

GRADE 2

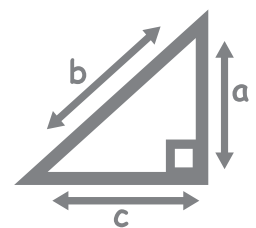
Mathematics

Teacher Toolkit:
CAPS Planner, Tracker and
Assessment Resources

2019 TERM 4

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ABOUT THE PLANNER AND TRACKER

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

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

It gives support for assessment by providing the following:

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

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

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

- **An Assessment Term Plan**

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

- **A suggested mark record sheet**

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

- **An item bank of questions**

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

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

It is important to note that:

- The fourth 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 eight 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 – place value | 1 | Worksheet 66 (pp. 4,5) Worksheet 69 (pp. 10, 11) | Base ten blocks, flard cards, (see <i>Printable Resources</i> Term 1), whiteboards/scrap paper Written assessment item 1 | | |
| 2 | Numbers – place value | 2 | Worksheet 97 (pp. 72, 73) | Base ten blocks, number name cards 90–100 (see <i>Printable Resources</i>), whiteboards/scrap paper Written assessment item 2 | | |
| 3 | Numbers – place value | 3 | Worksheet 98 (pp. 74, 75) | Base ten blocks (see <i>Printable Resources</i> Term 1), Unifix blocks, whiteboards/scrap paper Written assessment items 3 and 4 | | |
| 4 | Numbers – place value | 4 | Worksheet 100 (pp. 78, 79) | Whiteboards/scrap paper, base ten blocks (see <i>Printable Resources</i> Term 1) | | |
| 5 | Numbers – ordinal numbers | 5 | – | 1–100 number grid (see <i>Printable Resources</i> Term 1), ordinal number cards (see <i>Printable Resources</i>) | | |
| <p align="center">Week 1 Assessment Activity 1: ORAL INFORMAL</p> <p>CAPS: Numbers, operations and relationships Activity: Use ordinal numbers to show order, place and position, including abbreviated form up to 20th</p> | | | | | | Mark: /7 |
| Mark | Criteria – Checklist (1 mark for each criterion achieved) | | | | | |
| 1 | Able to identify the first item in a collection of ordered items | | | | | |
| 1 | Able to identify the last item in a collection of ordered items | | | | | |
| 1 | Able to read ordinal numbers in numeric format from 1st to 4th | | | | | |
| 1 | Able to read ordinal numbers in numeric format from 5th to 10th | | | | | |
| 1 | Able to read ordinal numbers in numeric format from 10th to 20th | | | | | |
| 1 | Able to describe the position of objects from a collection of ordered items | | | | | |
| 1 | Able to name objects in order from 1st to 20th place | | | | | |
| 1 (0%–29%) 1 of 7 criteria | 2 (30%–39%) 2 of 7 criteria | 3 (40%–49%) 3 of 7 criteria | 4 (50%–59%) 4 of 7 criteria | 5 (60%–69%) 5 of 7 criteria | 6 (70%–79%) 6 of 7 criteria | 7 (80%–100%) 7 of 7 criteria |

Reflection

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

What will you change next time? Why

HOD:

Date:

| Week 2 | | | | | | |
|--|---|--|--|---|--|---|
| Day | CAPS content, concepts, skills | LP no. | DBE workbook | Resources | Date completed | |
| 6 | 2-D shapes | 6 | Worksheet 99 (pp. 76, 77) | Whiteboards/scrap paper | | |
| 7 | 2-D shapes | 7 | Worksheet 103 (pp. 84, 85) | Scrap paper, old magazines, shapes for remediation – circle, triangle, square and rectangle (see <i>Printable Resources</i> Term 2) Written assessment items 17 and 18 | | |
| 8 | Symmetry | 8 | Worksheet 127 (pp. 134, 135) Worksheet 128 (pp. 136, 137) | Whiteboards/scrap paper Written assessment item 19 | | |
| 9 | Addition – rounding off | 9 | Worksheet 77 (pp. 26, 27) | Whiteboards/scrap paper, base ten blocks (see <i>Printable Resources</i> Term 1) Written assessment item 5 | | |
| 10 | Addition – breaking down numbers | 10 | Worksheet 101 (pp. 80, 81) | Base ten blocks, flard cards (see <i>Printable Resources</i> Term 1) | | |
| Week 2 Assessment Activity 2: PRACTICAL FORMAL | | | | | | Mark: /7 |
| CAPS: Space and shape: Symmetry Activity: Observe learners ability to identify and recognise lines of symmetry in 2-D geometrical and non-geometrical shapes | | | | | | |
| Mark | Criteria – Checklist (1 mark for each criterion achieved) | | | | | |
| 1 | Able to identify objects in the classroom that are symmetrical | | | | | |
| 1 | Able to sort non-geometric shapes according to symmetrical and asymmetrical | | | | | |
| 1 | Able to sort geometric shapes according to symmetrical and asymmetrical | | | | | |
| 1 | Able to recognise a line of symmetry in a symmetrical non-geometric shape | | | | | |
| 1 | Able to recognise a line of symmetry in a symmetrical geometric shape | | | | | |
| 1 | Able to draw a line of symmetry in a symmetrical non-geometric shape | | | | | |
| 1 | Able to draw a line of symmetry in a symmetrical geometric shape | | | | | |
| 1 (0%–29%) 1 of 7 criteria | 2 (30%–39%) 2 of 7 criteria | 3 (40%–49%) 3 of 7 criteria | 4 (50%–59%) 4 of 7 criteria | 5 (60%–69%) 5 of 7 criteria | 6 (70%–79%) 6 of 7 criteria | 7 (80%–100%) 7 of 7 criteria |
| Reflection | | | | | | |
| Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track? | | | | What will you change next time? Why? | | |
| | | | | HOD: _____ Date: _____ | | |

| Week 3 | | | | | | |
|--|---|--|--|--|--|---|
| Day | CAPS content, concepts, skills | | LP no. | DBE workbook | Resources | Date completed |
| 11 | Subtraction – breaking down numbers | | 11 | Worksheet 102 (pp. 82, 83) | Base ten blocks for remediation (see <i>Printable Resources Term 1</i>) | |
| 12 | Addition and subtraction | | 12 | Worksheet 104 (pp. 86, 87) Worksheet 105 (pp. 88, 89) | Whiteboards/scrap paper Written assessment items 6 and 7 | |
| 13 | Addition and subtraction – doubling, halving | | 13 | – | Base ten blocks (see <i>Printable Resources Term 1</i>) | |
| 14 | Money | | 14 | Worksheet 108 (pp. 94, 95) | Whiteboards/scrap paper, cut-out money (see <i>Printable Resources Term 1</i>), marked priced items, e.g. lunchbox R9,50, pencil R0,75 | |
| 15 | Money – word problems | | 15 | Worksheet 109 (pp. 96, 97) | Money cut-outs (see <i>Printable Resources Term 1</i>), money problem card (see <i>Printable Resources</i>), A4 paper – 1 sheet per group Written assessment item 8 | |
| Week 3 Assessment Activity 3: ORAL FORMAL | | | | | | |
| CAPS: Numbers, operations and relationships: Addition and subtraction | | | | | | |
| Activity: Observe learners ability to use family facts, building up and breaking down, use doubles and near doubles to add | | | | | | Mark: /7 |
| Mark | Criteria – Checklist (1 mark for each criterion achieved) | | | | | |
| 1 | Able to identify family facts for given numbers | | | | | |
| 1 | Able to double given numbers | | | | | |
| 1 | Able to identify near doubles of given numbers | | | | | |
| 1 | Able to use family facts to compensate when adding/subtracting | | | | | |
| 1 | Able to use doubles to compensate when adding/subtracting | | | | | |
| 1 | Able to use near doubles to compensate when adding/subtracting | | | | | |
| 1 | Able to use building up and breaking down when adding/subtracting | | | | | |
| 1 (0%–29%) 1 of 7 criteria | 2 (30%–39%) 2 of 7 criteria | 3 (40%–49%) 3 of 7 criteria | 4 (50%–59%) 4 of 7 criteria | 5 (60%–69%) 5 of 7 criteria | 6 (70%–79%) 6 of 7 criteria | 7 (80%–100%) 7 of 7 criteria |
| Reflection | | | | | | |
| Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track? | | | | What will you change next time? Why? | | |
| | | | | HOD: _____ Date: _____ | | |

| Week 4 | | | | | | |
|--|---|------------------------|--------------------------------------|---|---------------------------|------------------------|
| Day | CAPS content, concepts, skills | LP no. | DBE workbook | Resources | Date completed | |
| 16 | Number patterns of 5s, 10s up to 200 | 16 | – | Whiteboards/scrap paper | | |
| 17 | Number patterns of 2s up to 200 | 17 | Worksheet 112 (pp. 102, 103) | Whiteboards/scrap paper | | |
| 18 | Number patterns of 3s up to 200 | 18 | Worksheet 113 (pp. 104, 105) | 1–200 number grid (see <i>Printable Resources</i> Term 3) | | |
| 19 | Number patterns of 4s up to 200 | 19 | Worksheet 117 (pp. 114, 115) | 1–200 number grid (see <i>Printable Resources</i> Term 3) Written assessment item 15 | | |
| 20 | Length | 20 | Worksheet 119 (pp. 118, 119) | Objects in the classroom, metre stick Written assessment item 22 | | |
| Week 4 Assessment Activity 4: ORAL and PRACTICAL FORMAL | | | | | | |
| CAPS: Patterns | | | | | | |
| Activity: Observe learners' ability to count in 2s, 3s, 4s, 5s and 10s and extend patterns in the number range 0–200 | | | | | Mark: /7 | |
| Mark | Criteria – Checklist (1 mark for each criterion achieved) | | | | | |
| 1 | Able to count competently in 2s in the number range 0–200 | | | | | |
| 1 | Able to count competently in 3s in the number range 0–200 | | | | | |
| 1 | Able to count competently in 4s in the number range 0–200 | | | | | |
| 1 | Able to count competently in 5s in the number range 0–200 | | | | | |
| 1 | Able to count competently in 10s in the number range 0–200 | | | | | |
| 1 | Able to identify a rule for an increasing pattern and extend it in the number range 0–200 | | | | | |
| 1 | Able to identify a rule for a decreasing pattern and extend it in the number range 0–200 | | | | | |
| 1 (0%–29%) | 2 (30%–39%) | 3 (40%–49%) | 4 (50%–59%) | 5 (60%–69%) | 6 (70%–79%) | 7 (80%–100%) |
| 1 of 7 criteria | 2 of 7 criteria | 3 of 7 criteria | 4 of 7 criteria | 5 of 7 criteria | 6 of 7 criteria | 7 of 7 criteria |
| Reflection | | | | | | |
| Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track? | | | What will you change next time? Why? | | | |
| | | | | | | |
| | | | | Date: | | |
| | | | HOD: | | | |

| Week 5 | | | | | | |
|--|--|--|--|---|--|---|
| Day | CAPS content, concepts, skills | LP no. | DBE workbook | Resources | Date completed | |
| 21 | Time | 21 | Worksheet 116a (pp. 110, 111) | Analogue clock (see <i>Printable Resources Term 2</i>), DBE worksheet deals with days of the week | | |
| 22 | Time | 22 | Worksheet 116b (pp. 112, 113) | Whiteboards/scrap paper, analogue clock (see <i>Printable Resources Term 2</i>), DBE worksheet deals with months of the year | | |
| 23 | Repeated addition leading to multiplication – word problems | 23 | Worksheet 114 (pp. 106, 107) Worksheet 115 (pp. 108, 109) | Whiteboards/scrap paper, counters Written assessment items 9, 10 and 11 | | |
| 24 | Grouping and sharing | 24 | – | Counters (50 per pair of learners) | | |
| 25 | Grouping and sharing | 25 | Worksheet 110 (pp. 98, 99) | Counters, whiteboards/scrap paper Written assessment item 12 | | |
| Week 5 Assessment Activity 5: ORAL FORMAL | | | | | | |
| CAPS: Measurement: Time Activity: Observe learners' ability to tell 12-hour time on analogue and digital clocks and to calculate time passed in hours and half hours | | | | | | Mark: /7 |
| Mark | Criteria – Checklist (1 mark for each criterion achieved) | | | | | |
| 1 | Able to tell the time using an analogue clock in hours | | | | | |
| 1 | Able to tell the time using an analogue clock in half hours | | | | | |
| 1 | Able to tell the time using an analogue clock in quarter hours | | | | | |
| 1 | Able to tell the time using a digital clock in hours | | | | | |
| 1 | Able to tell the time using a digital clock in hours, half hours and quarter hours | | | | | |
| 1 | Able to calculate time passed in hours | | | | | |
| 1 | Able to calculate time passed in half hours | | | | | |
| 1 (0%–29%) 1 of 7 criteria | 2 (30%–39%) 2 of 7 criteria | 3 (40%–49%) 3 of 7 criteria | 4 (50%–59%) 4 of 7 criteria | 5 (60%–69%) 5 of 7 criteria | 6 (70%–79%) 6 of 7 criteria | 7 (80%–100%) 7 of 7 criteria |
| Reflection | | | | | | |
| Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track? | | | | What will you change next time? Why? | | |
| | | | | HOD: | | Date: |

| Week 6 | | | | | | |
|--|---|--|--|---|--|---|
| Day | CAPS content, concepts, skills | LP no. | DBE workbook | Resources | Date completed | |
| 26 | Data | 26 | Worksheet 107 (pp. 92, 93) | Whiteboards/scrap paper Written assessment item 25 | | |
| 27 | Fractions – name fraction parts | 27 | Worksheet 122 (pp. 124, 125) | Circles cut from scrap paper (1 per group), fraction circles and fraction squares (see <i>Printable Resources</i>) Written assessment item 13 | | |
| 28 | Fractions | 28 | Worksheet 123 (pp. 126, 127) | Shapes drawn on the board, whiteboards/scrap paper | | |
| 29 | Fractions | 29 | Worksheet 125 (pp. 130, 131) Worksheet 126 (pp. 132, 133) | Whiteboards/scrap paper, counters, fractions table (see <i>Printable Resources</i>) Written assessment item 14 | | |
| 30 | Fractions – sharing and grouping things equally | 30 | Worksheet 118 (pp. 116, 117) Worksheet 121 (pp. 122, 123) | Circles cut from scrap paper (4 per group), rectangles made from scrap paper (5 per group), Unifix blocks | | |
| Week 6 Assessment Activity 6: PRACTICAL FORMAL | | | | | Mark: /7 | |
| CAPS: Data handling: the data cycle Activity: Observe learners' ability to collect, sort, represent and interpret data in a pictograph | | | | | | |
| Mark | Criteria – Checklist (1 mark for each criterion achieved) | | | | | |
| 1 | Collect data | | | | | |
| 1 | Collect and sort the data | | | | | |
| 1 | Collect, sort and describe the sorted data | | | | | |
| 1 | Collect, sort, describe and organise data in a table | | | | | |
| 1 | Organise data in a table and answer questions posed by the teacher | | | | | |
| 1 | Tabulate and represent data in a pictograph | | | | | |
| 1 | Tabulate and represent data and answer questions about data in a pictograph | | | | | |
| 1 (0%–29%) 1 of 7 criteria | 2 (30%–39%) 2 of 7 criteria | 3 (40%–49%) 3 of 7 criteria | 4 (50%–59%) 4 of 7 criteria | 5 (60%–69%) 5 of 7 criteria | 6 (70%–79%) 6 of 7 criteria | 7 (80%–100%) 7 of 7 criteria |
| Reflection | | | | | | |
| Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track? | | | What will you change next time? Why? | | | |
| | | | HOD: _____ Date: _____ | | | |

| Week 7 | | | | | | | |
|--|---|--|--|---|--|---|--|
| Day | CAPS content, concepts, skills | LP no. | DBE workbook | Resources | Date completed | | |
| 31 | 3-D objects | 31 | Worksheet 106 (pp. 90, 91) | Different sized spheres, prisms and cylinders, old magazines/newspapers/adverts Written assessment items 20 and 21 | | | |
| 32 | Mass | 32 | Worksheet 120 (pp. 120, 121) | Pictures of/products with a mass of 250 g, 500 g, 1 kg and 2 kg, bathroom scale, objects with a mass of 1 kg, 5 kg, 10 kg and 20 kg Written assessment item 23 | | | |
| 33 | Capacity | 33 | Worksheet 111 (pp. 100, 101) | Empty 1, 2, 2.5, 3 and 5 litre containers, whiteboards/scrap paper, old newspaper adverts for products (e.g. Spar, Checkers) | | | |
| 34 | Capacity | 34 | – | Empty bottles with a capacity of 1, 2 and 3 litres, 1 litre measuring jug, cup, water Written assessment item 24 | | | |
| 35 | Complete and consolidate the week's assessment and work | | | | | | |
| Week 7 Assessment Activity 7: ORAL and PRACTICAL INFORMAL CAPS: Measurement: Capacity Activity: Observe learners' ability to work with the concept and related vocabulary of capacity | | | | | | Mark: /7 | |
| Mark | Criteria – Checklist (1 mark for each criterion achieved) | | | | | | |
| 1 | Estimate capacity of objects | | | | | | |
| 1 | Measure and record the capacity of objects by measuring in litres using: bottles with a capacity of 1 litre, a measuring jug which has numbered calibration lines in litres | | | | | | |
| 1 | Compare the capacity of objects by measuring in litres using: bottles with a capacity of 1 litre, a measuring jug which has numbered calibration lines in litres | | | | | | |
| 1 | Order objects according to capacity after measuring in litres using: bottles with a capacity of 1 litre, a measuring jug which has numbered calibration lines in litres | | | | | | |
| 1 | Compare the capacity of commercially packaged objects whose capacity is stated in litres, e.g. 2 litres of milk, 1 litre of cool drink, 5 litres of paint | | | | | | |
| 1 | Identify the capacity of commercially packaged objects whose capacity is stated in litres, e.g. 2 litres of milk, 1 litre of cool drink, 5 litres of paint | | | | | | |
| 1 | Order commercially packaged objects according to capacity | | | | | | |
| 1 (0%–29%) 1 of 7 criteria | 2 (30%–39%) 2 of 7 criteria | 3 (40%–49%) 3 of 7 criteria | 4 (50%–59%) 4 of 7 criteria | 5 (60%–69%) 5 of 7 criteria | 6 (70%–79%) 6 of 7 criteria | 7 (80%–100%) 7 of 7 criteria | |
| Reflection | | | | | | | |
| Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track? | | | | What will you change next time? Why? | | | |
| | | | | HOD: | | Date: | |

| Week 8 | | | | | |
|--|--|--------|--|--|----------------|
| Day | CAPS content, concepts, skills | LP no. | DBE workbook | Resources | Date completed |
| 36 | Estimation up to 200 | 35 | Worksheet 70 (pp. 12, 13) | Unifix blocks | |
| 37 | Compare and order up to 200 | 36 | – | 1–200 number grid (see <i>Printable Resources</i> Term 3), counters | |
| 38 | Addition and subtraction – consolidation | 37 | – | Whiteboards/scrap paper, base ten blocks (see <i>Printable Resource</i> Term 1) | |
| 39 | Geometric patterns | 38 | – | Pictures of leopard, zebra and giraffe skin, a brick wall, dishcloth, onion, magazines (see <i>Printable Resources</i>) Written assessment item 16 | |
| 40 | Complete and consolidate the week's work | n/a | | | |
| Week 8 Assessment Activity | | | | | |
| No planned assessment activity this week | | | | | |
| Reflect on the year | | | | | |
| Think about and make a note of: | | | | | |
| 1. Did you complete the curriculum according to the CAPS requirements? If not, why not and what could you do to cover all of the work next year? | | | 4. What concepts and skills did learners struggle with? How can you help your group next year understand these concepts and develop these skills better? | | |
| 2. Did the tracker and lesson plans help with curriculum planning and coverage? How could you use them even more effectively next year? | | | 5. What needs to be communicated to the teacher who will teach this group of learners next year? | | |
| 3. What concepts and skills did learners grasp well this year? What good practice could you use again next year? | | | 6. What aspects of your teaching and assessment practices would you like to develop further next year? How will you go about this? | | |
| | | | HOD: | | |
| | | | Date: | | |

ASSESSMENT RESOURCES

1. ASSESSMENT TERM PLAN

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

Note:

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

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

Note that the assessment will be finalised according to the latest departmental requirements and the weighting will correctly reflect the CAPS weightings.

| Week | Informal Assessment Activities | Formal Assessment Activities |
|------|---|---|
| 1 | Oral: Activity 1 Numbers, operations and relationships: Ordinal numbers | Written: Item bank questions 1, 2, 3 and 4 Numbers, operations and relationships |
| 2 | | Practical: Activity 2 Space and shape: Symmetry Written: Item bank questions 5, 17, 18 and 19 Numbers, operations and relationships; Space and shape |
| 3 | | Oral: Activity 3 Numbers, operations and relationships: Addition and subtraction Written: Item bank questions 6, 7 and 8 Numbers, operations and relationships |
| 4 | | Oral and Practical: Activity 4 Patterns: Number patterns Written: Item bank questions 15 and 22 Patterns; Measurement |
| 5 | | Oral: Activity 5 Measurement: Time Written: Item bank questions 9, 10, 11 and 12 Numbers, operations and relationships |
| 6 | | Practical: Activity 6 Data handling: Collect, sort, represent and interpret data Written: Item bank questions 13, 14 and 25 Numbers, operations and relationships; Data handling |
| 7 | Practical: Activity 7 Measurement: Capacity | Written: Item bank questions 16, 20, 21, 23 and 24 Patterns; Measurement |
| 8 | No planned assessment this week | |

2. SUGGESTED FORMAL ASSESSMENT MARK RECORD SHEET

GRADE 2 MATHEMATICS TERM 4

| TASK/TOPIC/COMPONENT | Number | 3: Oral | 7 | Number | Written | 31 | TOTAL FOR NUMBER | Patterns | 4: Oral and Practical | 7 | 6 | 13 | TOTAL FOR PATTERNS | Space and shape | 2: Practical | 7 | 8 | TOTAL FOR SPACE AND SHAPE | Measurement | 5: Oral | 7 | 5 | 12 | TOTAL FOR MEASUREMENT | Data handling | 6: Practical | 7 | 3 | TOTAL FOR DATA HANDLING | |
|--------------------------|--------|---------|---|--------|---------|----|------------------|----------|-----------------------|---|---|----|--------------------|-----------------|--------------|---|---|---------------------------|-------------|---------|---|---|----|-----------------------|---------------|--------------|---|---|-------------------------|--|
| Week and activity type | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| (Out of) marks | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LEARNER NAME AND SURNAME | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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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 31 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 $4 + 2 = 6$

3. Written assessment items for Space and shape

Questions 17, 18, 19, 20 and 21 – Marks $2 + 1 + 1 + 2 + 2 = 8$

4. Written assessment items for Measurement

Questions 22, 23 and 24 – Marks $1 + 3 + 1 = 5$

5. Written assessment items for Data handling

Question 25 – Marks 3

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

Written Assessment: English / isiXhosa

4. ITEM BANK FOR WRITTEN ASSESSMENT

Written assessment items for Numbers, operations and relationships

Question 1
Umbuzo 1

(2)

Draw base ten blocks to show the number 78, showing tens and units.
Zoba iibhloko ezisisiseko samashumi ukubonisa inani 78, ubonisa amashumi nemivo.

| |
|--|
| |
|--|

Question 2
Umbuzo 2

(1)

Write the number name for 97.
Bhala igama lenani 97.

Question 3
Umbuzo 3

(4)

Complete the following:
Gqibezela oku kulandelayo:

| | |
|---|--|
| a) 9 tens + 6 units amashumi ali-9 + imivo emi-6 | = |
| b) 7 units + 8 tens = imivo esi-7 + amashumi asi-8 = | = |
| c) 85 = | ___ tens + ___ units amashumi asi-_____ + imivo emi-_____ |
| d) 70 = | ___ tens + ___ units amashumi asi-_____ + imivo e-_____ |

Question 4
Umbuzo 4

(1)

Write these numbers from the smallest to the biggest:
Bhala la manani ukusuka kwelona lincinane ukuya kwelona likhulu.

| | | | |
|----|----|----|----|
| 78 | 87 | 67 | 76 |
| | | | |

Question 5

Umbuzo 5

(1)

Round off 68 to the nearest 10.

Sondeza ama-68 kwelona shumi likufutshane.

Question 6

Umbuzo 6

(3)

Add these two numbers by breaking down both the numbers.

Dibanisa la manani mabini ngokuwacazulula.

$$52 + 37 = \underline{\hspace{2cm}}$$

Question 7

Umbuzo 7

(3)

Subtract by breaking down both numbers:

Thabatha ngokucazulula omabini lamanani.

$$87 - 56 = \underline{\hspace{2cm}}$$

Question 8

Umbuzo 8

(2)

Jabu buys a toy car for R13,75 and he pays with a R20 note.

How much change will he get?

UJabu uthenga imoto yokudlala ngee- R13,75 aze abhatale nge-R20 eliphepha.

Uzakufumana itshintshi eyimalini.?

Question 9

Umbuzo 9

(2)

Write the following as a repeated addition number sentence.

Bhala okulandelayo kube sisivakalisi samanani kudibaniso oluphindiweyo.

a) 6 groups of 4 / Amaqela ama-6 ezi-4

b) 3 groups of 5 / Amaqela ama-3 ezi-5

Question 10
Umbuzo 10

(2)

Write the following as a multiplication number sentence.
Bhala okulandelayo kube sisivakalisi samanani sophindaphindo.

- a) 2 groups of ten / Amaqela ama-2 amashumi

- b) 5 groups of three /Amaqela ama-5 oonontathu

Question 11
Umbuzo 11

(2)

Mom baked cupcakes. She made 4 with red icing, 4 with yellow icing, 4 with pink icing, 4 with green icing, 4 with purple icing and 4 with orange icing. How many cupcakes did she make altogether?

Umama ubhake amaqebengwana. Wenze ama-4 nge-aysingi ebomvu, ama-4 nge-aysingi emthubi, ama-4 nge-aysingi eluhlaza, ama-4 nge-aysingi emsobo nama-4 nge-aysingi e-orenji. Mangaphi amaqebengwana awenzileyo xa ewonke?

She made _____ cupcakes altogether.

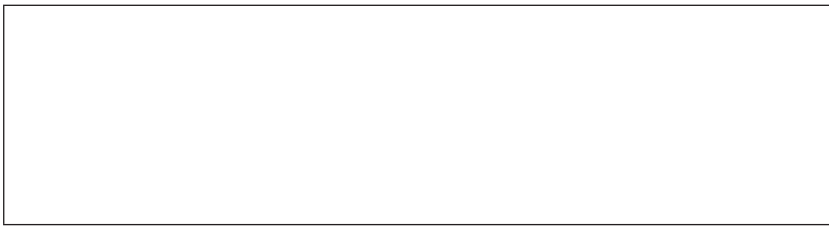
Wenze amaqebengwana a- _____ ewonke.

Question 12
Umbuzo 12

(3)

Draw pictures to show your answer. / Zoba imifanekiso ukubonisa impendulo yakho.

Share 29 counters equally between 3 friends. / Yahlula izibalisi ezingama- 29 uzahlulele abahlobo aba-3.



Each friend gets counters.

There are left over.

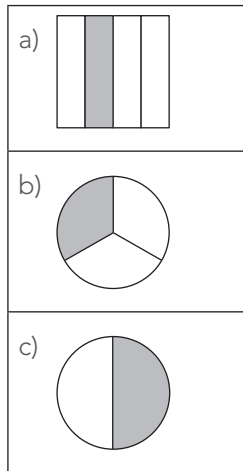
Umhlobo ngamnye uzakufumana izibalisi ezi-.

Kushiyeke ezi-.

Question 13
Umbuzo 13

(3)

What fraction is coloured?
Qhezu lini elifakelwe umbala?



(These words might help: half, quarter, fifth, third.)
(La magama angaluncedo: ihafu, ikota, isihlanu, isithathu).

Question 14
Umbuzo 14

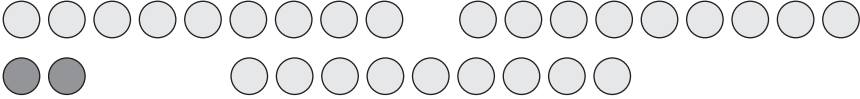
(2)

Draw a picture to show how to find one quarter of 9 cakes.
Zoba umfanekiso ukubonisa indlela efumaneka ngayo ikota yeekeyiki ezili-9.



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

| | |
|--|-----|
| 1. (1 mark for tens and 1 mark for units) / (Inqaku eli-1 lamashumi neli-1 lemivo) 7 tens and 8 units / Amashumi asi-7 nemivo esi-8 | (2) |
| 2. (1 mark per correct answer) / (Inqaku eli-1 ngempendulo nganye echanekileyo) Ninety-seven / Amashumi alithoba anesixhenxe | (1) |
| 3. (1 mark per correct answer) / (Inqaku eli-1 ngempendulo nganye echanekileyo) a) 96 b) 87 c) 8 tens + 5 units amashumi asi-8 + imivo emi-5 d) 7 tens + 0 units amashumi asi-7 + imivo e-0 | (4) |
| 4. (1 mark per correct answer) / (Inqaku eli-1 ngempendulo nganye echanekileyo) 67, 76, 78, 87 | (1) |
| 5. (1 mark for the correct answer) / (Inqaku eli-1 ngempendulo nganye echanekileyo) 70 | (1) |
| 6. (2 marks for the working 1 mark for the correct answer) (Amanqaku ama-2 okubonakalisa isibalo neli-1 lempendulo echanekileyo) $52 + 37$ $= (50 + 30) + (2 + 7)$ $= 80 + 9$ $= 89$ | (3) |
| 7. (2 marks for the working 1 mark for the correct answer) (Amanqaku ama-2 okusebenza neli-1 lempendulo echanekileyo) $87 - 56 = (80 + 7) - (50 + 6)$ $= (80 - 50) + (7 - 6)$ $= 30 + 1$ $= 31$ | (3) |
| 8. (1 mark for the working 1 mark for the answer) (Inqaku eli-1 ngokubonakalisa isibalo neli-1 ngempendulo echanekileyo) $R20,00 - R13,75 = R6,25$ | (2) |
| 9. (1 mark per correct number sentence) (Inqaku eli-1 ngomgca manani ochanekileyo) a) $4 + 4 + 4 + 4 + 4 + 4 = 24$ b) $5 + 5 + 5 = 15$ | (2) |
| 10. (1 mark per correct number sentence) (Inqaku eli-1 ngomgca manani ochanekileyo) a) $2 \times 10 = 20$ b) $5 \times 3 = 15$ | (2) |
| 11. (1 mark per correct answer) (Inqaku eli-1 ngempendulo echanekileyo) $6 \times 4 = 24$ She made 24 cupcakes altogether. Ubhake amaqebengwana angama-22 ewonke. | (2) |

| | |
|---|-----|
| <p>12. (1 mark for the drawing and 1 mark for each part of the correct answer) (Inqaku eli-1 ngomzobo nenqaku eli-1 ngendawo nganye yependulo echanekileyo)</p>  <p>Each friend gets 9 counters. There are 2 left over. Umhlobo ngamnye uzakufumana izibalisi ezili-9. Kushiyeke ezi-2.</p> | (3) |
| <p>13. (1 mark per correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo)</p> <p>a) 1 quarter ikota e-1</p> <p>b) 1 third isithathu esi-1</p> <p>c) 1 half ihafu e-1</p> | (3) |
| <p>14. (1 mark per correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo)</p> <p>Any correct drawing showing how to find one quarter of 9 cakes. Nawuphi na umzobo obonakalisa indlela yokufumana ikota yeekeyiki ezili-9.</p> | (2) |

Written assessment items for Patterns

Question 15 Umbuzo 15

(4)

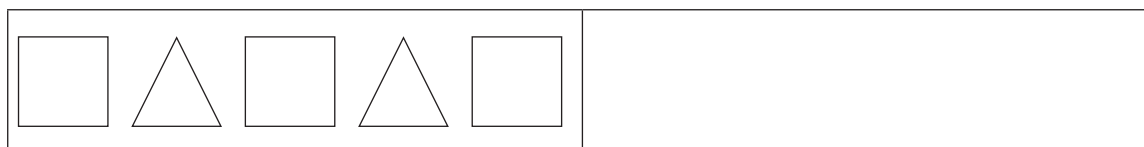
Extend the patterns:
Yandisa iipatheni:

- a) 12, 16, 20, _____. b) 34, 36, _____, 40.
c) 70, 80, 90, _____. d) 124, 127, _____, 133.


Question 16 Umbuzo 16

(2)

Draw the next shape in this pattern:
Zoba imilo elandelayo kule patheni:



Written assessment items for Patterns: solutions and mark allocations

| | |
|---|-----|
| 15. (1 mark for the fully correct answer) / (Inqaku eli-1 ngempendulo epheleleyo nechanekileyo) a) 24 b) 38 c) 100 d) 130 | (4) |
| 16. (1 mark for drawing the last shape correctly) (Inqaku eli-1 ngokuzoba imilo yokugqibela ngokuchanekileyo)  | (2) |

Written assessment items for Space and shape

Question 17

Umbuzo 17

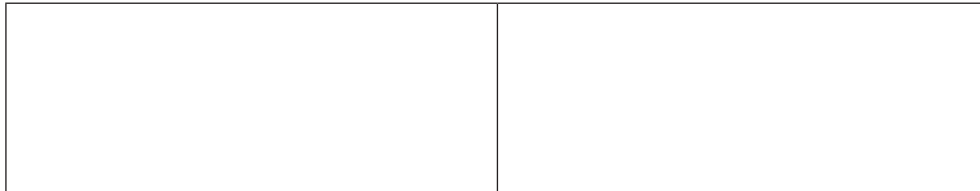
(2)

Draw a shape in the first block that only has round sides.

In the second block draw a shape with only straight sides.

Zoba imilo enamacala angqukuva kuphela kwibhloko yokuqala.

Kwibhloko yesibini, zoba imilo enamacala athe tye kuphela.



a) Round sides

Amacala angqukuva

b) Straight sides

Amacala athe tye

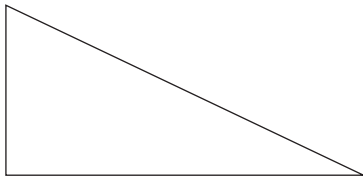
Question 18

Umbuzo 18

(1)

Name this shape:

Nika igama lemilo:



Question 19

Umbuzo 19

(1)

Draw a horizontal line to show symmetry in this picture.

Krwela/ zoba umgca oxwesileyo ukubonakalisa ulingano macala kulo mfanekiso.


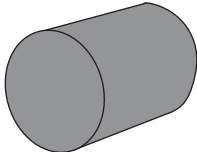
B

Question 20
Umbuzo 20

(2)

Write the correct names for these 3-D objects:

Bhala amagama achanekileyo ezi zinto ziphathekayo ze 3-D:

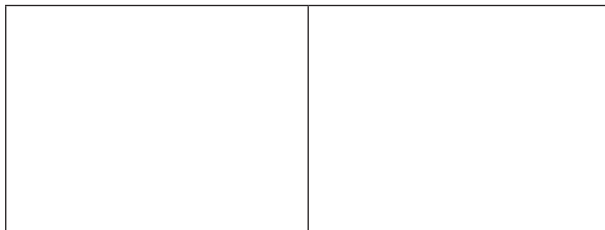
| | | |
|---|-----------------------------------|----------|
|  | Prism Iprizimu | a) _____ |
| | Sphere Ingqokumba/ isazinge | |
|  | Cylinder Isilinda | b) _____ |
| | Circle Isangqa | |

Question 21
Umbuzo 21





(2)

Draw two balls of different size. Colour the bigger one red.

Zoba iibhola ezimbini ezinemilinganiselo engafaniyo. Fakela umbala obomvu kweyona inkulu.



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

| | |
|---|-----|
| <p>17. (1 mark per correct answer; only one shape of each type) (Inqaku eli-1 ngempendulo nganye echanekileyo; imilo enye kuphela yohlobo ngalunye.)</p> <p>a) round sides or oval amacala angqukuva okanye ambhoxo </p> <p>b) straight sides amacala athe tye  (or other with only straight sides) (okanye ezinye ezinamacala athe tye)</p> | (2) |
| <p>18. (1 mark per correct answer) / (Inqaku eli- 1 ngempendulo nganye echanekileyo) Triangle Unxantathu</p> | (1) |
| <p>19. (1 mark per correct answer) / (Inqaku eli-1 ngempendulo nganye echanekileyo)</p>  | (1) |
| <p>20. (1 mark per correct answer) (Inqaku eli-1 ngempendulo echanekileyo)</p> <p>a) Sphere / Inqokumba/ isazinge b) Cylinder / Isilinda</p> | (2) |
| <p>21. (1 mark for the drawings, 1 mark for colouring the bigger shape red) (Inqaku eli-1 ngemifanekiso, inqaku eli-1 ngokufakela umbala obomvu kwimilo enkulu)</p>  | (2) |

Written assessment items for Measurement

Question 22 Umbuzo 22

(1)

Circle the correct answer. / *Biyela impendulo echanekileyo ngesangqa.*



The height of this door is:

Ukuphakama kweli cango:

- a) More than 1 metre
Kungaphezulu kwemitha e-1
- b) Less than 1 metre
Kungaphantsi kwemitha e-1

Question 23 Umbuzo 23

(3)



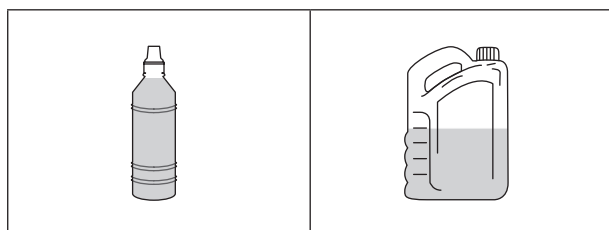
- a) What mass reading is shown on this scale?
Bungakanani ubunzima obubonakaliswa kwesi sikali? _____
- b) Is anyone standing on this bathroom scale? Circle: yes / no
Ingaba ukhona umntu omi kwesi sikali segumbi lokuhlambela? *Biyela: ewe/ hayi*
- c) How do you know?
Wazi njani? _____

Question 24 Umbuzo 24

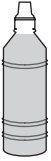

(1)

Circle the container that can hold the most water.

Biyela isikhongozeli esinokukhongozela awona manzi maninzi.



Written assessment items for Measurement: solutions and mark allocations

| | |
|---|-----|
| <p>22. (1 mark per correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo) a) more than 1 metre kungaphezulu kwemitha e-1</p> | (1) |
| <p>23. (1 mark per correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo) a) 0 kg b) no / hayi c) the scale shows 0 kg Isikali sibonisa 0 kg</p> | (3) |
| <p>24. (1 mark per correct answer) (Isikali sibonisa 0 kg)</p> <div style="display: flex; align-items: center; gap: 20px;">   </div> | (1) |

Written assessment items for Data handling

Question 25

Umbuzo 25

(3)

Shapes we see / limilo esizibonayo

| | | | | |
|----|--------------------------|---------------------|----------------------|---------------|
| 10 | | | | |
| 9 | | | | ↑ |
| 8 | | | | ↑ |
| 7 | △ | | | ↑ |
| 6 | △ | | | ↑ |
| 5 | △ | | □ | ↑ |
| 4 | △ | ○ | □ | ↑ |
| 3 | △ | ○ | □ | ↑ |
| 2 | △ | ○ | □ | ↑ |
| 1 | △ | ○ | □ | ↑ |
| | Triangle / Unxantathu | Circle / Isangqa | Square / Isikwere | Arrow / Utolo |

Answer the questions about the pictograph:

Phendula le mibuzo malunga negrafu yemifanekiso:

a) How many squares are there?

Zingaphi izikwere? _____

b) How many triangles are there?

Bangaphi oonxantathu? _____

c) Which group has the least objects?

Leliphi elona qela linezinto ezincinane?

Written assessment items for Data handling: solutions and mark allocations

| | |
|--|------------|
| <p>25. (1 mark for each correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo)</p> <ul style="list-style-type: none">a) 5b) 7c) Circle / Isangqa | <p>(3)</p> |
|--|------------|

Written Assessment: English / Sepedi

4. ITEM BANK FOR WRITTEN ASSESSMENT

Written assessment items for Numbers, operations and relationships

Question 1

Potšišo 1

(2)

Draw base ten blocks to show the number 78, showing tens and units.

Thala dipoloko tša bo lesome go laetša nomoro ya 78, o e laetše ka masome le metšo.

| |
|--|
| |
|--|

Question 2

Potšišo 2

(1)

Write the number name for 97.

Ngwala leinapalo la 97.

Question 3

Potšišo 3

(4)

Complete the following:

Feleletša tše di latelago:

| | |
|--|--|
| a) 9 tens + 6 units masome a 9 + metšo e 6 | = |
| b) 7 units + 8 tens = metšo e 7 le masome a 8 | = |
| c) 85 = | ___ tens + ___ units masome a _____ + metšo e _____ |
| d) 70 = | ___ tens + ___ units masome a _____ + metšo e _____ |

Question 4

Potšišo 4

(1)

Write these numbers from the smallest to the biggest:

Ngwala nomoro ye go tloga go yennyane go ya go ye kgolo.

| | | | |
|----|----|----|----|
| 78 | 87 | 67 | 76 |
| | | | |

Question 5

Potšišo 5

(1)

Round off 68 to the nearest 10.

Batametše 68 go lesome la kgauswi.

Question 6

Potšišo 6

(3)

Add these two numbers by breaking down both the numbers.

Hlakantšha dinomoro tše gomme o šomiše mokgwa wa go di hlahlamolla ka bobedi.

$$52 + 37 = \underline{\hspace{2cm}}$$

Question 7

Potšišo 7

(3)

Subtract by breaking down both numbers:

Ntšha o šomiša mokgwa wa go hlahlamolla dinomoro ka bobedi:

$$87 - 56 = \underline{\hspace{2cm}}$$

Question 8

Potšišo 8

(2)

Jabu buys a toy car for R13,75 and he pays with a R20 note.

How much change will he get?

Jabu o reka koloi ya go bapadiša ka R13,75 gomme o patela ka R20 ya pampiri.

Na o tla humana tšhentšhi ya bokae?

Question 9

Potšišo 9

(2)

Write the following as a repeated addition number sentence.

Ngwala lefokopalo la hlakantšho poeletšo go tše di latelago.

a) 6 groups of 4 / Dihlopha tše 6 tša bo 4

b) 3 groups of 5 / Dihlopha tše 3 tša bo 5

Question 10

Potšišo 10

(2)

Write the following as a multiplication number sentence.

Ngwala lefokopalo la go atiša go tše di latelago.

- a) 2 groups of ten / Dihlopha tše 2 tša bo lesome

- b) 5 groups of three / Dihlopha tše 5 tša bo tharo

Question 11

Potšišo 11

(2)

Mom baked cupcakes. She made 4 with red icing, 4 with yellow icing, 4 with pink icing, 4 with green icing, 4 with purple icing and 4 with orange icing. How many cupcakes did she make altogether?

Mma o pakile dikukukomikana. O dirile tše 4 ka aeing ye khwibidu, tše 4 ka ye serolwane, tše 4 ka ye pinki, tše 4 ka ye talamorogo, tše 4 ka ye phepholo, tše 4 ka mmala wa namune. Na o dirile dikukukomikana tše kae?

She made _____ cupcakes altogether.

O dirile dikukukomikana tše _____ kamoka.

Question 12

Potšišo 12

(3)

Draw pictures to show your answer. / Thala seswantšho go laetša karabo ya gago.

Share 29 counters equally between 3 friends. / Abela bagwera ba 3 dibaledi tše 29 ka go lekana.



Each friend gets counters.

There are left over.

Mogwera o tee ohwetša dibaledi tše=.

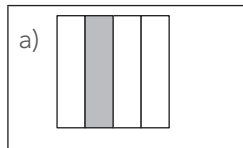
Go šala tše=.

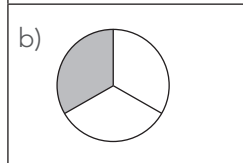
Question 13
Potšišo 13

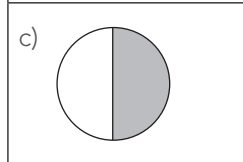
(3)

What fraction is coloured?

Ke palophatlo efe yeo e balafaditšwego?







(These words might help: half, quarter, fifth, third.)

(Mantšu a a ka go thuša: seripagare, kotara, teehlanong, teetharong).

Question 14
Potšišo 14

(2)

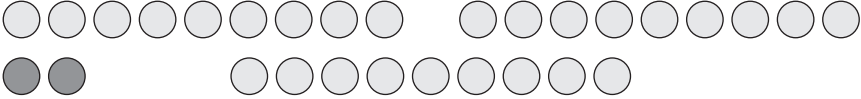
Draw a picture to show how to find one quarter of 9 cakes.

Thala seswantšho go laetša gore o ka hwetša bjang kotara te tee ya dikuku tše 9.



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

| | |
|--|-----|
| 1. (1 mark for tens and 1 mark for units) / (Aba moputso o 1 wa masome le moputso o 1 wa metšo) 7 tens and 8 units / Masome a 7 le metšo e 8 | (2) |
| 2. (1 mark per correct answer) / (Aba moputso o 1 go karabo yeo e nepagetšego) Ninety-seven / Masome senyane šupa | (1) |
| 3. (1 mark per correct answer) / (Aba moputso o tee go karabo e tee ya maleba) a) 96 b) 87 c) 8 tens + 5 units d) 7 tens + 0 units masome a 8 + le metšo e 5 masome a 7 le metšo e 0 | (4) |
| 4. (1 mark per correct answer) / (Aba moputso o 1 go karabo yeo e nepagetšego) 67, 76, 78, 87 | (1) |
| 5. (1 mark for the correct answer) / (Aba moputso o 1 go karabo yeo e nepagetšego) 70 | (1) |
| 6. (2 marks for the working 1 mark for the correct answer) (Aba meputso e 2 ya go šoma dipalo le moputso o 1 wa karabo yeo e nepagetšego) $52 + 37$ $= (50 + 30) + (2 + 7)$ $= 80 + 9$ $= 89$ | (3) |
| 7. (2 marks for the working 1 mark for the correct answer) (Aba meputso e 2 ya go šoma dipalo le moputso o 1 wa karabo yeo e nepagetšego) $87 - 56 = (80 + 7) - (50 + 6)$ $= (80 - 50) + (7 - 6)$ $= 30 + 1$ $= 31$ | (3) |
| 8. (1 mark for the working 1 mark for the answer) (Aba moputso o 1 wa go šoma dipalo le moputso o 1 wa karabo yeo e nepagetšego) $R20,00 - R13,75 = R6,25$ | (2) |
| 9. (1 mark per correct number sentence) (Aba moputso o 1 go lefokopalo leo le nepagetšego) a) $4 + 4 + 4 + 4 + 4 + 4 = 24$ b) $5 + 5 + 5 = 15$ | (2) |
| 10. (1 mark per correct number sentence) (Aba moputso o 1 go lefokopalo leo le nepagetšego) a) $2 \times 10 = 20$ b) $5 \times 3 = 15$ | (2) |
| 11. (1 mark per correct answer) (Aba moputso o 1 go karabo yeo e nepagetšego) $6 \times 4 = 24$ She made 24 cupcakes altogether. O pakile dikukukomikana tše 24 kamoka. | (2) |

| | |
|--|-----|
| <p>12. (1 mark for the drawing and 1 mark for each part of the correct answer) (Moputso o 1 wa sethalwa le moputso o 1 wa karabo yeo e nepagetšego)</p>  <p>Each friend gets 9 counters. There are 2 left over. Mogwera o tee o hwetša dibaledi tše 9 go šala tše 2.</p> | (3) |
| <p>13. (1 mark per correct answer) (Aba moputso o 1 go karabo yeo e nepagetšego)</p> <p>a) 1 quarter kotara e 1</p> <p>b) 1 third teetharong</p> <p>c) 1 half seripagare se tee</p> | (3) |
| <p>14. (1 mark per correct answer) (Aba moputso o 1 go karabo yeo e nepagetšego)</p> <p>Any correct drawing showing how to find one quarter of 9 cakes. Sethalwa se sengwe le se sengwe seo se laetšago go hwetša kotara ya 9.</p> | (2) |

Written assessment items for Patterns

Question 15

Potšišo 15

(4)

Extend the patterns:

Katološa paterone:

a) 12, 16, 20, ____.

b) 34, 36, ____, 40.

c) 70, 80, 90, ____.

d) 124, 127, ____, 133.

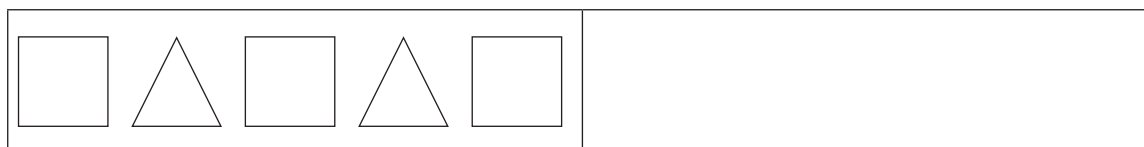
Question 16

Potšišo 16


(2)

Draw the next shape in this pattern:

Thala sebopego seo se latelago pateroneng ye:



Written assessment items for Patterns: solutions and mark allocations

| | |
|---|-----|
| 15. (1 mark for the fully correct answer) / (Aba moputso o 1 go karabo yeo e nepagetšego) a) 24 b) 38 c) 100 d) 130 | (4) |
| 16. (1 mark for drawing the last shape correctly) (Aba moputso o 1 ge a thadile sebopego ka nepagalo)  | (2) |

Written Assessment: English / Setswana

Written assessment items for Data handling: solutions and mark allocations

| | |
|---|-----|
| 25. (1 mark for each correct answer) (Leduo le le 1 la karabo e e nepagetseng) a) 5 b) 7 c) Circle / Sediko | (3) |
|---|-----|

Written Assessment: English / Xistsonga

4. ITEM BANK FOR WRITTEN ASSESSMENT

Written assessment items for Numbers, operations and relationships

Question 1

Xivutiso 1

(2)

Draw base ten blocks to show the number 78, showing tens and units.

Dirowa khume wa tibuloko ku komba nomboro 78, kombisa vukhume na vun'we.

| |
|--|
| |
|--|

Question 2

Xivutiso 2

(1)

Write the number name for 97.

Tsala vito ra nomboro 97.

Question 3

Xivutiso 3

(4)

Complete the following:

Hetisa leswi landzelaka:

| | |
|---|--|
| a) 9 tens + 6 units 9 vukhume + 6 vun'we | = |
| b) 7 units + 8 tens = 7 vun'we + 8 vukhume = | = |
| c) 85 = | ___ tens + ___ units vukhume - ____ + vun'we - ____ |
| d) 70 = | ___ tens + ___ units vukhume - ____ + vun'we - ____ |

Question 4

Xivutiso 4

(1)

Write these numbers from the smallest to the biggest:

Tsala nomboro ku suka ka leyintsongo swinene ku fika ka leyikulu swinene:

| | | | |
|----|----|----|----|
| 78 | 87 | 67 | 76 |
| | | | |

Question 5

Xivutiso 5

(1)

Round off 68 to the nearest 10.

Fikisa 68 kusuhi na 10.

Question 6

Xivutiso 6

(3)

Add these two numbers by breaking down both the numbers.

Hlanganisa tinomboro timbirhi hi ku tlhantlha tinomboro hi timbirhi ka tona.

$$52 + 37 = \underline{\hspace{2cm}}$$

Question 7

Xivutiso 7

(3)

Subtract by breaking down both numbers:

Susa hi ku tlhantlha tinomboro hi timbirhi ka tona:

$$87 - 56 = \underline{\hspace{2cm}}$$

Question 8

Xivutiso 8

(2)

Jabu buys a toy car for R13,75 and he pays with a R20 note.

How much change will he get?

Jabu u xavile movha yo tlangisa hi R13,75 u hakerile hi R20 ya phepha.

Xana u ta kuma cini ya mali muni?

Question 9

Xivutiso 9

(2)

Write the following as a repeated addition number sentence.

Tsala leswi landzelaka tanihi hi xivulwa xa nomboro xa ku hlanganisa loku vuyeleriweke.

a) 6 groups of 4 / 6 wa mintlawana hi 4

b) 3 groups of 5 / 3 wa mintlawana hi 5

Question 10

Xivutiso 10

(2)

Write the following as a multiplication number sentence.

Tsala leswi landzelaka tanihi hi xivulwa xa nomboro xa ku susa.

- a) 2 groups of ten / 2 wa mintlawa hi khume

- b) 5 groups of three / 5 wa mintlawa hi vunharhu

Question 11

Xivutiso 11

(2)

Mom baked cupcakes. She made 4 with red icing, 4 with yellow icing, 4 with pink icing, 4 with green icing, 4 with purple icing and 4 with orange icing. How many cupcakes did she make altogether?

Manana u bakile makhekhe. U endlile 4 hi ayisingi yo tshwuka, 4 ayisingi ya xitshopana, 4 ayisingi ya pinki, 4 hi ayisingi ya rihlaza, 4 ayisingi ya ribuwana na 4 hi muhlovo wa xilamula. Xana u endlile makhekhe mangani loko ma hlanganile hinkwawo?

She made _____ cupcakes altogether.

U endlile - _____ makhekhe.

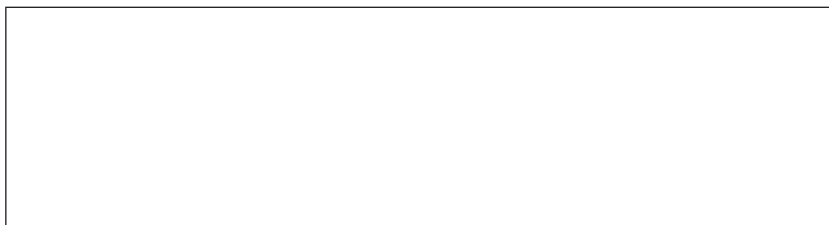
Question 12

Xivutiso 12

(3)

Draw pictures to show your answer. / Dirowa swifaniso ku kombisa nhlamulo ya wena.

Share 29 counters equally between 3 friends. / Ava 29 wa swihlayelo exikarhi ka vanghana va 3.



Each friend gets counters.

There are left over.

Munghana un'wana na un'wana u kumile wa swihlayelo. .

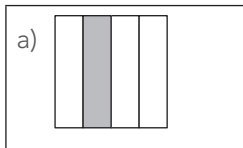
Ku sale .

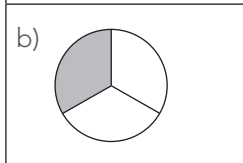
Question 13
Xivutiso 13

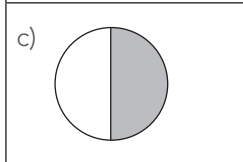
(3)

What fraction is coloured?

Hi yihi furakixini leyi khalariaiweke?







(These words might help: half, quarter, fifth, third.)

(Marito lawa ma nga ku pfuna: hafu, kotara, xantlhanu, xanharhu).

Question 14
Xivutiso 14

(2)

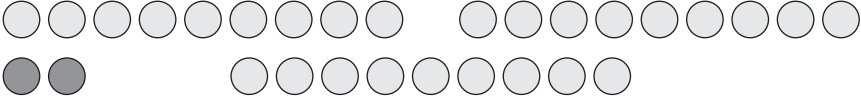
Draw a picture to show how to find one quarter of 9 cakes.

Dirowa xifaniso u kombisa ku kuma kotara yin'we ka 9 wa makhekhe.



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

| | |
|---|-----|
| 1. (1 mark for tens and 1 mark for units) / (Maraka yi1 ya vukhume na maraka yi1 ya vun'we) 7 tens and 8 units / 7 wa vukhume na 8 wa vun'we | (2) |
| 2. (1 mark per correct answer) / (Imaki eli-1 ngempendulo eyodwa eyamukelekayo) Ninety-seven / Makumenhungu nkombo | (1) |
| 3. (1 mark per correct answer) / (Imaki eli-1 ngempendulo eyodwa eyamukelekayo) a) 96 b) 87 c) 8 tens + 5 units d) 7 tens + 0 units 8 wa vukhume + 5 wa vun'we 7 wa vukhume + 0 wa vun'we | (4) |
| 4. (1 mark per correct answer) / (Maraka yi1 ya hi nhlamulo leyi faneleke) 67, 76, 78, 87 | (1) |
| 5. (1 mark for the correct answer) / (Maraka yi1 ya nhlamulo leyi faneleke) 70 | (1) |
| 6. (2 marks for the working 1 mark for the correct answer) (Timaraka ti2 ta matirhelo, maraka yi1 ya nhlamulo leyi faneleke) $52 + 37$ $= (50 + 30) + (2 + 7)$ $= 80 + 9$ $= 89$ | (3) |
| 7. (2 marks for the working 1 mark for the correct answer) (Timaraka ti2, yi1 ya matirhelo, maraka yi1 ya nhlamulo leyi faneleke) $87 - 56 = (80 + 7) - (50 + 6)$ $= (80 - 50) + (7 - 6)$ $= 30 + 1$ $= 31$ | (3) |
| 8. (1 mark for the working 1 mark for the answer) (Maraka yi1 ya matirhelo, maraka yi1 ya nhlamulo) $R20,00 - R13,75 = R6,25$ | (2) |
| 9. (1 mark per correct number sentence) (1 imaki ngomushonombolo owodwa okahle) a) $4 + 4 + 4 + 4 + 4 + 4 = 24$ b) $5 + 5 + 5 = 15$ | (2) |
| 10. (1 mark per correct number sentence) (maraka yi1 ya xivulwa xa nomboro lexi faneleke) a) $2 \times 10 = 20$ b) $5 \times 3 = 15$ | (2) |
| 11. (1 mark per correct answer) (maraka yi1 ya nhlamulo leyi faneleke) $6 \times 4 = 24$ She made 24 cupcakes altogether. U endlile 24 wa makhekhe loko mahlanganile hinkwawo. | (2) |

| | |
|---|-----|
| <p>12. (1 mark for the drawing and 1 mark for each part of the correct answer) (maraka yi1 yo dirowa na maraka yi1 ya xiyenge xa nhlamulo leyi faneleke)</p>  <p>Each friend gets 9 counters. There are 2 left over. Munghana wun'wana na wun'wana u kumile 9 wa swihlayelo. Ku sala 2.</p> | (3) |
| <p>13. (1 mark per correct answer) (Maraka yi1 ya nhlamulo leyi faneleke)</p> <p>a) 1 quarter 1 kotara</p> <p>b) 1 third 1 xanharhu</p> <p>c) 1 half 1 hafu</p> | (3) |
| <p>14. (1 mark per correct answer) (Maraka yi1 ya nhlamulo leyi faneleke)</p> <p>Any correct drawing showing how to find one quarter of 9 cakes. Nhlamulo yin'wana na yin'wana leyi faneleke yi kombisa ku kuma n'we kotara ka 9 wa makhekhe.</p> | (2) |

Written assessment items for Patterns

Question 15

Xivutiso 15

(4)

Extend the patterns:

Engetela tipatironi:

a) 12, 16, 20, _____.

b) 34, 36, _____, 40.

c) 70, 80, 90, _____.

d) 124, 127, _____, 133.

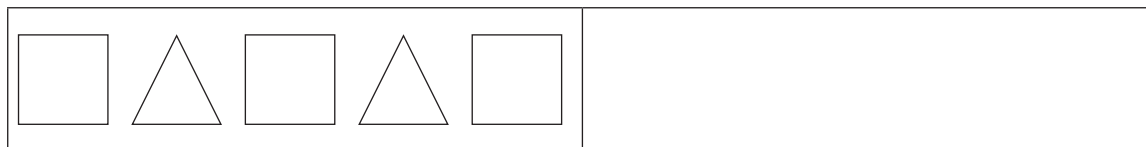
Question 16

Xivutiso 16


(2)

Draw the next shape in this pattern:

Dirowa xivumbeko lexi landzelaka ka patironi:



Written assessment items for Patterns: solutions and mark allocations

| | |
|--|-----|
| 15. (1 mark for the fully correct answer) / (Maraka yi1 ya nhlamulo leyi faneleke) a) 24 b) 38 c) 100 d) 130 | (4) |
| 16. (1 mark for drawing the last shape correctly) (Maraka yi1 ya ku dirowa xivumbeko xo hetelella hi ndlela leyi faneleke)  | (2) |

Written assessment items for Space and shape

Question 17

Xivutiso 17

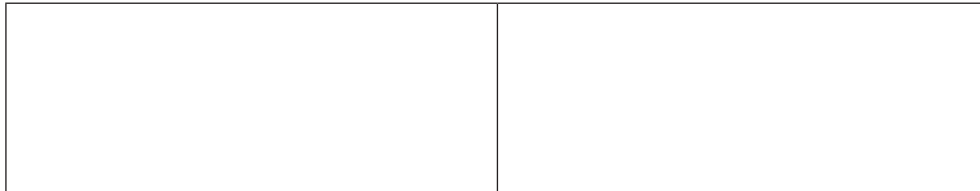
(2)

Draw a shape in the first block that only has round sides.

In the second block draw a shape with only straight sides.

Dirowa xivumbeko ka buloko ro sungula lexi nga na matlhelo ya xirhendzevutana.

Eka buloko ra vumbirhi dirowa xivumbeko xa matlhelo yo ololoka.



a) Round sides

Matlhelo ya xirhendzevutana

b) Straight sides

Matlhelo yo ololoka

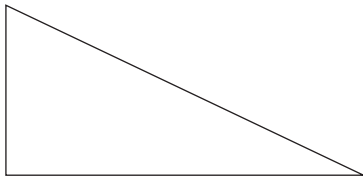
Question 18

Xivutiso 18

(1)

Name this shape:

Nyika vito ra xivumbeko:



Question 19

Xivutiso 19

(1)

Draw a horizontal line to show symmetry in this picture.


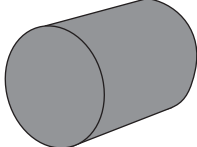
Dirowa ntila wo ololoka ku kombisa ntilandzhungano ka xifaniso.

B

Question 20
Xivutiso 20

(2)

Write the correct names for these 3-D objects:
Tsala mavito lama faneleke ya minchumu ya 3-D:

| | | |
|---|---------------------------|----------|
|  | Prism Phirizimu | a) _____ |
| | Sphere Xa bolo | |
|  | Cylinder Silindara | b) _____ |
| | Circle Xirhendzevutana | |





Question 21
Xivutiso 21

(2)

Draw two balls of different size. Colour the bigger one red.
Dweba amabhola amabili angalingani. Faka umbala obomvu kwelikhulu kunawo wonke.

| | |
|--|--|
| | |
|--|--|

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

| | |
|--|-----|
| <p>17. (1 mark per correct answer; only one shape of each type) (Maraka yi1 ya nhlamulo leyi faneleke; xivumbeko xa muhlovo wun'we)</p> <p>a) round sides or oval matlhelo ya xirhendzevutana kumbe bolo </p> <p>b) straight sides matlhelo yo ololoka  (or other with only straight sides) (man'wana lama nga na matlhelo yo ololoka ntsena)</p> | (2) |
| <p>18. (1 mark per correct answer) / (Maraka yi1 ya nhlamulo leyi faneleke) Triangle Yinhlantarhu</p> | (1) |
| <p>19. (1 mark per correct answer) / (Maraka yi1 ya nhlamulo ley faneleke)</p> <p style="text-align: center;"></p> | (1) |
| <p>20. (1 mark per correct answer) (Maraka yi1 ya nhlamulo leyi faneleke)</p> <p>a) Sphere / Bolo b) Cylinder / Silindara</p> | (2) |
| <p>21. (1 mark for the drawings, 1 mark for colouring the bigger shape red) (Maraka yi1 yo dirowa, maraka yi1 yo khalara xivumbeko lexikulu hi muhlovo wo tshwuka)</p> <p style="text-align: center;"></p> | (2) |

Written assessment items for Measurement

Question 22

Xivutiso 22

(1)

Circle the correct answer. / Tsondzela nhlamulo leyi faneleke.



The height of this door is:
Vulehi bya rivati i:

- a) More than 1 metre
Ku lehenhla ka 1 mitara
- b) Less than 1 metre
Ku le hansi ka 1 mitara

Question 23

Xivutiso 23

(3)



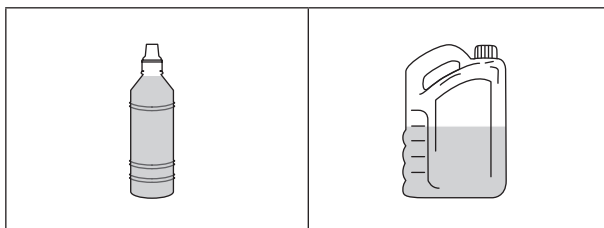
- a) What mass reading is shown on this scale?
Xana hi wihl ntiko lowu kombisiweke eka xikalo? _____
- b) Is anyone standing on this bathroom scale? Circle: yes / no
U kona loyi a yimeke eka xikalo xa le kamereni ro hlambela? Tsondzela ina / ee
- c) How do you know?
U swi tiva njhani? _____

Question 24

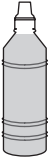

Xivutiso 24

(1)

Circle the container that can hold the most water.
Tsondzela khontheyina leyi chelaka mati mo tala.



Written assessment items for Measurement: solutions and mark allocations

| | |
|--|-----|
| <p>22. (1 mark per correct answer) (Maraka yi1 ya nhlamulo leyi faneleke) a) more than 1 metre ku tlula 1 mitara</p> | (1) |
| <p>23. (1 mark per correct answer) (Imaki eli-1 ngempendulo eyodwa eyamukelekayo) a) 0 kg b) no / no c) the scale shows 0 kg xikalo xi kombisa 0 kg</p> | (3) |
| <p>24. (1 mark per correct answer) (Maraka yi1 ya nhlamulo leyi faneleke)</p> <div style="display: flex; align-items: center; gap: 20px;">   </div> | (1) |

Written assessment items for Data handling

Question 25

Xivutiso 25

(3)

Shapes we see / Swivumbeko leswi ndzi swi vonaka

| | | | | |
|----|----------------------------|-----------------------------|---------------------|---------------|
| 10 | | | | |
| 9 | | | | ↑ |
| 8 | | | | ↑ |
| 7 | △ | | | ↑ |
| 6 | △ | | | ↑ |
| 5 | △ | | □ | ↑ |
| 4 | △ | ○ | □ | ↑ |
| 3 | △ | ○ | □ | ↑ |
| 2 | △ | ○ | □ | ↑ |
| 1 | △ | ○ | □ | ↑ |
| | Triangle / Yinhlanharhu | Circle / Xirhendzevutana | Square / Xikwere | Arrow / Nseve |

Answer the questions about the pictograph:

Hlamula swivutiso hi girafu ya swifaniso:

a) How many squares are there?

Zingaki izikwele? _____

b) How many triangles are there?

Xana ku na tiyinhlanharhu tingani? _____

c) Which group has the least objects?

Hi wihi ntlawa lowu nga na minchumu yintsongo?

Written assessment items for Data handling: solutions and mark allocations

| | |
|--|------------|
| <p>25. (1 mark for each correct answer) (Maraka yi1 ya nhlamulo leyi faneleke)</p> <ul style="list-style-type: none">a) 5b) 7c) Circle / Xirhendzevutana | <p>(3)</p> |
|--|------------|

Written Assessment: English / Tshivenda

4. ITEM BANK FOR WRITTEN ASSESSMENT

Written assessment items for Numbers, operations and relationships

Question 1
Mbudziso 1

(2)

Draw base ten blocks to show the number 78, showing tens and units.

Olani mabuloko a u vhalela, ni sumbedze nomboro 78, ni sumbedze mahumi na vhuthihi.

| |
|--|
| |
|--|

Question 2
Mbudziso 2

(1)

Write the number name for 97.

Ñwalani dzina nomboro ya 97.

Question 3
Mbudziso 3

(4)

Complete the following:

Fhedzisani zwi tevhelaho:

| | |
|--|--|
| a) 9 tens + 6 units mahumi a 9 na vhuthihi ha 6 | = |
| b) 7 units + 8 tens = vhuthihi ha 7 na mahumi a 8 = | = |
| c) 85 = | ___ tens + ___ units na mahumi a-___ + na vhuthihi ha-___ |
| d) 70 = | ___ tens + ___ units na mahumi a-___ + na vhuthihi ha-___ |

Question 4
Mbudziso 4

(1)

Write these numbers from the smallest to the biggest:

Ñwalani nomboro u bva kha ðhukhusa u yak ha khulwanesa

| | | | |
|----|----|----|----|
| 78 | 87 | 67 | 76 |
| | | | |

Question 5
Mbudziso 5

(1)

Round off 68 to the nearest 10.

Ṭanganyisani nomboro mmbili nga u dzi kwashekanya vhuvhili hadzo.

Question 6
Mbudziso 6

(3)

Add these two numbers by breaking down both the numbers.

Ṭanganyisani nomboro mmbili nga u dzi kwashekanya vhuvhili hadzo.

$$52 + 37 = \underline{\hspace{2cm}}$$

Question 7
Mbudziso 7

(3)

Subtract by breaking down both numbers:

Ṭusani nomboro mmbili nga u dzi kwashekanya vhuvhili hadzo:

$$87 - 56 = \underline{\hspace{2cm}}$$

Question 8
Mbudziso 8

(2)

Jabu buys a toy car for R13,75 and he pays with a R20 note.

How much change will he get?

Jabu u renga thoyi ya goloi nga R13,75 a badela nga R20.

U ḡo wana tshentshi ya vhugai?

Question 9
Mbudziso 9

(2)

Write the following as a repeated addition number sentence.

Ṭwalani zwi tevhelaho sa nomboro fhungo ḷa ṭanganyisa kavhili

a) 6 groups of 4 / zwigwada zwa 6 zwa zwithu zwa 4

b) 3 groups of 5 / zwigwada zwa 3 zwa zwithu zwa 5

Question 10
Mbudziso 10

(2)

Write the following as a multiplication number sentence.

Nwalani zwi tevhelaho sa fhungo nomboro la u andisa.

- a) 2 groups of ten / zwigwada zwa 2 zwa zwithu zwa 10

- b) 5 groups of three / zwigwada zwa 5 zwa zwithu zwa 3

Question 11
Mbudziso 11

(2)

Mom baked cupcakes. She made 4 with red icing, 4 with yellow icing, 4 with pink icing, 4 with green icing, 4 with purple icing and 4 with orange icing. How many cupcakes did she make altogether?

Mme o бага dzikhekhe. U бага 4 a shela muvhala mutshwuku, 4 dza tshitopana, 4 dza pinki, 4 dza muvhala mudala, 4 dza phephulu, 4 dza orenji. O бага dzikhekhe nngana dzothe dzo fhelela?

She made _____ cupcakes altogether.

O бага dzikhekhe dza _____

Question 12
Mbudziso 12

(3)

Draw pictures to show your answer. / Olani zwifanyiso zwa u sumbedza phindulo yanu.

Share 29 counters equally between 3 friends. / Kovhekanyani zwithu zwa u vhalela zwa 24 vhukati kha khonani dza 3.



Each friend gets counters.

There are left over.

Khonani nthihi i do wana zwa .

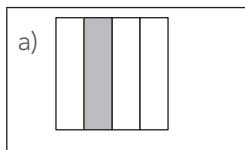
Hu do sala .

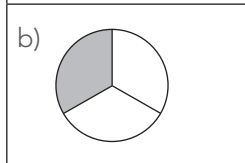
Question 13
Mbudziso 13

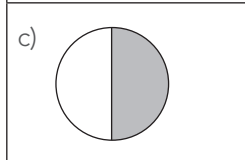
(3)

What fraction is coloured?

Ndi furakisheni ifhio yo swifhadziwaho?







(These words might help: half, quarter, fifth, third.)

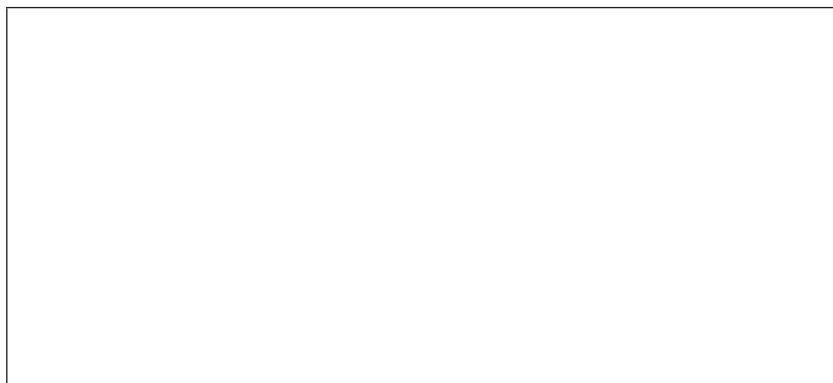
(Maipfi ane a nga thusa, hafu, kotare, tshithihi kha tsha raru, tsha ṭhanu, tsha raru).

Question 14
Mbudziso 14

(2)

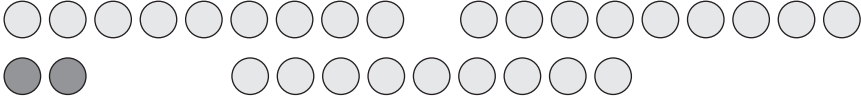
Draw a picture to show how to find one quarter of 9 cakes.

Olani tshifanyiso tsha u sumbedza kotara nthihi ya khekhe dza 9.



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

| | |
|---|-----|
| 1. (1 mark for tens and 1 mark for units) / (maraga 1 ya mahumi, maraga 1 ya vhuthihi) 7 tens and 8 units / 7 mahumi na 8 vhuthihi | (2) |
| 2. (1 mark per correct answer) / (maraga 1 ya phindulo i re yone) Ninety-seven / Futahe-sumba | (1) |
| 3. (maraga 2 ya phindulo i re yone) a) 96 c) 8 tens + 5 units 8 mahumi + 5 vhuthihi | (4) |
| b) 87 d) 7 tens + 0 units 7 mahumi + 0 vhuthihi | |
| 4. (1 mark per correct answer) / (maraga 1 ya phindulo i re yone) 67, 76, 78, 87 | (1) |
| 5. (1 mark for the correct answer) / (maraga 2 ya kushumele na maraga 1 ya phindulo i re yone) 70 | (1) |
| 6. (2 marks for the working 1 mark for the correct answer) (maraga 2 ya kushumele na maraga 1 ya phindulo i re yone) 52 + 37 = (50 + 30) + (2 + 7) = 80 + 9 = 89 | (3) |
| 7. (2 marks for the working 1 mark for the correct answer) (maraga 2 ya phindulo i re yone) 87 – 56 = (80 + 7) – (50 + 6) = (80 – 50) + (7 – 6) = 30 + 1 = 31 | (3) |
| 8. (1 mark for the working 1 mark for the answer) (maraga 1 ya phindulo i re yone) R20,00 – R13,75 = R6,25 | (2) |
| 9. (1 mark per correct number sentence) (maraga 1 ya phindulo ya fhungo nomboro ire yone) a) 4 + 4 + 4 + 4 + 4 + 4 = 24 b) 5 + 5 + 5 = 15 | (2) |
| 10. (1 mark per correct number sentence) (maraga 1 ya phindulo ya fhungo nomboro i re yone) a) 2 × 10 = 20 b) 5 × 3 = 15 | (2) |
| 11. (1 mark per correct answer) (maraga 1 ya phindulo i re yone) 6 × 4 = 24 She made 24 cupcakes altogether. O its mkhphukhekhen dza 24 dzothe dzo tangana. | (2) |

| | |
|---|-----|
| <p>12. (1 mark for the drawing and 1 mark for each part of the correct answer) (maraga 1 ya phindulo ya u ola, maraga 1 ya tshipiḽa tsha phindulo)</p>  <p>Each friend gets 9 counters. There are 2 left over. Khonani nthihi u ḽo wana 9. Hu ḽo sala 2.</p> | (3) |
| <p>13. (1 mark per correct answer) (maraga 1 ya phindulo i re yone)</p> <p>a) 1 quarter kotara nthihi</p> <p>b) 1 third nthihi kha tsha tharu</p> <p>c) 1 half hafu nthihi</p> | (3) |
| <p>14. (1 mark per correct answer) (maraga 1 ya phindulo i re yone)</p> <p>Any correct drawing showing how to find one quarter of 9 cakes. Muolo muḽwe na muḽwe u no sumbedza u wana kotara ya dzikhekhe.</p> | (2) |

Written assessment items for Data handling: solutions and mark allocations

| | |
|---|------------|
| <p>25. (1 mark for each correct answer) (maraga 1 ya phindulo i re yone)</p> <ul style="list-style-type: none">a) 5b) 7c) Circle / Tshitendeledzi | <p>(3)</p> |
|---|------------|

