

GRADE 5

TERM 2

TEST BUNDLE

PREVIEW



The term 2 test covers term 2 topics, and the June test covers both term 1 and 2 topics.



Grade 5 English HL Term 2 Test

QUESTION: COMPREHENSION

1. Read this article and answer the questions that follow.

Once upon a time, there was a little girl named Sarah. Sarah loved animals, especially puppies. One day, while walking home from school, Sarah found a lost puppy wandering around the park. The puppy was small, fluffy, and looked very scared.



Sarah knew she had to help the puppy find its way back home. She gently picked up the puppy and carried it in her arms. She walked around the park, asking people if they had lost a puppy, but no one knew where the puppy belonged or who it belonged to. She walked around for nearly two hours asking everyone she could see. She was now feeling hopeless. She did not know what to do next.

Feeling sad for the lost puppy, Sarah decided to take it home with her. She gave the puppy some food and water, and it wagged its tail happily. Sarah named the puppy Lucky because she felt lucky to have found such a sweet little dog.

Sarah took good care of Lucky, and soon they became the best of friends. Lucky was no longer a lost puppy; he had found a loving home with Sarah.

1.1. Produce a suitable heading for this story.

1.2. Quote one word from paragraph 1 that means to walk around aimlessly to place.

1.3. Quote a sentence in paragraph 2 that tells us that Sarah handled the puppy with care?

1.4. Read the following sentence and underline the correct answer:

- She feels hopeless
A synonym for the word hopeless is...
- In despair
 - Encourage
 - hopeful
 - kind

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QUESTION 4: LANGUAGE STRUCTURES AND CONVENTIONS (10 MARKS)

4. Answer the following language questions.

4.1. Identify the verb in the following sentence: "The cat chased the mouse." (1)

Verb: _____

4.2. Which of the following sentences is written in the past tense? (1)

- She is playing outside.
- She will play outside.
- She played outside.
- She plays outside.

4.3. Choose the correct pronoun to complete the sentence: "_____ are going to the park." (1)

- I
- We
- They
- You

4.4. Join these two sentences using the conjunction in brackets. (1)

She wanted to go swimming. It started to rain. (but)

4.5. Punctuate the following sentence: (1)

"the dog ran into the house"

4.6. Fill in the blank with the correct preposition: "The ball is _____ the box." (1)

- on
- in
- at
- by

4.7. Which word in the following sentence is an adverb? (1)

"She quickly ran home."

4.8. Change the following sentence into the reported speech. (1)

Mary said, "I am scared of dogs".

Mary said that _____

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QUESTION

2. Read the advertisement below and



2.1. Which company is advertising their product? (1)

2.2. What is the slogan of the company? (1)

2.3. Describe the logo of this company? (2)

2.4. How much does the deal cost? (1)

2.5. Name what all is included in the deal. (2)

2.6. Who is the target market for this advertisement? Underline your answer. (1)

- People who don't enjoy eating out.
- People who enjoy eating fish and chips.

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- Reading comprehension (15)
- Visual Literacy (10)
- Summary (5)
- Language (10)

Test Total: 40

Number of pages: 9

Dm

Grade 5 English HL June Test

QUESTION 1: READING COMPREHENSION

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



The First Video Game Console

Back in the early 1970s, a man named Ralph Baer, often called the "Father of Video Games," changed entertainment forever. Ralph had an idea: what if people could play games on their televisions? This idea led to the invention of the Magnavox Odyssey, the world's first home video game console, released in 1972.

The Magnavox Odyssey was a simple machine compared to today's gaming systems. It didn't have sound, and the graphics were just a few squares and lines on the screen. Players used plastic overlays on their TV screens to make the games more colourful.

One of the most popular games on the Odyssey was Table Tennis, which inspired the famous game Pong created by Atari. Pong became one of the first major hits in video game history. The Odyssey also introduced the idea of a gaming controller — a device players used to move things on the screen.

Even though the Magnavox Odyssey wasn't as advanced as modern consoles like the PlayStation or Xbox, it paved the way for an entire industry of gaming. Today, video games are enjoyed by millions of people worldwide, but it all started with Ralph Baer's invention.

Fun Facts:

- The Magnavox Odyssey could play 28 different games!
- The console didn't have a power button — you had to plug it in to turn it on.
- The first video game ever made was called "Tennis for Two", created in 1958, but it wasn't played on a console — it was displayed on a large oscilloscope.

1.1. What was the name of the first video game console? (1)

- a) PlayStation
b) Magnavox Odyssey

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QUESTION 4: LANGUAGE

4. Answer the following language questions.

4.1. Identify the noun in the following sentence: (1)

The children played outside after school.

- a) children
b) played
c) outside
d) school

4.2. Write a sentence using a collective noun. (1)

4.3. Identify the verb in this sentence: (1)

She quickly ran to the store.

- a) quickly
b) ran
c) store
d) to

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

e.

f.

g. noun in this sentence: (1)

h. past tense: (1)

i. f the verb in future tense: (1)

j. row. (1)

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QUESTION 2: VISUAL TEXT ANALYSIS (8 MARKS)

Read the image below and answer the questions that follow. (15)



2.1. What is the main purpose of this advertisement? (1)

2.2. Identify three products mentioned in the advertisement. (1)

2.3. Quote the slogan used in the advertisement? (1)

2.4. Who is the target market for this advertisement? (1)

- a) Children who love sweets
b) Rugby fans and chocolate lovers
c) Athletes looking for energy bars
d) People who like healthy snacks

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- Reading comprehension (15)
- Visual Literacy (10)
- Summary (5)
- Language (10)

Test Total: 40

Number of pages: 11



Grade 5 Afrikaans FAL Term 2 Test

VRAAG 1: BEGRIPTOETS

1. Lees die leestuk noukeuring deur en beantwoord die vrae in volledige sinne.

'n Bos Avontuur



Op 'n warm somersdag het die kinders besluit om 'n avontuur te beleef in die woud agter hul huis. Hulle het vroeg in die oggend opgestaan, kos gepak, en gereed gemaak vir die dag se ontdekkingstog. Die son het helder geskyn en die voëls het vrolik gesing terwyl hulle die bospaaië begin verken het.

Hulle het tussen die bome deur gestap en na interessante plante en diere gesoek. Op 'n oomblik het hulle 'n kabouterjie gewaar wat onder 'n groot boom gesit het. Die kabouterjie het hulle vriendelik gegroet en hulle genooi om saam met hom te kom sit. Hy het vir hulle stories vertel van die woud en die wonders wat daar skuil.

Na 'n rukkie het die kinders besluit om verder te gaan en meer van die woud te verken. Hulle het 'n rivier ontdek en langs die oewer gaan sit om te rus en te eet. Daarna het hulle verder gestap en 'n ou ruïne ontdek wat hulle laat dink het aan die mense wat daar vroeër gewoon het.

Teen die middag het hulle besluit om terug te keer huis toe. Hul oor die avontuur wat hulle beleef het. Hulle het besef dat die wêreld skatke is wat wag om ontdek te word.

1.1. Wat het die kinders besluit om te doen op 'n warm somerdag?

1.2. Wat het die kinders ingepak?

1.3. Wat het die voëls gedoen?

1.4. Omkring die korrekte antwoord.

a) Die kinders het klippe gesoek.

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VRAAG 2: VISUELE

2. Kyk na die advertensie en beantwoord die vrae in volledige sinne.



2.1. Op watter kanaal is die program?

2.2. Watter dag van die week speel die program? (1)

2.3. Onderstreep die korrekte antwoord. (1)

Die naam van die program is, Dinge van 'n (volwassene / kind)

2.4. Wanneer begin die program? (1)

2.5. Omkring die regte letter. (1)

Die program is gebaseer op 'n _____

- a) Ware verhaal
- b) Boek
- c) Teatre
- d) Fiksie

2.6. Noem die persoon wat die boek geskryf het waarop die program gebaseer is. (1)

2.7. Hoe laat word die program uitgesaai? (1)

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VRAAG 4: TAALWERK

4. Antwoord die volgende taal vrae:

4.1. Vul die korrekte voornaamwoord in: (1)

Die kinders het op 'n avontuur gegaan. _____ het dit geniet.

4.2. Omkring die regte voorsetsel: (1)

Hulle het (onder/ op) die bome deur gestap.

4.3. Vul die korrekte trappe van vergelyking in: (1)

Die kabouter wat hulle ontmoet het, was die (vriendelik) _____ kabouter in die woud.

4.4. Verander die sin na die verlede tyd: (1)

Die kinders stap in die bos.

4.5. Gee 'n teenoorgestelde vir die woord "helder". (1)

4.6. Onderstreep die korrekte spelling: (1)

Die son het helder geskyn en die (voëls / vöëls) het gesing.

4.7. Herskryf die sin met die korrekte puntuasie. (1)

is jy ook moeg anna

4.8. Voltooi die vergelyking: (1)

Die kinders was so moeg soos _____ na 'n lang dag.

4.9. Maak die sin langer deur die voegwoord te gebruik. (1)

Piet wil graag saam met hulle speel. Hy is moeg. (maar)

4.10. Skryf die volgende woorde in die korrekte alfabetiese volgorde. (1)

Skuil, oggend, op, gesoek, beleef, wag

(10)
GROOT TOTAAL: 40

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- Begripstoets (15)
- Visuele Teks (10)
- Opsomming (5)
- Taal (10)

Test Total: 40

Number of pages: 8

Dm

Grade 5 Afrikaans Junie Toets

VRAAG 1: BEGRIPTOETS (15)

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

Drama: 'Die Groot Verrassing'

Karakterlys:

- Mamma
- Pappa
- Mia
- Liam
- Ouma

Toneel 1: In die sitkamer

(Mia en Liam sit op die rusbank. Mamma en Pappa kom in met groot glimlagte.)

Mamma: Kinders, ons het 'n groot verrassing vir julle!

Liam: Wat is dit, Mamma?

Pappa: Julle ouma kom vir 'n lang besoek! Sy arriveer môre.

Mia: Hoeral Ek mis Ouma se pannekoekel

(Toneel eindig.)

Toneel 2: In die kombuis

(Ouma kom in met 'n groot koekblik. Die kinders hardloop na haar toe.)

Ouma: My liewe kinders! Ek het iets vir julle gebring.

Mia: Ouma, is dit jou beroemde sjokoladekoek?

Ouma: Inderdaad! Julle moet my help om dit te versier.

Liam: Ek hou van hierdie verrassing!

(Toneel eindig.)

1.1. Waar speel die eerste toneel af?

1.2. Watter verrassing het Mamma en Pappa vir die kinders?

1.3. Hoekom is Mia opgewonde oor Ouma se besoek?

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VRAAG 3: TAALWERK (10)

4. Antwoord die volgende taal vrae:

4.1. Onderstreep die byvoeglike naamwoord in elke sin: (1)

a) Die sagte kombers lê op die bed.

b) Ons het 'n koue roomys geëet.

4.2. Voltooi die tabel: (3)

Positief	Vergrotende trap	Ootreffende trap
Sterk	a) _____	sterkste
mooi	mooier	b) _____
c) _____	lekkerder	lekekrste

4.3. Skryf die meervoud van die volgende woorde: (1)

a) Hond → _____

b) Blom → _____

4.4. Kies die korrekte voorsetsel uit die hakies: (1)

a) Die kinders speel (in/op) die park.

b) Ons sit (onder/bo) die boom.

4.5. Verander die volgende sin in indirekte rede: (1)

Sannie sê: "Ek hou van sokker."

4.6. Skryf die antoniem van die onderstreepte woord: (1)

a) Die groot olifant loop in die veld. → _____

b) Die hond is vrolik. → _____

4.7. Benoem die tipe sin: (Stelsin, Vraagsin, Bevelsin) (1)

a) Hoekom is jy laat? → _____

b) Sit still → _____

4.8. Voltooi die vergelykings: (1)

a) So stadig soos 'n _____.

b) So skelm soos 'n _____.

(10)

GROOT TOTAAL: 40

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VRAAG 2: VISUELE

2.1. Kyk na die plakkaat en beantwoord die vrae.



2.1. Wat is die naam van die geleentheid op die plakkaat? (1)

2.2. In watter taal word hierdie geleentheid aangebied? (1)

2.3. Waar en wanneer gaan hierdie geleentheid plaasvind? (2)

2.4. Hoe laat begin die geleentheid? (1)

a) 14.00

b) 14.20

c) 13.00

d) 16.00

2.5. Noem enige manier waarop mense kaartjies vir die geleentheid kan bespreek. (1)

2.6. Wat beteken die woord "Opskop" in die konteks van hierdie plakkaat? (1)

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- Begripstoets (15)
- Visuele Teks (10)
- Opsomming (5)
- Taal (10)

Test Total: 40

Number of pages: 9



Grade 5 Life Skills PSW Term 2 Test

QUESTION 1

1.1. Give an example of a violation of children's rights. (1)

1.2. How can children protect themselves from violations of their rights? (1)

1.3. Name two forms of child abuse. (2)

1.4. What are some effects of abuse on personal health? (2)

1.5. How can you respond effectively to a violent situation? (2)

1.6. Where can children find help if they are in a violent situation? (2)



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QUESTION 4

4. Read the following scenario and answer the questions that follow.

Emily and Mark are classmates. Emily often teases Mark and makes fun of his appearance. She tells him that he is ugly because he has acne and big ears. Mark feels hurt and upset by Emily's actions. He wants to address the issue and find a solution.

4.1. What emotions do you think Mark might be experiencing due to Emily's teasing? Explain your answer. (2)

4.2. What steps can Mark take to address the issue with Emily in a peaceful manner? (2)

4.3. If Emily refuses to stop teasing Mark, what additional steps can Mark take to seek help and resolve the situation? (2)

4.4. Suggest two ways in which their classmates and teacher can support Mark and create a safe and inclusive classroom environment. (2)

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TOTAL MARKS: 30

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2. Read the Text below and answer the

Issues of Age and Gender in Different Cultures

In many cultures around the world, age and gender play significant roles in determining the roles of individuals. These roles can vary widely across different cultures, and understanding them is crucial for respect and empathy for different cultures.

In some cultures, elders are highly respected and hold significant authority within the community. They are responsible for passing on traditions and wisdom to younger generations. In these societies, there is a strong emphasis on mutual respect, with children and young people showing respect to their elders.

Gender roles also vary greatly across cultures. In some societies, men are expected to take on specific responsibilities such as hunting or farming, while women might be expected to learn household chores or childcare.

These cultural expectations can have a profound impact on the lives of individuals. For example, in some cultures, girls are married off at a young age and are expected to start families early, limiting their opportunities for education and personal development. Similarly, boys may be expected to fulfil certain roles or professions based on their gender, regardless of their personal interests or abilities.

Despite these differences, it is important to recognize that cultural practices and beliefs are not static and can change over time. By understanding and respecting the cultural contexts in which age and gender roles are defined, we can better appreciate the diversity of human experience and work towards a more inclusive and equitable society.

2.1. In some cultures, elders are highly respected because. (1)

- They are the wealthiest members of the community.
- They hold significant authority and wisdom.
- They are the strongest members of the community.
- They are the most educated members of the community.

2.2. Gender roles in different cultures can include. (1)

- Boys learning household chores.
- Girls learning traditional male skills.

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- Discrimination, stereotype & bias.
- Children's rights
- Child abuse
- Dealing with violent situations
- Social responsibility

Test Total: 30
Number of pages: 7



Grade 5 Life Skills PSW June Test

QUESTION 1. MULTIPLE CHOICE

1. Read each sentence and underline the correct answer.

- 1.1. Which of the following is a way to take care of your emotional well-being? (1)
- Talking to someone when you're upset
 - Ignoring your feelings
 - Keeping your feelings inside
 - Being mean to others
- 1.2. Which of these is an example of a responsibility you have at school? (1)
- Saying "thank you" when someone helps you
 - Doing your homework on time
 - Blaming others for your mistakes
 - Taking credit for other people's work
- 1.3. Which of the following is a sign of a healthy friendship? (1)
- Lying to each other
 - Helping each other when needed
 - Ignoring each other's problems
 - Always trying to win every argument
- 1.4. What is the main goal of conflict resolution? (1)
- To avoid talking to the other person
 - To find a solution that works for both people
 - To prove you are right
 - To ignore the problem and hope it goes away
- 1.5. Discrimination is when someone is treated unfairly because of their: (1)
- age
 - Gender
 - Race
 - All of the above

(5)



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- Self-concept & Coping with emotions
- Giving & receiving feedback
- Significance of friends
- Safe relationships
- Discrimination, stereotype & bias.
- Children's rights & Child abuse
- Dealing with violent situations
- Social responsibility

QUESTION 5. CASE STUDY

5. Read the case study below and answer the questions that follow:

In a small school, there were two learners, Siphon and Lindiwe. Siphon was new to the school and came from a different town where people spoke a different language. Lindiwe had a disability and used a wheelchair to move around. Some of the other learners teased Siphon because of his accent and called him names. They also excluded Lindiwe from games during break time, saying she wouldn't be able to keep up.

One day, their teacher, Mrs. Mkhize, noticed what was happening. She called the class together and spoke to them about how everyone deserves respect, no matter where they come from or what challenges they face. She explained that teasing and excluding others is discrimination and hurts people's feelings. The class apologized to Siphon and Lindiwe. They asked her to join in on the games at break and they stopped making fun of Siphon's accent. The learners worked together to include them in activities and to learn more about Siphon's culture and Lindiwe's interests.



5.1. Why did some learners tease Siphon? (1)

5.2. What did the learners do to Lindiwe? (1)

5.3. What did Mrs. Mkhize teach the class? (1)

- How to learn another language
- That everyone deserves respect and discrimination is wrong
- How to improve their schoolwork
- That teasing is a good way to have fun

5.4. True or false: Siphon was teased because of his disability. (1)

True False

5.5. True or false: The class apologized to Siphon and Lindiwe after Mrs. Mkhize spoke to them. (1)

True False

5.6. Why do you think teasing someone because of their accent is harmful? (1)

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(4) Test Total: 30
Number of pages: 8



Grade 5 History Term 2 Test

QUESTION 1

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

Source A: Early African Farmers

Early African farming communities settled in various parts of Southern Africa around 1,500 years ago. These communities were known for farming crops and raising livestock. They used materials such as stone and iron to create essential tools and weapons for their daily lives. Pottery was also an important part of their culture, used for storage and cooking. Men and women in these communities had specific roles that helped the community function successfully.



1.1. When did the first African farmers settle in Southern Africa? (1)

1.2. Why did the first African farmers settle in Southern Africa? (1)

1.3. Explain the role of cattle in early African farmers' communities.

1.4. What materials were used to make tools and weapons by early African farmers?

1.5. How was pottery used in early African farmers' communities?

1.6. How did early African farmers use pottery in medicine and healing practices?

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QUESTION 4

4. Study the images below and answer the questions that follow.



4.1. Underline the statement which is most true about Iron tools. (4)

4.1.1. a) Farmers needed strong, sharp tools made of gold to chop down crops.
b) Farmers needed strong, sharp tools to chop down crops.

4.1.2. a) African farmers melted iron ore.
b) African farmers smelted iron ore.

4.1.3. a) A tool smith hammered tools into shape.
b) A metal smith hammered tools into shape.

4.1.4. a) Men collected ore found near the surface of the ground.
b) Men collected ore found near the surface of the rock.

(4)
GRAND TOTAL: 30

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1.7. Describe the hunting practices of early African farmers.

1.8. Men and women in the early African farming communities had different roles. Describe the role of woman and men.

Woman:

Men:

2. Match the definition in column B with the term in column A.

Column A	Column B	Answer
2.1. Crops	A. Where a wife and her children lived in a village.	
2.2. Domestic	B. Plants that farmers grow for food.	
2.3. Homestead	C. A group of households.	
2.4. Household	D. Farming with crops and animals.	
2.5. Agriculture	E. Meeting place	
	F. Animals that are tame enough to be kept as pets.	

(5)

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- When, why & where the first African farmers settled in SA
- How early African farmers lived

Test Total: 30
Number of pages: 7



Grade 5 History June Test

QUESTION 3

3. Read the information about the Khoikhoi and San. Then answer the questions that follow.



The first farmers in Southern Africa were the Khoikhoi and the San people. They were among the earliest inhabitants of the region and played a significant role in shaping its history. The Khoikhoi were known for their skill in farming and herding, while the San were skilled hunter-gatherers.

The Khoikhoi lived in settled communities, where they practiced agriculture and herded livestock such as cattle, sheep, and goats. They cultivated crops like sorghum, millet, and pumpkins. The San, on the other hand, were nomadic hunter-gatherers, moving from place to place in search of food and water. They hunted game and gathered wild fruits, nuts, and roots.

Despite their different lifestyles, both the Khoikhoi and the San had a deep understanding of their environments and were able to survive in the harsh conditions of Southern Africa. They used their knowledge to find water sources, track animals, and identify edible plants.

3.1. What was a significant difference between the lifestyles of the Khoikhoi and the San? (1)

.....

3.2. How did the Khoikhoi and San survive in the harsh environments of Southern Africa? (2)

.....

.....

- 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
- When, why & where the first African farmers settled in SA
- How early African farmers lived

3.3. What were the main crops? (1)

.....

3.4. What type of lifestyle did they have? (1)

- Sedentary
- Nomadic
- Urban
- Agricultural

4. Answer the following.

4.1. Say whether the following are true or false.

a) Early African farmers were nomadic. (1)

True False

b) Domestic animals like cattle and sheep were used for transport. (1)

True False

c) A homestead was a group of houses where extended families lived together. (1)

True False

d) A household in a chiefdom only included the chief and his family. (1)

True False

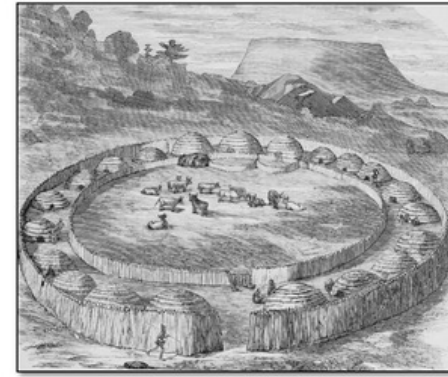
e) Agriculture allowed early African farmers to stay in one place instead of moving around. (1)

True False

4.2. Study the image below and answer the questions that follow.

4.2.1. Identify the different sections of the cattle kraal by circling the following. (3)

- The cattle tack in RED
- The individual households in BLUE
- The cattle kraals in GREEN



https://commons.wikimedia.org/wiki/File:023_-_Zulu_Kraal_enclosing_21_Huts_-_JohnGeorgeWood_book_063.jpg

(8)

QUESTION 5

5. Have a look at the picture of the coat of arms. Fill in the missing words in the box below. (5)

1. The rising sun represents power and rebirth.



The secretary bird is a symbol of d..... It hunts e..... South Africa can overcome its enemies.

2. The elephant tusk symbolises a..... and b.....

3. The ears of c..... represent fertile farming lands.

<https://www.khanacademy.org>

5. The human figures, copied from one of South Africa's best examples of rock painting, are shown greeting and are a symbol of community and togetherness.

a. b. c. d. e.

(5)

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Test Total: 30

Number of pages: 8



Grade 5 Geography Term 2 Test

QUESTION 4

4. Match the following landforms to their descriptions. Write only the letter in the grid below. (4)

COLUMN A	COLUMN B
4.1. Mountain	A. A low-lying area of land between hills or mountains, typically with a river or stream flowing through it.
4.2. Valley	B. A flat-topped area of land that is higher than the surrounding land.
4.3. Plateau	C. A raised area of land with steep sides and a pointed or rounded summit.
4.4. Plain	D. A large flat area of land with few trees.

4.1.	4.2.	4.3.	4.4.
------	------	------	------

(4)

QUESTION 5

5.1. True or False: Rivers always flow from north to south. (1)

True False

5.2. What is a delta?

5.3. Fill in the Blank: A _____ is a large body of saltwater that cover the Earth's surface.

QUESTION 6

6. Give the definitions for the following:

6.1. Gorge

6.2. Lowveld

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QUESTION 1

1. Answer the following questions.

1.1. Define "sea level" and "height above sea level." (2)

1.2. Describe the main physical features found in South Africa. (2)

(4)

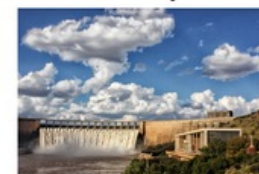
QUESTION 2

2. Read the case study and answer the questions that follow. (11)

Impact of Dams on the Physical Environment in South Africa

Dams are large structures built across rivers to control water flow, store water for irrigation, generate hydroelectric power, and provide drinking water to communities. In South Africa, dams have been constructed for various purposes, but they also have environmental impacts.

One such example is the impact of the Gariep Dam, located on the Orange River in the Free State province. The Gariep Dam is the largest dam in South Africa and plays a crucial role in supplying water for irrigation, industry, and domestic use. However, its construction has had several environmental consequences:



1. Altered River Flow: The dam regulates the flow of the Orange River, which has changed the downstream river flow patterns. This alteration can affect the natural habitat of plants and animals that depend on regular water flow.

2. Impact on Biodiversity: The construction of the dam flooded large areas of land, leading to the loss of natural habitats and displacement of wildlife. It also disrupted the migration patterns of fish species, affecting their breeding and survival.

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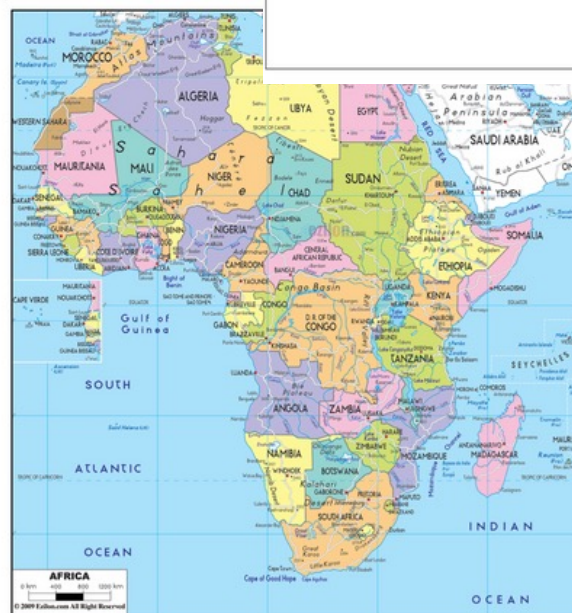
2

QUESTION 3

3. Use map 1 to answer the following:

- Name the ocean that is East of South Africa.
- Name the sea that separates Africa and Europe.
- Swaziland and Lesotho are examples of _____.
- Which island is found north east of South Africa?

MAP 1



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4

- Physical features of SA
- High places & low places
- Rivers

Test Total: 30
 Number of pages: 8



Grade 5 Geography June Test

Use MAP 2 to answer the questions:
MAP 2



1.7. Find the Gariep-Orange River on the map.

a) In which neighbouring country is the river's source?

b) What is the total length of the river?

1.8. Name a river in Gauteng.

1.9. Name any place in South Africa that is 200m above sea level.

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(1)

2.4. Match the Term in column A to its definition in Column B. Write your answer in the grid below.

Term	Definition
2.4.1. Valley	a) A valley with very deep and steep sides.
2.4.2. Lowveld	b) When water flows over a very steep drop in the river bed.
2.4.3. Gorge	c) A "U" shaped or "V" shaped part of land which slopes downwards and usually has a stream or river flowing through it.
2.4.4. Spring	d) Where water from underground bubbles up.
2.4.5. Waterfall	e) Lower laying area approximately 800m above sea level.

2.4.1.	2.4.2	2.4.3.	2.4.4.	2.4.5.
--------	-------	--------	--------	--------

(10)

QUESTION 3

3. Study the pictures below and answer the questions based on them.

Table mountain



<https://sporttheconceptscapes.com.co.za/cape-town/landmarks/table-mountain-a-majestic-wonder-of-nature/>

Cathedral Peak, a part of uKhahlamba-Drakensburg Mountain range



<https://www.souladventures.co.za/events/two-day-cathedral-peak-hike/>

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5

- Physical features of SA
- High places & low places
- Rivers
- World map and compass directions
- Africa our continent (oceans, countries & main cities)
- Physical map of Africa

Test Total: 30
Number of pages: 9



Grade 5 NST Term 2 Test

QUESTION 1: COMPARING METALS AND NON-METALS

1. Answer the following questions about metals and non-metals.



1.1. Define a metal. (2)

1.2. Which of the following is a property of metals? (1)

- a) Brittle and dull
- b) Shiny and good conductor of electricity
- c) Soft and breaks easily
- d) Does not conduct heat

1.3. True or False: Non-metals are usually poor conductors of heat and electricity. (1)

True False

1.4. Circle the correct answer in brackets. (1)

Metals are (malleable / brittle), meaning they can be hammered ir without breaking.

1.5. Say whether each characteristic below belongs to a metal or a

- a) Good conductor of heat and electricity → -----
- b) Dull and brittle → -----
- c) Can rust when exposed to water and oxygen → -----
- d) Can be a gas at room temperature → -----

1.6. Why are metals used to make cooking pots instead of non-met

1.7. Explain why metals are useful for making coins.

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QUESTION 4: MIXING

4. Answer the following questions on mixing r

4.1. If you mix two of the following materials, what mixing?

- a) Water and oil
- b) Salt and sugar
- c) Flour and water

a) -----
b) -----
c) -----

4.2. Give an example of a product made using each techniques:

- a) Mixing and setting: -----
- b) Mixing and cooling: -----
- c) Mixing, drying and/or firing: -----

QUESTION 5: USEFULNESS OF MATERIALS

5. Answer the following questions on the usefulness of materials.

5.1. List three different uses for metals. (3)

5.2. Explain why choosing the right materials for different tasks is important. (3)

(6)
GRAND TOTAL: 30

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4

MEMORANDUM GRADE 5 NST TERM 2 TEST

QUESTION	ANSWER	MARKS	LEARNERS MARK
QUESTION 1:			
1.1.	A metal is a solid material that is typically hard, shiny, malleable, and ductile, with good electrical and thermal conductivity.	2	
1.2.	b) Shiny and good conductor of electricity	1	
1.3.	True	1	
1.4.	Malleable	1	
1.5.	a) Metal b) Non-metal c) Metal d) Non-metal	4	
1.6.	Metals conduct heat well, allowing food to cook evenly. They are also strong and durable.	1	
1.7.	Metals like copper and nickel are used for coins because they are durable and easily shaped, and have a distinct appearance that makes them difficult to counterfeit.	2	
		Total: ____/12	
QUESTION 2: MAGNETISM			
2.1.	c) Iron	1	
2.2.	False	1	
2.3.	Possible answers: Fridge door, compass, speakers, magnetic clasps, electric motors.	1	
2.4.	Repulsion.	1	
		Total: ____/4	
QUESTION 3: RUSTING			
3.1.	b) Iron	1	
3.2.	Iron rusts with water because it reacts with oxygen and water to form hydrated iron oxide, commonly known as rust.	1	
		Total: ____/2	
QUESTION 4: MIXING MATERIALS			
4.1.	a) When water and oil are mixed, the oil floats on top of the water because it is less dense. b) When salt and sugar are mixed together, they form a uniform white mixture; you cannot see the salt and sugar crystals. c) When you mix flour and water together, it forms a white paste.	3	

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5

- Metals and non-metals
- Uses of metals
- Processing materials
- Processed materials

Test Total: 40

Number of pages: 6



Grade 5 NST June Test

QUESTION 3

3. Have a look at the picture and answer the questions that follow.



- 3.1. Name the type of aquatic habitat. (1)
-
- 3.2. Identify an invertebrate animal. (1)
-
- 3.3. List two vertebrate animals. (2)
-
- 3.4. Which two elements will the plants use to manufacture its own food? (2)
-
- 3.5. How have the water lilies adapted to live in water? (2)
-
-

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- Plants & animals on earth.
- Animal skeletons
- Skeletons as structures
- Food chains
- Life cycles
- Metals & non-metals
- Uses of metals
- Processing materials
- Processed materials

4.5. Rearrange the following organisms in the correct order to form a food chain. (4)
(lion, carrots, fox, rabbit)

Write the names of the organisms only.

(10)

SECTION B: MATTER AND MATERIALS

QUESTION 5

5. Answer the following questions about metals and non-metals.

5.1. List 3 properties of metals. (3)

5.2. List 3 properties of non-metals. (3)

and label the life cycle of the frog. (6)

3

(14)

QUESTION 4

4. Answer the following questions on food chains.

Study the following image carefully and answer the questions that follow.



4.1. Name the producer in the food chain. (1)

4.2. Is the frog an omnivore, carnivore or herbivore? (1)

4.3. Name a consumer in the food chain. (1)

4.4. Predict what would happen if the grasshopper was removed from the food chain. (3)

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Test Total: 50

Number of pages: 8

Dm

Grade 5 Mathematics Term 2 Test

QUESTION 6

6.1. The diagrams below show the number of people sitting around the tables. Study and answer the questions that follow.

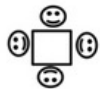


Figure 1

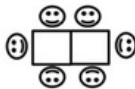


Figure 2

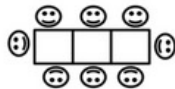


Figure 3

Complete the table below to illustrate the number of people sitting around the tables. (2)

Number of tables	1	2	3	4		10
Number of people	4	6	8	_____		_____

6.2. Describe the general rule for the above patterns in words. (1)

[3]

QUESTION 7

7.1. Identify the 3D shapes of the following objects.

- a) Soccer ball: _____
 b) Dice: _____
 c) Pyramid: _____

7.2. Calculate the volume of a rectangular prism with the following dimensions:

Length = 5 cm
 Width = 3 cm
 Height = 4 cm

Volume = _____ cm³

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- Whole numbers
- Addition & Subtraction
- Numeric patterns
- Geometric patterns
- Word problems

QUESTION 10

10.1. Which one is cheaper, 2L juice for R20 or 5L juice for R60? (2)



10.2. How many 250ml cups of mango juice can fill up a 5L container? (2)

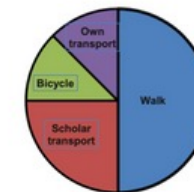


[4]

QUESTION 11

11. The pie chart below shows the number of grade 5 learners who use different types of transport to school. There are 40 learners in the grade 5 class. NB – The pie chart is divided into 8 equal parts. (3)

Different types of transport for Grade 5 learners



11.1. What fraction of the grade 5 learners walk to school? (2)

11.2. How many learners use bicycles? (1)

[3]

TOTAL MARKS: 50

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8

QUESTION 4

4.1. Complete the table.

Number of cars	
a)	16
b)	_____

4.2. Complete the table.

	21	56	
+	3		

QUESTION 5

5.1. Five books and one bag cost R4,50. How much does one book cost? (2)



5.2. Dennis is working 7 hours a day from Monday to Friday. How many minutes does he work in 2 weeks? (2)



[4]

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4

Test Total: 50
 Number of pages: 11



Grade 5 Mathematics June Test

QUESTION 2: NUMBER SENTENCES

2.1. Find the answer for each of these sums and fill them in the square. (4)

a) $12 + 13 = \square$

b) $50 - 28 = \square$

c) $44 - 20 = \square$

d) $22 + 28 = \square$

Solve the following number sentences using inspection. (6)

2.2. $689 + \square + 767 = 2\ 000$ 2.3. $7\ 000 - 6\ 651 = \square$

2.4. $1234 - \square = 888$ 2.5. $550 \div \square = 5$

2.6. $78 \times \square = 3\ 588$



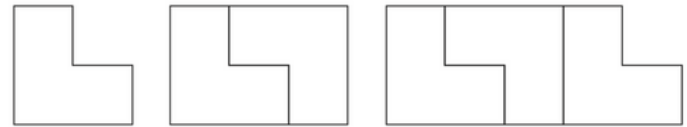
3

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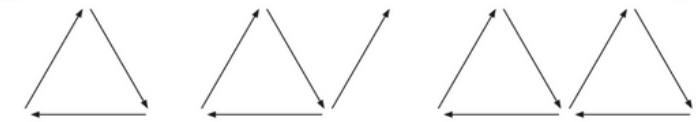
QUESTION 6: GEOMETRIC PATTERNS

6. Look at each of these patterns and say what the pattern is in words and what the next item(s) in the pattern should be. (1)

6.1. (1)



6.2. (1)



6.3. Complete the table below. (3)

Picture number	1	2	3	4	5	6	Number sentence
Number of matches	1	3					

(5)

TOTAL: 50 MARKS

QUESTION

5. Look carefully at the pattern below

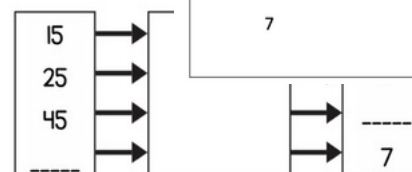
4 12 20 28 36

5.1. What are we adding each time to

5.2. What are the next two numbers i

5.3. Write a number sentence to desc

5.4. Complete the rule and find the m
diagram.



7

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(5)



Test Total: 50

Number of pages: 10

- Whole numbers
- Number Sentences
- Addition & Subtraction
- Multiplication & Division
- Numeric Patterns
- Geometric Patterns