



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

DIAGNOSTIC TEST ITEMS GRADE 3

**LANGUAGE AND MATHEMATICS
ISIXHOSA**

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	Learners demonstrate (i.e. a combination but may not be all of the following) that they:

Levels of understanding	Descriptors for the levels of understanding.
	<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; - 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>

Levels of understanding	Descriptors for the levels of understanding.
	<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 of values, mean, median and mode. 	<ul style="list-style-type: none"> • Perform well-known procedures. • Learners know what procedure is required from the way the problem is posed. • Simple applications and calculations using the basic operations including: <ul style="list-style-type: none"> ◦ algorithms for +, -, ×, and ÷ ◦ calculating a percentage of a given amount • Calculations which might involve many steps • Derivation from given information may be involved • All of the information required to solve the problem is immediately available to the student and where each of the required dimensions is readily available. • Estimation and appropriate rounding off of numbers 	<ul style="list-style-type: none"> • Problems involving complex calculations and/or higher order reasoning • The required procedure is not immediately obvious from the way the problem is posed. • Learners will have to decide on the most appropriate procedure to solve the solution to the question and may have to perform one or more preliminary calculations before determining a solution. • Investigations to describe rules and relationships – • There is often not an obvious route to the solution • Problems not based on a real world context - could involve making significant connections between different representations 	<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

<ul style="list-style-type: none"> • Write the next three numbers in the sequence: 103; 105; 107... • Determine the factors of 64 • Write the prime numbers that are factors of 36 	<ul style="list-style-type: none"> • Measure dimensions such as length, weight and time using appropriate measuring instruments sensitive to levels of accuracy. • Draw data graphs from provided data. • Solve equations by means of trial and improvement or algebraic processes • Determine the value for if $x + 4 = 10$. • Use three different techniques of calculating $488 + 16$ • Calculate: $115 + 31\ 012$. 	<ul style="list-style-type: none"> • Conceptual understanding • One or more preliminary calculations and/or higher order reasoning • Solve equations by means of trial and improvement or algebraic processes • Select the most appropriate data from options in a table of values to solve a problem. • Decide on the best way to represent data to create a particular impression. • Betty is 4 years old and Jabu is 8 years old. Determine the ratio between their ages. Write the ratio in simplest fractional form. • Investigate the properties rectangles and squares to identify similarities and differences. • There were 20 sweets in the packet. William and his 25% of the sweets. How many sweets are left 	<p>require to solve a problem and then to select and use that mathematical content.</p> <ul style="list-style-type: none"> • The sum of three consecutive whole numbers is 27. Find the numbers. • Sarah divided a certain number by 16. She found an answer of 246 with a remainder of 4. What is the number? • Busi has a bag containing three coloured balls: 1 blue, 2 red ball and 3 yellow balls. She puts her hand in the bag and draws a ball. What is the chance that she will draw a red ball? • Write the answer in simplest fractional form.
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LANGUAGE

7. PROPOSED USE OF THE LANGUAGE RESOURCE BANK

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

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

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

Grade 3: Easy questions related to punctuation
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.		A superficial connection is made to the contents of paragraph 1, but it does not relate to the purpose of the text.		2	9
	B	Not all contacts on Facebook are friends that you know. ✓	1	The correct response.	M	4	
	C	13-year olds like to boast about Facebook friends.		Related to the text, but not to the main purpose that is focused in the text as a whole.		3	
	D	The Internet is required to connect to Facebook.		The response is not text-based.		1	

Table 8: Levels of Understanding that incorporate the two Taxonomies

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

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

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:

ISIXHOSA



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

DIAGNOSTIC ASSESSMENT IMATHEMATIKA: ISIXHOSA IBANGA 3

Umyalezo kuditshala:

1. Olu viwo lwenziwe njengesixhobo sokuxilonga.
2. Funda imiyalezo kuditshala enikiweyo phambi kokuba usebenzise/ukhethe imibuzo.
3. Sebenzisa imibuzo ngokwamacandelo/ngobunzima/ngokwezihloko/ngokweenkalo zemixholo/ngokwamanqanaba obunzima okanye ngokwamabanga.
4. Unako nokuyahlula imibuzo ngokwamacandelo ohlukaneyo/ngokweenkalo zemixholo/ngobunzima/ngokwamanqanaba obunzima okanye ngokwamabanga.
5. Ukhetho lwemibuzo luyakuxhomekeka kwinjongo yovavanyo.

Umz:

- Ungafuna ukuqondo ukuba abafundi bakho bebanga lesi-3 banakho na ukuwenza umsebenzi webanga loku-1 nele-2. Kungoko uyakukhetha yonke imibuzo yebanga loku-1 nele-2 kwiinkalo zemixholo ekhethiweyo ngokwamacandelo ohlukaneyo.
- Oku kungaluhlolo olusisisiko olunokusetyenziswa ekuqaleni konyaka.
- Ngoko ke ungakwazi ukucwangcisa izifundo zabafundi bakho bebanga lesi-3 zisekelwe kwiziphumo zoxilongo lwakho lohlolo olusisiseko.
- Ngohlolo olufanayo uyakwazi ukukhetha imibuzo ngokwezihloko ezahlukaneyo zika CAPS nangenjongo yohlolo lwakho.

Please note the following keys:

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

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

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

It is thereafter written above each question in the format:
NOR/repeated addition/G1/R/E

ICANDELO A

Biyela unobumba onempendulo echanekileyo ukusuka kumbuzo 1 ukuya kumbuzo 15.

NOR/Repeated addition/G1/R/E

1. Gqibezela: $2 + 2 + 2 + 2 =$

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

NOR/Addition/G2/R/E

2. Dibanisa ama-50 nesi-5.

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

NOR/Problem Solving addition/G2/R/M

3. Ebhokisini kukho ama-apile ali-18, amapere ali-11 kunye neebhana ezi-5.

Zingaphi iziqhamo zizonke ebhokisini?

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

NOR/Counting/G3/K/E

4. Bala usiya phambili ngama-10 ukusuka kwi-100.

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

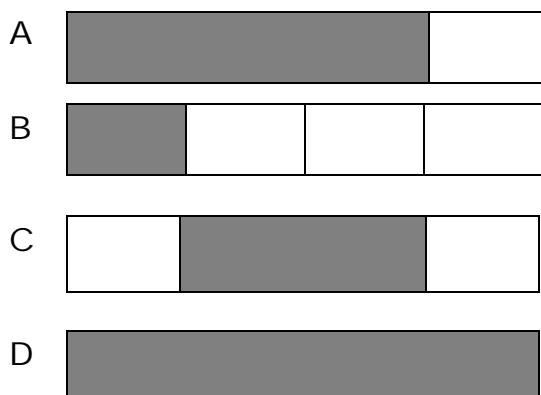
NOR/ Number symbol/G3/K/M

5. Ngubani isimboli yenani elingamakhulu amathandathu anamashumi alithoba anesibhozo?

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

NOR/Fractions/G3/K/M

6. Kule mizobo ilandelayo ngowuphi obonisa iikota ezimbini ezhlikihliwyo?



NOR/Subtraction/G3/R/E

7. Gqibezela: $236 - 136 =$

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

NOR/Division/G3/P/M

8. Loluphi uphawu lokubala olushiyiwego kwesi sivakalisi samanani singezantsi?

$$40 \square 5 = 8$$

- A —
- B ×
- C +
- D ÷

PFA/Geometric Patterns/G2/K/E

9. Zeziphi iimilo ezilandelayo ezichanekileyo ukugqibezela ipateni yej iyometri?



- A △○□
- B ○△□
- C □△○
- D △□○

PFA/Number Patterns/G3/K/M

10. Ngawaphi amanani ashiyiweyo kule pateni yamanani?

____; ____; 12; 16; 20

A 10; 11

B 8; 10

C 4; 8

D 6; 9

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

11. Kwezi zinto zidweliwe ngezantsi yeypih enokutshebeleza

A Imabhile

B Ibholo

C Itreyi

D I-orenji

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

12. Yeyiphi imilo ye2-D engenamacala athe ngqo?

A Uxande

B Unxantathu

C Isikwere

D Isangqa

M/Mass/G2/K/E

13. Kwezi zinto zilandelayo yeypih ieyona inzima?

A



B



C



D



M/Time/G3/K/M

14. Zingaphi iiveki kwiintsuku ezingama-28?

A 4 iiveki

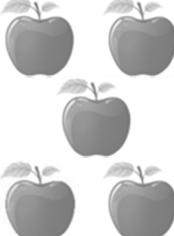
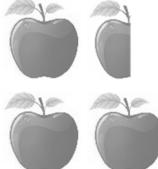
B 3 iiveki

C 5 iiveki

D 6 iiveki

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

15. Qwalasela igrafu ufumane ukuba maninzi kangakanani ama-apile kaSipho kunaka Lize?

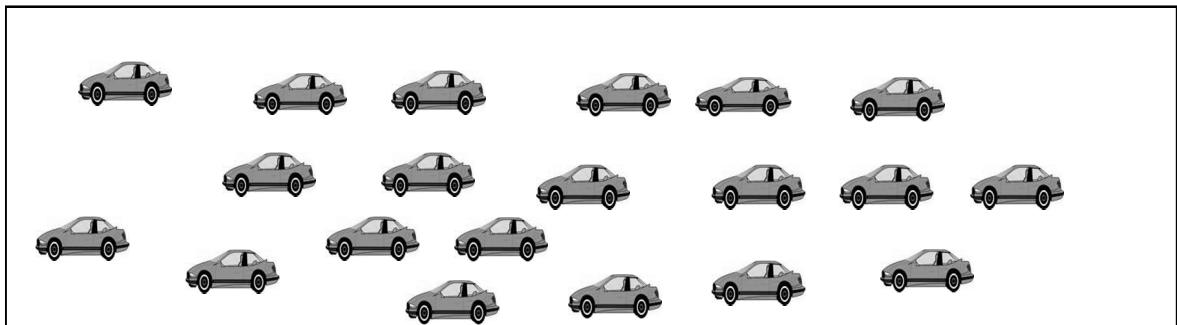
		
Sipho	Jabu	Lize

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

I CANDELO B

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

16. Bala imifanekiso yeemoto uze ubhale impendulo yakho ngamagama.



NOR/Place Value/G3/K/E

17. Bhala ixabiso lenani elikrwelwe umgca ngaphantsi 156.

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

18. Landeelanisa la manani uwani kiweyo ukusuka kwelona likhulu ukuya kwelona lincinci.
391, 193, 913, 931, 139, 319

NOR/Division/G3/R/D

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

NOR/Money/G3/R/M

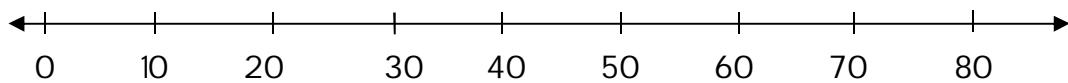
20. Gqibezela uguqulo ngalunye:

a. $135c = R___$

b. $R1,60 = ___c$

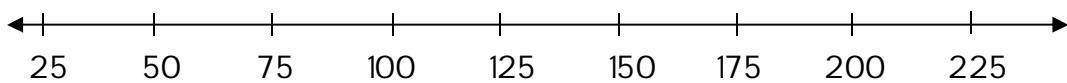
NOR/Multiplication/G3/R/M

21. Sebenzisa umgca manani ubonisa ukuba $4 \times 10 = 40$



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

22. Zoba umtsi/imitsi kumgca manani ubonisa ukuba $125 - 50 = 75$.



PFA/Geometric Patterns/G3/R/E

23. Yandisa ipateni ye j iyometri kube kanye kuphela.



PFA/Number Patterns/G3/R/M

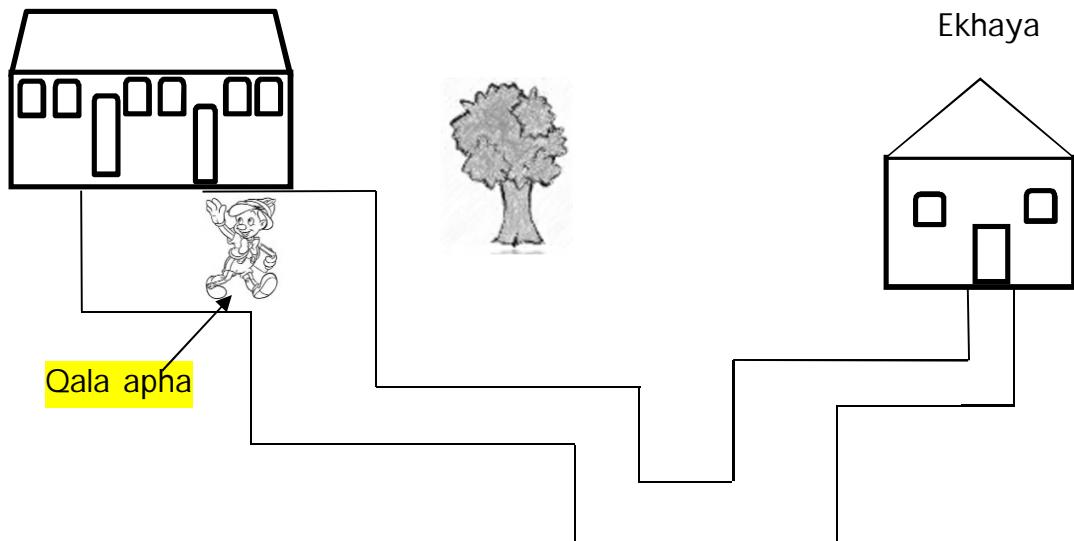
24. Bhala umthetho osetyenzisiweyo ukwenza ipateni yamanani engezantsi.

380; 384; 388; 392

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

25. Qwalasela umfanekiso uze uphendule imibuzo engezantsi.

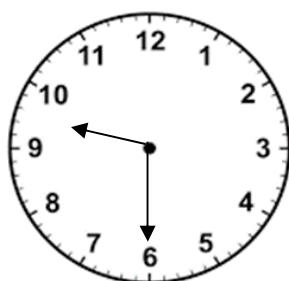
I sikolo



- Uj ika kangaphi uPhila ukusuka esikolweni ukuya ekhaya?
- Xa uPhila evela esikolweni umthi uya kuba ngasekholo kwakhe okanye ngasekunene?

M/Time/G3/K/M

26. Funda ixesha kule wotshi uze ugqibezele isivakalisi esingezantsi.

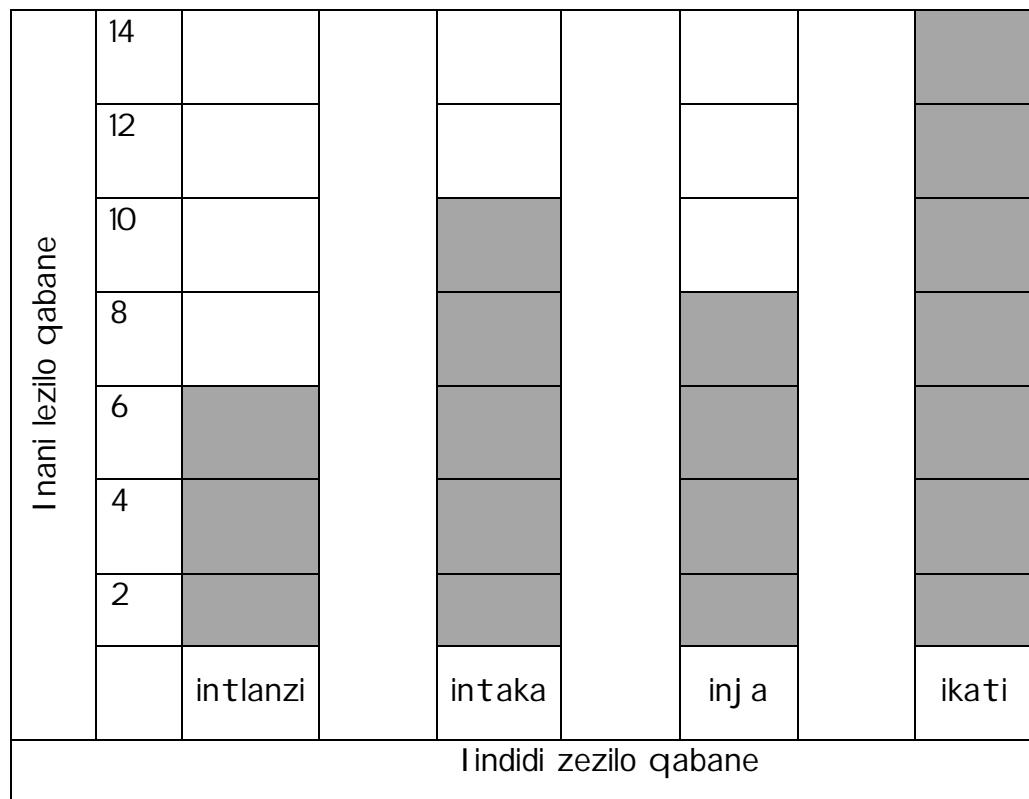


Ixesha kule wotshi yosiba li ...

DH/Analyse and interpret/G3/R/M

27. Funda igrafu uze uphendule umbuzo olandelayo.

I zilo qabane ezithandwa ngabafundi



Sesiphi esona silo qabane sithandwa kakhulu?

I CANDELO C

Bonisa wonke umsebenzi wakho.

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

28. UZuko una-R32. UAzwi yena uyiphinda kathathu imali kaZuko. Unamalini uAzwi?

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

29. Kukho abantu abangama-490 kwibala lebhola ekhatywayo. Ihafu yabo ngabantwana enye ihafu ngabazali. Bangaphi abantwana abakhoyo kweli bala?

M/Time/G3/C/M

30. UThuli uvuka ngentsimbi yesi-5 entloko qho kusasa. Isikolo sakhe singena ngomkhono emva kwentsimbi yesi-7. Unexesha elingakanani ukulungiselela ukuya kufika esikolweni?

M/Mass/G3/C/D

31. UNomsa waqokelela amaqunube abunzima bungama-700g waze yena uSihle waqokelela amaqunube abunzima bungama-350g. Waqokelela amaqunube abunzima bungakanani uSihle ngaphantsi kwaqokelelwe nguNomsa?

M/Length/G3/C/D

32. Umgama oj ikeleze inkampu esisikwere ungama-48m. Bungakanani ubude becala ngalinye lenkampu?



**DIAGNOSTIC TEST ITEMS: MARKING GUIDELINE
IMATHEMATIKA: ISIXHOSA
IBANGA 3**

Le memorandam inamaphepha asi-8.

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.

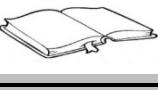
ICANDELO A

- Inqaku eli-1 ngempendulo.
- Ungamniki inqaku ukuba ukhethe ngaphezulu kwempendulo enye.

No.	Expected answer	Level of understanding or error analysis		Cognitive level	Level of difficulty	Grade level
2.	A 6	1	Udibanise amanani amathathu okuqala kuphela.	R	E	1
	B 4	1	Udibanise amanani amabini okuqala kuphela.			
	C 2	1	Ucinge ukuba yipateni yamanani.			
	D 8 ✓	4	Impendulo echanekileyo.			

No.	Expected answer	Level of understanding or error analysis		Cognitive level	Level of difficulty	Grade level
3.	A 250	2 Uphinda phinde ama-50 ngesi-5 kwayeakanalwazi legama elithi “dibanisa.”	R	E	2	
	B 505					
	C 10					
	D 55✓					
4.	A 34✓	4 Impendulo echanekileyo.	R	M	2	
	B 29					
	C 43					
	D 3					
5.	A 100, 105, 110, 115	1 Ubale ngezi-5.	K	E	3	
	B 130, 120, 110, 100					
	C 100, 110, 120, 130 ✓					
	D 110, 120, 130, 140					
6.	A 60 098	1 Akaqondi nto ngexabiso lendawo yenani.	K	M	3	
	B 6 098					
	C 968					
	D 698✓					
7.	A 	1 Ubhidanisa iikota ezi-2 neekota ezi-3.	K	M	3	
	B 					
	C 					

No.	Expected answer	Level of understanding or error analysis		Cognitive level	Level of difficulty	Grade level
	D					
8.	A 136	1	Akakwazi ukwehlula into epheleleyo ayenze amaqhezu.	R	E	3
	B 100 ✓	4	Impendulo echanekileyo.			
	C 172	1	Uthabathe amakhulu waze wadibanisa amashumi nemivo.			
	D 472	2	Udibanisile endaweni yokuthabatha. Ubhidanise iimpawu zokubala.			
9.	A –	1	Uqajiseleakanalo ulwazi lokwahlula.	P	M	3
	B ×	1	Uqajiseleakanalo ulwazi lokwahlula.			
	C +	1	Uqajiseleakanalo ulwazi lokwahlula.			
	D , ✓	4	Impendulo echanekileyo.			
10	A  ✓	4	Impendulo echanekileyo.	K	E	2
	B 	1	Akakwazanga kuqaphela ulandelelwano olululo.			
	C 	1	Akakwazanga kuqaphela ulandelelwano olululo.			
	D 	1	Akakwazanga kuqaphela ulandelelwano olululo.			
11	A 10; 11	1	Ubale ngoono-1, akawahoya amanani amabini okuggibela.	K	M	3
	B 8; 10	2	Ubale ngoono-2, akayiqwalasela ipateni.			
	C 4; 8 ✓	4	Impendulo echanekileyo.			
	D 6; 9	1	Ubale ngoono-3, akayiqwalasela ipateni.			

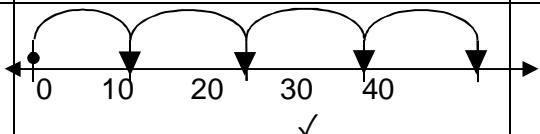
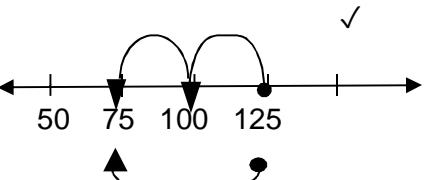
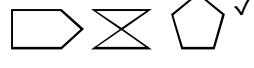
No.	Expected answer		Level of understanding or error analysis		Cognitive level	Level of difficulty	Grade level
12	A	Imabhile	1	Akasiqondi isigama esisetenzisiweyo 'ukutshebeleza'.	K	E	2
	B	Ibhola	1	Akasiqondi isigama esisetenzisiweyo 'ukutshebeleza'.			
	C	Itreyi ✓	4	Impendulo echanekileyo.			
	D	I-orenji	1	Akasiqondi isigama esisetenzisiweyo 'ukutshebeleza'.			
13	A	Uxande	1	Akakwazanga ukukhetha imilo engenamacala athe ngqo/akanalwazi lwasigama 'engena'.	K	M	3
	B	Unxantathu	1	Akakwazanga ukukhetha imilo engenamacala athe ngqo/akanalwazi lwasigama 'engena'.			
	C	Isikwere	1	Akakwazanga ukukhetha imilo engenamacala athe ngqo/akanalwazi lwasigama 'engena'.			
	D	Isangqa ✓	4	Impendulo echanekileyo.			
14	A		1	Akayiqondi intsingiselo ka 'eyona nto inzima'.	K	E	2
	B		4	Akayiqondi intsingiselo ka 'eyona nto inzima'.			
	C		1	Akayiqondi intsingiselo ka 'eyona nto inzima'.			
	D	 ✓	2	Impendulo echanekileyo.			
15	A	4 iiveki✓	4	Impendulo echanekileyo.	K	M	3

No.	Expected answer		Level of understanding or error analysis		Cognitive level	Level of difficulty	Grade level
	B	3 iiveki	2	Akakwazi ukusebenzisa ulwazi lwenani leentsuku evekini okanye ukusebenzisa iimpawu zokubala.			
	C	5 iiveki	1	Akakwazi ukusebenzisa ulwazi lwenani leentsuku evekini okanye ukusebenzisa iimpawu zokubala.			
	D	6 iiveki	1	Akakwazi ukusebenzisa ulwazi lwenani leentsuku evekini okanye ukusebenzisa iimpawu zokubala.			
16	A	3 kunye nehafu	1	Ubale ama-apile kaLize kuphela.			3
	B	5	1	Ubale ama-apile kaSipho kuphela.			
	C	8 kunye nehafu	1	Udibanise ama-apile ka Sipho naka Lize.			
	D	1 kunye nehafu✓	4	Impendulo echanekileyo.			

ICANDELO B

- Yamkela nayiphi na indlela echanekileyo yokubala engabandakanywanga kule memorandam.
- Mabangohlwaywa ngeempazamo zopelo.
- Yamkela nayiphi na impendulo engolwimi oluvumekileyo ukuba ligama.
- Mawanganikezelwa amanqaku azihafu.

No.	Expected answer		Clarification	Mark	Cognitive level	Level of difficulty	Grade
16.		Amashumi amabini ✓	Nika inqaku kuphela ngegama lenani.	1	K&R	E	2
17.		50 okanye 5 amashumi ✓	Nika inqaku kuphela ngexabiso hayi ngexabiso lendawo yenani.	1	K	E	3

No.	Expected answer	Clarification	Mark	Cognitive level	Level of difficulty	Grade
18.	931, 913, 391, 319, 193, 139 ✓	Nika inqaku ukuba onke amanani anolandelwano oluchanekileyo.	1	R	M	3
19.	24 ✓		1	R	D	3
20.	a. R1, 35 ✓ b. 160c ✓		1	R	M	3
21.		<ul style="list-style-type: none"> Nika inqaku ukuba yomine imitsi ibonakalisiwe ngendlela echanekileyo. 	1	R	M	3
22.		<ul style="list-style-type: none"> Yamkela nayiphi indlela kwezi zibonakalisiweyo. 	1	R	D	3
23.		<ul style="list-style-type: none"> Nika inqaku ukuba zontathu iimilo zinolandelwano oluchanekileyo. 	1	R	E	3
24.	Yongeza isi-4 okanye +4 okanye dibanisa isi-4 okanye ipateni yoono-4 okanye bala usiya phambili ngoono-4.		1	R	M	3
25.	a. 7/isixhenxe✓ b. Ngasekhohlo✓		1	R	M	3
26.	Ical a emva kwentsimbi yethoba okanye 30 emizuzu emva kwentsimbi ye- 9 okanye 30 emizuzu phambi kwentsimbi ye- 10 ✓		1	K	M	3
27.	Ikati ✓		1	R	M	2

ICANDELO C

- Esi sisikhokelo sokukorekisha. Kwiimeko apho abafundi basebenzise iindlela ezizezinye ezamkelekileyo ngokwezibalo zokusombulula iingxaki mazamkelwe.**
- Ukusetyenziswa kwesi sikhokelo (memorandam) kukuqinisekisa ukuba ukorekisho lunika ingxelo kubafundi echanekileyo, ecacileyo, ethembekileyo neqondakalayo.**

No.	Expected answer	Level of understanding or error analysis	Mark	Cognitive level	Level of difficulty	Grade
28.	UAzwi una = $3 \times R32$ = $R30 + R30 + R30 + R2 + R2 + R2 \checkmark$ = $R90 + R6$ = $R96 \checkmark$	<ul style="list-style-type: none"> Inqaku eli-1nangeiyiphi indlela echanekileyo, kwakhona inqaku eli-1 ngempendulo echanekileyo. Lonke ubalo malubonakaliswe. 	2	P	D	3
29.	Inani labantwana = $490 \div 2$ = $(400 + 80 + 10) \div 2 \checkmark$ = $200 + 40 + 5$ = $245 \checkmark$		2	C	D	4
30.	7:15 - 5:00 \checkmark = 2 iiyure:15imizuzu \checkmark okanye 2 kunye nekota yeyure $\checkmark\checkmark$		2	C	M	3
31.	Inani leegrem = $700g - 360g \checkmark$ = $340 g \checkmark$		2	C	D	3
32.	Ubude ngeemitha = $48 \div 4 \checkmark$ = $(40 + 8) \div 4$ = $10 + 2$ \checkmark		2	C	D	3

ISIXHOSA HOME LANGUAGE

DIAGNOSTIC QUESTIONS & MEMO



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

DIAGNOSTIC TEST ITEMS ISIXHOSA ULWIMI LWASEKHAYA IBANGA 3

Eli phepha linamaphepha anama-34

Imiyalelo kuditshala:

1. Olu vavanyo lwenziwe nj engovimba wokuqonda.
2. Nceda ufunde isikhokelo sikatitshala phambi kokuba usebenzise ezi mvavanyo.
3. Ungazisebenzisa ezi mvavanyo ngokwamacandelo/ngokwemibuzo.
4. Ungayahlulahlula imibuzo ngokwamacandelo/imibuzo uj onge izakhono, umgangatho namabanga.
5. Ukukhetha icandelo/umbuzo kuxhomekeke kwinj ongo yohlolo. Umz. Usenokufuna ukuqonda ukuba ingaba abafundi bebanga lesi-3 eklasini bayawuqonda na umsebenzi webanga loku-1 nelesi-2 wokufunda namalungu ezandi. Kungoko uya kukhetha wonke umsebenzi webanga loku-1 nelesi-2 kwakumbuzo wokuqala. Olo vavanyo ungalusebenzisa nj engovavanyo olusisiseko ekuqaleni konyaka. Ungacwangcisa izifundo zebanga lesi-3 ukusukela kwizinga lokuqonda lwabafundi bakho olufumene kuvavanyo olusisiseko. Ngendlela efanayo unako ukukhetha imibuzo ngokwamalungu ahlukenyeyo kaCAPS ngenj ongo yohlolo.

Umbuzo wokuqala

Funda esi sicatshulwa uze uphendule imibuzo elandelayo.

ISICATSHULWA SOKU-t IBALI

Ngenye imini isele elinomlomo omkhulu leza lix huma x huma lisihla ngendlela.

Labona ecaleni kwendlela ikati igcakamele ilanga. USele waxokozela ekhwaza ngelizwi elikhulu ukuze ikati ivuke. Wabuza ukuba ikati itya ntoni na. UKati wathi Miyawu, "Nditya intlanzi," waphinda wabuyela ebuthongweni bakhe. "Mh, yantle loo nto!" Watsho uSele. Waqhubeka exhuma x huma uSele esihla ngendlela.

Ngokukhawuleza, uSele wadibana nenj a engqoqo ihamba nenj ana. USele wabuza uNj a ukuba utya ntoni na. UNj a wakhonkotha esithi utya inyama. USele waxokozela wathi, "Mh, yantle loo nto!" Waqhubeka exhuma x huma uSele esihla ngendlela.

USele uphinde wabona inkomo elambileyo kunye nethole zisitya ingca. USele wathi grwa exokozela ngelizwi elikhulu, wabuza uNkomo ukuba utya ntoni na. "Awundiboni ukuba nditya ingca?" wanxakama uNkomo. Waxokozela kwakhona uSele esithi, "Mh, yantle loo nto!" Waqhubeka exhuma x huma uSele esihla ngendlela.

Emva koko, USele wabona inyoka emaqhingga izisongile embindini wendlela. Waxokozela ekhwaza kakhulu ebuza uNyoka ukuba utya ntoni na. UNyoka wafutha esithi utya amasele kodwa ukholwa lisele elinomlomo omkhulu nj engaye uSele. USele waxokozela ngelizwi elitswinayo, "Mh, yambi loo nto!", Watsho exhuma x huma ekhawuleza kangangoko anako egoduka.

[Imvelaphi "The Wide-Mouth Frog"]

Qaphela ukuba isihlomelo esingentla kombuzo ngamnye nj engokuba kuboniswe, sinika ulwazi ngale ndlela: uhlobo Iwetekisi, umxholo wesifundo, ukuqonda/nesakhono, umgangatho webanga, umgangatho wobunzima kunye nekota (ekufanele kufundiswe ngayo umxholo/ isakhano) umz.:

Uhlobo Iwetekisi	Amalungu	Umxholo/Ukuqonda/ Izakhono	Ibanga	Umngangatho wobunzima	Ikota
Ibali	Ukufunda nezandi	Abalinganiswa ebalini	G1	E	2

Ibhalwe ngale ndlela ilandelayo ngentla kwayo yonke imibuzo:

Ibali	Ukufunda nezandi	Abalinganiswa ebalini	G1	E	2
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Ukuqonda

Uhlobo lwetekisi	Amalungu	Umxholo/Ukuqonda/ Izakhono	Ibanga	Umngangatho wobunzima	Ikota
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Ibali	Ukufunda nezandi	Abalinganiswa ebalini	G1	E	2
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1. Ngubani umlinganiswa oyintloko ebalini?

Umlinganiswa oyintloko ebalini ngu...

- A nj ana.
- B nyoka.
- C sele.
- D mpukane.

Ibali	Ukufunda nezandi	Abalinganiswa ebalini	G2	E	2
-------	---------------------	--------------------------	----	---	---

2 Dwelisa bonke abalinganiswa abathethayo kweli bali.

- A USele, uKati, uNj a, uNkomo, uNyoka
- B USele, UKati, UNj a, UNkomo, UNtlanzi
- C Igusha, Ibhokhwe, Itakane, USipho, UKati
- D USele, UKati, UNkomo, UNyoka, UNj ana

Ibali	Ukufunda nezandi	Chaza umlinganiswa oyintloko	G3	M	1
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3. Lisele elinj ani eli lix huma xhumayo lisehla ngendlela.

- A Lisele elinomlomo omkhulu.
- B Lisele elilambileyo.
- C Lisele eliluhlaza.
- D Lisele elingumntwana.

Ibali	Ukufunda nezandi	Ukulandelanisa	G2	M	2
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4. Sesiphi isiganeko esenzeke ekugqibeleni ebalini?

- A USele wax huma x huma wagoduka ngokukhawuleza kangangoko anako.
- B USele wabona uNkomo noThole besitya ingca.
- C USele wadibana noNyoka.
- D USele waya kudada.

Ibali	Ukufunda nezandi	Ukulandelanisa	G3	D	2
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5. Landeelanisa iziganeko ngokwasebalini.

Nombola iziganeko ukusuka kwisi-1 ukuya kwisi-4.

I nyoka yafutha isithi itya amasele anomlomo omkhulu	
I kati yathi itya intlanzi.	
UNkomo wanxakama esithi utya ingca.	
UNj a wakhonkotha esithi utya inyama.	

Ibali	Ukufunda nezandi	Umbuzo okwiqondo eliphezulu	G3	M	2
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6. Kwakutheni ukuze uSele axokozele ngelizwi elitswinayo xa uNyoka emxelela ukuba yena utya amasele?

USele waxokozela ngelizwi elitswinayo kuba ...

- A wayesoyika uNyoka.
- B wayefuna ukutya kukaNyoka.
- C umqala wakhe wawubuhlungu.
- D wayevuya.

Ibali	Ukufunda nezandi	Ukuqonda isimo sentlalo	G3	E	2
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7. Lenzeka phi eli bali?

- A Endleleni.
- B Efama.
- C Kwivenkile yezilo-qabane.
- D Kufuphi nedama.

Ibali	Ukufunda nezandi	Ukunika uluvo lwakho	G3	D	4
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8. Kwakunokwenzeka ntoni ukuba uNyoka kune noSele babenokuba

ngabahlobo?

- A Babengenakutya ingca bobabini.
- B UNyoka wayengenakuxokozela kune noSele.
- C Babengenakudada bobabini.
- D UNyoka wayengasokuze amtye uSele.

Ibali	Ukufunda nezandi	Unobangela nesizathu	G4	D	4
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9. Ucinga ukuba kutheni isele lax huma x huma lagoduka ngokukhawuleza

kangangoko linako?

- A Wayefuna ukuphumelela ugqatso.
- B Wayesoyika ukuba uNyoka angamtya.
- C Wayeqqibile ukuthetha noNyoka.
- D Wayengafuni ukushiywa lixesha.

Ibali	Ukufunda nezandi	Unobangela nesizathu	G4	D	4
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10. Kwakunokwenzeka intoni ukuba isele lalingax huma x huma

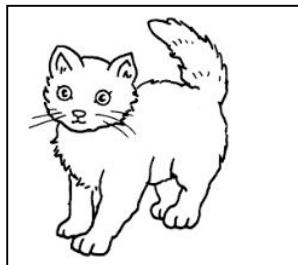
lagoduka?

- A Izilwanyana zazingazi kuba khona.
- B USele wayeza kubaleka ehle ngendlela.
- C USele wayengasokuze adibane nezilwanyana.
- D USele wayesokuze ax huma x hume.

Ibali	Ukufunda nezandi	Ukusebenzisa unonye	G1	E	1
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11. Jonga umfanekiso uFakele isandi esishiyiwego. Le yika...i.

- A t
- B k
- C nj
- D ny

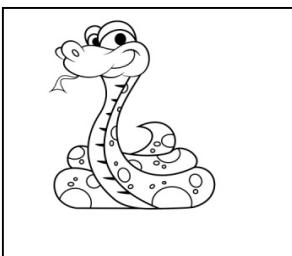


Ibali	Ukufunda nezandi	Ukusebenzisa oonombini	G1	E	3
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12. Jonga umfanekiso. Khetha isandi esishiyiwego

Le yi...oka.

- A nk
- B i
- C ny
- D sh



Ibali	Ukufunda nezandi	Oomabizwafane	2	M	1
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13. Khetha igama elibizwa ngokufanayo ekuqaleni neli 'isele'.

- A ibele
- B isela
- C iwele
- D inxele

Ibali	Ukufunda nezandi	Oomabizwahluke	G3	D	1
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14. Khetha igama elifundwa ngokwahluileyo neli 'inkomo'.

- A Inkonkxa
- B Inkonzo
- C Inkonde
- D Inkululeko

Ibali	Ukufunda nezandi	Oomabizwafane	G3	D	3
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15. Oomabizwafane ngamagama abizwa abhalwe ngokufanayo kodwa
abe enentsingiselo eyahlukileyo.

USele udibene noNyoka kwidolo lendlela.

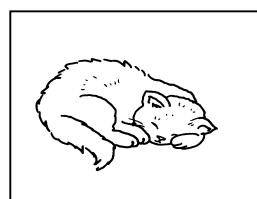
Bhala isivakalisi usebenzise igama elithi, 'idolo' ukubonisa intsingiselo
eyahlukileyo.

Ibali	Ukufunda nezandi	Ukuqaphela izandi	G3	E	1
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16. Jonga umfanekiso. Khetha igama elibonisa ukuba ikati ithanda
ukwenza ntoni na.

Ikati ithanda uku...

- A rhona.
- B lala.
- C zolula.
- D zimela.



Ibali	Ukufunda nezandi	UkuFakela oonombini	3	M	1
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17. Funda isivakalisi uze ukhethe isandi esichanekileyo.

Inkomo i...a ingca.

- A dl
- B hl
- C ty
- D ngc

Ibali	Ukufunda nezandi	Ukugqibezela izivakalisi	G3	M	1
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18. Funda isivakalsi uze ukhethe igama elichanekileyo.

USele wadibana nenkomu kanye ne...

- A thole.
- B gusha.
- C takane.
- D hagu.

Ibali	Ukufunda nezandi	UkuFakela oonontathu	1	E	2
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19. Khetha isandi esichanekileyo esisemva kwesikhamiso.

Ikati i...empa kabuhlungu

- A krw
- B rkw
- C khw
- D rhw

Ibali	Ukufunda nezandi	Ukugqbezela isivakalisi	G3	M	1
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20. Khetha impendulo echanekileyo.

I sele lix huma x huma e...

- A ndlaleni.
- B ndlebeni.
- C ndleleni.
- D ndlwini.

Ibali	Ukubhala	Impawu zokubhala	G1	E	4
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21. Sesiphi isivakalisi esineempawu zokubhala ezichanekileyo.

- A wax huma x huma esihla ngendlela
- B Wax huma x huma esihla ngendlela
- C Wax huma x huma esihla ngeNdlela.
- D Wax huma x huma esihla ngendlela.

Ibali	Ukubhala	Impawu zokubhala	G2	E	3
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22. Sesiphi isivakalisi esineempawu zokubhala ezichanekileyo.

- A utya ntoni
- B Utya ntoni.
- C Utya ntoni?
- D utya ntoni?

Ibali	Ukubhala	I impawu zokubhala	G3	M	1
-------	----------	--------------------	----	---	---

23. Sesiphi isivakalisi esineempawu zokubhala ezichanekileyo.

- A Ewe, kulungile!
- B ewe kulungile
- C Ewe kulungile
- D ewe kulungile!

Ibali	Ukubhala	I impawu zokubhala	G4	D	1
-------	----------	--------------------	----	---	---

24 Sesiphi isivakalisi esineempawu zokubhala ezichanekileyo.

- A unyoka wathi ndithanda ukutya amasele
- B UNyoka wathi, ndithanda ukutya amasele.
- C Unyoka wathi, "Ndithanda ukutya amasele."
- D unyoka wathi "Ndithanda ukutya amasele"

Ibali	Ukubhala	I zigaba zentetho	G2	M	3
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25. Sisigaba sini sentetho igama elinomgca ngaphantsi kwesi sivakalisi?

Wabona ikati elivila ilele.

- A Sisimelabizo
- B Sisihlomelo
- C Sisibizo
- D Sisenzi

Ibali	Ukubhala	Isivumelanisi	G4	M	2
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26. Sisiphi isivakalisi esichanekileyo?

Inyoka ifuthela isele, kodwa iinyoka ...

- A zifuthela amasele.
- B ifuthela amasele.
- C zifumana amasele.
- D ifundisa amasele.

Ibali	Ukubhala	Ukuqhaphela isenzi	G3	E	2
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27. Leliphi igama elisenzi kwisivakalisi?

USELE waxokozela ngelizwi elitswinayo.

- A Waxokozela
- B Ilizwi
- C Iroxozela
- D I sele

Ibali	Ukubhala	Isininzi	G3	D	4
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28. Khetha isininzi esichanekileyo.

Inj ana inye, kodwa ... zimbini.

- A Amanj ana
- B Inj ana
- C Izinj ana
- D Oonj ana

Ibali	Ukubhala	Isalatha ndawo	G3	E	4
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29. Jonga umfanekiso. Xela indawo echanekileyo.

I kati ihleli ... kwesofa.

- A ecaleni
- B phakathi
- C phezu
- D emva



Ibali	Ukubhala	I zihlomelo	G3	M	2
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30. Leliphi igama elicacisa isenzi kwesi sivakalisi?

I sele lix huma xhume msinyane lagoduka.

- A lix huma xhume
- B Elinamaqhingga
- C Ngokukhawuleza
- D Msinyane

Ibali	Ukubhala	I xesha eladlulayo	1	E	2
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31. Fakela igama elichanekileyo kwisivakalisi.

I zolo inj a ... inyama.

- A yatya
- B watya
- C itye
- D itya

Umbuzo Wesibini

Jonga le grafu ingezantsi uze uphendule imibuzo.

ITEKISI YESI – 2: IGRAFU

Ivenkile yeentyatyambo kaLisa

Intengiso zeveki

Inani leentyatyambo	8					
	7					
	6					
	5					
	4					
	3					
	2					
	1					
		uMvulo	uLwesibini	uLwesithathu	uLwesine	uLwesihlanu

Intsuku zeveki

[Imvelaphi DBA]

Igrafu	Ukufunda nezandi	Ukutolika ulwazi kwigrafu	G1	E	4
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1. Wayethengisa ntoni uLisa?

- A Intyatyambo
- B Izityalo
- C Amagqabi
- D Imithi

Igrafu	Ukufunda nezandi	Ukucalula nokufanisa ulwazi	G2	E	3
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2. Loluphi olu suku uLisa athengise ngalo iintyatyambo ezintathu?

- A NguLwesithathu
- B Yimpelaveki
- C NguMvulo
- D YiCawe

Igrafu	Ukufunda nezandi	Ukucalula nokufanisa ulwazi	G3	E	1
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3. Zingaphi iintyatyambo xa ziphelele ezathengiswa nguLisa ngoLwesibini nangoLwesihlanu?

- A ngamashumi amabini
- B lishumi elinanye
- C zisixhenxe
- D liqanda

Igrafu	Ukufunda nezandi	Ukucalula nokufanisa ulwazi	G3	M	2
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4. Loluphi usuku uLisa awathengisa ngalo ezona ntyatyambo zininzi?

- A NguLwesibini noLwesine
- B NguMgqibelo
- C NguMvulo
- D NguLwesihlanu

Igrafu	Ukufunda nezandi	Ukucalula nokufanisa ulwazi	G3	E	2
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5. Loluphi usuku uLisa awathengisa ngalo elona nani lincinci leentyatyambo?

- A NguLwesithathu
- B NguMvulo
- C NguAgasti
- D NguLwesihlanu

Igrafu	Ukufunda nezandi	Ukucalula nokufanisa ulwazi	G4	D	1
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6. Zininzi kangakanani iintyatyambo ekufanele uLisa azithengise ngoMvulo ukuze zilingane nazithengise ngoLwesithathu?

- A Zisixhenxe
- B Zintathu
- C Zinye
- D Inye

Igrafu	Ukufunda nezandi	Ukunika ulovo	G3	M	4
--------	------------------	---------------	----	---	---

7 Ucinga ukuba kutheni uLisa wathengisa iintyatyambo ezininzi ngoLwesihlanu kunangoMvulo?

- A Abantu bathenga kakhulu iintyatyambo ngoLwesihlanu belungiselela impelaveki.
- B Iintyatyambo ziyafa.
- C Iintyatyambo zinuka kamnandi.
- D Iinyosi zenza ubusi.

Igrafu	Ukufunda nezandi	Ukucalula, ukufanisa nokuchasanisa ulwazi	G3	M	3
--------	------------------	---	----	---	---

8. Zeziphi ezi ntsuku zimbini uLisa awathengisa inani elifanayo leentyatyambo?

- A NguFebruwari noEpreli
- B NguLwesibini noLwesithathu
- C NguLwesibini noLwesine
- D NguMgqjibelo neCawe

Igrafu	Ukufunda nezandi	Ukuchaza indlela ezifana ngayo nomahluko	G3	M	4
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9. Zingaphezulu kangakanani iintyatyambo uLisa awazithengisa ngoLwesihlanu xa zithelekiswa kunezangoMvulo?

- A Zine
- B Zimbini
- C Zizine
- D Zibini

Igrafu	Ukufunda nezandi	Ukunika uluvo	G3	D	4
--------	------------------	---------------	----	---	---

10. Angenza ntoni uLisa ukonyusa intengiso yeentyatyambo ngoMvulo?

ULisa ang...

- A azinkcenkceshela rhoqo.
- B aguqla igama levenkile yakhe.
- C aqesha umncedisi.
- D enza iseyile.

Umbuzo Wesithathu

Jonga le powusta ingezantsi uze uphendule imibuzo.

ITEKISI YESI – 3: IPOWUSTA



Gcina imithetho yaseklasini

- 1. Ngena ngocwangco**
- 2. Zimisele ukufunda**
- 3. Phakamisa isandla xa uza kuthetha**
- 4. Sebenza ngokuzimisela**
- 5. Yiba ngumhlobo**

[Imvelaphi www.teacherspayteachers.com 29.07.2016]

Ipowusta	Ukufunda nezandi	Ukutolika ulwazi	G3	E	4
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1. Uthini umthetho wesi-4?
 - A Zimisele ukufunda.
 - B Chola amaphepha.
 - C Sebenza ngokuzimisela.
 - D Yiba ngumhlobo.

Ipowusta	Ukufunda nezandi	Ukutolika ulwazi	G2	E	3
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2. Ngowuphi umthetho ophambi kwalo uthi 'Zimisele ukufunda'?

- A Ngena ngocwangco.
- B Phakamisa isandla xa uza kuthetha.
- C Bopha imitya yezihlangu.
- D Ngena ngokukhawuleza.

Ipowusta	Ukufunda nezandi	Ukutolika ulwazi	G3	M	4
----------	------------------	------------------	----	---	---

3. Ipowusta ithetha ngantoni?

- Ipowusta ithetha nge...
- A sikolo.
 - B xesha elabelwe ukufundisa.
 - C bhotile.
 - D mithetho.

Ipowusta	Ukufunda nezandi	Ukutolika ulwazi	G3	M	4
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4. Ungayifumana phi le powusta?

Le powusta ungayifumana e...

- A ofisini.
- B klasini.
- C khaya.
- D venkileni.

Ipowusta	Ukubhala	Izibizo	G1	E	3
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5. Ngubani isibizo kwisivakalisi esilandelayo?

Umhlobo wenene uyathandeka.

- A Ubuholobo
- B utshaba
- C umhlobo
- D ulungile

Ipowusta	Ukubhala	I sininzi	G1	M	4
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6. Khetha igama elichanekileyo ukugqibezela isivakalisi.

Abafundi kufuneka baphakamise ... phambi kokuba bathethe.

- A ingalo
- B izandla
- C isandla
- D ihlanza

Ipowusta	Ukubhala	I zihlomelo	G1	M	4
----------	----------	-------------	----	---	---

7. Khetha igama elixela indawo kwisivakalisi.

ULindi ubeke incwadi phezu kwetafile.

- A uLindi
- B ubeke
- C incwadi
- D Phezu

Ipowusta	Ukubhala	I zichasi	G4	D	1
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8. Khetha isichasi segama elinomgca ngaphantsi.

Sebenza kakuhle.

- A kakubi.
- B kakhulu.
- C ngokulungileyo.
- D sebenza.

Ipowusta	Ukubhala	Izithethantonye	G3	D	4
----------	----------	-----------------	----	---	---

9. Khetha isithethantonye segama 'caphuka'.

- A hleka
- B qumba
- C yiza
- D vuya

Ipowusta	Ukubhala	Izihlanganisi	G3	M	4
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10. Khetha isihlanganisi esichanekileyo ukudibanaisa ezi zivakalisi zibini.

Funda ipowusta. Uthobele imithetho.

- A ncamathele
- B kuba
- C uze
- D kodwa

Ipowusta	Ukubhala	Izenzi	G3	E	2
----------	----------	--------	----	---	---

11. Khetha uze ubhale isenzi kwesi sivakalisi.

Phakamisa isandla sakho.

Umbuzo Wesine

Funda ngocoselelo isiqulatho esilandelayo uze uphendule imibuzo.

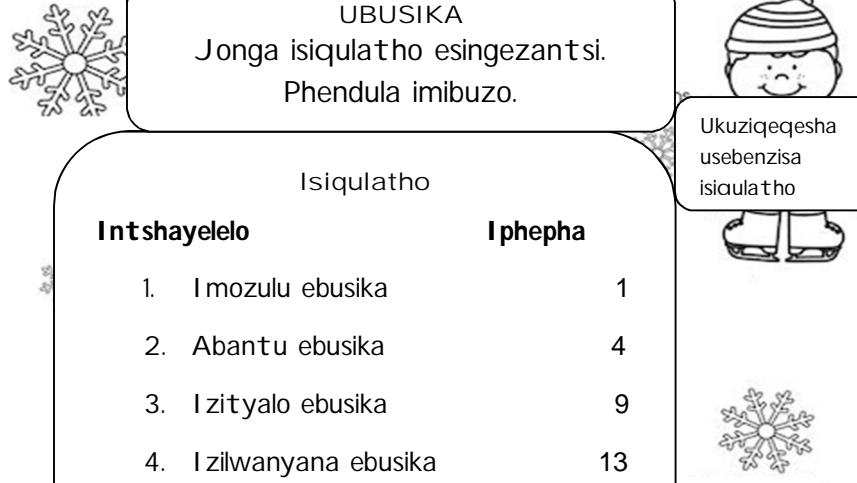
ITEKISI YESI – 4: ISI QULATHO

UBUSIKA
Jonga isiqulatho esingezantsi.
Phendula imibuzo.

Isiqulatho

Intshayelelo	Iphepha
1. Imozulu ebusika	1
2. Abantu ebusika	4
3. Izityalo ebusika	9
4. Izilwanyana ebusika	13
5. Isigama sasebusika	25

Ukuziqeqesha
usebenzisa
isiaulatho



[imvelaphi www.firstgradealacarte.blogspot.com 29.07.2016]

Isiqulatho	Ukufunda nezandi	Ukutolika ulwazi	G1	E	4
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1. Sithini isihloko sencwadi?

- A Abantu ebusika
- B Ubusika
- C Imozulu
- D Ikhephu

Isiquatho	Ukufunda nezandi	Ukutolika ulwazi	G3	E	3
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2. Sesiphi isahluko esiza emva kwesihloko esithi, 'abantu ebusika'?

- A Imozulu ebusika
- B Ukukhithika
- C Izityalo ebusika
- D Indwendwe

Isiquatho	Ukufunda nezandi	Ukutolika ulwazi	G2	M	3
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3. Ikweliphi iphepha intshayelelo?

Intshayelelo 'ikwiphepha ...'

- A lama-25.
- B le-19.
- C le-3.
- D lo-1.

Isiquatho	Ukufunda nezandi	Ukucalula ulwazi	G2	E	3
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4. Isahluko soku-1 sitetha ngantoni?

Isahluko soku-1 sitetha nge...

- A mozulu ebusika.
- B mpahla zam zeholide.
- C ntshayelelo.
- D nkwenkwe.

Isiquatho	Ukufunda nezandi	Ukucalula ulwazi	G3	M	4
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5. Isahluko sesi-4 sithetha ngantoni?

Isahluko sesi-4 sithetha nge...

- A zilwanyana ebusika
- B mvula ebusika
- C mozulu ebusika
- D mithi ebusika

Isiquatho	Ukufunda nezandi	Ukucalula ulwazi	G3	D	4
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6. Ingaba loluphi ulwazi oza kufunda ngalo kwisahluko esithi, 'Izilwanyana ebusika'?

- A izilwanyana
- B abantwana
- C izityalo
- D iibhatyi

Isiquatho	Ukufunda nezandi	Ukucalula ulwazi	G3	D	4
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7. Ingaba uza kufunda ngantoni ukusukela kwiphepha lesi-4 ukuya kwelesi-8?

- A Abantu ebusika
- B Iincwadi ebusika
- C Isiquatho
- D Imozulu ebusika

Isiqulatho	Ukufunda nezandi	Ukulandeelanisa	G3	M	2
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8. Landeelanisa izahluko nj engoko zinj alo kwisiqulatho.

Bhala iinombolo zezahluko ukusuka kwisi-1 ukuya kwisi-4.

I zilwanyana ebusika	
Abantu ebusika	
I zityalo ebusika	
Imozulu ebusika	

Isiqulatho	Ukufunda nezandi	Ukutolika ulwazi	G4	D	1
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9. Ungasifumana phi isigama ngobusika?

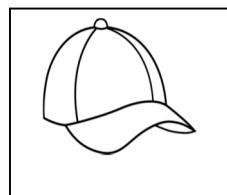
Isigama ngobusika sifumaneka kwiphepha ...

- A loku-1.
- B lesi-2.
- C lama-25.
- D lama-52.

Isiqulatho	Ukufunda nezandi	Ukuqaphela isandi	G1	E	1
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10. Jonga umfanekiso. Sesiphi isandi esichanekileyo esisemva kwesikhamiso sokuqala?

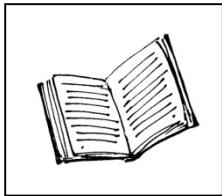
- A s
- B Z
- C L
- D K



Isiqualatho	Ukufunda nezandi	Ulwazi lwezandi nopolو	G1	E	3
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11. Biyela igama elichanekileyo ukugqibezela isivakalisi .

Le yi ncadi/ncwadi.



Isiqualatho	Ukufunda nezandi	Ulwazi lwezandi nopolو	G3	M	1
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12. Khetha igama elishiyiwego ukugqibezela isivakalisi.

Ngexesha lasebusika i... iyabanda.

A mozulu

B moyezulu

C mozzulu

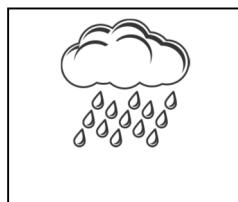
D simozulu

Isiqualatho	Ukufunda nezandi	Ulwazi lwezandi nopolو	G3	E	3
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13. Jonga umfanekiso.

Bhala isandi esichanekileyo ukugqibezela eli gama.

Le yi...ula



Isiquulatho	UkuFunda nezandi	Amagama abizwa ngokufanayo	G2	E	1
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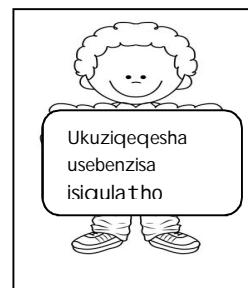
14. Khetha igama elibizwa ngokufanayo neli lithi, 'iphepha'.

- A iphupha
- B Iphela
- C iphiko
- D ipaphu

Isiquulatho	Ukubhala	Isalathandawo	G3	M	3
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15. Inkwenkwe iphethe ibhodi. Iphi ibhodi? Ibhodi i...

- A phambi kwayo.
- B semva kwayo.
- C secaleni kwayo.
- D phakathi kwayo.



Isiquulatho	Ukubhala	Izenzi	G3	M	2
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16. Khetha isenzi kwisivakalisi uze usibhale.

Abantwana bazigcina befudumele ebusika.

Isiquulatho	Ukubhala	Izenzi	G3	M	21
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17. Sesiphi isenzi esichanekileyo?

Izolo ... phandle.

- A sasidlala
- B bedlala
- C besidlala
- D sahamba

Isiquulatho	Ukubhala	Amaxesha ezenzi	G3	M	2
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18. Leliphi igama elichanekileyo kwisivakalisi.

UNikilitha u... isiquulatho sencwadi.

- A setyenziswa
- B sebenzisa
- C sebenzela
- D Sebenza

Isiquulatho	Ukubhala	Oomabizwafane	G4	D	1
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19. Oomabizwafane ngamagama abhalwa aphinde abizwe ngokufanayo

kodwa aneentsingiselo ezahlukeneyo.

Umama upheke ithanga eliminandi.

Bhala isivakalisi usebenzise igama 'ithanga' ukubonakalisa intsingiselo eyahlukileyo.

Isiquulatho	Ukubhala	Izichasi	G3	D	4
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20. Ngubani isichasi segama 'ingqele'?

Izichasi segama ingqele ...

- A bubusika.
- B kukugodola.
- C yingqina.
- D bubushushu.

Umbuzo Wesihlanu

ITEKISI YESI – 5: UKUBHALA					
Uhlobo lwetekisi	Amalungu	Umxholo/Ukuqonda / Izakhono	Ibanga	Umngangath o wobunzima	Ikota
Ibali/umh lathi	Ukubhala	Ukubhala imihlathi emibini/izivakalisi eli- 10 ngezihloko ozinikiweyo	G3	D	2

Bhala imihlathi ibe mibini ubuncinane ibe zizivakalisi ezili-10 nangaphezulu ngesinye sezi zihloko zilandelayo. Qiniseka ukuba usebenzisa iziphumlisi, igramma kunye nopelo oluchanekileyo.

Ungazinomboli izivakalisi zakho.

- A Bhala ngesihloko esithi, 'Mhla ndenza impazamo enkulu' chaza ukuba wayilungisa nj ani na.
- B Ukuba ngaba wawunikwe ithuba lokwenza iminqweno emibini.
Yayingathini? Ngoba?
- C Umboniso bhanya bhanya endiwuthandayo.
- D Usuku lwemidlalo esikolweni.
- E Iqhawe lam.
- F Utyelelo ezilalini (efama).
- G Isikolo sam.

Irubhriki

Iindlela zokuhlolana	Amanqaku ewonke	Amanqaku womfundana
Umhlathi	1	
Umxholo	3	
Iimpawu zikubhala	2	
Igrama	2	
Upelo	2	
Ewonke	10	



**UMZEKELO WEPHEPHA
ISIXHOSA ULWIMI LWASEKHAYA - IMEMORANDAM
IBANGA - 3**

Le memorandam inamaphepha angama - 25

IMIBUZO	Amanqaku kwicandelo ngalinye		Amanqaku ewonke = 82
	Umbuzo 1: Ibalí	31	
	Umbuzo 2: Igrafú	11	
	Umbuzo 3: Ipowusta	10	
	Umbuzo 4: isiquulatho	20	
	Umbuzo 5: ukubhala	15	

ICANDELO A: 1 amanqaku ngokweempendulo.

INANI	Impendulo Elindelekileyo	Inqaku	Uhlahlelo lokuqonda unobangela wemiceli mingeni	Izinga lengiqiqo	Izinga luquonda	Ibunga
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UMBUZO WOKUQALA

17.	A	njana		Ayingomlinganiswa othethayo kwesi sicutshulwa.		2	
	B	nyoka		Ikhona ebalini kwaye isondele kakhulu kumxholo wesicatshulwa kodwa asiyompendulo echanekileyo		3	
	C	sele	1	Impendulo echanekileyo	E	4	1
	D	mpukane		Ngolwazi jikelele lwamasele, amasele atya iimpukane kodwa impukane akuthethwanga ngayo kwesi sicutshulwa.		1	
18.	A	USele, uKati, uNja, uNkomo, uNyoka	1	Impendulo echanekileyo	E	4	2
	B	USele, UKati, UNja, UNkomo, UNtlanzi		Intlanzi ayingomlinganiswa kodwa yinto etiywayo.		2	
	C	Igusha, Ibhokhwe, Itakane, USipho, UKati		Ubonakalisa ulwazi jikelele labalinganiswa. Akuthethwanga ngabantu kwisicatshulwa		1	
	D	USele, UKati, UNkomo, UNyoka, UNjana	1	Ubonakalisa ubuchule bokuhlahlela kodwa hayi kubo bonke abalinganiswa abalinganiswa abathethileyo		3	
19.	A	sele elinomlomo omkhulu	1	Impendulo echanekileyo.	M	4	3

INANI	Impendulo Elindelekileyo	Inqaku	Uhlahlelo lokuqonda unobangela wemiceli mingeni	Izinga lengiqo	Izinga luquonda	Ibanga
B	sele elilambileyo		Unxulumaniso olungenabunzulu kwisele elixokozela ngokungxolayo.		3	
C	sele eliluhlaza.		Ukwenza unxulumaniso olungenabunzulu lobunjani besele.		2	
D	sele elingumntwana		Ubungqina bolwazi Iwamasele, kodwa ayizalani nombuzo okanye isicatshulwa.		1	
20.	A waxhuma xhuma wagoduka ngokukhawuleza kangangoko anako.	1	Impendulo echanekileyo	M	4	2
	B wabona uNkomo noThole besitya ingca.		Esi sisiganeko sesithathu isele lidibana nezilwanyana.		2	
	C wadibana noNyoka.		Ubonakalisa ulwazi lokuhlalela kunye nokucacisa isiquulatho kodwa ibingesiso isiganeko sokuggibela.		3	
	D waya kudada.		Ubonakalisa ulwazi lokuba amasele ayathanda ukudada kodwa akuthethwanga ngokudada kwisicatshulwa.		1	
21.	Inyoka yafutha isithi itya amasele anomlomo omkhulu	4	1	Ukuba olu landeletwano lweziganeko aluchanekanga loo nto ithetha ukuba kukho ukubhidaniswa kolandelelwano lweziganeko ebalini.	D	4
	Ikati yathi itya intlanzi.	1				
	UNkomo wanxakama esithi utya ingca.	3				
	UNja wakhonkotha esithi utya inyama.	2				
22.	A wayesoyika uNyoka.	1	Impendulo echanekileyo	M	4	3
	B wayefuna ukutya kukaNyoka.		Unxulumaniso olungenabunzulu Iwamasele kunye neenyoka ezitya ukutya okufanayo.		2	
	C umqala wakhe wawubuhlungu.		Kungaba njalo kodwa asiyiyo impendulo echanekileyo. Abukho ubungqina bokuba umqala wakhe wawubuhlungu kodwa unxulumanisa ubuhlungu bomqala nokuxokozela.		3	

INANI	Impendulo Elindelekileyo	Inqaku	Uhlahlelo lokuqonda unobangela wemiceli mingeni	Izinga lengiqo	Izinga luquonda	Ibanga
	D wayechulumancile.		Ayihambelani nesicatshulwa kwaye ayikho, akuthethwanga ngayo.		1	
23.	A Endleleni.	1	Impendulo echanekileyo	E	4	3
	B Efama.		Unxulumano olwenziwe ngabalinganiswa abasebalini abafunyanwa efama.		3	
	C Kwivenkile yezilo-qabane.		Ulwazi olungaphambili lwezilwanyana kodwa aluhambisani nesicatshulwa.		1	
	D Kufuphi nedama.		Ukwenza ingqikelelo engachanekanga phakathi kwamasele kunye namanzi		2	
24.	A Babenokutya ingca bobabini.		Ikhona esicatshulweni kodwa asiyopendulo ichanekileyo. Amasele awatyi ngca sicatshulwa.		2	
	B UNyoka wayenokuxokozela kunye noSele.		Ikhona esicatshulweni kodwa wenza unxulumano olungenabunzulu kwaye akunakwenzeka kuba iinyoka azixokozeli.		3	
	C Babenokudada bobabini.		Yinto engenzeka kodwa ayikho esicatshulweni.		1	
	D UNyoka wayengasokuze amtye uSele.	1	Impendulo echanekileyo.	M	4	3
25.	A wayefuna ukuphumelela ugqatso.		Ulwazi jikelele ngesantya kodwa akuthethwanga ngogqatso kwisicatshulwa.		1	
	B wayesoyika ukuba uNyoka angamtya.	1	Impendulo echanekileyo	D	4	3
	C wayegqibile ukuthetha noNyoka.		Ingqikelelo yodidi ljesibini kodwa asiyiyo impendulo echanekileyo.		3	
	D wayengafuni ukushiywa lixesha.		Unxulumano olungachanekanga phakathi kokukhawuleza nokufika emva kwexesha.		2	
10.	A Izilwanyana zazingazi kuba khona.		Ibingenzeka kodwa ingesiso isizathu nesiphumo njengoko izilwanyana zingaxhuma xhuma ukwehla ngendlela.		3	
	B USele wayeza kubaleka ehle ngendlela.		Unxulumaniso olungachanekanga phakathi kokuxhuma xhuma nokubaleka kwesele. Ukungaqondi kakuhle unobangela nesizathu.		2	
	C USele wayengasokuze adibane nezilwanyana.	1	Impendulo echanekileyo	D	4	4

INANI	Impendulo Elindelekileyo	Inqaku	Uhlahlelo lokuqonda unobangela wemiceli mingeni	Izinga lengiqo	Izinga luquonda	Ibanga
D	USele wayesokuze ax huma xhume.		Ulwazi jikelele lesihloko kodwa ubamba eyeka ngolwazi olukwisicatshulwa.		1	

11.	A	t	1	Impendulo echanekileyo.	E	4	
	B	k		Ubhidanise isandi u? kanye no?		3	
	C	nj		Esi sandi asidibenanga negama alinikiweyo.		1	
	D	ny		Akakazibambi izandi eziqalayo.		2	
12	A	nk		Akakwazi ukwahlukanisa phakathi kwezandi ezingoononye kanye nezingoonombini/oonontathu.		2	
	B	i		Ubhidanisa isandi sikanobumba kanye nesandi esenziwa yinyoka(fuuuu).		1	
	C	ny	1	Impendulo echanekileyo.	E	4	1
	D	sh		Oonobumba abafanayo.		3	
13	A	ibele		Asililo igama elinesandi esifanayo.		2	
	B	isela	1	Impendulo echanekileyo.	M	4	2
	C	iwele		Izandi ezifanayo ngembonakalo kodwa azibizwa ngokufanayo.		3	
	D	inxele		Sibonakala ngokufanayo kodwa asibizwa ngokufanayo.		1	
14	A	inkonxa		Umfundi ubonakalisa ukungawuqondi umbuzo. Akanalwazi lvesihloko samagama abizwa ngokufanayo.		1	
	B	inkonzo				1	
	C	inkonde				1	
	D	inkunzi	1		D	4	3
15		Nasiphi na isivakalisi esicacisa intsingisel yegama 'idolo'	1	Umfundi uza kube ebonakalisa ulwazi olunganelanga xa igama alibhalileyo linganiki intsingisel echanekileyo, kwisivakalisi.	D	4	3
16	A	rhona.		Unxulumanisa nolwazi jikelele		2	
	B	lala.	1	Impendulo echanekileyo	E	4	3
	C	zolula.		Unxulumano olungafanelekanga		1	
	D	rhala.		Ukubiza isandi ngendlela engachanekanga.		3	

17	A	dl		Ayihambelani nesandi esifunekayo.		1	
	B	hl		Akakwazi ukwahlukanisa phakathi kwesandi u-ty kunye no-hl.		3	
	C	ty	1	Impendulo echanekileyo.	M	4	3
	D	ngc		Ukungakwazi ukwahlukanisa izandi azivayo.		2	
18	A	thole.	1	Impendulo echanekileyo	E	4	3
	B	gusha.		Ukunxulumanisa okungachanekanga nomfanekiso		2	
	C	takane.		Ukubhidanisa nempendulo ephazamisayo		1	
	D	hagu		. Impendulo echanekileyo.		3	
19	A	krw	1	Sikhona kwitekisi kodwa asichanekanga.	M	4	3
	B	rkw		Ukubhidanisa ulandelewano loonobumba.		1	
	C	khw		Ukusebenzisa ulwazi jikelele		2	
	D	rhw		Unxulumaniso oluthambileyo lwezandi.		3	
20	A	ndlaleni.		Amagama abizwa ngufanayo kodwa upelo olungachanekanga.		2	
	B	ndlebeni.		Amagama abizwa ngufanayo kodwa upelo olungachanekanga.		3	
	C	ndleleni.	1	Impendulo echanekileyo.	M	4	3
	D	ndlwini.		Unolwazi lwersandi esisetyenziswe egameni kodwa asikho kwitekisi.		1	
21	A	waxhuma xhuma esihla ngendlela		Akanalwazi lweziphumlisi okanye indlela ezisetyenziswa ngayo.		1	
	B	Waxhuma xhuma esihla ngendlela		Ushiye isiphumlisi(isingxi).		3	
	C	Waxhuma xhuma esihla ngeNdlela.		Ukusetyenziswa kwesiphumlisi okungachanekanga.		2	
	D	Waxhuma xhuma esihla ngendlela.	1	Impendulo echanekileyo.	E	4	1
22	A	utya ntoni		Akanalwazi lweziphumlisi okanye indlela ezisetyenziswa ngayo.		1	
	B	Utya ntoni.		Unolwazi ngesivakalisi kodwa akakwazi ukusebenzisa isiphumlisi ngendlela efanelekileyo.		3	
	C	Utya ntoni?	1	Impendulo echanekileyo.	E	4	1
	D	utya ntoni?		Unolwazi lweziphumlisi kodwa akakwazi ukuzisebenzisa ngendlela echanekileyo.		2	
23	A	Ewe, kulungile!	1	Impendulo echanekileyo.	M	4	3
	B	ewe kulungile		Akakwazi ukusebenzisa iziphumlisi ngokuchanekileyo.		1	
	C	Ewe kulungile		Ulwazi oluncinci lokusebenzisa iziphumlisi.		2	

	D	ewe kulungile!		Ulwazi olungenabunzulu lokusebenzisa iziphumlisi.		3	
24	A	unyoka wathi ndithanda ukutya amasele		Akakwazi ukusebenzisa iziphumlisi ngokufanelekileyo.		1	
	B	UNyoka wathi, Ndithanda Ukutya amasele		Akalubambi ulwazi olwaneleyo ngeempawu zocaphulo.		3	
	C	Unyoka wathi, "Ndithanda ukutya amasele."	1	Impendulo echanekileyo.	D	4	4
	D	unyoka wathi "Ndithanda ukutya amasele"		Indlela engaphelelanga yokusebenzisa iziphumlisi(unobumba omkhulu kunye nesingxi).		2	
25	A	sisimelabizo		Ikhona kwitekisi kodwa umfundu akakwazi ukwahlukanisa phakathi kwesibizo kunye nesimelabizo.		3	
	B	sisihlomelo		Ayikho kwitekisi kwaye akakwazi ukwenza umahluko phakathi kwesibizo kunye nesihlomelo.		1	
	C	sisibizo	1	Impendulo echanekileyo.	M	4	2
	D	sisenzi		Ikhona kwisivakalisi kwaye ubhidisa izibizo kunye nezenzi.		2	
26	A	zifuthela amasele.	1	Impendulo echanekileyo.	M	4	4
	B	ifuthela amasele.		Ulwazi lwezivumelanisi zentloko nezenzi lusasilela.		3	
	C	zifumana amasela.		Upelo olungachanekanga.		2	
	D	ifundisa amasele.		Akanalwazi kwaphela ngovumelwano lwentloko nesenzi.		1	
27	A	waxokozela	1	Impendulo echanekileyo.	E	4	3
	B	ilizwi		Unxulumano olungenabunzulu lokuxokozela kunye nelizwi.		3	
	C	iroxozela		Iyahambelana nokuxokozela kodwa akuthethwanga ngayo kwitekisi.		1	
	D	isele		Ukubhidanisa isenzi kunye nesibizo		2	
28	A	amanjana		Ubonakalisa ulwazi oluncinane lwezininzi.		3	
	B	iinjana	1	Impendulo echanekileyo.	M	4	
	C	izinjan		Usebenzisa ulwimi olungasulungekanga.		2	
	D	oonjana		Ukunxulumanisa ngokuzalwa umntwana wenja kunye nomntwana womntu.		1	
29	A	ecaleni		Ubhidanisa izihlanganisi kunye nezihlomelo.		1	
	B	phakathi		Amagama afanayo.		3	
	C	phezu	1	Impendulo echanekileyo.	E	4	3
	D	emva		Ukutolika itekisi ngokuyiguqulela njengoko injalo.		2	

30	A	lix huma xhume		Ubhidanisa izenzi kanye nezihlomelo		2	
	B	elinamaqhinga		Unxulumano oluthambileyo ngezihlomelo		3	
	C	ngokukhawuleza		Unxulumano oluthe jikelele lokukhawuleza nomsinyane		1	
	D	msinyane	1	Impendulo echanekileyo	M	4	3
31	A	yatya		Unolwazi lwexesha eladlulayo kodwa ukhetha impendulo engachanekanga.		1	
	B	watya		Impazamo yokunxulumanisa ixesha nesibizo		2	
	C	itye	1	Impendulo echanekileyo	E	4	3
	D	itya		Ubhidanisa ixesha langoku kanye nexesha eladlulayo		3	
UMBUZO WESIBINI							
1.	A	iintyatyambo	1	Impendulo echanekileyo	E	4	1
	B	izityalo		Unxulumano olungenabunzulu kwiintyatyambo.		3	
	C	amaggabi		Ukudityaniswa obungenabunzulu kwiintyatyambo kanye neempawu ezibonakalayo		2	
	D	imithi		Ukunxulumanisa nesihloko kodwa ayikho kwitekisi		1	
2.	A	NguLwesithathu	1	Impendulo echanekileyo	E	4	2
	B	Yimpelaveki		Ukunxulumanisa iintsuku zeveki kodwa lingekho kwitekisi impelaveki.		1	
	C	NguMvulo		Ukunxulumanisa iintsuku zeveki kodwa yimpendulo engachanekanga.		3	
	D	YiCawe		Ayikho kwitekisi kodwa iyahambelana neentsuku zeveki.		2	
3.	A	ngamashumi amabini.	1	Inani leentyatyambo zizonke kwigrafu.		3	
	B	ishumi elinanye		Impendulo echanekileyo.	E	4	3
	C	zisixhenxe		Amagama abizwa ngokufanayo.		2	
	D	liqanda		Ulwazi jikelele lwamanani kodwa elingekhoyo kwitekisi.		1	
4.	A	NguLwesibini noLwesine		Kwathengiswa iintyatyambo ezilinganayo ngezi ntsuku.		3	
	B	NguMgqibelo		Luyahambelana neentsuku zeveki kodwa alukho kwitekisi.		1	
	C	NguMvulo		Elona nani lingeneno leentyatyambo elathengiswayo.		2	
	D	NguLwesihlanu	1	Impendulo echanekileyo.	M	4	3
5.	A	NguLwesithathu	1	Umyinge weentyatyambo owathengiswayo ngokulandelayo.		3	
	B	NguMvulo		Impendulo echanekileyo.	E	4	3

	C	NguAgasti		Ubhidanisa iinyanga kunye neentsuku zeveki.		1	
	D	NguLwesihlanu		Ukubhidanisa phakathi kwamagama, uninzi kangakanani kunye noncinane kangakanani.		2	
6.	A	Zisixhenxe		Ingcinga engachanekanga yombuzo.		2	
	B	Zintathu		Ubuchule bokuqonda obuncinci.		3	
	C	Zinye		Upelo Iwegama olungachanekanga.		1	
	D	Inye	1	Impendulo echanekileyo.	D	4	4
7.	A	abantu bathenga kakhulu iintyatyambo ngoLwesihlanu belungiselela impelaveki.	1	Impendulo echanekileyo.	M	4	3
	B	lentyatyambo ziyafa.		Ukwenza unxulumano Iweenatyambo nento eyenzeka kuzo njengokuba kunjalo.		2	
	C	lentyatyambo zinuka kamnandi.		Ukuthatha isiggibo esilambathayo ngetekisi.		3	
	D	lonyosi zenza ubusi.		Ulwazi jikelele Iweenatyambo.		1	
8	A	NguFebruwari noEpreli		Ubhidanisa iinyanga kunye neentsuku zeveki.		1	
	B	NguLwesibini noLwesithathu		Ukungaqondi ncum umbuzo.		3	
	C	NguLwesibini noLwesine	1	Impendulo echanekileyo.	M	4	3
	D	NguMgqibelo neCawe		Ukunxulumanisa kwiintsuku zeveki kodwa ayikho kwitekisi.		2	
9.	A	Zine	1	Impendulo echanekileyo.	M	4	3
	B	Zimbini		Uyayazi ukuba impendulo kufuneka ibe linani kodwa yimpendulo engachanekanga.		2	
	C	Zizine		Upelo olongachanekanga Iwegama.		3	
	D	Zibini		Ukusetyenziswa kolwimi olungasulungekanga.		1	
10.	A	azinkcenkceshela rhoqo.		Ulwazi ngeentyatyambo kodwa aluhambelani nentengiso yazo.		2	
	B	aguqla igama levenkile yakhe.		Intelekelelo yetekisi yodidi Iwesibini.		3	
	C	aqesha umncedisi.	1	Impendulo echanekileyo.	D	4	3
	D	enza iseyile.		Unxulumanisa nento ayaziyo ngaphambili kodwa engekhoyo kwitekisi.		1	

UMBUZO WESITHATHU

1.	A	Zimisele ukufunda		Ukhethe nje nokuba ngowuphi umthetho osethatini.		3	
	B	Chola amaphepha.		Udibanisa nje nawuphi na umthetho osethatini okanye kwitekisi.		1	

	C	Sebenza ngokuzimisela	1	Impendulo echanekileyo.	E	4	1
	D	Yiba ngumhlobo		Wenze unxulumaniso olungenabunzulu.		2	
2.	A	Ngena ngocwangco	1	Impendulo echanekileyo.	E	4	2
	B	Phakamisa isandla xa uza kuthetha.		Ubhidanisa amagama angu-phambi kunye no-emva.		2	
	C	Bopha imitya yezihlangu.		Umthetho owaziwayo jikelele kodwa awukho kwitekisi.		1	
	D	Ngena ngokukhawuleza.		Ukamsinyane ufundwe ngokungathi ngu ngokukhawuleza.		3	
3.	A	sikolo.		Unxulumaniso olungenabunzulu.		2	
	B	xesha elabelwe ukufundisa.		Unxulumanisa nesikolo kodwa asikho kwipowusta		1	
	C	bhotile.		Uphawu olubonakalayo, ibonakala njengebhotile.		3	
	D	mithetho.	1	Impendulo echanekileyo.	M	4	3
4.	A	ofisini .		Unxulumanisa negumbi elikhoyo esikolweni eliyindawo ehloniphekileyo.		3	
	B	klasini.	1	Impendulo echanekileyo.	M	4	3
	C	khaya.		Unxulumanisa nemithetho yasekhaya.		1	
	D	venkileni.		Unxulumanisa neepowusta ezithanda ukuxhonywa ezivenkileni.		2	
5.	A	ubuhlobo		Inxulumene nezihlomelo hayi nezibizo.		3	
	B	utshaba		Ubhidanisa nesichasi segama, umhlobo.		1	
	C	umhlobo	1	Impendulo echanekileyo.	E	4	1
	D	ulungile		Akakwazi ukwenza umahluko phakathi kwesibizo kunye nesichazi.		2	
6.	A	ingalo		Ulwazi jikelele lwesininzi kodwa aluhambelani netekisi.		1	
	B	izandla	1	Impendulo echanekileyo.	M	4	1
	C	isandla		Ayisosininzi esisetyenzisiweyo		3	
	D	ihlanza		Upelo olungachanekanga.		2	
7.	A	uLindi		Ayisosihlomelo kodwa ligama elikhoyo kwitekisi		1	
	B	ungene		Ubhidanisa isenzi kunye nesihlomelo.		2	
	C	emnyango		Unxulumanisa esi sihlomelo naso nasiphina isihlomelo.		3	
	D	ngocwangco	1	Impendulo echanekileyo.	M	4	3

8.	A	kakubi	1	Impendulo echanekileyo.	D	4	4
	B	kakhulu		Unalo ulwazi kodwa ubhidanisa ukuthelekisa.		3	
	C	ngokulungileyo		Ubhidanisa isithethantonye kunye nesichasi.		2	
	D	sebenza		Unxulumene nesiqwengana kodwa ayikho kwitekisi		1	
9.	A	hleka		Unxulumaniso olungenabunzulu kwaye olungachanekanga.		2	
	B	qumba	1	Impendulo echanekileyo.	D	4	3
	C	yiza		Unxulumaniso olungenabunzulu - ayihambelani kwaye ayikho nakwitekisi.		1	
	D	vuya		Ubhidanisa izichasi kunye nezithethantonye.		3	
10.	A	ncamathela		Usebenzise uphawu olubonakalayo kodwa asiyompendulo echanekileyo.		2	
	B	kuba		Ayikho kwitekisi kwaye ayichanekanga.		1	
	C	uze	1	Impendulo echanekileyo.	M	4	3
	D	kodwa		Sisihlanganisi kodwa sona asiyompendulo echanekileyo.		3	
11		Phakamisa	1	Impendulo echanekileyo. Ukuba ngaba ubhale igama 'isandla', uyakuba ubhidanisa isibizo nesenzi.	E	4	3

UMBUZO WESINE

1.	A	abantu ebusika		Ubhidanisa isihloko sebali kunye nesahluko.		3	
	B	Ubusika	1	Impendulo echanekileyo.	E	4	1
	C	Imozulu		Unxulumaniso nobusika olungenabunzulu.		2	
	D	Ikhephu		Unxulumaniso olulambathayo lwekhephu kunye nexesha lasebusika.		1	
2.	A	Imozulu ebusika.		Akawuqondi kakuhle umehluko phakathi kuka phambi no semva		3	
	B	Ukukhithika.		Usebenzise iimpawu ezibonakalayo.		2	
	C	Izityalo ebusika.	1	Impendulo echanekileyo.	E	4	2
	D	lindwendwe.		Alikho eli gama kwitekisi.		1	
3.	A	lama-25	1	Akakwazi ukwahlukanisa phakathi kwentshayelelo kunye nesigama.		2	
	B	le-19		Iyahambelana nebali kodwa inombolo yephepha ayichanekanga.		3	
	C	lesi-3		Ubhidanisa inombolo yephepha kunye nenombolo yesahluko.		1	
	D	loku-1	1	Impendulo echanekileyo.	M	4	2

4.	A	mozulu ebusika.	1	Impendulo echanekileyo.	E	4	2
	B	mpahla zam zeholide.		Ayikho kwitekisi.		1	
	C	ntshayelelo.		Ubhidanisa iinombolo zezahluko kunye neenombolo zamaphepha		3	
	D	nkwenkwe.		Unxulumaniso olungenabunzulu kunye neempawu ezibonakalayo.		2	
5.	A	zilwanyana ebusika	1	Impendulo echanekileyo.	M	4	3
	B	mvula ebusika		Ayikho kwitekisi.		1	
	C	mozulu ebusika		Ukutolika umbuzo ngendlela engeyiyo.		3	
	D	ngemithi ebusika		Unxulumano olungenabunzulu lwemithi kunye nezityalo.		2	
6.	A	Izilwanyana	1	Impendulo echanekileyo.	M	4	3
	B	Abantwana		unxulumano olungenabunzulu oluhambelana nemifanekiso okanye iimpawu		2	
	C	Izityalo		Unxulumano olungenabunzulu kodwa eli gama likhona kwitekisi.		3	
	D	libhatyi		Liyahambelana eli gama nobusika kodwa alikho kwitekisi.		1	
7.	A	Abantu ebusika		Unxulumanio olungenabunzulu kuba igama ‘ubusika’ lisetyenziswe kakhulu kwitekisi.		3	
	B	lincwadi ebusika		Ayikho kwitekisi.		1	
	C	Isiqulatho		Isiqulatho asinazo iinombolo zamaphepha.		2	
	D	Imozulu ebusika	1	Impendulo echanekileyo.	D	4	3
8.	A	Izilwanyana ebusika	4	1 Lulandelewano oluchanekileyo kuphela olwamkelekileyo, ukuba ngaba iziganeko azilandelelani ngokuchanekileyo loo nto ithetha ukuba ulandelewano akakaluqondi.	M	4	3
	B	Abantu ebusika	2				
	C	Izityalo ebusika	3				
	D	Imozulu ebusika	1				
9.	A	loku-1		Ubhidanisa intshayelelo kunye nesigama.		3	
	B	lesi-2		Ubhidanisa inombolo yesahluko kunye neyamaphepha.		2	
	C	lama-25	1	Impendulo echanekileyo.	D	4	4
	D	lama-52		Ukutshintsha inombolo 25 kwaye ayikho kwitekisi.		1	
10.	A	s		Ubhidanisa isandi esiqalayo nesiggibelayo		3	
	B	z		Ubhidanisa isinye kunye nesininzi.		1	
	C	l		Ulwazi oluncinane lokupela amagama		2	

	D	k	1	Impendulo echanekileyo.	E	4	1
11.		ncwadi	1	Impendulo echanekileyo.	E	4	1
12.	A	mozulu	1	Impendulo echanekileyo.	M	4	3
	B	moyezulu		Akakwazi ukwahlukanisa izandi azivayo.		3	
	C	mozzulu		Upelo olungachanekanga.		2	
	D	simozulu		Unxulumaniso olungenabunzulu netekisi kunye nemeko		1	
13.		mv		Impendulo echanekileyo.	E	4	3
14.	A	iphupha		Ukhethe nokuba leliphi igama elino ph.		1	
	B	iphela		Impendulo echanekileyo.	E	4	2
	C	iphiko		Unxulumaniso olungenabunzulu lwesandi u ph		3	
	D	iphaphu		Ukusebenzisa nokuba leliphi igama elin ph		2	
15.	A	phambi kwayo.	1	Impendulo echanekileyo.	M	4	3
	B	semva kwayo.		Ubhidanisa nesichazi.		3	
	C	secaleni kwayo.		Usebezise isibizo neshlomelo sendawo.		1	
	D	phakathi kwayo.		Unxulumaniso olungwenxa.		2	
16.		bazigcina	1	Impendulo echanekileyo.	M	4	3
17.	A	sasidlala		Ulwazi olungachanekanga lwexesha elidlulileyo		3	
	B	bedlala		Upelo olungachanekanga.		2	
	C	besidlala	1	Impendulo echanekileyo.	M	4	3
	D	sahamba		Ukhethe naliphi na igama elisisenzi.		1	
18.	A	setyenziswa		Upelo olungachanekanga.		3	
	B	sebenzisa	1	Impendulo echanekileyo.		4	3
	C	sebenzela		Ubhidanisa amaxesha – ixesha eladlulayo.		1	
	D	sebenza		Ubhidanisa amaxesha – ixesha angoku.		2	
19.		Nokuba sesiphi na isivakalisi esicacisa intsingiselo yegama, 'ithanga' umzekelo: Umama upheka ithanga elimnandi.	1	Isigama soomabizwafane kuyakubonakala ukuba abakasiqondi ukuba isivakalisi umfundsi asibhalileyo asiniki ntsingiselo eyahlukileyo kuleyo yegama u 'ithanga alinikiweyo.	D	4	4
20.	A	bibusika.		Ubhidanisa igama elithi isichasi negama elithi isithethantonye.		2	

	B	kukugodola.		Unxulumaniso olungenabunzulu Iwesigama sasebusika.		1	
	C	yingqina.		Ubhidanisa igama alinikiweyo kunye nesandi segama alikhethileyo		3	
	D	bubushushu.	1	Impendulo echanekileyo.	D	4	3

IRUBHRIKI YETEKISI

Umlinganiselo wokuhlola	Usebenze ngokuggwesileyo		Usebenze ngokulindelekileyo		Usebenze ngokulingeneyo		Usebenze ngokulula		Usebenze ngokungonelisiyo	
	Ibanga 4	amanqaku	Ibanga 3	amanqaku	Ibanga 2	amanqaku	Ibanga 1	amanqaku		amanqaku
Ubude (awona maninzi amanqaku 3)	13 nangaphezulu isivakalisi ezinentsingiselo	3	9-12 Izivakalisi ezinentsingiselo	2	3-8 Izivakalisi ezinentsingiselo	1	2 izivakalisi ezilula	0	Ukope imiyalelo /igama elinye/isiqwengan a okanye inxalenyeye yesivakalisi.	
Umhlathi (3 elona nani likhulu lamanqaku)	Ibanga 4 3 imihlathi	amanqaku 3	Ibanga 3 2 imihlathi	amanqaku 2	Ibanga 2 1 umhlathi	amanqaku 1	Ibanga 1 0	amanqaku O	Ukope imiyalelo /igama elinye/isiqwengan a okanye inxalenyeye yesivakalisi.	amanqaku 3 imihlathi
Iziphumlisi (3 elona nani likhulu lamanqaku)	Iziphumlisi (3 elona nani likhulu lamanqaku) 0-1 iimpazamo kwiziphumlisi.	Iziphumlisi (3 elona nani likhulu lamanqaku) 3	Iziphumlisi (3 elona nani likhulu lamanqaku) 2-4 iimpazamo kwiziphumlisi.	Iziphumlisi (3 elona nani likhulu lamanqaku) 2	Iziphumlisi (3 elona nani likhulu lamanqaku) 5 okanye ngaphezulu iimpazamo kwiziphumlisi.	Iziphumlisi (3 elona nani likhulu lamanqaku) 1	Iziphumlisi (3 elona nani likhulu lamanqaku) Oonobumba abakhulu, izingxi	Iziphumlisi (3 elona nani likhulu lamanqaku) 0	Iziphumlisi (3 elona nani likhulu lamanqaku) Ukope imiyalelo /igama elinye/isiqwengan a okanye inxalenyeye yesivakalisi.	Iziphumlisi (3 elona nani likhulu lamanqaku) 0
Igrama (3 elona nani likhulu lamanqaku)	Ibanga 4 0-1 iimpazamo zegrama	amanqaku 3	Ibanga 3 2-4 iimpazamo zegrama	amanqaku 2	Ibanga 2 5 nangaphezulu iimpazamo zegrama.	amanqaku 1	Ibanga 1 Abukho ubungqina begrama esetyenzisiweyo.	amanqaku 0	Igrama (3 elona nani likhulu lamanqaku) Ukope imiyalelo /igama elinye/isiqwengan a okanye inxalenyeye yesivakalisi.	amanqaku 0
Upelo (3 elona nani likhulu lamanqaku)										
	0-1 iimpazamo zopelo	3	2-4 iimpazamo zopelo	2	5-6 iimpazamo zopelo	1	6 nangaphezulu iimpazamo zopelo.	0	Ukope imiyalelo /igama elinye/isiqwengan a okanye inxalenyeye yesivakalisi.	0
Ewonke :15										

IRUBHRIKI YOKUNIKA AMANQAKU

Umlinganiselo wokuhlola	Amanqaku	Awafumeneyo
Ubude	3	
Umhlathi	3	
Iziphumlisi	3	
Igrama	3	
Upelo	3	

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