

GRADE 5  
TERM 1  
TEST BUNDLE  
PREVIEW



# Grade 5 English HL Term I Test I

## QUESTION 1: READING COMPREHENSION

1. Read the following passage carefully and answer the questions that follow:



Once upon a time, in the heart of a vast, green jungle, there lived a mighty lion who was respected and feared by all the animals. His deep roars echoed through the forest, and no creature dared to cross his path. The lion was known for his strength and pride, ruling over the jungle with confidence.

One sunny afternoon, after a satisfying meal, the lion decided to take a nap under the shade of a large baobab tree. His golden mane glistened in the sunlight as he lay sprawled on the cool grass. The jungle was quiet except for the chirping of birds and the rustling of leaves.

Meanwhile, a little mouse was scurrying through the forest floor, looking for food. The mouse, busy sniffing around for seeds, accidentally wandered too close to the lion. Without realizing it, the mouse ran across the lion's nose, tickling it. The lion woke up with a start, his amber eyes blazing with anger.

Before the mouse could escape, the lion's massive paw came down, trapping the mouse. The mouse squirmed and squeaked in fear. "Please, mighty lion, have mercy on me!" the mouse pleaded. "If you let me go, I promise I will help you one day." The lion roared with laughter. "You? A tiny creature like you? Help me? That's the funniest thing I've heard!" he said, amused. Still, something in the mouse's tiny eyes softened the lion's heart. He lifted his paw and said, "Go on then, little mouse, but be careful where you tread next time."

The mouse scurried away, relieved and grateful. Days passed, and life in the jungle went on as usual. One morning, the lion was walking near the edge of the forest when he unknowingly stepped into a trap laid by hunters. A heavy net sprang capturing him in its strong ropes. The lion roared and thrashed, but the more he struggled, the tighter the net became.

His roars echoed through the jungle, reaching the ears of the little mouse. The mouse immediately recognized the lion's cry and hurried to the scene. He saw the lion trapped and helpless. "Don't worry, my friend," the mouse said confidently. "I'll get you out of this!"

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## QUESTION 3: LANGUAGE

3. Answer the following language questions.

3.1. Identify the verb in the following sentence: (1)

The bird sings beautifully.

3.2. Choose the correct form of the verb to complete the sentence: (1)

She \_\_\_\_\_ her homework every day.

- a) do
- b) does
- c) doing
- d) did

3.3. Which word is a synonym for "happy"? (1)

- a) sad
- b) angry
- c) joyful
- d) tired

3.4. Identify the adjectives in the following sentence: (3)

"The big, brown dog barked loudly."

3.5. Choose the correct form of the pronoun to complete the sentence: (1)

"\_\_\_\_\_ went to the park after school."

- a) He
- b) She
- c) They
- d) It

3.6. Rewrite the following sentence in the past tense: (1)

"She sings in the choir."

3.7. Identify the conjunction in the following sentence: (1)

"I wanted to go swimming, but it started to rain."

3.8. Draw a circle around the prepositions in this sentence: (1)

What a strange habit it is to chew something that you have no intention of swallowing.

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1.7. What is an antonym for smallest?

1.8. What is a synonym for mercy?

1.9. Underline the adjective in the following sentence:

The lion woke up with a fright and caught the mouse.

1.10. Rewrite the following sentence using a different conjunction:

The lion and the mouse became friends.

## QUESTION 2

2. Have a look at the advertisement below.

Step UP Your Game

Nike Blue Jordans

Designed for champions, perfect for everyone.

LIGHTWEIGHT DESIGN FOR MAXIMUM COMFORT  
DURABLE SOLES FOR SUPERIOR GRIP ON ANY SURFACE  
BREATHABLE MATERIAL TO KEEP YOUR FEET COOL

ELEVATE YOUR PERFORMANCE ON THE COURT OR ON THE STREETS  
TRUSTED BY ATHLETES AND LOVED BY BREAKERSHEADS WORLDWIDE

R1,499

NIKE

JUST DO IT.

Visit [www.nike.com](http://www.nike.com) or your nearest retailer to order.

Offer valid while stocks last. Prices may vary by location.

2.1. What is the slogan used in the advertisement? (1)

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- Reading comprehension (15)
- Visual Literacy (10)
- Language (15)

Test Total: 40  
Number of pages: 9

Dm

# Grade 5 English HL Term 1 Test 2

## QUESTION 1: READING COMPREHENSION

1. Read the following passage carefully and answer the questions that follow:

### The Wonders of the African Elephant

The African elephant is the largest land animal in the world. Male elephants, called bulls, can weigh up to 6,000 kilograms, while females, called cows, weigh slightly less. They can grow up to 4 meters tall at the shoulder.



African elephants live in herds led by a matriarch, which is usually the oldest and most experienced female. These herds are made up of mothers, their calves, and young elephants. Bulls leave the herd when they become adults and usually live alone or form small groups with other males.

Elephants are herbivores, meaning they eat only plants. They spend up to 16 hours a day eating grasses, leaves, fruits, and bark. An adult elephant can eat up to 300 kilograms of food every day!

Their trunks are one of their most remarkable features. An elephant's trunk is an extension of its upper lip and nose. It is incredibly strong and can lift objects weighing up to 350 kilograms. Elephants use their trunks for many tasks, such as eating, drinking, and communicating with other elephants.

Elephants also have large, fan-shaped ears that help them stay cool. By flapping their ears, they reduce their body temperature, especially on hot days.



Sadly, African elephants are endangered due to habitat loss and poaching for their tusks, which are made of ivory. Conservation efforts are underway to protect these magnificent creatures and ensure their survival.

1.1. What is the weight of a male African elephant?

1.2. The elephant is the largest land animal in the world, what do you think the animal in the world is?

1.3. Who leads an elephant herd?

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2.6. Describe how the advert uses images to appeal to potential visitors. (1)

2.7. Find and write down two adjectives from the advert. (1)

2.8. Identify the preposition in this sentence: "For more info, email [info@knysnaelephantpark.co.za](mailto:info@knysnaelephantpark.co.za)." (1)

(10)

## QUESTION 3: LANGUAGE

3. Answer the following language questions.

3.1. Write an antonym for the word "strong." (1)

3.2. Underline the noun phrase in the following sentence: (1)

The African elephant is the largest land animal.

3.3. Rewrite this sentence in the future tense. (2)

Elephants use their trunks to eat and drink.

3.4. Underline the adjectives in the following sentence: (1)

African elephants are magnificent and intelligent creatures.

3.5. Rewrite the following sentence, adding the correct punctuation. (1)

how exciting it is to visit knysna elephant park

3.6. Choose the correct verb to complete the sentence: (1)

The group of visitors (was/were) amazed by the elephants.

3.7. Rewrite the sentence in the past tense: (1)

Visitors enjoy the food stalls at the event.

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## QUESTION 2

2. Have a look at the advertisement.

2.1. What is the name of the event being advertised? (1)

2.2. When will the event take place? (1)

2.3. How much does it cost for adults to attend the event? (1)

2.4. Name three activities or attractions mentioned in the advert. (3)

2.5. Who can take advantage of the "SA Residents Special Offer"? (1)

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- Reading comprehension (15)
- Visual Literacy (10)
- Language (15)

Test Total: 40

Number of pages: 8

Dm

# Grade 5 English FAL Term I Test I

## QUESTION 1: READING COMPREHENSION

1. Read the passage below and answer the questions that follow.

### The Lost Puppy

Sarah was walking home from school when she saw a small, fluffy puppy wandering around the park. The puppy looked lost and scared.

Sarah approached the puppy slowly and gently picked it up, making sure not to scare the puppy. She noticed that the puppy had a collar with a tag that had a phone number on it. Thank goodness! Now there is a way to get a hold of the owners.

Sarah called the number, and a few minutes later, the puppy's owner arrived. The owner was very grateful and thanked Sarah for finding the lost puppy. The owner said that the dog ran out of the gate and they could not find her. Sarah was happy that she helped the puppy find its owner.

The owner gave Sarah a big hug and a chocolate to say thank you. The puppy is home safe and playing with her toys.



- 1.1. Who is the main character in the story? (1)  
\_\_\_\_\_
- 1.2. Why was Sarah in the park? (1)  
a) To play with her friends  
b) To walk home from school  
c) To find a lost puppy  
d) To have a picnic
- 1.3. How did she know that the puppy was lost? (1)  
\_\_\_\_\_
- 1.4. How did Sarah know how to contact the puppy's owner? (1)  
a) She found the owner's address  
b) The puppy had a collar with a tag  
c) The puppy led her to the owner's house  
d) She asked people in the park if they knew the owner
- 1.5. What did the owner do when they arrived? (1)  
\_\_\_\_\_

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## QUESTION 3: LANGUAGE

3. Answer the following language questions

- 3.1. Fill in the blanks with the correct word from the word bank below. (2)

*excited, delicious, surprised, quickly, carefully*

- a) The chef \_\_\_\_\_ prepared a \_\_\_\_\_ meal for the guests.  
b) The guests were all \_\_\_\_\_ to taste the food.

- 3.2. Say whether the following sentence is a statement, question, or command. (1)

I love ice-cream. \_\_\_\_\_

- 3.3. Choose the correct punctuation. (1)

Today I found a lost puppy. \_\_\_\_\_

a)	.
b)	?
c)	!
d)	.

- 3.4. Punctuate the following sentence. Rewrite the sentence. (1)

martha john and alex went to the shop to buy eggs and milk and bread

\_\_\_\_\_

- 3.5. Change this sentence into past tense. (1)

I am sitting at my desk and working.

\_\_\_\_\_

- 3.6. Change this sentence into future tense. (1)

I am sitting at my desk and writing in my book.

\_\_\_\_\_

- 3.7. Identify the finite verb in the following sentence. (1)

The cat sleeps on the mat every night.

\_\_\_\_\_

- 3.8. What figure of speech is the following sentence an example of? (1)

The sun smiled down on the field.

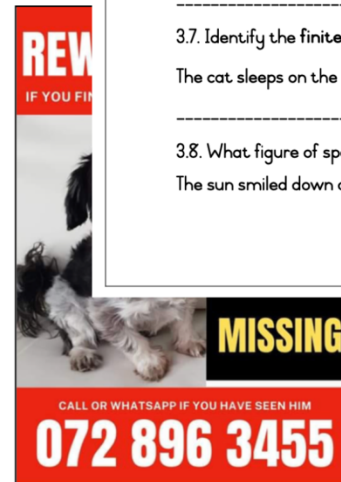
\_\_\_\_\_

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## QUESTION

2. Study the image below and



- 2.1. What is the advert about? (1)  
\_\_\_\_\_

- 2.2. What is the dog's name? (1)  
\_\_\_\_\_

- 2.3. What breed is the dog? (1)  
\_\_\_\_\_

- 2.4. Explain where the dog went missing? (1)  
\_\_\_\_\_  
\_\_\_\_\_

- 2.5. What must you do if you find the dog? (1)  
\_\_\_\_\_

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- Reading comprehension (15)
- Visual Text (10)
- Language (15) (Synonyms & antonyms, adjectives, past tense, future tense, sentence types, punctuation, finite verbs, figures of speech, reflexive pronouns, determiners, pronouns, adverbs of place, complex sentences)

Test Total: 40  
10 Pages



# Grade 5 English FAL Term 1 Test 2

## QUESTION 1: READING COMPREHENSION

1. Read the passage below and answer the questions that follow.

### The Clever Pangolin

The pangolin is a small animal covered with hard, scaly plates. These scales help to protect it from danger. When a predator like a lion comes close, the pangolin rolls itself into a ball, making it very hard to attack.



Pangolins love eating ants and termites. They use their long, sticky tongues to catch their food. These creatures live in warm areas, such as forests and savannas, where there are many insects to eat.

Sadly, pangolins are endangered. Many people hunt them for their scales, which are used to make medicine. To protect pangolins, we must teach people about how important they are to nature. Pangolins help control the number of insects, which can damage plants and crops.

1.1. Where in South Africa can pangolins be found? (1)

-----

1.2. True or False: Pangolins eat fish. (1)

True      False

1.3. What do pangolins eat? (1)

-----

1.4. Fill in the blank: Pangolins are important because they help to control the number of ----- (1)

1.5. Choose the correct answer: Pangolins use their long, sticky ----- to catch food. (1)

- a) tails
- b) tongues
- c) legs

1.6. How does the pangolin protect itself from danger? (1)

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## QUESTION 3: LANGUAGE

3. Answer the following language questions

3.1. Say whether the following sentence is a **statement**, **question**, or **command**. (1)

There are buck eating behind that bush. -----

3.2. Choose the correct punctuation: (1)

Look at the size of that lion -----

a)	.
b)	?
c)	!
d)	.

3.3. Underline the common noun in this sentence: (1)

The lions roared loudly in the savannah.

3.4. Replace the underlined word with a suitable pronoun: (1)

The birds flew high in the sky. The birds enjoyed the freedom.

-----

3.5. Underline the adjective in this sentence: (1)

The majestic elephant walked slowly across the grasslands.

3.6. Punctuate the following sentence. Rewrite the sentence. (1)

we saw lions giraffes buck and an anteater on our safari

-----

3.7. Write the plural form of the following words: (2)

tree	
bush	
goose	
safari	

3.8. Rewrite the sentence in the **past tense**: (1)

The cheetah runs at incredible speeds.

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## QUES

2. Study the advert below and

**Addo Elephant National Park Safari**

Children under 7 FREE

25 January 2025  
Includes:

- Transport to and from Gqeberha
- Entrance fee
- Visit to Addo Elephant National Park
- Morning Safari Game Drive

This is your country, explore it!

073 502 3178  
info@siyaelephanttours.co.za  
www.siyaelephanttours.co.za

2.1. What is the cost of the Addo Elephant National Park tour? (1)

2.2. Name two things that are included in the tour. (2)

-----

2.3. What type of animals might you expect to see on this tour? (1)

2.4. Who do you think the advert is targeting? (1)

- a) People who want to see the ocean
- b) Tourists and nature lovers

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- Reading comprehension (15)
- Visual Text (10)
- Language (15) (Synonyms & antonyms, negative form, types of sentences, nouns, pronouns, adjectives, plurals, punctuation, conjunctions, past tense, future tense, prepositions, determiners, figures of speech)

Test Total: 40  
9 Pages



# Grade 5 Afrikaans FAL Term 1 Test 1

## VRAAG 2: VISUELE TEKS (10)

2.1. Kyk na die prent, en beantwoord die vrae.



2.1.1. Waarvan is die prentjie? (1)

2.1.2. Wat is op die bed?

2.1.3. Hoe dink jy is die weer buite?

2.1.4. Die kat lê op die tafel?. Waar if onwaar?

Waar  Onwaar

2.1.5. Noem een ding wat teen die muur is.

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## VRAAG 3: TAALWERK (15)

3. Antwoord die volgende taal vrae:

3.1. Gee 'n antoniem vir die volgende woord: duur. (1)

3.2. Gee 'n sinoniem vir die volgende woord: gesels (1)

3.3. Kies die korrekte spelling van die woord. (1)

Ouma het 'n (fototjie / foto'pie/ foto'tjie) van die koek geneem.

3.4. Kies die regte antwoord. (1)

Die (eerstens/ een / eerste) ding wat ouma doen is om hande te was.

3.5. Herskryf die sin met die korrekte puntuasie. (3)

ouma henry en annalie bak n koek

3.6. Skryf die sin in die verlede tyd. (2)

Ons bak 'n koek.

3.7. Skryf die volgende sin in die toekomstige tyd. (2)

Ons bak 'n koek.

3.8. Gee die meervoud en verkleining van die word: kind (2)

meervoud	verkleining

3.9 Skryf die volgende woorde in die korrekte alfabetiese volgorde. (2)

koek, eiers, bak, meng, brille

(15)  
GROOT TOTAAL: 40

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## VRAAG 2: VISUELE TE

2.1. Kyk na die prent en beantwoord die vrae.



2.1.1. Waarvan is die prentjie? (1)

2.1.2. Wat is op die bed? (1)

2.1.3. Hoe dink jy is die weer buite? (1)

2.1.4. Die kat lê op die tafel?. Waar if onwaar? (1)

Waar  Onwaar

2.1.5. Noem een ding wat teen die muur is. (1)

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- Begripstoets (15)
- Visuele Teks (10)
- Taal (15)

Test Total: 40

Number of pages: 8

Dm

# Grade 5 Afrikaans FAL Term 1 Test 2

## VRAAG 1: BEGRIPTOETS (15)

1. Lees die volgende storie en beantwoord dan die vrae:

Dit was 'n helder Saterdagoggend toe die Jacobs-gesin besluit het om die Addo-Olifantpark te besoek. Hulle het vroeg vertrek om seker te maak hulle het genoeg tyd om die wildewe te sien. By die ingang van die park het die gesin eers by die kaart gestop om hul roete te beplan.

Hulle het vinnig olifantspore langs die pad gesien en nie lank daarna nie het hulle 'n groot trop olifante by 'n watergat opgemerk. Die olifante het rustig water gedrink en sommige het met hul slurp water oor hul rug gegooi om af te koel.

Verder langs die pad het hulle ook 'n paar vlakvarke en skilpaaie gesien. Die kinders, Mia en Arno, was opgewonde toe hulle 'n paar leeus onder 'n boom sien slaap. "Hulle lyk so maer, maar hulle is baie sterk!" het Arno uitgeroep.

Die Jacobs-gesin het hul dag afgesluit met 'n piknik by een van die piknikplekke in die park. Terwyl hulle geëet het, het 'n blouaap skielik nader gekom en probeer om 'n stuk brood te steel. Hulle het almal gelag oor die stoute aap se streke. Dit was 'n dag vol avontuur en vreugde wat die gesin nooit sal vergeet nie.



1.1. Gee die teks 'n opskrif

1.2. Waarheen het die Jacobs-gesin gegaan?

1.3. Op watter dag het die Jacobs-gesin die Addo-Olifantpark be-

1.4. Wat het die gesin by die ingang van die park gedoen?

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3.5. Voeg die korrekte leestekens in: (4)

- a) Waar is jou pen \_\_\_\_\_
- b) Jan sê Ek hou van skryf \_\_\_\_\_
- c) Stop daar is 'n slang \_\_\_\_\_
- d) My gunsteling kleure is blou geel en groen

3.6. Kies die korrekte voegwoord in elke sin: (1)

Ek het gesit \_\_\_\_\_ dit was baie warm. (want / en)

3.7. Skryf die volgende sinne oor en voeg verbindings in om die sinne saam te voeg:

Ons ry na die strand. Dit is baie warm.

3.8. Vul die korrekte lidwoord in: (1)

- a) \_\_\_\_\_ seun speel buite.
- b) \_\_\_\_\_ meisie lees 'n boek.

3.9. Kies die korrekte byvoeglike naamwoord: (1)

Die (groot / groot) olifant eet gras.

3.10. Identifiseer die volgende sinne as enkelvoudig, saamgestelde, of kompleks. Merk die korrekte antwoord. (1)

Sy stap in die park, en hy speel met die hond.

Enkelvoudig	<input type="checkbox"/>
Saamgestelde	<input type="checkbox"/>
Kompleks	<input type="checkbox"/>

(15)  
GROOT TOTAAL: 40

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## VRAAG 2: VISUELE T

2.1. Kyk na die advertensie en beantwoord die vrae.

2.1. Wat is die naam van die plek wat besoek word in die advertensie? (1)

2.2. Watter aktiwiteit is ingesluit in die besoek aan die Addo Olifant Nasionale Park? (1)

2.3. Hoeveel kos dit per persoon om die safari-avontuur te doen? (1)

2.4. Wie mag gratis gaan volgens die advertensie? (1)

- a) Kinder sonder 7
- b) Kinders
- c) Pensioenarisse
- d) Almal

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- Begripstoets (15)
- Visuele Teks (10)
- Taal (15)

Test Total: 40

Number of pages: 9

Dm

# Grade 5 Life Skills PSW Term I Test I

## QUESTION 1: TRUE OR FALSE

- I. Answer whether the following statements are True or False. If False, write the correct sentence.
- I.1 The term 'relationship' refers to the way you treat others. (1)  
 \_\_\_\_\_
- I.2 'Supporting and helping each other' is an example of a *good* relationship. (1)  
 \_\_\_\_\_
- I.3 'Self-concept' is how you see and think about yourself. (1)  
 \_\_\_\_\_
- I.4 Surrounding yourself with negative people is a way you can improve your 'Self-concept'. (1)  
 \_\_\_\_\_
- I.5 Self-confidence helps you try new things. (1)  
 \_\_\_\_\_
- I.6 Ignoring other people's feelings is a sign of kindness. (1)  
 \_\_\_\_\_
- I.7 Taking care of your body shows self-respect.  
 \_\_\_\_\_

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## QUESTION 2

2. Match the situations in Column A with answer in the grid below.

### Column A (Term)

- 2.1. Helping a classmate with their homework  
 2.2. Telling the truth when you've made a mistake  
 2.3. Cleaning your desk without being asked  
 2.4. Saying "please" and "thank you" to others  
 2.5. Sharing your lunch with someone who is hungry

2.1.	2.2.	2.3.
------	------	------

## QUESTION 3

3. Answer the following questions using full sentences.
- 3.1 What does it mean to be respectful towards others? (Provide one example) (2)  
 \_\_\_\_\_
- 3.2 In your own words, explain what a *good* relationship means. (2)  
 \_\_\_\_\_
- 3.3 Describe one way you can improve your self-concept. (2)  
 \_\_\_\_\_
- 3.4 Give two examples of how you can be *kind* and *helpful* to someone. (2)  
 \_\_\_\_\_
- 3.5 Why is it important to treat others with kindness? (2)  
 \_\_\_\_\_

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## MEMORANDUM GR5 LS PSW TERM I TEST

QUESTION	ANSWER	MARKS	LEARNER MARK
<b>QUESTION 1: TRUE OR FALSE.</b>			
I.1.	False (A 'Relationship' is a connection between two or more people).	1	
I.2.	True.	1	
I.3.	True.	1	
I.4.	False (Setting achievable goals and celebrating your achievements are examples of how to improve your Self-concept).	1	
I.5.	True.	1	
I.6.	False (Ignoring people's feelings is unkind.)	1	
I.7.	True.	1	
		Total: _____/7	
<b>QUESTION 2: COLUMN MATCH</b>			
2.1.	d) Kindness	1	
2.2.	b) Honesty	1	
2.3.	a) Responsibility	1	
2.4.	e) Gratitude	1	
2.5.	c) Respect	1	
		Total: _____/5	
<b>QUESTION 3: SHORT ANSWERS</b>			
3.1.	Being respectful towards others means treating them with kindness and consideration. For example, listening when someone else is speaking without interrupting.	2	
3.2.	A good relationship means having a positive connection with someone, where both people support, respect, and care for each other.	2	
3.3.	Example answer: "I can improve my self-concept by focusing on my strengths and accomplishments, and not comparing myself to others."	2	
3.4.	Example answer: "I can be kind and helpful to someone by offering to help them with their homework or sharing my snacks with them."	2	
3.5.	It is important to treat others with kindness because it helps build positive relationships and makes people feel valued.	2	
3.6.	You can handle a disagreement by staying calm, listening to your friend's point of view, and finding a solution together.	2	
		Total: _____/12	
<b>QUESTION 4: CASE STUDY</b>			

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- Self-concept
- Coping with emotions
- Giving and receiving feedback
- Coping with emotions
- Significance of friends
- Safe relationships

Test Total: 30  
 Number of pages: 6

Dm

# Grade 5 Life Skills PSW Term I Written Task

## QUESTION I: TRUE OR FALSE

I. Read the following case study and answer the questions that follow.

Lebo is a Grade 5 learner who recently moved to a new school. She felt nervous on her first day because she didn't know anyone in her class. During break, she sat alone on a bench until another learner, Ayesha, came over to introduce herself. Ayesha invited Lebo to join her group of friends. Over time, Lebo became close friends with Ayesha and her group.



One day, Lebo's teacher asked the class to share what they were good at during a class discussion. Lebo hesitated but eventually shared that she loves drawing and painting. Her classmates clapped, and Ayesha said, "Wow, you're so talented! Maybe you can teach us sometime." This made Lebo feel more confident.



A few weeks later, Lebo's class participated in an art competition. Lebo worked hard and won second place. She was happy but also a little disappointed because she had hoped to win first place. Ayesha noticed and said, "Don't feel bad, Lebo. Second place is amazing! I'm so proud of you."

At the same time, Lebo was having trouble with another learner, Siphso, who would sometimes tease her about her glasses. One day, Lebo told Ayesha about how Siphso's teasing made her feel sad. Ayesha suggested they talk to their teacher. The teacher helped resolve the issue by explaining to Siphso why teasing was hurtful. After Siphso apologized, and they started getting along better.

Through these experiences, Lebo learned the importance of having good friends, standing up for herself, and managing her emotions. She also realized how much better she felt when she shared her feelings with others instead of keeping them inside.



I.1. What made Lebo feel nervous on her first day at her new school?

-----  
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I.2. Who helped Lebo feel welcome?

-----  
-----

I.3. What did Lebo share about her interests?

- She loves playing soccer.
- She loves drawing and painting.
- She loves singing and dancing.
- She loves reading books.

I.4. True or false. Ayesha was surprised that Lebo liked drawing and painting.

True  False

I.5. Why did Lebo feel a little disappointed about not winning first place?

-----  
-----

I.6. How did Ayesha help Lebo feel better about her situation?

-----  
-----

I.7. What problem did Lebo face with Siphso, and how was it resolved? (2)

-----  
-----

I.8. Name one lesson Lebo learned from her experiences. (1)

-----  
-----

I.9. Why is it important to have friends like Ayesha during times of sadness or disappointment? (2)

-----  
-----

I.10. Her friend Ayesha gave her positive feedback when she was upset about not coming first in the competition. What is an example of negative feedback and why is positive feedback better than negative feedback? (3)

-----  
-----  
-----

## MEMO G5 LIFE SKILLS PSW TERM I CASE STUDY

QUESTION	ANSWER	MARKS	LEARNER MARK
QUESTION I: CASE STUDY			
I.1.	She felt nervous because she didn't know anyone in her class.	1	
I.2.	Ayesha helped her feel welcome by introducing herself and inviting her to join her group of friends.	2	
I.3.	b) She loves drawing and painting.	1	
I.4.	True	1	
I.5.	She felt a little disappointed because she hoped to win first place.	1	
I.6.	Ayesha told her that second place was amazing and that she was proud of her. / She reassured her that she did well.	1	
I.7.	Siphso teased her about her glasses, but the teacher helped resolve the issue by explaining why teasing was hurtful.	2	
I.8.	She learned the importance of sharing her feelings with others.	1	
I.9.	Friends like Ayesha can make someone feel supported, confident, and less alone during difficult times.	2	
I.10.	Example of negative feedback: Saying, "You didn't work hard enough, so you didn't deserve to win." Positive feedback encourages and motivates a person to improve without discouraging them. It helps boost their confidence and emotional well-being, whereas negative feedback can lead to demotivation and hurt feelings.	3	
I.11.	c) Empathy	1	
I.12.	Lebo managed her emotions by sharing her feelings with Ayesha and focusing on the positive feedback she received.	3	
I.13.	Award marks for a thoughtful paragraph describing how Lebo felt welcomed, happy, or included.	3	
I.14.	<ul style="list-style-type: none"> <li>Safe relationship: Friends listen to your feelings, support your goals, and encourage you.</li> <li>Unsafe relationship: Someone bullies you, makes you feel bad about yourself, or pressures you to do unsafe things.</li> </ul>	6	
I.15.	Talking to an adult helps solve problems and ensures you feel safe and supported.	2	
		Total: _____/30	
		GRAND TOTAL: _____/30	

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5

- Self-concept
- Coping with emotions
- Giving and receiving feedback
- Coping with emotions
- Significance of friends
- Safe relationships

Test Total: 30

Number of pages: 6

# Grade 5 History Term 1 Test 1

## QUESTION 1: MATCH THE COLUMN

1. Match the Term in Column A with the correct description from Column B. (5)

Column A (Term)	Column B (Definition)
1.1 Herders	a) People who raise animals for food and other resources.
1.2 Spears and Nets	b) The indigenous people known for sourcing their food by hunting and gathering wild animals plants.
1.3 Hunter-gatherers	c) A system of exchange without using money.
1.4 Barter system	d) People who keep livestock, such as sheep and cattle.
1.5 Khoikhoi	e) Ancient tools used by the hunters.

(5)

## QUESTION 2: FILL IN THE BLANKS

2. Fill in the blanks below with the correct word from the Word Box provided.

drums	sheep	the San
the Khoikhoi	seasons	water

- 2.1 The \_\_\_\_\_ were a group of herders who lived in southern / moved their animals to different grazing areas.
- 2.2 The most important animals that the herders looked after were cat- \_\_\_\_\_ and goats.
- 2.3 The Khoikhoi moved with their animals according to the \_\_\_\_\_ new grazing land.
- 2.4 The first people who lived in southern Africa were called the \_\_\_\_\_ and they lived by hunting animals and gathering wild plants.
- 2.5 The early people used smoke signals or \_\_\_\_\_ to communi- each other over long distances.

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## QUESTION 3: TRUE OR FALSE

3. Answer whether the following stat- (If False, write the correct statem-)

- 3.1 The San hunter-gatherers lived \_\_\_\_\_
- 3.2 Hunting was done by San wom- \_\_\_\_\_
- 3.3 The San believed that the world \_\_\_\_\_
- 3.4 Herders usually live a nomadic l- \_\_\_\_\_
- 3.5 San children were sent to schoo- \_\_\_\_\_

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## MEMORANDUM GR5 HISTORY T1 TEST

QUESTION	ANSWER	MARKS	LEARNER MARK
<b>QUESTION 1: COLUMN MATCH</b>			
1.1.	d) People who keep livestock, such as sheep and cattle.		
1.2.	e) Ancient tools used by the hunters.		
1.3.	b) The indigenous people known for sourcing their food by hunting and gathering wild animals plants.		
1.4.	c) A system of exchange without using money.		
1.5.	a) People who raise animals for food and other resources.		
		Total: ____/5	
<b>QUESTION 2: FILL IN THE BLANKS</b>			
2.1.	The Khoikhoi		
2.2.	Sheep		
2.3.	Seasons		
2.4.	The San		
2.5.	Drums		
		Total: ____/5	
<b>QUESTION 3: TRUE OR FALSE</b>			
3.1.	False (The San lived by hunting animals and gathering wild plants, not farming.)		
3.2.	False (In San society, men typically hunted while women gathered plant foods.)		
3.3.	True (The San had spiritual beliefs, and they believed in nature spirits and ancestors.)		
3.4.	True (Herders live a nomadic lifestyle, moving with their livestock in search for grazing land.)		
3.5.	False (San children learned practical survival skills from their families through experience, not formal schooling.)		
		Total: ____/5	
<b>QUESTION 4: PICTURE ANALYSIS</b>			
4.1.	Any suitable answer: The man in the center is holding a tool that appears to be a hoe, used for farming. Other people are using hands to prepare food.	2	
4.2.	It is a rural or early agricultural settlement (Likely from the Neolithic period, where people lived in simple huts and practiced farming.)	2	
4.3.	It looks like they are hunter-gatherers as there is a water supply, huts and the people holding weapons suggest they are going to hunt for food. Although they have some cattle they do not have a herd of cattle.	2	

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## QUESTION 4: PICTURE ANALYSIS

4. Look at the picture below to answer the questions that follow:



Picture source: <https://iithub.com/modern-parents-could-learn-a-lot-from-hunter-gatherer-families/>

4.1 What kind of tools do you see in the picture, and what are they used for? Explain your answer. (2)

\_\_\_\_\_

\_\_\_\_\_

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- How we find out about hunter-gatherers and herders
- San hunter-gatherers society in the Later Stone Age
- Khoikhoi herder society in the Later Stone Age

Test Total: 30  
Number of pages: 7

Dm

# Grade 5 History Term I Test 2

## QUESTION 2: STORIES, OBJECTS, AND ROCK PAINTINGS

2. Refer to the image below of a rock painting.



2.1. What do rock paintings tell us about the lives of hunter-gatherers? Mention two things. (2)

-----  
-----

2.2. Explain how stories passed down from one generation to the next help us learn about the past. (2)

-----  
-----

2.3. Where are most rock paintings in South Africa found? Name one province.

-----

2.4. How do books written today help us understand hunter-gatherer societies?

-----  
-----

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## QUESTION 4: KHOIKHOI AND SAN SOCIETIES

4. Refer to the image of cattle and a herder's lifestyle.



4.1. What is a pastoral way of life?

-----  
-----

4.2. Name one way the Khoikhoi and San shared the same landscape. (2)

-----  
-----

(4)

## QUESTION 5: PARAGRAPH WRITING

5. Choose ONE of the following topics and write a paragraph of 6–8 sentences to answer the following. (6)

OPTION 1:

- Explain where and why the San created rock art, and how it is linked to South Africa's coat of arms today.
- Use the following keywords in your paragraph: Linton panel, religion, sharing stories, symbolism.

OPTION 2:

Comparing San and Khoikhoi Societies

Compare the way the San and Khoikhoi lived during the Later Stone Age. Mention their social organisation, food sources, and interaction with the environment.

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## MEMORANDUM GRADE 5 HISTORY TERM I TEST

QUESTION	ANSWER	MARK	LEARNER MARK
<b>QUESTION 1: TRUE OR FALSE</b>			
1.1.	True	1	
1.2.	False, Ethnography is the study of living societies, not tools and weapons.	1	
1.3.	True	1	
1.4.	True	1	
1.5.	False, The San and Khoikhoi often shared the same landscape.	1	
1.6.	True	1	
1.7.	False, The Khoikhoi were herders, not hunter-gatherers.	1	
		Total: _____/7	

## QUESTION 2: STORIES, OBJECTS, AND ROCK PAINTINGS

2.1.	Any two of the following: <ul style="list-style-type: none"> <li>• They show the animals they hunted.</li> <li>• They depict the spiritual beliefs of the San.</li> <li>• The tools and weapons they used.</li> <li>• Their daily activities, like hunting or gathering food.</li> <li>• The way they dressed or decorated themselves.</li> <li>• How they worked together in groups.</li> <li>• The importance of nature in their lives.</li> </ul>	2	
2.2.	Stories help us understand the customs, traditions, and beliefs of past societies.	2	
2.3.	Most rock paintings are found in the Drakensberg Mountains, KwaZulu-Natal.	1	
2.4.	Books today help us interpret findings like objects, paintings, and tools from the past, and they record new knowledge from studies like ethnography.	2	
		Total: _____/7	

## QUESTION 3: SAN HUNTER-GATHERER SOCIETY

3.1.	<ul style="list-style-type: none"> <li>• They knew when and where wild plants and animals were available.</li> <li>• They moved to different areas to follow seasonal resources.</li> </ul>	2	
3.2.	The bow and arrow allowed them to hunt animals from a safe distance. – It increased their hunting accuracy.	2	
3.3.	<ul style="list-style-type: none"> <li>• The San believed everything was shared equally within the group.</li> </ul>	2	

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- How we find out about hunter-gatherers and herders
- San hunter-gatherers society in the Later Stone Age
- Khoikhoi herder society in the Later Stone Age

Test Total: 30

Number of pages: 8

Dm

# Grade 5 Geography Term I Test I

## QUESTION 1: FILL IN THE BLANKS

1. Fill in the blanks below with the correct word from the Word Box provided.

Prime Meridian    legend    equator  
cardinal    contour lines

- 1.1 The line of latitude that divides the Earth into the Northern and Southern hemispheres is called the \_\_\_\_\_ (1)
- 1.2 The four main directions on a compass are called the \_\_\_\_\_ directions. (1)
- 1.3 A map key or \_\_\_\_\_ explains the meaning of the symbols used on the map. (1)
- 1.4 \_\_\_\_\_ are lines on a map that show height above sea level. (1)
- 1.5 The imaginary line of longitude that divides the Earth into Eastern and Western hemispheres is called the \_\_\_\_\_ (1)

(5)

## QUESTION 2: SOURCE-BASED QUESTIONS

2. Review Source A and Source B below to answer the questions that follow

Source A: Information about South Africa

The surface of the RSA is not as flat as a tabletop. The uneven nature of the surface has to do with the structure of the land. Landforms such as coastal plains, lowlands, plateau, 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 *levels* above sea level.

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## QUESTION 4: KH

4. Refer to the image of cattle and lifestyle.



4.1. What is a pastoral way of life?

\_\_\_\_\_

4.2. Name one way the Khoikhoi and San shared the same landscape. (2)

\_\_\_\_\_

\_\_\_\_\_ (4)

## QUESTION 5: PARAGRAPH WRITING

5. Choose ONE of the following topics and write a paragraph of 6–8 sentences to answer the following. (6)

OPTION 1:

- Explain where and why the San created rock art, and how it is linked to South Africa's coat of arms today.
- Use the following keywords in your paragraph: Linton panel, religion, sharing stories, symbolism.

OPTION 2:

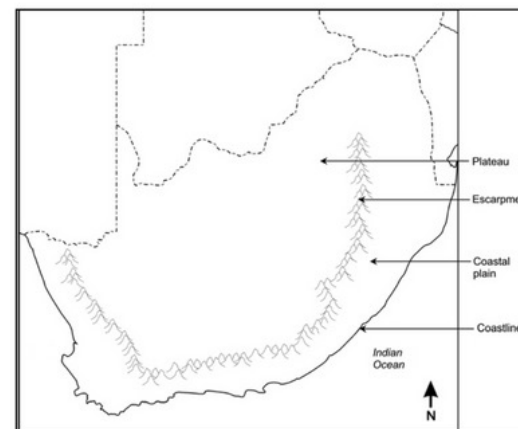
Comparing San and Khoikhoi Societies

Compare the way the San and Khoikhoi lived during the Later Stone Age. Mention their social organisation, food sources, and interaction with the environment.

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Source B: Physical map of South Africa



2.1 Explain what the following terms are using full sentences:

2.1.1 Plateau (1)

\_\_\_\_\_

2.1.2 Escarpment (1)

\_\_\_\_\_

2.1.3 Coastal plain (1)

\_\_\_\_\_

2.1.4 Coastline (1)

\_\_\_\_\_

2.2 What kind of map would you learn about the physical features of a country? (1)

\_\_\_\_\_

(5)

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- World map and compass directions
- Africa our continent (oceans, countries and main cities)
- Physical map of Africa

Test Total: 30

Number of pages: 8



# Grade 5 Geography Term I Test 2

## QUESTION 1: TRUE OR FALSE

1. Read each statement and say whether it is True or False. Place a cross over the correct box.
- 1.1. The equator is an imaginary line that divides the Earth into northern and southern hemispheres. (1)  
 True    False
- 1.2. Africa is the largest continent in the world. (1)  
 True    False
- 1.3. The North and South Poles are found on the equator. (1)  
 True    False
- 1.4. Madagascar is an island country off the east coast of Africa. (1)  
 True    False
- 1.5. The Namib Desert is located in West Africa. (1)  
 True    False
- 1.6. Rivers like the Nile and Zambezi are examples of physical features on a map. (1)  
 True    False

[6]

## QUESTION 2: FILL IN THE MISSING WORDS

2. Fill in the missing words using the options provided in brackets.
- 2.1. Africa is surrounded by the \_\_\_\_\_ Ocean to the east and the \_\_\_\_\_ Ocean to the west. (Indian, Atlantic, Pacific)
- 2.2. The Sahara Desert is located in \_\_\_\_\_ Africa. (North, South, East)
- 2.3. Mount \_\_\_\_\_ is the highest mountain in Africa, located in Tanzania (Kilimanjaro, Kenya, Drakensberg)
- 2.4. The capital city of Botswana is \_\_\_\_\_. (Gaborone, Lusaka, Windhoek)
- 2.5. South Africa has three capital cities: \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_. (Pretoria, Cape Town, Bloemfontein; Maputo, Gaborone)
- 2.6. The \_\_\_\_\_ is an island off the coast of Tanzania, while \_\_\_\_\_ is an island country near Africa. (Zanzibar, Madagascar, Kilimanjaro, Victoria Falls)

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- World map and compass directions
- Africa our continent (oceans, countries and main cities)
- Physical map of Africa

## QUESTION 3

3. Match the items in Column A with only the letter (a–f) in the grid.

Column A	Colour
3.1. Victoria Falls	a) A g
3.2. Limpopo River	b) A n
3.3. Sahara Desert	c) A p
3.4. Lake Tanganyika	d) A r
3.5. Mount Kenya	e) A d
3.6. Equator	f) A n i

3.1.	3.2.	3.3.
------	------	------

## QUESTION 4

4. Answer the following questions

4.1. Fill in the eight compass points on the compass below.



4.2. Name two countries that are North of the equator.

\_\_\_\_\_ (2)  
 [6]

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## MEMO GRADE 5 GEOGRAPHY TERM I TEST

QUESTION	ANSWER	MARKS	LEARNER MARK
<b>QUESTION 1: TRUE OR FALSE</b>			
1.1.	True	1	
1.2.	False	1	
1.3.	False	1	
1.4.	True	1	
1.5.	False	1	
1.6.	True	1	

Total: \_\_\_\_/6

## QUESTION 2: FILL IN THE MISSING WORDS

2.1.	Indian; Atlantic	1	
2.2.	North	1	
2.3.	Kilimanjaro	1	
2.4.	Gaborone	1	
2.5.	Pretoria; Cape Town; Bloemfontein	1	
2.6.	Zanzibar; Madagascar	1	


Total: \_\_\_\_/6

## QUESTION 3: COLUMN MATCH

3.1.	c) A physical feature between Zambia and Zimbabwe	1	
3.2.	d) A river in Southern Africa	1	
3.3.	e) A desert in Northern Africa	1	
3.4.	a) A great lake in East Africa	1	
3.5.	b) A mountain in Kenya	1	
3.6.	f) An imaginary line dividing the Earth	1	

Total: \_\_\_\_/6

## QUESTION 4: SHORT ANSWERS

4.1.		4	
4.2.	Any two of the following: • Algeria	2	

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Test Total: 30  
 Number of pages: 7

Dm

# Grade 5 NST Term I Test I

## QUESTION 2: MATCH THE COLUMN

2. Match the Term in Column A with the correct description from Column B. Write only the letter (a-f) in the answer grid below. (6)

Column A (Term)	Column B (Definition)
2.1 Endoskeleton	a) A type of animal that feeds its young with milk.
2.2 Photosynthesis	b) The process of transferring pollen from one flower to another.
2.3 Mammal	c) Animals with a backbone.
2.4 Pollination	d) Animals with an internal skeleton, like humans and most animals.
2.5 Vertebrate	e) Animals that can live both in water and on land.
2.6 Amphibian	f) The process by which plants use sunlight to make food.

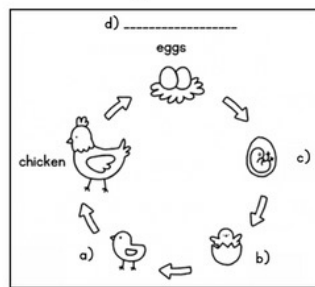
2.1.	2.2.	2.3.	2.4.	2.5.	2.6.
------	------	------	------	------	------

(6)

## QUESTION 3: DIAGRAM QUESTIONS

3. Study the diagrams below to answer the questions that follow:

Diagram A



- 3.1 Fill out the missing letters of from a) – c) in Diagram A above

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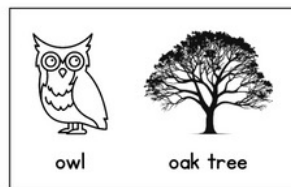
- a) \_\_\_\_\_  
b) \_\_\_\_\_  
c) \_\_\_\_\_

- 3.1.1. Label what type of life cycle the diagram is

- d) \_\_\_\_\_

- 3.2 Review Diagram B below:

Diagram B



owl

oak tree

- 3.2.1 Complete the food chain for the animals in the food chain above. (Do not redraw the living things; only write the names in the correct order starting after the oak tree). (3)



- 3.2.2 Why do we call an oak tree a *producer*? (2)

\_\_\_\_\_

- 3.2.3 Which living thing in the food chain is an insect? (1)

\_\_\_\_\_

- 3.2.4 Farmers spray their trees with chemicals to kill insects. Suggest how chemicals sprayed on the trees get into the insects. (2)

\_\_\_\_\_

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## MEMORANDUM GR5 NST TERM I TEST

QUESTION	ANSWER	MARKS	LEARNER MARK
<b>QUESTION 1: TRUE OR FALSE</b>			
1.1.	True	1	
1.2.	False (The correct order of stages in a butterfly's life cycle is: 'Egg, Larva, Pupa, Adult'.)	1	
1.3.	True	1	
1.4.	True	1	
1.5.	False (Carnivores only eat meat, not plants.)	1	
1.6.	True	1	
		Total: _____/6	

## QUESTION 2: COLUMN MATCH

2.1.	d) Animals with an internal skeleton, like humans and most animals.	1	
2.2.	f) The process by which plants use sunlight to make food.	1	
2.3.	a) A type of animal that feeds its young with milk.	1	
2.4.	b) The process of transferring pollen from one flower to another.	1	
2.5.	c) Animals with a backbone.	1	
2.6.	e) Animals that can live both in water and on land.		
		Total: _____/6	

## QUESTION 3: DIAGRAM QUESTION

3.1.	a) chick, b) hatching, c) embryo	3	
3.1.1.	Life Cycle of a Chicken.	2	
3.2.1.	a) caterpillar, b) blackbird, c) owl	3	
3.2.2.	It makes food by photosynthesis.	2	
3.2.3.	Caterpillar	1	
3.2.4.	Insects eat leaves of trees.	2	
3.3.1.	Large strong or sharp beak Large eyes or eyes that face forward Wings for hovering (any two).	1	
3.3.2.	Fewer places to lay eggs Fewer places to nest They lay fewer eggs Less food for owls Owls can be frightened by traffic or people Loss of habitat (any one)	1	
3.3.3.	They catch or kill mice.	1	
		Total: _____/6	

## QUESTION 4: FILL IN THE BLANKS

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- Plants and animals on earth
- Animal skeletons
- Food chains
- Life cycles

Test Total: 40

Number of pages: 8

Dm

# Grade 5 NST Term I Test 2

- 2.5. The ability of a material to be stretched without breaking is called \_\_\_\_\_.
- 2.6. The main source of energy in an ecosystem is the \_\_\_\_\_.
- 2.7. Animals such as worms and fungi that break down dead plants and animals are called \_\_\_\_\_.
- 2.8. Rocks, water, and soil are examples of \_\_\_\_\_ factors in an ecosystem.
- 2.9. The leaves of a plant take in a gas called \_\_\_\_\_ during photosynthesis.
- 2.10. An animal's natural home is called it's \_\_\_\_\_.

(10)

## QUESTION 3: MATCHING COLUMNS

3. Match the term in Column A with the correct description in Column B. Write only the letter (a–e) in the grid below.

Column A	Column B
3.1. Omnivore	a) Breaks down dead organisms
3.2. Abiotic factors	b) Eats only plants
3.3. Herbivore	c) Non-living factors in an ecosystem
3.4. Decomposer	d) Eats both plants and animals
3.5. Habitat	e) Place where organisms live

3.1.	3.2.	3.3.	3.4.
------	------	------	------

## QUESTION 4: PICTURE ANALYSIS

4. Study the food chain below and answer the questions that follow

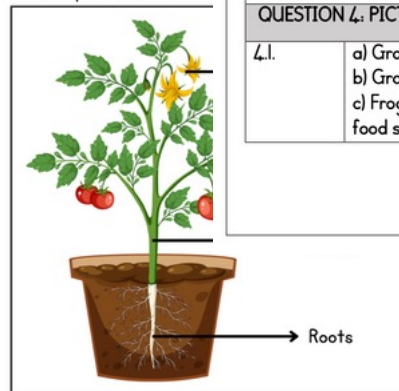


- 4.1. a) Identify the producer in the food chain.
- b) Name one primary consumer.

c) What would happen to the frog population? Explain.

d) Which animal in this food chain is a tertiary consumer?

- 4.2. Study the picture of a plant below and answer the questions that follow.



a) Which part of the plant absorbs water and nutrients? (1)

b) What is the function of the stem? (1)

c) Name the process that occurs in the leaves of the plant. (1)

(7)

## MEMORANDUM GR5 NST TERM I TEST

QUESTION	ANSWER	MARKS	LEARNER MARK
<b>QUESTION 1: TRUE OR FALSE</b>			
1.1.	False	1	
1.2.	True	1	
1.3.	False	1	
1.4.	False	1	
1.5.	False	1	
1.6.	True	1	
1.7.	True	1	
1.8.	True	1	
1.9.	True	1	
1.10.	True	1	
		Total: _____/10	
<b>QUESTION 2: FILL IN THE BLANKS</b>			
2.1.	Photosynthesis	1	
2.2.	Omnivore	1	
2.3.	Conductors	1	
2.4.	Plant	1	
2.5.	Elasticity	1	
2.6.	Sun	1	
2.7.	Decomposers	1	
2.8.	Abiotic	1	
2.9.	Carbon dioxide	1	
2.10.	Habitat	1	
		Total: _____/10	
<b>QUESTION 3: MATCHING COLUMNS</b>			
3.1.	d) Eats both plants and animals	1	
3.2.	c) Non-living factors in an ecosystem	1	
3.3.	b) Eats only plants	1	
3.4.	a) Breaks down dead organisms	1	
3.5.	e) Place where organisms live	1	
		Total: _____/5	
<b>QUESTION 4: PICTURE ANALYSIS</b>			
4.1.	a) Grass b) Grasshopper c) Frog population would decrease because they would lose their food source	4	

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- Plants and animals on earth
- Animal skeletons
- Food chains
- Life cycles

Test Total: 40

Number of pages: 8

# Grade 5 Mathematics Term I FAT Assignment

## GRADE 5 MATHEMATICS – TERM I FORMAL ASSESSMENT TASK (ASSIGNMENT)

Name: \_\_\_\_\_ Marker: \_\_\_\_\_  
Date: \_\_\_\_\_  
Duration: 3 hours  
Total Marks: 50

### Instructions

- Write your name and date in the space provided.
- No calculators may be used.
- This assignment may be used in more than one lesson.
- Show all working out.

Content Area	Question	Marks
Number Concepts & Mental Maths	Question 1	14
Number Sentences & Properties	Question 2	13
Addition & Subtraction	Question 3	10
Multiplication	Question 4	13
TOTAL		50

Cognitive Level	Marks	%
Lower Order	14	28%
Middle Order	19	38%
Higher Order	17	34%
TOTAL	50	100%



### QUESTION 3: ADDITION AND SUBTRACTION

3. Answer the following addition and subtraction questions.

3.1. Use estimation to the nearest 1 000 to get your answer: (1)  
74 618 – 29 452 = \_\_\_\_\_

3.2. Calculate using the column method:

a) 46 875 + 8 964 = (2)

b) 81 403 – 39 786 = (2)

3.3. A primary school holds two fundraising cake sales during the year. In the first sale, they raise R3 485, and in the second sale, they raise R5 260.

a) How much money did they raise altogether? (2)



b) What is the difference between the two amounts raised? (3)

(10)

5



### QUESTION 1: NUMBER

1. Answer the following questions.

1.1. What is the place value of the 4 in 84 \_\_\_\_\_

1.2. Write the smallest number: \_\_\_\_\_

705 418 ; 705 \_\_\_\_\_

1.3. Place these numbers in descending order: \_\_\_\_\_

623 504 ; 632 1 \_\_\_\_\_

1.4. Fill in the missing numbers for each

a) 175 200 \_\_\_\_\_

b) 6 980 6 970 \_\_\_\_\_

1.5. Round off these numbers to the nearest 10 and 1 000. (2)

Number	Rounded off to 10	Rounded off to 1 000
7 482		
6 975		

1.6. Tick True or False and explain your answer: (2)

a) 914 306 is an odd number.

True  False

b) 600 000 + 0 = 600 000

True  False



2

- Number concepts & Mental Maths
- Number Sentences & Properties
- Addition & Subtraction
- Multiplication

50 Marks  
11 Pages

Dm

# Grade 5 Mathematics Term I FAT Test

## GRADE 5 MATHEMATICS – TERM I FORMAL ASSESSMENT TASK (TEST)

Name: \_\_\_\_\_ Marker: \_\_\_\_\_  
Date: \_\_\_\_\_  
Duration: 1 hour  
Total Marks: 50

### Instructions

- Write your name and date in the space provided.
- No calculators may be used.
- Show all working out.
- Try your best.
- Good luck!

Content Area	Question	Marks
Mental Maths & Number Concepts	1	12
Number Sentences & Properties	2	14
Addition & Subtraction	3	12
Multiplication	4	12
TOTAL		50

Cognitive Level	Description	Marks	%
Lower Order	Recall, identify, order	20	40%
Middle Order	Calculate, apply strategies	20	40%
Higher Order	Solve problems, explain thinking	10	20%
TOTAL		50	100%



2.3 Write a number sentence (do NOT calculate).  
A school has 240 learners. They are divided equally into 8 classes. (2)

2.4 Look at the number sentence:

$$36 + 45 = 45 + 36$$

- a) Is this number sentence correct? YES / NO (1)  
b) Explain why the two answers are the same. (2)

2.5 Explain why 0 does not change a number when adding. (1)

2.6 Read each statement and write True or False in the space provided. (2)

- a) Multiplying a number by 1 changes the value of the number. \_\_\_\_\_  
b) When you add 0 to a number, the number stays the same. \_\_\_\_\_

(14)

### QUESTION 3: ADDITION AND SUBTRACTION

3. Answer the following addition and subtraction questions.

3.1 Estimate the answer by rounding to the nearest 1 000. (2)

58 462 – 21 398 rounded is \_\_\_\_\_

3.2 Calculate the following using the column method:

a)  $34\ 875 + 6\ 489 =$  (2)



4

### QUESTION 4

1. Answer the following questions.

1.1 Write the place value of the digit 7 in \_\_\_\_\_

1.2 Write the largest number:

684 219 ; 684 912 ; 684 291 ; 684 129

1.3 Arrange the following numbers in ascending order: \_\_\_\_\_

506 321 ; 560 231 ; 503 621 ; 530 612

1.4 Round off:

a) 4 786 to the nearest 10 \_\_\_\_\_ (1)

b) 4 786 to the nearest 1 000 \_\_\_\_\_ (1)

1.5 Say if each statement is True or False. Place a cross over the correct box.

a) 605 432 is an even number. (1)

True  False

b)  $500\ 000 + 0 = 500\ 000$  (1)

True  False

1.6 Count forwards in 25s from 1 250 to 1 375. (2)

1.7 What is the value of the 6 in 642 918? (1)

1.8 Write the next odd number after 9 999. (1)

(12)

2



- Number concepts & Mental Maths
- Number Sentences & Properties
- Addition & Subtraction
- Multiplication

50 Marks  
11 Pages

