

GRADE 1

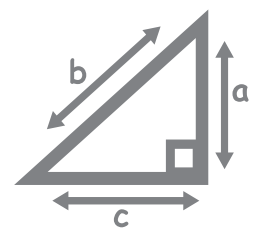
Mathematics

Teacher Toolkit:
CAPS Planner, Tracker and
Assessment Resources

2018 TERM 2

CONTENTS

About the Planner and Tracker	2
Planner and Tracker	4
Week 1	4
Week 2	5
Week 3	6
Week 4	7
Week 5	8
Week 6	9
Week 7	10
Week 8	11
Week 9	12
Week 10	13
Assessment Resources	14
1. Assessment Term Plan	14
2. Suggested formal assessment mark record sheet	15
3. Exemplar written assessment items with suggested marking memos	16
4. Item bank for written assessment	18
English / isiXhosa	19
English / Sepedi	33
English / Setswana	47
English / Xitsonga	61
English / Tshivenda	75



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 second 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	Number 6	1	Worksheet 33 (pp. 70, 71)	Number symbol and name card (6 six) (see <i>Printable Resources</i>), number tracing card (6) (see <i>Printable Resources</i>)	
2	Number 7	2	Worksheet 34 (pp. 72, 73)	Number symbol and name card (7 seven) (see <i>Printable Resources</i>), number tracing card (7) (see <i>Printable Resources</i>)	
3	Number 8	3	Worksheet 35 (pp. 74, 75)	Number symbol and name card (8 eight) (see <i>Printable Resources</i>), number tracing card (8) (see <i>Printable Resources</i>)	
4	Number 9	4	Worksheet 36 (pp. 76, 77)	Number symbol and name card (9 nine) (see <i>Printable Resources</i>), number tracing card (9) (see <i>Printable Resources</i>)	
5	Complete and consolidate the week's assessment and work	n/a			
Week 1 Assessment Activity: ORAL and PRACTICAL – INFORMAL CAPS: Numbers, operations and relationships: Counting Activity: Assess the learners' ability to count objects to 20					Mark: /7
Mark (percentage)	Criteria – Rubric				
1 (0%–29%)	Unable to count less than 20 objects reliably				
2 (30%–39%)	Counts out less than 20 objects reliably, saying the names with errors most times				
3 (40%–49%)	Counts out up to 20 objects reliably, saying the names in sequence with a few errors most times				
4 (50%–59%)	Counts out 20 objects reliably, saying the names in sequence with a few errors sometimes				
5 (60%–69%)	Counts out 20 objects reliably, saying the names correctly in sequence				
6 (70%–79%)	Counts out more than 20 objects reliably, saying the names in sequence correctly				
7 (80%–100%)	Counts out more than 20 objects reliably, saying the names in sequence correctly and confidently				
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	Number 10	5	Worksheet 38 (pp. 80, 81)	Number symbol and name card (10 ten) (see <i>Printable Resources</i>), number tracing card (10) (see <i>Printable Resources</i>)	
7	Understand numbers 1–10	6	Worksheet 39 (pp. 82, 83)	Number cards (1–10) (see <i>Printable Resources</i>), counters (e.g. bottle tops), flashcards: <i>more, less, the same as</i> Written assessment item 1	
8	Numbers 1–10	7	Worksheet 41 (pp. 86, 87)	Counters, Unifix blocks Written assessment item 2 and 3	
9	Conservation of number	8	Worksheet 42 (pp. 88, 89)	Counters, forks, spoons	
10	Complete and consolidate the week's assessment and work	n/a			
Week 2 Assessment Activity: ORAL – FORMAL					
CAPS: Numbers, operations and relationships: Numbers 1 to 10					
Activity: Assess the learners' ability to recognise, read and write the number symbols 1 to 10					Mark: /7
Mark (percentage)	Criteria – Rubric				
1 (0%–29%)	Unable to recognise, read and write any of the number symbols from 1 to 10				
2 (30%–39%)	Able to recognise, read and write the number symbols from 1 to 5				
3 (40%–49%)	Able to recognise the symbols 1 to 10 but can read and write the number symbols from 1 to 5				
4 (50%–59%)	Able to recognise the symbols 1 to 10 but read and write the number symbols from 1 to 10 with much assistance				
5 (60%–69%)	Able to recognise the symbols 1 to 10 but read and write the number symbols from 1 to 10 with a little assistance				
6 (70%–79%)	Able to recognise, read and write the number symbols 1 to 10				
7 (80%–100%)	Able to recognise, read and write the number symbols 1 to 10 and more				
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?		

Week 3					
Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed
11	Recognise numbers 11–19	9		Number name and symbol cards (11–19) (see <i>Printable Resources</i>) Written assessment item 4	
12	Recognise numbers 20–29	10		Number name and symbol cards (20–29) (see <i>Printable Resources</i>)	
13	Recognise numbers 30–39	11		Number name and symbol cards (30–39) (see <i>Printable Resources</i>)	
14	Recognise numbers 40–50	12		Number name and symbol cards (40–50) (see <i>Printable Resources</i>)	
15	Complete and consolidate the week's assessment and work	n/a			
Week 3 Assessment Activity: ORAL – INFORMAL					
CAPS: Numbers, operations and relationships: Numbers 1 to 50					
Activity: Assess the learners' ability to count forwards and backwards in ones between 1 and 50					Mark: /7
Mark (percentage)	Criteria – Rubric				
1 (0%–29%)	Cannot count verbally forwards and backwards in ones between 1 and 50				
2 (30%–39%)	Needs constant assistance to count forwards and backwards in ones between 1 and 50				
3 (40%–49%)	Counts verbally forwards and backwards in ones between 1 and 50 with some assistance				
4 (50%–59%)	Counts verbally forwards but not backwards in ones between 1 and 50				
5 (60%–69%)	Counts verbally forwards and backwards in ones between 1 and 50 but makes 1 error				
6 (70%–79%)	Counts verbally independently forwards and backwards in ones between 1 and 50				
7 (80%–100%)	Independently and consistently counts verbally forwards and backwards in ones between 1 and 50 and beyond				
Reflection					
<p>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?</p>			<p>What will you change next time? Why?</p>		
			<p>HOD: _____ Date: _____</p>		

Week 4					
Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed
16	Capacity and volume	13	Worksheet 37 (pp. 78, 79)	Variety of containers, sand or water, cups, mugs, 2 litre bottle, 500 ml bottle, flash cards: <i>full, empty</i> Written assessment item 19	
17	Capacity and volume	14	Worksheet 40 (pp. 84, 85)	Variety of 2 litre and 1 litre containers, a 500 ml jug, some large jugs, sand or water	
18	Addition up to 10 – counting on	15	Worksheet 43 (pp. 90, 91)	Counters, number symbol cards (1–10) (see <i>Printable Resources</i>), flashcards: <i>and, makes</i> and + (per learner – see <i>Printable Resources</i>)	
19	Addition – Building up numbers up to 10	16	Worksheet 45 (pp. 94, 95)	Unifix blocks, counters, number symbol cards (1–10) (see <i>Printable Resources</i>), flashcards: +, <i>makes</i> and = (see <i>Printable Resources</i>) Written assessment item 5	
20	Learners do written assessment this week				
Week 4 Assessment Activity: WRITTEN – FORMAL					Mark: /7
CAPS: Measurement: Capacity Activity: Assess the learners' ability to use vocabulary (full and empty), order and compare amounts in containers according to capacity and estimate and measure capacity using non-standard measures					
Mark (percentage)	Criteria – Rubric				
1 (0%–29%)	Use vocabulary such as full and empty				
2 (30%–39%)	Use vocabulary such as the same as, full and empty				
3 (40%–49%)	Use vocabulary such as more than and less than, same as, full and empty				
4 (50%–59%)	Order the amount of liquid that two containers can hold if filled				
5 (60%–69%)	Order and compare the amount of liquid that two containers can hold if filled				
6 (70%–79%)	Estimate the capacity of containers by using non-standard measures				
7 (80%–100%)	Measure the capacity of containers by using non-standard and standard measures				
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 5					
Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed
21	Addition and subtraction-building up and breaking down numbers up to 10	17		Unifix blocks, counters, number symbol cards (1–10) (see <i>Printable Resources</i>), flashcards: +, makes and = (see <i>Printable Resources</i>) Written assessment item 6 and 7	
22	Doubling and halving	18	Worksheet 47	Pictures of tricycles/cows/hands (collect from old magazines/newspapers and bring them to the lesson), Unifix blocks, counters Written assessment item 8	
23	Addition and subtraction problems	19	Worksheet 46	Counters Written assessment item 9 and 10	
24	Addition and subtraction problems	20		Scrap paper and crayons	
25	Complete and consolidate the week's assessment and work	n/a			
Week 5 Assessment Activity: ORAL – FORMAL					
CAPS: Numbers, operations and relationships Activity: Assess the learners' ability to do addition and subtraction word problems					Mark: /7
Mark (percentage)	Criteria – Rubric				
1 (0%–29%)	Makes no attempt to read word problems				
2 (30%–39%)	Attempts to read word problems but does not understand the questions				
3 (40%–49%)	Able to read and interpret word problems with assistance from peers/the teacher				
4 (50%–59%)	Able to read and interpret word problems and makes an attempt to record a numeric solution but without success				
5 (60%–69%)	Able to read and interpret word problems, uses a diagram/table and records numeric solutions successfully for addition problems				
6 (70%–79%)	Able to read and interpret word problems, uses a diagram/table and records numeric solutions successfully for addition and subtraction problems				
7 (80%–100%)	Able to read and interpret and solve word problems competently				
Reflection					
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?			What will you change next time? Why?		
			HOD:		Date:

Week 6						
Day	CAPS content, concepts, skills		LP no.	DBE workbook	Resources	Date completed
26	Geometric patterns		21	Worksheet 64a (pp. 136, 137)	Pattern strips (see <i>Printable Resources</i>), shape cut-outs (see <i>Printable Resources</i>), beads and string	
27	2s patterns to 20		22	Worksheet 51 (pp. 108, 109)	1–20 number boards (see <i>Printable Resources</i>), 1–20 number line (see <i>Printable Resources</i>), 1–20 number cards (see <i>Printable Resources</i>), counters	
28	5s patterns to 20		23	Worksheet 56 (pp. 118, 119)	1–20 number boards (see <i>Printable Resources</i>), 1–20 number line (see <i>Printable Resources</i>), 1–50 number cards (see Term 1 and 2 <i>Printable Resources</i>), counters Written assessment item 17	
29	10s patterns		24	Worksheet 59 (pp. 124, 125)	Counters, Unifix cubes, string, containers	
30	Complete and consolidate the week's assessment and work		n/a			
Week 6 Assessment Activity: PRACTICAL – FORMAL						
CAPS: Space and shape: Recognise and name 2-D shapes						
Assess the learners' ability to name and compare 2-D shapes (circles, triangles and squares) in geometric patterns						Mark: /7
Mark	Criteria – Checklist (1 mark for each criterion achieved)					
1	Able to recognise and name circles					
1	Able to recognise and name squares					
1	Able to recognise and name triangles					
1	Able to identify simple geometric patterns made using circles, triangles and squares in familiar orientations					
1	Able to identify geometric patterns made using circles, squares and triangles in unfamiliar orientations					
1	Able to copy geometric patterns made using circles, squares and triangles					
1	Able to extend geometric patterns made using circles, squares and triangles					
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?		
				HOD:		Date:

Week 7					
Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed
31	10s patterns using a number board	25		Counters, 1–50 number boards (see <i>Printable Resources</i>), scrap paper, crayons	
32	Collecting and organising data	26	Worksheet 44 (pp. 92, 93)	Unifix cubes, counters, bottle tops, shapes (see <i>Printable Resources</i>), leaves (optional) Written assessment item 20	
33	Groups of 2 up to 10	27	Worksheet 49 (pp. 104, 105)	Pictures with pairs of shoes/hands/bicycles (collect and cut out from old magazines etc.), counters Written assessment item 11	
34	2s – Repeated addition up to 10	28	Worksheet 50 (pp. 106, 107)	Pictures of people and animals (collect and cut out from old magazines, etc.), counters Written assessment item 12	
35	Complete and consolidate the week's assessment and work	n/a			
Week 7 Assessment Activity: ORAL – FORMAL					
CAPS: Data handling Activity: Assess the learners' ability to collect, sort and organise data					Mark: /7
Mark (percentage)	Criteria – Rubric				
1 (0%–29%)	Unable to collect or sort data				
2 (30%–39%)	Able to collect data but not able to sort the data				
3 (40%–49%)	Able to collect data and sort data with assistance				
4 (50%–59%)	Able to collect data and sort data without assistance				
5 (60%–69%)	Able to collect data, sort data and make a drawing of the sorted data but does make some mistakes				
6 (70%–79%)	Able to collect data, sort data and make a drawing of the sorted data without making mistakes				
7 (80%–100%)	Able to collect data, sort data and make a drawing of the sorted data and to answer questions about the data				
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	Groups of 3 up to 10		29	Worksheet 52 (pp. 110, 111)	Pictures of tricycles or things grouped in threes (collect and cut out from old magazines, etc.), counters, Unifix cubes	
37	3s – Repeated addition up to 10		30	Worksheet 53 (pp. 112, 113)	Shape cuts outs – triangles (see <i>Printable Resources</i>), counters, Unifix cubes	
38	Groups of 4 up to 10		31	Worksheet 54 (pp. 114, 115)	Pictures of various wild animals animals/cars (collect and cut out from old magazines, etc.), Unifix blocks, counters	
39	4s – Repeated addition up to 10		32	Worksheet 55 (pp. 116, 117)	Pictures of 2 giraffes/2 zebras/ other animals (collect and cut out from old magazines, etc.), Unifix blocks, counters, variety of objects to count Written assessment item 13	
40	Complete and consolidate the week's assessment and work		n/a			
Week 8 Assessment Activity: ORAL – FORMAL						
CAPS: Patterns and algebra: Number patterns						
Activity: Assess the learners' ability to count forwards and backwards in 2s, 3s, 4s and 5s to 50						Mark: /7
Mark	Criteria – Checklist (1 mark for each criterion achieved)					
1	Able to count forwards and backwards in 2s to 20					
1	Able to count forwards and backwards in 3s to 20					
1	Able to count forwards and backwards in 4s to 20					
1	Able to count forwards and backwards in 5s to 20					
1	Able to add 3s using repeated addition					
1	Able to add 4s using repeated addition					
1	Able to use groups of 3s and 4s to solve word problems					
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?		

Week 10					
Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed
46	Money	37	Worksheet 62 (pp. 132, 133)	Money coin cut-outs (see <i>Printable Resources</i>)	
47	2-D shapes	38	Worksheet 48a (pp. 100, 101) Worksheet 48b (pp. 102, 103)	Shape cut-outs (see <i>Printable Resources</i>), shapes to colour (see <i>Printable Resources</i>)	
48	2-D shapes	39	Worksheet 63 (pp. 134, 135)	Shape cut-outs (see <i>Printable Resources</i>), shapes to colour (see <i>Printable Resources</i>), cardboard shapes (make your own using different colours)	
49	2-D shapes	40	Worksheet 64b (pp. 138, 139)	Shape cut-outs (see <i>Printable Resources</i>), scrap paper, shapes to colour (see <i>Printable Resources</i>) Written assessment item 18	
50	Complete and consolidate the week's assessment and work	n/a			
Week 10 Assessment Activity: PRACTICAL – INFORMAL					
CAPS: Space and shape					
Activity: Assess the learners' ability to recognise, sort and compare 2-D shapes (circles, triangles and squares)					Mark: /7
Mark (percentage)	Criteria – Rubric				
1 (0%–29%)	Able to recognise and name circles				
2 (30%–39%)	Able to recognise and name squares and circles				
3 (40%–49%)	Able to recognise and name triangles, squares and circles				
4 (50%–59%)	Able to recognise and compare circles, squares and triangles in familiar orientations according to shape and colour				
5 (60%–69%)	Able to recognise, sort and compare circles, squares and triangles in unfamiliar orientations according to shape, colour and size				
6 (70%–79%)	Able to recognise, sort and compare circles, squares and triangles in any orientation according to shape, colour and size				
7 (80%–100%)	Able to describe, sort and compare circles, squares and triangles in any orientation according to shape, colour and size; and types of sides (round/straight)				
Reflection					
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?			What will you change next time? Why?		
			HOD: _____ Date: _____		

ASSESSMENT RESOURCES

1. ASSESSMENT TERM PLAN

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

Note:

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

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

Week	Informal Assessment Activities	Formal Assessment Activities
1	Oral and Practical: CAPS: Activity 1 Numbers, operations and relationships: Counting	
2		Oral: Activity 2 Numbers, operations and relationships: Numbers 1 to 10 Written: Item bank questions 1, 2 and 3 Numbers, operations and relationships
3	Oral: Activity 3 Numbers, operations and relationships: Numbers 1 to 50	Written: Item bank question 4 Numbers, operations and relationships
4		Practical: Activity 4 Measurement – Capacity Written: Item bank questions 5 and 19 Numbers, operations and relationships; Measurement
5		Oral: Activity 5 Numbers, operations and relationships Written: Item bank questions 6, 7, 8, 9 and 10 Numbers, operations and relationships
6		Oral and Practical: Activity 6 Space and shape Written: Item bank question 17 Numbers, operations and relationships
7		Practical: Activity 7 Data handling Written: Item bank questions 11, 12 and 20 Numbers, operations and relationships; Data handling
8		Oral: Activity 8 Patterns and algebra: Number patterns Written: Item bank question 13 Numbers, operations and relationships
9	Practical: Activity 9 Numbers, operations and relationships	Written: Item bank questions 14, 15 and 16 Numbers, operations and relationships
10	Oral and Practical: Activity 10 Space and shape: Recognise and name 2-D shapes	Written: Item bank question 18 Space and shape

3. EXEMPLAR WRITTEN ASSESSMENT ITEMS WITH SUGGESTED MARKING MEMOS

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

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

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

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

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

Written assessment item mark breakdown (according to exemplar items)

1. Written assessment items for Numbers, operations and relationships

There are several assessment items for Numbers, operations and relationships. These are linked in the *Resources* column of the tracker. You could use the following sheet to record the written assessment marks for Numbers, operations and relationships per learner as the term progresses. You can then add the marks to get a mark out of 43 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 formal assessment mark record 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

Question 17 – Marks 4

3. Written assessment items for Space and shape

Question 18 – Marks 4

4. Written assessment items for Measurement

Question 19 – Marks 4

5. Written assessment items for Data handling

Question 20 – Marks 4

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

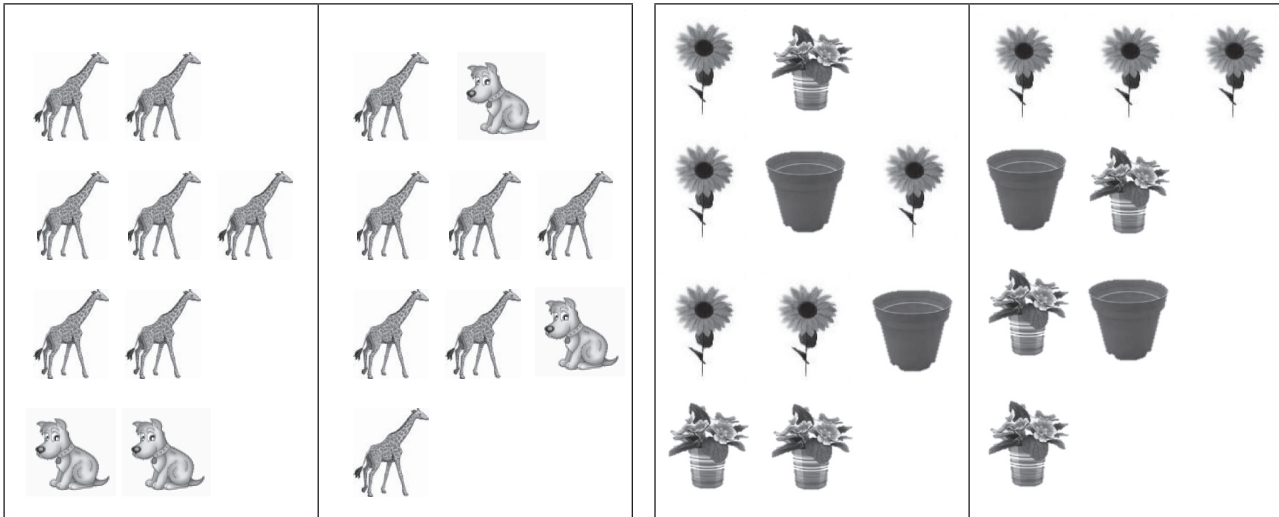
Written assessment items for Numbers, operations and relationships

Question 1

Umbuzo 1

(2)

Do the blocks have the same/not the same number of pictures? Colour the correct box under each comparison. Ingaba ezi bhloko zinenani lemifanekiso elilinganayo/ elingalinganiyo? Fakela umbala kwibhokisi efanelekileyo ngaphantsi kothelekiso ngalunye.



a)

same/ziyalingana
not the same/azilingani

b)

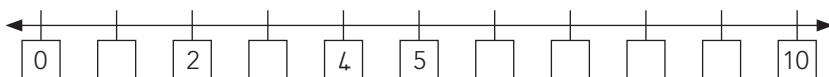
same/ziyalingana
not the same/azilingani

Question 2

Umbuzo 2

(3)

Complete the number line by filling in all the missing numbers: Gqibezela umgca manani ngokufakela onke amanani ashuyiweyo:



Question 3

Umbuzo 3

(2)


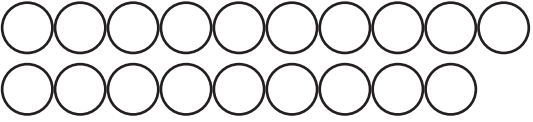
Colour the smallest number red and the biggest number blue. Faka umbala obomvu kwelona nani lincinane, kwakunye nombala ozuba kwelona nani likhulu.



Question 4
Umbuzo 4

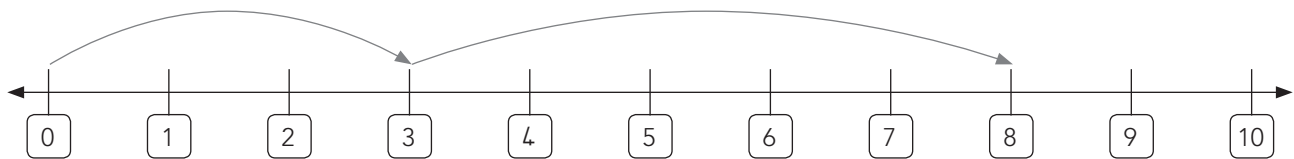
(1)

Count the counters, and circle the correct answer.
Bala izibalisi, ze ubiyele impendulo echanekileyo ngesangqa.

																					
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">10</td> <td style="text-align: center;">11</td> <td style="text-align: center;">12</td> <td style="text-align: center;">13</td> <td style="text-align: center;">14</td> </tr> <tr> <td style="text-align: center;">15</td> <td style="text-align: center;">16</td> <td style="text-align: center;">17</td> <td style="text-align: center;">18</td> <td style="text-align: center;">19</td> </tr> </table>	10	11	12	13	14	15	16	17	18	19	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">10</td> <td style="text-align: center;">11</td> <td style="text-align: center;">12</td> <td style="text-align: center;">13</td> <td style="text-align: center;">14</td> </tr> <tr> <td style="text-align: center;">15</td> <td style="text-align: center;">16</td> <td style="text-align: center;">17</td> <td style="text-align: center;">18</td> <td style="text-align: center;">19</td> </tr> </table>	10	11	12	13	14	15	16	17	18	19
10	11	12	13	14																	
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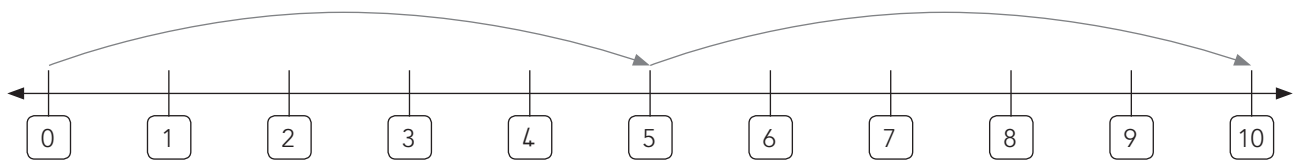
Question 5
Umbuzo 5

Write a sum for the following:
Bhala izibalo zokulandelayo:



a) $\square + \square = \square$

(1)



b) $\square + \square = \square$

(1)

Question 6
Umbuzo 6

a) Two more than five is \square

Isibini esingaphezulu kunesi-5 \square

(1)

b) One less than nine is \square

Isinye esincinane kunesithoba \square

(1)

Question 7
Umbuzo 7

(10)

Use your counters, and write the answer.
Sebenzisa izibalisi zakho, ze ubhale impendulo.

	answer impendulo		answer impendulo
$5 + 4 =$		$8 - 4 =$	
$3 + 3 =$		$5 - 1 =$	
$2 + 6 =$		$10 - 8 =$	
$7 + 2 =$		$9 - 7 =$	
$6 + 1 =$		$7 - 6 =$	

Question 8
Umbuzo 8

(2)

a) Double 3 is <input type="text"/> Ukuphinda kabini isi-3 kwenza <input type="text"/>
b) Half of 8 is <input type="text"/> Ihafu yesi-8 yenza <input type="text"/>

Question 9
Umbuzo 9

(4)

Read the story sums. Write a number sentence with the answer.
Funda amabali ezibalo. Bhala isivakalisi samanani ngempendulo oyifumeneyo.

I have 5 marbles, and I win 3 more marbles. How many marbles do I have? Ndinamabhastile ama-5, ndiphumelele amabhastile ama-3 ngaphezulu. Mangaphi amabhastile am?	There were 9 butterflies. 3 flew away. How many were left? Bekukho amabhabhathane ali-9. Ama-3 abhabhile. Mangaphi ashiyekileyo?
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Question 10

Umbuzo 10

Solve these problems. Draw the picture and write the number sentence.

Sombulula ezi ngxaki. Zoba umfanekiso uze ubhale isivakalisi samanani..

- a) Thembi has 5 sweets, Roli has 2 more sweets than Thembi. How many sweets does Roli have?

UThembi uneelekese ezi-5, uRoli uneelekese ezi-2 ngaphezulu kunoThembi. Zingaphi iilekese zakaRoli?

(2)

- b) Mark had 6 apples. Nkosi gave him some apples. He now has 8 apples. How many apples did Nkosi give him?

UMduduzi unama-apile ama-6. Uye waphiwa amanye ama-apile nguNkosi. Ngoku unama-apile asi-8. Mangaphi ama-apile awaphiwe nguNkosi?

(2)

Question 11

Umbuzo 11

How many feet do 3 birds have? Write a number sentence.

Ingaba iintaka ezi-3 zineenyawo ezingaphi? Bhala isivakalisi samanani.

(1)

Question 12

Umbuzo 12

Write a number sentence for the following:

Bhala isivakalisi samanani sokulandelayo:



(1)

Question 13
Umbuzo 13

(1)

Use the numbers of vehicles to make your own number sentence.
Sebenzisa amanani ezithuthi ukwenza esakho isivakalisi samanani.

Question 14
Umbuzo 14

Draw circles around the following to make:
Zoba izangqa ezijikeleza okulandelayo ukwenza:


<p>Two groups of 5 Amaqela amabini esi-5</p> <p>(1)</p>	<p>Three groups of 3 Amaqela amathathu esi-3</p> <p>(1)</p>
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Question 15
Umbuzo 15

(4)

Colour ONE of each of the coins in the box.

Faka umbala kwinqekembe ENYE yohlobo ngalunye kule bhokisi.

<p>One 10c coin red Ingqekembe enye eyi-10c ibe bomvu</p> <p>One 50c coin blue Ingqekembe enye eyi-50c ibezuba</p> <p>One R2 coin green Ingqekembe enye eyi-R2 ibeluhlaza</p> <p>One R5 coin yellow Ingqekembe enye eyi-R5 ibemthubi</p>	
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Question 16
Umbuzo 16

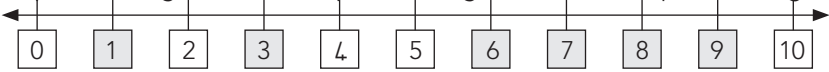
(2)

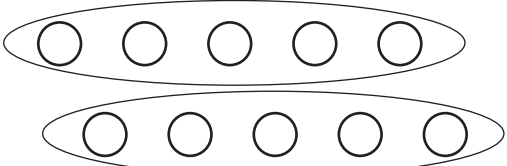
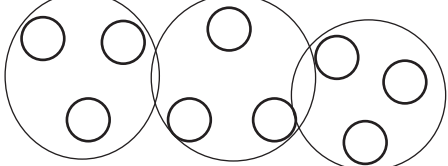
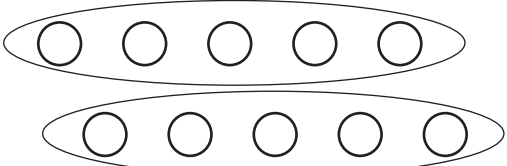
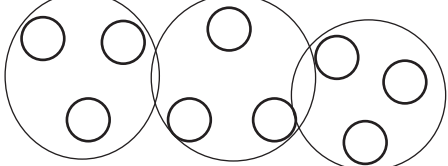
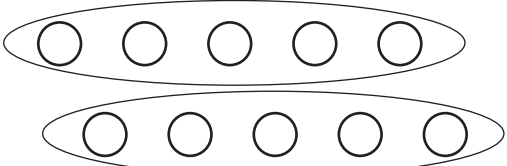
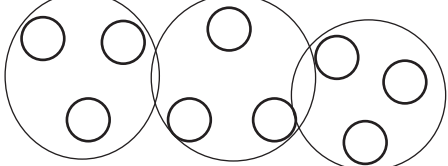
Solve these problems. Write the number sentence.

Sombulula ezi ngxaki. Bhala isivakalisi samanani.

- | |
|---|
| <p>a) Tom bought a book for R6,00 and a pen for R2,00. How much money did he spend?
UTom uthenge incwadi ngee-R6,00 nepeni ngee-R2,00. Usebenzise malini?</p> |
| <p>b) I bought a toffee. It cost 5c. I paid with a 10c coin. What change did I get?
Ndithenge ilekese. Ibize ii-5c. Ndibhatale ngengqekembe yee-10c. Yimalini itshintshi yam?</p> |

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

<p>1. (1 mark per correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo)</p> <p>a) same/1 ziyalingana b) not the same/2 azilingani</p>	(2)																								
<p>2. 1 mark for "1", 1 mark for "3", and 1 mark for 6, 7, 8, 9 Inqaku eli-1 ngenani "1", inqaku eli-1 ngenani "3", nenqaku eli-1 ngamanani 6,7,8,9.</p> 	(3)																								
<p>3. (1 mark for each correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo)</p> <p>Smallest number 3 (colour red) and biggest number 10 (colour blue) Elona nani lincinane ngu-3 (umbala obomvu) kwakunye Elona nani likhulu li-10 (umbala ozuba)</p>	(2)																								
<p>4. 13 and 19 (1 mark per correct answer) i-13 ne-19 (inqaku eli-1 ngempendulo nganye echanekileyo)</p>	(2)																								
<p>5. (1 mark per correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo)</p> <p>a) 7 b) 8</p>	(2)																								
<p>6. (1 mark per correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo)</p> <p>a) $3 + 5 = 8$ b) $5 + 5 = 10$</p>	(2)																								
<p>7. (Half a mark per correct answer) (Isiqingatha senqaku ngempendulo nganye echanekileyo)</p> <table border="1" data-bbox="218 1611 1289 1916"> <thead> <tr> <th></th> <th>Answer Impendulo</th> <th></th> <th>Answer Impendulo</th> </tr> </thead> <tbody> <tr> <td>$5 + 4 =$</td> <td>9</td> <td>$8 - 4 =$</td> <td>4</td> </tr> <tr> <td>$3 + 3 =$</td> <td>6</td> <td>$5 - 1 =$</td> <td>4</td> </tr> <tr> <td>$2 + 6 =$</td> <td>8</td> <td>$10 - 8 =$</td> <td>2</td> </tr> <tr> <td>$7 + 2 =$</td> <td>9</td> <td>$9 - 7 =$</td> <td>2</td> </tr> <tr> <td>$6 + 1 =$</td> <td>7</td> <td>$7 - 6 =$</td> <td>1</td> </tr> </tbody> </table>		Answer Impendulo		Answer Impendulo	$5 + 4 =$	9	$8 - 4 =$	4	$3 + 3 =$	6	$5 - 1 =$	4	$2 + 6 =$	8	$10 - 8 =$	2	$7 + 2 =$	9	$9 - 7 =$	2	$6 + 1 =$	7	$7 - 6 =$	1	(10)
	Answer Impendulo		Answer Impendulo																						
$5 + 4 =$	9	$8 - 4 =$	4																						
$3 + 3 =$	6	$5 - 1 =$	4																						
$2 + 6 =$	8	$10 - 8 =$	2																						
$7 + 2 =$	9	$9 - 7 =$	2																						
$6 + 1 =$	7	$7 - 6 =$	1																						

<p>8. (1 mark per correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo)</p> <p>a) Double 3 is 6/Ukuphinda kabini isi-3 senza isi-6</p> <p>b) Half of 8 is 4/Ihafu yesi-8 sisi-4</p>	(2)		
<p>9. $5 + 3 = 8$ (2 marks: 1 for the sentence, 1 for the answer) (amanqaku ama-2: eli-1 lesivakalisi, eli-1 lempendulo)</p> <p>$9 - 3 = 6$ (2 marks: 1 for the sentence, 1 for the answer) (amanqaku ama-2: eli-1 lesivakalisi, eli-1 lempendulo)</p>	(4)		
<p>10. (2 marks per correct solution to problem – 1 for the sentence/drawing; 1 for the answer) (amanqaku ama-2 ngesisombululo sengxaki- eli-1 lesivakalisi/ umfanekiso; eli-1 lempendulo)</p> <p>a) $5 + 2 = 7$</p> <p>b) $8 - 6 = 2$</p>	(4)		
<p>11. (The sentence can include the answer or a place holder.) (Isivakalisi singanempendulo okanye indawo yexabiso)</p> <p>$2 + 2 + 2 = \square$ or/noma $2 + 2 + 2 = 6$</p>	(1)		
<p>12. (The sentence can include the answer or a place holder.) (Isivakalisi singanempendulo okanye indawo yexabiso)</p> <p>$2 + 2 + 2 + 2 + 2 = 10$ or/noma $2 + 2 + 2 + 2 + 2 = \square$</p>	(1)		
<p>13. (Answers will vary – sentence can include the answer or a place holder.) (Iimpendulo zingahlukahlukana - isivakalisi singanempendulo okanye indawo yexabiso)</p> <p>$4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 = \square$ (if they focused on number of wheels)/ (ukuba baqwalasele inani lamavili)</p> <p>$1 + 2 + 6 = \square$ (if they focused on different vehicles)/ (ukuba baqwalasele izithuthi ezahlukeneyo)</p>	(1)		
<p>14. (1 mark per correct grouping shown – could be done in different ways.) (Inqaku eli-1 ngeqela elenziwe ngokuchanekileyo- lingenziwa ngeendlela ezahlukeneyo)</p> <table border="1" data-bbox="218 1566 1313 1825"> <tr> <td data-bbox="218 1566 765 1825"> <p>Two groups of 5 Amaqela ama-2 esi-5</p>  </td> <td data-bbox="765 1566 1313 1825"> <p>Three groups of 3 Amaqela ama-3 esi-3</p>  </td> </tr> </table>	<p>Two groups of 5 Amaqela ama-2 esi-5</p> 	<p>Three groups of 3 Amaqela ama-3 esi-3</p> 	(2)
<p>Two groups of 5 Amaqela ama-2 esi-5</p> 	<p>Three groups of 3 Amaqela ama-3 esi-3</p> 		

<p>15. (1 mark per correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo)</p> <p>One 10c coin red Ingqekembe enye eyi-10c ibomvu</p> <p>One 50c coin blue Ingqekembe enye eyi-50c ibezuba</p> <p>One R2 coin blue Ingqekembe enye eyi-R2 ibezuba</p> <p>One R5 coin yellow Ingqekembe enye eyi-R5 ibemthubi</p>	(4)
<p>16. (2 marks per correct solution to problem – 1 for the sentence/drawing; 1 for the answer) (amanqaku ama-2 ngesisombululo ngasinye sengxaki - eli-1 lesivakalisi/ umfanekiso; eli-1 lempendulo)</p> <p>a) $R6 - R2 = R4$</p> <p>b) $10c - 5c = 5c$</p>	(4)

Written assessment items for Patterns

Question 17

Umbuzo 17

- a) Colour all the twos.

Faka umbala kubo bonke oonombini.

(2)

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

- b) Colour all the fives.

Faka umbala kubo bonke oonontlanu.

(2)

31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Written assessment items for Patterns: solutions and mark allocations

17. a) (1 mark if some of the 2s are coloured; 2 marks if all of the 2s are coloured)

(Inqaku eli-1 ukuba abanye oonombini bafakwe umbala; amanqaku ama-2 ukuba bonke oonombini bafakwe umbala)

(4)

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

- b) (1 mark if some of the 5s are coloured; 2 marks if all of the 5s are coloured)

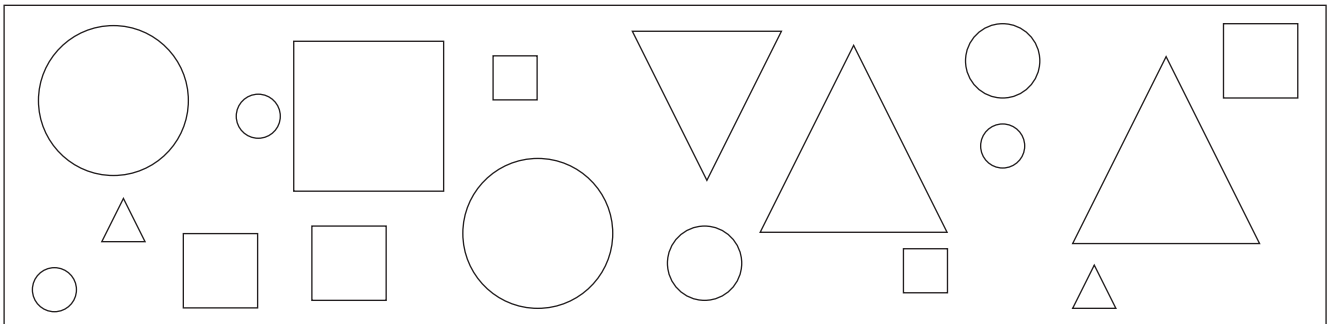
(Inqaku eli-1 ukuba abanye oonontlanu bafakwe umbala; amanqaku ama-2 ukuba bonke oonontlanu bafakwe umbala)

31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Written assessment items for Space and shape

Question 18

Umbuzo 18



Colour:/Faka umbala:

- a) One big triangle green
Unxantathu omnye omkhulu abe luhlaza (1)
- b) One small circle red
Isangqa esinye esincinane sibe bomvu (1)
- c) One small triangle yellow
Unxantathu omnye omncinane ube mthubi (1)
- d) One big square blue
Isikwere esinye esikhulu sibe zuba (1)

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

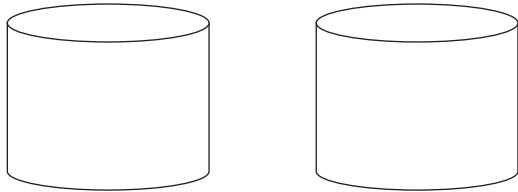
<p>18. (1 mark per correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo)</p> <ul style="list-style-type: none"> a) One big triangle green Unxantathu omnye omkhulu oluhlaza i b) One small circle red Isangqa esinye esikhulu esibomvu c) One small triangle yellow Unxantathu omnye omncinane esimthubi d) One big square blue Isikwere esinye esikhulu esizuba 	<p>(4)</p>
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Written assessment items for Measurement

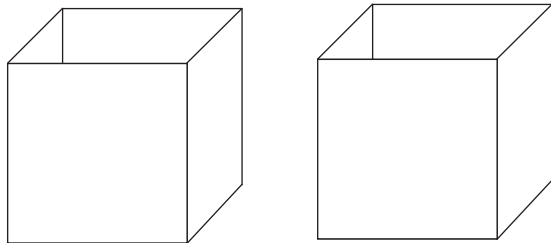
Question 19

Umbuzo 19

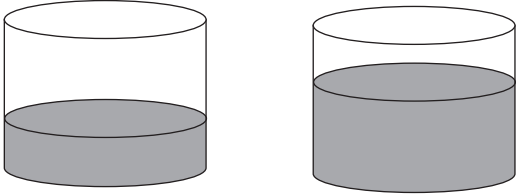
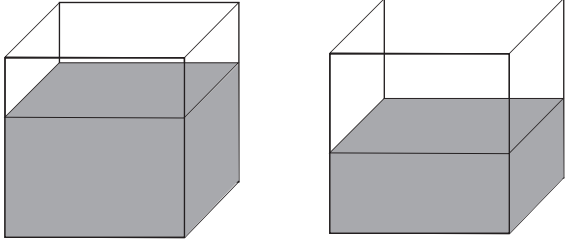
- a) Colour more water in the container on the right. (2)
Faka umbala emanzini amaninzi kwisikhongozelo sangasekunene.



- b) Colour less water in the container on the right. (2)
Faka umbala emanzini amancinane kwisikhongozelo sangasekunene..



Written assessment items for Measurement: solutions and mark allocations

<p>19. a)</p>  <p>b)</p> 	<p>(4)</p>
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Written assessment items for Data handling

Question 20

Umbuzo 20

Count the number of each kind of shape, then answer the questions.

Bala inani lohlobo ngalunye leemilo, uze uphendule imibuzo elandelayo.

Circles Izangqa	Triangles Oonxantathu	Squares Izikwere

- a) How many squares are there? _____
Zingaphi izikwere? _____ (1)
- b) How many circles are there? _____
Zingaphi izangqa? _____ (1)
- c) How many triangles are there? _____
Bangaphi oonxantathu? _____ (1)
- d) Which is more? Circles or squares? _____
Ngeziphi ezininzi? Ingaba zizangqa okanye izikwere? _____ (1)

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

20. (1 mark per correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo) a) 7 squares / izikwere zisi-7 b) 9 circles / izangqa zili-9 c) 4 triangles / oonxantathu ba-4 d) There are more circles than squares / Kukho izangqa ezininzi kunezikwere	(4)
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Written Assessment: English / Sepedi

4. ITEM BANK FOR WRITTEN ASSESSMENT

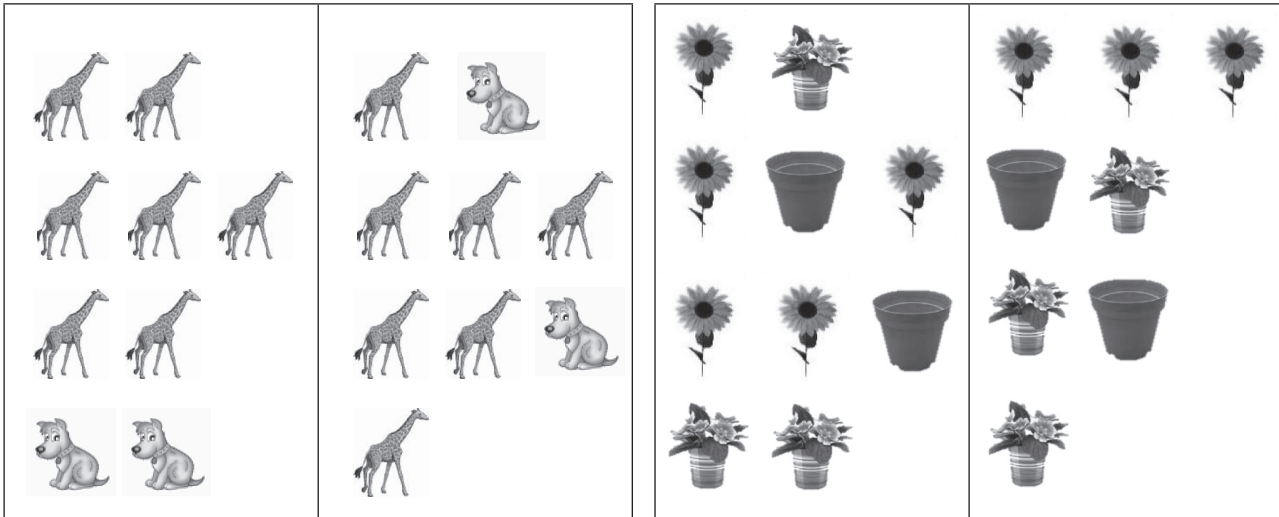
Written assessment items for Numbers, operations and relationships

Question 1

Potšišo 1

(2)

Do the blocks have the same/not the same number of pictures? Colour the correct box under each comparison.
Na dipoloko di nale nomoro ya go swana/ nomoro ya go se swane ya diswantšho? Khalara lepokisi la maleba ka tlase ga papišo ye nngwe le ye nngwe.



a)

same/di a swana
not the same/ga di swane

b)

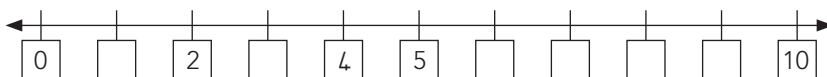
same/ga di swane
not the same/ga di swane

Question 2

Potšišo 2

(3)

Complete the number line by filling in all the missing numbers:
Feletša mothalopalo ka go lokela dinomoro tšeo di tlogetšwego.



Question 3

Potšišo 3

(2)

Colour the smallest number red and the biggest number blue.
Khalara nomoro e nnyane ka mmala o mo khwibidu gomme o khalare e kgolo ka mmala o mo talalerata.

6	5	10	7	8	3
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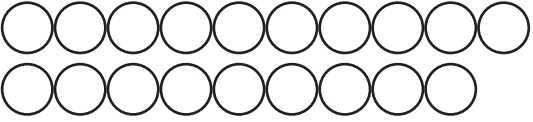
Question 4

Potšišo 4

(1)

Count the counters, and circle the correct answer.

Bala dibaledi gomme o dire sediko go karabo ya maleba.

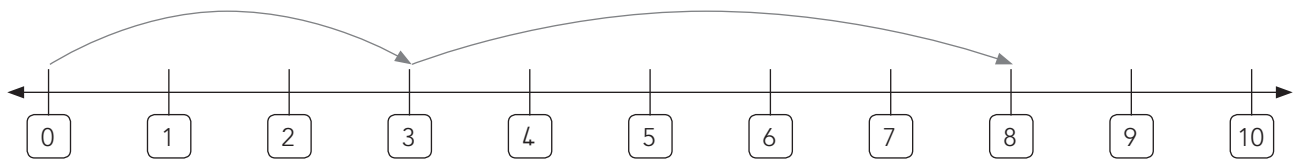
																					
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">10</td> <td style="text-align: center;">11</td> <td style="text-align: center;">12</td> <td style="text-align: center;">13</td> <td style="text-align: center;">14</td> </tr> <tr> <td style="text-align: center;">15</td> <td style="text-align: center;">16</td> <td style="text-align: center;">17</td> <td style="text-align: center;">18</td> <td style="text-align: center;">19</td> </tr> </table>	10	11	12	13	14	15	16	17	18	19	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">10</td> <td style="text-align: center;">11</td> <td style="text-align: center;">12</td> <td style="text-align: center;">13</td> <td style="text-align: center;">14</td> </tr> <tr> <td style="text-align: center;">15</td> <td style="text-align: center;">16</td> <td style="text-align: center;">17</td> <td style="text-align: center;">18</td> <td style="text-align: center;">19</td> </tr> </table>	10	11	12	13	14	15	16	17	18	19
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Question 5

Potšišo 5

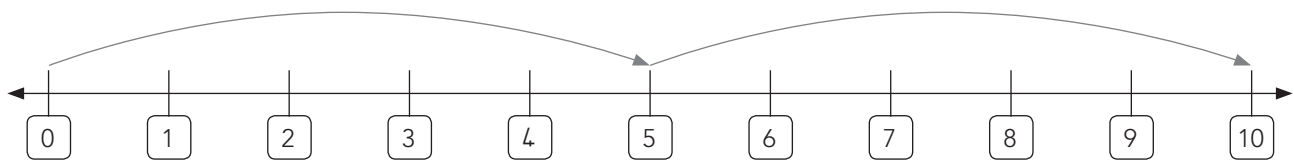
Write a sum for the following:

Ngwala palo ya go hlakantšha go tšeo di latelago:



a) $\square + \square = \square$

(1)



b) $\square + \square = \square$

(1)

Question 6

Potšišo 6

a) Two more than five is \square

Dinomoro tše pedi go feta hlano ke-5 \square

(1)

b) One less than nine is \square

Nomoro e tee ka tlase ga senyane ke \square

(1)

Question 7**Potšišo 7**

(10)

Use your counters, and write the answer.

Šomiša dibaledi tša gago gomme o ngwale dikarabo.

	answer karabo		answer karabo
$5 + 4 =$		$8 - 4 =$	
$3 + 3 =$		$5 - 1 =$	
$2 + 6 =$		$10 - 8 =$	
$7 + 2 =$		$9 - 7 =$	
$6 + 1 =$		$7 - 6 =$	

Question 8**Potšišo 8**

(2)

a) Double 3 is <input type="text"/> Pedifatšo ya 3 ke <input type="text"/>
b) Half of 8 is <input type="text"/> Seripagare sa seswai ke <input type="text"/>

Question 9**Potšišo 9**

(4)

Read the story sums. Write a number sentence with the answer.

Bala dipalo kanegelo. Ngwala lefokopalo le karabo.

I have 5 marbles, and I win 3 more marbles. How many marbles do I have? Ke nale dimabole tše 5 gomme ka thopa tše tharo ka godimo. Na ke nale dimabole tše kae?	There were 9 butterflies. 3 flew away. How many were left? Go be go nale dirurubele tše 9. Tše 3 tša fofa. Na go setše tše kae bjale?
--	--

Question 10

Potšišo 10

Solve these problems. Draw the picture and write the number sentence.

Rarolla mathata a. Thala seswantšho gomme o ngwale lefokopalo.

a)

Thembi has 5 sweets, Roli has 2 more sweets than Thembi. How many sweets does Roli have?

Thembi o nale malekere a 5. Roli o nale malekere a 2 go feta a Thembi. Na Roli o nale malekere a makae?

(2)

b)

Mark had 6 apples. Nkosi gave him some apples. He now has 8 apples. How many apples did Nkosi give him?

Mareka o nale diapola tše 6. Nkosi o mofile tše dingwe, bjale o nale di apola tše 8. Na Nkosi o mofile tše kae?

(2)

Question 11

Potšišo 11

How many feet do 3 birds have? Write a number sentence.

Na dinonyane tše 3 di nale maotwana a makae? Ngwala lefokopalo?

(1)

Question 12

Potšišo 12

Write a number sentence for the following:

Ngwala lefokopalo la tše di latelago:




(1)

Question 13
Potšišo 13

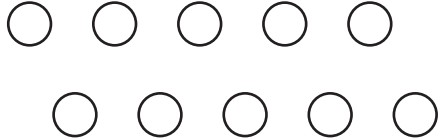
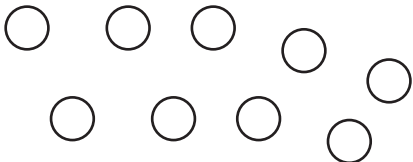
(1)

Use the numbers of vehicles to make your own number sentence.
Šomiša nomoro ya dikoloi go dira lefokopalo la gago.

Question 14
Potšišo 14

Draw circles around the following to make:
Thala didiko go dikologa tše di latelago gore o dire:

<p>Two groups of 5</p> <p>Dihlopha tše pedi tša bo 5</p> <p>(1)</p> 	<p>Three groups of 3</p> <p>Dihlopha tše tharo tša bo 3</p> <p>(1)</p> 
---	---


Question 15

Potšišo 15

(4)

Colour ONE of each of the coins in the box.

Khalara e TEE ya ye nngwe le yengwe ya dikhoine tšee di lego ka lepokising.

<p>One 10c coin red Khoine e tee ya 10c ka mmala wo mo khwibidu.</p> <p>One 50c coin blue Khoine e tee ya 50c ka mmala wo talalerata</p> <p>One R2 coin green Khoine e tee ya R2 ka mmala wo motala</p> <p>One R5 coin yellow Khoine e tee ya R5 ka mmala wo mo serolwane</p>	
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Question 16

Potšišo 16

(2)

Solve these problems. Write the number sentence.

Rarolla mathata a. Ngwala lefokopalo.

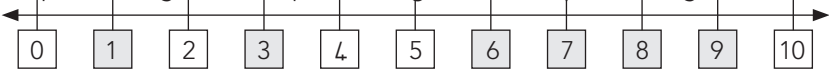
a) Tom bought a book for R6,00 and a pen for R2,00. How much money did he spend?

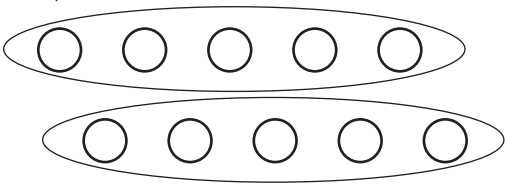
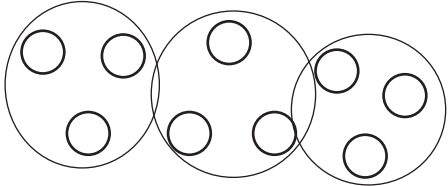
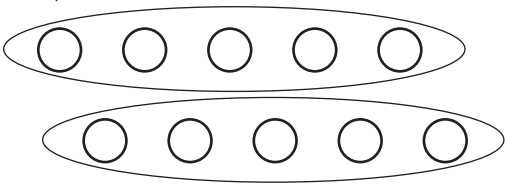
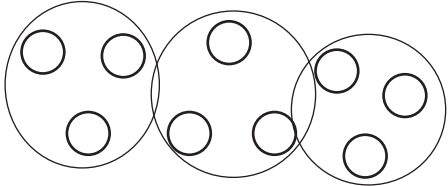
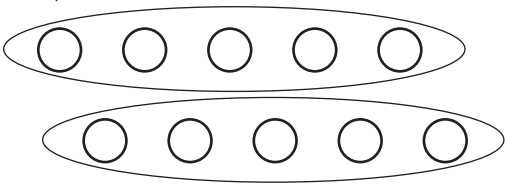
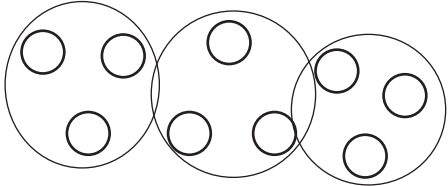
Thomo o rekile puku ka R6,00 le pene R2,00. Na o šomišitše bokae?

b) I bought a toffee. It cost 5c. I paid with a 10c coin. What change did I get?

Ke rekile thofi. Yona e bitša 5c. Ke patetše ka khoine ya 10c. Na ke hweditše tšhentšhi ya bokae?

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

<p>1. (1 mark per correct answer) (Moputso o 1 go karabo yeo e nepagetšego)</p> <p>a) same/Di a swana</p> <p>b) not the same/Da di swane</p>	(2)																								
<p>2. 1 mark for "1", 1 mark for "3", and 1 mark for 6, 7, 8, 9 Moputso o 1 go "1" moputso o 1 go "3" le moputso o 1 go 6, 7, 8, 9.</p> 	(3)																								
<p>3. (1 mark for each correct answer) (Moputso o tee go karabo yeo e nepagetšego)</p> <p>Smallest number 3 (colour red) and biggest number 10 (colour blue)</p> <p>Nomoro yennyane go tšona ka moka ke 3 (e khalare ka mmala wo mokhwibidu)</p> <p>Nomoro ye kgolo go tšona ke 10 (e khalare ka mmala wo mo talalerata)</p>	(2)																								
<p>4. 13 and 19 (1 mark per correct answer) 13 le 19 (Moputso o tee go karabo yeo e nepagetšego)</p>	(2)																								
<p>5. (1 mark per correct answer) (Moputso o tee go karabo yeo e nepagetšego)</p> <p>a) 7</p> <p>b) 8</p>	(2)																								
<p>6. (1 mark per correct answer) (Moputso o tee go karabo yeo e nepagetšego)</p> <p>a) $3 + 5 = 8$</p> <p>b) $5 + 5 = 10$</p>	(2)																								
<p>7. (Half a mark per correct answer) (Seripagare sa moputso go karabo yeo e nepagetšego)</p> <table border="1" data-bbox="218 1611 1289 1916"> <thead> <tr> <th></th> <th>Answer Karabo</th> <th></th> <th>Answer Karabo</th> </tr> </thead> <tbody> <tr> <td>$5 + 4 =$</td> <td>9</td> <td>$8 - 4 =$</td> <td>4</td> </tr> <tr> <td>$3 + 3 =$</td> <td>6</td> <td>$5 - 1 =$</td> <td>4</td> </tr> <tr> <td>$2 + 6 =$</td> <td>8</td> <td>$10 - 8 =$</td> <td>2</td> </tr> <tr> <td>$7 + 2 =$</td> <td>9</td> <td>$9 - 7 =$</td> <td>2</td> </tr> <tr> <td>$6 + 1 =$</td> <td>7</td> <td>$7 - 6 =$</td> <td>1</td> </tr> </tbody> </table>		Answer Karabo		Answer Karabo	$5 + 4 =$	9	$8 - 4 =$	4	$3 + 3 =$	6	$5 - 1 =$	4	$2 + 6 =$	8	$10 - 8 =$	2	$7 + 2 =$	9	$9 - 7 =$	2	$6 + 1 =$	7	$7 - 6 =$	1	(10)
	Answer Karabo		Answer Karabo																						
$5 + 4 =$	9	$8 - 4 =$	4																						
$3 + 3 =$	6	$5 - 1 =$	4																						
$2 + 6 =$	8	$10 - 8 =$	2																						
$7 + 2 =$	9	$9 - 7 =$	2																						
$6 + 1 =$	7	$7 - 6 =$	1																						

<p>8. (1 mark per correct answer) (Moputso o 1 go karabo yeo e nepagetšego)</p> <p>a) Double 3 is 6/ Pedifatšo ya 3 ke 6.</p> <p>b) Half of 8 is 4/ Seripagare sa 8 ke 4</p>	(2)		
<p>9. $5 + 3 = 8$ (2 marks: 1 for the sentence, 1 for the answer) (meputso e 2: Moputso o 1 ke wa lefokopalo gomme o 1 ke wa karabo)</p> <p>$9 - 3 = 6$ (2 marks: 1 for the sentence, 1 for the answer) (meputso e 2: Moputso o 1 ke wa lefokopalo gomme o 1 ke wa karabo)</p>	(4)		
<p>10. (2 marks per correct solution to problem – 1 for the sentence/drawing; 1 for the answer) (meputso ye 2 ya go rarolla bothata - moputso o 1 wa lefokopalo/sethalwa; moputso o 1 wa karabo)</p> <p>a) $5 + 2 = 7$</p> <p>b) $8 - 6 = 2$</p>	(4)		
<p>11. (The sentence can include the answer or a place holder.) (lefokopalo le ka ba le karabo goba sekgoba sa karabo)</p> <p>$2 + 2 + 2 = \square$ or/goba $2 + 2 + 2 = 6$</p>	(1)		
<p>12. (The sentence can include the answer or a place holder.) (Lefoko le akaretša karabo goba sekgoba sa karabo)</p> <p>$2 + 2 + 2 + 2 + 2 = 10$ or/noma $2 + 2 + 2 + 2 + 2 = \square$</p>	(1)		
<p>13. (Answers will vary – sentence can include the answer or a place holder.) (Dikarabo di ka fapana - Lefoko le ka ba le karabo goba sekgoba sa karabo)</p> <p>$4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 = \square$ (if they focused on number of wheels)/ (ge ba latetše palo ya maotwana)</p> <p>$1 + 2 + 6 = \square$ (if they focused on different vehicles)/ (ge ba letetše mehuta ya dikoloi tšeo di fapanego)</p>	(1)		
<p>14. (1 mark per correct grouping shown – could be done in different ways.) (Aba moputso o 1 ge go hlophilwe gabotse go ya ka taetšo - Dihlopha di ka dirwa ka ditsela tša go fapana)</p> <table border="1" data-bbox="218 1589 1313 1883"> <tr> <td data-bbox="218 1589 765 1883"> <p>Two groups of 5 Dihlopha tše 2 tša 5</p>  </td> <td data-bbox="765 1589 1313 1883"> <p>Three groups of 3 Dihlopha tše 3 tša bo 3</p>  </td> </tr> </table>	<p>Two groups of 5 Dihlopha tše 2 tša 5</p> 	<p>Three groups of 3 Dihlopha tše 3 tša bo 3</p> 	(2)
<p>Two groups of 5 Dihlopha tše 2 tša 5</p> 	<p>Three groups of 3 Dihlopha tše 3 tša bo 3</p> 		

<p>15. (1 mark per correct answer) (Moputso o 1 go karabo yeo e nepagetšego)</p> <p>One 10c coin red Khoine e tee ya 10c ka mmala wo mokhwibidu</p> <p>One 50c coin blue Khoine e tee ya 50c ka talalerata</p> <p>One R2 coin blue Khoine e tee ya R2 ka mmala wo mo tala</p> <p>One R5 coin yellow Khoine e 1 ya R5 ka mmala wo mo serolwane</p>	<p>(4)</p>
<p>16. (2 marks per correct solution to problem – 1 for the sentence/drawing; 1 for the answer) (Meputso e 2 go tharollo ya maleba ya mathata.moputso o 1 wa lefoko/sethalwa;moputso o 1 wa karabo)</p> <p>a) $R6 - R2 = R4$</p> <p>b) $10c - 5c = 5c$</p>	<p>(4)</p>

Written assessment items for Patterns

Question 17

Potšišo 17

- a) Colour all the twos.

Khalara bopedi ka moka.

(2)

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

- b) Colour all the fives.

Khalara bohano ka moka.

(2)

31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Written assessment items for Patterns: solutions and mark allocations

17. a) (1 mark if some of the 2s are coloured; 2 marks if all of the 2s are coloured)

(Moputso o 1 ge bopedi ba bangwe ba khalarilwe. Meputso e 2 ge bopedi ka moka ba khalarilwe)

(4)

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

- b) (1 mark if some of the 5s are coloured; 2 marks if all of the 5s are coloured)

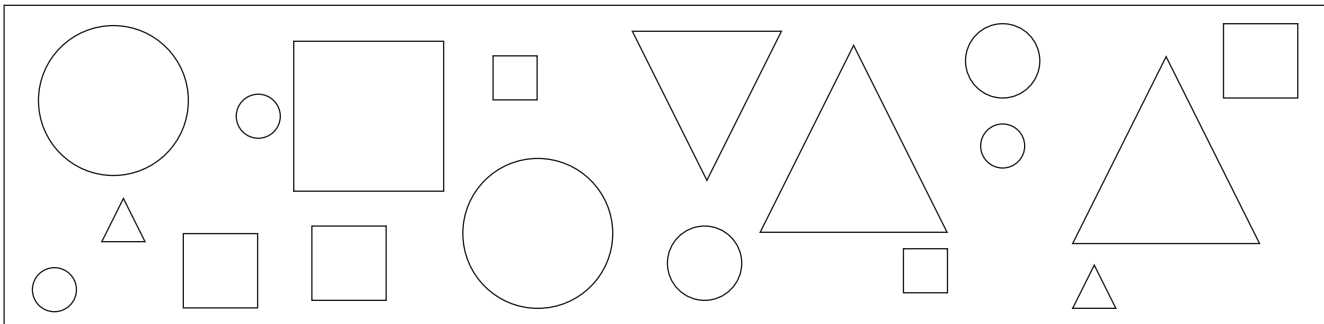
(Moputso o 1 ge tše dingwe tša bo 5 di khalarilwe, meputso e 2 ge bo 5 ka moka ba khalarilwe)

31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Written assessment items for Space and shape

Question 18

Potšišo 18



Colour:/ Khalara:

- a) One big triangle green
Khutlotharo e 1 ka mmala wo mo talalerata (1)
- b) One small circle red
Sediko se 1 se be se khwibidu (1)
- c) One small triangle yellow
Khutlotharo e tee e nnyane e be e serolwane (1)
- d) One big square blue
Sekwere se se tee se segolo ke se se talalerata (1)

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

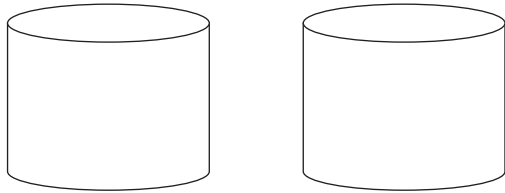
18. (1 mark per correct answer) (Moputso o 1 go kkarabo yeo e nepagetšego)	(4)
a) One big triangle green Khutlotharo e tee e kgolo ka mmala wo mo talamorogo	
b) One small circle red Sediko se tee se sennyane ka mmala wo mo khwibidu	
c) One small triangle yellow Khutlotharo e tee ennyane ka mmala wo mo serolwane	
d) One big square blue Sekwere se tee se segolo ka mmala wo mo talalerata	

Written assessment items for Measurement

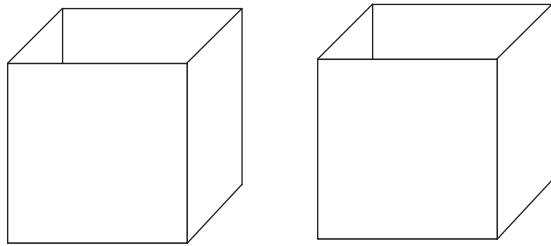
Question 19

Potšišo 19

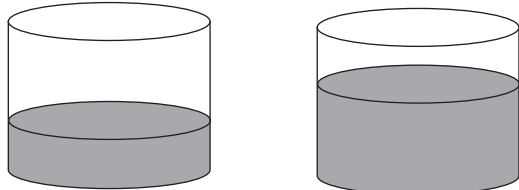
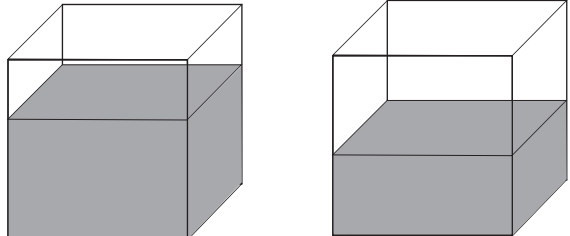
- a) Colour more water in the container on the right. (2)
Khalara meetse a mantši ka gare ga sebjana se se lego ka letsogong la go ja.



- b) Colour less water in the container on the right. (2)
Khalara meetse a manyane ka gare ga sebjana seo se lego ka letsogong la go ja..



Written assessment items for Measurement: solutions and mark allocations

<p>19. a)</p>  <p>b)</p> 	<p>(4)</p>
---	------------

Written assessment items for Data handling

Question 20

Potšišo 20

Count the number of each kind of shape, then answer the questions.

Bala palo ya mohuta wo mongwe le wo mongwe wa sebopego gomme o arabe dipotšišo.

Circles Didiko	Triangles Dikhutlotharo	Squares Dikwere

- a) How many squares are there? _____
Na go nale dikwere tše kae? _____ (1)
- b) How many circles are there? _____
Na go nale didiko tše kae? _____ (1)
- c) How many triangles are there? _____
Na go nale dikhutlotharo tše kae? _____ (1)
- d) Which is more? Circles or squares? _____
Ke dife tše ntšhi? Didiko goba dikwere? _____ (1)

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

<p>20. (1 mark per correct answer) (Moputso o tee go karabo yenngwe le yenngwe yeo e nepagetšego)</p> <p>a) 7 squares / Dikwere tše 7</p> <p>b) 9 circles / Didiko tše 9</p> <p>c) 4 triangles / Dikhutlotharo tše 4</p> <p>d) There are more circles than squares / Go nale didiko tše ntšhi go feta dikwere.</p>	(4)
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Written Assessment: English / Setswana

4. ITEM BANK FOR WRITTEN ASSESSMENT

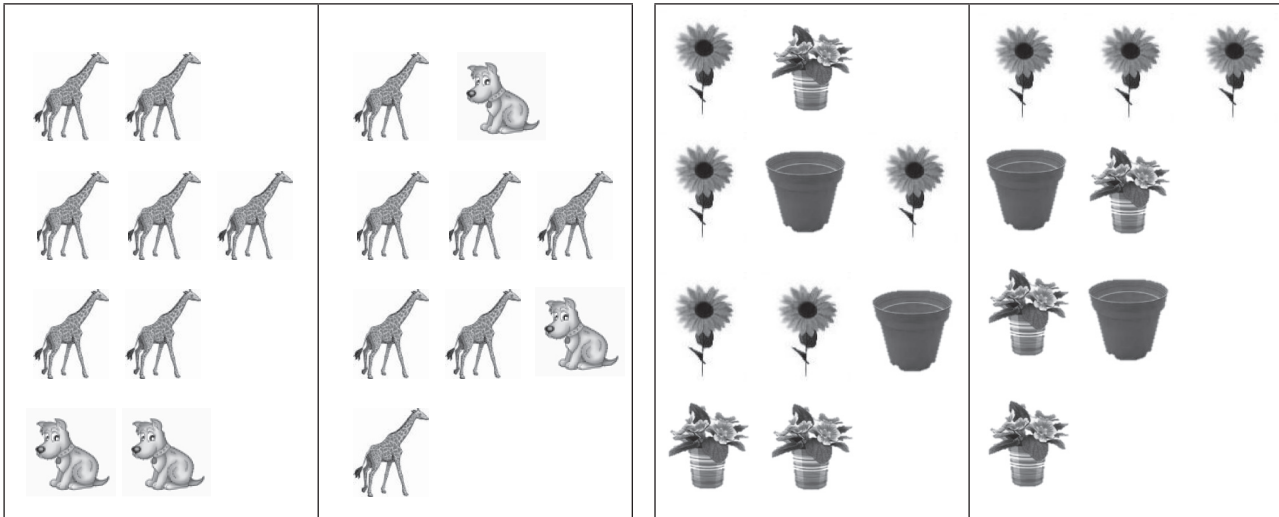
Written assessment items for Numbers, operations and relationships

Question 1

Potso 1

(2)

Do the blocks have the same/not the same number of pictures? Colour the correct box under each comparison.
 A diboloko di na le palo e e lekanang/ e e sa lekaneng ya ditshwantsho? Tshasa mmala ka mo lebokosong lengwe le lengwe le le nepagetseng ka fa tlase.



a)

same/tshwana
not the same/ga e tshwane

b)

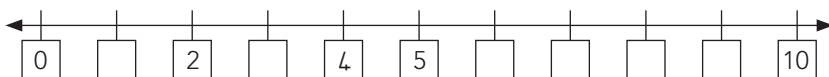
same/tshwana
not the same/ga e tshwane

Question 2

Potso 2

(3)

Complete the number line by filling in all the missing numbers:
 Feleletsa molapalo ka go tsenya dipalo tsotlhe tse di tlogetsweng:



Question 3

Potso 3

(2)

Colour the smallest number red and the biggest number blue.

Tshasa mmala o mohibidu mo palong e nnye go tsona tsotlhe mme o o botala ba legodimo mo palong e tona go tsona tsotlhe.




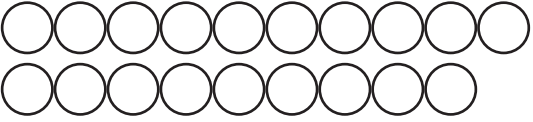
Question 4

Potso 4

(1)

Count the counters, and circle the correct answer.

Bala dibadisi mme o sekeletse karabo e e nepagetseng.

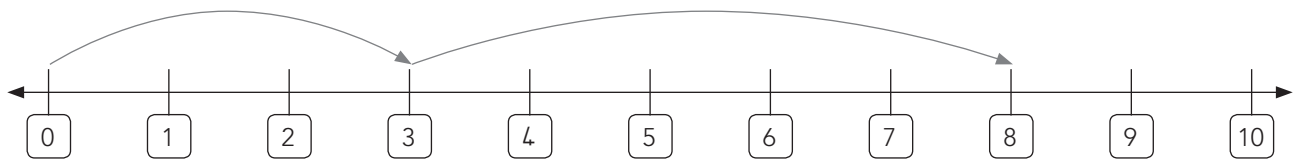
																					
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10	11	12	13	14																	
15	16	17	18	19																	
10	11	12	13	14																	
15	16	17	18	19																	

Question 5

Potso 5

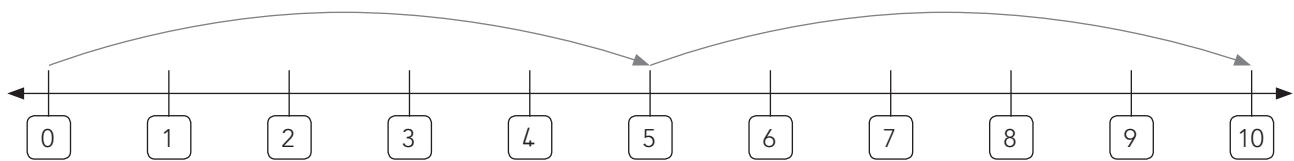
Write a sum for the following:

Kwala palo ya tse di latelang:



a) $\square + \square = \square$

(1)



b) $\square + \square = \square$

(1)

Question 6

Potso 6

a) Two more than five is \square

Fa o oketsa ka pedi mo go tlhano ke \square

(1)

b) One less than nine is \square

Fa o fokotsa nngwe mo go robongwe ke \square

(1)

Question 7**Potso 7**

(10)

Use your counters, and write the answer.

Dirisa dibadisi tsa gago mme o kwale karabo.

	answer karabo		answer karabo
$5 + 4 =$		$8 - 4 =$	
$3 + 3 =$		$5 - 1 =$	
$2 + 6 =$		$10 - 8 =$	
$7 + 2 =$		$9 - 7 =$	
$6 + 1 =$		$7 - 6 =$	

Question 8**Potso 8**

(2)

a) Double 3 is 3 gabedi ke	<input type="text"/>
b) Half of 8 is Halofo ya 8 ke	<input type="text"/>

Question 9**Potso 9**

(4)

Read the story sums. Write a number sentence with the answer.

Buisa kgang ya dipalo. Kwala polelopalo le karabo.

I have 5 marbles, and I win 3 more marbles. How many marbles do I have? Ke na le dimabole di le 5 mme ka bona tse dingwe gape di le 3. Ke na le dimabole di le kae?	There were 9 butterflies. 3 flew away. How many were left? Go ne go na le dirurubele di le 9. Tse 3 di ne tsa fofa. Go setse tse kae?
--	--

Question 10

Potso 10

Solve these problems. Draw the picture and write the number sentence.

Rarabolola dipalo tse. Thala setshwantsho mme o kwale polelopalo..

a) Thembi has 5 sweets, Roli has 2 more sweets than Thembi. How many sweets does Roli have?

Thembi o na le dimonamone di le 5, Roli o na le tse pedi go feta tsa ga Thembi. Roli o na le dimonamone tse kae?

(2)

b) Mark had 6 apples. Nkosi gave him some apples. He now has 8 apples. How many apples did Nkosi give him?

Mark o na le diapole tse 6. Nkosi a mo naya diapole tse dingwe gape. Jaanong o na le diapole tse 8. Nkosi o mo neile diapole tse kae?

(2)

Question 11

Potso 11

How many feet do 3 birds have? Write a number sentence.

Dinonyane tse 3 di na le maoto a le makae? Kwala polelopalo.

(1)

Question 12

Potso 12

Write a number sentence for the following:

Kwala polelopalo ya tse di latelang:



(1)

Question 13
Potso 13

(1)

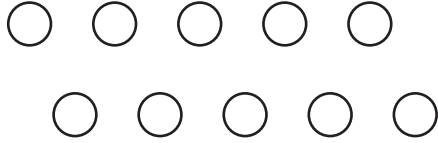
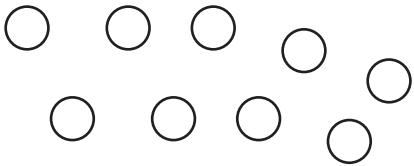
Use the numbers of vehicles to make your own number sentence.
Dirisa palo ya dikoloi go dira polelopalo ya gago.



A collection of vehicles for counting: one double-decker bus, two small vans, and seven larger vans.

Question 14
Potso 14

Draw circles around the following to make:
Sekeletsa tse di latelang go dira:

<p>Two groups of 5 Ditlhophha tse pedi tsa 5</p> <p>(1)</p> 	<p>Three groups of 3 Ditlhophha tse tharo tsa 3</p> <p>(1)</p> 
---	---


Question 15

Potso 15

(4)

Colour ONE of each of the coins in the box.

Tshasa papetlana e le nngwe ka mo lebokosong ka mmala.

<p>One 10c coin red Papetlana e le nngwe ya 10c ka khibidu</p> <p>One 50c coin blue Papetlana e le nngwe ya 50c ka botala ba legodimo</p> <p>One R2 coin green Papetlana e le nngwe ya R2 ka botala ba tlhaga</p> <p>One R5 coin yellow Papetlana e le nngwe ya R5 ka serolwana</p>	
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Question 16

Potso 16

(2)

Solve these problems. Write the number sentence.

Rarabolola dipalo tse. Kwala dipolelopalo.

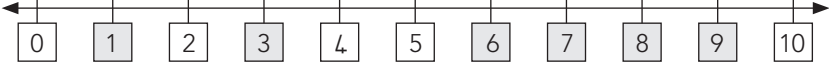
a) Tom bought a book for R6,00 and a pen for R2,00. How much money did he spend?

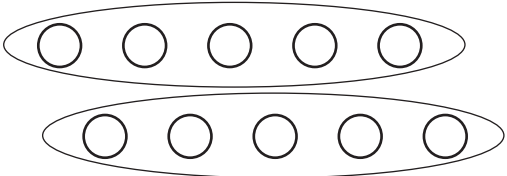
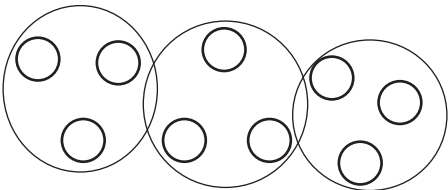
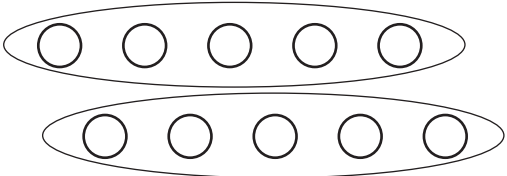
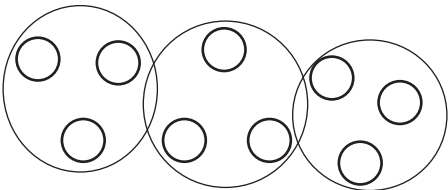
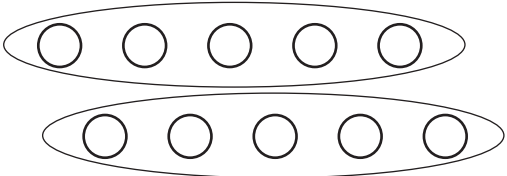
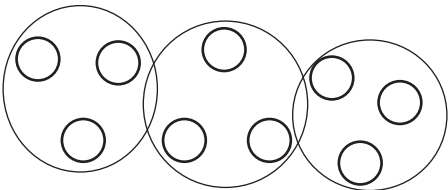
Tom o rekile buka ka R6,00 le pene ka R2,00. O dirisitse bokae gotlhe?

b) I bought a toffee. It cost 5c. I paid with a 10c coin. What change did I get?

Ke rekile toffee ka 5c. Ka duela ka 10c. Ke boetswe ke bokae?

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

<p>1. (1 mark per correct answer) (Leduo le le 1 la karabo e e nepagetseng)</p> <p>a) same/1 tshwana b) not the same/2 ga e tshwane</p>	(2)																								
<p>2. 1 mark for "1", 1 mark for "3", and 1 mark for 6, 7, 8, 9 Leduo le le lengwe la "1", leduo le le lengwe la "3", leduo le le lengwe la 6, 7, 8, 9</p> 	(3)																								
<p>3. (1 mark for each correct answer) (Leduo le le 1 la karabo e e nepagetseng)</p> <p>Smallest number 3 (colour red) and biggest number 10 (colour blue)</p> <p>Palo e nnye go tsona tsotlhe -3 (tshasa mmala o mohibidu) mme Palo e tona go tsona tsotlhe -10 (tshasa mmala wa botala ba legodimo)</p>	(2)																								
<p>4. 13 and 19 (1 mark per correct answer) 13 le 19 (Leduo le le 1 la karabo e e nepagetseng)</p>	(2)																								
<p>5. (1 mark per correct answer) (Leduo le le 1 la karabo e e nepagetseng)</p> <p>a) 7 b) 8</p>	(2)																								
<p>6. (1 mark per correct answer) (Leduo le le 1 la karabo e e nepagetseng)</p> <p>a) $3 + 5 = 8$ b) $5 + 5 = 10$</p>	(2)																								
<p>7. (Half a mark per correct answer) (Halofo ya leduo la karabo e e nepagetseng)</p> <table border="1" data-bbox="218 1611 1287 1912"> <thead> <tr> <th></th> <th>Answer Karabo</th> <th></th> <th>Answer Karabo</th> </tr> </thead> <tbody> <tr> <td>$5 + 4 =$</td> <td>9</td> <td>$8 - 4 =$</td> <td>4</td> </tr> <tr> <td>$3 + 3 =$</td> <td>6</td> <td>$5 - 1 =$</td> <td>4</td> </tr> <tr> <td>$2 + 6 =$</td> <td>8</td> <td>$10 - 8 =$</td> <td>2</td> </tr> <tr> <td>$7 + 2 =$</td> <td>9</td> <td>$9 - 7 =$</td> <td>2</td> </tr> <tr> <td>$6 + 1 =$</td> <td>7</td> <td>$7 - 6 =$</td> <td>1</td> </tr> </tbody> </table>		Answer Karabo		Answer Karabo	$5 + 4 =$	9	$8 - 4 =$	4	$3 + 3 =$	6	$5 - 1 =$	4	$2 + 6 =$	8	$10 - 8 =$	2	$7 + 2 =$	9	$9 - 7 =$	2	$6 + 1 =$	7	$7 - 6 =$	1	(10)
	Answer Karabo		Answer Karabo																						
$5 + 4 =$	9	$8 - 4 =$	4																						
$3 + 3 =$	6	$5 - 1 =$	4																						
$2 + 6 =$	8	$10 - 8 =$	2																						
$7 + 2 =$	9	$9 - 7 =$	2																						
$6 + 1 =$	7	$7 - 6 =$	1																						

<p>8. (1 mark per correct answer) (Leduo le le 1 la karabo e e nepagetseng)</p> <p>a) Double 3 is 6/ 3 gabedi ke 6</p> <p>b) Half of 8 is 4/ Halofo ya 8 ke 4</p>	(2)		
<p>9. $5 + 3 = 8$ (2 marks: 1 for the sentence, 1 for the answer) (maduo a le 2: 1 la polelo, 1 la karabo)</p> <p>$9 - 3 = 6$ (2 marks: 1 for the sentence, 1 for the answer) (maduo a le 2: 1 la polelo, 1 la karabo)</p>	(4)		
<p>10. (2 marks per correct solution to problem – 1 for the sentence/drawing; 1 for the answer) (maduo a le 2 a tharabololo ya bothata – 1 la polelo/setshwantsho; 1 la karabo)</p> <p>a) $5 + 2 = 7$</p> <p>b) $8 - 6 = 2$</p>	(4)		
<p>11. (The sentence can include the answer or a place holder.) (Polelo e ka nna le karabo kgotsa lebokoso)</p> <p>$2 + 2 + 2 = \square$ or/kgotsa $2 + 2 + 2 = 6$</p>	(1)		
<p>12. (The sentence can include the answer or a place holder.) (Polelo e ka nna le karabo kgotsa lebokoso)</p> <p>$2 + 2 + 2 + 2 + 2 = 10$ or/kgotsa $2 + 2 + 2 + 2 + 2 = \square$</p>	(1)		
<p>13. (Answers will vary – sentence can include the answer or a place holder.) (Dikarabo di tlile go farologana – Polelo e ka nna le karabo kgotsa lebokoso)</p> <p>$4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 = \square$ (if they focused on number of wheels)/ (fa ba latela palo ya maotwana)</p> <p>$1 + 2 + 6 = \square$ (if they focused on different vehicles)/ (fa ba latela dikoloi tse di farologaneng)</p>	(1)		
<p>14. (1 mark per correct grouping shown – could be done in different ways.) (Leduo le le 1 la setlhophha se se bontshitweng mme se nepagetse – se, se ka dirwa ka ditsela tse di farologaneng)</p> <table border="1" data-bbox="218 1547 1311 1829"> <tr> <td data-bbox="218 1547 765 1829"> <p>Two groups of 5 Ditlhophha tse pedi tsa 5</p>  </td> <td data-bbox="765 1547 1311 1829"> <p>Three groups of 3 Ditlhophha tse 3 tsa 3</p>  </td> </tr> </table>	<p>Two groups of 5 Ditlhophha tse pedi tsa 5</p> 	<p>Three groups of 3 Ditlhophha tse 3 tsa 3</p> 	(2)
<p>Two groups of 5 Ditlhophha tse pedi tsa 5</p> 	<p>Three groups of 3 Ditlhophha tse 3 tsa 3</p> 		

<p>15. (1 mark per correct answer) (Leduo le le 1 la karabo e e nepagetseng)</p> <p>One 10c coin red Papetlana ya 10c e le nngwe - khibidu</p> <p>One 50c coin blue Papetlana ya 50c e le nngwe – botala ba legodimo</p> <p>One R2 coin blue Papetlana ya R2 e le nngwe – botala ba tlhaga</p> <p>One R5 coin yellow Papetlana ya R5 e le nngwe - serolwana</p>	(4)
<p>16. (2 marks per correct solution to problem – 1 for the sentence/drawing; 1 for the answer) (Maduo a le 2 a tharabololo ya bothata – 1 la polelo/setshwantsho; 1 la karabo)</p> <p>a) $R6 - R2 = R4$</p> <p>b) $10c - 5c = 5c$</p>	(4)

Written assessment items for Patterns

Question 17

Potso 17

- a) Colour all the twos.

Tshasa bopedi botlhe ka mmala.

(2)

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

- b) Colour all the fives.

Tshasa botlhano botlhe ka mmala.

(2)

31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Written assessment items for Patterns: solutions and mark allocations

17. a) (1 mark if some of the 2s are coloured; 2 marks if all of the 2s are coloured)

(Leduo le le 1 fa bopedi ba bangwe ba tshasitswe ka mmala; maduo a le 2 fa bopedi botlhe ba tshasitswe ka mmala)

(4)

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

- b) (1 mark if some of the 5s are coloured; 2 marks if all of the 5s are coloured)

(Leduo le le 1 fa botlhano ba bangwe ba tshasitswe ka mmala; maduo a le 2 fa botlhano botlhe ba tshasitswe ka mmala)

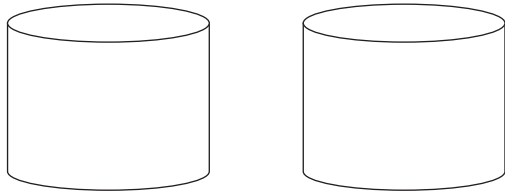
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Written assessment items for Measurement

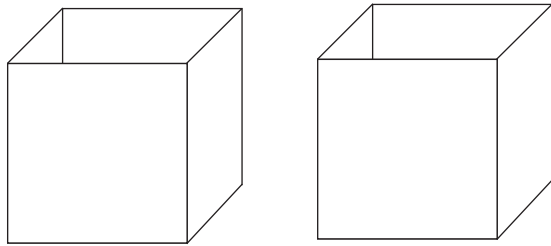
Question 19

Potso 19

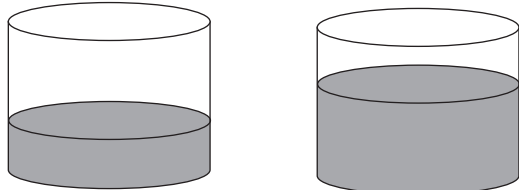
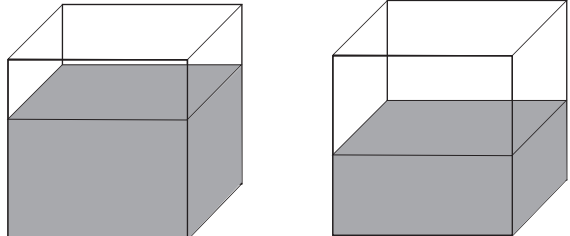
- a) Colour more water in the container on the right. (2)
Tshasa mmala mo seduting se se nang le metsi a le mantsi ka fa mojeng.



- b) Colour less water in the container on the right. (2)
Tshasa mmala mo seduting se se nang le metsi a le mannye ka fa mojeng..



Written assessment items for Measurement: solutions and mark allocations

<p>19. a)</p>  <p>b)</p> 	<p>(4)</p>
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Written assessment items for Data handling

Question 20

Potso 20

Count the number of each kind of shape, then answer the questions.

Bala mefuta e e farologaneng ya dibopego mme o arabe dipotso.

Circles Didiko	Triangles Dikhutlotharo	Squares Dikwere

- a) How many squares are there? _____
Go na le dikhutlonne di le kae? _____ (1)
- b) How many circles are there? _____
Go na le didiko di le kae? _____ (1)
- c) How many triangles are there? _____
Go na le dikhutlotharo di le kae? _____ (1)
- d) Which is more? Circles or squares? _____
Ke eng tse di leng dintsi? Didiko kgotsa dikhutlonne? _____ (1)

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

<p>20. (1 mark per correct answer) (Mopotso o tee go karabo yenngwe le yenngwe yeo e nepagetšego)</p> <p>a) 7 squares / Dikwere tše 7</p> <p>b) 9 circles / Didiko tše 9</p> <p>c) 4 triangles / Dikhutlotharo tše 4</p> <p>d) There are more circles than squares / Go nale didiko tše ntši go feta dikwere.</p>	(4)
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Written Assessment: English / Xitsonga

4. ITEM BANK FOR WRITTEN ASSESSMENT

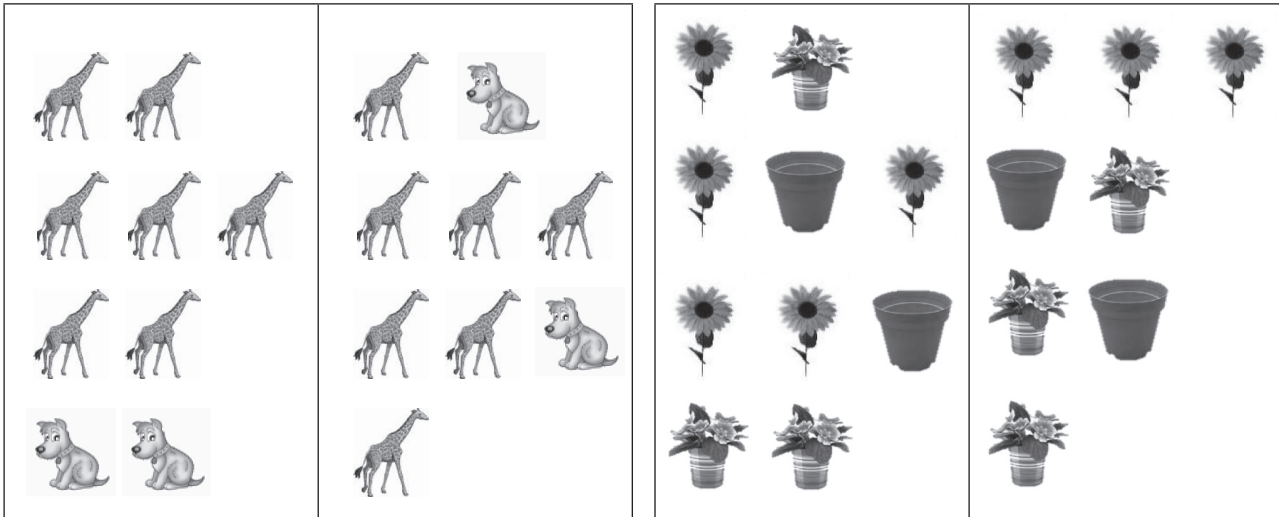
Written assessment items for Numbers, operations and relationships

Question 1

Xivutiso 1

(2)

Do the blocks have the same/not the same number of pictures? Colour the correct box under each comparison.
 A diboloko di na le palo e e lekanang/ e e sa lekaneng ya ditshwantsho? Tshasa mmala ka mo lebokosong lengwe le lengwe le le nepagetseng ka fa tlase.



a)

same/swafana
not the same/a swifani

b)

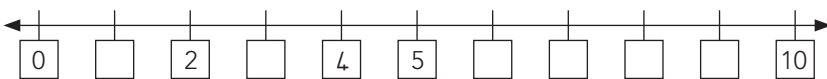
same/swafana
not the same/a swifani

Question 2

Xivutiso 2

(3)

Complete the number line by filling in all the missing numbers:
 Hetisa ndzhati wa mintsengo u tatisa tinomboro leti kayivelaka:



Question 3

Xivutiso 3

(2)

Colour the smallest number red and the biggest number blue.


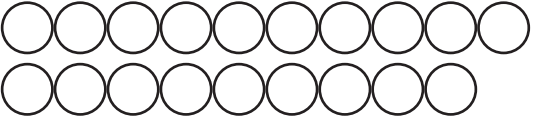
Khalara nomboro leyintsongo swinene hi muhlovo wo tshwuka na nomboro leyikulu swinene hi muhlovo wa wasi.



Question 4
Xivutiso 4

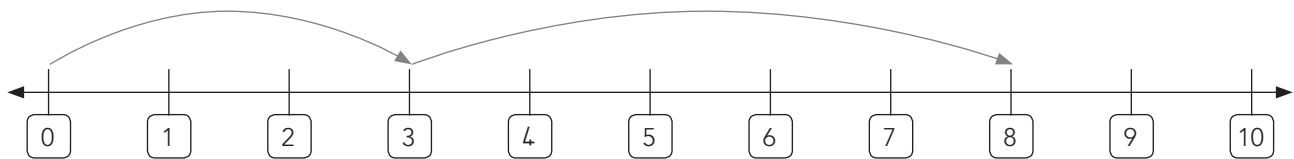
(1)

Count the counters, and circle the correct answer.
Hlayela swihlayelo, tsondzela nhlamulo leyi faneleke.

																					
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">10</td> <td style="text-align: center;">11</td> <td style="text-align: center;">12</td> <td style="text-align: center;">13</td> <td style="text-align: center;">14</td> </tr> <tr> <td style="text-align: center;">15</td> <td style="text-align: center;">16</td> <td style="text-align: center;">17</td> <td style="text-align: center;">18</td> <td style="text-align: center;">19</td> </tr> </table>	10	11	12	13	14	15	16	17	18	19	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">10</td> <td style="text-align: center;">11</td> <td style="text-align: center;">12</td> <td style="text-align: center;">13</td> <td style="text-align: center;">14</td> </tr> <tr> <td style="text-align: center;">15</td> <td style="text-align: center;">16</td> <td style="text-align: center;">17</td> <td style="text-align: center;">18</td> <td style="text-align: center;">19</td> </tr> </table>	10	11	12	13	14	15	16	17	18	19
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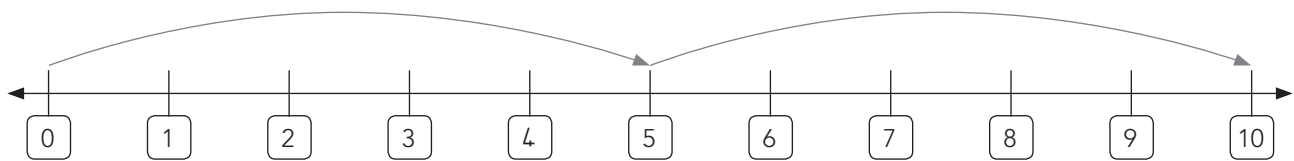
Question 5
Xivutiso 5

Write a sum for the following:
Tsala nhlayo ya leswi landzelaka:



a) $\square + \square = \square$

(1)



b) $\square + \square = \square$

(1)

Question 6
Xivutiso 6

a) Two more than five is \square

Leswi nyingi hi mbirhi ka 5 \square

(1)

b) One less than nine is \square

Leswi ntsongo ka nkaye hi \square

(1)

Question 7
Xivutiso 7

(10)

Use your counters, and write the answer.
Tirhisa swihlayelo, ku tsala nhlamulo.

	answer nhlamulo		answer nhlamulo
$5 + 4 =$		$8 - 4 =$	
$3 + 3 =$		$5 - 1 =$	
$2 + 6 =$		$10 - 8 =$	
$7 + 2 =$		$9 - 7 =$	
$6 + 1 =$		$7 - 6 =$	

Question 8
Xivutiso 8

(2)

a) Double 3 is Mbirihata 3 hi	<input type="text"/>
b) Half of 8 is Hafu ya 8 hi	<input type="text"/>

Question 9
Xivutiso 9

(4)

Read the story sums. Write a number sentence with the answer.
Hlaya xitori xa tinhlayo. Tsala nhlamulo ya xivulwa xa nomboro.

I have 5 marbles, and I win 3 more marbles. How many marbles do I have? Ndzi na 5 wa timabulu, ndzi winile timabulu ti 3. Xana ndzi na timabulu tingani?	There were 9 butterflies. 3 flew away. How many were left? Ku na maphaphatana ya 9. 3 ma purhile. Xana ku sarile mangani?
---	--

Question 10
Xivutiso 10

Solve these problems. Draw the picture and write the number sentence.
Ololoxa swiphiqu. Dirowa xifaniso u tsala xivulwa xa nomboro..

a) Thembi has 5 sweets, Roli has 2 more sweets than Thembi. How many sweets does Roli have?
Thembi u na 5 wa swiwitsi, Roli u na 2 wa malekere ku tlula Thembi. Xana Roli u na swiwitsi swingani?

(2)

b) Mark had 6 apples. Nkosi gave him some apples. He now has 8 apples. How many apples did Nkosi give him?
Mark u na 6 wa maapula. Nkosi u n'wi nyikile man'wana? Sweswi u na 8 wa maapula. Xana Nkosi u n'wi nyikile mangani?

(2)

Question 11
Xivutiso 11

(1)

How many feet do 3 birds have? Write a number sentence.
Xana 3 wa swinyenyana swi na milenge mingani? Tsala xivulwa xa nomboro.

Question 12
Xivutiso 12

(1)


Write a number sentence for the following:
Tsala xivulwa xa nomboro xa leswi landzelaka:



Question 13
Xivutiso 13

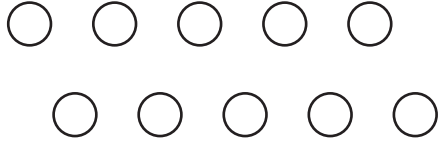
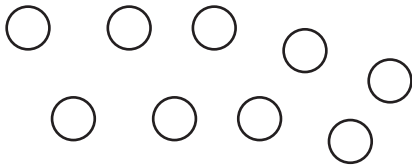
(1)

Use the numbers of vehicles to make your own number sentence.
Tirhisa tinomboro ta mimovha ku endla xivulwa xa nomboro.

Question 14
Xivutiso 14

Draw circles around the following to make:
Dirowa swirhendzevutana u tsondzela leswi landzelaka ku endla:

<p>Two groups of 5 Mintlawa yimbirhi ya 5</p> <p>(1)</p> 	<p>Three groups of 3 Mintlawa yinharhu ya 3</p> <p>(1)</p> 
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Question 15
Xivutiso 15

(4)

Colour ONE of each of the coins in the box.
Khalara xingwece XIN'WE ka bokisi.

<p>One 10c coin red N'we 10c ya swingwece swo tshwuka</p> <p>One 50c coin blue N'we 50c ya swingwece swa rihlaza</p> <p>One R2 coin green N'we R2 wa swingwece swa rihlaza</p> <p>One R5 coin yellow N'we R5 wa swingwece swa xitshopana</p>	
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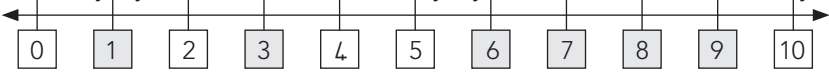
Question 16
Xivutiso 16

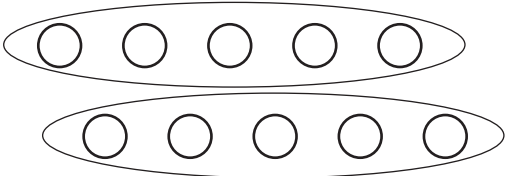
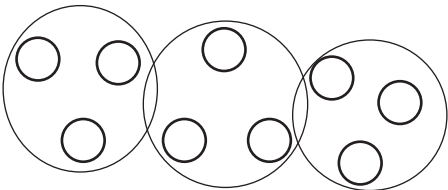
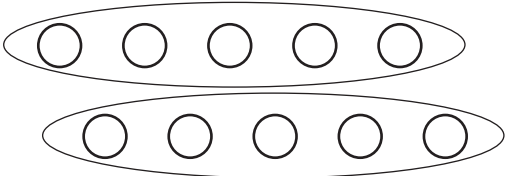
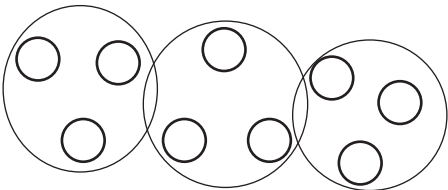
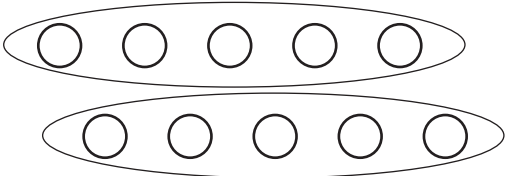
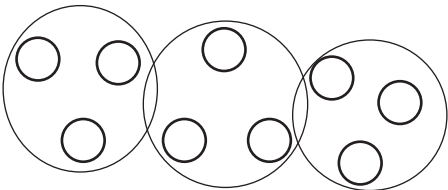
(2)

Solve these problems. Write the number sentence.
Ololoxa swiphigo. Tsala xivulwa xa nomboro.

- | |
|--|
| <p>a) Tom bought a book for R6,00 and a pen for R2,00. How much money did he spend?
Tom u xavile buku hi R6,00, na xitsalo hi R2,00. Xana u tirhisile mali muni?</p> |
| <p>b) I bought a toffee. It cost 5c. I paid with a 10c coin. What change did I get?
Ke rekile toffee ka 5c. Ka duela ka 10c. Ke boetswe ke bokae?</p> |

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

<p>1. (1 mark per correct answer) (Maraka yi1 ya nhlamulo yin'wana na yin'wana leyi faneleke)</p> <p>a) same/swofana b) not the same/a swifani</p>	(2)																								
<p>2. 1 mark for "1", 1 mark for "3", and 1 mark for 6, 7, 8, 9 Maraka yi1 ya nomboro "1", maraka yi1 ya nomboro "3" na maraka yi1 ya 6, 7, 8, 9</p> 	(3)																								
<p>3. (1 mark for each correct answer) (Maraka yi1 ya nhlamulo yin'wana na yin'wana leyi faneleke)</p> <p>Smallest number 3 (colour red) and biggest number 10 (colour blue) Nomboro leyintsongo swinene ka 3(muhlovo wo tshwuka) na Nomboro leyikulu swinene ka10 (muhlovo wa wasi)</p>	(2)																								
<p>4. 13 and 19 (1 mark per correct answer) 13 na 19 (maraka yi1 ya nhlamulo yin'wana na yin'wana leyi faneleke)</p>	(2)																								
<p>5. (1 mark per correct answer) (Maraka yi1 ya nhlamulo yin'wana na yin'wana leyi faneleke)</p> <p>a) 7 b) 8</p>	(2)																								
<p>6. (1 mark per correct answer) (Maraka yi1 ya nhlamulo yin'wana na yin'wana leyi faneleke)</p> <p>a) $3 + 5 = 8$ b) $5 + 5 = 10$</p>	(2)																								
<p>7. (Half a mark per correct answer) (Hafu ya maraka yin'wana na yin'wana leyi faneleke)</p> <table border="1" data-bbox="218 1611 1289 1916"> <thead> <tr> <th></th> <th>Answer Nhlamulo</th> <th></th> <th>Answer Nhlamulo</th> </tr> </thead> <tbody> <tr> <td>$5 + 4 =$</td> <td>9</td> <td>$8 - 4 =$</td> <td>4</td> </tr> <tr> <td>$3 + 3 =$</td> <td>6</td> <td>$5 - 1 =$</td> <td>4</td> </tr> <tr> <td>$2 + 6 =$</td> <td>8</td> <td>$10 - 8 =$</td> <td>2</td> </tr> <tr> <td>$7 + 2 =$</td> <td>9</td> <td>$9 - 7 =$</td> <td>2</td> </tr> <tr> <td>$6 + 1 =$</td> <td>7</td> <td>$7 - 6 =$</td> <td>1</td> </tr> </tbody> </table>		Answer Nhlamulo		Answer Nhlamulo	$5 + 4 =$	9	$8 - 4 =$	4	$3 + 3 =$	6	$5 - 1 =$	4	$2 + 6 =$	8	$10 - 8 =$	2	$7 + 2 =$	9	$9 - 7 =$	2	$6 + 1 =$	7	$7 - 6 =$	1	(10)
	Answer Nhlamulo		Answer Nhlamulo																						
$5 + 4 =$	9	$8 - 4 =$	4																						
$3 + 3 =$	6	$5 - 1 =$	4																						
$2 + 6 =$	8	$10 - 8 =$	2																						
$7 + 2 =$	9	$9 - 7 =$	2																						
$6 + 1 =$	7	$7 - 6 =$	1																						

<p>8. (1 mark per correct answer) (Maraka yi1 ya nhlamulo yin'wana na yin'wana leyi faneleke)</p> <p>a) Double 3 is 6/ Mbirihata 3 hi 6</p> <p>b) Half of 8 is 4/ Hafu ya 8 hi 4</p>	(2)		
<p>9. $5 + 3 = 8$ (2 marks: 1 for the sentence, 1 for the answer) (timaraka ti2: yi1 ya xivulwa, yi1 ya nhlamulo)</p> <p>$9 - 3 = 6$ (2 marks: 1 for the sentence, 1 for the answer) (timaraka ti2: yi1 ya xivulwa, yi1 ya nhlamulo)</p>	(4)		
<p>10. (2 marks per correct solution to problem – 1 for the sentence/drawing; 1 for the answer) (timaraka ti2 leti faneleke ti lulamisa xiphigo _ maraka yi1 ya xivulwa/ xidirowiwa; yi1 ya nhlamulo)</p> <p>a) $5 + 2 = 7$</p> <p>b) $8 - 6 = 2$</p>	(4)		
<p>11. (The sentence can include the answer or a place holder.) (Xivulwa xi va na nhlamulo kumbe ndhawu)</p> <p>$2 + 2 + 2 = \square$ or/kgotsa $2 + 2 + 2 = 6$</p>	(1)		
<p>12. (The sentence can include the answer or a place holder.) (Xivulwa xi va na nhlamulo kumbe ndhawu)</p> <p>$2 + 2 + 2 + 2 + 2 = 10$ or/kumbe $2 + 2 + 2 + 2 + 2 = \square$</p>	(1)		
<p>13. (Answers will vary – sentence can include the answer or a place holder.) (Tinhlamulo ti ta hambana - xivulwa xi na nhlamulo kumbe ndhawu ya nhlamulo)</p> <p>$4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 = \square$ (if they focused on number of wheels)/ (va languta nomboro ya mavhilwa)</p> <p>$1 + 2 + 6 = \square$ (if they focused on different vehicles)/ (va languta nomboro ya mavhilwa yo hambanahambana)</p>	(1)		
<p>14. (1 mark per correct grouping shown – could be done in different ways.) (Maraka yi1 hi nhlamulo - swi endliwile hi tindlela to hambanahambana.)</p> <table border="1" data-bbox="218 1547 1311 1825"> <tr> <td data-bbox="218 1547 765 1825"> <p>Two groups of 5 2 wa mintlawa ya 5</p>  </td> <td data-bbox="765 1547 1311 1825"> <p>Three groups of 3 3 wa mintlawa ya 3</p>  </td> </tr> </table>	<p>Two groups of 5 2 wa mintlawa ya 5</p> 	<p>Three groups of 3 3 wa mintlawa ya 3</p> 	(2)
<p>Two groups of 5 2 wa mintlawa ya 5</p> 	<p>Three groups of 3 3 wa mintlawa ya 3</p> 		

<p>15. (1 mark per correct answer) (Maraka yi1 ya nhlamulo yin'wana na yin'wana leyi faneleke)</p> <p>One 10c coin red N'we 10c wa swingwece hi muhlovo wo tshwuka</p> <p>One 50c coin blue N'we 50c wa swingwece hi muhlovo wa wasi</p> <p>One R2 coin blue N'we R2 wa swingwece swa muhlovo wa wasi</p> <p>One R5 coin yellow N'we R5 wa swingwece swa xitshopana</p>	(4)
<p>16. (2 marks per correct solution to problem – 1 for the sentence/drawing; 1 for the answer) (Timaraka ti2 ta ku ololoxa swiphiqo _ yi1 ya xivulwa / xidirowiwa; yi1 ya nhlamulo)</p> <p>a) $R6 - R2 = R4$</p> <p>b) $10c - 5c = 5c$</p>	(4)

Written assessment items for Patterns

Question 17

Xivutiso 17

- a) Colour all the twos.

Khalara hinkwaswo leswi fambaka hi vumbirhi mbirhi.

(2)

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

- b) Colour all the fives.

Khalara hinkwaswo swa vuntlhanu.

(2)

31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Written assessment items for Patterns: solutions and mark allocations

17. a) (1 mark if some of the 2s are coloured; 2 marks if all of the 2s are coloured)

(Maraka yi1 loko swin'wana swa vu2 swi khalariwile; timaraka ti2 loko tikhalariwile hinkwato)

(4)

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

- b) (1 mark if some of the 5s are coloured; 2 marks if all of the 5s are coloured)

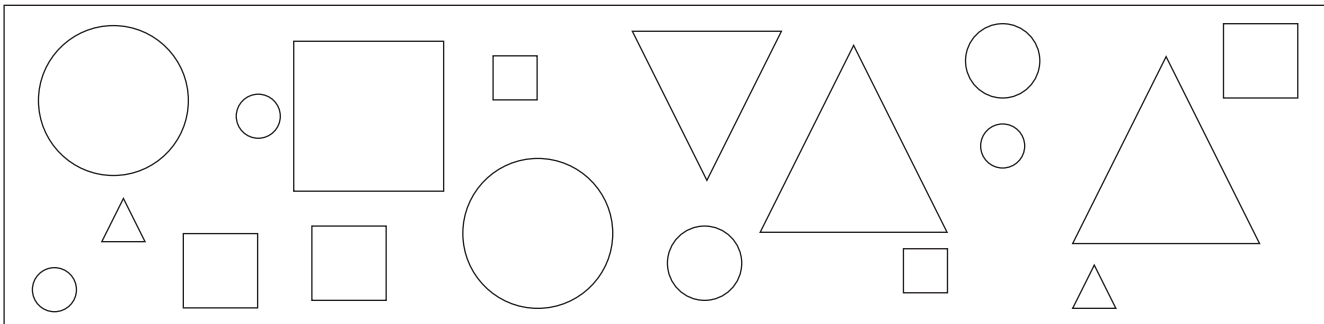
(Maraka yi1 loko swi nga khalariwanga hinkwaswo; timaraka ti2 loko swi khalariwile hinkwaswo)

31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Written assessment items for Space and shape

Question 18

Xivutiso 18



Colour:/ Muhlovo:

- a) One big triangle green
Yinhlanharhu yi'we leyikulu ya rihlaza (1)
- b) One small circle red
Xirhendzevutana xin'we lexitsongo xa muhlovo wo tshwuka (1)
- c) One small triangle yellow
Yinhlanharhu yin'we leyintsongo ya muhlovo wa xitshopana (1)
- d) One big square blue
Xikwere xin'we lexitsongo xa muhlovo wa wasi (1)

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

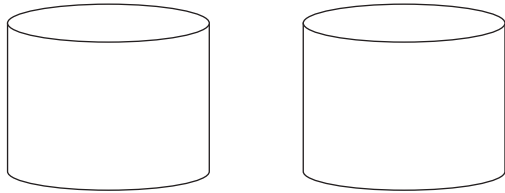
<p>18. (1 mark per correct answer) (Maraka yi1 ya nhlamulo yin'wana na yin'wana leyi faneleke)</p> <ul style="list-style-type: none"> a) One big triangle green Yinhlanharhu yi'we leyikulu ya rihlaza b) One small circle red Xirhendzevutana xin'we lexitsongo xa muhlovo wo tshwuka c) One small triangle yellow Yinhlanharhu yin'we leyintsongo ya muhlovo wa xitshopana d) One big square blue Xikwere xin'we lexitsongo xa muhlovo wa wasi 	<p>(4)</p>
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Written assessment items for Measurement

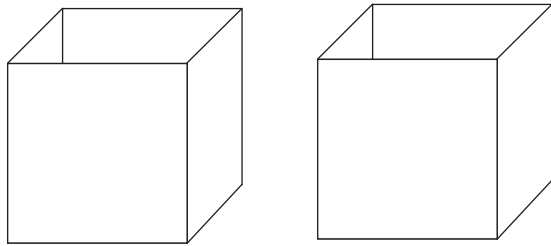
Question 19

Xivutiso 19

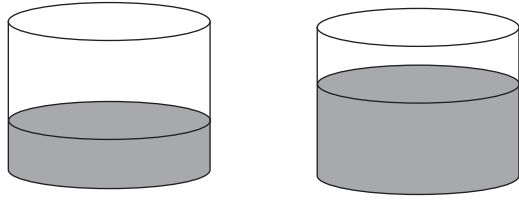
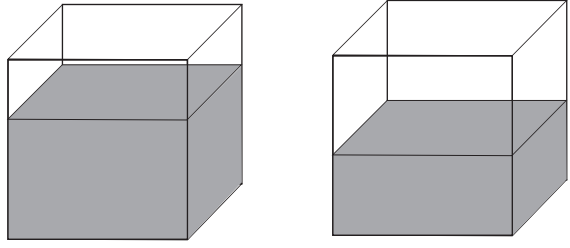
- a) Colour more water in the container on the right. (2)
Khalara mati yo tala ka xibye lexi nga ka voko ra xinene.



- b) Colour less water in the container on the right. (2)
Khalara mati lamatsongo ka xibye lexi nga ka voko ra xinene..



Written assessment items for Measurement: solutions and mark allocations

<p>19. a)</p>  <p>b)</p> 	<p>(4)</p>
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Written assessment items for Data handling

Question 20

Xivutiso 20

Count the number of each kind of shape, then answer the questions.

Hlayela leswaku i swingani swi xivumbeko leswi fanaka, kutani u hlamula swivutiso.

Circles Swirhendzevutana	Triangles Tiyinhlharhu	Squares Swikwere

- a) How many squares are there? _____
Xana ku na swikere swingani? _____ (1)
- b) How many circles are there? _____
Xana ku na swirhendzevutana swingani? _____ (1)
- c) How many triangles are there? _____
Xana ku na tiyinhlharhu tingani? _____ (1)
- d) Which is more? Circles or squares? _____
Hi swihi swo tala? Swirhendzevutana kumbe swikwere? _____ (1)

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

20. (1 mark per correct answer) (Maraka yi1 ya nhlamulo yin'wana na yin'wana leyi faneleke) a) 7 squares / swikwere swa 7 b) 9 circles / swirhendzevutana swa 9 c) 4 triangles / tiyinhlharhu ta 4 d) There are more circles than squares / Ku na swirhendzevutana swo tala ku tlula swikwere.	(4)
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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

(2)

Do the blocks have the same/not the same number of pictures? Colour the correct box under each comparison.
Mabuḽoko aya ana zwifanyiso zwa nomboro i no fana/ i sa fani?

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a)

same/fana
not the same/zwi fani

b)

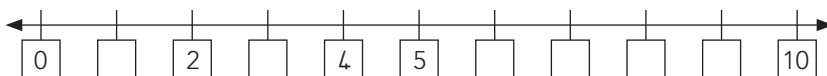
same/fana
not the same/zwi fani

Question 2

Mbudziso 2

(3)

Complete the number line by filling in all the missing numbers:
Fhedzisani mutalo mbalo nga u dzhenisa nomboro dzi no khuu ṽahela.



Question 3

Mbudziso 3

(2)

Colour the smallest number red and the biggest number blue.


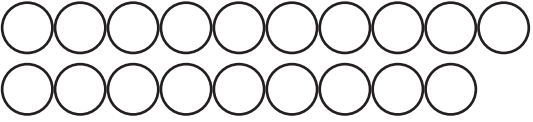
Sumbedzani nomboro ṽhukhusa nga luswayo lwa muvhala mutshwuku, nomboro khulwane nga muvhala wa lutombo.

6	5	10	7	8	3
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Question 4
Mbudziso 4

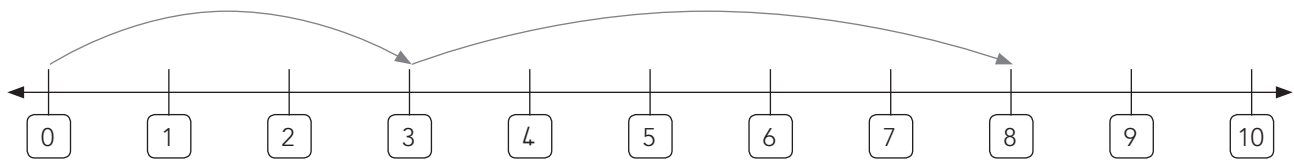
(1)

Count the counters, and circle the correct answer.
Vhalelani zwithu zwau vhalela, ni tingeledze phindulo ire yone.

																					
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">10</td> <td style="text-align: center;">11</td> <td style="text-align: center;">12</td> <td style="text-align: center;">13</td> <td style="text-align: center;">14</td> </tr> <tr> <td style="text-align: center;">15</td> <td style="text-align: center;">16</td> <td style="text-align: center;">17</td> <td style="text-align: center;">18</td> <td style="text-align: center;">19</td> </tr> </table>	10	11	12	13	14	15	16	17	18	19	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">10</td> <td style="text-align: center;">11</td> <td style="text-align: center;">12</td> <td style="text-align: center;">13</td> <td style="text-align: center;">14</td> </tr> <tr> <td style="text-align: center;">15</td> <td style="text-align: center;">16</td> <td style="text-align: center;">17</td> <td style="text-align: center;">18</td> <td style="text-align: center;">19</td> </tr> </table>	10	11	12	13	14	15	16	17	18	19
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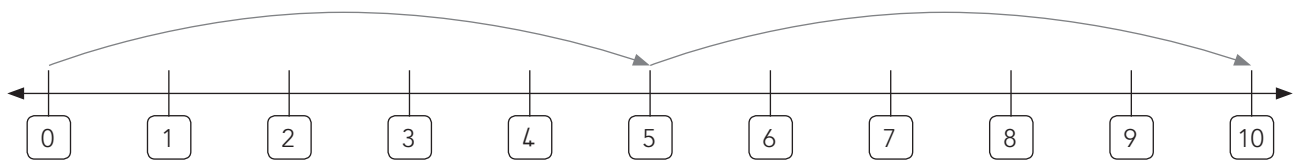
Question 5
Mbudziso 5

Write a sum for the following:
Ñwalani phindulo ya mbalo i tevhelaho:



a) $\square + \square = \square$

(1)



b) $\square + \square = \square$

(1)

Question 6
Mbudziso 6

a) Two more than five is \square

Ṫhanu ri tshi inga nga mbili ndi \square

(1)

b) One less than nine is \square

Shumisani zwa u vhalela ni ñwale phindulo yo teaho. \square

(1)

Question 7
Mbudziso 7

(10)

Use your counters, and write the answer.
Tirhisa swihlayelo, ku tsala nhlamulo.

	answer phindulo		answer phindulo
$5 + 4 =$		$8 - 4 =$	
$3 + 3 =$		$5 - 1 =$	
$2 + 6 =$		$10 - 8 =$	
$7 + 2 =$		$9 - 7 =$	
$6 + 1 =$		$7 - 6 =$	

Question 8
Mbudziso 8

(2)

<p>a) Double 3 is <input type="text"/></p> <p>3 mmbili ndi <input type="text"/></p>
<p>b) Half of 8 is <input type="text"/></p> <p>Hafu ya 8 ndi <input type="text"/></p>

Question 9
Mbudziso 9

(4)

Read the story sums. Write a number sentence with the answer.

Vhalani tshiṭori tsha mbalo. Nwalani fhungo la mbalo na phindulo.

<p>I have 5 marbles, and I win 3 more marbles. How many marbles do I have?</p> <p>Ndi na mavhuli ya 5, ndo wina mimavhuli miṅwe miraru. Ndi na mimavhuli mingana yoṭhe yo fhelela?</p>	<p>There were 9 butterflies. 3 flew away. How many were left?</p> <p>Hovha hu na zwisusu zwa 9. Zwisusu zwiraru zwo mbo ḡi fhufha. Ho sala zwisusu zwingana?</p>
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Question 10
Mbudziso 10

Solve these problems. Draw the picture and write the number sentence.

Tandululani thaidzo. Olani tshifanyiso ni n̄wale fhungo la mbalo..

a) Thembi has 5 sweets, Roli has 2 more sweets than Thembi. How many sweets does Roli have?

Thembi u na maḽegere a 5. Roli u na maḽegere a no fhira a Thembi nga mavhili. Roli u na maḽegere mangana?

(2)

b) Mark had 6 apples. Nkosi gave him some apples. He now has 8 apples. How many apples did Nkosi give him?

Marika u na maapula a 6. Mukosi o mu fha maapula maḽwe. O no vha na maapula a 8. Mukosi o mu fha maapula mangana?

(2)

Question 11
Mbudziso 11

(1)

How many feet do 3 birds have? Write a number sentence.

Zwinoni zwa 3 zwi na milenzhe mingana. N̄walani fhungo la mbalo.

Question 12
Mbudziso 12

(1)

Write a number sentence for the following:

N̄walani fhungo la mbalo la zwi tevhelaho:



Question 13
Mbudziso 13

(1)

Use the numbers of vehicles to make your own number sentence.
Shumisani nomboro ya dzigoloi u ita fhungo la mbalo.

Question 14
Mbudziso 14


Draw circles around the following to make:
Olani zwitingedzi u mona na zwi tevhelaho u ita:

<p>Two groups of 5 Zwigwada zwihili zwa 5</p> <p>(1)</p>	<p>Three groups of 3 Zwigwada zwiraru zwa 3</p> <p>(1)</p>
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Question 15
Mbudziso 15

(4)

Colour ONE of each of the coins in the box.
Swifhadzani khoini NTHIHI ire afha bogisini.

<p>One 10c coin red Swifhadzani 10c nga muvhala mutshwuku</p> <p>One 50c coin blue Swifhadzani 50c nga muvhala wa lutombo</p> <p>One R2 coin green Swifhadzani R2 nga muvhala mudala</p> <p>One R5 coin yellow Swifhadzani R5 nga muvhala wa thophi</p>	
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Question 16
Mbudziso 16

(2)

Solve these problems. Write the number sentence.
Tandululani thaidzo hedzi. Nwalani fhungo la mbalo.

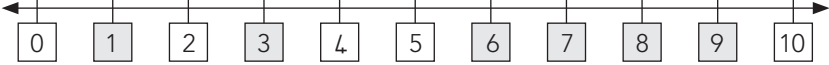
a) Tom bought a book for R6,00 and a pen for R2,00. How much money did he spend?

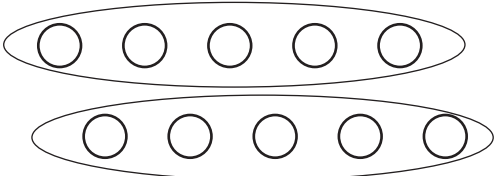
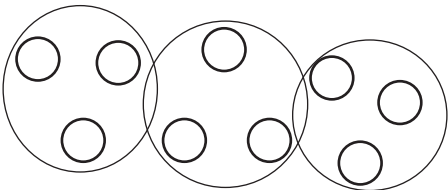
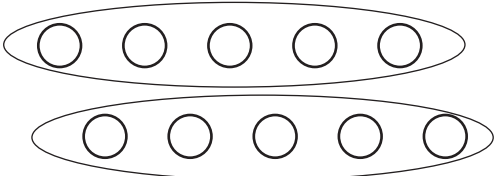
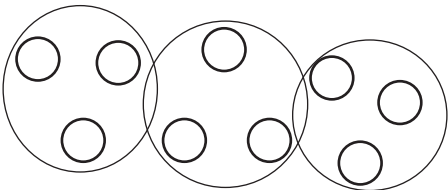
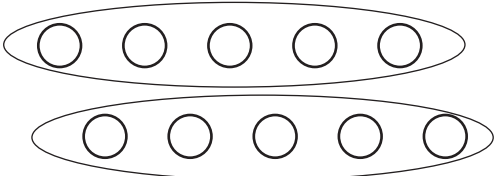
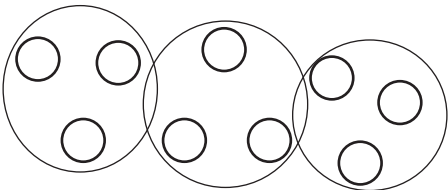
Tomasi o renga bugu nga R6 na bulupheni nga R2. O shumisa vhugai?

b) I bought a toffee. It cost 5c. I paid with a 10c coin. What change did I get?

Ndo renga thofi. Li ita 5c. Ndo badela nga 10c. Ndo wana tshentshi ya vhugai?

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

<p>1. (1 mark per correct answer) (Maraga 1 ya phindulo ire yone)</p> <p>a) same/zwi a fana</p> <p>b) not the same/a zwi fani</p>	(2)																								
<p>2. 1 mark for "1", 1 mark for "3", and 1 mark for 6, 7, 8, 9 Maraga 1 ya phindulo "1", maraga 1 ya phindulo "3" na maraga 1 ya 6, 7, 8, 9)</p> 	(3)																								
<p>3. (1 mark for each correct answer) (Maraga 1 ya phindulo ire yone)</p> <p>Smallest number 3 (colour red) and biggest number 10 (colour blue)</p> <p>Nomboro thukhu 3(muvhala mutswuku) na Nomboro khulwanesa 10(muvhala wa lutombo)</p>	(2)																								
<p>4. 13 and 19 (1 mark per correct answer) 4. 13 na 19 (maraga 1 ya phindulo ire yone)</p>	(2)																								
<p>5. (1 mark per correct answer) (Maraga 1 ya phindulo ire yone)</p> <p>a) 7</p> <p>b) 8</p>	(2)																								
<p>6. (1 mark per correct answer) (Maraga 1 ya phindulo ire yone)</p> <p>a) $3 + 5 = 8$</p> <p>b) $5 + 5 = 10$</p>	(2)																								
<p>7. (Half a mark per correct answer) (Hafu ya maraga ya phindulo ire yone)</p> <table border="1" data-bbox="218 1611 1286 1912"> <thead> <tr> <th></th> <th>Answer Phindulo</th> <th></th> <th>Answer Phindulo</th> </tr> </thead> <tbody> <tr> <td>$5 + 4 =$</td> <td>9</td> <td>$8 - 4 =$</td> <td>4</td> </tr> <tr> <td>$3 + 3 =$</td> <td>6</td> <td>$5 - 1 =$</td> <td>4</td> </tr> <tr> <td>$2 + 6 =$</td> <td>8</td> <td>$10 - 8 =$</td> <td>2</td> </tr> <tr> <td>$7 + 2 =$</td> <td>9</td> <td>$9 - 7 =$</td> <td>2</td> </tr> <tr> <td>$6 + 1 =$</td> <td>7</td> <td>$7 - 6 =$</td> <td>1</td> </tr> </tbody> </table>		Answer Phindulo		Answer Phindulo	$5 + 4 =$	9	$8 - 4 =$	4	$3 + 3 =$	6	$5 - 1 =$	4	$2 + 6 =$	8	$10 - 8 =$	2	$7 + 2 =$	9	$9 - 7 =$	2	$6 + 1 =$	7	$7 - 6 =$	1	(10)
	Answer Phindulo		Answer Phindulo																						
$5 + 4 =$	9	$8 - 4 =$	4																						
$3 + 3 =$	6	$5 - 1 =$	4																						
$2 + 6 =$	8	$10 - 8 =$	2																						
$7 + 2 =$	9	$9 - 7 =$	2																						
$6 + 1 =$	7	$7 - 6 =$	1																						

<p>8. (1 mark per correct answer) (Maraga 1 ya phindulo ire yone)</p> <p>a) Double 3 is 6/ 3 mmbili ndi 6</p> <p>b) Half of 8 is 4/ Hafu ya 8 ndi 4</p>	(2)		
<p>9. $5 + 3 = 8$ (2 marks: 1 for the sentence, 1 for the answer) (maraga 2 : 1 ya fhungo, 1 ya phindulo)</p> <p>$9 - 3 = 6$ (2 marks: 1 for the sentence, 1 for the answer) (maraga 2: 1 ya fhungo, 1 ya phindulo)</p>	(4)		
<p>10. (2 marks per correct solution to problem – 1 for the sentence/drawing; 1 for the answer) (maraga 2 ya phindulo ire yone- 1 ya fhungo/ muolo, 1 ya phindulo)</p> <p>a) $5 + 2 = 7$</p> <p>b) $8 - 6 = 2$</p>	(4)		
<p>11. (The sentence can include the answer or a place holder.) (Fhungo ji nga angaredza phindulo kana vhuimo ha mbalo)</p> <p>$2 + 2 + 2 = \square$ or/kgotsa $2 + 2 + 2 = 6$</p>	(1)		
<p>12. (The sentence can include the answer or a place holder.) (Fhungo ji nga angaredza phindulo kana vhuimo ha mbalo)</p> <p>$2 + 2 + 2 + 2 + 2 = 10$ or/kumbe $2 + 2 + 2 + 2 + 2 = \square$</p>	(1)		
<p>13. (Answers will vary – sentence can include the answer or a place holder.) (Phindulo dzi nga fhambana - fhungo ji nga angaredza phindulo kana vhuimo ha mbalo)</p> <p>$4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 = \square$ (if they focused on number of wheels)/ (arali vho sedza kha nomboro ya mavhili)</p> <p>$1 + 2 + 6 = \square$ (if they focused on different vehicles)/ (arali vho sedza dzigoloi dzo fhambanaho)</p>	(1)		
<p>14. (1 mark per correct grouping shown – could be done in different ways.) (Maraga 1 ya zwigwada zwire zwone zwo sumbedziwaho – zwi nga itiwa nga ndila yo fhambanaho.)</p> <table border="1" data-bbox="218 1547 1311 1829"> <tr> <td data-bbox="218 1547 765 1829"> <p>Two groups of 5 Zwigwada zwivhili zwa 5</p>  </td> <td data-bbox="765 1547 1311 1829"> <p>Three groups of 3 Zwigwada zwiraru zwa 3</p>  </td> </tr> </table>	<p>Two groups of 5 Zwigwada zwivhili zwa 5</p> 	<p>Three groups of 3 Zwigwada zwiraru zwa 3</p> 	(2)
<p>Two groups of 5 Zwigwada zwivhili zwa 5</p> 	<p>Three groups of 3 Zwigwada zwiraru zwa 3</p> 		

<p>15. (1 mark per correct answer) (Maraga 1 ya phindulo ire yone)</p> <p>One 10c coin red Khoini ya 10c nthihi nga muvhala mutswuku</p> <p>One 50c coin blue Khoini ya 50c nthihi nga muvhala wa lutombo</p> <p>One R2 coin blue Khoini ya R2 nthihi nga muvhala mudala i</p> <p>One R5 coin yellow Khoini ya R5 nthihi nga muvhala wa thophi</p>	<p>(4)</p>
<p>16. (2 marks per correct solution to problem – 1 for the sentence/drawing; 1 for the answer) (Maraga 2 ya phindulo ire yone – 1 ya fhungo/ muolo, 1 ya phindulo)</p> <p>a) $R6 - R2 = R4$</p> <p>b) $10c - 5c = 5c$</p>	<p>(4)</p>

Written assessment items for Patterns

Question 17 Mbudiso 17

a) Colour all the twos.

Swifhadzani nomboro dzi no vhalela nga mbili mbili.

(2)

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

b) Colour all the fives.

Swifhadzani nomboro dzi no vhalela nga ʒhanu ʒhanu.

(2)

31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Written assessment items for Patterns: solutions and mark allocations

17. a) (1 mark if some of the 2s are coloured; 2 marks if all of the 2s are coloured)

(4)

(Maraga 1 arali o khalara nomboro dziṅwe dza u vhalela nga mbili mbili, maraga 2 arali o khalara nomboro dzoṅhe dza u vhalela nga mbili mbili)

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

b) (1 mark if some of the 5s are coloured; 2 marks if all of the 5s are coloured)

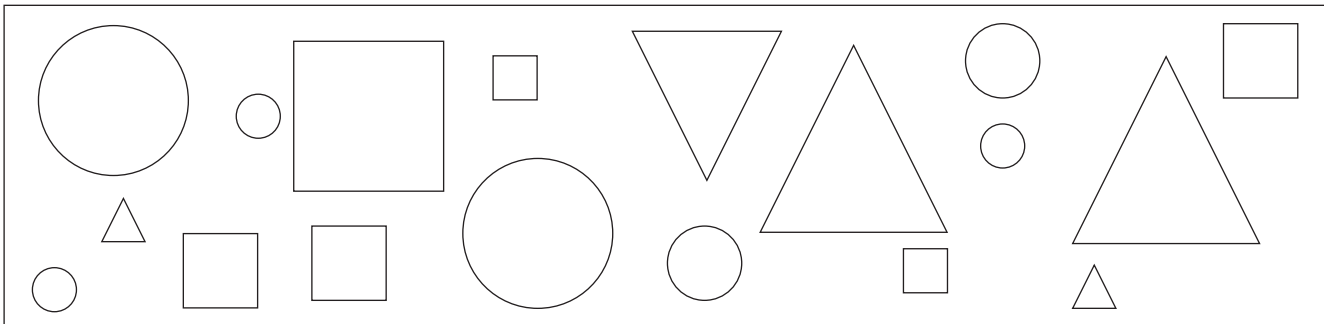
(Maraga 1 arali o khalara nomboro dziṅwe dza u vhalela nga ʒhanu ʒhanu, maraga 2 arali o khalara nomboro dzoṅhe dza u vhalela nga ʒhanu ʒhanu)

31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Written assessment items for Space and shape

Question 18

Mbudziso 18



Colour:/ Swifhadzani:

- a) One big triangle green
Thirayiengele nthihi khulwane nga muvhala mudala (1)
- b) One small circle red
Tsitendeledzi tshithihi tshituku nga muvhala mutswuku (1)
- c) One small triangle yellow
Thirayiengele nthihi thukhu nga muvhala wa thophi (1)
- d) One big square blue
Tshikwea tshithihi tshihulwane nga muvhala wa lutombo (1)

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

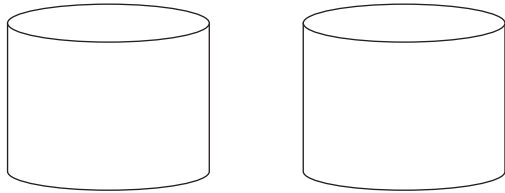
<p>18. (1 mark per correct answer) (Maraga 1 ya phindulo ire yone)</p> <ul style="list-style-type: none"> a) One big triangle green Thirayiengele nthihi khulwane nga muvhala mudala b) One small circle red Tsitendeledzi tshithihi tshituku nga muvhala mutswuku c) One small triangle yellow Thirayiengele nthihi thukhu nga muvhala wa thophi d) One big square blue Tshikwea tshithihi tshihulwane nga muvhala wa lutombo 	<p>(4)</p>
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Written assessment items for Measurement

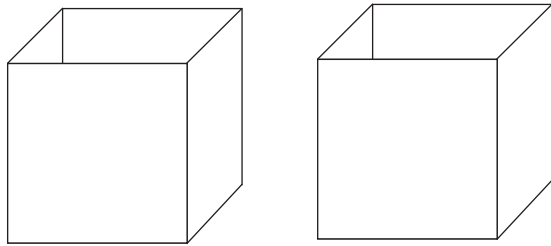
Question 19

Mbudziso 19

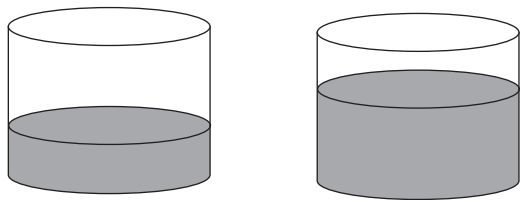
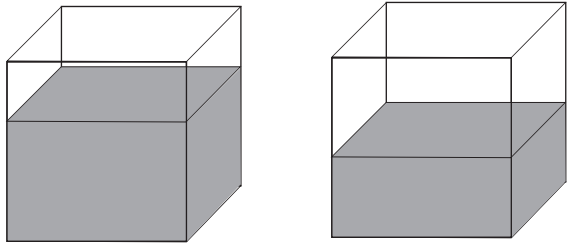
- a) Colour more water in the container on the right. (2)
Swifhadzani mađi manzhi kha tshigođelo tshi re kha tshanđa tsha uđa.



- b) Colour less water in the container on the right. (2)
Swifhadzani mađi mađuku kha tshigođelo tshi re kha tshanđa tsha uđa..



Written assessment items for Measurement: solutions and mark allocations

19. a)		(4)
b)		

Written assessment items for Data handling

Question 20 Mbudziso 20

Count the number of each kind of shape, then answer the questions.
Vhalelani zwivhumbeo zwo fhambanaho, ni dovhe hafhu ni fhindlele mbudziso.

Circles Zwitingeledzi	Triangles Thirayiengele	Squares Zwikwea

- a) How many squares are there? _____
Hu na zwikwea zwingana? _____ (1)
- b) How many circles are there? _____
Hu na zwitingeledzi zwingana? _____ (1)
- c) How many triangles are there? _____
Hu na thirayiengele nngana? _____ (1)
- d) Which is more? Circles or squares? _____
Ndi zwifhio zwi re zwinzhi? Zwitingeledzi kana zwikwea? _____ (1)

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

<p>20. (1 mark per correct answer) (Maraga 1 ya phindulo ire yone)</p> <p>a) 7 squares / zwikwea zwa 7</p> <p>b) 9 circles / zwitingeledzi zwa 9</p> <p>c) 4 triangles / tiyinlanharhu ta 4</p> <p>d) There are more circles than squares / Hu na zwitingeledzi zwinzhi u fhira zwikwea.</p>	(4)
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