Homu, Nyoka, Ximbyanyana

| | | | | | |
|------------------------|-----------------------------|-----------------------------------|----|---|---|
| Tsalwa ra ndzungulo | Ku hlaya ni mimpfumawulo | Hlamusela ximunuhatwan kulu | G3 | M | 1 |
|------------------------|-----------------------------|-----------------------------------|----|---|---|

3. Chela leri a ri tlulatlula epatwini a ri ...

- A ri na nomo wo anama.
- B twa ndlala.
- C ri ra rihlaza.
- D ri xichelana

| | | | | | |
|------------------------|-----------------------------|--------------------|----|---|---|
| Tsalwa ra ndzungulo | Ku hlaya ni mimpfumawulo | Ndzandzelelan o | G2 | M | 2 |
|------------------------|-----------------------------|--------------------|----|---|---|

4. Hi swihi leswi nga humeleta eku heteleleni eka xitori?

- A Chela ri tlulatlurile hi ku hatlisa ri ya ekaya.
- B Chela ri vonile homu na xirhodyana swi karhi swi dya byanyi.
- C Chela ri hlanganile na nyoka.
- D Chela ri yile eku khideni.

| | | | | | |
|------------------------|-----------------------------|----------------|----|---|---|
| Tsalwa ra ndzungulo | Ku hlaya ni mimpfumawulo | Ndzandzelelano | G3 | D | 2 |
|------------------------|-----------------------------|----------------|----|---|---|

5. Tsala ndzandzelelano wa leswi timhaka ti nga humelerisa xiswona eka xitori.

Longoloxa timhaka kusuka eka 1-4.

| | |
|--|--|
| Nyoka yi ba noti yi ku yi dya machela. | |
| Ximanga xi n`awula xi ku xi dya hlampfi. | |
| Homu yi bonga yi ku yi dya byanyi. | |
| Mbyana yi vukula yi ku yi dya nyama. | |

| | | | | | |
|------------------------|-----------------------------|------------------------------------|----|---|---|
| Tsalwa ra ndzungulo | Ku hlaya ni mimpfumawulo | Xivutiso xa xiyimo xa le henhla | G3 | M | 2 |
|------------------------|-----------------------------|------------------------------------|----|---|---|

6. Hikokwalaho ka yini Chela ri cemile hi rito leri tlakukeke loko Nyoka yi ku yi
dya machela?

Chela ri cemile hi rito leri tlakukeke hikuva ...

- A a ri chava Nyoka.
- B a ri lava swakudya swa Nyoka.
- C nkolo wa rona a wu vava.
- D a ri tsakile.

| | | | | | |
|------------------------|-----------------------------|------------------|----|---|---|
| Tsalwa ra ndzungulo | Ku hlaya ni mimpfumawulo | Lemuka ndhawu | G3 | E | 2 |
|------------------------|-----------------------------|------------------|----|---|---|

7. Xana xitori xi humelerile kwihi?

- A Epatwini.
- B Epurasini.
- C Evhengeleni ra swifuwana.
- D Kusuhi na damu.

| | | | | | |
|------------------------|-----------------------------|-------------------|----|---|---|
| Tsalwa ra ndzungulo | Ku hlaya ni mimpfumawulo | Nyika mavonele | G3 | M | 3 |
|------------------------|-----------------------------|-------------------|----|---|---|

8. Xana a ku ta va ku humelerile yini loko Nyoka na Chela a swi lo va
vaghana?

- A A swi nga ta dya byanyi swin`we.
- B Nyoka a yi nga ta rila ku fana na Chela.
- C A swi nga ta khida swin`we.
- D Nyoka a yi nga ta dya Chela

| | | | | | |
|------------------------|-----------------------------|-------------------|----|---|---|
| Tsalwa ra ndzungulo | Ku hlaya ni mimpfumawulo | Nyika mavonele | G3 | D | 4 |
|------------------------|-----------------------------|-------------------|----|---|---|

9. Xana u ehleketa leswaku hikokwalaho ka yini Chela ri tlulatlurile ri ya ekaya hi ku hatlisa?

Chela ri tlulatlurile ri ya ekaya hi ku hatlisa hikuva a ri ...

- A lava ku hlula eka mphikizano.
- B chava leswaku Nyoka yi ta ri dya.
- C hetile ku vulavula na Nyoka.
- D nga lavi ku hlwela

| | | | | | |
|------------------------|-----------------------------|-----------------------------|----|---|---|
| Tsalwa ra ndzungulo | Ku hlaya ni mimpfumawulo | Xivangelo na xitandzhaku | G4 | D | 4 |
|------------------------|-----------------------------|-----------------------------|----|---|---|

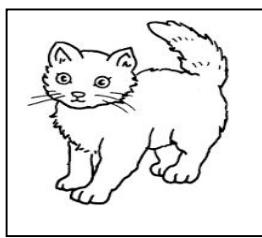
10. Xana u vona onge a ku ta va ku humelele yini loko Chela a ri nga tsutsumanga ri tlhelela ekaya?

- A Swiharhi ingi swi nga vanga kona.
- B Chela a ri ta va ri tlulatlurile epatwini.
- C Chela a ri ta va ri nga hlangananga na swiharhi.
- D Chela a ri nga ta kota ku tlulatlula.

| | | | | | |
|------------------------|-----------------------------|------------------------------------|----|---|---|
| Tsalwa ra ndzungulo | Ku hlaya ni mimpfumawulo | Lemuka mpfumawulo wo sungula | G1 | E | 1 |
|------------------------|-----------------------------|------------------------------------|----|---|---|

11. Languta xifaniso. Mpfumawulo wo sungula wa xifaniso i ...

- A x
- B s
- C b
- D a

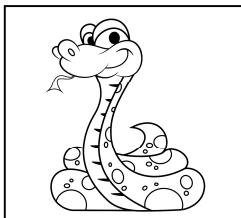


| | | | | | |
|------------------------|-----------------------------|--|----|---|---|
| Tsalwa ra ndzungulo | Ku hlaya ni mimpfumawulo | Switatisi swa mimpfumawulo ya maletere mambirhi. | G1 | E | 3 |
|------------------------|-----------------------------|--|----|---|---|

12. Languta xifaniso. Hlawula mpfumawulo lowu kayivelaka.

Xifanoso lexi I xa ... oka.

- A nh
- B nk
- C ny
- D ng



| | | | | | |
|------------------------|-----------------------------|---|----|---|---|
| Tsalwa ra ndzungulo | Ku hlaya ni mimpfumawulo | Marito lama nga na mpfumawulo yo yelana | G2 | M | 1 |
|------------------------|-----------------------------|---|----|---|---|

13. Hlawula rito leri nga na mpfumawulo wo yelana na ximanga.

- A timongo
- B timanga
- C timbanga
- D malanga

| | | | | | |
|------------------------|-----------------------------|---|----|---|---|
| Tsalwa ra ndzungulo | Ku hlaya ni mimpfumawulo | Marito lama nga na mimpfumawulo yo yelana | G3 | D | 1 |
|------------------------|-----------------------------|---|----|---|---|

14. Hlawula rito leri nga ri ki na mpfumawulo wo yelana na rito 'rla'

- A rima
- B tima
- C yiva
- D teka

| | | | | | |
|------------------------|-----------------------------|----------|----|---|---|
| Tsalwa ra ndzungulo | Ku hlaya ni mimpfumawulo | Homonimi | G3 | D | 3 |
|------------------------|-----------------------------|----------|----|---|---|

15. Homonimi i rito leri vuriwaka na ku peletiwa ku fana kambe ri va na nhlamuselo yo hambana.

Chela ri vona mbyana ya mavalavala.

Vumba xivulwa xin`wana hi rito chela ku komba ku hambana ka nhlamuselo ya rona.

| | | | | | |
|------------------------|-----------------------------|--|----|---|---|
| Tsalwa ra ndzungulo | Ku hlaya ni mimpfumawulo | switwari leswi fambaka hi swimbirhi | G3 | E | 1 |
|------------------------|-----------------------------|--|----|---|---|

16. Hlawula rito leri nga rona.

Manana i ...exibedlhele

- A muaki
- B muongori
- C muakelani
- D muavanyisi



| | | | | | |
|------------------------|-----------------------------|--|----|---|---|
| Tsalwa ra ndzungulo | Ku hlaya ni mimpfumawulo | Lemuka switwari leswi fambaka swi ri swimbirhi | G3 | M | 1 |
|------------------------|-----------------------------|--|----|---|---|

17. Hlawula rito leri nga rona.

Chela ri hlamula nyoka ri ku yh...! i mhaka yo biha yaleyo.

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

| | | | | | |
|------------------------|-----------------------------|--|----|---|---|
| Tsalwa ra ndzungulo | Ku hlaya ni mimpfumawulo | Lemuka switatisi leswi fambaka swi ri swimbirhi | G3 | M | 1 |
|------------------------|-----------------------------|--|----|---|---|

18. Homu yi dya a ...anyi

- A by
- B nh
- C ny
- D dy

| | | | | | |
|------------------------|-----------------------------|---------------|----|---|---|
| Tsalwa ra ndzungulo | Ku hlaya ni mimpfumawulo | peleta marito | G3 | E | 3 |
|------------------------|-----------------------------|---------------|----|---|---|

19. Hlawula rito leri nga peletiwa hi ndlela leyinene.

Chela ri hlanganile na Homu na ...

- A Xirhodyana
- B Xirhodyan
- C Shirhodyana
- D xirodyana

| | | | | | |
|------------------------|-----------------------------|---|----|---|---|
| Tsalwa ra ndzungulo | Ku hlaya ni mimpfumawulo | switatisi hi swimbirhimbirhi eritweni | G3 | M | 1 |
|------------------------|-----------------------------|---|----|---|---|

20. Hetisa xivulwa ...

Ximanga xi dya hla...i

- A pf
- B ph
- C mpf
- D mpfh

| | | | | | |
|------------------------|----------|--------------|----|---|---|
| Tsalwa ra ndzungulo | Ku tsala | Mahikahatelo | G1 | E | 4 |
|------------------------|----------|--------------|----|---|---|

21. Hlawula xivulwa lexi nga hikahatiwa hi mfanelo.

- A a tlulatlula epatwini
- B A tlulatlula epatwini
- C a tlulatlula Epatwini.
- D A tlulatlula epatwini.

| | | | | | |
|------------------------|----------|--------------|----|---|---|
| Tsalwa ra ndzungulo | Ku tsala | Mahikahatelo | G2 | E | 3 |
|------------------------|----------|--------------|----|---|---|

22. Hlawula xivulwa lexi nga hikahatiwa hi mfanelo.

- A u dya yini
- B U dya yini.
- C U dya yini?
- D u dya yini?

| | | | | | |
|------------------------|----------|--------------|----|---|---|
| Tsalwa ra ndzungulo | Ku tsala | Mahikahatelo | G3 | M | 1 |
|------------------------|----------|--------------|----|---|---|

23. Hlawula xivulwa lexi nga hikahatiwa hi mfanelo.

- A Ina, swi sasekile swinene!
- B ina swi sasekile swinene.
- C Ina swi sasekile swinene
- D ina swi sasekile swinene!

| | | | | | |
|------------------------|----------|--------------|----|---|---|
| Tsalwa ra ndzungulo | Ku tsala | Mahikahatelo | G4 | D | 1 |
|------------------------|----------|--------------|----|---|---|

24 Hlawula xivulwa lexi nga hikahatiwa hi mfanelo.

- A nyoka yi ku Ndzi tsakela ku dya machela
- B Nyoka yi ku, Ndzi tsakela ku dya machela.
- C Nyoka yi ku, “Ndzi tsakela ku dya machela.”
- D Nyoka yi ku “Ndzi tsakela ku dya machela”

| | | | | | |
|------------------------|----------|-----------------------------------|----|---|---|
| Tsalwa ra ndzungulo | Ku tsala | Swihluvi swa mbulavulo, riviti | G2 | M | 3 |
|------------------------|----------|-----------------------------------|----|---|---|

25. Xana i xihluvi muni xa mbulavulo xa rito leri khwatihiatiweke eka xivulwa?

U vonile ximanga xi orha masana.

- A risivi
- B riengeteri
- C riviti
- D riendli

| | | | | | |
|------------------------|----------|-------------------------------|----|---|---|
| Tsalwa ra ndzungulo | Ku tsala | Xitwananisi xa nhlokomhaka | G4 | M | 2 |
|------------------------|----------|-------------------------------|----|---|---|

26. Hi xihi xivulwa lexi nga xona?

Nyoka yi dya machela kambe tinyoka ... dya machela.

- A ti dya machela.
- B xi dya machela.
- C va dya machela.
- D swi dya machela.

| | | | | | |
|------------------------|----------|----------------|----|---|---|
| Tsalwa ra ndzungulo | Ku tsala | Lemuka maendli | G3 | E | 2 |
|------------------------|----------|----------------|----|---|---|

27. Hi rihi rito leri nga riendli eka xivulwa?

Chela ri cema hi rito ra lehenhla.

- A cema
- B rito
- C vulavula
- D chela

| | | | | | |
|------------------------|----------|----------|----|---|---|
| Tsalwa ra ndzungulo | Ku tsala | Vunyingi | G3 | D | 4 |
|------------------------|----------|----------|----|---|---|

28. Hlawula rito leri nga rona.

Ximbyanyana xin`we, kambe ... swimbirhi.

- A swimbyanyanana
- B swimbyanyana
- C swimbyana
- D swivanana

| | | | | | |
|------------------------|----------|------------|----|---|---|
| Tsalwa ra ndzungulo | Ku tsala | Maengeteri | G3 | E | 4 |
|------------------------|----------|------------|----|---|---|

29. Hlawula riengerteri eka xivulwa?

Chela ri cema hi rito leri tlakukeke swinene.

- A chela
- B tlakukeke
- C swinene
- D ngopfu

| | | | | | |
|------------------------|----------|-----------|----|---|---|
| Tsalwa ra ndzungulo | Ku tsala | Mahlawuri | G3 | M | 2 |
|------------------------|----------|-----------|----|---|---|

30. Hi rihi rihlawuri eka xivulwa?

Chela ri rila hi rito lerikulu.

- A rila
- B rito
- C chela
- D lerikulu

| | | | | | |
|------------------------|----------|---------------------------|----|---|---|
| Tsalwa ra ndzungulo | Ku tsala | Nkarhi lowu nga hundza | G3 | E | 1 |
|------------------------|----------|---------------------------|----|---|---|

31. Hetisa xivulwa.

Tolo timbyana ti ...

- A dya nyama
- B ta dya nyama
- C dyile nyama
- D le ku dyeni nyama

Xivutiso xa Mbirhi

Languta girafu leyi nga laha hansi kutani u hlamula swivutiso.

NDZIMANA YA 2: GIRAFU

Vhengele ra Masana ra swiluva

Nxaviso wa vhiki

| Nomboro ya swiluva | 8 | | | | |
|--------------------|------------------|---|---|--|---|
| | 7 | | | |  |
| | 6 | | | |  |
| | 5 | | | |  |
| | 4 |  | |  |  |
| | 3 |  |  |  |  |
| | 2 |  |  |  |  |
| | 1 |  |  |  |  |
| | Musumbhu nuku | Ravumbirhi | Ravunharhu | Ravumune | ravuntha nu |

Masiku ya vhiki

[Original source DBE]

| | | | | | |
|--------|-----------------------------|--------------------------------------|----|---|---|
| Girafu | Ku hlaya na mimpfumawulo | Humesa mahungu yo huma eka girafu | G1 | E | 4 |
|--------|-----------------------------|--------------------------------------|----|---|---|

1. Xana Masana a xavisa yini?

- A swiluva
- B marhavi
- C matluka
- D mirhi

| | | | | | |
|--------|-----------------------------|------------------------------------|----|---|---|
| Girafu | Ku hlaya na mimpfumawulo | Xopaxopa na ku fananisa mahungu | G2 | E | 3 |
|--------|-----------------------------|------------------------------------|----|---|---|

2. Hi rihi siku leri Masana a nga xavisa swiluva swinharhu?

- A Ravunharhu
- B ku hela ka vhiki
- C Musumbhunuku
- D Sonto

| | | | | | |
|--------|-----------------------------|------------------------------------|----|---|---|
| Girafu | Ku hlaya na mimpfumawulo | Xopaxopa na ku fananisa mahungu | G3 | E | 1 |
|--------|-----------------------------|------------------------------------|----|---|---|

3. Xana swiluva leswi Masana a nga swi xavisa hi Ravumbirhi na
Ravuntlhanu i swingani loko swi katsanile?

- A makumembirhi
- B khumen`we
- C nkombo
- D ziro

| | | | | | |
|--------|-----------------------------|------------------------------------|----|---|---|
| Girafu | Ku hlaya na mimpfumawulo | Xopaxopa na ku fananisa mahungu | G3 | M | 2 |
|--------|-----------------------------|------------------------------------|----|---|---|

4. Hi rihi siku leri Masana a nga xavisa swiluva swo tala?

- A Ravumbirhi
- B Muqhivela
- C Musumbhunuku
- D Ravuntlhanu

| | | | | | |
|--------|-----------------------------|------------------------------------|----|---|--|
| Girafu | Ku hlaya na mimpfumawulo | Xopaxopa na ku fananisa mahungu | G3 | E | |
|--------|-----------------------------|------------------------------------|----|---|--|

5. Hi rihi siku leri Masana a nga xavisa nhlayo leyintsongo ya swiluva?

- A Ravunharhu
- B Musumbhunuku
- C Mhawuri
- D Ravuntlhanu

| | | | | | |
|--------|-----------------------------|------------------------------------|----|---|---|
| Girafu | Ku hlaya na mimpfumawulo | Xopaxopa na ku fananisa mahungu | G4 | D | 1 |
|--------|-----------------------------|------------------------------------|----|---|---|

6. Xana Masana a fanele ku xavisa swiluva swingani hi Musumbhunuku ku endlela leswaku swi ringana na leswi a nga swi xavisa hi Ravunharhu?

- A Swinharhu
- B Ntlhanu
- C N'weti
- D N`we

| | | | | | |
|--------|-----------------------------|----------------|----|---|---|
| Girafu | Ku hlaya na mimpfumawulo | Nyika mavonele | G3 | M | 4 |
|--------|-----------------------------|----------------|----|---|---|

7. Xana u ehleketa leswaku hikokwalaho ka yini Masana a xavisile swiluva swo tala hi Ravuntlhanu ku tlula hi Musumbhunuku?

- A Vanhu va xava swiluva swo tala hi Ravuntlhanu hikuva i ku hela ka vhiki.
- B Swiluva swa durha.
- C Swiluva a swi nuheli kahle.
- D Tinyoxi ti endla vulombe

| | | | | | |
|--------|-----------------------------|-------------------------------------|----|---|---|
| Girafu | Ku hlaya na mimpfumawulo | Xopaxopa na ku fananisa mahungu. | G3 | M | 3 |
|--------|-----------------------------|-------------------------------------|----|---|---|

8. I masiku wahi mambirhi lawa Masana anga xavisa nhlayo yo ringana ya swiluva.

- A Nyenyenyani na Dzivamisoko.
- B Ravumbirhi na Ravunharhu
- C Ravumbirhi na Ravumune.
- D Muqhivela na Sonto.

| | | | | | |
|--------|-----------------------------|-------------------------------------|----|---|---|
| Girafu | Ku hlaya na mimpfumawulo | Xopaxopa na ku fananisa mahungu. | G3 | M | 4 |
|--------|-----------------------------|-------------------------------------|----|---|---|

9. Xana Masana u fanele ku xavisa swiluva swingani hi Ravunharhu leswaku swi ta ringana na leswi a nga swi xavisa hi Ravuntlhanu?

- A mune
- B mbirhi
- C muni
- D mhune

| | | | | | |
|--------|-----------------------------|----------------|----|---|---|
| Girafu | Ku hlaya na mimpfumawulo | Nyika mavonelo | G3 | D | 4 |
|--------|-----------------------------|----------------|----|---|---|

10. Xana u ehleketa leswaku Masana a nga endla yini ku tlakusa nxaviso wa swiluva hi Musumbhunuku ?

Masana a nga ...

- A hunguta ku tshama a karhi a cheleta
- B cinca vito ra vhengele ra yena
- C endla nchipiso
- D thola mupfuni

Xivutiso xa Nharhu

Languta phositara leyi nga laha hansi kutani u hlamula swivutiso.

NDZIMANA YA 3: PHOSITARA

Landzelela milawu

1. Nghena u miyerile
2. Ti lulamisele ku dyondza
3. Yimisa voko loko u lava ku vulavula
4. Tikarhati
5. Endla vunghana

[Original source www.teacherspayteachers.com 29.07.2016]

| | | | | | |
|-----------|--------------------------|-------------------|----|---|---|
| Phositara | Ku hlaya na mimpfumawulo | Hlamusela mahungu | G3 | E | 4 |
|-----------|--------------------------|-------------------|----|---|---|

1. Xana nawu wa vumune wu ri yini?

- A Ti lulamisele ku dyondza.
- B Rhwalela thyaka.
- C Tikarhati
- D Pfuna van'wana.

| | | | | | |
|-----------|-----------------------------|----------------------|----|---|---|
| Phositara | Ku hlaya na mimpfumawulo | Hlamusela mahungu | G2 | E | 3 |
|-----------|-----------------------------|----------------------|----|---|---|

2. Xana i nawu wihi lowu nga emahlweni ka ‘Ti lulamisele ku dyondza’?

- A Nghena u miyerile.
- B Yimisa voko loko u lava ku vulavula
- C Boha tintambhu ta tintanghu ta wena.
- D Nghena hi ku hatlisa

| | | | | | |
|------------|------------------------------|-------------------|----|---|---|
| Phositara. | Ku hlaya na mimpfumawulo. | Xopaxopa mahungu. | G3 | M | 4 |
|------------|------------------------------|-------------------|----|---|---|

3. Xana phositara yi vulavula hi yini?

Phositara yi vulavula hi ...

- A xikolo.
- B tafula ra nkarhi.
- C bodlhela.
- D milawu.

| | | | | | |
|-----------|-----------------------------|---------------------|----|---|---|
| Phositara | Ku hlaya na mimpfumawulo | Xopaxopa mahungu | G3 | M | 4 |
|-----------|-----------------------------|---------------------|----|---|---|

4. Hi kwihi laha u nga tirhisaka phositara leyi?

Phositara leyi yi nga tirhisiwa e ...

- A kamarini ya vadyondzisi.
- B tlilasini.
- C ndlwini.
- D vhengeleni.

| | | | | | |
|-----------|----------|--------|----|---|---|
| Phositara | Ku tsala | Maviti | G1 | E | 3 |
|-----------|----------|--------|----|---|---|

5. Xana hi rihi riviti eka xivulwa lexi landzelaka?

Vana munghana lonene.

- A vana
- B nala
- C munghana
- D lonene

| | | | | | |
|-----------|----------|----------|----|---|---|
| Phositara | Ku tsala | Vunyingi | G1 | M | 4 |
|-----------|----------|----------|----|---|---|

6. Hlawula rito leri nga rona ku hetisa xivulwa.

Vana va fanele ku yimisa ... va nga si vulavula.

- A mavito
- B mavoko
- C voko
- D vika

| | | | | | |
|-----------|----------|------------|----|---|---|
| Phositara | Ku tsala | Riengeteri | G1 | M | 4 |
|-----------|----------|------------|----|---|---|

7. Hlawula riengeteri eka xivulwa?

Masana u fanele ku nghena etlilasini hi ku hatlisa.

- A nghena
- B endzeni
- C Masana
- D hatlisa

| | | | | | |
|-----------|----------|---------------|----|---|---|
| Phositara | Ku tsala | maritofularha | G4 | D | 1 |
|-----------|----------|---------------|----|---|---|

8. Hlawula rito fularha ra rito leri khwatihatiweke.

Huma u miyerile.

- A huma
- B tana
- C famba
- D fika

| | | | | | |
|-----------|----------|-----------|----|---|---|
| Phositara | Ku tsala | Mavizweni | G3 | D | 4 |
|-----------|----------|-----------|----|---|---|

9. Hlawula mavizweni wa rito ‘munghana’.

- A nala
- B nankulorhi
- C tana
- D miyela

| | | | | | |
|-----------|----------|--------------|----|---|---|
| Phositara | Ku tsala | Mahlanganisi | G3 | M | 4 |
|-----------|----------|--------------|----|---|---|

10. Hlawula rito leri nga rona ku hlanganisa swivulwa leswimbirhi.

Hlaya phositara. U landzelela milawu.

- A namarheta
- B mina
- C kutani
- D Kambe

| | | | | | |
|--------------------------|----------|--------------------------------|--------|-----------------------|--------|
| Muxaka wa ndzimana | Swiphemu | vundzeni/nongoti/ vuswikoti | Giredi | Xiyimo xa matikelo | kotara |
| Phositara | Ku tsala | maendli | G3 | E | 2 |

11. Hlawula riendlí eka xivulwa:

Yimisa voko ra wena.

Xivutiso xa Mune

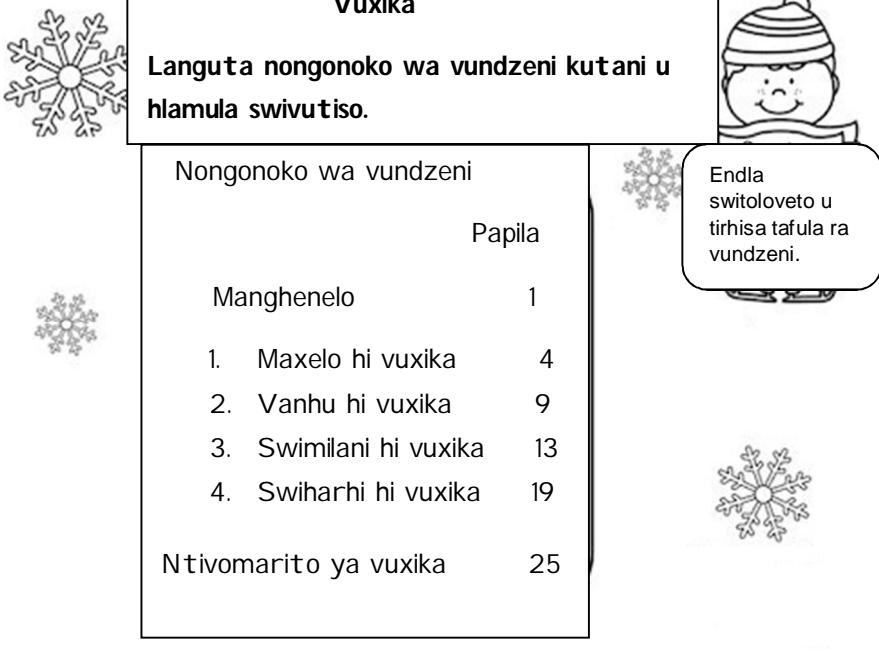
Languta nongonoko wa vundzeni lowu nga laha hansi kutani u hlamula swivutiso.

NDZIMANA YA 4: NONGONOKO WA VUNDZENI

Vuxika

Languta nongonoko wa vundzeni kutani u hlamula swivutiso.

| | | |
|---------------------------------|---|--|
| Nongonoko wa vundzeni Papila | Manghenelo 1 1. Maxelo hi vuxika 4 2. Vanhu hi vuxika 9 3. Swimilani hi vuxika 13 4. Swiharhi hi vuxika 19 Ntivomarito ya vuxika 25 | Endla switoloveto u tirhisa tafula ra vundzeni. |
|---------------------------------|---|--|



[Adapted from www.firstgradealacarte.blogspot.com 29.07.2016]

| | | | | | |
|-----------------------------|-----------------------------|----------------------|----|---|---|
| Nongonoko wa vundzeni | Ku hlaya na mimpfumawulo | Hlamusela mahungu | G1 | E | 4 |
|-----------------------------|-----------------------------|----------------------|----|---|---|

1. Xana vito ra buku leyi i yini?

- A Vanhu hi vuxika
- B Vuxika
- C Maxelo
- D Gwitsi

| | | | | | |
|-----------------------------|-----------------------------|-------------------------|----|---|---|
| Nongonoko wa vundzeni | Ku hlaya na mimpfumawulo | Ku hlamusela mahungu | G2 | E | 3 |
|-----------------------------|-----------------------------|-------------------------|----|---|---|

2 Kavanyisa ka ‘vanhu hi vuxika’ ku landzela hi ...

- A Maxelo hi vuxika
- B Gamboko
- C Swimilani hi vuxika
- D Vaendzi

| | | | | | |
|-----------------------------|-----------------------------|-------------------------|----|---|---|
| Nongonoko wa vundzeni | Ku hlaya na mimpfumawulo | Ku hlamusela mahungu | G2 | M | 3 |
|-----------------------------|-----------------------------|-------------------------|----|---|---|

3. Xana `manghenelo` ya kumeka eka papila rihi?

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

| | | | | | |
|--------------------------|-----------------------------|-------------------------|--|--|--|
| Nongonoko wa vundzeni | Ku hlaya na mimpfumawulo | Ku hlamusela mahungu | | | |
|--------------------------|-----------------------------|-------------------------|--|--|--|

4 Xana kavanyisa ka 1 ku vulavula hi yini?

Kavanyisa ka 1 ku vulavula hi ...

- A maxelo hi vuxika.
- B swiambalo swa mina swa holideyi.
- C manghenelo.
- D mufana.

| | | | | | |
|--------------------------|-----------------------------|---------------------|----|---|---|
| Nongonoko wa vundzeni | Ku hlaya na mimpfumawulo | Xopaxopa mahungu | G3 | M | 4 |
|--------------------------|-----------------------------|---------------------|----|---|---|

5. Xana kavanyisa ka vumune ku vulavula hi yini?

Kavanyisa ka vumune ku vulavula hi ...

- A swiharhi hi vuxika.
- B mpfula hi vuxika.
- C maxelo hi vuxika.
- D mirhi hi vuxika.

| | | | | | |
|--------------------------|-----------------------------|------------------------|----|---|---|
| Nongonoko wa vundzeni | Ku hlaya na mimpfumawulo | Ku xopaxopa mahungu | G3 | M | 4 |
|--------------------------|-----------------------------|------------------------|----|---|---|

6. Xana i mahungu wahi u nga ma hlayaka eka kavanyisa ‘Swiharhi hi vuxika’?

- A Swiharhi
- B Vana
- C Swimilani
- D Mabaj i

| | | | | | |
|--------------------------|-----------------------------|---------------------|----|---|---|
| Nongonoko wa vundzeni | Ku hlaya na mimpfumawulo | Xopaxopa mahungu | G3 | D | 4 |
|--------------------------|-----------------------------|---------------------|----|---|---|

7. Xana u nga hlaya hi yini ku sukela eka papila ra 4-8?

- A Vanhu hi vuxika
- B Tibuku hi vuxika
- C Tafula ra nongonoko
- D Maxelo hi vuxika

| | | | | | |
|--------------------------|-----------------------------|----------------|----|---|---|
| Nongonoko wa vundzeni | Ku hlaya na mimpfumawulo | ndzandzelelano | G3 | M | 2 |
|--------------------------|-----------------------------|----------------|----|---|---|

8. Longoloxa ndzandzelelano wa miavanyiso leyi kumekaka eka nongonoko wa vundzeni
Tsala tinomboro ku sukela eka 1-4.

| | |
|---------------------|--|
| Swiharhi hi vuxika | |
| Vanhу hi vuxika | |
| Swimilani hi vuxika | |
| Maxelo hi vuxika | |

| | | | | | |
|--------------------------|-----------------------------|----------------------|----|---|---|
| Nongonoko wa vundzeni | Ku hlaya na mimpfumawulo | Hlamusela mahungu | G4 | D | 1 |
|--------------------------|-----------------------------|----------------------|----|---|---|

9. Xana ntivomarito ya vuxika ya kumeka eka papila hi rihi?

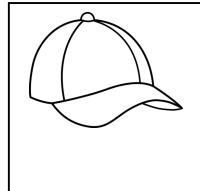
Ntivomarito ya vuxika ya kumeka eka papila ra ...

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

| | | | | | |
|--------------------|--------------------------|--------------------------------------|----|---|---|
| Tafula ra vundzeni | Ku hlaya na mimpfumawulo | Lemuka mpfumawulo wo sungula wa rito | G1 | E | 1 |
|--------------------|--------------------------|--------------------------------------|----|---|---|

10. Languta xifaniso. Xana hi wihi mpfumawulo wo sungula wa xifaniso?

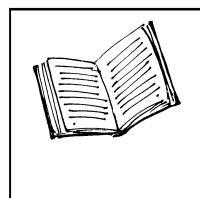
- A h
- B T
- C I
- D k



| | | | | | |
|-----------------------|--------------------------|---|----|---|---|
| Nongonoko wa vundzeni | Ku hlaya na mimpfumawulo | Vutivi bya mimpfumawulo na milawu ya mapeletelo | G1 | E | 3 |
|-----------------------|--------------------------|---|----|---|---|

11. Languta xifaniso. Xana hi wihi mpfumawulo wo sungula wa xifaniso?.

leyi bhuku/buku.



| | | | | | |
|--------------------|--------------------------|---|----|---|---|
| Tafula ra vundzeni | Ku hlaya na mimpfumawulo | Vutivi bya mimpfumawulo na milawu ya mapeletelo | G3 | M | 1 |
|--------------------|--------------------------|---|----|---|---|

12. Hlawula rito leri nga rona ku hetisa xivulwa.

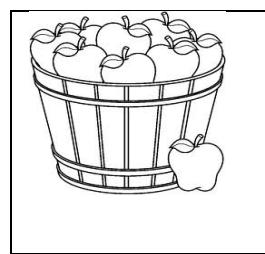
Hi nkarhi wa vuxika ... ya titimela.

- A maxelo
- B Maxaka
- C Maxangu
- D Matsavu

| | | | | | |
|--------------------|--------------------------|---|----|---|---|
| Tafula ra vundzeni | Ku hlaya na mimpfumawulo | Vutivi bya mimpfumawulo na milawu ya mapeletelo | G3 | E | 3 |
|--------------------|--------------------------|---|----|---|---|

13. Languta xivulwa.

Tsala mpfumawulo lowu nga fanel a ku hetisa rito.



Leri i bakiti ra ma ...pula.

| | | | | | |
|--------------------|----------------------------|---|----|---|---|
| Tafula ra vundzeni | Ku hlaya na mimpfumawulo o | Marito lama nga na mpfumawulo wo yelana | G2 | E | 1 |
|--------------------|----------------------------|---|----|---|---|

14. Hlawula rito leri nga na mpfumawulo wo yelana na rito veka

- A Suka
- B Teka
- C Yima
- D Hina

| | | | | | |
|--------------------|----------|------------|----|---|---|
| Tafula ra vundzeni | Ku tsala | Riengeteri | G3 | M | 3 |
|--------------------|----------|------------|----|---|---|

15. Hlawula riengeteri eka xivulwa

Mufana u tsakile swinene.

- A swinene
- B ngopfu
- C mufana
- D yena



| | | | | | |
|--------------------|----------|---------|----|---|---|
| Tafula ra vundzeni | Ku tsala | Maendli | G3 | M | 2 |
|--------------------|----------|---------|----|---|---|

16. Hlawula riendl eka xivulwa lexi.

Vana va ambala swiambalo swo kufumela hi vuxika.

| | | | | | |
|-----------------------|----------|---------|----|---|---|
| Tafula ra vundzeni | Ku tsala | Maendli | G3 | M | 2 |
|-----------------------|----------|---------|----|---|---|

17. Xana hi rihi riendlili leri nga rona?

tolo hi ... exirhamini.

- A tlangaile
- B tlangela
- C tlangerile
- D tsutsuma

| | | | | | |
|-----------------------|----------|----------|----|---|---|
| Tafula ra vundzeni | Ku tsala | Minkarhi | G3 | M | 2 |
|-----------------------|----------|----------|----|---|---|

18. Hlawula rito leri nga rona ku hetisa xivulwa.

Nsovo u ... nongonoko wa vundzeni eka buku.

- A ntirha
- B tirhisa
- C tirhile
- D tirha

| | | | | | |
|--------------------|----------|----------|----|---|---|
| Tafula ra vundzeni | Ku tsala | Homonimi | G4 | D | 1 |
|--------------------|----------|----------|----|---|---|

19. Homonimi i rito leri vuriwaka na ku peletiwa ku fana, kambe ri va na hlamuselo yo hambana.

Masana u ambala swiambalo swo kufumela hi vuxika

Vumba xivulwa xinwana hi rito masana ku kombu ku hambana ka nhlamuselo ya rona.

| | | | | | |
|--------------------|----------|--------------|----|---|---|
| Tafula ra vundzeni | Ku tsala | Rito fularha | G3 | D | 4 |
|--------------------|----------|--------------|----|---|---|

20. Rito fularha ra titimela i ...

- A vuxika.
- B ximumu.
- C xirhami.
- D hisa.

Xivutiso xa ntłhanu

NDZIMANA YA 5: KU TSALA

| | | | | | |
|--------------------|----------|--|--------|--------------------|--------|
| Muxaka wa ndzimana | Swiphemu | vundzeni/nongoti/vuswikoti | Giredi | xiyimo xa matikelo | Kotara |
| xitori/ndzimana | Kutsala | Tsala tindzimana timbirhi ta kwalomu ka 10 wa swivulwa hi yin`we ya tinhlokomhaka leti landzelaka. | G3 | D | 2 |

Tsala tindzimana timbirhi ta kwalomu ka 10 wa swivulwa hi yin`we ya tinhlokomhaka leti landzelaka. Tirhisa mahikahatelo, ririmi na mapeletelo lamanene. U nga nombori swivulwa swa

- A Nkarhi lowu ndzi nga endla xihoxo evuton`wini bya mina.
Hlamusela hi laha u nga lulamisa xihoxo ha kona.
- B Xikolo xa mina.
- C Filimi/buku leyi ndzi yi tsakelaka swinene.
- D Mintlangu exikolweni.
- E Nhenha ya mina.
- F Riendzo dyondzo.
- G Mudyondzisi wa mina

RHUBIRIKI YO KOREKETA

| Maendlelo | timaraka | ntsengo |
|----------------|-----------|---------|
| Ndzimana | 1 | |
| Vundzeni | 3 | |
| Mahikahatelo | 2 | |
| Ririmi | 2 | |
| Mapeletelo | 2 | |
| Ntsengo | 10 | |



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

PHEPHA RA XIKOMBISO
RIRIMI RA LE KATA XIKOMBA TINHLAMULO: XITSONGA
GIREDI YA 3

Xikombatinhlamulo lexi xi na 30 wa tipheji.

| | | | | | | |
|------------------|---|----|---------------------|--|--|--|
| SWIVUTISO | Timaraka eka xiyenge xin`wana na xin`wana | | Ntsengo = 82 | | | |
| | Xivutiso xa 1: Xitori | 31 | | | | |
| | Xivutiso xa 2: Girafu | 11 | | | | |
| | Xivutiso xa 3: Phositara | 10 | | | | |
| | Xivutiso xa 4: Nongonoko wa vundzeni | 20 | | | | |
| | Xivutiso xa 5: Vutshila byo tsala | 15 | | | | |

E: easy questions
M: medium questions
D: difficult questions

XIYENGE A: Maraka 1 eka nhlamulo yin`wana na yin`wana.

| No. | Tinhlamulo leti languteriweke | Timaraka | Maxopaxopelo ya swihoxo | Xiyimo xa matwisiselo (EMD) | Xiyimo xa ntizalo | Giredi |
|----------------------|-------------------------------|-------------|---|-----------------------------|-------------------|--------|
| XIVUTISO XA 1 | | | | | | |
| 1. | A | ximbyanyana | Ximunuhatwa lexi a xi vulavuli eka xitori.. | | 2 | |
| | B | nyoka | Xi le ka xitori na swona xi le kusuhi ngopfu na nkongomelo wa xitori, kambe a hi yona nhlamulo ya xivutiso. | | 3 | |
| | C | chela | 1 | Nhlamulo leyi nga fanela. | E | 4 1 |
| | D | nhongani | Vutivi bya machela, xik: Ku tiva leswaku machela ma dya tinhongana, kambe nhongana a yi kona eka xitori. | | 1 | |

| No. | | Tinhlamulo leti languteriweke | Timaraka | Maxopaxopelo ya swihoxo | Xiyimo xa matwisiselo (EMD) | Xiyimo xa antikalo | Giredi |
|-----|---|--|----------|--|-----------------------------|--------------------|--------|
| 2. | A | Chela, Ximanga, Mbyana, Homu, Nyoka | 1 | Nhlamulo leyi nga fanela. | E | 4 | 2 |
| | B | Chela, Ximanga, Mbyana, Homu, Hlampfi | | Hlampfi a hi ximunuhatwa kambe i xakudya lexi ku nga vulavuriwa hi xona. | | 2 | |
| | C | Nyimpfu, Mbuti, Xirhodyana, Musa, Ximanga | | Ku komba vutivi byintsongo bya swimunuhatwa, kambe a ku na ximunuhatwa xa munhu eka xitori. | | 1 | |
| | D | Chela, Ximanga, Homu, Nyoka, Ximbyanyana | 1 | Ku komba vuswikoti byo hlela, kambe a hi swimunuhatwa hinkwaswo swi vulavulaka eka xitori. | | 3 | |
| 3. | A | ri na nomo wo anama | 1 | Nhlamulo leyi nga fanela. | M | 4 | 3 |
| | B | twa ndlala | | Ku ehleketelela ko ka ku nga tiyangi hikokwalaho ka leswi chela a ri rila hi rito lerikulu. | | 3 | |
| | C | ra rihlaza | | Ku ehleketelela hikwalaho ka vutivi bya swihlawulekisi bya chela. | | 2 | |
| | D | ri xichelani | | Nkombiso wa vutivi bya machela, kambe a swi fambelani na xivutiso xa xitori. | | 1 | |
| 4. | A | Chela ri tlulatlurile hi ku hatlisa ri ya ekaya. | | Nhlamulo leyi nga fanela. | D | 4 | 4 |
| | B | Chela ri vonile homu na xirhodyana swi karhi swi dya byanyi. | | Nkumbetelo wo ka wu nga amukeleki. Aku na xivangelo na xitandzhaku hikuva homu a yi dyi nyoka. | | 2 | |

| No. | Tinhlamulo leti languteriweke | | Timaraka | Maxopaxopelo ya swihoxo | Xiyimo xa matwisiselo (EMD) | Xiyimo xa antikalo | Giredi | |
|-----|-------------------------------|--|----------|---|--|--------------------|--------|---|
| | C | Chela ri hlanganile na nyoka. | 1 | U hlamula mayelana na xiharhi xo hetelela lexi nga hlangana na Chela, kambe a hi swona leswi nga humelela emakumu ka xitori. | D | 4 | 4 | |
| | D | Chela ri yile eku khideni. | | Vutivi mayelana na nhlokomhaka, kambe ku twisia mahungu mantsongo ya xitori, a nga twisia xivangelo na xitandzhaku. Chela a ri chava nyoka. | | 1 | | |
| 5. | | Nyoka yi ba noti yi ku yi dya machela. | 4 | 1 | Loko ndzandlelano lowu wu hoxekile, mudyondzi u kanganyisiwa hi ku landzelerisa leswi timhaka ti nga humelela ha kona eka xitori. | D | 4 | |
| | | Ximanga xi n`awula xi ku xi dya hlampfi. | 1 | | | | | |
| | | Homu yi bonga yi ku ndzi dya byanyi | 3 | | | | | |
| | | Mbyana yi vukula yi ku yi dya nyama. | 2 | | | | | |
| 6. | A | A ri chava Nyoka. | | 1 | Nhlamulo leyi nga fanela. | M | 4 | 3 |
| | B | A ri lava swakudya swa Nyoka. | | | Vutivi bya leswaku tinyoka na machela swi dya swakudya swin`wana swo fana. | | 2 | |
| | C | Nkolo wa rona a wu vava. | | | ku ehleketelela, kambe a hi nhlamulo leyi lavekaka. A ku na vuthala bya leswaku nkolo wa yela a wu vava. U fananisa ku vava ka nkolo na marilelo ma chela. | | 3 | |
| | D | A ri tsakile. | | | A swi fambelani na swona a swi kona eka xitori. | | 1 | |

| No. | | Tinhlamulo leti languteriweke | Timaraka | Maxopaxopelo ya swihoxo | Xiyimo xa matwisiselo (EMD) | Xiyimo xa ntiyiso | Giredi |
|-----|---|--|----------|---|-----------------------------|-------------------|--------|
| 7. | A | Epatwini. | 1 | Nhlamulo leyi nga fanela. | E | 4 | 3 |
| | B | Epurasini. | | Vutivi bya leswaku swimunuhatwa eka xitori swi kumeka epurasini. | | 3 | |
| | C | Evhengeleni ra swifuwana. | | Vutivi bya swiharhi kambe a swi fambelani na xitori. | | 1 | |
| | D | Kusuhi na damu. | | Ku tirhisa vutivi bya yena bya vuxokoxoko bya laha chela ri hanyaka/kumekaka kona.. | | 2 | |
| 8. | A | A swi nga ta dya byanyi swin`we. | | Swi kona eka xitori kambe a swi na ntiyiso. Machela a ma dyi byanyi eka xivulwa lexi nga kona. | | 2 | |
| | B | Nyoka a yi nga ta rila ku fana na Chela. | | Swi kona eka xitori kambe i miehleketo ya xiyimo xa lehansi naswona a swi nga endleki leswaku nyoka yi rila ku fana na chela. | | 3 | |
| | C | A swi nga ta khida swin`we. | | A swi ta endleka, kambe a swi kona eka xitori. | | 1 | |
| | D | Nyoka a yi nga ta lava ku dya Chela. | 1 | Nhlamulo leyi nga fanela. | M | 4 | 3 |
| 9. | A | Lava ku hlula eka mphikizano. | | Vutivi lebyi nga kona hi rivilo, kambe a ku vulavuriwanga hi mphikizano wo tsutsuma eka xitori. | | 1 | |
| | B | Chava leswaku Nyoka yi ta ri dya. | 1 | Nhlamulo leyi nga fanela. | D | 4 | 3 |

| No. | Tinhlamulo leti languteriweke | Timaraka | Maxopaxopelo ya swihoxo | Xiyimo xa matwisiselo (EMD) | Xiyimo xa antikalo | Giredi |
|-----|-------------------------------|---|---|---|--------------------|--------|
| C | Hetile ku vulavula na Nyoka. | | Hi swona, kambe a hi yona nhlamulo hikuva kuna leswi swi nga humelela loko Chela ri hetile ku vulavula na Nyoka.(Ri tlulatlula ri ya ekaya) | | 3 | |
| | D | nga lavi ku hlwela. | nkumbetelo lowu nga riki wona. | | 2 | |
| 10. | A | Swiharhi ingi swi nga vanga kona. | 1 | A swi fambelani na xivangelo na xitandzhaku. | | 4 |
| | B | Chela a ri ta va ri tlulatlurile epatwini. | | ku yelanisa vutivi bya ku tlulatlula na machela, kambe a swi fambelani na xivangelo na xitandzhaku. | | 3 |
| | C | Chela a ri ta va ri nga hlanganana na swiharhi. | | Hlamulo leyi nga fanela | D | 1 |
| | D | Chela a ri nga ta koti ku tlulatlula. | | Vutivi mayelana na nhlokomhaka, na ku twisia swintsongo leswi xitori xi vulavulaka hi swona kambe a swi fambelani na xivangelo na xiandzhaku. | | 2 |
| 11. | A | x | 1 | Nhlamulo leyi nga fanela | E | 2 |
| | B | s | | U kanganyisiwa hi mpfumawulo wa s na x | | 1 |
| | C | b | | Vutivi bya lehansi swinene bya maletere. U hlamula swin`wana na swin`wana. | | 4 |
| | D | a | | U hlawula letere rin`wana na rin`wana leri nga kona eka rito. | | 3 |
| 12. | A | nh | | U kanganyisiwa hi matsalelo ya letere h na y endzhaku ka n. | | 2 |

| No. | Tinhlamulo leti languteriweke | | Timaraka | Maxopaxopelo ya swihoxo | Xiyimo xa matwisiselo (EMD) | Xiyimo xa antikalo | Giredi | |
|-----|-------------------------------|--|----------|---|--|--------------------|--------|---|
| 13. | B | nk | | U hlamula mpfumawulo wun`wana na wun`wana lowu sungulaka hi n. | | 4 | 2 | |
| | C | ny | | Nhlamulo leyi nga fanela. | M | 3 | | |
| | D | ng | | Ku kanganyisiwa hi matsalelo ya letere y na g. | | 1 | | |
| 13. | A | Timomgo | | A ma yelani hi ku hetiseka | | | | |
| 14. | B | Timanga | | Nhlamula leyi nga fanela. | M | 3 | | |
| | C | Timbanga | | Ma twakala onge ma yelana kambe a ma na ncino. | | | | |
| | D | Malanga | | Ma twakala onge ma yelana kambe a ma na ncino. | | | | |
| 15. | A | rima | | Ku tsandzeka ku twisia xivutiso na ku twisia minongoti ya marito lama nga na mpfumawulo lowu twakalaka ku fana. | | 1 | | |
| | B | tima | | | | 1 | | |
| | C | yiva | | | | 1 | | |
| | D | teka | | Nhlamulo leyi nga fanela. | D | 4 | 3 | |
| 15. | | Nhlamulo yin`wana na yin`wana leyi twakala yi hlamusela rito chela hi mfanelo. | | 1 | A nga twisi minongoti ya tihomonimi loko a tsarile xivulwa lexi nga nyikiki nhlamuselo ya rito hi mfanelo. | D | 4 | 3 |
| 16. | A | muaki | | Vutivi bya le hansi bya marito lama nga na switwari leswi fambaka swin`we. | | 2 | | |
| | B | muongori | | 1 | Nhlamulo leyi nga fanela. | M | 4 | 3 |
| | C | <u>muakelani</u> | | Vutivi bya le hansi bya marito lama nga na switwari leswi fambaka swin`we | | | | |
| | D | muvatli | | Ku pfumala vutivi bya switwa leswi fambaka swin`we | | 3 | | |

| No. | Tinhlamulo leti languteriweke | Timaraka | Maxopaxopelo ya swihoxo | Xiyimo xa matwisiselo (EMD) | Xiyimo xa antikalo | Giredi |
|-----|-------------------------------|----------|---|-----------------------------|--------------------|--------|
| 17. | A ii | 1 | Nhlamulo leyi nga fanela. | E | 4 | 3 |
| | B oo | | Ku pfumala vutivi bya mapeletelo ya marito lama nga ni switwari leswi fambaka swin`we. | | 3 | |
| | C uo | | Ku pfumala vutivi bya mapeletelo ya marito lama nga ni switwari leswi fambaka swin`we. | | 2 | |
| | D ua | | Ku pfumala vutivi bya mapeletelo ya marito lama nga ni switwari leswi fambaka swin`we. | | 1 | |
| 18. | A by | | Ku hlamula mpfumawulo wun`wana na wun`wana lowu nga na letere y. | | 1 | |
| | B nh | | ku kanganyisiwa hi matsalelo ya letere h na y | | 3 | |
| | C ny | 1 | Nhlamulo leyi nga fanela. | M | 2 | |
| | D dy | | | E | 4 | 1 |
| 19. | A Xirhodyana. | | Nhlamulo leyi nga fanela. | E | 2 | |
| | B Xirhodyan. | | Ku siya maletere eka rito. | | 3 | |
| | C Shirhodyana. | 1 | Mapeletelo mo hoxeka ya mpfumawulo wo sungula eka rito. Ku kanganyisiwa hi mpfumawulo wa ririm i ra xinghezi. | | | |
| | D Xirodyana. | | Ku siya maletere eka rito. | | | |

| No. | Tinhlamulo leti languteriweke | Timaraka | Maxopaxopelo ya swihoxo | Xiyimo xa matwisiselo (EMD) | Xiyimo xa ntikalo | Giredi |
|-----|-------------------------------|----------------------------|---|-----------------------------|-------------------|--------|
| 20. | A | pf | A nga si twisia milawu ya matirhiselo ya switatisi swo famba hi swimbirhimbirhi | | | |
| | B | ph | A nga si twisia milawu ya matirhiselo ya switatisi swo famba hi swimbirhimbirhi | | | |
| | C | mpf | 1 Nhlamulo leyi nga fanela. | M | 4 | 3 |
| | D | mpfh | A nga si twisia milawu ya matirhiselo ya switatisi swo famba hi swimbirhimbirhi | | | |
| 21. | A | a tlulatlula epatwini | Ku pfumala vutivi bya mahikahatelo. | | 1 | |
| | B | A tlulatlula epatwini | Ku siya mahikahatelo (hiko) | | 3 | |
| | C | a tlulatlula Epatwini | A nga si twisia matirhiselo ya mahikahatelo. | | 2 | |
| | D | A tlulatlula epatwini. | 1 Nhlamulo leyi nga fanela. | E | 4 | 1 |
| 22. | A | u dya yini | Ku pfumala vutivi bya mahikahatelo | | 1 | |
| | | U dya yini. | Ku pfumala vutivi bya mahikahatelo | | 3 | |
| | | U dya yini? | 1 Nhlamulo leyi nga fanela. | E | 4 | 1 |
| | D | u dya yini? | Ku pfumala vutivi bya matirhiselo ya maletere lamakulu | | 2 | |
| 23. | A | Ina, swi sasekile swinene! | 1 Nhlamulo leyi nga fanela. | M | 4 | 3 |
| | B | ina swi sasekile swinene. | A nga koti ku tirhisa maletere lamakulu na mahikahatelo. | | 1 | |
| | | Ina swi sasekile swinene | Vutivi bya xiyimo xa lehansi xa mahikahatelo. U twisia ntsena matirhiselo ya maletere lamakulu. | | 2 | |

| No. | Tinhlamulo leti languteriweke | Timaraka | Maxopaxopelo ya swihoxo | Xiyimo xa matwisiselo (EMD) | Xiyimo xa antikalo | Giredi |
|-----|---|----------|---|-----------------------------|--------------------|--------|
| | Ina swi sasekile swinene! | | Ku tirhisa swin`wana na swin`wana leswi a tivaka swi ri mahikahatelo. | | 3 | |
| 24. | A nyoka yi ku Ndzi tsakela ku dya machela. | | A nga koti ku tirhisa mahikahatelo. | | 1 | |
| | B Nyoka yi ku, Ndzi tsakela ku dya machela. | | A nga si twisia nongoti wa mahikahatelo. | | 3 | |
| | C Nyoka yi ku, "Ndzi tsakela ku dya machela." | 1 | Nhlamulo leyi nga fanela. | D | 4 | 4 |
| | D Nyoka yi ku "Ndzi tsakela ku dya machela | | Matirhiselo ya mahikahatelo yo ka ya nga helelanga. | | 2 | |
| 25. | A risivi | | Ri kona eka ndzimana, kambe a nga koti ku hambanisa riviti na risivi. | | 3 | |
| | B riengeteri | | A nga koti ku hambanisa riviti na riengeteri. | | 1 | |
| | C riviti | 1 | Nhlamulo leyi nga yona. | M | 4 | 4 |
| | D riendli | | U hlanganisa maviti na maendli. | | 2 | |
| 26. | A Ti dya machela | 1 | Nhlamulo leyi nga yona. | M | 4 | 4 |
| | B Xi dya machela. | | A nga twisi matirhiselo ya xitwananisi xa nhlokomhaka. | | 3 | |
| | C Va dya machela | | A nga twisi matirhiselo ya xitwananisi xa nhlokomhaka. | | 3 | |
| | D Swi dya machela | | A nga si twisia matirhiselo ya xitwananisis xa nhlokomhaka. | | 2 | |
| 27. | A cema | 1 | Nhlamulo leyi nga fanela. | E | 4 | 3 |

| No. | Tinhlamulo leti languteriweke | Timaraka | Maxopaxopelo ya swihoxo | Xiyimo xa matwisiselo (EMD) | Xiyimo xa antikalo | Giredi |
|-----|-------------------------------|----------|---|-----------------------------|--------------------|--------|
| 28. | B rito | | Ku fananisa ka xiyimo xa lehansi ka cema na mpfumawulo lowu twakalaka loko chela ri cema. | | | 1 |
| | C vulavula | | Swi fambelana na ku cema kambe a swi kona eka ndzimana. | | | 2 |
| | D chela | | U pfanganisa riendli na riviti. | | | 3 |
| 29. | A swimbyanyanana | | A nga si twisia matirhiselo ya vunyingi. | | 3 | |
| | B swimbyanyana | 1 | Nhlamulo leyi nga fanela. | M | 4 | 3 |
| | C swimbyana | | a nga se twisia matirhiselo ya vunyingi | | 2 | |
| | D swivanana | | Ku fananisa swimbyanyana na vana tani hi loko swivanana ku ri vana va mbyana. | | 1 | |
| 30. | A chela | | U hlanganisa maviti na maeneteri. | | 1 | |
| | B tlakukeke | | Vutivi bya lehansi bya maeneteri. | | 3 | |
| | C swinene | 1 | Nhlamulo leyi nga fanela | E | 4 | 3 |
| | D ngopfu | | Ku tirhisa vutivi bya vamavizweni. | | 2 | |
| 31. | A rila | | U hlanganisa maendli na mahlawuri. | | 2 | |
| | B rito | | A nga swi tivi leswaku rihlawuri i yini. | | 2 | |
| | C Chela | | U hlanganisa riviti na rihlawuri. | | 2 | |
| | D lerikulu | 1 | Nhlamulo leyi nga fanela. | M | 4 | 3 |
| 32. | A dya nyama | | hlanganisa nkarhi wa sweswi na lowu nga hundza. | | | |
| | B ta dya nyama | | hlanganisa nkarhi lowu nga hundza na lowu taka.. | | | |
| | C dyile nyama | 1 | Nhlamulo leyi nga fanela. | E | 4 | 3 |
| | D | | | | | |

| No. | Tinhlamulo leti languteriweke | Timaraka | Maxopaxopelo ya swihoxo | Xiyimo xa matwisiselo (EMD) | Xiyimo xa antikalo | Giredi | |
|-----|-------------------------------|-------------------|---|--|--------------------|--------|---|
| | dyaile | | Vutivi bya leswaki –ile yi engeteriwa eku heteleleni ka riendli eka nkarhi lowu nga hundza kambe maendalelo a hi wona.. | | | | |
| | | XIVUTISO 2 | | | | | |
| 1. | A | swiluva | 1 | Nhlamulo leyi nga fanela. | E | 4 | 1 |
| | B | marhavi | | Vutivi bya leswaku marhavi i swihlawulekisi swa swimilani, kambe a hi yona nhlamulo. | | 3 | |
| | C | matluka | | Ku hlawula leswi a swi vonaka eka xifaniso. (matluka lama nga kona eka xiluva) | | 2 | |
| | D | mirhi | | Swi fambelana na nhlokohaka kambe a swi kona eka girafu. | | 1 | |
| 2. | A | Ravunharhu | 1 | Nhlamulo leyi nga fanela. | E | 4 | 2 |
| | B | Ku hela ka vhiki | | Vutivi bya mavhiki kambe a swi kona eka girafu. | | 1 | |
| | C | Musumbhunuku | | Vutivi bya masiku ya vhiki, kambe a hi nhlamulo leyi lavekaka. | | 3 | |
| | D | Sonto | | A ri kona eka girafu, kambe i rin`wana ra masiku ya vhiki. | | 2 | |
| 3. | A | Makumembirhi | | Ntsengo hinkwawo wa swiluva leswi nga kona eka girafu. | | 3 | |
| | B | Khumen`we | 1 | Nhlamulo leyi nga fanela. | E | 4 | 3 |
| | C | nkombo | | U kanganyisiwa hi mpfumawulo lowu nga kona eka rito. | | 2 | |
| | D | ziro | | Vutivi bya tinomboro kambe a yi kona eka girafu. | | 1 | |

| No. | | Tinhlamulo leti languteriweke | Timaraka | Maxopaxopelo ya swihoxo | Xiyimo xa matwisiselo (EMD) | Xiyimo xa antikalo | Giredi |
|-----|---|--|----------|--|-----------------------------|--------------------|--------|
| 4. | A | Ravumbirhi | | Ku xavisiwile swo ringana hi masiku lawa. | | 3 | |
| | B | Muqhivela | | Swi fambelana na masiku ya vhiki, kambe a ri kona eka girafu. | | 1 | |
| | C | Musumbhunuku | | Ku xavisiwile swimilana swintsongo. | | 2 | |
| | D | Ravunthalhanu | 1 | Nhlamulo leyi nga fanela. | M | 4 | 3 |
| 5. | A | Ravunharhu | | Ri hundza siku leri ku nga xavisiwa swiluva swintsongo ku tlula hinkwaswo hi nomboro yin`we. | | 3 | |
| | B | Musumbhunuku | 1 | Nhlamulo leyi nga fanela. | E | 4 | 3 |
| | C | Mhawuri | | Ku tsandzeka ku hambanisa tinhweti ta lembe na masiku ya vhiki. | | 1 | |
| | D | Ravunthalhanu | | Ku tsandzeka ku hambanisa leswi marito 'layotala' na leyintsongo' ma vulaka swona. | | 2 | |
| 6. | A | Swinharhu | | Vutivi bya xiyimo xa lehansi xa ku tsundzuka leswi a swi voneke. | | 2 | |
| | B | Ntlhanu | | U hlanganisa nxaviso wa masiku hinkwawo. | | 3 | |
| | C | Mune | | U hlanganisa nxaviso wa masiku hinkwawo. | | 1 | |
| | D | N`we | 1 | Nhlamulo leyi nga fanela. | D | 4 | 3 |
| 7. | A | Vanhu va xava swiluva swo tala hi Ravunthalhanu hikuva i ku hela ka vhiki. | 1 | Nhlamulo leyi nga fanela. | M | 4 | 3 |
| | B | Swiluva swa durha | | Ku ehleketedela ka xiyimo xa lehansi. A swi fambelani na xivutiso. | | 2 | |

| No. | Tinhlamulo leti languteriweke | Timaraka | Maxopaxopelo ya swihoxo | Xiyimo xa matwisiselo (EMD) | Xiyimo xa antikalo | Giredi |
|-----|-------------------------------|---|---|-----------------------------|--------------------|--------|
| | C | Swiluva a swi nuheli kahle. | Ku ehleketa ka xiyimo xa le hansi loku ku nga ri ki kona eka girafu. Na ku tiva swin`wana swa swihlawulekisi swa swiluva. | | 3 | |
| | D | Tinyoxi ti endla vulombe. | Vutivi lebyi a nga na byona bya leswaku tinyoxi ti rhandza swiluva, kambe a swi kona eka girafu. | | 1 | |
| 8. | A | Nyenyenyan na Dzivamisoko | U hlanganisa tinhweti na masiku. | | | |
| | B | Ravumbirhi na Ravunharhu | U tsundzuka swin`wana swa leswi a nga swi hlaya, ku nga ri hinkwaswo. | | | |
| | C | Ravumbirhi na Ravumune | 1 Nhlamulo leyi nga fanela | M | 4 | 3 |
| | D | Muqhivela na Nsoto | U tiva masiku ya vhiki kambe a swi kona eka girafu. | | | |
| 9. | A | mune | 1 Nhlamulo leyi nga fanela. | M | 4 | 3 |
| | B | mbirhi | Vuswikoti bya xiyimo xa lehansi xo twisia girafu. | | 2 | |
| | C | muni | Mapeletelo lama nga hoxeka ma rito. | | 1 | |
| | D | mhune | Mapeletelo lama nga hoxeka ma rito. | | 4 | |
| 10. | A | hunguta ku cheleta swiluva nkarhi na nkarhi | Vutivi bya swiluva, kambe a swi kona eka girafu. | | 2 | |
| | B | cinka vito ra vhengele ra yena | Miehleketo yo pfumala nseketelo wo huma eka girafu. | | 3 | |
| | C | endla nchipiso | 1 Nhlamulo leyi nga fanela. | D | 4 | 3 |
| | D | thola mupfuni | Swi fambelana ni vutivi lebyi a nga na byona kambe a swi kona eka girafu. | | 1 | |

| No. | Tinhlamulo leti languteriweke | Timaraka | Maxopaxopelo ya swihoxo | Xiyimo xa matwisiselo (EMD) | Xiyimo xa ntikalo | Giredi |
|-----|-------------------------------|--------------------------------------|-------------------------|--|-------------------|--------|
| | | XIVUTISO 3 | | | | |
| 1. | A | Tilulamisele ku dyondza. | | U lo hlawula nawu wun`wana na wun`wana lowu nga kona eka phositara. | 3 | |
| | B | Rhwalela thyaka. | | Swi fambelana na milawu, kambe a wu kona eka phositara. | 1 | |
| | C | Tikarhati. | 1 | Nhlamulo leyi nga fanela. | E | 4 1 |
| | D | Pfuna van`wana. | | U lo hlawula nawu wun`wana na wun`wana eka phositara. | 2 | |
| 2. | A | Nghena u miyerile. | 1 | Nhlamulo leyi nga fanela. | E | 4 2 |
| | B | Yimisa voko loko u lava ku vulavula. | | Ku tsandzeka ku hambanisa leswi marito `emahlweni` na `endzhaku` ma vulaka swona. | 2 | |
| | C | Boha tintambhu ta tintanghu ta wena. | | Ko va nawu lowu a wu tivaka, kambe a wu kona eka phositara. | 1 | |
| | D | Nghena hi ku hatlisa. | | Vutivi bya yin`wana milawu ya le tlilasini, kambe a wu kona eka phositara. | 3 | |
| 3. | A | xikolo | | Vutivi bya leswaku xikolo xi na milawu. | 2 | |
| | B | Tafula ra nkarhi | | Ku fananisa na leswi nga kona exikolweni, kambe a swi kona eka phositara. | 1 | |
| | C | bodlhela | | U hlamula leswi a swi vonaka, xivumbeko xa phositara xi languteka onge i bodlhela. | 3 | |
| | D | milawu | 1 | Nhlamulo leyi nga fanela. | M | 4 3 |

| No. | | Tinhlamulo leti languteriweke | Timaraka | Maxopaxopelo ya swihoxo | Xiyimo xa matwisiselo (EMD) | Xiyimo xa antikalo | Giredi |
|-----|---|-------------------------------|----------|--|-----------------------------|--------------------|--------|
| 4. | A | kamareni ya vadyondzisi | | Yin`wana ya tikamara leti nga kona exikolweni, kambe a swi fambelani na vadyondzi. | | 3 | |
| | B | tlilasini | 1 | Nhlamulo leyi nga fanela. | M | 4 | 3 |
| | C | ndlwini | | Ku pfilunganyisa milawu ya le xikolweni na milawu ya le kaya. | | 1 | |
| | D | vhengeleni | | Ku fananisa tiphositara na leswi swi xavisiwaka evhengeleni. | | 2 | |
| 5. | A | vana | | Vutivi bya maviti, kambe rito `vana` a hi riviti eka leswi xivulwa xi vulaka swona. | | 3 | |
| | B | nala | | Vutivi bya lehansi bya maviti na ku pfilunganyisa mavizweni wa rito `munghana` ku nga ritofularha ra `nala`. | | 1 | |
| | C | munghana | 1 | Nhlamulo leyi nga fanela. | E | 4 | 1 |
| | D | lonene | | Ku tsandzeka ku hambanisa riviti na rihlawuri. | | 2 | |
| 6. | A | mavito | | Vutivi bya vunyingi, kambe a swi kona eka phositara. | | 1 | |
| | B | mavoko | 1 | Nhlamulo leyi nga fanela. | M | 4 | 1 |
| | C | voko | | A nga tirhisanga vunyingi bya nhlamulo leyi nga fanela. | | 3 | |
| | D | vika | | Mapeletelo mo hoxeka ma rito. | | 2 | |
| 7. | A | nghena | | Vutivi bya ritofularha ra rito `miyerile`, kambe a ri kona eka phositara. | | 1 | |

| No. | Tinhlamulo leti languteriweke | | Timaraka | Maxopaxopelo ya swihoxo | Xiyimo xa matwisiselo (EMD) | Xiyimo xa antikalo | Giredi |
|-----|-------------------------------|---------------|----------|--|-----------------------------|--------------------|--------|
| | B | endzeni | | Vutivi bya maeneteri, kambe a ri kona eka xivutiso. | | 2 | |
| | C | Masana | | Ku pfanganisa riviti na riengerteri | | 3 | |
| | D | hatlisa | 1 | Nhlamulo leyi nga fanela. | M | 4 | 3 |
| 8. | A | huma | 1 | Nhlamulo leyi nga fanela. | D | 4 | 4 |
| | B | tana | | Ku fananisa rito na xitatimende ku nga ri leswi phositara yi vulaka swona. | | 3 | |
| | C | famba | | ku fananisa rito na swiendlo. (loko u nghena u va u ri eku fambeni) | | 2 | |
| | D | fika | | U hlamula swin`wana na swin`wana. | | 1 | |
| 9. | | nala | | Ku hlanganisa mavizweni na marito fularha. | | 2 | |
| | | nankulorhi | 1 | Nhlamulo leyi nga fanela. | D | 4 | 3 |
| | | tana | | U hlamula swin`wana na swin`wana. A swi fambelani na phositara. | | 1 | |
| | | miyela | | U hlamula swin`wana na swin`wana | | 3 | |
| 10. | A | namarheta | | Ku hlamula swin`wana na swin`wana | | 2 | |
| | B | mina | | A swi fambelani na xivulwa kumbe nongoti wa mahlanganisi. | | 1 | |
| | C | kutani | 1 | Nhlamulo leyi nga fanela. | M | 4 | 3 |
| | D | kambe | | Ku hlanganisa maritofularha na vamavizweni. | | 3 | |
| 11. | | yimisa | 1 | Nhlamulo leyi nga yona. Loko a hlawurile voko kumbe wena, a nga koti ku hambanisa maviti, masivi na mahlawuri. | E | 4 | 3 |
| | | XIVUTISO XA 4 | | | | | |

| No. | | Tinhlamulo leti languteriweke | Timaraka | Maxopaxopelo ya swihoxo | Xiyimo xa matwisiselo (EMD) | Xiyimo xa ntikalo | Giredi |
|-----|---|----------------------------------|----------|---|-----------------------------|-------------------|--------|
| 1. | A | Vanhu hi vuixika | | Ku hlanganisa nhlokomhaka na nkongomelo. | | 3 | |
| | B | Vuxika | 1 | Nhlamulo leyi nga fanela. | E | 4 | 1 |
| | C | Maxelo | | Ku fananisa nhlamulo na nhlokomhaka. | | 2 | |
| | D | Gwitsi | | Vutivi bya xiyimo xa le hansi hi nhlokomhaka na gwitsi. | | 1 | |
| 2. | A | Maxelo hi vuxika | | A nga twisisi nhlamuselo ya `emahlweni` na le `ndzhaku`. | | 3 | |
| | B | Gamboko | | Ku tirhisa leswi a swi vonaka hi ndlela yo hoxeka. | | 2 | |
| | C | Swimilani hi vuxika | 1 | Nhlamulo leyi nga fanela. | E | 4 | 2 |
| | D | Vaendzi | | A swi kona eka nonganoko. | | 1 | |
| 3. | A | 25 | 1 | A nga koti ku hambanisa manghenelo na ntivo marito. | | 2 | |
| | B | 19 | | Swi kona eka nonganoko kambe ku nga ri ka pheji rona. | | 3 | |
| | C | 3 | | Ku hlanganisa nomboro ya pheji na nomboro ya nkongomelo. | | 1 | |
| | D | 1 | 1 | Nhlamulo leyi faneleke. | M | 4 | 2 |
| 4. | A | Maxelo hi vuxika. | 1 | Nhlamulo leyi faneleke. | E | 4 | 2 |
| | B | Swiambalo swa mina swa holideyi. | | A swi kona eka nonganoko. | | 1 | |
| | C | manghenelo | | Ku hlanganisa nomboro ya nonganoko na nomboro ya pheji. | | 3 | |
| | D | Mufana | | Ku hlamula swin`wana swa leswi a swi vonaka eka xifaniso, kambe a hi yona nhlamulo. | | 2 | |

| No. | Tinhlamulo leti languteriweke | | Timaraka | Maxopaxopelo ya swihoxo | Xiyimo xa matwisiselo (EMD) | Xiyimo xa antikalo | Giredi |
|-----|-------------------------------|---------------------|----------|--|-----------------------------|--------------------|--------|
| 5. | A | Swiharhi hi vuxika | 1 | Nhlamulo leyi faneleke. | M | 4 | 3 |
| | B | Mpfula hi vuxika | | A swi kona eka nonganoko. | | 1 | |
| | C | Maxelo hi vuxika | | Ku tsandzeka ku twisia xivutiso. | | 3 | |
| | D | Mirhi hi vuxika | | Ku pfilunganyisa vutivi bya mirhi na swimilani. | | 2 | |
| 6. | A | swiharhi | 1 | Nhlamulo leyi faneleke. | M | 4 | 3 |
| | B | vana | | Ku hlamula swin`wana swa leswi a swi vonaka eka xifaniso.. | | 2 | |
| | C | swimilani | | Ku twisia ka xiyimo xa le hansi ka xivutiso, kambe vuxokoxoko byi kona eka nonganoko. | | 3 | |
| | D | mabaji | | Swi fambelana na vuxika kambe a swi kona eka nonganoko naswona aswi kona eka swiharhi. | | 1 | |
| 7. | A | Vanhu hi vuxika | | Ku tsandzeka ku hlayela kumbe ku pfula mapheji ya buku. | | 2 | |
| | B | Tibuku hi vuxika | | A swi kona eka nonganoko. | | 1 | |
| | C | Nonganoko wa vuxika | | Ku pfumala vuswikoti byo hlaya nongongoko. | | 3 | |
| | D | Maxelo hi vuxika | 1 | Nhlamulo leyi nga yona | D | 4 | 3 |
| 8. | A | Swiharhi hi vuxika | 4 | Ku amukeleka ntsena nonganoko lowu nga landzelelana hi ndlela leyinene. Loko wu nga landzelelani hi ndlela leyinene, swi vula leswaku ndzandzelelano a nga wu twisi. | M | 4 | 3 |
| | B | Vanhu hi vuxika | 2 | | | | |
| | C | Swimilani hi vuxika | 3 | | | | |
| | D | Maxelo hi vuxika | 1 | | | | |
| 9. | A | 1 | | Ku hlanganisa `manghenelo` na `ntivomarito` ya vuxika. | | 3 | |

| No. | Tinhlamulo leti languteriweke | | Timaraka | Maxopaxopelo ya swihoxo | Xiyimo xa matwisiselo (EMD) | Xiyimo xa antikalo | Giredi |
|-----|-------------------------------|---------|----------|--|-----------------------------|--------------------|--------|
| | B | 2 | | Ku hlanganisa nomboro ya nkongomelo na nomboro ya pheji. | | 2 | |
| | C | 25 | 1 | Nhlamulo leyi faneleke. | D | 4 | 4 |
| | D | 52 | | Ku tsandzeka ku tiva matsalelo ya nomboro 25, naswona a yi kona eka nonganoko. | | 1 | |
| 10. | A | h | | Ku hlanganisa hi `k na `h`. | | 3 | |
| | B | t | | Ku hlanganisa vun`we na vunyingi. | | 1 | |
| | C | i | | Ku hlanganisa mpfumawulo wo sungula na wo hetelela. | | 2 | |
| | D | k | 1 | Nhlamulo leyi nga fanela. | E | 4 | 1 |
| 11. | | buku | 1 | Nhlamulo leyi nga fanela. | E | 4 | 1 |
| 12. | A | maxelo | 1 | Nhlamulo leyi nga fanela. | M | 4 | 3 |
| | B | maxaka | | Ku tsandzeka ku twisisa mpfumawulo lowu a nga wu twa. | | 3 | |
| | C | Masweko | | Swi twakala onge swi na mpfumawulo wo fana kambe a hi yona nhlamulo leyi faneleke. | | 2 | |
| | D | matsavu | | Ku katsa vutivi bya matsavu na nonganoko. | | 1 | |
| 13. | | aa | | Nhlamulo leyi nga fanela. | E | 2 | |
| 14. | A | suka | | Ku tsandzeka ku twisisa xivutiso na ku pfumala vutivi bya nongoti wa marito lama ya twakalaka ku fana. | | 1 | |
| | B | teka | 1 | Nhlamulo leyi nga fanela. | E | 1 | |

| No. | Tinhlamulo leti languteriweke | | Timaraka | Maxopaxopelo ya swihoxo | Xiyimo xa matwisiselo (EMD) | Xiyimo xa antikalo | Giredi |
|-----|-------------------------------|------------|----------|---|-----------------------------|--------------------|--------|
| | C | yima | | Ku tsandzeka ku twisissa xivutiso na ku pfumala vutivi bya nongoti wa marito lama ya twakalaka ku fana. | 1 | | |
| | D | hina | | Ku tsandzeka ku twisissa xivutiso na ku pfumala vutivi bya nongoti wa marito lama ya twakalaka ku fana. | 1 | | |
| 15. | A | swinene | 1 | Nhlamulo leyi faneleke. | M | 4 | 3 |
| | B | ngopfu | | Vutivi bya mavizweni wa rito `swinene`, kambe a swi kona eka xivulwa. | | 3 | |
| | C | mufana | | U tirhisile riviti ku nga ri riengeteri. | | 1 | |
| | D | yena | | Ku hlanganisa maengeteri na masivi, a nga twisisanga xivulwa. | | 2 | |
| 16. | | ambala | 1 | Nhlamulo leyi faneleke. | M | 4 | 3 |
| 17. | A | tlangaile | | Ku ehleketa leswaku nkarhi lowu nga hundza wu vonaka hi xiheteleri – ile riendli ri nga cincanga nchumu | | 3 | |
| | B | tlangila | | Mapeletelo yo hoxeka. Vutivi bya le hansi bya mapeletelo. | | 2 | |
| | C | tlangerile | 1 | Nhlamulo leyi faneleke. | M | 4 | 3 |
| | D | tsutsuma | | U hlawula rendli rin`wana na rin`wana. | | 1 | |
| 18. | A | thirisa | | Mapeletelo lama hoxekeke ma rito. | | 3 | |
| | B | tirhisa | 1 | Nhlamulo leyi faneleke. | | 4 | 3 |
| | C | tirhisile | | Vutivi bya minkarhi, kambe u kanganyisiwa hi minkarhi. (nkarhi wa sweswi na lowu nga hundza) | | 1 | |

| No. | | Tinhlamulo leti languteriweke | Timaraka | Maxopaxopelo ya swihoxo | Xiyimo xa matwisiselo (EMD) | Xiyimo xa antikalo | Giredi |
|-----|---|---|----------|---|-----------------------------|--------------------|--------|
| | D | tirha | | Vutivi bya le hansi bya matirhiselo ya minkarhi | 2 | | |
| 19. | | Xivulwa xin`wana na xin`wana lexi twakalaka lexi hlamuselaka rito masana. Xik: kokwana u orha Masana. | 1 | Nongoti wa tihomonimi a wu si twisiseka loko xivulwa xi nga nyiki nhlamuselo ya rito masana leyi twakalaka, ehandle ka leri ri nga eka xivulwa. | D | 4 | 4 |
| 20. | A | Xixika | | Ku tirhisa vutivi bya maxelo ya xixika kambe a hi yona nhlamulo. | 2 | | |
| | B | Jesi | | Ku tirhisa vutivi bya maambalelo ya vuxika. | 4 | | |
| | C | xirhami | | Ku pfilunganyisa vutivi bya vamavizweni. | 3 | | |
| | D | hisa | 1 | Nhlamulo leyi nga yona | D | 1 | 3 |

Ruburiki ya ndzimana

| Swilaveko | Vutshila bya xiyimo xa le henhla | | Vutshila byo ringanelia | | Vutshila bya lexikarhi | | Vutshila bya masungulo | | Vutshila byo ka byi nga amukeleki | |
|--------------------------------------|--|----------|---|----------|---|----------|-----------------------------------|----------|--|----------|
| Vulehi (timaraka 3) | Giredi ya 4 | Timaraka | Giredi ya 3 | Timaraka | Giredi ya 2 | Timaraka | Giredi ya 1 | Timaraka | | Timaraka |
| | Swivulwa swa13 kumbe ku tlula leswi twakalaka. | 3 | Swivulwa swa9 -12 leswi twakalaka. | 2 | Swivulwa swa3-8 leswi twakalaka. | 1 | Swivulwa swi2 swo olova. | 0 | U lo kopa swiletelo ntsena/rito rin`we/xip hemu xa xivulwa. | |
| tindzimana (timaraka 3) | Giredi ya 4 | Timaraka | Giredi ya 3 | Timaraka | Giredi ya 2 | Timaraka | Giredi ya 1 | Timaraka | | Timaraka |
| | Tindzimana ti3 | 3 | Tindzimana ti2 | 2 | Ndzimana 1 | 1 | 0 | 0 | U lo kopa swileriso/ri to rin`we/xip hemu xa xivulwa. | 3 |
| Mahikahatelo (timaraka 3) | Giredi ya 4 | Timaraka | Giredi ya 3 | Timaka | Giredi ya 2 | Timaraka | Giredi ya 1 | timaraka | | Timaraka |
| | 0-1 swihoxo swa mahikahatelo. | 3 | 2-4 swihoxo swa mahikahatelo. | 2 | 5 kumbe ku tlula wa swihoxo swa mahikahatelo. | 1 | Maletere lamakulu, hiko. | 0 | U lo kopa swileriso ntsena/rito rin`we/xip hemu xa xivulwa. | 0 |

| Swilaveko | Vutshila bya xiymo xa le henhla | | Vutshila byo ringanel | | Vutshila bya lexikarhi | | Vutshila bya masungulo | | Vutshila byo ka byi nga amukeleki | |
|---|--|----------|-----------------------------------|----------|--|----------|---|----------|---|--------------|
| | | | | | | | | | | |
| Ririm (vugimankulu: timaraka ti3) | Giredi ya 4 | Timaraka | Giredi ya 3 | Timaraka | Giredi ya 2 | Timaraka | Giredi ya 1 | Timaraka | | Timarak a |
| | 0-1 swihoxo swa ririm. | 3 | 2-4 swihoxo swa ririm. | 2 | Swihoxo swa 5 kumbe ku tlula swa ririmi. | 1 | • Ku hava vuxokoxo ko bya ririmi. | 0 | U lo kopa swileriso/ri to rin`we/xip hemu xa xivulwa. | 0 |
| Mapeletelo (vugimankulu: timaraka ti3) | Giredi ya 4 | Timaraka | Giredi ya 3 | Timaraka | Giredi ya 2 | Timaraka | Giredi ya 1 | Timaraka | | Timarak a |
| | 0-1 swihoxo swa mapeletelo . | 3 | 2-4 swihoxo swa mapeletelo. | 2 | 5 - 6 swihoxo swa mapeletelo. | 1 | Swihoxo swa6 kumbe swo tlula swa mapeletelo . | 0 | U lo kopa swileriso/ri to rin`we kumbe xiphemu | 0 |
| Ntsengo :15 | | | | | | | | | | |

RHUBURIKI YO KOROKETA

| Swilaveko | Timaraka | Ntsengo |
|--------------|----------|---------|
| Vulehi | 3 | |
| Ndzimana | 3 | |
| Mahikahatelo | 3 | |
| Ririmi | 3 | |
| Mapeletelo | 3 | |

Xiyenge xa B: maraka yin`we eka nhlamulo yin`wana na yin`wana

- Amukela nhlamulo yin`wana na yin`wana leyi nga hlamulaka xivutiso hambi loko yi nga katsiwanga eka xikomba tinhlamulo.
- Susa timaraka kan`we ntsena laha ku nga ni xihoxo lexi vuyelelaka.
- Honisa swihoxo leswintsongo swa mapeletelo.
- Amukela tinhlamulo leti nga va ka hi ririmi rin`wana leri amukelekaka. Xik: loko ku ri rito.

| No. | | Tinhamulo leti languteriweke | | Timaraka | Xiyimo xa matwisiselo | Xiyimo xa ntitikelo | Giredi |
|-----|------|------------------------------|--|----------|-----------------------|---------------------|--------|
| 10. | 10.1 | | | | | | |
| | 10.2 | | | | | | |
| 11. | | | | | | | |
| 12. | | | | | | | |
| 13. | | | | | | | |
| 14. | | | | | | | |
| 15. | | | | | | | |

Xiyenge xa C

| Tekela enhlokweni swiletelo leswi loko u koroketa | |
|--|---|
| A | Accuracy/nkahoxeko |
| CA | Consistent Accuracy/ nkahoxeko iowu hetisekeke |
| M | Method/maendielo |

- Lowu i nkombiso wa makoreketelo. Laha vadyondzi va nga tirhisa tindlela ta ximatematiki leti twakalaka ku ololoxa swiphiqo (vadyondzi) va fanele ku nyikiwa maraka.
- Vadyondzi lava va tsalaka nhlamulo ntsena va fanele ku nyikiwa maraka leyi nga helela, ehandle ka loko swi kombisiwile leswaku a ku tsariwi nhlamulo ntsena.
- Khwatihata swihoxo leswi endliweke hi vadyondzi.

| No. | | Tinhlamulo leti languteriweke | Tinhlamuselo | Maraka | Xiyimo xa matwisiselo | Xiyimo xa ntikelo | Giredi |
|-----|------|-------------------------------|--------------|--------|-----------------------|-------------------|--------|
| 16. | 16.1 | | | | | | |
| | 16.2 | | | | | | |
| 17. | | | | | | | |
| 18. | | | | | | | |
| 19. | | | | | | | |
| 20. | | | | | | | |
| 21. | | | | | | | |

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. |

TEXT FIVE

Rubric for Creative Writing

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