DIAGNOSTIC ASSESSMENT

ISIXHOSA HOME LANGUAGE

GRADE 3



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Read to Lead
A Reading Nation is a Leading Nation

2030 NDP

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TABLE OF
CONTENTS

SECTION 01

1. INTRODUCTION..... 1
2. PURPOSE OF THE DIAGNOSTIC TEST ITEMS 2
3. THE STRUCTURE OF THE DIAGNOSTIC TEST ITEMS 3
4. PROPOSED USE OF THE LANGUAGE ITEMS..... 3
5. DESIGN 3
6. MARKING GUIDELINES 6
7. MODERATION..... 7
8. DATA ANALYSIS AND UTILISATION 8
9. HOW TO ANSWER MULTIPLE CHOICE QUESTIONS (MCQS)..... 13

SECTION 02

10. ASSESSMENT 16

SECTION ONE

GRADE 3 HOME LANGUAGE

DIAGNOSTICS ASSESMENTS

1. INTRODUCTION

The diagnostic resource bank of items aims to improve the relationship between assessment and classroom instruction. Assessment for learning is the process of gathering information about a learner's learning from a variety of sources, using a variety of approaches, or 'assessment tools', and interpreting that evidence to enable both the teacher and the learner to determine where the learner is in his or her learning; where the learner needs to go; and how best to get there. Teachers can adjust instructional strategies, resources, and environments effectively to help all learners achieve grade specific outcomes only if they have accurate and reliable information about what their learners know and are able to do at a given time.

When findings of assessment results are used to improve classroom practice, learner performance in general can improve. The diagnostic assessment questions are designed to fulfil three purposes of assessment: namely to,

- reveal the misconceptions learners bring as prior knowledge to a class;
- measure the conceptual gains of a class as a whole; and
- identify concepts that are weak areas of understanding for the individual learner or as a class/grade.

A traditional multiple-choice question (MCQ) provides little information about the learner's understanding of the concept/skill tested. The Department of Basic Education (DBE) has embarked on the design of diagnostic assessments using MCQs that are designed to assist teachers to diagnose learner misconceptions using the Pearson distractor rationale model as a basis for the classification of learner misconceptions. The diagnosis is also linked to the CAPS learning outcomes and skill acquisition. This does not mean that there are only MCQ items in the booklet.

MCQs designed for the diagnostic questions included in this booklet, include a breakdown of learners' understanding through the incorrect responses. All distractors are written not only to focus the attention of the teacher on those learners who are able to identify the correct response, but also to assist the teacher in identifying and understanding the misconceptions captured in the incorrect responses.

2. PURPOSE OF THE DIAGNOSTIC TEST ITEMS

This diagnostic resource should be used in conjunction with the requirements as stipulated in the CAPS document. It therefore does not replace the curriculum or the Annual Teaching Plans (ATP). The content therefore includes coverage from terms one to four and it focuses on certain selected topics and skills. However, there may be a need to align the topic or skills with the revised ATP to facilitate assessment for learning.

Once the teacher has identified the gaps in the conceptual knowledge/ skill acquisition it would be easier to design targeted intervention programmes to bring learners on par for the transition to subsequent sub-skills.

Once the teacher has identified the gaps in the conceptual knowledge/ skill acquisition it would be easier to design targeted intervention programmes to bring learners on par for the transition to subsequent topics.

These diagnostic items should be used as a tool for teachers to assess the strengths and weaknesses of learners for the purpose of designing teaching and learning strategies that will address the individual needs of the learner. This would also enable the teacher to zoom into the skills and sub-skills that are required by each topic content selected in order to narrow the knowledge gap or misconception identified and to assist learners in the development and mastery of content and skills.

This assessment should **not** be used for grading a learner; as the intended purpose is to facilitate learning. The use of the items should instead promote formative assessment.

3. THE STRUCTURE OF THE DIAGNOSTIC TEST ITEMS

Items are framed to direct teachers to possible misconceptions which could be as a result of an earlier grade knowledge deficit, erroneous conceptual knowledge or lack of comprehension.

MCQs are constructed in such a way that each distractor provides information on whether the learner has mastered the skill/concept or whether there is a misconception. The distractors are graded according to four levels of understanding. Levels one, two and three enlighten the teacher about the nature of the misconception. Level four is the correct response, see Table 1 for further clarity.

Items are constructed to assess reading, viewing, language structures and conventions, writing skills and application.

4. PROPOSED USE OF THE LANGUAGE ITEMS

4.1 A teacher may select a text type and use some of the items for that text at different intervals i.e. as a revision activity, formative task, etc.

4.2 Items may also be used as a baseline assessment if administered prior to teaching a particular lesson. A teacher may want to establish whether learners meet the basic skills and knowledge acquired from the previous grades. This will assist the teacher to know learners' level of proficiency.

4.3 Items may be used at the beginning of a phase to establish whether learners meet the conceptual knowledge for the new grade/phase.

4.4 Certain items, *per sub-skill* assessed, may be selected from a section to compile a shorter activity.

4.5 Items may be selected according to *levels of difficulty* and can be used to support learning according to different cognitive demands. Diagnostic items can also be selected according to *cognitive levels*.

4.6 The teacher should decide when, where and how the assessment may be used to enhance teaching and learning.

5. DESIGN

Table 1 lists and describes the types of errors that correspond to each of the four levels of understanding encapsulated in the Language MCQs. The distractor rationale

as advocated by Pearson, 2004, forms the basis for diagnosing misconceptions. The taxonomies and cognitive levels as stipulated in CAPS (for Grades R-9) are incorporated into the levels of understanding to provide the teacher with holistic information about the level of performance.

A more detailed unpacking of the nature of the misconceptions is addressed in the marking guidelines of each diagnostic item.

Table 1: Levels of Understanding MCQs

Levels of Performance	Error analysis/diagnosis
Level 1	• Makes errors that reflect focus on decoding and retrieving facts or details that are not necessarily related to the text or question. • Learner invokes prior knowledge related to the general topic being tested, but response is not text-based. • These errors indicate that the learner is grabbing bits and pieces of information related to the text as he or she understands them, but the pieces are unrelated to the information required by the question being asked.
Level 2	• Makes errors that reflect initial understanding of facts or details in the text, but is unable to relate them to the components in the question. • They apply their limited knowledge as an overgeneralisation and therefore come to a weak conclusion or inference. • The learner may focus on literal/superficial aspects of a text and makes superficial connections to arrive at weak responses.
Level 3	• Makes errors that reflect analysis and interpretation, but conclusions or inferences arrived at are secondary or weaker ones than required for correct response. • A distractor may be related to the correct response in meaning, but be too narrow or broad given the circumstances.

Levels of Performance	Error analysis/diagnosis
Level 4	Correct response. • consistently apply knowledge and reasoning skills required in the question; • apply their understanding and knowledge in a variety of relatively complex situations and explain their reasoning; • draw a conclusion from given context and justify their conclusion. • Etc.

Each level of understanding is captured in the distractors of all the multiple-choice questions. An item will include distractors that correspond to each level of understanding set out in the Table 1.

When learner responses are analysed the diagnostic distractors will reveal patterns in a learner's understanding of the content being tested. The teacher is thus guided towards instruction that specifically addresses a learner's understanding of a concept in the specific content.

The three levels of difficulty are explained in Table 2 which are informed by both Barret and Blooms Taxonomies. Descriptors (verbs) that may be used for each of the difficulty level are summarised.

Table 2: Levels of difficulty that incorporate the two Taxonomies

Levels of difficulty	Bloom's Taxonomy	Descriptors from both taxonomies	Barrett's Taxonomy
Easy	Remembering and Understanding	Label, list, name, relate, recall, repeat, state, classify, re-group, rearrange, assemble, collect, categorise, select, recognise, supply, separate, isolate	Literal comprehension/ Reorganisation
Moderate	Application and Analysis	Predict, infer, guess, translate, summarise, interpret, understand, rewrite, apply, demonstrate,	Inferential comprehension

Levels of difficulty	Bloom's Taxonomy	Descriptors from both taxonomies	Barrett's Taxonomy
		illustrate, investigate, diagnose	
Difficult	Evaluating and Creating	Analyse, appraise, evaluate, justify, reason, criticise, judge, comment, appreciate, create, derive, combine, construct, devise, synthesise	Evaluation and Appreciation

6. MARKING GUIDELINES

6.1 Multiple Choice Questions (MCQs): One mark is allocated per item. However, the focus of these assessments is not on scoring the learner, but rather on what the learner is able to achieve/not achieve.

6.2 The marking guideline has columns indicating the item number, expected answer per item, the diagnosis or clarification, the level of understanding, the level of difficulty and the mark allocation. The mark allocation is merely a guide for the learner response and should not be the focus of the task.

6.3 Open ended (OE) items: These items require an opinion and a reason as a response. A scoring guide has been included to guide teachers in identifying scores of 0/1/2 or more. The teacher is assisted in identifying and understanding the misconception and the level of skill development required to improve cognition and performance.

6.4 Transactional and essay writing diagnostic rubric: The assessment criteria are Content, Language Construction and Format, Length and Planning. The competency descriptors have been developed according to grade levels and are useful in informing the teacher of how learners should be scored and awarded scores for each criterion. The teacher would be able to collect and report data that reveals a learner's level of competency per criterion. The teacher would then be able to pay more attention to integrating language skills during the writing lessons.

The teacher is able to diagnose the strengths and weaknesses of the learners according to the assessment criteria set out in the rubrics. Teachers can then focus on those aspects of writing that are problematic.

6.5 Language structures and conventions: These items require learners to apply grammar skills in context to demonstrate their level of knowledge and understanding of all language aspects assessed. This stems from the assumption that grammar is taught for constructing texts in their context of use where real language is required. As a result, the application of grammar is not restricted to the analysis of isolated sentences as it explains the way in which sentences are structured to construct whole texts that learners learn to read and write. The marking guidelines provide insight on how to mark the test using scoring guides. The learner performance levels would assist the teacher to identify learners' strengths and weaknesses and thus provide corrective measures and interventions for improved grammar usage.

Table 3: Example of the Marking Guideline (for a MCQ)

1. What is the main idea of the article?

NO.		EXPECTED ANSWER	MARK	DIAGNOSTIC ANALYSIS	LEVEL OF UNDERSTANDING	LEVEL OF DIFFICULTY
1.1	A	It is important to connect with many people on Facebook.		A superficial connection is made to the contents of paragraph 1, but it does not relate to the purpose of the text.	2	
	B	Not all contacts on Facebook are friends that you know. ✓	1	The correct response.	4	M
	C	13-year olds like to boast about Facebook friends.		Related to the text, but not to the main purpose that is focused in the text as a whole.	3	
	D	The Internet is required to connect to Facebook.		The response is not text-based.	1	

7. MODERATION

Internal moderation is important in assuring that the marking criteria/guideline is consistently applied, and that there is a shared understanding of the academic standards learners are expected to achieve. There should be processes in place for assuring comparability of marks for alternative assessments. Schools may therefore determine the format for moderation as a standardisation and quality-assurance measure.

Moderation should focus on the following aspects amongst others:

a) Content coverage: The alignment of the to the revised ATP content for the subject,
b) Quality of individual items: The validity, fairness and practicability of each item within a test or task,
c) Clarity of the instructions for specific items,
d) Biasness and clarity of diagrams and pictures
e) Ensuring that what is assessed is in line with what the learner has been exposed to
f) The appropriateness of the language level of the learners for which it is designed,
g) Coverage of cognitive skills: The consistency of the level of development of the learner regarding the cognitive levels of the test or task.
h) Technical criteria: sufficient time allocation per item/test/task, layout, correct numbering, the memorandum/marking guideline matches the item, etc. must be considered.

8. DATA ANALYSIS AND UTILISATION

The teacher would be able to collect data on an individual learner, a class or for the entire grade and report at each level. Further data can be collected per topic/skill/content area. The teacher is also able to use the class or grade test/task to identify the knowledge deficit is. Since this is an exercise in assessment for learning, targeted interventions can be designed to address strengths and weaknesses. Teachers would be able to give feedback to parents on learning gaps, deficits and strengths per learner.

8.1 **Purpose of the data analysis**

After administering a test/task the teacher can do his/her own diagnostic analysis to identify:

a. the overall level of performance of the class/grade or school;
b. individual learners or schools that need special intervention;
c. groups of learners or schools who need special support; and
d. sub-skills that require priority attention in teaching and learning.

8.2 Use of basic statistics for analysis

Basic statistics that can be used to summarise the data from a test include the following:

a. mean (often called average) – calculated by adding the scores of all the learners and dividing the sum by the number of learners. The mean is one score that is used to summarise all the scores obtained by learners in a test/task. A high mean score represents high performance and a low mean score represents low performance. However, the mean score does not indicate how learner scores are spread from the highest to the lowest and thus is not adequate for identifying individuals who either over-perform or under-perform;

b. median (or middle score) – calculated by first arranging the scores from the highest to the lowest and then determining the score that divides the data into halves. Half of the learners who wrote a test will have scores above the median score and the other half will have scores below the median score. If the number of learners is an odd number the median will be a real score that sits half-way between the extreme scores, e.g. 76, 57, 49, 45 and 39 have 49 as the median score. However, if the number of learners is an even number the median will be a score that may not belong to any of the learners calculated by adding the two adjacent scores that are half-way between the extremes and dividing their sum by two (2), e.g. the median of 76, 57, 49 and 45 is calculated by adding 57 and 49 and dividing the sum by two, i.e. (57 + 49)/2 = 106/2 = 52. As can be observed, 52 is not one of the four given scores but it is the median score that sits half-way between the extreme scores, viz. 76 and 45. The median does not show what the extreme scores are, i.e. the highest and the lowest scores;

c. maximum is the highest score obtained by a learner in a test;
d. minimum is the lowest score obtained by a learner in a test; and
e. range is the difference between the maximum and the minimum scores. The larger the range, the more diverse the ability levels of the test takers. A relatively small range indicates that the class of test takers has a relatively homogeneous ability profile.

8.3 Available tools for data analysis

Tools that are available for analysis of data include pre-programmed computer software such as the SA-SAMS in schools, the Microsoft Excel programme and even hand calculators. The Microsoft Excel programme, which comes with almost every computer software, is a reasonably easy-to-use tool for performing item-level diagnostic analysis of test data. An Excel spreadsheet is arranged in columns and rows.

8.4 Preparing data for analysis on Excel

Excel makes available useful formulae to calculate basic statistics. To prepare for analysis of data from an administered test, do the following:

a. mark the test and write the scores obtained by each learner next to the relevant question/item number in their books or scripts;
b. enter learner names and other particulars (e.g. the gender of each learner) in the rows, one after another;
c. enter test item numbers in the columns, one after another;
d. enter the score of each learner on each item in the correct cell (i.e. where the relevant column and row meet);
e. check if all data has been entered correctly (i.e. do thorough data cleaning);
f. use correct formulae to calculate the statistics that you want to use to summarize and analyse the test data; and
g. interpret the statistics in terms of what they suggest about performance of individuals in your class, performance of identifiable groups of learners (e.g. boys and girls) and performance in specific content areas.

8.5 **Analysis and interpretation**

To summarise the data, calculate the average percentage score, the median, maximum and minimum score percentages and you may do this separately for boys and girls. To make sense of the analysis it is recommended that different colour codes be used to mark specific observations (Excel provides a wide range of colour codes) and also represent findings with appropriate graphs to enhance visual impressions to aid decision-making on where to focus improvement interventions. For instance, the following observations can be made from the analysis that has been done:

a. Overall performance

Overall performance in this class, measured through the mean score, may be e.g. 54,4% which is relatively acceptable but still leaves room for improvement. The median score for the class may be 56% which means that half of the learners obtained scores above 56% and another half obtained scores below 56%.

b. Performance spread

Although the mean and median scores were both above 50%, learner scores may range between 8% and 100% which is a fairly wide range that suggests diverse abilities in this class. This implies that intervention strategies will have to be diversified to the learning needs of different learners, i.e. a one-size-fits-all improvement strategy will not work in this class.

c. Individual learner differences in performance

Individual learners who were identified to be particularly at risk have been indicated with e.g. red colour coding. They obtained scores below 40% and thus fall within the “Not achieved” and “Elementary achievement” levels. They require special attention in terms of teaching strategies and learning opportunities.

d. Group differences in performance

Analysis was done at two group levels, viz. boys and girls. All the summary statistics indicate that the boys performed much lower than the girls. Their mean score was 49,3% against the 60% mean score obtained by girls. The median score for the boys was 4% lower than that of the girls, viz. 52% against 56%. Boys’ scores ranged between 8% and 88%, while the lowest score for the girls was 32% and the highest was 100%. It is evident that in this class boys require a different or more focused intervention than the girls.

e. Performance in specific topics or skills

The percentage scores per item indicate the items and, therefore, the topic or skill where interventions must focus. The analysis and diagnosis (from 8.5a – e) identifies:

i. learners who need special attention; and
ii. components that require special focus.

The analysis also suggests what materials will be required to improve on the identified areas, what extra support the teacher will need (if necessary), whether additional time will be required, who else should be involved in the interventions and a host of other possibilities that the data analyser may see fit in their context.

8.6 **Diagnostic or error analysis**

Error analysis is the study of errors in learners' responses with a view to look for possible explanations for these errors. It provides specific information about the relative skill proficiency or misconception a learner has in his/her response, in order to understand what the learner can or cannot do. It is a multifaceted activity, for the teacher, because it involves analysis of the correct, partially correct and incorrect thought processes of the learners’ individual responses and thinking about possible remediating interventions that might work well.

Understanding the errors, that learners make will determine how learners are grouped for intervention purposes to enhance effective teaching.

9. HOW TO ANSWER MULTIPLE CHOICE QUESTIONS (MCQS)

9.1 **The Structure of an MCQ**

An example of the structure of the MCQ item is exemplified below.

What direction does the sun set? STEM

A	East	
B	South	DISTRACTORS
C	North	
D	West	KEY

Explanation:

- A stem is the question or statement to respond to.
- Distractors are incorrect options that are plausible
- A key is the correct answer

9.2 **Strategies for answering MCQs**

9.2.1 Read the question carefully. Understand the question and be sure of what is expected of you. Underline the key words in the question. You may need to read the question more than once.

9.2.2 Try to answer the question before you check out the options. You may be required to work out the answer before you are able to choose the correct option.

9.2.3 Read each option cautiously. Delete the options that you are sure is incorrect, until you are left with the correct option.

9.2.4 Make sure that the option you have chosen matches what the question requires.

9.2.5 Often there will be an option that will obviously be wrong. Eliminate this option.

9.2.6 Two options may sound alike. However, one of the options may be partially correct; it may be a partial answer to the question. Re-read the question to make sure that the option fully answers the question.

9.2.7 If you are unsure of which options are incorrect, leave the question and move to the questions you are sure of. However, make sure that you come back to the question. Don't leave blanks. **Choose an option for every question.**

9.2.8 There will be only **ONE** correct option.

Note to the learner!

- *There is no pattern in which the answers are arranged.*
- *Check your work. If you made a mistake, strike out the incorrect option and circle the correct answer.*

SECTION TWO

ASSESSMENT

Please note the following keys:

The tag above each question provides the following information in this order: subject component, skill assessed, sub-skill, content, cognitive level, difficulty level, item type and term (in which the content/skill is taught) e.g.:

Component	Skill	Sub Skill	Content	Cognitive level	Difficulty level	Question type	Term
Reading and Phonics	Shared reading	Comprehension: Readingcomprehension	Identify the main character	Literal	E	MCQ	1

It is thereafter written above each question in the format:

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Identify the main character	Literal	E	MCQ	1

The following table has a summary of texts selected in this booklet.

Funda ibali elandelayo ngocoselelo uze uphendule imibuzo.

Texts
Text 1: Story - A clever answer
Text 2: Recipe - Banana Bread
Text 3: Story - Maya's new school bag
Text 4: Poster - Class Rules
Text 5: Story - Thato's Holiday
Text 6: Poem - Lebo saw his teacher
Text 7: Story - Max

Umbuzo wokuqala

ITEKISI: Ibali – Impendulo ekrelekrele

Impendulo ekrelekrele

UNgonyama onamandla wazamla waze waqquma kakhulu ukwazisa zonke ezinye izilwanyana ukuba sele evukile. "Owu mna ke," watsho uNgonyamakazi. "Unevun jana elibi lomphefumlo wakusasa!" UNgonyama waqquma ngokoyikekayo ekhathazekile, "Ndiyikumkani! Ndiqqibelele!" ngelixa ahambayo.

UNgonyama wadibana noMbongolo. "Ndixelele inyani, ingaba ndinuka umphefumlo ngokungathi ndiyavuka?" waqqumela ebusweni bukaMbongolo. "Yhoo!" watsho uMbongolo. "Enyanisweni, kun jalo." UNgonyama waziva ehlazekile waze waba nomsindo. Okulandeleyo, uNgonyama wadibana noHlosi waze wabuza yena la mbuzo mnye esazi ukuba wayeqqiba kucatshukiswa nguMbongolo, uHlosi waphendula, "Owu Nkosi enkulu, umphefumlo wakho unuka kamnandi nditsho ukodlula isiqholo." Kwakhona, uNgonyama waqquma ngumsindo. "Nenza into yokuhlekisa ngam, ikumkani yenu!" Watshukiswa nanguHlosi.

UMpungutye wayebone yonke into. Okulandelayo, uNgonyama waguqukela kuMpungutye waze wabuza, "Mpungutye, ingaba umphefumlo wam uyanuka?" UMpungutye watsala umoya waze wakhohlela kancinci waphendula, "Owu nkosi enamandla, ndilusizi. Andisoze ndikwazi ukukuphendula. Ndinomkhuhlane. Andikwazi kunukisa nto ngoku."

[Source:Adapted from www. LittleWorksheets.com 11.12.19]

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Identify the main character	Literal	E	MCQ	1

1.1 Ngubani ukumkani wezilwanyana?

nguNgonyamakazi

nguNgonyama

nguMpungutye

nguMbongolo

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Sequencing	Literal	E	MCQ	1

1.2 Yintoni eyenziwa nguNgonyama ekuqaleni kwebali?

A Wazamla.

B Waqquma.

C Wacaphuka.

D Waqqumela kuNgonyamakazi.

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Higher order questions	Inference	D	MCQ	2

1.3 Kwakutheni uNgonyama aqqume ngokoyikekayo?

A Wayeyikumkani yezilwanyana.

B Wayevuya.

C Wathukwa.

D Waqhathwa nguMpungutye.

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Sequencing	Reorganisation	M	MCQ	3

1.4 Landelelanisa izilwanyana awahlangana nazo uNgonyama?

A uNgonyamakazi, uMbongolo kunye noHlosi

B uMpungutye, uHlosi kunye noMbongolo

C uHlosi, uMbongolo, uNgonyamakazi kunye noMpungutye

D uNgonyamakazi, uMbongolo, uHlosi kunye noMpungutye

Reading and Phonics	Shared reading	Comprehension : Reading comprehension	Answer higher order questions	Evaluation	D	MCQ	1

1.5 Ucinga ukuba ngubani owanika impendulo ekrelekrele?

A nguMpungutye

B nguHlosi

C nguMbongolo

D nguNgonyamakazi

Writing	Independent Writing	Tense	Future Tense	Application	M	MCQ	3

1.6 Khetha isivakalisi esikwixesha elizayo.

A UNgonyama uza kugqu ma kakhulu.

B UNgonyama ugqume kakhulu.

C UNgonyama wagqume kakhulu.

D UNgonyama ugquma kakhulu.

Writing	Independent Writing	Spelling	Plurals	Application	M	MCQ	1

1.7 Biyela isininzi esichanekileyo segama 'ingonyama'.

A Ingonyamakazi

B Iingwenyama

C Iingonyama

D Iingonyamakazi

Writing	Independent Writing	Grammar	Identify adjectives	Application	M	MCQ	2

1.8 Biyela isiphawuli kwisivakalisi esilandelayo.

Ivumba elibi lomphefumlo wengonyama lalinuka ngengesiqholo.

A Isiqholo

B Lomphefumlo

C Lalinuka

D Elibi

Reading and Phonics	Phonics	Word Recognition	Rhyming Words	Literal	Moderate	MCQ	2

1.9 Leliphi igama ebalini elinesandi esifana nesi, 'wagqusha'?

A Warhana

B Wafutha

C Wagquma

D Wabuza

Writing	Independent Writing	Grammar	Conjunctions	Application	D	MCQ	4

1.10 Khetha isihlanganisi esichanekileyo ukuhlanganisa izivakalisi zi-2.

Andikwazi ukukuphendula. Ndinomkhuhlane.

A Kuba

B ngoko ke

C Kodwa

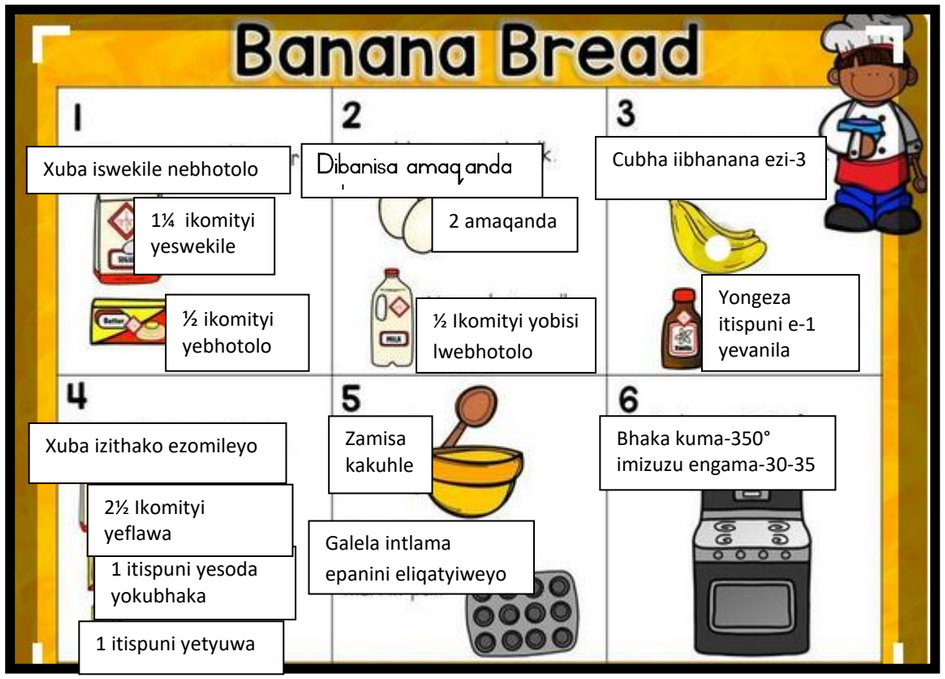
D Okanye

Umbuzo wesibini

Funda itekisi elandelayo ngocoselelo uze uphendule imibuzo.

ITEKISI: Iresipi – Isonka seBhanana

Isonka seBhanana



[Source:www.pinterest.com 11.312.19]

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Identify details in the text	Literal	E	MCQ	3

2.1 Yeyesonka esinjani le resiphi?

A sisonka esimdaka

B sisonka sebhanana

C sisonka sebhotolo

D sisonka sombhaki

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Details in the text	Literal	E	MCQ	3

2.2 Kule resiphi, kusetyenziswa iibhanana ezin jani?

A ezivuthiweyo

B eziqatyiweyo

C eziswiti

D ezebhotolo

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Higher order questions	Inference	D	MCQ	3

2.3 Ucinga ukuba umbhaki uqala enze ntoni?

A Uxuba iswekile nebhotolo.

B Uxuba izithako ezomileyo.

C Uqokelela zonke izithako.

D Ubhaka isonka.

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Sequencing	Reorganisation	D	MCQ	3

2.4 Loluphi uluhlu lwezithako oluchanekileyo olusetyenziswe kule resipi?

A iswekile, ibhotolo, amaqanda, ubisi, iibhanana, iflawa netyuwa

B iswekile, ibhotolo, ama-apile, iflawa netyuwa

C iswekile, amaqanda, isonka, iibhanana netyuwa

D isonka, ama-apile, ubisi, ityuwa, ivanila, iswekile neebhanana

Writing	Independent writing	Spelling	Plurals	Application	M	MCQ	3

2.5 Khetha isininzi esichanekileyo sebinzana 'ibhanana evuthiweyo'?

A ibhanana eevuthiweyo

B ibhanana zivuthiwe

C iibhanana ezivuthiweyo

D ibhanana ivuthiwe

Reading and Phonics	Phonics	Letter sound recognition	Rhyming words	Literal	M	MCQ	3

2.6 Leliphi igama kwiresiphi elinesandi esif'ana nesi, 'isitof'u'?

A Iswekile

B Isitovu

C Ikomityi

D Isonka

Reading and Phonics	Phonics	Sound Recognition	Digraphs- 'ty'	Literal	E	MCQ	3

2.7 Leliphi igama elinesandi esif'ana nesi ekugqibeleni 'if'atyi'?

A Ikomityi

B Ityuwa

C Ityesi

D Imantyi

Writing	Independent Writing	Punctuation	Capital Letters, Commas and full stops	Literal	M	MCQ	3

Khetha isivakalisi esineempawu zokubhala ezichanekileyo.

A Umbhaki uxuba iswekile, ubisi, iibhanana ezivuthiweyo, izithako ezomileyo kunye nesoda yokubhaka.
B Umbhaki, uxuba, iswekile, ubisi, iibhanana, ezivuthiweyo, izithako, ezomileyo, kunye, nesoda yokubhaka.
C Umbhaki uxuba iswekile, ubisi, iibhanana, ezivuthiweyo, izithako, ezomileyo kunye nesoda, yokubhaka.
D Umbhaki uxuba iswekile, ubisi, iibhanana ezivuthiweyo, izithako, ezomileyo, kunye, nesoda yokubhaka.

Writing	Independent Writing	Grammar	Subject verb agreement	Evaluation	M	SR	3

2.9 Krwelela impendulo echanekileyo.

Umbhaki bhaka/ubhaka isonka.

Writing	Independent Writing	Grammar	Alphabetical order	Reorganisation	D	SR	3

2.10 Beka zonke izithako ngokulandelelana kwealfabhethi. i...

swekile, bhotolo, amaqanda, ibhanana, flawa, soda yokubhaka, tyuwa

Umbuzo wesiThathu

Funda itekisi elandelayo ngocoselelo uze uphendule imibuzo.

ITEKISI: Ibali - Ubhaka omtsha kaMaya

Ubhaka omtsha kaMaya

UMaya wayevuyela ukuqala unyaka esikolweni. Wayefuna ukubona abahlobo bakhe kwakhona aze abone notitshalakazi wakhe omtsha uNkskz Similo. Wayevuyela ukusebenzisa izixhobo zokubhala zakhe ezitsha zesikolo kunye nobhaka wakhe opinki.

Okokuqala, uMaya ufaka iikhrayoni zakhe kubhaka. Uza kusebenzisa iikhrayoni ukuzobela utitshalakazi imifanekiso. Okulandelayo, ufaka isikere kubhaka. Uza kusebenzisa isikere ukusika iintliziyo kunye neentyantyambo enzele umhlobo wakhe osenyongweni ikhadi. Emva koko uMaya ufaka iipensile zakhe ezintsha. Wacinga ngawo wonke amabali aza kuwabhala ngazo. Ekugqibeleni, uMaya ufaka ibhotile yeglu emenyezela okwesiliva. Iza kwenza yonke into ayenzayo ikhazimle.

Uthe uMaya akugqiba ukufaka yonke into endaweni yayo, wavala ngocoselelo uziphu yobhaka waze wabeka ubhaka ecaleni kwezihlangu neempahla zakhe zesikolo ezintsha kraca. Wancuma njengoko eqabela ebhedini ecinga ukuba iza kuba ngunyaka oyimpumelelo.

[Source: Adapted from www.pinterest.com 11.12.19]

Reading and Phonics	Shared reading	Comprehension : Reading comprehension	Details in the text	Literal	E	MCQ	1

3.1 Ngubani igama likatitshalakazi kaMaya?

A nguNkskz Similo
B nguNkszn Similo
C nguMnu Similo
D nguNkszn Simil

Writing	Independent writing	Grammar	Alphabetical order	Application	M	MCQ	1

3.2 Khetha indlela echanekileyo yokulandelelana kwealfabhethi. i...

A glu emenyezelayo, khrayoni, sikere, pensile

B khrayoni, sikere, pensile, glu emenyezelayo

C pensile, glu emenyezelayo, khrayoni, sikere

D khrayoni, glu emenyezelayo, pensile, sikere

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Details in the text.	Literal	M	SR	2

3.3 Kwakutheni aze avuye kangaka uMaya?

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Details in the text	Literal	E	MCQ	1

3.4 Kwakutheni ukuze uMaya asike iintliziyo kunye neentyatyambo?

A Ukwenzela umhlobo wakhe osenyongweni ikhadi.

B Ukwenzela utitshalakazi wakhe ikhadi.

C Ukwenza isimemo.

D Ukwenza ukuba ubhaka wakhe ukhazimle.

Writing	Independent Writing	Grammar	Plurals	Application	E	MCQ	1

3.5 Sesiphi isininzi esichanekileyo segama, 'ubhaka'?

A iibhaka

B izibhaka

C oobhaka

D ubhaka

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Describe the setting	Literal	M	MCQ	3

3.6 Wancuma nini uMaya?

A Xa ecinga ngezixhobo zokubhala zakhe ezintsha.

B Xa ecinga ngeyunifom yakhe entsha.

C Xa esitya isidlo sakhe sasemini sesikolweni.

D Xa eqabela ebhedini.

Writing	Independent Writing	Grammar	Tenses	Application	M	MCQ	1

3.7 Khetha isivakalisi esineempawu zokubhala ezichanekileyo.

A uza kuzipakisha phi uMaya iipensile, iikhrayoni kunye nezikere zakhe.

B uza kuzipakisha phi uMaya iipensile, iikhrayoni kunye nezikere zakhe?

C Uza kuzipakisha phi uMaya iipensile, iikhrayoni, kunye nezikere zakhe?

D uza kuzipakisha phi umaya iipensile, iikhrayoni kunye nezikere zakhe?

Writing	Independent Writing	Grammar	Tenses	Application	M	MCQ	1

3.8 Khetha isivakalisi esikwixesha eladlulayo.

A Wabhalayo amabali amaninzi.

B Wabhala amabali amanzi.

C Ubhala amabali amaninzi.

D Ubhale amabali amaninzi.

Writing	Independent Writing	Grammar	Synonym	Application	M	MCQ	1

3.9 Khetha igama elithetha into enye neli 'khazimlayo'.

A siliva

B ncinci

C menyezelayo

D xwebileyo

Reading and Phonics	Shared reading	Rhyming words	Letter sound recognition	Literal	M	MCQ	1

3.10 Leliphi igama ebalini elibizwa njengeli lithi eholweni?

A utitshala

B esikolweni

C ebhotileni

D Esiliva

Umbuzo wesiNe

Funda itekisi ngocoselelo uze uphendule imibuzo.

ITEKISI: Ipowusta – Imithetho yeklasi

Imithetho yeklasi	
1.	Phulaphula kakuhle
2.	Yabelana nabahlobo bakho
3.	Bonakalisa intlonipho nobubele omnye komnye
4.	Landela imikhombandlela
5.	Akufuneki ukuxhaphaza
6.	Yenza kakuhle kangangoko unakho

[Source: Developed for DBE 11.12.19]

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Interpret graphical text	Inference	M	MCQ	1

4.1 Ngubani othatha isigqibo ngemithetho yeklasi?

A ngabahlobo nosapho

B ngabazali nootitshala

C ngootitshala nabafundi

D ngabafundi nabahlobo

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Interpret graphical text	Literal	E	MCQ	1

4.2 Ingantoni ipowusta?

A Ingokuphulaphula

B Ingemithetho

C Ingeresipi

D Ingamanani

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Interpret graphical text	Literal	E	MCQ	1

4.3 Ngowuphi umthetho ongokwabelana?

A Ngumthetho wesi-7

B Ngumthetho wesi-5

C Ngumthetho wesi-3

D Ngumthetho wesi-2

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Interpret graphical text	Literal	E	MCQ	1

4.4 Ngowuphi umthetho oza emva kwalo, 'Akufuneki ukuxhaphaza'?

A Landela umhlahlandlela

B Imithetho yeklasi

C Yenza kakuhle kangangoko unakho

D Gcina iklasi icocekile

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Interpret graphical text	Inference	M	SR	1

4.5 Ungayifumana phi le powusta?

Reading and Phonics	Phonics	Digraphs- ts	Letter sound recognition	Literal	E	MCQ	1

4.6 Khetha isandi esichanekileyo.

Uti...hala ufunda imithetho.

A st

B ct

C tt

D ts

Writing	Independent Writing	Grammar	Identify Verbs	Literal	M	MCQ	1

4.7 Chonga isenzi kuMthetho wesi-2.

A abahlobo

B yabelana

C bakho

D naba

Reading and Phonics	Phonics	Word Recognition	Rhyming words	Application	E	MCQ	1

4.8 Which word in the poster rhymes with 'peach'?

A bakho

B omye

C bonisa

D kakuhle

Writing	Independent Writing	Grammar	Use of conjunctions	Application	Moderate	MCQ	3

4.9 Khetha isivakalisi esinesihlanganisi esichanekileyo.

A Phulaphula kakuhle nongona ulandela imithetho.

B Phulaphula kakuhle kuba ulandela imithetho

C Phulaphula kakuhle kodwa ulandela imithetho.

D Phulaphula kakuhle uze ulandela imithetho.

Writing	Independent Writing	Grammar	Antonyms	Application	M	MCQ	4

4.10 Chonga igama elisisichasi seli 'iintshaba'.

A ukuxhaphaza

B ububele

C Intlonipho

D Abahlobo

Writing	Independent Writing	Grammar	Identify adverbs	Literal	M	SR	3

4.11 Krwelela isihlomelo kwisivakalisi.

Phulaphula kakuhle kwinqununu.

Umbuzo wesiHlanu

Funda itekisi elandelayo ngocoselelo uze uphendule imibuzo.

ITEKISI: Ibali – Iholide kaThato

Iholide kaThato

Iholide yam yehlobo yayimnandi kakhulu! Abahlobo bam benene ababini uLindo, uRiaan kunye nam sasisenza izinto ezisonwabisayo. Ngeentsuku ekushushu ngazo, sasidada echibini lakuloRiaan. Sasonwabe kakhulu sisebenzisa iplanga lakhe lokuntywila emanzini kunye nemityibilizi yasemanzini. Ngeentsuku ekunemozulu engentlanga ngazo, umama kaLindo wayesithatha asise ezimuvini. Imuvi yam endiyithanda kakhulu yayingegongqongqo elikhulu elincangathi, elatya ipitsa. Emva kweemuvi, sasifumana iayskrim. Utata wam naye wayesithatha asise kuhambo olude lokonyuka intaba. Sasifumana amatye egolide. Mna nabahlobo bam sasisenza ingathi yigolide yokwenyani sibe sesisenza amacebo okuyithengisa ukuze sizithengele izinto zokudla kunye nemidlalo.

Iveki yokugqibela yeholide yam yayiyeyona ndandiyonwabele. Iintsapho zethu zaya kunkampisha. Sasihlala singqonge umlilo yonke imihla ngokuhlwa sibaliselana amabali eziporho kwaye sicula iingoma ngelixa siso ja iimashmelo.

[Source: Adapted From 'Teacher's Friend: A Scholastic Company' for DBE 11.12.19]

Reading and Phonics	Shared reading	Comprehension : Reading comprehension	Identify the main idea	Literal	E	MCQ	1

5.1 Lithetha ngantoni ibali?

A Ngokuthenga izinto zokudlala kunye nemidlalo

B Ngeholide yehlobo

C Ngemuvi yeziporho

D Ngokuthenga amaqhashu

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Identify the main character	Literal	E	MCQ	1

5.2 Ngubani umlinganiswa ophambili?

A nguThato

B nguRiaan

C nguLindo

D nguTata

Reading and Phonics	Shared reading	Comprehension : Reading comprehension	Key details about the text	Literal Comprehension	E	MCQ	1

5.3 Babesenza ntoni abahlobo ngeemini ezishushu?

A Babedada echibini lakuloRiaan.

B Babebukela iimuvi.

C Babesitya iayiskrim.

D Babefunda iincwadi.

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Details from the text	Reorganisation	E	MCQ	1

5.4 Babencokola ngantoni abahlobo enkampini?

A Ngamabali eziporho

B Ngemozulu

C Ngamatye egolide

D Ngepitsa

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Discusses cause and effect.	Evaluation	D	MCQ	1

5.5 Kwakutheni ukuze abahlobo baye ezimuvini?

A Babefuna uko ja iimashmelo.

B Babefuna ukubukela amabali eziporho.

C Imozulu yayimbi.

D Ukuyokutya ipitsa.

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Answers a range of higher order questions about the text	Inference	D	MCQ	2

5.6 Kwakutheni abahlobo ukuze bathande ichibi lakuloRiaan?

A Lalineplangana lokuntywila kunye nomtyibilizi.

B Lalineplangana lokuntywila kunye nomzila wokunyuka intaba.

C Babeza kukwazi ukubukela iimuvi ngasechibini.

D Ichibi lalinzulu kwaye libanzi.

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Sequence the events in the story	Literal	E	MCQ	1

5.7 Benza ntoni abahlobo emva kokubukela imuvi?

A Baya kudada.

B Babalisa amabali eziporho.

C Bomba befuna amatye.

D Batya iayiskrim.

Reading and Phonics	Shared reading	Comprehension : Reading comprehension	Answer higher order questions based on the text	Details in the text	M	MCQ	3

5.8 Babeza kuthenga ntoni abahlobo ngemali ukuba babewathengisile amatye wabo egolide?

A izinto zokudlala nemidlalo

B amatikiti emuvi

C iimashmelo

D ipitsa

Reading and Phonics	Phonemic Awareness	Consonant digraph	hl	Applying	M	SR	1

5.9 Khetha isandi esichanekileyo ukugqibezela ukugqibezela isiphawuli.

Rh	hl	th	hr

ULindo om...e uyathandeka.

Writing	Independent Writing	Tense	Present Tense	Present progressive tense	D	MCQ	2

5.10 Bhala kwakhona isivakalisi esilandelayo kwixesha langoku.

Ngeemini ezishushu, abahlobo babedada echibini.

A Ngeemini ezishushu, abahlobo bebedada echibini.

B Ngeemini ezishushu, abahlobo bayadada echibini.

C Ngeemini ezishushu, abahlobo baza kudada echibini.

D Ngeemini ezishushu, abahlobo badadile echibini.

Umbuzo wesithandathu

Funda itekisi elandelayo ngocoselelo uze uphendule imibuzo.

ITEKISI: Umbongo - ULebo wabona utitshala wakhe

ULebo wabona utitshala wakhe

Ndibone utitshala wam ngoMgqibelo.
Andikholelwa ukuba yinyani!
Ndimbone ethenga ukutya,
N jengabo bonke abantu.

Uthathe isonka wa jika wa jonga emva,
Wathana mandla neliso lam.
Uye wandincumela waze wathi, "Molo."
Ndacinga ukuba ndiza kuf'a!

"Owu, ewe ... molo Nkszn Singh,"
Ndambombozela n jengesidenge.
Ndiyaqonda ukuba ndandicinga ukuba ootitshala bayachwetheza
bachitha lonke ixesha labo esikolweni.

Ukuyibaxa yonke imeko,
Umama wam wayesecaleni kwam.
Ukrozo lweengqayi kunye neetoti zidwelile.
Kungekho nendawo yokuzimela.

Yhu! Ndacinga, undincede, ungakhe ulinge uxelele umama
Into endiyenzileyo izolo.
Ndavala amehlo wam ndazibamba umphefumlo
Ndinethemba lokuba uza kuhamba.

Abanye abantu bacinga ukuba kulungile ukuba uyeke
Utitshala wethu ahamba hambe n je.
Kodwa xa kufika kwiMigqibelo,
Akufuneki ukuba babayeke n je baphume!

[Source: Adapted from www. poetryminute.org 10.12.19]

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Details in the text	Literal	E	MCQ	1

6.1 Wabona bani uLebo ngoMgqibelo?

ULebo wabona ...

A inqununu yakhe.

B utitshala wakhe.

C umhlobo wakhe.

D umama wakhe.

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Identify the setting of the text	Literal	E	MCQ	1

6.2 Wenzeka phi lo mbongo?

Lo mbongo wenzeka e...

A baleni lokudlala.

B thaleni leencwadi.

C sikolweni.

D venkileni.

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Sequencing	Literal	M	MCQ	1

6.3 Landelelanisa izinto n jengoko zivela kwitekisi.

A ukutya, isonka, iingqayi, iitoti

B isonka, iingqayi, iitoti, ukutya

C iingqayi, iitoti, ukutya, isonka

D iitoti, ukutya, isonka, iingqayi

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Punctuation	Literal	D	MCQ	1

6.4 Chonga isivakalisi esineempawu zokubhala ezichanekileyo.

A Jonga! Ingaba ngutitshala wam?

B Jonga Ingaba ngutitshala wam?

C Jonga Ingaba ngutitshala wam!

D Jonga Ingaba! ngutitshala wam?

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Grammar	Literal	M	MCQ	1

6.5 Khetha isivakalisi esinesihlanganisi esichanekileyo.

A Ukrozo olungaka lweengqayi neetoti ukuze kubenendawana encinane yokuzimela.

B Ukrozo olungaka lweengqayi neetoti phambi kokuba kube nendawana encinane yokuzimela.

C Ukrozo olungaka lweengqayi neetoti kuba kunendawana encinane yokuzimela.

D Ukrozo olungaka lweengqayi neetoti, kodwa kunendawana encinane yokuzimela.

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Rhyming words	Literal	E	MCQ	1

6.6 Khetha igama kumbongo elibizwa n jengeli lithi, itopi.

A Indawo

B Itoti

C Ingqayi

D Imali

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Higher order	Inference	D	MCQ	3

6.7 Kwakutheni ukuze uLebo abambe umphefumlo?

ULebo wabamba umphefumlo kuba waye...

A soyika ukuba utitshala uza kuchaza isimilo sakhe.

B vuya kakhulu ukubona utitshala wakhe.

C ngxamele ukuya esikolweni.

D neentloni zikatitshala wakhe.

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Tenses	Literal	M	MCQ	1

6.8 Khetha isivakalisi esikwixesha elidlulileyo.

A Ndiza kumbombozela n jengesidenge.

B Ndimbombozele n jengesidenge.

C Ndiyambombozela n jengesidenge.

D Ndambombozela n jengesidenge.

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Opposites	Literal	E	MCQ	1

6.9 Chonga isichasi segama elithi, 'yimposiso', kulo mbongo.

A kulungile

B yinyaniso

C luvuyo

D incinane

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Contractions	Literal	M	MCQ	1

6.10 Leliphi igama elinentsingiselo efana neli, wonwabile?

A uqumbile

B uyabaleka

C Ulambile

D uchulumancile

Umbuzo wesiXhenxe

Funda itekisi elandelayo ngocoselelo uze uphendule imibuzo.

ITEKISI: Ibali - UMax

UMax

UMax uyathanda ukufunda. Abahlobo bakhe bayamnxwala ukuba angade afunde kunokuba adlale imidlalo yevidiyo.
Ngenye imini uMax wayefunda inqaku lemagazini elalingee ntaba-mlilo. Waxelela abahlobo bakhe ngayo yonke into eyenza ukuba kube nogqabhuko-dubulo lomhlaba. Kwiveki elandelayo, iklasi yakhe yanikwa iprojekti malunga neentaba-mlilo. Wonke umntu wayefuna ukuba kubekho uMax eqeleni lakhe. UMax wabekwa eqeleni elinoLebo kunye noJay. Iprojekti yayikukwenza ipowusta, uze wakhe imodeli wentaba-mlilo. UMax wabelana ngolwazi kunye nabalingane. Baya nakwithala leencwadi ukuya kwenza uphando.
Iqela laya kudibanela kuloJay ngoLwesithathu ukuyokwenza ipowusta. NgoMgqibelo, badibanela kuloLebo ukuyokwakha intaba-mlilo yabo. Bayakha intaba-mlilo yabo besebenzisa ikhadbhodi ababeyipeyinte ngombala obhrawuni. Baphinda, basebenzisa umdongwe obomvu ukwenza ilava. Intaba-mlilo yakhangeleka njengeyokwenyani. UMax, uLebo kunye noJay babanebhongo ngomsebenzi wabo. Bayinikezela phambili iprojekthi yabo ngoMvulo. Umbulelo kwindlela elungileyo yokuziphatha kaMax, bafumana u A+.

[Source: www.k5learning.com 15.12.19]

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Identify the main idea	Evaluation	M	MCQ	1

7.1 Ibali lithetha ngantoni?

A Ukwakha intaba-mlilo

B Ukwakha indlu

C Ukudlala imidlalo yevidiyo

D Ukutyelela abahlobo

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Key details in the text	Literal	E	MCQ	1

7.2 Fakela igama ukugqibezela isivakalisi.

UMax uthanda u... ngaphezu kokudlala imidlalo yevidiyo.

A Kwabelana

B Kunxwala

C Kufunda

D Kubhala

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Key details in the text	Inference	E	MCQ	2

7.3 Babeyokuyenzela kulobani ipowusta?

A KuloJoy

B KuloLebo

C KuloJay

D KuloMax

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Sequence of events in the text	Reorganisation	D	MCQ	2

7.4 Landelelanisa izivakalisi ezilandelayo njengoko zilandelelana ebalini.

Basebenzisa umdongwe obomvu.	
Bapeyinta ikhadibhodi ngombala obhrawuni.	
Benza ilava.	
Basebenzisa ikhadibhodi.	

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Details in the text	Literal	E	MCQ	1

7.5 Bayingenisa nini ipro jekti?

A NgoMgqibelo

B NgoLwesithathu

C NgoMvulo

D NgoLwesibini

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Answers a range of higher order questions about the text	Inference	D	MCQ	2

7.6 Sasisithini isizathu sokuba iqela lifumane uA+?

A Uthando lokwakha lukaMax.

B Basebenza emaqeleni.

C Basebenzisa ipeyinti ebrawuni.

D Uthando lokufunda lukaMax.

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Answers a range of higher order questions about the text	Inference	D	MCQ	1

7.7 Kwakutheni wonke umntu wayefuna ukuba uMax abeseqeleni lakhe?

A Wayenobubele.

B Wayenolwazi oluninzi.

C Wayethanda imidlalo yevidiyo.

D Wayenebhongo.

Writing	Independent Writing	Grammar	Alphabetical Order	Application	M	MCQ	3

7.8 Loluphi uluhlu oluhamba ngohlelo oluchanekileyo lwealfabhethi? i...

A ntaba-mlilo, projekti, lava, modeli

B lava, ntaba-mlilo, modeli, projekti

C lava, modeli, ntaba-mlilo, projekti

D projekti, lava, modeli, ntaba-mlilo

Reading and Phonics	Shared reading	Phonics	Grammar	Application	M	MCQ	3

7.9 Chonga isihlomelo?

Iqela labelana ngolwazi ngokuchulumancileyo.

A ulwazi

B ngokuchulumancileyo

C labelana

D iqela

Writing	Independent Writing	Grammar	Suffixes	Application	D	SR	3

7.10 Chonga isimamva kweli gama, "basebenzisa".

Writing	Independent Writing	Grammar	Syllabification	Application	D	SR	4

7.11 Yahlula eli gama likrwelelweyo ngokwamalungu.

UMax wabelana nabalingane bakhe <u>ngolwazi.</u>

A ngo - lwa - zi

B ngol - wa - zi

C ngolw –a – zi

D ngo - lwaz - i

Writing	Independent Writing	Grammar	Prepositions	Application	E	MCQ	3

7.12 Gqibezela isivakalisi ngokufakela isalathandawo esichanekileyo.

UMax neqela lakhe basebenza ngepro jekti yabo ... kwetafile.

A phezu

B phakathi

C entla

D phantsi

DIAGNOSTIC MARKING GUIDELINE
ISIXHOSA HOME LANGUAGE:
GRADE 3

Texts		Levels of difficulty
Text 1: Story - A clever answer		E: Easy
Text 2: Recipe - Banana Bread		M: Moderate
Text 3: Story - Maya's new school bag		D: Difficult
Text 4: Poster - Class Rules		
Text 5: Story - Thato's Holiday		
Text 6: Poem - Lebo saw his teacher		
Text 7: Story - Max		

No.		Expected answer	Mark	Diagnostic/Error Analysis	Level of difficulty	Level of performance	Term
ITEKISI YOKUQALA: Impendulo ekrelekrele							
1.1	A	NguNgonyamakazi		One of the characters but not the king of animals.		3	1
	B	NguNgonyama	1	Correct response.	E	4	
	C	NguMpungutye		Fox is a clever animal but not the king of animals.		2	
	D	NguMbongolo		Donkey is one of the characters but not the king of animals.		1	
1.2.	A	Wazamla.	1	Correct response.	E	4	1
	B	Wagquma.		Possible answer, but not the first action.		3	
	C	Wacaphuka.		Associating anger with roar.		2	
	D	Wagqumela kuNgonyamakazi.		Possible response, but he did not roar directly at the lioness.		1	
1.3.	A	WayeyiKumkani yezilwanyana.		Possible answer, but not correct.		3	
	B	Wayevuya.		Confuses emotions of happy and dismay.		1	
	C	Wathukwa.	1	Correct response.	D	4	2
	D	Wayeqhathwe nguMpungutye.		Possible answer, but not the correct character.		2	
1.4.	A	UNgonyamakazi, uMbongolo kunye noHlosi		Correct order, but one character omitted.		2	
	B	UMpungutye, uHlosi kunye noMbongolo		Incorrect order and one character omitted.		1	

No.		Expected answer	Mark	Diagnostic/Error Analysis	Level of difficulty	Level of performance	Term
	C	UHlosi, uMbongolo, uNgonyamakazi kunye noMpungutye		Incorrect order.		3	
	D	uNgonyamakazi, uMbongolo, uHlosi kunye noMpungutye	1	Correct response.	M	4	3
1.5.	A	NguMpungutye	1	Correct response.	D	4	1
	B	NguHlosi		Possible answer, but leopard lied.		3	
	C	NguMbongolo		Confuses clever with truth.		2	
	D	NguNgonyamakazi		No understanding of the question.		1	
1.6	A	UNgonyama uza kugquma kakhulu.	1	Correct response.	M	4	3
	B	UNgonyama ugqume kakhulu.		Misinterprets past continuous and future tense.		2	
	C	UNgonyama wagquma kakhulu.		Misinterprets past and future tense.		2	
	D	UNgonyama ugquma kakhulu.		Misinterprets present and future tense.		2	
1.7	A	ingonyamakazi		Confusion between gender and plural.		3	
	B	lingwenyama		Confuses spelling of lion (oi and io).		2	
	C	lingonyama	1	Correct response.	M	4	1
	D	lingonyamakazi		Confusion between gender, plural and spelling rules.		1	
1.8	A	isiqholo		Confuses nouns with adjectives.		2	
	B	lalinuka		Incorrect response. Not text based.		1	
	C	Elibi		Confuses conjunctions with adjectives.		2	
	D	lalinuka	1	Correct response.	M	4	2
1.9	A	warhona		Correct rhyme, but not text based.		3	
	B	wafutha		Does not understand the concept of rhyming words.		1	
	C	wagquma	1	Correct response.	M	4	2
	D	wabuza		Confuses final sound with the rhyming words.		2	
1.10	A	Kuba	1	Correct response.	M	4	4
	B	ngoko ke		Displays poor application of grammatical rules (conjunctions).		2	
	C	kodwa					
	D	okanye					

No.		Expected answer	Mark	Diagnostic/Error Analysis	Level of difficulty	Level of performance	Term
TEXT TWO: Recipe							
2.1	A	sisonka esimdaka		General association with the types of bread, not text based.		1	
	B	sisonka sebhanana	1	Correct response.	E	4	3
	C	sisonka sebhotolo		Confuses an ingredient with the type of bread.		2	
	D	sisonka sombhaki		Confusing the picture of the baker with the type of bread.		3	
2.2	A	ezivuthiweyo	1	Correct response.	E	4	3
	B	eziqatyiweyo		Confuses the correct response with an instruction.		3	
	C	eziswiti		Possible answer but not text based.		1	
	D	ezebhotolo		Confuses correct response with an ingredient.		2	
2.3	A	Uxuba iswekile nebhotolo.		Confusing the answer with the first instruction.		3	
	B	Uxuba izithako ezomileyo.		Confuses order of instructions.		2	
	C	Uqokelela zonke izithako.	1	Correct response.	D	4	2
	D	Ubhaka isonka.		Confuses first and last instruction.		1	
2.4	A	iswekile, ibhotolo, amaqanda, ubisi, iibhanana, iflawa netyuwa	1	Correct response.	D	4	3
	B	iswekile, ibhotolo, ama-apile, iflawa netyuwa		Confuses correct list of ingredients.		2	2
	C	iswekile, amaqanda, isonka, iibhanana netyuwa					
	D	isonka, ama-apile, ubisi, ityuwa, ivanila, iswekile neebhanana					
2.5	A	ibhanana eevuthiweyo		Applied the plural rule to the adjective instead of the noun.		3	
	B	ibhanana zivuthiwe		Applied the plural rule to all the words.		2	
	C	iibhanana ezivuthiweyo	1	Correct response.	M	4	3
	D	ibhanana ivuthiwe		Displays no understanding of the plural rule.		1	
2.6	A	iswekile		Correct rhyming word but not text based.		3	
	B	isitovu	1	Correct response.	M	4	3
	C	ikomityi		Displays poor phonemic awareness.		1	
	D	isonka		No understanding of rhyming words.		2	
2.7	A	ikomityi	1	Correct response.	E	4	3
	B	ityuwa		Poor knowledge of the split digraph (‘silent e’).		2	
	C	ityesi					
	D	imantyi					

No.		Expected answer	Mark	Diagnostic/Error Analysis	Level of difficulty	Level of performance	Term
2.8	A	Umbhaki uxuba iswekile, ubisi, iibhanana ezivuthiweyo, izithako ezomileyo kunye nesoda yokubhaka.	1	Correct response.	M	4	3
	B	Umbhaki, uxuba, iswekile, ubisi, iibhanana, ezivuthiweyo, izithako, ezomileyo, kunye, nesoda yokubhaka.		Reflects understanding of punctuation but unable to apply it correctly.		2	
	C	Umbhaki uxuba iswekile, ubisi, iibhanana, ezivuthiweyo, izithako, ezomileyo kunye nesoda, yokubhaka.					
	D	Umbhaki uxuba iswekile, ubisi, iibhanana ezivuthiweyo, izithako, ezomileyo, kunye, nesoda yokubhaka.					
2.9		Umbhaki ubhaka isonka.		Correct response.	M	4	3
2.10		amaqanda,bhotolo, flawa, ibhanana, soda yokubhaka, swekile, tyuwa		Correct response.	D	4	3
ITEKISI YESITHATHU: Ubhaka omtsha kaMaya							
3.1	A	nguNkskz Similo	1	Correct response.	E	4	1
	B	nguNkszn Similo		Confuses titles (Ms with Mrs).		2	
	C	nguMnu Similo		Confuses gender.		2	
	D	nguNkszn Simil		Confuses surnames (Smith with Smit).		1	
3.2	A	glu emenyezelayo, khrayoni, sikere, pensile		Displays poor alphabetical sequencing skills.		2	
	B	khrayoni, sikere, pensile, glu emenyezelayo					
	C	pensile, glu emenyezelayo, khrayoni, sikere					
	D	khrayoni, glu emenyezelayo, pensile, sikere	1	Correct response.	M	4	1
3.3		Wayeza kusebenzisa izixhobo zokubhala zakhe ezintsha kunye nobhaka.	1	Correct response.	E	4	2
3.4	A	Ukwenzela umhlobo wakhe osenyongweni ikhadi.	1	Correct response.	E	4	1
	B	Ukwenzela utitshalakazi wakhe ikhadi.		Confuses key details in the text.		3	
	C	Ukwenza isimemo.		Possible answer but not text based.		1	
	D	Ukwenza ukuba ubhaka wakhe ukhazimle.		Loose connection with details in the text.		2	
3.5	A	iibhaka		Applied the plural rule to all the words.		2	

No.		Expected answer	Mark	Diagnostic/Error Analysis	Level of difficulty	Level of performance	Term
	B	izibhaka		Applied the plural rule to the modified noun instead of the noun.		3	
	C	oobhaka	1	Correct response.	M	4	1
	D	ubhaka		Displays no understanding of the plural rule.		1	
3.6	A	Xa ecinga ngezixhobo zokubhala zakhe entsha.		Confuses key details in the text.		3	
	B	Xa ecinga ngeyunifom yakhe ezintsha.		Confuses details in the text.		2	
	C	Xa esitya isidlo sakhe sasemini sesikolweni.		Possible answer but text based.		1	
	D	Xa eqabela ebhedini.	1	Correct response.	M	4	3
3.7	A	uza kuzipakisha phi uMaya iipensile, iikhrayoni kunye nezikere zakhe.		Reflects some understanding of punctuation but unable to apply it correctly.		2	
	B	Uza kuzipakisha phi uMaya iipensile, iikhrayoni kunye nezikere zakhe?	1	Correct response.	E	4	1
	C	Uza kuzipakisha phi uMaya iipensile, iikhrayoni, kunye nezikere zakhe?		Reflects some understanding of punctuation but unable to apply it correctly.		2	
	D	uza kuzipakisha phi umaya iipensile, iikhrayoni kunye nezikere zakhe?				2	
3.8	A	Wabhalayo amabali amaninzi.		Confuses plurals and past tense.		1	
	B	Wabhala amabali amanzi.	1	Correct response.	M	4	1
	C	Ubhala amabali amaninzi.		Confuses present with past tense.		2	
	D	Ubhale amabali amaninzi.		Poor application of past tense.		3	
3.9	A	Siliva		Poor association with sparkle.		3	
	B	ncinci		Confuses rhyming words with synonyms.		1	
	C	menyezelayo	1	Correct response.	M	4	1
	D	xwebileyo		Confuses synonyms with antonyms.		2	
3.10	A	utitshala		Possible answer but not the correct rhyming word.		3	
	B	esikolweni	1	Correct response.	M	4	1
	C	ebhotileni		Confuses the initial sound with the rhyming word.		2	
	D	esiliva		Possible answer but not text based.		1	

No.		Expected answer	Mark	Diagnostic/Error Analysis	Level of difficulty	Level of performance	Term
ITEKISI YESINE: Imithetho yeklasi							
4.1	A	ngabahlobo nosapho		Poor understanding of the text. Not text based.		1	
	B	ngabazali nootitshala		Associates adults as people who make rules.		3	
	C	ngootitshala nabafundi	1	Correct response.	M	4	1
	D	ngabafundi nabahlobo		Random selection of word from the text.		2	
4.2	A	ingokuphulaphula		Confuses details with the title.		3	
	B	ingemithetho	1	Correct response.	E	4	1
	C	ingeresipi		Confuses the types of text.		1	
	D	ingamanani		Confuses information on the poster.		2	
4.3	A	Ngumthetho wesi-7		No comprehension of the question and poster.		1	
	B	Ngumthetho wesi-5		Confuses actions of sharing with bullying.		2	
	C	Ngumthetho wesi-3		Confuses words that look alike (show and share).		3	
	D	Ngumthetho wesi-2	1	Correct response.	E	4	1
4.4	A	Landela umhlahlandlela		Confuses before with after.		3	
	B	Imithetho yeklasi		Confuses title of the poster with the contents.		2	
	C	Yenza kakuhle kangangoko unakho	1	Correct response.	E	4	1
	D	Gcina iklasi icocekile		Possible rule but not text based.		1	
4.5		Eklasini	1	Correct response.	M	4	1
4.6	A	St		Displays poor visual memory of spelling.		2	
	B	Ct					
	C	Tt					
	D	Ts	1	Correct response.	E	4	1
4.7	A	abahlobo		Confusing the noun with the verb.		2	
	B	yabelana	1	Correct response.	M	4	1
	C	bakho		Confuses the pronoun with the verb.		2	
	D	Naba		Confuses the verb with preposition.			
4.8	A	Bakho		Unable to identify rhyming words.		2	
	B	Omye					
	C	Bonisa					
	D	Kakuhle	1	Correct response.	E	4	1
4.9	A	Phulaphula kakuhle nongona ulandela imithetho.		Displays poor use of conjunctions.		2	
	B	Phulaphula kakuhle kuba ulandela imithetho					

No.		Expected answer	Mark	Diagnostic/Error Analysis	Level of difficulty	Level of performance	Term
	C	Phulaphula kakuhle kodwa ulandela imithetho.					
	D	Phulaphula kakuhle uze ulandela imithetho.	1	Correct response.	E	4	
4.10	A	ukuxhaphaza		Confuses actions with a noun.		2	
	B	ububele					
	C	intlonipho					
	D	abahlobo	1	Correct response.	M	4	4
4.11		kakuhle	1	Correct response.	M	4	3
ITEKISI YESIHLANU: Iholide kaThato-l							
5.1	A	Ngokuthenga izinto zokudlala kunye nemidlalo		Confuses activities in the text but not the main idea.		3	
	B	Ngeholide yehlobo	1	Correct response.	E	4	1
	C	Ngemuvi yeziporho		Confuses details in the text with the main idea. Not text based.		2	
	D	Ngokuthenga amaqhashu		Associates popcorn with movies. Not text based.		1	
5.2	A	nguThato	1	Correct response.	E	4	1
	B	nguRiaan		Confuses characters from the text with the main character.		2	
	C	nguLindo					
	D	Ngutata					
5.3	A	Babedada echibini lakuloRiaan.	1	Correct response.	E	4	1
	B	Babebukela iimuvi.		Confuses details in the text.		2	
	C	Babesitya iayiskrim.		Possible answer but not the correct response.		3	
	D	Babefunda iincwadi.		Possible response, but not text based.		1	
5.4	A	Ngamabali eziporho	1	Correct response.	M	4	3
	B	Ngemozulu		Confuses key details in the text.		2	
	C	Ngamatye egolide		Confuses outdoor activities in the text.		3	
	D	Ngepitsa		Confuses events in the text.		2	
5.5	A	Babefuna ukoja iimashmelo.		Misunderstanding of the question.		1	
	B	Babefuna ukubukela amabali eziporho.		Possible answer but not the main reason.		3	
	C	Imozulu yayimbi.	1	Correct response.	D	4	1
	D	Ukuyokutya ipitsa.		Draws weak conclusion between details in the text.		2	
5.6	A	Lalineplangana lokuntywila kunye nomtyibilizi.	1	Correct response.	D	4	2
	B	Lalineplangana lokuntywila kunye nomzila wokunyuka intaba.		Draws a weak conclusion between details in the text.		3	
	C	Babeza kukwazi ukubukela iimuvi ngasechibini.		Misunderstanding of the question.		2	

No.		Expected answer	Mark	Diagnostic/Error Analysis	Level of difficulty	Level of performance	Term
	D	Ichibi lalinzulu kwaye libanzi.		Possible answer but not text based.		1	
5.7	A	Baya kudada.		Confuses events before and after.		3	
	B	Babalisa amabali eziporho.		Confuses sequence of events.		2	
	C	Bomba befuna amatye.		Weak association but not text based.		1	
	D	Batya iayiskrim.	1	Correct response.	E	4	1
5.8	A	Izinto zokudlala nemidlalo	1	Correct response.	M	4	3
	B	amatikiti emuvi		Weak association and not text based.		1	
	C	Iimashmelo		Possible response but not the correct answer.		3	
	D	Ipitsa		Confusing events in the movie with events in the text.		2	
5.9		hl-	1	Correct response.	M	4	1
5.10	A	Ngeemini ezishushu, abahlobo bebedada echibini.		Confuses present progressive with past progressive tense.		2	
	B	Ngeemini ezishushu, abahlobo bayadada echibini.	1	Correct response.	D	4	2
	C	Ngeemini ezishushu, abahlobo baza kudada echibini.		Confuses present progressive with future tense.		2	
	D	Ngeemini ezishushu, abahlobo badadile echibini.		Confuses present progressive with present tense.		3	
ITEKISI YESITHANDATHU: uLebo wabona utitshala wakhe							
6.1	A	inqununu yakhe.		Weak association with characters in the text.		2	
	B	utitshala wakhe.	1	Correct response.	E	4	1
	C	umhlobo wakhe.		Poor association to and not text based.		1	
	D	umama wakhe.		One of the characters but not the correct answer.		3	
6.2	A	baleni lokudlala.		Poor association with the school and the setting.		1	
	B	thaleni leencwadi.					
	C	sikolweni.					
	D	venkileni.	1	Correct response.	M	4	1
6.3	A	ukutya, isonka, iingqayi, iitoti		Correct response.	M	4	1
	B	isonka, iingqayi, iitoti, ukutya		Confusion of sequence from a text.		2	
	C	iingqayi , iitoti, ukutya , isonka					
	D	iitoti, ukutya , isonka , iingqayi					
6.4	A	Jonga! Ingaba ngutitshala wam?	1	Correct response.	D	4	1
	B	Jonga Ingaba ngutitshala wam?		Does not understand use of exclamation mark.		2	
	C	Jonga Ingaba ngutitshala wam!		Does not understand use of question mark.		2	
	D	Jonga Ingaba! ngutitshala wam?		Does not use of punctuation.		3	

No.		Expected answer	Mark	Diagnostic/Error Analysis	Level of difficulty	Level of performance	Term
6.5	A	Ukrozo olungaka lweengqayi neetoti ukuze kubenendawana encinane yokuzimela.		Displays poor application of grammatical rules (conjunctions).		2	
	B	Ukrozo olungaka lweengqayi neetoti phambi kokuba kube nendawana encinane yokuzimela.					
	C	Ukrozo olungaka lweengqayi neetoti kuba kunendawana encinane yokuzimela.					
	D	Ukrozo olungaka lweengqayi neetoti, kodwa kunendawana encinane yokuzimela.	1	Correct response.	M	4	1
6.6	A	Indawo		Does not understand rhyming words.		1	
	B	Itoti	1	Correct response.	E	4	1
	C	Ingqayi		Possible answer but not text based.		3	
	D	Imali		Confuses the rhyming word with split digraph.		2	
6.7	A	soyika ukuba utitshala uza kuchaza isimilo sakhe.	1	Correct response.	D	4	3
	B	vuya kakhulu ukubona utitshala wakhe.		Possible answer but not text based.		2	
	C	ngxamele ukuya esikolweni .		Associating the teacher with school.		1	
	D	neentloni zikatitshala wakhe.		Weak association, but not the correct answer.		3	
6.8	A	Ndiza kumbombozela njengesidenge.		Confuses the future tense with past progressive tense.		1	
	B	Ndimbombozele njengesidenge.	1	Correct response.	M	4	2
	C	Ndiyambombozela njengesidenge.		Confuses present progressive with past progressive tense.		3	
	D	Ndambombozela njengesidenge.		Confuses past tense with past progressive tense.		2	
6.9	A	Kulungile		Confuses the initial sounds with the opposites.		1	
	B	Yimposiso	1	Correct response.	E	4	1
	C	Luvuyo		Unable to differentiate between synonyms and antonyms.		3	
	D	Incinane		Confusing adjectives with antonyms.		2	
6.10	A	uqumbile		Poor understanding of contractions.		2	
	B	Uyabaleka					
	C	Ulambile					
	D	Uchulumancile	1	Correct response.	M	4	1

No.		Expected answer		Mark	Diagnostic/Error Analysis	Level of difficulty	Level of performance	Term
ITEKISI YESIXHENXE: UMax								
7.1	A	Ukwakha intaba-mlilo			Correct response.	M	4	1
	B	Ukwakha indlu			General association with building but not the correct answer.		2	
	C	Ukudlala imidlalo yevidiyo			Poor association with one of the details in the text.		1	
	D	Ukutyelela abahlobo			Confusing details in the text.		3	
7.2	A	Kwabelana			Possible response but not the correct answer.		3	
	B	Kunxwala			Weak association with one of the details in the text.		2	
	C	Kufunda			Correct response.	E	4	1
	D	Kubhala			Possible answer but not text based.		1	
7.3	A	KuloJoy			Not text based.		1	
	B	KuloLebo			One of the characters but not the correct answer.		3	
	C	KuloJay			Correct response.	E	4	2
	D	KuloMax			One of the characters but not the correct response.		3	
7.4		Basebenzisa umdongwe obomvu.	3	1	Correct response. If the sequence is incorrect then there is confusion of the order of events in the text.	D	4	2
		Bapeyinta ikhadibhodi ngombala obhrawuni.	2					
		Benza ilava.	4					
		Basebenzisa ikhadibhodi.	1					
7.5	A	NgoMgqibelo			Confuses the day they met for building the volcano with the day of submission.		3	
	B	NgoLwesithathu			Confuses the day they met for the poster with the day of submission.		3	
	C	NgoMvulo			Correct response.	E	4	1
	D	NgoLwesibini			Superficial connection to days of the week, but not text based.		1	
7..6	A	Uthando lokwakha lukaMax.			Misunderstanding of the question.		1	
	B	Basebenza emaqeleni.			Possible answer but not the main reason.		3	
	C	Basebenzisa ipeyinti ebrawuni.			Draws a weak conclusion with details in the text.		2	
	D	Uthando lokufunda lukaMax.		1	Correct response.	D	4	2
7.7	A	Wayenobubele.			Possible answer but not text based.		1	
	B	Wayenolwazi oluninzi.		1	Correct response.	D	4	1
	C	Wayethanda imidlalo yevidiyo.			Misinterpretation of details in the text.		2	

No.		Expected answer	Mark	Diagnostic/Error Analysis	Level of difficulty	Level of performance	Term
	D	Wayenebhongo.		Weak association with details in the text.		3	
7.8	A	Ntaba-mlilo , projekti, lava, modeli		Poor understanding of alphabetical order.		3	
	B	lava, ntaba-mlilo , modeli , projekti					
	C	lava, modeli , ntaba-mlilo, projekti	1	Correct response.	E	4	3
	D	projekti, lava, modeli , ntaba-mlilo		Poor understanding of alphabetical order.		3	
7.9	A	ulwazi		Confuses articles with adverbs.		1	
	B	ngokuchulumancileyo	1	Correct response.	M	4	3
	C	labelana		Confuses verbs with adverbs.		3	
	D	iqela		Confuses nouns with adverbs.		2	
7.10		-isa	1	Correct response required.	D	4	3
7.11	A	ngo - lwa - zi -	1	Correct sequence required.	D	4	4
	B	ngol - wa – zi		Poor syllabification skills displayed.		2	
	C	ngolw –a – zi					
	D	ngo - lwaz – i					
7.12	A	phezu	1	Correct response.	E	4	3
	B	phakathi		Poor application of prepositions.		3	
	C	entla					
	D	phantsi					

DIAGNOSTIC ASSESSMENT

ISIXHOSA HOME LANGUAGE

GRADE 3

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