



education

Department of
Education
FREE STATE PROVINCE

GRADE 7 / *GRAAD 7*

MATHEMATICS / *WISKUNDE*

MARKS / *PUNTE*: 60

JUNE TEST / *JUNIE TOETS* - 2025

MEMORANDUM

This memorandum consists of 10 pages. / *Hierdie memorandum bestaan uit 10 bladsye.*

General marking notes: /Algemene merkringlyne:

1. Give full marks for answers only, unless otherwise stated. / *Gee volpunte vir slegs die korrekte antwoord, tensy anders vermeld.*
2. Accept any alternative correct solution that is not included in the memorandum. / *Aanvaar enige ander korrekte oplossing wat nie in hierdie memorandum vervat word nie.*
3. Underline errors committed by learners and apply Consistent Accuracy when marking. / *Onderstreep foute wat deur leerlinge begaan word en pas Konsekwente Akkuraatheid toe.*

CA – Consistent Accuracy / *Konsekwente Akkuraatheid*

A – Accuracy / *Akkuraatheid*

M – Method / *Metode*

COGNITIVE LEVEL / KOGNITIEWE VLAK:

K → Knowledge / *Kennis*

RP → Routine Procedures / *Roetine Prosedures*

CP/KP → Complex Procedures / *Komplekse Prosedures*

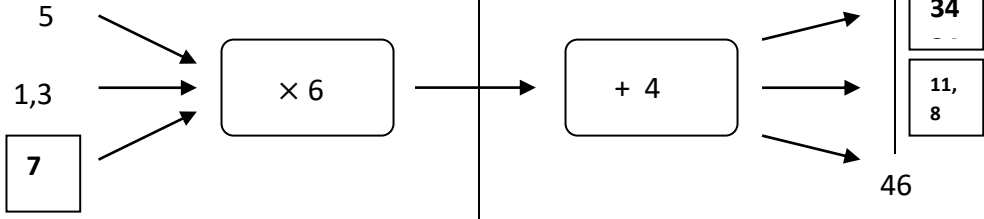
PS/PO → Problem Solving / *Probleemoplossing*

| QUESTION/ VRAAG | ANSWERS/ANTWOORDE | CLARIFICATION NOTES/ VERDUIDELIKING | MARKS/ PUNTE | COGNITIVE LEVEL/ KOGNITIEWE VLAK |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-------------------------------------------|
| QUESTION 1 / VRAAG 1 | | | | |
| 1.1 | 42 ✓ | 1 mark: correct answer / <i>1 punt: korrekte antwoord</i> | (1) | RP |
| 1.2 | $\frac{3}{10}$ or 0,3 ✓ | 1 mark: correct answer / <i>1 punt: korrekte antwoord</i> | (1) | K |
| 1.3 | 4,014 ✓✓ | 1 mark: correct answer / <i>1 punt: korrekte antwoord</i> | (2) | RP |
| 1.4 | 1; 4; 9; 16 ✓ | 1 mark: correct answer / <i>1 punt: korrekte antwoord</i> | (1) | K |
| 1.5 | 10 ✓ | 1 mark: correct answer / <i>1 punt: korrekte antwoord</i> | (1) | K |
| 1.6 | 9 ✓ | 1 mark: correct answer / <i>1 punt: korrekte antwoord</i> | (1) | K |
| 1.7 | -32 ✓ | 1 mark: correct answer / <i>1 punt: korrekte antwoord</i> | (1) | RP |
| 1.8 | 1 die → 5 faces/vlakke 2 dice → 8 faces/vlakke 3 dice → 11 faces/vlakke $D_1 = 1 \times 3 + 2 = 5$ faces/vlakke $D_2 = 2 \times 3 + 2 = 8$ faces/vlakke $D_3 = 3 \times 3 + 2 = 11$ faces/vlakke $D_n = n \times 3 + 2$ $50 = 3n + 2$ ✓ $3n = 48$ $n = 16$ ∴ there are 16 dice. ✓ / ∴ daar is 16 dobbelstene. | 1 mark: correct formula / <i>1 punt: korrekte formule</i> 1 mark: correct answer / <i>1 punt: korrekte antwoord</i> | (2) | PS/PO |
| [10] | | | | |
| QUESTION 2 / VRAAG 2 | | | | |
| 2.1 | $\begin{array}{r} 8\ 245 \\ \times 623 \\ \hline 24\ 735 \\ 1\ 64\ 900\ \checkmark\checkmark \\ + 4\ 947\ 000 \\ \hline 5\ 136\ 635\ \checkmark\ CA \end{array}$ | 2 marks: correct product for multiplying by 3; 20; 600 <i>2 punte: korrekte produk vir vermenivuldiging met 3; 20; 600</i> 1 mark: correct answer / <i>1 punt: korrekte antwoord</i> | (3) | RP |

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| 2.2 | $R200 \times \frac{20}{100} = R40$ $R200 + R40 = R240 \checkmark$ $R240 \times \frac{4}{100} = R9,60 \checkmark$ $\therefore R240 - R9,60 = R230,40 \checkmark$ | <p>1 mark: 20% of R200 / <i>1 punt: 20% van R200</i></p> <p>1 mark: 4% of R240 / <i>1 punt: 4% of R240</i></p> <p>1 mark: correct answer of R230,40 / <i>1 punt: korrekte antwoord van R230,40</i></p> | (3) | RP |
| 2.3 | $R18,00 - R16,00 = R 2,00 \checkmark$ $\frac{R2}{R16} \times 100\% = 12,5\% \checkmark$ <p>\therefore The percentage increase is 12,5% <i>Die persentasieverhoging is 12,5%.</i></p> | <p>1 mark: difference / <i>1 punt: verskil</i></p> <p>1 mark: correct answer / <i>1 punt: korrekte antwoord</i></p> | (2) | RP |
| 2.4 | $\frac{2}{3} + \frac{1}{4}$ $= \left(\frac{2}{3} \times \frac{4}{4} + \frac{1}{4} \times \frac{3}{3} \right) \checkmark$ $= \frac{8}{12} + \frac{3}{12}$ $= \frac{11}{12} \checkmark$ | <p>1 mark: correct method: multiplying by $\frac{4}{4}$ and $\frac{3}{3}$ / <i>1 punt: korrekte metode: vermenigvuldig met $\frac{4}{4}$ en $\frac{3}{3}$</i></p> <p>1 mark: correct answer / <i>1 punt: korrekte antwoord</i></p> | (2) | RP |
| | | | | [10] |
| QUESTION 3 / VRAAG 3 | | | | |
| 3.1 | 1 \checkmark | <p>1 mark: correct answer / <i>1 punt: korrekte antwoord</i></p> | (1) | K |
| 3.2 | $\frac{30 - 4\sqrt{9}}{(\sqrt[3]{64} - 1)^2}$ $= \frac{30 - 4 \times 3}{(4 - 1)^2} \checkmark \checkmark$ $= \frac{18}{9}$ $= 2 \checkmark \text{ CA}$ | <p>1 mark: correct numerator / <i>1 punt: korrekte teller</i></p> <p>1 mark: correct denominator / <i>1 punt: korrekte noemer</i></p> <p>1 mark: correct answer / <i>1 punt: korrekte antwoord</i></p> | (3) | RP |

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| 3.3 | $4 \times 1,3 \text{ m} = 5,2 \text{ m} \checkmark$ $5,2 \text{ m} - 3,5 \text{ m} = 1,7 \text{ m} \checkmark$ $\therefore 1,7 \text{ m}$ of material will still be needed / <i>1,7 materiaal wat nog benodig word.</i> \checkmark | 1 mark: correct product / <i>1 punt: korrekte produk</i> 1 mark: correct subtraction / <i>1 punt: korrekte aftrekking</i> 1 mark: correct answer / <i>1 punt: korrekte antwoord</i> | (3) | CP/KP |
| 3.4 | | | | |
| 3.4.1 | He does not have enough money \checkmark / <i>Hy het nie genoeg geld nie.</i> $\begin{array}{r} \text{R } 1 \quad 2 \quad 5 \quad , \quad 7 \quad 5 \\ + \quad \text{R } \quad \quad 9 \quad 8 \quad , \quad 5 \quad 0 \\ \hline \text{R } 1 \quad 5 \quad 0 \quad , \quad 2 \quad 5 \\ = \quad \text{R } 3 \quad 7 \quad 4 \quad , \quad 5 \quad 0 \end{array}$ | 1 mark: correct reason and calculations supporting the reason / <i>1 punt: korrekte rede en berekeninge wat die rede ondersteun.</i> | (1) | CP/KP |
| 3.4.2 | He needs R45,50 more to achieve R420,00 \checkmark / <i>Hy benodig R45,50 meer om R420,00 te bereik.</i> | | | |
| | $\begin{array}{r} \text{R } 4 \quad 2 \quad 0 \quad , \quad 0 \quad 0 \\ - \quad \text{R } 3 \quad 7 \quad 4 \quad , \quad 5 \quad 0 \\ \hline \text{R } \quad \quad 4 \quad 5 \quad , \quad 5 \quad 0 \end{array}$ | 1 mark: correct reason and calculations supporting the reason / <i>1 punt: korrekte rede en berekeninge wat die rede ondersteun.</i> | (1) | CP/KP |
| 3.5 | 534 210,92 \checkmark | 1 mark: correct answer / <i>1 punt: korrekte antwoord</i> | (1) | K |
| | | | | [10] |
| QUESTION 4 / VRAAG 4 | | | | |
| 4.1 | -2; -4; -6 \checkmark | 1 mark: correct answer / <i>1 punt: korrekte antwoord</i> | (1) | K |
| 4.2 | $-12 + 15 - (-13)$ $= -12 + 15 + 13 \checkmark$ $= 16 \checkmark$ | 1 mark: additive inverse / <i>1 punt: optellingsinverse</i> 1 mark: correct answer / <i>1 punt: korrekte antwoord</i> | (2) | RP |

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| 4.3 | $8^{\circ}\text{C} - 10^{\circ}\text{C} - 2^{\circ}\text{C} \checkmark$ $= -4^{\circ}\text{C} \checkmark$ | 1 mark: subtracting correctly / <i>1 punt: trek korrek af</i> 1 mark: correct answer / <i>1 punt: korrekte antwoord</i> | (2) | RP |
| 4.4 | 4.4.1 $< \checkmark$ | 1 mark: correct answer / <i>1 punt: korrekte antwoord</i> | (1) | K |
| | 4.4.2 $< \checkmark$ | 1 mark: correct answer / <i>1 punt: korrekte antwoord</i> | (1) | K |
| 4.5 | | | | |
| 4.5.1 | $(-R750 + 500 - R200 - R50 + R300) = -R200 \checkmark$ | 1 mark: correct calculations / <i>1 punt: korrekte berekeninge</i> | (1) | CP/KP |
| 4.5.2 | He must deposit R300. \checkmark / <i>Hy moet R300 deponeer.</i> | 1 mark: correct answer / <i>1 punt: korrekte antwoord</i> | (1) | CP/KP |
| | | | | [09] |
| QUESTION 5 / VRAAG 5 | | | | |
| 5.1 | 64; 55; 46 \checkmark | 1 mark: for the correct pattern / <i>1 punt vir die korrekte patroon</i> | (1) | K |
| 5.2 | The pattern is decreasing by 9. \checkmark / <i>Die patroon verminder met 9.</i> OR/OF Rule: Term value subtract 9. / <i>Reël: Termwaarde minus 9.</i> | 1 mark: correct description of decreasing number pattern / <i>1 punt: korrekte beskrywing van afnemende getalpatroon</i> | (1) | K |
| 5.3 | A = 19 \checkmark ($10 \times 2 - 1$) B = 15 \checkmark ($(29 + 1) \div 2$) C = 396 \checkmark ($8 \times 50 - 4$) | 1 mark: correct value for A / <i>1 punt: korrekte waarde vir A</i> 1 mark: correct value for B / <i>1 punt: korrekte waarde vir B</i> 1 mark: correct value for C / <i>1 punt: korrekte waarde vir C</i> | (3) | RP |

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| 6.2 |  | | | |
| 6.2 | <p>Output value / Uitsetwaarde = 34 ✓ Output value / <i>Uitsetwaarde</i> = 11,8 ✓ Input value / <i>Insetwaarde</i> = 7 ✓</p> | <p>1 mark for each correct answer / <i>1 punt vir elke korrekte antwoord</i></p> | (3) | RP |
| 6.3 | <p>Use a guess and check strategy: / <i>Gebruik 'n raai en kontroleer strategie:</i></p> <p>For 19 wheels we can have: / <i>Vir 19 wiele kan ons hê:</i> 1 tricycle and 8 bicycles = total of 9 cycles (too many) / <i>1 driewiel en 8 fietse = totaal van 9 fietse (te veel)</i> 3 tricycles and 10 bicycles = total of 13 cycles (too many) / <i>3 driewiele en 10 fietse = totaal van 13 fietse (te veel)</i></p> | | | |

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| | <p>5 tricycles and 2 bicycles = total of 7 (just right) / 5 driewiele en 2 fietse = totaal van 7 (net reg) 5(3) + 2(2) ✓ 15 + 4 = 19 wheels/wiele ✓ ∴ there are 2 bicycles ✓ / ∴ daar is 2 fietse</p> | <p>1 mark/punt: 5(3) + 2(2) 1 mark/punt: 15 + 4 = 19 wheels/wiele 1 mark: correct answer / 1 punt: korrekte antwoord</p> | (3) | PS/PO |
| | | | | [09] |
| TOTAL / TOTAAL: | | | | [60] |

| Cognitive level / <i>Kognitiewe vlak</i> | Specified percentage of marks at each cognitive level / <i>Gespesifiseerde persentasie van punte per kognitiewe vlak</i> | Specified percentages as marks for a test out of 60 / <i>Gespesifiseerde persentasie van punte vir 'n toets uit 60</i> | Marks out of 60 at each cognitive level in the Term 2 Test / <i>Punte uit 60 op elke kognitiewe vlak in die Kwartaal 2 Toets</i> |
|---------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Knowledge / <i>Kennis</i> | 25% | 15±2 | 14 |
| Routine Procedure / <i>Roetine Prosedure</i> | 45% | 27±2 | 30 |
| Complex Procedure / <i>Komplekse Prosedure</i> | 20% | 12±2 | 11 |
| Problem Solving/ <i>Probleemoplossing</i> | 10% | 06±2 | 05 |
| | 100% | 60 | 60 |

| Cognitive level / <i>Kognitiewe vlak</i> | Specified percentage of marks at each cognitive level / <i>Gespesifiseerde persentasie van punte per kognitiewe vlak</i> | Specified percentages as marks for a test out of 60 / <i>Gespesifiseerde persentasie van punte vir 'n toets uit 60</i> | Marks out of 60 at each cognitive level in the Term 2 Test / <i>Punte uit 60 op elke kognitiewe vlak in die Kwartaal 2 Toets</i> |
|---------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| Knowledge / <i>Kennis</i> | 25% | 15±2 | 14 |
| Routine Procedure / <i>Roetine Prosedure</i> | 45% | 27±2 | 29 |
| Complex Procedure / <i>Komplekse Prosedure</i> | 20% | 12±2 | 12 |
| Problem Solving/ <i>Probleemoplossing</i> | 10% | 06±2 | 05 |
| | 100% | 60 | 60 |