

**GRADE 3**

# **Mathematics**

Teacher Toolkit:  
CAPS Planner, Tracker and  
Assessment Resources

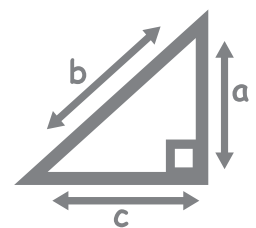
**2019 TERM 3**



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

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

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

## Weekly reflection

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

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

When you reflect you could think about things such as:

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

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

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

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

# PLANNER AND TRACKER

Week 1						
Day	CAPS content, concepts, skills		LP no.	DBE workbook	Resources	Date completed
1	Numbers 500–600		1	Worksheet 65 (pp. 2, 3)	Scrap paper/whiteboards, 501–600 number grid (see <i>Printable Resources</i> ), counters	
2	Numbers 500–600 – place value		2	Worksheet 66 (pp. 4, 5)	Scrap paper/whiteboards, base ten blocks and flard cards (see Term 1 <i>Printable Resources</i> ), number cards (560–570, 519, 583, 594: make your own) Written assessment item 1	
3	Numbers 600–700 – place value		3	Worksheet 69 (pp. 10, 11)	Scrap paper/whiteboards, base ten blocks, flard cards Written assessment items 2 and 3	
4	Ordinal numbers		4	Worksheet 70 (pp. 12, 13)	Scrap paper/whiteboards, 601–700 number grid, (see <i>Printable Resources</i> ), counters, 3 sets of flashcards (first–thirty first; 1st–31st; and a–z: make your own) Written assessment item 4	
5	Complete and consolidate the week’s assessment and work.		n/a			
<p align="center"><b>Week 1 Assessment Activity: ORAL and PRACTICAL – INFORMAL</b></p> <p>CAPS: Numbers, operations and relationships: Ordinal numbers</p> <p><b>Activity: Assess the learners’ ability to use ordinal numbers to show order, place and position, including abbreviated form up to 31st</b></p>						<p><b>Mark:</b> /7</p>
<b>Mark</b>	<b>Criteria – Checklist: (1 mark for each criterion achieved)</b>					
<b>1</b>	Able to identify the first and the last item in a collection of ordered items					
<b>1</b>	Able to name objects in order from first to fifth place					
<b>1</b>	Able to name objects in order from sixth to tenth place					
<b>1</b>	Able to name objects in order from tenth to twentieth place					
<b>1</b>	Able to name objects in order from twenty-first to thirty-first place					
<b>1</b>	Able to write ordinal numbers in numeric format from 1st to 10th					
<b>1</b>	Able to write ordinal numbers in numeric format from 11th to 31st					
<b>1 (0%–29%)</b> 1 of 7 criteria	<b>2 (30%–39%)</b> 2 of 7 criteria	<b>3 (40%–49%)</b> 3 of 7 criteria	<b>4 (50%–59%)</b> 4 of 7 criteria	<b>5 (60%–69%)</b> 5 of 7 criteria	<b>6 (70%–79%)</b> 6 of 7 criteria	<b>7 (80%–100%)</b> 7 of 7 criteria
Week 1						
Reflection						
<p><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?</p>				<p>What will you change next time? Why?</p>		
				<p><b>HOD:</b> _____ <b>Date:</b> _____</p>		

Week 2					
Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed
6	Numbers up to 700 – place value	5	Worksheet 67 (pp. 6, 7) Worksheet 71 (pp. 14, 15)	Scrap paper/whiteboards, base ten blocks, flard cards	
7	Number – rounding off to the nearest 10	6	Worksheet 77 (pp. 26, 27)	0–200 number grid, (see Term 1 <i>Printable Resources</i> ), counters  Written assessment item 5	
8	Addition and subtraction 0–800 – building and breaking down	7	Worksheet 73 (pp. 18, 19)	Base ten blocks, flard cards  Written assessment items 6 and 7	
9	Addition and subtraction – doubles and near doubles	8	Worksheet 74 (pp. 20, 21)	Scrap paper/white boards  Written assessment item 8	
10	Complete and consolidate the week's assessment and work	n/a			
<b>Week 2 Assessment Activity: ORAL – INFORMAL</b>					
CAPS: Numbers, operations and relationships: Rounding off <b>Activity: Assess the learners' ability to round off numbers to the nearest 10</b>					<b>Mark:</b> <b>/7</b>
<b>Mark (percentage)</b>	<b>Criteria – Rubric</b>				
<b>1 (0%–29%)</b>	Does not know what <b>rounding off</b> means				
<b>2 (30%–39%)</b>	Knows that <b>rounding off</b> means changing the number to simplify things but does not know how to do it				
<b>3 (40%–49%)</b>	Able to round off but only when continually reminded of the rules for rounding – cannot round off unassisted				
<b>4 (50%–59%)</b>	Able to round off with just a few reminders of the rules for rounding – needs assistance only in a few cases				
<b>5 (60%–69%)</b>	Able to round off to the nearest 10 without assistance but makes 3 or 4 careless errors				
<b>6 (70%–79%)</b>	Able to round off to the nearest 10 correctly with 1 or 2 careless errors				
<b>7 (80%–100%)</b>	Able to round off to the nearest 10 correctly without any careless errors				
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?		

Week 3					
Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed
11	Number line – addition of multiples of 10	9	Worksheet 76 (p. 25)	Scrap paper/whiteboards	
12	Number line – addition with breaking down the addend	10		Scrap paper/whiteboards, number lines	
13	Position and direction	11		Blindfolds (optional activity)	
14	Position and direction – maps	12		Map of your school (top view), counters	
15	Complete and consolidate the week's assessment and work	n/a			
<b>Week 3 Assessment Activity: ORAL and PRACTICAL – FORMAL</b> CAPS: Space and shape – position and direction <b>Activity: Assess the learners' ability to find objects on maps and to give and follow directions using an informal map</b>					<b>Mark:</b> <b>/7</b>
<b>Mark (percentage)</b>		<b>Criteria – Rubric</b>			
<b>1 (0%–29%)</b>		Unable to find objects on a map. Cannot give/follow directions related to an informal map			
<b>2 (30%–39%)</b>		Can find objects on a map but unable to give and follow directions using an informal map			
<b>3 (40%–49%)</b>		Can find objects on a map but only able to give and follow directions using an informal map with constant assistance			
<b>4 (50%–59%)</b>		Can find objects on a map and can follow directions using an informal map but cannot give directions unless continually assisted			
<b>5 (60%–69%)</b>		Can find objects on a map but only able to give and follow directions using an informal map with a little assistance			
<b>6 (70%–79%)</b>		Can find objects on a map but only able to give and follow directions using an informal map with no assistance but makes a few mistakes			
<b>7 (80%–100%)</b>		Competently finds objects on a map and gives and follows directions using an informal map			
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 4						
Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed	
16	Map work	13	Worksheet 68 (pp. 8, 9)	Map (see Classwork activity)		
17	2s – multiplication and division	14	Worksheet 81 (pp. 34, 35)	Multiplication table grid, counters (optional/ remediation)		
18	3s – multiplication and division	15	Worksheet 84 (pp. 40, 41)	Multiplication table grid, counters (optional/ remediation) Written assessment item 9		
19	5s – multiplication and division	16	Worksheet 78 (pp. 28, 29)	Multiplication table grid, counters (optional/ remediation) Written assessment item 10		
20	Complete and consolidate the week's assessment and work	n/a				
<b>Week 4 Assessment Activity: ORAL – FORMAL</b>						<b>Mark:</b> <b>/7</b>
CAPS: Numbers, operations and relationships <b>Activity: Assess the learners' ability to solve multiplication and division problems involving 2s, 3s and 5s</b>						
<b>Mark</b>	<b>Criteria – Checklist: (1 mark for each criterion achieved)</b>					
<b>1</b>	Knows basic multiples of 2, 3 and 5 (from 1 x to 10 x)					
<b>1</b>	Able to use basic multiples to calculate multiplication or division with bigger numbers					
<b>1</b>	Able to solve multiplication problems involving rectangular arrays					
<b>1</b>	Able to solve multiplication problems involving multiplicative comparisons					
<b>1</b>	Able to solve multiplication problems involving equivalent groups					
<b>1</b>	Able to solve division problems involving grouping					
<b>1</b>	Able to solve division problems involving sharing					
<b>1 (0%–29%) 1 of 7 criteria</b>	<b>2 (30%–39%) 2 of 7 criteria</b>	<b>3 (40%–49%) 3 of 7 criteria</b>	<b>4 (50%–59%) 4 of 7 criteria</b>	<b>5 (60%–69%) 5 of 7 criteria</b>	<b>6 (70%–79%) 6 of 7 criteria</b>	<b>7 (80%–100%) 7 of 7 criteria</b>
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 5						
Day	CAPS content, concepts, skills		LP no.	DBE workbook	Resources	Date completed
21	4s – multiplication and division		17	Worksheet 87 (pp. 46, 47)	Multiplication table grid, counters (optional/remediation), scrap paper Written assessment item 11	
22	Number lines – groups of 10		18	Worksheet 76 (p. 24)	10–1000 number grids (see <i>Printable Resources</i> ), scrap paper/white boards	
23	Geometric patterns		19		Plastic spoons, cups, etc. (bring objects from home), learners' stationery or books (objects to use to make patterns) Written assessment item 15	
24	Number patterns		20	Worksheet 86 (pp. 44, 45) Worksheet 88 (pp. 48, 49)	Scrap paper/whiteboards, multiplication table grid	
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>
<b>Mark</b>	<b>Criteria – Checklist: (1 mark for each criterion achieved)</b>					
<b>1</b>	Able to describe a pattern in terms of colours					
<b>1</b>	Able to describe a pattern in terms of positions of shapes					
<b>1</b>	Able to describe a pattern in terms of sizes of shapes					
<b>1</b>	Able to extend patterns with one shape/object where the <b>colours</b> of the shape/object changes in a regular way					
<b>1</b>	Able to extend patterns with one shape/object where the <b>position</b> of the shape/object changes in a regular way					
<b>1</b>	Able to extend patterns with a single kind of shape that <b>decreases in size</b>					
<b>1</b>	Able to extend patterns with a single kind of shape that <b>increases in size</b>					
<b>1 (0%–29%) 1 of 7 criteria</b>	<b>2 (30%–39%) 2 of 7 criteria</b>	<b>3 (40%–49%) 3 of 7 criteria</b>	<b>4 (50%–59%) 4 of 7 criteria</b>	<b>5 (60%–69%) 5 of 7 criteria</b>	<b>6 (70%–79%) 6 of 7 criteria</b>	<b>7 (80%–100%) 7 of 7 criteria</b>
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 6						
Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed	
26	Number patterns using money	21	Worksheet 95a (pp. 62, 63)	Scrap paper/whiteboards, paper money (coins and notes – see Term 1 <i>Printable Resources</i> ) Written assessment item 16		
27	Data	22	Worksheet 96 (pp. 66, 67)	Empty boxes, old books, newspapers, magazines (collect these), scrap paper/whiteboards		
28	Data	23		Scrap paper/white boards		
29	Data	24		Scrap paper/white boards Written assessment item 25		
30	Complete and consolidate the week's assessment and work	n/a				
<b>Week 6 Assessment Activity: PRACTICAL – FORMAL</b>						<b>Mark:</b> <b>/7</b>
CAPS: Data handling <b>Activity: Assess the learners' ability to collect, organise, represent and interpret data</b>						
<b>Mark</b>	<b>Criteria – Checklist: (1 mark for each criterion achieved)</b>					
1	Able to sort data into given categories					
1	Able to tally data items in a frequency table					
1	Able to find data totals and record in the frequency table					
1	Able to answer questions posed by the teacher about the collected data, (e.g. tallies and frequencies)					
1	Able to use a scale to draw a bar graph					
1	Able to label the bars on a bar graph					
1	Able to answer questions about the data on a bar graph					
<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						
<p><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?</p>				<p>What will you change next time? Why?</p>		
				<b>HOD:</b>		<b>Date:</b>

Week 7					
Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed
31	Time – analogue clock	25		Actual or paper-plate clocks or pictures of clocks (see Term 1 <i>Printable Resources</i> )	
32	Time – digital clock	26	Worksheet 106a (p. 88)	Scrap paper/whiteboards, analogue and digital clock Written assessment items 21 and 22	
33	Time – passing of time	27	Worksheet 80 (pp. 32, 33)	12-month calendar (see Term 2 <i>Printable Resources</i> )	
34	2-D shapes – straight or round sides	28		3-D shapes, Prestik/Bostik to stick shapes on the board, scrap paper Written assessment items 17 and 18	
35	Complete and consolidate the week's assessment and work	n/a			
<b>Week 7 Assessment Activity: ORAL and PRACTICAL – FORMAL</b>					
CAPS: Measurement: Time <b>Activity: Assess the learners' ability to tell the time in hours, half hours and quarter hours on analogue and digital clocks</b>					<b>Mark:</b> <i>/7</i>
<b>Mark (percentage)</b>		<b>Criteria</b>			
<b>1 (0%–29%)</b>		Able to tell the time in hours			
<b>2 (30%–39%)</b>		Able to tell the time in half hours			
<b>3 (40%–49%)</b>		Able to tell the time in quarter hours – quarter <b>to</b> times			
<b>4 (50%–59%)</b>		Able to tell the time in quarter hours – quarter <b>past</b> times.			
<b>5 (60%–69%)</b>		Able to write times in analogue format in hours, half hours and quarter hours			
<b>6 (70%–79%)</b>		Able to write times in digital format in hours, half hours and quarter hours			
<b>7 (80%–100%)</b>		Able to identify an analogue and a digital clock			
<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	Money	33	Worksheet 95b (pp. 64, 65)	Paper money cut-outs (see Term 2 <i>Printable Resources</i> )		
42	Money problems	34	Worksheet 107 (pp. 90, 91)	Money cut-outs (see Term 2 <i>Printable Resources</i> ) Written assessment items 12 and 13		
43	Length	35		Ruler, worksheets, cardboard strips cut out in exact measurements of 1 cm to 10 cm (make your own)		
44	Length	36		Rulers, labelled pieces of string cut to various lengths, scrap paper/white boards Written assessment item 23		
45	Complete and consolidate the week's assessment and work	n/a				
<p align="center"><b>Week 9 Assessment Activity: ORAL and PRACTICAL – FORMAL</b></p> <p>CAPS: Measurement – Length  <b>Activity: Assess the learners' ability to estimate, measure and compare lengths using formal units (centimetres and metres) and to use language to talk about the comparison of length</b></p>						<b>Mark:</b> /7
<b>Mark</b>	<b>Criteria – Checklist: (1 mark for each criterion achieved)</b>					
1	Able to use the language of length. e.g. long, longer, short, shorter, tall, taller, wide, wider					
1	Able to estimate length using informal units					
1	Able to estimate length using formal units (centimetres and metres)					
1	Able to compare lengths using informal measurements					
1	Able to measure and record measurements of length using centimetres and metres					
1	Able to compare lengths using measurements in centimetres and metres					
1	Able to order objects according to length using standard units of measurement (centimetres and metres)					
1 (0%–29%) 1 of 7 criteria	2 (30%–39%) 2 of 7 criteria	3 (40%–49%) 3 of 7 criteria	4 (50%–59%) 4 of 7 criteria	5 (60%–69%) 5 of 7 criteria	6 (70%–79%) 6 of 7 criteria	7 (80%–100%) 7 of 7 criteria
Reflection						
<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	Length – perimeter	37	Worksheet 94 (pp. 60, 61)	Cut-outs of rectangles, squares and circles (one set per group), string, circle/plate  Written assessment item 24		
47	3-D objects	38	Worksheet 90 (pp. 52, 53)	Boxes/box-shape objects, balls/ ball-shape objects, toothpicks, straws, old newspapers/ magazines (your collection)		
48	3-D objects	39	Worksheet 72 (p. 16)	Assortment of 3-D objects collected from home (e.g. boxes, cones, cylinders, etc.), 2-D geometrical shapes for building 3-D objects (see DBE workbook), scrap paper		
49	3-D objects	40	Worksheet 124 (pp. 124,125) (Revision of fractions if there is time)	Assortment of 3-D objects collected from home (e.g. boxes, cones, cylinders, etc.), Roll or slide worksheet (see <i>Printable Resources</i> )  Written assessment items 19 and 20		
50	Complete and consolidate the week's assessment and work	n/a				
<b>Week 10 Assessment Activity: ORAL and PRACTICAL – INFORMAL</b>					<b>Mark: /7</b>	
CAPS: Space and shape <b>Activity: Assess the learners' ability to recognise, identify and sort 3-D objects</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 objects					
<b>1</b>	Able to identify flat faces of 3-D objects					
<b>1</b>	Able to identify which 3-D objects 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 according to properties of the objects					
<b>1 (0%–29%) 1 of 7 criteria</b>	<b>2 (30%–39%) 2 of 7 criteria</b>	<b>3 (40%–49%) 3 of 7 criteria</b>	<b>4 (50%–59%) 4 of 7 criteria</b>	<b>5 (60%–69%) 5 of 7 criteria</b>	<b>6 (70%–79%) 6 of 7 criteria</b>	<b>7 (80%–100%) 7 of 7 criteria</b>
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: Ordinal numbers	<b>Written: Item bank questions 1, 2, 3 and 4</b> Numbers, operations and relationships
2	<b>Oral and Practical: Activity 2</b> Numbers, operations and relationships: Rounding off to the nearest 10	<b>Written: Item bank questions 5, 6, 7 and 8</b> Numbers, operations and relationships
3		<b>Oral and Practical: Activity 3</b> Space and shape: Position and direction
4		<b>Oral and Practical: Activity 4</b> Numbers, operations and relationships: Multiplication and division  <b>Written: Item bank questions 9 and 10</b> Numbers, operations and relationships
5		<b>Oral and Practical: Activity 5</b> Patterns and algebra: Geometric patterns  <b>Written: Item bank questions 11 and 15</b> Numbers, operations and relationships; and Patterns
6		<b>Practical: Activity 6</b> Data handling  <b>Written: Item bank questions 16 and 25</b> Patterns; and Data handling
7		<b>Oral and Practical: Activity 7</b> Measurement: Time  <b>Written: Item bank questions 17, 18, 21 and 22</b> Space and shape; and Measurement
8		<b>Oral and Practical: Activity 8</b> Numbers, operations and relationships: Fractions  <b>Written: Item bank question 14</b> Numbers, operations and relationships
9	<b>Oral and Practical: Activity 9</b> Measurement: Length	<b>Written: Item bank questions 12, 13 and 23</b> Numbers, operations and relationships; and Measurement
10	<b>Oral and Practical: Activity 10</b> Space and shape: 3-D objects	<b>Written: Item bank questions 19, 20 and 24</b> Space and shape; and Measurement





### 3. EXEMPLAR WRITTEN ASSESSMENT ITEMS WITH SUGGESTED MARKING MEMOS

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

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

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

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

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

#### Written assessment item mark breakdown (according to exemplar items)

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

There are several assessment items for Numbers, operations and relationships. These are linked in the *Resources* column of the tracker. You could use the sheet on the next page to record the written assessment marks for Numbers, operations and relationships per learner as the term progresses. You can then add the marks to get a mark out of 55 for each learner. This mark can then be inserted into the column for the total mark for written assessment of Numbers, operations and relationships in the suggested overall exemplar mark sheet.

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

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

Questions 15 and 16 – Marks  $3 + 3 = 6$

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

Questions 17, 18, 19 and 20 – Marks  $3 + 2 + 2 + 1 = 8$

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

Questions 21, 22, 23 and 24 – Marks  $2 + 2 + 2 + 3 = 9$

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

Question 25 – Marks 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

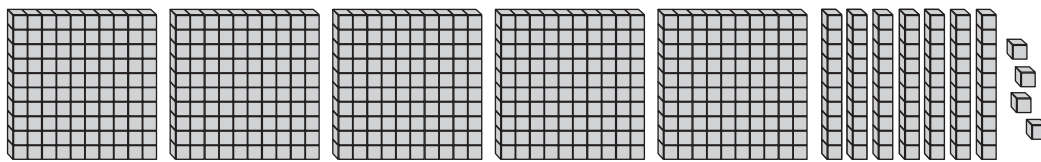
- a) Write 499 in words.  
Bhala ama-499 ngamagama.

(1)

---

- b) Write a number sentence and answer for the following:  
Bhala isivakalisi samanani kunye nempendulo yokulandelayo:

(2)




---

#### Question 2

##### Umbuzo 2

- Write a number sentence and answer for the following:  
Bhala isivakalisi samanani nempendulo yokulandelayo:

(4)

- a) 6 tens + 3 units + 2 hundreds = \_\_\_\_\_  
Amashumi ama-6 + imivo emi-3 + amakhulu ama-2 = \_\_\_\_\_
- b) 4 hundreds + 5 units + 0 ten = \_\_\_\_\_  
Amakhulu ama-4 + imivo emi-5 + amashumi ama-0 = \_\_\_\_\_

#### Question 3

##### Umbuzo 3

- a) Colour any 4 numbers that are greater than 576.  
Faka umbala nakuwaphi na amanani amane angaphezulu kunama-576.

(4)

576	584	577	675	567	745	547	677
-----	-----	-----	-----	-----	-----	-----	-----

- b) Put these numbers in order from the biggest to the smallest.  
Landlelanisa la manani ukusuka kwelona likhulu ukuya kwelona lincinci.

(2)

599	509	519	590	501	591	559

**Question 4**  
**Umbuzo 4**

(3)

Use the number grid to help you with the following questions:  
Sebenzisa ibhodi yamanani ukuphendula le mibuzo ilandelayo:

601	602	603	604	605	606	607	608	609	610
611	612	613	614	615	616	617	618	619	620
621	622	623	624	625	626	627	628	629	630
631	632	633	634	635	636	637	638	639	640
641	642	643	644	645	646	647	648	649	650
651	652	653	654	655	656	657	658	659	660
661	662	663	664	665	666	667	668	669	670
671	672	673	674	675	676	677	678	679	680
681	682	683	684	685	686	687	688	689	690
691	692	693	694	695	696	697	698	699	700

- a) Write down a number that is bigger than 665,  
but smaller than 668. \_\_\_\_\_  
Bhala inani elikhulu kunama-665, kodwa libe lincinane kunama-668.  
\_\_\_\_\_
- b) Write down the number name for the twenty ninth number.  
\_\_\_\_\_  
Bhala igama lenani lamashumi amabini anesithoba.  
\_\_\_\_\_
- c) The number \_\_\_\_\_ comes after the 30th number.  
Eli nani \_\_\_\_\_ liza emva kwenani lama - 30.

**Question 5**  
**Umbuzo 5**

(3)

Round off to the nearest ten.  
Sondeza kwishumi elikufutshane.

- a) 26 \_\_\_\_\_  
b) 305 \_\_\_\_\_  
c) 299 \_\_\_\_\_

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

(2)

I had 530 marbles. I won 150 marbles.  
Use a number line to work out how many marbles I have now.  
Bendinamabhastile angama -530. Ndiphumelele amabhastile angama-150.  
Sebenzisa umgca manani ukufumana inani lamabhastile endinawo ngoku.



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

(9)

Calculate the following:  
Bala oku kulandelayo:

a) $213 + 34 =$	b) $539 - 24 =$
c) $532 + 72 =$	

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

(6)

Use doubling to calculate:  
Sebenzisa ukuphinda kabini ubale oku:

a) $14 + 14 =$	b) $30 + 31 =$
c) $20 + 19 =$	

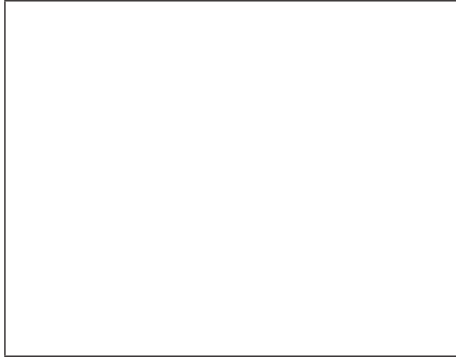
**Question 9**

**Umbuzo 9**

(2)

A vegetable garden has 3 rows of plants. Each row has 9 plants. How many plants are there in the garden?  
Draw a picture and write a number sentence.

Igadi yemifuno inemigca emi-3 yezityalo. Umgca ngamnye unezityalo ezi-9. Zingaphi izityalo egadini? Zoba umfanekiso uze ubhale isivakalisi samanani.



\_\_\_\_\_

There are \_\_\_\_ plants in the garden.

Kukho izityalo ezi- \_\_\_\_\_ egadini.

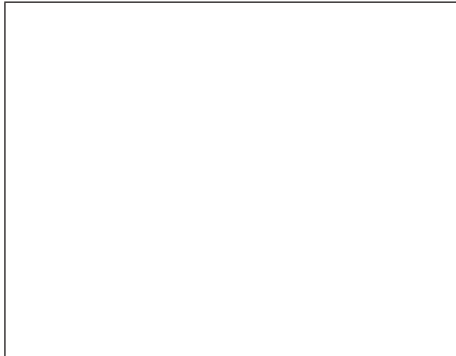
**Question 10**

**Umbuzo 10**

(2)

Tony has 60 sweets. He eats five sweets every day. For how many days can he eat sweets?

UTony uneelekese ezingama-60. Utya iilekese ezintlanu ngosuku ngalunye. Uzakuthatha iintsuku ezingaphi ukutya ezi lekese?



Tony can eat sweets for \_\_\_\_ days.

UTony uzakuthatha iintsuku ezi- \_\_\_\_\_ ukutya iilekese.

**Question 11**

**Umbuzo 11**

(3)

Share 36 chocolate bars amongst 4 friends so that they all get the same amount of chocolate bars and there is nothing left over.

Yahlula iitshokolethi ezingama -36 phakathi kwabahlobo aba-4 ngokulinganayo kwaye kungashiyeki nto.

a) What fraction will each friend get?

Qhezu lini elizakufunyanwa ngumhlobo ngamnye?

\_\_\_\_\_

b) How many chocolate bars will each friend get?

Zingaphi iitshokolethi ezizakufunyanwa ngumhlobo ngamnye?

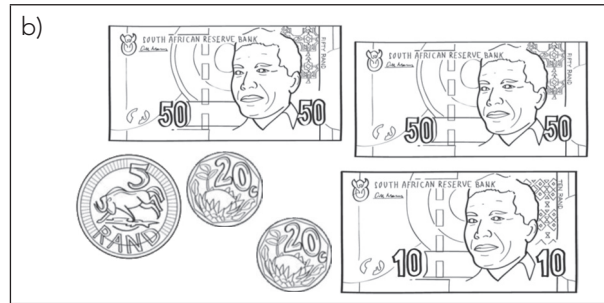
\_\_\_\_\_



**Question 12**  
**Umbuzo 12**

(2)

How much money do I have?  
Ndinamalini?



**Question 13**  
**Umbuzo 13**

(3)

Travis has a 50c coin and four 20c coins. Toffees cost R1,20. How much change will he get if he pays with all his money? You can draw a picture to help you.

UTravis unengqekembe ye-50c neengqekembe ezine ze-20c. Lithofi zibiza iR1,20. Uzakufumana itshintshi yamalini xa ethenge ngayo yonke imali yakhe? Ungazoba umfanekiso xa ufuna uncedo.



Travis will get \_\_\_\_\_ change.

UTravis uzakufumana itshintshi engama \_\_\_\_\_.

**Question 14**  
**Umbuzo 14**

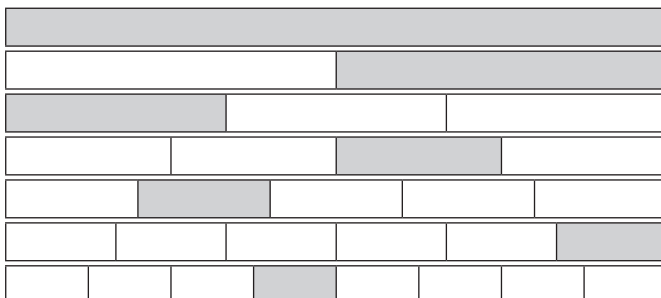
(7)

Label the parts that are shaded in each line.

Fakela iileybhuli kwiindawo ezihlikihliweyo kumgca ngamnye.

These words might help you: third, fifth, whole, quarter, sixth, half, eighth.

La magama angakunceda: eyesithathu, eyesihlanu, epheleleyo, ikota, eyesithandathu, ihafu, eyesibhozo.



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

<p>1a. (1 mark per correct answer) / (Inqaku eli- 1 ngempendulo nganye echanekileyo) four hundred and ninety-nine Amakhulu amane namashumi alithoba anesithoba.</p>	(3)
<p>1b. (1 mark for expanded notation and 1 mark for final correct answer) (Inqaku eli-1 lobhalo olwandisiweyo nenqaku eli-1 ngempendulo echanekileyo yokugqibela) <math>500 + 70 + 4 = 574</math></p>	
<p>2. (1 mark for expanded notation and 1 mark for final correct answer) (Inqaku eli-1 lobhalo olwandisiweyo nenqaku eli-1 ngempendulo echanekileyo yokugqibela) a) <math>200 + 60 + 3 = 263</math>                      b) <math>400 + 0 + 5 = 405</math></p>	(4)
<p>3a. (1 mark per correct answer; any FOUR of these need to be shaded) (Inqaku eli-1 ngempendulo nganye echanekileyo; nokuba sesiphi na ISINE kwezi masihlikhlwe) <math>584, 577, 675, 745, 647</math></p>	(6)
<p>3b. (1 mark partially sorted, 2 marks fully sorted) (Inqaku eli-1 xa kulungiswe ngokungaphelelanga, ama-2 xa kulungiswe ngokupheleleyo) <math>599, 591, 590, 559, 519, 509, 501</math></p>	
<p>4. (1 mark per correct line) / (Inqaku eli-1 ngomgca ngamnye ochanekileyo) a) <math>666</math> or / okanye <math>667</math> b) Six hundred and twenty-nine Amakhulu amathandathu namashumi amabini anesithoba c) <math>631</math></p>	(3)
<p>5. (1 mark per correct answer) / (Inqaku eli-1 ngempendulo nganye echanekileyo) a) <math>30</math>    b) <math>310</math> c) <math>300</math></p>	(3)
<p>6. Learners must label number line and show hops on number line (1) Abafundi bafanele ukufakela iileybhuli kumgca manani baze babonise ukutsiba/ imitsibo kumgca manani (1) correct answer (1) impendulo echanekileyo (1) <math>530 + 150 = 680</math></p>	(2)
<p>7. (3 marks per correct answer with working – accept alternative methods) (Amanqaku ama-3 ngempendulo nganye echanekileyo naxa kusetyenziwe - yamkela nezinye iindlela) a) <math>247</math>    b) <math>515</math> c) <math>604</math></p>	(9)



## Written assessment items for Patterns

### Question 15

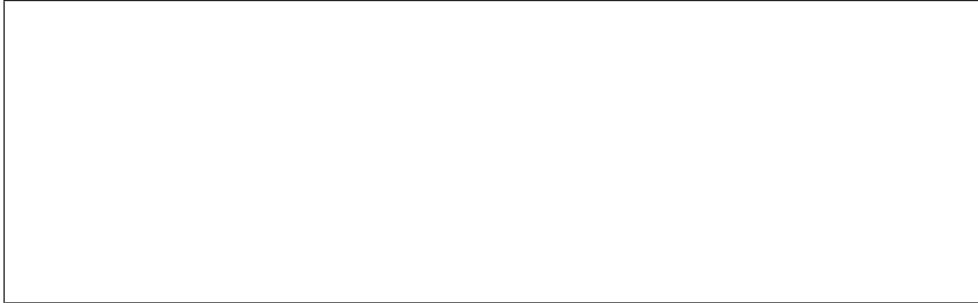
#### Umbuzo 15

(3)

Use three squares to draw a pattern. The size of the squares need to change in a regular way.

Draw the pattern 2 times.

Sebenzisa izikwere ezithathu ukuzoba ipatheni. Ubungakanani bezikwere bungatshintsha ngokuhleliweyo. Zoba ipatheni ka-2.



### Question 16

#### Umbuzo 16

(3)

Write the next three numbers:

Bhala amanani amathathu alandelayo.

a) 800, 750, 700, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

b) 625, 600, 575, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

c) 475, 500, 525, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

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

15. (1 mark per correct answer) / (Inqaku eli-1 ngempendulo nganye echanekileyo) Any picture where squares were used (1) size changing in a regular way (2) Nawuphi na umfanekiso apho kusetyenziswe izikwere khona (1) ubungakanani bungatshintsha ngokuhleliweyo (2)	(3)
16. (1 mark for the correct answer) (Inqaku eli-1 ngempendulo echanekileyo) a) 650, 600, 550 b) 550, 525, 500 c) 550, 575, 600	(3)

## Written assessment items for Space and shape

### Question 17

#### Umbuzo 17

(3)

Draw 3 triangles. Each one must look different.

Zoba oonxantathu abathathu. Unxantathu ngamnye ohluke kwabanye.

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### Question 18

#### Umbuzo 18

(2)

Draw one object with a flat surface and one with a curved surface.

Zoba into ephathekayo enomphezulu othe tye nenomphezulu ogobileyo.

Flat surface / Umphezulu othe tye	Curved surface / Umphezulu ogobileyo

### Question 19

#### Umbuzo 19

(2)

Look at this cone:

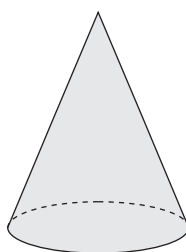
Jonga le khowuni.

a) Does it roll?

Ingaba iyaqengqeleka? \_\_\_\_\_

b) Does it slide?

Ingaba iyatshebeleza? \_\_\_\_\_



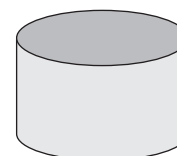
### Question 20

#### Umbuzo 20

(1)

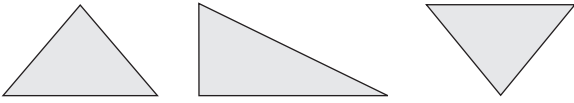
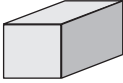

What do you call this shape? Circle the correct answer below.

Ibizwa ntoni le milo? Biyela ngesangqa impendulo echanekileyo ngezantsi.



cylinder isilinda	cone ikhowuni	sphere isangqa	pyramid iphiramidi
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**Written assessment items for Space and shape: solutions and mark allocations**

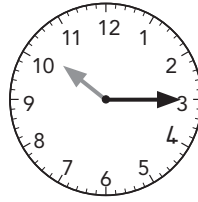
<p>17. (1 mark per correct drawing – triangles must be different) (Inqaku eli-1 ngomfanekiso ochanekileyo - oonxantathu mabangafani)</p> 	(3)
<p>18. (1 mark per correct answer; answers may vary) (Inqaku eli-1 ngempendulo nganye echanekileyo; iimpendulo zingangafani)</p> <p>Flat surface (a box shape) Umphezulu othe tye (ibhokisi)</p>  <p>Round surface/curved surface (a ball shape) Umphezulu ongqukuva/ umphezulu ogobileyo (ibhola)</p> 	(2)
<p>19. (1 mark per correct answer) / (Inqaku eli-1 ngempendulo nganye echanekileyo)</p> <p>a) yes / ewe (1) b) yes / ewe (1)</p>	(2)
<p>20. (1 mark for the correct answer) / (inqaku eli-1 ngempendulo echanekileyo)</p> <p>Cylinder Isilinda</p>	(1)

## Written assessment items for Measurement

### Question 21

#### Umbuzo 21

What is the time on the analogue clock?  
Ngubani ixesha kwiwotshi yamasiba?



(2)

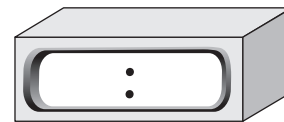
### Question 22

#### Umbuzo 22

Write the time on the digital clock:  
Bhala ixesha kwiwotshi yamanani:

Quarter to 12.

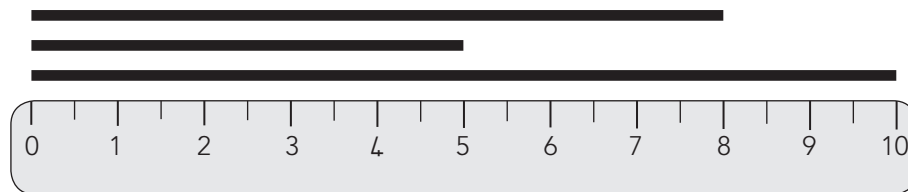
Imizuzu elishumi elinesihlanu phambi kwentsimbi ye- 12



(2)

### Question 23

#### Umbuzo 23



(2)

a) How long is the shortest line? \_\_\_\_ cm  
Umde kangakanani owona mgca mfutshane? \_\_\_\_ cm.

b) How long is the longest line? \_\_\_\_ cm  
Umde kangakanani owona mgca mde? \_\_\_\_ cm

### Question 24

#### Umbuzo 24

Calculate the perimeter of this rectangle.  
Bala umjikelezo wolu xande.



(3)

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

21. (2 marks for the correct answer) / (amanqaku ama-2 empendulo echanekileyo) quarter past ten / Ikota yeyure emva kwentsimbi yeshumi	(2)
22. (2 marks for the correct answer) / (Amanqaku ama-2 ngempendulo echanekileyo) 11:45	(2)
23. (1 mark per correct answer) / (Inqaku eli-1 ngempendulo echanekileyo) a) 5 cm b) 10 cm	(2)
24. (1 mark for the correct answer; 1 mark for double 8 and 1 mark for double 3) / (Inqaku eli-1 ngempendulo echanekileyo; inqaku eli-1 lokuphindwa kabini kwesi-8 nenqaku eli-1 lokuphindwa kabini kwesi-3) $8 + 8 + 3 + 3 = 22$ cm	(3)



## Written assessment items for Data handling

### Question 25

#### Umbuzo 25

(4)

- a) Use the information in this table to show the shapes in a bar graph.  
Sebenzisa ulwazi kule theybhuli ukubonisa iimilo zebhagrafu.

Types of shapes lintlobo zeemilo	Number of shapes Inani leemilo
Triangles / Oonxantathu	4
Cones / likhowuni	6
Squares / Izikwere	3
Pyramids / liphiramidi	1

8				
7				
6				
5				
4				
3				
2				
1				
	Triangles Oonxantathu	Cones likhowuni	Squares Izikwere	Pyramids liphiramidi

- b) Which shape is there the least of? \_\_\_\_\_  
Yisiphi isimo esimbalwa kunazo zonke? \_\_\_\_\_
- c) How many more cones are there than squares? \_\_\_\_\_  
likhowuni zininzi kangakanani kunezikwere? \_\_\_\_\_ (1)

(1)

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

<p>25. (1 mark per correct answer) / (Inqaku eli-1 ngempendulo nganye echanekileyo)</p> <p>a) Bars completed in graph to correct height – (1) per bar (4) libha ezigqitywe kwigrafu ngokuphakama okufanelekileyo - (1) kwibha nganye (4)</p> <p>b) Pyramids (1) liphiramidi (1)</p> <p>c) There are 3 more cones than squares (1) likhowuni zingaphezulu ngesi-3 kunezikwere (1)</p>	(6)
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# Written Assessment: English / Sepedi

## 4. ITEM BANK FOR WRITTEN ASSESSMENT

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

#### Question 1

##### Potšišo 1

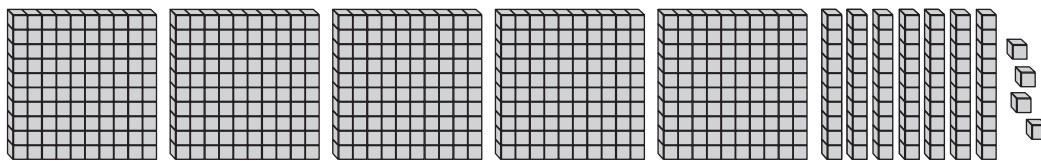
- a) Write 499 in words.  
Ngwala 499 ka mantšu.

(1)

---

- b) Write a number sentence and answer for the following:  
Ngwala lefokopalo le karabo ya tše di latelago:

(2)




---

#### Question 2

##### Potšišo 2

Write a number sentence and answer for the following:  
Ngwala lefokopalo le karabo ya tše di latelago.

(4)

- a) 6 tens + 3 units + 2 hundreds = \_\_\_\_\_  
Masome a 6 + metšo e 3 + makgolo a 2 = \_\_\_\_\_
- b) 4 hundreds + 5 units + 0 ten = \_\_\_\_\_  
Makgolo a 4 + metšo e 5 le masome a 0 = \_\_\_\_\_

#### Question 3

##### Potšišo 3

- a) Colour any 4 numbers that are greater than 576.  
Khalara dinomoro tše dingwe le tše dingwe tše 4 tše di fetago 576.

(4)

576	584	577	675	567	745	547	677
-----	-----	-----	-----	-----	-----	-----	-----

- b) Put these numbers in order from the biggest to the smallest.  
Bea dinomoro tše di latelago ka lenaneo go tloga go ye kgolo go ya go e nnyane.

(2)

599	509	519	590	501	591	559

**Question 4****Potšišo 4**

(3)

Use the number grid to help you with the following questions:  
 Šomiša papetla ya dinomoro go go thuša ka dipotšišo tše di latelago.

601	602	603	604	605	606	607	608	609	610
611	612	613	614	615	616	617	618	619	620
621	622	623	624	625	626	627	628	629	630
631	632	633	634	635	636	637	638	639	640
641	642	643	644	645	646	647	648	649	650
651	652	653	654	655	656	657	658	659	660
661	662	663	664	665	666	667	668	669	670
671	672	673	674	675	676	677	678	679	680
681	682	683	684	685	686	687	688	689	690
691	692	693	694	695	696	697	698	699	700

- a) Write down a number that is bigger than 665,  
 but smaller than 668. \_\_\_\_\_  
 Ngwala nomoro ye kgolo go 665 eupša e le e nnyane go 668.

\_\_\_\_\_

- b) Write down the number name for the twenty ninth number.

\_\_\_\_\_

Ngwala leinapalo la nomoro ya bo masomepedi senyane.

\_\_\_\_\_

- c) The number \_\_\_\_\_ comes after the 30th number.

Nomoro ya \_\_\_\_\_ e tla ka morago ga nomoro ya bo 30.

**Question 5****Potšišo 5**

(3)

Round off to the nearest ten.  
 Batametša go lesome la kgauswi.

- a) 26 \_\_\_\_\_  
 b) 305 \_\_\_\_\_  
 c) 299 \_\_\_\_\_

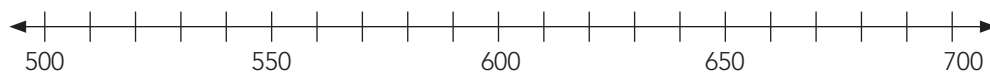
**Question 6****Potšišo 6**

(2)

I had 530 marbles. I won 150 marbles.

Use a number line to work out how many marbles I have now.

Ke be ke nale dimabole tše 530, Ka thopa dimabole tše 150. Šomiša mothalopalo go šoma gore ke nale dimabole tše kae bjale.



**Question 7**

**Potšišo 7**

(9)

Calculate the following:

Balela tše di latelago:

a) $213 + 34 =$	b) $539 - 24 =$
c) $532 + 72 =$	

**Question 8**

**Potšišo 8**

(6)

Use doubling to calculate:

Šomiša pedifatšo go balela:

a) $14 + 14 =$	b) $30 + 31 =$
c) $20 + 19 =$	

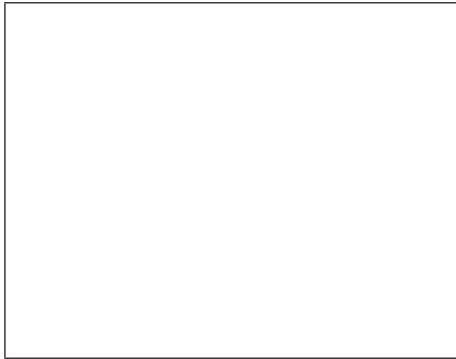
**Question 9**

**Potšišo 9**

(2)

A vegetable garden has 3 rows of plants. Each row has 9 plants. How many plants are there in the garden?  
Draw a picture and write a number sentence.

Tšhengwana ya merogo e nale methaladi ye 3 ya dibjalo. Mothaladi wo mongwe le wo mongwe o nale dibjalo tše 9. Na go nale dibjalo tše kae ka moka ka tšhengwaneng? Thala seswantšho o be o ngwale lefokopalo.



\_\_\_\_\_

There are \_\_\_\_ plants in the garden.

Go nale dibjalo tše \_\_\_\_ ka tšhengwaneng.

**Question 10**

**Potšišo 10**

(2)

Tony has 60 sweets. He eats five sweets every day. For how many days can he eat sweets?

Tony o nale malekere a 60. O ja a mahlano tšatši le lengwe le le lengwe. Na a ka ja malekere matšatši a makae?



Tony can eat sweets for \_\_\_\_ days.

Tony o tla ja malekere matšatši a \_\_\_\_.

**Question 11**

**Potšišo 11**

(3)

Share 36 chocolate bars amongst 4 friends so that they all get the same amount of chocolate bars and there is nothing left over.

Abela bagwera ba 4 diripana tše 36 tša tšhokolete ka go lekana go se šale selo.

a) What fraction will each friend get?

Na mogwera o 1 o tla hwetša palophatlo efe ya tšhokolete?

\_\_\_\_\_

b) How many chocolate bars will each friend get?

Na mogwera o tee o tla hwetša diripana tše kae tša tšhokolete?

\_\_\_\_\_

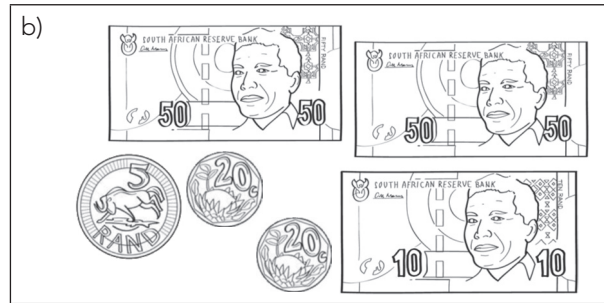
**Question 12**

**Potšišo 12**

(2)

How much money do I have?

Na ke nale bokae?



**Question 13**

**Potšišo 13**

(3)

Travis has a 50c coin and four 20c coins. Toffees cost R1,20. How much change will he get if he pays with all his money? You can draw a picture to help you.

Travis o nale khoine ya 50c le dikhoine tše 4 tša 20c. Thofi e bitša R1,20c. Na o tla hwetša tšhentšhi ya bokae ge a patela ka tšhelete ya gagwe ka moka.



Travis will get \_\_\_\_\_ change.

Travis o tla hwetša tšhentšhi ya \_\_\_\_\_.

**Question 14**

**Potšišo 14**

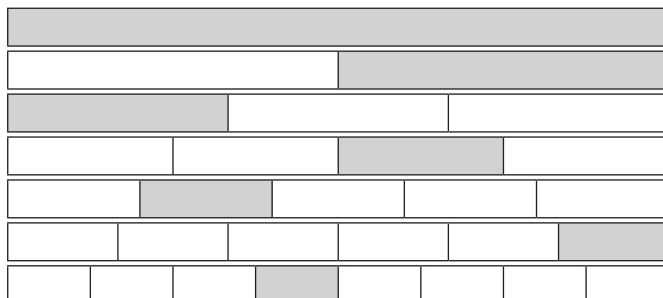
(7)

Label the parts that are shaded in each line.

Ngwala maina go dikarolwana tšeo di balafadišwego mothalading wo mongwe le wo mongwe.

These words might help you: third, fifth, whole, quarter, sixth, half, eighth.

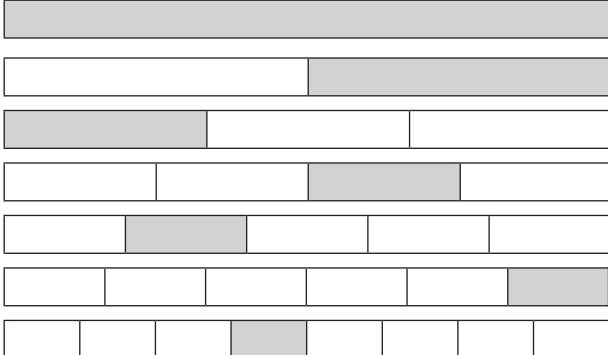
Mantšū a a ka go thuša: teetharong, tee hlanong, palotlalo, kotara, tee tsheleng, seripagare, tee seswaing.



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

<p>1a. (1 mark per correct answer) / (Aba moputso o 1 go karabo ya maleba) four hundred and ninety-nine Makgolo nne masome senyane senyane.</p>	(3)
<p>1b. (1 mark for expanded notation and 1 mark for final correct answer) (Moputso o 1 wa go šomiša mokgwa wa go hlahlamolla le moputso o 1 wa karabo ya maleba) <math>500 + 70 + 4 = 574</math></p>	
<p>2. (1 mark for expanded notation and 1 mark for final correct answer) (Moputso o 1 wa go šomiša mokgwa wa go hlahlamolla le moputso o 1 wa karabo ya maleba) a) <math>200 + 60 + 3 = 263</math>                      b) <math>400 + 0 + 5 = 405</math></p>	(4)
<p>3a. (1 mark per correct answer; any FOUR of these need to be shaded) (Aba moputso o 1 go karabo ya maleba. enngwe ya tše NNE e swanetše go balafatšwa) 584, 577, 675, 745, 647</p>	(6)
<p>3b. (1 mark partially sorted, 2 marks fully sorted) (Imoputso o 1 ge a lekile go beakanya gaotse goba meputso e 2 ge a beakantše ka tatelano ya maleba) 599, 591, 590, 559, 519, 509, 501</p>	
<p>4. (1 mark per correct line) / (Aba moputso o 1 go mothaladi wo o nepagetšego) a) 666 or / goba 667 b) Six hundred and twenty-nine Makgolo tshela masomepedi senyane. c) 631</p>	(3)
<p>5. (1 mark per correct answer) / (Moputso o 1 go karabo ya maleba) a) 30    b) 310 c) 300</p>	(3)
<p>6. Learners must label number line and show hops on number line (1) Barutwana ba swanetše go ngwala dikarabo tša maleba mothalopalong gomme ba laetše mefofo mo mothalopalong.(1) correct answer (1) Karabo ya maleba (1) <math>530 + 150 = 680</math></p>	(2)
<p>7. (3 marks per correct answer with working – accept alternative methods) (Aba meputso ye 3 go karabo ya maleba e bile morutwana a laeditše tšhomo) a) 247    b) 515 c) 604</p>	(9)
<p>8. (1 mark for using doubling, 1 mark for correct answer) (Moputso o 1 wa go pedifatša. Moputso wa karabo ya maleba) a) <math>14 + 14 = 28</math>                                      b) <math>30 + 31 = 30 + 30 + 1 = 61</math> c) <math>20 + 19 = 19 + 19 + 1 = 39</math></p>	(6)



<p>9. (1 mark for the picture and 1 mark for the correct answer)  (Moputso o 1 wa seswantšho le moputso o 1 wa karabo ya maleba)  There are 27 plants in the garden.  Go nale dibjalo tše 27 ka tšhengwang.</p>	(2)
<p>10. (1 mark for method, 1 mark for the correct answer)  (Moputso o 1 wa mokgwa wo a šomilego palo ka wona le moputso wa karabo ya maleba)  Tony can eat sweets for 12 days.  UTony udla amaswidi izinsuku eziyi-12.</p>	(2)
<p>11. a) one quarter (2)  Kotara ye (2)  b) they each get 9 chocolate bars (1)  Wo mongwe le wo mongwe o tla hwetša diripa tše 9 tša tšhokolete. (1)</p>	(3)
<p>12. (1 mark for each correct answer) / (Moputso o 1 go karabo yeo e nepagetšego)  a) R2,40  b) R115,40</p>	(2)
<p>13. (helpful drawing 1 mark, answer 2 mark, 2 marks if answer correct even if no drawing)  (Sethalwa seo se thušago, Aba moputso o 1, meputso e 2 ya karabo, meputso e 2 ya karabo le ge go sena sethalwa)  10c</p>	(3)
<p>14. (1 mark per correct answer) (the shaded parts must be labelled)  (Aba moputso o 1 go karabo yeo e nepagetšego) (Dikarolwana tšeo di balafaditšwego di swanetše go ngwalwa maina)</p>  <p>1 whole / Palotlalo  1 half / Seripagare se se 1  1 third / Tee tharong  1 quarter / Kotara e 1  1 fith / Tee hlanong  1 sixth / Tee tsheleng  1 eighth / Tee seswaing</p>	(7)

## Written assessment items for Patterns

### Question 15

Potšišo 15

(3)

Use three squares to draw a pattern. The size of the squares need to change in a regular way.

Draw the pattern 2 times.

Šomiša dikwere tše tharo go thala paterone. Bogolo bja dikwere bo swanetše go fetoga ka mokgwa wo o swanago. Ngwala paterone gabedi.

### Question 16

Potšišo 16

(3)

Write the next three numbers:

Ngwala dinomoro tše tharo tšeo di latelago:

a) 800, 750, 700, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

b) 625, 600, 575, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

c) 475, 500, 525, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

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

15. (1 mark per correct answer) / (Aba moputso o 1 go karabo yeo e nepagetšego) Any picture where squares were used (1) size changing in a regular way (2) Seswantšho seo go šomišitšwego dikwere (1) Dikwere di fetoga ka mokgwa wa go swana(2)	(3)
16. (1 mark for the correct answer) (Aba moputso o 1 go karabo yeo e nepagetšego) a) 650, 600, 550 b) 550, 525, 500 c) 550, 575, 600	(3)

## Written assessment items for Space and shape

### Question 17

#### Potšišo 17

(3)

Draw 3 triangles. Each one must look different.

Thala dikhutlotharo tše tharo tša go fapana.

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### Question 18

#### Potšišo 18

(2)

Draw one object with a flat surface and one with a curved surface.

Thalo selo se tee sa lehlakore la phaphati le se tee sa lehlakore la go kgopama.

Flat surface / Lehlakore la phaphathi	Curved surface / Lehlakore la go kgopama

### Question 19

#### Potšišo 19

(2)

Look at this cone:

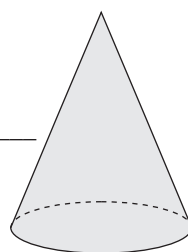
Lebelela khounu ye:

a) Does it roll?

Na e ya kgokologa? \_\_\_\_\_

b) Does it slide?

Na e ya thelela? \_\_\_\_\_



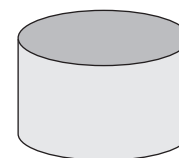
### Question 20

#### Potšišo 20

(1)

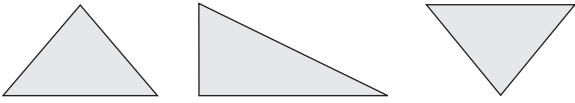
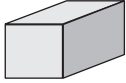

What do you call this shape? Circle the correct answer below.

Na sebopego se se bitšwa eng? Thala sediko go karabo yeo e nepagetšego.



cylinder silintere	cone khounu	sphere kgokolo	pyramid phiramiti
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### Written assessment items for Space and shape: solutions and mark allocations

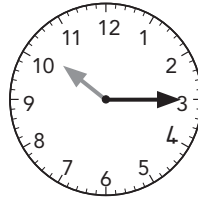
<p>17. (1 mark per correct drawing – triangles must be different) (Aba moputso o tee go khutlotharo ya maleba - dikhutlotharo di fapane)</p> 	(3)
<p>18. (1 mark per correct answer; answers may vary) (Aba moputso o 1 go karabo ya maleba, dikarabo di ka fapana)</p> <p>Flat surface (a box shape) Lehlakore la phaphathi( lepokisi)</p>  <p>Round surface/curved surface (a ball shape) Lehlakore la go kgopama (sebopego sa kgwele)</p> 	(2)
<p>19. (1 mark per correct answer) / (Aba moputso o 1 go karabo ya maleba)</p> <p>a) yes / Ee (1) b) yes / Ee (1)</p>	(2)
<p>20. (1 mark for the correct answer) / (Moputso o 1 go karabo yeo e nepagetšego)</p> <p>Cylinder Silintere</p>	(1)

## Written assessment items for Measurement

### Question 21

#### Potšišo 21

What is the time on the analogue clock?  
Ke nako mang mo sešupanakong sa manakana?

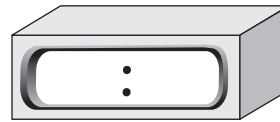


(2)

### Question 22

#### Potšišo 22

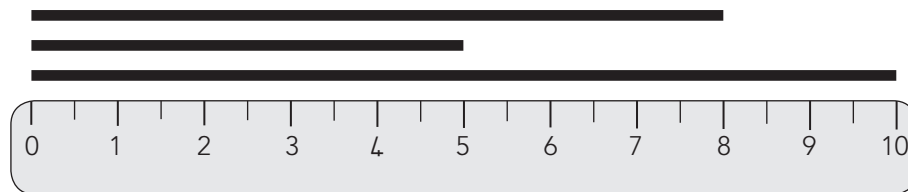
Write the time on the digital clock:  
Ngwala nako mo sešupanakong sa panyapanya:  
Quarter to 12.  
Kotara go ya go iri ya 12.



(2)

### Question 23

#### Potšišo 23



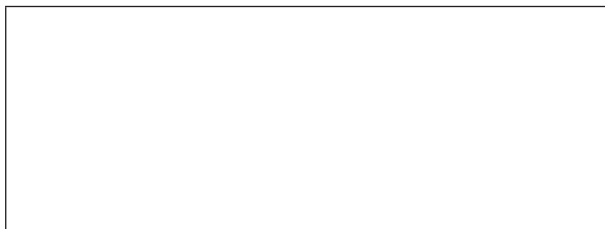
(2)

- a) How long is the shortest line? \_\_\_\_ cm  
Na mothalo wo mo kopana ke wo mokaakang ka botelele? \_\_\_\_ cm
- b) How long is the longest line? \_\_\_\_ cm  
Na mothalo wo mo teleletelele ke wo mo kaakang ka botelele? \_\_\_\_ cm

### Question 24

#### Potšišo 24

Calculate the perimeter of this rectangle.  
Balela pherimitha ya khutlonne ye.



(3)

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

21. (2 marks for the correct answer) / (ama-2 empendulo efanele) quarter past ten / Kotara go tšwa go iri ya lesome	(2)
22. (2 marks for the correct answer) / (Aba meputso e mebedi go karabo ya maleba) 11:45	(2)
23. (1 mark per correct answer) / (Aba moputso o 1 go karabo ya maleba) a) 5 cm b) 10 cm	(2)
24. (1 mark for the correct answer; 1 mark for double 8 and 1 mark for double 3) / (Aba moputso o 1 go karabo ya maleba; moputso o 1 go pedifatša 8 le moputso o 1 go pedifatša 3) $8 + 8 + 3 + 3 = 22$ cm	(3)

## Written assessment items for Data handling

### Question 25

#### Potšišo 25

(4)

- a) Use the information in this table to show the shapes in a bar graph.  
Šomiša tshedimošo ya ka gare ga tafola go laetša dibopepego bo kerafong ya para.

Types of shapes Mehuta ya dibopego	Number of shapes Palo ya dibopego
Triangles / Dikhutlotharo	4
Cones / Dikhounu	6
Squares / Dikwere	3
Pyramids / Diphiramiti	1

8				
7				
6				
5				
4				
3				
2				
1				
	Triangles Dikhutlotharo	Cones Dikhounu	Squares Dikwere	Pyramids Diphiramiti

- b) Which shape is there the least of? \_\_\_\_\_  
Ke sebopego sefe seo se nago le palo ennyane? \_\_\_\_\_
- c) How many more cones are there than squares? \_\_\_\_\_  
Na go nale dikhounu tše kae go feta dikwere? \_\_\_\_\_ (1)

(1)

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

<p>25. (1 mark per correct answer) / (Aba moputso o 1 go karabo ya maleba)</p> <p>a) Bars completed in graph to correct height – (1) per bar (4) Kerafo e tladitšwe go fihla bogodimomg bja maleba-(1) Para yennngwe le yennngwe (4)</p> <p>b) Pyramids (1) Phiramiti (1)</p> <p>c) There are 3 more cones than squares (1) Go nale dikhounu tše 3 go feta dikwere. (1)</p>	(6)
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# Written Assessment: English / Setswana



## 4. ITEM BANK FOR WRITTEN ASSESSMENT

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

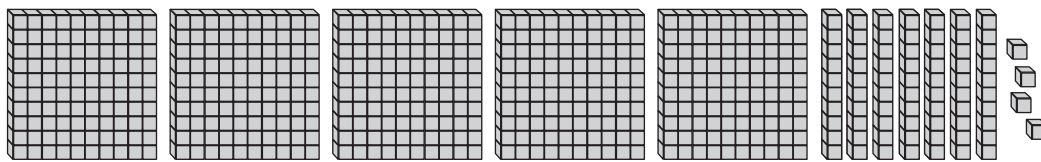
#### Question 1

##### Potso 1

- a) Write 499 in words.  
Kwala 499 ka mafoko. (1)

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- b) Write a number sentence and answer for the following:  
Kwala polelopalo mme o arabe dipotso tse di latelang: (2)




---

#### Question 2

##### Potso 2

Write a number sentence and answer for the following:  
Kwala polelopalo mme o arabe dipotso tse di latelang:

- a) 6 tens + 3 units + 2 hundreds = \_\_\_\_\_  
Masome a-6 + metso e-3 + makgolo a-2 = \_\_\_\_\_
- b) 4 hundreds + 5 units + 0 ten = \_\_\_\_\_  
Makgolo a-4 + metso e-5 + masome a-0 = \_\_\_\_\_

#### Question 3

##### Potso 3

- a) Colour any 4 numbers that are greater than 576.  
Tshasa dipalo di le nne tse di tona/kgolo mo go 576 ka mmala. (4)

576	584	577	675	567	745	547	677
-----	-----	-----	-----	-----	-----	-----	-----

- b) Put these numbers in order from the biggest to the smallest.  
Baya dipalo tse ka tatelano ya go simolola ka bogolo go ya go bonnye. (2)

599	509	519	590	501	591	559

**Question 4**

**Potso 4**

(3)

Use the number grid to help you with the following questions:  
Dirisa karata ya dipalo go go thusa go araba dipotso tse di latelang:

601	602	603	604	605	606	607	608	609	610
611	612	613	614	615	616	617	618	619	620
621	622	623	624	625	626	627	628	629	630
631	632	633	634	635	636	637	638	639	640
641	642	643	644	645	646	647	648	649	650
651	652	653	654	655	656	657	658	659	660
661	662	663	664	665	666	667	668	669	670
671	672	673	674	675	676	677	678	679	680
681	682	683	684	685	686	687	688	689	690
691	692	693	694	695	696	697	698	699	700

- a) Write down a number that is bigger than 665,  
but smaller than 668. \_\_\_\_\_  
Kwala palo e tona/kgolo mo go 665 mme e le nnye mo go 668.

\_\_\_\_\_

- b) Write down the number name for the twenty ninth number.

\_\_\_\_\_

Kwala leinapalo la palo ya bo someamabedi le borobongwe.

\_\_\_\_\_

- c) The number \_\_\_\_\_ comes after the 30th number.

Palo e \_\_\_\_\_ e tla morago ga ya bo 30.

**Question 5**

**Potso 5**

(3)

Round off to the nearest ten.

Tlisa palo gaufi le lesome.

- a) 26 \_\_\_\_\_  
b) 305 \_\_\_\_\_  
c) 299 \_\_\_\_\_

**Question 6**

**Potso 6**

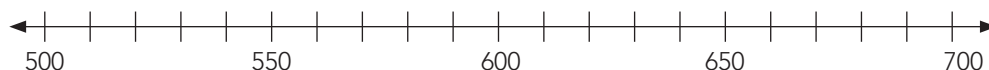
(2)

I had 530 marbles. I won 150 marbles.

Use a number line to work out how many marbles I have now.

Ke ne ke na le dimmabole di le 530. Ka ikgapela dimmabole di le 150

Dirisa molapalo go bona gore o na le dimmabole di le kae jaanong.



**Question 7**

**Potso 7**

(9)

Calculate the following:

Bala tse di latelang:

a) $213 + 34 =$	b) $539 - 24 =$
c) $532 + 72 =$	

**Question 8**

**Potso 8**

(6)

Use doubling to calculate:

Dirisa mokgwa wa go bala gabedi:

a) $14 + 14 =$	b) $30 + 31 =$
c) $20 + 19 =$	

**Question 9**

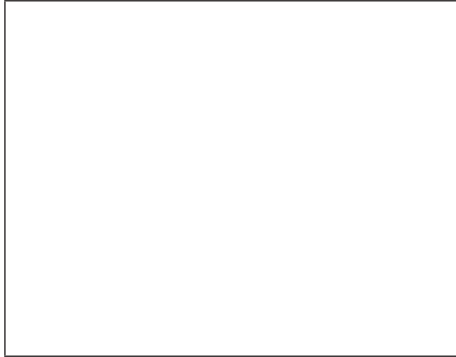
**Potso 9**

(2)

A vegetable garden has 3 rows of plants. Each row has 9 plants. How many plants are there in the garden?

Draw a picture and write a number sentence.

Tshingwana ya merogo e na le direi di le 3 tsa dijalo. Rei nngwe le nngwe e na le dijalo di le 9. Go na le dijalo di le kae mo tshingwaneng? Thala setshwantsho mme o kwale le polelopalalo.



\_\_\_\_\_

There are \_\_\_\_ plants in the garden.

Go na le dijalo di le \_\_\_\_ mo tshingwaneng.

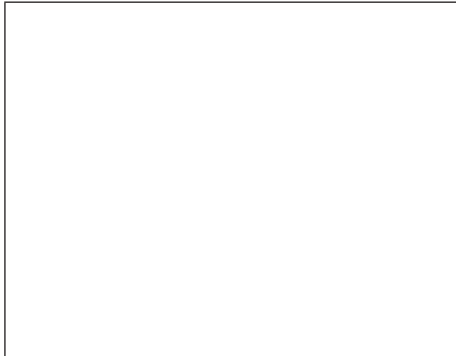
**Question 10**

**Potso 10**

(2)

Tony has 60 sweets. He eats five sweets every day. For how many days can he eat sweets?

Tony o na le dimonamone di le 60. O ja dimonamone di le 5 ka letsatsi. A ka ja dimonamone tsotlhe malatsi a le makae?



Tony can eat sweets for \_\_\_\_ days.

Tony a ka ja dimonamone malatsi a le \_\_\_\_ .

**Question 11**

**Potso 11**

(3)

Share 36 chocolate bars amongst 4 friends so that they all get the same amount of chocolate bars and there is nothing left over.

Kgaoganya tšhokolete ya dikarolwana di le 36 magareng ga ditsala di le 4 ka go lekana mme go se ka ga sala sepe.

a) What fraction will each friend get?

Tsala nngwe le nngwe e tšile go bona palophatlo efe?

b) How many chocolate bars will each friend get? \_\_\_\_\_

Tsala nngwe le nngwe e tšile go bona dikarolo di le kae tsa tšhokolete?

\_\_\_\_\_

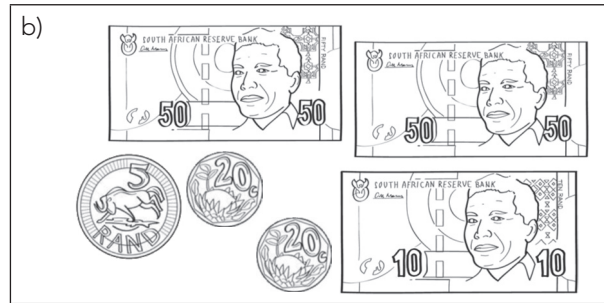
**Question 12**

**Potso 12**

(2)

How much money do I have?

Ke na le bokae?



**Question 13**

**Potso 13**

(3)

Travis has a 50c coin and four 20c coins. Toffees cost R1,20. How much change will he get if he pays with all his money? You can draw a picture to help you.

Travis o na le papetlana ya 50c le dipapetlana di le nne tsa 20c. Ditoffee di ja R1,20. O tlele go boelwa ke bokae fa a duela ka madi a gagwe otlhe? O ka thala setshwantsho go go thusa.



Travis will get \_\_\_\_\_ change.

Travis o tla boelwa ke \_\_\_\_\_.

**Question 14**

**Potso 14**

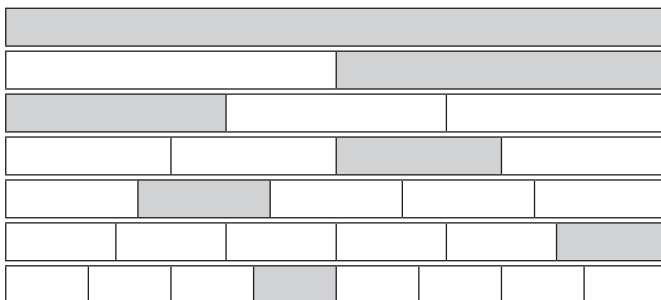
(7)

Label the parts that are shaded in each line.

Kwala maina a dikarolo tse di ntshofaditsweng mo moleng mongwe le mongwe.


These words might help you: third, fifth, whole, quarter, sixth, half, eighth.

Mafoko a a latelang a ka go thusa: botlhano, kotara, borataro, halofo, borobedi, bojotlhe.



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

1a. (1 mark per correct answer) / (Leduo le le 1 la karabo e e nepagetseng) four hundred and ninety-nine makgolo a mane le masome a robongwe robongwe	(3)
1b. (1 mark for expanded notation and 1 mark for final correct answer) (Leduo le le 1 la katoloso le le le 1 la karabo e e nepagetseng) $500 + 70 + 4 = 574$	
2. (1 mark for expanded notation and 1 mark for final correct answer) (Leduo le le 1 la katoloso le le le 1 la karabo e e nepagetseng) a) $200 + 60 + 3 = 263$ b) $400 + 0 + 5 = 405$	(4)
3a. (1 mark per correct answer; any FOUR of these need to be shaded) (Leduo le le 1 la karabo e e nepagetseng; dipalo di le NNE di tshwanetse go ntshofadiwa) 584, 577, 675, 745, 647	(6)
3b. (1 mark partially sorted, 2 marks fully sorted) (Leduo le le 1 la thulaganyo e e sa felelang, maduo a le 2 a thulaganyo e e feleletseng) 599, 591, 590, 559, 519, 509, 501	
4. (1 mark per correct line) / (Leduo le le 1 la mola o o feleletseng) a) 666 or / noma 667 b) Six hundred and twenty-nine Makgolo a marataro le masome a mabedi le borobongwe c) 631	(3)
5. (1 mark per correct answer) / (Leduo le le 1 la karabo e e nepagetseng) a) 30    b) 310 c) 300	(3)
6. Learners must label number line and show hops on number line (1) Barutwana ba tsenye dipalo mo molapalong le go bontsha go pharuma (1) correct answer (1) karabo e e nepagetseng (1) $530 + 150 = 680$	(2)
7. (3 marks per correct answer with working – accept alternative methods) (Maduo a le 3 a karabo e e nepagetseng ya tiro – amogela mekgwa e mengwe ya tiriso) a) 247    b) 515 c) 604	(9)
8. (1 mark for using doubling, 1 mark for correct answer) (Leduo le le 1 la go bala gabedi, le le 1 la karabo e e nepagetseng) a) $14 + 14 = 28$ b) $30 + 31 = 30 + 30 + 1 = 61$ c) $20 + 19 = 19 + 19 + 1 = 39$	(6)

<p>9. (1 mark for the picture and 1 mark for the correct answer)  (Leduo le le 1 la setshwantsho le le le 1 la karabo e e nepagetseng)  There are 27 plants in the garden.  Go na le dijalo di le 27 mo tshingwaneng</p>	(2)
<p>10. (1 mark for method, 1 mark for the correct answer)  (Leduo le le 1 la mokgwa, le le le 1 la karabo e e nepagetseng)  Tony can eat sweets for 12 days.  Tony a ka ja dimonamone malatsi a le 12.</p>	(2)
<p>11. a) one quarter (2)  kotare e le nngwe (2)  b) they each get 9 chocolate bars (1)  <b>mongwe le mongwe o bona dikarolo di le 9 tsa tšhokolete (1)</b></p>	(3)
<p>12. (1 mark for each correct answer) / (Leduo le le 1 la karabo e e nepagetseng)  a) R2,40  b) R115,40</p>	(2)
<p>13. (helpful drawing 1 mark, answer 2 mark, 2 marks if answer correct even if no drawing)  (leduo le le 1 la setshwantshothuso, maduo a le 2 a karabo, maduo a le 2 fa karabo e nepagetse le fa go se na setshwantsho)  10c</p>	(3)
<p>14. (1 mark per correct answer) (the shaded parts must be labelled)  (leduo le le 1 la karabo e e nepagetseng) (dikarolo tse di ntshofaditsweng di tshwanetse go kwalwa maina)</p>  <p>1 whole / 1 gotlhe  1 half / halofo e le -1  1 third / boraro bo le - 1  1 quarter / kotare e le 1  1 fith / botlhano bo le 1  1 sixth / borataro bo le 1  1 eighth / borobedi bo le 1</p>	(7)

## Written assessment items for Patterns

### Question 15

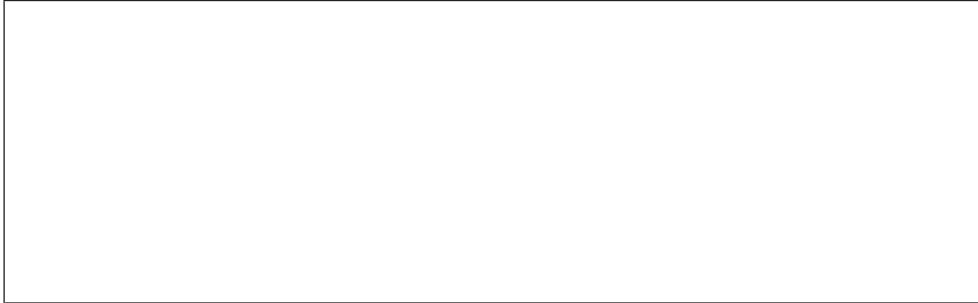
Potso 15

(3)

Use three squares to draw a pattern. The size of the squares need to change in a regular way.

Draw the pattern 2 times.

Dirisa dikhutlonne di le tharo go thala paterone. Bogolo ba dikhutlonne bo tshwanetse go fetoga ka tsela e le nngwe. Thala dipaterone gabedi.



### Question 16

Potso 16

(3)

Write the next three numbers:

Kwala dipalo di le tharo tse di latelang:

a) 800, 750, 700, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

b) 625, 600, 575, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

c) 475, 500, 525, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

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

15. (1 mark per correct answer) / (Leduo le le 1 la karabo e e nepagetseng) Any picture where squares were used (1) size changing in a regular way (2) Setshwantsho sengwe le sengwe se dikhutlonne di dirisitsweng (1) bogolo jo bo fetogang ka tsela e le nngwe (2)	(3)
16. (1 mark for the correct answer) (Leduo le le 1 la karabo e e nepagetseng) a) 650, 600, 550 b) 550, 525, 500 c) 550, 575, 600	(3)



## Written assessment items for Space and shape

### Question 17

#### Potso 17

(3)

Draw 3 triangles. Each one must look different.

Thala dikhutlotharo. Di tshwanetse go farologana.

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### Question 18

#### Potso 18

(2)

Draw one object with a flat surface and one with a curved surface.

Thala sediriswa se le sengwe sa boalo jo bo lekalekanang le se sengwe sa boalo jo bo rarelang.

Flat surface / Boalo jo bo lekalekanang	Curved surface / Uhlangothi olugobile

### Question 19

#### Potso 19

(2)

Look at this cone:

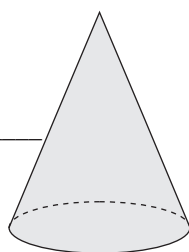
Lebelela khounu e:

a) Does it roll?

A e ya kgokologa? \_\_\_\_\_

b) Does it slide?

A e a relela? \_\_\_\_\_



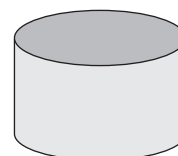
### Question 20

#### Potso 20

(1)

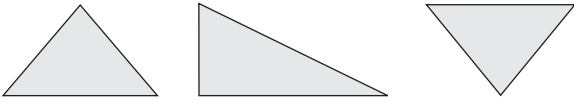
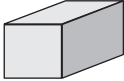

What do you call this shape? Circle the correct answer below.

Sibizwa ngani lesi simo? Kokelezela impendulo efanele ngezansi.



cylinder yisilinda	cone yikhowuni	sphere kgolokwe	pyramid phiramiti
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**Written assessment items for Space and shape: solutions and mark allocations**

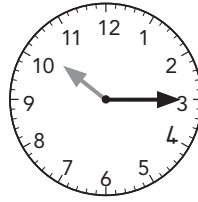
<p>17. (1 mark per correct drawing – triangles must be different) (Leduo le le 1 la setshwantsho se se nepagetseng – dikhutlotharo di farologane)</p> 	(3)
<p>18. (1 mark per correct answer; answers may vary) (leduo le le 1 la karabo e e nepagetseng; dikarabo di ka farologana)</p> <p>Flat surface (a box shape) Boalo jo bo lekalekanang (lebokoso)</p>  <p>Round surface/curved surface (a ball shape) Boalo jo bo kgolokwe/jo bo rarelang (popego ya bolo)</p> 	(2)
<p>19. (1 mark per correct answer) / (Leduo le le 1 la karabo e e )</p> <p>a) yes / Ee (1) b) yes / Ee (1)</p>	(2)
<p>20. (1 mark for the correct answer) / (Leduo le le 1 la karabo e e nepagetseng)</p> <p>Cylinder Silintara</p>	(1)

## Written assessment items for Measurement

### Question 21

#### Potso 21

What is the time on the analogue clock?  
Ke nako mang mo tshupanakong ya manaka?



(2)

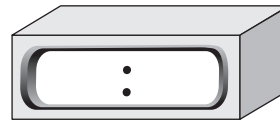
### Question 22

#### Potso 22

Write the time on the digital clock:  
Kwala nako mo tshupanakong ya panyapanya:

Quarter to 12.

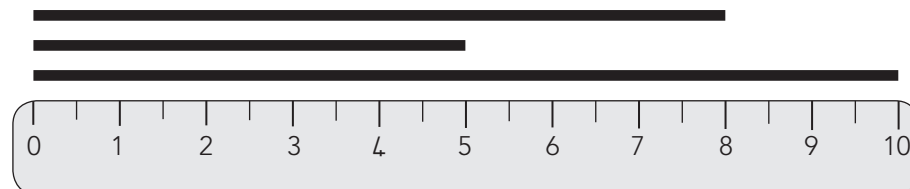
Kotara pele ga lesomepedi.



(2)

### Question 23

#### Potso 23



(2)

- a) How long is the shortest line? \_\_\_\_ cm  
Mothalo o mokhutshwane o moleele bo kanakang? \_\_\_\_ cm
- b) How long is the longest line? \_\_\_\_ cm  
Mothalo o moleele o boleele jo bo kanakang? \_\_\_\_ cm

### Question 24

#### Potso 24

Calculate the perimeter of this rectangle.  
Bala bogolo ba matlhakore a khutlonnetsepa.



(3)

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

21. (2 marks for the correct answer) / (maduo a 2 a karabo e e nepagetseng) quarter past ten / Kotara morago ga ura ya bolesome	(2)
22. (2 marks for the correct answer) / (maduo a 2 a karabo e e nepagetseng) 11:45	(2)
23. (1 mark per correct answer) / (leduo le le 1 la karabo e e nepagetseng) a) 5 cm b) 10 cm	(2)
24. (1 mark for the correct answer; 1 mark for double 8 and 1 mark for double 3) / ((leduo le le 1 la karabo e e nepagetseng; leduo le le 1 la robedi gabedi le leduo le le 1 la 3 gabedi) $8 + 8 + 3 + 3 = 22$ cm	(3)

## Written assessment items for Data handling

### Question 25

Potso 25

(4)

- a) Use the information in this table to show the shapes in a bar graph.  
Dirisa tshedimose tso e e ka fa tlase go bontsha dipopego mo kerafong.

Types of shapes Mefuta ya dipopego	Number of shapes Palo ya dipopego
Triangles / Dikhounu	4
Cones / Dikhounu	6
Squares / Dikhutlonne	3
Pyramids / Diphiramiti	1

8				
7				
6				
5				
4				
3				
2				
1				
	Triangles Dikhutlotharo	Cones Dikhounu	Squares Dikhutlonne	Pyramids Diphiramiti

- b) Which shape is there the least of? \_\_\_\_\_  
Ke popego efe e e mmalwa? \_\_\_\_\_
- c) How many more cones are there than squares? \_\_\_\_\_  
Go na le dikhounu di le kae tse di fetang dikhutlonne? \_\_\_\_\_ (1)

(1)

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

<p>25. (1 mark per correct answer) / (Leduo le le 1 la karabo e e nepagetseng)</p> <p>a) Bars completed in graph to correct height – (1) per bar (4) Dibara tse di dirilweng mo kerafong go siamisa bolelele – (1) jwa bara nngwe le nngwe (4)</p> <p>b) Pyramids (1) Diphiramiti (1)</p> <p>c) There are 3 more cones than squares (1) Go na le dikhounu di le 3 go feta dikhutlonne (1)s</p>	(6)
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# Written Assessment: English / Xitsonga

## 4. ITEM BANK FOR WRITTEN ASSESSMENT

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

#### Question 1

##### Xivutiso 1

- a) Write 499 in words.

Tsala 499 hi marito.

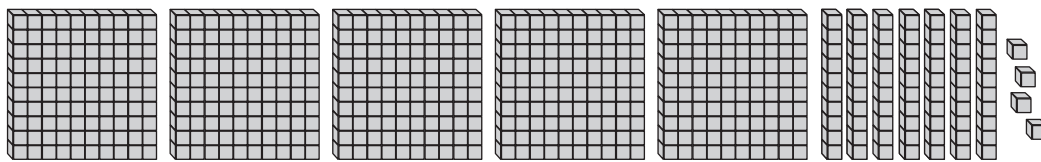
(1)

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- b) Write a number sentence and answer for the following:

Tsala xivulwa xa nomboro u hlamula leswi landzelaka:

(2)




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#### Question 2

##### Xivutiso 2

(4)

Write a number sentence and answer for the following:

Tsala xivulwa xa nomboro u hlamula leswi landzelaka:

- a) 6 tens + 3 units + 2 hundreds = \_\_\_\_\_  
 6 wa vukhume + 3 wa vun'we + 2 wa madzana = \_\_\_\_\_
- b) 4 hundreds + 5 units + 0 ten = \_\_\_\_\_  
 4 wa madzana + 5 wa vun'we + 0 wa vukhume = \_\_\_\_\_

#### Question 3

##### Xivutiso 3

- a) Colour any 4 numbers that are greater than 576.

Khalara mune wa tinomboro leti nga tikulu ka 576.

(4)

576	584	577	675	567	745	547	677
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- b) Put these numbers in order from the biggest to the smallest.

Landzelerisa tinomboro ku suka ka leyikulu ku fika ka leyitsongo.

(2)

599	509	519	590	501	591	559

**Question 4**  
**Xivutiso 4**

(3)

Use the number grid to help you with the following questions:  
Tirhisa bodo ya tinomboro ku hlamula swivutiso leswi landzelaka:

601	602	603	604	605	606	607	608	609	610
611	612	613	614	615	616	617	618	619	620
621	622	623	624	625	626	627	628	629	630
631	632	633	634	635	636	637	638	639	640
641	642	643	644	645	646	647	648	649	650
651	652	653	654	655	656	657	658	659	660
661	662	663	664	665	666	667	668	669	670
671	672	673	674	675	676	677	678	679	680
681	682	683	684	685	686	687	688	689	690
691	692	693	694	695	696	697	698	699	700

- a) Write down a number that is bigger than 665,  
but smaller than 668. \_\_\_\_\_  
Tsala nomboro leyikulu ka 665 kumbe leti tsongo ka 668.  
\_\_\_\_\_
- b) Write down the number name for the twenty ninth number.  
\_\_\_\_\_  
Tsala vito ra nomboro makume mbirhikaye.  
\_\_\_\_\_
- c) The number \_\_\_\_\_ comes after the 30th number.  
Nomboro leyi \_\_\_\_\_ yi landzelaka 30.

**Question 5**  
**Xivutiso 5**

(3)

Round off to the nearest ten.  
Yisa nomboro kusuhi na khume.

- a) 26 \_\_\_\_\_  
b) 305 \_\_\_\_\_  
c) 299 \_\_\_\_\_

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

(2)

I had 530 marbles. I won 150 marbles.  
Use a number line to work out how many marbles I have now.  
Ndzi na 530 wa timabulu. Ndzi hlurile hi 150 wa timabulu.  
Tirhisa mdzhati wa mintsengo ku kuma timabulu leti a nga na tona.





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

(9)

Calculate the following:  
Khakhuleta leswi landzelaka:

a) $213 + 34 =$	b) $539 - 24 =$
c) $532 + 72 =$	

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

(6)

Use doubling to calculate:  
Tirhisa ku mbirihata ku khakhuleta:

a) $14 + 14 =$	b) $30 + 31 =$
c) $20 + 19 =$	

**Question 9**

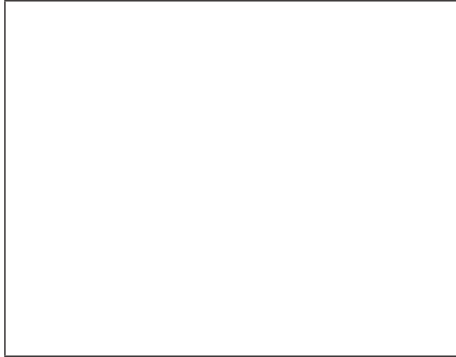
**Xivutiso 9**

(2)

A vegetable garden has 3 rows of plants. Each row has 9 plants. How many plants are there in the garden?

Draw a picture and write a number sentence.

Xirhapa xa miroho xi na 3 wa tinxaxa ta swimilana. Nxaxa wun'wana na wun'wana wu na 9 wa swimilana. Xana ku na swimilana swingani? Dirowa xifaniso u tsala xivulwa xa nomboro.



\_\_\_\_\_

There are \_\_\_\_ plants in the garden.

Ku na \_\_\_\_ wa swimilana exirhapani.

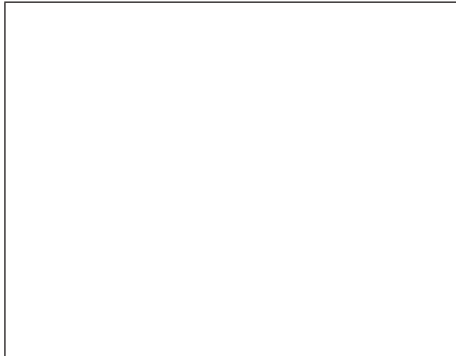
**Question 10**

**Xivutiso 10**

(2)

Tony has 60 sweets. He eats five sweets every day. For how many days can he eat sweets?

Tony u na malekere ya 60. U dya ntlhanu wa malekere siku rin'wana na rin'wana. Xana u ta teka masiku mangani ku dya malekere?



Tony can eat sweets for \_\_\_\_ days.

Tony u ta dya malekere \_\_\_\_ wa masiku.

**Question 11**

**Xivutiso 11**

(3)

Share 36 chocolate bars amongst 4 friends so that they all get the same amount of chocolate bars and there is nothing left over.

Avela vanghana va 4 machokoleti ya 36 va fanele va kuma machokoleti yo ringana ku nga sali nchumu.

a) What fraction will each friend get?

Xana vanghana va ta kuma xiphemu muni?

\_\_\_\_\_

b) How many chocolate bars will each friend get?

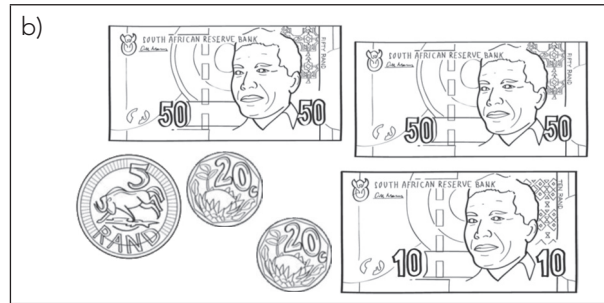
Xana vanghana va ta kuma tibera tingani ta chokoleti?

\_\_\_\_\_

**Question 12**  
**Xivutiso 12**

(2)

How much money do I have?  
Ndzi na mali muni?



**Question 13**  
**Xivutiso 13**

(3)

Travis has a 50c coin and four 20c coins. Toffees cost R1,20. How much change will he get if he pays with all his money? You can draw a picture to help you.

Travis u na swingwece swa 50c na mune wa swingwece swa 20c. Tofu yi vitana R1,20. Xana u ta kuma cinci ya mali muni loko a hakela hi mali ya yena hinkwayo? Dirowa xifaniso ku ku pfuna.



Travis will get \_\_\_\_\_ change.

Travis u ta kuma cinci ya \_\_\_\_\_.

**Question 14**  
**Xivutiso 14**

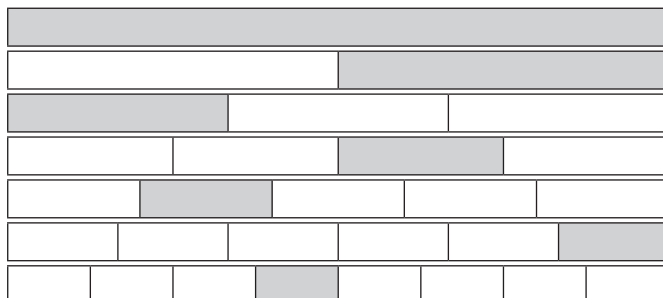
(7)

Label the parts that are shaded in each line.

Lebula xiyenge lexi nga chukucheriwa ka ntila wun'wana na wun'wana.


These words might help you: third, fifth, whole, quarter, sixth, half, eighth.

Marito lawa ma nga ku pfuna: nharhu, xa-ntlhanu, xihelerile, kota, hafu, xa-tsevu, xa-nhungu.



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

<p>1a. (1 mark per correct answer) / (Maraka yi1 ya nhlamulo leyi faneleke) four hundred and ninety-nine Madzana mune na makume nhungukaye</p>	(3)
<p>1b. (1 mark for expanded notation and 1 mark for final correct answer) (Maraka yi1 ya ku andzisa na maraka yi1 ya nhlamulo yo hetelela leyi faneleke) <math>500 + 70 + 4 = 574</math></p>	
<p>2. (1 mark for expanded notation and 1 mark for final correct answer) (Maraka yi1 ya ku andzisa na maraka yi1 ya nhlamulo yo hetelela leyi faneleke) a) <math>200 + 60 + 3 = 263</math>                      b) <math>400 + 0 + 5 = 405</math></p>	(4)
<p>3a. (1 mark per correct answer; any FOUR of these need to be shaded) (Maraka yi1 ya nhlamulo leyi faneleke; MUNE tichukucheriwa) 584, 577, 675, 745, 647</p>	(6)
<p>3b. (1 mark partially sorted, 2 marks fully sorted) (Maraka yi1 ya ku landzelerisa, timaraka ti2 landzelerisa kahle) 599, 591, 590, 559, 519, 509, 501</p>	
<p>4. (1 mark per correct line) / (Maraka yi1 ya ntila lowu faneleke) a) 666 or / noma 667 b) Six hundred and twenty-nine Madzana tsevu na makume mbirhikaye c) 631</p>	(3)
<p>5. (1 mark per correct answer) / (Maraka yi1 ya nhlamulo leyi faneleke) a) 30    b) 310 c) 300</p>	(3)
<p>6. Learners must label number line and show hops on number line (1) Vadyondzi va lebula ndzhati wa mintsengo ku kombisa ku tlula ka ndzhati wa mintsengo (1) correct answer (1) nhlamulo leyi faneleke (1) <math>530 + 150 = 680</math></p>	(2)
<p>7. (3 marks per correct answer with working – accept alternative methods) (Maraka ya 3 ya nhlamulo leyi tirhaka - tindlela to hambanahambana) a) 247    b) 515 c) 604</p>	(9)
<p>8. (1 mark for using doubling, 1 mark for correct answer) (Maraka yi1 ya ku tirhisa mbirihata, maraka yi1 ya nhlamulo leyi faneleke) a) <math>14 + 14 = 28</math>                                      b) <math>30 + 31 = 30 + 30 + 1 = 61</math> c) <math>20 + 19 = 19 + 19 + 1 = 39</math></p>	(6)

<p>9. (1 mark for the picture and 1 mark for the correct answer)  (Maraka yi1 ya xifaniso na maraka yi1 ya nhlamulo leyi faneleke)  There are 27 plants in the garden.  Ku na 27 wa swimilana exirhapeni.</p>	(2)
<p>10. (1 mark for method, 1 mark for the correct answer)  (Maraka yi1 ya maendlelo, maraka yi1 ya nhlamulo leyi faneleke)  Tony can eat sweets for 12 days.  Tony u ta dya malekere 12 wa masiku.</p>	(2)
<p>11. a) one quarter (2)  kotara yin'we (2)  b) they each get 9 chocolate bars (1)  va ta kuma 9 wa machokoleti hi un'we (1)</p>	(3)
<p>12. (1 mark for each correct answer) / (Maraka yi1 ya nhlamulo leyi faneleke)  a) R2,40  b) R115,40</p>	(2)
<p>13. (helpful drawing 1 mark, answer 2 mark, 2 marks if answer correct even if no drawing)  (dirowa maraka yi1, nhlamulo 2 wa timaraka loko nhlamulo yi amukeleka hambu ku nga ri na xidirowiwa)  10c</p>	(3)
<p>14. (1 mark per correct answer) (the shaded parts must be labelled)  (Maraka yi1 ya nhlamulo leyi faneleke) (xiyenge lexi nga chukucheriwa xi leburuwa)</p>  <p>1 whole / 1 xo helela  1 half / 1 hafu  1 third / 1 xa nharhu  1 quarter / 1 kota  1 fith / 1 xa ntlhanu  1 sixth / 1 xa tsevu  1 eighth / 1 xa nhungu</p>	(7)

## Written assessment items for Patterns

### Question 15

#### Xivutiso 15

(3)

Use three squares to draw a pattern. The size of the squares need to change in a regular way.

Draw the pattern 2 times.

Tirhisa swikwere swinharhu ku dirowa patironi. Sayizi ya swikwere yi hundzuluka. Dirowa patironi kambirhi.



### Question 16

#### Xivutiso 16

(3)

Write the next three numbers:

Tsala tinomboro tinharhu leti landzelaka:

a) 800, 750, 700, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

b) 625, 600, 575, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

c) 475, 500, 525, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

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

15. (1 mark per correct answer) / (Maraka yi1 ya nhlamulo leyi faneleke) Any picture where squares were used (1) size changing in a regular way (2) Xifaniso xin'wana na xin'wana xa swikwere (1) sayizi yi cica (2)	(3)
16. (1 mark for the correct answer) (Maraka yi1 ya nhlamulo leyi faneleke) a) 650, 600, 550 b) 550, 525, 500 c) 550, 575, 600	(3)

## Written assessment items for Space and shape

### Question 17

#### Xivutiso 17

(3)

Draw 3 triangles. Each one must look different.

Dirowa 3 wa tiyinhlanharhu. Yin'wana na yin'wana yi hambanile.

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### Question 18

#### Xivutiso 18

(2)

Draw one object with a flat surface and one with a curved surface.

Dirowa nchumu wun'we wa xiphepherhele na vuandlalo bya xirhendzevutana.

Flat surface / Vuandlalo byo patlalala	Curved surface / Vuandlalo bya xirhendzevutana

### Question 19

#### Xivutiso 19

(2)

Look at this cone:

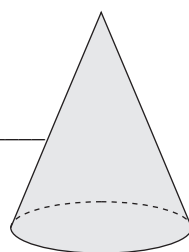
Languta khoni:

a) Does it roll?

Xana ya khunguluka? \_\_\_\_\_

b) Does it slide?

Xana ya rheta? \_\_\_\_\_



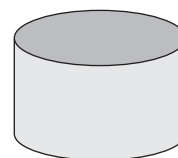
### Question 20

#### Xivutiso 20

(1)

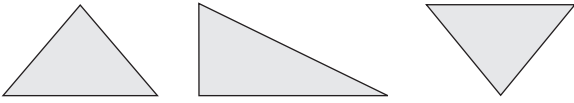
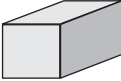

What do you call this shape? Circle the correct answer below.

Xi vitaniwa yini xivumbeko lexi? Tsondzela nhlamulo leyi faneleke.



cylinder silindara	cone khoni	sphere silindara	pyramid phiramidi
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**Written assessment items for Space and shape: solutions and mark allocations**

<p>17. (1 mark per correct drawing – triangles must be different)          (Maraka yi1 ya ku dirowa leyi faneleke - tiyinhlanharhu to hambanahambana)</p> 	<p>(3)</p>
<p>18. (1 mark per correct answer; answers may vary)          (Maraka yi1 ya nhlamulo leyi faneleke; tinhlamulo to hambanahambana)</p> <p>Flat surface (a box shape)          (Vuandlalo bya xiphepherhele xivumbeko xa bokisi)</p>  <p>Round surface/curved surface (a ball shape)          Xirhendzevutana/ (xivumbeko xa bolo)</p> 	<p>(2)</p>
<p>19. (1 mark per correct answer) / (Maraka yi1 ya nhlamulo leyi faneleke)</p> <p>a) yes / ina (1)          b) yes / ina (1)</p>	<p>(2)</p>
<p>20. (1 mark for the correct answer) / (Maraka yi1 ya nhlamulo leyi faneleke)</p> <p>Cylinder          Silindara</p>	<p>(1)</p>

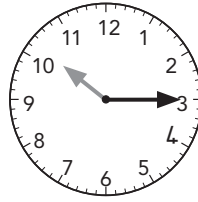


## Written assessment items for Measurement

### Question 21

#### Xivutiso 21

What is the time on the analogue clock?  
I nkarhi muni ka wachi ya analogi?



(2)

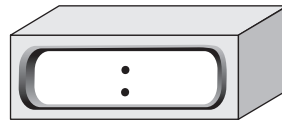
### Question 22

#### Xivutiso 22

Write the time on the digital clock:  
Tsala nkarhi ka wachi ya dijiti:

Quarter to 12.

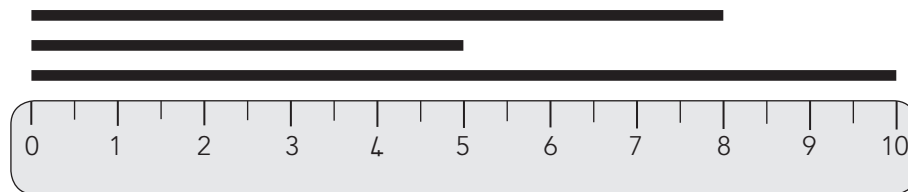
Kotara ku nga si ba awara ya 12.



(2)

### Question 23

#### Xivutiso 23



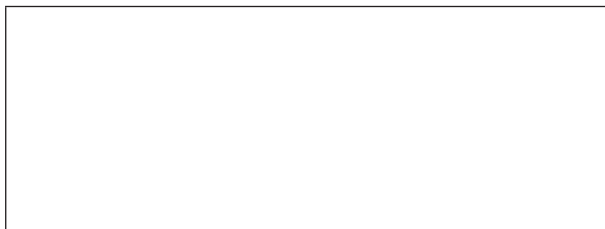
(2)

- a) How long is the shortest line? \_\_\_\_ cm  
Xana ntila wo koma wu lehile ku fika kwini? \_\_\_\_ cm
- b) How long is the longest line? \_\_\_\_ cm  
Xana ntila wo leha wu lehile ku fika kwini? \_\_\_\_ cm

### Question 24

#### Xivutiso 24

Calculate the perimeter of this rectangle.  
Khakhuleta pherimitara ya tiyinhlanharhu.



(3)

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

21. (2 marks for the correct answer) / (kotara ku bile awara ya khume) quarter past ten / kotara ku bile awara ya khume	(2)
22. (2 marks for the correct answer) / (Maraka yi1 ya nhlamulo leyi faneleke) 11:45	(2)
23. (1 mark per correct answer) / (Maraka yi1 ya nhlamulo leyi faneleke)  a) 5 cm b) 10 cm	(2)
24. (1 mark for the correct answer; 1 mark for double 8 and 1 mark for double 3) / (Maraka yi1 ya nhlamulo leyi faneleke; maraka yi1 ya ku mbirihata 8 na maraka yi1 ya ku mbirihata 3)  $8 + 8 + 3 + 3 = 22$ cm	(3)

## Written assessment items for Data handling

### Question 25

#### Xivutiso 25

(4)

- a) Use the information in this table to show the shapes in a bar graph.  
Tirhisa vuxokoxoko ka tafula ku kombisa swivumbeko ka bara ya girafu.

Types of shapes Tinxaka ta swivumbeko	Number of shapes Nomboro ya swivumbeko
Triangles / Tiyinlanharhu	4
Cones / Tikhoni	6
Squares / Swikwere	3
Pyramids / Phiramidi	1

8				
7				
6				
5				
4				
3				
2				
1				
	Triangles Tiyinlanharhu	Cones Tikhoni	Squares Swikwere	Pyramids Phiramidi

- b) Which shape is there the least of? \_\_\_\_\_  
Hi xihl xivumbeko lexitsongo ka hinkwaswo? \_\_\_\_\_
- c) How many more cones are there than squares? \_\_\_\_\_  
Xana ku na tikhonu tingani ku tlula swikwere? \_\_\_\_\_ (1)

(1)

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

<p>25. (1 mark per correct answer) / (Maraka yi1 ya nhlamulo leyi faneleke)</p> <p>a) Bars completed in graph to correct height – (1) per bar (4) Tibara ti hetisekile ka girafu (1) - bara yin'we (4)</p> <p>b) Pyramids (1) Phiramidi (1)</p> <p>c) There are 3 more cones than squares (1) Ku na 3 wa tikhonu ku tlula swikwere (1)</p>	(6)
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# Written Assessment: English / Tshivenda

## 4. ITEM BANK FOR WRITTEN ASSESSMENT

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

#### Question 1

##### Mbudziso 1

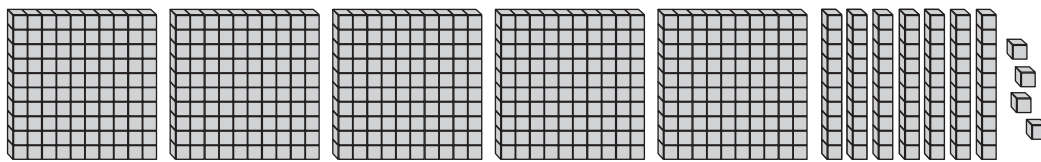
- a) Write 499 in words.  
 Nwalani 499 nga maipfi.

(1)

---

- b) Write a number sentence and answer for the following:  
 Nwalani fhungo la nomboro na phindulo ya zwi tevhelaho:

(2)




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#### Question 2

##### Mbudziso 2

Write a number sentence and answer for the following:

Nwalani fhungo la nomboro na phindulo ya zwi tevhelaho:

(4)

- a) 6 tens + 3 units + 2 hundreds = \_\_\_\_\_  
 mahumi 6 + vhuthihi 3 + maḡana 2 = \_\_\_\_\_
- b) 4 hundreds + 5 units + 0 ten = \_\_\_\_\_  
 maḡana 4+ vhuthihi 5+ mahumi 0 = \_\_\_\_\_

#### Question 3

##### Mbudziso 3

- a) Colour any 4 numbers that are greater than 576.  
 Swayani nomboro nḡa(4) dzi re khulwane kha 576.

(4)

576	584	577	675	567	745	547	677
-----	-----	-----	-----	-----	-----	-----	-----

- b) Put these numbers in order from the biggest to the smallest.  
 Nwalani nomboro dzi tevhelaho u bva kha khulwanesa u ya kha ṡhukhusa.

(2)

599	509	519	590	501	591	559

**Question 4**  
**Mbudziso 4**

(3)

Use the number grid to help you with the following questions:  
Vhalelani ni fhindule mbudziso dzi tevhelaho:

601	602	603	604	605	606	607	608	609	610
611	612	613	614	615	616	617	618	619	620
621	622	623	624	625	626	627	628	629	630
631	632	633	634	635	636	637	638	639	640
641	642	643	644	645	646	647	648	649	650
651	652	653	654	655	656	657	658	659	660
661	662	663	664	665	666	667	668	669	670
671	672	673	674	675	676	677	678	679	680
681	682	683	684	685	686	687	688	689	690
691	692	693	694	695	696	697	698	699	700

- a) Write down a number that is bigger than 665,  
but smaller than 668. \_\_\_\_\_  
Nwalani nomboro ire khulwane kha 665, fhedzi ndi thukhu kha 668. \_\_\_\_\_
- b) Write down the number name for the twenty ninth number.  
\_\_\_\_\_  
Nwalani dzina la nomboro ya vhu fumbili - t̄ahe.  
\_\_\_\_\_
- c) The number \_\_\_\_\_ comes after the 30th number.  
Nomboro \_\_\_\_\_ l̄ da murahu ha nomboro ya vhu furaru.

**Question 5**  
**Mbudziso 5**

(3)

Round off to the nearest ten.  
Sendedzani tsini na mahumi (10)

- a) 26 \_\_\_\_\_  
b) 305 \_\_\_\_\_  
c) 299 \_\_\_\_\_

**Question 6**  
**Mbudziso 6**

(2)

I had 530 marbles. I won 150 marbles.  
Use a number line to work out how many marbles I have now.  
Ndi na mavhuli ya 530. Ndo wina mavhuli miṛwe ya 150.  
Shumisani mutalo mbalo u vhalela uri zwino ndi na mavhuli mingana?



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

(9)

Calculate the following:  
Vhalelani zwi tevhelaho:

a) $213 + 34 =$	b) $539 - 24 =$
c) $532 + 72 =$	

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

(6)

Use doubling to calculate:  
Shumisani u vhala kavhili kha u vhalela:

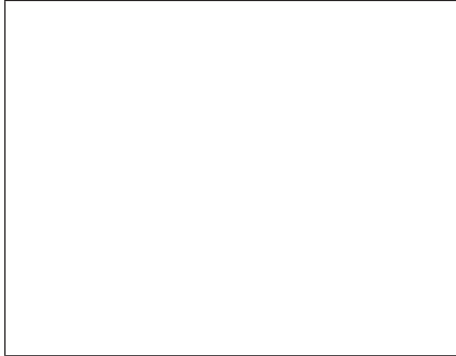
a) $14 + 14 =$	b) $30 + 31 =$
c) $20 + 19 =$	

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

(2)

A vegetable garden has 3 rows of plants. Each row has 9 plants. How many plants are there in the garden?  
Draw a picture and write a number sentence.

Ngadeni hu na ndima tharu dza mitshelo. Ndimba nthihi l na mitshelo ya 9. Hu na mitshelo mingana ngadeni?



\_\_\_\_\_

There are \_\_\_\_ plants in the garden.

Hu na mitshelo ya \_\_\_\_\_ ngadeni.

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

(2)

Tony has 60 sweets. He eats five sweets every day. For how many days can he eat sweets?

Ndidzulafhi u na maḽegere a 60. U ḽa maḽegere a 5 ḽuvha ḽirḽwe na ḽirḽwe. U ḽo ḽa maḽegere maḽuvha mangana?



Tony can eat sweets for \_\_\_\_ days.

Ndidzulafhi u ḽo ḽa maḽegere maḽuvha a \_\_\_\_\_.

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

(3)

Share 36 chocolate bars amongst 4 friends so that they all get the same amount of chocolate bars and there is nothing left over.

Kovhekanyani tshokolete dza 36 vhukati ha khonani dza 4 uri vhoḽhe vha wane tshokolete dzi no eḽana hu si sale tshithu.

a) What fraction will each friend get?

Khonani nthihi u ḽo wana furakisheni ḽe?

\_\_\_\_\_

b) How many chocolate bars will each friend get?

Muthu muthihi u ḽo wana tshokolete nngana?

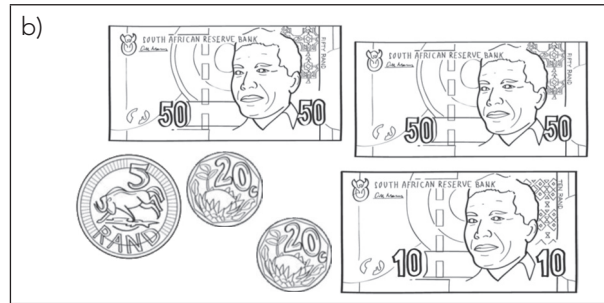
\_\_\_\_\_



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

(2)

How much money do I have?  
Ndi na vhugai?



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

(3)

Travis has a 50c coin and four 20c coins. Toffees cost R1,20. How much change will he get if he pays with all his money? You can draw a picture to help you.

Mashudu u na 50c na 20c. Maļegere a thofi a rengiswa nga R1,20c. u ęo sala na tshentshi ya vhugai arali a shumisa tshelede yawe yothe u renga maļegere?



Travis will get \_\_\_\_\_ change.

Mashudu u ęo sala na tshentshi ya\_\_\_\_\_.

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

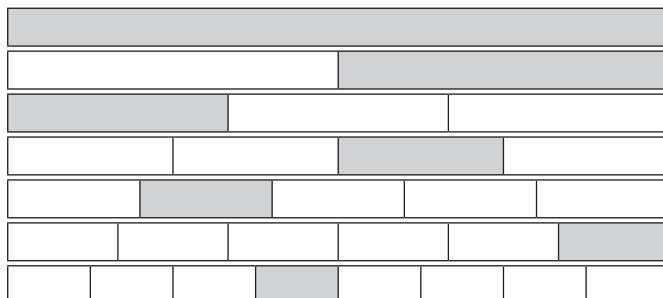
(7)

Label the parts that are shaded in each line.

Ńwalani zwiwięa zwo swayiwaho kha mutalo muńwe na muńwe.

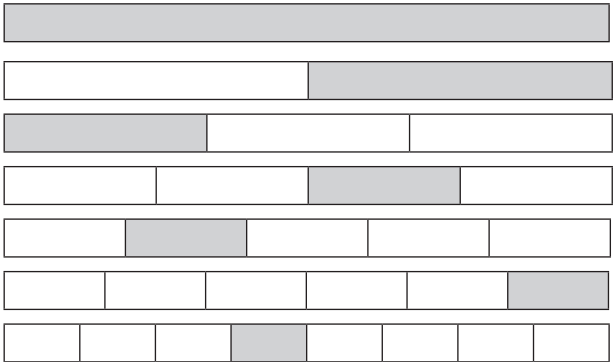
These words might help you: third, fifth, whole, quarter, sixth, half, eighth.

Maipfi aya a nga ni thusa: tshararu,tshařhanu,tshořhe,kotare, tsharathi, hafu,tshamalo



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

1a. (1 mark per correct answer) / (Maraga 1 ya phindulo i re yone) Maḍana maḅa fuḅahe-ḅahe four hundred and ninety-nine	(3)
1b. (1 mark for expanded notation and 1 mark for final correct answer) (Maraga 1 ya u ḅaḅamula mbalo, maraga 1 ya phindulo i re yone) $500 + 70 + 4 = 574$	
2. (1 mark for expanded notation and 1 mark for final correct answer) (Maraga 1 ya u ḅaḅamula mbalo) a) $200 + 60 + 3 = 263$ b) $400 + 0 + 5 = 405$	(4)
3a. (1 mark per correct answer; any FOUR of these need to be shaded) (Maraga 1 ya phindulo, zwiḅwe na zwiḅwe ZWIḅA zwi tea u swifhadziwa) 584, 577, 675, 745, 647	(6)
3b. (1 mark partially sorted, 2 marks fully sorted) (Maraga 1 ya zwo kuvhanganyiwaho zwi sa fhelele, maraga 2 arali zwo kuvhanganyiwa zwone zwoḅhe) 599, 591, 590, 559, 519, 509, 501	
4. (1 mark per correct line) / (Maraga 1 ya mutalo ure wone) a) 666 or / 667 b) Six hundred and twenty-nine Maḍana a rathi na fumbili-ḅahe c) 631	(3)
5. (1 mark per correct answer) / (Maraga 1 ya phindulo i re yone) a) 30    b) 310 c) 300	(3)
6. Learners must label number line and show hops on number line (1) Vhagudi vha tea u sumbedza kha mutalo mbalo ku tshimbilele(1), phindulo i re yone (1). correct answer (1) ya phindulo i re yone (1) $530 + 150 = 680$	(2)
7. (3 marks per correct answer with working – accept alternative methods) (Maraga 3 ya phindulo i re yone na kushumele- kha vha tendele maitete kana ku shumele kwo fhambanaho) a) 247    b) 515 c) 604	(9)
8. (1 mark for using doubling, 1 mark for correct answer) (Maraga 1 ya u shumisa kavhili, maraga 1 ya phindulo i re yone) a) $14 + 14 = 28$ b) $30 + 31 = 30 + 30 + 1 = 61$ c) $20 + 19 = 19 + 19 + 1 = 39$	(6)

<p>9. (1 mark for the picture and 1 mark for the correct answer)  9. (Maraga 1 ya tshifanyiso na maraga 1 ya phindulo i re yone)  There are 27 plants in the garden.  Hu na mitshelo ya 27 ngadeni.</p>	(2)
<p>10. (1 mark for method, 1 mark for the correct answer)  (Maraga 1 ya kuitele kana kushumele, maraga 1 ya phindulo i re yone)  Tony can eat sweets for 12 days.  <b>Ndidzulafhi a nga ja malegere maquvha a 12.</b></p>	(2)
<p>11. a) one quarter (2)  kotare nthihi (2)  b) they each get 9 chocolate bars (1)  <b>muthihi u qo wana tshikolete dza 9.</b></p>	(3)
<p>12. (1 mark for each correct answer) / (Maraga 1 ya phindulo i re yone)  a) R2,40  b) R115,40</p>	(2)
<p>13. (helpful drawing 1 mark, answer 2 mark, 2 marks if answer correct even if no drawing)  (Maraga 1 ya tshifanyiso tsha u thusa, maraga 2 ya phindulo, maraga 2 arali phindulo i yone naho tshifanyiso tshi si tshone)  10c</p>	(3)
<p>14. (1 mark per correct answer) (the shaded parts must be labelled)  <b>(Maraga 1 ya phindulo i re yone) zwipiqa zwo swifhadziwaho zwi tea u rwaliwa.</b></p>  <p>1 whole / tshoqhe  1 half /hafu nthihi  1 third / tshithihi ka tshararu  1 quarter / kotare nthihi  1 fith / tshithihi kha tshaqhanu  1 sixth / tshithihi kha tsharathi  1 eighth / tshithihi kha tshamalo</p>	(7)

## Written assessment items for Patterns

### Question 15

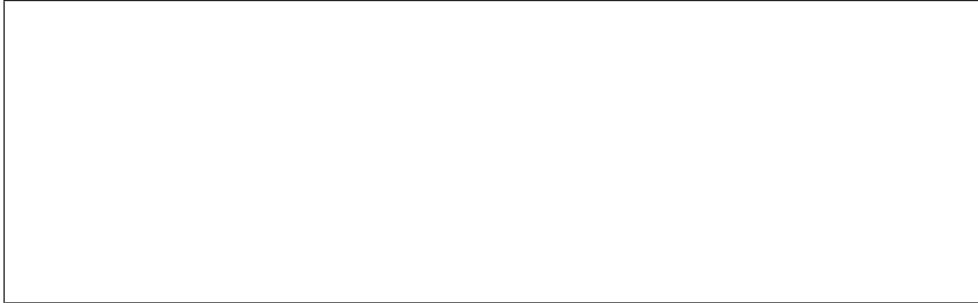
#### Mbudziso 15

(3)

Use three squares to draw a pattern. The size of the squares need to change in a regular way.

Draw the pattern 2 times.

Shumisani zwickwea u ola phetheni. Vhuhulwane ha zwickwea hu tea u shanduka nga u tevhkana. Olani phetheni luvhili.



### Question 16

#### Mbudziso 16

(3)

Write the next three numbers:

Nwalano nomboro tharu dzi no tevhela:

a) 800, 750, 700, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

b) 625, 600, 575, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

c) 475, 500, 525, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

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

15. (1 mark per correct answer) / (Maraga 1 ya phindulo i re yone) Any picture where squares were used (1) size changing in a regular way (2) Tshifanyiso tshiñwe na tshiñwe tshe mugudi a shumisa zwickwea(1), u shanduka ha vhuhulwane (2)	(3)
16. (1 mark for the correct answer) (Maraga 1 ya phindulo i re yone) a) 650, 600, 550 b) 550, 525, 500 c) 550, 575, 600	(3)

## Written assessment items for Space and shape

### Question 17 Mbuziso 17

(3)

Draw 3 triangles. Each one must look different.

Olani thirayengele tharu. Dzi tea u fhambana kha kudzulele.

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### Question 18 Mbuziso 18

(2)

Draw one object with a flat surface and one with a curved surface.

Olani tshifanyiso tsha tshithu tshine tsha kona u dzula zwavhuḡi fhasi na tshi ne tsha kunguluwa.

Flat surface / Fhasi hu no suvha	Curved surface / Kunguluwa

### Question 19 Mbuziso 19

(2)

Look at this cone:

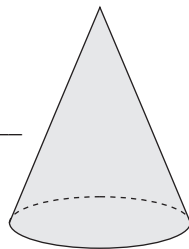
Lavhelesani khounu iyi:

a) Does it roll?

I a kunguluwa? \_\_\_\_\_

b) Does it slide?

I a suvha? \_\_\_\_\_

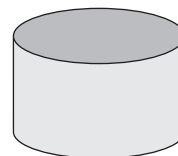


### Question 20 Mbuziso 20

(1)

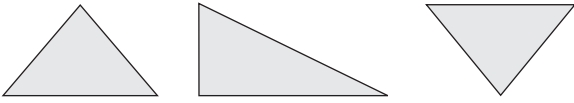
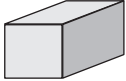

What do you call this shape? Circle the correct answer below.

Tshivhumbeo I tshi ndi mini? Tingeledzani phindulo i re yone.



cylinder silindere	cone khounu	sphere sifiere	pyramid phiramidi
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**Written assessment items for Space and shape: solutions and mark allocations**

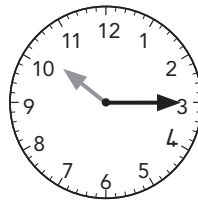
<p>17. (1 mark per correct drawing – triangles must be different) (Maraga 1 ya muolo- thirayiengele dzi tea u fhambana)</p> 	(3)
<p>18. (1 mark per correct answer; answers may vary) (Maraga 1 ya phindulo l re yone, phindulo dzi nga fhambana)</p> <p>Flat surface (a box shape) Suvha ( tshivhembeo tsha bogisi)</p>  <p>Round surface/curved surface (a ball shape) Kunguluwa ( tshivhumbeo tsha bolo)</p> 	(2)
<p>19. (1 mark per correct answer) / (Maraga 1 ya phindulo i re yone)</p> <p>a) yes / Ee (1) b) yes / Ee (1)</p>	(2)
<p>20. (1 mark for the correct answer) / (Maraga 1 ya phindulo i re yone)</p> <p>Cylinder Silindere</p>	(1)

## Written assessment items for Measurement

### Question 21

#### Mbudziso 21

What is the time on the analogue clock?  
Ndi tshifhinga ye kha watshi ya analogo?



(2)

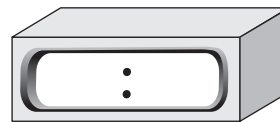
### Question 22

#### Mbudziso 22

Write the time on the digital clock:  
Sumbedzani tshifhinga kha watshi ya digithala.

Quarter to 12.

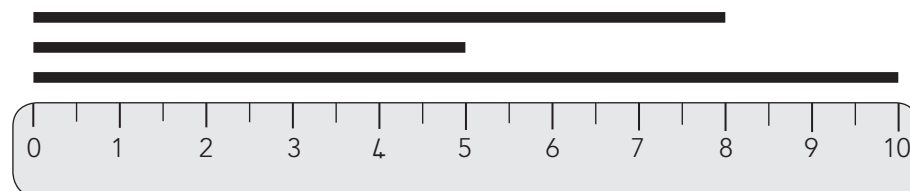
Kotare u yak ha awara ya fumimbili.



(2)

### Question 23

#### Mbudziso 23



(2)

a) How long is the shortest line? \_\_\_\_ cm  
Vhulapfu ha mutalo mupfufhi ndi \_\_\_\_ cm

b) How long is the longest line? \_\_\_\_ cm  
Vhulapfu ha mutalo mulapfu ndi \_\_\_\_ cm

### Question 24

#### Mbudziso 24

Calculate the perimeter of this rectangle.  
Vhalani vhuphara ha rekithengele iyi.



(3)

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

21. (2 marks for the correct answer) / (maraga 2 ya phindulo i re yone) quarter past ten	(2)
22. (2 marks for the correct answer) / (maraga 2 ya phindulo i re yone) 11:45	(2)
23. (1 mark per correct answer) / (maraga 1 ya phindulo i re yone. 11:45) a) 5 cm b) 10 cm	(2)
24. (1 mark for the correct answer; 1 mark for double 8 and 1 mark for double 3) / (maraga 1 ya phindulo re yone; maraga 1 ya 8 kavhili, na maraga 1 ya 3 kavhili) $8 + 8 + 3 + 3 = 22$ cm	(3)



## Written assessment items for Data handling

### Question 25

#### Mbudziso 25

(4)

- a) Use the information in this table to show the shapes in a bar graph.  
Shumisani zwo nwalawaho afha kha thebulu u sumbedza zwivhumbeo kha girafu.

Types of shapes Zwivhumbeo	Number of shapes Mbalo ya zwivhumbeo
Triangles / Thirayiengele	4
Cones / Khounu	6
Squares / Zwikwea	3
Pyramids / Dziphiramidi	1

8				
7				
6				
5				
4				
3				
2				
1				
	Triangles Thirayiengele	Cones Khounu	Squares Zwikwea	Pyramids Phiramidi

- b) Which shape is there the least of? \_\_\_\_\_  
Ndi tshivhumbeo tshifhio tshi so ngo galesaho? \_\_\_\_\_
- c) How many more cones are there than squares? \_\_\_\_\_  
Khounu dzi fhira zwukwea nga nngana? \_\_\_\_\_ (1)

(1)

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

<p>25. (1 mark per correct answer) / (Nikeza imaki eli-1 empendulweni efanele)</p> <p>a) Bars completed in graph to correct height – (1) per bar (4) Vhulapfu ha girafu na zwithu zwo nwalawaho.(1) kha tshithu tshiñwe na tshiñwe.(4)</p> <p>b) Pyramids (1) Phiramidi (1)</p> <p>c) There are 3 more cones than squares (1) Hu na khounu tharu u fhira zwikwea. (1)</p>	(6)
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