

**GENERAL EDUCATION &
TRAINING PHASE (GET)**

SOCIAL SCIENCES

SBA EXEMPLAR BOOKLET

GRADES 4-6



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



FOREWORD



The Department of Basic Education has pleasure in releasing a subject exemplar booklet for School Based Assessment (SBA) to assist and guide teachers with the setting and development of standardised SBA tasks and assessment tools. The SBA booklets have been written by teams of subject specialists to assist teachers to adapt teaching and learning methods to improve learner performance and the quality and management of SBA.

The primary purpose of this SBA exemplar booklet is to improve the quality of teaching and assessment (both formal and informal) as well as the learner's process of learning and understanding of the subject content. Assessment of and for learning is an ongoing process that develops from the interaction of teaching, learning and assessment. To improve learner performance, assessment needs to support and drive focused, effective teaching.

School Based Assessment forms an integral part of teaching and learning, its value as a yardstick of effective quality learning and teaching is firmly recognised. Through assessment, the needs of the learner are not only diagnosed for remediation, but it also assists to improve the quality of teaching and learning. The information provided through quality assessment is therefore valuable for teacher planning as part of improving learning outcomes.

Assessment tasks should be designed with care to cover the prescribed content and skills of the subject as well as include the correct range of cognitive demand and levels of difficulty. For fair assessment practice, the teacher must ensure that the learner understands the content and has been exposed to extensive informal assessment opportunities before doing a formal assessment activity.

The exemplar tasks contained in this booklet, developed to the best standard in the subject, is aimed to illustrate best practices in terms of setting formal and informal assessment. Teachers are encouraged to use the exemplar tasks as models to set their own formal and informal assessment activities.



MR HM MWELI

DIRECTOR-GENERAL

DATE: 13/09/2017

Table of Contents

<i>Contents</i>	<i>Page No.:</i>
Introduction	3-4
Geography Grades 4-6 Exemplar Formal Assessment Tasks and Marking Guidelines	5-71
History Grades 4-6 Exemplar Formal Assessment Tasks and Marking Guidelines	72-111

Introduction

Assessment is a continuous planned process of identifying, gathering and interpreting information about the performance of learners, using various forms of assessment. It involves four steps: generating and collecting evidence of achievement; evaluating this evidence; recording the findings and using this information to understand and thereby assist the learner's development in order to improve the process of learning and teaching. School-based assessment (SBA) is conducted by the teacher at the school level.

SBA may take place at different points of the learning process, as described through Section 4 in the Curriculum and Assessment Policy Statement (CAPS) and the assessment results are recorded and count towards a learner's final promotion mark.

However, assessment should always contribute to a learner's learning and progress. SBA, therefore, also provides information on a learner's attainment of knowledge, understanding and skills and is used to contribute to individual learning by reinforcing and complementing that learning.

1. Aims and objectives

- Provide quality-assured examples of formal assessment tasks to capacitate teachers in the setting of their own SBA tasks.
- Deepen understanding of the cognitive demand of a task.

2. Formal Assessment Tasks Exemplars

Assessment in Social Sciences must be source-driven. Teachers are advised to use a variety of sources such as pictures, maps, cartoons, texts, case studies, graphs, etc. when developing assessment activities. All sources must be clearly labelled, contextualised and referenced.

The sources and questions in this booklet can be used for tests, examinations and projects and they include marking guidelines (memoranda).

Teachers are encouraged to use the exemplars to guide them when setting their own SBA tasks. The questions and sources may be adapted to suit the learners' contexts. The time allocation (duration) indicated in some exemplars like tests is meant to guide teachers, time can be adjusted to suit both the school and learners' contexts. The principle of Inclusion should be applied when developing assessment activities.

3. Mark allocation

The suggested minimum marks for Formal Assessment Tasks, including June and November examinations in Grades 4-6 are as follows:

Grade 4 – 25 marks

Grade 5 – 30 marks

Grade 6 – 40 marks

Teachers are advised to comply with the minimum mark allocations or exceed them. It is important for teachers to be mindful of time allocation when administering tests. Learners should be given adequate time to complete the assessment tasks.

Geography Grade 4 Test

Marks: 30

Time: _____

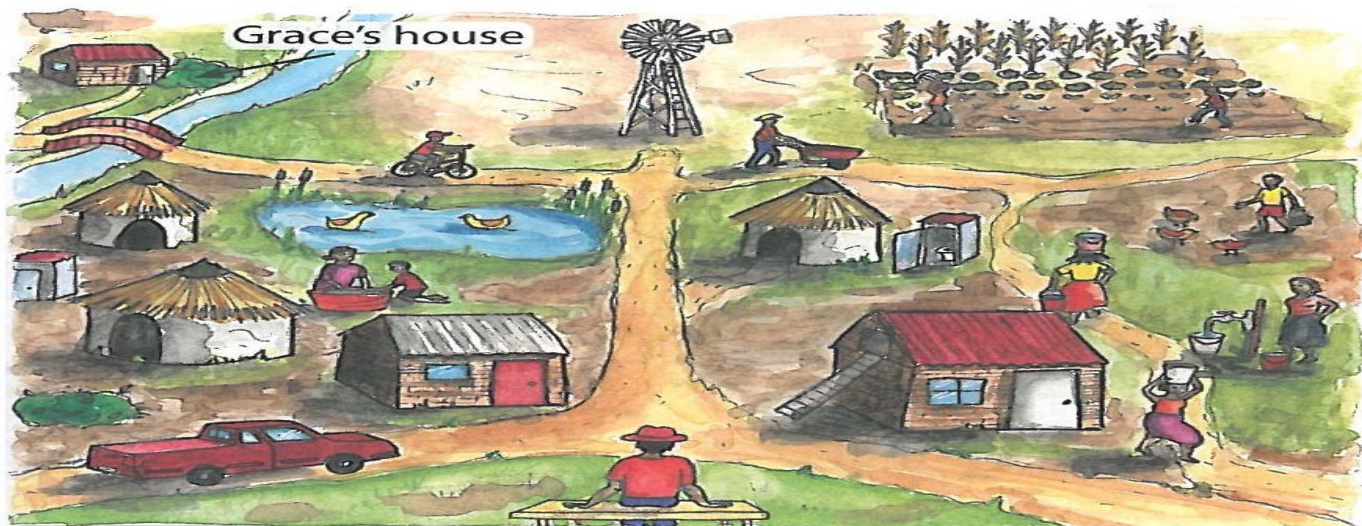
Name of learner: _____

INSTRUCTIONS TO LEARNERS:

1. Read all the questions **carefully**
2. Answer **ALL** the questions.
3. Write clearly and legibly.
4. Read **sources** carefully to assist you in answering questions.
5. Avoid **rewriting** sources when answering questions
6. Number **correctly**
7. **Write ON this paper**

QUESTION 1: PLACES WHERE PEOPLE LIVE

SOURCE 1A: A picture of a settlement



Source: Grade 4 Learners' book

Study SOURCE 1A and use your knowledge to answer the questions below:

1.1 List any **THREE** kinds of work you can see people doing in the picture.

_____ and _____ (3)

1.2 Mention any **TWO** features/things that show that this is a rural settlement.

_____ and _____ (2)

1.3 Most of the buildings in the settlement are houses.

(True or False) _____ (1)

1.4 **Each settlement must have buildings that can be used by the people.** Name a building that children need but is not in the picture. _____ (1)

QUESTION 2: PEOPLE AND THEIR NEEDS

SOURCE 2A: Needs of people

All people must have water, food, shelter, healthcare and energy to stay alive. These are our basic needs. We need food and water to stay alive and healthy. We need a place to sleep, away from the cold, keeping us protected from the wind, sun and rain. We need clothes to keep us warm. We need energy to cook food and boil water. We also need energy to give us light at night.

Source: Grade 4 Learners' book

Study SOURCE 2A and use your knowledge to answer the questions that follow.

2.1 Explain the meaning of the word '**basic needs**'

_____ (2)

2.2 Name any **THREE** things people need to stay alive.

_____, _____

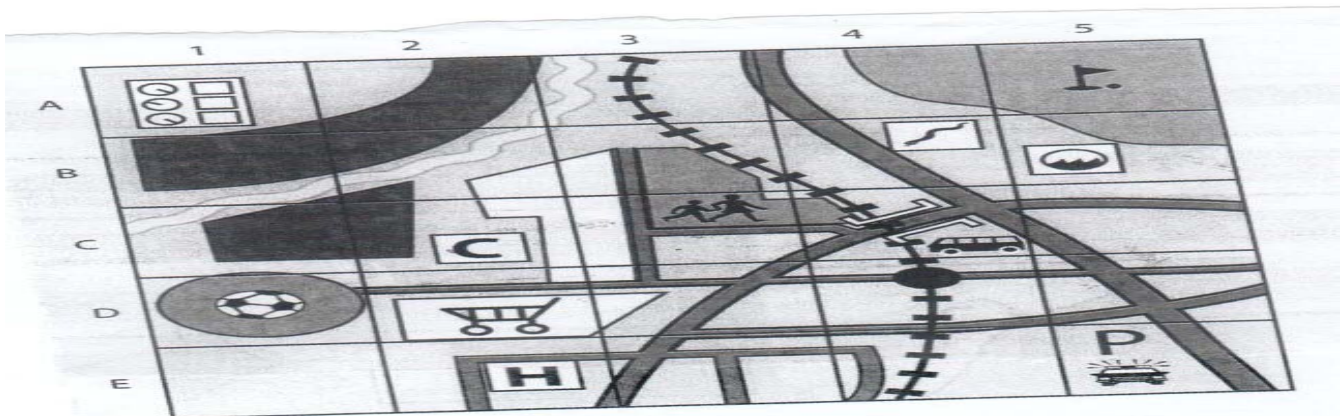
and _____ (3)

2.3 How can people ensure that their needs are met?

(2)

QUESTION 3: GRID REFERENCES

SOURCE 3A: Map of Townsville.



Source: MacMillan Solutions For All

Study SOURCE 3A and use your knowledge to answer the questions that follow.

3.1. In which grid/block is Snake Park found? _____ (1)

3.2. What can be found in the following grids:

D1: _____ C2: _____ (2)

3.3. Which one is closer/nearer to the school, the hospital or the shopping centre?
_____ (1)

3.4. Why is it dangerous for the school to be so close to the railway station?

QUESTION 4: MAP SKILLS**SOURCE 4A: Map of South Africa**

Source: <http://dev.tbssouthafrica.org/imag>

Study SOURCE 4A and use your knowledge to answer the questions that follow.

4.1 Which **TWO** oceans form the coastline of South Africa?

_____ and _____ (2)

4.2 In which province is your school located? _____ (1)

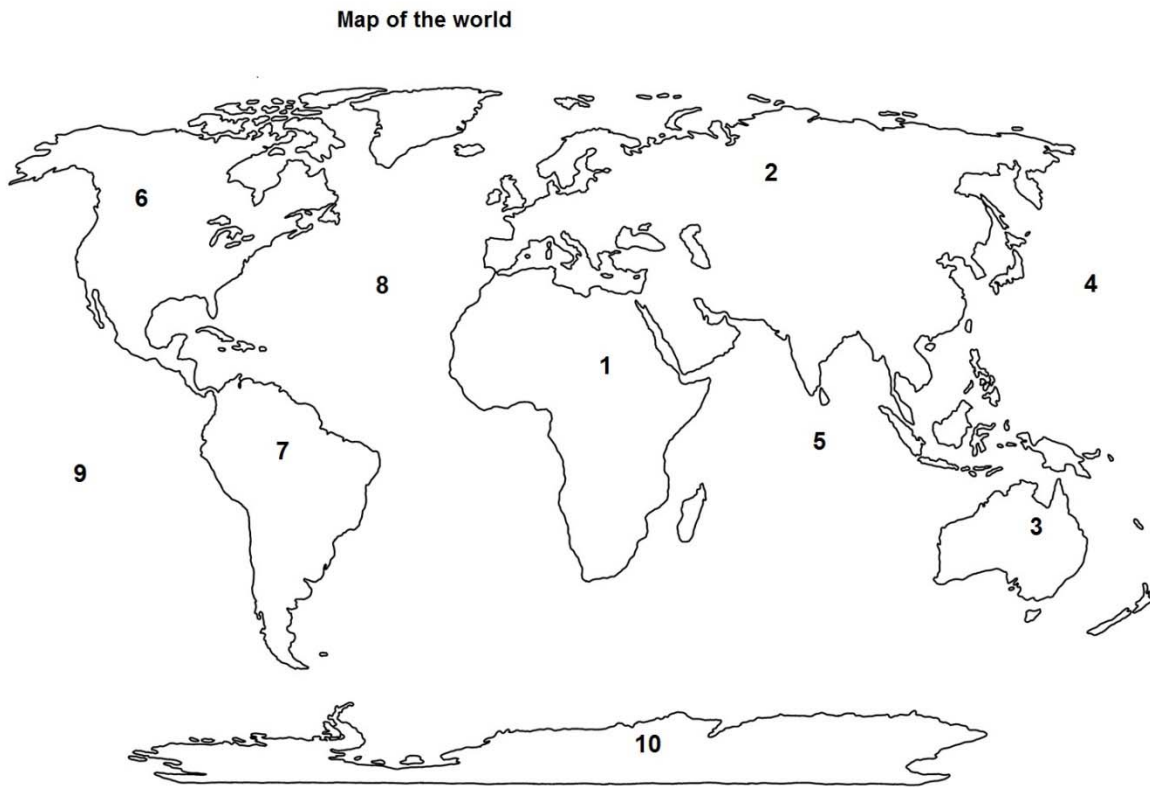
4.3 Which province has the smallest surface area/ land? _____ (1)

4.4 What is the capital city of your province? _____ (1)

4.5 Which province's name means "**where the sun rises**"? _____ (1)

QUESTION 5: A GLOBE AND MAP OF THE WORLD.

SOURCE 5A: Map of the world



Study SOURCE 5A to answer the questions that follow.

Look carefully at this map of the world and write the names of the continents next to the numbers below

5.1.1. 7: _____

5.1.2. 3: _____

5.2. What continent is located south of Africa? _____

5.3. What ocean lies west of Africa? _____

(4)

MARKING GUIDELINES

QUESTION 1		
1.1.	Farming ✓ fetching water ✓ washing clothes. ✓ [Another relevant response]	(3x1)3
1.2	Gravel roads ✓ huts as houses ✓ , no organised streets ✓ [Any other relevant response]	(2x1)2
1.3	True ✓	(1)
1.4	School ✓ or clinic ✓ or crèche ✓	(1)
QUESTION 2		
2.1	Things people depend on to stay alive. ✓✓ [Another relevant response]	(1x2)2
2.2	Water ✓, food ✓, shelter ✓, health care, energy ✓ ✓ ✓ [Any three]	(3x1)3
2.3	People have to be employed to provide for themselves and their families. ✓✓ [Another relevant response] [Any two]	(2x1)2
QUESTION 3		
3.1	B4 ✓	(1)
3.2	D1: Sports stadium ✓ C2: Cinema ✓	(2x1)2
3.3	Shopping centre ✓	(1)
3.4	Children can be killed by moving trains ✓✓	(1x2)2
QUESTION 4		
4.1	Atlantic Ocean ✓ and Indian Ocean ✓	(2x1)2
4.2	The name of your province : _____ ✓	(1)
4.3	Gauteng ✓	(1)
4.4	The name of your capital city : _____ ✓	(1)
4.5	Mpumalanga ✓	(1)
QUESTION 5		
5.1.1	7: South America ✓	(1)
5.1.2	3: Australia ✓	(1)
5.2	Antarctica ✓	
5.3	Atlantic Ocean ✓	(1)
TOTAL: 30		

Grade 4 Formal Assessment Task: Terms 3 & 4 Formal Assessment Task

Marks: 30

Time: _____

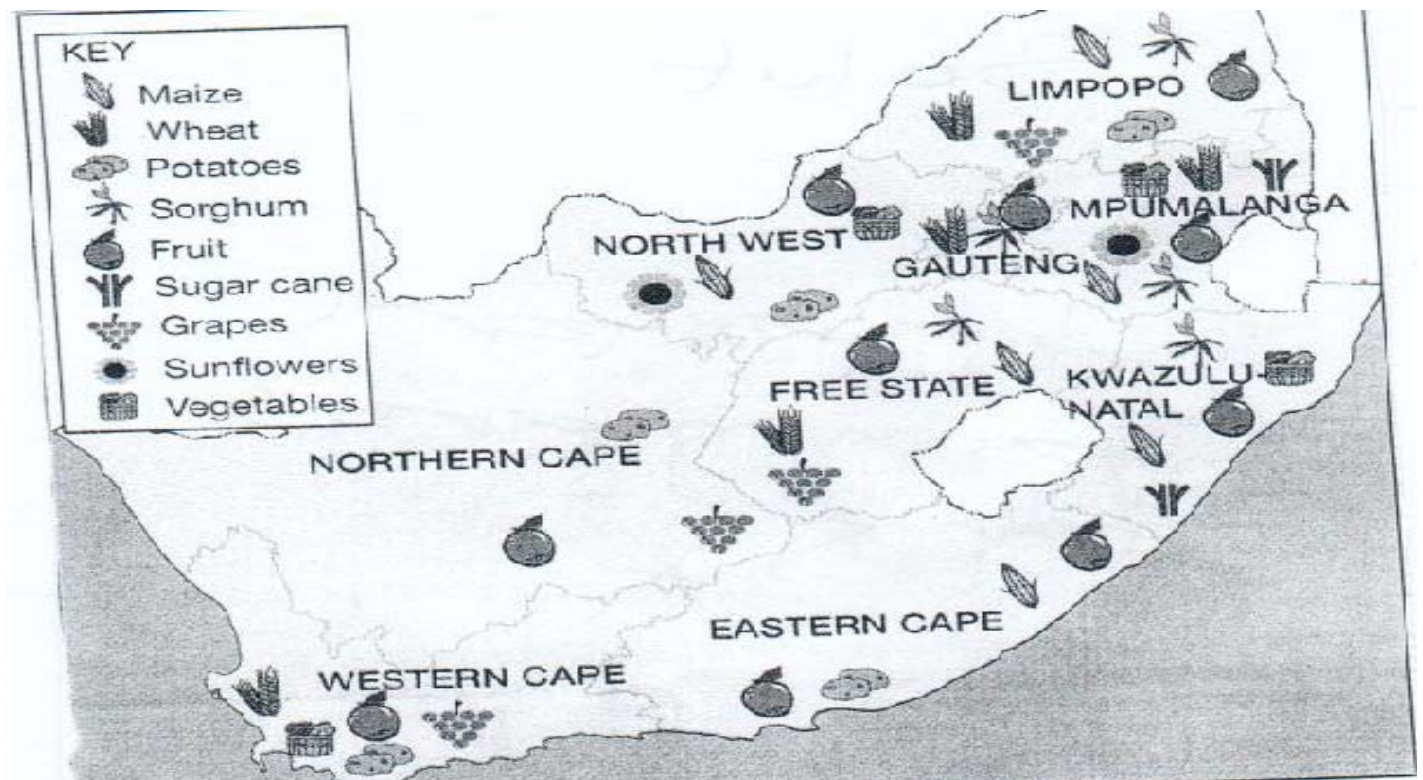
Name of learner: _____

INSTRUCTIONS TO LEARNERS:

1. Read all the questions carefully.
2. Answer all the questions.
3. Write clearly and legibly.
4. Read sources carefully to assist you in answering questions.
5. Avoid rewriting sources when answering questions
6. Number correctly
7. Write your answers ON this paper.

QUESTION 1

SOURCE A: Farming in South Africa



Taken from *Solutions For All Social Sciences Grade 4*

Study **SOURCE A** above and answer the questions that follow:

1.1 Name **THREE** provinces that grow the most grapes.

(3)

1.2 Which province has **FEW** crop farms? (1)

1.3 In which **TWO** provinces is sugarcane grown? (2)

1.4 Which **TWO** provinces produce sunflowers? (2)

QUESTION 2

Match column **A** with column **B**. Write only the letter next to the correct number. **(1.T)** (5)

COLUMN A	COLUMN B	ANSWERS
1. Subsistence farming	a. Fruit grown on warm and wet areas.	1.
2. Crop	b. Food that is prepared in factories and packaged in boxes and plastic.	2.
3. Subtropical fruit	c. Type of farming where one keeps animals.	3.
4. Processed foods	d. Farming to provide food for your family.	4.
5. Stock farming	e. Plants farmers grow for their own use or for sale.	5.
	f. Farming as a business.	

QUESTION 3
SOURCE B



Study **Source B** and answer the questions that follow:

3.1 Name any **THREE** ways in which water is used in this picture. (3)

3.2 Explain why water is such an important resource. (2)

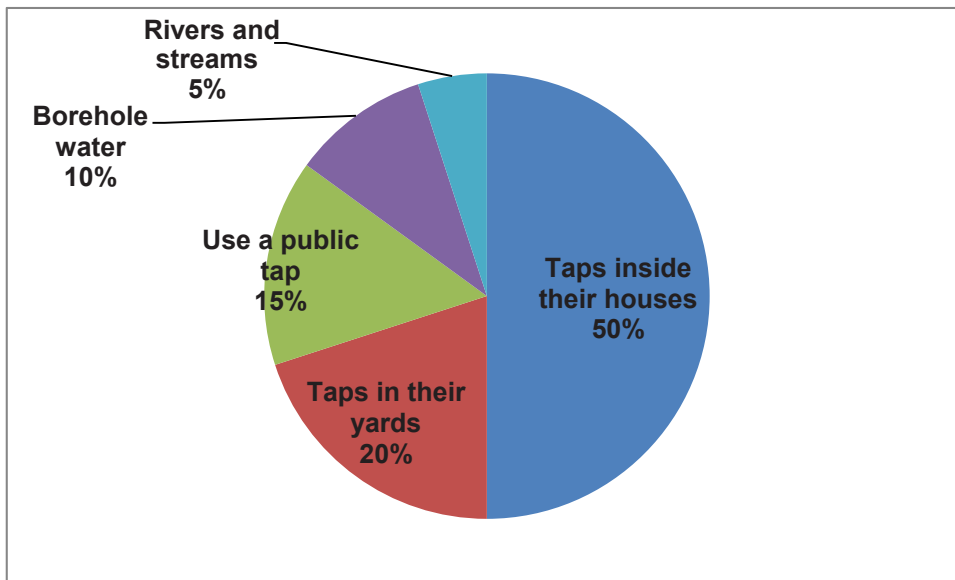
3.3 Write a title (caption) for this picture (2)

3.4. Do you think the people who live in the house in the picture above live
in a rural or urban area?_____ (1)

3.5. Explain your answer in 3.4 (2)

QUESTION 4

SOURCE C: Ways people access (get) their water



Source: Adapted from Solutions for all Social Sciences Grade 4

Study **Source C** to answer the questions that follow:

4.1. How do **most** people in South Africa get their water?
_____ (1)

4.2. What percentage of people get water from a public tap?_____ (1)

4.3. What do you think is the easiest way for people to get water in South Africa?

_____ (1)

4.4. Give **ONE** reason why it is the **best** way to get water. (1)

4.5. How do the **least** people in South Africa get their water?

_____ (1)

4.6. Explain **TWO** problems of getting water from rivers and streams. (2)

Marking guidelines

QUESTION 1:		
1.1	- Western Cape - Northern Cape - Free State - Limpopo ✓✓✓ [Any 3]	(3)
1.2	Northern Cape ✓	(1)
1.3	- KwaZulu-Natal ✓ - Mpumalanga ✓	(2)
1.4	- North West ✓ - Mpumalanga ✓	(2)
QUESTION 2:		
1	D ✓	(5)
2	E ✓	
3	A ✓	
4	B ✓	
5	C ✓	
QUESTION 3:		
3.1	- Bathing - Drinking - Washing dishes - Laundry - Flushing toilet - Any other relevant answer ✓✓✓ [Any 3]	(3)
3.2	- It gives life to plants, animals and people. - Any other relevant answer ✓✓ [Any 1]	(2)
3.3	- Daily use of water - Any other relevant answer ✓✓ [Any 1]	(2)
3.4	Urban area✓	(1)
3.5	- People who live in urban areas get water from taps as shown in the picture, they usually have flushing toilets and they wash their dishes in a sink✓✓ - Any relevant answer	(2)
QUESTION 4 :		
4.1	From the taps inside their houses.✓	(1)
4.2	15%	(1)
4.3	From a tap inside the house ✓	(1)
4.4	- Water is always readily available - You do not have to leave the house to get water - The water is clean because it has been treated - Any other relevant answer ✓	(1)
4.5	From rivers and streams.✓	(1)
4.6	- Water may not be available from the rivers and streams when there is drought/ when the rivers are dry. - The water may have been polluted/ is not clean. - People may have to walk long distances to get water. - Any two relevant points	(2)

Geography Grade 4 Formal Assessment Task: Food and Farming

Marks: 40

Time: _____

Name of learner: _____

INSTRUCTIONS TO LEARNERS:

1. Read all the questions **carefully**
2. Answer **all** the questions.
3. Write clearly and legibly.
4. Read **sources** carefully to assist you in answering questions.
5. Avoid **rewriting** sources when answering questions
6. Number **correctly**
7. **Write ON this paper**

QUESTION 1: Food and farming in South Africa

1.1. Classify the foodstuffs below as being produced/ made from animal products OR produced by plants. Use the table below to guide you:
[eggs, butter, wheat, cheese, peanuts, bacon, pineapple juice, tea]

Plants	Animals

(8)

1.2. Identify any TWO foodstuffs that are processed from the list below.

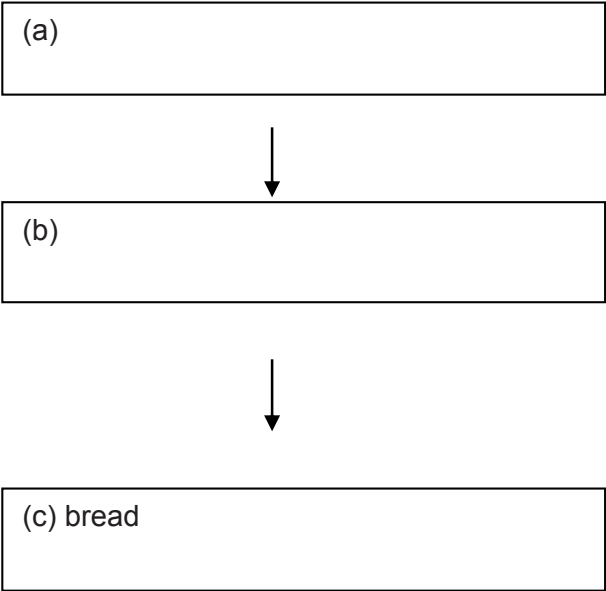
[eggs, butter, wheat, cheese, peanuts, bacon, pineapple juice, tea]

_____ and _____

(2)

1.3. Complete the flow diagram below, indicating **how we get bread from the farm to the house.**

(2)



1.4. **SOURCE A** : A packet of chips



Study **SOURCE A** and use your own knowledge to answer the questions that follow.

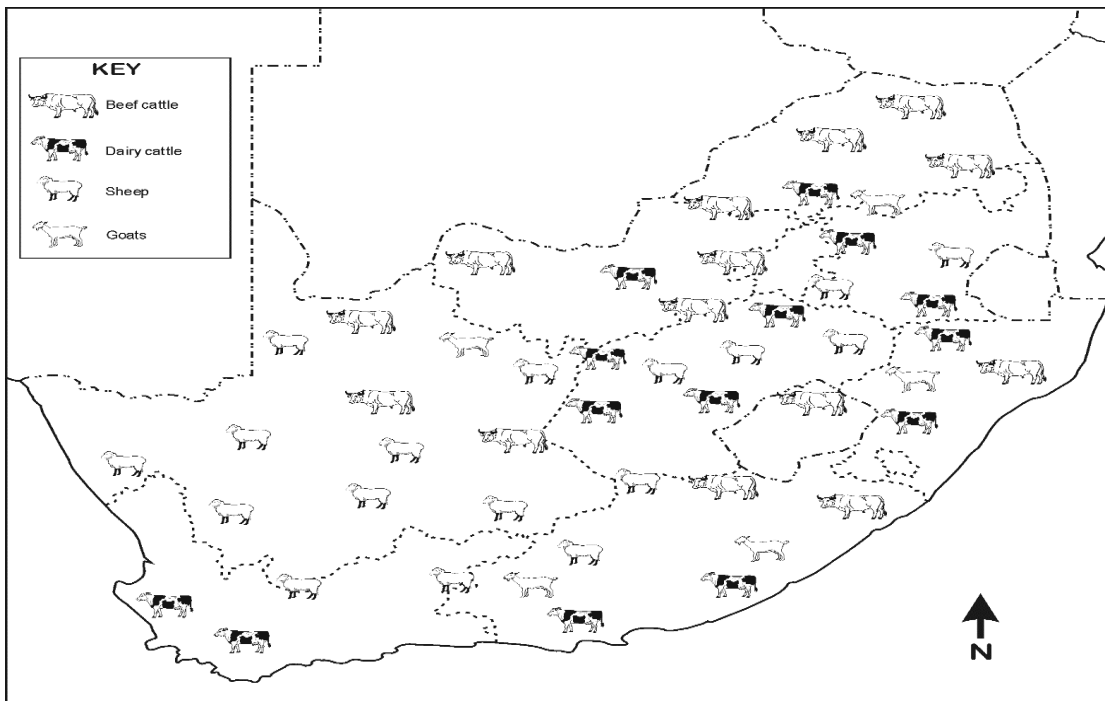
(a) What is the main crop from which the product is made? _____ (1)

(b) What method of food processing was used to make the product?
_____ (1)

(c) Name **TWO** reasons why some foods are processed. (2)

Question 2

SOURCE B: Farming in South Africa



Study SOURCE B and use your own knowledge to answer the questions that follow.

2.1. a. Name the **THREE** provinces where sheep farming is mainly practised. (3)

_____, _____ and _____

b. In which province is there **NO** dairy farming? (1)

c. What is the main product of dairy farmers? (1)

d. What is the main type of stock farming in the Limpopo province?

_____ (1)

e. Name **ONE** dairy product. (1)

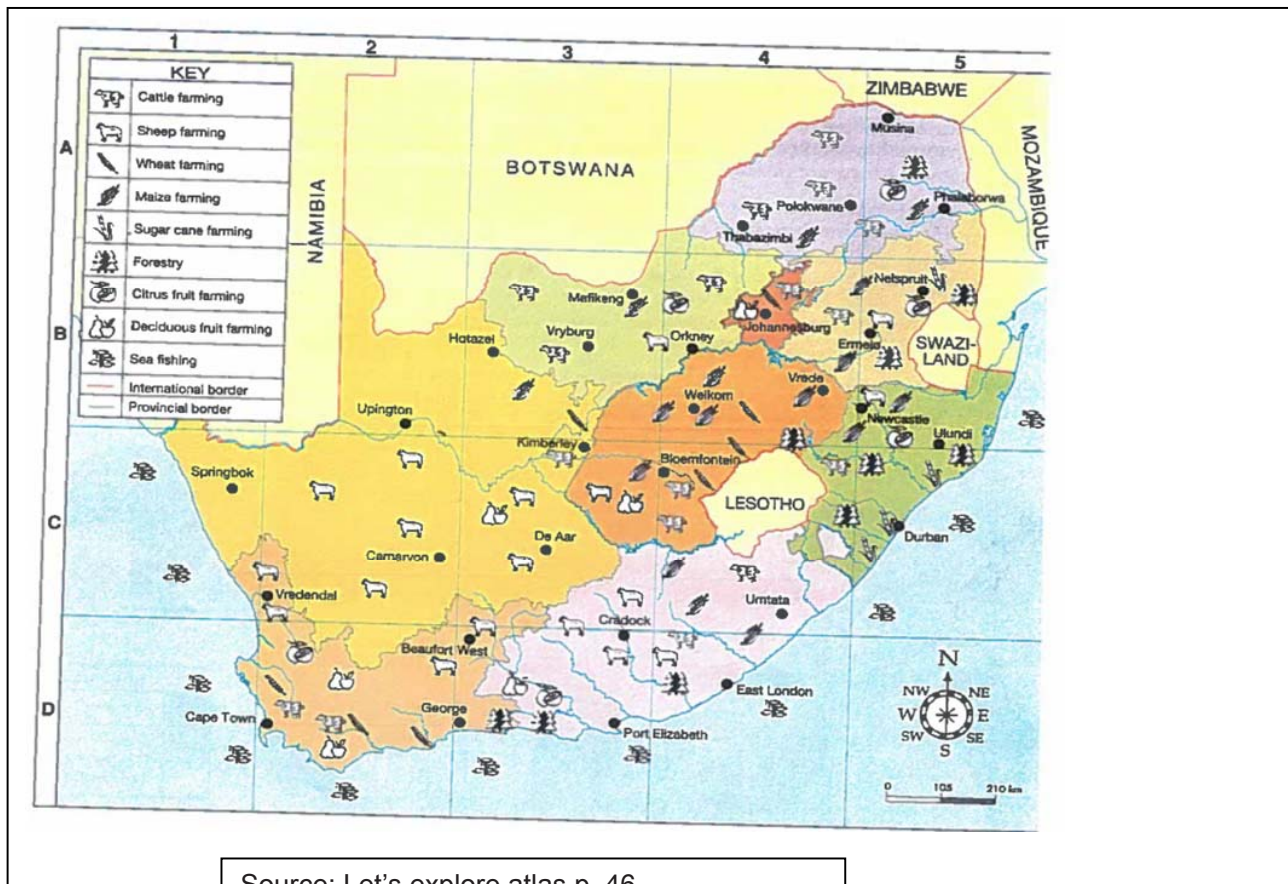
2.2. State whether the following statements apply to **subsistence farming** or **commercial farming**.

a. It is meant to feed the family only. (1)

- b. The production of crops is for sale to wholesalers and distributors. _____ (1)
- c. No extra food is produced to sell or trade. _____ (1)
- d. Machines such as tractors, ploughs, harvesters are used. _____ (1)
- e. The size of the farm is usually large. _____ (1)
- f. A family has only one cow to give milk to that family only. _____ (1)

Question 3

SOURCE C: Farming in South Africa



Study SOURCE C and use your own knowledge to answer the questions that follow.

3.1. Name **TWO** types of farms found near Newcastle (B5) . (2)

_____ and _____

3.2. Name **TWO** provinces that do not produce maize. (2)

_____ and _____

3.3. What is another name for maize? _____ (1)

3.4. **Apples, apricots and pears are some of the examples of deciduous fruit.** Explain what a deciduous fruit is. _____

_____ (2)

3.5. Name an example of a citrus fruit. _____ (1)

3.6. Explain why the map above does not show agricultural practices in Lesotho and Swaziland.

_____ (2)

MARKING GUIDELINES

QUESTION 1:

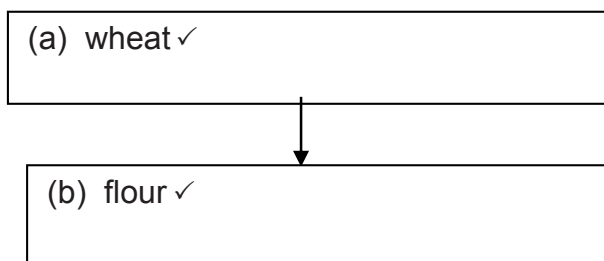
Plants	Animals
Wheat ✓	Eggs ✓
Peanuts ✓	Butter ✓
Pineapple juice ✓	Cheese ✓
Tea ✓	Bacon ✓

NB: Answers don't need to be in this order.
(8x1)8

1.2. Butter ✓ cheese ✓ bacon ✓

(2x1)2

1.3.



(2x1)2

1.4. a) Potatoes ✓

(1)

b) Fried ✓

(1)

c) Taste or edible or last longer ✓✓ (any two)

(2x1)2

Question 2:

2.1.

a) Northern Cape, Eastern Cape, Free State, Mpumalanga. ✓✓✓ (any three).
(3x1)3

b) Northern Cape ✓

(1)

c) Milk ✓

(1)

d) Beef farming ✓

(1)

e) cheese, ice cream, yoghurt ✓

(1)

2.2.

- | | | |
|------------------------|---|-----|
| a) Subsistence farming | ✓ | (1) |
| b) Commercial farming | ✓ | (1) |
| c) Subsistence farming | ✓ | (1) |
| d) Commercial farming | ✓ | (1) |
| e) Commercial farming | ✓ | (1) |
| f) Subsistence farming | ✓ | (1) |

Question 3:

- 3.1. Sheep farms, maize farms, citrus and fruit farms ✓✓ (any two)
(2x1)2
- 3.2. Gauteng, Northern Cape, Western Cape ✓✓ (any 2)
(2x1)2
- 3.3. Corn ✓ (1)
- 3.4. A deciduous fruit is a fruit of which the tree loses/ sheds leaves at the end
of the growing season/ in winter. (any similar answer). ✓✓
(2x1)2
- 3.5. Oranges, lemons, naartjies, clementines, grapefruit, etc. ✓ (any two)
(2x1)2
- 3.6. Lesotho and Swaziland are not part of South Africa.
The map is about farming in South Africa ✓✓ (any one) (1x2)2

GRADE 4 GEOGRAPHY FORMAL ASSESSMENT TASK

FOOD AND FARMING IN SOUTH AFRICA

TIME ALLOCATION: 45 MIN

DATE:

MARKS: 25

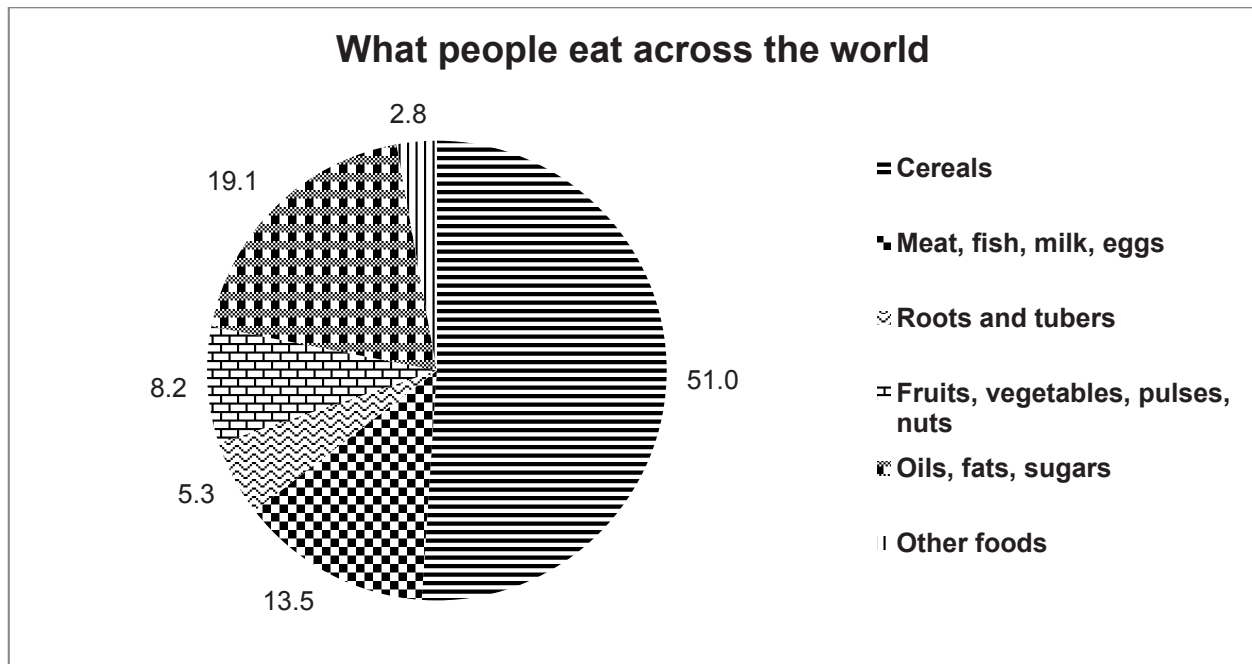


INSTRUCTIONS:

1. Answer all the questions.
2. Read all the questions and study the information (sources) carefully before you answer any question.
3. Number the questions correctly.
4. Write neatly and legibly.
5. All answers must be written in full sentences.
6. Note the mark allocation.

QUESTION 1

Figure 1: What people eat across the world.



(Taken from *Our World Our Society*, Grade 4 Learner Book, Carr et al, page 49)

1. Study the pie graph and answer the questions.

1.1 Which food group is consumed the most by people across the world?

(1X1)

1.2 What message does the answer in question 1 tell the farmers of the world?

(1X2)

1.3 Sort the different foods into one of two groups: either 'comes from plants' or 'comes from animals':

Comes from plants	Comes from animals

(5X1)

1.4 Do people eat more foods from plants or from animals?

(1X2)

QUESTION 2: Farming economy in South Africa

Source: Farming economy in South Africa

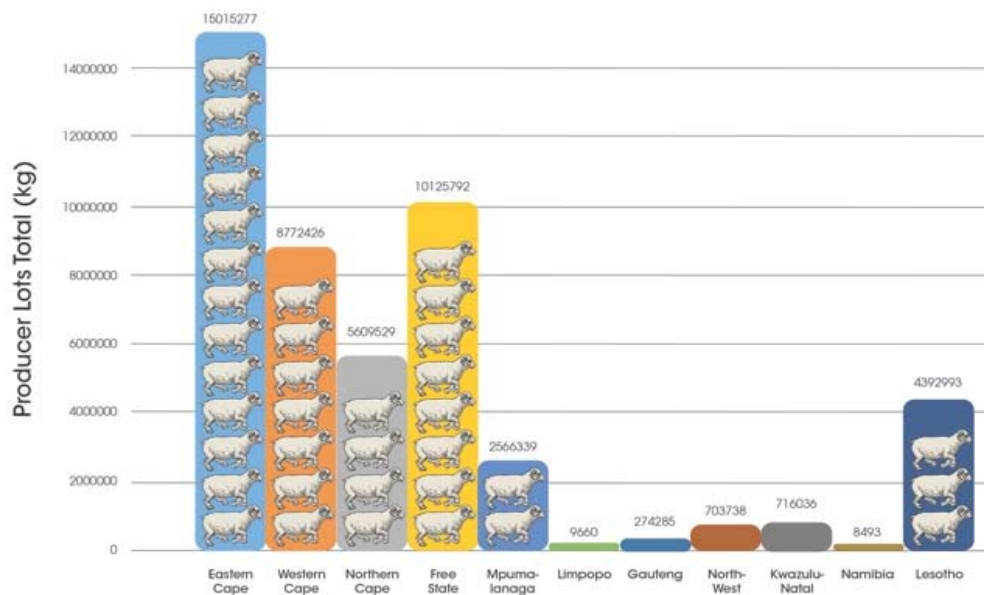
South Africa has a dual (double) agricultural (farming) economy, with both well-developed commercial farming and more subsistence-based production in the deep rural areas.

While 12% of South Africa's land can be used for crop production, only 22% of this is high-potential arable land. The greatest limitation is the availability of water, with uneven and unreliable rainfall. Around 50% of South Africa's water is used for agriculture. Agriculture activities range from intensive crop production and mixed farming in winter rainfall and high summer rainfall areas, to cattle ranching in the bushveld and sheep farming in the arid (dry) regions. Maize is most widely grown, followed by wheat, sugar, cane and sunflowers.

(Taken from www.southafrica.info (accessed 09 June 2014))

2. Study the extract (source) and answer the questions:
- 2.1 Name the two ways of farming we have in South Africa. (2X1)
- 2.2 What percentage of South Africa's land can be used for crop farming? (1X1)
- 2.3 Why do you think around 50% of South Africa's water is used for agriculture? Give TWO reasons. (2X2)
- 2.4 Name **THREE** crops that are most widely grown in South Africa. (3X1)

Question 3: Sheep farming in Southern Africa



(Taken from *Woolbook*, Cape Wools SA, page 5)

3. Study the graph on the production of sheep farming in Southern Africa and answer the questions:
 - 3.1 Which province produces the most sheep? (1X1)
 - 3.2 Is the following statement true or false: "Sheep farming is found in all the provinces in South Africa". (1X1)
 - 3.3 Name two by-products of sheep. (2X1)
 - 3.4 Which other neighbouring country also produces sheep? (1X1)

TOTAL: 25

GRADE 4 MARKING GUIDELINES

FOOD AND FARMING IN SOUTH AFRICA

FAT: DATA HANDLING

MARK ALLOCATION: 25

QUESTION 1

- 1.1 Cereals ✓
1.2 To grow more wheat ✓✓
1.3 NB: Please mark in accordance with the question.

Comes from plants	Comes from animals
Cereal ✓	Meat✓
Roots and tubers✓	Fish✓
Fruits✓	Milk✓
Vegetables✓	Eggs✓
Nuts✓	
Oils✓	
Sugars✓	

(5)

- 1.4 More food comes from plants. ✓✓

QUESTION 2

- 2.1 Commercial and subsistence farming. ✓✓
2.2 12%✓
2.3 To provide in the needs of the commercial and subsistence farmers. ✓✓
Water is the greatest limitation, with uneven and unreliable rainfall. ✓✓
2.4 Maize, ✓wheat, ✓sugar, cane✓ and sunflowers ✓ (any three).

QUESTION 3

- 3.1 Eastern Cape ✓
3.2 True ✓
3.3 Wool/clothes/manure/slippers/rugs, etc. ✓✓
3.4 Namibia/Lesotho ✓

Total: 25

GRADE 4 GEOGRAPHY JUNE EXAMINATION

PEOPLE AND PLACES AND MAP SKILLS: TERMS 1 & 2

TIME ALLOCATION: 45 MIN

DATE:

MARK ALLOCATION: 25



INSTRUCTIONS:

1. Answer all the questions.
2. Read all the questions and study the information (sources) carefully before you answer any question.
3. Number the questions correctly.
4. Write neatly and legibly.
5. All answers must be written in full sentences.
6. Note the mark allocation.

QUESTION 1

Figure 1: Pictures of different places



A



B



C



D

Sources taken from *Platinum Social Sciences Grade 4*, p.6, Ranby P, et al

1. Study the pictures (sources) A to D and answer the questions.
- 1.1 Use the following words **Shop, cow shed, flats, and petrol station** to match with the pictures

PICTURES	WORDS
A	
B	
C	
D	

(4)

QUESTION 2

Figure 2: Roads and their uses.



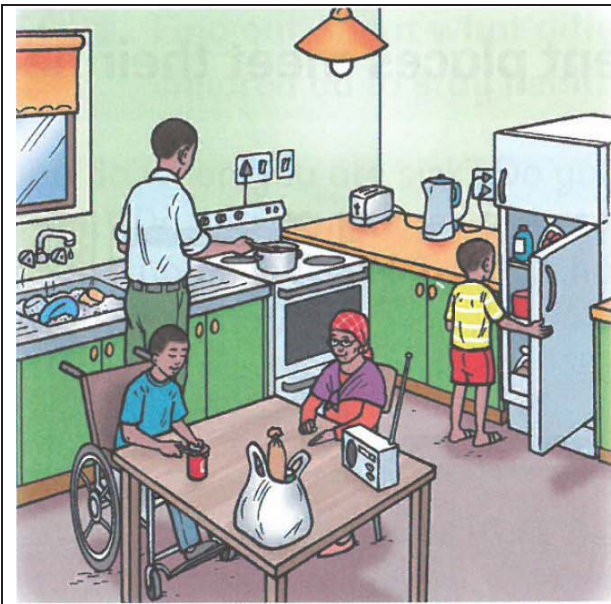
Source taken from Platinum Social Sciences Grade 4, p.8, Ranby P, et al

2. Choose the correct word in brackets to complete the following sentences.
- 2.1 The road is made of _____ (tar, gravel). (1)
- 2.2 The pedestrian crossing is there so that _____ (cars, people) (1)
can cross the roads.

QUESTION 3

Figure 3: People and their needs. Both families have a home. They get what they need in different ways.

PICTURE A (SOURCE A)



PICTURE B (SOURCE B)



Source taken from Platinum Social Sciences Grade 4, p10, Ranby P, et al

3. Study the two above pictures and identify three different ways of providing for one's family.

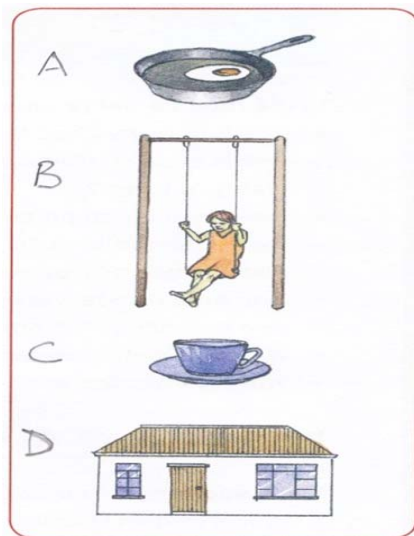
	PICTURE A (SOURCE A)	PICTURE B (SOURCE B)
1.		
2.		
3.		

(3X2)

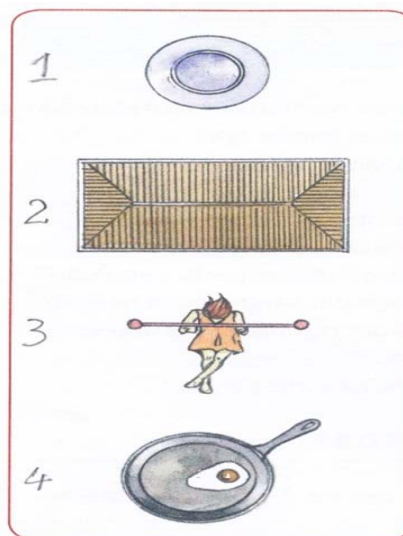
QUESTION 4

Figure 4: Side views and plan views

Side view



Plan view



Source taken from Study and Master Social Sciences Grade 4, p.24, Heese S, et al

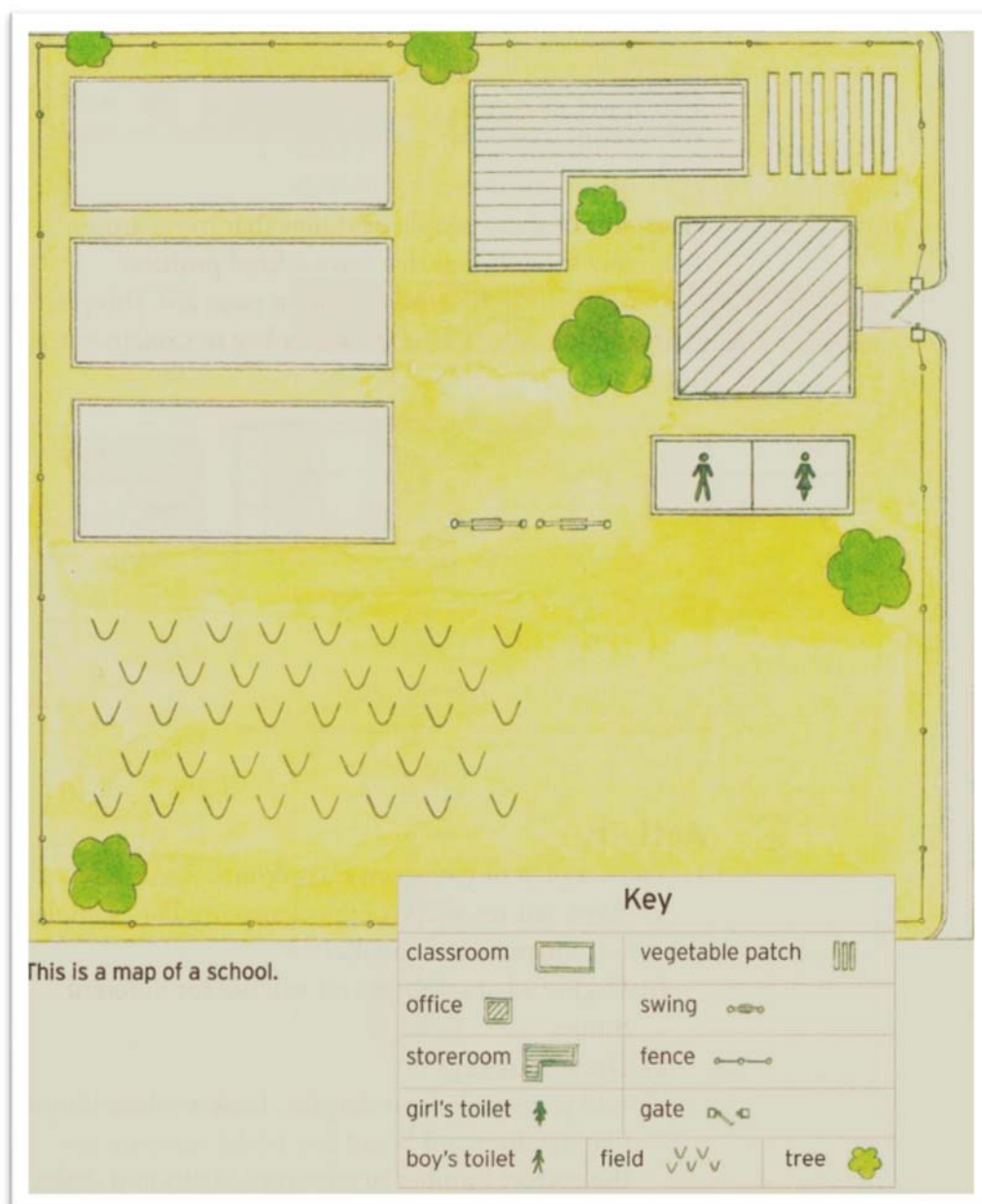
4. Match each picture A, B, C and D with its correct plan view 1, 2, 3 and 4.
Write only the correct number next to the correct letter.

Answer	
A	
B	
C	
D	

(1X4)

QUESTION 5

Figure 5: Map of a school



Source taken from Study and Master Social Sciences Grade 4, p, 28, Heese S, et al

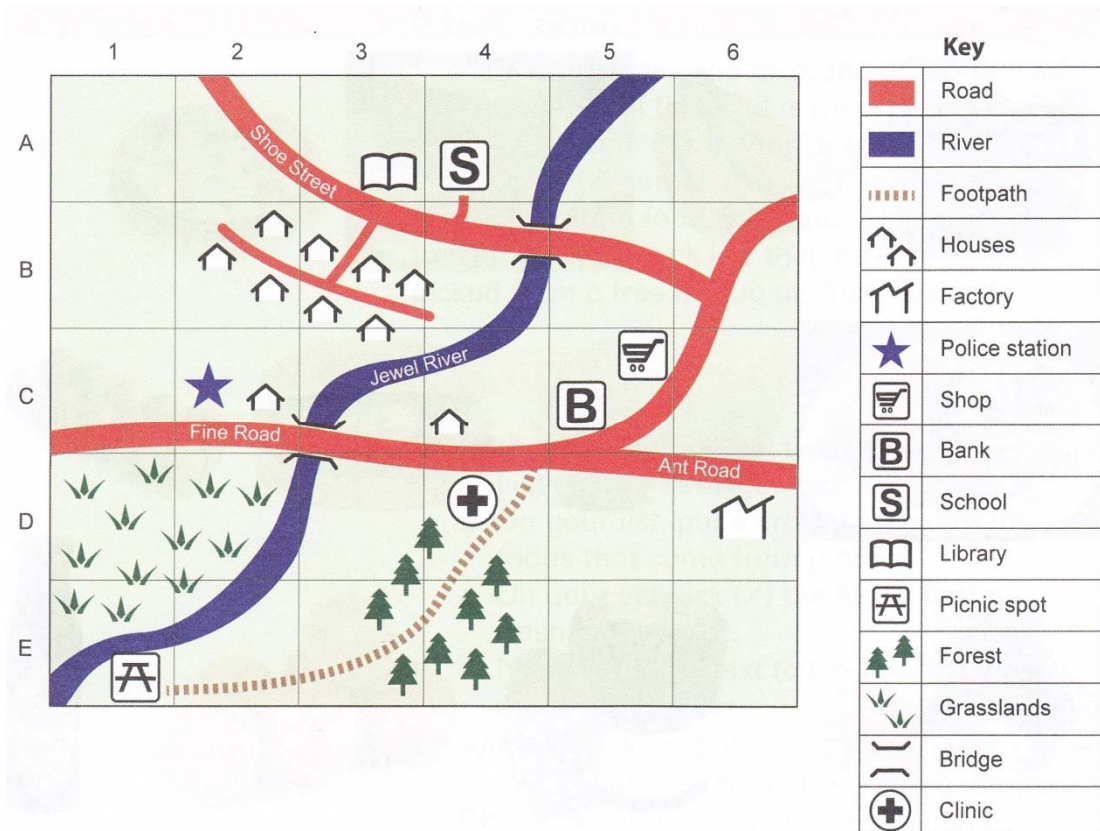
5. Study the map of a school and complete the statements by filling in the missing words.

5.1 There are _____ classrooms. (1)

5.2 The vegetable patch is near the _____. (1)

QUESTION 6

Figure 6: Grid reference (This is a map of a small town)



Source taken from Platinum Social Sciences Grade 4, p.45, Ranby P, et al

6. Study the map and answer the questions.

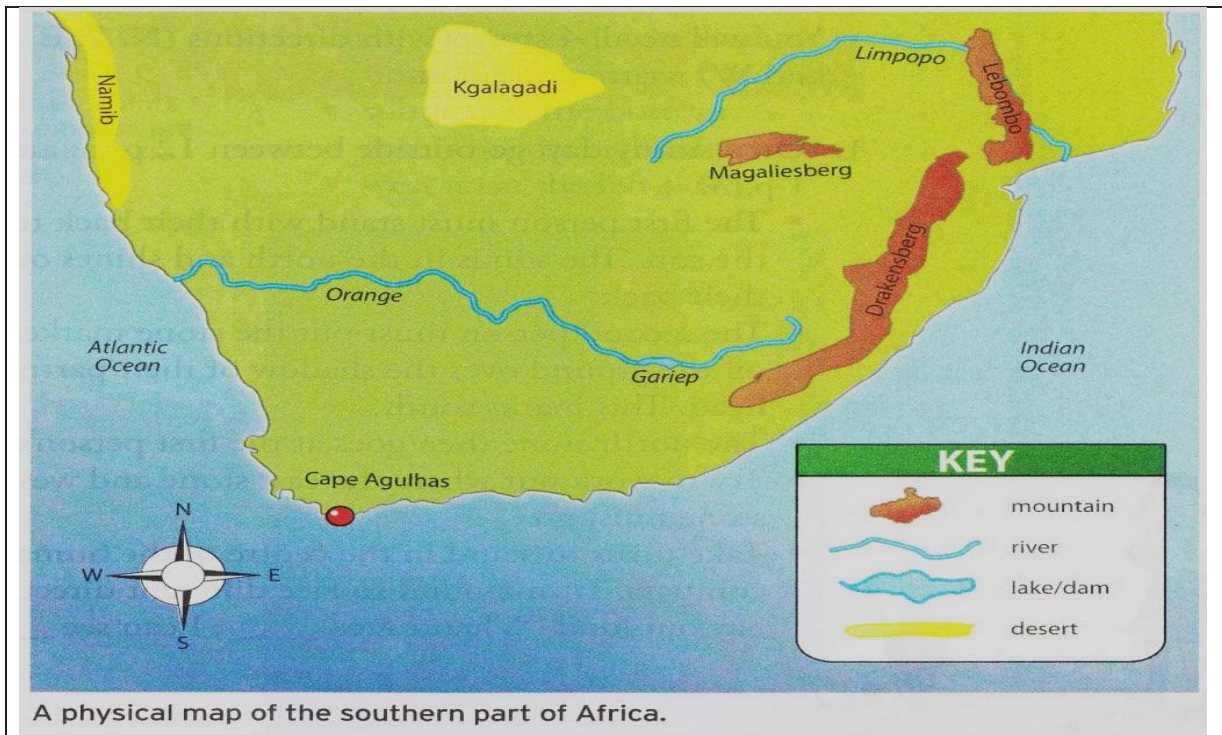
6.1 Which building is in A4? _____ (1)

6.2 Give the grid reference for the police station. _____ (1)

6.3 Explain how you will walk from the school to the shop. (3)

QUESTION 7

Figure 7: Physical map of Southern Africa showing oceans, land, desert, mountains, rivers and lakes



Source taken from Study and Master Social Sciences Grade 4, p. 36, Heese S, et al

7. Study the map and answer the questions.
- 7.1 Name the ocean to the east of South Africa_____ (1)
- 7.2 Name the mountain range in the South East of South Africa _____ (1)

TOTAL MARKS: 25

GRADE 4 MARKING GUIDELINES

MARK ALLOCATION: 25

QUESTION 1

PICTURES	WORDS
A	Cow shed
B	Flats
C	Shop
D	Pertol Station

(1X4)

QUESTION 2

2.1 Tar (1)

2.2 People (1)

QUESTION 3

	PICTURE A (SOURCE A)	PICTURE B (SOURCE B)
1.	House A has electricity	House B has no electricity
2.	Electric appliances	No electric appliances
3.	They use an electric stove to cook	They make fire on the floor to cook
4.	They have water inside the house	They fetch water from outside
5.	They wash dishes in the sink	They wash dishes in a bucket
6.	They keep the food in the fridge	They keep the food in a basket

Any three relevant answers

(2X3)

QUESTION 4

Answer
A - 4
B - 3
C - 1
D - 2

(1X4)

QUESTION 5

- 5.1 3
(1)
- 5.2 Storeroom (1)

QUESTION 6

- 6.1 School (1)
- 6.2 C2 (1)
- 6.3 Turn left in Shoe Street, over the bridge and then right. (3)

QUESTION 7

- 7.1 Indian Ocean (1)
- 7.2 Drakensberg (1)

TOTAL: 25

Grade 5 Geography Formal Assessment Task: Map Skills

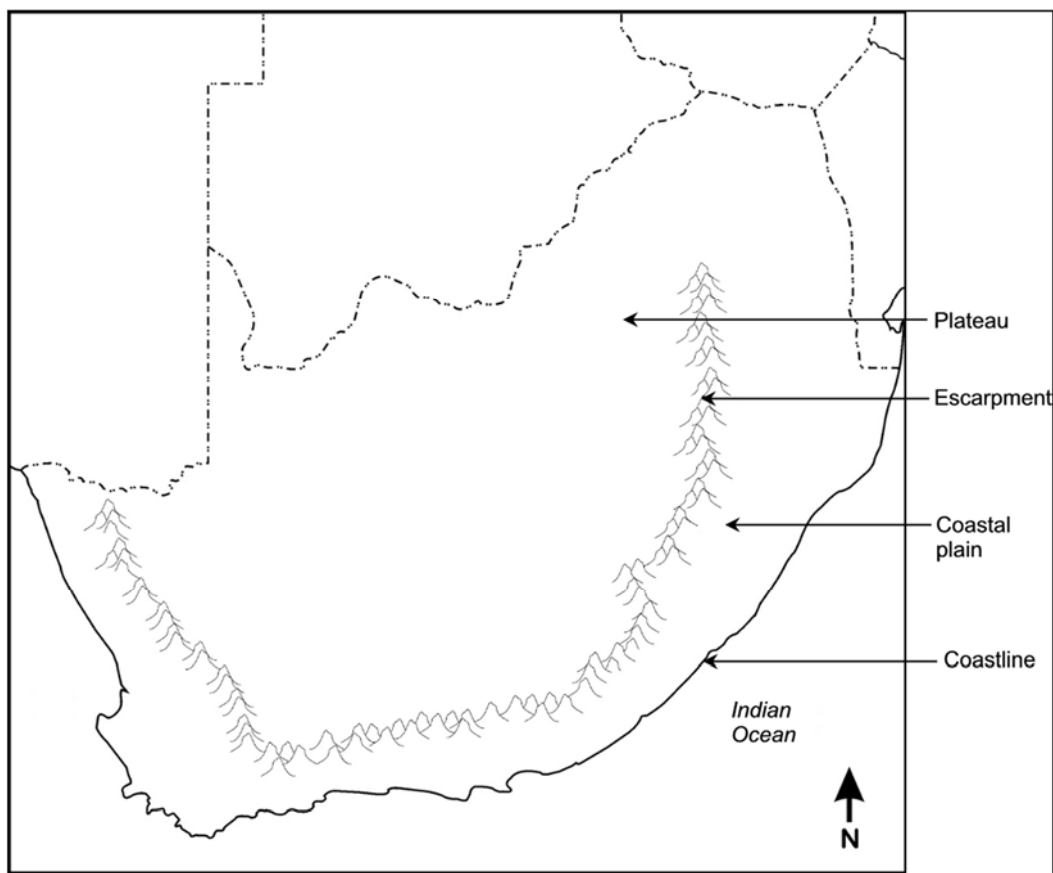
Marks: 40

Time: _____

Duration: _____

- ▶ The surface of the RSA is not as flat as a table top. The uneven nature of the surface has to do with the structure of the land. Landforms such as coastal plains, lowlands, plateaux, mountains and rivers constitute the structure of the land.
- ▶ If you look at the relief map of South Africa below, you will understand that different parts of our country are situated on different height above sea level.

Source A: Physical map of South Africa



1. Explain what is meant by the following words:

- a) Plateau
- b) Escarpment
- c) Coastal plain
- d) Coastline

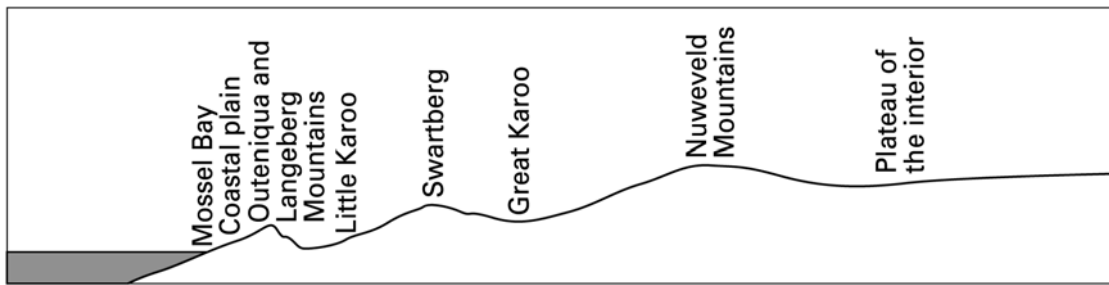
2x4 = [8]

2. On what kind of a map would you learn about the physical features of a country?

[2]

3. Study **Source B** below which shows a profile of the Little Karoo and the Great Karoo and answer the questions below it.

Source B: The Little Karoo and the Great Karoo



- Between which two mountain ranges is the Great Karoo? [2]
- Which mountain ranges do we find in the south of the Little Karoo? [2]
- Which mountain ranges do we find in the north of the Little Karoo? [1]
- Which one of the following places is higher than the other, Mossel Bay or Nuweveld Mountains? [1]
- Explain your answer in d) above. [2]
- If you were to walk from the Great Karoo to Nuweveld Mountains, would you be moving to a higher area or lower area? [1]
- What is a bay? [2]

4. Study the pictures in Sources C and D below and answer the question based on them.

Source C: Table Mountain



Source: www.google.com/

Source D: Cathedral Peak, a part of Ukhahlamba-Drakensberg Mountain range



Source: www.dewetswild.com

- a) Explain why Table Mountain and Ukhahlamba-Drakensberg were given these names. [4]
- b) In which province and city is Table Mountain located? [2]

Source E: Major rivers of South Africa



5. Study **Source E**, the map of South African rivers and answer the questions below.
 - a) In which direction does the Orange river flow? [1]
 - b) Why does the Orange river follow a long route to the Atlantic ocean instead of taking a shortcut to the Indian ocean? [2]
 - c) Why does the Orange river have few tributaries in the western part? [2]

- d) With which countries does Limpopo form the border with South Africa? [2]
- e) What do we call a place where a river starts to flow? [1]
- f) What do we call a place where a river ends? [1]
- g) Explain the difference between a catchment area and a river system. [4]

Making Guidelines

1. Explanations
 - a) A plateau is a large area of flat land and is quite high above sea level. ✓ ✓
 - b) Escarpment is a steep land on the edge of a plateau. ✓ ✓
 - c) Coastal plan is a flat area near the coast. ✓ ✓
 - d) Coastline is an area where the land meets the sea. ✓ ✓
2. You learn about the physical features of a country in a physical map or relief map.
3. Source B
 - a) Swartberg ✓ and Nuweveld mountains ✓.
 - b) Outeniqua ✓ and Langeberg ✓ mountains. (Any 1)
 - c) Swartberg ✓
 - d) Nuweveld mountains. ✓
 - e) Mosselbay is closer to the sea compared to Nuweveld mountains, therefore it has a lower altitude compared to Nuweveld, which is a mountain range. ✓ ✓
 - f) Higher area ✓
 - g) A bay is a curved area of land on the coast. ✓ ✓
4. Source D – Table mountain and Ukhahlamba-Drakensberg
 - a) Table mountain resembles a table ✓, it has a large flat at the top ✓ like a table. Ukhahlamba- Drakensberg is a Zulu word which means ‘barriers of spear ✓’, the mountain peaks resemble the spears ✓. The Boers called it Drakensberg because to them, the mountain peaks resembled a dragon’s back. ✓ ✓
 - b) Cape Town. ✓
5. Source E
 - a) Westerly direction. ✓
 - b) Rivers flow from high-lying areas to low-lying areas, the land is flatter in the westerly direction to which the Orange river flows ✓ ✓ OR; the land is steep in the easterly direction and rivers cannot flow from low-lying areas to low-lying areas. ✓ ✓
 - c) The western part of the country receives low rainfall; it is a semi-desert area (Kalahari) as a result, there are fewer rivers/ tributaries in the western part of the country compared to the eastern part. ✓ ✓
 - d) Zimbabwe ✓ and Botswana. ✓
 - e) A (river) source ✓
 - f) (River) mouth ✓
 - g) A catchment area is an area covered by one main river and all its tributaries ✓ ✓, a river system is a main river and all its tributaries. ✓ ✓

GEOGRAPHY GRADE 5 PROJECT: WEATHER, CLIMATE AND VEGETATION

TIME ALLOCATION:

DATE:

MARKS: 30



PROJECT: OBSERVING AND RECORDING THE WEATHER

For this project you will observe and record the weather every day at school for two weeks in August. Your teacher will explain how the marks will be awarded. Please follow the steps below:

INSTRUCTIONS:

Step 1:

- 1.1 Write in your neatest handwriting.
- 1.2 You may use colour when you do your drawings.
- 1.3 **Make two copies of the table below (Figure 1). One is for days 1- 5 as shown below in Figure 1, and the other for days 6 – 10.** Leave enough space to write in each block.
- 1.4 Gather (or make) any instruments that you will use i.e. thermometer, windsock.

Figure 1: Recording of the weather elements (example)

WEATHER ELEMENT	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Temperature (°C) or words					
Rainfall (mm)					
Precipitation type					
Wind strength					
Wind direction (direction from which the wind is blowing)					
Cloud cover					

Step 2: Make your observations and measurements, and record them.

- 2.1 Find an open space in the school grounds.
- 2.2 Find North, and draw an arrow to show where it is – you could use powder paint/chalk. Also mark West, East and South and put a piece of cloth or tape on a stick to show the directions of the wind.
- 2.3 Put the rain gauge (instrument) on a level piece of ground, away from trees and buildings.
- 2.4 Collect all the information each day at the same time.
- 2.5 Record your observations and measurements in your table.

Step 3: Report back on your findings

- 3.1 Look at the record below (Figure 2) of each element of weather for the two weeks to see how things changed or stayed the same over the two weeks.

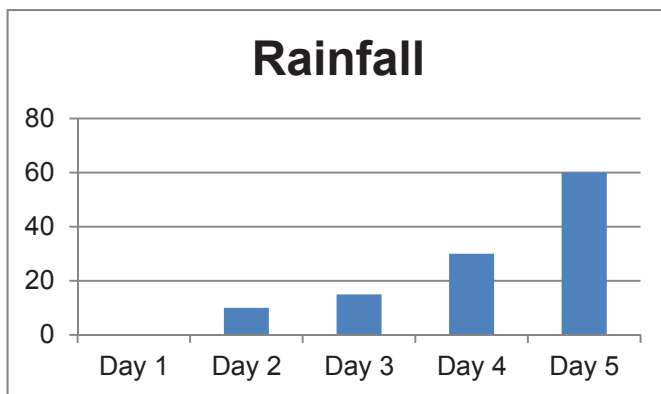
Figure 2: Weather patterns

Weather element	Day 1	Day 2	Day 3	Day 4	Day 5
Temperature (°C) or words	22	23	25	20	17
Rainfall (mm)	0	10	15	30	60
Precipitation type	Fine	Drizzle	Drizzle	Heavy rain	Thunder storm, rain and hail

3.2 Sketch pictures of the following: a thermometer and a wind sock and write in your own words what each instrument is used for.

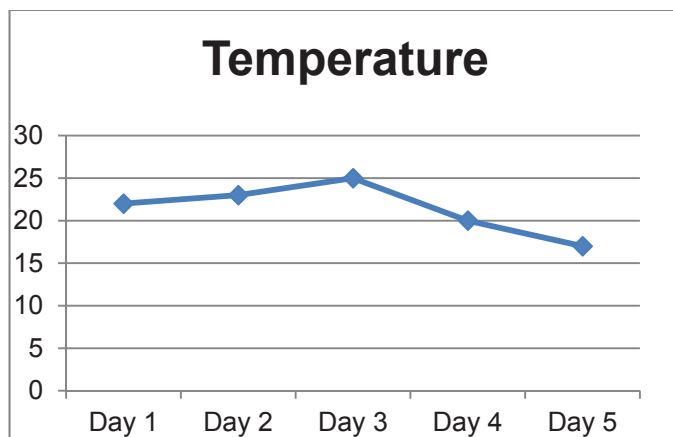
- 4 Draw a **bar graph**, using the data from **Figure 2**, to show rainfall. A bar graph uses parallel bars of different lengths to illustrate comparative aspects.

Figure 3: Example of a bar graph to show rainfall



- 5 Draw a **line graph** to show temperature measurements for each week. Use the data in Figure 2. A line graph is a diagram of lines made by connected data points which represent the temperature. REMEMBER to give your graph a heading, and to label the axes.

Figure 4: Example of a line graph



- 6 Write a paragraph of 5 - 6 sentences to describe the weather patterns over two weeks, and how it affects people's lives. Use the words you have learned and any measurements you have made.

DUE DATE:

MONITORING DATES: 1.....

2.

3.

Hint to teachers:

- Issue the project about Weather and Climate early in term 3. The learners need to note that they will be formally assessed on this topic.
- Learners also need to know the assessment criteria (derived from your aims) that will be used.
 - They need to understand and work with a range of sources, including the data they have recorded.
 - This project has a strong focus on observation and recording of information through fieldwork and it forms part of the essential knowledge and skills required to complete the curriculum.
 - Learners need to develop the skill to communicate the data by drawing different graphs
- The task needs to be completed under controlled conditions to ensure authenticity.
- Determine a due date.
- Determine 3 monitoring dates (put up a notice in the class to remind them).
- A discussion with the learners about the assessment criteria and the level descriptors of the rubrics included in the marking guidelines is of utmost importance.

SOCIAL SCIENCES: GEOGRAPHY

GRADE 5 MARKING GUIDELINES (MEMORANDUM): TERM 3

PROJECT - WEATHER, CLIMATE AND VEGETATION OF SOUTH AFRICA

MARKS: 30

1. Use the following rubric to assess the project:

Criteria	Level 4 (4-5 marks)	Level 3 (3-4 marks)	Level 2 (2-3 marks)	Level 1 (0-1 marks)
Design a table with the relevant weather elements to record the relevant information.	A table with the relevant weather elements to record the relevant information has been very well designed.	A table with the relevant weather elements to record the relevant information has been suitably designed	A table with the relevant weather elements to record the relevant information has been designed	A table with the relevant weather elements to record the relevant information has not been suitable designed.
	Level 4 (4 marks)	Level 3 (3-4 marks)	Level 2 (2-3 marks)	Level 1 (0-1 marks)
Records observations every day for two weeks	All observations have been recorded every day for two weeks	Almost all observations have been recorded every day for two weeks	A number of observations have been recorded every day for two weeks	No observations have been recorded
	Level 4 (4-5 marks)	Level 3 (3-4 marks)	Level 2 (2-3 marks)	Level 1 (0-1 marks)
Uses appropriate descriptions or measurements of: • Temperature • Cloud cover • Precipitation • Wind	Clear detailed descriptions or measurements of: Temperature, cloud cover, precipitation and wind have been used	Appropriate descriptions or measurements of: Temperature, cloud cover, precipitation and wind have been used	Satisfactory use of descriptions or measurements of: Temperature, cloud cover, precipitation and wind have been used	Descriptions or measures of temperature, cloud cover, precipitation and wind have not been used
	Level 4 (4-5 marks)	Level 3 (3-4 marks)	Level 2 (2-3 marks)	Level 1 (0-1 marks)

Clear drawings showing reading on thermometer, how direction is shown by wind sock and a description of the use of each drawing.	Clear detailed drawings showing reading on thermometer, how direction is shown by wind sock and a description of the use of each drawing.	A number of drawings showing reading on thermometer, how direction is shown by wind sock and a description of the use of each drawing.	Not all the drawings showing reading on thermometer is clear, how direction is shown by wind sock and a description of the use of each drawing.	No drawings showing reading on thermometer, how direction is shown by wind sock and a description of the use of each drawing.
	Level 4 (4-5 marks)	Level 3 (3-4 marks)	Level 2 (2-3 marks)	Level 1 (0-1 marks)
Drawing of graph: • Bar graph • Line graph	Correct drawing of both a bar graph showing rainfall and a line graph showing temperature	Almost both drawings of a bar graph showing rainfall and a line graph showing temperature are correct.	Not all drawing of a bar graph showing rainfall and a line graph showing temperature are correct.	No drawing of a bar graph showing rainfall and a line graph showing temperature

TOTAL MARKS FOR THE ABOVE CRITERIA: 24

Paragraph writing:

The paragraph may include the following aspects:

- The first four days were warm and dry.
- There were no clouds in the sky.
- It was calm.
- Everyone wore summer clothes.
- On day 5 it was overcast and cool.
- There was a light wind.
- Most people wore a jersey at school.
- It was cold and overcast on day 6 and there was a drizzle.
- The wind was moderate.
- We measured 5mm in our rain gauge.
- On day 7, it was partly cloudy and cool, but there was no rain.
- The rest of that week was fine, and it got warmer again.

The following rubric may be used:

LEVEL 1	• Omissions in coverage or sparse content. • Question inadequately addressed or not at all	0 – 2 marks
LEVEL 2	• Question has been answered to a certain extent. • Content adequately covered and relevant. • Paragraph planned and structured to a certain extent. • Evidence used to defend the argument.	3 – 4 marks
LEVEL 3	• Question has been fully answered. • Content selection relevant to line of argument. • A planned and structured paragraph. • Evidence used to defend the argument.	5 – 6 marks

TOTAL MARKS FOR PARAGRAPH WRITING: 6

TOTAL MARKS FOR PROJECT: 30

GEOGRAPHY GRADE 5 PROJECT

OBSERVING AND RECORDING WEATHER – 30 MARKS

STEP 1:

- Use the table provided to observe and record the weather conditions of your town or city for TWO school weeks.

STEP 2:

- Study your table carefully.
- Write THREE sentences that describe the weather patterns for two school weeks.
- Describe how the observed weather conditions affect the lives of the people (two sentences).

STEP 3:

- Hand in your project after you have completed it. **Due date:** _____
- Marks will be deducted for projects submitted after the due date.

Key to
use for
drawings



Sunny



Partly
cloudy



Cloudy



Rain



Light to
moderate
chance of rain



Thunderstorms



Snow



Wind speed/
direction

Date	Temperature Minimum	Temperature Maximum	Cloud cover (Draw)	Precipitation (Draw)	Wind speed / direction
Day 1 Date : _____					
Day 2 Date : _____					
Day 3 Date : _____					
Day 4 Date : _____					
Day 5 Date : _____					
Day 6 Date : _____					
Day 7 Date : _____					
Day 8 Date : _____					
Day 9 Date : _____					
Day 10 Date : _____					

2. Write **TWO** sentences that describe the weather patterns for the two weeks you observed.

(2x1)2

3. Describe **THREE** ways how the weather conditions affected your life during the observed time. (3x1)3

ASSESSMENT TOOL (RUBRIC) FOR MARKING GEOGRAPHY PROJECT

Assessment criteria	Mark allocation	Learner's mark
Records observations every day for two school weeks.		
<u>Question 1:</u>		
1. Correct minimum temperature	5	
2. Correct maximum temperature	5	
3. Correct cloud cover symbol	5	
4. Correct precipitation symbol	5	
5. Correct wind speed / direction symbol	5	
<u>Question 2:</u>	2	
<u>Question 3:</u>	3	
TOTAL MARKS	30	

GEOGRAPHY GRADE 6 FORMAL ASSESSMENT TASK

CLIMATE AND VEGETATION AROUND THE WORLD

TIME ALLOCATION:

MARKS: 40



INSTRUCTIONS:

For this task you will have to read data from a graph and a map and explain certain questions in your own words. Your teacher will explain how the marks will be awarded. This task must be completed by _____ (date).

Follow the steps below:

Step 1

2. Write neatly and legibly.
3. If possible, use a colour pencil when you do your drawings.
4. Make sure that you read the question carefully and that you understand what the question asks.
5. Study the graph or paragraph thoroughly before you give your answer.
6. Complete this task in your **Geography exercise book**.

7. Study the map below:

1. Use the word **hot, mild or cold** to describe South Africa's climate.

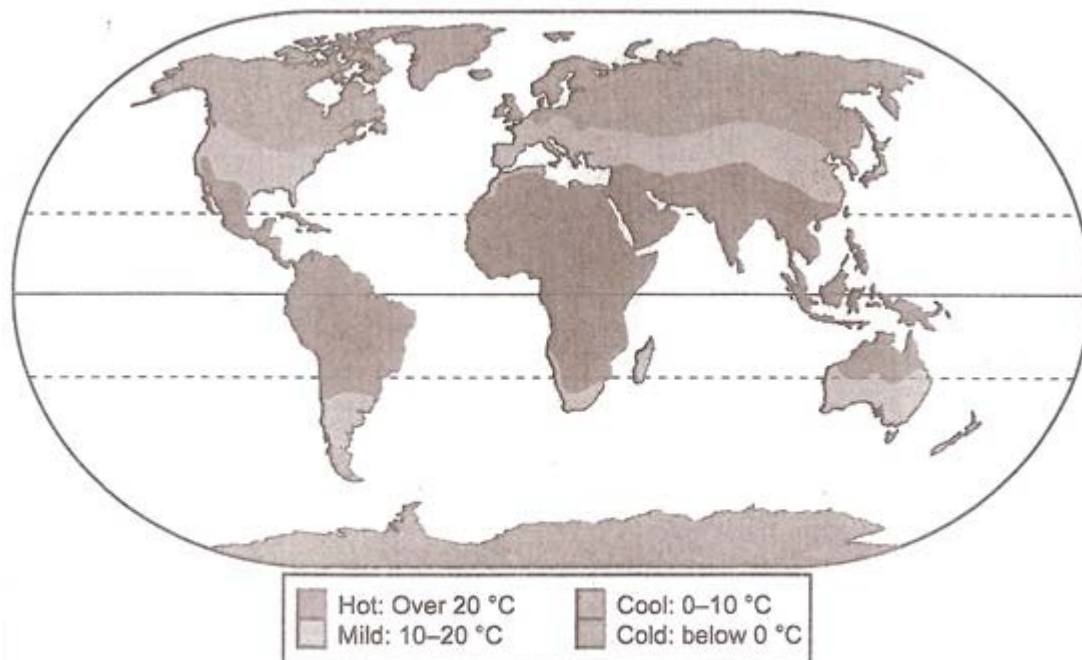
.....

2. Name two parts of the world that have cold climates.

.....

.....

(3)



The world's hot, cold and mild climates

Source: Social Sciences Solutions for all Grade 6 Learner book

Step 2. Look at the temperatures of these five cities.

LONDON	4°C
MOSCOW	-5°C
TOKYO	8°C
SINGAPORE	33°C
DUBAI	21°C

Temperatures recorded on January 31, at 9 am

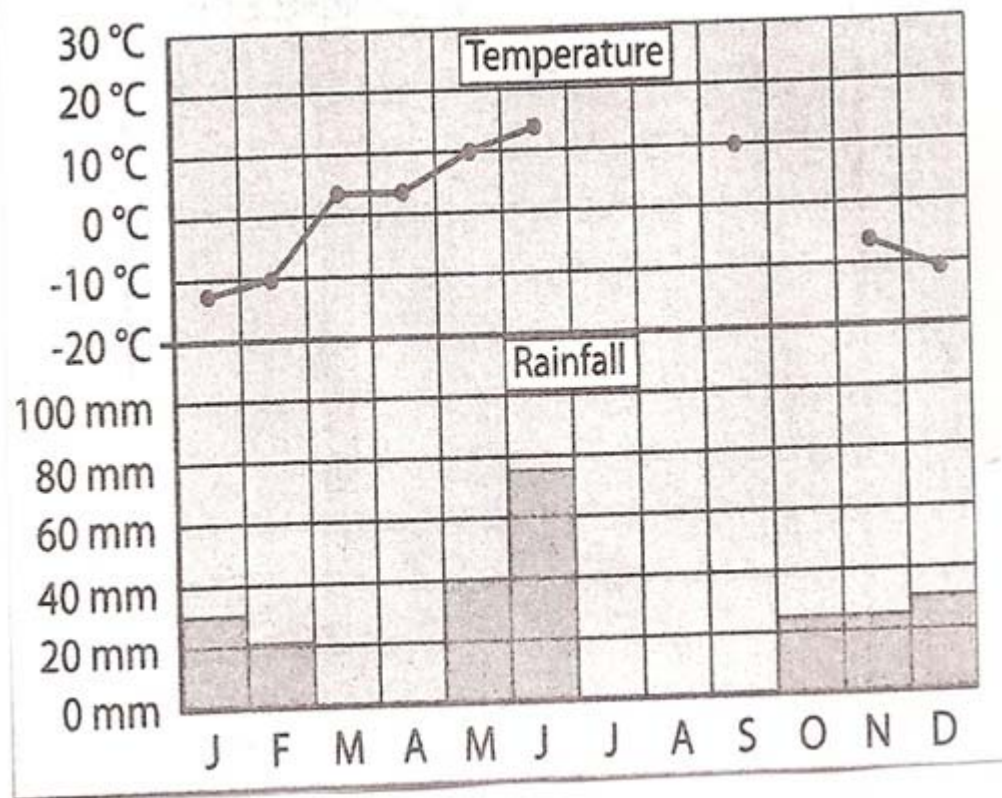


Source: Social Sciences Solutions for all Grade 6 Learner book

1. List the cities in order of rising temperature. Start with the city that has the coldest temperature. (2)

Step 3. Study the graphs below thoroughly.

1. Copy the partly-drawn graphs in your exercise book.
2. Complete the graphs by using the information in the table below: (6)

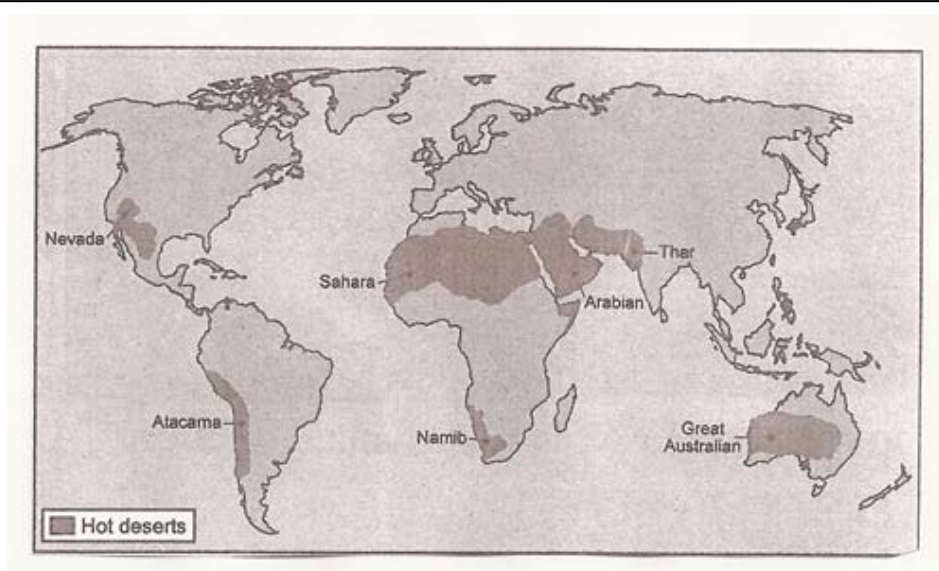


	J	F	M	A	M	J	J	A	S	O	N	D
°C	-13	-10	4	4	10	14	15	15	10	4	-4	-11
mm	31	21	19	18	40	75	70	63	47	24	24	30

Source: Social Sciences Solutions for all Grade 6 Learner book

3. Which climate region does the graph show? (cold, mild, warm),
(Southern/ northern hemisphere) (2)
4. In which month was the coldest temperature measured? (1)
5. During which month was the most rain recorded? (1)
6. Calculate the total precipitation for the year. (2)

Step 4. Study the map below:



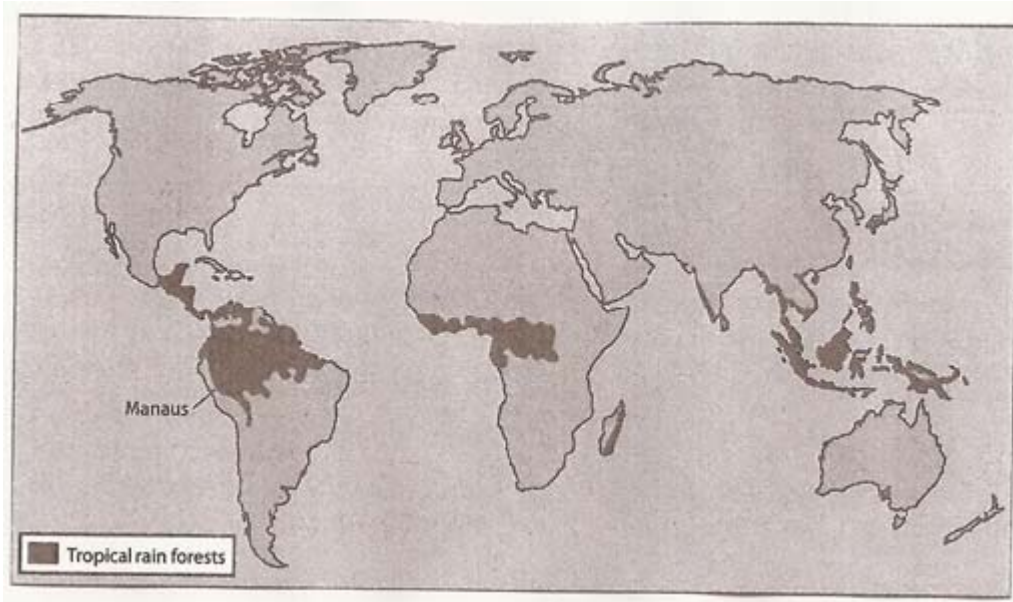
Source: Social Sciences Solutions for all Grade 6 Learner book

1. Name the desert closest to South Africa. (1)
2. Name the desert in Africa that is in the Northern Hemisphere. (1)
3. On which continent do we find the biggest desert? (1)

Step 5. Study / read the information about the Tropical Rainforests thoroughly.

Location:

We can divide the world into regions. Regions are large areas that have similar temperature, rainfall and vegetation. In this topic we will look at three climate regions. One of these is on the map below.



Source: *Social Sciences Solutions for all Grade 6 Learner book*

Rainforest climate:

The rainforest region is mostly between the Tropic of Cancer and the Tropic of Capricorn. There are no real seasons in the rainforest region. The temperature of this region is more or less the same throughout the year. There is more rain in some months than others. Rainforests are hot and humid places. There are thunderstorms almost every day.

- Average yearly temperature: 25°C
- Yearly rainfall close to 2 000 mm
- **Natural vegetation:**

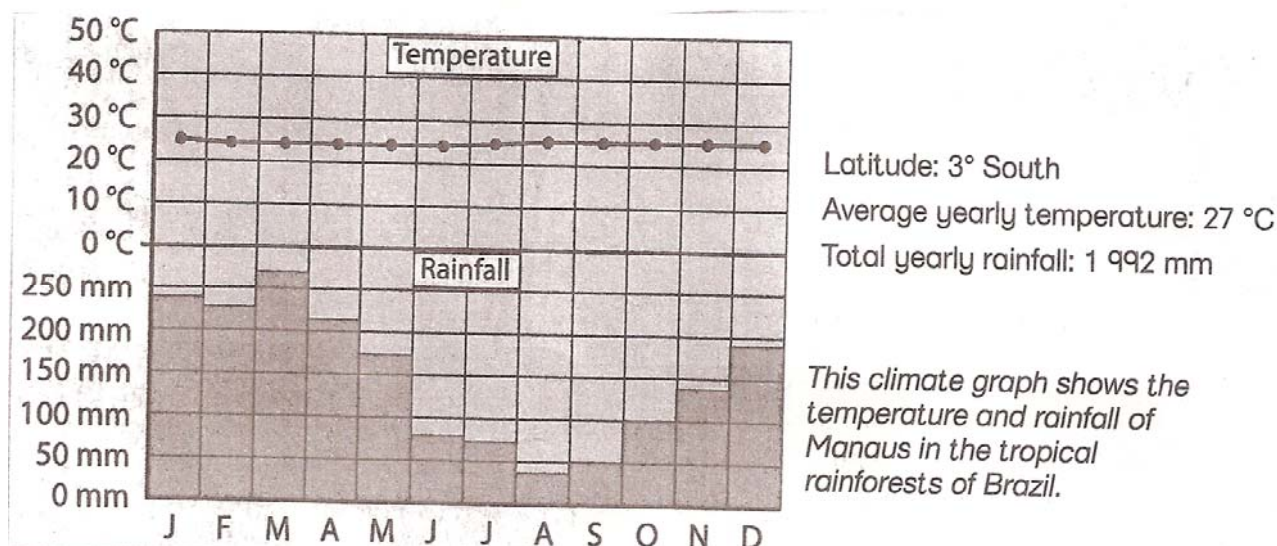
Rainfall and temperature affect the kind of vegetation that grows in rain forests.

- There are more than 1 000 different kinds of trees in the rainforest
- The trees lose their leaves at different times of the year so the forest always looks green
- Some plants grow on the trees
- Most rainforest trees are deciduous
- Leaves and dead trees litter the forest floor
- Other plants grow under the canopy of tall trees. These include ferns, vines and long rope-like plants called lianas

Deforestation – reasons and consequences:

The world's rainforests are being cut down and destroyed at an alarming rate. Every hour an area of rainforest the size of 4 000 soccer fields disappears. The plants and animals that used to live in these forests either die or must find a new area to live in. Human beings are the main destroyers of the rainforests. People cut down trees in rainforests for many reasons.

Study the graphs and text below.



Source: Social Sciences Solutions for all Grade 6 Learner book

- Where do you think this “place” is situated? (northern or southern hemisphere)
Give a reason for your answer (see map). (2)
- Give the rainfall in mm for the month of March (1)
- What was the average temperature for the year in °C? (1)
- The lowest rainfall occurred in (month) and wasmm. (1)

Step 6: Paragraph

Write at least 10 (ten) sentences, in your own words, on the things that we as humans can do to save mother earth from declining into a word-class disaster. (10)

Due date:

Monitoring dates: 1.....
2.
3.

Hint to teachers:

- The data handling will be completed in the 3rd term.
- Inform learners and parents of the due date.
- Learners also need to know the assessment criteria (derived from your aims) that will be used.

- They need to write the information in a coherent way. This can be a teaching moment.
- The task need to be completed under controlled conditions to ensure authenticity.
- To extract relevant information is a skill. Show the learners how to extract relevant information.
- Information may be displayed on the classroom wall.

Inform the learners that you will be using the following criteria to mark their Formal Assessment Task.

Criteria	Mark Allocation
Step 1: Give the correct answer.	3
Step 2: List the temperature.	2
Step 3 Study the graph • Copy and complete the graph • Complete the questions	6 6
Step 4 Study the map: • Answer the questions	3
Step 5: Study and read information • Graph questions	6
Step 6: Paragraph writing	10
Provides a clear, neat and attractive report	4
TOTAL MARKS	40

GRADE 6 PROJECT MARKING GUIDELINES

CLIMATE AND VEGETATION AROUND THE WORLD

DATA-HANDLING
40

MARK ALLOCATION:

Step 1

1. Mild (1)
2. North Pole and South Pole (2)

Step 2: (NB: 2 marks for listing the cities in accordance with the question).

1. Moscow
2. London
3. Tokyo
4. Dubai
5. Singapore (2)

Step 3:

- 1 & 2 Complete graphs (6)
3. Cold and northern hemisphere (2)
4. January (1)
5. June (1)
6. 462 (460, 461, 463, 464 acceptable) (2)

Step 4:

1. Namib (1)
2. Sahara (1)
3. Africa (1)

Step5:

1. Southern hemisphere
2. Latitude 3° south (2)
3. 275 mm (270 – 280 acceptable)
4. 27° (25 – 28 acceptable)
5. August 40mm (4)

Step: 6

Try to save energy, use electricity economically. We must plant more trees. Try to prevent global warming. Humans must use paper economically. We must find other forms of energy. We must build more dams to save water. Humans must prevent veld fires. Farmers must use all the land they can to farm on and for cattle to graze on. We must use ozone-friendly gases to prevent global warming. Trees provide us with oxygen. The more trees we have, the less carbon dioxide will be in the air. We must educate all the people on earth to save our forests. We must prevent soil erosion because it will reduce flooding. Human must stop polluting water; we all need clean, fresh water.

(10)

Use this rubric to mark the paragraph writing.

LEVEL 1	• Omissions in coverage or sparse content. • Question inadequately addressed or not at all	0 – 3 marks
LEVEL 2	• Question has been answered to a certain extent. • Content adequately covered and relevant. • Paragraph planned and structured to a certain extent. • Evidence used to defend the argument.	4 – 7 marks
LEVEL 3	• Question has been fully answered. • Content selection relevant to line of argument. • A planned and structured paragraph. • Evidence used to defend the argument.	8 – 10 marks

GEOGRAPHY GRADE 6 FORMAL ASSESSMENT TASK

DATE:

TIME:

MARKS: 40

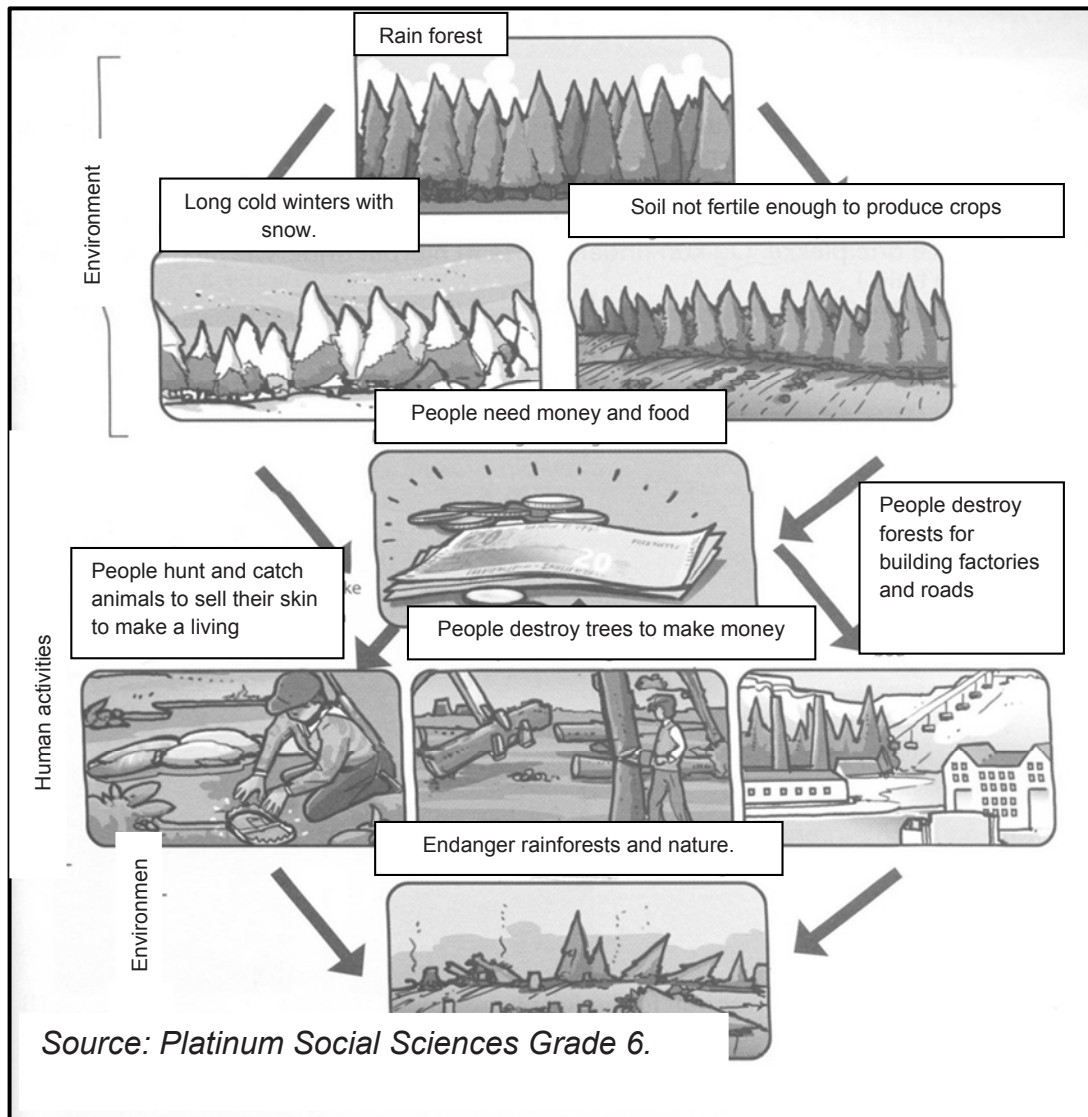
Name of learner: _____

INSTRUCTIONS TO LEARNERS:

1. Read all the questions carefully
2. Answer ALL the questions.
3. Write clearly and legibly.
4. Read sources carefully to assist you in answering questions.
5. Write your answers in the spaces provided

Question 1

SOURCE A: The relationship between human activities and the environment.



Study **SOURCE A** and use the information in the source and your own knowledge to answer the following questions.

1.1 Write 2 sentences to explain the reasons for deforestation.

(2x1) 2

1.2 Use the words in the box to complete the sentences below.

rain forests; destroy; deforestation; coniferous forests; winters; summers

1.2.1 People _____ forests to built factories. (1)

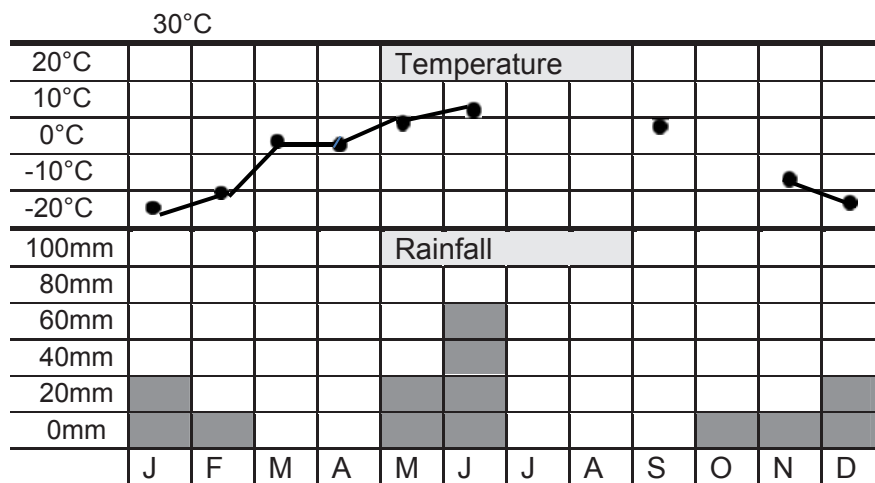
1.2.2 Coniferous forests have long cold _____ with snow. (1)

Question 2

SOURCE B: Table with temperature and rainfall figures

	J	F	M	A	M	J	J	A	S	O	N	D
°C	-13	-10	4	4	10	14	15	15	10	4	-4	-11
mm	40	20	20	60	40	80	60	80	40	20	20	40

2.1. Use the temperature and rainfall figures in SOURCE B to complete (colour-in or shade) the following graph. (8x1)8

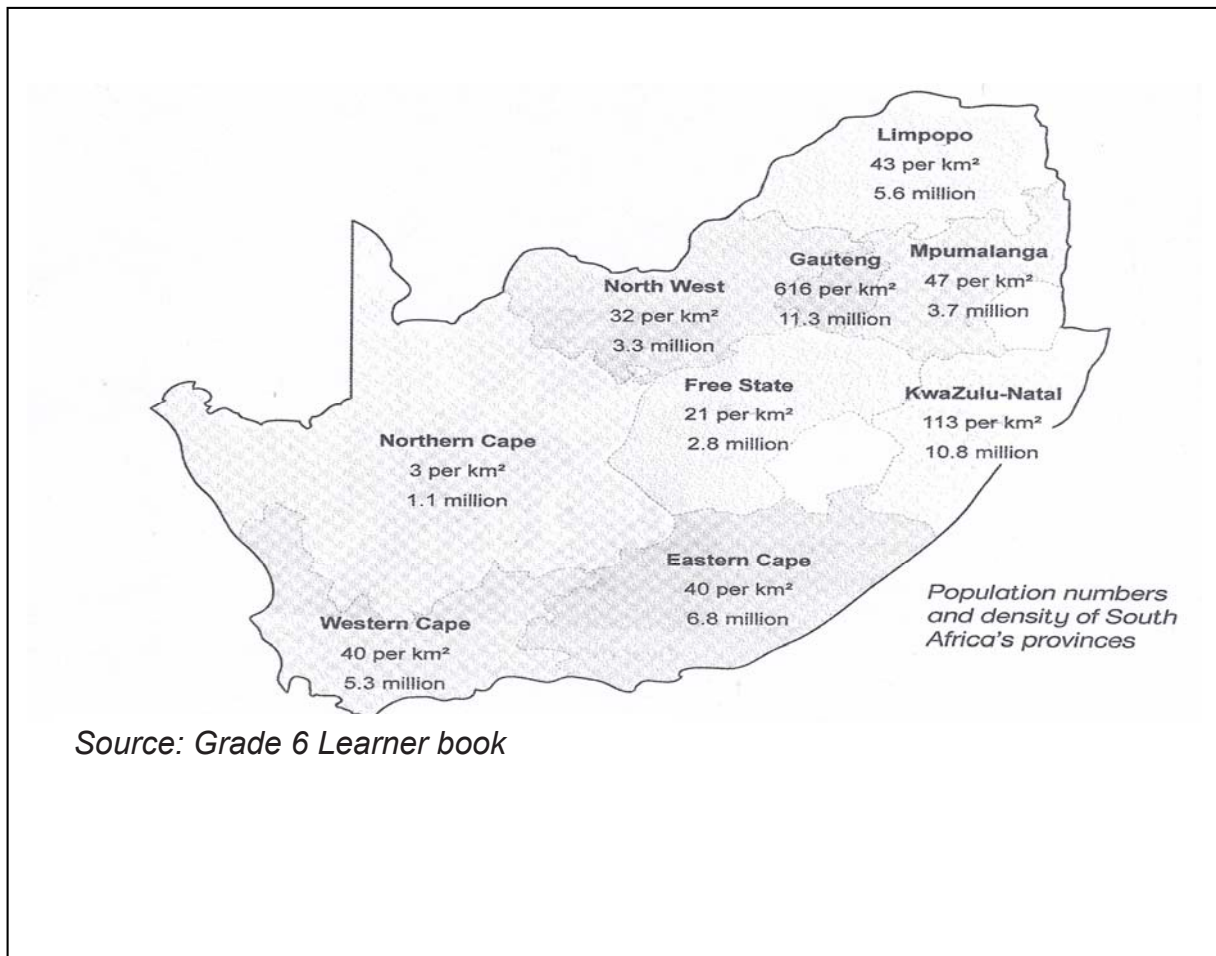


Source C: Macmillan SS Gr. 6

[8]

Question 3

SOURCE C: Population of South Africa



Study **SOURCE C** and also use your knowledge to answer the following questions.

3.1 What is the total population of your province?

_____ (1)

3.2 Which TWO provinces have the smallest population?

_____ and _____ (2x1) 2

3.3 What is the total population of the provinces mentioned in 3.2?

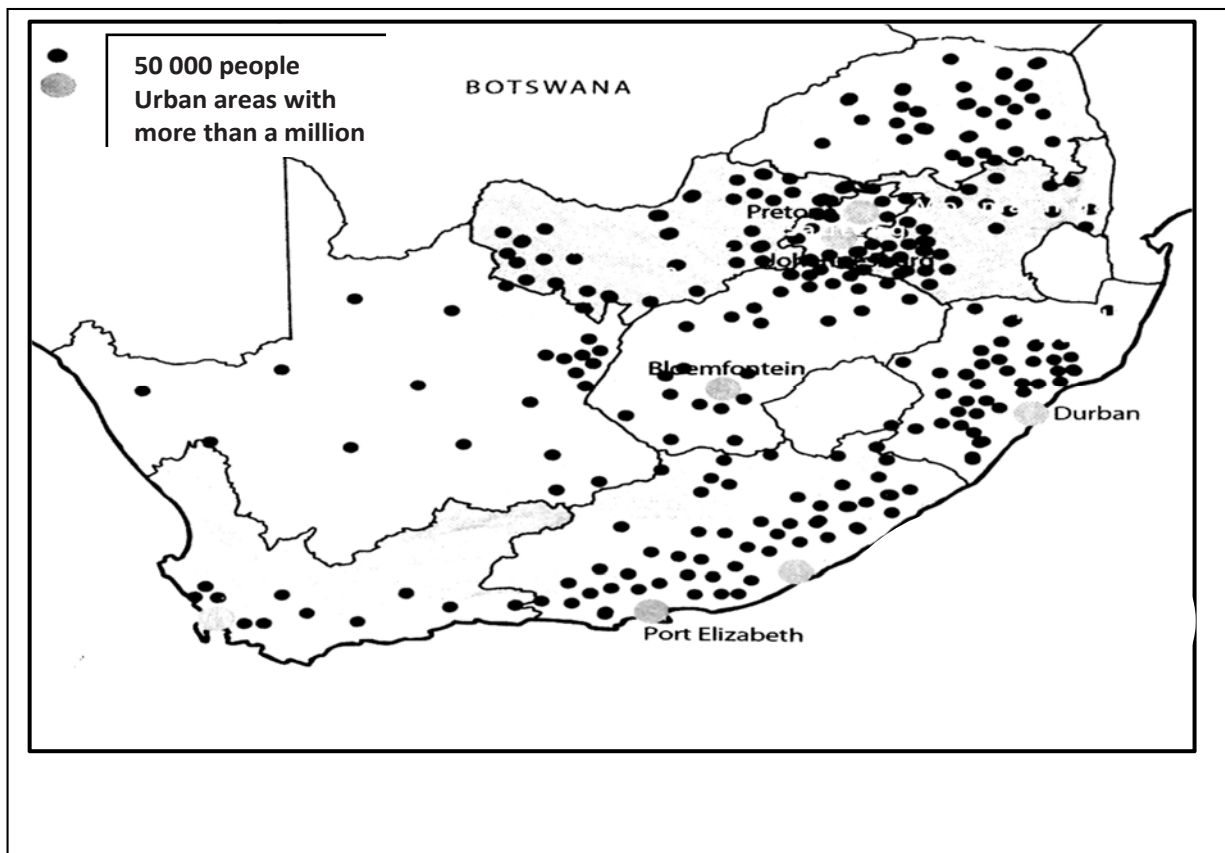
_____ (1x2) 2

3.4 Give TWO reasons why most people prefer to live on the Eastern side of the country.

_____ (2x1) 2

Question 4

SOURCE D: Population distribution and density in South Africa



Source: Maskew Miller Longman Platinum, Social Sciences Gr.6

Study SOURCE D and also use your knowledge to answer the following questions.

4.1 South Africa has an uneven population distribution.

Explain why the population is distributed as such. Write about six (6) facts.

(6x1) 6

4.2 Explain in your own words the difference between urban and rural areas.

(2x1) 2

4.3 Give TWO reasons why people move to urban areas.

(2x1) 2

4.4 Mention TWO challenges experienced by people living in rural areas.

(2x1) 2

Question 5: Rainforests

Complete the facts about forests and their leaves in coniferous forests using the words in the block.

do	smallest	water	canopy	don't	tallest	emergent	light
-----------	-----------------	--------------	---------------	--------------	----------------	-----------------	--------------

5.1. The shrub layer leaves are leaves that are broad and _____ to catch.

5.2. Buttress roots develop to support the _____ trees.

5.3. Trees that _____ lose all the leaves during winter are called evergreen.

5.4. The trees that shade the lower levels and block rainfall are called _____
(4x1) 4

MARKING GUIDELINES

Question 1

1.1. Make space for businesses; make space for houses/ residential development/ urbanisation

Furniture can be made out of wood, paper is made from wood ✓✓

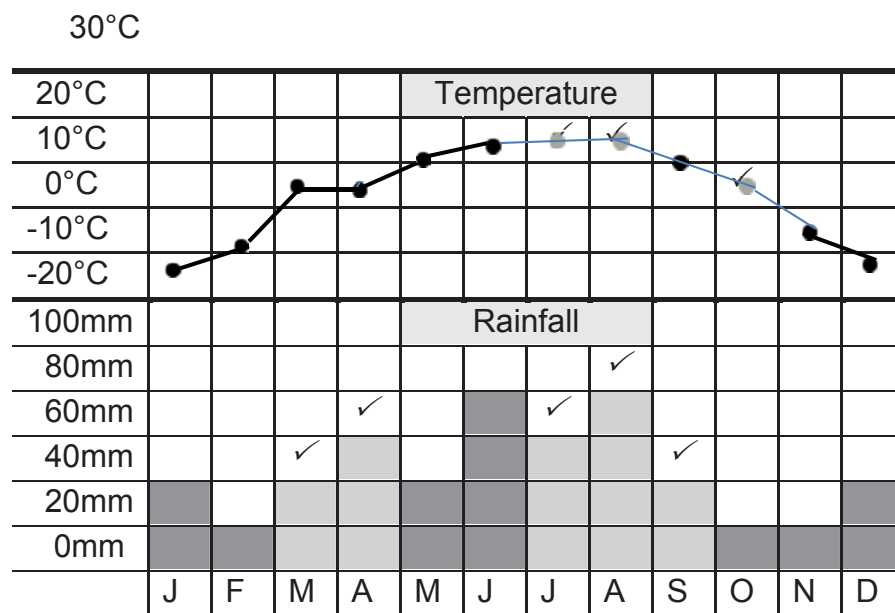
1.2.1 destroy✓

1.2.2 winters✓

Question 2

Indication of correct temperature in a Line graph: July 15°; August 15°; September 10°C.

Indication of correct rainfall in a Bar graph: March 20mm; April 60mm; July 60mm; August 80mm; September 40mm.



Question 3

3.1 Teacher must use own professional description.

3.2 Northern Cape✓ and Free State✓

3.3 1.1 million + 2.8 million = 3.9 million✓

3.4 More rainfall, better grazing lands, more resources, growth in towns, more work.

Question 4

4.1 Accept any 6 relevant facts.

South Africa has an uneven population distribution.✓ The largest portion of the population is in the smallest province, Gauteng.✓The biggest province, the Northern Cape, has the smallest population and density.✓ It's very arid and dry.✓ The Northern part of the Western Cape is scarcely populated,✓people are more concentrated in the biggest towns and cities. It's because of the mountains and half desert areas in the Northern parts of the Western Cape.✓

4.2 Towns and cities are referred to as urban areas✓ and areas with small town, villages and farms are called rural areas.✓(Any relevant explanation)

4.3 More employment opportunities, ✓ better housing for residents and other services, opportunities to receive a good education, to be with your extended family, there are no laws forbidding movement to other areas. ✓ (Any relevant explanation)

4.4 Few job opportunities,✓ lack of services✓ like education and health, natural disasters like droughts. (Any relevant explanation)

Question 5:

5.1. light✓

5.2. tallest✓

5.3. don't✓

5.4. canopy✓

5.5.

A. Emergent✓

B. canopy✓

C. forest floor✓

D. lianas✓

History Grade 4 Project Term 1

Local History Project

What is a project?

A project is a planned task given to learners to apply knowledge gained in class. Projects are practical, comprehensive and open-ended and are done over a period of time. They allow learners to apply skills, knowledge and strategies, thus developing competencies essential for future learning. Projects make the content more concrete for learners in such a way that the curriculum is enhanced and strengthened. Projects may involve investigation and / or design, which allows learners to build models, compile reports, write essays, design posters and also do presentations.

In Social Sciences learners have to complete **ONE** project in either History or Geography in a grade in a given year. Grade 4 learners have to do a history project in the first term. Projects should be started towards the beginning of the term and the learners are to understand what they are going to do before attempting it. The educator can break the project up into little parts for easy monitoring, guiding and correcting learners' efforts (progress).

The examples of projects given below set the minimum standard required for doing a Grade 4 project. Teachers are allowed to pitch the standard of their projects higher, taking into account learners' cognitive development.

This project is about the history of a local area. The information about a local area can be found from stories and interviews with people, pictures, writing and objects. Educators and/or learners can choose from **one** of the three exemplar projects given below.

NB Teachers must work with learners throughout the project.

1. Museum display

Learners are to find different kinds of information about their local history from people (stories and interviews), pictures, writings and objects to make a museum display. Learners are to collect at least three different kinds of information from their local area. This information should be labelled using a card tag, i.e. identifying what kind of information it is and what it tells about local area.

Information on the card tag should give answers to questions such as: **Picture** – what does the picture show? Who or what is in the picture? How old is the picture? What does the picture tell us about the local history? **Object** – What is the name of the object? How old is the object? What is it made from? What is it used for? How is it used? Is it still used today? What does the object tell us about the local history? Old coin – What was the coin called? What was the value of the coin? What was it able to buy in its time? **Writing** – What type of written information is the source? Who wrote the information? When was the information written? What does the written information tell us about the local history?

Old objects are of sentimental value to families. Learners are to ask for permission to take them and return them back home after display. **This is a formal assessment task and evidence is needed.** Each learner is to take a picture(s) of his / her contributions to the museum display, label and paste it together with a card tag on an A4 paper or exercise book. Educator may also take the pictures of a museum display as evidence.

Marking the project

Kind of information	Criteria	Marks	Learners' marks
Picture	1. The label or tag explains what is in the picture 2. The label gives information about the picture and local area	2 4	
Writing	1. The label provides information about the source of writing, e.g. newspaper, letter, book title, etc. 2. The label gives information about the written information and explains about local history	2 4	
Object	1. The label identifies the object 2. The label gives information about the object and explains about local history	2 4	
Information from people (interview)	1. There is evidence that the people were interviewed to get information about local area	4	
	1. Presentation and neatness	3	
	TOTAL MARKS	25	

OR

2. History of my school

Learners can write about the history of their school. They can interview members of the community or the educator can invite a community member to the class for learners to interview (information from people). The learners can also obtain information from the school's log book entries if possible (information from written sources). The learners must include a picture(s) (old and new) of the school (information from pictures) and the name of the person(s) they interviewed in their project.

The following questions can be included in the interview questions.

- Name of the school
- Who or what the school was named after?
- What does the name mean?
- Why the school was named after that particular person/ thing?
- When was it built? Who built the school?
- What were the first buildings made of?
- How many classes did the school have at that time?
- Who was the first principal? How many teachers did the school have when it started?
- What has changed since the school was opened?
- Are there any prominent people that received education in your school? Mention them and state what they are doing now.

Marking of the project

Criteria	Marks	Learner's Marks
1. Cover page	2	
2. History of the school (including sources mentioned above)	8	
3. Things that have changed over the years	5	
4. Evidence of conducting interview	3	
5. Picture(s) of the school	4	
6. Presentation and neatness of the project	3	
TOTAL MARKS	25	

OR

1. History of my local area

Learners can also write about the history of their local area. The learners must give a description of the local area, i.e. name of the area and any other interesting information about the area. The main focus of the project is to identify and write about the historical feature(s) in their local area. Learners should include the description and history of the area and interview community members to get more information. Learners should include a picture(s) of the feature(s) in their project, which could include natural features such as rivers, mountains forests and man-made features such as places of worship, monuments, statues, etc.

Presentation of the project

Cover page

The chosen project must have a cover page

- Title of the project
- Pictures relating to the title
- Writer of the project, name of the learner, school and grade.

Marking of the project

Criteria	Marks	Learner's Marks
1. Cover page	2	
2. Description of a local area	5	
3. Identifying a historical feature(s)	2	
4. Clear description of historical feature	5	
5. Evidence of conducting interview for information	5	
6. Picture(s) of historical feature	3	
7. Presentation and neatness of the project	3	
TOTAL MARKS	25	

GRADE 4 HISTORY JUNE EXAMINATION TASK

Local History & Learning from Leaders

TIME ALLOCATION: 45 MIN

DATE:

MARKS: 25

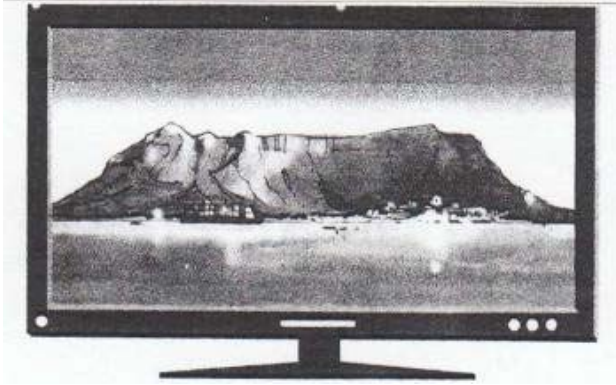


INSTRUCTIONS:

1. Answer all the questions.
2. Read all the questions and study the information (sources) carefully before you answer any question.
3. Number the questions correctly.
4. Write neatly and legibly.
5. You must write the paragraph in your own words. Do not rewrite the sources.
6. All answers must be written in full sentences.
7. Note the mark allocation.

QUESTION 1: LOCAL HISTORY

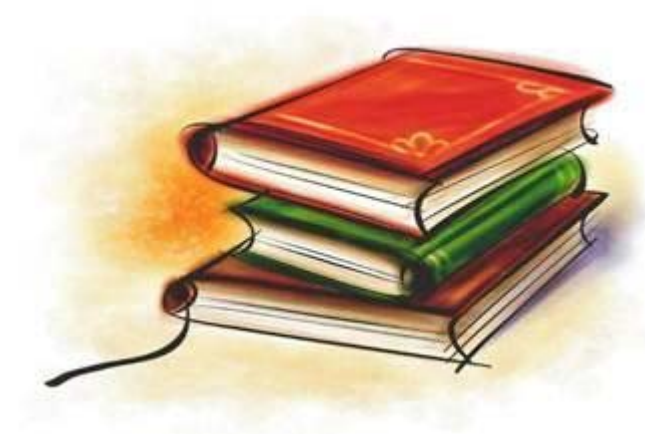
The following pictures illustrate ways in which we can find a variety of information about our local area.



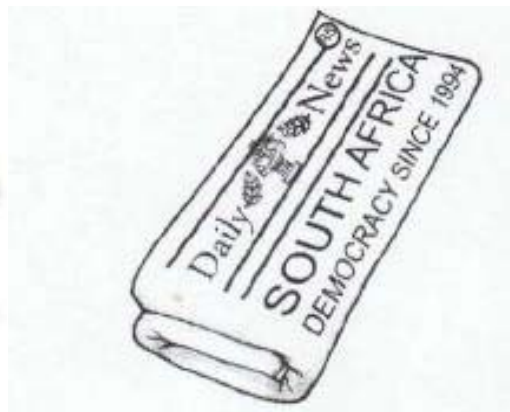
Internet



Clothing (artefact)



Books



Newspapers



Story telling



Public library

Taken from Clever, Social Sciences, Grade 4 Teacher's Guide, Ranby P, pp 24-25 and www.bing.com.images

1. Study the pictures and answer the questions:

- 1.1 Identify four ways in which we can find information about the past in our local area. (4X1)
- 1.2 Are all the above ways of getting information relevant? (1X1)

QUESTION 2: LEARNING FROM LEADERS

WHAT ARE THE QUALITIES OF A GOOD LEADER?

SOURCE A

This is an adapted extract which explains Desmond Tutu's active role against apartheid since 1978

In 1978 Desmond Tutu was appointed general secretary of the South African Council of Churches and became a leading spokesperson for the rights of black South Africans. During the 1980s he played a very important role in drawing national and international attention to the evils of apartheid. He became increasingly frustrated with the racism (discrimination) corrupting all aspects of South African life under apartheid. In 1984 he won the Nobel Prize for Peace for his efforts. Desmond Tutu became the first black elected archbishop of the Anglican Church (Cape Town) in 1986.

Taken from www.biography.com/people/desmond-tutu
(accessed 28 February 2014)

2. Study the Source and answer the questions:

- 2.1 What information in Source A tells us about the leadership positions that Desmond Tutu held? (3X1)
- 2.2 Why do you think he won the Nobel Peace Prize? (1X2)

QUESTION 3: LEARNING FROM LEADERS

SOURCE B

This adapted extract explains some of Gandhi's experiences in South Africa since 1893

Mahatma Gandhi left his family behind in India and set off for South Africa, arriving in British-governed Natal in 1893. It was in South Africa that Gandhi transformed (changed) from a very quiet and shy man to a resilient (strong) and potent (powerful) leader against discrimination.

When Gandhi boarded the first train of his journey at the Pietermaritzburg station, railroad officials told Gandhi that he needed to be transferred to the third-class passenger carriage. The first class coaches on trains were kept only for whites. When Gandhi refused to move, policemen came and threw him off the train. Gandhi decided that he could not let these injustices (discrimination) continue and he was going to fight to change this situation. He spent the next twenty years working to better Indians' rights in South Africa. Gandhi became the leader of the Indian community in South Africa.

Taken from <http://history.1900s.about.com/od/people/a/Gandhi> (accessed 28 February 2014)

-
3. Study the information (Source B) in the extract and answer the questions:
- | | | |
|-----|---|-------|
| 3.1 | What do you understand by the term injustice? | (1X2) |
| 3.2 | Explain in your own words why he was thrown off the train. | (1X2) |
| 3.3 | According to the information (Source B), what did Gandhi do to better the lives of the Indians? | (1X1) |

SOURCE C

This is an adapted extract, a short biography of Nelson Rolihlahla Mandela, from 1918 to 1994 when he became president of South Africa



In 1962, Mandela was convicted and sentenced to five years imprisonment. His statement from the dock in the Rivonia Trial ends with these words:

"I have fought against white domination (power), and I have fought against black domination (power). I have cherished (valued) the ideal of a democratic and free society in which all persons live together in harmony and with equal opportunities (chances). It is an ideal which I hope to live for and to achieve. But if needs be, it is an ideal for which I am prepared to die."

Released (free) on 11 February 1990 and in 1991, at the first national conference of the ANC held inside South Africa after being banned for decades, Nelson Mandela was elected President of the ANC while his lifelong friend and colleague, Oliver Tambo, became the organisation's National Chairperson. At the first national conference of the ANC held inside South Africa after being banned (forbidden) for decades, Nelson Mandela was elected (chosen) President of the ANC. In 1994 Nelson Mandela became the President of South Africa.

Taken from http://www.places.co.za/html/bio_n_mandela.html, 10 February 2012

4. Study the information in the extract (Source C) and answer the questions:
- 4.1 Explain in your own words what is meant by a "democratic and free society" (1X2)
 - 4.2 How far do you think Nelson Mandela was prepared to go for a free and democratic South Africa? (2X2)
 - 4.3 Use the information in Source C and your own knowledge and write a paragraph of four to five full sentences, in your own words, and explain why Nelson Mandela is an example of a good leader. (4)

TOTAL: 25

GRADE 4 HISTORY MARKING GUIDELINES FOR JUNE EXAMINATION

MARK ALLOCATION: 25

Question1: Local History

- 1.1 photo's / newspapers / books / stories/ interviews / clothing/objects/
(any 4 correct answers) (4X1)
- 1.2 Yes, information could be extracted from the sources. (1X1)

Question 2: Learning from Leaders

- 2.1 General secretary of the SA Council of Churches/Archbishop of Anglican
Church/apartheid activist/Nobel Peace Prize Winner (3X1)
- 2.2 Leader in fighting Apartheid (1X2)

Question 3: Learning from Leaders

- 3.1 Unfair treatment of one person or group, usually because of prejudice
about race, ethnicity, age, religion or gender. (1X2)
- 3.2 He entered the first class train reserved for whites only (1X2)
- 3.3 He protested against the unjust racial laws. (1X1)

Question 4: Learning from Leaders

- 4.1 Not subjected to control or domination/having the legal and political rights
of a citizen/government by the people/where the supreme power is vested
in the people and exercised directly by them (any relevant answer) (1X2)
- 4.2 He was prepared to die. He said: " but if needs be, it is an ideal for which I
am prepared to die". (2X2)
- 4.3 **Learners' paragraphs should include the following:**
Nelson Mandela can be regarded as a good leader because he fought
for justice
- He stood for what is right
 - He opposed the apartheid system
 - He opposed the apartheid government
 - He listened to other people

- He had respect for others
- He was brave
- He stood up for all the other South Africans who did not have rights
- He did in what he believed in
- He was committed

(Any relevant answer) (4)

LEVEL 1	• Omissions in coverage very little content. • Question inadequately addressed or not at all	0 – 1 marks
LEVEL 2	• Question has been answered to a certain extent. • Content adequately covered and relevant. • Paragraph planned and structured to a certain extent.	2 – 3 marks
LEVEL 3	• Question has been fully answered. • Content selection relevant to line of argument. • A planned and structured paragraph.	4 marks

TOTAL: 25

GRADE 4 HISTORY FORMAL ASSESSMENT TASK TERM 3

TRANSPORT THROUGH TIME

TIME ALLOCATION: 45 MIN

DATE:

TOTAL: 25



INSTRUCTIONS:

1. Answer all the questions.
2. Read all the questions and study the information (sources) carefully before you answer any question.
3. Number the questions correctly.
4. Write neatly and legibly.
5. You must write paragraphs in your own words. Do not rewrite the sources.
6. All answers must be written in full sentences.
7. Note the mark allocation.

HOW DID TRANSPORT CHANGE PEOPLE'S LIVES OVER TIME?

QUESTION 1: TRANSPORT ON LAND

SOURCE A

This is an adapted extract about ancient (earliest) transportation from 3000 BC

The first form of transport was, of course, the human foot! However, people eventually learned to use animals for transport. Donkeys and horses were probably domesticated (tamed to work for people) between 4,000 and 3,000 BC (obviously the exact date is not known). Camels were domesticated (tamed to work for people) slightly later between 3,000 and 2,000 BC.

Meanwhile, about 3,500 BC, the wheel was invented (designed) in what is now Iraq. At first wheels were made of solid pieces of wood lashed (joined) together to form a circle, but after 2,000 BC they were made with spokes.

The earliest boats were dugout canoes (hollowed out). People lit a fire on a big log then put it out and dug out the burned wood.

About 3,100 BC the Egyptians invented (designed) the sailboat. They were made of bundles of papyrus reeds tied together. They had simple square sails made of sheets of papyrus or later of linen. However the sail could only be used when sailing in one direction. When travelling against the wind, the boat had to be rowed.

About 2,700 BC the Egyptians began using wooden ships for trade by sea. Early ships were steered by a long oar.

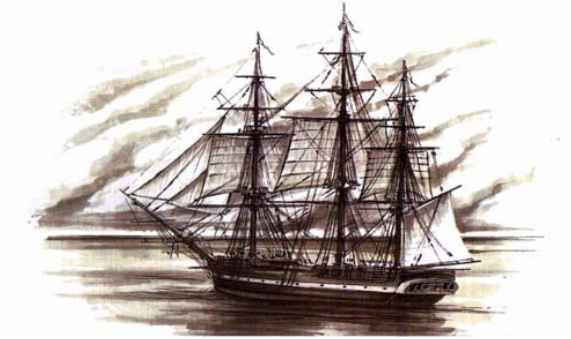
Source: www.sahistory.org.za (accessed 27 May 2014)

1. Study the extract and answer the questions:
 - 1.1 What does the information in Source A tell us about the first form of transport? (1X1)
 - 1.2 What other forms of transport on land, according to the source, have been used after this? (3X1)
 - 1.3 Explain why it was necessary for people to learn to use animals for transport. (1X2)
 - 1.4 Why do you think the forms of transport have been changed? (2x2)

QUESTION 2: TRANSPORT ON WATER

SOURCE B

This wooden ship was called a caravel and was used in the 15th and 16th centuries to transport explorers across the world.



Source: www.bing.com (accessed 03 June 2014)

SOURCE C

This modern ship is called a luxury liner (ship). It carries only passengers on holiday.



Source: www.altiusdirectory.com

2. Study Source B and Source C and answer the questions:

- 2.1 Which source depicts the oldest form of water transport? (1X1)
- 2.2 Identify the 1 similarity and 1 difference between the forms of water transport in source B and C. (2x2)

QUESTION 3: TRANSPORT IN THE AIR

SOURCE D

The Montgolfier brothers, born in Annonay, France, were the inventors of the first practical balloon as illustrated below. The first demonstrated flight of a hot air balloon took place on 4 June 1783 in Annonay, France.



Source: <http://inventors.about.com> (accessed on 29 May 2014).

SOURCE E

The inventors of the first airplane were Orville and Wilbur Wright. On 17 December 1903, the Wright brothers made the first successful experiment in which a machine, carrying a man, rose by its own power, flew naturally at an even speed, and descended without damage.



Source: <http://www.picsearch.com/Frank-Whittle-pictures.html>
(accessed 29 May 2014)

3. Study source D and source E and answer the questions:
 - 3.1 What according to source D has been the earliest form of air transport? (1X1)
 - 3.2 Look carefully at source E. Why do you think it was necessary to change the form of air transport as illustrated in this source? (1X3)
 - 3.3 Compare source D and source E and name ONE difference between these forms of air transport. (1X2)
 - 3.4 Use the information in sources A, B, C, D and E, and your own knowledge to write a paragraph of **four to five** full sentences, in your own words, about how transport has changed people's lives over time. (4)

The following rubric will be used to assess the paragraph:

LEVEL 1	• Omissions in coverage; very little content. • Question inadequately addressed or not at all.	0 – 1 mark
LEVEL 2	• Question has been answered to a certain extent. • Content adequately covered and relevant. • Paragraph planned and structured to a certain extent. • Evidence used to defend the argument.	2 – 3 marks
LEVEL 3	• Question has been fully answered. • Content selection relevant to line of argument. • A planned and structured paragraph. • Excellent use of evidence used to defend the argument.	4 marks

TOTAL: 25

GRADE 4 MARKING GUIDELINES

MARK ALLOCATION: 25

Question 1:

- 1.1 The “human foot” was the first form of transport. (1X1)
- 1.2 Donkeys/horses/camels/the invention of the wheel. (3X1)
- 1.3 To get to places faster/transport goods/any relevant answer (1X2)
- 1.4 To accommodate the needs of people/Inventions like the car and train has changed people’s lives/They help us to get to places faster and cheaper/Modern forms of transport are faster, bigger and quicker. (2X2)

Question 2:

- 2.1 Source B (1X1)
- 2.2

Similarities	Differences
Both are transport on water.	Sailing ship (caravel) and passenger ship.
Both could transport people.	Sailing ship is small and passenger ship is big.
	Passenger liner is powered by an engine
	Caravels were powered by the wind.

Any relevant answer. (2X2)

Question 3:

- 3.1 Air balloon (1X1)
- 3.2 More powerful/Big enough to carry passengers/Fly all over the world/Quicker/Any relevant answer (1X3)

3.3

Differences	
Air balloon	First airplane
Limited space for passengers	Can accommodate hundreds of people
Powered by gas	Powered by an engine

Any relevant answer

(1X2)

3.4 **Learners' paragraphs should include the following:**

- Many forms of transport have been invented to improve people's lives.
- It helps us to get to places faster and cheaper.
- We can also transport goods more easily.
- Modern forms of transport can accommodate more people and goods.
- Transformed people's way of travelling.
- The invention of the airplane has helped people to visit other countries and relatives.
- Travelling is more exciting and convenient.

Any relevant answer

(4)

The following rubric may be used.

LEVEL 1	• Omissions in coverage; very little content. • Question inadequately addressed or not at all.	0 – 1 mark
LEVEL 2	• Question has been answered to a certain extent. • Content adequately covered and relevant. • Paragraph planned and structured to a certain extent. • Evidence used to defend the argument.	2 – 3 marks
LEVEL 3	• Question has been fully answered. • Content selection relevant to line of argument. • A planned and structured paragraph. • Excellent use of evidence used to defend the argument.	4 marks

TOTAL: 25

GRADE 5 HISTORY FORMAL ASSESSMENT TASK

MARKS: 35

TIME:

DATE:

INSTRUCTIONS TO LEARNERS:

1. Read carefully all the questions.
2. Answer ALL the questions.
3. Write clearly and legibly.
4. Study the sources carefully to assist you in answering questions.
5. Avoid rewriting sources when answering questions.

QUESTION 1: Hunter-gatherers and herders in Southern Africa

Source 1A: The Khoikhoi herder society in the Later Stone Age

Pastoral way of life

The Khoikhoi were herders because they kept herds of animals such as sheep, goats and cattle. Like the San, they were nomadic. They did not have permanent homes, but moved around. As summer changed to winter, they looked for the best grazing for their livestock. The Khoikhoi were pastoralists because they looked after livestock. The Khoikhoi did not have many belongings. When they moved, they used their animals to help them transport what they had. Although they were herders, the Khoikhoi also got food by hunting and gathering. Cattle were seen as special animals and a sign of wealth. The Khoikhoi only killed cattle at religious ceremonies, when children were born, at a wedding or when someone died.

(Taken from: Platinum Social Sciences Grade 5)

1.1 Study **Source 1A** and use your own knowledge to answer the questions below:

- 1.1.1 Name any **TWO** animals that were kept by the Khoikhoi and (2x1)2
- 1.1.2 Why did the Khoikhoi not hunt for meat? (1x2)
- 1.1.3 Explain the following words
 - (a) Nomadic : (1x2)2
 - (b) Pastoralists : (1x2)2
- 1.1.4 Why did the Khoikhoi herders move from one place to another? (2x1)2

- 1.1.5 What was the difference in the Khoikhoi and the San's way of living? Mention **ONE** .
(2x1)2
- 1.1.6 Name any **ONE** ceremony during which cattle could be slaughtered /killed. (1)
- 1.1.7 How was the Khoikhoi and the San's way of living similar/the same? Mention **TWO** ways.
(2x2)4

QUESTION 2 The first farmers in Southern Africa

Source 2A Social, political and economic structures

Source 2A is an extract about the role of the chief.

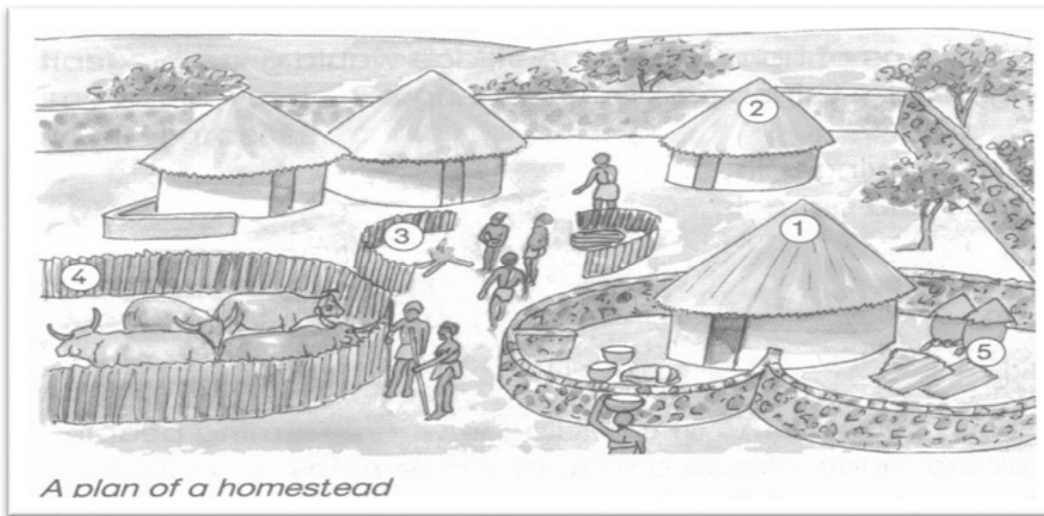
The role of the chief

Chiefs were very important as it was believed that they were closer than ordinary people to the ancestors and they looked after their people. The chief's Kgotla was where people from the village met. It was in the chief's homestead between the households of his wives and the cattle kraal. The Kgotla was very large so that all the men of the village could attend the meetings. The chief was always the wealthiest (richest) man in the village with the most cattle.

Taken from: Platinum Social Sciences Grade 5

- 2.1 Study **Source 2A** and use your own knowledge to answer the questions below:
- 2.1.1 Who was the most important person in the village? Give a reason for your answer.
(2x1)2
- 2.1.2 What was the role of the older men in the village? (1)
- 2.1.3 What was the Kgotla used for? (1)
- 2.1.4 Identify a sentence in the source that tells us that it was only men who attended the meetings.
(1x2)2
- 2.1.5 What do you think was the reason for the chief to have the largest homestead in the village?
(1x2)2

SOURCE 2B A plan of a homestead



(Taken from: *Clever Social Sciences, Grade 5*)

2.2 Study **Source 2B** and use your own knowledge to answer the questions below:

Kraal	Great hut	Kgotla	First wife's hut

2.2.1 Name the features marked 1-4 on the source by selecting the correct answers in the box above. (4x1)4

2.2.2 Why were the cattle kraals located in the centre of the homestead? (2x1)2

2.2.3 Whose job was it to take cattle to the grazing land? (1x2)2

2.2.4 Women collected cow dung from the kraals. Explain what this material was used for. (1x2)2

Marking Guidelines/ Memorandum	
QUESTION 1: HUNTER-GATHERERS AND HERDERS IN SOUTH AFRICA	
1.1.1 Sheep✓ goats✓ cattle✓ Any TWO	(2x1)2
1.1.2 They had their own livestock✓✓	(1x2)
1.1.3 (a) Moving from place to place Without permanent settlement ✓✓ Credit any other relevant response	(2x2)4
(b) Farmers who keep livestock ✓✓ Credit any other relevant response	
1.1.4 They were searching for greener pastures/ grazing land Searching for water ✓✓ Any ONE	(2x1)2
1.1.5 The Khoikhoi kept livestock ✓ while the San did not own any animals ✓	(2x1)2
1.1.6 religious ceremonies weddings funerals ✓ Any ONE Credit any other relevant response	(1)
1.1.7 They were both nomadic They were both hunter-gatherers They both used stone tools ✓✓✓✓ Any TWO Credit any other relevant response	(2x2)4
	[17]
QUESTION 2: THE FIRST FARMERS IN SOUTHERN AFRICA	
2.1.1 The chief He was the leader of people. He was a respectable person in the community. Because of the power he possessed. Because of economic status or wealth ✓✓ Any ONE Credit any other relevant response	(2x1)2
2.1.2. They assisted/ helped the chief to solve problems/make decisions ✓	(1)
2.1.3. It was the meeting place✓	(1)
2.1.4. The Kgotla was very large so that <u>all the men of the village</u> could attend the meetings ✓	(1x2)2
2.1.5. Because of his political position in the village. ✓✓ Credit any other relevant response	(2)
2.2.1 1. Great hut✓ 2. First wife's hut✓ 3. Kgotla✓ 4. Kraal ✓	(4x1)4
2.2.2. To protect cattle against thieves/wild animals ✓✓ Any ONE Credit any other relevant response	(1x2)2
2.2.3 boys ✓✓	(1x2)2
2.2.4 Plastering walls / floors✓✓	(1x2)2
	[18]

GRADE 5 HISTORY JUNE EXAMINATION

HUNTER-GATHERERS AND THE FIRST FARMERS IN SOUTH AFRICA

TIME ALLOCATION: 50 MIN

DATE:

MARK ALLOCATION: 30



INSTRUCTIONS:

1. Answer all the questions.
2. Read all the questions and study the information (sources) carefully before you answer any question.
3. Number the questions correctly.
4. Write neatly and legibly.
5. You must write the paragraph in your own words. Do not rewrite the sources.
6. All answers must be written in full sentences.
7. Note the mark allocation.

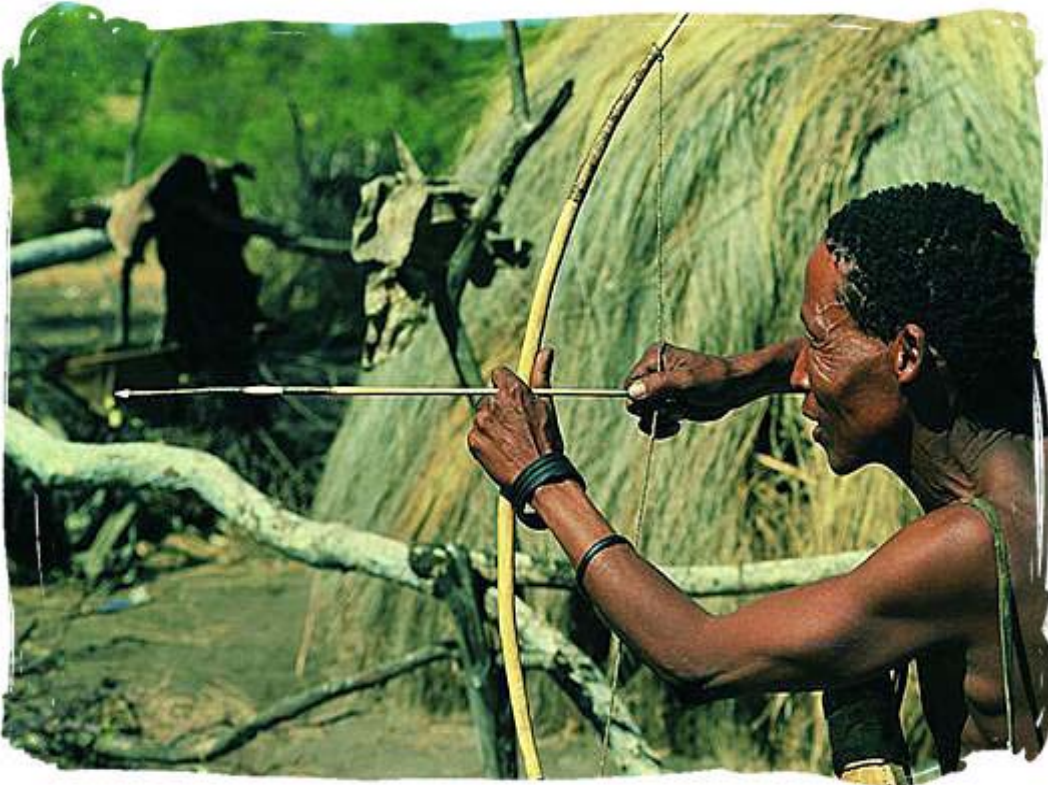
KEY QUESTION:

WHAT WAS THE WAY OF LIFE OF THE HUNTER-GATHERERS AND THE FIRST FARMERS OF SOUTHERN AFRICA?

QUESTION 1: HUNTER – GATHERERS (SAN)

SOURCE A

This photograph depicts how the hunter – gatherers hunted in the later Stone Age



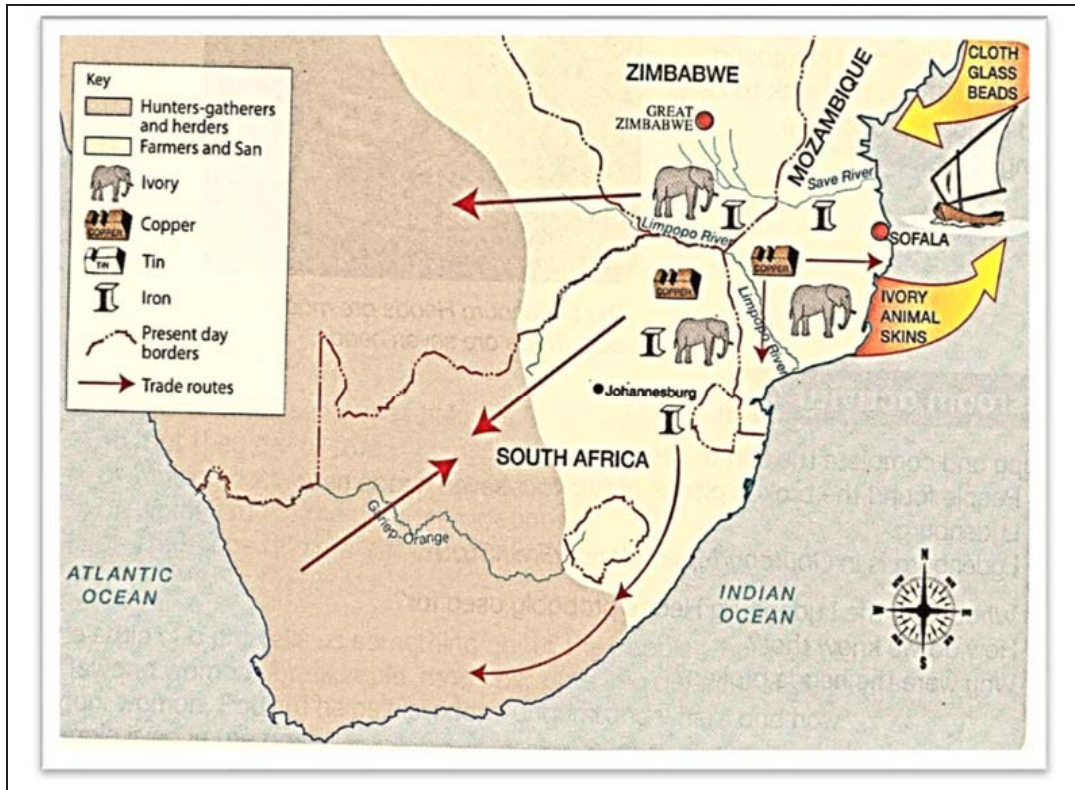
Taken from www.SouthAfricaToursandTravel.com (accessed 28 February 2014)

1. Study the photograph (Source A) and answer the questions:
 - 1.1 Identify the hunting objects in the photograph (Source A)? (2X1)
 - 1.2 What did the photographer capture in the photograph (Source A)? (2X2)
 - 1.3 Why do you think it was so important for the hunter-gatherers to hunt at the time? (2X2)

QUESTION 2: THE FIRST FARMERS IN SOUTHERN AFRICA

SOURCE B

A map depicting the trading items and routes of the first farmers of Southern Africa during the Iron Age



Taken from Social Sciences Grade 5, P Ranby, page 80

2. Study the map (Source B) and answer the questions:

- 2.1 Name any two items that people used to trade with? (2x1)
- 2.2 Which two items did the first farmers get from the Arab traders? (2x1)
- 2.3 Why do you think these trading items were so important for the first farmers of Southern Africa? (3X2)

QUESTION 3: THE FIRST FARMERS IN SOUTHERN AFRICA

SOURCE C

This extract explains the importance of cattle for the early communities of Southern Africa during the Iron Age.

As with the Khoikhoi, cattle had great importance in these societies (people). Looking after the cattle was the work of the men. The cattle kraal was the social (community) centre of the village, the meeting place for men and a place that women were usually not allowed to enter.

The herds of African Farmers were larger than those of the Khoikhoi. Those who owned the most cattle had the most power. Cattle were a considerable (large) source of food, though more for milk than for meat. They also provided many valuable (respected) by-products such as skin for clothing hide and horn for containers. Dung (manure) was used for fuel and for plastering walls and floors. Within these societies (people), cattle were also the main source of wealth and the medium of exchange. Bride wealth (lobola/ bogadi) was calculated in terms of cattle. They were also used to pay fines and to ensure the goodwill of ancestral (family) spirits.

Taken from www.sahistory.org.za (accessed on 28 February 2014)

3. Study the information (Source C) and answer the questions:
- 3.1 According to the information in Source C, who was responsible for looking after the cattle? (1X1)
- 3.2 What were the duties of the women? (2X1)
- 3.3 What was the main source of wealth for these African Farmers? (1X1)
- 3.4 Use the information in Source C, and your own knowledge and write a paragraph of 5 to 6 full sentences, about the importance of cattle for the early communities of Southern Africa. (6)

TOTAL: 30

GRADE 5 MARKING GUIDELINES

HUNTER-GATHERERS AND HERDERS & THE FIRST FARMERS IN SOUTH AFRICA

MARK ALLOCATION: 30

WHAT WAS THE WAY OF LIFE OF THE HUNTER-GATHERERS AND FIRST FARMERS OF SOUTHERN AFRICA?

Question1: The hunter-gatherers (San)

1. Study the photograph (Source A)
 - 1.1 Bow and arrow (2X1)
 - 1.2 How they used the bow and arrow to hunt/How they needed to aim using the bow and arrow /specific skill to survive/ they were excellent hunters/ any relevant answer. (2X2)
 - 1.3 Hunting was the only way to obtain meat/very important part of their diet/ hunting provided valuable by-products such as skin for clothing etc. / any relevant answer. (2X2)

Question 2: The first farmers in Southern Africa

2. Study the map (Source B)
 - 2.1 Gold/copper/iron/tin/and ivory (any two correct answers) (2X1)
 - 2.2 Glass beads, Indian material and Chinese pottery (any two correct answers) (2X1)
 - 2.3 Trading resources provided in their daily needs/used iron, copper, tin to melt and forge implements for cultivation of crops/used objects for utensils such as bowls etc. / any relevant answer (3X2)

Question 3: The First Farmers in Southern Africa

3. Study Source C
 - 3.1 Looking after the cattle was the responsibility of men (1X1)
 - 3.2 The women had other responsibilities such as cultivation of crops, cooking and caring for the family etc. (1X2)
 - 3.3 Cattle (1X1)
 - 3.4 **Write a paragraph of 5 to 6 full sentences, in your own words, about the**
 - **importance of cattle for the early communities.** (6)
Learners' paragraphs should include the following:
 - Source of meat and milk;
 - source of skins for clothing and shields;

- horns for containers; cattle were used to trade with;
- Lobola - payment; source of manure as fertilizer for plants;
- cementing huts walls and floors; dry dung was a source for fire.
- Any other relevant answer.

(6)

LEVEL 1	• Omissions in coverage very little content. • Question inadequately addressed or not at all	0 – 2 marks
LEVEL 2	• Question has been answered to a certain extent. • Content adequately covered and relevant. • Paragraph planned and structured to a certain extent. • Evidence used to defend the argument.	3 – 4 marks
LEVEL 3	• Question has been fully answered. • Content selection relevant to line of argument. • A planned and structured paragraph. • Excellent use of evidence used to defend the argument.	5 – 6 marks

TOTAL: 30

GRADE 6 FORMAL HISTORY FORMAL ASSESSMENT TASK

TIME ALLOCATION: 1 HOUR

DATE:

MARKS: 40



HOW DID MAPUNGUBWE DEVELOP AS A POWERFUL (GREAT) STATE AND AS A CENTRE FOR INTERNATIONAL TRADE?

SOURCE 1A

This extract explains the development, discoveries and trade in Mapungubwe.

Near the northern border of South Africa, bordering Zimbabwe and Botswana, the nearly intact (undamaged) remains of Mapungubwe ... a great powerful (dominant) state from the early African civilizations (society) were found.

Mapungubwe developed in our own part of the world and maintained that power for hundreds of years. It was an ingenious (clever) community on a sandstone hill in the Limpopo valley and in the Middle Ages it was a flourishing (successful) trade with gold and other precious things to merchants (sellers) from distant lands.

Gold objects, much like that of the Zimbabwe ruins, were found, while from several excavations (diggings) stone walls, pottery and skeletons were produced, and of course beads.

Thousands of different kinds of beads, manufactured in places like India, were found in almost every layer of the settlement at Mapungubwe complex.

The economies were based on large herds of cattle, but the people became involved in trade with the outside world and they trade exotic (unusual) and precious goods.

Taken from the website <http://www.mieliestronk.com> (accessed 03 December 2013).

1.1 Study Source 1A and answer the questions:

1.1.1 What evidence can be found in Source 1A which supports the fact that Mapungubwe was a great powerful state from the early civilizations? (2X1)

1.1.2 Use Source 1A and identify the main economic activity. Provide evidence from the source. (2X1)

- 1.1.3 According to Source 1A, what other economic activities were they involved in? (2X1)
- 1.1.4 How do we know they were successful in selling their products? Provide evidence from the source. (2x2)
(10)

SOURCE 1B

This extract explains how the town of Mapungubwe has been ruled.

Trading posts were set up by the Arabs. The ruler (king) was a clever man. He gained control of the gold and ivory trade. People brought gold and ivory down the Shashe River to Mapungubwe. Local traders took the gold and ivory further down and sold them to foreign (overseas) traders whose ships landed at Inhambane on the coast.

The village became very rich and life for the inhabitants (people) of the town began to change. The town became a very well organised society. There was a ruler and smaller chiefs in the kingdom. The smaller chiefs would hunt and mine gold. The ruler (king) would be given these as a tribute (praise). He would reward his small chiefs with imported luxury goods that they wanted.

The ruler's homes were surrounded by stone walls at the top of the hill. The small chiefs and people of the kingdom lived further down the hill. The more powerful you were, the higher the mountain you lived.

Taken from the website <http://newhistory.co.za> (accessed 03 December 2013)

- 1.2.1 What evidence in the Source explains that the rulers were rich and powerful? (2X1)
- 1.2.2 What evidence is there that the lives of the people changed due to international trade? (2X2)
- 1.2.3 Explain how the town was ruled according to Source 1B. (2X2)
- 1.2.4 How were the social classes organised in Mapungubwe? (2X2)
(14)

SOURCE 1 C

This picture of the golden rhino is an artefact found at a grave in Mapungubwe.



Taken from <http://www.randcoin.co.za> (accessed 03 December 2013).

1.3. Study Source 1C and answer the questions:

- 1.3.1 Why do you think the discoveries of artefacts in Mapungubwe attracted so many people? (1X2)
- 1.3.2 What does the photograph tell us about the people who have made the golden rhino? (2X2)
- 1.3.3 Use the evidence (information) from Sources 1A, 1B, 1C and your own knowledge, to write a paragraph of 8-10 full sentences in your own words on the development of Mapungubwe as a powerful state and as a centre for international trade. (10)

Focus on the following aspects:

- Development into a rich powerful state
- The geographical (physical) division of the political ruling (ruler and smaller chiefs)
- A shift (change) from cattle based to a trade based economy
- Centre for local and global (international) trade
- Economic activities etc.

The following rubric will be used:

Level 1	• Use evidence and own knowledge in an elementary way. I.e. show little or no understanding of the development of Mapungubwe as a powerful state and as a centre for international trade. • Use evidence partially to report on topic or cannot report on the topic.	Marks: 0-2
Level 2	Evidence is mostly relevant and is largely related to the subject. Demonstrate an understanding of the development of Mapungubwe as a powerful state and as a centre for international trade that indicate the development of the	Marks: 3-7

	Mapungubwe civilization • Use evidence in a very simple way.	
Level 3	Use relevant evidence. Demonstrate thorough understanding of the development of Mapungubwe as a powerful state and as a centre for international trade • Evidence relates well to the topic • Use evidence very effectively in an organized paragraph that shows an understanding of the topic.	Marks: 8-10

(10)

GRADE 6 MARKING GUIDELINES

MARK ALLOCATION: 40

- 1.1.1 The nearly intact remains of Mapungubwe provided the evidence that
It was a powerful state from the early civilizations. (1X2)
- 1.1.2 They trade with gold and other precious things. (1X2)
- 1.1.3 Pottery and beads. (1X2)
- 1.1.4 It was flourishing (successful) trade; gold and ivory were sold to overseas
traders. (2X2)
(10)
- 1.2.1 The ruler (king) gained control of gold and ivory trade. (1X2)
- 1.2.2 The village became very rich and the lives of the people changed. (2X2)
- 1.2.3 There was a ruler and smaller chiefs in the kingdom. The smaller chiefs
would hunt and mine gold. The ruler would be given these as a tribute
(praise). He would reward his small chiefs with imported luxury goods
that they wanted. (2X2)
- 1.2.4 The ruler's homes were surrounded by stone walls at the top of the hill.
The small chiefs and people lived further down the hill. (2x2)
(14)
- 1.3.1 Discoveries were seen as evidence that the early inhabitants of Mapungubwe
were involved in trading with the overseas countries, there economic activities
were successful, some were fortune-hunters etc. (1X2)
- 1.3.2 It can serve as evidence that they had plenty of gold; they loved animals;
A rhino was seen as a symbol of leadership; any relevant answer. (2X2)
- 1.3.3 Learners need to include the following points in their answer.

They need to determine how useful the Sources are as evidence:

- Development into a rich powerful state
- The geographical division of the political ruling (ruler and smaller chiefs)
- A shift from cattle based to a trade based economy
- Centre for local and global trade
- Economic activities etc.
- Any other relevant answer.

The following rubric may be used:

Level 1	• Use evidence and own knowledge in an elementary way. i.e. show little or no understanding of the development of Mapungubwe as a powerful state and as a centre for international trade. • Use evidence partially to report on topic or cannot report on the topic.	Marks: 0-3
Level 2	Evidence is mostly relevant and is largely related to the subject. Demonstrate an understanding of the development of Mapungubwe as a powerful state and as a centre for international trade that indicate the development of the Mapungubwe civilization • Use evidence in a very simple way.	Marks: 4-6
Level 3	Use relevant evidence. Demonstrate thorough understanding of the development of Mapungubwe as a powerful state and as a centre for international trade • Evidence relates well to the topic • Use evidence very effectively in an organized paragraph that shows an understanding of the topic.	Marks: 7-10

GRADE 6 HISTORY PROJECT

A BIOGRAPHY OF A SOUTH AFRICAN WHO HAS CONTRIBUTED TO BUILDING DEMOCRACY

TIME ALLOCATION:

DATE:

MARK ALLOCATION: 40



PROJECT: WRITE A BIOGRAPHY (LIFE STORY) OF A SOUTH AFRICAN WHO HAS CONTRIBUTED TO BUILDING DEMOCRACY (IT DOES NOT HAVE TO BE A FAMOUS PERSON. YOU CAN WRITE A BIOGRAPHY OF A PERSON WHO LIVES IN YOUR LOCAL AREA).

INSTRUCTIONS TO THE LEARNERS:

STEP 1: WHAT IS A BIOGRAPHY?

1. A biography is the history of a lifetime – a life story.
2. It narrates the most important facts of someone's life, i.e.:
 - Name of the person
 - Their date of birth (and death, if they have died)
 - Where they were born
 - Early life and school days (including early influences)
 - Their profession
 - Their contribution to building a democracy
 - The significance of their achievements
 - Other South Africans that were involved (contemporaries)
 - Reflections (what you have learnt/admire about the person)

STEP 2: THE RESEARCH TOPIC

2. The project involves writing a biography (life story) of a South African who has played an active role in building democracy.
3. There are many men and women in our country who have worked hard to ensure equal rights for all the citizens of the country.

4. **Identify someone who has contributed to building democracy in our country – it does not have to be a famous person. You can write a life story of a person who lives in your local area.**
5. Formulate a key question, i.e. “How did Fatima Meer contribute in building democracy in South Africa?”
6. This key question needs to be answered when writing your biography.
7. Once the leader has been selected, you should ask: Why is he or she an example of a good leader that played an active role in building democracy?

STEP 3: WHERE TO FIND INFORMATION

1. You need to find information about the person you have chosen.
2. Talk to family members and friends about what you are doing, they may know people who can help.
3. The local library, historical internet websites and the archives of the local newspapers could be consulted.
4. The following **historical websites** may be consulted:
 - www.sahistory.com
 - www.history.com
 - www.saha.org.za
 - www.biography.com
 - <http://overcomingapartheid.msu.edu>

STEP 4: WRITING THE BIOGRAPHY

1. Organise the information that you have gathered according to the suggested headings indicated in Step 1.
2. **Study the assessment criteria in the rubric that the teacher will use to assess your project.**
3. Start with a rough outline and complete your first draft according to the assessment criteria in the rubric.
4. Let someone proofread your biography and determine whether you have answered the key question.
5. Revise your first draft.
6. Add a **bibliography** which indicates all the sources (books, magazines, newspapers, interviewees, etc.):
 - **For a book:** Author (last name, initials), title of book publisher, date of publication).
 - **For an encyclopaedia:** Encyclopaedia title, edition date, volume number, “article title”, page numbers.

- **For a magazine:** Author (last name first), “article title”, name of magazine, volume number, (date): page numbers.
- **For a person:** Full name (last name first), occupation, date of interview.
- **For a newspaper:** Author (last name first), “ article title”, name of newspaper, city, (date): edition if available, section, page number(s).

DUE DATE:

MONITORING DATES:

1.
2.
3.

Hint to teachers:

- Issue the research project at the beginning of the term. The learners need to note that they will be formally assessed on this topic.
- Learners also need to know the assessment criteria (derived from aims and skills) that will be used:
 - The information selected needs to be relevant. (This is a skill). Show the learners how to select relevant information to answer the key question.
 - **Information should be gathered from different sources (photographs, interviews, newspapers, books, magazines, historical websites, etc.).**
 - **The information from the different sources should be analysed in a clear, chronological way.**
 - **Learners should have a clear understanding of the historical context and period.**
 - **Learners should cover all aspects of the topic and answer the key question.**
- The task needs to be completed under controlled conditions to ensure authenticity.
- Determine a due date and three monitoring dates (a notice displayed in the classroom will remind them) to ensure that the learners submit their projects in good time. Monitor the progress of the learners during the term. It needs to be marked and recorded as part of the term mark and feedback should be given.
- Teachers should help learners to make their choice of a leader and assist them to gather information.
- Each learner should select a person to write about. This is an individual task.

GRADE 6 MARKING GUIDELINES (RUBRIC) FOR FAT 3: TERM 3

SOCIAL SCIENCES: HISTORY

**A BIOGRAPHY OF A SOUTH AFRICAN WHO HAS CONTRIBUTED TO BUILDING
DEMOCRACY**

FAT: RESEARCH PROJECT (BIOGRAPHY)

MARK ALLOCATION: 40

Criteria	Level 4 (9-10 marks)	Level 3 (6-8 marks)	Level 2 (3-5 marks)	Level 1 (0-2 marks)
Gather information from different sources (photographs, interviews, newspapers, books, magazines, historical websites, etc.)	Information from different sources , at least four (photographs, interviews, newspapers, books, magazines, historical websites, etc.) has been gathered and presented very well	Information from different sources, at least three (photographs, interviews, newspapers, books, magazines, historical websites, etc.) has been gathered suitably.	Some information from different sources at least two (photographs, interviews, newspapers, books, magazines, historical websites, etc.) has been gathered.	Very little information from different sources (photographs, interviews, newspapers, books, magazines, historical websites, etc.) has been gathered.
Analyse the information from the different sources in a clear, chronological way	Information from the different sources has been analysed in a very clear, chronological way.	Information from the different sources has been analysed in a clear, chronological way.	Some information from the different sources has been analysed in a clear, chronological way.	Very little information from different sources has not been organised in a clear, chronological way.
Communicate an understanding of the historical period	Communicates an understanding of the historical period in very logical way.	Communicates an understanding of the historical period in a logical way.	Some understanding of the historical period has been communicated in a logical way.	Very little understanding of the historical period has been communicated in a logical way.

Cover all aspects of the topic and answer the key question.	All aspects of the topic have been covered very well and the key question has been fully answered.	All aspects of the topic have been suitably covered and the key question has been broadly answered.	Some aspects of the topic have been covered and some aspects of the key question have been addressed.	The topic and the key question have not been clearly answered.
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