

GRADE 2

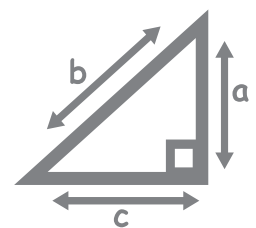
Mathematics

Teacher Toolkit:
CAPS Planner, Tracker and
Assessment Resources

2019 TERM 3

CONTENTS

About the Planner and Tracker	2
Planner and Tracker	4
Week 1	4
Week 2	6
Week 3	7
Week 4	8
Week 5	9
Week 6	10
Week 7	11
Week 8	12
Week 9	13
Week 10	14
Assessment Resources	15
1. Assessment Term Plan	15
2. Suggested formal assessment mark record sheet	16
3. Exemplar written assessment items with suggested marking memos	17
4. Item bank for written assessment	19
English / isiXhosa	19
English / Sepedi	32
English / Setswana	44
English / Xitsonga	56
English / Tshivenda	68



ABOUT THE PLANNER AND TRACKER

The curriculum and assessment planner and tracker is a tool to support teachers in several ways:

- It provides a plan of what should be taught each day of the term based on the daily lesson plans. By following the programme in the tracker and the lesson plans, you will be sure to cover the curriculum in the allocated time, and to complete the formal assessment programme.
- It enables you to track your progress through the curriculum during the term. By noting the date when each lesson is completed you can see whether or not you are 'on track'. If you are not, you can strategise with your head of department and peers on how to ensure that all the work for the term is completed.
- The planner and tracker encourages you to reflect on what works well in your lessons, and where your work could be strengthened. These reflections can be shared with colleagues. In this way, the tracker encourages continuous improvement in teaching practice.

It gives support for assessment by providing the following:

- **Guidelines for oral and practical assessment activities**
Each week in the tracker table (after the daily lesson plan information) there is a statement of an activity that you can use for oral and/or practical assessment in that week. The activity links to one of the CAPS topics being taught in that week and should be carried out during those lessons (and completed during the open lesson at the end of the week if necessary). The activity statement is brief – it indicates what content is being tested. A rubric or checklist is given with criteria to clarify how you can allocate marks for the activity.

The activity statement and rubric/checklist should be used together as they give the full description of the activity and what has to

be done in the activity. Most of the oral and practical assessment activities are formal but some of them are informal (this is indicated in the tracker table).

- **An Assessment Term Plan**

This gives an overview of the planned assessment for the term. The plan includes the oral and practical (formal and informal) assessment activities and the written assessment items applicable to each week. Formal assessment has been planned to allow time for teachers to establish the routine at the beginning of each term and to enter marks into SA-SAMS at the end of the term.

- **A suggested mark record sheet**

The sheet has columns in which you can record the marks for each of the formal assessments provided. This sheet follows the Assessment Term Plan. You can copy this sheet and add your learners' names in the left hand column. The record sheet should help you when you have to enter marks into SA-SAMS. If the 'out of' marks for the assessment activities you have used are not the same as those shown in SA-SAMS, you can change those in SA-SAMS. SA-SAMS will automatically adjust the weightings, and will provide the correct level for each learner.

- **An item bank of questions**

These can be used for written assessment on each of the CAPS content areas, with marking guidelines. These are referenced in the resources column of the tracker, linked to the lesson to which the assessment applies. These items can be used individually or grouped, at your discretion. You should ensure that you mark written work on each of the topics taught and give learners feedback on their work regularly.

You should file your completed tracker at the end of each term.

It is important to note that:

- The third term is not always the same length. If the term in which you are using the lesson plans and tracker is longer or shorter than 10 weeks, you will need to adjust the pace at which you work to complete the work in the time available, or make another plan to stay on track.
- The DBE workbook pages in this tracker refer to pages in the 2017 edition of the workbook. These might not be the same as the pages in the edition to which you will refer. You should check the references to each worksheet and adjust them in the Lesson Plans and the tracker if necessary each year.
- NB: It is possible that the formal assessment requirements published in CAPS will change in response to Circular S1 of 2017. However, at the time of printing this tracker, no updated information was available. When you receive official notification of changes, please adjust the programme here and in the trackers accordingly.

The following components are provided in the columns of the planner and tracker tables for each week:

1. Day of the week.
2. CAPS content, concepts and skills for the day.
3. The lesson number in the Lesson Plans.
4. DBE workbook page to be used in the lesson.
5. Resources needed (and written assessment item when applicable).
6. Date completed (this needs to be filled in each day).

Weekly reflection

The tracker gives you space to reflect on your Mathematics lessons on a weekly basis. You can share this reflection with your HOD and discuss

things that worked or did not go so well in your lesson. Together with your HOD you can think of ways of improving on the daily work that the learners in your class are doing.

When you reflect you could think about things such as:

- Was your preparation for the lesson adequate? For instance, did you have all the necessary resources? Had you thought through the content so that you understood it fully and so could teach it effectively?
- Did the purpose of the lesson succeed? For instance, did the learners reach a good understanding of the key concepts for the day? Could they use the language expected from them? Could they write what was expected from them?
- Did the learners cope with the work set for the day? For instance, did they finish the classwork? Was their classwork done adequately? Did you assign the homework?

Briefly write down your reflection weekly, following the prompts in the tracker.

- *What went well?*
- *What did not go well?*
- *What did the learners find difficult or easy to understand or do?*
- *What will you do to support or extend learners?*
- *Did you complete all the work set for the week?*
- *If not, how will you get back on track?*
- *What will you change next time? Why?*

The reflection should be based on the daily lessons you have taught each week. It will provide you with a record for the next time you implement the same lesson. It also forms the basis for collegial conversations with your head of department and your peers.

PLANNER AND TRACKER

Week 1					
Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed
1	Numbers 50–60 place value	1	Worksheet 65 (p. 2)	Scrap paper/white boards, base ten blocks (see Term 1 <i>Printable Resources</i>), flard cards (see Term 1 <i>Printable Resources</i>), Unifix blocks	
2	Numbers 50–60	2	Worksheet 65 (p. 3)	0–100 number boards (see Term 1 <i>Printable Resources</i>), base ten blocks (see Term 1 <i>Printable Resources</i>) Written assessment item 1	
3	Numbers 60–70 place value	3		Flard cards (see Term 1 <i>Printable Resources</i>), base ten blocks (see Term 1 <i>Printable Resources</i>), scrap paper/white boards Written assessment items 2 and 3	
4	Numbers 60–70	4		Counters, old magazines/books (ensure they have at least 70 pages), 100 number boards (see Term 1 <i>Printable Resources</i>) Written assessment item 4	
5	Complete and consolidate the week's assessment and work	n/a			
Week 1 Assessment Activity: ORAL and PRACTICAL – INFORMAL CAPS: Numbers, operations and relationships: Place value Activity: Assess the learners' ability to recognise and represent place value in numbers up to 75					Mark: /7
Mark (percentage)	Criteria – Rubric				
1 (0%–29%)	Unable to recognise or represent place value in numbers up to 75				
2 (30%–39%)	Can bundle sticks into tens and ones but cannot say number name correctly using place value				
3 (40%–49%)	Able to read number names but cannot break them down according to place value and make a concrete display				
4 (50%–59%)	Able to recognise and represent place value in concrete displays but confuses tens and units				
5 (60%–69%)	Able to recognise and represent place value in concrete displays using base ten blocks but not on an abacus				
6 (70%–79%)	Able to recognise and represent place value in concrete displays using base ten blocks and on an abacus				
7 (80%–100%)	Able to recognise and represent place value in concrete displays of numbers beyond 75				

Reflection

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?

What will you change next time? Why?

HOD:

Date:

Week 2						
Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed	
6	Numbers 70–75 place value	5		100 number boards (see Term 1 <i>Printable Resources</i>), scrap paper/white boards, flard cards and base ten blocks (see Term 1 <i>Printable Resources</i>) Written assessment items 5 and 6		
7	Numbers 70–75	6		100 number boards, (see Term 1 <i>Printable Resources</i>), sticks/blocks, and base ten blocks (see Term 1 <i>Printable Resources</i>) Written assessment items 7 and 8		
8	Capacity	7	Worksheet 67 (pp. 6, 7)	Plastic spoons, polystyrene/plastic cups, plastic bottles, water, sand Written assessment item 21		
9	Capacity – litres	8	Worksheet 68 (pp. 8, 9)	Clean, empty household containers – 1 litre, 2 litres, 1.5 litres, 5 litres (make sure the containers are cleaned out and don't have any traces of the content), water, sand		
10	Complete and consolidate the week's assessment and work	n/a				
<p align="center">Week 2 Assessment Activity: ORAL and PRACTICAL – FORMAL</p> CAPS: Measurement: Capacity Activity: Assess the learners' ability to estimate, measure, compare, order and record the capacity of containers by measuring in litres.						Mark: /7
Mark	Criteria – Checklist: (1 mark for each criterion achieved)					
1	Able to order items according to capacity in litres from smallest to greatest					
1	Able to order items according to capacity in litres from greatest to smallest					
1	Uses vocabulary to describe mass – full and empty					
1	Able to estimate capacity in litres					
1	Able to measure capacity in litres					
1	Able to record capacity in litres					
1	Able to compare two items according to capacity in litres					
1 (0%–29%) 1 of 7 criteria	2 (30%–39%) 2 of 7 criteria	3 (40%–49%) 3 of 7 criteria	4 (50%–59%) 4 of 7 criteria	5 (60%–69%) 5 of 7 criteria	6 (70%–79%) 6 of 7 criteria	7 (80%–100%) 7 of 7 criteria
Reflection						
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?			What will you change next time? Why?			
			HOD:		Date:	

Week 3						
Day	CAPS content, concepts, skills		LP no.	DBE workbook	Resources	Date completed
11	Addition – family facts		9	Worksheet 72 (pp. 16, 17)	Base ten blocks (see Term 1 <i>Printable Resources</i>), Unifix cubes Written assessment item 9	
12	Building up and breaking down 1–75		10	Worksheet 73 (pp. 18, 19) Worksheet 74 (pp. 20, 21)	Base ten blocks, (see Term 1 <i>Printable Resources</i>), flard cards (see Term 1 <i>Printable Resources</i>)	
13	Addition – doubles and near doubles to 75		11	Worksheet 86 (pp. 48, 49)	Unifix blocks	
14	Addition – doubles and near doubles to 75		12	Worksheet 87 (pp. 50, 51)	Unifix blocks	
15	Complete and consolidate the week’s assessment and work		n/a			
<p align="center">Week 3 Assessment Activity: ORAL – INFORMAL</p> CAPS: Numbers, operations and relationships: Addition and subtraction Activity: Assess the learners’ ability to add using number family facts, building up and breaking down, and using doubles and near doubles.						Mark: /7
Mark	Criteria – Checklist: (1 mark for each criterion achieved)					
1	Able to identify family facts for given numbers					
1	Able to double given numbers					
1	Able to identify near doubles of given numbers					
1	Able to use family facts to compensate when adding/subtracting					
1	Able to use doubles to compensate when adding/subtracting					
1	Able to use near doubles to compensate when adding/subtracting					
1	Able to use building up and breaking down when adding/subtracting					
1 (0%–29%) 1 of 7 criteria	2 (30%–39%) 2 of 7 criteria	3 (40%–49%) 3 of 7 criteria	4 (50%–59%) 4 of 7 criteria	5 (60%–69%) 5 of 7 criteria	6 (70%–79%) 6 of 7 criteria	7 (80%–100%) 7 of 7 criteria
Reflection						
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?				What will you change next time? Why?		
				HOD: _____ Date: _____		

Week 4						
Day	CAPS content, concepts, skills		LP no.	DBE workbook	Resources	Date completed
16	Addition and subtraction		13		Base ten blocks (see Term 1 <i>Printable Resources</i>)	
17	Addition and subtraction		14		Base ten blocks (see Term 1 <i>Printable Resources</i>) Written assessment items 10 and 11	
18	3-D objects – balls, boxes and cylinders		15	Worksheet 75 (pp. 22, 23)	Ball-shaped objects, box-shaped objects, cylinder-shaped objects	
19	3-D objects		16	Worksheet 76 (p. 24)	3-D objects, magazines/newspapers/advertisements, toilet roll inners	
20	Complete and consolidate the week's assessment and work		n/a			
Week 4 Assessment Activity: ORAL and PRACTICAL – FORMAL CAPS: Space and shape: 3-D shapes Activity: Assess the learners' ability to recognise, name and sort 3-D objects						Mark: /7
Mark	Criteria – Checklist: (1 mark for each criterion achieved)					
1	Can recognise and name ball shapes [spheres] (real objects/models)					
1	Can recognise and name box shapes [prisms] (real objects/models)					
1	Can recognise and name cylinders (real objects/models)					
1	Can sort 3-D objects in terms of size					
1	Can sort 3-D objects in terms of shape					
1	Can sort 3-D objects in terms of position					
1	Can compare 3-D objects in terms of: size, shape, position					
1 (0%–29%) 1 of 7 criteria	2 (30%–39%) 2 of 7 criteria	3 (40%–49%) 3 of 7 criteria	4 (50%–59%) 4 of 7 criteria	5 (60%–69%) 5 of 7 criteria	6 (70%–79%) 6 of 7 criteria	7 (80%–100%) 7 of 7 criteria
Reflection						
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?				What will you change next time? Why?		
				HOD: _____ Date: _____		

Week 6					
Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed
26	Geometric patterns	21	Worksheet 95 (pp. 68, 69)	Unifix cubes, pages from a magazine, shapes – circles (coins, bottle tops)	
27	Number patterns – 3s to 180	22	Worksheet 89 (pp. 54, 55)	1–200 number board (see <i>Printable Resources</i>), counters Written assessment item 15	
28	Number patterns – 2s and 4s	23		1–200 number board (see <i>Printable Resources</i>), counters Written assessment items 16 and 17	
29	Fives up to 40 – multiplication and division	24	Worksheet 83 (pp. 40, 41)	Counters, scrap paper Written assessment item 18	
30	Complete and consolidate the week's assessment and work	n/a			
Week 6 Assessment Activity: ORAL and PRACTICAL – INFORMAL CAPS: Patterns Activity: Assess the learners' ability to copy, extend and describe geometric patterns					Mark: /7
Mark (percentage)	Criteria – Rubric				
1 (0%–29%)	Unable to copy, extend or describe geometric patterns				
2 (30%–39%)	Able to copy geometric patterns				
3 (40%–49%)	Able to extend geometric patterns when assisted but makes many mistakes				
4 (50%–59%)	Able to extend geometric patterns when assisted but makes a few mistakes				
5 (60%–69%)	Able to extend geometric patterns without assistance but makes a few mistakes				
6 (70%–79%)	Able to extend geometric patterns without assistance correctly always				
7 (80%–100%)	Able to extend geometric patterns confidently and correctly				
Reflection					
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?			What will you change next time? Why?		
			HOD: _____ Date: _____		

Week 9						
Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed	
41	Time – quarter to	33	Worksheet 81a (pp. 34, 35)	Analogue clock (see Term 2 <i>Printable Resources</i>), analogue clock faces Written assessment item 23		
42	Time – calculating time passed	34	Worksheet 85b (pp. 46, 47) Worksheet 80 (pp. 32, 33)	Analogue clock (see Term 2 <i>Printable Resources</i>) Written assessment item 24		
43	Length	35	–	Unifix, pencils Written assessment item 25		
44	Length	36	–	1 m lengths of string (not wool – it will stretch), balls, pieces of paper (enough for each child in the class)		
45	Complete and consolidate the week's assessment and work	n/a				
Week 9 Assessment Activity: ORAL and PRACTICAL – INFORMAL CAPS: Measurement: Time Activity: Assess the learners' ability to tell the time in hours, half hours and quarter hours						Mark: /7
Mark	Criteria – Checklist: (1 mark for each criterion achieved)					
1	Able to tell the time in hours					
1	Able to tell the time in half hours					
1	Able to tell the time in quarter hours – quarter past times					
1	Able to tell the time in quarter hours – quarter to times					
1	Able to write times in analogue format in hours, half hours and quarter hours					
1	Able to write times in digital format in hours, half hours and quarter hours					
1	Able to tell and show the time shown on an analogue clock with no assistance					
1 (0%–29%) 1 of 7 criteria	2 (30%–39%) 2 of 7 criteria	3 (40%–49%) 3 of 7 criteria	4 (50%–59%) 4 of 7 criteria	5 (60%–69%) 5 of 7 criteria	6 (70%–79%) 6 of 7 criteria	7 (80%–100%) 7 of 7 criteria
Reflection						
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?				What will you change next time? Why?		
				HOD: _____ Date: _____		

ASSESSMENT RESOURCES

1. ASSESSMENT TERM PLAN

The assessment term plan gives an overview of how the formal and informal assessment programme fits into the weekly lesson plans.

Note:

- The practical and oral activities provided in the tracker link to the lesson activities in the week in which they are to be done.
- The written assessment items and guidelines for marking them are included at the end of this document.

Written assessment tasks are to be selected and marked by teachers in appropriate lessons according to the lesson plans. Teachers may wish to group the items or use them individually.

Week	Informal Assessment Activities	Formal Assessment Activities
1	Oral and Practical: Activity 1 Numbers, operations and relationships: Place value	Written: Item bank questions 1, 2, 3 and 4 Numbers, operations and relationships
2		Oral and Practical: Activity 2 Measurement: Capacity Written: Item bank questions 5, 6, 7, 8 and 21 Numbers, operations and relationships, Measurement
3	Oral: Activity 3 Numbers, operations and relationships: Addition and subtraction	Written: Item bank questions 9 Numbers, operations and relationships
4		Oral and practical: Activity 4 Space and shape: 2-D and 3-D shapes Written: Item bank questions 10 and 11 Numbers, operations and relationships
5		Oral and practical: Activity 5 CAPS: Data handling Written: Item bank questions 19 and 26 Space and shape, Data handling
6		Oral and practical: Activity 6 CAPS: Patterns: Geometric patterns Written: Item bank questions 15, 16, 17 and 18 Patterns
7		Oral: Activity 7 Numbers, operations and relationships: Grouping and sharing
8		Oral and Practical: Activity 8 Numbers, operations and relationships: Fractions Written: Item bank questions 12, 13, 14 and 22 Numbers, operations and relationships, Measurement
9	Oral and Practical: Activity 9 Measurement: Time	Written: Item bank questions 23, 24 and 25 Space and shape, Measurement
10	Oral and Practical: Activity 10 Space and shape: Position	Written: Item bank question 20 Space and shape

3. EXEMPLAR WRITTEN ASSESSMENT ITEMS WITH SUGGESTED MARKING MEMOS

Resources that can be used for written assessment of each curriculum content strand and their memos are given in the following section. They are given in bilingual format.

Written assessment is to be done in addition to oral and practical assessment to carry out meaningful continuous assessment throughout the term. The tracker provides a suggested set of oral and practical assessment activities with rubrics or checklists that can be used to help you carry out your oral and practical assessment of learners.

You need to plan when you will do written assessment. We suggest you do it during the lessons in which you are teaching the same content (links to the items are given in the *Resources* column of the tracker). The questions provided here are taken from past written assessment papers that were previously in the lesson plans but they have been grouped according to content area. We suggest you use selected items as smaller written assessment tasks. This aligns better with the curriculum objective of continuous assessment in Foundation Phase.

You can choose to mark and record the mark of the selected items OR of an equivalent classwork activity.

There is one lesson "slot" per week that is assigned for you to catch up or consolidate the lesson plan content covered in the week's lessons. This lesson should also be used for the purpose of carrying out written assessment tasks or to complete oral or practical tasks for that week.

Written assessment item mark breakdown (according to exemplar items)

1. Written assessment items for Numbers, operations and relationships

There are several assessment items for Numbers, operations and relationships. These are linked in the *Resources* column of the tracker. You could use the sheet on the next page to record the written assessment marks for Numbers, operations and relationships per learner as the term progresses. You can then add the marks to get a mark out of 34 for each learner. This mark can then be inserted into the column for the total mark for written assessment of Numbers, operations and relationships in the suggested overall exemplar mark sheet.

There is also a column in the overall exemplar mark sheet for the total mark per learner for written assessment in each of the other CAPS curriculum strands: Pattern, Space and shape, Measurement and Data handling. The information below summarises the items for these content topics given in the exemplar items.

2. Written assessment items for Pattern

Questions 15, 16, 17 and 18 – Marks $4 + 1 + 4 + 1 = 10$

3. Written assessment items for Space and shape

Questions 19 and 20 – Marks $3 + 1 = 4$

4. Written assessment items for Measurement

Questions 21, 22, 23, 24 and 25 – Marks $1 + 2 + 2 + 2 + 1 = 8$

5. Written assessment items for Data handling

Question 26 – Marks 3

The exemplar items and suggested marking memoranda for these items are given on the pages that follow.

Written Assessment: English / isiXhosa

4. ITEM BANK FOR WRITTEN ASSESSMENT

Written assessment items for Numbers, operations and relationships

Question 1

Umbuzo 1

(4)

Write these numbers from the smallest to the biggest.

Bhala la manani ukusuka kwelona lincinci ukuya kwelona likhulu.

55	45	54	44

Question 2

Umbuzo 2

(2)

Put a circle around two numbers that are bigger than 64, but smaller than 70

Biyela amanani amakhulu kunama-64, kodwa abemancinci kunama - 70 ngesangqa.

60	62	64	66	68	70
----	----	----	----	----	----

Question 3

Umbuzo 3

- a) Write the number name for 58.

(2)

Bhala igama lenani elingama-58.

- b) Write the number 68 in words.

(2)

Bhala inani elingama-68 ngamagama.

Question 4

Umbuzo 4

(1)

What is the value of the 6 in 67? Circle the card below that gives the correct value.

Liyintoni ixabiso lesi-6 kuma -67? Biyela ngesangqa ikhadi elinexabiso elichanekileyo.

6	60
---	----

Question 5

Umbuzo 5

(1)

What is the value of the 3 in 73? Circle the card that shows the correct value below.

Liyintoni ixabiso lesi-3 kwinani elingama-73? Biyela ikhadi elibonakalisa ixabiso elichanekileyo ngezantsi.

3	30
---	----

Question 6

Umbuzo 6

(1)

Put a cross over the smallest number.

Beka umnqamlezo phezu kwelona nani lincinci.

49	35	67	38	74	22	52
----	----	----	----	----	----	----

Question 7

Umbuzo 7

(1)

Circle the biggest number.

Biyela elona nani likhulu ngesangqa.

49	35	67	38	74	22	52
----	----	----	----	----	----	----

Question 8

Umbuzo 8

(3)

Complete the following sums:

Gqibezela ezi zibalo:

6 tens + 3 units = / Amashumi ama-3 + nemivo emi-3 =	
7 units + 6 tens = / Imivo esi-7 + namashumi ama-6 =	
5 tens + 0 units = / Amashumi ama-5 + nemivo e-0=	

Question 9

Umbuzo 9

(1)

Colour the correct answer to show one of the family facts for 54.

Faka umbala kwimpendulo echanekileyo ukubonisa enye yeentsapho zama-54.

47 + 7 =	48 + 7 =	42 + 7 =
----------	----------	----------

Question 10

Umbuzo 10

(1)

Circle the number that is 2 bigger than 59.

Biyela inani elikhulu ngesi-2 kunama - 59.

58	49	61	55	64
----	----	----	----	----

Question 11

Umbuzo 11

(8)

Calculate the following:

Bala okulandelayo:

a) $16 + 8 =$

b) $32 + 33 =$

c) $25 - 4 =$

d) $56 - 33 =$

Question 12

Umbuzo 12

(2)

Share 39 suckers equally amongst 5 children.

Yahlula izitoki ezingama-39 ngokulinganayo phakathi kwabantwana aba-5.

Each child will get:
Umntwana ngamnye ufumana:

There are suckers left.
Kusele izitoki ezi-

Question 13

Umbuzo 13

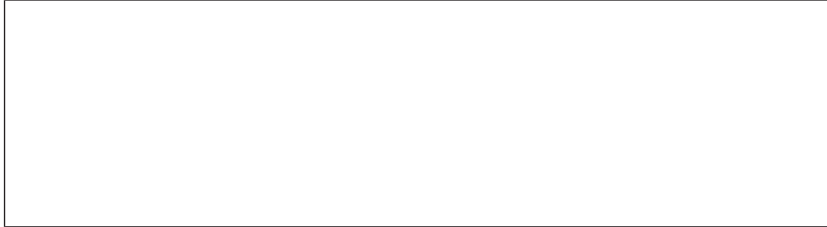
(3)

5 friends share 6 chocolate bars equally.

Abahlobo aba-5 babelana ngeetshokolethi ezi -6 ngokulinganayo.

- a) Draw a picture that shows how they share it.

Zoba umfanekiso obonisa indlela ababelane ngayo.



- b) How much will each friend get?

Zingaphi ezizakufunyanwa ngumhlobo ngamnye?

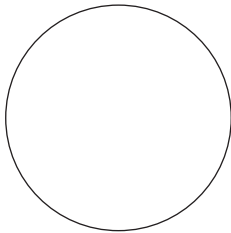
Question 14

Umbuzo 14

(2)

Divide the circle into quarters and colour three quarters.

Yahlula isangqa sibe ziikota ze ufakele umbala kwiikota ezintathu.

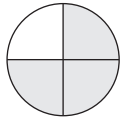


Written assessment items for Numbers, operations and relationships: solutions and mark allocations

1. (2 marks if partially sorted; 4 marks if fully sorted) (Amanqaku ama-2 xa belungise ngokungaphelelanga, amanqaku ama-4 xa belungise ngokupheleleyo) 44, 45, 54, 55	(4)
2. (1 mark per correct answer) / (Inqaku eli-1 ngempendulo nganye echanekileyo) 66, 68	(2)
3. (2 marks per correct answer) / (Amanqaku ama-2 ngempendulo nganye echanekileyo) a) fifty-eight / Amashumi amahlanu anesibhozo b) sixty-eight / Amashumi amathandathu anesibhozo	(4)
4. (1 mark per correct answer) / (Inqaku eli-1 ngempendulo nganye echanekileyo) Learners must circle 60 Abafundi mababiyele ama-60	(1)

14. (2 marks per correct answer; any 3 quarters may be shaded)

(Amanqaku ama-2 ngempendulo nganye echanekileyo; kungafakelwa umbala nakweziphi na iikota ezintathu)



(2)

Written assessment items for Patterns

Question 15

Umbuzo 15

(4)

Complete the table:

Gqibezela letheybhuli:

X	3	5	7	9
3				

Question 16

Umbuzo 16

(1)

Complete the number line.

Gqibezela umgca manani



Question 17

Umbuzo 17

(4)

Peter babysits. He charges R4 per hour for babysitting. Complete this table for him.

The first one has been done.

UPeter usele nomntwana. Ubiza ii-R4 ngeyure ukonasa umntwana. Gcwalisa le theybhuli yakhe. Seyenziwe eyokuqala.

Number of hours Inani leeyure	1	2	5	8	10
Cost in rands Ixabiso leerandi	4				

Question 18

Umbuzo 18

(1)

Complete the number line, counting backwards in 5s, starting at 45.

Gqibezela umgca manani, ubale ukubuya umva ngoonontlanu, uqale kuma-45.



Written assessment items for Patterns: solutions and mark allocations

15. (1 mark for the correct answer) (Inqaku eli-1 ngempendulo echanekileyo) 9, 15, 21, 27	(4)
16. (2 marks for the correctly completed number line labels) (Amanqaku ama-2 ngeeleybhuli ezifakelwe kumgca manani ngokuchanekileyo) 43, 45, 47, ..., 51,	(1)
17. (1 mark per correct answer; working not required) (Inqaku eli-1 ngempendulo nganye echanekileyo; akufuneki kwenziwe isibalo) 4, 8, 20, 32, 40	(4)
18. (1 mark per correct answer – full completed sequence) (Inqaku eli-1 ngempendulo nganye echanekileyo- ulandelelwaniso olupheleleyo) 10, 15, 20, 25, 30, 35, 40	(1)

Written assessment items for Space and shape




Question 19

Umbuzo 19

(3)

Do these shapes roll, slide or roll and slide? Put a circle around the correct answer for each one.

Ingaba ezi milo ziyaqengqeleka, ziyatshebeleza okanye ziyaqengqeleka ze zitshebeleze? Beka isangqa kwimpendulo nganye echanekileyo.

	Roll lyaqengqeleka	Slide lyatshebeleza	Roll and slide lyaqengqeleka ze itshebeleze
	Roll lyaqengqeleka	Slide lyatshebeleza	Roll and slide lyaqengqeleka ze itshebeleze
	Roll lyaqengqeleka	Slide lyatshebeleza	Roll and slide lyaqengqeleka ze itshebeleze

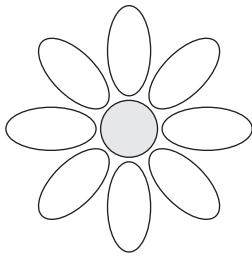
Question 20

Umbuzo 20

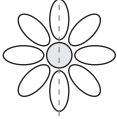
(1)

Draw the line of symmetry.

Krwela umgca wolingano macala.



Written assessment items for Space and shape: solutions and mark allocations

<p>19. (1 mark per correct answer) – circle each of the following: (Inqaku eli- 1 ngempendulo nganye echanekileyo) –Biyela enye nanye kwezilandelayo:</p> <p>1. Roll lyaqengqeleka</p> <p>2. Roll and slide lyaqengqeleka kwaye iyatshebeleza</p> <p>3. Slide lyatshebeleza</p>	(3)
<p>20. (1 mark per correct answer; line could be in various places) (Inqaku eli-1 ngempendulo nganye echanekileyo; umgca ungakrwelwa kwiindawo ezahlukeneyo)</p> 	(1)

Written assessment items for Measurement

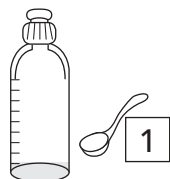
Question 21

Umbuzo 21

(1)

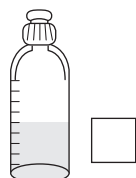
This bottle has 1 teaspoon of water in it.

Le bhotile inecophe elincinci eli-1 lamanzi phakathi.



How many teaspoons of water are there in the following bottle?

Mangaphi amacephe amancinci amanzi kwibhotile elandelayo?



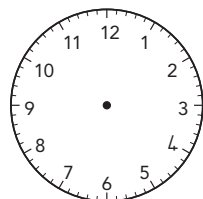
Question 22

Umbuzo 22

(2)

Draw the arms on the clock to show quarter past six.

Zoba amasiba ewotshi abonakalisa ikota emva kwentsimbi yesithandathu.



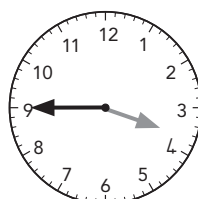
Question 23

Umbuzo 23

(2)

What is the time?

Ngubani ixesha?



Question 24

Umbuzo 24

(2)

How many hours are there between 9 o'clock and 2 o'clock?

Zingaphi iiyure phakathi kwentsimbi yesi-9 nentsimbi yesi-2?

Question 25

Umbuzo 25

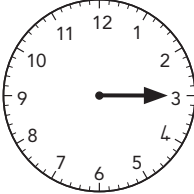
(2)

Circle the stick that is the longest.

Biyela olona khuni lude.



Written assessment items for Measurement: solutions and mark allocations

<p>21. (2 marks for the correct answer; learners answers may be different but they should be close to these) (Amanqaku ama-2 ngempendulo echanekileyo; iimpendulo zabafundi zingahluka kwezi kodwa mazisondele kwezi) 3 teaspoons Amacephe amancinci ama-3</p>	<p>(1)</p>
<p>22. (1 mark per correct answer – both clock arms must be in the correct place) (Inqaku eli-1 ngempendulo echanekileyo - omabini amasiba mawabe sendaweni echanekileyo)</p> 	<p>(2)</p>
<p>23. (1 mark per correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo) Quarter to 4 Ikota phambi kwentsimbi yesi-4</p>	<p>(2)</p>
<p>24. (1 mark for calculations and 1 mark for the correct answer; calculations not necessary; 2 marks correct answer) (Inqaku eli-1 lokwenza izibalo nenqaku eli-1 ngempendulo echanekileyo; izibalo azibalulekanga; amanqaku ama-2 ngempendulo echanekileyo) 5 hours liyure ezi-5</p>	<p>(2)</p>
<p>25. (1 mark per correct answer) (Inqaku eli-1 ngempendulo echanekileyo) The fourth stick Ukhuni lwesine</p>	<p>(1)</p>

Written assessment items for Data handling


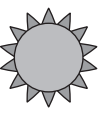


Question 26

Umbuzo 26

(3)

Look at this pictograph about weather conditions for a month. Answer the questions.

Jonga le grafu yemifanekiso malunga nemozulu yenyanga. Phendula imibuzo.

9				
8		X		
7		X		
6		X		
5	X	X		X
4	X	X		X
3	X	X	X	X
2	X	X	X	X
1	X	X	X	X
				

Key/Isikhokelo: X = 1 day/usuku

a) How many rainy days were there during this month?

Zingaphi iintsuku ebezisina kule nyanga?

b) How many sunny days were there in this month?

Zingaphi iintsuku ebezishushu kule nyanga?

c) Which were the most? Sunny days or rainy days?

Zeziphi ezibe ninzi iintsuku, lintsuku ezishushu okanye ebezisina?

Written assessment items for Data handling: solutions and mark allocations

<p>26. (1 mark per correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo)</p> <p>a) 5 rainy days lintsuku ezi-5 bezisina</p> <p>b) 8 sunny days lintsuku ezi-8 ezishushu</p> <p>c) Sunny days were most Ezininzi bezishushu</p>	(3)
---	-----

Written Assessment: English / Sepedi

4. ITEM BANK FOR WRITTEN ASSESSMENT

Written assessment items for Numbers, operations and relationships

Question 1

Potšišo 1

(4)

Write these numbers from the smallest to the biggest.

Ngwala dinomoro tše di latelago go tloga go ennyanenyane go ya go ye kgolokgolo.

55	45	54	44

Question 2

Potšišo 2

(2)

Put a circle around two numbers that are bigger than 64, but smaller than 70

Thala sediko go dinomoro tše pedi tše dikgolo go 64 eupša di le ka fase ga 70.

60	62	64	66	68	70
----	----	----	----	----	----

Question 3

Potšišo 3

a) Write the number name for 58.

(2)

Ngwala leinapalo la 58.

b) Write the number 68 in words.

(2)

Ngwala 68 ka mantšu.

Question 4

Potšišo 4

(1)

What is the value of the 6 in 67? Circle the card below that gives the correct value.

Na boleng ba 6 go 67 ke eng? Dira sediko go karata yeo e ngwadilwego boleng bja nnete.

6	60
---	----

Question 5

Potšišo 5

(1)

What is the value of the 3 in 73? Circle the card that shows the correct value below.

Na boleng bja 3 go 73 ke eng? Dira sediko go karata yeo e laetšago boleng bja nnete.

3	30
---	----

Question 6**Potšišo 6**

(1)

Put a cross over the smallest number.

Bea sefapano go nomoro yennyane.

49	35	67	38	74	22	52
----	----	----	----	----	----	----

Question 7**Potšišo 7**

(1)

Circle the biggest number.

Dira sediko go nomoro ye kgolo.

49	35	67	38	74	22	52
----	----	----	----	----	----	----

Question 8**Potšišo 8**

(3)

Complete the following sums:

Feleletša dipalo tše di latelago:

6 tens + 3 units = / Masome a 6 + metšo e 3 =	
7 units + 6 tens = / Metšo e 7 le masome a 6 =	
5 tens + 0 units = / Masome a 5 le metšo e 0 =	

Question 9**Potšišo 9**

(1)

Colour the correct answer to show one of the family facts for 54.

Khalara karabo ya maleba go laetša dinomoro tša leloko la 54.

$47 + 7 =$	$48 + 7 =$	$42 + 7 =$
------------	------------	------------

Question 10**Potšišo 10**

(1)

Circle the number that is 2 bigger than 59.

Kokelezela inombolo enkulu ngoku-2 ema-59.

58	49	61	55	64
----	----	----	----	----

Question 11

Potšišo 11

(8)

Calculate the following:

Balela tše di latelago:

a) $16 + 8 =$ <input type="text"/>	b) $32 + 33 =$ <input type="text"/>
c) $25 - 4 =$ <input type="text"/>	d) $56 - 33 =$ <input type="text"/>

Question 12

Potšišo 12

(2)

Share 39 suckers equally amongst 5 children.

Abela bana ba 5 malekere a dikotana a 39.

Each child will get:
Ngwana o tee o tla hwetša:

There are suckers left.
Go šala malekere a dikotana a:-

Question 13

Potšišo 13

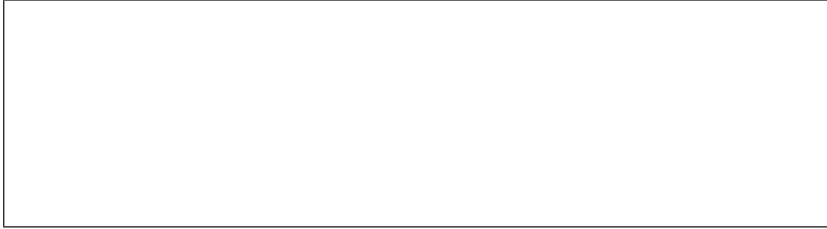
(3)

5 friends share 6 chocolate bars equally.

Bagwera ba 5 ba nyaka go abelana tšhokolete ya diripana tše 6 ka go lekana.

- a) Draw a picture that shows how they share it.

Thala seswantšho go laetša gore o ka ba abela bjang.



- b) How much will each friend get?

Na mogwera o tee o tla hwetša tšhokolete ye kaakang?



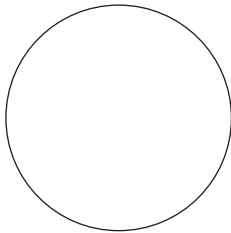
Question 14

Potšišo 14

(2)

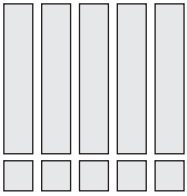
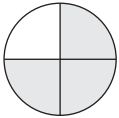
Divide the circle into quarters and colour three quarters.

Arola sediko ka dikotara gomme o khalare dikotara tše tharo.



Written assessment items for Numbers, operations and relationships: solutions and mark allocations

1. (2 marks if partially sorted; 4 marks if fully sorted) (Meputso e 2 ge a lekile go di beakanya gabotse, meputso e 4 ge a di beakantše gabotse) 44, 45, 54, 55	(4)
2. (1 mark per correct answer) / (Aba moputso o 1 go karabo yeo e nepagetšego) 66, 68	(2)
3. (2 marks per correct answer) / (Aba meputso e 2 go karabo yeo e nepagetšego) a) fifty-eight / Masomehlano seswai b) sixty-eight / Masometshela seswai	(4)
4. (1 mark per correct answer) / (Aba moputso o 1 go karabo ya maleba) Learners must circle 60 Barutwana ba swanetše go thala sediko go 60	(1)

5. (1 mark per correct answer) / (Aba moputso o 1 go karabo yeo e nepagetšego) Learners must circle 3 Abafundi kumele bakokelezele ama-3	(1)
6. (1 mark per correct answer) / (Aba moputso o 1 go karabo yeo e nepagetšego) 22	(1)
7. (1 mark per correct answer) / (Aba moputso o 1 go karabo yeo e nepagetšego) 74	(1)
8. (1 mark per correct answer; answer can be numeric/expanded form) (Aba moputso o 1 go karabo yeo e nepagetšego. Karabo e ka ba nomoro / mokgwa wa go katološa) 63 67 50	(3)
9. (2 marks for the correct answer) / (Meputso e 2 go karabo ya maleba) 61	(1)
10. (1 mark per correct answer) / (Aba moputso o 1 go karabo yeo e nepagetšego) Learners must select $47 + 7 = 54$ Abafundi kumele bakhethe $47 + 7 = 54$	(1)
11. (2 marks per question – 1 for the answer and 1 for the working) (Meputso e 2 go dipotšišo - moputso o 1 ke wa karabo gomme o 1 ke wa go šoma karabo) a) 24 b) 65 c) 21 d) 23	(8)
12. (1 mark per correct answer; no drawing is needed but it may be done) (Aba moputso o 1 go karabo ya maleba. sethalwa ga se bohlokwa eupša se ka thalwa) Each child will get 7. There will be 4 left. Ingane ngayinye ithola 7. Kuzosala 4.	(2)
13. (2 marks for the drawing and 1 mark for the correct answer) (Meputso e 2 ya sethalwa le moputso o 1 wa karabo ya maleba) a)  b) They each get one and one fifth of a chocolate bar. Ngwana o 1 o hwetša seripa se 1 le teehtlanong ya seripa.	(3)
14. (2 marks per correct answer; any 3 quarters may be shaded) (Meputso e 2 go karabo yeo e nepagetšego, borutwana a ka khalara dikotara tše dingwe le tše dingwe tše 3) 	(2)

Written assessment items for Patterns

Question 15

Potšišo 15

(4)

Complete the table:

Feleletša tafola:

X	3	5	7	9
3				

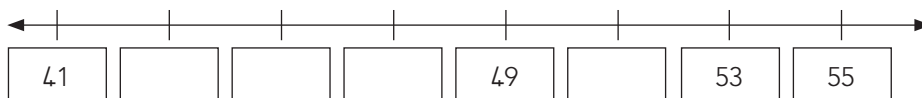
Question 16

Potšišo 16

(1)

Complete the number line.

Feleletša mothalopalo.



Question 17

Potšišo 17

(4)

Peter babysits. He charges R4 per hour for babysitting. Complete this table for him.

The first one has been done.

Peotrose o šetše le ngwana. O patediša R4 ka iri go šala le ngwana. Feleletša tafola ya gagwe. Ya pele e dirilwe.

Number of hours Nomoro ya di iri	1	2	5	8	10
Cost in rands Tefo ka diranta	4				

Question 18

Potšišo 18

(1)

Complete the number line, counting backwards in 5s, starting at 45.

Feleletša mothalopalo, bala ka bohlano o eya morago, thoma ka 45.



Written assessment items for Patterns: solutions and mark allocations

15. (1 mark for the correct answer) (Aba moputso o 1 go karabo ya maleba) 9, 15, 21, 27	(4)
16. (2 marks for the correctly completed number line labels) (Meputso e 2 go mothalo palo woo o tladišwego gabotse) 43, 45, 47, ..., 51,	(1)
17. (1 mark per correct answer; working not required) (Moputso o 1 go karabo yeo e nepagetšego. go šoma palo ga go hlokagale) 4, 8, 20, 32, 40	(4)
18. (1 mark per correct answer – full completed sequence) (Aba moputso o 1 go karabo hya maleba, tatelano e be ya maleba) 10, 15, 20, 25, 30, 35, 40	(1)

Written assessment items for Space and shape

Question 19

Potšišo 19

(3)

Do these shapes roll, slide or roll and slide? Put a circle around the correct answer for each one.

Na diboepgo tše di latelago di a thelela,kgokologa goba di a kgokologa le go thelela. Thala sediko go karabo ya maleba ya diboepgo tše.

	Roll Kgokologa	Slide Thelela	Roll and slide E ya kgokologa ebile e ya thelela
	Roll Kgokologa	Slide Thelela	Roll and slide E ya kgokologa ebile e ya thelela
	Roll Kgokologa	Slide Thelela	Roll and slide E ya kgokologa ebile e ya thelela

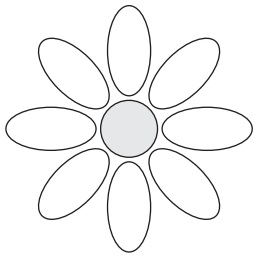
Question 20

Potšišo 20

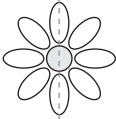
(1)

Draw the line of symmetry.

Thala mothalo wa tekanelo.



Written assessment items for Space and shape: solutions and mark allocations

<p>19. (1 mark per correct answer) – circle each of the following: (Aba moputso o 1 go karabo yeo e nepagetšego) – Dira sediko go tše di latelago:</p> <p>1. Roll Kgokologa</p> <p>2. Roll and slide E ya kgokologa ebile e ya thelela</p> <p>3. Slide Thelela</p>	(3)
<p>20. (1 mark per correct answer; line could be in various places) (Moputso o 1 go karabo yeo e nepagetšego. Mothalo o ka ba mafelong a fapanego)</p> 	(1)

Written assessment items for Measurement

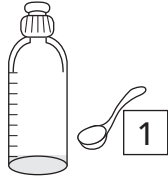
Question 21

Potšišo 21

(1)

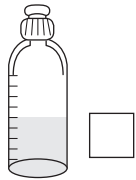
This bottle has 1 teaspoon of water in it.

Lebotlelo le le nale lelepolana le 1 la meetse ka gare.



How many teaspoons of water are there in the following bottle?

Na go nale malepolana a makae e meetse ka lebotlelong le le latelago?



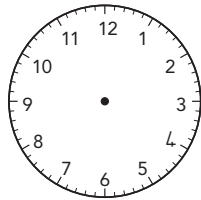
Question 22

Potšišo 22

(2)

Draw the arms on the clock to show quarter past six.

Thala matsogo a sešupanako go laetša kotara go tšwa go iri ya 6.



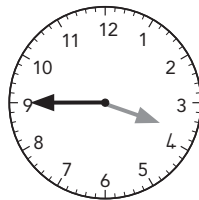
Question 23

Potšišo 23

(2)

What is the time?

Ke nako mang?



Question 24

Potšišo 24

(2)

How many hours are there between 9 o'clock and 2 o'clock?

Na ke di awara tše kae magareng ga iri ya 9 le iri ya 2?

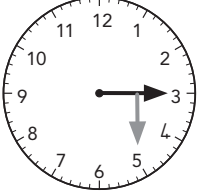
Question 25**Potšišo 25**

(2)

Circle the stick that is the longest.

Dira sediko go kota ye telele go di feta ka moka.

**Written assessment items for Measurement: solutions and mark allocations**

<p>21. (2 marks for the correct answer; learners answers may be different but they should be close to these) (Meputso e 2 ya karabo ya maleba, dikarabo tša bafrutwana di ka fapana eupša di be kgwauswi le ye) 3 teaspoons Malepolana a 3</p>	(1)
<p>22. (1 mark per correct answer – both clock arms must be in the correct place) (Moputso o 1 go karabo ya maleba. Manakana ka moka a be mafelong a maleba)</p> 	(2)
<p>23. (1 mark per correct answer) (Moputso o 1 go karabo ya maleba) Quarter to 4 Kotara go ya go iri ya 4</p>	(2)
<p>24. (1 mark for calculations and 1 mark for the correct answer; calculations not necessary; 2 marks correct answer) (Mopotso o 1 wa go balela, moputso o 1 wa karabo ya maleba, Go balela ga go bohlokwa o ka fa meputso ye 2 go karabo ya maleba) 5 hours Di iri tše 5</p>	(2)
<p>25. (1 mark per correct answer) (Aba moputso o 1 go karabbo yeo e nepagetšego) The fourth stick Kota ya bone</p>	(1)


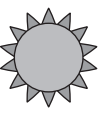


Written assessment items for Data handling

Question 26

Potšišo 26

(3)

Look at this pictograph about weather conditions for a month. Answer the questions.
Lebelela kerafo ye ya diswantšho ya tša boso ba kgwedi ka moka. Araba dipotšišo.

9				
8		X		
7		X		
6		X		
5	X	X		X
4	X	X		X
3	X	X	X	X
2	X	X	X	X
1	X	X	X	X
				

Key/Khiye: X = 1 day/Letšatši

- a) How many rainy days were there during this month?
Na pula e nele ga kae kgwedi ye?

- b) How many sunny days were there in this month?
Na letšatši le fišitše ga kae kgwedi ye?

- c) Which were the most? Sunny days or rainy days?
Ke afe matšatši a mantši? a letšatši goba a pula?

Written assessment items for Data handling: solutions and mark allocations

<p>26. (1 mark per correct answer) (Aba moputso o 1 go karabo ya maleba)</p> <p>a) 5 rainy days Matšatši a 5 a pula</p> <p>b) 8 sunny days Matšatši a 8 a letšatši</p> <p>c) Sunny days were most Matšatši a letšatši ke a mantši</p>	(3)
---	-----

Written Assessment: English / Setswana

4. ITEM BANK FOR WRITTEN ASSESSMENT

Written assessment items for Numbers, operations and relationships

Question 1

Potso 1

(4)

Write these numbers from the smallest to the biggest.

Kwala dipalo tse di latelang go tswa go e nnye go ya go go e tona/kgolo.

55	45	54	44

Question 2

Potso 2

(2)

Put a circle around two numbers that are bigger than 64, but smaller than 70

Dira tshekeletsa mo dipalong di le pedi tse di tona/kgolo mo go 64 mme di le dinnye mo go 70.

60	62	64	66	68	70
----	----	----	----	----	----

Question 3

Potso 3

- a) Write the number name for 58.

(2)

Kwala leinapalo la 58.

- b) Write the number 68 in words.

(2)

Kwala palo 68 ka mafoko.

Question 4

Potso 4

(1)

What is the value of the 6 in 67? Circle the card below that gives the correct value.

Boleng ba 6 mo go 67 ke bokae? Sekeletse karata e e nayang boleng jo bo nepagetseng ka fa tlase.

6	60
---	----

Question 5

Potso 5

(1)

What is the value of the 3 in 73? Circle the card that shows the correct value below.

Boleng ba 3 mo go 73 ke bokae? Sekeletse karata e e bontshang boleng jo bo nepagetseng ka fa tlase.

3	30
---	----

Question 6**Potso 6**

(1)

Put a cross over the smallest number.

Baya sefapano mo palong e nnye go tsotlhe.

49	35	67	38	74	22	52
----	----	----	----	----	----	----

Question 7**Potso 7**

(1)

Circle the biggest number.

Sekeletsa palo e tona/kgolo go tsotlhe.

49	35	67	38	74	22	52
----	----	----	----	----	----	----

Question 8**Potso 8**

(3)

Complete the following sums:

Feleletsa dipalo tse di latelang:

6 tens + 3 units = / Masome a 6 + Metso e 3 =	
7 units + 6 tens = / Metso e 7 + Masome a 6 =	
5 tens + 0 units = / Masome a 5 + Metso e 0 =	

Question 9**Potso 9**

(1)

Colour the correct answer to show one of the family facts for 54.

Tshasa karabo e e nepagetseng ka mmala go bontsha leloko la 54.

$47 + 7 =$	$48 + 7 =$	$42 + 7 =$
------------	------------	------------

Question 10**Potso 10**

(1)

Circle the number that is 2 bigger than 59.

Sekeletsa palo e e fetang 59 ka 2.

58	49	61	55	64
----	----	----	----	----

Question 11

Potso 11

(8)

Calculate the following:

Bala tse di latelang:

a) $16 + 8 =$ <input type="text"/>	b) $32 + 33 =$ <input type="text"/>
c) $25 - 4 =$ <input type="text"/>	d) $56 - 33 =$ <input type="text"/>

Question 12

Potso 12

(2)

Share 39 suckers equally amongst 5 children.

Kgaoganyetsa bana ba le 5 dimonamone di le 39 ka go lekana.

Each child will get:

Ngwana mongwe le mongwe o tla bona di le:

There are suckers left.

Go sala dimonamone di le a-

Question 13

Potso 13

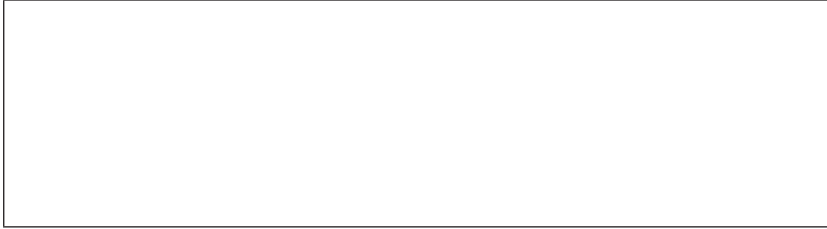
(3)

5 friends share 6 chocolate bars equally.

Ditsala di le 5 di arogana tšhokolete ya dikarolwana di le 6 ka go lekana.

- a) Draw a picture that shows how they share it.

Thala setshwantsho se se bontshang gore ba e kgaogana jang.



- b) How much will each friend get?

Tsala nngwe le nngwe e tšile go bona di le kae?

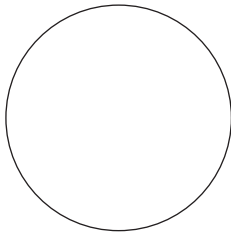
Question 14

Potso 14

(2)

Divide the circle into quarters and colour three quarters.

Kgaoganya tshekeletsa ka dikotara mme o tshase dikotara di le tharo ka mmala.



Written assessment items for Numbers, operations and relationships: solutions and mark allocations

1. (2 marks if partially sorted; 4 marks if fully sorted) (Maduo a le 2 fa thulaganyo e sa felela; maduo a le 4 fa thulaganyo e feletse) 44, 45, 54, 55	(4)
2. (1 mark per correct answer) / (Leduo le le 1 la karabo e e nepagetseng) 66, 68	(2)
3. (2 marks per correct answer) / (Maduo a le 2 a karabo e e nepagetseng) a) fifty-eight / Masome a matlhano le borobedi b) sixty-eight / Masome a marataro le borobedi	(4)
4. (1 mark per correct answer) / (Leduo le le 1 la karabo e e nepagetseng) Learners must circle 60 Barutwana ba sekeletse 60	(1)

Written assessment items for Patterns

Question 15

Potso 15

(4)

Complete the table:

Feleletsa tafole:

X	3	5	7	9
3				

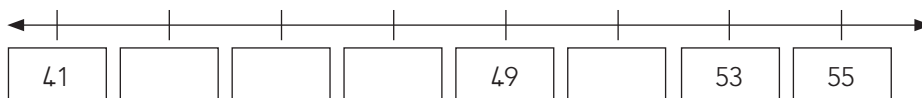
Question 16

Potso 16

(1)

Complete the number line.

Feleletsa molapalo



Question 17

Potso 17

(4)

Peter babysits. He charges R4 per hour for babysitting. Complete this table for him.

The first one has been done.

Peter o tlhokomela ngwana. O kopa R4 ka ura . Mo tlaletse tafole e eka fa tlase. Tafole ya ntlha e setse e tladitswe.

Number of hours Inani lamahora	1	2	5	8	10
Cost in rands Inkokhelo ngamarandi	4				

Question 18

Potso 18

(1)

Complete the number line, counting backwards in 5s, starting at 45.

Feleletsa molapalo, o balele kwa morago ka botlhano mme o simolole ka 45.



Written assessment items for Patterns: solutions and mark allocations

15. (1 mark for the correct answer) (Leduo le le 1 la karabo e e nepagetseng) 9, 15, 21, 27	(4)
16. (2 marks for the correctly completed number line labels) (Maduo a le 2 a molapalo o o dirilweng ka nepagalo) 43, 45, 47, ..., 51,	(1)
17. (1 mark per correct answer; working not required) (Leduo le le 1 la karabo e e nepagetseng; go dira ga go tlhokege) 4, 8, 20, 32, 40	(4)
18. (1 mark per correct answer – full completed sequence) (Leduo le le 1 la karabo e e nepagetseng – tatelano e e feleletseng) 10, 15, 20, 25, 30, 35, 40	(1)

Written assessment items for Space and shape


Question 19

Potso 19

(3)

Do these shapes roll, slide or roll and slide? Put a circle around the correct answer for each one.

A dipopego tse di a kgokologa, relela kgotsa di a kgokologa le go relela?

	Roll Kgokologa	Slide Relela	Roll and slide Kgokologa le go relela
	Roll Kgokologa	Slide Relela	Roll and slide Kgokologa le go relela
	Roll Kgokologa	Slide Relela	Roll and slide Kgokologa le go relela

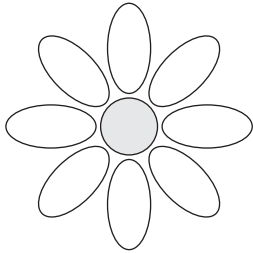
Question 20

Potso 20

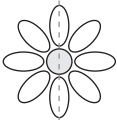
(1)

Draw the line of symmetry.

Thala mothalo wa bogare.



Written assessment items for Space and shape: solutions and mark allocations

<p>19. (1 mark per correct answer) – circle each of the following: (Leduo le le 1 la karabo e e nepagetseng) – sekeletsa nngwe le nngwe ya tse di latelang:</p> <p>1. Roll Kgokologa</p> <p>2. Roll and slide Kgokologa le go relela</p> <p>3. Slide Relela</p>	(3)
<p>20. (1 mark per correct answer; line could be in various places) (Leduo le le 1 la karabo e e nepagetseng, mothalo o ka nna mo mafelong a a farologaneng)</p> 	(1)

Written assessment items for Measurement

Question 21

Potso 21

(1)

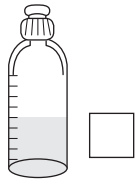
This bottle has 1 teaspoon of water in it.

Lebotlolo le, le na le metsi a a kana ka leswana la tee le le lengwe mo go lona.



How many teaspoons of water are there in the following bottle?

Go na le metsi a maswana a tee a makae mo lebotlong le le latelang?



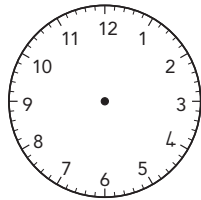
Question 22

Potso 22

(2)

Draw the arms on the clock to show quarter past six.

Thala manakana mo tshupanakong go bontsha kotara morago ga ura ya borataro.



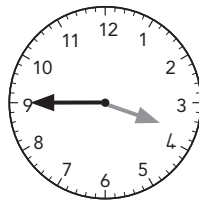
Question 23

Potso 23

(2)

What is the time?

Ke nako mang?



Question 24

Potso 24

(2)

How many hours are there between 9 o'clock and 2 o'clock?

Ke diura di le kae mo gare ga ura ya 9 le ura ya 2?

Question 25

Potso 25

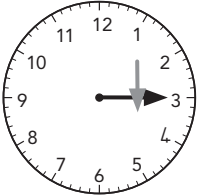
(2)

Circle the stick that is the longest.

Sekeletsa kotana e telele go tsothle.



Written assessment items for Measurement: solutions and mark allocations

<p>21. (2 marks for the correct answer; learners answers may be different but they should be close to these) (Maduo a le 2 a karabo nngwe le nngwe e e nepagetseng; Dikarabo tsa barutwana di ka nna le pharologano mme din ne gaufi le tse di latelang) 3 teaspoons. Maswana a tee a le 3 3 teaspoons Amathisipuni ama-3</p>	<p>(1)</p>
<p>22. (1 mark per correct answer – both clock arms must be in the correct place) (Leduo le le 1 la karabo e e nepagetseng – Manakana a tshupanako a tshwanetse go nna mo lefelong le le nepagetseng mmogo.)</p> 	<p>(2)</p>
<p>23. (1 mark per correct answer) (Leduo le le 1 la karabo e e nepagetseng) Quarter to 4 Kotara pele g aura ya 4</p>	<p>(2)</p>
<p>24. (1 mark for calculations and 1 mark for the correct answer; calculations not necessary; 2 marks correct answer) (Leduo le le 1 la go tlhakanya le le 1 la karabo e e nepagetseng; go tlhakanya ga go botlhokwa; maduo a le 2 a karabo e e nepagetseng) 5 hours Diura di le 5</p>	<p>(2)</p>
<p>25. (1 mark per correct answer) (Leduo le le 1 la karabo e e nepagetseng) The fourth stick Kotana ya bone.</p>	<p>(1)</p>

Written assessment items for Data handling


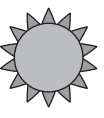


Question 26

Potso 26

(3)

Look at this pictograph about weather conditions for a month. Answer the questions.

Lebelela kerafo ya ditshwantsho ka ga maemo a bosa a kgwedi. Araba dipotso tse di latelang:

9				
8		X		
7		X		
6		X		
5	X	X		X
4	X	X		X
3	X	X	X	X
2	X	X	X	X
1	X	X	X	X
				

Key/Senotlolo: = 1 day/letsatsi le le 1

- How many rainy days were there during this month?
Go na le malatsi a pula a le makae mo kgweding e?

- How many sunny days were there in this month?
Go na le malatsi a le makae a tlabo ya letsatsi mo kgweding e?

- Which were the most? Sunny days or rainy days?
Ke eng tse di neng di le dintsi? Malatsi a pula kgotsa a tlabo ya letsatsi?

Written assessment items for Data handling: solutions and mark allocations

<p>26. (1 mark per correct answer) (Leduo le le 1 la karabo e e nepagetseng)</p> <p>a) 5 rainy days Malatsi a le 5 a pula</p> <p>b) 8 sunny days Malatsi a le 8 a tlabo ya letsatsi</p> <p>c) Sunny days were most Malatsi a tlabo ya letsatsi a mantsi</p>	(3)
---	-----

Written Assessment: English / Xitsonga

4. ITEM BANK FOR WRITTEN ASSESSMENT

Written assessment items for Numbers, operations and relationships

Question 1

Xivutiso 1

(4)

Write these numbers from the smallest to the biggest.
Tsala tinomboro ku suka ka leyintsongo ku fika ka leyikulu.

55	45	54	44

Question 2

Xivutiso 2

(2)

Put a circle around two numbers that are bigger than 64, but smaller than 70
Vekela xirhendzevutana kusuhi na tinomboro timbirhi letikulu ka 64, kambe tintsongo ka 70.

60	62	64	66	68	70
----	----	----	----	----	----

Question 3

Xivutiso 3

- a) Write the number name for 58.

(2)

Tsala vito ra nomboro 58.

- b) Write the number 68 in words.

(2)

Tsala nomboro 68 hi marito.

Question 4

Xivutiso 4

(1)

What is the value of the 6 in 67? Circle the card below that gives the correct value.
Xana hi wihi nkoka wa 6 eka 67? Tsondzela khadi leri nga na hlanulo yo lulama.

6	60
---	----

Question 5

Xivutiso 5

(1)

What is the value of the 3 in 73? Circle the card that shows the correct value below.
Xana hi wihi nkoka wa 3 eka 73? Tsondzela khadi leri nga na hlanulo yo lulama.

3	30
---	----

Question 6

Xivutiso 6

(1)

Put a cross over the smallest number.

Vekela xihambano ehenhla ka nomboro leyitsongo swinene.

49	35	67	38	74	22	52
----	----	----	----	----	----	----

Question 7

Xivutiso 7

(1)

Circle the biggest number.

Tsondzela nomboro leyikulu.

49	35	67	38	74	22	52
----	----	----	----	----	----	----

Question 8

Xivutiso 8

(3)

Complete the following sums:

Hetisa nhlayo leyi landzelaka:

6 tens + 3 units = / 6 vukhume + 3 vun'we =	
7 units + 6 tens = / 7 vun'we + 6 vukhume =	
5 tens + 0 units = / 5 vun'we + 0 vun'we =	

Question 9

Xivutiso 9

(1)

Colour the correct answer to show one of the family facts for 54.

Khalara nhlamulo leyi faneleke u komba yin'we ya ndyangu wa 54.

47 + 7 =	48 + 7 =	42 + 7 =
----------	----------	----------

Question 10

Xivutiso 10

(1)

Circle the number that is 2 bigger than 59.

Tsondzela nomboro leyikulu ka 59 hi 2

58	49	61	55	64
----	----	----	----	----

Question 11

Xivutiso 11

(8)

Calculate the following:

Khakhuleta leswi landzelaka:

a) $16 + 8 =$ <input type="text"/>	b) $32 + 33 =$ <input type="text"/>
c) $25 - 4 =$ <input type="text"/>	d) $56 - 33 =$ <input type="text"/>

Question 12

Xivutiso 12

(2)

Share 39 suckers equally amongst 5 children.

Ava malekere ya 39 hi ku ringana exikarhi ka vana va 5.

Each child will get:

N'wana wun'wana na wun'wana u ta kuma:

There are suckers left.

Ku sarile _____ wa malekere.

Question 13

Xivutiso 13

(3)

5 friends share 6 chocolate bars equally.

Vanghana va 5 va avelana 6 wa tibara ta chokoleti hi ku ringana.

- a) Draw a picture that shows how they share it.

Dirowa xifaniso u komba leswaku va ta avelana nhjani.



- b) How much will each friend get?

Xana munghana hi wun'we u ta kuma mangani?



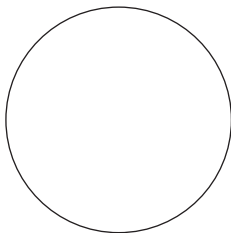
Question 14

Xivutiso 14

(2)

Divide the circle into quarters and colour three quarters.

Hambanisa xirhendzevutana hi tikotara u khalara tikotara tinharhu.



Written assessment items for Numbers, operations and relationships: solutions and mark allocations

1. (2 marks if partially sorted; 4 marks if fully sorted) (Timaraka ti2 ta ku lulamisa, timaraka ta 4 loko a lulamisile hinkwaswo) 44, 45, 54, 55	(4)
2. (1 mark per correct answer) / (Maraka yi1 ya nhlamulo leyi faneleke) 66, 68	(2)
3. (2 marks per correct answer) / (Maraka yi1 ya nhlamulo leyi faneleke) a) fifty-eight / Makume ntlhanu nhungu b) sixty-eight / makume tsevhungu	(4)
4. (1 mark per correct answer) / (Maraka yi1 ya nhlamulo leyi faneleke) Learners must circle 60 Vadyondzi va tsondzela 60	(1)

Written assessment items for Patterns

Question 15

Xivutiso 15

(4)

Complete the table:

Hetisa tafula:

X	3	5	7	9
3				

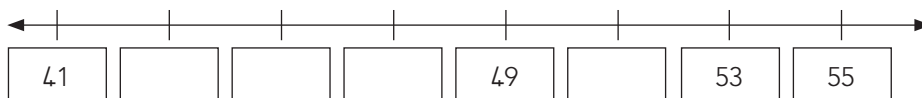
Question 16

Xivutiso 16

(1)

Complete the number line.

Hetisa ndzhati wa mintsengo.



Question 17

Xivutiso 17

(4)

Peter babysits. He charges R4 per hour for babysitting. Complete this table for him.

The first one has been done.

Peter u sala na n'wana. U vitana R4 hi awarw ku sala na n'wana. Hetisa tafula. Ro sungula ri endliwile.

Number of hours Nomboro ya tiawara	1	2	5	8	10
Cost in rands Nxavo hi marandi	4				

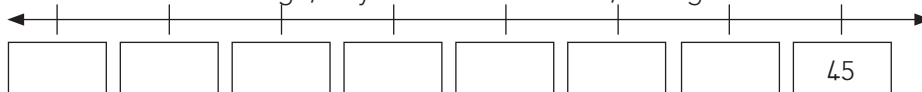
Question 18

Xivutiso 18

(1)

Complete the number line, counting backwards in 5s, starting at 45.

Hetisa ndzhati wa mintsengo, hlayela endzhaku hi vu5, u sungula eka 45.



Written assessment items for Patterns: solutions and mark allocations

15. (1 mark for the correct answer) (Maraka yi1 ya nhlamulo leyi faneleke) 9, 15, 21, 27	(4)
16. (2 marks for the correctly completed number line labels) (Timaraka ti2 ta nhlamulo yi hetiswile eka ndzhati wa mintsengo) 43, 45, 47, ..., 51,	(1)
17. (1 mark per correct answer; working not required) (Maraka yi1 ya nhlamulo leyi faneleke) 4, 8, 20, 32, 40	(4)
18. (1 mark per correct answer – full completed sequence) (Maraka yi1 ya nhlamulo leyi faneleke) 10, 15, 20, 25, 30, 35, 40	(1)




Written assessment items for Space and shape

Question 19

Xivutiso 19

(3)

Do these shapes roll, slide or roll and slide? Put a circle around the correct answer for each one.
Xana swivumbeko leswi swa khunguluka kumbe swa rheta? Vekela xirhendzevutana ka nhlamulo.

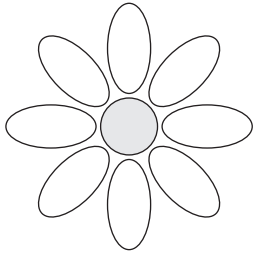
	Roll Khunguluka	Slide Rheta	Roll and slide Khunguluka na ku rheta
	Roll Khunguluka	Slide Rheta	Roll and slide Khunguluka na ku rheta
	Roll Khunguluka	Slide Rheta	Roll and slide Khunguluka na ku rheta

Question 20

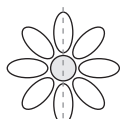
Xivutiso 20

(1)

Draw the line of symmetry.
Dirowa ntila ndzhingano.



Written assessment items for Space and shape: solutions and mark allocations

19. (1 mark per correct answer) – circle each of the following: (Maraka yi1 ya nhlamulo leyi faneleke) - tsondzela nhlamulo: 1. Roll Khunguluka	2. Roll and slide Khunguluka na ku rheta	3. Slide Rheta	(3)
20. (1 mark per correct answer; line could be in various places) (Maraka yi1 ya nhlamulo leyi faneleke; ntila wu va ka tindhawu to hambanahambana)			(1)

Written assessment items for Measurement

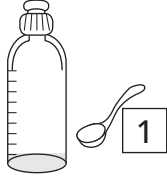
Question 21

Xivutiso 21

(1)

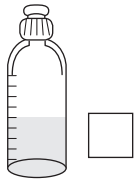
This bottle has 1 teaspoon of water in it.

Bodlhela ri na lepula rin'we ra mati.



How many teaspoons of water are there in the following bottle?

Xana ku na malepula mangani ya mati endzeni ka bodlhela?



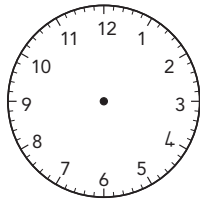
Question 22

Xivutiso 22

(2)

Draw the arms on the clock to show quarter past six.

Dirowa rimhondzo ka wachi ku kombisa kotara ku bile awara ya tsevu.



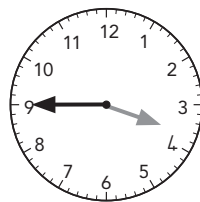
Question 23

Xivutiso 23

(2)

What is the time?

I nkarhi mani?



Question 24

Xivutiso 24

(2)

How many hours are there between 9 o'clock and 2 o'clock?

Ku na tiawara mangani exikarhi ka awara ya 9 ehenhla ka nhloko na awara ya 2 ehenhla ka nhloko?

Question 25

Xivutiso 25

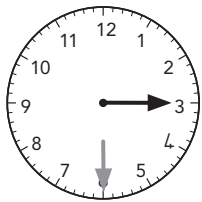
(2)

Circle the stick that is the longest.

Tsondzela rinhi ro leha swinene.



Written assessment items for Measurement: solutions and mark allocations

<p>21. (2 marks for the correct answer; learners answers may be different but they should be close to these) (Timaraka ti2 ta nhlamulo leyi faneleke; tinhlamulo ta vadyondzi to hambanahambana) 3 teaspoons 3 wa malepula</p>	<p>(1)</p>
<p>22. (1 mark per correct answer – both clock arms must be in the correct place) (Maraka yi1 ya nhlamulo leyi faneleke - timhondzo hi timbirhi ti va endhawini leyi faneleke)</p> 	<p>(2)</p>
<p>23. (1 mark per correct answer) (Maraka yi1 ya nhlamulo leyi faneleke) Quarter to 4 Kotara ku nga si ba awara ya 4</p>	<p>(2)</p>
<p>24. (1 mark for calculations and 1 mark for the correct answer; calculations not necessary; 2 marks correct answer) (Maraka yi1 ya ku khakhuleta na maraka yi1 ya nhlamulo leyi faneleke) 5 hours Tiawara ta 5</p>	<p>(2)</p>
<p>25. (1 mark per correct answer) (Maraka yi1 ya nhlamulo leyi faneleke) The fourth stick Rinhi ra vumune</p>	<p>(1)</p>

Written assessment items for Data handling


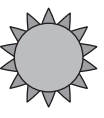


Question 26

Xivutiso 26

(3)

Look at this pictograph about weather conditions for a month. Answer the questions.

Languta girafu ya swifaniso ya maxelo ya nhweti leyi. Hlamula swivutiso.

9				
8		X		
7		X		
6		X		
5	X	X		X
4	X	X		X
3	X	X	X	X
2	X	X	X	X
1	X	X	X	X
				

Key/Nkoka: = 1 day/siku

a) How many rainy days were there during this month?

Xana ku na masiku mangani ya mpfula nhweti leyi?

b) How many sunny days were there in this month?

Xana ku na masiku mangani yo hisa nhweti leyi?

c) Which were the most? Sunny days or rainy days?

Hi wahi masiku yo tala? Masiku ya ku hisa kumbe masiku ya ku hisa.

Written assessment items for Data handling: solutions and mark allocations

<p>26. (1 mark per correct answer) (Maraka yi1 ya nhlamulo leyi faneleke)</p> <p>a) 5 rainy days 5 wa masiku ya mpfula</p> <p>b) 8 sunny days 8 wa masiku ya ku hisa</p> <p>c) Sunny days were most Masiku ya ku hisa</p>	(3)
---	-----

Written Assessment: English / Tshivenda

4. ITEM BANK FOR WRITTEN ASSESSMENT

Written assessment items for Numbers, operations and relationships

Question 1

Mbudziso 1

(4)

Write these numbers from the smallest to the biggest.

Ñwalani nomboro u bva kha ðhukhusa u swika kha khulwanesa.

55	45	54	44

Question 2

Mbudziso 2

(2)

Put a circle around two numbers that are bigger than 64, but smaller than 70

Ñwalani tshitendeledi kha nomboro mmbili dzi re khulwane kha 64, fhedzi ndi ðhukhu kha 70.

60	62	64	66	68	70
----	----	----	----	----	----

Question 3

Mbudziso 3

- a) Write the number name for 58.

(2)

Ñwalani dzina ða nomboro 58(Ñwala nga maipfi)

- b) Write the number 68 in words.

(2)

Ñwalani 68 nga maipfi.

Question 4

Mbudziso 4

(1)

What is the value of the 6 in 67? Circle the card below that gives the correct value.

Vhuimo ha 6 kha 67 ndi mini? Tingeledzani garaða ire afho fhasi ni sumbedze vhuimo ho teaho.

6

60

Question 5

Mbudziso 5

(1)

What is the value of the 3 in 73? Circle the card that shows the correct value below.

Vhuimo ha 3 kha 73 ndi mini? Tingeledzani garaða ire afho fhasi ni sumbedze vhuimo ho teaho.

3

30

Question 6
Mbudziso 6

(1)

Put a cross over the smallest number.

Nwalani tshifhambano kha nomboro tshukhusa.

49	35	67	38	74	22	52
----	----	----	----	----	----	----

Question 7
Mbudziso 7

(1)

Circle the biggest number.

Tingeledzani nomboro khulwanesa.

49	35	67	38	74	22	52
----	----	----	----	----	----	----

Question 8
Mbudziso 8

(3)

Complete the following sums:

Nwalani ni fhedzise mbalo l tevhelaho:

6 tens + 3 units = / Mahumi 6 + Vhuthihi 3 =	
7 units + 6 tens = / 7 Vhuthihi + 6 Mahumi =	
5 tens + 0 units = / Mahumi 5 + Vhuthihi 0 =	

Question 9
Mbudziso 9

(1)

Colour the correct answer to show one of the family facts for 54.

Swifhadzani phindulo yo teaho l no sumbedza muṭa wa nomboro 54.

$47 + 7 =$	$48 + 7 =$	$42 + 7 =$
------------	------------	------------

Question 10
Mbudziso 10

(1)

Circle the number that is 2 bigger than 59.

Tingeledzani nomboro l no fhira 59 nga luvhili.

58	49	61	55	64
----	----	----	----	----

Question 11
Mbudziso 11

(8)

Calculate the following:
Vhalelani zwi tevhelaho:

a) $16 + 8 =$ <input type="text"/>	b) $32 + 33 =$ <input type="text"/>
c) $25 - 4 =$ <input type="text"/>	d) $56 - 33 =$ <input type="text"/>

Question 12
Mbudziso 12

(2)

Share 39 suckers equally amongst 5 children.
Kovhekanyani maswiri a 39 vhukati ha vhana vha 5.

Each child will get:
Nwana muthihi u do wana:

There are suckers left.
Hu na maswiri a o salaho

Question 13
Mbudziso 13

(3)

5 friends share 6 chocolate bars equally.

Khonani dza 5 dzi kovhekanya tshokolete dza 6 u lingana.

- a) Draw a picture that shows how they share it.

Olani tshifanyiso tsha u sumbedza n̄ila ye vha kovhekanya ngayo.



- b) How much will each friend get?

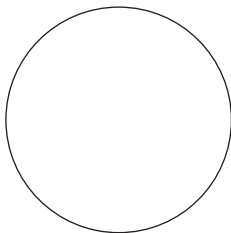
Muthu muthihi u ɔo wana nngana?

Question 14
Mbudziso 14

(2)

Divide the circle into quarters and colour three quarters.

Kanukanyani tshitendeledzi tshi be dzikotara n̄a. Swayani kotara tharu.



Written assessment items for Numbers, operations and relationships: solutions and mark allocations

1. (2 marks if partially sorted; 4 marks if fully sorted) (Maraga 1 ya mutevhe u songo fhelelaho; maraga 4 ya mutevhe wo fhelelaho u re wone) 44, 45, 54, 55	(4)
2. (1 mark per correct answer) / (Maraga 1 ya phindulo i re yone) 66, 68	(2)
3. (2 marks per correct answer) / (Maraga 2 ya phindulo i re yone) a) fifty-eight / Fuṭhanu - ṭahe b) sixty-eight / Furathi - malo	(4)
4. (1 mark per correct answer) / (Maraga 1 ya phindulo i re yone) Learners must circle 60 Vhagudi vha tea u tingeledza 60	(1)

Written assessment items for Patterns

Question 15

Mbudziso 15

(4)

Complete the table:

Fhedzisani thebulu:

X	3	5	7	9
3				

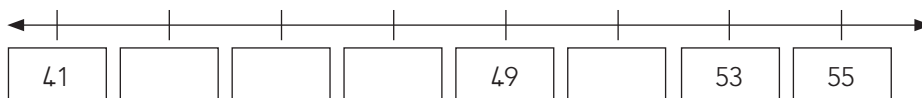
Question 16

Mbudziso 16

(1)

Complete the number line.

Fhedzisani mutalo mbalo.



Question 17

Mbudziso 17

(4)

Peter babysits. He charges R4 per hour for babysitting. Complete this table for him.

The first one has been done.

Ndidzulafhi u lela vhana. U badelisa R4 nga awara musi a tshi lela wana. Fhedzisani thebulu iyi yawe. Ya u thoma yo itwa sa tsumbo.

Number of hours Awara	1	2	5	8	10
Cost in rands U badela nga dziranda	4				

Question 18

Mbudziso 18

(1)

Complete the number line, counting backwards in 5s, starting at 45.

Fhedzisani mutalo mbalo, ni vhalele murahu nga dzi 5, nit home kha 45.



Written assessment items for Patterns: solutions and mark allocations

15. (1 mark for the correct answer) (Maraga 1 ya phindulo i re yone) 9, 15, 21, 27	(4)
16. (2 marks for the correctly completed number line labels) (Maraga 2 ya mutalo mbalo wo gadziwaho zwone) 43, 45, 47, ..., 51,	(1)
17. (1 mark per correct answer; working not required) (Maraga 1 ya phindulo i re yone) maitele a si a ndeme) 4, 8, 20, 32, 40	(4)
18. (1 mark per correct answer – full completed sequence) (Maraga 1 ya phindulo i re yone – mutevhe wo fhelelaho) 10, 15, 20, 25, 30, 35, 40	(1)

Written assessment items for Space and shape

Question 19

Mbudziso 19

(3)

Do these shapes roll, slide or roll and slide? Put a circle around the correct answer for each one.

Zwivhumbeo izwi zwi a kunguluwa, suvha kana u kunguluwa na u suvha? Nwalani tshitendeledzi u mona na phindulo i re yone.

	Roll Kunguluwa	Slide Suvha	Roll and slide Kunguluwa na u suvha
	Roll Kunguluwa	Slide Suvha	Roll and slide Kunguluwa na u suvha
	Roll Kunguluwa	Slide Suvha	Roll and slide Kunguluwa na u suvha

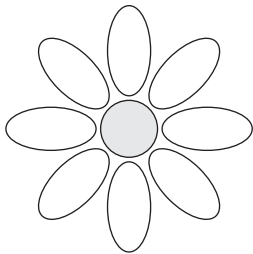
Question 20

Mbudziso 20

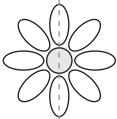
(1)

Draw the line of symmetry.

Olani mutalo wa ndingano kavhili.



Written assessment items for Space and shape: solutions and mark allocations

<p>19. (1 mark per correct answer) – circle each of the following: (Maraga 1 ya phindulo i re yone)- tingeledzani zwi tevhelaho:</p> <p>1. Roll Kunguluwa</p> <p>2. Roll and slide Kunguluwa na u suvha</p> <p>3. Slide Suvha</p>	(3)
<p>20. (1 mark per correct answer; line could be in various places) (Maraga 1 ya phindulo i re yone, mutalo u nga vha fhethu ho fhambanaho)</p> 	(1)

Written assessment items for Measurement

Question 21

Mbudziso 21

(1)

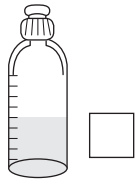
This bottle has 1 teaspoon of water in it.

Bođelo ĩi na lebula nthihi ya mađi.



How many teaspoons of water are there in the following bottle?

Hu na lebula nngana kha bođelo ĩirwe?



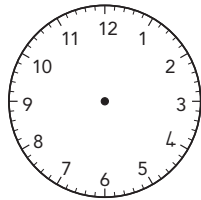
Question 22

Mbudziso 22

(2)

Draw the arms on the clock to show quarter past six.

Olani zwanđa zwa watshi ni sumbedze tshifhinga tsha kotare u bva kha awara ya rathi.



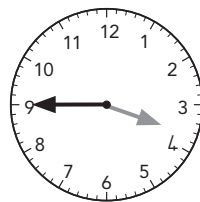
Question 23

Mbudziso 23

(2)

What is the time?

Ndi tshifhinga de?



Question 24

Mbudziso 24

(2)

How many hours are there between 9 o'clock and 2 o'clock?

Hu na awara nngana vhukati ha awara ya 9 na awara ya 2?

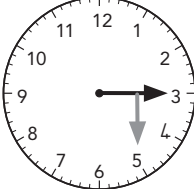
Question 25
Mbudziso 25

(2)

Circle the stick that is the longest.
Tingeledzani mutalo u re mulapfu.



Written assessment items for Measurement: solutions and mark allocations

<p>21. (2 marks for the correct answer; learners answers may be different but they should be close to these) (Maraga 2 ya phindulo l re yone, vhagudi vha nga nea phindulo dzo fhambanaho, fhedzi dzi tea u vha tsini na phindulo) 3 teaspoons Lebula dza 3</p>	<p>(1)</p>
<p>22. (1 mark per correct answer – both clock arms must be in the correct place) (Maraga 1 ya phindulo ire yone- zwanḁa zwa watshi zwi tea u vha zwi fhethu ho teaho)</p> 	<p>(2)</p>
<p>23. (1 mark per correct answer) (Maraga 1 ya phindulo i re yone) Quarter to 4 Kotara u ya kha awara ya vhuna.</p>	<p>(2)</p>
<p>24. (1 mark for calculations and 1 mark for the correct answer; calculations not necessary; 2 marks correct answer) (Maraga 1 ya phindulo ya u vhalela, maraga 1 ya phindulo i re yone). U vhalela a si zwa ndeme- maraga 2 ya phindulo i re yone) 5 hours Awara dza 5</p>	<p>(2)</p>
<p>25. (1 mark per correct answer) (Maraga 1 ya phindulo i re yone) The fourth stick Mutalo wa vhuna</p>	<p>(1)</p>

Written assessment items for Data handling


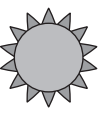


Question 26

Mbudziso 26

(3)

Look at this pictograph about weather conditions for a month. Answer the questions.

Lavhelesani girafu l tevhelaho ya mutsho wa n'wedzi wothe, fhindulani mbudziso.

9				
8		X		
7		X		
6		X		
5	X	X		X
4	X	X		X
3	X	X	X	X
2	X	X	X	X
1	X	X	X	X
				

Key/Khili : X = 1 day/Duvha lithihi 1

a) How many rainy days were there during this month?

Ndi maɖuvha mangana e mvula ya na?

b) How many sunny days were there in this month?

Ndi maɖuvha mangana e ɖuvha la fhisa?

c) Which were the most? Sunny days or rainy days?

Ndi ahhio o ɖalesaho? A mvula kana a ɖuvha?

Written assessment items for Data handling: solutions and mark allocations

<p>26. (1 mark per correct answer) (Maraga 1 ya phindulo i re yone)</p> <p>a) 5 rainy days Maɖuvha a 5 a mvula</p> <p>b) 8 sunny days Maɖuvha a 8 a ɖuvha li tshi fhisa</p> <p>c) Sunny days were most Maɖuvha manzhi ndi a musi ɖuvha li tshi fhisa.</p>	(3)
---	-----