

**GRADE 3**

# **Mathematics**

**Teacher Toolkit:  
CAPS Planner, Tracker and  
Assessment Resources**

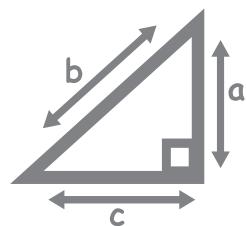
**2018 TERM 2**



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# ABOUT THE PLANNER AND TRACKER

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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 first 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	Place value: Numbers 100–300	1	Worksheet 41 (pp. 96, 97)	Base 10 blocks, flard cards, number cards (see <i>Printable Resources</i> ) Written assessment items 1, 2, 3 and 4	
2	Place value: Numbers 301–400	2	Worksheet 43 (pp. 100, 101)	Base 10 blocks, flard cards, number cards (see <i>Printable Resources</i> ) Written assessment item 5	
3	Place value: Numbers 401–500	3	Worksheet 45 (pp. 104, 105)  Worksheet 49 (pp. 112, 113)	Base 10 blocks, flard cards, number cards (see <i>Printable Resources</i> )  Written assessment item 6	
4	Ordinal numbers 200–300	4	Worksheet 35a (pp. 80, 81)	201–300 Number board (see <i>Printable Resources</i> ), counters	
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 concrete representations of hundreds, tens and units in numbers up to 300**

**Mark:**  
**/7**

Mark (percentage)	Criteria – Rubric
<b>1 (0%–29%)</b>	Unable to recognise or represent place value in numbers up to 300
<b>2 (30%–39%)</b>	Can sort flard cards into hundreds, tens and ones but cannot say number names correctly using place value
<b>3 (40%–49%)</b>	Able to read number names but cannot break them down according to place value and make a concrete display
<b>4 (50%–59%)</b>	Able to recognise and represent place value in concrete displays but confuses hundreds, tens and units
<b>5 (60%–69%)</b>	Able to recognise and represent place value in concrete displays using flard cards but not an abacus
<b>6 (70%–79%)</b>	Able to recognise and represent place value in concrete displays using flard cards and an abacus
<b>7 (80%–100%)</b>	Able to recognise and represent place value in concrete displays of numbers beyond 300

## 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	Ordinal numbers 200–500	5	Worksheet 35b (pp. 82, 83)	401–500 Number board (see <i>Printable Resources</i> ), counters	
7	Problem solving strategies: Building up and breaking down	6	Worksheet 37a (pp. 86, 87)	Base 10 blocks (see <i>Printable Resources</i> ), flard cards (see <i>Printable Resources</i> ) Written assessment item 7	
8	Problem solving strategies: Building up and breaking down	7	Worksheet 37b (p. 88)	Base 10 blocks (see <i>Printable Resources</i> ), flard cards (see <i>Printable Resources</i> )	
9	Problem solving strategies: Adding three digits to three digits, breaking down the second number	8	Worksheet 38 (p. 90)	Base 10 blocks (see <i>Printable Resources</i> ), flard cards (see <i>Printable Resources</i> )	
10	Complete and consolidate the week's assessment and work	n/a			
<b>Week 2 Assessment Activity: ORAL and PRACTICAL – INFORMAL</b> CAPS: Numbers, operations and relationships: Addition <b>Activity: Assess the learners' ability to add using a number line and other strategies</b>					<b>Mark:</b> <b>/7</b>
Mark (percentage)	Criteria – Rubric				
<b>1 (0%–29%)</b>	Unable to add correctly				
<b>2 (30%–39%)</b>	Able to add but not using a number line				
<b>3 (40%–49%)</b>	Able to add by using a number line with assistance				
<b>4 (50%–59%)</b>	Able to add by using a number line and other strategies with much assistance				
<b>5 (60%–69%)</b>	Able to add by using a number line and other strategies with a little assistance				
<b>6 (70%–79%)</b>	Able to add by using a number line and other strategies with no assistance				
<b>7 (80%–100%)</b>	Able to add beyond the number range using a number line and other strategies with no assistance				
Reflection					
<b>Think about and make a note of:</b> 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?			
		<b>HOD:</b>		<b>Date:</b>	

Week 3

Week 6					
Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed
11	Problem solving strategies: Number lines	9	Worksheet 39 (pp. 92, 93)	Number lines 100–200 and 200–300 (see <i>Printable Resources</i> ) Written assessment item 8	
12	Problem solving strategies: Number lines	10	Worksheet 46 (pp. 106, 107)	n/a	
13	Working with tens: Rounding off	11	Worksheet 34 (pp. 78, 79)	Counters	
14	Fives: Number patterns	12	Worksheet 53 (pp. 120, 121)	Counters, number boards 1–100 (see <i>Printable Resources</i> ), number line blanks (see <i>Printable Resources</i> ) Written assessment item 9 and 19	
15	Complete and consolidate the week's assessment and work	n/a			

## **Week 3 Assessment Activity: ORAL – FORMAL**

CAPS: Numbers, operations and relationships

Mark:  
/7

**Activity:** Assess the learners' ability to round off numbers to the nearest 10

<b>Mark</b>	<b>Criteria – Checklist (1 mark for each criterion achieved)</b>
<b>1</b>	Able to identify the units place in a number
<b>1</b>	Able to identify the tens place in a number
<b>1</b>	Able to recognise round numbers (e.g. 10, 20 30, etc.)
<b>1</b>	Able to round down to the nearest 10 using a number line
<b>1</b>	Able to round up to the nearest 10 using a number line
<b>1</b>	Able to round down to the nearest 10 without aids
<b>1</b>	Able to round up to the nearest 10 without aids
<b>1 (0%–29%)</b> <b>1 of 7 criteria</b>	<b>2 (30%–39%)</b> <b>2 of 7 criteria</b>
<b>3 (40%–49%)</b> <b>3 of 7 criteria</b>	<b>4 (50%–59%)</b> <b>4 of 7 criteria</b>
<b>5 (60%–69%)</b> <b>5 of 7 criteria</b>	<b>6 (70%–79%)</b> <b>6 of 7 criteria</b>
<b>7 (80%–100%)</b> <b>7 of 7 criteria</b>	

## 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	Fives: Multiplication and division	13	Worksheet 61 (pp. 136, 137)	Counters, multiplication table grid (see <i>Printable Resources</i> ) Written assessment item 10, 11 and 12				
17	Twos: Number patterns	14	Worksheet 51 (pp. 116, 117)	Counters, number boards 1–100 (see <i>Printable Resources</i> ), number line blanks (see <i>Printable Resources</i> ) Written assessment items 20 and 21				
18	Twos: Multiplication and division	15	Worksheet 62 (pp. 138, 139)	Counters, multiplication table grid (see <i>Printable Resources</i> ) Written assessment item 13				
19	Threes: Number patterns	16		Counters, number boards 1–100 (see <i>Printable Resources</i> ), number line blanks (see <i>Printable Resources</i> ) Written assessment item 22				
20	Complete and consolidate the week's assessment and work	n/a						
<b>Week 4 Assessment Activity: ORAL – FORMAL</b> CAPS: Numbers, operations and relationships <b>Activity: Assess the learners' ability to solve multiplication and division problems by applying knowledge of number patterns</b>						<b>Mark:</b> <i>/7</i>		
Mark	<b>Criteria – Checklist (1 mark for each criterion achieved)</b>							
1	Able to count in 2s, 3s and 5s							
1	Able to extend patterns of 2							
1	Able to extend patterns of 3							
1	Able to extend patterns of 5							
1	Able to use 2s, 3s and 5s in multiplication problems							
1	Able to use 2s, 3s and 5s in sharing problems							
1	Able to use 2s, 3s and 5s in grouping problems							
<b>1 (0%–29%)</b> <b>1 of 7 criteria</b>	<b>2 (30%–39%)</b> <b>2 of 7 criteria</b>	<b>3 (40%–49%)</b> <b>3 of 7 criteria</b>	<b>4 (50%–59%)</b> <b>4 of 7 criteria</b>	<b>5 (60%–69%)</b> <b>5 of 7 criteria</b>	<b>6 (70%–79%)</b> <b>6 of 7 criteria</b>	<b>7 (80%–100%)</b> <b>7 of 7 criteria</b>		
<b>Reflection</b>								
<b>Think about and make a note of:</b> 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?				
				<b>HOD:</b>	<b>Date:</b>			

Week 5						
Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed	
21	Threes: Multiplication and division	17	Worksheet 55a (p. 124)	Counters, multiplication table grid (see <i>Printable Resources</i> ) Written assessment item 14		
22	Fours: Number patterns	18		Counters, number boards 1–100 (see <i>Printable Resources</i> ), number line blanks (see <i>Printable Resources</i> )		
23	Fours: Multiplication and division	19	Worksheet 55b (p. 125) Worksheet 50 (pp. 114, 115)	Counters, multiplication table grid (see <i>Printable Resources</i> )		
24	Geometric patterns	20		Shape cut-outs (see <i>Printable Resources</i> ) Written assessment items 23 and 24		
25	Complete and consolidate the week's assessment and work	n/a				
<b>Week 5 Assessment Activity: ORAL and PRACTICAL – FORMAL</b> CAPS: Patterns and algebra: Geometric patterns <b>Activity: Assess the learners' ability to describe and extend geometric patterns</b>						<b>Mark:</b> <b>/7</b>
Mark	<b>Criteria – Checklist (1 mark for each criterion achieved)</b>					
1	Describe a pattern in terms of colour					
1	Describe a pattern in terms of positions of shapes					
1	Describe a pattern in terms of sizes of shapes					
1	Extend patterns with one shape/object where the <b>colours</b> of the shape/object changes in a regular way					
1	Extend patterns with one shape/object where the <b>position</b> of the shape/object changes in a regular way					
1	Extend patterns with a single kind of shape that <b>decreases in size</b>					
1	Extend patterns with a single kind of shape that <b>increases in size</b>					
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
<b>Reflection</b>						
<b>Think about and make a note of:</b> 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?		
				<b>HOD:</b> _____ <b>Date:</b> _____		

Week 6					
Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed
26	Sharing leading to fractions	21	Worksheet 57 (pp. 128, 129)	Unifix cubes, counters, scrap paper.  Written assessment item 15.	
27	Fractions	22	Worksheet 59 (pp. 132, 133)	Counters, Cuisenaire rods (if you have them)  Written assessment item 16	
28	Data	23	Worksheet 36 (pp. 84, 85)	Pictures of T-shirts cut from old magazines/ adverts (6 green, 10 yellow, 8 blue, 12 pink)  Written assessment item 30	
29	Money: Value of money	24		Money cut-outs (coins and notes) (see Printable Resources)	
30	Complete and consolidate the week's assessment and work	n/a			
<b>Week 6 Assessment Activity: PRACTICAL – FORMAL</b> CAPS: Data handling <b>Activity: Assess the learners' ability to collect, sort, organise, describe, represent and interpret data</b>					<b>Mark:</b> <b>/7</b>
Mark (percentage)	Criteria – Rubric				
<b>1 (0%–29%)</b>	Collects data				
<b>2 (30%–39%)</b>	Collects and sorts the data				
<b>3 (40%–49%)</b>	Collects, sorts and describes the sorted data				
<b>4 (50%–59%)</b>	Collects, sorts, describes and organises data in a table				
<b>5 (60%–69%)</b>	Organises data in a table and answers questions posed by the teacher				
<b>6 (70%–79%)</b>	Tabulates and represents data in a pictograph				
<b>7 (80%–100%)</b>	Tabulates and represents data and answers questions about data in pictograph				
Reflection					
<b>Think about and make a note of:</b> 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?			
			<b>HOD:</b>	<b>Date:</b>	

Week 7						
Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed	
31	Money: Buying and selling problems	25	Worksheet 56 (pp. 126, 127)	Money cut-outs (coins and notes) (see <i>Printable Resources</i> )  Written assessment items 17 and 18		
32	3-D objects	26	Worksheet 10 (pp. 22, 23)	An assortment of 3-D shapes collected from home (e.g. boxes, cones, cylinders, etc.)		
33	3-D objects	27	Worksheet 11 (pp. 24, 25)	An assortment of 3-D shapes collected from home (e.g. boxes, cones, cylinders, etc.)  Written assessment item 25		
34	3-D objects (constructions)	28	Worksheet 60 (pp. 134, 135)	An assortment of 3-D shapes collected from home (e.g. boxes, cones, cylinders, etc.)  Written assessment item 26		
35	Complete and consolidate the week's assessment and work	n/a				
<b>Week 7 Assessment Activity: ORAL and PRACTICAL – FORMAL</b> CAPS: Space and shape <b>Activity: Assess the learners' ability to recognise, sort and compare 3-D shapes: ball shapes (spheres), box shapes (prisms), cylinders, pyramids, cones</b>						<b>Mark:</b> <b>/7</b>
<b>Mark</b>	<b>Criteria – Checklist (1 mark for each criterion achieved)</b>					
<b>1</b>	Able to recognise ball shapes (spheres), box shapes (prisms), cylinders, pyramids, cones					
<b>1</b>	Able to name ball shapes (spheres), box shapes (prisms), cylinders, pyramids, cones					
<b>1</b>	Able to identify curved faces of 3-D shapes					
<b>1</b>	Able to identify flat faces of 3-D shapes					
<b>1</b>	Able to identify which 3-D shapes can roll or slide					
<b>1</b>	Able to compare ball shapes (spheres), box shapes (prisms), cylinders, pyramids, cones in terms of faces					
<b>1</b>	Able to sort ball shapes (spheres), box shapes (prisms), cylinders, pyramids, cones in terms of faces					
<b>1 (0%–29%)</b> <b>1 of 7 criteria</b>	<b>2 (30%–39%)</b> <b>2 of 7 criteria</b>	<b>3 (40%–49%)</b> <b>3 of 7 criteria</b>	<b>4 (50%–59%)</b> <b>4 of 7 criteria</b>	<b>5 (60%–69%)</b> <b>5 of 7 criteria</b>	<b>6 (70%–79%)</b> <b>6 of 7 criteria</b>	<b>7 (80%–100%)</b> <b>7 of 7 criteria</b>
<b>Reflection</b>						
<b>Think about and make a note of:</b> 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?		
				<b>HOD:</b>	<b>Date:</b>	



Week 9					
Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed
41	Symmetry	33	Worksheet 48a (p. 110)	Symmetrical shapes (see <i>Printable Resources</i> ), scrap paper (cut into triangles, squares, hearts, for learners per group)  Written assessment item 27	
42	Symmetry	34	Worksheet 48b (p. 111)	Symmetrical shapes (see <i>Printable Resources</i> ), shape cut-outs made from scrap paper (rectangles, squares)	
43	Time	35		Clocks (analogue and digital), pictures of clocks (cut out from magazines/etc.)  Written assessment items 28 and 29	
44	Time and calendars	36	Worksheet 54 (pp. 122, 123)	2014 calendars – 1 per learner (see <i>Printable Resources</i> ), this year's calendar (find your own)	
45	Complete and consolidate the week's assessment and work	n/a			
<b>Week 9 Assessment Activity: ORAL – INFORMAL</b> CAPS: Measurement: Time <b>Activity: Assess the learners' ability to tell 12-hour time in hours, half hours, quarter hours and minutes on analogue and digital clocks and instruments that show time (e.g. cell phones); and use clocks to calculate length of time in hours or half hours</b>					Mark: /7
<b>Mark (percentage)</b>	<b>Criteria – Rubric</b>				
<b>1 (0%–29%)</b>	Unable to tell the time using an analogue or digital clock				
<b>2 (30%–39%)</b>	Able to tell the time shown on an analogue and digital clock with lots of assistance				
<b>3 (40%–49%)</b>	Able to tell and show the time shown on an analogue and digital clock with lots of assistance				
<b>4 (50%–59%)</b>	Able to tell the time shown on an analogue and digital clock but cannot use clocks to calculate length of time				
<b>5 (60%–69%)</b>	Able to tell the time shown on an analogue and digital clocks and can use clocks to calculate length of time with lots of assistance				
<b>6 (70%–79%)</b>	Able to tell the time shown on an analogue and digital clocks and can use clocks to calculate length of time with little assistance				
<b>7 (80%–100%)</b>	Able to tell the time shown on an analogue and digital clocks and can use clocks to calculate length of time with no assistance				
<b>Reflection</b>					
<b>Think about and make a note of:</b> 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?	
				<b>HOD:</b>	<b>Date:</b>

Week 10					
Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed
46	Mass	37	Worksheet 15 (pp. 32, 33)	Balancing scale (make one using a hanger and two packets if you need to), objects to measure mass (e.g. book, cup, ruler, match box, watch, etc.)	
47	Mass	38	Worksheet 44 (pp. 102, 103)	Bathroom scale, kitchen scale, objects that can be used to determine mass (e.g. brick, 2 l water bottles, etc.)	
48	50s: Patterns and problems	39		Money cut outs (coins) (see <i>Printable Resources</i> )	
49	100s: Patterns and problems	40	Worksheet 64 (pp. 142, 143)	Money cut outs (coins) (see <i>Printable Resources</i> )	
50	Complete and consolidate the week's assessment and work	n/a			
<b>Week 10 Assessment Activity: PRACTICAL – INFORMAL</b> CAPS: Measurement: Mass <b>Activity: Assess the learners' ability to estimate, measure, compare, order and record mass using a balancing scale and non-standard measures (e.g. blocks, bricks, etc.); and to use language to talk about comparisons (e.g. light, heavy, lighter, heavier)</b>					<b>Mark:</b> <b>/7</b>
Mark (percentage)	Criteria – Rubric				
<b>1 (0%–29%)</b>	Use vocabulary to describe mass – light and heavy				
<b>2 (30%–39%)</b>	Use vocabulary to describe mass – light and heavy, lighter and heavier				
<b>3 (40%–49%)</b>	Use vocabulary to describe mass – light and heavy, lighter and heavier and measure own mass using a scale				
<b>4 (50%–59%)</b>	Use vocabulary and estimate the mass of objects which have their mass stated in kilograms				
<b>5 (60%–69%)</b>	Use vocabulary, estimate and measure the mass of objects which have their mass stated in kilograms				
<b>6 (70%–79%)</b>	Use vocabulary and order the mass of objects which have their mass stated in kilograms				
<b>7 (80%–100%)</b>	Use vocabulary, order and compare the mass of objects which have their mass stated in kilograms				
Reflection					
<b>Think about and make a note of:</b> 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?			
		<b>HOD:</b>		<b>Date:</b>	

# 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	<b>Oral and Practical: Activity 1</b> Numbers, operations and relationships: Place value	<b>Written: Item bank questions 1, 2, 3, 4, 5 and 6</b> Numbers, operations and relationships
2	<b>Oral and Practical: Activity 2</b> Numbers, operations and relationships: Addition	<b>Written: Item bank question 7</b> Numbers, operations and relationships
3		<b>Oral: Activity 3</b> Numbers, operations and relationships: Rounding off  <b>Written: Item bank questions 8, 9 and 19</b> Numbers, operations and relationships; Patterns
4		<b>Oral and Practical: Activity 4</b> Patterns of multiplication and division  <b>Written: Item bank questions 10, 11, 12, 20, 21 and 22</b> Numbers, operations and relationships; Patterns
5		<b>Oral and Practical: Activity 5</b> Patterns and algebra: Geometric patterns  <b>Written: Item bank questions 14, 23 and 24</b> Numbers, operations and relationships; Patterns
6		<b>Practical: Activity 6</b> Data handling  <b>Written: Item bank questions 15, 16 and 30</b> Numbers, operations and relationships; Data handling
7		<b>Oral and Practical: Activity 7</b> Space and shape  <b>Written: Item bank questions 17, 18, 25 and 26</b> Numbers, operations and relationships; Space and shape
8		<b>Oral and Practical: Activity 8</b> Measurement: Length
9	<b>Oral: Activity 9</b> Measurement: Time	<b>Written: Item bank questions 27, 28 and 29</b> Space and shape; Measurement
10	<b>Practical: Activity 10</b> Measurement: Mass	

**2. SUGGESTED FORMAL ASSESSMENT MARK RECORD SHEET**  
**GRADE 3 MATHEMATICS TERM 2**

TASK/TOPIC/COMPONENT	Week and activity type (Out of) marks	LEARNER NAME AND SURNAME	TOTAL FOR DATA HANDLING													
			7	7	61	7	15	22	7	6	13	3	10	7	6	13
Number	3: Oral	Number	7	7	61	7	15	22	7	6	13	3	10	7	6	13
Number	4: Oral and practical	Number	7	7	61	7	15	22	7	6	13	3	10	7	6	13
Number	5: Oral and practical	Patterns	7	7	61	7	15	22	7	6	13	3	10	7	6	13
Number	7: Oral and practical	Space and shape	7	7	61	7	15	22	7	6	13	3	10	7	6	13
Space and shape	Written	Space and shape	7	7	61	7	15	22	7	6	13	3	10	7	6	13
Space and shape	Written	Measurement	8: Oral and practical	Measurement	Written											
Measurement	Written	Data handling	6: Practical	Data handling												
Data handling	Written	Data handling	Written	Data handling												
Data handling	Written	HANDLING TOTAL FOR DATA														

### **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 following sheet 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 47 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.

##### **2. Written assessment items for Pattern**

Questions 19-24 – Marks  $3 + 3 + 1 + 2 + 3 + 3 = 15$

##### **3. Written assessment items for Space and shape**

Questions 25, 26, and 27 – Marks  $2 + 3 + 1 = 6$

##### **4. Written assessment items for Measurement**

Questions 28 and 29 – Marks  $1 + 2 = 3$

##### **5. Written assessment items for Data handling**

Question 30 – Marks  $4 + 2 = 6$

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

(2)

Write a number sentence and the answer for: 100 and 1 and 80.

Bhala isivakalisi samanani nempendulo yoku:100 no 1 nama 80.

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#### Question 2

#### Umbuzo 2

(1)

Write 231 in words.

Bhala 231 ngamagama.

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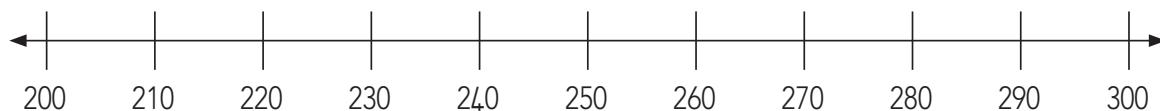
#### Question 3

#### Umbuzo 3

(2)

Show where you would find the numbers 207 and 282 on the number line below:

Bonisa apho ungawafumana khona amanani 207 kwakunye nama- 282 kumgca manani ongezantsi:



#### Question 4

#### Umbuzo 4

(1)

Calculate the sum of 5 units, 3 tens and 1 hundred.

Bala isibalo (udibano) semivo emi-5, amashumi ama-3 nekhulu eli-1.

---

#### Question 5

#### Umbuzo 5

(3)

Colour any three numbers that are smaller than 276 in red.

Faka umbala obomvu nakwawaphi na amanani amancinane kunama - 276.

222	277	269	276	297	300	212	247	279	218
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

**Question 6****Umbuzo 6**

(3)

Show where you will put the following numbers on the number line:

Bonisa apho ungawabeka khona la manani kumgca manani:

402, 417, 424

**Question 7****Umbuzo 7**

(3)

Show your working.  $195 + 16 = \underline{\hspace{2cm}}$

Bonisa indlela osebenze ngayo.  $195 + 16 = \underline{\hspace{2cm}}$

**Question 8****Umbuzo 8**

(3)

Calculate  $52 - 37 = \underline{\hspace{2cm}}$

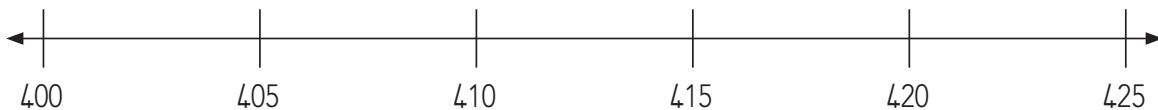
Bala  $52 - 37 = \underline{\hspace{2cm}}$

**Question 9****Umbuzo 9**

(2)

Use the number line below to show how many 5s there are from 405 to 420.

Sebenzisa umgca manani ongezantsi ukubonisa oonontlanu abafumaneka ukusuka kuma-405 ukuya kuma-420.

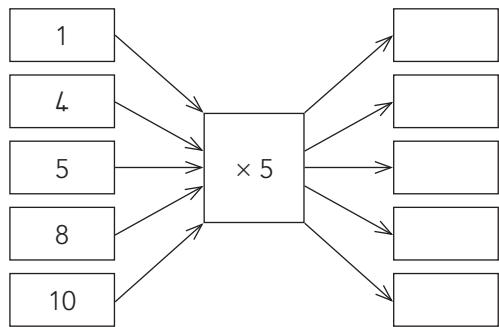


**Question 10****Umbuzo 10**

(5)

Complete the spider diagrams.

Gqibezela lo mfanekiso wesigcawu.

**Question 11****Umbuzo 11**

(2)

This is how many roses I have. I want to give my mom 10 times more. How many roses will I give her then?  
Ezi ziintyatyambo endinazo. Ndifuna ukunika umama ezingaphezulu ngokuphindaphindwe nge-10. Zingaphi iintyatyambo endizakumnika zona?



Number sentence: \_\_\_\_\_

I will give her \_\_\_\_\_ roses.

Isivakalisi samanani: \_\_\_\_\_

Ndizakumnika iintyatyambo ezingama \_\_\_\_\_.

### **Question 12**

### **Umbuzo 12**

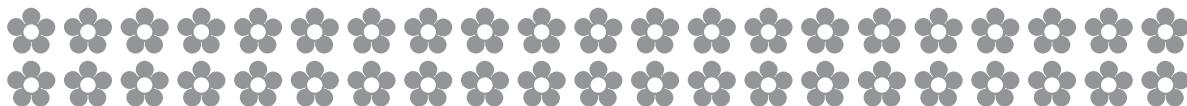
Count the flowers.

Bala iintyatyambo.

- a) Share them equally among the five groups.

Zahlule ngokulinganayo phakathi kwamaqela amahlanu.

(1)



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- b) How many flowers are there in each group? \_\_\_\_\_

Zingaphi iintyatyambo kwiqela ngalinye? \_\_\_\_\_

(1)

- c) How many flowers are left over? \_\_\_\_\_

Zingaphi iintyatyambo eziseleyo? \_\_\_\_\_

(1)

### **Question 13**

### **Umbuzo 13**

(2)

75 suckers are shared amongst 2 classes. How many suckers will each class get?

Izitoki ezingama-75 zahluelwe iiklasi ezi-2. Zingaphi izitoki ezizakufunyanwa yiklasi nganye?

### **Question 14**

### **Umbuzo 14**

(2)

You have only 3 roses, but you would like to give your mom 10 times more. How many roses do you want to give her? Write a number sentence and the answer.

Uneentyatyambo ezi-3 kuperha, kodwa unqwenela ukunika umama wakho ezingaphezulu ngokuphindwaphindwe kali-10. Zingaphi iintyatyambo onqwenela ukumnika zona? Bhala isivakalisi samanani nempendulo.

**Question 15****Umbuzo 15**

(2)

Draw 20 circles. Cross out one quarter of the circles.

Zoba izangqa ezingama-20. Krwela umgca kwikota enye yezangqa.

**Question 16****Umbuzo 16**

(2)

There are 60 people in the room. Two fifths of them are adults. How many adults are in the room?

Kukho abantu abangama-60 egumbini. Izibini zesihlanu kubo ngabantu abakhulu. Bangaphi abantu abakhulu egumbini?

**Question 17****Umbuzo 17**

Add the following and write the answer in the block. What will my change be if I pay with R20?

Dibanisa okulandelayo ze ubhale impendulo kwibhlоко. Izakuba yimalini itshintshi yam xa ndibhatala ngama-R20?

a)

(2) b)

(2)

--	--

**Question 18****Umbuzo 18**

a) You have R5. Tick 3 sweets that you can buy.

Unee-R5. Phawula iilekese ezi-3 onokuzithenga.

(1)

Choc chuckle iitshokolethi R2,70	Gums ootshungama R1,80	Sour worms oonomuncwana R1,40	Peach treats oonopesika R1,60	Magic mints oono-Magic R2,20	Toffees iithofi R1,20
--	------------------------------	-------------------------------------	-------------------------------------	------------------------------------	-----------------------------

b) Write a number sentence to show how much you will spend. Calculate.

Bhala isivakalisi samanani ukubonisa imali ozakuyisebenzisa. Bala.

(2)

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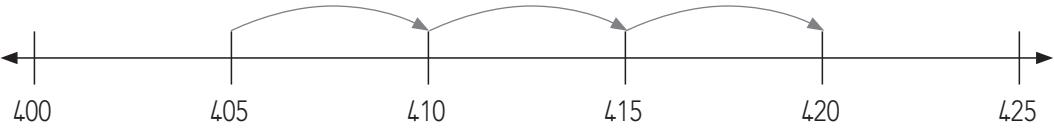
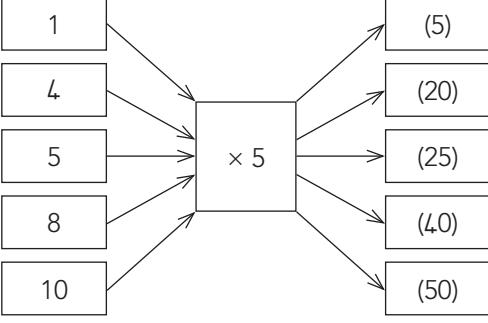
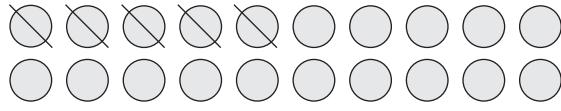
c) Write a number sentence to show how much change you will get. Calculate.

Bhala isivakalisi samanani ukubonisa itshintshi ozakuyifumana. Bala.

(2)

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

1. $100 + 80 + 1 = 181$	(2)										
1 mark number sentence; 1 mark correct answer. Inqaku eli-1 lesivakalisi samanani; inqaku eli-1 lependulo echanekileyo.											
2. Two hundred and thirty one (1 mark correct wording) Amakhulu amabini namashumi amathathu ananye (inqaku eli-1 ngamagama asetyenziswe ngokuchanekileyo)	(1)										
3. Learners must indicate the position of the two numbers.  Abafundi bafanele ukubonisa indawo yamanani amabini.	(2)										
4. (1 mark for the correct answer.) (Inqaku eli-1 ngempendulo nganye echanekileyo.)  $100 + 30 + 5 = 135$	(1)										
5. 1 mark per correct shaded block (max 3) blocks: Inqaku eli-1 ngebhloko nganye ehlikihlwe ngokuchanekileyo (3 ubuninzi) beebhloko.	(3)										
<table border="1" style="width: 100%; text-align: center;"> <tr> <td>222</td> <td>277</td> <td>269</td> <td>276</td> <td>297</td> <td>300</td> <td>212</td> <td>247</td> <td>279</td> <td>218</td> </tr> </table>	222	277	269	276	297	300	212	247	279	218	
222	277	269	276	297	300	212	247	279	218		
6. Must indicate position on line. Kufuneka abonise indawo emgceni.	(3)										
7. $195 + 16 = 211$  Any correct working is accepted. If only the answer is given, also ok. Nawuphi na umsebenzi ochanekileyo wamkelekile (3). Kwamkelekile ukunika impendulo kuphela.	(3)										
8. $52 - 37 = 15$  (accept alternative methods) (Yamkela ezinye iindlela)	(3)										

<p>9. 1 mark – shows three hops; 1 mark – direction arrows shown.      Inqaku eli-1 - ebonisa imitsibo emithathu; inqaku eli-1 - kubonakale icala ezijonge kulo iintolo.</p> 	(2)
<p>10. (1 mark per correct entry in the blocks.)      Inqaku elinye ngempendulo nganye echanekileyo.</p> 	(5)
<p>11. (1 mark for working, 1 mark for the answer. Accept alternatives.)      (inqaku eli-1 ngokusebenza, inqaku eli-1 ngempendulo. Yamkela ezinye iindlela zokufumana iimpendulo.)</p> <p><math>10 \times 5 = 50</math> I will give her 50 roses./Ndizakumnika iintyatyambo ezingama-50.</p>	(2)
<p>12. a) Shared flowers drawing.      Umfanekiso weentyatyambo ezahluliweyo.</p> <p>b) 8 in a group.      Zisi-8 kwiqela ngalinye.</p> <p>c) 2 left over.      Kusele ezi-2</p>	(3)
<p>13. <math>75 \div 2 = 37</math> remainder 1. They each get 37 and there is 1 sucker left over.  <math>75 \div 2 = 37</math> intsalela 1. Ngamnye bafumana ama-37 kushiyewe isitoki esi-1.</p>	(2)
<p>14. (1 mark for working, 1 mark for the answer. Accept alternatives.)      (inqaku eli-1 ngokusebenza, inqaku eli-1 ngempendulo. Yamkela ezinye iindlela zokufumana iimpendulo.)</p> <p><math>10 \times 3 = 30</math> I will give her 30 roses./Ndizakumnika iintyatyambo ezingama-30.</p>	(2)
<p>15. (Any 5 of the 20 may be crossed out.)      (Nasiphi na isi-5 kwezingama-20 singakrwelwa)</p> 	(2)

<p>16. <math>(60 \div 5 = 12 \therefore \frac{2}{5} \text{ of } 60 = 12 \therefore \frac{2}{5} \text{ of } 60 = 12 \times 2 = 24)</math></p> <p>24 adults. Ama-24 abantu abakhulu.</p>	(2)				
<p>17. 1 mark per correct answer. Inqaku eli-1 ngempendulo nganye echanekileyo.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Block 1: R11,10 Ibhloko 1: R11,10</td> <td style="width: 50%;">My change is R8,90 Itshintshi yam yi-R8,90</td> </tr> <tr> <td>Block 2: R7,60 Ibhloko 2: R7,60</td> <td>My change is R12,40 Itshintshi yam yi-R12,40</td> </tr> </table>	Block 1: R11,10 Ibhloko 1: R11,10	My change is R8,90 Itshintshi yam yi-R8,90	Block 2: R7,60 Ibhloko 2: R7,60	My change is R12,40 Itshintshi yam yi-R12,40	(4)
Block 1: R11,10 Ibhloko 1: R11,10	My change is R8,90 Itshintshi yam yi-R8,90				
Block 2: R7,60 Ibhloko 2: R7,60	My change is R12,40 Itshintshi yam yi-R12,40				
<p>18. Answers will vary: 1 mark for ticking correct possible sweets; 1 mark per correct number sentence and calculation. Impendulo zingahluka. inqaku eli-1 ngokuphawula iilekese ezifanelekileyo; inqaku eli-1 ngesivakalisi samanani nokubala okuchanekileyo.</p> <ul style="list-style-type: none"> <li>a)   Sweets ticked. lilekese eziphawuliweyo. (1)</li> <li>b)   Learner's own number sentence and calculation. Isivakalisi samanani nokubala okwenziwe ngumfundi. (2)</li> <li>c)   Learner's own number sentence and calculation. Isivakalisi samanani nokubala okwenziwe ngumfundi. (2)</li> </ul>	(5)				

## Written assessment items for Patterns

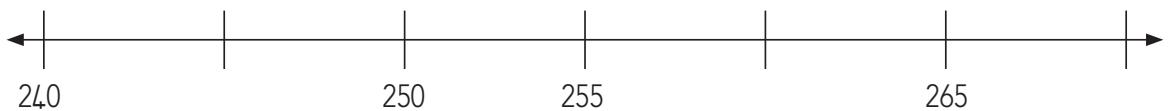
**Question 19**

**Umbuzo 19**

(3)

Complete the number line below:

Gqibezela umgca manani ongezantsi:



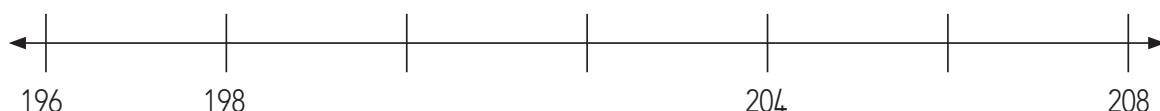
**Question 20**

**Umbuzo 20**

(3)

Complete the number line below:

Gqibezela umgca manani ongezantsi.



**Question 21**

**Umbuzo 21**

(1)

What are the next three terms in this number pattern?

Ngawaphi amathathu alandelayo kule patheni yamanani?

367, 365, 363, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

**Question 22**

**Umbuzo 22**

(2)

Complete the number line below:

Gqibezela lo mgca manani ungezantsi.:



**Question 23****Umbuzo 23**

(3)

Draw and extend a pattern in which the sizes of the shapes increase.

Zoba ze wongeze le patheni apho isayizi yeemilo izakongezeka.

**Question 24****Umbuzo 24**

(3)

Make your own pattern using circles and squares.

Yenza eyakho ipatheni usebenzise izangqa nezikwere.

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

19. All of the correct numbers must be marked on the number line. Onke amanani achanekileyo mawaphawulwe kumgca manani. <b>245, 260, 270</b>	(3)
20. All of the correct numbers must be marked on the number line. Onke amanani achanekileyo mawaphawulwe kumgca manani. <b>200, 202, 206</b>	(3)
21. (1 mark for the correct answer) (Inqaku eli-1 ngempendulo echanekileyo) <b>367, 365, 363, 361, 359, 357</b>	(1)
22. All of the correct numbers must be marked on the number line. Onke amanani achanekileyo mawaphawulwe kumgca manani. <b>390, 384</b>	(2)
23. Learners' answers will vary. 1 mark – pattern of shapes 1 mark – sizes of shapes increase 1 mark – at least one repetition of the pattern  Inpendulo zabafundi zizakwahlukahlukana. Inqaku eli-1 ngepatheni yeemil. Inqaku eli-1 ngesayizi eyongeziweyo yeemilo Inqaku eli- 1 ngokuphindaphindwa kwepehthini kanye ubuncinane	(3)
24. 1 mark correct shapes; 1 correct pattern (answers will vary) Inqaku eli-1 ngeemilo ezichanekileyo; eli-1 ngepatheni echanekileyo (iimpendulo zizakwahlukahlukana)	(3)

## **Written assessment items for Space and shape**

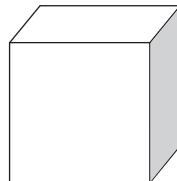
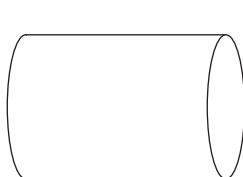
### **Question 25**

### **Umbuzo 25**

(2)

Circle the object that can slide and then draw a cross over the object that can roll and slide.

Biyela into etyibilikayo ngesangqa ze uzobe umnqamlezo phezu kwento eqengqekekayo.



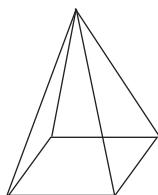
### **Question 26**

### **Umbuzo 26**

(3)

Draw the shapes that make up this pyramid:

Zoba iimilo ezakha le phiramidi:



### **Question 27**

### **Umbuzo 27**

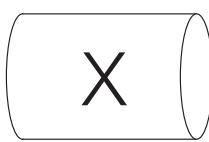
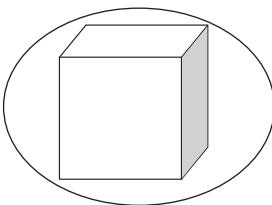
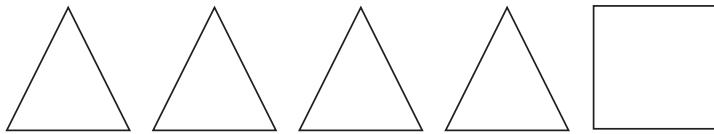
(1)

Draw the line of symmetry into the shape below:

Zoba umgca wolingano macala kule milo ingezantsi.



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

25. 1 mark for correct indication given per shape. Inqaku eli-1 ngendlela echanekileyo yokubonisa imilo enikiweyo.	(2)
 	
26. 1 mark triangles (2 marks if there are 4 triangles); 1 mark square. Inqaku eli-1 loonxantathu (amanqaku ama-2 xa oonxantathu beba-4); inqaku eli-1 lesikwere.	(3)
	
27. (1 mark for the correct answer) (inqaku eli-1 ngempendulo echanekileyo)	(1)
	

## Written assessment items for Measurement

### Question 28

### Umbuzo 28

(1)

Tick the clock that shows quarter past two.

Phawula iwotshi ebonisa imizuzu eli-15 emva kwentsimbi yesi-2.



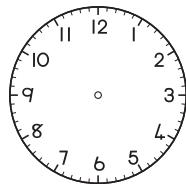
### Question 29

### Umbuzo 29

(2)

Draw the hands on this analogue clock to show half past 3 in the afternoon.

Zoba amasiba kwiwotshi yamasiba ubonise imizuzu eli-15 emva kwentsimbi yesi-3 emva kwemini.



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

28. (1 mark for the correct answer.)

(inqaku eli-1 ngempendulo echanekileyo.)

(1)



29. (2 marks if both the long and the short hand are shown correctly.)

(amanqaku ama-2 ukuba isiba elide nelifutshane abonakala ngokuchanekileyo.)

(2)



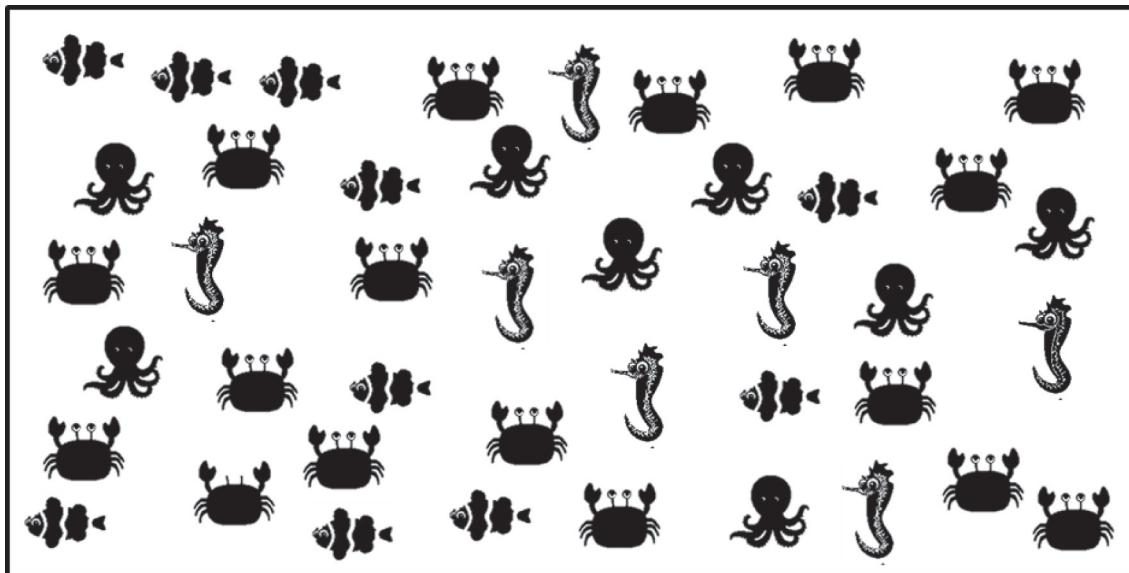
## Written assessment items for Data handling

### Question 30

### Umbuzo 30

(4)

- a) Use the information below to complete the pictograph. Draw circles to represent the pictures.  
Sebenzisa ulwazi olungezantsi ukuggibezela le grafu. Zoba izangqa ukubonisa imifanekiso.



Clown fish Intlanzi ehllekisayo	Seahorse Ihashe laselwandle	Octopus Ingwane	Crab Unonkala

- b) Answer the following questions by looking at the information in the pictograph.

Phendula le mibuzo ilandelayo ngokusebenzisa ulwazi olukwipikthografu.

i) Which picture are there the most of? \_\_\_\_\_

Ngowuphi umfanekiso onezinto ezininzi kunazo zonke? \_\_\_\_\_

(1)

ii) Which picture are there fewer of than Octopus? \_\_\_\_\_

Ngowuphi umfanekiso wezinto ezimbalwa kuneengwane? \_\_\_\_\_

(1)

## Written assessment items for Data handling: solutions and mark allocations

<p>30. a. (1 mark for each column correctly completed.)          (Inqaku eli-1 ngekholamu nganye egcwaliswe ngokuchanekileyo.)</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">Clown fish – 10</td><td style="width: 25%;">Intlanzi ehlekisayo – 10</td></tr> <tr> <td>Seahorse – 6</td><td>Ihashe laselwandle – 6</td></tr> <tr> <td>Octopus – 8</td><td>Ingwane – 8</td></tr> <tr> <td>Crab – 16</td><td>Ingwane – 16</td></tr> </table> <table border="1" style="margin-top: 10px; width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; padding: 10px;">○ ○ ○ ○ ○ ○ ○ ○ ○ ○</td><td style="text-align: center; padding: 10px;">○ ○ ○ ○ ○ ○</td><td style="text-align: center; padding: 10px;">○ ○ ○ ○ ○ ○</td><td style="text-align: center; padding: 10px;">○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○</td></tr> <tr> <td style="text-align: center; padding: 5px;"><b>Clown fish Intlanzi ehlekisayo</b></td><td style="text-align: center; padding: 5px;"><b>Seahorse Ihashe laselwandle</b></td><td style="text-align: center; padding: 5px;"><b>Octopus Ingwane</b></td><td style="text-align: center; padding: 5px;"><b>Crab Unonkala</b></td></tr> <tr> <td style="text-align: center; padding: 10px;"></td><td style="text-align: center; padding: 10px;"></td><td style="text-align: center; padding: 10px;"></td><td style="text-align: center; padding: 10px;"></td></tr> </table>	Clown fish – 10	Intlanzi ehlekisayo – 10	Seahorse – 6	Ihashe laselwandle – 6	Octopus – 8	Ingwane – 8	Crab – 16	Ingwane – 16	○ ○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○	<b>Clown fish Intlanzi ehlekisayo</b>	<b>Seahorse Ihashe laselwandle</b>	<b>Octopus Ingwane</b>	<b>Crab Unonkala</b>					(4)
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<p>30. b. i) Crabs/Oononkala          ii) Seahorses/Amahashe aselwandle</p>	(2)																				



# **Written Assessment: English / Sepedi**

## 4. ITEM BANK FOR WRITTEN ASSESSMENT

### Written assessment items for Numbers, operations and relationships

#### Question 1

#### Potšišo 1

(2)

Write a number sentence and the answer for: 100 and 1 and 80.

Ngwala lefokopalo le karabo ya : 100 le 1 le 80.

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#### Question 2

#### Potšišo 2

(1)

Write 231 in words.

Ngwala 231 ka mantšu.

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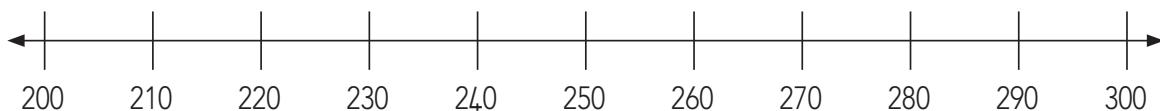
#### Question 3

#### Potšišo 3

(2)

Show where you would find the numbers 207 and 282 on the number line below:

Laetsa gore o ka hwetša dinomoro tše 207 le 282 kae mo mothalopalang:



#### Question 4

#### Potšišo 4

(1)

Calculate the sum of 5 units, 3 tens and 1 hundred.

Hlakantšha metšo e 5, bolesome ba 3 le lekgolo le 1.

---

#### Question 5

#### Potšišo 5

(3)

Colour any three numbers that are smaller than 276 in red.

Khalara dinomoro tše dingwe le tše dingwe tše tharo tše di lego ka tlase ga 276 ka mmala wo mo khwibidu.

222	277	269	276	297	300	212	247	279	218
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

**Question 6****Potšišo 6**

(3)

Show where you will put the following numbers on the number line:

Laetša gore dinomoro tše di latelago o tla di bea kae mo mothalopalong:

402, 417, 424

**Question 7****Potšišo 7**

(3)

Show your working.  $195 + 16 = \underline{\hspace{2cm}}$

Laetša gore o e šomile bjang.  $195 + 16 = \underline{\hspace{2cm}}$

**Question 8****Potšišo 8**

(3)

Calculate  $52 - 37 = \underline{\hspace{2cm}}$

Balela  $52 - 37 = \underline{\hspace{2cm}}$

**Question 9****Potšišo 9**

(2)

Use the number line below to show how many 5s there are from 405 to 420.

Šomiša mothalopalo go laetša gore re nale go nale bo 5 ba bakae go tloga go 404 go ya go 420.

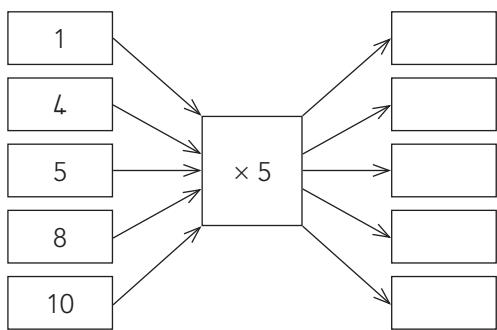


**Question 10****Potšišo 10**

(5)

Complete the spider diagrams.

Feleletša taekramo ya segokgo.

**Question 11****Potšišo 11**

(2)

This is how many roses I have. I want to give my mom 10 times more. How many roses will I give her then?

Ye ke palo ya di rosa tšeō ke nago le tšona. Ke nyaka go fa mme tše lesome go feta tše. Na ke tla mo fa di rosa tše kae?



Number sentence: \_\_\_\_\_

I will give her \_\_\_\_\_ roses.

Lefokopalo: \_\_\_\_\_

Ke tla mo fa di rosa tše \_\_\_\_\_.

### **Question 12**

#### **Potšišo 12**

Count the flowers.

Bala matšoba.

- a) Share them equally among the five groups.

Abela dihlopha tše 5 ka go lekana..

(1)



--	--	--	--	--

- b) How many flowers are there in each group? \_\_\_\_\_

Na ke matšoba a kae seholopheng se sengwe le se sengwe? \_\_\_\_\_

(1)

- c) How many flowers are left over? \_\_\_\_\_

Na go šetše matšoba a makae? \_\_\_\_\_

(1)

### **Question 13**

#### **Potšišo 13**

(2)

75 suckers are shared amongst 2 classes. How many suckers will each class get?

Abela diphapoši tše 2 malekere a 75 ka go lekana. Na phapoši e tee e tla hwetša malekere a makae?

### **Question 14**

#### **Potšišo 14**

(2)

You have only 3 roses, but you would like to give your mom 10 times more. How many roses do you want to give her? Write a number sentence and the answer.

O nale di rosa tše 3. O ka rata go fa mma wa gago tše lesome go feta tše o nago le tšona. Na o nyaka go mo fa di rosa tše kae? Ngwala lefokopalo la karabo ya gago.

**Question 15****Potšišo 15**

(2)

Draw 20 circles. Cross out one quarter of the circles.

Thala didiko tše 20. Thala difapano go kotara ya didiko.

**Question 16****Potšišo 16**

(2)

There are 60 people in the room. Two fifths of them are adults. How many adults are in the room?

Go nale batho ba 60 ka phapošing. Pedihlanong ya bona ke batho ba bagolo. Na go nale batho ba bagolo ba bake ka phapošing?

**Question 17****Potšišo 17**

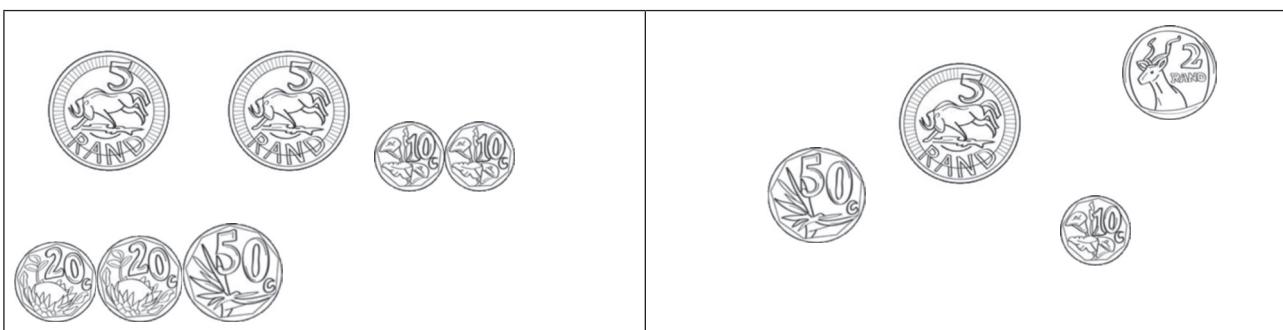
Add the following and write the answer in the block. What will my change be if I pay with R20?

Hlakantšha tše di latelago gomme o ngwale karabo ka gare ga poloko. Na tšhentšhi yaka e tla ba bokae ge ke patela ka R20?

a)

(2) b)

(2)



**Question 18****Potšišo 18**

- a) You have R5. Tick 3 sweets that you can buy.

O nale R5. Laetša malekere ao o ka kgonago go a reka.

(1)

Choc chuckle Tšhololete R2,70	Gums ditšhepisi R1,80	Sour worms Di sour worms R1,40	Peach treats Malekere a perekisi R1,60	Magic mints Di magic mints R2,20	Toffees Dithofi R1,20
-------------------------------------	-----------------------------	--------------------------------------	--	--	-----------------------------

- b) Write a number sentence to show how much you will spend. Calculate.

Ngwala lefokopalo go laetša gore o tlo šomiša bokae. Balela.

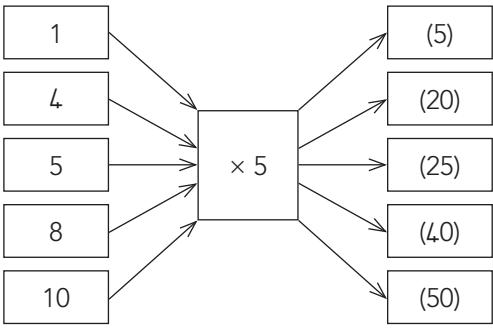
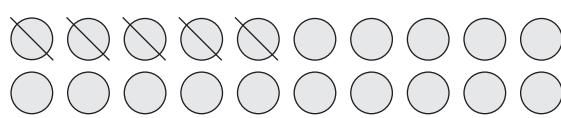
(2)

- 
- c) Write a number sentence to show how much change you will get. Calculate.

Ngwala lefokopalo go laetša gore o tla hwetša tšhentšhi ya bokae.

(2)

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

<p>9. 1 mark – shows three hops; 1 mark – direction arrows shown. Moputso o 1 - o laetša mefofo e 3; moputso o 1 - marungwana a tšhupetšo.</p> 	(2)
<p>10. (1 mark per correct entry in the blocks.) Moputso o 1 go lepokisana le lengwe le le lengwe leo le nago le karabo ya maleba.</p> 	(5)
<p>11. (1 mark for working, 1 mark for the answer. Accept alternatives.) (Moputso o 1 - go šoma palo; moputso o 1 wa karabo. Amogela mekgwa e mengwe ya go šoma.)</p> <p><math>10 \times 5 = 50</math> I will give her 50 roses./Ke tla mo fa di rosa tše 50.</p>	(2)
<p>12. a) Shared flowers drawing. SEthalwa sa matšoba ao a abilwego.</p> <p>b) 8 in a group. 8 sehlopheng se tee.</p> <p>c) 2 left over. Go šala tše 2</p>	(3)
<p>13. <math>75 \div 2 = 37</math> remainder 1. They each get 37 and there is 1 sucker left over. <math>75 \div 2 = 37</math> go šala 1. Phapoši e tee e hwetša 37 gomme go šale lelekere le tee.</p>	(2)
<p>14. (1 mark for working, 1 mark for the answer. Accept alternatives.) (Moputso o 1 wa go šoma palo, moputso o 1 wa karabo. Amogela mekgwa ya go fapano ya go šoma palo.)</p> <p><math>10 \times 3 = 30</math> I will give her 30 roses./Ndizakumnika iintyatyambo ezingama-30.</p>	(2)
<p>15. (Any 5 of the 20 may be crossed out.) (O ka thala sefapano go tše dingwe le tše dingwe tše 5)</p> 	(2)
<p>16. (<math>60 \div 5 = 12</math> : <math>\frac{1}{5}</math> of 60 = <math>12 \div \frac{2}{5}</math> of 60 = <math>12 \times 2 = 24</math>) 24 adults. Batho ba bagolo ba 24.</p>	(2)

<p>17. 1 mark per correct answer.</p> <p>Moputso o 1 go karabo yeo e nepagetšego.</p> <table border="0"> <tr> <td>Block 1: R11,10</td><td>My change is R8,90</td></tr> <tr> <td>Mothaladi 1: R11,10</td><td>Tšhentši yaka ke R8,90</td></tr> <tr> <td>Block 2: R7,60</td><td>My change is R12,40</td></tr> <tr> <td>Mothaladi 2: R7,60</td><td>Tšentši yaka ke R12,40</td></tr> </table>	Block 1: R11,10	My change is R8,90	Mothaladi 1: R11,10	Tšhentši yaka ke R8,90	Block 2: R7,60	My change is R12,40	Mothaladi 2: R7,60	Tšentši yaka ke R12,40	(4)
Block 1: R11,10	My change is R8,90								
Mothaladi 1: R11,10	Tšhentši yaka ke R8,90								
Block 2: R7,60	My change is R12,40								
Mothaladi 2: R7,60	Tšentši yaka ke R12,40								
<p>18. Answers will vary: 1 mark for ticking correct possible sweets; 1 mark per correct number sentence and calculation.</p> <p>Dikarabo di tla fapano: Moputso o 1 go kgetha malekere ao a ka kgonegago; Moputso o 1 wa lefokopalo leo le nepagetšego le go balela.</p> <ul style="list-style-type: none"> <li>a)   Sweets ticked. Malekere ao a kgethilwego. (1)</li> <li>b)   Learner's own number sentence and calculation. Lefokopalo la morutwana le go balela. (2)</li> <li>c)   Learner's own number sentence and calculation. Lefokopalo la morutwana le go balela. (2)</li> </ul>	(5)								

## Written assessment items for Patterns

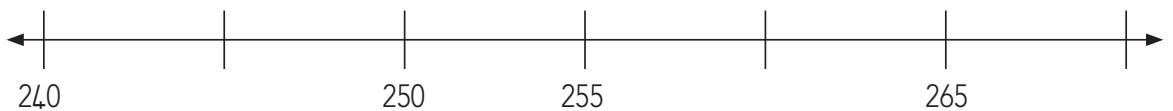
### Question 19

#### Potšišo 19

(3)

Complete the number line below:

Feleletša mothalopalo wa ka fase.



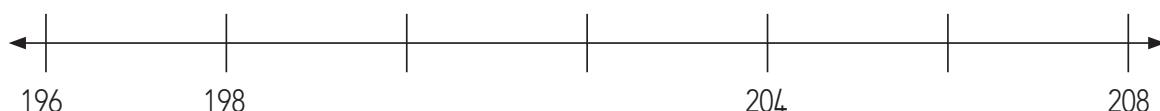
### Question 20

#### Potšišo 20

(3)

Complete the number line below:

Feleletša mothalopalo wa ka fase:



### Question 21

#### Potšišo 21

(1)

What are the next three terms in this number pattern?

Ke dinomoro dife tše tharo tše di latelago mo pateroneng ye?

367, 365, 363, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

### Question 22

#### Potšišo 22

(2)

Complete the number line below:

Feleletša mothalopalo wa ka tlase::



**Question 23****Potšišo 23**

(3)

Draw and extend a pattern in which the sizes of the shapes increase.

Thala o be o katološe paterone yeo dibopego tše yona di golago.

**Question 24****Potšišo 24**

(3)

Make your own pattern using circles and squares.

Dira paterone ya gago o šomiša didiko le dikwere.

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

19. All of the correct numbers must be marked on the number line. Dinomoro ka moka tše di nepagetšego di swanetše go swaiwa mothalopalang. <b>245, 260, 270</b>	(3)
20. All of the correct numbers must be marked on the number line. Dinomoro ka moka tše di nepagetšego di swanetše go swaiwa mothalopalang. <b>200, 202, 206</b>	(3)
21. (1 mark for the correct answer) (Moputso o tee go karabo yeo e nepagetšego) <b>367, 365, 363, 361, 359, 357</b>	(1)
22. All of the correct numbers must be marked on the number line. Dinomoro ka moka tše di nepagetšego di swanetše go swaiwa /laetšwa mothalopalang. <b>390, 384</b>	(2)
23. Learners' answers will vary. 1 mark – pattern of shapes 1 mark – sizes of shapes increase 1 mark – at least one repetition of the pattern  Dikarabo tše barutwana di tla fapania. Moputso o 1 - paterone le dibopego. Moputso o 1 - bogolo bja dibopego bo a gola. Moputso o 1 - Pušeletšo ya paterone e tee bonnyane.	(3)
24. 1 mark correct shapes; 1 correct pattern (answers will vary) Moputso o 1 go dibopego tše maleba; moputso o 1 go paterone ya maleba. ( Dikarabo di tla fapania)	(3)

## **Written assessment items for Space and shape**

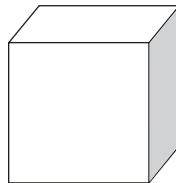
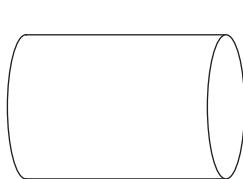
### **Question 25**

**Potšišo 25**

(2)

Circle the object that can slide and then draw a cross over the object that can roll and slide.

Dira sediko go selo seo se kgonago go thwetha gomme o sefano go seo se kgonago go kgokologa le go thwetha.



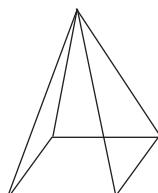
### **Question 26**

**Potšišo 26**

(3)

Draw the shapes that make up this pyramid:

Thala dibopego tšeо di dirago Phiramiti ye:



### **Question 27**

**Potšišo 27**

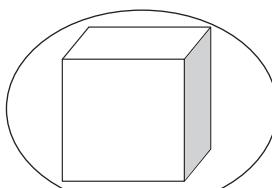
(1)

Draw the line of symmetry into the shape below:

Thala mothalo wa tekano/semetri go sebolego sa ka tlase:



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

25. 1 mark for correct indication given per shape. Moputso o 1 wa go kgona go laetša karabo ya maleba sebopegong se sengwe le se sengwe.	(2)
 	
26. 1 mark triangles (2 marks if there are 4 triangles); 1 mark square. Moputso o 1 ge go nale khutloharo( meputso e 2 ge go nale dikhutloharo tše 4) Moputso o 1 wa sekwere.	(3)
	
27. (1 mark for the correct answer) (Moputso o 1 go karabo yeo e nepagetšego)	(1)
	

## Written assessment items for Measurement

### Question 28

#### Potšišo 28

(1)

Tick the clock that shows quarter past two.

Swaya sešupanako seo se laetšago kotara go tšwa go iri ya bobedi.



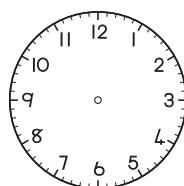
### Question 29

#### Potšišo 29

(2)

Draw the hands on this analogue clock to show half past 3 in the afternoon.

Thala manakana ao a laetšago seripagare go tšwa go iri ya bo 3 mo sešupanakong se sa analoko.



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

28. (1 mark for the correct answer.)

(Moputso o 1 go karabo yeo e nepagetšego.)

(1)



29. (2 marks if both the long and the short hand are shown correctly.)

(Meputso e 2 ge lenakana le legolo le lelennyane a laeditšwe gabotse.)

(2)



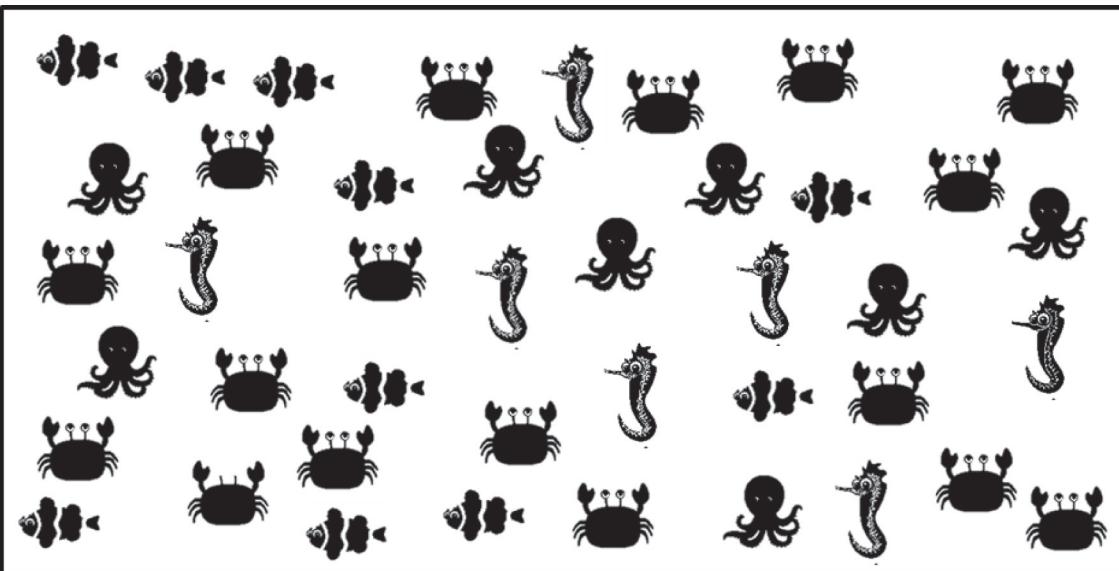
## Written assessment items for Data handling

### Question 30

Potšišo 30

(4)

- a) Use the information below to complete the pictograph. Draw circles to represent the pictures.  
Šomiša tshedimošo ya ka tlase go feleletša kerafo ya diswantšho. Thala didiko go emela diswantšho.



Clown fish Hlapi tshegiši	Seahorse Pere ya lewatle	Octopus Okthophase	Crab Letlapakgerere
			

- b) Answer the following questions by looking at the information in the pictograph.  
Araba dipotšišo tšeо di latelago o lebeletše kerafo ya diswantšho.
- Which picture are there the most of? \_\_\_\_\_  
Ke seswantšho sefe seo se nago le tše dintšhi? \_\_\_\_\_ (1)
  - Which picture are there fewer of than Octopus? \_\_\_\_\_  
Ke seswantšho sa diphoofolo dife tšeо di fetwago ke di okthophase ka palo? \_\_\_\_\_ (1)

## Written assessment items for Data handling: solutions and mark allocations

<p>30. a. (1 mark for each column correctly completed.)          (Moputso o tee ge kholomo e tladitšwe gabotse.)</p> <table style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 25%;">Clown fish – 10</td><td style="width: 25%;">Hlapi tshegiši - 10</td></tr> <tr> <td>Seahorse – 6</td><td>Pere ya lewatle - 6</td></tr> <tr> <td>Octopus – 8</td><td>Okthophase - 8</td></tr> <tr> <td>Crab – 16</td><td>Letlapakgerere - 16</td></tr> </tbody> </table> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="text-align: center; padding: 5px;">○ ○ ○ ○ ○ ○ ○ ○ ○ ○</td><td style="text-align: center; padding: 5px;">○ ○ ○ ○ ○ ○</td><td style="text-align: center; padding: 5px;">○ ○ ○ ○ ○ ○</td><td style="text-align: center; padding: 5px;">○ ○ ○ ○ ○ ○ ○ ○ ○ ○</td></tr> <tr> <td style="text-align: center; padding: 5px;"><b>Clown fish Hlapi tshegiši</b></td><td style="text-align: center; padding: 5px;"><b>Seahorse Pere ya lewatle</b></td><td style="text-align: center; padding: 5px;"><b>Octopus Okthophase</b></td><td style="text-align: center; padding: 5px;"><b>Crab Letlapakgerere</b></td></tr> <tr> <td style="text-align: center; padding: 5px;"></td><td style="text-align: center; padding: 5px;"></td><td style="text-align: center; padding: 5px;"></td><td style="text-align: center; padding: 5px;"></td></tr> </tbody> </table> </div>	Clown fish – 10	Hlapi tshegiši - 10	Seahorse – 6	Pere ya lewatle - 6	Octopus – 8	Okthophase - 8	Crab – 16	Letlapakgerere - 16	○ ○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○ ○	<b>Clown fish Hlapi tshegiši</b>	<b>Seahorse Pere ya lewatle</b>	<b>Octopus Okthophase</b>	<b>Crab Letlapakgerere</b>					(4)
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Crab – 16	Letlapakgerere - 16																				
○ ○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○ ○																		
<b>Clown fish Hlapi tshegiši</b>	<b>Seahorse Pere ya lewatle</b>	<b>Octopus Okthophase</b>	<b>Crab Letlapakgerere</b>																		
																					
<p>30. b. i) Crabs/Matlapakgerere          ii) Seahorses/Dipere tša lewatle</p>	(2)																				



# **Written Assessment:**

## **English / Setswana**

## 4. ITEM BANK FOR WRITTEN ASSESSMENT

### Written assessment items for Numbers, operations and relationships

#### Question 1

##### Potsos 1

(2)

Write a number sentence and the answer for: 100 and 1 and 80.

Kwala polelopalo le karabo ya: 100 no 1 no 80.

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#### Question 2

##### Potsos 2

(1)

Write 231 in words.

Kwala 231 ka mafoko.

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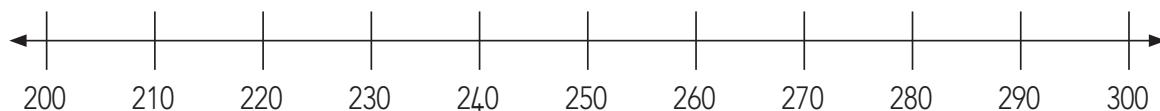
#### Question 3

##### Potsos 3

(2)

Show where you would find the numbers 207 and 282 on the number line below:

Bontsha fa o tla boning dipalo 207 le 282 mo molapalong o o ka fa tlase:



#### Question 4

##### Potsos 4

(1)

Calculate the sum of 5 units, 3 tens and 1 hundred.

Dira palo e: metso e 5, masome a 3 le lekgolo le 1.

---

#### Question 5

##### Potsos 5

(3)

Colour any three numbers that are smaller than 276 in red.

Ba tshase mmala o mohibidu mo dipalong dingwe le dingwe tse tharo mme di le dinnye mo go 276.

222	277	269	276	297	300	212	247	279	218
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

**Question 6****Potso 6**

(3)

Show where you will put the following numbers on the number line:

Bontsha fa o yang go tsenya dipalo tse di latelang mo molapalong:

402, 417, 424

**Question 7****Potso 7**

(3)

Show your working.  $195 + 16 = \underline{\hspace{2cm}}$

Bontsha gore o dirile jang palo e.  $195 + 16 = \underline{\hspace{2cm}}$

**Question 8****Potso 8**

(3)

Calculate  $52 - 37 = \underline{\hspace{2cm}}$

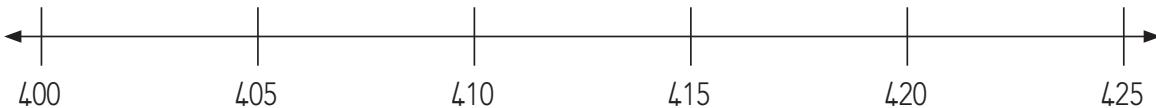
Bala  $52 - 37 = \underline{\hspace{2cm}}$

**Question 9****Potso 9**

(2)

Use the number line below to show how many 5s there are from 405 to 420.

Dirisa molapalo o o ka fa tlase go bontsha gore go na le bo 5 ba le bakae go simolola ka 405 go fitlha ka 420.

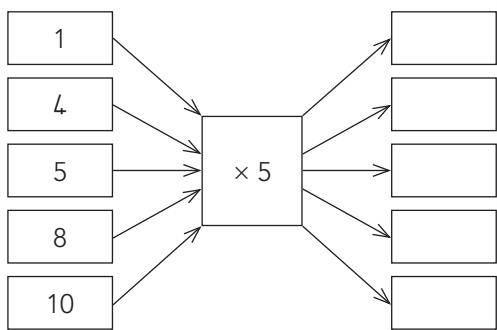


**Question 10****Potsos 10**

(5)

Complete the spider diagrams.

Feleletsas mmafa wa segokgo.

**Question 11****Potsos 11**

(2)

This is how many roses I have. I want to give my mom 10 times more. How many roses will I give her then?

Ke na le palo ya dirosa tse di ka fa tlase. Ke batla go oketsa palo ya tsona ga 10 go di naya mme. Ke tlide go naya mme dirosa tse kae?



Number sentence: \_\_\_\_\_

I will give her \_\_\_\_\_ roses.

Polelopalo: \_\_\_\_\_

Ke tlide go mo naya dirosa di le \_\_\_\_\_ .

### **Question 12**

#### **Potso 12**

Count the flowers.

Bala dithunya.

- a) Share them equally among the five groups.

Di arogane ka go lekana magareng ga ditlhophpha di le tlhano..

(1)



--	--	--	--	--

- b) How many flowers are there in each group? \_\_\_\_\_

Go na le dithunya di le kae mo setlhopheng sengwe le sengwe? \_\_\_\_\_

(1)

- c) How many flowers are left over? \_\_\_\_\_

Go setse dithunya di le kae? \_\_\_\_\_

(1)

### **Question 13**

#### **Potso 13**

(2)

75 suckers are shared amongst 2 classes. How many suckers will each class get?

Dimonamone di le 75 di arogantswe ka go lekana magareng ga diphaso di le 2. Phaposi nngwe le nngwe e tla bona dimonamone di le kae?

### **Question 14**

#### **Potso 14**

(2)

You have only 3 roses, but you would like to give your mom 10 times more. How many roses do you want to give her? Write a number sentence and the answer.

O na le dirosa di le 3, mme o batla go oketsa palo ya tsona ga 10 go di naya mme wa gago. Kwala polelopalo le karabo.

**Question 15****Potsو 15**

(2)

Draw 20 circles. Cross out one quarter of the circles.

Thala didiko di le 20. Thala mothalo mo kotareng e le nngwe ya didiko.

**Question 16****Potsو 16**

(2)

There are 60 people in the room. Two fifths of them are adults. How many adults are in the room?

Go na le batho ba le 60 ka mo phaposing. Botlhano gabedi ke bagolo. Go na le bagolo ba le bakae ka mo phaposing?

**Question 17****Potsو 17**

Add the following and write the answer in the block. What will my change be if I pay with R20?

Tlhakanya tse di latelang mme o kwale karabo ka mo bolokong. Ke tlide go boelwa ke bokae fa ke duela ka R20?

a)

(2) b)

(2)

--	--

**Question 18****Potso 18**

- a) You have R5. Tick 3 sweets that you can buy.

O na le R5. Tshwaya dimonamone di le 3 tse o ka di rekang.

(1)

Choc chuckle Ditšhokolete R2,70	Gums Di-gums R1,80	Sour worms Di sour worms R1,40	Peach treats Dimonamone tsa diperekisi R1,60	Magic mints Di-Magic mints R2,20	Toffees Dithofi R1,20
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- b) Write a number sentence to show how much you will spend. Calculate.

Kwala polelopalo go bontsha gore o tlie go dirisa bokae. Bala.

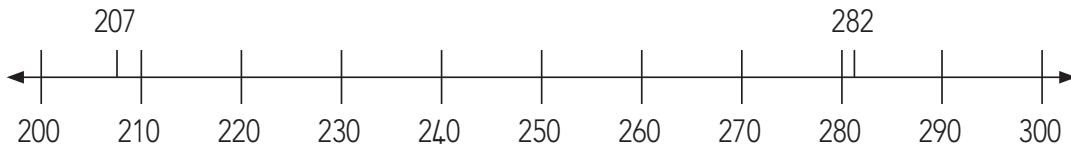
(2)

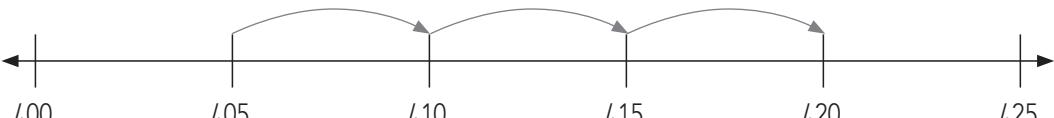
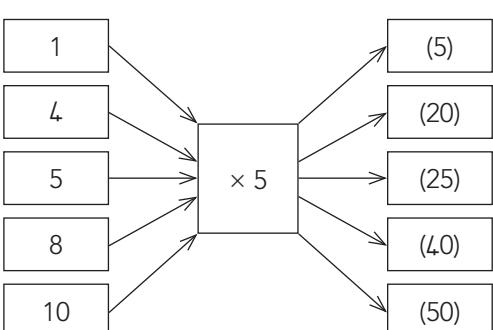
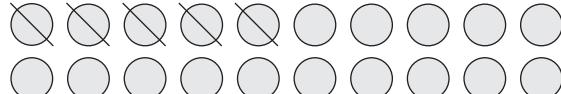
- 
- c) Write a number sentence to show how much change you will get. Calculate.

Kwala polelopalo go bontsha gore o tlie go boelwa ke bokae. Bala

(2)

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

1. $100 + 80 + 1 = 181$	(2)
1 mark number sentence; 1 mark correct answer. Leduo le le 1 la polelopalo; leduo le le 1 la karabo e e nepagetseng.	
2. Two hundred and thirty one (1 mark correct wording) Makgolo a mabedi le masome a mararo le bongwe (leduo le le lengwe la tiriso ya puo e e nepagetseng)	(1)
3. Learners must indicate the position of the two numbers.  Barutwana ba tshwanetse go bontsha kemo ya dipalo tse pedi.  	(2)
4. (1 mark for the correct answer.) (Leduo le le 1 la karabo e e nepagetseng.)  $100 + 30 + 5 = 135$	(1)
5. 1 mark per correct shaded block (max 3) blocks: Leduo le le 1 la boloko nngwe le nngwe e e ntshofaditsweng ka nepagalo (bogolo 3) diboloko.	(3)
	
6. Must indicate position on line. A bontshe kemo mo mothalong.	(3)
	
7. $195 + 16 = 211$  Any correct working is accepted. If only the answer is given, also ok. Tiro nngwe le nngwe e e nepagetseng e a amogelesega le fa go neetswe karabo fela.	(3)
8. $52 - 37 = 15$  (accept alternative methods) (amogela tiriso ya mekgwa e mengwe)	(3)

<p>9. 1 mark – shows three hops; 1 mark – direction arrows shown.      Leduo le le 1 – go bontsha go pharuma gararo; leduo le le 1 – go bontsha metsu ya dikaelo.</p> 	(2)
<p>10. (1 mark per correct entry in the blocks.)      Leduo le le 1 la go tsenya tshedimosetso e e nepagetseng ka mo bolokong.</p> 	(5)
<p>11. (1 mark for working, 1 mark for the answer. Accept alternatives.)      (Leduo le le 1 la go dira, leduo le le 1 la karabo. Amogela tiriso ya mekgwa e mengwe.)  <math>10 \times 5 = 50</math> I will give her 50 roses./Ke tlide go mo naya dirosa di le 50.</p>	(2)
<p>12. a) Shared flowers drawing.      Thala setshwantsho sa dithunya tse di arogantsweng ka go lekana.</p> <p>b) 8 in a group.      Di le 8 mo setlhopheng.</p> <p>c) 2 left over.      Go setse di le 2</p>	(3)
<p>13. <math>75 \div 2 = 37</math> remainder 1. They each get 37 and there is 1 sucker left over.  <math>75 \div 2 = 37</math> go sala 1. Mongwe le mongwe o bona 37 mme go sale semonamone se le 1.</p>	(2)
<p>14. (1 mark for working, 1 mark for the answer. Accept alternatives.)      (Leduo le le 1 la go dira, leduo le le 1 la karabo. Amogela tiriso ya mekgwa e mengwe.)  <math>10 \times 3 = 30</math> I will give her 30 roses./Ke tlide go mo naya dirosa di le 30.</p>	(2)
<p>15. (Any 5 of the 20 may be crossed out.)      (Thala methalo mo go di le 5 go tswa go 20.)</p> 	(2)
<p>16. (<math>60 \div 5 = 12 \therefore \frac{1}{5}</math> of 60 = 12 <math>\therefore \frac{2}{5}</math> of 60 = <math>12 \times 2 = 24</math>)      24 adults.      Bagolo ba le 24.</p>	(2)

<p>17. 1 mark per correct answer.</p> <p>Leduo le le 1 la karabo e e nepagetseng.</p> <table border="0"> <tr> <td>Block 1: R11,10</td><td>My change is R8,90</td></tr> <tr> <td>Boloko 1: R11,10</td><td>Madipotlana a me ke R8,90</td></tr> <tr> <td>Block 2: R7,60</td><td>My change is R12,40</td></tr> <tr> <td>Boloko 2: R7,60</td><td>Madipotlana a me ke R12,40</td></tr> </table>	Block 1: R11,10	My change is R8,90	Boloko 1: R11,10	Madipotlana a me ke R8,90	Block 2: R7,60	My change is R12,40	Boloko 2: R7,60	Madipotlana a me ke R12,40	(4)
Block 1: R11,10	My change is R8,90								
Boloko 1: R11,10	Madipotlana a me ke R8,90								
Block 2: R7,60	My change is R12,40								
Boloko 2: R7,60	Madipotlana a me ke R12,40								
<p>18. Answers will vary: 1 mark for ticking correct possible sweets; 1 mark per correct number sentence and calculation.</p> <p>Dikarabo di tlide go farologana: leduo le le 1 go tshwaya dimonamone tse di nepagetseng; leduo le le 1 la go polelopalo e e nepagetseng le go bala.</p> <p>a)   Sweets ticked. Dimonamone di tshwailwe. (1)</p> <p>b)   Learner's own number sentence and calculation. Polelopalo ya morutwana le go bala. (2)</p> <p>c)   Learner's own number sentence and calculation. Polelopalo ya morutwana le go bala. (2)</p>	(5)								

## Written assessment items for Patterns

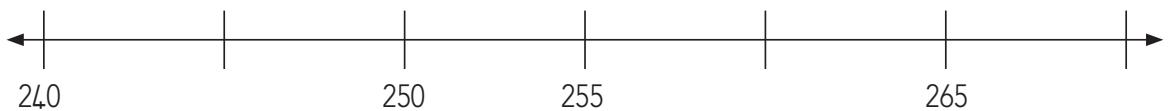
**Question 19**

**Potso 19**

(3)

Complete the number line below:

Feleletsa molapalo o o fa tlase:..



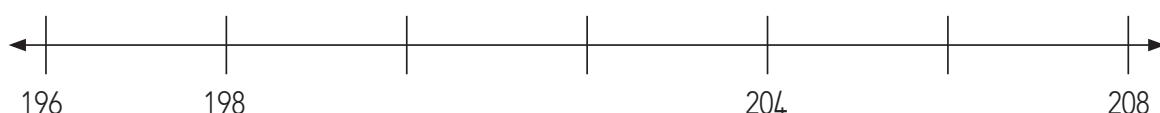
**Question 20**

**Potso 20**

(3)

Complete the number line below:

Feleletsa molapalo o o fa tlase:



**Question 21**

**Potso 21**

(1)

What are the next three terms in this number pattern?

Ke dipalo dife tse tharo tse di latelang mo pateroneng ya dipalo?

367, 365, 363, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

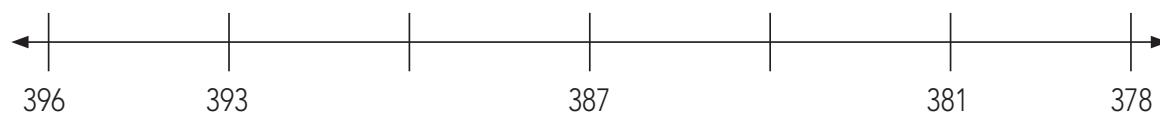
**Question 22**

**Potso 22**

(2)

Complete the number line below:

Feleletsa molapalo o o fa tlase:



**Question 23****Potsو 23**

(3)

Draw and extend a pattern in which the sizes of the shapes increase.

Thala le go oketsa paterone mme bogolo ba dibopego bo oketsege.

**Question 24****Potsو 24**

(3)

Make your own pattern using circles and squares.

Dira paterone ya gago o dirisa didiko le dikhutlonne.

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

19. All of the correct numbers must be marked on the number line. Dipalo tsotlhe tse di nepagetseng di tshwanetse go bontshiwa mo molapalong. <b>245, 260, 270</b>	(3)
20. All of the correct numbers must be marked on the number line. Dipalo tsotlhe tse di nepagetseng di tshwanetse go bontshiwa mo molapalong. <b>200, 202, 206</b>	(3)
21. (1 mark for the correct answer) (Leduo le le 1 la karabo e e nepagetseng) <b>367, 365, 363, 361, 359, 357</b>	(1)
22. All of the correct numbers must be marked on the number line. Dipalo tsotlhe tse di nepagetseng di tshwanetse go bontshiwa mo molapalong. <b>390, 384</b>	(2)
23. Learners' answers will vary. 1 mark – pattern of shapes 1 mark – sizes of shapes increase 1 mark – at least one repetition of the pattern  Dikarabo tsa barutwana di tlie go farologana. Leduo le le 1 – paterone ya dibopego Leduo le le 1 – bogolo ba dibopego bo a oketsega Leduo le le 1 – Poeletso e le nngwe ya paterone	(3)
24. 1 mark correct shapes; 1 correct pattern (answers will vary) Leduo le le 1 la dibopego tse di nepagetseng; paterone e le 1 e e nepagetseng (dikarabo di tlie go farologana)	(3)

## **Written assessment items for Space and shape**

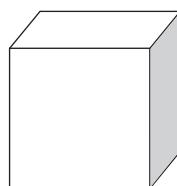
### **Question 25**

#### **Potso 25**

(2)

Circle the object that can slide and then draw a cross over the object that can roll and slide.

Sekeletsa sediriswa se se relelang mme o thale sefapano mo go se se kgokologang le go relela.



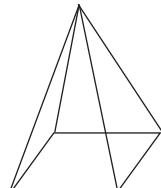
### **Question 26**

#### **Potso 26**

(3)

Draw the shapes that make up this pyramid:

Thala dibopego tse di dirang phiramiti e:



### **Question 27**

#### **Potso 27**

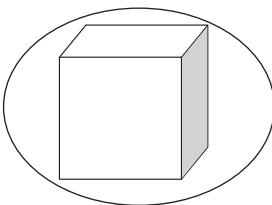
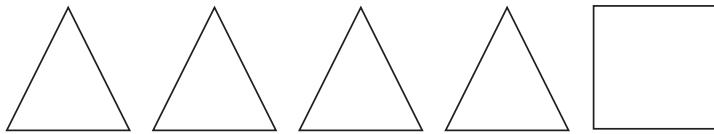
(1)

Draw the line of symmetry into the shape below:

Thala mothalo wa bogare mo sebopegong se se ka fa tlase::



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

25. 1 mark for correct indication given per shape. Leduo le le 1 la go bontsha sebopego se se nepagetseng.	(2)
 	
26. 1 mark triangles (2 marks if there are 4 triangles); 1 mark square. Leduo le le 1 la dikhutlotharo ( maduo a l e 2 fa go na le dikhutlotharo di le 4); leduo le le 1 la khutlonne.	(3)
	
27. (1 mark for the correct answer) (Leduo le le 1 la karabo e e nepagetseng)	(1)
	

## Written assessment items for Measurement

### Question 28

#### Potso 28

(1)

Tick the clock that shows quarter past two.

Tshwaya tshupanako e e bontshang kotara morago ga ura ya bobedi.



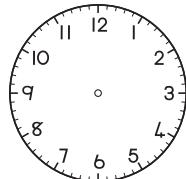
### Question 29

#### Potso 29

(2)

Draw the hands on this analogue clock to show half past 3 in the afternoon.

Thala manaka mo tshupanakong go bontsha halofo morago ga ura ya boraro maitsiboa.



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

28. (1 mark for the correct answer.)

(Leduo le le 1 la karabo e e nepagetseng.)

(1)



29. (2 marks if both the long and the short hand are shown correctly.)

(Maduo a le 2 fa lenaka le le khutshwane le le letlele le bontshitswe ka nepagalo.)

(2)



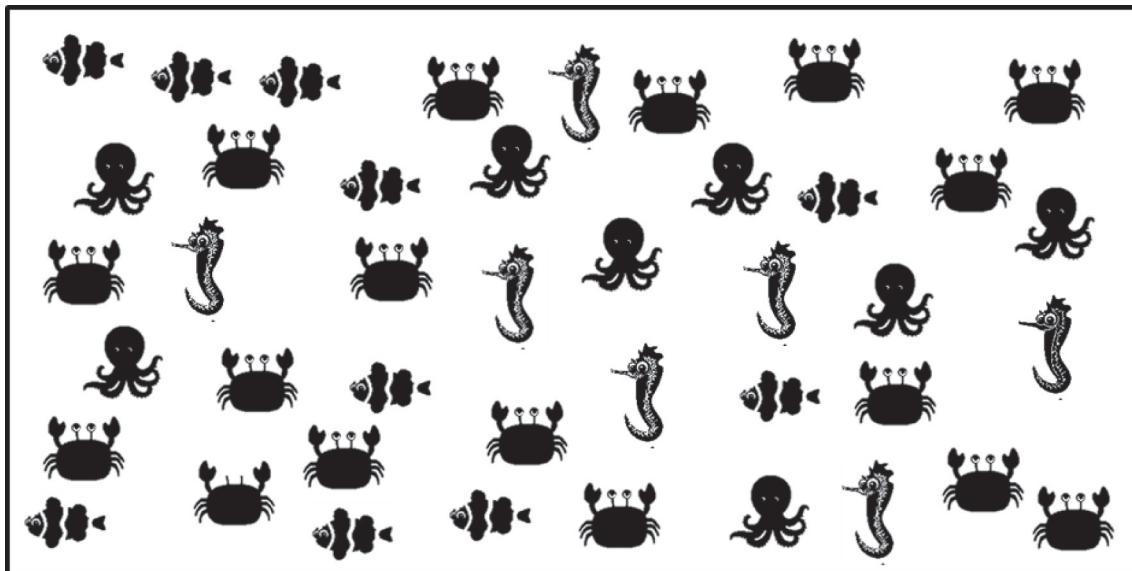
## Written assessment items for Data handling

### Question 30

#### Potso 30

(4)

- a) Use the information below to complete the pictograph. Draw circles to represent the pictures.  
Dirisa tshedimosetso e e fa tlase go feleletsa setshwantsho sa kerafo. Thala didiko go emela ditshwantsho.



Clown fish Tlhapi ya metlae	Seahorse Pitse ya lewatle	Octopus Okotopase	Crab Lekakaie

- b) Answer the following questions by looking at the information in the pictograph.

Araba dipotso tse di latelang ka go lebelela tshedimosetso e e mo setshwantshong sa kerafo.

i) Which picture are there the most of? \_\_\_\_\_

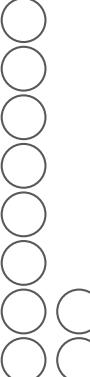
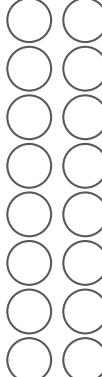
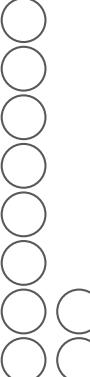
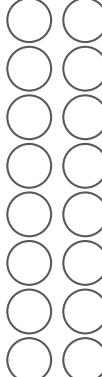
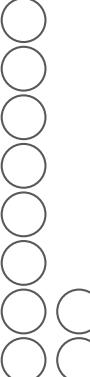
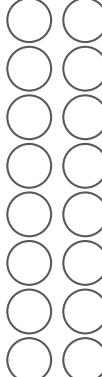
Ke setshwantsho sefe se se tlagelelang gantsi? \_\_\_\_\_

(1)

ii) Which picture are there fewer of than Octopus? \_\_\_\_\_

Ke setshwantsho sefe se palo ya sona e leng ka fa tlase ga Okotopase? \_\_\_\_\_

## Written assessment items for Data handling: solutions and mark allocations

<p>30. a. (1 mark for each column correctly completed.)          (Leduo le le 1 la kholomo nngwe le nngwe e e tladitsweng ka nepagalo.)</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">Clown fish – 10</td><td style="width: 25%;">Tlhapi ya metlae - 10</td></tr> <tr> <td>Seahorse – 6</td><td>Pitse ya lewatle - 6</td></tr> <tr> <td>Octopus – 8</td><td>Okotopase - 8</td></tr> <tr> <td>Crab – 16</td><td>Lekakaie - 16</td></tr> </table> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td></td><td></td><td></td><td></td></tr> <tr> <td>Clown fish Tlhapi ya metlae</td><td>Seahorse Pitse ya lewatle</td><td>Octopus Okotopase</td><td>Crab Lekakaie</td></tr> <tr> <td></td><td></td><td></td><td></td></tr> </table>	Clown fish – 10	Tlhapi ya metlae - 10	Seahorse – 6	Pitse ya lewatle - 6	Octopus – 8	Okotopase - 8	Crab – 16	Lekakaie - 16					Clown fish Tlhapi ya metlae	Seahorse Pitse ya lewatle	Octopus Okotopase	Crab Lekakaie					(4)
Clown fish – 10	Tlhapi ya metlae - 10																				
Seahorse – 6	Pitse ya lewatle - 6																				
Octopus – 8	Okotopase - 8																				
Crab – 16	Lekakaie - 16																				
																					
Clown fish Tlhapi ya metlae	Seahorse Pitse ya lewatle	Octopus Okotopase	Crab Lekakaie																		
																					
<p>30. b. i) Crabs/Makakaie          ii) Seahorses/Pitse ya lewatle</p>	(2)																				



# **Written Assessment: English / Xitsonga**

## 4. ITEM BANK FOR WRITTEN ASSESSMENT

### Written assessment items for Numbers, operations and relationships

#### Question 1

#### Xivutiso 1

(2)

Write a number sentence and the answer for: 100 and 1 and 80.

Tsala xivulwa xa nomboro na nhlamulo ya: 100 na 1 na 80.

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#### Question 2

#### Xivutiso 2

(1)

Write 231 in words.

Tsala 231 hi marito.

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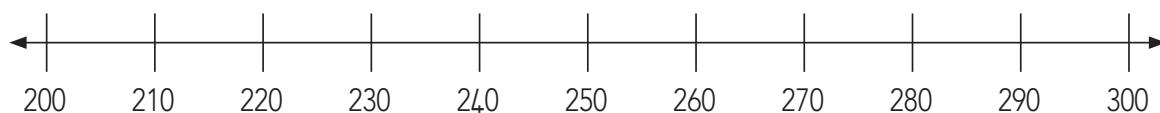
#### Question 3

#### Xivutiso 3

(2)

Show where you would find the numbers 207 and 282 on the number line below:

Kombisa laha u nga kumaka kona tinomboro 207 na 282 eka ndzhati wa mintsengo:



#### Question 4

#### Xivutiso 4

(1)

Calculate the sum of 5 units, 3 tens and 1 hundred.

Khakhuleta nhlayo ya 5 wa vun'we, 3 wa vukhume na 1 dzana.

---

#### Question 5

#### Xivutiso 5

(3)

Colour any three numbers that are smaller than 276 in red.

Khalara tinomboro tinharu leti nga hansi ka 276 hi muhlovo wo tshwuka.

222	277	269	276	297	300	212	247	279	218
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

**Question 6****Xivutiso 6**

(3)

Show where you will put the following numbers on the number line:

Kombisa laha u nga vekelaka kona tinomboro leti eka ndzhati wa mintsengo:

402, 417, 424

**Question 7****Xivutiso 7**

(3)

Show your working.  $195 + 16 = \underline{\hspace{2cm}}$

Kombisa leswaku u fikile njhani.  $195 + 16 = \underline{\hspace{2cm}}$

**Question 8****Xivutiso 8**

(3)

Calculate  $52 - 37 = \underline{\hspace{2cm}}$

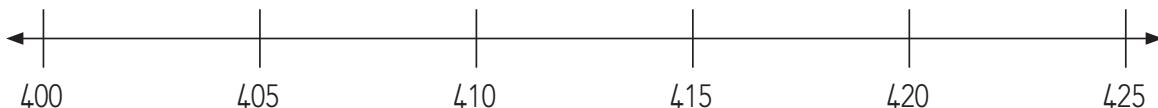
Khakhuleta  $52 - 37 = \underline{\hspace{2cm}}$

**Question 9****Xivutiso 9**

(2)

Use the number line below to show how many 5s there are from 405 to 420.

Tirhisa ndzhati wa mintsengo ku kombisa leswaku ku na vu-5 byi ngani ku suka ka 405 ku fika 420.

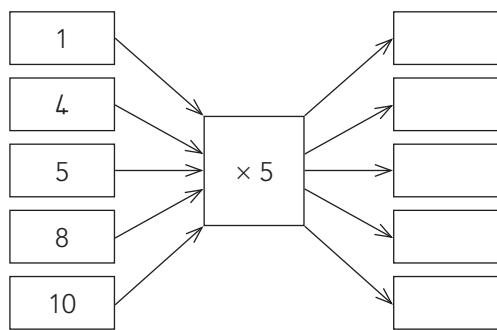


**Question 10****Xivutiso 10**

(5)

Complete the spider diagrams.

Hetisa leswi landzelaka.

**Question 11****Xivutiso 11**

(2)

This is how many roses I have. I want to give my mom 10 times more. How many roses will I give her then?

Leswi i swiluva leswi ndzi nga na swona. Ndzi lava ku nyika manana swi engetelekile hi ka 10. Xana ndzi ta n'wi nyika swiluva swingani?



Number sentence: \_\_\_\_\_

I will give her \_\_\_\_\_ roses.

Xivulwa xa nomboro: \_\_\_\_\_

Ndzi ta n'wi nyika \_\_\_\_\_ wa swiluva.

### **Question 12**

### **Xivutiso 12**

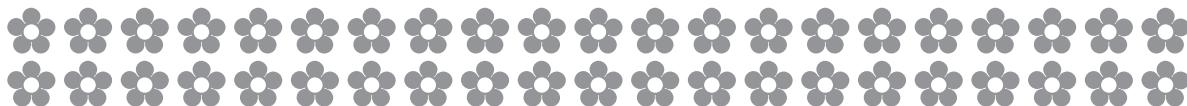
Count the flowers.

Hlayela swivulwa.

- a) Share them equally among the five groups.

Ava exikarhi ka ntlhanu wa mintlawa hi ku ringana..

(1)



--	--	--	--	--

- b) How many flowers are there in each group? \_\_\_\_\_

Xana ku na swiluva swingani ka ntlawa? \_\_\_\_\_

(1)

- c) How many flowers are left over? \_\_\_\_\_

Xana ku sarile swiluva swingani?\_\_\_\_\_

(1)

### **Question 13**

### **Xivutiso 13**

(2)

75 suckers are shared amongst 2 classes. How many suckers will each class get?

Titlilasi timbirhi ti averiwa swiwitsi swa 75. Xana tlilasi yin'we yi ta kuma swiwitsi swingani?

### **Question 14**

### **Xivutiso 14**

(2)

You have only 3 roses, but you would like to give your mom 10 times more. How many roses do you want to give her? Write a number sentence and the answer.

U na swiluva swinharhu, kambe u lava ku nyika manana wa wena swi engeteriwile hi ka khume. Xana u ta n'wi nyika swiluva swingani? Tsala nomboro ya xivulwa na nhlamulo.

**Question 15****Xivutiso 15**

(2)

Draw 20 circles. Cross out one quarter of the circles.

Dirowa 20 wa swirhendzevutana. Vekela xihambano ka kotara ya swirhendzevutana.

**Question 16****Xivutiso 16**

(2)

There are 60 people in the room. Two fifths of them are adults. How many adults are in the room?

Ku na 60 wa vanhu endzeni ka kamara. Mbirhi xa ntlhanu wa vona i va kulunkumba. Xana ku na vakulunkumba vangani endzeni ka kamara?

**Question 17****Xivutiso 17**

Add the following and write the answer in the block. What will my change be if I pay with R20?

Hlanganisa leswi landzelaka u tsala nhlamulo endzeni ka buloko. Xana cinci ya mina l mali muni loko ndzi hakela hi R20?

a)

(2) b)

(2)

--	--

**Question 18****Xivutiso 18**

- a) You have R5. Tick 3 sweets that you can buy.

U na R5. Gwajula swiwitsi swi 3 leswi u nga ta swi xava.

(1)

Choc chuckle Chokoleti R2,70	Gums Tigumss R1,80	Sour worms Masour worms R1,40	Peach treats Malekere mapechisi R1,60	Magic mints Timagic mints R2,20	Toffees Tithofi R1,20
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- b) Write a number sentence to show how much you will spend. Calculate.

Tsala nomboro ya swivilwa u kombisa leswaku u tirhisile mali muni. Khakhuleta.

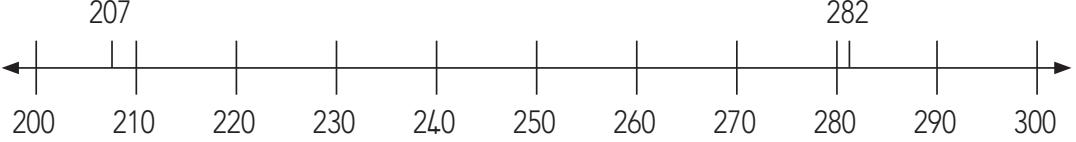
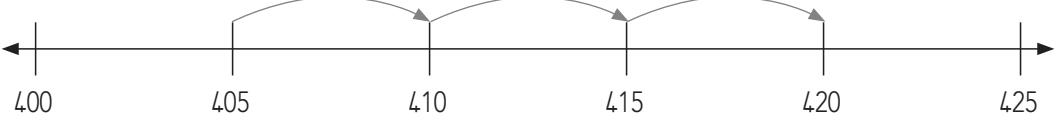
(2)

- 
- c) Write a number sentence to show how much change you will get. Calculate.

Tsala xivulwa xa nomboro u kombisa leswaku u ta kuma mali muni? Khakhuleta.

(2)

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

<p>1. <math>100 + 80 + 1 = 181</math></p> <p>1 mark number sentence; 1 mark correct answer. Maraka yi1 ya nomboro ya xivulwa: maraka yi1 ya nhlamulo leyi faneleke.</p>	(2)										
<p>2. Two hundred and thirty one (1 mark correct wording) Madzana mabirhi na makumenharhu n'we ( maraka yi1 marito lama faneleke)</p>	(1)										
<p>3. Learners must indicate the position of the two numbers. Vadyondzi va kombisa xiyimo xa tinomboro timbirhi:</p> 	(2)										
<p>4. (1 mark for the correct answer.) (Maraka yi1 ya nhlamulo leyi faneleke.) <math>100 + 30 + 5 = 135</math></p>	(1)										
<p>5. 1 mark per correct shaded block (max 3) blocks: Maraka yi1 leyi faneleke leyi nga chukucherwa ka buloko ( ku fikela 3)tibuloko.</p> <table border="1" data-bbox="217 1127 1276 1204"> <tr> <td>222</td> <td>277</td> <td>269</td> <td>276</td> <td>297</td> <td>300</td> <td>212</td> <td>247</td> <td>279</td> <td>218</td> </tr> </table>	222	277	269	276	297	300	212	247	279	218	(3)
222	277	269	276	297	300	212	247	279	218		
<p>6. Must indicate position on line. U fanele a kombisa vundhawu ka ntla.</p> 	(3)										
<p>7. <math>195 + 16 = 211</math></p> <p>Any correct working is accepted. If only the answer is given, also ok. Ndlela yin'wana na yin'wana leyi amukelekaka. Loko ku ri na nhlamulo ntsena swi amukelekile.</p>	(3)										
<p>8. <math>52 - 37 = 15</math></p> <p>(accept alternative methods) (amukela tindlela tin'wana)</p>	(3)										
<p>9. 1 mark – shows three hops; 1 mark – direction arrows shown. Maraka yi1 - kombisa tihupu tinharhu: maraka yi1 - matlhelo ya minseve yi kombisiwile.</p> 	(2)										

<p>10. (1 mark per correct entry in the blocks.)</p> <p>Maraka yi1 ya nhlamulo leti faneleke endzeni ka tibuloko.</p>	(5)								
<p>11. (1 mark for working, 1 mark for the answer. Accept alternatives.)</p> <p>(Maraka yi1 yo tirha, maraka yi1 ya nhlamulo. Amukela tindlela tin'wana.)</p> <p><math>10 \times 5 = 50</math> I will give her 50 roses./Ndzi ta n'wi nyika swiluva swa 50.</p>	(2)								
<p>12.a) Shared flowers drawing.</p> <p>Swidirowiwa swa swiluva leswi nga aviwa.</p> <p>b) 8 in a group.</p> <p>8 ka ntlawa.</p> <p>c) 2 left over.</p> <p>2 wa leswi nga sala.</p>	(3)								
<p>13. <math>75 \div 2 = 37</math> remainder 1. They each get 37 and there is 1 sucker left over.</p> <p><math>75 \div 2 = 37</math> ku sarile 1. Hi wun'we wun'we va kuma 37 ku sarile lekere 1.</p>	(2)								
<p>14. (1 mark for working, 1 mark for the answer. Accept alternatives.)</p> <p>(Maraka yi1 yo tirha, maraka yi1 ya nhlamulo. Amukela tindlela tin'wana.)</p> <p><math>10 \times 3 = 30</math> I will give her 30 roses./Ndzi ta n'wi nyika swiluva swa 30.</p>	(2)								
<p>15. (Any 5 of the 20 may be crossed out.)</p> <p>(Man'wana na man'wana ya 5, 20 ma biwile xihambano kumbe chukucheriwile.)</p>	(2)								
<p>16. (<math>60 \div 5 = 12 \therefore \frac{2}{5}</math> of 60 = 12 <math>\therefore \frac{2}{5}</math> of 60 = <math>12 \times 2 = 24</math>)</p> <p>24 adults.</p> <p>Vakulunkumba va 24.</p>	(2)								
<p>17. 1 mark per correct answer.</p> <p>Maraka yi 1 ya nhlamulo leyi faneleke.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Block 1: R11,10</td> <td style="width: 50%;">My change is R8,90</td> </tr> <tr> <td>Buloko 1: R11,10</td> <td>Cinci ya mina i R8,90</td> </tr> <tr> <td>Block 2: R7,60</td> <td>My change is R12,40</td> </tr> <tr> <td>Buloko 2: R7,60</td> <td>Cinci ya mina i R12,40</td> </tr> </table>	Block 1: R11,10	My change is R8,90	Buloko 1: R11,10	Cinci ya mina i R8,90	Block 2: R7,60	My change is R12,40	Buloko 2: R7,60	Cinci ya mina i R12,40	(4)
Block 1: R11,10	My change is R8,90								
Buloko 1: R11,10	Cinci ya mina i R8,90								
Block 2: R7,60	My change is R12,40								
Buloko 2: R7,60	Cinci ya mina i R12,40								

<p>18. Answers will vary: 1 mark for ticking correct possible sweets; 1 mark per correct number sentence and calculation.</p> <p>Tinhlamulo to hambanahambana: maraka yi1 yo gwajula nhlamulo ya swiwitsi; maraka yi1 ya nhlamulo leyi faneleke, swivulwa na ku khakhuleta.</p> <p>a) Sweets ticked. Swiwitsi swi vekeriwile gwaju. (1)</p> <p>b) Learner's own number sentence and calculation. Xivulwa xa nomboro na ku khakhuleta ka mudyondzi. (2)</p> <p>c) Learner's own number sentence and calculation. Xivulwa xa nomboro na ku khakhuleta ka mudyondzi. (2)</p>	(5)
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## Written assessment items for Patterns

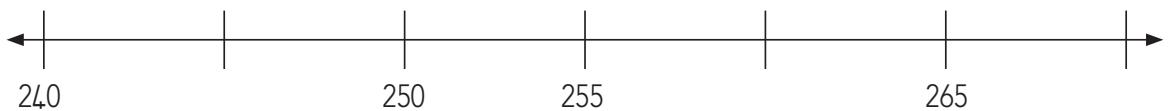
### Question 19

### Xivutiso 19

(3)

Complete the number line below:

Hetisa ndzhathi wa mintsengo lowu nga laha hansi:..



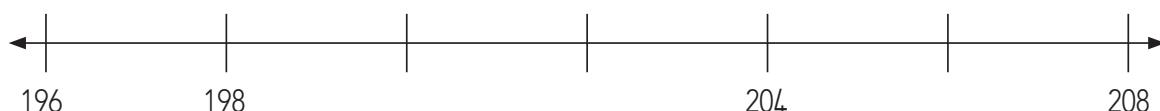
### Question 20

### Xivutiso 20

(3)

Complete the number line below:

Hetisa ndzhathi wa mintsengo lowu nga laha hansi:..



### Question 21

### Xivutiso 21

(1)

What are the next three terms in this number pattern?

Iyini swinharhu leswi landzelaka ka patironi ya tinomboro?

367, 365, 363, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

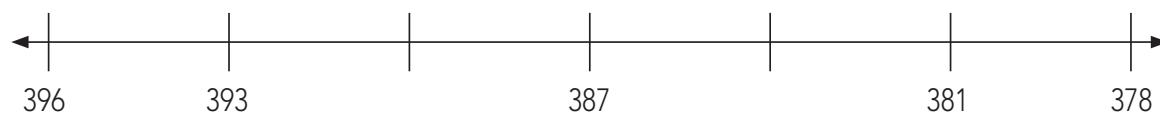
### Question 22

### Xivutiso 22

(2)

Complete the number line below:

Hetisa ndzhathi wa mintsengo lowu nga laha hansi:..



**Question 23****Xivutiso 23**

(3)

Draw and extend a pattern in which the sizes of the shapes increase.

Dirowa u engetela patironi laha sayizi ya xivumbeko yi engetelekaka.

**Question 24****Xivutiso 24**

(3)

Make your own pattern using circles and squares.

Endla patironi u tirhisa swirhendzevutana na swikwere.

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

19. All of the correct numbers must be marked on the number line. Tinhlamulo hinkwato leti faneleke tikombisiwa ka ndzhati wa mintsengo. <b>245, 260, 270</b>	(3)
20. All of the correct numbers must be marked on the number line. Tinhlamulo hinkwato leti faneleke tikombisiwa ka ndzhati wa mintsengo. <b>200, 202, 206</b>	(3)
21. (1 mark for the correct answer) (Maraka yi 1 ya nhlamulo leyi faneleke) <b>367, 365, 363, 361, 359, 357</b>	(1)
22. All of the correct numbers must be marked on the number line. Tinhlamulo hinkwato leti faneleke tikombisiwa ka ndzhati wa mintsengo. <b>390, 384</b>	(2)
23. Learners' answers will vary. 1 mark – pattern of shapes 1 mark – sizes of shapes increase 1 mark – at least one repetition of the pattern  Tinhlamulo ta vadyondzi to hambanahambana. Maraka yi1 - patironi na swivumbeko Maraka yi1 - sayizi ya swivumbeko yi engeteleka Maraka yi1 - patironi yin'we yi vuyeleta	(3)
24. 1 mark correct shapes; 1 correct pattern (answers will vary) Maraka yi1 ya swivumbeko leswi faneleke; patiron yi1 leyi fanelekeke (tinhlamulo to hambana)	(3)

## **Written assessment items for Space and shape**

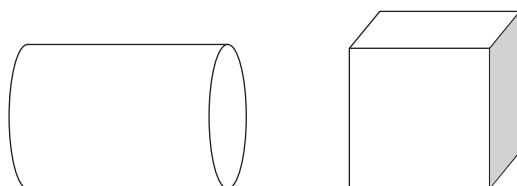
### **Question 25**

### **Xivutiso 25**

(2)

Circle the object that can slide and then draw a cross over the object that can roll and slide.

Tsondzela minchumu leyi rhetaka u dirowa xihambano eka nchumu lowu khungulukaka.



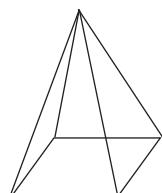
### **Question 26**

### **Xivutiso 26**

(3)

Draw the shapes that make up this pyramid:

Dirowa swivumbeko leswi endlaka phiramidi:



### **Question 27**

### **Xivutiso 27**

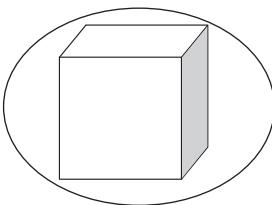
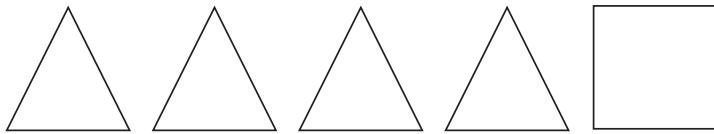
(1)

Draw the line of symmetry into the shape below:

Dirowa layini ya ntilandzhungano ka xivumbeko lexi nga laha hansi::



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

25. 1 mark for correct indication given per shape. Maraka yi1ya lexi kombisiweke ka xivumbeko.	(2)
 	
26. 1 mark triangles (2 marks if there are 4 triangles); 1 mark square. Maraka yi1 tiyinhlanharhu(timaraka 2 loko ku ri na 4 wa tiyinhlanharhu) maraka yi1 ya xikwere.	(3)
	
27. (1 mark for the correct answer) (Maraka yi1 ya nhlamulo leyi faneleke)	(1)
	

## Written assessment items for Measurement

### Question 28

#### Xivutiso 28

(1)

Tick the clock that shows quarter past two.

Gwajula wachi leyi kombisaka kotara ku bile awara ya mbirhi..



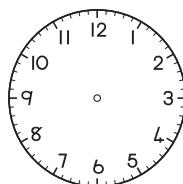
### Question 29

#### Xivutiso 29

(2)

Draw the hands on this analogue clock to show half past 3 in the afternoon.

Dirowa voko ka wachi ya analogi u kombisa hafu ku bile awara ya nharhu na ndzhenga.



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

28.(1 mark for the correct answer.)

(Maraka yi1 ya nhlamulo leyi faneleke.)

(1)



29.(2 marks if both the long and the short hand are shown correctly.)

(Timaraka ti2 loko voko ro leha na ro koma ri kombisiwile kahle.)

(2)



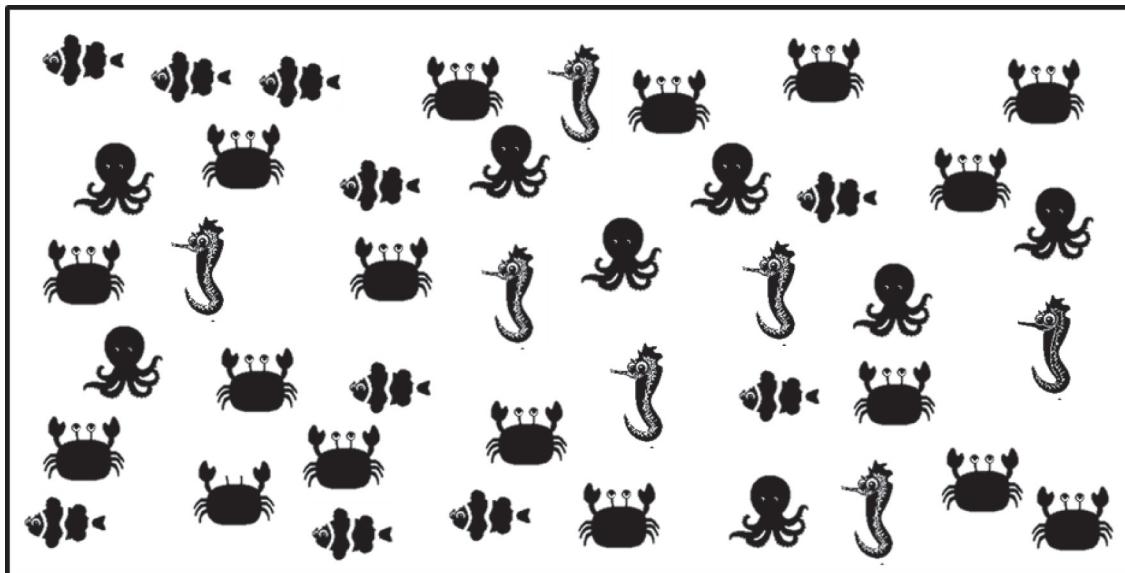
## Written assessment items for Data handling

### Question 30

#### Xivutiso 30

(4)

- a) Use the information below to complete the pictograph. Draw circles to represent the pictures.  
Tirhisla leswi nga laha hansi ku hetisa girafu ya swifaniso. Dirowa swirhendzevutana ku yimela swifaniso.



Clown fish Nhlampfi yo hlekisa	Seahorse Hanci ya lwandle	Octopus Okuthopasi	Crab Nkokotso

- b) Answer the following questions by looking at the information in the pictograph.  
Hlamula swivutiso leswi landzelaka u languta ka girafu ya swifaniso.
- Which picture are there the most of? \_\_\_\_\_  
Hi swihi swifaniso swo tala ku ri na hinkwaswo? \_\_\_\_\_ (1)
  - Which picture are there fewer of than Octopus? \_\_\_\_\_  
Hi xihi xifaniso lexitsongo ku ri na Okuthopasi? \_\_\_\_\_

## Written assessment items for Data handling: solutions and mark allocations

<p>30. a. (1 mark for each column correctly completed.)          (Maraka yi1 ya kholomu leyi faneleke yi hetisekile.)</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">Clown fish – 10</td><td style="width: 25%;">Nhlampfi yo hlekisa - 10</td></tr> <tr> <td>Seahorse – 6</td><td>Hanci ra lwandle - 6</td></tr> <tr> <td>Octopus – 8</td><td>Okuthopasi - 8</td></tr> <tr> <td>Crab – 16</td><td>Nkokotso - 16</td></tr> </table> <div style="border: 1px solid black; width: 100%; height: 150px; margin-top: 10px;"></div> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td>Clown fish <b>Nhlampfi yo hlekisa</b></td><td>Seahorse <b>Hanci ya lwandle</b></td><td>Octopus <b>Okuthopasi</b></td><td>Crab <b>Nkokotso</b></td></tr> <tr> <td></td><td></td><td></td><td></td></tr> </table>	Clown fish – 10	Nhlampfi yo hlekisa - 10	Seahorse – 6	Hanci ra lwandle - 6	Octopus – 8	Okuthopasi - 8	Crab – 16	Nkokotso - 16	Clown fish <b>Nhlampfi yo hlekisa</b>	Seahorse <b>Hanci ya lwandle</b>	Octopus <b>Okuthopasi</b>	Crab <b>Nkokotso</b>					(4)
Clown fish – 10	Nhlampfi yo hlekisa - 10																
Seahorse – 6	Hanci ra lwandle - 6																
Octopus – 8	Okuthopasi - 8																
Crab – 16	Nkokotso - 16																
Clown fish <b>Nhlampfi yo hlekisa</b>	Seahorse <b>Hanci ya lwandle</b>	Octopus <b>Okuthopasi</b>	Crab <b>Nkokotso</b>														
																	
<p>30. b. i) Crabs/Nkokotso          ii) Seahorses/ Hanci ya lwandle</p>	(2)																



# **Written Assessment:**

## **English / Tshivenda**

## 4. ITEM BANK FOR WRITTEN ASSESSMENT

### Written assessment items for Numbers, operations and relationships

#### Question 1

#### Mbudziso 1

(2)

Write a number sentence and the answer for: 100 and 1 and 80.

Nwalani fhungo ja nomboro na phindulo ya 100 na 1 na 80.

---

#### Question 2

#### Mbudziso 2

(1)

Write 231 in words.

Nwalani 231 nga maipfi.

---

#### Question 3

#### Mbudziso 3

(2)

Show where you would find the numbers 207 and 282 on the number line below:

Sumbedzani hune na nga wana hone nomboro 207 na 282 kha mutalo ure afho fhasi:



#### Question 4

#### Mbudziso 4

(1)

Calculate the sum of 5 units, 3 tens and 1 hundred.

Vhalelani ni ḥanganyise vhuthihi 5, mahumi 3 na madana 1.

---

#### Question 5

#### Mbudziso 5

(3)

Colour any three numbers that are smaller than 276 in red.

Swifhadzani nomboro tharu dzire hukhu kha 276 nga muvhala mutswuku.

222	277	269	276	297	300	212	247	279	218
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**Question 6****Mbudziso 6**

(3)

Show where you will put the following numbers on the number line:

Sumbedzani hu ne nomboro dza tea u vhewa (ńwalwa) hone kha mutalo mbalo:

402, 417, 424

**Question 7****Mbudziso 7**

(3)

Show your working.  $195 + 16 = \underline{\hspace{2cm}}$

Sumbedzani maitele.  $195 + 16 = \underline{\hspace{2cm}}$

**Question 8****Mbudziso 8**

(3)

Calculate  $52 - 37 = \underline{\hspace{2cm}}$

Vhalelani  $52 - 37 = \underline{\hspace{2cm}}$

**Question 9****Mbudziso 9**

(2)

Use the number line below to show how many 5s there are from 405 to 420.

Shumisani mutalo mbalo ure afho fhasi u sumbedza uri hu na 5 nngana musi ri tshi bva kha 405 u swika kha 420.

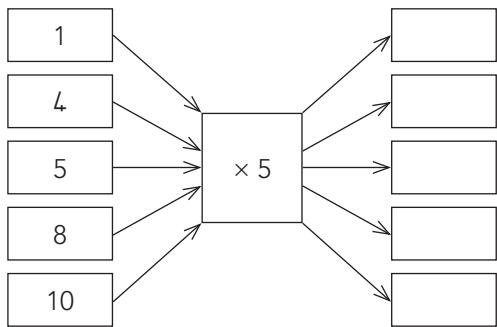


**Question 10****Mbudziso 10**

(5)

Complete the spider diagrams.

Fhedzisani mbalo dza buvhi.

**Question 11****Mbudziso 11**

(2)

This is how many roses I have. I want to give my mom 10 times more. How many roses will I give her then?

A ya ndi maluvha ane nda vha nao. Ndi tama u nea mme a nga maluvha anga o andiswa nga 10. Ndi o vha nea maluvha mangana?



Number sentence: \_\_\_\_\_

I will give her \_\_\_\_\_ roses.

Fhungo la nomboro: \_\_\_\_\_

Ndi do nea mme anga maluvha a \_\_\_\_\_.

**Question 12****Mbudziso 12**

Count the flowers.

Vhalelani maluvha.

- a) Share them equally among the five groups.

Kovhekanyani u lingana kha zwigwada zwa 5..

(1)



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- b) How many flowers are there in each group? \_\_\_\_\_

Hu na maluvha mangana kha tshigwada tshithihi? \_\_\_\_\_

(1)

- c) How many flowers are left over? \_\_\_\_\_

Ho sala maluvha mangana? \_\_\_\_\_

(1)

**Question 13****Mbudziso 13**

(2)

75 suckers are shared amongst 2 classes. How many suckers will each class get?

Maswiri a 75 o kovhekanywa vhukati ha kilasi dza 2(mmbili). Kilasi nthihi i do wana maswiri mangana?

**Question 14****Mbudziso 14**

(2)

You have only 3 roses, but you would like to give your mom 10 times more. How many roses do you want to give her? Write a number sentence and the answer.

Ni na maluvha 3 (mararu). Fhedzi ni tama u fha mme anu maluvha ane na vha nao o andiswa nga 10. Ni tama u mu fha maluvha mangana? Nwalani fhungo ja nomboro na phindulo.

**Question 15****Mbudziso 15**

(2)

Draw 20 circles. Cross out one quarter of the circles.

Olani zwitendeledzi zwa 20. Swifhadzani kotare ya zwitendeledzi zwe na ola.

**Question 16****Mbudziso 16**

(2)

There are 60 people in the room. Two fifths of them are adults. How many adults are in the room?

Hu na vhathu vha 60 ngomu nduni. Vhavhili kha vhałanu ndi vhathu vhahulwane. Hu na vhathu vhahulwane vhanganza ngomu nduni?

**Question 17****Mbudziso 17**

Add the following and write the answer in the block. What will my change be if I pay with R20?

Tanganyisani zwi tevhelaho ni r̄wale phindulo kha bułoko. Tshentshi ya nga i ḫo vha vhugai arali nda badela nga R20?

a)

(2) b)

(2)

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**Question 18****Mbudziso 18**

- a) You have R5. Tick 3 sweets that you can buy.

No fara R5. Sumbedzani ( swayani) malegere mararu ane na nga a renga.

(1)

Choc chuckle Tshokoleti R2,70	Gums Tshungama R1,80	Sour worms Malegere a u dunga R1,40	Peach treats Malegere a maberegisi R1,60	Magic mints Minti R2,20	Toffees Thofi R1,20
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- b) Write a number sentence to show how much you will spend. Calculate.

Ńwalani fhungo la nomboro ni sumbedze uri ni do shumisa vhugai. Vhalelani.

(2)

- c) Write a number sentence to show how much change you will get. Calculate.

Ńwalani fhungo la nomboro ni sumbedze uri ni do sala na tshentshi ya vhugai. Vhalelani.

(2)

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

1. $100 + 80 + 1 = 181$	(2)
1 mark number sentence; 1 mark correct answer. Maraga 1 ya fhungo, maraga 1 ya phindulo.	
2. Two hundred and thirty one (1 mark correct wording) <b>Mađana mavhili na mahumi mararu na nthihi (maraga 1 ya maipfi are one)</b>	(1)
3. Learners must indicate the position of the two numbers. Vhagudi vha tea u sumbedza vhuimo ha nomboro mmbili:	(2)
4. (1 mark for the correct answer.) (Maraga nthihi ya phindulo ire yone.) $100 + 30 + 5 = 135$	(1)
5. 1 mark per correct shaded block (max 3) blocks: Maraga 1 ya buloko yo swifhadziwaho( a dzo ngo tea u fhira 3).	(3)
6. Must indicate position on line. Vha tea u sumbedza vhuimo kha mutalo.	(3)
7. $195 + 16 = 211$ Any correct working is accepted. If only the answer is given, also ok. Maitele mańwe na mańwe are one a a tendelwa. Phindulo fhedzi nay one l a tendelwa.	(3)
8. $52 - 37 = 15$ (accept alternative methods) (maitele mańwe na mańwe a a tendelwa)	(3)
9. 1 mark – shows three hops; 1 mark – direction arrows shown. 9. Maraga 1 – u sumbedza maga mararu; maraga 1- sumbedza thungo kana fhethu.	(2)

10.(1 mark per correct entry in the blocks. 10. Maraga 1 two fhedzisiwaho zwone kha buloko.	(5)
11.(1 mark for working, 1 mark for the answer. Accept alternatives.) (Maraga 1 ya maitele, maraga 1 ya phindulo.) $10 \times 5 = 50$ I will give her 50 roses./Ndi do mu nea maluvha a 50.	(2)
12.a) Shared flowers drawing. Tshifanyiso tsha maluvha o kovhekanywaho. b) 8 in a group. 8 kha tshigwada. c) 2 left over. ho sala mavhili 2.	(3)
13. $75 \div 2 = 37$ remainder 1. They each get 37 and there is 1 sucker left over. $75 \div 2 = 37$ ha sala 1. Vha wana maswiri a 37 ha sala swiri jithihi.	(2)
14.(1 mark for working, 1 mark for the answer. Accept alternatives.) (Maraga 1 ya maitele, maraga 1 ya phindulo. Kha vha tendele maitele o fhambanaho.) $10 \times 3 = 30$ I will give her 30 roses./Ndi do mu fha maluvha a 30.	(2)
15.(Any 5 of the 20 may be crossed out.) (Zwíwe na zwińwe kha zwa 20 zwi nga swayiwa kana u swifhadziwa.) 	(2)
16. $(60 \div 5 = 12 \therefore \frac{2}{5} \text{ of } 60 = 12 \therefore \frac{2}{5} \text{ of } 60 = 12 \times 2 = 24)$ 24 adults. Vhatu vhahulwane vha 24.	(2)
17.1 mark per correct answer. 17. Maraga 1 ya phindulo ire yone.  Block 1: R11,10                  My change is R8,90 Buloko 1: R11,10                  Tshentshi yanga ndi R8,90  Block 2: R7,60                  My change is R12,40 Buloko 2: R7,60                  Tshentshi yanga ndi R12,40	(4)

<p>18. Answers will vary: 1 mark for ticking correct possible sweets; 1 mark per correct number sentence and calculation.</p> <p><b>Phindulo dici do fhambana:</b> maraga 1 ya u sumbedza malegere o teaho, maraga 1 ya fhungo na u vhalela.</p> <p>a) Sweets ticked.  <b>Malegere o sumbedziwaho.</b></p> <p>b) Learner's own number sentence and calculation.  <b>Fhungo la mugudi na u vhalela.</b></p> <p>c) Learner's own number sentence and calculation.  <b>Fhungo la mugudi na u vhalela.</b></p>	(5)
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## Written assessment items for Patterns

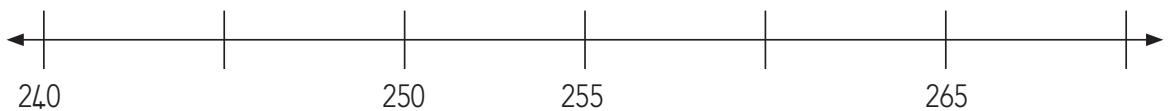
**Question 19**

**Mbudziso 19**

(3)

Complete the number line below:

Fhedzisani mutalo mbalo ure afho fhasi:



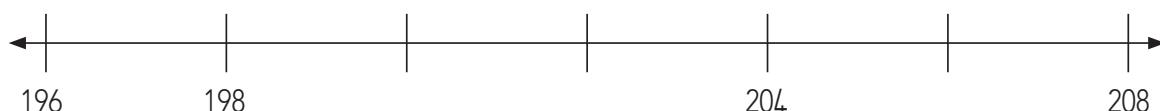
**Question 20**

**Mbudziso 20**

(3)

Complete the number line below:

Fhedzisani mutalo mbalo ure afho fhasi:



**Question 21**

**Mbudziso 21**

(1)

What are the next three terms in this number pattern?

Ndi mini zwi no tevhela kha phetheni heyi ya nomboro?

367, 365, 363, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

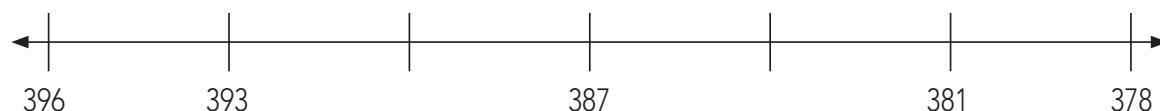
**Question 22**

**Mbudziso 22**

(2)

Complete the number line below:

Fhedzisani mutalo mbalo ure afho fhasi:



**Question 23****Mbudziso 23**

(3)

Draw and extend a pattern in which the sizes of the shapes increase.

Fhedzisani ni engedze phetheni ni tshi khou engedza vhuhulwane ha zwivhumbeo.

**Question 24****Mbudziso 24**

(3)

Make your own pattern using circles and squares.

Olani phetheni ni tshi khou shumisa zwitendeledzi na zwikwea.

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

19. All of the correct numbers must be marked on the number line. Nomboro dzo teaho dzi tea u vha dzo sumbedziwa kha mutalo mbalo. <b>245, 260, 270</b>	(3)
20. All of the correct numbers must be marked on the number line. Nomboro dzo teaho dzi tea u vha dzo sumbedziwa kha mutalo mbalo. <b>200, 202, 206</b>	(3)
21. (1 mark for the correct answer) (Maraga 1 ya phindulo ire yone) <b>367, 365, 363, 361, 359, 357</b>	(1)
22. All of the correct numbers must be marked on the number line. Nomboro dzo teaho dzi tea u vha dzo sumbedziwa kha mutalo mbalo. <b>390, 384</b>	(2)
23. Learners' answers will vary. 1 mark – pattern of shapes 1 mark – sizes of shapes increase 1 mark – at least one repetition of the pattern  <b>Phindulo dza vhagudi dici do fhambana.</b> <b>Maraga 1- phetheni ya zwivhumbeo</b> <b>Maraga 1- u engedza vhuhulwane ha zwivhumbeo</b> <b>Maraga 1- u dovhola ha phetheni ( I nga vha nthihi)</b>	(3)
24. 1 mark correct shapes; 1 correct pattern (answers will vary)  <b>Maraga 1 ya tshivhumbeo tshi re tshone, maraga 1 ya phetheni ire yone.( phindulo dici nga fhambana)</b>	(3)

## **Written assessment items for Space and shape**

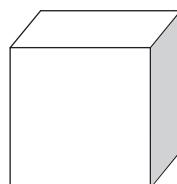
**Question 25**

**Mbudziso 25**

(2)

Circle the object that can slide and then draw a cross over the object that can roll and slide.

Tingeledzani tshithu tshine tsha suvha ni dovhe ni ole tshifhambano kha tshithu tshi ne tsha kunguluwa tsha dovha tsha suvha.



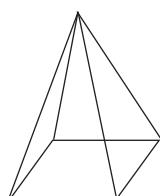
**Question 26**

**Mbudziso 26**

(3)

Draw the shapes that make up this pyramid:

Olani zwivhumbeo zwi ne zwa ita phiramidi:



**Question 27**

**Mbudziso 27**

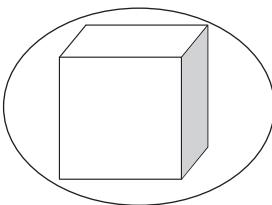
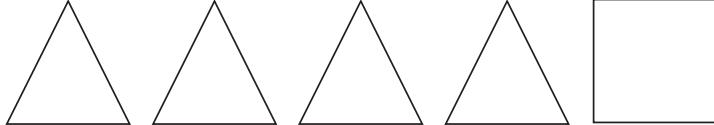
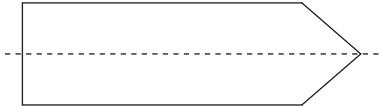
(1)

Draw the line of symmetry into the shape below:

Olani mutalo wa u fhandekanya ndinganyo kha tshivhumbeo tshi re afho fhasi::



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

25. 1 mark for correct indication given per shape. Maraga 1 ya u sumbedza tshivhumbeo.	(2)
 	
26. 1 mark triangles (2 marks if there are 4 triangles); 1 mark square. Maraga 1 ya thirayiengele, maraga 2 arali hu na thirayiengele dza 4, maraga 1 ya tshikwea.	(3)
	
27. (1 mark for the correct answer) (Maraga 1 ya phindulo ire yone)	(1)
	

## Written assessment items for Measurement

### Question 28

Mbudziso 28

(1)

Tick the clock that shows quarter past two.

Sumbedzani watshi ire na tshifthinga tsha kotare u bva kha iri ya vhuvhili.



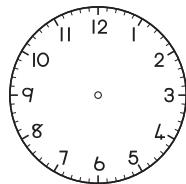
### Question 29

Mbudziso 29

(2)

Draw the hands on this analogue clock to show half past 3 in the afternoon.

Sumbedzani tshifthinga tsha hafu u bva kha awara ya vhuraru kh awatshi ya analogo.



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

28. (1 mark for the correct answer.)  
(Maraga 1 ya phindulo ire yone.)



(1)

29. (2 marks if both the long and the short hand are shown correctly.)  
(Maraga 2 arali o sumbedza awara na mithethe.)



(2)

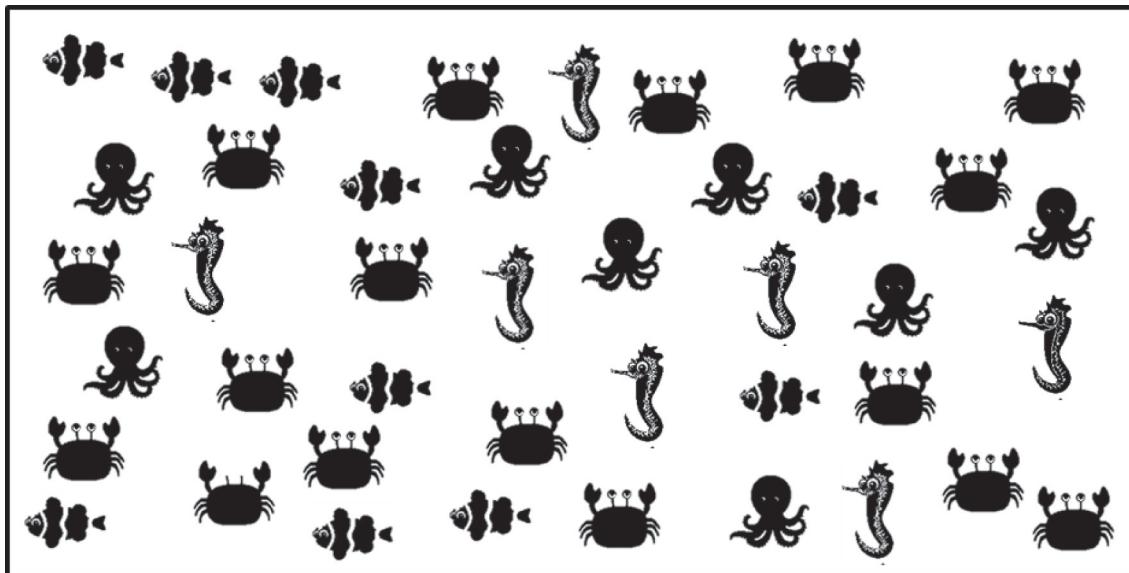
## Written assessment items for Data handling

### Question 30

#### Mbudziso 30

(4)

- a) Use the information below to complete the pictograph. Draw circles to represent the pictures.  
Shumisani zwi re afha fhasi u fhedzisa girafu ya zwifanyiso. Shumisani zwitendeledzi vhuimoni ha zwifanyiso.



Clown fish Bavhuri	Seahorse Shaka	Octopus Okithopasi	Crab Dambatshekwa

- b) Answer the following questions by looking at the information in the pictograph.

Fhindulani mbudziso dici tevhelaho no sedza girafu ya zwifanyiso.

i) Which picture are there the most of? \_\_\_\_\_

Ndi zwifhio zwifanyiso zwi re zwinzhi u fhira zwothe? \_\_\_\_\_

(1)

ii) Which picture are there fewer of than Octopus? \_\_\_\_\_

Ndi zwifhio zwifanyiso zwi re zwiłuku kha okithopasi? \_\_\_\_\_

## Written assessment items for Data handling: solutions and mark allocations

<p>30. a. (1 mark for each column correctly completed.)          (Maraga 1 ya kholomu yo fhinduliwaho zwone.)</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">Clown fish – 10</td><td style="width: 25%;">Bavhuri - 10</td></tr> <tr> <td>Seahorse – 6</td><td>Shaka - 6</td></tr> <tr> <td>Octopus – 8</td><td>Okithopasi - 8</td></tr> <tr> <td>Crab – 16</td><td>Dambatshekwa - 16</td></tr> </table> <div style="border: 1px solid black; width: 100%; height: 150px; margin-top: 10px;"></div> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="text-align: center;">Clown fish Bavhuri</th><th style="text-align: center;">Seahorse Shaka</th><th style="text-align: center;">Octopus Okithopasi</th><th style="text-align: center;">Crab Dambatshekwa</th></tr> </thead> <tbody> <tr> <td></td><td></td><td></td><td></td></tr> </tbody> </table>	Clown fish – 10	Bavhuri - 10	Seahorse – 6	Shaka - 6	Octopus – 8	Okithopasi - 8	Crab – 16	Dambatshekwa - 16	Clown fish Bavhuri	Seahorse Shaka	Octopus Okithopasi	Crab Dambatshekwa					(4)
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<p>30. b. i) Crabs/ Madambatshekwa          ii) Seahorses/ Shaka</p>	(2)																